

# Equality Review Summary



<b>Qualification</b>	Geography
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<b>Level</b>	Higher
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## REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

<b>Date of review</b>	21/01/2019
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### Coursework and/ or Question Paper revisions

There will be no change to the assignment task. Following the extension of the question paper, the assignment will now have a 27% weighting.

The question paper will be extended by 100 marks. Question paper 1 will include two sections on Physical Environments and Human Environments. It will be worth 100 marks and candidates will have 1 hour 50 minutes to complete the question paper. Question paper 2 will include two sections on Global Issues and Application of Geographical Skills. It will be worth 60 marks and candidates will have 1 hour 10 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. Increasing the marks to 160 will make marking more straightforward.

### 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 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, 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**

<b>Date of review</b>	2 February 2015
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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. Learners can be supported by readers and/or scribes and assistive technologies could be used.

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.