

UNIVERSITY OF MALTA
SECONDARY EDUCATION CERTIFICATE EXAMINATION

EUROPEAN STUDIES

MAY 2014

EXAMINERS' REPORT

**MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS' BOARD**

**SEC EUROPEAN STUDIES
MAY 2014 SESSION
EXAMINERS' REPORT**

Results

GRADE	1	2	3	4	5	6	7	U	ABS	TOTAL
PAPER A	13	21	19	12	11			13	2	91
PAPER B				4	4	6	4	4	1	23
TOTAL	13	21	19	16	15	6	4	17	3	114
% OF TOTAL	11.40	18.42	16.67	14.04	13.16	5.26	3.51	14.91	2.63	100

Moderation Report of European Studies Projects 2014

- ❖ 87 projects spread over 8 schools were moderated.
- ❖ Most projects were very well presented and included a table of contents, captions to pictures and other quality elements.
- ❖ Some projects were too general in nature.
- ❖ A number of candidates failed to integrate the project within a European Studies dimension.
- ❖ Many projects were mainly descriptive and lacked personal conclusions and suggestions about the topic investigated.
- ❖ Projects were rarely based on primary sources.
- ❖ In some instances candidates resorted to copying large chunks from secondary sources.

Detailed Comments about Course Work

1. **Originality and presentation**
In some projects, the format of the content was fairly presented, captions of illustrations were missing, and there was inconsistency in font size and in the distinction between subtitle headings and normal content text. At times, the effectiveness of certain illustrations was reduced because these were either reproduced in grey scale or were very small in size.
2. **Relevance of content to the project title**
In most instances, the reference to Europe or the EU was absent. There were also a few instances where there was a significant imbalance between sections, with one aspect of the research having too much content and another having too little. Some project aspects were superficially tackled.
3. **Fieldwork research**
Some of the projects lacked original fieldwork research in the form of surveys, questionnaires or interviews. When the topic under review was a local one, the candidates failed to produce original photographs. Most of the researched data and illustrations were obtained from the internet.

4. **Introduction and conclusion**

In most cases, the conclusion and the research references were very brief. References were mostly limited to a few websites. In such instances, no precise website references were indicated.

REPORT ON WRITTEN PAPERS: 1, 2A & 2B

General Comments on the answers provided

- ❖ Some candidates tended to not give enough attention to the marks allotted for the different parts of the questions. This at times resulted in their tackling of parts which carried the highest number of marks in a rather superficial manner.
- ❖ Some candidates tended to reproduce by heart previously prepared material on a given topic irrespective of what the question actually entailed. Such candidates lost marks since their answers were partly out of point.

Paper I

Question Remarks

Section I – Power and People

53 candidates from those who sat for Paper 2A attempted Section I.
9 candidates from those who sat for Paper 2B attempted Section I.

1. **Re: Political rights in the EU**
About half the candidates answered this question correctly when they mentioned and explained the three political rights; the other half, however, mentioned non-political fundamental rights, such as workers' rights and the right to life and to education. 3 x 2 marks
2. **Re: Problems of integrating ethnic minorities in Europe**
Most candidates tried to answer the question but then failed to identify three distinctive problems that hinder the process of integration of ethnic minorities. Such candidates focused on one problem and discussed its various implications; e.g. xenophobia which causes racial discrimination, unemployment within ethnic minorities, segregation, unequal treatment and so on. In such cases, marks were reduced. 3 x 2 marks
3. **Re: Meaning of compromise, decentralisation and solidarity in relation to the EU**
(a, b, c) Most candidates answered this question correctly by giving the definition and often a concrete example of what they understood by the terms compromise, decentralisation and solidarity. The section dealing with solidarity was the least successfully tackled since some candidates focused more on charity to third world countries and overlooked the fact that solidarity is a virtue that ought to be practiced in rich countries with people within or below the poverty line. 3 x 2 marks
4. **Re: Meaning of Welfare Services in Europe**
(a, b) A substantial number of candidates managed to demonstrate a sound understanding of 'welfare services in Europe', giving reasons why such a service was instituted in post-war European countries and furnishing correct examples of welfare services found in Europe today. It was noted that the most frequent examples were taken from the local context, such as children's allowance, unemployment benefits, retirement pension, maternity leave and free childcare services. 3 marks, 3 marks
5. **Re: The meaning of OSCE and its relevance in Europe**
(a, b) Nearly all candidates gave the correct full version of the term OSCE as the Organisation for Security and Cooperation in Europe and also provided the historical circumstances which led to the setting up of this

organization. When dealing with the second part of the question, some candidates tended to repeat the same ideas discussed in the first part, demonstrating a lack of awareness of the relevance of the OSCE in the post-Cold War period. Very few candidates mentioned the OSCE's commitment to combat organized crime and terrorism in Europe. 3 marks, 3 marks

Section II – Economic Development and Changes in Europe

45 candidates from those who sat for Paper 2A attempted Section II.

5 candidates from those who sat for Paper 2B attempted Section II.

6. Re: The contribution towards Europe of the WTO and EU funds

(a) Most candidates managed to provide some rudimentary knowledge about what the World Trade Organisation consists of and that it deals with establishing fair trade practices. One common pitfall was that a considerable number of candidates linked this organisation with the EU and overlooked that it includes members such as China, Japan and the USA. 3 marks

(b) The second component of the question was answered correctly by a substantial number of candidates, mentioning also one or two concrete examples of EU funds to member states. Others, however, mixed up such funds with funds which the EU allocates to developing third world countries including members of the Lomé Convention. 3 marks

7. Re: The objectives of the Trans European Networks and examples

(a) Most candidates showed that they knew that TENs is Trans-European Networks for short and that it had to do with the efficient, fast and developed system of land transportation in Europe. There were, however, some candidates who associated TENs with the advantages of air transport in Europe and the introduction of low cost airlines which contributed to a boost in the tourism industry in Europe. 3 marks

(b) The second component of the question was less successfully attempted by the candidates. The majority of the candidates seemed to have been unprepared to mention concrete examples of TENs projects in Europe, and thus at times mentioned examples from the local context (e.g. Regional Road, The Baħar iċ-Ċagħaq Coastroad, etc.). The example mentioned most from a European context was the Eurotunnel that links London with Paris; other European examples were simply vaguely referred to, for instance, the French TVG trains, the European motorway system and the underground metros. 3 marks

8. Re: Different effects of globalisation on the European economy

(a) Most candidates managed to answer the first component and gave correct concrete examples of positive effects of globalisation. The issues mentioned most were an increase in e-commerce, the setting up of transnational companies selling their bonds on the world market and the influence of the social media in linking people and cultures from different parts of the world. 3 marks

(b) When answering the second part of the question dealing with the negative effects of globalisation, most candidates furnished correct and concrete examples, with the most common being: the dominance of transnational companies in third world countries, the domination of the Western consumerist world culture over other regional cultures in other parts of the world, and the effect of advertising in the creation of artificial needs and wants, accentuating the increasing divide between the world's rich and poor. 3 marks

9. Re: The difference between free trade and protectionism and related present EU policy

(a) Most candidates managed to distinguish between free trade and protectionism, and mentioned terms connected to the two, namely: fair trading practices, free market regulations, the rule of supply and demand, minimal government interference in trade, custom duties or tariffs, importation or exportation quotas. 3 marks

- (b) Most candidates correctly recognised that the EU prefers free trade practices to protectionism since such practices are rooted in two of the four principles of the EU – the free movement of goods and capital. 3 marks
10. **Re: The EU agricultural policy, historical background and examples of directives**
- (a) Almost all the candidates identified the agricultural organisation referred to in the question as the Common Agricultural Policy or CAP in short. 1 mark
- (b) When answering the second component of the question, most candidates, instead of mentioning the historical background of the state of European agriculture after World War II, focused on the advantages of the CAP, for which reason they lost half the marks allocated to the question. 2 marks
- (c) This component of the question was least successfully answered by the greater part of the candidates, demonstrating lack of preparation or unclear knowledge about the issue. Some vague answers referred to production quotas, minimum guaranteed income for farmers and regulations against GMOs. 3 marks

Section III - Demographic and Social Realities

86 candidates from those who sat for Paper 2A attempted Section III.
21 candidates from those who sat for Paper 2B attempted Section III.

11. **Re: The impact of industrialisation on workers in Europe**
Candidates generally did well in this question. The effects mostly mentioned were the advent of mass production, cheaper prices, the development of health and safety regulations at the workplace and the development of trade unions. 6 marks
12. **Re: Mass tourism and reasons behind Europe becoming a major tourist destination**
(a, b) Most candidates explained that mass tourism is group travel to a destination for purposes of leisure. They also supplied two reasons why Europe has become a major tourist destination, mentioning mostly an increase in cheaper package flights and more money to spend on holidays. 2 marks, 2 x 2 marks
13. **Re: Some causes for the high rate of unemployment in Europe**
Some candidates found difficulties to supply and explain three major causes of unemployment in Western Europe. The other candidates generally mentioned the financial crisis, the decrease in state incentives owing to national deficits and the mismatch between available worker skills and new work demands. 3 x 2 marks
14. **Re: The term *dependency ratio* in relation to population and its effects on Europe**
(a, b) Most candidates knew what dependency ratio meant and explained how this had an effect on social security, namely the health services, housing and old age homes. 2 & 2 marks
15. **Re: Advantages and disadvantages of living in Western European urban areas**
Most candidates answered this question well. As advantages, they generally mentioned easier access to commercial centres, better transport facilities, more varied entertainment facilities, better communication systems and greater proximity to one's workplace. The disadvantages mostly mentioned were the higher cost of housing, traffic congestion, air and noise pollution and rising unemployment. 6 marks

Section IV – Europeans and Their Environment

45 candidates from those who sat for Paper 2A attempted Section IV.
13 candidates from those who sat for Paper 2B attempted Section IV.

16. **Re: Changes in land use of London's docklands**
 (a, b) Many candidates did not provide adequate answers about the actual changes in the land use of London's docklands. In contrast, a small number of candidates provided a lot of detail about the whole project which indeed radically changed the type of land use which had been practised there for a very long time. 3 marks, 3 marks
17. **Re: Candidates had to complete a matrix to show some geographical locational knowledge about Europe's plains, mountains and bordering seas**
 Only a few candidates obtained the full six marks for this question. Many candidates have much less knowledge of the geography of Eastern European countries such as Romania and Poland. 6 marks
18. **Re: Sources of pollution for air, land and sea**
 (a, b, c) Most of the answers were correct but there was some repetition for land and sea pollution, for example dumping and sewage. With regard to air pollution, some candidates rightly indicated visual and sound pollution. 3 x 2 marks
19. **Re: The influence of the North Atlantic Drift on the climate of Western Europe and the advantage for navigation**
 (a, b) Few candidates stated correctly that this current is warm, that it mitigates the climate of western Europe at this latitude, and that all ports are ice-free all year round. Many answers indicated the opposite; some thought that the speed of this current was the only advantage for the navigation of ships moving towards the west coast of Europe. 3 marks, 3 marks
20. **Re: Preventive measures to protect the European environment from oil spills, modern farming practices and land transportation**
 (a, b, c) Some candidates mentioned the effects of these events or practices on the environment and did not refer to preventive measures. There were, however, many somewhat correct answers: to prevent oil spills, many mentioned double keel tankers and strict regulations on navigational routes; there were also references to, for example, organic farming instead of using artificial pesticides and fertilisers in modern farming practices. As regards land transport, most references made were to electric cars, increased use of public transport and the adoption of new lifestyles which included, for instance, the use of bicycles and walking. 3 x 2 marks

Section V - The Cultural Heritage

32 candidates from those who sat for Paper 2A attempted Section V.
 15 candidates from those who sat for Paper 2B attempted Section V.

21. **Re: The different levels of industrialisation in Europe in the middle of the 19th century**
 (a, b, c) Though many candidates gave good answers, only a few managed to score full marks in this question. Various mistakes were registered, such as that Malta was very advanced in industrialization at the time. 2 marks, 2 marks, 2 marks
22. **Re: Islamic influence on Europe**
 Most candidates explained how Southern Europe has been particularly influenced by Islam, mentioning notable examples, such as Spain and Sicily. However, only a few candidates actually gave some details regarding what this influence was. 5 marks
23. **Re: Trade influence on Europe and historical developments**
 (a, b) Most candidates explained the main influences of trade on Europe, mentioning urbanisation, the development of communication systems, the rise of the wealthy middle class and the development of corporate bodies. 3 marks, 3 marks

24. **Re: How and why Internet has become important**
 The majority of the candidates explained that the Internet is a more attractive means of communication since it is visual and is more interactive through the use of social networking sites, chat rooms and e-mail. 4 marks
25. **Re: Effects of inventions as Printing and Steam power**
 (a, b) Candidates managed to explain how the invention of printing led to a greater diffusion of books and interest in reading. However, they tackled steam power rather superficially. 2 x 2 marks
26. **Re: European cultural groups with Scandinavia as exemplar**
 (a, b) Most candidates explained that the cultural group includes peoples who are very close to one another due to geographical proximity, race, religion and history. The candidates also managed to name three countries which belong to the Scandinavian cultural group. 2 marks, 3 marks

Paper IIA

Question Remarks

Section 1 – Power and People

1. **Re: The role of the European Parliament and the support it can provide to citizens**
 43 candidates attempted Question 1.
- (a) Most candidates demonstrated some clear and relevant knowledge on the development, composition and function of the European Parliament. Some candidates even compared its functions with those of the other main EU governing institutions. Others made reference to how Malta is represented by the European Parliament. 10 marks
- (b) When candidates came to answer the second component of the question, their knowledge was a bit more superficial; most of them repeated some of the ideas already discussed in the first component; others mentioned the right of EU citizens to voice their concerns with their nationally elected MEPs so that these could be presented to the European Parliament. 10 marks
2. **Re: The EU's effort to eliminate structural violence**
 20 candidates attempted Question 2.
- (a) This part of the question was answered correctly by the majority of the candidates. Most candidates mentioned three or more examples of structural violence, with the examples mentioned most being racism, sexism, xenophobia and homophobia. Candidates explained their meaning and implications on society in the sense that they bring social inequality, unequal opportunities, verbal and at times physical violence, social marginalisation and exclusion, stereotype judgements and so on. 2 x 5 marks
- (b) When tackling this component of the question, most candidates acknowledged that one major aim of the EU is to reduce instances of structural violence in Europe. Some candidates mentioned the following examples of how this is being done: enforcement of the rule of law, strengthening of democratic structures, cooperation between member states to combat organised crime and human exploitation, multicultural educational campaigns, accessibility for educational and health services and promotion of gender equality.

2 x 5 marks

Section II - Economic Development and Changes in Europe

3. **Re: Transnational Companies and their accountability**

40 candidates attempted Question 3.

- (a) Nearly all the candidates who attempted this question answered it successfully and gave a clear and sound definition of transnational companies; the candidates even mentioned a few examples of such companies that are based in or have a branch in Malta. 6 marks
- (b) Most candidates also managed to answer this component correctly by identifying and elaborating on a number of issues that may lead to power abuse by transnational companies. The examples mentioned most were: exploiting the natural and human resources of Third World countries where they operate, causing damage to the environment, dominating the economy of developing countries and interfering in politics to acquire economic advantage. 8 marks
- (c) Most candidates were aware that the EU has great responsibility in monitoring and regulating the activities of TNCs in Europe. Points mentioned by most candidates in this regard were: promoting fair trading practices, enacting legislation to discourage the formation of cartels, ensuring that workers have the right to enlist freely in a trade union and improving upon the general working conditions of employees. 2 x 3 marks

4. **Re: The different roles of the Europoort and Heathrow airport**

8 candidates attempted Question 4.

- (a) Most candidates demonstrated some basic knowledge about the location, size and functions of Europoort in the Netherlands and Heathrow airport in the United Kingdom. When comparing the functions of these two locations, most candidates made some observations about the type of people that use them, the types of transportation services and facilities available in each of the two terminals, the amount of commercial cargo that passes through them, and the importance of Heathrow airport for the tourism industry and of Europoort for transit bulky trade. 10 marks
- (b) Most candidates overlooked the historical importance of these two locations – Europoort being on the mouth of the Rhine facing the North Sea and Heathrow close to London as the capital linking Europe with North America. However, some candidates did fairly well since they showed some coherent knowledge about the historical development of these two locations, the stages and the projects when enlargements were made. With regard to Europoort, the enlargements mentioned were: the construction of oil pipelines, the deepening of the harbour, the expansion of the European economy resulting in a continuous increase in imports and exports of goods and development in robotic technology, and the construction of specialised industrial manufacturing centres close to the harbour. As regards Heathrow airport, the projects mentioned were: the underground link with London, new terminals, commercial centres and luxurious airport hotels, the expansion of the tourism industry and the increase of international airlines operating to and from Heathrow. 5 x 2 marks

Section III - Demographic and Social Realities

5. **Re: People living longer – the problem of demographic ageing**

87 candidates attempted this question.

Most candidates explained how a longer life expectancy today is due to a better standard of living and better medication. They also explained how this is affecting European countries, mentioning mostly the substantial increase in the old age population depending on welfare services, the increasing imbalance between welfare dependent individuals and the contributing workforce, the consequent financial strain on the national economy and private institutions, and the need of more residential homes, hospitals and specialised medical care. However, few of the candidates dealt with the decrease in the younger generation as a result of people marrying later in life and there being consequently fewer females of fertility age as well as with the change in patterns of

consumption and leisure. Nevertheless achievement by the candidates in this question was generally good. 20 marks

6. **Re: The problem of integrating immigrants and the measures which Europe is taking to help**

63 candidates opted for this question.

Candidates had to analyse how European countries can help immigrants integrate better. Most candidates were generally superficial in their answers. They failed to make a distinction between the various forms of immigrants, such as political immigrants, undocumented workers, economic immigrants, unauthorised immigrants and those who enter legally but overstay their visa. Candidates tended to just concentrate on ensuring a more constructive stay in detention centres, such as by providing opportunities for satisfying work, learning the language of the host country, developing plans for rehabilitation programmes and using the immigrants' skill potential. They also dealt with the problem of ensuring shelter, means of subsistence and equal opportunities for migrant children in schools. However, most candidates failed to mention other important aspects, such as quicker procedures to process documentation of those requesting refugee status and better networking with the countries of origin to identify problems at source. 20 marks

Section IV Europeans and their Environment

7. **Re: Causes and effects of acid rain across Europe and measures to control it**

38 candidates out of 91 attempted this question.

- (a, b, c) Most of the responses given were correct but many were very terse and rather superficial. Some comments exaggerated the effects, and others attributed these effects to acid rain when other factors are the cause, such as nitrate pollution in lakes and ponds. Very few candidates noted that acid rain can also be the result of natural causes like volcanic eruptions and electric storms.

3 x 2 marks, 5 x 2 marks, 2 x 2 marks

8. **Re: The Camargue as a wetland to be protected and negative impact caused by human beings**

24 candidates chose this question.

- (a, b, c) Many candidates mentioned many correct points, some in great detail. However, references to measures to protect this wetland were mostly restricted to controlled tourism and an effective education campaign.

4 marks, 4 x 2 marks, 4 x 2 marks

Section V The Cultural Heritage

9. **Re: The Renaissance and its spread across Europe**

26 candidates attempted this question.

Candidates generally gave a good brief definition of the Renaissance as the rebirth of learning. Most candidates mentioned the progress achieved in art, such as the rediscovery of the human body, the importance given to perspective and the use of oil. They also mentioned important artists such as Leonardo da Vinci and Michelangelo. They explained how in architecture, the Gothic style was eventually replaced by Baroque, and how the invention of printing accelerated the spread of written communication. However, few candidates linked this progress to the humanist movement. Furthermore, a good number of candidates dealt at length with the reasons why the Renaissance started in Italy, an aspect which was not really requested. Many candidates also failed to mention the discovery and exploration of unknown lands in other continents.

20 marks

10. **Re: The major factors which contribute to a national identity; ONE example of how the national identity of a particular European country positively or negatively influenced European history**

23 candidates attempted this question.

- (a, b) Most of these candidates managed to explain how a national identity emphasises the differences between the people of one country and another. They mentioned various factors which help to shape national identity, such as natural frontiers, a common language, a common religion, historic territory, common myths and mutual influences and memories. When mentioning an example of how the national identity of a particular European country influenced the course of European history, they generally dealt with the Nazi movement and Hitler. Candidates were generally rather weak in the second part of this question. 10 marks, 10 marks

Paper IIB

Question Remarks

Section I – Power and People

1. **Re: The role of the European Parliament and the support it can provide to citizens**

8 candidates out of 23 opted for this question.

- (a) Most candidates managed to demonstrate some basic knowledge about the composition and main functions of the European Parliament. 7 marks
- (b) Most candidates stated that EU citizens vote every five years to elect their national MEPs and that they can put forward their complaints to these elected representatives, who in turn present them for discussion at the European Parliament. 7 marks
- (c) The majority of the candidates answered this question by mentioning the cities, Brussels and Strasbourg, rather than Belgium and France as the question required. 2 marks
- (d) Nearly all the candidates answered this question correctly and obtained full marks for it. 4 marks

2. **Re: The EU's effort to eliminate structural violence**

12 candidates attempted Question 2.

- (a) Most candidates were able to define and distinguish between three of the types of structural violence stated in the question, i.e. poverty, xenophobia, sexism, religious intolerance and the violation of human rights. 3 x 4 marks
- (b) This component of the question presented a more challenging task for most candidates. A considerable number of candidates tended to repeat some of the arguments which they had mentioned and discussed in the first component, thus losing marks. Only a small minority of the candidates mentioned the emphasis which all EU institutions make on the respect of human rights and on multiculturalism. 2 x 4 marks

3. **Re: Transnational Companies and their accountability**

Only 5 candidates opted for this question.

- (a) Many candidates answered this question correctly, showing awareness of TNCs and how they differ from other commercial companies. 4 marks
- (b) Most candidates mentioned company names and the commercial sector in which they operate, such as a particular fast food service, automobile industry and the like. 2 x 2 marks
- (c) The majority of the candidates mentioned at least two positive effects of TNCs on the European economy, namely an increase in exports and imports, an increase in employment opportunities, an increase in capital projects and investment, and the introduction of new projects in the market. 3 x 2 marks
- (d) Here, most candidates mentioned at least two negative effects of TNCs on the European economy, namely the negative impact which investments and projects by TNCs can have on the natural environment, the setting up of cartels which tend to push prices upwards, and the power struggles to win more markets or to acquire more control on national policies. 3 x 2 marks

4. **Re: The different functions of Europoort (seaport) and Heathrow Airport**

Only 3 candidates attempted this question.

- (a) Most candidates failed to give four specific differences between Heathrow airport and Europoort. They did, however, provide some basic knowledge, stating that Heathrow is an international airport close to London, that it is frequented mostly by business people and tourists travelling between Europe and America and that it provides employment mostly in the tertiary sector of the economy. When discussing Europoort, most candidates mentioned its location in the Netherlands and its main function as a commercial harbour for the transit of bulky merchandise imported to and exported from Europe. 4 x 2 marks
- (b) Many of the candidates were less successful when attempting to answer the second component of the question. Most of them failed to understand what they were expected to include in their answer and presented incoherent information, and data already discussed in the first component of the question. Only a handful of candidates managed to provide concrete reasons for their rapid growth and major developments. 2 x 3 marks, 2 x 3 marks

5. **Re: A longer life expectancy in European countries, reasons why, and how elderly persons in Europe can utilise their potential for their benefit**

18 candidates attempted this question.

- (a, b, c) Most candidates explained that demographic ageing is a consistent change in population structure owing to lower birth rates and the rise in life expectancy with an increase in the number of elderly persons. They also gave three reasons why demographic ageing is on the increase in Europe, mentioning better health care services in the community, better residential homes for the elderly, more effective therapeutic medicine, greater availability of medicines and better pension schemes. However, in the last part of the question, candidates were rather weak at explaining how elderly persons in Europe can utilise their potential and demonstrate the benefits of their role to Europe's population. Most of them just mentioned making use of their experience and knowledge. 2 marks, 3 x 2 marks, 4 x 3 marks

6. **Re: The European community of cultures, and European integration and its promotion and benefits**

7 candidates out of 23 attempted this question.

- (a, b, c, d) Most candidates explained that a community of cultures is one in which people live together as one big community, and where differences of race, language and belief are respected. They also

explained how this is manifested through the different ethnic minorities living in European countries. In the third part of the question, candidates just mentioned that the European Union tries to ensure equality through legislation. In the final part of the question, candidates were rather superficial in dealing with the main benefits of this diversity in Europe. They just mentioned the greater knowledge of language through language distribution and the strengthening of the economy through a wider range of skills and abilities. 2 x 2 marks, 4 marks, 2 marks, 10 marks

Section IV – Europeans and the Environment

7. Re: Definition, causes and effects of acid rain across Europe and measures to control it

10 candidates opted for this question.

- (a, b, c, d) Many of the answers were confused and some were even incorrect in many parts. Some responses were purely the result of guesswork. 4 marks, 3 x 2 marks, 3 x 2 marks, 2 x 2 marks

8. Re: The Camargue as a wetland to be protected and the negative impact caused by human beings

Only 3 candidates attempted this question.

- (a, b, c, d) Responses were moderately good. However, the impact of human beings on this particular ecosystem was generalised as an impact common in modern urban areas, which, of course, is not the case with regard to the Camargue. 4 marks, 4 marks, 3 x 2 marks, 3 x 2 marks

Section V - The Cultural Heritage

9. Re: The Renaissance, its Italian origin and one artist and explorer as an exemplar of this artistic period

Only 3 candidates opted for this question.

- (a, b, c, d) Most candidates explained that the Renaissance was a new awakening and revival of art and learning. They mentioned how Italy enjoyed various advantages, such as being relatively advanced in commerce, banking and trade, having the legacy of the Roman Empire, being more urbanized and enjoying the support and patronage of the Papacy and noble families. Candidates generally dealt with Leonardo da Vinci and Christopher Columbus in the final parts of the question. On the whole, the performance of candidates in this question was average. 3 marks, 5 marks, 6 marks, 6 marks

10. Re: Choice of four themes from the following:

- (a) National identity**
- (b) The invention of the printing press**
- (c) The French Revolution**
- (d) The Technology Revolution**
- (e) The mass media**
- (f) The Reformation**

8 candidates attempted this question.

Candidates had to write a short paragraph on each of four themes, describing the effect they had on the history of Europe. Candidates generally scored high marks when dealing with the invention of the printing press and the mass media but found difficulties with the other themes.

4 x 5 marks

*Chairperson
2014 Examination Panel*