

HOW TO SUCCEED IN STATE EXAMINATION IN CIVICS?

PACKAGE OF EXERCISES TO PREPARE FOR THE EXAMINATION

TALLINN 2002

TABLE OF CONTENTS

Introduction	3
General guidelines for passing the examination well	4
Discussion	5
guidelines	5
instructions for evaluating the discussion	5
how to start writing a discussion and how to write a good discussion	7
examples of well-written discussions	8
topics on which you may write and then let your classmates or teacher evaluate the paper according to the evaluation instructions	13
Work with sources	14
guidelines	14
how to work with sources	15
exercises for practicing work with sources	16
Tasks	20
guidelines	20
tasks for practicing	21
(contour map of Europe	30)
Documents to be examined	
The UN General Declaration of Human Rights	
The Constitution of the Republic of Estonia about the main rights, freedoms and obligations	

INTRODUCTION

The study of civics at school provides knowledge and skills which are necessary in order to understand the events and processes in the society and have a say in them. Democratic society is characterised by freedom and possibility to take part in organising one's own life. Estonia is a democratic country. The more active the members of the society are and the better they can use their freedom and possibilities, the stronger is the democratic society.

The state examination in civics provides both teachers and students with an opportunity to get an overview of the level of knowledge achieved by the student within twelve years at school. The examination evaluates different skills and knowledge of the student. To get an as complete as possible overview of the acquired knowledge and skills, the examination includes different parts: discussion, analysis of documents and several types of tasks. It is also important to take into account that the solution of tasks may require the use of knowledge acquired in other subjects, for example in geography, history or mathematics.

The state examination in civics is a touchstone for the general level of secondary education acquired by the student. But it should not discourage anyone as the students have acquired a myriad of knowledge and skills, of which the state examination in civics tests the most important ones.

Both the students and teachers of civics may find in this document necessary guidelines and help in order to have the confidence to face the state examination in such a challenging and extremely necessary subject.

The authors

GENERAL GUIDELINES FOR PASSING THE EXAMINATION WELL

1. Find out as to how many points you may get for any particular task and estimate the time required for solving such task.
2. You may want to solve at first the tasks which you can solve most quickly. For example, do not focus too much on writing a discussion if this may leave you short of time for fulfilling other tasks.
3. Read through the whole work when it is completed to be sure that you have not missed any task.
4. As you may use the Constitution of the Republic of Estonia, examine it before so that you will be able to quickly find the necessary information during the examination.
5. Trust your memory, but check your knowledge by using the materials allowed at the examination, if possible.
6. Should you think that you cannot answer some question to a full extent, don't leave it fully unanswered. Sometimes you are not expected to give an exact answer, but you should add relevant discussions and comments which might help you to succeed without knowing the exact answer.
7. If the examination paper includes blanks for writing down the main points or a draft (e.g., upon a discussion), notices and underlining (e.g., upon working with sources) or for making calculations and other auxiliary operations (e.g., upon fulfilling and solving tasks), use such possibilities.
8. Take care that your handwriting is readable, otherwise no-one will read your paper!

DISCUSSION

GUIDELINES

A discussion has to demonstrate the horizon of the student, the scope of reading and the existence of personal opinion. The discussion requires creativity and ability to express one's thoughts. The discussion is a task where you may use everything learned in all subjects.

A civics-related discussion is not just a description or a simple overview of something. It is more similar to an analysis which requires that you are looking for replies to questions why?, how?, for what reason?, in connection with what?, for whom?, etc.

The discussion may also be written on a topic which is familiar to you and about which you feel that your knowledge is sufficient. For example, if you choose a topic **“How to become a millionaire?”**, you should understand that it is not necessary to exactly describe as to how to acquire million kroons, but approach the topic more broadly. A “millionaire” is a synonym of a very wealthy person, no matter how much money such a person has. A paper on this topic should show that the student knows the economic system of the society and the available possibilities: he or she knows how to earn, save and invest money, also the possibilities of becoming rich by winning a lottery or gambling. The student has to give specific examples. Each discussion must include a judgement and personal opinion on the event which is described. Upon the given topic, you might give your judgement on the possibilities to become a millionaire in Estonia or in the world in general.

The textbook has tackled the problem under the topics of social mobility and economic system of the society in order to show what kind of society provides individuals with equal possibilities to acquire material values.

If you choose a topic **“Why it is necessary to go to elections?”**, you have to understand that it does not involve a choice between a red or yellow shirt in a shopping mall, but you are expected to write about the principles of a democratic society — the meaning of elections for democracy.

All the discussions on civics-related topics might include issues and points of concern which are currently acute in the society.

Apart from conformity of content with a heading and its profundity, a format and orthography are also important. To evaluate all these aspects, the state examination committee in civics has prepared evaluation instructions. According to the evaluation instructions, the discussions are evaluated as follows:

Structure of the paper — 3 points

1 p — only development of the topic has been given, the paper is not structured

2 p — the paper is structured, but the structure is not integral and logical (introduction or summary is missing)

3 p — the structure is in conformity with general requirements (introduction, development of the topic, summary)

Knowledge and examples — 4 points

1 p — a few random facts are presented

2 p — examples or facts presented are sufficient to interpret the topic

3 p — examples and facts are presented in a sufficient quantity and their choice is substantiated

4 p — erudition and broad scope of reading is evident

Development, discussion and analysis of the problem — 5 points

1 p — the paper is of describing nature, corresponds to the topic

2 p — the problem is handled

3 p — characteristic examples are presented

4 p — the discussion is of analysing nature: comparison, causal relations

5 p — the problem is developed further: generalisations, reasons

Existence of personal opinion and its substantiations — 3 points

1 p — the existence of one's own opinion

2 p — the confirmation of one's own opinion with any example

3 p — the substantiation of one's own opinion, ability to defend one's own opinions

Conclusions — 3 p

1 p — simple conclusions are given

2 p — conclusions arise from the process of discussion

3 p — conclusions are substantiated and reasoned

Style and orthography — 2 points

1 p — a few errors or some incorrectness occur

2 p — the wording and manner of writing are correct

The discussion has to be on 1–2 pages of format A4. Discussions with a length of less than one page are not considered. The content of discussion must be in harmony with the general spirit of the Constitution of the Republic of Estonia.

As in general people in the society are different, so the evaluators have also different opinions and value judgements. It may be the case that the evaluator thinks that a paper is weak in terms of its structure or the student has not given enough judgements or they are not sufficiently relevant. To avoid subjective evaluation, each paper is read by two evaluators. Neither of them knows the points given by the other one, the highest point will be taken into account. If a difference between the points given by two evaluators is more than 5 points, the paper is evaluated also by a third evaluator.

HOW TO START WRITING A DISCUSSION AND HOW TO WRITE A GOOD DISCUSSION

Let's contemplate, for example, on how to write a discussion on a topic "**The aging of population as a process of the society**".

You should remember that each discussion must have a certain structure: an introduction, development of the topic and conclusion or summary.

The introduction has to explain what the author understands as the aging of the population. As the discussion topics in civics may be approached differently, the student should here introduce/ explain/ indicate as to which approach he/she is going to use in a given case. Whether it be an economic approach (the share of people reaching the retirement age is increasing), viability of the population (the Estonian people die out), a social approach (how to ensure that pensioners will be paid pension and have a decent life, how to boost a birth rate) or an ethical approach (valuation of aged people in the society). There are also other possibilities.

To develop the topic, the student has to pose relevant questions on the basis of the chosen approach, a discussion will evolve from answers to those questions. In the given topic, the questions might be the following:

- a) Who is an aged person?
- b) What is the role/ position of aged persons in the society?
- c) Which problems result from quite a large share of the aged people in the society?
- d) Does the aging of population present a problem for Estonia?
- e) How many elderly people do we have in our society?
- f) What are the reasons for the aging of the society?
- g) Does being elderly present a problem for the society?
- h) How can the society cope with the problem?
- i) Which other societies/ countries face the same problem?
- j) How to ensure a decent life for the elderly?
- k) How to ensure the viability of people in a situation where the society in general is aging?

Answers to the above questions must be supported with facts and contain your opinions. Of course, the discussion must be grammatically correct.

The summary must include your personal opinion and briefly summarise the developed topic. It does not introduce any new thoughts and ideas. The summary cannot contradict the introduction and the statements given upon developing the topic.

EXAMPLES OF WELL-WRITTEN DISCUSSIONS

Below are given five discussions written for the state examination in civics in 2002. Four of them are written on the same topic — aging, but the fifth one concerns other issues. Try to evaluate the papers according to the evaluation criteria specified above. Find out whether the papers include an introduction, development of the topic and a summary. Whether the statements given in the papers are correct and proved by facts. Whether the line of thought used by the author is logical. Whether the papers contain personal opinions of the authors. Whether the conclusions arise from the content.

All these discussions have been granted 17 points or more of the maximum 20, one has even received 20 points. Can you say what was missing in one paper or another that it was not awarded the maximum 20 points. Think what you would have done better in these papers.

The aging of population as a problem of the society — I

People are born and die every day. These two occasions concern us all, we have undergone these events or will do so, that is sure. The beginning and end of life mark the different ends of our life on the earth, the development and aging of people remain between these ends. In my paper I would like to highlight one problem of the society which has become very acute — the aging of people.

What does this problem concern? The aging of members of the society means that the share of the elderly in the population surpasses several times that of young people. We may ask why it should be considered bad, although it is quite a trivial question. There is nothing bad about the elderly as such. Grandfathers, grandmothers — we all love them. The problem lies in money. The pensioners receive pension which is paid them by the state. But the money to the budget comes from taxes which are withheld from the salaries of those who work. So, the young people have to support the elderly in addition to their own family. This is where the problem lies. If the population is quite old, the tax burden increases in order to support all the pensioners. An inevitable conflict arises, as everyone wants to have an as good as possible life. How the situation can be improved? It is clear that nothing will be changed by a mere suggestion “Give birth to more babies!”, considering quite small child allowances. Funded pension has been offered as a solution, it will soon be also enacted. Its main idea is that each person who works earns a pension for himself or herself. This system has three pillars. The first one means that a person will have an ordinary pension in the future. The second pillar means that the person pays 2% of his or her salary to the pension fund and the state will add 4%. This pillar is now obligatory. The third pillar is voluntary, the person pays extra money to his or her pension fund to receive more support in the future. The use of the third pillar is voluntary. But even this system might not provide people with a feeling of security for the future, because no-one can give a guarantee that the pension funds will last forever.

The aging of population is a problem which is shared mostly by developed countries. Why? The answer is simple, the people, families lead their own lives. They make a career, travel, enjoy luxury. It is quite logical that such a lifestyle does not involve descendants as the first priority. The impact of abortion on the aging of population is a

widespread topic. I agree that undesired pregnancy occurs too frequently, but at the same time no-one is happy about a large number of inhabitants in children's homes. In my opinion the prohibition of abortions does not solve the problems related to the aging of the population, as children can have a full life only if they have a loving family. If a child is deprived of love, the child may wonder why he or she has to love the society.

It is sure that the aging of the population is a problem of the society. The number of young people is not sufficient to support the elderly, therefore a problem arises that taxes will be too high and it will be difficult to ensure a full life. Solutions to the problem have been offered, but time will show which one of them is the most appropriate, the best. The easiest way would be to give birth to babies, not to make abortions, but each person acts on the basis of one's own contemplations and does not always think about the future. I don't believe that a solution to this problem will be found soon, as even the funded pension does not render the aging non-existent. The society must provide favourable conditions for having children — maybe then something will change.

The aging of population as a problem of the society — I

In connection with the improved medical care and social policy, the share of the elderly is quite large in the developed countries. Such a disproportionality in the pyramid of population may cause several problems in the society.

Traditionally, we respect the older people who have more life experience. But it is not any more a black-and-white case, the share of working population is continuously decreasing and the employees have to support an increasing number of pensioners. At the same time, the life of the present employees and future pensioners is not very bright, as the developed countries where the aging occurs have usually either a negative or slightly positive growth of population as the major problem. Thus, there is a small number of those who earn a pension for the present employees. At the same time, traditions play an important role in less developed countries and their population is also becoming older mainly in connection with humanitarian aid. It is the traditions that make the solution of the problem difficult. Finally, the amount of social guarantees will decrease in the world.

The problem cannot be solved just by abolishing medical care for human reasons, so other ways must be sought, for this purpose several global conferences have been held. Given the current number of the elderly, more employees are needed, one solution would be to raise the age of retirement, but this has certain limits. We may be protected against future problems by a high birth-rate (more employees in the future), but even now we face a threat of overpopulation. Probably the most reasonable way to get social guarantees would be to make the population to secure their retirement years by their currently saved money. This is now also sought in Estonia through pension funds. One unpleasant option is the regulation caused by laws of nature: those who get killed through epidemics and natural disasters are the weakest ones, who certainly include the elderly. Therefore, the generation of today must be more hard-working than the previous one and carefully consider their steps.

Hence, we cannot say that the aging is a problem that concerns only a certain group of people or politicians. The aging of population concerns all of us and so is a problem of the society.

The aging of population as a problem of the society — III

Estonia as well other European countries experience an aging trend which is one of the most serious problems in the society today.

The aging of population, which means that the birth rate is low and the share of pensioners is high, may lead to a situation in the future where there are not enough income tax payers and so the state cannot pay pensions. To prevent such a situation from occurring, an obligatory funded pension was established this year, which means that each employee pays a certain percentage of his or her salary to the pension fund and the state adds some extra means to this.

Unfortunately, the obligatory funded pension does not help to stop the aging processes in the society. The main priority is still to increase the birth rate, which the political parties use so well in their own interests, promising to grant child allowances of 1000 kroons. Utopian? It seems to be so as those who are well paid do not draw any attention to this. It is more likely that it has more to do with socially insecure people. Alcohol addicts would see it as a profitable source of income and give birth to more babies who are later left without care.

In my opinion, the aging problem has to be countered through well-educated young people who can provide their children with a decent life. But their motivation is a difficult task as today they would like to move along a career ladder at first. The work often does not leave any time to think about starting a family.

One solution offered is to prohibit abortions, based on the principle that everyone has a right to life, but nothing has changed so far and no regulations in this respect are likely to be established in the near future.

Despite the suggested alternatives, aging has not been stopped and if the birth rate does not increase, it will remain one of the major concerns, the liability for which is borne by the entire society.

The aging of population as a problem of the society — IV

The aging of population is faced by the majority of European countries. Estonia is also forecast to see the problem arising during the next generation. What has caused such a situation and how it could be solved?

The aging results from factors which are usually regarded as the advantages of developed countries: a long life expectancy and a low birth rate. In the light of global problems, such as overpopulation, we should welcome a society which is balanced in this way. Why problems arise at all?

From economic and political viewpoint, a long life expectancy means that the share of state pensions in terms of budgetary costs is continuously increasing, demanding more and more sums from the budget. At the same time, a low birth rate limits the share of working population and the tax revenue. Finally, we may find ourselves in a situation where there are more those who need to be supported than those who could provide the support.

But the situation should never reach such a drastic stage. There are several measures to mitigate the effect of aging on the society. Unfortunately, the problem itself, i.e. the aging process, cannot be eliminated now.

One way to solve the problem would be to allow a larger flow of labour force to the country. So the country would have more employees, which also means more taxpayers and there is no threat that the number of dependants will grow too high. However, such a solution might increase the number of immigrants to the extent that it would surpass that of the indigenous people. Hence, such an approach may lead to the loss of population and their replacement with immigrants.

Another possibility, which has been used in many European countries and is also introduced in Estonia, is to gradually reduce the share of state pensions, replacing them with funded pensions. In this way, everyone invests already during the employment period in their senior years and their pension is not affected by a decreased number of working population in the country. At the same time, it does not necessitate to increase the taxes of working population, while still collecting sufficient means required for fulfilment of state responsibilities.

As we may see, the aging is a serious challenge to the society now. It is also clear that if we don't find solutions to the problem in a timely manner, the issue may become a grave concern. However, there are several possibilities to handle the situation and we may happily admit that the Republic of Estonia has already thought of the problem and implemented necessary measures.

Can a newsboy become a millionaire in Estonia?

The same heading may be worded as follows: does poverty cause poverty and does wealth cause wealth?

A newsboy and a millionaire are the two extreme ends in the division of social groups, between them is usually a middle class who is quite contented with their life. The newsboy belongs to a risk group, which has become more widespread at the beginning of 90ies when Estonia regained its independence. It is widely believed that the introduction of Estonian kroon has suddenly made the population poor. (it was possible to exchange only a part of the roubles, nothing was possible to do with the remaining part). During the Soviet period, which occurred not so long time ago, almost 2/3 of the population considered themselves to be in an above- average class, after the collapse of the Soviet Union the same people found themselves in a low class, hence the dissatisfaction with the state of Estonia.

The extreme groups (the low class and the high class) have quite negative attitudes towards each other. Namely, the poor believe that the rich are crooks, engage in black economy, etc. And the rich believe that the condition of the poor is caused by their laziness, lack of education and unwillingness to work, etc. However, the world is not so black and white in reality. Social research has revealed that the children from poor families have accepted their parents' way of thinking, they do not have enough ambition, a desire for self-realisation and naturally the financial means. On the other hand, the rich are used to trample the others underfoot, they always want to win and they have a very high self-esteem. Jobs are often given on the grounds of being a member of a certain family (this is discrimination, violation of human rights). The rich should never look down upon the poor, but should think of how to help those in need. But in the modern society a widespread attitude is that everyone is responsible for one's own happiness (a liberal world-view) and no-one wants to give a helping hand to the one who really needs it.

How to improve the situation? I find that it is the responsibility of the government to try to save its state, including the population. There are several options to achieve this end. For example, the taxation system should be reorganised, which would help to raise the human development index (it has worked out well in Sweden). Secondly, the government might revise the budget and reallocate the funds, because all the sectors must be balanced if the state wants to be stable. Preferring one sector to another, like in Russia during the World War II when heavy industry was given the first priority, would unbalance the entire economy.

Thirdly, Estonia is a Republic that is founded on liberty, justice, to defend domestic and international peace, where people are those who exercise the highest power: it is necessary to conduct opinion polls, let people to have their say not only through the deputies of Riigikogu (Parliament).

Fourthly, the state should promote retraining and in-service training, create new jobs (build cultural institutions, found parks).

Of course, the state cannot fulfil all these tasks by itself, as Estonia is still a pluralistic civil society. People need to have certain qualities in order to become rich: willingness to work, high self-esteem, faith in oneself, higher education or at least vocational education, be socially active, studying desire, etc.

If the state of Estonia does not support its population, they may feel discouraged. The problem will not disappear, it has to be faced, the sooner the better.

In conclusion, I believe that in Estonia a newsboy may become a millionaire if the state would pay a little more attention to passive people, trying to encourage them to be more enterprising, which in the modern world is a very important resource apart from land and capital. We should remember that a state is made up of individuals and its success depends on the population. Everyone gets what they deserve; those who have the courage to take risks may enjoy champagne later.

TOPICS ON WHICH YOU MAY WRITE AND THEN LET YOUR CLASSMATES
OR TEACHER EVALUATE THE PAPER ACCORDING TO THE EVALUATION
INSTRUCTIONS

Where are the borders of the European Union?

Are people equal before law?

The advantages and disadvantages of being a citizen

About the possibility of fair law

Can media be controlled?

The merits and flaws of multicultural society

With or without borders?

Democracy — populism

Must democracy always reflect the will of the people?

Being a man/ woman in the society today

Merits and flaws of monarchy

If my friend is a terrorist/ drug addict

Can the values of society be distributed fairly?

Boundless tolerance?!

Personal freedom — a myth or reality?

Who is responsible for misdeeds of minors?

WORK WITH SOURCES

GUIDELINES

In civics, the sources comprise materials of very different nature which reflect the processes of the society. The sources of history subject may be regarded as sources of civics if they are used to explain or analyse the contemporary society. The sources of civics are:

- a) legislation (laws, regulations, orders, etc);
 - b) contracts;
 - c) statistical data in various forms (diagrams, charts, reports, etc);
 - d) photos;
 - e) cartoons on society;
 - f) articles in written and electronic press;
 - g) oral statements of different interest groups;
 - h) judgements (opinions and theories of those who are judged);
- etc

Working with the sources requires: finding the information contained in them, understanding the information in the context of society and ability to critically approach the information contained in the source. People with broader horizon are better prepared to analyse the sources. They know the background systems, can use the information in a correct context (from the viewpoint of the society) and understand and analyse the sources better.

Working with the sources means the ability to compare them, requires the correct and exact understanding of the issues concerning them. Such tasks are aimed at finding out whether and how the student understands individual events, the processes in the society and can see the causal relations between the events (similarities — differences, causes — results, the events which happen in Estonia and in the world), to relate oneself to the processes, give judgements and opinions, offer solutions. Working with sources requires a critical approach to them: understanding the motives and reasons for the origin of sources, evaluating the reliability of information contained in a source, judging over the relevance/ actuality of the source and determining whether the information contained in a source is sufficient to decide on something.

HOW TO WORK WITH SOURCES?

1. Remember that a source which is printed in the examination paper is your tool. You may make notes, underlines, etc. on it. Take into account that the page of sources in the examination paper will be later deposited at the school.
2. Read through the entire task, from the beginning to the end, a word by a word and familiarise yourself with the source material that is given.
3. Read again the question which is related to the task and be sure that you understand it correctly. After you have correctly understood the question, you may find answers from the sources.
4. If evaluation instructions are given (for example, how many points may be awarded to the task), find out for what you will be given the points.
5. You are required to give a concise answer and write unambiguous full sentences. Find out as to whether you have to give details, comparisons or generalisations.
6. Should you not be sure of yourself in the case of some task, don't be discouraged and leave the entire task unfulfilled. Each task certainly includes something you know. You don't need to be afraid of giving a wrong answer, as points are not subtracted for wrong answers.

EXERCISES FOR PRACTICING WORK WITH SOURCES

This package of exercises is not mean for so-called one-off use. Therefore it is not good to make any notices or write down solutions here. Tables to be completed, blanks in sentences, contour maps, etc are presented in order to show in which form the tasks may occur in the state examination paper and in which form they must be solved. To solve the tasks contained in this work, use a separate paper. But upon the state examination paper in civics, the solutions of tasks must be written down on the paper where the task is printed. The examination paper has additional space for notices or calculations.

TASK 1

A Selection of tax rates in different countries

	Corporate income tax
	Personal income tax
	Value Added Tax

European countries

Great Britain	30%	0–40%	17.5%
Spain	35%	0–56%	16%
Finland	29%	5–37.5%	22%
Denmark	34%	41–60%	25%
Belgium	28.8–42.2%	25–55%	21%
France	40%	10–54%	20.6%
Germany	25%	0–48.5%	16%

Candidate countries of the European Union

Estonia	0%	26%	18%
Lithuania	33%	33%	18%
Poland	28%	19–40%	22%
Hungary	18%	20–40%	25%
Czech Republic	31%	15–32%	22%

Third countries

Russia	24%	13%	20%
Norway	28%	28%	23%

Source: www.worldwide-tax.com

Eesti Päevaleht, 12 November 2002, p. 15

B. Different rates of value added tax and income tax are applicable in Estonia and in the European countries, taxation policy and rates are not the same in different EU countries. The regulation of taxes is in the competence of member countries and is an essential part of their sovereignty,” said Henrik Hololei, the head of the Eurointegration Office. “The matters which are handled at the level of EU include only the harmonisation of calculation of certain excise taxes, like an excise tax on motor fuel, tobacco and alcohol, also the methodology for calculation of value added tax and the list of value added tax exemptions,” added he.

Toivo Tänavsuu. European Union leaves the tax rates of members unharmonised.

C. In the EU, our tax burden would depend mainly on the political parties which are in power. In the case of successful economic development, Estonia can through receiving more indirect taxes reduce other taxes or increase the income excepted from income tax.

...

Siiim Kallas. Taxes depend on the political parties in power. Eesti Päevaleht, 12 November 2002, p. 15

- a) Which taxes have been established in the countries on the basis of diagram (source A) and the clippings of newspaper article (source B)?
- b) Systematise them into taxes of a) individuals and b) companies.
- c) Which country on the basis of diagram (source A) has:
 - the highest corporate income tax,
 - the highest personal income tax,
 - the lowest corporate income tax,
 - the lowest personal income tax?
- d) Enter these countries on the contour map!

/contour map/

- e) Which conclusion would you make about the taxes applicable in the EU and the candidate countries?
- f) Which taxes applicable in Estonia are not shown in the diagram?
- g) Which conclusions concerning the general tax burden cannot be drawn on the basis of this diagram? Why?
- h) What would happen with the Estonian taxation policy upon Estonia's accession to the EU? Do you agree to the opinion of H. Hololei given in source B? Substantiate your answer.
- i) What does the absence of corporate income tax in Estonia mean
 - for the local undertakings,
 - for the state of Estonia,
 - for the undertakings of other countries,
 - for the other countries?
- j) S. Kallas states that the taxes depend on the political parties who are in power (see source C). What are the opinions of Estonian political parties about individual income tax?
- k) Which taxation policy do you support? Why?
- l) Who establishes taxes? Give two examples.

TASK 2

A

Translation of the text in the cartoon:

First snow

A policeman says to a snowman: " ... so you got beaten up in the town centre and your mobile phone was robbed ... take a seat at the radiator, warm yourself up and drink a hot tea ... you can be sure that the problems will be solved just like that ..."

Eesti Päevaleht, 11 November 2002

B Unheard-of things are happening in the old town of Tallinn. A politician who has reached a respectable age was beaten up in Viru Street, in the middle of the old town, a pregnant woman was attacked in Bremen Street. (Policemen caught robbers in a pawnshop where they offered a mobile phone they had taken away from the woman.)

...

P. Hõbemägi. Hit on the head by a bar in the middle of the town. Eesti Päevaleht, 11 November 2002

- a) Formulate the problem occurring in the society on the basis of the cartoon.
- b) What in the picture makes you decide so?
- c) Is the problem acute also now? Give reasons.
- d) Whom does the snowman symbolise? Why do you think so?
- e) Why in your opinion did the cartoonist draw such a picture?
- f) Use the problem depicted in source A and the information given in source B and decide which situation prevails in the town and how it is handled by the authorities.
- g) What would you do to solve the situation if you were a mayor/police official?

TASK 3

Compare the provisions of the Constitution of the Republic of Estonia as of 1920, 1933, 1937 and 1992 in terms of participation of the people in exercising the authority, i.e. find out how the people exercise the authority.

Indicate the similarities and differences and enter them in a table.

The Constitution of the Republic of Estonia of 1920

Chapter I. General provisions

§ 1. Estonia is an independent and sovereign republic where the supreme power of the state is vested in the people.

Chapter III. About the people

...

§ 27. The supreme power of the state in Estonia is exercised by the people through citizens with the right to vote. A citizen with the right to vote is a citizen who has attained the age of twenty and has the Estonian citizenship for an interrupted period of not less than one year.

The people exercise the state authority through: 1) a referendum, 2) people's initiatives and 3) elections of the Riigikogu.

The Constitution Amendment Act of the Republic of Estonia of 1933. On the basis of § 87–89 of the Constitution of the Republic of Estonia, the Estonian people resolved:

To amend the preamble of the Constitution of the Republic of Estonia, §§ 29, 36, 39, 41, 42, 43, 44, 51, 53, 54, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 75, 76, 81, 82, 86 and the heading of chapter V and to enact them in a following wording:

...

The people exercise the state authority through: 1) a referendum, 2) people's initiatives, 3) elections of the Riigikogu and 4) elections of the Head of the State, participation in the elections of the Riigikogu and the Head of the State is voluntary.

...

The Constitution of the Republic of Estonia of 1937.

Chapter I. General provisions

§ 1. Estonia is an independent and sovereign republic where the supreme power is vested in the people.

Chapter III. The people

...

§ 34. The supreme power of the state in Estonia shall be exercised by the people through citizens with the right to vote.

§ 35. The people exercise the state authority:

by electing the President of the Republic of Estonia on the basis of § 40;

by electing the State Council;

by electing the councils of deputies of the local governments on the basis of § 123; through a referendum.

...

The Constitution of the Republic of Estonia of 1992

Chapter I. General provisions

§ 1. Estonia is an independent and sovereign democratic republic wherein the supreme power of state is vested in the people.

....

Chapter III. The People

...

§ 56. The supreme power of state shall be exercised by the people through citizens with the right to vote:

1) by electing the Riigikogu;

2) through a referendum.

1920	1933	1937	1992
SIMILARITIES			
Formulate briefly the main similarities of all the four Constitutions:			
DIFFERENCES			
Formulate briefly the main differences of all the four Constitutions:			

TASKS

GUIDELINES

The objective the tasks is to verify the knowledge and the skills to implement it in different situations.

A part of the tasks, e.g. those which are to reveal your knowledge of the Constitution or the skills to use it, are prepared as multiple-choice questions in the examination paper. (You may use the Constitution when taking the examination!)

There are also open tasks where extracts from documents, tables, etc. are given for solving such tasks. The tasks are divided into groups by the fields of the subject: e.g. equal possibilities of people in the society, economic issues, etc. Some questions are easier and others are more difficult. At first, try to answer the questions you know well, by using all the available auxiliary materials allowed, but also try to solve all the others. In the case of some questions, we may need to search an answer from different articles of the Constitution. You may see the number of correct choices from the question itself and sometimes it is apparent from the number of points which will be awarded to a given task.

Take notice that the tasks may be worded differently: e.g. as a question; as a sentence to be completed; a sentence with blanks; an extract from a text or a picture on which a question is posed (I)... The tasks may also differ as to their form. You may be required to indicate a correct answer, to write a sentence with a correct content, to relate statements to correct terms, to complete a table, etc. The performance of a task may sometimes be quite complicated or time-consuming, e.g. when for finding information you have to read through texts or familiarise yourself with materials or make calculations. This package of exercises also includes answers of some tasks so that you could understand as to how the correct answer was reached.

Be precise! Write the answers in the space that is allocated for them in the examination paper (e.g. each answer on a separate row if the design of the task so requests). NB! Upon solving the tasks, you may also use the knowledge and skills acquired in other subjects!

TASKS FOR PRACTICING

1. Who has the supreme power in Estonia?

- a) the Riigikogu,
- b) the President,
- c) the Prime Minister,
- d) the people.

(the Constitution of the Republic of Estonia (hereinafter: the Constitution) § 1)

2. Who belong to the Government of the Republic of Estonia?

- a) the Prime Minister and ministers,
- b) the ministers and the Legal Chancellor,
- c) the President, the Prime Minister and the ministers,
- d) the ministers.

(the Constitution § 88)

3. Who has the legislative power in Estonia?

- a) the police,
- b) the court,
- c) the Riigikogu,
- d) the Government.

(the Constitution § 59)

4. The ratification of contracts changing the state borders of Estonia requires:

- a) the simple majority of votes of the members of the Riigikogu,
- b) 2/3 of the votes of the Riigikogu,
- c) the approval of the Government of the Republic,
- d) the recommendation of the Legal Chancellor,
- e) the decision of the Supreme Court.

(the Constitution § 122)

5. An Estonian citizen gets in a trouble in Stockholm: his documents and money are stolen. Who has the responsibility to defend and help an Estonian citizen in foreign countries, including in Sweden? Which one of the following options is correct?

- a) you can rely only on yourself when you are in a foreign country;
- b) an Estonian citizen in Sweden is protected only by the state authority of Sweden;
- c) an Estonian citizen in a foreign country can receive help from the particular country and relevant international organisations, but the state of Estonia is also required to protect its citizens;
- d) citizens of a foreign country who are abroad are protected only by the International Red Cross.

(the Constitution § 13)

6. Upon choosing the education of children, the decisive word belongs to:

- a) the parents,
- b) the school,
- c) the child.

(the Constitution § 37)

7. The right of free dissemination of information may be restricted to:

- a) avoid criticism over the government,
- b) protect the business secret,
- c) to protect the public order,
- d) to protect the family and private life.

(the Constitution § 45)

8. Who is the state head of Estonia?

- a) the people,
- b) the President,
- c) the Prime Minister,
- d) the chairman of the Riigikogu.

(the Constitution § 77)

9. Through whom do the people exercise the supreme power of the state?

- a) through the citizens,
- b) through the citizens with the right to vote,
- c) through the citizens who live in the Republic of Estonia and have the right to vote,
- d) through the population.

(the Constitution § 56)

10. The following persons are required to participate in the protection of the state on the basis and under the procedure specified by law:

- a) the whole population,
- b) the men,
- c) the women,
- d) the citizens.

(the Constitution § 124)

11. Which statement concerning the Legal Chancellor is not correct?

- a) the Legal Chancellor is appointed by the Riigikogu on the basis of the proposal of the President of the Republic for a term of seven years;
- b) the Legal Chancellor verifies the conformity of legislation of general application of the legislative and executive state power as well as of the local government with the Constitution;
- c) the Legal Chancellor has the right to speak at the sessions of Riigikogu;
- d) the Legal Chancellor may repeal legislation of general application that is in conflict with the Constitution.

(the Constitution § 139, 140, 141 and 142)

12. Which of the statements is not correct?

- a) the local government is elected in each three years,
- b) the Riigikogu is elected in each four years,
- c) the Government of the Republic is elected in each three years,
- d) the President is elected in each five years.

(the Constitution § 60, 79, 92, 156)

(Answer: the authorities of the Government of the Republic last until the occurrence of a certain event, hence the statement c is not correct.)

13. Who were elected?

Read through the following text.

Three political parties and two individual candidates are registered in a constituency. The constituency has ten mandates.

A simple quota is calculated for a constituency, dividing the number of valid votes granted in the constituency with the number of mandates. On the basis of a simple quota (personal mandate), a candidate will be elected who receives the votes in a number equal to or exceeding the simple quota.

After the division of the personal mandate, the constituency mandates are distributed. Individual candidates do not participate in the distribution of the constituency mandates. The constituency mandates are distributed among the political parties the candidates of which collected at least 5% of the votes from the entire country. If the political parties fail to exceed the threshold of 5%, they will drop out of the competition.

To distribute the constituency mandates, the candidates are lined up according to the number of votes received, the votes given to the candidates of the same party are added up. The number of mandates that a political party will receive equals to the number of places by which the (rounded) number of votes that the party was granted in the constituency exceeds the simple quota. A personal mandate is also deemed to be a mandate of the political party. Candidates who rank at the top of the list in terms of sequence numbers will be elected by the constituency mandate if the number of votes granted them is at least 10% of the simple quota.

Candidate No	Name of the candidate	Political Party	Number of votes
No 101	Silvi Kuusk	Conifers Party	2865
No 102	Aksel Mänd	Conifers Party	4531
No 103	Silver Seeder	Conifers Party	187
No 201	Karl Kask	Broadleaves Party	5927
No 202	Peep Lepp	Broadleaves Party	1435
No 203	Anna Haav	Broadleaves Party	543
No301	Maiki Mustsõstar	Shrubs Party	5903
No 302	Tiit Tikker	Shrubs Party	344
No 303	Mait Aroonia	Shrubs Party	239

No 506	Milvi Rabarber	Individual candidate	5478
No 507	Lembit Pohla	Individual candidate	76

The number of valid votes granted in the constituency: 52,828.

The number of valid votes:

The number of mandates:

The simple quota:

On the basis of simple quota (personal quota), the following persons were elected:

The political parties and individual candidates received votes from the entire country as follows:

The Conifers Party — 202,731 votes

The Broadleaves Party — 125,386 votes

The Shrubs Party — 28,983 votes

The individual candidates — 15,354 votes

Total: 372,454 votes

The threshold of 5% is:

The threshold of 5% is exceeded by:

The candidates of the political parties according to the number of votes received:

The Conifers Party	The Broadleaves Party	The Shrubs Party
1.	1.	1.
2.	2.	2.
3.	3.	3.
Total:	Total:	Total:

The number of mandates received by the political parties:

The Conifers Party:

The Broadleaves Party:

The Shrubs Party:

Elected were:

1. On the basis of a personal mandate:

2. On the basis of a mandate of a constituency:

Answer to task 13:

Three political parties and two individual candidates have been registered in a constituency. The constituency has 10 mandates.

Candidate No	Name of the candidate	Political Party	Number of votes
No 101	Silvi Kuusk	Conifers Party	2865
No 102	Aksel Mänd	Conifers Party	4531
No 103	Silver Seeder	Conifers Party	187
No 201	Karl Kask	Broadleaves Party	5927
No 202	Peep Lepp	Broadleaves Party	1435
No 203	Anna Haav	Broadleaves Party	543
No 301	Maiki Mustsõstar	Shrubs Party	5903
No 302	Tiit Tikker	Shrubs Party	344
No 303	Mait Aroonia	Shrubs Party	239
No 506	Milvi Rabarber	Individual candidate	5478
No 507	Lembit Pohla	Individual candidate	76

The number of valid votes granted in the constituency: 52,828.

A simple quota is calculated for a constituency, dividing the number of valid votes granted in the constituency with the number of mandates.

The number of valid votes: 52,282

The number of mandates: 10

The simple quota: $52,282:10=5228.2$

On the basis of simple quota (personal mandate), a candidate will be elected who receives a number of votes exceeding or equalling the simple quota.

On the basis of simple quota, the following persons were elected: Karl Kask (5927 votes), Maiki Mustsõstar (5903 votes) and Milvi Rabarber (5478 votes).

After the division of the personal mandate, the constituency mandates are distributed. Individual candidates do not participate in the distribution of the constituency mandates. The constituency mandates are distributed among the political parties the candidates of which collected at least 5% of the votes from the entire country. If the political parties fail to exceed the threshold of 5%, they will drop out of the competition.

The political parties and individual candidates received votes from the entire country as follows:

The Conifers Party — 202,731 votes

The Broadleaves Party — 125,386 votes
The Shrubs Party — 28,983 votes
The individual candidates — 15,354 votes

The threshold of 5% is: $372,454 \times 5\% = 18,622.7$ votes
The threshold of 5% is exceeded by all the political parties, hence no-one dropped out.

To distribute the constituency mandates, the candidates are lined up according to the number of votes received, the votes given to the candidates of the same party are added up. The number of mandates that a political party will receive equals to the number of places by which the (rounded) number of votes that the party was granted in the constituency exceeds the simple quota. A personal mandate is also deemed to be a mandate of the political party.

The Conifers Party	The Broadleaves Party	The Shrubs Party
1. Aksel Mänd 4531 votes	1. Karl Kask 5927 votes	1. Maiki Mustsõstar 5903 votes
2. Silvi Kuusk 2865 votes	2. Peep Lepp 1435 votes	2. Tiit Tikker 344 votes
3. Silver Seeder 187 votes	3. Anna Haav 543 votes	3. Mait Aroonia 239 votes
Total: 7583 votes	Total: 7905 votes	Total: 6486 votes

The number of mandates received by the political parties:

The Conifers Party: $7583 : 5282.8 = 1.4$

The Broadleaves Party: $7905 : 5282.8 = 1.5$

The Shrubs Party: $6486 : 5282.8 = 1.2$

In the given constituency, the Conifers Party receives 1 mandate, the Broadleaves Party 2 mandates and the Shrubs Party 1 mandate.

Candidates who rank at the top of the list in terms of sequence numbers will be elected if the number of votes granted them is at least 10% of the simple quota.

The following persons appear to be elected:

on the basis of the personal mandate: Karl Kask (the Broadleaves Party), Maiki Mustsõstar (the Shrubs Party) and Milvi Rabarber (an individual candidate);

on the basis of the constituency mandate:

the Conifers Party is given 1 mandate and no-one of this political party has used it on the basis of the simple quota (personal quota). Thus, the candidate who ranks first in the list of the political party will receive a constituency mandate. Such a person is candidate No. 101 — Silvi Kuusk. Silvi Kuusk received 2865 votes which is more than 10% of the simple quota (the simple quota was 5282.8, 10% of the simple quota is 528.28). Silvi Kuusk appeared to be elected on the basis of a constituency mandate.

The Broadleaves Party received 2 mandates. One mandate is granted on the basis of a simple quota (personal quota) — to Karl Kask. Thus, on the basis of a constituency mandate, one more mandate is to be distributed. Candidate No. 202 — Peep Lepp ranks

second in the list. Peep Lepp received 1435 votes which is more than 10% of the simple quota. Peep Lepp appeared to be elected on the basis of a constituency mandate.

The Shrubs Party received 1 mandate. On the basis of a simple quota, Maiki Mustsõstar appeared to be elected. Therefore, this political party does not have any constituency mandates to be distributed.

The final answer: the persons who appeared to be elected were Karl Kask (the Broadleaves Party), Maiki Mustsõstar (the Shrubs Party), Milvi Rabarber (an individual candidate), Silvi Kuusk (the Conifers Party) and Peep Lepp (the Broadleaves Party).

14. Explain the terms:

- a) the mandate,
- b) the quota,
- c) the elections' threshold,
- d) the constituency,
- e) the personal mandate,
- f) the political party,
- g) the valid vote.

15. Answer the questions.

- a) How is the Estonian system of elections called?
- b) What is the importance of a place that the candidate has in the list of the party?
- c) Do you believe that the threshold is necessary? Give two statements to substantiate your answer.

16. Explain the following principles:

- a) the equality before law,
- b) the right to life,
- c) the right to the protection of law,
- d) the presumption of innocence.

17. Explain how you understand the meaning of the Constitution § 27: "*Parents have the right and the duty to raise and care for their children?*"

18. Which of the following obligations are not constitutional (do not arise from the Constitution of the Republic of Estonia):

- a) the obligation to preserve the nature and the environment,
- b) the obligation to pay the state taxes established by law,
- c) the obligation to participate in the neighbourhood watch,
- d) the obligation to be faithful to the constitutional order,
- e) the obligation to participate in the elections,
- f) the obligation to pay penalties,
- g) the obligation to create a family.

19. Explain and answer.

- a) Explain a difference between a revolution and a reform.
- b) Which revolutions and reforms are required by a modern world? Give arguments.

20. Complete the following table on the basis of page 22 of the Civics Textbook (by L. Möldre and A. Toots):

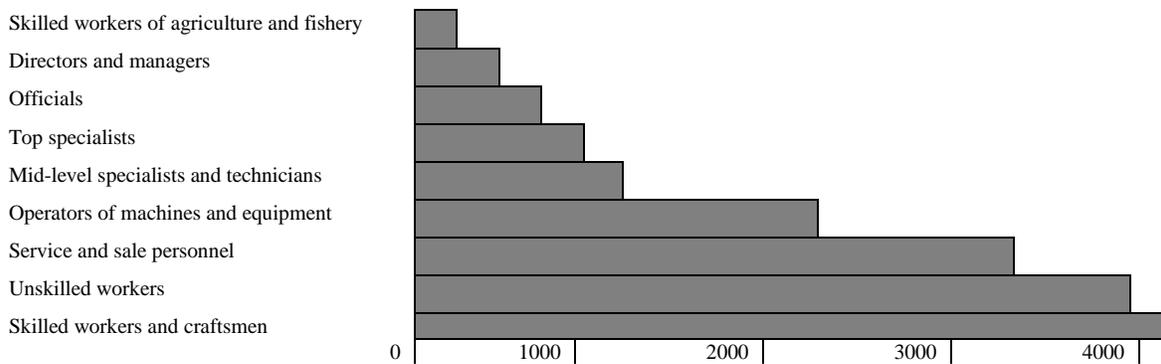
COMPARISON MOMENT	INDUSTRIAL SOCIETY	POST-INDUSTRIAL SOCIETY
The main resource		
The main institution		
The main decision-makers		
The basis of power		
The role of government		

21. Explain and answer.

- a) Explain the term “middle class”.
- b) Why a strong middle class is important for a democratic country?
- c) Which measures can the government use to expand the middle class in the society?

22. Familiarise yourself with the following diagram and answer the questions.

INFORMATION OF THE EMPLOYMENT AUTHORITIES ON VACANT JOBS IN 2000

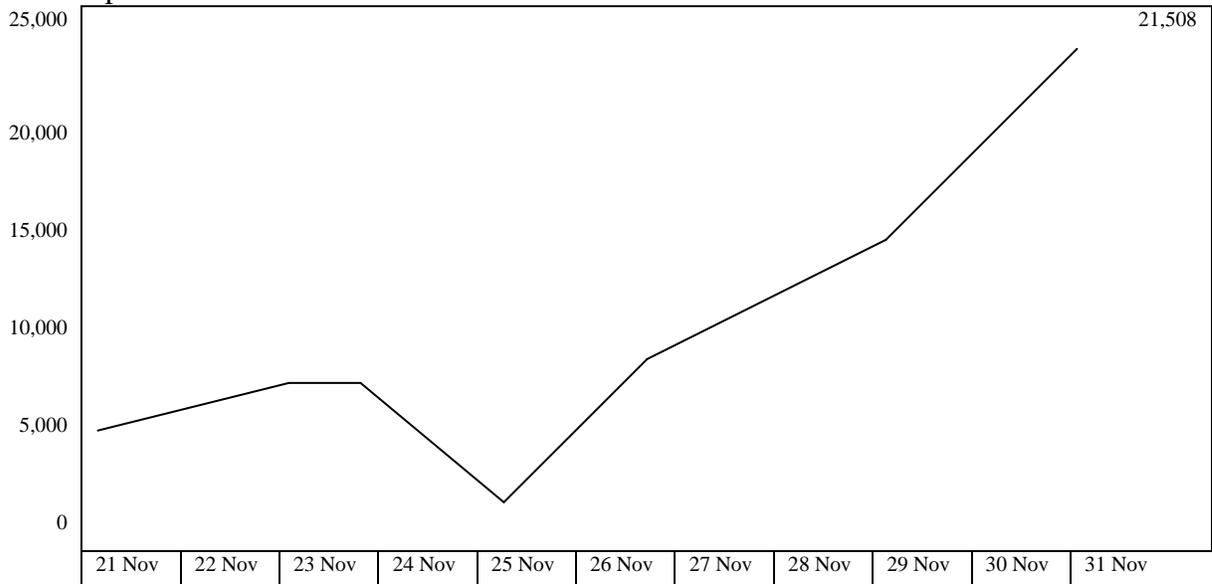


- a) In which fields the number of vacant jobs was the largest? Give reasons.
- b) Employees in which field are required the least? Why?
- c) What steps could the state undertake in order to reduce unemployment? Name two steps.
- d) Which problems does unemployment cause to the state and the society? Give two examples in both cases.
- e) What profession would you choose on the basis of this statistics?

23. Familiarise yourself with the following diagram and answer the questions.

The number of people who raise up money to their pension fund

The number of people who had acceded to the second pillar of the funded pension has increased more than twice from 102,940 people at the beginning of October. Last night, at 22.00, a total of 206,590 people has acceded to the second pillar of the funded pension.



Ivo Sokka

Source: www.pensionikeskus.ee

Postimees, 1 November 2002

- Where does the state get money for paying pensions?
- How do the developed industrial countries solve the task to pay pension?
- Which problems arise from the payment of illegal salary for
 - the salary earner,
 - the society,
 - the position of you as a future pension receiver?
- Why is accession to the second pillar of the funded pension obligatory to young employees?

24. Answer the questions.

- When and why was NATO created?
- Write the full name of NATO in Estonian.
- Indicate on the contour map (p. 30) the European countries that were the candidates to NATO membership in 2002.
- Why is NATO interested in the expansion?
- Does the expansion of NATO change the relationship of powers in the world, if yes then how?
- What are the objectives of NATO today?
- Is in your opinion Estonia's membership in NATO positive or negative for Estonia? Give reasons.

27. Explain and answer.

- a) What does the term “multicultural” mean?
- b) Is the Estonian society multicultural? Substantiate your answer on the basis of the Constitution.

28. Tasks concerning the knowledge of democracy.

Choose the correct options from the list and explain your choice.

I. The following characteristics may be considered to be the foundations of democracy:

- a) state authority limited by the Constitution,
- b) free and fair elections,
- c) secret ballot,
- d) compliance with the principle of division of powers,
- e) absence of a specific doctrine in economic life,
- f) equality of all people before law,
- g) wide scope and availability of media.

II. The following may be considered to be preconditions for democracy:

- a) the existence of literacy,
- b) the high level of education,
- c) the existence of experience in public life,
- d) the concentration of people into associations,
- e) economic recession.

III. The main responsibilities of a democratic country are:

- a) to promote the development of general welfare and fairness in the society;
- b) to raise the future citizens in the light of tolerance, co-operation and willingness to compromises;
- c) to give allowances to those in need and give them benefits;
- d) to organise frequent opinion polls in order to know the expectations of the society for the direction of the state;
- e) to ensure the protection of individual property.

IV. In the case of democracy, each person can participate in a political life as follows:

- a) to take part in elections,
- b) to take part in the work of a political party,
- c) to present bills to the Parliament,
- d) to submit inquiries to the ministers,
- e) to participate in demonstrations.

V. Democracy of today is characterised by the following:

- a) the people do not exercise directly the power vested in them, but do so indirectly — by electing their deputies;
- b) the majority electoral system stipulates that the winning candidate must receive an absolute majority of votes in a constituency;
- c) the elected deputies represent above all their electors and they can also be removed;

- d) the government in power relies on the majority of electors, i.e. has the consent from the majority of the people for governance;
- e) the minority has the right to maintain their opinion;
- f) an independent judicial power has been set up, to which everyone may refer and before which everyone is equal.

29. Read through the following extracts and answer the questions

And the most alarming factor is our weak material willingness ... With quite small economic loss we would have prevented Moscow from starting this war. Large political parties stubbornly refused to allocate even the most modest financial means. Only then when it was too late, they woke up and understood where such a policy had led them.

K.G. Mannerheim. The Memoirs. M. Vargius, 1999, p. 321-322 (in Russian).

Four newspapers may cause more harm to an enemy than an army of a hundred thousand men.

*Napoleon Bonaparte's quotation from a Russian-language book:
S.I.Beglov. Propaganda of Foreign Policy, 1985, p. 41.*

The military and ideological policy of the USA today is characterised by ... emphasising a military power, globalisation, claiming the position of a world ruler. It was the case during the Truman days and it remained so during the reign of subsequent Presidents.

Kedley, Ch., Wittkopf, E. American Foreign Policy, 1980, p. 426.

- a) All the three extracts are historical, but could we agree to these statements also now?
- b) To which extent can these thoughts be related to Estonia's applied membership in NATO?

30. Look at the cartoons drawn by H. Bidstrup, a Danish cartoonist from the second half of the 20th century and answer the questions.

/cartoons A and B/

- a) In your opinion, which phenomena in the society are depicted on these cartoons?
- b) Are these phenomena also current in Estonia today? Give examples.
- c) Why are these phenomena dangerous to the society?