

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2013 SESSION

SUBJECT:	History
PAPER NUMBER:	I
DATE:	8 th May 2013
TIME:	9:00 a.m. to 11:00 a.m.

This examination paper contains 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 ENTIRELY IN ENGLISH OR ENTIRELY IN MALTESE.**
- **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 YOU ANSWER IN THE LEFT-HAND MARGIN OF THE BOOKLET PROVIDED.**

SECTION A

MALTESE HISTORY

Question 1: Read carefully the following sources regarding the Rising of the Priests and then answer the questions that follow.

Source A

“A plot was being concocted in the Island. The series of unpleasant events culminating in the summoning of Mgr. Pellerano to Rome was the decisive factor which urged the conspirators to rise against the government”.

(Philip Callus, *The Rising of the Priests*, 1961, p. 22)

Source B

“It is necessary that the Bishop admonish seriously his priests so that they won’t go hunting in places which, in this island, are reserved areas. I have followed this order. I have informed the Grand Master about this during a confidential meeting I had with him”.

(Inquisitor Lante to the Pontifical Secretary, 8 August 1774)

Source C

“The Rising of the Priests in 1775 and the hoisting of the Maltese banner on St. James Cavalier and Fort St. Elmo could be interpreted as evidence that the local Church and priesthood led the people against the ever-growing absolute rule of the Grand Master”.

(Carmel Cassar, *Popular Perceptions and Values in Hospitaller Malta*, in V. Mallia Milanes, ed., *Hospitaller Malta 1580-1798*, 1993, p. 437)

- a) Who was Mgr. Pellerano referred to in Source A? (1)
- b) Who was the Grand Master referred to in Source B and Source C? (1)
- c) Why was the prohibition of hunting, referred to in Source B, made? (3)
- d) Outline the “unpleasant events” mentioned in Source A and other problems which could have caused the Rising of the Priests referred to in Source C. (4)
- e) Give the name of the Maltese priest who is said to have been the leader of the Rising of the Priests mentioned in Source C. (1)
- f) Describe briefly the main events and consequences of the Rising of the Priests. (4)
- g) Which of the above sources do you consider to be a primary source? Briefly explain why. (2)

(Total 16 marks)

Question 2: Read the following sources about Maltese emigration and then answer the questions that follow.

Source A

“... It was undoubtedly in Britain’s interest to encourage Maltese emigration to Cyprus ... Britain needed the influx into Cyprus of people indisputably loyal to the Empire ... the Maltese alone, in the Mediterranean, are a community feeling no blood or historical connection with any other nation”.

(Sir Adriano Dingli reporting in 1878, quoted by Price, *Malta and the Maltese – A Study in 19th Century Migration*, 1954, pp. 173-174)

Source B

“There is one question which rises above all other questions. Month by month it acquires greater importance. It may well be called our burning question: it is the question of emigration. There can be no longer any hope for us of welfare, except in getting for ourselves another home in a favourable land”.

(Editorial, *The Daily Malta Chronicle*, 30 September 1910)

Source C

“With the cessation of hostilities in the Mediterranean region, the economic conditions soon began to take a down-turn. The Dockyard which used to employ about 11,000 was gradually wound down ... Thus started the great exodus of migrants in the late ‘40s and early ‘50s which lasted for 20 years”.

(Maurice Cauchi, *Maltese Migrants in Australia*, 1990, p. 8)

- a) What does ‘emigration’ mean? (1)
- b) Do you consider Source B to be favouring emigration? Why? (1+1)
- c) Why is Source A stating that it was in Britain’s interest to encourage Maltese emigration to Cyprus? (2)
- d) What ‘hostilities’ are being referred to in Source C? (1)
- e) What kind of economic conditions referred to in Source C did the Maltese Islands have? (3)
- f) Name (i) **two** other places in the Mediterranean, besides Cyprus, where Maltese migrants were encouraged to settle in during the 19th Century, and (ii) **two** places to where many Maltese emigrated after the Second World War. (2+2)
- g) Explain why the three sources imply that emigration was considered important for the Maltese economy. (4)

(Total 17 marks)

Question 3: Read the following sources regarding Independent Malta and then answer the questions set below.

Source A

“This is an historical day for Malta, which is now about to regain her sovereignty ... We are now here to discuss the form of government which independence brings us. Although the proposals embodied in the draft constitution which we have prepared entail independence in its fullest sum – and this is only an expression of convenience, for in political theory sovereignty is not a matter of degree – we have chosen not to sever certain political links which in no way impinge on the concept of independence. We envisage Malta as a monarchy within that family of nations which is the Commonwealth”.

(Prime Minister G. Borg Olivier, Statement at the Malta Independence Conference, Marlborough House, 1963)

Source B

“The principles and objectives of Non-alignment are the bedrock of our endeavours for peace in the Mediterranean. When Malta joined the Non-Aligned Movement in 1973 it was still not free. It was still aligned”.

(Foreign Minister A. Sceberras Trigona addressing the Ministerial Meeting of the Non-Aligned Movement members, 10 September 1984)

Source C

“I do appreciate your invitation for March 31st, but Dom I say two things. First of all to me it would be a very melancholic occasion. When I saw the flag being hoisted down and the other flag going up and realised that our relationship over all these years was going to an end – I’ll be quite blunt with you – I would not enjoy it”.

(British Prime Minister James Callaghan to Maltese Prime Minister Dom Mintoff, Telephone Conversation, 6th March 1979)

- a) Explain what ‘sovereignty’, mentioned in Source A, means. (1)
- b) Give the date when Malta became an independent state. (1)
- c) What changes were made to Malta’s constitutional set-up between 1964 and 1987? (5)
- d) What does ‘non-alignment’ imply? (2)
- e) Explain why the British Prime Minister considered the 31st March 1979 event, referred to in Source C, as a ‘melancholic occasion’. (2)
- f) Explain what had led to the 1979 event referred to in Source C. (5)
- g) To which flag ‘being hoisted down’ is Source C referring? (1)

(Total 17 marks)

Please turn the page.

SECTION B

EUROPEAN AND INTERNATIONAL HISTORY

Question 4: Look at the sources and answer the questions below.



Source A: French revolution cartoon about tithes and taxes

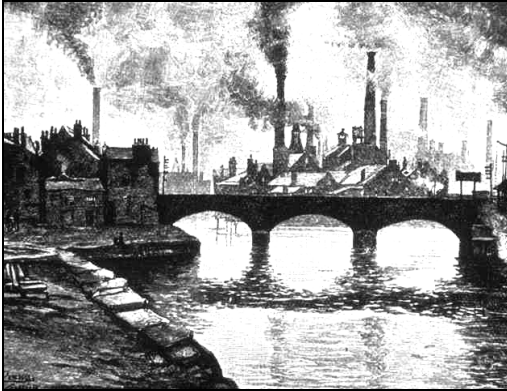


Source B: The revolt of the Third Estate

- In Source A, whom do the two persons standing on the rock symbolise? (2)
- In Source A, whom does the person pressed under the rock symbolise? (1)
- What message did the cartoonist who drew up Source A wish to give us? (2)
- Why are the two persons who are standing in Source B afraid? (2)
- Who formed part of the Third Estate? (2)
- In which year did this revolution occur? (1)
- Why did the Third Estate abandon the Estates General and with what consequences? (3)
- Besides the question of taxation, give another four reasons or causes why the French revolted against their King. (4)

(Total 17 marks)

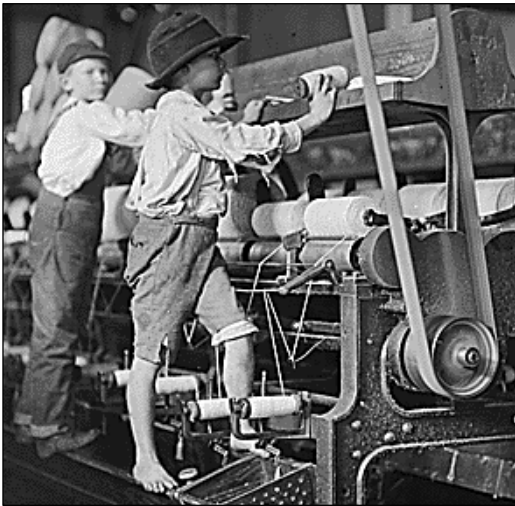
Question 5: Look at the sources and answer the questions below.



Source A: A city during the Industrial Revolution



Source B: Bell Time



Source C: Children working in a factory

In the early 1700s, whole families left the countryside to look for work. They found work in the new factories being created by the Industrial Revolution, which were located around the industrial cities. This mass migration of people to rapidly growing cities caused serious social problems during this period of history. Not only did they have to work in unregulated factories, but they also were forced to live in poor conditions.

Source D: An online resource by the Beacon Learning Centre

- What are your impressions of the city in Source A? (1)
- Where are the people in Source B going? (1)
- Why was the sight in Source C a familiar one in those days? (2)
- What was the Industrial Revolution? (3)
- Source D says that *whole families left the countryside to look for work*. Why did this happen? (2)
- Name an industrial city in Great Britain which grew rapidly in those days. (1)
- Explain the line ‘serious social problems during this period of history’ (Source D). (4)
- Give three results of the Industrial Revolution. (3)

(Total 17 marks)

Please turn the page.

Question 6: Read carefully the following sources regarding Cuba and then answer the questions that follow.

Source A

Castro made Cuba a communist state, so Kennedy banned all US trade with Cuba Castro retaliated by stepping up Cuban trade with the Soviet Union. Both he and Khrushchev assumed the Cuban rebels in the United States would try again.

(Philip Sauvin, *Key Themes of the Twentieth Century*, 1996, p. 156)

Source B

Everyone agreed that America would not leave Cuba alone unless we did something. We had an obligation to do everything in our power to protect Cuba's existence as a Socialist country and as a working example to the other countries of Latin America.

(Extract from *Khrushchev Remembers* translated by Strobe Talbot, Little, Brown, 1970)

Source C

US spy planes brought back photographs showing that there were USSR missiles based in Cuba. Kennedy announced a naval blockade meant to prevent further USSR shipments to Cuba. He also demanded that the missiles be removed from Cuba. He said that if a missile were launched, the US would retaliate: the Cold War got very hot. On 28 October Khrushchev ordered the ships to turn round, except for an oil-tanker which Kennedy decided could be let through. Khrushchev then announced that the missiles would be removed from Cuba. Kennedy promised that the USA would never invade Cuba.

(Peter Lane and Christopher Lane, *World History 1870 to the Present Day*, 1997, p. 114)

- a) Who were the **three** people mentioned in Source A, namely Castro, Kennedy and Khrushchev? (3)
- b) Why did Kennedy ban all trade with Cuba? (1)
- c) Why did Khrushchev maintain that 'everyone agreed that America would not leave Cuba alone' (Source B)? (2)
- d) Why was he obliged to do everything in his power to protect Cuba's existence? (1)
- e) What was the 'Cold War' mentioned in Source C? (2)
- f) What was the ultimatum which Kennedy sent to Khrushchev? (2)
- g) How did Khrushchev react to this ultimatum? (1)
- h) In which year did this crisis happen? (1)
- i) What were the main results of this crisis? (3)

(Total 16 marks)

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2013 SESSION

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	9 th May 2013
TIME:	9:00 a.m. to 11:00 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. The maximum number of marks is 25 for each essay, a total of 100 marks.*

- ***YOU MAY ANSWER EITHER ENTIRELY IN ENGLISH OR ENTIRELY IN MALTESE.***
 - ***WRITE ALL YOUR ANSWERS IN THE BOOKLET PROVIDED.***
 - ***START A NEW PAGE FOR EACH ESSAY.***
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SECTION A

MALTESE HISTORY

*Choose any **TWO** questions from this Section and answer carefully.*

1. “During its first years the Order of the Knights Hospitallers of St. John enforced an autocratic rule over the Maltese Islands and sought to strengthen their defences in view of any eventual attack”. Explain how the Order sought to ensure its rule over Malta and strengthen its defences up to 1565.
2. “For a long time during the Order’s rule, Malta was under three separate jurisdictions, namely that of the Grand Master, the Bishop and the Inquisitor”. Explain how this came about. Evaluate the work of the Inquisition in Malta and its effects on the Maltese.
3. “Sir Thomas Maitland was an autocratic ruler”. Discuss with reference to his administration of the Maltese Islands.
4. “During the 19th century and the earlier half of the 20th century, the Language Question dominated Maltese politics”. Explain what the Language Question was and discuss how it influenced Maltese politics up to the 1940s.
5. “The Maltese economy in the 19th century was characterised by various booms and depressions”. Discuss.
6. Account for the importance of Malta as a naval, military and hospital base during the First World War.

SECTION B

European and International History

*Choose any **TWO** questions from this Section and answer carefully.*

7. “The Renaissance was a revival of classical art, architecture, literature, and learning that originated in Italy in the 14th century and later spread throughout Europe and which had a variety of effects”. Discuss.
8. Various monarchs in the 18th century have been described as enlightened despots. By referring to their ideas and policies explain why they were called so.
9. How far were the 1848 revolutions in Europe successful?
10. Discuss the various factors that brought about the Second World War and analyse the main results of this war.
11. Account for Gorbachev’s rule in the Soviet Union and its effects.
12. “In today’s world terrorism has become a major preoccupation”. Discuss this statement by explaining which factors led to terrorism, which measures are various governments taking to combat it and which are the main effects of this violent movement.

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2013 SESSION

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	9 th May 2013
TIME:	9:00 a.m. to 11:00 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. The maximum mark is 25 for each essay, a total of 100 marks.*

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SECTION A

MALTESE HISTORY

*Choose any **TWO** questions from this Section and answer carefully.*

1. “By accepting Malta from the Spanish Emperor Charles V in 1530, the Order of the Knights Hospitallers of St. John had not only acquired a new home in which to settle their displaced Order, but also a responsibility to provide for its defences”.
 - a) Under which conditions did Emperor Charles V give Malta to the Knights of St. John? (4)
 - b) Name three Grand Masters who ruled over Malta before 1565. (3)
 - c) Explain how the Knights ruled over the Maltese Islands during their first years. (8)
 - d) Indicate how the Order sought to strengthen the defences of Malta before 1565. (10)

(Total 25 marks)

2. “Once Mgr. Pietro Dusina came to Malta as Inquisitor and Apostolic Delegate, the Tribunal of the Inquisition was firmly established thus adding another jurisdiction to those of the Grand Master and the Bishop of Malta”.
 - a) What was the Inquisition? (8)
 - b) Explain why “another jurisdiction was added to those of the Grand Master and the Bishop of Malta”. (5)
 - c) Indicate the powers that the Inquisition had and how it functioned. (12)

(Total 25 marks)

3. “A monument was erected at the Lower Barracca, Valletta, to commemorate Thomas Maitland”.
- Who was Sir Thomas Maitland? (5)
 - How did he deal with the Plague Epidemic that afflicted Malta during his times? (10)
 - Explain his relations with the Maltese Catholic Church. (5)
 - Explain the reforms he introduced in the Maltese Courts. (5)

(Total 25 marks)

4. Write about the constitutional development of the Maltese Islands under the following titles:
- The characteristics of the 1921 Constitution. (8)
 - Why was the Constitution suspended in 1933? (5)
 - The Self-Government Constitution of 1947. (12)

(Total 25 marks)

5. “During the 19th Century, public health was threatened by poor water supply and the lack of a sewage system”.
- Explain what was done to improve public health in Malta in terms of the water supply, the drainage system and the hospital services.

(Total 25 marks)

6. “During the First World War, Malta was important as a naval base as much as a hospital base”.
- Account for Malta’s contribution to the war effort under the following headings:
- The importance of the Dockyard during the War. (5)
 - Malta – the Nurse of the Mediterranean. (10)
 - The effects of the War on the Maltese. (10)

(Total 25 marks)

SECTION B

EUROPEAN AND INTERNATIONAL HISTORY

*Choose any **TWO** questions from this Section and answer carefully.*

7.
 - What was the Renaissance? (3)
 - Why did it start in Italy? (7)
 - Account for the progress registered during this period. (8)
 - What were the main results of the Renaissance? (7)
8.
 - What does the term “enlightened despots” mean? (5)
 - Name **two** enlightened despots. (2)
 - Choose an enlightened despot and discuss his/her policies. (8)
 - Name two philosophers that professed enlightened ideas. (2)
 - Write a paragraph of 5 lines on **one** of these philosophers. (8)

(Total 25 marks)

(Total 25 marks)

9. 1848 has been called the year of revolutions with various uprisings such as those in France, in Vienna, in Hungary, in Bohemia and in the Austrian lands in Italy. Choose **three** of these revolutions and write a paragraph of 10 lines about each one. (25)

(Total 25 marks)

10. Write about the causes of the Second World War under the following titles:

- a) The Peace Treaties of 1919-20
- b) The weakening of the League of Nations
- c) The rise of dictatorial and nationalistic governments in Germany and Italy
- d) The German rearmament and the arms race
- e) The aggressive foreign policy of Hitler

(Total: 5 x 5 = 25marks)

11. a) What does globalisation mean? Mention some general characteristics of globalisation. (5)
b) What are some of the advantages of globalisation? (10)
c) What are some of the major disadvantages of globalisation? (10)

(Total 25 marks)

12. Choose any **five** of these topics and write a paragraph of eight lines on each:

- a) The Code Napoleon (1804)
- b) The Continental System (1806-7)
- c) The Congress of Vienna (1815)
- d) The Belgian revolt of 1830
- e) The League of Nations
- f) NATO and the Warsaw Pact
- g) The Berlin Blockade and Airlift
- h) European integration

(Total: 5 x 5 = 25marks)