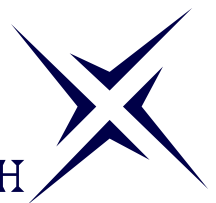


ANNUAL STATISTICAL REPORT

1998

SCOTTISH
QUALIFICATIONS
AUTHORITY



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ANNUAL STATISTICAL REPORT

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FOREWORD

This is the second volume of statistics on qualifications offered or accredited by the Scottish Qualifications Authority. The volume covers examiners' commentaries, uptake, attainment and the characteristics of candidates undertaking SQA qualifications in 1997/98. The format is similar to last year, with additional tables on uptake and awards of National Certificate, Higher National and Scottish Vocational Qualifications.

The information contained here, and additional tables will be added to SQA's website later this year. Additional analyses are available on request, subject to confidentiality, and on sufficient resources being available to carry out the work involved. An appropriate charge may be made.

Any comments on the scope and content of the published tables are welcome, and should be addressed to SQA's Assessment Research and Development Unit at the Dalkeith office.



Chief Executive

SCOTTISH CERTIFICATE OF EDUCATION AND CERTIFICATE OF SIXTH YEAR STUDIES

THE 1998 EXAMINATIONS

New examination

The examination in Standard Grade Urdu was introduced.

Entries from outside Scotland

Entries of 431 candidates were received from 13 centres in England, Pakistan and Switzerland.

Arrangements were also made for 83 other candidates presented by centres in Scotland to take examinations in Australia, Canada, Denmark, Eire, England, France, Germany, Holland, Indonesia, Iran, Japan, Kuwait, New Zealand, Northern Ireland, Singapore, South Africa, Spain, Tenerife, the Falkland Islands, the United States of America, and Wales.

Special assessment arrangements

Arrangements were made for 4,925 candidates with special needs.

	No of candidates	No of entries
learning difficulties	3,416	15,252
visual difficulties	183	815
various other difficulties	1,326	4,971

(including temporary disabilities)

Forty-nine Braille question papers were issued for 14 candidates and 762 adapted question papers were issued for 169 candidates.

A total of 3,960 requests were submitted for absentee consideration. Of these, 3,895 were accepted for consideration.

There were 59 requests for Adverse Circumstances consideration relating to CSYS examinations.

440 candidates for whom English was a second language were allowed the use of an English/Native Language dictionary with, in most cases, associated extra time.

PERFORMANCE OF CANDIDATES IN THE 1998 EXAMINATIONS

INTRODUCTION

Maintaining the standards of its awards from year to year is one of SQA's essential functions. Candidates and users of the Scottish Certificate of Education and Certificate of Sixth Year Studies must be assured, for example, that as far as possible a grade C award in Higher Grade Physics represents the same level of attainment in 1998 as in previous years.

To this end SQA employs a combination of statistical analysis and examiners' professional judgement. In the light of their direct involvement in the assessment and awarding procedures, Principal Examiners report annually to Subject Panels on the conduct of their examinations and the performance of candidates. Brief comments have been extracted from these reports to indicate any significant variation in candidates' overall performance from year to year. Where a Principal Examiner indicated a need for additional guidance to teachers on an aspect of a course or its assessment, extended reports were issued to presenting centres.

Brief reports on the performance of candidates in individual examinations follow. Subjects are arranged in alphabetical order and the number of entries in 1998 is given, with the corresponding figure for 1997 in brackets. For Short Courses, the number of successful awards is shown.

It should be noted that for Short Courses, awards achieved in S3 are not certificated until the candidates concerned complete S4. The total number of awards shows only the Short Courses achieved in the period covered by this report.

SUBJECT ENTRIES

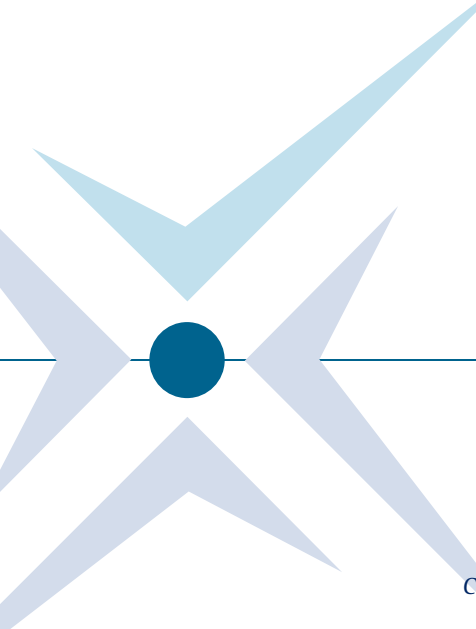
ACCOUNTING AND FINANCE

Standard Grade 4,777 [5,614]

While the number of entries was down by 15%, very few candidates were being presented at the wrong levels. Performance of candidates in both Knowledge and Understanding and Handling Information was generally of a high standard. Areas of strong performance were sources of finance, completion of documents and ledger accounts at all three levels and break even at General Level. Candidates had difficulties with explaining the terms capital and revenue expenditure (but could give examples), the difference between 'business' and 'accounting' documents, and responses to questions on petty cash (at Foundation) and trial balance (at General) were weak. Answers to the ratio question were also disappointing. At General and Credit Levels, preparation of Appropriation Accounts for Partnerships and PLCs continued to cause problems for candidates.

Higher Grade 2,841 [3,145]

The overall performance was once again very satisfactory. Candidates performed slightly better in Paper II (Cost and Management Accounting) than in Paper I (Financial Accounting). Computational questions produced much better responses than theory questions. The standard of the computer-based assignment (Paper III) remained high, although correct conditional statements continued to be rare.



CSYS 34 [22] Higher Grade 7,271 [7,400]

Overall performance was generally better than in 1997, with evidence of significant improvement in knowledge and understanding of accounting theory. Candidates found Paper I difficult, with very few candidates demonstrating any real mastery. Performance in Paper II showed improvement compared with previous years, with greater demonstration of in-depth knowledge and understanding especially evident among those candidates at grades B and C. This year's dissertation submissions showed significant improvement in research and preparation, and more attention was paid to structure and form.

Overall the standard of submissions remained very high and showed a slight improvement in performance over last year with more A grades being awarded. Paper I, Expressive Activity, continued to impress with the quality of work submitted. Candidate performance in Paper III, Critical Evaluation and Historical Studies, also remained high, showing slight improvement over last year. However, while there was some improvement in the Design submission, the Research and Investigation aspect of Paper II continued to be the least well done part of the whole examination. The most popular submissions in this paper were graphic designs followed by product designs. Costume/dress design seemed to be on the increase, and traditional crafts such as ceramics, screen prints and model making were on the increase with items of high quality jewellery in evidence.

ART AND DESIGN

Standard Grade 19,728 [20,172]

The overall performance of candidates for the 1998 examination showed an improvement in standards over previous years.

Expressive Activity submissions contained the best work seen so far and this was borne out by the number of credit grades awarded showing an increase of 17% on last year.

Candidates produced a wide range of interesting work of high quality, demonstrating a broad range of approaches and wide selection of media. Performance of candidates in Design Activity was generally quite acceptable, with evidence of a range of topics being investigated by candidates.

The quality of work submitted for Critical Activity was of a very high standard and reflected a wide range of approaches. The number of candidates awarded credit grades was the highest since the inception of Standard Grade.

CSYS

(Enquiry) 888 [890]

There was an improvement in the standard of practical work submitted in 1998. The overall results were very encouraging with a significant drop in the number of D and E awards, an increase in the number of B and C awards, and a marked increase in the number of A awards.

There was a marked increase in the number of Design submissions which, in many cases, represented some of the best work on view.

(Research and Appreciation) 39 [40]

The dissertations submitted for the Research and Appreciation paper were generally satisfactory and in a number of cases very commendable. This continued a trend, evident in the last few years, of increasing confidence on the part of candidates to tackle demanding areas of research.

BIOLOGY

Standard Grade 22,055 [22,626]

The overall performance at both General and Credit Level was satisfactory. There was evidence that recall of simple facts has been improving steadily over the past few years. However, at both levels, performance in Problem Solving continued to be better than in Knowledge and Understanding. In particular, many candidates had difficulty in providing extended answers when asked for descriptions and explanations. Although candidates had no difficulty with routine calculations, performance in questions relating to experimental contexts was still relatively weak. Practical investigations were carried out to a very satisfactory standard.

Higher Grade 11,347 [11,921]

Candidates continued to perform to a very satisfactory standard. However, few candidates gained very high marks. Candidates found difficulty in answering questions which tested mathematical skills, and they also responded poorly in extended writing on growth in plants, gene action and the hormonal control of growth. Questions on photosynthesis, respiration, meiosis and osmoregulation were generally answered well.

CSYS 1,229 [1,220]

Overall, the performance of candidates was of a high standard. The mean mark for the written papers was the same as last year. Graph interpretation was an area where results were highly satisfactory, but there were still significant numbers of candidates who failed to quantify data from graphs and tables. There were many excellent responses to the essay questions, particularly the questions on the Chemistry of Life. As in previous years, much excellent and innovative practical work was carried out. The mean mark for this part of the assessment was slightly higher than last year

CHEMISTRY

Standard Grade 22,744 [24,048]

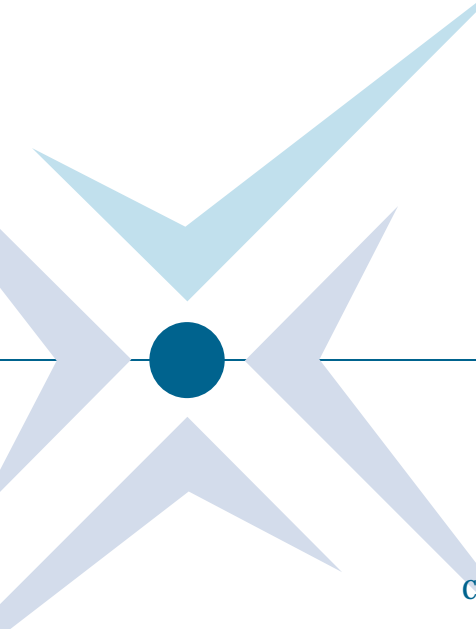
At Credit Level there was a slight improvement in performance, and at General Level performance continued to be very satisfactory. Many candidates in both papers demonstrated sound knowledge of basic facts. However, centres continued to present many candidates for the Credit paper when it was clear that this examination was inappropriate for them.

Higher Grade 11,072 [11,876]

The overall performance, in what was generally judged to be a satisfactory examination, was very similar to that in previous years. However, statistics continued to show that Chemistry is one of the more demanding examinations in which candidates can gain high grades. Questions assessing the ability of students to draw laboratory apparatus had very poor and untidy responses. However, success in Problem Solving was evident, as were improvements in responses to questions on symbols, equations and formulae.

CSYS 1,783 [1,927]

Performance in the examination was of a very satisfactory standard and continued to be in line with that of previous years. Many projects were very well presented and demonstrated the enthusiasm and flair of a substantial number of candidates.



CLASSICAL GREEK

Standard Grade 10 [14]

The standard of performance overall was again very high. In Interpretation, the answers were excellent, with considered opinions based on good understanding of the text. In Translation, grammatical competence was evident, and there was a real attempt at fluent and idiomatic rendering of passages. In Investigation, although the range of topics was narrower than in previous years, the submissions were generally interesting and very acceptable.

Higher Grade 15 [12]

The work was generally very good, although there were fewer outstanding performances than in previous years. In Papers I and II (Interpretation), despite some evidence of lack of full acquaintance with the Greek text, candidates answered well on the content and issues involved. In Paper III (Translation), a very high standard was reached by most candidates.

Short Courses 43 [49]

A successful year – with entries for all four Short Courses. The most popular Course was *Classical Greek 1*.

CSYS 0 [4]

CLASSICAL STUDIES

Standard Grade 312 [303]

There was a wide range of achievement, with some very good answers on Homer, Athenian education and ostracism. In Investigating, there was evidence of some interesting work.

Higher Grade 399 [506]

The overall standard was very satisfactory, with evidence of careful preparation. In Paper I, despite some reluctance to move from narrative to analysis and argument, there were some pleasing answers, particularly on classical drama. In Paper II, although there was some difficulty with chronology, candidates answered well on legal procedures, Mithraism and the Eleusinian Mysteries.

Short Courses 317 [334]

The standard of most work was excellent. There were entries for all six Short Courses. The most popular Courses were *Classical Myths, Greek Tragedy and Roman Spectator Sports*.

CSYS 12 [3]

Performance overall was very gratifying. In Papers I and II, despite some weakness in evaluating, the standard was generally good. In the dissertations, there was evidence of good research, knowledge and analysis.

COMPUTING STUDIES

Standard Grade 18,266 [18,478]

The number of candidates presented for Credit Level showed an increase over last year, with a very slight decrease in the numbers presented for the other two levels. The performance of candidates at all levels had improved, with a marked increase in the improvement at Foundation. In Practical Abilities, the project work and coursework submitted from the majority of centres continued to be of a satisfactory standard.

Higher Grade 4,576 [4,159]

Overall performance was slightly up in all three papers in comparison to the 1997 entries. It was encouraging to note a 10% increase in the number of candidate entries. Paper III (practical work, internally assessed, externally moderated) continued to have a significant effect on the overall performance of candidates. Although there was a general improvement over the years 1989-1998, there was still a large number – 49% – of candidates in the C-D grade range. This has been a constant feature of Higher Grade Computing since its inception.

CSYS 233 [262]

The overall performance of candidates was similar to that for 1997, with some drift towards middle grades in 1998, the sixth year of operation of CSYS Computing Studies. Entries declined by around 11%. Consistent with previous years, candidates tended to score more highly on the project, and especially on the 'practical competence' assessments, than on the written examination paper. It was evident that projects using multimedia and Internet authoring tools were popular with candidates. Unfortunately, these projects were too often disappointing in quality, having little technical depth. Many candidates produced superficially attractive software (eg a basic World Wide Web site or a simple hypermedia version of a school's handbook) but the design and implementation involved data structures and data processes that were very basic.

CONTEMPORARY SOCIAL STUDIES

Standard Grade 500 [594]

Candidate performance in CSS in 1998 showed improvement in the element of Evaluating, but a slight decline in Knowledge and Understanding. At Foundation and General Levels, candidates continued to attain considerably better grades in

Evaluating than in Knowledge and Understanding. Candidates performed particularly well in 'The Environment' section of the examination, but there continued to be major gaps in relation to the planning enquiry process, trades unions, and the impact of the European Union on the individual citizen. A few centres again entered candidates inappropriately at Credit Level. Performance in Investigating was in line with that in the examination. The sample of centres moderated indicated that the advice given in 1997 had been followed in most cases and fewer centres submitted evidence of inappropriate choice of topics.

CRAFT AND DESIGN

Standard Grade 13,613 [13,992]

The overall standard of work was satisfactory at all three levels. Weaknesses were evident in candidates' knowledge of metalwork and, as in previous years, the questions on aspects of casting produced poor responses from many candidates. The percentage of female candidates increased to account for 20% of the total; 26% of the Credit awards were gained by female candidates. In terms of overall performance, 27% of candidates were awarded a Credit grade, 47% were awarded a General grade, and 18% were awarded Foundation grade.

Higher Grade 3,010 [2,857]

The increase in the number of candidates was very satisfactory. The percentage of female candidates increased to account for 28% of the total. While the entries from candidates in S6 decreased slightly, 34% of S6 candidates were female. The overall number of candidates gaining A, B and C passes increased. Both papers produced some very good responses, although weaknesses were evident in candidates' knowledge of experimentation, ergonomics, and traditional methods of joining. In addition, there was evidence amongst some candidates of poor analysis.



CREATIVE AND AESTHETIC STUDIES

Short Courses 6,691 [10,005]

It was satisfying to record an improvement in the standard of performance, especially in the Art and Design and Drama courses, in comparison to previous years. The aims, purpose and character of the short course provision was clearly understood by the majority of centres who had provided stimulating experiences for candidates. This was reflected in the range, content and quality of evidence viewed. Art and Design courses had the highest uptake followed by Music, Drama and Dance Movement.

DRAMA

Standard Grade 4,172 [4,169]

As in previous years candidates performed well in the practical elements of Creating and Presenting. Fewer candidates in 1998 based evaluations of others on live productions. Many relied on musicals, videos, films or television programmes. The general question papers at all levels were almost universally perceived as being fair, and a higher proportion of completed papers was evident. Language was accessible at all levels and wording was considered helpful. Questions were sub-divided more than in previous examinations. This was considered beneficial.

Higher Grade 1,108 [1,061]

There was a slight increase in entries compared with 1997. The standard of work in the practical part of the examination, in particular in both Investigative Drama and Acting, showed improvement. Candidates' responses to the prescribed text question in Aspects of Theatre were better than their overall performance. In general, candidates found the written examination taxing and many appeared to rely on prepared answers

rather than concentrating on the questions actually asked. Performance of candidates in Dramatic Commentary was marginally better than in 1997. The overall standard of work remained high in most areas.

ECONOMICS

Standard Grade 1,488 [1,518]

There was a slight decrease in entries from the previous year. However, there were fewer candidates who appeared to have been entered for the wrong level, and fewer candidates left blanks. At Foundation Level the questions on costs of production, demand and international trade were particularly well done, although understanding of variable costs seemed weak. Answers to the questions on inflation and human resources were disappointing. Responses at General Level were good. The questions on production, costs, pollution and demand were well done, although again, the understanding of supply was weaker. Answers to questions involving calculation were good, and the question on percentages was particularly well answered. However, questions on standard of living and economies of scale were badly done, and the understanding of the Budget was disappointingly patchy. Responses at Credit Level were also generally quite good. The questions on economic resources and inward investment produced good answers, although understanding of economic growth was weak. Questions on types of demand, price elasticity of demand, and the long run proved difficult. Many candidates were not sure which countries were members of the EU.

Higher Grade 1,700 [1,813]

Although the number of entries was down again in 1998, the quality of candidates was significantly higher. The pass rate in all papers was higher than in previous years, and there was also a marked increase in the percentage of A passes. There was a significant improvement to the quality of answers to questions in Paper II, although there were still a number of candidates whose English was very poor. Another weakness was the misunderstanding of some basic economic terms such as 'economic activity' – often confused with 'economic growth'. Entry barriers were sometimes regarded as 'trade barriers' – a confusion which should not occur at Higher. There was a significant increase in quality of answers to Paper III, and some excellent essays. However, few candidates were able to demonstrate knowledge of the recent situation when answering a question on the UK balance of trade.

CSYS 46 [39]

The number of candidates increased slightly compared to 1997, and the number of awards in the B range was higher. Candidates were well prepared for most aspects of the examination, though there was strong evidence to suggest that some candidates were inadequately prepared for Paper II, the computer paper. Performance was strong in Paper III, although too many candidates had a vague understanding of the meaning and significance of some of the indicators. Statements should have had more statistics to support them, and the relationship between the money supply and the rate of interest was not well understood. Paper I yielded the lowest marks, particularly section A; candidates showed disappointing knowledge of supply and demand and other key concepts which should be familiar after three years of study.

ELECTRONICS

Short Courses 1,272 [1,920]

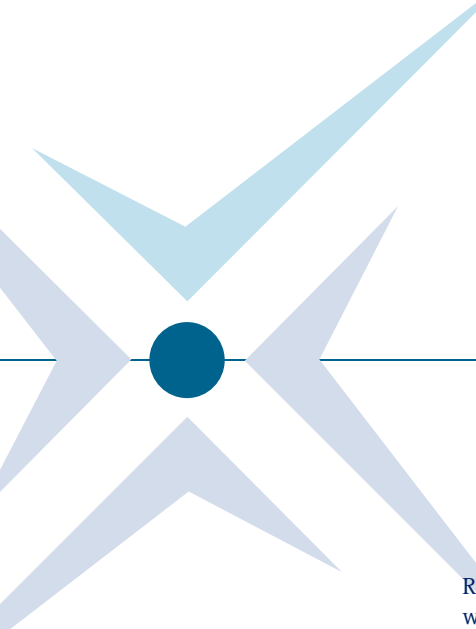
There was uptake in nine of the twelve courses on offer. *Electronic Construction 1* and *Electronic Systems* continued to be the most popular courses. Standards of performance continued to be high with few problems reported by moderators.

ENGLISH

Standard Grade 58,995 [61,472]

There was a slight overall improvement in the quality of submissions in the folio. Generally the work was clearly labelled, carefully re-drafted, and relevant to the tasks set. Tasks themselves were appropriate in the main, and enabled candidates to demonstrate their abilities. Work which had been word-processed showed notable improvement. There were, however, submissions which exceeded the recommended lengths.

In the Writing aspect of the folio there were many excellent examples of both transactional and expressive writing. Writing to convey information was less well done than writing on personal experience. In the former there was a persistent failure to rework source materials derived from CD-ROM or reference works. The overall performance of some candidates was affected adversely by either their own failure to understand the purpose, or by having been assigned inappropriate tasks, or both. Most submissions showed some improvement in spelling and punctuation and in the control of written expression generally, but sentence structuring was notably weak at the General and Foundation Levels. Most of the work at Credit Level was very impressive indeed.



Responses to Reading in the folio offered a wider range of poetic and short story texts than in previous years, but the canon of longer prose fiction and dramatic texts was somewhat limited. Broadly, while texts and related tasks were appropriate and allowed candidates to demonstrate their abilities in critical evaluation, some tasks restricted the scope for candidates because they were too vague in demand, or far too structured and supportive. Less able candidates invited to deal with comparative texts were mostly unsuccessful, as were those invited to undertake a task whose focus on an aspect of a text was too narrow. Few candidates wrote on media texts. Of those who did, the best showed excellent knowledge and understanding, but others offered only narrative summary without analysis.

In the written papers in Reading, candidates engaged well with the texts at all three levels, and were presented at the appropriate level, in the main. Their response to questions on the writer's craft was less than confident, and some had difficulty in expressing their understanding of ideas in their own words. In Writing, the response was satisfactory, particularly in writing that dealt with personal experience, where there was adequacy of communication allied with sensitivity, depth of insight, and self-awareness. In the best performances there was skill in report writing and in humorous and satirical writing. An improvement in planning and consequent structuring of writing was recorded. Unsatisfactory results came from particular topics; in writing on 'Vandals' many candidates failed to observe the requirement for the short story form; writing on 'Aliens Have Landed' produced many hackneyed results, and there was much uninspired writing on football. While there was a perceived improvement in the standard of written expression, this was less evident in sentence structuring, paragraphing,

vocabulary and punctuation. Many candidates showed lack of skill in register; this was most commonly exhibited in their using inappropriate colloquial language in formal situations.

In Talking, while performance was similar to that of previous years, there was a disturbing trend towards reliance on the support and use of written modes of language and memorized essays in this oral element.

Standard Grade – English
– Alternative Communication 7 [3]

In all respects, performance was as for Standard Grade English.

Standard Grade – English
– Spoken 20 [24]

In the taped folio, in both the Understanding and Communicating aspects, careful production was evident generally, but some candidates submitted work that was not fully re-drafted or polished. There was a marked contrast between the work of those confident candidates attempting the highest level of award, and that of hesitant weaker candidates lacking self-editing skills. While there was a wide range of performance, there was a clear lack of variety in tasks set and stimulus provided. The work of some candidates was affected by the re-use of imperfectly cleared tapes, and by recording in noisy environments.

In the examination in Understanding, candidates showed skill in handling the materials and in following the rubrics to produce sound responses. In the Communicating examination, the most successful responses were based on personal experience, but even these were affected by weaknesses in structure, tone, pace and appropriateness.

Higher Grade 34,160 [34,989]

The folio was well done by most candidates. Generally, in the Review of Personal Reading, clearly-stated intentions and appropriate self-set tasks led to successful reviews. The quality of the work ranged from the perfunctory to very competent reviews of high quality on demanding texts across the range of genres. In some submissions, however, inadequate advice had been offered and in others perhaps undue support provided. There was little evidence of plagiarism or of the 'different hand'. Very few submissions exceeded the word length limits, though the occasional false claim of conformity led to penalisation. The novel was the predominant choice of candidates. In many cases this was restrictive and self-penalising as was the choice of poor quality texts and self-limiting tasks. Candidates evidently spent much time and effort in work on the Review, but this was often to the detriment of the Imaginative or Discursive Writing, where there were signs of neglect. Some candidates offered Discursive Writing that was strongly derivative of the resource pack or Internet, and this received little credit. Some offered Imaginative Writing that failed to exploit the creative use of language, or personal writing that lacked reflection on experience. These suffered the same fate. Standards of written work were mainly adequate, but proof-reading was often not. The use of the apostrophe has atrophied, and the comma splice is emergent.

On the other hand, there was writing of a kind and quality that represented a very high achievement, seldom reached in the conditions pertaining before the introduction of the folio.

In Paper I, some candidates found the task of dealing with comparative passages demanding. Questions on structure were poorly executed by some, but the majority of candidates evidently found the passages accessible and interesting. The Report question was done well in the main, but not by candidates who sought to find contention or an issue in the material. Poorer candidates found the task over-demanding and found that they were unable to synthesise the material, to spell adequately, to write in sentences or paragraphs, to express ideas, or to use an appropriate tone.

Practical Criticism was not a popular choice in Paper II. Attempts by those ill-prepared for the examination, and particularly for the demands of this option, fared badly. Others succeeded in it because they were well prepared and had consciously chosen it. Response to the Close Reading of Specified Texts covered the whole range of performance. In the Critical Essay there was a very disappointing reliance on texts from the list of Specified Texts as the basis for the essay. This created difficulty for many candidates who were dependent on texts that were inappropriate to the demand of the rubric. Essays were well written on the whole, but some were perfunctory or even memorised. These produced inappropriate responses. Some candidates wrote about texts which were thin or brief.

CSYS 1,458 [1,669]

The performance of candidates was sound and even across the component part of the examination, but not as outstanding as in 1997. There was no reversal in the steady though marginal improvement in performance generally. The incidence of truly impressive performance was less than in 1997, but what was achieved reflects very favourably on the candidates and their teachers. There is evident enthusiasm and commitment to the study of English at this level in the vast majority of centres.

In the dissertation, performance was satisfactory generally. Some submissions displayed breath-taking originality, were sensitively and fluently written, and full of insight. The work of almost all candidates showed sound knowledge of the texts studied, a focus on analysis and evaluation, and genuine engagement.

Where there was weakness, it resulted from the imposition by the centre of a 'chapter' structure which affected fluency and argument in the work of many of their candidates; the ignoring of advice provided caused other flaws. Inappropriate groupings of texts and ill-defined topics were unhelpful. Reliance on narration gained little credit.

The creativity of candidates was significant in fiction and poetry, and to some extent in drama in the Creative Writing folio. The reflective essay was less satisfactory. Many candidates regarded this option as a catch-all and made little attempt at creativity. Variations from centre to centre in the teaching of creative writing were evident. Those that had imposed common tasks or set formats, or encouraged too wide a range of writing, adversely affected the work of their candidates.

The Media Studies (Paper I) option attracted a small but steady percentage of candidates and gave evidence of sound teaching and learning approaches, but often candidates were unfocused. Most candidates attempted the Film and Television sections and performed best when responding analytically to aspects of film texts.

Paper II (Literature) was by far the most popular of the options. Virtually all candidates evidently derived great satisfaction from their literary studies. There was a marked increase in the frequency of responses on Scottish texts. Responses generally showed sound textual knowledge and understanding of the central concerns of the texts. There was also honest and competent handling of the questions.

The upward trend in the uptake of Paper III (Practical Criticism) was continued. Candidates were confident and showed skill in analysis and evaluation of unseen texts. Responses to poetry were particularly incisive. Candidates demonstrated their sound preparation, their confident reading and their familiarity with critical terminology. Particularly satisfactory was the use of substantiating comment and relevant textual evidence in responses. Candidates engaged well with the tone and stance of writers.

EUROPEAN STUDIES

<i>Short Courses</i>	937	[913]
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Moderation of these Short Courses went well in 1998. The evidence indicated that most centres were providing courses of a high standard. *Living and Working in Europe* was the most popular Short Course, with over half of the total awards. The materials used by some centres for this Short Course were sometimes rather dated. The second most popular Short Course was *Environmental Issues in Europe*. Numbers of candidates for the European Enquiry remained very low.

GÀIDHLIG/GAELIC (LEARNERS)

Standard Grade

<i>Gàidhlig</i>	98	[100]
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<i>Gaelic (Learners)</i>	423	[522]
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<i>Writing</i>	207	[218]
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The number of candidates presented for Gàidhlig was broadly comparable to the number in previous years; entries for Gaelic (Learners) were somewhat lower than in previous years. There was an increase in the percentage of Gaelic (Learners) candidates who sat the optional Writing paper. Performance in all aspects of the examinations was good; performance in Speaking and Gàidhlig Writing was of particularly high quality.

Higher Grade

Gàidhlig 54 [45]

Gaelic (Learners) 148 [168]

Performance was generally very good, particularly in the Listening papers, and some candidates submitted folios of high quality. Gaelic (Learners) candidates performed particularly well, and there was evidence of thorough preparation in responses to the Gàidhlig literature paper.

CSYS

Gàidhlig 17 [18]

There was again a wide range of achievement. The linguistic challenges were met with varying levels of success; most candidates wrote about their chosen texts with a gratifying degree of perception and enthusiasm; and there were some vigorous and substantial submissions for the folio and the dissertation.

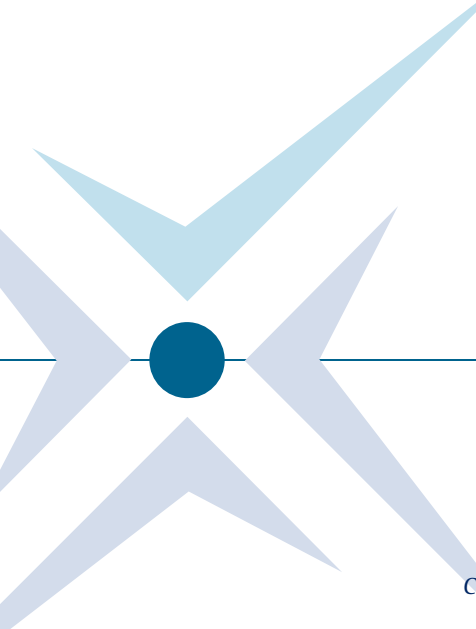
GEOGRAPHY

Standard Grade 22,850 [24,467]

The overall performance of candidates at all three levels was highly satisfactory. As in previous years, many candidates made excellent use of the resources provided. Performance at all three levels in Evaluating was better than in Knowledge and Understanding. Candidates' performance in the Ordnance Survey questions was very good, especially at Credit Level. However, responses to the questions on glaciation and weather showed a lack of basic geographical knowledge compared to responses to the questions on industrial location, population, and development. A significant number of candidates continue to forfeit marks by their failure to read questions carefully. Compared to previous years, Performance in Investigating showed a slight improvement in 1998 – its last year of assessment as a separate element.

Higher 8,437 [9,005]

Overall performance of candidates showed a significant improvement in both papers compared to 1997. Unusually, responses to the questions on the Physical Core were better than those on the Human Core. In Paper II Geography: Applications, performance was variable with one very popular question (Development and Health) eliciting many weak responses. Overall responses to Paper II lacked in-depth detail of specific case studies and a knowledge of place.



CSYS 433 [489] Short Courses 553 [774]

In spite of the fall in the number of candidates, the overall number of entries was still the second highest since 1994. The standard continued to improve. In the written examination, the decision-making question was overwhelmingly the most popular choice, with many candidates making excellent use of the resources. The majority of candidates submitted dissertations rather than the folio of essays. This is to their advantage as the dissertation allows in-depth research of a single issue, rather than more uneven performance across three, separately researched topics. Although there were excellent individual fieldwork submissions, overall the standard of performance in field studies has declined. This was especially evident in relation to the presentation of the Analysis sheets, some of which were still submitted on oversized sheets.

GEOLOGY

Higher Grade 52 [44]

The quality of performance by candidates in 1998 declined compared to 1997. For both papers the weaknesses of previous years persisted, particularly essay writing, stratigraphy, interpreting geological photographs, drawing geological cross-sections, and drawing and interpreting structural contours. Responses to Paper I were of variable quality. While some candidates showed a considerable depth of knowledge, many showed low levels of understanding. Overall, it was in Paper II that candidates' responses showed a distinct decrease in quality compared to the last two years. Fieldwork reports continued to be of a very high, and in some cases excellent, standard.

Moderation of these Short Courses went well in 1998. The evidence indicated that most centres were providing courses of good and frequently excellent quality. In their assessments, they were consistently and appropriately applying the criteria. The use made by centres of the more demanding category 2 courses remained disappointingly low.

GRAPHIC COMMUNICATION

Standard Grade 7,319 [7,543]

This year saw a continuing rise in the number of centres entering candidates. The Credit paper was attempted by 4,281 candidates, General by 6,831, and Foundation by 2,644.

In the Illustration and Presentation element, the percentage of candidates attaining Grades 1 and 2 increased, following the trend of recent years. Candidate performance for the Knowledge and Interpretation element at Credit and General Level also improved, while Foundation Level remained constant. Concerns were expressed that some centres entered candidates for Credit and General Levels who should have been entered at General and Foundation.

Higher Grade 2,418 [2,290]

There was a significant increase in the number of candidates entered for the examination in 1998. This contrasted with the general trend of recent years of a continual slight fall. The pass rate remained constant at 67% and grade A awards increased by 2%.

In Paper I, candidates produced sketches of a high standard and demonstrated a good knowledge of graphic symbols and computer hardware. However, there were general weaknesses in tolerances (including basic arithmetic), engineering conventions and colour theory.

In Paper II, the majority of candidates coped well with the measured two-point perspective. In selecting choice questions, candidates much preferred engineering to plantometric drawing, with the question being well answered in comparison to previous years, but still showing weakness in draughtmanship and the use of conventions. Areas of weakness in the paper were apparent in the lack of ability to use appropriate projections to construct surfaces and objects containing curves.

Short Courses 2,018 [2,269]

Overall, uptake numbers continued to fall. The basic drawing of the Graphic Communication 1 course (778) proved the most popular. Unfortunately, this popularity did not continue into uptake for Graphic Communication 2 course (202). The Computer-Aided Graphics (513) and Illustration and Presentation (525) courses continued to attract reasonable numbers.

HEALTH STUDIES

Short Courses 2,738 [3,817]

All eight Short Courses in Health Studies attracted substantial entries and materials submitted in support of internal assessments were of a high standard generally. Health and Exercise had the highest uptake with 821 candidates being successful. The course on Healthy Risks had fewest candidates compared to previous years with 33 being successful.

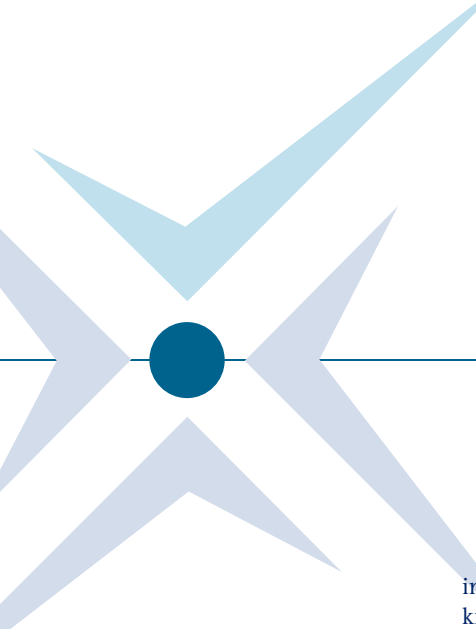
HISTORY

Standard Grade 21,026 [21,963]

In Knowledge and Understanding performance was of an equal standard to last year, and at General Level it was slightly better. Candidates successfully combined evidence from the presented historical sources with their own recalled knowledge where required to do so. At General Level, too, there were signs of improvement in Evaluating, with good use of relevant recall in answers to questions requiring contextualisation of sources. In contrast to the pattern of previous years, some candidates at Foundation Level responded less well to questions requiring them to support source evaluations. In the work of the Credit Level group it was particularly gratifying to note the good quality of many of the extended writing responses. The pattern of attainment in the Historical Investigation was on a par with that of 1997.

Higher Grade 7,377 [7,560]

Performance in the Extended Essay and in Paper II maintained the very satisfactory overall standard seen in recent years. The standard seen in Paper I, however, was somewhat disappointing, with many candidates appearing to have difficulty in transferring to the written paper the often well developed skills demonstrated in the Extended Essay. The majority of candidates had an acceptable level of historical knowledge, but in Paper I often let themselves down by addressing a rehearsed question rather than the one actually set. In the Extended Essay there was continuing evidence of candidates using the opportunity to thoroughly research, prepare and structure their work, although – as in Paper I – they would often have benefited from greater attention to analysis of the issue tackled and a corresponding reduction in straightforward narrative. Paper II produced some outstanding responses, and overall performance in this paper would be further improved by training



in the integration of candidates' recalled knowledge in source evaluation. Finally, while the vast majority of candidates answered on Option C – Later Modern History, some very good work was noted in Option B – Early Modern History.

CSYS 609 [615]

While there were some outstanding performances, overall the standard was poorer than that of 1997. In Paper I many candidates had good knowledge of the Field of Study tackled, but, as in previous years, often appeared to rely on rehearsed responses which did not answer the questions in the paper, and on too much descriptive content, too little analysis. There was evidence that performance in Paper II would benefit from practice in the contextualisation of sources. Some fine dissertations were submitted but others, again as in previous years, suffered from being too long, poorly structured, and lacking in awareness of historiography.

HOME ECONOMICS

Standard Grade 10,192 [10,536]

Overall performance was good in all three elements. Handling Information showed an improvement from previous years, across all levels. In Knowledge and Understanding, standards were highly satisfactory in areas regarding healthy eating and food storage at Credit Level, food hygiene at General Level and food labelling at Foundation Level. It was disappointing to note that some candidates lacked a knowledge of basic nutrition across all levels. As in previous years, the overall standard of performance in Practical and Organisational Skills continued to improve.

Higher Grade 720 [700]

The upward trend in entries continued, with performance showing a slight improvement from last year. Attainment in both components of the Independent Study showed a slight improvement with the majority of candidates having a greater understanding of the technological process involved, but in some cases, the work produced lacked detail. A good range of investigative work and testing was evident in many of the Working Logs. The increased use of information technology has to be commended. A wide range of subject-specific knowledge was displayed in the written paper, but this knowledge still lacks depth and detail.

Short Courses 486 [149]

All three Short Courses attracted candidates, with *Cooking for Health* the most popular and *Technology in Home Economics* the least. A high overall standard was evident in the materials submitted for moderation and only in a small number of cases was re-assessment required.

HUMAN BIOLOGY

Higher Grade 2,774 [2,519]

The standard of candidate response was very variable, but there were a number of candidates who showed extensive knowledge. Marks obtained in both papers were the highest on record, and this resulted in more candidates gaining better grades, particularly at C grade. The standard of written English was good, but a weakness in the ability to carry out simple calculations was still evident.

LATIN

Standard Grade 976 [1,049]

Performance continued to be good. The decline in the number of centres, however, was a cause for concern. In Interpretation, many candidates showed a thorough knowledge of the prescribed text, and there were good answers on linguistic techniques, with appropriate quotations in Latin. In Translation, despite some difficulty with the ablative case, and some grammatical and lexical confusion, many candidates demonstrated considerable expertise. In Investigation, the standard of work was generally very high, with good use of sources and quotations.

Higher Grade 355 [382]

Although many candidates produced very good work, there was also an increase in the number of weak performances. In Paper I and II (Interpretation), there were some good answers on the Virgil prescription, despite some difficulty with proper names; answers on Plautus were disappointing; the best answers on Cicero were in relation to rhetorical techniques. In Paper III (Translation), the overall response was excellent, showing considerable confidence and flair.

Short Courses 167 [178]

There were entries for all four Short Courses, and the quality of evidence was high. The most popular Course was *Latin 1*.

CSYS

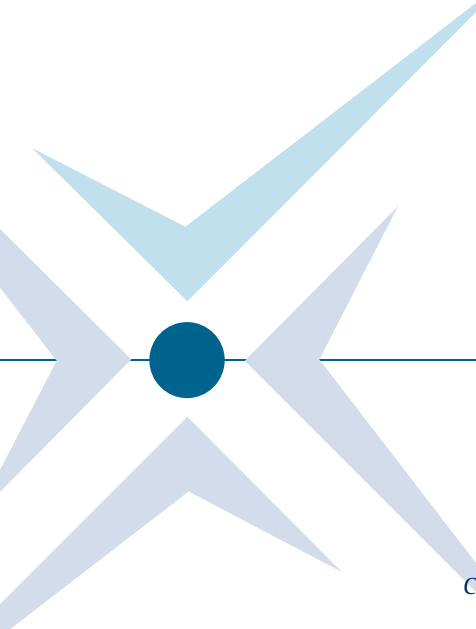
30 [32]

The performance of more than half of the candidates was very good. In Paper I (Interpretation), despite some weaknesses in the essays, answers were generally confident and competent. In Paper II (Translation), many candidates found the passages challenging, often because of a lack of grammatical awareness. In the dissertations, although more quotations in Latin would have improved the submissions, there was some impressive work on a wide range of topics. In the optional supplementary paper in prose composition, it was pleasing to note some good, grammatical Latin.

MANAGEMENT AND INFORMATION STUDIES

Higher Grade 4,289 [3,910]

The level of performance was similar to last year, which was expected, since neither the characteristics of the candidates nor the accessibility of the three papers had changed substantially. In Paper I there were, as usual, popular areas where many candidates performed well, notably in human resources, information, teamwork, and personal effectiveness. It was noticeable, however, that there was an increasing tendency for candidates to lose marks through misinterpreting questions. Unpopular areas were administration, organisational change, and production. Candidates generally did well in Paper II, although some had a tendency to confuse problems with solutions. In the Projects, many candidates did not grasp the link between the terms of reference and their final conclusions and recommendations, with the result that good basic work in collecting and using information is spoiled. Some candidates lost marks for not following the requirements of the report and many submissions were handwritten. Areas in which candidates performed well were teamwork and information. Administration was an area of weakness.



CSYS 4 [3]

In all papers the standard ranged from above average to poor. It appeared that candidates had dipped in and out of syllabus content areas, and this had the effect of severely limiting their choice from the range of questions provided in Papers I and II. Standards of English, report-writing and referencing were disappointing. In Paper I candidates seemed to take a broad brush approach to their responses rather than a tighter more focused approach. Some of the topical management themes addressed in Paper I were not answered by candidates in a way which suggested much insight into current thinking in these areas. The skills required to effectively use the common management tools covered in Paper II were well developed. However, the use of analytical techniques such as decision trees and CPA was demonstrated by some candidates. Those who elected to answer questions involving the use of variance analysis, linear programming and time series analysis gave poor responses. Two out of the four dissertations showed promising effort in collecting data and information via primary research. However, the information tended to be included in appendix format, with limited attempts made to analyse or evaluate the data within the context of the topic. Structure of dissertations was often poor, with no use made of introductions to set the scene. Outlined rationale and descriptions of research methodology were sometimes missing, and conclusions were poorly constructed and often did not draw on evidence provided in the body of the report.

MATHEMATICS

Standard Grade 59,683 [62,411]

The overall standard of performance at Foundation Level was very good and in line with that of previous years. Although performance at General Level varied considerably, the overall response was encouraging. The standard of performance at Credit Level was satisfactory, but questions involving algebraic manipulation were poorly done.

Higher Grade 20,221 [20,469]

Candidates generally performed very well in all three parts of the examination, and the standard of attainment was similar to that of 1997.

CSYS

Paper I (General) 2,307 [2,384]

Paper II (Pure Mathematics) 209 [228]

Paper III (Statistics) 420 [413]

Paper IV (Numerical Analysis) 41 [46]

Paper V (Mechanics) 120 [147]

In Paper I the performance was satisfactory and on a par with previous years. In the four specialist question papers and investigations performance was satisfactory.

MODERN LANGUAGES

Standard Grade

<i>French</i>	38,356	[40,489]
<i>Writing</i>	17,828	[19,231]
<i>German</i>	16,019	[17,157]
<i>Writing</i>	8,331	[9,255]
<i>Italian</i>	627	[691]
<i>Writing</i>	355	[412]
<i>Russian</i>	9	[14]
<i>Writing</i>	9	[14]
<i>Spanish</i>	2,587	[2,575]
<i>Writing</i>	1,526	[1,633]
<i>Urdu</i>	122	
<i>Writing</i>	67	

The figures above represent a marginal decrease in the proportion of the S4 cohort entered for examinations in Modern Languages at this level. Nonetheless it is encouraging to note the continuing trend of increasing entries for Spanish and the pleasing number of entries for the first Standard Grade examination in Urdu. The situation of Russian remains a cause for grave concern.

In French and German the overall standard of performance in Speaking, Reading, and Listening was generally satisfactory, showing a slight increase in the percentage of Credit Level awards compared with 1997. In Italian, performance in Reading showed a slight improvement overall while that in Listening was slightly down on last year; the mean grade awarded for Speaking in Italian improved, with a 7% increase in the percentage of candidates achieving a Credit Level award in this element. In Russian, all but one of the candidates had followed a crash course in S5 and their performance was creditable. In Spanish, the increase in entries was coupled with a slight decrease in the overall standard of performance in each of Reading, Listening, and Speaking, with

Credit Level awards in these elements reduced by 3%. Performance in Writing was once again very varied and often disappointing, with results frequently not matching teachers' expectations, particularly in Spanish. In Italian, however, performance showed a clear improvement.

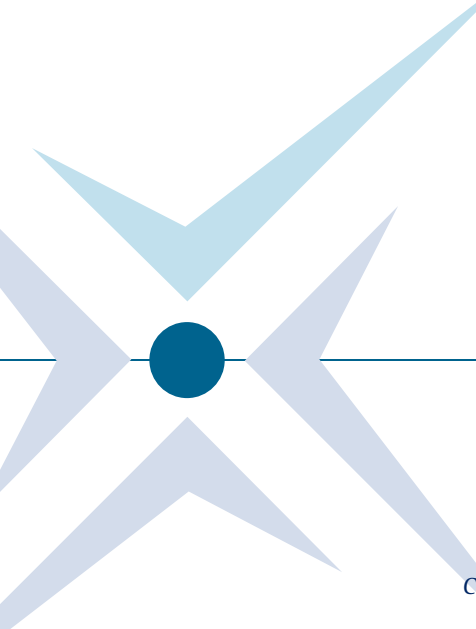
In Urdu, performance was very pleasing overall, and although the majority of candidates gained awards at Credit Level, the examination succeeded in its aim of providing achievable goals for candidates at all levels of ability.

Higher Grade

<i>French</i>	4,619	[4,840]
<i>German</i>	1,962	[2,078]
<i>Italian</i>	201	[188]
<i>Russian</i>	19	[22]
<i>Spanish</i>	874	[788]

The rise in entries for Italian and Spanish is encouraging, and although the total number of entries for Modern Languages fell in numerical terms, this does not represent a significant decrease as a proportion of the S5/S6 cohort.

Performance overall was generally very satisfactory. In French there was evidence of sound work in Reading, Translation, and Listening, but the standard of written work in the foreign language was variable. In German there was improved performance in all areas, particularly from the stronger candidates. In Italian, the standard of performance was on the whole very satisfactory, although written Italian in Paper IIB was generally better than in Paper III. Work of a high standard was produced in both Spanish and Russian; it was interesting to note that a significant proportion of the candidates for Russian were Russian, Bulgarian or Czech.



CSYS

<i>French</i>	328	[407]
<i>German</i>	177	[198]
<i>Italian</i>	8	[10]
<i>Russian</i>	2	[3]
<i>Spanish</i>	49	[52]

The decrease in entries for French and German was disappointing.

Performance overall was very similar to previous years, with Speaking once again attracting generally favourable comments from the Examiners, and production of written work in the foreign language (Papers III and IV) tending to be the least impressive of candidates' skills.

In Paper I (Reading Comprehension and Translation), performance was generally satisfactory, although candidates would have benefited from more practice in the technique of translation as well as in the use of the English language. In Paper II (Critical Reading), there were examples of excellent work in each of the languages, and it was pleasing to note that, once again, a significant proportion of candidates opted for the poetry question. Performance in Paper III (Listening) indicated that, while candidates generally had no difficulty understanding the gist of what they heard, they sometimes had difficulty with the detail. As in previous years, work produced for the folio ranged from barely satisfactory to excellent.

MODERN STUDIES

<i>Standard Grade</i>	13,985	[14,092]
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Overall performance showed a slight improvement in 1998 compared to 1997. Candidates at General and Credit Levels again performed better in Evaluating than in Knowledge and Understanding. Syllabus Areas 1 and 2 showed better performance than Syllabus Areas 3 and 4. This was the last year of Investigating as a separate element. Candidate performance in Investigating continued to be similar to overall exam performance.

<i>Higher</i>	7,811	[8,209]
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Performance in 1998 overall showed a slight improvement in comparison to the 1997 examination. In Paper I the questions which elicited the best answers included Electoral Systems, Health, South Africa, and The Politics of Food. Generally, candidates again performed better in Paper II, the Decision Making Exercise, than in Paper I. Most candidates achieved high marks in the evaluating questions. Candidates' reports were well structured, but many candidates were still failing to include appropriate background knowledge.

CSYS	355	[333]
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Overall performance declined slightly in 1998 compared to 1997. In Paper I, candidates showed improvement. For Paper II and the Dissertation, Topic 6 (Law and Order) consolidated its position as the most popular followed by Topic I (Political Parties and Elections). There was a significant increase in centres opting for Topic 3 (Eastern Europe). Performance in Paper II was similar to previous years. Dissertations still showed a tendency to describe (often at great length) rather than use the great amount of research material accumulated to analyse clearly-defined questions or hypotheses.

MUSIC

Standard Grade 9,111 [8,677]

Solo performances were excellent, with an increased number of pupils presenting imaginative, well-planned programmes. Any PE referrals concerned either wrong task levels or programmes of too short duration. Group performing reports spoke highly of the quality and diversity of the work presented. In Inventing there was a further reduction in instances of discrepancy between the moderator and teacher, although a few moderators were unhappy with some teachers being unable to explain the stimuli of the work. Response to the Listening Papers at all levels was encouraging. Marks showed that the chord change question had improved, as had the extended writing question. A mixed response was received concerning the comparison question, with many feeling the musical conceptual requirement was being interpreted in over-simplistic language.

Higher Grade 2,668 [2,519]

Almost all Visiting Examiners commented on the high standard of candidates' performance and the range and diversity of instruments and repertoire. Any PE referrals tended to concern either programmes of too short duration, or pieces below the minimum required standard. Response to the Investigative Study was much as before, with candidates' work ranging from highly perceptive investigations, to responses with little or no personal input and information directly delivered from published sources. The Listening (Core) paper had a lower standard of response than the previous year, the suggestion being that a paper in a new format generally takes three examination years to 'settle in'. Despite declining numbers in Inventing (Extension), the results were higher than in previous years. This

improvement in standard was echoed in Inventing (Extension) folios. The overall standard of work in Inventing (Core) was good, with any dispute over marks usually resulting from a centre being over-generous in its assessment.

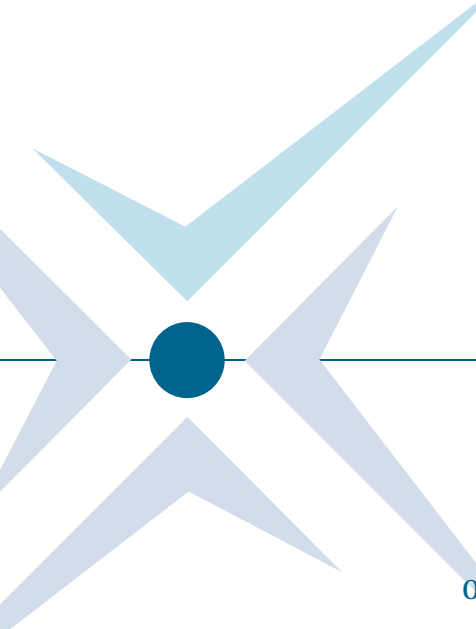
CSYS 429 [377]

The majority of candidates once again chose Model 1 (Performing). The recitals presented were of an excellent standard, many including works of a much higher Task Level than that required. There was a reduction in the number of candidates presented for Model 2 (Inventing), but the work submitted ranged from traditional style to avant garde, and showed evidence of maturity and insight. Although the least popular, there was an increase in the number presented for Model 3 (Listening), two of whom were awarded full marks. Centres appeared more comfortable with requirements and standards for Coursework A, while Coursework B – Analytical Commentary – continued to improve.

NAUTICAL STUDIES

Short Courses 143 [220]

There was uptake across the six Short Courses on offer. *Seamanship 1, Coastal Navigation* and *Use and Abuse of the Sea* continued to be popular. Centres continued to assess the candidates' evidence of attainment reliably.



OFFICE AND INFORMATION STUDIES

Standard Grade 16,670 [17,520]

In Paper I, an overall improvement was seen at Credit and Foundation Levels. At General Level responses were satisfactory. There was a significant improvement in accuracy standards within all three levels. In Paper II, the responses were good at General Level, with more candidates gaining the upper grade. Responses at Credit Level were mixed, and many candidates had difficulty in writing extended answers. At Foundation Level responses were poor, with many candidates unable to answer in sentences. The majority of centres produced good evidence for Handling Information, although some centres still failed to follow the guidelines for assessment issued by SQA.

PHYSICAL EDUCATION

Standard Grade 16,675 [16,770]

Over the last few years, the numbers doing Standard Grade Physical Education have levelled out, but in 1998, for the first time since Standard Grade Physical Education was introduced, there was a slight decrease in entries. The overall standard remained satisfactory, and once again moderation procedures ran smoothly. The examining team provided a more detailed marking scheme and this was welcomed. Reports received from markers were very constructive. The layout and language of the written Foundation paper was considered appropriate. At General and Credit Levels the Evaluating aspects were considered appropriate, but candidates had some difficulty with the Knowledge and Understanding element.

Higher Grade 3,620 [3,472]

There was again an increase in entries in 1998 – the fifth year of this course. There was also a modest improvement in results overall. Performance was again the major strength demonstrated in the course, although there were slight improvements in the written Analysis of Performance examination and in Investigation of Performance reports. Moderation of Performance was, once more, very successful. Investigation of Performance reports were again generally limited, and there was evidence of candidates continuing to have difficulty in presenting a coherent interpretation and focused discussion using the data they had collected. Many Investigation of Performance reports were over the 1,200 word allocation. This was often due to poor editing and failure to use appendices correctly. There was evidence that some centres adopted a rather prescriptive and limited approach. Despite a slight, though welcome, improvement in the written Analysis of Performance examination, candidates answering questions at this level rarely produced work which met the assessment criteria for high marks. As in previous years, only small numbers of candidates attempted questions in the Appreciation of Action section of the paper. Where these questions were attempted the quality of the responses varied from modest to very good. In Analysis of Performance, candidates were most successful in answering parts of questions that assessed competence in description and explanation. More difficulty was encountered where candidates were required to demonstrate critical thinking and apply related concepts. The examining team found increased evidence of rote learning.

PHYSICS

Standard Grade 19,133 [20,483]

Overall candidate performance was satisfactory, both in Knowledge and Understanding, and in Problem Solving. At both General and Credit Levels the recall of facts left some room for improvement. Candidates continued to do well in responding to questions that required the application of relationships and the use of calculations. However, there were too many instances of inappropriate use of symbols. There was also an increase in the frequency with which candidates arrived at the numerical response to a question without showing clearly the steps leading to the answer. Candidates were able to give descriptions and satisfactory explanations of physical phenomena. Performance in Practical Abilities continued to be very satisfactory.

Higher Grade 11,449 [11,680]

There were excellent performances from a significant number of candidates, and this resulted in an increase in the pass rate and the number of grade A awards. Overall, candidates had shown a high level of skill in dealing with problem solving contexts that required calculations and the extraction of information from graphs.

CSYS 996 [1,170]

Candidates responded slightly better, compared with the 1997 examination, in the written component of the examination. There were high quality performances which led to a welcome increase in the proportion of grade A awards. The challenge offered by the paper was perceived as being realistic and fair. A large number of candidates did not take advantage of readily available marks.

RELIGIOUS AND MORAL EDUCATION

Short Courses 28,538 [25,088]

The satisfactory quality of candidates' performance reported in previous years was improved upon yet again. With the exception of Investigating a Religion, and Christianity Today, all Short Courses saw an increase in the number of awards made.

RELIGIOUS STUDIES

Standard Grade 1,165 [1,210]

It was pleasing to note an improvement by candidates at Foundation Level in the handling of Christianity questions. Also at this level, questions on Issues of Morality were noticeably well answered. There was evidence of scope for improvement across all levels in the ability to relate belief to practice, and, at Credit Level specifically, in providing both sides of an issue. This apart, overall performance at each of Foundation, General and Credit Levels was very satisfactory.

Higher Grade 1,343 [1,280]

As in 1997, the standard of evaluation skills in relation to Paper II in particular was disappointing. So too was the level of understanding of the relationship between the organising principles – human condition, goals, and means – in the context of the World Religion selected. In the Study in Depth, however, the quality of candidates' work was found to be commendable.

CSYS 15 [13]

The increase in the number of entries was accompanied by a slight decline in the standard of performance in both dissertation and written paper. In the latter, answers tended to be lacking in substance, with indications that candidates would benefit from taking a more critical, evaluative approach to the source texts read.



SCIENCE

Standard Grade 15,889 [16,297]

As in previous years, the overall standard of performance at Foundation Level was highly satisfactory. The quality of responses at General Level was wide-ranging, and candidates performed significantly better in Problem Solving than in Knowledge and Understanding. The overall performance at Credit Level was satisfactory.

SECRETARIAL STUDIES

Higher Grade 3,946 [4,220]

In Office Practice, the responses to Paper A (multiple choice) were generally good. There was a mixed response to Paper B. Difficulties encountered resulted from lack of knowledge of technological applications across the syllabus, insufficient depth of knowledge, and poor language skills in both reading and writing. In Word Processing, responses to Paper A showed a marked improvement and some candidates achieved excellent results. Areas of strength included production of a letter with tear-off slip, display of an Income and Expenditure Account, and efficient use of the spellcheck function. Good candidates who knew how to make the best use of their machine functions also performed extremely well in Paper B. However there was evidence to suggest that some candidates were re-keying much of the stored text, with consequent stringent penalties for errors. Candidates who changed fonts tended to disadvantage themselves. Unless instructed to do so, candidates should work from stored text and should not alter fonts. There was an overall improvement in accuracy this year, probably indicating better use of the spellcheck function. More training is required in the use of the search and replace function.

SOCIAL AND VOCATIONAL SKILLS

Standard Grade 3,300 [3,567]

There was a slight decrease in entries in 1998. Overall, performance reflected sound preparation in centres. Standards in Communicative Abilities showed improvement, particularly at Credit Level. Performance in letter and memo writing, form design, and extracting and processing of information was very satisfactory. Areas where it was considered that improvement was required were the construction of rotas and the picking out of key words in questions. Attention should be drawn to encouraging candidates to attempt all questions even when a context is unfamiliar. As was the case in 1997, there was careless use of calculators. At Credit Level, candidates should be encouraged to take a new page for each part of every question.

STATISTICS

Short Courses 76 [92]

The overall standard of candidates' work in the Short Course *Introduction to Statistics* was similar to previous years.

TECHNOLOGICAL STUDIES

Standard Grade 4,282 [4,897]

The number of candidates entered in the subject continued to fall, with 4,265 achieving a grade in Problem Solving and 4,066 achieving a grade in the written paper. This compares, respectively, to 4,880 and 4,581 for 1997. Again, the greatest fall in candidate numbers was at Foundation. This trend appears to be continuing, with a number of centres, especially in the west, dropping the subject completely.

Candidates entered at Credit Level continued to be of a high standard, with some scoring very high marks. Performance at Credit Level mirrors previous years. Calculations continued to cause problems despite formulas being given. Responses to the Foundation Level paper produced better results than 1997.

Higher Grade 951 [1,106]

There was a notable decline in the number of candidates presented for examination in 1998. Furthermore, the National Rating changed, indicating that the subject was demanding.

In general, the standard of candidate response continued to be satisfactory, with the exception of weaker work in respect of mechanical aspects. Both Paper I and Paper II were considered to be set at an appropriate level with a good balance of topical material. The Industrial Reports submitted for external assessment also continued to be of a satisfactory standard.

Short Courses 222 [352]

There was a further marked decline in number of awards in 1998. *Technology for All (200)* continued to provide the mainstay for the technological Short Courses, with minimal uptake in *Project Technology*(15) and *Robotics* (7).

CSYS 21 [30]

The overall standard of response was satisfactory with some good work on interesting projects presented. It was felt that the number of outstanding reports was lower than in previous years.

Statistical data

COMMENTARY ON 1998 UPTAKE AND ATTAINMENT

NATIONAL CERTIFICATE

There are almost 4,000 National Certificate (NC) Modules in the SQA catalogue, covering a range of vocational skills as well as traditional general educational subjects and core skills such as communication and numeracy. Candidates, mainly in schools and colleges, are assessed to prescribed national standards on the basis of outcomes and performance criteria, and all centres are subject to external moderation. Modules, most of which take a notional 40 hours to complete, can be built up into group awards.

Tables NC1 to NC18 and charts NC1 and NC2 provide detailed information about NC module and group award entries and awards for 1997/98 (between 1 August 1997 and 31 July 1998). A summary of the information which appears in each table is given below.

Table NC1 (page 42)
Chart NC1 (page 65)

The table and chart show a five-year trend in National Certificate Module entries and awards by school stage and centre type. Most modules are completed (or the candidate withdraws) within a session, but the awards section includes a small number of modules started in previous sessions. The table and chart show that:

- entries decreased by 5% to 1,108,219 this year from both schools and colleges, which is partly explained by a decrease in the school population
- 58% of all entries were from candidates in FE colleges
- 60% of school entries were from pupils in S5
- awards decreased by 7%, with a higher decrease in colleges than in schools

Table NC2 (page 43)

This table relates numbers of candidates to entry numbers. Note that the all centres total is greater than the sum of the centre types, because some candidates took modules at more than one type of institution. This table shows that:

- 220,538 candidates entered for the total of 1,108,219 modules, an average of 5.0 modules each, a slight decrease from 5.1 the previous year
- 53% of candidates were from schools
- 43% of candidates were from further education colleges
- the average college candidate entered for 6.8 modules, almost twice the total for the average school candidate
- amongst school candidates, both male and female pupils entered for 3.5 modules on average
- male college candidates entered for almost two modules more on average than female college candidates

Table NC3 (pages 44–46)

The three tables NC3a to NC3c show module entries grouped by Superclass (a classification system used in Scottish and UK vocational education and training databases.) They show that:

- as in 1996/97, 13% of module entries were in *Sciences and Mathematics*
- *Business/ Management/ Office Studies* and *Family Care/ Personal Development/ Personal Care and Appearance* each attracted 10% of entries
- entries in *Family Care/ Personal Development/ Personal Care and Appearance* increased by 17%, although some of this increase may be due to more accurate classification
- entries in *Manufacturing/ Production Work* decreased by 45%

Although total module entries for males and females were approximately equal, some of the subject areas reflected different ratios of male to female candidates. For example:

- more female candidates than male entered for NC modules in *Education/ Training/ Teaching, Health Care/ Medicine/ Health and Safety* and *Business/ Management/ Office Studies*
- more male candidates than female entered for NC modules in *Transport Services, Construction & Property, Engineering and Oil/ Plastics/ Chemicals*

Module entries in schools were more concentrated in those subject areas covered in the school curriculum, whereas module entries in colleges also covered the more vocational and work-based subject areas. For example:

- among fifth year pupils, 25% of module entries were in *Sciences and Mathematics*
- among fourth year pupils, almost half (48%) of module entries were in *Family Care/ Personal Development/ Personal Care and Appearance*
- among college candidates, the most popular area was *Health Care/ Medicine/ Health and Safety* (11% of entries), followed by *Engineering, Business/ Management/ Office Studies, Sciences and Mathematics*, and *Information Technology and Information*, all with 10%
- candidates aged under 20 were more likely to enter for *Engineering* modules
- candidates aged 25 and over were more likely to enter for modules in *Information Technology and Information, Health Care/ Medicine/ Health and Safety* and *Business/ Management/ Office Studies*

Table NC4 (pages 47–49)

The three tables NC4a to NC4c list the fifty modules with the most entries for all candidates, school candidates, and college candidates respectively. Old and new versions of modules (where the module title is identical) are grouped together. These show that compared to last year:

- 44 of the top 50 modules also featured among the top 50 in 1996/97
- the most popular individual modules were *Work Experience 1, Communication 3* and *Introduction to Computer Application Packages*, as in 1996/97
- entries increased in *Induction* (up 56%), *Information Technology: Office Applications 1* (up 32%) and *Information Technology 2* (up 26%)
- entries decreased in *Computer Application Package (Word Processing)* (down 26%), *Life and Work 1* (down 18%) and *Introduction to Photography* (down 17%)

Work Experience modules are mainly used in schools. Other modules with high uptake in schools were in the areas of Core Mathematics, Computing, Home Economics and Physical Education. In colleges, modules with high uptake included Communication, Computing, Health Care and Child Care. College students studied a much wider selection of modules, so that:

- the top 50 modules in schools accounted for 60% of the total school module entries
- the top 50 modules in colleges accounted for 27% of college module entries

Table NC5 (page 50)

This table gives entries by mode of attendance and Superclass. The mode of attendance can be full-time, part-time (mainly day release), or other (which includes sandwich courses, block release, and distance learning). It shows that:

- the mode of attendance was full-time study for 77% of modules, part time for 16%, and other for 6%
- *Sports Games and Recreation* had the highest percentage (97%) of full time entries
- *Oil/ Mining/ Plastics/ Chemicals* (69%) and *Construction and Property (Built Environment)* (57%) had the highest percentages of part-time entries

Table NC6 (page 51)

This table gives information about results where these were known by December 1998. Where entries were withdrawn by centres this was either because the candidate failed to satisfy the performance criteria, or was entered but took no further part in the module, or had been entered in error. For some candidates, study of the module spanned two sessions and their results were not yet known by December 1998. Figures for completion in 1997/98 showed:

- 66% of module entries in 1997/98 were successfully completed, a decrease from 68% in 1996/97
- a further 8% achieved partial success, achieving some but not all of the outcomes
- the highest successful completion rates were in *Oil/ Mining/ Plastics/ Chemicals* (82%), *Transport Services* (77%), *Sports Games and Recreation* (75%) and *Agriculture/ Horticulture and Animal Care* (74%)
- the lowest completion rate was in *Sales Marketing and Distribution* (55%), which however had a particularly high rate of entries with result not yet known

Table NC7 (pages 52–53)

The three tables NC7a to NC7c give a breakdown of candidates according to how many modules they were entered for in 1997/98. The tables show that:

- 38% of all candidates were entered for just one module
- 17% of all candidates were entered for 10 modules or more
- in schools, uptake was greatest in S5, with nearly four-fifths of S5 pupils taking at least one module (third and fourth year pupils usually have a full programme of Standard Grade courses, but fifth and sixth year pupils may study towards a combination of Highers and NC modules)
- college candidates were entered for more modules than school candidates, with 29% of college candidates taking 10 or more in the year
- college candidates aged 16–18 were entered for an average of around 11 modules, whereas the older students in colleges did fewer
- over half of the candidates aged 25 and over were entered for only one module

Table NC8 (page 54)

Chart NC2 (page 65)

Table NC8 describes the relationship between the number of Higher Grade and the number of NC module entries for fifth year pupils in the session 1997/98.

This table should be treated with some caution, as it matches data from two separate systems on the basis of Scottish Candidate Number, and the matching at this stage may be incomplete. For candidates not taking Highers, the stage is estimated from their dates of birth. Chart NC2 summarises the same information, expressing it as a percentage of the S5 cohort including Christmas leavers. This suggests that:

- 7,181 pupils in S5 took Highers but no NC modules
- 14,043 pupils in S5 took NC modules but no Highers
- 25,673 pupils in S5 took both
- candidates taking more Highers took fewer NC modules

Table NC9 (page 55)

Table NC10 (page 56)

These tables give information about entries and awards for National Certificate group awards – these group awards are taken mainly in FE colleges. Of these qualifications:

- 3,979 candidates entered for NC group awards during 1997/98, an increase of 9%
- 1,193 candidates completed an NC group award during 1997/98, a decrease of 4% which can be explained by the lower than average uptake in 1996/97
- 70% of all successful candidates had entered in the same year
- 65% of new candidates were aged under 20 and 87% were male
- the qualification with the highest number of entries was the *National Certificate in Engineering* (685 entries – an increase of 23%)

Table NC11 (page 57)

Table NC12 (page 58)

These tables give information about entries and awards for National Certificate Clusters – Clusters are made up of three National Certificate modules. As each module is based on a notional 40 hours' duration, Clusters are completed in around 120 hours. Clusters are taken mainly in schools, and as with modules, are taken mainly by S5 pupils. In total:

- 4,044 candidates entered for NC Clusters during 1997/98, a decrease of 24%
- 2,585 candidates completed an NC Cluster during 1997/98, a decrease of 13%
- 84% of all successful candidates had entered in the same year

- 96% of new candidates were aged under 20 and 67% were female
- the qualification with the highest number of entries was the *National Certificate Cluster: Home Economics (Level I)* (1,517 entries – a decrease of 32%)

Table NC13 (page 59)

Table NC14 (page 60)

These tables give information about entries and awards for General Scottish Vocational Qualifications (GSVQs). GSVQs are group awards made up of NC modules with an additional integrative assessment at levels II and III. They are taken mainly in colleges. They are broadly based qualifications which group together skills that apply equally well to a number of different jobs or courses of further study within a certain area. In total:

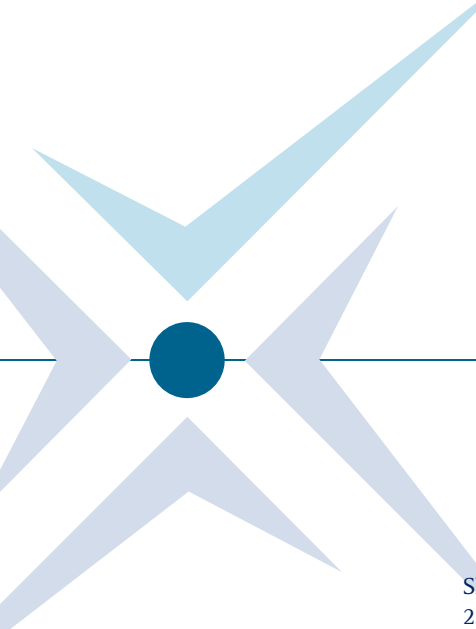
- 7,044 candidates entered for GSVQs during 1997/98, an increase of 13%
- 2,228 candidates completed a GSVQ during 1997/98, an increase of 23%
- 88% of all successful candidates had entered in the same year
- 63% of new candidates were aged under 20 and 58% were female
- the qualification with the highest number of entries was the *National Certificate (Level II) Care* (840 entries – a decrease of 16%)

Table NC15 (page 61)

Table NC16 (page 62)

These tables give information about entries and awards for Wordstart, Numberstart and Skillstart: groupings of NC modules in basic literacy and numeracy which are studied in colleges and other centres. For these:

- 82 candidates were entered for Wordstart (a decrease of 23%) and 80 for Numberstart (a decrease of 34%)
- 60 candidates completed Wordstart (an increase of 11%) and 61 completed Numberstart (a decrease of 23%)
- most Wordstart and Numberstart candidates were aged 16-19



Skillstart qualifications (Skillstart 1, Skillstart 2, Lifestart and Workstart) are group awards based on NC modules. The qualifications are especially suitable for candidates with learning difficulties or people who at present have no formal qualifications, helping them to improve their employment prospects or enter further training or education.

- 630 candidates were entered for Skillstart (a decrease of 10%), 256 for Lifestart (a decrease of 17%), and 161 for Workstart (a decrease of 26%)
- 291 candidates completed Skillstart (a decrease of 9%), 100 completed Lifestart (an increase of 14%), and 44 completed Workstart (a decrease of 4%)
- Lifestart and Workstart are qualifications aimed at schools, hence their candidates were younger

Table NC17 (page 63)

Table NC18 (page 64)

Professional Development Awards (PDAs) are specialised qualifications which allow candidates to build on existing qualifications or experience and facilitate career development. The Certificate can be constructed from HN units, NC modules, Workplace Assessed Units, or a combination of these. Tables NC17 and NC18 describe entries and awards in PDAs consisting wholly or mainly of NC modules.

- candidates entered for 1,114 NC based PDAs in 1997/98, an increase of 72%
- 417 awards were made, twice as many as in 1996/97
- 77% of entries were from FE colleges
- of the NC-based PDAs completed in 1997/98, 96% had been started in the same session
- male candidates accounted for 68% of NC-based PDA entries, but only 44% of awards
- the NC-based PDA with most entries was the *Certificate in Motor Vehicle Systems*
- the NC-based PDA with most awards was the *Certificate in Training Practice*

SHORT COURSES

Short Courses are 40 and 20-hour, internally-assessed and externally-moderated units, intended to provide candidates with an extension or enrichment of their curriculum in and after the third year of secondary education.

The number of Short Course awards decreased by 4% to 44,201, which can be explained by the 4% decrease in the S4 cohort. The decrease in awards was made up of an increase of 14% in Religious and Moral Education, balanced by decreases of 33% in Creative and Aesthetic Studies, 29% in Health Studies, and 34% in Electronics.

Table SC1 (pages 66–67)

The table gives information about Short Course awards in 1998, and shows that:

- most Short Courses are taken in the third and fourth years of secondary school
- Short Course awards in Religious and Moral Education accounted for 65% of all Short Course awards
- the four most popular individual Short Courses were all in the Religious and Moral Education mode: *A World of Values, Issues of Belief, Living in a Plural Society*, and *Moral Issues in Technology*

STANDARD GRADE

Standard Grade is taken after four years of secondary education, when candidates are on average 15–16 years old. It is based on a criterion-referenced system and is structured so that almost all pupils in the age group take the examination. Results are on a scale of 1 to 7, with 1 the highest, and the profile of performance gives grades for elements of a subject as well as an overall award. In most subjects, one of these elements is assessed internally with moderation by SQA. Standard Grade is available in 35 subjects, with two additional variants of English for candidates with special needs.

Tables SG1 to SG7 and charts SG1 to SG4 provide detailed information about uptake and attainment in Standard Grade.

Table SG1 (page 68)

The table shows the five-year trend in Standard Grade entries by subject:

- there were 447,184 subject entries at Standard Grade in 1998, a 4% decrease compared with 1997, and a further 28,323 entries in the optional Writing papers (this decrease was in line with the drop in the S4 cohort)
- after allowing for the decrease in the cohort, the Creative and Aesthetic subjects (particularly Music), Physical Education, and Spanish increased their share of the entries
- entries decreased in Gaelic (Learners) (down 19%), Contemporary Social Studies (down 16%) Accounting and Finance (down 15%) and Technological Studies (down 13%)
- the first year of Standard Grade Urdu attracted 122 candidates

Table SG2 (page 69)

This table describes Standard Grade entries by candidate type, showing that over 99% of Standard Grade entries were of fourth year pupils. The small-entry languages and Religious Studies attracted the largest proportions of non-S4 candidates.

Table SG3 (page 70)

Table SG4 (pages 71–73)

These tables illustrate the grade distributions for Standard Grade subjects and their elements. Differences among subjects and elements can be explained by differences in the nature of the candidature and in the nature of the subjects/elements.

- 40% of subject entries resulted in a Credit award, 41% in a General award, and 14% in a Foundation award
- the average grade awarded to candidates was 2.9, a slight improvement over 3.0 in 1997
- candidates obtained better grades in the Classics and the Practical Abilities element of the sciences, but lower grades in Contemporary Social Studies and Science

Table SG5 (pages 74–76)

These three tables (SG5a, SG5b, SG5c) describe gender differences in subject choice and average grade at Standard Grade.

- more boys than girls took technical subjects and Computing Studies
- more girls than boys took Home Economics, and Office & Information Studies
- girls did better than boys in most subjects – an average of 0.3 of a grade over all subjects
- the only subjects in which boys did consistently better than girls were Economics, Physical Education, and Religious Studies

Table SG6 (pages 77–78)

Charts SG1 to SG4 (pages 80–81)

The tables (SG6a to SG6d) describe the number of entries, Credit Level awards, awards at grades 1 to 4 and awards at grades 1–6 gained by fourth year pupils in Scottish secondary schools.

- S4 pupils took on average 7.3 Standard Grade subjects (excluding the Writing components), the same as in 1997
- 98% of S4 pupils took at least one Standard Grade, and 88% took seven or more
- 81% of pupils gained at least seven Standard Grades at grades 1 to 6
- 28% of boys and 37% of girls gained five or more Credit Level awards

Table SG7 (page 79)

Appeals were made on behalf of 3% of externally-assessed Standard Grade elements, the same proportion as in 1997, and just over half resulted in an upgrade.

HIGHER GRADE

Higher Grade is designed for candidates in the fifth year of secondary education or later, mainly at age 16–17. Awards are made at three passing grades, A to C, with D indicating a narrow failure. Only overall awards are reported; there is no profile of performance. Entry to higher education has been based on Higher Grade results since 1888 – universities normally expect candidates to have passes in at least three subjects. Higher Grade is available in 34 subjects.

Tables HG1 to HG9 and charts HG1 and HG2 provide detailed information about uptake and attainment in Higher Grade.

Table HG1 (page 82)

The table shows a five-year trend in Higher Grade entries:

- there were 163,807 subject entries at Higher Grade in 1998, a decrease of 2% from 1997, and a further 10 entries in Music endorsements (this was in line with the 2% drop in the S5 and S6 cohorts)
- entries were up in Spanish (by 11%), and in Human Biology, Computing Studies, and Management and Information Studies (all by 10%)
- entries decreased in Technological Studies (by 14%), and in Accounting and Finance (by 10%)

Table HG2 (page 83)

This table describes Higher Grade entries by candidate type. School entries were roughly in line with pupil numbers, but further education entries continued to decrease by a

further 14%. Over 96% of Higher Grade entries were of school candidates: 63% fifth year pupils; 33% sixth year pupils; and a small number of exceptional entries of younger pupils, mostly in English, French, Mathematics and Music.

Table HG3 (page 84)

Table HG4 (pages 85–86)

These tables describe Higher Grade pass rates and grade distributions by subject – pass rates varied considerably among subjects, reflecting the nature of the candidature and subject:

- the average pass rate for all Higher Grade subjects increased by half a percent in 1998 – this increase could be entirely explained by improved pass rates in French, German, Physics, and Secretarial Studies
- pass rates in subjects with 100 or more entries ranged from 93% in Music to 54% in Physical Education
- the percentage gaining band A in subjects with 100 or more entries ranged from 47% in Gaelic (Learners) to 6% in Physical Education

Table HG5 (pages 87–89)

These three tables (HG5a, HG5b, HG5c) describe gender differences in subject choice and attainment at Higher Grade. These can be more difficult to interpret than the corresponding Standard Grade tables, since Higher Grade involves more selection and more specialisation:

- almost all Technological Studies candidates (93%) were male
- almost all Home Economics (94%) and Secretarial Studies (93%) candidates were female
- the average pass rate for female candidates over all subjects was 4.8% higher than for males, compared with 4.5% in 1997
- the average band A rate for female candidates over all subjects was 2.5% higher than for males, compared with 2.0% in 1997

Table HG6 (pages 90–91)

These three tables (HG6a, HG6b and HG6c) give the average number of entries and passes at Higher Grade by age and sex, where age is taken at 31 December 1997:

- candidates ranged in age from 12 to 76, with an average age of 17
- 85% of Higher Grade candidates were aged 16 or 17, with the largest group being the 16-year-olds
- 45% of all Higher Grade candidates were male, but only 35% of candidates aged over 20 were male
- candidates under 17 or over 25 had the highest pass rates
- candidates aged 18 or 19 had the lowest pass rates, particularly females aged 19

Table HG7 (pages 92–93)

Charts HG1 and HG2 (page 97)

These tables (HG7a to HG7c) and charts describe the number of entries, passes and band A awards gained by fifth year pupils in Scottish secondary schools.

- 78% of fifth year secondary school pupils (over half of the age group) attempted at least one subject
- 52% (over one third of the age group) attempted at least three subjects
- 63% of S5 pupils (41% of the age group) gained at least one pass at Higher Grade
- 37% of S5 girls and 31% of S5 boys (26% and 19% of the respective age groups) passed in at least three subjects

Table HG8 (pages 94–95)

One third of all Higher Grade entries were of sixth year candidates, either attempting a subject at Higher Grade for the first time, or repeating a subject to try to improve their grades. Tables HG8a (including resit subjects) and HG8b (excluding resit subjects) show the total numbers of subjects entered in both S5 and S6, and tables HG8c and HG8d show the total numbers of passes and band A awards gained cumulatively over the two years.

- by the end of S6, 45% of the age group (39% of boys and 50% of girls) had passed at least one subject at Higher Grade
- 30% of the age group had passed three or more subjects
- 15,222 subject entries at Higher Grade (28% of S6 entries) were resits

Table HG9 (page 96)

Appeals were made on behalf of 11% of Higher Grade entries, the same proportion as in 1997, and a decreased percentage of 28% resulted in an upgrade.

CERTIFICATE OF SIXTH YEAR STUDIES

The Certificate of Sixth Year Studies (CSYS), as the name suggests, is designed for candidates in the sixth year of secondary education when they are aged 17–18, although the examination is open to older candidates with a Higher Grade award in the relevant subject. Awards at CSYS are not necessary for university entrance, but they are a valuable additional qualification since courses help students develop independent study methods and include self-directed project and investigative work. Results are expressed on a scale of A to E. CSYS is available in 25 subjects.

Table CS1 (page 98)

The table shows a five-year trend in CSYS entries:

- there were 12,292 subject entries at CSYS in 1998, a decrease of 6% on 1997, and a return to the 1996 uptake numbers
- Mathematics was the most popular subject, followed by Chemistry and English
- entries increased in Music (up 14%) and Modern Studies (up 7%)
- entries decreased in French (down 19%) and Physics (down 15%) and English (down 13%)

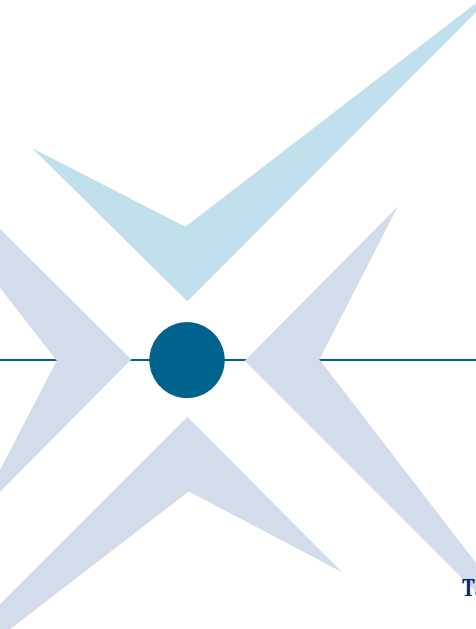


Table CS2 (pages 99–100)

These tables describe CSYS grade distributions by subject. Grade distributions varied considerably among subjects, reflecting the nature of the candidature and subject:

- there was a 1.3% increase (from 15.4% to 16.7%) in the percentage of candidates gaining ranking A
- the cumulative percentage gaining rankings A to C increased by less than 1% from 77.2% to 77.8%
- amongst subjects with entries of 100 or more the percentage gaining rankings A to C ranged from 97% in Music to 65% in Physics

Table CS3 (pages 101–103)

These three tables (CS5a, CS5b, CS5c) describe gender differences in subject choice and attainment at CSYS:

- more females than males took Modern Languages
- more males than females took Mathematics and Physics
- 17% of entries from both male and female candidates achieved an A ranking
- relatively more females gained awards at rankings B and C

Table CS4 (pages 104–106)

These six tables (CS4a to CS4f) show the number of CSYS subjects attempted and the number of awards at rankings A–C and at ranking A in 1998. Candidates can attempt up to five Mathematics papers at CSYS, so any analysis of the numbers of subjects attempted depends on whether each Mathematics paper is counted as a separate subject, or multiple Mathematics papers as one subject entry. The tables repeat the calculations using both approaches.

- 30% of sixth year pupils (12% of the age group) took at least one subject at CSYS
- almost one quarter of sixth year pupils (10% of the age group) gained at least one award at ranking A, B or C

Table CS5 (page 107)

Chart CS1 (page 109)

Most CSYS candidates also take one or more Higher Grades in sixth year, which may be a resit or a new subject. This table and chart show jointly how many CSYS and Higher Grade subjects candidates attempted in S6:

- 7,034 candidates (26% of sixth year pupils) took both CSYS and Higher Grade
- 1,152 candidates (4% of sixth year pupils) took CSYS only
- 16,542 candidates (62% of sixth year pupils) took Higher Grade only

Table CS6 (page 108)

Appeals were made on behalf of 8.5% of CSYS entries, of which 41% resulted in an upgrade.

HIGHER NATIONAL QUALIFICATIONS

Higher National (HN) Units, like National Certificate Modules, can be taken as stand-alone units, or built up into group awards, such as Higher National Certificate (HNC), Higher National Diploma (HND) or Professional Development Awards (PDA). They are intended for candidates at a post-school but below degree level, and are mostly taken in colleges of further education. HNC and HND are credit-rated in the SCOTCAT system at the equivalent, respectively, of the first and second years of a Scottish degree.

Tables HN1 to HN21 and charts HN1 and HN2 provide detailed information about HN unit and group award entries and awards for 1997/98 (between 1 August 1997 and 31 July 1998). A summary of the information which appears in each table is given below.

Table HN1 (page 110)

The table shows a five-year trend in Higher National unit entries and awards by centre type. Most units are completed (or the candidate withdraws) within a session, but the awards section includes a small number of units started in previous sessions.

- total entries increased by 12% to 469,721 this year
- 91% of all entries were from candidates in FE colleges, with the remainder mainly in institutes of higher education
- total awards increased by 9% to 327,029
- 20% of awards were at merit grade – a small decrease compared with previous years

Table HN2 (page 111)

This table relates numbers of candidates to entry numbers, and gives an age/sex breakdown. Overall statistics for unit uptake show that:

- 59,057 candidates entered for a total of 469,721 HN units, an average of 8.0 units per candidate, and increase from 7.7 units per candidate last year
- 50% of candidates were male and 50% female, the same as in 1996/97
- male candidates entered on average for slightly more units than female candidates, and younger candidates for more than older candidates
- 30% of candidates were aged under 20, 35% were in their twenties, and 35% were aged 30 and above

Table HN3 (page 112)

This table shows unit entries grouped by Superclass. (This is a classification system used in a number of Scottish and UK vocational education and training databases.) The data shows that:

- 16% of all unit entries were in *Information Technology and Information* with a further 14% in *Business/ Management/ Office Studies*

Although total unit entries for males and females were approximately equal, some of the subject areas reflected different ratios of male to female candidates. For example:

- more female candidates than male entered for HN units in *Family Care/ Personal Development/ Personal Care and Appearance* (83% female), *Education/ Training/ Teaching* (79% female), and *Health Care/ Medicine/ Health and Safety* (77% female)
- more male candidates than female entered for HN units in *Engineering* (94% male), *Oil/ Mining/ Plastics/ Chemicals* (92% male), and *Services to Industry* (87% male)
- *Sports Games and Recreation and Manufacturing/ Production Work* units were more popular with candidates aged under 20
- *Environment Protection/ Energy/ Cleansing/ Security and Health Care/ Medicine/ Health and Safety* units were more popular with candidates aged 30 and over

Table HN4 (pages 113–115)

These three tables (HN4a, HN4b, and HN4c) list the fifty HN units with the most entries for all candidates, male candidates, and female candidates respectively. Old and new versions of units (where the unit title is identical) are grouped. These tables show that:

- *Communication: Selecting and Presenting Complex Information* was the most popular unit both this year and last year, with an increase of 8% in entries
- the second most popular unit was *Information Technology Applications I*, up from 6th place last year with a 94% increase in entries

- the third most popular unit was *Micro-Economic Environment*, up from 7th place last year with a 41% increase in entries
- only 19 units featured in the top fifty for both males and females, mainly in the areas of information technology applications and business
- the most popular units for male candidates also included units in engineering and information technology systems, whereas for female candidates popular units also included those in the fields of education, health, and a wider range of business units

Table HN5 (page 116)

This table gives entries by mode of attendance and Superclass. The mode of attendance can be full-time, part-time (mainly day release), or other, which includes sandwich courses, block release, and distance learning.

- for 74% of units the mode of attendance was full-time study, for 21% part time, and 6% other
- *Sports Games and Recreation* and *Performing Arts* had the highest percentage (94%) of full time entries, closely followed by *Arts and Crafts* with 93%
- *Manufacturing/ Production Work* (49%) and *Construction and Property (Built Environment)* (42%) had the highest percentages of part-time entries

Table HN6 (page 117)

This table gives information about results (where these were known by December 1998). Where entries were withdrawn by centres this was either because the candidate failed to satisfy the performance criteria, or was entered but took no further part in the unit, or had been entered in error. For some candidates, study of the unit spanned two sessions and their results were not yet known by December 1998. Figures for completion in 1997/98 showed:

- 70% of unit entries in 1997/98 were successfully completed, a slight decrease from 72% in 1996/97
- 14% of entries gained a merit award, a slight decrease from 15% last year
- the highest successful completion rates were in *Arts and Crafts* (80%), *Sports Games and Recreation* (78%), *Education/ Training/ Teaching and Family Care/ Personal Development/ Personal Care and Appearance* (both 77%) and the lowest were in *Area Studies/ Cultural Studies/ Languages/ Literature* (54%), which had a high percentage of withdrawals
- *Agriculture/ Horticulture* and *Animal Care* had the highest percentage of merit awards, and *Transport Services* the lowest

Table HN7 (page 118)

This table gives a breakdown of candidates according to how many HN units they were entered for in 1997/98.

- 12% of all candidates were entered for just one unit, a slight increase from 11% in 1996/97
- 41% were entered for 10 or more units, again an increase from 38% in 1996/97
- male candidates were entered for more units than female candidates, and younger candidates for more than older candidates
- 64% of candidates aged under 20 entered for 10 or more units, compared with only 24% of the candidates aged over 30. This can be explained by the fact that younger candidates were more likely to study full time, and hence enter for more units

Table HN8 (page 119)

Table HN9 (page 120)

Table HN10 (page 121)

Table HN11 (page 122)

Chart HN1 (page 130)

The Higher National Certificate is made up of a coherent validated selection of HN units. Typically an HNC takes one year of full-time study or two years of part-time study, and may allow the candidate direct entry to the second year of some university degree courses. Tables HN8, HN9, HN10, HN11 and Chart HN1 give information about entries and awards for HNC qualifications.

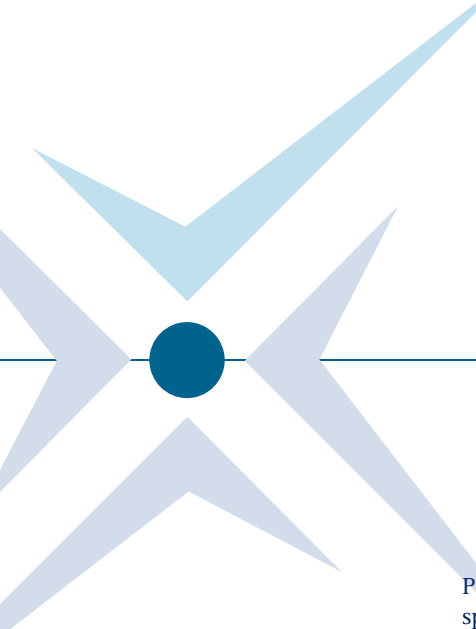
- HNC entries increased by 13% to 20,710
- HNC awards increased by 5% to 11,110
- of the HNCs completed in 1997/98, 63% had been started in the same session, 30% in the previous session, and 6% took longer
- 95% of HNC entries were from FE colleges
- female candidates accounted for 53% of HNC entries and 59% of awards in 1997/98
- 28% of new candidates were aged under 20, 35% were in their 20s, and 37% were aged 30 and over
- female and younger candidates took less time to complete their HNCs
- the three HNCs with the highest numbers of entries were the same as in 1996/97: *HNC Computing* (entries up 36%), *HNC Business Administration* (down 6%), and *HNC Social Care* (up 17%)
- the three HNCs with the highest numbers of awards were also the same as those chosen in 1996/97: *HNC Child Care and Education* (awards up 22%), *HNC Business Administration* (almost the same), and *HNC Social Care* (up 3%)
- the top three HNCs for female entries were *Child Care and Education*, *Business Administration*, and *Administration and Information Management*
- the top three HNCs for male entries were *Computing*, *Mechatronics*, and *Business Administration*

Table HN12 (page 123)
 Table HN13 (page 124)
 Table HN14 (page 125)
 Table HN15 (page 126)
 Chart HN2 (page 130)

The Higher National Diploma typically takes two years of full-time study, and may allow the candidate direct entry to the second or third year of some university degree courses. Tables HN12, HN13, HN14, HN15 and Chart HN10 give information about entries and awards for HND qualifications.

- HND entries increased by 18% to 14,731
- HND awards increased by 6% to 6,161
- of the HNDs completed in 1997/98, 29% had been started in the same session, 58% in the previous session, and 13% took longer
- 89% of HND entries were from FE colleges
- female candidates accounted for 47% of HND entries and 54% of awards in 1997/98
- HND candidates were younger than HNC candidates, with almost half being aged under 20, compared with only 28% of HNC entrants
- the HNDs with the highest numbers of entries were similar to those chosen in 1996/97, with the top three being *HND Business Administration* (entries up 10%), *HND Computing: Software Development* (up 48%), and *HND Accounting* (up 9%)
- the HNDs with the highest numbers of awards were also similar to those chosen in 1996/97, with the top three being *HND Business Administration* (awards up 7%), *HND Accounting* (down 2%), and *HND Administration and Information Management*, which is taking over from *HND Information and Office Management*
- the top three HNDs for female entries were *HND Business Administration*, *HND Accounting*, and *HND Social Sciences*
- the top three HNDs for male entries were *HND Computing: Software Development*, *HND Business Administration*, and *HND Sports Coaching with Sports Development*

Table HN16 (page 127)
 Table HN17 (page 128)
 Table HN18 (page 129)



Professional Development Awards (PDAs) are specialised qualifications which allow candidates to build on existing qualifications or experience and facilitate career development. The Advanced Diploma, Diploma, and Advanced Certificate are constructed exclusively of HN units. The Certificate can be constructed from HN units, NC modules, Workplace Assessed Units, or a combination of these. Tables HN16, HN17 and HN18 describe entries and awards in PDAs consisting wholly or mainly of HN Units.

- candidates entered for 1,724 HN PDAs in 1997/98, an increase of 8%
- 1,233 awards were made, an increase of 10%
- 93% of entries were from FE colleges
- of the HN PDAs completed in 1997/98, 82% had been started in the same session, 16% in the previous session, and 2% took longer
- male candidates accounted for 80% of HN PDA entries and 78% of awards
- the most popular HN PDA was the *Advanced Certificate in Carpentry and Joinery*, which accounted for 23% of entries and 26% of awards

SCOTTISH VOCATIONAL QUALIFICATIONS

Scottish Vocational Qualifications (SVQs) are designed to certificate successful candidates who can meet the occupational standards defined by standard-setting bodies. There are SVQs available at up to five levels for virtually every occupation. The units of which SVQs are built up are designed to be assessed in the conditions of the workplace.

SQA is responsible for the accreditation of all SVQs. The accreditation process ensures that the design criteria for SVQs have been met and that the awarding body meets criteria related to quality assurance and certification processes. SQA is also the major awarding body in Scotland for SVQs; in total, there are 35 different awarding arrangements involving

over 100 awarding bodies. Almost 99% of SVQ entries in 1997/98 and over 97% of awards were with SQA alone or in partnership with another awarding body.

Tables VQ1 to VQ9 and Charts VQ1 and VQ2 provide information about SVQs from all awarding bodies, and Professional Development Awards consisting wholly or mainly of Workplace Assessed Units.

Table VQ1 (page 131)

Table VQ2 (page 132)

Table VQ3 (page 133)

Chart VQ1 (page 140)

Chart VQ2 (page 140)

Tables VQ1 to VQ3 and Charts VQ1 and VQ2 show five-year trends in SVQ entries and awards, by centre type, area of competence and level of study. They show that:

- SVQ entries increased by 17% to 34,562, compared to last year
- SVQ awards increased by 12% to 15,638, compared to last year
- 45% of entries and 33% of awards in 1997/98 were from further education colleges, with the remainder from other centres including workplaces and training organisations
- of the SVQs completed in 1997/98, 61% had been started in the same session, 29% in the previous session, and 10% took longer
- the area of competence *Providing Goods and Services* accounted for 24% of entries in 1997/98, with a further 22% in *Construction* and 20% in *Providing Business Services*
- *Providing Goods and Services* also accounted for 24% of awards in 1997/98, with *Providing Business Services* in second place with 21%
- *Manufacturing* showed the highest percentage increases in both entries and awards, although from a low position in 1996/97

- overall, 60% of SVQ entries (65% of awards) were at level 2, with a further 27% of entries (19% of awards) at level 3
- most growth was at levels 3 and above, with a 36% increase in entries and a 41% increase in awards at level 3

Table VQ4 (page 134)

This table provides an age breakdown of entries by area of competence and level of study. It shows that:

- almost half (47%) of entrants in 1997/98 were aged under 20, with 22% in their 20s, 14% in their 30s and 16% aged 40 and over
- candidates in *Communicating and Entertaining, Construction and Engineering* were predominantly aged under 20
- candidates in *Extracting and Providing Natural Resources* were mainly in their 30s and 40s

Table VQ5 (page 135)

Table VQ6 (page 136)

These two tables list the top 50 SVQs for both entries and awards, and provide a male/female split. SVQs with identical titles have been grouped. The tables show that:

- *Administration* level 2 was the SVQ with most entries and awards both this year and last
- *Hairdressing* level 2 and *Using Information Technology* level 2 were in second and third place for entries
- *Using Information Technology* level 2 and *Care: Direct Care* level 2 were in second and third place for awards
- other popular SVQs among male candidates were in Construction
- other popular SVQs among female candidates were in Hairdressing, Care, and Cleaning

Table VQ7 (page 137)

Table VQ8 (page 138)

Table VQ9 (page 139)

Professional Development Awards (PDAs) are specialised qualifications which allow candidates to build on existing qualifications or experience and facilitate career development. The Certificate can be constructed from HN units, NC modules, Workplace Assessed Units, or a combination of these. Tables VQ7, VQ8 and VQ9 describe entries and awards in PDAs consisting wholly or mainly of Workplace Assessed Units.

- candidates entered for 9,377 WA-based PDAs in 1997/98, an increase of 6% compared with last year
- 7,135 awards were made, an increase of 4%
- only 31% of entries were from FE colleges
- of the WA-based PDAs completed in 1997/98, 87% had been started in the same session, 9% the previous session, and 4% took longer
- male candidates accounted for 77% of WA-based PDA entries and 80% of awards
- the WA-based PDA with most entries and awards was the *Certificate for Vocational Assessors*

Symbols used in the tables

The following symbols are used in the tables.

- n/k = 'not known'
- = 'no entries' or 'no candidates'
- 0% = less than 0.5%

Notation used in the tables

Percentages are independently rounded and so may not always add exactly to 100%.

Gender splits may not add to exactly 100% as candidates do not always indicate their gender.

**TABLE NC1: TREND IN NATIONAL CERTIFICATE MODULE ENTRIES AND AWARDS
BY SCHOOL STAGE AND CENTRE TYPE**

ENTRIES

						PERCENT CHANGE	
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98	
S3	48,581	48,739	45,984	39,155	35,626	-9%	
S4	63,755	68,412	72,559	70,809	66,569	-6%	
S5	217,371	232,659	245,731	254,971	243,337	-5%	
S6	51,424	50,833	53,846	56,278	58,374	4%	
All school	395,316	414,162	427,203	427,980	408,685	-5%	
FE College	695,653	686,943	677,779	674,938	645,871	-4%	
Other	58,891	63,495	65,229	58,411	53,663	-8%	
Total	1,149,860	1,164,600	1,170,211	1,161,329	1,108,219	-5%	

AWARDS

						PERCENT CHANGE	
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98	
School	263,516	283,249	296,969	306,184	295,727	-3%	
FE College	479,740	472,053	457,471	453,702	418,445	-8%	
Other	45,671	47,266	46,840	40,940	32,663	-20%	
Total	788,927	802,568	801,280	800,826	746,835	-7%	

TABLE NC2a: NATIONAL CERTIFICATE MODULE ENTRIES AND CANDIDATES, 1997/98

ENTRIES BY CENTRE TYPE AND SEX OF CANDIDATE

	TOTAL	MALE	FEMALE
School	408,685	198,096	210,587
FE college	645,871	324,353	321,518
Other	53,663	23,879	29,782
All centres	1,108,219	546,328	561,887

TABLE NC2b: NATIONAL CERTIFICATE MODULE ENTRIES AND CANDIDATES, 1997/98

CANDIDATES BY CENTRE TYPE AND SEX

	TOTAL	MALE	FEMALE
School	117,315	56,296	61,018
FE college	94,468	41,167	53,301
Other	14,440	6,091	8,349
All candidates *	220,538	100,968	119,567

* a candidate may have entries at more than one type of centre

TABLE NC2c: NATIONAL CERTIFICATE MODULE ENTRIES AND CANDIDATES, 1997/98

MODULES PER CANDIDATE

	TOTAL	MALE	FEMALE
School	3.5	3.5	3.5
FE college	6.8	7.9	6.0
Other	3.7	3.9	3.6
All candidates	5.0	5.4	4.7

TABLE NC3a: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

ENTRIES BY SUPERCLASS, SEX AND CENTRE TYPE

SUPERCLASS	TOTAL ENTRIES	PERCENTAGE ENTRIES				OTHER CENTRES
		MALE	FEMALE	SCHOOL	COLLEGE	
A Business/Management/Office Studies	112,781	26	74	29	57	14
B Sales Marketing and Distribution	8,592	31	69	2	79	19
C Information Technology and Information	103,714	47	53	32	61	6
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	11,822	41	59	76	24	0
E Politics/Economics/Law/Social Science	16,599	40	60	24	75	2
F Area Studies/Cultural Studies/Languages/Literature	35,758	42	58	66	32	2
G Education/Training/Teaching	16,203	9	91	1	96	3
H Family Care/Personal Development/ Personal Care and Appearance	105,289	44	56	51	47	3
J Arts and Crafts	43,491	48	52	40	55	5
K Authorship/Photography/Publishing/Media	101,461	52	48	45	53	2
L Performing Arts	23,104	51	49	59	39	2
M Sports Games and Recreation	58,601	68	32	67	32	1
N Catering/Food Services/Leisure Services/Tourism	79,512	37	63	54	45	1
P Health Care/Medicine/Health and Safety	81,942	18	82	8	86	6
Q Environment Protection/Energy/Cleansing/Security	6,123	44	56	43	50	7
R Sciences and Mathematics	140,194	53	47	53	45	2
S Agriculture Horticulture and Animal Care	17,401	80	20	2	82	16
T Construction and Property (Built Environment)	38,408	94	6	1	90	9
V Services to Industry	26,455	80	20	20	74	5
W Manufacturing/Production Work	7,760	86	14	3	89	8
X Engineering	69,727	94	6	5	93	3
Y Oil/Mining/Plastics/Chemicals	146	91	9	5	95	0
Z Transport Services	2,167	95	5	5	71	24
Unknown (unable to classify)	969	74	26	19	2	78
All superclasses	1,108,219	546,328	561,887	408,685	645,871	53,663
– as percentages		49	51	37	58	5

TABLE NC3b: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

SCHOOL ENTRIES BY SUPERCLASS AND STAGE

SUPERCLASS	SCHOOL		STAGE			
	ENTRIES	S3	S4	S5	S6	OTHER
A Business/Management/Office Studies	32,641	2,242	2,381	19,772	7,283	963
B Sales Marketing and Distribution	209	19	11	136	43	0
C Information Technology and Information	33,573	3,267	2,868	19,016	7,286	1,136
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	8,993	73	966	6,286	1,630	38
E Politics/Economics/Law/Social Science	3,939	137	182	2,811	762	47
F Area Studies/Cultural Studies/Languages/Literature	23,667	751	1,126	19,011	2,600	179
G Education/Training/Teaching	241	0	29	152	43	17
H Family Care/Personal Development/ Personal Care and Appearance	53,245	9,724	31,852	9,329	2,083	257
J Arts and Crafts	17,489	1,811	2,375	10,339	2,731	233
K Authorship/Photography/Publishing/Media	45,184	1,523	3,068	34,676	5,452	465
L Performing Arts	13,734	3,203	2,853	5,212	2,324	142
M Sports Games and Recreation	39,395	3,691	6,628	22,307	6,590	179
N Catering/Food Services/Leisure Services/Tourism	42,581	6,131	6,938	22,648	6,480	384
P Health Care/Medicine/Health and Safety	6,921	768	810	3,192	1,944	207
Q Environment Protection/Energy/Cleansing/Security	2,629	614	376	1,277	353	9
R Sciences and Mathematics	74,431	836	2,821	60,780	9,553	441
S Agriculture Horticulture and Animal Care	371	135	130	82	12	12
T Construction and Property (Built Environment)	322	19	77	197	28	1
V Services to Industry	5,369	377	505	3,725	726	36
W Manufacturing/Production Work	228	47	62	106	12	1
X Engineering	3,219	222	313	2,228	424	32
Y Oil/Mining/Plastics/Chemicals	7	0	0	7	0	0
Z Transport Services	109	36	10	48	15	0
Unknown (unable to classify)	188	0	188	0	0	0
All superclasses	408,685	35,626	66,569	243,337	58,374	4,779
– as percentages		9%	16%	60%	14%	1%

Stage derived from SCE results and age

TABLE NC3c: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

COLLEGE ENTRIES BY SUPERCLASS AND AGE

SUPERCLASS	ENTRIES	AGE GROUP							N/K
		<16	16	17	18	19	20-24	25+	
A Business/Management/ Office Studies	64,455	1,783	10,084	9,387	5,997	2,620	6,481	28,090	13
B Sales Marketing and Distribution	6,750	163	1,301	1,470	918	500	781	1,616	1
C Information Technology and Information	63,401	1,231	8,065	7,731	5,174	2,516	7,190	31,472	22
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,797	15	138	275	242	103	515	1,509	-
Politics/Economics/Law/Social Science	12,404	204	1,546	2,214	1,718	727	1,896	4,094	5
F Area Studies/Cultural Studies/ Languages/Literature	11,416	156	996	1,213	821	390	1,486	6,344	10
G Education/Training/Teaching	15,495	118	1,255	2,691	2,484	627	1,558	6,752	10
H Family Care/Personal Development/ Personal Care and Appearance	49,103	2,062	10,820	7,969	5,827	2,553	5,220	14,641	11
J Arts and Crafts	24,029	571	2,729	4,384	6,184	1,317	2,529	6,299	16
K Authorship/Photography/ Publishing/Media	53,906	1,301	8,441	9,684	8,371	3,222	7,171	15,713	3
L Performing Arts	8,971	226	917	1,998	2,133	648	1,459	1,587	3
M Sports Games and Recreation	18,679	369	3,778	4,953	4,092	1,277	2,168	2,042	-
N Catering/Food Services/ Leisure Services/Tourism	35,960	1,818	8,617	7,795	3,843	1,899	3,786	8,201	1
P Health Care/Medicine/ Health and Safety	70,156	910	7,682	11,497	9,965	3,239	8,578	28,273	12
Q Environment Protection/Energy/ Cleansing/Security	3,080	134	724	492	277	125	337	990	1
R Sciences and Mathematics	63,413	1,205	9,387	11,237	8,682	3,752	9,480	19,664	6
S Agriculture Horticulture and Animal Care	14,307	417	2,885	2,721	1,806	972	1,593	3,913	-
T Construction and Property (Built Environment)	34,525	1,455	6,554	9,364	7,587	2,970	2,445	4,149	1
V Services to Industry	19,694	448	3,684	4,446	3,775	1,548	2,075	3,707	11
W Manufacturing/Production Work	6,918	201	1,160	1,608	1,440	629	683	1,197	-
X Engineering	64,704	3,328	18,693	13,179	8,292	4,324	6,651	10,233	4
Y Oil/Mining/Plastics/Chemicals	139	2	11	45	43	26	10	2	-
Z Transport Services	1,548	39	286	239	179	150	470	185	-
Unknown(unable to classify)	21	1	9	2	1	1	1	6	-
All superclasses	645,871	18,157	109,762	116,594	89,851	36,135	74,563	200,679	130
- as percentages	100%	3%	17%	18%	14%	6%	12%	31%	0%

TABLE NC4a: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

TOP 50 MODULES, ALL CANDIDATES

MODULE	ENTRIES
Work Experience 1	32,119
Communication 3	26,847
Introduction to Computer Application Packages	17,850
Word Processing 1	17,428
Core Mathematics 4	16,147
Introduction to Literature	13,367
Core Mathematics 3	13,305
Mathematics: Analysis/Algebra 1	10,402
Information Technology 2	10,215
Word Processing 2	10,209
Communication 4 (x 2)	10,177
Communication 2	9,081
Information Technology 1	8,637
Desk Top Publishing 1	8,296
Information Technology: Office Applications 1	8,268
Using a Keyboard (x1/2)	8,155
Introduction to Computers	7,689
First Aid Measures	7,608
Induction (x1/2)	7,468
Introduction to Food Preparation Techniques	7,182
Numeracy 2	6,527
Core Mathematics 2	6,074
Computer Application Package (Spreadsheet)	5,837
Literature 1	5,362
Life and Work 1	5,262
The Human Body	5,201
Introduction to Craft Baking	5,049
Computer Application Package (Word Processing)	5,009
Introduction to Cookery Processes	4,600
Numeracy 3	4,591
Work Experience 2	4,485
Information Technology: Office Applications 2	4,345
Games and Sports: Basketball 1 (x 1/2)	4,318
Organisation of Practical Skills 1 (x1/2)	4,242
Games and Sports: Badminton 1 (x 1/2)	4,239
Word Processing 3	4,218
Basic Cookery Skills	4,186
Food Hygiene Practices (x1/2)	4,176
Creative Writing 1	4,133
Physical Education: An Activity Approach	4,015
Working With Wood 1 (x1/2)	3,999
Introduction to Photography	3,966
Games and Sports: Badminton 2 (x 1/2)	3,954
Drawing Skills: Analytical Drawing 1	3,819
Mathematics: Calculus 1	3,796
HIV Infection, Related Illnesses and Hepatitis B	3,786
Monitor and Maintain a Healthy, Safe and Secure Workplace	3,773
Introduction to Media Studies	3,591
Develop Self to Improve Performance	3,435
Recording of Financial Transactions	3,426
All modules	1,108,219

TABLE NC4b: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

TOP 50 MODULES, SCHOOL CANDIDATES

MODULE	ENTRIES
Work Experience 1	31,407
Communication 3	13,928
Core Mathematics 4	13,291
Introduction to Literature	12,613
Word Processing 1	10,540
Core Mathematics 3	9,605
Introduction to Computer Application Packages	7,821
Mathematics: Analysis/Algebra 1	7,419
Introduction to Food Preparation Techniques	6,541
Word Processing 2	5,916
Life and Work 1	5,237
Using a Keyboard (x1/2)	5,210
Desk Top Publishing 1	4,868
Communication 2	4,374
Introduction to Craft Baking	4,369
Introduction to Computers	4,255
Information Technology: Office Applications 1	4,218
Introduction to Cookery Processes	4,153
Games and Sports: Basketball 1 (x 1/2)	3,919
Organisation of Practical Skills 1 (x1/2)	3,910
Games and Sports: Badminton 1 (x 1/2)	3,862
Core Mathematics 2	3,796
Creative Writing 1	3,780
Physical Education: An Activity Approach	3,721
Literature 1	3,585
Basic Cookery Skills	3,517
Introduction to Media Studies	3,268
Games and Sports: Badminton 2 (x 1/2)	3,251
Religion and Morality	3,188
Computer Application Package (Spreadsheet)	2,989
The Human Body	2,851
Working With Wood 1 (x1/2)	2,835
Creative Writing 2	2,817
Games and Sports: Basketball 2 (x 1/2)	2,719
Mathematics: Calculus 1	2,661
Work Experience 2	2,587
Safe Hygienic Practices (x1/2)	2,482
Introduction to Cake Decoration	2,383
Drawing Skills: Analytical Drawing 1	2,371
Introduction to Photography	2,301
Food Hygiene Practices (x1/2)	2,217
Games and Sports: Association Football 1 (x 1/2)	2,197
Ceramics: Introduction to Hand-Building	2,191
Games and Sports: Volleyball 1 (x 1/2)	2,098
Community Involvement 1	2,081
Recording of Financial Transactions	2,051
Design and Make	1,972
Computer Application Package (Word Processing)	1,937
Preparing Final Accounts	1,866
Introducing Biological Cells	1,860
All school entries	408,685

TABLE NC4c: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

TOP 50 MODULES, COLLEGE CANDIDATES

MODULE	ENTRIES
Communication 3	12,517
Communication 4 (x 2)	9,071
Introduction to Computer Application Packages	8,894
Information Technology 2	8,276
Induction (x1/2)	7,358
Information Technology 1	6,893
First Aid Measures	6,822
Word Processing 1	6,138
Numeracy 2	5,197
Communication 2	4,263
Numeracy 3	4,047
Information Technology: Office Applications 1	3,870
Word Processing 2	3,782
HIV Infection, Related Illnesses and Hepatitis B	3,662
Core Mathematics 3	3,573
Desk Top Publishing 1	3,157
Mathematics: Analysis/Algebra 1	2,928
Computer Application Package (Word Processing)	2,923
Information Technology: Office Applications 2	2,865
Core Mathematics 4	2,794
Using a Keyboard (x1/2)	2,690
Computer Application Package (Spreadsheet)	2,640
Child Development: An Introduction (x1 1/2)	2,600
Introduction to Counselling	2,570
Personal and Social Development: Accident and Emergency	2,569
Word Processing 3	2,500
Promoting Positive Behaviour in Children	2,494
Introduction to Computers	2,433
The Human Body	2,340
Introduction to Psychology	2,334
Child Protection: An Introduction (x1/2)	2,300
The Internet 1	2,273
Promotion of Child Health (x2)	2,220
Electrical Fundamentals	2,123
Child Development: Workplace Experience (x4)	2,067
Core Mathematics 2	2,053
Computing in Engineering 1	2,046
Electronic Components and Circuit Assembly Techniques	1,912
Food Hygiene Practices (x1/2)	1,911
Child Care and Education Administration	1,895
The Child with Special Needs: An Introduction (x1/2)	1,895
Circuit Elements (x 1/2)	1,877
Play Experiences for the Young Child (x2)	1,871
Work Experience 2	1,868
Providing for an Early Years Curriculum	1,856
Introduction to Computer Software: Operation and Maintenance	1,823
Language: Spanish 1	1,821
Partnerships in Child Care and Education 1	1,777
Practical Skills for Carers (x2)	1,777
Literature 1	1,768
All college entries	645,871

TABLE NC5: NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

ENTRIES BY MODE OF ATTENDANCE AND SUPERCLASS, PERCENTAGES

SUPERCLASS	TOTAL ENTRIES	FULL TIME	PART TIME	OTHER
A Business/Management/Office Studies	112,781	65	21	15
B Sales Marketing and Distribution	8,592	66	12	21
C Information Technology and Information	103,714	69	21	10
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	11,822	93	4	2
E Politics/Economics/Law/Social Science	16,599	86	9	5
F Area Studies/Cultural Studies/Languages/Literature	35,758	81	15	4
G Education/Training/Teaching	16,203	61	26	13
H Family Care/Personal Development/ Personal Care and Appearance	105,289	84	13	3
J Arts and Crafts	43,491	85	13	3
K Authorship/Photography/Publishing/Media	101,461	86	10	4
L Performing Arts	23,104	95	3	2
M Sports Games and Recreation	58,601	97	2	1
N Catering/Food Services/Leisure Services/Tourism	79,512	91	7	2
P Health Care/Medicine/Health and Safety	81,942	69	21	10
Q Environment Protection/Energy/Cleansing/Security	6,123	85	8	7
R Sciences and Mathematics	140,194	86	10	4
S Agriculture Horticulture and Animal Care	17,401	70	25	6
T Construction and Property (Built Environment)	38,408	36	57	7
V Services to Industry	26,455	67	27	6
W Manufacturing/Production Work	7,760	52	44	4
X Engineering	69,727	69	25	6
Y Oil/Mining/Plastics/Chemicals	146	31	69	0
Z Transport Services	2,167	53	42	5
Unknown (unable to classify)	969	23	0	77
All superclasses	1,108,219	856,983	182,457	68,779
– as percentages		77	16	6

TABLE NC6a: RESULTS OF NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

RESULTS BY CENTRE TYPE, PERCENTAGES

	TOTAL ENTRIES	FULL SUCCESS	PARTIAL SUCCESS	WITHDRAWN	NOT YET KNOWN
School	408,685	71	11	15	3
FE college	645,871	64	7	26	2
Other	53,663	55	4	14	27
All centres	1,108,219	66	8	22	4

TABLE NC6b: RESULTS OF NATIONAL CERTIFICATE MODULE ENTRIES, 1997/98

RESULTS BY SUPERCLASS, PERCENTAGES

	TOTAL ENTRIES	FULL SUCCESS	PARTIAL SUCCESS	WITHDRAWN	NOT YET KNOWN
A Business/Management/Office Studies	112,781	62	4	24	10
B Sales Marketing and Distribution	8,592	55	8	22	15
C Information Technology and Information	103,714	65	6	24	4
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	11,822	63	14	21	3
E Politics/Economics/Law/Social Science	16,599	63	9	27	1
F Area Studies/Cultural Studies/Languages/Literature	35,758	66	11	21	2
G Education/Training/Teaching	16,203	72	4	21	4
H Family Care/Personal Development/ Personal Care and Appearance	105,289	70	6	21	3
J Arts and Crafts	43,491	70	9	19	2
K Authorship/Photography/Publishing/Media	101,461	62	11	24	2
L Performing Arts	23,104	68	6	23	3
M Sports Games and Recreation	58,601	75	9	15	1
N Catering/Food Services/Leisure Services/Tourism	79,512	71	7	21	2
P Health Care/Medicine/Health and Safety	81,942	70	6	20	4
Q Environment Protection/Energy/Cleansing/Security	6,123	72	5	20	3
R Sciences and Mathematics	140,194	62	15	20	2
S Agriculture Horticulture and Animal Care	17,401	74	8	15	4
T Construction and Property (Built Environment)	38,408	70	6	21	3
V Services to Industry	26,455	63	8	24	5
W Manufacturing/Production Work	7,760	71	5	21	3
X Engineering	69,727	64	9	25	2
Y Oil/Mining/Plastics/Chemicals	146	82	5	4	9
Z Transport Services	2,167	77	6	16	1
Unknown(unable to classify)	969	97	0	2	0
All superclasses	1,108,219	736,014	92,557	239,925	39,723
– as percentages		66	8	22	4

TABLE NC7a: CANDIDATES ENTERED FOR NATIONAL CERTIFICATE MODULES, 1997/98

CANDIDATES BY NUMBER OF MODULES, SEX AND CENTRE TYPE

NUMBER OF MODULES	ALL CANDIDATES	MALE CANDIDATES	FEMALE CANDIDATES	SCHOOL CANDIDATES	COLLEGE CANDIDATES
1	83,650	36,178	47,470	45,549	34,472
2	32,906	14,072	18,833	20,789	11,621
3	17,999	8,221	9,778	12,740	4,852
4	11,381	5,207	6,174	8,265	3,185
5	9,106	4,304	4,802	6,348	2,434
6	7,855	3,876	3,979	4,810	2,815
7	7,894	3,946	3,948	3,932	3,106
8	6,143	3,261	2,882	3,282	2,599
9	5,789	3,099	2,690	2,628	2,388
10-14	16,796	8,613	8,183	7,281	8,710
15-19	12,434	5,228	7,206	1,544	10,276
20+	8,585	4,963	3,622	147	8,010
Total candidates	220,538	100,968	119,567	117,315	94,468
Total modules	1,108,219	546,328	561,887	408,685	645,871
Modules per candidate	5.0	5.4	4.7	3.5	6.8

TABLE NC7b: CANDIDATES ENTERED FOR NATIONAL CERTIFICATE MODULES, 1997/98

SCHOOL CANDIDATES BY NUMBER OF MODULES AND STAGE

NUMBER OF MODULES	CANDIDATES	S3	S4	S5	S6	OTHER
1	45,549	11,038	23,910	4,266	4,767	1,568
2	20,789	4,666	7,614	4,271	3,708	530
3	12,740	2,127	3,497	4,183	2,768	165
4	8,265	897	1,272	3,936	2,073	87
5	6,348	462	749	3,694	1,397	46
6	4,810	151	318	3,379	934	28
7	3,932	81	201	3,010	623	17
8	3,282	28	128	2,681	428	17
9	2,628	8	66	2,280	266	8
10-14	7,281	47	189	6,492	532	21
15-19	1,544	40	54	1,396	45	9
20+	147	1	6	128	4	8
Total candidates	117,315	19,546	38,004	39,716	17,545	2,504
– as % of school roll		31%	61%	78%	60%	
Total modules	408,685	35,626	66,569	243,337	58,374	4,779
Modules per candidate	3.5	1.8	1.8	6.1	3.3	1.9

School roll includes Christmas leavers.

TABLE NC7c: CANDIDATES ENTERED FOR NATIONAL CERTIFICATE MODULES, 1997/98

COLLEGE CANDIDATES BY NUMBER OF MODULES AND AGE

NUMBER OF MODULES	COLLEGE CANDIDATES								
	<16	16	17	18	19	20-24	25+	N/K	
1	34,472	932	1,716	1,564	1,268	1,010	3,735	24,177	70
2	11,621	516	1,100	672	456	326	1,158	7,386	7
3	4,852	227	582	390	316	194	517	2,624	2
4	3,185	181	500	330	251	145	318	1,458	2
5	2,434	88	323	286	223	145	286	1,082	1
6	2,815	63	331	422	312	170	353	1,163	1
7	3,106	65	338	581	517	233	360	1,011	1
8	2,599	41	398	515	410	184	277	774	0
9	2,388	62	383	457	393	165	288	640	0
10-14	8,710	257	1,538	1,772	1,453	564	1,017	2,108	1
15-19	10,276	245	1,649	2,219	1,783	627	1,197	2,556	0
20+	8,010	216	1,756	1,529	1,066	413	963	2,067	0
Total candidates	94,468	2,893	10,614	10,737	8,448	4,176	10,469	47,046	85
Total modules	645,871	18,157	109,762	116,594	89,851	36,135	74,563	200,679	130
Modules per candidate	6.8	6.3	10.3	10.9	10.6	8.7	7.1	4.3	1.5

TABLE NC8: NUMBER OF NATIONAL CERTIFICATE MODULES ENTRIES BY NUMBER OF HIGHER GRADE ENTRIES, 1997/98

FIFTH YEAR SCHOOL CANDIDATES

NUMBER OF MODULES	NUMBER OF HIGHER ENTRIES								TOTAL
	0	1	2	3	4	5	6	7	
0		265	149	415	1,785	4,436	129	2	7,181
1	1,272	26	131	529	1,205	1,098	5	-	4,266
2	863	66	279	962	1,757	344	-	-	4,271
3	878	155	420	1,140	1,443	145	2	-	4,183
4	949	198	600	1,230	898	61	-	-	3,936
5	968	332	747	1,120	500	27	-	-	3,694
6	1,053	414	815	870	221	6	-	-	3,379
7	1,034	543	796	531	104	2	-	-	3,010
8	933	623	733	334	58	-	-	-	2,681
9	997	597	489	169	28	-	-	-	2,280
10-14	3,833	1,711	756	165	26	1	-	-	6,492
15-19	1,151	198	39	7	1	-	-	-	1,396
20+	112	13	1	2	-	-	-	-	128
Total candidates	14,043	5,141	5,955	7,474	8,026	6,120	136	2	46,897
Total modules	110,437	42,744	37,808	31,461	18,215	2,661	11	-	243,337
Modules per candidate	7.9	8.3	6.3	4.2	2.3	0.4	0.1	-	5.2

TABLE NC9: TREND IN NATIONAL CERTIFICATE GROUP AWARDS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
FE College	4,587	4,579	4,559	3,607	3,883	8%
Other	53	55	106	58	96	66%
Total	4,640	4,634	4,665	3,665	3,979	9%

TREND IN AWARDS BY CENTRE TYPE

						PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
FE College	1,660	1,585	1,414	1,194	1,146	-4%
Other	58	72	52	53	47	-11%
Total	1,718	1,657	1,466	1,247	1,193	-4%
time taken to complete						
1 year	67%	64%	66%	64%	70%	
2 years	19%	25%	24%	26%	22%	
3+ years	14%	11%	10%	10%	8%	
Average (years)	1.47	1.50	1.46	1.50	1.42	

TABLE NC10: NATIONAL CERTIFICATE GROUP AWARDS, 1997/98

ENTRIES BY AGE AND SEX

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male candidates	3,471	2,312	444	300	415
Female candidates	508	293	89	46	80
Total candidates	3,979	2,605	533	346	495
– as percentages	100%	65%	13%	9%	12%

ENTRIES BY TITLE

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate in Pharmaceutical Sciences	134	28	72
Certificate in Service Engineering: Land-Based Industries	110	99	1
National Certificate in Aeronautical Engineering	19	95	5
National Certificate in Aeronautical Engineering Practice	15	93	7
National Certificate in Basic Processing	7	71	29
National Certificate in Craft Baking	9	33	67
National Certificate in Electrical Engineering	382	93	7
National Certificate in Electrical Engineering Practice	294	96	4
National Certificate in Electronic Engineering	615	94	6
National Certificate in Electronic Engineering Practice	422	94	6
National Certificate in Elementary Craft Baking	32	41	59
National Certificate in Engineering	685	95	5
National Certificate in Engineering Practice	322	94	6
National Certificate in Fabrication and Welding Engineering	90	98	2
National Certificate in Fabrication and Welding Engineering Practice	404	96	4
National Certificate in Greenkeeping	89	98	2
National Certificate in Library and Information Science	13	8	92
National Certificate in Measurement and Control	91	99	1
National Certificate in Pharmaceutical Sciences	3	0	100
National Certificate in Processing	11	100	0
National Certificate in Shipbuilding Engineering Practice	15	93	7
National Certificate in Technician Plumbing	6	100	0
National Certificate in Travel	211	10	90
All National Certificate Group Awards	3,979	87	13

TABLE NC11: TREND IN NATIONAL CERTIFICATE CLUSTERS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
School	1,877	2,742	4,053	4,823	3,732	-23%
FE College	32	21	282	449	311	-31%
Other	-	-	67	53	1	-98%
Total	1,909	2,763	4,402	5,325	4,044	-24%

TRENDS IN AWARDS BY CENTRE TYPE

						PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
School	952	1,651	2,202	2,599	2,391	-8%
FE College	9	15	173	341	193	-43%
Other	-	-	57	45	1	-98%
Total	961	1,666	2,432	2,985	2,585	-13%
time taken to complete						
1 year	100%	97%	94%	92%	84%	
2 years	0%	3%	6%	8%	15%	
3+ years	-	0%	0%	0%	1%	
Average (years)	1.00	1.03	1.06	1.09	1.17	

TABLE NC12: NATIONAL CERTIFICATE CLUSTER ENTRIES, 1997/98

ENTRIES BY AGE AND SEX

	AGE GROUP				
	ALL AGES	UNDER 20	20-24	25-29	30+
Male candidates	1,337	1,327	3	2	5
Female candidates	2,707	2,560	11	21	112
Total candidates	4,044	3,887	14	23	117
– as percentages	100%	96%	0%	1%	3%

ENTRIES BY TITLE

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
National Certificate Cluster: Countryside Conservation (Level 1)	4	-	100
National Certificate Cluster: Design (Level 1)	7	43	57
National Certificate Cluster: European Studies (Level 1)	8	-	100
National Certificate Cluster: Health and Fitness (Level 1)	41	78	22
National Certificate Cluster: Home Economics (Level 1)	1,517	35	65
National Certificate Cluster: Information Technology (Level 1)	293	51	49
National Certificate Cluster: Office and Administrative Skills (Level 1)	389	20	80
National Certificate Cluster: Social and Vocational Skills (Level 1)	2	100	-
All Level 1 Clusters	2,261	35	65
National Certificate Cluster: Caring for Yourself and Others (Level 2)	63	2	98
National Certificate Cluster: Communication and Media (Level 2)	56	50	50
National Certificate Cluster: Design (Level 2)	56	30	70
National Certificate Cluster: European Studies (Level 2)	13	38	62
National Certificate Cluster: Health and Fitness (Level 2)	51	65	35
National Certificate Cluster: Home Economics (Level 2)	871	27	73
National Certificate Cluster: Information Technology (Level 2)	321	49	51
National Certificate Cluster: Office and Administrative Skills (Level 2)	196	8	92
National Certificate Cluster: Social and Vocational Skills (Level 2)	35	20	80
All Level 2 Clusters	1,662	30	70
National Certificate Cluster: Communication and Media (Level 3)	30	47	53
National Certificate Cluster: Health and Fitness (Level 3)	12	58	42
National Certificate Cluster: Home Economics (Level 3)	59	10	90
National Certificate Cluster: Information Technology (Level 3)	16	69	31
National Certificate Cluster: Social and Vocational Skills (Level 3)	4	-	100
All Level 3 Clusters	121	31	69
All National Certificate Clusters	4,044	33	67

TABLE NC13: TREND IN GENERAL SCOTTISH VOCATIONAL QUALIFICATIONS

TREND IN ENTRIES BY CENTRE TYPE

	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
School	393	433	453	323	337	4%
FE College	3,434	4,073	4,636	5,775	6,612	14%
Other	94	136	181	155	95	-39%
Total	3,921	4,642	5,270	6,253	7,044	13%

TRENDS IN AWARDS BY CENTRE TYPE

	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
School	73	65	135	106	101	-5%
FE College	1,208	1,565	1,724	1,610	2,084	29%
Other	65	80	95	95	43	-55%
Total	1,346	1,710	1,954	1,811	2,228	23%
time taken to complete						
1 year	86%	84%	89%	87%	88%	
2 years	14%	15%	11%	13%	11%	
3+ years	-	1%	0%	0%	1%	
Average (years)	1.14	1.16	1.12	1.06	1.13	

TABLE NC14: GENERAL SCOTTISH VOCATIONAL QUALIFICATION ENTRIES, 1997/98

ENTRIES BY AGE AND SEX

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male candidates	2,977	2,039	366	225	347
Female candidates	4,067	2,413	411	357	886
Total candidates	7,044	4,452	777	582	1,233
– as percentages	100%	63%	11%	8%	18%

ENTRIES BY TITLE

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
National Certificate (Level I)	262	58	42
National Certificate (Level II) Arts and Social Sciences	87	34	66
National Certificate (Level II) Business	251	27	73
National Certificate (Level II) Business Administration	225	29	71
National Certificate (Level II) Care	840	11	89
National Certificate (Level II) Construction	225	97	3
National Certificate (Level II) Design	91	48	52
National Certificate (Level II) Engineering	154	97	3
National Certificate (Level II) Hospitality	699	54	46
National Certificate (Level II) Information Technology	620	71	29
National Certificate (Level II) Land-based Industries	64	80	20
National Certificate (Level II) Leisure and Recreation	15	80	20
National Certificate (Level II) Leisure and Tourism	67	13	87
National Certificate (Level II) Science	41	44	56
National Certificate (Level II) Technology	49	100	-
National Certificate (Level II) Travel and Tourism	126	19	81
All Level II GSVQs	3,554	46	54
National Certificate (Level III) Arts and Social Sciences	115	36	64
National Certificate (Level III) Business	84	43	57
National Certificate (Level III) Business Administration	70	39	61
National Certificate (Level III) Care	183	16	84
National Certificate (Level III) Care: Child Care and Education	187	1	99
National Certificate (Level III) Care: Health Care	536	11	89
National Certificate (Level III) Care: Social Care	519	18	82
National Certificate (Level III) Communication and Media	122	49	51
National Certificate (Level III) Construction	46	98	2
National Certificate (Level III) Construction: Built Environment	67	96	4
National Certificate (Level III) Construction: Civil Engineering	45	96	4
National Certificate (Level III) Design	243	50	50
National Certificate (Level III) Engineering: Electronic and Electrical	77	90	10
National Certificate (Level III) Engineering: Manufacture and Mechanical	32	100	-
National Certificate (Level III) Engineering: Mechatronics	116	94	6
National Certificate (Level III) Engineering: Practice	20	100	-
National Certificate (Level III) Hospitality	126	44	56
National Certificate (Level III) Hospitality: Food Preparation and Cooking	175	54	46
National Certificate (Level III) Hospitality: Rooms Division Operations	20	10	90
National Certificate (Level III) Information Technology	98	83	17
National Certificate (Level III) Land-based Industries	27	52	48
National Certificate (Level III) Leisure and Recreation	31	94	6
National Certificate (Level III) Science	58	29	71
National Certificate (Level III) Travel and Tourism	107	12	88
National Certificate (Level III) Travel and Tourism: Retail Travel	124	14	86
All Level III GSVQs	3,228	36	64
All GSVQ entries	7,044	42	58

TABLE NC15: TREND IN WORDSTART NUMBERSTART AND SKILLSTART QUALIFICATIONS

TREND IN ENTRIES BY QUALIFICATION

						PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
National Certificate: Wordstart 1	26	43	77	107	82	-23%
National Certificate: Wordstart 2	6	-	-	-	-	-
National Certificate: Numberstart 1	23	35	81	122	80	-34%
National Certificate: Numberstart 2	6	-	-	-	-	-
National Certificate (Skillstart 1)	746	687	622	523	580	11%
National Certificate (Skillstart 2)	272	107	167	179	50	-72%
National Certificate (Lifestart)	-	-	209	307	256	-17%
National Certificate (Workstart)	-	-	104	218	161	-26%
Total	1,079	872	1,260	1,456	1,209	-17%

TREND IN AWARDS BY QUALIFICATION

						PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
National Certificate: Wordstart 1	21	25	49	54	60	11%
National Certificate: Wordstart 2	3	-	-	-	-	-
National Certificate: Numberstart 1	11	26	61	79	61	-23%
National Certificate: Numberstart 2	1	-	-	-	-	-
National Certificate (Skillstart 1)	246	308	284	239	268	12%
National Certificate (Skillstart 2)	46	25	70	81	23	-72%
National Certificate (Lifestart)	-	-	27	88	100	14%
National Certificate (Workstart)	-	-	21	46	44	-4%
Total	328	384	512	587	556	-5%

TABLE NC16: WORDSTART, NUMBERSTART AND SKILLSTART, 1997/98

ENTRIES AND AWARDS BY SEX

	ENTRIES			AWARDS		
	TOTAL	% MALE	% FEMALE	TOTAL	% MALE	% FEMALE
National Certificate: Wordstart 1	82	65	35	60	60	40
National Certificate: Numberstart 1	80	59	41	61	62	38
National Certificate (Skillstart 1)	580	59	41	268	60	40
National Certificate (Skillstart 2)	50	60	40	23	65	35
National Certificate (Lifestart)	256	54	46	100	60	40
National Certificate (Workstart)	161	54	46	44	52	48
Total	1,209	58	42	556	60	40

ENTRIES BY AGE

	TOTAL	<16	16-19	20-24	25-30	30+
National Certificate: Wordstart 1	82	2	60	0	5	15
National Certificate: Numberstart 1	80	2	56	4	3	15
National Certificate (Skillstart 1)	580	41	462	26	14	37
National Certificate (Skillstart 2)	50	11	17	11	1	8
National Certificate (Lifestart)	256	96	75	20	19	46
National Certificate (Workstart)	161	75	50	6	8	22
Total	1,209	227	720	67	50	143
— as percentages	100%	19%	60%	6%	4%	12%

TABLE NC17: TREND IN NATIONAL CERTIFICATE BASED PROFESSIONAL DEVELOPMENT AWARDS

TREND IN ENTRIES BY CENTRE TYPE

CENTRE TYPE				PERCENT CHANGE
	1995/96	1996/97	1997/98	1996/97 - 1997/98
FE College	244	577	855	48%
Other	-	69	259	275%
Total	244	646	1,114	72%

TREND IN AWARDS BY CENTRE TYPE

CENTRE TYPE				PERCENT CHANGE
	1995/96	1996/97	1997/98	1996/97 - 1997/98
FE College	29	202	317	57%
Other	-	-	100	-
Total	29	202	417	106%
time taken to complete				
1 year	100%	89%	96%	
2 years	-	11%	4%	
3+ years	-	-	-	
Average (years)	1.00	1.11	1.04	

**TABLE NC18: NATIONAL CERTIFICATE BASED PROFESSIONAL DEVELOPMENT AWARD
ENTRIES AND AWARDS, 1997/98**

ALL NC BASED PDA ENTRIES

	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate for Textile Technicians	8	100	-
Certificate in Artistic Metalwork	11	36	64
Certificate in Home Care Practice	93	6	94
Certificate in Introductory Call Centre Skills	151	40	60
Certificate in Motor Vehicle Body Repair and Refinishing	82	100	-
Certificate in Motor Vehicle Systems	424	94	6
Certificate in Police Road Traffic Patrol Operations	98	90	10
Certificate in Training Practice	237	45	55
Professional Development Award: Certificate in Medical Administration	10	-	100
All NC based PDA entries	1,114	68	32

ALL NC BASED PDA AWARDS

	AWARDS	PERCENT	
		MALE	FEMALE
Certificate in Home Care Practice	39	8	92
Certificate in Introductory Call Centre Skills	119	37	63
Certificate in Motor Vehicle Body Repair and Refinishing	7	100	-
Certificate in Motor Vehicle Systems	73	96	4
Certificate in Police Road Traffic Patrol Operations	1	100	-
Certificate in Training Practice	168	34	66
Professional Development Award: Certificate in Medical Administration	10	-	100
All NC based PDA awards	417	44	56

CHART NC1: TREND IN NATIONAL CERTIFICATE MODULE ENTRIES BY CENTRE TYPE

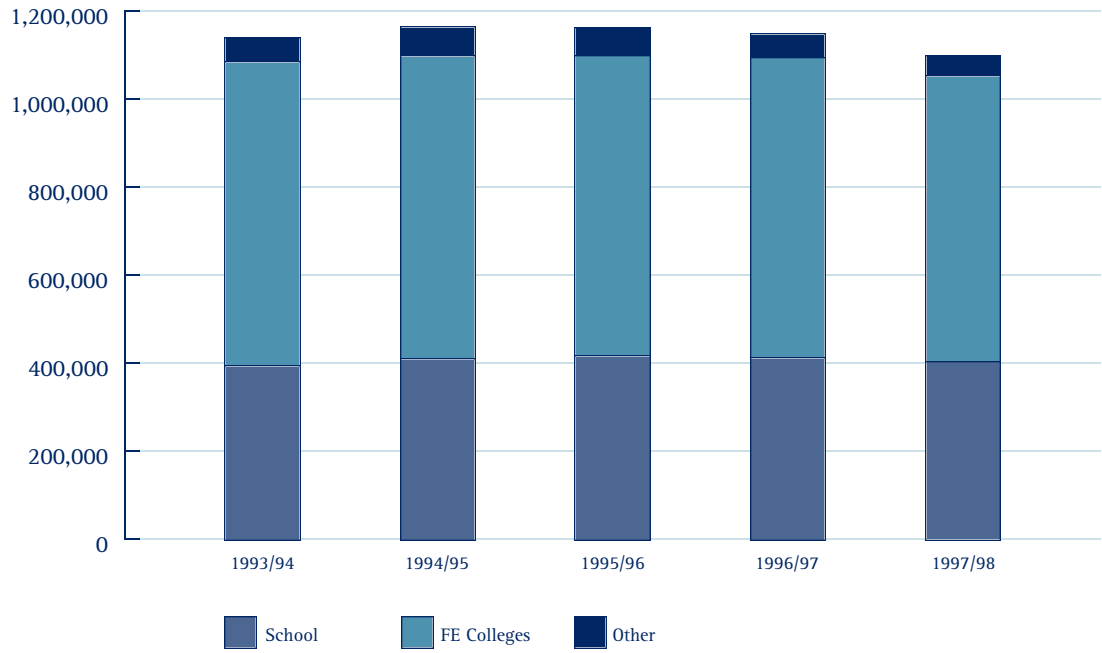


CHART NC2: UPTAKE OF NATIONAL CERTIFICATE MODULES AND HIGHER GRADES BY S5 PUPILS, 1997/98

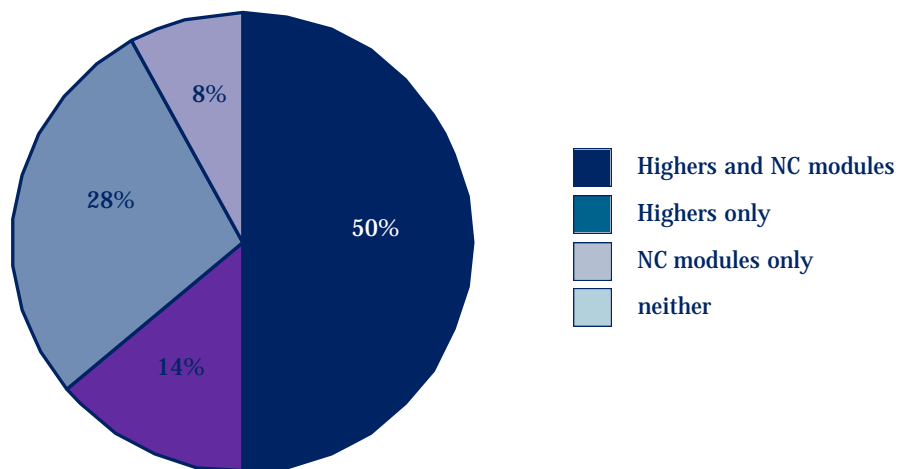


TABLE SC1: SHORT COURSE AWARDS, 1998

AWARDS BY SUBJECT, SEX AND CANDIDATE TYPE, AND NUMBER OF CENTRES

SHORT COURSE TITLE	TOTAL								NO. OF FECENTRES
	AWARDS	MALE	FEMALE	S3	S4	S5	S6		
Classical Greek									
Classical Greek 1	28	6	22	7	12	5	4	-	10
Classical Greek 2	9	2	7	5	3	-	1	-	7
Classical Greek 3	3	1	2	-	2	1	-	-	5
Classical Greek 4	3	1	2	-	-	-	2	1	2
Classical Greek Subtotals	43	10	33	12	17	6	7	1	
– as percentages	100%	23%	77%	28%	40%	14%	16%	2%	
Classical Studies									
Alexander the Great	2	2	-	-	-	2	-	-	1
Roman Spectator Sports	48	24	24	12	-	29	7	-	8
Greek and Roman Medicine	7	2	5	-	-	3	4	-	2
Roman Education	12	2	10	-	1	9	2	-	3
Classical Myths	171	74	97	21	23	87	40	-	18
Greek Tragedy	77	26	51	2	5	38	32	-	16
Classical Studies Subtotals	317	130	187	35	29	168	85	0	
– as percentages	100%	41%	59%	11%	9%	53%	27%	-	
Creative and Aesthetic Studies									
2-D Art and Design Composition	2,432	1,226	1,206	966	1,012	304	149	1	122
3-D Art and Design Construction	1,858	956	902	881	801	118	56	2	87
Dance Composition	143	5	138	76	67	-	-	-	11
Movement Performance	312	68	244	192	111	8	1	-	16
Improvised Drama	672	345	327	390	261	21	-	-	31
Dramatic Production	478	221	257	221	244	12	1	-	19
Music Making (Solo)	442	229	213	315	93	32	1	1	38
Music Making (Group)	354	146	208	180	169	4	-	1	20
Creative and Aesthetic Studies Subtotals	6,691	3,196	3,495	3,221	2,758	499	208	5	
– as percentages	100%	48%	52%	48%	41%	7%	3%	0%	
Electronics									
Electronic Systems	414	352	62	191	149	61	13	-	39
Electronics in Society	107	95	12	65	24	18	-	-	11
Electronic Construction 1	545	500	45	163	87	235	60	-	68
Electronics and Music	12	5	7	-	-	12	-	-	1
Telecommunications 1	16	7	9	16	-	-	-	-	3
Digital and Programmable Systems	34	33	1	9	-	22	3	-	10
Electronic Construction 2	80	75	5	-	10	56	14	-	25
Electronics in Measurement	50	41	9	-	34	10	6	-	12
Electronic Control Systems	14	13	1	-	-	7	7	-	3
Electronics Subtotals	1,272	1,121	151	444	304	421	103	0	
– as percentages	100%	88%	12%	35%	24%	33%	8%	-	
European Studies									
Living and Working in Europe	550	262	288	51	219	224	56	-	47
Environmental Issues in Europe	165	77	88	33	30	84	18	-	25
Conflict and Cooperation in Europe	98	51	47	9	15	59	15	-	13
Europe and the Developing World	71	35	36	-	-	59	12	-	11
European Enquiry	53	24	29	-	5	38	10	-	15
European Studies Subtotals	937	449	488	93	269	464	111	0	
– as percentages	100%	48%	52%	10%	29%	50%	12%	-	
Geology									
Geology: The Study of the Earth	227	152	75	35	10	98	83	1	45
Geology, People and Environment	32	23	9	-	-	11	21	-	14
Geology and Scenery	273	151	122	2	11	199	53	8	44
History of the Earth	1	-	1	-	-	-	1	-	1
Earth Materials: Rocks and Minerals	13	9	4	1	-	7	5	-	2
Earth Physics and Earth Movements	7	-	7	-	-	2	5	-	4
Geology Subtotals	553	335	218	38	21	317	168	9	-
– as percentages	100%	61%	39%	7%	4%	57%	30%	2%	
Graphic Communication									
Graphic Communication 1	778	552	226	251	159	282	86	-	86
Computer-Aided Graphics	513	393	120	154	130	171	58	-	56
Illustration and Presentation	525	332	193	127	192	160	45	1	74
Graphic Communication 2	202	145	57	-	69	94	39	-	53
Graphic Communication Subtotals	2,018	1,422	596	532	550	707	228	1	
– as percentages	100%	70%	30%	26%	27%	35%	11%	0%	

TABLE SC1: SHORT COURSE AWARDS, 1998 (CONTINUED)

AWARDS BY SUBJECT, SEX AND CANDIDATE TYPE, AND NUMBER OF CENTRES

SHORT COURSE TITLE	TOTAL								NO. OF CENTRES
	AWARDS	MALE	FEMALE	S3	S4	S5	S6	FE	
Health Studies									
What is Health?	570	244	326	275	132	149	12	2	18
Health and Food Choices	367	113	254	288	15	59	5	-	22
Health and Consumers	260	110	150	19	197	37	7	-	10
Healthy Risks	33	7	26	-	11	17	5	-	3
Relationships and Health	157	52	105	-	105	42	10	-	9
Parenting and Health	376	18	358	35	132	185	24	-	37
Health and Exercise	821	443	378	475	299	39	8	-	28
Health and Technology	154	71	83	44	10	97	3	-	16
Health Studies Subtotals	2,738	1,058	1,680	1,136	901	625	74	2	
– as percentages	100%	39%	61%	41%	33%	23%	3%	0%	
Home Economics									
Cooking for Health	350	107	243	157	134	53	5	1	21
The Pre-School Child: Food, Clothing and Play	125	9	116	28	39	41	15	2	15
Technology in Home Economics	11	6	5	-	11	-	-	-	4
Home Economics Subtotals	486	122	364	185	184	94	20	3	
– as percentages	100%	25%	75%	38%	38%	19%	4%	1%	
Latin									
Latin 1	78	37	41	30	22	7	16	3	16
Latin 2	60	23	37	41	12	3	3	1	11
Latin 3	20	7	13	8	5	5	2	-	4
Latin 4	9	6	3	-	3	4	2	-	4
Latin Subtotals	167	73	94	79	42	19	23	4	
– as percentages	100%	44%	56%	47%	25%	11%	14%	2%	
Nautical Studies									
Coastal Navigation 1	56	54	2	13	26	9	3	5	7
Seamanship 1	39	37	2	23	15	1	-	-	7
Use and Abuse of the Sea	30	30	-	12	15	2	1	-	5
Coastal Navigation 2	9	9	-	-	6	2	1	-	3
Seamanship 2	8	8	-	-	8	-	-	-	3
Ocean Navigation	1	1	-	-	-	1	-	-	1
Nautical Studies Subtotals	143	139	4	48	70	15	5	5	
– as percentages	100%	97%	3%	34%	49%	10%	3%	3%	
Religious and Moral Education									
A World of Values	8,207	3,540	4,667	2,774	4,910	485	37	1	114
Living in a Plural Society	5,995	2,616	3,379	2,416	3,394	154	30	1	69
Moral Issues in Technology	3,969	1,783	2,186	1,517	2,324	89	38	1	60
Christianity Today	2,424	1,122	1,302	1,527	865	31	-	1	37
Investigating a Religion	458	214	244	87	355	11	5	-	12
Issues of Belief	7,485	3,273	4,212	3,178	4,001	303	2	1	86
Religious and Moral Education Subtotals	28,538	12,548	15,990	11,499	15,849	1,073	112	5	
– as percentages	100%	44%	56%	40%	56%	4%	0%	0%	
Statistics									
Introduction to Statistics	76	35	41	-	27	48	1	-	8
– as percentages	100%	46%	54%	-	36%	63%	1%	-	
Technological Studies									
Technology for All	200	145	55	125	24	39	12	-	32
Robotics	7	6	1	-	6	-	1	-	1
Project Technology	15	11	4	-	12	3	-	-	2
Technological Studies Subtotals	222	162	60	125	42	42	13	0	
– as percentages	100%	73%	27%	56%	19%	19%	6%	-	
Totals	44,201	20,800	23,401	17,447	21,063	4,498	1,158	35	
– as percentages	100%	47%	53%	39%	48%	10%	3%	0%	

*S3 awards are not certificated until the candidates complete S4.

TABLE SG1: TREND IN ENTRIES FOR EACH SUBJECT AT STANDARD GRADE, 1994 TO 1998

ALL CANDIDATES

SUBJECT	YEAR					PERCENT
	1994	1995	1996	1997	1998	CHANGE
Classical Greek	19	14	21	14	10	-29%
English	58,075	61,107	62,708	61,472	58,995	-4%
English – Alternative Communication	12	10	11	3	7	133%
English – Spoken	19	18	28	24	20	-17%
French	39,622	41,672	42,626	40,489	38,356	-5%
Gàidhlig	86	102	103	100	98	-2%
Gaelic (Learners)	425	440	540	522	423	-19%
German	14,057	15,849	16,254	17,157	16,019	-7%
Italian	356	554	640	691	627	-9%
Latin	1,253	1,292	1,175	1,049	976	-7%
Russian	61	47	31	14	9	-36%
Spanish	1,799	2,210	2,379	2,575	2,587	0%
Urdu					122	
Accounting and Finance	5,993	5,593	5,993	5,614	4,777	-15%
Mathematics	59,402	62,364	63,711	62,411	59,683	-4%
Biology	20,477	21,811	22,837	22,626	22,055	-3%
Chemistry	23,189	24,927	24,837	24,048	22,744	-5%
Physics	20,997	21,831	21,427	20,483	19,133	-7%
Science	15,391	15,922	16,489	16,297	15,889	-3%
Classical Studies	362	347	299	303	312	3%
Contemporary Social Studies	1,007	776	696	594	500	-16%
Economics	1,981	1,951	1,840	1,518	1,488	-2%
Geography	22,849	24,713	25,108	24,467	22,850	-7%
History	20,659	20,773	22,009	21,963	21,026	-4%
Modern Studies	12,876	13,904	14,449	14,092	13,985	-1%
Social and Vocational Skills	3,196	3,410	3,528	3,567	3,300	-7%
Computing Studies	17,352	18,248	18,329	18,478	18,266	-1%
Craft and Design	11,649	12,578	13,413	13,992	13,613	-3%
Graphic Communication	5,778	6,670	7,118	7,543	7,319	-3%
Home Economics	8,532	9,395	10,135	10,536	10,192	-3%
Office and Information Studies	16,517	16,973	18,124	17,520	16,670	-5%
Technological Studies	6,076	5,978	5,258	4,897	4,282	-13%
Art and Design	18,935	20,077	20,944	20,172	19,728	-2%
Drama	2,645	3,233	3,793	4,169	4,172	0%
Music	7,414	8,096	8,456	8,677	9,111	5%
Physical Education	13,317	14,726	16,650	16,770	16,675	-1%
Religious Studies	1,090	1,083	1,101	1,210	1,165	-4%
Subtotals	433,468	458,694	473,060	466,057	447,184	-4%
French (Writing)	21,038	20,490	20,112	19,231	17,828	-7%
Gaelic (Learners) (Writing)	184	174	222	218	207	-5%
German (Writing)	8,485	9,107	8,899	9,255	8,331	-10%
Italian (Writing)	259	342	403	412	355	-14%
Russian (Writing)	31	21	16	14	9	-36%
Spanish (Writing)	1,210	1,284	1,386	1,633	1,526	-7%
Urdu (Writing)					67	
Totals	464,675	490,112	504,098	496,820	475,507	-4%

TABLE SG2: ENTRIES BY CANDIDATE TYPE FOR EACH SUBJECT AT STANDARD GRADE, 1998

ALL CANDIDATES

SUBJECT	ALL ENTRIES	UP TO FOURTH YEAR	FIFTH YEAR	SIXTH YEAR	ALL SCHOOL	FURTHER EDUCATION	EXTERNAL
Classical Greek	10	6	-	4	10	-	-
English	58,995	58,791	121	15	58,927	41	27
English – Alternative Communication	7	7	-	-	7	-	-
English – Spoken	20	20	-	-	20	-	-
French	38,356	38,249	86	10	38,345	9	2
Gàidhlig	98	98	-	-	98	-	-
Gaelic (Learners)	423	418	2	2	422	1	-
German	16,019	15,999	14	2	16,015	2	2
Italian	627	549	36	33	618	4	5
Latin	976	932	38	6	976	-	-
Russian	9	-	4	5	9	-	-
Spanish	2,587	2,373	100	89	2,562	17	8
Urdu	122	98	10	12	120	-	2
Accounting and Finance	4,777	4,473	236	57	4,766	10	1
Mathematics	59,683	59,420	188	16	59,624	37	22
Biology	22,055	21,671	331	38	22,040	7	8
Chemistry	22,744	22,509	174	51	22,734	10	-
Physics	19,133	18,905	158	61	19,124	8	1
Science	15,889	15,880	4	2	15,886	-	3
Classical Studies	312	312	-	-	312	-	-
Contemporary Social Studies	500	500	-	-	500	-	-
Economics	1,488	1,450	34	4	1,488	-	-
Geography	22,850	22,777	67	3	22,847	-	3
History	21,026	20,986	31	4	21,021	-	5
Modern Studies	13,985	13,966	15	2	13,983	1	1
Social and Vocational Skills	3,300	3,271	18	7	3,296	-	4
Computing Studies	18,266	18,060	128	63	18,251	12	3
Craft and Design	13,613	13,550	51	11	13,612	-	1
Graphic Communication	7,319	7,210	84	24	7,318	-	1
Home Economics	10,192	10,170	18	2	10,190	-	2
Office and Information Studies	16,670	16,578	71	18	16,667	1	2
Technological Studies	4,282	4,258	16	8	4,282	-	-
Art and Design	19,728	19,654	51	20	19,725	-	3
Drama	4,172	4,172	-	-	4,172	-	-
Music	9,111	9,009	69	33	9,111	-	-
Physical Education	16,675	16,650	24	-	16,674	-	1
Religious Studies	1,165	1,007	153	4	1,164	-	1
Subtotals	447,184	443,978	2,332	606	446,916	160	108
– as percentages	100%	99.3%	0.5%	0.1%	99.9%	0.0%	0.0%
French (Writing)	17,828	17,688	124	7	17,819	8	1
Gaelic (Learners) (Writing)	207	202	2	2	206	1	-
German (Writing)	8,331	8,306	21	-	8,327	2	2
Italian (Writing)	355	316	16	15	347	4	4
Russian (Writing)	9	0	4	5	9	-	-
Spanish (Writing)	1,526	1,375	65	63	1,503	16	7
Urdu (Writing)	67	48	8	10	66	-	1
Totals	475,507	471,913	2,572	708	475,193	191	123
– as percentages	100%	99.2%	0.5%	0.1%	99.9%	0.0%	0.0%

TABLE SG3: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT STANDARD GRADE, 1998

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE							NO. OF CENTRES
		1	2	3	4	5	6	7	
Classical Greek	10	8	2	-	-	-	-	-	8
English	58,995	6,468	16,983	20,367	11,404	2,429	121	1	487
English – Alternative Communication	7	-	-	-	3	4	-	-	3
English – Spoken	20	1	3	4	9	3	-	-	11
French	38,356	5,488	7,551	8,303	7,786	4,752	1,906	99	434
Gàidhlig	98	40	34	19	4	-	-	-	14
Gaelic (Learners)	423	112	105	71	75	47	8	-	30
German	16,019	2,601	3,365	3,761	3,052	1,577	569	28	329
Italian	627	151	137	132	90	53	37	3	42
Latin	976	505	200	70	60	64	27	2	86
Russian	9	1	5	1	1	1	-	-	2
Spanish	2,587	512	638	538	437	256	88	4	122
Urdu	122	43	29	21	11	3	8	-	15
Accounting and Finance	4,777	1,198	1,281	788	680	432	199	10	304
Mathematics	59,683	9,749	8,423	12,582	10,369	12,658	3,787	751	481
Biology	22,055	4,801	7,444	5,491	2,581	1,060	284	19	428
Chemistry	22,744	6,722	7,742	5,095	1,879	739	214	44	424
Physics	19,133	6,352	6,341	4,145	1,315	605	153	23	426
Science	15,889	75	811	3,988	4,956	3,168	1,131	125	408
Classical Studies	312	60	67	47	41	40	23	4	17
Contemporary Social Studies	500	-	1	15	127	191	113	2	33
Economics	1,488	312	416	295	224	131	53	4	97
Geography	22,850	3,734	5,637	4,401	3,985	2,945	1,267	176	422
History	21,026	3,857	4,714	3,567	3,328	3,419	1,326	76	424
Modern Studies	13,985	2,835	2,993	2,360	2,320	2,000	817	67	327
Social and Vocational Skills	3,300	314	647	902	773	355	105	2	151
Computing Studies	18,266	3,503	3,876	3,745	3,541	2,375	527	50	409
Craft and Design	13,613	1,054	2,638	3,333	3,052	1,843	544	51	393
Graphic Communication	7,319	928	1,939	1,806	1,357	738	242	18	336
Home Economics	10,192	455	1,605	2,636	2,722	1,506	366	7	381
Office and Information Studies	16,670	2,705	4,006	3,785	3,223	1,471	416	43	391
Technological Studies	4,282	694	930	791	766	642	218	11	272
Art and Design	19,728	2,979	6,131	6,424	2,574	649	67	-	440
Drama	4,172	534	1,096	1,094	706	298	84	8	136
Music	9,111	2,816	2,568	1,697	955	451	96	8	413
Physical Education	16,675	1,551	4,740	5,120	3,265	890	121	3	389
Religious Studies	1,165	166	253	274	194	133	41	10	86
Subtotals	447,184	73,324	105,351	107,668	77,865	47,928	14,958	1,649	
– as percentages	100%	16%	24%	24%	17%	11%	3%	0%	
French (Writing)*	17,828	1,793	3,866	2,711	3,887				421
Gaelic (Learners) (Writing)*	207	28	35	49	55				26
German (Writing)*	8,331	878	1,359	1,780	2,469				319
Italian (Writing)*	355	63	76	54	79				36
Russian (Writing)*	9	1	-	1	3				2
Spanish (Writing)*	1,526	79	227	259	552				112
Urdu (Writing)*	67	23	18	14	8				11
Totals	475,507	76,189	110,932	112,536	84,918	47,928	14,958	1,649	
– as percentages	100%	16%	23%	24%	18%	10%	3%	0%	

* Awards in the optional Writing elements for Modern Languages and Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 1998

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/NO AWARD
		1	2	3	4	5	6	7	
Classical Greek	10	80	20	-	-	-	-	-	-
Interpretation		100	-	-	-	-	-	-	-
Translation		70	20	10	-	-	-	-	-
Investigation		70	30	-	-	-	-	-	-
English	58,995	11	29	35	19	4	0	0	2
Reading		14	27	30	19	7	1	0	2
Writing		8	25	39	21	4	0	0	2
Talking		17	30	32	16	4	1	0	0
English - Alternative Communication	7	-	-	-	43	57	-	-	-
Reading		-	-	-	-	86	14	-	-
Writing		-	-	-	43	57	-	-	-
Communicating		-	-	14	86	-	-	-	-
English - Spoken	20	5	15	20	45	15	-	-	-
Understanding		5	10	15	35	25	10	-	-
Communicating		5	5	30	45	15	-	-	-
Talking		15	15	40	20	10	-	-	-
French	38,356	14	20	22	20	12	5	0	6
Reading		13	17	22	22	11	8	3	4
Listening		10	17	18	27	10	9	2	6
Speaking		15	19	21	20	14	9	1	0
French Writing *	17,828	10	22	15	22	-	-	-	31
Gäidhlig	98	41	35	19	4	-	-	-	1
Reading		54	26	15	5	-	-	-	-
Listening		48	29	16	4	2	-	1	-
Writing		18	38	27	11	5	-	-	1
Speaking		36	47	15	2	-	-	-	-
Gaelic	423	26	25	17	18	11	2	-	1
Reading		27	25	18	12	14	3	0	1
Listening		30	21	16	19	11	2	-	1
Speaking		23	28	18	17	12	3	0	-
Gaelic Writing *	207	14	17	24	27	-	-	-	19
German	16,019	16	21	23	19	10	4	0	7
Reading		15	17	22	23	9	6	3	5
Listening		14	21	20	23	8	6	2	6
Speaking		16	21	23	20	12	6	1	0
German Writing *	8,331	11	16	21	30	-	-	-	22
Italian	627	24	22	21	14	8	6	0	4
Reading		22	21	22	21	4	4	2	3
Listening		17	19	18	22	8	8	4	4
Speaking		25	26	19	12	8	9	2	0
Italian Writing *	355	18	21	15	22	-	-	-	23
Latin	976	52	20	7	6	7	3	0	5
Interpretation		48	21	7	7	3	4	6	4
Translation		57	16	7	4	5	4	2	4
Investigation		58	22	11	5	2	1	1	1
Russian	9	11	56	11	11	11	-	-	-
Reading		11	-	56	11	-	22	-	-
Listening		11	-	56	11	22	-	-	-
Speaking		44	22	22	11	-	-	-	-
Russian Writing *	9	11	-	11	33	-	-	-	44
Spanish	2,587	20	25	21	17	10	3	0	4
Reading		18	25	22	19	6	4	2	3
Listening		16	19	21	24	9	6	2	4
Speaking		21	22	22	16	11	7	1	0
Spanish Writing *	1,526	5	15	17	36	-	-	-	27
Urdu	122	35	24	17	9	2	7	-	6
Reading		24	25	15	11	6	4	11	5
Listening		25	33	26	9	-	1	1	6
Speaking		42	25	11	11	3	8	-	-
Urdu Writing *	67	34	27	21	12	-	-	-	6

* Awards in the optional Writing elements for Modern Languages and Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 1998 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)						OTHER/NO	
		1	2	3	4	5	6	7	AWARD
Accounting and Finance	4,777	25	27	16	14	9	4	0	4
Knowledge and Understanding		15	25	17	21	8	7	4	3
Handling Information		25	25	15	16	8	5	2	3
Practical Abilities		53	10	17	6	9	3	2	1
Mathematics	59,683	16	14	21	17	21	6	1	2
Knowledge and Understanding		16	15	18	19	22	6	2	2
Reasoning and Application		12	13	19	21	17	12	3	2
Investigating		31	12	26	11	16	3	1	0
Biology	22,055	22	34	25	12	5	1	0	2
Knowledge and Understanding *		16	24	14	23	11		11	2
Problem Solving *		20	34	15	20	6		4	2
Practical Abilities *		70	21	5	2	1		1	0
Chemistry	22,744	30	34	22	8	3	1	0	1
Knowledge and Understanding *		25	24	15	19	9		7	1
Problem Solving *		25	30	21	15	6		2	1
Practical Abilities *		86	8	3	1	1		1	0
Physics	19,133	33	33	22	7	3	1	0	1
Knowledge and Understanding *		32	23	16	18	5		5	1
Problem Solving *		22	29	22	16	5		4	1
Practical Abilities *		83	12	3	1	0		1	0
Science	15,889	0	5	25	31	20	7	1	10
Knowledge and Understanding		0	2	7	26	27	20	8	10
Problem Solving		0	3	13	31	22	15	7	10
Practical Abilities		23	30	20	13	7	4	2	0
Classical Studies	312	19	21	15	13	13	7	1	10
Knowledge and Understanding		21	21	15	13	7	7	7	9
Evaluating		19	16	12	16	12	6	8	9
Investigating		25	19	21	11	12	8	4	0
Contemporary Social Studies	500	-	0	3	25	38	23	0	10
Knowledge and Understanding		-	0	4	19	27	36	6	9
Evaluating		-	0	16	31	29	14	0	9
Investigating		-	0	5	19	37	33	4	1
Economics	1,488	21	28	20	15	9	4	0	4
Knowledge and Understanding		22	25	19	17	6	6	2	2
Evaluating		25	25	19	16	7	5	1	2
Investigating		28	21	20	14	9	5	2	1
Geography	22,850	16	25	19	17	13	6	1	3
Knowledge and Understanding		17	25	16	15	15	6	3	2
Evaluating		19	23	20	17	9	7	3	2
Investigating		20	21	21	18	11	6	2	1
History	21,026	18	22	17	16	16	6	0	4
Knowledge and Understanding		23	19	18	13	18	5	2	2
Evaluating		18	20	16	16	11	12	4	2
Investigating		22	20	20	18	11	6	2	1
Modern Studies	13,985	20	21	17	17	14	6	0	4
Knowledge and Understanding		22	19	14	16	16	8	3	3
Evaluating		26	19	20	13	11	6	3	3
Investigating		21	19	20	17	12	7	3	1
Social and Vocational Skills	3,300	10	20	27	23	11	3	0	6
Communicative Abilities		6	17	24	26	15	7	0	6
Practical Abilities		9	19	27	23	13	6	3	0

* Awards in the elements of Biology, Chemistry and Physics are not made at grade 6.

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 1998 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)						OTHER/NO	
		1	2	3	4	5	6	7	AWARD
Computing Studies	18,266	19	21	21	19	13	3	0	4
Knowledge and Understanding		17	21	19	16	18	4	2	3
Problem Solving		20	17	16	25	13	5	2	3
Practical Abilities		27	24	19	15	9	3	1	1
Craft and Design	13,613	8	19	24	22	14	4	0	8
Knowledge and Understanding		8	21	19	19	13	9	4	8
Designing		11	17	22	22	15	9	3	1
Practical Abilities		15	21	25	20	11	5	2	0
Graphic Communication	7,319	13	26	25	19	10	3	0	4
Knowledge and Interpretation		19	21	27	13	10	4	3	4
Drawing Abilities		16	20	22	17	10	6	4	4
Illustration & Presentation		17	27	26	18	9	3	1	0
Home Economics	10,192	4	16	26	27	15	4	0	9
Knowledge and Understanding		3	10	20	26	16	13	3	8
Handling Information		4	13	16	29	16	11	2	8
Practical and Organisational Skills		7	20	28	25	13	6	1	0
Office and Information Studies	16,670	16	24	23	19	9	2	0	6
Knowledge and Understanding		7	20	16	29	7	8	8	6
Keyboard and Word Processing Skills		25	10	27	11	18	1	4	3
Handling Information		46	16	23	8	4	2	1	0
Technological Studies	4,282	16	22	18	18	15	5	0	5
Knowledge and Understanding		17	22	17	17	13	7	2	5
Technological Communication		20	18	16	18	14	6	2	5
Problem Solving		18	21	22	19	12	6	2	1
Art and Design	19,728	15	31	33	13	3	0	-	5
Expressive Activities		20	30	36	10	1	0	-	4
Critical Activities		17	25	34	15	5	1	0	4
Design Activities		22	24	27	16	7	3	1	1
Drama	4,172	13	26	26	17	7	2	0	8
Knowledge and Understanding		9	20	24	20	12	5	2	8
Creating		23	25	25	16	8	3	0	0
Presenting		19	25	26	17	9	2	1	0
Music	9,111	31	28	19	10	5	1	0	6
Solo Performing		44	22	12	7	5	4	4	2
Listening		21	30	22	18	3	1	1	4
Group Performing		36	26	17	10	5	3	2	1
Inventing	26	22	21	15	9	4	2	1	
Physical Education	16,675	9	28	31	20	5	1	0	6
Knowledge and Understanding		7	17	22	25	11	7	6	5
Evaluating		6	21	22	25	12	4	4	5
Practical Performance		18	34	31	12	3	0	0	1
Religious Studies	1,165	14	22	24	17	11	4	1	8
Knowledge and Understanding		15	23	22	18	9	4	2	7
Evaluating		15	18	23	19	9	5	4	7
Investigating		21	21	21	17	10	7	2	1
All subjects	475,507	16	23	24	18	10	3	0	6

TABLE SG5a: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT AT STANDARD GRADE, 1998

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	4	40%	4	-	-	-	-	-	-
English	29,763	50%	2,374	7,259	10,369	7,202	1,753	94	-
English - Alternative Communication	3	43%	-	-	-	-	3	-	-
English - Spoken	15	75%	1	2	3	8	1	-	-
French	18,495	48%	1,790	2,997	3,797	4,194	2,852	1,320	79
Gàidhlig	42	43%	15	17	7	3	-	-	-
Gaelic (Learners)	187	44%	27	33	38	50	29	8	-
German	7,855	49%	764	1,344	1,897	1,724	1,039	421	26
Italian	244	39%	29	53	60	43	24	24	3
Latin	451	46%	227	85	27	34	30	19	1
Russian	4	44%	-	4	-	-	-	-	-
Spanish	1,004	39%	126	191	212	191	146	63	4
Urdu	49	40%	10	9	13	6	2	6	-
Accounting and Finance	2,006	42%	487	541	295	300	210	91	8
Mathematics	30,203	51%	4,723	4,246	6,432	5,100	6,490	2,068	415
Biology	6,732	31%	1,544	2,043	1,654	875	368	118	6
Chemistry	11,503	51%	3,266	3,804	2,606	1,030	466	139	25
Physics	13,078	68%	3,937	4,311	3,092	997	461	121	21
Science	8,866	56%	49	462	2,135	2,772	1,794	668	76
Classical Studies	144	46%	21	32	23	21	17	10	4
Contemporary Social Studies	307	61%	-	-	6	73	115	80	1
Economics	805	54%	170	240	165	109	64	27	2
Geography	13,389	59%	1,781	3,165	2,729	2,443	1,850	827	132
History	9,713	46%	1,484	1,973	1,508	1,539	1,868	876	54
Modern Studies	5,900	42%	930	1,155	950	1,014	1,024	485	43
Social and Vocational Skills	1,478	45%	76	184	393	426	223	70	2
Computing Studies	11,513	63%	2,101	2,375	2,327	2,271	1,616	368	38
Craft and Design	10,885	80%	732	2,002	2,689	2,488	1,571	479	45
Graphic Communication	5,487	75%	614	1,417	1,375	1,052	599	203	16
Home Economics	2,371	23%	16	134	403	667	595	204	5
Office and Information Studies	3,016	18%	281	538	660	694	399	122	13
Technological Studies	3,980	93%	639	871	722	720	597	208	10
Art and Design	8,534	43%	804	2,222	2,982	1,521	441	49	-
Drama	1,477	35%	109	259	395	336	167	59	7
Music	3,365	37%	895	864	652	408	251	54	2
Physical Education	11,566	69%	1,126	3,389	3,503	2,259	524	63	1
Religious Studies	450	39%	81	96	95	75	49	16	4
Subtotals	224,884	50%	31,233	48,317	54,214	42,645	27,638	9,360	1,043
- as percentages		100%	14%	21%	24%	19%	12%	4%	0%
French (Writing)*	6,949	39%	517	1,269	999	1,599			
Gaelic (Learners) (Writing)*	60	29%	4	4	12	23			
German (Writing)*	3,243	39%	229	405	643	1,064			
Italian (Writing)*	109	31%	15	21	19	29			
Russian (Writing)*	4	44%	-	-	-	2			
Spanish (Writing)*	467	31%	19	47	74	164			
Urdu (Writing)*	19	28%	5	3	5	3			
Totals	235,735	50%	32,022	50,066	55,966	45,529	27,638	9,360	1,043
- as percentages		100%	14%	21%	24%	19%	12%	4%	0%

* Awards in the optional Writing elements for Modern Languages and Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG5b: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT AT STANDARD GRADE, 1998

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	6	60%	4	2	-	-	-	-	-
English	29,232	50%	4,094	9,724	9,998	4,202	676	27	1
English - Alternative Communication	4	57%	-	-	-	3	1	-	-
English - Spoken	5	25%	-	1	1	1	2	-	-
French	19,861	52%	3,698	4,554	4,506	3,592	1,900	586	20
Gàidhlig	56	57%	25	17	12	1	-	-	-
Gaelic (Learners)	236	56%	85	72	33	25	18	-	-
German	8,164	51%	1,837	2,021	1,864	1,328	538	148	2
Italian	383	61%	122	84	72	47	29	13	-
Latin	525	54%	278	115	43	26	34	8	1
Russian	5	56%	1	1	1	1	1	-	-
Spanish	1,583	61%	386	447	326	246	110	25	-
Urdu	73	60%	33	20	8	5	1	2	-
Accounting and Finance	2,771	58%	711	740	493	380	222	108	2
Mathematics	29,480	49%	5,026	4,177	6,150	5,269	6,168	1,719	336
Biology	15,323	69%	3,257	5,401	3,837	1,706	692	166	13
Chemistry	11,241	49%	3,456	3,938	2,489	849	273	75	19
Physics	6,055	32%	2,415	2,030	1,053	318	144	32	2
Science	7,023	44%	26	349	1,853	2,184	1,374	463	49
Classical Studies	168	54%	39	35	24	20	23	13	-
Contemporary Social Studies	193	39%	-	1	9	54	76	33	1
Economics	683	46%	142	176	130	115	67	26	2
Geography	9,461	41%	1,953	2,472	1,672	1,542	1,095	440	44
History	11,313	54%	2,373	2,741	2,059	1,789	1,551	450	22
Modern Studies	8,085	58%	1,905	1,838	1,410	1,306	976	332	24
Social and Vocational Skills	1,822	55%	238	463	509	347	132	35	-
Computing Studies	6,753	37%	1,402	1,501	1,418	1,270	759	159	12
Craft and Design	2,728	20%	322	636	644	564	272	65	6
Graphic Communication	1,832	25%	314	522	431	305	139	39	2
Home Economics	7,821	77%	439	1,471	2,233	2,055	911	162	2
Office and Information Studies	13,654	82%	2,424	3,468	3,125	2,529	1,072	294	30
Technological Studies	302	7%	55	59	69	46	45	10	1
Art and Design	11,194	57%	2,175	3,909	3,442	1,053	208	18	-
Drama	2,695	65%	425	837	699	370	131	25	1
Music	5,746	63%	1,921	1,704	1,045	547	200	42	6
Physical Education	5,109	31%	425	1,351	1,617	1,006	366	58	2
Religious Studies	715	61%	85	157	179	119	84	25	6
Subtotals	222,300	50%	42,091	57,034	53,454	35,220	20,290	5,598	606
- as percentages		100%	19%	26%	24%	16%	9%	3%	0%
French (Writing)*	10,879	61%	1,276	2,597	1,712	2,288			
Gaelic (Learners) (Writing)*	147	71%	24	31	37	32			
German (Writing)*	5,088	61%	649	954	1,137	1,405			
Italian (Writing)*	246	69%	48	55	35	50			
Russian (Writing)*	5	56%	1	-	1	1			
Spanish (Writing)*	1,059	69%	60	180	185	388			
Urdu (Writing)*	48	72%	18	15	9	5			
Totals	239,772	50%	44,167	60,866	56,570	39,389	20,290	5,598	606
- as percentages		100%	18%	25%	24%	16%	8%	2%	0%

* Awards in the optional Writing elements for Modern Languages and Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG5c: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT AT STANDARD GRADE, 1998

ALL CANDIDATES

SUBJECT	% OF ENTRIES			% OF MALE ENTRIES			% OF FEMALE ENTRIES		
	ENTRIES	MALE	FEMALE	GRADE 1-2	GRADE 1-4	GRADE 1-6	GRADE 1-2	GRADE 1-4	GRADE 1-6
Classical Greek	10	40	60	100	100	100	100	100	100
English	58,995	50	50	32	91	98	47	96	98
English - Alternative Communication	7	43	57	-	-	100	-	75	100
English - Spoken	20	75	25	20	93	100	20	60	100
French	38,356	48	52	26	69	92	42	82	95
Gàidhlig	98	43	57	76	100	100	75	98	98
Gaelic (Learners)	423	44	56	32	79	99	67	91	99
German	16,019	49	51	27	73	92	47	86	95
Italian	627	39	61	34	76	95	54	85	96
Latin	976	46	54	69	83	94	75	88	96
Russian	9	44	56	100	100	100	40	80	100
Spanish	2,587	39	61	32	72	93	53	89	97
Urdu	122	40	60	39	78	94	73	90	95
Accounting and Finance	4,777	42	58	51	81	96	52	84	96
Mathematics	59,683	51	49	30	68	96	31	70	97
Biology	22,055	31	69	53	91	98	57	93	98
Chemistry	22,744	51	49	61	93	98	66	95	99
Physics	19,133	68	32	63	94	99	73	96	99
Science	15,889	56	44	6	61	89	5	63	89
Classical Studies	312	46	54	37	67	86	44	70	92
Contemporary Social Studies	500	61	39	-	26	89	1	33	90
Economics	1,488	54	46	51	85	96	47	82	96
Geography	22,850	59	41	37	76	96	47	81	97
History	21,026	46	54	36	67	95	45	79	97
Modern Studies	13,985	42	58	35	69	94	46	80	96
Social and Vocational Skills	3,300	45	55	18	73	93	38	85	95
Computing Studies	18,266	63	37	39	79	96	43	83	96
Craft and Design	13,613	80	20	25	73	92	35	79	92
Graphic Communication	7,319	75	25	37	81	96	46	86	96
Home Economics	10,192	23	77	6	51	85	24	79	93
Office and Information Studies	16,670	18	82	27	72	89	43	85	95
Technological Studies	4,282	93	7	38	74	94	38	76	94
Art and Design	19,728	43	57	35	88	94	54	95	97
Drama	4,172	35	65	25	74	90	47	86	92
Music	9,111	37	63	52	84	93	63	91	95
Physical Education	16,675	69	31	39	89	94	35	86	94
Religious Studies	1,165	39	61	39	77	92	34	76	91
Subtotals	447,184	50	50	35	78	95	45	84	96
French (Writing) *	17,828	39	61	26	63		36	72	
Gaelic (Learners) (Writing) *	207	29	71	13	72		37	84	
German (Writing) *	8,331	39	61	20	72		32	81	
Italian (Writing) *	355	31	69	33	77		42	76	
Russian (Writing) *	9	44	56	0	50		20	60	
Spanish (Writing) *	1,526	31	69	14	65		23	77	
Urdu (Writing) *	67	28	72	42	84		69	98	
Totals	475,507	50	50	35	78	94	44	84	95

* Awards in the optional Writing elements for Modern Languages and Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG6a: NUMBER OF STANDARD GRADE ENTRIES PER CANDIDATE, 1998

FOURTH YEAR CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	2	0.0%	-	-	2	0.0%
9	574	0.9%	287	0.9%	287	0.9%
8	34,329	56.4%	16,951	54.8%	17,378	58.0%
7	19,474	87.8%	9,873	86.2%	9,601	89.5%
6	2,784	92.3%	1,579	91.3%	1,205	93.5%
5	1,046	94.0%	607	93.2%	439	94.9%
4	663	95.1%	406	94.5%	257	95.8%
3	517	95.9%	294	95.4%	223	96.5%
2	488	96.7%	292	96.3%	196	97.1%
1	561	97.6%	344	97.4%	217	97.8%
Totals	60,438		30,633		29,805	
Average	7.3		7.3		7.4	

TABLE SG6b: NUMBER OF STANDARD GRADE CREDIT LEVEL AWARDS PER CANDIDATE, 1998

FOURTH YEAR CANDIDATES

NO. OF AWARDS AT GRADE 1 AND 2	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	-	-	-	-	-	-
9	143	0.2%	48	0.2%	95	0.3%
8	6,196	10.2%	2,402	7.8%	3,794	12.8%
7	6,154	20.2%	2,687	16.3%	3,467	24.1%
6	4,048	26.7%	1,869	22.3%	2,179	31.3%
5	3,456	32.3%	1,629	27.5%	1,827	37.3%
4	3,499	38.0%	1,735	33.0%	1,764	43.1%
3	3,658	43.9%	1,783	38.7%	1,875	49.2%
2	4,516	51.2%	2,347	46.1%	2,169	56.4%
1	7,075	62.6%	3,812	58.2%	3,263	67.1%
0	21,693		12,321		9,372	
Totals	60,438		30,633		29,805	
Average	2.9		2.6		3.3	

Notes: Percentages are expressed relative to the number of fourth year pupils (excluding Christmas leavers) in schools in Scotland according to the SOEID school census. Percentages are cumulative, ie the percentage shown against 8 entries/awards indicates the percentage entering/gaining awards in 8 or more subjects. Entries and awards exclude the Writing options of Modern Languages and Gaelic (Learners).

**TABLE SG6c: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS
PER CANDIDATE, 1998**

FOURTH YEAR CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 4	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	-	-	-	-	-	-
9	425	0.70%	188	0.60%	237	0.80%
8	21,166	34.90%	9,624	31.20%	11,542	38.70%
7	14,911	59.00%	7,189	54.10%	7,722	64.00%
6	5,597	68.00%	2,887	63.30%	2,710	72.90%
5	3,961	74.40%	2,139	70.10%	1,822	78.90%
4	3,391	79.90%	2,008	76.50%	1,383	83.40%
3	2,915	84.60%	1,722	81.90%	1,193	87.30%
2	2,638	88.90%	1,568	86.90%	1,070	90.90%
1	2,610	93.10%	1,571	91.90%	1,039	94.30%
0	2,824		1,737		1,087	
Totals	60,438		30,633		29,805	
Average	6.0		5.7		6.2	

**TABLE SG6d: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL
AWARDS PER CANDIDATE, 1998**

FOURTH YEAR CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 6	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	-	-	-	-	-	-
9	545	0.9%	265	0.8%	280	0.9%
8	30,728	50.5%	14,887	48.2%	15,841	52.9%
7	18,847	81.0%	9,520	78.5%	9,327	83.5%
6	3,756	87.0%	2,114	85.2%	1,642	88.9%
5	1,831	90.0%	1,087	88.7%	744	91.4%
4	1,148	91.8%	662	90.8%	486	93.0%
3	850	93.2%	512	92.4%	338	94.1%
2	778	94.5%	455	93.8%	323	95.1%
1	795	95.8%	501	95.4%	294	96.1%
0	1,160		630		530	
Totals	60,438		30,633		29,805	
Average	7.0		6.9		7.1	

Notes: Percentages are expressed relative to the number of fourth year pupils (excluding Christmas leavers) in schools in Scotland according to the SOEID school census. Percentages are cumulative, ie the percentage shown against 8 entries/awards indicates the percentage entering/gaining awards in 8 or more subjects. Entries and awards exclude the Writing options of Modern Languages and Gaelic (Learners).

TABLE SG7: TREND IN APPEALS AND THEIR SUCCESS AT STANDARD GRADE, 1994 TO 1998

	1994	1995	1996	1997	1998
Number of appeals	25,548	25,975	27,206	30,461	29,084
– as percentage of externally assessed element entries	2.9%	2.8%	2.8%	3.2%	3.2%
Successful appeals	12,141	12,525	14,434	15,085	14,729
– as percentage of all appeals	48%	48%	53%	50%	51%



CHART SG1: NUMBER OF STANDARD GRADE ENTRIES PER S4 PUPIL, 1998

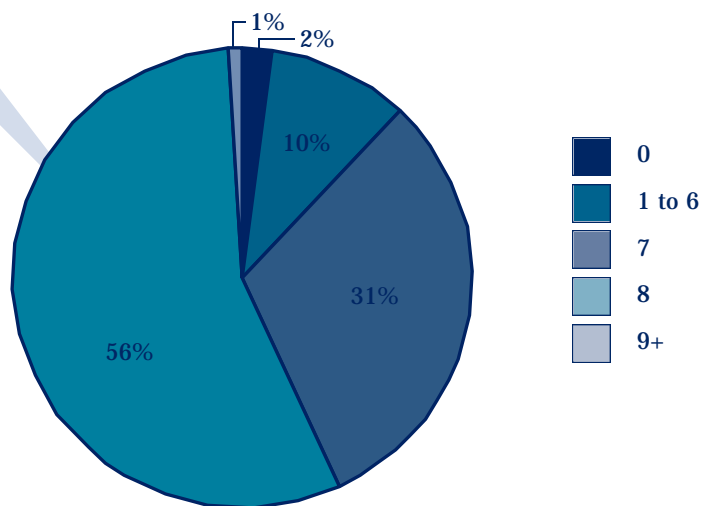


CHART SG2: NUMBER OF STANDARD GRADE CREDIT AWARDS PER S4 PUPIL, 1998

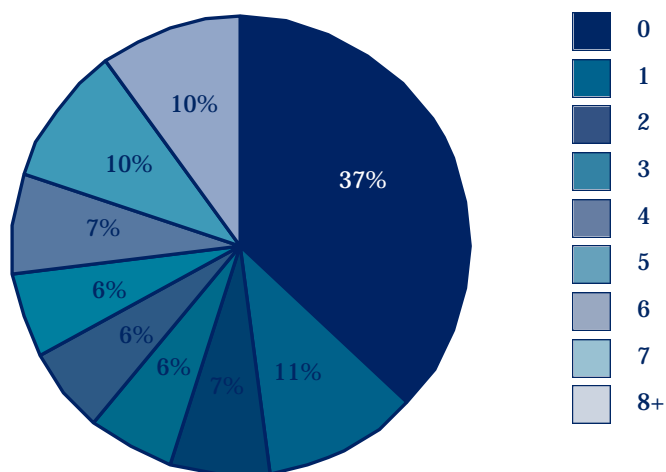


CHART SG3: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS PER S4 PUPIL, 1998

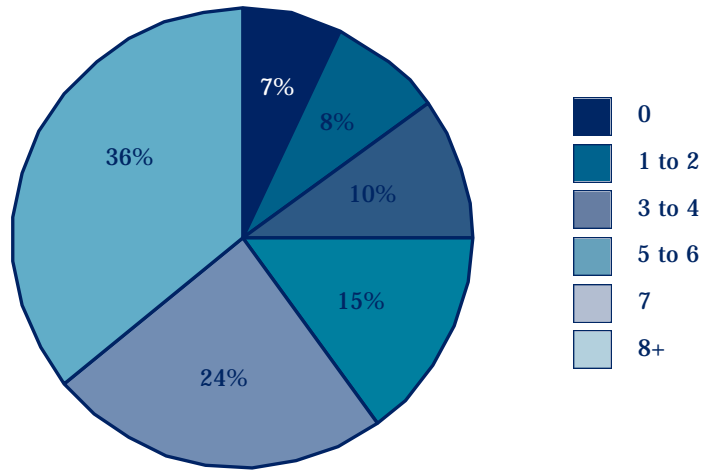


CHART SG4: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL AWARDS PER S4 PUPIL, 1998

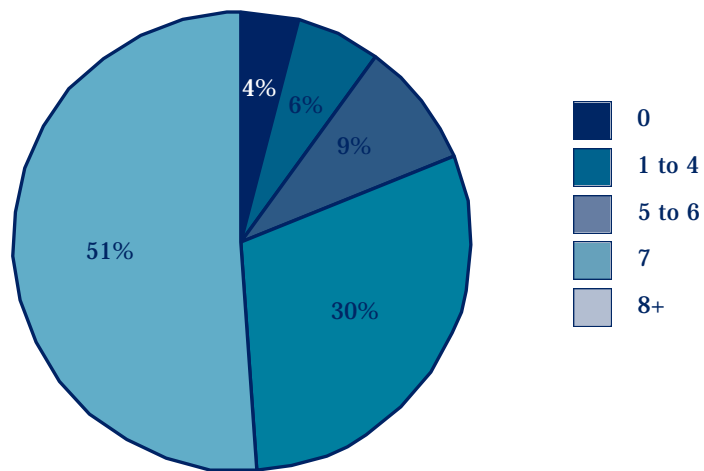


TABLE HG1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER GRADE, 1994 TO 1998

ALL CANDIDATES

SUBJECT *	YEAR					PERCENT CHANGE 1997-98
	1994	1995	1996	1997	1998	
Classical Greek	20	13	23	12	15	25%
English	34,271	33,955	34,441	34,989	34,160	-2%
French	5,852	5,111	5,098	4,840	4,619	-5%
Gàidhlig	45	40	41	45	54	20%
Gaelic (Learners)	120	140	144	168	148	-12%
German	2,228	2,170	2,240	2,078	1,962	-6%
Italian	206	214	218	188	201	7%
Latin	506	442	425	382	355	-7%
Russian	27	14	17	22	19	-14%
Spanish	616	653	723	788	874	11%
Accounting and Finance	3,356	3,305	3,123	3,145	2,841	-10%
Mathematics	19,751	20,262	20,375	20,469	20,221	-1%
Biology	12,739	12,140	11,979	11,921	11,347	-5%
Chemistry	12,108	11,651	11,880	11,876	11,072	-7%
Geology	37	31	35	44	52	18%
Human Biology	1,465	1,913	2,124	2,519	2,774	10%
Physics	12,464	11,952	12,225	11,680	11,449	-2%
Classical Studies	372	427	432	506	399	-21%
Economics	2,871	2,400	2,091	1,813	1,700	-6%
Geography	7,890	7,512	9,375	9,005	8,437	-6%
History	8,135	7,857	7,436	7,560	7,377	-2%
Modern Studies	8,159	8,103	7,941	8,209	7,811	-5%
Computing Studies	3,442	3,868	4,037	4,159	4,576	10%
Craft and Design	1,926	2,102	2,428	2,857	3,010	5%
Graphic Communication	792	1,888	2,094	2,290	2,418	6%
Home Economics	406	518	576	700	720	3%
Management and Information Studies	2,656	3,307	3,651	3,910	4,289	10%
Secretarial Studies	4,157	4,219	3,983	4,220	3,946	-6%
Technological Studies	1,140	1,146	1,161	1,106	951	-14%
Art and Design	6,328	6,789	6,796	7,400	7,271	-2%
Drama	434	691	772	1,061	1,108	4%
Music	2,150	2,243	2,429	2,519	2,668	6%
Physical Education	1,889	2,692	3,189	3,472	3,620	4%
Religious Studies	861	1,103	1,187	1,280	1,343	5%
Discontinued subjects	1,185	32				
Subtotals	160,604	160,903	164,689	167,233	163,807	-2%
Music – Performing	4	2	-	1	2	100%
Music – Listening	13	8	3	2	1	-50%
Music – Inventing (Composition)	12	6	6	16	5	-69%
Music – Inventing Paper I	10	6	3	5	2	-60%
Discontinued Options	3					
Totals	160,646	160,925	164,701	167,257	163,817	-2%

* For most subjects, entries for the unrevised versions are included, up to 1996.

TABLE HG2: ENTRIES BY CANDIDATE TYPE FOR EACH SUBJECT AT HIGHER GRADE, 1998

ALL CANDIDATES

SUBJECT	ALL ENTRIES	UP TO FOURTH YEAR	FIFTH YEAR	SIXTH YEAR	ALL SCHOOL	FURTHER EDUCATION	EXTERNAL
Classical Greek	15	1	3	10	14	1	-
English	34,160	42	22,520	9,622	32,184	1,846	130
French	4,619	39	3,344	1,057	4,440	167	12
Gàidhlig	54	-	40	12	52	-	2
Gaelic (Learners)	148	-	108	24	132	14	2
German	1,962	4	1,451	427	1,882	72	8
Italian	201	1	94	64	159	37	5
Latin	355	7	282	65	354	1	-
Russian	19	3	9	5	17	2	-
Spanish	874	1	484	269	754	111	9
Accounting and Finance	2,841	-	1,496	1,250	2,746	91	4
Mathematics	20,221	28	13,957	5,640	19,625	554	42
Biology	11,347	3	6,796	4,121	10,920	397	30
Chemistry	11,072	3	8,122	2,637	10,762	299	11
Geology	52	-	4	48	52	-	-
Human Biology	2,774	2	1,172	1,083	2,257	510	7
Physics	11,449	2	8,259	2,910	11,171	253	25
Classical Studies	399	-	132	266	398	1	-
Economics	1,700	-	472	1,140	1,612	86	2
Geography	8,437	2	5,167	3,086	8,255	171	11
History	7,377	1	4,599	2,330	6,930	428	19
Modern Studies	7,811	5	3,592	3,642	7,239	543	29
Computing Studies	4,576	3	2,985	1,550	4,538	32	6
Craft and Design	3,010	-	1,923	1,078	3,001	5	4
Graphic Communication	2,418	-	1,635	780	2,415	-	3
Home Economics	720	-	430	290	720	-	-
Management and Information Studies	4,289	-	810	3,394	4,204	79	6
Secretarial Studies	3,946	-	2,719	1,196	3,915	26	5
Technological Studies	951	-	579	367	946	2	3
Art and Design	7,271	3	5,272	1,761	7,036	219	16
Drama	1,108	1	692	385	1,078	24	6
Music	2,668	11	1,749	877	2,637	24	7
Physical Education	3,620	-	1,727	1,836	3,563	51	6
Religious Studies	1,343	-	383	948	1,331	9	3
Subtotals	163,807	162	103,007	54,170	157,339	6,055	413
- as percentages	100%	0.1%	62.9%	33.1%	96.1%	3.7%	0.3%
Music – Performing	2	-	-	2	2	-	-
Music – Listening	1	-	1	-	1	-	-
Music – Inventing (Composition)	5	-	2	3	5	-	-
Music – Inventing Paper 1	2	-	-	2	2	-	-
Totals	163,817	162	103,010	54,177	157,349	6,055	413
- as percentages	100%	0.1%	62.9%	33.1%	96.1%	3.7%	0.3%

TABLE HG3: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER GRADE, 1994 TO 1998

ALL CANDIDATES

SUBJECT *	PERCENTAGE PASS RATES				
	1994	1995	1996	1997	1998
Classical Greek	85	92	100	100	93
English	68	68	68	68	67
French	72	79	74	79	83
Gàidhlig	96	98	95	98	100
Gaelic (Learners)	88	92	90	89	92
German	69	76	78	79	81
Italian	79	76	73	80	80
Latin	83	82	82	83	79
Russian	93	93	100	95	100
Spanish	75	84	76	76	76
Accounting and Finance	71	68	68	70	69
Mathematics	67	67	67	68	68
Biology	65	66	66	65	64
Chemistry	72	72	72	71	72
Geology	46	58	66	55	50
Human Biology	62	61	61	61	63
Physics	67	68	69	69	71
Classical Studies	70	70	78	77	78
Economics	69	69	67	71	74
Geography	71	73	72	72	74
History	69	70	71	74	72
Modern Studies	71	72	69	70	72
Computing Studies	62	63	67	65	66
Craft and Design	66	66	69	69	69
Graphic Communication	68	66	65	67	67
Home Economics	48	49	56	54	57
Management and Information Studies	62	66	70	74	74
Secretarial Studies	70	75	71	64	73
Technological Studies	57	62	59	60	62
Art and Design	79	79	80	80	82
Drama	72	74	78	74	77
Music	87	93	92	95	93
Physical Education	45	46	51	56	54
Religious Studies	62	67	63	63	63
Discontinued subjects	66	66			
Subtotals	68.6	69.5	69.2	69.8	70.3
Music – Performing	100	100	-	100	100
Music – Listening	85	50	67	100	-
Music – Inventing (Composition)	58	67	67	75	80
Music – Inventing Paper I	40	67	67	40	100
Discontinued Options	67				
Totals	68.6	69.5	69.2	69.8	70.3

* For most subjects, entries for the unrevised versions are included, up to 1996.

TABLE HG4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT HIGHER GRADE, 1998

ALL CANDIDATES

SUBJECT	ENTRIES	BAND				PASSES	D	NO. OF CENTRES
		A	B	C				
Classical Greek	15	10	4	-	-	-	12	
English	34,160	4,920	7,364	10,626	22,910	7,322	477	
French	4,619	1,276	1,315	1,235	3,826	561	411	
Gàidhlig	54	30	20	4	54	0	7	
Gaelic (Learners)	148	69	43	24	136	8	24	
German	1,962	503	546	545	1,594	271	298	
Italian	201	74	46	40	160	29	51	
Latin	355	130	75	75	280	39	68	
Russian	19	16	1	2	19	0	12	
Spanish	874	276	206	180	662	114	126	
Accounting and Finance	2,841	402	723	828	1,953	527	323	
Mathematics	20,221	2,934	5,215	5,660	13,809	3,474	449	
Biology	11,347	1,410	2,555	3,285	7,250	2,689	436	
Chemistry	11,072	1,964	2,756	3,227	7,947	2,349	433	
Geology	52	2	11	13	26	14	8	
Human Biology	2,774	369	596	795	1,760	611	174	
Physics	11,449	2,505	3,039	2,558	8,102	1,832	441	
Classical Studies	399	99	112	101	312	43	43	
Economics	1,700	320	455	490	1,265	256	165	
Geography	8,437	1,408	2,256	2,556	6,220	1,530	426	
History	7,377	1,016	2,192	2,136	5,344	1,142	430	
Modern Studies	7,811	1,249	2,079	2,273	5,601	1,346	386	
Computing Studies	4,576	698	1,035	1,278	3,011	967	379	
Craft and Design	3,010	375	735	962	2,072	590	311	
Graphic Communication	2,418	333	586	710	1,629	486	261	
Home Economics	720	62	147	201	410	190	153	
Management and Information Studies	4,289	724	1,177	1,257	3,158	615	284	
Secretarial Studies	3,946	482	1,188	1,221	2,891	552	326	
Technological Studies	951	129	198	261	588	190	162	
Art and Design	7,271	1,587	2,180	2,214	5,981	1,001	430	
Drama	1,108	195	319	336	850	165	127	
Music	2,668	955	1,029	496	2,480	154	476	
Physical Education	3,620	218	612	1,109	1,939	974	293	
Religious Studies	1,343	153	286	404	843	298	147	
Subtotals	163,807	26,893	41,101	47,102	115,082	30,339		
Music – Performing*	2				2			
Music – Listening*	1				-			
Music – Inventing (Composition)*	5				4			
Music – Inventing Paper I*	2				2			
Totals	163,817	26,893	41,101	47,102	115,090	30,339		

* Awards in Music – Performing, Listening, Inventing (Composition) and Inventing Paper I are not expressed in terms of bands.

TABLE HG4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER GRADE, 1998

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	BAND (%)				PASSES	D
		A	B	C	D		
Classical Greek	15	67	27	-	93	-	
English	34,160	14	22	31	67	21	
French	4,619	28	28	27	83	12	
Gàidhlig	54	56	37	7	100	-	
Gaelic (Learners)	148	47	29	16	92	5	
German	1,962	26	28	28	81	14	
Italian	201	37	23	20	80	14	
Latin	355	37	21	21	79	11	
Russian	19	84	5	11	100	-	
Spanish	874	32	24	21	76	13	
Accounting and Finance	2,841	14	25	29	69	19	
Mathematics	20,221	15	26	28	68	17	
Biology	11,347	12	23	29	64	24	
Chemistry	11,072	18	25	29	72	21	
Geology	52	4	21	25	50	27	
Human Biology	2,774	13	21	29	63	22	
Physics	11,449	22	27	22	71	16	
Classical Studies	399	25	28	25	78	11	
Economics	1,700	19	27	29	74	15	
Geography	8,437	17	27	30	74	18	
History	7,377	14	30	29	72	15	
Modern Studies	7,811	16	27	29	72	17	
Computing Studies	4,576	15	23	28	66	21	
Craft and Design	3,010	12	24	32	69	20	
Graphic Communication	2,418	14	24	29	67	20	
Home Economics	720	9	20	28	57	26	
Management and Information Studies	4,289	17	27	29	74	14	
Secretarial Studies	3,946	12	30	31	73	14	
Technological Studies	951	14	21	27	62	20	
Art and Design	7,271	22	30	30	82	14	
Drama	1,108	18	29	30	77	15	
Music	2,668	36	39	19	93	6	
Physical Education	3,620	6	17	31	54	27	
Religious Studies	1,343	11	21	30	63	22	
Subtotals	163,807	16	25	29	70	19	
Music – Performing*	2				100		
Music – Listening*	1				-		
Music – Inventing (Composition)*	5				80		
Music – Inventing Paper I*	2				100		
Totals	163,817	16	25	29	70	19	

* Awards in Music – Performing, Listening, Inventing (Composition) and Inventing Paper I are not expressed in terms of bands.

TABLE HG5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER GRADE BY SEX, 1998

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	BAND				PASSES	D
			A	B	C	D		
Classical Greek	7	47%	5	2	-	7	-	
English	14,418	42%	1,811	2,938	4,578	9,327	3,279	
French	1,184	26%	332	349	282	963	153	
Gàidhlig	11	20%	6	5	-	11	-	
Gaelic (Learners)	49	33%	22	11	9	42	7	
German	483	25%	119	129	131	379	63	
Italian	45	22%	16	11	8	35	6	
Latin	147	41%	47	42	34	123	13	
Russian	13	68%	12	1	-	13	-	
Spanish	194	22%	70	38	34	142	27	
Accounting and Finance	1,271	45%	175	321	387	883	228	
Mathematics	10,558	52%	1,489	2,634	2,894	7,017	1,816	
Biology	3,483	31%	473	758	1,016	2,247	825	
Chemistry	5,525	50%	1,039	1,372	1,585	3,996	1,111	
Geology	31	60%	2	5	9	16	8	
Human Biology	676	24%	111	136	184	431	142	
Physics	7,893	69%	1,593	2,016	1,769	5,378	1,333	
Classical Studies	140	35%	31	28	41	100	18	
Economics	933	55%	176	263	263	702	138	
Geography	4,614	55%	640	1,161	1,446	3,247	931	
History	2,957	40%	360	863	878	2,101	483	
Modern Studies	2,888	37%	402	711	879	1,992	523	
Computing Studies	3,352	73%	548	722	904	2,174	716	
Craft and Design	2,180	72%	213	481	708	1,402	488	
Graphic Communication	1,843	76%	261	414	555	1,230	371	
Home Economics	43	6%	-	8	11	19	7	
Management and Information Studies	1,468	34%	191	370	429	990	257	
Secretarial Studies	260	7%	20	61	91	172	45	
Technological Studies	888	93%	121	184	238	543	178	
Art and Design	2,627	36%	377	711	864	1,952	505	
Drama	256	23%	33	66	82	181	38	
Music	958	36%	340	375	181	896	46	
Physical Education	2,627	73%	135	419	816	1,370	734	
Religious Studies	268	20%	28	54	79	161	59	
Subtotals	74,290	45%	11,198	17,659	21,385	50,242	14,548	
– as percentages	100%		15%	24%	29%	68%	20%	
Music – Performing*	-	-				-		
Music – Listening*	-	-				-		
Music – Inventing (Composition)*	2	40%				2		
Music – Inventing Paper I*	-	-				-		
Totals	74,293	45%	11,198	17,659	21,385	50,245	14,548	
– as percentages	100%		15%	24%	29%	68%	20%	

* Awards in Music – Performing, Listening, Inventing (Composition) and Inventing Paper I are not expressed in terms of bands.

TABLE HG5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER GRADE BY SEX, 1998

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	BAND				PASSES	D
			A	B	C	D		
Classical Greek	8	53%	5	2	-	7	-	
English	19,742	58%	3,109	4,426	6,048	13,583	4,043	
French	3,435	74%	944	966	953	2,863	408	
Gàidhlig	43	80%	24	15	4	43	-	
Gaelic (Learners)	99	67%	47	32	15	94	1	
German	1,479	75%	384	417	414	1,215	208	
Italian	156	78%	58	35	32	125	23	
Latin	208	59%	83	33	41	157	26	
Russian	6	32%	4	-	2	6	-	
Spanish	680	78%	206	168	146	520	87	
Accounting and Finance	1,570	55%	227	402	441	1,070	299	
Mathematics	9,663	48%	1,445	2,581	2,766	6,792	1,658	
Biology	7,864	69%	937	1,797	2,269	5,003	1,864	
Chemistry	5,547	50%	925	1,384	1,642	3,951	1,238	
Geology	21	40%	-	6	4	10	6	
Human Biology	2,098	76%	258	460	611	1,329	469	
Physics	3,556	31%	912	1,023	789	2,724	499	
Classical Studies	259	65%	68	84	60	212	25	
Economics	767	45%	144	192	227	563	118	
Geography	3,823	45%	768	1,095	1,110	2,973	599	
History	4,420	60%	656	1,329	1,258	3,243	659	
Modern Studies	4,923	63%	847	1,368	1,394	3,609	823	
Computing Studies	1,224	27%	150	313	374	837	251	
Craft and Design	830	28%	162	254	254	670	102	
Graphic Communication	575	24%	72	172	155	399	115	
Home Economics	677	94%	62	139	190	391	183	
Management and Information Studies	2,821	66%	533	807	828	2,168	358	
Secretarial Studies	3,686	93%	462	1,127	1,130	2,719	507	
Technological Studies	63	7%	8	14	23	45	12	
Art and Design	4,644	64%	1,210	1,469	1,350	4,029	496	
Drama	852	77%	162	253	254	669	127	
Music	1,710	64%	615	654	315	1,584	108	
Physical Education	993	27%	83	193	293	569	240	
Religious Studies	1,075	80%	125	232	325	682	239	
Subtotals	89,517	55%	15,695	23,442	25,717	64,854	15,791	
– as percentages	100%		18%	26%	29%	72%	18%	
Music – Performing*	2	100%				2		
Music – Listening*	1	100%				-		
Music – Inventing (Composition)*	3	60%				2		
Music – Inventing Paper I*	2	100%				2		
Totals	89,526	55%	15,695	23,442	25,717	64,861	15,791	
– as percentages	100%		18%	26%	29%	72%	18%	

* Awards in Music – Performing, Listening, Inventing (Composition) and Inventing Paper I are not expressed in terms of bands.

TABLE HG5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER GRADE BY SEX, 1998

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENT OF ENTRIES		PERCENT BAND A		PERCENT PASS	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	15	47	53	71	63	100	88
English	34,160	42	58	13	16	65	69
French	4,619	26	74	28	27	81	83
Gàidhlig	54	20	80	55	56	100	100
Gaelic (Learners)	148	33	67	45	47	86	95
German	1,962	25	75	25	26	78	82
Italian	201	22	78	36	37	78	80
Latin	355	41	59	32	40	84	75
Russian	19	68	32	92	67	100	100
Spanish	874	22	78	36	30	73	76
Accounting and Finance	2,841	45	55	14	14	69	68
Mathematics	20,221	52	48	14	15	66	70
Biology	11,347	31	69	14	12	65	64
Chemistry	11,072	50	50	19	17	72	71
Geology	52	60	40	6	-	52	48
Human Biology	2,774	24	76	16	12	64	63
Physics	11,449	69	31	20	26	68	77
Classical Studies	399	35	65	22	26	71	82
Economics	1,700	55	45	19	19	75	73
Geography	8,437	55	45	14	20	70	78
History	7,377	40	60	12	15	71	73
Modern Studies	7,811	37	63	14	17	69	73
Computing Studies	4,576	73	27	16	12	65	68
Craft and Design	3,010	72	28	10	20	64	81
Graphic Communication	2,418	76	24	14	13	67	69
Home Economics	720	6	94	-	9	44	58
Management and Information Studies	4,289	34	66	13	19	67	77
Secretarial Studies	3,946	7	93	8	13	66	74
Technological Studies	951	93	7	14	13	61	71
Art and Design	7,271	36	64	14	26	74	87
Drama	1,108	23	77	13	19	71	79
Music	2,668	36	64	35	36	94	93
Physical Education	3,620	73	27	5	8	52	57
Religious Studies	1,343	20	80	10	12	60	63
Subtotals	163,807	45	55	15	18	68	72
Music – Performing*	2	-	100	-	0	-	100
Music – Listening*	1	-	100	-	0	-	-
Music – Inventing (Composition)*	5	40	60	0	0	100	67
Music – Inventing Paper I*	2	-	100	-	0	-	100
Totals	163,817	45	55	15	18	68	72

* Awards in Music – Performing, Listening, Inventing (Composition) and Inventing Paper I are not expressed in terms of bands.

TABLE HG6a: HIGHER GRADE CANDIDATES BY AGE, SEX, AVERAGE ENTRIES, PASSES AND PASS RATES, 1998

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	16	0%	1.3	1.3	100%
15	5,453	9%	3.0	2.2	72%
16	31,428	52%	3.0	2.2	72%
17	20,120	33%	2.3	1.5	66%
18	1,052	2%	2.2	1.3	57%
19	326	1%	1.8	1.0	55%
20-24	657	1%	1.6	1.0	65%
25-29	439	1%	1.3	1.0	77%
30-34	362	1%	1.2	1.0	77%
35-39	301	0%	1.2	0.9	77%
40-49	308	1%	1.1	0.8	76%
50-59	144	0%	1.1	0.9	78%
60 and over	69	0%	1.0	0.7	71%
All ages	60,675	100%	2.7	1.9	70%

TABLE HG6b: HIGHER GRADE CANDIDATES BY AGE, SEX, AVERAGE ENTRIES, PASSES AND PASS RATES, 1998

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	6	0%	1.0	1.0	100%
15	2,413	9%	2.9	2.0	68%
16	14,247	52%	3.0	2.1	70%
17	9,219	34%	2.4	1.5	63%
18	499	2%	2.3	1.4	58%
19	131	0%	2.1	1.2	58%
20-24	266	1%	1.8	1.1	62%
25-29	159	1%	1.4	1.0	74%
30-34	113	0%	1.2	0.9	73%
35-39	80	0%	1.3	0.9	67%
40-49	89	0%	1.2	0.9	74%
50-59	53	0%	1.2	0.9	77%
60 and over	41	0%	1.0	0.7	66%
All ages	27,316	100%	2.7	1.8	68%

TABLE HG6c: HIGHER GRADE CANDIDATES BY AGE, SEX, AVERAGE ENTRIES, PASSES AND PASS RATES, 1998

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	10	0%	1.4	1.4	100%
15	3,040	9%	3.1	2.3	75%
16	17,181	52%	3.0	2.3	74%
17	10,901	33%	2.3	1.5	68%
18	553	2%	2.1	1.2	57%
19	195	1%	1.7	0.9	52%
20-24	391	1%	1.4	1.0	67%
25-29	280	1%	1.3	1.0	78%
30-34	249	1%	1.2	1.0	79%
35-39	221	1%	1.2	1.0	82%
40-49	219	1%	1.1	0.8	76%
50-59	91	0%	1.1	0.9	78%
60 and over	28	0%	1.0	0.8	79%
All ages	33,359	100%	2.7	1.9	72%

Note: Age at 31 December 1997.

TABLE HG7a: NUMBER OF HIGHER GRADE ENTRIES PER S5 CANDIDATE, 1998

FIFTH YEAR CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP
7	2	0%	0%	1	0%	0%	1	0%	0%
6	136	0%	0%	76	0%	0%	60	0%	0%
5	6,120	15%	10%	2,909	15%	9%	3,211	15%	10%
4	8,026	34%	22%	3,419	32%	20%	4,607	35%	25%
3	7,474	52%	34%	3,200	48%	29%	4,274	54%	38%
2	5,955	66%	43%	2,780	62%	38%	3,175	68%	48%
1	5,141	78%	51%	2,621	76%	46%	2,520	80%	56%
Total cand	32,854			15,006			17,848		
Total entries	103,007			46,465			56,542		
Entries / cand	3.1			3.1			3.2		

TABLE HG7b: NUMBER OF HIGHER GRADE PASSES PER S5 CANDIDATE, 1998

FIFTH YEAR CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP
7	2	0%	0%	1	0%	0%	1	0%	0%
6	131	0%	0%	72	0%	0%	59	0%	0%
5	4,849	12%	8%	2,246	12%	7%	2,603	12%	8%
4	4,777	23%	15%	1,955	22%	13%	2,822	25%	17%
3	4,695	34%	22%	1,906	31%	19%	2,789	37%	26%
2	5,130	46%	30%	2,239	42%	26%	2,891	50%	35%
1	6,855	63%	41%	3,111	58%	35%	3,744	67%	47%
0	6,415			3,476			2,939		
Total cand	32,854			15,006			17,848		
Total passes	75,339			32,789			42,550		
Passes / cand	2.3			2.2			2.4		

TABLE HG7c: NUMBER OF HIGHER GRADE AWARDS AT BAND A PER S5 CANDIDATE, 1998

FIFTH YEAR CANDIDATES

NO. OF SUBJECTS PASSED AT BAND A	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP
7	2	0%	0%	1	0%	0%	1	-	-
6	65	0%	0%	37	0%	0%	28	0%	0%
5	897	2%	1%	364	2%	1%	533	3%	2%
4	943	5%	3%	447	4%	3%	496	5%	3%
3	1,157	7%	5%	526	7%	4%	631	8%	5%
2	1,838	12%	8%	726	11%	6%	1,112	13%	9%
1	4,332	22%	14%	1,760	19%	12%	2,572	24%	17%
0	23,620			11,145			12,475		
Total cand	32,854			15,006			17,848		
Total band A	20,126			8,620			11,506		
Band A / cand	0.6			0.6			0.6		

Notes: Percentages are expressed relative to both the number of pupils in S5 in the current year, and to the age group (as estimated by the number in S4 the previous year). Percentages are cumulative, ie the percentage shown against 6 entries/awards indicates the percentage entering/gaining awards in 6 or more subjects. Pupil numbers are from the Scottish Office Education & Industry Department school censuses.

TABLE HG8a: TOTAL NUMBER OF HIGHER GRADE ENTRIES PER CANDIDATE, INCLUDING RESITS, 1997/98

CANDIDATES IN S5 (1997) AND S6 (1998)

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP
10	18	0%	10	0%	8	0%
9	227	0%	124	0%	103	0%
8	1,235	2%	635	2%	600	2%
7	4,141	9%	1,905	8%	2,236	9%
6	6,965	19%	3,094	17%	3,871	21%
5	6,668	29%	3,032	26%	3,636	32%
4	4,757	36%	2,097	32%	2,660	40%
3	3,991	42%	1,769	38%	2,222	47%
2	3,668	48%	1,743	43%	1,925	53%
1	3,699	54%	1,907	49%	1,792	59%
Total cand	35,369		16,316		19,053	
Total entries	158,256		72,443		85,813	
Entries / cand	4.5		4.4		4.5	

TABLE HG8b: CUMULATIVE NUMBER OF HIGHER GRADE ENTRIES PER CANDIDATE, EXCLUDING RESITS, 1997/98

CANDIDATES IN S5 (1997) AND S6 (1998)

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP
9	4	0%	3	0%	1	0%
8	278	0%	126	0%	152	0%
7	2,020	3%	816	3%	1,204	4%
6	5,760	12%	2,574	10%	3,186	14%
5	7,856	24%	3,681	21%	4,175	27%
4	6,303	34%	2,823	30%	3,480	38%
3	5,138	41%	2,314	37%	2,824	46%
2	4,158	48%	1,990	43%	2,168	53%
1	3,852	54%	1,989	49%	1,863	59%
Total cand	35,369		16,316		19,053	
Total entries	143,034		64,799		78,235	
Entries / cand	4.0		4.0		4.1	

Notes: Percentages are expressed relative to the number of pupils in the age group (as estimated by the number in S4 the previous year). Percentages are cumulative, ie the percentage shown against 6 entries/awards indicates the percentage entering/gaining awards in 6 or more subjects.

**TABLE HG8c: CUMULATIVE NUMBER OF HIGHER GRADE PASSES PER CANDIDATE,
EXCLUDING RESITS, 1997/98**

CANDIDATES IN S5 (1997) AND S6 (1998)

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP
9	1	0%	-	-	1	0%
8	181	0%	76	0%	105	0%
7	1,413	2%	563	2%	850	3%
6	4,128	9%	1,761	7%	2,367	10%
5	5,545	17%	2,538	15%	3,007	20%
4	4,504	24%	1,952	20%	2,552	27%
3	4,128	30%	1,861	26%	2,267	34%
2	4,180	36%	1,879	32%	2,301	41%
1	5,464	45%	2,609	39%	2,855	50%
0	5,825		3,077		2,748	
Total cand	35,369		16,316		19,053	
Total passes	108,065		47,563		60,502	
Passes / cand	3.1		2.9		3.2	

**TABLE HG8d: CUMULATIVE NUMBER OF HIGHER GRADE BAND A AWARDS PER CANDIDATE,
EXCLUDING RESITS, 1997/98**

CANDIDATES IN S5 (1997) AND S6 (1998)

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP
8	8	0%	4	0%	4	0%
7	108	0%	33	0%	75	0%
6	463	1%	184	1%	279	1%
5	845	2%	391	2%	454	3%
4	1,030	4%	430	3%	600	4%
3	1,346	6%	595	5%	751	7%
2	2,234	9%	914	8%	1,320	11%
1	5,156	17%	2,128	14%	3,028	20%
0	24,179		11,637		12,542	
Total cand	35,369		16,316		19,053	
Total band A	25,605		10,783		14,822	
Band A / cand	0.7		0.7		0.8	

Notes: Percentages are expressed relative to the number of pupils in the age group (as estimated by the number in S4 the previous year). Percentages are cumulative, ie the percentage shown against 6 entries/awards indicates the percentage entering/gaining awards in 6 or more subjects.

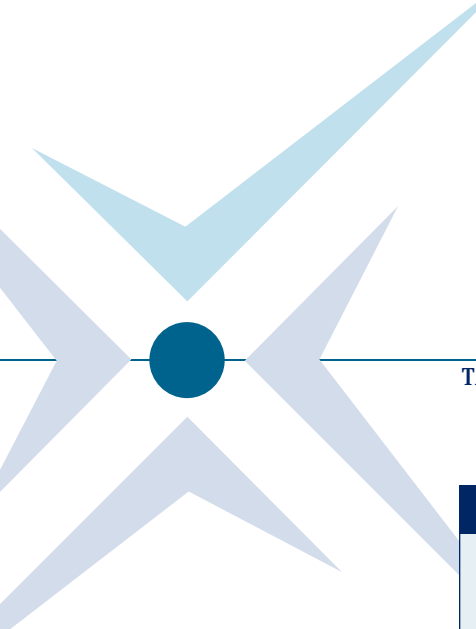


TABLE HG9: TREND IN APPEALS AND THEIR SUCCESS AT HIGHER GRADE, 1994 TO 1998

	YEAR				
	1994	1995	1996	1997	1998
Number of appeals	18,760	18,987	18,281	19,046	18,691
– as percentage of entries	11.7%	11.8%	11.1%	11.4%	11.4%
Successful appeals	7,763	6,406	5,933	5,791	5,192
– as percentage of all appeals	41%	34%	32%	30%	28%

CHART HG1:NUMBER OF HIGHER GRADE ENTRIES PER S5 PUPIL, 1998

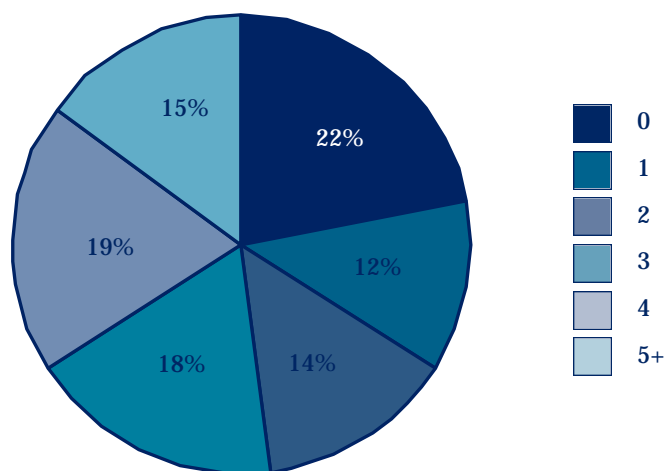


CHART HG2:NUMBER OF HIGHER GRADE PASSES PER S5 PUPIL, 1998

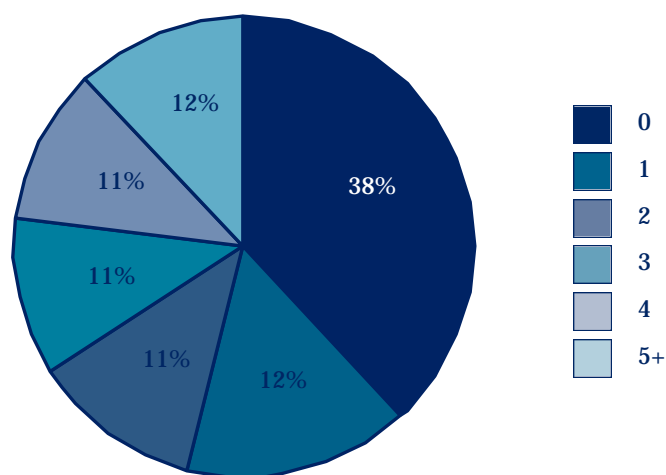


TABLE CS1: TREND IN ENTRIES FOR THE CERTIFICATE OF SIXTH YEAR STUDIES 1994 TO 1998

ALL CANDIDATES

SUBJECT	YEAR					PERCENT CHANGE 1997-98
	1994	1995	1996	1997	1998	
Classical Greek	-	2	1	4	-	-100%
English	1,587	1,595	1,528	1,669	1,458	-13%
French	472	454	506	407	328	-19%
Gàidhlig	23	18	17	18	17	-6%
German	188	199	200	198	177	-11%
Italian	4	9	4	10	8	-20%
Latin	25	33	30	32	30	-6%
Russian	8	3	3	3	2	-33%
Spanish	44	37	57	52	49	-6%
Accounting and Finance	21	38	30	22	34	55%
Mathematics I	2,320	2,310	2,296	2,384	2,307	-3%
Mathematics II	275	271	250	228	209	-8%
Mathematics III	247	335	423	413	420	2%
Mathematics IV	112	83	65	46	41	-11%
Mathematics V	159	140	137	147	120	-18%
Biology	986	1,061	1,092	1,220	1,229	1%
Chemistry	1,843	1,898	1,881	1,927	1,783	-7%
Physics	1,082	1,027	1,014	1,170	996	-15%
Classical Studies		3	3	3	12	300%
Economics	60	41	41	39	46	18%
Geography	355	383	355	489	433	-11%
History	631	608	574	615	609	-1%
Modern Studies	278	271	339	333	355	7%
Computing Studies	184	197	244	262	233	-11%
Engineering *	-	6				
Management and Information Studies	3	-	4	3	4	33%
Secretarial Studies *	34	13				
Technological Studies	29	15	22	30	21	-30%
Art and Design (Enquiry)	700	719	787	890	888	0%
Art and Design (Research and Appreciation)	67	50	49	40	39	-3%
Music	202	269	310	377	429	14%
Religious Studies	3	4	11	13	15	15%
Totals	11,942	12,092	12,273	13,044	12,292	-6%
Classical Greek – Optional Paper III	-	-	-	-	-	
Latin – Optional Paper III	-	-	-	2	3	

* Discontinued

TABLE CS2a: ENTRIES, AWARDS AND NUMBER OF CENTRES FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1998

ALL CANDIDATES

Classical Greek	-	-	-	-	-	-	-
English	1,458	181	477	614	149	33	294
French	328	48	95	142	32	11	133
Gàidhlig	17	4	5	6	2	-	7
German	177	38	58	74	7	-	82
Italian	8	2	4	1	1	-	4
Latin	30	8	11	7	2	1	14
Russian	2	2	-	-	-	-	1
Spanish	49	11	18	18	2	-	20
Accounting and Finance	34	7	9	11	6	1	14
Mathematics I	2,307	372	508	641	424	231	325
Mathematics II	209	57	39	56	27	30	51
Mathematics III	420	104	88	111	59	58	58
Mathematics IV	41	10	13	8	6	4	10
Mathematics V	120	28	24	32	14	21	37
Biology	1,229	204	352	440	156	77	251
Chemistry	1,783	345	465	631	254	86	2
Physics	996	155	157	334	191	149	248
Classical Studies	12	6	4	2	-	-	9
Economics	46	8	16	16	5	1	12
Geography	433	37	167	186	39	-	134
History	609	60	192	236	103	18	164
Modern Studies	355	41	155	123	28	8	100
Computing Studies	233	30	54	104	43	2	94
Management and Information Studies	4	-	1	1	2	-	2
Technological Studies	21	7	8	5	1	-	18
Art and Design (Enquiry)	888	114	172	337	225	39	201
Art and Design (Research and Appreciation)	39	4	14	12	9	-	21
Music	429	171	123	123	6	6	176
Religious Studies	15	2	3	5	5	-	8
Totals	12,292	2,056	3,232	4,276	1,798	776	

TABLE CS2b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT IN THE
CERTIFICATE OF SIXTH YEAR STUDIES, 1998

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	RANKING (%)				
		A	B	C	D	E
Classical Greek	-	-	-	-	-	-
English	1,458	12	33	42	10	2
French	328	15	29	43	10	3
Gàidhlig	17	24	29	35	12	-
German	177	21	33	42	4	-
Italian	8	25	50	13	13	-
Latin	30	27	37	23	7	3
Russian	2	100	-	-	-	-
Spanish	49	22	37	37	4	-
Accounting and Finance	34	21	26	32	18	3
Mathematics I	2,307	16	22	28	18	10
Mathematics II	209	27	19	27	13	14
Mathematics III	420	25	21	26	14	14
Mathematics IV	41	24	32	20	15	10
Mathematics V	120	23	20	27	12	18
Biology	1,229	17	29	36	13	6
Chemistry	1,783	19	26	35	14	5
Physics	996	16	16	34	19	15
Classical Studies	12	50	33	17	-	-
Economics	46	17	35	35	11	2
Geography	433	9	39	43	9	-
History	609	10	32	39	17	3
Modern Studies	355	12	44	35	8	2
Computing Studies	233	13	23	45	18	1
Management and Information Studies	4	-	25	25	50	-
Technological Studies	21	33	38	24	5	-
Art and Design (Enquiry)	888	13	19	38	25	4
Art and Design (Research and Appreciation)	39	10	36	31	23	-
Music	429	40	29	29	1	1
Religious Studies	15	13	20	33	33	-
Totals	12,292	17	26	35	15	6

TABLE CS3a: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1998

MALE CANDIDATES

SUBJECT	AS % OF		RANKING				
	ENTRIES	ALL CANDS	A	B	C	D	E
Classical Greek	-	-	-	-	-	-	-
English	437	30%	55	132	182	51	16
French	72	22%	17	14	33	5	3
Gàidhlig	3	18%	2	-	-	1	-
German	40	23%	11	11	16	2	-
Italian	2	25%	-	1	1	-	-
Latin	15	50%	3	4	5	1	1
Russian	-	-	-	-	-	-	-
Spanish	13	27%	2	4	6	1	-
Accounting and Finance	12	35%	1	4	2	4	1
Mathematics I	1,432	62%	227	275	390	275	160
Mathematics II	133	64%	42	19	33	18	21
Mathematics III	226	54%	55	46	61	32	32
Mathematics IV	30	73%	8	8	5	5	4
Mathematics V	97	81%	23	14	29	12	18
Biology	359	29%	52	85	121	59	42
Chemistry	850	48%	164	203	302	133	46
Physics	777	78%	116	116	262	143	130
Classical Studies	6	50%	2	3	1	-	-
Economics	29	63%	3	12	8	5	1
Geography	206	48%	11	67	100	25	-
History	245	40%	28	72	96	41	8
Modern Studies	121	34%	16	48	44	10	3
Computing Studies	198	85%	26	46	86	38	2
Management and Information Studies	1	25%	-	-	-	1	-
Technological Studies	17	81%	5	8	3	1	-
Art and Design (Enquiry)	270	30%	31	48	95	75	20
Art and Design (Research and Appreciation)	10	26%	1	4	3	2	-
Music	149	35%	68	40	39	1	1
Religious Studies	6	40%	2	1	1	2	-
Totals	5,756	47%	971	1285	1924	943	509
- as percentages	100%		17%	22%	33%	16%	9%

TABLE CS3b: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1998

FEMALE CANDIDATES

SUBJECT	AS % OF		RANKING				
	ENTRIES	ALL CANDS	A	B	C	D	E
Classical Greek	-	-	-	-	-	-	-
English	1,021	70%	126	345	432	98	17
French	256	78%	31	81	109	27	8
Gàidhlig	14	82%	2	5	6	1	-
German	137	77%	27	47	58	5	-
Italian	6	75%	2	3	-	1	-
Latin	15	50%	5	7	2	1	-
Russian	2	100%	2	-	-	-	-
Spanish	36	73%	9	14	12	1	-
Accounting and Finance	22	65%	6	5	9	2	-
Mathematics I	875	38%	145	233	251	149	71
Mathematics II	76	36%	15	20	23	9	9
Mathematics III	194	46%	49	42	50	27	26
Mathematics IV	11	27%	2	5	3	1	-
Mathematics V	23	19%	5	10	3	2	3
Biology	870	71%	152	267	319	97	35
Chemistry	933	52%	181	262	329	121	40
Physics	219	22%	39	41	72	48	19
Classical Studies	6	50%	4	1	1	-	-
Economics	17	37%	5	4	8	-	-
Geography	227	52%	26	100	86	14	-
History	364	60%	32	120	140	62	10
Modern Studies	234	66%	25	107	79	18	5
Computing Studies	35	15%	4	8	18	5	-
Management and Information Studies	3	75%	-	1	1	1	-
Technological Studies	4	19%	2	-	2	-	-
Art and Design (Enquiry)	618	70%	83	124	242	150	19
Art and Design (Research and Appreciation)	29	74%	3	10	9	7	-
Music	280	65%	103	83	84	5	5
Religious Studies	9	60%	-	2	4	3	-
Totals	6,536	53%	1,085	1,947	2,352	855	267
- as percentages	100%		17%	30%	36%	13%	4%

TABLE CS3c: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1998

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	% OF ENTRIES		% RANKING A		% RANKING A-C	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	-	-	-	-	-	-	-
English	1,458	30	70	13	12	84	88
French	328	22	78	24	12	89	86
Gàidhlig	17	18	82	67	14	67	93
German	177	23	77	28	20	95	96
Italian	8	25	75	0	33	100	83
Latin	30	50	50	20	33	80	93
Russian	2	0	100	0	100	0	100
Spanish	49	27	73	15	25	92	97
Accounting and Finance	34	35	65	8	27	58	91
Mathematics I	2,307	62	38	16	17	62	72
Mathematics II	209	64	36	32	20	71	76
Mathematics III	420	54	46	24	25	72	73
Mathematics IV	41	73	27	27	18	70	91
Mathematics V	120	81	19	24	22	68	78
Biology	1,229	29	71	14	17	72	85
Chemistry	1,783	48	52	19	19	79	83
Physics	996	78	22	15	18	64	69
Classical Studies	12	50	50	33	67	100	100
Economics	46	63	37	10	29	79	100
Geography	433	48	52	5	11	86	93
History	609	40	60	11	9	80	80
Modern Studies	355	34	66	13	11	89	90
Computing Studies	233	85	15	13	11	80	86
Management and Information Studies	4	25	75	0	0	0	67
Technological Studies	21	81	19	29	50	94	100
Art and Design (Enquiry)	888	30	70	11	13	64	73
Art and Design (Research and Appreciation)	39	26	74	10	10	80	76
Music	429	35	65	46	37	99	96
Religious Studies	15	40	60	33	0	67	67
Totals	12,292	47	53	17	17	73	82

TABLE CS4a: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES ENTRIES PER CANDIDATE, 1998

COUNTING EACH MATHEMATICS PAPER AS ONE SUBJECT

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP
6	4	0%	0%	3	0%	0%	1	0%	0%
5	12	0%	0%	11	0%	0%	1	0%	0%
4	85	0%	0%	60	1%	0%	25	0%	0%
3	679	3%	1%	408	4%	1%	271	2%	1%
2	2,425	12%	5%	1,125	13%	5%	1,300	11%	5%
1	4,981	30%	12%	1,969	29%	11%	3,012	32%	14%
Total cand	8,186			3,576			4,610		
Total entries	12,292			5,756			6,536		
Entries / cand	1.5			1.6			1.4		

TABLE CS4b: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES ENTRIES PER CANDIDATE, 1998

COUNTING BEST MATHEMATICS PAPER

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP
4	14	0%	0%	9	0%	0%	5	0%	0%
3	519	2%	1%	303	3%	1%	216	2%	1%
2	2,529	11%	5%	1,204	12%	5%	1,325	11%	5%
1	5,124	30%	12%	2,060	29%	11%	3,064	32%	14%
Total cand	8,186			3,576			4,610		
Total entries	11,795			5,413			6,382		
Entries / cand	1.4			1.5			1.4		

Notes: Percentages are expressed relative to both the number of pupils in S6 in the current year, and to the age group (as estimated by the number in S4 two years previously). Percentages are cumulative, ie the percentage shown against 3 entries/awards indicates the percentage entering/gaining awards in 3 or more subjects. Pupil numbers are from the Scottish Office Education & Industry Department school censuses.

TABLE CS4c: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT RANKINGS A-C PER CANDIDATE, 1998

COUNTING EACH MATHEMATICS PAPER AS ONE SUBJECT

NO. OF SUBJECT AWARDS AT RANKING A	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP
6	4	0%	0%	3	0%	0%	1	0%	0%
5	11	0%	0%	10	0%	0%	1	0%	0%
4	67	0%	0%	47	0%	0%	20	0%	0%
3	465	2%	1%	262	3%	1%	203	2%	1%
2	1,813	9%	4%	772	9%	3%	1,041	9%	4%
1	4,196	24%	10%	1,594	22%	8%	2,602	27%	12%
0	1,630			888			742		
Total cand	8,186			3,576			4,610		
Total A awards	9,564			4,180			5,384		
A awards / cand	1.2			1.2			1.2		

TABLE CS4d: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT RANKINGS A-C PER CANDIDATE, 1998

COUNTING BEST MATHEMATICS PAPER

NO. OF SUBJECT AWARDS AT RANKING A	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP
4	13	0%	0%	8	0%	0%	5	0%	0%
3	386	1%	1%	213	2%	1%	173	1%	1%
2	1,871	8%	3%	822	8%	3%	1,049	8%	4%
1	4,286	24%	10%	1,645	22%	8%	2,641	27%	12%
0	1,630			888			742		
Total cand	8,186			3,576			4,610		
Total entries	9,238			3,960			5,278		
Entries / cand	1.1			1.1			1.1		

Notes: Percentages are expressed relative to both the number of pupils in S6 in the current year, and to the age group (as estimated by the number in S4 two years previously). Percentages are cumulative, ie the percentage shown against 3 entries/awards indicates the percentage entering/gaining awards in 3 or more subjects. Pupil numbers are from the Scottish Office Education & Industry Department school censuses.

TABLE CS4e: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT RANKING A PER CANDIDATE, 1998

COUNTING EACH MATHEMATICS PAPER AS ONE SUBJECT

NO. OF SUBJECT AWARDS AT RANKING A	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP
6	2	0%	0%	1	0%	0%	1	0%	0%
5	6	0%	0%	5	0%	0%	1	0%	0%
4	24	0%	0%	17	0%	0%	7	0%	0%
3	116	1%	0%	63	1%	0%	53	0%	0%
2	255	1%	1%	127	2%	1%	128	1%	1%
1	1,060	5%	2%	429	5%	2%	631	6%	3%
0	6,723			2,934			3,789		
Total cand	8,186			3,576			4,610		
Total A awards	2,056			971			1,085		
A awards / cand	0.3			0.3			0.2		

TABLE CS4f: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT RANKING A PER CANDIDATE, 1998

COUNTING BEST MATHEMATICS PAPER

NO. OF SUBJECT AWARDS AT RANKING A	TOTAL			MALE			FEMALE		
	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP
4	4	0%	0%	1	0%	0%	3	0%	0%
3	99	0%	0%	52	0%	0%	47	0%	0%
2	268	1%	1%	137	2%	1%	131	1%	1%
1	1,092	5%	2%	452	5%	2%	640	6%	3%
0	6,723			2,934			3,789		
Total cand	8,186			3,576			4,610		
Total entries	1,941			886			1,055		
Entries / cand	0.2			0.2			0.2		

Notes: Percentages are expressed relative to both the number of pupils in S6 in the current year, and to the age group (as estimated by the number in S4 two years previously). Percentages are cumulative, ie the percentage shown against 3 entries/awards indicates the percentage entering/gaining awards in 3 or more subjects. Pupil numbers are from the Scottish Office Education & Industry Department school censuses.

**TABLE CS5: CANDIDATES ENTERED FOR THE CERTIFICATE OF SIXTH YEAR STUDIES
AND/OR HIGHER GRADE IN S6, 1998**

ALL CANDIDATES

NO OF S6 HIGHERS	NUMBER OF CSYS SUBJECTS (*)					TOTAL
	0	1	2	3	4	
0		273	471	398	10	1,152
1	2,205	1,254	1,641	115	4	5,219
2	5,464	2,815	410	6		8,695
3	6,569	759	7			7,335
4	2,078	19				2,097
5	209	4				213
6	16					16
7	1					1
ALL S6 CANDS	16,542	5,124	2,529	519	14	24,728

MALE CANDIDATES

NO OF S6 HIGHERS	NUMBER OF CSYS SUBJECTS (*)					TOTAL
	0	1	2	3	4	
0		111	231	240	7	589
1	1,052	476	769	60	2	2,359
2	2,399	1,115	199	3		3,716
3	3,090	351	5			3,446
4	1,107	6				1,113
5	126	1				127
6	13					13
ALL S6 CANDS	7,787	2,060	1,204	303	9	11,363

FEMALE CANDIDATES

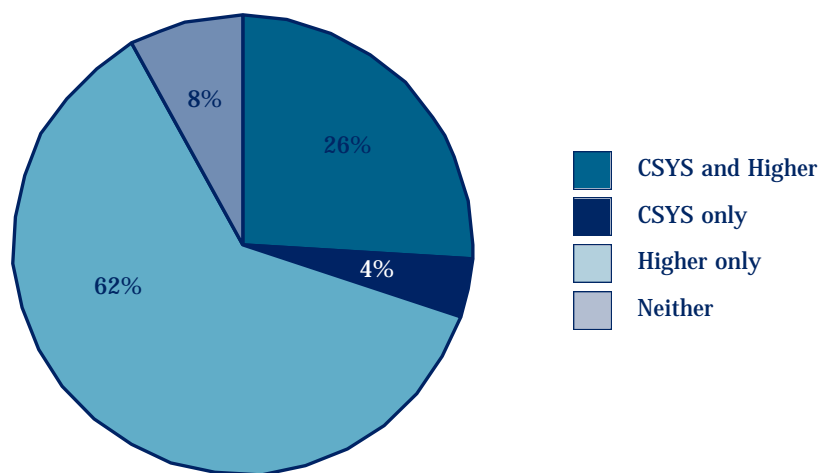
NO OF S6 HIGHERS	NUMBER OF CSYS SUBJECTS (*)					TOTAL
	0	1	2	3	4	
0		162	240	158	3	563
1	1,153	778	872	55	2	2,860
2	3,065	1,700	211	3		4,979
3	3,479	408	2			3,889
4	971	13				984
5	83	3				86
6	3					3
7	1					1
ALL S6 CANDS	8,755	3,064	1,325	216	5	13,365

(*) Counting multiple Mathematics papers as one subject entry.

TABLE CS6:TREND IN APPEALS AND THEIR SUCCESS AT CERTIFICATE OF SIXTH YEAR STUDIES, 1994 TO 1998

	YEAR				
	1994	1995	1996	1997	1998
Number of appeals	990	970	1,007	1,161	1,043
– as percentage of entries	8.3%	8.0%	8.2%	8.9%	8.5%
Successful appeals	324	444	390	453	427
– as percentage of all appeals	33%	46%	39%	39%	41%

CHART CS1: UPTAKE OF CERTIFICATE OF SIXTH YEAR STUDIES AND HIGHER GRADE BY S6 PUPILS, 1998



**TABLE HN1:TREND IN HIGHER NATIONAL UNIT ENTRIES AND AWARDS
BY CENTRE TYPE**

ENTRIES

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	274,687	323,639	339,722	380,644	428,532	13%
Other	65,435	52,863	45,665	39,268	41,189	5%
Total	340,122	376,502	385,387	419,912	469,721	12%

AWARDS

	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	200,200	234,161	244,689	275,313	300,753	9%
Other	44,992	35,012	30,834	25,125	26,276	5%
Total	245,192	269,173	275,523	300,438	327,029	9%
% of awards with merit						
FE College	20%	21%	21%	21%	19%	
Other	22%	24%	26%	26%	27%	
Total	20%	21%	21%	21%	20%	

TABLE HN2a: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1997/98

ENTRIES BY AGE AND SEX, FURTHER EDUCATION CANDIDATES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	84,773	53,329	27,764	50,752	37	216,655
Female	79,183	39,059	26,349	67,245	41	211,877
Total	163,956	92,388	54,113	117,997	78	428,532
-as percentages	38%	22%	13%	28%	0%	100%

TABLE HN2b: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1997/98

ENTRIES BY AGE AND SEX, ALL CENTRES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	97,912	60,372	30,436	56,400	36	245,176
Female	85,838	41,654	27,490	69,519	44	224,545
Total	183,750	102,026	57,926	125,919	100	469,721
-as percentages	39%	22%	12%	27%	0%	100%

TABLE HN2c: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1997/98

CANDIDATES BY AGE AND SEX, ALL CENTRES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	9,295	6,906	4,143	9,406	16	29,766
Female	8,370	5,248	4,107	11,553	13	29,291
Total	17,665	12,154	8,250	20,959	29	59,057
-as percentages	30%	21%	14%	35%	0%	100%

TABLE HN2d: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1997/98

ENTRIES PER CANDIDATE BY AGE AND SEX, ALL CENTRES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	10.5	8.7	7.3	6.0	3.5	8.2
Female	10.3	7.9	6.7	6.0	3.4	7.7
Total	10.4	8.4	7.0	6.0	3.4	8.0

TABLE HN3: HIGHER NATIONAL UNIT ENTRIES, 1997/98

BY SUPERCLASS, AGE AND SEX, PERCENTAGES

SUPERCLASS	ALL	MALE	FEMALE	AGE GROUP			
	ENTRIES	ENTRIES	ENTRIES	<20	20-24	25-29	30+
A Business/Management/Office Studies	67,875	35	65	35	19	14	33
B Sales Marketing and Distribution	16,665	37	63	48	23	10	20
C Information Technology and Information	75,604	61	39	32	20	15	33
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,571	32	68	34	20	11	36
E Politics/Economics/Law/Social Science	34,400	39	61	39	20	12	29
F Area Studies/Cultural Studies/Languages/Literature	7,485	35	65	43	21	11	25
G Education/Training/Teaching	8,521	21	79	40	19	10	31
H Family Care/Personal Development/ Personal Care and Appearance	14,141	17	83	38	21	12	28
J Arts and Crafts	13,082	43	57	43	27	10	20
K Authorship/Photography/Publishing/Media	43,706	55	45	41	24	13	22
L Performing Arts	5,850	57	43	46	29	11	14
M Sports Games and Recreation	7,189	65	35	57	28	8	7
N Catering/Food Services/Leisure Services/Tourism	18,880	37	63	49	20	11	21
P Health Care/Medicine/Health and Safety	26,331	23	77	30	17	12	41
Q Environment Protection/Energy/Cleansing/Security	4,460	70	30	22	17	12	50
R Sciences and Mathematics	38,796	56	44	47	21	11	21
S Agriculture Horticulture and Animal Care	6,546	71	29	46	27	10	17
T Construction and Property (Built Environment)	19,531	83	17	41	28	11	20
V Services to Industry	16,111	87	13	36	26	12	25
W Manufacturing/Production Work	7,731	84	16	56	20	8	16
X Engineering	30,502	94	6	39	26	13	22
Y Oil/Mining/Plastics/Chemicals	1,327	92	8	45	30	9	17
Z Transport Services	1,666	65	35	41	25	16	19
Unknown(unable to classify)	751	73	27	30	34	12	24
All superclasses	469,721	245,176	224,545	183,750	102,026	57,926	125,919
– as percentages		52	48	39	22	12	27

TABLE HN4a: HIGHER NATIONAL UNIT ENTRIES, 1997/98

TOP 50 UNITS, ALL CANDIDATES

TITLE	ENTRIES
Communication: Selecting and Presenting Complex Information	10,081
Information Technology Applications 1	7,124
Micro-Economic Environment	5,160
Using Information Technology in Business: Spreadsheet and Word Processing Applications	5,101
An Introduction to Financial Accounting Statements	4,956
Communication 1: Using Communication Media for Vocational Purposes	4,915
Macro-Economic Environment	4,350
Business Statistics 1	4,236
Information Technology Applications 2	4,023
Working with People and Teams	3,867
Using Information Technology in Business: Database and Word Processing Applications	3,864
Law for Business	3,586
Structure of Business Organisations	3,582
Developing Personal Effectiveness	3,552
Using Financial Accounting Statements	3,487
Stand Alone Computer System Support	3,207
Preparing Financial Forecasts	3,050
Introduction to Marketing	2,703
Information Systems and Services	2,549
Using Financial Accounting Software	2,512
Multi User Operating System	2,421
Computer Architecture	2,390
Software Development: Procedural Language	2,281
Business Statistics 2	2,173
Systems Development: Introduction	2,165
Software Development Life Cycle	2,009
Presenting Business Information	1,790
Office Administration	1,740
Managing Change	1,721
Introduction to Managing the Human Resource	1,715
Introduction to Financial Accounting	1,576
Organisational Environment of the Incorporated Engineer	1,556
Interactive Communication Skills for Incorporated Engineers	1,520
Using Desktop Publishing in Business	1,510
Business Information Management	1,465
Fundamental Cost Accounting Techniques	1,425
Quality Assurance: Introduction (IQA)	1,415
Child Protection	1,405
Curriculum Approaches in Child Care and Education	1,403
Preparation and Analysis of Final Accounts	1,391
Developing Personal Effectiveness in a Care Setting	1,384
Workplace Experience	1,368
Assessment Approaches in Child Care and Education	1,361
Mathematics for Business	1,339
Basic Communication in French 1	1,333
How Children Develop and Learn	1,328
Fundamental Management Accounting Techniques	1,311
Family Issues in Child Care and Education	1,310
Provision of Special Services for Children	1,303
Using Management Accounting Software	1,299
All HN Unit entries	469,721

TABLE HN4b: HIGHER NATIONAL UNIT ENTRIES, 1997/98

TOP 50 UNITS, MALE CANDIDATES

TITLE	ENTRIES
Communication: Selecting and Presenting Complex Information	4,087
Information Technology Applications 1	4,064
Communication 1: Using Communication Media for Vocational Purposes	3,508
Information Technology Applications 2	3,077
Stand Alone Computer System Support	2,309
Information Systems and Services	1,892
Multi User Operating System	1,825
Computer Architecture	1,801
Software Development: Procedural Language	1,763
Micro-Economic Environment	1,692
Systems Development: Introduction	1,587
Software Development Life Cycle	1,567
Organisational Environment of the Incorporated Engineer	1,484
Interactive Communication Skills for Incorporated Engineers	1,454
Macro-Economic Environment	1,380
An Introduction to Financial Accounting Statements	1,371
Quality Assurance: Introduction (IQA)	1,344
Using Information Technology in Business: Spreadsheet and Word Processing Applications	1,298
Working with People and Teams	1,101
Mathematics for Engineering	1,069
Single Phase AC Networks	1,060
Organisational Quality Issues	1,059
Structure of Business Organisations	1,027
Combinational Logic	1,017
Law for Business	1,014
Software Development: Event-driven Language	1,005
Business Statistics 1	994
Data Analysis and Database Design	985
Using Financial Accounting Statements	954
Project Management	921
Analogue Electronic Devices	881
Introduction to Marketing	851
Using Information Technology in Business: Database and Word Processing Applications	832
Application of Programmable Logic Controllers	793
Engineering Project	790
Hardware Installation and Maintenance	761
Sequential Logic	759
Introductory Mathematics for Engineering	756
Developing Personal Effectiveness	746
Introductory Mathematics for Computing	745
Using Financial Accounting Software	728
Computer Aided Draughting	724
Network Technology	713
Data Communications	712
Mechatronic Systems	671
Electronic Construction Skills	632
Workplace Experience	630
Calculus 1 for Engineering	610
Basic Communication in French 1	607
Microelectronics	601
All male HN Unit entries	245,176

TABLE HN4c: HIGHER NATIONAL UNIT ENTRIES, 1997/98

TOP 50 UNITS, FEMALE CANDIDATES

TITLE	ENTRIES
Communication: Selecting and Presenting Complex Information	5,994
Using Information Technology in Business: Spreadsheet and Word Processing Applications	3,803
An Introduction to Financial Accounting Statements	3,585
Micro-Economic Environment	3,468
Business Statistics 1	3,242
Information Technology Applications 1	3,060
Using Information Technology in Business: Database and Word Processing Applications	3,032
Macro-Economic Environment	2,970
Developing Personal Effectiveness	2,806
Working with People and Teams	2,766
Law for Business	2,572
Structure of Business Organisations	2,555
Using Financial Accounting Statements	2,533
Preparing Financial Forecasts	2,476
Introduction to Marketing	1,852
Using Financial Accounting Software	1,784
Presenting Business Information	1,661
Office Administration	1,633
Business Statistics 2	1,588
Communication 1: Using Communication Media for Vocational Purposes	1,407
Curriculum Approaches in Child Care and Education	1,389
Child Protection	1,388
Developing Personal Effectiveness in a Care Setting	1,363
Assessment Approaches in Child Care and Education	1,348
How Children Develop and Learn	1,313
Family Issues in Child Care and Education	1,294
Provision of Special Services for Children	1,289
Introduction to Managing the Human Resource	1,285
Workplace Practice Experience in a Child Care and Education Setting	1,280
Using Desktop Publishing in Business	1,241
Managing Change	1,177
Introduction to Financial Accounting	1,092
Business Information Management	1,088
Workplace Practice Experience in a Care Setting: Social Care	997
Fundamental Cost Accounting Techniques	984
Preparation and Analysis of Final Accounts	961
Human Resource Management Practice	960
Developing the Individual within a Team	946
Information Technology Applications 2	946
Fundamental Management Accounting Techniques	921
Psychology A: History and Analysis of Selected Topics	921
Using Management Accounting Software	910
Stand Alone Computer System Support	898
International Economic Environment	859
Mathematics for Business	854
People in Society	818
Research Methods in the Social Sciences	798
Customer Care	769
Workplace Experience	738
Politics A: Analysing Concepts of the State and the Individual	734
All female HN Unit entries	224,545

TABLE HN5: HIGHER NATIONAL UNIT ENTRIES, 1997/98

ENTRIES BY MODE OF ATTENDANCE AND SUPERCLASS, PERCENTAGES

	TOTAL ENTRIES	FULL TIME	PART TIME	OTHER
A Business/Management/Office Studies	67,875	70	25	6
B Sales Marketing and Distribution	16,665	84	10	6
C Information Technology and Information	75,604	69	25	6
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,571	85	8	8
E Politics/Economics/Law/Social Science	34,400	76	19	6
F Area Studies/Cultural Studies/Languages/Literature	7,485	86	6	8
G Education/Training/Teaching	8,521	81	14	4
H Family Care/Personal Development/ Personal Care and Appearance	14,141	88	10	2
J Arts and Crafts	13,082	93	7	0
K Authorship/Photography/Publishing/Media	43,706	80	15	5
L Performing Arts	5,850	94	2	4
M Sports Games and Recreation	7,189	94	2	4
N Catering/Food Services/Leisure Services/Tourism	18,880	87	8	5
P Health Care/Medicine/Health and Safety	26,331	71	21	8
Q Environment Protection/Energy/Cleansing/Security	4,460	60	23	17
R Sciences and Mathematics	38,796	78	15	7
S Agriculture Horticulture and Animal Care	6,546	84	9	6
T Construction and Property (Built Environment)	19,531	55	42	3
V Services to Industry	16,111	55	37	8
W Manufacturing/Production Work	7,731	47	49	4
X Engineering	30,502	65	30	5
Y Oil/Mining/Plastics/Chemicals	1,327	71	27	2
Z Transport Services	1,666	87	8	5
Unknown(unable to classify)	751	49	23	28
All superclasses	469,721	346,495	96,902	26,324
– as percentages		74	21	6

TABLE HN6: HIGHER NATIONAL UNIT ENTRIES, 1997/98

RESULTS BY SUPERCLASS, PERCENTAGES

		TOTAL				NOT YET
		ENTRIES	MERIT	PASS	WITHDRAWN	KNOWN
A	Business/Management/Office Studies	67,875	17	56	24	3
B	Sales Marketing and Distribution	16,665	17	55	25	3
C	Information Technology and Information	75,604	13	52	31	4
D	Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,571	13	49	33	5
E	Politics/Economics/Law/Social Science	34,400	15	55	27	3
F	Area Studies/Cultural Studies/Languages/Literature	7,485	14	39	44	2
G	Education/Training/Teaching	8,521	13	64	19	4
H	Family Care/Personal Development/ Personal Care and Appearance	14,141	14	63	19	4
J	Arts and Crafts	13,082	15	64	19	2
K	Authorship/Photography/Publishing/Media	43,706	13	58	27	2
L	Performing Arts	5,850	12	57	30	1
M	Sports Games and Recreation	7,189	11	67	21	1
N	Catering/Food Services/Leisure Services/Tourism	18,880	12	56	26	5
P	Health Care/Medicine/Health and Safety	26,331	10	61	20	9
Q	Environment Protection/Energy/Cleansing/Security	4,460	16	54	18	12
R	Sciences and Mathematics	38,796	14	54	28	4
S	Agriculture Horticulture and Animal Care	6,546	21	52	21	6
T	Construction and Property (Built Environment)	19,531	16	53	27	5
V	Services to Industry	16,111	15	57	23	4
W	Manufacturing/Production Work	7,731	12	62	22	4
X	Engineering	30,502	10	52	33	5
Y	Oil/Mining/Plastics/Chemicals	1,327	12	54	29	5
Z	Transport Services	1,666	7	68	22	3
	Unknown(unable to classify)	751	13	64	15	8
All superclasses		469,721	65,495	262,005	123,878	18,343
– as percentages		100	14	56	26	4

TABLE HN7: CANDIDATES ENTERED FOR HIGHER NATIONAL UNITS, 1997/98

CANDIDATES BY NUMBER OF UNITS, AGE AND SEX

NUMBER OF UNITS	CANDIDATES						
	ALL	MALE	FEMALE	<20	20-24	25-29	30+
1	7,340	3,322	4,018	853	1,087	1,077	4,312
2	3,076	1,431	1,645	292	518	561	1,702
3	3,186	1,602	1,584	268	549	601	1,763
4	3,671	1,824	1,847	355	673	754	1,885
5	5,086	2,472	2,614	814	1,176	922	2,173
6	4,050	2,467	1,583	1,028	954	645	1,422
7	2,303	1,359	944	588	519	333	863
8	3,652	1,523	2,129	1,327	882	440	1,003
9	2,633	1,270	1,363	857	711	359	704
10-14	19,335	9,538	9,797	9,088	3,951	2,048	4,246
15-19	3,849	2,374	1,475	1,860	908	398	724
20+	876	584	292	335	226	112	162
Total candidates	59,057	29,766	29,291	17,665	12,154	8,250	20,959
Total units	469,721	245,176	224,545	183,750	102,026	57,926	125,919
Units per candidate	8.0	8.2	7.7	10.4	8.4	7.0	6.0

TABLE HN8: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS

TREND IN ENTRIES BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	14,509	16,295	16,123	17,525	19,691	12%
Other	995	1,054	991	732	1,019	39%
Total	15,504	17,349	17,114	18,257	20,710	13%

TRENDS IN AWARDS BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	7,976	9,241	10,208	10,087	10,498	4%
Other	469	594	636	497	612	23%
Total	8,445	9,835	10,844	10,584	11,110	5%
time taken to complete						
1 year	56%	56%	59%	63%	63%	
2 years	25%	36%	34%	30%	30%	
3+ years	19%	8%	7%	7%	6%	
Average (years)	1.64	1.55	1.51	1.48	1.46	

TABLE HN9: HIGHER NATIONAL CERTIFICATE, 1997/98

ENTRIES BY AGE AND SEX

	<20	20-24	25-29	30+	TOTAL
Male	2,738	2,150	1,556	3,365	9,812
Female	3,107	1,936	1,628	4,254	10,928
Total	5,845	4,086	3,184	7,619	20,740
– as percentages	28%	20%	15%	37%	100%

AWARDS BY AGE, SEX AND TIME TO COMPLETE

		<20	20-24	25-29	30+	TOTAL
Male	awards	942	1,093	712	1,815	4,564
	1 year	81%	47%	52%	46%	54%
	2 years	18%	45%	39%	42%	38%
	3+ years	1%	8%	9%	12%	8%
	average (years)	1.2	1.7	1.6	1.7	1.6
Female	awards	1,709	1,080	964	2,790	6,546
	1 year	91%	67%	61%	60%	69%
	2 years	9%	29%	32%	32%	26%
	3+ years	0%	5%	7%	7%	5%
	average (years)	1.1	1.4	1.5	1.5	1.4
Total	awards	2,651	2,173	1,676	4,605	11,110
	1 year	88%	57%	57%	55%	63%
	2 years	12%	37%	35%	36%	30%
	3+ years	0%	6%	8%	9%	6%
	average (years)	1.1	1.5	1.5	1.6	1.5

TABLE HN10: HIGHER NATIONAL CERTIFICATE ENTRIES, 1997/98

TOP 50 HNCS

	ENTRIES	PERCENT	
		MALE	FEMALE
HNC Computing	1,769	73	27
HNC Business Administration	1,673	28	72
HNC Social Care	1,280	20	80
HNC Child Care and Education	1,278	1	99
HNC Administration and Information Management	1,259	6	94
HNC Accounting	1,213	27	73
HNC Social Sciences	661	29	71
HNC Management	654	59	41
HNC Mechatronics	525	96	4
HNC Engineering: Mechanical	295	97	3
HNC Engineering: Electronics	286	93	7
HNC Hairdressing and Salon Organisation	273	4	96
HNC Health Care	269	10	90
HNC Electronic and Electrical Engineering	233	96	4
HNC Hospitality Operations	219	35	65
HNC Sports Coaching with Sports Development	213	74	26
HNC Travel	208	16	84
HNC Professional Cookery	189	54	46
HNC Communication	188	46	54
HNC Construction Practice	185	97	3
HNC Social Care (Incorporating SVQs at Level III)	180	30	70
HNC Multimedia Computing	168	73	27
HNC Engineering: Computer Technology	166	90	10
HNC Computer Aided Draughting and Design	162	90	10
HNC Engineering: Electrical	162	96	4
HNC Tourism	149	24	76
HNC Engineering	148	96	4
HNC Public Administration	139	22	78
HNC Engineering Practice	137	99	1
HNC Mechanical Engineering	135	95	5
HNC Golf Course Management	133	98	2
HNC Applied Science	113	44	56
HNC Business Information Systems	107	56	44
HNC Supporting Special Learning Needs	103	6	94
HNC Health and Fitness	98	57	43
HNC Information Technology Applications	97	39	61
HNC Legal Services	94	21	79
HNC Art and Design	93	26	74
HNC Leisure Management	92	57	43
HNC Civil Engineering	89	89	11
HNC Quality Assurance	88	67	33
HNC Built Environment: Construction Management	87	94	6
HNC Horticulture	86	67	33
HNC Habitat Surveying for Nature Conservation	85	62	38
HNC Radio Broadcasting	85	54	46
HNC Counselling	78	17	83
HNC Network Support	77	74	26
HNC Computer Applications	75	37	63
HNC Information Technology Support	75	85	15
HNC Built Environment: Building Inspection and Supervision	73	93	7
All HNC entries	20,710	47	53

TABLE HN11: HIGHER NATIONAL CERTIFICATE AWARDS, 1997/98

TOP 50 HNCS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
HNC Child Care and Education	1,074	1	99
HNC Business Administration	917	22	78
HNC Social Care	808	16	84
HNC Administration and Information Management	719	4	96
HNC Computing	659	70	30
HNC Accounting	568	23	77
HNC Social Sciences	319	32	68
HNC Management	303	59	41
HNC Mechatronics	295	95	5
HNC Electronic and Electrical Engineering	263	96	4
HNC Health Care	164	10	90
HNC Sports Coaching with Sports Development	145	74	26
HNC Hairdressing and Salon Organisation	143	6	94
HNC Hospitality Operations	120	19	81
HNC Computer Aided Draughting and Design	112	91	9
HNC Public Administration	111	14	86
HNC Travel	101	18	82
HNC Communication	98	38	62
HNC Social Care (Incorporating SVQs at Level III)	93	19	81
HNC Multimedia Computing	91	67	33
HNC Construction Practice	90	98	2
HNC Tourism	90	12	88
HNC Engineering	84	98	2
HNC Habitat Surveying for Nature Conservation	84	62	38
HNC Professional Cookery	80	41	59
HNC Mechanical Engineering	79	99	1
HNC Business Information Systems	78	54	46
HNC Supporting Special Learning Needs	75	5	95
HNC Health and Fitness	72	50	50
HNC Police Studies	69	83	17
HNC Wastes Management	69	87	13
HNC Information Technology Applications	68	37	63
HNC Applied Science	62	39	61
HNC Engineering Practice	57	98	2
HNC Radio Broadcasting	57	56	44
HNC Quality Assurance	56	66	34
HNC Built Environment: Building Inspection and Supervision	54	89	11
HNC Acting and Performance	53	32	68
HNC Civil Engineering	53	89	11
HNC Engineering: Electronics	53	92	8
HNC Computer Applications	50	36	64
HNC Housing	47	34	66
HNC Automotive Management with Technology	45	98	2
HNC Office Administration	45	-	100
HNC Built Environment: Construction Management	44	98	2
HNC Librarianship and Information Science	44	27	73
HNC Legal Services	43	19	81
HNC Occupational Therapy Support	43	9	91
HNC Gamekeeping with Wildlife Management	38	95	5
HNC Training and Development	37	49	51
All HNC awards	11,110	41	59

TABLE HN12: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS

TREND IN ENTRIES BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	8,644	10,206	10,290	10,875	13,163	21%
Other	3,092	2,188	1,850	1,567	1,568	0%
Total	11,736	12,394	12,140	12,442	14,731	18%

TRENDS IN AWARDS BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	3,256	4,440	4,962	5,179	5,435	5%
Other	1,259	1,263	990	619	726	17%
Total	4,515	5,703	5,952	5,798	6,161	6%
time taken to complete						
1 year	31%	22%	24%	27%	29%	
2 years	31%	64%	63%	60%	58%	
3 years	35%	7%	12%	11%	11%	
4+ years	3%	6%	1%	2%	2%	
Average (years)	2.10	1.98	1.91	1.88	1.86	

TABLE HN13: HIGHER NATIONAL DIPLOMA, 1997/98

ENTRIES BY AGE AND SEX

	<20	20-24	25-29	30+	TOTAL
Male	3,800	1,841	838	1,260	7,744
Female	3,371	1,312	702	1,602	6,987
Total	7,171	3,153	1,540	2,862	14,731
– as percentages	49%	21%	10%	19%	100%

AWARDS BY AGE, SEX AND TIME TO COMPLETE

		<20	20-24	25-29	30+	TOTAL
Male	awards	742	1,027	412	637	2,820
	1 year	27%	22%	30%	35%	27%
	2 years	68%	51%	56%	52%	56%
	3+ years	5%	27%	15%	12%	16%
	average (years)	1.8	2.1	1.9	1.8	1.9
Female	awards	1,074	975	382	910	3,341
	1 year	27%	24%	35%	40%	31%
	2 years	70%	56%	57%	53%	60%
	3+ years	4%	19%	8%	7%	10%
	average (years)	1.8	2.0	1.8	1.7	1.8
Total	awards	1,816	2,002	794	1,547	6,161
	1 year	27%	23%	32%	38%	29%
	2 years	69%	53%	56%	53%	58%
	3+ years	4%	23%	11%	9%	13%
	average (years)	1.8	2.0	1.8	1.7	1.9

TABLE HN14: HIGHER NATIONAL DIPLOMA ENTRIES, 1997/98

TOP 50 HNDs

	ENTRIES	PERCENT	
		MALE	FEMALE
HND Business Administration	1,350	38	62
HND Computing: Software Development	810	82	18
HND Accounting	713	36	64
HND Social Sciences	628	29	71
HND Administration and Information Management	623	5	95
HND Hospitality Management	531	38	62
HND Sports Coaching with Sports Development	463	66	34
HND Computing: Support	407	79	21
HND Communication	399	42	58
HND Beauty Therapy	386	-	100
HND Graphic Design	356	60	40
HND Travel with Tourism	315	10	90
HND Leisure Management	233	66	34
HND Tourism	212	26	74
HND Engineering: Electronics	191	92	8
HND Electronic and Electrical Engineering	171	92	8
HND Mechanical Engineering	170	98	2
HND Marketing	163	44	56
HND Agriculture	136	86	14
HND Business Administration with Travel and Tourism	136	18	82
HND Engineering: Mechanical	131	96	4
HND Mechatronics	125	94	6
HND Applied Science	124	47	53
HND Interior Design	124	36	64
HND Civil Engineering	123	96	4
HND Business Information Technology	120	62	38
HND Health and Fitness	120	43	57
HND Engineering: Marine	108	100	-
HND Applied Biological Sciences	96	36	64
HND Music Technology with Electronics	96	93	7
HND Computing	95	75	25
HND Legal Services	95	25	75
HND Supporting Special Learning Needs	90	7	93
HND Retail Management	89	57	43
HND Nautical Science	88	95	5
HND Sports Therapy	88	42	58
HND Furniture Craftsmanship	83	75	25
HND Multimedia Computing	83	72	28
HND Built Environment: General	77	91	9
HND Journalism	75	63	37
HND Music and Audio Technology	73	88	12
HND Acting and Performance	68	31	69
HND Biological Sciences	65	42	58
HND Advertising and Public Relations	64	36	64
HND Engineering: Electrical	63	87	13
HND Business Information Systems	62	74	26
HND Electronics with Music Technology	61	92	8
HND Fitness, Health and Exercise	61	41	59
HND Human Resource Management	59	19	81
HND Horse Management	57	5	95
All HND entries	14,731	53	47

TABLE HN15: HIGHER NATIONAL DIPLOMA AWARDS, 1997/98

TOP 50 HNDs

	ENTRIES	PERCENT	
		MALE	FEMALE
HND Business Administration	658	33	67
HND Accounting	332	30	70
HND Administration and Information Management	313	4	96
HND Business Administration with Travel and Tourism	249	12	88
HND Beauty Therapy	224	-	100
HND Social Sciences	217	29	71
HND Computing: Support	203	76	24
HND Communication	190	36	64
HND Electronic and Electrical Engineering	182	91	9
HND Hospitality Management	182	25	75
HND Computing: Software Development	178	76	24
HND Graphic Design	170	46	54
HND Sports Coaching with Sports Development	122	67	33
HND Marketing	100	38	62
HND Leisure Management	76	64	36
HND Civil Engineering	72	94	6
HND Mechanical Engineering	67	96	4
HND Health and Fitness	65	38	62
HND Computing	62	77	23
HND Engineering: Marine	57	100	-
HND Interior Design	52	19	81
HND Legal Services	49	31	69
HND Built Environment: Architectural Technology	46	85	15
HND Applied Science	45	24	76
HND Agriculture	43	79	21
HND Business Computing	42	86	14
HND Supporting Special Learning Needs	42	-	100
HND Applied Biological Sciences	41	27	73
HND Rural Resource Management	40	70	30
HND Tourism	38	26	74
HND Acting and Performance	36	31	69
HND Sports Therapy	36	42	58
HND Built Environment: Construction Management	35	94	6
HND Human Resources Management	35	26	74
HND Information and Office Management	34	3	97
HND Multimedia Computing	34	74	26
HND Retail Marketing	33	48	52
HND Leisure and Recreation Management	32	53	47
HND Mechatronics	31	97	3
HND Business Information Systems	30	67	33
HND Countryside Recreation and Conservation Management	30	60	40
HND Music Technology with Electronics	30	90	10
HND Clothing Technology and Manufacture	29	10	90
HND Engineering	29	86	14
HND Horse Management	27	7	93
HND Multimedia Development and Production	27	70	30
HND Video Production	27	59	41
HND Applied Consumer Studies	26	23	77
HND Horticulture	26	85	15
HND Information and Media Technology	26	81	19
All HND awards	6,161	46	54

TABLE HN16: TREND IN HIGHER NATIONAL PROFESSIONAL DEVELOPMENT AWARDS

TREND IN ENTRIES BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION							PERCENTAGE CHANGE	
	CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 97-98	
Certificate	FE College	67	34	71	140	41	-71%	
	Other	-	-	-	-	-		
	Total	67	34	71	140	41	-71%	
Advanced Certificate	FE College	757	788	850	951	1,000	5%	
	Other	-	-	49	45	76	69%	
	Total	757	788	899	996	1,076	8%	
Diploma	FE College	198	286	328	272	372	37%	
	Other	124	71	34	45	52	16%	
	Total	322	357	362	317	424	34%	
Advanced Diploma	FE College	96	155	162	141	183	30%	
	Other	30	8	-	-	-		
	Total	126	163	162	141	183	30%	
All HN PDAs		1,272	1,342	1,494	1,594	1,724	8%	

TREND IN AWARDS BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION							PERCENTAGE CHANGE	
	CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 97-98	
Certificate	FE College	39	23	34	67	52	-22%	
	Other	3	1	-	-	-		
	Total	42	24	34	67	52	-22%	
Advanced Certificate	FE College	450	510	570	699	744	6%	
	Other	-	1	46	44	75	70%	
	Total	450	511	616	743	819	10%	
Diploma	FE College	84	190	224	185	215	16%	
	Other	119	47	30	48	38	-21%	
	Total	203	237	254	233	253	9%	
Advanced Diploma	FE College	106	69	114	77	109	42%	
	Other	17	2	1	-	-	-	
	Total	123	71	115	77	109	42%	
All HN PDAs		818	843	1,019	1,120	1,233	10%	
time taken to complete								
	1 year	86%	83%	81%	85%	82%		
	2 years	12%	15%	18%	14%	16%		
	3+ years	2%	1%	1%	2%	2%		
	average (years)	1.16	1.18	1.21	1.17	1.20		

TABLE HN17: HIGHER NATIONAL PROFESSIONAL DEVELOPMENT AWARD ENTRIES, 1997/98

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	MALE	FEMALE
Certificate: Building Services Engineering	5	100	-
Certificate: Electronic Publishing	4	25	75
Certificate: Supervision of the Delivery of Care Services	32	22	78
An HN PDA Certificate entries	41	32	68
Advanced Certificate: Art and Design	121	34	66
Advanced Certificate: Brickwork	101	99	1
Advanced Certificate: Carpentry and Joinery	388	98	2
Advanced Certificate: Construction Practice	63	98	2
Advanced Certificate: Criminal Investigation	71	92	8
Advanced Certificate: Engineering Practice: Fabrication and Welding	52	98	2
Advanced Certificate: Engineering Practice: Manufacture and Engineering Support	59	100	-
Advanced Certificate: Food Hygiene Auditing	12	42	58
Advanced Certificate: Machine Woodworking	2	100	-
Advanced Certificate: Media Production	14	57	43
Advanced Certificate: Painting and Decorating	130	95	5
Advanced Certificate: Plasterwork	17	100	-
Advanced Certificate: Roof Slating and Tiling	21	100	-
Advanced Certificate: Roof Slating, Tiling and Cement Work	6	100	-
Advanced Certificate: Stonemasonry	18	100	-
Advanced Certificate: Team Leadership	1	100	-
All HN PDA Advanced Certificate entries	1,076	89	11
Diploma: Computing	34	68	32
Diploma: Continuing Special Education and Training Needs	3	33	67
Diploma: Gaelic Television	9	33	67
Diploma: Information Technology	20	45	55
Diploma: Management	231	61	39
Diploma: Management with Marketing	10	90	10
Diploma: Management with Personnel	13	69	31
Diploma: Multimedia Computing	1	100	-
Diploma: Police Management	43	95	5
Diploma: Public Sector Management	32	34	66
Diploma: Systems Analysis and Design	28	82	18
All HN PDA Diploma entries	424	64	36
Advanced Diploma: Art and Design	17	35	65
Advanced Diploma: Arts Management	8	63	38
Advanced Diploma: Chemical Analysis with Environmental Science	8	63	38
Advanced Diploma: Computing	28	79	21
Advanced Diploma: Design for Stitched Textiles and Fashion	3	33	67
Advanced Diploma: Graphic Design	9	78	22
Advanced Diploma: Illustrative Photography	15	73	27
Advanced Diploma: Multimedia Computing	9	89	11
Advanced Diploma: Music Industry Management and Marketing	22	50	50
Advanced Diploma: Software Engineering	59	90	10
Advanced Diploma: Spatial Design	5	40	60
All HN PDA Advanced Diploma entries	183	72	28
All HN PDA entries	1,724	80	20

TABLE HN18: HIGHER NATIONAL PROFESSIONAL DEVELOPMENT AWARD AWARDS, 1997/98

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Certificate: Building Services Engineering	3	100	-
Certificate: Electronic Publishing	2	-	100
Certificate: Health Promotion	5	-	100
Certificate: Supervision of the Delivery of Care Services	42	26	74
All HN PDA Certificate awards	52	27	73
Advanced Certificate: Art and Design	91	32	68
Advanced Certificate: Brickwork	71	99	1
Advanced Certificate: Carpentry and Joinery	319	98	2
Advanced Certificate: Construction Practice	33	100	-
Advanced Certificate: Criminal Investigation	71	92	8
Advanced Certificate: Engineering Practice: Fabrication and Welding	38	100	-
Advanced Certificate: Engineering Practice: Manufacture and Engineering Support	37	100	-
Advanced Certificate: Food Hygiene Auditing	8	25	75
Advanced Certificate: Machine Woodworking	2	100	-
Advanced Certificate: Media Production	8	75	25
Advanced Certificate: Painting and Decorating	89	94	6
Advanced Certificate: Plasterwork	14	100	-
Advanced Certificate: Roof Slating and Tiling	17	100	-
Advanced Certificate: Roof Slating, Tiling and Cement Work	6	100	-
Advanced Certificate: Stonemasonry	15	100	-
All HN PDA Advanced Certificate awards	819	89	21
Diploma: Computing	15	60	40
Diploma: Continuing Special Education and Training Needs	3	33	67
Diploma: European Exporting	8	50	50
Diploma: Gaelic Television	6	33	67
Diploma: Information Technology	7	43	57
Diploma: Landscape Information Technology	1	100	-
Diploma: Management	123	54	46
Diploma: Management with Marketing	7	100	-
Diploma: Management with Personnel	7	57	43
Diploma: Multimedia Computing	1	100	-
Diploma: Police Management	32	97	3
Diploma: Public Sector Management	24	29	71
Diploma: Systems Analysis and Design	19	79	21
All HN PDA Diploma awards	253	60	40
Advanced Diploma: Art and Design	14	21	79
Advanced Diploma: Arts Management	6	17	83
Advanced Diploma: Chemical Analysis with Environmental Science	5	60	40
Advanced Diploma: Computing	6	67	33
Advanced Diploma: Design for Stitched Textiles and Fashion	3	33	67
Advanced Diploma: Graphic Design	16	75	25
Advanced Diploma: Illustrative Photography	9	67	33
Advanced Diploma: Multimedia Computing	2	100	-
Advanced Diploma: Music Industry Management and Marketing	19	53	47
Advanced Diploma: Software Engineering	25	92	8
Advanced Diploma: Spatial Design	4	50	50
All HN PDA Advanced Diploma certifications	109	62	38
All HN PDA awards	1,233	78	22

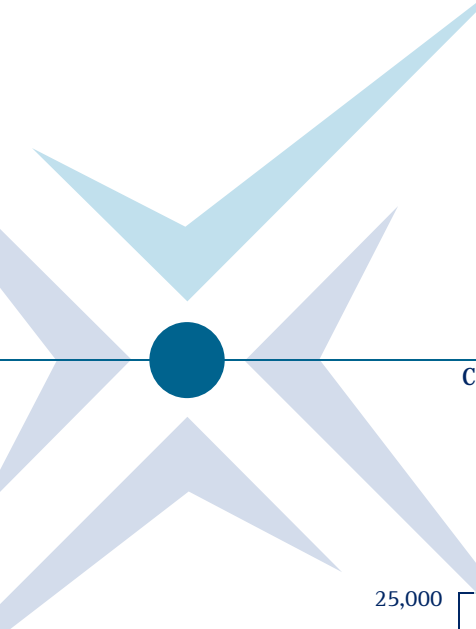


CHART HN1: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES BY CENTRE TYPE

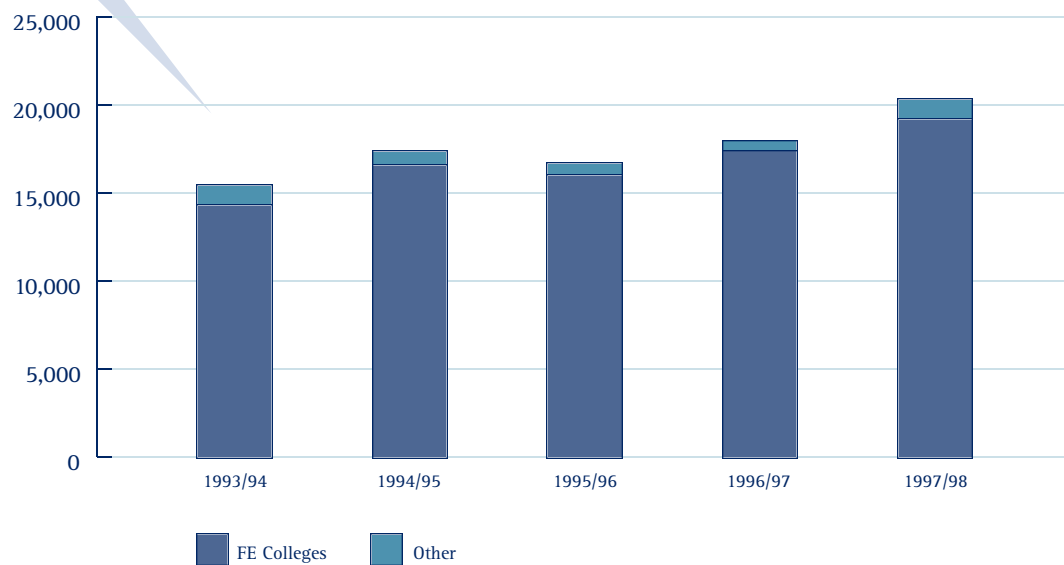
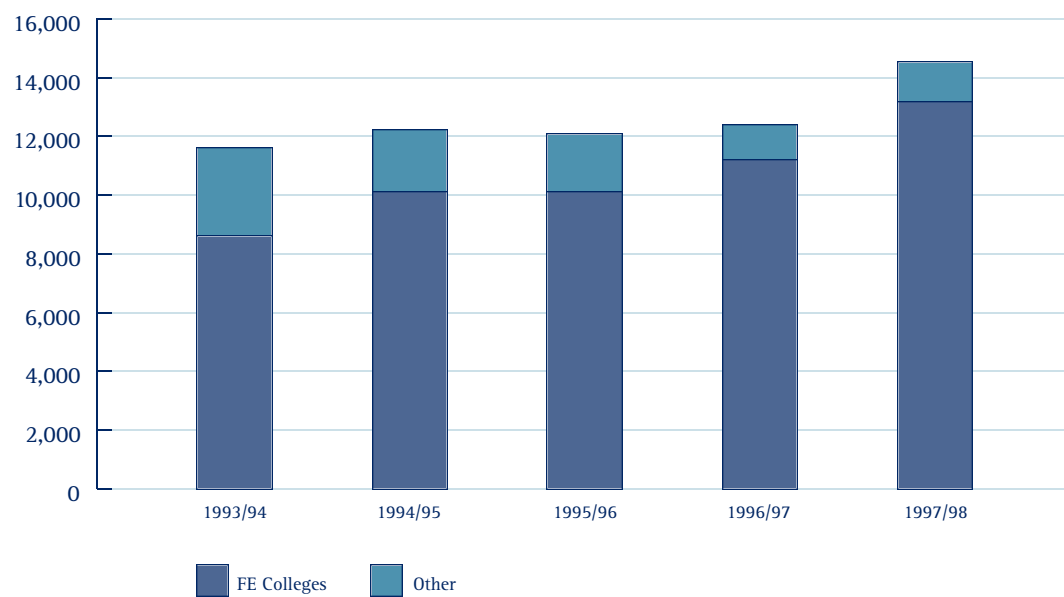


CHART HN2: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES BY CENTRE TYPE



**TABLE VQ1: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS
ENTRIES AND AWARDS BY CENTRE TYPE**

TREND IN ENTRIES BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	8,771	10,656	12,188	13,250	15,496	17%
Other	7,749	10,556	14,667	16,220	19,066	18%
Total	16,520	21,212	26,855	29,470	34,562	17%

TRENDS IN AWARDS BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	2,763	3,281	4,455	5,023	5,222	4%
Other	2,528	4,482	8,160	8,924	10,416	17%
Total	5,291	7,763	12,615	13,947	15,638	12%
time taken to complete						
1 year	78%	74%	70%	65%	61%	
2 years	16%	21%	24%	3%	29%	
3+ years	6%	4%	6%	7%	10%	
Average (years)	1.27	1.31	1.36	1.43	1.53	

TABLE VQ2:TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS ENTRIES BY AREA OF COMPETENCE AND LEVEL

ENTRIES BY AREA OF COMPETENCE

AREA OF COMPETENCE	YEAR					PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
Tending Animals, Plants and Land	1,807	1,749	1,891	2,150	2,266	5%
Extracting and Providing Natural Resources	437	564	330	959	954	-1%
Construction	1,793	4,599	6,722	7,095	7,569	7%
Engineering	69	224	1,479	945	1,002	6%
Manufacturing	112	420	1,586	965	1,896	96%
Transporting	39	41	148	158	243	54%
Providing Goods and Services	4,684	5,304	5,743	6,892	8,311	21%
Providing Health, Social Care and Protective Services	2,271	2,786	4,027	4,459	5,072	14%
Providing Business Services	5,226	5,491	4,800	5,600	6,966	24%
Communicating and Entertaining	-	-	14	71	135	90%
Developing Knowledge and Skill	82	34	115	176	148	-16%
All areas	16,520	21,212	26,855	29,470	34,562	17%

ENTRIES BY LEVEL

LEVEL OF STUDY	YEAR					PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
Level 1	3,321	3,809	3,223	3,833	3,766	-2%
Level 2	11,109	13,313	16,558	18,288	20,823	14%
Level 3	1,851	3,807	6,478	6,891	9,377	36%
Level 4	185	216	412	399	515	29%
Level 5	54	67	184	59	81	37%
All levels	16,520	21,212	26,855	29,470	34,562	17%

TABLE VQ3: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS AWARDS BY AREA OF COMPETENCE AND LEVEL

AWARDS BY AREA OF COMPETENCE

AREA OF COMPETENCE	YEAR					PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/96 - 1997/98
Tending Animals, Plants and Land	707	823	1,172	1,252	1,206	-4%
Extracting and Providing Natural Resources	17	161	219	232	532	129%
Construction	472	1,181	2,230	2,105	2,439	16%
Engineering	10	12	967	326	379	16%
Manufacturing	32	192	1,294	486	1,170	141%
Transporting	39	19	63	183	211	15%
Providing Goods and Services	1,526	2,081	2,564	4,175	3,719	-11%
Providing Health, Social Care and Protective Services	473	1,095	1,671	1,925	2,555	33%
Providing Business Services	2,010	2,186	2,402	3,159	3,326	5%
Communicating and Entertaining	-	-	-	34	11	-68%
Developing Knowledge and Skill	5	13	33	70	90	29%
All areas	5,291	7,763	12,615	13,947	15,638	12%

AWARDS BY LEVEL

LEVEL OF STUDY	YEAR					PERCENT CHANGE
	1993/94	1994/95	1995/96	1996/97	1997/98	1996/97 - 1997/98
Level 1	1,456	1,808	2,074	2,614	2,224	-15%
Level 2	3,435	5,170	8,424	8,979	10,121	13%
Level 3	359	644	1,882	2,161	3,041	41%
Level 4	27	106	171	140	225	61%
Level 5	14	35	64	53	27	-49%
All levels	5,291	7,763	12,615	13,947	15,638	12%

TABLE VQ4: SCOTTISH VOCATIONAL QUALIFICATIONS, 1997/98
ENTRIES BY AREA OF COMPETENCE, LEVEL AND AGE

ENTRIES BY AREA OF COMPETENCE AND AGE

AREA OF COMPETENCE	AS % OF AREA OF COMPETENCE							N/K	TOTAL ENTRIES
	<20	20-24	25-29	30-34	35-39	40-49	50+		
Tending Animals, Plants and Land	54	11	9	8	5	8	5	0	2,266
Extracting and Providing Natural Resources	4	7	15	18	16	28	10	-	954
Construction	77	9	3	3	3	3	2	0	7,569
Engineering	69	13	4	3	4	5	2	0	1,002
Manufacturing	28	23	12	8	7	10	5	6	1,896
Transporting	34	20	11	4	9	15	7	-	243
Providing Goods and Services	46	18	9	7	6	9	5	0	8,311
Providing Health, Social Care and Protective Services	26	13	11	11	12	19	7	0	5,072
Providing Business Services	38	14	9	9	8	15	7	0	6,966
Communicating and Entertaining	84	10	2	2	1	1	0	-	135
Developing Knowledge and Skill	-	2	14	16	14	36	18	-	148
Total entries in all areas	16,269	4,793	2,796	2,602	2,355	3,787	1,776	184	34,562
– as percentage	47	14	8	8	7	11	5	1	100

ENTRIES BY LEVEL OF STUDY AND AGE

LEVEL OF STUDY	AS % OF LEVEL OF STUDY							N/K	TOTAL ENTRIES
	<20	20-24	25-29	30-34	35-39	40-49	50+		
1	48	10	9	8	6	10	7	0	3,766
2	48	12	8	8	7	11	5	1	20,823
3	48	19	7	6	6	10	4	0	9,377
4	1	5	11	17	15	38	13	0	515
5	-	-	4	10	17	49	17	2	81
Total entries in all levels	16,269	4,793	2,796	2,602	2,355	3,787	1,776	184	34,562

TABLE VQ5: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES, 1997/98

TOP 50 SVQ ENTRIES

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Administration (Level 2)	2,363	18	82
Hairdressing (Level 2)	1,334	7	93
Using Information Technology (Level 2)	1,330	58	42
Construction: Carpentry and Joinery (Level 3)	1,097	99	1
Administration (Level 3)	1,028	12	88
Care: Direct Care (Level 2)	1,022	11	89
Construction: Carpentry and Joinery (Level 2)	913	99	1
Installing and Commissioning Electrical Systems and Equipment (Level 3)	832	100	0
Catering and Hospitality: Food Preparation and Cooking (Level 2)	793	61	39
Customer Service (Level 3)	715	31	69
Banking (Level 2)	682	11	89
Performing Manufacturing Operations (Level 2)	619	68	32
General Building Operations (Level 2)	587	99	1
Retailing (Level 2)	567	34	66
Public Services: Armed Services (Level 1)	551	95	5
Mechanical Engineering Services: Plumbing (Level 3)	483	99	1
Construction: Painting and Decorating (Level 2)	467	95	5
Engineering Manufacture: Foundation (Level 2)	450	93	7
Care: Supported Living (Level 3)	446	22	78
Construction: Painting and Decorating (Level 3)	431	96	4
Retail Operations (Level 2)	412	25	75
General Building Operations (Level 1)	394	98	2
Food and Drink Manufacturing Operations (Level 2)	380	51	49
Child Care and Education: Work with Babies (Level 2)	338	2	98
Construction: Bricklaying (Level 3)	298	100	-
Amenity Horticulture (Level 1)	292	97	3
Cleaning: Building Interiors (Level 1)	292	4	96
Care: Promoting Independence (Level 3)	290	25	75
Processing Operations: Hydrocarbons (Level 2)	286	99	1
Highways Maintenance (Level 2)	267	100	-
Child Care and Education: Work in a Pre-School Group (Level 2)	261	2	98
Wholesaling, Warehousing and Stores (Level 2)	259	97	3
Management (Level 4)	257	75	25
Sport and Recreation (Level 1)	257	69	31
Accounting (Level 2)	254	32	68
Care (Level 2)	254	9	91
Construction: Wood Occupations (Level 1)	245	97	3
Construction: Bricklaying (Level 2)	244	99	1
Child Care and Education: Work in Support of Others (Level 2)	234	4	96
Retail Operations (Level 3)	225	39	61
Customer Service (Level 2)	221	24	76
Custodial Care (Level 2)	208	82	18
Distribution and Warehousing Operations (Level 2)	205	98	2
Cleaning: Building Interiors (Level 2)	203	11	89
Sport, Recreation and Allied Occupations: Coaching, Teaching and Instruction (Level 2)	199	100	-
Amenity Horticulture (Level 2)	193	97	3
Construction: Trowel Occupations (Level 1)	181	99	1
Catering and Hospitality: Food Preparation and Cooking (Level 1)	175	41	59
Accounting (Level 3)	169	33	67
Travel Services (Level 2)	168	16	84
Construction: Decorative Occupations (Level 1)	161	93	7
All SVQ entries	34,562	58	42

TABLE VQ6: SCOTTISH VOCATIONAL QUALIFICATION AWARDS, 1997/98

TOP 50 SVQ AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Administration (Level 2)	1,240	16	84
Using Information Technology (Level 2)	898	56	44
Care: Direct Care (Level 2)	670	9	91
Public Services: Armed Services (Level 1)	519	95	5
Customer Service (Level 3)	434	28	72
Performing Manufacturing Operations (Level 2)	430	64	36
Construction: Carpentry and Joinery (Level 2)	428	100	0
Retailing (Level 2)	399	30	70
Hairdressing (Level 2)	391	5	95
Catering and Hospitality: Food Preparation and Cooking (Level 2)	381	48	52
General Building Operations (Level 2)	320	100	0
Administration (Level 3)	296	11	89
General Building Operations (Level 1)	269	99	1
Cleaning: Building Interiors (Level 1)	235	2	98
Care: Supported Living (Level 3)	215	23	77
Mechanical Engineering Services: Plumbing (Level 3)	205	100	0
Food and Drink Manufacturing Operations (Level 2)	188	45	55
Wholesaling, Warehousing and Stores (Level 2)	181	98	2
Processing Operations: Hydrocarbons (Level 2)	179	98	2
Amenity Horticulture (Level 1)	169	98	2
Care: Promoting Independence (Level 3)	166	14	86
Construction: Painting and Decorating (Level 2)	165	97	3
Construction: Wood Occupations (Level 1)	153	99	1
Accounting (Level 2)	147	32	68
Engineering Manufacture: Foundation (Level 2)	133	97	3
Manufacturing Products from Textiles (Level 2)	132	6	94
Sport, Recreation and Allied Occupations: Coaching Teaching and Instruction (Level 2)	131	100	-
Custodial Care (Level 2)	128	77	23
Child Care and Education: Work in Support of Others (Level 2)	127	2	98
Cleaning: Building Interiors (Level 2)	124	12	88
Construction: Carpentry and Joinery (Level 3)	122	100	-
Transporting Goods by Road (Level 2)	116	89	11
Amenity Horticulture: Greenkeeping – Sports Turf – Sports Ground Maintenance (Level 2)	114	100	-
Management (Level 4)	113	76	24
Environmental Conservation: Landscapes and Ecosystems (Level 2)	112	81	19
Catering and Hospitality: Food Preparation and Cooking (Level 1)	111	35	65
Child Care and Education: Work in a Pre-School Group (Level 2)	111	1	99
Customer Service (Level 2)	105	32	68
Child Care and Education: Work with Babies (Level 2)	98	1	99
Construction: Bricklaying (Level 2)	98	100	-
Travel Services (Level 2)	98	13	87
Amenity Horticulture: Nursery – Interior Soft Landscape Maintenance (Level 2)	97	81	19
Craft Baking (Level 2)	92	89	11
Administration (Level 1)	85	36	64
Accounting (Level 3)	84	35	65
Processing Operations: Hydrocarbons (Level 3)	84	100	-
Amenity Horticulture: Hard Landscaping (Level 2)	81	94	6
Highways Maintenance (Level 2)	81	100	-
Child Care and Education: Pre-School Provision (Level 3)	79	-	100
Beauty Therapy (Level 2)	76	-	100
Retail Operations (Level 2)	75	43	57
All SVQ awards	15,638	54	46

TABLE VQ7: TREND IN WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARDS

TREND IN ENTRIES BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	2,808	3,318	2,163	3,148	2,927	-7%
Other	6,844	7,171	5,813	5,685	6,450	13%
Total	9,652	10,489	7,976	8,833	9,377	6%

TRENDS IN AWARDS BY CENTRE TYPE

CENTRE TYPE	1993/94	1994/95	1995/96	1996/97	1997/98	PERCENT CHANGE
						1996/97 - 1997/98
FE College	1,896	2,022	1,467	2,090	2,241	7%
Other	5,452	5,754	4,144	4,749	4,894	3%
Total	7,348	7,776	5,611	6,839	7,135	4%
time taken to complete						
1 year	99%	93%	87%	91%	87%	
2 years	1%	6%	11%	7%	9%	
3+ years	0%	0%	2%	3%	4%	
Average (years)	1.01	1.07	1.15	1.13	1.18	

**TABLE VQ8: WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARD
ENTRIES, 1997/98**

ALL WA BASED PDA ENTRIES

	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate for APL Advisers	20	65	35
Certificate for APL Advisers and Assessors	12	75	25
Certificate for External Verifiers	8	88	13
Certificate for Internal Verifiers	734	52	48
Certificate for Open Learning Practitioners	9	33	67
Certificate for Skills Assessors – First Line	888	53	47
Certificate for Skills Assessors – Second Line	278	60	40
Certificate for Skills Trainers and Assessors – First Line	184	59	41
Certificate for Vocational Assessors	1,826	49	51
Certificate for Vocational Trainers and Assessors	6	33	67
Certificate for Workbased Coaches and Assessors	51	69	31
Certificate in Blending and Bottling: bottling – machine	-	-	-
Certificate in Blending and Bottling: bottling general	-	-	-
Certificate in Call Centre Operations	307	36	64
Certificate in Excavating in the Highway	1,061	100	0
Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	1,006	100	-
Certificate in Monitoring Excavation in the Highway	270	99	1
Certificate in Monitoring Excavation, Backfilling and Re-instatement of Construction Layers with Bituminous Materials	273	99	1
Certificate in Monitoring Reinstatement of Concrete Slabs	20	100	-
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	252	99	1
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	253	99	1
Certificate in Reinstatement of Concrete Slabs	22	100	-
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	757	100	-
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	715	100	-
Certificate in Teleworking	12	17	83
CITB Assessment Test	410	100	-
SSTS Occupational Test	3	33	67
Total entries	9,377	77	23

TABLE VQ9: WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARD AWARDS, 1997/98

ALL WA BASED PDA AWARDS

	AWARDS	PERCENT	
		MALE	FEMALE
Certificate for APL Advisers	14	71	29
Certificate for APL Advisers and Assessors	4	100	-
Certificate for Assessors (first line)	-	-	-
Certificate for Assessors (second line)	-	-	-
Certificate for External Verifiers	35	63	37
Certificate for Internal Verifiers	547	51	49
Certificate for Open Learning Practitioners	8	50	50
Certificate for Skills Assessors – First Line	737	49	51
Certificate for Skills Assessors – Second Line	164	52	48
Certificate for Skills Trainers and Assessors – First Line	30	63	37
Certificate for Vocational Assessors	1,065	51	49
Certificate for Vocational Trainers and Assessors	8	50	50
Certificate for Workbased Coaches and Assessors	14	36	64
Certificate in Blending and Bottling: bottling - machine	-	-	-
Certificate in Blending and Bottling: bottling general	-	-	-
Certificate in Call Centre Operations	154	39	61
Certificate in Excavating in the Highway	977	100	-
Certificate in Excavating, Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	977	100	-
Certificate in Funeral Directing	1	100	-
Certificate in Monitoring Excavation in the Highway	267	99	1
Certificate in Monitoring Excavation, Backfilling and Re-instatement of Construction Layers with Bituminous Materials	271	99	1
Certificate in Monitoring Reinstatement of Concrete Slabs	15	100	-
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	248	99	1
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	249	99	1
Certificate in Reinstatement of Concrete Slabs	5	100	-
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	682	100	-
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	654	100	-
Certificate in Teleworking	9	11	89
Total awards	7,135	80	20

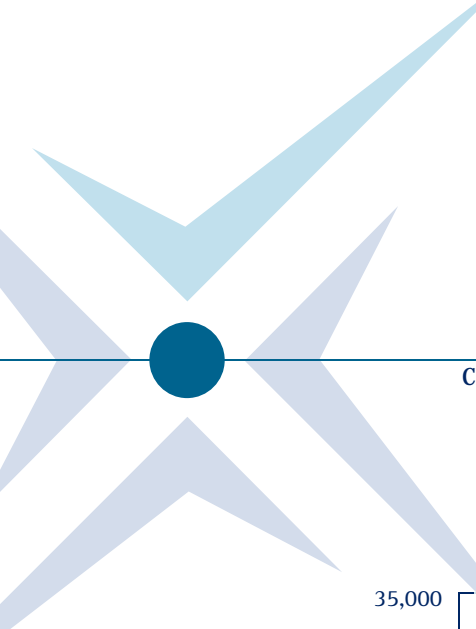


CHART VQ1: SVQ ENTRIES BY LEVEL

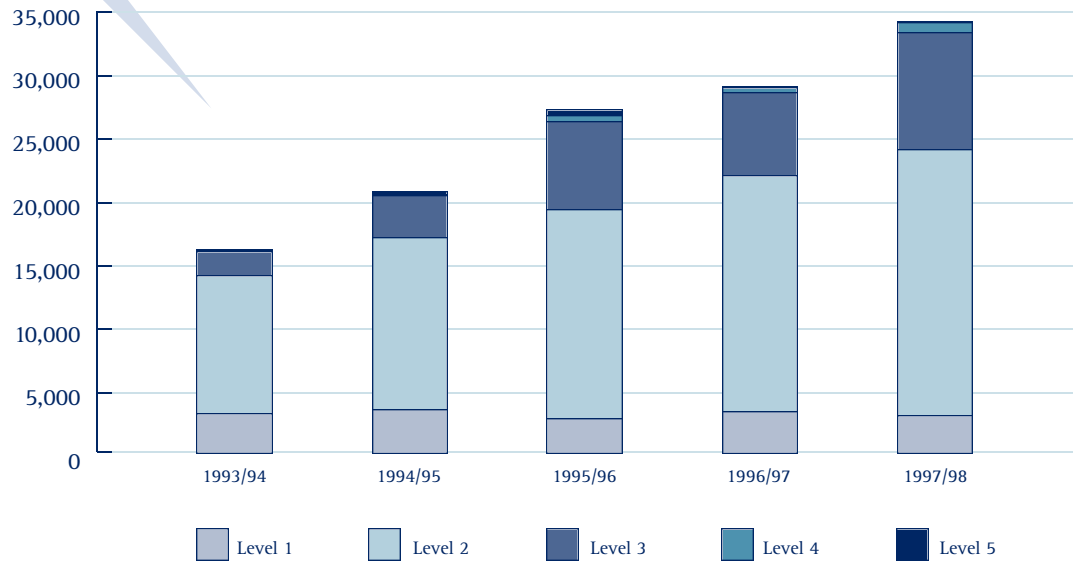
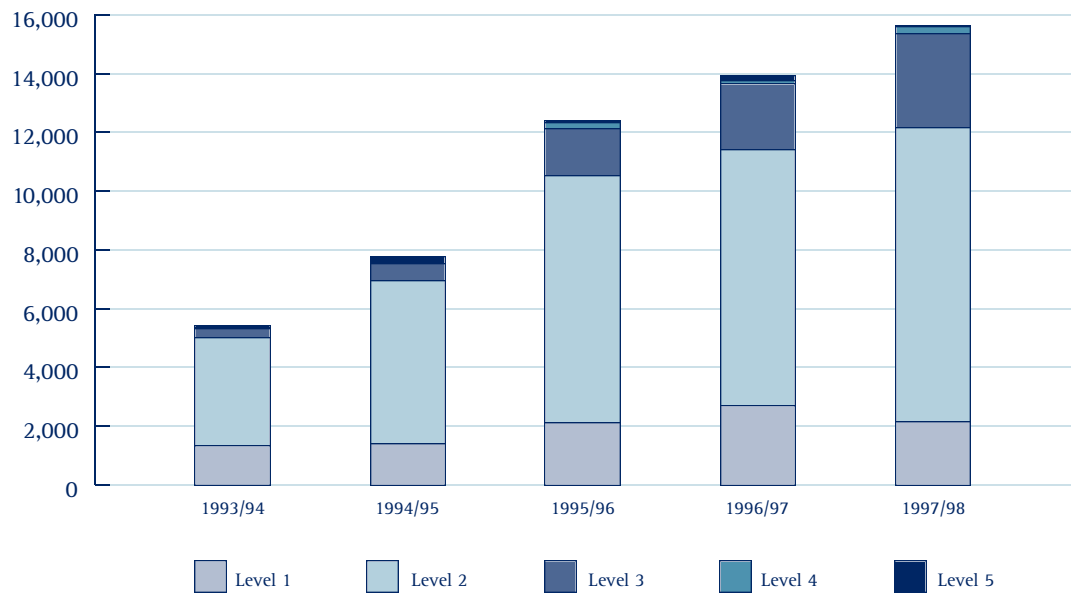


CHART VQ2: SVQ AWARDS BY LEVEL



RELEVANT PUBLICATIONS

Relevant publications from SQA's Assessment Research and Development Unit include:

Comparability Study of Scottish Qualifications and GCE Advanced Levels (1998)

The aims of this comparability study were to provide information about the comparability of Scottish qualifications with the GCE Advanced Level; and to check the benchmarking of the Advanced Higher Level against current qualifications, and to provide assurance about the standards which will be required.

SEB Research 7: Subject choice at Higher Grade: presentations and successes (1997)

This bulletin describes which combinations of subjects were most commonly taken at Higher Grade by S5 students in Scottish secondary schools in 1996, and their pass rates. The extent to which subject choice and pass rates depend on the ability of the candidates is also described.

SEB Research 6: Teacher Estimates and SCE examinations (1996)

This bulletin provides a brief history of the role of teacher assessment in examinations in Scotland. It explains the current use of teacher estimates by the SQA. A summary of the findings of research into 'What makes a good estimate' and a checklist of good practice for departments are included.

SEB Research 5: Predicting Higher Grade success from Standard Grade results (1996)

This update reviews recent statistics on the pass rates at Higher Grade conditional on performance at Standard Grade and highlights changes since 1993, giving consideration to possible explanations for these.

