

## 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:** ACCRAN 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

HAPPY WITH CURRENT QUALIFICATIONS, HOWEVER CHANGE MAY BE INEVITABLE IN LIGHT OF 'ACPE' DIFFICULT TO MAKE AN INFORMED RESPONSE WHEN UNSURE OF IMPLICATIONS AS WE HAVE NO KNOWLEDGE OF THE TYPE OF ASSESSMENTS TO BE MADE IN ACPE. UNTIL EXEMPLARS ARE AVAILABLE & LEARNING OUTCOMES & EXPERIENCES ARE DETAILED & CLARIFIED CAN WE CONSIDER THE NEXT STAGE.

## 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

ASSESSMENT ACROSS RANGE OF SKILLS AS AT PRESENT.  
S. GRADES ALLOWS FOR AN OVER-ALL PASS DESPITE FAILURE IN ONE ELEMENT, PREFERABLE TO INT. WHERE NAB FAILURE RESULTS IN UNIT AWARDS ONLY.

**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

PROS & CONS - GRADING GIVES GREATER CREDENCE  
PASS/FAIL SUITS TIME PRESSURE.  
IF INTERNAL ASSESSMENT IS TO BE EQUALLY WEIGHTED WITH EXTERNAL ASSESSMENT THEN THEY SHOULD BE GRADED.



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

YES

NO

Explanation

EASES EXAM STRESS FOR PUPILS, GIVES CREDENCE TO COURSE WORK.

**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

TRUE RECOGNITION OF PUPIL ACHIEVEMENT. PRESUMABLY AS AT PRESENT LEVELS COULD BE CHANGED FOR A PUPIL eg. AT PRESENT H → INT 2, OFTEN CHANGED AFTER PRELIMS

**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

CONTRADICTION IN TERMS ADV. GEN.; CONFUSION WITH AH. PROPOSE A NAME FOR THE ACTUAL EXAM FOLLOWED BY A LEVEL.

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

ENGLISH & MATHS SATISFACTORY.  
WOULD THE QUALIFICATION BE AS HIGHLY VALUED BY  
EMPLOYERS / UNIV. ETC.?

**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

IF INTRODUCED.  
TOO HEAVY A RELIANCE ON INTERNAL ASSESSMENT CAN  
LEAD TO ABUSE OF THE SYSTEM, ALSO COURSE CAN  
BECOME ASSESSMENT LED & TOO ONEROUS TO ADMINISTER.  
ACCESS 3 DIFFICULT IF PUPIL ABSENCE IS HIGH AT PRESENT.



**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

ALLOWS PUPILS BEST CHANCE WHETHER BETTER IN INTERNAL ASSESSMENT / EXTERNAL EXAMINATION. EQUAL WEIGHTING SHOULD NOT MITIGATE AGAINST EITHER.

**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

DEPENDING ON COURSE - IF SIT END S3 POSS. OF RESIT DEC. S4.  
 EASES EXAM PRESSURE END S4, ALREADY HEAVILY LADEN WITH ASSESSMENT.

## 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

PROBLEMS OF TIMETABLING & STAFFING WITHIN A SMALL SCHOOL. CLASS NUMBERS SO SMALL THAT SUBJECTS DO NOT ALWAYS RUN AT PRESENT. BI-LEVEL TEACHING CAN BE MADE TO WORK BUT A BI-LEVEL TIME SCALE WOULD BE HARDER TO MANAGE.

**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

ONLY AS RESITS



**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

WOULD BETTER MATCH THE NEEDS OF THE INDIVIDUAL LEARNER, THOUGH WOULD POSE TIME-TABLING PROBLEM IF SITTING SOME SUBJECTS AT HIGHER & OTHERS AT SCQF 4/5.

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

Suggestions

SOME UNIVERSITY COURSES DEMAND HIGHER BE COMPLETED IN ONE SITTING. THEY TOO WILL NEED TO TAKE ACCOUNT OF THE PROPOSED CURRICULAR CHANGES.

## 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

WE NEED A BETTER IDEA OF THE NEW QUALIFICATION SYSTEM TO ENSURE OUR CURRICULUM IS MEETING THE NEEDS OF THE LEARNERS, AS WE ARE JUDGED ON EXAMINATION RESULTS, NOT LEARNING EXPERIENCES

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

## ANY OTHER COMMENTS?

1 YEAR STUDY GENERALLY SUFFICIENT FOR HIGHER COURSE (ESPECIALLY IF USE INT2 AS PREPARATION FOR WEAKER STUDENT) BUT 2 YEARS MAY BE USEFUL FOR AH COURSES.

IT IS ABSOLUTELY CRUCIAL THAT ALL STAFF ARE GIVEN TRAINING IN THE IMPLEMENTATION OF THE NEW SYSTEM & PARTICULARLY IN ASSESSMENT. RELIANCE ON CASCADING IS NOT SATISFACTORY. MAJOR CHANGES ARE BEING PROPOSED. ∴ TIME & RESOURCES MUST BE PUT INTO STAFF TRAINING.

CONCERN RE. DIFFERENT TYPES OF ASSESSMENT SUBJECT TO SIGN OFF BY NATIONAL STAFF-HOLDER GROUP. MUCH MORE DETAILED PROPOSAL NEEDED ON THIS ASPECT.

