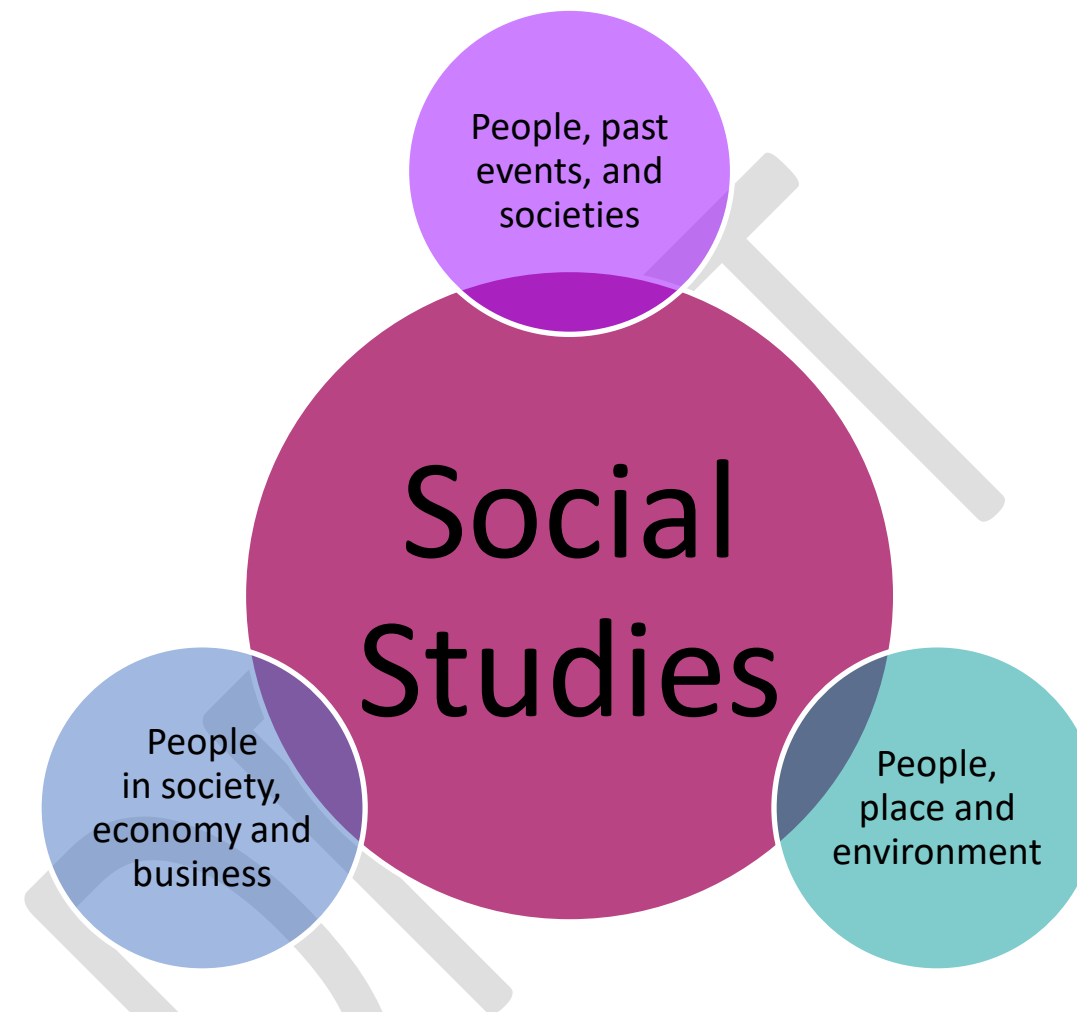


Social Studies



Progression Overview (Second, Third and Fourth Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
											Used in some curricular areas only		

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In Social Studies, the Common Skills which apply across all three organisers (People, past events and society; People, place and environment; People in society, economy and business) have not been altered from the [Fife Progression Pathways](#). It was felt they show clear progression and do not need to be reformatted, especially as this could lead to confusion/the mistaken belief they had been altered. Additionally, some Social Studies Benchmarks are pre-requisites of others. Where this occurs, Benchmarks appear in phases other than 1,4,7,10 and 13 to show the progression.

Common Skills

Social Studies Early Level

See the HWB (Choice and Change, RSHP); Numeracy & Maths (Measurement, Shape & Patterns, Information Handling); Literacy & English Pathways and HWB (MESP wellbeing) Es&Os.

Social Studies Common Skills – Early Level

Cross reference with curricular organiser slides*

Gathers information	Collects information from a source at home or in the learning area.	Uses an instrument or tool to find out some information .		
Research Skills	Asks questions to find out information about the past, other places, or events.	Asks questions about an artefact or phenomena they have experienced.		
Describes	Provides a simple description of something familiar.	Identifies the different types of places people live in or have lived in, in their community.	Describes the roles that different people play in their life and the lives of others.	Identifies the different building types in their community, what they are and have been used for.
Explains	Offers a simple explanation of an event in their own life/experience.			
Compares and contrasts	Uses photos/a visit/visitors to identify differences or similarities .	Makes simple compare/contrast statements between pupils' lives here today and another time or place e.g. old/new, big/small hill.		
Draws conclusions and gives reasoned opinions	Makes choices about familiar topics.	Begins to draw a conclusion or offer an opinion based on their own experiences.	Gives reasons for their opinions and conclusions .	
Makes informed contributions to discussion	Talks about how their family live now and/or how the previous generations lived (e.g. grandparents).	Contributes to a discussion .	Contributes to a discussion about an unfamiliar topic.	Shares thoughts and opinions about artefacts or events from now or in the past with their peers.

Social Studies Second Level

See the HWB; Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy Pathways

Social Studies Common Skills – Second Level

Cross reference with curricular organiser slides

Gathers information	Collects information from both primary and secondary sources in wider society.	Uses at least two instruments/techniques to collect information and draw a simple conclusion.	Creates and carries out a survey to gather information .	Selects and records relevant sections of information from several sources within and outwith the learning environment and uses this evidence to find out about different contexts.
Research Skills	Uses a KWL grid and/or other graphic organiser to find out prior knowledge and plan research questions to be answered.	Creates a series of research questions and use these to help find out about a phenomena, past event, or current issue in society.	Interviews key people about a chosen subject.	Takes notes from a variety of sources (library, internet, technology, other media) recording their observations/findings in a variety of ways. Presents their conclusions in a PowerPoint or using other multi-media formats.
Describes	Provides two or more detailed descriptions of information from a source in wider society.	Describes the diverse cultures, values and customs in our society and in other societies both now and in the past.	Describes how different people live or have lived and acknowledges the value in that diversity.	Describes basic human needs in addition to housing and how these needs are/were met in their community.
Explains	Provides an explanation , giving at least 2 points, of an event, person's actions or concept in wider society.	Explains in simple terms different forms of discrimination which people or groups may suffer.	Explains how some countries and societies are/were more able to meet basic human needs than others.	Explains how different land uses meet different needs in a range of social, geographical and historical settings.
Compares and contrasts	Compares and contrasts different opinions.	Identifies the similarities and differences between the lifestyle and culture of their own and another country.	Compares and contrasts from sources providing two or more similarities and differences or advantages or disadvantages.	Compares accounts of events from different sources – fact or fiction.
Draws conclusions and gives reasoned opinions	Selects evidence and uses it to research and form at least one valid opinion or conclusion with reasoning.	Evaluates the impact of an event/action/issue using evidence .	Draws conclusions on how and why evidence may be persuasive and influence research on current or past issues.	Considers ways of checking the accuracy of interpretations– fact or fiction and opinion. Explains and gives examples of the difference between fact and opinion .
Makes informed contributions to discussion	Contributes two or more points to a discussion .	Uses current or historical multi-media sources (e.g. news reports, newspaper articles, photos, adverts, internet postings etc) to raise topics for discussion and can identify both positive and negative discussion points .	Works in a group to discuss/debate issues.	Takes part in many discussions on topics arising – giving reasoned arguments/opinions .

Social Studies Third Level

See the HWB (Choices & Change); Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

Social Studies Common Skills – Third Level

Cross reference with curricular organiser slides

Gathers information	Collects information from sources (including primary and secondary sources) from home, school or wider society and gives a basic justification for its use.	Uses at least three instruments/techniques to collect information and draws at least two simple conclusions that link to the concept/context.	Creates and carries out more than one data gathering techniques e.g. surveys, ???	Identifies a range of appropriate sources and combines the evidence from them to explore contexts.
Research Skills	Uses an appropriate graphic organiser or other tool to establish prior knowledge and plan research questions .	Uses the library, internet, technology and other media for research, recording their findings in a range of appropriate ways –e.g. notes, annotation etc.	Identifies and interviews suitable people or groups about a chosen subject.	Selects an appropriate format to share their conclusions.
Describes	Provides at least two/ three detailed descriptions from across wider society or of features from across the world.	Describes the responses which are available to countries and organisations when there is an international crisis, and how effective each response might be.		Describes the ways in which the countries of the world, now or in the past, are interdependent and how the interdependence of countries affects their level of development and influences people's lives.
Explains	Provides at least two simple explanations with some supporting evidence.	Describes and explains the reasons why an identified group might experience or have experienced inequality. Identifies some strategies for reducing or making reparations for these inequalities. <i>This should include in relation to the protected characteristics.</i>	Explains the social and economic differences between more and less economically developed countries and identifies some strategies for reducing these inequalities.	Describes the factors contributing to a major social, political or economic change in the past, or present, and explains the impact on people's lives.
Compares and contrasts		Provides at least three similarities or differences/advantages or disadvantages and uses some evidence to analyse information.	Compares and contrasts from sources at least two/three similarities and differences and gives supporting evidence.	
Draws conclusions and gives reasoned opinions	Draws at least two conclusions with detailed reasons or offers at least two opinions with detailed reasoning and/or detailed supporting evidence			
Makes informed contributions to discussion	Discusses and debates issues arising, giving different points of view.	Uses media sources to raise topics for discussion taking into consideration the reliability and persuasive influence of those sources.	Contributes three or more, detailed points to a discussion giving reasons.	

Social Studies Fourth Level

See the HWB (Choices & Change); Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

Social Studies Common Skills – Fourth Level

Cross reference with curricular organiser slides

Gathers information	Collects information from sources (including primary and secondary sources) from home, school or wider society and gives a detailed justification for its use.	Uses at least four instruments/techniques to collect information and draws at least two detailed conclusions that link to the concept/context.	Creates and carries out several different data gathering techniques e.g. surveys, ???	Demonstrates how to interpret and make use of detailed evidence from complex sources .
Research Skills	Uses tools to establish prior knowledge and plans linked detailed research questions .	Explains in detail the advantages/limitations of a wide range of identified research methods .	Identifies and interviews suitable people or groups about a chosen subject asking follow up questions during discussion.	Selects the most appropriate format to share their conclusions taking into account the needs of their audience.
Describes	Provides at least two/three very detailed descriptions , with evidence if relevant.	Describes the effects of population structure of Scotland and a contrasting society both now and in the past. Describes a meeting of cultures in the past or present and the impact on the societies involved.	Describes the social, political and economic impacts of a technological change in the past or present. Identifies the changes which have taken place in an industry in Scotland's past or present and the impact of those changes.	Describes globalisation of trade and what the implications are for different parts of the world, consumers and the environment.
Explains	Provides at least three explanations , two of which are in some detail to explain the causes or impact of a complex event, concept or issue.	Demonstrates understanding and explains the reasons why both the state and individuals share our shared responsibility for meeting needs in society. Identifies and explains , with examples from the past and present, the impact of a social issue on an identified group.	Describes and explains how the expansion of the power and influence of countries can affect the culture attitudes and experiences of everyone involved. Explains how effective international organisations were or are in achieving their aims.	Explains the factors which have contributed to the development of a multicultural society.
Compares and contrasts		Provides at least three detailed similarities or differences/advantages or disadvantages , using some evidence to analyse information.	Compares and contrasts evidence from a variety of sources and evaluates their usefulness giving detailed supporting evidence.	
Draws conclusions and gives reasoned opinions	Draws at least three reasoned conclusions with detailed reasons and using evidence or offers at least three opinions with detailed reasoning .	Identifies and uses sources to support an argument or judgement.		
Makes informed contributions to discussion				Makes a valid argument or informed view in a discussion or debate and supports with reasoned evidence.

People, Past Events and Societies

	Second			Third			Fourth		
	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
People, Past Events and Societies	Identifies primary and secondary sources. Explores timelines of historical events and people.	Explains and describes at least one primary and one secondary source. Draws a timeline of historical events and people.	Uses both primary and secondary sources of evidence in an investigation about the past. Places an event appropriately within a historical timeline. Places those people and events on a timeline.	Demonstrates the ability to interpret sources and present an informed view. Identifies at least three factors which contributed to a major social, economic or political change in the past. Provides at least two simple explanations as to why a group of people from beyond Scotland settled here.	Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period. Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past. Describes at least two impacts immigrants have had on life and culture of Scotland. Identifies at least two possible causes of past conflict, using research methods. Presents in any appropriate form at least two impacts on people at that time.	Draws on previous work to provide a simple explanation of how people and events have contributed to the development of the Scottish nation. Providing at least two reasoned conclusions. Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere. Provides at least two valid opinions about the possible motives of those involved in a significant turning point or event in history. Provides a valid opinion of the impact of this significant historical event.	Demonstrates the ability to provide a valid argument on a historical theme. Provides at least two valid opinions to support the argument. Provides at least three reasons with explanation of the importance of respecting the heritage and identity of others. Draws at least three reasoned conclusions about the reasons for inequality. Provides at least two arguments including both for and against as to how a group or individuals have addressed inequality. Describes in detail at least two of the main features of historical conflicting world belief systems. Presents their own views on the consequences of such conflict and can provide reasons for them. Compares and contrasts the rights and responsibilities of citizens in a more and less democratic society providing at least four comparisons. Identifies the impact of a technological change with at least one of each: social, political and economic impacts and gives a reason for the conclusion. Suggests at least three changes which have taken place in Scotland's industry. Provides at least two positive and negative impacts of one of these changes. Analyses the impact on the societies of the meeting of cultures in the past, drawing at least two valid conclusions.		
	Identifies similarities and differences between life in a past society and life today. Describes a significant event in Scottish history.	Compares and contrasts life in a past society and life today. Describes a way in which a past event has shaped Scottish society. Contributes points in discussions about the past.	Describes and discusses at least three similarities and differences between their own life and life in a past society. Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. Contributes two or more points to the discussion (in any form) as to why people and events from the past were important.						

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							Uses critical analysis to evaluate the relative importance of the factors which led to an historical event. Expresses a developed and reasoned opinion about how conflicts have changed over time. Engages considerably in a discussion about the impact on those involved. Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies. Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.
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People, Place and Environment

	Second			Third			Fourth		
	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
People, Place, and Environment	Identifies at least three features of Scotland's landscape.	Begins to explore how landscape features form.	Identifies at least three features of Scotland's landscape and provides a basic explanation of how they are formed.	Reviews at least two simple graphical sources to interpret information and form a conclusion, for example, a map and a graph. Uses relevant numeracy and digital technology skills to interpret at least two sources of data from maps and graphical information systems.	Provides a simple explanation for a weather pattern within a selected climate zone, for example, convection rainfall in the rainforest. Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they could be managed.	Provides at least two explanations as to how landscapes influence human activity, using two contrasting areas. Provides a simple explanation of at least three links between climate, physical features and living things in that environment.	Explains in some detail how at least two landscape types from across the globe are formed. Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity.		
	Uses grid references to locate features on maps. Identifies countries, cities and other key features on maps.	Identifies latitude and longitude on maps. Identifies more detailed features using OS symbols on maps (e.g. railways, hills, rivers etc)	Extracts information from more than one kind of map. Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield.	Demonstrates a basic understanding of the relationship between weather and climate. Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population.	Describes a natural environment different to their own, in terms of climate, physical features and living things in that environment. Identifies the processes which form landscapes across the world.	Provides a simple explanation of at least three processes involved in the development of any chosen landscape, for example, coasts, volcanic, rivers or glaciated. Suggests possible ways these differences would be reduced, and provide valid opinions as to their likely success.	Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods. Assesses the impact of developments in transport infrastructure in a chosen area. Contributes to a discussion on the development of sustainable systems.		
	Describes and explores local businesses and tourism.	Presents information in any preferred form on the local area including local area names, two major employers/types of employment, for example, call centres, local attractions, leisure facilities.	Describes at least two advantages/ disadvantages of a land use development proposal. Explores at least two impacts on the community either verbally or in writing.	Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population. Identifies the difference between developed and developing countries.	Identifies the processes which form landscapes across the world.	Suggests possible ways these differences would be reduced, and provide valid opinions as to their likely success.	Describes and makes at least three valid conclusions about the impact of human activity on a chosen area. Identifies at least three threats facing main climate zones and analyses how these threats impact on the way of life.		
	Describes and explores local businesses and tourism.	Presents information in any preferred form on the local area including local area names, two major employers/types of employment, for example, call centres, local attractions, leisure facilities.	Describes at least two advantages/ disadvantages of a land use development proposal. Explores at least two impacts on the community either verbally or in writing.	Identifies the difference between developed and developing countries.	Identifies at least three social and economic differences between developed and developing countries, for example infant mortality rate, % adult literacy rate, Gross National Product per capita.		Explains in some detail how any chosen urban area has developed, and evaluates the impact on the society. Explains the impact of an economic activity in a chosen area and beyond. Explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries.		

				Describes the difference between climate and weather				Explains how the control of important raw materials can affect the international power and influence of states, for example, oil. Asks and responds to questions about the future implications of population structures for Scotland and a contrasting area. Suggests the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact. Explains links between weather and air pressure. Evaluates different types of maps, and geographical representations of information to inform discussion on at least three topics.
	Identifies at least four ways in which journeys can be made. Describes at least one advantage and disadvantage for each form of transport.		Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing.					
	Identify that human activity has an impact on the environment.	Suggests at least three ways to live in a more environmentally responsible way.	Identifies at least three impacts of human activity on the environment.					
	Explores the weather and impact on life in a contrasting area to Britain.	Compares and contrasts the differing effects of the weather on the people and society of Britain and a contrasting area, providing at least three similarities and/or differences	Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting area					
	Describes the causes and impact on people of a natural disaster. Understand impacts can be positive or negative.		Describes the impact of a natural disaster giving at least three examples for people and one for landscape. Impacts can be positive or negative.					

People in Society, Economy and Business

		Second			Third			Fourth		
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
People in Society, Economy and Business		Identifies links between rights and responsibilities. Describes the basic needs of human beings.	Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people’s lives, for example, racism or the effect of immigration.	Draws valid conclusions as to why some countries can meet basic needs better than others. Discusses in any form at least three issues related to cultures, values and customs in our society, for example, the role of family, traditions and gender stereotyping.	Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion. Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability.	Identifies at least three sources of information that influence the ways in which he/she is informed. Identifies their own rights and responsibilities as a Scottish citizen and makes a comparison with a contrasting society.	Presents using appropriate methods an informed view of a current affairs issue. Gives at least two simple explanations for the differences between their own rights and responsibilities and those in a contrasting society.	Discusses the extent to which individuals, organisations or the state should meet the needs of people, or stimulate the demand for goods and services.		
		Explores examples of discrimination and prejudice. Explores the diverse range of cultures, values and customs of modern Scotland.	Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method	Selects appropriate evidence and uses it to research a social, political or economic issue Identifies profit and non-profitmaking organisations / enterprises including those who services are free at the point of delivery, for example health and education.	Makes two or more reasoned suggestions of ways in which this inequality might be addressed. Identifies methods (including digital ways) to manage and record financial transactions. Describes the unequal nature of trading relationships and the consequences on people’s socio-economic position, for example,	Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration. Identifies at least two ethical issues related to business practices, for example, Fairtrade, Credit Unions, food banks, zero hours contracts, recycling and packaging. Provides at least two simple explanations as to why budgeting is important to families and businesses. Draws valid conclusions about	Outlines the costs and benefits of saving and investing money and the costs and benefits of borrowing money. Describes how different businesses and not for profit organisations help to satisfy needs and wants. Identifies the advantages and disadvantages of international trade, and issues around free trade agreements.	Suggests the impact of a social issue, for example, poverty and demonstrates the attitudes of those affected. Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, the impact of immigration. Analyses the relative importance of the contribution of individuals or groups such as pressure groups in bringing about change in a significant political event. Evaluates the role of media in a democracy, and assesses its importance in informing and influencing citizens and explaining the decisions made by those in power. Compares and contrasts two world ideologies and how it affects the lives of people. Evaluates the impact which decision making bodies have on the lives of people in any chosen area. Expresses informed views about the importance of participating in a democracy and reasons for the lack of participation by some groups. Contributes to a discussion on the actions and motives of a chosen group or organisation which seeks to achieve its aims by non-democratic means.		

		Describes how a representative might speak and act on behalf of others.	Describes the main features of a democracy.	Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative	Fairtrade, Arms Trade.	the effectiveness of the response, for example, NGOs, NATO, UN.		Presents an informed view as to how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of this involved.
					Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level.			Evaluates the effectiveness of any chosen international organisations, for example the UN, NATO or the EU in meeting their aims.
		In a group takes a role in setting up or running a small social enterprise.	Identifies and takes on roles in a simple social enterprise and evaluates its success.	Identifies the main business functions such as production, sales, marketing, and administration. Takes a role in setting up or running a small enterprise. Evaluates the success of the enterprise.	Describes and uses the practical skills (including digital skills) required to contribute to the success of an enterprise activity			Critically examines how at least three economic factors can influence the decisions and behaviours of individuals, businesses or communities. Exemplifies the purposes and features of different sector organisations: private, public and third sector. Contributes to a discussion on the relationship between these organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours. Evaluates at least two working practices available to employees working within different types of business organisations. Evaluates the suitability of at least two different finance options available for setting up and supporting a range of different types of businesses. Records and analyses financial information to assist individuals and business in making appropriate financial decisions. Evaluates the role of at least three different departments and personnel in terms of their contribution to the success or failure of the business. Identifies internal and external factors influencing planning and decision making and evaluates how these decisions contribute to the success or failure of businesses.

Appendix 1: S3 Guidance – Fourth Level Benchmarks

The Benchmarks have been aligned to the traditional Secondary Subject Areas. Broadly these align with the 3 CfE sub-organisers. Where a Benchmark is relevant within another area a code has been added at the end to show this. History (PPES), Geography (PPE), Modern Studies (PSEB-MS) and Business/Economics (PSEB-B)

S3 Subject Area	History (People, past events and society)	Geography (People, place and environment)	Modern Studies (People in society, economy and business)	Business/Economics (People in society, economy and business)
Benchmarks	• Demonstrates the ability to provide a valid argument on a historical theme. • Provides at least two valid opinions to support the argument. • Provides at least three reasons with explanation of the importance of respecting the heritage and identity of others. • Draws at least three reasoned conclusions about the reasons for inequality. • Provides at least two arguments including both for and against as to how a group or individuals have addressed inequality. (PSEB-MS) • Describes in detail at least two of the main features of historical conflicting world belief systems. • Presents their own views on the consequences of such conflict and can provide reasons for them. • Compares and contrasts the rights and responsibilities of citizens in a more and less democratic society providing at least four comparisons. (PSEB-MS) • Identifies the impact of a technological change with at least one of each: social, political and economic impacts and gives a reason for the conclusion. • Suggests at least three changes which have taken place in Scotland's industry. (PSEB-B) • Provides at least two positive and negative impacts of one of these changes. • Analyses the impact on the societies of the meeting of cultures in the past, drawing at least two valid conclusions. • Uses critical analysis to evaluate the relative importance of the factors which led to an historical event. • Expresses a developed and reasoned opinion about how conflicts have changed over time. Engages considerably in a discussion about the impact on those involved. (PSEB) • Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies. (PSEB) • Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.	• Explains in some detail how at least two landscape types from across the globe are formed. • Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity. • Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods. • Assesses the impact of developments in transport infrastructure in a chosen area. • Contributes to a discussion on the development of sustainable systems. • Describes and makes at least three valid conclusions about the impact of human activity on a chosen area. • Explains in some detail how any chosen urban area has developed, and evaluates the impact on the society. • Explains the impact of an economic activity in a chosen area and beyond. (PSEB-B) • Explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries. • Explains how the control of important raw materials can affect the international power and influence of states, for example, oil. (PSEB-B) • Asks and responds to questions about the future implications of population structures for Scotland and a contrasting area. (PSEB-MS) • Identifies at least three threats facing main climate zones and analyses how these threats impact on the way of life. • Suggests the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact. • Explains links between weather and air pressure. • Evaluates different types of maps, and geographical representations of information to inform discussion on at least three topics.	• Discusses the extent to which individuals, organisations or the state should meet the needs of people, or stimulate the demand for goods and services. • Suggests the impact of a social issue, for example, poverty and demonstrates the attitudes of those affected. • Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, the impact of immigration. (PPES) • Analyses the relative importance of the contribution of individuals or groups such as pressure groups in bringing about change in a significant political event. • Evaluates the role of media in a democracy, and assesses its importance in informing and influencing citizens and explaining the decisions made by those in power. • Compares and contrasts two world ideologies and how it affects the lives of people. • Evaluates the impact which decision making bodies have on the lives of people in any chosen area. • Expresses informed views about the importance of participating in a democracy and reasons for the lack of participation by some groups. • Contributes to a discussion on the actions and motives of a chosen group or organisation which seeks to achieve its aims by non-democratic means.	• Presents an informed view as to how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of this involved. (PSEB-MS) • Evaluates the effectiveness of any chosen international organisations, for example the UN, NATO or the EU in meeting their aims. (PSEB-MS) • Critically examines how at least three economic factors can influence the decisions and behaviours of individuals, businesses or communities. • Exemplifies the purposes and features of different sector organisations: private, public and third sector. (PSEB-MS) • Contributes to a discussion on the relationship between these organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours. • Evaluates at least two working practices available to employees working within different types of business organisations. • Evaluates the suitability of at least two different finance options available for setting up and supporting a range of different types of businesses. • Records and analyses financial information to assist individuals and business in making appropriate financial decisions. • Evaluates the role of at least three different departments and personnel in terms of their contribution to the success or failure of the business. • Identifies internal and external factors influencing planning and decision making and evaluates how these decisions contribute to the success or failure of businesses. *Also see Technologies: Technological Developments in Society and Business