JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003

Educational Assessment Unit – Education Division

FORM 5	EUROPEAN STUDIES	TIME: 1h 45min
Name:		Class:

Students are to attempt FIVE questions by choosing ONE question from each section. Each question from all sections carry a total of 20 marks.

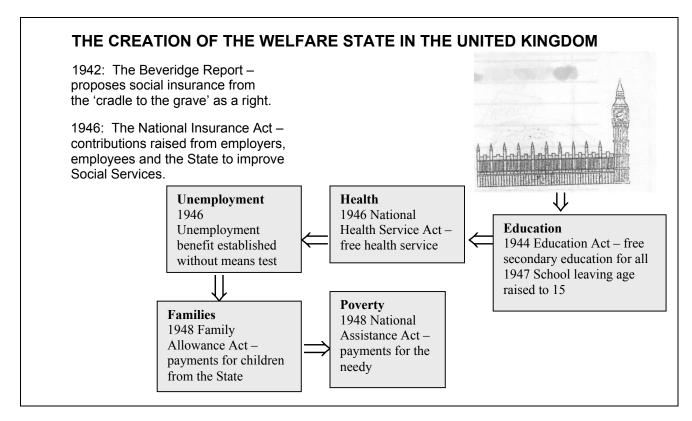
Section I Economic development and the European Studies School Project

- 1. Name and describe the European project which you have developed at school as part of the European Studies programme. (10 marks)
- Today, Europe is one of the largest trading centres in the world, as a result of its advanced technology and communication networks. Assess the contribution which the different stages of European economic integration, starting from the Common Market to the present European Union, gave to bring about this economic well-being.

(20 marks)

Section II Power and People

3. The diagram shows the development of the welfare state in the UK after World War II.



3.1	ain the following terms used in the above diagram: Free secondary education for all:			
3.2	Family Allowance Act:			
3.3	National Assistance Act:			
3.4	Free Health Service:			
3.5	Unemployment benefit:			
	(5 x 2 = 10 marks)			
3.6	(i) Compare and contrast the stages in the development of the welfare state in the UK with that of Malta during these last fifty years or so.			
	(ii) Is it true that today Malta is moving from a welfare state to a welfare society? Give reasons for your answer.			
	(2 x 5 = 10 marks)			

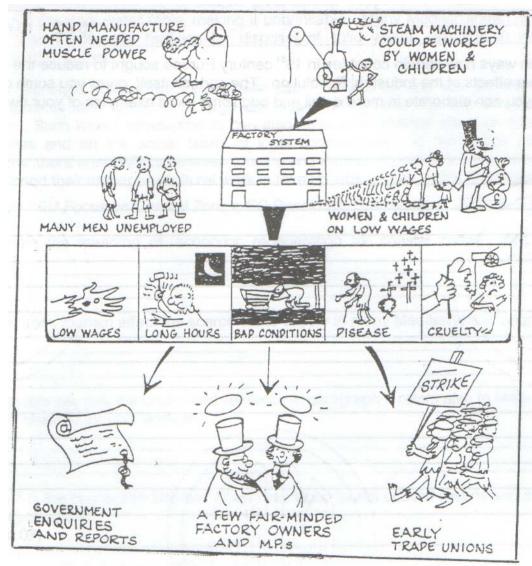
- 4. Comment upon any four functions of the Council of Europe in relation to these areas in today's European society:
 - (a) youth
- (b) education
- (c) culture and heritage

- (d) sport
- (e) health

(f) fundamental rights $(5 \times 4 = 20 \text{ marks})$

Section III Demography and Social Realities

5. With reference to the cartoon below, answer these questions about the consequences of the Industrial Revolution in 19th century Europe.



- 5.1 What does the factory system mean?
- 5.2 Why did many men end up unemployed because of the Industrial Revolution?

5.3	Why were women and children paid lower wages than men?		
5.4	What 'bad conditions' is the cartoon referring to? Mention two examples.		
5.5	Why does the cartoonist include 'cruelty' as another consequence?		
	(5 x 2 = 10 marks)		
5.6	Mention ways how certain countries in 19 th century Europe sought to reduce the negative effects of the Industrial Revolution. The cartoon itself gives you some clues which you can elaborate in more detail and add some more examples of your own.		
	(10 marks)		
6.	The present average unemployment rate in the EU is 7.7%. In certain EU countries it is twice as much, in others it is sometimes below 4%. Give reasons to explain such different levels of unemployment figures in EU countries. How does the EU in general, and various EU countries in particular, try to reduce unemployment?		
	(20 marks)		

Section IV Europeans and their environment

7. Badly planned tourist developments

"When properly managed, tourism can prove a vital source of <u>economic regeneration for coastal zones</u>. However, along many parts of the Union's coastline, tourism has developed in a haphazard and unplanned fashion and causes major social and environmental problems.

Coastal tourist developments tend to put a huge strain on local supplies of fresh water, ... and in some areas of southern Europe this has caused real problems. In many parts of the Mediterranean, overuse of scarce groundwater supplies has caused sea water to seep into the local water table, making it undrinkable. Many Mediterranean islands also suffer from inadequate facilities for disposal of solid waste, resulting in widespread unauthorized dumps.

Poorly managed coastal resorts can also cause serious air and sea pollution. Tourist developments tend to consume large amounts of fossil fuels and this reduces local air quality....Such tourist developments can also have a detrimental effect on existing local industries and on the social fabric of local communities. In the Greek Islands, for example, there are conflicts between tourism and the mining industry....local people have abandoned their former agricultural work to take up jobs in bars, cafés and nightclubs."

(Source: EU Focus on Coastal Zones, EC Directorate Environment, 2001, p. 7-8.)

7.1	Explain the meaning of 'economic regeneration for coastal zones' used in line 1.
7.2	How does tourism affect the scarce water supply in many Mediterranean countries?
7.3	Can one say that the underlined sentence in paragraph 2 refers also to Malta? Give reasons for your answer.
7.4	What is the connection between poorly managed tourist coastal resorts and air and sea pollution?
7.5	Explain the term 'eco-tourism'.
	(5 x 2 = 10 marks)

5

7.6	Assess how Europeans in general and the EU intend to reduce the negative impact
	on the environment on any two of the following:

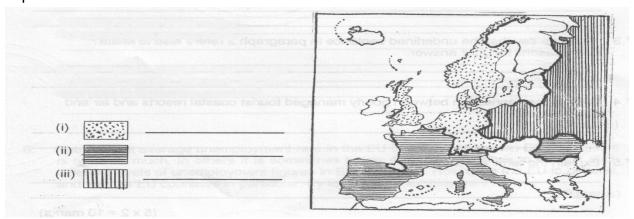
(a)	waste management:	(b) clean water:	(c) air pollution	(d) coastal zones

 $(2 \times 5 = 10 \text{ marks})$

8. Europeans today have at their disposal a variety of leisure pursuits which, if used wisely, can contribute to a healthier and a better quality of life. Comment. (20 marks)

Section V The Cultural Heritage

- 9. The map shows three major European language groups.
- 9.1 Name and match the three language groups marked on the map next to the boxes provided.



9.2	Mention two other smaller language groups in Europe.		
9.3	Mark on the map the area where these languages are spoken.		
	(5 x 2 = 10 marks)		
9.4	Comment upon EU policy on the use of languages in Europe. How does the EU encourage the peaceful co-existence among peoples that speak different languages living in the same country?		
	(10 marks)		
10.	In the past, most European countries owned colonies in other Continents, where they implanted their respective national language, culture, institutions and way of life. Explain how this colonial experience helped to spread European civilization to other parts of the world. (20 marks)		

