

**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.

I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a	I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a	Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past. SOC 3-05a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a	I can explain the similarities and differences between the lifestyle, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. SOC 3-04a	I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens comparing a more democratic and a less democratic society. SOC 4-04a	I can explain how the exercise of power affects the rights and responsibilities of citizens comparing a more democratic and a less democratic society. SOC 4-04a	I can explain how the exercise of power affects the rights and responsibilities of citizens comparing a more democratic and a less democratic society. SOC 4-04a	I can explain how the exercise of power affects the rights and responsibilities of citizens comparing a more democratic and a less democratic society. SOC 4-04a	I can explain how the exercise of power affects the rights and responsibilities of citizens comparing a more democratic and a less democratic society. SOC 4-04a	I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. SOC 4-06a
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o achieve these outcomes I can:

Level 2

Outcome	Assessed
I can give an opinion on why the Germans were angry with the signing of the ToV.	Yes
I can use both primary and secondary sources to investigate who started the Reichstag Fire	Yes
I can describe/highlight at least three similarities and differences between their own life and the Jewish person living in Nazi Germany.	Yes

Level 3

Outcome	Assessed
I can describe three terms of the Treaty of Versailles that punished Germany.	Yes
I can use both primary and secondary sources to investigate who started the Reichstag Fire and provide three viewpoints on the event.	Yes
I can analyse sources and find two comparisons which highlight how life in Nazi Germany was different from life in Scotland for the Jewish Community. <i>I can express these differences in the form of a comparative storyboard.</i>	Yes
I can provide three reasons that help explain how the Nazis came to power in 1933. <i>(Rise of the Nazis HW Report)</i>	Homework essay
I can provide opinions about the Impact Nazi rule had on at least two groups in society. <i>(Presentation task and review of other groups' presentations).</i>	Yes

Level 4

Outcome	Assessed
I can explain two reasons why the German's were angry with the ToV.	Poster Yes
I can decide who I believe started the Reichstag Fire and explain/justify my answer using the sources provided.	N/A No
I can analyse sources and find four comparisons which highlight how life in Nazi Germany was different from life in Scotland for the Jewish Community. <i>I can express these differences in the form of a comparative storyboard.</i>	homework Finish Yes
I can provide three reasons that help explain how the Nazis came to power in 1933. I can rank the reasons in order of importance and choose one as being the most important and explain why I think it is the most important. <i>(Hitler's Rise Homework Report)</i>	homework essay Yes
I can provide opinions about the Impact Nazi rule had on at least three groups in society. <i>(Presentation task and review of other groups' presentations).</i>	Presentation Yes

Pupil Comment

I found the essay interesting and challenging to do, and it was fun researching. I enjoyed the storyboard because it combined art with history. The ToV poster was challenging and fun too.

Teacher comment

Some very in-depth research on great understanding of this part of history well done. Some further work with comparisons in England.

Parent/Carer

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. I live in a nice detached 3 bedroom house with my 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 runs 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 free 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 Nazis came to power, my husband ran a very successful company but as soon as the Nazis came to power, they ordered non-Jews to boycott our business. My sister's husband runs 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 **FOUR KEY** 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!



her husband opened a very successful jewelry shop which she now works in, it is loved by the Scottish people



her children get a good education here and its free

usually her and her kids will take the bus to the park and have lunch on the bench

overall her and her children are very happy here and are accepted by the Scottish people, they never want to leave



her husband used to own a successful business and shop but when the Nazi came to power they ordered people to stay away from Jewish shops

her children are no longer allowed to go to school because their Jews and therefore get no proper education



her and her children are bored all day as they're not allowed to go to parks, sit on benches, or even take public transport

overall her and her family are very unhappy here and feel like they are not accepted by non-Jews they are currently trying to leave

