

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	
Practitioner Code	R7
Curriculum Area(s)	Literacy and English / Social Studies
Level	Second
Stage(s)	Primary 7
Specific subject (if applicable)	The Holocaust

Experiences and Outcomes:

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a W**

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a LTRW**

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

Learning Intentions:

- to research events in the past
- to use my notes to create a new text
- to consider the impact of the layout / to consider the factors / features to ensure engaging / appropriate layout

Success Criteria:

- I can use primary and secondary sources
- I can include relevant information
- I can combine lettering and graphics to engage my reader

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

Lesson 1

As a whole class, we discussed what the Nuremburg Laws were and the history surrounding their introduction under the Nazi regime. The class used the topic books to read through individually and we talked through a whole class presentation. As well as this, we watched a YouTube video of a wartime Jew re-telling the introduction of the laws. Pupils took notes in their Learning Journals through this process.

Lesson 2

In small groups, the pupils were given nine different Nuremburg Laws. They were supplied with a chart stating the ways in which the Jews were vilified by the laws. The chart had three sections: culturally, financially and humiliating. As part of a T+L lessons, the pupils discussed which categories they thought the laws would come under. Example: November 1938 - Jews are no longer allowed to own businesses would hurt the Jews financially.

Lesson 3

Whole class lesson on purpose of brochures and booklets, including how they can look and how to lay them out. This was supplemented with a PowerPoint on booklet design. The pupils created a plan on how their booklet was going to look, the laws they were going to include in their booklet, as well as any relevant headings. Each pupil then wrote a short introduction for their booklet about the Nuremburg Laws.

Lesson 4

In the final lesson, the pupils used their plan to create their booklet. Having observed different published booklets, they were aware of the different types of fonts, sizes and layouts they could use to help them make their booklet as attractive as possible. Pupils were allowed creative freedom with how they wanted to layout their own booklet. When pupils had completed their booklet, they were able to view and give feedback on their peers' during a carousel activity.

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

Say

- Discussing Nuremburg Laws
- Discussion about how each different law affected the Jews and how (financially, humiliating, culturally)

Make

- Pupils created their own booklet describing the Nuremburg Laws

Write

- Pupils created an information leaflet outlining what the Nuremburg Laws were and how they effected the Jews
- Pupils made notes by selecting ideas and relevant information from a variety of sources.

Do

- Pupils researched relevant websites, watched video clips, read topic books and recorded information

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

Teacher feedback – Verbal and Written

Pupil collaborated successfully when discussing the categories of the laws affecting the Jews. They were praised for their co-operation efforts.

Written feedback was given during the booklet planning phase (Lesson 3) to acknowledge the pupils effective introduction and correct dates of laws.

Pupil showed a high level of confidence and creativity when creating the booklet. They showed an excellent understanding of how to lay it out and personalised its appearance.

Oral feedback was given to suggest how pupil could use illustrations within the booklet to enhance the overall presentation.

Pupil was able to meet success criteria.

Since the pupil showed a good level of understanding from the beginning of the topic, and throughout the lessons, the feedback was consistently positive.

Peer feedback - Verbal and Written

Written feedback of notes collected during initial lesson (Lesson 1) on Nuremburg Laws. Feedback was positive reflecting the wealth of detail within the notes.

Verbal feedback given after carousel activity (Lesson 4)

Pupil Voice:

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

“I learned what a primary and secondary source is and how to take notes from both of them.”

“I learned all about the Nuremburg Laws and how terrible they were for the Jews.”

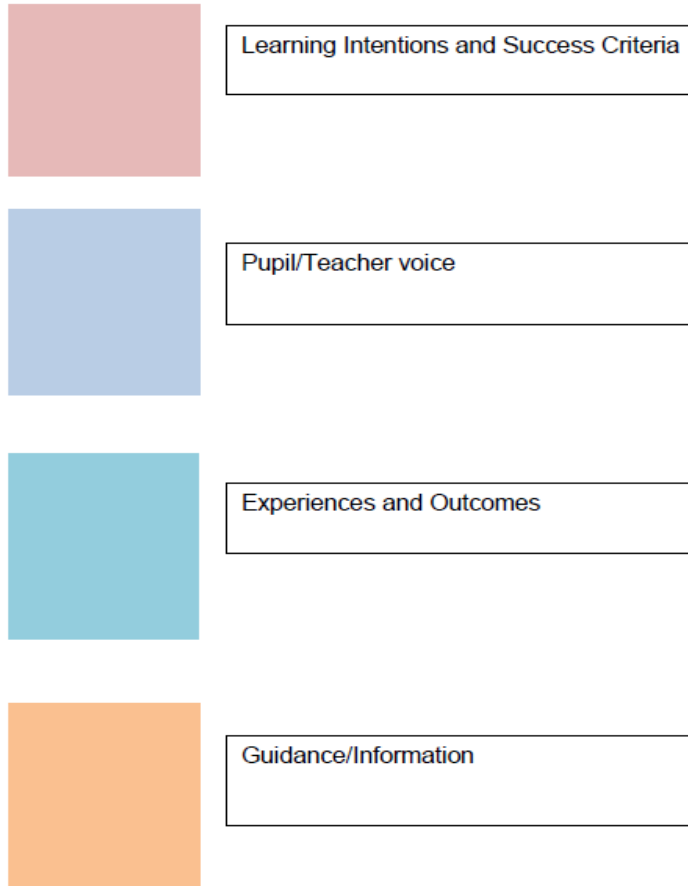
“I had made booklets before but I felt I got even better at making them this time round.”

Did the learner successfully attain the outcomes? YES

Practitioner Moderation Template

Learner Evidence

Learner Evidence

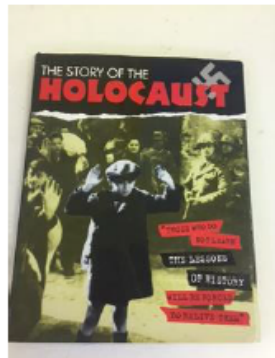


Practitioner Moderation Template

Learner Evidence

Tasks: To use topic books, internet sources and a video clip to collate notes about the Nuremburg Laws. You will then use your notes, along with your knowledge on how to create information booklets, to create a brochure outlining the main features of the Nuremburg Laws and how they affected the lives of the Jews.

Learning Intention – To research events in the past



Success Criteria - I can use primary and secondary sources

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**
LTRW

Throughout the task the pupil showed they can lift important and relevant information from a text. They also illustrated they can listen and relay information from a video clip. Notes were taken as evidence of this.



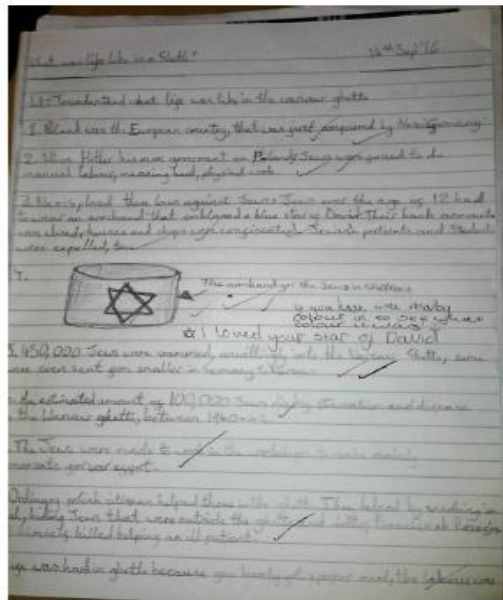
Practitioner Moderation Template

Learner Evidence

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

SC: I can include relevant information

Learner: "I used the YouTube clip which was a primary source to help me create my notes. I also used my Holocaust book which was a secondary source."



Pupil feedback:

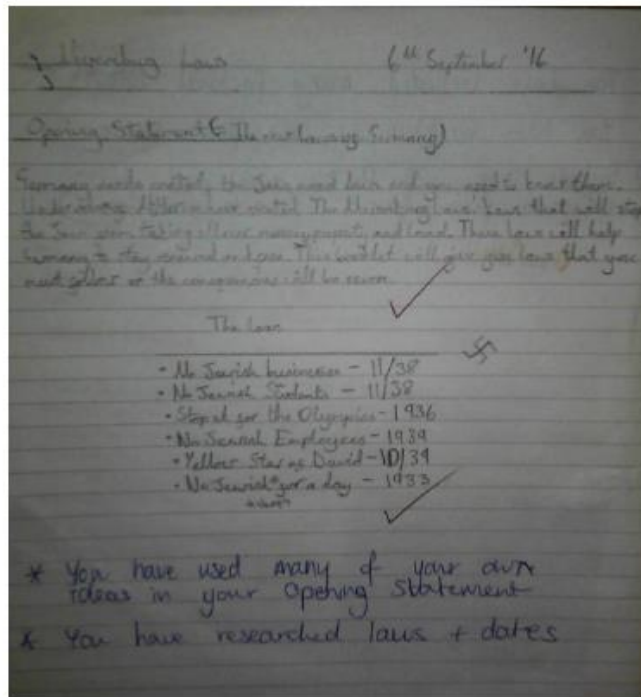
- ★ You have included information from the primary source which was the video of the Jewish man telling his story.
- ★ You have included information from the secondary source which was taken for The Holocaust books
- ★ You could have included more dates of the laws.

Learning Intention - To use notes to create a new text

Practitioner Moderation Template

Learner Evidence

Notes taken from the previous lesson were then used to aid the construction of an introduction and headings for an information booklet about the Nuremburg Laws.



Teacher feedback:

- ★ You have used many of your own ideas in the opening statement
- ★ You have researched laws and dates

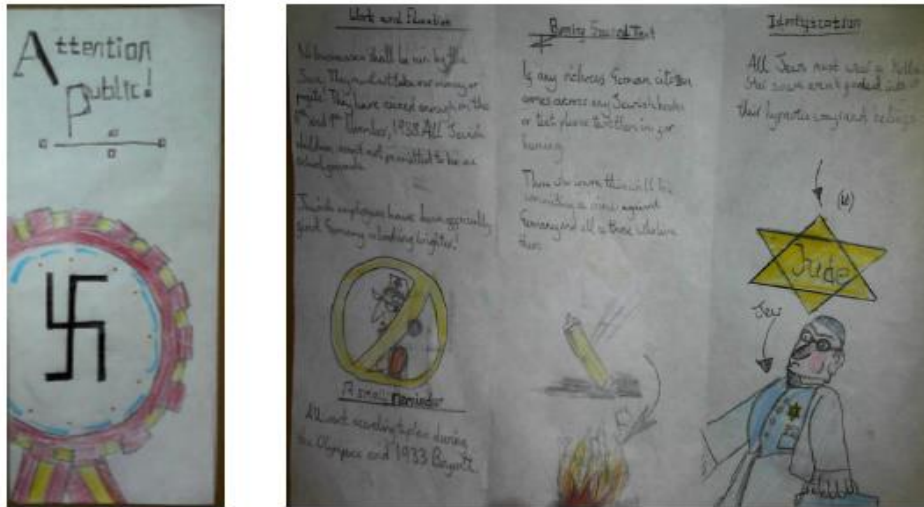


Success Criteria: I can include relevant information

Practitioner Moderation Template

Learner Evidence

Learning Intention: to consider the impact of the layout / to consider the factors / features to ensure engaging / appropriate layout



Teacher Feedback:

"Your final booklet is extremely well organised with appropriate and creative headings. You have used information from both primary and secondary sources and illustrated the booklet beautifully. A very thought provoking piece of propaganda."

Pupil Feedback:

"I think that ****'s booklet was designed really well. Her information was all correct and she had AMAZING pictures. Well done ****!"

Pupils were then given creative freedom to construct their booklets and lay them out in an effective and eye catching manner.

Success Criteria: I can combine lettering and graphics to engage my reader