

Curriculum for excellence Rich Task planning sheet

1. Statement of task – ‘The Challenge’

Stem Cell Research Debate – Oban High school

2. For age / stage / level?

S1

3. Involving these curricular areas

Religious and moral education
 Science
 PSEd (Citizenship)
 Learning and Teaching
 Computing

4. Enactment – what we are going to do ‘we are learning today’

Philosophy & RME	Science	ICT	Teaching & Learning	PSEd
<ul style="list-style-type: none"> • Focussed research and analytical skills • Understanding the meaning of ethical issues • Responses from various religions and religious groups • Time Management 	<ul style="list-style-type: none"> • Laboratory procedures • Focussed research and analytical skills • Understanding biological structures and systems • Understanding associated concepts • Time management 	<ul style="list-style-type: none"> • Assist with desk top publishing to produce publicity / information materials. • Help pupils set up an e-mailing list of MSPs, MPs and high profile personalities for a survey on attitudes towards stem cell research. • Teach pupils how to present professional presentations of their work using multi media. 	<ul style="list-style-type: none"> • Organising ideas and drafts • Précis writing • Following appropriate rules for writing formal correspondence • Compiling an academic programme for the conference • Time Management 	<ul style="list-style-type: none"> • Explore the ways in which members of the public can influence decision and law making in the UK. • Is there a role for referenda? How would this work?

6. The Outcome – description of acceptable performance and pupil demonstrations ‘what I’m looking for’

- Written explanations of what constitutes an ethical question.
 - knows that ethics involves deciding between right and wrong actions, using examples.
 - knows that ethical concepts are difficult to define
 - using case studies effectively to help understanding
 - define meaning of ‘stem cell research’ and its role in science
 - can explain controversial views surrounding ethical debate on stem cells
- Completed folios or jotters containing all information that is evidence based
 - ability to state various viewpoints on specific ethical and scientific questions
 - differentiate between strong and weak arguments
- Descriptions of diversity of opinion within and across ethical and scientific groups.
 - understanding of the differences between and within ethical and scientific groups
- Completion of each element of the task on time.
- Creating materials for presentation at conference.
- Organising speakers for the conference.
- Making practical arrangements for the conference, hall hire, tea, etc.
- Presenting their work at the conference.
- Organising ballot on range of opinions at the conference.
- Assessment based on Queensland pole assessment model.

5. This will contribute to these capacities (italic)

Successful learners

*use literacy, communication and numeracy skills
 use technology for learning
 think creativity and independently
 learn independently and as part of a group
 make reasoned evaluations
 link and apply different kinds of learning in new situations*

Responsible citizens

*develop knowledge and understanding of the world and Scotland’s place in it.
 understand different beliefs and cultures
 make informed choices and decisions
 evaluate environmental, scientific and technological issues
 develop informed, ethical views of complex issues*

Confident individuals

*relate to others and manage themselves
 pursue a healthy and active lifestyle
 be self aware
 develop and communicate their own beliefs and view of the world
 live as independently as they can
 assess risk and take informed decisions
 achieve success in different areas of activity*

Effective contributors

*communicate in different ways and in different settings
 work in partnership and in teams
 take the initiative and lead
 apply critical thinking in new contexts
 create and develop
 solve problems*

7. Assessment and reporting – description of acceptable performance (Aifl)

- F** – Deep analysis of issues with ethical considerations. Accurate selection of examples and arguments.
- detailed knowledge of the finer points linked to ethical issues
 - an ability to use this knowledge appropriately in the construction of argument and debate
- E** – Acceptable analysis of issues with ethical considerations. Good selection of examples and arguments.
- knowledge of some of the finer points linked to ethical issues
 - an ability to use this knowledge in the construction of argument and debate
- D** – Adequate analysis of issues with ethical considerations. Minimal selection of examples and arguments.
- knowledge of some points linked to ethical issues
 - limited ability to use this knowledge in the construction of argument and debate