

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)
Listening & talking Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	4	Adapting communication, ICT E-lit, note taking, objective reporting, presentational skills, setting information out, summarising skills, analytical skills, gathering facts, networking connections, objective rational thinking, processing information, synthesizing skills, efficiency, organising, reaching conclusions, strategic planning, discovering, independent working, assimilation, vocabulary	<i>As I listen or watch, I can:</i> <i>....gather, link and use information from different sources and use this for different purposes.</i> LIT 4-04a	Any topic	Up to and including P31-32 Probably also 33-36
	3 and 4	Adapting communication, ICT E-lit, note taking, objective reporting, presentational skills, setting information out, summarising skills, analytical skills, gathering facts, networking connections, objective rational thinking, processing information, synthesizing skills, efficiency, organising, reaching conclusions, strategic planning, discovering, independent working, assimilation, vocabulary	<i>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</i> LIT 3-06a / LIT 4-06a	<i>It is not clear from the context where pupils are supposed to “select” ideas and information. I would infer from the word “independently” that this might require independent research.</i>	Up to and including P31-32
Listening & talking	3	<i>In terms of assessing sources:</i>	<i>To help me develop an informed view, I am</i>	Propaganda, advertising, persuasion	Up to and including P31-32

<p>Understanding, analysing and evaluating</p> <p>– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>		<p>ICT E-lit, analytical skills, objective rational thinking, perceptive interpretation, very observant, efficiency, judgement, reaching conclusions, problem-solving</p>	<p><i>learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</i> LIT 3-08a</p>	<p>and influencing techniques.</p> <p><i>Assuming” sources” may refer to Internet sources, resources on assessing value (and possibly reliability) of such sources would also be needed.</i></p>	<p>Probably also 33-36</p>
	4	<p><i>In terms of assessing sources:</i></p> <p>ICT E-lit, analytical skills, objective rational thinking, perceptive interpretation, very observant, efficiency, judgement, reaching conclusions, problem-solving</p>	<p><i>To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.</i> LIT 4-08a</p>	<p>As above</p>	<p>Up to and including P31-32 Probably also 33-36</p>
<p>Reading</p> <p>Tools for reading</p> <p>– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	4	<p>ICT E-lit, vocabulary, analytical skills, gathering facts, networking connections, objective rational thinking, efficiency, organising, reaching conclusions, independent working, strategic planning, flexibility.</p>	<p><i>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</i> LIT 4-13a</p>	<p>Any topic</p> <p><i>Resources to assist pupils in “finding the information they need” and associated skills</i></p>	<p>Up to and including P31-32 Probably also 33-36</p>
<p>Reading</p> <p>Finding and using information</p> <p>– when reading and using fiction and non-fiction texts with</p>	3 and 4	<p>Adapting communication, ICT E-lit, note taking, setting information out, summarising skills, vocabulary, analytical skills, gathering facts, networking connections, objective rational thinking, synthesizing skills, efficiency, organising, independent</p>	<p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i> LIT 3-14a / LIT 4-14a</p>	<p>Any topic</p> <p><i>Assuming” sources” may refer to Internet sources, information on searching and finding techniques</i></p>	<p>Up to and including P31-32 Probably also 33-36</p>

increasingly complex ideas, structures and specialist vocabulary		working,		<i>would be necessary.</i>	
<p>Reading</p> <p>Understanding, analysing and evaluating</p> <p>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	3	<p><i>In terms of assessing sources:</i></p> <p>ICT E-lit, analytical skills, objective rational thinking, perceptive interpretation, very observant, efficiency, judgement, reaching conclusions, problem-solving</p>	<p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i></p> <p>LIT 3-18a</p>	<p>Propaganda, advertising, persuasion and influencing techniques.</p> <p><i>Assuming” sources” may refer to Internet sources, resources on assessing value (and reliability) of such sources would also be needed.</i></p>	<p>Up to and including P31-32</p> <p>Probably also 33-36</p>
	4	<p><i>In terms of assessing sources:</i></p> <p>ICT E-lit, analytical skills, objective rational thinking, perceptive interpretation, very observant, efficiency, judgement, reaching conclusions, neurological connections, problem-solving</p>	<p><i>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</i></p> <p>LIT 4-18a</p>	As above	Up to and including P31-32
<p>Writing</p> <p>Organising and using information</p> <p>– considering texts to help create short and extended texts for different purposes</p>	3	<p>Adapting communication, setting information out, analytical skills, big picture connections, efficiency,, organising, reaching conclusions, self-evaluation and correction, strategic planning</p>	<p><i>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</i></p> <p>LIT 3-25a</p>	Citation of sources such as internet sites and content thereof	Up to and including P31-32

	4	Adapting communication, setting information out, analytical skills, big picture connections, efficiency, judgement, organising, reaching conclusions, self-evaluation and correction, strategic planning	<i>I can make appropriate and responsible use of sources and acknowledge these appropriately LIT 4-25</i>	As above plus plagiarism issues	Up to and including P31-32 Possibly also 33-36
Writing Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	4	Adapting communication, creating word pictures, empathetic skills, ICT E-lit, presentational skills, self-projection, setting information out, sharing ideas, summarising skills, vocabulary, analytical skills, gathering facts, perceptive interpretation, synthesizing skills, very observant, judgement, reaching conclusions, self-evaluation and correction, strategic planning, pushing boundaries, imagination, independent expression, flexibility.	<i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i> LIT 4-29a	<i>The phrase “relevant supporting detail and/or evidence” has possible Information literacy implications.</i> Any topic	Up to and including P31-32

Notes: -

- 1) All the information in the first 2 & 4th columns above is taken from the final Literacy and English experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/literacy_english_experiences_outcomes_tcm4-539926.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.)
- 4) Italics in the “description” column relate to this footnote from the Literacy and English Outcomes document “The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics.”

5) As in the Sciences outcomes, each section heading has an explanatory text.

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 Literacy and English Experiences & outcomes document shows that all of these terms appear in it.; indeed the term “literacy” has a long section devoted to it, identical to the one that appears in Modern and Classical languages.
- 2) Although “gathering information” and “using information” both appear several times, “access”, “search” and “retrieve” do not, whereas all appear in the Technologies Outcomes in italics with the statement “italicised ICT experiences and outcomes are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them.”. Given that neither “search” nor “retrieve” appear in the Literacy across learning Outcomes, and the word “access” (which does appear) is not used in the context of accessing information, I am unclear how the situation expressed can happen in practice.

CURRICULUM FOR EXCELLENCE

LITERACY & ENGLISH EXPERIENCES AND OUTCOMES

Skills Analysis

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