



Focus of the session

By the end of this session we will have :

Explored supports for discursive, critical writing

Examined the role of explicit vocabulary instruction

Checked in with the learning outcomes



Critical thinking questions

How do we encourage students to think critically?

How do we encourage students not to depend on 'learnt off' answers?

How do we encourage students towards providing evidenced based opinions?

How do we get students to examine different perspectives of an issue?

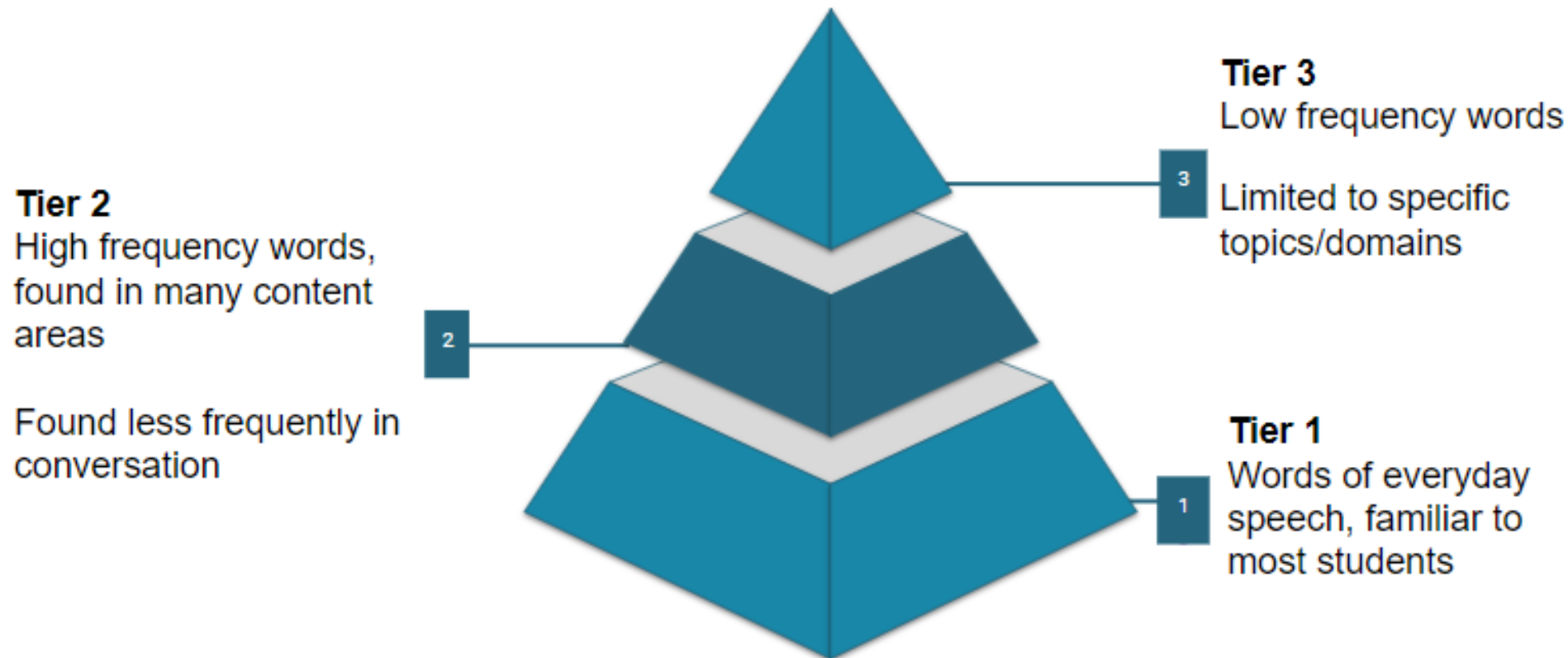
How do we teach students to locate, evaluate and analyse sources of evidence?

What materials do we need in order to support this?





Explicit vocabulary instruction



Beck, I, McKeown, M., & Kurkan, L., 2002,



Discursive writing supports

<p>Adding to/reinforcing a point</p> <ul style="list-style-type: none"> • In addition.... • Furthermore Besides... Also.... • Another important point to bear in mind is ... • Moreover • It could also be argued... 	<p>Emphasising importance</p> <ul style="list-style-type: none"> • Above all • In particular • Especially • Significantly • Indeed • Notably
<p>Making judgements</p> <ul style="list-style-type: none"> • It seems to me ... • I base my view on ... • It may be that ... • There is evidence here that ... My reasons for ... are ... I conclude that.. • I contend that.... 	<p>Writing about evidence/ data</p> <ul style="list-style-type: none"> • This point tells us that • This point suggests that ... • It is possible to infer that ... This might be evidence for • A source that supports this view is ...

<p>To begin with ...</p> <p>At first ...</p> <p>Firstly ...</p> <p>Initially ...</p> <p>There are several reasons why ...</p> <p>In order to ...</p>	<p>Analysing/evaluating</p> <p>I now know that ...</p> <p>One problem is ...</p> <p>A possible reason for this...</p> <p>Research shows...</p> <p>The result is ...</p> <p>As a result ...</p>
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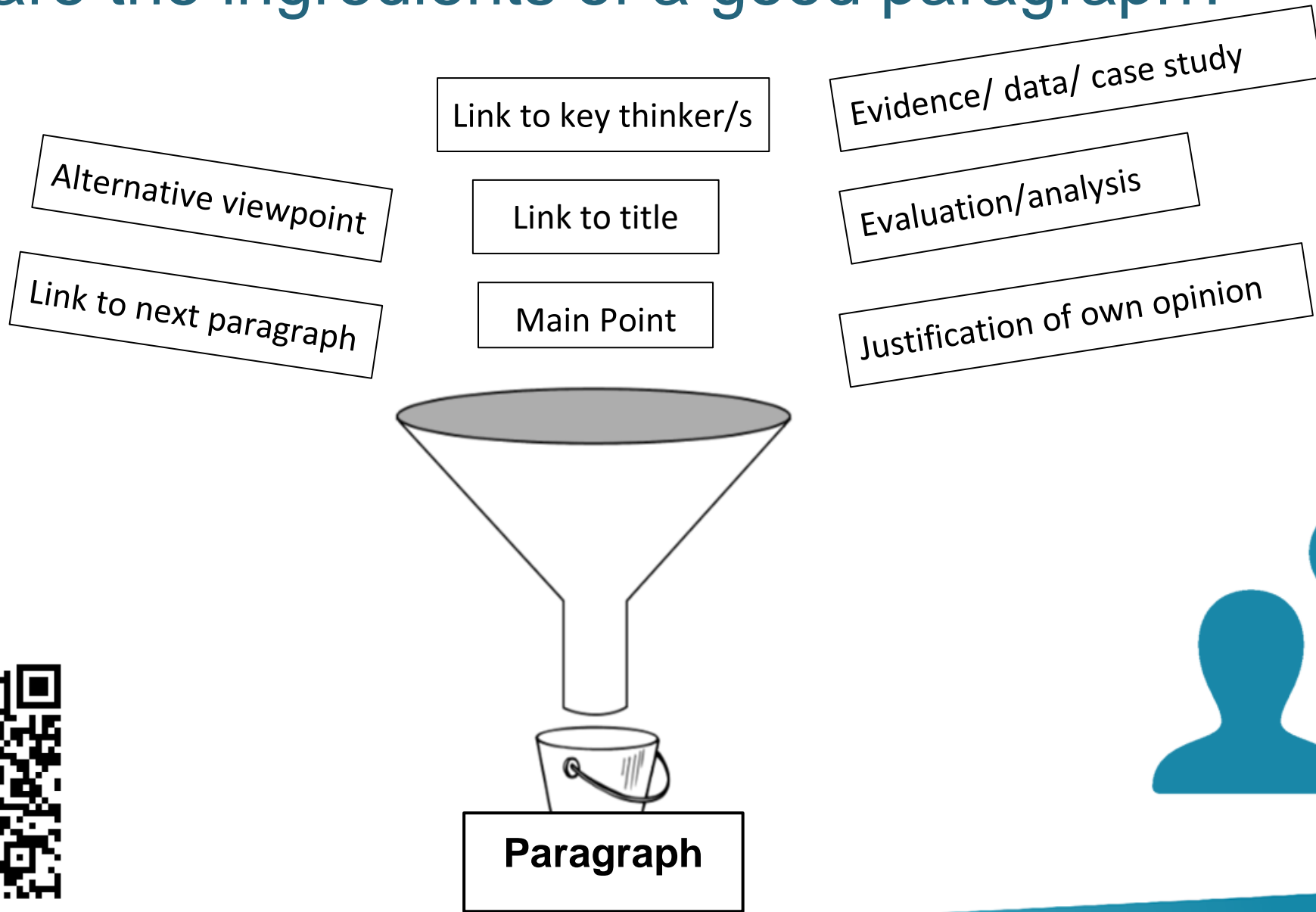


Success criteria for discursive writing

Criteria	Excellent	Good	Needs Improvement
Introduction sets forth to explain the rationale for the argument			
Resources and data selected to support the argument			
Demonstration of knowledge and understanding of the topic and "thinkers" relevant is shown throughout the argument			
Ideas presented in the argument are clear, logical and coherent.			
The argument demonstrates analytical skills			
Concluding paragraph sums up the argument			



What are the ingredients of a good paragraph?





Opportunities to develop discursive skills





Mock election in your school



Which Learning Outcomes do students engage with in running a mock election or referendum?

LO 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.2, 3.4





Planning a unit of learning

What are the key elements when planning a Politics and Society Unit of Learning?

Topic 1:
Power and decision-making
in the school



Planning for Politics and Society



Check in: Learning Outcomes

