

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	HISTORY
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	28 th April 2016
TIME:	9.00 a.m. to 12.05 p.m.

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

All three questions in this paper carry equal marks.

Answer ALL THREE (3) Questions.

1. Answer EITHER part (a), OR part (b), OR part (c).

[Either] (a) ‘The Maltese, who had as a free people invited the British to Malta in 1800, ended up without any political say by 1813’. Discuss.

[Or] (b) ‘The Roman Catholic Church was the strongest supporter of the British administration in Malta in the nineteenth century.’ Discuss, giving examples to illustrate your answer.

[Or] (c) ‘The growing importance of Maltese emigration in the nineteenth century illustrates the failure of the British to stimulate a sound economic and educational development in Malta.’ Discuss.

2. Answer EITHER part (a), OR part (b), OR part (c).

[Either] (a) Why did Maltese Self-Government fail in 1958? Discuss.

[Or] (b) ‘The strained relations between the Catholic Church and the Labour Government in the early Eighties were essentially a continuation of the crisis of the Sixties’. Discuss.

[Or] (c) What role did Britain take in Malta’s economy from the end of the Second World War to Independence, and how successful were Maltese administrations in creating new economic opportunities in Malta between 1945 and 1964?

3. Answer EITHER part (a), OR part (b).

[*Either*] (a) Extract from Andrew Bigelow, *Travels in Malta and Sicily*, 1831.

Previously...the missionaries had been active in distributing Tracts among the islanders and the Catholic portion of the soldiery. But the displeasure of the government and of the military authorities was strongly expressed against such a proceeding; and now the Tracts, printed here, are obliged to be sent off the island for circulation. When Dr Pinkerton visited Malta about three years ago, as agent of the British and Foreign Bible Society, he recommended the opening of a public depository for copies of the scriptures in Greek and Italian. A warehouse was accordingly procured, and fitted up for the purpose at considerable expense. [...] Meanwhile the Catholic bishop of Malta addressed a note to the authorities here, warmly protesting against the measure recommended by Dr Pinkerton; and the remonstrance of the prelate was forwarded to England [...] An order passed, prohibiting the sale of the Society's Bibles on the island. The warehouse was shut up and the Catholic bishop triumphed.

[...]

The true cause of the censurable policy in respect to these matters pursued by the British government in Malta is, a mawkish fear of prejudicing the Catholic priesthood against them, and thereby weakening their popularity with the people. They care not – so the island be theirs – if superstitions be rife, and religion may droop, and the Bible be spurned, and the multitude continue to stumble and perish through the false and delusive signals which their spiritual guides hold out to their steps. It is the interest of the British monarch, not as Defender of the Faith, but as Lord of the Isles, which is solely consulted. The better to attach so valuable a possession as Malta to the English crown, they truckle and they compromise. The colonial rulers fawn on a class of men whom in heart they despise, and those men – the ecclesiastics – have in their turn sagacity [wisdom] enough to perceive the true motive, and they accept the indulgences accorded to them with no thanks for their bestowment. For not more heartily are the missionaries disliked by the English government in Malta, than the government is disliked by the population, both priests and people at large.

- (i) Write the background to the Catholic Church's preeminent position in Maltese public life under early British rule. (10 marks)
- (ii) The passage refers to the activities of a Protestant '*Bible Society*'. Why did the British authorities not support efforts to distribute copies of the Bible among the Maltese? (10 marks)
- (iii) Explain: '*fear of prejudicing the Catholic priesthood*'; and '*the British monarch, not as Defender of the Faith, but as Lord of the Isles*'. (10 marks)
- (iv) Does the role of the *Catholic bishop* of Malta, as described in the passage, generally reflect relations between the British authorities and local bishops in the nineteenth century? Discuss. (10 marks)
- (v) Mention and briefly elaborate on the principal events that threatened to upset the relationship of the local Church with the British authorities in the first half of the nineteenth century. (10 marks)

[Or] (b) Lord Plumer to the Colonial Office, 19 September 1919.

The excitement has now subsided, and it is possible to review the political situation calmly and I have no hesitation in saying that in my opinion the present form of government cannot continue ...

I am sure we have reached a point here now when we must either adopt a reactionary policy, that is, abandon all pretence of letting the Maltese manage their own affairs, and control the Island almost as if it were “occupied” territory or accord to the people a generous measure of self-government involving real responsibility for the conduct of all local administration. I cannot imagine for a moment that the former would commend itself to his Majesty’s Government, and it certainly would not to me, and I strongly recommend the adoption of the latter course. ...

Malta has been rightly regarded as a “Fortress of the Empire” and as a fortress must be a source of strength and not of weakness, no measures should even be considered which might lessen its value in that capacity. In my opinion in the proposed form of self-government, Imperial interests can be securely safeguarded. Naval and Military requirements will be of first importance and it will be made quite clear that local claims and considerations must invariably give way to them. I do not think there is, or ever will be, the slightest desire of the Maltese to contest this; on the contrary they fully realize that imperial security is their security, and if by a liberal delegation to them of authority in local affairs we can make them whole-heartedly loyal to the British Empire, we shall have done more to strengthen the “fortress” than any increase of armaments or defensive works no matter how extensive or costly.

- (i) Write the background to the ‘*excitement*’ referred to by Lord Plumer in 1919. (10 marks)
- (ii) Explain Lord Plumer’s statement that ‘*the present form of government cannot continue*’. (10 marks)
- (iii) Explain: ‘*Fortress of the Empire*’; and ‘*a reactionary policy*’. (10 marks)
- (iv) How far did Lord Plumer forecast in 1919 the principal characteristics of the new constitution eventually given to Malta? (10 marks)
- (v) Looking back on a century of British rule, was Plumer justified in his confidence that, ‘*I do not think there is, or ever will be, the slightest desire of the Maltese to contest this ...*’, and why? (10 marks)

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MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	HISTORY
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	29 th April 2016
TIME:	9.00 a.m. to 12.05 p.m.

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

All three questions in this paper carry equal marks.

Answer ALL THREE (3) Questions.

1. **Answer EITHER part (a), OR part (b), OR part (c).**

[Either] (a) Why was there a revolution in France in 1848, and what were its consequences in the long run?

[Or] (b) Why was there a Russian Revolution in 1917? Elaborate.

[Or] (c) Why was Britain the first major country to experience the Industrial Revolution? Elaborate.

2. **Answer EITHER part (a), OR part (b), OR part (c).**

[Either] (a) Why was Germany successful in the first two years or so of World War II, and how did the Allies reverse the tide of war?

[Or] (b) ‘Upheavals in the communist bloc in the 1950s and 1960s tested Soviet control over Eastern Europe, but never to breaking point’. Discuss.

[Or] (c) What were the main factors which encouraged modern European integration up to 1957? Discuss.

3. Answer EITHER part (a), OR part (b).

[*Either*] (a) Reflections by Karl Marx on the June Revolution in Paris in 1848:

The workers of Paris were overwhelmed by superior strength, but they were not subdued. They have been defeated but their enemies are vanquished. The momentary triumph of brute force has been purchased with the destruction of all the delusions and illusions of the February revolution, the dissolution of the entire moderate republican party and the division of the French nation into two nations, the nation of owners and the nation of workers. The tricolor republic now displays only one color, the colour of the defeated, the colour of blood. It has become a red republic. [...]

Fraternité, the brotherhood of antagonistic classes, one of which exploits the other, this fraternity which in February was proclaimed and inscribed in large letters on the facades of Paris, on every prison and every barracks – this fraternity found its true, unadulterated and prosaic expression in civil war, a civil war in its most terrible aspect, the war of labor against capital. This brotherhood blazed in front of the windows of Paris on the evening of June 25, when the Paris of the bourgeoisie held illuminations while the Paris of the proletariat was burning, bleeding, groaning in the throes of death. [...]

The February revolution was the nice revolution, the revolution of universal sympathies, because the contradictions which erupted in it against the monarchy were still undeveloped and peacefully dormant because the social struggle which formed their background had only achieved an ephemeral existence, an existence in phrases, in words. The June revolution is the ugly, the nasty revolution, because the phrases have given place to the real thing, because the republic has bared the head of the monster by knocking off the crown which shielded and concealed it.

- (i) Write briefly the background to French political unrest at the beginning of 1848. (10 marks)
- (ii) Why does the author contrast the ‘*February revolution*’ and the ‘*June revolution*’? (10 marks)
- (iii) Explain: ‘*the division of the French nation into two nations*’; and ‘*the republic has bared the head of the monster*’. (10 marks)
- (iv) The author interprets the events of 1848 in terms of ‘*social struggle*’. Explain how he does this. (10 marks)
- (v) To what extent was the author correct in speaking of the ‘*momentary triumph of brute force*’, in the light of subsequent developments in France? (10 marks)

[Or] (b) From the Factory Act of 1819 in Britain.

An Act to make further provisions for the regulation of cotton mills and factories, and for the better preservation of the health of young persons employed therein. [2 July 1819]

. . . Whereas it is expedient that some further provision should be made for the regulation of mills, manufactories and buildings, employed in the preparation and spinning of cotton wool: be it therefore enacted ... that from and after 1 January 1820, no child shall be employed in any description of work for the spinning of cotton wool into yarn, or in any previous preparation of such wool, until he or she shall have attained the full age of 9 years.

II....No person, being under the age of 16 years, shall be employed ... for more than 12 hours in any one day, exclusive of the necessary time for meals; such 12 hours to be between the hours of 5 o'clock in the morning and 9 o'clock in the evening.

III....There shall be allowed to every such person . . . not less than half an hour to breakfast, and not less than one full hour for dinner . . . between the hours of 11 o'clock in the forenoon and 2 o'clock in the afternoon.

- (i) Write briefly the main reasons why Britain was the first country to industrialize after 1750. (10 marks)
- (ii) What were the typical conditions of work in factories in the period leading to 1820? (10 marks)
- (iii) What were the principal measures '*for the better preservation of the health of young persons*'? (10 marks)
- (iv) Which other industrial sectors in Britain witnessed equally bad, if not worse, working conditions? (10 marks)
- (v) What were the principal reforms achieved after this Factory Act in nineteenth century British legislation? (10 marks)

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MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT: HISTORY
PAPER NUMBER: III – MEDITERRANEAN HISTORY
DATE: 2nd May 2016
TIME: 9.00 a.m. to 12.05 p.m.

**This paper carries 33% of the total marks of the examination.
All three questions in this paper carry equal marks.
Answer ALL THREE (3) Questions.**

1. Answer EITHER part (a), OR part (b), OR part (c).

- [Either]** (a) How and why did three Great Powers help the Greeks achieve their independence from Ottoman rule?
- [Or]** (b) ‘Great Power interference pushed the Balkans towards a series of conflicts between 1908 and 1913’. Discuss.
- [Or]** (c) ‘Strategic considerations convinced Britain to keep Malta despite the Treaty of Amiens, and these considerations were proved valid on various occasions down to 1914.’ Discuss, with reference to the wider Mediterranean context.

2. Answer EITHER part (a), OR part (b), OR part (c).

- [Either]** (a) Why was Malta included in Fascist Italy’s irredentist claims, and to what extent were they taken seriously by the Maltese and the British?
- [Or]** (b) ‘Malta and Cyprus both achieved independence roughly in the same period, but in markedly different ways.’ Discuss.
- [Or]** (c) Discuss the role played by the two Superpowers in the Arab-Israeli conflict from the establishment of the State of Israel to 1993.

3. Answer EITHER part (a), OR part (b).

[Either] (a) Napoleon I to the Egyptians, 1798

To the People of Egypt, H.Q. Alexandria, 2 July 1798
In the name of Allah, the Merciful, the Compassionate. There is no god but God. He has no son, nor has He an associate in His domain. On behalf of the French Republic which is based upon the foundation of liberty and equality, General Bonaparte makes it known that the beys who govern Egypt have for long insulted the French nation and injured its merchants: the hour of their punishment has arrived. For too long this rabble of slaves bought in Georgia and Caucasia have tyrannized over the most beautiful part of the world; but God, from whom all depends, has ordered that their empire shall cease. People of Egypt, you will be told that I have come to destroy your religion; do not believe it! Answer that I have come to restore your rights and punish the usurpers, and that, more than the Mamluks, I respect God, his prophet and the Koran. Say that all men are equal before God; wisdom, talent and virtue alone differentiate between them. But what wisdoms, what talents, what virtue have the Mamluks, that they exclusively have all that makes life desirable and sweet? Is there a fine estate? It belongs to the Mamluks. Is there a beautiful slave, a good horse, a pleasant house? They belong to the Mamluks.

- (i) Write briefly the background to Napoleon's campaign in Egypt in 1798. (10 marks)
- (ii) Why did Napoleon address the 'People of Egypt' against the 'Mamluks'? (10 marks)
- (iii) Explain: 'the foundation of liberty and equality'; and 'talent and virtue alone differentiate between [men]'. (10 marks)
- (iv) What did Napoleon hope to achieve in Egypt, and how were his plans disrupted by the British? (10 marks)
- (v) How far would Egypt become an object of Great Power ambitions in the nineteenth century, and why? (10 marks)

[Or] (b) From a Joint Note of Britain and France, January 1882

That the English and French Governments consider the maintenance of His Highness on the throne, on the terms laid down by the Sultan's Firmans, and officially recognized by the two Governments, as alone able to guarantee for the present and the future good order and general prosperity in Egypt, in which England and France are equally interested. The two Governments being closely associated in the resolve to guard by their united efforts against all cause of complications internal or external which might menace the order of things established in Egypt, do not doubt that the assurance publicly given of their formal intention in this respect will tend to avert the dangers to which the Government of the Khedive might be exposed, and which would certainly find England and France united to oppose them; they are convinced that His Highness will draw from this assurance the confidence and strength which he requires to direct the destinies of Egypt and its people.

- (i) How and why were Britain and France involved generally in the affairs of the Ottoman empire? (10 marks)
- (ii) Comment on the significance of Egypt for Anglo-French relations in the period up to 1882. (10 marks)
- (iii) Explain the following: '*the maintenance of His Highness on the throne*'; and '*the Government of the Khedive*'. (10 marks)
- (iv) Describe the main events in the 'Egyptian crisis' of 1882. (10 marks)
- (v) How did the 'Egyptian crisis' test the intentions declared in this Anglo-French document? (10 marks)