EUROPEAN STUDIES
Forms 3 – 4 Syllabus

Directorate for Quality and Standards in Education
Curriculum Management Department

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1. Aims
European Studies aims
- to offer students the opportunity to improve their knowledge of Europe in the light of the broad spectrum of cultures;
- to reflect on the different perspectives on several issues arising from this cultural diversity;
- to view Europe within a wider international and global perspective with particular reference to the Euro-Mediterranean dimension;
- to develop attitudes and values of acceptance towards intercultural understanding;
- to familiarise students with Europe's particular contribution to human rights and citizenship.

These can be achieved through a study of Europe
- as a geographical expression stretching west to east from the Atlantic Ocean to the Urals and north to south from the Norwegian Sea and White Sea towards the Mediterranean shoreline and the adjacent islands;
- as a cultural expression interactive with all other continents with the exchange of multitudes of different cultural aspects.

2. Assessment Objectives
The examination will assess a candidate’s ability to:
- recall, select and organise information relevant to the syllabus;
- understand and interpret information relating to European issues (as listed in the Subject content);
- analyse and evaluate information relating to European issues (as listed in the Subject content).
3. Scheme of Assessment
The structure for the Annual Examination Paper for European Studies will be as follows:

(a) Part I of the Examination Paper will include a set of graded questions from each of the five modules, each section carrying 17 marks. Students can choose and answer all the questions from any three different sections. Part I carries 51 marks;

(b) Part II of the Examination Paper will include one essay question for each of the five modules, each question carrying 17 marks. Students can choose to answer in essay form any two questions from the five modules. Part II carries 34 marks;

(c) Part III of the Examination Paper consists of a European Studies School Project which will be done during each scholastic year. The project carries 15 marks. Guidelines and suggestions on projects are provided.

4. Coursework
The coursework has 15% of the global mark. It consists of a project run on a thematic approach. Every project has to be related to one of the five main areas of study in the syllabus. This will be worked out either in groups or individually. All projects will be assessed by the schools. In the case of groups, the candidates will be assessed individually by basing the school assessment on the quality of each individual input within the development process of the project. The project should include a variety of techniques such as: visits, exchanges, interviews, questionnaires, case-studies, surveys, research work, reports or original productions on videos or other electronic means. The utilisation of e-mail and Internet communications are highly encouraged. The final report is to be presented by each candidate or by a representative in the case of a group. If based on the written, the length of the report should be around 1,500 words and, in the case of electronic means of production, the visual, audio or audiovisual presentation, it should be around 10 minutes duration.
5. Guidelines for the development of the Project

The development of the project does not need to follow a standard format but the candidates are reminded of the need of clarity of expression, logical sequence and a systematic approach. A suitable format would include the following:

- the title and the aim of the project;
- an introductory note to indicate participants and contact expert persons and/or groups;
- an account of the investigation including the methods of research and collection of data;
- the analysis of the data;
- the presentation of the conclusion or results;
- a reference list of books and other documents.

6. Project List given by way of example

1. Power and People
   - Setting up democratic structures in a school;
   - Setting up a debating society on European issues;
   - Exhibitions with a European theme;
   - Case study with reference to conflict resolution techniques;
   - Human rights: study an actual case presently before the European Court;
   - Compare Local Councils in Malta with similar councils in any European country;
   - Choose one European country and explain what makes it a nation;
   - National and European citizenship entails both rights and responsibilities. Discuss;
   - Compare and contrast two different types of democracies in Europe;
– Case Study: Human Rights;
– Suggest a workable solution to a regional conflict of your choice;
– The role of the EU or the Council of Europe in different aspects (sports, education, culture);
– How does the EU work?

2. Economic Development and Changes in Europe
– E-commerce;
– Creating virtual firms – networking and trading;
– Advertising – fact and opinion;
– The Media – developing a school newspaper;
– The Media – producing videos across the area of study;
– The Media – producing a journalistic report on a video and script;
– A European hypermarket chain;
– A European transnational company;
– The working of the Malta Freeport;
– The Malta Maritime Authority;
– The Malta International Airport;
– The Public Transport Service in Malta;
- The use of the Internet by Secondary School students;
- Shopping preferences of the local population.

3. **Demographic and Social Realities**
- The Village core – links between Malta and other villages or towns in Sicily or other places in Europe;
- Research on population movement to newer towns;
- Contacts with countries involved in tourism;
- Inquiry on the socio-economic status of incoming tourists;
- Inquiry on tourism and its impact on cultural identity;
- Discuss the relationship between mainstream cultures and ethnic minorities in two European countries of your choice (ex. customs, cuisine, lifestyles, ideologies, beliefs);
- Why do people leave their native country? (make special emphasis on the push and pull factors);
- Emigration and migration patterns in any two European countries of your choice;
- Major tourists destinations and attractions across Europe;
- Tourism in the Mediterranean region.
4. **Europeans and their Environment**

- Adopting a monument and proposing conservation mechanisms (this can be done also with links with other schools);
- European network of health promoting schools;
- Promoting Eco Schools (Environment Policy for the School; Environment Code of Behaviour, Policy on Waste Management, Fauna and Flora in the School Grounds, Schools’ Tuck Shop Policy);
- Theatre in Education;
- The Expressive Arts;
- European Projects that celebrate diversity;
- The Sea around us;
- Wind/Solar/Water/Renewable Energy;
- Waste Management in Malta and/or any one other European country;
- Marine/Coastal/Air Pollution in Europe;
- Urbanisation and Counter-Urbanisation in Europe;
- Organic farming in Europe;
- Sustainable Development.
5. The Cultural Heritage

- European and world influences in eating habits;
- Inventions and technology;
- Mdina and Valletta as fortified cities;
- Language influences in Europe;
- Comparative studies of elements of traditions and folklore;
- Lifestyles with young people (clothes, music, travel and leisure);
- Video or film production linked with another European school;
- Advertisement in different European countries showing techniques, values and code;
- Major European developments in Art/Architecture/Literature;
- Case study on one or more regional identities in Europe (ex. the Basque region);
- European cuisines;
- The development of the idea of European integration across the ages;
- Case Study: The cultural heritage of any one European country.
7. Themes

Situations or issues that students are expected to discuss at Form 3 level:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Notes</th>
<th>Outcomes</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Law, Government and the European Institutions</td>
<td>• Political processes in a democracy.</td>
<td>Students will:</td>
<td>European Studies SEC Syllabus Theme 1: Power and People.</td>
</tr>
<tr>
<td></td>
<td>• Different ways in which a democracy is practiced.</td>
<td>• demonstrate knowledge of political processes in a democracy.</td>
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</tr>
<tr>
<td></td>
<td>• The principles of subsidiarity and decentralisation.</td>
<td>• identify different ways in which democracy may be practised.</td>
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<tr>
<td></td>
<td>• Basic knowledge of EU: Council of Ministers, European Parliament,</td>
<td>• understand the principles of subsidiarity and decentralisation and how these principles are put into practice in a democratic society.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>European Commission.</td>
<td>• demonstrate basic knowledge of the major EU institutions: Council of Ministers, European Parliament and the European Commission.</td>
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</tr>
<tr>
<td></td>
<td>• Development, structure and role of the Council of Europe.</td>
<td>• understand and discuss the development, structure and role of the Council of Europe.</td>
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</tr>
<tr>
<td>2. Citizenship and Democracy in Europe</td>
<td>• Civil, social and political rights as practiced in Europe.</td>
<td>Students will:</td>
<td>European Studies SEC Syllabus Theme 1: Power and People.</td>
</tr>
<tr>
<td></td>
<td>• Major rights and duties of European citizenship: free movement of persons, goods, capital and services.</td>
<td>• define civil, social and political rights as practiced in Europe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implications of civil, social and political rights of citizens.</td>
<td>• identify the major rights and duties of European citizenship in a global perspective: free movement of people, goods, capital and services.</td>
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<tr>
<td></td>
<td></td>
<td>• identify and discuss the implications of civil, social and political rights of citizens.</td>
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</tbody>
</table>
### 3. Interdependence of the Economic Sectors, Trade and Commerce

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meaning and identification of the main sectors of production: primary, secondary, tertiary and quaternary.</td>
<td>Students will:</td>
</tr>
<tr>
<td>• The four sectors of production according to different regions in Europe.</td>
<td>• identify and explain types and meaning of the four main sectors of production: primary, secondary, tertiary and quaternary.</td>
</tr>
<tr>
<td>• Terminology associated with trade and commerce: free trade, protectionism, custom barriers, tariffs, cartels, quota, fair-trade.</td>
<td>• identify and explain the four sectors of production according to different regions across Europe.</td>
</tr>
<tr>
<td>• The significance of the trade gap between Europe and developing countries.</td>
<td>• understand and discuss the significance of the trade gap between Europe and developing countries.</td>
</tr>
<tr>
<td>• Europe’s main internal and external partners.</td>
<td>• identify the main internal and external trading partners of Europe.</td>
</tr>
</tbody>
</table>

### 4. Communication and Electronic commerce in Europe

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The advantages and disadvantages of inland transport routes: canals, rivers, motorways, roads, rail, underground rail, and air.</td>
<td>Students will:</td>
</tr>
<tr>
<td>• Case Study of a European international airport: Heathrow Airport.</td>
<td>• identify and explain the relative advantages and disadvantages of passenger/freight transport routes by land, sea and air.</td>
</tr>
<tr>
<td>• How different modes of communication encourage economic activity.</td>
<td>• understand and discuss how different modes of communication encourage economic activity in Europe.</td>
</tr>
<tr>
<td>• Importance of e-Commerce in world trading.</td>
<td>• identify the site and understand the basic working organisation through a case study of one European commercial airport.</td>
</tr>
<tr>
<td>• Advantages and disadvantages of e-Commerce.</td>
<td>• understand the fast growing importance of e-commerce in world trading.</td>
</tr>
<tr>
<td></td>
<td>• identify and explain the advantages and disadvantages of e-commerce.</td>
</tr>
</tbody>
</table>
### 5. Population and Migration in Europe

- Meaning of terminology associated with population studies: birth rate, death rate, infant mortality, life expectancy, dependency ratio.
- The various migration patterns (internal and external) towards and across Europe.
- Push and pull factors that bring about population movements.
- Major destination of immigrants in Europe.
- Case Study: Indian and Pakistani immigrants in the UK.
- Population density: areas with low and high density.
- Factors that cause decline in population in past times and in the present.
- Implications of a longer life span and effects.

#### Students will:
- identify the meaning of terminology associated with population studies.
- identify and explain the various migration patterns (internal and external) towards and across Europe.
- understand and analyse the push and pull factors that bring about such population movements.
- identify the major destinations of immigrants in Europe.
- understand and discuss the pattern and density of population in various European regions, especially areas with low and high density.
- discuss the factors that caused a decline in the population of Europe in past times and in the present.
- understand and discuss the implications of a longer life span and its effects on the lives of Europeans.

### 6. Tourism and its impact on Europe

- The development and growth of tourism in Europe.
- Major tourist destinations in Europe according to site, season, culture, nature, sports and leisure facilities.
- Positive and negative impacts of tourism.
- The economic, social, cultural and environmental importance of tourism.
- Case Studies: Chamonix, Costa del Sol.

#### Students will:
- discuss the development and growth of tourism in Europe.
- describe and discuss the attractions of tourist destinations in Europe according to site, season, culture, nature, sports, leisure facilities.
- explain the economic, social, cultural and environmental impact of tourism in Europe through various case studies.

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**European Studies SEC Syllabus Theme 3: Demographic and Social Realities.**
### 7. Landscape and Environment Protection

- Europe’s physical and political boundaries.
- Oceans, seas and major rivers bordering the European continent.
- The main mountain chains and major plains.
- The main islands.
- Sources of pollution in air, land and water and preventive measures to lessen their impact.
- The causes, effects and possible solutions of acid rain across Europe.
- Environmental damage and solutions through the following case studies: the Mediterranean Sea and the Blue Plan; The Camargue – a disappearing wetland; oil spill threat to Mediterranean coasts; the Lapland – Europe’s last wilderness.

**Students will:**
- demonstrate basic knowledge of the characteristics of Europe’s natural boundaries, its major physical and political boundaries.
- identify the oceans, seas, major rivers, main mountain chains and islands touching or bordering the European continent.
- identify and understand the sources of pollution in air, land and water and explain the preventive measures to lessen their impact.
- demonstrate an understanding of the extent to which modern farming practices, industry, tourism and transportation in Europe are responsible for environmental damage.
- demonstrate some awareness of the possible environmental damage and solutions through various case studies.

### 8. Living a Healthy Lifestyle

- Meaning of terminology and some detail associated with health standards in Europe: hygiene, disease prevention, prevalent diseases, care and cure, medical services, major death causes and life expectancy.

**Students will:**
- understand and explain the current situation of health standards in Europe.


- Factors that shape national identity: natural frontiers and historic borders, language, religion, myths, historic memories and culture.

**Students will:**
- identify and understand the various factors which shape national identity.
- understand and discuss the relationship

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**European Studies SEC Syllabus Theme 4: Europeans and Their Environment.**

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**European Studies SEC Syllabus Theme 5: The Cultural Heritage.**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
<th>Students will:</th>
<th>European Studies SEC Syllabus Theme 5: The Cultural Heritage.</th>
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</thead>
</table>
| 10. European Cultural Heritage and Experience                        | • The effects of significant historical developments across Europe: the Renaissance; the Reformation; the Industrial Revolution; European Colonialism, and the Two World Wars.  
• The boundaries of the major European linguistic groups and their common Indo-European base. | • identify and explain the effects of significant historical developments in Europe.  
• Identify and explain the boundaries of the major European linguistic groups and their common Indo-European base. |                                                                                                   |
| 11. The Development of Modern Democracy in Europe                     | • The meaning of globalisation.  
• The effects of globalisation of the media on Europe, for example, the effects of newspapers, television, radio and the internet. | • understand the meaning of globalisation.  
• identify and discuss the effects of globalisation of the media on Europe. |                                                                                                   |
Situations or issues that students are expected to discuss at Form 4 level:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Notes</th>
<th>Outcomes</th>
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</table>
• The European Social Charter (Council of Europe, 1961). Focus on the Workers’ Rights.  
• The role of the European Court of Human Rights.  
• Meanings of terminology associated with structural violence (poverty, racism, xenophobia, sexism, human rights violations and religious intolerance).  
• Causes and effects of regional conflicts: Northern Ireland, the Basque region in Spain, Cyprus.  
• Terminology of non-violent peace-making processes: dialogue, compromise, mediation, negotiation, deadlock. | Students will:  
• demonstrate basic knowledge of the European Convention for the Protection of Human Rights and Fundamental Freedoms of the Council of Europe of 1950 with particular reference to the these important rights: child labour, minority rights, equality of opportunities, right to life, free education, right to work.  
• have basic knowledge of the European Social Charter of the Council of Europe of 1961 and focus on the Workers’ Rights.  
• explain and discuss the role of the European Courts of Human Rights.  
• demonstrate basic knowledge on the role of the European Court of Human Rights.  
• know the meaning of terminology associated with structural violence: poverty, racism, xenophobia, sexism, human rights violations, religious intolerance.  
• identify and explain causes and effects of regional conflicts in Northern Ireland, the Basque Region in Spain and Cyprus.  
• discuss non-violent peace-making | European Studies SEC Syllabus Theme 1: Power and People. |
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<tbody>
<tr>
<td><strong>2. Interdependence of the Economic Sectors, Trade and Commerce</strong></td>
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<tr>
<td>- Case Studies of primary, secondary, tertiary and quaternary sectors in Europe:</td>
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<tr>
<td>- Forestry in Scandinavia</td>
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<td>- Manufacturing in the Ruhr</td>
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<td>- The entertainment industry</td>
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<td>- Smart City Malta</td>
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<tr>
<td>- The importance of transnational companies.</td>
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<tr>
<td>- Local Case Studies from leisure industry and microelectronics sector (for example, the Corinthia Group and STMicroelectronics).</td>
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<tr>
<td>Students will:</td>
</tr>
<tr>
<td>- identify types and meaning of the three main sectors of production: primary, secondary and tertiary.</td>
</tr>
<tr>
<td>- identify the three sectors of production according to different regions across Europe.</td>
</tr>
<tr>
<td>- understand the application of three main sectors of production in Europe in the following case studies: forestry in Scandinavia for the primary sector; manufacturing in the Ruhr for the secondary sector; the leisure industry for the tertiary sector; Smart City Malta for the quaternary industry.</td>
</tr>
<tr>
<td>- explain the importance of transnational companies.</td>
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<tr>
<td>- explain how transnational companies operate through a local case study from the leisure industry and another from the microelectronics sector.</td>
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<tr>
<td><strong>European Studies SEC Syllabus Theme 2: Economic Development and Changes in Europe.</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>3. Communication, Electronic commerce and Economic Institutions in Europe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Development, workings, advantages and disadvantages of the TENs.</td>
</tr>
<tr>
<td>- Case Study of a European Commercial seaport: Rotterdam/Europoort.</td>
</tr>
<tr>
<td>- Impact of e-Commerce on traditional trading (ex. retail outlets).</td>
</tr>
<tr>
<td>- Development and role of EC, EEA, EFTA and Euro-Mediterranean</td>
</tr>
<tr>
<td>Students will:</td>
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<tr>
<td>- demonstrate basic knowledge on the development, workings, advantages and disadvantages of the Trans-European Networks (TENs).</td>
</tr>
<tr>
<td>- identify the site and explain the basic working organisation through a case study of one European commercial</td>
</tr>
</tbody>
</table>

European Studies Syllabus – Forms 3 and 4 (2016)
| European Studies SEC Syllabus Theme 3: Demographic and Social Realities |
|---|---|---|
| **4. Population, Migration and Ethnic Diversity in Europe** | • Awareness of ethnic, linguistic, religious groupings in various European countries and understand the way in which political boundaries cut across such groupings.  
• Positive and negative impacts of a multicultural society on the lives of Europeans.  
• The new challenges of a multicultural society.  
• Migratory patterns in Europe after World War II. Case Studies: Turks into Germany, North Africans into France, Indians and Pakistanis in the UK.  
• Meaning of terminology: multiculturalism, ethnic minorities, racial prejudice, xenophobia, mainstream culture, sub-culture. | Students will:  
• demonstrate awareness of the ethnic, linguistic and religious groupings within Europe and understand the way in which political boundaries cut across such groupings.  
• explain and discuss the new challenges of a multicultural society.  
• identify and discuss some major migratory patterns in Europe after World War II through the following case studies: Turks into Germany and North Africans into France, Indians and Pakistanis in the UK.  
• define terminology associated with migration and ethnicity: multiculturalism, ethnic minorities, racial prejudice, xenophobia, mainstream culture, sub-cultures. |
| **5. Industrialisation and Urbanisation** | • Causes and effects of the Industrial Revolution.  
• Urbanisation as a result of | Students will:  
• identify and explain the main causes and results of the Industrial Revolution. |
### Social Realities

- Social conditions of urbanisation: poverty, sanitation, family structure, housing, political aspirations, urban depopulation, counter-urbanisation.

- Identify and explain the effects which industry had on the urbanisation process in Europe.

- Discuss and analyse the effects of urbanisation on the social conditions of the masses, namely: poverty, sanitation, family structure, housing, political aspirations and urban depopulation in recent years.

### European Climates

- Types of climate across Europe and their characteristics.

- Effects of climate and physical features on farming, communication, industry and wealth.

- Understand problems of water supply in the Mediterranean region. Case Study: Water supply and water shortages and solutions in Spain and Malta.

- Students will:
  - Identify the different types of climates and their characteristics across Europe.
  - Demonstrate an understanding of the effects of climate and physical features on farming, communications, industry and wealth.
  - Explain some of the problems of water supply in the Mediterranean region.
  - Discuss and analyse water supply, water shortages and solutions by means of case studies in Spain and Malta.

### Sustainable Development in Europe

- Understand the problems facing European cities.

- Identify possible solutions through the following Case Study: Land use change in London’s Docklands.

- Understand the causes and effects of water pollution through the following Case Study: The Rhine.

- Students will:
  - Understand the problems facing European inner cities.
  - Identify and evaluate possible solutions using changes in land use in London’s Docklands as a case study.
  - Understand and explain the causes and effects of water pollution by means of a case study: the River Rhine.

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**European Studies SEC Syllabus Theme 4: Europeans and Their Environment**
| 8. Living a Healthy Lifestyle | • Importance of a healthy diet for a better quality of life.  
• Features and advantages of the Mediterranean diet for a healthy nutritional lifestyle.  
• Understand the positive effects of physical exercise and sports | Students will:  
• identify the importance of a healthy diet for a better quality of life.  
• identify and explain the features and advantages of the Mediterranean diet for a healthy nutritional lifestyle.  
• explain the positive effects of physical exercise and sports in the European context. | European Studies SEC Syllabus Theme 4: Europeans and Their Environment |

• Make reference to the regional conflicts mentioned in Topic 1. | Students will:  
• understand and explain how conflicts are brought about due to nationalism making reference to the regional conflicts mentioned in Topic 1. | European Studies SEC Syllabus Theme 5: The Cultural Heritage. |

| 10. European Cultural Heritage and Experience | • Understand common European cultural heritage through following themes:  
• Architecture in Classical Europe – The Parthenon and the Colosseum.  
• Literature and Drama in Medieval Europe – Dante Alighieri.  
• Painting in Early Modern Europe – Baroque painting by Caravaggio.  
• Music in Contemporary Europe – Pop (The Beatles) and Rock (Led Zeppelin). | • understand and explain the common European cultural heritage in Europe using through these themes:  
• Architecture in Classical Europe: The Parthenon and the Colosseum  
• Literature and Drama in Medieval Europe: Dante Alighieri  
• Painting in Early Modern Europe: Baroque Painting by Caravaggio  
• Music in Contemporary Europe: Pop (The Beatles); Rock (Led Zeppelin)  
• Describe and explain the main characteristics of Contemporary European art, architecture, literature and drama | European Studies SEC Syllabus Theme 5: The Cultural Heritage. |
8. Important References


9. Useful websites

http://www.youtube.com/watch?v=Arn8Fp1jyok
http://www.youtube.com/watch?v=OvJ8YDma7Wk
http://www.youtube.com/watch?v=Jo_KoBiBG0
http://www.youtube.com/watch?v=NY5FD0itFl4Q
http://www.youtube.com/watch?v=hTlrSYbCbHE
http://www.youtube.com/watch?v=oh3BbLk5UIQ
http://www.youtube.com/watch?v=s24tfWgNUP0
http://www.youtube.com/watch?v=K7eRb8aLpNI
http://www.youtube.com/watch?v=ldZwGDXTsmk
http://education.nationalgeographic.com/education/activity/interdependence-and-you/?ar_a=1
http://www.youtube.com/watch?v=3wZw2IRb0Vg
http://www.youtube.com/watch?v=hcoOENLfpUI
http://www.youtube.com/watch?v=WXQd2t66xg
http://www.youtube.com/watch?v=JJii75SnUc
http://www.youtube.com/watch?v=Bqx1yvDF_tU
http://ec.europa.eu/agriculture/tasty-bunch/index_en.htm
http://www.unrefugees.org/aff/cfi/%7Bd2f991c5-a4fb-4767-9211f-a9452b12d742%7D/TC_MS_SS_LP_OCT11.PDF
10. Contact

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Floriana FRN 1460,
Malta.
Tel. 2598 2608
Email: george.said.zammit@ilearn.edu.mt.