

SUMMARY OF FRAMEWORK FOR ENVIRONMENTAL STUDIES

COMPONENT	ATTAINMENT OUTCOMES	KNOWLEDGE AND UNDERSTANDING STRANDS	SKILLS STRANDS	DEVELOPING INFORMED ATTITUDES STRANDS
Social Subjects (These relate to History)	People in the past	<ul style="list-style-type: none"> ● People, events and societies ● Change and continuity, cause and effect ● Time and historical sequence ● The nature of historical evidence 	(These apply to <u>all</u> areas)	(These apply to <u>all</u> areas)
Geography	People and Place	<ul style="list-style-type: none"> ● Using maps ● The physical environment ● The human environment ● Human-physical interactions 	<ul style="list-style-type: none"> ● Preparing for tasks 	<ul style="list-style-type: none"> ● A commitment to learning
Modern Studies	People in Society	<ul style="list-style-type: none"> ● People and needs in society ● Rules, rights and responsibilities in society ● Conflict and decision making in society 	<ul style="list-style-type: none"> ● Carrying out tasks 	<ul style="list-style-type: none"> ● Respect and care for self and others
Science These relate to aspects of Chemistry, Physics and Biology	Earth and Space Energy and Forces Living things and the processes of life	<ul style="list-style-type: none"> ● Earth in space ● Materials from Earth ● Changing materials ● Properties and uses of energy ● Conversion and transfer of energy ● Forces and their effects ● Variety and characteristic features ● The processes of life ● Interaction of living things with their environment 	<ul style="list-style-type: none"> ● Reviewing and reporting on tasks 	<ul style="list-style-type: none"> ● Social and environmental responsibility
Technology (Relates to Home Economics, Technical, Education)	Technological capability	<ul style="list-style-type: none"> ● Needs and how they are met ● Resources and how they are managed ● Processes and how they are applied 		

SKILLS IN SOCIAL SUBJECTS – ENQUIRY

Appendix 2

STRAND	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
<p>PREPARING FOR TASKS</p> <p>Planning tasks in a systematic and logical way</p> <p>Identifying appropriate sources of information</p>	<ul style="list-style-type: none"> ▪ suggest ways of finding answers to given questions 	<ul style="list-style-type: none"> ▪ identify simple approaches to tackling tasks and solving problems by asking questions and making suggestions ▪ identify some relevant sources of information from those readily available 	<ul style="list-style-type: none"> ▪ plan a sequence of activities for tackling an enquiry, class or homework task ▪ suggest relevant sources of information that might assist in a particular enquiry task 	<ul style="list-style-type: none"> ▪ plan a sequence of tasks or procedures, adapting as required ▪ identify a variety of straightforward sources from which relevant information might be collected 	<ul style="list-style-type: none"> ▪ plan appropriate strategies, resources and sequence of tasks or procedures, adapting as required ▪ identify a variety of sources from which relevant information might be collected and give reasons for choice 	<ul style="list-style-type: none"> ▪ plan appropriate strategies, resources and sequence of tasks or procedures, adapting as required ▪ identify a variety of sources, including complex ones, from which relevant information might be collected, and give reasons for choice
<p>CARRYING OUT TASKS</p> <p>Selecting relevant information and/or equipment: observe, measure, find, select, record</p> <p>Processing information in a variety of ways</p> <p>Evaluating the usefulness and reliability of information</p>	<ul style="list-style-type: none"> ▪ find simple pieces of information, e.g. from displays, fieldwork, picture books or written sources ▪ process/classify simple information (e.g. pictorially) 	<ul style="list-style-type: none"> ▪ select and record information for a given purpose, e.g. from a display, talk, film, book or simple weather equipment ▪ process/classify simple information in a variety of ways, e.g. making a map or diagram 	<ul style="list-style-type: none"> ▪ select and record specific information for a given purpose from a variety of sources available in the school or local community ▪ select simple techniques to process/classify straightforward information in a variety of ways ▪ distinguish in an elementary way between fact and opinion, fact/truth and fiction 	<ul style="list-style-type: none"> ▪ select and use known enquiry methods and/or equipment to access, select and record relevant information from a variety of straightforward sources ▪ select techniques to process/classify information in a variety of ways, e.g. the results of a questionnaire ▪ make simple judgements about the usefulness/reliability of information/evidence, e.g. by reference to bias 	<ul style="list-style-type: none"> ▪ select and use suitable methods and/or equipment to access, select and record a range of relevant information from a variety of different types of sources ▪ select techniques to process/classify information in a variety of ways, justifying choice ▪ make judgements about what evidence is relevant and reliable, e.g. by reference to bias, exaggeration and selective use of information 	<ul style="list-style-type: none"> ▪ make independent use of suitable methods and techniques to access, select and record information from a range of sources, including complex ones ▪ make independent use of techniques to process/classify information in a variety of ways, justifying choice ▪ recognise when information is likely to be irrelevant, biased or unacceptably inaccurate
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Presenting findings in an appropriate and coherent way</p> <p>Presenting conclusions that are relevant to the given purpose or issue</p>	<ul style="list-style-type: none"> ▪ present work to class by contributing to a classroom display and giving oral/written accounts of their part in class activity • answer simple questions from the teacher on what they have found out 	<ul style="list-style-type: none"> ▪ present findings in a brief report, e.g. written, talk, poster ▪ present some simple conclusions based on their findings 	<ul style="list-style-type: none"> ▪ present findings in a report, communicating key points clearly ▪ present conclusions giving reasons 	<ul style="list-style-type: none"> ▪ present findings in an organised and appropriate manner ▪ present conclusions and justify these with reference to evidence 	<ul style="list-style-type: none"> ▪ present findings in a report (orally or in writing), showing clear organisation and appropriate specialist vocabulary ▪ present conclusions that are well supported by reference to presented information 	<ul style="list-style-type: none"> ▪ present an extended report (orally or in writing), showing a clear and coherent argument or analysis • present detailed conclusions, or conclusions on more complex issues, that are well supported by reference to presented information.

SKILLS IN SCIENCE – INVESTIGATING

STRAND	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
<p>PREPARING FOR TASKS</p> <p>Understanding the task and planning a practical activity</p> <p>Predicting</p> <p>Understanding fair testing</p>	<ul style="list-style-type: none"> ▪ make suggestions and contribute to the planning of simple practical explorations 	<ul style="list-style-type: none"> ▪ plan simple approaches by asking questions and making suggestions ▪ make suggestions about what might happen • recognise when a test or comparison is unfair 	<ul style="list-style-type: none"> ▪ suggest a question for exploration and decide how they might find an answer ▪ make reasoned predictions about a possible outcome ▪ suggest some ways of making a test fair 	<ul style="list-style-type: none"> ▪ identify two or three questions to investigate ▪ provide reasons for planning decisions ▪ include fair testing by changing one factor ▪ show awareness of the significance of variables 	<ul style="list-style-type: none"> ▪ identify a number of questions to investigate ▪ plan a valid and reliable test for a given hypothesis 	<ul style="list-style-type: none"> ▪ formulate a testable hypothesis ▪ plan an appropriate strategy to investigate a hypothesis
<p>CARRYING OUT TASKS</p> <p>Observing and measuring</p> <p>Recording findings in a variety of ways</p>	<ul style="list-style-type: none"> ▪ carry out simple observations and measurements ▪ record observations in a simple form 	<ul style="list-style-type: none"> ▪ use simple equipment and techniques to make observations and measurements ▪ record findings in a range of ways 	<ul style="list-style-type: none"> ▪ select and use appropriate measurement devices or make appropriate observations ▪ record findings in a greater range of ways 	<ul style="list-style-type: none"> ▪ make an appropriate series of accurate measurements ▪ select an appropriate way of recording findings 	<ul style="list-style-type: none"> ▪ select and use appropriate forms of graphical presentation 	<ul style="list-style-type: none"> ▪ make a series of measurements of the independent and dependent variables ▪ make their own selection and be able to use appropriate recording and presentation techniques
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Reporting and presenting</p> <p>Interpreting and evaluating results and processes</p>	<ul style="list-style-type: none"> ▪ participate in the presentation of the findings through visual displays and oral reports • answer simple questions about what happened 	<ul style="list-style-type: none"> ▪ make a short report of an investigation ▪ answer questions on the meaning of the findings ▪ recognise simple relationships and draw conclusions 	<ul style="list-style-type: none"> ▪ make a short report of an investigation, communicating key points clearly ▪ explain what happened, drawing on their scientific knowledge ▪ make links to original predictions 	<ul style="list-style-type: none"> ▪ make an organised report of an investigation using appropriate illustrations ▪ provide explanations related to scientific knowledge ▪ draw conclusions consistent with the findings ▪ identify limitations of the approach used 	<ul style="list-style-type: none"> ▪ write a structured report of an investigation using appropriate illustrations and vocabulary ▪ establish links between the results and the original hypothesis ▪ suggest improvements to the approach used 	<ul style="list-style-type: none"> ▪ evaluate a range of aspects of the investigation.

SKILLS IN TECHNOLOGY – DESIGNING AND MAKING

STRAND	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
<p>PREPARING FOR TASKS</p> <p>Analysing needs or problems.</p> <p>Researching what might be useful in addressing them.</p> <p>Planning ways to proceed.</p>	<ul style="list-style-type: none"> ▪ talk about what might be done to solve a practical problem ▪ talk about possible requirements (design criteria) ▪ suggest uses for given resources ▪ follow a simple plan 	<ul style="list-style-type: none"> ▪ describe possible approaches to solving a practical problem ▪ suggest helpful design criteria, based on discussion • suggest uses for available resources • make a simple plan by talking, writing, or drawing 	<ul style="list-style-type: none"> ▪ identify a problem and describe possible approaches ▪ select helpful design criteria, based on observation and discussion ▪ select possible resources and processes ▪ think up and communicate a plan 	<ul style="list-style-type: none"> ▪ identify a problem, describe what needs to be done and give reasons for approaches ▪ suggest and select relevant information to decide helpful design criteria, based on observation and discussion, and with reference to potential users ▪ investigate and select resources and processes ▪ develop and communicate a sequenced plan, individually and in groups, using appropriate media 	<ul style="list-style-type: none"> ▪ identify a problem, need and/or opportunity, explain what needs to be done in responding to, and in drawing up a design brief ▪ discuss and analyse relevant information and factors that will help establish design criteria. ▪ Investigate and select a range of resources and processes ▪ present a plan logically and effectively, making reference to equipment, systems and manufacturing processes ▪ adapt plans to take account of further insight or changing circumstances 	<ul style="list-style-type: none"> ▪ discuss and analyse an extensive range of factors to help establish design criteria relating to small and large-scale production ▪ devise methods of obtaining and compiling raw data into a useful form for the selection of resources and processes ▪ present a comprehensive plan for small or large-scale production, taking account of changing circumstances and audience
<p>CARRYING OUT TASKS</p> <p>Developing ideas to address needs or problems.</p> <p>Creating solutions.</p>	<ul style="list-style-type: none"> ▪ use ideas and suggestions to try out possible solutions to a brief practical task ▪ show awareness, in their work, of any specific requirements (design criteria) ▪ use given resources and processes to carry out a task safely and hygienically 	<ul style="list-style-type: none"> ▪ use ideas and suggestions through talking, writing, drawing or by modelling to show how a brief practical task could be solved ▪ show both spontaneity and awareness of planning in carrying out a task ▪ use known design criteria to make decisions in their work 	<ul style="list-style-type: none"> ▪ use ideas, including from observation of existing products, to show possible solutions to a practical task ▪ follow a plan, introducing other ideas where appropriate ▪ relate ongoing work firmly to design criteria ▪ use given and self-selected resources and processes to carry out a task safely and hygienically 	<ul style="list-style-type: none"> ▪ use ideas, including any new suggestions, to represent a solution to a practical task ▪ relate ongoing work firmly to design criteria, taking account of any necessary modifications 	<ul style="list-style-type: none"> ▪ use ideas from a variety of sources to represent a solution to a practical task ▪ make considered changes to a plan ▪ justify decisions in relation to design criteria ▪ select from a range of possibilities, and use resources and processes to carry out a task safely, hygienically and effectively 	<ul style="list-style-type: none"> ▪ use ideas, demonstrating a range of techniques and presentation skills ▪ demonstrate effective and confident use of equipment, resources and processes to carry out a task safely, hygienically and efficiently
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Testing and evaluating solutions and the ways they were achieved.</p>	<ul style="list-style-type: none"> ▪ comment on the outcome of their work in relation to given requirements, and by comparing with the work of peers 	<ul style="list-style-type: none"> • carry out simple tests of their work against a limited number of design criteria ▪ show awareness of possible improvements ▪ express views through talking, writing and drawing 	<ul style="list-style-type: none"> ▪ evaluate their own work, and that of peers, by reference to simple tests that address design criteria ▪ offer suggestions for possible improvements in developing solutions ▪ express and record suggestions for improvements through talking, writing and drawing 	<ul style="list-style-type: none"> ▪ suggest ways of gathering valid evidence, including from intended users, to assess the quality of their work against design criteria ▪ use observation and evidence from tests in identifying, suggesting and developing improvements ▪ record evaluative comment using a range of methods ▪ show awareness of some consequences of their choices throughout a task 	<ul style="list-style-type: none"> ▪ devise, organise and carry out tests of existing and proposed solutions in order to suggest possible improvements ▪ evaluate a design activity in relation to the main design criteria ▪ show awareness of the consequences, beneficial or otherwise, of their own suggestions and decisions, by making evaluative, evidence-based comment on their own and others' work 	<ul style="list-style-type: none"> ▪ devise, organise and carry out tests relating to small and large-scale production ▪ evaluate a design activity in relation to the design criteria, taking account of economic, social and environmental consequences ▪ take account of possible contradictory evidence arising from the views of individuals or groups, and make valid judgements.

SKILLS IN SCIENCE – INVESTIGATING

School

Name of Pupil

STRAND	LEVEL A	Working at	Has achieved /Date	LEVEL B	Working at	Has achieved /Date	LEVEL C	Working at	Has achieved /Date
PREPARING FOR TASKS Understanding the task and planning a practical activity Predicting Understanding fair testing	<ul style="list-style-type: none"> ▪ make suggestions and contribute to the planning of simple practical explorations 			<ul style="list-style-type: none"> ▪ plan simple approaches by asking questions and making suggestions ▪ make suggestions about what might happen • recognise when a test or comparison is unfair 			<ul style="list-style-type: none"> ▪ suggest a question for exploration and decide how they might find an answer ▪ make reasoned predictions about a possible outcome ▪ suggest some ways of making a test fair 		
CARRYING OUT TASKS Observing and measuring Recording findings in a variety of ways	<ul style="list-style-type: none"> ▪ carry out simple observations and measurements ▪ record observations in a simple form 			<ul style="list-style-type: none"> ▪ use simple equipment and techniques to make observations and measurements ▪ record findings in a range of ways 			<ul style="list-style-type: none"> ▪ select and use appropriate measurement devices or make appropriate observations ▪ record findings in a greater range of ways 		
REVIEWING AND REPORTING ON TASKS Reporting and presenting Interpreting and evaluating results and processes	<ul style="list-style-type: none"> ▪ participate in the presentation of the findings through visual displays and oral reports • answer simple questions about what happened 			<ul style="list-style-type: none"> ▪ make a short report of an investigation ▪ answer questions on the meaning of the findings ▪ recognise simple relationships and draw conclusions 			<ul style="list-style-type: none"> ▪ make a short report of an investigation, communicating key points clearly ▪ explain what happened, drawing on their scientific knowledge ▪ make links to original predictions 		

SKILLS IN SCIENCE – INVESTIGATING

Cont/d

STRAND	LEVEL D	Working at	Has achieved /Date	LEVEL E	Working at	Has achieved /Date	LEVEL F	Working at	Has achieved /Date
<p>PREPARING FOR TASKS</p> <p>Understanding the task and planning a practical activity</p> <p>Predicting</p> <p>Understanding fair testing</p>	<ul style="list-style-type: none"> ▪ identify two or three questions to investigate ▪ provide reasons for planning decisions ▪ include fair testing by changing one factor ▪ show awareness of the significance of variables 			<ul style="list-style-type: none"> ▪ identify a number of questions to investigate ▪ plan a valid and reliable test for a given hypothesis 			<ul style="list-style-type: none"> ▪ formulate a testable hypothesis ▪ plan an appropriate strategy to investigate a hypothesis 		
<p>CARRYING OUT TASKS</p> <p>Observing and measuring</p> <p>Recording findings in a variety of ways</p>	<ul style="list-style-type: none"> ▪ make an appropriate series of accurate measurements ▪ select an appropriate way of recording findings 			<ul style="list-style-type: none"> ▪ select and use appropriate forms of graphical presentation 			<ul style="list-style-type: none"> ▪ make a series of measurements of the independent and dependent variables ▪ make their own selection and be able to use appropriate recording and presentation techniques 		
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Reporting and presenting</p> <p>Interpreting and evaluating results and processes</p>	<ul style="list-style-type: none"> ▪ make an organised report of an investigation using appropriate illustrations ▪ provide explanations related to scientific knowledge ▪ draw conclusions consistent with the findings ▪ identify limitations of the approach used 			<ul style="list-style-type: none"> ▪ write a structured report of an investigation using appropriate illustrations and vocabulary ▪ establish links between the results and the original hypothesis ▪ suggest improvements to the approach used 			<ul style="list-style-type: none"> ▪ evaluate a range of aspects of the investigation. 		

SKILLS IN TECHNOLOGY – DESIGNING AND MAKING

School

Name of Pupil

STRAND	LEVEL A	Working at	Has achieved /Date	LEVEL B	Working at	Has achieved /Date	LEVEL C	Working at	Has achieved /Date
<p>PREPARING FOR TASKS</p> <p>Analysing needs or problems.</p> <p>Researching what might be useful in addressing them.</p> <p>Planning ways to proceed.</p>	<ul style="list-style-type: none"> ▪ talk about what might be done to solve a practical problem ▪ talk about possible requirements (design criteria) ▪ suggest uses for given resources ▪ follow a simple plan 			<ul style="list-style-type: none"> ▪ describe possible approaches to solving a practical problem ▪ suggest helpful design criteria, based on discussion • suggest uses for available resources • make a simple plan by talking, writing, or drawing 			<ul style="list-style-type: none"> ▪ identify a problem and describe possible approaches ▪ select helpful design criteria, based on observation and discussion ▪ select possible resources and processes ▪ think up and communicate a plan 		
<p>CARRYING OUT TASKS</p> <p>Developing ideas to address needs or problems.</p> <p>Creating solutions.</p>	<ul style="list-style-type: none"> ▪ use ideas and suggestions to try out possible solutions to a brief practical task ▪ show awareness, in their work, of any specific requirements (design criteria) ▪ use given resources and processes to carry out a task safely and hygienically 			<ul style="list-style-type: none"> ▪ use ideas and suggestions through talking, writing, drawing or by modelling to show how a brief practical task could be solved ▪ show both spontaneity and awareness of planning in carrying out a task ▪ use known design criteria to make decisions in their work 			<ul style="list-style-type: none"> ▪ use ideas, including from observation of existing products, to show possible solutions to a practical task ▪ follow a plan, introducing other ideas where appropriate ▪ relate ongoing work firmly to design criteria ▪ use given and self-selected resources and processes to carry out a task safely and hygienically 		
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Testing and evaluating solutions and the ways they were achieved.</p>	<ul style="list-style-type: none"> ▪ comment on the outcome of their work in relation to given requirements, and by comparing with the work of peers 			<ul style="list-style-type: none"> • carry out simple tests of their work against a limited number of design criteria ▪ show awareness of possible improvements ▪ express views through talking, writing and drawing 			<ul style="list-style-type: none"> ▪ evaluate their own work, and that of peers, by reference to simple tests that address design criteria ▪ offer suggestions for possible improvements in developing solutions ▪ express and record suggestions for improvements through talking, writing and drawing 		

SKILLS IN TECHNOLOGY – DESIGNING AND MAKING Cont/d

STRAND	LEVEL D	Working at	Has achieved /Date	LEVEL E	Working at	Has achieved /Date	LEVEL F	Working at	Has achieved /Date
<p>PREPARING FOR TASKS</p> <p>Analysing needs or problems.</p> <p>Researching what might be useful in addressing them.</p> <p>Planning ways to proceed.</p>	<ul style="list-style-type: none"> ▪ identify a problem, describe what needs to be done and give reasons for approaches ▪ suggest and select relevant information to decide helpful design criteria, based on observation and discussion, and with reference to potential users ▪ investigate and select resources and processes ▪ develop and communicate a sequenced plan, individually and in groups, using appropriate media 			<ul style="list-style-type: none"> ▪ identify a problem, need and/or opportunity, explain what needs to be done in responding to, and in drawing up a design brief ▪ discuss and analyse relevant information and factors that will help establish design criteria. ▪ Investigate and select a range of resources and processes ▪ present a plan logically and effectively, making reference to equipment, systems and manufacturing processes ▪ adapt plans to take account of further insight or changing circumstances 			<ul style="list-style-type: none"> ▪ discuss and analyse an extensive range of factors to help establish design criteria relating to small and large-scale production ▪ devise methods of obtaining and compiling raw data into a useful form for the selection of resources and processes ▪ present a comprehensive plan for small or large-scale production, taking account of changing circumstances and audience 		
<p>CARRYING OUT TASKS</p> <p>Developing ideas to address needs or problems.</p> <p>Creating solutions.</p>	<ul style="list-style-type: none"> ▪ use ideas, including any new suggestions, to represent a solution to a practical task ▪ relate ongoing work firmly to design criteria, taking account of any necessary modifications 			<ul style="list-style-type: none"> ▪ use ideas from a variety of sources to represent a solution to a practical task ▪ make considered changes to a plan ▪ justify decisions in relation to design criteria ▪ select from a range of possibilities, and use resources and processes to carry out a task safely, hygienically and effectively 			<ul style="list-style-type: none"> ▪ use ideas, demonstrating a range of techniques and presentation skills ▪ demonstrate effective and confident use of equipment, resources and processes to carry out a task safely, hygienically and efficiently 		
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Testing and evaluating solutions and the ways they were achieved.</p>	<ul style="list-style-type: none"> ▪ suggest ways of gathering valid evidence, including from intended users, to assess the quality of their work against design criteria ▪ use observation and evidence from tests in identifying, suggesting and developing improvements ▪ record evaluative comment using a range of methods ▪ show awareness of some consequences of their choices throughout a task 			<ul style="list-style-type: none"> ▪ devise, organise and carry out tests of existing and proposed solutions in order to suggest possible improvements ▪ evaluate a design activity in relation to the main design criteria ▪ show awareness of the consequences, beneficial or otherwise, of their own suggestions and decisions, by making evaluative, evidence-based comment on their own and others' work 			<ul style="list-style-type: none"> ▪ devise, organise and carry out tests relating to small and large-scale production ▪ evaluate a design activity in relation to the design criteria, taking account of economic, social and environmental consequences ▪ take account of possible contradictory evidence arising from the views of individuals or groups, and make valid judgements. 		

SKILLS IN SOCIAL SUBJECTS - ENQUIRY

School

Name of Pupil

STRAND	LEVEL A	Working at	Has achieved /Date	LEVEL B	Working at	Has achieved /Date	LEVEL C	Working at	Has achieved /Date
<p>PREPARING FOR TASKS</p> <p>Planning tasks in a systematic and logical way</p> <p>Identifying appropriate sources of information</p>	<ul style="list-style-type: none"> suggest ways of finding answers to given questions 			<ul style="list-style-type: none"> identify simple approaches to tackling tasks and solving problems by asking questions and making suggestions identify some relevant sources of information from those readily available 			<ul style="list-style-type: none"> plan a sequence of activities for tackling an enquiry, class or homework task suggest relevant sources of information that might assist in a particular enquiry task 		
<p>CARRYING OUT TASKS</p> <p>Selecting relevant information and/or equipment: observe, measure, find, select, record</p> <p>Processing information in a variety of ways</p> <p>Evaluating the usefulness and reliability of information</p>	<ul style="list-style-type: none"> find simple pieces of information, e.g. from displays, fieldwork, picture books or written sources process/classify simple information (e.g. pictorially) 			<ul style="list-style-type: none"> select and record information for a given purpose, e.g. from a display, talk, film, book or simple weather equipment process/classify simple information in a variety of ways, e.g. making a map or diagram 			<ul style="list-style-type: none"> select and record specific information for a given purpose from a variety of sources available in the school or local community select simple techniques to process/classify straightforward information in a variety of ways distinguish in an elementary way between fact and opinion, fact/truth and fiction 		
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Presenting findings in an appropriate and coherent way</p> <p>Presenting conclusions that are relevant to the given purpose or issue</p>	<ul style="list-style-type: none"> present work to class by contributing to a classroom display and giving oral/written accounts of their part in class activity answer simple questions from the teacher on what they have found out 			<ul style="list-style-type: none"> present findings in a brief report, e.g. written, talk, poster present some simple conclusions based on their findings 			<ul style="list-style-type: none"> present findings in a report, communicating key points clearly present conclusions giving reasons 		

SKILLS IN SOCIAL SUBJECTS – ENQUIRY Cont/d

STRAND	LEVEL D	Working at	Has achieved /Date	LEVEL E	Working at	Has achieved /Date	LEVEL F	Working at	Has achieved /Date
<p>PREPARING FOR TASKS</p> <p>Planning tasks in a systematic and logical way</p> <p>Identifying appropriate sources of information</p>	<ul style="list-style-type: none"> plan a sequence of tasks or procedures, adapting as required identify a variety of straightforward sources from which relevant information might be collected 			<ul style="list-style-type: none"> plan appropriate strategies, resources and sequence of tasks or procedures, adapting as required identify a variety of sources from which relevant information might be collected and give reasons for choice 			<ul style="list-style-type: none"> plan appropriate strategies, resources and sequence of tasks or procedures, adapting as required identify a variety of sources, including complex ones, from which relevant information might be collected, and give reasons for choice 		
<p>CARRYING OUT TASKS</p> <p>Selecting relevant information and/or equipment: observe, measure, find, select, record</p> <p>Processing information in a variety of ways</p> <p>Evaluating the usefulness and reliability of information</p>	<ul style="list-style-type: none"> select and use known enquiry methods and/or equipment to access, select and record relevant information from a variety of straightforward sources select techniques to process/classify information in a variety of ways, e.g. the results of a questionnaire make simple judgements about the usefulness/reliability of information/evidence, e.g. by reference to bias 			<ul style="list-style-type: none"> select and use suitable methods and/or equipment to access, select and record a range of relevant information from a variety of different types of sources select techniques to process/classify information in a variety of ways, justifying choice make judgements about what evidence is relevant and reliable, e.g. by reference to bias, exaggeration and selective use of information 			<ul style="list-style-type: none"> make independent use of suitable methods and techniques to access, select and record information from a range of sources, including complex ones make independent use of techniques to process/classify information in a variety of ways, justifying choice recognise when information is likely to be irrelevant, biased or unacceptably inaccurate 		
<p>REVIEWING AND REPORTING ON TASKS</p> <p>Presenting findings in an appropriate and coherent way</p> <p>Presenting conclusions that are relevant to the given purpose or issue</p>	<ul style="list-style-type: none"> present findings in an organised and appropriate manner present conclusions and justify these with reference to evidence 			<ul style="list-style-type: none"> present findings in a report (orally or in writing), showing clear organisation and appropriate specialist vocabulary present conclusions that are well supported by reference to presented information 			<ul style="list-style-type: none"> present an extended report (orally or in writing), showing a clear and coherent argument or analysis present detailed conclusions, or conclusions on more complex issues, that are well supported by reference to presented information. 		