

# Equality Review Summary



<b>Qualification</b>	Mathematics
<b>Level</b>	National 5
<b>REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW</b>	
<b>Date of review</b>	31/06/2017
<b>Coursework and/ or Question Paper revisions</b>	
<p>Both question papers are being extended to ensure they sample a greater amount of course content, following the removal of units. Both question papers will be extended to include more questions. The number of marks available in question paper 1 will increase from 40 marks to 50 marks and the number of marks available in question paper 2 will increase from 50 marks to 60 marks. The duration of each exam will therefore also increase.</p> <p>There has been a marginal change in the weighting between question papers 1 and 2 but this should have no overall impact on the assessment of mandatory knowledge and skills across the two papers.</p>	
<b>Equality &amp; inclusion issues</b>	
<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><b>Extension of question papers</b></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, for example this could impact on Muslim candidates who fast during Ramadan.</p>	
<b>Actions that will mitigate any adverse impact outlined above</b>	
<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 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

#### Extension of question papers

##### Disability

##### Religion and belief

### Actions that will mitigate any adverse impact outlined above

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** 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.