

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Responses to contemporary conflict in world events
Unit Ref. No.	M/617/3333 T/617/3334
Entry Code	6242/E2 6242/E3
Level	Entry 2/3
Credit Value	4
Unit aim	<p>This unit aims to enable learners to recognise features of contemporary conflicts, how people are involved in and affected by conflict, and how people attempt to prevent conflict.</p> <p>With regard to this unit, the term 'contemporary' refers to conflicts that are still active and / or unresolved.</p>

<p style="text-align: center;">Learning outcomes</p> <p>To be awarded credit for this unit, the learner will:</p>	<p style="text-align: center;">Assessment Criteria Entry 2</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>	<p style="text-align: center;">Assessment Criteria Entry 3</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>
<p>LO1 Know features of contemporary conflicts.</p>	<p>AC1.1 Identify areas of conflict in the world.</p> <p>AC1.2 Identify reasons why conflicts begin.</p>	<p>AC1.1 Identify areas of conflict in the world.</p> <p>AC1.2 Give reasons why conflicts begin.</p>
<p>LO2 Know how people are involved in conflicts.</p>	<p>AC2.1 Identify some people involved in conflicts.</p> <p>AC2.2 Select information on the activities of people involved in conflicts.</p> <p>AC2.3 Show how civilians are affected by conflict.</p>	<p>AC2.1 Identify a range of people involved in conflicts.</p> <p>AC2.2 Outline the activities of people involved in conflicts.</p> <p>AC2.3 Outline how civilians are affected by conflict</p>
<p>LO3 Know how people attempt to prevent conflicts.</p>	<p>AC3.1 Locate information on people and/or organisations that attempt to resolve conflicts.</p> <p>AC3.2 State reasons why conflicts can be difficult to end.</p> <p>AC3.3 Identify a successful attempt to resolve conflict.</p>	<p>AC3.1 Select information on a range of people and/or organisations that attempt to resolve conflicts.</p> <p>AC3.2 Give reasons why conflicts can be difficult to end.</p> <p>AC3.3 Outline a successful attempt to resolve conflict.</p>

2. SUGGESTED UNIT CONTENT

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- providing opportunities for progression including studying a Humanities based subject to GCSE level

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. The choice of conflicts studied is very much down to the teacher, but **the content and context chosen must be capable of delivering the learning outcomes associated with the unit.** The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

LO1: Know features of contemporary conflicts.

Learners must know about features of contemporary conflicts. **This can be a single conflict or a series of conflicts. With regard to this unit, the term 'contemporary' refers to conflicts that are still active and / or unresolved.** Study of historic conflicts do not fit the learning outcomes of the unit and will not be acceptable. Examples of relevant features may include:

- The **location** of conflicts
- The **type** of conflict
- The **reasons** why these conflicts have occurred. These might include, religious, cultural and political causes and should include basic historical context for the origins of the conflict
- The **different sides** participating in the conflict

The table below identifies some contemporary conflicts which may be appropriate for study in this unit:

Area of the world	Type	Main causes
Syria	Civil War	Dissatisfaction with government
Catalonia / Spain	Independence	Desire for independence
Burma / Myanmar	Civil War	Religious division
Somalia	Civil War	Struggle for power
Ukraine	War	Russian demands on territory
Palestine / Israel	Independence	Desire for a Palestinian state
Korea	Border dispute	Different political systems

Please note that the contemporary conflicts mentioned above are not exclusive. Many teachers will want to focus learning on other conflicts in the contemporary world.

LO2: Know how people are involved in conflicts

Learners must recognise the **different types of people** that are involved in contemporary conflicts. They should also know about the role played by these groups / individuals. These will include professionals, charity and health workers and military forces. Examples may include:

- state armed forces
- resistance fighters / insurgents
- journalists and photo journalists
- charity workers
- doctors and nurses
- politicians

Learners must also examine the way in which **civilians** are affected by and respond to conflict. For example, learners might study:

- refugee movements
- rationing and disruption to food supplies
- disruption of education and health services
- orphaned children
- use of children as soldiers
- rehabilitation of those who have been injured
- reactions of the public at home to media coverage
- individual or group acts of heroism/charity

LO3: Know how people attempt to prevent conflicts.

Learners must examine the role of **peace protest / activist groups / charities** in trying to influence decision makers. Examples may include:

- women at Greenham protesting over US bases in UK
- role of peace movements in Northern Ireland
- demonstrations in UK cities about Syria or Afghanistan
- the work of charities and pressure groups such as Amnesty International

They must also look at the role of governments in **diplomacy / negotiation** and/or the role of multi-national organisations such as the United Nations or European Union.

Learners must also be given the opportunity to **evaluate** different attempts that have been used to resolve conflict. In order to address this, they may look at modern conflicts and the extent to which they have been resolved. Good examples here may be Northern Ireland or Korea. They might then be invited to consider questions like:

- Has conflict always got to be sorted by fighting?
- Is it possible to solve conflict by non-violent means?

3. DELIVERY

3.1 Planning Courses

This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **Responses to conflict in world events** are:

- The Ethics of Food production and the consumer
- The Effects of Consumerism
- Taking a Role in Society in the UK

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, **with a particular focus in the discipline of history**. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

3.2 Resources

No specific resources have been written for this unit. Teachers and learners are advised to gather relevant information using general textbooks, websites, digital resources, magazines, television programmes and films.

One useful area of resources and support for teachers of Entry Pathways units is available on the WJEC website. The site can be found here: <http://resources.wjec.co.uk/> Teachers will find a wide range of supporting materials. Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own learners and centres.

Books

A brief search on any major resource retail site will bring up many books written about contemporary conflicts. It is appreciated that these will be more of use to the teacher than to learners.

Television programmes and films

There are several suitable television programmes and films that can be used to 'set the scene' and establish the context. The Amazon website is very useful for finding DVDs of films and television series and many can be accessed on YouTube. Suitable films may include:

Black Hawk Down	(Somalia)
Kite Runner	(Afghanistan)
A Mighty Heart	(Pakistan)
Charlie Parker's War	(Afghanistan)
The Hurt Locker	(Iraq)

Internet sites

There is a huge variety of websites that are dedicated to providing resources that cover contemporary conflicts. Many provide excellent suggestions, information and activities for teachers of this unit. Suggested sites that teachers may wish to visit include:

www.bbc.co.uk/newsround/

www.teachers-media.com/

www.iwm.org.uk/

www.warchild.org.uk/

www.actionaid.org.uk/get-involved/school-resources

www.redcross.org.uk/What-we-do/Teaching-resources/Primary-teaching-resources

www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/

www.halotrust.org/

www.una.org.uk/get-involved/learn-and-teach/un-matters-teaching-pack

[These sites were all operational and free to use as of 31.3.18.]

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

All Entry Pathways units are internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- all assessment criteria must be met for unit learning outcomes to be achieved
- for units provided for Entry 2 and Entry 3, assessment criteria must be met in full at each level
- tasks may be set by the centre or chosen from examples given by WJEC (see below)

Entry Pathways Humanities has no set tests or assessments. WJEC will provide some suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. It is hoped that teachers will build on some of these suggestions and develop activities of their own to provide assessments appropriate for their learners.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met:

General activity	Possible purpose
Posters	Identify features of a contemporary conflict
Written work	Give reasons why a contemporary conflict has begun
Oral questions and answers	Give an opinion on how a conflict can be stopped
Oral presentations	Talk about the effects of a contemporary conflict on children
Contributing to group discussions	Talk about the roles of different groups in a contemporary conflict
Powerpoint presentations	Show the effects of a contemporary conflict on refugees
Use of visual images such as photographs or cartoons	Identify sources that can be used to find out about contemporary conflicts
Storyboards	Outline the main features of a contemporary conflict
Case studies	Show the importance of certain people involved in a contemporary conflict
Interviews	Ask people about their views on refugees from contemporary conflicts
Map work	Identify areas of conflict in the world
Audio / visual recordings	Talk about the importance of certain people involved in a contemporary conflict

4.2 Examples of tasks

Examples of tasks that can be used with learners to show evidence of meeting the assessment criteria:

LO1: Know features of contemporary conflicts

At Entry 2, learners could:

- from a list of choices learners can identify areas in the world where conflict is occurring
- from a list of choices learners are able to identify some of the reasons why these conflicts begin
- complete a closed written exercise on the major features of a contemporary conflict such as true or false
- look at visual images of a contemporary conflict and point out some key features
- link visual images with the correct contemporary conflict
- produce a wall poster identifying two major features of the contemporary conflict being studied. The poster could include mostly images and titles if written work is too challenging
- use ICT to produce a presentation which identifies important features of the contemporary conflict being studied. This could involve cutting and pasting images from websites

At Entry 3, learners could:

- display on a world map the location of some contemporary areas of conflict
- create a card-sort activity to explain the various causes of a contemporary conflict
- in an oral response identify more than one reason why a contemporary conflict has begun
- look at visual images of a contemporary conflict and point out some key features
- produce a wall poster identifying two major features of the contemporary conflict being studied. The poster should include both writing and images
- use ICT to produce a presentation which identifies important features of the contemporary conflict being studied. This should be organised and structured so that it is more than cutting and pasting
- answer written open ended short questions about the major features of the contemporary conflict being studied
- draw up a series of 5-10 questions that you would like to ask about the contemporary conflict being studied

LO2: Know how people are involved in conflicts

At Entry 2, learners could:

- from a selection of pictures pick out some of the people that might be involved in conflicts
- linked to the above be able to add information orally about the activities they might be involved in
- indicate from a list – written or visual – ways in which civilians may be affected by conflict
- produce a wall poster identifying ways in which children may be affected by conflict. The poster could include mostly images and titles if written work is too challenging
- use ICT to produce a presentation which identifies people involved in a particular contemporary conflict. This could involve cutting and pasting images from websites
- choose from a list some ideas of how the lives of refugees could be improved

At Entry 3, learners could:

- answer written open ended short questions about the people that may be involved in contemporary conflicts
- use ICT to create a slide presentation with images and writing outlining how civilians are affected by conflict
- draw up a series of 5-10 questions to ask someone who has lived through this type of conflict
- select one type of person (*charity worker / journalist / doctor*) from within the chosen conflict and carry out a case study of his/her role in this conflict
- give a short talk to show how charities can help both in the affected countries and in countries not affected
- create a slide presentation to show examples of how people are affected in conflict zones

LO3: Know how people attempt to prevent conflicts.

At Entry 2, learners could:

- identify, from a list, groups that try to prevent conflict
- produce a wall poster about the work of a group that has tried to prevent conflict
- use ICT to produce a presentation which highlights the work of a group that has tried to prevent conflict. This could involve cutting and pasting images from websites
- answer basic questions about an organisation that has tried to prevent conflict. This can be done orally or through a multiple choice exercise.
- from a list, identify a conflict from recent history that has been successfully resolved

At Entry 3, learners could:

- orally state examples of groups that try to prevent conflict
- produce a wall poster about the work of a group that has tried to prevent conflict. This should contain several paragraphs of writing about this group
- use ICT to produce a presentation which highlights the work of a group that has tried to prevent conflict. This should contain several paragraphs of writing about this group
- answer questions about an organisation that has tried to prevent conflict. This can be done orally or through a multiple-choice exercise.
- outline, orally or in writing, a conflict from recent history that has been successfully resolved
- produce a series of small '*top trumps*' cards identifying five important ways in which conflict can be solved. Give each one a rating out of 5.
- write an email to your local MP outlining how a particular contemporary conflict could be solved
- produce a short script for a web bulletin outlining why a particular group or person is important in solving conflicts.

4.3 Recording

Assessment must be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria are **differentiated** and must be met at the relevant level. All criteria must be met in full for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 11 and 12.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the **WJEC Entry Pathways specification**, which includes information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and Reporting
- Issue of Results
- Access Arrangements
- Post-Results Services.

Essential points to note with regard to administrative arrangements

- Submit all work **by unit** and not by candidate.
- Ensure that all candidate work submitted for moderation is **fully marked and annotated**.
- **Annotate completed candidate work** with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that **ALL assessment criteria have been met for each unit** by each candidate. Do not submit work for moderation if all assessment criteria have not been clearly and fully met.
- **Complete in full the Assessment Record Sheet** for each unit for individual candidates, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

Responses to conflict in world events – ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify areas of conflict in the world.		
	AC1.2 Identify reasons why conflicts begin.		
LO2	AC2.1 Identify some people involved in conflicts.		
	AC2.2 Select information on the activities of people involved in conflicts.		
	AC2.3 Show how civilians are affected by conflict.		
LO3	AC3.1 Locate information on people and/or organisations that attempt to resolve conflicts.		
	AC3.2 State reasons why conflicts can be difficult to end.		
	AC3.3 Identify a successful attempt to resolve conflict.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Responses to conflict in world events – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify areas of conflict in the world.		
	AC1.2 Give reasons why conflicts begin.		
LO2	AC2.1 Identify a range of people involved in conflicts.		
	AC2.2 Outline the activities of people involved in conflicts.		
	AC2.3 Outline how civilians are affected by conflict		
LO3	AC3.1 Select information on a range of people and/or organisations that attempt to resolve conflicts.		
	AC3.2 Outline why conflicts can be difficult to end.		
	AC3.3 Outline a successful attempt to resolve conflict.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____