

Consultation Questions

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.

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:

Music has just undergone another extensive review and update. All courses are already perfectly in line with C for E, although we are not in agreement with some of the adaptations. We would happily see Standard Grade abolished but see no need for further changes to Higher Skill Frameworks.

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:

When will delivery of these courses commence in the pupils school life?
When were we consulted about the new S1-3 phase?
How can we answer the above question about 'any other' features without concrete descriptions as to

what will be retained. The description is vague and gives us no facts, & templates or model to comment on.

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:

Our new system has 1 unit which counts as 0% of the final grade (we abhor this feature) All components should count towards a final grade and those doing units only deserve a grade for their efforts.

Question 4

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

Yes
No

~~As mentioned above~~

Explanation:

As mentioned before, no units should be discounted in the final grade
The problem with Higher Skill was the attempt to make all subjects fit the design criteria
All subjects have different needs and expectations

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:

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:

Leave it all alone!

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 / suggestion:

These awards may be useful for those not capable of Highers in English and Maths. Should perhaps be compulsory for those not attempting Higher.

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

No

Explanation:

For those not sitting Higher levels.

Question 9

Should the weighting between the internal and external assessments for the literary 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.

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.

either
or
both

Explanation:

At the end of S3 for those going straight on to Highers or S4
At the end of S4 for those not able for Higher courses

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:

✓ Increased Flexibility to better meet the needs of young people

We fail to understand how a junior phase from S1-3 gives increased flexibility to meet pupils needs. Less choice! Fewer options over

Question 12

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

Yes

No

6 years of education! Where's the flexibility?

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:

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:

Pupils should be allowed to develop and sit all exams when appropriate to them as individuals

Question 15

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

Suggestions:

When were we to be consulted as to the creation of this junior and senior phase?

Pupils should be allowed the same pathways as at present - 2 opportunities in secondary education to prepare for examination and rethink, remodel their course choices with less restrictions as to which subjects they may combine and less compulsory subjects. More vocational courses would also increase flexibility.

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:

Teachers handle change admirably and significantly improve any model if allowed to contribute to its development. This timeline is completely unrealistic and has no hard facts or examples of practical realistic implementation. Much more time and thought is required.

ANY OTHER COMMENTS

Yes

No

We can easily justify all my course designs and teaching principals through our entire curriculum from S1-S6 and make a realistic argument, that they fit all expectations of C for E document. I have not been consulted about any proposed changes and would happily have considerable more time before any implementation of changes.

Comment:

Thank you.

Please remember to cut and paste your answers onto the Scottish Government website

and

return this to

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