

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	History
PAPER NUMBER:	I
DATE:	4 th May 2017
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 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 in the left-hand margin of the booklet provided.**

SECTION A: Maltese History

Answer ALL questions.

Question 1

Read the following sources on the Inquisition in Malta and then answer the questions below.

Source A

To our displeasure, we have learnt that the destroying venom of heresy is infiltrating in the city and island of Malta even among the members of the Order. As it is our duty, and as our office demands, we must destroy the heresy before it takes roots even deeper. For this purpose, we want to do our best to give praise to almighty God, so that we shall be of protection for the purity of the faith, and so that we help Christians to be strengthened in their souls.

(Letter from the *Sacred Congregation of the General Inquisition to the Bishop of Malta Mgr Domenico Cubelles*, 21 October 1561)

Source B

On 1st August 1574, the first Inquisition General, Mgr Pietro Dusina, arrived in Malta. He took up residence in the new city of Valletta and held his court in Fort St. Elmo.

(Andrew P. Vella, *The Tribunal of the Inquisition in Malta*, Royal University of Malta, Msida, 1964, p. 17)

Source C

Three exalted dignitaries shared ultimate authority in Malta in the latter time of the Order: the Grand Master, the Bishop and the Inquisitor, divided by their power manias, united in common obedience to the Pope.

(Giovanni Bonello, 'A 1636 Murder in Vittoriosa – and its far-reaching Fallout,' *The Sunday Times of Malta*, 4 December 2016)

- (a) With reference to Source A, what false teaching was being spread in Malta during the early years of the Order's rule? (2)
- (b) What led to the coming of Mgr Pietro Dusina in 1574 referred to in Source B? (2)
- (c) In which Maltese city did the Inquisitor eventually establish his tribunal? (1)
- (d) Sources A, B and C mention the Inquisition. Describe briefly the work of this Tribunal. (3)
- (e) Which of the three dignitaries mentioned in Source C was the head of the government of Malta at the time? (1)
- (f) Name **THREE** sins which were dealt with by the Inquisitor's tribunal. (3)
- (g) Explain why the three dignitaries, mentioned in Source C, were united in common obedience to the Pope. (3)
- (h) Why is Source A a Primary source? (2)

(Total: 17 marks)

Question 2

Read the following sources on the Maltese political aspirations during the first half of the nineteenth century and then answer the questions below.

Source D

In Malta, the 1830s were important because they were to see the formation of a Maltese liberal movement known as the Comitato Generale Maltese which spearheaded the agitation for political rights that led the Royal Commission of 1836 and its far-reaching recommendations.

(Carmel Cassar, *A Concise History of Malta*, Mireva Publications, Msida, 2000, p. 152)

Source E

Mitrovich championed Malta's economic well-being and the introduction of the liberty of the press. Mitrovich's forte was his pen and he engaged in writing and appealing to the Maltese to fight for their rights. He joined the Comitato Generale Maltese, thus supporting Camillo Sciberras in the political ideals for a more politically autonomous Malta.

(George Cassar, 'Two Pioneers of Maltese Politics: Camillo Sciberras and Giorgio Mitrovitch,' in *Mill-Parlament*, 10 September 2015, p. 6-7)

Source F

The Governor is hereby pleased to promulgate the following Ordinance, No. IV, passed on the 14th day of March instant, entitled: An Ordinance enacted by the Governor of Malta, with the advice and consent of the Council of Government thereof, for abolishing the Censorship, and for providing against Abuses of the consequent liberty of publishing printed writings; which is to be observed as Law within their Possessions.

(Henry Grey, Chief Secretary to the Government, *Ordinance No. IV of 1839*, 15th March 1839)

- (a) Why was the Comitato Generale Maltese set up? (3)
- (b) The author of Source E notes that Mitrovitch's forte was his pen. Name **ONE** pamphlet that he wrote on the rights of the Maltese people. (1)
- (c) Describe briefly the Constitution that was issued for Malta in 1835. (3)
- (d) Source E refers to Camillo Sciberras. What part did he play in Maltese politics during the first half of the 19th century? (3)
- (e) What does the term 'Censorship', mentioned in Source F, mean? (1)
- (f) Which authority did the Governor, mentioned in Source F, represent? (1)
- (g) What major liberal right did the Maltese obtain as a result of the Ordinance quoted in Source F? (1)
- (h) Indicate the far-reaching recommendations that were made by the Royal Commission of 1836 referred to in Source D. (4)

(Total: 17 marks)

Please turn the page.

Question 3

Read these sources on Malta's bid to join the European Union and answer the questions below.

Source G

Malta's relations [with the European Union] until eventual accession were governed by its 1970 Association Agreement with the Community. It provided for the creation of a customs union in two five-year stages; in the first phase, there would be a 70% reduction in the European Economic Community's Common External Tariff [CET] towards Maltese goods - excluding petroleum and certain agricultural products and textiles.

(Alan F. Tatham, *Enlargement of the European Union*, Kluwer Law International, Zuidpoelsingel, 2009, p. 118)

Source H

[In 1990] ... at the Foreign Office I had to take some important decisions. The first one was the island's membership of the European Community, as it was then known. A European Directorate was set up with Dr Joe Borg as its head. Previous ministers had been advised that the conditions were not yet right for Malta to apply. I could well understand this but I felt we had to make up for the lost time. Malta had to compete with others in its membership application.

(Guido De Marco, *The Politics of Persuasion*, Allied Newspapers Limited, Valletta, 2007, p. 200)

Source I

In 1998, the Maltese Government had promised to hold a referendum on the result of the negotiations for membership. Prime Minister Eddie Fenech Adami announced the referendum on 29 January 2003, the first among candidate countries. Voting was to be held on 8 March 2003, and the country immediately entered into a campaign which was hotly contested, and which was divided between a YES campaign, led by the Prime Minister, and a NO campaign, led by Alfred Sant, Leader of the Opposition and the Malta Labour Party.

(Richard Cachia Caruana, 'Id-Dhul ta' Malta fl-Unjoni Ewropea,' in Michael J. Schiavone, Leonard Callus (eds.), *Inservi – Hidma Politika 1969-2009*, Publikazzjonijiet Indipendenza, Pietà, 2010, p. 543)

- (a) Why did Malta seek an Association Agreement with the European Economic Community in 1970? (3)
- (b) What part did Guido De Marco, quoted in Source H, play in the process of Malta's application to join the European Union? (1)
- (c) What was the name of the document issued by the European Commission aimed at ensuring the best conditions for Malta's application for membership in the European Union? (1)
- (d) Why was a referendum, referred to in Source I, held in March 2003? (2)
- (e) What type of relationship with the European Union did Alfred Sant envisage when he was Prime Minister of Malta in 1996? (3)
- (f) Describe briefly the negotiations for Malta's membership with the European Union after 1998. (3)
- (g) When and where was the Treaty of Accession for Malta's membership in the European Union signed? (2)
- (h) Give the date when Malta became a full member of the European Union. (1)

(Total: 16 marks)

SECTION B: European and International History

Answer ALL questions.

Question 4

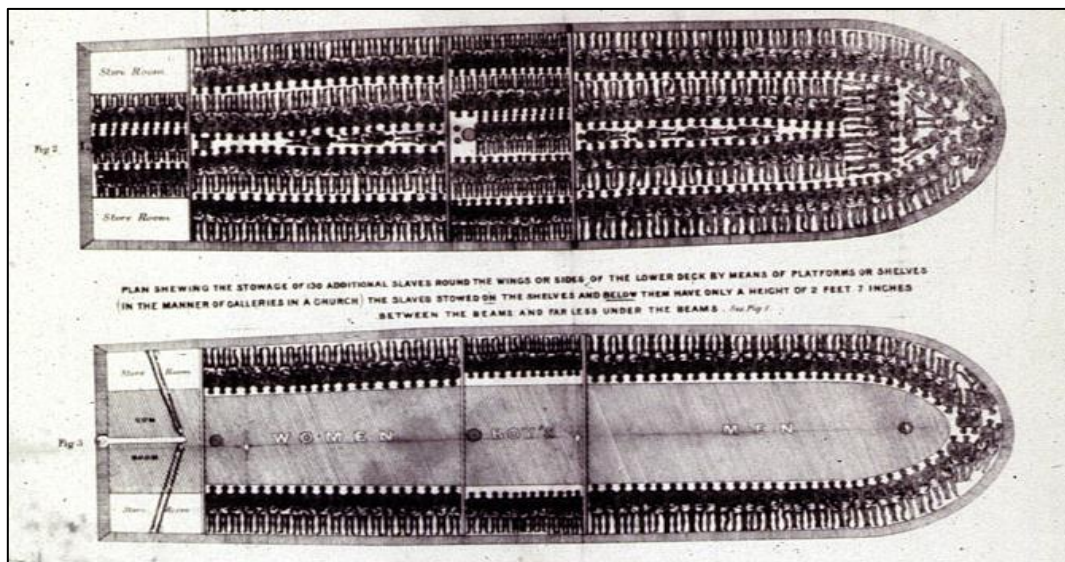
Read these sources on the slave trade and answer the questions that follow.

Source J

Countrymen, reflect a moment on what you are about! - The Sugar colonies, the trade of which is of more advantage to this country than most who talk on the subject are aware of, will soon be lost to us. The capital employed in the culture of the colonies it is said ... to amount to between sixty and seventy millions... Can England... afford to lose so immense a sum? For the lands cannot be cultivated, nor the manufacture of sugar... without the trade your ill-judged zeal wants to put an end to. I have good reason to believe, that nearly one third of the commerce of this kingdom depends on the African trade... If you give up your trade, what must become of your navy, the bulwark of England?

(Article from the London newspaper *The Diary or Woodfall's Register*, originally published on 16 April 1789. Retrieved on 18 January 2017 from <http://www.bl.uk/learning/images/makeanimpact/transcript9683.html>)

Source K



(Plan of the British Slave Ship 'Brookes,' originally published in 1789. Retrieved on 19 January 2017 from Jerome S. Handler, Michael L. Tuite Jr., 'The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record,' Virginia Foundation for the Humanities and University of Virginia, slaveryimages.org, [27 December 2012], <http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=5&theRecord=11>)

- (a) What was the relationship between the slave trade and the Sugar colonies? (2)
- (b) What arguments did the author of Source J present in support of slave trade? (3)
- (c) To whom was the author of Source J directing his article? (2)
- (d) Why is Source K a primary source? (1)
- (e) Who may have produced Source K and for what purpose? (2)
- (f) Imagine you were a slave on board the *Brookes*. Describe **TWO** general conditions on such a ship. (3)
- (g) Besides Britain, the United States of America also eventually abolished slavery. Explain how this happened. (2)
- (h) Name **TWO** ideals that emerged during the Age of Enlightenment that eventually helped promote the abolition of slavery. (2)

(Total: 17 marks)

Question 5

Read these sources on Germany in the nineteenth century and then answer the questions that follow.

Source L

Germany after 1815 was still a much-divided territory. This division of Germany exactly suited the aims of the Austrian Chancellor, Metternich, who had a decisive voice in the settlement... While the German princes were divided by political jealousy and distrust, the Austrians would have no united opposition to their policies and could exert a decisive influence in the affairs of Germany... One important development of these years which was to have great future significance was the Zollverein...

(Herbert L. Peacock, *A History of Modern Europe, 1789-1981*, 7 edn., Heinemann Educational Books, London, 1982, p. 144, 148)

Source M Otto von Bismarck writing in 1866.

We had to avoid wounding Austria too severely... we ought rather to reserve the possibility of becoming friends again with our adversary of the moment... If Austria were severely injured, she would become the ally of France and of every other opponent of ours; she would even sacrifice her anti-Russian interests for the sake of revenge on Prussia... The acquisition of provinces like Austrian Silesia and portions of Bohemia could not strengthen the Prussian state... our task was the establishment or foundation of German national unity under the leadership of the King of Prussia.

(Otto von Bismarck writing in 1866, quoted from James H. Robinson (ed.), *Readings in European History*, Ginn, Boston, 1906, p. 584-585)

- (a) Which **TWO** states competed for the leadership of the German states in the nineteenth century? (2)
- (b) Why was the Zollverein set up, and how did it develop by 1860? (2)
- (c) Did the German princes, mentioned in Source L, support or oppose the Unification of Germany in the nineteenth century, and why? (2)
- (d) Who was Metternich mentioned in Source L? (1)
- (e) Why did Metternich want to keep Germany a “much-divided territory”? What measures did he take to achieve this in the two decades after 1815? (2)
- (f) From Source M, identify **THREE** reasons that show why Bismarck did not want to wound Austria too severely in 1866. (3)
- (g) Name another war fought by Prussia in the second half of the nineteenth century and explain how this helped advance the cause of German unification. (3)
- (h) Who became the ruler of Germany in 1871? (1)

(Total: 16 marks)

Question 6

Read these sources on the state of Cuba in 1962 and then answer the questions that follow.

Source N



(The Philadelphia Inquirer, Tuesday 23 October 1962. Retrieved on 17 January 2017 from http://media.philly.com/images/600*450/121022PCUBA_01.jpg)

Source O

Our purpose has been and is to help Cuba... You want to relieve your country from danger and this is understandable. However, Cuba also wants this. All countries want to relieve their country from danger... you have surrounded the Soviet Union with military bases, surrounded our allies with military bases, set up military bases literally around our country, and stationed your rocket weapons at them? ... Your rockets are stationed in Britain and in Italy and pointed at us. Your rockets are stationed in Turkey.

(Letter from Khrushchev to Kennedy, 26 October 1962. Retrieved on 18 January 2017 from [atomicarchive.com](http://www.atomicarchive.com/Docs/Cuba/khrushchevletter2.shtml), (1998-2015), <http://www.atomicarchive.com/Docs/Cuba/khrushchevletter2.shtml>)

- (a) Explain why Sources N and O are Primary Sources. (2)
- (b) Who were Kennedy and Khrushchev mentioned in these two sources? (2)
- (c) To which historical event are these sources referring? (1)
- (d) Who was the leader of Cuba in 1962 and which system of government did he adopt? (2)
- (e) Why was the United States against the installation of Soviet missiles in Cuba? (2)
- (f) From Source N, identify **TWO** measures taken by Kennedy in response to the installation of missiles in Cuba. (2)
- (g) Would you consider the measures taken by Kennedy, shown in Source N, as being too risky? Sustain your argument by giving details from 1962. (2)
- (h) From Source O, how did Khrushchev defend his right to place weapons in Cuba? (2)
- (i) Name **TWO** consequences of this event. (2)

(Total: 17 marks)

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	5 th May 2017
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. Questions carry 25 marks each.

- **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. Give reasons to explain why the Turks attacked Malta in 1565. What significance did the Knights' victory have for Malta and the Order of St. John?
2. Why did the Knights decide to build Valletta? How did the Knights develop it into 'a city of palaces built by gentlemen for gentlemen'?
3. What were the main causes, events and results of the Sette Giugno riots of 1919?
4. Under British colonial rule, Malta had a fortress economy and the government often resorted to emigration and rundown schemes to solve its problems. Comment.
5. World War II brought havoc to the Maltese islands, resulting in significant economic and social distress. Elaborate.
6. Between 1964 and 1979, Prime Ministers George Borg Olivier and Dom Mintoff maintained and determined Malta's relations with Britain in their own different way. Discuss.

SECTION B: European and International History

Choose any TWO questions from this Section.

7. The beginning of the Early Modern Period was characterised by the Renaissance, the Discovery of the New World and the Protestant Revolt. Discuss the main changes brought about by these three historical developments.
8. What was the Third Estate and what difficulties did it face in France before the beginning of the Revolution in 1789?
9. Discuss the main factors that encouraged rapid industrial development in Britain and the effects it had on that country.
10. Expand on the most significant factors leading to the outbreak of the First World War in 1914.
11. The beginning of the Second World War was solely the result of the policies adopted by Adolf Hitler. Illustrate arguments in favour and/or against this statement by giving examples.
12. Give the reasons for the formation of the European Economic Community and describe the major treaties that characterised its history till 2007.

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	5 th May 2017
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. Questions carry 25 marks each.

- **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 1565, a Turkish Armada attacked the Maltese Islands.
 - (a) Who was the Grand Master of Malta in 1565? (1)
 - (b) Name the Sultan who sent the Turkish Armada to attack Malta. (1)
 - (c) Give reasons to explain why the Turks attacked Malta. (10)
 - (d) What fortifications did the Maltese Islands have when the Turks made their attack? (5)
 - (e) Do you agree that the victory of the Order was of great significance for Malta and the Order? Explain. (8)

(Total: 25 marks)

2. After the 1565 Siege, the Knights built the city of Valletta.
- (a) Why did the Knights decide to build Valletta? (4)
 - (b) What was the name of the hill on which Valletta was built? (1)
 - (c) Explain the part played by Francesco Laparelli in the building of the new city. (5)
 - (d) What regulations did the Order issue with regards to buildings erected in Valletta? (5)
 - (e) How did the Knights embellish the new city? (10)

(Total: 25 marks)

3. The Sette Giugno Riots in June 1919 were important milestones in Malta's political history.
- (a) Indicate a place where there is a monument commemorating the victims of the Sette Giugno Riots. (1)
 - (b) Who presided over the General Assembly that met on 7th June 1919? (1)
 - (c) What constitutional claims were Maltese politicians making by 1919? (5)
 - (d) Indicate the causes that led to the events of June 1919. (10)
 - (e) Describe the main results of the Sette Giugno Riots. (8)

(Total: 25 marks)

4. Malta's economy in the nineteenth century was dependent on the exigencies of British colonial government.
- (a) How do historians normally refer to this type of economy? (1)
 - (b) Why did the opening of the Suez Canal increase Malta's importance for the British? (3)
 - (c) Indicate how the British developed the naval dockyard during the nineteenth century. (5)
 - (d) Explain how the British used Malta during the Crimean War. (6)
 - (e) Show how and why emigration from Malta was resorted to during the nineteenth and early twentieth centuries. (10)

(Total: 25 marks)

5. During World War II, the Maltese Islands suffered severely from heavy bombardment.
- (a) Which air forces attacked and bombarded the Maltese Islands during World War II? (2)
 - (b) Indicate the principal objectives targeted by enemy air forces during the war. (3)
 - (c) How did the constant aerial bombardments affect the Maltese population? (8)
 - (d) Explain why the Santa Maria convoy was so important for Malta. (2)
 - (e) What effects did the war have on the Maltese Islands? (10)

(Total: 25 marks)

6. Despite Malta gaining Independence in 1964, the Maltese Prime Ministers after 1964 still retained political and economic ties with Great Britain until 1979.
- (a) Indicate who was the Prime Minister of Malta:
 - i. when Malta became an independent state;
 - ii. at the time Malta became a Republic. (2)
 - (b) What ties did Malta retain with Britain after independence? (5)
 - (c) Describe the Defence Agreement that Malta signed with Great Britain on obtaining Independence. (8)
 - (d) Indicate the main terms of the Second Defence Agreement concluded in 1972. (8)
 - (e) Why did Malta join the Non-Aligned Movement? (2)

(Total: 25 marks)

SECTION B: European and International History

Choose any TWO questions from this Section.

7. Early Modern Europe.
- (a) Leonardo Da Vinci and Michelangelo were amongst the main protagonists of the Renaissance period in Italy. Identify some of their works to show how the Renaissance was a period of rebirth. (12)
 - (b) The Renaissance was also an age of discovery of new lands. Write about the caravel, the magnetic compass and gunpowder to show how these were used by Columbus and the Conquistadores to discover and conquer the newly discovered continent. (6)
 - (c) What was the innovation invented by Johann Gutenberg and how was it used efficiently by the Protestant movement? (7)

(Total: 25 marks)

8. The French Revolution of 1789.
- (a) Explain how French society was divided under the Ancien Régime. (3)
 - (b) Expand on **FIVE** causes that led to the French Revolution. (10)
 - (c) Describe what happened during the French Revolution from 1789 to the seizure of power by Napoleon in 1799. (12)

(Total: 25 marks)

9. The Industrial Revolution.

- (a) How did slum areas develop in British cities during the Industrial Revolution and what was it like to live in such areas of a city? (10)
- (b) Explain what other changes took place in Great Britain as a result of the Industrial Revolution. (10)
- (c) Expand on **FIVE** reasons why the Industrial Revolution started in Great Britain and not elsewhere. (5)

(Total: 25 marks)

10. The outbreak of the First World War.

- (a) Expand on the system of alliances that developed before 1914. (5)
- (b) Elaborate on the arms race that developed before the First World War. (6)
- (c) Why was colonial rivalry between European Powers a cause for war? (7)
- (d) How did the disagreements in the Balkans spark the beginning of the Great War? (7)

(Total: 25 marks)

11. The Interwar Period.

- (a) How did the Treaty of Versailles deal with Germany after the First World War? (8)
- (b) Explain whether the League of Nations was effective in resolving disputes in the later part of the Interwar Period. (5)
- (c) How were authoritarian governments able to replace the weak democracies in Italy and Germany during the Interwar Period and maintain power up to the beginning of the Second World War? (12)

(Total: 25 marks)

12. The European Union.

- (a) Give **TWO** main aims for the emergence of the European Economic Community. (6)
- (b) What were the early steps that led to the formation of the European Economic Community by 1957? (8)
- (c) Elaborate on the entry of the United Kingdom into the European Economic Community. (5)
- (d) Name **THREE** European Union treaties that were signed between 1990 and 2002 and expand on the aims and changes brought about by each treaty. (6)

(Total: 25 marks)