

Question 1

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: How will it work? Pupils & teachers generally have Access 3, as it is meaningless and a huge amount of work for very mixed results.

PROPOSAL 2

A new qualification will replace the present Standard Grade General and Credit levels and Intermediate 1 and 2 (SCQF 4 and SCQF 5) qualifications. The new qualification will be available in a wide range of subjects, as at present. The new qualification will reflect the best features of Standard Grade and Intermediate. Standard Grade Foundation level will be removed and Access 3 will provide certification at SCQF level 3. (See Annex A Table 1 for illustration of new qualifications on SCQF framework.)

Question 2

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 schools are still in the process of changing from Sdt Grade to Int. 1 & 2, which is more popular, more purposeful, and more suitable to the transition to Higher. Why change something which is successful?

Although Sdt Grade is definitely not a popular & purposeful qualification, Intermediate 1 & 2 should be kept as they are, and teachers & pupils should be given more time to see the positive aspect of this qualification on a longer scale.

Question 3

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:

Pupils need to experience failure at some stage, which is part of making them confident individuals, re knowing their strengths and weaknesses. Inclusion should not be understood as "everyone will pass, no matter how much effort pupils put into their work". It is our responsibilities as class teachers to teach them how to succeed, not to allow them to pass exams which have become worthless. Pupils should be proud to pass their exams because of the standards of these qualifications. What is the point in having over-confident individuals who will quickly realize how hard life after school is, without being prepared for it?

Question 4

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

Yes

No

Explanation:

see above.

Question 5

Which option for introducing compensatory arrangements would you most support?

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 :

Re-sit the exam.

Question 6

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 :

I don't see the need for a new Award, as Int 1 & 2 are already in place to lead to Higher -

PROPOSAL 3

New awards in literacy and in numeracy will be available at SCQF levels 3 to 5. *Curriculum for Excellence* brings a sustained focus on developing literacy and numeracy skills in our young people. To help strengthen this focus, the Scottish Government is proposing new separate awards to accredit young people's literacy and numeracy skills – the Scottish Certificate for Literacy and the Scottish Certificate for Numeracy. The awards will be available at SCQF levels 3 to 5. The expectation is that all young people will be presented for these awards unless there are exceptional reasons for not doing so. The intention is also to ensure that the structure of these awards is flexible enough to make them available to adult learners.

Question 7

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:

Are pupils not ~~learning~~ these skills already in Maths & English ? ? ?
 Why are pupils not allowed to repeat a year if they do not have the basics to move on.

Question 8

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

N.A.

No

Explanation:

Question 9

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.

Option A - Equal weight.

Option B - More weight to internal assessment.

Option C - More weight to external assessment.

N.A.

Explanation:

Question 10

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

Please select one option.

- Option A - At the end of S3 as part of the summer diet of examinations.
- Option B - In the December of S4 as part of a winter diet of examinations.
- Option C - At the end of S4 as part of the summer diet of examinations.

Explanation: N.A.

In primary schools or S1.

PROPOSAL 4

Increased flexibility to better meet the needs of young people. Suggestions include:

- studying National Qualifications over 18 months (or 2 years) as well as one year;
- introducing a winter diet of examinations; and
- encouraging the most able young people to bypass lower level qualifications and to study Highers from S4 onwards.

Question 11

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: How will it work? How do we make timetables? Consistency?

Question 12

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

- Yes
- No

N.A.

Explanation:

Question 13

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

Suggestions:

N-A-

Question 14

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:

Only if there is an end of S3 general exam for all subjects.

Question 15

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

Suggestions:

TIMELINE

Question 16

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:

Whole course from S1 to S3 would have to be adapted, how can we have pupils in S1 next year working towards such ~~an~~ obscure & abstract qualifications

ANY OTHER COMMENTS

Comment

Submit Responses