



Annual Examinations for Secondary Schools 2014

FORM 4 EUROPEAN STUDIES MARKING SCHEME

PART I

(Total: 51 marks)

Candidates are to choose any **THREE** sections from Part I and answer all the questions in the chosen sections.

The answers in the marking scheme are just indicative and any other possible and valid answers are to be accepted.

Question	Mark	Answer
Section 1 – Power and People		
1.1	2	It rules on applications alleging violations of the rights set out in the European Convention on Human Rights.
1.2	2	Individuals, groups of individuals, non-governmental organisations or companies. There can also be inter-State applications brought by one State against another.
1.3	2	It is composed of a number of judges which is the same as the number of State Parties. Currently, the number of judges is 47.
2.1	1	1950
2.2	1,1,1 (3)	The rights and freedoms secured by the Convention include the right to life, the right to a fair trial, the right to respect for private and family life, freedom of expression, freedom of thought, conscience and religion and the protection of property <i>(Students should choose any three).</i>
2.3	1,1,1 (3)	The Convention prohibits, in particular, torture and inhuman or degrading treatment or punishment, forced labour, arbitrary and unlawful detention, and discrimination in the enjoyment of the rights and freedoms secured by the Convention <i>(Students should choose any three).</i>
2.4	1,1,1 (3)	<ul style="list-style-type: none"> • The right to liberty and security • Prohibition of discrimination • The right to be free from cruel or degrading treatment
2.5	1	The right for a person to be considered innocent until proved guilty.
	Total: 17	

Section 2 – Economic Development and Changes in Europe		
1.1	½ mark x 16 (8)	<p>Primary Industry: Agriculture Mining Fishing Forestry Quarrying</p> <p>Secondary Industry: Construction of buildings Car manufacturing Metal working Textile production Shipbuilding</p> <p>Tertiary Industry: Insurance Real estate Teaching Advertising Healthcare Transport</p>
1.2	1 + ½ mark x 6 (4)	<p>The tertiary (service) industry.</p> <p>Film producers, marketing assistants, restaurant manager, receptionist, chef, tourist guide.</p>
2	5	<ul style="list-style-type: none"> • Build relationships with customers • Provide attractive prices • Offer special incentives and benefits to walk-in customers • Have discount incentives with neighbouring stores
	Total: 17	
Section 3 – Demographic and Social Realities		
1.1	1	In the post-war period.
1.2	1	To occupy low-paid jobs in the country's expanding economy.
1.3	1	Turkey
1.4	1,1 (2)	<ul style="list-style-type: none"> • Religious persecution • To have a better standard of living • For better work opportunities • For better educational opportunities • To be near their family <p><i>(Students should choose any two).</i></p>

2.1	1,1,1,1,1 (5)	<ul style="list-style-type: none"> • Ethnic conflict – violence or fighting between different ethnic groups. • Ethnic minority – a small ethnic group living in a country where the majority has a different ethnicity. • Xenophobia – the irrational or unreasoned fear of that which is perceived to be foreign or strange. • Racial prejudice – when people are discriminated against because of difference in race. • Refugee – a person who is outside his or her country because he or she has suffered persecution.
2.2	7	Students should demonstrate an awareness of the main ethnic, linguistic and religious groups which make up the national identity of a particular country. Different perspectives of everyday life are demonstrated. This should lead to more tolerance as people living in multicultural societies attain a better understanding of the culture of others.
Total: 17		
Section 4 – Europeans and their Environment		
1.1	7	The Rhine is a European river that runs from the Swiss canton of Grisons in the South eastern Swiss Alps through Germany and eventually flows into the North Sea coast in the Netherlands. It is the twelfth longest river in Europe. Since the days of the Roman Empire, the Rhine has been a vital and navigable waterway carrying trade and goods deep inland. Over the last half of the twentieth century, the water quality of the Rhine rapidly deteriorated. By 1958, the once-plentiful salmon, known for its sensitivity to pollution, were gone. Decades of dredging and straightening had altered the river's flow, which in turn changed the clarity and temperatures of its waters. Overfishing depleted many of the native fish species and industrial chemicals and raw sewage were discharged into the river, causing river pollution.
1.2	5	The Sandoz chemical spill was a major environmental disaster. Toxic agrochemicals were released into the air and resulted in tons of pollutants entering the Rhine river, turning the river red. The chemicals caused a massive mortality of wildlife in the river. Fish disappeared and it became too dangerous to swim in. The spillage reversed ten years of painstaking work to clean up the Rhine.
1.3	5	Following this incident, the Rhine Action Programme (RAP) was developed and adopted by all the countries bordering the Rhine. Salmon, trout and other types of plant and animal life can now be found living in the river. The extensive action taken to clean up the River Rhine represents one of the most successful feats of environmental protection that has ever been achieved on our planet.
Total: 17		

Section 5 – Cultural Heritage		
1.1	3	Excessive or fanatical love for one’s own country.
1.2	9	Students are required to discuss either the conflict in the Basque region in Spain, the conflict in Cyprus or that in Northern Ireland. They need to specify the key points of this conflict and make reference to any revolutionary military organisations, for example the IRA, which played a part in this conflict.
2	1,1,1 (3)	<ul style="list-style-type: none"> i. England ii. Italy iii. Italy
3	2	The Parthenon in Greece (Athens) and the Coliseum in Italy (Rome).
	Total: 17	

PART II

(Total: 34 marks)

Answer any TWO questions in essay form.

Question	Mark	Answer
Section 1 – Power and People	17	<ul style="list-style-type: none"> • One of the major advances of the 20th century has been the recognition that any human being, by virtue of being human, enjoys a set of fundamental human rights. • Therefore, these human rights are universal. All people everywhere are entitled to them. They belong to every person irrespective of race, nationality or membership of any particular social group. • They are inalienable. They cannot be given up or taken away. • These rights are the basis of all laws and regulations in a society and should, therefore, be respected. • To protect human rights is to ensure that people receive decent and humane treatment. • On the other hand, violating these rights is denying individuals their fundamental moral entitlements and to treat them as if they are undeserving of human respect and dignity.

<p>Section 2 – Economic Development and Changes in Europe</p>	<p>17</p>	<ul style="list-style-type: none"> • Manufacturing is the foundation of Europe’s economy. • Germany has several major manufacturing regions. • The Ruhr is the most important industrial region and one of the busiest in the world. • It is named after the river that flows through the region. • It includes the Dortmund, Duisburg, and the Dusseldorf. • The Ruhr district is the most important coal field in Europe. • It produces most of the nation’s iron and steel. Most of the steel is used to make automobiles, ships, and tools. • The chemical and textile industries also grew in this region due to good transport links and available workforce. • Up until the 1970s, the factories and associated services were an important source of employment for people in the region. • The decline in the Ruhr’s importance as a heavy industrial area has caused job losses in steelworks and coal mines. Many people have left the area due to economic and associated social problems. • By the 1990s, more than three fifths of the working population came to be employed in the service sector.
<p>Section 3 – Demographic and Social Realities</p>	<p>17</p>	<ul style="list-style-type: none"> • France suffered heavy casualties during the First World War. • The country became home to migrant workers from many nations in order to help fill the resulting labour shortage. • Following the Second World War, migrant numbers increased, particularly following the end of colonial rule by European countries. • People fled Africa due to the political instability as well as the fear of wars and ethnic cleansing. • Migrants came to France from North Africa, notably Algeria and Morocco. • Initial migrants were often male. They were in search of jobs in Europe to send money home. • After becoming full residents of France, the workers would then be joined by their families. • Migration has been greatest in the south and east of France, for example in the region around Marseilles. • Today, about 10% of the population of Marseilles is of African origin, mostly from Algeria. • Since 1994 the French authorities have taken measures to restrict illegal immigration and to control the entry of refugees into the country.

Section 4 – Europeans and their Environment	17	<ul style="list-style-type: none"> • Too much traffic especially during rush hours • Substandard housing • A good number of vacant houses • Direct sunlight is seldom available due to high office blocks, apartments and shopping centres • Air pollution – smog • Litter is an eye sore • Frequent construction and maintenance work • Open spaces are non-existent • The occurrence of crime
Section 5 – Cultural Heritage	17	<ul style="list-style-type: none"> • The Beatles were an English rock band formed in Liverpool in 1960. • The group consisted of John Lennon, Paul McCartney, George Harrison, and Ringo Starr. • The Beatles utilised several genres, ranging from pop ballads to psychedelic rock, often incorporating classical elements in innovative ways. • They began to be perceived by fans and cultural observers as an embodiment of the ideals shared by the era’s sociocultural revolutions. • They gained popularity in the UK after their first hit ‘Love Me Do’ in late 1962. • By 1964 they had become international stars. • After their breakup in 1970, they each enjoyed successful musical careers.

European Studies

Track 3

Marking Scheme

Page 3 Section 3 (2.2) 2nd sentence

Should read: Different perspectives of everyday life are **to be** demonstrated. **Diversity** should lead to more tolerance as people living in multicultural societies attain a better understanding of the culture of others.