

# **EUROPEAN STUDIES**

## **School Syllabus**

### **European Studies aims to:**

- (a) offer students the opportunity to improve their knowledge of Europe in the light of the broad spectrum of cultures.
- (b) encourage students to reflect upon the different perspectives on several issues arising from this cultural diversity.
- (c) view Europe within a wider international and global perspective with particular reference to the Euro-Mediterranean dimension.
- (d) to develop attitudes and values of acceptance towards intercultural understanding.
- (e) to familiarize students with Europe's particular contribution to human rights and citizenship.

These aims can be achieved through a study of Europe:

- As a geographical expression stretching west and east from the Atlantic Ocean to the Urals and north and south from the Norwegian 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.

### **Assessment Objectives**

The examination will assess a candidate's ability to:

- (a) recall, select and organize information relevant to the syllabus.
- (b) Understand and interpret information relating to European issues as listed in the subject content.
- (c) Analyse and evaluate information relating to European issues as listed in the subject content.

### **Scheme of Assessment**

The structure of the Annual Examination Paper for European Studies for the Year 2004 will be as follows:

- (a) Part I of the examination paper will include one question from each of the five module, each question carrying 17 marks. Students can choose and answer all the questions from any three different modules. 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 the scholastic year. The project carries 15 marks. Guidelines and suggestions on projects are provided.

# SYLLABUS CONTENT

## Form 3

### I Power and People

#### 1. Law and Government in Europe

Students should be able to:

- ❑ demonstrate knowledge of political processes in a democracy.
- ❑ identify different ways in which democracy may be practised.
- ❑ understand the principles of subsidiarity and decentralisation.

#### 2. European Institutions:

Students should be able to:

- ❑ demonstrate basic knowledge of the major EU institutions: Council of Ministers, European Parliament and the European Commission.
- ❑ understand the development, structure and role of the Council of Europe.

#### 3. European Citizenship and Democracy

Students should be able to:

- ❑ define civil, social and political rights as practiced in Europe.
- ❑ identify the major rights and duties of European citizenship in a world perspective: freedom of movement, of capital and of services.
- ❑ identify implications of civil, social and political rights of citizens.

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### II Economic Development and Changes in Europe

#### 1. Interdependence of Economic Sectors

Students should be able to:

- ❑ identify types and meaning of the three sectors of production: primary, secondary and tertiary.
- ❑ identify the three sectors of production according to different regions across Europe.

#### 2. Trade and Commerce

Students should be able to:

- ❑ understand the meaning of terminology associated with trade and commerce, namely free trade, protectionism, custom barriers, tariffs, quotas, cartels, fair-trading.
- ❑ understand the main internal and external trading partners of Europe.
- ❑ understand the significance of the trade gap between Europe and developing countries.

#### 3. Communications

Students should be able to:

- ❑ identify the relative advantages and disadvantages of inland transport routes by land, sea and air: canals, rivers, motorways, roads, rail, underground rail and air.
- ❑ understand how this encourages economic activity.
- ❑ demonstrate basic knowledge on the development, workings, advantages and disadvantages of the Trans-European Network (TENs).

#### 4. Electronic Commerce

Students should be able to:

- ❑ understand the fast growing importance of e-commerce in world trading.
- ❑ identify the advantages and disadvantages of e-commerce.

### III Demographic and Social Realities

#### 1. Population and Migration

Students should be able to:

- ❑ identify the various migration patterns (internal and external towards and across Europe).
- ❑ understand the push and pull factors that bring about such population movements.
- ❑ identify the major destinations of immigrants in Europe.
- ❑ case study of causes and effects of immigrants in the UK with special reference to Indians and Pakistanis.
- ❑ understand the pattern and density of population in various European regions; especially areas with low and high density.
- ❑ identify the meaning of terminology associated with population studies: birth rate, death rate, infant mortality, life expectancy, dependency ratio.
- ❑ identify the factors that caused a decline in the population of Europe in past times and in the present.
- ❑ understand the implications of a longer life span and its effects on the lives of Europeans.

#### 2. Tourism

Students should be able to:

- ❑ identify major tourist destinations in Europe.
  - ❑ describe the attractions of tourist destinations in Europe according to site, season, culture, nature, sports, leisure facilities.
  - ❑ understand the economic, social and cultural impact of tourism in Europe through the following case studies: *Costa del Sol* in Spain and *Chamonix* in France.
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### IV Europeans and their Environment

#### 1. Landscape

Students should be able to:

- ❑ demonstrate basic knowledge of Europe's natural boundaries, its major physical features and its political boundaries.
- ❑ identify the oceans, seas and major rivers touching or bordering the European continent.
- ❑ identify the main mountain chains and plains across Europe.
- ❑ identify the main islands in Europe.

#### 2. Protection of the Environment

Students should be able to:

- ❑ identify and understand the sources of pollution in air, land and water.
- ❑ identify and explain the preventive measures to lessen their impact.
- ❑ understand the causes, effects and possible solutions of acid rain across Europe.
- ❑ demonstrate some awareness of the possible environmental damage and solutions through the following case studies: the Mediterranean Sea and the Blue Plan, the *Camargue* in France as a disappearing wetland, oil-spill threats to Mediterranean coasts, Lapland as Europe's last wilderness.

#### 3. Healthy Lifestyle

Students should be able to:

- ❑ understand the current situation of health standards in Europe:  
*levels of hygiene, disease prevention, prevalent diseases, major death causes, care and cure, medical services, life expectancy.*
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## **V The Cultural Heritage**

### **1. Aspects of National Identity and the European Idea.**

Students should be able to:

- identify and understand the various factors which shape national identity: *natural frontiers, historic borders, language, religion, myths, historic memories, culture.*
- understand the relationship between national identity and European identity.

### **2. Cultural Heritage and Experience**

Students should be able to:

- identify and understand the effects of significant historical events or developments in Europe: the Renaissance, the Reformation, the Industrial Revolution, Colonialism and the Two World Wars.
- identify the boundaries of the major European linguistic groups and their common Indo-European base.

### **3. Development of Modern Democracy**

Students should be able to:

- identify and understand the effects of globalisation of the media in Europe: *e.g. newspapers, television, radio, the Internet service.*
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# SYLLABUS CONTENT

## Form 4

### I Power and People

#### 1. Human Rights

Students should be able to:

- ❑ 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 10 most important rights, *e.g. 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.
- ❑ show basic knowledge on the role of the European Court of Human Rights.

#### 2. Conflicts and Peace-Making Processes

Students should be able to:

- ❑ know the meaning of terminology associated with structural violence: *violence of 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.
  - ❑ be aware and discuss non-violent peace-making processes: *mediation, negotiation, compromise, dialogue.*
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### II Economic Development and Changes in Europe

#### 1. Interdependence of Economic Sectors

Students should be able to:

- ❑ understand the application of three main sectors of production in Europe in the following cases studies: forestry in Scandinavia for the primary sector; manufacturing in the Ruhr for the secondary sector; the entertainment industry for the tertiary sector.

#### 2. Trade and Commerce

Students should be able to:

- ❑ understand the importance of transnational companies.
- ❑ understand how transnational companies operate through a local case study from the leisure industry and another from the microelectronic sector.

#### 3. Communication

Students should be able to:

- ❑ identify the site and understand the basic working organisation through a case study of a European commercial seaport (Rotterdam *Europoort*).

#### 4. Electronic Commerce:

Students should be able to:

- ❑ understand the impact of e-commerce on traditional trading (*e.g. retail outlets*).

#### 5. Economic Blocs and Institutions

Students should be able to:

- ❑ identify and understand the development and the role of the major European economic blocs and institutions, namely: EC, EEA, EFTA and Euro-Mediterranean Partnership.
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### **III Demographic and Social Realities**

#### **1. Migratory Effects and ethnic Diversity:**

Students should be able to:

- define terminology associated with migration and ethnicity: multicultural, ethnic minorities, racial prejudice, xenophobia, mainstream culture, heterogeneous culture.
- demonstrate awareness of the ethnic, linguistic and religious groupings within Europe and understand the way in which political boundaries cut across such groupings.
- understand the new challenges of a multicultural society.
- identify and understand some major migratory patterns in Europe after World War II through the following case studies: Turks into Germany and North Africans into France.

#### **2. Industrialisation and Urbanisation**

Students should be able to:

- identify the main causes and results of the Industrial Revolution in Europe.
- identify the effects which industry had on the urbanisation process in Europe.
- analyse the effects of urbanisation on the social conditions of the masses, namely: poverty, sanitation, family structure, housing, political aspirations, urban depopulation in recent years.

#### **3. Employment**

Students should be able to:

- define and show understanding of some of the terminology associated with the employment sector, namely: working conditions, salaries and wages, freedom of association, collective bargaining, worker participation, safety at work, work opportunities in an inclusive society.
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### **IV Europeans and their Environment**

#### **1. Climate**

Students should be able to:

- 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.
- understand some of the problems of water supply in the Mediterranean region.
- analyse water supply, water shortages and solutions by means of case studies in Spain and Malta.

#### **2. Sustainable Development**

Students should be able to:

- 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 the causes and effects of water pollution by means of a case study: the River Rhine.

#### **3. Healthy Lifestyle**

Students should be able to:

- identify the features and advantages of the Mediterranean diet for a healthy nutritional lifestyle.
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## **V The Cultural Heritage**

### **1. National Identity and Diversity**

Students should be able to:

- understand how conflicts are brought about due to excessive nationalism using the Basque Region in Spain and Cyprus as case studies.

### **2. Cultural Heritage and Experience**

Students should be able to:

- understand the common European cultural heritage in Europe through the following:
  - 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)

### **3. Development of Modern Democracy**

Students should be able to:

- appreciate the importance of the Enlightenment, the French Revolution and universal suffrage in the development of modern democracy in Europe.
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# SYLLABUS CONTENT

## Form 5

### I Power and People

#### 1. The Rise and Evolution of the Welfare State

Students should be able to:

- demonstrate an understanding of the means of measuring wealth and poverty by means of the following concepts: GDP, per capita income, level of education, literacy skills, employment by sector.
- know basic differences in standards of living among European nations, and their various regions.
- understand the current problems of sustainability in the welfare state.

#### 2. European Institutions

Students should be able to:

- demonstrate understanding of the major landmarks in the history of the European Economic Community (EEC) and the European Union (EU).
  - understand the development and the functions of the Council of Europe and of the other major European institutions covered in Form 3.
  - demonstrate an understanding of the development and role of the OSCE.
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### II Economic Development and Changes in Europe

#### 1. Interdependence of Economic Sectors

Students should be able to:

- demonstrate understanding of the advantages and disadvantages of the CAP on the European farming industry.
- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

#### 2. Trade and Commerce

- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

#### 4. Communication

Students should be able to:

- identify the site and understand the basic working organisation through a case study of one European commercial airport (Heathrow,UK).

#### 5. Electronic Commerce

- For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

#### 6. Economic Blocs and Institutions

Students should be able to:

- identify relations between the EU and other world trading blocs, namely the WTO, OPEC and Lomé Convention.
- understand the different models of trade between the EU and third countries.
- demonstrate an understanding of the effects of globalization on the European economy.

### **III Demography and Social Realities**

#### **1. Tourism**

- ❑ For Sec purposes **only**, revise and consolidate work done in Form 3.

#### **2. Employment**

Students should be able to:

- ❑ identify the challenges a country faces in the light of the changing patterns of employment.
  - ❑ understand how various European countries are facing unemployment and how they are trying reduce it.
  - ❑ revise and consolidate terminology associated with the employment sector done in Form 4.
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### **IV Europeans and their Environment**

#### **1. Landscape and Climate**

- ❑ For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

#### **2. Protection of the Environment**

Students should be able to:

- ❑ demonstrate an understanding of the extent to which modern farming practices, industry, tourism and transportation in Europe are responsible for environmental damage.
- ❑ For Sec purposes **only**, revise and consolidate work done in Forms 3 and 4.

#### **3. Sustainable Development**

Students should be able to:

- ❑ identify and understand the conflicts of interest inherent between conservation and development in Europe, especially in the Mediterranean regions (special reference to be given to the *Camargue*).

#### **4. Healthy Lifestyle**

Students should be able to:

- ❑ identify the importance of a healthy diet for a better quality of life.
  - ❑ understand the positive effects of physical exercise and sports in the European context.
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### **V. The Cultural Heritage**

#### **1. Cultural Heritage and Experience**

Students should be able to:

- ❑ understand the widespread effects of the following case studies of inventions and innovations on the development of European civilization: printing, gunpowder and steam-power.
- ❑ identify Islamic influences on Europe in Mathematics, medicine, architecture, literature and language.
- ❑ identify North American influences on Contemporary Europe in media, fast-food chains, fashion and leisure.

#### **2. Development of Modern Democracy**

Students should be able to:

- ❑ understand the main distinctive features of liberalism, socialism, fascism and communism in European political thought.

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## Coursework

The Coursework carries 15% of the Annual Examination mark. The coursework will consist of a project run on a thematic approach. This will be worked out either in groups of not more than three students or individually. In the case of groups, the students 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, report or original reproductions on videos, photographs or other electronic means. The utilization of e-mail and Internet communications is highly encouraged. Students ought to be reminded that the European Studies school projects should serve them as useful training when presenting a similar project for SEC purposes at the end of Form 5.

Project List given by way of example:

### **I 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 – studying an actual case presently before the European Court
- Compare Local Councils in Malta with similar councils in one 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 works?

### **II Economic Development and Changes in Europe**

- Scoops – e-Commerce
- Creating virtual firms – networking, 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 video and script
- A European hyper market 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 E-Commerce in the local retail trade.
- The use of the Internet by Secondary School Students.
- Shopping preferences of the local population.

### **III Demography and Social Realities**

- The Village core – links with 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 (*e.g.* customs, cuisine, lifestyles, ideologies, beliefs)
- Why do people leave their native country? (with special emphasis to the push and pull factor).
- Emigration and migration patterns in any two European countries of your choice.
- Major tourist destinations and attractions across Europe
- Tourism in the Mediterranean region.

### **IV Europeans and their Environment**

- Adopting a monument and proposing conservation mechanisms (this could 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; School Grounds Day
- Theatre in Education
- The Expressive Arts
- European projects that celebrate diversity
- The Sea around us
- Wind/Solar/Water/Renewable Energy in Europe
- 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

### **V 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, leisure)
- Video or film production linked with another European school
- Advertisement in different European countries showing techniques, values and codes
- Major European Developments in Art/Architecture/Literature
- Case Study on one or more regional identities in Europe (*e.g.* 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

## Some Selected and Focused Bibliography

### Recommended texts:

- Williams, M., & Pearce D., *European Studies*, Hotter and Stoughton, 2<sup>nd</sup> edition, 1998, ISBN 0-340-70146-3.
- Waugh, David, *The UK and Europe*, Nelsen, 1997, ISBN 0-17-4343-11250.
- Ross, Simon, *Europe*, Collins Educational, 2<sup>nd</sup> edition 2001, ISBN 0-00-326695-8.
- Edwards, John, *Europe, Places and Cases*, Stanley Thornes, 1998, ISBN 0-7487-2916-X.
- Kevin, Wilson & Ann Van Dussen (eds.), *The History of the Idea of Europe*, What is Europe Series, a set of Four Books), Routledge, Open University, 1995, ISBN 0-415-12415-8.
- Shelley, Monica & Winck, Margaret, (eds.), *Aspects of European Cultural Diversity*, What is Europe Series, a set of Four Books), Routledge, Open University, 1995, ISBN 0-415-12417-0.
- Rieu, Alain Marc, & Duprat, Gerard, (eds.), *European Democratic Culture*, What is Europe Series, a set of Four Books), Routledge, Open University, 1995, ISBN 0-415-12419-0.
- Waites, Bernard (ed.), *Europe and the Wider World*, What is Europe Series, a set of Four Books), Routledge, Open University, 1995, ISBN 0-415-12421-1.

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- Haralambos, M. & Holborn, M., *Sociology: Themes and Perspectives*, Collins Educational, 1995, Sections 3 and 9.
- Baldacchino, G., *Introducing Social Studies*, PEG, 2000.

#### Human Rights

- Council of Europe, *The Human Rights Album*, 1992.
- Starkey, H., *The Challenge of Human Rights Education*, Council of Europe, 1991.
- The European Convention on Human Rights and Fundamental Freedoms*, Council of Europe, 1950.
- The European Social Charter*, Council of Europe, 1961.
- The E.U. Charter on the Rights of Workers (The Social Charter)*, 1989.
- The U.N. Fact Sheets Series on Human Rights*.

#### European Citizenship and Democracy

- Talking about Europe to Young People*, Council of Europe, 1995.
- The New Faces of Europe*, Council of Europe, 1995.
- European Clubs*, Council of Europe, 1995.
- Conference on Citizenship Sites*, Council of Europe, 1999.

*Project on Education for Democratic Citizenship – Elements for a Strategy for the EDC Project Follow-up*, Council of Europe, March 2000.

*Thinking European: Ideas for Integrating a European Dimension into the Curriculum*, Northern Ireland Curriculum Council, 1992.

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Abela, A.M., *European Values Study, Malta*, 1999.

*Young People of the Year 2000 – Active members of the local community, participants in regional life, citizens of Europe*, Council of Europe 2000.

### **The Rise and Evolution of the Welfare State**

Mishra, R., *Society and Social Policy – Theories and Practice in Welfare*, MacMillan, 2<sup>nd</sup> ed., 1992.

*Malta Human Development Report*, U.N. 1996 onwards.

### **Conflict Solving and Peace Making Processes**

*Romanies and Europe*, Council of Europe, 1996.

*Young People Facing Differences*, Council of Europe, 1995.

Fountain, Susan, *Education for Development – A Teacher’s Resource for Global Learning*, UNICEF, 1995.

### **European Institutions**

*A Council for All Seasons – 50<sup>th</sup> Anniversary of the Council of Europe*, Ministry of Foreign Affairs, Malta, 1999.

*The European Union and Malta*, European Commission, Malta, 1997.

Busuttill, S. & al., Malta, *The European Union and You – A Practical Guide*, PEG, Malta, 1999.

## **European Development and Changes in Europe**

### **Interdependence of Economic Sectors**

#### **Trade and Commerce**

#### **Communication**

Waugh, David, *Europe*, Nelson, 1996, ISBN 0-17-434209-8.

Lambert, David, (ed.), *World Geography Core Book*, Cambridge, 1997, ISBN 0-521-45697-5.

Waugh, David, *Key Geography for GCSE Book 1*, Stanley Thornes, 1998, ISBN 0-7487-3603-4.

Waugh, David, *The UK and Europe*, Nelsen, 1997, ISBN 0-17-4343-11250.

### **Electronic Commerce**

*The Emerging Digital Economy*, Report by the US Government Agency, 2000.

## **Europeans and their Environment**

### **Protection of the Environment**

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### **Health and European Sustainable Lifestyle**

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