**Theme A: Living Together in the UK - Citizenship Assessment – Y10 Sept 2016**

1. **A community is....**
2. **People that are different but live close to each other.**
3. **Like a neighbourhood, some common values shared.**
4. **A group in close contact who share common values and interests.**
5. **Something that exists only in small villages.**
6. **A neighbourhood is different to a community because....**
7. **Neighbourhoods are defined by shared interests and shared space.**
8. **Not really both the same!**
9. **Neighbourhoods exist only in small towns or villages.**
10. **Neighbourhoods have a “Neighbourhood watch” set up.**
11. **Immigration means....**
12. **When someone leaves their homeland**
13. **When someone comes to a country to live**
14. **Escaping a war**
15. **Trading between different countries**
16. **Describe what a “census” is….**
17. **A map of an area or a whole country**
18. **An idea of what makes “sense” in a country**
19. **Official count of population in a country, noting changes**
20. **The election which now occurs every 5 years**
21. **In the 2011 census which part of the country had a population of 41.2% classified as ethnic minorities?**

**a) Wales**

**b) The North East**

**c) The East**

**d) London**

1. **What is the best description of a “minority”?**

**a) A large part of a country**

**b) It relates always to religion**

**c) A small part of a larger group**

**d) Always relates to a mini culture**

1. **Who would you describe as “tolerant”?**

**a) Someone who is open minded**

**b) Someone who does not listen to other opinions**

**c) Someone who thinks they are always right**

**d) Someone who does not accept other**

1. **What is the Commonwealth?**

**a) Part of the European Union, why the Brexit vote happened**

**b) Part of Russia under the Communists, therefore communist wealth**

**c) Was in India where the “common-wealth” was stored for everyone**

**d) A voluntary association of countries, mainly former British colonies**

1. **How many of the people born today can expect to live to 100?**

**a) 1/3rd**

**b) ½**

**c) 1/5th**

**d) 1/10th**

1. **Why do economic migrants come to this country?**

**a) To escape persecution**

**b) To get a better standard of living**

**c) To escape a war**

**d) To pay off debts**

**Section B mark scheme**

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| 0 marks | No relevant material. |
| 1–2 marks | Little analysis of views in the source.  Views in source are poorly understood/superficial.  Evaluation undeveloped (lacks reasoned, coherent arguments). Parts of the answer lack relevance.  Overall judgement is missing. |
| 3–5 marks | Some analysis of views in the source, but mostly focused on one side of the argument. Evaluation shows some evidence of reasoning and coherence, but mainly focused on one view in the source.  Judgements on the views are offered but supporting facts are not given. |
| 6–7 marks | Evidence of analysis of both views in the source. However, analysis is not fully developed.  Evaluation uses reasoned and coherent arguments.  All comments are relevant but some lack depth.  Judgments on the views are offered but not many facts are given to support the judgements. |
| 8–10  marks | Analysis of both views in the source is convincing and sustained. Evaluation is reasonable and coherent.  Evaluation has depth.  All comments are relevant.  Judgments on the views are supported by relevant facts.  Relevant points may include:   * Some students might interpret Sharon to be showing respect and understanding towards genuinely needy citizens from overseas; to be passionate about community integration on an international scale; to be committed to the human rights of international citizens; to be setting a good example in terms of breaking down cultural barriers and encouraging integration; to be attempting to balance rights where there is unfairness (e.g. discrimination towards gay citizens in another country). From this angle, Gwyn might be perceived as an advocate for racism; as someone who has succumbed to the media’s negative stereotyping of refugees and asylum seekers; as someone who is unwilling to adapt to changing concepts of identity; as someone who disregards EU and Commonwealth expectations of supporting the world’s most vulnerable citizens. * An alternative view is that Sharon should encourage UK politicians to insist that larger (and thus more appropriately-equipped) countries should better support refugees and asylum seekers; that she should redirect her time and resources to her local and national community; that the UK will fail any additional asylum seekers/refugees because it is already under too much financial/infrastructure pressure in terms of council funding allocation, NHS waiting lists, road congestion, the cost of living, etc. From this angle, Gwyn might be perceived as committed to improving the rights of asylum seekers/refugees by   campaigning for larger countries to accommodate them; as someone who is concerned that new asylum seekers/refugees in the UK will be victimised if they remain here; as a welcome voice for others who donate money to charities that support refugees and asylum seekers; as someone who is courageously contributing to grass-roots democracy by creating a pressure group reflecting the views of many concerned UK citizens; as someone who respects the increasingly stressful workload of the UK’s doctors and teachers.  Students might also wish to reflect upon key concepts such as international humanitarian law and the existence of economic migrants. They might also highlight recent local/national/global current affairs issues relevant to migration to the UK.   * Other relevant arguments/comments must be credited. |