



# curriculum for excellence: social studies

experiences and outcomes

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## Social studies

### Experiences and outcomes

Learning in the social studies will enable me to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

## People, past events and societies

| Early  | First  | Second  | Third  | Fourth  |
|--|--|---|--|---|
| <p>I am aware that different types of evidence can help me to find out about the past.</p> <p>SOC 0-01a</p>  | <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.</p> <p>SOC 1-01a</p>  | <p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p>   | <p>I can use my knowledge of a historical period to interpret the evidence and present an informed view.</p> <p>SOC 3-01a</p>  | <p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p>SOC 4-01a</p>   |
| <p>I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.</p> <p>SOC 0-02a</p> | <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.</p> <p>SOC 1-02a</p> | <p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.</p> <p>SOC 2-02a</p>       | <p>I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation.</p> <p>SOC 3-02a</p> | <p>I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.</p> <p>SOC 4-02a</p> |
|  | <p>I can use evidence to recreate the story of a place or individual of local historical interest.</p> <p>SOC 1-03a</p>  | <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.</p> <p>SOC 2-03a</p> | <p>I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland.</p> <p>SOC 3-03a</p>              |   |

## People, past events and societies (continued)

| Early   | First  | Second  | Third   | Fourth  |
|---|--|---|---|---|
| <p>I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.</p> <p style="text-align: right;">SOC 0-04a</p> | <p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.</p> <p style="text-align: right;">SOC 1-04a</p> | <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p> <p style="text-align: right;">SOC 2-04a</p> | <p>I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.</p> <p style="text-align: right;">SOC 3-04a</p> | <p>By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.</p> <p style="text-align: right;">SOC 4-04a</p> <p>I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since.</p> <p style="text-align: right;">SOC 4-04b</p> <p>I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society.</p> <p style="text-align: right;">SOC 4-04c</p> |

**People, past events and societies (continued)**

| Early | First | Second | Third  | Fourth   |
|-------|-------|--------|--|--|
|       |       |        | <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.</p> <p style="text-align: right;"><b>SOC 3-05a</b></p> | <p>I can present supported conclusions about the social, political and economic impacts of a technological change in the past.</p> <p style="text-align: right;"><b>SOC 4-05a</b></p> <p>I can evaluate the changes which have taken place in an industry in Scotland's past and can debate their impact.</p> <p style="text-align: right;"><b>SOC 4-05b</b></p> <p>I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved.</p> <p style="text-align: right;"><b>SOC 4-05c</b></p> |

## People, past events and societies (continued)

| Early | First  | Second   | Third   | Fourth  |
|-------|--|--|---|---|
|       | <p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.</p> <p style="text-align: right;">SOC 1-06a</p> | <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p> <p style="text-align: right;">SOC 2-06a</p> | <p>I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.</p> <p style="text-align: right;">SOC 3-06a</p> <p>Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.</p> <p style="text-align: right;">SOC 3-06b</p> | <p>Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.</p> <p style="text-align: right;">SOC 4-06a</p> <p>I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.</p> <p style="text-align: right;">SOC 4-06b</p> <p>I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were.</p> <p style="text-align: right;">SOC 4-06c</p> <p>I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.</p> <p style="text-align: right;">SOC 4-06d</p> |

## People, place and environment

| Early  | First  | Second  | Third   | Fourth  |
|--|--|---|---|---|
| <p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me.</p> <p style="text-align: right;">SOC 0-07a</p>           | <p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.</p> <p style="text-align: right;">SOC 1-07a</p> | <p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed.</p> <p style="text-align: right;">SOC 2-07a</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.</p> <p style="text-align: right;">SOC 2-07b</p>   | <p>Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.</p> <p style="text-align: right;">SOC 3-07a</p> | <p>I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types.</p> <p style="text-align: right;">SOC 4-07a</p> |
| <p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.</p> <p style="text-align: right;">SOC 0-08a</p> | <p>I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p style="text-align: right;">SOC 1-08a</p> | <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.</p> <p style="text-align: right;">SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.</p> <p style="text-align: right;">SOC 2-08b</p> | <p>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p> <p style="text-align: right;">SOC 3-08a</p>                | <p>I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</p> <p style="text-align: right;">SOC 4-08a</p>  |

## People, place and environment (continued)

| Early  | First   | Second  | Third | Fourth  |
|--|---|---|-------|---|
| <p>I explore and discover where foods come from as I choose, prepare and taste different foods.</p> <p style="text-align: right;"><b>HWB 0-35a</b></p> <p>I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.</p> <p style="text-align: right;"><b>SOC 0-09a</b></p> | <p>Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.</p> <p style="text-align: right;"><b>SOC 1-09a</b></p> | <p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.</p> <p style="text-align: right;"><b>SOC 2-09a</b></p> |       | <p>Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.</p> <p style="text-align: right;"><b>SOC 4-09a</b></p> <p>I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.</p> <p style="text-align: right;"><b>SOC 4-09b</b></p> |

**People, place and environment (continued)**

| Early | First | Second   | Third   | Fourth  |
|-------|-------|--|---|---|
|       |       | <p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.</p> <p style="text-align: right;">SOC 2-10a</p> | <p>I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.</p> <p style="text-align: right;">SOC 3-10a</p> | <p>I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.</p> <p style="text-align: right;">SOC 4-10a</p> <p>I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.</p> <p style="text-align: right;">SOC 4-10b</p> <p>Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.</p> <p style="text-align: right;">SOC 4-10c</p> |

## People, place and environment (continued)

| Early | First  | Second | Third   | Fourth  |
|-------|--|--------|---|---|
|       | <p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.</p> <p style="text-align: right;">SOC 1-11a</p> |        | <p>I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.</p> <p style="text-align: right;">SOC 3-11a</p> | <p>Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.</p> <p style="text-align: right;">SOC 4-11a</p> <p>I can explain how the distribution and control of important natural resources affects the international power and influences of states.</p> <p style="text-align: right;">SOC 4-11b</p> <p>I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies.</p> <p style="text-align: right;">SOC 4-11c</p> |

## People, place and environment (continued)

| Early  | First   | Second   | Third   | Fourth  |
|--|---|--|---|---|
| <p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.</p> <p style="text-align: right;">SOC 0-12a</p> | <p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.</p> <p style="text-align: right;">SOC 1-12a</p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things.</p> <p style="text-align: right;">SOC 1-12b</p> | <p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.</p> <p style="text-align: right;">SOC 2-12a</p> | <p>I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.</p> <p style="text-align: right;">SOC 3-12a</p> | <p>I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life.</p> <p style="text-align: right;">SOC 4-12a</p> <p>I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact.</p> <p style="text-align: right;">SOC 4-12b</p> <p>I can demonstrate an understanding of weather and climate by explaining the relationship between weather and air pressure.</p> <p style="text-align: right;">SOC 4-12c</p> |

## People, place and environment (continued)

| Early | First   | Second  | Third   | Fourth  |
|-------|---|---|---|---|
|       | <p>Having explored the landscape of my local area, I can describe the various ways in which land has been used.</p> <p style="text-align: right;">SOC 1-13a</p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.</p> <p style="text-align: right;">SOC 1-13b</p> | <p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.</p> <p style="text-align: right;">SOC 2-13a</p>  | <p>By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others.</p> <p style="text-align: right;">SOC 3-13a</p> |   |
|       | <p>Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.</p> <p style="text-align: right;">SOC 1-14a</p>   | <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.</p> <p style="text-align: right;">SOC 2-14a</p> | <p>I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.</p> <p style="text-align: right;">SOC 3-14a</p>  | <p>I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes.</p> <p style="text-align: right;">SOC 4-14a</p> |

## People in society, economy and business

| Early  | First   | Second  | Third  | Fourth  |
|--|---|---|--|---|
| <p>I am aware that different types of evidence can help me to find out about the world around me.</p> <p style="text-align: right;">SOC 0-15a</p>            | <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society.</p> <p style="text-align: right;">SOC 1-15a</p> | <p>I can use evidence selectively to research current social, political or economic issues.</p> <p style="text-align: right;">SOC 2-15a</p>   | <p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p> <p style="text-align: right;">SOC 3-15a</p>                | <p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p style="text-align: right;">SOC 4-15a</p>  |
| <p>By exploring my local community, I have discovered the different roles people play and how they can help.</p> <p style="text-align: right;">SOC 0-16a</p> | <p>I can contribute to a discussion of the difference between my needs and wants and those of others around me.</p> <p style="text-align: right;">SOC 1-16a</p>                             | <p>I can explain how the needs of a group in my local community are supported.</p> <p style="text-align: right;">SOC 2-16a</p> <p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.</p> <p style="text-align: right;">SOC 2-16b</p> <p>I can discuss issues of the diversity of cultures, values and customs in our society.</p> <p style="text-align: right;">SOC 2-16c</p> | <p>I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.</p> <p style="text-align: right;">SOC 3-16a</p> | <p>I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.</p> <p style="text-align: right;">SOC 4-16a</p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.</p> <p style="text-align: right;">SOC 4-16b</p> <p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.</p> <p style="text-align: right;">SOC 4-16c</p> |

## People in society, economy and business (continued)

| Early  | First  | Second  | Third  | Fourth   |
|--|--|---|--|--|
| <p>I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.</p> <p style="text-align: right;">SOC 0-17a</p> | <p>By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.</p> <p style="text-align: right;">SOC 1-17a</p> | <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.</p> <p style="text-align: right;">SOC 2-17a</p> | <p>I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.</p> <p style="text-align: right;">SOC 3-17a</p> <p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.</p> <p style="text-align: right;">SOC 3-17b</p> | <p>I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.</p> <p style="text-align: right;">SOC 4-17a</p> <p>I can evaluate the role of the media in a democracy, assess its importance in informing and influencing citizens, and explain decisions made by those in power.</p> <p style="text-align: right;">SOC 4-17b</p> <p>I can compare and contrast two world ideologies to express an informed view on how ideology affects the lives of people.</p> <p style="text-align: right;">SOC 4-17c</p> |

## People in society, economy and business (continued)

| Early  | First   | Second   | Third  | Fourth  |
|--|---|--|--|---|
| <p>Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.</p> <p style="text-align: right;">SOC 0-18a</p> | <p>I have participated in decision making and have considered the different options available in order to make decisions.</p> <p style="text-align: right;">SOC 1-18a</p> | <p>I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.</p> <p style="text-align: right;">SOC 2-18a</p> | <p>I understand the arrangements for political decision making at different levels and the factors which shape these arrangements.</p> <p style="text-align: right;">SOC 3-18a</p> | <p>I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.</p> <p style="text-align: right;">SOC 4-18a</p> <p>I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy.</p> <p style="text-align: right;">SOC 4-18b</p> <p>I can contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means.</p> <p style="text-align: right;">SOC 4-18c</p> |

**People in society, economy and business (continued)**

| Early | First | Second   | Third  | Fourth   |
|-------|-------|--|--|--|
|       |       | <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p> <p style="text-align: right;">SOC 2-19a</p> | <p>I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives.</p> <p style="text-align: right;">SOC 3-19a</p><br><p>Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses.</p> <p style="text-align: right;">SOC 3-19b</p> | <p>I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.</p> <p style="text-align: right;">SOC 4-19a</p><br><p>By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims.</p> <p style="text-align: right;">SOC 4-19b</p> |

## People in society, economy and business (continued)

| Early  | First   | Second  | Third   | Fourth   |
|--|---|---|---|--|
| <p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.</p> <p style="text-align: right;">SOC 0-20a</p> | <p>I have developed an understanding of the importance of local organisations in providing for the needs of my local community.</p> <p style="text-align: right;">SOC 1-20a</p> | <p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.</p> <p style="text-align: right;">SOC 2-20a</p> | <p>When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.</p> <p style="text-align: right;">SOC 3-20a</p><br><p>I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond.</p> <p style="text-align: right;">SOC 3-20b</p> | <p>I can critically examine how some economic factors can influence individuals, businesses or communities.</p> <p style="text-align: right;">SOC 4-20a</p><br><p>I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.</p> <p style="text-align: right;">SOC 4-20b</p><br><p>I can evaluate working practices available to employees within different types of business organisations.</p> <p style="text-align: right;">SOC 4-20c</p> |

## People in society, economy and business (continued)

| Early | First   | Second  | Third   | Fourth   |
|-------|---|---|---|--|
|       | <p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.</p> <p style="text-align: right;">SOC 1-21a</p>        | <p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.</p> <p style="text-align: right;">SOC 2-21a</p>  | <p>I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs.</p> <p style="text-align: right;">SOC 3-21a</p> | <p>I can evaluate the suitability of finance options available for setting up and supporting different types of businesses.</p> <p style="text-align: right;">SOC 4-21a</p> <p>Having considered the financial needs of individuals and businesses, I can evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions.</p> <p style="text-align: right;">SOC 4-21b</p>                                 |
|       | <p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.</p> <p style="text-align: right;">SOC 1-22a</p> | <p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.</p> <p style="text-align: right;">SOC 2-22a</p> |   | <p>By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business.</p> <p style="text-align: right;">SOC 4-22a</p> <p>I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the success or failure of businesses.</p> <p style="text-align: right;">SOC 4-22b</p> |

## Appendix – Explanations

### SOC 0-01a to SOC 4-01a

This set of experiences and outcomes provides progression in the evaluation of sources and other historical evidences and can be used in conjunction with other outcomes within People, past events and societies.

### SOC 4-05c

A meeting of cultures may result from, for example, conflict, conquest, exploration or discovery, the expansion of power or migration.

### SOC 2-06a

Chronology skills are developed progressively in a variety of contexts. The main stages of progression within these skills would be: sequencing evidence; creating sequences and timelines; locating events in sequence and time; representing situations before and after. Throughout this process, learners will develop their understanding of the chronology of key events studied in Scottish, British, European and world history.

### SOC 3-07a, SOC 4-07a

In these outcomes children and young people will discover the impact forces such as ice, rivers, wind, coasts and tectonics have on the landscape and develop an understanding of the interaction between these forces. Consideration of, for example, aspects of geological time, geology and atmosphere may help to clarify this relationship.

### SOC 4-11c

Children and young people will build on their previous knowledge of different population structures through exploring aspects such as demographics, migration and the effects of population growth.

### SOC 1-14a to SOC 4-14a

Mapping skills are developed progressively using maps in a variety of contexts. The main stages of progression within these skills would be: using and making simple maps; using and interpreting maps; using thematic maps and mapping conventions; using map information to support conclusions. Throughout this process, learners will develop their own mental map to be able to recognise and locate a range of key features at the local, national and global levels.

### SOC 0-15a to SOC 4-15a

This set of experiences and outcomes provides a basis for progression in evaluation of evidence in the context of current social, political and economic issues and can be used in conjunction with other outcomes within People in society, economy and business.

### SOC 4-17c

Capitalism, communism and fascism are examples of contrasting ideologies which have had a global impact and shaped the societies influenced by them in significantly different ways. Within this outcome, learners may also explore contrasting belief systems.

### SOC 4-21b

In this outcome, learners might consider the importance and function of financial information and documents such as ledger accounts, revenue and cash flow statements, balance sheets and break even analysis.