

Equality Review Summary



Qualification	Physics
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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

The assessment is being strengthened through the question paper to account for the removal of units from the course. The time for the question paper is being increased to match the overall duration of the Higher Physics exam, as it was considered that it would not be appropriate to have an exam of shorter duration than the level below. The project currently functions well, as can be seen from the item analysis, and there are therefore no plans to change it from the current requirements.

Therefore, the current QP with 140 marks and a duration of 2 hours 30 minutes will change to QP with 155 marks and a duration of 3 hours. QP will contribute 75% of the total and the project report will contribute 25% of the total.

Equality & inclusion issues

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 | 09/06/2015

Summary of Conclusion and recommendation

It is envisaged that the adverse impact of the potential barriers identified for disabled learners can be mitigated by the provision of appropriate assessment arrangements. However, it should be noted that it may not be possible to exempt a disabled learner from components of assessment where this would compromise the integrity of the qualification.

The adverse impact of the potential barriers identified for learners on grounds of Religion and/or Belief can be mitigated by the expectation that teachers/lecturers delivering the content and skills of the Advanced Higher courses in Physics would do so in a sensitive and respectful manner with emphasis on the scientific processes. It is also expected that questions in the externally set question paper would be sensitively worded.

The adverse impact of the potential barrier identified by the requirement to work independently at Advanced Higher can be mitigated by allowing the candidate to access the human support normally provided, where this does not compromise the integrity of the assessment.