

**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	J
Practitioner Code	18
Curriculum Area(s)	Literacy and Social Studies
Level	Second
Stage(s)	P7
Specific subject (if applicable)	

Experiences and Outcomes:

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**

I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a**

Learning Intentions:

To use evidence selectively to research a current issue

To select and organise relevant information

To use suitable vocabulary throughout my writing

Success Criteria:

I can research a current issue

I can identify key points for discussion

I can create a discussion text

I can include the information that is relevant to the main arguments for and against the discussion point

I can include emotive language to explain opposing points for and against

I can use varied and sequential sentence openers and vocabulary that help support different arguments

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

The class had been doing work around our P7 provost debate, researching information on various issues, finding facts and using these to support their arguments on opposing views for different subjects. Before taking on this task children had been taught about bias and how to spot this on websites that they might read online. **(relevance and coherence)**

In this task the children were told to research a current issue of their own choice and find facts that would support and oppose the issue. The children had previously learned about discursive and persuasive texts. **(personalisation and choice)**

During a writing lesson children were asked to use their research to formulate a discursive text. The writing had to be balanced in terms of giving both supporting and opposing arguments and the vocabulary used had to be appropriate to the text. Emotive language, which had been taught previously, was to be included when making points to support arguments.

The discursive text also had to include varied and sequential openers when introducing new points that ensured that the writing flowed and explored issues on both sides. Differentiated success criteria ensured that challenge was appropriate for all levels within the lesson. This more able child was given the option to research and find information she wanted on ICT websites. Other children had websites suggested to them after they had picked their topics. **(challenge)**

Also as this piece of writing was completed after provost debate preparation work this allowed children to use their research and persuasive skills and apply these in a different context than just using them for the provost debate. **(breadth)**

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

Write – A discursive text based on research on both sides of an issue

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

The Pupil has used emotive and effective language when describing their points for and against. She has included relevant points to back up arguments

We discussed that they have organised their writing in an appropriate way with clear new paragraphs and openers that were relevant to making the next point. **(verbal)**

The next steps were for the pupil to ensure that they have a formal tone during formal or functional pieces of writing. She should ensure that vocabulary is appropriate for the piece of writing.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

“I enjoyed using the internet to find out more about something I was interested in. I have learned that not everything you read on the internet is always true and you have to be careful when finding out facts because sometimes websites lie. I have learned how to write persuasive and discursive pieces of writing and I know some language that you should use to try and get people to agree with your point. I think I am better at putting together arguments now and can persuade people better”

Practitioner Moderation Template

Learner Evidence

Learner Evidence



Persuasive writing Research



<u>Information Found</u>	<u>Website</u>	<u>Reliability and bias?</u>
That 95% of Kirkhill Primary parents say that Kirkhill is the best Primary school in the whole of Scotland.	Kirkhill Primary Glow page	This site should have reliable information because it has come from a school but its results are likely to be biased towards its own school.
Despite the use of over 115 million animals in experiments globally each year, on average only 25 new medicines are approved annually by the leading drug regulator, the U.S. Food and Drug Administration. Many of these are for rare diseases.	crueltyfreeinternational.org	This may be biased because the website looks like it is against animal testing.
95% of drugs fail in human trials despite promising results in animal tests - whether on safety grounds or because they do not work	Guardian website	This should be unbiased because it is a newspaper
all new drugs in last 5 years have been tested on animals and these have helped illnesses and diseases	www.pro-test.org.uk	This is biased about giving facts for animal testing. It doesn't give any other views.
Research animals are cared for by veterinarians, husbandry specialists, and animal health technicians to ensure their well-being and more accurate findings	BBC website	It is unbiased
Animal research is highly regulated, with laws in place to protect animals from mistreatment. In addition to local and state laws and guidelines, animal research has been regulated by the federal Animal Welfare Act (AWA) since 1966. As well as stipulating minimum housing standards for research animals (enclosure size, temperature, access to clean food and water, and others), the AWA also requires regular inspections by veterinarians	BBC website	It is unbiased

Well done Eve, good work. You found good facts about animal testing and could comment on bias.

Planning a balanced argument KS2 English

Name: E.E. Kavanagh Date: 14.12.16

The opening statement (main gist of the argument): <u>Should Animal Testing be banned?</u>	
The audience: <u>Our classmates</u>	My viewpoint: <u>For Animal Testing being banned</u>
REASONS FOR: (arguments to support MY viewpoint)	REASONS AGAINST: (arguments to oppose MY viewpoint)
<u>115 animals die a year due to animal testing when only 25 drugs are invented. ✓</u>	<u>The animals are given toys and good living conditions and they are well looked after</u>
<u>90% of drugs worked on the animal test but failed on humans.</u>	<u>They are spared of as much pain as possible and to stop them suffering they are sometimes put down to help them or given pain killers</u>
<u>The testing is not helping animals at all and they are the ones suffering so because it is for humans they should suffer.</u>	<u>All medical drugs in the last 5 years and things to help diseases and illnesses were due to animal testing. ✓</u>
The closing statement: <u>I believe that animal testing should be banned although after looking into the subject it is fairer than I thought so you may have decided that you believe a different thing.</u>	

Remember...

Use **FACTS** and **STATISTICS** to back up your viewpoint.

The **FOR** and **AGAINST** partner statements...
 On the one hand/on the other hand
 As well as/however
 Similarly/while
 Some people say that/other people say

WHO you are trying to persuade...
WHO is your audience (and what matters to them)?

14-12-16

Should animal testing be banned.

I am going to tell you some facts and reasons for and against animal testing and at the end I will give you my view and you can decide on what you think.

115 million animals a year die due to animal testing although only ^{twenty five} new medical drugs are developed each year. Only ^{one} drug tested on animals kills 4 animals. Is it really worth it? As the drugs are for extremely rare diseases they are not as useful as medicines and cures for cancer etc. ✓











On the other hand in the last 5 years all drugs and cures to help diseases and illnesses were due to animal testing without it the 125 cures over the past five years would not have happened and surely those drugs developed have helped invent more drugs. The scientists will have found different drugs by using their discoveries and inventions.

However many people would argue that 90% of drugs work on animals but not on humans in which case you would be killing people and animals and not gaining anything which surely would be a waste of time, money and pain. Also the testing is making animals suffer for the sake of humans which is not fair. ✓

Some people say that it is fine because the animals are spared of all pain by being given painkillers or put down if they are suffering really badly. They are given toys and the best living conditions so they are completely happy. ✓

I believe animal testing should be banned though after looking at both sides

you may have decided differently ✓

	Have you achieved today's Success Criteria?	Self	Peer
L.I	To select relevant information and organise this in order to create a discussion text To use suitable vocabulary throughout my writing		
	I can include the information that is relevant to the main arguments for and against the discussion point		
	I can include emotive language to explain opposing points for and against		
	I can use varied and sequential sentence openers and vocabulary that help support different arguments		

* You gave good facts to back up both sides of the argument. You included relevant information

* You used emotive language such as waste of time and pain.

sh You used good varied openers but check the opening paragraph again. Your tone is a little chatty here. Next time try to make it a little more formal.