Education Scotland
Foghlam Alba

Social Studies 3-18

September 2012

Transforming lives through learning

Foreword

This report on social studies 3-18 is the second in a series designed to present a picture of what it is like to be a learner in Scotland today from the ages of 3 to 18. Over time, it is anticipated that this series will enable us to measure the impact of Curriculum for Excellence on the experiences of, and outcomes for, children and young people.

The evidence presented in this report tells us that children and young people are developing a range of knowledge, understanding and skills in social studies. Achievement is strong and improving. Curriculum for Excellence has stimulated debate and changes to learning and teaching. Teachers and other professionals are keen to meet the challenges presented. These positive messages bode well for the development of children and young people's capacities as citizens and contributors. In a rapidly changing world, the ability to evaluate complex social, political, environmental and economic issues and make informed choices becomes a necessity. This report will help practitioners reflect on how well they are developing these capacities and how much more we need to do.

I hope you find this report and the related follow-up activities useful and I invite you to join with us in addressing the development points identified.

Bill Maxwell
Chief Executive
Education Scotland

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[1] Where the term staff is used this refers to all practitioners including early years workers and teachers.

Introduction

This report evaluates current practice in social studies. It identifies good practice and highlights important areas for discussion and further development. The report comes at time when Scottish schools are implementing Curriculum for Excellence and the findings reflect this changing landscape. Education Scotland will continue to support these changes and share emerging new and effective practice as part of its contribution to a **national professional learning community**. It is intended that this web based report acts as a hub for ongoing professional dialogue and development. The report will be the focus for discussion at the Scottish Learning Festival in September 2012. Practitioners are encouraged to become engaged with each other and with Education Scotland staff to share practice and address areas requiring development via CPDCentral. We are working with children, young people and parents[2] to identify how they can engage in taking forward the report's key messages. Further links will be added to the report over time.

The report is the second[3] in a series designed to gauge the impact of a changing curriculum on learners' experiences and achievements. The focussed visits which formed a significant part of the evidence base were designed to maximise support for ongoing improvements. Professional dialogue was built around the school's own evaluation of progress in social studies. The dialogue was enhanced by the findings from observations of learning and teaching, discussions with children and young people, teaching staff, curriculum managers and local partners and stakeholders as appropriate. In providing a broad overview of emerging strengths and areas for further development, the report seeks to build on earlier guidance provided by HMIE in a series of portrait papers[4] and in the paper *Developing the four capacities through social subjects* on developing the four capacities within social studies.

It is important that practitioners consider the report's messages in line with other key documents such as the *social studies principles and practice* [5]paper as they move forward with Curriculum for Excellence and *Quality and improvement in Scottish education: Trends in inspection findings 2008-2011* (Education Scotland, 2012). The principles and practice paper sets out the purposes of learning within social studies. It also describes how the experiences and outcomes are organised, and provides guidance on aspects such as learning and teaching, broad features of assessment, progression and connections with other areas of the curriculum. It outlines an ambitious agenda for staff and the **entitlements** all children and young people have in this area of the curriculum. This report therefore is broadly structured around the themes in the social studies principles and practice document to assist staff as they develop their thinking and practice.

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[2] The term 'parents' should be taken to include foster carers and carers who are relatives or friends.
[3] The first report was Sciences 3-18. Published September 2012.
[4] http://www.educationscotland.gov.uk/Images/gpcp_tcm4-712867.pdf
http://www.educationscotland.gov.uk/Images/hpcp_tcm4-712765.pdf
http://www.educationscotland.gov.uk/Images/ModernStudiesPortrait_tcm4-712790.pdf
[5]http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/socialstudies/
principlesandpractice/index.asp

Evidence for this report came from the following sources:

- A series of focused inspection visits to a number of early years centres, primary, secondary and special schools during the period January to March 2012. A list of educational establishments visited for this report is in Appendix 1.

- Analysis of relevant evidence from general inspections and other professional engagement visits carried out over the past three years.

- Analysis of the patterns of uptake and performance by school students in social subjects in SQA examinations. Statistical data is contained in Appendix 4.

- Background reading of other relevant reports to take account of key messages pertinent to social studies.

- Engagement in professional dialogue with practitioners, specialists across Education Scotland and members of the social studies community from within and outwith schools.

"*Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped…. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.*"

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Social Studies Principles and Practice

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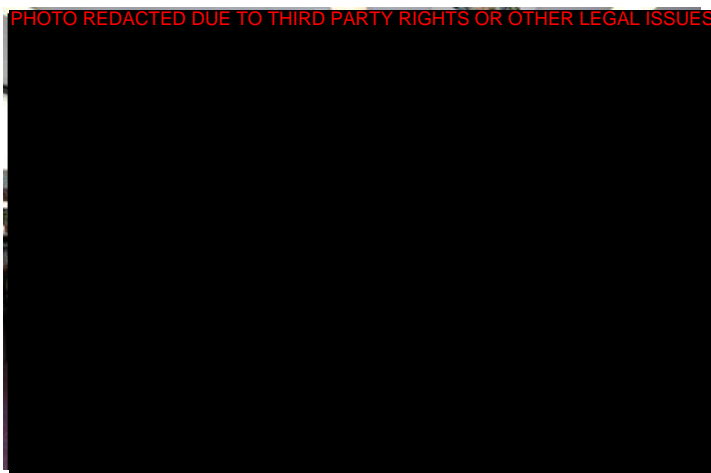
In preparing young people to meet the challenges of a rapidly changing world with many difficult issues to be addressed locally, nationally and internationally, the important contribution of social studies cannot be underestimated. Effective learning in social studies takes place within the structured school timetable but also within the ethos and life of the school and its community. Social studies make a significant contribution to education for citizenship, education for sustainability and enterprise education. The knowledge and skills developed within social studies are very much in line with the Scottish Government's Skills Strategy.

"Our vision is for a successful, globally competitive economy based on high skilled and better paid jobs, high productivity, fairness, and high quality public services. Where creative, innovative, enterprising people are aware of the skills they possess and can use them effectively."

Social studies also has a crucial role in helping children and young people to understand their own country, the history and heritage of Scotland and the challenges it faces. It is vital in developing active citizens, capable of understanding complex social, political, environmental and economic issues which will allow them to make informed choices. The Scottish Studies Working Group[6] recommended that learning about Scotland should be embedded within the curriculum. Social studies clearly has an important role to play in ensuring children and young people learn about important aspects of the country in which they live. The Minister for Learning, Science and Scotland's Languages recently stated,

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[6] The Scottish Studies Working Group

"The Scottish Government has been clear for the past year that strengthening learning about Scotland should be integral to Curriculum for Excellence and indeed a survey last year showed that 90 per cent of the public are on board with this approach".

[Scottish Studies across the Curriculum](#)

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How are the social studies experiences and outcomes being organised within the broad general education?

Building the Curriculum 3 defines the curriculum as the **totality of planned learning** experienced across the four contexts of learning. This includes the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. Increasingly, staff recognise the contribution of each of these contexts to the social studies curriculum. Equally, they recognise the contribution made by social studies to developing responsible citizens with respect for others and a commitment to participate responsibly in all aspects of life. All of the schools visited provide a wide range of opportunities for children and young people to develop relevant social studies knowledge and skills outwith the timetabled curriculum. These include eco work, pupil councils, enterprise groups, fundraising for local and international charities and increasing opportunities for students to visit and experience life in another country. A number of schools are also focusing work on anti-sectarianism and anti-racism. Good examples include the work of Sense over Sectarianism within schools in Glasgow. In some cases, staff find it challenging to plan across these four contexts and link them to the experiences and outcomes.

Good Practice Example 1

Planning across the contexts for learning

Staff in one school decided to plan for social studies and the sciences together to ensure that obvious and meaningful opportunities for learning were not lost. This helped them maximise the benefits of interdisciplinary learning whilst at the same time identified clearly areas which they felt needed to be taught discretely, e.g. mapping. Staff then looked at the life of the school to identify good contexts for learning and the application of skills. Their planning was built around an identified set of experiences and outcomes.

While almost all staff work with the social studies **experiences and outcomes** as they plan courses and programmes from early years through to the secondary stages, there is, as yet, too much variation in teacher confidence and strength of practice across the country. Across the sectors, there are different approaches to organising and delivering the experiences and outcomes outlined within the three organisers of:

- people, past events and societies;

- people, place and environment; and

- people in society, business and economy.

In early years centres, almost all staff are familiar with the experiences and outcomes and are continuing to develop their confidence in using them. Most centres have audited their current practice against the experiences and outcomes and recognise many existing strengths. As appropriate at this level, staff are planning for children's experiences more holistically, drawing from across a range of curriculum areas. There are very natural links in developing children's skills in social studies with those for literacy, numeracy and health and wellbeing. With this in mind, staff need to ensure that planning for the breadth of learning contained within the social studies experiences and outcomes is robust and rigorous.

Good Practice Example 2

Planning within social studies to develop literacy and numeracy skills

Watch children from St. Aloysius share ways in which they use their literacy skills to help them learn well in social studies and mathematics.

In almost all primary schools, staff are using the social studies experiences and outcomes when planning learning and teaching. Most are working towards having in place a coherent programme with balanced coverage across the three organisers. Most learning is planned through topics linked to specific organisers. Examples include the Victorians, volcanoes or children's rights. Increasingly, social studies is being delivered through interdisciplinary learning approaches around a relevant or topical issue, for example the London 2012 Olympics or tourism in the locality. This is most effective when it sits within a balanced and coherent whole school programme. In many schools, staff plan the literacy and numeracy skills to be developed and applied through social studies in relevant and meaningful contexts. In doing this, staff need to ensure that they are maintaining a clear focus on the social studies knowledge, understanding and skills being learned.

Good Practice Example 3

Planning across the contexts for learning

Click on Pentland School: A rights respecting school to see how staff in Pentland School aim to empower the children to achieve a better future. Staff plan learning across the four contexts and use the school's environment to make children want to come to school every morning. Active participation in discussions about their rights and responsibilities within school help them to develop skills that are important for active citizens.

Good Practice Example 4

Planning using the Experience and Outcomes

Select this link to watch a film that demonstrates how children in St Kessog's Primary School use their numeracy skills to help them learn in social studies.

In most special schools, staff are planning children and young people's learning on a more personalised basis linked to individual needs. Often social studies are planned for as part of skills for life programmes. For example, in developing literacy skills learners talk about respect for the environment or look at issues of discrimination.

Good Practice Example 5

Planning in Kersland special school Renfrew

Learn how Kersland plans a challenging and stimulating social studies curriculum around children's needs.

Good Practice Example 6

Planning to develop skills

One special school visited had developed a comprehensive framework from P1 to S4 for social subjects. They had established a clear rationale for their curriculum which had at the centre skills for life and relevance to individual needs. Through a well thought out and balanced curriculum children across the school had developed an awareness of the world around them which was relevant to their age and stage. Great care was taken to raise young people's awareness of the world around them in an age appropriate context while activities were appropriate to take forward individual needs. There was an emphasis on developing skills for life in young people in relevant real-life contexts as far as possible. For example, older children were very motivated and enthusiastic regarding their up and coming end of term prom. Staff planned this thoroughly to harness this enthusiasm and develop enterprise skills. They linked well opportunities for cooking, using money and budgeting.

In most secondary schools, staff plan the experiences and outcomes through the subject disciplines of geography, history and modern studies with input in some schools from business studies. In a small but increasing number of schools, these are delivered through an integrated course, usually in S1. In the most effective integrated courses, teaching staff are clear about the underlying concepts and key ideas that underpin the learning experiences. They are confident that young people will develop the depth of knowledge and understanding and skills that will be required as they progress from the broad general education into specialisation in the senior phase. Strong leadership develops staff involvement and understanding as to how integrated courses can be effective.

Most staff take account of their responsibility for developing **literacy, numeracy and health and wellbeing** and are increasingly incorporating opportunities to develop and apply these skills appropriately into the social studies courses. Care needs to be taken to ensure staff plan for these skills at the appropriate level of challenge for all young people.

The majority of social studies staff are pro-active in looking at ways of extending or deepening learning through **interdisciplinary links**. Some innovative examples observed include links between history and music around slavery and soul music, between geography and science around climate change and between modern studies and religious and moral education on the ethical issues around fair trade. Staff should continue to develop these connections across the curriculum but need to ensure that they are building on natural links with planning firmly centred on the experiences and outcomes they want to develop.

Good Practice Example 7

Glen Urquhart High School and interdisciplinary learning in history and music

Young people in S2 study slavery in history at the same time as studying the history of 'blues' music. Using 'Amazing Grace' as the focus, young people perform for the junior assembly and senior assemblies using bagpipes and other instruments, and singing and story telling. It is filmed as evidence of achievement. The librarian supports the young people to locate sources of local history about the slave trade. Links are made to current fair trade issues and S2 organise a fair-trade coffee morning where their investigations are displayed.

Good Practice Example 8

Bannockburn High School and collaborative planning

Study in depth how social studies and support for learning colleagues in Bannockburn High School worked collaboratively to plan using the experiences and outcomes for social studies, literacy and numeracy across learning.

Across all of the sectors, a clear strength in planning learning and teaching with the experiences and outcomes is much greater use of local (and wider) environments and communities as **relevant contexts for learning**. Partnership working is becoming stronger, although there is scope to further develop this - particularly with community learning and development (CLD) colleagues within local authorities.

In early years education, there is increasing good practice in using **outdoor learning** to encourage effective cross curricular work as well as contributing to health and wellbeing. In an increasing number of schools, fieldwork is used well to enhance learning experiences. Visits to local communities, housing areas, council facilities, local farms and industries are becoming more frequent. In secondary schools, more extended fieldwork activities, including international links, are increasingly being used to support curricular development. In many geography departments, the use of fieldwork had declined in recent years, but this trend is now being reversed. Many schools are re-introducing fieldwork activities in courses at S1/S2 in order to prepare young people for the skills they will need at the upper stages in geography. In many cases, these developments have been encouraged by the increasing focus on environmental education and sustainability issues. The arrangements for the new national qualifications will help strengthen further the importance of developing skills through fieldwork.

Across all sectors, the eco schools programme has provided an ideal framework for centres to develop sustainable development education (SDE) in appropriate contexts for their local environment. At the pre-school and primary stages, the take up of the programme has been very high, with almost all centres registered and high success rates in achieving awards. At the secondary stages, take up has been slower but is now accelerating, particularly as the new national qualifications place greater

emphasis on sustainability issues for example in science and geography qualifications. In the special school sector, staff continue to make effective use of the local environment for many aspects of the curriculum.

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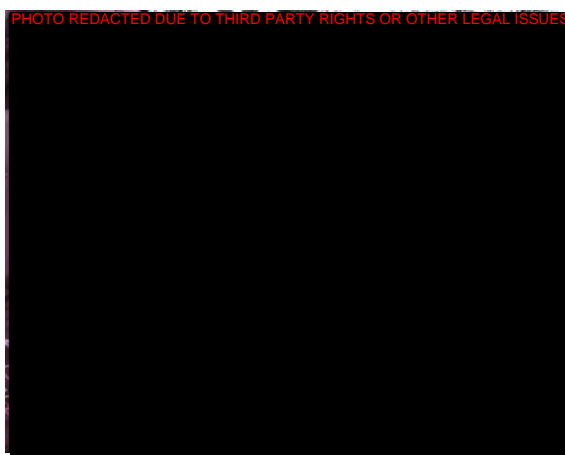
Links with local people and organisations in the community are used well to support learning about society. This ranges from the local fire fighter visiting a nursery through to a Member of the Scottish Parliament debating with senior students in a modern studies class. More widely, visits are organised regularly by primary and secondary schools to the Scottish Parliament. Local businesses support many enterprise activities in schools.

Links to local museums and history clubs are further developed in schools, with innovative practice emerging. For example, children and young people are trained as 'Junior Tour Guides' in local sites by Historic Scotland. Visits are also made to historical sites locally and further afield. For example, many secondary schools organise visits to the World War One battlefields.

Good Practice Example 9

Outdoor learning in Mortlach Primary School

Click here to explore the range of well-planned partnership activities that take place within Mortlach Primary School in Moray. This presentation on Glow shows the work of the whole school. Discover how setting up an orienteering course and work on Balvenie Castle assists the children in the school to develop their skills in social studies.

Good Practice Example 10

International links in Anderson High School

Click here to see how Anderson High School has developed and established worldwide links to enhance learning.

How are secondary schools planning and delivering social studies at the senior phase?

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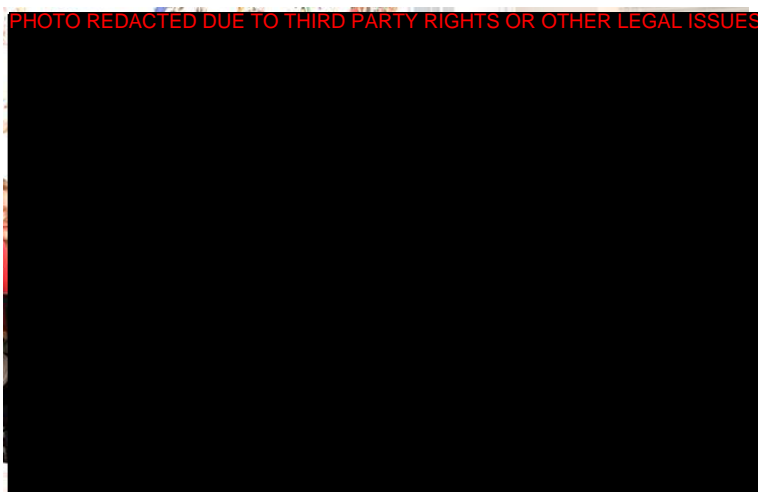
In most secondary schools, while plans are in place, discussions continue around the final shape of the curriculum at the senior phase and its articulation with the broad general education. Staff are accessing the details of the new qualifications in their own subject areas and beginning their planning for course development. Within social studies, as in other curriculum areas, there continues to be concerns and some confusion around progression from broad general education into the senior phase, particularly in relation to the notional hours of study in new courses. Staff do not always recognise that learning at the third and fourth curriculum levels prepares young people for a smooth progression and that learning leading to qualifications in S4 is building on the experiences and outcomes in the broad general education.

Currently, social subjects are well represented in the senior phase. Most secondary schools offer a range of social subjects at different levels which provide progressive pathways from Access through to Higher, with a significant number also offering Advanced Higher. The subjects on offer range from geography, history and modern studies to travel and tourism, politics, sociology, managing environmental resources and economics. In most of the secondary schools visited, there was a good range of courses available although a number did not offer modern studies in the senior phase. Across the country, over 20% of schools do not offer modern studies in S3/S4. In some schools, there were issues around progression, with Intermediate 1 courses not always available in specific subject areas. This is reflected in the national pattern of entries at this level in comparison to Intermediate 2. A few schools are finding it more difficult to offer Advanced Higher courses.

Although numbers are small, special schools are increasing the range of awards and qualifications they are using to recognise achievement. Some offer 'Social Subjects' at Access 1, 2 and 3 although increasingly at Access 3 modern studies and history are being offered with environmental issues being studied as part of personal development courses. There is scope to extend the use of social subjects qualifications within the special school sector.

The following information from SQA presentations provides an overview of the national picture in terms of social subjects studied.

- Almost all young people (around 91%) study a social subject in S3/S4.

- Approximately 14% of young people take two or more social subjects.

- In recent years, history has gradually gained in popularity, overtaking geography to become the most popular of the social subjects.

- The move away from Standard Grades to Access / Intermediates is less pronounced than in other curriculum areas.

- Entries at Access 3 have risen sharply since the introduction of the individual subject qualifications in 2007.

- Since 2010 the proportion of S56 Intermediate 1 and Intermediate 2 entries in social subjects courses have remained steady or increased

- History, geography and modern studies are in the top ten most popular Higher subjects studied at S56. History is in 4th place with 5.6% of all S56 higher entries, modern studies is in 7th place with 4.7% and geography is in 8th place with 4.6%. At S6, modern studies is more popular in 4th place with 5.3% of all S6 higher entries. Around 40% of students studying Higher modern studies do so in S6.

- The social subjects are also well represented at Advanced Higher level. In 2012, history, geography and modern studies were, respectively, the 7th, 10th and 11th most popular Advanced Highers. History has become more popular, while entries for geography have declined. Entries for modern studies have remained broadly constant.

- The percentage of pupils who continue from Higher on to Advanced Higher in history is and modern studies broadly similar to the average for all subjects. The proportion who progress from Higher to Advanced Higher in geography is below the average for other subjects.

- Entries for Higher politics have been steadily increasing with 339 S56 students presented in 2012.

What connections are made within and beyond social studies?

Increasingly across all sectors, staff plan learning which links experiences and outcomes in social studies to those in other curriculum areas. Good progress has been made in the quality of planning and staff have moved away from planning around tenuous links between curricular areas. In secondary schools, there are examples of staff in social studies working alongside colleagues in business studies, science, English and art. In the best practice, staff make the best use of natural links between subjects and plan together around groups of experiences and outcomes and clear outcomes for learners. In planning across other areas of learning staff need to be mindful of ensuring that knowledge, understanding and skills in social

subjects are not lost. While generally improving, there is still too much inconsistency of practice in this area.

Designing the curriculum: a tool for discussion

Most schools have still to fully articulate the rationale for the design of their social studies curriculum. As staff continue to develop and innovate, it maybe useful to evaluate their practice against the principles of curriculum design outlined in *Building the Curriculum 3*. The following consideration of the principles provides staff with an opportunity to consider and discuss emerging strengths and areas for further development based on evidence from this report. While most of the examples given here refer to the planning of learning in the broad general education, it should be assumed that the principles also apply to curriculum design in the senior phase.

Challenge and enjoyment

Strengths

- In most schools, children and young people are generally very positive about their learning in social studies.

- Increasingly, staff are raising their expectations and setting more challenging tasks and activities.

- In many classrooms, staff develop innovative and active learning experiences resulting in high levels of motivation and enjoyment for children and young people.

- In best practice, staff take good account of prior learning, reflect carefully on group composition, differentiate tasks and resources and provide support as and when required.

Aspects for development

- In most classes visited, the delivery of the social studies programmes does not always meet learners' needs. Too often, lessons are delivered to learners in a whole class setting with children and young people often working on the same activities.

- Staff need to reflect on the ways they plan across levels. For example, to ensure higher achieving young people in S2 are preparing to meet the challenges at the fourth level while others continue with third level outcomes.

- Staff should consider how they provide opportunities for young people to apply their learning in challenging and unfamiliar contexts.

- In the special school context, staff need to reflect on how they increase expectations by planning for learners to engage with and participate in progressive experiences. For example, young people who are achieving at the first level may have opportunities to experience learning at the second level.

Breadth

Strengths

- Most early years centres and primary schools develop approaches to ensure balance across the three organisers. This includes addressing gaps identified in areas of knowledge and skills development.

- In most primary schools, staff adapt or develop a range of relevant topics to achieve a balance across the social studies.

- In most secondary schools, staff plan to ensure a breadth of coverage of key areas of study in their own subject areas up to the third level. In best practice, they come together to plan across the breadth of learning contained in all of the social studies experiences and outcomes.

- A few schools take good account of the Scottish dimension with some very good examples of effective interdisciplinary learning taking place around local or Scottish themes.

- In a high proportion of pre-schools and primary school centres, staff are successfully using Eco School and other initiatives to raise children's awareness of sustainability issues.

Aspects for development

- In a number of secondary schools, there is confusion about whose responsibility it is to teach some of the experiences and outcomes in people in society, business and economy.

- In a number of schools, where modern studies is not taught as a discrete subject, young people's entitlement in the area of people in society, business and economy is not being fulfilled. In these schools, it is proving difficult for young people to acquire the appropriate knowledge or skills, for example in relation to democracy and political literacy.

- Across all sectors, staff need to continue to develop planning for the Scottish dimension since evidence from the visits indicates that most children and young people do not yet have a good enough understanding of Scotland developing as a nation or the work and role of the Scottish Parliament.

- In the secondary sector, more needs to be done to develop sustainable development education and build on the good work begun at the primary stages in raising awareness of sustainability issues.

Progression

Strengths

- In schools where staff work together and use the experiences and outcomes effectively to plan programmes of learning, children and young people progress well.

- There are good examples of work within schools, and across communities and authorities to help staff understand and translate the experiences and outcomes into programmes which support progress in knowledge, understanding and skills in social studies from 3 to 15.

Aspects for development

- Links across the sectors need to be further developed in the context of social studies to support rigorous progression in young people's learning.

- Across sectors, staff find it challenging to plan progression across levels. They need to continue to develop approaches that provide robust information on children's prior learning and progress in social studies.

- Across all sectors, more needs to be done to ensure effective progression in skills taught.

Depth

Strengths

- In most classes visited, children and young people have increasing opportunities to deepen their learning. Through the use of active and collaborative approaches, they have more opportunities to discuss and to explain their thinking.

- In most schools, children and young people have increasing opportunities to research topics, role-play, make artefacts and to reach and justify decisions. Examples include discussing children's rights, role playing in a Victorian classroom, making models to explain the impact of glaciers or debating independence.

- Where interdisciplinary learning is well planned, children and young people develop well their understanding of connections across areas of study and underlying concepts.

Aspects for development

- Staff do not always provide enough opportunities for learners to demonstrate their depth of knowledge and understanding by applying it in other contexts.

- Interdisciplinary learning needs to be planned more rigorously to ensure all children experience depth in their learning.

Personalisation and choice

Strengths

- In the best practice, staff across the sectors provide children and young people with increasing choice in deciding how they want to develop and extend their learning and how that learning will be assessed.

- The best early years practice allows children to exercise a great deal of meaningful, learner-directed choice in terms of pathways for learning in social studies.

- In the primary stages, children get increasing choice over aspects of their social studies curriculum. For example, deciding on which particular parts of a topic to focus upon.

- Personal learning, planning and target setting approaches increasingly provide more scope for personalisation and choice to be planned for.

- At the secondary stages, most staff build in some opportunities for more personalisation and choice within topics, often through investigative work.

- There is a range of models emerging to meet local needs and enable young people in secondary schools to specialise appropriately in aspects of social studies. Many schools are planning their curriculum so that young people work across the third and fourth levels within curriculum areas throughout S2 and S3, and progress to the fourth level as and when they are ready.

Aspects for development

- Staff need to continue to develop approaches to personalise learning, taking greater account of individual progress and personal achievement across the four contexts of learning.

- Where young people choose to specialise in only one social subject at the end of S1, it is not always evident that young people's entitlement to a broad general education is being met. Secondary schools need to plan rigorously to ensure delivery of young people's entitlements to explore all of the experiences and outcomes up to the third level in social studies.

- Staff need to ensure that there is clear progression through the levels from the broad general education through to the senior phase.

Coherence

Strengths

- In a few primary schools staff are developing coherence across the organisers to help children connect aspects of their learning.

- There are good examples of well-planned integrated social studies courses in S1 and S2.

- In secondary schools, most subject specialists are planning coherent progressive programmes within one of the organisers, for example people, place and environment. In a number of the schools visited, geography programmes are particularly well balanced.

Aspects for development

- Overall, there is a need to continue to improve collaborative working within and across schools to provide a more coherent experience across the social studies for children and young people. Children and young people require a stronger overview of how their learning in social studies has built up into a framework that allows them to set historical, geographical, political, economic and social information that they encounter in a wider context.

- In most special schools, staff need further support in using the experiences and outcomes effectively to plan coherent programmes in social studies and develop important skills and attributes.

- In a few schools, there is a lack of coherence within history programmes at S1 and S2, with the rationale for topics selected unclear, and young people not always gaining a broad historical perspective.

- Further work needs to be carried out to ensure all children and young people develop an understanding of how all of their learning in social studies in and outwith the classroom is connected.

Relevance

Strengths

- This is emerging as a strong feature in most social studies programmes. From the early stages through to secondary, almost all staff plan programmes with relevant areas of study linked to real-life contexts and topical issues. They use the local and wider environment well to support the learning.

Aspects for development

- The strength identified above is not the consistent experience of all learners. At the primary stages, for example, there are times when staff make decisions to study a topic based on the availability of resources and not on the topic's relevance to children's understanding and/or stage of development. Similarly, young people studying history, for example, at the secondary stages are unclear as to the relevance of the topics being studied.

Good Practice Example 11

Global links in Cauldeen Primary School

Click here to explore how relevant global links enhance learning and information and communications technology (ICT) skills within Cauldeen Primary School in Inverness. Children are offered richer learning experiences through e-twinning with European partners.

Good Practice Example 12

Outdoor learning and IDL in Aboyne Academy

Click here and find out how young people in Aboyne Academy, led by the social studies faculty, helped to rediscover a lost village, deepen learning and develop a host of important skills.

Good Practice Example 13

Interdisciplinary Learning in Primary Schools

One primary school visited as part of the inspection programme had revisited interdisciplinary learning within social subjects. They used as their start, the learning outlined in the principles and practice paper in social studies. They looked at broad themes instead of narrower topics to develop several of the organisers. For example, transport covered people, place and environment, people in society, economy and business. They then looked at the balance of how knowledge and understanding was built up over the 2 years in nursery and 7 years in primary in each area. For example, they looked at how children's knowledge of Scotland's heritage and culture was built up over their time in school and nursery either through or within topics. They created a detailed plan of year one and an outline plan for years 2 and 3 linked to the experiences and outcomes. Relevant curricular links were made to other subjects but this was kept to a minimum and only where relevant. The framework created ensured a balance over time in subjects covered. Staff built the four contexts for learning into their yearly framework for their stage, linked to the experiences and outcomes where appropriate. Staff created a planner, which included identification of skills to be taught, to ensure an appropriate emphasis on skills identified in the principles and practice paper as well as knowledge and understanding. Cross-curricular themes such as enterprise, sustainability, citizenship and creativity were woven through the programme and clear opportunities to develop literacy and numeracy were identified.

How effective are learning and teaching approaches in social studies?

"*Although the content of the curriculum is important, our aspirations can only be achieved through high quality learning and teaching. The social studies experiences and outcomes will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children and young people.*"

Social studies Principles and Practice

Overall, **learning and teaching** in social studies is strong, effective and improving. There are examples of outstanding learning and teaching and staff should not be reticent to share this practice more widely. Children and young people are generally enthusiastic about learning in social studies. Staff are generally well prepared and provide interesting, stimulating lessons. They increasingly look for contexts outwith the classroom to support their teaching, for example through fieldwork, use of external speakers and visits to relevant places. In all sectors, staff are skilled at creating a positive climate for learning where children and young people feel secure enough to ask questions, take part in debate and put forward innovative ideas. Increasingly, children and young people are involved in making decisions about their own learning. For example, senior pupils are involved in decisions about which topics to study within national qualifications. At times learning is too teacher led and there is too much emphasis on covering experience and outcomes instead of allowing children and young people to explore them in more depth.

Staff make effective use of **ICT** to introduce learning and stimulate discussion with very good visual images, for example video clips, live news broadcast and interactive weather systems. In most cases, this is well supported by skilled questioning and, particularly at the upper secondary stages, by interesting and informative oral teaching that draws on subject expertise and knowledge. There are occasions when this leads to passive learning. HM Inspectors observed overlong teacher expositions with low-level recall questioning in a few classes. In secondary schools, a focus on preparing for national examinations can often result in overly passive learning experiences for young people.

Increasingly, staff in all sectors use the experiences and outcomes to plan more **active learning**. They plan good opportunities for learners to develop appropriate social studies skills. In most lessons, children and young people work collaboratively in learning activities, which are developing a wide range of social skills, and in best practice promoting deeper learning as they exchange and debate ideas. This good practice is not yet consistent across all schools.

Overall staff make effective use of *Assessment is For Learning* techniques. Children and young people are clearer about the purposes of their learning in social studies, about the success criteria being applied and to some extent about next steps in learning. This good practice should be embedded further in primary and at the early stages of secondary, where children and young people are less clear about their progress in social studies and few could talk about their skills. Better practice is

evident at the upper secondary, with most young people clear about their progress and setting targets for improvement within the context of national qualifications.

Overall, these approaches have a positive impact, with most children and young people being motivated and engaged in their learning and developing their skills for learning in social studies and more widely. The increasing use of self and peer-assessments is helping children and young people to understand their strengths and development needs. There is still scope for teachers to improve the quality of feedback to children and young people and increase the dialogue about learning. In order to support this, children and young people need to be more involved in setting learning targets and personal learning planning within social studies.

Good Practice Example 14

Developing political literacy

Click here to find out how St Margaret's Academy in West Lothian promotes democratic literacy and citizenship and empowers students through holding pupil council elections. These are developed with the assistance of the local council and partners, making them more relevant and realistic.

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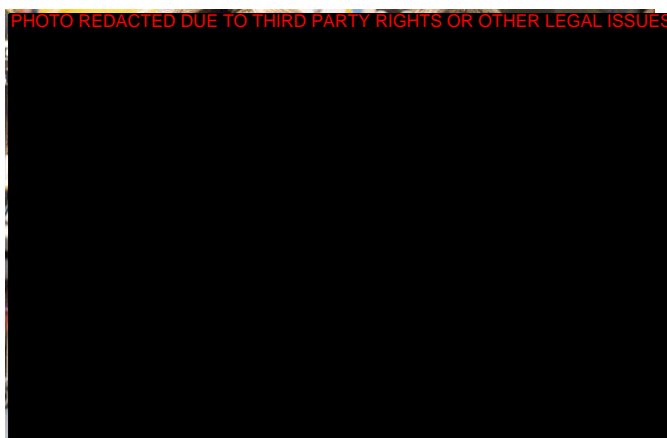
In what ways are skills developing?

With greater use of active learning approaches and increasing confidence in using the experiences and outcomes, most staff provide good opportunities for learners to develop appropriate skills in social studies. These include, for example, opportunities to observe, to explore, to investigate, to make, to discuss, to debate and to think critically and reach their own conclusions. Staff should consider how these opportunities can be planned in a consistent and progressive way across the range of skills. For example, at the primary and early secondary stages, staff give children and young people opportunities to investigate topics but should also give them sufficient opportunities to plan and review investigation strategies. In secondary schools, there is a clearer focus on skill progression within national qualifications. Some staff should ensure that they do not focus too narrowly on developing skills for national qualifications at the expense of other important skills.

Many staff are raising their expectations and are increasingly planning more challenging tasks and activities that require learners to develop and use **higher order thinking skills**. There is still inconsistency in practice and there is a need for further development. Most schools do not yet have a detailed framework for developing and tracking social studies skills in a planned and progressive way and so cannot provide evidence on how well skills are developed. During visits, however, many approaches to developing skills were observed, including the following examples.

- In a number of early years centres, children develop their observation and recording skills through making simple maps of their local area or noting different types of weather.

- Primary schools in Aberdeen use resources from the university and the Victorian classroom to explore and evaluate different types of sources and evidence by looking at artefacts, diaries and listening to oral histories.

- Fieldwork in a number of secondary schools helps young people to develop their skills in using maps in a variety of contexts and applying skills in interpreting and displaying graphical representation of information. For example, S2 pupils in one school produce a 'Coastal Pathways' leaflet as a follow-up to a field trip.

An increasing number of children and young people learn social studies through the **medium of Gaelic**. There is potential for primary and secondary practitioners to work more closely to develop young people's specialist vocabulary in social studies. There are good opportunities to learn and progress in geography, history and modern studies through the medium of Gaelic. While many schools use a Gaelic medium ICT geography course in S1 and S2, there is scope to increase the use of ICT.

Good Practice Example 15

Using the local community

Staff in Barvas primary school, on the Western Isles see the social studies programme as being central to their cross curricular planning. Topics are chosen carefully to ensure a variety of teaching approaches to enable children to develop skills. They make use of the community in a variety of ways. Former members of staff provide old photos of school events and the children display these as a time line. Children compare clothing from the past and present. Parents and community members are interviewed about the past and staff meet with the local historical society for discussion and ideas. The P7 children are awarded with a certificate giving them life membership of the society. The children perform plays to the community on the Victorian school. The early years classes in Gaelic medium use drama to portray Space in the Sixties, while the senior Gaelic medium children study World War II.

How are staff assessing progress in social studies?

Most staff use aspects of formative assessment approaches on a day-to-day basis to assess children and young people's learning. They discuss learning intentions and success criteria with some opportunities for self and peer assessment. They are beginning to develop approaches to record and track children's progress in social studies in a systematic way.

In the secondary sector, subject specialists are mainly working within their own curriculum area. In the majority of secondary schools, staff are improving their approaches and systems for assessing young people's progress within social studies or, in most cases, in geography, history and modern studies. In emerging practice, staff across the sectors are beginning to record and assess evidence of what children and young people can 'say, write, make or do' to support other more summative assessments. There is an increasing use of profiles, in paper and electronic form. Where there is good collaborative working, staff use common formats, share information and jointly track common skills. In best practice across the sectors, staff involve learners fully in the processes, give them a greater say in planning their learning, assess their progress, choose how to 'prove' their learning and profile their achievements in knowledge and understanding and in key skills. Across the sectors, most staff are developing their confidence in judging when a learner is secure at a curriculum level. In their planning, staff need to give further consideration to how they will assess progress in regard to breadth, challenge and application.

In most associated schools' groups/clusters, current moderation activities mainly focus on literacy and numeracy. All staff need more opportunities to participate in such activities in social studies both within and outwith the school to help develop a shared understanding of standards.

Good Practice Example 16

Assessment in history

Watch the Principal Teacher of History at Waid Academy talk about her school's project which explores different periods of Scottish History, while learners work towards tying them all together into a timeline. She also outlines the impact of the ways pupils are assessed.

What is learning in social studies enabling children and young people to do through the broad general education?

At the current stage of development of social studies within the broad general education, most schools are developing systems to gather detailed information on what the learning in social studies is enabling learners to do. Through the focused visits and evidence from other inspections, it is clear that most children and young people are progressing well in many aspects of social studies. There are areas where further work is required to develop fully the knowledge, understanding and skills identified within the *Social Studies: Principles and practice* document.

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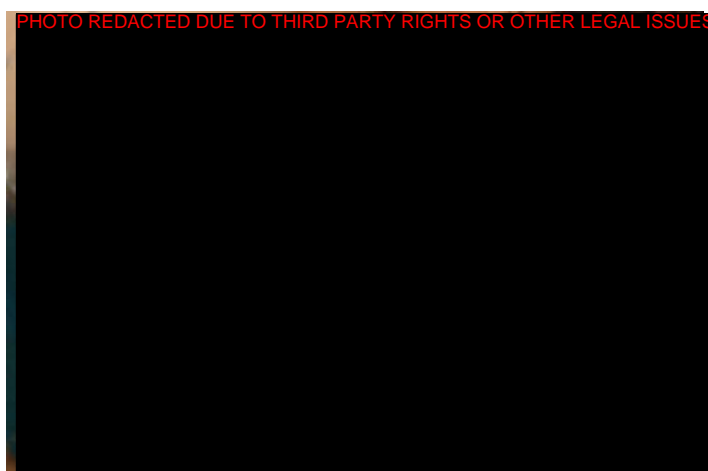
People, past events and societies

Within the broad general education, children and young people are increasing their understanding of Scotland's culture, past and its place in the world. Most are increasing their understanding of their local heritage. More need to be able to link events together to understand how Scotland developed as a nation and which key figures had a significant impact on shaping the country they live in today. Their understanding of other peoples' culture often needs further development.

At the early stages, most young people can talk about their family and things that have happened to them in the past. They can explore the past effectively by, for example, looking at artefacts. Through role-play, they develop an understanding of what it was like to live in the past. They are able to talk about differences in the way of living between now and in the past. At the primary stages, a majority of children develop a good sense of the passage of time. As they progress through the broad general education, most young people need to continue to develop a clearer sense of chronology and broad historical perspective. Most children are becoming more confident in using a wider range of sources such as extracts from diaries or oral histories about World War II.

Most children are able to talk confidently about historical topics they have studied. They are improving their knowledge and understanding of the history of their local area. Most are able to identify and talk about areas of local historical relevance.

Most young people in S1/S2 are able to discuss and demonstrate their knowledge well about the historical events and people they have studied. Most young people in S2 can come to basic conclusions about the value of evidence. Most can compare pieces of evidence and evaluate their relative strengths and weaknesses. A majority build on their skills from primary school and develop their ability to discuss, debate and synthesise historical evidence to come to supported conclusions about issues from the past. More opportunities to do this need to be provided for young people.

Good Practice Example 17

Using the Children's University Programme

Bramble Brae Primary School in Aberdeen is using the 'Children's University' programme to boost children's achievement and attainment. Children participate in discrete eight-hour modules as part of out-of-school-hours activities. They focus on various social studies themes including Scottish Culture and Traditions, City Heritage Walks and Scottish Quest which is an 'Around Scotland' quiz focussing on areas such as history, culture, nature, 'land' and 'modern Scotland'. Children from across the stages work on themes they select. This allows for personalisation and choice. Many children graduate and use their increased confidence to develop their learning further.

People, place and environment

Most children and young people have a good understanding of the environment and conservation issues appropriate to their age and stage. By the end of S2, most can talk confidently about ecological and environmental issues and conflict about land use. This is recognised in many schools through the Eco-Schools Scotland scheme. Building on this good practice, an increasing number of children and young people are gaining the John Muir Award through work within their local environment. At the early stages, many children are able to observe and make very simple maps of their local area. At the primary stages, most children are able to indicate where places in Scotland are in relation to each other on maps. The majority by the end of primary school are able to use maps and identify key places in the United Kingdom and some on a world map. Children need to develop further their confidence in demonstrating their understanding of the physical landscape of Scotland and are not strong enough in applying their mapping skills. Most children's knowledge and understanding of weather and seasonal change is developed well. Many schools build effectively on the knowledge of seasons and weather acquired in early years to develop children's understanding of climate change and natural disasters as they mature. By the end of S2, most young people have a good understanding of important concepts and ideas in geography related to human/physical interaction and have developed appropriate mapping skills.

People in society, business and economy

Most children by the upper stages of primary understand and can talk well about their basic rights and responsibilities. Most understand the concept of elections, for example to the pupil council and for some who visit the Scottish Parliament they are able to talk about this more broadly. In most primary schools, children's knowledge and understanding of democracy and the rights and responsibilities of citizens needs to be further developed. In a few schools visited, some children demonstrated strong independent thinking developed because of debate around study of political parties and voting. Critical thinking and independent thinking about political and social issues is being encouraged more in primary schools. By the end of S2, the majority of young people have a good understanding of rights and responsibilities and can compare these in the United Kingdom with a contrasting society. The majority of young people are able to provide a basic definition of democracy, can identify the different levels of government within Scotland and the UK and are aware of political parties and some of their policies. The majority are able to think critically about important issues, debate and make reasoned judgements for example, in using their vote in a mock election. In a number of secondary schools, young people need more opportunities to develop their knowledge and skills in these areas in order to gain the appropriate skills in political literacy.

In most schools, children and young people develop well as global citizens with an increasing understanding of life in other societies. At S2, most young people have an increased understanding of the challenging issues facing countries in the developing world. In the best practice, children and young people show leadership skills and demonstrate active citizenship by developing fair trade and raising funds within their school as part of enterprise and global citizenship work.

Across the sectors, most children and young people respond well to opportunities through social studies to describe and record their work in a variety of ways. Increasingly, they use ICT well to research, record and present their work. By S2, most young people are able to use a range of sources to develop their investigative

and evaluative skills. The opportunities to use ICT in all aspect of skills development should be further developed.

Good Practice Example 18

Financial Education in Moorpark Primary School

The lead teacher on financial education consulted with the Financial Education Committee (a group of young people who are responsible for all personal finance education within the school) to look at what they would like to learn about money. Each pupil from P2 to P7 is part of a committee within the school, and the children who form the Financial Education Committee are passionate about personal finance education.

> *"Learning about money prepares us for our future"*
>
> (Pupil from Moorpark PS)

From this consultation, the children designed and planned lessons relating to money. They researched resources, games and websites and created a Big Financial Committee book, which show-cased their planning journey. *On the Money* was an integral resource in the planning process. The pupils on the committee identified it as a resource that would deliver the learning objectives identified as well as being fun for all involved.

Financial education is now embedded into the curriculum via Money Week. Using *On the Money* enabled the children to explore their learning themes of: financial difficulties, understanding saving and banks, and future plans, in a fun and interactive way.

Click here to look at the *On the Money* resource.

How well are young people achieving in social studies at the senior phase?

In all the schools visited, young people had many opportunities to develop their knowledge and understanding of broader social studies issues through a whole range of experiences. These included running young enterprise groups and fair trade clubs, volunteering in the local community, fundraising for charities and undertaking international trips. Many schools have active debating clubs with mainly senior students extending their knowledge of topical issues and developing analytical skills and abilities to formulate clear, reasoned, arguments. Most schools need to continue to develop systems to capture the range of achievements or identify effectively young people who are not participating or benefitting from this range of opportunities.

Attainment (See [Appendix 4](#))

- At Standard Grade, attainment is generally good in the three social subjects and is generally in line with other popular Standard Grade courses. It has steadily improved since 2007.

- The attainment of young people in social studies within the special school sector is improving.

- Attainment at Intermediate 1 and 2 levels is broadly in line with other subjects at the same levels.

- The percentage of young people progressing from Standard Grade (and Intermediate 2) to Higher is generally lower in the social subjects than in English, mathematics and the sciences. However, it is higher than most other subjects.

- Progression rates are higher than the Standard Grade average for young people awarded a grade 2 or 3 but lower than average for those awarded a Grade 1.

- Attainment in all three social subjects at Higher level has improved in recent years and attainment is now higher than most other popular highers other than chemistry.

- Over 30% of entries for higher courses are achieving A passes at Higher in social subjects. In 2012, this was higher for geography at 35%.

- In the same year, 12% of higher entries for geography, 13% studying history and 10% studying modern studies got a 'no award'.

- Attainment among the social subjects at Advanced Higher is generally better than other subjects and improving, although attainment in Modern Studies and History declined in from 2010 to 2012.

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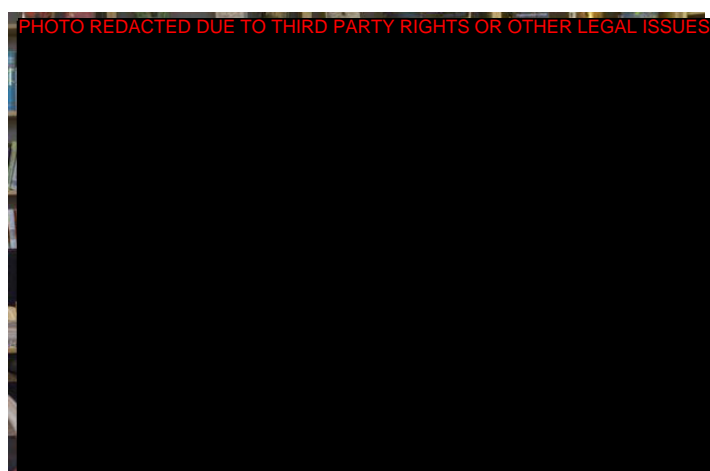
Leadership and self-evaluation

In most schools in the sample, leadership for change in social studies is strong and effective with improving collegiate working. In a few of the primary schools visited, where there is a shared headteacher, staff work well across the schools in their planning for social studies. The challenge for leaders in the early years and the primary sector continues to be how to manage change across the breadth of the curriculum. For example, leaders need to prioritise to ensure that important aspects of social studies are clearly developed and assessed alongside the areas of responsibility for all.

In secondary schools, there are many effective faculty leaders and principal teachers working well with social studies practitioners to ensure that social studies experiences are complementary rather than competing. In some schools, there is still resistance to the concept of a faculty manager who is not a subject specialist. This can present challenges, and as noted in a few schools, the subject specialist was an inexperienced teacher who required support. In a number of schools, senior managers and principal teachers or faculty heads do not always agree about the way forward for social studies both in relation to integrated courses and about the timing of subject specialisation. In some schools, staff felt that integrated courses and the timing of specialisation were imposed without sufficient understanding or discussion of the issues. Clear leadership is required to ensure that effective plans are in place to allow for good progression through the levels and into the senior phase.

Most of the schools visited provided an accurate picture of their stage of development in social studies and had appropriate processes for self-evaluation. Schools are improving at asking children and young people for their views about topics and programmes but they could involve them more in the planning stages. Schools are working much better with a range of partners in their local community to support work in social studies but there is real scope to involve them much more in planning and sharing the intended outcomes. Most schools have effective plans in place for moving forward in social studies. Sometimes priority areas are not well enough identified or are focused too narrowly. For example, staff start to develop units of work to cover areas of knowledge without developing an overall coherent framework across all of the experiences and outcomes or plans for skill progression. There is also a concern that in a number of primary schools, social studies has not yet featured strongly enough in improvement plans.

Career long professional learning

Teaching Scotland's Future focuses very clearly on the importance to Scottish education of a highly qualified profession strongly committed to lifelong learning. Recommendation 42 highlights in particular that *'Teachers should have high quality CPD for their subject and other specialist responsibilities.'* A number of recommendations pertain to career long learning. These highlight the need to have more blended, personal learning, link learning to professional review and development and move to an online record of career long professional development. Overall, staff need to be able to access more career long learning in the context of social studies.

In early years and primary, staff are engaging in a range of activities to improve their practice. Many demonstrated a real interest in history, environmental and issues surrounding citizenship and would like more opportunities to develop their own knowledge and understanding in these areas. Increasingly, staff are engaging in professional dialogue with more sharing and researching of good practice and many are undergoing further training, for example in cooperative learning and outdoor learning. Further professional development is required in these sectors, focused on improving practitioners' knowledge and confidence in delivering social studies, particularly in the area of skill development.

In the secondary sector, while most staff are improving their classroom practice through the range of activities listed above, they are more focused on subject specific professional development. At times, this is linked too narrowly to teaching for national qualifications. Staff need more opportunities to update their knowledge and skills and to be able to respond more flexibly across the social subjects to best meet the needs of their learners. Faculty heads in particular need more career long learning across the subjects. Staff across the sectors need to continue to learn from each other and engage in more joint learning in social studies. Some staff, mainly subject specialists in the secondary sector, are members of professional associations which provide high quality support and effective opportunities for an exchange of good practice. Summary details of the four main bodies, the Scottish Business Education Association, the Modern Studies Association, the Scottish Association of the Teacher of History and the Scottish Association of Geography Teachers are contained within Appendix 3.

Signpost to Improvement

Explore these resources to support your approaches to career long learning:

Career long learning and self-evaluation
Career long learning resources

In many of the visits, very effective newly qualified teachers (NQTs) were found to be contributing well to developments in social studies. There is still scope for initial teacher education to better prepare students for the challenges across the social subject areas. For example, not all universities allow students to qualify with more than one social subject specialism in the secondary sector. This has changed from the past, where graduates undertaking teacher training could achieve dual qualifications. While many faculties are developing more innovative degrees for teaching at the primary stages with additional specialisations in literacy, numeracy, languages or science, few are offering this in social studies.

The following points highlight what we do well and what we need to continue to improve in social studies 3-18 in Scotland. They will help practitioners to reflect on Scotland's strong practice and engage in discussions on aspects for development. By using CPDCentral practitioners can enter into a national debate about social studies and share good practice from across the country. They can also share what did not work and help others to avoid the pitfalls.

Key Strengths

1. Social studies is a strong and an improving area of the curriculum.

2. Most staff prepare well and learning and teaching in the classroom is generally of a high standard. Subject specialists at the secondary stages are knowledgeable and enthusiastic about their subject area.

3. Most children and young people are motivated by and enjoy their learning in social studies.

4. Overall, most children and young people are achieving well. In the senior phase, the social subjects are popular choices and most young people are progressing well from prior levels of attainment. Levels of attainment are generally in line with other subjects.

5. Overall, plans for the senior phase are generally in place in most schools and social studies have a central place.

6. Across all sectors, staff are increasingly confident in using the social studies experiences and outcomes in planning learning and teaching in the broad general education.

7. Staff are beginning to develop approaches to ensure learners have a more coherent experience within and across the organisers. In best practice, staff develop a clear rationale for areas of study, common approaches to skill development and, where appropriate, broad themes and concepts underpinning overall social studies programmes.

8. In some secondary schools, staff are planning more integrated learning experiences as they seek to provide a more coherent experience for young people. There is still too much variation in the quality and effectiveness of these experiences.

9. The use of interdisciplinary learning, drawing from experiences and outcomes across the social studies and other areas of the curriculum is increasing, particularly at primary stages. In a number of secondary stages, staff also use interdisciplinary learning approaches to provide breadth of learning before young people specialise in the senior phase.

10. Most staff are planning more active, innovative learning journeys drawing on relevant contexts.

11. Increasingly, children and young people work collaboratively within social studies. Staff skills in using cooperative learning techniques are improving.

12. Staff are developing a good understanding of how the four contexts of learning contribute to children and young people's development in social studies and related broader areas of citizenship and enterprise. They are beginning to plan across these four contexts.

13. Staff are increasingly using the local environment and wider community for learning and are extending partnerships to support learning within social studies. This is engaging learners more effectively.

14. Schools are taking much better account of the Scottish dimension as they develop new programmes of learning. This is starting to impact on learners' understanding and sense of Scotland's development as a nation.

Aspects for development

1. More work is required in schools, across clusters and beyond to help staff understand, translate and cluster the **experiences and outcomes** into a more detailed progressive programme for the development of knowledge, understanding and skills in social studies from 3 to 15.

2. **Transition** arrangements need to be developed further in the context of social studies to support effective progression.

3. **Skill progression**, in particular, needs to be more carefully planned and tracked, for example developing a better sense of chronology, good mental mapping, progression in critical thinking and analysis.

4. Schools need to continue to develop approaches to **assessing and recording** progress in social studies. Opportunities to develop a shared understanding of standards through moderation activities are developing but there is scope for improvement. Across the broad general education in social studies, assessment information is not robust enough.

5. There are issues around **breadth** of coverage in relation to **'people in society, business and economy'** which is affecting learners' development of political literacy skills. At the early years and in primary stages, staff do not always plan for breadth well enough in this aspect of the social studies curriculum. In secondary schools factors include the lack of clarity as to the contribution of business education staff and, in around 20% of schools, no modern studies specialist.

6. Secondary schools should ensure that early subject choice and specialisation is not impacting on young people's breadth of learning in social studies. Their **entitlement** to experience all of the experiences and outcomes up to and including the third level should be met.

7. Staff would benefit from more **professional development** focused on social studies. At the early years and primary stages staff would benefit from more opportunities to develop their knowledge across all of the subject areas within social studies. Staff at the secondary sector would benefit from widening their knowledge and understanding across each of the social subjects. The opportunity to train and register in more than one would be helpful.

8.   Staff who are not specialists but teach social studies through **the medium of Gaelic** would benefit from development on core aspects of social studies.

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APPENDIX 1 List of establishments visited

Thank you to the following schools who engaged so positively with HM Inspectors to provide much of the evidence for this report

Early Years

New Cumnock Nursery School, East Ayrshire
Sandaig Nursery School, Glasgow
Liberton Nursery School, Edinburgh
Beanstalk Nursery School, Fife
First Step Community Nursery, South Lanarkshire
Killin Nursery School, Stirling
Park Place Nursery School, Dundee City

Primary

Ardgowan PS, Inverclyde
Barvas PS, Eilean Siar
St Charles PS, South Lanarkshire
Happyhansel PS, Shetland Isles
Auchterellon PS, Aberdeenshire
Maryburgh PS, Highland
Evie PS, Orkney Isles
Claremont PS, Clackmannanshire
St Francis' PS & NC, Glasgow
Chapelside PS, North Lanarkshire
Kippen PS, Stirling
Blackhall PS, Edinburgh
Loanhead PS, Midlothian
Ancrum Road PS, Dundee
Bramble Brae PS, Aberdeen City
Letham PS, Perth and Kinross
Winchburgh PS, West Lothian
Rephad PS, Dumfries and Galloway

Secondary

St Thomas Aquinas Secondary, Glasgow
Campbeltown Grammar, Argyll and Bute
Vale of Leven Academy, West Dunbartonshire
Cardinal Newman High, North Lanarkshire
Mintlaw Academy, Aberdeenshire
Webster's High School, Angus
Queensferry Community High School, Edinburgh
Buckie High School, Moray
Armadale Academy, West Lothian
Prestwick Academy, South Ayrshire
Stewarton Academy, East Ayrshire
Uddingston Grammar School, South Lanarkshire
Jedburgh Grammar School, Scottish Borders
Largs Academy, North Ayrshire
Bell Baxter High School, Fife
Glen Urquhart High School, Highland
Springburn Academy, Glasgow
Stranraer Academy, Dumfries and Galloway

Special

Cordyce School, Aberdeen City
Calaiswood School, Fife

APPENDIX 2 Links to useful bodies and resources

- [Education Scotland Social Studies Resources](#)

- [National Library of Scotland](#)
- [Archaeology Scotland](#)
- [National Galleries Scotland](#)
- [National Trust for Scotland](#)
- [Heritage Education Forum](#)
- [Historic Scotland](#)
- [National Archives of Scotland](#)
- [RCAHMS](#)

- [Scottish Parliament](#)
- [UK Parliament](#)
- [Royal Scottish Geographic Society](#)
- [Royal Society of Edinburgh](#)

- [Scottish Qualifications Authority](#)
- [The Journey to Excellence](#)

Education Scotland Websites:

- [Scotland's culture, history and heritage](#)
- [Scotland's History](#)
- [Studying Scotland](#)

Resources for teaching social studies through Gaelic Medium**:**

- [Scotland's Songs](#)
- [Songs of love and courtship in Gaelic](#)
- [Am Baile – the Gaelic Village](#)

APPENDIX 3 Professional Organisations

The Modern Studies Association (MSA)

The MSA is the professional association for Modern Studies' teachers. The MSA exists to promote and enhance the subject. The MSA was established in 1972 and has a membership of around 250 teachers. The organisation is run entirely by volunteers. Any member of the MSA can join the MSA's national committee by committing to attend the meetings which are held five times a year. The members of the national committee organise an annual conference, always on the first Saturday of November, which is usually attended by about 250 delegates. The MSA produces biannual mailings to members and to all MSPs which includes a newsletter which highlights examples of Modern Studies learning and teaching.

The MSA monitors issues relating to the status of the subject and is often called upon to take part in discussions and consultations at national level. This includes sending representatives to Scottish Government groups, for example the Modern Studies Excellence Group was chaired by a representative from the MSA. The MSA is also represented on SQA panels and groups.

The website contains information on MSA events and publications. There is also a section where teachers can share resources.

For more information please visit - http://www.msa-scotland.net/

The Scottish Association of Teachers of History (SATH)

SATH is a forum for Scottish history teachers to comment on developments in education in Scotland, share new ideas and resources and provide training for history teachers through its conferences. It also provides views on developments such as education for citizenship or curriculum developments. It provides comments to a variety of bodies such as the Scottish Government, the Scottish Qualifications Authority, BBC, National Archives and the National Trust for Scotland. SATH organises two conferences a year, which provide staff development for history teachers. Through its publications, SATH strives to keep teachers in Scotland up to date:

- The History Teaching Review normally includes at least six academic articles on topics of relevance to the Scottish history curriculum.
- The Resources Review provides reviews of recently published resources for use in schools.

Above all, SATH seeks to raise awareness of the importance of History within the Scottish curriculum. SATH seeks to ensure that history education helps to develop skills for learning, life and work: literacy, communication skills, numeracy, critical and creative thinking, the ability to make reasoned evaluations and problem solving: all skills that provide the foundation for Education for Citizenship. The SATH website can be found here: http://www.sath.org.uk/

The Scottish Association of Geography Teachers (SAGT)

SAGT is an organisation run by volunteers. For the past forty years, SAGT has provided practical support for geography education in Scotland. Most Scottish geography teachers are members of SAGT and a committee of regional representatives meets regularly to oversee the work of the organisation. Information and teaching materials are shared via the SAGT website, annual publications and regular newsletters. A high proportion of members turn out for the annual AGM and conference, which attracts high profile guest speakers from academic and media backgrounds.

SAGT monitors issues relating to the status of the subject and is often called upon to take part in discussions and consultations at national level. This includes sending representatives to Scottish Government groups, for example the Geography Excellence Group, Scottish Studies Group as well as being represented on SQA panels and groups.

The website contains information on SAGT organised events and publications. There is also a section where teachers can share resources. SAGT's website can be found here: http://www.sagt.org.uk/

The Scottish Business Education Association

The SBEA is the only Scottish organisation that represents teachers of Business Education subjects as well as related subjects such as ECDL and PC Passport. The aims of the SBEA are:

- To raise the profile of Business Education
- To influence the future of the subject area
- To share best practice and teaching resources
- To network with colleagues at local and national levels
- The SBEA relies on membership subscriptions to fund its operations. Any surplus is used to improve the service provided to its members.

SBEA's website can be found here: http://www.sbea.org.uk/

APPENDIX 4 Statistical information

All the following stats relate to presentations by secondary schools. The 2012 data is pre-appeal. For the purposes of these analyses the subjects have been merged with their Gaelic-medium counterparts.

Number of social subjects taken by S4
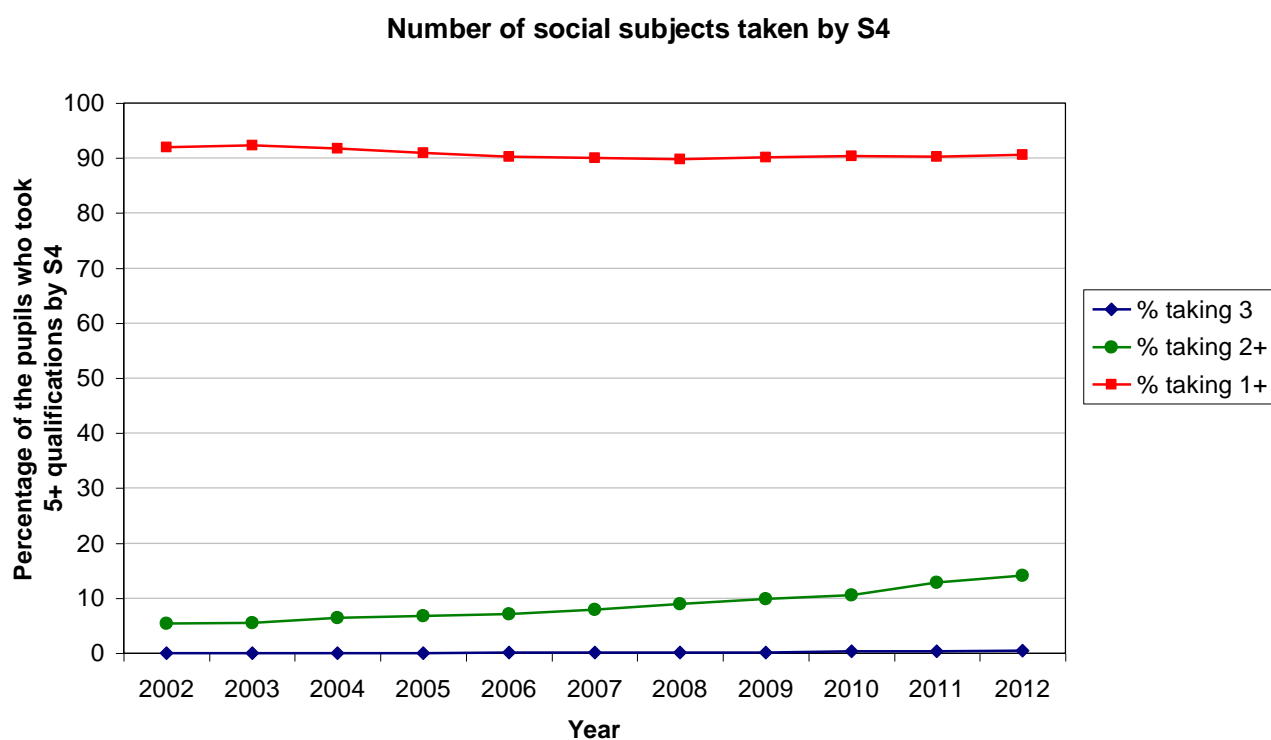
S4 year	% taking 1+	% taking 2+	% taking 3
2002	92.0	5.3	0.0
2003	92.3	5.5	0.0
2004	91.7	6.4	0.0
2005	90.9	6.7	0.0
2006	90.2	7.1	0.1
2007	90.0	7.9	0.1
2008	89.8	9.0	0.1
2009	90.1	9.9	0.2
2010	90.4	10.5	0.3
2011	90.2	12.9	0.3
2012	90.6	14.1	0.4

Standard Grade, Intermediate or Access 3 entries by S4
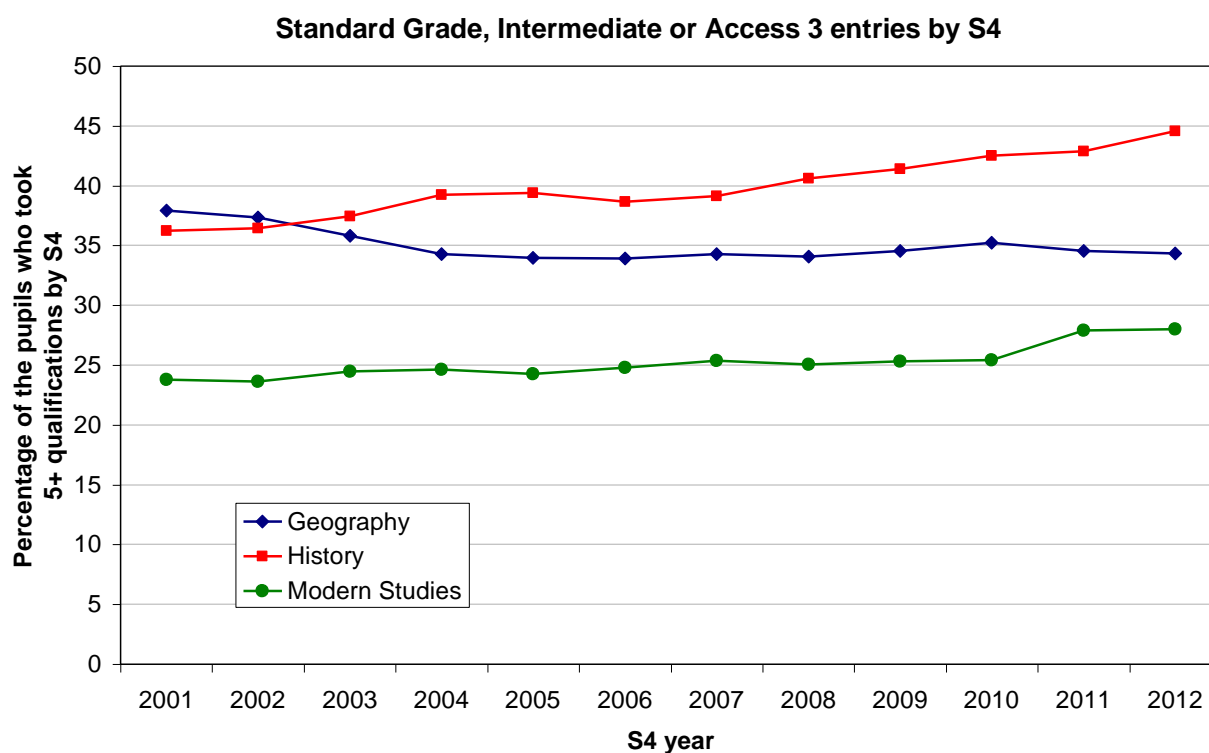
Uptake by S4 of social subjects as a percentage of pupils who took 5+ subjects by S4

S4 year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Geography	37.3	35.8	34.3	34.0	33.9	34.3	34.1	34.6	35.2	34.5	34.4
History	36.4	37.5	39.3	39.4	38.6	39.2	40.6	41.4	42.5	42.9	44.6
Modern Studies	23.6	24.5	24.6	24.2	24.8	25.3	25.1	25.3	25.4	27.9	28.0
Travel and Tourism	0.0	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.3	0.3	0.4

Proportion of subject entries by S4 taken as Standard Grades
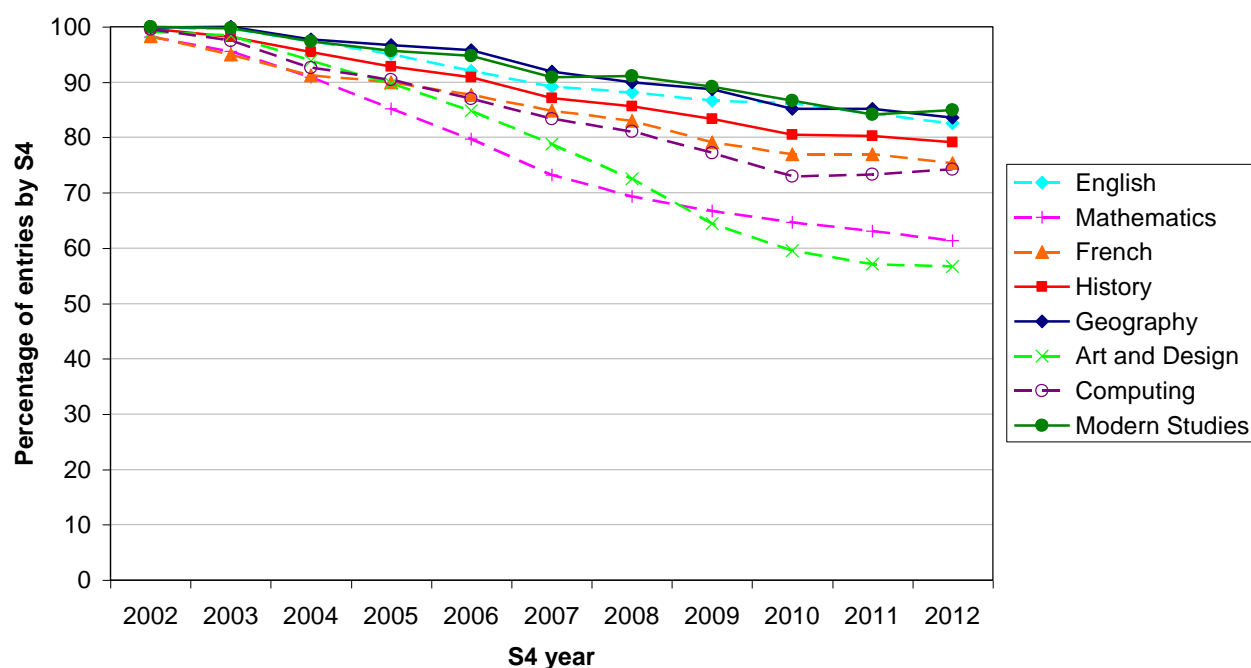
Standard Grades taken by S4 as a percentage of all courses taken in the subject

S4 year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	99.8	99.7	97.4	95.1	92.0	89.1	88.2	86.6	86.2	84.3	82.6
Mathematics	98.2	95.5	90.9	85.2	79.7	73.2	69.3	66.8	64.7	63.0	61.4
French	98.3	94.9	91.3	90.0	87.7	84.9	83.0	79.1	77.0	77.0	75.4
Biology	98.4	93.4	84.8	81.2	77.9	69.8	68.5	67.8	66.6	65.7	64.7
History	99.7	98.2	95.5	92.8	90.8	87.1	85.6	83.3	80.5	80.2	79.1
Chemistry	98.8	95.1	88.3	84.1	81.2	74.9	74.9	72.9	73.0	73.2	72.2
Geography	99.9	100.0	97.8	96.7	95.8	91.9	89.9	88.7	85.2	85.1	83.6
Physical Education	99.9	99.7	98.8	97.1	94.4	90.6	88.9	85.3	82.0	81.2	79.4
Art and Design	99.1	98.4	93.8	89.8	84.9	78.8	72.5	64.4	59.6	57.2	56.7
Physics	98.4	94.8	89.7	84.7	81.8	74.5	74.6	73.0	72.3	71.1	70.8
Computing	99.5	97.5	92.6	90.4	87.0	83.4	81.1	77.2	72.9	73.3	74.2
Modern Studies	100.0	99.8	97.3	95.7	94.8	90.8	91.1	89.2	86.6	84.1	85.0

Access 3 entries by S4
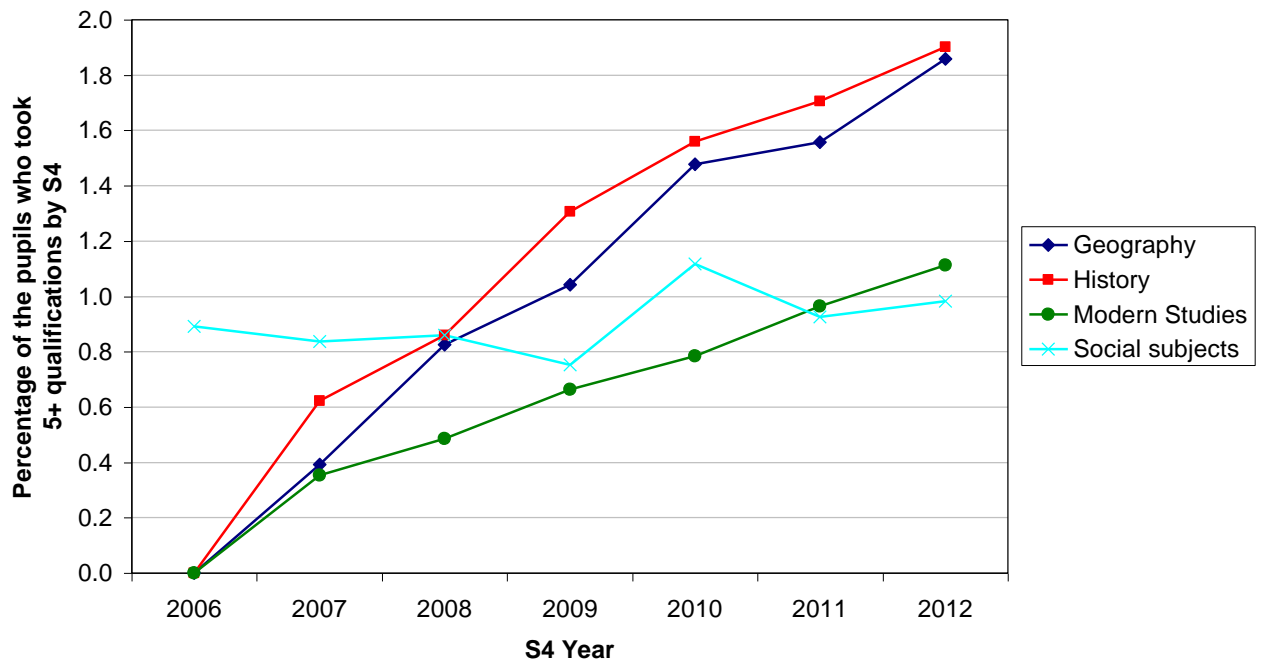
Uptake of Access 3s by S4 as a percentage of pupils who took 5+ subjects by S4

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Geography	0.0	0.0	0.0	0.0	0.0	0.4	0.8	1.0	1.5	1.6	1.9
History	0.0	0.0	0.0	0.0	0.0	0.6	0.9	1.3	1.6	1.7	1.9
Modern Studies	0.0	0.0	0.0	0.0	0.0	0.4	0.5	0.7	0.8	1.0	1.1
Social subjects	0.1	0.2	0.5	0.8	0.9	0.8	0.9	0.8	1.1	0.9	1.0

S56 Intermediate 1 subject entries as a percentage of all S56 Intermediate 1 entries

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Geography	2.3	2.2	1.9	1.9	1.8	2.3	2.1	1.9	2.3	2.2	1.7	2.0	1.9
History	2.2	2.2	2.3	2.4	2.7	2.9	2.8	3.2	2.5	3.0	3.4	3.6	3.9
Modern Studies	1.6	1.3	1.1	1.2	1.6	1.6	1.6	1.8	1.9	2.0	2.5	2.4	2.6
Travel and Tourism	2.7	3.4	3.3	3.2	3.4	3.1	3.2	3.4	3.2	3.0	3.9	3.5	4.4

S56 Intermediate 1 Entries
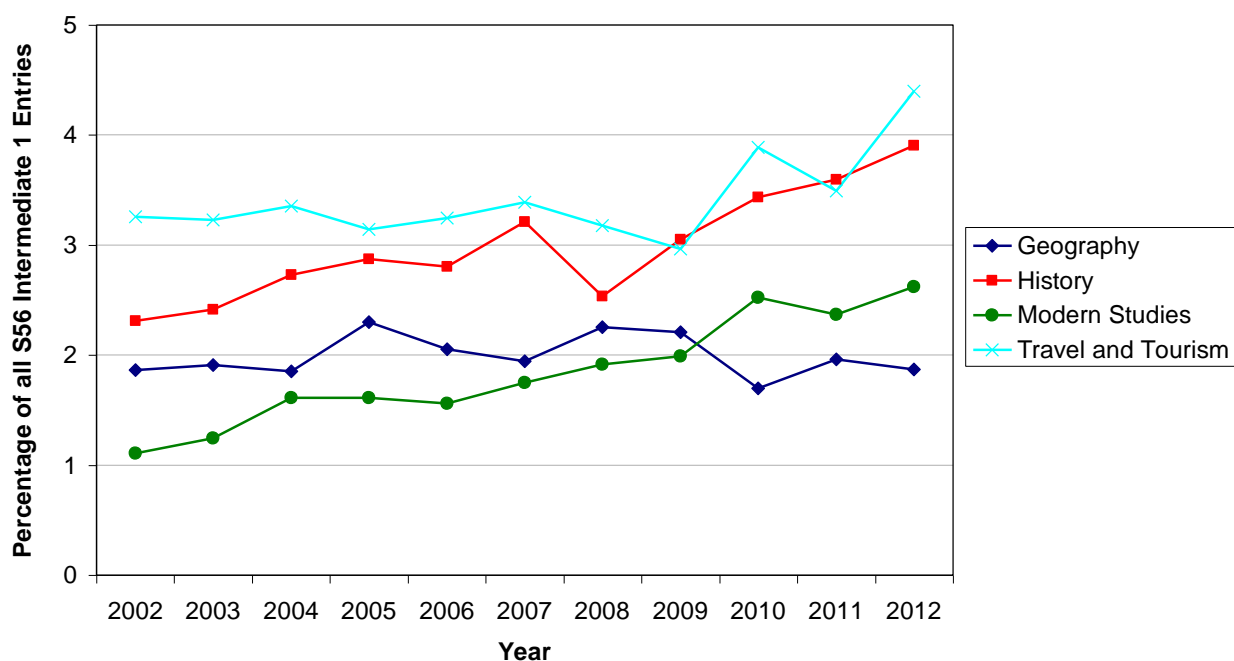
S56 Intermediate 2 subject entries as a percentage of all S56 Intermediate 2 entries

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Geography	2.5	2.4	2.5	2.3	2.2	2.0	1.9	2.3	2.4	2.0	2.2	2.4	2.4
History	3.3	2.9	2.7	2.8	2.8	2.8	3.1	3.1	3.1	3.3	3.3	3.5	3.6
Modern Studies	2.5	2.1	2.0	2.1	2.2	2.0	1.9	2.3	2.3	2.4	2.8	2.8	2.7
Travel and Tourism	0.6	0.8	0.9	0.8	0.9	0.8	0.8	0.8	0.7	0.6	0.7	0.7	0.6

S56 Intermediate 2 Entries
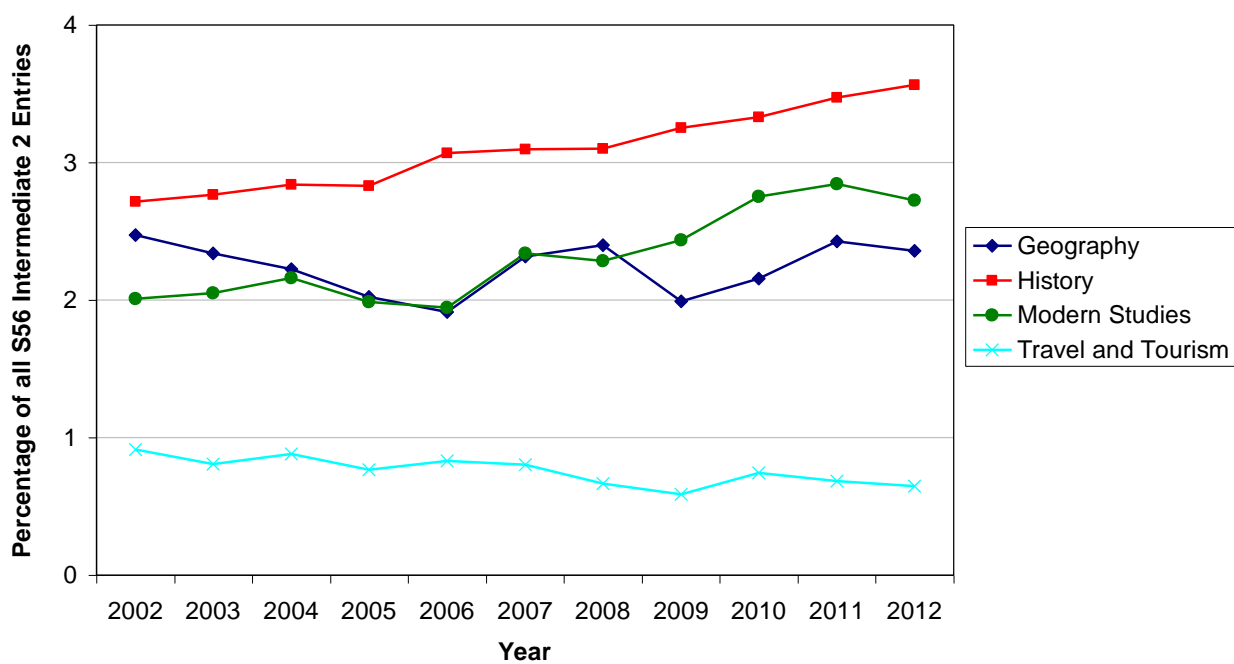
S56 Higher subject entries as a percentage of all S56 Higher entries

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	17.7	17.9	17.7	17.7	17.3	17.6	17.0	17.3	17.1	16.9	16.6
Mathematics	12.5	12.5	12.3	12.3	12.2	12.2	12.6	12.3	12.3	12.1	11.8
Chemistry	6.0	5.8	5.8	6.0	6.0	6.2	6.1	6.0	6.1	6.0	6.1
Physics	6.1	6.0	5.9	5.7	5.7	5.6	5.7	5.7	5.4	5.6	5.6
Biology	5.9	5.5	5.5	5.7	5.9	6.0	5.9	5.7	5.6	5.8	5.5
History	**4.9**	**5.0**	**4.9**	**5.1**	**5.1**	**5.3**	**5.2**	**5.4**	**5.4**	**5.4**	**5.6**
Geography	**4.9**	**4.9**	**4.7**	**4.7**	**4.7**	**4.8**	**4.7**	**4.6**	**4.5**	**4.7**	**4.6**
Modern Studies	**4.9**	**4.8**	**4.8**	**4.7**	**4.7**	**4.5**	**4.3**	**4.2**	**4.4**	**4.5**	**4.7**
Art and Design	4.6	4.3	4.3	4.2	4.4	4.4	4.5	4.6	4.4	4.3	4.1
Business Management	3.7	3.8	3.7	3.8	3.8	3.7	3.9	3.9	3.9	4.1	4.1

S56 Higher Uptake
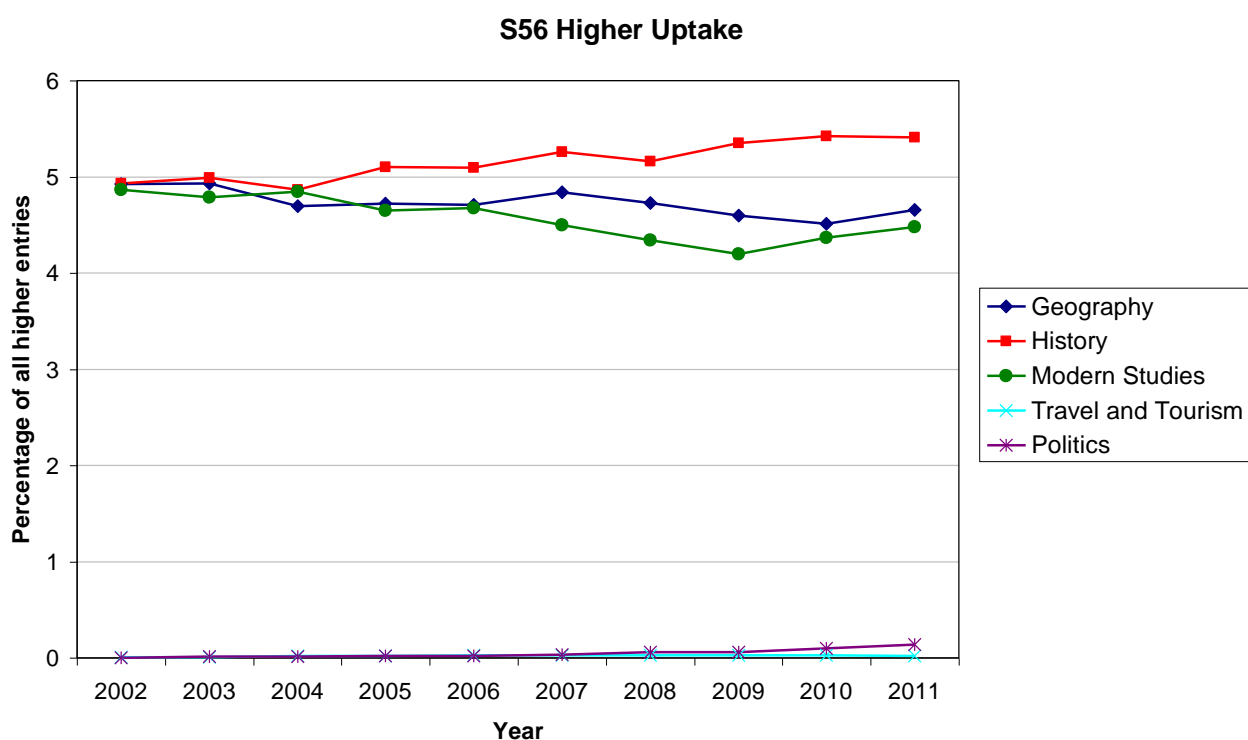
S6 Higher subject entries as a percentage of all S6 Higher entries

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	14.5	16.0	16.8	17.1	16.8	17.5	17.1	16.9	16.7	16.4	15.6
Mathematics	10.6	10.6	10.2	10.4	10.3	10.1	10.7	10.2	10.5	10.0	9.7
Business Management	7.4	7.2	7.0	7.1	7.0	6.9	6.9	6.7	6.5	6.9	7.0
Biology	6.0	5.7	5.4	5.5	5.8	6.0	5.8	5.5	5.4	5.8	5.3
Modern Studies	**6.5**	**6.1**	**5.8**	**5.6**	**5.5**	**5.4**	**5.0**	**5.3**	**5.3**	**5.4**	**5.3**
Geography	**5.0**	**4.8**	**4.5**	**4.5**	**4.5**	**4.8**	**4.6**	**4.2**	**4.2**	**4.4**	**4.5**
Physics	4.6	4.4	4.3	4.2	4.3	4.1	4.5	4.6	4.3	4.5	4.5
History	**4.1**	**4.2**	**3.7**	**3.9**	**3.9**	**3.9**	**3.9**	**4.2**	**4.4**	**4.2**	**4.4**
Physical Education	3.5	3.6	3.5	3.6	4.0	4.0	3.8	4.0	4.2	3.7	4.0
Chemistry	4.0	3.8	3.5	3.8	3.7	3.9	3.7	3.7	3.9	3.7	4.1

S56 Advanced Higher subject entries as a percentage of all S56 Advanced Higher entries

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	16.3	15.0	14.1	13.6	14.3	13.9	14.6	15.4	14.3	14.4	15.1
Chemistry	11.2	10.5	10.2	10.4	11.0	11.4	11.3	11.0	10.7	11.3	11.3
Biology	9.9	9.7	9.1	9.9	10.3	10.7	10.3	10.6	10.5	10.5	11.0
English	7.7	10.1	10.0	9.2	8.7	9.1	9.1	8.1	9.0	8.6	7.8
Physics	8.9	8.4	8.3	8.3	7.8	7.8	7.4	7.9	8.5	8.2	8.9
Music	4.1	4.2	5.0	5.3	5.9	7.0	5.6	5.8	6.0	6.1	6.2
History	6.0	6.1	5.2	5.1	5.4	5.1	5.7	5.2	5.7	5.6	5.7
Geography	4.8	4.5	5.3	5.0	4.9	4.9	4.6	4.5	4.3	3.9	3.7
Art and Design: Expressive	3.7	4.4	4.4	4.6	4.2	4.2	4.5	4.7	4.5	4.6	4.0
Modern Studies	4.1	3.9	3.8	3.9	3.6	3.8	3.4	3.7	3.3	3.8	3.6
French	3.6	3.6	4.0	3.4	3.5	3.4	3.7	3.5	3.3	3.2	2.9
Graphic Communication	1.9	2.4	2.5	3.0	3.2	3.0	3.8	4.0	3.9	4.3	4.7

S56 Advanced Higher Uptake
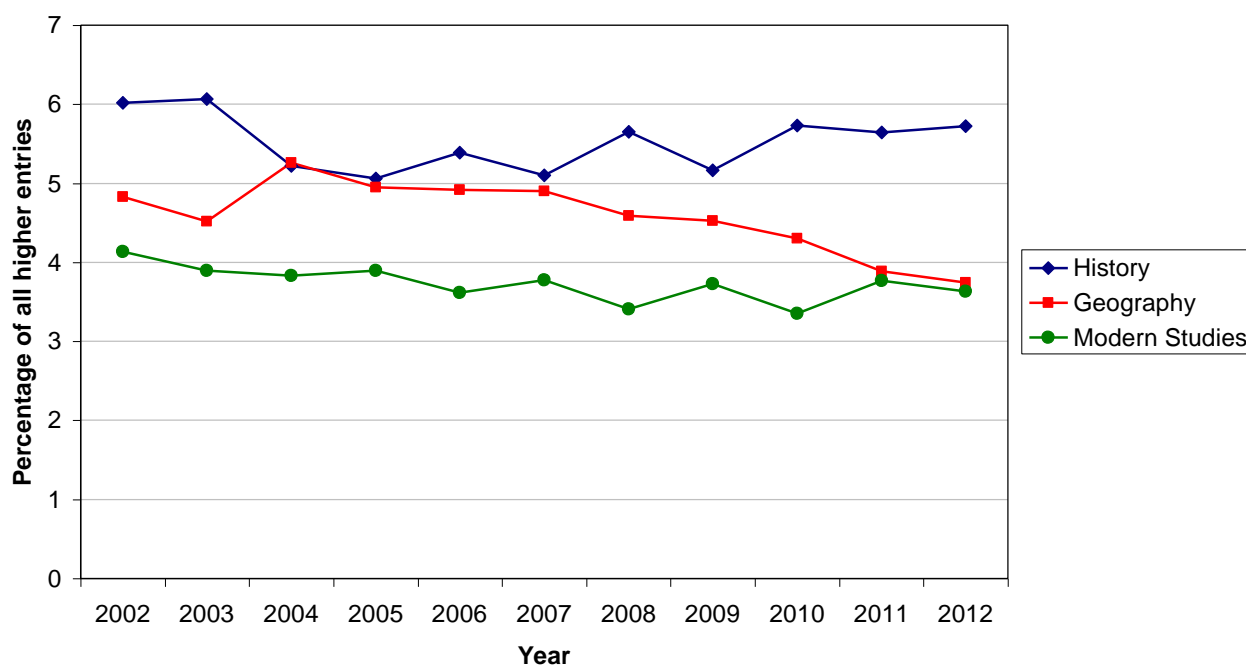
Percentage of S6 Higher A or B passes continuing to Advanced Higher in S6 by subject and S6 year

S6 year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Geography	23.1	26.3	25.4	26.9	28.9	26.4	26.8	25.8	26.0	22.1
History	27.7	25.3	24.1	25.5	25.9	26.6	25.7	28.1	27.6	25.4
Modern Studies	22.1	24.0	23.1	23.2	24.6	23.5	25.6	23.8	26.9	25.0
All subjects	23.7	24.4	24.0	25.8	26.5	26.2	26.3	26.9	27.0	26.3

Attainment

SG credit results as a proportion of entries
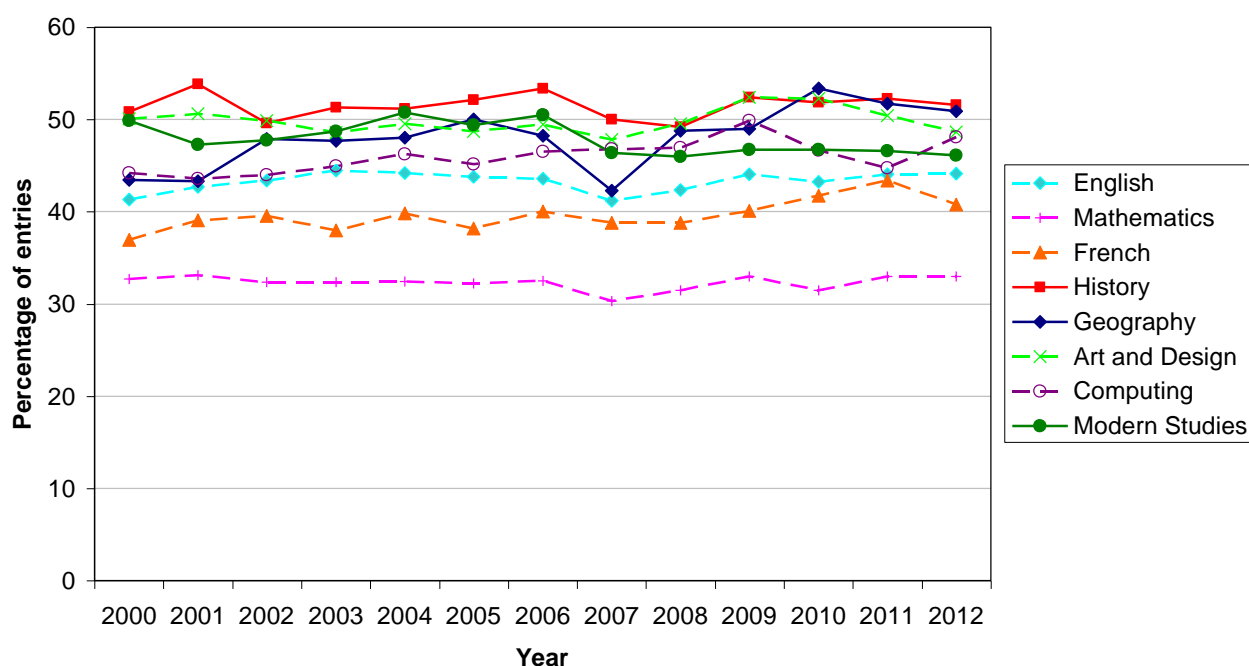
SG credit passes by S4 as a percentage of entries

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	43.4	44.5	44.2	43.8	43.6	41.2	42.4	44.0	43.2	44.1	44.1
Mathematics	32.4	32.4	32.4	32.2	32.5	30.3	31.5	33.0	31.5	33.0	33.0
French	39.6	38.0	39.8	38.2	40.0	38.8	38.8	40.1	41.7	43.4	40.7
Biology	52.3	51.0	51.8	51.6	52.0	51.6	48.1	50.5	50.1	51.1	52.0
History	**49.6**	**51.3**	**51.2**	**52.2**	**53.4**	**50.0**	**49.2**	**52.4**	**51.9**	**52.3**	**51.6**
Chemistry	57.1	58.3	56.6	58.0	59.1	56.0	64.3	59.6	62.9	61.6	62.5
Geography	**47.9**	**47.7**	**48.1**	**50.0**	**48.2**	**42.3**	**48.8**	**49.0**	**53.3**	**51.7**	**50.9**
Physical Education	44.0	43.5	44.9	45.6	46.5	47.2	53.1	56.1	61.7	59.8	60.7
Art and Design	49.9	48.6	49.5	48.7	49.5	47.9	49.5	52.4	52.3	50.4	48.7
Physics	60.1	57.3	59.7	58.4	60.6	59.0	59.3	56.3	58.8	59.4	58.8
Computing	44.0	45.0	46.3	45.2	46.5	46.8	46.9	49.9	46.6	44.8	48.1
Modern Studies	**47.8**	**48.7**	**50.8**	**49.4**	**50.5**	**46.4**	**46.0**	**46.7**	**46.7**	**46.6**	**46.1**

Access 3 entries and completion rates in special schools

	Geography		History		Modern Studies		Social Subjects	
Year	% Complete	Entries	% Complete	Entries	% Complete	Entries	% Complete	Entries
2008	51	39		0	95	19	28	117
2009	53	19	67	36	78	23	43	58
2010	27	11	64	78	46	50	33	40
2011	41	17	33	43	70	71	41	29
2012	68	25	33	107	73	40	40	48

Percentage of Intermediate 1 entries by S4 achieving an A–C award by subject and S4 year

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	55	49	49	62	65	62	59	60	59	66	54
Biology	55	48	55	59	67	64	61	69	66	67	68
Hospitality: Practical Cookery			79	82	83	82	86	88	89	88	86
Chemistry	46	51	50	49	53	63	73	72	71	76	74
Physics	55	44	47	41	57	55	67	73	67	65	68
Art and Design	70	84	76	81	87	87	90	86	91	90	89
French	85	52	60	70	82	75	79	76	72	75	73
Computing	81	82	81	84	83	87	87	88	85	84	85
Woodworking Skills	83	86	75	74	78	77	85	82	82	86	87
English	60	29	65	79	81	77	72	75	79	83	80
Administration	93	94	77	76	73	73	76	78	82	81	82
History	**93**	**75**	**65**	**68**	**72**	**76**	**75**	**80**	**73**	**82**	**75**
Modern Studies	**50**	**17**	**55**	**61**	**62**	**68**	**71**	**74**	**76**	**72**	**71**
Geography	**80**	**100**	**42**	**55**	**45**	**60**	**57**	**71**	**72**	**75**	**67**

Percentage of Intermediate 2 entries by S4 achieving an A–C award by subject and S4 year

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	80	60	83	78	73	75	78	80	79	80	76
English	71	100	95	93	92	92	88	90	91	94	93
Art and Design	83	93	91	95	95	94	95	90	97	95	95
French	96	85	90	96	95	94	97	94	93	95	95
Music	98	91	95	96	94	87	92	94	96	96	96
History	**92**	**91**	**89**	**92**	**87**	**93**	**92**	**92**	**92**	**93**	**91**
Chemistry	100	87	80	83	88	87	92	88	90	88	88
Biology		88	84	89	87	86	89	87	87	89	89
Physics	100	96	91	85	80	83	90	88	88	87	88
Woodworking Skills	99	96	81	90	90	91	93	93	92	95	95
Physical Education	100	100	97	96	95	95	97	96	97	96	97
Geography	**100**	**100**	**87**	**94**	**90**	**91**	**90**	**93**	**90**	**91**	**89**
Modern Studies	**100**	**82**	**83**	**88**	**83**	**87**	**89**	**87**	**93**	**88**	**87**

Percentage of Intermediate 1 entries in S56 achieving an A–C award by subject

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	49	54	50	53	55	53	57	55	49	60	50
English	52	59	51	56	56	59	60	67	68	78	76
Administration	82	84	78	79	81	73	78	76	84	79	89
Travel and Tourism	**78**	**76**	**61**	**73**	**83**	**91**	**88**	**89**	**84**	**88**	**85**
History	**75**	**69**	**58**	**62**	**63**	**66**	**65**	**62**	**66**	**75**	**67**
Computing	80	81	82	80	83	87	86	88	84	81	74
Spanish	89	87	90	91	85	84	90	87	83	79	90
Hospitality: Practical Cookery			87	87	86	90	88	84	92	86	85
Geography	**54**	**62**	**31**	**57**	**48**	**48**	**44**	**65**	**67**	**68**	**69**
Modern Studies	**69**	**69**	**57**	**54**	**53**	**58**	**66**	**66**	**66**	**64**	**61**

Percentage of Intermediate 2 entries in S56 achieving an A–C award by subject

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	78	73	69	70	68	68	68	71	69	79	76
Mathematics	60	59	66	63	59	65	69	67	65	68	60
Biology	63	61	65	64	57	61	58	62	65	67	65
Hospitality - Practical Cookery	92	94	85	92	93	91	90	90	94	92	94
Administration	79	83	75	77	77	78	70	82	74	69	66
Art and Design	81	87	85	89	87	87	87	83	92	89	87
Physical Education	85	85	85	86	90	91	91	91	94	92	95
Woodworking Skills	97	97	91	91	90	92	93	93	94	95	95
History	**69**	**69**	**61**	**57**	**55**	**62**	**66**	**67**	**70**	**70**	**72**
Modern Studies	**69**	**69**	**62**	**63**	**69**	**60**	**71**	**64**	**72**	**65**	**70**
Geography	**81**	**78**	**65**	**67**	**63**	**58**	**69**	**74**	**67**	**69**	**69**

Percentage of SG credit or Intermediate 2 A–B passes by S4 that progress to higher in S5 by subject and S5 year

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	75.4	73.2	68.9	68.2	65.1	65.2	64.8	66.5	66.9	68.1	68.6
Mathematics	69.8	70.9	70.1	69.2	68.1	68.3	71.5	69.5	69.8	71.7	71.0
French	24.6	24.4	23.9	22.3	22.8	23.3	24.2	24.3	25.2	23.3	25.9
Chemistry	52.5	52.3	52.7	54.8	52.7	53.3	56.4	51.1	56.3	55.5	56.6
Biology	45.4	45.3	45.3	45.4	45.1	44.2	43.3	46.5	46.0	46.5	46.5
History	**44.8**	**46.6**	**45.1**	**44.8**	**43.3**	**44.4**	**45.7**	**48.0**	**47.1**	**48.6**	**50.2**
Physics	59.2	57.4	59.8	57.5	57.9	56.9	58.3	59.9	61.6	62.4	63.6
Art and Design	44.5	43.0	42.6	41.2	41.6	42.8	44.0	45.5	47.2	45.8	46.0
Geography	**45.2**	**45.0**	**44.5**	**45.2**	**43.2**	**45.3**	**46.9**	**45.1**	**45.7**	**45.1**	**46.4**
Physical Education	24.1	24.6	25.2	26.0	26.5	27.4	28.7	27.7	29.0	29.4	32.3
Computing	31.7	32.3	34.3	33.7	33.8	33.8	33.3	33.9	35.0	36.8	36.9
Music	31.9	34.5	34.7	33.9	35.2	34.3	34.6	34.8	37.6	36.4	39.0
Modern Studies	**52.2**	**52.2**	**53.3**	**49.3**	**49.3**	**47.1**	**47.0**	**46.0**	**48.8**	**50.3**	**51.5**

Percentage of SG 1–3 passes by S4 that progress to higher in S5 by subject and SG grade, and S5 year

Grade 1	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
History	55.2	55.7	57.3	53.9	52.5	53.9	54.6	57.1	55.7	57.2	57.6
Geography	50.4	51.8	51.8	51.1	50.2	54.1	52.0	51.8	51.4	51.0	51.3
Modern Studies	59.4	59.0	60.2	56.0	55.3	55.4	54.4	53.1	55.9	57.6	56.8
All Subjects	60.3	60.1	60.9	59.7	58.6	58.9	59.2	58.9	58.5	59.0	59.5
Grade 2											
History	34.6	38.4	36.1	34.2	33.2	32.8	35.4	35.5	36.7	38.0	39.8
Geography	40.8	38.3	38.0	40.0	35.8	36.8	41.2	38.1	38.8	36.3	37.1
Modern Studies	42.8	43.3	43.6	41.1	39.8	36.7	39.1	38.1	39.5	40.0	45.3
All Subjects	34.9	35.4	34.9	33.2	31.6	30.8	32.2	32.0	33.7	33.9	35.1
Grade 3											
History	5.0	9.3	6.1	5.3	5.2	5.4	6.1	5.9	6.1	5.8	6.3
Geography	10.8	6.2	6.7	7.4	5.4	6.4	11.1	7.4	6.6	5.4	7.8
Modern Studies	11.9	11.1	10.0	6.4	8.7	4.8	7.6	6.5	8.6	7.4	9.9
All Subjects	3.8	3.6	3.3	2.8	2.6	2.5	3.3	3.2	3.6	3.7	4.1

Percentage of S56 higher entries achieving an A award

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	14.9	14.0	13.8	14.5	14.3	14.2	17.8	19.2	19.5	19.6	19.6
Mathematics	19.7	22.2	22.5	22.6	24.3	24.2	24.2	22.5	23.4	25.5	25.0
Chemistry	19.7	21.9	23.2	26.0	26.7	30.4	29.0	28.3	28.7	29.5	31.6
Physics	26.9	30.6	27.4	28.2	29.2	26.1	28.8	31.1	27.4	29.7	29.4
Biology	16.1	19.3	25.5	23.0	23.1	20.3	22.5	22.6	20.5	23.1	24.6
History	**18.2**	**17.1**	**17.9**	**20.6**	**19.6**	**24.1**	**22.4**	**26.0**	**24.6**	**29.3**	**29.6**
Geography	**24.3**	**26.7**	**25.4**	**27.0**	**25.8**	**25.6**	**30.0**	**27.6**	**27.8**	**34.1**	**34.7**
Modern Studies	**22.2**	**19.7**	**23.3**	**25.2**	**22.1**	**23.1**	**26.0**	**28.2**	**27.3**	**26.0**	**29.7**
Art and Design	18.8	16.7	20.3	24.3	26.2	34.7	34.0	28.0	23.0	27.2	25.3

Percentage of S56 higher entries achieving an A–C award

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	68.8	63.6	65.7	68.0	65.9	65.8	69.3	70.6	69.6	74.1	73.3
Mathematics	66.2	67.7	67.3	67.9	69.9	70.2	72.1	70.1	72.2	72.5	73.0
Chemistry	71.9	73.5	72.8	75.0	75.8	76.4	78.2	76.1	77.0	77.6	79.0
Physics	73.0	74.2	72.6	73.5	74.1	72.6	73.6	76.1	77.8	77.8	76.3
Biology	66.6	69.6	74.7	70.5	70.0	68.0	70.3	71.4	69.6	72.1	71.7
History	**80.8**	**81.0**	**80.1**	**79.4**	**80.1**	**81.9**	**79.7**	**81.1**	**83.1**	**84.5**	**79.7**
Geography	**75.3**	**76.1**	**73.2**	**76.0**	**74.5**	**73.6**	**73.7**	**75.1**	**75.1**	**79.9**	**79.0**
Modern Studies	**78.9**	**75.5**	**73.8**	**77.7**	**76.8**	**74.5**	**75.5**	**81.0**	**80.5**	**80.8**	**81.9**
Art and Design	81.5	81.3	80.6	84.7	85.9	89.0	89.5	87.8	84.3	86.8	84.8

Percentage of S56 higher entries receiving a no award

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	16.7	22.7	15.3	14.9	16.7	19.0	15.1	16.4	17.4	13.7	14.2
Mathematics	24.3	22.9	19.7	20.5	19.2	18.8	17.0	18.1	17.8	17.8	16.5
Chemistry	16.0	16.3	13.0	12.8	12.6	12.1	12.1	11.5	11.5	11.3	10.5
Physics	17.2	17.9	11.7	12.4	13.6	14.9	14.7	13.7	11.2	12.2	12.7
Biology	21.3	19.4	13.2	15.6	16.6	17.0	16.7	15.7	17.3	16.1	16.5
History	**11.3**	**11.2**	**10.1**	**11.1**	**10.8**	**9.3**	**10.9**	**10.2**	**9.5**	**8.7**	**12.7**
Geography	**15.3**	**15.1**	**15.9**	**14.6**	**15.4**	**14.9**	**16.3**	**16.0**	**14.9**	**12.3**	**12.1**
Modern Studies	**11.8**	**15.6**	**14.7**	**13.7**	**13.8**	**14.9**	**14.9**	**10.9**	**12.1**	**11.1**	**10.0**
Art and Design	9.3	9.3	7.9	5.8	5.2	4.3	3.5	4.2	6.8	5.0	5.7

Percentage of S56 advanced higher entries achieving an A award

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	18.1	20.0	23.7	24.5	25.0	23.1	24.3	22.9	22.1	24.2	21.5
Chemistry	21.9	21.3	21.3	22.7	25.3	27.2	24.3	26.4	28.4	32.6	27.7
Biology	15.4	16.6	16.4	16.8	15.7	21.3	23.9	19.8	21.0	22.7	23.7
English	18.2	14.4	13.9	10.5	12.1	9.0	9.0	11.5	21.8	24.4	20.6
Physics	31.1	31.3	30.3	31.5	32.7	32.4	32.9	32.3	35.1	35.5	34.9
History	**14.0**	**13.6**	**13.6**	**30.6**	**25.6**	**25.5**	**31.0**	**33.1**	**39.0**	**28.0**	**28.7**
Music	50.4	55.1	50.2	52.5	54.9	42.5	44.6	62.3	55.2	61.1	53.9
Geography	**12.9**	**17.6**	**13.4**	**14.1**	**14.9**	**11.5**	**14.3**	**20.0**	**10.4**	**23.3**	**21.7**
Art and Design: Expressive	15.7	12.4	14.2	14.0	18.9	27.3	29.2	27.2	28.7	26.3	26.6
Modern Studies	**10.0**	**15.6**	**19.2**	**19.7**	**20.6**	**26.7**	**31.8**	**35.2**	**33.8**	**34.6**	**27.1**

Percentage of S56 advanced higher entries achieving an A–C award

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	57.7	60.6	66.4	66.0	64.5	66.7	69.8	67.2	66.6	68.6	65.6
Chemistry	76.9	75.8	72.8	76.7	77.2	79.1	76.3	78.7	77.7	79.5	77.7
Biology	71.9	74.1	71.7	71.9	71.1	73.4	74.3	72.8	73.8	76.6	75.7
English	84.5	82.1	78.0	74.6	79.6	70.7	72.1	80.1	85.2	84.8	79.4
Physics	76.6	77.3	74.2	74.7	77.4	75.5	78.7	77.8	78.3	79.7	78.6
History	**71.7**	**67.9**	**71.4**	**86.4**	**81.6**	**79.7**	**82.7**	**87.0**	**90.7**	**88.0**	**85.4**
Music	95.8	95.3	90.9	93.5	94.6	88.0	92.4	94.9	93.7	96.2	94.2
Geography	**90.1**	**90.4**	**88.3**	**90.0**	**81.5**	**80.8**	**86.0**	**91.3**	**76.8**	**86.3**	**87.5**
Art and Design: Expressive	74.6	68.2	67.9	66.3	73.4	77.2	79.9	80.1	84.4	83.6	87.4
Modern Studies	**68.8**	**76.4**	**78.4**	**81.6**	**78.1**	**84.3**	**86.1**	**91.1**	**92.3**	**88.7**	**86.5**

Percentage of S56 advanced higher entries receiving a no award

Subject	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics	33.9	29.5	22.8	21.3	21.7	20.0	19.9	20.0	21.3	21.4	22.8
Chemistry	13.2	14.0	14.1	11.2	12.0	10.0	11.4	11.5	13.9	11.8	11.2
Biology	17.2	15.0	14.2	14.2	12.5	14.2	12.4	13.5	12.9	13.0	13.8
English	7.8	10.2	8.9	10.9	7.7	14.5	12.4	8.3	5.9	7.3	9.7
Physics	17.6	16.4	12.8	13.7	12.4	13.1	10.9	11.3	10.9	11.5	11.2
History	**13.1**	**19.6**	**14.5**	**5.1**	**8.5**	**10.6**	**7.7**	**5.8**	**4.6**	**5.5**	**7.9**
Music	3.0	3.0	3.0	1.9	1.6	3.3	2.5	0.7	1.7	1.4	1.5
Geography	**4.8**	**4.5**	**3.9**	**3.2**	**7.7**	**6.4**	**4.6**	**2.8**	**9.9**	**6.7**	**5.2**
Art and Design: Expressive	25.4	31.8	7.0	6.8	4.4	6.7	6.0	5.0	4.4	4.3	1.5
Modern Studies	**18.2**	**12.9**	**11.5**	**9.4**	**11.2**	**8.3**	**7.0**	**3.8**	**3.6**	**4.8**	**5.4**

S56 Higher and Advanced Higher Attainment
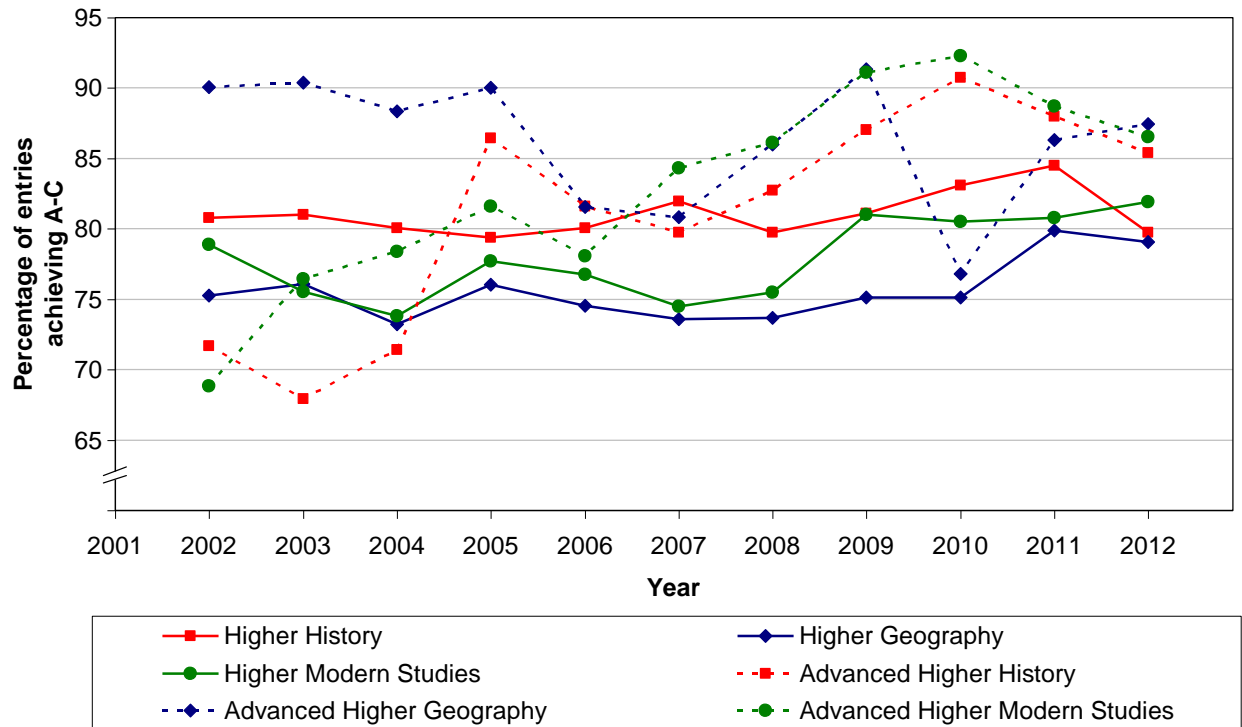
Legend:
- Higher History (red, square)
- Higher Geography (blue, diamond)
- Higher Modern Studies (green, circle)
- Advanced Higher History (red dashed, square)
- Advanced Higher Geography (blue dashed, diamond)
- Advanced Higher Modern Studies (green dashed, circle)

Y-axis: Percentage of entries achieving A-C
X-axis: Year

Any enquiries regarding this publication should be sent to us at:

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

Tel: 01506 600 200
e-mail: enquiries@educationscotland.gov.uk

www.educationscotland.gov.uk