

**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	Y
Practitioner Code	Y11
Curriculum Area(s)	Literacy and Social Subjects
Level	2nd
Stage(s)	P5
Specific subject (if applicable)	Fairtrade

**Experiences and Outcomes:**

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

Throughout the writing process I can check that my writing makes sense. LIT 2-23a

Through exploring ethical trading I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a

**Learning Intentions:**

I am learning to convey information LIT 2-28a

I am learning to explain processes LIT 2-28a

I am learning to check that my writing makes sense LIT 2-23a

I am learning to explain what ethical trading is SOC 2-20a

I am learning to identify how people's basic needs are met SOC 2-20a

**Success Criteria:**

I can include relevant information to explain what life was like for a farmer and his family before and after Fairtrade LIT 2-28a

I can select relevant information to explain how Fairtrade helps farmers SOC 2-20a

I can use a checklist to check that my writing makes sense LIT 2-23a

I can state what the main features of Fairtrade are SOC 2-20a

I can say how Fairtrade helps people meet their basic needs SOC 2-20a

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

Lesson 1: Listening to a visiting speaker from Rainbow Turtle giving information on how Fairtrade helps people in various countries and what they do in the UK to support the charity. Taking part in group activities exploring fair/unfair treatment of workers, the supply chain regarding cocoa beans and the countries supported by Fairtrade.

Lesson 2: Research using ICT to find out what life was like for farmers before Fairtrade intervened, what Fairtrade did to help and how farmers' lives changed.

Lesson 3: Investigating news articles to locate relevant information regarding the influence of Fairtrade on the lives of farmers. Use of highlighters to identify key information.

Lesson 4: Using information gathered from visit, ICT research and news articles to write a comparative piece outlining the problems faced by farmers, what Fairtrade did to help and the resulting changes.

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: Gather information from a variety of sources.

Write: Use notes to produce a comparative piece of writing illustrating life before and after Fairtrade.

Did the learner successfully attain the outcomes? YES/NO

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

I like the way you've used questioning in your text to engage your reader and the way you've compared life here to the life of those living in poverty.

- ❖ You have given 4 examples of problems faced before and after Fairtrade and these points relate well to each other
- ❖ You have used your success checker to assess your writing and suggest next steps.
- I agree with you – next time try to include more effective word choices (remember to check your planning page to help you include your good ideas).

**Pupil Voice:**

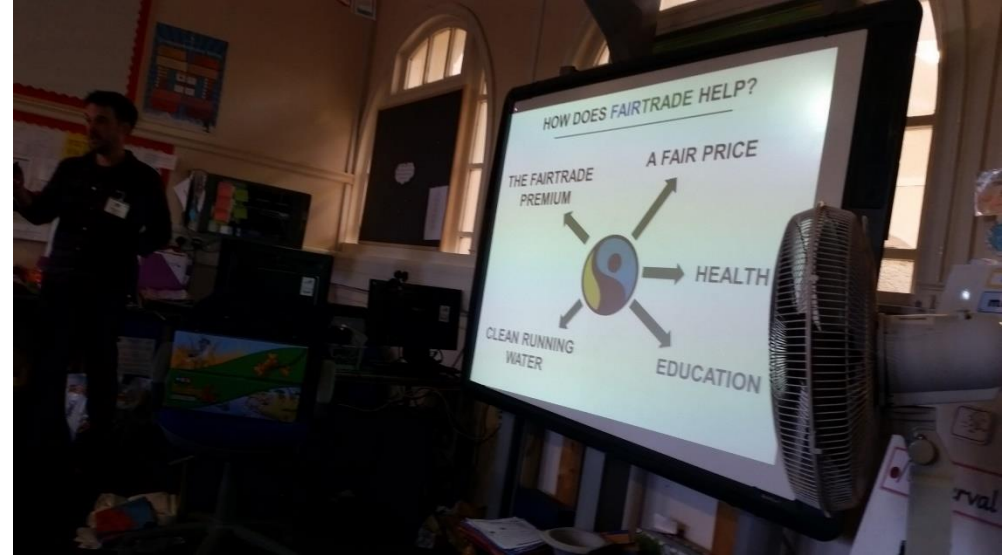
What have you learned? How did you learn? What skills have you developed?

*I learned how the farmers lived before and after Fairtrade. I didn't know about that before. I didn't know how long it takes to make the products, from farmer to shop. I didn't realise it took so long. I've learned that Fairtrade helps people who are living in poverty who work really hard but don't get as much money as they should. These people want a proper home and clean water to help their families live a decent life.*

*I like sharing information in writing because it's easier than speaking it. You can use words that you might find difficult to pronounce but if you can spell them you can use them in your writing. I find a paragraph planner helpful because then, when I'm writing, I know where to put the information so it's not in one big jumbled up chunk. I like using the success checker because sometimes people forget to check over their work when they're finished. Sometimes I think I need to put in better vocabulary but when I try to think of a better word, it doesn't make sense and it's better as it was.*



**Lesson 1**  
**The pupil listened to our visitor from Rainbow Turtle who shared information on the role of Fairtrade in supporting people living in poverty.**







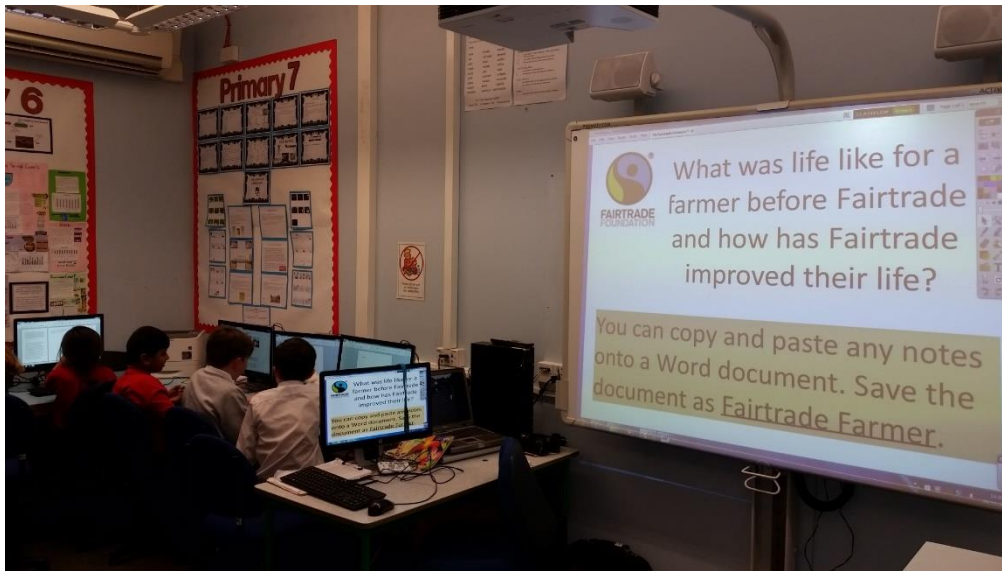
## Lesson 1

The pupil helped her group to sort pictures into order to show the production chain from cocoa bean to chocolate bar to learn about all the people and work involved.

## Lesson 1

The pupil participated in a group discussion on the differences between the life of farmers who did not have the assistance of Fairtrade and those who did.





## Lesson 2

The pupil used the internet to locate useful websites and identify relevant information to the task.

## Fairtrade Farmers

**A tea farmer called Patrick Kambera Muthaura said** ‘As a tea producer, it’s a great pleasure that I got to meet the consumers, the campaigners and the volunteers, who are actually the backbone of the Fairtrade movement in the UK. Their commitment to this cause makes a lot of difference...[The] lives of children, lives of mothers, lives of fathers are being touched by their contribution. It’s so powerful and they should continue to get more people involved. Like a good message, it needs to be told and told again. They should never tire to say it’s good, they should never tire to say it makes a difference... this is a journey we are walking together, the producer and the consumer. And as a producer, I thank them for their commitment.’

**A banana farmer called Juliet Arka-Mensah, said** ‘Here Fairtrade is about empowering workers and empowering women too. They are able to come to me and tell me the difficulties they face at work. Through this, the company is able to get information about what might need changing and then problems become easier to solve.’

**Here are some benefits Fairtrade has made for other farmers**

- ✚ The Fairtrade Minimum Price is supporting farmers growing products such as cocoa, coffee and bananas become more income-secure and less vulnerable to poverty
- ✚ Fairtrade is gradually empowering communities to organise into cooperatives and improve their negotiating position within the supply chain. This can enable them to negotiate a higher price for their product than the conventional market price
- ✚ Fairtrade improves access to agricultural services like organic training and premium markets. As a result farmers have an incentive to farm better and sell more.

**Lesson 2**  
**The pupil pasted the**  
**information found into a**  
**Word document.**



### Lesson 3

## The pupil was given an article from The Guardian online. She used colour coding to highlight information relating to life before and after the assistance of Fairtrade.

Read the article and highlight information about farmer's life before Fairtrade in one colour and information about his life after Fairtrade in another colour. Add the information to your graphic organiser. Use your organiser to write first draft of an essay about *Farmers' lives before and after Fairtrade*.

#### Gerardo Arias Camacho, coffee producer, Costa Rica

*Gerardo is a coffee farmer in Llano Bonito, San José, Costa Rica. He is a board member on his village cooperative, which is a member of the Fairtrade consortium COOCAFE. He is married with three children.*

In the past, the price of coffee fell so low that it didn't cover the cost of production. Many farmers abandoned their land and went to the cities to find work. Some even left the country. I decided to go to America to make money and support my family. After eight years, I had earned enough to buy the family farm so that my parents could retire. But coffee prices were still so low that I was forced to go back to the States for another two years.

The coffee market was so unstable. We did not have a local school, good roads or bridges. Now that our consortium is Fairtrade certified, prices are stable and we receive a guaranteed premium. We spend the money on education, environmental protection, roads and bridges, and improving the old processing plant. We have sponsored a scholarship programme so that our kids can stay in school.

I believe that my cooperative would be out of business if it wasn't for Fairtrade. Fairtrade is the way trade should be: fair, responsible and sustainable.

My oldest son is in college, my ten-year-old has already had as much education as me, and my little princess is in her second year at school. With the help of Fairtrade, they might all be able to go to university and get a degree. They won't have to go from Mexico to America, leaving their country for ten years, like me. They can decide what they want in life.

Since Fairtrade, our farms have become more environmentally friendly. Our coffee is now produced in a sustainable way. We have planted trees and reduced the use of pesticides by 80% in 10 years. We used to cut 20 hectares (50 acres) of forest down every year to fuel the ovens at our processing plant. Now we have a new oven which is fuelled by waste products, including coffee skins.

Fairtrade is not a closed system, it is open to everyone. But we need more and more people to buy Fairtrade so that the market grows and other farmers can become certified. Fairtrade can be a tool to help farmers who are not certified. We educate the producers around us about market prices so that buyers have to offer them a competitive rate. It also benefits the wider community. When there was a hurricane, the new road became blocked and the bridge came down. We could afford to open the road and fix the bridge.

When you are shopping, look for the Fairtrade label - you can be sure that the money is going straight to the producers. It will help us, but it will also help people around the world, because the benefits of protecting the environment are for everyone. It is a matter of helping each other.

As a Fairtrade farmer, I finally feel competitive - I feel that I have a tool in my hand. It has given me knowledge, so that I am more able to defend myself and my people. I feel there is a future in front of us, because we can stay in our own country and make a living growing coffee.

Just by going shopping, you can make a difference.

How Fairtrade has changed the lives of Farmers

before Fairtrade	After Fairtrade
<ul style="list-style-type: none"> <li>• Coffee was so low on prices that farmers did not get enough money to have a decent life.</li> <li>• they did not have local school, good roads or bridges</li> <li>• a bandend land to go to cities</li> <li>• children have to work</li> </ul>	<ul style="list-style-type: none"> <li>• Now coffee is more expensive which helps the farmers.</li> <li>• Money put towards local school, good roads and bridges.</li> <li>• Fairtrade has helped &gt; 4 countries</li> <li>• Kids can go to collage.</li> </ul>
<p style="text-align: center;">Vocabulary</p> <p>so, because, first, next, awful, unfortunate,</p>	<p style="text-align: center;">Connectives</p> <p>and, but, after, so, because, when</p>
<p style="text-align: center;">Openers</p> <p>The, first, when, After, Before, Also</p>	<p style="text-align: center;">Punctuation</p> <p>! ( )</p>

**Lesson 4**

**The pupil used her prior learning, notes from ICT research and highlighted article to produce a plan, then a report outlining how life was like before and after Fairtrade's intervention for some farmers (see next page).**



I can state what the main features of Fairtrade are.

## 0 Fairtrade Comparison

Fairtrade is a charity where they raise money for farmers living in poverty. I am going to tell you about Fairtrade and how farmers lived before Fairtrade and how they live after Fairtrade.

I can say how Fairtrade helps people meet their basic needs

Before Fairtrade children had to work and could not go to school to get an education! What if that was you? A child who can't go to school but instead you have to work and work and work. Also the farmers have to abandon the land to go to cities. Say you had done lots of hard work and you went to a city and when you got back all your hard work had been taken over by other farmers! When you go to school in the car, you have good roads and a local school and bridges. These farmers DIDN'T! If you spent ages working on something you would like to make money and it goes to get sold and all you get is 1p!

I can include relevant information to explain what life was like for a farmer and family before and after Fairtrade.

I can select relevant information to explain how Fairtrade helps farmers.











After Fairtrade money has been put towards a local school, good roads and good bridges and they get more money for the things they sell. The farmer's children can go to collage. Fairtrade has helped 74 countries!

That is why Fairtrade is so important.

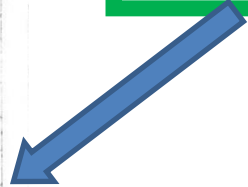
## Lesson 4

The pupil used a success checker to assess her work using traffic lights. She then set a target to work towards.

A peer then read her work and added a comment.

2 <sup>nd</sup> Level	
Success Checker	
I have used 4 paragraphs: Introduction [ ] Before Fairtrade [ ] After Fairtrade [ ] Conclusion [ ]	
I have given 4 examples of life before Fairtrade	
I have given 4 examples of life after Fairtrade	
I have read over my writing and corrected mistakes.	
<b>VCOP</b>	
I have used 4 effective words	
I have used 4 effective connectives	
I have used 4 effective openers	
I have used this punctuation correctly: . A , I ' ... ( )	
Pupil Comment I think next time I could use more VCOP	
Peer comment <u>Great Job</u> Next time you could use more VCOP	
Teacher Comment	

I can use a checklist to read over my writing and make corrections.



I like the way you've used questioning in your text to engage your reader and the way you've compared life here to the life of those living in poverty.

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