



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 can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society. SOC 4-04c

Benchmark:

Compares and contrasts the **rights** and responsibilities of citizens in a more and less democratic society providing at least four comparisons.

Learning Intentions:

To compare the rights of the Jewish community in Scotland and Germany in the 1930s.

Success Criteria:

I can highlight **four** comparisons from two sources about life in Nazi Germany and in Scotland, during the 1930s.

I can create a new text portraying these comparisons.

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

Pupils have been learning about the rise of the Nazi Party in Germany. They have independently researched the impact of Nazi rule on specific groups in German society and presented about them.

In order to achieve the above outcomes pupils were put in pairs to read both sources, discussing the content of each source before independently highlighting the relevant comparisons on their own sheets.

Pupils were then given an A3 sheet and asked to create a comparative storyboard (new text) displaying the different rights in each society. More able pupils explained the content in depth for each comparison; however this was not essential to achieve the level 4 outcome.

Pupils then ticked off the success criteria in their jotter profiles ready for the teacher to mark.

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: Pupils that struggled with matching the sources would be allowed verbally explain the comparisons and supported by peers.

Write: More able explained comparisons in depth on their storyboards.

Make: New text/storyboard highlighting the key comparisons

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

Two stars and a wish provided to pupils.

Feedback on pupil checklist at the front (provided).

Pupil Voice:

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

Pupil checklist at front of jotter for whole topic.

Pupil evaluation using FORMS ON Microsoft.

Did the learner successfully attain the outcomes? YES

BGE Hitler and Nazi Germany

Barrhead.

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o achieve these outcomes I can:

Lével 2	Ne Translations / Actioned
I can give an opinion on why the Germans were angry with the signing of the TO	
I can use both primary and secondary sources to investigate who started the Fe charge in th	U COST V
I can describe/highlight at least three similarities and differences between the figure of the second secon	

Level 3		47 EES
I can describe three terms of the Treaty of Versailles that punished Germany.		
I can use both primary and secondary sources to investigate who started the Re chatagif a secondary sources to viewpoints on the event.		
I can analyse sources and find two comparisons which highlight how life in Nazl Germany and the lewish Community. I can express these differences in the form of a comparative storyboard.		
can provide three reasons that help explain how the Nazis came to power in 1933 (Rise of the Nazis HW Report)	Homework	
can provide opinions about the Impact Nazi rule had on at least two groups in society. The second se	,	

Level 4	moderna.	Attend
I can explain two reasons why the German's were angry with the ToV.	Poster	BHY
I can decide who I believe started the Reichstag Fire and explain/justify my answer Line and explain and explai	NA	
I can analyse sources and find four comparisons which highlight how life in Nazi German life in Scotland for the Jewish Community. I can express these differences in the form of a comparative storyboard.	homework	D4
I can provide three reasons that help explain how the Nazis came to power in 1933. Later that order of importance and choose one as being the most important and explain while the important. (Hitler's Rise Homework Report)	hominates	TH.
I can provide opinions about the Impact Nazi rule had on at least three groups in sec et and review of other groups' presentations).	Presentata	

Pupil Comment	Teacher comment
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Barrhead.

Let us compare the lives of a Jewish woman in Scotland in the late 1930s and a Jewish woman in Germany in the late 1930s.



Scotland 1930s

My name is Anne Teak, I am a Jewish woman living in Glasgow. He in a nice detached 3 bedroom house with by husband David and we have 2 sons Daniel and Jacob. My family has lived in Glasgow since 1880 when my family stopped here on the way to the USA and never left. My husband rums his own jewellery shop which is very successful and liked by the local Scottish people. I was educated in Glasgow and went to university to study Law, although I never worked as a lawyer. In Scotland my children are entitled to a line education. Once I got married I went out to work in my husband's shop. In the evenings I take my sons to Hebrew classes in the Synagogue or we often visit Kelvingrove Park and have a picnic on the benches provided. In Scotland I have experienced acceptance and friendliness. Overall there is a great deal of tolerance and generosity here. We are very happy here and would never want to leave.

Germany 1930s

My name is Annette Curtain, I am Jewish and I live in Berlin, the capital of Germany. I am Jewish and I am married with 3 children. Before the Nazi's came to power, my husband ran a very successful company but as soon as the Nazls ame to power, they ordered non-lews to boycott our business. My sister's husband rums a shop and he has been forced to paint the Star of David on his shop window. Only Jews are allowed to shop there and business has declined. We also have to wear a yellow star on our clothes and we are not allowed to be friends with non-Jews. After 1935 all Jews had their civil rights taken away and we are not even allowed to sit on park benches or take public transport. No married women in Nazi Germany are allowed to work, they are supposed to have babies and spend all day looking after them. For Jews it is different as we lost our jobs after Hitler came to power and our children are no longer allowed to attend school and as a result can get no formal education. We are being persecuted by the government and many of us are trying to leave Germany, but the government is even making that difficult for us. I really do feel very unhappy here.



Storyboard Assessment

You are now going to create a storyboard comparing the life of the Jewish woman in Scotland and in the Jewish woman in Germany. Your storyboard should contain information about both countries as well as information about the daily lives of the women. You are looking for <u>FOUR KEY</u> differences in the lives of both women.

Below is a diagram to show you the layout you should use.

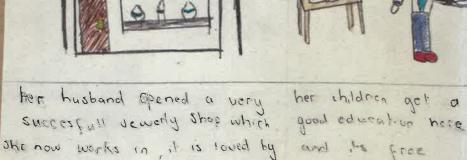
This top row should have information about the Jewish woman in Scotland

This bottom row should have information about the Jewish woman in Germany

Make direct comparisons where ever possible!

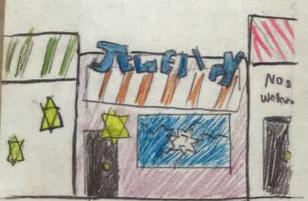
Reminder!





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overall her and her childre are very happy here and are excepted by the Scattist people, they never want to love



the Scottish people







her husband used to own a Successfull buisness and Thop but when the nazi come to power they ordered people to Stay away from vewish shops

aloud to go to school are board all day as are very unhappy here and Hackor get no proper parks, Sit on benefal of by non news they are even take public transport currently mying to resure

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