

**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:

Writing

- I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. **ENG 3-27a/4-27a**
- I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**

Listening

- When listening and talking with others for different purposes, I can:
 - ✓ communicate detailed information, ideas or opinions
 - ✓ explain processes, concepts or ideas with some relevant supporting detail; and
 - ✓ sum up ideas, issues, findings or conclusions. **LIT 4-09a**
- I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**

Learning Intentions:

1. To research for evidence which supports my chosen topic
2. To use persuasive techniques I have learned about to create a persuasive essay on my chosen topic
3. To communicate ideas relating to my chosen topic through group discussion

Success Criteria:

- I can source relevant supporting evidence about my topic
- I can engage and influence readers through my use of persuasive language, style and tone
- I can confidently and clearly communicate my opinion, summarise findings and draw conclusions when discussing my chosen topic

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

Lesson 1

Research/Planning for persuasive essay

Breadth – through whole class discussion students are made aware of the range of possible routes of 'gender' research and sources, along with variety of persuasive techniques they can use in their essays.

Application – students to begin carrying out their own research for homework. Paragraph plan created individually in class. Students also created a tone table, highlighting the tones they would be most interested in adopting in their essay.

Challenge – the personalised choice of topic was set up to encourage independent research and decision making. Through the use of digital technology (sharing of best planning practice on Yammer), students are able to develop their confidence not only in their own writing, but also when critically evaluating that of others.

Lesson 2

Persuasive essay

Breadth – students to demonstrate a wider understanding of cultural differences and various branches relating to the broad 'gender' topic.

Application – writing of essay

Challenge – students presented with persuasive writing assessment label to use as check list/on-going self-assessment tool when writing their essays, ensuring that they consider both content and style carefully.

Lesson 3

Individual Talk within a Small Group

Breadth – through this task a range of gender related topics and also a range of opinions have been shared and questioned.

Application – delivery of talk

Challenge - students presented with talk assessment label to use as check list/on-going self-assessment tool when planning their talk, again ensuring that they consider both content and style carefully (in addition to audience and purpose).

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

Make – a paragraph plan for persuasive essay, and list of persuasive techniques which could be used

Write – a persuasive essay on chosen gender related topic

Say – success criteria for talk generated through class discussion

Do – talks delivered individually within a small group

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

The written feedback given to the pupil is in their class jotter, and on the persuasive essay label and group talk label attached to the evidence provided.

Discussion of success criteria for the group talk also documented in pupil's own notes.

Pupil Voice:

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

Persuasive writing plans and introductions peer assessed informally via Yammer

Persuasive essay and talk self-assessed firstly using criteria on label, and then using teacher's written feedback on the labels

Did the learner successfully attain the outcomes? **YES**

17/11/17

Persuasive Writing

1 Pick a topic: - Girls being denied education ✓

2 Stance: By the end of this essay, I want you to know why girls are being denied education and realise the impact it has on today's society and the future generations ✓

can you be more specific here?

Positive/negative?
Negative ✓

3 Structure: - Introduction - show the reader what you're writing about/discussing, intrigue the reader

- A new main para. for each point/you would like to make

- Conclusion - present the reader with your final thought(s) on the topic; leave them with something to think about ✓

18/11/17

Plan

Excellent plan
- this will really help to provide a clear line of thought for your reader.

Introduction: - Millions of children unable to receive education
- Give examples in other countries ✓

Main paragraphs: 1 - Explain how society is holding girls back
2 - Girls in and not in primary schools
3 - Girls in and not in secondary schools
4 - How this impacts society (and future generation)
5 - What can be done to stop/change the situation ✓

Conclusion: - Summarise main paragraphs ✓

4. Tone: - Humorous

- Serious
- Formal
- Chatty
- Light-hearted
- Informal
- Sarcastic
- Cheeky
- Disgusted
- Distressed
- Witty
- Angry
- Cheery / satisfied
- Smug
- Enthusiastic
- Joyful
- Depressed
- Frightened / intimidated / concerned
- Confident
- Disappointed
- Sympathetic
- Entropic
- Relaxed
- Irritated / Agitated
- Moody (petty, grumpy)
- Immature
- Fair
- Diplomatic
- Sensible
- Mature
- Biased
- Caring
- Judgemental

- Selfish
- Humble
- Complacent
- Manipulative
- Fiery
- Inspirational
- Persuasive
- Encouraging
- Motivational
- Passionate
- Heart-felt
- Bossy
- Demanding
- Rational
- Irrational
- Arrogant
- Jolly
- Disheartened
- Provocative
- Condescending
- Patronising
- Preachy
- Optimistic
- Pessimistic
- Sassy

The reader may be forced to believe that this is happening in today's society

This may encourage the reader to do something

Excellent range of tones identified
Eleanor! Consider how your highlighted options will each influence the reader.

5 Techniques to use :- Statistics (percentages, etc.)

Comparison: Compare the lives of these girls to those in the UK. Again, can you provide an example of each one, detailing the impact each will have on the reader?

- Comparison / simile / metaphor
- Expert opinion
- Repetition
- Alliteration
- Rule of three
- Questions
- Rhetorical questions
- Real life examples

Statistics: Show how big a problem this is.

Real life examples: Help them realise on how big a scale this is happening

- Personal / first-hand experience (anecdote)
- Varying sentence types / lengths
- Information in brackets / dashes / commas (part)
- Descriptive, emotive word choice

6 Success Criteria :- Clarity of Speech

- Eye Contact
- Inviting others to join in (turn-taking)
- Good vocabulary
- Sentence Structure
- Use facts to back up your points
- Spelling
- Stick with the same tone the whole way through
- Proof-read my work

PERSUASIVE WRITING

EM

Achieved

I CAN (with support when required):

Develop

✓	Genre	Select ideas and information relevant to argument		
✓		Organise information/ideas/supporting detail in a logical order		✓
✓		Make use of topic sentences to structure a clear line of thought		
✓		Employ a variety of techniques and types of evidence : statistical information/data; emotive language; fact and opinion; bias and manipulation where appropriate		
✓	Literacy Tools	Consider my audience by taking pride in my presentation and handwriting		
✓		Use paragraphs effectively to organise ideas	NP/NL	
		Write in accurate sentences which are varied in length and type	S,ST	✓
✓		Punctuate accurately (capital letters, full stops, commas...)	P	
✓		Use word choice which is appropriate and varied	Exp/Rep	✓
✓		Spell accurately	SP	
		Consistently apply grammatical rules (tense, number agreement...)	G	✓
✓		Use conjunctions and connectives to support fluency		
		Proof read to ensure the writing meets its purpose , is clear and is accurate	A	✓

Assessor Feedback

AB.

was: Excellent work ~~was~~ - you've managed to consistently maintain your point of view throughout, and have deployed a range of techniques to effectively persuade your reader - well done!

ebi: Be careful with your expression where I've indicated - proof-reading your completed work will ensure your writing is clear and concise.

• Scope for you to reconsider your structure in the second half of your essay, as it becomes muddled in this section.

Student Evaluation and Target

I think that I did quite well but if I do something like this again, I will definitely proof-read my work, and also look at the structure of my writing.

Add these comments to your e-Portfolio

Denial of Education for girls cp.

In the 1900's, it was believed that women were inferior to men, and that they didn't need some of the things that men needed. An example of this is the right to vote. Women were campaigning for years, trying tirelessly to show that women deserved the same rights and opportunities as men. Finally, in 1928, all women over the age of 20 were given the right to vote. And so, started the age that equalized men and women.

In the world today, millions of children ~~are~~, especially girls, ^{are} being denied a different right. Education. For some, it may be poverty, or even religion, but for the most, it is the beliefs of the society that they live in. In this essay, I will be talking about some of these reasons.

In countries like the UK and the rest of the West Coast, we are lucky enough to be in an equal society where girls are able to get an education. But in Africa, Asia, and other surrounding countries, girls are told that they cannot go to school simply because they are girls. In most of these countries, it is thought that girls are inferior to men and that they are only useful for cooking, cleaning and looking after children. They think that girls don't need an education if all they are doing is staying at home.

In the world today, there are 31 million girls that are not receiving a primary education. Of these 31 million, 17 million of them are expected NEVER to go school. This will affect them in later life as they will not be able to read or write. Three countries that have the biggest numbers of girls who are out of school are Nigeria, Pakistan, and Ethiopia. In Nigeria, there are almost five and a half million girls not in school. In Pakistan, there are over three million, and in Ethiopia, over one million which means that these 3 countries alone, there are nine and a half million girls not receiving an education.

exp/w/c
(can you be specific here?)

s.st.

exp. keep this formal and sophisticated

West?

Again, can you be more specific here? Is there a particular group who would hold this view?

exp: 'who don't receive'

Excellent use of statistics here to really reinforce your points.

In the UK, all girls go to Secondary schools to be able to get the best education possible, but there are 34 million female adolescents out of school. In secondary schools, you don't just get an education, you develop and learn new skills that are vital for later life. If girls don't go to secondary school, they will be missing out on the chance to learn these vital skills for later in their lives. There are many different reasons why girls do not go to secondary schools, such as conflict, child marriage and cost.

Where? In the UK? Make this clearer for the reader.

Some children become refugees and flee from wars, missing out on up to years of vital education. This will affect their future greatly as they may never learn to read or write, so they may not be able to get a well-paid job and won't be able to support their families. exp.

You structure becomes slightly confused here. Proof-read to reconsider.

For some, the only way to get enough money to survive is to marry one or more of their children off into richer families. But with this, there come problems. Child marriage often prevents girls from continuing their education and realizing their full potential.

The high cost of education prevents some girls from getting an education. If they come from a poor background, the chances are they probably will not be able to go to school. These girls will miss out on opportunities and skills, and may struggle with particular things for the rest of their lives.

Girls' education also has a huge impact on future generations.

If all mothers completed primary education, maternal deaths would be reduced by two-thirds, saving 98,000 lives. If all women had a secondary education, child deaths would be cut in half, saving 3 million lives.

If all women had a secondary education, 12 million children would be saved from stunting from malnutrition. If girls had an education, they would be able to get jobs, earning money to buy food. If you struggle to feed yourself, then that's a problem, but if you cannot feed your family, it puts you under a huge amount of pressure that some people may not be

able to handle. If you need help here in the UK, there is usually someone that you can turn to, but in the poorer countries in this world, there may not be anyone that they can turn to who would be able to help financially. *An emotive conclusion for this paragraph.*

If every girl had 12 years of education, there would be a 64% drop in child marriage. This would be because girls would be able to use the knowledge they have to get jobs and earn money in order to support their families. They would then be able to grow without the stress of running a household, which is something that I don't think any young girl should experience.

excellent sharing of personal view here

As I have said, the UK was once a place full of gender-related issues, but, over time, we have come to realise that men are just as important as women. All we can do is raise awareness about of this issue and hope that the world leaders realise just how important women are.

A powerful conclusion - well done.

Individual talk within a small group—Preparation

Excellent prompt notes ~~clean~~ - you've clearly taken time to select the most relevant information.

- Eleanor

- Denial of education for girls

- Think it's a serious problem that ~~will~~ ^{could potentially} affect the future generations

- Today, there is 130 million girls not ^{receiving an education} in school. ^{-on} 31 million of them have not received primary education. ^{sp!}

- Many reasons why children don't go to school e.g. war, cost, poverty, religion(?), beliefs of society they live in
EXPLAIN REASONS

- Some societies believe women are inferior to men, and that they don't need education. This is not true. If women received education, maternal deaths would reduce by two-thirds, 12 million children would be saved from malnutrition AID there would be a 64% drop in child marriage. As you can see, education is very important.

Question: What was ~~was~~ your opinion on this matter before you heard this ~~article~~ report

Preparing for group discussion

- Introduce yourself and your topic
- Why did you choose this topic?
- Summarise 3 main points you have covered in your essay
- If you would like to mention statistics, facts, tell a wee story or give some personal experience, you can also do this
- Pose one question to your whole group (at the end or part way through your presentation)

Name:

Grade

INDIVIDUAL TALK WITHIN A SMALL GROUP

4M

Achieved	I CAN (considering my PURPOSE and AUDIENCE):	Develop
✓	Content Prepare for my talk by SELECTING appropriate and relevant information effectively ORGANISE ideas and resources vary my use of LANGUAGE	
✓		
✓		
✓	Performance speak with CLARITY ensure that I am AUDIBLE communicate expressively by varying my INTONATION adopt an appropriate PACE present with confidence and FLUENCY maintain EYE CONTACT with my audience incorporate NON-VERBAL TECHNIQUES (such as posture, gestures, facial expression) show evidence of my PREPARATION by referring to my NOTES	
✓		
✓		
✓		
✓		
✓		
✓		
N/A	exploit the use of VISUAL AIDS to enhance my performance	N/A

Assessor
Feedback

JB.

www: A coherently structured talk. Clearer, you've used clear signposting to introduce your various reasons. Your opening statistics introduce your talk in an engaging way.

ebi: With future talks, ensure that you maintain your eye contact throughout (this dipped slightly towards the end of your talk). Also try to introduce some non-verbal techniques and consider the use of visual aids to support your presentation.

Student
Evaluation
&
Target

I quite enjoyed the group discussion and think that I had a good topic that I presented on well.

Next time, I will use some non-verbal techniques and make sure that I use more eye contact.

Add these comments to your e-Portfolio

Individual talk within a small group

*Next time consider your eye contact carefully
- this was strong at the beginning, but not so much by the end.*

