



Technical consultation on proposed modifications to National 5, Higher and Advanced Higher course assessments for session 2020–21

SQA proposals for the modification of National 5 to Advanced Higher course assessments to support greater opportunities for learning and teaching in session 2020–21, due to the coronavirus (COVID-19) pandemic.

August 2020

1. Introduction

The Scottish Government's 'Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision'¹ makes it clear that a full timetable of SQA exams and coursework is planned at all levels in 2021.

However, we recognise the impact that coronavirus has had, and will continue to have, on learning and teaching and the remaining risk of disruption to the amount of teaching that can be delivered in session 2020–21.

It is important that there continues to be an appropriate balance between the amount of learning, teaching and assessment in National 5, Higher and Advanced Higher courses. SQA has considered what changes can be made to the National 5 to Advanced Higher course assessments in session 2020–21 to support greater opportunities for learning and teaching, while maintaining the validity, credibility and standard of these qualifications.

This technical consultation document outlines the proposed modifications that could be made to each course to support teachers, lecturers and candidates in session 2020–21, and explains the principles and rationale behind these proposed modifications. This document does not explore considerations around the 2021 exam timetable or the production of centre guidance on evidence gathering, although work in these areas is ongoing.

The purpose of this technical consultation is to gather feedback from the teaching profession on the proposed modifications, to determine how these might work in practice to extend learning and teaching time. Following this consultation, we will review the feedback and take this into account when finalising our decisions on the modifications for National 5 to Advanced Higher courses for session 2020–21. We will publish details of the finalised modifications on our website early September 2020.

2. Principles guiding proposed modifications to National Qualifications

SQA has a duty to ensure that the standard of its qualifications is credible and that they provide nationally and internationally recognised standards of attainment. This means that all assessment methods must meet SQA's Code of Practice and Governing Principles and be valid, reliable, practicable, equitable and fair.

In developing our proposals, we have drawn on the feedback we have gathered from engagement with Scottish Government's COVID-19 Education Recovery Group, SQA qualifications managers, principal assessors and their senior subject teams, subject implementation managers and, in some cases, existing National Qualifications Support Teams (NQSTs). NQSTs include expert practitioners, representatives from professional bodies, universities and/or colleges.

¹ Scottish Government (2020) Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision [online]. Available from: <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/pages/6/> [accessed 30 June 2020]

The purpose of this engagement was to explore alternative approaches to the assessment of National Courses in session 2020–21 with a view to finding an approach that might mitigate some of the current challenges faced by the teaching community in Scottish schools, while maintaining the validity, reliability and practicability of the qualifications.

SQA has agreed high level principles to support modifications to National 5 to Advanced Higher course assessments, where practicable, that will aim to support:

- ◆ the delivery and assessment of subjects that are constrained by current social distancing measures. For example, in practical and performance-based components
- ◆ increased learning and teaching opportunities, where possible
- ◆ a more flexible approach to the assessment of learners, while retaining the validity of the qualifications

Due to the integrated nature of content across components, progression and the maintenance of standards within some subjects, some subjects are unable to make modifications to their course assessments. For the same reasons, modifications may appear at some levels, but not all. The number of Advanced Higher course modifications is less than in National 5 and Higher courses due to the expectation that learners undertake self-directed study at this level.

2.1 The delivery and assessment of subjects constrained by current social distancing measures

For example, in practical and performance-based components.

At this time, and due to the unprecedented nature of the COVID-19 pandemic, the extent to which social distancing will continue, be re-introduced or increased is not known. Therefore, it is necessary to consider the implications of social distancing measures and, where appropriate, Education Scotland subject specific guidance on the delivery and assessment of National Qualifications.

Qualifications teams have identified where current assessment requirements in their subjects may prove to be challenging should social distancing be required. Working closely with National Qualification Subject Teams (NQSTs) and Qualification Subject Teams (QSTs) modifications are proposed in a number of subject areas to suggest how to mitigate this.

2.2 Increased learning and teaching opportunities, where possible

For some National Courses, it is proposed that making modifications to the course assessment requirements will release learning and teaching time, reducing the pressure on teachers, lecturers and candidates. It is hoped that this time could be used to support teachers, lecturers and candidates in adjusting to returning to centres, and provide time to review and revisit content delivered during or before the lockdown period.

2.3 More flexible approach to assessment for candidates, while retaining the validity of the qualifications

Where appropriate, proposals include modifications to the conditions of assessment in some areas of the coursework assessment and include proposals that are designed to have a positive psychological effect on candidates undertaking the assessments. These modifications may make the course assessment more manageable for centres and candidates; however, there may be implications for the quality assurance processes for these components in some cases.

3. Areas for consultation

The remainder of this consultation summarises the proposed modifications for each subject, at each level and we would like to invite teaching colleagues to review and provide feedback on these proposals. In the interests of openness and transparency SQA welcomes responses from a wide range of stakeholders.

This consultation will be open from 14 August 2020 and will close on 24 August 2020. Ideally, a consultation period would run for several weeks. However, it is of the utmost importance that practitioners are provided with the necessary information about any proposed modifications to their qualifications now, to allow them to feedback to SQA and to prepare for the coming academic year.

The survey to allow you to provide feedback on this consultation document can be accessed here: <https://www.smartsurvey.co.uk/s/TechnicalConsultation2021/>

Proposals for National 5 subjects

The following modifications are proposed for candidates undertaking their National 5 qualification(s) in session 2020/21 only.

National 5 subject	Proposed modification of National Course assessment for 2021	Rationale
Accounting	<p>Modification across the course assessment: Removal of the coursework component (assignment), and no direct sampling of associated content in the question paper.</p> <p>Centres will be advised that they should continue to deliver the course as normal. As always, teachers and lecturers will be made aware of the topics that would have been in the assignment. They will be free to decide timing and depth of delivery, and any internal assessment of these topics.</p>	<p>The sampling in the question paper will retain the integrity and key skills of the subject.</p> <p>Less class time will be required for planning, organising and revising for the assignment. Thus, reducing pressure and allowing for increased learning and teaching time for the course.</p>
Administration and IT	<p>Modification of the question paper to:</p> <ul style="list-style-type: none"> ◆ remove the practical database question. Question paper reduces by 10 marks to 40 marks, comprising 23 marks for the spreadsheet question and 17 marks for the theory question. Note: the number of theory marks in the question paper will increase. However, the total number of theory marks across both components will not exceed the maximum across the course assessment as outlined in the course specification ◆ reduce the exam duration to acknowledge removal of the practical database question. Change from 2 hours to 1 hour and 30 mins ◆ delay in the coursework assessment period 	<p>Given the practical nature of the course, consideration was given to any potential barriers to delivery. Database packages are not always provided as part of the Office suite of software; therefore, out of all the packages, this is the one that has the most barriers to flexible delivery.</p> <p>Removal of the practical elements of database in the question paper, but the retention of the theory assessment of features and benefits of databases provides increased scope for learning and teaching time.</p> <p>The full course content would continue to be delivered; however, the practical questions for databases would not need to be revised in preparation for the question paper.</p>

<p>Applications of Mathematics/ Gníomhachas Matamataigs</p>	<p>Modification of question papers: Return to pre-2018. Question paper 1: 50 minutes, 35 marks. Question paper 2: 1 hour and 40 minutes, 55 marks.</p>	<p>While there is no impact on the volume of learning and teaching required, it will reduce the overall assessment burden on candidates.</p> <p>This is the only available option without altering the national standard through the removal of content or the introduction of optionality.</p>
<p>Art and Design</p>	<p>Provide guidance for centres on the expressive and design portfolios to outline: Less time-consuming approaches that candidates can take to these portfolios. For example, guidance on how candidates can access the full range of marks available by submitting less work and/or choosing a less complex theme/design brief.</p>	<p>The portfolio assessments are not annually set tasks. Therefore, candidates and centres tend to work on them throughout the year and then submit a larger body of work than would be necessary for markers to make a judgement. This is extremely time consuming for candidates and centres. The aim of providing guidance is to further clarify the assessment requirements and reassure centres that taking a more concise approach to the portfolios will still give candidates the opportunity to access all available marks, whilst offering more time for learning and teaching.</p>
<p>Biology</p>	<p>Modification of the question paper to: Return the question paper to pre-2018 duration of 2 hours. No requirement to change the structure or return to pre-2018 mark allocations.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration to pre-2018 length is the only one that would not potentially compromise the national standard. This option also reflects feedback from appointees and science teachers that the duration of the current exam is excessive. Reducing the exam duration would not directly impact the subject in terms of teaching time; however, it will remove some pressure in terms of assessment preparation for teachers, lecturers</p>

		and candidates. This would also reduce the assessment burden on candidates.
Business Management	<p>Modifications across the course assessment: Centres will be informed of subtopic areas of content that will not be directly assessed in 2021.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the subtopic areas and themes that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery, and any internal assessment of these sub-topics and themes.</p>	<p>Feedback from key appointees identified that a minor narrowing of assessable content would assist teachers in freeing up teaching and learning time whilst still ensuring the standard of the qualification can be maintained.</p> <p>We propose to retain the coursework component as along with other subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Care	<p>Modification to the project: Currently candidates have a choice of three briefs on which to base their project. We are proposing to specify one brief that all candidates must use. Centres will be informed of the one brief that all candidates must use for their projects in 2021.</p>	<p>Specifying one brief for the project will allow focused learning and teaching.</p> <p>No further modifications that would have a positive impact on learning and teaching time are possible without having a detrimental impact on the validity of the qualification.</p>
Chemistry	<p>Modification of the question paper to: Return the question paper duration and structure to pre-2018 format of 2 hours.</p> <p>Modification to marks and scaling across the course assessment: Section 1: objective test to be 20 marks unscaled. Section 2: extended-response questions to be 60 marks unscaled. Assignment: 20 marks unscaled.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration to pre-2018 length is the only one that would not potentially compromise the national standard. This option also reflects feedback from appointees and science teachers that the duration of the current exam is excessive. Reducing the exam duration would not directly impact the subject in terms of teaching time;</p>

		however, it will remove some pressure in terms of assessment preparation for teachers, lecturers and candidates. Reduction of question paper length will reduce the assessment burden on candidates.
Classical Studies	<p>Modification of the question paper: We propose to inform centres of the two universal ideas, themes or values that will not be directly assessed in Section 2 Classical Literature.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the universal ideas, themes or values that will not feature in Section 2 Classical Literature for 2021 and will be free to decide timing and depth of delivery and any internal assessment of these universal ideas, themes or values.</p>	<p>No modifications to the structure of the question paper are being proposed. We propose retaining the content sampled in Section 1 Life in classical Greece and Section 3 Life in the Roman world. Informing centres which three themes might be examined in Section 2 Classical Literature could free up time for teaching, learning and assessment.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Computing Science	No modifications proposed.	No modifications that would have a positive impact on learning and teaching time are possible without having a detrimental impact on the validity of the qualification. Gains could be made by modifying the assignment; however, this component is fundamental to meeting the aims of the course as Computing Science is a practical subject. Any such changes would also disadvantage candidates, as many do better in the assignment, relative to the question paper as this is a more natural (and valid) means of

		<p>assessing the skills, knowledge and understanding of the subject.</p> <p>This rationale was supported by senior appointees.</p>
Dance	<p>Guidance for centres: Guidance will be provided to centres on the use of suitable choreographic devices and spatial elements if social distancing is in place.</p>	<p>Following consultation with the NQST and bearing in mind the need for social distancing additional guidance will be provided for centres on suitable choreographic devices and spatial elements. The practical activity component consists of Section 1 Choreography and Section 2 Choreography Review. Candidates are still required to create, present and review a duet for two dancers excluding themselves.</p>
Design and Manufacture	<p>Modification of the assignment to: Adjust the conditions of assessment to allow candidates, with teacher or lecturer permission, to take their work home, if and when needed, if social distancing measures impact their class and school time.</p>	<p>This is a practical, straightforward proposal that would not affect the volume or type of evidence but would free up class time usually spent on assessment, for learning and teaching activities.</p>
Drama	<p>Guidance for centres on the performance: Centres should consider the text(s) chosen, to minimise the physical interactions between candidates. All production roles should be achievable with correct risk assessment and cleaning regimes except for Make-up and Hair. Make-up and Hair should only be offered by centres if government health advice at the time allows. Alternatively, we would recommend that centres do not present this option.</p> <p>We recommend that no more than five candidates should be in each interactive piece. Centres should follow government health advice with regards to an appropriate audience. Alternatively, it would be acceptable that the audience consist only of the visiting assessor and the centre assessor.</p>	<p>The performance component currently requires groups of two to ten candidates consisting of all acting candidates or a combination of acting and production candidates. Production roles include lighting designer, costume designer, make-up and hair designer, sound designer, set designer, or props designer. Candidates undertaking an acting or production role are marked for their impact on an audience.</p>

Economics	<p>Modifications across the course assessment:</p> <p>Centres will be informed of subtopic areas of content that will not be directly assessed in 2021.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the subtopic areas/themes that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery, and any internal assessment of these sub-topics/themes.</p>	<p>Feedback from key appointees, identified that a minor narrowing of assessable content could assist teachers in freeing up learning and teaching time while still maintaining the standard of the qualification.</p> <p>We propose to retain the coursework component as along with other subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Engineering Science	No modifications proposed.	<p>Having reviewed the course assessment, there is no modification that can practicably be made. Question paper content is integrated throughout meaning that content cannot be restricted. Assignment content is integrated throughout so cannot be restricted; fixed duration exists to support deliverers; application of skills is integral to this course. Any alteration to the assignment would negatively impact course content and would not positively impact learning and teaching time.</p> <p>Additionally, making a modification to either component could adversely affect candidates who perform better in a given component.</p> <p>This rationale was supported by senior appointees.</p>

English	<p>Modification across the course assessment:</p> <ul style="list-style-type: none"> ◆ removal of Performance–spoken language as a mandatory component for session 2020–21 ◆ reduce the Portfolio–writing to one piece (either broadly creative or broadly discursive). Retain the 30% weighting 	<p>Rationale for removal of requirement for assessment of the Performance–spoken language component:</p> <p>Teaching and learning of spoken language is embedded in current approaches and good quality teaching and learning will continue here even though the need for formal assessment will be removed for session 2020-21. It is acknowledged that, depending on the approach adopted by a centre, the assessment of this component can be time consuming.</p> <p>Rationale for reduction of the Portfolio–writing to one piece:</p> <p>Feedback suggests that portfolio preparation can be time intensive. As such, the removal of one piece would free up a considerable amount of time for teaching and learning. While some portfolio writing can be done at home, there is still a considerable time demand for teacher input at the planning stages, and for feedback. The need to submit one piece rather than two would reduce the assessment burden for candidates.</p>
English for Speakers of Other Languages	<p>Provision of guidance to centres on:</p> <p>The volume, type and approach to gathering of evidence to support teachers and lecturers in either a face-to-face or remote situation.</p> <p>No modifications proposed.</p>	<p>Increased learning and teaching opportunities, where possible.</p> <p>It is not possible to modify the current course assessment in order to protect the UK NARIC</p>

		<p>approval status and appropriate benchmarked criteria of the Common European Framework of Reference for Languages (CEFR) which correspond with the SQA ESOL National Qualifications. This ensures continuing recognition and progression opportunities for candidates.</p> <p>This rationale was supported by senior appointees.</p>
Environmental Science	<p>Modification of the question paper to: Reduce the exam to 2 hours and 10 minutes in duration by removing the essays and reducing Section 1 to 65 marks.</p> <p>Question paper: Duration: 2 hours and 10 minutes, 85 marks scaled to 80. Section 1: restricted and extended-response questions, 65 marks. Section 2: case study, 20 marks.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration was considered to be the only one that would not potentially compromise the national standard. Reduction of question paper length will reduce the assessment burden on candidates.</p>
Fashion and Textile Technology	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ reduce the number of investigations from three to two ◆ remove the plan of work 	<p>To reduce the burden for teachers and lecturers in the delivery of the course and allow candidates more time to prepare assessment evidence.</p>
Gàidhlig	<p>No modifications proposed.</p>	<p>Detailed consideration was given to a range of possible modifications but given the nature of the course assessment, it is not possible to propose any modifications that would not result in the removal of the assessment of an entire skill. This would adversely impact the validity of the qualification.</p> <p>This rationale was supported by senior appointees.</p>

<p>Geography/ Cruinn-eòlas</p>	<p>Modification of question paper: In the Physical Environments section, we propose to reduce the number of landscape types that the candidates need to study from two to one. Inform centres which landscape types will be assessed in the question paper.</p> <p>In the Global Issues section, we propose to reduce the number of optional questions that candidates need to answer from two to one.</p> <p>Assignment: produce guidance to support centres for whom an organised fieldtrip will not be possible. The guidance would include the use of secondary data and different approaches to gathering primary data.</p>	<p>The proposal is to narrow the assessable content in the question paper, which could free up time by providing opportunities for focused teaching learning and assessment. The reduction in knowledge and understanding would be relatively small and there would be no reduction in skills, since the same skills are assessed in other questions in the paper.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
<p>Graphic Communication</p>	<p>No modifications proposed.</p>	<p>National 5 Graphic Communication is a practical course in which candidates gain skills in reading, interpreting and creating graphics. They also learn how to apply knowledge and understanding of drawing standards, protocols and conventions.</p> <p>Question Paper No changes, optionality is not suitable. In 2018 the weighting of the course assessment was increased in favour of the question paper to ensure that the course could still attract the same number of SCQF credits, and that all content (that was previously assessed as part of the units) could still be sampled and assessed. The question paper integrates knowledge and understanding from across the course.</p>

		<p>Assignment</p> <p>Removing the coursework element from National 5 Graphic Communication would compromise the validity of the qualification. Although the percentage of practical course assessment was reduced in 2018, the key skills of the course are practical (developing creative graphics) we cannot reduce it any further. If we do course assessment of practical skills will not meet the course aims.</p> <p>Amending the conditions of assessment was considered. However, this is not a viable option for this subject. The CAD and desk top publishing elements of the assignment cannot be carried out at home as candidates need to use school software for them (a few candidates may be able to access the software at home but the vast majority would not so any changes here would be inequitable.) The third element, sketching, is the element that candidates find most difficult so moving it out of a school environment could disadvantage them.</p> <p>This rationale was supported by senior appointees.</p>
Health and Food Technology	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ design the briefs with a target group which, should social distancing remain, enable candidates the opportunity to undertake sensory testing 	<p>To reduce the burden for teachers and lecturers in the delivery of the course and allow candidates more time to prepare assessment evidence.</p>

	<ul style="list-style-type: none"> ◆ reduce the number of investigations candidates must undertake in the assignment from three to two, and subsequently the number of linked justifications from eight to six ◆ remove the section on making final conclusions 	
History/ Eachdraidh	<p>The proposal is that for questions based on the fourth issue in Section 2 British and Section 3 European and world, there will be an optional question based on an earlier issue to recognise that some centres may be unable to complete the whole course if teaching is disrupted. Centres will also be informed of the order of the three models that make up the question paper.</p> <p>Centres will be provided with guidance to support them in the creation of assessments and prelims to reflect the specimen question paper for National 5.</p>	<p>To support centres, we propose to introduce an optional question in two of the three sections of the question paper (Section 2 British and Section 3 European and world). This will allow centres to teach three from four issues in two sections in the event of disruption.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Latin	No modifications proposed.	<p>Modification would adversely impact the validity of this qualification. The assessment of Translating at all levels using a single question paper must be retained. For Literary Appreciation at National 5 and Higher level, the requirement to study two different types of set text must be retained.</p> <p>This rationale was supported by senior appointees.</p>
Mathematics/ Matamataig	<p>Modification of the question papers: Return to pre-2018. Question paper 1: 1 hour, 40 marks. Question paper 2: 1 hour and 30 minutes, 50 marks.</p>	While there is no impact on the volume of learning and teaching required, it will reduce the overall assessment burden on candidates.

		This is the only available option without altering the national standard through the removal of content or the introduction of optionality.
Media	<p>Modification of the question paper: The key aspect 'Institutions' will not be sampled in the 2021 question paper.</p> <p>Modification of the assignment:</p> <ul style="list-style-type: none"> ◆ assignment (Section 1: Planning) - Reduce to four questions in total, by making the focus of question 2 on either internal or external institutions and by removing question 3. <p>Reduction of 5 marks for Section 1.</p> <ul style="list-style-type: none"> ◆ assignment (Section 2: Development): candidates currently select and identify five examples (worth 7 marks each) from their finished content that they think demonstrates an ability (or attempt) to create impact or convey connotations. Candidates must describe and evaluate each example. The proposal is to reduce this requirement to four examples. <p>Reduction of 7 marks for Section 2.</p>	The proposals are to make some minor adjustments to the assignment. As well as providing sampling information on the question paper in order to allow centres to focus their available learning and teaching time on a narrower range of content, and to slightly reduce the volume of coursework evidence being produced by candidates.
Modern Languages	<p>Modifications to the course assessment: The removal of the coursework component 4: Assignment–writing from the course assessment for session 2020–21 only. This will reduce the overall number of raw course assessment marks by 20.</p>	The removal of the assignment–writing will mean increased learning and teaching time for other areas of the course. There will be more opportunities for learners to develop the skills of reading and listening in general class activities or specifically when practising for the techniques and time management of assessment. The removal of the assignment–writing will also provide teachers and lecturers with increased

		<p>time to focus on the skill of talking and will provide greater preparation time for the performance–talking.</p> <p>Less class time will be required to work specifically on the assignment–writing. Teachers and lecturers will spend less time explaining the process and conditions of assessment of the assignment–writing and how an improvement code or equivalent feedback process is applied. Teachers and lecturers will gain time by not having to annotate learners’ first drafts of the assignment–writing and less class time will be required for the final drafting of the assignment–writing. Teachers and lecturers will not be required to organise and package these for submission to SQA.</p>
<p>Modern Studies/ Nuadh-eòlas</p>	<p>Modification of question paper component: Providing optionality for 6-mark questions.</p> <p>For each 6-mark question there will now be a choice of two questions from which candidates choose one to answer.</p>	<p>Providing optionality for every 6-mark knowledge and understanding question may help candidates who have not been taught every topic in sufficient detail, and who could lack the depth required to answer questions related to these areas sufficiently. The question paper already provides optionality within the 8-mark question whereby candidates answer one question from a choice of two and so this is an extension of that practice.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>

Music	<p>Modification of the performance components: The minimum performance time across both instruments or one instrument and voice would be reduced from 8 minutes to 6 minutes. The performance time on one instrument or voice would be reduced to a minimum of 1 minute and 30 seconds. Candidates must perform a minimum of two pieces of music on each of the two selected instruments, or instrument and voice. The requirements for drum kit players will also require to be considered as it may not be possible to perform four styles of music in this reduced timeframe.</p> <p>Guidance for centres for the assignment: To be provided to centres that may help to maximise learning and teaching time and perhaps avoid compositions that are time consuming to produce. At all levels of Music for the assignment, it is acceptable to compose a piece of music that is 1 minute in duration and access the full range of marks.</p>	<p>It is proposed that the volume of assessment for the performance components is reduced to allow centres to focus their available learning and teaching time with candidates on shorter programmes of music. Some candidates will have had no access to instruments during school closures and therefore may not have had the opportunity to practice since March.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for brass and woodwind players and vocalists. The guidance on this will be monitored over time.</p>
Music Technology	<p>Modification of the assignment to: Remove the requirement for audio capture (20 marks in total) and SQA to provide candidates with media files to manipulate, process and mix in their assignment tasks for session 2020–21.</p>	<p>To support greater opportunities for learning and teaching in session 2020–21.</p> <p>Sharing equipment such as microphones, instruments and cables could be challenging to allow candidates to capture their own audio.</p>
Philosophy	<p>Modification of the question paper: Optional questions will be introduced to allow candidates to answer on either Descartes or Hume.</p>	<p>Candidates are currently assessed on both Descartes and Hume. For 2021, we would provide questions on both Philosophers in the question paper to allow candidates choice on whom to answer. This will allow teachers to focus on one Philosopher if there is any impact on teaching and learning time and is consistent with proposals for Higher to facilitate bi-level teaching.</p>

		<p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Physical Education	<p>Guidance for centres on Performance: <i>Assessment item: Extent to which rules and regulations are followed and etiquette is displayed (including working with others).</i></p> <p>Working with others can be assessed by observing the level of cooperation demonstrated through interactions with an opponent or partner while observing physical distancing. Appropriate etiquette will be observable through adherence to rules or demonstration of suitable behaviour pre, during or post performance.</p> <p>Guidance for centres on the Portfolio: <i>(2a) Explain the challenges you may face when gathering reliable data on your two selected factors and (2e) From the data you have gathered, describe your strengths and development needs in relation to your performance for both factors.</i></p> <p>Collecting information on ‘whole performances’ in team/group activities may require candidates to reflect on a previous performance and make use of coach/teacher feedback to identify and corroborate agreed strengths and areas for development. The involvement of the teacher/coach would provide increased validity and reliability of the information collected.</p> <p><i>(3e) Evaluate your performance in the two selected factors.</i></p>	<p>Due to social distancing, the extent to which rules and regulations are followed and etiquette is displayed (including working with others) may be affected.</p> <p>Social distancing may affect candidates' ability to participate in team or group activities throughout the session and collate whole performance data related to personal strengths and development needs.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for Physical Education. The guidance on this will be monitored over time.</p>

	<p>Personal reflections about the effectiveness of the Personal Development Plan (PDP) would enable candidates to make evaluative statements about the potential impact of improvements on whole performance and the targets set.</p> <p>Alternatively, centres can advise candidates to complete PDP processes using activities where whole performance information will be available before and after completion of the PDP.</p>	
Physics	<p>Modification of the question paper to: Return the question paper duration and structure to pre-2018 format of 2 hours.</p> <p>Modification to marks and scaling across the course assessment: Section 1: objective test will be 20 marks unscaled. Section 2: restricted and extended-response questions to be 90 marks scaled to 60 marks. Assignment: 20 marks unscaled.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration to pre-2018 length was considered to be the only one that would not potentially compromise the national standard. This option also reflects feedback from appointees and science teachers that the duration of the current exam is excessive. Reducing the exam duration would not directly impact the subject in terms of teaching time; however, it will remove some pressure in terms of assessment preparation for teachers, lecturers and candidates. Reduction of question paper length will reduce the assessment burden on candidates.</p>
Practical Cake Craft	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ remove the need for the identification of resources (recipe/equipment lists) ◆ remove one evaluation comment from each of the final sections 	<p>To reduce the burden for teachers and lecturers in the delivery of the course and allow candidates more time to prepare assessment evidence.</p>
Practical Cookery	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ remove the need for candidates to complete an equipment list and to provide detailed service requirements 	<p>To reduce the burden for teachers and lecturers in the delivery of the course and allow candidates more time to prepare assessment evidence.</p>
Practical Electronics	<p>No modifications proposed.</p>	<p>No modifications are possible while maintaining the validity of the course assessment. The</p>

		<p>practical activity represents 70% of the course assessment and is fundamental to meeting the aims of the course. As such it would not be possible to remove any of the stages of this activity. Evidence requirements are in line with what can reasonably expected. The practical nature of the activity means that conditions of assessment as equipment and a workshop environment are necessary.</p> <p>The question paper was introduced in 2018 to ensure that theoretical content that underpins the practical side of the course was also assessed. For example, circuit calculations.</p> <p>This rationale was supported by senior appointees.</p>
Practical Metalworking	No modifications proposed.	<p>Practical Metalworking is a largely workshop-based practical course, combining elements of theory and practical metalworking techniques. Candidates do the qualification to develop practical psychomotor skills to go onto an apprenticeship or Higher National Qualifications, or as a practical option in their timetable. There is also anecdotal evidence from a 2019 practitioner survey that candidates take the subject to study engineering at university or are required to demonstrate fine motor skills for entrance to dentistry or medicine.</p> <p>Question paper</p>

		<p>The question paper was added to the course in 2018 - course assessment was redesigned to ensure that the course could still attract the same number of SCQF credits, and that all content (that was previously assessed as part of the units) could still be sampled and assessed. The question paper integrates knowledge and understanding from across the course. No modifications are able to be made to the question paper.</p> <p>Practical activity This is a practical course and the practical activity is the key focus of the course. The practical activity allows candidates to demonstrate the application of skills developed during the course to produce a finished product, to a given standard and specification. It integrates practical skills from across the course. The practical activity was reviewed in 2018 - the course assessment weighting of the practical activity was reduced to accommodate the question paper. We cannot make any further changes to the practical activity as it would not meet the course aims.</p> <p>This rationale was supported by senior appointees.</p>
Practical Woodworking	No modifications proposed.	Having reviewed the course assessment, there is no modification that can practicably be made.

		<p>Question paper content is integrated throughout and cannot be restricted</p> <p>Practical activity content is integrated throughout and cannot be restricted; long duration exists because it is a long piece of work; application of practical skills is the ethos of this course. Any alteration to the practical activity would negatively impact course content and would not positively impact learning and teaching time.</p> <p>In addition, any change would make internal assessment more challenging (which will have a negative time impact for deliverers). Additionally, making a modification to either component could adversely affect candidates who perform better in a given component.</p> <p>This rationale was supported by senior appointees.</p>
Psychology	No modifications proposed.	<p>Careful consideration has been given to the possible options available. Given the nature of the National 5 Psychology course assessment, it is not possible to propose any modifications that would not compromise the validity of the course assessment.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the</p>

		<p>assignment would also be valuable evidence in the event of further disruption.</p> <p>This rationale was supported by a senior appointee.</p>
Religious, Moral and Philosophical Studies	<p>Modification of question paper: Centres will be informed of small subtopic areas of content that will not be directly assessed in 2021.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the subtopic areas and themes that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery, and any internal assessment of these sub-topics and themes.</p>	<p>The proposal to inform of content that will not be directly assessed in 2021 will free up time for focused teaching, learning and assessment whilst still ensuring that the standard of the qualification is maintained.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Sociology	No modifications proposed.	<p>Careful consideration has been given to the possible options available. Given the nature and complexities of the National 5 Sociology course assessment, it is not possible to propose any modifications that would not compromise the validity of the course assessment.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>

		This rationale was supported by senior appointees.
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Proposals for Higher subjects

The following changes are proposed for candidates undertaking their Higher qualification(s) in session 2020/21 only.

Higher subject	Proposed modification of National Course assessment for 2021	Rationale
Accounting	<p>Modification across the course assessment: Removal of the coursework component (assignment), and no direct sampling of associated content in the question paper.</p> <p>Centres will be advised that they should continue to deliver the course as normal. As always, teachers and lecturers will be made aware of the topics that would have been in the assignment. They will be free to decide timing and depth of delivery, and any internal assessment of these topics.</p>	<p>The sampling in the question paper will retain the integrity and key skills of the subject.</p> <p>Less class time will be required for planning, organising and revising for the assignment. Thus, reducing pressure and allowing for increased learning and teaching time for the course.</p>
Administration and IT	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ remove the practical database tasks. Assignment reduces by 10 marks to 60 marks, comprising 24 marks for the spreadsheet tasks, 24 marks for the word-processing/DTP tasks and 12 marks for the communications tasks ◆ reduce the assignment duration to acknowledge removal of the practical database tasks. Change from 2 hours to 1 hour and 45 minutes ◆ delay to the coursework assessment period 	<p>Given the practical nature of the course, consideration was given to any potential barriers to delivery. Database packages are not always provided as part of the Office suite of software; therefore, out of all the packages, this is the one that has the most barriers to flexible delivery.</p> <p>Removal of the practical elements of database in the assignment, but the retention of the theory assessment of features and functions of databases provides increased scope for learning and teaching time.</p> <p>The full course content would continue to be delivered; however, the practical tasks for databases would not need to be revised in preparation for the assignment.</p>

Art and Design	<p>Provide guidance for centres on the expressive and design portfolios to outline: Less time-consuming approaches that candidates can take to these portfolios. For example, guidance on how candidates can access the full range of marks available by submitting less work and/or choosing a less complex theme/design brief.</p>	<p>The portfolio assessments are not annually set tasks. Therefore, candidates and centres tend to work on them throughout the year and then submit a larger body of work than would be necessary for markers to make a judgement. This is extremely time consuming for candidates and centres. The aim of providing guidance is to further clarify the assessment requirements and reassure centres that taking a more concise approach to the portfolios will still give candidates the opportunity to access all available marks.</p>
Biology	<p>Modification of the question paper to: Return to pre-2019 structure of a single question paper with two sections and a duration of 2 hours and 30 minutes. Return to pre-2019 mark allocations for each section.</p> <p>Question paper: 100 marks (Section 1: 20 multiple-choice; Section 2: 80 marks). No scaling. Assignment: 20 marks. Scaled to 30 marks.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration to pre-2019 length is the only one that would not potentially compromise the national standard. Reducing the exam duration would not directly impact the subject in terms of teaching time; however, it will remove some pressure in terms of assessment preparation for teachers, lecturers and candidates. This would also reduce the assessment burden on candidates. Previous consultation feedback regarding the increase in duration of the exam for 2019 indicated that the decision to increase the duration was unnecessary as the pre-2019 exam was a valid assessment.</p>
Business Management	<p>Modifications across the course assessment: Centres will be informed of subtopic areas of content that will not be directly assessed in 2021.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the subtopic</p>	<p>Feedback from key appointees identified that a minor narrowing of assessable content would assist teachers in freeing up learning and teaching time whilst still ensuring the standard of the qualification can be maintained.</p>

	<p>areas/themes that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery, and any internal assessment of these sub-topics and themes.</p>	<p>We propose to retain the coursework component as along with other subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Care	<p>Modification to the project: Currently candidates have a choice of three briefs to base their project on. We are proposing to specify one brief that all candidates must use. Centres will be informed of the one brief which all candidates must use for their projects in 2021.</p>	<p>Specifying one brief for the project will allow focused learning and teaching.</p> <p>No further modifications that would have a positive impact on learning and teaching time are possible without having a detrimental impact on the validity of the qualification.</p>
Chemistry	<p>Modification of the question paper to: Return to pre-2019 structure of a single question paper, with two sections and a duration of 2 hours and 30 minutes.</p> <p>Modification to marks and scaling across the course assessment: Section 1: objective test to be 20 marks scaled to 16 marks. Section 2: extended-response questions to be 80 marks scaled to 64 marks. Assignment: 20 marks unscaled.</p>	<p>Reduction of question paper length will remove some pressure in terms of prelim preparation for teachers, lecturers and candidates. This would also reduce the assessment burden on candidates. Previous consultation feedback regarding the increase in duration of the exam for 2019 indicated that the decision to increase the duration was unnecessary as the pre-2019 exam was a valid assessment.</p>
Childcare and Development	<p>Modification to project: Currently candidates have a choice of three briefs on which to base their project. We are proposing to specify one brief that all candidates must use. Centres will be informed of the one brief that candidates must use for their projects in 2021.</p>	<p>Specifying one brief for the project will allow focused learning and teaching.</p> <p>No further modifications that would have a positive impact on learning and teaching time are possible without having a detrimental impact on the validity of the qualification.</p>

Classical Studies	<p>Modification of the question paper:</p> <p>We propose to inform centres of one universal ideas, themes or values that will not be directly assessed in the Classical Literature question paper. We also propose to inform centres of one theme not sampled in each of the four parts of the Classical society question paper:</p> <p>Section 1 Life in classical Greece: Part A — Power and freedom, and Part B — Religion and belief Section 2 Life in the Roman world: Part A — Power and freedom, and Part B — Religion and belief.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the themes and knowledge areas that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery, and any internal assessment of these themes and areas.</p>	<p>No modifications to the structure of the question papers are being proposed. Informing centres which four universal ideas, themes or values might be examined in the Classical Literature question paper could free up time for focused teaching, learning and assessment.</p> <p>Highlighting a theme that will not be sampled in each of the four parts of the Classical society question paper could also free up teaching and learning time, if required. This is because practitioners will be clearer about what is likely to be assessed in both question papers for 2021 giving them flexibility to decide timing and depth of delivery and any internal assessment of these themes.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Computing Science	No modifications proposed.	No modifications that would have a positive impact on learning and teaching time are possible without having a detrimental impact on the validity of the qualification. Gains could be made by modifying the assignment; however, this component is fundamental to meeting the aims of the course as Computing Science is a practical subject. Any such changes would also disadvantage candidates, as many do better in

		<p>the assignment, relative to the question paper as this is a more natural (and valid) means of assessing the skills, knowledge and understanding of the subject.</p> <p>This rationale was supported by senior appointees.</p>
Dance	<p>Guidance and modification for centres for the practical activity: Candidates can continue to create a group choreography with a recommendation of no more than four dancers or alternatively, candidates can create a solo dance excluding themselves. If candidates choose a solo choreography, they will need to use a motif and develop this through the use of three complex devices to convey the choreographic intentions.</p> <p>Whichever option is chosen will impact on the choreographic devices and/or spatial elements candidates choose. Guidance can be provided to centres on the use of suitable choreographic devices and spatial elements.</p>	<p>Following consultation with the NQST and bearing in mind the need for social distancing additional guidance can be provided for centres on suitable choreographic devices and spatial elements. The practical activity component will still consist of Section 1 Choreography and Section 2 Choreography Review.</p>
Design and Manufacture	<p>Modification of the assignment to: Adjust the conditions of assessment to allow candidates, with teacher or lecturer permission, to take their work home, if and when needed, if social distancing measures impact their class and school time.</p>	<p>This is a practical proposal that is easy for centres to implement. It would not affect the volume or type of evidence but would free up class time usually spent on assessment, for learning and teaching activities.</p>
Drama	<p>Guidance for centres on performance: Centres should consider the text(s) chosen, to minimise the physical interactions between candidates. All production roles should be achievable with correct risk assessment and cleaning regimes except for Make-up and Hair. Make-up and Hair should only be offered by centres if government health advice at the time allows. Alternatively, we would recommend that centres do not present this option.</p>	<p>The performance component currently requires candidates to choose Acting, Directing or Design. Acting candidates perform two interactive roles from two different plays to an audience.</p> <p>Candidates undertaking acting are marked for their impact on an audience. Directing candidates,</p>

	<p>We recommend that no more than four candidates should be in each interactive piece. We recommend that Directors should direct no more than four candidates. Centres should follow government health advice with regards to an appropriate audience. Alternatively, it would be acceptable that the audience could consist only of the visiting assessor.</p>	<p>direct rehearsals with actors in one play. Design candidates demonstrate their overall set design concept for their chosen play and apply skills for one additional production role (from one of the following: lighting, sound, props, costume, make-up and hair).</p>
Economics	<p>Modifications across the course assessment: Centres will be informed of subtopic areas of content that will not be directly assessed in 2021.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the subtopic areas/themes that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery and any internal assessment of these sub-topics and themes.</p>	<p>Feedback from engagement with relevant key appointees, identified that a minor narrowing of assessable content would assist teachers in freeing up learning and teaching time while still maintaining the standard of the qualification.</p> <p>We propose to retain the coursework component as along with other subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Engineering Science	<p>No modifications proposed.</p>	<p>Having reviewed the course assessment, there is no modification that can practicably be made. Question paper content is integrated throughout and cannot be restricted.</p> <p>Assignment content is integrated throughout and cannot be restricted; fixed duration exists to support deliverers; application of skills is integral to this course. Any alteration to the assignment would negatively impact course content, would not positively impact learning and teaching time.</p>

		<p>Additionally, making a modification to either component could adversely affect candidates who perform better in a given component.</p> <p>This rationale was supported by senior appointees.</p>
English	<p>Modification across the course assessment:</p> <ul style="list-style-type: none"> ◆ removal of Performance–spoken language as a mandatory component for session 2020–21 ◆ reduce the Portfolio–writing to one piece (either broadly creative or broadly discursive). Retain the 30% weighting 	<p>Rationale for removal of requirement for assessment of Performance–spoken language component:</p> <p>Teaching and learning of spoken language are embedded in current approaches and good quality teaching and learning will continue here even though the need for formal assessment will be removed for session 2020-21. It is acknowledged that, depending on the approach adopted by a centre, the assessment of this component can be time consuming.</p> <p>Rationale for reduction of the Portfolio–writing to one piece:</p> <p>Feedback suggests that portfolio preparation can be time intensive. As such, the removal of one piece would free up a considerable amount of time for teaching and learning. While some portfolio–writing can be done at home, there is still a considerable time demand for teacher or lecturer input at the planning stages, and for feedback. The need to submit one piece rather than two would reduce the assessment burden for candidates.</p>
English for Speakers of Other Languages	Provision of guidance to centres on:	Increased learning and teaching opportunities, where possible.

	<p>The volume, type and approach to gathering of evidence to support teachers and lecturers in either a face-to-face or remote situation.</p> <p>No modifications proposed.</p>	<p>It is not possible to modify the current course assessment in order to protect the UK NARIC approval status and appropriate benchmarked criteria of the Common European Framework of Reference for Languages (CEFR) that correspond with the SQA ESOL National Qualifications. This ensures continuing recognition and progression opportunities for candidates.</p> <p>This rationale was supported by senior appointees.</p>
Environmental Science	<p>Modification of the question paper:</p> <p>There are two possible models, both of which involve a reduction in duration of the current question paper 2 and retain the assignment.</p> <p>The first model retains question paper 1 as a separate paper of 45 minutes duration and reduces question paper 2 to 2 hours in duration.</p> <p>The second model incorporates the current question paper 1 into a single paper, of duration 2 hours and 45 minutes, with three sections.</p> <p>Model 1 is the preferred model as it avoids having a single Higher question paper exceeding 2 hours and 30 minutes in duration.</p> <p>Question paper 1: case study, 20 marks unscaled, duration 45 minutes. Question paper 2: duration 2 hours.</p> <p>Section 1 – restricted and extended-response questions, 70 marks unscaled. Section 2 – essay question, 10 marks unscaled.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration was considered to be the only one that would not potentially compromise the national standard. This option also reflects the outcome of consultation carried out in 2019 regarding the increase in length of the exams, where feedback indicated that science teachers felt that the decision to increase the duration had been unnecessary. However, in Environmental Science the extension of the exam involved the introduction of a separate case study paper, which has been successful and should be retained.</p>

	Assignment: 20 marks scaled to 25 marks.	
Fashion and Textile Technology	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> • Reduce investigations from three to two. • Reduce the number of points of justification from 14 to 10. • Keep the planned sequence of work to maintain progression from National 5 but remove the need to record comments. • Remove 2b Evaluate the effectiveness of the plan, as this is linked to the comments made on the plan. • Remove 3c Amending the fashion/textile item. 	To reduce the burden for teachers and lecturers in the delivery of the course and allow candidates more time to prepare assessment evidence.
Gàidhlig	No modifications proposed.	<p>Detailed consideration was given to a range of possible modifications but given the nature of the course assessment, it is not possible to propose any modifications that would not result in the removal of the assessment of an entire skill. This would adversely impact the validity of the qualification.</p> <p>This rationale was supported by senior appointees.</p>
Geography/ Cruinn-eòlas	<p>Modification of the course assessment:</p> <p>Question paper 1: in the Physical Environments section, remove one of the landscape types that candidates need to study. Centres will be informed which landscape types will be assessed in the question paper.</p> <p>Question paper 2: in the Global Issues section, reduce the number of optional questions that candidates need to answer from two to one.</p> <p>Assignment: produce guidance to support centres for whom an organised fieldtrip will not be possible. The guidance would include the</p>	<p>The proposal is to narrow the assessable content in the question paper, which could free up time by providing opportunities for focused teaching learning and assessment. The reduction in knowledge and understanding would be relatively small and there would be no reduction in skills, since the same skills are assessed in other questions in the paper.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-</p>

	use of secondary data and different approaches to gathering primary data.	learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.
Graphic Communication	No modifications proposed.	<p>Higher Graphic Communication is a practical course in which candidates gain skills in reading, interpreting and creating graphics. They also learn how to apply knowledge and understanding of drawing standards, protocols and conventions.</p> <p>Question paper No changes, optionality is not suitable. The weighting of the course assessment was increased in 2019 in favour of the question paper to ensure that the course could still attract the same number of SCQF credits, and that all content (that was previously assessed as part of the units) could still be sampled and assessed. The question paper integrates knowledge and understanding from across the course.</p> <p>Assignment Removing the coursework element from Higher Graphic Communication would compromise the validity of the qualification. Although the percentage of practical course assessment was reduced in 2019, key skills of the course are practical (developing creative graphics) we are not able to reduce it any further. If we do course assessment of practical skills will not meet the course aims.</p>

		This rationale was supported by senior appointees.
Health and Food Technology	<p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ design the briefs with a focus group which, should social distancing remain, enable candidates the opportunity to undertake sensory testing ◆ reduce the number of investigations candidates must undertake in the assignment from 3 to 2, and subsequently the number of linked justifications from 10 to 8 	To reduce the burden for teachers and lecturers in the delivery of the course and allow candidates more time to prepare assessment evidence.
History/ Eachdraidh	<p>Modification of the question paper:</p> <p>We propose sampling four of six key issues instead of three of six key issues in the British, European and world question paper. Candidates will choose one essay from a choice of four. Centres will be provided with guidance to support them in the creation of assessments and prelims to reflect the Higher specimen question paper.</p>	<p>Modification to the approach to optionality in the British, European and world (essay) question paper could free up time for focused teaching, learning and assessment. No modifications are being proposed to the Scottish history question paper which samples all four issues.</p> <p>We propose retaining the coursework. The assignment is an opportunity for candidates to engage with historical sources, demonstrate the higher order skills of analysis and evaluation and for many, is an opportunity to demonstrate their best work. In this respect, the Higher assignment is important preparation for the Advanced Higher Dissertation and Higher Education.</p> <p>The assignment would lend itself to a blended learning approach and the research for the assignment would also be valuable evidence on which to base estimates, in the event of further disruption.</p>

Human Biology	<p>Modification of the question paper to: Return to pre-2019 structure of a single question paper with two sections and a duration of 2 hours and 30 minutes. Return to pre-2019 mark allocations for each section.</p> <p>Question paper: 100 marks (Section 1: 20 multiple-choice; Section 2: 80 marks). No scaling. Assignment: 20 marks. Scaled to 30 marks.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration to pre-2019 length is the only one that would not potentially compromise the national standard. Reducing the exam duration would not directly impact the subject in terms of teaching time, however it will remove some pressure in terms of assessment preparation for teachers, lecturers and candidates. This would also reduce the assessment burden on candidates. Previous consultation feedback regarding the increase in duration of the exam for 2019 indicated that the decision to increase the duration was unnecessary as the pre-2019 exam was a valid assessment.</p>
Latin	No modifications proposed.	<p>Modification would adversely impact the validity of this qualification. The assessment of Translating at all levels using a single question paper must be retained. For Literary Appreciation at National 5 and Higher level, the requirement to study two different types of set text must be retained.</p> <p>This rationale was supported by senior appointees.</p>
Mathematics/ Matamataig	<p>Modification of the question papers: Return to pre-2019. Question paper 1: 1 hour and 10 minutes, 60 marks. Question paper 2: 1 hour and 30 minutes, 70 marks.</p>	<p>While there is no impact on the volume of learning and teaching required, it will reduce the overall assessment burden on candidates.</p> <p>This is the only available option without altering the national standard through the removal of content or the introduction of optionality.</p>

Media	<p>Modification of the question paper to: Offer optionality between question 1 or question 2 in Section 1 of question paper 1. The proposal is that candidates will only answer one of the two available questions.</p> <p>Reduction of 20 marks in question paper 1 (from total of 50). The duration of the question paper (2 hours and 30 minutes) would also be reduced accordingly.</p> <p>Modification of the assignment to:</p> <ul style="list-style-type: none"> ◆ assignment (Section 1: Planning) allow candidates to produce just one section on content research, instead of two (assessment tasks b and c). <p>Reduction of 5 marks.</p> <ul style="list-style-type: none"> ◆ assignment (Section 1: Planning) allow candidates to research either production role(s) (assessment task d) or institutional context (assessment task f). <p>Reduction of 5 marks.</p>	<p>Our proposals are to make some minor adjustments to both a question paper component and assignment in order to allow centres to focus their available learning and teaching time on a narrower range of content, and to slightly reduce the volume of coursework evidence being produced by candidates. This proposal conserves the balance between question paper and assignment and removes the need for scaling in 2021.</p>
Modern Languages	<p>Modification of the course assessment: Remove the coursework component 4: Assignment–writing from the course assessment for session 2020–21 only. This will reduce the overall number of raw course assessment marks by 20.</p>	<p>The removal of the assignment–writing will mean increased learning and teaching time for other areas of the course. There will be more opportunities for learners to develop the skills of reading and listening in general class activities or when specifically practising the techniques and time management required for assessment. The removal of the assignment–writing will also provide teachers and lecturers with increased time to focus on the skill of talking and will provide</p>

		<p>greater preparation time for the performance–talking.</p> <p>Less class time will be required to work specifically on the assignment–writing. Teachers and lecturers will spend less time explaining the process and conditions of assessment of the assignment–writing and how an improvement code or equivalent feedback process works. Teachers and lecturers will gain time by not having to annotate candidates’ first drafts of the assignment–writing and less class time will be required for the final drafting of the assignment–writing. Teachers and lecturers will not be required to organise and package these for submission to SQA.</p>
<p>Modern Studies/ Nuadh-eòlas</p>	<p>Modification of question paper component: Increasing question choice in each section in question paper 1.</p> <p>Section 1: increase in the number of extended-response questions from three to four. Section 2: increase in the number of extended-response questions from two to three. Section 3: increase in the number of extended-response questions from two to three.</p>	<p>Increasing the number of optional extended-response questions within each section of question paper 1 may help support greater opportunities for more focused learning and teaching if required. This modification provides the option for candidates to be taught a narrower range of topics in each section while still enabling them to be sufficiently prepared for this question paper.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>

Music	<p>Modification of the performance components: The minimum performance time across both instruments or one instrument and voice would be reduced from 12 minutes to 10 minutes. The performance time on one instrument or voice would be reduced to a minimum of 3 minutes. Candidates must perform a minimum of two pieces of music on each of the two selected instruments, or instrument and voice. The requirements for drum kit players will also require to be considered as it may not be possible to perform five styles of music in this reduced timeframe.</p> <p>Guidance for centres for the assignment: To be provided to centres to help maximise learning and teaching time and perhaps avoid compositions that are time consuming to produce. At all levels of Music for the assignment, it is acceptable to compose a piece of music that is 1 minute in duration and access the full range of marks.</p>	<p>It is proposed that the volume of assessment for the performance components is reduced to allow centres to focus their available learning and teaching time with candidates on shorter programmes of music. Some candidates will have had no access to instruments during school closures and therefore may not have had the opportunity to practice since March.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for brass and woodwind players and vocalists. The guidance on this will be monitored over time.</p>
Music Technology	<p>Modification of the assignment to: Remove the requirement for audio capture (10 marks in total) and SQA to provide candidates with media files to manipulate, process and mix in their assignment for session 2020–21.</p>	<p>To support greater opportunities for learning and teaching in session 2020–21.</p> <p>Sharing equipment such as microphones, instruments and cables could be challenging to allow candidates to capture their own audio.</p>
Philosophy	<p>Modification of the question paper: Optional questions will be introduced to allow candidates to answer on either Descartes or Hume.</p>	<p>Candidates are currently assessed on both Descartes and Hume. Question paper 1 is the essay paper and question paper 2 is the short answer paper. The Philosopher assessed in question paper 1 is different to that in question paper 2. For 2021, we would provide questions on both Philosophers in both question papers to allow candidates to select who to answer on. This will allow teachers and lecturers to focus on one</p>

		Philosopher if there is any impact on teaching and learning time.
Photography	<p>Modification of the project: The project component currently requires candidates to produce 12 final images, and we are proposing that we reduce this to 10 final images. We will also provide guidance to help centres with their approach to the project.</p>	The modifications would reduce the amount of time spent working on the project and would therefore leave more time for learning and teaching.
Physical Education	<p>Guidance for centres on Performance: <i>Assessment item: Extent to which rules and regulations are followed and etiquette is displayed (including working with others).</i></p> <p>Working with others can be assessed by observing the level of cooperation demonstrated through interactions with an opponent or partner while observing physical distancing. Appropriate etiquette will be observable through adherence to rules or demonstration of suitable behaviour pre, during or post performance.</p> <p>Guidance for centres on the Question Paper:</p> <p><i>Area of mandatory content: Key planning information - Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development.</i></p> <p>Personal reflections about the effectiveness of the Personal Development Plan (PDP) can be supported by test results/focused data collection. Qualitative information can be the basis for strengths and weaknesses being identified and prioritised. The use of a coach/teacher to corroborate judgements would provide further validity/reliability.</p> <p><i>Area of mandatory content: Recording, monitoring and evaluating performance development.</i> Evaluation of the performance</p>	<p>Due to social distancing, the extent to which rules and regulations are followed and etiquette is displayed (including working with others) may be affected. Social distancing may affect candidates' ability to participate in team or group activities throughout the session and collate whole performance data related to personal strengths and development needs.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for Physical Education. The guidance on this will be monitored over time.</p>

	<p>development process– making informed decisions based on evidence recorded from the monitoring process to judge the effectiveness of the performance development process.</p> <p>Personal reflections about the effectiveness of the PDP can be supported by test results/focused data collection. This would enable candidates to make evaluative statements about the potential impact of improvements on whole performance and targets set.</p>	
Physics	<p>Modification of the question paper to: Return the question paper duration and structure to pre-2019 format of a single paper of duration 2 hours and 30 minutes, with two sections.</p> <p>Modification to marks and scaling across the course assessment: Section 1: objective test will be 20 marks unscaled. Section 2: restricted and extended-response questions to be 110 marks scaled to 80 marks. Assignment: 20 marks scaled to 25 marks.</p>	<p>Careful consideration has been given to the possible options available. The option of reducing the exam duration to pre-2019 length was considered to be the only one that would not potentially compromise the national standard. This option also reflects the outcome of consultation carried out last year regarding the increase in length of the exams in 2019, where feedback indicated that science teachers felt that the decision to increase the duration had been unnecessary as the pre-2019 exams were already valid assessments.</p>
Politics	<p>No modifications proposed.</p>	<p>Careful consideration has been given to the possible options available. Given the nature of the Higher Politics course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the</p>

		<p>assignment would also be valuable evidence in the event of further disruption.</p> <p>This rationale was supported by senior appointees.</p>
Psychology	No modifications proposed.	<p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Higher Psychology course assessment, it is not possible to propose any modifications that would not compromise the validity of the course assessment.</p> <p>This rationale was supported by a senior appointee.</p>
Religious, Moral and Philosophical Studies	<p>Modification to question paper: Centres will be informed of small subtopic areas of content that will not be directly assessed in 2021.</p> <p>Centres will be advised that they should continue to deliver the course as normal. Teachers and lecturers will be aware of the subtopic areas/themes that will not feature in the question paper for 2021 and will be free to decide timing and depth of delivery, and any internal assessment of these sub-topics and themes.</p>	<p>Discussion with relevant key appointees identified that a minor narrowing of assessable content would assist teachers in freeing up teaching and learning time while still maintaining the standard of the qualification.</p> <p>We propose to retain the coursework component as along with other social subjects it is recognised that the assignment lends itself to a blended-learning approach and the research for the assignment would also be valuable evidence in the event of further disruption.</p>
Sociology	No modifications proposed.	<p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Higher Sociology course assessment, it is not possible to propose any</p>

		<p>modifications that would not compromise the validity of the course assessment.</p> <p>This rationale was supported by senior appointees.</p>
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Proposals for Advanced Higher subjects

The following changes are proposed for candidates undertaking their Advanced Higher qualification(s) in session 2020–21 only.

Advanced Higher subject	Proposed modification of National Course assessment for 2021	Rationale
Accounting	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study. Much of the work at Advanced Higher level is completed autonomously by candidates. The conditions of assessment for the project already allow for candidates to work flexibly on the project.</p> <p>This rationale was supported by senior appointees.</p>
Art and Design (Design)	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study. Following engagement with the principal assessor, we believe that no modifications can be made to either the Expressive or Design Advanced Higher Art and Design courses. The courses currently have the option of submitting between 8 and 16 A1 sheets of assessment work. We believe this gives them enough flexibility to allow time for learning and teaching.</p> <p>This rationale was supported by senior appointees.</p>
Art and Design (Expressive)	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study. Following engagement with the principal assessor, we believe that no modifications can be made to either the Expressive or Design Advanced Higher Art and Design courses. The courses currently have the option of submitting between 8</p>

		<p>and 16 A1 sheets of assessment work. We believe this gives them enough flexibility to allow time for learning and teaching.</p> <p>This rationale was supported by senior appointees.</p>
Biology	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Biology course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Business Management	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Business Management course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Chemistry	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced</p>

		<p>Higher Chemistry course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Classical Studies	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Classical Studies course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Computing Science	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Computing Science course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Design and Manufacture	<p>Modification of the assignment to: Adjust the conditions of assessment to allow candidates, with teacher or lecturer permission, to take</p>	<p>This is a practical, straightforward proposal which does not affect the volume or type of evidence but would free up class time usually spent on assessment, for learning and teaching activities.</p>

	their work home, if and when needed, if social distancing measures impact their class and school time.	
Drama	<p>Guidance for centres on the performance to: Centres should consider the text(s) chosen, to minimise the physical interactions between candidates.</p> <p>We recommend that no more than four candidates should be in each interactive piece. Recommend that Directors should direct no more than four candidates. Centres should follow government health advice with regards to an appropriate audience. Alternatively, it would be acceptable that the audience could consist of only the visiting assessor.</p>	<p>The performance component requires candidates to choose Acting, Directing or Design. Actors perform one interactive piece and one monologue and deliver their performances in front of an audience. Candidates undertaking acting are marked for their impact on an audience Directing candidates, direct rehearsals with actors from their chosen play. Designers demonstrate their overall set design concept for their chosen play by creating a scale model set and planning concepts for two additional production roles from the following: lighting, sound, multimedia, props, costume, make-up and hair.</p>
Economics	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Economics course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Engineering Science	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Engineering Science course assessment, it is not possible to propose any modifications that would maintain national standards.</p>

		This rationale was supported by senior appointees.
English	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher English course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Gàidhlig	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Gàidhlig course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Geography/ Cruinn-eòlas	We will produce guidance to help centres support candidates in carrying out the geographical study without the option of organised fieldwork. This won't disadvantage candidates who have already carried out some fieldwork in preparation for their project-foilo.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Geography course assessment, it is not possible to propose any modifications to the course assessment that would not compromise the validity of the course assessment.</p>

		This rationale was supported by senior appointees.
Graphic Communication	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Graphic Communication course assessment, it is not possible to propose any modifications that would maintain national standards.</p> <p>This rationale was supported by senior appointees.</p>
Health and Food Technology	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Health and Food Technology course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
History/ Eachdraidh	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature of the Advanced Higher History course assessment, it is not possible to propose any modifications that would not compromise the validity of the course assessment.</p>

		This rationale was supported by senior appointees.
Latin	<p>Guidance for centres will be provided on:</p> <ul style="list-style-type: none"> ◆ common questions and additional good practice guidance on the dissertation <p>No modifications proposed.</p>	<p>Modification would adversely impact the validity of this qualification. The assessment of Translating at all levels using a single question paper must be retained. For Literary Appreciation at Advanced Higher, candidates are required to study one of two genres, verse or letters and letter writing, this must be maintained to ensure breadth of knowledge and understanding.</p> <p>This rationale was supported by senior appointees.</p>
Mathematics/ Matamataig	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Mathematics course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Mathematics of Mechanics	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Mathematics of Mechanics course assessment, it is not possible to propose any modifications that would not compromise national standards.</p>

		This rationale was supported by senior appointees.
Modern Languages	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Modern Languages course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Modern Studies/ Nuadh-eòlas	<p>Modification of the question paper: Providing question optionality for each topic area.</p> <p>Within each section, each topic area will now contain a choice of two extended-response questions.</p> <p>Candidates will continue to answer two questions from separate topics.</p>	<p>Providing optionality in the question paper extended-response questions within topics may help support greater opportunities for more focused learning and teaching, if required. This modification provides the option for candidates to be taught a narrower range of areas within each topic while still enabling them to be sufficiently prepared for this question paper.</p>
Music	<p>Modification of the performance components: The minimum performance time across both instruments or one instrument and voice would be reduced from 18 minutes to 15 minutes. The performance time on one instrument or voice would be reduced to a minimum of 5 minutes. Candidates must perform a minimum of two pieces of music on each of the two selected instruments, or instrument and voice. The requirements for drum kit players will also require to be considered as it may not be possible to perform six styles of music in this reduced timeframe. The</p>	<p>It is proposed that the volume of assessment for the performance components is reduced to allow centres to focus their available learning and teaching time with candidates on shorter programmes of music. Some candidates will have had no access to instruments during school closures and therefore may not have had the opportunity to practice since March.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for brass and woodwind players and vocalists. The guidance on this will be monitored over time.</p>

	<p>requirements for bagpipes may also require to be considered as it may not be possible to perform a piobaireachd, march, Strathspey and reel in the reduced time scales.</p> <p>Guidance for centres for the Assignment: To be provided to centres that may help to maximise learning and teaching time and perhaps avoid compositions that are time consuming to produce. At all levels of Music for the assignment, it is acceptable to compose a piece of music that is 1 minute in duration and access the full range of marks.</p>	
Music Technology	<p>Modification of the course assessment: Requirement to capture audio and experimenting with capturing audio is to be removed. SQA to provide candidates with media files manipulate, process, mix and master in their project.</p> <p>The research and production projects are to be combined into one project.</p>	<p>To support greater opportunities for learning and teaching in session 2020–21.</p> <p>Sharing equipment such as microphones, instruments and cables could be challenging to allow candidates to capture their own audio.</p>
Music: Portfolio	<p>Modification of the portfolio: The requirements for the portfolio would be reduced from a minimum of 6 minutes to 5 minutes and from a maximum of 8 minutes to 7 minutes.</p> <p>Modification of the performance: The minimum performance time would be reduced from 6 minutes to 5 minutes. The requirements for drum kit players will also require to be considered as it may not be possible to perform six styles of music in this reduced timeframe. Candidates must perform a minimum of two pieces of music on their instrument or</p>	<p>It is proposed that the volume of assessment for the performance component is reduced to allow centres to focus their available learning and teaching time with candidates on shorter programmes of music. Some candidates will have had no access to instruments during school closures and therefore may not have had the opportunity to practice since March.</p> <p>It is also proposed the volume of assessment for the portfolio component is reduced to allow centres to focus their available learning and teaching time with candidates to support them</p>

	<p>voice. The requirements for bagpipes may also require to be considered as it may not be possible to perform a piobaireachd, march, Strathspey and reel in the reduced time scales.</p> <p>Guidance for centres for the Assignment: To be provided to centres to direct candidates to specific approaches that may help to maximise learning and teaching time and perhaps avoid compositions that are time consuming to produce. At all levels of Music for the assignment, it is acceptable to compose a piece of music that is 1 minute in duration and access the full range of marks.</p>	<p>through the composing assignment and work for their portfolio.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for brass and woodwind players and vocalists. The guidance on this will be monitored over time.</p>
Physical Education	<p>Guidance for centres on performance: <i>Assessment item: Extent to which rules and regulations are followed and etiquette is displayed (including working with others).</i></p> <p>‘Working with others’ can be assessed by observing the level of cooperation demonstrated through interactions with an opponent or partner while observing physical distancing. Appropriate etiquette will be observable through adherence to rules or demonstration of suitable behaviour pre, during or post performance.</p> <p>Guidance for centres on the project: <i>Stage 1 of the project: Collecting information to analyse factor(s) impacting on performance.</i></p> <p>Qualitative information from personal reflections can be used as a source for candidates to consider how the different factors can influence effective performance.</p>	<p>Due to social distancing, the extent to which rules and regulations are followed and etiquette is displayed (including working with others) may be affected.</p> <p>Social distancing may affect candidates' ability to participate in team or group activities throughout the session and collate whole performance data related to personal strengths and development needs.</p> <p>SQA are aware of the restrictions which are currently in place in schools and colleges for Physical Education. The guidance on this will be monitored over time.</p>

	<p>Relevant results from recognised tests and analytical tools will also provide evidence of the impact of these factors upon a performance. Information from these could be qualitative and/or quantitative.</p> <p><i>Stage 4 of the project: Analysing progress and evaluating the performance development process, including considering future development needs.</i></p> <p>Personal reflections about the effectiveness of the PDP process can be supported by test results/focused data collection. This would enable candidates to make evaluative statements about the potential impact of improvements on whole performance and targets set.</p>	
Physics	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Physics course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>
Religious, Moral and Philosophical Studies	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Religious, Moral and Philosophical Studies course</p>

		<p>assessment, it is not possible to propose any modifications that would not compromise the validity of the course assessment.</p> <p>This rationale was supported by senior appointees.</p>
Statistics	No modifications proposed.	<p>The Advanced Higher course encourages independent learning and has an emphasis on self-directed study.</p> <p>Careful consideration has been given to the possible options available. Given the nature and complexities of the Advanced Higher Statistics course assessment, it is not possible to propose any modifications that would not compromise national standards.</p> <p>This rationale was supported by senior appointees.</p>

4. Impact assessments

SQA's Equality Review of Qualifications Process, undertaken for all National Qualifications, ensures that there is robust and transparent consideration of equalities during the qualification development phase and that these considerations are recorded on an Equality Review Form for each qualification.

This process ensures that all National Qualifications are reviewed to ensure that they are not unlawfully discriminatory for any learner on grounds of disability, race, age, religion or belief, sex, gender reassignment, pregnancy and maternity or sexual orientation (known as the protected characteristics) and that due consideration is given to the reasonable adjustments which SQA, (under Section 96 (6) of the Equality Act 2010) could make to provide access to its qualifications for disabled learners.

In light of the modifications proposed to course assessment for session 2020–21, SQA will undertake a further equality review and consider any possible barriers for candidates who share protected characteristics along with how any potential negative impacts could be mitigated. SQA will also give due consideration to those candidates who are care experienced and those who are socio-economically disadvantaged, as described in the Scottish Index of Multiple Deprivation (SIMD). Given the current public health crisis, SQA will be particularly mindful of the potential impact upon candidates' mental health.

SQA will also conduct a Child's Rights and Wellbeing Impact Assessment. This will enable SQA to identify, research, analyse and record the anticipated impact of the proposed modifications on children's human rights and wellbeing. We will also consider the requirement for an Island Community Impact Assessment and assess whether the proposed modifications may have a significantly different effect on an island community compared with other communities in Scotland.