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**Technologies — broad general education mapping to National 3 and National 4 Administration and IT**

Learning, teaching and assessment in the technologies should span a range of the 13 key concepts. The curriculum organisers of Digital Literacy, and Technological Developments in Society and Business, along with the relevant social studies experiences and outcomes, should be covered when planning the S1–S3 Business Education curriculum.

As with literacy, numeracy and health and wellbeing, digital literacy should be placed at the heart of all learning. Evidence of progress in digital literacy could be gathered from a range of curriculum areas, however it must be taught by specialist staff.

This document has been created to show the mapping from the technologies experiences and outcomes, including digital literacy, into the National 3 and National 4 Administration and IT courses.

Other documents that may be of use in planning learning, teaching and assessment in this area are:

* [technologies experiences and outcomes](https://www.education.gov.scot/Documents/Technologies-es-os.pdf)
* [social studies experiences and outcomes](https://www.education.gov.scot/Documents/social-studies-eo.pdf)
* [Technologies benchmarks](https://education.gov.scot/improvement/Documents/TechnologiesBenchmarksPDF.pdf)
* [Social Studies benchmarks](https://education.gov.scot/improvement/Documents/Social%20StudiesBenchmarksPDF.pdf)
* [National 3 Administration and IT course and unit support notes](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N3_SocialStudies_AdministrationandIT.pdf)
* [National 4 Administration and IT course and unit support notes](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_AdministrationandIT.pdf)

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| **Key concept** | **Early** | **First** | **Second** | **Third** | **Fourth** |
| **Organiser: Digital Literacy**  **Using digital products and services in a variety of contexts to achieve a purposeful outcome** | I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.  **TCH 0-01a** | I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.  TCH 1-01a | 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 | I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems.  TCH 3-01a | I can select and use digital technologies to access, select relevant information and solve real world problems.  TCH 4-01a |
| **National 3 (see Administration and IT course and unit support notes for more detail)** | **National 4 (see Administration and IT course and unit support notes for more detail)** |
| Editing a spreadsheet using basic functions, formatting and formulae, and creating and labelling a chart.  Populating and editing a flat database by amending data, and deleting fields and records.  Formatting and editing simple business documents using word-processing software by entering and editing text, and inserting graphics.  Using the internet to search for and retrieve information requested.  Using the centre’s internal network (intranet) to access and store files.  Creating, editing and simple formatting of presentations.  Using templates and simple formatting in desktop-publishing software to create a document.  Composing an e-mail to send to a single recipient. | Editing and printing a spreadsheet by applying simple formatting, formulae and functions, and sorting data on one column. Creating, labelling and printing a simple chart from a specified range.  Populating and editing a flat database by creating and using forms with headers and footers. Searching the database using basic operators and sorting the database on one field. Presenting information from a flat database in a report format using headers and footers. Printing with all or selected fields visible in various formats.  Creating and basic editing of simple business documents using  word-processing software with headers and footers. Creating and editing simple tables, sorting on one column, and using borders and shading.  Integrating data from other IT applications into a word-processing document to enhance it.  Searching for, and extracting/downloading, relevant information from the internet using search engines, hyperlinks and favourites/bookmarks. Searching for, and extracting/downloading, relevant information using an internal network (intranet).  Using presentation software, to produce a simple presentation, using basic functions including transition and animation, and slide content layout.  Using desktop publishing, to produce a simple document, using basic functions to ensure the document is fit for purpose, eg size and content.  Composing an e-mail, to send to one or more recipients, using basic functions, eg an attachment.  Using emerging technologies for information/communication, eg blogs, social media.  Using an e-diary to schedule an appointment and set a reminder. |

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| **Key concept** | **Early** | **First** | **Second** | **Third** | **Fourth** |
| Organiser: Digital Literacy  Searching, processing and managing information responsibly | I can use digital technologies to explore how to search and find information.  TCH 0-02a | Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.  TCH 1-02a | I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.  TCH 02-02a | Having used digital technologies to search, access and retrieve information I can justify my selection in terms of validity, reliability and have an awareness of plagiarism.  TCH 3-02a | I can use digital technologies to process and manage information responsibly and can reference sources accordingly.  TCH 4-02a |
| **National 3 (see Administration and IT course and unit support notes for more detail)** | **National 4 (see Administration and IT course and unit support notes for more detail)** |
| Using the internet to search for and retrieve information. | Using the internet to search for, retrieve and use information.  Outlining the key employee responsibilities in terms of the security of information.  Using emerging technologies for information/communication, eg blogs and social media. |

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| **Key concept** | **Early** | **First** | **Second** | **Third** | **Fourth** |
| Organiser: Digital Literacy  Cyber resilience and internet safety | I can explore, play and communicate using digital technologies safely and securely.  TCH 0-03a | I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure.  TCH 1-03a | 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 | I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others.  TCH 3-03a | I can explore the impact of cyber-crime for business and industry and the consequences this can have on me.  TCH 4-03a |
| **National 3 (see Administration and IT course and unit support notes for more detail)** | **National 4 (see Administration and IT course and unit support notes for more detail)** |
| Using the internet to search for and retrieve information. | Using the internet to search for, retrieve and use information.  Outlining the key employee responsibilities in terms of the security of people, property and information.  Using emerging technologies for information/communication, eg blogs and social media. |

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| **Key concept** | **Early** | **First** | **Second** | **Third** | **Fourth** |
| Organiser: Technological Developments in Society  Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment. | I understand how local shops and services use technologies to provide us with what we need and want in our daily lives.  TCH 0-07a | I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live.  TCH 1-07a | 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 | I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business.  TCH 3-07a  I can explore the impact, contribution and use of various software applications and emerging hardware in business.  TCH 3-08a | I can present conclusions about the impact of technologies on the economy, politics and the environment.  TCH 4-07a  I can select and use appropriate hardware and software which supports evolving business activities.  TCH 4-08a |
| **National 3 (see Administration and IT course and unit support notes for more detail)** | **National 4 (see Administration and IT course and unit support notes for more detail)** |
| Editing a spreadsheet using basic functions, formatting and formulae, and creating and labelling a chart.  Populating and editing a flat database by amending data, and deleting fields and records.  Formatting and editing simple business documents using word-processing software by entering and editing text, and inserting graphics.  Using the internet to search for and retrieve information requested.  Using the centre’s internal network (intranet) to access and store files.  Creating, editing and simple formatting of presentations.  Using templates and simple formatting in desktop-publishing software to create a document.  Composing an e-mail to send to a single recipient. | Editing and printing a spreadsheet by applying simple formatting, formulae and functions, and sorting data on one column. Creating, labelling and printing a simple chart from a specified range.  Populating and editing a flat database by creating and using forms with headers and footers. Searching the database using basic operators and sorting the database on one field. Presenting information from a flat database in a report format using headers and footers. Printing with all or selected fields visible in various formats.  Creating and basic editing of simple business documents using  word-processing software with headers and footers. Creating and editing simple tables, sorting on one column, and using borders and shading.  Integrating data from other IT applications into a word-processing document to enhance it.  Searching for, and extracting/downloading, relevant information from the internet using search engines, hyperlinks, and favourites/bookmarks. Searching for, and extracting/downloading, relevant information using an internal network (intranet).  Using presentation software, to produce a simple presentation, using basic functions including transition and animation, and slide content layout.  Using desktop publishing, to produce a simple document, using basic functions to ensure the document is fit for purpose, eg size and content.  Composing an e-mail, to send to one or more recipients, using basic functions, eg an attachment.  Using emerging technologies for information/communication, eg blogs, social media.  Using an e-diary to schedule an appointment and set a reminder. |