

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003
Educational Assessment Unit – Education Division

FORM 3

EUROPEAN STUDIES

TIME: 1 h 30 min

Name: _____

Class: _____

Students are to attempt FIVE questions by choosing ONE question from each section.

SECTION I - Economic Development in Europe and the European School Project

1. Name and describe the European project which you have developed at school during this year as part of the European Studies programme. (N.B. *Another 10 marks are allocated for the European Project done at school during the year*) (10 marks)

2. (i) Explain what you mean by the internal and external trading partners of Europe.
(ii) What do you mean by the trade gap between European and other developing countries?
(iii) How did this trade gap come about?
(iv) What solutions could possibly control or even reduce this trade gap?
(4 x 5 = 20 marks)

Section II - Power and People

3. Read carefully the following extract and then answer the questions:

‘During these last five decades Western Europe has developed into one of the richest societies in the world. Europeans have a high standard of living, better paid wages and live in comfortable houses equipped with household utilities with the latest technological advances. All this makes Europe one of the largest markets for consumers.

But today’s Europe is also a place where poor people find themselves out in the streets, begging or selling objects of little value. Then there are thousands of unemployed, illegal migrants and socially emarginated peoples who try to scratch a living in the poor districts of the larger towns, and are paid miserable wages. These may be tempted to resort to various types of crime to satisfy the various ‘needs’ presented to them by an ever increasing consumerist society.

The existence of a ‘wealthy’ and a ‘poor’ Europe led to an increase in crime in recent years and to the need by various European countries to increase their cooperation to reduce or prevent crime.

- 3.1 Mention three common types of crime in Europe today.
 - (i) _____ (1)
 - (ii) _____ (1)
 - (iii) _____ (1)

- 3.2 Mention three ways how crime in Europe can be prevented or reduced.
 - (i) _____ (1)
 - (ii) _____ (1)
 - (iii) _____ (1)

3.3 (i) What do you mean by the term *Europol*?

_____ (2)

(ii) What part does the *Europol* play in crime prevention in Europe?

_____ (2)

3.4 Why may a heavy consumerist society lead to an increase in crime?

_____ (2)

3.5 'A person suspected of crime still has the right for a fair trial by jury.' Comment with reference to the legal system as practised in most countries of Europe.

_____ (8)

4. The following table is about the principles of modern European democracy:

(A) Political and economic pluralism	(B) Active participation by the citizens	(C) Respect for the rule of law

4.1 Fit, in the table on page 2, the following phrases in their respective column:

- (i) free elections
- (ii) the right to vote
- (iii) an independent judiciary
- (iv) trial by jury
- (v) pressure groups
- (vi) different political parties
- (vii) non-governmental groups (NGOs)
- (viii) freedom of speech
- (ix) local councils
- (x) equality before the law
- (xi) legal safeguards against crime
- (xii) free market economy

(12 x 1 = 12 marks)

4.2 Expand on one of the following features found in a democratic society.

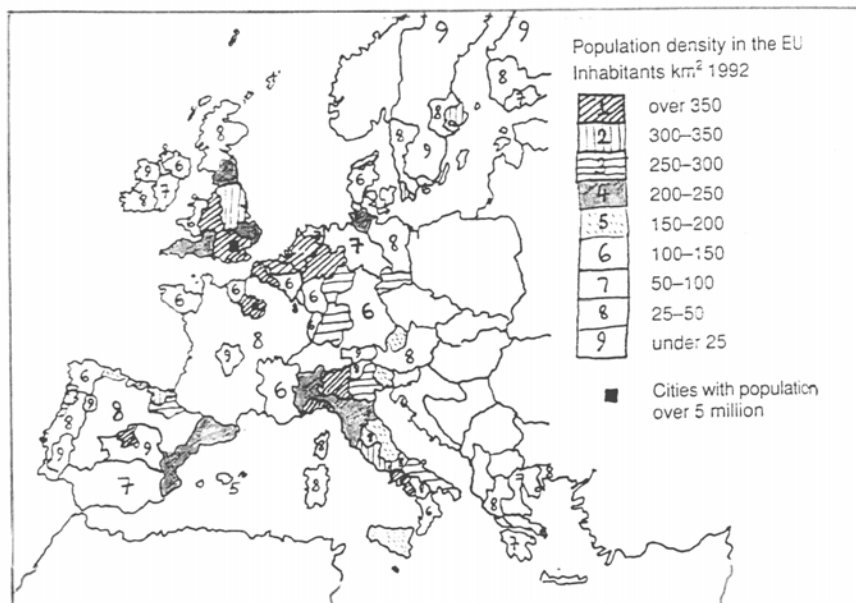
- (i) Free elections (ii) free market (iii) local councils

You can use Malta or any other European country as your case study.

(8)

Section III - Demography and Social Realities in Europe

5. Study carefully the following map and then answer all the questions:



5.1 Explain the meaning of population density. _____ (2)

5.2 How would you calculate the population density of Italy if its area is 301,000 square km and its population is approximately 57 million?

(2)

5.3 Identify from the map:

(i) a country having a low population density: _____ (1)

(ii) a country having a high population density: _____ (1)

(iii) a country having a population density of over 350 inhabitants per square km. _____ (1)

(iv) a country having a population density between 25-50 inhabitants per square km. _____ (1)

(v) a country where the density does not exceed 100 inhabitants per square km. _____ (1)

5.4 Which three of these major European capital cities are the most densely populated? (Oslo, Paris, London, Copenhagen, Dublin, Vienna, Istanbul) (3)

5.5 Comment upon the socio-economic effects of a densely populated region on the lives of those Europeans that live there.

(8)

6. Read carefully the following extract and then answer all the questions:

‘Differences between countries do exist and cannot be brushed aside. They can be seen particularly sharply when religion impacts on a country’s culture and laws.... The ties that bind the European states have existed for over 1000 years. The ecclesiastical culture of the Middle Ages did not respect national boundaries. The art, music, poetry and philosophy...were fostered by scholars who were at home in any European country.

‘The links amongst member states are still numerous. There is a common history, a Christian heritage, democratic systems, similar lifestyles and work ethics. It would be argued that the enlargement of the EU may dilute these common factors by admitting countries with non-

Christian backgrounds or without a history of liberal democracy. But it could equally be argued that these countries will enrich the EU's culture rather than dilute it.

'There is much talk of a youth culture in Europe which transcends national boundaries and which is built on popular music, fashion and the media. Encouraged by the growth of telecommunications...it is a potential catalyst for ... increased unity in the EU. The Union is trying to promote mobility and cultural exchanges among young people in particular, through its funding of exchanges and schemes such as *Leonardo* and *Comenius*.'

(Source: *European Studies*, Maria Williams and Dave Pearce, 1998, p. 211-12.)

6.1 Mention two examples of easily identified differences between any two European countries.
_____ (2)

6.2 How did art and literature contribute to the spread of European culture?

_____ (2)

6.3 Mention two examples that fostered the development of a European culture over the ages.

_____ (2)

6.4 (i) Explain the use of the term 'youth culture' mentioned in the extract.

_____ (2)

(ii) How can this phenomenon serve as a positive means to increase unity in Europe?

_____ (2)

6.5 What do the words 'Leonardo' and 'Comenius' stand for in the extract?

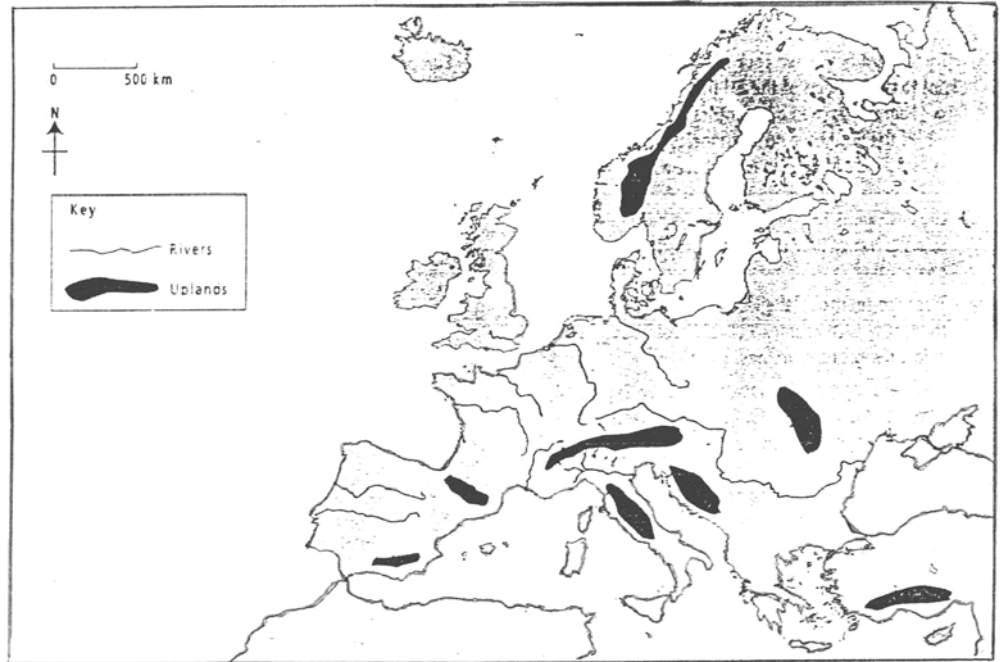
_____ (2)

6.6 Describe and explain any cultural and ethnic differences that exist in any one European country you have read or studied about. What effects can these differences have upon the lives of Europeans of that country?

_____ (8)

Section IV - Europeans and their Environment

7. Observe carefully the map on your right and then answer all the questions below:



7.1 Identify from the map:

(i) three major uplands:

_____ (3)

(ii) three major rivers:

_____ (3)

(iii) three major seas or oceans that touch the European coast:

_____ (3)

(iv) three European states that are also islands:

_____ (3)

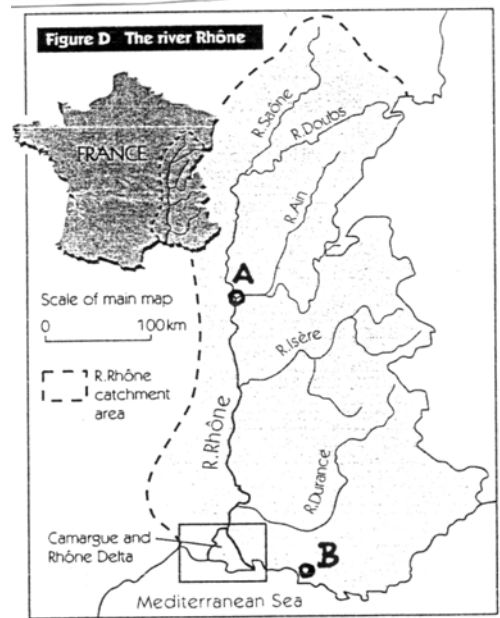
7.2 Describe the geographical features of one particular European country which you have read or studied about. You can mention the main uplands, rivers, plains, islands, major cities and historical attractions, the main exports and industries etc.

 _____ (8)

8. Read carefully the following extract, observe carefully the following map and then answer all the questions:

‘The river Rhône is one of the longest rivers in France. Canals link the river with...Paris and the river Rhine, making the Rhône a major inland waterway. The river eventually flows into the Mediterranean Sea, forming a large delta of lakes, marshes and river channels.

‘This delta, called the *Camargue*, covers over 500 square kilometres. Of this, 40 % is used for farmland, notably irrigated areas for rice cultivation. The mild wet winters are ideal for grass growth, and sheep are moved down from higher mountain pastures for the winter.



‘However, the *Camargue* is most famous for the wildlife which has inhabited the region longer than its people. The marshes attract birds on their migration routes to and from Africa. Others, like the pink flamingos, live permanently in the delta. Wild horses and black bulls roam the remote parts of the *Camargue* where there is little sign of human impact.

‘The area surrounding the *Etang de Vaccarès* forms the *Camargue* Nature Park. This biological and zoological reserve of 15,000 hectares restricts public access in order to conserve the environment. This has been a success, but the *Camargue* faces increased pressure from people who want to use the land.’

(Source: *Europe: Places and Cases*, p. 33.)

8.1 Mark on the map the route of the river Rhône. (2)

8.2 Name the two cities marked with letters A and B on the map from the following: (1)
 (i) A: (Paris, Genève, Strasbourg, Lyons) (1)
 (ii) B: (Metz, Bruges, Marseilles, Berne) (1)

8.3 Name two European countries that border with the Rhône catchment area shown in the map. (2)

8.4 What is a delta? (2)

8.5 Why is the *Camargue* and the Rhône delta so famous with many Europeans and visiting tourists? Mention four reasons from the text. (4)
 (i) _____
 (ii) _____
 (iii) _____
 (iv) _____

8.6 Mention and explain some of the developments which made the *Camargue* delta one of the endangered wildlife regions in Europe.

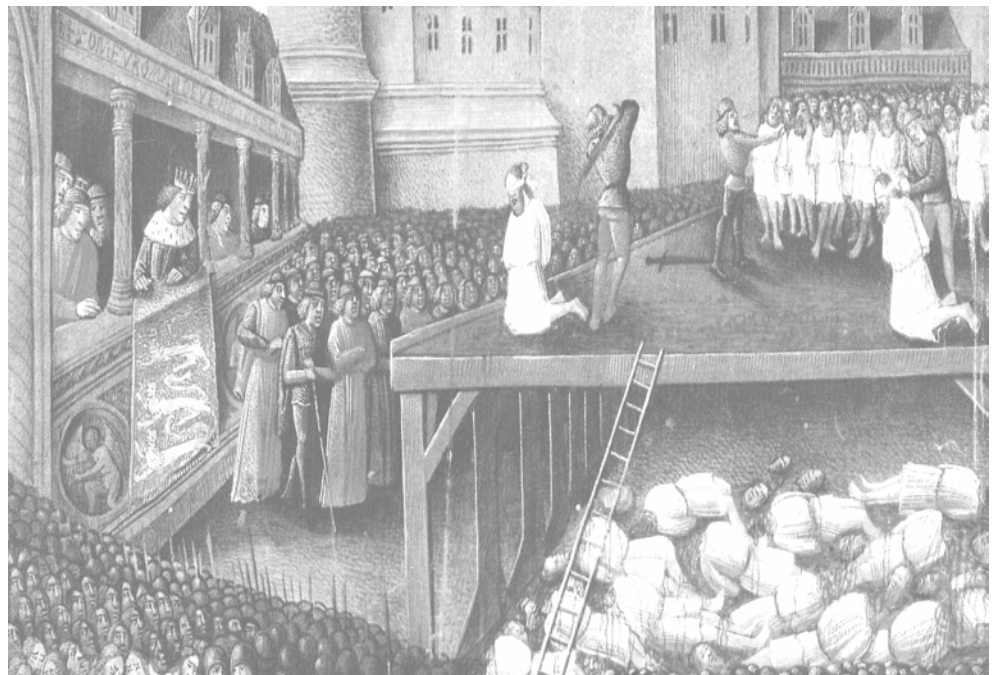
(8)

Section V - The Cultural Heritage

9. Study carefully the following sources and then answer all the questions.

9.1 Name the two figures shown in the diagram below.

(1 + 1 = 2)



9.2 The above illustration shows a 15th century painting of Crusaders executing Muslims after the capture of the town of Acre in 1191 during the Third Crusade.

(i) How did the Crusades come about?

(2)

(ii) Underline the correct dates when the 'First Crusade' took place:

1031-1035, 1096-1099; 1131-1135, 1147-1150; 1171-1174 (1)

(iii) Where did most of the fighting connected with the Crusades take place and why?

_____ (1 + 2 = 3)

(iv) Mention one negative and one positive impact the Crusades had upon Europe in general.

_____ (2 + 2 = 4)

9.3 How did the Crusading movement affect the long-term relations between Christian Europe and the Muslim world, even centuries after the actual Crusades had come to an end?

_____ (8)

10. The diagram shows a number of important political thinkers and writers who contributed to the development of modern European political thought.



John Locke



Jacques Rousseau



Karl Marx

10.1 Match the political theory with the right political thinker in the blank space below:

KARL MARX
JOHN LOCKE

JEAN JACQUES ROUSSEAU
MARQUIS DE MONTESQUIEU

THOMAS HOBBS
JEREMY BENTHAM

POLITICAL THEORY

POLITICAL THINKER

- (i) Pointed out the need for the 'separation of powers' in the state.
- (ii) Developed the principle of the greatest happiness which later became identified with *laissez faire* and with capitalism .
- (iii) Took up the political question: 'Why should we obey the laws of our country?' in his famous book *Leviathan*.
- (iv) In his famous book *Two Treaties on Government* he stated that laws provide us with both rights and duties.
- (v) In his book *The Social Contract* he envisaged an ideal society where citizens use the 'general will' to make laws.
- (vi) In his first great work *The Communist Manifesto* he predicted a classless society where citizens obey laws freely without the need for governments to make laws.

(6 x 1 = 6)

10.2 Explain briefly the meaning of these political theories mentioned above:

- (i) 'separation of powers': _____
_____ (2)
- (ii) 'general will' : _____
_____ (2)
- (iii) 'rights and duties': _____
_____ (2)

10.3 Explain how the principles of either (i) liberalism or (ii) socialism affected the political, social and economic lives of many Europeans during these last two hundred years or so.

(8)