

Equality Review Summary



Qualification	Maths
Level	Higher
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	8/11/2018
Coursework and/ or Question Paper revisions	
<p>This course does not include a coursework component.</p> <p>Question paper 1 (Non-calculator) will be extended by 10 marks. The exam time will increase by 20 minutes, to 1 hour 30 minutes. Question paper 2 will be extended by 10 marks. The exam time will increase by 15 minutes, to 1 hour 45 minutes.</p> <p>Extending the question papers will ensure that a greater number of skills are assessed, following the removal of units from session 2018-19. Both question papers will assess operational and reasoning skills and will include both short answer and extended response questions.</p>	
Equality & inclusion issues	
<p>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.</p> <p><u>Extension of the question papers</u></p> <p><u>Disability</u></p> <p>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.</p> <p><u>Religion and belief</u></p> <p>Some candidates may experience fatigue and be adversely affected in an extended question paper because they are fasting.</p>	
Actions that will mitigate any adverse impact outlined above	
<p><u>Disability</u></p> <p>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.</p>	

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Coursework and/ or Question Paper revisions

Equality & inclusion issues

Disability

Religion and belief

Actions that will mitigate any adverse impact outlined above

Disability

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 these qualifications are open to a very wide range of disabled learners.