

you content for the  
Scottish Government to  
contact you again in the  
future in relation to this  
consultation response?

## 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:

We have reservations regarding the balance of time needed to cover ACE aspects as well as curricular changes.  
We are anxious to know what we have to teach.

### 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:

LO2 practical techniques	<input type="checkbox"/>
LO3 investigations	<input type="checkbox"/>
The variety of standard grade content	<input type="checkbox"/>

### 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:

we believe grading results in premature labelling and demotivation	<input type="checkbox"/>
we believe NABs should more closely reflect the exam questions	<input type="checkbox"/>
teacher professional judgement should be used to advise pupils based on the NAB results	<input type="checkbox"/>

### Question 4

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

Yes

No

Explanation:

as before
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### 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 :

more transparent for employers
reduces the chance of complacency and increases motivation

### 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 :

<p>The use of an term (general) which has existing connotation of a particular level is not helpful</p> <p>Perhaps....Standard and Advanced Standard</p>
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### 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:

**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:

**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:

There will always be problems with the validity of internal assessments  
external assessments more closely reflect real life situations where responses have to be made under pressure

### 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:

More purpose needs to be given to S1,2,3  
allows time to remediate  
earlier would be better.....S2

### 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:

timetabling issues.....

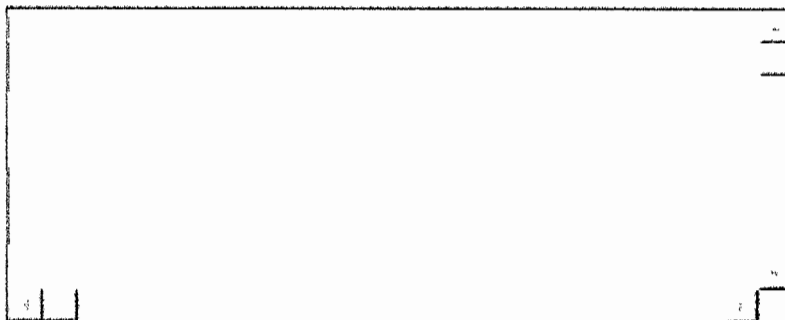


**Question 12**

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

- Yes
- No

Explanation:





be able to offer all courses to all years at all stages

**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:

This is far too short a timeline.....we are still at consultation stage. Such major changes require proper planning.

**ANY OTHER COMMENTS**

Comment

Staff are very unhappy at the concept of a general education S1-3. We already have major problems with demotivation in S2 and can only ti

make the situation worse