

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
ART + DESIGN 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

* HIGHER & ADVANCED HIGHER HAVE ALREADY UNDERGONE NUMEROUS CHANGES & ARE FINALLY WORKING WELL (IN OUR SUBJECT) FURTHER CHANGE IS NEITHER REQUIRED NOR DESIRED. THEY ALREADY MEET CfE PRINCIPLES VERY WELL.

* THE ACCESS COURSES ON THE OTHER HAND WERE NOT REVIEWED AT THE SAME TIME AS THE NQS ARE ARE OFTEN MORE DEMANDING THAN THE CORRESPONDING SCQF 4!

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

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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

GIVES CREDIT FOR WORK ACHIEVED & GIVES A MORE DETAILED ACCOUNT OF LEVEL OF ATTAINMENT.

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

YES

NO

Explanation

COMPROMISES INTEGRITY OF SUBJECT. OPEN TO ABUSE - ONLY STAND ALONE UNITS SHOULD BE GRADED.

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

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

BUT WOULD RATHER IT WAS PHRASED MORE & POSITIVELY.

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

THIS COHORT DO NOT COPE WELL WITH EXAMS + THEIR SKILLS IN LITERACY + NUMERACY SHOULD BE ASSESSED ON AN ONGOING BASIS.

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

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

TAKING HIGHER OVER 2 YRS RATHER THAN AN SCQF 5 IN 4TH YR WOULD NOT INCREASE THE CHANCES OF SUCCESS IN OUR SUBJECT.

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

(This area contains three diagonal lines, indicating no suggestions were provided.)

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

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

Suggestions

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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

FAR TOO RUSHED TO ALLOW PLANNING, PILOTING, FAMILIARISATION WITH NEW COURSES + ASSESSMENT STRUCTURES etc.

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Name/Organisation: Castlebrae Music Department

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

As present music awards show there isn't sufficient focus on development confidence in group music making. Any shift towards change should embrace a 'team ethos' in making music; for although NQ courses do allow some degree of collaboration in making music, this does not reflect the music process outside school.

Currently, pupils have the opportunity to engage in mostly individual activities such as composing, listening and developing their instrumental abilities. I would prefer to see the 'dropping' on the 2nd instrument choice and replace it with a group-work award.

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTIONS

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

The inventing and listening units are fine; I would change the performing route to allow for a group music award. Additionally I would consider making music technology compulsory.

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 is difficult - I recognise that it is important to gain some type of award - both for confidence and attainment - but these grades must be of use when obtaining employment or seeking for further study.

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

YES

NO

Explanation

I believe in continual assessment as a better approach to reflecting educational progress as opposed to a summative, final award snapshot.

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

Recognising unit passes will reflect a pupil's continued application throughout the entirety of the course.

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

Sounds too officious! Like a name, rank and number. Diploma would be better - i.e. Dip lev 1, 2 etc

RESPONSIBLE CITIZENS

EMPOWERING LEARNERS

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

This is a great idea - the more options and flexibility to engage our broad cross-section of learners, the better.

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

Having external examinations sets the objective, It will also ensure an impartial and fair assessment to which everyone can work towards

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

External Assessment is the objective we aim to strive for. However, the teacher's objective is to ensure that pupils are ready to undertake external assessment - this preparation is achieved through regular internal assessment.

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

I would say option A as gauging their ability early on is essential in order to steer them in the most appropriate direction.

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

I say yes BUT if the course length is to be altered then I would urge that the performance unit be changed to adopt a group music making unit and that technology should be made compulsory in the ^{music} unit.

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

I say no because I feel too much examination can lead to a decrease in confidence - But it might be a good idea in that if pupils failed in the winter exams they could resit at a later stage.

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

I feel strongly that an expedited procedure should be implemented to foster very able pupils to reach their goal as quickly as possible.

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

Suggestions

perhaps some type of interdisciplinary work - helping pupils to achieve some form of qualification that brings together a whole range of skills obtained in other subjects.

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

As long as there is sufficient time to research into the outcomes of the proposed changes then I feel that the above timeline is sufficient and realistic.

RESPONSIBLE CITIZENS

REFLECTED ON PRACTICE