



# **Question Paper Production 2013: paper-based question papers**

August 2011



# Contents

<b>1 The role of the Principal Assessor in setting question papers</b>	<b>1</b>
Introduction	1
Validity, accessibility and reliability	1
Validity and accessibility checklist	1
Reliability checklist	3
<b>2 The role of the Principal Assessor in quality assurance</b>	<b>4</b>
Introduction	4
Using examination evidence to enhance question setting	4
<b>Appendix A: Advice on the readability of question papers</b>	<b>6</b>
Introduction	6
Language	6
Layout	9
Checklist	11
<b>Appendix B: Checklist for bias in writing assessment instruments</b>	<b>12</b>
<b>Appendix C: National Ratings for 2008–2010</b>	
Standard Grade, Intermediate 1 and 2, Higher and Advanced Higher	
<b>Appendix D: Analysis of Computing Studies Foundation (Knowledge and Understanding)</b>	
<b>Appendix E: Subjects which have undergone question analysis (2008–2010)</b>	



# 1 The role of the Principal Assessor in setting question papers

## Introduction

As Principal Assessor, you have the overall responsibility for question paper setting although you may delegate the setting of particular papers and/or questions and marking instructions to your Setting Team. This guidance outlines what you must consider when setting a paper.

Candidates have rights under equality legislation such as the Sex Discrimination Act (SDA), Race Relations (Amended) Act (RR(A)A) and the Disability Discrimination Act (DDA) and must be treated fairly.

National Qualifications are directly covered by the therefore you as Principal Assessor must ensure that your question papers pose no unnecessary barriers to disabled candidates.

The paper and marking instructions you produce for vetting must be complete in all aspects (subject to professional printing standards).

A scrutineer will work through the paper as if they were a candidate. There will be no further opportunities to check for validity and accessibility.

## Validity, accessibility and reliability

Validity, accessibility and reliability are necessary and complementary aspects of any quality assessment system. Validity and accessibility are concerned with what is assessed and with fair access; reliability is concerned with the consistency of assessments.

The checklists which follow cover each of these aspects in relation to the setting of question papers. If you need any further information or advice, contact your Qualifications Manager.

## Validity and accessibility checklist

When setting a question paper you must ensure the following:

- ◆ The question paper relates to the Course assessment specification as set out in the Arrangements document.
- ◆ You have included questions/tasks which will generate the evidence of attainment required to measure against the Course Grade Descriptions. All Outcomes from the component Units must be covered and, where appropriate, there must be opportunities for assessing integration of important skills and knowledge/ understanding.
- ◆ The weight given to a particular part of the syllabus in the question paper reflects its relative importance in the syllabus.

- ◆ The sampling of the syllabus is systematic but unpredictable (to avoid question ‘spotting’). In particular, you must avoid repeating themes and resource material.
- ◆ The level of difficulty of the overall paper must be appropriate.
- ◆ The questions are free of bias and stereotyping on the basis of factors such as race, religion, disability, sex, social background, sexual orientation and age. (See Appendix B: Checklist for bias)
- ◆ The level of difficulty of individual questions is appropriate. The mark available for each question must match the demands of the task and the test specification.

**The level of difficulty for each question can be affected by one or more of the following:**

- ◆ **The type of task** (eg demonstration of knowledge and understanding, interpretation, evaluation, analysis or synthesis; and whether the candidate is asked to describe, explain, compare and contrast, interpolate, produce a strategy, etc). Check that the type of task is appropriate to the level of the paper.
- ◆ **The use of contexts** The use of concrete contexts in questions can be useful. But over-lengthy contextualisation can become a test of reading rather than a test of subject matter.
- ◆ **The breadth of focus** Take care that the focus of the question is appropriate, eg in language question papers the focus can vary between questions which require understanding of phrases, sentences or paragraphs.
- ◆ **The language used** Check that the language used in the questions is clear and unambiguous. (See Appendix A: Advice on the readability of question papers)
- ◆ **The over-use of subject specific language** Subject specific language should only be used where it is necessary for the understanding of the topic. Where its use is essential, check that the general language demands of the question are kept as simple as possible.
- ◆ **The question structure** If candidates are asked to make a choice of question they must be able to find out quite quickly whether or not they know the answer. Also you must not use questions where the correct answer depends on the candidate answering a previous part of the question correctly.
- ◆ **The number of marks available** Is the mark allocation appropriate to the difficulty level of the question and is it clear? Remember that questions which require a lengthy response or sustained reasoning are always demanding.

- ◆ **Answer structure support** The use of question — answer booklets can help candidates attempt each part of each question, and give a clear indication of how much writing is required. In some subjects, particularly at Standard Grade Foundation Level, the first few words of the response are given. Where the candidate has to produce a table, the table is provided and sometimes table headings can provide further support. Where there is a blank answer book, some questions give clues or ‘leaders’ or explicit headings to help candidates.
- ◆ **The use of reference material** You should only use reference diagrams where they help candidates answer the question. Remember that questions are more demanding if a candidate has to refer to a range of sources and gather information from them (although authentic source material may have some redundant information).
- ◆ **The question layout** Any information which is necessary to answer the question must be kept separate from the actual question. Where a question requires the candidate to consider several sources before answering, you should give some direction to help them focus on the relevant information. Candidates will be affected by the appearance of a question. Think about size of print, line spacing, use of bold, italics, underlining, indenting, and boxing of information. (See Appendix A: Advice on the readability of question papers)
- ◆ **The match between the question and the marking instructions** If a question is open-ended then the marking instructions must allow for a range of valid answers.

## Reliability checklist

Reliability is concerned with the consistency of assessments. You should check that:

- ◆ where there is question choice, you have done everything possible to ensure that the various options have the same level of difficulty. You should consider:
  - question structure
  - content difficulty
  - language used
  - terminology demands
  - mark allocation
  - the relative demands as shown in the marking instructions
- ◆ your marking instructions are clear and unambiguous.

## 2 The role of the Principal Assessor in quality assurance

### Introduction

At the end of the diet, when awards are about to be made, there are significant inputs to quality assurance, which only the Principal Assessor can make, eg the monitoring of the marking. Your views on the difficulty of papers — in the light of candidates' responses and Markers' and Examiners' reactions — are also crucial to cut-off or pass-mark decisions.

### Using examination evidence to enhance question setting

Once all the examination procedures are complete, there are several sources of information on question difficulty which can be accessed with a view to applying lessons learned in one examination diet to future examination papers. These are:

#### National ratings

National ratings (see Appendix C) give an overall indication of the difficulty of the paper in relation to other subjects at that level. It is useful to look at this data in relation to trends in the subject over the years and also across subjects, which are closely associated within a curricular mode.

#### Grade boundaries

Information on the grade boundaries across all subjects is now available for you to share with your Setting Team. This information is incorporated into Principal Assessor Reports and available to centres via the SQA website. It is important that you and your Setters and Veters check the extent to which pass marks and grade boundaries for your subject currently differ from the notional grade boundaries (eg 50% and 70% of the available marks for National Course passes at minimum C and minimum A respectively). Low cut-offs suggest the questions or requirements implicit in the marking instructions are possibly too demanding; high cut-offs suggest the tasks have been made too easy or perhaps the marking instructions too lenient.

#### Question analysis (selected subjects)

Question analysis (see Appendix D) provides an in-depth view of both the difficulty and the discrimination of individual questions: after the examination has taken place it allows for a retrospective check on whether or not the decisions made about question difficulty at the question setting stage were appropriate.

In relation to question difficulty, most question analyses give a list of average marks gained, both as a raw number and as a percentage of marks available (0% to 100%). If the question is worth one mark the average will indicate the proportion of candidates getting the question correct. If, for example, a question worth two marks has an average of 0.60 (30%), this means that while some candidates may have scored full marks, zero or one mark were more typical marks awarded. Where there is question choice, the *facility index* (ranging from 0% to 100%) is a better indicator of question difficulty than the average. This is because the facility index is weighted to take account of the ability of the candidates who chose each question. A check should be made of the overall balance of relatively easy,

moderate, and difficult parts of questions and their relative location within any question and within the paper as a whole. The facility index will also allow for a check of the difficulty of optional questions or parts of questions.

The discrimination index (ranging from below zero to 1.0) gives an indication of candidates' performance in the exam as a whole compared with performance on that particular question. A high discrimination index for a question, or part question, indicates that those who did well overall tended to get that question correct while those who did poorly overall tended to get the question wrong. A discrimination index near zero indicates there is not much relationship between how candidates performed in that question and in the examination overall. An index of less than zero should give cause for concern. Questions with good discrimination add to the overall reliability of the examination. The index is somewhat difficult to interpret as variables such as the difficulty of the question and the number of marks available affects the power of the question to discriminate among candidates. It does however highlight those questions which have caused unforeseen problems for candidates. It may be that the cause of the problem can be identified immediately. If not, a sample of scripts reviewed in conjunction with the marking instructions may be useful.

Appendix E details subjects which have been analysed at this level of detail over the past three years. Where analyses have been done, your Qualifications Manager will have a print out for you. Analyses from earlier years may also be available from Business Intelligence Services. If you need help with interpretation of the statistics please contact Business Intelligence Services.

# Appendix A: Advice on the readability of question papers

## Introduction

Question papers must be easy to read and the language used in the questions must not be a barrier to the candidates' achievement. This applies to all subjects, at all levels and to all types of question papers.

The readability of the question paper depends on:

- ◆ **Language** — sentence structure and vocabulary
- ◆ **Layout** — presentation and organisation of material

In face-to-face communication it is often easy to identify when a breakdown of communication occurs and it is possible to rephrase questions; in written tests this is not possible.

The following guidelines are designed to help you improve the readability of question papers.

## Language

Candidates must be familiar with the subject specific terminology appropriate to the level of the qualification. The following advice relates to the carrier language, ie the language in which the question is framed.

### Language you should use

#### Simple sentence structures and vocabulary

Keep sentences short. This does not mean you have to over-simplify your question. It means writing with the reader in mind and with the right tone and that all is clear and concise. Where you are unable to avoid long sentences, try to make them as straightforward as possible. You can create difficulties for the reader by using complex or unfamiliar sentence structures. For example, the sentence below is long, but it is easy to read because of its simple structure.

*The rebels came down from their camps in the hills and brought with them their wives and children, their tents and their food supplies, and everything else that they needed for the long winter.*

Where there is a long sentence with a complex structure candidates may lose the meaning part-way through. This is particularly true when the Subject-Verb-Object order is disrupted by subordinate clauses. As a general rule, the more complex the information, the simpler the sentence structure should be.

For example, the sentence below is difficult to read because of its complex structure.

*If a student were provided with three black painted metal rods, one of which was known to be made of brass, one of magnetised steel and one of unmagnetised steel, describe how, without scratching the black paint, the student would identify each of the rods.*

becomes:

*You have been given three black painted metal rods. One rod is made of brass, one is made of magnetised steel and one is made of unmagnetised steel. You are not allowed to scratch the black paint. Describe how you could find out which rod is which.*

### **The correct sequence**

It is always helpful if the information in a question is presented in the sequence of events as they actually occur.

For example:

*The leaves were detached from the plant after having been covered with a black paper bag for 48 hours.*

becomes:

*The leaves of the plant were covered with a black paper bag for 48 hours. The leaves were then cut off.*

### **Correct and Consistent Command words**

Only use different command words to elicit different kinds of responses, not purely for the sake of variety. There are standard forms of questions and instructions which occur in most question papers, for example, describe, suggest, explain, outline, identify, explore. It is important that these are used consistently.

## **Language you should avoid**

### **The passive voice/ impersonal verbs**

The passive form is widely used in examinations, particularly in science or technical subjects because the focus is on the process, not who did it. Some readers might not get the overall idea of what has happened because the natural speech order of the words in a sentence is changed. This can make a sentence impersonal and complex.

For example:

*State two faults in the design of the experiment shown and state in each case how the fault can be corrected.*

becomes:

*State two faults in the design of the experiment shown. Describe how to correct each fault.*

### Negative ('not') or partly negative ('only') expressions

If a negative is essential in a question put it in **bold**. Avoid using two negatives near each other as these are likely to be confusing for readers.

### Embedding questions in statements

This format is often used in examinations. Candidates may be penalised because it is not obvious what the question is actually asking. A good solution is to give the information first, then ask the question in a separate sentence.

For example:

*Which soil would you choose if you wanted to grow most types of vegetable successfully?*

becomes:

*You want to grow many different kinds of vegetables. Which type of soil is best?*

### Difficult vocabulary

For example, words and phrases with multiple meanings:

'sound'	may mean	strong	or	noise	
'overall'	may mean	general		or	article of clothing
'employed'	may mean	used	or	in work	
'present'	may mean	is there		or	a gift

In each of the above cases, the second meaning is more likely to be familiar to candidates.

### Abstract language

A number of words and phrases which are not part of candidates' everyday language are commonly used in examination question papers.

- ◆ facilities
- ◆ process
- ◆ characteristics

Such words can be misleading or confusing for candidates, and while there might not be simpler alternatives, it is sometimes possible to omit a word with no significant change to the meaning of a question.

For example, in the question below, it is possible to omit the word 'process'.

*What changes occur in the process of fertilisation?*

becomes:

*What changes occur during fertilisation?*

## Metaphorical language

Avoid using metaphors.

For example:

*Why did the government frown upon.....?*

becomes:

*Why did the government not approve of.....?*

## Layout

The presentation of a question paper is as important as the language used. Candidates are affected by the appearance of a question paper and an uncluttered, attractive layout will give confidence.

The complexity of question papers and the pressure of a timed examination mean that all necessary information should be easily grasped. The following presentation techniques will help candidates to cope with an examination.

### 1. Size of print

The size of print used in question papers is normally 12 point. Attention should also be given to the size of print within tables, diagrams or maps.

### 2. Spacing

Long lines of text, set close together, are difficult to read. Double spacing between statements or questions and treble spacing between sections improves the legibility of text.

### 3. Signposts/reading cues

The information contained on a page should be well structured. You can do this by using 'signposts' appropriately, ie headings and subheadings which will help the candidates organise the text before reading to get an overview of the task. These are most effective if they are easily distinguished from the rest of the text by the use of **bold type**, and CAPITALS.

'Signposts' highlight key words and phrases and can improve the visual appearance of a question paper.

Do not over-use them or they will lose their effectiveness. You should decide on why you are using them at the setting stage and they should be used appropriately and consistently throughout the paper.

You can also use type-setting features such as indentation or boxes to provide reading cues for candidates. Putting important information in a box will focus the candidates' attention on this information.

For example, Source A lists some important changes in British coalmining.

Source A	
1842	Underground work by children under ten years of age and women is stopped.
1850	New safety rules brought in for all coal mines. Government miners and inspectors introduced.
1872	Daily safety inspections introduced for all coal mines.

#### 4. **Pagination**

It is important that a question begins and ends on the same page, or at least on the same double spread. The candidate should not have to turn pages continually to look at graphs or diagrams which are needed to answer a question.

#### 5. **Illustrations**

You should use **appropriate** illustrations or diagrams to support text. Label these illustrations/diagrams simply, eg Figure 1, Table 1. Candidates should be familiar with the maps and diagrams that you use in the question paper, ie they should be in the same/similar style as those used in coursework, standard texts, worksheets or exemplar material. Reprographics should be of a high quality.

#### 6. **Rubrics**

The rubric of a question should make the purpose of the task clear. Instructions should stand out and, if the question/task is complex, they should be repeated.

## Checklist

When checking a question paper use this guide.

1. Are sentences as short as possible?
2. Are sentence structures as simple as possible?
3. Have you avoided using the passive structure?
4. Have you separated information from questions?
5. Have you kept the proper sequence of events in questions?
6. Can you reduce the amount of language used?
7. Have you avoided abstract, formal and metaphorical language?
8. Have you made the layout of the paper as attractive as possible?
9. Are there clear and sufficient signposts/reading cues?
10. Is the pagination well arranged?
11. Are the illustrations/references necessary, helpful and of high quality?
12. Are the rubrics unambiguous, visually clear and repeated where necessary?

# Appendix B: Checklist for bias

Question papers should offer all candidates an equal opportunity to show what they know and can do. The questions, the language in which they are presented, and any associated illustrative material should reflect an inclusive and diverse view of society.

While this checklist does not claim to be definitive, it will assist you in the preparation of fair and inclusive question papers which relate to our contemporary environment.

Taking the question paper as a whole, you should be able to answer 'yes' to these questions. Any questions that you answer 'no' to should be referred to the Qualifications Manager who will take the appropriate advice and action.

- ◆ Are males and females equally represented in all questions (text, images and illustrations, examples, etc)?
- ◆ Are situations and contexts used in the question paper equally within the experience of male and female candidates?
- ◆ Are females and males shown as having equal status, as playing an equal and active role and as being equally competent in both intellectual and practical activities?
- ◆ Is the respective contribution of women and men to shaping society and impacting on history adequately presented?
- ◆ When people are described in terms of a role relationship (wife, father, mother, manager, teacher, etc), are both sexes treated in a balanced way, (ie females are not solely portrayed in passive, sensitive roles and males in more aggressive roles)?
- ◆ Is the word order relating to gender varied, ie not always 'men and women', 'boys and girls' and 'he or she'?
- ◆ Are occupations referred to in a gender-neutral way (eg police officer rather than policeman; firefighter rather than fireman)?
- ◆ Where people are portrayed, do they reflect the diverse and changing nature of modern society?
- ◆ Has language/ illustrations that may be offensive or off-putting to any candidate been avoided? We accept that some questions may contain elements of bias or representations that are designed to identify or challenge attitudes; these must be referred to the Qualifications Manager who will take the appropriate advice and action.
- ◆ Have ethnic stereotyping, tokenism and Eurocentricity been avoided? By Eurocentricity we mean: are the notions of power, leadership and competence to make decisions or initiate development represented solely as attributes of Europeans?
- ◆ Do the questions avoid stereotyping, such as gender, race, disability, etc?
- ◆ Are people from diverse backgrounds seen to be participating in a realistic and positive way?
- ◆ Are the situations and contexts used within the experience of students from a variety of cultural backgrounds?
- ◆ Have you presented people's customs, culture and religion in a way that respects their value, meaning and role in life?
- ◆ Does the question paper avoid making assumptions about cultural, social or religious backgrounds which will make them inaccessible to any candidate?
- ◆ Does the question paper avoid making assumptions about disabled people?
- ◆ Are disabled and non-disabled people seen as having equal status?
- ◆ Are disabled people portrayed in a positive and active role?
- ◆ Does the question paper include positive promotion of diversity, inclusion and equality?

# Appendix C: National Ratings for 2008–2010

## Standard Grade, Intermediate 1 and 2, Higher and Advanced Higher

National ratings are comparability indices which can be used as a guide to the relative awarding standards in the various subjects at Standard Grade, Intermediate 1 and 2, Higher and Advanced Higher. The assumption underlying these indices is that candidates who, on average, do well in all subjects will also do well in any particular subject. While this assumption may not be true for a single candidate, it may reasonably be applied to groups of candidates. The difference between a candidate's result in a given subject and the mean of the candidate's results in the other subjects taken is therefore, when averaged over a group of candidates, an indication of the 'difficulty' of the subject in question. There is, however, a tendency for candidates to take groups of relatively easy or relatively demanding subjects, and to allow for this an adjustment is made.

The national ratings have their limitations. There are a number of factors which are not taken into account, such as differences in the length of time for which candidates have studied a subject; differences in motivation between subjects; and differences in the teaching situation between subjects. Ideally, national ratings of zero for all subjects might be considered desirable, but in practice this is qualified by the fact that the underlying assumption described above may be less valid for some subjects, and there may be less need for direct comparability between academic subjects and those which are largely practical or creative.

There are three comparisons of interest which can be made from the data in the tables. SQA is concerned with maintaining continuity from year to year in the standard of each qualification, and therefore the national rating for each subject should not show large fluctuations from year to year, with the possible exception of subjects with small entry numbers. Secondly, subjects in the same curricular mode with similar candidatures can reasonably be expected to have similar ratings. And finally, comparing ratings of a subject at adjacent levels, ie Intermediate 2 and Higher or Higher and Advanced Higher, can help in considering articulation between the levels: for example a subject which is easy at Standard Grade but rather difficult at Higher may cause problems for candidates.

The national ratings presented in these tables show how many grades higher or lower candidates obtained in this subject than they obtained on average in their other subjects, with a positive rating indicating a relatively easy subject, and a negative rating a relatively difficult subject. Ratings for the external assessments of the National Courses are calculated on the 9-point band scale, then divided by two. For example, an Intermediate 2 rating of +1.00 would imply a subject was on average two points on the band scale, or approximately one grade, easier. Standard Grade ratings are expressed in terms of the seven-grade scale. Thus, a Standard Grade rating of -0.50 would mean that candidates gained awards of on average half a grade lower in this subject than in the other subjects they attempted.

All national ratings are derived from the results of candidates who attempted two or more subjects at a particular level. National ratings are not printed if the number of comparisons on which the calculation is based is less than twenty.

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Standard Grade</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
0510	Classical Greek	n/a	n/a	n/a
0880	English – Alternative Communication	n/a	n/a	n/a
0860	English	0.22	0.20	0.19
1000	French	-0.27	-0.35	-0.27
1240	Gaelic (Learners)	0.27	0.29	<b>0.51</b>
1220	Gàidhlig	0.10	0.13	-0.02
1300	German	-0.23	-0.17	-0.34
1900	Italian	0.07	-0.04	0.31
2320	Latin	-0.03	0.01	0.11
3420	Russian	n/a	n/a	n/a
3800	Spanish	-0.25	-0.39	-0.31
4100	Urdu	<b>1.15</b>	<b>1.42</b>	<b>1.10</b>
0010	Accounting & Finance	-0.45	<b>-0.66</b>	-0.48
2500	Mathematics	-0.40	-0.35	<b>-0.51</b>
0300	Biology	-0.30	-0.34	-0.35
0500	Chemistry	-0.04	-0.17	-0.12
3220	Physics	-0.26	-0.33	-0.32
3700	Science	0.31	0.41	0.37
0520	Classical Studies	0.28	0.20	0.01
0580	Contemporary Social Studies	-0.14	-0.15	0.19
0820	Economics	<b>-1.52</b>	<b>-1.41</b>	<b>-1.57</b>
1260	Geography	-0.27	-0.21	-0.11
1540	History	- 0.04	0.04	0.08
2640	Modern Studies	0.01	-0.07	0.06
3780	Social & Vocational Skills	<b>0.92</b>	<b>0.95</b>	<b>1.02</b>
0020	Administration	-0.08	0.10	0.01
4200	Business Management	0.24	0.41	0.38
0560	Computing Studies	0.06	0.11	-0.01
0600	Craft & Design	0.43	0.47	0.45
1330	Graphic Communication	-0.11	-0.09	-0.09
1660	Home Economics	0.29	0.30	0.36
4040	Technological Studies	-0.22	0.08	-0.02
0090	Art & Design	0.32	0.32	0.31
0700	Drama	0.43	0.40	0.44
2660	Music	<b>0.62</b>	<b>0.64</b>	<b>0.68</b>
3200	Physical Education	<b>0.64</b>	<b>0.65</b>	<b>0.82</b>
3400	Religious Studies	-0.19	-0.05	-0.16

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Intermediate 1</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
X039	English	<b>-0.54</b>	-0.44	-0.28
X059	French	-0.14	-0.36	<b>-0.59</b>
X040	Gaelic (Learners)	n/a	n/a	n/a
X041	Gàidhlig	n/a	n/a	n/a
X060	German	-0.42	-0.25	0.03
X061	Italian	-0.17	-0.47	-0.39
X014	Latin	n/a	n/a	
X062	Russian	n/a		n/a
X063	Spanish	0.14	0.27	-0.32
X256	Mandarin (Simplified)		n/a	n/a
X257	Mandarin (Traditional)		n/a	n/a
X001	Accounting	<b>-0.69</b>	<b>-0.98</b>	<b>-1.40</b>
X056	Mathematics	<b>-0.74</b>	<b>-0.86</b>	<b>-0.90</b>
X007	Biology	0.02	-0.01	-0.05
X012	Chemistry	0.27	0.03	0.17
X043	Geology	n/a	n/a	n/a
X055	Managing Environmental Resources	0.46	0.21	-0.10
X069	Physics	0.02	0.15	0.05
X013	Classical Studies	n/a	<b>-0.65</b>	n/a
X038	Economics	n/a	n/a	n/a
X208	Geography	<b>-0.88</b>	-0.33	-0.14
X044	History	-0.08	-0.07	-0.24
X064	Modern Studies	-0.18	0.00	0.09
X212	Psychology	-0.48	<b>-0.57</b>	<b>-0.60</b>
X213	Religious, Moral and Philosophical Studies	<b>-0.82</b>	<b>-1.42</b>	<b>-1.03</b>
X074	Sociology			
X214	Administration	0.39	0.22	<b>0.53</b>
X119	Applied Practical Electronics	0.49	-0.04	-0.01
X234	Business Management	0.35	-0.13	-0.47
X241	Care	-0.16	0.04	-0.31
X207	Computing Studies	0.46	<b>0.56</b>	0.40
X034	Engineering Craft Skills	<b>0.69</b>	0.41	<b>0.61</b>
X033	Graphic Communication	<b>-1.11</b>	<b>-0.62</b>	<b>-0.83</b>
X118	Home Economics: Health and Food Technology	<b>0.86</b>	<b>0.82</b>	<b>0.95</b>
X116	Home Economics: Fashion and Textile Technology	0.44	0.44	0.37
X117	Home Economics: Lifestyle and Consumer Technology	<b>0.84</b>	<b>0.70</b>	<b>0.97</b>
X067	Personal and Social Education	<b>1.02</b>		
X201	Hospitality: Practical Cookery	<b>0.87</b>	<b>1.23</b>	<b>0.73</b>
X217	Travel and Tourism	<b>0.82</b>	<b>0.74</b>	<b>0.52</b>
X035	Woodworking Skills	<b>0.70</b>	<b>0.72</b>	<b>0.83</b>
X223	Art and Design	<b>1.26</b>	<b>0.82</b>	<b>1.20</b>
X037	Drama	<b>0.88</b>	<b>0.88</b>	<b>0.87</b>
X210	Media Studies	<b>-0.88</b>	<b>-0.92</b>	<b>-0.84</b>
X065	Music	-0.26	-0.38	-0.06
X205	Physical Education	<b>0.56</b>	<b>0.66</b>	<b>0.58</b>

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Intermediate 2</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
X015	Classical Greek	n/a	n/a	n/a
X115	English	-0.40	-0.31	-0.37
X222	English for Speakers of Other Languages	<b>0.87</b>	<b>0.73</b>	<b>0.70</b>
X059	French	0.35	0.15	-0.02
X232	Gaelic (Learners)	<b>0.56</b>	<b>0.55</b>	0.26
X041	Gàidhlig	n/a	n/a	n/a
X060	German	0.13	0.36	0.06
X061	Italian	-0.26	0.19	0.25
X014	Latin	-0.23	0.00	-0.05
X062	Russian	n/a	n/a	n/a
X063	Spanish	0.13	0.28	0.16
X256	Mandarin (Simplified)		n/a	n/a
X257	Mandarin (Traditional)		n/a	
X209	Accounting	<b>-0.56</b>	-0.45	<b>-0.60</b>
X056	Mathematics	-0.14	-0.18	-0.29
X007	Biology	-0.46	-0.46	-0.39
X008	Biotechnology	0.03	-0.06	-0.19
X012	Chemistry	-0.29	<b>-0.56</b>	-0.43
X043	Geology	n/a	n/a	n/a
X055	Managing Environmental Resources	0.07	0.40	0.20
X069	Physics	-0.32	<b>-0.57</b>	<b>-0.55</b>
X013	Classical Studies	0.29	0.26	0.41
X038	Economics	-0.08	-0.04	-0.31
X208	Geography	-0.12	0.09	-0.10
X044	History	-0.08	-0.10	-0.11
X236	Modern Studies	-0.02	-0.18	0.08
X073	Philosophy	-0.40	<b>-0.51</b>	<b>-0.54</b>
X212	Psychology	-0.06	-0.07	-0.06
X213	Religious, Moral and Philosophical Studies	<b>-0.63</b>	-0.07	-0.33
X228	Sociology	-0.30	0.01	0.23
X214	Administration	-0.01	0.26	0.02
X234	Business Management	0.41	0.25	0.03
X241	Care	<b>-0.55</b>	0.03	-0.15
X06F	Care Issues for Society: Child Care	<b>-1.56</b>	n/a	n/a
X06H	Care Issues for Society: Older People	-0.40	-0.20	-0.44
X06E	Creative Cake Production	<b>1.45</b>	<b>1.51</b>	<b>1.41</b>
X206	Computing	-0.02	0.23	0.13
X01M	Construction Craft Skills			
X01N	Construction Industry Practice			
X211	Product Design	0.43	0.48	0.36
X01A	Design	n/a		
X025	Electronic and Electrical Fundamentals	<b>-0.66</b>	<b>-0.81</b>	n/a
X06C	Electrical Installation Fundamentals	n/a	n/a	n/a
X034	Engineering Craft Skills	<b>1.06</b>	<b>0.90</b>	<b>1.02</b>
X01T	Fabrication and Welding			
X033	Graphic Communication	0.12	0.03	0.20

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Intermediate 2 (Continued)</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
X01E	Health and Safety in Care Settings	0.01	<b>0.59</b>	<b>0.73</b>
X116	Home Economics: Fashion and Textile Technology	<b>-0.62</b>	<b>-0.65</b>	-0.29
X118	Home Economics: Health and Food Technology	-0.19	-0.04	0.27
X117	Home Economics: Lifestyle and Consumer Technology	-0.27	-0.48	0.17
X049	Hospitality - General Operations	<b>0.63</b>	<b>0.57</b>	<b>0.97</b>
X201	Hospitality – Practical Cookery	<b>1.02</b>	<b>0.93</b>	<b>1.16</b>
X051	Hospitality - Professional Cookery	0.31	0.48	<b>1.05</b>
X052	Hospitality – Reception and Accommodation Operations	n/a		
X216	Information Systems	0.17	0.12	0.26
X067	Personal and Social Education	n/a		
X03T	Selling Overseas Tourist Destinations	0.36	0.07	-0.35
X036	Technological Studies	0.07	0.04	-0.18
X217	Travel and Tourism	-0.40	<b>-0.57</b>	-0.12
X035	Woodworking Skills	<b>1.16</b>	<b>1.17</b>	<b>1.14</b>
X223	Art and Design	<b>0.74</b>	0.40	<b>0.91</b>
X037	Drama	<b>0.70</b>	<b>0.65</b>	<b>0.71</b>
X210	Media Studies	<b>-0.92</b>	<b>-1.01</b>	<b>-0.73</b>
X065	Music	0.20	0.41	0.40
X02C	Hairdressing: Composite Skills in Hairdressing			
X03P	Fitness and Exercise	n/a	n/a	n/a
X03N	Leading Sports Activities	n/a	n/a	n/a
X205	Physical Education	<b>0.82</b>	<b>0.82</b>	<b>0.76</b>

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Higher</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
X015	Classical Greek	n/a	n/a	n/a
X115	English	-0.22	-0.20	-0.21
X222	English for Speakers of Other Languages	<b>1.16</b>	<b>1.04</b>	<b>1.06</b>
X059	French	0.26	0.13	0.24
X232	Gaelic (Learners)	<b>0.52</b>	0.37	<b>0.50</b>
X229	Gàidhlig	0.50	0.46	<b>0.80</b>
X060	German	-0.13	0.40	0.09
X061	Italian	0.34	0.44	<b>0.59</b>
X014	Latin	-0.19	0.09	-0.12
X062	Russian	n/a	n/a	n/a
X063	Spanish	0.27	0.45	0.27
X242	Urdu	<b>2.09</b>	<b>1.89</b>	<b>1.69</b>
X209	Accounting	-0.12	-0.04	-0.30
X056	Mathematics	-0.22	-0.33	-0.27
X007	Biology	-0.20	-0.26	-0.36
X008	Biotechnology	0.17	0.15	-0.14
X012	Chemistry	-0.29	-0.34	-0.34
X043	Geology	<b>0.93</b>	<b>0.53</b>	0.40
X009	Human Biology	-0.19	-0.27	-0.31
X055	Managing Environmental Resources	<b>0.80</b>	<b>0.39</b>	0.29
X069	Physics	-0.27	-0.21	-0.24
X013	Classical Studies	0.13	0.14	0.23
X038	Economics	-0.32	-0.33	-0.35
X208	Geography	0.14	0.08	0.06
X044	History	0.08	0.16	0.14
X236	Modern Studies	0.14	0.22	0.15
X237	Philosophy	-0.01	-0.29	-0.23
X235	Politics	0.45	0.40	<b>0.66</b>
X212	Psychology	0.29	0.18	0.16
X213	Religious, Moral and Philosophical Studies	0.46	<b>0.90</b>	0.43
X228	Sociology	-0.15	0.12	0.35
X214	Administration	-0.10	0.05	<b>0.56</b>
X226	Architectural Technology	0.31	0.00	n/a
X021	Building and Architectural Technology			
X227	Building Construction	n/a	<b>-0.84</b>	n/a
X023	Building Services			
X234	Business Management	-0.13	0.07	-0.18
X241	Care	-0.18	0.04	-0.44
X01F	Care Practice	<b>0.81</b>	<b>0.61</b>	0.23
X022	Civil Engineering			
X206	Computing	-0.08	-0.16	-0.02
X019	Construction			
X211	Product Design	0.29	0.20	0.28
X01A	Design	<b>1.02</b>	n/a	
C00R	Early Years Care and Education			

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Higher (Continued)</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
X215	Early Education and Childcare	0.25	<b>0.69</b>	<b>0.60</b>
X06L	Play in Early Education and Childcare	-0.19	0.17	0.27
X027	Electronics			
X030	Fabrication and Welding Engineering	n/a	n/a	
X02K	Food Production Supervision			
X033	Graphic Communication	0.47	0.26	0.46
X116	Home Economics: Fashion and Textile Technology	-0.36	0.43	<b>0.52</b>
X118	Home Economics: Health and Food Technology	0.28	<b>0.73</b>	<b>0.40</b>
X117	Home Economics: Lifestyle and Consumer Technology	<b>0.86</b>	<b>0.60</b>	<b>0.95</b>
X053	Hospitality - Food and Drink Service	n/a		
X051	Hospitality - Professional Cookery	-0.17	n/a	n/a
X062	Hospitality – Reception and Accommodation Operations			
X216	Information Systems	0.14	0.14	0.24
X032	Manufacturing			
X028	Mechatronics	n/a	<b>1.14</b>	<b>0.71</b>
X06G	Mental Health Care	0.45	0.43	<b>-0.78</b>
X067	Personal and Social Education	<b>1.34</b>		
X02L	Professional Patisserie	-0.22	n/a	n/a
X06K	Retail Travel	n/a	<b>1.79</b>	<b>1.43</b>
X03X	Selling Scheduled Air Travel	n/a		
X01R	Structural Engineering			
X036	Technological Studies	-0.33	0.01	-0.24
X217	Travel and Tourism	-0.22	0.43	-0.18
X01H	Advertising, Marketing and Public Relations			
X223	Art and Design	<b>0.75</b>	<b>0.57</b>	0.41
X037	Drama	0.37	0.49	0.49
X210	Media Studies	-0.24	-0.28	0.04
X065	Music	<b>0.72</b>	<b>0.72</b>	<b>0.82</b>
X06A	Photography for the Media	<b>0.75</b>	<b>0.82</b>	<b>0.86</b>
X01B	Visual Arts	n/a	n/a	
X01J	Interviewing, Writing and Publishing			
X03D	Dance Practice	<b>0.69</b>	<b>0.96</b>	<b>1.02</b>
X03P	Fitness and Exercise	<b>1.11</b>	<b>1.49</b>	<b>1.40</b>
X068	Physical Education	<b>0.63</b>	0.48	<b>0.86</b>
X03R	Sports Coaching Studies	<b>1.11</b>	<b>1.31</b>	<b>1.23</b>
X03S	Sports Organisation	n/a		

<b>National Ratings 2008 - 2010 (post appeal)</b>				
<b>Advanced Higher</b>				
<b>Code</b>	<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
X015	Classical Greek	n/a	n/a	n/a
X039	English	-0.29	-0.08	0.18
X059	French	-0.13	-0.01	-0.08
X040	Gaelic (Learners)	n/a	n/a	n/a
X041	Gàidhlig	n/a	n/a	n/a
X060	German	-0.32	0.17	-0.03
X061	Italian	n/a	n/a	<b>0.63</b>
X014	Latin	-0.05	-0.21	-0.19
X062	Russian	n/a		
X063	Spanish	-0.10	-0.05	0.01
X057	Applied Mathematics	-0.50	<b>-0.58</b>	<b>-0.68</b>
X209	Accounting	0.08	0.05	-0.25
X056	Mathematics	-0.21	-0.39	-0.43
X007	Biology	-0.05	-0.19	-0.17
X012	Chemistry	-0.35	-0.36	-0.40
X055	Managing Environmental Resources			
X069	Physics	-0.03	-0.11	-0.11
X013	Classical Studies	<b>0.66</b>	<b>0.70</b>	<b>0.80</b>
X038	Economics	0.10	-0.07	-0.22
X208	Geography	0.37	0.34	-0.03
X044	History	0.32	0.44	<b>0.52</b>
X064	Modern Studies	<b>0.56</b>	<b>0.72</b>	<b>0.65</b>
X073	Philosophy			
X072	Religious, Moral and Philosophical Studies	0.22	0.45	0.37
X074	Sociology			
X214	Administration	n/a	n/a	n/a
X234	Business Management	-0.46	<b>-0.58</b>	-0.22
X206	Computing	0.32	0.42	0.47
X211	Product Design	<b>-0.51</b>	-0.08	0.15
X033	Graphic Communication	<b>0.97</b>	<b>1.13</b>	<b>1.05</b>
X116	Home Economics: Fashion and Textile Technology			
X118	Home Economics: Health and Food Technology	n/a	n/a	n/a
X117	Home Economics: Lifestyle and Consumer Technology			
X216	Information Systems	<b>0.51</b>	0.26	0.32
X036	Technological Studies	0.13	0.26	-0.19
X225	Art and Design: Design	<b>0.53</b>	<b>0.80</b>	<b>0.55</b>
X224	Art and Design: Expressive	<b>0.59</b>	<b>0.59</b>	<b>0.60</b>
X006	Art and Design: Research and Appreciation			
X037	Drama	0.07	0.31	0.24
X210	Media Studies	n/a		n/a
X065	Music	<b>0.89</b>	<b>1.16</b>	<b>1.18</b>
X205	Physical Education	0.30	0.44	<b>0.66</b>

National Ratings 2008 - 2010 for all levels of National Qualifications- grouped under broad subject headings													
		Intermediate 1			Intermediate 2			Higher			Advanced Higher		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Science and Mathematics</b>													
X02P	Amenity Horticulture												
X057	Applied Mathematics										-0.50	<b>-0.58</b>	<b>-0.68</b>
X007	Biology	0.02	-0.01	-0.05	-0.46	-0.46	-0.39	-0.20	-0.26	-0.36	-0.05	-0.19	-0.17
X008	Biotechnology				0.03	-0.06	-0.19	0.17	0.15	-0.14			
X012	Chemistry	0.27	0.03	0.17	-0.29	<b>-0.56</b>	-0.43	-0.29	-0.34	-0.34	-0.35	-0.36	-0.40
X02R	Crop Establishment												
X02V	Forestry Practice												
X02S	Fish Husbandry												
X03A	Plant Propagation												
X043	Geology	n/a	n/a	n/a	n/a	n/a	n/a	<b>0.93</b>	<b>0.53</b>	0.40			
X009	Human Biology							-0.19	-0.27	-0.31			
X02W	Investigating Fish Rearing Systems												
X02Y	Investigating the Natural Environment												
X02Y	Livestock Production												
X055	Managing Environmental Resources	0.46	0.21	-0.10	0.07	0.40	0.20	<b>0.80</b>	0.39	0.29			
X056	Mathematics	<b>-0.74</b>	<b>-0.86</b>	<b>-0.90</b>	-0.14	-0.18	-0.29	-0.22	-0.33	-0.27	-0.21	-0.39	-0.43
X069	Physics	0.02	0.15	-0.05	-0.32	<b>-0.57</b>	<b>-0.55</b>	-0.27	-0.21	-0.24	-0.03	-0.11	-0.11

Note (I) These ratings provide a measure of subject difficulty by comparing candidates' results in a subject with their results in every other subject they took AT THAT LEVEL. For instance, if a subject has a national rating of +0.5 then on average, candidates tended to do 0.5 of a grade BETTER in that subject than in others. Correspondingly, if a subject has a national rating of -1.0 then on average, candidates tended to do a grade WORSE in that subject than in others. If you prefer to think in terms of BANDS rather than grades you will need to double each of the figures. If the national rating for a subject reads 'n/a' then this means that, of the people who took the subject at that level, fewer than 20 of them did another subject at the same level, ie this is not enough of a basis for comparison.

Note (II) National Ratings are being produced in this tabular layout in order to assist  
(a) the comparison between related groups of subjects  
(b) the tracking of trends from one level to another, eg why should a subject be positive at one level but negative at all other levels?  
(c) the observation of trends from year to year in a particular subject at a specific level.  
Care should be taken when interpreting the ratings especially given that the candidature for many of the qualifications has not had time to settle. There may be good reasons for some subjects to be 'out of line'. For example music is a very specialist area of the curriculum where extra tuition is commonly given to candidates.  
**Highlighted figures indicate those subjects showing ratings of above +0.50 or below -0.50 in a particular year**  
All statistics are based on post-appeals data.

National Ratings 2008 - 2010 for all levels of National Qualifications - grouped under broad headings of subjects													
		Intermediate 1			Intermediate 2			Higher			Advanced Higher		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Business and Languages</b>													
X209	Accounting	<b>-0.69</b>	<b>-0.98</b>	<b>-1.40</b>	<b>-0.56</b>	-0.45	<b>-0.60</b>	-0.12	-0.04	-0.30	0.08	0.05	-0.25
X214	Administration	0.39	0.22	<b>0.53</b>	-0.01	0.26	0.02	-0.10	0.05	<b>0.56</b>	n/a	n/a	n/a
X234	Business Management	0.35	-0.13	-0.47	0.41	0.25	0.03	-0.13	0.07	-0.18	-0.46	<b>-0.58</b>	-0.22
X014	Latin		n/a		-0.23	0.00	-0.05	-0.19	0.09	-0.12	-0.05	-0.21	-0.19
X015	Classical Greek				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
X115	English	<b>-0.54</b>	-0.44	-0.28	-0.40	-0.31	-0.37	-0.22	-0.20	-0.21	-0.29	-0.08	0.18
X01K	Media Literacy												
X210	Media Studies	<b>-0.88</b>	<b>-0.92</b>	<b>-0.84</b>	<b>-0.92</b>	<b>-1.01</b>	<b>-0.73</b>	-0.24	-0.28	0.04	n/a		
X232	Gaelic (Learners)	n/a	n/a	n/a	<b>0.56</b>	<b>0.55</b>	0.26	<b>0.52</b>	0.37	<b>0.50</b>	n/a	n/a	n/a
X229	Gàidhlig				n/a	n/a	n/a	0.50	0.46	<b>0.80</b>	n/a	n/a	n/a
X059	French	-0.14	-0.36	<b>-0.59</b>	0.35	0.15	-0.02	0.26	0.13	0.24	-0.13	-0.01	-0.08
X060	German	-0.42	-0.25	0.03	0.13	0.36	0.06	-0.13	0.40	0.09	-0.32	0.17	-0.03
X061	Italian	-0.17	-0.47	-0.39	-0.26	0.19	0.25	0.34	0.44	<b>0.59</b>	n/a	n/a	<b>0.63</b>
X062	Russian	n/a			n/a	n/a	n/a	n/a	n/a	n/a	n/a		
X063	Spanish	0.14	-0.27	-0.32	0.13	0.28	0.16	0.27	0.45	0.27	-0.10	-0.05	0.01
X03Y	Retail Travel							n/a	<b>1.79</b>	<b>1.43</b>			
X03T	Selling Overseas Tourist Destinations				0.36	0.07	-0.35						
X03X	Selling Scheduled Air Travel							n/a					
X217	Travel and Tourism							-0.22	0.43	-0.18			
X217	Travel and Tourism	<b>0.82</b>	<b>0.74</b>	<b>0.52</b>	-0.40	<b>-0.57</b>	-0.12						

Note (I) These ratings provide a measure of subject difficulty by comparing candidates' results in a subject with their results in every other subject they took AT THAT LEVEL. For instance, if a subject has a national rating of +0.5 then on average, candidates tended to do 0.5 of a grade BETTER in that subject than in others. Correspondingly, if a subject has a national rating of -1.0 then on average, candidates tended to do a grade WORSE in that subject than in others. If you prefer to think in terms of BANDS rather than grades you will need to double each of the figures. If the national rating for a subject reads 'n/a' then this means that, of the people who took the subject at that level, fewer than 20 of them did another subject at the same level, ie this is not enough of a basis for comparison.

Note (II) National Ratings are being produced in this tabular layout in order to assist

- the comparison between related groups of subjects
- the tracking of trends from one level to another, eg why should a subject be positive at one level but negative at all other levels?
- the observation of trends from year to year in a particular subject at a specific level.

Care should be taken when interpreting the ratings especially given that the candidature for many of the qualifications has not had time to settle. There may be good reasons for some subjects to be 'out of line'. For example music is a very specialist area of the curriculum where extra tuition is commonly given to candidates.

**Highlighted figures indicate those subjects showing ratings of above +0.50 or below -0.50 in a particular year**

National Ratings 2008 - 2010 for all levels of National Qualifications - grouped under broad headings of subjects													
		Intermediate 1			Intermediate 2			Higher			Advanced Higher		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Social Subjects</b>													
X01H	Advertising, Marketing and Public Relations												
X241	Care	-0.16	0.04	-0.31	<b>-0.55</b>	0.03	-0.15	-0.18	0.04	-0.44			
X01D	Care Issues for Society												
X01F	Care Practice							<b>0.81</b>	<b>0.61</b>	0.23			
X02F	Beauty: Beauty Care												
X01E	Health and Safety in Care Settings				0.01	<b>0.59</b>	<b>0.73</b>						
X01G	Mental Health Care							0.45	0.43	0.43			
X215	Early Education and Childcare							0.25	<b>0.69</b>	<b>0.60</b>			
X013	Classical Studies	n/a	<b>-0.65</b>	n/a	0.29	0.26	0.41	0.13	0.14	0.23	<b>0.66</b>	<b>0.70</b>	<b>0.80</b>
X038	Economics	n/a	n/a	n/a	-0.08	-0.04	-0.31	-0.32	-0.33	-0.35	0.10	-0.07	-0.22
X042	Geography												
X208	Geography (New)	<b>-0.88</b>	-0.33	-0.14	-0.12	0.09	-0.10	0.14	0.08	0.06	0.37	0.34	-0.03
X044	History	-0.08	-0.07	-0.24	-0.08	-0.10	-0.11	0.08	0.16	0.14	0.32	0.44	<b>0.52</b>
X236	Modern Studies	-0.18	0.00	0.09	-0.02	-0.18	0.08	0.14	0.22	0.15	<b>0.56</b>	<b>0.72</b>	<b>0.65</b>
X067	Personal and Social Education	<b>1.02</b>			n/a			<b>1.34</b>					
X237	Philosophy				-0.40	<b>-0.51</b>	<b>-0.54</b>	-0.01	-0.29	-0.23			
X235	Politics							0.45	0.40	<b>0.66</b>			
X071	Psychology												
X263	Psychology (New)	-0.48	<b>-0.57</b>	<b>-0.60</b>	-0.06	-0.07	-0.06	0.29	0.18	0.16			
X213	Religious, Moral and Philosophical Studies				<b>-0.63</b>	-0.07	-0.33	0.46	<b>0.90</b>	0.43	0.22	0.45	0.37
X228	Sociology				-0.30	0.01	0.23	-0.15	0.12	0.35			

Note (I) These ratings provide a measure of subject difficulty by comparing candidates' results in a subject with their results in every other subject they took AT THAT LEVEL. For instance, if a subject has a national rating of +0.5 then on average, candidates tended to do 0.5 of a grade BETTER in that subject than in others. Correspondingly, if a subject has a national rating of -1.0 then on average, candidates tended to do a grade WORSE in that subject than in others. If you prefer to think in terms of BANDS rather than grades you will need to double each of the figures. If the national rating for a subject reads 'n/a' then this means that, of the people who took the subject at that level, fewer than 20 of them did another subject at the same level, ie this is not enough of a basis for comparison.

Note (II) National Ratings are being produced in this tabular layout in order to assist  
(a) the comparison between related groups of subjects  
(b) the tracking of trends from one level to another, eg why should a subject be positive at one level but negative at all other levels?  
(c) the observation of trends from year to year in a particular subject at a specific level.  
Care should be taken when interpreting the ratings especially given that the candidature for many of the qualifications has not had time to settle. There may be good reasons for some subjects to be 'out of line'. For example music is a very specialist area of the curriculum where extra tuition is commonly given to candidates.  
**Highlighted figures indicate those subjects showing ratings of above +0.50 or below -0.50 in a particular year**  
All statistics are based on post-appeals data.

National Ratings 2008 - 2010 for all levels of National Qualifications - grouped under broad headings of subjects													
		Intermediate 1			Intermediate 2			Higher			Advanced Higher		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Technology based Subjects</b>													
X029	Automotive Engineering												
X021	Building and Architectural Technology												
X023	Building Services												
X022	Civil Engineering												
X017	Computing												
X207	Computing Studies (New)	0.46	<b>0.56</b>	0.40									
X016	Computing Studies												
X206	Computing (New)				-0.02	0.23	0.13	-0.08	-0.16	-0.02	0.32	0.42	0.47
X216	Information Systems				0.17	0.12	0.26	0.14	0.14	0.24	<b>0.51</b>	0.26	0.32
X019	Construction												
X01M	Construction Craft Skills												
X01N	Construction Industry Practice												
X024	Craft and Design												
X026	Electrical Engineering												
X027	Electronics												
X025	Electronic and Electrical Fundamentals				<b>-0.66</b>	<b>-0.81</b>	n/a						
X034	Engineering Craft Skills	<b>0.69</b>	0.41	<b>0.61</b>	<b>1.06</b>	<b>0.90</b>	<b>1.02</b>						
X030	Fabrication and Welding Engineering							n/a	n/a	n/a			
X01T	Fabrication and Welding												
X02K	Food Production Supervision												
X00P	Health and Food Technology												
X033	Graphic Communication				0.12	0.03	0.20	0.47	0.26	0.46	<b>0.97</b>	<b>1.13</b>	<b>1.05</b>
X116	Home Economics: Fashion and Textile Technology	0.44	0.44	0.37	<b>-0.62</b>	<b>-0.65</b>	-0.29	-0.36	0.43	<b>0.52</b>			
X118	Home Economics: Health and Food Technology				-0.19	-0.04	0.27	0.28	<b>0.73</b>	0.40	n/a	n/a	n/a
X117	Home Economics: Lifestyle and Consumer Technology	<b>0.84</b>	<b>0.70</b>	<b>0.97</b>	-0.27	-0.48	0.17	<b>0.86</b>	<b>0.60</b>	<b>0.95</b>			
X053	Hospitality - Food and Drinks Service							n/a					
X049	Hospitality - General Operations				<b>0.63</b>	<b>0.57</b>	<b>0.97</b>						
X201	Hospitality - Practical Cookery				<b>1.02</b>	<b>0.93</b>	<b>1.16</b>						
X051	Hospitality - Professional Cookery				0.31	0.48	<b>1.05</b>	-0.17	n/a	n/a			
X02L	Professional Patisserie							-0.22	n/a	n/a			
X031	Mechanical Engineering												
X028	Mechatronics							n/a	<b>1.14</b>	<b>0.71</b>			
X01P	Quantity Surveying												

National Ratings 2008 - 2010 for all levels of National Qualifications - grouped under broad headings of subjects													
		Intermediate 1			Intermediate 2			Higher			Advanced Higher		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Technology based Subjects (Continued)</b>													
X01R	Structural Engineering												
X036	Technological Studies				0.07	0.04	-0.18	-0.33	0.01	-0.24	0.13	0.26	-0.19
X035	Woodworking Skills	<b>0.70</b>	<b>0.72</b>	<b>0.83</b>	<b>1.16</b>	<b>1.17</b>	<b>1.14</b>						

Note (I) These ratings provide a measure of subject difficulty by comparing candidates' results in a subject with their results in every other subject they took AT THAT LEVEL. For instance, if a subject has a national rating of +0.5 then on average, candidates tended to do 0.5 of a grade BETTER in that subject than in others. Correspondingly, if a subject has a national rating of -1.0 then on average, candidates tended to do a grade WORSE in that subject than in others. If you prefer to think in terms of BANDS rather than grades you will need to double each of the figures. If the national rating for a subject reads 'n/a' then this means that, of the people who took the subject at that level, fewer than 20 of them did another subject at the same level, ie this is not enough of a basis for comparison.

Note (II) National Ratings are being produced in this tabular layout in order to assist

(a) the comparison between related groups of subjects

(b) the tracking of trends from one level to another, eg why should a subject be positive at one level but negative at all other levels?

(c) the observation of trends from year to year in a particular subject at a specific level.

Care should be taken when interpreting the ratings especially given that the candidature for many of the qualifications has not had time to settle. There may be good reasons for some subjects to be 'out of line'. For example music is a very specialist area of the curriculum where extra tuition is commonly given to candidates.

**Highlighted figures indicate those subjects showing ratings of above +0.50 or below -0.50 in a particular year**

All statistics are based on post-appeals data.

**National Ratings 2008–2010 for all levels of National Qualifications — grouped under broad headings of subjects**

		Intermediate 1			Intermediate 2			Higher			Advanced Higher		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Creative/Aesthetic Subjects</b>													
X223	Art and Design	1.26	0.82	1.20	0.74	0.40	0.91	0.75	0.57	0.41			
X225	Art and Design: Design										0.53	0.80	0.55
X224	Art and Design: Expressive										0.59	0.59	0.60
X006	Art and Design: Research and Appreciation												
X06A	Photography for the Media							0.75	0.82	0.86			
X01B	Visual Arts							n/a	n/a				
X01A	Design				n/a			1.02	n/a				
X03D	Dance Practice							0.69	0.96	1.02			
X037	Drama	0.88	0.88	0.87	0.70	0.65	0.71	0.37	0.49	0.49	0.07	0.31	0.24
X03P	Fitness and Exercise				n/a	n/a	n/a	1.11	1.49	1.40			
X03N	Leading Sports Activities				n/a	n/a	n/a						
X065	Music	-0.26	-0.38	-0.06	0.20	0.41	0.40	0.72	0.72	0.82	0.89	1.16	1.18
X205	Physical Education	0.56	0.66	0.58	0.82	0.82	0.76	0.63	0.48	0.86	0.30	0.44	0.66
X03R	Sports Coaching Studies							1.11	1.31	1.23			
X03S	Sports Organisation							n/a					
Note (I)	These ratings provide a measure of subject difficulty by comparing candidates' results in a subject with their results in every other subject they took AT THAT LEVEL. For instance, if a subject has a national rating of +0.5 then on average, candidates tended to do 0.5 of a grade BETTER in that subject than in others. Correspondingly, if a subject has a national rating of -1.0 then on average, candidates tended to do a grade WORSE in that subject than in others. If you prefer to think in terms of BANDS rather than grades you will need to double each of the figures. If the national rating for a subject reads 'n/a' then this means that, of the people who took the subject at that level, fewer than 20 of them did another subject at the same level, ie this is not enough of a basis for comparison.												
Note (II)	National Ratings are being produced in this tabular layout in order to assist (a) the comparison between related groups of subjects (b) the tracking of trends from one level to another, eg why should a subject be positive at one level but negative at all other levels? (c) the observation of trends from year to year in a particular subject at a specific level. Care should be taken when interpreting the ratings especially given that the candidature for many of the qualifications has not had time to settle. There may be good reasons for some subjects to be 'out of line'. For example music is a very specialist area of the curriculum where extra tuition is commonly given to candidates.												
	<b>Highlighted figures indicate those subjects showing ratings of above +0.50 or below -0.50 in a particular year</b>												
	All statistics are based on post-appeals data.												

# Appendix D: Analysis of Computing Studies Foundation (Knowledge and Understanding)

Question	Maximum	Average		Deviation	Discrimination	
1a	4	3.94	(98%)	0.28	( 7%)	0.06
c	1	0.18	(18%)	0.39	(39%)	0.15*
2c	2	1.15	(58%)	0.85	(43%)	0.20
3b	1	0.24	(24%)	0.43	(43%)	0.00*
c	2	0.95	(48%)	0.69	(35%)	0.07
f	2	0.73	(36%)	0.75	(37%)	0.14
4b	2	1.56	(78%)	0.51	(25%)	0.02
c	1	0.91	(91%)	0.28	(28%)	0.00
d	2	1.43	(72%)	0.60	(30%)	0.06+
5a	1	0.89	(89%)	0.31	(31%)	0.29
b	1	0.95	(95%)	0.22	(22%)	0.23
e	1	0.05	( 5%)	0.22	(22%)	0.07*
f	2	0.53	(27%)	0.82	(41%)	0.11*
g	2	1.45	(73%)	0.71	(36%)	0.07+
h	1	0.15	(15%)	0.36	(36%)	0.08*

Qu 1a — very easy (good first question)

\* difficult questions which did not discriminate well (ie able candidates overall tended to score badly on these questions)

- check question for clues
- check marking instructions
- if necessary, check scripts

+ questions of appropriate difficulty, but not very discriminating.

Mean Mark for test is 15.1 (61%)

S.D. for test is 2.4 (10%)

Reliability (KR20) is 0.27 — fairly low value

Sample Size is 200

Maximum Highest possible score on question

Average Average score on question; and average score as percentage of highest possible score. (Similar to Facility Index)

Deviation Standard deviation of scores on question: and standard deviation as percentage of highest possible score.

Discrimination Correlation between scores on item and scores on remainder of test.

## Appendix D: Analysis of Computing Studies Foundation (Problem Solving) (cont)

Question	Maximum	Average		Deviation		Discrimination	
1b	1	0.77	(77%)	0.42	(42%)	0.22	Only two dubious question 'bits' (* and -) Questions generally ranging in average score (facility) from 30% - 90%, with reasonable discrimination. Question 2 in particular discriminates very well, despite using question bits with 1 or 2 marks only.
d	3	2.36	(79%)	0.92	(31%)	0.13	
ei	1	0.73	(73%)	0.44	(44%)	0.19	
ii	1	0.73	(73%)	0.44	(44%)	0.11-	
f	3	2.74	(91%)	0.70	(23%)	0.17	
g	2	0.61	(30%)	0.80	(40%)	0.10	
2a	1	0.93	(93%)	0.25	(25%)	0.16	
bi	1	0.79	(79%)	0.40	(40%)	0.39	
ii	1	0.58	(58%)	0.49	(49%)	0.30	
d	2	1.18	(59%)	0.77	(39%)	0.26	
e	1	0.80	(80%)	0.40	(40%)	0.25	
f	1	0.46	(46%)	0.50	(50%)	0.17	
3a	2	0.64	(32%)	0.60	(30%)	0.16	
d	3	2.28	(76%)	1.03	(34%)	0.14	
e	2	0.59	(30%)	0.66	(33%)	0.14	
4a	1	0.26	(26%)	0.44	(44%)	0.03*	
5c	2	0.66	(33%)	0.86	(43%)	0.23	
d	1	0.75	(75%)	0.43	(43%)	0.16	

Mean Mark for Test is 17.9 (62%)

S.D. for Test is 3.6 (12%)

Reliability (KR20) is 0.49 Quite satisfactory value

Sample Size is 200

Maximum Highest possible score on question

Average Average score on question; and average score as percentage of highest possible score.

Deviation Standard deviation of scores on question: and standard deviation as percentage of highest possible score.

Discrimination Correlation between scores on item and scores on remainder of test.

# Appendix E: Subjects which have undergone question analysis (2008–2010)

	Advanced Higher/Higher/Intermediate 1 & 2		
	2008	2009	2010
English / English & Communication	Int 1		
English for Speakers of Other Languages	Higher	Higher/Int 2	Higher/Int 2
Gaelic (Learners)	Int 2	Int 2	Higher
French			Int 1
German			
Italian			Adv H/Higher
Latin	Adv H		
Spanish	Higher		
Urdu		Higher	Higher
Accounting & Finance	Int 1/Int 2	Int 1	Int 1/Int 2
Applied Mathematics		Adv H	Adv H
Mathematics	Int 1	Int 1	Int 1
Biology			
Biotechnology			
Chemistry		Int 2	
Geology	Higher	Higher	
Managing Environmental Resources	Higher		
Human Biology			
Physics	Int 2	Int 2	Int 2
Classical Studies	Adv H	Adv H/Int 1	Adv H
Economics			
Geography	Int 1		
History			Adv H
Modern Studies	Adv H	Adv H	Adv H
Philosophy	Int 2	Int 2	Int 2
Psychology	Higher/Int 2	Int 1	Int 1
Personal and Social Education	Higher/Int 1		
Religious, Moral & Philosophical Studies	Int 1/Int 2	Higher/Int 1	Int 1
Sociology			
Administration			Higher/Int 1
Care	Higher/Int 2		
Business Management	Int 1	Adv H	

Computing /Computing Studies	Int 1	Int 1	
Product Design	Adv H		
Early Education and Childcare		Higher	Higher
Fashion & Textile Technology	Int 2	Int 2	Higher
Graphic Communication	Adv H/Int 1	Adv H/Int 1	Adv H/Int 1
Health & Food Technology	Int 1	Higher/Int 1	Int 1
Lifestyle & Consumer Technology	Int 1/Higher	Higher/Int 1	Higher/Int 1
Hospitality - Practical Cookery	Int 1/Int 2	Int 1/Int 2	Int 1/Int 2
Hospitality - Professional Cookery	Higher/Int 2		Int 2
Information Systems	Adv H		
Travel & Tourism / Tourism	Int 1	Int 1/Int 2	Int 1
Art & Design	All levels	Adv H/Higher/Int 1	Adv H/Int 1/Int 2
Drama	Int 1/Int 2	Int 1/Int 2	Int 1/Int 2
Media Studies	Int 1/Int 2	Int 1/Int 2	Int 1/Int 2
Music (with Performing)	Adv H/Higher	Adv H/Higher	Adv H/Higher
Physical Education	Int 1/Int 2/Higher	Int 1/Int 2	All levels

Question analyses for many subjects are also available prior to 2008. Contact your Qualifications Manager for more information.

