

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	F
Practitioner Code	F16
Curriculum Area(s)	Literacy – Writing
Level	Second
Stage(s)	Primary 7
Specific subject (if applicable)	n/a

**Experiences and Outcomes:**

I can persuade, argue, explore issues or **express an opinion using relevant supporting detail and/or evidence**. LIT 2-29a

In both short, extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a

I can report and comment on current scientific news items to develop my knowledge and understanding of topical sciences. SCN 2-20b

**Learning Intentions:**

To express my opinion using relevant information

To organise my ideas in paragraphs

To express an opinion on current topical science issues..

**Success Criteria:**

- I have expressed an opinion in the opening statement
- I have selected relevant information
- I have given evidence to support my opinion
- I have organised my ideas in paragraphs
- I have repeated my opinion in the closing paragraph
- I have commented on a variety of scientific news items

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

The pupils were asked to take relevant notes from a variety of sources, including video clips, Power Points and texts.

Previously the learners have been taught the key features of expressing an opinion, including structure and language choice. They have practiced providing supporting evidence when expressing an opinion, both written and orally. They are currently working on using paragraphs within their writing. The context for writing has focussed on a variety of topical science issues.

To demonstrate an understanding of these skills the children have been asked to :

- Participate in discussion on different viewpoints about these issues
- Give their opinion on each of these issues
- Highlight relevant information to support their opinion
- Select one of the current scientific issues on which to express a written opinion.
- Use the planning format to help them to structure their ideas.
- Contribute to the success criteria for the writing activity.
- Create a text which expresses an opinion, giving evidence to support it.
- Use appropriate punctuation to organise their ideas.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

**Do:**

Contribute to the Success Criteria

Highlight relevant information from texts.

**Write:**

Comment on a range of topical science issues.

Use a planning format to structure opinions and supporting evidence.

Using the planning framework to write an opinion on the selected current scientific issue.

**Extension activity:**

The learner was challenged to self-edit and improve the content of his writing on the computer. He was encouraged to think about the structure of his opinion and to try and add further evidence to support this opinion.

## Practitioner Moderation Template

## Learner Evidence

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Peer assessment: This was done orally in class. The learner was told by his partner that he had included good supporting evidence in his writing, especially after self-editing his work on the computer.

### Self-assessment

The learner was praised for suggesting relevant success criteria which linked to the learning intentions

The learner received positive oral feedback about his writing plan.

He was challenged to improve his writing by self-editing his work and was praised for adding further supporting evidence to his opinion.

The learner discussed his self-assessment and next steps with the teacher.

### Teacher assessment

See annotated comments on learner's work

Pupil Voice:

What have you learned?

*I have learned lots of interesting facts about topical science.*

*I have learned to express an opinion and how to use lots of interesting facts to help support my opinion*

How did you learn?

*I learned by researching information, watching videos, note-taking, talking to my friends and reading interesting texts*




What skills have you developed?

*I have developed my note-taking and research skills. I have also developed my writing skills and I know how to express my opinion and ideas to others.*

Did the learner successfully attain the outcomes? YES

F16

Literacy/Science ~ Topical Science/Writing

Date: November 2016	Group: Class	Topical Science/Writing
<b>Learning Intentions:</b>		
<ul style="list-style-type: none"> <li>I am learning to express my opinion using relevant information.</li> <li>I am learning to organise my ideas in paragraphs.</li> <li>I am learning to express my opinion on current topical science issues</li> </ul>		
<b>Success Criteria Self-Assessment:</b>		
<ul style="list-style-type: none"> <li>I have expressed my opinion in the opening statement.</li> </ul>		
<ul style="list-style-type: none"> <li>I have selected relevant information.</li> </ul>		
<ul style="list-style-type: none"> <li>I have given evidence to support my opinion.</li> </ul>		
<ul style="list-style-type: none"> <li>I have organised my ideas in paragraphs.</li> </ul>		
<ul style="list-style-type: none"> <li>I have repeated my opinion in the closing paragraph.</li> </ul>		
<ul style="list-style-type: none"> <li>I have commented on a variety of scientific news items.</li> </ul>		
<ul style="list-style-type: none"> <li>I have used scientific words.</li> </ul>		
	I have given lots of evidence to support my opinion.	
	I have used relevant information.	
	Next time, I will give more evidence to support my opinion.	

I learned best by:	Highlighting relevant information, taking notes
My next steps:	debate with people; see both sides of the argument; remember to put my opinion in the closing paragraph
Suggested activities:	<ul style="list-style-type: none"> <li>debating in groups</li> <li>highlighting key information</li> <li>keep up to date with topical science</li> <li>watch science videos</li> <li>Look at First News Debate</li> </ul>
Teacher Comment:	You have selected relevant information and given good evidence to support your opinion. Well done.



Giving My Opinion

F16

Should we breed cats that don't hunt?

In my opinion, I think we shouldn't breed cats that don't hunt.

I don't agree because it is not nice for humans to mess with nature.

If we alter the genes, the side-effects could be disastrous and it could result in the cats health being badly affected or dramatic changes in the cat's mood or behaviour.

Dr. John Bradshaw admits that his plan take away a bit of the catness of the cat, which I think is just not right, because a catness of a cat is its personality.

Cats are quick and clever hunters. They can be used to kill mice and rats that damages food or crops.

I hope that after you have read this you have changed your mind, because we should not be messing with nature.

- Ⓣ I notice you have written your opinion straight from your plan. Could you improve the structure of your writing? Is there further evidence you could use to support your opinion?  
Have a go at self-editing your work, using the computer.

## Giving My Opinion

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Should we breed cats that don't hunt?

In my opinion I think that we shouldn't breed cats that don't hunt.

Cats are quick and clever and naturally want to eat meat. They are carnivores. They have helped humans for thousands of years, for example in China 5,300 years ago when cats were kept to protect grain from mice. Also in Cyprus 8.000 years ago many people kept cats to look after their crops.

They are still used today to get rid of unwanted vermin.

I don't agree with changing a cat's genes because it is not nice for humans to mess with nature.

If we alter the genes, the side-effects could be disastrous and it could result in the cat's health being badly affected or dramatic changes in the cat's mood and behaviour.

Dr. John Bradshaw admits that his plan would `take away a bit of the catness of the cat. Which is I think is just not right. Because a catness of a cat is its personality.

I hope that after you have read this you have changed your mind and agree with me because we should not be messing with nature.

Well done! This is an excellent piece of self-editing



Ⓟ Well done  
 You have highlighted relevant information from the text.  
 You can now use this information as supporting evidence for your opinion

F16

NEWS DEBATE

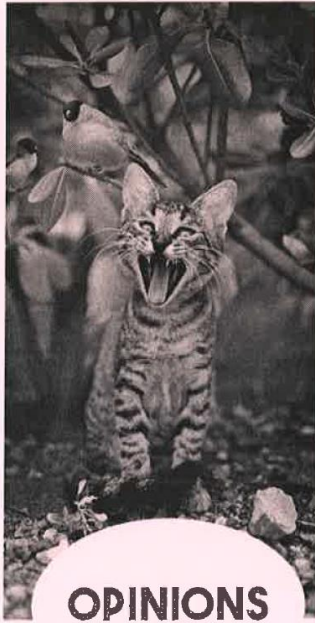
FirstNews

8TH JULY 2016



# THE BIG DEBATE

## Should we breed cats that don't hunt other animals?



OPINIONS

# NO MORE CATS THAT HUNT?



**A SCIENTIST at Bristol University thinks that we should breed a new kind of cat that doesn't like to kill other animals.**

Anyone who owns a cat knows that these cute creatures just love to bring you presents, like a mouse they've caught in next door's garden or a small bird stealthily hunted down in a local field. In fact, pet cats in the UK are responsible for killing 55 million birds a year and 275 million small creatures in total, says the Mammal Society.

In New Zealand, a cat called Tiddles was said to be responsible for the extinction of a bird called the Stephens Island Wren. Cat behaviour expert John Bradshaw thinks this has to stop. He believes cats can't co-exist with wildlife and suggests that, just as we breed hypoallergenic cats (ones that people aren't allergic to), we should try to create non-hunting ones.

What do you think? Should we breed cats that don't hunt other animals? Tell us at [firstnews.co.uk](http://firstnews.co.uk).

Worldwide we need a solution to cats going hunting for wildlife when they don't need to. I think we are going to have to intervene. They evolved a habit we encouraged [catching mice] for 10,000 years and for the last 20 years we don't want it. I think that as the planet gets more crowded, this is not an animal that can coexist with wildlife. There's precious little enough wildlife as there is – it can't share with the cat. That's not sustainable long term.



**Dr. John Bradshaw**  
 Veterinarian scientist  
 at Bristol University



SHOULD WE BREED CATS THAT DON'T HUNT OTHER ANIMALS?

THE DILEMMA

There are around 8 million cats in the UK. Nearly 20% of all British households own a cat. And the vast majority of our four-legged friends love to hunt. They'll chase and catch birds, mice, voles, moles, rabbits and more. They very rarely eat their prey, because most cats are well-fed by their owners with tasty and nutritious cat food. But it can be annoying and distressing for the owner to have to deal with the unfortunate dead animals, and it can, in some circumstances, put a strain on the population of certain rare creatures. In the past, cats were wild animals that had to hunt to survive. But now that they are domesticated, there is no actual need for them to go out and catch other animals. According to cat expert Dr. John Bradshaw, there are probably no more than 15 to 20 genes that are very different between present-day cats and their wild ancestors. So he thinks it would be possible to isolate those genes and remove them when breeding new generations of cats. But is it right to interfere with nature in this way? And is the problem as big as it is being made out to be?



THE LOWDOWN

Cats are the third most popular pets in the UK after fish and dogs.

Cats are quick and clever hunters. Many thousands of years ago, when people began to grow crops, cats were used to kill the mice and rats that damaged foods.

To this day, homeowners and some businesses like their cats to chase and catch mice and other vermin. As well as being a hygiene risk, some mice can carry germs in their wee. This can cause illness and allergies to humans. Mice can also spread disease through ticks, fleas and mites.



The RSPB says there is no evidence that cats are having an impact on the UK bird population, but they say that cats tend to take weak or sickly birds.

Cats have been domestic pets for thousands of years. Nobody is certain exactly how long, but it's thought they have been kept in homes for about 10,000 years.

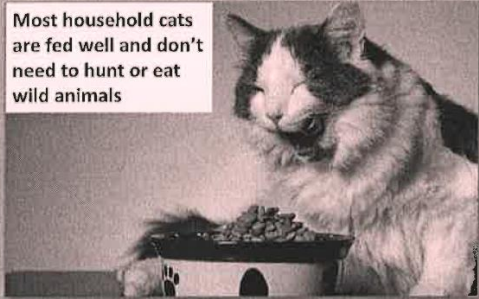


SHOULD WE BREED CATS THAT DON'T HUNT OTHER ANIMALS?

YES, CATS SHOULD BE BRED NOT TO HUNT

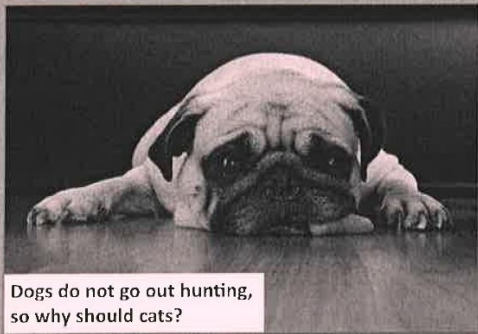


Most household cats are fed well and don't need to hunt or eat wild animals



1. Cats don't need to hunt anymore

The vast majority of household cats receive plenty of food and don't need to go out catching animals for their dinner. Even many stray cats find human food, such as chicken and fish, to survive. There is simply no good reason for cats to continue hunting in this day and age.

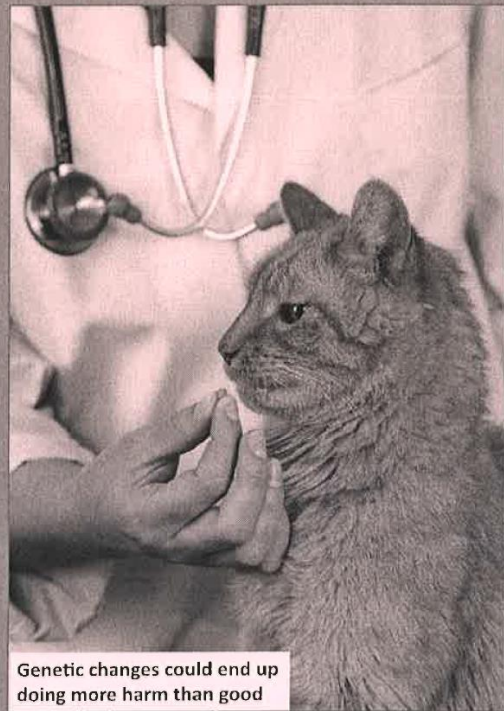


Dogs do not go out hunting, so why should cats?

2. Animals are dying needlessly

There is no need for 275 million animals to die at the hands of hunting cats every year in the UK. By breeding the hunting genes out of cats, we stand to save the lives of hundreds of millions of creatures worldwide. This could well have a positive impact on our ecosystem.

NO, LEAVE THE CATS ALONE



Genetic changes could end up doing more harm than good

1. Don't interfere with nature

It's not humans' place to alter the genes of another animal. Nature should be left alone and something as important as cats' hunting genes – passed down through thousands of years – should not be messed around with by humans.

2. The side-effects could be disastrous

We just don't know if altering a cat's genes will have some long-lasting and harmful effects on the animal. It's far too risky to play around with a cat's natural order. It could lead to the cat's health being badly affected, or to dramatic changes in the cat's mood and behaviour.



**SHOULD WE BREED CATS THAT DON'T HUNT OTHER ANIMALS?**

**PLAYING GOD?**

Dr. Bradshaw admits that his plan would 'take away a bit of the catness of the cat', but he says that's unavoidable. Even if his suggestion benefits millions of creatures who won't get eaten – and homeowners who don't want dead birds in the house – there is still the argument that we should leave animals' natural gene structures well alone. Why? Because some people think it's wrong to interfere with nature in such a way. They argue that, over time the cat's hunting instincts will naturally fade away and it's not up to humans to speed that up by playing God with the cat. Others argue that we risk unexpected consequences. For example, what if removing the hunting genes makes the cats take less exercise, leaving them at greater risk of being overweight and therefore

(F16)

Persuasive Writing ~ Giving My Opinion

Opening Statement	Should we breed cats that don't hunt?
My Opinion	In my opinion, I think that we shouldn't breed cats that don't hunt.
Viewpoint 1 (include evidence to support your view)	I don't agree, because it is not for humans to mess with nature.
Viewpoint 2 (include evidence to support your view)	If we alter the genes, the side effects could be disastrous and it could also result in the cat's health being badly affected or dramatic changes in the cat's mood or behaviour.
Viewpoint 3 (include evidence to support your view)	Dr. Bradshaw admits that his plan would 'take away a bit of the catness of the cat' and a catness of a cat is its personality.
Viewpoint 4 (include evidence to support your view)	Cats are quick and clever hunters. They can be used to kill mice and rats that damages food and crops.
Restate your opinion	I hope that after you have read this, you have changed your mind, because we should not be messing with nature.

- You have included relevant information in your plan. You have remembered to include evidence to support your opinion. Well done.



## Practitioner Moderation Template

## Learner Evidence

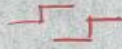
The Science Debate: Should you keep your cat on a lead? Should we breed cats that don't hunt?

I ~~think~~ think that we should not be breeding cats that don't hunt because it is not nice for humans to mess with nature. Cats have been used to hunt mice and rats that damaged food and crops for thousands of years. If we alter the genes it could result in dramatic change side-effects. Dr. John Bradshaw admits that his plan would take away a bit of the catness of a cat and a catness of a cat is its personality. In my opinion, I think that we should not be breeding cats that don't hunt.

Should we be spending more on renewable energy?

In ~~the~~ Scotland, the wind farms are booming. For several days a month they produce enough electricity to power every home in the country. Renewable energy means energy that is unlimited, for e.g. wind, solar, tidal and waves. Renewable energy <sup>also</sup> means that ~~energy~~ energy when it is used, it releases less greenhouse gases ~~for~~ for e.g. carbon dioxide, than fossil fuels for e.g. coal, gas and oil. In the first three months of 2015, Britain generated more energy than from coal. I ~~do~~ really think that we should be spending more money on renewable resources.

### Topical Science

My Views 

Should we all be eating bugs?

I think that we should all be eating bugs because insects are rich in vitamins and minerals, especially iron. In Mexico, grasshoppers are used to make sauces for delicacy dishes. It is also rich in nutrients. They provide good food, third world countries and <sup>for</sup> animal stock.

Are we Killing the Great Barrier Reef?

In my opinion, the Great Barrier Reef is being damaged by coral bleaching. Coral bleaching occurs when warm ocean water stresses the coral to a point where they release a tiny algae called, zooxanthalae, this algae provides corals with their food and also their ~~is~~ colour. If the algae is not in a coral, it will die, but if the heat stops soon enough the coral will recover.

*You have written very good comments, expressing your opinion on a range of topical science topics.*





**Practitioner Moderation Template**

**Learner Evidence**

## Learner Evidence

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. LIT 0-21a

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b

## Lesson 1 –Sequencing

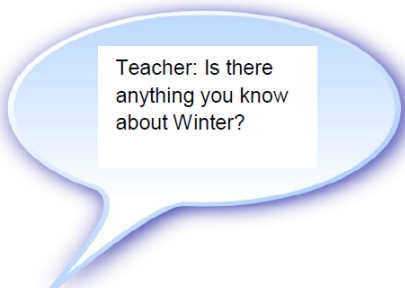
### Learning Intentions:

- To use what I have learned about sounds letters and words to help me write a set of instructions.
- To record my ideas in different ways

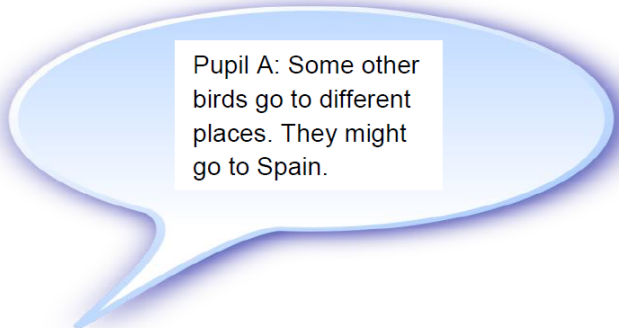
### Success Criteria:

- I can leave a space between words.
- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can start sentences with a capital letter and finish with a full stop.

The pupils were introduced to the season of Winter where we explored and discussed the changes the season brings as well as some of the fun things you can do when the weather changes ie: snow. We looked at some Winter words alongside pictures for a stimulus which the pupils were eager to sound out. Pupil A was engaged during the input and keen to share her own experiences of Winter.



Teacher: Is there anything you know about Winter?



Pupil A: Some other birds go to different places. They might go to Spain.



**Practitioner Moderation Template**

**Learner Evidence**

All of the pupils had a previous experience of building a snowman, which came in very useful when they were asked to sequence four pictures in the correct order.

Pupil A: I built a snowman when I was three.

Pupil A sequenced the pictures correctly and was able to write a set of instructions explaining what was happening in each picture.

**Sequencing**

- 1 you wood make a big Ball
- 2 you wood lift it up
- 3 you wood push on and nose and the eyes and the buttons
- 4 the hat then the scarf

😊 A super effort!  
\* You have clearly thought about your instructions.  
\* Trying hard to sound out words  
\* Capital letters and full stops

A super effort!  
\*You have clearly thought about your instructions

**Practitioner Moderation Template**

**Learner Evidence**



## Lesson 2 – Labelling the parts of a snowman

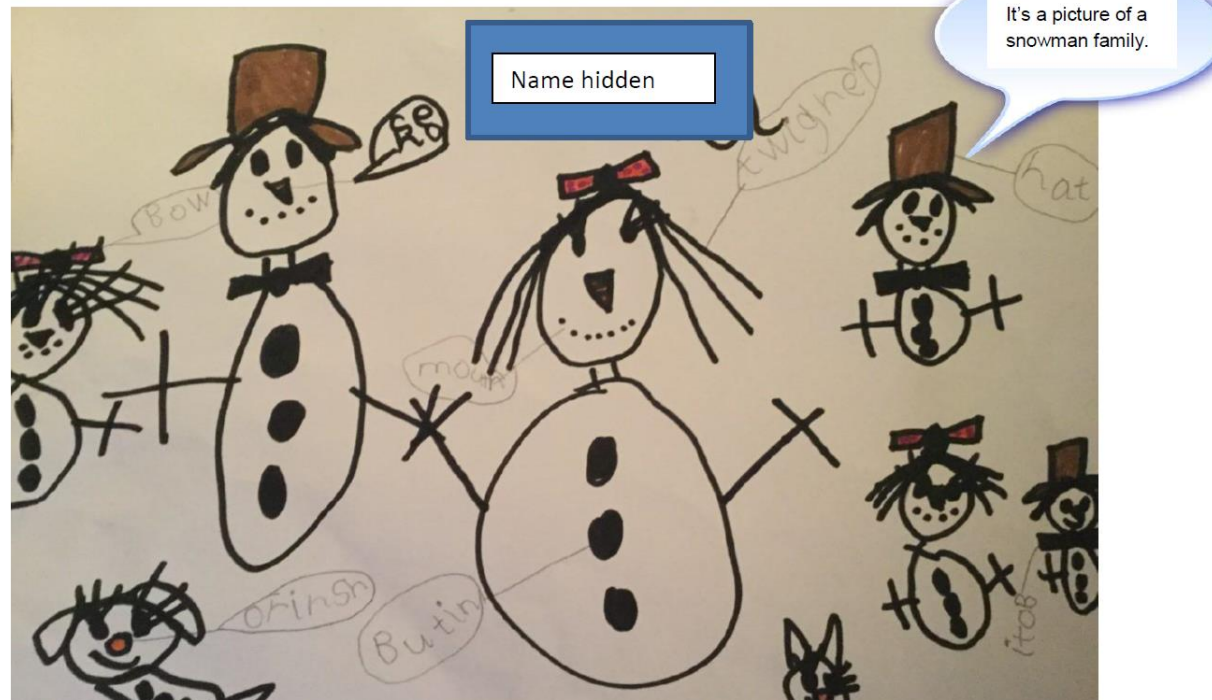
### Learning Intentions:

- To use what I have learned about sounds letters and words to help me write.
- To record my ideas in different ways

### Success Criteria

- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can create a drawing of my ideas.

Upon discussing Winter and the changes to the environment we spoke about the fun things you can do when it snows e.g: build a snowman. The class were encouraged to draw a snowman and label as many parts as they could by stretching out the words and writing down the sounds that they hear in the words. Pupil A tried hard to write down various words and has a good grasp of all single sounds and most phonemes.



[Practitioner Moderation Template](#)

[Learner Evidence](#)

## Lesson 3 – Storyboard planning

### Learning Intention:

- To record my ideas in different ways

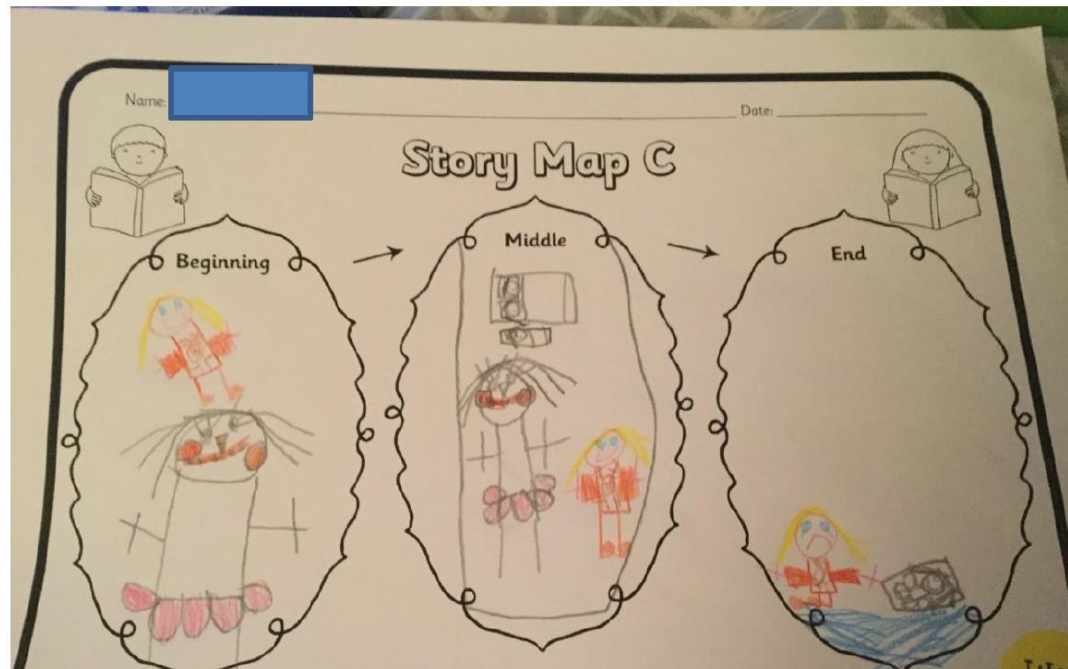
### Success Criteria:

- I can create a drawing of my ideas.
- I can share my ideas with a partner



The pupils were told they were about to watch a video clip all about a snowman who came to life. Whilst watching, the pupils were encouraged to think about the adventures the snowman goes on with the boy and where they would go / what they would do if their snowman came to life.

Pupil A watched intently and commented on seeing the film before. Once the clip was finished, Pupil A was able to recall several of the adventures the snowman went on. She also participated in a class discussion where several of the pupils were sharing their own ideas. Pupil A took her time drawing and adding colour to her storyboard plan, which detailed three adventures her snowman went on.





[Practitioner Moderation Template](#)

[Learner Evidence](#)

## Lesson 4 – My Snowman Came to Life

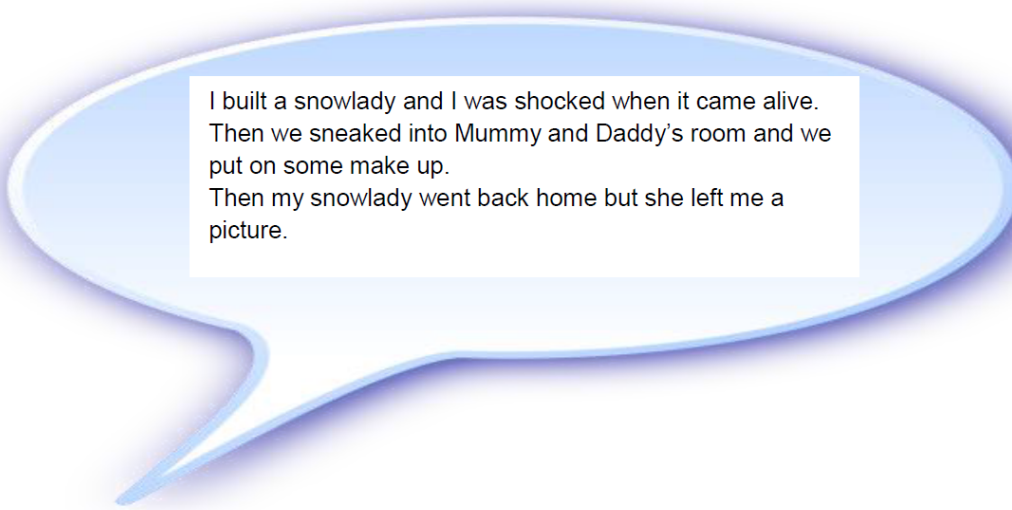
### Learning Intentions:

- To use what I have learned about sounds letters and words to help me write.
- To record my ideas in different ways

### Success Criteria:

- I can leave a space between words.
- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can start sentences with a capital letter and finish with a full stop.
- I can write some of my ideas down

To begin the lesson, the pupils were paired up to share their storyboard drawings with a partner. Pupil A came across as proud as she described the details in her pictures.



I built a snowlady and I was shocked when it came alive.  
Then we sneaked into Mummy and Daddy's room and we  
put on some make up.  
Then my snowlady went back home but she left me a  
picture.

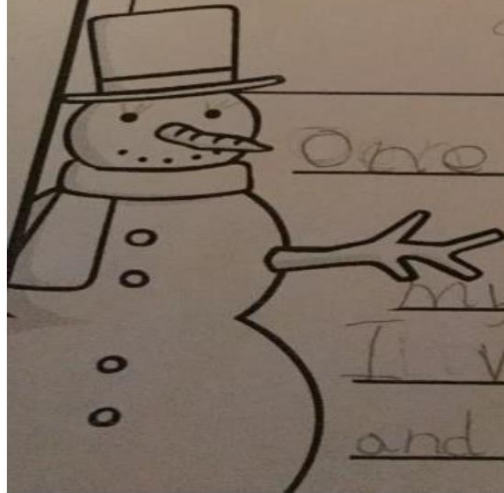
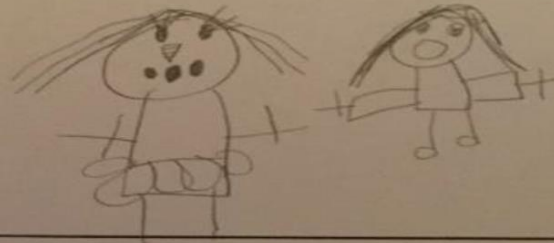
The children were encouraged to listen carefully as there may be some ideas they liked that they had not thought of. The teacher then modelled on the board how to turn the pictures into a story with a beginning, middle and end. Emphasis was placed on capital letters, full stops and stretching out the words to help with their spelling.

**Practitioner Moderation Template**

**Learner Evidence**



# My Snowman Came to life



One snowy day  
I was in  
my bed and  
I went outside  
and bid a snowlaid

she kaim to lith I was  
thoxt Then wy went in  
my mums and daddys  
and charlotte room But  
I was dng jld so  
I said bibi snowlaidoe  
The noxt dat I loot out  
std my snowlaidoe  
she went bac hom But  
shoetha plchr.

Great work!

- \* sounding out words
- \* finger spaces

