

# Equality Review Summary



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

<b>Date of review</b>	19 September 2018
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### Coursework and/ or Question Paper revisions

**This course does not include a coursework component.**

Question paper 1 (Literary Appreciation) will be extended by 20 marks. The duration of the exam will increase by 40 minutes, to 2 hours 40 minutes.

Question paper 2 (Translating) will be extended by 10 marks.

Extending question paper 1 will allow more skills, knowledge and understanding to be sampled following the removal of units and unit assessments from the course. Question paper 2 will be extended by increasing the number of blocks (sense units) from 20 to 25. This will enhance the reliability of the course assessment.

### 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 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 which could negatively impact on 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

#### List any actions that will mitigate any adverse impact outlined above

##### Disability

While it is not possible to exempt disabled learners from the external QP at National 5 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.

SQA recognises that reasonable adjustments or assessment arrangements may be incapable of mitigating all of these potential negative impacts entirely. Nevertheless, the decision to extend the existing question has been taken to ensure that the standards, quality and credibility of the National Qualifications are maintained.

#### Religion and Belief

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>	9 June 2015
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#### **Summary of Conclusion and recommendation**

While it is not possible to exempt a candidate from the external Question Paper at Higher it may be possible to consider exemption from some small aspects of the Course assessment.

It is envisaged that any barriers to assessment can be mitigated by the standard suite of assessment arrangements.

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.