

**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'.

Experiences and Outcomes:

I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. SOC 3-17a

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a

Learning Intentions: I will learn...

about the rights and responsibilities of citizens in Scotland and in some other countries.

about different types of inequality.

about what can be done to overcome inequality.

to express my opinion based on evidence.

Success Criteria: I will be able to...

Describe my rights.

Compare my rights with others.

Identify groups who may experience inequality.

Describe the difficulties faced by those who experience inequalities.

Suggest ways that inequality could be overcome.

Make a decision about poor working conditions in a factory.

Compare source evidence to justify my decision.

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

Lessons 1 & 2 SOC 3-17a

Rwanda Report-

Lessons 5-8 SOC 3-16a

Child Soldiers monologue

Lesson 5 LIT 3-29a

Dangerous Labour DME- Challenge

Lesson 9-10 SOC 3-16a

Children's Rights Campaigners- forming a pressure group

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

Formal Assessment- write

Jotter work- write

Rwanda report- write

Deliver Monologue to the class - say

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

Pupil received a variety of feedback, oral and written on a number of occasions over the course of his / her time in Modern Studies. Feedback takes the form of general feedback about progress and next steps as well as specific feedback, more closely aligned to particular tasks, E&Os. Class teacher has also completed an interim report and a full report for the pupil.

Rights and Responsibilities

You are going to write a report on rights and responsibilities which you have been learning about in the last few weeks in Modern Studies. You will use case study of the genocide that occurred in Rwanda to make a comparison between Scotland and a contrasting society.



I will be able to...

- compare the rights and responsibilities of citizens in Scotland with a contrasting society and describe and begin to understand reasons for differences. SOC 3-17a
- explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a
- consider the responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. SOC 3-19b
- persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a

Why are human rights and responsibilities important?

Introduction

Introduce the topic that the class have been studying.

Para 1

Describe some of the rights you have as a citizen in Scotland.

Explain why it is important to have these rights.

What do our rights also come with?

Where are these rights written down?

Para 2

Can you identify a group who may have experienced inequality? (Think of the case study)

Describe events that led to this group experiencing inequality.

Para 3

What help is available to those who experience inequality?

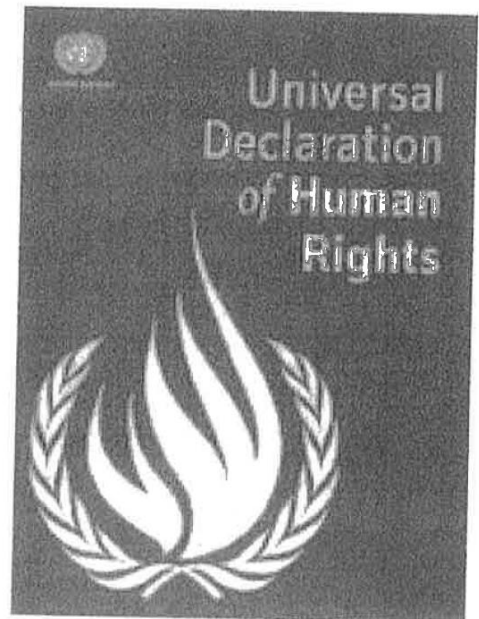
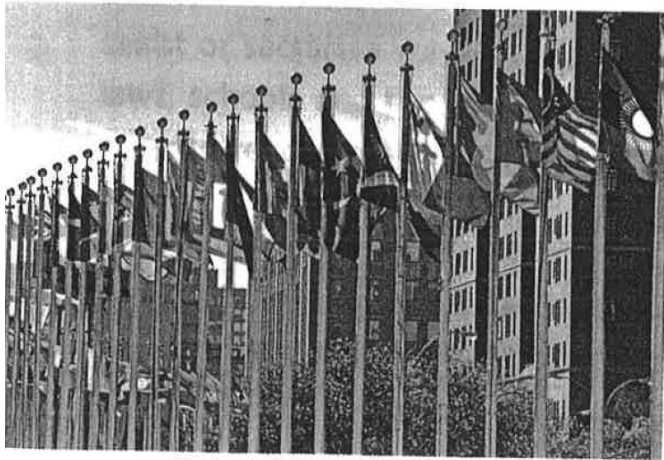
Is there any protection for those who experience inequality?

Did this happen in Rwanda?

Can you think of any way other countries could have done more to help?

Conclusion

Answer the question directly by summing up and giving a reason for your answer.





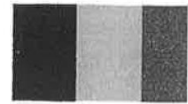
In Scotland, most of us have full access to all of our rights: such as the right to an education, which comes with the responsibility to work hard and not disrupt other people's learning; the right to clean water and enough food, which comes with the responsibility not to take more than our fair share. The right to healthcare comes with the responsibility not to misuse the NHS' service. These rights are outlined in the Universal Declaration of Human Rights and protected by the government.

Soc 3-17a

If our rights are not met, it would be hard to live, and would reduce our quality of life. So that other people can enjoy the same rights as we do, these rights also come with responsibilities. For example, although we have the right to an opinion, we must allow others theirs, and make sure that our opinion will not offend in a racist, sexist or sectarian way. Our rights are written down in government laws, schools and the UN headquarters. They are protected by our parents, teachers, MPs, MEPs and other public agencies.

Soc 3-16a

A specific group that experienced inequality were the Rwandans during the civil war and genocide. After the Belgians left Rwanda in 1994, the Hutus sought revenge on the Tutsis, who had been treated as the superior tribe while the Belgians were there. Some Rwandans were able to flee to neighbouring countries such as Tanzania, Burundi and Uganda. Weapons were supplied to the Hutus by the Hutu leader of the army General Bizimungu. The genocide ended after three months leaving over 800,000 people dead. The Hutus communicated over radio and used the phrase, 'Cut the tall trees' as a signal to go and kill the Tutsis.



SOC 3-16a

The help that is given to those experiencing inequality varies from place to place, but is mainly given by charities and aid workers. For example, the Red Cross has different names around the world, but serves the same purpose: to help and rescue those who have been injured in conflict. Aid workers are dispatched to different areas where major conflict is on-going, such as the war in Syria, and will provide help in places like refugee camps. In Rwanda, UN troops were sent in, but their focus was on getting non-Rwandans out of the country and away from the fighting, instead of helping the Rwandan people themselves. In hindsight, lots more could have been done to help in Rwanda. More troops from different countries could have been sent to Rwanda, solely to help the native people and prevent the genocide from taking place. The evidence suggests that people all over the world were very aware of what was going on, but minimal help was offered. More people could have been provided with asylum.

SOC 3-19a

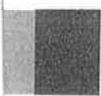
Our rights and responsibilities are important for our wellbeing as well as others'. Because of the responsibilities that come with our rights, if we carry out these responsibilities, we will not violate other people's rights. This will result in the world being a better and happier place for everyone.

LIT 3-29a



12 An excellent report Alice?

12 The level of detail you have provided has shown you have a sound understanding of the events of the Rwandan genocide and the importance of Human Rights. Maintain this very high standard of work!



Assessment

Section 1

1. Write down 2 examples of your **needs** (1 mark)
2. Write down 2 examples of your **wants** (1 mark)
3. Define the term '**Human Rights**' (2 marks)
4. Write down 2 examples of your Human Rights (1 mark)
5. Who protects the rights of people in Great Britain? (1 mark)

Section 2

Children have their own set of rights outlined in the Convention on the Rights of the Child.

6. Explain why children have their own set of rights. (2 marks)

Source 1

Children are used in war to fight against enemy forces. They are also used in surprise attacks and as spies. Not all children soldiers take part in active combat. Some are also used as porters, cooks and girls are used as wives of male soldiers.

7. Using only the source above give four jobs that are carried out by Child Soldiers. (2 marks)

Child workers are used all over the world

8. Explain what is meant by the term 'child labour'. (1 mark)
9. Write down 2 examples of **jobs** that are carried out by child labourers throughout the world. (1 mark)

The Convention on the Rights of the Child declares that all children are entitled to an education.

10. Identify one country in the world where girls are being denied this right. (1 mark)
11. Describe why some people throughout the world think that girls should not be educated? (2 marks)

Section 3

Inequalities are experienced by children throughout the world

12. Describe 2 ways that we could attempt to help children who face inequality. (2 marks)

17 Excellent

Modern Studies Assessment 1 a4

Section 1

1. ~~You need Food and water.~~
- ① 1. To needs you need to live have to live are ✓ food and water.
- ① 2. No wants that you want but don't need are a phone or designer clothes. Soc 3-17a
3. ~~Human Rights are laws that the convention of the rights of the child set to make~~
- ② 3. Human Rights are laws that the government make up for every human in the world to have to give them a safe, healthy and happy life.
- ① 4. Some of these rights are right to life, right to a religion and right to privacy.
- ① 5. People that protect our rights in Britain are the government.
- ② 6. Children have their own set of rights because they need more protection ~~than~~ and they ~~need~~ need an education so they can get a good job for when they are older so ~~that~~ that we can advance. If some one was forcing them to take drugs or steal something they could stand up ~~to~~ to them. Soc 3-16a
- ② 7. Some jobs that children are forced to ~~do~~ are do is cooks, porters, ~~take part in active combat~~ surpris attacks and spies.
- ① 8. A child laborer is a child that is stolen or sold or forced to work for a company, with very low pay.
- ① 9. Some of the jobs that children carry out are collecting coco beans and ~~making~~ making clothes. Soc 3-16a
- ① 10. The ~~country~~ country that girls are being denied the right is Pakistan.
- ② 11. Some people believe that girls shouldn't go to school because they don't ~~need~~ need an education, and they are ment to ~~marry~~ marry a man have children and cook and clean.
- ② 12. There are ~~many~~ many ways that we can help children who face inequality like, writing letter to our MP's telling them about it, or through charities donating money and raising money. Soc 3-17a

S1 Modern Studies Evaluation

Rights and responsibilities

Name: *Winnie Mwanza*



What did you enjoy most about the topic studied?

I enjoyed learning about the different inequalities that people are facing around the world and learning about the rights that they are being denied.

What new information have you learned in your time in Modern Studies?

I have learned about the Rwandan genocide, and how both tribes experienced inequalities, and how the affected Rwanda today.

Is there anything you are still unsure about?

Nothing.

Please rank in order of preference the different ways you learned

- 8 Worksheets
- 5 Hotel Rwanda
- 4 Rwanda report
- 2 Class discussion
- 7 Paired / Group work
- 6 ~~6~~ News summary homework and discussion
- 1 News Quiz
- 3 Malala topic

Do you have any suggestions as to how the department can improve the courses?

Nothing.

How would you rate your overall experience in ~~Modern Studies~~ *Modern Studies*?

- Excellent ✓
- Very good
- Good
- Satisfactory