

Migration Level 1, Sample 1

A

Decision Making Chart					
Factor	Canada Currently	+/-	Africa (name of country) Currently	+/-	Explain Why This is Important for You and Your Family
Total Population Density	3.1 per km <sup>2</sup>	+	27 per km <sup>2</sup>		lots of communication
Birth Rates (as percentage of total population)	1 936 000 (6.52%)	+	41 per 1000	-	helps fam to end up in the future to have more people
Crime Statistics (Indicible Offences)	39 097	+	5,106 per 100,000	+	not many people commit crimes or try to steal things
Climate/Weather -precipitation (mm) -high temp. (°C) -low temp. (°C)	781 17° -6°	+/	51mm 16°C 10°C	+	In africa it is a lot warmer. It is basically 4 times the temperature in Africa. That is just in the desert
Life Expectancy	78 years of age	+	53 years of age	-	
Average Income	\$30 562	+/			
Other			13 per 1000		not many people die
Death rate Other barriers to emigrating: - water - laws - hills					
Sources of information: World book encyclopedia					

B

Summary

I would like to move to Canada and leave Africa. Africa is always way to warm for me. In Can there is a period of time were it is warm and a period of time were it is cold. The crime is a little high in Canada but it sounds like a really nice place. There is not a lot of people that live near each other Canada's birth rate is not as high as Africa which is a good thing because you don't want to many people in a place. Canada has a good education stituation about 99% of canadians can read and write which is a really good thing. The bigges reason me and my family want to move is because the income is way to low, and we wont be able to survive. In canada all of my family can be paid so we can live a lot longer.

**Teacher’s Notes****Understanding of Concepts**

- The student demonstrates a limited understanding of the push and pull factors that influence people to move (e.g., “The bigges reason me and my family want to move is because the income is way to low, and we wont be able to survive”).
- The student demonstrates a limited understanding of the barriers to migration on the decision-making chart (e.g., “water”, “laws”, “hills”).

**Inquiry/Research Skills and Map and Globe Skills**

- The student demonstrates a limited ability to locate relevant information from primary and secondary sources (e.g., by using only one secondary source for the decision-making chart).

**Communication of Required Knowledge**

- The student makes limited use of appropriate vocabulary (e.g., “birth rate” when discussing the issue of migration in the summary statement).
- The student communicates limited specific information with limited supporting detail (e.g., by including inaccurate statements in the decision-making chart, such as “not many people die”, and overgeneralizations in the summary statement, such as “There is not a lot of people that live near each other [in Canada]”).

**Application of Concepts and Skills**

- The student demonstrates a limited understanding in the summary statement of the factors that influence a decision as to whether to stay or move (e.g., focusing on one major reason for the decision – “The bigges reason me and my family want to move is because the income is way to low” – and including minor reasons without explanations, such as “way to warm [in Africa]”, “There is not a lot of people that live near each other [in Canada]”).

**Comments/Next Steps**

- The student should research the topic to improve the depth and breadth of his or her comprehension of the issues.
- The student should examine the data more carefully to be able to explain it accurately.
- The student should organize the ideas in the summary statement so that they lead to a more effective conclusion.
- The student should edit his or her work to eliminate errors in grammar and spelling.

Migration Level 1, Sample 2

A

Factor	Canada Currently	+/-	Decision Making Chart		Explain Why This is Important for You and Your Family
			Currently (name of country)	+/-	
Total Population Density	3.1 per km <sup>2</sup>	+	115 per km <sup>2</sup>	-	It's good to know so that it's not so crowded around my house
Birth Rates (as percentage of total population)	1 936 000 (6.52%)	+	22.6% per 1,000 people	-	The birth rate is important because my family and I don't want to live in a crowded place but we also don't want people living there.
Crime Statistics (Indicible Offences)	39 097	-	1,35 Criminal cases in 1998	+	because my family and I want to be safe at our home.
Climate/Weather (precipitation (mm) high temp. (°C) low temp. (°C))	781 17° -6°	-	990 mm 21.8 high 2.6 low	+	because I don't want to live in something that feels like a desert and the same with my family.
Life Expectancy	78 years of age	+	65 males 69 females	-	because it's good to know how long my family will live.
Average Income	\$30 562	-	\$2,690,00	+	because it's good to know how much money my family can make.
Other					

Other barriers to emigrating: The things that are stopping me are what my family thinks of all this and weather or not my friends agree with it and all that.

Source of information: Where I got my information from was the Internet and the site was askjeeves.com.

B

I am going to move to Canada because the crime rate is really low, it is not so hot in Canada as it is here in South East Asia. When I researched on my country at first I didn't think that it was that bad here because I grew up here but now that I know what it is like here I think that I wouldn't mind moving. I don't think that my family would mind moving because after living here for so long I don't think they would mind moving to a different country. Besides it is good to move to a different country because it would be good to get out and see different things, places and meet different people and make new friends. Maybe even if we were to stay there would be different and maybe good jobs for me and my family. I think that it would be good for me and my family to experience new and fun things.

**Teacher’s Notes****Understanding of Concepts**

- The student demonstrates a limited understanding of the push and pull factors that influence people to move when comparing statistics on the two countries on the decision-making chart (“the birth Rate is important because my family and I don’t want to live in a crowded place but we also don’t [want] few people living there”) and describing the rationale for moving in the summary statement (“I am going to move to Canada because the crime rate is really low, it is not so hot in Canada as it is here in South East Asia”).
- The student demonstrates a limited understanding of the barriers to migration (e.g., focusing on opinions and personal lessons in the decision-making chart: “The things that are stopping me are what my family thinks of all this and weather or not my friends agree with it and all that”).

**Inquiry/Research Skills and Map and Globe Skills**

- The student demonstrates a limited ability to locate relevant information from primary and secondary sources, using only a secondary source for the statistics in the decision-making chart.

**Communication of Required Knowledge**

- The student makes limited use of appropriate vocabulary (e.g., using “crime rate” when summarizing the factors influencing migration).
- The student communicates limited specific information with limited supporting detail in the decision-making chart (e.g., “it is good to know so that it is not so crowded around my house”) and in the summary statement (e.g., “Beside, it is good to move to a different country because it would be good to get out and see different things, places and meet different people and make new friends”).

**Application of Concepts and Skills**

- The student demonstrates a limited understanding in the summary statement of the factors that influence a decision on whether to stay or move by discussing personal opinions rather than objective data (e.g., “I think that it would be good for me and my family to experience new and fun things”).

**Comments/Next Steps**

- The student should collect relevant, accurate data and focus on explaining it instead of relying on personal feelings and opinions.
- The student should use multiple sources of information.
- The student could improve the summary statement by using subject-specific vocabulary and data-based arguments.
- The student should edit his or her work, focusing on sentence structure and punctuation.