

## PROPOSAL 1

Q1. Do you welcome the intention to update all qualifications at Access, Higher and Advanced Higher in line with Curriculum for Excellence? Please comment on any implications to be considered.

YES    NO

### Comment

Yes: Reduced Higher content welcomed – if proposed.  
More emphasis on skills welcomed – if proposed.

## PROPOSAL 2

Q2. Early consultation has identified the 'best' features of Standard Grade and Intermediate qualifications as:

- the 'inclusive' approach to certification contained in Standard Grade; and
- the 'unit based' structure of Intermediate qualifications.

Are there any other features in the present Standard Grade and Intermediate qualifications which should be included in the new qualification at SCQF levels 4 and 5?

### Comment

Some of the content is very relevant for everyday life and further study, but some needs updated (i.e. in Physics). Current practicals & practical assessments are worth keeping but need updated. Some practical assessments need to be linked more to aCfE outcomes - i.e. pupils need to work more independently.

Q3. One of the proposals is to grade units. Do you agree that units should be graded A-C rather than pass/fail?

YES    NO

### Explanation

Yes: This therefore wouldn't require a separate A/B test, and so assessments would be more standardised and would require less time. This could be more motivating for pupils. *Concerns that this may be too summative. Consistent marking would be necessary. Unit based assessment might not always show true reflection of pupils' ability.*

Q4. Do you want graded units to count towards the final award?

YES   NO

### Explanation

Yes: Spread attainment through the year – not reliant on 1.5 hours – but not too much! Unit passes should be there as a safety net and it would be good to show these on part of the certificate. However, they should not prevent pupils from sitting the final exam if they do not do well.

No: Early 'failure' (C) – could demotivate. Grades for unit passes could go onto separate part of certificate.

Q5. Which option for introducing compensatory arrangements would you most support? Please tick one option or suggest an alternative.

	Option A Extend the range of grading in course awards to grade E.
	Option B Recognise unit passes only.
✓✓	Option C Compensatory award at the level of the course studied with no grade awarded.
✓	Option D Compensatory grade C award at the level of course below that studied.
	Option E Compensatory grade A award at the level of course below that studied.

Explanation/other suggestion

D: IF it is equivalent.

Q6. The proposed name for the new award is *General (SCQF 4)* and *Advanced General (SCQF 5)*. Please indicate if you are content with this suggestion. If not please offer an alternative and explain your choice.

YES  NO

Explanation/other suggestion

No: Not overly concerned about names, but how about 'Advanced' instead of 'Advanced General'.  
Proposed names confusing – especially to employers.

### PROPOSAL 3

Q7. Do you agree with the proposal to offer literacy and numeracy awards at a range of SCQF levels (3 to 5)? If not please offer an alternative.

YES  NO

Explanation/other suggestion

Yes: But the skills required by pupils need to be taught in a similar way across all subjects, e.g. Drawing graphs.

No: Literacy and numeracy is already inherent in other subjects and consequently already assessed in other subjects. Is this a new arithmetic qualification?

Q8. National Qualifications at Access 3 (SCQF level 3) do not have an external examination. Do you agree that any new awards in literacy and numeracy at SCQF level 3 should have an external examination?

YES  NO

Explanation

Yes: To allow pupils to have an Access 3 grade, not pass or fail, this would be more meaningful for pupils.

No: Practical problems already apparent in testing Intermediate 1, they don't turn up!!

Q9. Should the weighting between the internal and external assessments for the literacy and numeracy awards be equal? If not should more weight be attached to the internal or external assessment? Please explain.

<input type="checkbox"/>	Equal weight
<input type="checkbox"/>	More weight to internal assessment
<input type="checkbox"/>	More weight to external assessment

Explanation

Cannot tick a box because the assessment for Literacy & Numeracy could be different e.g. for literacy is harder to do externally due to listening/talking skills but numeracy could be assessed more externally – but easier to mark.

What time would be given for internal assessing?

Q10. When should young people be assessed for literacy and numeracy awards?

Please tick one option.

<input checked="" type="checkbox"/>	Option A At the end of S3 as part of the summer diet of examinations.
<input type="checkbox"/>	Option B In the December of S4 as part of a winter diet of examinations.
<input checked="" type="checkbox"/>	Option C At the end of S4 as part of the summer diet of examinations.

#### Explanation

A: This depends on pupils & the course. If the course is differentiated and pupils have worked towards the skills in primary and S1/2 then they should be ready at the end of S3.

C: If option C is adopted it has the problem of kids not turning up.

## PROPOSAL 4

Q11. Do you agree with the proposal to allow the study of Highers and Advanced Highers over 12 months, 18 months and 2 years?

YES     NO

### Explanation

Yes: Q11 is dependent on Q12. Fulfils greater flexibility and individual progression, but dependent on flexible timetabling. Implies bi-level teaching and individualised resources. Won't reduce time taken out for external exams – extra diet of exams. This would only work if timetable was organised, e.g. not have pupils sitting exams at different times in the same class - could have 12/18 months in one class. Could have classes in the same column so if pupils need moved up/down the timescale can be changed.

Q12. Do you agree with the proposal to introduce a winter diet of examinations?

YES     NO

Q13. If you agree with the proposal to introduce a winter diet of examinations, what subjects and levels of qualifications might first be offered?

### Suggestions

Higher – have tried this at 12 & 24months so we can compare 18 months to this. General/'Advanced General'

Q14. Would you agree with changes to the system which allowed the most able students to bypass qualifications at lower levels and begin study for Highers from S4 onwards?

YES  NO

### Explanation

No: Progression should be stepwise – need for fallback qualifications or sitting 2 levels. With flexibility for time for exams, no need to miss levels out. High fliers will get ahead at Higher levels. It is a lot of pressure to put on pupils/teachers. Also sitting exams in S3/4 provides exam experience for pupils.

Q15. Do you have any other ideas for increasing flexibility within the senior phase (S4 to S6)?

**Suggestions**

More pre-vocational courses for pupils who require them.  
Option of short courses in S6, e.g. 1<sup>st</sup> Aid, digital photography...

## TIMELINE

Q16. It is intended that planning for the new curriculum should commence in 2008/09, with approaches based on the new curriculum introduced from school year 2009/10. This suggests that the new and revised qualifications and any increased flexibilities would be required from 2012/13 onwards to ensure smooth progression between the curriculum and qualifications. Is this indicative timeline realistic? Please comment on any implications to be considered.

YES  NO

### *Comment*

No: Insufficient time for new course development (S2 & S3!)  
Do we have a choice since S1 are changing to aCfE in 09/10. This is confused at Ross High School due to early presentation.

### **ANY OTHER COMMENTS?**

Agree in principle with the changes, but they feel rushed.