### Level Descriptors Year I

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Numeracy and Problem Solving Skills</th>
<th>Life Skills</th>
<th>Livelihood and Trade skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Listening:</strong></td>
<td><strong>Functional Numeracy</strong></td>
<td><strong>Personal Growth:</strong></td>
<td><strong>Materials in the Environment:</strong></td>
</tr>
<tr>
<td>- Develop familiarity with the sounds and units of the language.</td>
<td>- Demonstrate knowledge of numbers, fractions, decimals and percentage and basic operations thereon.</td>
<td>- Develop an awareness of factors that affect growth.</td>
<td>- Name and classify materials into various categories according to properties and uses.</td>
</tr>
<tr>
<td>- Develop the ability to discriminate and identify different elements/characteristics of aural input.</td>
<td>- Demonstrate knowledge of concept of time and interpret time expressed in seconds, minutes, hours, days and years.</td>
<td><strong>Interpersonal Skills:</strong></td>
<td>- State the basic properties of materials.</td>
</tr>
<tr>
<td>- Understand, appreciate and respond to a variety of simple aural inputs.</td>
<td>- Demonstrate the ability to estimate quantity/amount in terms of length, mass and capacity.</td>
<td>- Demonstrate basic assertiveness strategies to manage interactions with others.</td>
<td><strong>Tools and Equipment:</strong></td>
</tr>
<tr>
<td><strong>Oral Interaction:</strong></td>
<td>- Measure quantities accurately, using simple instruments and express measurements, using appropriate numbers and units.</td>
<td><strong>Movement and Health:</strong></td>
<td>- Name basic hand tools and equipment.</td>
</tr>
<tr>
<td>- Express themselves on topics of interest using simple language.</td>
<td>- Identify and construct drawings of geometrical shapes and angles.</td>
<td>- Develop basic movement and motor skills.</td>
<td>- Explain the functions of basic hand tools and equipment.</td>
</tr>
<tr>
<td>- Engage in short conversations and discussions which involve some turn taking.</td>
<td>- Demonstrate the ability, through practical activities, to collect and record data in tabular and graphical forms.</td>
<td>- Understand the role of physical activity and exercise in health and well-being.</td>
<td>- Learn to use basic hand tools and equipment appropriately.</td>
</tr>
<tr>
<td>- Use appropriate pitch, intonation, modulation and pronunciation.</td>
<td><strong>Understanding Nature:</strong></td>
<td>- Maintain regular, sustainable and enjoyable physical activity.</td>
<td><strong>Communication:</strong></td>
</tr>
<tr>
<td><strong>Functional Reading and Writing:</strong></td>
<td>- List the importance of air around us in relation to life, travel and entertainment.</td>
<td><strong>Conflict Resolution and Emotion Management:</strong></td>
<td>- Interpret drawings, illustrations and symbols.</td>
</tr>
<tr>
<td>- Read and appreciate short texts on familiar topics.</td>
<td>- Discuss the basic causes, effects and mitigation of air, water and land pollution.</td>
<td>- Identify healthy ways to manage emotions and resolve conflicts.</td>
<td>- Follow instructions correctly during the realisation of a product.</td>
</tr>
<tr>
<td>- Identify the topic, retrieve literal information and follow the sequence of events/ideas.</td>
<td>- Observe objects of daily use to understand soluble/insoluble and permeable/impermeable materials.</td>
<td><strong>Wellness and Self Care:</strong></td>
<td><strong>Designing, Processing and Making:</strong></td>
</tr>
<tr>
<td>- Consolidate their knowledge of basic mechanics and conventions of writing.</td>
<td><strong>Geography:</strong></td>
<td>- Develop an understanding of main parts and organs in the human body and adopt caring measures.</td>
<td>- Identify the stages in the realisation of a piece of work.</td>
</tr>
<tr>
<td>- Develop awareness of different lay outs; produce simple texts according to purpose and audience.</td>
<td>- Demonstrate the ability to extract information from maps to locate places and features.</td>
<td>- Identify basic structures of the male and female reproductive systems and emotional changes during puberty.</td>
<td>- Use commonly available materials and techniques to make simple products.</td>
</tr>
<tr>
<td>- Learn to use methods of music notation and basic methods of reading at sight.</td>
<td>- Understand the different features of the natural environment of Mauritius &amp; Rodrigues.</td>
<td>- Outline stages of the menstrual cycle and pregnancy.</td>
<td>- Use simple techniques to enhance the aesthetic value of artefacts.</td>
</tr>
<tr>
<td><strong>Creative Expression:</strong></td>
<td>- Show an understanding of the importance of the type of climate and the weather conditions prevailing in Mauritius and Rodrigues.</td>
<td><strong>Development of Nature:</strong></td>
<td><strong>Health and Safety:</strong></td>
</tr>
<tr>
<td>- Engage in experimenting with different media and techniques in order to express their emotions and ideas in a variety of styles.</td>
<td>- The Environment</td>
<td>- Develop awareness of factors leading to pregnancy.</td>
<td>- Recognise safe working principles.</td>
</tr>
<tr>
<td>- Express themselves in a creative, personal and original way while engaged in creative work; appreciate their compositions and those of others.</td>
<td>- List common plants in our environment; name parts of plants and their functions; study conditions for germination of seeds.</td>
<td>- List some examples of STIs and their causes and preventive measures and identify behaviours leading to risk of HIV/AIDS and STIs.</td>
<td>- List safety rules and regulations.</td>
</tr>
<tr>
<td>- Understand, appreciate and respond to history, tradition and culture in the field of creative and artistic works.</td>
<td>- Develop an understanding of human interdependence with his environment and the importance of protecting nature and its resources.</td>
<td>- Identify legal and illegal drugs and some effects when used and/or abused.</td>
<td><strong>Technological Practices:</strong></td>
</tr>
<tr>
<td>- Understand, appreciate and use the basics of graphic design/communication.</td>
<td>- Recognize the different types of environment.</td>
<td>- Develop skills to resist drug abuse.</td>
<td>- Develop familiarity with new technologies in the production of goods and services.</td>
</tr>
<tr>
<td>- Learn about and discover basic techniques of expression.</td>
<td>- List common plants in our environment; name parts of plants and their functions; study conditions for germination of seeds.</td>
<td><strong>Entrepreneurial Skills:</strong></td>
<td><strong>Information and Communications Technology:</strong></td>
</tr>
<tr>
<td>- Explore and experiment with different modes of expression.</td>
<td>- Develop an understanding of human interdependence with his environment and the importance of protecting nature and its resources.</td>
<td>- Identify civilisations bordering Indian Ocean.</td>
<td>- Recognise costs, revenues and profits in the production of goods and services.</td>
</tr>
<tr>
<td>- Develop the ability to deliver short performances, individually and in groups.</td>
<td>- Recognize the different types of environment.</td>
<td>- Develop an awareness about the trade and culture of these civilisations.</td>
<td>- Identify common expenditure items in the household.</td>
</tr>
</tbody>
</table>

**Information and Communications Technology:**
- Computer in everyday life
- Computer system and its components
- Computer operation
- Use of a graphic software as a drawing tool
- Use of the word processing software as a tool to formulate and express ideas
- Working safely with a computer
### Level Descriptors Year II

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Numeracy and Problem Solving Skills</th>
<th>Life Skills</th>
<th>Livelihood and Trade Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Listening</strong></td>
<td><strong>Functional Numeracy</strong></td>
<td><strong>Personal Growth</strong></td>
<td><strong>Materials in the Environment</strong></td>
</tr>
</tbody>
</table>
| - Understand, appreciate and respond to a wider range of short aural input.  
- Reflect on and classify specific features/elements as required. | - Use knowledge of numbers, fractions, decimals and percentage to solve simple word problems  
- Apply knowledge of Mauritian currency to process monetary data in daily life situations at home and in business  
- Apply mathematical operations to solve simple problems in time and time management  
- Demonstrate ability to convert from one unit of measurement to another  
- Demonstrate ability to work out simple word problems involving geometrical shapes and construction of angles  
- Adopt safe practices in the use of basic instruments  
- Represent and interpret data in graphical forms | - Recognize effects of illness, posture and physical activity on puberty.  
**Interpersonal Skills**  
- Develop a range of interpersonal skills through team games and activities. | - Identify commonly used materials  
- Apply knowledge of the properties of materials in the making of products  
- Describe the processing and manufacturing of common materials  
**Tools and Equipment**  
- Name powered tools and equipment  
- Use powered tools and equipment safely  
**Communication**  
- Use drawings, illustrations and symbols to convey information  
- Read and follow instructions to make an item  
**Designing, Processing and Making**  
- Process materials using appropriate equipment and techniques in the making of simple products  
- Demonstrate designing skills to solve problems in everyday life situations  
**Health and Safety**  
- Adopt safe working habits in the handling of materials, tools and equipment  
**Planning, Organising and Managing Resources**  
- Organise work in logical sequences for the realisation of items  
**New Technological Practices**  
- Recognize new technologies in the production of goods and services  
**Entrepreneurial Skills**  
- Understand the meaning of savings and its importance in everyday life  
- Demonstrate the ability to save in everyday life  
- Develop an awareness of the operation and contribution of small scale enterprises |
| **Oral interaction**  | **Understanding nature**             | **Conflict-Resolution and Emotion Management** | **Designing, Processing and Making** |
| - Express themselves on a variety of familiar topics using simple language and newly acquired vocabulary.  
- Communicate with greater ease, discussing issues and provide some support for their views.  
- Use appropriate pronunciation, pace, intonation and pitch, and show growing confidence in their speech. | - Describe the dangers of cyclonic wind and energy production from the wind.  
- Discuss the importance of water in relation to life, health, water cycle, droughts, floods and crop production; conserve the limited fresh water resources and harvest rain water; compare drought and flooding as natural phenomena  
- Grow various cash crops, vegetables, flowers and fruits; investigate the effects of water, aeration, compost and manure on quality of crops  
- State the importance of animals to humans; investigate the basic conditions for the survival of animals; identify animals which can be used for trade | - Demonstrate an understanding of the processes involved in conflict resolution and emotion management  
**History & Heritage:**  
- Demonstrate an understanding of important periods in the history of Mauritius  
- Develop knowledge, skills and attitudes needed to appreciate one’s multifaceted culture.  
- Demonstrate the ability to save in everyday life situations  
**values and Citizenship:**  
- Develop a sense of patriotism and pride in our nation through participation in cooperative and competitive activities and school based projects  
- Recognize the importance of norms, rules and laws in society.  
**Wellness and Self-Care:**  
- Develop an understanding of human reproductive and digestive systems, their common diseases and preventive measures to avoid communicable and non-communicable diseases  
- Demonstrate an understanding of human sexual behaviours and list preventive measures to avoid HIV/AIDS and STIs  
- Develop an understanding of the impact of alcohol and drugs on behaviour and lifestyle  
**Enlightened and Sustainable:**  
- Recognise new technologies in the production of goods and services  
- Organise work in logical sequences for the realisation of items  
**Entrepreneurial Skills**  
- Understand the meaning of savings and its importance in everyday life  
- Demonstrate the ability to save in everyday life  
- Develop an awareness of the operation and contribution of small scale enterprises |
| **Functional Reading and Writing:**  | **Geography**                        | **Health & Safety** | **Designing, Processing and Making** |
| - Read and appreciate a wider range of texts on familiar topics.  
- Infer information and, to some extent, react critically  
- Access information from different sources and reflect on their relevance according to the purpose.  
- Produce simple texts that are relevant and well structured.  
- Adapt style and content to purpose and audience, and use appropriate vocabulary.  
- Consolidate their ability to use methods of music notation and of reading at sight. | - Develop basic map drawing skills and appreciate the importance of maps in their daily life.  
- Design, produce and use basic weather instruments to record everyday weather (rainfall, wind and temperature)  
- Recognise that climatic hazards such as cyclones and torrential rains constitute a major threat to Mauritius and Rodrigues  
**The Environment**  
- Recognise the roles and effects of human linkages to environment systems; explain the causes of common environmental problems in Mauritius  
- Develop and use checklists for doing simple audit of a particular resource used at school  
- Adopt the 3R’s principle (Reduce, Reuse and Recycle) to manage resources at school | - Recognize influences that contribute to common health problems across the lifespan of people and choose healthy lifestyles  
**Conflict-Resolution and Emotion Management**  
- Demonstrate an understanding of the processes involved in conflict resolution and emotion management  
**History & Heritage:**  
- Demonstrate an understanding of important periods in the history of Mauritius  
- Develop knowledge, skills and attitudes needed to appreciate one’s multifaceted culture.  
- Demonstrate the ability to save in everyday life situations  
**values and Citizenship:**  
- Develop a sense of patriotism and pride in our nation through participation in cooperative and competitive activities and school based projects  
- Recognize the importance of norms, rules and laws in society.  
**Wellness and Self-Care:**  
- Develop an understanding of human reproductive and digestive systems, their common diseases and preventive measures to avoid communicable and non-communicable diseases  
- Demonstrate an understanding of human sexual behaviours and list preventive measures to avoid HIV/AIDS and STIs  
- Develop an understanding of the impact of alcohol and drugs on behaviour and lifestyle  
**Enlightened and Sustainable:**  
- Recognise new technologies in the production of goods and services  
- Organise work in logical sequences for the realisation of items  
**Entrepreneurial Skills**  
- Understand the meaning of savings and its importance in everyday life  
- Demonstrate the ability to save in everyday life  
- Develop an awareness of the operation and contribution of small scale enterprises |
| **Creative Expression** | **Geography**                        | **Health & Safety** | **Designing, Processing and Making** |
| Engage in experimenting with different media, techniques and processes.  
Understand and use relevant elements and principles of creative work.  
Express themselves in a creative, personal and original way while engaging in creative work; appreciate the contribution of all group members in collaborative enterprises.  
Understand, appreciate and respond to history, tradition and culture in the field of creative and artistic work.  
Further understand, appreciate and use graphic design/communication.  
Understand, appreciate and create simple art and crafts products.  
Experiment with a variety of techniques/instruments with growing confidence.  
Develop greater flexibility in choosing an appropriate mode of expression.  
Show more ease while performing as an ensemble; value individual contribution within the larger context of the group. | - Develop basic map drawing skills and appreciate the importance of maps in their daily life.  
- Design, produce and use basic weather instruments to record everyday weather (rainfall, wind and temperature)  
- Recognise that climatic hazards such as cyclones and torrential rains constitute a major threat to Mauritius and Rodrigues  | - Recognize influences that contribute to common health problems across the lifespan of people and choose healthy lifestyles  
**Conflict-Resolution and Emotion Management**  
- Demonstrate an understanding of the processes involved in conflict resolution and emotion management  
**History & Heritage:**  
- Demonstrate an understanding of important periods in the history of Mauritius  
- Develop knowledge, skills and attitudes needed to appreciate one’s multifaceted culture.  
- Demonstrate the ability to save in everyday life situations  
**values and Citizenship:**  
- Develop a sense of patriotism and pride in our nation through participation in cooperative and competitive activities and school based projects  
- Recognize the importance of norms, rules and laws in society.  
**Wellness and Self-Care:**  
- Develop an understanding of human reproductive and digestive systems, their common diseases and preventive measures to avoid communicable and non-communicable diseases  
- Demonstrate an understanding of human sexual behaviours and list preventive measures to avoid HIV/AIDS and STIs  
- Develop an understanding of the impact of alcohol and drugs on behaviour and lifestyle  
**Enlightened and Sustainable:**  
- Recognise new technologies in the production of goods and services  
- Organise work in logical sequences for the realisation of items  
**Entrepreneurial Skills**  
- Understand the meaning of savings and its importance in everyday life  
- Demonstrate the ability to save in everyday life  
- Develop an awareness of the operation and contribution of small scale enterprises |

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**Information and Communication Technology**

- Computer system  
- Computer operations  
- Further word processing features  
- Simple spreadsheet features  
- Presentation software as a tool for communication  
- Web as a resource of information
<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Numeracy and Problem Solving Skills</th>
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<th>Livelihood and Trade Skills</th>
</tr>
</thead>
</table>
| **Active Listening** | - Listen to and appreciate a wider range of aural input on various themes  
- Understand that intonation, pitch and rhythm are important aspects of communication and pay due heed to these to infer meaning.  
- Reflect on, interpret, evaluate and synthesise aural input from different sources. |
| **Oral Interaction** | - Initiate and participate willingly in conversations and discussions. Use appropriate language, vocabulary and pronunciation.  
- Become more confident in sustaining interaction: express and elaborate on views and respond to other participant(s). |
| **Functional Reading and Writing** | - Read and appreciate a variety of texts; use reading strategies more confidently.  
- React critically to texts and express their opinion with adequate justification. |
| **Creative Expression** | - Engage in experimenting with different media, techniques, processes and genres.  
- Show confidence in the use of relevant elements and principles for creative work.  
- Develop more complex and longer melodies in solos or ensembles.  
- Express themselves more confidently in a creative, personal and original way while engaging in creative work.  
- Understand, appreciate and respond to history, tradition and culture in the field of creative and artistic work.  
- Display confidence in the use of graphic design/communication.  
- Understand, appreciate and create simple art and craft products.  
- Develop proficiency in the use of a range of techniques/methods.  
- Make informed decisions on creative modes and perform in solos and ensembles with more confidence. |
| **Understanding Nature** | - Develop an understanding of the natural resources of Mauritius.  
- Demonstrate awareness of the vulnerability of our island to various natural calamities; understand various environmental issues at local, regional and international levels.  
- Model stages involved in purification and distribution of water to understand cost implication and conservation.  
- Identify the uses of electricity and their dangers; state how to protect ourselves from dangers of electricity. |
| **Geography** | - Use maps or plans as tools in a project work. |
| **The Environment** | - Carry out environmental auditing and identify specific areas needing improvement.  
- Develop ability to implement basic environmental management plan; manage sustainable use of resources in various environments.  
- Develop an understanding of the different dimensions of environments; recognize rights and responsibilities of individuals to preserve the natural environment. |
| **Personal Growth** | - Develop growth in self-awareness, confidence and self-esteem. |
| **Interpersonal Skills** | - Develop strategies to adjust to the problems of adolescence. |
| **Movement and Health** | - Develop new skills, and extend their abilities in movement-related activities.  
- Develop an understanding of the relationship between physical activity, fitness, and health.  
- Demonstrate good nutritional habits (knowing the importance of the different food groups for a balanced diet). |
| **Conflict Resolution and Emotion Management** | - Demonstrate an understanding of the various types of conflict resolution.  
- Practise the steps of emotion management and conflict-resolution. |
| **History & Heritage** | - Identify places of historical importance in the country.  
- Express ways of preserving, appreciating and sharing our multiple cultural heritage with pride. |
| **Values and Citizenship** | - Identify and prioritise one's own values and develop an understanding of how values influence decision-making and behaviour.  
- Goal setting: Identify career options and the steps needed to reach the goal (Arbre a Ambition). |
| **Wellness and Self-Care** | - Recognize the need to live together in an atmosphere of peace and contribute to sustainable development.|
| **New Technological Practices** | - Apply knowledge of the new technologies to solve problems, to create or modify products and to elaborate processes to meet human needs. |
| **Entrepreneurial Skills** | - Recognize the importance of entrepreneurship and its culture in the local environment.  
- Plan simple budgets.  
- Apply basic negotiation skills to deal with others regarding ideas, situations and issues. |
| **Entrepreneurship** | - Develop basic techniques of horticulture, apiculture, aquaculture, art/craft, animal breeding and all milk production as so to gain a living through related activities. |

**Information and Communication Technology**
- Computer system
- Computer operations
- Spreadsheet as a tool for problem solving
- Electronic communication
- Ethical and social issues related to the use of ICT
<table>
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<tr>
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<th>Life Skills</th>
<th>Livelihood and Trade Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Active Learning</strong></td>
<td>- Demonstrate knowledge of negative numbers and basic operations thereon</td>
<td><strong>Personal Growth</strong></td>
<td><strong>Materials in the Environment</strong></td>
</tr>
<tr>
<td>- Listen to, understand and appreciate a significant range of aural inputs on various themes and in a variety of styles.</td>
<td>- Demonstrate ability to work with decimal places and significant figures</td>
<td>- Develop leadership skills in team activities</td>
<td>- Assess the properties of different materials</td>
</tr>
<tr>
<td>- Pay heed to intonation, pitch and rhythm in aural input to infer meaning.</td>
<td>- Carry out projects and complex tasks related to time, money and measurement in real-life situations</td>
<td>- Develop skills like negotiation, appraisal and critical thinking</td>
<td>- Use materials effectively and safely to make artefacts</td>
</tr>
<tr>
<td>- Reflect on and synthesise information from different aural inputs.</td>
<td>- Carry out practical projects involving 3D shapes related to trade</td>
<td>- Recognize peer and mass media influences on teenagers</td>
<td><strong>Tools and Equipment</strong></td>
</tr>
<tr>
<td><strong>Oral interaction</strong></td>
<td>- Manage finance at home and business (project budgeting)</td>
<td><strong>Movement and Health</strong></td>
<td>- Use hand and power tools and equipment in the different trades</td>
</tr>
<tr>
<td>- Initiate and participate willingly in conversations and discussions.</td>
<td>- Develop an appreciation of common international currencies (dollars, pounds, euros, Indian rupees, yen)</td>
<td>- Develop new skills, and extend their abilities in movement-related activities.</td>
<td>- Maintain hand and power tools and equipment</td>
</tr>
<tr>
<td>- Use appropriate vocabulary pronunciation, register, tone and pitch with growing confidence.</td>
<td>- Interpret data to make informed decisions</td>
<td>- Set goals and plan for regular physical activity, relaxation and recreation</td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>- Become more confident in sustaining interaction: express and elaborate on views and respond to other participant(s)</td>
<td><strong>Understanding Nature</strong></td>
<td>The consequences relating to fast food (obesity and its effects on health)</td>
<td>- Read and interpret technical graphics and illustrations</td>
</tr>
<tr>
<td><strong>Functional reading and writing</strong></td>
<td>- Gather and link information from different sources according to the purpose.</td>
<td><strong>Conflict Resolution and Emotion Management</strong></td>
<td>- Produce drawings to convey technical data for the realisation of artefacts.</td>
</tr>
<tr>
<td>- Read and appreciate a wide variety of texts of varied lengths; use reading strategies with confidence.</td>
<td>- Follow process writing with growing confidence.</td>
<td>- Acquire problem solving skills</td>
<td><strong>Designing, Processing and Making</strong></td>
</tr>
<tr>
<td>- Read critically to texts and express their opinion with adequate justification.</td>
<td>- Produce relevant, coherent and structured texts, using appropriate conventions for both formal and informal purposes.</td>
<td>- Develop skills for anger management</td>
<td>- Identify stages of the design process</td>
</tr>
<tr>
<td>- Consolidate their use of methods of music notation.</td>
<td><strong>Creative expression</strong></td>
<td><strong>History &amp; Heritage</strong></td>
<td>- Apply the design process in the realisation of artefacts</td>
</tr>
<tr>
<td><strong>Creative expression</strong></td>
<td>- Engage with experimenting with different media and techniques processes and genres.</td>
<td>- Develop an awareness of eminent political figures that marked the history of Mauritius.</td>
<td>- Apply knowledge and skills according to working principles of specific trades</td>
</tr>
<tr>
<td>- Show confidence in the use of relevant elements and principles for producing creative work.</td>
<td>- Express themselves in an imaginative, personal and original manner while engaging in creative work; appreciate their compositions and those of others; appreciate the contribution of all group members in collaborative enterprises.</td>
<td>- Appreciate the contributions of personalities in the development of the nation</td>
<td><strong>Health and Safety</strong></td>
</tr>
<tr>
<td>- Compose more complex and longer melodies in solo or ensembles.</td>
<td>- Understand, appreciate and respond to history, tradition and culture in the field of creative and artistic works.</td>
<td><strong>Values and Citizenship</strong></td>
<td>- Apply first aid in a working environment</td>
</tr>
<tr>
<td>- Express themselves in an imaginative, personal and original manner while engaging in creative work; appreciate their compositions and those of others; appreciate the contribution of all group members in collaborative enterprises.</td>
<td>- Display confidence in the use of graphic design/communication.</td>
<td>- Organize and actively participate in community-based projects (poverty alleviation and helping elderly and handicapped people)</td>
<td>- Recognise hazards in a working environment</td>
</tr>
<tr>
<td>- Understand, appreciate and create art and craft products.</td>
<td>- Develop proficiency in the use of a range of techniques/methods.</td>
<td>- Understand the importance of complying to the accepted values of the society. (Morality Certificate)</td>
<td>- Develop safe working practices in the trades as per Health and Safety regulations.</td>
</tr>
<tr>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Make informed decisions on choosing creative modes of expression.</td>
<td><strong>Wellness and Self-Care</strong></td>
<td><strong>Planning, Organising and Managing Resources</strong></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Acquire basic first aid skills</td>
<td>- Plan procedures for the realisation of artefacts</td>
</tr>
<tr>
<td>- Introduce various types of maps</td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Implications for early parenthood (financial, educational and social)</td>
<td>- Keep stock of tools, equipment and materials</td>
</tr>
<tr>
<td>- Demonstrate an understanding of one major global issue: <strong>Climate Change</strong></td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Apply problem-solving strategies to find solutions to drug abuse and to reinforce self-control over behaviour</td>
<td><strong>New Technological Practices</strong></td>
</tr>
<tr>
<td><strong>The environment</strong></td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs and violence.</td>
<td>- Develop familiarity with new technologies in the production of goods and services.</td>
</tr>
<tr>
<td>- Develop understanding of the holistic and multidimensional nature of the concept of environment</td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Set up a small enterprise.</td>
<td><strong>Entrepreneurial Skills</strong></td>
</tr>
<tr>
<td>- Demonstrating action for developing rights and responsibilities towards protection of the environment</td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td><strong>Computer application for generalising reports and documents</strong></td>
<td>- Name different methods of production</td>
</tr>
<tr>
<td><strong>Information and Communication Technology</strong></td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Economic issues related to the use of ICT</td>
<td>- Plan a budget for a simple project</td>
</tr>
<tr>
<td>- Computer network fundamentals</td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td>- Computer safety and threats</td>
<td>- Set up a small enterprise.</td>
</tr>
<tr>
<td>- Sharing ideas and information</td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td></td>
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</tr>
<tr>
<td>- Multi-media presentations</td>
<td>- Perform in solo and ensembles with more confidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Computer application for generalising reports and documents</td>
<td>- Perform in solo and ensembles with more confidence.</td>
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<tr>
<td>- Economic issues related to the use of ICT</td>
<td>- Perform in solo and ensembles with more confidence.</td>
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<tr>
<td>- Computer safety and threats</td>
<td>- Perform in solo and ensembles with more confidence.</td>
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