

Equality Review Summary



Qualification	Mathematics
----------------------	-------------

Level	Advanced Higher
--------------	-----------------

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	20/11/2019
-----------------------	------------

Coursework and/ or Question Paper revisions

Current exam is 3 hours. Non-calculator skills are currently assessed via units. To allow for the removal of the units the exam will be extended to include a non-calculator paper. Paper 1, 1 hour 35 marks. Paper 2, 2 ½ hours 80 marks.

There is enough scope for the 10% increase in the marks. The ratio of time per mark is approximately the same in both papers.

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. Only the Course assessment has changed as outlined above. 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.

Extension of existing question paper

Disability

Some disabled candidates who require extra time may find increased focus on externally assessed exams more challenging and they may experience fatigue over the longer examination time. For example, candidates with physical disabilities may have difficulties in maintaining stamina or those unable to concentrate for extended periods may have difficulties in maintaining focus and have difficulties in demonstrating their attainment. Other disabled candidates such as those with mental health difficulties or emotional behavioural difficulties may find the longer examination experience overly stressful leading to increased anxiety that could negatively impact their ability to demonstrate their attainment.

Religion and belief

Some candidates because of religion and belief may experience a higher level of fatigue and be adversely affected in an extended question paper because they are fasting.

Actions that will mitigate any adverse impact outlined above

While it is not possible to exempt disabled learners from the external QP at Advanced Higher where this is an integral assessment component understanding of the Course, the provision of appropriate assessment arrangements and other supportive practices will mitigate the adverse impact for many disabled candidates. For example, by the careful consideration of the amount of extra time being requested and by further consideration being given as to whether there are any other more appropriate assessment arrangements such as using ICT and/or assistive technologies or the inclusion of rest breaks.

It is not possible for SQA to take all possible religious festivals and periods of observance into account when constructing the exam timetable. SQA will take into account, through its

exceptional circumstances process, any negative impact such as a candidate taking unwell caused by fasting during an examination.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review 13/01/2015

Summary of Conclusion and recommendation

Mathematics does present some potential barriers for disabled learners but the availability of technological support and assessment arrangements, together with the degree of flexibility in the nature of evidence described in the evidence requirements means that this qualification is open to a very wide range of disabled learners.