

SEC SYLLABUS (2021)

**EUROPEAN STUDIES
SYLLABUS**

SEC 31

SEC31 European Studies

Syllabus Addendum

Mitigating factors for 2021 MATSEC Examinations Session

Changes in Subject Content	<p>The following content will not be assessed:</p> <p>I Power and People</p> <p>e. Conflicts and Peace-Making Processes</p> <ul style="list-style-type: none">- identify and explain causes and effects of regional conflicts in Northern Ireland; the Basque region in Spain; Cyprus. <p>f. European Institutions</p> <ul style="list-style-type: none">- demonstrate understanding of the major landmarks in the history of the European Economic Community (EEC) and the European Union (EU)- demonstrate understanding of the development and role of the OSCE <p>II Economic Development and Changes in Europe</p> <p>c. Transport (ALL)</p> <p>d. Economic Blocs and Institutions</p> <ul style="list-style-type: none">- identify relations between the EU and other world trading blocs, namely the WTO, OPEC and Lomé Convention- understand trade between the EU and developing countries- demonstrate an understanding of the effects of globalisation on the European economy <p>IV Europeans and their Environment</p> <p>c. Protection of the Environment</p> <ul style="list-style-type: none">- water pollution in the River Rhine <p>d. Sustainable Development</p> <ul style="list-style-type: none">- understand the problems facing European inner cities and analyse possible solutions using changes in land use in London's Docklands as a case study
Changes in Coursework	Year 11 – The project will not be assessed. Marks will be assigned in full.
Changes in Exam Paper(s)	Paper II A & B; In each section there will be two questions and candidates are to choose ANY four questions.

MATSEC Examinations Board
October 2020

**European Studies SEC 31
Syllabus**

(Not available in September)
Paper I: 2 hours + Paper II: 2 hours + Project

Aims

The aims of this syllabus are to:

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

These can be achieved through:

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

Assessment Objectives

The examination will assess a candidate's ability to:

- recall, select and organise information relevant to the syllabus;
- understand, interpret and evaluate information relating to European issues.

Scheme of Assessment

The examination will consist of two papers of two hours' duration each and a Project. Questions will be set in English and candidates are required to answer in English.

Paper I

This paper carries 90 marks or 45% of the global mark. It is to be taken by all the candidates. This paper will cover all five areas of the syllabus and candidates are expected to answer all the questions in any three of the five sections. Candidates will be asked to explain briefly the various topics with reference, where possible, to specific and actual examples.

Paper II

This paper carries 80 marks or 40% of the global mark. There will be two versions of this paper:

Paper IIA and Paper IIB. Candidates are required to indicate on the registration form which paper they wish to sit for. No change in the choice of paper will be allowed after the registration period.

Paper IIA

The paper will consist of five sections, each corresponding to the different sections of the Syllabus. In each section there will be two questions and candidates are to choose four questions from at least three different sections. In their answers, candidates are expected to discuss topics and show a deep understanding of the issues and processes related to the topics.

Paper IIB

This paper will consist of five sections, each corresponding to the different sections of the Syllabus. In each section there will be two questions and candidates are to choose four questions from at least three different sections. Answers are expected to be of a descriptive nature.

Project

The Project has a weighting of 30 marks or 15% of the global mark. It will adopt a thematic approach and needs to be carried out on an individual basis. The projects of school candidates will be assessed by the respective schools and may be moderated by MATSEC, while the projects of private candidates will be assessed by MATSEC examiners. The project should include **at least two** of the following techniques: visits, interviews, questionnaires, case studies, surveys, reports or original productions using a video-camera or other electronic means.

The project should summarise all the findings and conclusions made, and include recommendations or suggestions where and if applicable. It is imperative that the project is the candidate's **own** work, and that it is **not less than 1500 words and not more than 2000 words**.

School Candidates

The school assessment of the projects should reach MATSEC as directed by the MATSEC Support Unit. All material produced needs to be made available or accessible in conjunction with the presentation of the projects for moderation by the Markers' Panel. School candidates may be called for an interview about their project.

Private Candidates

Private candidates are required to submit their project to the MATSEC Support Unit on the date, time and venue established by the MATSEC Support Unit to be assessed by the Markers' Panel. All private candidates are called for an interview about their project. All material produced needs to be made available or accessible in conjunction with the presentation of the project.

School and Private Candidates

Both school and private candidates who re-sit the subject may carry forward the project mark from the previous session up to a maximum of five years from the first sit of the said examination. Should this option be chosen, candidates are to inform the MATSEC Support Unit in due time.

Guidelines for the Development of the Project

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;
- a table of contents;
- an introductory note;
- an account of the investigation carried out, including methods of research and data collection used;
- the analysis of the data;
- the presentation of the conclusions, and any recommendations and suggestions where applicable;
- a reference list of sources;
- an appendix.

Project Titles 2021

Project titles are available on the MATSEC website (Assessment Section). The candidate is to choose ONE title.

Project Distribution of Marks

In-depth Knowledge of Content	5 marks
Relevance	5 marks
Presentation ¹	3 marks
Argumentation ²	5 marks
Research Techniques ³	4 marks
Data Analysis and Concluding Remarks ⁴	5 marks
Overall Clarity and Coherence	3 marks
TOTAL	30 marks or 15% of the global mark

Of the 30 marks allotted, should the candidate write 200 words more or less than the established word count (1500-2000 words), a total of 5 marks should be deducted. The word count refers solely to the project essay and excludes appendices and methods used to obtain research, such as questionnaires.

Plagiarism will be penalised.

Results

Candidates sitting for Paper I and Paper IIA may qualify for a grade within range 1 to 5 (i.e. 1, 2, 3, 4, 5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

Candidates sitting for Paper I and Paper IIB may qualify for a grade not higher than 4 (i.e. grades 4, 5, 6, 7); the results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

Grade 1 corresponds to the following level of attainment:

A. Knowledge and Understanding of European and Euro-Mediterranean Issues within a Global Perspective

The candidate has been able to:

¹ This includes but is not exclusive to assessing the adequacy of the project layout, Table of Contents, page numbers, referencing of sources in the text and the bibliography, captions, and presentation of photographs while abiding by the Data Protection Act.

² This refers to assessing whether the argumentation is logical, substantiated, insightful and carried out using the candidate's words.

³ One mark (out of a maximum of 2) should be allotted to each research method used, and one mark (out of a maximum of two) should be allotted to the manner in which each research tool is used.

⁴ A maximum of 3 marks is allotted for in-depth analysis of data collected, and a maximum of 2 marks is allotted for an adequate synthesis of the project and recommendations for ways forward where applicable.

- present a substantial amount of detailed and relevant information;
- demonstrate considerable depth of understanding of the topics selected;
- bring forward a balanced view of the main arguments on the issues.

B. Analysis and Evaluation of the Same Issues within this Context

The candidate has been able to:

- make very good comments on the different perspectives of most of the issues;
- bring forward a consistent number of deductions on most of the topics tackled;
- analyse and interpret well causes and effects of human interactivity.

Grade 5 corresponds to the following level of attainment:

A. Knowledge and Understanding of European and Euro-Mediterranean Issues within a Global Perspective

The candidate has been able to:

- present some factual information sufficiently linked to the topic;
- demonstrate a good understanding of the topics selected;
- make a good attempt to bring forward a balanced view of some arguments on the issues.

B. Analysis and Evaluation of the Same Issues within this Context

The candidate has been able to:

- make some good comments on the different perspectives of some of the issues;
- make some deductions on most of the topics tackled;
- analyse some causes and effects of human interactivity related to the issues.

Grade 7 corresponds to the following levels of attainment:

A. Knowledge and Understanding of European and Euro-Mediterranean Issues within a Global Perspective

The candidate has been able to:

- present some relevant information about the topics;
- demonstrate a simple understanding of these topics.

B. Analysis and Evaluation of the Same Issues within this Context

The candidate has been able to:

- make some comments on the different perspectives of some of the issues;
- make some deductions on some of the topics tackled;
- attempt to analyse some causes of human interactivity related to the issues.

The Syllabus

I. Power and People

a. Law and Government

Candidates should be able to:

- demonstrate knowledge of the characteristics of a democratic society: one person one vote principle; freedom to contest elections; universal suffrage; open and transparent governance; pluralism and freedom of expression; active participation; rights and responsibilities of citizens.
- demonstrate knowledge of different forms of democratic governments in Europe.
- understand the principles of subsidiarity and decentralisation in relation to: the EU and national governments; the central government and local governments in Malta.

b. Human Rights

Candidates should be able to:

- demonstrate knowledge of the European Convention on Human Rights of the Council of Europe of 1950.
- demonstrate knowledge of the European Social Charter of the Council of Europe of 1961.
- understand the role and structure of the European Court of Human Rights.

c. European Citizenship and Democracy

Candidates should be able to:

- define civil, social, economic and political rights as practised in Europe and identify their implications.
- identify the major rights and duties of European citizenship.
- identify the four freedoms: free movement of goods; free movement of services; free movement of capital; free movement of persons.

d. The Rise and Evolution of the Welfare State

Candidates should be able to:

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

e. Conflicts and Peace-Making Processes

Candidates should be able to:

- 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; Cyprus.
- discuss non-violent peace-making processes: mediation; negotiation; compromise; dialogue.
- know the meaning of ‘deadlock’.

f. European Institutions

Candidates should be able to:

- demonstrate basic knowledge of the EU institutions: The European Commission; the European Parliament; the Council of the European Union; the Court of Justice of the European Communities; the Court of Auditors.
- demonstrate the role and structure of: The European Commission; the European Parliament; the Council of the European Union.
- demonstrate understanding of the major landmarks in the history of the European Economic Community (EEC) and the European Union (EU).
- understand the development, structure and role of the Council of Europe.
- demonstrate understanding of the development and role of the OSCE.

II Economic Development and Changes in Europe

a. Interdependence of Economic Sectors

Candidates should be able to:

- identify the meaning of the four main sectors of production: primary; secondary; tertiary; quaternary, and to provide examples.
- identify the four sectors of production according to different regions across Europe.
- understand the application of the four 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; tourism in Malta for the tertiary sector; research and development in Sweden for the quaternary sector.

b. Trade and Commerce

Candidates should be able to:

- identify the main internal and external trading partners of Europe.
- understand the significance of the trade gap between Europe and developing countries.
- understand the importance of transnational companies.
- understand how transnational companies operate through a local case study from the

leisure industry and another from the microelectronics sector.

c. Transport

Candidates should be able to:

- identify the relative advantages and disadvantages of passenger/freight transport routes by land, sea and air, such as canals, rivers, motorways, roads, rail and underground rail.
- understand how these encourage connectivity and economic activity in Europe.
- demonstrate basic knowledge of the development, workings, advantages and disadvantages of the Trans-European Networks (TENs).
- identify the site and show basic knowledge of one European commercial seaport (Rotterdam Europoort) and one European commercial airport (Heathrow, UK).

d. Economic Blocs and Institutions

Candidates should be able to:

- understand the meaning of terminology associated with trade and commerce: free trade; protectionism; custom barriers; tariffs; quotas; cartels; fair-trading; subsidies and dumping.
- identify and understand the development and role of the major European economic blocs and institutions: EU, EEA, EFTA and Union for the Mediterranean (previously known as Euro-Mediterranean Partnership).
- identify relations between the EU and other world trading blocs, namely the WTO, OPEC and Lomé Convention.
- understand trade between the EU and developing countries.
- demonstrate an understanding of the effects of globalisation on the European economy.

e. Electronic Commerce

Candidates should be able to:

- understand the fast growing importance of e-commerce in world trading.
- identify the advantages and disadvantages of e-commerce.
- understand the impact of e-commerce on traditional trading (e.g. retail outlets).

III Demographic and Social Realities

a. Population

Candidates should be able to:

- identify the meaning of terminology associated with population studies: birth rate; death rate; infant mortality; life expectancy; dependency ratio.
- understand the implications of a longer life span and its effects on the lives of Europeans.
- understand the pattern and density of population in various European regions, especially areas with low and high density.

- identify the factors that caused a decline in the population of Europe in the past and in the present.

b. Migratory Effects and Ethnic Diversity

Candidates should be able to:

- identify the various migration patterns (internal and external) towards and across Europe.
- identify and understand some major migratory patterns in Europe after World War II through the following case studies: Turks into Germany; North Africans into France; Indians and Pakistanis in the UK.
- understand the push and pull factors that bring about such population movements.
- identify the major destinations of immigrants in Europe.
- define terminology associated with migration and ethnicity: multiculturalism; ethnic minorities; racial prejudice; xenophobia; mainstream culture; sub-cultures.
- 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.

c. Tourism

Candidates 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 and leisure facilities.
- understand the economic, social and cultural impact of tourism in Europe through the following case studies: Costa del Sol in Spain; Chamonix in France.

d. Industrialisation and Urbanisation

Candidates should be able to:

- identify the main causes and effects 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 and migration from the cities in recent years.

e. Employment

Candidates should be able to:

- define and show understanding of some of the terminology associated with the employment sector: working conditions; salaries and wages; freedom of association; trade unions; collective bargaining; worker participation; safety at work; work opportunities in an inclusive society.

- 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 to reduce it.

IV Europeans and their Environment

a. Landscape

Candidates should be able to:

- demonstrate basic knowledge of the characteristics of the European countries' natural (physical) boundaries.
- identify the oceans, seas and major rivers bordering the European continent.
- identify the main mountain chains and plains across Europe.
- identify the main islands in Europe.

b. Climate

Candidates should be able to:

- identify the different types of climate across Europe and their characteristics.
- demonstrate an understanding of the effects of climate and physical features on farming, communications, industry and wealth.
- identify the role of the EU with regard to climate change, with special reference to the Europe 2020 strategy.
- 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.

c. Protection of the Environment

Candidates should be able to:

- identify and understand the sources of air, land, water, noise and light pollution.
- 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; water pollution in the River Rhine.
- identify and explain preventive measures to lessen their impact.
- understand the causes and effects of acid rain across Europe.
- demonstrate an understanding of the extent to which modern farming practices, industry, tourism and transportation in Europe are responsible for environmental damage.

d. Sustainable Development

Candidates should be able to:

- understand the problems facing European inner cities and analyse possible solutions using changes in land use in London's Docklands as a case study.
- identify and understand the conflict of interest inherent between conservation and development in Europe, especially in the Mediterranean regions.

e. Healthy Lifestyle

Candidates 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.
- identify the importance of a healthy diet for a better quality of life.
- identify the features and advantages of the Mediterranean diet for a healthy nutritional lifestyle.
- understand the positive effects of physical exercise and sports in the European context.

V The Cultural Heritage

a. Aspects of National Identity/Diversity and the European Idea

Candidates should be able to:

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

b. Cultural Heritage and Experience

Candidates should be able to:

- identify and understand the effects of significant historical developments in Europe: the Renaissance; the Reformation; the Industrial Revolution; Colonialism; the Two World Wars.
- understand the common European cultural heritage in Europe 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 paintings by Caravaggio
 - Music in Contemporary Europe: Pop (The Beatles and One Direction); Rock (Led Zeppelin)
- identify the boundaries of the major European linguistic groups and their common Indo-European Base.
- understand the widespread effects of the following inventions and innovations on the development of European civilisation: printing; gunpowder; steam-power.
- identify Islamic influences on Europe in Mathematics, medicine, architecture, literature and language.

- identify North American influences on contemporary Europe in the media, fast-food chains, fashion and leisure.

c. Development of Modern Democracy

Candidates should be able to:

- appreciate the importance of the Enlightenment and the French Revolution in the development of modern democracy in Europe.
- understand the main distinctive features of liberalism, fascism, socialism and communism in European political thought.
- identify and understand the effects of globalisation on Europe caused by the media, namely the effects of newspapers, television, radio, and the Internet.