
EUROPEAN STUDIES

Years 9 - 11 Syllabus



Directorate for Quality and Standards in Education
Curriculum Management Department

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 help candidates become familiar 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 questions for the Annual Examination Paper will be set in English and candidates are required to answer in English. The European Studies Annual Examination Paper 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 are to 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 the European Studies Coursework (Project) to be done during Year 9, Year 10 and Year 11 respectively. 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. All projects will be assessed by the schools. 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 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.

5. 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 and the aim of the project;
- a table of contents;
- an introductory note;
- 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 and any recommendation and suggestions where applicable;
- a reference list of sources;
- an appendix.

6. Project List

Year 9 and Year 10

1 *Power and People*

- Setting up democratic structures in a school;
- Setting up a debating society on European issues;
- Exhibitions with a European theme;
- 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;
- 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;
- A European transnational company;
- The advantages and disadvantages of the different modes of transport;
- The Trans-European Networks (TENs);
- The use of the Internet by Secondary School students;
- Rotterdam Europoort;
- Heathrow Airport;
- Globalisation on the European Economy.

3. Demographic and Social Realities

- Town twinning between a village in Malta and in another European country;
- Tourism and its impact on cultural identity;
- Major tourist destinations and attractions across Europe;
- 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);
- Migration patterns in any two European countries of your choice.

4. Europeans and their Environment

- Health promoting schools;
- Eco Schools (EkoSkola);
- 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;

- Organic farming in Europe;
- Sustainable Development;
- An investigative journal (report, photography or video) on environmental issues and the proposed solutions;
- The Media – producing videos across the area of study.

5. The Cultural Heritage

- Inventions and innovations;
- Language influences in Europe;
- Traditions and folklore in Europe;
- Lifestyles with young people (clothes, music, travel and leisure);
- Major European developments in Art/Architecture/Literature;
- Case study on one or more regional identities in Europe (ex. the Basque region);
- European cuisines;
- Case Study: The cultural heritage of any one European country;
- Theatre in Education;

- The Expressive Arts;
- Unity in diversity.

Year 11 (SEC 2018 onwards)

- The Impact of Globalisation on Cultural Identity
- Valletta and Leeuwarden as European Capital Cities in 2018
- The Effect of Social Media on Commerce
- A Case Study of an Instance of Violation of Human Rights
- Europe's 2020 Strategy
- The Impact of Tourism on the Environment

7. Themes

Year 9 Syllabus

Topic		Theme	Notes	Outcomes
1	I. Power and People	Law and Government	<ul style="list-style-type: none"> Political processes in a democracy. Different ways in which a democracy is practiced: 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 The principles of subsidiarity and decentralisation: the EU and national governments; the central government and local governments in Malta. 	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate knowledge of political processes in a democracy. Identify different ways in which democracy may be practised: 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 and how these principles are put into practice in a democratic society: the EU and national governments; the central government and local governments in Malta.

2	I. Power and People	European Institutions	<ul style="list-style-type: none"> • Basic knowledge of 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. • The role and structure of: The European Commission; the European Parliament; the Council of the European Union. • Development, structure and role of the Council of Europe. 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge of the major 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. • understand and discuss the development, structure and role of the Council of Europe.
3	I. Power and People	European Citizenship and Democracy	<ul style="list-style-type: none"> • Civil, social, economic and political rights as practiced in Europe. • Implications of civil, social, economic and political rights of citizens. • Major rights and duties of European citizenship. • The four freedoms: free movement of persons, goods, capital and services. 	<p>Students will:</p> <ul style="list-style-type: none"> • define civil, social, economic and political rights as practiced in Europe. • identify and discuss the implications of civil, social, economic and political rights of citizens. • identify the major rights and duties of European citizenship in a global perspective. • understand the four freedoms: free movement of people, goods, capital and services.

4.	II. Economic Development and Changes in Europe	Interdependence of the Economic Sectors	<ul style="list-style-type: none"> • Meaning, identification and provision of examples of the main sectors of production: primary, secondary, tertiary and quaternary. • The four sectors of production according to different regions in Europe. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify and explain types and meaning of the four main sectors of production: primary, secondary, tertiary and quaternary. • identify and explain the four sectors of production according to different regions across Europe
5.	II. Economic Development and Changes in Europe	Trade and Commerce	<ul style="list-style-type: none"> • The significance of the trade gap between Europe and developing countries. • Europe's main internal and external trading partners. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand and discuss the significance of the trade gap between Europe and developing countries. • identify the main internal and external trading partners of Europe.
6.	II. Economic Development and Changes in Europe	Transport	<ul style="list-style-type: none"> • The advantages and disadvantages of passenger/freight transport routes by land, sea and air such as canals, rivers, motorways, roads, rail, underground rail, and air. • Case Study of a European international airport: Heathrow Airport. • How different modes of communication encourage connectivity and economic activity. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify and explain the relative advantages and disadvantages of passenger/freight transport routes by land, sea and air such as canals, rivers, motorways, roads, rail, underground rail, and air. • identify the site and understand the basic working organisation through a case study of one European commercial airport: Heathrow Airport. • understand and discuss how different modes of communication encourage connectivity and economic activity in Europe.

7.	II. Economic Development and Changes in Europe	Economic Blocs and Institutions	<ul style="list-style-type: none"> Terminology associated with trade and commerce: free trade, protectionism, custom barriers, tariffs, cartels, quota, fair-trade, subsidies and dumping. 	<p>Students will:</p> <ul style="list-style-type: none"> understand the meaning of terminology associated with trade and commerce: free trade, protectionism, custom barriers, tariffs, cartels, quota, fair-trade, subsidies and dumping.
8.	II. Economic Development and Changes in Europe	Electronic Commerce in Europe	<ul style="list-style-type: none"> Importance of e-Commerce in world trading. Advantages and disadvantages of e-Commerce. 	<p>Students will:</p> <ul style="list-style-type: none"> understand the fast growing importance of e-commerce in world trading. identify and explain the advantages and disadvantages of e-commerce.

9.	III. Demographic and Social Realities	Population	<ul style="list-style-type: none"> • Meaning of terminology associated with population studies: birth rate, death rate, infant mortality, life expectancy, dependency ratio. • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify the meaning of terminology associated with population studies. • 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.
10.	III. Demographic and Social Realities	Migratory Effects and Ethnic Diversity	<ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.

11.	III. Demographic and Social Realities	Tourism	<ul style="list-style-type: none"> • 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 impact of tourism. Case Studies: Chamonix in France, Costa del Sol in Spain. 	<p>Students will:</p> <ul style="list-style-type: none"> • discuss the development and growth of tourism in Europe. • identify major tourist destinations in Europe. • describe and discuss the attractions of tourist destinations in Europe according to site, season, culture, nature, sports and leisure facilities. • Explain the positive and negative impacts of tourism. • explain the economic, social, cultural and environmental impact of tourism in Europe through these case studies: Chamonix in France, Costa del Sol in Spain.
12.	IV. Europeans and their Environment	Landscape	<ul style="list-style-type: none"> • Europe's natural (physical) and political boundaries. • Oceans, seas and major rivers bordering the European continent. • The main mountain chains and major plains across Europe. • The main islands in Europe 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.

13.	IV. Europeans and their Environment	Protection of the Environment	<ul style="list-style-type: none"> • Sources of pollution in air, land and water noise and light pollution • 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. • Preventive measures to lessen their impact. • The causes, effects and possible solutions of acid rain across Europe. 	<ul style="list-style-type: none"> • identify and understand the sources of pollution in air, land, water, noise and light pollution. • demonstrate some awareness of the possible environmental damage and solutions through various case studies. • explain the preventive measures to lessen their impact. • understand the causes and effects of acid rain across Europe.
14.	IV. Europeans and their Environment	Healthy Lifestyle	<ul style="list-style-type: none"> • Meaning of terminology and some detail associated with health standards in Europe: levels of hygiene, disease prevention, prevalent diseases, care and cure, medical services, major death causes and life expectancy. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand and explain the current situation of health standards in Europe: levels of hygiene, disease prevention, prevalent diseases, care and cure, medical services, major death causes and life expectancy.
15.	V. The Cultural Heritage	Aspects of National Identity/Diversity and the European Idea	<ul style="list-style-type: none"> • Factors that shape national identity: natural frontiers and historic borders, language, religion, myths, historic memories, culture and traditions. • The relationship between national and European identity. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify and understand the various factors which shape national identity. • understand and discuss the relationship between national identity and European identity.

16.	V. The Cultural Heritage	Cultural Heritage and Experience	<ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.
17.	V. The Cultural Heritage	Development of Modern Democracy	<ul style="list-style-type: none"> • The meaning of globalisation. • The effects of globalisation on Europe, caused by the media, namely the effects of newspapers, television, radio and the internet. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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 Year 10 level:

Topic	Theme	Notes	Outcomes	
1.	I. Power and People.	Human Rights	<ul style="list-style-type: none"> • Knowledge of The European Convention on Human Rights (Council of Europe, 1950). • The European Social Charter (Council of Europe, 1961). • The role and structure of the European Court of Human Rights. 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge of the European Convention on Human Rights of the Council of Europe of 1950. • have basic knowledge of the European Social Charter of the Council of Europe of 1961. • explain and discuss the role and structure of the European Courts of Human Rights.
2.	I. Power and People.	Conflicts and Peace-Making Processes in Europe	<ul style="list-style-type: none"> • 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 • Definition of deadlock. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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 processes: mediation, negotiation, compromise, dialogue. • know the meaning of deadlock.

3.	II. Economic Development and Changes in Europe	Interdependence of Economic Sectors	<ul style="list-style-type: none"> • Case Studies of primary, secondary, tertiary and quaternary sectors in Europe: <ul style="list-style-type: none"> • Forestry in Scandinavia • Manufacturing in the Ruhr • The entertainment and tourism industry in Malta • Smart City Malta, and Research and Development in Sweden. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify types and meaning of the four main sectors of production: primary, secondary, tertiary and quaternary. • identify the four sectors of production according to different regions across Europe. • understand the application of 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; the leisure and tourism industry in Malta for the tertiary sector; Smart City Malta and Research and Development in Sweden for the quaternary industry.
4.	II. Economic Development and Changes in Europe	Trade and Commerce	<ul style="list-style-type: none"> • The importance of transnational companies. • Local Case Studies from leisure industry and microelectronics sector (for example, the Corinthia Group and ST Microelectronics). 	<p>Students will:</p> <ul style="list-style-type: none"> • explain the importance of transnational companies. • explain how transnational companies operate through a local case study from the leisure industry and another from the microelectronics sector.

5.	II. Economic Development and Changes in Europe	Transport	<ul style="list-style-type: none"> • Development, workings, advantages and disadvantages of the TENs. • Case Study of a European Commercial seaport: Rotterdam/Europoort. 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge on the development, workings, advantages and disadvantages of the Trans-European Networks (TENs). • identify the site and explain the basic working organisation through a case study of one European commercial seaport (Rotterdam Europoort).
6.	II. Economic Development and Changes in Europe	Electronic commerce	<ul style="list-style-type: none"> • Impact of e-Commerce on traditional trading (retail outlets). 	<p>Students will:</p> <ul style="list-style-type: none"> • understand the impact of e-commerce on traditional trading (retail outlets).
7.	II. Economic Development and Changes in Europe	Economic Blocs and Institutions	<ul style="list-style-type: none"> • Development and role of EU, EEA, EFTA and Union for the Mediterranean (previously known as Euro-Mediterranean Partnership). 	<p>Students will:</p> <ul style="list-style-type: none"> • identify and explain the development and the role of the major European economic blocs and institutions, namely: EU, EEA, EFTA and Union for the Mediterranean (previously known as Euro-Mediterranean Partnership).

8.	III. Demographic and Social Realities.	Migratory Effects and Ethnic Diversity	<ul style="list-style-type: none"> • Awareness of ethnic, linguistic, religious groupings in various European countries and understand the way in which political boundaries cut across such groupings. • The new challenges of a multicultural society. Positive and negative impacts of a multicultural society on the lives of Europeans. • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.
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9.	III. Demographic and Social Realities.	Industrialisation and Urbanisation	<ul style="list-style-type: none"> • Causes and effects of the Industrial Revolution. • Urbanisation as a result of industrialisation. • Social conditions of urbanisation: poverty, sanitation, family structure, housing, political aspirations, urban depopulation, counter-urbanisation. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify and explain the main causes and results of the Industrial Revolution in Europe. • 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, urban depopulation and counter-urbanisation in recent years.
10.	IV. Europeans and their Environment.	Climate	<ul style="list-style-type: none"> • 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. • Identify the role of the EU with regards to climate change, with special reference to the EU 2020 strategy 	<p>Students will:</p> <ul style="list-style-type: none"> • 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. • identify the role of the EU with regards to climate change, with special reference to the EU 2020 strategy

11.	IV. Europeans and their Environment	Protection of the Environment	<ul style="list-style-type: none"> • Understand the causes and effects of water pollution through the following Case Study: The River Rhine. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand and explain the causes and effects of water pollution by means of a case study: the River Rhine.
12.	IV. Europeans and their Environment	Sustainable Development	<ul style="list-style-type: none"> • Understand the problems facing European inner cities. • Identify possible solutions through the following Case Study: Land use change in London's Docklands. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.
13.	IV. Europeans and their Environment	Healthy Lifestyle	<ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.

14.	V. The Cultural Heritage	Aspects of National Identity/Diversity and the European Idea	<ul style="list-style-type: none"> • Conflicts due to excessive nationalism. • Make reference to the regional conflicts Northern Ireland, the Basque region in Spain and Cyprus (as discussed in Power in People) 	<p>Students will:</p> <ul style="list-style-type: none"> • understand and explain how conflicts are brought about due to nationalism making reference to the regional conflicts of Northern Ireland, the Basque region in Spain and Cyprus (covered in Power in People).
15.	V. The Cultural Heritage.	Cultural Heritage and Experience	<ul style="list-style-type: none"> • Understand common European cultural heritage through following themes: <ul style="list-style-type: none"> • 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) and Rock (Led Zeppelin). 	<p>Students will:</p> <ul style="list-style-type: none"> • understand and explain the common European cultural heritage in Europe through these themes: <ul style="list-style-type: none"> • 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)

Situations or issues that students are expected to discuss at Year 11 level:

Topic	Theme	Notes	Outcomes
1.	I. Power and People.	Rise and Evolution of the Welfare State in Europe	<ul style="list-style-type: none"> • Absolute and relative poverty. • Means of measuring wealth and poverty: GDP, per capita income, level of education, literacy skills, employment by sector • Basic differences in standards of living among the European nations and their various regions. • Current problems of sustainability of the welfare state.
2.	I. Power and People.	European Institutions	<p>Students will:</p> <ul style="list-style-type: none"> • define absolute and relative poverty. • demonstrate an understanding of the means of measuring wealth and poverty by means of the following concepts: GDP, <i>per capita</i> income, level of education, literacy skills, employment by sector. • know and explain basic differences in standards of living among European nations, and their various regions. • understand, explain and discuss the current problems of sustainability in the welfare state.
			<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate the understanding of the major landmarks in the history of the European Economic Community (EEC) and the European Union (EU). • outline the history and role of the OSCE.

3.	II. Economic Development and Changes in Europe.	Interdependence Economic Sectors	<ul style="list-style-type: none"> • Advantages and disadvantages of the CAP on European farming industry. 	<p>Students will:</p> <ul style="list-style-type: none"> • explain and discuss the advantages and disadvantages of the CAP on the European farming industry.
4.	II. Economic Development and Changes in Europe.	Economic Blocs and Institutions	<ul style="list-style-type: none"> • The effects of globalisation on the European economy. • Relations between the EU and other world trading blocs: WTO, OPEC, Lomé Convention • Different models of trade between the EU and third countries. 	<p>Students will:</p> <ul style="list-style-type: none"> • explain and discuss the effects of globalisation on the European economy. • identify relations between the EU and other world trading blocs, namely the WTO, OPEC and Lomé Convention. • explain the different models of trade between the EU and third countries.
5.	III. Demographic and Social Realities.	Employment	<ul style="list-style-type: none"> • Terminology associated with employment sector: working conditions, salaries and wages, freedom of association, collective bargaining, worker participation, safety at work, work opportunities in an inclusive society. • Challenges a country faces because of the changing patterns of employment. • How various European countries try to solve problems caused by unemployment and how they are trying to reduce it. 	<p>Students will:</p> <ul style="list-style-type: none"> • define and explain 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. • identify and explain 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.

6.	IV. Europeans and their Environment.	Protection of the Environment	<ul style="list-style-type: none"> • Effects of modern farming, industry, tourism and transportation on the environment. 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the extent to which modern farming practices, industry, tourism and transportation in Europe are responsible for environmental damage.
7.	IV. Europeans and their Environment.	Sustainable Development	<ul style="list-style-type: none"> • Conflicts of interest between conservation and development in Europe's Mediterranean regions (with special reference to the Camargue). 	<p>Students will:</p> <ul style="list-style-type: none"> • identify and explain the conflicts of interest inherent between conservation and development in Europe, especially in the Mediterranean regions (special reference to be given to the Camargue).
8.	V. The Cultural Heritage.	Cultural Heritage and Experience	<ul style="list-style-type: none"> • The widespread effects of the following inventions on European civilisation: printing, gunpowder and steam-power. • Islamic influences on Europe in the Mathematics, medicine, architecture, literature and language. • North American influences on contemporary Europe in media, fast-food chains, fashion and leisure. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand and explain the widespread effects of the following inventions and innovations on the development of European civilization: printing, gunpowder and steam-power. • identify and explain Islamic influences on Europe in the Mathematics, medicine, architecture, literature and language. • identify and explain North American influences on contemporary Europe in media, fast-food chains, fashion and leisure.

9.	V. The Cultural Heritage.	Development of Modern Democracy	<ul style="list-style-type: none"> • The importance of the Enlightenment, the French Revolution and Universal Suffrage in the evolution of modern democracy. • The main distinctive features of liberalism, fascism, socialism and communism in European political thought. 	<p>Students will:</p> <ul style="list-style-type: none"> • appreciate the importance of the Enlightenment, the French Revolution and Universal Suffrage in the development of modern democracy in Europe. • understand and explain the main distinctive features of liberalism, fascism, socialism and communism in European political thought.
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8. Important References

European Studies information booklet. ISBN 978-99957-0-631-9

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