

GCE 2003

June Series



Mark Scheme

European Studies (5051)

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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Kathleen Tattersall, Director General

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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, e.g. 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 composition of the European Parliament and the European Commission.*
(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. e.g. Brief, undeveloped references to the number of members in one or both institutions, the legislative powers of the EP, the role of the Commission in initiating legislation.</p> <p>OR An answer which includes one relevant point with outline knowledge. e.g. A brief but accurate description of the EP's co-decision process.</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> <p>OR An answer which includes one relevant developed point.</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. e.g. The EP currently has 626 MEPs, this number will increase after enlargement. MEPs are elected by votes in each country, by differing systems of PR. Once in Parliament MEPs sit in political groupings – e.g. European People's Party, Party of European Socialists, rather than in national groups.</p>	5-6

Marks

1(b) *The institutions of the European Union are described as being supranational and/or intergovernmental. Explain how these terms apply to the European Parliament and the European Commission.* (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. e.g. Unsupported references to the Commissioners' oath, the Commission's role as 'guardian of the Treaties', seating arrangements in the European Parliament.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The answer refers to the role of the EP in causing the resignation of the Commission in 1999, but offers no analysis of its significance or effect.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the work of the institutions but it will probably be narrow in scope or linked to current problems. e.g. The EP may be seen as supranational for a number of reasons. MEPs sit according to political groups rather than nationality. Thus British Labour MEPs, German Social Democrats and others sit in the Party of European Socialists while Irish Fine Gael MEPs sit with German CDU members and others in the European People's Party. All are elected by Proportional Representation.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show the supranational nature of both institutions.	
NB:	It is possible to argue that both institutions also act intergovernmentally. Candidates who refer to this should be rewarded at the appropriate level.	10-11

TOTAL: 17

Marks

2(a)	<i>Outline the composition and work of the European Court of Justice.</i>	<i>(6 marks)</i>
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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 identifies one or two relevant points.
e.g. Brief, undeveloped references to the number of judges in the Court, the power to review the legality of Commission or Council of Ministers' decisions, hearing cases between member states about disputes over Treaty requirements.

OR An answer which includes one relevant point with outline knowledge.
e.g. A brief but accurate description of how the Court hears an action against a member state for 'failure to act'.

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.
e.g. The ECJ has 15 judges, one from each member state, appointed for 6 years, renewable, terms by their national governments. If the EU had an even number of members, there would be an extra judge to avoid an even split decision being reached.

5-6

Marks

2(b)	<i>Explain why the role of, and rulings by, the European Court of Justice sometimes cause controversy within the European Union.</i>	<i>(11 marks)</i>
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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. e.g. Unsupported references to supremacy of EU law over national law when there is a conflict.</p> <p>OR An answer which is based on limited and descriptive material. e.g. Judges are unaccountable, there is no appeal against the ECJ's ruling, some individual cases have been controversial.</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 for the ECJ's decisions sometimes causing controversy, but it will probably be narrow in scope or linked to current problems. e.g. The supremacy of EU law over national law is sometimes controversial. Britain was in conflict with Spain over the Factortame Case. Eurosceptics in Britain and elsewhere point to the unaccountable nature of the Court and claim that there should be a right of appeal to national courts. Some critics argue that many of the ECJ's rulings are political. Thus the Isoglucose Case increased the power of the European Parliament at the expense of the Council and the Cassis de Dijon Case set the basis for the Single Market.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show why rulings by the ECJ sometimes cause controversy within the EU.	10-11
	TOTAL:	17

Marks

3(a) *Outline the part played by Intergovernmental Conferences within the European Union.* (6 marks)

Target:	To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)	
LEVEL 1:	<p>EITHER An answer which identifies one or two relevant points. e.g. Brief, undeveloped references to how IGCs are convened, the composition of an IGC, reasons for an IGC meeting.</p> <p>OR An answer which includes one relevant point with outline knowledge. e.g. A brief but accurate description of the work of any one IGC.</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> <p>OR An answer which includes one relevant developed point.</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. e.g. Intergovernmental Conferences require only the demand of a simple majority of member states to be convened. They meet to consider amendments to the Treaties, their conclusions must be unanimous and ratified by the member states, as treaty amendments change the EU's constitution.</p>	5-6

Marks

3(b) *Explain why the Treaty of Amsterdam, which resulted from the Intergovernmental Conference of 1996-97 was a cause of disappointment for some member states and citizens of the European Union.* (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. e.g. Unsupported references to criticisms made of the Treaty both by federalists and Eurosceptics, e.g. few firm decisions made on institutional reform: increased powers for the President of the Commission.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The increased use of the co-decision process reduced the powers of national governments.</p>	1-3
LEVEL 2:	<p>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 EU's institutions, but it will probably be narrow in scope or linked to current problems. e.g. Eurosceptics were disappointed by the Treaty because it seemed to push the cause of federalism further, by giving, for example, increased powers to the Commission's President. Europhiles felt that the Treaty was a missed opportunity. It failed to provide the institutional reform needed for enlargement. For example, the future makeup of Qualified Majority Voting was undecided with the larger states only agreeing to reduce their number of Commissioners if QMV was reweighted in their favour.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show why the Treaty of Amsterdam was a disappointment to some citizens and member states of the European Union.	10-11
	TOTAL:	17

Marks

4(a)	<i>Outline the main terms of the Treaty of Nice as signed in December 2000.</i>	<i>(6 marks)</i>
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Target: To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)

LEVEL 1: **EITHER** An answer identifies one or two relevant points.
e.g. Brief, undeveloped references to changes to Qualified Majority Voting, limitations to the numbers of Commissioners, different approaches to integration.

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

e.g. A brief but accurate description of the reweighting of QMV in favour of larger states.

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.
e.g. The Treaty of Nice reweighted QMV in favour of larger states after enlargement. This was to include new states such as Poland, and was resented by existing smaller members such as the Benelux countries.

5-6

Marks

4(b) *Explain the main areas of controversy between member states of the European Union in negotiating the terms of the Treaty of Nice.* (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. e.g. Unsupported references to opposition to the reorganisation of Qualified Majority Voting.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The failure further to restrict the size of the EP after enlargement would reduce its effectiveness.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the problems arising from the Treaty, but it will probably be narrow in scope or linked to current problems. e.g. Larger countries such as Britain and France supported the Treaty. Their loss of one Commissioner was offset by their gain in QMV and the prospect of larger markets through enlargement. Smaller states such as Ireland resented the Treaty. Not only would they have fewer Council votes than possible agricultural competitors such as Poland, but they would also lose much of the EU funding from which they had benefited since becoming members. Large countries did not want too many QMV extensions, smaller countries were unwilling to give up a Commissioner. It was realised that a further Intergovernmental Conference would be needed before enlargement.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show why there was disagreement between member states about the terms of the Treaty.	10-11
	TOTAL:	17

Marks

5(a) *Outline the reasons for the collapse of Communism in the former Soviet satellites in Eastern Europe.* (6 marks)

- Target:** To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)
- LEVEL 1:** **EITHER** An answer which identifies one or two relevant points.
 e.g. Brief, undeveloped references to economic and military weaknesses in the Soviet Union, growth of anti-Communist feeling and movements in satellite states, failure of security forces to support Communist governments in those countries.
- OR** An answer which includes one relevant point with outline knowledge.
 e.g. A brief but accurate description of the influence of personalities such as Lech Walesa and Valclav Havel. **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.
 e.g. During the 1980s the Soviet Union’s satellite states had become increasingly discontented with its rule. This led to support growing for movements such as Solidarity in Poland and Charter 77 in Czechoslovakia. Lacking Soviet troops, these could not be suppressed. **5-6**

Marks

5(b) Explain the effects which the collapse of Communism had internally on the Soviet Union and externally on its relations with the European Union. (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. e.g. Unsupported references to the growing unpopularity of Gorbachev in the USSR, release of Finland and Austria from treaty obligations.</p> <p>OR An answer which is based on limited and descriptive material. e.g. Hard-line Communists staged an unsuccessful attempt to remove Gorbachev from office in 1991.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of events in the Soviet Union 1989-91, but it will probably be narrow in scope. e.g. Gorbachev's attempted reforms in the Soviet Union had caused discontent amongst the people, who blamed him for their country's military and economic decline. In August 1991 he was arrested by hard-line communists while on holiday. The personal bravery of the Russian President Boris Yeltsin ended the coup. It also led to the fall of Gorbachev because Yeltsin brought the USSR to an end. This brought about Gorbachev's resignation as President and ended 74 years of Communist rule. e.g. Treaty arrangements between Finland and USSR at the end of World War II and the Austrian State Treaty (1945) bound these countries to neutrality. USSR had always seen the EEC and its successors as an adjunct of NATO. Thus the collapse of Communism paved the way for Finland and Austria to join the EU. It also allowed for more trade agreements between Russia and the EU and for the Ukraine to be considered as a possible member.</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 factors 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 factors are developed in depth. The factors are linked explicitly to show the effects which the collapse of Communism had internally on the USSR and externally on its relations with the EU.	10-11
	TOTAL:	17

Marks

6(a)	<i>Outline the reasons for the break up of Yugoslavia in 1991.</i>	<i>(6 marks)</i>
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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 identifies one or two relevant points.
e.g. Brief, undeveloped references to artificial entity of original state, ambitions of some Serbian leaders, deep-seated religious and ethnic divisions.

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

e.g. A brief but accurate description of precipitated recognition of Croatia by Germany 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.

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.
e.g. Yugoslavia as originally established after the First World War, was an artificial country with few religious or political links. From 1945-80 it was held together by the force and personality of Tito. Disintegration soon followed his death.

5-6

Marks

6(b) *Despite the break up of Yugoslavia in 1991, problems in the area still exist. Explain why these problems have proved so difficult to solve.* (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. e.g. Unsupported references to the difficulties of establishing democratic institutions in Serbia.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The guerilla war waged by ethnic Albanians in Macedonia has continued to threaten peace in the whole region.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the problems caused by the break up of Yugoslavia, but it will probably be narrow in scope or linked to current problems. e.g. Even after the Dayton Accord, ethnic tensions continued. These were largely responsible for the Kosovo conflict, which again caused foreign intervention, a further reason for instability. Kosovo led to the overthrow of the Serbian dictatorship, but the problem was by no means solved. Ethnic unrest in Macedonia was still causing problems in 2001, with NATO countries seeming to be unwilling for long term involvement.</p>	4-6
LEVEL 3:	<p>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 factors will be treated in some depth, though others may be only mentioned.</p>	7-9
LEVEL 4:	<p>A good and developed answer, explaining a range of relevant factors confidently and with depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why the problems caused by the break up of Yugoslavia have proved so difficult to solve.</p>	10-11
	TOTAL:	17

Marks

7(a)	<i>Outline the problems that led to the establishment of the Common Agricultural Policy.</i>	<i>(6 marks)</i>
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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 identifies one or two relevant points.
e.g. Brief, undeveloped references to food shortages in Europe caused by World War II, unstable prices for farmers and consumers, the drift of people from the land, the power of the agricultural lobby in post war Europe.

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

e.g. A brief but accurate description of French reluctance to accept the EEC without substantial aid to agriculture.

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.
e.g. In 1957, agriculture accounted for a quarter of the workforce and therefore had considerable political power. The governments of the 'six', several of whom sympathised with the farmers' social values, were not going to overlook them.

5-6

Marks

7(b) *Explain why, since its establishment, there has been opposition to the Common Agricultural Policy.* (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. e.g. Unsupported references to over-production, butter mountain, wine lakes, etc.</p> <p>OR An answer which is based on limited and descriptive material. e.g. Environmentalists oppose the CAP because it tends to encourage intensive farming with overuse of fertilisers and pesticides.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the reasons for continuing opposition to the CAP, but it will probably be narrow in scope or linked to current problems. e.g. There has always been opposition to the Common Agricultural Policy because it has been seen as wasteful. The ‘butter mountains’, ‘wine lakes’, etc are seen as having resulted from farmers being paid to over-produce. ‘Set-aside’ is seen as having paid them to do nothing. Even when reforms are made – e.g. McSharry in 1992 – they are criticised either for being too little, or opposed by farmers – often the French – for proposing too many reductions in subsidies.</p>	4-6
LEVEL 3:	<p>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 factors will be treated in some depth, though others may be only mentioned.</p>	7-9
LEVEL 4:	<p>A good and developed answer, explaining a range of relevant factors confidently and with depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why there has been opposition to the CAP since its establishment.</p>	10-11
TOTAL:		17

Marks

8(a)	<i>Outline the reasons for the decline of heavy industry in Europe.</i>	<i>(6 marks)</i>
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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 identifies one or two relevant points.
e.g. Brief, undeveloped references to increased cheaper Asian competition, automation and mechanisation, political and economic change, increased environmental awareness.

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

e.g. A brief but accurate description of the reduction in demand for products.

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.
e.g. Political and economic change in Eastern Europe has reduced state aid to heavy industry and brought about its decline. This has reduced pollution levels, but more will need to be done if the CCEE are all to gain EU membership.

5-6

Marks

8(b) *Explain how successful European Union policies have been in reducing the problems caused by this decline in heavy industry.* (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. e.g. Unsupported references to European Union aid to de-industrialised regions.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The answer refers to efforts made in the Ruhr in Germany, but offers no analysis of their significance or effect.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the attempts to overcome the problems, but it will probably be narrow in scope or linked to current problems. e.g. Steps taken in Germany include EU and private investment. In the early 1990s VW opened several new factories in Eastern Germany, although much money went on capital investment rather than jobs. However, EU investment has been successful in helping retrain the workforce in the Ruhr. In France, enterprise zones have helped to overcome the collapse of shipbuilding in the Dunquerque area, but many problems remain in similar circumstances in Northern Ireland.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show how successful attempts made to overcome the problems have been.	10-11
	TOTAL:	17

Marks

9(a)	<i>Outline the aims of European Union regional policy.</i>	<i>(6 marks)</i>
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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 identifies one or two relevant points.
e.g. Brief, undeveloped references to the need to ensure balanced economic development, regional social and economic differences, political pressures.

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

e.g. A brief but accurate description of the aims 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.

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.
e.g. The ERDF aims to provide funds for disadvantaged regions in addition to those provided by national governments. It aims to remove the worst regional imbalances by providing subsidies to the most economically backward areas.

5-6

Marks

9(b) *With the aid of specific examples, explain how far the aims of European Union regional policy have been achieved.* (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. e.g. Unsupported references to ways in which Northern Ireland benefited from EU funding.</p> <p>OR An answer which is based on limited and descriptive material. e.g. A brief but accurate description of the way in which both chosen regions benefited from EU funding.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the work of the working of EU regional funding, but it will probably be narrow in scope or linked to current problems. e.g. Northern Ireland benefited greatly from EU funding, particularly when it had Objective 1 status. Urban renewal in Belfast was supported, and trade and industry in general were promoted. Transport benefited with improved roadworks and airport development. Poorer regions of Italy benefited also, a leading example being a water purification system carved out in the Bay of Naples, which would have been impossible without EU money.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show how far the aims of EU regional policy have been achieved.	10-11
N.B.	Candidates who assert that regional funding has not been a success, perhaps citing examples of corruption and/or fraud should be marked at the appropriate level.	

TOTAL: 17

Marks

10(a) *Outline the reasons why the United Kingdom originally refused to agree to the Social Chapter of the Treaty on European Union in 1991.* (6 marks)

Target:	To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)	
LEVEL 1:	<p>EITHER An answer which identifies one or two relevant points. e.g. Brief, undeveloped references to concerns over loss of competitiveness, British arrangements already adequate.</p> <p>OR An answer which includes one relevant point with outline knowledge. e.g. A brief but accurate description of the Conservative government's concerns over sovereignty.</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> <p>OR An answer which includes one relevant developed point.</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. e.g. The United Kingdom government refused to agree to the Social Chapter because it believed that Britain's economic recovery from the 1980s recessions would be undermined. The many regulations contained would make industry less competitive and trade unions would be restored to positions of power and influence.</p>	5-6

Marks

10(b) *Explain why, despite the opposition of the United Kingdom, the other member states supported the introduction of the Social Chapter.* (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. e.g. Unsupported references to influence of Delors, desire to improve workers' rights.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The Single European Act meant that common rules should apply throughout the EU.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the aims of the Social Chapter, but it will probably be narrow in scope or linked to current problems. e.g. Until the SEA, the EC had mostly left social policy to its member states. Jacques Delors then claimed that there should be commonly agreed rules. These would ensure social cohesion and equality of opportunity. Unfair competition should be avoided. Workers' rights had to be protected in areas such as pay, working hours and equal rights.</p>	4-6
LEVEL 3:	<p>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 factors will be treated in some depth, though others may be only mentioned.</p>	7-9
LEVEL 4:	<p>A good and developed answer, explaining a range of relevant factors confidently and with depth of understanding. At least three factors are developed in depth. The factors offered are linked explicitly to show why, despite the opposition of the UK, the other member states supported the introduction of the Social Chapter.</p>	10-11

TOTAL: 17

Marks

11(a) *Outline the social and economic advantages which tourism can bring to popular holiday destinations in Europe.* (6 marks)

Target:	To recall, select and deploy knowledge of the subject content accurately (Assessment Objective 1)	
LEVEL 1:	<p>EITHER An answer which identifies one or two relevant points. e.g. Brief, undeveloped references to income gained from tourism, creates employment, reduces migration, may create cultural links with other countries.</p> <p>OR An answer which includes one relevant point with outline knowledge. e.g. A brief but accurate description of how profits from tourism can be used to develop local amenities.</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> <p>OR An answer which includes one relevant developed point.</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. e.g. Tourism helps to create local employment, although this may be seasonal. Jobs are created, or can be found in hotels, bars, cafés and other adjuncts of the tourist industry. This, in turn, helps to reduce migration.</p>	5-6

Marks

11(b) <i>Explain why such popular holiday destinations may suffer some disadvantages from tourism.</i>	<i>(11 marks)</i>
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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. e.g. Unsupported references to seasonal employment, strains on local resources.</p> <p>OR An answer which is based on limited and descriptive material. e.g. The problems which tourism can cause for the environment.</p>	1-3
LEVEL 2:	<p>An answer which offers relevant factors supported by some understanding. The answer will be more than just a description of the disadvantages of tourism, but it will probably be narrow in scope or linked to current problems. e.g. Much of the employment created by tourism is seasonal, so migration problems may arise in the off season. As many tourist facilities are not locally owned, much of the money generated does not stay in the area. Further tourism can be environmentally damaging, e.g. building of new roads, and puts much strain on precious local resources. Social problems, such as alcohol and drug abuse, can be magnified by an influx of tourists. All this can lead to traditional livelihoods, e.g. fishing, being destroyed.</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 factors 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 factors are developed in depth. The factors offered are linked explicitly to show why certain areas may suffer disadvantages from tourism.	10-11
	TOTAL:	17

Marks

12(a) Describe the problems faced by the United Kingdom in its attempts to join the European Community between 1961 and 1973. (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. e.g. Brief, undeveloped references to opposition within the main political parties to entry, points raised by Commonwealth governments, concerns over Britain's nuclear role.</p> <p>OR An answer in which one relevant point is developed with secure knowledge. e.g. A description of General de Gaulle's opposition to British entry.</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 outline a point is as follows. e.g. In 1963 and 1967 French President de Gaulle vetoed British entry, although it was supported by the other five members. De Gaulle thought Britain was insular, insufficiently European, and too closely tied to the Commonwealth and the USA. Privately he probably resented the way he had been treated by the USA and Britain during the war. He also, possibly with justification, feared that Britain and the USA intended to use British entry as a Trojan horse through which they could dominate the EC.</p>	9-12

Marks

12(b) *“Economically unwise and politically dangerous.” Do you agree or disagree with this view of the proposed further enlargement of the European Union? Explain your answer.* (20 marks)

Target:	To make substantiated judgements (Assessment Objective 3)	
LEVEL 1:	<p>EITHER An answer which offers relevant but unsupported assertions. e.g. Brief comments which agree and/or disagree with the statement.</p> <p>Agree: Economic tensions may arise between old and new members because of different standards. Politically some of the CCEE are still only semi-democratic, which might lead to further problems.</p> <p>Disagree: Economically, enlargement will bring wider markets and create jobs in all states. Politically, it will encourage democracy and ensure political stability amongst the new members.</p> <p>OR An answer which is based on limited and descriptive material. e.g. A brief description of the problems which might arise from the membership of Cyprus and/or Malta.</p>	1-5
LEVEL 2:	<p>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 disagreement and agreement, though it will probably be narrow in focus or linked to recent events. e.g.</p> <p>Agree: Economically, the differences between countries already in the EU are considerable. Those between, for example, Germany and Bulgaria, would be even more so. Politically, the problem of Cyprus is often overlooked. Cypriot membership might cause tensions with Turkey, unlikely to be allowed in, which could have repercussions for NATO.</p> <p>Disagree: Economically, the EU will benefit from wider markets for old members, while the new states will benefit from ERDF, etc which will help their economies. Politically, democratic institutions in the CCEE will be encouraged. As examples of Spain and Greece show, this is likely to encourage their survival against extremes of the left or right.</p>	6-10
LEVEL 3:	A competent answer explaining a range of relevant factors with secure understanding. Judgements may be offered, but these 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

13(a) Describe the difficulties which had to be overcome before the Single European Currency (Euro) could be established. (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. e.g. Brief, undeveloped references to the Hague Summit (1969) and the Werner Report: EMS and ERM: attitudes of the citizens of some member states, concerns over sovereignty.</p> <p>OR An answer in which one relevant point is developed with secure knowledge. e.g. A description of British attitudes to a Single Currency.</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 outline a point is as follows. e.g. Successive British governments have been unhappy about a Single Currency, both because of considerations of sovereignty and because of a popular attachment to the pound. Denmark has been reluctant to join for reasons of sovereignty also. Traditionally, Britain and the Scandinavian countries have seen little to be gained from further European integration.</p>	9-12

Marks

13(b) “Membership of the Single European Currency is vital for countries that wish to gain the full benefits of European Union membership.” Do you agree or disagree with this view? Explain your answer. (20 marks)

Target:	To make substantiated judgements (Assessment Objective 3)	
LEVEL 1:	<p>EITHER An answer which offers relevant but unsupported assertions. e.g. Brief comments of agreement and/or disagreement.</p> <p>Agree: Single currency has always been the aim of the EC/EU. ERM problems of 1992 show advantages of Single Currency, Single Market cannot function properly without Single Currency.</p> <p>Disagree: Early years of European Central Bank did not suggest advantages. Countries should have the right to control own currency.</p> <p>OR An answer which is based on limited and descriptive material. e.g. A brief description of problems which might be caused by tax harmonisation.</p>	1-5
LEVEL 2:	<p>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 disagreement and agreement, though it will probably be narrow in focus or linked to recent events. e.g.</p> <p>Agree: The collapse of the ERM in 1992 showed the problems of currency speculation would be much less likely under a single currency. Businesses and tourism would benefit greatly from there being no exchange rates, so citizens of EU would be more prosperous. Finally, a Single Market without a Single Currency is unlikely to function smoothly, and this would be detrimental to all member states.</p> <p>Disagree: Politically it is a step too far. There would be little point in having national elections with a single currency. It would inevitably lead to tax harmonisation which would greatly disadvantage low taxation countries like the UK and Ireland.</p>	6-10
LEVEL 3:	A competent answer explaining a range of relevant factors with secure understanding. Judgements may be offered, but these 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

14(a) Describe the problems faced by European governments wishing to encourage the acceptance of different cultures within their countries. (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. e.g. Brief, undeveloped references to problems with existing minority communities such as the Basques, media and other attitudes to immigration, difficulties encountered by some immigrants in accepting new values and lifestyle.</p> <p>OR An answer in which one relevant point is developed with secure knowledge. e.g. A brief description of the linguistic difficulties involving some minority communities.</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 outline a point is as follows. e.g. Governments wishing to promote traditional language and culture may face criticism from opposing viewpoints. Thus in Ireland, TV and radio programmes together in the Irish speaking Gaeltacht are supported by government grants, but activists see this as inadequate. However, others describe it as excessive and unnecessary.</p>	9-12

Marks

14(b) “Most movements of population to or within the European Union are for economic rather than political reasons.” Do you agree or disagree with this view? Explain your answer (20 marks)

Target:	To make substantiated judgements (Assessment Objective 3)	
LEVEL 1:	<p>EITHER An answer which offers relevant but unsupported assertions. e.g. Brief comments of agreement or disagreement.</p> <p>Agree: Economic migrants within EU, e.g. young men from Spain and southern Italy. From outside EU ‘bogus asylum seekers’ from CCEE.</p> <p>Disagree: Always many genuinely political refugees, e.g. Bosnian and Kosovan Moslems in 1990s. Now a growing Afghan population in the EU.</p> <p>OR An answer which is based on limited and descriptive material. e.g. A brief description of the plight of East African Asians in the 1970s.</p>	1-5
LEVEL 2:	<p>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 disagreement and agreement, though it will probably be narrow in focus or linked to recent events. e.g.</p> <p>Agree: Britain and other EU countries are greatly troubled by ‘bogus’ asylum seekers. These are mostly from CCEE and have no political motives to leave their own countries. Like the Slovak gypsies, their motives are economic.</p> <p>Disagree: Many migrants are political. ‘Ethnic cleansing’ in former Yugoslavia drove thousands of people from their homes in fear for their lives. From outside the EU there have always been many refugees from totalitarian regimes, e.g. East Africa in the 1970s.</p>	6-10
LEVEL 3:	A competent answer explaining a range of relevant factors with secure understanding. Judgements may be offered, but these 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) *Concern for the environment has grown in Europe in recent years. In what ways have people in Europe shown their concerns?* (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. e.g. Brief, undeveloped references to growing membership of environmental pressure groups, increased support for Green parties, protests against globalisation.</p> <p>OR An answer in which one relevant point is developed with secure knowledge. e.g. A description of the activities of a pressure group such as Greenpeace or Friends of the Earth.</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 outline a point is as follows. e.g. Support for Green parties has grown in Europe. Thus in the German elections of 1997 the Green Party did enough to become part of the coalition government, with its leader as Deputy Chancellor. In Britain also support has grown, with the Green Party gaining seats in the European Parliament in 1999. Scandinavian governments all pursue notably ‘green’ policies because of voter pressure.</p>	9-12

Marks

15(b) “The European Union and European governments pay insufficient attention to environmental questions.” Do you agree or disagree with this view? Explain your answer. (20 marks)

Target:	To make substantiated judgements (Assessment Objective 3)	
LEVEL 1:	<p>EITHER An answer which offers relevant but unsupported assertions. e.g. Brief comments of agreement and/or disagreement.</p> <p>Agree: Industry still given priority, road building programmes continue, little attention paid to environmental pressure groups.</p> <p>Disagree: EU enforces much environmental legislation, government policies show environmental awareness, pressure from UK on USA over Kyoto Agreement.</p> <p>OR An answer which is based on limited and descriptive material. e.g. A brief description of the effect of green policies in Scandinavia.</p>	1-5
LEVEL 2:	<p>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 disagreement and agreement, though it will probably be narrow in focus or linked to recent events. e.g.</p> <p>Agree: Most governments pay only lip service to environmental matters, as attitudes over Kyoto and anti-globalisation demonstrations show. In 2001 the leader of the German greens appeared to have forgotten his origins, while few environmental pressure groups have gained insider status.</p> <p>Disagree: The EU has been very successful in enforcing environmental directives, and countries failing to implement them have been taken to the ECJ. It is true that most environmental pressure groups remain ‘outsiders’. This is largely a matter of choice. European governments have tried hard to change the USA’s mind over Kyoto.</p>	6-10
LEVEL 3:	A competent answer explaining a range of relevant factors with secure understanding. Judgements may be offered, but these 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

