

section 5: the consultation questions

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

As indicated in section 3 – How to Respond, 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: CASTLEBRAE COMMUNITY HIGH SCHOOL
CDT DEPT.

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

WITHIN CDT THE COURSE MATERIALS FOR SUBJECTS AT THIS LEVEL HAVE BEEN CONSTANTLY DEVELOPED AND CHANGED AND WERE ONLY RECENTLY STABILISED. AS LITTLE CHANGE AS POSSIBLE.

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

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

UNIT WORK SHOULD COUNT TOWARDS THE END GRADE. THIS WOULD HELP.

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

YES NO

Explanation

SEE OVER .

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

COUPLED WITH 90%+ ATTENDANCE.

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

ADVANCED GENERAL NOT A PUPIL OPTION
SOUNDS CONTRADICTORY - AS WELL TO KEEP
GENERAL AND CREDIT

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

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



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

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

OPTION A OF THE ABOVE BUT CDT STAFF HAVE GRAVE MISGIVINGS CONCERNING STUDENTS CONTINUING TO S3 BEFORE SUBJECT CHOICES .

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

BETTER FLEXIBILITY TO MEET STUDENT NEEDS

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

ALL SUBJECTS ALL LEVELS.

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

THIS WAS SUGGESTED AT 'O' GRADE & 'H' BUT PARENTS AND TEACHERS ENTERED STUDENTS FOR 'O' GRADE IN THE CASE OF FAILURE AT HIGHER

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

Suggestions

1. A WIDE RANGE OF QUALITY COURSES.
2. FLEXIBLE ~~TEACHER~~ INTERPRETATION ALLOWED OF COURSE CONTENT.

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

- TIMELINE WOULD CREATE:
1. NARROW GROUP OF SUBJECTS
 2. POOR COURSEWORK
 3. PRESSURE ON STAFF TO CREATE ~~COURSE~~ ^{COURSE} MATERIALS.

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

ANY OTHER COMMENTS?

THE OVERALL VIEW OF STAFF WITHIN CDT IS THAT ANY PROPOSED CHANGES SHOULD NOT BE RUSHED. THIS UNFORTUNATELY SEEMS TO BE THE CASE.

THE RESULT OF IMPLEMENTING THESE CHANGES TOO QUICKLY WOULD INCLUDE.

1. INADEQUATE COURSE MATERIALS. SOME OF THE MATERIALS PROVIDED BY THE SQA FOR NICKER STILL WERE PITIFUL.
2. THIS RESULTS IN TEACHING STAFF BEING FORCED TO DEVELOP COURSES WHILE TRYING TO TEACH THEM.
3. THE SQA HAS A RECORD WITHIN CDT OF ACTING AT A SNAIL'S PACE.
4. IF CHANGE IS FORCED TOO SOON IT IS INEVITABLE THAT GOOD PARTS OF THE TECHNOLOGY CURRICULUM WILL BE LOST AND THE NEEDS OF STUDENTS WILL NOT BE FULLY MET.
5. THE SQA HAS A HISTORY OF BEING INTENSELY PRESCRIPTIVE - EVERY BOX MUST BE TICKED!
THIS ATTITUDE COUPLED WITH POOR COURSE MATERIALS & FEWER COURSES TO CHOOSE FROM COULD RESULT IN A VERY NARROW CURRICULUM.