

**Benchmarks**

**Social Studies**

**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) 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. |

**Early Level Social Studies**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’** **professional judgement of achievement of a level** |
| **People, past events and societies** | I am aware that different types of evidence can help  me to find out about the past. SOC 0-01a  I can make a personal link to the past by exploring items  or images connected with important individuals or special events in my life. SOC 0-02a  I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me. SOC 0-04a | * Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts. * Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. * Recognises that people in the past lived differently. * Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing. |
| **People,  place and environment** | I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a  I explore and appreciate the wonder of nature  within different environments and have played  a part in caring for the environment. SOC 0-08a  I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.  SOC 0-09a  While learning outdoors in differing weathers, I have described and recorded the weather, its effects and  how it makes me feel and can relate my recordings  to the seasons. SOC 0-12a | * Identifies simple features of the local environment,  for example, hill, river, road, railway. * Identifies different methods of taking journeys. * Expresses thoughts about which ways of travelling impact the environment both positively and negatively. * Talks about something they have done to care for the environment. * Draws or produces simple models of aspects of the local area, for example roads or buildings. * Draws a simple map, or shares a relevant experience  of the route of a straightforward journey, and the method of transport which was used. * Names and talks about at least two different kinds  of weather. * Draws pictures to record the weather for three days. * Describes how weather affects the activities they  can undertake. * Talks about how they feel about different kinds  of weather. * Describes which weather is likely to be related to which season. |
| **People  in society, economy  and business** | I am aware that different types of evidence can help me to find out about the world around me.  SOC 0-15a  By exploring my local community, I have discovered the different roles people play and how they can help.  SOC 0-16a  I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  SOC 0-17a  Within my everyday experiences and play I make choices about where I work, how I work and who I work with.  SOC 0-18a  In real-life and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.  SOC 0-20a | * Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television. * Identifies at least two people who provide help in the community. * Talks about ways that each of those people help. * Takes on appropriate roles during imaginative play. * Identifies at least two different types of shops  or services families might use, for example,  supermarket or health centre. |

**First Level Social Studies**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’** **professional judgement of achievement of a level** |
| **People, past events and societies** | I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.  SOC 1-01a  By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways  in which we remember and preserve Scotland’s history.  SOC 1-02a  I can use evidence to recreate the story of a place  or individual of local historical interest. SOC 1-03a  I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a  Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a | * Identifies the difference between a more and less trustworthy source. * Draws a short timeline and can locate two or more events on the line in the correct order. * Uses information learned from sources to relate the story of a local place or individual of historic interest though media such as drawings models or writing. * Draws comparisons between modern life and life from  a time in the past. * Names a figure from the past and comments  on their role in events. |
| **People,  place and environment** | I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  SOC 1-07a  I can consider ways of looking after my school or community and can encourage others to care for their environment.  SOC 1-08a  Having explored the variety of foods produced in Scotland,  I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a  By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a  By using a range of instruments, I can measure and record the weather and discuss how weather affects my life.  SOC 1-12a  By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b  Having explored the landscape of my local area, I can describe the various ways in which the land has been used.  SOC 1-13a  By exploring a natural environment different from my own,  I can discover how the physical features influence the variety of living things. SOC 1-13b  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a | * Draws or makes a model of features in their local landscape, for example, hill, river, building. * Identifies a way in which the school looks after  its environment. * Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral. * Identifies at least two different types of housing  and the kinds of households who may inhabit them. * Uses instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction. * Contributes to a discussion giving reasoned opinions  on how the weather affects life. * Draws two conclusions about how living things adapt  to the climate in any chosen area. * Describes at least three different ways in which land  is used in the local area, for example shops, houses, farming. * Draws at least two conclusions as to the effects  the landscape has had on how people can use it,  for example desert, rainforest. * Produces a basic map for a familiar journey. |
| **People in society, economy and business** | I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a  I can contribute to a discussion of the difference between my needs and wants of those of others around me.  SOC 1-16a  By exploring the ways in which we use and need rules,  I can consider the meaning of rights and responsibilities  and discuss those relevant to me. SOC 1-17a  I have participated in decision making and have considered the different options available in order to make decisions.  SOC 1-18a  I have developed an understanding of the importance  of local organisations in providing for the needs of my community. SOC 1-20a  I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 1-21a  I have experienced the different jobs involved in running  a business enterprise and understand the role each ones plays in its success. SOC 1-22a | * Identifies a reliable and an unreliable source  of evidence. * Identifies needs and wants using examples  from their own experience. * Presents an informed opinion on rights and responsibilities using their own experience. * Makes informed decisions on an issue having listened  to others. * Names two local organisations who provide for needs  in the local community and describe what they do. * Demonstrates relevant numeracy skills to do a simple budget. * Describes at least two different types of jobs  and give a reason why each contributes to the  success of the business or enterprise. |

**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 of achievement of a level** |
| **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. |

**Third Level Social Studies**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’** **professional judgement of achievement of a level** |
| **People, past events and societies** | I can use my knowledge of a historical period to interpret  the evidence and present an informed view.  SOC 3-01a  I can make links between my current and previous studies, and show my understanding of how people and events  have contributed to the development of the Scottish nation.  SOC 3-02a  I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland.  SOC 3-03a  I can explain the similarities and differences between  the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.  SOC 3-04a  I can describe the factors contributing to a major social, political or economic change in the past and can assess  the impact on people’s lives.  SOC 3-05a  I can discuss the motives of those involved in a significant turning point in the past and assess the consequences  it had then and since.  SOC 3-06a  Through researching, I can identify possible causes  of a past conflict and report on the impact it has had  on the lives of people at that time.  SOC 3-06b | * Compares a range of primary and secondary sources  of evidence, to present at least three valid conclusions about a historical period. * Draws on previous work to provide a simple explanation of how people and events have contributed to the development of the Scottish nation. Providing at least two reasoned conclusions. * Provides at least two simple explanations as to why  a group of people from beyond Scotland settled here. * Describes at least two impacts immigrants have had  on life and culture of Scotland. * Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere. * Identifies at least three factors which contributed to a major social, economic or political change in the past. * Provides at least two valid opinions about the impact  on people’s lives of a major social economic or social change in the past. * Provides at least two valid opinions about the possible motives of those involved in a significant turning point  or event in history. * Provides a valid opinion of the impact of this significant historical event. * Identifies at least two possible causes of past conflict, using research methods. * Presents in any appropriate form at least two impacts  on people at that time. |
| **People,  place and environment** | Having investigated processes which form and shape landscapes. I can explain their impact on selected landscapes in Scotland, Europe and beyond.  SOC 3-07a  I can identify the possible consequences of an environmental issue and make informed suggestions  about ways to manage the impact.  SOC 3-08a  I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.  SOC 3-10a  I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.  SOC 3-11a  I can investigate the relationship between climate  and weather and be able to understand the causes  of weather patterns within a selected climate zone.  SOC 3-12a  By comparing settlement and economic activity in two contrasting landscapes. I can reach conclusions about  how landscapes influence human activity. I can explain  my findings clearly to others.  SOC 3-13a  I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.  SOC 3-14a | * Identifies the processes which form landscapes across the world. * Provides a simple explanation of at least three processes involved in the development of any  chosen landscape, for example, coasts, volcanic, rivers or glaciated. * Provides a simple explanation of at least three consequences of an environmental issue, and  for each suggest how they could be managed. * Describes a natural environment different to their own, in terms of climate, physical features and living things. * Provides a simple explanation of at least three links between climate, physical features and living things  in that environment. * Identifies at least three social and economic differences between developed and developing countries, for example infant mortality rate, % adult literacy rate, Gross National Product per capita. * Suggests possible ways these differences would be reduced, and provide valid opinions as to their likely success. * Demonstrates a basic understanding of the relationship between weather and climate. * Provides a simple explanation for a weather pattern within a selected climate zone, for example, convection rainfall in the rainforest. * Provides at least two explanations as to how landscapes influence human activity, using two contrasting areas. * Reviews at least two simple graphical sources  to interpret information and form a conclusion,  for example, a map and a graph. * Uses relevant numeracy and digital technology skills  to interpret at least two sources of data from maps  and graphical information systems. * Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population. |
| **People  in society, economy  and business** | I can use my knowledge of current social, political  or economic issues to interpret evidence and present  an informed view.  SOC 3-15a  I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.  SOC 3-16a  I have compared the rights and responsibilities of citizens  in Scotland with a contrasting society and can describe  and begin to understand reasons for differences.  SOC 3-17a  I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.  SOC 3-17b  I can understand the arrangements for political decision making at different levels and the factors which shape  these arrangements.  SOC 3-18a  I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives.  SOC 3-19a  Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness  of the responses.  SOC 3-19b  When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.  SOC 3-20a  I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions  of employment in Scotland, the UK or beyond.  SOC 3-20b  I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs.  SOC 3-21a | * Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion. * Presents using appropriate methods an informed  view of a current affairs issue. * Provides at least two simple explanations as to why  a selected group might experience inequality, for example gender, race/ethnicity, age, disability. * Makes two or more reasoned suggestions of ways  in which this inequality might be addressed. * Identifies their own rights and responsibilities  as a Scottish citizen and makes a comparison  with a contrasting society. * Gives at least two simple explanations for the differences between their own rights and responsibilities and those in a contrasting society. * Identifies at least three sources of information that influence the ways in which he/she is informed. * Provides at least two valid opinions about the ways  in which choices and decisions might be influenced  by bias or exaggeration. * Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level. * Describes the unequal nature of trading relationships and the consequences on people’s socio-economic position, for example, Fairtrade, Arms Trade. * Draws valid conclusions about the effectiveness  of the response, for example, NGOs, NATO, UN. * Identifies at least two ethical issues related to business practices, for example, Fairtrade, Credit Unions, food banks, zero hours contracts, recycling and packaging. * Describes how different businesses and not for profit organisations help to satisfy needs and wants. * Provides at least two simple explanations as to why budgeting is important to families and businesses. * Identifies methods (including digital ways) to manage and record financial transactions. * Outlines the costs and benefits of saving and investing money and the costs and benefits of borrowing money. * Describes and uses the practical skills (including digital skills) required to contribute to the success of an enterprise activity. * Identifies the advantages and disadvantages of international trade, and issues around free trade agreements. |

**Fourth Level Social Studies**

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| **Curriculum Organisers** | **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’** **professional judgement of achievement of a level** |
| **People, past events and societies** | I can evaluate conflicting sources of evidence to sustain  a line of argument.  SOC 4-01a  I have developed a sense of my heritage and identity  as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.  SOC 4-02a    By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality  and evaluate how groups or individuals addressed it.  SOC 4-04a  I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since.  SOC 4-04b  I can make reasoned judgements about how the exercise  of power affects the rights and responsibilities of citizens  by comparing a more democratic and a less democratic society.  SOC 4-04c  I can present supported conclusions about the social, political and economic impacts of a technological change  in the past.  SOC 4-05a  I can evaluate the changes which have taken place in an industry in Scotland’s past and can debate their impact.  SOC 4-05b  I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved.  SOC 4-05c  Having critically analysed a significant historical event,  I can assess the relative importance of factors contributing to the event.  SOC 4-06a  I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.  SOC 4-06b  I can describe attempts to resolve international conflict  and maintain the peace and can present my conclusion about how effective these attempts were.  SOC 4-06c  I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.  SOC 4-06d | * Demonstrates the ability to provide a valid argument  on a historical theme. * Provides at least two valid opinions to support  the argument. * Provides at least three reasons with explanation  of the importance of respecting the heritage and identity of others. * Draws at least three reasoned conclusions about  the reasons for inequality. * Provides at least two arguments including both for  and against as to how a group or individuals have addressed inequality. * Describes in detail at least two of the main features  of historical conflicting world belief systems. * Presents their own views on the consequences  of such conflict and can provide reasons for them. * Compares and contrasts the rights and responsibilities  of citizens in a more and less democratic society providing at least four comparisons. * Identifies the impact of a technological change with  at least one of each: social, political and economic impacts and gives a reason for the conclusion. * Suggests at least three changes which have taken  place in Scotland’s industry. * Provides at least two positive and negative impacts  of one of these changes. * Analyses the impact on the societies of the meeting  of cultures in the past, drawing at least two valid conclusions. * Uses critical analysis to evaluate the relative importance of the factors which led to an historical event. * Expresses a developed and reasoned opinion about  how conflicts have changed over time. Engages considerately in a discussion about the impact  on those involved. * Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies. * Expresses at least three valid opinions about the  impact on those involved in a past expansion  of power or influence. |
| **People, place and environment** | I can explain how the interaction of physical systems shaped and continue to shape the Earth’s surface by assessing their impact on contrasting landscape types.  SOC 4-07a  I can discuss the sustainability of key natural resources  and analyse the possible implications for human activity.  SOC 4-08a  Having evaluated the role of agriculture in the production  of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.  SOC 4-09a  I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.  SOC 4-09b  I can develop my understanding of the interaction  between humans and the environment by describing  and assessing the impact of human activity on an area.  SOC 4-10a  I can explain the development of the main features  of an urban area in Scotland or elsewhere and can  evaluate the implications for society concerned.  SOC 4-10b  Having studied an economic activity, I can explain  its development and assess the impact of change  within its locality and beyond.  SOC 4-10c  Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.  SOC 4-11a  I can explain how the distribution and control of important natural resources affects the international power and influences of states.  SOC 4-11b  I can compare the population structure of Scotland  with a contrasting country and can express informed  views about the future implications for these societies.  SOC 4-11c  I can identify threats facing the main climate zones, including climate change, and analyse how these  threats impact on the way of life.  SOC 4-12a  I can carry out a geographical enquiry to assess  the impact and possible outcomes of climate change  on a selected region and can propose strategies  to slow or reverse the impact.  SOC 4-12b  I can demonstrate an understanding of weather  and climate by explaining the relationship between  weather and air pressure.  SOC 4-12c  I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes.  SOC 4-14a | * Explains in some detail how at least two landscape  types from across the globe are formed. * Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity. * Evaluates the role of agriculture in food production  and draws at least three reasoned conclusions  about the environmental impacts and therefore  the sustainability of these methods. * Assesses the impact of developments in transport infrastructure in a chosen area. * Contributes to a discussion on the development  of sustainable systems. * Describes and makes at least three valid conclusions about the impact of human activity on a chosen area. * Explains in some detail how any chosen urban area  has developed, and evaluates the impact on the society. * Explains the impact of an economic activity in a chosen area and beyond. * Explains the interdependence of countries and areas  of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries. * Explains how the control of important raw materials  can affect the international power and influence  of states, for example, oil. * Asks and responds to questions about the future implications of population structures for Scotland  and a contrasting area. * Identifies at least three threats facing main climate  zones and analyses how these threats impact  on the way of life. * Suggests the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact. * Explains links between weather and air pressure. * Evaluates different types of maps, and geographical representations of information to inform discussion  on at least three topics. |
| **People  in society, economy  and business** | I can evaluate conflicting sources of evidence  to sustain a line of argument.  SOC 4-15a  I can contribute to a discussion on the extent to which people’s needs should be met by the state or the individual.  SOC 4-16a  Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.  SOC 4-16b  I can analyse the factors contributing to the development  of a multicultural society and can express an informed  view on issues associated with this.  SOC 4-16c  I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.  SCO 4-17a  I can evaluate the role of media in a democracy, in assessing its importance in informing and influencing citizens, and explain decisions made by those in power.  SCO 4-17b  I can compare and contrast two world ideologies  to express an informed view on how ideology affects  the lives of people.  SOC 4-17c  I can evaluate the impact which decision making bodies have ion the lives of people in Scotland or elsewhere.  SOC 4-18a  I can debate the reasons why some people participate  less than others in the electoral process and can express informed views about the importance of participating  in a democracy.  SOC 4-18b  I can contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means.  SOC 4-18c  I can present an informed view on how the expansion  of power and influence of countries or organisations  may impact on cultures, attitudes and experiences  of those involved.  SOC 4-19a  By examining the role and the actions of selected international organisations, I can evaluate how  effective they are in meeting their aims.  SOC 4-19b  I can critically examine how some economic factors  can influence individuals, businesses or communities.  SOC 4-20a  I can research the purposes and features of private,  public and voluntary sector organisations to contribute  to a discussion on their relationships with stakeholders.  SOC 4-20b  I can evaluate working practices available to employees within different types of business organisations.  SOC 4-20c  I can evaluate the suitability of finance options available  for setting up and supporting different types of business.  SOC 4-21a  Having considered the financial needs of individuals and businesses, I can evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions.  SOC 4-21b  By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business.  SOC 4-22a  I can identify internal and external factors influencing planning and decision making and can assess how  these decisions contribute to the successes or failure  of businesses.  SOC 4-22b | * Discusses the extent to which individuals, organisations or the state should meet the needs of people, or stimulate the demand for goods and services. * Suggests the impact of a social issue, for example, poverty and demonstrates the attitudes of those affected. * Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, the impact of immigration. * Analyses the relative importance of the contribution  of individuals or groups such as pressure groups in bringing about change in a significant political event. * Evaluates the role of media in a democracy, and assesses its importance in informing and influencing citizens and explaining the decisions made by those  in power. * Compares and contrasts two world ideologies  and how it affects the lives of people. * Evaluates the impact which decision making bodies have on the lives of people in any chosen area. * Expresses informed views about the importance  of participating in a democracy and reasons  for the lack of participation by some groups. * Contributes to a discussion on the actions and motives of a chosen group or organisation which seeks  to achieve its aims by non-democratic means. * Presents an informed view as to how the expansion  of power and influence of countries or organisations  may impact on cultures, attitudes and experiences  of this involved. * Evaluates the effectiveness of any chosen international organisations, for example the UN, NATO or the EU in meeting their aims. * Critically examines how at least three economic  factors can influence the decisions and behaviours  of individuals, businesses or communities. * Exemplifies the purposes and features of different  sector organisations: private, public and third sector. * Contributes to a discussion on the relationship between these organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours. * Evaluates at least two working practices available to employees working within different types of business organisations. * Evaluates the suitability of at least two different finance options available for setting up and supporting a range  of different types of businesses. * Records and analyses financial information to assist individuals and business in making appropriate financial decisions. * Evaluates the role of at least three different departments and personnel in terms of their contribution to the success or failure of the business. * Identifies internal and external factors influencing planning and decision making and evaluates how  these decisions contribute to the success or failure  of businesses. |