

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](#) (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](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none"> Become familiar with other curriculum area Benchmarks over time. 	<ul style="list-style-type: none"> Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none"> Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas. 	<ul style="list-style-type: none"> Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none"> Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none"> Do not tick off individual Benchmarks.

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Second Level Literacy and English

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support teachers' professional judgement
Listening and Talking	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<p><i>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></p> <p><i>I regularly select subject, purpose, format and resources to create texts of my choice.</i></p> <p style="text-align: right; color: red;">LIT 1-01a / LIT 2-01a</p>	<ul style="list-style-type: none"> • <i>Gives a personal response to spoken texts with appropriate explanation.</i> • <i>Explains preferences for certain spoken texts or sources.</i> • <i>Creates a range of spoken texts choosing subject, purpose, format and resources.</i>
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	<p><i>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.</i></p> <p style="text-align: right; color: red;">LIT 2-02a</p> <p>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.</p> <p style="text-align: right; color: red;">ENG 2-03a</p>	<ul style="list-style-type: none"> • <i>Contributes a number of relevant ideas, information and opinions when engaging with others.</i> • <i>Shows respect for the views of others and offers own viewpoint.</i> • <i>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i> • <i>Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.</i> • <i>Recognises some techniques used to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions.</i>

Listening and Talking	<p>Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>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.</i></p> <p style="text-align: right;">LIT 2-04a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-05a</p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p style="text-align: right;">LIT 2-06a</p>	<ul style="list-style-type: none"> • <i>Identifies the purpose of spoken texts with appropriate explanation.</i> • <i>Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</i> • <i>Makes relevant notes using own words/format and uses these to create new spoken texts for a range of purposes.</i>
	<p>Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p><i>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.</i></p> <p style="text-align: right;">LIT 2-07a</p>	<ul style="list-style-type: none"> • <i>Asks and responds to literal, inferential and evaluative questions to demonstrate understanding of spoken texts.</i>

	<p><i>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.</i></p> <p>LIT 2-08a</p>	<ul style="list-style-type: none"> • <i>Identifies the difference between fact and opinion with appropriate explanation.</i>
<p>Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>share information, experiences and opinions</i> • <i>explain processes and ideas</i> • <i>identify issues raised and summarise main points or findings</i> • <i>clarify points by asking questions or by asking others to say more.</i> <p>LIT 2-09a</p> <p><i>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.</i></p> <p>LIT 2-10a / LIT 3-10a</p>	<ul style="list-style-type: none"> • <i>Communicates clearly, audibly and with expression in different contexts.</i> • <i>Plans and delivers an organised presentation / talk with appropriate content and structure.</i> • <i>Uses appropriate vocabulary for purpose and audience.</i> • <i>Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and / or tone.</i> • <i>Uses resources as appropriate to support communication.</i>

Reading	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<p><i>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.</i></p> <p style="text-align: right;">LIT 1-11a / LIT 2-11a</p>	<ul style="list-style-type: none"> • <i>Selects texts regularly for a range of purposes including for enjoyment or to find information for a specific purpose.</i> • <i>Explains preferences for particular texts, authors or sources with supporting detail.</i>
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p style="text-align: right;">ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-13a</p>	<ul style="list-style-type: none"> • <i>Reads with fluency, understanding and expression using appropriate pace and tone.</i> • <i>Uses knowledge of context clues, word recognition texts, grammar, punctuation and layout to read unfamiliar texts with understanding.</i> • <i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting and / or clarifying.</i> • <i>Makes appropriate predictions about texts with supporting evidence.</i> • <i>Uses strategies and resources to read and understand unfamiliar vocabulary.</i>

<p>Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>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.</i> LIT 2-14a</p> <p><i>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.</i> LIT 2-15a</p>	<ul style="list-style-type: none"> • <i>Skims texts to identify purpose and main ideas.</i> • <i>Scans texts to find key information.</i> • <i>Finds and selects relevant information from a range of sources.</i> <ul style="list-style-type: none"> • <i>Makes and organises notes using own words. Uses notes to create new texts that demonstrate understanding of the topic or issue.</i>
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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>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i> <i>LIT 1-20a / LIT 2-20a</i>	<ul style="list-style-type: none"> • <i>Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i>
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<p>Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i> LIT 2-21a</p> <p><i>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.</i> LIT 2-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i> LIT 2-23a</p> <p><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i> LIT 2-24a</p>	<ul style="list-style-type: none"> • <i>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</i> • <i>Uses resources, including dictionaries and digital technology, to support spelling.</i> • <i>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.</i> • <i>Writes most sentences in a grammatically accurate way.</i> • <i>Uses sentences of different lengths and types and varies sentence beginnings.</i> • <i>Links sentences using a range of conjunctions.</i> • <i>Uses paragraphs to separate thoughts and ideas.</i> • <i>Writes in a fluent and legible way.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i>
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<p>Organising and using information - considering texts to help create short and extended texts for different purposes</p>	<p><i>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></p> <p><i>I recognise the need to acknowledge my sources and can do this appropriately.</i> LIT 2-25a</p> <p><i>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.</i> LIT 2-26a</p>	<ul style="list-style-type: none"> • <i>Uses notes and/or other sources to develop thinking and create new texts.</i> • <i>Selects relevant ideas and information.</i> • <i>Acknowledges sources appropriately.</i> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</i>
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<p>Creating texts - considering texts to help create short and extended texts for different purposes</p>	<p>I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i> LIT 2-28a</p> <p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i> LIT 2-29a</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • Creates a range of short and extended texts regularly for different purposes. • <i>Attempts to engage and/or influence the reader through word choice and/or use of language.</i> <p>When writing to convey information, describe events, explain processes or combine ideas in different ways:</p> <ul style="list-style-type: none"> • 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. <p>When writing to persuade, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> • 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. <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> • Describes personal experiences, making context and events clear. • Uses appropriate vocabulary to convey thoughts and feelings. • Applies key features of chosen genre appropriately. <p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> • 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.
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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

	*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	<p><i>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.</i></p> <p style="text-align: right;"><i>MNU 2-01a</i></p>	<ul style="list-style-type: none"> • <i>Rounds whole numbers and decimal fractions up to and including at least 2 decimal places.</i> • <i>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.</i> • <i>Shares solutions with others.</i>
	Number and number processes	<p><i>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.</i></p> <p style="text-align: right;"><i>MNU 2-02a</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>MNU 2-03a</i></p> <p><i>I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.</i></p> <p style="text-align: right;"><i>MNU 2-03b</i></p>	<ul style="list-style-type: none"> • <i>Reads, writes, and sequences numbers forwards and backwards, using the number range 0 to 1 000 000.</i> • <i>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.</i> • <i>Explains the link between a digit, its place and its value for whole numbers up to at least 1 000 000.</i> • <i>Explains the link between a digit, its place and its value for numbers with at least 3 decimal places.</i> • <i>Reads, writes, orders and sequences sets of decimal fractions with up to at least 3 decimal places.</i> • <i>Uses knowledge of inverse operations in problem solving.</i> • <i>Adds and subtracts 10, 100 and 1000 mentally to and from whole numbers and decimal fractions with at least 3 decimal places.</i> • <i>Multiplies and divides whole numbers and decimal fractions with at least 3 decimal places mentally by 10, 100 and 1000.</i> • <i>Adds and subtracts multiples of 10 to and from whole numbers and decimal fractions with at least 3 decimal places.</i>

	<p>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</p> <p><i>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.</i> MNU 2-04a</p>	<ul style="list-style-type: none"> • 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, $43 \div 5 = 8.6$. • 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	<p>Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. MTH 2-05a</p>	<ul style="list-style-type: none"> • 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	<p>There are no experiences and outcomes at early level.</p>	<p>There are no experiences and outcomes at early level.</p>
Fractions, decimal fractions and percentages	<p><i>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.</i> MNU 2-07a</p> <p><i>I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my</i></p>	<ul style="list-style-type: none"> • Uses knowledge of equivalent forms of fractions, decimal fractions and percentages, for example, $\frac{3}{4} = 0.75 = 75\%$, 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 □5%. • Calculates simple fractions of a quantity and uses this knowledge to solve problems in everyday contexts, for example, find $\frac{3}{5}$ of 60.

		<p><i>preferred form when solving a problem, explaining my choice of method.</i></p> <p style="text-align: right;"><i>MNU 2-07b</i></p> <p>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.</p> <p style="text-align: right;"><i>MTH 2-07c</i></p>	<ul style="list-style-type: none"> • 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.
	<p>Money</p>	<p><i>I can manage money, compare costs from different retailers, and determine what I can afford to buy.</i></p> <p style="text-align: right;"><i>MNU 2-09a</i></p> <p><i>I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.</i></p> <p style="text-align: right;"><i>MNU 2-09b</i></p> <p><i>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.</i></p> <p style="text-align: right;"><i>MNU 2-09c</i></p>	<ul style="list-style-type: none"> • <i>Carries out money calculations involving the four operations.</i> • <i>Compares costs and determines affordability within a given budget.</i> • <i>Demonstrates understanding of the benefits and risks of using bank cards and digital technologies.</i> • <i>Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.</i>
	<p>Time</p>	<p><i>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.</i></p> <p style="text-align: right;"><i>MNU 2-10a</i></p>	<ul style="list-style-type: none"> • <i>Reads and records any time in both 12 hour and 24 hour notation and converts between the two.</i> • <i>Knows the relationships between commonly used units of time and carries out simple conversion calculations, for example, changes 1 3/4 hours into minutes.</i> • <i>Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems.</i>

		<p><i>I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.</i> MNU 2-10b</p> <p><i>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.</i> MNU 2-10c</p>	<ul style="list-style-type: none"> • <i>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.</i> • <i>Estimates the duration of a journey based on knowledge of the link between speed, distance and time.</i> • <i>Chooses the most appropriate timing device in practical situations and records using relevant units, including hundredths of a second.</i> • <i>Selects the most appropriate unit of time for a given task and justifies choice.</i>
Measurement		<p><i>I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.</i> MNU 2-11a</p> <p><i>I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.</i> MNU 2-11b</p> <p><i>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.</i> MNU 2-11c</p>	<ul style="list-style-type: none"> • <i>Uses the comparative size of familiar objects to make reasonable estimations of length, weight, area and capacity.</i> • <i>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).</i> • <i>Calculates the perimeter of simple 2D shapes in millimetres (mm), centimetres (cm) and metres (m) and explains the choice of method used.</i> • <i>Calculates the area of 2D shapes in square millimetres (mm^2), square centimetres (cm^2) and square metres (m^2) and explains the choice of method used.</i> • <i>Calculates the volume of simple 3D objects in cubic centimetres (cm^3) and cubic metres (m^3) and explains the choice of method used.</i> • <i>Converts between common units of measurement using decimal notation, for example, $550\text{cm} = 5.5\text{m}$; $3.009\text{kg} = 3\text{k}9\text{g}$ and applies this knowledge when solving problems.</i>

Shape, position and movement			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Solves simple algebraic equations with one variable, for example, $3x + 1 = 10$; $2x - 4 = 14$.
	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	<ul style="list-style-type: none"> • 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.

	<p>Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. MTH 2-16b</p> <p>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</p>	<ul style="list-style-type: none"> • 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 a bridge 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.
<p>Angle, symmetry and transformation</p>	<p>I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a</p> <p>I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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.

		<p>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</p> <p>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</p>	
	<p>Data and analysis</p>	<p><i>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.</i> MNU 2-20a</p> <p><i>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.</i> MNU 2-20b</p> <p>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</p>	<ul style="list-style-type: none"> • <i>Devises ways of collecting data in the most suitable way for the given task.</i> • <i>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.</i> • <i>Analyses, interprets and draws conclusions from a variety of data and communicates findings effectively.</i> • <i>Draws conclusions about the reliability of data taking into account, for example, the author, the audience, the scale and sample size used.</i> • Displays data appropriately making effective use of technology and chooses a suitable scale when creating graphs.

<p>Ideas of chance and uncertainty</p>	<p>I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.</p> <p>MNU 2-22a</p>	<ul style="list-style-type: none"> • <i>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.</i> • <i>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?</i> • <i>Uses data to predict the outcome of a simple experiment and explains reasons for the prediction.</i>
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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

Listening and Talking	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	<p>Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><i>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></p> <p><i>I regularly select subject, purpose, format and resources to create texts of my choice.</i></p> <p style="text-align: right;">LIT 1-01a / LIT 2-01a</p>	<ul style="list-style-type: none"> • <i>Gives a personal response to spoken texts with appropriate explanations.</i> • <i>Explains preferences for certain texts or sources.</i> • <i>Creates a range of spoken texts choosing subject, purpose, format and resources.</i>
	<p>Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning</p>	<p>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.</p> <p style="text-align: right;">GAI 2-02a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-02a</p>	<ul style="list-style-type: none"> • <i>Incorporates a range of vocabulary, phrases and idiom into language appropriate for the audience and across curricular areas.</i> • <i>Contributes a number of relevant ideas, information and opinions when engaging with others.</i> • <i>Shows respect for the views of others and offers own viewpoint.</i> • <i>Builds on the contributions of others for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i> • <i>Uses features of Gaelic language correctly and with increasing accuracy for example, grammatical structures and irregular verbs.</i> • <i>Applies features of spoken language in own oral presentations and interactions clearly for example, eye contact, body language, pace and tone.</i> • <i>Recognises and uses some techniques to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions.</i>

	<p>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.</p> <p>GAI 2-03a</p>	
<p>Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>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.</i></p> <p>LIT 2-04a</p> <p><i>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.</i></p> <p>LIT 2-05a</p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p>LIT 2-06a</p>	<ul style="list-style-type: none"> • <i>Identifies the purpose of spoken texts with straightforward explanation.</i> • <i>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.</i> • <i>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.</i>

<p>Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p><i>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.</i> LIT 2-07a</p> <p><i>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.</i> LIT 2-08a</p>	<ul style="list-style-type: none"> • <i>Identifies and discusses the main features of texts, using technical language to show an understanding of a range of texts.</i> • <i>Asks and responds to literal, inferential and evaluative questions to inform their understanding.</i> • <i>Recognises persuasive language and the differences between fact and opinion giving appropriate explanation.</i> • <i>Recognises and discusses aspects of writer’s craft, for example, theme, style, setting, character, to show an understanding of techniques.</i>
<p>Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>share information, experiences and opinions</i> • <i>explain processes and ideas</i> • <i>identify issues raised and summarise main points or findings</i> • <i>clarify points by asking questions or by asking others to say more.</i> <p>LIT 2-09a</p>	<ul style="list-style-type: none"> • <i>Communicates confidently and fluently, with some expression in different contexts.</i> • <i>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.</i> • <i>Uses an appropriate range of vocabulary for purpose and audience.</i> • <i>Applies verbal and non-verbal skills to communicate clearly, for example, eye contact, body language, pace and tone.</i> • <i>Uses resources as appropriate to support communication including digital technology.</i>

		<p><i>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.</i></p> <p>LIT 2-10a / LIT 3-10a</p>	
Reading	<p>Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><i>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.</i></p> <p>LIT 1-11a / LIT 2-11a</p>	<ul style="list-style-type: none"> • <i>Selects texts regularly for a range of purposes including for enjoyment or to find information for a specific purpose.</i> • <i>Explains preferences for particular texts, authors or sources with supporting detail.</i>
	<p>Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p>GAI 2-12a / GAI 3-12a / GAI 4-12a</p> <p><i>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.</i></p> <p>LIT 2-13a</p>	<ul style="list-style-type: none"> • <i>Uses all knowledge of language to read fluently and with expression, using appropriate pace and tone, demonstrating understanding of the text.</i> • <i>Uses knowledge of context clues, grammar, punctuation and layout along with reading strategies, to read unfamiliar texts with understanding.</i> • <i>Applies a range of reading skills and strategies to read and understand texts for example, skimming, scanning, predicting, clarifying.</i> • <i>Makes appropriate predictions about texts with supporting evidence.</i> • <i>Uses strategies and resources to read and understand and clarify unfamiliar vocabulary, for example use a dictionary.</i> • <i>Discusses a selection of texts offering a personal response which compares and explains preferences for texts, authors and effectiveness.</i>

<p>Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>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.</i></p> <p>LIT 2-14a</p> <p><i>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.</i></p> <p>LIT 2-15a</p>	<ul style="list-style-type: none"> • <i>Skims texts to identify purpose and main ideas.</i> • <i>Scans texts to find key information.</i> • <i>Finds, sorts and selects relevant information from a range of sources including digital texts.</i> • <i>Makes and organises notes using own words.</i> • <i>Uses notes to create new texts that demonstrate an understanding of the topic or issue.</i>
<p>Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p><i>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.</i></p> <p>LIT 2-16a</p> <p>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.</p> <p>GAI 2-17a</p>	<ul style="list-style-type: none"> • <i>Identifies the purpose of texts with appropriate explanation.</i> • <i>Identifies the key ideas of a text with appropriate detail.</i> • <i>Makes relevant comments about simple features of language for example, word choice, sentence structure and punctuation.</i> • <i>Responds appropriately to literal, inferential and evaluative questions to demonstrate understanding of texts.</i> • <i>Creates different types of questions to show understanding of texts.</i> • <i>Distinguishes between fact and opinion with appropriate explanation.</i> • <i>Recognises techniques used to influence the reader for example, word choice, emotive language, rhetorical questions and repetition.</i> • <i>Recognises and can explain which sources are most useful/ accurate.</i>

		<p><i>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.</i></p> <p>LIT 2-18a</p> <p>I can:</p> <ul style="list-style-type: none"> • 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. <p>GAI 2-19a</p>	<ul style="list-style-type: none"> • <i>Makes relevant comments about structure, characterisation and/or setting, making predictions with supporting evidence from the text.</i> • <i>Relates the writer's theme to own and/or others' experiences.</i> • <i>Makes relevant comment about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.</i>
Writing	<p>Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i></p> <p>LIT 1-20a / LIT 2-20a</p>	<ul style="list-style-type: none"> • <i>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i>

<p>Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i> LIT 2-21a</p> <p><i>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.</i> LIT 2-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i> LIT 2-23a</p> <p><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i> LIT 2-24a</p>	<ul style="list-style-type: none"> • <i>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</i> • <i>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.</i> • <i>Uses resources, including dictionaries and digital technology, to support spelling.</i> • <i>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.</i> • <i>Writes most sentences in a grammatically accurate way, for example, merges verbal nouns with separate pronouns in a sentence.</i> • <i>Uses sentences of different lengths and types and varies sentence beginnings.</i> • <i>Links sentences using a range of conjunctions.</i> • <i>Uses paragraphs confidently to link separate thoughts and ideas.</i> • <i>Writes in a fluent and legible way.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> • <i>Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, font, graphics and captions.</i>
<p>Organising and using information - considering texts to help create short and extended texts for different purposes</p>	<p><i>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></p>	<ul style="list-style-type: none"> • <i>Uses notes and a variety of texts across the curriculum to develop thinking and create new texts.</i> • <i>Selects relevant ideas and information.</i> • <i>Acknowledges sources appropriately.</i> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary to suit purpose and audience including subject-specific vocabulary.</i>

	<p><i>I recognise the need to acknowledge my sources and can do this appropriately.</i></p> <p>LIT 2-25a</p> <p><i>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.</i></p> <p>LIT 2-26a</p>	
<p>Creating texts - considering texts to help create short and extended texts for different purposes</p>	<p>I am learning to use language and style in a way which engages and/or influences my reader.</p> <p>GAI 2-27a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i></p> <p>LIT 2-28a</p> <p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i></p> <p>LIT 2-29a</p>	<ul style="list-style-type: none"> • <i>Creates a range of short and extended texts regularly for different purposes.</i> • Attempts to engage and/or influence the reader through word choice and/or use of language. <p><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></p> <ul style="list-style-type: none"> • <i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i> • <i>Includes relevant ideas, knowledge and information.</i> • <i>Organises and presents information in an appropriate way.</i> • <i>Uses tone and vocabulary appropriate to purpose.</i> <p><i>When writing to persuade, evaluate, explore issues or express an opinion:</i></p> <ul style="list-style-type: none"> • <i>Presents relevant ideas and information, including supporting detail, to convey view point.</i> • <i>Organises information in an appropriate way.</i>

	<p>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.</p> <p style="text-align: right;">GAI 2-30a</p> <p>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.</p> <p style="text-align: right;">GAI 2-31a</p>	<ul style="list-style-type: none"> • <i>Uses linking words or phrases as appropriate.</i> • <i>Attempts to use language to influence or persuade the reader for example, word choice, punctuation, repetition, rhetorical questions and / or emotive language.</i> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> • Describes personal experiences, making context and events clear. • Uses suitable vocabulary to convey thoughts and feelings. • Applies key features of chosen genre appropriately. <p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> • 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.
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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

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Art and Design	<p>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</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>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</p> <p>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</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</p>	<ul style="list-style-type: none"> • 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. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> • 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;

	<p>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.</p> <p>EXA 2-07a</p>	<ul style="list-style-type: none"> • 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.
<p>Dance</p>	<p>I can explore and choose movements to create and present dance, developing my skills and techniques.</p> <p>EXA 2-08a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.</p> <p>EXA 2-09a</p> <p>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.</p> <p>EXA 2-10a</p> <p>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.</p> <p>EXA 2-11a</p>	<ul style="list-style-type: none"> • 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.
<p>Drama</p>	<p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.</p> <p>EXA 2-12a</p>	<ul style="list-style-type: none"> • 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.

	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</p> <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</p> <p>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</p>	<ul style="list-style-type: none"> • 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.
<p>Music</p>	<p>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</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p> <p>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</p>	<ul style="list-style-type: none"> • 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.

	<p>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.</p> <p>EXA 2-19a</p>	<ul style="list-style-type: none">• 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.
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Second Level Gaelic (Learners)

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	Listening for information	<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources.</p> <p style="text-align: right;">LGL 2-01a</p>	<ul style="list-style-type: none"> • 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	<p>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.</p> <p style="text-align: right;">LGL 2-02a</p> <p>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.</p> <p style="text-align: right;">LGL 2-03a</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Uses the present tense with accuracy and some common past tenses for example, <i>Chaidh, Bha, Cha robh, Fhuair, Chunnaic.</i> • Uses the correct forms of pronouns to respond to questions about others for example, <i>Tha bràthair agam. Tha e deich.</i>

		<p>I can ask for help confidently using learned phrases and familiar language. LGL 2-04a</p> <p>I can participate in familiar collaborative activities in Gaelic including games, paired speaking and short role-plays. LGL 2-05b</p>	<ul style="list-style-type: none"> • 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 - <i>Tha cù dubh agus geal agam.</i> • 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	<p>Organising and using information</p>	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. LGL 2-06a</p> <p>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</p>	<ul style="list-style-type: none"> • 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.

<p>Using knowledge about language</p>	<p>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.</p> <p style="text-align: right;">LGL 2-07a</p>	<ul style="list-style-type: none"> • 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.
<p>Finding and using information</p>	<p>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.</p> <p style="text-align: right;">LGL 2-08a</p>	<ul style="list-style-type: none"> • 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.
<p>Reading for cultural appreciation</p>	<p>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.</p> <p style="text-align: right;">LGL 2-09a</p>	<ul style="list-style-type: none"> • 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.
<p>Reading for interest and enjoyment</p>	<p>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.</p> <p style="text-align: right;">LGL 2-10a</p>	<ul style="list-style-type: none"> • Selects a range of texts to share with others. • Reads independently and with others a range of texts for different purposes.

	<p>Using knowledge about language</p>	<p>I can understand how a bilingual dictionary works and use it with support. LGL 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and Gaelic. LGL 2-11b</p> <p>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</p>	<ul style="list-style-type: none"> • 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
<p>Writing</p>	<p>Organising and using information</p>	<p>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</p>	<ul style="list-style-type: none"> • 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.
	<p>Using knowledge about language</p>	<p>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</p>	<ul style="list-style-type: none"> • 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)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Food Experience	Tasting, selecting and evaluating	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	<ul style="list-style-type: none"> • 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.
	Decision making		
	Religious and cultural influences		
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> 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	<p>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</p>	<ul style="list-style-type: none"> 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	<p>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</p> <p>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</p> <p>By investigating food labelling systems I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p>	<ul style="list-style-type: none"> 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.

Second Level Health and Wellbeing (Personal and Social Education)

		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	<p>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</p>	<ul style="list-style-type: none"> • 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	<p>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</p> <p>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</p> <p>I can explain why I need to be active on a daily basis to maintain good</p>	<ul style="list-style-type: none"> • 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.

	Action in unsafe situations	<p>I know of actions I can take to help someone in an emergency. HWB 2-42a</p>	<ul style="list-style-type: none"> • 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	<p>Positive Relationships</p> <p>Physical changes</p> <p>Sexual health and sexuality</p>	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>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</p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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.

	<p>Role of parent / carer</p>	<p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p> <p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a</p>	<ul style="list-style-type: none"> • 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.
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Second Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness		<ul style="list-style-type: none"> • 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.
	Balance and control	<p>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.</p> <p style="text-align: right; color: green;">HWB 2-21a</p>	<ul style="list-style-type: none"> • 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.
	Coordination and fluency		<ul style="list-style-type: none"> • 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.
	Rhythm and Timing	<p>I practise, consolidate and refine my skills to improve my performance.</p> <p style="text-align: right; color: green;">HWB 2-22a</p>	<ul style="list-style-type: none"> • 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.
	Gross and fine motor skills		

			<ul style="list-style-type: none"> • 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	<p>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</p> <p>I practise, consolidate and refine my skills to improve my performance. HWB 2-22a</p>	<ul style="list-style-type: none"> • 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.

	Problem Solving Creativity		<ul style="list-style-type: none"> • 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	<p>I practise, consolidate and refine my skills to improve my performance.</p> <p style="text-align: right;">HWB 2-22a</p>	<ul style="list-style-type: none"> • 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.
	Confidence and Self-esteem	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p style="text-align: right;">HWB 2-23a</p>	<ul style="list-style-type: none"> • 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.
	Determination and Resilience		<ul style="list-style-type: none"> • 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.

	<p>Responsibility and Leadership</p> <p>Respect and Tolerance</p> <p>Communication</p>	<p>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.</p> <p>HWB 2-24a</p>	<ul style="list-style-type: none"> • 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.
<p>Physical Fitness</p>	<p>Stamina</p>		<ul style="list-style-type: none"> • 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.

	<p>Speed</p>	<p>I am developing and sustaining my levels of fitness. HWB 2-22a</p>	<ul style="list-style-type: none"> • 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.
	<p>Core Stability and Strength</p>	<p>I am developing and sustaining my levels of fitness. HWB 2-22a</p>	<ul style="list-style-type: none"> • 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.
	<p>Flexibility</p>		<ul style="list-style-type: none"> • 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

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	Listening for information	<p>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</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<ul style="list-style-type: none"> • 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	<p>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</p>	<ul style="list-style-type: none"> • 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.

	<p>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</p> <p>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</p> <p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p> <p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<ul style="list-style-type: none"> • 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.
<p>Organising and using information</p>	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p>	<ul style="list-style-type: none"> • 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

Reading	Using knowledge and languages	<p>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.</p> <p style="text-align: right; color: red;">MLAN 2-06b</p>	<p>enough to demonstrate accuracy in pronunciation and expression appropriate to the level.</p> <ul style="list-style-type: none"> • 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	<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.</p> <p style="text-align: right; color: red;">MLAN 2-07a</p> <p>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.</p> <p style="text-align: right; color: red;">MLAN 2-07b</p>	<ul style="list-style-type: none"> • 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.
	Finding and using information	<p>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.</p> <p style="text-align: right; color: red;">MLAN 2-08a</p>	<ul style="list-style-type: none"> • 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.

		<p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.</p> <p style="text-align: right;">MLAN 2-08</p>	<ul style="list-style-type: none"> 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.
	<p>Reading to appreciate other cultures</p>	<p>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.</p> <p style="text-align: right;">MLAN 2-09a</p>	<ul style="list-style-type: none"> 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.
	<p>Reading for interest and enjoyment</p>	<p>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.</p> <p style="text-align: right;">MLAN 2-10a</p>	<ul style="list-style-type: none"> 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.
	<p>Using knowledge about language</p>	<p>I can understand how a bilingual dictionary works and use it with support.</p> <p style="text-align: right;">MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning.</p> <p style="text-align: right;">MLAN 2-11b</p>	<ul style="list-style-type: none"> 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.

		<p>I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>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</p>	<ul style="list-style-type: none"> • 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.
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Writing	Organising and using information	<p>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</p> <p>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</p> <p>I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b</p> <p>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</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Punctuation - Spelling - Accents.
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Second Level Religious Education in Roman Catholic Schools

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Mystery of God	<p>I examine God's precious gift of life and can reflect and act upon my God-given role. RERC 2-01a</p> <p>I explore the Biblical stories of Creation and I can reflect on how we understand these truths in our modern world. RERC 2-01b</p>	<ul style="list-style-type: none"> • 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.
In the Image of God	<p>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</p>	
Revealed Truth of God	<p>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</p> <p>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</p>	
Son of God	<p>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</p> <p>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</p>	

	<p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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.
Signs of God	<p>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</p> <p>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</p> <p>I can understand that the Eucharist is 'the source and summit of the Christian life'. RERC 2-09b</p> <p>I can reflect on the Holy Spirit's prophetic influence. RERC 2-10a</p>	<ul style="list-style-type: none"> • 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.
Word of God	<p>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</p> <p>I know that the Bible is the inspired Word of God and that I should treat it with reverence. RERC 2-12a</p>	

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

	<p>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.</p> <p style="text-align: right;">RERC 2-19a</p>	
<p>Reign of God</p>	<p>I know that I have been called by God to grow in love, justice and peace in my relationships with others.</p> <p style="text-align: right;">RERC 2-20a</p>	
	<p>I can recognise how my relationship with God and others can be shaped by the values of Jesus' Kingdom.</p> <p style="text-align: right;">RERC 2-21a</p>	
	<p>I recognise the contribution of other Christian Churches to Jesus' Kingdom. I have explored ecumenical action and reflected upon its impact in the world.</p> <p style="text-align: right;">RERC 2-21b</p>	
	<p>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.</p> <p style="text-align: right;">RERC 2-22a</p>	
	<p>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.</p> <p style="text-align: right;">RERC 2-23a</p>	

	<p>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.</p> <p style="text-align: right;">RERC 2-24a</p>	
Beliefs in other World Religions	<p>I have explored some beliefs of the Jewish and / or Muslim communities.</p> <p style="text-align: right;">RERC 2-25a</p>	<ul style="list-style-type: none"> • 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	<p>I can identify some of the principles by which people of the Jewish and / or Muslim faith communities live.</p> <p style="text-align: right;">RERC 2-26a</p>	
Practices and Traditions in other world Religions	<p>I can share some of the key features and rituals associated with the Jewish and / or Muslim communities' places of worship and their festivals.</p> <p style="text-align: right;">RERC 2-27a</p>	
	<p>I can identify some of the customs and artefacts related to the Jewish and / or Muslim communities and their festivals.</p> <p style="text-align: right;">RERC 2-27b</p>	

Second Level Religious and Moral Education

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Beliefs	<p>Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a</p> <p>Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. RME 2-04a</p> <p>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</p> <p>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</p> <p>I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs. RME 2-01c</p>	<ul style="list-style-type: none"> • Investigates, describes, explains and expresses an opinion on at least one beliefⁱ 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.

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.

	<p>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</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 2-07a</p> <p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a</p> <p>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</p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b</p>	
<p>Values and Issues</p>	<p>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</p> <p>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,</p>	<ul style="list-style-type: none"> • 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.

	<p>I am beginning to understand how these have influenced the morality of world religions. RME 2-05a</p> <p>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</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 2-07a</p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b</p> <p>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</p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d</p>	
<p>Practices and Traditions</p>	<p>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</p>	<ul style="list-style-type: none"> 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.

	<p>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.</p> <p style="text-align: right;">RME 2-06a</p> <p>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.</p> <p style="text-align: right;">RME 2-03b</p> <p>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.</p> <p style="text-align: right;">RME 2-06b</p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society.</p> <p style="text-align: right;">RME 2-03c</p> <p>I can describe and reflect upon practices and traditions of world religions.</p> <p style="text-align: right;">RME 2-06c</p> <p>I am developing respect for others and my understanding of their beliefs and values.</p> <p style="text-align: right;">RME 2-07a</p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p> <p style="text-align: right;">RME 2-09d</p>	
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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.

Skills	
Inquiry and investigative skills	<i>Plans and designs scientific investigations and enquiries</i> <ul style="list-style-type: none">- 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.
	<i>Carries out practical activities in a variety of learning environments</i> <ul style="list-style-type: none">- 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.
	<i>Analyses, interprets and evaluates scientific findings</i> <ul style="list-style-type: none">- 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.
	<i>Presents scientific findings</i> <ul style="list-style-type: none">- 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Plant Earth	Biodiversity and interdependence	<p>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.</p> <p style="text-align: right; color: #008080;">SCN 2-01a</p>	<ul style="list-style-type: none"> • 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.
		<p>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</p>	<ul style="list-style-type: none"> • 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'.

		of a wildlife area. SCN 2-02a	
		Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

		water cycle in nature over time. SCN 2-05a	
	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical	<ul style="list-style-type: none"> • 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. • 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.

		challenge. SCN 2-08b	
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	

			<p>that coloured filters have on white light and how they can be used to make other colours.</p> <ul style="list-style-type: none"> Explains how we can recognise the colour of an object due the reflection and absorption of particular parts of the visible spectrum.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Biological systems</p>	<p>Body systems and cells</p>	<p>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.</p> <p style="text-align: right; color: #008080;">SCN 2-12a</p>	<p><i>The expectation is that at least two of the following body systems will be studied at Second Level.</i></p> <p>Respiratory system</p> <ul style="list-style-type: none"> 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. <p>Circulatory system</p> <ul style="list-style-type: none"> 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. <p>Digestive system</p> <ul style="list-style-type: none"> 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. <p>Reproductive system</p> <ul style="list-style-type: none"> 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.

Inheritance		<p>Skeletal system</p> <ul style="list-style-type: none"> • Describes the function of the skeleton (skull, spine, ribcage some bones of the arm and leg), for example, to provide support, 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).
	<p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.</p> <p style="text-align: right; color: #008080;">SCN 2-12b</p>	<ul style="list-style-type: none"> • 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.
	<p>I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.</p> <p style="text-align: right; color: #008080;">SCN 2-13a</p>	<ul style="list-style-type: none"> • 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).
	<p>By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.</p> <p style="text-align: right; color: #008080;">SCN 2-14a</p>	<p>Plants</p> <ul style="list-style-type: none"> • 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

			<p>the ovary ripens to form a fruit.</p> <ul style="list-style-type: none"> Investigates and explains how a seed germinates into a plant using water, oxygen, a food store and warmth. <p>Animals</p> <ul style="list-style-type: none"> 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.
		<p>By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.</p> <p style="text-align: right; color: #008080;">SCN 2-14b</p>	<ul style="list-style-type: none"> 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	<p>By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.</p> <p style="text-align: right; color: #008080;">SCN 2-15a</p>	<ul style="list-style-type: none"> • 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.
		<p>I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.</p> <p style="text-align: right; color: #008080;">SCN 2-16a</p>	<ul style="list-style-type: none"> • 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.
		<p>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.</p> <p style="text-align: right; color: #008080;">SCN 2-16b</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	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	<ul style="list-style-type: none"> 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. 	

		<p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p> <p>SCN 2-20b</p>	<ul style="list-style-type: none"> • 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.
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Second Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
People, past events and societies	<p>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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	<p>I can describe the major characteristic features of Scotland's landscape and explain how these are formed. SOC 2-07a</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b</p>	<ul style="list-style-type: none"> • 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.

	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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.
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People in society, economy and business	<p>I can use evidence selectively to research current social, political or economic issues.</p> <p style="text-align: right;">SOC 2-15a</p>	<ul style="list-style-type: none"> • 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.
	<p>I can explain how the needs of a group in my local community can be supported.</p> <p style="text-align: right;">SOC 2-16a</p>	
	<p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.</p> <p style="text-align: right;">SOC 2-16b</p>	
	<p>I can discuss issues of the diversity of cultures, values and customs in our society.</p> <p style="text-align: right;">SOC 2-16c</p>	
	<p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.</p> <p style="text-align: right;">SOC 2-17a</p>	
	<p>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.</p> <p style="text-align: right;">SOC 2-18a</p>	
	<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p> <p style="text-align: right;">SOC 2-19a</p>	

	<p>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.</p> <p style="text-align: right;">SOC 2-20a</p> <p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.</p> <p style="text-align: right;">SOC 2-21a</p> <p>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.</p> <p style="text-align: right;">SOC 2-22a</p>	<ul style="list-style-type: none"> • Identifies profit and non-profitmaking organisations / enterprises including those who services are free at the point of delivery, for example health and education.
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Second Level Technologies

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>Food and Textile</p>	<p>I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a</p> <p>I am developing dexterity, creativity and confidence when working with textiles. TCH 2-04b</p> <p>I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus. TCH 2-04c</p> <p>I can discuss, debate and improve my ideas with increasing confidence and clear explanations. TCH 2-04d</p>	<ul style="list-style-type: none"> • 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	<p>Awareness of technological developments (Past, Present and Future), including how they work</p>	<p>I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a</p>

	<p>Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment</p>	<p>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</p> <p>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</p>	<ul style="list-style-type: none"> • 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.
<p>Craft, Design, Engineering and graphics</p>	<p>Design and constructing models / product</p>	<p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p>	<ul style="list-style-type: none"> • 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.
	<p>Exploring uses of materials</p>	<p>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</p>	<ul style="list-style-type: none"> • 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	<p>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.</p> <p style="text-align: right;">TCH 2-11a</p>	<ul style="list-style-type: none"> • 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	<p>I can extend my knowledge and understanding of engineering disciplines to create solution.</p> <p style="text-align: right;">TCH 2-12a</p>	<ul style="list-style-type: none"> • 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	<p>I understand the operation of a process and its outcome. I can structure related items of information.</p> <p style="text-align: right;">TCH 2-13a</p>	<ul style="list-style-type: none"> • 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.

<p>Understanding and analysing computing technology</p>	<p>I can explain core programming language concepts in appropriate technical language.</p> <p style="text-align: right;">TCH 2-14a</p>	<ul style="list-style-type: none"> • 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.
	<p>I understand how information is stored and how key components of computing technology connect and interact through networks.</p> <p style="text-align: right;">TCH 2-14b</p>	
<p>Designing, building and testing computing solutions</p>	<p>I can create, develop and evaluate computing solutions in response to a design challenge.</p> <p style="text-align: right;">TCH 2-15a</p>	<ul style="list-style-type: none"> • 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.