

Candidate:

Examiner:

Theme:

Worldwide Migration and the European Response – Cheap Labour or Future Citizens?

Assignment:

Discuss Europe's fear of migrants and public reactions

Include relevant backgrounds and likely solutions of these issues in your scenario

Literature:

- <http://www.theguardian.com/world/2015/jan/04/dresden-germany-far-right-pegida>
- <http://www.bpb.de/gesellschaft/198115/presseschau-pegida>

Die **Ablaufskizze** ist bis spätestens 11.5.2015 im Sekretariat (Raum 406a) abzugeben.

Der **Prüfungstermin** ist dem gesonderten Plan für die Abiturprüfungen zu entnehmen.

, den 27.3.2015

(Unterschrift des Prüflings)

Präsentationsprüfung

Topic	Worldwide Migration and the European Response – Cheap Labour or Future Citizens?
Assignment	<p>Discuss Europe’s fear of migrants and public reactions</p> <p>Include relevant backgrounds and likely solutions of these issues in your scenario</p>
cross-curriculum references (contents in school terms)	<p>Q1: basic and human rights, constitutions Q2: European integration, foreign policies, national interests Q3: international crises and conflicts, globalization, developing countries, German new foreign policy Q4: Global Governance, human rights, issues and perspectives of globalization Methods: text analysis, simulation games, country profiles, scenario designs</p>
competencies: curricular focus and methodological experiences	<p>Competencies were developed in the knowledge of socio-political and economic foundations in Q3 (e.g.. conflict scenarios and their cause, terms of trade and protectionism, war against international terrorism after 9/11) as well as knowledge of human and basic rights, the European integration, its supporters and opponents, theories of international relations and conflict and crisis management in international relations in Q1-4 (e.g. national interest and foreign policy, issues of developing countries, Good Governance).</p> <p>In class, the topic to be presented was not dealt with in any depth.</p> <p>Methodological aspects: structuring of a complex topic, interpretation of socio-economic and political data, diagrams, analysis and evaluation of relevant issues in reports, commentaries and dossier.</p>
possible resources/literature	<p>http://www.theguardian.com/world/2015/jan/04/dresden-germany-far-right-pegida</p> <p>http://www.bpb.de/gesellschaft/198115/presseschau-pegida</p>
use of media	<p>the following are appropriate media for the presentation: pictures/photos, film clips, posters, graphics power point presentation, newspaper clips, blackboard presentation etc</p>
expected contents	<p>CLIL (Content and Language Integrated Learning) is based on the German curriculum of Politik & Wirtschaft, but requires special competencies in the processing of complex events and contexts with the focus on different and changing perspective in the target language. The aim is to develop self-</p>

<p>(possible content focus and resolutions, required methodological working steps)</p> <p>referring to presentation and oral examination/ colloquium</p> <p>05- and 11-Points</p>	<p>reliant inference, interpretations, evaluations and solutions based on acquired knowledge and methodological know-how (see above), which are adapted to the given issues in an independent way.</p> <p>Flow text: The <u>push and pull factors</u> of migration (<u>poverty</u>, politic/religious <u>persecution</u>, lacking educational and career chances versus <u>job opportunities</u>, <u>politic/religious freedom</u>, education, family, <u>social security</u>); Potential <u>impacts of mass immigration</u>; minimizing willingness among people to help those in need; <u>Hostile reactions</u> to increasing numbers of immigrants and asylum seekers is <u>endangering perception of a liberal Europe</u>; needed are joint political <u>measures against mafia-style organized illegal migration flows</u> and xenophobic movements; anti-Islamic sentiments in countries with little or no contacts with Muslim communities – fearing that which is not understood; referendum on minarets in Switzerland: least affected but most hostile; <u>liberal attitudes in Sweden strained</u> under pressure of 100,000 asylum requests in a country of just 10 million; <u>A case in point: PEGIDA</u> movement in Germany; <u>danger of losing international reputation</u> established over the past decades: hosting the World Cup in 2006, national team winning the championship last year; <u>in contrast: growing sense of German empathy and solidarity towards outsiders</u>; immigrations charities report surge in contributions; debate about the (German) <u>government’s grip on practicalities</u> and replacing the existing residence act with a new immigration act; improving integration with 34 percent of Muslim kids receiving high school degree (20 percent in France); Merkel’s centre-right <u>CDU</u> party with a history of mild xenophobia but <u>intention to squeezing out PEGIDA onto the political fringe</u>; PEGIDA strong mainly in almost Muslim-free eastern regions and apparently dissolving.</p> <p>In the colloquium</p> <ul style="list-style-type: none"> • The student will answer questions on details of the presentation to demonstrate relevant competencies and prove the independent character of research. Further inquiry might be appropriate to demonstrate methods of research and usage of sources. • Inconsistencies will be addressed and a deeper understanding of the topic will be facilitated. • Current evaluation of the given topic based on the factual analysis – concrete questions will ensue from the flow and contents of the presentation delivered and will move between current issues and contradictions of an answer to growing immigration, as well as strategies employed in fighting xenophobia. Of special interest – serving at the same time as the demonstration of excellent performance – will be a focus on and differentiation of immigration acts and residence acts in different countries – like Canada and Germany. <p>In terms of a good performance, the presentation will show a self-reliant , well-structured and consistent discussion of the given topic, which addresses a greater number of aspects mentioned in the flow text. The</p>
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literature and sources used need to be comprehended and appropriately be used. Visualizing by pictures, graphs and diagrams will have to be functional. During the colloquium, the student will have to be able to answer questions in a comprehensible way, deepen required contexts and differentiate these. Important terms need to be explained further.

In terms of a **sufficient performance**, a satisfactory result can be testified, if the issue is explored in a comprehensible and consistent way and the presentation results in some of the major points (as underlined in the flow text). In the colloquium the student needs to demonstrate that he has succeeded in working out solutions independently.

Salvatorius clause:

In case the student has come upon different, however conclusive results these will be acknowledged in the same way.

Minor results in some areas can be compensated by other results in equivalent contexts.