

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2002
Educational Assessment Unit – Education Division

FORM 4

EUROPEAN STUDIES

TIME: 1 h 30 min

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 the European Studies 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) Account for the reasons why the Council of Europe signed *The European Convention for the Protection of Human Rights and Fundamental Freedoms* in 1950. (8 marks)
(b) Why and how was this important human rights document adopted and improved by subsequent amendments by the European Union? (6 marks)
(c) What part does the European Court of Human Rights play in putting into practice this important document? (6 marks)

SECTION II Economic development in Europe

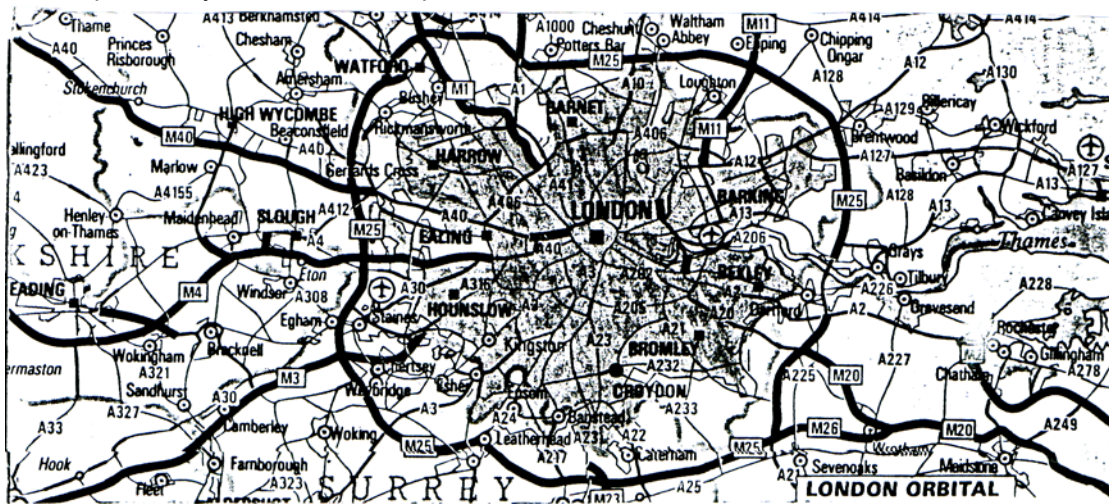
3. Study the table carefully and then answer the question below.

| | | Agriculture % of Workforce | Industry % of Workforce | Services % of Workforce |
|----|----------------|---------------------------------------|------------------------------------|------------------------------------|
| 1 | Austria | 1 | 37 | 62 |
| 2 | Belgium | 3 | 28 | 69 |
| 3 | Cyprus | 15 | 29 | 56 |
| 4 | France | 6 | 29 | 65 |
| 5 | Italy | 9 | 32 | 59 |
| 6 | Malta | 4 | 49 | 47 |
| 7 | Portugal | 19 | 35 | 46 |
| 8 | Spain | 12 | 33 | 55 |
| 9 | Switzerland | 5 | 34 | 61 |
| 10 | United Kingdom | 1 | 29 | 70 |

- (a) What level of development does a country with a high percentage in primary industries show?
_____ (2)
- (b) Mention two such countries from the table: _____ (2)
- (c) Give one example of each:
(i) a primary industry in Europe: _____ (1)
(ii) a secondary industry in Europe: _____ (1)
(iii) a tertiary industry in Europe: _____ (1)
- (d) Why do certain countries in North Western Europe have less than 8% of the workforce employed in primary industries?

_____ (2)
- (e) Mention two such countries from the table: _____ (2)
- (f) Choose the correct reason why Mediterranean countries have a large percentage of their workforce employed in the tertiary sector:
(i) they have a large number of immigrant workers.
(ii) they have a large tourist industry.
(iii) their economy is still largely based on agricultural produce.
(iv) they are countries with the highest standard of living in Europe. (1)
- (g) Comment upon the relationship and interdependence of the primary, secondary and tertiary sectors in Europe's economy today. (8 marks)

4. The map shows the city of London (shaded in grey) and the nearby towns and villages. Study the map carefully and answer the questions below.



- (a) By which name are the roads marked with an M + number (ex. M11, M8) called? _____ (2)
- (b) Which one of these roads encircles the city of London? _____ (2)
- (c) Name three types of transport that use roads marked M1, M4, M20 etc. _____ (3)
- (d) Roads marked with an A + number indicate: ex: A227 [a railway track, a secondary road, a major road] (1)
- (e) The map shows two airports in the outskirts of London. Identify the name of these airports from the ones given below: [Glasgow, Heathrow, Fiumicino, Orly, Gatwick] (2)
- (f) Name a very fast and convenient public transport one can use in the inner city of London. _____ (2)
- (g) Transportation is a vital means of communication. Europe can be described as a continent in motion. Show how true this statement is in relation to the advanced level of economic activity in Europe. (8 marks)

SECTION III Demography and Social Realities

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

The *Val d'Anniviers* was a prosperous valley in the 19th century Switzerland, relying on agriculture and forest products. By 1900 a decline in prosperity had led to rural depopulation. Tourism began in 1964, when an outside organisation bought two abandoned hotels and turned them into a 440-bed resort. Later a ski-complex and a cable railway were added. A mountain restaurant, hotel and swimming pool were built but created little employment for locals. A two-lane road was opened, a large car park, sewerage and water supply added, although these were partly paid for by the local inhabitants through increased taxes.

Meanwhile, the seasonal migration of farmers had ended. Some vineyards had been sold to property developers. Other farmers rented spare rooms and farms to visitors, whilst others found seasonal employment as ski-instructors, lift operators and bed and breakfast proprietors. The younger members of the community did find more job opportunities and entertainment, and rural depopulation was halted. Although greater consideration was given to traditional buildings and the environment, the new road was affected by landslides; the delicate ecology was harmed; footpaths were eroded; the risk of fires and avalanches increased. The traditional way of life had been altered.

- (a) Explain very briefly how the way of life of the people of *Val d'Anniviers* located in the Swiss Alps has changed from 1900 to the present day. _____ (2)
- (b) Mention two changes in the way of life of the villagers brought about by tourism. _____ (2)
- (c) Mention two projects undertaken by the villagers to attract more tourists. _____ (2)

- (d) Explain these terms as used in the extract:
- (i) the seasonal migration of farmers had ended. _____ (2)
 - (ii) rural depopulation was halted. _____ (2)
 - (iii) property developers _____ (2)
- (e) Comment upon the positive and negative impacts that mass tourism can have upon the larger cities of Europe. (8 marks)

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

An ethnic conflict breaks out when members of a particular ethnic group feel that members of another ethnic group or groups are to blame for their social ills. In this case it is mainly cultural differences – history, language, religion tradition – those features which together provide for the identity of a community which are used as markers of social difference. Czechoslovakia split up peacefully in 1993 because the Czechs and the Slovaks wanted their own independent state. Cyprus remains divided up to this day because the Greek Cypriots and the Turkish Cypriots are unable to live together in peace as one nation. A recent explosion of ethnic conflict has broken up between Serbs and ethnic Albanians in the Yugoslav province of Kosovo. The bitterness of conflicts knows no bounds. They are often triggered by right-wing politicians and a long period of economic hardship.

- (a) Give the meaning of the following terms in relation to the extract:
- (i) ethnic conflict: _____ (2)
 - (ii) cultural diversity: _____ (2)
 - (iii) ethnic minority: _____ (2)
- (b) Describe briefly the problems caused by different ethnic groups in the three European countries mentioned in the extract.
- (i) _____ (2)
 - (ii) _____ (2)
 - (iii) _____ (2)
- (c) Choose one European country and comment upon the main ethnic, linguistic and religious groups within that country. Explain how such cultural diversities can help to bring more tolerance between different cultural groups. (8 marks)

SECTION IV Europeans and their environment

7. (a) Fill in the blanks in the table below with another example of negative impact on the environment of most European countries. (5)

| Atmosphere | Lithosphere | Hydrosphere | Fauna | Flora |
|---------------|-------------|--------------|---------|-------------------|
| power station | quarrying | over-fishing | hunting | intensive farming |
| | | | | |

- (b) Explain how the following can have an adverse impact on the environment of most European countries:
- (i) power stations: _____ (2)
 - (ii) over-fishing: _____ (2)
 - (iii) intensive farming:: _____ (2)

- (c) Which of the following environmental problem is caused by acid rain in Europe's major cities?
- (i) intensifies the depletion of the ozone.
 - (ii) releases carbon dioxide into the atmosphere.
 - (iii) causes the formation of smog in cities.
 - (iv) damages historical buildings and monuments. (1)
- (d) Comment upon some of the environmental problems caused by one of the following:
- (i) Lack of water supply in arid Mediterranean countries.
 - (ii) Global warming effects on European countries in the Mediterranean. (8 marks)

8. Today, some 70% of Europeans are estimated to live in cities. Below is a list of problems caused by urban growth in Europe during the last 50 years:

| | |
|-----|---------------------|
| i | High land values |
| ii | Traffic congestion |
| iii | Pollution |
| iv | Litter |
| v | Urban decay |
| vi | Rising unemployment |

(a) Write separate sentences to describe briefly how each one of the above can cause environmental problems to Europeans that live in large cities.

- (i) _____
- _____
- (ii) _____
- _____
- (iii) _____
- _____
- (iv) _____
- _____
- (v) _____
- _____
- (vi) _____
- _____

(2 x 6 = 12 marks)

- (b) How could government action provide solutions through conservation, planning and design and re-development to bring about changes in land use in:
- (i) The London Docklands
 - (ii) The Ruhr district (4 + 4 = 8 marks)

SECTION V The Cultural Heritage

9. (a) Identify the type of artistic styles of the following paintings: (3)



(i) _____

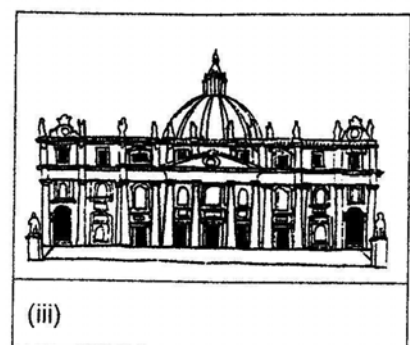
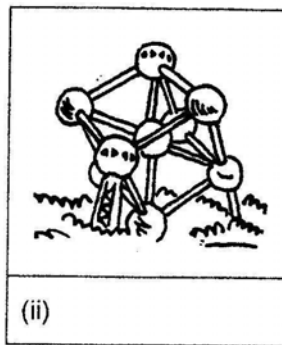
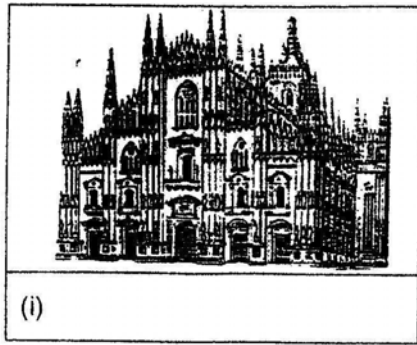


(ii) _____



(iii) _____

(b) Identify the type of architectural styles in the following buildings found in Europe: (3)



(c) Give one example of each of these architectural monuments found in Europe:

- (i) a famous Gothic building: _____ (2)
- (ii) a famous Renaissance building: _____ (2)
- (iii) a famous Modern style building: _____ (2)

(d) European culture today is a mixture of Greek, Roman and Islamic influences bonded together by 2000 years of Christianity. Comment with reference to the common historical experiences in Europe's history. (8marks)

10. Read the following extract and then answer the questions below.

Europe in the 19th century developed into a continent of nation-states where nationalism was a driving force for economic and military expansion, empire building and colonisation in Africa and Asia. Nationalism led to the unification of Italy and Germany as newly formed nation-states by 1870. National movements were formed to plan revolts against foreign rule, such as the Balkan peoples who were ruled by the Turks. National rivalries between the Great Powers of Europe led to Two World Wars in the 20th century which left over 50 million dead. Nationalism remained a source of conflict even in our times, for the 1990s witnessed the break-up of the former Soviet Union and Yugoslavia into smaller independent states.

(a) Explain briefly what you mean by the following terms:

- (i) nationalism: _____ (2)
- (ii) nation-state: _____ (2)

(b) From the extract find three developments in 19th and 20th century European history that were brought about by nationalism and national movements.

- (i) _____ (2)
- (ii) _____ (2)
- (ii) _____ (2)

(c) Identify two countries that became independent states with the break-up of the Soviet Union in 1991 from the countries listed below:

[Ukraine, Estonia, Romania, Finland, Croatia, Poland] (2)

(d) Trace the recent course of events of one of the following problems caused by different and conflicting identities:

- (i) The Palestinian problem
- (ii) The break-up of the former Republic of Yugoslavia (8 marks)

