

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2012 SESSION

SUBJECT:	History
PAPER NUMBER:	I
DATE:	8 th May 2012
TIME:	9:00 a.m. to 11:00 a.m.

Candidates must answer ALL the questions, based on sources, in this paper both those dealing with Maltese History and those dealing with European and International History. Candidates may answer either in English or in Maltese.

Section A Maltese History

Question 1

Read carefully these three sources and then answer the questions that follow:

Source A

During the 19th Century there were some who expressed ideas about the economy and the social situation of the Maltese people. But the majority of the intellectuals were more concerned with politics and the desire to gain constitutional developments.

(Adapted from Michael Sant, Sette Giugno 1919 – Tqanqil u Tibdil (1989), p.22)

Source B

O’Ferrall’s greatest reform was the grant of a partly elected legislative council.

(A.V. Laferla, British Malta, Vol. I (1946), p. 204)

Source C

In the sixties, ‘the four lawyers’, as Governor Le Marchant used to call them, clamoured for reform giving the elected members some effective control in domestic matters. The first step in this direction was taken by Cardwell, Secretary of State for the Colonies, in his despatch which he forwarded to the Governor in September 1864.

(Adapted from J.J. Cremona, The Constitutional Development of Malta Under British Rule (1963), p.8)

- What constitutional development were the intellectuals, referred to in Source A, clamouring for during the early years of the 19th Century? (2)
- Who was the O’Ferrall mentioned in Source B? (1)
- In which year was the legislative council, referred to in Source B, set up? (1)
- What were the key features of this constitution and who was entitled to vote? (4 + 2)
- What reform were ‘the four lawyers’, mentioned in Source C, clamouring for? (2)
- What did Cardwell tell the Governor in his despatch? (4)
- What kind of sources are the above? Explain why. (2)

(Total: 18 marks)

Question 2

Read carefully these two sources and then answer the questions below:

Source A

In 1524 the Commission reported that “the island has two big harbours which can take two fully equipped fleets. The one where the Castle lies is, however, larger than the other. Although both harbours were exposed to the gregale (N.E. wind), they were deep and contain many large inlets that made them most secure berthing places. They were however not safe from hostile attack since they could be pounded by artillery from all sides. A peninsula of the same type of rock as the rest of the island separates these two harbours; this tongue of land could, with great expense and over a long period of time, prove most suitable for the building of a strong fort to protect both entrances.

(Giacomo Bosio, Dell’Istoria della Sacra Religione et Ill.ma Militia di S. Giovanni Gerosolimitano, Vol. III, Roma 1602, pp. 30-31)

Source B

The high ground on the peninsula had always been a problem, for every artillery mounted there could dominate Fort Saint Angelo and Birgu. From the start it was clear that these heights should remain within the defences of the Knights, and a new city was proposed within the peninsula.

(Quentin Hughes, “The Architectural Development of Hospitaller Malta” in V. Mallia Milanese, Hospitaller Malta 1530-1798 (1993), pp. 487-488)

- Name the two big harbours mentioned in Source A. (2)
- Why was a Commission reporting on the Maltese Islands in 1524? (3)
- Explain briefly the importance Birgu gained when the Knights came to Malta. (3)
- Which Castle is being referred to in Source A? (1)
- What was the peninsula mentioned in both sources then called? (1)
- Name the fort that the Knights first built on this peninsula. (1)
- Name the new city, mentioned in Source B, built on this peninsula. (1)
- Indicate how the building of this new city came about. (4)

(Total: 16 marks)

Question 3

With the help of these three sources answer the questions that follow:

Source A

The Nationalist Party and the Malta Labour Party pointed out in their manifestos at the last general election and throughout the campaign, that they had both declared themselves in favour of early independence, and that together they had polled 76% of the votes cast. There were therefore, in their opinion, no doubt about the wishes of the Maltese people on this question.

(Extract from Report by the Chairman, Malta Independence Conference 1963 (1963))

Source B

During the Conference Mr Duncan Sandys pointed out that Britain had no longer ‘an absolute need for a military base in the central Mediterranean. Nevertheless, he expressed the British Government’s wish to retain facilities for the British forces if this was ‘acceptable’ to the Maltese Government.

(Carmel Cassar, A Concise History of Malta (2002), p. 232)

Source C

In 1971 elections took place in Malta and this time the Malta Labour Party took over government. One of the first actions of the new government was to discuss with Britain the Defence Agreement which had been agreed in 1964. A new Agreement was signed in 1972.
(Adapted from Yosanne Vella ed., *From the coming of the Knights to EU membership* (2008), p. 111)

- Define the term 'manifesto' mentioned in Source A. (2)
- Why were the Nationalist Party and the Malta Labour Party described as being in favour of independence as indicated in Source A? (3)
- Mention the date when Malta became an independent state. (1)
- What was the importance of the 'military base', referred to in Source B, for Malta? (2)
- What did the Defence Agreement of 1964, specified in Source C, imply? (2)
- Who was Prime Minister of Malta when a new Agreement was signed in 1972? (1)
- What did the new Agreement signed in 1972 specify? (3)
- Which of these Sources is a primary source? Explain why. (2)

(Total: 16 marks)

European and International History

Question 4

Read carefully these two sources and then answer the questions that follow:

Source A

Leonardo da Vinci was a painter, a scientist, a musician and a poet. He was good at mathematics and engineering, too..... He sketched ideas for inventions..... He was a genius. He wanted to be good at everything he did. Above all, he was a great artist, even though he did not finish many paintings. Perhaps this seems strange, but he was just too busy doing other things. He was a typical man of the Renaissance.
(J.F. Aylett, *In Search of History 1585-1714*, (1984))

Source B

Europe in the late fifteenth century experienced intellectual and cultural changes far greater than any previous movement..... this development was called the Renaissance. Humanism lay at the heart of this Renaissance.
A combination of classical heritage, natural talent, political autonomy, civil pride, wealthy patrons and a commercial environment made Florence in particular and Italy in general the heart of the European Renaissance.
(Geoffrey Woodward, *The Development of Early Modern Europe 1480-1648*, (1997))

- What was the Renaissance? (3)
- What impression does Source A give you of Leonardo da Vinci? (2)
- Mention two great paintings of Leonardo da Vinci. (2)
- Mention another two great Renaissance painters. (2)
- Source B says that *humanism lay at the heart of the Renaissance*. Explain why? (4)
- By referring to Source B explain why Italy was the centre of the Renaissance. (4)

(Total: 17 marks)

Question 5

Look carefully at these four sources and then answer the questions that follow:

Source A

In many respects terrible terms to impose upon a country..... We shall have to fight another war all over again in twenty-five years at three times the cost.
(David Lloyd George, British Statesman, 1919)

Source B

This is not a peace. It is an armistice for twenty-one years.
(Marshal Foch of France, 1919)

Source C

Nobody involved is completely satisfied – not those who wish to punish the evil-doers and least of all, of course, the evil-doers. The Germans may even yet treat the Peace Treaty as another Scrap of Paper.
(Editorial of *The Graphic*, 5 July 1919)

Source D

The Treaty is signed. Militarism, with all its disciplined brutality and unbridled lust of conquest, is at an end. At an end, too, is the German Empire. The world looks forward from today to a full generation of peace.
(Perceval Landon in *The Daily Telegraph*, 30 June 1919)

- a. To which Treaty are these four sources referring and after which war was it signed? (2)
- b. (i) What is the common argument in Sources A, B and C? (2)
(ii) How far were they right in their reasoning? (1)
- c. In what ways does Source D defer from the rest? (2)
- d. Source A says that these were *terrible terms to impose upon a country*. Outline the most important provisions that were imposed on Germany. (3)
- e. Explain the meaning of *armistice* as used in Source B. (1)
- f. What does the author in Source C mean when he says that *the Germans may even yet treat the Peace Treaty as another Scrap of Paper*. (2)
- g. What does *militarism* as used in Source D refer to? (1)
- h. Source C refers to the Germans as *evil-doers* while Source D refers to their *unbridled lust of conquest*. Explain why. (3)

(Total: 17 marks)

Question 6

Read carefully these three sources and then answer the questions that follow:

Source A

My dear Mikhail Gorbaciov,

This is the first time in my life I have ever written to a politician. You wonder why I am writing to you? It's hard to explain. I'm writing to remind you that someone said fairy tales never come true. You, Mikhail Gorbaciov, have shown this to be false. I have to tell you this for love of the truth. You are the most beautiful fairy tale come true. All my life I have been observing your wonderful country and loving it. I love its history, its culture, its magnificence.

The only thing that was lacking was you, Mikhail Gorbaciov. You, the new man, you have broken barriers, crossed mountains, hurled down taboos.

(Flora Pinto d'Albavilla Capaldo, Naples, Italy, 6 October 1988)

Source B

Dear Mr Gorbachev,

I have been deeply moved by the events that have taken place in this country since 9 November 1989. I would like to express my deeply felt thanks for this, for, in the final analysis, it was you, with your policy of perestroika who set the heavy stone of politics in motion.

You can have no idea how many people in Germany revere you and consider you to be one of the greatest politicians of the present age. On that day when the people of East Berlin and of East Germany were able to come to us freely, thousands of people shouted out your name 'Gorbi, Gorbi, Gorbi.'

(Roman von Kalckreuth, Berlin, West Germany, 14 February 1990)

Source C

Respected Sir,

I, a citizen of India, very heartily congratulate you on the giant step you have initiated towards a more human form of government.

I have already read a lot about glasnost and other policies you have been introducing from time to time in your country.

.... You are a shining star on the horizon. The sapling which you have sown will become a tree for others to climb.

(Naren R Bhuta, Bombay, India, 1 July 1988)

- What were the economic and social conditions in the USSR when Gorbachev, the person receiving these three letters, came to power? (4)
- Source B mentions *the events that have taken place in this country since 9 November 1989*. What was actually happening? (2)
- What were the political results of these events in Germany? (1)
- What do these terms mean?
(i) *perestroika* (Source B) (ii) *glasnost* (Source C). (2)
- The writer in Source C congratulated Gorbachev for *the giant step you have initiated towards a more human form of government*. Explain what Gorbachev had done to deserve this praise. (3)
- What effects did Gorbachev's reforms have on
(i) communism? (ii) the Cold War? (4)

(Total: 16 marks)

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2012 SESSION

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	9 th May 2012
TIME:	9:00 a.m. to 11:00 a.m.

Answer FOUR essay questions, TWO from each section. The maximum number of marks is 25 for each essay, a total of 100 marks. Candidates may answer either in English or in Maltese.

Section A: Maltese History

1. Why did the Turks attack Malta in 1565 and with what results?
2. *The French had long been nurturing their intention of occupying the island. The opportunity presented itself on 9th June 1798.* Explain why and how the French took Malta in 1798. Discuss the reforms they tried to introduce in the government of the Maltese Islands.
3. *The Sette Giugno 1919 was the climax of a socio-economic crisis that developed in Malta at the turn of the twentieth century.* Discuss.
4. *During the second half of the nineteenth century the British sought to develop Malta as a naval base and an island fortress.* Discuss with reference to developments in the use of the Grand Harbour and the building of fortifications.
5. What part did Malta play during the Second World War? How did this affect its people?
6. *“Membership of the Council of Europe has been to my country like returning home after a long absence.”* (George Borg Olivier, 4th May 1965) Discuss the steps that led Malta to closer ties with Europe after independence and eventual membership in the European Union.

Section B: European and International History

7. What was the industrial revolution and why did it start in Britain? What were its causes and results?
8. How far was Napoleon Bonaparte’s foreign policy successful?
9. Discuss Bismarck’s unification of Germany.
10. What was the League of Nations? Why was it set up and how far was it successful in its mission?
11. *After the Second World War, Europe was practically divided into two armed camps with most countries joining either NATO or the Warsaw Pact. This gave rise to the Cold War.*
 - a. What was the Warsaw Pact? (9)
 - b. Explain how NATO was formed and its importance for Europe during the Cold War. (16)
12. What were the political and economic motives which convinced European countries to try to build a united Europe after the Second World War? Account for the development of this organisation up to 2004.

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MAY 2012 SESSION

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	9 th May 2012
TIME:	9:00 a.m. to 11:00 a.m.

Answer FOUR questions, TWO from each section. The maximum number of marks is 25 for each question, a total of 100 marks. Candidates may answer either in English or in Maltese.

Section A: Maltese History

- The Great Siege of 1565 was the last great Turkish threat to Malta. Explain with reference to:*
 - Dragut's threat to Malta before 1565. (7)
 - the importance of St. Elmo during the Great Siege. (8)
 - why the Turks were defeated in 1565. (10)
- With reference to the French in Malta,
 - indicate the effects of the French Revolution on Malta. (4)
 - summarise the reforms that Napoleon Bonaparte introduced in Malta. (8)
 - give a brief account of the reaction of the Maltese to French rule. (5)
 - account for the French capitulation in 1800. (8)
- During the nineteenth century and the early twentieth century, the Maltese politicians were very much concerned with the Language Question. Discuss under these titles:*
 - the Royal Commission of 1878. (8)
 - the "Reformists" and the "Anti-Reformists". (5)
 - Gerald Strickland and the Language Question (circa 1880s-1930s). (12)
- What does "fortress economy" mean? (7)
 - Describe the development of the Dockyard by the British. (7)
 - What was the effect of the opening of the Suez Canal on Malta? (7)
 - Name two forts that the British built to strengthen the defences of Malta. (4)
- Discuss Malta's role during the Second World War. Explain under the following headings:
 - the attack on the "Illustrious". (5)
 - daily life during the war. (5)
 - the Santa Marija Convoy. (5)
 - the political effects of the war. (5)
 - the economic and social consequences of the war. (5)

6. *Malta has been seeking closer ties with Europe since Independence.* Explain with reference to:
 - a. Malta's admission to the Council of Europe (1965). (4)
 - b. Malta's formal application to join the European Union. (5)
 - c. the debate for and against the proposed union before 1998. (6)
 - d. the events between 1998 and 2004 leading to Malta becoming a member of the European Union. (10)

Section B: European and International History

7. Write about the causes of the French revolution under the following titles:
 - a. The absolutist rule of the King (5)
 - b. The very privileged position of the French nobles and clergy at the expense of peasants (5)
 - c. The influence of the philosophers on the revolution (5)
 - d. The bankruptcy of the French crown
 - e. The harvest failure and related problems. (5)
8. Discuss the German movement for unity between 1848 and 1871 under the following titles:
 - a. The failure of the 1848 revolutions and the Frankfurt Parliament. (6)
 - b. The rearming of the Prussian state. (4)
 - c. War against Denmark. (4)
 - d. War against Austria. (5)
 - e. War against France and the proclamation of the German Empire. (6)
9.
 - a. What was the League of Nations and why was it set up? (10)
 - b. How far was this organisation able to keep the peace during the 1920s? (5)
 - c. Why did this League lose its importance in the 1930s? (10)
10.
 - a. Explain briefly the changes Dubcek tried to carry out in Czechoslovakia in 1968. (8)
 - b. Why was this country so important to the Soviet Bloc? (5)
 - c. How and why did the Soviet Union react to the Prague Spring of 1968? (8)
 - d. Explain briefly the meaning of the Brezhnev Doctrine. (4)
11.
 - a. What does globalisation involve? (7)
 - b. What are the main advantages of globalisation? (9)
 - c. What are the main disadvantages of globalisation? (9)
12. Choose any five of these topics and write a paragraph of eight lines on each: (5 x 5 = 25)
 - a. The discovery of the New World
 - b. The Protestant Reformation
 - c. The Catholic Counter-Reformation
 - d. Enlightened Despots and their ideas and policies
 - e. The abolition of slavery
 - f. Industrialisation in Great Britain
 - g. Capitalism
 - h. Socialism.