

**Assessment Schedule – 2012**

**Social Studies: Describe how cultural conflict(s) can be addressed (91281)**

**Evidence Statement**

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>Uses social studies concepts (such as inequality, class, laws, discrimination, community) and specific evidence to describe any THREE of the following:</b></p> <p><b>The focus of the cultural conflict:</b>  <i>The focus of the conflict is between travelling communities in the UK and councils and local communities. Travellers are in breach of local planning laws and many people in the community want local council to be responsible and evict the Travellers from illegal sites.</i></p> <p><b>Individual(s)/group(s)/society (ies) involved and their points of view, values, and perspectives.</b></p> <p><b>This could include but is not limited to:</b></p> <ul style="list-style-type: none"> <li><i>The villagers of Crays Hill (represented by Len Gridley) want the council to evict the Travellers because he believes they have led to depreciating property values, local conflict, rubbish and damage to local businesses</i></li> <li><i>Councillor Tony Ball believes that the Traveller community at Dale Farm is non-compliant with local planning laws and has nothing to do with their ethnic or cultural background. This is simply a matter of Basildon Council upholding laws and regulations.</i></li> </ul> <p><b>Example of specific evidence:</b></p> <ul style="list-style-type: none"> <li><i>27 Traveller families were evicted from Woodside near Bedfordshire</i></li> <li><i>Traveller Marie Ward states “We’ll end up parking at a supermarket or something. Is that more acceptable to people than where we are now?”</i></li> <li><i>Irish Travellers in Essex have faced eviction at Dale Farm due to legal action made by Basildon Council.</i></li> </ul> <p><b>Factors which shape the way the conflict is addressed:</b>                      Anti-Traveller discrimination and racism has shaped the way the conflict is addressed and this has meant this dispute has escalated into more than a planning dispute. The long history of distrust and discrimination has highlighted the issue of whether or not Traveller communities are accepted into ‘settled villages’ around the UK.</p>	<p><b>Possible outcomes arising from ways of addressing the conflict (supported with specific examples):</b></p> <p><b>This could include but is not limited to:</b></p> <ul style="list-style-type: none"> <li><i>Even after the evictions, the disputed land at Dale Farm will not be returned to Greenbelt land because some of the dwellings were given planning permission previously. Local villagers remain dissatisfied with the actions of Basildon Council</i></li> <li><i>Basildon Council is told that they are responsible for providing more Traveller sites since the evictions; this could lead to further conflict in different places within the same community</i></li> <li><i>Basildon council and all councils who engage in the eviction process end up spending a lot of money</i></li> <li><i>Police also require funding and extra resourcing to evict Traveller communities.</i></li> </ul>	<p><b>A recommendation of one way of addressing the conflict based upon the desired outcomes for society (supported with detailed evidence/examples):</b></p> <p><i>A recommended way of addressing the conflict is to create a treaty and agreement between locals and Travellers. This conflict has been worsened over time through violence, feelings of discrimination and distrust, and the changing of laws. This treaty could be used as a basis of all conflicts with settled Traveller communities. As more and more Travellers decide to settle, these conflicts are going to become more commonplace and therefore, a more constructive process than eviction should be devised. A treaty between these groups could include assistance to gain planning permission for already erected housing (possibly assisted by an education program). Local communities could provide Traveller communities with more facilities such as rubbish disposal to eliminate common points of argument.</i></p>

<p>Legislation and planning have shaped the way the conflict has been addressed because Travellers' lifestyle has been restricted and controlled by legislation. In 1960 a law was passed to limit access to common land; this encouraged Traveller and Gypsy communities to settle. It then became law that local authorities should provide a certain amount of land that nomadic communities could live on. This was revoked in 1994. These changes in law have led to confusion and misunderstanding over ownership of land and left Traveller communities feeling marginalised in many places.</p> <p><b>Ways that the conflict was addressed.</b>  <b>This could include but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• <b>Police eviction</b> – Non-violent resistance – At Woodside, when police came to evict the Travellers, protesters crammed into, and under caravans until they were forcibly removed chanting “we’re not coming out, we’re not coming out, we’re not going, we’re not going”</li> <li>• <b>Aggressive protest</b> – Families at Dale Farm have erected barbed wire fences and are stockpiling planks, rubble and tires to build barricades.</li> </ul>		
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N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes the focus of the cultural conflict(s).                      OR                      Describes the individual(s)/group(s)/society(ies) and their role in addressing the conflict(s).</p>	<p>Describes the focus of the cultural conflict(s).                      AND                      Describes the individual(s)/group(s)/society(ies) and their role in addressing the conflict(s).</p>	<p>Uses social studies concepts and specific evidence to describe THREE of:</p> <ul style="list-style-type: none"> <li>• the focus of the conflict(s)</li> <li>• individual(s)/group(s) / society(ies) involved and their points of view, values, and perspectives</li> <li>• the factors which shape the way the conflict(s) is / are addressed</li> <li>• way(s) of addressing the conflict(s).</li> </ul>	<p>Uses social studies concepts and detailed specific evidence to describe ALL of:</p> <ul style="list-style-type: none"> <li>• the focus of the conflict(s)</li> <li>• individual(s)/group(s) / society(ies) involved and their points of view, values, and perspectives</li> <li>• the factors which shape the way the conflict(s) is/are addressed</li> <li>• way(s) of addressing the conflict(s).</li> </ul>	<p>BOTH of:</p> <ul style="list-style-type: none"> <li>• describes in depth ONE possible outcome for society arising from the way(s) the conflict(s) is / are addressed</li> <li>• uses social studies concepts/evidence to support the descriptions of possible outcomes in addressing the conflict(s).</li> </ul>	<p>BOTH of:</p> <ul style="list-style-type: none"> <li>• describes in depth TWO possible outcomes for society arising from the way(s) the conflict(s) is / are addressed</li> <li>• uses social studies concepts/detailed evidence to support the descriptions of possible outcomes in addressing the conflict(s).</li> </ul>	<p>ONE of:</p> <ul style="list-style-type: none"> <li>• describes comprehensively by recommending ONE way of addressing the conflict(s) based upon the desired outcomes for society</li> <li>• uses social studies concepts/evidence to support the descriptions of possible outcomes for society in addressing the conflict(s).</li> </ul>	<p>BOTH of:</p> <ul style="list-style-type: none"> <li>• describes comprehensively by recommending ONE way of addressing the conflict(s) based upon the desired outcomes for society</li> <li>• uses social studies concepts/detailed evidence to support the descriptions of possible outcomes for society in addressing the conflict(s).</li> </ul>

**N0** = No response; no relevant evidence.

**Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 2	3 – 4	5 – 6	7 – 8