

Equality Review Summary



Qualification	Classical Studies
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Level	Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	19 September 2018
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Coursework and/ or Question Paper revisions

There will be no changes to the assignment.

The current question paper will be extended by 20 marks and the assessment time will increase by 45 minutes. Question paper 1: Classical Literature will be worth 30 marks and candidates will have 1 hour 10 minutes to complete the question paper. Question paper 2: Classical Society will be worth 50 marks and candidates will have 1 hour 50 minutes to complete the question paper. Extending the question paper will allow more skills, knowledge and understanding to be sampled following the removal of units and unit assessments from the course.

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. Only the Course assessment have 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 the question paper

Disability

Some disabled candidates may be adversely affected by the introduction of an extended question paper. For example, candidates with physical disabilities or those unable to concentrate for extended periods may have difficulties 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.

Religion and belief

Some candidates may experience fatigue and be adversely affected in an extended question paper because they are fasting.

Actions that will mitigate any adverse impact outlined above

Although the QP is being extended, it will be split into two separate question papers, with a break in between, to ensure the timing is more manageable for candidates. While it is not possible to exempt disabled learners from the external QP at Higher where this is an integral assessment component, 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 13/09/2013

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.

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.