

section 5:
the consultation questions

RESPONSIVE CITIZENS

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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: BANNOCKBURN 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 is need to ensure that qualifications can be achieved by structuring courses in such a way that bi-level teaching at adjacent levels is possible in all subject areas.

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

YES

NO

Explanation

Unit passes essential to achieve final award. The final award can only be achieved on successful completion of units.

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.

Compensatory awards given at Grade C at the level lower than that presented only where all units have been passed but with the external examination not awarded at grade A-C. Further consideration required to ensure that this is given only where a minimum level of attainment is achieved in the external examination.

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

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

There is an imperative to ensure that PROGRESSION from one level to the next must be clearly evident in all arrangements for all courses. The Standard Grade principle of bi-level teaching in one class should be continued—eg Advanced General and General able to be taught within one class group.

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

E. Pass/fail preferred.

Unit Grading could present very difficult practical issues—complicated system, issues of consistency, assessment complexity, bureaucratic procedures monitoring. Preference is for Pass/fail for simplicity and reduction in administrative bureaucracy.



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

*More weight should be given externally for reasons of validation robustness and rigour.
Questions arise on how the internal evidence will be collected, collated and validated. An Implementation strategy is essential.*

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

*Must be towards the end of S3—e.g. The 2 days immediately prior to the start of the SQA diet of examinations for S4.
Definitely not options B and C*

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

There are a number of reservations about the practicalities of implementation.

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



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

There is too little detail available to allow a fully considered response to this question.

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

Suggestions

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

There is considerable need to have schools investigate and share curricular and timetable models that would be necessary to implement the range of changes proposed.

The new structures of course provision in S4-S6 have the potential to change the weighting of subject staff in a secondary school. It is possible that some subjects could require increased staffing whilst others have a reduction—this rebalancing may be difficult to manage in the short term—2/3 years from implementation.

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

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?

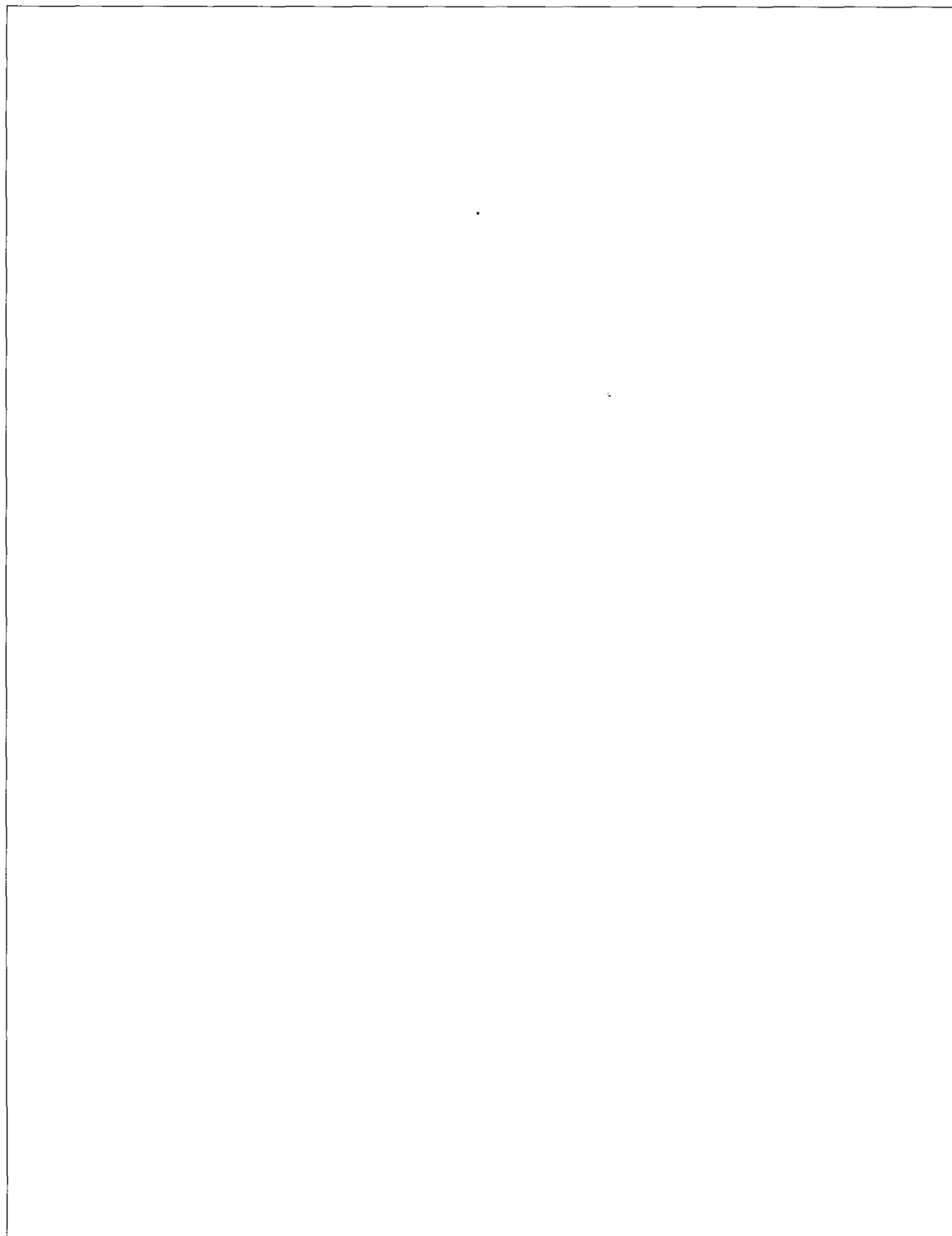
Suggestions



ANY OTHER COMMENTS?



ANY OTHER COMMENTS?

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RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS