

Equality Review Summary



Qualification	History
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Level	Advanced Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	20/11/2019
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Coursework and/ or Question Paper revisions

Maintenance of current Course Assessment with unit assessment criteria included in the Marking Instructions for both the essay and dissertation. This will increase the demand for historical interpretation at pass level in the essay in the question paper and the dissertation marking grid will include an introduction in the form of an Abstract as part of the structure.

The dissertation marking grid will show progression in the use of primary sources and will acknowledge the use of referencing. The opportunity will also be taken to clarify the demands of each of the question types in Part B: Historical Sources. Advanced Higher History has 11 optional sections and I would like to propose removing SECTION 3 — Italy: The Renaissance in the 15th and Early 16th Centuries.

There will be no change to the marks or time of both components.

Equality & inclusion issues

N/A

Actions that will mitigate any adverse impact outlined above

No changes have been made to the aims, rationale or content of the course. There will be minor changes to the marking grid for the dissertation. This means that the original equality review carried out and attached remains valid and fit for purpose. It should be noted however, that the Units, which were a feature of the original ERF, have now been removed.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	24/03/2014
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Summary of Conclusion and recommendation

As the means of producing evidence to demonstrate a candidate having met the assessment standards is not defined, candidates may make use of a range of evidence-generating techniques. Communication of viewpoints can be carried out using a variety of means: written, oral or using ICT.

The current range of assessment arrangements that feature regularly in current SQA national Courses would provide sufficient support to mitigate any potential adverse impact, for example learners could be supported by readers and/or scribes and assistive technologies could be used. SQA has gone beyond the requirements of the Equalities Act in the development of the History qualifications, for example liaising with the German Ambassador to consider the language used and eliminating a potential negative impact of the focus of some areas of the course.

Support Notes will guide centres to apply sensitivity to their learners when selecting topics and issues for learning and assessment. It is also recommended that any case study, scenario or stimulus materials be inclusive and do not promote stereotypes.