

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION  
ADVANCED LEVEL  
SEPTEMBER 2013

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<b>SUBJECT:</b>	HISTORY
<b>PAPER NUMBER:</b>	I – MALTESE HISTORY
<b>DATE:</b>	3rd September 2013
<b>TIME:</b>	9.00 a.m. to 12.00 noon

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**This paper carries 33% of the total marks of the examination.**

**Answer FOUR (4) questions in total.**

**From Section A, answer question 1 and ANY OTHER question. From Section B, answer question 6 and ANY OTHER question.**

**SECTION A**

1. **[EITHER]** (a) What were the major difficulties faced by the Maltese between 1800 and 1921 in attaining an acceptable form of political representation from the British?  
  
**[Or]** (b) ‘Maltese political demands in the period 1800 to 1921 largely reflected the interests of those who were better off in society anyway’. Discuss.
2. ‘The British were very accommodating towards the Maltese Catholic Church during the nineteenth century. Their approach certainly paid off’. Do you agree, and why?
3. ‘Malta’s value as a fortress and naval base increased considerably in the period from 1870 to 1918’. Discuss.
4. ‘The state of education in Malta in the period from 1870 to 1921 had a major effect on Maltese social and economic development.’ Discuss.
5. To what extent did the Maltese language benefit or suffer from the ‘Language Question’ in the period from 1870 to 1936, and why?

*Please turn the page.*

**SECTION B**

6. **[EITHER]** (a) 'Both the Nationalist Party and the Malta Labour Party wanted independence for Malta.' How far is this statement correct for the period from 1945 to 1964, and why?
- [OR]** (b) What were the main issues affecting Anglo-Maltese relations between 1964 and 1979?
7. 'During the period of Maltese administrations from 1921 to 1932, political advancement took priority over social and economic development.' Discuss.
8. What were the major issues affecting politico-religious relations in the period 1921 to 1984?
9. What were the main changes in Maltese demographic trends in the second half of the twentieth century?
10. To what extent were post-1945 Maltese political parties a continuation of the political parties formed since 1921?

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<b>SUBJECT:</b>	HISTORY
<b>PAPER NUMBER:</b>	II – INTERNATIONAL HISTORY
<b>DATE:</b>	4th September 2013
<b>TIME:</b>	9.00 a.m. to 12.00 noon

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**This paper carries 33% of the total marks of the examination.**

**Answer FOUR (4) questions in total.**

**From Section A, answer question 1 and ANY OTHER question. From Section B, answer question 6 and ANY OTHER question.**

**SECTION A**

- [EITHER]** (a) ‘In Germany, nationalism, indeed militarism, won the day over liberalism.’ Discuss this statement within the context of German history between 1848 and 1914.

**[OR]** (b) What were the main objectives of the revolution of 1848 in France, and to what extent were they achieved in the long run?
- ‘Large parts of Western Europe were transformed as a result of massive industrialisation during the second half of the nineteenth century.’ Discuss, giving examples.
- Why did the Ottoman empire in the nineteenth century acquire the reputation of being ‘the sick man of Europe’, and how did it manage to survive down to the end of the First World War?
- ‘Bismarck’s policy of alliances failed to achieve stability beyond his term as chancellor, and in the long run it failed to avoid war.’ Discuss.
- ‘In both Fascist Italy and Nazi Germany, the totalitarian regimes sought to win and retain popular support by a variety of means.’ Discuss.

*Please turn the page.*

**SECTION B**

6. **[EITHER]** (a) 'At various points during the Cold War, tensions in US-USSR relations approached the level of armed conflict, without a full-blown war between the superpowers.' Discuss.
- [OR]** (b) To what extent was the Cold War division of Europe largely accepted by Europeans, and why?
7. 'After 1945, neither France nor Britain could keep their Mediterranean colonies for long.' Discuss.
8. 'The peace between Egypt and Israel in 1978 was a major turning-point in the Arab-Israeli conflict.' Discuss.
9. Why did western European leaders work towards greater European integration from the 1950s onwards, and how far did this prove beneficial to their countries?
10. Why were nuclear arsenals so important in defining East-West relations in the period from 1962 to 1989, and what efforts were made to set limits to the arms race?

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<b>SUBJECT:</b>	HISTORY
<b>PAPER NUMBER:</b>	III – SOURCE, ANALYSIS AND INTERPRETATION
<b>DATE:</b>	5th September 2013
<b>TIME:</b>	9.00 a.m. to 12.00 noon

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**This paper carries 33% of the total marks of the examination.**

**Answer TWO (2) questions in total, ONE (1) from Section A and ONE (1) from Section B. The marks allocated for the parts of the questions are indicated in brackets.**

**Study the documentation carefully and answer the questions that follow.**

**SECTION A: Answer EITHER Question 1 OR Question 2.**

**Question 1**

**Political Development, 1800-1921**

George Mitrovich, *The Claims of the Maltese Founded upon the Principles of Justice* (London, 1835)

*In 1813, Sir Thomas Maitland arrived in Malta as governor, when the last deadly blow was given to the remaining national institutions of the Maltese. Their magistrates, under the name of Giurati, formed a highly respectable Board, which had existed for many centuries, and was respected even by the despotic grand masters, as well as by the French themselves; but in 1818 their office was totally abolished, so as to leave no trace whatever of a Representative Body in the island of Malta! Respectable and meritorious Maltese have been dismissed from their situations for no other reason than to make room for Englishmen of Sir Thomas Maitland's choice. The salaries of the heads of several families were given to a few individuals newly arrived in the island, whose merits were totally unknown to the natives ... Sir Thomas Maitland was the governor, the legislator, and the judge, and stood, a military man, omnipotent in the island. By a single stroke of his pen, numbers of individuals were reduced to misery and starvation. Even the brown barley bread, the only food of the poor, was highly taxed, to upwards of 100 per cent.*

- (i) In what ways did the appointment of Governor Thomas Maitland mark a new chapter for Malta under the British, in contrast to the period up to 1813? (10 marks)
- (ii) Explain the author's reference to 'the last deadly blow ... given to the remaining national institutions of the Maltese'. (10 marks)
- (iii) The author presents a negative picture of Governor Maitland's administration. How far was the style of government which, according to the author, was introduced by Maitland, retained under his successors? (10 marks)
- (iv) How far were the Maltese able to express their political aspirations in the period when Mitrovich was writing? (10 marks)
- (v) What political concessions were made by the British in the first half of the nineteenth century, and to what extent did they satisfy Maltese demands? (10 marks)

## Question 2

### Anglo-Maltese Relations, 1945-1979

Extract from a speech by Mabel Strickland, January 1959

*Dr. Borg Olivier was a useless ally of Mintoff's. True he had assisted and backed the 'Break With Britain Resolution'. He had finally wrecked the Constitution when, last year, probably through fear of Mintoff, he declined to assume responsibility.*

*Borg Olivier had wrecked the London Conference by only agreeing to sit with Mintoff. Borg Olivier had no policy on which to talk 'independence' dressed up as dominion status. Did he see himself the Head of a Dominion making treaties with all and sundry?*

- (i) Do you see historical significance in the 'Break With Britain Resolution', and why? (10 marks)
- (ii) The speaker states that 'Dr. Borg Olivier was a useless ally of Mintoff's.' In what ways were the future ties with Britain advocated by these two leaders different? (10 marks)
- (iii) In your view, was Mabel Strickland making a fair assessment of events when she stated that Borg Olivier 'wrecked the Constitution' in 1958 when 'he declined to assume responsibility', and why? (10 marks)
- (iv) Explain the references to: 'London Conference'; 'Head of a Dominion'. (10 marks)
- (v) What were Mabel Strickland's views on future Maltese ties with Britain, and how far were they shared by other political leaders in Malta? (10 marks)

**SECTION B: Answer EITHER question 3 OR question 4.**

**Question 3**

**Socialism, Liberalism, Nationalism (in France, Italy, Germany and Russia), 1789-1917**

Robespierre, *Discourse on the Principles of Political Morality*, 1794

*‘What is our aim?*

*[It is] the peaceful enjoyment of liberty and equality; the reign of that eternal justice whose laws are written, not on marble or stone, but in the hearts of all men, even in that of the slave who forgets them and of the tyrant who denies them.*

*[ ... ]*

*If the spring of popular government in peace is virtue, the spring of popular government in times of revolution is at the same time virtue and terror: virtue, without which terror is disastrous; terror, without which virtue is powerless. Terror is nothing but prompt, severe, and inflexible justice – it is therefore a product of virtue. It is not so much a particular principle as a consequence of the general principle of democracy, applied to the most pressing needs of the patrie.’*

- (i) What were the principal changes achieved by the French Revolution by 1794? (10 marks)
- (ii) The author refers to ‘*liberty and equality*’, two principal values claimed by the French Revolution. To what extent was the author himself behaving like ‘*the tyrant who denies them*’? (10 marks)
- (iii) Explain the historical significance of Robespierre’s comments on ‘*terror*’ as ‘*prompt, severe, and inflexible justice*’. (10 marks)
- (iv) The author refers to the ‘*patrie*’. How far, and in what ways, was nationalism a product of the French Revolution? (10 marks)
- (v) To what extent was ‘*the general principle of democracy*’ adopted as a cornerstone of liberalism, nationalism and socialism in the nineteenth century? (10 marks)

***Please turn the page.***

## Question 4

### The Cold War, 1949-1989

Soviet note to the United States, 1 October 1949

*In connection with the formation in Bonn on September 20 of this year of a separate government for the American, British and French zones of occupation of Germany, the Soviet Government deems it necessary to state the following:*

*The formation of a separate government for the Western zones of Germany cannot be qualified otherwise than as completion of the policy of splitting Germany which has been pursued by the Governments of the United States of America, Great Britain and France during the past few years, in violation of the Potsdam Agreement under which these States, jointly with the Soviet Union assumed the obligation of treating Germany as one single whole and of facilitating her transformation into a democratic and peace-loving State.*

*By creating a separate government for Western Germany the three Powers have thereby also violated the decisions adopted in June of this year at the Paris session of the Foreign Ministers' Council according to which the Governments of the United States, Great Britain, France, and the U.S.S.R. undertook to continue their efforts to achieve the restoration of the economic and political unity of Germany.*

*This step of the Governments of the United States, Great Britain and France constitutes a violation not only of obligations they assumed as regards the preservation of the unity of Germany but also of obligations concerning the conclusion of a peace treaty with Germany, inasmuch as the formation of a separate West German State leads to impermissible delay in the conclusion of a peace treaty with Germany, contrary to the decisions of the Potsdam Conference.*

- (i) Describe briefly the events in 1949 leading to the formation of a separate government in Western Germany. (10 marks)
- (ii) Why do you think the Soviet Union protested with the United States against the formation of a government in the 'Western zones of Germany'? (10 marks)
- (iii) Explain the references to: '*the Potsdam Agreement*'; '*the delay in the conclusion of a Peace Treaty with Germany*'. (10 marks)
- (iv) What steps did the Soviet Union take shortly after this date? (10 marks)
- (v) Comment on the historical significance of the commitment '*to achieve the restoration of the economic and political unity of Germany*', which was only realised by the Germans themselves forty years later. (10 marks)