

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:

Science subjects in general are additive + sequential, building on prior knowledge. If that knowledge is not there in the lower school, learning + teaching in upper school is affected. Depends on final package presented; info. at moment is too vague

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:

Retain PPA's and include more practical work. Less theory + more opportunity to do proper investigative work.

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:

Helps to build up idea that "assessment is for learning" and develop 'next steps' in pupils' learning.

Question 4

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

Yes

No

Explanation:

Internal grades can be attributed to excessive help in some schools. Integrity of exam system should be maintained.

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:

Compensatory awards should only be linked to actual course/outcomes studied.

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:

General
+ Credit as at present or similar
terms with greater distinction between
lower + upper awards.

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:

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:

assessment should be internal
at access 3 level

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:

Internal assessment should not be given more weight. Excessive coaching to inflate standards and maintain statistics would become an issue

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:

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:

18 months difficult to timetable + would require a winter diet (which was not popular when it was trialled)
2 year AH wouldn't have a big enough diet group.

Question 12

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

Yes

No

Explanation:

Logistics difficult to manage and demand might not be great enough to justify cost.

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:

Vocational courses more suitable for colleges

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:

In principle, but past experience says that pupils + parents will want to 'fall back' qualifications. Pupils will not have confidence to by-pass lower level first

Question 15

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

Suggestions: MORE subjects

Reduced number means narrowing curriculum + earlier specialisation which is contrary to ethos of Scottish system
more emphasis on skills, rather than content

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:

Resources need to be increased + time within schools ^{for} planning
Difficult to comment when the details are not known. How much content will be removed? What direction are particular courses going in

ANY OTHER COMMENTS

Yes

No

Comment:

Planning depends on support/time provided
Not fair on pupils to be placed in
kind of limbo, where the present exam
system is discredited & proposals are
unexplained & untimed.

Thank you.

Huge slippage already on
proposed timelines.

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

and

return this to

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Increased flexibility
runs the risk of being
unsustainable is a
small school or
having a curriculum
full of multi-level
classes.

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: AREAN HIGH 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

There have been so many changes to the qualifications that it is difficult to cope with yet another. Also, we have been striving, always, to make it the best it can be and to set the standards outlined by ACfE, that I can't see how, at the moment, we can improve what we have.

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

PROPOSAL 2

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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 flexibility of S. Grade, ie Foundation/Gen or Gen/Credit - being able to present candidates who could achieve credit in one area and general or foundation in another. INT. 1 and 2 lacked this flexibility & some candidates suffered from this.

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

Pupils, and employers, need to have a clear idea of who has been successful in learning. They could be graded A-C and fail instead of D.



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

YES

NO

Explanation

It would provide motivation and make learning more manageable. Pupils could see their progress and work towards it in smaller "chunks".

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

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

Imbues more importance to it.

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

~~Blank~~

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

Current period is too short for some pupils.

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



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

Keeps them challenged and allows them to do more before they leave.

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

Suggestions

No.

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

I think it's realistic.

ANY OTHER COMMENTS?

