

**Benchmarks**

**Second Level  
All Curriculum Areas**

**March 2017**

**Education Scotland**

**Guidance on using Benchmarks for Assessment**

**March 2017**

Education Scotland’s [Curriculum for Excellence (CfE) Statement for Practitioners](https://education.gov.scot/improvement/Documents/cfestatement.pdf)   
(Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

* **Experiences and Outcomes**
* **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers’ and other practitioners’ professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers’ and other practitioners’ professional judgement of children’s and young people’s progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning.   
They will help to support holistic assessment approaches across learning. They should   
not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers’ professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children’s and   
young people’s next steps in learning. Evidence of progress and achievement will   
come from a variety of sources including:

* observing day-to-day learning within the classroom, playroom or working area;
* observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
* coursework, including tests;
* learning conversations; and
* planned periodic holistic assessment.

**Benchmarks in curriculum areas**

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners’ progress and the standards they achieve. They will   
help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

**Literacy and numeracy**

In literacy and numeracy, Benchmarks support teachers’ professional judgement of achievement of a level. Teachers’ professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered   
to determine if the expected standard has been achieved and the learner has:

* achieved a **breadth** of learning across the knowledge, understanding and skills   
  as set out in the experiences and outcomes for the level;
* responded consistently well to the level of **challenge** set out in the Experiences   
  and Outcomes for the level and has moved forward to learning at the next level   
  in some aspects; and
* demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However,   
it is important that there are no major gaps in children’s and young people's learning when looking across the major organisers in each curriculum area.

**Planning learning, teaching and assessment using the Benchmarks**

In addition to the [[Curriculum for Excellence (CfE) Statement for Practitioners](https://education.gov.scot/improvement/Documents/cfestatement.pdf)](https://education.gov.scot/improvement/Documents/cfestatement.pdf) from   
HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

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| **KEY MESSAGES – WHAT TO DO** | **KEY MESSAGES – WHAT TO AVOID** |
| * Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when  a learner has achieved a level. | * Avoid undue focus on individual Benchmarks which may result  in over-assessing or recording  of learners’ progress. |
| * Become familiar with other curriculum area Benchmarks over time. | * Avoid the requirement to spend time collating excessive evidence to assess learners’ achievement. |
| * Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning. | * There is no need to provide curriculum level judgements in all curriculum areas  – stick to literacy and numeracy. |
| * Discuss Benchmarks within and  across schools to achieve a shared understanding of the national standards expected across curriculum areas. | * Do not create excessive or elaborate approaches to monitoring and tracking. |
|  | * Do not assess Benchmarks individually. Plan periodic, holistic assessment of children’s and young people’s learning. |
|  | * Do not tick off individual Benchmarks. |

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**Second Level Literacy and English**

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| **Listening and Talking** | **Curriculum Organisers** | **Experiences and Outcomes**  **for planning learning, teaching and assessment** | **Benchmarks to support teachers’ professional judgement** |
| **Enjoyment  and choice**  **-** within a motivating and challenging environment developing an awareness of the relevance of texts  in my life | ***I regularly select and listen  to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.***  ***I regularly select subject, purpose, format and resources to create texts of my choice.***  ***LIT 1-01a / LIT 2-01a*** | * ***Gives a personal response to spoken texts with appropriate explanation.*** * ***Explains preferences for certain spoken texts or sources.*** * ***Creates a range of spoken texts choosing subject, purpose, format and resources.*** |
| **Tools for listening and talking**  - to help me when interacting or presenting within  and beyond my  place of learning | ***When I engage with others, I can respond in ways appropriate  to my role, show that I value others’ contributions and use these to build on thinking.***  ***LIT 2-02a***  I can recognise how the features  of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others’ spoken language.  ENG 2-03a | * ***Contributes a number of relevant ideas, information and opinions when engaging with others.*** * ***Shows respect for the views of others and offers own viewpoint.*** * ***Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others’ opinions or ideas.*** * ***Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.*** * Recognises some techniques used to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions. |
| **Listening and Talking** | **Finding and using information**  **-** when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary | ***As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.***  ***LIT 2-04a***  ***As I listen or watch, I can make notes, organise these under suitable headings and use  these to understand ideas and information and create new texts, using my own words  as appropriate.***  ***LIT 2-05a***  ***I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.***  ***LIT 2-06a*** | * ***Identifies the purpose of spoken texts with appropriate explanation.*** * ***Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.*** * ***Makes relevant notes using own words/format and uses these  to create new spoken texts for a range of purposes.*** |
| **Understanding, analysing and evaluating**  - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | ***I can show my understanding  of what I listen to or watch by responding to literal, inferential, evaluative and other types  of questions, and by asking different kinds of questions  of my own.***  ***LIT 2-07a***  ***To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.***  ***LIT 2-08a*** | * ***Asks and responds to literal, inferential and evaluative  questions to demonstrate understanding of spoken texts.*** * ***Identifies the difference between fact and opinion  with appropriate explanation.*** |
| **Creating texts**  **-** applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | ***When listening and talking with others for different purposes, I can:***   * ***share information, experiences and opinions*** * ***explain processes and ideas*** * ***identify issues raised and summarise main points or findings*** * ***clarify points by asking questions or by asking others to say more.***   ***LIT 2-09a***  ***I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.***  ***LIT 2-10a / LIT 3-10a*** | * ***Communicates clearly, audibly and with expression in different contexts.*** * ***Plans and delivers an organised presentation / talk with appropriate content and structure.*** * ***Uses appropriate vocabulary for purpose and audience.*** * ***Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and / or tone.*** * ***Uses resources as appropriate to support communication.*** |
| **Reading** | **Enjoyment  and choice**  -within a motivating and challenging environment developing an awareness of the relevance of texts  in my life | ***I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.***  ***LIT 1-11a / LIT 2-11a*** | * ***Selects texts regularly for a range of purposes including  for enjoyment or to find information for a specific purpose.*** * ***Explains preferences for particular texts, authors or sources  with supporting detail.*** |
| **Tools for reading**  - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning | Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  ENG 2-12a / ENG 3-12a /  ENG 4-12a  ***I can select and use a range of strategies and resources before  I read, and as I read, to make meaning clear and give reasons for my selection.***  ***LIT 2-13a*** | * ***Reads with fluency, understanding and expression using appropriate pace and tone.*** * ***Uses knowledge of context clues, word recognition texts, grammar, punctuation and layout to read unfamiliar texts  with understanding.*** * ***Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting and / or clarifying.*** * ***Makes appropriate predictions about texts with supporting evidence.*** * ***Uses strategies and resources to read and understand unfamiliar vocabulary.*** |
| **Finding and using information**  **-** when reading  and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary | ***Using what I know about the features of different types  of texts, I can find, select and sort information from a variety  of sources and use this  for different purposes.***  ***LIT 2-14a***  ***I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.***  ***LIT 2-15a*** | * ***Skims texts to identify purpose and main ideas.*** * ***Scans texts to find key information.*** * ***Finds and selects relevant information from a range of sources.*** * ***Makes and organises notes using own words.***   ***Uses notes to create new texts that demonstrate understanding  of the topic or issue.*** |
| **Understanding, analysing and evaluating**  investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | ***To show my understanding across different areas of learning, I can identify and consider the purpose and  main ideas of a text and  use supporting detail.***  ***LIT 2-16a***  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  ENG 2-17a  ***To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.***  ***LIT 2-18a***  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre.   ENG 2-19a | * ***Identifies the purpose of a text with appropriate explanation.*** * ***Identifies the key ideas of a text with appropriate detail.*** * ***Makes relevant comments about features of language, for example, word choice, sentence structure and punctuation.*** * Responds to literal, inferential and evaluative questions to demonstrate understanding of texts. * Creates different types of questions to show understanding of texts. * ***Distinguishes between fact and opinion with appropriate explanation.*** * ***Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.*** * ***Recognises and can explain which sources are most useful/accurate.*** * ***Makes relevant comments about structure, characterisation and/or setting with evidence from the text.*** * ***Relates the writer’s theme to own and/or others’ experiences.*** * ***Makes relevant comments about aspects of the writer’s style,  use of language and other features appropriate to genre with evidence from the text.*** |
| **Writing** | **Enjoyment  and choice**  **-** within a motivating and challenging environment developing an awareness of the relevance of texts  in my life | ***I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs  of my audience.***  ***LIT 1-20a / LIT 2-20a*** | * ***Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style.*** |
| **Tools for writing**  - using knowledge  of technical aspects  to help my writing communicate effectively within  and beyond my  place of learning | ***I can spell most of the words  I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.***  ***LIT 2-21a***  ***In both short and extended  texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.***  ***LIT 2-22a***  ***Throughout the writing process, I can check that my writing makes sense and meets its purpose.***  ***LIT 2-23a***    ***I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features  to engage my reader.***  ***LIT 2-24a*** | * ***Applies knowledge of spelling patterns, rules and strategies  to spell most words correctly.*** * ***Uses resources, including dictionaries and digital technology,  to support spelling.*** * ***Uses a range of punctuation, for example, capital letters,  full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.*** * ***Writes most sentences in a grammatically accurate way.*** * ***Uses sentences of different lengths and types and varies sentence beginnings.*** * ***Links sentences using a range of conjunctions.*** * ***Uses paragraphs to separate thoughts and ideas.*** * ***Writes in a fluent and legible way.*** * ***Reviews and corrects writing to ensure it makes sense,  is technically accurate and meets its purpose.*** |
| **Organising and  using information**  **-** considering texts to help create short and extended texts for different purposes | ***I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.***  ***I recognise the need to acknowledge my sources  and can do this appropriately.***  ***LIT 2-25a***  ***By considering the type of text  I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.***  ***LIT 2-26a*** | * ***Uses notes and/or other sources to develop thinking and create new texts.*** * ***Selects relevant ideas and information.*** * ***Acknowledges sources appropriately.*** * ***Organises information in an appropriate way.*** * ***Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.*** |
| **Creating texts**  - considering texts to help create short and extended texts for different purposes | I am learning to use language  and style in a way which engages and/or influences my reader.  ENG 2-27a  ***I can convey information, describe events, explain processes or combine ideas  in different ways.***  ***LIT 2-28a***  ***I can persuade, argue, explore issues or express an opinion using relevant supporting  detail and/or evidence.***  ***LIT 2-29a***  As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.  ENG 2-30a  Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  ENG 2-31a | * ***Creates a range of short and extended texts regularly for different purposes.*** * *Attempts to engage and/or influence the reader through word choice and/or use of language.*   ***When writing to convey information, describe events, explain processes or combine ideas in different ways:***   * ***Uses appropriate style and format to convey information  applying key features of the chosen genre.*** * ***Includes relevant ideas, knowledge and information.*** * ***Organises and presents information in an appropriate way.*** * ***Uses tone and vocabulary appropriate to purpose.***   ***When writing to persuade, evaluate, explore issues or express  an opinion:***   * ***Presents relevant ideas and information, including supporting detail, to convey view point.*** * ***Attempts to use language to influence or persuade the reader,  for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.***   When writing to describe and share experiences:   * Describes personal experiences, making context and events clear. * Uses appropriate vocabulary to convey thoughts and feelings. * Applies key features of chosen genre appropriately.   When writing imaginatively and creatively:   * Creates interesting characters through, for example, their feelings  and actions, physical description and / or dialogue. * Creates a clear sense of setting / context with descriptive detail. * Creates plots with clear structures, for example, suitable opening, turning point, climax and / or satisfactory ending. |

**Notes for Literacy and English Benchmarks**

* Texts include the wider definition of texts as outlined in the Literacy and English Principles and Practice Paper. Texts not only include   
  those presented in traditional written or print form, but also oral, digital and film texts. They also include Scottish texts and texts in Scots language. Challenge in literacy and English involves engaging with a wide range of increasingly complex texts which are suitable to the reading age of each learner.
* The statements in bold and italics in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.
* Both the Experiences and Outcomes and the Benchmarks are written in an inclusive way which allows teachers to interpret   
  them for the needs of individual children and young people who use Braille, sign language and other forms of communication.

**Second Level Numeracy and Mathematics**

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|  | **\*Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks** **to support teachers’ and  practitioners’ professional judgement** |
| **Number, money and measure** | **Estimation  and rounding** | ***I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.***  ***MNU 2-01a*** | * ***Rounds whole numbers and decimal fractions  up to and including at least 2 decimal places.*** * ***Applies knowledge of rounding to give an estimate  to a calculation appropriate to the context, and uses  it to check the reasonableness of the solution.*** * ***Shares solutions with others.*** |
| **Number and number processes** | ***I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value.***  ***MNU 2-02a***  ***Having determined which calculations are needed, I can solve problems involving whole numbers using  a range of methods, sharing my approaches and solutions with others.***  ***MNU 2-03a***  ***I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods*.**  ***MNU 2-03b***  Having explored the need for rules  for the order of operations in number calculations, I can apply them correctly when solving simple problems.  MTH 2-03c  ***I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.***  ***MNU 2-04a*** | * ***Reads, writes, and sequences numbers forwards and backwards, using the number range 0 to 1 000 000.*** * ***Partitions a wide range of whole numbers and decimal fractions with up to at least 3 decimal places, for example, 𝟑•𝟔 is three and six tenths, 𝟑•042 is three and forty-two thousandths.*** * ***Explains the link between a digit, its place and its value  for whole numbers up to at least 1 000 000.*** * ***Explains the link between a digit, its place and its value  for numbers with at least 3 decimal places.*** * ***Reads, writes, orders and sequences sets of decimal fractions with up to at least 3 decimal places.*** * ***Uses knowledge of inverse operations in problem solving.*** * ***Adds and subtracts 10, 100 and 1000 mentally to and  from whole numbers and decimal fractions with at least  3 decimal places.*** * ***Multiplies and divides whole numbers and decimal fractions with at least 3 decimal places mentally by  10, 100 and 1000.*** * ***Adds and subtracts multiples of 10 to and from whole numbers and decimal fractions with at least 3 decimal places.*** * ***Multiplies and divides whole numbers and decimal fractions with at least 3 decimal places by multiples of 10.*** * ***Recognises where decimal fractions are used in everyday life and applies this knowledge to record and convert amounts in money and measure accurately, for example, 𝟓01p = £𝟓•𝟎1, 01.𝟗cm = 𝟎•𝟎9m, 𝟕g = 𝟎•𝟎𝟎7kg.*** * ***Interprets and solves multi-step problems by selecting and carrying out appropriate mental and written calculations, and sharing chosen approach with others.*** * ***Provides the answer as a decimal fraction when dividing  a whole number by a single digit, for example, 𝟒3 ÷ 𝟓 = 𝟖•𝟔.***   ***•*** Applies the correct order of operations in number calculations when solving multi-step problems.  ***• Talks about familiar contexts in which negative numbers are used.***  ***• Locates and orders numbers less than zero.*** |
| **Multiples, factors and primes** | Having explored the patterns and relationships in multiplication and division, I can investigate and identify  the multiples and factors of numbers.  MTH 2-05a | * Identifies multiples and factors of whole numbers and applies knowledge and understanding of these when solving relevant problems in number, money and measurement. |
| **Powers and roots** | There are no experiences and outcomes at early level. | There are no experiences and outcomes at early level. |
| **Fractions, decimal fractions and percentages** | ***I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.***  ***MNU 2-07a***  ***I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving  a problem, explaining my choice  of method.***  ***MNU 2-07b***  I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions.  MTH 2-07c | * ***Uses knowledge of equivalent forms of fractions, decimal fractions and percentages, for example,*** 𝟑/𝟒 =𝟎·𝟕5 = 𝟕5%***,  to solve problems, justifying choice of method used.*** * ***Calculates simple percentages of a quantity, with and without a calculator, and uses this knowledge to solve problems in everyday contexts, for example, calculates  the sale price of an item with a discount*** of 𝟏5%. * ***Calculates simple fractions of a quantity and uses this knowledge to solve problems in everyday contexts, for example, find*** 𝟑/𝟓 ***of*** 𝟔0. * Creates equivalent fractions and uses this knowledge  to put a set of the most commonly used fractions in order. * Expresses fractions in their simplest form. |
| **Money** | ***I can manage money, compare costs from different retailers, and determine what I can afford to buy.***  ***MNU 2-09a***  ***I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.***  ***MNU 2-09b***  ***I can use the terms profit and loss in buying and selling activities and can make simple calculations for this*.**  ***MNU 2-09c*** | * ***Carries out money calculations involving the four operations.*** * ***Compares costs and determines affordability within  a given budget.*** * ***Demonstrates understanding of the benefits and risks  of using bank cards and digital technologies.*** * ***Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.*** |
| **Time** | ***I can use and interpret electronic  and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.***  ***MNU 2-10a***  ***I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.***  ***MNU 2-10b***  ***Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.***  ***MNU 2-10c*** | * ***Reads and records any time in both 12 hour and 24 hour notation and converts between the two.*** * ***Knows the relationships between commonly used units  of time and carries out simple conversion calculations,  for example, changes*** 𝟏 𝟑/𝟒 ***hours into minutes.*** * ***Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems.*** * ***Calculates durations of activities and events, including situations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation.*** * ***Estimates the duration of a journey based on knowledge  of the link between speed, distance and time.*** * ***Chooses the most appropriate timing device in practical situations and records using relevant units, including hundredths of a second.*** * ***Selects the most appropriate unit of time for a given task and justifies choice.*** |
| **Measurement** | ***I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.***  ***MNU 2-11a***  ***I can use the common units of measure, convert between related units of the metric system and  carry out calculations when solving problems.***  ***MNU 2-11b***  ***I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.***  ***MNU 2-11c*** | * ***Uses the comparative size of familiar objects to make reasonable estimations of length, weight, area and capacity.*** * ***Estimates to the nearest appropriate unit, then measures accurately: length, height and perimeter in millimetres (mm), centimetres (cm) and metres (m); distances in kilometres (km); weights in grams (g) and kilograms (kg); capacity in millilitres (ml) and litres (l).*** * ***Calculates the perimeter of simple 2D shapes in millimetres (mm), centimetres (cm) and metres (m) and explains the choice of method used.*** * ***Calculates the area of 2D shapes in square millimetres (mm2), square centimetres (cm2) and square metres (m2) and explains the choice of method used.*** * ***Calculates the volume of simple 3D objects in cubic centimetres (cm3) and cubic metres (m3) and explains the choice of method used.*** * ***Converts between common units of measurement using decimal notation, for example,*** 𝟓𝟓0***cm*** = 𝟓·𝟓***m***; 𝟑·𝟎𝟎9***kg*** = 𝟑𝒌 𝟗𝒈 ***and applies this knowledge when solving problems.*** * ***Chooses the most appropriate measuring device for a given task, reading scales accurately, carrying out the required calculation and recording results in the correct unit.*** * ***Draws shapes accurately with a given perimeter or area.*** * ***Demonstrates understanding of the conservation of measurement.*** * ***Shows awareness of imperial units used in everyday life, for example, miles or stones.*** |
| **Mathematics – its impact on the world, past, present and future** | I have worked with others to explore,  and present our findings on, how mathematics impacts on the world  and the important part it has played  in advances and inventions.  MTH 2-12a | * Researches and presents examples of the impact mathematics has in the world of life and work, for example, the use  of triangles in construction. * Contributes to discussions and activities on the role  of mathematics in the creation of important inventions,  now and in the past. |
| **Patterns and relationships** | Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern.  MTH 2-13a | * Explains and uses a rule to extend well known number sequences including square numbers, triangular numbers, Pascal’s triangle and Fibonacci sequence. * Applies knowledge of multiples, factors, square numbers and triangular numbers to generate number patterns for others to continue. |
| **Expressions  and equations** | I can apply my knowledge of number facts to solve problems where  an unknown value is represented  by a symbol or letter.  MTH 2-15a | * Solves simple algebraic equations with one variable,  for example, 3𝑥 + 1 = 10; 2𝑥 − 4 = 14. |
| **Shape, position and movement** | **Properties of 2D shapes and 3D objects** | Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.  MTH 2-16a  Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.  MTH 2-16b  I can draw 2D shapes and make representations of 3D objects using  an appropriate range of methods  and efficient use of resources.  MTH 2-16c | * Uses mathematical language to describe the properties of a wide range of regular and irregular 2D shapes and 3D objects. * Describes 2D shapes and 3D objects using specific vocabulary including face, edge, vertex, angle, diagonal, radius, diameter and circumference and applies this knowledge to demonstrate understanding of the relationship between 3D objects and their nets. * Identifies and describes 2D shapes and 3D objects within  the environment and explains why their properties match their function, for example, the importance of triangles in abridge structure. * Knows that the radius is half of the diameter and uses this knowledge to draw circles using a pair of compasses. * Makes use of digital technologies and mathematical instruments to draw representations of 3D objects showing understanding that not all parts of the 3D object can be seen. |
| **Angle, symmetry and transformation** | I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.  MTH 2-17a  I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.  MTH 2-17b  Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.  MTH 2-17c  Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.  MTH 2-17d  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.  MTH 2-18a / MTH 3-18a  I can illustrate the lines of symmetry  for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns.  MTH 2-19a / MTH 3-19a | * Uses mathematical language, for example, acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes in the environment. * Measures and draws accurately a range of angles using rulers and protractors and applies knowledge of the relative size  of angles to solve problems in a range of contexts. * Knows that complementary angles add up to 90 degrees  and supplementary angles add up to 180 degrees and uses  this knowledge to calculate missing angles. * Uses knowledge of the link between compass points  and angles to describe, follow and record directions. * Interprets maps, models or plans with simple scales,  for example, 1𝑐m:1𝑘m. * Describes, plots and records the location of a point on a grid using coordinate notation. * Identifies and illustrates all lines of symmetry on a wide range  of 2D shapes and applies this understanding to complete  a range of symmetrical patterns, with and without the use  of digital technologies. |
| **Information handling** | **Data and analysis** | ***Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.***  ***MNU 2-20a***  ***I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.***  ***MNU 2-20b***  I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs*,* making effective use of technology.  MTH 2-21a / MTH 3-21a | * ***Devises ways of collecting data in the most suitable  way for the given task.*** * ***Collects, organises and displays data accurately in  a variety of ways including through the use of digital technologies, for example, creating surveys, tables,  bar graphs, line graphs, frequency tables, pie charts  and spreadsheets.*** * ***Analyses, interprets and draws conclusions from  a variety of data and communicates findings effectively.*** * ***Draws conclusions about the reliability of data taking into account, for example, the author, the audience, the scale and sample size used.*** * Displays data appropriately making effective use of technology and chooses a suitable scale when creating graphs. |
| **Ideas of chance and uncertainty** | **I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.**  **MNU 2-22a** | * ***Uses the language of probability accurately to describe the likelihood of simple events occurring, for example, equal chance; fifty-fifty; one in two, two in three; percentage chance and*** 𝟏𝟏:𝟔𝟔***.*** * ***Plans and carries out simple experiments involving chance with repeated trials, for example, what is the probability  of throwing a double six if you throw two dice fifty times?*** * ***Uses data to predict the outcome of a simple experiment and explains reasons for the prediction.*** |

The statements in ***bold and italics*** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

\* Curriculum organisers in some previous documents have been referred to as sub-divisions.

**Progression in numeracy and mathematical skills**

Numeracy and mathematics skills are embedded in the experiences and outcomes and cannot be taught in isolation. These skills can be developed through the planning of activities, questions and assessments which encourage learners to think about the concepts, going beyond the recall of knowledge and encouraging the exemplification of understanding. As learners progress through curriculum for excellence levels, they should demonstrate increasing sophistication in their ability to demonstrate, link, transfer and apply the following skills in a range of increasingly more challenging contexts and with increasing independence:

* interpret questions;
* select and communicate processes and solutions;
* justify choice of strategy used;
* link mathematical concepts;
* use mathematical vocabulary and notation;
* use mental agility;
* reason algebraically; and
* determine the reasonableness of a solution.

The table below provides the rationale for each skill and some guidance on how to support learners with their development.

|  |  |
| --- | --- |
| **Numeracy and mathematical skills** | **Early Level Fourth Level** |
| Interpret questions | Learners need to interpret questions successfully in order to work out solutions. This involves selecting the relevant information and identifying redundant or missing information in a question. Interpretation of a question can also include interpreting data where learners need to understand information presented to be able to work out the solution. Learners can be supported to develop  their skills of interpreting questions by highlighting key words or phrases, taking notes or drawing diagrams. These strategies will help learners to make important decisions about which operation  to choose when solving a word problem. The sophistication of question and the knowledge base needed to solve the problem will increase as children progress in their learning. |
| Select and communicate processes and solutions | To demonstrate understanding, learners need to be able to explain why they have chosen a particular process as it demonstrates their understanding of the task, question or assessment. Learners need frequent opportunities to discuss their thinking with their peers and teachers. They need to select from a range of processes and as they progress in their learning, they should increasingly choose processes which are most efficient. Learners should also be able to discuss their solutions to verbalise their thought process, either through explaining their thinking, or demonstrating it pictorially. As learners progress through the increased challenges of the levels, they will become more confident in their abilities to select from a growing repertoire of strategies, articulate their chosen approaches with increasing clarity and make greater use of specialised vocabulary. |
| Justify choice of strategy used | Asking learners to justify their choice of strategy provides a valuable opportunity for them to ‘talk through’ their thinking and explain why they adopted the chosen approach. By sharing their thinking with others, the learner will be able to better understand their own strategies, learn from others and identify the most efficient strategies for different types of tasks. This process also provides evidence to support teachers’ assessment of the learner’s understanding. In developing this skill in learners, teachers should regularly ask the question, ‘Why did you choose that strategy?’ and ask learners  to show their working. Asking learners to justify their strategy will ensure that they have not arrived  at the right answer for the wrong reason. As learners progress through the levels, they will become increasingly reflective and draw on experiences which ensure greater confidence in their ability  to justify their choice of strategy, comparing it to others which may have been used. |
| Link mathematical concepts | As they develop more sophisticated understanding across the range of learning in numeracy and mathematics, learners need to be able to link mathematical concepts to solve problems. Learners should be supported to see that their learning in one area can be transferred to another. For example, learning about scale can be used when reading measurements or creating graphs. It is essential that when staff are planning for learning, they consider how mathematical concepts are connected  and make this explicit to learners. As learners progress through the levels and concepts become embedded, they will, more independently, identify an increasing number of connections across aspects of mathematics in both prior and current learning and use these links intuitively to solve problems. |
| Use mathematical vocabulary  and notation | Encouraging the consistent use of correct mathematical language from early level onwards provides learners with a common vocabulary and a shared understanding. As learners develop understanding of new concepts, teachers should ensure that the correct terminology and notation are used.  As learners progress through the levels, they will develop an extended and more specialised  range of vocabulary and notation and use these appropriately in more complex situations. |
| Mental agility | Mental agility is an essential life skill which must be developed from the early stages. In all learning  in numeracy and mathematics, lack of fluency in mental processes can be a significant barrier  to progress. Learners who, from an early level, develop a sound knowledge of key number bonds  and an understanding of the number families will be more able to calculate mentally using a range  of strategies. As learners progress through the levels, they will become increasingly skilled in manipulating a wider range of numbers and can choose from a range of strategies to mentally  solve more open-ended, multi-step problems in a range of real life contexts. |
| Reason algebraically | Understanding that numbers can be replaced by pictures or symbols is fundamental to all algebraic reasoning. Using pictures and symbols is an early step in understanding variables and constants  and introduces the concept of finding the unknown quantity. This takes learners beyond the immediate, single numerical problem to working with similar problems which can be solved algebraically. An early focus on algebraic reasoning provides a stronger basis for later, formal learning in algebra. As learners progress they will build their understanding of commutative, associative and distributive laws and use these, along with a sound knowledge of number,  patterns and relationships to work confidently with expressions and equations. |
| Determine the reasonableness  of a solution | The development of early estimation skills lays the foundation for more refined comparisons and  for approximations to be made as learners progress. Learners should use rounding skills routinely  to estimate and check the reasonableness of a solution. This will include being able to select the most appropriate degree of accuracy for the task. As learners progress they will use skills of estimation and rounding routinely when working with a large range of numbers in real-life contexts. After calculating, they will, with increasing confidence, independently use the estimate to verify the reasonableness of the solution, justifying their approach. |

**Second Level Literacy and Gàidhlig**

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| **Listening and Talking** | **Curriculum Organisers** | **Experiences and Outcomes**  **for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Enjoyment  and choice**  -within a motivating  and challenging environment developing an awareness of the relevance of texts  in my life | ***I regularly select and listen  to or watch texts which  I enjoy and find interesting, and I can explain why  I prefer certain sources.***  ***I regularly select subject, purpose, format and resources to create texts  of my choice.***  LIT 1-01a / LIT 2-01a | * ***Gives a personal response to spoken texts with appropriate explanations.*** * ***Explains preferences for certain texts or sources.*** * ***Creates a range of spoken texts choosing subject, purpose, format and resources.*** |
| **Tools for listening  and talking**  - to help me when interacting or presenting within and beyond my place of learning | As I listen and take part in conversations, I can use new words, phrases and Gaelic idiom to help me to engage  in a coherent manner using extended vocabulary and more complex language structures.  GAI 2-02a  ***When I engage with others,  I can respond in ways appropriate to my role,  show that I value others’ contributions and use these to build on thinking.***  LIT 2-02a  I can recognise how the features of spoken language can help in communication,  and I can use what I learn.  I can recognise different features of my own and  others’ spoken language.  GAI 2-03a | * ***Incorporates a range of vocabulary, phrases and idiom into language appropriate for the audience and across curricular areas.*** * ***Contributes a number of relevant ideas, information  and opinions when engaging with others.*** * ***Shows respect for the views of others and offers own viewpoint.*** * ***Builds on the contributions of others for example, by asking  or answering questions, clarifying points or supporting others’ opinions or ideas.*** * ***Uses features of Gaelic language correctly and with increasing accuracy for example, grammatical structures and irregular verbs.*** * ***Applies features of spoken language in own oral presentations and interactions clearly for example, eye contact, body language, pace and tone.*** * ***Recognises and uses some techniques to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions.*** |
| **Finding  and using information**  -when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary | ***As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.***  LIT 2-04a  ***As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words  as appropriate.***  *LIT 2-05a*  ***I can select ideas and relevant information, organise these  in an appropriate way for my purpose and use suitable vocabulary for my audience.***  LIT 2-06a | * ***Identifies the purpose of spoken texts with straightforward explanation.*** * ***Identifies and demonstrates understanding of the key ideas  of a variety of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.*** * ***Makes relevant notes, using a wide range of Gaelic vocabulary and chosen formats, and uses these to create new spoken texts for a range of purposes.*** |
| **Understanding, analysing and evaluating**  - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary  for different purposes | ***I can show my understanding of what I listen to or watch  by responding to literal, inferential, evaluative and other types of questions,  and by asking different kinds of questions of my own.***  LIT 2-07a  ***To help me develop  an informed view, I can distinguish fact from  opinion, and I am learning to recognise when my sources try to influence me and how useful these are.***  LIT 2-08a | * ***Identifies and discusses the main features of texts, using technical language to show an understanding of a range  of texts.*** * ***Asks and responds to literal, inferential and evaluative questions to inform their understanding.*** * ***Recognises persuasive language and the differences  between fact and opinion giving appropriate explanation.*** * ***Recognises and discusses aspects of writer’s craft, for example, theme, style, setting, character, to show an understanding of techniques.*** |
| **Creating texts**  -applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | ***When listening and talking with others for different purposes, I can:***   * ***share information, experiences and opinions*** * ***explain processes and ideas*** * ***identify issues raised  and summarise main  points or findings*** * ***clarify points by asking questions or by asking others to say more.***   LIT 2-09a  ***I am developing confidence when engaging with others within and beyond my  place of learning. I can communicate in a clear, expressive way and  I am learning to select  and organise resources independently.***  LIT 2-10a / LIT 3-10a | * ***Communicates confidently and fluently, with some expression in different contexts.*** * ***Plans and delivers organised presentations/talks on topics related to those being studied as part of the curriculum,  with appropriate content and logical sequence and structure.*** * ***Uses an appropriate range of vocabulary for purpose and audience.*** * ***Applies verbal and non-verbal skills to communicate clearly, for example, eye contact, body language, pace and tone.*** * ***Uses resources as appropriate to support communication including digital technology.*** |
| **Reading** | **Enjoyment  and choice**  **-** within a motivating  and challenging environment developing an awareness of the relevance of texts  in my life | ***I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer  certain texts and authors.***  LIT 1-11a / LIT 2-11a | * ***Selects texts regularly for a range of purposes including  for enjoyment or to find information for a specific purpose.*** * ***Explains preferences for particular texts, authors or sources with supporting detail.*** |
| **Tools for reading**  - to help me use texts with increasingly complex or unfamiliar ideas, structures  and vocabulary within and beyond my place  of learning | Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  GAI 2-12a / GAI 3-12a /  GAI 4-12a  ***I can select and use a range of strategies and resources before I read, and as I read,  to make meaning clear and give reasons for my selection.***  LIT 2-13a | * ***Uses all knowledge of language to read fluently and with expression, using appropriate pace and tone, demonstrating understanding of the text.*** * ***Uses knowledge of context clues, grammar, punctuation and layout along with reading strategies, to read unfamiliar texts with understanding.*** * ***Applies a range of reading skills and strategies to read and understand texts for example, skimming, scanning, predicting, clarifying.*** * ***Makes appropriate predictions about texts with supporting evidence.*** * ***Uses strategies and resources to read and understand  and clarify unfamiliar vocabulary, for example use  a dictionary.*** * ***Discusses a selection of texts offering a personal response which compares and explains preferences for texts, authors and effectiveness.*** |
| **Finding and  using information**  **-** when reading  and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary | ***Using what I know about  the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.***  LIT 2-14a  ***I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.***  LIT 2-15a | * ***Skims texts to identify purpose and main ideas.*** * ***Scans texts to find key information.*** * ***Finds, sorts and selects relevant information  from a range of sources including digital texts.*** * ***Makes and organises notes using own words.*** * ***Uses notes to create new texts that demonstrate  an understanding of the topic or issue.*** |
| **Understanding, analysing and evaluating**  investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | ***To show my understanding across different areas  of learning, I can identify  and consider the purpose  and main ideas of a text  and use supporting detail.***  LIT 2-16a  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  GAI 2-17a  ***To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.***  LIT 2-18a  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre.   GAI 2-19a | * ***Identifies the purpose of texts with appropriate explanation.*** * ***Identifies the key ideas of a text with appropriate detail.*** * ***Makes relevant comments about simple features of language for example, word choice, sentence structure and punctuation.*** * ***Responds appropriately to literal, inferential and evaluative questions to demonstrate understanding of texts.*** * ***Creates different types of questions to show understanding  of texts.*** * ***Distinguishes between fact and opinion with appropriate explanation.*** * ***Recognises techniques used to influence the reader for example, word choice, emotive language, rhetorical questions and repetition.*** * ***Recognises and can explain which sources are most useful/ accurate.*** * ***Makes relevant comments about structure, characterisation and/or setting, making predictions with supporting evidence from the text.*** * ***Relates the writer’s theme to own and/or others’ experiences.*** * ***Makes relevant comment about aspects of the writer’s style, use of language and other features appropriate to genre with supporting evidence.*** |
| **Writing** | **Enjoyment and choice**  **-** within a motivating  and challenging environment developing an awareness of the relevance of texts in my life | ***I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.***  LIT 1-20a / LIT 2-20a | * ***Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style.*** |
| **Tools for writing**  - using knowledge  of technical aspects to help my writing communicate effectively within and beyond my place of learning | ***I can spell most of the words  I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.*** LIT 2-21a  ***In both short and extended texts, I can use appropriate punctuation, vary my sentence structures  and divide my work into paragraphs in a way that makes sense to my reader.***  LIT 2-22a  ***Throughout the writing process, I can check that my writing makes sense and meets its purpose.***  LIT 2-23a  ***I can consider the impact  that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.***  LIT 2-24a | * ***Applies knowledge of spelling patterns, rules and strategies  to spell most words correctly.*** * ***Uses a range of spelling strategies along with feedback from peers and teacher, to check and edit writing to improve accuracy including using accents appropriately.*** * ***Uses resources, including dictionaries and digital technology, to support spelling.*** * ***Uses a range of punctuation for example, capital letters,  full stops, commas, inverted commas (speech marks), exclamation marks, question marks and apostrophes. Punctuation is mainly accurate.*** * ***Writes most sentences in a grammatically accurate way,  for example, merges verbal nouns with separate pronouns  in a sentence.*** * ***Uses sentences of different lengths and types and varies sentence beginnings.*** * ***Links sentences using a range of conjunctions.*** * ***Uses paragraphs confidently to link separate thoughts  and ideas.*** * ***Writes in a fluent and legible way.*** * ***Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.*** * ***Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, font, graphics and captions.*** |
| **Organising and using information**  **-** considering texts to help create short and extended texts for different pruposes | ***I can use my notes and other types of writing  to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create  new text.***  ***I recognise the need to acknowledge my sources and can do this appropriately.***  LIT 2-25a  ***By considering the type  of text I am creating, I can select ideas and relevant information, organise these in an appropriate way  for my purpose and use suitable vocabulary  for my audience.***  LIT 2-26a | * ***Uses notes and a variety of texts across the curriculum  to develop thinking and create new texts.*** * ***Selects relevant ideas and information.*** * ***Acknowledges sources appropriately.*** * ***Organises information in an appropriate way.*** * ***Uses appropriate vocabulary to suit purpose and audience including subject-specific vocabulary.*** |
| **Creating texts**  - considering texts to help create short and extended texts for different purposes | I am learning to use language and style in a way which engages and/or influences  my reader.  GAI 2-27a  ***I can convey information, describe events, explain processes or combine ideas in different ways.***  LIT 2-28a  ***I can persuade, argue, explore issues or express  an opinion using relevant supporting detail and/or evidence.***  LIT 2-29a  As I write for different purposes and readers, I can describe  and share my experiences, expressing what they made  me think about and how they made me feel.  GAI 2-30a  Having explored the elements which writers use in different genres, I can use what I learn  to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  GAI 2-31a | * ***Creates a range of short and extended texts regularly  for different purposes.*** * Attempts to engage and/or influence the reader through  word choice and/or use of language.   ***When writing to convey information, describe events,  explain processes or combine ideas in different ways:***   * ***Uses appropriate style and format to convey information applying key features of the chosen genre.*** * ***Includes relevant ideas, knowledge and information.*** * ***Organises and presents information in an appropriate way.*** * ***Uses tone and vocabulary appropriate to purpose.***   ***When writing to persuade, evaluate, explore issues or express an opinion:***   * ***Presents relevant ideas and information, including supporting detail, to convey view point.*** * ***Organises information in an appropriate way.*** * ***Uses linking words or phrases as appropriate.*** * ***Attempts to use language to influence or persuade the reader for example, word choice, punctuation, repetition, rhetorical questions and / or emotive language.***   When writing to describe and share experiences:   * Describes personal experiences, making context and events clear. * Uses suitable vocabulary to convey thoughts and feelings. * Applies key features of chosen genre appropriately.   When writing imaginatively and creatively:   * Creates interesting character/s through for example, their feelings and actions, physical description, and / or dialogue. * Creates a clear sense of setting / context with some descriptive detail. * Creates plots with clear structures for example, suitable opening, turning point, climax and/or satisfactory ending. |

The statements in ***bold and italics*** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such,   
evidence from across the curriculum should be considered when making judgements about achieving a level.

**Second Level Expressive Arts**

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| --- | --- | --- |
| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Art and Design** | I have the opportunity to choose and  explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.  EXA 2-02a  I can create and present work that shows developing skill in using the visual elements and concepts.  EXA 2-03a  Through observing and recording from  my experiences across the curriculum,  I can create images and objects which show my awareness and recognition of detail.  EXA 2-04a  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  EXA 2-05a  I can develop and communicate my ideas, demonstrating imagination and presenting  at least one possible solution to a design problem.  EXA 2-06a  I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  EXA 2-07a | * Records from experiences across the curriculum, showing recognition  of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle. * Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief. * Follows a step-by-step process to develop and communicate ideas  in response to a design brief. * Recognises and describes the visual elements in their own and others’ work. * Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example,  in relation to how and why they have used colour or shape in their work. * Explains, with supporting reasons, what works well and what could be improved in their own or others’ work, using appropriate art and design vocabulary.   When creating images and objects to express ideas, thoughts and feelings:   * uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen  and ink to create bold line; * shows understanding of the properties of different types of paint such  as watercolour, acrylic, poster paint; * shows understanding of the properties of a range of modelling media, through practical exploration; * applies a printmaking process, for example, makes prints from polystyrene; * shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture; * shows understanding of the concept of depth, for example,  shows a foreground, a middle ground and a background in a picture. |
| **Dance** | I can explore and choose movements  to create and present dance, developing  my skills and techniques.  EXA 2-08a  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.  EXA 2-09a  I have taken part in dance from a range  of styles and cultures, demonstrating  my awareness of the dance features.  EXA 2-10a    I can respond to the experience of dance  by discussing my thoughts and feelings.  I can give and accept constructive  comment on my own and others’ work.  EXA 2-11a | * Shows understanding of the key features of dance from a range of styles and cultures, through dance performance. * Demonstrates coordination and some control in a range of dance actions and sequences. * Creates, rehearses and performs a short original dance piece, comprising several sequences, to music or a rhythm. * Develops and refines own dance repertoire through continued exploration and practice. * Selects and applies dance skills to create dance that shows variation,  for solo or group performance. * Justifies own creative choices using appropriate dance vocabulary,  for example, explains explosive movement inspired by fireworks  in terms of speed and levels. * Explains, with supporting reasons, what works well and what could  be improved in their own or others’ work, using appropriate dance vocabulary. |
| **Drama** | I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre  arts technology.  EXA 2-12a  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.  EXA 2-13a  I have created and presented scripted  or improvised drama, beginning to take account of audience and atmosphere.  EXA 2-14a  I can respond to the experience of drama  by discussing my thoughts and feelings.  I can give and accept constructive comment on my own and others’ work.  EXA 2-15a | * Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking. * Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion. * Chooses appropriate movement for role, for example, to convey  the character’s setting, physical features, the character’s feelings. * Chooses relevant expression in role, showing how the character  might interact with others, for example, through body language. * Uses movement, expression and voice to create atmosphere,  for example, a high pitched voice, wide eyes and crouched body  to suggest a frightening situation. * Creates a short drama, as part of a group or individually, using improvisation or a published script. * Builds on the contributions of others in developing ideas for  a shared drama, with regard to plot, characters and theatre arts. * Presents a short drama, as part of a group, using improvisation  or a script. * Uses theatre arts technology such as props, basic lighting and sound  to enhance a performance effectively, for example, chooses appropriate music or makes sound effects to create atmosphere. * Gives a personal response to drama experiences, with appropriate justification. * Explains, with supporting reasons, what works well and what could  be improved in their own and others’ work, using appropriate drama vocabulary. |
| **Music** | I can sing and play music from a range  of styles and cultures, showing skill and  using performance directions, and/or  musical notation.  EXA 2-16a  I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.  EXA 2-17a  Inspired by a range of stimuli, and working  on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  EXA 2-18a  I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  EXA 2-19a | * Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. * Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through,  for example, the use of appropriate dynamics and expression. * Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language. * Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments  to create simple melodies and rhythms. * Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. * Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock  and pop music. * Explains, with supporting reasons, what works well and what could  be improved in their own and others’ work, using appropriate music vocabulary. |

**Second Level Gaelic (Learners)**

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|  | **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching  and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Listening and Talking** | **Listening for information** | I can listen to and show understanding of familiar instructions and language from familiar voices and sources.  **LGL 2-01a** | * Participates in a range of language activities, for example, teacher exposition, language learning games, stories, short role-plays and presentations which extend vocabulary and phrases. * Demonstrates an understanding of language used in language activities such as games, stories and songs through, for example, appropriate responses, repetition and / or retelling. * Demonstrates an understanding of a variety of listening texts in which they identify individual words and gist, and respond appropriately to questions. * Demonstrates understanding of classroom instructions through appropriate responses. |
| **Listening and talking with others** | I can listen and respond  to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.  **LGL 2-02a**  I can take part effectively in prepared conversations by sharing information about myself, others or interests  of my choice, using familiar vocabulary and basic language structures.  **LGL 2-03a**  I can ask for help confidently using learned phrases and familiar language.  **LGL 2-04a**  I can participate in familiar collaborative activities in Gaelic including games, paired speaking and short role-plays.  **LGL 2-05b** | * Listens and responds appropriately to a range of requests from the teacher and others. * Participates in conversations, responding using straightforward language. * Applies non-verbal techniques when engaging with others, for example,  eye contact, facial expressions and/or body language. * Responds appropriately to questions about themselves using learned phrases, sentences and words. * Shares personal information about themselves on familiar topics,  for example, when expressing likes or dislikes with confidence. * Applies and uses grammatical rules for example, lenition of initial consonants, the use of the vocative case. * Uses the present tense with accuracy and some common past tenses  for example, *Chaidh, Bha, Cha robh, Fhuair, Chunnaic.* * Uses the correct forms of pronouns to respond to questions about others  for example, *Tha bràthair agam. Tha e deich.* * Uses familiar learned phrases and words connected to themes of interest for example, pets and foods and in using Gaelic as the target language  of the classroom and the school. * Uses vocabulary correctly to give more detail for example, colours  - *Tha cù dubh agus geal agam.* * Uses learned phrases and familiar language to ask for help and to use Gaelic as the language of the classroom, for example the vocative case  in taking the register. * Participates and uses learned phrases in a range of activities with others, for example, games, paired speaking and role-play activities. * Listens and responds appropriately to others by answering and asking simple questions, applying previously rehearsed and memorised language. * Uses a variety of polite social terms to begin and end interactions. * Listens, takes turns and contributes at the appropriate time when engaging with others in increasingly sustained conversations and role-plays. * Responds appropriately to the views of others, by asking and answering questions about familiar contexts for example self, family, friends, school, weather. |
| **Reading** | **Organising and  using information** | I can deliver a brief presentation on a familiar topic using familiar language and phrases.  **LGL 2-06a**  I have worked with others, using ICT and other media where appropriate, and can contribute successfully to  a presentation in English, supported by Gaelic vocabulary, on an aspect of Gaelic culture and tradition.  **LGL 2-06b** | * Presents to a group or class, a theme which interests them or other familiar topic, using for example, pictures, digital technology, flashcards or cue cards as support. * Sustains a brief presentation to demonstrate accuracy with pronunciation and expression. * Uses learned words and phrases appropriately to demonstrate understanding when exploring aspects of Gaelic culture. * Works collaboratively, using digital technology and a range of media,  to demonstrate understanding of aspects of Gaelic culture through for example, answering questions using Gaelic, contributing to presentations. |
| **Using knowledge about language** | I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases  and short texts.  **LGL 2-07a** | * Uses knowledge of sounds, letters and sound patterns to support pronunciation and understanding of words contained in familiar texts. * Pronounces familiar words clearly to support communication. * Responds to questions and prompts using learned vocabulary and phrases. * Recognises familiar words in different contexts in, for example, short stories, games and rhymes. * Applies pronunciation rules to unfamiliar words. * Uses appropriate intonation. |
| **Finding and using information** | I have worked on my  own and with others to understand texts using appropriate resources. I can read and demonstrate my understanding of sentences and simple texts containing familiar language.  **LGL 2-08a** | * Reads familiar words, phrases, sentences and short texts about personal and daily situations. * Responds appropriately to questions asked about texts. * Demonstrates understanding of words and phrases through appropriate responses. * Responds to a short text in a familiar context using familiar words and phrases. |
| **Reading for cultural appreciation** | I have worked on my own and with others to read and discuss Gaelic texts. I can share simple facts about the life in some of the countries where Gaelic and related languages are spoken.  **LGL 2-09a** | * Reads Gaelic texts using features of the text to support the understanding of less familiar words. * Answers questions appropriately on texts which demonstrates understanding. * Finds and shares information from a text relating to aspects of Gaelic culture in countries where Gaelic and related languages are spoken. |
| **Reading for interest  and enjoyment** | I have selected and can read, on my own and  with others, a variety  of straightforward texts  of different types, which may have been adapted.  **LGL 2-10a** | * Selects a range of texts to share with others. * Reads independently and with others a range of texts for different purposes. |
| **Using knowledge about language** | I can understand how a bilingual dictionary works and use it with support.  **LGL 2-11a**  I can make comparisons and explore connections between spelling patterns in English and Gaelic.  **LGL 2-11b**  I can recognise and comment on other features of my own language, which help  me to make sense  of words in Gaelic.  **LGL 2-11c** | * Knows how to use a bilingual word list, glossary, digital technology  or dictionary to look up the meaning of vocabulary. * Recognises common words and words from different topics and reads aloud texts, demonstrating understanding. * Reads and understands texts that incorporate vocabulary and structures learned in both familiar and unfamiliar contexts. * Reads and demonstrates understanding of texts written in the present  tense to which expression is added. * Reads and demonstrates understanding of sentences which include basic adjectives, adverbs and use of numerals. * Uses knowledge of sounds, letters and patterns, grammar and structures,  in Gaelic, to read and understand words contained in familiar texts. * Applies reading strategies such as skimming to work out the meaning  of words from contexts |
| **Writing** | **Organising and  using information** | I can use familiar language  to describe my circumstances and exchange straightforward information. I can make reference to aspects of Gaelic culture and tradition.  **LGL 2-12a** | * Creates short written texts which convey some information, for example, about themselves and others, the promotion of events such as Mòd or Fèis, brief social media message or a fact file. * Writes using connected sentences, using simple conjunctions, for example, agus, o chionn, neo ach, which reads coherently. Writing is mainly in the present tense with simple adjectives and verbs and use of accents. * Writes to express likes and dislikes. * Writes for communication to be clear on first reading with errors not impeding overall understanding. |
| **Using knowledge about language** | I have used my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.  **LGL 2-13a** | * Demonstrates increasingly accurate use of accents, verbs and adjectives. * Spells most commonly used words correctly, using reference materials  for example, word banks, digital technology, vocabulary lists, dictionaries and classroom displays to check the accuracy of spelling and unfamiliar vocabulary of their own and others’ written work. * Punctuates most sentences accurately, using punctuation norms. * Works with a peer or the teacher to proof-read and edit writing according  to success criteria and targets for improvement. |

**Second Level Health and Wellbeing (Food and Health)**

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|  | | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’  professional judgement** |
| **Food Experience** | **Tasting, selecting and evaluating**  **Decision making**  **Religious and cultural influences** | I enjoy eating a diversity of foods in a range of social situations.  HWB 2-29a | * Uses sensory descriptors to describe foods,  for example, taste, texture, appearance, smell. * Identifies, prepares and selects foods for a range of situations, for example, social, cultural, religious events. * Devises guidelines for good table manners. |
| **Developing Healthy Choices** | **Linking food  and Health**  **Decision making** | By applying my knowledge and understanding of current healthy  eating advice, I can contribute  to a healthy eating plan.  HWB 2-30a | * Explains the proportions each food group should contribute to a healthy eating plan. * Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. * Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. * Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet. * Identifies simple changes or improvements to own diet. * Explains the importance of keeping hydrated. |
| **Nutritional Needs** | **Varied diet**  **Individual needs**  **Stages of Life** | I understand that people at different life stages have differing nutritional needs  and that some people may eat or avoid certain foods.  HWB 2-32a | * Recognises that all food and drink provides different levels of nutrients. * Lists the five nutrient groups. * Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep  the body healthy. * Explains at least three nutritional requirements  at different stages of life, for example energy, protein, calcium. * Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons. |
| **Keeping Safe and Hygienic** | **Principles of food safety and hygiene**  **Minimising risk**  **Preparing food safely and hygienically** | Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.  HWB 2-33a | * Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling. * Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards. * Explains the difference between Use By  and Best Before dates. * Creates a risk assessment for a practical food session. |
| **The Journey of Food** | **From farm to fork**  **Sustainability**  **Influences  on consumer**  **Preparing  food appropriate  to leaning** | When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.  HWB 2-35a  Through exploration and discussion,  I can understand that food practices  and preferences are influenced by factors such as food sources, finance, culture and religion.  HWB 2-34a  By investigating food labelling systems  I can begin to understand how to use  them to make healthy food choices.  HWB 2-36a  I can understand how advertising and the media are used to influence consumers.  HWB 2-37a | * Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer. * Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients. * Explains the benefits of waste management,  for example, the 3 ‘Rs’ - reduce, reuse, recycle. * Compares the cost of identified ingredients  to establish the most economical source. * Identifies factors that may influence food choice, for example, religious, cultural, geographical, ethical factors. * Uses different food labelling systems to select foods for a specified dietary requirement, for example, low in fat. * Identifies three methods of persuasion used  by media/advertisers to influence consumers,  for example, logos. |
| **Food and Textile Technologies** | **Creativity**  **Design**  **Dexterity**  **Problem solving**  **Developing appropriate items** | I develop dexterity, creativity and confidence when preparing and cooking food.  TCH 2-04a  I develop dexterity, creativity and confidence when working with textiles.  TCH 2-04b  I can extend and explore problem-solving strategies to meet increasingly difficult design challenges with a food or textile focus.  TCH 2-04c  I can discuss, debate and improve my  ideas with increasing confidence and  clear explanations.  TCH 2-04d | * Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling. * Demonstrates manual dexterity, for example, using a needle and thread, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, attaching designs onto fabric.   Within a food / textile context;   * Investigates a challenge / problem. * Identifies and demonstrates ways to solve  the challenge / problem. * Plans and reaches the solution. * Assesses solution against own criteria. * Identifies at least one possible improvement. |

**Second Level Health and Wellbeing (Personal and Social Education)**

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|  | | **Experiences and Outcomes  for planning learning, teaching  and assessment** | **Benchmarks to support practitioners’  professional judgement** |
| **Planning for choices and changes** | **Expectations and Aspirations**  **Relevance  of learning to future choices** | I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.  HWB 2-20a | * Explains own ambitions and identifies ways to achieve them. * Manages personal profile and uses it to discuss interests, strengths and skills. * Identifies connections between skills and the world of work. * Uses investigative skills to gain more information about jobs / careers. |
| **Physical activity  and health** | **Diet, rest  and sleep** | I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place  of learning and in the wider community.  HWB 2-25a    I have investigated the role of sport  and the opportunities it may offer me.  I am able to access opportunities  for participation in sport and the development of my performance  in my place of learning and beyond.  HWB 2-26a    I can explain why I need to be active  on a daily basis to maintain good  health and try to achieve a good balance  of sleep, rest and physical activity.  HWB 2-27a  I can explain the links between the energy I use while being physically active, the food I eat, and my health  and wellbeing.  HWB 2-28a | * Participates daily in moderate to vigorous physical activity. * Identifies and accesses opportunities for sport and / or outdoor learning within place of learning and community. * Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing. * Identifies a range of activities at different intensities  and explains how these may influence food / energy requirements, for example, 100m sprint – higher energy requirement; recreational bike ride – lower energy requirement. |
| **Substance Misuse** | **Use of substances**  **Informed Choices**  **Risk taking behaviour**  **Action  in unsafe situations** | I understand the effect that a range of substances including tobacco and alcohol can have on the body.  HWB 2-38a  I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how  I feel about substance use and recognise the impact this may have on my actions.  HWB 2-39a    I know that alcohol and drugs can affect people’s ability to make decisions.  HWB 2-40a    I can identify the different kinds of risks associated with the use and misuse  of a range of substances.  HWB 2-41a  I understand the impact that misuse  of substances can have on individuals, their families and friends.  HWB 2-43a  I know of actions I can take to help someone in an emergency.  HWB 2-42a | * Gives examples of what can happen to the body  as a result of smoking tobacco or drinking alcohol. * Knows the recommended alcohol intake advice. * Gives examples of how peer, media and other pressures can influence decision making. * Identifies risks associated with the use of substances,  for example, overdose, impaired judgement / vision. * Identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family. * Performs basic first aid procedures, for example,  minor bleeding and burns, recovery position. * Explains how to contact the appropriate emergency services giving full details of the incident and location. |
| **Relationships, sexual  health and parenthood** | **Positive Relationships**  **Physical changes**  **Sexual health and sexuality**  **Role of  parent / carer** | I understand that a wide range  of different kinds of friendships  and relationships exists.  HWB 2-44a    I am identifying and practising skills  to manage changing relationships  and I understand the positive impact  this can have on my emotional wellbeing.  HWB 2-45a      I recognise that how my body changes can affect how I feel about myself and how I may behave.  HWB 2-47a    I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.  HWB 2-48a    I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.  HWB 2-49a  I am able to describe how human life begins and how a baby is born.  HWB 2-50a  I can describe the role of a parent / carer and the skills, commitment and qualities the role requires.  HWB 2-51a | * Identifies different kinds of friendships and relationships. * Identifies the skills required to manage changing relationships, for example, tolerance, empathy,  loyalty, kindness, resilience, mutual trust and respect. * Explains the impact of positive relationships on emotional wellbeing. * Identifies positive things about own body image  and appearance. * Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. * Uses correct terminology for all private body parts  and reproductive organs, for example, breasts, clitoris. * Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. * Demonstrates an understanding of diversity in sexuality and gender identity. * Describes ways of keeping hygienic during puberty. * Identifies abusive and bullying behaviour, for example,  on-line, face to face and knows where to go for help. * Explains own rights and responsibilities in relation  to abuse. * Describes the concept of consent. * Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. * Gives reasons why contraception may be used,  for example, to prevent pregnancy and infection. * Describes some symptoms of pregnancy. * Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense  of humour. |

**Second Level Health and Wellbeing (Physical Education)**

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|  | | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Physical Competencies** | **Kinaesthetic Awareness**  **Balance and control**  **Coordination  and fluency**  **Rhythm and Timing**  **Gross and fine motor skills** | As I encounter new challenges and contexts for learning,  I am encouraged and supported to demonstrate  my ability to select, adapt  and apply movement skills  and strategies, creatively, accurately and with control.  HWB 2-21a  I practise, consolidate and refine my skills to improve  my performance.  HWB 2-22a | * Moves efficiently in personal and shared space. * Performs and refines movement with a focus on quality,  using different speeds / pathways / levels. * Is internally aware of body parts and adopts body positions effectively in a variety of challenging situations. * Differentiates between movements of different parts of the  body, with a focus on quality, for example, rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis. * Combines and applies static and dynamic balance with and without equipment at different speeds, directions and levels,  for example, dodging and feinting. * Manipulates objects while maintaining balance to result in desired outcomes, for example, baton changeover in relay race. * Performs a sequence of movements with a clear beginning, middle and end with increasing fluency, for example,  a cartwheel followed by a forward roll. * Moves with purpose and confidence, demonstrating balance, control and rhythm. * Explains what a quality movement looks like and feels like,  to help modify and improve performance. * Creates sequences of movement using a variety of stimuli  with a focus on quality. * Maintains rhythm with or without equipment, for example,  pass and move, keeping possession of the ball. * Performs actions that involve a transition from one phase  to another, for example, forward roll into straight jump. * Performs movement skills with confidence, for example,  using active footwork to move to a space to receive the netball. * Performs movement skills in sequence with confidence, for example, keeping the ball up with bat/racquet. * Demonstrates eye/hand and eye / foot coordination to execute movement skills, for example, striking a ball with a bat or kicking a ball towards a target. |
| **Cognitive skills** | **Focus and Concentration**  **Cue Recognition**  **Sequential Thinking**  **Prioritising**  **Decision Making**  **Multi-processing**  **Problem Solving**  **Creativity** | As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.  HWB 2-21a  I practise, consolidate and refine my skills to improve  my performance.  HWB 2-22a | * Manages impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net. * Recognises a range of cues and begins to prioritise those  that need to be responded to first. * Plans a series of three or more actions in order to address simple movement challenges. * Recognises the importance of particular moments, or actions  in a sequence. Draws on prior knowledge to select an effective order that contributes to successful performance. * Makes decisions when presented with a greater variety  of options and can explain why. * Takes in and makes sense of several pieces of information  at the same time, from a number of different sources which contribute to successful performance. * Adapts previous plans, movement skills and strategies to generate a solution and explains why it is the most effective. * Creates and adapts movement sequences independently  and with others in response to stimuli. * Demonstrates flair, originality and imagination that contributes to a quality performance. |
| **Personal Qualities** | **Motivation**  **Confidence and Self-esteem**  **Determination  and Resilience**  **Responsibility  and Leadership**  **Respect and Tolerance**  **Communication** | I practise, consolidate and refine my skills to improve  my performance.  HWB 2-22a  While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.  HWB 2-23a  By reflecting on my own and others’ work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.  HWB 2-24a | * Is self-motivated in movement challenges and demonstrates positive effort. * Sets and acts upon personal goals based on knowledge  and understanding of what it means to perform well. * Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal  and / or family preference. * Demonstrates understanding that we play a role  in encouraging others. * Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments. * Initiates and works cooperatively with others providing support and encouragement. * Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. * Celebrates, values and uses achievements as part  of development and progress. * Identifies and discusses strategies around competition to cope appropriately with the outcomes. * Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. * Recognises the variety of emotions that are associated  with performing and the impact they have on behaviour  and performance. * Develops the ability to manage emotions to enhance performance. * Demonstrates planning and organisational skills which  are conducive to learning. * Identifies and adopts strategies to increase self-control  for enjoyable individual performance and / or with others. * Adopts a variety of roles that lead to successful outcomes. * Demonstrates understanding of the leadership role. * Contributes to an inclusive ethos, showing mutual respect  in practice and performance environments. * Listens to and responds to the ideas, thoughts and feelings  of others, and is developing negotiation skills when dealing  with movement challenges. * Enhances individual and group enjoyment of physical activity through fair play. * Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. * Demonstrates understanding of a range of verbal and  non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. |
| **Physical Fitness** | **Stamina**  **Speed**  **Core Stability  and Strength**  **Flexibility** | I am developing and sustaining my levels of fitness.  HWB 2-22a  I am developing and sustaining my levels of fitness.  HWB 2-22a | * Demonstrates understanding of how to sustain moderate  to vigorous physical activity that provides challenge. * Demonstrates understanding of heart rate and how to measure it. * Describes how personal preference and choice can influence participation in physical activity. * Sets personal goals for sustaining moderate to vigorous physical activity that lead to improvement. * Identifies types of physical activity where stamina is key  to success. * Moves at different speeds and changes direction quickly  in balance and with control. * Accelerates quickly from a stationary position. * Experiments with the use of speed (with body parts and/or equipment), for example, fast arm when throwing a ball. * Sets personal goals to improve speed. * Identifies physical activities where speed is key to success. * Shows postural control when performing physical actions  with accuracy. * Explains and demonstrates how to make a balance more stable. * Experiments with the use of force (with body parts and/or equipment), for example, absorbing force with the ankles,  knees and hips during landing. * Sets personal goals to improve core stability and strength. * Identifies physical activities where core stability and strength  are key to success. * Performs a range of effective, dynamic movements specific  to physical activities. * Demonstrates understanding of the impact of flexibility  on everyday life and sets personal goals to improve. * Identifies physical activities where flexibility is key to success. |

**Second Level Modern Languages**

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| **Listening and Talking** | **Curriculum Organisers** | **Experiences and Outcomes**  **for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Listening for information** | I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding.  MLAN 2-01a  I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.  MLAN 2-01b    I can listen to and show understanding of familiar instructions and language from familiar voices and sources.  MLAN 2-01c | * Participates actively in songs, rhymes and poems in the target language. * Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. * Identifies rhyming words. * Predicts ‘missing’ words from familiar songs, rhymes or poems. * Recalls and can repeat parts of well-known songs or rhymes,  sometimes with the support of, for example, pictures or gestures. * Demonstrates understanding of a range of classroom instructions  through, for example, physical movement, carrying out some tasks  or responding in the target language. * Demonstrates understanding of familiar words and phrases in increasingly full sentences / phrases which convey information about familiar contexts, for example, self, home, family, school. |
| **Listening  and talking  with others** | I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and  non-verbal techniques as appropriate such as gesture  and eye contact.  MLAN 2-02a  When listening and talking  with others, I am developing  an awareness of when to listen  and when to talk. I am learning  new words which I use to share information about myself and others.  MLAN 2-03a  I can take part effectively in prepared conversations by  sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.  MLAN 2-03b  I can ask for help confidently  using learned phrases and familiar language.  MLAN 2-04a  I explore simple songs and rhymes and I enjoy learning with others  as we talk and listen together.  MLAN 2-05a  I can participate in familiar collaborative activities including games, paired speaking and short role plays.  MLAN 2-05b | * Responds appropriately to questions about him / herself using sentences, phrases, words and gestures such as nodding and / or pointing. * Applies non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language. * Shares personal information on familiar topics such as expressing likes  or dislikes with increasing confidence and accuracy. Speaks increasingly in fuller sentences/phrases, using basic connectors such as ‘and, but, with, because’. * Uses a number of familiar adjectives such as those related to describing self and others. * Listens and responds at the appropriate time to others by answering  and asking simple questions, applying previously rehearsed language. * Uses polite social terms to begin and end interactions. * Talks, for example, about him / herself and others, with an increasing range of vocabulary. * Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. * Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes / dislikes in terms of food and drink, sport, school subjects, local community. * Is able to begin and end conversations appropriately. * In the target language, requests that others, for example,  ‘repeat’ or ‘slow down’. * Demonstrates understanding of songs and rhymes in the target language through appropriate repetition of key words or sections, actions, gestures and mime. * Uses contextual clues to infer the meaning of any new vocabulary. * Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats. * Participates in paired speaking activities and role-plays with support,  for example, from pictures or symbols. * Works collaboratively on speaking tasks in the target language,  conveying personal information and information about others.  Sustains conversations long enough to demonstrate understanding  and use of basic structures and familiar vocabulary in different contexts. |
| **Organising  and using information** | I can deliver a brief presentation  on a familiar topic using familiar language and phrases.  MLAN 2-06a  I have worked with others, using  a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life  in a country where the language  I am learning is spoken.  MLAN 2-06b | * Presents to group or class, in the target language, a brief presentation on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support. Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level. * Works collaboratively to demonstrate understanding of cultural  aspects of the country/countries where the target language is spoken  via a presentation on a theme of his / her choice. * Can identify some similarities and differences between Scotland and  the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated. |
| **Using knowledge and languages** | I explore comparisons and connections between sound patterns in different languages through play, discussion and  experimentation.  MLAN 2-07a  I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and  short texts.  MLAN 2-07b | * Applies knowledge of sounds / phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns  to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy. * Uses words that are similar in different languages and contextual clues  to support understanding of unfamiliar words. * Recognises familiar words in different contexts, for example, in short stories, games and rhymes. * Pronounces familiar words clearly to support communication. * Applies phonics knowledge and pronunciation rules of the target language to pronounce unfamiliar words with increasing confidence and accuracy. Adds expression to show understanding when reading familiar texts. |
| **Reading** | **Finding and using information** | I work on my own and with  others to understand text  using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing  the text in a logical sequence,  for example.  MLAN 2-08a  I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.  MLAN 2-08 | * Matches images to appropriate text in the target language. * Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. * Sequences pictures / labels to order key events in a text written in the target language. * Summarises the text in English. * Shows understanding of an increasing number of common / high frequency words, such as core topic words, and phrases, seen either individually or within a text. For example, this might include language used when describing others or free time activities. It may also include vocabulary connected to interdisciplinary themes where opportunities to understand or use the target language are integral to the tasks involved. |
| **Reading to appreciate  other cultures** | I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.  MLAN 2-09a | * Demonstrates understanding of a range of simple texts appropriate  to the level, including photographs, maps, artefacts and artworks in the target language by, for example, explaining to others the gist of the text  in English, noting down facts from the text in English, or answering some questions in English about the texts they have read. Identifies cultural differences and similarities between Scotland and the target language country / countries. |
| **Reading for interest and enjoyment** | I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted.  MLAN 2-10a | * Demonstrates understanding of texts in both familiar and unfamiliar contexts which are written mainly in the present tense and come  from a range of genre. * Expresses opinions in English about texts they have read in the target language. |
| **Using knowledge about language** | I can understand how a bilingual dictionary works and use it with support.  MLAN 2-11a  I can make comparisons and explore connections between spelling patterns in English  and the language I am learning.  MLAN 2-11b    I experiment with new language, working out the meaning of words and phrases using vocabulary  I have learned so far.  MLAN 2-11c    I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.  MLAN 2-11d | * Uses a bilingual dictionary to support understanding of unfamiliar vocabulary in the target language and to cross-check words or phrases they have written in the target language. Can explain the similarities  and differences between using a monolingual and bilingual dictionary. * Identifies words in the target language which are similar in different languages to support understanding of unfamiliar words. * Applies knowledge of alphabetical order to locate words in a dictionary  or other reference source to help spell tricky or unfamiliar words. * Applies understanding of the different sounds made by letters and letter blends in the target language. * Decodes unfamiliar vocabulary and structures using knowledge of spelling patterns in the target language and through recognition of similar  words in English. * Identifies parts of speech such as nouns, adjectives, adverbs,  verbs after discussion in English. * Applies this knowledge of grammatical structures as appropriate  when reading in the target language to support comprehension. |
| **Writing** | **Organising  and using information** | I use the support of others and access appropriate reference materials of my choice to help  me plan my writing in ways that engage my reader, using ICT  when appropriate.  MLAN 2-12a  I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to  ensure my writing makes sense.  MLAN 2-13a  I can use familiar language to describe myself and to exchange straightforward information.  MLAN 2-13b  I use my knowledge about language and success criteria  to help me, and I can check that  I have written familiar words and phrases accurately.  MLAN 2-14a | * Works with others to plan and check written work. * Uses support such as a bilingual dictionary, word banks, cloze activities  or writing frames to produce written text in the target language. * Uses ICT when appropriate to check words and to produce written  text in different formats. * With support from reference materials, produces written work in the  target language which is mostly accurate in terms of basic grammar  such as use of verbs, adjectives and word order. * Writes for a variety of purposes and audiences. * Produces written work in the target language which is mostly accurate  in terms of:   - Punctuation  - Spelling  - Accents. |

**Second Level Religious Education in Roman Catholic Schools**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Mystery  of God** | I examine God’s precious gift of life and can reflect and act upon my God-given role.  RERC 2-01a  I explore the Biblical stories of Creation and  I can reflect on how we understand these truths  in our modern world.  RERC 2-01b | * Participates in discussion and reflection upon the gift of life. * Explains in their own words how the Biblical Creation stories  help us know more about the gift of life. * Demonstrates, through their words and actions, Church teaching on care for the world and others. * Demonstrates through words and actions how Jesus influences people’s lives and values. * Uses examples from the lives of the Saints and applies these  to their own life. * Acts in a loving, just and peaceful way, using their gifts and talents for the good of all; and has identified ways to develop these. * Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others. * Shares their knowledge of Christian heritage and the Catholic community and applies this to parts of their own life. * Explains some facts about ecumenism and discusses  how it contributes to building God’s Kingdom. * Identifies the three persons of the Trinity, discusses their unique characteristics and shares ways that they honour the Trinity. * Participates in discussion and reflection about of the work  of the Holy Spirit, sharing some examples of this. * Identifies and discusses the parts of the Bible including describing God’s message in some Bible passages. * Explains the Bible is God’s word and gives their own reasons why it should be treated with reverence. Shows respect for the Bible. * Is able to discuss and give examples that show Jesus is both God and Man. * Investigates and identifies key knowledge about Palestine  at the time of Jesus. * Discusses the importance of the Passion, Death and Resurrection of Jesus for an understanding of the meaning of eternal life. * Participates in discussions about and gives examples of how  the Sacraments strengthen relationships with God and others. * Explains in their own words the importance of the Eucharist for Christian life and participates reverently in all parts of the Mass. * Says some traditional prayers and prayerfully participates  in different liturgical celebrations. * Investigates and shares why signs and symbols are used  at particular times of the liturgical year and uses symbols  and rituals to worship God, reflecting on their purpose. * Shares ways that devotion to Mary deepens personal faith life  and says in their own words why Mary is important to Catholics. |
| **In the Image  of God** | I know that God wants me to develop my God-given gifts and I have reflected on how I can use them for the common good.  RERC 2-02a |
| **Revealed Truth of God** | I can examine God’s relationship with myself and others. I have reflected on how the gift of faith can permeate my whole being.  RERC 2-03a  I can identify the three persons in the Holy Trinity and I have reflected on how I can honour the Holy Trinity.  RERC 2-04a |
| **Son of God** | I know that Jesus is truly divine and truly human and I can acknowledge Him as our Saviour who brings the New Covenant.  RERC 2-05a  I have examined some political, social, historical and religious elements in first-century Palestine and gained an understanding of Jesus’ life on earth.  RERC 1-06a  I have examined the role of Jesus as a teacher  and a healer and I have reflected on how His words and actions influence my own life and the lives  of others.  RERC 1-06b  I have explored the events of the Passion,  Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life.  RERC 1-07a |
| **Signs of God** | I have explored Christian heritage and my role  in the Catholic community and I have reflected  on how this role can affect my life.  RERC 2-08a  Through my study of the Seven Sacraments  I have developed a deeper understanding of  them and I have reflected on how they strengthen my relationships with God and others.  RERC 2-09a  I can understand that the Eucharist is ‘the source and summit of the Christian life’.  RERC 2-09b  I can reflect on the Holy Spirit’s prophetic influence.  RERC 2-10a |
| **Word of God** | I have studied the structure of the Bible.  I can identify the different parts of the Bible  and I have explored God’s message in these.  RERC 2-11a  I know that the Bible is the inspired Word  of God and that I should treat it with reverence.  RERC 2-12a |  |
| **Hours of God** | I recognise the importance of personal prayer  and communal prayer in the growth of all people’s relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God.  RERC 2-14a  I can recognise Mary’s significance within the Catholic tradition and I know that celebrating  her feast days and praying to God through  Mary can enrich my life.  RERC 2-15a  I know that the Mass is at the heart of  Catholic community life and I am developing  an understanding of how to participate fully  in this celebration.  RERC 2-16a  I have, through liturgical experiences, reflected  on an ability to respond to symbols and take part  in rituals in order to worship God.  RERC 2-17a  I know some of the signs and symbols related  to Lent, Easter, Pentecost, Advent and Christmastide and I can use this understanding to help me explore the themes of these celebrations.  RERC 2-18a  I know that the Holy Spirit strengthens my faith  and the faith of the saints and I have reflected  on how the stories of the Saints can inspire  me to live a more Christian life.  RERC 2-19a |
| **Reign of God** | I know that I have been called by God to grow  in love, justice and peace in my relationships  with others.  RERC 2-20a  I can recognise how my relationship with God  and others can be shaped by the values of Jesus’ Kingdom.  RERC 2-21a  I recognise the contribution of other Christian Churches to Jesus’ Kingdom. I have explored ecumenical action and reflected upon its impact  in the world.  RERC 2-21b  I have explored the call to forgiveness and reconciliation and have reflected on how this  can restore my relationship with God and others.  I can put this understanding into practice in my relationship with God and others.  RERC 2-22a    I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others.  RERC 2-23a  Have considered ways in which the Catholic Christian community works together to show  care for the world and for the needs of all people.  I have reflected on the implications of this for my life and that of others.  RERC 2-24a |
| **Beliefs in other World Religions** | I have explored some beliefs of the Jewish  and / or Muslim communities.  RERC 2-25a | * Shares some key beliefs and guiding principles for Jewish  OR Muslim life. * Shares facts and participates in discussion about Jewish  OR Muslim customs, artefacts, places of worship and  religious festivals. |
| **Values and Issues in  other World Religions** | I can identify some of the principles by which people of the Jewish and / or Muslim faith communities live.  RERC 2-26a |
| **Practices and Traditions in other world Religions** | I can share some of the key features and rituals associated with the Jewish and / or Muslim communities’ places of worship and their festivals.  RERC 2-27a  I can identify some of the customs and artefacts related to the Jewish and / or Muslim communities and their festivals.  RERC 2-27b |

**Second Level Religious and Moral Education**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |

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| **Beliefs** | Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.  RME 2-01a  Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories.  RME 2-04a  Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs.  RME 2-01b  Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs.  RME 2-04b  I can show understanding of Christian beliefs and explore the similarities and differences between  these and my developing beliefs.  RME 2-01c  I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs.  RME 2-04c  I am developing respect for others and my understanding of their beliefs and values.  RME 2-07a  I am developing an increasing awareness and understanding of my own beliefs and I put them  into action in positive ways.  RME 2-08a    I am increasing my understanding of how people come to have their beliefs, and further developing  my awareness that there is a diversity of belief  in modern Scotland.  RME 2-09a    I am developing my understanding that people have beliefs and values based upon religious or other positions.  RME 2-09b | * Investigates, describes, explains and expresses an opinion on  at least one belief[[1]](#footnote-1) from Christianity, at least one World Religion, and at least one belief group independent of religion. * Discusses ways in which own beliefs can affect actions. |
| **Values  and Issues** | Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures,  and drawing upon moral values as expressed in Christianity, I am beginning to understand how  these have influenced Christian morality.  RME 2-02a  Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories,  I am beginning to understand how these have influenced the morality of world religions.  RME 2-05a  I can share my developing views about values such  as fairness and equality and love, caring, sharing  and human rights.  RME 2-05b, RME 2-02b  I am developing respect for others and my understanding of their beliefs and values.  RME 2-07a  I am developing my understanding that people have beliefs and values based upon religious or other positions.  RME 2-09b  I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.  RME 2-09c  I am developing my understanding of how my own and other people’s beliefs and values affect their actions.  RME 2-09d | * Investigates, describes, explains and expresses an opinion  on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion. * Discusses ways in which own values can affect actions, * Discusses and expresses views about the importance of values such as honesty, respect and compassion. |
| **Practices and Traditions** | I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians.  RME 2-03a  I am increasing my knowledge and understanding  of different forms of worship and artefacts within  world religions and can explain their importance  for followers of world religions.  RME 2-06a  Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.  RME 2-03b  Through investigating and reflecting upon the ways  in which followers of world religions mark major life events and times of year, I can explain key features  of such festivals and celebrations.  RME 2-06b  I can describe the practices and traditions  of Christianity and have considered the  way these have influenced Scottish society.  RME 2-03c  I can describe and reflect upon practices  and traditions of world religions.  RME 2-06c  I am developing respect for others and my understanding of their beliefs and values.  RME 2-07a  I am developing my understanding of how  my own and other people’s beliefs and  values affect their actions.  RME 2-09d | * Investigates, describes, explains and expresses an opinion  with supporting reasons on the importance of at least two from  a tradition, a practice, a ceremony, a custom, a way of marking  a major life event in Christianity, at least one World Religion,  and at least one belief group independent of religion. |

**Second Level Sciences**

*The table immediately below has been included as a helpful guide to the scientific skills to be developed within the sciences at Second Level.*

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| **Skills** | |
| **Inquiry and investigative  skills** | *Plans and designs scientific investigations and enquiries*   * Formulates questions and predictions (hypotheses), with assistance, based on observations and information. * Identifies the independent, dependent and controlled variables, with assistance. * Anticipates some risks and hazards.   *Carries out practical activities in a variety of learning environments*   * Applies appropriate safety measures. * Contributes to carrying out all the procedures. * Makes observations and collects information and measurements using appropriate devices and units. * Manages identified controlled variables to ensure validity of results.   *Analyses, interprets and evaluates scientific findings*   * Selects appropriate methods to record data / information. * Identifies relationships between the independent and dependent variables. * Makes links to original questions or predictions. * Relates findings to the wider world. * Draws basic conclusions consistent with findings. * Identifies and discusses additional knowledge and understanding gained. * Recognises anomalous results and suggests possible sources of error. * Evaluates the investigation and suggests one way of improving it if it was to be repeated.   *Presents scientific findings*   * Presents data / information by choosing from an extended range of tables, charts, diagrams, graphs,  including bar graphs and line graphs. * Reports collaboratively and individually using a range of methods. * Collates, organises and summarises findings, with assistance, using headings or questions to provide structure  for presentations. * Uses appropriate scientific vocabulary and acknowledges sources, with assistance. |
| **Scientific analytical  thinking skills** | * Applies scientific analytical thinking skills, with assistance, working with less familiar (or familiar but more complex) contexts. * Applies understanding, and a combination of more than one science concept, to solve problems and provide solutions. * Demonstrates further development of creative thinking including through the engineering processes of design, construction, testing and modification. |
| **Skills and attributes of scientifically literate citizens** | * At Second Level, it is anticipated that learners will be able to demonstrate the skills below with assistance. * Presents a reasoned argument based on evidence, demonstrating understanding of underlying scientific concepts, and engages with the views of others. * Demonstrates understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations. * Demonstrates increased awareness of creativity and inventiveness in science, the use of technologies  in the development of sciences and the impact of science on society. * Expresses informed views about scientific and environmental issues based on evidence. |

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| **Curriculum Organisers** | | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement** |
| **Plant Earth** | **Biodiversity**  **and interdependence** | I can identify and classify examples of living things,  past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.  SCN 2-01a | * Classifies living things into plants (flowering and non-flowering), animals (vertebrates and invertebrates) and other groups through knowledge of their characteristics. * Begins to construct and use simple branched keys  which can be used to identify particular plants or animals. * Identifies characteristics of living things and their environment  which have contributed to the survival or extinction of a species. * Describes how some plants and animals have adapted to their environment, for example, for drought or by using flight. |
| I can use my knowledge of the interactions and energy flow between plants and animals  in ecosystems, food chains  and webs. I have contributed  to the design or conservation  of a wildlife area.  SCN 2-02a | * Describes how energy flows between plants and animals in more complex food chains and webs and ecosystems, using vocabulary such as ‘producers’, ‘consumers’ and ‘herbivore’. |
| Through carrying out practical activities and investigations,  I can show how plants have benefited society.  SCN 2-02b | * Relates findings from practical investigations to describe how  plants have benefited society, for example, in medicine, dyes,  fuels, construction, prevention of soil erosion and by influencing  the balance of gases in the air. |
| I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use.  SCN 2-03a | * Collaborates with others to present a reasoned argument,  based on evidence, of the risks and benefits of using fertilisers, demonstrating understanding of the underlying scientific concepts. |
| **Energy sources  and sustainability** | By considering examples  where energy is conserved,  I can identify the energy source, how it is transferred and ways  of reducing wasted energy.  SCN 2-04a | * Demonstrates understanding of the law of conservation of energy (energy can be converted from one form to another but cannot be created or destroyed). * Identifies the common types of energy (kinetic, potential, electrical, chemical, light, sound and heat) used in energy transfers and transformations that occur in everyday appliances. * Explains that when energy transfers and transformations take place, energy is converted into ‘useful’ and ‘wasted’ energy, for example  a mechanical braking system transforms kinetic energy into heat energy which is dissipated to the atmosphere as ‘waste’ heat. |
| Through exploring  non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.  SCN 2-04b | * Researches non-renewable sources of energy, such as fossil  fuels and nuclear, and discusses how these are used in Scotland. * Draws on increasing knowledge and understanding to suggest  ways in which they can reduce their own energy use and live  more sustainably. |
| **Processes  of the planet** | I can apply my knowledge  of how water changes state  to help me understand the processes involved in the  water cycle in nature over time.  SCN 2-05a | * Discusses the necessity of water for life, for example, for the growth of crops, for drinking and in river formation / flow. * Demonstrates understanding of the processes involved in the water cycle. |
| **Space** | By observing and researching features of our Solar System,  I can use simple models to communicate my understanding of size, scale, time and relative motion within it.  SCN 2-06a | * Reports collaboratively on the key features of the planets including size, distance from the sun, length of day, length of year, temperature, materials from which they are predominantly made and the number  of moons. * Uses simple models to communicate understanding of size, scale, time and relative motion within our Solar System, including how solar and lunar eclipses occur. |
| **Forces, electricity and waves** | **Forces** | By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.  SCN 2-07a | * Describes friction as a force which opposes the motion of moving objects, for example, two solid surfaces rubbing against one another or a solid surface moving through air or water. * Finds an association between air resistance (drag), the speed of the object being investigated and the surface area exposed to the air, making links to original predictions. * Demonstrates understanding of how friction and air resistance can both be useful, for example, in braking systems, and also a problem, for example, causing moving parts to wear. * Describes efficient movement as that which requires the least possible energy and suggests ways to improve efficiency in moving objects, for example, by streamlining. |
| I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and  have explored their practical applications.  SCN 2-08a | * Measures gravitational force with a force meter or newton meter  and records results using appropriate units (newtons). * Explains how some objects may become electrically charged  by rubbing two surfaces together and how the charges produce  an electrostatic force. * Investigates and demonstrates understanding that magnetic  and electrostatic forces can both repel and attract. * Describes practical applications of magnetic, electrostatic and gravitational forces, for example, magnetised needle in a compass. |
| By investigating floating and sinking of objects in water,  I can apply my understanding  of buoyancy to solve a practical challenge.  SCN 2-08b | * Explores the factors which affect floating, for example, the object’s shape and the density of the material that the object is made of,  and collates, organises and summarises findings with assistance. |
| **Electricity** | I have used a range of electrical components to help to make  a variety of circuits for differing purposes. I can represent  my circuit using symbols  and describe the transfer  of energy around the circuit.  SCN 2-09a | * Designs and builds a variety of electrical circuits for differing purposes, using an increasing range of components. * Draws circuit diagrams using appropriate symbols to denote a bulb, switch, motor, bell, buzzer, wires, cell and a battery. * Describes how components in a circuit transfer energy into different forms. |
| To begin to understand how batteries work, I can help to build simple chemical cells  using readily-available materials which can be used to make an appliance work.  SCN 2-10a | * Applies knowledge and understanding to build simple batteries (chemical cells) and demonstrates understanding that a battery (cell) is a portable energy source which has a store of chemical energy. * Explains the process of energy transformation from battery (cell)  to electrical components. |
| **Vibrations  and waves** | Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media.  SCN 2-11a | * Discusses and demonstrates through experiments how sound  travels differently through air, water and solids. * Explains how hearing is limited by a range of factors, for example, age, position, and flexibility (direction) of ears. |
|  | By exploring reflections,  the formation of shadows and the mixing of coloured lights,  I can use my knowledge of the properties of light to show how it can be used in a creative way.  SCN 2-11b | * Demonstrates and records, through practical investigations,  that light travels in straight lines, can be reflected by highly-polished surfaces and that curved faces can distort the image. * Predicts and investigates how the position, shape and size  of a shadow depend on the position of the object in relation  to the light source. * Demonstrates that white light / sunlight can be dispersed to show the colours of the visible spectrum and identifies the colours and order  of the rainbow as red, orange, yellow, green, blue, indigo and violet. * Explains that we see objects because they give out or reflect light rays that enter our eyes. * Draws on findings from practical investigations to describe the effect that coloured filters have on white light and how they can be used  to make other colours. * Explains how we can recognise the colour of an object due the reflection and absorption of particular parts of the visible spectrum. |
| **Biological systems** | **Body systems  and cells** | By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.  SCN 2-12a | *The expectation is that at least two of the following body systems  will be studied at Second Level.*  Respiratory system   * Describes the function of the respiratory system  (lungs, windpipe and bronchi), for example, in gas exchange. * Discusses the main preventable causes of bronchitis,  lung cancer and asthma, for example, smoking.   Circulatory system   * Describes the function of the circulatory system (heart and blood vessels), for example, transport of food, oxygen and waste materials. * Discusses the main preventable causes of heart disease  or stroke, for example, obesity, lack of exercise, smoking  and high (saturated) fat diet.     Digestive system   * Describes the function of the digestive system (mouth, oesophagus, stomach, liver, small intestine, large intestine, rectum and anus), for example, breakdown of food and  absorption of nutrients, minerals and water. * Discusses the main preventable causes of liver disease,  for example, alcohol and drug misuse.   Reproductive system   * Describes the function of the reproductive system (penis, testes, sperm tube/duct, ovaries, egg tube / duct, uterus and vagina),  for example, to make a baby. * Discusses some preventable causes of fertility problems,  for example, alcohol misuse, anorexia and obesity.   Skeletal system   * Describes the function of the **skeleton (**skull, spine, ribcage  some bones of the arm and leg), for example, to providesupport, protection and enable movement. * Discusses some common problems of bones (for example, arthritis, osteoporosis and breaks) and how their incidence  can be reduced (for example, through calcium in the diet  and weight-bearing exercise). |
| I have explored the structure and function of sensory organs to develop my understanding  of body actions in response  to outside conditions.  SCN 2-12b | * Describes how senses work individually or together to keep people safe from harm. * Demonstrates understanding of how, if one sense is impaired, it can have an effect on the other senses, either positively or negatively. * Describes how light enters the eye through the pupil and how the pupil changes size in dark / light conditions. |
| I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.  SCN 2-13a | * Demonstrates understanding of how microorganisms, including bacteria, viruses and fungi, can multiply rapidly. * Investigates and explains the action of some microorganisms used in food production, for example, yeast in bread and bacteria in yoghurt. * Describes how some microorganisms break down food causing it to be inedible or harmful if digested, and how others exist in the gut to break down food to aid digestion. * Investigates, observes and records how microscopic organisms are necessary for the process of decomposition (the breaking down of dead material – decay). |
| **Inheritance** | By investigating the lifecycles  of plants and animals, I can recognise the different stages  of their development.  SCN 2-14a | Plants   * Describes how pollination occurs when the male cell (pollen) lands  on the stigma. * Describes how fertilisation (sexual reproduction) occurs when the genetic information in the male cell fuses (joins) with the genetic information in the female cell. * Describes how the fertilised ovule develops into a seed and how  the ovary ripens to form a fruit. * Investigates and explains how a seed germinates into a plant using water, oxygen, a food store and warmth.   Animals   * Identifies and compares the two distinct groups of animals  ‒ vertebrates and invertebrates. * Researches the lifecycles of the five main types of vertebrates including fish (spawn), birds (eggs which are rigid but fragile), amphibians (spawn and metamorphosis), reptiles (leathery shelled eggs) and mammal (live young), and communicates findings using  a range of media. * Compares the lifecycles of some invertebrates, for example,  ladybird and spider. |
| By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.  SCN 2-14b | * Knows that genetics is the study of inherited characteristics and that inherited characteristics are carried on genes and can sometime skip a generation. * Explores and categorises characteristics into inherited (eye and hair colour, height and right/left handedness) and non-inherited (native language spoken and favourite colour). * Describes how every living thing has its own DNA fingerprint. |
| **Materials** | **Properties and  uses of substances** | By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.  SCN 2-15a | * Investigates and explains physical changes to the properties  of materials which are fully and partially reversible, for example,  salt dissolving in water, chocolate melting and water freezing. * Uses scientific vocabulary such as ‘melting’, ‘freezing’, ‘evaporating’ and ‘condensing’ to describe changes of state. * Investigates and records chemical changes to the properties  of materials which are irreversible, for example, cooking, rusting  and striking a match. * Observes and identifies some of the signs of a chemical reaction,  for example, production of bubbles, colour / texture change and heat given out / taken in. * Explores and describes the characteristics of solids, liquids and gases, for example, solids retain the same volume and shape,  liquids keep the same volume but the shape changes to fit the container and that gases change shape and volume to fill the container. |
| I have participated in practical activities to separate simple mixtures of substances and  can relate my findings to my everyday experience.  SCN 2-16a | * Explores and sorts materials into different groups depending  on their properties, for example, whether they are strong, smooth, rough and if they float or sink. * Justifies the selection of appropriate materials for different uses  based on their physical properties. |
| By investigating common conditions that increase the amount of substance that  will dissolve or the speed of dissolving, I can relate my findings to the world around me.  SCN 2-16b | * Finds an association between the quantity of substance that dissolves and a range of conditions – temperature, time, particle size, stirring and quantity of solvent. * Investigates how a range of factors such as particle size and heat  can affect the rate of dissolving. * Relates learning about the quantity and rate of dissolving  to everyday examples such as dissolving sugar in tea or salt in water (granules or big crystals, hot or cold liquid, stirred or not stirred). |
| **Earth’s materials** | Having explored the substances that make up Earth’s surface,  I can compare some of their characteristics and uses.  SCN 2-17a | * Analyses and compares samples of rocks, soil and minerals and reports their characteristics and uses, using a range of media. |
| **Chemical changes** | I have investigated different water samples from the environment and explored methods that can be used  to clean and conserve water  and I am aware of the properties and uses of water.  SCN 2-18a | * Uses knowledge of the water cycle to explain how the quantity  of water on the Earth has remained approximately the same. * Investigates and discusses the methods used to purify water,  for example, sedimentation, filtration, evaporation, desalination  and the addition of chemicals such as chlorine. * Researches methods used to conserve water within the home,  school and globally and communicates findings to others. * Discusses the many uses of water, for example, to support  all living things, in preservation (ice) and to generate electricity. |
| I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made.  SCN 2-19a | * Collaborates with others to safely demonstrate simple chemical reactions, for example, effervescence. * Investigates examples of everyday chemical reactions, such as burning and corrosion, and names some of the new substances  which are produced. * Uses prior knowledge to identify when a chemical reaction  has occurred to produce a new substance. |
| **Topical science** | **Topical science** | Through research and discussion, I have an appreciation of the contribution that individuals are making  to scientific discovery and invention and the impact  this has made on society.  SCN 2-20a | * Researches historic and contemporary scientists (ensuring gender balance) and their scientific discoveries and reports collaboratively  to others using a range of methods. * Describes the impact of scientific discovery, creativity and invention  on society past and present, for example, in design, medicine and agriculture. * Demonstrates understanding of how science impacts on every  aspect of our lives. * Relates the development of scientific skills in the classroom  to an increasingly wide variety of science, technology,  engineering and mathematics (STEM) careers. |
| I can report and comment on current scientific news items  to develop my knowledge  and understanding of topical science.  SCN 2-20b | * Explores items of current scientific interest within the school,  local community, nationally or in the global media and collates, organises and summarises findings, with assistance. * Shares opinions about a variety of topical scientific issues considering, for example, moral, ethical, societal, cultural, economic and environmental aspects. |

**Second Level Social Studies**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’**  **professional judgement** |
| **People, past events and societies** | I can use primary and secondary sources selectively  to research events in the past.  SOC 2-01a  I can interpret historical evidence from a range of periods to help build a picture of Scotland’s heritage and my sense of chronology.  SOC 2-02a  I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.  SOC 2-03a  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 discuss why people and events from a particular time in the past were important, placing them within a historical sequence.  SOC 2-06a | * Uses both primary and secondary sources of evidence  in an investigation about the past. * Places an event appropriately within a historical timeline. * Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. * Describes and discusses at least three similarities and differences between their own life and life in a past society. * Contributes two or more points to the discussion  (in any form) as to why people and events from  the past were important. * Places those people and events on a timeline. |
| **People,  place and environment** | I can describe the major characteristic features of Scotland’s landscape and explain how these are formed.  SOC 2-07a  I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.  SOC 2-07b  I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.  SOC 2-08a  I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.  SOC 2-08b  Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.  SOC 2-09a  Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.  SOC 2-10a  By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate discussing the impact on living things.  SOC 2-12a  I can explain how the physical environment influences  the ways in which people use land by comparing  my local area with a contrasting area.  SOC 2-13a  To extend my mental map and sense of place, I can interpret information from different types of maps and  am beginning to locate key features within Scotland,  UK, Europe or the wider world.  SOC 2-14a | * Identifies at least three features of Scotland’s landscape and can provide a basic explanation of how these are formed. * Describes the causes of a natural disaster such  as a volcano, earthquake or extreme weather event. * Describes the impact of the natural disaster giving  at least three examples for people and one for the landscape. Impact can be positive or negative. * Identifies at least three impacts of human activity  on the environment. * Suggests at least three ways in which people  can live in a more environmentally responsible way. * Describes at least two advantages and two disadvantages of a land use development proposal. * Explores at least two impacts on the community either verbally or in writing. * Identifies at least four ways in which journeys  can be made. * Describes at least one advantage and disadvantage  for each form of transport. * Shares knowledge about the impact of the various  types of transport on the environment either verbally  or in writing. * Presents information in any preferred form on the  local area including local area names, two major employers/types of employment, for example,  call centres, local attractions, leisure facilities. * Compares and contrasts the differing effects of the weather on the people and society of Britain and a contrasting area, providing at least three similarities and/or differences. * Provides explanation as to why their local physical environment influences the way in which people  use land in comparison to a contrasting areas. * Extracts information from more than one kind of map. * Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK,  Europe and areas further afield. |
| **People  in society, economy  and business** | I can use evidence selectively to research current social, political or economic issues.  SOC 2-15a  I can explain how the needs of a group in my local community can be supported.  SOC 2-16a  I can gather and use information about forms of discrimination against people in societies and consider  the impact this has on people’s lives.  SOC 2-16b  I can discuss issues of the diversity of cultures,  values and customs in our society.  SOC 2-16c  I can describe the main features of a democracy  and discuss the rights and responsibilities of citizens  in Scotland.  SOC 2-17a  I can investigate the features of an election and the work of representatives at a local, national or European level  to begin to develop my understanding of how democracy works.  SOC 2-18a  By comparing the lifestyle and culture of citizens  in another country with those of Scotland, I can discuss  the similarities and differences.  SOC 2-19a  Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.  SOC 2-20a  I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.  SOC 2-21a    By experiencing the setting up and running of a business,  I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.  SOC 2-22a | * Selects appropriate evidence and uses it to research  a social, political or economic issue. * Provides a basic explanation as to how the needs  of a particular group within the local community  can be supported, using relevant examples. * Uses evidence to form a valid opinion of the impact  of discrimination or prejudice on people’s lives,  for example, racism or the effect of immigration. * Discusses in any form at least three issues related to cultures, values and customs in our society, for example, the role of family, traditions and gender stereotyping. * Describes the main features of a democracy. * Identifies links between rights and responsibilities. * Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative. * Compares and contrasts the lifestyle and culture  of the citizens of Scotland as compared to the citizens  of another country. * Describes the basic needs of human beings. * Draws valid conclusions as to why some countries  can meet these needs better than others. * Identifies which goods and services would be essential in society * Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method. * Describes and pros and cons of using Fairtrade products and community service providers such as credit unions. * Identifies the main business functions such as production, sales, marketing, and administration. * Takes a role in setting up or running a small enterprise. * Evaluates the success of the enterprise. * Identifies profit and non-profitmaking organisations / enterprises including those who services are free at the point of delivery, for example health and education. |

**Second Level Technologies**

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| **Curriculum Organisers** | | **Experiences and Outcomes**  **for planning learning, teaching and assessment** | **Expected Benchmarks to support professional judgement** |
| **Digital Literacy** | **Using digital products and services in  a variety of contexts to achieve a purposeful outcome** | I can extend and enhance  my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.  **TCH 2-01a** | * Identifies and saves in a range of standard file formats. * Saves files using an organised filing system. * Stores, shares and collaborates using an online cloud based service  for example, Glow or other platforms. * Identifies the key features of input, output and storage devices. * Selects and use applications and software to capture, create and modify text, images, sound and video. * Selects the most appropriate digital software to perform a task. |
| **Searching, processing  and managing information responsibly** | I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible.  **TCH 2-02a** | * Uses search engines to search the internet for specific or relevant information  for example, using quotation marks to narrow the results. * Access websites and use navigation skills to retrieve information for a specific task. * Demonstrates an understanding of usage rights and can apply these within  a search for example creative commons. |
| **Cyber resilience and internet safety** | I can explore online communities demonstrating an understanding of responsible digital behaviour and I’m aware of how to keep myself safe and secure.  **TCH 2-03a** | * Demonstrates an understanding of the content they should include in an online profile. * Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. * Identifies appropriate ways to report concerns. * Uses strong passwords. * Has an understanding of the law as it relates to inappropriate or illegal  online behaviours, for example, the sharing of inappropriate images. |
| **Food and Textile** | **Food and Textile** | I am developing dexterity, creativity and confidence when preparing and  cooking food.  **TCH 2-04a**  I am developing dexterity, creativity and confidence when working with textiles.  **TCH 2-04b**  I can extend and explore problem solving strategies  to meet increasingly difficult challenges with a food  or textile focus.  **TCH 2-04c**  I can discuss, debate  and improve my ideas  with increasing confidence and clear explanations.  **TCH 2-04d** | * Demonstrates an increasing range of practical skills and cooking techniques  for example accurate weighing and measuring, kneading, chopping, baking, grilling. * Demonstrates manual dexterity, for example, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, using  a needle and thread, attaching designs onto fabric. * Investigates a challenge / problem. * Identifies and demonstrates ways to solve the challenge / problem. * Identifies and selects appropriate resources to solve the challenge / problem. * Plans and makes the solution. * Assesses solution against own criteria. * Identifies at least one possible improvement. |
| **Technological Developments in Society and Business** | **Awareness of technological developments (Past, Present and Future), including how they work** | I can investigate how  product design and development have been influenced by changing lifestyles.  **TCH 2-05a** | * Gives examples of how our changing lifestyles have impacted  on product design. |
| **Impact, contribution, and relationship  of technologies on business, the economy, politics,  and the environment** | I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way.  **TCH 2-06a**  I can make suggestions  as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.  **TCH 2-07a** | * Explains how and why it is important to conserve energy. * Discusses the advantages and disadvantages of how technologies  impact on the environment for example, renewable energy technologies. |
| **Craft, Design, Engineering and graphics** | **Design and constructing models / product** | I can extend and enhance my design skills to solve problems and can construct models.  **TCH 2-09a** | * Uses tools and equipment in order to carry out a task safely. * Uses a range of methods to join and strengthen materials. * Estimates and then measures accurately using appropriate units and tools. * Creates a range of ideas and chooses a suitable solution. * Evaluates solutions and explains why they are or are not suitable. |
| **Exploring uses of materials** | I can recognise basic properties and uses for  a variety of materials and  can discuss which ones  are most suitable for  a given task.  **TCH 2-10a** | * Recognises characteristics of groups of materials such as wood,  plastic and metal. * Selects suitable materials to use in a task. * Discuss the uses of materials. |
| **Representing ideas, concepts and products through a variety of graphic  media** | I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use  of shape, colour and texture  to enhance my work.  **TCH 2-11a** | * Sketches geometric shapes to create objects. * Produces sketches to communicate ideas that include pattern and texture. * Draws geometric shapes accurately. * Sketches 2D and 3D drawings of objects. * Describes primary and secondary colours and the moods/feeling associated  with each. * Demonstrates planning for a targeted audience when creating a of graphic display. |
| **Application of Engineering** | I can extend my knowledge and understanding of engineering disciplines  to create solution.  **TCH 2-12a** | * Understands the difference between different engineering disciplines. * Understands different energy types. * Builds/simulates solutions to engineering problems. |
| **Computing Science** | **Understanding the world through computational thinking** | I understand the operation  of a process and its outcome.  I can structure related items  of information.  **TCH 2-13a** | * Compares activities consisting of a single sequence of steps with those consisting of multiple parallel steps, for example, making tomato sauce  and cooking pasta to be served at the same time. * Identifies algorithms / instructions that include repeated groups of instructions  a fixed number of times and / or loops until a condition is met. * Identifies when a process is not predictable because it has a random element  for example, a board game which uses dice. * Structures related items of information for example, a family tree (MNU 2-20b). * Uses a recognised set of instructions / an algorithm to sort real worlds objects  for examples, books in a library or trading cards. |
| **Understanding and analysing computing technology** | I can explain core programming language concepts in appropriate technical language.  **TCH 2-14a**  I understand how information is stored and how key components of computing technology connect and interact through networks.  **TCH 2-14b** | * Explains the meaning of individual instructions (including variables  and conditional repetition) in a visual programming language. * Predicts what a complete program in a visual programming language will  do when it runs, including how the properties of objects for example, position, direction and appearance change as the program runs through each instruction. * Explains and predicts how parallel activities interact. * Demonstrates an understanding that all computer data is represented  in binary for example, numbers, text, black and white graphics. * Describes the purpose of the processor, memory and storage  and the relationship between them. * Demonstrates an understanding of how networks are connected  and used to communicate and share information, for example the internet. |
| **Designing, building  and testing computing solutions** | I can create, develop and evaluate computing solutions in response to a design challenge.  **TCH 2-15a** | * Creates programs in a visual programming language including variables  and conditional repetition. * Identifies patterns in problem solving and reuses aspects of previous solutions appropriately for example, reuse code for a timer, score counter or controlling arrow keys. * Identifies any mismatches between the task description and the programmed solution, and indicates how to fix them. |

1. i A ‘belief’ might include, for example principles such as belief in a divine being/beings, belief in life after death, the usefulness of prayer etc. As learners progress across levels, progression may be facilitated through exploring beliefs in practice rather than in principle – for example, rather than exploring an individual’s belief in life after death, this might be considered by exploring specific ‘issues of belief’ such as the origins of the universe, evidence for / against life after death etc. [↑](#footnote-ref-1)