



L-Università
ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION**

SUBJECT:	History
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	28 th April 2026
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. This paper is marked out of 150 marks.

Answer all **THREE** questions. Follow the instructions given in each question.

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

- EITHER** (a) Why did the 1887 constitution fail to achieve the objectives of both the British authorities and the Maltese politicians?
- OR** (b) Why was the collaboration between Maltese Catholic Church leaders and the British Protestant authorities an important feature in the 1800s?
- OR** (c) Agriculture was still very important for the local economy at the start of the twentieth century, but the economy had experienced important changes during the 1800s. Discuss.

(Total: 50 marks)

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

- EITHER** (a) How far and why did the two periods of self-government between 1921 and 1964 fail to meet Maltese political expectations?
- OR** (b) Why did politico-religious collaboration break down in the 1980s, and how was the crisis resolved?
- OR** (c) Which major decisions were taken by Maltese governments in favour of social and economic development between 1964 and 1979?

(Total: 50 marks)

Please turn the page.

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

EITHER (a) Patrick J. Keenan, Report upon the Educational System of Malta, 1880

The most important and difficult question which the [1836 Commissioners Lewis and Austin] undertook to decide, had reference to the Language or Languages to be taught in the elementary schools of the Government. For various reasons the Commissioners came to the conclusion that the Italian language would be far more useful to a Maltese than any other excepting his native tongue; and they therefore recommended that as soon as a child attending a Government school had learned to read the Maltese, he should be taught to read and write the Italian, through the medium of the former language. They further recommended that as soon as the child could read and write Italian, he should learn to speak and read English, if the time allotted to his schooling would enable him to do so; and they even recommended that the Arabic should be taught to the children of the Government Elementary Schools.

- (i) Why did the 1836 Commissioners come to the conclusion that the Italian language would be 'far more useful to a Maltese'? (10)
- (ii) What were Patrick Keenan's proposals concerning the language to be taught in government schools? (10)
- (iii) What was the reaction of Maltese politicians to Keenan's proposals? (10)
- (iv) To what extent were Keenan's proposals adopted by government schools in Malta? (10)
- (v) Explain the significance of the 'Language Question' in Maltese politics from the late 1800s to 1921. (10)

(Total: 50 marks)

OR (b) Observations on the present form of Government in Malta, July 1919

I am of opinion that the main cause for the unrest which has existed in the Island for many years is the exclusion of the people from a practical voice in the direction of purely internal affairs. The presence of a fixed minority of elected members in the Legislative Council gives no real measure of control over legislation. The majority of members of that Council are officials responsible to the Head of the Government alone. They are merely mouthpieces of the Executive Government, and their individual attitude in regard to any legislative measure before the Council is predetermined. The absence of control on the people's part particularly in regard to financial legislation is in my opinion the root of the present discontent. ... I am ... of opinion that a substantial measure of democratic Government, subject to the limitations necessary to safeguard Imperial interests and policy, but conferring on the people full control over domestic legislation, especially that having financial objects in view, would successfully remove, if given a fair and patient trial, the feelings of suspicion and resentment which have been noticeable for a number of years.

- (i) Comment on the reference to the 'unrest' and 'resentment' referred to in this report. (10)
- (ii) Why does the author refer to the majority of members in the Council of Government as 'mouthpieces of the Executive Government'? (10)
- (iii) Comment on the distinction between 'internal affairs' and 'Imperial interests'. (10)
- (iv) Explain the constitutional changes that sought to address the concerns mentioned in 3(b)(iii) above. (10)
- (v) How far did the 'fair and patient trial' given to constitutional changes prove the author right in saying that 'the feelings of suspicion and resentment' would be removed? (10)

(Total: 50 marks)



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**ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION**

SUBJECT:	History
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	30 th April 2026
TIME:	4:00 p.m. to 7:05 p.m.

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

All three questions in this paper carry equal marks. This paper is marked out of 150 marks.

Answer all **THREE** questions. Follow the instructions given in each question.

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

EITHER (a) Why was Napoleon I's empire short-lived?

OR (b) Explain the objectives of the 'Triple Alliance' from the 1880s to 1914.

OR (c) What challenges were faced by France and Germany to industrialize between the 1870s and 1914, and what steps did they take?

(Total: 50 marks)

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

EITHER (a) Discuss the significance of the Treaty of Versailles in the rise of authoritarian regimes in Italy and Germany.

OR (b) Why did the countries of the Warsaw Pact, led by Soviet Russia, invade Czechoslovakia in 1968?

OR (c) How did the end of the Cold War enable Europe to transform itself into the European Union?

(Total: 50 marks)

Please turn the page.

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

EITHER (a) 'Declaration by the Third Estate of France', 20 June 1789.

The National Assembly,

Considering that it has been called to establish the constitution of the realm, to bring about the regeneration of public order, and to maintain the true principles of monarchy; nothing may prevent it from continuing its deliberations in any place it is forced to establish itself; and, finally, the National Assembly exists wherever its members are gathered.

Decrees that all members of this Assembly immediately take a solemn oath never to separate, and to reassemble wherever circumstances require until the constitution of the realm is established and fixed upon solid foundations; and that said oath having been sworn, all members and each one individually confirm this unwavering resolution with his signature.

We swear never to separate ourselves from the National Assembly, and to reassemble wherever circumstances require until the constitution of the realm is drawn up and fixed upon solid foundations.

- (i) Explain the historical significance of this declaration of the National Assembly in France on 20 June 1789. (10)
- (ii) Why did the representatives of 'the Third Estate of France' style themselves as a 'National Assembly'? (10)
- (iii) What was the reaction of the French rulers? (10)
- (iv) Which other events in the weeks following this, better confirm the importance of the National Assembly? (10)
- (v) To what extent did the Assembly succeed in having 'the constitution of the realm ... drawn up and fixed upon solid foundations'? (10)

(Total: 50 marks)

OR (b) Friedrich Engels, The Condition of the Working-Class in England, 1845

When society places hundreds of proletarians in such a position that they inevitably meet too early and an unnatural a death, one which is quite as much a death by violence as that by the sword or bullet; when it deprives thousands of the necessities of life, places them under conditions in which they cannot live – forces them, through the strong arm of the law, to remain in such conditions until that death ensures which is the inevitable consequence – knows that these thousands of victims must perish, and yet permit these conditions to remain, its deed is murder just as surely as the deed of a single individual; disguised, malicious murder, murder against which none can defend himself, which does not seem what it is, because no man sees the murderer, because the death of the victim seems a natural one, since the offence is more one of omission than of commission. ... society in England daily and hourly commits what the working-man's organs, with perfect correctness characterize as social murder, ... it has placed the workers under conditions in which they can neither retain health nor live long.

- (i) Comment on the social and economic developments which had produced the class of 'proletarians' referred to by Engels. (10)
- (ii) What were the circumstances leading to this situation of a 'too early and an unnatural death' among England's 'proletarians'? (10)
- (iii) Comment on the system accused by Engels of committing this 'social murder'. (10)
- (iv) Discuss early nineteenth century demands for reforms in England. (10)
- (v) Which legislation was adopted in later years to address the problems referred to in the passage above? (10)

(Total: 50 marks)



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**ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION**

SUBJECT:	History
PAPER NUMBER:	III – MEDITERRANEAN HISTORY
DATE:	2 nd May 2026
TIME:	4:00 p.m. to 7:05 p.m.

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

All three questions in this paper carry equal marks. This paper is marked out of 150 marks.

Answer all **THREE** questions. Follow the instructions given in each question.

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

EITHER (a) What were the main issues forming the 'Eastern Question' from the 1820s to the 1850s?

OR (b) How did the Suez Canal transform the Mediterranean?

OR (c) What motivated later nineteenth-century British policy towards the Ottoman empire?

(Total: 50 marks)

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

EITHER (a) Explain the significance of the Mediterranean in Italian irredentist ambitions between the two World Wars.

OR (b) Were the attitudes of Malta and Cyprus' bigger neighbours a main reason why Malta's decolonization was so different from that followed by the other British colony of Cyprus?

OR (c) Explain the factors which enabled the establishment of the State of Israel.

(Total: 50 marks)

Please turn the page.

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

EITHER (a) Alexander Ball to Lord Hobart, 7 February 1803

I now beg leave, with the utmost deference, to submit to your Lordship a few observations on the political importance of this Island to Great Britain. The extreme anxiety which I daily witness on the part of France to dispossess the English of this post leaves me no room to doubt that it has a very different object in view from the mere fulfilling of the Definitive Treaty. To a power either occupying or controlling all the other ports in the Mediterranean, the possession of Malta can be no otherwise desirable, than as it removes from this quarter the only power which can oppose its designs on Egypt, and the Levant. ... In the event of another war, the possession of Malta must be highly important to Great Britain in accelerating our operations and giving us consequence in this part of the world. It will readily occur to your Lordship that our evacuation of Malta will necessarily be attended with a diminution of our influence in respect of Austria, Turkey, the Barbary States, and, in short, every power which has any interest in our retaining a footing in the Mediterranean. I must further observe ... that were the stipulations of the Treaty respecting Malta scrupulously fulfilled, I perceive that we could only preserve an interest in the Island at an enormous expense. ... I will not trouble your Lordship with a detail of the great commercial advantages to be derived from the possession of this Island.

- (i) Comment on this early acknowledgment of 'the political importance of this Island to Great Britain'. (10)
- (ii) What did the treaty referred to in the passage above provide for Malta? (10)
- (iii) What does the writer mean when he says: 'In the event of another war, the possession of Malta must be highly important to Great Britain in accelerating our operations and giving us consequence in this part of the world'? (10)
- (iv) Why should different powers mentioned in the text above be interested in Britain's ability to retain 'a footing in the Mediterranean'? (10)
- (v) Comment on the 'great commercial advantages' gained by Britain in Malta. (10)

(Total: 50 marks)

OR (b) Lord Granville, 1 July 1882

The position of Egypt is a peculiar one. Although it is a province of the Ottoman Empire, its relations with the Porte are the subject of international agreement. They are defined in the Treaty of 15th July, 1840, which further provides that the administration of the country shall devolve on the descendants of Mehemet Ali in the direct line. Successive Firmans [royal decrees] of the Sultans have granted to the Khedive a considerable measure of administrative independence, and on the accession of Tewfik Pasha in 1879 the Firman of investiture, which recapitulated the privileges thus granted, was previously communicated by the Porte to the British and French Ambassadors, with explanations as to its terms, which were accepted as satisfactory. The situation of Egypt on the most direct maritime route between England and her Indian possessions and the Australian colonies give to this country a special interest in Egyptian affairs. In addition to this, British capital and industry have been largely employed in the introduction into Egypt of the great works of modern improvement, and a large British community is resident in the country. Its prosperity cannot be affected without involving the material welfare of many British subjects.

- (i) Why is the position of Egypt described as 'a peculiar one'? (10)
- (ii) Briefly explain the background against which the Treaty of July 1840 was signed. (10)
- (iii) Why does Lord Granville emphasize 'the most direct maritime route between England and her Indian possessions'? (10)
- (iv) How was Britain's interest in 'the most direct maritime route' safeguarded? (10)
- (v) What led the British to intervene in Egypt in 1882? (10)

(Total: 50 marks)