L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 SECOND SESSION

SUBJECT:	**History**
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	31st August 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 Britain concede Malta limited forms of representation from 1849 onwards, despite the resistance of some of its military leaders and colonial administrators?

OR (b) Which issues threatened to antagonize the Maltese Church and undermine its relationship with the British colonial administration in the period between 1800 and 1921?

OR (c) What were the main trends in Maltese migration in the nineteenth century?

(Total: 50 marks)

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

EITHER (a) What role did social and economic issues play in Maltese politics in the 1920s and 30s?

OR (b) How and why was the politico-religious crisis of 1927-1932 a major test for early Maltese self-government?

OR (c) Explain the importance of the Dockyard in Malta's post-war economy (1945-1979).

(Total: 50 marks)

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

EITHER (a) Gazzetta di Malta, 1901

Your representatives are preparing a strong protest against the iniquitous Order-in-council which, contrary to the wishes of all the population, imposes the substitution of the English for the language of our fathers – the Italian – and a barrage of new taxes. What will you do? Let not this first defeat dishearten you. Might will not always prevail over right, and many are the means which may yet be employed to secure the triumphant issue of your cause, which is a sacred one. Remember that you, and you only are, and should be the masters in your own home, and that those who claim to lord it over you are mere foreigners who can show no right over you, and over your country, other than that which, in your own interest and not in theirs, you have conceded to them, and which right you can, if you so wish, withhold. Courage and forward then! Let us fight on to the end. God desires it, the Fatherland requires it, your interest and the interest of your children and of your children's children, demand it.

(i) Explain the reference to 'the substitution of English for the language of our fathers'. (10)
(ii) What were the 'new taxes' referred to here and why were they intended? (10)
(iii) What does the article mean when it says that 'the mere foreigners who can show no right over you, and over your country, other than that which, in your own interest and not in theirs, you have conceded to them'? (10)
(iv) Should one interpret the words 'masters in your own home' as an early call for Maltese independence? Discuss. (10)
(v) What measures were adopted by the British government to counter the protests referred to in the article? (10)

(Total: 50 marks)

OR (b) House of Commons, 30 June 1919

Mr Ormsby-Gore: To ask the Prime Minister whether an inquiry has been set with regard to the recent disturbances at Malta; whether His Majesty's Government contemplate making any changes in the present constitutions of Malta; and whether compensation will be paid out of Maltese public revenues to those persons whose property was damaged during the period of mob rule in Valletta.
The Under-Secretary of State for the Colonies: Yes, Sir, an inquiry is being held. The newly-appointed Governor General, Sir Herbert Plumer, was requested to report upon the Constitution of Malta, and until his report has been received it would be premature to make any statement. Food prices in Malta have been under control throughout the War, and a bread subsidy has been in force for a long time. The Governor's proposals as to compensation for the damage done by the rioters have not yet been received.

(i) Comment on the 'present constitutions' referred to in this debate. (10)
(ii) The Under-Secretary of State for the Colonies refers to the system of food prices and bread subsidy applied in Malta until 1914. Comment on the significance of this system before World War I. (10)
(iii) What were the causes of 'the recent disturbances' and 'mob rule in Valletta'? (10)
(iv) Explain briefly what were the consequences of the disturbances. (10)
(v) Were social and economic conditions improved through political reforms after 1919? (10)

(Total: 50 marks)

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ADVANCED MATRICULATION LEVEL
2026 SECOND SESSION

SUBJECT:	**History**
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	1st September 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) Discuss the role played by Piedmont-Sardinia in unifying Italy from 1852 onwards.

OR (b) How far may Russia's participation in World War I be regarded as one of the causes of the Russian revolution?

OR (c) How and why was an early social welfare state created in Germany in the 1880s?

(Total: 50 marks)

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

EITHER (a) What measures of appeasement were taken by France and Britain towards Germany in the 1930s, and why did the policy fail?

OR (b) Why did the superpowers adopt détente from the late 1960s to 1979, and what were the main results?

OR (c) Discuss America's role in the post-war reconstruction of western Europe.

(Total: 50 marks)

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

EITHER (a) Giuseppe Mazzini, 1845

Italy is a vast prison, guarded by a certain number of gaolers and gendarmes, supported in case of need by the bayonets of men whom we don't understand and who don't understand us. If we speak, they thrust a gag in our mouths; if we make a show of action, they platoon us. A petition, signed collectively, constitutes a crime against the State. Nothing is left us but the endeavour to agree in secret to wrench the bars from the doors and windows of our prison — to knock down gates and gaolers, that we may breathe the fresh life-giving air of liberty, the air of God. Then, a career by pacific means of progress will be open to us; then will begin our guilt and condemnation if we cannot bring ourselves to be content with it.

(i) Why does Mazzini refer to Italy as 'a vast prison'? (10)
(ii) Explain the reference to agreements 'in secret to wrench the bars from the doors and windows of our prison'. (10)
(iii) What practical measures did Mazzini suggest to remedy Italy's situation? (10)
(iv) What was Mazzini's significance in the Italian Risorgimento? (10)
(v) How was 'the fresh life-giving air of liberty' dreamt by Mazzini achieved? (10)

(Total: 50 marks)

OR (b) Edward Sullivan, 1881

Thirty years ago England had almost a monopoly of the manufacturing industries of the world. She produced more of everything than she needed; other countries produced very little. The rest of the world had to buy from Britain because it could not buy anywhere else. Well, that was thirty years ago. Now France and America have got machinery – our machinery. Each year they sell an increasing amount of their goods here in England. On the other hand, year by year, these countries are closing markets to our exports.

(i) How did England come to produce 'more of everything than she needed'? (10)
(ii) Explain the author's statement that in the past 'England had almost a monopoly of the manufacturing industries of the world '. (10)
(iii) Comment on the reference to 'the rest of the world' buying from Britain. (10)
(iv) How did France come to increase its manufacturing power? (10)
(v) Discuss the other European country who apart from France competed with Britain in industrial growth and output. (10)

(Total: 50 marks)

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ADVANCED MATRICULATION LEVEL
2026 SECOND SESSION

SUBJECT:	**History**
PAPER NUMBER:	III – MEDITERRANEAN HISTORY
DATE:	2nd September 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) Explain the significance of the Egyptian-Ottoman wars (1831-1841).

OR (b) How did the Bosnian Crisis of 1908 set the stage for the Balkan Wars?

OR (c) How was Malta's strategic value to Britain as a Mediterranean fortress manifested in the nineteenth century?

(Total: 50 marks)

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

EITHER (a) What was the significance of the Mediterranean theatre in World War II?

OR (b) In what ways, and why, was the Algerian War of Independence one of the most violent wars of decolonization?

OR (c) Explain the significance of the First Intifada and the Oslo Accords in the context of the Israeli-Palestinian conflict.

(Total: 50 marks)

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

EITHER (a) Ferdinand de Lesseps, 1856

The geographical position of Egypt invests it in the eyes of the world with an importance which is assignable to no other section of the Ottoman empire. Standing on the confines of Africa and of Asia, washed on one side by the Red Sea, and on the other by the Mediterranean, Egypt presents the shortest and the most direct route between the West and the extreme East; it forms a central point in the immensely ramified relations which bind together in the present day Europe, the Indies, China, and Oceania. When the discovery of the Cape of Good Hope had laid open a rival path of communication, for a long series of years the path struck out by Vasco de Gama was seen to bear away from Egypt the stream of trade with China and the Indies. …
Egypt, from its geographical position, naturally presents the most advantageous channel for all communication between the West and the East, and this is a privilege of which it can never be stripped, so long as its internal condition does not destroy or counteract what nature has established. A proof of this is, that since order has been restored in that country, and the interests of foreigners have become the object of intelligent and well-maintained protection, the route through Egypt has been once more opened to the commerce of the world. In this respect Egypt has already regained in part the importance which she had forfeited, and this importance will be the more effectual, and the interests of all commercial nations the more securely guaranteed, as the efforts of an enlightened Government commanding sufficient resources will have rendered the passage easier and safer.

(i) Discuss the role played by Ferdinand de Lesseps in this project. (10)
(ii) Why was the geographical position of Egypt considered to be of utmost importance? (10)
(iii) What was the reaction of Great Britain to de Lesseps' efforts in promoting this 'easier and safer' passage? (10)
(iv) Describe the circumstances leading to the opening of the Suez Canal. (10)
(v) Why and how did Great Britain eventually change its mind over the Canal? (10)

(Total: 50 marks)

OR (b) A report by a Serbian nationalist on the events of June 1914

A tiny clipping from a newspaper, mailed without comment from a secret band of terrorists in Zagreb, capital of Croatia, to their comrades in Belgrade, was the torch which set the world afire with war in 1914. That bit of paper wrecked old, proud empires. It gave birth to new, free nations. I was one of the members of the terrorist band in Belgrade which received it. The little clipping declared that the Austrian Archduke Francis Ferdinand would visit Sarajevo, the capital of Bosnia, June 28, to direct army manoeuvres in the neighbouring mountains.
As everyone knows, the old Austro-Hungarian Empire was built by conquest and intrigues, by sales and treacheries, which held [...] men of the upper classes were ardent patriots. They were dissimilar in everything except hatred of the oppressor. Such were the men into whose hands the tiny bit of newsprint was sent by friends in Bosnia that April night in Belgrade. At a small table in a very humble cafe, beneath a flickering gas jet we sat and read it.
They were gathered in Sarajevo all the twenty-two conspirators in their allotted positions, armed and ready. They were distributed five hundred yards apart over the whole route along which the Archduke must travel from the railroad station to the town hall. When Francis Ferdinand and his retinue drove from the station they were allowed to pass the first two conspirators. The motor cars were driving too fast to make an attempt feasible and in the crowd were many Serbians; throwing a grenade would have killed many innocent people. The road to the manoeuvres was

shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka. Francis Ferdinand's car could go fast enough until it reached this spot but here it was forced to slow down for the turn. Here Princip had taken his stand. As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sofia, in the abdomen. She was an expectant mother. She died instantly. The second bullet struck the Archduke close to the heart.

(i) Why does the author say that the news was 'the torch which set the world afire'? (10)
(ii) What does the author mean when he says 'the old Austro-Hungarian Empire was built by conquest and intrigues, by sales and treacheries'? (10)
(iii) Why was there antagonism between Austria and Serbia? (10)
(iv) How did the assassination of Archduke Franz Ferdinand develop into a world war? (10)
(v) Why was there instability in this area of Europe during this period? (10)

(Total: 50 marks)