

Equality Review Summary



Qualification	Latin
Level	National 5
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	17/08/2017
Coursework and/ or Question Paper revisions	
<p>The Literary Appreciation question paper will increase from 30 to 60 marks. The duration of the exam will therefore also increase. Candidates will still be required to answer questions on two prescribed texts, however we will increase the range of questions for each author to sample more content from the course.</p> <p>For the Translating question paper, the assessment task and duration of the exam will remain unchanged. However, to enhance the reliability of marking, the number of blocks (sense units) will increase from 15 to 20 and the total number of marks available will increase to 40.</p> <p>Overall, both papers will be weighted equally.</p>	
Equality & inclusion issues	
<p>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.</p> <p>Extension of question paper</p> <p><u>Disability</u></p> <p>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.</p> <p><u>Religion and belief</u></p> <p>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, for example this could impact on Muslim candidates who fast during Ramadan.</p>	
Actions that will mitigate any adverse impact outlined above	
<p>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</p>	

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Equality & inclusion issues

Extension of question paper

Disability

Religion and belief

Actions that will mitigate any adverse impact outlined above

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.

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 being unwell caused by fasting during an examination.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	09/06/2015
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Summary of Conclusion and recommendation

While it is not possible to exempt a candidate from the external Question Paper at National 5, Higher and Advanced 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.