

English (Compulsory) - SSC Cruelty to Animals

Notes

Empty rectangular box for notes.

Introduction

This Assessment Unit aims to put together elements of a process that is integral to teaching, learning and assessment.

This assessment unit includes:

- what you should teach;
- what the student is expected to learn;
- what learning outcomes the students should achieve;
- what learning experiences you want the student to have;
- the micro skills the student should develop;
- the maximum resources required to support teaching, learning and assessment;
- how to assess what has been learned;
- the assessment tools to be used;
- how to use the results of your assessment to inform further teaching and learning .

The Assessment Unit (AU) may be a departure from your routine lesson planning. It is intended to promote active learning in the classroom. It integrates all the components mentioned above and engages the students on 'how to learn'. It also focuses on the type of achievements expected at the end of a unit of specific learning. With an AU, you assess the performance of the student against set standards and Specific Learning Objectives (SLOs).

Time Scale

The activities along with the necessary teaching required may take approximately three weeks to complete.

Management

The activities outlined in this Assessment Unit should be integrated into normal classroom practice. The unit is suitable for use with a whole class or it may be used with smaller groups while other students are engaged in work of a similar nature.

Moderation/Recording

The completed activities in the student's booklet supplemented by teacher observations will provide evidence of the progress of students related to the specific objectives in the syllabus. Such assessment can only take place if the student's work is in the booklet.

A marking key and a recording form are provided with each unit as well as a student evaluation sheet to encourage self-assessment.

Activity 1

Skill: Listening

SLOs

Students will be able to:

- 1.2.5 identify and elaborate supporting details and/or the main idea in a text;
- 1.2.12 recognise opinions, emotions, wishes, needs and requirements in a logical sequence.

Prior Knowledge Required

- ③ Knowledge of appropriate vocabulary about animals.
- ③ Understanding of different questions and the required answer.

Activity 1

Warm-up Activity

Class Discussion

The teacher will ask the following questions:

- ③ How many of you have pets at home?
- ③ Which animal do you have as a pet?
- ③ How do you take care of them?

Task

Note: Teacher will play the cassette/read the script. Teacher will ask students to answer the questions of activity 1 and 2 given in the book.

Text: An Animal's Right to Life

It is sometimes argued that concern for animals does not necessarily entail concern for their lives. This is said as a justification for exploiting them, provided that a minimum of suffering is caused.

All animals that have the capacity for enjoyment have an interest in living. The reason for this is simple—once we are dead, nothing good can happen to us anymore, any possibility for further enjoyment disappears. Death is not harmful in that it is an unpleasant condition, because once dead we stop having any sensation. Death is harmful because it rules out any further possibility of positive experiences. This is why animals have an interest in living. In fact, animals, in normal situations, endure considerable amounts of pain in order to stay alive.

All sentient beings should have the right to live and to do so in liberty and without suffering inflicted upon them. To achieve this, we must begin by abandoning the view that animals are resources intended for humans.

Activity 2

Skill: Listening

Task

Listen to the passage and answer the questions given below.

- Q1. How can animals achieve the right to live in liberty?
- Q2. In your opinion, is death harmful or not harmful?.
- Q.3. Suggest another title for the text.

Mark Scheme

Use the marking scheme to mark the student's work.

Use the record sheet at the back of the booklet to record your students' achievement.

Activity 1

(Total 6 Marks)

All the activities in this section should be marked as follows.

Each MCQ will be given 1 mark.

Ans.

1. A
2. A
3. B
4. D
5. A
6. B

Activity 2

(Total 3 Marks)

Ans 1. Animals can achieve the right to live in liberty if firstly human beings stop treating them as mere resources. Secondly, they should be treated with kindness and respect given to them accordingly.

(1 Mark for any idea underlined above. For both ideas underlined the candidate still receives one mark.)

Ans 2. Mention whether he/she agrees/disagrees. (1 Mark)

Not harmful because there are no sensations after death

OR

Harmful because possibility of positive experiences end after death.

Ans 3. Kindness and concern for Animals 1 Mark

OR

Animals in captivity

OR

Any other appropriate title.

