

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2006

Educational Assessment Unit – Education Division

FORM 5

EUROPEAN STUDIES

TIME: 1h 45 min.

Name: _____

Class: _____

PART ONE (Total marks: 51%)

Students are to answer all the questions from any THREE Sections from Part I of the Paper. N.B. Another 15% of the marks are allocated to the European Studies Project done at school.

Section I - Power and People

1.1 Why was the Council of Europe set up in 1950?

_____ (2)

1.2 Where is the headquarters of the Council of Europe situated? _____ (1)

1.3 Mention **two** areas in which the Council of Europe operates.

_____ (2)

1.4 Identify **one** problem for the sustainability of the welfare state in Europe today. _____ (2)

1.5 Match the following landmarks in the development of the EU by inserting the corresponding dates in the blank column. (10)

1951	1957	1968	1973	1981
1986	1992	1993	1995	2002

	Landmarks in EU development	Date
(i)	The entry of Greece in the EEC.	
(ii)	The Single European Market is fully established in the EU.	
(iii)	The entry of Austria, Finland and Sweden in the EU.	
(iv)	The adoption of the Euro as the EU currency.	
(v)	The signing of the Maastricht Treaty.	
(vi)	The entry of the UK, Ireland and Denmark in the EEC.	
(vii)	The entry of Spain and Portugal in the EEC.	
(viii)	The setting up of the European Community's Customs Union	
(ix)	The setting up of the EEC by the Treaty of Rome.	
(x)	The setting up of the European Coal and Steel Community.	

(Total = 17 marks)

Section II - Economic Development and Changes in Europe

2. Read carefully the following extract and then answer all the questions.

‘The Common Market extends to agriculture and trade in agricultural products. Agricultural policy and the agricultural market gained a special position in the EC, which continues unchanged in the Treaty of the European Union (1992). The attempt to ensure a fair standard of living for the agricultural community primarily through support for Community prices at above world market prices led to the Community being accused by the outside world of protectionism, and to increasing surpluses. In spite of growing public expenditure, the goal of guaranteeing farmers’ income was not achieved. The key element of the market and price policy is the separation of the Community’s internal market from the world market. This is done mostly through levies and a threshold price that is set so that imported goods cannot be offered at below the price set for the Community’s internal market.’

(Adapted from *Europe from A to Z, Guide to European Integration*, EC, 1997, pp. 22-23.)

- 2.1 The above extract is about the CAP. Give the full name of the abbreviation ‘CAP’ in the European context. _____ (1)
- 2.2 Identify from the source the reason why it was set up. _____ (2)
- 2.3 From the information given in the extract, explain briefly how the CAP operates in practice. _____ (2)
- 2.4 What major criticism was made to the CAP by the outside world? _____ (2)
- 2.5 The CAP is an example of economic globalization in the European context. Define the term globalization. _____ (2)
- 2.6 Mention **one** negative effect of globalisation on the European economy. _____ (2)
- 2.7 Why was the WTO set up? _____ (2)
- 2.8 Mention **two** commercial advantages of an international airport in Europe. _____ (2)
- 2.9 Name two international airports in Europe. _____ (2)

(Total = 17 marks)

Section III - Demography and Social Realities

3.1 Identify and explain briefly two causes of unemployment in Europe today.

(i) _____
_____ (2)

(ii) _____
_____ (2)

3.2 Identify two effects on the life of Europeans caused by a high rate of unemployment.

(i) _____ (2)

(ii) _____ (2)

3.3 Explain briefly the meaning of the following terms in relation to the employment sector in Europe:

(i) Collective bargaining: _____
_____ (2)

(ii) Safety at work: _____
_____ (2)

(iii) Work opportunities for all: _____
_____ (2)

3.4 Underline **three** European countries with the lowest rate of unemployment (usually fixed at less than 4%) from the ones given below:

Poland, Spain, Italy, Austria, Germany, Luxembourg, Switzerland. (3)

(Total = 17 marks)

Section IV - Europeans and their Environment

4.1 Explain briefly the term 'a healthy diet for a better quality of life'.

_____ (2)

4.2 How can bad dietary habits affect the health of Europeans?

_____ (2)

4.3 Mention **one** other factor, besides a healthy diet, that ensures a better quality of life among Europeans.

_____ (1)

4.4 Identify **one** positive and **one** negative effect on the European environment caused by the following: (8 x 1 = 8)

		Positive effect	Negative effect
(i)	Modern farming		
(ii)	Industrial development		
(iii)	Modern transport systems		
(iv)	Mass tourism		

4.5 Identify **two** development proposals where conservationists and developers can come into conflict in a European context.

- (i) _____ (2)
- (ii) _____ (2)

(Total = 17 marks)

Section V - The Cultural Heritage

5.1 Write a short paragraph about any **one** major invention you have studied about in your European Studies programme.

(6)

5.2 Say how did modern technological innovations brought about further changes in the following industries since 1950:

- (i) the printing industry: _____ (1)
- (ii) an alternative energy to steam: _____ (1)
- (iii) communications: _____ (1)

5.3 Say how did the following historical developments in Europe contributed to modern democracy as this is practised in Europe today:

(i) the Enlightenment: _____
_____ (2)

(ii) The French Revolution: _____
_____ (2)

(iii) Universal suffrage: _____
_____ (2)

(iv) Socialism: _____
_____ (2)

(Total = 17 marks)

Part II (Total marks: 34%)

Students have to choose two questions from Sections I to V and answer each question in essay form.

Section I - Power and People

1. Account for the factors that determine whether a European country qualifies for a high or a low standard of living.

Section II - Economic Development and Changes in Europe

2. Describe the various economic activities one encounters in a European international airport such as Heathrow Airport in the United Kingdom.

Section III - Demographic and Social Realities

3. Account for the changing patterns of employment in Europe over this last half a century.

Section IV - Europeans and their Environment

4. Account for the pressure exerted upon the European natural environment made by developments in modern farming, industrialization, urbanization and tourism.

Section V - The Cultural Heritage

5. Trace the major characteristics and developments in Early Modern Europe (i.e. from 1500 to 1750) with regard to painting, architecture, literature, drama and music. You can use the various case studies you have studied during your European Studies programme.

(Total for each essay = 17 marks)

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FORM 5

EUROPEAN STUDIES

MARKING SCHEME

PART ONE (Total marks: 51%)

Section 1

- 1.1 To foster human rights and tolerance of multiculturalism in Europe. (2)
1.2 Strasbourg (1)
1.3 Human rights, youth education, youth sports, children's rights (2)
1.4 A longer life expectancy has increased considerably the annual welfare budget; (1)
Widespread tax evasion reduced Government funds earmarked for welfare. (1)
1.5 Answers from top to bottom in this order: (10 x 1 = 10)
1981, 1993, 1995, 2002, 1992, 1973, 1986, 1968, 1957, 1951.

Section 2

- 2.1 Common Agricultural Policy (1)
2.2 To ensure a fair standard of living for farmers in the EU. (2)
2.3 The EU keeps agricultural products above world prices and imposes levies on agricultural products that enter the EU. (2)
2.4 The goal of guaranteeing EU farmers' income was not achieved. (2)
2.5 Social, political and economic activities that are worldwide, that is found all around the world. (2)
2.6 The international market can end up being dominated by transnational business companies. (2)
2.7 An international organization aiming to establish worldwide free trade and fair trading practices. (2)
2.8 *e.g.* the first place tourists visit in a country; the place where there is a variety of job specialization, accept any other relevant answers. (2)
2.9 Accept any two from the following examples: Gatwick and Heathrow (London), Malpensa (Milan), Fiumicino (Rome), Orly, Charles de Gaulle (Paris), Frankfurt (Germany) etc. (2)

Section 3

- 3.1 *e.g.* automation reduced the number of employees in the automobile factories, competition from other countries such as China and India has slowed down expansion of the European economy with the result that less jobs are being created in Europe than in previous decades. (2+2)
3.2 depression, loss of self-esteem, decline in spending power, deprivation, poverty. (2+2)
3.3 (i) Agreements between employers and trade unions regarding conditions of work and pay. (2)
(ii) Measures taken by employers and employees to reduce the risks of injury and fatal incidents on the place of work. (2)
(iii) When every citizen enjoys equal chances for self-fulfilment in society. (2)
3.4 Austria, Luxembourg, Sweden (3)

Section 4

- 4.1 When the type of food intake is balanced in such a way as to reduce the risks of diseases related to bad dietary habits. (2)
4.2 These can cause diseases such as diabetes, high blood pressure, heart attacks, obesity. (2)
4.3 participate in sports and physical exercise. (1)
4.4 (i) Positive: better quality or out of season agricultural products. (1)
Negative: large amounts of nutrients and pesticides end up in the soil. (1)
(ii) Positive: made everyday life more comfortable. (1)
Negative: produces lots of industrial waste and causes atmospheric pollution. (1)
(iii) Positive: made travelling easier, faster and more comfortable. (1)
Negative: more vehicle scrap yards, more carbon monoxide emissions in atmosphere. (1)
(iv) Positive: provides jobs to millions of Europeans. (1)
Negative: brings further strains upon the urban and natural environment. (1)
4.5 *e.g.* The building of leisure resorts to attract more tourists in the form of hotels, golf courses etc. (2)
The building of heavy industrial plants such as power stations, oil refineries, fish farms etc. (2)

Section 5

- 5.1 Students can mention up to three important developments that discuss: When, Where, How, Who, Why an invention was made. Some examples of inventions that can be chosen are: gunpowder, printing, railway, steam power, electricity, computer etc. (6)
- 5.2 (i) laser printing or digital printing (1)
(ii) atomic or nuclear power (1)
(iii) mobile telephones or the Internet (1)
- 5.3 (i) Influential philosophers questioned the way society was set and governed in the 18th century. (2)
(ii) For the first time in European history power was exercised by the common people. (2)
(iii) When the right to vote was given to all adult men and women. (2)
(iv) The political movement that seeks to improve the social conditions of the lower classes. (2)

(Each Section in Part One carries a total of 17 marks)

PART TWO (Total marks: 34%)

1. Students are expected to mention and discuss some of these points: the meaning of low and high standard of living in a European social and economic context; how living standards improved in Europe during these last few decades; how the standard of living affects daily life: eating habits, leisure pursuits, fashion and clothing styles, housing, hobbies and other personal possessions and interests.
2. Students are expected to mention and discuss some of these points: the location; development; some idea of the amount and types of air traffic directed to and from Heathrow Airport; the types of passengers that use the airport; the type of services found; the type of employees that work there; safety precautions; information facilities for travellers and any other points relevant to the question.
3. Students are expected to mention and discuss some of these points: show clear understanding of the three types of employment by sector that is primary, secondary and tertiary; the dependency of the European economy on the primary and secondary sector up to the 1970s; the development of the tertiary sector since the 1970s connected to the tourism, IT and other service industries; the arrival of guest workers in the 1960s who work in the lower paid jobs and any other points relevant to the question.
4. Students can divide their essay in four parts and discuss each issue mentioned in the question one at a time. Markers should divide marks equally between the four components that make up the question, that is farming, industrialization, urbanization and tourism. Students leaving part one or more component out will make them lose the marks allotted to that component. Some points that can be mentioned are: intensive farming methods; use of pesticides and artificial manure; industrial waste that pollute land, rivers, lakes and atmosphere; the development of scrap yards, pollution and waste produced by the construction industry, urban sprawling in the countryside, derelict buildings, the development of tourist resorts, pollution caused by the burning of fossil fuel and any other points relevant to the question.
5. Students are expected to include sections for each of the five cultural areas mentioned in the question, namely: painting, architecture, literature, music and drama. Students are expected to focus their arguments upon the implications of the Renaissance, Baroque and Rococo on these same cultural areas: e.g. perspective and lively colours in Renaissance paintings, *chiaro scuro* technique and movement in Baroque painting, the development of the Shakespearian theatre, the development of modern musical instruments such as the harp, piano, violin, horns etc., the development of chamber and orchestral music.