

GCE 2004
June Series



Mark Scheme

EUROPEAN STUDIES

Unit EUR1

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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EUR1

Levels mark schemes are used for all questions, providing a common approach and standard for marking.

It must be remembered that the work presented for this examination is likely to have been undertaken within one year of GCSE and the levels of expectation should be appropriate to this. Some candidates of greater maturity may draw on a more sophisticated range of material. The presence of such responses must not be allowed to distort the general expectations for answers at this level.

The mark scheme for each question is arranged in a series of levels representing differences in the quality of work. A range of marks is allocated to each level.

First decide the level into which an answer falls. Then think in terms of awarding a notional mark in the middle of the mark range available for that level. (If the range covers an even number of marks, start at the higher mark, eg start at 3 in a 4-mark range, or at 2 in a 2-mark range.)

Move up or down from this notional mark by taking the following considerations into account:

Subject considerations

- how well points are developed;
- how much accurate knowledge/understanding is used;
- how well the answer maintains relevance to the question set;
- whether there is a logical argument;
- whether there is evidence of individual thought.

Quality of Written Communication

- whether the candidate has used an appropriate form and style of writing;
- whether the candidate has organised relevant information clearly and coherently;
- whether the candidate has used specialist vocabulary, where appropriate;
- the degree of legibility of the candidate's handwriting;
- the level of accuracy of the candidate's spelling, punctuation and grammar.

Do not be afraid to award the highest mark in a particular level.

Throughout the marking exercise, examiners should remember that what follows is neither a series of 'model' answers, nor 'the only right' answers. All valid alternatives should be credited.

Marks

- | | |
|---|------------------|
| 1 (a) Outline the circumstances in which different voting systems in the Council of Ministers are used. | <i>(6 marks)</i> |
|---|------------------|

Target: To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.

eg Brief undeveloped references to Simple Majority Voting, Qualified Majority Voting (QMV) and the National Veto.

OR: An answer which includes one relevant point with outline knowledge.

eg A brief but accurate description of when QMV is used.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.

eg Unanimous voting is when all the members of the Council have to agree. Since the SEA (1986) its use has declined, but it is still used for the admission of new members, the introduction of new policies, and CFSP and EMU matters.

5-6

Marks

- 1 (b) Explain why the Council of Ministers is often described as the most intergovernmental of the European Union's institutions. (11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

LEVEL 1: **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to the actions of member states, eg France and Britain, in upholding their own national interests against the views of the other member states. Brief comparisons with other institutions.

OR: An answer which is based on limited and descriptive material.
eg A description of the membership of the Council or a general definition of intergovernmentalism.

1-3

LEVEL 2: An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the work of one or more of the European Union's institutions but it will probably be narrow in scope or linked to current problems.

eg The Council has 15 members, one from each state. It is said to be intergovernmental as it is where ministers represent their countries' views. In the past the Luxembourg Compromise allowed this to be done unchecked. The Council is more intergovernmental than the European Parliament, where members sit in party rather than national groups, or the Commission whose members promise not to be influenced by their nationality. It is more intergovernmental than the ECJ which often rules against member states or other institutions.

4-6

LEVEL 3: A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned.

7-9

LEVEL 4: A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why the Council is often described as the most intergovernmental of the EU's institutions.

10-11

TOTAL 17

Marks

2	(a) Outline the role of the European Parliament.	(6 marks)
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Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to the European Parliament's share in the legislative process, its role in the admission of the new members, its powers over the Commission, or reference to its broader legitimising role.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the European Parliament's dispute with the Commission in 1999.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.

eg The European Parliament approves the appointment of the President of the Commission and then his appointment of the other Commissioners. However its role is limited because it cannot reject individual Commissioners, only the entire Commission.

5-6

Marks

2 (b) Explain why the European Parliament is considered by some people to be in need of reform.
(11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

LEVEL 1: **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to its lack of power in relation to other institutions, its lack of profile in the member states, criticisms from Eurosceptics of its supranationalism.

OR: An answer which is based on limited and descriptive material.
eg A brief description of its inability to call member states' ministers to account.

1-3

LEVEL 2: An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why the European Parliament is considered by some people to be in need of reform, but will probably be narrow in scope or linked to current problems.

eg The European Parliament is often thought to be weak. Despite the co-decision process, it is still excluded from key areas such as CFSP decision making. Its power over the Commission is weak, for example it should be able to reject individual Commissioners. Though all member states now use PR to elect their MEPs, several different versions are used which still result in unequal electoral outcomes. Eurosceptics on the other hand see the European Parliament as too powerful and would like much of its role returned to national parliaments.

4-6

LEVEL 3: A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned.

7-9

LEVEL 4: A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why the European Parliament is considered by some people to be in need of reform.

10-11

TOTAL 17

Marks

3	(a) Outline the terms of the Single European Act (SEA).	(6 marks)
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Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to the introduction of the Single Market, the increased use of Qualified Majority Voting, the assumption by the European Community of a greater environmental role.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the increase in Qualified Majority Voting.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.
eg Qualified Majority Voting had always been in use in the European Council of Ministers but this use was greatly increased by the Single European Act. It was felt that the introduction of the Single Market needed a more speedy decision-making process.

5-6

Marks

3 (b) Explain why the SEA has proved to be controversial between and within member states of the European Union. (11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

LEVEL 1: **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to hostility to Qualified Majority Voting by some member states. problems arising out of SEM's introduction, environmental disputes between countries.

OR: An answer which is based on limited and descriptive material.
eg Problems over different speeds of introduction of the Single European Act.

1-3

LEVEL 2: An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why the SEA has proved to be controversial between and within EU member countries, but it will probably be narrow in scope or linked to current problems.

eg The Single European Act's introduction caused disputes between and within member states because of different interpretations. Some politicians such as Thatcher and Major saw it as creating a large free trading area and seem to have ignored its political and federal implications. Others such as Delors saw it as political and believed that a social chapter and single currency must follow. Many industries disliked the European Community's new environmental responsibilities and tried to circumvent them.

4-6

LEVEL 3: A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned.

7-9

LEVEL 4: A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why the Single European Act has proved to be controversial between and within member states of the EU.

10-11

TOTAL 17

Marks

- 4 (a) Outline the ways in which the Treaty on European Union (Maastricht Treaty, 1991) and the Treaty of Nice (2000) had different aims. (6 marks)

Target: To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to the different aims of the two Treaties, the Treaty on European Union's timetable for the introduction of the single currency and increased Qualified Majority Voting, the Nice reorganisation of the European Union's workings to provide for the CCEE and Mediterranean enlargements.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the proposals for the introduction of a single currency in the Treaty on European Union. **1-2**

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge. **3-4**

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.
eg The Treaty on European Union aimed to streamline and reorganise the European Community so that it could take account of the collapse of the Soviet system. Nice reorganised the 15 member European Union, so that the new Eastern European democracies could become members, without being economically weakened. **5-6**

Marks

4 (b) Explain why neither Treaty satisfied those who wanted a more federal European Union.
(11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to failures of the Treaty on European Union to give more powers to the European Parliament, intergovernmental nature of CFSP and JHA. Weighting of Qualified Majority Voting in favour of large States at Nice, overlarge European Parliament reducing its effectiveness decided at Nice.
- OR:** An answer which is based on limited and descriptive material.
eg The limitations on the powers of the European Parliament agreed at Maastricht. **1-3**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why neither Treaty satisfied those who wanted a more federal European Union, but it will probably be narrow in scope.
- eg The Treaty on European Union disappointed federalists because the supranational organisations still lacked teeth - eg CFSP was excluded from the co-decision process. Nice was seen as doing too little to redress this process. No attempt was made to curb the powers of the European Council - still not subject to the ECJ - while the main supranational organisations, the Commission and European Parliament were left too large to be effective. **4-6**
- LEVEL 3:** A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned. **7-9**
- LEVEL 4:** A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why neither Treaty satisfied those who wanted a more federal European union. **10-11**

TOTAL 17

Marks

5 (a) Outline the reasons for the decline of Communism in the former Soviet Union. (6 marks)
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Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to the effect of Gorbachev's reforms, loss of CCEE 1989-90, failure of economic reforms.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate account of the failed coup of 1991.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.

eg In August 1991 hard line Communists overthrew Gorbachev. He was held prisoner in his holiday home in the Crimea. Russian President Yeltsin led a demonstration against the coup, which made him a hero and prevented a return to the old-style Communist government.

5-6

Marks

5 (b) Explain the effects that the decline of the Communist system had on any **two** satellite states of the former Soviet Union after 1989. (11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to social and economic problems in Germany, racial tensions in former Czechoslovakia, severe economic difficulties in Rumania.
- OR:** An answer which is based on limited and descriptive material.
eg the division of Czechoslovakia into two countries. **1-3**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the effect of the decline of Communism in any two satellite states of the former Soviet Union, but it will probably be narrow in scope or linked to current problems.
- eg In eastern Germany severe problems were caused by the economic differences with the former West. There was much discontent and unemployment. Support grew for neo Nazi groups. In Czechoslovakia old tensions re-emerged. Minority racial groups suffered and - though there was little violence - the country divided in two in 1991. In Slovakia a dictatorship emerged under President Mercier, though this has now been set aside. **4-6**
- LEVEL 3:** A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned. **7-9**
- LEVEL 4:** A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show the effect the decline of Communism has had on any two satellite states of the former Soviet Union. **10-11**

NB

- No marks are awarded for references to former republics of the Soviet Union.
- Candidates who refer to only one state should not be marked above L2.

TOTAL 17

Marks

6	(a) Outline the reasons for the changing role of NATO since 1989.	(6 marks)
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Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief, undeveloped references to end of Cold War, emergence of democracy in Eastern Europe, perceived threats from international terrorism.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the emergence of ‘partnership for peace’ agreements.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.

eg The fall of Communism and the Warsaw Pact led to the establishment of ‘partnership for peace’ agreements with the former Soviet bloc. This prepared the way for the three Visegrad states to become the first former Warsaw Pact states to join NATO.

5-6

Marks

6 (b) Explain why there has been pressure to establish a European Defence Force. (11 marks).
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Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to desire of French and Germans for more independence from USA, inability of Europe to react quickly to problems in former Yugoslavia, need to deal with terrorist threat.
- OR:** An answer which is based on limited and descriptive material.
eg A narrative of some of the events in former Yugoslavia. **1-3**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why there has been pressure to establish an EDF, but it will probably be narrow in scope and linked to current problems.
- eg Events in Yugoslavia in the 1990s showed that European countries were over-reliant on the USA to act in such matters. Some European Union countries are concerned that their foreign policy concerns are often not identical with those of the USA so they need their own force. Britain believes that any such force should be closely linked to NATO and the USA. **4-6**
- LEVEL 3:** A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned. **7-9**
- LEVEL 4:** A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why some governments wish to establish a European Defence Force. **10-11**

TOTAL	17
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Marks

7 (a) Outline the criticisms that have been made of the Common Agricultural Policy. (6 marks)

Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.

eg Brief undeveloped references to over-production, high subsidies to farmers, environmental concerns, discrepancies over aid within member states.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the environmental implications of intensive farming.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows:

eg In Britain the Common Agricultural Policy has caused discontent between farmers. The hill farmers of Wales and the Lake District, for example, have a much poorer existence than the East Anglian 'grain barons', several of whom are millionaires; yet the latter receive the subsidies.

5-6

Marks

7 (b) Explain the reasons for the establishment of the Common Agricultural Policy. (11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to the need to ensure agricultural self-sufficiency, the desire to obtain a decent standard of living for farmers, the need to placate the then large agricultural electorate.
- OR:** An answer which is based on limited and descriptive material.
eg The political ‘trade off’ between France and Germany. **1-3**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons for the establishment of the CAP, but it will probably be narrow in scope.
- eg After 1945 it was felt that Europe should not again suffer food shortages. Subsidies to farmers to obtain high production would ensure this. It was also believed that farmers needed to have a high standard of living, particularly as they then accounted for 25% of the workforce. Lastly the French would probably not have joined the European Economic Community without the Common Agricultural Policy to help their inefficient farmers. **4-6**
- LEVEL 3:** A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned. **7-9**
- LEVEL 4:** A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why the Common Agricultural Policy was established. **10-11**

TOTAL 17

Marks

8 (a) Outline the differences between traditional and new industries, in a European context, giving examples. (6 marks)

Target:	To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)	
LEVEL 1:	<p>EITHER: An answer which is based on limited and basic identification of relevant points. eg Brief undeveloped references to differences between primary, secondary and tertiary industries.</p> <p>OR: An answer which includes one relevant point with outline knowledge. eg A brief description of the growth of service industries in Europe.</p>	1-2
LEVEL 2:	<p>EITHER: An answer which identifies a range of relevant points.</p> <p>OR: An answer which includes two relevant points with outline knowledge.</p>	3-4
LEVEL 3:	<p>An answer which includes three or more relevant points with outline knowledge.</p> <p>An example of how a candidate might outline a point is as follows. eg Traditional industries are primary industries, such as mining, which deal with the extraction of raw materials, whereas new industries might be tertiary industries, such as tourism in the service industry.</p>	5-6

Marks

8 (b) Explain why traditional industries have declined in importance in Europe over the past 25 years. (11 marks)

Target:	To present explanations and analyses showing understanding of European issues (Assessment Objective 2)	
LEVEL 1:	<p>EITHER: An answer which offers relevant but unsupported assertions. eg Unsupported references to environmental concerns over fossil fuel extraction, high cost of mining, cheaper competition from outside Europe.</p> <p>OR: An answer which is based on limited and descriptive material. eg The growth of new technologies in the service industry.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why traditional industries have declined in Europe, but it will probably be narrow in scope.</p> <p>eg Traditional industries such as coal mining have declined because of concerns over their environmental effects. Industries such as shipbuilding are also in decline because of cheaper foreign competition, Japanese ships for example. The growth of new technology has greatly assisted the service industries such as tourism, which has also boomed because of changes in life style and work patterns.</p>	4-6
LEVEL 3:	A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned.	7-9
LEVEL 4:	A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why traditional industries have declined in Europe in recent years.	10-11
TOTAL		17

Marks

9	(a) Outline the policies adopted by the European Union to provide funding for its different regions.	(6 marks)
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Target: To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.

eg Brief undeveloped references to the ERDF, the ESF, criteria used to decide different Objectives. Establishment and development of the Committee of the Regions.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the operation of the ERDF.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.

eg ERDF Regions which receive Objective One funding are the poorest areas of the Union 'lagging behind' the rest. Objective Two are those which face industrial or agricultural decline while Objective Three are areas where projects to develop workers' skills are targeted.

5-6

Marks

9 (b) Explain the reasons why regional funding has been, and continues to be, a cause of argument within the European Union. *(11 marks)*

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

LEVEL 1: **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to long standing feelings over inequalities over funding, objections to removal of Objective One status from several areas, resentment over perceived transfer of funding to CCEE.

OR: An answer which is based on limited and descriptive material.

1-3

LEVEL 2: An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of the reasons why regional funding has been and continues to be a cause of argument within the EU, but it will probably be narrow in scope or linked to current problems.

eg Regional aid brought great assistance to the poorer areas of the European Union, eg the Irish Republic, to the resentment of some other countries benefited greatly from Objective One status. The decision in Agenda 2000 to remove Objective One funding from several areas, including the whole of Ireland, caused widespread resentment - this was particularly because it was believed that the money would be transferred instead to regions of the CCEE.

4-6

LEVEL 3: A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned.

7-9

LEVEL 4: A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why regional funding has been and continues to be a cause of argument within the European Union.

10-11

TOTAL 17

Marks

10 (a) Outline the reasons why social policies have been developed by the European Union.
(6 marks)

Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

- LEVEL 1:** **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to the need for improved working conditions mentioned in the Treaty of Rome, desire to harmonise standards to remove unfair competition as part of the SEM programme, wish to have equal rights for all workers.
- OR:** An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of the origins of the Social Chapter. **1-2**
- LEVEL 2:** **EITHER:** An answer which identifies a range of relevant points.
- OR:** An answer which includes two relevant points with outline knowledge. **3-4**
- LEVEL 3:** An answer which includes three or more relevant points with outline knowledge.
- An example of how a candidate might outline a point is as follows.
eg Men and women should have equal pay to ensure equality of treatment.
A social policy was also needed to allow women to pursue a vocational career or to prevent them from suffering disadvantages in their professional career. **5-6**
-

Marks

10 (b) Explain why the Social Chapter of the Treaty on European Union (Maastricht Treaty) has been the cause of disputes between and within member states of the European Union. (11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to the UK’s original opt out from the Social Chapter at the Treaty on European Union, differences both in European Union and UK over this. Interpretation of Social Chapter by British Government after Treaty of Amsterdam.
- OR:** An answer which is based on limited and descriptive material.
eg Brief but accurate description of other European Union states views on the Social Chapter. **1-3**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why the Social Chapter of the TEU has been the cause of disputes between and within member states of the EU, but it will probably be narrow in scope.
- eg Britain’s Maastricht opt out was opposed by other member states who claimed that it allowed British industry to compete unfairly with theirs. It was also opposed by opposition parties in Britain. Blair’s signature at Amsterdam in 1997 did not really change matters because of subsidiarity. Some argued that UK’s opt out was inoperable anyhow as the Chapter could be enforced through European Union labour law. **4-6**
- LEVEL 3:** A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned. **7-9**
- LEVEL 4:** A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why the introduction of the Social Chapter at the Treaty on European Union has been the cause of disputes between and within member states. **10-11**

TOTAL 17

Marks

11 (a) Outline the reasons for the growth of mass tourism which has taken place in Europe since the 1970s. *(6 marks)*

Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to greater affluence, more leisure time, improved transport.

OR: An answer which includes one relevant point with outline knowledge.
eg A brief but accurate description of increased advertising campaigns by the tourist industry.

1-2

LEVEL 2: **EITHER:** An answer which identifies a range of relevant points.

OR: An answer which includes two relevant points with outline knowledge.

3-4

LEVEL 3: An answer which includes three or more relevant points with outline knowledge.

An example of how a candidate might outline a point is as follows.
eg Improvements in transport have led to increased tourism. New roads and faster cars have opened up areas of previously remote countryside while this combined with the development of cheap flights has put the Mediterranean beaches within easy reach of Northern Europe.

5-6

Marks

11 (b) Explain why some people are opposed to this growth of mass tourism in Europe. (11 marks)

Target: To present explanations and analyses showing understanding of European issues (Assessment Objective 2)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Unsupported references to concerns over environmental effects of mass tourism, social and economic problems caused by tourism, opposition of those in areas now deserted by tourists.
- OR:** An answer which is based on limited and descriptive material.
eg A brief description of the effects of increased air travel on the environment. **1-3**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of reasons as to why some people are opposed to this growth of mass tourism, but it will probably be narrow in focus.
- eg Opposition to mass tourism is often on environmental grounds. Development can destroy natural habitats and pollute rivers and the sea. Hotels and motorways can also pollute the usual environment. Opposition also comes because of economic reasons. Much of the employment created is seasonal and so does not offer long term solutions to the problems of depopulation in some areas. **4-6**
- LEVEL 3:** A competent answer explaining a range of relevant factors, with secure understanding. The answer will cover at least some of the points mentioned in the Level 2 descriptor. At least two will be treated in some depth though others may be only mentioned. **7-9**
- LEVEL 4:** A good and developed answer explaining a range of relevant factors confidently and with a depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why some people are opposed to the developments which have taken place in European tourism since the 1970s. **10-11**

TOTAL 17

Marks

12 (a) Describe the reasons why there has been so much opposition to the enlargement of the European Union beyond fifteen member states. *(12 marks)*

Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

- LEVEL 1:** **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief, undeveloped references to influx of cheap labour into existing European Union, political instability still evident in some applicants, strain on Common Agricultural Policy with the admission of Poland and Hungary.
- OR:** An answer in which one relevant point is developed with secure knowledge.
eg A description of the disadvantages possible for new members. **1-4**
- LEVEL 2:** **EITHER:** An answer which includes a range of relevant points with secure knowledge.
- OR:** An answer in which two relevant points are developed with secure knowledge. **5-8**
- LEVEL 3:** An answer in which three or more relevant points are developed with secure knowledge to provide a good overview of the topic. (An answer developing two relevant points might reach this level if exceptionally well done.)
- An example of how a candidate might develop a point is as follows.
eg Several of the applicants may not fully meet European Union criteria of democracy, For example racial minorities in the ‘Visegrad’ states are not always well treated and Slovakia has only recently emerged from dictatorship. Former Communists are in the governments of many of the CCEE and far right nationalist movements are also strong. **9-12**
-

Marks

12 (b) “The attitude of successive British governments was the main reason why the United Kingdom took so long to join the European Community.”

Do you agree or disagree with this statement?
Explain your answer.

(20 marks)

Target: To make substantiated judgements (Assessment Objective 3)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg Government concerns about sovereignty, attitude to the Commonwealth, concerns over special relationships with USA.
- OR:** An answer which is based on limited and descriptive material.
eg A brief description of the attitude and actions of President de Gaulle. **1-5**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The candidate may offer opinions but they tend to be unsupported assertions. The answer will be more than just a list of reasons for agreement and disagreement though it may be narrow in focus.
eg Many government ministers and other people in Britain saw the ‘Atlantic Alliance’ and perceived special relationship with the USA as being more important than European Commission membership. The Alliance had helped win two world wars and would now protect Britain from the Soviet threat. Further, at least in some areas of the Conservative Party, Britain was still seen as a great power, which should not enter into an alliance with countries which had been defeated, at some time, during World War II. **6-10**
- LEVEL 3:** A competent answer explaining a range of relevant factors. Judgements may be offered but they are not extensively supported or substantiated. **11-15**
- LEVEL 4:** A good and developed answer, explaining a range of relevant factors confidently, with depth of understanding and including at least one substantiated judgement. **16-20**

TOTAL 32

Marks

13 (a) For what reasons has there been so much reluctance in the United Kingdom to joining the Single European Currency (the euro)? *(12 marks)*

Target: To recall, select and deploy knowledge of the subject content accurately
(Assessment Objective 1)

LEVEL 1: **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief, undeveloped references to belief in a strong pound, Thatcherite views on the single currency, historical attachment to sterling.

OR: An answer in which one relevant point is developed with secure knowledge.
eg A description of worries over possible instability of the Euro.

1-4

LEVEL 2: **EITHER:** An answer which includes a range of relevant points with secure knowledge.

OR An answer in which two relevant points are developed with secure knowledge.

5-8

LEVEL 3: An answer in which three or more relevant points are developed with secure knowledge to provide a good overview of the topic. (An answer developing two relevant points might reach this level if exceptionally well done.)

An example of how a candidate might develop a point is as follows.
eg Mrs Thatcher declared her opposition to the idea of a single currency by saying that control of one's currency was the bottom line of sovereignty. This idea was developed by politicians such as John Redwood who claimed that with a single currency there would be no point in holding general elections.

9-12

Marks

13 (b) “The Single European Currency is a key milestone on the road to establishing full political union in Europe.”

Do you agree or disagree with this statement?
Explain your answer.

(20 marks)

Target: To make substantiated judgements (Assessment Objective 3)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg
FOR: Single currency essential for closer union, eg would lead to common taxation system.
AGAINST: Single currency helpful to the development of a single market, but will not lead to a political union.
- OR:** An answer which is based on limited and descriptive material.
eg A description of the operation of a common currency in pre ERM UK and Irish Republic. **1-5**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The candidate may offer opinions but they tend to be unsupported assertions. The answer will be more than just a list of reasons for agreement and disagreement but may be narrow in focus or linked to current problems.
eg
FOR: The single currency is indeed a key milestone on the road to full political union. It will surely lead to a common taxation system and European Union wide interest rates. This would lead to key financial decisions being taken at European Union level, which would mean a centralisation of power there.
AGAINST: A single currency does not necessarily represent a key milestone on the road to a full political union in Europe. For example the pound sterling was common to Britain and the Irish Republic before Ireland entered the EMS. However, there was no political union or shared economic decision making between them. It is only one of the important stages towards unification but this does not make it a key one. **6-10**
- LEVEL 3:** A competent answer explaining a range of relevant factors. Judgements may be offered but they are not extensively supported or substantiated. **11-15**
- LEVEL 4:** A good and developed answer, explaining a range of relevant factors confidently, with depth of understanding and including at least one substantiated judgement. **16-20**
- NB:** Any judgement offered at Level 3 or Level 4 will probably conclude that the Single European Currency has or has not been a key milestone on the road to establishing full political union in Europe. However candidates who offer both opinions should be rewarded at the appropriate level.

TOTAL 32

Marks

14 (a) Describe the reasons why many people take the view that Europe has been enriched by cultural diversity. Give examples from at least one country or region. (12 marks)

Target: To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)

- LEVEL 1:** **EITHER:** An answer which is based on limited and basic identification of relevant points.
eg Brief undeveloped references to linguistic differences in Wales and NW Scotland and amongst new immigrant communities. Different nationalities providing different cultural traditions.
- OR:** An answer in which one relevant point is developed with secure knowledge.
eg A description of the moves to develop and revive the Cornish language. **1-4**
- LEVEL 2:** **EITHER:** An answer which includes a range of relevant points with secure knowledge.
- OR** An answer in which two relevant points are developed with secure knowledge. **5-8**
- LEVEL 3:** An answer in which three or more relevant points are developed with secure knowledge to provide a good overview of the topic. (An answer developing two relevant points might reach this level if exceptionally well done.)
- An example of how a candidate might develop a point is as follows.
eg In Wales a large number of people speak Welsh as their first language. This enriches the culture of Britain, an otherwise increasingly TV dominated and monocultural society. The Welsh language brings with it a deep cultural tradition, particularly of music and song. Multi-culturalism is also promoted by the speaking of Gallic in Scotland's Highlands and Islands and the attempts to revive the ancient Cornish language. **9-12**
-

Marks

14 (b) “Inter-racial harmony in Europe can only be assured by restricting further movements of population within Europe.”

Do you agree or disagree with this statement?
Explain your answer.

(20 marks)

Target: To make substantiated judgements (Assessment Objective 3)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
eg
FOR: Population movements within Europe cause conflict, eg Turkish guest workers in Germany, asylum seekers in Western Europe.
AGAINST: Such movements are to be encouraged because of cultural change. Also often bring skills to the labour market.
- OR:** An answer which is based on limited and descriptive material.
eg A description of the perceived benefits of any large scale migration within Europe. **1-5**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The candidate offers opinions but they tend to be unsupported assertions. The answer will be more than just a list of reasons for agreement and disagreement but it will probably be narrow in focus and linked to current problems.
eg
FOR: Inter-racial harmony is threatened by large population movements. Turkish ‘guest workers’ in Germany attract discontent. They are seen by some as taking jobs of native German people. Racial violence and disturbance, from which the Turks themselves often suffer the most, have posed many problems.
AGAINST: Significant population movements have often been of great help to the host countries as the example of the NHS in Britain shows. Workers from southern Italy and Spain have also helped greatly in various areas of Britain while Germany’s economy would be hard pressed without its guest workers. **6-10**
- LEVEL 3:** A competent answer explaining a range of relevant factors with secure understanding. Judgements may be offered but they are not extensively supported or developed. **11-15**
- LEVEL 4:** A good and developed answer, explaining a range of relevant factors confidently, with depth of understanding and including at least one substantiated judgement. **16-20**

TOTAL 32

Marks

15 (a) Describe how European Union environmental policies have developed since the early 1970s. (12 marks)

Target:	To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)	
LEVEL 1:	<p>EITHER: An answer which is based on limited and basic identification of relevant points. eg Brief undeveloped references to the introduction of the Environmental Action Programmes after 1973, European Commission's assumption of full environmental responsibilities in SEA, impact of Treaty on European Union on environmental policies.</p> <p>OR: An answer in which one relevant point is developed with secure knowledge. eg A description of the fifth Environmental Action Programme.</p>	1-4
LEVEL 2:	<p>EITHER: An answer which includes a range of relevant points with secure knowledge.</p> <p>OR An answer in which two relevant points are developed with secure knowledge.</p>	5-8
LEVEL 3:	<p>An answer in which three or more relevant points are developed with secure knowledge to provide a good overview of the topic. (An answer developing two relevant points might reach this level if exceptionally well done.)</p> <p>An example of how a candidate might develop a point is as follows. eg Between 1973 and 1992 the European Commission issued five Action Programmes, the 1992 one was to last until the end of the century. Legally binding regulations were not issued in the EAPS, rather the approach has been to issue directives which gave individual countries more freedom to work out policies in accord with their national circumstances.</p>	9-12

Marks

15 (b) “Europeans should thank pressure groups rather than governments for increasingly effective environmental policies.”

Do you agree or disagree with this statement?

Explain your answer.

(20 marks)

Target: To make substantiated judgements (Assessment Objective 3)

- LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.
 eg
 FOR: Successes achieved by groups’ direct actions, eg Greenpeace and Brent Spar, lobbying the Commission has also been successful.
 AGAINST: Only concerted government action on government policies can be successful.
- OR:** An answer which is based on limited and descriptive material.
 eg The work of anti-nuclear protesters in Germany. **1-5**
- LEVEL 2:** An answer which offers relevant factors supported by some understanding. The candidate offers opinions but they tend to be unsupported assertions. The answer will be more than just a list of reasons for agreement and disagreement, but is likely to be narrow in focus and linked to current problems.
 eg
 FOR: Pressure groups have achieved much for which Europe’s people should be thankful. Traditional ‘insider’ methods of lobbying the Commission and the European Parliament have met with success while more spectacular ‘direct action’ methods such as Greenpeace and Brent Spar have also been successful.
 AGAINST: Pressure group action may be more spectacular, but government action is essential if anything is to be achieved. It was the agreement of all national governments to the SEA in the first place, which allowed the EU to take over environmental responsibility, and since then it has been governments rather than pressure groups which have implemented key environmental regulations and directives. Governments have also had to balance all viewpoints in their national interests, which sometimes means that the wilder policies of pressure groups may not prevail. **6-10**
- LEVEL 3:** A competent answer explaining a range of relevant factors. Judgements may be offered but they are not extensively supported or substantiated. **11-15**
- LEVEL 4:** A good and developed answer, explaining a range of relevant factors confidently, with depth of understanding and including at least one substantiated judgement. **16-20**

TOTAL 32

