



# General Certificate of Education

## European Studies 5051

# Mark Scheme

### *2005 examination – June series*

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.

## **GCE Advanced Subsidiary Level**

### **European Studies**

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**

<b>1 (a)</b> Outline the composition and work of the European Council.	(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 composition of the Council, role as agenda setter, able to act outside the Treaties.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg The European Council comprises the Heads of Government of the member states and their foreign ministers. **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.

**OR:** An answer which includes one relevant developed point. **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 Council is able to set the agenda for the EU by requesting the Commission to introduce legislation. It can also legislate by transforming itself into a session of the Council of Ministers. **5 - 6**

**Marks**

<b>1 (b)</b> Explain why the role of the European Council within the European Union has often been criticised. <p style="text-align: right;">(11 marks)</p>
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**Target:** To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg References to the lack of accountability of the Council.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of the Council’s supremacy over the other institutions in matters of CFSP.

**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 Council being often criticised, but it may be narrow in focus and linked to current problems.  
eg The European Council is often criticised because it is able to act outside the Treaties so it is not subject to the ECJ. It is also seen as having too much power as it is able to usurp the roles of the Commission and Council of Ministers in policy proposal and legislation, but lacks accountability. It is also argued that its members as Heads of Government, act intergovernmentally and ignore the EU.

**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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show why the role of the European Council within the EU has often been criticised.

**10 - 11**

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**TOTAL 17**

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**Marks**

**2 (a)** Outline the reasons why the European Commission is sometimes considered to be in need of reform. (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 unelected and unaccountable Commissioners, sole right to introduce legislation, large number of Commissioners.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg In 1999 a corruption scandal forced the Commission to resign or face dismissal by the EP.

**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.

**OR:** An answer which includes one relevant developed point.

**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 It is argued that there are too many Commissioners. Even in 1976 Roy Jenkins found allocating posts difficult. Enlargement is likely to make the situation worse.

**5 - 6**

**Marks**

<b>2 (b)</b> Explain which <b>one</b> of the institutions of the European Union you consider to be the most supranational. (11 marks)
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**Target:** To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Unsupported references to the work of the ECJ.

**OR:** An answer which is based on limited and descriptive material.  
eg A brief but accurate description of the Commissioner’s oath. **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 the chosen institution but may be narrower in focus.

eg The Commission is the most supranational because of the oath the Commissioners take in which they promise not to be influenced by national considerations, unlike the Councils. It is also the most supranational because it alone has the power to propose legislation, and is also responsible for its implementation throughout the EU. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to explain which institution is seen as being the most supranational. **10 - 11**

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**TOTAL 17**

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**Marks**

<b>3 (a)</b> Outline the main terms of the Treaty of Rome.	(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 institutions of the EEC, the CET and the CAP.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg The Treaty gave the EEC the same institutions as the ECSC, apart from the Commission which had less power than the High Authority.

**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.

**OR:** An answer which includes one relevant developed point.

**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 set out to establish a customs union and a CET. This would mean that not only were import duties between member states abolished, but that they all raised common tariffs against other states' imports

**5 - 6**

**Marks**

<b>3 (b)</b> Explain why, following the Treaty of Rome in 1957, there was no further major treaty until the Single European Act in 1986. (11 marks)
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Target: To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief undeveloped references to the attitude of the French, opposition within some member states, economic problems of the 1970s.

**OR:** An answer which is based on limited and descriptive material.  
eg A brief but accurate description of the Luxembourg compromise. **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 why a further major treaty was not signed until 1986, but will probably be narrow in focus.

eg One reason for the delay in signing a further treaty was the attitude of President de Gaulle. His intergovernmentalism led to the Luxembourg compromise which made it difficult to take important decisions. There was also initial opposition within member states, such as from the SPD in Germany. Further the general economics crisis of the 1970s caused countries to look after their own interests, and initiatives such as the Werner Report foundered. **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 are developed in some depth. The factors offered are linked explicitly to show why a further major treaty was not signed until 1986. **10 - 11**

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**TOTAL 17**

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**Marks**

<b>4 (a)</b> Outline the reasons for the signing of the Treaty on European Union in 1991. (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 Delors Plan, the effects of the collapse of Communism, the desire to build on the SEA.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg The EC's slow reaction to the Yugoslav crisis meant that a CFSP had to be established.

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.

**OR:** An answer which includes one relevant developed point.

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 idea of a Single Currency had been referred to in the Treaty of Rome and the Werner Report. Now that the Single Market had been set up, it seemed that a Single Currency was a logical consequence.

5 - 6

**Marks**

<b>4 (b)</b> Explain why neither opponents nor supporters of the European Union were wholly satisfied by the Treaty. (11 marks)
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**Target:** To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief undeveloped references to concerns over federalism and lack of democracy, disappointment over lack of powers for the EP.

**OR:** An answer which is based on limited and descriptive material.  
eg A brief but accurate description of fears over loss of sovereignty in several areas.

**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 dissatisfaction with the Treaty but will probably be narrow in focus.

eg Opponents feared the creation of a European super state pointing to the introduction of CFSP and a Single Currency as indicators of this. They also thought that the EU was undemocratic. Supporters felt that the TEU was a missed opportunity. It left too much power in the hands of the intergovernmental Councils and did not give enough authority to the EP and the Commission.

**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 depth of understanding. At least three are developed in depth. The factors offered are linked explicitly to show why both opponents and supporters of the EU were not satisfied with the Treaty.

**10 - 11**

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**TOTAL 17**

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**Marks**

**5 (a)** Outline the reasons why the Republic of Yugoslavia partially broke up in 1991 and 1992. (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 upsurge of Serbian nationalism, ethnic tensions in Bosnia, German recognition of Croatia.

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

eg The death of Tito in 1980 had long term effects because it removed the one person who could unite the different factions. **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.

**OR:** An answer which includes one relevant developed point. **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 German recognition of Croatia, without consulting other EU members, was seen as over hasty and unhelpful because it encouraged other parts of the Federation to break away also. This was seen by some to have caused the Serbian reaction. **5 - 6**

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**Marks**

<b>5 (b)</b> Explain why Communism collapsed in eastern Europe. Use examples from any <b>two</b> eastern European countries other than the former USSR and the former Yugoslavia. (11 marks)
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Target: To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg References to continued opposition to the Berlin Wall, success of Solidarity in Poland, economic liberalisation in Poland.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of the reluctance of USSR to support the CCEE Communist regimes.

**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 for the collapse of Communism in eastern Europe but is likely to be narrow in focus.  
eg The success of the solidarity movement in Poland, and the greater freedom enjoyed there, helped bring about the collapse of Communism there and influenced other countries. For example in the GDR, resentment over the Wall had never died down, and this, added to the reluctance of Gorbachev to support the Communist government there, combined to assist in bringing Communism to an end.

**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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show why Communism collapsed in any two relevant countries.

**10 - 11**

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**TOTAL 17**

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**Marks**

<b>6 (a)</b> Outline the ways in which European security systems have reacted to the end of Communist rule in the USSR and its satellites.	<b>(6 marks)</b>
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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 partnerships for peace, new NATO members, German and French views of the future of the WEU.

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

eg A brief description of the possible structure of a European Defence Force. **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.

**OR:** An answer which includes one relevant developed point. **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 After the fall of Communism, the new CCEE governments wanted security against the USSR and - following the collapse of the Soviet system - Russia. NATO offered them 'partnership for peace' agreements as a prelude to full membership. **5 - 6**

**Marks**

<b>6 (b)</b> Explain how Russia has dealt with the problems caused by the ending of Communist rule in 1991. <p style="text-align: right;">(11 marks)</p>
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**Target:** To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg References to different relations with the former Soviet Republics, the Yeltsin and Putin presidencies, terrorism in Moscow.

**OR:** An answer which is based on limited and descriptive material.  
eg A brief description of relations with Belarus. **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 ways in which Russia has dealt with the problems, but it is likely to be narrow in focus.  
eg After the failure of the CIS, Russia has attempted to establish democratic institutions. However, the Yeltsin and Putin presidencies have both appeared at times to be autocratic and secretive. While new countries such as the Ukraine have emerged, dissent has been crushed in Chechnya. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show how Russia has dealt with the problems caused by the collapse of Communism. **10 - 11**

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**TOTAL 17**

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**Marks**

**7 (a)** Outline the problems which the Common Agricultural Policy has caused for European politicians and consumers. (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 problems in different countries, rising prices and restricted choice for consumers.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg Anglo-French relations were damaged by the pressure put upon French politicians over the import of British beef. **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.

**OR:** An answer which includes one relevant developed point. **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 Despite the absence of food shortages few consumers would feel they had benefited from the Common Agricultural Policy. It is argued that it has increased the tax burden and increased the price of the weekly shopping basket. **5 - 6**

**NB** Candidates who refer either only to politicians or only to consumers should not be marked above Level 2.

**Marks**

<p><b>7 (b)</b> Explain why the reforms of the Common Agricultural Policy have had only limited success.</p> <p style="text-align: right;">(11 marks)</p>
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**Target:** To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg References to opposition from farmers, political problems of implementation, EU relations with other countries.

**OR:** An answer which is based on limited and descriptive material.  
eg A brief account of the problems caused by the proposed 1999 reforms. **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 why the policies have not always been successful, but is likely to be narrow in focus.  
eg Conflicting pressure groups – eg agricultural and environmental – have made implementation difficult. Even within agricultural pressure groups there are differences of opinion. Further, governments may sometimes tone down reforms for political advantage as Mr Blair did in 1999 to gain French support for Britain’s budget rebate. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show why reforms of the CAP have not always been successful. **10 - 11**

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**TOTAL 17**

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**Marks**

<b>8 (a)</b> Outline the problems which have been caused by the decline of traditional industries in Europe.	<b>(6 marks)</b>
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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 employment, political unrest, urban decay in ‘old industry’ communities.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg A brief description of deindustrialisation in the CCEE. **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.

**OR:** An answer which includes one relevant developed point. **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 collapse of ‘old industry communities’ led to much industrial action and political unrest. This was particularly evident in areas such as the mining communities of northern England in the strike of 1984 - 85. **5 - 6**

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**Marks**

<b>8 (b)</b> Explain why the European Union’s policies for overcoming these problems have been criticised. (11 marks)
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Target: To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief undeveloped references to short term solutions, failure to tackle ‘depopulation’, lack of ‘real jobs’.

**OR:** An answer which is based on limited and descriptive material.  
eg A brief description of the limited funds available for such policies. **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 policies being criticised but will probably be narrow in focus.  
eg The EU’s attempts to solve the problems caused by industrial change have been criticised. It is argued that the funding provided has been totally inadequate to meet the problem. Further, it is suggested by right wing politicians that many jobs provided are not ‘real’ as they are state-subsidised. Lastly these new jobs have not prevented the break-up of many traditional communities with people moving away. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show why the EU’s policies for overcoming the problems have been criticised. **10 - 11**

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**TOTAL 17**

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**Marks**

<b>9 (a)</b> Outline the reasons for the growing importance of regional policy within the European Union.	<b>(6 marks)</b>
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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: importance of regional funding in promoting enlargement, opposition to enlargement by some who feared loss of funding, improved conditions in countries assisted by ERF.

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

eg A brief description of the importance of regional policy in the policies of national governments.

**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.

**OR:** An answer which includes one relevant developed point.

**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 Agenda 2000 proposals, which proposed a radical reconstruction of regional funding, were of great importance within the EU as they caused resentment in areas which had benefited from the ERF. The unexpected Irish rejection of the Nice Treaty in 2001, which threatened the enlargement process, was, in part, due to this new policy.

**5 - 6**

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**Marks**

<b>9 (b)</b> Explain how successful this policy has been in solving the problems of the European Union's regions. (11 marks)
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Target: To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief undeveloped references to prosperity in the Irish Republic, success of 'Black Country route' development in the Massif Central.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of the development of industry and tourism in the Pyrenees. **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 successes of regional policy.  
eg The establishment of the Committee of the Regions has helped by giving representation to regional views in the EU. Living standards in regions such as Northern Ireland have been raised, while the Irish Republic has become 'The Celtic Tiger'. Regional aid has also helped de-industrialised areas and depressed agricultural ones, by developing new industries and tourism. The long term success of regional policy may now be in doubt because of the challenge of enlargement. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show how successful regional policy has been in solving the EU's problems. **10 - 11**

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**TOTAL 17**

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**Marks**

<b>10 (a)</b> Outline the main terms of the Social Chapter signed in 1991.	(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 right to work anywhere in the EU, right to a fair wage, health and safety protection at work.

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

eg The right of men and women to equal treatment.

**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.

**OR:** An answer which includes one relevant developed point.

**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 Equality of treatment of men and women means that an equal pay principle must be applied. It must be made easier for women to pursue a vocational career or to prevent disadvantages in their professional career.

**5 - 6**

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**Marks**

<b>10 (b)</b> Explain why social policy remains an area of controversy within the European Union. (11 marks)
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Target: To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Initial attitude of Britain towards much EU social policy, intergovernmental and supranational disagreement over implementation.

**OR:** An answer which is based on limited and descriptive material.  
eg The continuing refusal of Britain to implement all of 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.  
eg Britain’s attitude both pre and post the Amsterdam Treaty has led to complaints from other states about unfair competition. Disagreements also arose over Commission proposals on unemployment, because of disagreements over how to enforce it. Some matters of employer/employee relations also cause disagreement as ‘Eurosceptic’ countries such as Denmark do not see them as matters for the EU. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show why social policy remains an area of controversy within the EU. **10 - 11**

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**TOTAL 17**

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**Marks**

<p><b>11 (a)</b> Outline the environmental problems which have been caused by the development of mass tourism in Europe since the 1970s. (6 marks)</p>
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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 damage to visual environment, destruction of wildlife habitats, water shortages.

**OR:** An answer which includes one relevant point with outline knowledge.  
eg Brief description of environmental damage caused by increase in traffic. **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.

**OR:** An answer which includes one relevant developed point. **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 Tourism implies development with the building of roads and airports. This can lead to the destruction of wildlife habitats as well as problems caused by increased traffic. **5 - 6**

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**Marks**

<b>11 (b)</b> Explain the ways in which mass tourism has brought advantages to popular holiday resorts in Europe. (11 marks)
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**Target:** To present explanations and analyses on European issues (Assessment Objective 2)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Creation of jobs, better transport facilities, opportunities for cultural exchanges.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of how tourism improves employment opportunities. **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 ways in which mass tourism has brought advantages to popular holiday resorts, but is likely to be narrow in focus.

eg Tourism can create jobs in popular holiday resorts, though some of these may be seasonal or taken by those outside the area. However locals do find employment, thus helping them to remain in the area. Transport will probably also be improved. Road building not only brings jobs, but the finished product will connect remote areas to towns and cities. The influx of foreign tourists, while sometimes a mixed blessing, may help to promote better understanding and cultural diversity. **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 depth of understanding. At least three are developed in some depth. The factors offered are linked explicitly to show the ways in which mass tourism has brought advantages to popular holiday resorts. **10 - 11**

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**TOTAL 17**

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**Marks**

<b>12 (a)</b> For what reasons did Austria, Finland and Sweden join the EU in 1995 and Norway refuse to do so?	(12 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 points.

eg Brief undeveloped references to Eurosceptic views in Norway, effects of the end of USSR on Austria and Finland, Swedish concerns over investment.

**OR:** An answer in which one relevant point is developed with outline knowledge.

eg A brief description of religious opposition in Norway.

**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 produce 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 Finland in 1945 and Austria in 1955 had both been bound to neutrality as a price for Soviet withdrawal. As the USSR saw EC as being the economic arm of NATO, EC membership was impossible for these two countries until 1991. Thus because Austria had strong ties with Germany and was economically prosperous, it was an obvious member. Finland wished for security against an unstable Russia.

**9 - 12**

**NB** Candidates who do not refer to Norway should not be marked above Level 2.

**Marks**

**12 (b)** “Economically sound but politically unwise.”

Do you agree or disagree with this view of the enlargement of the European Union?  
Explain your answer. (You may consider recent and/or proposed enlargements.) (20 marks)

**Target:** To make substantiated judgements (Assessment Objective 3)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief undeveloped references to benefits of a larger market, potential instability of CCEE, possible problems with Russia.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of the recent enlargement or the potential problems of Turkish membership.

**1 - 5**

**LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answers will be more than just a list of reasons for/against enlargement being economically sound but politically unwise, though it will probably be narrow in focus or linked to recent events.

eg Enlargement might be seen as being economically sound because it would greatly enlarge the Single Market. However, economic problems particularly to the CAP are also likely. Politically the potential instability of several of the CCEE poses a very real challenge with extreme governments a possibility. The possible future membership of Turkey raises problems over conflict with Greece as well as hostility towards Islam.

**6 - 10**

**LEVEL 3:** A competent answer explaining a range of relevant factors with some 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**

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**TOTAL 32**

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**Marks**

<p><b>13 (a)</b> Describe the origins of the Single European Currency (euro) and the stages by which it was introduced. (12 marks)</p>
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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 points.  
eg Brief undeveloped references to the Treaty of Rome, the Werner Report, the Stability Pact.

**OR:** An answer in which one relevant point is developed with outline knowledge.

eg An outline description of the Delors Report.

**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 The Delors Report (1989) envisaged a three stage process to the ultimate goal of EMU, though a timetable was not provided. Stage one involved completing the SEM to bring about a convergence of economic policies. Stage two would see the creation of the ECB to co-ordinate the national banks of other countries. Stage three would be the introduction of a single currency and the disappearance of national ones.

**9 - 12**

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<p><b>13 (b)</b> “A mistake from the beginning.”</p> <p>Do you agree or disagree with this view of the Single European Currency? Explain your answer.</p>	<p>(20 marks)</p>
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Target: To make substantiated judgements (Assessment Objective 3)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Problems over the role of the ECB, British and Danish concerns over sovereignty, problems over different political traditions.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of disputes over tax harmonisation.

**1 - 5**

**LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answers will be more than just a list of reasons for and against the Single Currency having been a mistake from the beginning, but they will probably be narrow in focus or linked to current issues.

eg It has been a mistake because the unaccountable nature of the ECB has removed any popular control from decision making over interest rates. It has also led to disputes over tax harmonisation, strongly opposed by the UK, Ireland and Denmark. It has also threatened national sovereignty to an unacceptable level. However, the Single Currency is essential if the SEM is to flourish. It removes the problems of exchange rates and allows the EU to compete on more even terms with the yen and the dollar.

**6 - 10**

**LEVEL 3:** A competent answer explaining a range of relevant factors with some 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**

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**TOTAL 32**

**Marks**

<p><b>14 (a)</b> Describe the positive contribution which minority groups make to the broader communities in which they live. (12 marks)</p>
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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 points.

eg Broaden cultural life of countries in which they live, preserve minority languages, provide wide variety of popular entertainment.

**OR:** An answer in which one relevant point is developed with outline knowledge.

eg A description of the contribution of minority groups to English literature. **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 produce 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 The preservation of minority languages has added much to the cultural diversity of the countries in which they are spoken. The old Celtic languages are spoken as first languages by only a small minority, but have been culturally beneficial in preserving literature and music and making people fully aware of their traditions. This has helped to revive the number of Welsh speakers and to bring about moves to revive the old Cornish language.

**9 - 12**

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**Marks**

<p><b>14 (b)</b> “Economic factors are the main cause of population movements within Europe.”</p> <p>Do you agree or disagree with this statement? Explain your answer.</p>	<p>(20 marks)</p>
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Target: To make substantiated judgements (Assessment Objective 3)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief undeveloped references to economic motives for migration, job prospects, better living conditions, joining families.

**OR:** An answer which is based on limited and descriptive material.  
eg A description of those moving for political or religious reasons. **1 - 5**

**LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answers will be more than just a list of reasons for or against economic migration being the main cause of population movements in Europe, but it is likely to be narrow in focus or linked to recent events.  
eg Most migration is for economic reasons. There is a long tradition of Turkish guest workers in Germany and of men from southern Italy moving to the prosperous north in search of work. Many southern and eastern Europeans work in the UK’s tourist industry. However, many also migrate for political or religious reasons. In the early 1990s many Bosnians fled their country to escape political and religious persecution from Serbia, while more recently gypsies have suffered persecution in the CCEE. **6 - 10**

**LEVEL 3:** A competent answer explaining a range of relevant factors with some 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**

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**TOTAL 32**

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**Marks**

**15 (a)** Describe the ways in which the European Union (and previously the European Community) has tried to improve the environment since the 1970s. (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 points.  
eg Environmental Action Programmes after 1973, developments in the SEA, environmental decisions in the TEU.

**OR:** An answer in which one relevant point is developed with outline knowledge.  
eg A brief description of the European Environmental Agency. **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 produce 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 It was not until the SEA was passed in 1986 that the EC officially recognised that it had environmental competence and took the responsibility for legislation. The SEA also made it clear that the environment could not be considered in isolation and was a part of the EU's other policies. It established preventative action as being the main theme of environmental policy and established the 'polluter pays' principle. **9 - 12**

**Marks**

<p><b>15 (b)</b> “Environmental problems arise because the governments of Europe allow them to.”</p> <p>Do you agree or disagree with this statement? Explain your answer.</p>	<p>(20 marks)</p>
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**Target:** To make substantiated judgements (Assessment Objective 3)

**LEVEL 1:** **EITHER:** An answer which offers relevant but unsupported assertions.  
eg Brief comments about influence of industrial and agricultural lobbies,  
reluctance to enforce EU legislation.

**OR:** An answer which is based on limited and descriptive material.  
eg British governmental attitudes to road building. **1 - 5**

**LEVEL 2:** An answer which offers relevant factors supported by some understanding. The answer will be more than just a list of arguments for and against the statement but will probably be narrow in scope or limited to recent events.  
eg Governments have shown scant regard for the environment with their reluctance to implement EU directives and over attention to the industrial and agricultural lobbies. Proposed airport expansions in the UK will cause great damage as did the M6 toll road. However, governments have to balance all considerations. There is now a much greater environmental awareness and in many EU countries Green parties play a very active political role. **6 - 10**

**LEVEL 3:** A competent answer explaining a range of relevant factors with some 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**

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**TOTAL 32**

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