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
Number, money and measure Money	4	ICT E-lit, analytical skills, gathering facts, objective rational thinking, processing information, efficiency, focus on task, counting skills	*I can source information on earnings and deductions and use it when making calculations to determine net income.* ***MNU 4-09b***	Salary information, including deductions	Up to and including P31-32
	4	Adapting communication, objective reporting, ICT E-lit, setting information out, analytical skills, gathering facts, objective rational thinking, processing information, efficiency, focus on task, reaching conclusions, counting skills	*I can research, compare and contrast a range of personal finance products and, after making calculations, explain my preferred choices.* ***MNU 4-09c***	Financial products	Up to and including P31-32
Number, money and measure **Mathematics – its impact on the world, past, present and future**	3	Adapting communication, ICT E-lit, presentational skills, self-projection, setting information out, gathering facts, processing information, participation, team skills, focus on task, discovering, open to discussion.	I have worked with others to research a famous mathematician and the work they are known for, or investigated a mathematical topic, and have prepared and delivered a short presentation. **MTH 3-12**	*In terms of the research element* – Famous mathematicians	Up to and including P31-32
	4	Adapting communication, ICT E-lit, presentational skills, self-projection, setting information out, analytical	I have discussed the importance of mathematics in the real world, investigated the	Careers involving mathematics. Mathematics in the	Up to and including P31-32 ***Possibly also 33-36***

		skills, big picture connections, gathering facts, image modelling, processing information, participation, team skills, focus on task, reaching conclusions, discovering, neurological connections, open to discussion.	mathematical skills required for different career paths and delivered, with others, a presentation on how mathematics can be applied in the workplace. **MTH 4-12a**	workplace & world.	
Information handling Data and analysis	3	*In terms of assessing robustness of information:* ICT E-lit, analytical skills, objective rational thinking, perceptive interpretation, very observant, efficiency, judgement, reaching conclusions, problem-solving	*I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.* ***MNU 3-20a***	*This could be a similar "description" to this one from the Literacy and English Outcomes "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.* ***LIT 3-18a"*** Topics therefore could be Propaganda, statistics and their manipulation, advertising, persuasion and influencing techniques.	Up to and including P31-32 ***Possibly also 33-36***

Notes: -

1) All the information in the first 2 & 4th columns above is taken from the final Numeracy and mathematics experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/numeracy_mathematics_experiences_outcomes_tcm4-539878.pdf

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 Numeracy and mathematics Experiences & outcomes document shows that only the term “writing” appears in it – and that is solely in the context of writing numbers. Indeed the term “literacy” itself is missing.

CURRICULUM FOR EXCELLENCE

NUMERACY & MATHEMATICS EXPERIENCES AND OUTCOMES

Skills Analysis

Ian McCracken

April 2009