



L-Università
ta' Malta

MATSEC
Examinations Board



Specimen Papers
SEC 18 History

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD



L-Università
ta' Malta

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER – ALL CANDIDATES

SUBJECT: **History**
PAPER NUMBER: **Level 1 – 2**
DATE:
TIME: 2 Hours

Answer **ALL** questions in Sections A and B and **TWO** question from Section C. Questions can be answered in either English or Maltese.

SECTION A – SHORT QUESTIONS

Answer ALL questions.

1. Underline the **TWO** inventions that were invented during the early Industrial Revolution in Britain:
- i. Computer.
 - ii. Steam engine.
 - iii. Stainless steel.
 - iv. Radar.
 - v. Railway.
 - vi. Aeroplane.
- (2)

2. i. Circle the letter that shows Emperor Napoleon Bonaparte from the portraits below:



A



B



C



D

(1)

- ii. Are the above sources primary or secondary sources? _____ (1)

iii. What makes you decide so? _____
_____ (1)

3. List **THREE** events that led to Napoleon's downfall.

i. _____ (1)

ii. _____ (1)

iii. _____ (1)

4. List **TWO** problems which the Order of St John in Malta had to face in the eighteenth century.

_____ (2)

5. Briefly describe the events of the Revolt of the Priests in 1775.

_____ (4)

6. Briefly explain **ONE** major reform made by Governor Maitland in Malta.

_____ (3)

7. Give **TWO** arguments for and **TWO** arguments against the granting of the liberty of the press in Malta in 1839.

Arguments for:

i. _____ (1)

ii. _____ (1)

Arguments against:

iii. _____ (1)

iv. _____ (1)

8. Underline the **TWO** statements that apply to the Council of Government of 1849:

- i. The Council included elected and nominated members.
- ii. Elections for the Council were held every 5 years.
- iii. The Council met at the Auberge de Castile.
- iv. All males over the age of 21 had the right to vote in elections. (2)

9. Underline the military alliance that was formed in 1907 between Great Britain, France and Russia:

- i. Dual Alliance.
- ii. Triple Entente.
- iii. Triple Alliance.
- iv. Entente Cordiale. (1)

10. Mention **ONE** cause and **ONE** consequence of the Balkan Crisis of 1914.

Cause: _____ (1)

Consequence: _____ (1)

11. Describe **ONE** socio-economic effect on the Maltese people during the Second World War and **ONE** socio-economic effect on the Maltese people after the Second World War.

During the Second World War:

i. _____

_____ (2)

After the Second World War:

- ii. _____ (2)

(Total: 30 marks)

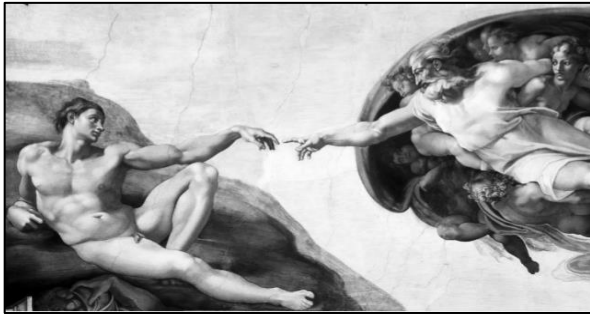
SECTION B – SOURCE QUESTIONS

Answer ALL questions.

Question 12

Study the following sources and answer **ALL** the questions that follow.

Source A



Source B



Source C

'In the normal course of events many men and women are born with various remarkable qualities and talents ... but occasionally ... a single person is ... endowed by heaven with beauty, grace, and talent in such abundance that he leaves other men far behind ... and indeed everything that he does clearly comes from God rather than from human art. Everyone acknowledged that this was true of Leonardo da Vinci ... an artist who ... cultivated his genius so brilliantly that all problems he studied he solved with ease.'

Giorgio Vasari, *Life of Leonardo da Vinci*, 1568. In: *Lives of the Artists*, Volume 1, Penguin 1987.

- a. Identify to which of the above sources, (Source A and Source B) do these terms apply.

The Human Form - Portrait – La Gioconda – Sistine Chapel

Source A:

- i. _____ (1)

- ii. _____ (1)

Source B:

- iii. _____ (1)

- iv. _____ (1)

b. Identify the artist who painted Source A.

_____ (1)

c. Identify the artist who painted Source B.

_____ (1)

d. Describe how Sources A and B illustrate new features and techniques in Renaissance art.

_____ (3)

e. i. State why Source C is a primary source.

_____ (1)

ii. Identify Giorgio Vasari's view on Leonardo da Vinci from Source C.

_____ (2)

f. Describe the contribution of Michelangelo Buonarroti to the Renaissance.

_____ (3)

(Total: 15 marks)

Question 13

Study the sources below and then answer **ALL** the questions that follow.

Source A



A £5 Bank note used in Malta in 1967.

Source B

The Republic of Malta

- (1) Malta is a democratic republic founded on work and on respect for the fundamental rights and freedoms of the individual.
- (3) Malta is a neutral state actively pursuing peace, security and social progress among all nations by adhering to a policy of non-alignment and refusing to participate in any military alliance.

Extract from the 1974 Constitution of the Republic of Malta.

a. Identify the female figure shown in Source A and state why she was inserted on the currency note above.

_____ (1)

b. Underline the Maltese currency shown in Source A.

- i. Maltese Lira.
- ii. English Sterling.
- iii. Maltese Pound.
- iv. Euro. (1)

c. i. Using Source B describe the constitutional change that took place in the State of Malta in 1974?

_____ (2)

ii. How did this change, affect the office of the Head of State of Malta?

(2)

d. Source B states that "Malta is a neutral state ...adhering to a policy of non-alignment and refusing to participate in any military alliance". Briefly explain the implications of this policy on Malta.

(2)

e. Briefly explain Dominion Status as it features in Malta's political development in the 1960's.

(3)

f. The 1974 Constitution states that "Malta is a democratic republic." Briefly explain **TWO** arguments in favour of Malta being declared a republic.

(4)

(Total: 15 marks)

SECTION C – ESSAY QUESTIONS

Answer **ONE** question from European History and **ONE** question from Maltese History.

SECTION C: European History

EITHER

Question 14

a. Name **TWO** western leaders among the 'Big Three' whose decisions influenced international relations after 1945.

(2)

b. Name **TWO** reasons why the 'Cold War' started in 1945.

(2)

c. Mention the **TWO** rival military alliances which developed in Europe as a result of the Cold War.

(2)

d. Name **TWO** main features of the Cold War in Europe.

(2)

e. Explain why the Berlin Wall was built and what were its consequences.

(6)

f. Elaborate on **THREE** major events that contributed to the end of the Cold War.

(6)

(Total: 20 marks)

OR

Question 15

a. Name the **THREE** leaders involved in the Cuban Missile Crisis.

(3)

b. Explain what caused the Cuban Missile Crisis.

(4)

c. Identify the leader associated with the terms *Glasnost* and *Perestroika*.

(1)

d. Explain briefly some of the reforms that fall under the terms *Glasnost* and *Perestroika*.

(6)

e. Mention **FOUR** common patterns leading to the fall of the Communist regimes in Europe in 1989.

(4)

f. Explain **ONE** of the common patterns leading to the fall of the Communist regimes in Europe in 1989.

(2)

(Total: 20 marks)

SECTION C: Maltese History

EITHER

Question 16

In the post-World War II period, plans were underway to diversify Malta's fortress economy.

a. Identify **THREE** features of Malta having a '*fortress economy*' before 1964.

(3)

b. Explain why Malta had a fortress economy before 1964.

(4)

c. Give **TWO** reasons why many Maltese emigrated after the Second World War.

(2)

d. Explain the reasons mentioned in question 16c?

(4)

e. State **THREE** features of the new economy as featured in the First Development Plan of 1959-1964.

(3)

f. Explain briefly how this development plan intended to modernise the Maltese economy.

(4)

(Total: 20 marks)

OR

Question 17

In the nineteenth century, Malta's economy was dependent on the needs of the British colonial government.

a. List **TWO** positive and **TWO** negative effects of the Crimean War on Malta.

(4)

b. Explain how the Crimean War affected the Maltese economy.

(4)

c. List **TWO** advantages that the opening of the Suez Canal.

(2)

d. Explain **ONE** consequence that the opening of the Suez Canal had on Malta's economic development.

(4)

e. Mention **TWO** aspects of Maltese society in which the Catholic Church exercised considerable influence during the British period.

(2)

f. Explain the role of the Catholic Church in British Malta.

(4)

(Total: 20 marks)

Specimen Assessments: Controlled Paper II LEVEL 2-3

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD



L-Università
ta' Malta

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER – ALL CANDIDATES

SUBJECT: **History**

PAPER NUMBER: **Level 2 – 3**

DATE:

TIME: 2 Hours

Answer **ALL** questions in Sections A and B and **TWO** question from section C. Questions can be answered in either English or Maltese.

SECTION A – SHORT QUESTIONS

Answer ALL questions.

1. Briefly explain the impact of the invention of the railway made during the Industrial Revolution.

(4)

2. Briefly explain how the Inquisition Tribunal operated in Malta.

(4)

3. Briefly discuss the impact of the Inquisition Tribunal on the population of Malta at that time.

(4)

4. Mention **TWO** restrictions imposed by the European Powers upon the Order on its corsairing activity.

(2)

5. Mention **TWO** reforms attempted by Napoleon Bonaparte in Malta.

(2)

6. What was the meaning of 'pari passu' and 'free choice' in the context of the Malta Language Question.

(4)

7. How was Malta involved in the First World War?

(4)

8. Discuss socio-economic effects of the Second World War on Malta.

(6)

(Total: 30 marks)

SECTION B – SOURCE QUESTIONS

Answer ALL questions.

Question 9

Read and observe the following sources and then answer **ALL** the questions that follow.

Source A



Source B

'As if she were the queen of Italy, Florence sits between the Tyrrhenian and Adriatic Seas....Within the city one can find astounding riches, unparalleled splendor, magnificent architecture, and exquisite amenities. The villas around her, moreover, offer stupendous and unheard-of delights. Indeed, Florence's splendor eclipses not only all Italian cities, but those of the entire world.'

Leonardo Bruni, *Praise for the City of Florence*, around 1404.

a. Refer to Source A.

i. Explain the historic significance of the building shown of the photo.

(2)

ii. Why was the city shown in the source so important for the Italian Renaissance?

(3)

Question 10

Read observe the following sources and then answer **ALL** the questions that follow.

Source A



The promulgation of the Amery-Milner Constitution

Source B

On the 11th June 1928, the Estimates Appropriation Bill was defeated in the Senate, the two ecclesiastical members voting with the Opposition. Strickland had expected the Bishops to take a stand against the participation of ecclesiastics in local politics and to direct the ecclesiastics' representatives in the Senate to support the government.

Joseph Bezzina, 'Church and State in an Island Colony', in *The British Colonial Experience 1800-1964*, V. Mallia-Milanes, Editor. p 66.

a. When did the event in Maltese history commemorated in Source A take place?

_____ (1)

b. Briefly discuss the historical background that led to the granting of the Constitution commemorated in Source A.

_____ (3)

c. Briefly explain **ONE** feature of this constitution.

_____ (2)

d. Briefly explain what triggered the politico-religious dispute mentioned in Source B?

(2)

e. Briefly discuss **TWO** opposite standpoints during the politico-religious conflict mentioned in Source B.

(4)

f. Mention **THREE** consequences of this politico-religious dispute on the outcome of the general elections of 1932?

(3)

(Total: 15 marks)

SECTION C – ESSAY QUESTIONS

Answer **ONE** question from European History and **ONE** question from Maltese History.

SECTION C: European History

EITHER

Question 11

a. Explain **TWO** causes that led to the division of Europe after the Second World War.

(8)

- b. Discuss the landmarks and the developments which transformed the ECSC (1951) into the European Union (1992).

(12)

SECTION C: Maltese History

EITHER

Question 13

- a. Explain **TWO** causes for widespread unemployment and mass emigration in nineteenth century Malta.

(8)

Specimen Assessments: Controlled Paper I (Private Candidates Only) Level 1-2-3

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD



L-Università
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SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER – PRIVATE CANDIDATES ONLY

SUBJECT: **History**
PAPER NUMBER: **Level 1 – 2 - 3**
DATE:
TIME: 2 Hours

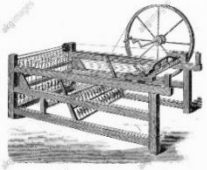
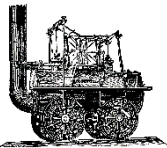
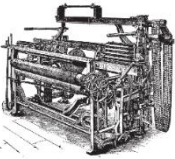
Answer **ALL** questions. Questions can be answered in either English or Maltese.

Question 1

Study carefully the following sources and then answer **ALL** the questions.

- a. Match these inventions of the Industrial Revolution with the picture sources shown below by writing the name of the invention in the blank row.

spinning jenny - flying shuttle - steam engine (3)

 Source A	 Source B	 Source C

- b. Explain **ONE** impact of the invention of Source B on transport and communication during the early phase of the Industrial Revolution in Britain.

(2)

- c. Explain **ONE** consequence of the invention shown in Source C on industrial production during the early phase of the Industrial Revolution in Britain.

(2)

d. Read carefully Source E and then answer **ALL** the questions.

Source E

Such is the Old Town of Manchester, and on re-reading my description, I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and [decay], the defiance of all considerations of cleanliness, ventilation, and health which characterise the construction of this single district, containing at least twenty to thirty thousand inhabitants...If any one wishes to see in how little space a human being can move, how little air...he can breathe...it is only necessary to travel hither. True...the people of Manchester emphasise the fact whenever anyone mentions to them the frightful condition of this Hell upon Earth; but what does that prove? Everything which here arouses horror and indignation is of recent origin, belongs to the *industrial epoch*.

Adapted from Friedrich Engels, *The Condition of the Working-Class in England in 1844* (London, 1892).

i. Identify the city described in the above source.

_____ (1)

ii. Who is the author of the above source?

_____ (1)

iii. To which period in European history does the source refer to?

_____ (1)

iv. Explain **ONE** reason why this period started in Britain?

_____ (3)

v. Is Source E a primary or secondary source?

_____ (1)

vi. Describe **ONE** bad condition for the working classes which the author mentions in Source E.

_____ (2)

e. Discuss **TWO** positive effects of this historical period in 19th century Britain.

(4)

f. Briefly describe the conditions of working class children during the early phase of this historical period.

(2)

g. Discuss how this historical period contributed to make Germany a great European power after 1871?

(4)

(Total: 26 marks)

Question 2

Study the following sources and answer **ALL** the questions which follow.

Source A

Came the Great Siege of 1565, and the Turkish batteries mounted on the high ground overlooking the harbour defences reduced them to mounds of rubble. The siege was won, but damage and loss of life was tremendous on both sides. It was a time when the Order embarked on a huge building programme which was to transform Malta into a veritable treasure-house of architecture.

Adapted from M. Ellul, 'The Fortifications of Malta' in G. Mangion (ed.), *Maltese Baroque*, Union Print, Valletta, 1989, 9.

Source B

Corsairing was in those days seen as a commercial activity and did not have a bad reputation. It was a widely practiced activity, carried out by businessmen-investors and protected by statesmen. It blossomed on a large scale ... in the Mediterranean ... after the Battle of Lepanto in 1571. Corsairing had often had little to do with either country or faith, but was merely a means of making a living.

Adapted from T. Freller, *Knights, Corsairs, and Slaves in Malta: An eyewitness account*, *Publikazzjonijiet Indipendenza*, Pieta, 1999, 56)

- a. Identify the major event that is mentioned in Source A?
_____ (1)
- b. Identify from Source A **ONE** consequence of the event mentioned.
_____ (1)
- c. Discuss **TWO** consequences of the event mentioned in Source A on the history of the Order of St John in Malta.

_____ (4)
- d. Give the name of the city which the author of Source A describes as a huge building programme.
_____ (1)
- e. i. Identify **ONE** building dating to the Knights' period which can be rightly described as 'a treasure-house of architecture.'
_____ (1)

ii. Briefly describe the above building project undertaken by the Order to embellish the city referred to in Source A.

(2)

f. How did the Order contribute to the Battle of Lepanto mentioned in Source B?

(2)

g. Give **ONE** reason why the *corso* was organised under the Order.

(1)

h. Give **TWO** facts about how the Maltese organised the *corso* under the Knights.

(2)

i. With reference to Source B, discuss the importance of the *corso* industry for the Order of St John in Malta.

(4)

j. Mention **ONE** restriction in the 18th century, imposed on the Order which had to be obeyed by Maltese corsairs.

(1)

k. Explain why the *corso* declined in the eighteenth century.

(6)

(Total: 26 marks)

Question 3

Read through the sources below and answer **ALL** the questions that follow.

Source A



Tickets of the Malta Railway

Source B

'I do not hesitate to say that English, and English only through the medium of Maltese, should be the language taught until the pupils reach the third or fourth class; when, if their intellects are equal to the acquisition of another language, which I very much doubt.'

Patrick Keenan, *Report Upon the Educational System of Malta*, 1880.

Source C

'How can we, in the central Mediterranean, surrounded by Latin peoples, how can we, us 160,000 souls adopt as our language the Anglo-Saxon tongue?'

Fortunato Mizzi, addressing the Council of Government, 19 April 1899.

a. i. Who issued the tickets shown in Source A?

_____ (1)

ii. Give a reason why these tickets were issued in English and Italian?

_____ (1)

b. i. State if Sources A, B and C are primary or secondary. _____ (1)

ii. Give a reason for your answer.

_____ (2)

c. Underline Patrick Keenan's role in Maltese history.

- i. British Governor in Malta;
- ii. British Royal Commissioner in Malta;
- iii. an official member in the Malta Council of Government;
- iv. Director of Education. (1)

d. What is Keenan suggesting in Source B about the teaching of English in schools?

_____ (2)

e. Which constitution was in force at the time of Source C? Underline the correct answer.

- i. 1835.
- ii. 1849.
- iii. 1887.
- iv. 1903. (1)

f. Explain why Keenan preferred English to Italian in his report.

(2)

g. (i) How does Fortunato Mizzi refer to the English language in Source C?

(1)

(ii) Which language does Fortunato Mizzi favour in Source C? _____ (1)

(iii) How did you arrive to this conclusion?

(2)

(iv) Why did Fortunato Mizzi object to the teaching of English in elementary schools?

(2)

h. Discuss how the 'Language Question' affected Maltese politics in the late nineteenth century.

(6)

(Total: 23 marks)

Question 4

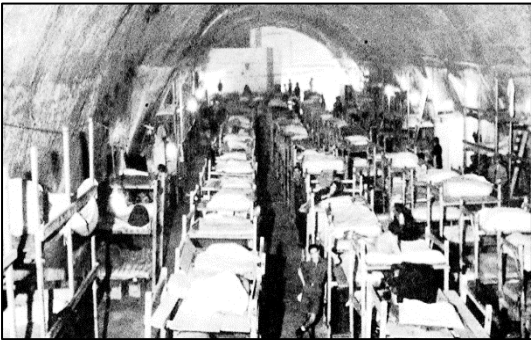
Look carefully at the following sources about the Second World War and answer **ALL** the questions that follow.



Source A



Source B



Source C



Source D

- a. What is Adolf Hitler doing in Source A?
_____ (1)
- b. Name the political party which he set up in Germany after the First World War.
_____ (1)
- c. Give **TWO** reasons for Hitler's popularity with the German people in the 1930s.

_____ (2)

- d. Underline **ONE** historical event that is associated with Hitler's regime in Germany in the 1930s:
- i. The Treaty of Versailles.
 - ii. The Yalta Conference.
 - iii. The Night of the Broken Glass.
 - iv. The Great Depression. (1)
- e. Underline Hitler's ally in Europe during the Second World War.
- i. Stalin.
 - ii. Churchill.
 - iii. Mussolini.
 - iv. Roosevelt. (1)
- f. Which event marked the beginning of World War Two in Europe?
_____ (1)
- g. What does the photograph of Source B show?
_____ (1)
- h. What can you say about the children seen in Source B?

_____ (2)
- i. What does the word 'Holocaust' mean in the context of the Second World War?

_____ (2)
- j. Underline **TWO** events that resulted in Germany's defeat by 1945.
- i. Hitler appointed Chancellor of Germany.
 - ii. The Sudetenland in Czechoslovakia are given to Germany.
 - iii. THE USA joins the Allies.
 - iv. The Allies invade Normandy on D-Day.
 - v. The USA tests its first atomic bomb. (2)

k. i. What is Source C showing?

_____ (1)

ii. Describe the use and structure of the places, shown in Source C, during World War Two.

_____ (2)

iii. What is Source D showing?

_____ (1)

iv. Explain **ONE** reason why Malta needed what is shown in Source D.

_____ (2)

l. How did Malta contribute to the Allied victory of the Second World War?

_____ (5)

(Total: 25 marks)