

Case study

Claire has dyslexia which affects her speed of writing. The centre requests 25% extra time for her in her Higher English and Higher History examinations and 15% extra time for her Higher Chemistry and Higher Mathematics through the Assessment arrangements system. There is clear evidence of Claire's ongoing significant difficulty in completing tasks (class tasks, assignments, assessments) in the normal allocated time. There is evidence available to show that Claire needs approximately 25% extra time for English and History, and for Chemistry and Mathematics (where less extended writing is required), approximately 15% extra time is sufficient to meet her needs.

Good Practice

- All subject teachers have been actively involved in gathering evidence
- The evidence comes from class work, observation and minutes from meetings

REQUEST FOR AA – SQA EXAMS		
Subject and level	Higher English	
Name of pupil	Claire	
AA requested	25% extra time	
Details of how pupil is supported in your classroom in order to meet their particular needs		
<p>Claire has been in my class for the last two years and very rarely completes a task on time. I know from her file that Claire has dyslexia and that it affects her writing speed. She is a very capable pupil, and her writing speed is the only issue with completing tasks in time. I normally allocate 25% extra time for class tasks and assignments. Having monitored this, I feel that this is sufficient to meet her needs. Claire can usually complete tasks with this extra time.</p>		
Evidence attached	Yes/No	
<p>I have attached a copy of her last formative assessment that was completed within class, and I can confirm that she used the extra time.</p>		
Teacher	Name: Mrs English	Signature: <i>M.English</i>

Higher English Evidence

ENTER
NUMBER
OF
QUESTIONDO NOT
WRITE INCompleted to the
line in 1hr 30
mins

MEnglish

be given to us, the consumers who eat it all up.

The side-note parenthesis of '— and often more widely —' emphasises how much the gossip is read, — making the reader aware of the total extent of how often it is read that it is read more than facts!

~~Metaphor of 'traffic' being attracted.~~

Metaphor of 'traffic' being attracted. Just as traffic has lots of people in the same place at the same time, so too the fake news gets a lot of people going to their website and reading the fake information

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	Social media is hidden & shady & quite secretive.	
	Passage 1: 'gated enclosures of social media' suggests that it is all quite hidden & not for all to see while passage 2: 'open-access social media' suggests that all can access everything on these apps and nothing is hidden.	
	The articles disagree on whether we should just embrace the problems or make a change instead.	

REQUEST FOR AA – SQA EXAMS		
Subject and level	Higher Mathematics	
Name of pupil	Claire	
AA requested	15% extra time	
Details of how pupil is supported in your classroom in order to meet their particular needs		
<p>Although Claire copes well in my class, I have read her file and realise that her writing speed may be affecting her ability to complete tasks in the given time. Over the last few months I have given Claire 15% extra time during class work tasks and assessments which she agreed makes a difference and stops her worrying that she won't finish in time.</p>		
Evidence attached	Yes/No	
<p>I have attached a copy of my departmental record of observation.</p>		
Teacher	Name: Mr Mathematics	Signature: <i>M.Mathematics</i>

Alternative Assessment Arrangements						
Departmental Record						
Candidate Name:					Class:	
Candidate 1					SL5	
Subject and code		Mathematics			Entry level:	Higher
Type of Adjustment:						
Extra time	Rest periods	Reader	Scribe	Enlarged Print	ICT	Supervised Breaks
15%						
Digital Question Paper	Prompt	Coloured Paper	Calculator	Number Square	Transcription	*Other
*Other						
Evidence:						
The candidate's difficulty in learning and assessment			Doesn't complete tasks in allocated time			
Current planned support for learning and assessment			Extra time given or where possible, oral response used instead of written.			
The nature and level of support the candidate has received in class			Very little support apart from ET after a discussion with her and Support for Learning PT.			
Specific evidence to support the requested arrangement			Observation-Claire is an intelligent pupil that excels in Mathematics and is capable of answering questions verbally in class. Her only difficulty, as noted in her support plan, is her writing speed.			
Signature of Principal Teacher:					Date:	
MMathematics						

REQUEST FOR AA – SQA EXAMS		
Subject and level	Higher History	
Name of pupil	Claire	
AA requested	25% extra time	
Details of how pupil is supported in your classroom in order to meet their particular needs		
<p>Claire excels in History and has a passion for the subject, she is confident, and her presentation skills are exceptional however her writing speed means she does not finish classwork on time. As there is a lot of extended writing in History, I have given Claire 25% extra time this year to allow her to finish her work. She is happy with this support and I would request that she is given this extra time during her final examination this year.</p>		
Evidence attached	Yes/No	
<p>I have attached a copy of Claire's classwork which shows what she can do given the extra time.</p>		
Teacher	Name: Ms History	Signature: <i>M.History</i>

Higher History Classwork Example

The use of fear helped the Nazis to stay in power between 1933 and 1939. The Gestapo used informers and people willing to denounce their friends and neighbours to persecute any Nazi opposition. Concentration camps were set up (Dachau 1933). These camps were feared places as the inmates were seen as 'enemies of the state'. This helped the Nazis stay in power as it terrorised the people into silent acceptance of the Nazis and there were very few people willing to rise up against the Nazis.

Propaganda was also an important factor in maintaining Nazi power. The people were attracted by the parades, marches, rallies, banners and swastikas which gained support for the regime. The uniforms portrayed the Nazis as neat and organised. Goebbels subsidised radios which increased radio ownership to 70% in households. The fact that Hitler's speeches could reach more households meant more support for the Nazis. Loudspeakers also spread Hitler's word to many restaurants, cafes and factories which appealed to many Germans and helped them to stay in power. Propaganda proved to be a very effective way to keeping the Nazis in power as it informed the German people of the Nazis' policies and it highlighted the strength of the Nazi party. This appealed to many Germans and gained support for the Nazis.

The class were given 30 mins to complete this question. I gave Claire 10 further mins to complete which she used.

Signed: MHistory

REQUEST FOR AA – SQA EXAMS		
Subject and level	Higher Chemistry	
Name of pupil	Claire	
AA requested	15% extra time	
Details of how pupil is supported in your classroom in order to meet their particular needs		
<p>I have noticed a difference in Claire's abilities since she moved to Higher. She finds it difficult to complete tasks on time and we have discussed the support that she can be given in class and in the final exam. I have given Claire 15% extra time during the course and would ask that she receives this during her final examination as well.</p>		
Evidence attached	Yes/No	
<p>I have attached a copy of Claire's classwork which shows what that the small amount of extra time allows her to complete the assessment. I have more evidence from class work if you require it.</p>		
Teacher	Name: M.Chemistry	Signature: <i>M.Chemistry</i>

10. A fatty acid is a long chain carboxylic acid. Information for some fatty acids is shown in the table below.

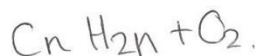
common name	formula	systematic name	melting point (°C)
lauric acid	$C_{11}H_{23}COOH$	dodecanoic acid	43.2
myristic acid	$C_{13}H_{27}COOH$	tetradecanoic acid	54.4
palmitic acid	$C_{15}H_{31}COOH$	hexadecanoic acid	62
stearic acid	$C_{17}H_{35}COOH$	octadecanoic acid	69.6

11-2

- (a)(i) Predict the melting point for palmitic acid. Complete the table with your answer

(1)

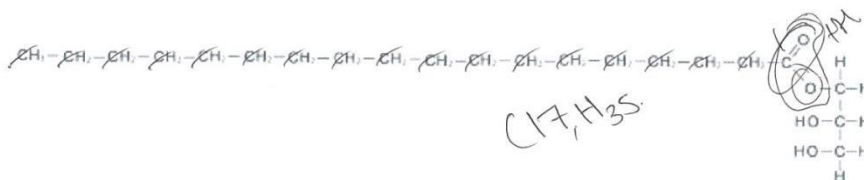
- (ii) Determine a general formula for the fatty acids. Answer in the space below.



Claire-Completed to this point after 50 mins. 7 mins extra time given.

(1)

- (b) Fatty acids can be reacted with glycerol to make an emulsifier. From the table above, select the fatty acid used to make the emulsifier shown below.



stearic acid.

(1)

- (c) Palmitic acid is one of the most common fatty acids. It becomes unstable in daylight with approximately 60% of the palmitic acid degrading every 17 hours.

A scientist placed a sample of palmitic acid in daylight and analysed the sample every 17 hours. The results are given below.

Time (hours)	Mass of palmitic acid remaining in the sample (g)
0	130.0
17	52.0
34	20.8
51	8.3
68	3.32

4.98

3.32

Calculate the mass, in grams, of palmitic acid remaining in the sample after 68 hours. Complete the table with your answer.

Claire completed all 10 questions after 57 mins