

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2003
Educational Assessment Unit – Education Division

FORM 5

EUROPEAN STUDIES

TIME: 1h 45min

Name: _____

Class: _____

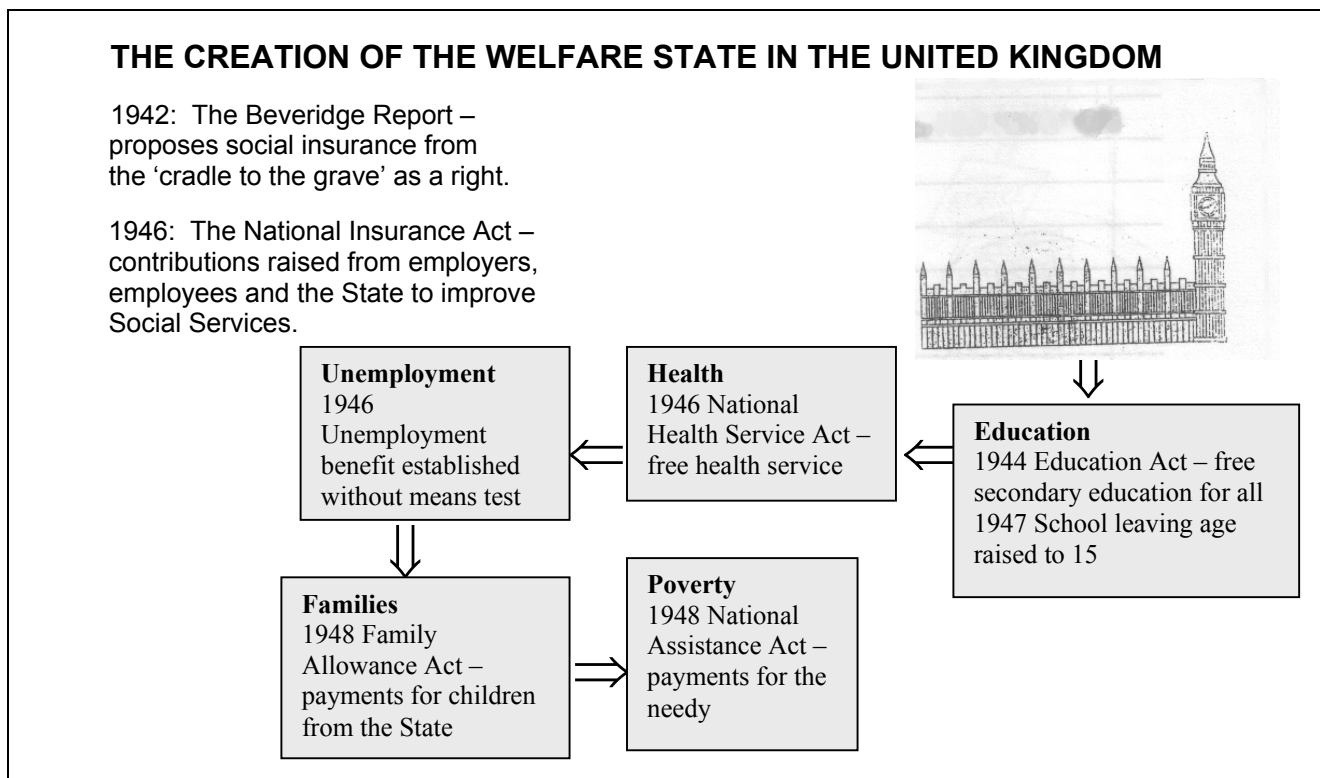
Students are to attempt FIVE questions by choosing ONE question from each section. Each question from all sections carry a total of 20 marks.

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)
2. 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.



Explain the following terms used in the above diagram:

3.1 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)

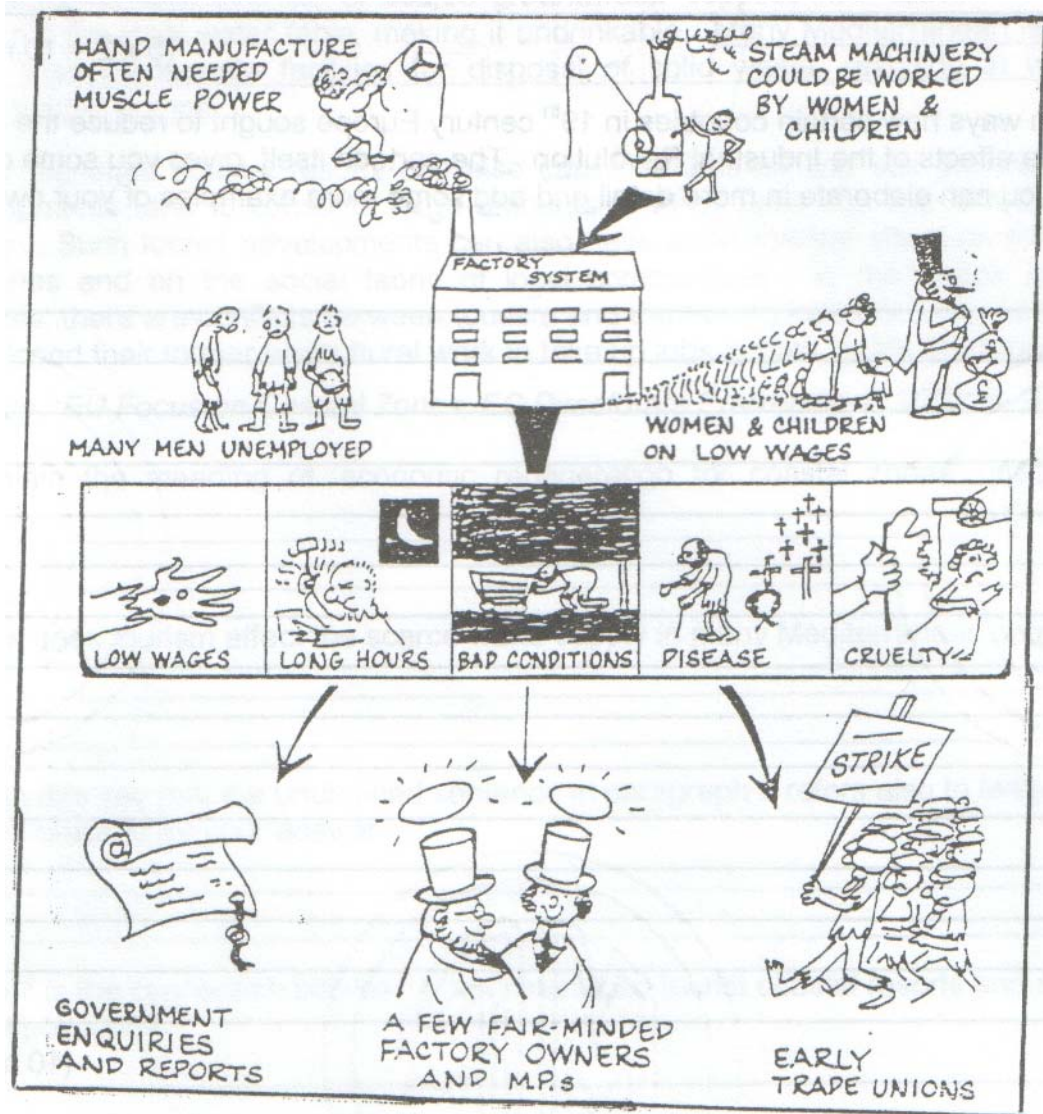
4. Comment upon any four functions of the Council of Europe in relation to these areas in today's European society:

- (a) youth
- (b) education
- (c) culture and heritage
- (d) sport
- (e) health
- (f) fundamental rights

(5 x 4 = 20 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?

Section IV Europeans and their environment

7. *Badly planned tourist developments*

“When properly managed, tourism can prove a vital source of economic regeneration for coastal zones. 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)

