

Candidate:

Examiner:

Theme:

The Food Crisis – a Global Challenge?

Assignment:

Discuss reasons for the current food crisis and its impact on nearly one-sixth of the world's population

Include relevant backgrounds and likely solutions of this issue in your scenario

Literature:

- http://unohrlls.org/UserFiles/File/Commitment_Spring09.pdf
- <http://www.globalissues.org/issue/749/food-and-agriculture-issues>

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	The Food Crisis – a Global Challenge?
Assignment	<p>Discuss reasons for the current food crisis and its impact on nearly one-sixth of the world's population</p> <p>Include relevant backgrounds and likely solutions of this issue in your scenario</p>
cross-curriculum references (ccr) (contents in school terms)	<p>Q1: basic and human rights, constitutions Q2: European integration, foreign policies, national interests Q3: international crises and conflicts, globalization, international markets, developing countries, UN R2P, German new foreign policy Q4: Global Governance, human rights, issues and perspectives of globalization Ccr: human rights, R2P, developing countries</p> <p>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, international organizations such as UN, EU, OPEC, relationship USA-UN and USA-NATO, 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://unohrlls.org/UserFiles/File/Commitment_Spring09.pdf</p> <p>http://www.globalissues.org/issue/749/food-and-agriculture-issues</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</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>changing perspective in the target language. The aim is to develop self-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: <u>Population of malnourished increased</u> to over 960 million; World's worst food crisis felt in East Africa; Despite successive rain falls – <u>crisis avoidable and man-made</u> Early warning, but <u>international community</u> and regional government <u>accused of doing very little to help; high food prices (speculation)</u> have forced food out of the reach of people; <u>local conflicts exacerbate the situation</u>: 12 million people in dire need of food, clean water and basic sanitation; loss of life on a massive scale; <u>crisis set to worsen</u>, especially for pastoralist communities; preventable water-borne diseases caused by contaminated water and poor sanitary conditions; <u>UN committed to prevent food crisis and solve hunger crisis</u> Prioritizing immediate and long-term action, advancement of the Millennium Development Goals targeted for completion in 2015 Commitment to ending hunger, providing money and technical assistance as well as political support; <u>development assistance</u> earmarked for agricultural development <u>dropped significantly; foreign assistance needed</u> to boost Least Developed Countries' (LDC) food security, <u>to lead individual initiatives to fight hunger</u> by involving LCD's own parliaments, local governments and citizenship Food insecurity and climate change to be alleviated by <u>creating alternative energy sources and improving crop fields</u> to feed more people and reduce food prices. Financing local research institutions to develop agricultural and environmental technologies to aid rural farmers and <u>improve access to local markets by enhancing local infrastructure.</u></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 international help and crisis management, as well as strategies employed on a local level. Of special interest – serving at the same time as the demonstration of excellent performance – will be a focus on the responsibility of industrialized nations to help and curb the ongoing speculation on food commodities. <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 literature and sources used need to be comprehended and appropriately be used. Visualizing by pictures, graphs and diagrams will have to be</p>
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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.