



SUBJECT:	History
PAPER NUMBER:	I
DATE:	4 th September 2020
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, with 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.**

Please turn the page

SECTION A: MALTESE HISTORY

1. Read carefully and observe the following three sources about the hospitals of the Order of St. John and then answer the questions that follow.



Source A:

<http://museumstjohn.org.uk/disease-and-dissection-a-history-of-surgery-in-malta/>



Source B: The Order's quarantine hospital
<https://localgovernment.gov.mt/en/lc/Gzira/Pages/Locality/Manoel-Island.asp>

Source C:

An eyewitness account by Rev. Henry Teonge, Malta, 1675.

'[The hospital was] so broad so that 12 men may with ease well walk a breast up the midst of it; and the beds are on each side, standing on four iron pillars, with white curtains ... and covering extremely neat, and kept clean and sweet; the sick served all in silver plate.'

- a. Name the Order's hospital depicted in Source A. (1)
- b. Give **TWO** reasons why the Order built and kept the hospital depicted in Source A. (2)
- c. Mention **THREE** facts about the hospital depicted in Source A. (3)
- d. (i) Name the quarantine hospital shown in Source B. (1)
(ii) For what purpose was this particular hospital built? (1)
(iii) Why was it built on Manoel Island? (1)
- e. (i) Which hospital did Henry Teonge describe in Source C? (1)
(ii) What is the opinion of the author about this hospital? (1)
- f. (i) To improve the health services the Order sought to provide fresh water to Valletta. Name and describe this project. (3)
(ii) Mention **TWO** effects which this project had on life in the city of Valletta at the time of the Order. (2)

(Total: 16 marks)

2. Read carefully the following sources about the Royal Commissions of 1836 and 1878 and then answer the questions that follow.

Source D:

Extract from a letter of Bouverie to Glenelg, 8 March, 1838, in The Maltese Public Service 1800-1940, Godfrey A. Pirotta, 1996, p.152.

'... as long as Malta is considered as a fortress and a British naval station, the entire settling aside of Englishmen ... for the purpose of bringing forward Maltese for offices, will be fraught with inconvenience and difficulty, and not impossibly with danger.'

Source E:

Extract from Austin and Lewis to Glenelg, 19 February, 1838, in The Maltese Public Service 1800-1940, Godfrey A. Pirotta, 1996, p.153.

'... to prove practically, and to the conviction of the [Maltese] public, that the principal places under the Government of the island will be open in future to its meritorious subordinate officers.'

Source F:

Extract from the Report of Sir Penrose Julyan to Hicks Beach, Secretary of State for the Colonies, 7 April, 1879, in The Maltese Public Service 1800-1940, Godfrey A. Pirotta, 1996, p.294.

'... to insist on all its employees being thoroughly acquainted with English, and using it constantly, to the exclusion as far as possible of all other languages, in their relations with the public.'

- a. What official position did Bouverie hold in Malta at the time of writing of Source D? (1)
- b. How did the fact that Malta was a fortress and naval station determine the way Britain ruled over Malta? (2)
- c. What opinion did the author of Source E hold on the employment of Maltese in the British colonial administration? (2)
- d. (i) In what way did the suggestion of the Royal Commissioners in Source D contrast that of Source E? (2)
(ii) Suggest a reason why the Royal Commissioners advised for such a change in policy. (2)
- e. What did Julyan's change in language policy as stated in Source F imply in practice? (2)
- f. Briefly describe the effect which Julyan's suggested language reform had, from 1880 onwards, on:
 - (i) Malta's education system; (2)
 - (ii) Malta's political development. (2)
- g. (i) Name the Maltese political leader who sought to implement Julyan's language reform during his public career in Malta. (1)
(ii) Name one public office held by this political leader between 1889 and 1932. (1)

(Total: 17 marks)

Please turn the page.

3. Read carefully the following sources on Malta's Independence and foreign policy and then answer the questions that follow.

Source G:

Sir Edward Wakefield, UK Commissioner, writing about his meeting with the Archbishop of Malta, extract from The Origins of Maltese Statehood, Henry Frenco, Malta, 2000, p. 98.

'The Archbishop is chiefly distressed on account of the demand for early independence. This, he says, would be disastrous for Malta and is not wanted by the great majority of the Maltese people.

I sought to allay his apprehensions about independence and suggested that, provided Dr Borg Olivier did not seek to embitter Anglo-Maltese relations, I saw no reason why the friendly link between Britain and Malta should not continue though its form would necessarily be different.'

Source H:

Letter from Dom Mintoff, Leader of the Malta Labour Party, to Sir Duncan Sandys, Secretary of State for the Colonies, in The Origins of Maltese Statehood, Henry Frenco, Malta, 2000, p. 142.

'Above all we believe no honourable terms whatsoever can be negotiated on defence before our people have become free and independent – before our freely elected spokesmen can meet the representatives of the United Kingdom on a basis of strict equality.

That is why we reserve the right to repudiate the terms of any treaty or agreement negotiated behind the backs of the people of Malta at this inappropriate stage.'

- a. Name the Archbishop mentioned in Source G. (1)
- b. (i) What opinion did the Archbishop have on the granting of independence for Malta? (1)
(ii) Suggest **ONE** reason for this. (1)
- c. On what evidence can one conclude that the Archbishop was **not** correct when he said that the great majority of the Maltese people did not want independence? (2)
- d. Briefly explain how with the granting of independence, the 'friendly link between Britain and Malta should ... continue though its form would necessarily be different.' (3)
- e. Which official position did Dom Mintoff hold at the time of writing of Source H? (1)
- f. (i) What stance did the Malta Labour Party take on the defence treaty mentioned in Source H and why? (2)
(ii) Briefly describe the events that occurred in 1971-1972 when the Malta Labour Party revised the treaty mentioned in Source H. (4)
- g. Briefly explain the main tenets of Dom Mintoff's foreign policy when he was Prime Minister of Malta between 1971 and 1984. (2)

(Total: 17 marks)

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

4. Read carefully the following sources on the Enlightenment and Enlightenment Despotism and then answer all the questions.

Source I:

Text adapted from The Enlightenment by Dorinda Outram, Cambridge, 2013, pp.24-25.

‘The Enlightenment was an era where dramatic shifts occurred in the production and accessibility of ideas and especially in the case of the print media ... Knowledge and the ability to debate ideas in public began to be one of the ways of acquiring status for those born outside aristocratic elites ... The rendering of information became possible and accessible to a wide audience and this became big business and was carried out not only by the elite of Enlightenment thinkers, but also by an army of professional writers ... All this led to the emergence of ‘public opinion’ as a force to be reckoned with.’

Source J:

Quoted in The Enlightenment by Dorinda Outram, Cambridge, 2013, p. 26.

‘A properly constituted state must be exactly analogous to a machine, in which all the wheels and gears are precisely adjusted to one another, and the ruler must be the foreman, the mainspring, or the soul – if one may use the expression – who sets everything in motion.’ - Johann von Justi (1717-1771), German political economist.

Source K:

Quoted in The Enlightenment by Dorinda Outram, Cambridge, 2013, p.26.

‘I go about, I learn, I see, I inform myself, and I make notes. That’s more like being a student than a conqueror.’ - Joseph II (1747-1790), Holy Roman Emperor.

- a. In which century did the Enlightenment movement take place? (1)
- b. (i) Which European country contributed most to this movement? (1)
(ii) Mention **TWO** examples from history that prove this point. (2)
- c. Which of the above sources is a secondary source and why? (2)
- d. Express in your own words, **TWO** conclusions which the author of Source I states about the Enlightenment. (2)
- e. Source I mentions ‘enlightened thinkers’. Who were these and give the name of **ONE** of them. (2)
- f. Sources J and K speak about enlightened despotism.
 - (i) Suggest a reason why the author of Source J compares the enlightened despot with a machine. (2)
 - (ii) With reference to Source K, suggest a reason that makes Joseph II different from other absolute monarchies of his time. (2)
- g. Mention **THREE** reforms which were widely introduced by the enlightened despots of the time. (3)

(Total: 17 marks)

Please turn the page.

5. Read and observe carefully the following two sources about the *Risorgimento* and the Unification of Italy and then answer the questions that follow.

Source L:

Adapted from Europe between Revolutions 1815-1848, Jacques Droz, Fontana, 1967, p. 159.

'It was the French Revolution which gave Italy the inspiring concept of the nation as a community of citizens held together by the contractual bond and by civil conscience ... Yet in 1815 the emancipation of Italy met even greater difficulties than those encountered by Germany ... while the opposition was the same everywhere, there were no concerted movements.'

Source M:

The Italian states in 1815. Map retrieved from: <http://dt-ss.tripod.com/nine-e-resources.html>



- a. Why does the author of Source L state that the French Revolution only partially contributed to the Italian *Risorgimento* Movement? (2)
- b. Mention **TWO** constraints which made the unification of Italy almost impossible to achieve between 1815 and 1848. (2)
- c. Briefly explain the main difference between the Carbonari and the Young Italy movements of the *Risorgimento*. (2)
- d. What criticism is expressed by the author of Source L about the nature of the *Risorgimento*? (2)
- e. Identify and explain from the map of Source M, **TWO** geographical problems which impacted on the achievement of Italian unification prior to 1861. (4)
- f. Briefly describe the events by which the following two provinces came to form part of the unified Kingdom of Italy: (i) Sicily, (ii) Venetia. (4)

(Total: 16 marks)

6. Read carefully the following three sources about Gorbachev’s reforms and the breakup of the USSR and then answer all the questions.

Source N:

Andrey Gromyko, a Soviet veteran hard-liner commenting on Mikhail Gorbachev in 1985.

‘This man has a nice smile and iron teeth.’

Source O:

Boris Yeltsin’s appeal to the Russian people, transcript from *The Second Russian Revolution*, BBC Documentary, 1991.

‘Citizens of Russia. On the night of 18 August 1991, the lawfully-elected President was deposed. Let us be clear. We are dealing with a reactionary, unconstitutional coup. I call on all soldiers. Take no part in this reactionary coup! We call for a general strike’.

Source P:

The New York Times, 26 December 1991, retrieved from: <https://twitter.com/eevriyades/status/1077503193079255070>



- a. Briefly explain what the author of Source N wanted to mean by his remark about Mikhail Gorbachev in the course of events in the USSR between 1985 and 1991. (5)
- b. Give the name of the **TWO** reform policies introduced by Mikhail Gorbachev in the USSR. (2)
- c. (i) Name the 'lawfully-elected President' referred to in Source O. (1)
 (ii) Who was responsible for the Soviet coup of 18 August 1991? (1)
 (iii) From Source O, identify **TWO** reasons why this coup failed to achieve its aims. (2)
- d. Name **THREE** former Soviet republics that were declared independent states when the Soviet Union was dissolved in December 1991. (3)
- e. Look carefully at the newspaper shown in Source P. Briefly explain the significance of the following events referred to in the newspaper: (3)
 (i) 'Gorbachev, last Soviet Leader, resigns';
 (ii) 'Communist flag is removed';
 (iii) 'Yeltsin gets nuclear controls'.

(Total: 17 marks)



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2020 MAIN SESSION**

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	7 th September 2020
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.**

Please turn the page.

SECTION A: MALTESE HISTORY

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

1. The Turks did not succeed in winning the Great Siege because there was good planning and careful thinking on the part of the Order of St. John but also because of some fortunate events which worked in favour of the Order and the Maltese. Discuss.
2. During the rule of the Order of St. John there were many slaves in Malta. Their presence led to a revolt in 1749. Explain briefly what these slaves were, and expound on the causes, events and results of the revolt of the slaves.
3. Once the French took over the Maltese Islands in 1798, they imposed a number of reforms. Mention **FIVE** of these reforms and discuss the effect of each of these reforms on the Maltese people.
4. Describe the different points of view people held over the Language Question from the late 19th century to the beginning of the Second World War. Explain how this affected Maltese politics.
5. Expand on the advances made in Public Health (hospitals, water supply and drainage system) in Malta during the period 1814 to 1964.
6. Malta was still a British Colony in the 1950s when a political debate developed over "Integration" and "Dominion Status" and as the situation evolved, riots occurred in 1958. Explain what these riots were about and their immediate effects.

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

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

7. In the 1500s, the Catholic Church experienced a major upheaval that resulted in the Protestant Reformation. What were the main effects of this religious division and how did the Catholic Church reorganise itself through the Counter-Reformation?
8. What were the main features of Napoleon's domestic policy in France and in what way did it reflect the ideas and principles of the French Revolution?
9. What were the main transformations Europe experienced in the eighteenth and nineteenth centuries as a result of the Industrial Revolution?
10. How far was the Second World War the outcome of Nazi Germany's resolve to destroy the Treaty of Versailles that was imposed on Germany at the end of World War One?
11. To what extent was the beginning of the Cold War the result of misunderstandings and fears among the Great Powers during the Second World War and its aftermath?
12. Expand on the reasons behind the origins and development of terrorist organisations in the twentieth century, their methods, and governments' multiple responses to these threats.



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2020 MAIN SESSION**

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	7 th September 2020
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.**
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SECTION A: MALTESE HISTORY

Choose **TWO** questions from this section.

1. Although the Turks had a large army they did not succeed in defeating the Knights during the Great Siege.
 - a. In which year did the Great Siege take place? (1)
 - b. Mention **THREE** events which show that the Knights of St. John won because they were clever and planned well for the siege. (6)
 - c. Pick **ONE** of these clever and well planned events and explain why you think it was important. (6)
 - d. Mention **THREE** events which show that the Knights won also because they were fortunate. (6)
 - e. Pick **ONE** fortunate event and say why you think it was important. (6)

(Total: 25 marks)

2. In 1749 there was a revolt by Moslem slaves led by Mustapha Pasha against the Order of St. John in Malta.
 - a. Explain what these slaves were. (4)
 - b. What did the slaves who revolted hope to achieve? (3)
 - c. Explain how the plot was discovered. (5)
 - d. How were the slaves punished? (7)
 - e. What happened to Mustapha Pasha after the revolt? (6)

(Total: 25 marks)

3. When the French led by Napoleon Bonaparte took over the Maltese Islands, they imposed a number of reforms.
 - a. In which year did the French take over the Maltese Islands? (1)
 - b. Indicate **TWO** reforms that were positive for the Maltese and explain how each reform would effect the Maltese. (12)
 - c. Mention **TWO** reforms that did not please the Maltese and explain why each of these reforms affected the Maltese negatively. (12)

(Total: 25 marks)

4. Between the late 19th century and the beginning of the Second World War the Language Question dominated the Maltese political scene.
 - a. Name the Royal Commission which proposed changes in the use of the official language in 1878. (1)
 - b. How did the **TWO** political parties involved in the Language Question become known? (2)
 - c. Which language did the educated class want and why were they in favour of this language? (11)
 - d. Which language did the Colonial Government and the other social classes favour and why? (11)

(Total: 25 marks)

5. There were many advances in Public Health (hospitals, water supply, drainage system) in Malta during the 19th century.
- Who governed Malta during the 19th century? (1)
 - Indicate **TWO** hospitals that were built during the 19th century and explain their importance in the public health service. (8)
 - Indicate **TWO** advancements that were made in water supply and what improvement they brought about. (8)
 - Indicate **TWO** advancements that were made in the drainage system and explain why it took some time for certain developments to take place. (8)
- (Total: 25 marks)**
6. A great debate over "Integration" and "Dominion Status" evolved during the 1950s and there were riots in 1958.
- Who was the Governor of Malta between 1955 and 1959? (1)
 - Who were the leaders of the two principal political parties in 1955? (2)
 - The Malta Labour Party was in favour of Integration. Explain what Integration meant. (6)
 - The Nationalist Party was in favour of Dominion Status. Explain what Dominion status meant. (6)
 - Explain what led to the riots of 1958 and what happened during these riots. (10)
- (Total: 25 marks)**

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

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

7. In the 1500s, the Catholic Church experienced a major upheaval that resulted in the Protestant Reformation.
- What were the causes of the Protestant Reformation in Catholic Europe in the 1500s? (9)
 - Write briefly about **TWO** Protestant reformers. (8)
 - What measures did the Catholic Church implement in its Counter-Reformation? (8)
- (Total: 25 marks)**
8. Napoleon Bonaparte was both a military leader and ruler of France's empire between 1799 and 1815.
- Elaborate on his military career between 1793 to 1799. (4)
 - What were the main features of his domestic policies in France? (10)
 - Comment on **TWO** measures Napoleon implemented in the French Empire that reflected French Revolutionary ideas. (4)
 - What led to Napoleon's decline and downfall by 1815? (7)
- (Total: 25 marks)**
9. The Industrial Revolution brought about a massive transformation in Europe in the eighteenth and nineteenth century.
- What were the principal changes in industry and how did these transform the economy? (6)
 - Which were the changes that rural areas experienced during the Agricultural Revolution? (6)
 - Explain how life in cities and towns changed as a result of Industrialisation. (9)
 - Expand on the hardships of the working class during the Industrial Revolution. (4)
- (Total: 25 marks)**

10. The Second World War was partially the outcome of Nazi Germany's plans to destroy the Treaty of Versailles at the end of the First World War.
- a. Outline the main terms of the Treaty of Versailles and explain why this Treaty was so humiliating for Germany. (6)
 - b. What were the main objectives of Nazi Germany's foreign policy from 1933? (7)
 - c. How far had Nazi Germany achieved these aims by September 1939? (6)
 - d. How did the other Great Powers react to Nazi Germany's expansionist plans and what part did they play in bringing about the outbreak of the Second World War by 1939? (6)
- (Total: 25 marks)**
11. The Cold War conflict started in the wake of the Second World War.
- a. What were the long-term and short-term causes of the Cold War? (6)
 - b. Explain the circumstances leading to the establishment of NATO in 1949 and the Warsaw Pact in 1955. (8)
 - c. What did the British statesman Winston Churchill mean when he claimed that an 'Iron Curtain' was falling across Eastern Europe? (3)
 - d. Expand on **TWO** actions the United States government undertook to counter the spread of Communism in Europe and Asia by 1955. (8)
- (Total: 25 marks)**
12. Terrorist organisations have proliferated around the world in the twentieth and twenty-first century.
- a. Expand on the meaning of the term Terrorism. (4)
 - b. What factors have generally contributed to the rise of terrorist organisations? (4)
 - c. Expand on the aims and actions of **TWO** of the following terrorist groups (i) Al-Qaeda; (ii) Hamas; (iii) ETA; (iv) IRA. (8)
 - d. What have been the main effects of terrorism? (5)
 - e. Write briefly on **TWO** examples of terrorist attacks in the past two decades. (4)
- (Total: 25 marks)**