

CFE TOPIC	LEVEL	FUTURE SKILLS	DESCRIPTION	RESEARCH TOPICS	INFORMATION LITERACY FRAMEWORK LEVEL (S) (Note – levels where skills sought appear to be above age/stage are in bold)
People, past events and societies	4	ICT E-lit, analytical skills, gathering facts, objective rational thinking, processing information, discovering,	I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. SOC 4-05c	Past cultures meeting-points	Up to and including P31-32
	3	Adapting communication, empathetic skills, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, gathering facts, processing information, discovering,	Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. SOC 3-06b	Any past conflict	Up to and including P31-32
People, place and environment	3	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, gathering facts, processing information, very observant, , neurological connections	Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. SOC 3-07a	Processes which form and shape landscapes (e g geological)	Up to and including P31-32
	3	Adapting communication, ICT E-lit, sharing ideas, analytical skills, gathering facts, image modelling, perceptive interpretation, processing information, reaching conclusions,	I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a	<i>“Informed suggestions” may imply a search for relevant information. If so, topic would be</i>	Up to and including P31-32

		discovering, problem-solving		Environmental issues	
	3	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, gathering facts, networking connections, processing information, discovering	I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. SOC 3-10a	Natural environments	Up to and including P31-32
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, gathering facts, processing information, reaching conclusions, discovering	Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. SOC 4-11a	Globalisation of trade	Up to and including P31-32 Possibly also 33-36
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, future orientation, gathering facts, image modelling, processing information, reaching conclusions, discovering, weighing up different points of view	I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies. SOC 4-11c	<i>“Informed views” may imply a search for relevant information. If so, topic would be</i> Population structure, ageing population etc	Up to and including P31-32 Possibly also 33-36
	4	ICT E-lit, analytical skills, big picture connections, gathering facts, processing information, reaching conclusions, discovering	I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone. SOC 3-12a	Climate & weather	Up to and including P31-32

	4	ICT E-lit, analytical skills, big picture connections, current affairs awareness, gathering facts, networking connections, processing information, reaching conclusions, discovering	I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life. SOC 4-12a	Climate change	Up to and including P31-32
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, processing information, reaching conclusions, discovering	I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. SOC 4-12b	As above <i>(“Geographical enquiry” seems to imply searching. It is however not clear to me whether the strategies pupils are expected to propose can or cannot build on ones already available.)</i>	Up to and including P31-32 Possibly also 33-36
People in society, economy and business	4	Adapting communication, ICT E-lit, objective reporting, setting information out, analytical skills, big picture connections, gathering facts, image modelling, processing information, judgement, reaching conclusions, weighing up different points of view	I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-15a	<i>This might imply looking at primary sources; or at contradictory information on the internet</i>	Up to and including P31-32 Possibly also 33-36
	4	Adapting communication, empathetic skills, ICT E-lit, , analytical skills, big picture connections, current affairs awareness, gathering facts, processing information, reaching conclusions, discovering	Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. SOC 4-16b	Social issues & their impact	Up to and including P31-32 Possibly also 33-36

	3	Adapting communication, ICT E-lit, objective reporting, presentational skills, setting information out, analytical skills, big picture connections, gathering facts, perceptive interpretation, processing information, discovering, weighing up different points of view	I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. SOC 3-17a	Rights and responsibilities of citizens	Up to and including P31-32 Possibly also 33-36
	3	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection,, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, processing information, judgement, reaching conclusions, discovering, weighing up different points of view	Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. SOC 3-19b	Recent international crises	Up to and including P31-32
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, processing information, reaching conclusions, discovering	I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved. SOC 4-19a	<i>“Informed view” may imply a search for relevant information. If so, topic would be</i> International power & influences	Up to and including P31-32 Possibly also 33-36
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, processing information,	By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims. SOC 4-19b	Selected international organisations e g UN, UNESCO	Up to and including P31-32

		judgement, reaching conclusions, discovering, weighing up different points of view			
	3	Adapting communication, ICT E-lit, objective reporting, presentational skills, setting information out, analytical skills, big picture connections, gathering facts, , processing information, reaching conclusions, discovering	I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. SOC 3-20b	<i>Assuming that in order to “present conclusions”, preliminary research would have to be undertaken, topics are</i> Impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond.	Up to and including P31-32 <i>Possibly also 33-36</i>
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, setting information out, sharing ideas, analytical skills, big picture connections, gathering facts, , processing information, discovering, open to discussion, weighing up different points of view	I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders. SOC 4-20b	Organisations & stakeholders	Up to and including P31-32 <i>Possibly also 33-36</i>
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, setting information out, sharing ideas, analytical skills, big picture connections, gathering facts, processing information, reaching conclusions, discovering	By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business. SOC 4-22a	Individual business organisation & structure	Up to and including P31-32 <i>Possibly also 33-36</i>

Notes: -

- 1) All the information in the first 2 & 4th columns above is taken from the final social studies experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/social_studies_experiences_outcomes_tcm4-539922.doc
- 2) 3rd Level, according to the same website, is “in S1-S3”, and 4th level “broadly equates to SCQF Level 4”. I have not attempted to consider earlier levels, as only 3rd and 4th apply to secondary schools.
- 3) The page numbers refer to the information literacy framework <http://www.gcal.ac.uk/ils/documents/DraftFramework1g.pdf> (This document was consulted extensively before any page reference was determined to be the correct one.)

Comments:-

- 1) In the Literacy across learning document http://www.ltscotland.org.uk/Images/literacy_across_learning_principles_practice_tcm4-540093.doc , three “organisers” are highlighted, these being “listening and talking”, “reading” and “writing”. A search of the social studies Experiences & outcomes document shows that none of these terms appears in it.; indeed the term “literacy” itself is missing.

CURRICULUM FOR EXCELLENCE
SOCIAL STUDIES EXPERIENCES AND OUTCOMES

Skills Analysis

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