

Name: \_\_\_\_\_ Class: \_\_\_\_\_

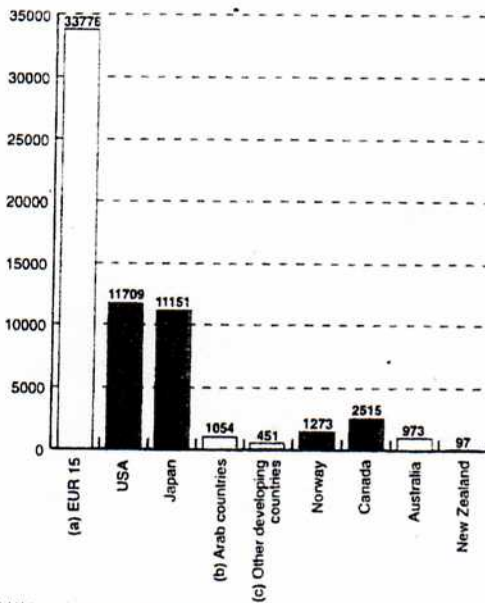
Students are to attempt FIVE questions by choosing ONE question from each section. Questions of Section I and all other questions carrying 8 marks are to be answered on the blank sheets provided.

**SECTION I Power and People and European School Project**

1. Name and describe the European project which you have developed at school during this year as part of the European Studies programme. (N.B. Another 10 marks are allocated to the European Project done at school during the year) (10 marks)
2. (a) Mention and comment upon three basic principles found in a democratic system of government as practised in Europe. (12 marks)  
(b) How does a democratic system of government work in practice? (8 marks)

**SECTION II Economic development in Europe**

3. Study the graph carefully and then answer the questions below.



(a) Union and member states  
(b) Including Saudi Arabia and United Arab Emirates  
(c) Including China, India, South Korea, Taiwan and Venezuela  
Source: Eurostat

Aid to the Third World in 1992 (million dollars)

3.1 What does the graph indicate?

\_\_\_\_\_  
\_\_\_\_\_ (2)

3.2 What do you mean by the term 'Third World'?

\_\_\_\_\_  
\_\_\_\_\_ (2)

3.3 Why is Norway included separately in the graph, even though it is a European country?

\_\_\_\_\_  
\_\_\_\_\_ (2)

3.4 Why does the graph include some developing countries that provide aid to other developing countries?

\_\_\_\_\_  
\_\_\_\_\_ (2)

3.5 What light on EU policy to Third World countries does the graph show?

\_\_\_\_\_ (2)

3.6 Mention two other countries that compete with the EU in world trading.

\_\_\_\_\_ (2)

3.7 'Aid from the EU and the individual member states of the EU accounts for 36% of all world aid.'  
Explain the different types that this aid consists of. (8 marks)



4. Study the map carefully and then answer the following questions.

4.1 Identify three geographical features that are included on the map. Ex. Motorway A12  
 \_\_\_\_\_ (3)

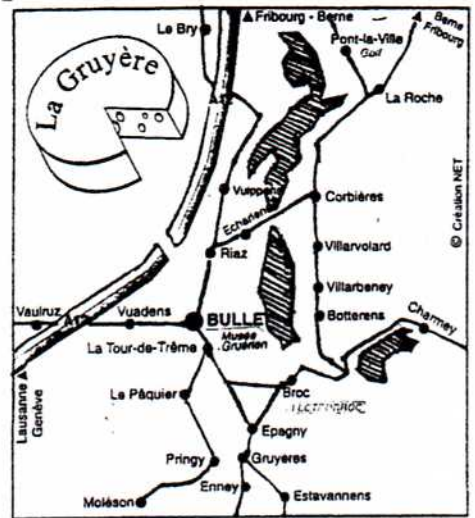
4.2 Name the country shown on the map. \_\_\_\_\_ (2)

4.3 How did you recognise the country?  
 \_\_\_\_\_ (2)

4.4 What product does this map promote? \_\_\_\_\_ (1)

4.5 What is the connection between this product and the city of BULLE on the map?  
 \_\_\_\_\_ (2)

4.6 What do the small black triangles on the map (ex. Fribourg-Berne) indicate?  
 \_\_\_\_\_ (2)



4.7 Which types of inland transport is commonly used in Europe for commercial reasons? Comment on some of the economic activity that they generate. (8 marks)

### SECTION III Demography and Social Realities

5. Read the following extract carefully and then answer the questions below.

Changes in population are not only a result of increase or decrease in the birth or death rate. Population changes are also a result of emigration and immigration. A fall in population size may be due to emigration, while a rise in population may be due to immigration.

Today we find individuals, families and whole communities crossing political borders in order to search for a better life or to escape from existing threats. Usually, the decision to settle in another country is based on a combination of two sets of factors: push and pull factors. Push factors are oppressive and urge people to leave their country. Pull factors are attractive and encourage people to settle to another country, or simply to change their residence to another location in their own country.

The decision to emigrate may be the result of a free decision of the individual. But in other cases it may be a forced one too. Individuals may be obliged to leave their country on pain of discrimination or even persecution. In such cases emigration is similar to voluntary exile, and such emigrants are known as refugees.

5.1 Mention two reasons why a significant population change can occur in a European country.  
 \_\_\_\_\_ (2)

5.2 Explain the meaning of the following terms in the European context:  
 (i) guest workers: \_\_\_\_\_ (2)  
 (ii) illegal migrants: \_\_\_\_\_ (2)  
 (iii) refugees: \_\_\_\_\_ (2)

5.3 Mention two examples of each of the following factors that often influence both emigration and migration, taking into consideration the European context.  
 (i) pull factors: \_\_\_\_\_ (2)  
 (ii) push factors: \_\_\_\_\_ (2)

5.4 A large number of immigrant workers in European countries may lead to social and ethnic discrimination. How far do you agree with this statement? (8 marks)

6. Read the following extract carefully and then answer the questions below.

'Levels of employment and working conditions vary considerably across the EU. Despite moves to harmonise working conditions through the Social Charter and the Social Chapter of the Maastricht Treaty, there remain differences that are difficult to eliminate, particularly in view of the different rates at which the economies of the member states are developing. Working conditions also vary according to national custom, cultural conditions and attitudes towards work.'

Understandably, during a period of world recession in the early 1990s, unemployment is a major concern for most European countries. In 1993 there were 16.3 million unemployed in the Community – 10% of the active population.'

(Extract from *European Studies*, Williams and Pierce, p. 74-5)

6.1 Suggest one way by which the EU tries to harmonise working conditions among its member states.

\_\_\_\_\_ (2)

6.2 Why are differences in working conditions difficult to eliminate, even between EU member states?

\_\_\_\_\_ (2)

6.3 Mention two factors that may influence the working conditions in a European country.

(i) \_\_\_\_\_ (2)

(ii) \_\_\_\_\_ (2)

6.4 What was the reason for an increase in unemployment in Europe in recent years?

\_\_\_\_\_ (2)

6.5 What does the term 'active population' in the last line of the extract mean?

\_\_\_\_\_ (2)

6.6 Comment upon the meaning of two of the following terms associated with the employment sector. You can use Malta or any other European country as a case study.

(i) collective agreement (ii) social protection (iii) works council (iv) equal pay (8 marks)

#### SECTION IV Europeans and their Environment

7. Read the following extract carefully and then answer the questions below:

"Four key EU states, France, Germany, Italy and the UK, were unable to persuade the USA, Japan and Canada to take tougher measures at home to cut carbon emissions. A compromise was agreed in the summit of the G7 in 1997 which however fell short of both European standards and hopes.

The EU had agreed a target of 15% reduction for carbon emission cuts by 2010, but the G7 countries were unable to agree to these targets. The Europeans were not happy with the results. Chancellor Helmut Kohl commented. 'The Europeans are simply further along.' European Commission President Jacques Santer said, 'I am frankly disappointed that not all our partners were able here and now to take quantified commitments on the reduction of greenhouse-gas emissions. We must stop the degradation of our climate. The future of the planet is at stake.'

(Extract from *European Studies*, Williams and Pierce, p. 213-4)

7.1 By which name are Europe's trading partners referred to in the text? \_\_\_\_\_ (1)

7.2 Why was the summit held in 1997 disappointing to Europeans?

\_\_\_\_\_ (2)

7.3 How do carbon emissions and green-house gases, mentioned in the text, affect the living environment of many Europeans?

\_\_\_\_\_ (2)

7.4 Suggest a measure which the EU has adopted to reduce the effect that these gases have on the environment.

\_\_\_\_\_ (2)

7.5 Why did Chancellor Kohl remark 'Europeans are simply further along'?

\_\_\_\_\_ (2)

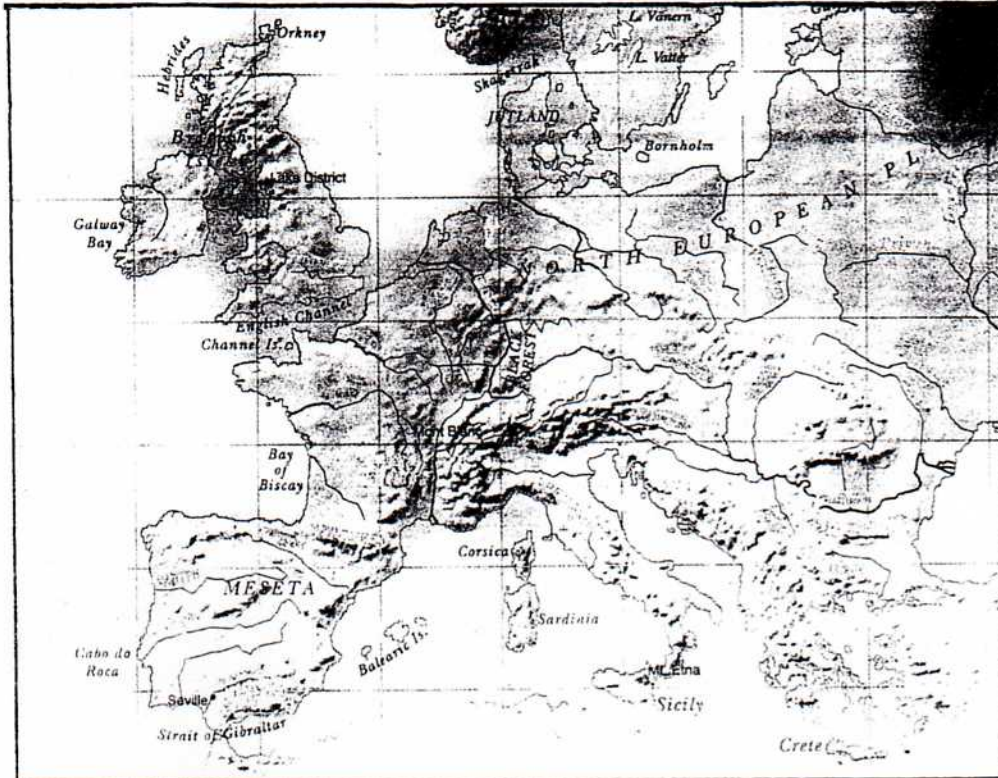


7.6 Do you think Jacques Santer was exaggerating when he remarked that the future of the planet is at stake? Why do you think so?

(1 + 2)

7.7 Mention and comment upon one case study of a polluted environment in Europe. (8marks)

8. Study the map carefully and then answer the questions below.



8.1 (i) mention two major European seas: \_\_\_\_\_ (2)

(ii) mention two major rivers in Europe: \_\_\_\_\_ (2)

(iii) mention two major mountain chains: \_\_\_\_\_ (2)

8.2 Explain the meaning of the following terms:

(i) political boundary: \_\_\_\_\_ (2)

(ii) natural frontier: \_\_\_\_\_ (2)

8.3 Denmark, Sweden and Norway are often referred to as the \_\_\_\_\_ countries. (1)

8.4 Belgium, the Netherlands and Luxembourg are sometimes referred to as the \_\_\_\_\_ countries. (1)

8.5 Describe the characteristics of two types of climates in Europe. Comment upon the economic activity or economic problems that these climates bring about. (8 marks)

## SECTION V The Cultural Heritage

9. Read carefully the following extract and then answer the questions below.

'Generally, culture is taken to encompass the values and lifestyles that countries enjoy. It includes many elements, among them tradition, religion and history.... Not all of these aspects may be common across Europe.... Activities within individual countries can differ radically within one region to another.... Thus Europe does not have a common culture. However, both the EU and non-EU states do share many common bonds and some aspects of culture do cross national borders, weaving into the life of several countries and binding them together.'

(Extract from *European Studies*, Williams and Pierce, p. 210)



- 9.1 Identify two elements of culture mentioned in the extract. \_\_\_\_\_ (2)
- 9.2 Mention one other element of culture not mentioned in the extract. \_\_\_\_\_ (2)
- 9.3 Complete the table below by mentioning two countries for each cultural group or area in Europe. The first one is given as an example.

Type of Cultural Group		Countries included in that cultural group	
(i)	Ex. The French Cultural group	France	Belgium
(ii)	The Slav Cultural group		
(iii)	The Iberian Cultural group		
(iv)	The Balkan Cultural group		

(1 x 6 = 6)

- 9.4 Mention one reason why Europe has as many as twenty cultural groups or areas. \_\_\_\_\_ (2)
- 9.5 'Europe does not have a common culture, even within the EU.' Comment upon this statement using two or more European countries as your case study. (8 marks)

10 Study carefully the following cartoons and then answer the questions below.



- 10.1 The period in Europe's history shown in the cartoons above is feudalism. Which one of the periods in the brackets is associated with feudalism? (1)  
 (The Dark Ages, The Iron Age, The Industrial Revolution, The Middle Ages)
- 10.2 Identify three types of people represented in the cartoons. \_\_\_\_\_ (3)
- 10.3 What is the person wearing the crown in cartoon 1 doing? \_\_\_\_\_ (2)
- 10.4 Explain the meaning of the following terms associated with this period in Europe's history:
- (i) vassal: \_\_\_\_\_ (2)
- (ii) fief: \_\_\_\_\_ (2)
- (iii) serfs: \_\_\_\_\_ (2)
- 10.5 Explain briefly how feudalism in Europe originated. Describe some of its effects on the way of life of Europeans when feudalism was in force. (8 marks)