

European Studies *AS Level*

Pupil Guide



Dominican College, *Portstewart*



European Studies AS Level

September 2003-June 2004

Introduction .

This is a one year course undertaken within Lower Sixth leading to an AS qualification in Contemporary European Studies. This is the fourth year this course has been available.

You will have 6 hours of class per fortnight. Full attendance and preparation for class is essential.

The Course aims to develop the knowledge and understanding of the People, institutions, policies and key issues within the European Union.

A course in European Studies will complement all other AS choices and will help develop knowledge and understanding of Politics, Economics, Geography, History and current affairs.

There is no foreign language element to the course.

It is an ideal preparation for the European dimension for many Courses within third level education.

The Course will be assessed by means of One Three hour examination.

The exam will be taken in June 2004.

It will not be possible to re-sit this exam.

There is no coursework component.

There is no A2 qualification available in this subject.

The exam paper contains three modules. AQA suggest that these should be studied in a linear sequence.

Module One : The Evolution of European unity

Module Two: The Policies of The European Union

Module Three : Key Issues in The European Union

Resources

Books .

- Understanding The European Union (John Mc Cormick)
- Europe A-Z – A guide to European Integration (Werner Weidenfeld)
- Developments in The European Union (Laura Cram)
- The Penguin Companion to European Union (Timothy Bainbridge)
- **Introducing The European Union – Duncan Watts (text book)**
- The Government and Politics of The European Union (Neil Nugent)
- Issues in The New Europe (Graham Drake)

EU booklets/Publications

E.g. The Treaty of European Union

(These are obtained free from The Central Bureau)

Europe's Agenda 2000

A people's Europe

Pupils will be encouraged to gather their own materials.

Videos

The European Parliament

The European Union

Relevant News presentations during the year.

CD Roms

(A copy of each is given to each student)

- Europe A-Z
- Hello Europe – A youth guide to Europe and the European Union
- A guide to The Institutions of The EU

Newspapers

It is vital that students on the course keep up to date with developments within the EU – particularly with regard to summits, enlargement and the Euro. A good knowledge and understanding of current affairs is a key element of the course.

Articles from The Guardian

The Times

And The Daily Telegraph are often used in the classroom.

The attitudes of The Local media and the tabloid press are also studied.

Video copies of news bulletins are also used.

Internet sites :

www.europa.eu.int

www.guardian.co.uk

Handouts

The majority of the course is taught by means of classroom discussion and handouts. These will also be available on disc.

Additional Resources

AQA GCE European Studies Specimen units and mark schemes

AQA GCE European Studies Teacher's guide

AQA sample papers and past papers

Pupils will occasionally be asked to make presentations to the class using either powerpoint presentations .They will develop ICT skills within the course .

Assessment Objectives for the course :

A01: Knowledge and understanding

A02 : Explanation and analysis

A03 : Substantiated judgement

Module 1. Time allocated 33 hours Institutions and Treaties (34%)

Questions on this module target A02 and A03.

Pupils will answer a total of Two questions from the six which are set.

Each question will have two parts: part one will ask pupils to Outline the main knowledge of a topic and part two will ask them to explain.

Introduction :

The seeds of European Integration (2 lessons)
An introduction to the members of The EU (1 lesson)

The EU Institutions (15 hours)
For each institution we will study :

The origins

The development

The powers/legislative procedures

Relationship with other institutions

- The European Parliament (4 lessons)
- The European Commission (4 lessons)
- The Council of Ministers (3-4 lessons)
- The European Court of Justice/ Court of Auditors (2 lessons)
- The European Council (1 hour)

At the end of this part of module One pupils will study how the institutions interconnect. (As they move on to study the Treaties they will deepen their understanding of the institutions)

- The European Institutions - an overview (one lesson)
- The founding Treaties - Paris and Rome (1 lesson)
- The Single European Act (4 lessons)
- The Treaty of European Union (Maastricht Treaty) (5 lessons)
- The Two recent treaties Amsterdam and Nice (4 lessons)
- The new EU convention

(Pupils will explore the cause and consequences of the Irish rejection of The Nice treaty in June 2001 and recent developments)

Module Two : (34%) The Policies of The European Union Total Time allocated 35 hours

Questions on this module target AO2 and AO3 .

Pupils will answer a total of Two questions from the six which are set .

Each question will have two parts : part one will ask pupils to Outline the main knowledge of a topic and part two will ask them to explain .

Introduction to Module Two :

At the beginning of this module pupils will study Northern Ireland as a region of the EU and discuss the advantages and disadvantages of our membership of the EU . Recent devolution and its impact will also be debated .

- NI in Europe (2 lessons)
- The Budget of The European Union (1 hour)

How is the budget made up ?

Who controls the budget?

How is the budget spent within and outside of the EU ?

Module Two – Topic One
The Common agricultural policy /
The Common fisheries policy (15 hours)

Sequence of lessons : each lesson is approximately One Lesson .

- Introducing the CAP
- The origins of the CAP
- The CAP – A sacred cow ?
- How does the CAP work ?
- The EU institutions and CAP
- Why does farming receive special status within the EU ?
- How and why has the CAP been reformed ?
- How should CAP be reformed in the future ?
- Why has CAP reform been so difficult to achieve ?
- Why is there so much corruption within CAP ?
- In what ways has The CAP benefited the citizens of the EU ?
- How has the CAP impacted on the environment of The EU ?
- What is the Common Fisheries policy ?
- How does the CFP work ?
- What are the environmental and economic aims of The CFP ?
- What are the advantages and disadvantages of the CFP ?
- Recent developments in CFP .

Module Two – Topic Two
Regional funding in the EU /
The structural funds (12 lessons)

- Introducing the social funds (1 lesson)
- What are the structural funds / who controls the Structural funds (1 lesson)
- The Five objectives (1 lesson)
- The Peace Programme - Structural funding in Northern Ireland (2 lessons)

Each pupil will be asked to study the impact of regional funding in a particular area :

- The Scottish highlands and islands
- NE France
- The Basque/Andalusia regions of Spain
- Eastern Europe
- Northern Ireland
- The Ruhr
- Nordic regions

They will make a presentation to the class using a variety of techniques from handouts , a powerpoint presentation or overhead transparencies .

(total 4 lessons)

Concluding Lessons (3 hours)

- How is Europe trying to promote equality of opportunity of the regions ?
- What are the structural funds ?
- How have Ireland and Northern Ireland benefited differently from Structural/ Cohesion funding ?
- What impact will a wider Europe have on current levels of structural funding ?

Module Two – Topic Three

European Social policy (8 lessons)

- The origins of European Social policy
- The Social chapter
- Britain and Social Policy
- The promotion of employment
- Health and safety at work .
- British and Danish opposition to The Social Chapter
- The European Social fund
- EU youth funds

Module Three (32%)

Key issues .

Time allocated –40 hours (approx)

Pupils will answer One essay from the two topics they study . Each essay will be in two parts . Part one will test AO1 and part two will ask them to make a substantiated judgement (AO3) based on their knowledge and understanding .

Topic 1 :Economic and monetary Union (17 hours)

- The Road to the single currency (2 lessons)
- The Euro and the EU institutions (1 lesson)
- Why is Ireland in favour of the Euro ?(1 lesson)
- Why did Denmark reject the Euro ? (1/2 lesson)
- How has the design of the Euro notes and coins allayed fears of sovereignty.(½ lesson)
- Britain and The Euro (2 lessons)
- Levels of opposition and support for the Euro within the EU .(2 lessons)

Pupils will divide into two teams . One team will attempt to defend the Euro by outlining its advantages while the other team will attack the Euro by pointing out its disadvantages . They will work independently to research their case and then make a presentation (in the form of a political broadcast) to their class . This will develop into a whole class discussion and will lead to a written essay assignment .

(3 lessons)

Conclusions ; the concluding lessons will involve pupils preparing their views on a number of statements and then participating in a class discussion . Sample statements :

The Single Currency lays the foundations of a European super-state

Britain is better off staying outside Euroland .

The Euro has created divisions within a two -speed Europe

The Euro will lose more jobs than it promotes .

Concluding lessons (4-5 hours)

Topic Two : The Enlargement of The EU. (19 hours)

Introduction how has the EU widened since its inception (1 lesson)

- The Copenhagen Criteria (1 lesson)
- Introduction to applicant countries (1 lesson)
- Enlargement to the south (2 lessons)

Turkey

Cyprus

Malta

- The Problems and benefits of a wider Europe (1 lesson)
- Enlargement to the North - The Nordic nations (2 lessons)

Norway

Finland

Sweden

Iceland

- Enlargement in The Baltics (2 lessons)

Estonia

Lithuania

Latvia

- Eastern enlargement - The Central and eastern European States (4 lessons)

Hungary

Poland

Bulgaria

Slovenia

Slovak Republic

Czech Republic

Within these last two sections pupils will be given a member state to study in depth. They will research the motives of the country for accession , the progress and the potential benefits and drawbacks using both the internet and documents from The European Commission . They will report back to the class using a variety of ICT skills .

- Conclusions on enlargement (1 lesson)
- Essay writing techniques (1 lesson)
- Sample essay questions - used as part of revision and consolidation (4 lessons)

Sample questions for essay part A

Describe why some member states of the EU favour enlargement while others do not .

Describe the problems faced by Norway as it twice applied for and rejected EU membership .

Explain why Britain's entry into the EEC was so protracted .

Describe the Copenhagen Criteria which must be met before a country can join The EU .

Part Two

Do you think the advantages that new members will bring will outweigh the disadvantages of a wider Europe ?

Sample Questions for essay Part B

A wider EU is necessarily a weaker EU . How far would you agree with this view of enlargement .

A wider EU is incompatible with an ever closer union . Do you agree or disagree with this view .

The enlargement of the EU is the single biggest challenge facing the EU in the years ahead . Do you agree or disagree with this view ? Explain your answer .

Revision and exam skills

The final sequence of lessons will cover revision , exam techniques and essay skills . Recent EU developments will be explored.