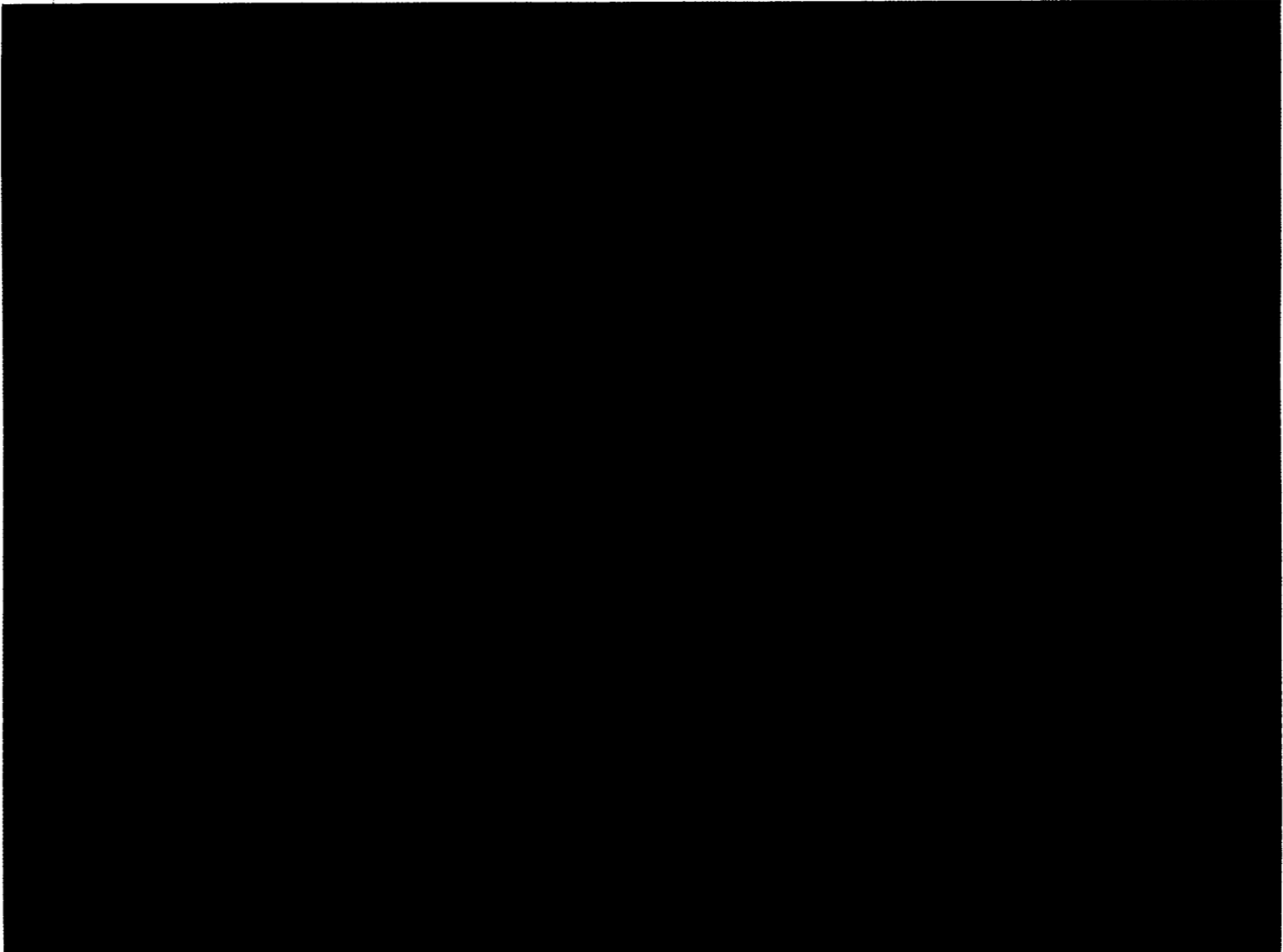


section 5:
the consultation questions



the consultation questions

Please note that the Respondent Information Form **MUST** be returned with your response.

Responses can be submitted on-line, or on a copy of the questionnaire printed from the website, or by cutting out and completing this section of the document. Additional paper should be used if you wish to provide more extended responses but please ensure that any such pages include your identifying details.

Name/Organisation: St Andrew's RC Secondary School

PROPOSAL 1

National Qualifications at Access, Higher and Advanced Higher will be retained as points of stability. Highers, in particular, will remain the 'gold standard' of the Scottish education system. The content of all National Qualifications will be updated to reflect the values, purposes and principles of *Curriculum for Excellence*. Some aspects of the structure of these qualifications will also be reviewed.

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

- It is important that we have a modern curriculum that caters appropriately for all levels.
- The revised structures must be communicated clearly to all i.e. young people, parents, teachers and employers.
- A realistic timetable for implementation is essential.
- For successful implementation time is required to plan ahead and to develop appropriate resources.
- The curriculum changes represent a challenge for teachers with opportunities for greater creativity, choice and autonomy.

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

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.)

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

- Incorporating the 'best' features of both Standard Grade and Intermediate courses makes good sense
- The requirements will vary from subject to subject.
- All levels require appropriate certification.

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

- This should make end of unit assessments more relevant/meaningful to pupils, parents and staff.
- Should give pupil, parents and staff a better understanding of progress being made.
- The instruments of assessment used should be accurate and reliable.

CONFIDENT INDIVIDUALS

SUCCESSFUL LEARNERS

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

YES

NO

Explanation

- Should provide a more realistic award.
- Added level of administrative complexity for Centres in recording graded units and transmitting results to SQA.

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

- This provides a safety net for those candidates who have narrowly missed an award at a particular level.

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

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

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.

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

- It should prove beneficial for our young people.
- Should provide a useful benchmark with a recognised award.

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

- External examination provides more credibility for the qualification.

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SUCCESSFUL LEARNERS

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.

- Equal weight
 More weight to internal assessment
 More weight to external assessment

Explanation

- The external assessment validates the work and achievement of the pupils in internal assessments.

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

Please tick 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

- Should be at end of S3 at end of NC exams.
- If separate from existing examination arrangements will cause logistical problems for Centres (Exam Halls, Invigilator Recruitment/Organisation)
- S3 Exams could provide a useful motivating factor for the work in S4.

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

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.

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

- Practical and organisational difficulties for Centres if 18 month model is adopted.
- Centres would be required to recruit additional Invigilators and manage additional Examination process.
- Implications for teaching & learning as presumably school staff would be recruited as markers and also involved in additional 'Appeals' procedures.

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

- See above with regards to difficulties in providing staff for the Examinations process
- Timetabling implications for Centres—some courses examined during winter, others summer.

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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

- Only suitable for most able cohort.
- Implications for Timetabling, multi-level teaching and pacing of courses.

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

Suggestions

- Curriculum more relevant to the needs of employers and the world of work.

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

- Timescale unrealistic.
- Production of quality classroom materials essential as is appropriate staff training.

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

ANY OTHER COMMENTS?

- Concern about the cost implications of these significant changes. In a time of financial restraint this may prove to be a major obstacle.
- Some concern about pupils who 'peak' at SCQF level 4—how to achieve meaningful engagement for their remaining time at school.
- Winter diets of examinations were offered in years 2000 and 2001 but subsequently dropped due to lack of interest/uptake.
- Winter diets of examinations if implemented will have implications for the staffing and running of schools. Assessment Teams, Markers, Invigilators would all have to be recruited.

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