

ANNUAL STATISTICAL REPORT

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2005

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# ANNUAL STATISTICAL REPORT

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## FOREWORD

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This is the ninth volume of statistics on qualifications offered or accredited by the Scottish Qualifications Authority. The volume covers uptake, attainment and the characteristics of candidates undertaking SQA qualifications in 2004/05. We have made some amendments and additions this year, but have also been mindful of the need for consistency to allow comparisons over time.

The information contained here (and in the Annual Statistical Digest) is available on SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)), from where the data can be downloaded as Excel spreadsheets or in pdf format. 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.

Your comments on the scope and content of the Annual Statistical Report and Annual Statistical Digest are welcome and can be expressed either by using the questionnaire available on SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) or by e-mail ([ris.statistics@sqa.org.uk](mailto:ris.statistics@sqa.org.uk)) or by writing to: SQA, Research and Information Services, Ironmills Road, Dalkeith, EH22 1LE.



John Young  
Director of Qualifications



## NATIONAL QUALIFICATIONS 2005

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### Entries from outside Scotland

Arrangements were made for 50 candidates entered by centres in Scotland to take examinations in the following countries:

Australia, Belgium, Cyprus, England, France, Germany, Luxembourg, New Zealand, South Africa, Spain, Sweden, The United States of America, and Wales.

### Special Assessment Arrangements

Arrangements were made for 9,814 candidates with special needs.

Nineteen Braille question papers were issued for six candidates and 1,706 adapted question papers were issued for 424 candidates.

A total of 4,119 requests were submitted for absentee consideration. Of these 4,099 were accepted for consideration.

The candidates for whom English was a second language, of which there were 1,002, were allowed the use of an English/Native Language dictionary with, in most cases, associated extra time.

	No. of candidates	No. of entries
Specific learning difficulties	6,625	28,419
Visual difficulties	713	2,913
Various other difficulties (including temporary difficulties)	2,531	10,122



## INTRODUCTION

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### **Maintenance of Standards**

Maintaining the standards of its awards from year to year is one of SQA's essential functions. Candidates and users of SQA qualifications must be assured, for example, that as far as possible a grade B award in Higher French represents the same level of attainment in 2005 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 Assessors report annually to Assessment Panels on the conduct of examinations and the performance of candidates in subjects concerned. The reports of Principal Assessors for these examinations were circulated to centres in Autumn 2005 and are available on the SQA website.

## THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)

The Scottish Credit and Qualifications Framework (SCQF) is a new way of understanding and comparing qualifications in Scotland. Its main purposes are to:

- make clearer the relationships between the various qualifications that are available
- make progression and transfer between qualifications easier by clarifying entry and exit points and routes for progression

It is important to stress that the SCQF is not:

- a new set of qualifications
- a new awarding body
- a new way of delivering qualifications

Level is a measure of how demanding a qualification is.

Credit is a measure of the volume of Outcomes at a particular level. It's based on how long an 'average learner' at that level will take to achieve the qualification (a notional 10 hours of learning is 1 SCQF credit point).

### Current qualifications in the framework

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK				
SCQF Level	SQA National Units, Courses and Group Awards	Higher Education	SVQs	SCQF Level
12		Doctorate		12
11		Masters	SVQ 5	11
10		Honours Degree		10
9		Ordinary Degree		9
8		HND/DIP HE	SVQ 4	8
7	Advanced Higher	HNC/CERT HE		7
6	Higher		SVQ 3	6
5	Intermediate 2/Credit S Grade		SVQ 2	5
4	Intermediate 1/General S Grade		SVQ 1	4
3	Access 3 Foundation S Grade			3
2	Access 2			2
1	Access 1			1

### SCQF Ready Reckoner (For further information go to: [www.scqf.org.uk](http://www.scqf.org.uk))

UNITS		
Type	SQA Credit	Points
NQ (Acc 1-H)	1	6
NQ (AH)	1	8
HN	1	8

National Units at ACC 1-H have 6 SCQF credit points, made up of 40 hours' contact and 20 hours' self-directed learning.

HN Units and National Units at AH have 8 SCQF credit points, 40 hours' contact and 40 hours' self-directed learning.

Group Awards will have their own level in the framework but the individual Units within them may be at a range of levels with the associated design rules, eg an HNC is a level 7 Group Award and has 96 SCQF points, 48 of which have to be at level 7.

Credit value of SVQ Units depends on content.

SGAs			SPAs	
	Level	Points	Level	4–11
AH	7	144	Credit	Depend on the Units that make up the SPA.
H	6	120		
Int 2	5	96		
Int 1	4	96		
Acc 3	3	72		
Acc 2	2	54		

NATIONAL CLUSTERS			NATIONAL COURSES		
	Level	Points		Level	Points
Acc 3	3	18	AH	7	32
Acc 2	2	18	H	6	24
			Int 2	5	24
			Int 1	4	24
STANDARD GRADES					
	Level	Points			
Credit	5	24			
General	4	24			
Foundation	3	24			

HN GROUP AWARDS			SVQs	
	Level	Points		Level
HND	8	240	SVQ5	11
HNC*	7	96	SVQ4	8
			SVQ3	6
			SVQ2	5
			SVQ1	4
*Applies only to qualifications based on new design principles.			(Credit value depends on content of the SVQ. Level of SVQs within the framework has still to be confirmed.)	
PDAs				
	Level			
PDA Adv Dip	9–11			
PDA Dip	7/8			
PDA Adv Cert	6			
PDA Cert	4/5			
(PDA level and points depend on content.)				





## NATIONAL UNITS

National Units are internally assessed and subject to external moderation; they are awarded on the basis of evidence of the successful attainment of all the Outcomes. The Performance Criteria define the standard of performance required to attain the Outcomes. Almost all National Units have a notional delivery length of 40 hours.

Reporting for National Units is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/04 – 31/7/05), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/04 – 31/7/05), ie the certificate is actually awarded within that time period.

Tables NU1 to NU6 provide detailed information about National Unit entries and awards for 2005 (between 1 August 2004 and 31 July 2005). Details from the tables and explanations of the figures are given below.

### Table NU1

This table shows a five-year trend in National Unit entries and awards by centre type.

- For the first year since 2001, National Unit entries have decreased. 2005 saw a decrease in entries of 2%. National Unit awards have increased by 2%. This reflects the peak in the related entries from the previous year.
- National Unit entries from the school sector have stabilised this year, with a slight increase of 1%. School sector awards have increased by 4%.
- Entries and awards from the FE sector, however, have decreased, by 8% and 3% respectively.
- There has been a continual drop in entries in the workplace/training provider sector since 2001. 2005 saw a decrease in entries of 3%. Conversely, the number of awards from this sector have increased by 5%.

### Table NU2

This table shows a five-year trend in National Unit entries by Superclass (a classification system used in Scottish and UK vocational education and training databases).

- The most popular Superclass was Sciences and Mathematics, followed by Authorship/Photography/Publishing/Media, and Area Studies/Cultural Studies/Languages/Literature. Entries in Sciences and Mathematics have increased by 5%. Within the other two Superclasses, entries have dropped, by 7% and 3% respectively.
- The Superclass which has had the largest growth in entries is Services to Industry with an increase of 22%, while entries from Politics/Economics/Law/Social Science have dropped by the largest amount, 17%.

### Table NU3

The two tables (NU3a and NU3b) show National Unit entries grouped by Superclass and level.

- 36% of National Unit entries were at Higher level and 32% were at Intermediate 2 level. This reflects the largest uptake in National Courses being at these two levels.
- FE candidate National Unit entries at Higher level accounted for 27% of all FE National Unit entries. The largest percentage of entries was at Intermediate 2 level, 43%.
- Less than 0.5% of National Unit entries for FE candidates were at Advanced Higher level compared with 4% for all candidates.

### Table NU4

Tables NU4a to NU4g list the top fifty Units for Access 1 through to Advanced Higher. These seven tables show the entry figures for all candidates – male candidates and female candidates respectively.

- The most popular individual Access 1 Units were: Using Basic Computer Skills; Handling Money; and Basic Communication in a Familiar Setting. 57% of Access 1 Unit entries were from male candidates.

- The most popular individual Access 2 Units were: Using Mathematics in Everyday Situations 1; Information Technology; and Using a Computer. 60% of Access 2 Unit entries were from male candidates.
- The most popular individual Access 3 Units were: Work Experience; Using Mathematics 1; and Using Mathematics 2. 55% of Access 3 Unit entries were from male candidates.
- The most popular individual Intermediate 1 Units were: Making Moral Decisions; Mathematics 1; and Mathematics 2. 51% of Intermediate 1 Unit entries were from female candidates.
- The most popular individual Intermediate 2 Units were: English: Language Study; English: Literary Study; and English: Personal Study (written response). 53% of Intermediate 2 Unit entries were from female candidates.
- The most popular individual Higher Units were: English: Literary Study; English: Language Study; and English: Personal Study (written response). 55% of Higher Unit entries were from female candidates.
- The most popular individual Advanced Higher Units were: Mathematics 1; Mathematics 3; and Mathematics 2. 51% of Advanced Higher Unit entries were from female candidates.

#### Table NU5

This table gives entries by level and result for all candidates – male candidates and female candidates respectively. Figures are correct as of 02/02/2006.

- 73% of candidate entries for National Units resulted in a pass. 19% of National Unit entries have been withdrawn; this may be due to candidates withdrawing from a National Course or switching National Course levels.
- Female candidates had a better pass rate across all levels than males; 75% of female candidates passed their National Units compared to 71% of males.

#### Table NU6

The four tables (NU6a to NU6d) give the number of Units entered for all candidates, by gender, age, and centre type.

- School candidates, on average, did more National Units than FE candidates (2.0 Units more).
- The largest percentage of candidates entered for National Units by age group were under 16 years old in the school sector, and over 25 years old in the FE sector.
- Across all sectors, 16-year-old candidates entered for the most National Units, on average 13.2 Units per candidate.

#### Symbols used in the tables

The following symbol is used in the table.

0% = less than 0.5%

#### Notation used in the tables

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

TABLE NU1: TREND IN ENTRIES AND AWARDS FOR NATIONAL UNITS BY CENTRE TYPE, 2001 TO 2005

ENTRIES

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
School	811,922	936,268	967,517	1,196,710	1,209,171	1%
FE	405,568	483,373	479,425	538,977	497,950	-8%
Workplace/Training Provider	14,984	11,740	8,204	6,926	6,751	-3%
Other	5,803	6,795	6,459	7,931	7,466	-6%
Totals	1,238,277	1,438,176	1,461,605	1,750,544	1,721,338	-2%

AWARDS

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
School	659,752	804,606	921,289	894,392	933,093	4%
FE	366,406	470,636	412,287	384,594	373,787	-3%
Workplace/Training Provider	22,205	16,286	8,395	5,120	5,382	5%
Other	6,891	7,989	5,290	6,002	5,369	-11%
Totals	1,055,254	1,299,517	1,347,261	1,290,108	1,317,631	2%

TABLE NU2: TREND IN ENTRIES FOR NATIONAL UNITS BY SUPERCLASS, 2001 TO 2005

ENTRIES BY SUPERCLASS

SUPERCLASS						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
A Business/Management/Office Studies	93,521	88,858	84,236	93,536	84,764	-9%
B Sales Marketing and Distribution	6,117	5,523	5,579	6,148	6,208	1%
C Information Technology and Information	102,902	113,400	116,792	135,249	135,738	0%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	69,201	85,241	91,897	112,138	114,720	2%
E Politics/Economics/Law/Social Science	21,073	23,204	21,191	22,597	18,732	-17%
F Area Studies/Cultural Studies/Languages/ Literature	122,946	163,792	129,575	158,813	153,459	-3%
G Education/Training/Teaching	18,260	22,327	21,890	22,016	20,354	-8%
H Family Care/Personal Development/ Personal Care and Appearance	62,328	71,929	73,773	89,723	81,508	-9%
J Arts and Crafts	56,678	65,480	64,887	82,275	71,674	-13%
K Authorship/Photography/Publishing/ Media	105,692	141,799	153,129	193,459	179,121	-7%
L Performing Arts	26,382	32,025	36,074	49,131	50,569	3%
M Sports Games and Recreation	40,318	40,626	42,787	53,388	49,546	-7%
N Catering/Food Services/Leisure Services/ Tourism	49,761	55,458	58,562	71,928	76,699	7%
P Health Care/Medicine/Health and Safety	62,101	76,413	78,479	93,166	88,834	-5%
Q Environment Protection/Energy/ Cleansing/Security	1,851	1,959	1,863	2,271	2,664	17%
R Sciences and Mathematics	300,608	335,781	369,748	435,586	455,485	5%
S Agriculture Horticulture and Animal Care	11,364	12,430	13,776	17,815	18,362	3%
T Construction and Property (Built Environment)	13,876	18,693	18,653	21,267	21,542	1%
V Services to Industry	22,670	25,373	24,629	27,503	33,659	22%
W Manufacturing/Production Work	13,859	16,429	18,569	25,053	22,429	-10%
X Engineering	35,225	39,922	34,664	36,701	34,552	-6%
Y Oil/Mining/Plastics/Chemicals	14	50	11	6	14	133%
Z Transport Services	1,530	1,464	841	775	705	-9%
All Superclasses	1,238,277	1,438,176	1,461,605	1,750,544	1,721,338	-2%



TABLE NU3a: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2005

ALL CANDIDATE ENTRIES

SUPERCLASS	TOTAL ENTRIES	UNLEVELLED	ACCESS 1 (SCQF Level 1)	ACCESS 2 (SCQF Level 2)	ACCESS 3 (SCQF Level 3)	INTER-MEDIATE 1 (SCQF Level 4)	INTER-MEDIATE 2 (SCQF Level 5)	HIGHER (SCQF Level 6)	ADVANCED HIGHER (SCQF Level 7)
A Business/Management/ Office Studies	84,764	1,099	129	558	4,674	17,010	31,494	28,641	1,159
B Sales Marketing and Distribution	6,208	0	7	78	0	700	3,100	2,323	0
C Information Technology and Information	135,738	395	382	1,958	7,742	31,327	53,715	37,367	2,852
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	114,720	3,168	121	586	3,161	35,731	31,349	38,014	2,590
E Politics/Economics/Law/ Social Science	18,732	2,403	66	779	2,375	1,313	3,662	7,844	290
F Area Studies/Cultural Studies/ Languages/Literature	153,459	18	173	2,011	12,995	20,313	37,266	73,286	7,397
G Education/Training/Teaching	20,354	268	0	0	0	3,542	8,030	8,514	0
H Family Care/Personal Development/Personal Care and Appearance	81,508	244	1,456	6,312	19,786	23,933	19,237	10,540	0
J Arts and Crafts	71,674	0	533	938	1,036	8,996	25,658	30,109	4,404
K Authorship/Photography/ Publishing/Media	179,121	133	504	1,847	5,862	22,635	64,102	79,160	4,878
L Performing Arts	50,569	579	381	1,588	3,419	5,588	14,865	19,953	4,196
M Sports Games and Recreation	49,546	1,117	258	489	2,194	9,882	18,893	15,688	1,025
N Catering/Food Services/ Leisure Services/Tourism	76,699	765	1,170	1,242	4,516	33,458	29,338	6,147	63
P Health Care/Medicine/ Health and Safety	88,834	842	0	49	1,877	15,794	32,218	38,036	18
Q Environment Protection/Energy/ Cleansing/Security	2,664	407	105	168	122	427	975	444	16
R Sciences and Mathematics	455,485	0	890	3,539	27,037	78,676	123,030	186,436	35,877
S Agriculture Horticulture and Animal Care	18,362	127	77	306	1,234	7,578	7,035	1,944	61
T Construction and Property (Built Environment)	21,542	66	0	0	906	8,824	9,120	2,626	0
V Services to Industry	33,659	0	0	0	0	1,734	10,581	19,752	1,592
W Manufacturing/Production Work	22,429	1	0	158	237	7,149	13,949	935	0
X Engineering	34,552	598	162	581	515	4,499	18,686	9,205	306
Y Oil/Mining/Plastics/Chemicals	14	0	0	0	0	0	0	14	0
Z Transport Services	705	195	0	0	0	271	239	0	0
All Superclasses	1,721,338	12,425	6,414	23,187	99,688	339,380	556,542	616,978	66,724

TABLE NU3b: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2005

FE CANDIDATE ENTRIES

SUPERCLASS	TOTAL ENTRIES	UNLEVELLED	ACCESS 1 (SCQF Level 1)	ACCESS 2 (SCQF Level 2)	ACCESS 3 (SCQF Level 3)	INTER-MEDIATE 1 (SCQF Level 4)	INTER-MEDIATE 2 (SCQF Level 5)	HIGHER (SCQF Level 6)	ADVANCED HIGHER (SCQF Level 7)
A Business/Management/ Office Studies	29,802	1,020	67	160	3,627	7,575	11,942	5,248	163
B Sales Marketing and Distribution	4,101	0	0	67	0	675	2,270	1,089	0
C Information Technology and Information	55,675	370	226	1,102	4,355	18,815	27,778	2,949	80
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	3,640	0	44	19	32	306	1,378	1,861	0
E Politics/Economics/Law/ Social Science	9,812	662	0	143	92	1,298	3,006	4,611	0
F Area Studies/Cultural Studies/ Languages/Literature	13,085	0	42	546	1,741	3,278	2,115	5,198	165
G Education/Training/Teaching	17,971	268	0	0	0	2,255	7,837	7,611	0
H Family Care/Personal Development/Personal Care and Appearance	44,027	185	765	3,537	6,715	9,017	14,243	9,565	0
J Arts and Crafts	18,521	0	379	223	144	968	10,534	6,166	107
K Authorship/Photography/ Publishing/Media	46,736	133	136	465	1,565	6,519	19,746	17,903	269
L Performing Arts	13,700	277	214	969	1,455	2,054	4,747	3,450	534
M Sports Games and Recreation	16,509	333	36	44	206	4,495	9,171	2,224	0
N Catering/Food Services/ Leisure Services/Tourism	22,212	534	513	318	642	4,398	10,649	5,140	18
P Health Care/Medicine/ Health and Safety	72,722	746	0	33	322	7,710	29,822	34,089	0
Q Environment Protection/Energy/ Cleansing/Security	1,836	219	39	51	70	374	872	211	0
R Sciences and Mathematics	54,673	0	318	323	1,885	16,622	21,517	13,742	266
S Agriculture Horticulture and Animal Care	11,537	127	1	94	115	2,649	6,697	1,793	61
T Construction and Property (Built Environment)	19,937	66	0	0	863	7,869	8,539	2,600	0
V Services to Industry	8,818	0	0	0	0	1,497	4,226	3,075	20
W Manufacturing/Production Work	4,473	1	0	54	58	1,844	1,995	521	0
X Engineering	27,800	571	59	141	98	3,578	16,341	7,012	0
Y Oil/Mining/Plastics/Chemicals	14	0	0	0	0	0	0	14	0
Z Transport Services	349	24	0	0	0	202	123	0	0
All Superclasses	497,950	5,536	2,839	8,289	23,985	103,998	215,548	136,072	1,683

TABLE NU4a: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 ACCESS 1 (SCQF Level 1) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Using Basic Computer Skills	334	176	158
Handling Money	303	175	128
Basic Communication in a Familiar Setting	261	148	113
Healthy Basic Cooking: Introduction to Kitchen Routines	255	143	112
Recognising Time	250	150	100
Working with Others on a Group Activity	230	122	108
Working with Materials – Using Materials	177	88	89
Healthy Basic Cooking: Use of Small Electrical Equipment	154	90	64
Working with Materials – Identifying Materials	152	78	74
Physical Education: Integrated Performance – Participation	147	84	63
Healthy Basic Cooking: Producing a One Course Cooked Meal	142	78	64
Sampling Work: An Introduction	121	74	47
Working with Materials – Selecting Materials	117	58	59
Healthy Basic Cooking: Producing an Uncooked Meal	107	59	48
Using Mathematics in Everyday Situations 1 – Time	102	63	39
Music: Listening and Performing – Performing	97	55	42
English and Communication: Literary Study – Responding to an Imaginative Text	83	48	35
English and Communication: Oral Communication – Responding	81	54	27
Healthy Basic Cooking – Using a Cooker/Microwave	79	46	33
Physical Education: Integrated Performance – Personal Organisation	72	37	35
Living Safely at Home – Common Dangers in the Home	71	38	33
Healthy Basic Cooking – Producing a Meal	70	40	30
Personal Awareness and Development: Making Local Journeys – Travelling Routines	69	42	27
Developing Drama Skills – Participating with Others	69	38	31
Science: Carrying Out Experiments	66	35	31
English and Communication: Oral Communication – Delivering	64	37	27
Using Mathematics in Everyday Situations 1 – Money	63	36	27
Living Safely at Home – Safe Use of Household Appliances	62	32	30
Personal Awareness and Development: Making Local Journeys – Planning Local Journeys	60	35	25
English and Communication: Language Study – Understanding Text	58	36	22
Healthy Living – Identifying Healthy Living Principles	57	33	24
Using Mathematics in Everyday Situations 1 – Weight and Measurement	50	31	19
Using a Computer – Basic Operations	48	33	15
Living Safely at Home – Simple First Aid	46	26	20
Personal Hygiene – Commonly Used Products	46	25	21
Exploring Visual Images – Creating	45	28	17
Healthy Basic Cooking – Planning a Meal	44	17	27
English and Communication: Literary Study – Expressing a Point of View	44	23	21
Modern Languages: Life in Another Country – Aspects of Life	43	19	24
Exploring Visual Images – Exploring	42	20	22
Questioning the World – Understanding Community	42	29	13
Developing Drama Skills – Expressing Ideas and Emotions	41	17	24
Working with Craft Tools – Using Tools	41	35	6
Organisation in the Home – Carrying Out a Task	40	22	18
Vocational Awareness and Development: Contributing to an Enterprise Activity – Working with Others	40	24	16
English and Communication: Language Study – Conveying Information in Writing	40	23	17
Personal Hygiene – Carrying Out Activities	40	23	17
Physical Education: Integrated Performance – Progress Towards Targets	39	15	24
Using Computer Aided Learning: Using Educational Programs	39	18	21
Social Awareness and Development: Participating in a Community Activity – Target Setting	38	23	15
All Access 1 Units	6,414	3,681	2,733

TABLE NU4b: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 ACCESS 2 (SCQF Level 2) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Using Mathematics in Everyday Situations 1	917	572	345
Information Technology	849	427	422
Using a Computer	795	512	283
Using Mathematics in Everyday Situations 2	751	473	278
Working with Others	741	234	507
Using Mathematics in Everyday Situations 3	687	432	255
English and Communication: Oral Communication	652	423	229
English: Literary Study	619	392	227
English: Language Study	612	397	215
Healthy Basic Cooking	541	299	242
Problem Solving	516	212	304
Working with Materials	464	288	176
Living Safely at Home	424	249	175
Communication	410	278	132
Exploring Visual Images	387	257	130
Vocational Awareness and Development – Contributing to an Enterprise Activity	353	231	122
Developing Personal Ideas	349	195	154
Using Technological Equipment	349	223	126
Science	349	228	121
Working with Craft Tools: An Introduction	339	273	66
Social Awareness and Development – Participating in Leisure Time Activities	338	211	127
Vocational Awareness and Development – Using Work-Related Skills	314	188	126
Using Computer Aided Learning	314	187	127
Music Making: Solo (Keyboard) 1	313	226	87
English for Speakers of Other Languages: Beginners' English	311	115	196
Social Awareness and Development – Participating in a Community Activity	310	200	110
Vocational Awareness and Development – Sampling Work	307	177	130
Personal Awareness and Development – Personal Profiling for Independent Living	297	165	132
Social Subjects: Organising and Presenting Information	279	163	116
Personal Awareness and Development – Making Local Journeys	269	171	98
Questioning Belief	266	149	117
Social Awareness and Development – Using Support Services in the Local Community	260	153	107
Developing Drama Skills	255	147	108
Social Subjects: Contrasting	247	153	94
Practical Craft Skills	242	192	50
Numeracy	236	164	72
Social Subjects: Deciding	233	136	97
Physical Education: Performance	228	142	86
Finding and Keeping a Job	227	120	107
French: Life in Another Country	227	145	82
Personal Awareness and Development – Personal Presentation for Everyday Living	219	130	89
Skillstart: Communication in a Work-related Environment	213	134	79
Organisation in the Home	202	111	91
Chemistry	201	134	67
Questioning Morality	201	127	74
Physical Education: Integrated Performance	199	123	76
Biology	198	119	79
French: Transactional Language	195	128	67
French: Personal Language	184	121	63
Monitoring and Maintaining an Environmental Area	177	103	74
All Access 2 Units	23,187	13,947	9,240

TABLE NU4c: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 ACCESS 3 (SCQF Level 3) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Work Experience	10,139	4,896	5,243
Using Mathematics 1	5,877	3,395	2,482
Using Mathematics 2	5,619	3,212	2,407
Using Mathematics 3	5,467	3,114	2,353
Using a Keyboard	3,945	1,412	2,533
French: Personal Language	2,072	1,262	810
Information Technology	2,071	1,143	928
French: Transactional Language	2,010	1,235	775
French: Language in Work	1,984	1,219	765
Communication	1,924	1,084	840
Induction	1,644	717	927
English: Language Study	1,496	959	537
English: Literary Study	1,477	954	523
Food Preparation Techniques: An Introduction	1,289	692	597
Questioning Morality	1,247	684	563
Health and Technology	1,222	525	697
Chemistry in Action	1,184	655	529
English: Personal Study (written response)	1,171	762	409
Chemistry and Life	1,148	617	531
Numeracy	1,143	650	493
Everyday Chemistry	1,137	616	521
Biotechnological Industries	1,110	448	662
Cookery Processes: An Introduction	1,059	520	539
Growing Plants	1,055	434	621
Guidance: On-Going	1,020	348	672
Questioning Belief	1,003	531	472
Computer Application Software	972	608	364
Using a Computer in Business	911	407	504
Questioning the World	911	534	377
Guidance: Pre-Exit	839	301	538
Social Subjects: Deciding	829	514	315
Computer Systems	816	493	323
Introduction to Computers	808	340	468
Social Subjects: Contrasting	797	490	307
Health and Food Technology: Organisation of Practical Skills	790	368	422
Sound and Music	740	558	182
German: Personal Language	734	496	238
Food Preparation for Healthy Eating	730	338	392
Practical Electricity	711	553	158
German: Transactional Language	707	477	230
Social Subjects: Organising and Presenting Information	700	434	266
Radiations	687	530	157
Electronics	662	515	147
Multimedia	661	398	263
German: Language in Work	659	443	216
Movement	654	505	149
Telecommunications	651	505	146
Working with Others	648	374	274
Spanish: Personal Language	620	314	306
Guidance: Options and Choices	577	110	467
All Access 3 Units	99,688	54,884	44,804

TABLE NU4d: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 INTERMEDIATE 1 (SCQF Level 4) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Making Moral Decisions	16,169	8,345	7,824
Mathematics 1	10,842	5,418	5,424
Mathematics 2	10,632	5,227	5,405
Work Experience	10,263	4,969	5,294
Mathematics 3	8,835	4,317	4,518
Nature of Belief	8,169	4,074	4,095
Information Technology	7,814	3,554	4,260
English: Language Study	6,498	3,711	2,787
English: Literary Study	6,475	3,695	2,780
English: Personal Study (written response)	6,222	3,550	2,672
Numeracy	5,993	2,489	3,504
Communication	5,354	2,919	2,435
Food Preparation Techniques: An Introduction	5,205	1,942	3,263
Health and Technology	5,095	1,946	3,149
Food Hygiene for the Hospitality Industry	4,902	1,810	3,092
Growing Plants	4,798	1,845	2,953
Working with Others	4,746	2,545	2,201
Word Processing 1	4,721	1,481	3,240
Biotechnological Industries	4,707	1,785	2,922
Cookery Processes: An Introduction	4,696	1,777	2,919
Hospitality: Organisation of Practical Skills	4,289	1,586	2,703
Information Technology: Office Applications	4,021	1,375	2,646
Justice in the World	3,439	1,756	1,683
PC Passport: Word Processing	3,108	1,329	1,779
Chemistry in Action	3,043	1,688	1,355
Applications of Mathematics	2,818	1,384	1,434
Practical Electricity	2,784	2,156	628
Electronics	2,764	2,276	488
Chemistry and Life	2,757	1,578	1,179
Everyday Chemistry	2,748	1,595	1,153
Sound and Music	2,720	2,127	593
Accident and Emergency Procedures	2,679	520	2,159
Telecommunications	2,648	2,126	522
Radiations	2,575	2,035	540
Religion and the Social World	2,469	1,207	1,262
Movement	2,441	1,968	473
PC Passport: Spreadsheets	2,410	1,093	1,317
PC Passport: Internet	2,409	1,123	1,286
Child Development: Birth to Young Adulthood	2,176	158	2,018
The Human Body	2,027	179	1,848
Computer Application Software	1,920	1,179	741
Introduction to Computer Application Packages	1,853	1,115	738
Computer Systems	1,853	1,164	689
Bench Skills 1 – Wood Flat Frame Construction	1,814	1,574	240
Design Activity	1,741	829	912
Administrative Support	1,735	579	1,156
Bench Skills 2 – Wood Carcase Construction	1,709	1,484	225
Expressive Activity	1,688	784	904
Physical Education: Performance	1,675	1,043	632
Machining and Finishing – Wood	1,645	1,423	222
All Intermediate 1 Units	339,380	167,654	171,726

TABLE NU4e: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 INTERMEDIATE 2 (SCQF Level 5) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Language Study	19,441	9,424	10,017
English: Literary Study	19,121	9,327	9,794
English: Personal Study (written response)	18,419	8,943	9,476
Mathematics 1	18,242	8,737	9,505
Mathematics 2	18,056	8,631	9,425
Mathematics 3	15,747	7,530	8,217
Information Technology	11,449	4,410	7,039
Making Moral Decisions	9,362	4,176	5,186
Communication	9,130	3,320	5,810
Animal Physiology	7,116	2,133	4,983
Living Cells	7,086	2,155	4,931
Environmental Biology and Genetics	6,779	2,085	4,694
Information Technology: Office Applications	6,481	1,740	4,741
Word Processing 2	6,175	1,586	4,589
Applications of Mathematics	5,927	2,736	3,191
Working with Others	5,896	2,550	3,346
Numeracy	5,534	1,987	3,547
Administrative Support	5,161	1,335	3,826
Foods of the World	5,139	1,497	3,642
Food Preparation for Healthy Eating	5,131	1,456	3,675
Practical Cookery Skills for the Hospitality Industry	5,068	1,422	3,646
Physical Education: Performance	4,933	3,606	1,327
Design Activity	4,734	1,799	2,935
Art and Design Studies	4,657	1,747	2,910
Expressive Activity	4,656	1,762	2,894
Nature of Belief	4,517	2,061	2,456
Historical Study – Options	3,971	1,929	2,042
Historical Study – Scottish and British	3,942	1,864	2,078
Bench Skills 1 – Wood Flat Frame Construction	3,906	3,326	580
Historical Study – European and World	3,834	1,820	2,014
Bench Skills 2 – Wood Carcase Construction	3,829	3,264	565
Computer Application Software	3,817	2,548	1,269
Machining and Finishing – Wood	3,721	3,170	551
Database Systems	3,716	2,466	1,250
Computer Systems	3,616	2,602	1,014
Carbon Compounds	3,569	1,700	1,869
Building Blocks	3,560	1,699	1,861
Acids, Bases and Metals	3,444	1,658	1,786
Physical Education: Analysis and Development of Performance	3,393	2,486	907
Promoting Positive Behaviour in Children	3,374	132	3,242
Software Development	3,284	2,374	910
English: Personal Study (spoken response)	3,132	1,540	1,592
Mechanics and Heat	3,095	2,212	883
Waves and Optics	3,062	2,164	898
Radioactivity	3,055	2,186	869
Music: Performing, Inventing and Listening	3,049	1,456	1,593
Electricity and Electronics	3,013	2,117	896
Child Protection: An Introduction	2,911	107	2,804
Multimedia	2,710	1,836	874
Music: Performing Extension 1	2,692	1,246	1,446
All Intermediate 2 Units	556,542	262,549	293,993

TABLE NU4f: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 HIGHER (SCQF Level 6) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Literary Study	28,661	12,075	16,586
English: Language Study	28,614	12,043	16,571
English: Personal Study (written response)	27,319	11,476	15,843
Mathematics 1	19,109	9,734	9,375
Mathematics 2	19,083	9,766	9,317
Mathematics 3	18,978	9,714	9,264
The World of Carbon	9,664	4,802	4,862
Energy Matters	9,594	4,759	4,835
Chemical Reactions	9,566	4,750	4,816
Cell Biology	9,428	3,016	6,412
Control and Regulation	9,396	2,987	6,409
Genetics and Adaptation	9,380	2,979	6,401
Historical Study – European and World	9,322	4,155	5,167
Historical Special Topic	9,258	4,117	5,141
Historical Study – Scottish and British	9,204	4,095	5,109
Electricity and Electronics	9,141	6,466	2,675
Radiation and Matter	9,132	6,465	2,667
Mechanics and Properties of Matter	9,104	6,436	2,668
Geography: Human Environments	8,469	4,592	3,877
Geography: Physical Environments	8,387	4,543	3,844
Geography: Environmental Interactions	8,372	4,534	3,838
Political Issues in the United Kingdom	8,086	3,066	5,020
International Issues	8,037	3,055	4,982
Social Issues in the United Kingdom	8,028	3,056	4,972
Expressive Activity	7,897	2,312	5,585
Design Activity	7,897	2,309	5,588
Art and Design Studies	7,881	2,301	5,580
Physical Education: Performance	7,416	5,469	1,947
Business Enterprise	6,723	2,982	3,741
Business Decision Areas	6,707	2,975	3,732
Software Development	5,807	4,335	1,472
Computer Systems	5,780	4,320	1,460
Physical Education: Analysis and Development of Performance	5,439	3,928	1,511
English: Personal Study (spoken response)	5,266	2,209	3,057
French: Language	5,094	1,244	3,850
Administrative Services	4,832	975	3,857
Information Technology for Management	4,808	975	3,833
Music: Performing, Inventing and Listening	4,716	2,091	2,625
First Aid Measures	4,581	673	3,908
Music: Performing Extension	4,489	1,899	2,590
The Continuation of Life	4,360	1,088	3,272
Cell Function and Inheritance	4,290	1,089	3,201
French: Extended Reading/Viewing	4,175	1,033	3,142
Behaviour, Populations and the Environment	4,097	1,045	3,052
Computer Graphics	3,674	2,526	1,148
Technical Graphics 1	3,665	2,515	1,150
Technical Graphics 2	3,657	2,511	1,146
Psychology: Understanding the Individual	3,559	907	2,652
Psychology: The Individual in the Social Context	3,551	901	2,650
Psychology: Investigating Behaviour	3,347	845	2,502
All Higher Units	616,978	274,603	342,375



TABLE NU4g: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 ADVANCED HIGHER (SCQF Level 7) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Mathematics 1	2,666	1,635	1,031
Mathematics 3	2,659	1,630	1,029
Mathematics 2	2,655	1,628	1,027
Electronic Structure and the Periodic Table	2,051	1,045	1,006
Chemical Investigation	2,051	1,046	1,005
Principles of Chemical Reactions	2,050	1,045	1,005
Organic Chemistry	2,050	1,045	1,005
Environmental Biology	2,024	570	1,454
Cell and Molecular Biology	2,023	570	1,453
Biology Investigation	2,019	570	1,449
English: Literary Study	1,973	651	1,322
English: Specialist Study	1,950	646	1,304
English: Creative Writing	1,752	590	1,162
Wave Phenomena	1,717	1,338	379
Electrical Phenomena	1,716	1,337	379
Mechanics	1,715	1,337	378
Physics Investigation	1,715	1,338	377
Physiology, Health and Exercise	1,551	430	1,121
Music: Performing, Inventing and Listening	1,157	497	660
Historical Research	1,069	477	592
Historical Study	1,068	476	592
Enquiry: Expressive	1,067	285	782
Music: Performing Extension 1	1,044	418	626
Geographical Issues	1,011	494	517
Geographical Methods and Techniques	1,011	494	517
Geographical Study	1,010	494	516
Enquiry : Design	871	190	681
Modern Studies: Practical Research	863	307	556
Political and Social Issues	862	307	555
Art and Design Studies: Visual Arts	801	214	587
Physical Education: Performance	769	590	179
English: Textual Analysis	759	256	503
Art and Design Studies: Design	743	154	589
French: Language	730	159	571
French: Extended Reading/Viewing	704	151	553
Software Development	610	532	78
Computing Project	610	532	78
Computer-Aided 3D Modelling – Visualisation and Presentation	593	417	176
Technical Graphics	572	408	164
Computer-Aided Graphic Presentation	569	407	162
Music: Performing Extension 2	467	167	300
Design Activity	445	118	327
Expressive Activity	379	87	292
Mathematics for Applied Mathematics	378	265	113
Animal Behaviour	324	90	234
Biotechnology	316	97	219
The Management Context	300	144	156
Business Investigation	300	144	156
Devised Drama	295	76	219
Drama: Special Study	291	74	217
All Advanced Higher Units	66,724	32,423	34,301

TABLE NU5: ENTRIES FOR NATIONAL UNITS BY LEVEL, GENDER AND RESULT, 2005

ALL CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevellled	12,425	7,530	1,244	1,668	1,983
Access 1 (SCQF Level 1)	6,414	5,269	329	119	697
Access 2 (SCQF Level 2)	23,187	17,631	1,044	702	3,810
Access 3 (SCQF Level 3)	99,688	71,187	4,782	2,590	21,129
Intermediate 1 (SCQF Level 4)	339,380	223,058	19,466	14,572	82,284
Intermediate 2 (SCQF Level 5)	556,542	386,300	29,858	23,907	116,477
Higher (SCQF Level 6)	616,978	492,164	20,051	19,717	85,046
Advanced Higher (SCQF Level 7)	66,724	53,869	866	121	11,868
All levels	1,721,338	1,257,008 73%	77,640 5%	63,396 4%	323,294 19%

MALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevellled	5,770	3,147	648	981	994
Access 1 (SCQF Level 1)	3,681	3,019	198	64	400
Access 2 (SCQF Level 2)	13,947	10,526	670	455	2,296
Access 3 (SCQF Level 3)	54,884	38,529	2,759	1,437	12,159
Intermediate 1 (SCQF Level 4)	167,654	106,065	10,753	7,902	42,934
Intermediate 2 (SCQF Level 5)	262,549	176,161	16,117	12,320	57,951
Higher (SCQF Level 6)	274,603	217,874	9,671	9,483	37,575
Advanced Higher (SCQF Level 7)	32,423	26,496	468	60	5,399
All levels	815,511	581,817 71%	41,284 5%	32,702 4%	159,708 20%

FEMALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevellled	6,655	4,383	596	687	989
Access 1 (SCQF Level 1)	2,733	2,250	131	55	297
Access 2 (SCQF Level 2)	9,240	7,105	374	247	1,514
Access 3 (SCQF Level 3)	44,804	32,658	2,023	1,153	8,970
Intermediate 1 (SCQF Level 4)	171,726	116,993	8,713	6,670	39,350
Intermediate 2 (SCQF Level 5)	293,993	210,139	13,741	11,587	58,526
Higher (SCQF Level 6)	342,375	274,290	10,380	10,234	47,471
Advanced Higher (SCQF Level 7)	34,301	27,373	398	61	6,469
All levels	905,827	675,191 75%	36,356 4%	30,694 3%	163,586 18%

Note: Entry result as of 02/02/2006.

TABLE NU6a: CANDIDATES ENTERED FOR NATIONAL UNITS, 2005

CANDIDATES BY NUMBER OF UNITS, GENDER AND CENTRE TYPE

NUMBER OF UNITS	ALL CANDIDATES	MALE CANDIDATES	FEMALE CANDIDATES	FE CANDIDATES	SCHOOL CANDIDATES
1	49,923	21,969	27,954	21,757	25,599
2	21,652	9,657	11,995	9,755	11,232
3	21,169	9,562	11,607	7,250	12,800
4	11,999	5,672	6,327	3,516	8,170
5	9,502	4,633	4,869	3,144	6,135
6	11,144	5,432	5,712	3,792	7,256
7	8,630	4,345	4,285	2,724	5,776
8	7,906	3,788	4,118	2,533	5,332
9	8,718	4,212	4,506	2,722	5,986
10-14	42,503	19,204	23,299	11,971	30,424
15-19	35,216	16,903	18,313	8,958	26,192
20+	4,886	2,674	2,212	2,640	2,221
Total candidates	233,248	108,051	125,197	80,762	147,123
Total Units	1,721,338	815,511	905,827	497,950	1,209,171
Units per candidate	7.4	7.5	7.2	6.2	8.2

TABLE NU6b: CANDIDATES ENTERED FOR NATIONAL UNITS, 2005

CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	ALL CANDIDATES	<16	16	17	18	19	20-24	25+
1	49,923	25,488	1,258	1,393	1,271	986	3,065	16,462
2	21,652	10,909	849	1,145	574	418	1,283	6,474
3	21,169	11,492	1,107	1,712	574	458	1,057	4,769
4	11,999	7,478	738	1,206	344	204	463	1,566
5	9,502	4,598	786	2,022	353	207	419	1,117
6	11,144	4,685	1,049	2,829	528	281	560	1,212
7	8,630	3,522	955	2,387	398	201	351	816
8	7,906	2,188	1,072	3,197	391	210	293	555
9	8,718	2,304	1,426	3,472	403	258	329	526
10-14	42,503	8,155	17,298	10,623	1,981	847	1,509	2,090
15-19	35,216	5,572	21,983	2,816	1,248	528	1,185	1,884
20+	4,886	1,138	2,154	478	214	104	268	530
Total candidates	233,248	87,529	50,675	33,280	8,279	4,702	10,782	38,001
Total Units	1,721,338	441,056	669,659	294,292	69,279	33,306	67,733	146,013
Units per candidate	7.4	5.0	13.2	8.8	8.4	7.1	6.3	3.8

TABLE NU6c: CANDIDATES ENTERED FOR NATIONAL UNITS, 2005

SCHOOL CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	SCHOOL CANDIDATES	AGE						
		<16	16	17	18	19	20-24	25+
1	25,599	24,904	371	142	47	2	1	132
2	11,232	10,307	284	498	39	5	4	95
3	12,800	10,889	631	1,086	47	7	26	114
4	8,170	7,005	361	743	32	4	4	21
5	6,135	4,115	419	1,563	29	2	0	7
6	7,256	4,292	702	2,195	53	4	4	6
7	5,776	3,198	572	1,943	57	2	3	1
8	5,332	2,015	692	2,571	50	3	1	0
9	5,986	2,151	1,013	2,762	56	1	2	1
10-14	30,424	7,669	15,061	7,518	163	7	4	2
15-19	26,192	5,213	19,951	983	41	2	0	2
20+	2,221	930	1,230	60	1	0	0	0
Total candidates	147,123	82,688	41,287	22,064	615	39	49	381
Total Units	1,209,171	416,031	584,302	202,519	4,958	256	221	884
Units per candidate	8.2	5.0	14.2	9.2	8.1	6.6	4.5	2.3

TABLE NU6d: CANDIDATES ENTERED FOR NATIONAL UNITS, 2005

FE CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	FE CANDIDATES	AGE						
		<16	16	17	18	19	20-24	25+
1	21,757	508	763	1,170	1,155	913	2,654	14,594
2	9,755	589	529	627	513	386	1,192	5,919
3	7,250	581	451	615	517	435	977	3,674
4	3,516	454	366	452	292	184	424	1,344
5	3,144	418	350	454	315	198	392	1,017
6	3,792	377	337	629	474	268	533	1,174
7	2,724	318	374	431	329	189	321	762
8	2,533	167	371	623	341	204	290	537
9	2,722	150	412	708	347	257	324	524
10-14	11,971	473	2,224	3,097	1,809	832	1,479	2,057
15-19	8,958	350	2,017	1,825	1,200	523	1,173	1,870
20+	2,640	207	908	414	212	102	267	530
Total candidates	80,762	4,592	9,102	11,045	7,504	4,491	10,026	34,002
Total Units	497,950	23,918	84,238	91,170	63,702	32,442	65,565	136,915
Units per candidate	6.2	5.2	9.3	8.3	8.5	7.2	6.5	4.0

Note: Age at 31 December 2004.



## GROUP AWARDS

Reporting for Group Awards is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/04 – 31/7/05), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/04 – 31/7/05), ie the certificate is actually awarded within that time period.

Table GA1

Table GA2

These tables give information about entries and awards for General Scottish Vocational Qualifications (GSVQs). GSVQs are Group Awards made up of National Units (formerly National Certificate Modules) with an additional integrative assessment at levels 2 and 3 and are taken mainly in colleges. GSVQs 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.

- There continued to be a large decrease in GSVQ entries and awards. 2005 saw an 84% decrease in entries and a 68% decrease in awards. There have been no GSVQ entries from schools in the past three years.
- Most of the GSVQ candidates were aged under 20 (84%), and females predominated, as there was only one male candidate.
- There was only one qualification with a significant number of entries, National Certificate (level 3) Care: Child Care and Education (66 entries).

Table GA3

Table GA4

These tables give information about entries and awards for National Certificate Group Awards (NCGAs) – these Group Awards are taken mainly in FE colleges. They are designed to meet specific needs of particular employment sectors. (The tables also include information about the Skillstart awards.)

- There has been an increase of 9% in the number of entries in 2005. However, awards have decreased by 31%.

- 85% of NCGA candidates were aged under 20. Overall, more male candidates were entered for NCGAs than female (92% male, 8% female).
- The qualification with the highest number of entries was the National Certificate in Engineering Practice with 673 entries (23% of total entries).

Table GA5

Table GA6

These tables give information about entries and awards for Scottish Group Awards (SGAs). SGAs are Group Awards made up of National Courses and National Units. A specified Core Skills profile must also be achieved to gain an SGA. There are both named and general SGAs.

- There has been a drop of 22% in overall SGA entries in 2005. Entries have dropped in both the school and FE college sector, by 31% and 15% respectively. SGA awards have also decreased this year, by 22%.
- 80% of SGA candidates were aged under 20. Overall, more female candidates were entered for SGAs than male (59% female, 41% male).
- The qualification with the highest number of entries was Care (Intermediate 2) with 500 entries.

Table GA7

Table GA8

These tables give information about entries and awards for Scottish Progression Awards (SPA). SPAs are Group Awards made up of SVQ Units, National Units, or HN Units.

- Both entries and awards greatly increased in 2005 (134% increase in entries, 153% increase in awards).
- 48% of candidates were aged under 20. Overall, more male candidates were entered for SPAs than female (62% male, 38% female).
- The qualification with the highest number of entries was Specialised Plant and Machinery Operations with 1,054 entries.

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#### Symbols used in the tables

The following symbols are used in the tables.

- = not applicable  
0% = less than 0.5%

#### Notation used in the tables

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

TABLE GA1: TREND IN GENERAL SCOTTISH VOCATIONAL QUALIFICATIONS, 2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
School	43	9	0	0	0	-
FE College	2,598	1,817	835	413	67	-84%
Other	0	30	8	0	0	-
Total	2,641	1,856	843	413	67	-84%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
School	69	31	3	0	0	-
FE College	1,915	1,377	586	252	82	-67%
Other	6	15	5	6	0	-
Total	1,990	1,423	594	258	82	-68%

TABLE GA2: GENERAL SCOTTISH VOCATIONAL QUALIFICATION ENTRIES, 2005

ENTRIES BY AGE AND GENDER

	AGE GROUP				
	ALL AGES	UNDER 20	20-24	25-29	30+
Male Candidates	1	0	0	1	0
Female Candidates	66	56	3	3	4
Total Candidates	67	56	3	4	4
– as percentages		84%	4%	6%	6%

Note: Age at 31 December 2004.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
National Certificate (Level 2) Care	1	0%	100%
All level 2 GSVQs	1	0%	100%
National Certificate (level 3) Care: Child Care and Education	66	2%	98%
All level 3 GSVQs	66	2%	98
All GSVQs Entries	67	1%	99%



TABLE GA3: TREND IN NATIONAL CERTIFICATE GROUP AWARDS, 2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	2,892	3,025	2,804	2,516	2,859	14%
Other	116	96	89	132	35	-73%
Total	3,008	3,121	2,893	2,648	2,894	9%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	1,966	1,725	1,671	1,745	1,128	-35%
Other	135	70	39	36	94	161%
Total	2,101	1,795	1,710	1,781	1,222	-31%

TABLE GA4: NATIONAL CERTIFICATE GROUP AWARD ENTRIES, 2005

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	2,675	2,298	169	76	132
Female Candidates	219	158	23	17	21
Total Candidates	2,894	2,456	192	93	153
– as percentages		85%	7%	3%	5%

Note: Age at 31 December 2004.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
National Certificate in Engineering Practice	673	97%	3%
National Certificate in Engineering	338	98%	2%
National Certificate in Electrical Engineering Practice	316	98%	2%
National Certificate in Electrical Engineering	251	97%	3%
National Certificate in Fabrication and Welding Engineering Practice	246	97%	3%
National Certificate in Electronic Engineering	179	99%	1%
National Certificate in Multi Discipline Engineering	132	97%	3%
National Certificate in Electronic Engineering Practice	119	100%	0%
National Certificate in Service Engineering: Land-Based Industries	78	99%	1%
National Certificate in Aeronautical Engineering Practice	72	97%	3%
National Certificate in Pharmaceutical Science	58	14%	86%
National Certificate in Greenkeeping	57	100%	0%
National Certificate in Pharmaceutical Sciences	29	28%	72%
National Certificate in Basic Processing	27	96%	4%
National Certificate in Processing	16	94%	6%
National Certificate in Fabrication and Welding Engineering	11	91%	9%
National Certificate in Measurement and Control	7	100%	0%
National Certificate in Library and Information Science	2	50%	50%
National Certificate in Clothing and Fashion	1	0%	100%
All unlevelled NC Group Awards	2,612	95%	5%
Skillstart (Access 2)	66	48%	52%
Skillstart (Access 3)	20	65%	35%
Army Preparation (Intermediate 2)	196	76%	24%
All National Certificate Group Awards	2,894	92%	8%

TABLE GA5: TREND IN SCOTTISH GROUP AWARDS, 2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
School	601	849	1,136	1,391	965	-31%
FE College	1,274	1,774	2,837	2,011	1704	-15%
Total	1,875	2,623	3,973	3,402	2,669	-22%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
School	76	380	651	904	703	-22%
FE College	225	619	821	819	633	-23%
Total	301	999	1,472	1,723	1,336	-22%

TABLE GA6: SCOTTISH GROUP AWARD ENTRIES, 2005

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	1,103	938	64	35	66
Female Candidates	1,566	1,191	103	79	193
Total Candidates	2,669	2,129	167	114	259
– as percentages		80%	6%	4%	10%

Note: Age at 31 December 2004.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
– Triple	34	56%	44%
– Single	30	57%	43%
– Double	28	57%	43%
All Access 2 Scottish Group Awards	92	57%	43%
– Single	26	58%	42%
– Triple	7	86%	14%
– Double	1	100%	0%
All Access 3 Scottish Group Awards	34	65%	35%
General Scottish Group Award (Intermediate 1 )	164	32%	68%
Care	500	10%	90%
Computing and Information Technology	271	74%	26%
Hospitality	159	63%	37%
Scottish Group Award	126	39%	61%
Engineering	104	99%	1%
Arts	98	43%	57%
Science	93	44%	56%
Construction	86	98%	2%
Business	75	25%	75%
Social Sciences	51	25%	75%
Sport and Leisure	34	71%	29%
Travel and Tourism	27	30%	70%
Technology	24	54%	46%
Land and Environment	14	57%	43%
Art and Design	9	11%	89%
All Intermediate 2 Scottish Group Awards	1,671	45%	55%

TABLE GA6: SCOTTISH GROUP AWARD ENTRIES, 2005 (CONTINUED)

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Scottish Group Award	142	36%	64%
Care – Social Care	129	10%	90%
Care – Health Care	98	5%	95%
Science	97	46%	54%
Technology	64	67%	33%
Arts	54	35%	65%
Business	32	31%	69%
Arts – Social Sciences	23	48%	52%
Hospitality – Professional Cookery	16	38%	63%
Computing and Information Technology	14	71%	29%
Arts – Creative Arts	12	17%	83%
Arts – Modern Languages	12	17%	83%
Hospitality	5	40%	60%
Travel and Tourism – Retail Travel	1	0%	100%
All Higher Scottish Group Awards	699	31%	69%
General Scottish Group Award (Advanced Higher )	9	44%	56%
All Scottish Group Awards	2,669	41%	59%

TABLE GA7: TREND IN SCOTTISH PROGRESSION AWARDS, 2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT
						CHANGE
						2004/2005
School	0	0	0	310	731	136%
FE College	31	81	205	877	2,108	140%
Other	91	346	437	1,012	2,311	128%
Total	122	427	642	2,199	5,150	134%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT
						CHANGE
						2004/2005
School	0	0	0	10	385	3750%
FE College	2	19	189	193	631	227%
Other	66	124	278	745	1,383	86%
Total	68	143	467	948	2,399	153%

TABLE GA8: SCOTTISH PROGRESSION AWARD ENTRIES, 2005

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	3,168	1,651	178	194	1,145
Female Candidates	1,982	841	66	92	983
Total Candidates	5,150	2,492	244	286	2,128
– as percentages		48%	5%	6%	41%

Note: Age at 31 December 2004.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Specialised Plant and Machinery Operations	1,054	100%	0%
Home Care Practice	320	10%	90%
Care	317	9%	91%
Professional Cookery: An Introduction	262	29%	71%
Children's Care and Play	90	6%	94%
Accessing Playwork	87	1%	99%
Caring for Children and Young People	64	66%	34%
Culinary Excellence	56	34%	66%
Customer and Financial Services	56	23%	77%
Supported Employment	53	42%	58%
Domestic Natural Gas Installation and Maintenance (ACS) (Central Heating and Water Heating)	45	84%	16%
Public Protection Services	24	58%	42%
Work with Victims, Survivors and Witnesses	6	0%	100%
Aquaculture	5	100%	0%
Community Service Practice	5	100%	0%
All Unlevelled Scottish Progression Awards	2,444	55%	45%
Beginner PC Passport (Intermediate 1)	852	45%	55%
Building Crafts	936	99%	1%
Intermediate PC Passport	825	55%	45%
Sport and Recreation	58	74%	26%
Engineering	7	100%	0%
All Intermediate 2 Scottish Progression Awards	1,826	78%	22%
Advanced PC Passport (Higher)	28	36%	64%
All Scottish Progression Awards	5,150	62%	38%



## ACCESS CLUSTERS

Access Units are 40-hour internally-assessed Units which sit below Intermediate 1 in the National Qualifications framework. Access Clusters are groups of three related Access Units which together form a coherent package. They differ from National Courses in that they have no external assessment component. Access Clusters are available at levels 2 and 3, with Access 3 being benchmarked on Standard Grade Foundation level. More detailed information on Access 1 can be viewed in table NU4a.

Access 2 Clusters are at level 2 on the Scottish Credit and Qualifications Framework. Access 3 Clusters are at level 3 on the Scottish Credit and Qualifications Framework.

Reporting for Access is as follows:

- 'Entries' are the entries for a year (eg 1/8/04 – 31/7/05), ie the centre estimates that the candidate will complete the award within that time period.
- 'Awards' are entries which have been successfully resulted.

Tables AC1 to AC8 provide detailed information about uptake and attainment in Access Clusters.

### Table AC1 Table AC2

This table shows a five-year trend in Access 2 Cluster entries by centre type.

- There were 2,138 entries at Access 2 in 2005, a 9% decrease from 2004.
- The decrease in entries came wholly from the school sector. This sector accounts for 95% of Access 2 Cluster entries. Entries from the FE sector, although much smaller in number, have increased by 29%.
- 40% of Access 2 candidates were aged 15. There were more entries from male candidates than female candidates (64% male, 36% female).

### Table AC3

This table shows a five-year trend in Access 2 Cluster entries by subject.

- At Access 2 there have been increases in entries for some of the lower uptake subjects. However, among the higher uptake subjects (of over 100 entries) only entries for Mathematics, Science and Managing Environmental Resources have increased.
- Four high-uptake subjects had considerable drops in entries: Personal and Social Education, Computing, Home Economics and Art and Design; a 38%, 36%, 25% and 19% drop respectively.

### Table AC4

This table shows a five-year trend in Access 2 Cluster awards by subject.

- Although there has been no increase over all in awards at Access 2, there have been increases in the number of awards in Science, Mathematics and English and Communication by 59%, 20% and 8% respectively.
- As with entries, there were decreases in awards for Home Economics, Computing, Art and Design and Personal and Social Education.

### Table AC5 Table AC6

This table shows a five-year trend in Access 3 Cluster entries by centre type.

- There were 15,820 entries at Access 3 in 2005, a 24% increase from 2004, with almost all entries (99%) from the school sector.
- 60% of Access 3 candidates were aged 15. There were more entries from male candidates than female candidates (58% male, 42% female).

#### Table AC7

This table shows a five-year trend in Access 3 Cluster entries by subject.

- There have been large increases in entries for the sciences and Mathematics at Access 3; Chemistry, Biology, Mathematics, and Physics saw increases in entries of 65%, 50%, 30% and 30% respectively.
- Entries in German, English and Social Subjects have increased by more than 20%.
- There have also been substantial increases in entries for Personal and Social Education and Drama.

#### Table AC8

This table shows a five-year trend in Access 3 Cluster awards by subject.

- The number of Access 3 Cluster awards has increased by 30% in 2005.
- As with entries, the number of awards for the sciences and Mathematics have increased considerably; Chemistry, Biology, Physics and Mathematics saw increases in awards of 64%, 61%, 38% and 33% respectively
- Awards in Art and Design, English, German and Social Subjects have increased by more than 30%.

#### Symbols used in the tables

The following symbols are used in the tables.

- = not applicable
- 0% = less than 0.5%

#### Notation used in the tables

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



TABLE AC1: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS  
BY CENTRE TYPE, 2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
School	1,226	1,665	2,173	2,260	2,030	-10%
FE College	12	22	84	84	108	29%
Other	0	0	7	0	0	
<b>Total</b>	<b>1,238</b>	<b>1,687</b>	<b>2,264</b>	<b>2,344</b>	<b>2,138</b>	<b>-9%</b>

TABLE AC2: ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS BY AGE AND GENDER, 2005

ENTRIES BY AGE AND GENDER

	ALL AGES	UNDER 14	AGE GROUP				
			14	15	16	17	18+
Male Candidates	1,364	55	379	580	197	95	58
Female Candidates	774	30	199	278	124	81	62
<b>Total Candidates</b>	<b>2,138</b>	<b>85</b>	<b>578</b>	<b>858</b>	<b>321</b>	<b>176</b>	<b>120</b>
– as percentages		4%	27%	40%	15%	8%	6%

Note: Age at 31 December 2004.

TABLE AC3: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS, 2001 TO 2005

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	PERCENT CHANGE	
					2005	2004/2005
Art and Design	93	108	146	162	132	-19%
Business		12	12	18	20	11%
Computing	83	185	182	194	124	-36%
Drama	12		37	43	52	21%
English and Communication	307	424	390	421	420	0%
Enterprise through Craft	49	20	50	18	37	106%
French	28	65	143	110	92	-16%
German		46	36	35	21	-40%
Home Economics	87	114	85	172	129	-25%
Italian		14	15	7	15	114%
Managing Environmental Resources	26	57	55	101	104	3%
Mathematics	246	350	460	441	482	9%
Media Studies	10	7	11	4	10	150%
Music	19		27	15	7	-53%
Personal Care	28	24	13	32	18	-44%
Personal and Social Education	81	76	176	216	135	-38%
Physical Education	75	74	92	48	76	58%
Religious, Moral and Philosophical Studies	21	34	67	49	19	-61%
Science	1	34	112	128	134	5%
Social Subjects	20	31	130	103	97	-6%
Spanish	52	12	25	27	14	-48%
Totals	1,238	1,687	2,264	2,344	2,138	-9%

TABLE AC4: TREND IN AWARDS FOR ACCESS 2 (SCQF Level 2) CLUSTERS, 2001 TO 2005

ALL CANDIDATES

SUBJECT						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
Art and Design	51	90	97	130	97	-25%
Business		12	8	9	15	67%
Computing	41	159	138	117	82	-30%
Drama	1		22	23	40	74%
English and Communication	197	379	272	333	358	8%
Enterprise through Craft	13	10	13	13	15	15%
French	18	53	76	86	62	-28%
German		17	30	33	16	-52%
Home Economics	41	109	64	123	77	-37%
Italian		14	15	7	15	114%
Managing Environmental Resources	14	46	36	70	75	7%
Mathematics	153	277	315	319	384	20%
Media Studies	9	7	5	4	10	150%
Music	0		4	8	0	-100%
Personal Care	13	14	9	26	17	-35%
Personal and Social Education	30	52	74	116	98	-16%
Physical Education	46	55	70	23	55	139%
Religious, Moral and Philosophical Studies	1	22	19	22	19	-14%
Science	0	0	34	64	102	59%
Social Subjects	15	25	72	65	71	9%
Spanish	33	12	25	26	14	-46%
Totals	676	1,353	1,398	1,617	1,622	0%

**TABLE AC5: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS  
BY CENTRE TYPE, 2001 TO 2005**

ENTRIES BY CENTRE TYPE

CENTRE TYPE						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
School	1,874	3,521	9,084	12,606	15,678	24%
FE College	9	25	48	153	138	-10%
Other	9	21	22	0	4	
<b>Total</b>	<b>1,892</b>	<b>3,567</b>	<b>9,154</b>	<b>12,759</b>	<b>15,820</b>	<b>24%</b>

**TABLE AC6: ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS BY AGE AND GENDER, 2005**

ENTRIES BY AGE AND GENDER

	AGE GROUP						
	ALL AGES	UNDER 14	14	15	16	17	18+
Male Candidates	9,231	273	2,224	5,638	908	129	59
Female Candidates	6,589	240	1,678	3,867	676	79	49
<b>Total Candidates</b>	<b>15,820</b>	<b>513</b>	<b>3,902</b>	<b>9,505</b>	<b>1,584</b>	<b>208</b>	<b>108</b>
– as percentages		3%	25%	60%	10%	1%	1%

Note: Age at 31 December 2004.

TABLE AC7: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS, 2001 TO 2005

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	2005	PERCENT
						CHANGE
						2004/2005
Art and Design	23	8	108	193	224	16%
Biology	12	78	512	848	1,268	50%
Business	54	138	174	202	185	-8%
Chemistry	24	135	585	844	1,395	65%
Computing	99	69	409	603	355	-41%
Computing Studies					131	
Drama			18	63	149	137%
English*	125	177	537	804	1,030	28%
Enterprise through Craft	14	49	65	134	107	-20%
French	339	783	1,297	1,563	1,761	13%
Gaelic (Learners)	17	14	2	2	3	50%
Geology					3	
German	125	242	487	427	586	37%
Home Economics – Fashion and Textile Technology	6		1	2	4	100%
Home Economics – Health and Food Technology	176	248	538	543	556	2%
Home Economics – Lifestyle and Consumer Technology	27	5	67	30	25	-17%
Italian	13	13	132	43	52	21%
Managing Environmental Resources		5	8	62	50	-19%
Mathematics	579	1,001	2,706	3,755	4,868	30%
Media Studies	4	10	28	41	51	24%
Music	102	63	116	238	266	12%
Personal and Social Education	2	14	21	67	284	324%
Physical Education		13	114	143	152	6%
Physics	14	48	300	608	789	30%
Religious, Moral and Philosophical Studies	36	188	471	609	571	-6%
Russian	3		7	2		-100%
Social Subjects	15	148	328	467	564	21%
Spanish	83	118	123	466	391	-16%
Totals	1,892	3,567	9,154	12,759	15,820	24%

\*Includes both 'English' and 'English and Communication' Access 3 Clusters.

TABLE AC8: TREND IN AWARDS FOR ACCESS 3 (SCQF Level 3) CLUSTERS, 2001 TO 2005

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	2005	PERCENT
						CHANGE
						2004/2005
Art and Design	9	8	63	129	180	40%
Biology	9	62	370	666	1,072	61%
Business	27	131	100	142	127	-11%
Chemistry	12	113	409	642	1,051	64%
Computing	33	66	257	338	238	-30%
Computing Studies					96	
Drama			5	20	121	505%
English*	73	163	363	619	839	36%
Enterprise through Craft	11	31	48	61	81	33%
French	261	660	897	1,274	1,443	13%
Gaelic (Learners)	14	14	2	2	2	0%
Geology					3	
German	57	231	325	342	449	31%
Home Economics – Fashion and Textile Technology	0		0	0	1	
Home Economics – Health and Food Technology	91	197	322	305	357	17%
Home Economics – Lifestyle and Consumer Technology	13	1	42	16	16	0%
Italian	11	10	105	26	51	96%
Managing Environmental Resources		5	4	36	31	-14%
Mathematics	389	940	2,083	3,097	4,119	33%
Media Studies	3	3	20	14	31	121%
Music	80	47	56	114	159	39%
Personal and Social Education	0	14	7	47	78	66%
Physical Education		12	77	51	103	102%
Physics	3	48	185	297	410	38%
Religious, Moral and Philosophical Studies	12	132	359	291	232	-20%
Russian	3		7	0		
Social Subjects	7	132	210	318	413	30%
Spanish	57	96	83	360	242	-33%
Totals	1,175	3,116	6,399	9,207	11,945	30%

\*Includes both 'English' and 'English and Communication' Access 3 Clusters.



## STANDARD GRADE

Standard Grade is normally 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 in such a way that almost all candidates in the age group take the examination. The results are reported on a scale of 1 to 7, with 1 the highest, in a profile of performance which 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 Foundation level is at level 3 on the Scottish Credit and Qualifications Framework.

Standard Grade General level is at level 4 on the Scottish Credit and Qualifications Framework.

Standard Grade Credit level is at level 5 on the Scottish Credit and Qualifications Framework.

For further background information see the RIS Statistics page on the SQA website which also contains research papers and statistical reports on performance, attainment, processes and procedures.

Standard Grade had candidate uptake in 36 subjects in 2005, with one additional variant of English for candidates with special needs. 2003 saw the restructure of the modern language Standard Grade Courses. This entailed the inclusion of the writing Element as part of the Course, rather than as an optional Element. This change affected all modern languages except Gaelic (Learners).

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

### Table SG1

This table shows a five-year trend in Standard Grade entries by subject.

- There were 411,181 subject entries at Standard Grade in 2005, a 5% decrease compared with 2004. This is the fourth consecutive year that there has been decrease in Standard Grade entries.

- The most considerable drop in entry numbers, in subjects with more than 1,000 entries, was in Standard Grade Science, down 25%. This is due to candidates being presented for Intermediate level individual science subjects and Access Clusters instead.
- There were also large decreases in Accounting and Finance (down 10%), Computing Studies (down 9%), Administration (down 9%), and Technological Studies (down 11%).
- There were no high uptake subjects with substantial increases in numbers being presented.
- For all except three high uptake subjects (Spanish, Business Management and Religious Studies) entries decreased.

### Table SG2

This table shows the number of entries for each subject by stage.

- As would be expected, Standard Grade subjects were mainly entered for by S4 candidates. 99% of Standard Grade entries were from S4 candidates.

### Table SG3

### Table SG4

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 the nature of the subjects/Elements.

- 45% of subject entries resulted in a Credit award (grade 1–2), 41% in a General award (grade 3–4), and 12% a Foundation award (grade 5–6).
- Candidates obtained considerably better grades in the Practical Abilities Element of the sciences, Computing, Business Management, Administration and Accounting and Finance. This is also true of the Investigating Element in Classical Studies and Religious Studies, the Practical Performance Element in Physical Education, the Performing Elements in

Music and the Application of Technology Element in Technological Studies. These Elements are all directly graded, which means that they are often based on assessment instruments which are unchanged from year to year.

- 19.0% of candidates gained at least seven Standard Grades at grades 1 to 2.
- Female candidates, on average, obtained 3.2 Credit Standard Grade awards while male candidates, on average, obtained only 2.6.

#### Table SG5

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

- More males than females entered for Technological Studies, Craft and Design, Physics, and Physical Education. Male candidates performed better than females in Physical Education.
- More females than males took Home Economics, Administration, Biology, and Drama. Females performed better than males in all of these subjects.
- Across all Standard Grade subjects, female candidates out-performed males, especially at Credit level where, for females, almost 50% of entries resulted in Credit level awards.

#### Table SG6

The four tables (SG6a to SG6d) describe the number of entries, Credit awards, Credit and General awards, and Credit, General, and Foundation awards gained by all candidates.

- Standard Grade candidates took, on average, 6.6 subjects (excluding the Writing components).
- 68.6% of candidates were entered for seven or more Standard Grades (down 6.3 percentage points from 2004).
- A larger percentage of female candidates than male entered for seven or more subjects (by 2.2 percentage points).
- 65.5% of candidates gained at least seven Standard Grades at grades 1 to 6 (down 6.0 percentage points from 2004).
- 50.8% of candidates gained at least seven Standard Grades at grades 1 to 4.

#### Table SG7

This table shows the trend in successful appeals at Standard Grade from 2003 to 2005 as a percentage of Element entries. For further information on appeals refer to the RIS Statistics page on the SQA website.

- Over all subjects, the number of successful appeals in 2005 represented 1% of entries. This has been stable over the three years.
- The only Elements where there were more than 3% successful appeals were in Economics and Classical Studies.
- Successful appeals for English and Mathematics account for less 0.5% and 1% of entries, respectively.

#### Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
–	=	no entries (table SG2 only)
–	=	no appeals (table SG7 only)
n/a	=	no entries or ineligible for appeal (table SG7 only)
0%	=	less than 0.5%

#### Notation used in the tables

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



TABLE SG1: TREND IN ENTRIES FOR EACH SUBJECT AT STANDARD GRADE, 2001 TO 2005

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Classical Greek	9	4	5	4	4	0%
English	60,090	59,901	60,650	59,409	57,314	-4%
English – Alternative Communication	11	11	6	6	2	-67%
English – Spoken	9	2	3	2	0	-100%
French	38,736	39,190	37,988	36,306	34,275	-6%
Gaelic (Learners)	385	328	334	316	314	-1%
Gàidhlig	133	138	183	218	190	-13%
German	15,748	13,995	13,413	12,065	11,276	-7%
Italian	797	688	569	615	401	-35%
Latin	831	700	640	570	638	12%
Russian	10	17	7	1	6	500%
Spanish	2,846	3,032	2,779	2,807	2,824	1%
Urdu	174	171	181	164	153	-7%
Accounting and Finance	4,003	3,570	3,268	2,753	2,482	-10%
Mathematics	59,597	59,047	59,441	56,773	53,842	-5%
Biology	23,049	22,735	23,160	22,986	22,213	-3%
Chemistry	23,237	22,746	22,621	21,690	20,876	-4%
Physics	19,272	19,678	19,136	18,170	16,917	-7%
Science	15,340	13,913	11,470	8,322	6,206	-25%
Classical Studies	250	326	275	376	382	2%
Contemporary Social Studies	307	290	237	214	220	3%
Economics	772	813	592	358	241	-33%
Geography	22,403	21,944	21,322	19,825	18,937	-4%
History	21,516	21,423	21,934	22,239	21,089	-5%
Modern Studies	14,172	13,990	14,596	14,265	13,421	-6%
Religious Studies	1,355	1,312	1,712	1,555	1,583	2%
Social and Vocational Skills	3,505	3,150	3,103	3,109	3,038	-2%
Administration	8,771	14,346	14,500	14,354	13,118	-9%
Business Management	4,357	4,947	5,056	5,692	5,698	0%
Computing Studies	21,067	22,114	21,723	18,849	17,237	-9%
Craft and Design	15,148	15,219	15,029	14,319	14,055	-2%
Graphic Communication	8,780	9,598	9,944	9,755	9,562	-2%
Home Economics	9,584	8,912	8,808	8,319	7,782	-6%
Office and Information Studies	6,442	-	-	-	-	-
Technological Studies	2,739	2,659	2,244	2,152	1,921	-11%
Art and Design	21,027	21,390	21,908	20,630	19,512	-5%
Drama	4,933	5,452	5,663	5,978	5,659	-5%
Music	10,234	10,370	10,900	10,837	10,229	-6%
Physical Education	17,798	18,167	18,050	17,852	17,564	-2%
<b>Subtotals</b>	<b>459,437</b>	<b>456,288</b>	<b>453,450</b>	<b>433,855</b>	<b>411,181</b>	<b>-5%</b>
French (Writing)	20,791	22,667	-	-	-	-
Gaelic (Learners) (Writing)	158	149	148	147	143	-3%
German (Writing)	9,410	8,704	-	-	-	-
Italian (Writing)	482	516	-	-	-	-
Russian (Writing)	10	15	-	-	-	-
Spanish (Writing)	1,756	2,032	-	-	-	-
Urdu (Writing)	117	114	-	-	-	-
<b>Totals</b>	<b>492,161</b>	<b>490,485</b>	<b>453,598</b>	<b>434,002</b>	<b>411,324</b>	<b>-5%</b>

TABLE SG2: ENTRIES FOR EACH SUBJECT AT STANDARD GRADE BY STAGE, 2005

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	OTHER SCHOOL						FE	OTHER/ NOT KNOWN
		S3	S4	S5	S6	SCHOOL			
Classical Greek	4	–	100%	–	–	–	–	–	
English	57,314	3%	97%	0%	0%	0%	–	0%	
English – Alternative Communication	2	–	100%	–	–	–	–	–	
French	34,275	1%	99%	0%	0%	0%	–	0%	
Gaelic (Learners)	314	0%	98%	–	0%	1%	–	–	
Gàidhlig	190	–	100%	–	–	–	–	–	
German	11,276	1%	99%	0%	0%	0%	–	–	
Italian	401	0%	99%	–	0%	0%	–	–	
Latin	638	1%	99%	0%	–	–	–	–	
Russian	6	–	67%	–	33%	–	–	–	
Spanish	2,824	1%	97%	1%	1%	0%	0%	–	
Urdu	153	8%	84%	4%	–	4%	–	–	
Accounting & Finance	2,482	0%	99%	0%	0%	0%	–	–	
Mathematics	53,842	3%	97%	0%	0%	0%	–	0%	
Biology	22,213	0%	99%	0%	0%	0%	–	–	
Chemistry	20,876	0%	100%	0%	0%	0%	–	0%	
Physics	16,917	0%	99%	0%	0%	0%	–	0%	
Science	6,206	0%	100%	0%	0%	0%	–	0%	
Classical Studies	382	–	100%	–	–	–	–	–	
Contemporary Social Studies	220	5%	95%	0%	–	–	–	–	
Economics	241	–	100%	–	–	–	–	–	
Geography	18,937	0%	100%	0%	0%	0%	–	0%	
History	21,089	0%	100%	0%	0%	0%	–	0%	
Modern Studies	13,421	0%	100%	0%	–	0%	–	–	
Religious Studies	1,583	0%	99%	0%	–	–	–	–	
Social & Vocational Skills	3,038	0%	99%	0%	0%	0%	–	–	
Administration	13,118	0%	100%	0%	–	0%	–	0%	
Business Management	5,698	0%	100%	0%	–	0%	–	–	
Computing Studies	17,237	1%	99%	0%	–	0%	–	–	
Craft & Design	14,055	0%	100%	0%	–	0%	–	0%	
Graphic Communication	9,562	0%	100%	0%	–	0%	–	–	
Home Economics	7,782	0%	100%	0%	–	0%	–	–	
Technological Studies	1,921	0%	100%	–	–	–	–	0%	
Art and Design	19,512	0%	99%	0%	0%	0%	–	0%	
Drama	5,659	1%	99%	0%	–	0%	–	–	
Music	10,229	2%	98%	0%	0%	0%	–	0%	
Physical Education	17564	0%	100%	0%	–	0%	–	–	
Totals	411,181	4,113	406,115	345	109	465	7	27	
– as percentages		1%	99%	0%	0%	0%	0%	0%	

Note: Excludes the Writing option of Gaelic (Learners).

TABLE SG3: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT STANDARD GRADE, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE						NO OF CENTRES	
		1	2	3	4	5	6		
Classical Greek	4	3	0	1	0	0	0	0	2
English	57,314	6,806	18,403	18,755	10,617	1,818	65	0	446
English – Alternative Communication	2	0	0	0	1	1	0	0	1
French	34,275	5,924	7,121	8,241	8,089	3,056	511	9	393
Gaelic (Learners)	314	109	102	60	30	6	2	0	24
Gàidhlig	190	69	75	34	8	3	0	0	24
German	11,276	2,192	2,609	2,816	2,154	765	127	4	254
Italian	401	113	89	69	61	43	9	0	22
Latin	638	324	187	44	32	14	10	1	43
Russian	6	3	1	0	2	0	0	0	4
Spanish	2,824	648	697	607	526	200	37	2	106
Urdu	153	84	24	15	18	8	0	0	25
Accounting & Finance	2,482	589	680	415	346	255	152	17	168
Mathematics	53,842	9,501	7,656	11,973	8,967	10,314	4,270	1,110	437
Biology	22,213	5,851	5,592	5,686	2,213	1,790	700	41	401
Chemistry	20,876	6,370	5,732	5,420	1,581	1,066	447	56	391
Physics	16,917	5,321	4,554	3,938	1,395	818	568	88	391
Science	6,206	125	289	1,531	1,954	1,272	482	50	198
Classical Studies	382	106	89	62	52	31	21	2	18
Contemporary Social Studies	220	1	0	8	49	77	61	5	13
Economics	241	35	80	38	44	24	13	7	18
Geography	18,937	4,408	5,060	3,525	2,562	1,776	1,347	250	391
History	21,089	5,115	5,874	3,211	2,953	2,323	1,222	386	380
Modern Studies	13,421	3,908	2,679	2,157	2,317	1,580	624	149	296
Religious Studies	1,583	254	330	341	277	172	106	9	82
Social & Vocational Skills	3,038	468	724	823	595	259	50	2	109
Administration	13,118	1,638	3,557	2,260	2,761	1,548	843	108	343
Business Management	5,698	1,469	1,590	1,137	830	391	156	14	202
Computing Studies	17,237	3,676	4,097	3,484	3,129	1,990	424	31	352
Craft & Design	14,055	1,586	3,248	3,672	3,052	1,557	368	22	365
Graphic Communication	9,562	1,663	2,753	2,096	1,739	801	221	14	342
Home Economics	7,782	707	1,976	2,319	1,683	683	114	0	304
Technological Studies	1,921	579	470	360	266	110	87	18	120
Art and Design	19,512	2,888	6,570	6,475	2,356	569	46	0	378
Drama	5,659	1,053	1,743	1,407	824	331	81	1	155
Music	10,229	3,791	3,186	1,697	822	338	78	0	332
Physical Education	17,564	2,324	5,684	5,345	2,911	780	90	5	375
Subtotals	411,181	79,701	103,521	100,022	67,216	36,769	13,332	2,401	
– as percentages	100%	19%	25%	24%	16%	9%	3%	1%	
Gaelic (Learners) (Writing)*	143	24	52	41	18	–	–	–	16
Totals	411,324	79,725	103,573	100,063	67,234	36,769	13,332	2,401	
– as percentages		19%	25%	24%	16%	9%	3%	1%	

\* Awards in the optional Writing Element for Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT  
AT STANDARD GRADE, 2005

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)						OTHER/ NO AWARD	
		1	2	3	4	5	6		
Classical Greek	4	75	0	25	0	0	0	0	0
Interpretation		75	0	0	25	0	0	0	0
Translation		75	25	0	0	0	0	0	0
Investigation		50	50	0	0	0	0	0	0
English	57,314	12	32	33	19	3	0	0	1
Reading		15	32	27	18	6	1	0	2
Writing		7	27	40	21	3	0	0	1
Talking		20	31	31	15	3	1	0	0
English – Alternative Communication	2	0	0	0	50	50	0	0	0
Reading		0	0	0	0	100	0	0	0
Writing		0	0	0	50	50	0	0	0
Communicating		0	0	50	50	0	0	0	0
French	34,275	17	21	24	24	9	1	0	4
Reading		17	17	20	31	10	2	1	2
Listening		13	19	16	36	8	3	2	3
Speaking		20	21	22	19	11	5	1	0
Writing		20	21	26	18	10	4	0	1
Gaelic (Learners)	314	35	32	19	10	2	1	0	2
Reading		36	34	17	10	2	0	1	1
Listening		40	29	18	8	1	1	0	2
Speaking		30	26	25	13	5	1	0	0
Gaelic (Learners) Writing *	143	17	36	29	13	0	0	0	6
Gàidhlig	190	36	39	18	4	2	0	0	1
Reading		36	42	17	4	2	1	0	0
Listening		51	24	17	6	1	1	0	1
Writing		21	33	28	14	3	1	0	1
Speaking		34	37	18	6	4	1	0	0
German	11,276	19	23	25	19	7	1	0	5
Reading		18	17	27	22	7	3	1	3
Listening		14	27	21	25	6	1	1	5
Speaking		23	23	23	18	9	4	1	1
Writing		21	21	25	19	9	4	1	1
Italian	401	28	22	17	15	11	2	0	4
Reading		27	20	22	18	5	3	2	2
Listening		16	26	17	29	6	1	0	3
Speaking		34	17	16	13	10	5	4	1
Writing		30	20	14	13	12	9	1	1
Latin	638	51	29	7	5	2	2	0	4
Interpretation		47	27	10	6	2	2	4	2
Translation		55	27	6	5	2	1	2	2
Investigation		59	25	8	4	1	1	0	2
Russian	6	50	17	0	33	0	0	0	0
Reading		50	17	0	33	0	0	0	0
Listening		33	17	17	17	17	0	0	0
Speaking		67	0	17	17	0	0	0	0
Writing		33	17	17	17	17	0	0	0

\* Awards in the optional Writing Element for Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT  
AT STANDARD GRADE, 2005 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Spanish	2,824	23	25	21	19	7	1	0	4
Reading		19	23	22	23	6	2	1	2
Listening		16	26	26	19	5	3	2	3
Speaking		29	22	18	15	10	5	1	0
Writing		23	23	21	17	11	3	1	1
Urdu	153	55	16	10	12	5	0	0	3
Reading		58	12	6	4	5	6	8	2
Listening		70	4	20	1	2	1	1	1
Speaking		53	21	17	5	3	0	0	1
Writing		44	22	23	7	1	2	0	0
Accounting and Finance	2,482	24	27	17	14	10	6	1	1
Knowledge and Understanding		16	21	17	24	6	9	6	1
Handling Information		23	26	16	18	7	7	2	1
Practical Abilities		52	11	16	7	9	3	3	0
Mathematics	53,842	18	14	22	17	19	8	2	0
Knowledge and Understanding		17	16	18	19	19	8	3	0
Reasoning & Enquiry		13	13	21	19	17	12	4	0
Biology	22,213	26	25	26	10	8	3	0	2
Knowledge and Understanding *		20	22	17	21	7	0	12	1
Problem Solving *		25	32	16	18	4	0	4	1
Practical Abilities *		75	18	5	2	1	0	0	0
Chemistry	20,876	31	27	26	8	5	2	0	1
Knowledge and Understanding *		26	25	18	17	6	0	7	1
Problem Solving *		26	32	22	13	4	0	2	1
Practical Abilities *		84	10	2	1	1	0	1	0
Physics	16,917	31	27	23	8	5	3	1	1
Knowledge and Understanding *		29	24	16	17	6	0	6	1
Problem Solving *		24	32	22	10	5	0	6	1
Practical Abilities *		76	16	4	2	1	0	1	0
Science	6,206	2	5	25	31	20	8	1	8
Knowledge and Understanding		2	4	12	26	24	19	6	8
Problem Solving		3	4	22	32	16	12	4	8
Practical Abilities		30	31	15	11	8	3	2	0
Classical Studies	382	28	23	16	14	8	5	1	5
Knowledge and Understanding		32	21	9	16	8	3	7	5
Evaluating		26	20	12	18	7	3	9	5
Investigating		38	21	18	12	6	4	1	0
Contemporary Social Studies	220	0	0	4	22	35	28	2	9
Knowledge and Understanding		0	0	5	18	26	24	20	7
Evaluating		0	0	12	35	26	15	3	7
Investigating		0	0	3	20	29	41	5	1
Economics	241	15	33	16	18	10	5	3	0
Knowledge and Understanding		20	34	15	13	7	6	5	0
Enquiry Skills		15	34	11	24	6	4	6	0
Geography	18,937	23	27	19	14	9	7	1	0
Knowledge and Understanding		20	28	17	15	11	5	4	0
Enquiry Skills		24	28	19	12	8	7	2	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, 2005 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)						OTHER/ NO AWARD	
		1	2	3	4	5	6		
History	21,089	24	28	15	14	11	6	2	0
Knowledge and Understanding		24	24	19	16	13	2	3	0
Enquiry Skills		25	30	14	13	9	6	4	0
Modern Studies	13,421	29	20	16	17	12	5	1	0
Knowledge and Understanding		26	20	13	15	19	4	4	0
Enquiry Skills		31	22	17	15	9	4	2	0
Religious Studies	1,583	16	21	22	17	11	7	1	6
Knowledge and Understanding		18	22	21	19	7	5	5	3
Evaluating		13	17	26	17	7	6	10	3
Investigating		25	18	20	16	11	5	2	3
Social and Vocational Skills	3,038	15	24	27	20	9	2	0	4
Communicative Abilities		8	21	25	24	14	5	0	4
Practical Abilities		17	23	24	19	11	4	1	0
Administration	13,118	12	27	17	21	12	6	1	3
Knowledge and Understanding		13	18	16	19	12	12	8	3
Problem Solving		8	21	27	22	8	7	4	3
Practical Abilities		38	12	25	8	10	2	6	0
Business Management	5,698	26	28	20	15	7	3	0	2
Knowledge and Understanding		21	25	24	15	7	4	3	2
Decision Making		28	23	23	11	7	5	2	1
Practical Abilities		38	22	21	11	5	1	2	0
Computing Studies	17,237	21	24	20	18	12	2	0	2
Knowledge and Understanding		21	22	17	14	16	5	3	2
Problem Solving		19	22	15	22	12	6	2	2
Practical Abilities		31	26	21	13	6	2	1	1
Craft and Design	14,055	11	23	26	22	11	3	0	4
Knowledge and Understanding		10	24	17	22	13	7	4	3
Designing		17	20	25	19	12	6	1	1
Practical Abilities		20	25	26	16	8	4	1	1
Graphic Communication	9,562	17	29	22	18	8	2	0	3
Knowledge and Interpretation		23	24	24	14	9	1	2	3
Drawing Abilities		17	25	18	17	12	4	4	3
Illustration and Presentation		24	30	22	13	7	3	1	0
Home Economics	7,782	9	25	30	22	9	1	0	4
Knowledge and Understanding		4	9	23	33	10	12	6	3
Handling Information		13	15	29	15	12	7	4	3
Practical and Organisational Skills		19	32	27	15	5	2	0	0
Technological Studies	1,921	30	24	19	14	6	5	1	2
Knowledge and Understanding		24	27	13	23	5	0	6	1
Reasoning and Numerical Analysis		31	25	10	20	3	0	9	2
Application of Technology		47	28	17	6	2	0	0	0
Art and Design	19,512	15	34	33	12	3	0	0	3
Expressive Activities		13	30	39	13	2	0	0	2
Critical Activities		20	28	34	12	3	0	0	3
Design Activities		23	26	28	14	5	2	1	1

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT  
AT STANDARD GRADE, 2005 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Drama	5,659	19	31	25	15	6	1	0	4
Knowledge and Understanding		9	26	24	20	12	5	2	4
Creating		33	27	22	11	5	2	0	0
Presenting		27	28	24	13	6	2	1	0
Music	10,229	37	31	17	8	3	1	0	3
Solo Performing		51	24	9	5	4	3	3	1
Listening		23	36	19	16	2	0	2	2
Group Performing		46	27	13	7	3	2	2	1
Inventing		32	26	21	12	6	2	1	0
Physical Education	17,564	13	32	30	17	4	1	0	2
Knowledge and Understanding		8	22	22	24	10	6	6	2
Evaluating		8	22	30	22	8	5	4	2
Practical Performance		26	37	26	9	2	0	0	0
All Subjects	411,324	22	24	22	17	8	3	2	1

TABLE SG5a: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2005

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	3	75%	3	0	0	0	0	0	0
English	28,797	50%	2,487	8,104	9,717	6,703	1,285	51	0
English – Alternative Communication	1	50%	0	0	0	0	1	0	0
French	16,078	47%	1,928	2,850	3,762	4,518	1,911	365	8
Gaelic (Learners)	159	51%	39	52	34	24	5	2	0
Gàidhlig	93	49%	27	39	18	6	3	0	0
German	5,502	49%	787	1,071	1,466	1,274	496	91	4
Italian	148	37%	30	22	24	29	30	7	0
Latin	289	45%	136	82	18	20	11	7	0
Russian	4	67%	2	1	0	1	0	0	0
Spanish	1,174	42%	164	239	263	295	127	29	1
Urdu	69	45%	32	8	8	14	5	0	0
Accounting and Finance	1,193	48%	285	323	202	174	111	73	8
Mathematics	27,152	50%	4,636	3,855	6,200	4,367	5,359	2,174	535
Biology	6,644	30%	1,746	1,603	1,697	730	528	215	21
Chemistry	10,331	49%	3,111	2,750	2,722	839	542	238	29
Physics	12,299	73%	3,445	3,390	3,040	1,133	616	426	73
Science	3,351	54%	62	174	860	1,014	676	272	29
Classical Studies	179	47%	49	40	21	28	13	15	2
Contemporary Social Studies	131	60%	1	0	5	26	55	29	2
Economics	161	67%	25	61	25	27	14	5	4
Geography	10,881	57%	2,260	2,945	2,118	1,550	1,134	732	138
History	10,244	49%	2,021	2,797	1,606	1,519	1,352	720	228
Modern Studies	5,507	41%	1,389	1,060	909	1,009	757	309	73
Religious Studies	530	33%	45	83	107	104	76	61	4
Social and Vocational Skills	1,446	48%	139	255	391	378	182	36	1
Administration	3,233	25%	238	709	547	765	498	307	37
Business Management	2,803	49%	690	799	576	402	185	85	7
Computing Studies	11,102	64%	2,289	2,622	2,240	2,042	1,344	279	24
Craft and Design	10,774	77%	1,082	2,454	2,853	2,430	1,240	289	16
Graphic Communication	6,548	68%	986	1,790	1,458	1,289	638	182	11
Home Economics	1,565	20%	53	218	444	434	267	56	0
Technological Studies	1,806	94%	536	443	344	248	107	84	18
Art and Design	6,969	36%	617	1,930	2,549	1,240	330	28	0
Drama	1,832	32%	202	476	504	347	165	47	1
Music	4,488	44%	1,475	1,355	787	452	209	47	0
Physical Education	12,204	69%	1,660	4,144	3,743	1,862	431	48	3
Subtotals	205,690	50%	34,677	48,744	51,258	37,293	20,703	7,309	1,277
– as percentages	100%		17%	24%	25%	18%	10%	4%	1%
Gaelic (Learners) (Writing)*	58	41%	6	13	24	10	–	–	–
Totals	205,748	50%	34,683	48,757	51,282	37,303	20,703	7,309	1,277
– as percentages			17%	24%	25%	18%	10%	4%	1%

\* Awards in the optional Writing Element for Gaelic (Learners) are made at grades 1 to 4 only.



TABLE SG5b: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2005

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	1	25%	0	0	1	0	0	0	0
English	28,517	50%	4,319	10,299	9,038	3,914	533	14	0
English – Alternative Communication	1	50%	0	0	0	1	0	0	0
French	18,197	53%	3,996	4,271	4,479	3,571	1,145	146	1
Gaelic (Learners)	155	49%	70	50	26	6	1	0	0
Gàidhlig	97	51%	42	36	16	2	0	0	0
German	5,774	51%	1,405	1,538	1,350	880	269	36	0
Italian	253	63%	83	67	45	32	13	2	0
Latin	349	55%	188	105	26	12	3	3	1
Russian	2	33%	1	0	0	1	0	0	0
Spanish	1,650	58%	484	458	344	231	73	8	1
Urdu	84	55%	52	16	7	4	3	0	0
Accounting and Finance	1,289	52%	304	357	213	172	144	79	9
Mathematics	26,690	50%	4,865	3,801	5,773	4,600	4,955	2,096	575
Biology	15,569	70%	4,105	3,989	3,989	1,483	1,262	485	20
Chemistry	10,545	51%	3,259	2,982	2,698	742	524	209	27
Physics	4,618	27%	1,876	1,164	898	262	202	142	15
Science	2,855	46%	63	115	671	940	596	210	21
Classical Studies	203	53%	57	49	41	24	18	6	0
Contemporary Social Studies	89	40%	0	0	3	23	22	32	3
Economics	80	33%	10	19	13	17	10	8	3
Geography	8,056	43%	2,148	2,115	1,407	1,012	642	615	112
History	10,845	51%	3,094	3,077	1,605	1,434	971	502	158
Modern Studies	7,914	59%	2,519	1,619	1,248	1,308	823	315	76
Religious Studies	1,053	67%	209	247	234	173	96	45	5
Social and Vocational Skills	1,592	52%	329	469	432	217	77	14	1
Administration	9,885	75%	1,400	2,848	1,713	1,996	1,050	536	71
Business Management	2,895	51%	779	791	561	428	206	71	7
Computing Studies	6,135	36%	1,387	1,475	1,244	1,087	646	145	7
Craft and Design	3,281	23%	504	794	819	622	317	79	6
Graphic Communication	3,014	32%	677	963	638	450	163	39	3
Home Economics	6,217	80%	654	1,758	1,875	1,249	416	58	0
Technological Studies	115	6%	43	27	16	18	3	3	0
Art and Design	12,543	64%	2,271	4,640	3,926	1,116	239	18	0
Drama	3,827	68%	851	1,267	903	477	166	34	0
Music	5,741	56%	2,316	1,831	910	370	129	31	0
Physical Education	5,360	31%	664	1,540	1,602	1,049	349	42	2
<b>Subtotals</b>	<b>205,491</b>	<b>50%</b>	<b>45,024</b>	<b>54,777</b>	<b>48,764</b>	<b>29,923</b>	<b>16,066</b>	<b>6,023</b>	<b>1,124</b>
– as percentages			22%	27%	24%	15%	8%	3%	1%
Gaelic (Learners) (Writing)*	85	59%	18	39	17	8	–	–	–
<b>Totals</b>	<b>205,576</b>	<b>50%</b>	<b>45,042</b>	<b>54,816</b>	<b>48,781</b>	<b>29,931</b>	<b>16,066</b>	<b>6,023</b>	<b>1,124</b>
– as percentages			22%	27%	24%	15%	8%	3%	1%

\* Awards in the optional Writing Element for Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG5c: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	% OF ENTRIES		% OF MALE ENTRIES			% OF FEMALE ENTRIES		
		MALE	FEMALE	1-2	1-4	1-6	1-2	1-4	1-6
Classical Greek	4	75	25	100	100	100	0	100	100
English	57,314	50	50	37	94	98	51	97	99
English – Alternative Communication	2	50	50	0	0	100	0	100	100
French	34,275	47	53	30	81	95	45	90	97
Gaelic (Learners)	314	51	49	57	94	98	77	98	99
Gàidhlig	190	49	51	71	97	100	80	99	99
German	11,276	49	51	34	84	94	51	90	95
Italian	401	37	63	35	71	96	59	90	96
Latin	638	45	55	75	89	95	84	95	97
Russian	6	67	33	75	100	100	50	100	100
Spanish	2,824	42	58	34	82	95	57	92	97
Urdu	153	45	55	58	90	97	81	94	98
Accounting and Finance	2,482	48	52	51	82	98	51	81	98
Mathematics	53,842	50	50	31	70	98	32	71	98
Biology	22,213	30	70	50	87	98	52	87	98
Chemistry	20,876	49	51	57	91	99	59	92	99
Physics	16,917	73	27	56	90	98	66	91	98
Science	6,206	54	46	7	63	91	6	63	91
Classical Studies	382	47	53	50	77	93	52	84	96
Contemporary Social Studies	220	60	40	1	24	89	0	29	90
Economics	241	67	33	53	86	98	36	74	96
Geography	18,937	57	43	48	82	99	53	83	99
History	21,089	49	51	47	78	98	57	85	99
Modern Studies	13,421	41	59	44	79	99	52	85	99
Religious Studies	1,583	33	67	24	64	90	43	82	95
Social and Vocational Skills	3,038	48	52	27	80	96	50	91	97
Administration	13,118	25	75	29	70	95	43	80	97
Business Management	5,698	49	51	53	88	98	54	88	98
Computing Studies	17,237	64	36	44	83	97	47	85	98
Craft and Design	14,055	77	23	33	82	96	40	83	96
Graphic Communication	9,562	68	32	42	84	97	54	91	97
Home Economics	7,782	20	80	17	73	94	39	89	97
Technological Studies	1,921	94	6	54	87	98	61	90	96
Art and Design	19,512	36	64	37	91	96	55	95	97
Drama	5,659	32	68	37	83	95	55	91	97
Music	10,229	44	56	63	91	96	72	95	97
Physical Education	17,564	69	31	48	93	97	41	91	98
Subtotals	411,181	50	50	41	84	97	49	87	98
Gaelic (Learners) (Writing)*	143	41	59	33	91	91	67	96	96
Totals	411,324	50	50	41	84	97	49	87	98

\* Awards in the optional Writing Element for Gaelic (Learners) are made at grades 1 to 4 only.

TABLE SG6a: NUMBER OF STANDARD GRADE ENTRIES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	652	1.0%	287	0.9%	365	1.2%
8	27,008	43.1%	13,474	42.7%	13,534	43.5%
7	15,291	68.6%	7,521	67.5%	7,770	69.7%
6	7,614	80.7%	3,840	79.7%	3,774	81.8%
5	3,651	86.6%	1,973	86.0%	1,678	87.2%
4	1,995	89.8%	1,062	89.3%	933	90.2%
3	1,267	91.8%	701	91.5%	566	92.0%
2	1,348	93.9%	746	93.9%	602	94.0%
1	3,796	100.0%	1,920	100.0%	1,876	100.0%
Total cand	62,622		31,524		31,098	
Total entries	411,181		205,690		205,491	
Entries/cand	6.6		6.5		6.6	

TABLE SG6b: NUMBER OF STANDARD GRADE CREDIT LEVEL AWARDS PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 AND 2	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	172	0.3%	57	0.2%	115	0.4%
8	6,311	10.1%	2,630	8.3%	3,681	11.8%
7	5,407	19.0%	2,421	16.2%	2,986	21.8%
6	4,261	25.8%	1,913	22.3%	2,348	29.4%
5	3,942	32.1%	1,861	28.2%	2,081	36.1%
4	4,085	38.6%	1,913	34.2%	2,172	43.0%
3	4,196	45.3%	2,134	41.0%	2,062	49.7%
2	5,146	53.5%	2,707	49.6%	2,439	57.5%
1	8,841	67.6%	4,670	64.4%	4,171	70.9%
0	20,261	100.0%	11,218	100.0%	9,043	100.0%
Total cand	62,622		31,524		31,098	
Awards 1-2	183,222		83,421		99,801	
Awards/cand	2.9		2.6		3.2	

Note: Entries and awards exclude the Writing option of Gaelic (Learners).

TABLE SG6c: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS  
PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 4	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	517	0.8%	217	0.7%	300	1.0%
8	19,362	30.9%	9,340	29.6%	10,022	32.2%
7	11,933	50.8%	5,721	48.5%	6,212	53.2%
6	7,285	62.4%	3,647	60.0%	3,638	64.9%
5	5,042	70.5%	2,563	68.2%	2,479	72.8%
4	4,209	77.2%	2,200	75.1%	2,009	79.3%
3	3,529	82.8%	1,912	81.2%	1,617	84.5%
2	3,216	88.0%	1,818	87.0%	1,398	89.0%
1	4,605	95.3%	2,383	94.5%	2,222	96.1%
0	2,924	100.0%	1,723	100.0%	1,201	100.0%
Total cand	62,622		31,524		31,098	
Awards 1-4	350,460		171,972		178,488	
Awards/cand	5.6		5.5		5.7	

TABLE SG6d: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL  
AWARDS PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 6	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	627	1.0%	274	0.9%	353	1.1%
8	25,638	40.9%	12,702	40.3%	12,936	41.6%
7	14,747	65.5%	7,279	64.3%	7,468	66.7%
6	7,702	77.8%	3,894	76.6%	3,808	79.0%
5	3,906	84.0%	2,072	83.2%	1,834	84.9%
4	2,333	87.8%	1,267	87.2%	1,066	88.3%
3	1,542	90.2%	837	89.9%	705	90.6%
2	1,557	92.7%	872	92.6%	685	92.8%
1	3,771	98.7%	1,902	98.7%	1,869	98.8%
0	799	100.0%	425	100.0%	374	100.0%
Total cand	62,622		31,524		31,098	
Awards 1-6	400,561		199,984		200,577	
Awards/cand	6.4		6.3		6.4	

Note: Entries and awards exclude the Writing option of Gaelic (Learners).

TABLE SG7: TREND IN SUCCESSFUL APPEALS FOR EACH ELEMENT AT STANDARD GRADE, 2003 TO 2005

ALL CANDIDATES

SUBJECT/ELEMENT	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES		
	2003	2004	2005
Classical Greek			
Interpretation	–	–	–
Translation	–	–	–
Investigation	–	0%	–
English			
Reading	1%	0%	0%
Writing	0%	0%	0%
Talking	n/a	n/a	n/a
English – Alternative Communication			
Reading	–	–	–
Writing	0%	–	–
Communicating	n/a	n/a	n/a
French			
Reading	2%	2%	3%
Listening	2%	1%	1%
Speaking	n/a	n/a	n/a
Writing	0%	0%	0%
Gaelic (Learners)			
Reading	–	–	1%
Listening	1%	0%	1%
Speaking	n/a	n/a	n/a
Gaelic (Learners) Writing *	–	–	–
Gàidhlig			
Reading	2%	0%	–
Listening	1%	–	–
Writing	–	–	–
Speaking	n/a	n/a	n/a
German			
Reading	1%	1%	1%
Listening	2%	1%	1%
Speaking	n/a	n/a	n/a
Writing	0%	1%	0%
Italian			
Reading	0%	1%	–
Listening	0%	0%	0%
Speaking	n/a	n/a	n/a
Writing	–	–	–
Latin			
Interpretation	2%	2%	1%
Translation	2%	2%	2%
Investigation	0%	0%	1%
Russian			
Reading	–	–	–
Listening	–	–	–
Speaking	n/a	n/a	n/a
Writing	–	–	–
Spanish			
Reading	4%	2%	2%
Listening	2%	2%	0%
Speaking	n/a	n/a	n/a
Writing	1%	0%	0%

\* Gaelic (Learners) Writing element is optional.

TABLE SG7: TREND IN SUCCESSFUL APPEALS FOR EACH ELEMENT AT STANDARD GRADE, 2003 TO 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT/ELEMENT	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES		
	2003	2004	2005
Urdu			
Reading	–	0%	0%
Listening	–	–	–
Speaking	n/a	n/a	n/a
Writing	–	–	1%
Accounting and Finance			
Knowledge and Understanding	2%	2%	2%
Handling Information	1%	1%	1%
Practical Abilities	n/a	n/a	n/a
Mathematics			
Knowledge and Understanding	1%	1%	1%
Reasoning & Enquiry	1%	1%	1%
Biology			
Knowledge and Understanding	1%	1%	0%
Problem Solving	1%	1%	1%
Practical Abilities	n/a	n/a	n/a
Chemistry			
Knowledge and Understanding	0%	0%	0%
Problem Solving	0%	0%	0%
Practical Abilities	n/a	n/a	n/a
Physics			
Knowledge and Understanding	0%	0%	0%
Problem Solving	1%	0%	0%
Practical Abilities	n/a	n/a	n/a
Science			
Knowledge and Understanding	1%	1%	1%
Problem Solving	1%	1%	1%
Practical Abilities	n/a	n/a	n/a
Classical Studies			
Knowledge and Understanding	1%	5%	5%
Evaluating	2%	5%	4%
Investigating	n/a	n/a	n/a
Contemporary Social Studies			
Knowledge and Understanding	–	–	1%
Evaluating	–	–	–
Investigating	n/a	n/a	n/a
Economics			
Knowledge and Understanding	2%	2%	3%
Enquiry Skills	5%	6%	9%
Geography			
Knowledge and Understanding	3%	3%	2%
Enquiry Skills	3%	2%	2%
History			
Knowledge and Understanding	2%	1%	2%
Enquiry Skills	3%	2%	2%
Modern Studies			
Knowledge and Understanding	3%	2%	2%
Enquiry Skills	3%	2%	2%
Religious Studies			
Knowledge and Understanding	2%	2%	2%
Evaluating	2%	2%	3%
Investigating	n/a	n/a	n/a

TABLE SG7: TREND IN SUCCESSFUL APPEALS FOR EACH ELEMENT AT STANDARD GRADE, 2003 TO 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT/ELEMENT	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES		
	2003	2004	2005
Social and Vocational Skills			
Communicative Abilities	0%	0%	2%
Practical Abilities	n/a	n/a	n/a
Administration			
Knowledge and Understanding	4%	2%	2%
Problem Solving	3%	2%	2%
Practical Abilities	0%	0%	0%
Business Management			
Knowledge and Understanding	3%	1%	1%
Decision Making	2%	1%	1%
Practical Abilities	n/a	n/a	n/a
Computing Studies			
Knowledge and Understanding	2%	1%	1%
Problem Solving	2%	1%	1%
Practical Abilities	n/a	n/a	n/a
Craft and Design			
Knowledge and Understanding	2%	1%	2%
Designing	n/a	n/a	n/a
Practical Abilities	n/a	n/a	n/a
Graphic Communication			
Knowledge and Interpretation	2%	3%	2%
Drawing Abilities	2%	2%	1%
Illustration and Presentation	n/a	n/a	n/a
Home Economics			
Knowledge and Understanding	1%	3%	2%
Handling Information	1%	2%	3%
Practical and Organisational Skills	n/a	n/a	n/a
Technological Studies			
Knowledge and Understanding	2%	3%	1%
Reasoning and Numerical Analysis	2%	2%	1%
Application of Technology	n/a	n/a	n/a
Art and Design			
Expressive Activities	2%	3%	2%
Critical Activities	4%	2%	3%
Design Activities	n/a	n/a	n/a
Drama			
Knowledge and Understanding	3%	2%	3%
Creating	n/a	n/a	n/a
Presenting	n/a	n/a	n/a
Music			
Solo Performing	0%	0%	0%
Listening	0%	1%	0%
Group Performing	n/a	n/a	n/a
Inventing	n/a	n/a	n/a
Physical Education			
Knowledge and Understanding	3%	2%	2%
Evaluating	3%	3%	2%
Practical Performance	n/a	n/a	n/a
All Subjects	1%	1%	1%

## INTERMEDIATE 1

All tables reporting on Intermediate 1 are Course-based analyses, ie candidates must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any candidate who re-sat the external assessment and did not improve on their previous position.

Intermediate 1 is at level 4 on the Scottish Credit and Qualifications Framework.

For further background information see the RIS Statistics page on the SQA website which also contains research papers and statistical reports on performance, attainment, processes and procedures.

Intermediate 1 was designed primarily for candidates in the fifth and sixth years of secondary education, and adults. Awards are made at three passing grades, A to C, and grade D. Only overall awards are reported. Intermediate 1 had candidate uptake in 41 subjects from 448 centres.

For three subjects at Intermediate 1 in 2005, a revised Course was available in addition to that used in the previous year. In the following tables the revised Course has been designated '(New)' ie Computing Studies (New), Geography (New) and Psychology (New).

Tables IA1 to IA8 provide detailed information about uptake and attainment in Intermediate 1.

### Table IA1

This table shows a five-year trend for each subject at Intermediate 1.

- There were 36,653 entries at Intermediate 1 in 2005, an increase of 17%.
- Mathematics and English entries made up 35% of the total entries (similar to 2004).
- The highest percentage increases in entries in subjects with over 100 entries were in Media Studies, Hospitality: Practical Cookery, Physics, Art and Design, Italian and History.

### Table IA2

This table shows the pass rate for each subject in the first five years of Intermediate 1. Pass rates can vary considerably among subjects, reflecting the nature of the candidature and subject.

- The Intermediate 1 pass rate has increased this year by 3 percentage points.
- For the higher uptake subjects (with 100 or more entries) the pass rates for Travel and Tourism, French and English have improved on last year.
- Changes to the pass rates of individual subjects are not unexpected when uptake has risen sharply – in Physics, for example, where the pass rate fell from 51% in 2004 to 45% in 2005, and entries rose from 1,073 to 1,555.

### Table IA3

These tables (IA3a and IA3b) show the number of entries and pass rates for each Intermediate 1 subject by entry stage.

- Intermediate 1 Course entries mainly comprised of either S4 (50%) or S5 (36%) entries.
- 78% of English and 73% of Travel and Tourism entries were from S5, while most science subject entries came from S4 candidates (Physics 95%, Biology 93%, Chemistry 91%).
- The following subjects' entries were all or predominately from FE centres: Sociology, Care and Personal and Social Education.
- Across Intermediate 1 subjects, the pass rate for S4 is marginally greater than that for S5, 69% and 66% respectively.

### Table IA4

These tables (IA4a and IA4b) describe Intermediate 1 pass rates and grade distributions by subject. Pass rates can vary considerably among subjects, reflecting the nature of the candidature and subject.

- Pass rates in subjects with 100 or more entries ranged from 92% in Home Economics: Lifestyle and Consumer Technology to 45% in Physics.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 60% in Spanish to 11% in Media Studies.
- 360 centres entered candidates for English and 381 for Mathematics, while Gàidhlig was the only subject with entries from only one centre.





#### Table IA5

These three tables (IA5a, IA5b and IA5c) describe gender differences in subject choice and attainment at Intermediate 1.

- There were predominately more male candidates taking Woodworking Skills (85%), Physics (83%), and Physical Education (76%) than female. There were also more male candidates entered for English than female in 2005 (55% male, 45% female).
- Almost all Home Economics: Fashion and Textile Technology (97%), Home Economics: Lifestyle and Consumer Technology (95%) and Care (93%) candidates were female.
- The average pass rate for female candidates across all subjects was 6 percentage points higher than that for males (72% compared to 66%).
- The average A rate for female candidates across all subjects was also 6 percentage points higher than for males (28% compared to 22%).

#### Table IA6

These three tables (IA6a, IA6b and IA6c) give the average number of entries and passes at Intermediate 1 by age and gender, where age is taken at 31 December 2004.

- 49% of Intermediate 1 candidates were aged 15 and 27% of Intermediate 1 candidates were aged 16. The average pass rate for these two groups was very similar.
- 49% of all Intermediate 1 candidates were male, 51% were female.
- Candidates entered for, on average, 1.4 Intermediate 1 subjects.
- Candidates passed, on average, 0.9 Intermediate 1 subjects; the average number of passes, however, was marginally higher for females than for males – 1.0 and 0.9 respectively.

#### Table IA7

These tables (IA7a to IA7c) describe the number of entries, passes, and grade A awards gained by all candidates.

- Of the 26,906 candidates, 73% entered for only one Intermediate 1 subject.
- Just over 7% of Intermediate 1 candidates entered for three or more subjects.

- 77% of candidates achieved at least one Intermediate 1 pass.
- 32% of candidates achieved at least one Grade A pass (up from 29% in 2004).
- 35% of female candidates and 28% of male candidates achieved at least one Intermediate 1 grade A pass. On average, males achieved 0.3 grade A passes, and females 0.4.

#### Table IA8

This table shows the trend in successful appeals at Intermediate 1 from 2003 to 2005 as a percentage of entries. For further information on appeals refer to the RIS Statistics page on the SQA website.

- Over all subjects, the number of successful appeals in 2005 represented 2% of entries. This has been stable over the three years.
- Of the subjects with more than 100 entries, the largest percentages of successful appeals were in Geography (7%) and Religious, Moral and Philosophical Studies (7%).
- Successful appeals for English and Mathematics both account for 3% and 2% of entries respectively.

#### Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
–	=	no entries (tables IA2, IA3a and IA3b)
–	=	no appeals (table IA8 only)
n/a	=	no entries or ineligible for appeal (table IA8 only)
0%	=	less than 0.5%

#### Notation used in the tables

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

#### Subject title changed – Trend tables

English and Communication changed to English in 2003  
Accounting and Finance changed to Accounting in 2004  
Craft and Design changed to Product Design in 2004.

TABLE IA1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1, 2001 TO 2005

ALL CANDIDATES

SUBJECT						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
English*	3,578	4,438	4,514	4,935	5,011	2%
French	61	158	574	989	1,136	15%
Gaelic (Learners)	13	20	25	11	15	36%
Gàidhlig		7			1	-
German	47	59	149	197	151	-23%
Italian	178	199	195	131	185	41%
Latin	4	16	4	1	7	600%
Russian		3	1	9	17	89%
Spanish	398	536	598	663	672	1%
Accounting*	423	394	313	190	125	-34%
Mathematics	3,933	5,070	5,314	6,240	7,799	25%
Biology	270	629	1,370	2,813	3,295	17%
Chemistry	41	263	723	1,408	1,602	14%
Geology	84	49	54	55	49	-11%
Managing Environmental Resources	14	9	10	12	18	50%
Physics	147	282	769	1,073	1,555	45%
Classical Studies	9	4	10	11	4	-64%
Economics	3	8	2	6	4	-33%
Geography	329	318	315	384	291	-24%
Geography (New)					203	-
History	320	435	504	673	944	40%
Modern Studies	192	188	220	347	387	12%
Psychology	6	20	40	64	38	-41%
Psychology (New)					78	-
Religious, Moral and Philosophical Studies	146	363	573	688	816	19%
Sociology	1	8	13	10	21	110%
Administration	986	1,002	1,048	1,033	976	-6%
Applied Practical Electronics				30	57	90%
Business Management	122	91	163	193	258	34%
Care	43	122	167	207	219	6%
Computing Studies	781	832	1,023	1,488	1,103	-26%
Computing Studies (New)					571	-
Engineering Craft Skills	61	63	81	54	55	2%
Home Economics: Fashion and Textile Technology	135	225	275	319	391	23%
Home Economics: Health and Food Technology	1,482	1,754	2,225	989	463	-53%
Home Economics: Lifestyle and Consumer Technology	367	520	582	705	777	10%
Hospitality: Practical Cookery				1,792	2,897	62%
Personal and Social Education	12	25	21	37	41	11%
Travel and Tourism	501	539	603	556	534	-4%
Woodworking Skills	449	519	597	872	984	13%
Art and Design	283	351	518	801	1,194	49%
Drama	18	31	46	42	58	38%
Media Studies	66	109	193	211	385	82%
Music	141	200	341	557	639	15%
Physical Education	337	493	440	435	627	44%
Totals	15,981	20,352	24,613	31,231	36,653	17%

\*Subject title changed – refer to Intermediate 1 commentary.

TABLE IA2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1, 2001 TO 2005

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2001	2002	2003	2004	2005
English*	58	52	59	55	62
French	69	83	55	62	71
Gaelic (Learners)	38	75	96	91	100
Gàidhlig	–	86	–	–	100
German	87	71	62	73	70
Italian	75	83	81	86	82
Latin	100	63	100	100	100
Russian	–	100	100	89	88
Spanish	87	89	85	88	86
Accounting*	67	81	67	83	68
Mathematics	43	49	54	53	59
Biology	65	67	54	59	65
Chemistry	71	55	54	55	56
Geology	87	90	94	95	98
Managing Environmental Resources	93	100	100	67	83
Physics	68	60	47	51	45
Classical Studies	78	75	60	55	75
Economics	100	75	100	100	25
Geography	74	55	63	37	58
Geography (New)	–	–	–	–	64
History	68	77	71	68	70
Modern Studies	72	70	67	64	63
Psychology	67	70	60	61	66
Psychology (New)	–	–	–	–	63
Religious, Moral and Philosophical Studies	55	55	63	60	63
Sociology	0	100	69	80	62
Administration	79	81	86	87	85
Applied Practical Electronics	–	–	–	77	77
Business Management	81	86	79	77	81
Care	86	76	83	70	78
Computing Studies	79	77	79	80	84
Computing Studies (New)	–	–	–	–	82
Engineering Craft Skills	82	84	78	80	87
Home Economics: Fashion and Textile Technology	96	92	93	94	88
Home Economics: Health and Food Technology	86	87	85	80	88
Home Economics: Lifestyle and Consumer Technology	89	89	87	90	92
Hospitality: Practical Cookery	–	–	–	88	88
Personal and Social Education	83	80	90	92	90
Travel and Tourism	80	78	72	64	74
Woodworking Skills	87	83	86	84	85
Art and Design	73	82	83	78	85
Drama	44	84	89	79	84
Media Studies	58	63	58	69	49
Music	79	78	68	76	75
Physical Education	76	79	86	90	89
Totals	65	65	66	66	69

\*Subject title changed – refer to Intermediate 1 commentary.

TABLE IA3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2005

## ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	5,011	3%	10%	78%	6%	0%	2%	0%
French	1,136	12%	82%	4%	0%	0%	0%	1%
Gaelic (Learners)	15	-	47%	13%	40%	-	-	-
Gàidhlig	1	-	-	100%	-	-	-	-
German	151	-	84%	5%	9%	-	2%	-
Italian	185	-	29%	26%	34%	-	8%	3%
Latin	7	14%	14%	29%	43%	-	-	-
Russian	17	-	-	41%	53%	-	-	6%
Spanish	672	9%	16%	33%	31%	-	9%	1%
Accounting	125	-	6%	57%	22%	-	15%	-
Mathematics	7,799	16%	27%	51%	4%	1%	2%	0%
Biology	3,295	1%	93%	5%	0%	0%	-	-
Chemistry	1602	5%	91%	3%	0%	0%	-	0%
Geology	49	2%	-	33%	65%	-	-	-
Managing Environmental Resources	18	-	56%	17%	-	-	28%	-
Physics	1,555	2%	95%	2%	0%	0%	1%	-
Classical Studies	4	-	-	100%	-	-	-	-
Economics	4	-	50%	-	-	-	50%	-
Geography	291	-	42%	52%	5%	-	-	-
Geography (New)	203	-	16%	76%	8%	-	0%	-
History	944	2%	53%	40%	4%	-	-	-
Modern Studies	387	-	38%	57%	3%	1%	1%	1%
Psychology	38	-	8%	8%	-	3%	82%	-
Psychology (New)	78	-	23%	28%	1%	-	47%	-
Religious, Moral and Philosophical Studies	816	-	97%	3%	0%	-	-	-
Sociology	21	-	-	-	-	-	100%	-
Administration	976	-	27%	55%	8%	0%	9%	-
Applied Practical Electronics	57	-	-	40%	11%	-	49%	-
Business Management	258	4%	41%	40%	11%	-	4%	-
Care	219	-	-	20%	3%	-	77%	-
Computing Studies	1,103	7%	60%	21%	3%	-	8%	-
Computing Studies (New)	571	32%	30%	23%	3%	-	11%	0%
Engineering Craft Skills	55	-	20%	71%	7%	-	2%	-
Home Economics:								
Fashion and Textile Technology	391	7%	37%	43%	13%	-	-	-
Home Economics:								
Health and Food Technology	463	5%	77%	16%	2%	-	-	-
Home Economics:								
Lifestyle and Consumer Technology	777	1%	55%	40%	4%	-	-	0%
Hospitality: Practical Cookery	2,897	2%	77%	14%	5%	0%	1%	0%
Personal and Social Education	41	-	-	37%	10%	-	54%	-
Travel and Tourism	534	-	11%	73%	15%	0%	2%	-
Woodworking Skills	984	0%	72%	24%	3%	-	1%	-

TABLE IA3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Art and Design	1,194	2%	66%	27%	4%	–	0%	–
Drama	58	–	59%	36%	2%	–	3%	–
Media Studies	385	–	33%	50%	13%	–	4%	–
Music	639	3%	80%	13%	4%	0%	–	0%
Physical Education	627	2%	34%	59%	4%	–	–	–
Totals	36,653	2,216	18,274	13,289	1,763	97	970	44
– as percentages		6%	50%	36%	5%	0%	3%	0%

TABLE IA3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2005

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	89%	77%	59%	62%	86%	41%	40%
French	78%	70%	71%	60%	100%	100%	100%
Gaelic (Learners)	-	100%	100%	100%	-	-	-
Gàidhlig	-	-	100%	-	-	-	-
German	-	68%	50%	100%	-	100%	-
Italian	-	75%	77%	90%	-	73%	100%
Latin	100%	100%	100%	100%	-	-	-
Russian	-	-	86%	100%	-	-	0%
Spanish	75%	82%	86%	97%	-	74%	43%
Accounting	-	71%	75%	79%	-	26%	-
Mathematics	80%	55%	56%	54%	92%	53%	10%
Biology	67%	63%	85%	75%	67%	-	-
Chemistry	93%	53%	63%	100%	50%	-	0%
Geology	100%	-	94%	100%	-	-	-
Managing Environmental Resources	-	90%	67%	-	-	80%	-
Physics	68%	44%	63%	100%	29%	92%	-
Classical Studies	-	-	75%	-	-	-	-
Economics	-	50%	-	-	-	0%	-
Geography	-	56%	59%	69%	-	-	-
Geography (New)	-	63%	62%	81%	-	0%	-
History	83%	71%	67%	74%	-	-	-
Modern Studies	-	66%	63%	46%	50%	50%	50%
Psychology	-	67%	100%	-	100%	61%	-
Psychology (New)	-	56%	86%	100%	-	51%	-
Religious, Moral and Philosophical Studies	-	64%	27%	67%	-	-	-
Sociology	-	-	-	-	-	62%	-
Administration	-	81%	85%	86%	100%	94%	-
Applied Practical Electronics	-	-	87%	83%	-	68%	-
Business Management	100%	78%	81%	89%	-	82%	-
Care	-	-	79%	86%	-	77%	-
Computing Studies	100%	85%	79%	85%	-	73%	-
Computing Studies (New)	84%	78%	92%	75%	-	71%	0%
Engineering Craft Skills	-	100%	85%	75%	-	100%	-
Home Economics:							
Fashion and Textile Technology	100%	81%	91%	90%	-	-	-
Home Economics:							
Health and Food Technology	100%	85%	99%	100%	-	-	-
Home Economics:							
Lifestyle and Consumer Technology	100%	92%	92%	100%	-	-	0%
Hospitality: Practical Cookery	89%	88%	90%	91%	100%	78%	0%
Personal and Social Education	-	-	87%	75%	-	95%	-
Travel and Tourism	-	51%	75%	90%	0%	44%	-
Woodworking Skills	100%	85%	86%	70%	-	89%	-

TABLE IA3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Art and Design	100%	83%	86%	93%	-	100%	-
Drama	-	79%	90%	100%	-	100%	-
Media Studies	-	48%	50%	53%	-	31%	-
Music	100%	73%	79%	74%	100%	-	100%
Physical Education	92%	86%	91%	85%	-	-	-
Totals	83%	69%	66%	77%	84%	68%	50%

TABLE IA4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT INTERMEDIATE 1, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE			PASSES	D	NO. OF CENTRES
		A	B	C			
English	5,011	586	992	1,516	3,094	564	360
French	1136	324	234	250	808	77	46
Gaelic (Learners)	15	9	4	2	15	0	8
Gàidhlig	1	1	0	0	1	0	1
German	151	49	24	33	106	12	21
Italian	185	94	32	25	151	7	29
Latin	7	5	1	1	7	0	2
Russian	17	13	2	0	15	0	3
Spanish	672	400	108	70	578	21	86
Accounting	125	49	17	19	85	9	25
Mathematics	7,799	1,814	1,371	1,443	4,628	652	381
Biology	3,295	471	818	839	2,128	343	203
Chemistry	1,602	234	285	375	894	150	167
Geology	49	37	7	4	48	0	7
Managing Environmental Resources	18	2	5	8	15	1	3
Physics	1,555	190	222	294	706	189	156
Classical Studies	4	1	2	0	3	0	2
Economics	4	0	1	0	1	0	2
Geography	291	38	73	58	169	39	69
Geography (New)	203	33	41	55	129	25	71
History	944	175	279	207	661	83	149
Modern Studies	387	59	99	86	244	22	95
Psychology	38	19	4	2	25	0	5
Psychology (New)	78	14	20	15	49	4	10
Religious, Moral and Philosophical Studies	816	175	162	177	514	67	27
Sociology	21	2	4	7	13	0	4
Administration	976	350	346	134	830	29	163
Applied Practical Electronics	57	19	18	7	44	0	7
Business Management	258	126	52	32	210	7	37
Care	219	61	66	43	170	6	18
Computing Studies	1,103	499	264	160	923	49	78
Computing Studies (New)	571	237	144	88	469	21	36
Engineering Craft Skills	55	10	21	17	48	0	20
Home Economics:							
Fashion and Textile Technology	391	139	151	53	343	10	37
Home Economics:							
Health and Food Technology	463	229	140	40	409	12	34
Home Economics:							
Lifestyle and Consumer Technology	777	364	264	89	717	14	61
Hospitality: Practical Cookery	2,897	1,013	1,039	508	2,560	87	194
Personal and Social Education	41	26	8	3	37	1	6
Travel and Tourism	534	198	96	102	396	23	65
Woodworking Skills	984	199	289	347	835	5	149
Art and Design	1,194	469	311	231	1,011	51	153
Drama	58	23	19	7	49	0	14
Media Studies	385	44	69	76	189	39	33
Music	639	83	231	165	479	44	97
Physical Education	627	348	129	79	556	16	89
Totals	36,653	9,231	8,464	7,667	25,362	2,679	
– as percentages		25%	23%	21%	69%	7%	



TABLE IA4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 1, 2005

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				PASSES	D
		A	B	C			
English	5,011	12	20	30	62	11	
French	1,136	29	21	22	71	7	
Gaelic (Learners)	15	60	27	13	100	0	
Gàidhlig	1	100	0	0	100	0	
German	151	32	16	22	70	8	
Italian	185	51	17	14	82	4	
Latin	7	71	14	14	100	0	
Russian	17	76	12	0	88	0	
Spanish	672	60	16	10	86	3	
Accounting	125	39	14	15	68	7	
Mathematics	7,799	23	18	19	59	8	
Biology	3,295	14	25	25	65	10	
Chemistry	1,602	15	18	23	56	9	
Geology	49	76	14	8	98	0	
Managing Environmental Resources	18	11	28	44	83	6	
Physics	1,555	12	14	19	45	12	
Classical Studies	4	25	50	0	75	0	
Economics	4	0	25	0	25	0	
Geography	291	13	25	20	58	13	
Geography (New)	203	16	20	27	64	12	
History	944	19	30	22	70	9	
Modern Studies	387	15	26	22	63	6	
Psychology	38	50	11	5	66	0	
Psychology (New)	78	18	26	19	63	5	
Religious, Moral and Philosophical Studies	816	21	20	22	63	8	
Sociology	21	10	19	33	62	0	
Administration	976	36	35	14	85	3	
Applied Practical Electronics	57	33	32	12	77	0	
Business Management	258	49	20	12	81	3	
Care	219	28	30	20	78	3	
Computing Studies	1,103	45	24	15	84	4	
Computing Studies (New)	571	42	25	15	82	4	
Engineering Craft Skills	55	18	38	31	87	0	
Home Economics: Fashion and Textile Technology	391	36	39	14	88	3	
Home Economics: Health and Food Technology	463	49	30	9	88	3	
Home Economics: Lifestyle and Consumer Technology	777	47	34	11	92	2	
Hospitality: Practical Cookery	2,897	35	36	18	88	3	
Personal and Social Education	41	63	20	7	90	2	
Travel and Tourism	534	37	18	19	74	4	
Woodworking Skills	984	20	29	35	85	1	
Art and Design	1,194	39	26	19	85	4	
Drama	58	40	33	12	84	0	
Media Studies	385	11	18	20	49	10	
Music	639	13	36	26	75	7	
Physical Education	627	56	21	13	89	3	
Totals	36,653	25	23	21	69	7	

TABLE IA5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2005

## MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
English	2,757	55%	281	505	830	1,616	317
French	574	51%	143	102	142	387	42
Gaelic (Learners)	11	73%	7	3	1	11	0
Gàidhlig	-	0%	-	-	-	-	-
German	85	56%	20	14	17	51	9
Italian	78	42%	34	11	13	58	3
Latin	2	29%	1	0	1	2	0
Russian	4	24%	3	0	0	3	0
Spanish	217	32%	117	30	26	173	9
Accounting	46	37%	13	9	9	31	5
Mathematics	3,789	49%	920	638	694	2,252	326
Biology	1,211	37%	162	303	314	779	121
Chemistry	926	58%	126	148	235	509	93
Geology	23	47%	19	3	0	22	0
Managing Environmental Resources	8	44%	0	3	4	7	1
Physics	1,294	83%	160	194	251	605	163
Classical Studies	2	50%	1	1	0	2	0
Economics	2	50%	0	1	0	1	0
Geography	160	55%	22	37	33	92	26
Geography (New)	120	59%	24	23	33	80	16
History	495	52%	93	138	103	334	48
Modern Studies	186	48%	28	47	41	116	9
Psychology	5	13%	1	1	2	4	0
Psychology (New)	30	38%	10	8	5	23	2
Religious, Moral and Philosophical Studies	366	45%	68	56	83	207	26
Sociology	5	24%	1	1	3	5	0
Administration	311	32%	107	116	40	263	7
Applied Practical Electronics	55	96%	18	18	7	43	0
Business Management	104	40%	50	19	11	80	7
Care	15	7%	4	3	3	10	0
Computing Studies	676	61%	300	161	91	552	30
Computing Studies (New)	347	61%	159	79	50	288	8
Engineering Craft Skills	48	87%	8	18	17	43	0
Home Economics:							
Fashion and Textile Technology	11	3%	1	5	1	7	0
Home Economics:							
Health and Food Technology	126	27%	42	50	13	105	1
Home Economics:							
Lifestyle and Consumer Technology	36	5%	12	12	8	32	1
Hospitality: Practical Cookery	998	34%	228	383	231	842	44
Personal and Social Education	12	29%	7	2	2	11	0
Travel and Tourism	166	31%	45	38	36	119	11
Woodworking Skills	841	85%	175	248	291	714	4

TABLE IA5A: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2005  
(CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C			
Art and Design	552	46%	197	140	109	446	32	
Drama	20	34%	7	8	0	15	0	
Media Studies	197	51%	17	30	34	81	16	
Music	293	46%	37	104	73	214	18	
Physical Education	474	76%	266	99	58	423	9	
Totals – as percentages	17,678	48%	3,934 22%	3,809 22%	3,915 22%	11,658 66%	1,404 8%	

TABLE IA5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2004

## FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
English	2,254	45%	305	487	686	1,478	247
French	562	49%	181	132	108	421	35
Gaelic (Learners)	4	27%	2	1	1	4	0
Gàidhlig	1	100%	1	0	0	1	0
German	66	44%	29	10	16	55	3
Italian	107	58%	60	21	12	93	4
Latin	5	71%	4	1	0	5	0
Russian	13	76%	10	2	0	12	0
Spanish	455	68%	283	78	44	405	12
Accounting	79	63%	36	8	10	54	4
Mathematics	4,010	51%	894	733	749	2,376	326
Biology	2,084	63%	309	515	525	1,349	222
Chemistry	676	42%	108	137	140	385	57
Geology	26	53%	18	4	4	26	0
Managing Environmental Resources	10	56%	2	2	4	8	0
Physics	261	17%	30	28	43	101	26
Classical Studies	2	50%	0	1	0	1	0
Economics	2	50%	0	0	0	0	0
Geography	131	45%	16	36	25	77	13
Geography (New)	83	41%	9	18	22	49	9
History	449	48%	82	141	104	327	35
Modern Studies	201	52%	31	52	45	128	13
Psychology	33	87%	18	3	0	21	0
Psychology (New)	48	62%	4	12	10	26	2
Religious, Moral and Philosophical Studies	450	55%	107	106	94	307	41
Sociology	16	76%	1	3	4	8	0
Administration	665	68%	243	230	94	567	22
Applied Practical Electronics	2	4%	1	0	0	1	0
Business Management	154	60%	76	33	21	130	0
Care	204	93%	57	63	40	160	6
Computing Studies	427	39%	199	103	69	371	19
Computing Studies (New)	224	39%	78	65	38	181	13
Engineering Craft Skills	7	13%	2	3	0	5	0
Home Economics:							
Fashion and Textile Technology	380	97%	138	146	52	336	10
Home Economics:							
Health and Food Technology	337	73%	187	90	27	304	11
Home Economics:							
Lifestyle and Consumer Technology	741	95%	352	252	81	685	13
Hospitality: Practical Cookery	1,899	66%	785	656	277	1,718	43
Personal and Social Education	29	71%	19	6	1	26	1
Travel and Tourism	368	69%	153	58	66	277	12
Woodworking Skills	143	15%	24	41	56	121	1

TABLE IA5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2005  
(CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C			
Art and Design	642	54%	272	171	122	565	19	
Drama	38	66%	16	11	7	34	0	
Media Studies	188	49%	27	39	42	108	23	
Music	346	54%	46	127	92	265	26	
Physical Education	153	24%	82	30	21	133	7	
Totals	18,975	52%	5,297	4,655	3,752	13,704	1,275	
– as percentages			28%	25%	20%	72%	7%	

TABLE IA5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1  
BY GENDER, 2005

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
English	5,011	55	45	10	14	59	66
French	1,136	51	49	25	32	67	75
Gaelic (Learners)	15	73	27	64	50	100	100
Gàidhlig	1	0	100	-	100	-	100
German	151	56	44	24	44	60	83
Italian	185	42	58	44	56	74	87
Latin	7	29	71	50	80	100	100
Russian	17	24	76	75	77	75	92
Spanish	672	32	68	54	62	80	89
Accounting	125	37	63	28	46	67	68
Mathematics	7,799	49	51	24	22	59	59
Biology	3,295	37	63	13	15	64	65
Chemistry	1,602	58	42	14	16	55	57
Geology	49	47	53	83	69	96	100
Managing Environmental Resources	18	44	56	0	20	88	80
Physics	1,555	83	17	12	11	47	39
Classical Studies	4	50	50	50	0	100	50
Economics	4	50	50	0	0	50	0
Geography	291	55	45	14	12	58	59
Geography (New)	203	59	41	20	11	67	59
History	944	52	48	19	18	67	73
Modern Studies	387	48	52	15	15	62	64
Psychology	38	13	87	20	55	80	64
Psychology (New)	78	38	62	33	8	77	54
Religious, Moral and Philosophical Studies	816	45	55	19	24	57	68
Sociology	21	24	76	20	6	100	50
Administration	976	32	68	34	37	85	85
Applied Practical Electronics	57	96	4	33	50	78	50
Business Management	258	40	60	48	49	77	84
Care	219	7	93	27	28	67	78
Computing Studies	1,103	61	39	44	47	82	87
Computing Studies (New)	571	61	39	46	35	83	81
Engineering Craft Skills	55	87	13	17	29	90	71
Home Economics: Fashion and Textile Technology	391	3	97	9	36	64	88
Home Economics: Health and Food Technology	463	27	73	33	55	83	90
Home Economics: Lifestyle and Consumer Technology	777	5	95	33	48	89	92
Hospitality: Practical Cookery	2,897	34	66	23	41	84	90
Personal and Social Education	41	29	71	58	66	92	90
Travel and Tourism	534	31	69	27	42	72	75
Woodworking Skills	984	85	15	21	17	85	85
Art and Design	1,194	46	54	36	42	81	88
Drama	58	34	66	35	42	75	89
Media Studies	385	51	49	9	14	41	57
Music	639	46	54	13	13	73	77
Physical Education	627	76	24	56	54	89	87
Totals	36,653	48	52	22	28	66	72

Table IA6a: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005

ALL CANDIDATES

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	4,278	5,024	3,757	16%	1.2	0.9	75%
15	13,235	17,558	12,094	49%	1.3	0.9	69%
16	7,387	11,629	7,733	27%	1.6	1.0	66%
17	1,517	1,864	1,379	6%	1.2	0.9	74%
18	125	158	84	0%	1.3	0.7	53%
19	45	54	35	0%	1.2	0.8	65%
20-24	83	101	73	0%	1.2	0.9	72%
25-29	55	63	44	0%	1.1	0.8	70%
30-34	34	39	32	0%	1.1	0.9	82%
35-39	42	50	44	0%	1.2	1.0	88%
40-49	62	70	51	0%	1.1	0.8	73%
50-59	26	26	21	0%	1.0	0.8	81%
60 and over	17	17	15	0%	1.0	0.9	88%
All ages	26,906	36,653	25,362	100%	1.4	0.9	69%

Table IA6b: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005

MALE CANDIDATES

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	2,001	2316	1,682	15%	1.2	0.8	73%
15	6,578	8615	5,628	50%	1.3	0.9	65%
16	3,605	5672	3,628	28%	1.6	1.0	64%
17	674	851	584	5%	1.3	0.9	69%
18	58	71	37	0%	1.2	0.6	52%
19	23	24	14	0%	1.0	0.6	58%
20-24	35	43	28	0%	1.2	0.8	65%
25-29	26	28	19	0%	1.1	0.7	68%
30-34	10	10	6	0%	1.0	0.6	60%
35-39	13	14	11	0%	1.1	0.8	79%
40-49	18	18	11	0%	1.0	0.6	61%
50-59	9	9	5	0%	1.0	0.6	56%
60 and over	7	7	5	0%	1.0	0.7	71%
All ages	13,057	17,678	11,658	100%	1.4	0.9	66%

**Table IA6c: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005**

**FEMALE CANDIDATES**

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	2,277	2,708	2,075	16%	1.2	0.9	77%
15	6,657	8,943	6,466	48%	1.3	1.0	72%
16	3,782	5,957	4,105	27%	1.6	1.1	69%
17	843	1,013	795	6%	1.2	0.9	78%
18	67	87	47	0%	1.3	0.7	54%
19	22	30	21	0%	1.4	1.0	70%
20-24	48	58	45	0%	1.2	0.9	78%
25-29	29	35	25	0%	1.2	0.9	71%
30-34	24	29	26	0%	1.2	1.1	90%
35-39	29	36	33	0%	1.2	1.1	92%
40-49	44	52	40	0%	1.2	0.9	77%
50-59	17	17	16	0%	1.0	0.9	94%
60 and over	10	10	10	0%	1.0	1.0	100%
All ages	13,849	18,975	13,704	100%	1.4	1.0	72%

Note: Age at 31 December 2004.



TABLE IA7a: NUMBER OF INTERMEDIATE 1 ENTRIES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	3	0%	1	0%	2	0%
7	8	0%	1	0%	7	0%
6	15	0%	6	0%	9	0%
5	64	0%	37	0%	27	0%
4	392	2%	181	2%	211	2%
3	1,489	7%	727	7%	762	7%
2	5,193	27%	2,433	26%	2,760	27%
1	19,742	100%	9,671	100%	10,071	100%
Total cand	26,906		13,057		13,849	
Total entries	36,653		17,678		18,975	
Entries/cand	1.4		1.4		1.4	

TABLE IA7b: NUMBER OF INTERMEDIATE 1 PASSES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	2	0%	0	0%	2	0%
7	4	0%	2	0%	2	0%
6	8	0%	3	0%	5	0%
5	23	0%	11	0%	12	0%
4	103	1%	47	0%	56	1%
3	564	3%	255	2%	309	3%
2	3,160	14%	1,390	13%	1,770	16%
1	16,731	77%	7,838	73%	8,893	80%
0	6,311	100%	3,511	100%	2,800	100%
Total cand	26,906		13,057		13,849	
Total passes	25,362		11,658		13,704	
Passes/cand	0.9		0.9		1.0	

TABLE IA7c: NUMBER OF INTERMEDIATE 1 AWARDS AT GRADE A PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
4	5	0%	1	0%	4	0%
3	57	0%	24	0%	33	0%
2	569	2%	217	2%	352	3%
1	7,902	32%	3,424	28%	4,478	35%
0	18,373	100%	9,391	100%	8,982	100%
Total cand	26,906		13,057		13,849	
Total grade A	9,231		3,934		5,297	
Grade A/cand	0.3		0.3		0.4	

TABLE IA8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT INTERMEDIATE 1, 2003 TO 2005

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
English	3	3	3
French	2	1	1
Gaelic (Learners)	–	–	13
Gàidhlig	n/a	n/a	–
German	1	0	3
Italian	1	1	6
Latin	–	–	–
Russian	–	–	–
Spanish	0	2	0
Accounting*	2	2	1
Mathematics	3	2	2
Biology	2	1	1
Chemistry	1	0	1
Geology	2	13	4
Managing Environmental Resources	–	–	–
Physics	2	1	1
Classical Studies	–	–	25
Economics	–	–	–
Geography	6	13	7
Geography (New)	n/a	n/a	3
History	2	2	3
Modern Studies	2	4	5
Psychology	–	–	5
Psychology (New)	n/a	n/a	–
Religious, Moral and Philosophical Studies	1	9	7
Sociology	0	–	–
Administration	4	3	2
Applied Practical Electronics	n/a	–	n/a
Business Management	–	2	2
Care	1	0	4
Computing Studies	1	2	1
Computing Studies (New)	n/a	n/a	0
Engineering Craft Skills	n/a	n/a	n/a
Home Economics: Fashion and Textile Technology	1	–	–
Home Economics: Health and Food Technology	0	0	–
Home Economics: Lifestyle and Consumer Technology	0	–	–
Hospitality: Practical Cookery	n/a	n/a	n/a
Personal and Social Education	n/a	n/a	n/a
Travel and Tourism	3	2	1
Woodworking Skills	n/a	n/a	n/a
Art and Design	1	0	1
Drama	–	0	–
Media Studies	4	5	4
Music	0	0	–
Physical Education	–	–	–
All subjects	2	2	2

\*Subject title changed – refer to Intermediate 1 commentary.

## INTERMEDIATE 2

All tables reporting on Intermediate 2 are Course-based analyses, ie candidates must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any candidate who re-sat the external assessment and did not improve on their previous position.

Intermediate 2 is at level 5 on the Scottish Credit and Qualifications Framework.

For further background information see the RIS Statistics page on the SQA website which also contains research papers and statistical reports on performance, attainment, processes and procedures.

Intermediate 2 was designed primarily for candidates in the fifth and sixth years of secondary education and adults. Awards are made at three passing grades, A to C, and grade D. Only overall awards are reported. Intermediate 2 had candidate uptake from 469 centres in 70 subjects, including 16 Project-based National Courses (PBNBNC):

Amenity Horticulture  
Automotive Engineering  
Care Issues for Society  
Care Issues for Society: Older People  
Construction Craft Skills  
Construction Industry Practice  
Creative Cake Production  
Design  
Electrical Installation Fundamentals  
Fabrication and Welding  
Fitness and Exercise  
Health and Safety in Care Settings  
Leading Sports Activities  
Livestock Production  
Plant Propagation  
Selling Overseas Tourist Destinations

For three subjects at Intermediate 2 in 2005, a revised Course was available in addition to that used in the previous year. In the following tables the revised course has been designated '(New)' ie Computing (New), Geography (New) and Psychology (New).

Tables IB1 to IB8 provide detailed information about uptake and attainment in Intermediate 2.

### Table IB1

This table shows the entry figures for each subject in the first five years of Intermediate 2.

- There were 87,100 entries at Intermediate 2 in 2005, an 8% increase from 2004.
- The largest numbers of entries were in English and Mathematics, accounting for 37% of all Intermediate 2 entries.
- The largest percentage increases, in subjects with over 100 entries, were: Philosophy (up 59%) and Health and Safety in Care Settings (up 51%).
- The largest percentage decreases in entries, in subjects with over 100 entries, were from: Care Issues for Society (down 44%); Home Economics – Lifestyle and Consumer Technology (down 36%); and Accounting (down 23%).

### Table IB2

This table shows the pass rate for each subject in the first five years of Intermediate 2. Pass rates can vary considerably among subjects, reflecting the nature of the candidature and subject.

- The average pass rate for all Intermediate 2 subjects was 76%, showing a steady increase over the past five years.
- Some of the high-uptake subjects have shown significant changes in pass rates between 2004 and 2005: Religious, Moral and Philosophical Studies (from 62% to 45%), Hospitality – General Operations (from 79% to 64%), Business Management (from 70% to 81%).



**Table IB3**

These tables (IB3a and IB3b) show the number of entries and pass rates for each Intermediate 2 subject by entry stage.

- Intermediate 2 entries mainly comprised S4 (20%), S5 (61%), and S6 (11%) entries.
- 77% of English and 67% of Mathematics entries were from S5.
- The following Intermediate 2 subject entries were all from FE centres: Amenity Horticulture, Plant Propagation, Automotive Engineering, Care Issues for Society, Care Issues for Society: Older People, Construction Craft Skills, Construction Industry Practice, Electrical Installation Fundamentals, Fabrication and Welding, Health and Safety in Care Settings, Hospitality – Professional Cookery, Selling Overseas Tourist Destinations, Fitness and Exercise, and Leading Sports Activities.
- While the pass rate across all Intermediate 2 subjects was 73% for S5 and 74% for S6 candidates, the pass rate for S4 candidates was 88% (at least 14 percentage points higher).
- Italian and Spanish have a reasonably similar percentage of entries from S4, S5 and S6 candidates. The pass rates from these three candidates groups vary, with S4 and S6 candidates achieving higher rates (Italian: S4 – 85%, S5 – 72%, S6 – 89%; Spanish: S4 – 94%, S5 – 81%, S6 – 89%).

**Table IB4**

These tables (IB4a and IB4b) describe Intermediate 2 pass rates and grade distributions by subject.

- Pass rates in subjects with 100 or more entries ranged from 97% in Creative Cake Production, to 41% in Home Economics: Health and Food Technology.
- The percentage gaining a grade A in subjects with 100 or more entries ranged from 77% in Creative Cake Production to 1% in Home Economics: Health and Food Technology.

**Table IB5**

These three tables (IB5a, IB5b and IB5c) describe gender differences in subject choice and attainment at Intermediate 2.

- Almost all Technological Studies (97%) and Engineering Craft Skills (95%) candidates were male. However, females had a greater A rate than males for Technological Studies.
- More female candidates than male entered for care qualifications – Care (93%), Care Issues for Society (92%), and Health and Safety in Care Settings (93%). However, male candidates had a greater grade A rate than female candidates in Health and Safety in Care Settings and a greater pass rate in Care.
- The average pass rate for female candidates over all subjects was 3 percentage points higher than for males.
- The average grade A rate for female candidates over all subjects was 4 percentage points higher than that for males.

**Table IB6**

These three tables (IB6a, IB6b and IB6c) give the average number of entries and passes at Intermediate 2 by age and gender, where age is taken at 31 December 2004.

- 27% of Intermediate 2 candidates were aged 15, 48% were aged 16, and 15% were aged 17.
- Candidates entered for, on average, 1.9 Intermediate 2 subjects, the same average number as in 2004 and 2003.
- The average number of entries for a 16-year-old candidate was 2.1, slightly higher than the average for all candidates.

**Table IB7**

These tables (IB7a to IB7c) describe the number of entries, passes, and grade A awards gained by all candidates.

- A quarter of Intermediate 2 candidates entered for three or more subjects.
- 14% of candidates passed three or more Intermediate 2 subjects.
- 3% of candidates gained a grade A in three or more Intermediate 2 subjects.

### Table IB8

This table shows the trend in successful appeals at Intermediate 2 from 2003 to 2005 as a percentage of entries. For further information on appeals refer to the RIS Statistics page on the SQA website.

- Over all subjects, the number of successful appeals in 2005 represented 3% of entries. This has been stable over the three years.
- Of the subjects with more than 100 entries, the largest percentages of successful appeals were in Travel and Tourism (15%) and Administration (9%).
- Successful appeals for English and Mathematics both account for 3% of entries.

### Symbols used in the tables

The following symbols are used in the tables.

- = not applicable
- = no entries (tables IB2, IB3a and IA3b)
- = no appeals (table IB8 only)
- n/a = no entries or ineligible for appeal (table IB8 only)
- 0% = less than 0.5%

### Notation used in the tables

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

### Subject Title Changed – Trend tables

English and Communication changed to English in 2003  
Accounting and Finance changed to Accounting in 2004  
Craft and Design changed to Product Design in 2004.

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2001 TO 2005

ALL CANDIDATES

SUBJECT						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
Classical Greek	10		17	9	9	0%
English*	11,344	13,644	13,752	15,194	16,718	10%
French	944	1,086	1,591	2,144	2,245	5%
Gaelic (Learners)	15	34	36	46	68	48%
Gàidhlig	7	8	13	11	15	36%
German	479	474	576	628	624	-1%
Italian	133	114	120	157	189	20%
Latin	23	46	31	93	63	-32%
Russian	1		2	3	1	-67%
Spanish	342	483	554	737	732	-1%
Accounting*	510	597	593	515	394	-23%
Mathematics	11,748	12,527	12,915	13,726	15,172	11%
Biology	3,424	3,492	3,923	4,672	5,336	14%
Biotechnology	66	80	126	104	87	-16%
Chemistry	1,490	1,433	1,613	2,170	2,728	26%
Geology	28	20	18	30	16	-47%
Managing Environmental Resources	40	48	48	67	37	-45%
Physics	1,849	1,882	2,065	2,240	2,354	5%
Amenity Horticulture	23	30	6	19	3	-84%
Crop Establishment	5					
Fish Husbandry	7	3				
Forestry Practice		4				
Investigating Fish Rearing Systems	6	3				
Investigating the Natural Environment		3				
Livestock Production	5			1	1	0%
Plant Propagation	23	28	6	11	3	-73%
Classical Studies	43	42	67	53	46	-13%
Economics	146	139	183	188	254	35%
Geography	1,301	1,505	1,479	1,779	923	-48%
Geography (New)					855	
History	1,600	1,778	2,011	2,650	2,966	12%
Modern Studies	1,151	1,221	1,345	1,626	1,759	8%
Philosophy	49	87	95	101	161	59%
Politics		1				
Psychology	243	395	358	484	127	-74%
Psychology (New)					365	
Religious, Moral and Philosophical Studies	275	470	521	663	798	20%
Sociology	120	142	108	162	158	-2%
Administration	2,830	3,491	3,568	3,498	3,578	2%
Automotive Engineering			40	18	12	-33%
Business Management	1,035	1,267	1,466	1,701	1,872	10%
Care	327	699	924	748	884	18%
Care Issues for Society	121	181	405	322	179	-44%
Care Issues for Society: Older People					24	
Computing	1,836	2,180	2,102	2,153	787	-63%
Computing (New)					1,307	
Construction Craft Skills	19	11	12	17	25	47%
Construction Industry Practice	37	36	25	39	49	26%
Creative Cake Production				151	205	36%
Design	46	21	5	4	5	25%

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2001 TO 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	PERCENT CHANGE	
					2005	2004/2005
Electrical Installation Fundamentals				26	31	19%
Electronic and Electrical Fundamentals	68	64	99	98	85	-13%
Engineering Craft Skills	164	234	199	265	307	16%
Fabrication and Welding	4	4	5	7	4	-43%
Graphic Communication	827	1,016	1,061	1,137	1,227	8%
Health and Safety in Care Settings	47	99	156	120	181	51%
Home Economics – Fashion and Textile Technology	41	63	113	114	99	-13%
Home Economics – Health and Food Technology	273	289	239	212	246	16%
Home Economics – Lifestyle and Consumer Technology	51	90	88	148	94	-36%
Hospitality – General Operations	207	227	224	178	223	25%
Hospitality – Practical Cookery	2,032	2,356	2,676	2,836	3,401	20%
Hospitality – Professional Cookery	204	268	280	219	215	-2%
Hospitality – Reception and Accommodation Operations		7	11			
Information Systems	3,284	3,414	3,453	3,191	2,637	-17%
Personal and Social Education	35	29	52	69	73	6%
Product Design*	646	776	791	829	654	-21%
Selling Overseas Tourist Destinations	42	129	77	72	74	3%
Technological Studies	161	238	337	247	224	-9%
Travel and Tourism	608	731	671	681	604	-11%
Woodworking Skills	1,513	1,903	2,190	2,364	2,500	6%
Art and Design	1,775	1,993	2,503	3,265	3,734	14%
Drama	462	542	570	671	739	10%
Media Studies	430	463	553	579	648	12%
Music	715	901	1,273	1,885	2,304	22%
Fitness and Exercise	8	30	21	40	31	-23%
Leading Sports Activities	10	5	9	13	13	0%
Physical Education	1,785	1,933	1,957	2,083	2,618	26%
Totals	59,093	67,509	72,327	80,283	87,100	8%

\*Subject title changed – refer to Intermediate 2 commentary.



TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2,  
2001 TO 2005

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2001	2002	2003	2004	2005
Classical Greek	100	–	100	100	100
English*	81	78	73	72	74
French	81	83	81	85	93
Gaelic (Learners)	93	100	100	83	100
Gàidhlig	100	75	100	100	100
German	81	84	88	86	85
Italian	83	83	85	89	83
Latin	91	87	84	98	97
Russian	100	–	100	100	100
Spanish	86	86	85	84	87
Accounting*	70	62	67	64	57
Mathematics	52	60	58	69	67
Biology	59	63	63	69	71
Biotechnology	64	65	49	55	57
Chemistry	62	55	66	68	71
Geology	71	65	56	70	69
Managing Environmental Resources	88	90	94	73	76
Physics	61	60	65	62	63
Amenity Horticulture	83	63	83	79	100
Crop Establishment	100	–	–	–	–
Fish Husbandry	86	67	–	–	–
Forestry Practice	–	75	–	–	–
Investigating Fish Rearing Systems	100	100	–	–	–
Investigating the Natural Environment	–	67	–	–	–
Livestock Production	100	–	–	100	100
Plant Propagation	78	71	83	0	100
Classical Studies	91	76	60	64	91
Economics	62	71	70	85	90
Geography	79	81	78	71	79
Geography (New)					72
History	71	70	71	69	71
Modern Studies	70	70	69	67	72
Philosophy	65	53	67	71	69
Politics	–	0	–	–	–
Psychology	73	68	66	64	62
Psychology (New)					57
Religious, Moral and Philosophical Studies	50	57	54	62	45
Sociology	83	80	84	85	78
Administration	80	75	80	78	79
Automotive Engineering	–	–	33	100	100
Business Management	74	77	75	70	81
Care	67	65	70	72	65
Care Issues for Society	83	66	64	63	56
Care Issues for Society: Older People					83
Computing	58	58	58	62	75
Computing (New)					65
Construction Craft Skills	84	100	100	88	100
Construction Industry Practice	59	67	60	26	78
Creative Cake Production				93	97
Design	76	52	100	100	80

TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2,  
2001 TO 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2001	2002	2003	2004	2005
Electrical Installation Fundamentals				81	65
Electronic and Electrical Fundamentals	22	23	60	68	67
Engineering Craft Skills	95	99	99	95	94
Fabrication and Welding	100	100	80	57	100
Graphic Communication	65	75	67	77	82
Health and Safety in Care Settings	77	69	65	77	69
Home Economics – Fashion and Textile Technology	78	65	58	48	41
Home Economics – Health and Food Technology	40	45	58	40	41
Home Economics – Lifestyle and Consumer Technology	75	32	53	57	34
Hospitality – General Operations	77	74	76	79	64
Hospitality – Practical Cookery	88	92	94	90	95
Hospitality – Professional Cookery	83	73	83	79	83
Hospitality – Reception and Accommodation Operations	–	86	55	–	–
Information Systems	72	71	77	78	78
Personal and Social Education	74	69	48	61	47
Product Design*	62	63	66	71	69
Selling Overseas Tourist Destinations	69	63	70	67	72
Technological Studies	48	53	65	70	68
Travel and Tourism	81	51	59	68	61
Woodworking Skills	96	97	96	96	96
Art and Design	79	81	87	89	93
Drama	82	91	88	86	84
Media Studies	50	44	51	47	54
Music	79	84	86	88	91
Fitness and Exercise	88	73	76	85	71
Leading Sports Activities	90	100	100	92	62
Physical Education	80	85	85	88	88
Totals	70	71	72	74	76

\*Subject title changed – refer to Intermediate 2 commentary.

TABLE IB3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2005

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	STAGE						OTHER SCHOOL	FE	OTHER/ NOT KNOWN
		S3	S4	S5	S6	S7	S8			
Classical Greek	9	-	33%	-	67%	-	-	-	-	
English	16,718	0%	11%	77%	10%	0%	2%	0%		
French	2,245	0%	52%	42%	5%	0%	1%	0%		
Gaelic (Learners)	68	13%	38%	32%	10%	-	6%	-		
Gàidhlig	15	-	7%	87%	7%	-	-	-		
German	624	-	45%	47%	5%	0%	2%	-		
Italian	189	-	40%	30%	30%	1%	-	-		
Latin	63	-	94%	6%	-	-	-	-		
Russian	1	-	-	-	100%	-	-	-		
Spanish	732	0%	24%	37%	27%	0%	10%	0%		
Accounting	394	-	5%	55%	22%	-	18%	-		
Mathematics	15,172	2%	16%	67%	10%	0%	4%	0%		
Biology	5,336	-	19%	68%	7%	0%	5%	-		
Biotechnology	87	-	-	76%	8%	-	16%	-		
Chemistry	2,728	-	39%	49%	7%	0%	5%	-		
Geology	16	-	-	50%	31%	-	19%	-		
Managing Environmental Resources	37	-	43%	16%	8%	-	32%	-		
Physics	2,354	-	32%	54%	11%	-	3%	-		
Amenity Horticulture	3	-	-	-	-	-	100%	-		
Livestock Production	1	-	-	-	100%	-	-	-		
Plant Propagation	3	-	-	-	-	-	100%	-		
Classical Studies	46	-	28%	65%	7%	-	-	-		
Economics	254	-	63%	14%	9%	-	14%	-		
Geography	923	-	39%	52%	9%	0%	1%	-		
Geography (New)	855	-	13%	74%	11%	0%	1%	0%		
History	2,966	2%	35%	54%	7%	-	2%	-		
Modern Studies	1,759	1%	25%	61%	9%	0%	3%	-		
Philosophy	161	-	-	61%	37%	-	2%	-		
Psychology	127	-	20%	24%	10%	-	43%	3%		
Psychology (New)	365	-	2%	33%	9%	-	56%	-		
Religious, Moral and Philosophical Studies	798	-	52%	38%	11%	-	-	-		
Sociology	158	-	-	15%	1%	-	84%	-		
Administration	3,578	-	6%	66%	18%	0%	10%	0%		
Automotive Engineering	12	-	-	-	-	-	100%	-		
Business Management	1,872	1%	14%	59%	18%	0%	8%	-		
Care	884	-	-	12%	4%	-	84%	-		
Care Issues for Society	179	-	-	-	-	-	100%	-		
Care Issues for Society: Older People	24	-	-	-	-	-	100%	-		
Computing	787	-	36%	40%	12%	0%	12%	-		
Computing (New)	1,307	0%	12%	59%	13%	-	17%	0%		
Construction Craft Skills	25	-	-	-	-	-	100%	-		
Construction Industry Practice	49	-	-	-	-	-	100%	-		
Creative Cake Production	205	-	-	44%	40%	-	16%	-		
Design	5	-	-	100%	-	-	-	-		

TABLE IB3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	OTHER						OTHER/ NOT KNOWN
		S3	S4	S5	S6	SCHOOL	FE	
Electrical Installation Fundamentals	31	-	-	-	-	-	100%	-
Electronic and Electrical Fundamentals	85	-	-	6%	5%	-	89%	-
Engineering Craft Skills	307	-	5%	73%	16%	-	6%	-
Fabrication and Welding	4	-	-	-	-	-	100%	-
Graphic Communication	1,227	0%	18%	67%	15%	-	0%	-
Health and Safety in Care Settings	181	-	-	-	-	-	100%	-
Home Economics:								
Fashion and Textile Technology	99	-	27%	56%	17%	-	-	-
Home Economics:								
Health and Food Technology	246	-	19%	63%	18%	-	-	-
Home Economics:								
Lifestyle and Consumer Technology	94	-	18%	67%	15%	-	-	-
Hospitality – General Operations	223	-	-	13%	-	-	87%	-
Hospitality – Practical Cookery	3,401	0%	5%	65%	30%	0%	-	0%
Hospitality – Professional Cookery	215	-	-	-	-	-	100%	-
Information Systems	2,637	1%	24%	45%	13%	0%	16%	-
Personal and Social Education	73	-	-	47%	15%	-	38%	-
Product Design	654	-	7%	78%	14%	-	-	-
Selling Overseas Tourist Destinations	74	-	-	-	-	-	100%	-
Technological Studies	224	0%	19%	28%	4%	-	49%	-
Travel and Tourism	604	0%	-	62%	19%	0%	18%	-
Woodworking Skills	2,500	-	16%	67%	16%	-	0%	-
Art and Design	3,734	-	33%	60%	7%	0%	0%	0%
Drama	739	-	30%	59%	7%	0%	3%	-
Media Studies	648	-	13%	49%	31%	-	7%	-
Music	2,304	1%	58%	31%	7%	0%	2%	0%
Fitness and Exercise	31	-	-	-	-	-	100%	-
Leading Sports Activities	13	-	-	-	-	-	100%	-
Physical Education	2,618	-	11%	77%	13%	0%	-	-
Totals	87,100	497	17,167	53,513	10,015	70	5,810	28
– as percentages		1%	20%	61%	11%	0%	7%	0%

TABLE IB3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2005

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	-	100%	-	100%	-	-	-
English	94%	94%	73%	69%	88%	62%	100%
French	100%	96%	89%	88%	100%	86%	100%
Gaelic (Learners)	100%	100%	100%	100%	-	100%	-
Gàidhlig	-	100%	100%	100%	-	-	-
German	-	90%	81%	82%	100%	60%	-
Italian	-	85%	72%	89%	100%	-	-
Latin	-	98%	75%	-	-	-	-
Russian	-	-	-	100%	-	-	-
Spanish	100%	94%	81%	89%	100%	89%	100%
Accounting	-	95%	56%	59%	-	49%	-
Mathematics	95%	77%	66%	55%	89%	64%	67%
Biology	-	89%	67%	62%	100%	66%	-
Biotechnology	-	-	48%	100%	-	79%	-
Chemistry	-	83%	62%	77%	100%	61%	-
Geology	-	-	63%	80%	-	67%	-
Managing Environmental Resources	-	94%	33%	67%	-	75%	-
Physics	-	86%	51%	60%	-	54%	-
Amenity Horticulture	-	-	-	-	-	100%	-
Livestock Production	-	-	-	100%	-	-	-
Plant Propagation	-	-	-	-	-	100%	-
Classical Studies	-	100%	87%	100%	-	-	-
Economics	-	98%	81%	82%	-	66%	-
Geography	-	94%	71%	65%	100%	100%	-
Geography (New)	-	96%	70%	64%	100%	50%	0%
History	90%	92%	59%	57%	-	53%	-
Modern Studies	78%	89%	66%	68%	100%	58%	-
Philosophy	-	-	70%	68%	-	33%	-
Psychology	-	62%	60%	77%	-	57%	100%
Psychology (New)	-	100%	58%	47%	-	57%	-
Religious, Moral and Philosophical Studies	-	52%	39%	35%	-	-	-
Sociology	-	-	58%	0%	-	83%	-
Administration	-	87%	79%	82%	67%	72%	0%
Automotive Engineering	-	-	-	-	-	100%	-
Business Management	100%	89%	81%	82%	100%	67%	-
Care	-	-	63%	69%	-	65%	-
Care Issues for Society	-	-	-	-	-	56%	-
Care Issues for Society: Older People	-	-	-	-	-	83%	-
Computing	-	91%	72%	75%	100%	37%	-
Computing (New)	100%	69%	64%	69%	-	61%	0%
Construction Craft Skills	-	-	-	-	-	100%	-
Construction Industry Practice	-	-	-	-	-	78%	-
Creative Cake Production	-	-	97%	100%	-	88%	-
Design	-	-	80%	-	-	-	-

TABLE IB3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Electrical Installation Fundamentals	-	-	-	-	-	65%	-
Electronic and Electrical Fundamentals	-	-	80%	100%	-	64%	-
Engineering Craft Skills	-	69%	95%	100%	-	88%	-
Fabrication and Welding	-	-	-	-	-	100%	-
Graphic Communication	100%	88%	81%	82%	-	100%	-
Health and Safety in Care Settings	-	-	-	-	-	69%	-
Home Economics:							
Fashion and Textile Technology	-	41%	38%	53%	-	-	-
Home Economics:							
Health and Food Technology	-	64%	32%	45%	-	-	-
Home Economics:							
Lifestyle and Consumer Technology	-	41%	32%	36%	-	-	-
Hospitality – General Operations	-	-	97%	-	-	59%	-
Hospitality – Practical Cookery	100%	92%	95%	97%	75%	-	67%
Hospitality – Professional Cookery	-	-	-	-	-	83%	-
Information Systems	100%	89%	77%	83%	0%	61%	-
Personal and Social Education	-	-	38%	45%	-	57%	-
Product Design	-	81%	69%	65%	-	-	-
Selling Overseas Tourist Destinations	-	-	-	-	-	72%	-
Technological Studies	100%	90%	71%	56%	-	59%	-
Travel and Tourism	100%	-	56%	76%	100%	60%	-
Woodworking Skills	-	92%	97%	97%	-	91%	-
Art and Design	-	96%	92%	90%	67%	69%	50%
Drama	-	82%	85%	87%	100%	76%	-
Media Studies	-	70%	52%	56%	-	36%	-
Music	97%	96%	84%	83%	100%	77%	50%
Fitness and Exercise	-	-	-	-	-	71%	-
Leading Sports Activities	-	-	-	-	-	62%	-
Physical Education	-	97%	87%	85%	100%	-	-
Totals	95%	88%	73%	74%	89%	65%	75%

TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT INTERMEDIATE 2, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	D	NO. OF CENTRES
		A	B	C	D			
Classical Greek	9	7	2	0	9	0	4	
English	16,718	2,526	4,502	5,405	12,433	1,545	423	
French	2,245	1,234	539	304	2,077	67	255	
Gaelic (Learners)	68	48	16	4	68	0	17	
Gàidhlig	15	8	5	2	15	0	6	
German	624	249	163	117	529	30	125	
Italian	189	99	34	23	156	12	28	
Latin	63	52	8	1	61	0	7	
Russian	1	0	0	1	1	0	1	
Spanish	732	397	129	113	639	38	123	
Accounting	394	90	71	65	226	34	117	
Mathematics	15,172	4,953	2,539	2,708	10,200	1,025	431	
Biology	5,336	1,102	1,279	1,397	3,778	613	362	
Biotechnology	87	14	16	20	50	8	9	
Chemistry	2,728	845	590	508	1,943	209	261	
Geology	16	2	4	5	11	3	6	
Managing Environmental Resources	37	12	7	9	28	4	5	
Physics	2,354	597	406	483	1,486	188	262	
Amenity Horticulture	3	2	1	0	3	0	1	
Livestock Production	1	0	1	0	1	0	1	
Plant Propagation	3	2	1	0	3	0	1	
Classical Studies	46	25	12	5	42	1	11	
Economics	254	149	44	35	228	6	32	
Geography	923	305	236	192	733	64	103	
Geography (New)	855	189	189	239	617	84	154	
History	2,966	764	616	731	2,111	278	293	
Modern Studies	1,759	386	456	425	1,267	163	203	
Philosophy	161	65	29	17	111	5	42	
Psychology	127	26	26	27	79	9	10	
Psychology (New)	365	55	83	70	208	30	27	
Religious, Moral and Philosophical Studies	798	91	101	169	361	88	105	
Sociology	158	89	14	21	124	3	17	
Administration	3,578	791	1,261	781	2,833	237	344	
Automotive Engineering	12	11	1	0	12	0	1	
Business Management	1,872	670	458	397	1,525	105	240	
Care	884	254	152	168	574	67	43	
Care Issues for Society	179	25	35	40	100	12	12	
Care Issues for Society: Older People	24	4	6	10	20	0	2	
Computing	787	240	195	159	594	51	59	
Computing (New)	1,307	216	305	325	846	133	134	
Construction Craft Skills	25	13	10	2	25	0	2	
Construction Industry Practice	49	3	16	19	38	0	4	
Creative Cake Production	205	158	31	9	198	0	28	
Design	5	0	0	4	4	1	1	

TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT INTERMEDIATE 2, 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				NO. OF	
		A	B	C	PASSES	D	CENTRES
Electrical Installation Fundamentals	31	6	6	8	20	0	2
Electronic and Electrical Fundamentals	85	17	17	23	57	0	4
Engineering Craft Skills	307	104	102	82	288	3	43
Fabrication and Welding	4	2	1	1	4	0	1
Graphic Communication	1,227	485	308	219	1,012	61	226
Health and Safety in Care Settings	181	22	46	57	125	19	8
Home Economics: Fashion and Textile Technology	99	8	8	25	41	16	16
Home Economics: Health and Food Technology	246	2	20	78	100	42	63
Home Economics: Lifestyle and Consumer Technology	94	2	9	21	32	17	21
Hospitality – General Operations	223	26	88	28	142	3	13
Hospitality – Practical Cookery	3,401	1,781	1,069	390	3,240	65	287
Hospitality – Professional Cookery	215	66	65	48	179	15	10
Information Systems	2,637	839	696	533	2,068	155	213
Personal and Social Education	73	3	20	11	34	16	12
Product Design	654	177	165	112	454	44	166
Selling Overseas Tourist Destinations	74	21	14	18	53	2	5
Technological Studies	224	66	43	44	153	12	32
Travel and Tourism	604	100	118	151	369	43	63
Woodworking Skills	2,500	978	904	524	2,406	8	267
Art and Design	3,734	2,058	1,002	420	3,480	73	361
Drama	739	224	236	163	623	43	76
Media Studies	648	99	119	135	353	61	65
Music	2,304	914	701	475	2,090	68	280
Fitness and Exercise	31	12	8	2	22	0	4
Leading Sports Activities	13	2	6	0	8	0	1
Physical Education	2,618	1,036	855	406	2,297	66	328
Totals	87,100	25,818	21,215	18,984	66,017	5,945	
– as percentages		30%	24%	22%	76%	7%	



TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2005

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				PASSES	D
		A	B	C			
Classical Greek	9	78	22	0	100	0	
English	16,718	15	27	32	74	9	
French	2,245	55	24	14	93	3	
Gaelic (Learners)	68	71	24	6	100	0	
Gàidhlig	15	53	33	13	100	0	
German	624	40	26	19	85	5	
Italian	189	52	18	12	83	6	
Latin	63	83	13	2	97	0	
Russian	1	0	0	100	100	0	
Spanish	732	54	18	15	87	5	
Accounting	394	23	18	16	57	9	
Mathematics	15,172	33	17	18	67	7	
Biology	5,336	21	24	26	71	11	
Biotechnology	87	16	18	23	57	9	
Chemistry	2,728	31	22	19	71	8	
Geology	16	13	25	31	69	19	
Managing Environmental Resources	37	32	19	24	76	11	
Physics	2,354	25	17	21	63	8	
Amenity Horticulture	3	67	33	0	100	0	
Livestock Production	1	0	100	0	100	0	
Plant Propagation	3	67	33	0	100	0	
Classical Studies	46	54	26	11	91	2	
Economics	254	59	17	14	90	2	
Geography	923	33	26	21	79	7	
Geography (New)	855	22	22	28	72	10	
History	2,966	26	21	25	71	9	
Modern Studies	1,759	22	26	24	72	9	
Philosophy	161	40	18	11	69	3	
Psychology	127	20	20	21	62	7	
Psychology (New)	365	15	23	19	57	8	
Religious, Moral and Philosophical Studies	798	11	13	21	45	11	
Sociology	158	56	9	13	78	2	
Administration	3,578	22	35	22	79	7	
Automotive Engineering	12	92	8	0	100	0	
Business Management	1,872	36	24	21	81	6	
Care	884	29	17	19	65	8	
Care Issues for Society	179	14	20	22	56	7	
Care Issues for Society: Older People	24	17	25	42	83	0	
Computing	787	30	25	20	75	6	
Computing (New)	1,307	17	23	25	65	10	
Construction Craft Skills	25	52	40	8	100	0	
Construction Industry Practice	49	6	33	39	78	0	
Creative Cake Production	205	77	15	4	97	0	
Design	5	0	0	80	80	20	

TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2005  
(CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)			PASSES	D
		A	B	C		
Electrical Installation Fundamentals	31	19	19	26	65	0
Electronic and Electrical Fundamentals	85	20	20	27	67	0
Engineering Craft Skills	307	34	33	27	94	1
Fabrication and Welding	4	50	25	25	100	0
Graphic Communication	1,227	40	25	18	82	5
Health and Safety in Care Settings	181	12	25	31	69	10
Home Economics: Fashion and Textile Technology	99	8	8	25	41	16
Home Economics: Health and Food Technology	246	1	8	32	41	17
Home Economics: Lifestyle and Consumer Technology	94	2	10	22	34	18
Hospitality – General Operations	223	12	39	13	64	1
Hospitality – Practical Cookery	3,401	52	31	11	95	2
Hospitality – Professional Cookery	215	31	30	22	83	7
Information Systems	2,637	32	26	20	78	6
Personal and Social Education	73	4	27	15	47	22
Product Design	654	27	25	17	69	7
Selling Overseas Tourist Destinations	74	28	19	24	72	3
Technological Studies	224	29	19	20	68	5
Travel and Tourism	604	17	20	25	61	7
Woodworking Skills	2,500	39	36	21	96	0
Art and Design	3,734	55	27	11	93	2
Drama	739	30	32	22	84	6
Media Studies	648	15	18	21	54	9
Music	2,304	40	30	21	91	3
Fitness and Exercise	31	39	26	6	71	0
Leading Sports Activities	13	15	46	0	62	0
Physical Education	2,618	40	33	16	88	3
Totals	87,100	30	24	22	76	7

TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2005

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Classical Greek	3	33%	2	1	0	3	0
English	8,057	48%	1,055	2,072	2,596	5,723	764
French	731	33%	371	185	104	660	32
Gaelic (Learners)	26	38%	18	7	1	26	0
Gàidhlig	5	33%	1	2	2	5	0
German	219	35%	72	64	39	175	13
Italian	53	28%	26	10	10	46	0
Latin	40	63%	33	5	1	39	0
Russian	1	100%	0	0	1	1	0
Spanish	184	25%	98	38	27	163	7
Accounting	166	42%	33	26	24	83	14
Mathematics	7,139	47%	2,266	1,158	1,244	4,668	474
Biology	1,628	31%	398	384	400	1,182	185
Biotechnology	41	47%	8	11	9	28	2
Chemistry	1,338	49%	408	282	250	940	99
Geology	12	75%	0	3	4	7	3
Managing Environmental Resources	19	51%	4	5	4	13	1
Physics	1,712	73%	339	282	381	1,002	152
Amenity Horticulture	-	0%	-	-	-	-	-
Livestock Production	1	100%	0	1	0	1	0
Plant Propagation	-	0%	-	-	-	-	-
Classical Studies	23	50%	13	5	4	22	0
Economics	162	64%	104	25	19	148	2
Geography	518	56%	155	140	102	397	37
Geography (New)	510	60%	109	109	138	356	47
History	1,437	48%	356	285	349	990	139
Modern Studies	716	41%	148	166	185	499	61
Philosophy	71	44%	25	12	8	45	2
Psychology	30	24%	3	4	7	14	2
Psychology (New)	82	22%	9	20	9	38	6
Religious, Moral and Philosophical Studies	302	38%	44	24	65	133	28
Sociology	51	32%	26	3	8	37	2
Administration	938	26%	178	310	210	698	68
Automotive Engineering	12	100%	11	1	0	12	0
Business Management	838	45%	301	203	171	675	45
Care	60	7%	17	14	11	42	4
Care Issues for Society	19	11%	2	4	3	9	3
Care Issues for Society: Older People	2	8%	0	0	1	1	0
Computing	570	72%	146	146	128	420	35
Computing (New)	964	74%	169	220	250	639	98
Construction Craft Skills	23	92%	11	10	2	23	0
Construction Industry Practice	47	96%	2	15	19	36	0
Creative Cake Production	31	15%	19	9	3	31	0
Design	1	20%	0	0	1	1	0

TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2005 (CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				PASSES	D
		OF ALL CANDS	A	B	C			
Electrical Installation Fundamentals	31	100%	6	6	8	20	0	
Electronic and Electrical Fundamentals	85	100%	17	17	23	57	0	
Engineering Craft Skills	291	95%	100	93	79	272	3	
Fabrication and Welding	4	100%	2	1	1	4	0	
Graphic Communication	879	72%	339	233	158	730	37	
Health and Safety in Care Settings	13	7%	3	3	3	9	3	
Home Economics: Fashion and Textile Technology	4	4%	0	0	2	2	0	
Home Economics: Health and Food Technology	36	15%	1	2	10	13	4	
Home Economics: Lifestyle and Consumer Technology	4	4%	0	0	3	3	0	
Hospitality – General Operations	103	46%	9	36	16	61	2	
Hospitality – Practical Cookery	901	26%	374	304	140	818	36	
Hospitality – Professional Cookery	123	57%	27	33	38	98	11	
Information Systems	1,727	65%	494	456	362	1,312	105	
Personal and Social Education	28	38%	0	8	4	12	6	
Product Design	523	80%	129	135	90	354	38	
Selling Overseas Tourist Destinations	14	19%	1	6	3	10	1	
Technological Studies	218	97%	63	42	43	148	12	
Travel and Tourism	174	29%	22	24	47	93	20	
Woodworking Skills	2,146	86%	833	784	451	2,068	6	
Art and Design	1,308	35%	618	360	199	1,177	35	
Drama	241	33%	62	74	64	200	11	
Media Studies	318	49%	32	43	67	142	32	
Music	1,077	47%	420	309	234	963	37	
Fitness and Exercise	25	81%	8	8	2	18	0	
Leading Sports Activities	11	85%	2	5	0	7	0	
Physical Education	1,898	72%	742	640	278	1,660	44	
Totals	40,964	47%	11,284	9,883	9,115	30,282	2,768	
– as percentages			28%	24%	22%	74%	7%	

TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2005

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				PASSES	D
		OF ALL CANDS	A	B	C			
Classical Greek	6	67%	5	1	0	6	0	
English	8,661	52%	1,471	2,430	2,809	6,710	781	
French	1,514	67%	863	354	200	1,417	35	
Gaelic (Learners)	42	62%	30	9	3	42	0	
Gàidhlig	10	67%	7	3	0	10	0	
German	405	65%	177	99	78	354	17	
Italian	136	72%	73	24	13	110	12	
Latin	23	37%	19	3	0	22	0	
Russian	-	0%	-	-	-	-	-	
Spanish	548	75%	299	91	86	476	31	
Accounting	228	58%	57	45	41	143	20	
Mathematics	8,033	53%	2,687	1,381	1,464	5,532	551	
Biology	3,708	69%	704	895	997	2,596	428	
Biotechnology	46	53%	6	5	11	22	6	
Chemistry	1,390	51%	437	308	258	1,003	110	
Geology	4	25%	2	1	1	4	0	
Managing Environmental Resources	18	49%	8	2	5	15	3	
Physics	642	27%	258	124	102	484	36	
Amenity Horticulture	3	100%	2	1	0	3	0	
Livestock Production	-	0%	-	-	-	-	-	
Plant Propagation	3	100%	2	1	0	3	0	
Classical Studies	23	50%	12	7	1	20	1	
Economics	92	36%	45	19	16	80	4	
Geography	405	44%	150	96	90	336	27	
Geography (New)	345	40%	80	80	101	261	37	
History	1,529	52%	408	331	382	1,121	139	
Modern Studies	1,043	59%	238	290	240	768	102	
Philosophy	90	56%	40	17	9	66	3	
Psychology	97	76%	23	22	20	65	7	
Psychology (New)	283	78%	46	63	61	170	24	
Religious, Moral and Philosophical Studies	496	62%	47	77	104	228	60	
Sociology	107	68%	63	11	13	87	1	
Administration	2,640	74%	613	951	571	2,135	169	
Automotive Engineering	-	0%	-	-	-	-	-	
Business Management	1,034	55%	369	255	226	850	60	
Care	824	93%	237	138	157	532	63	
Care Issues for Society	160	89%	23	31	37	91	9	
Care Issues for Society: Older People	22	92%	4	6	9	19	0	
Computing	217	28%	94	49	31	174	16	
Computing (New)	343	26%	47	85	75	207	35	
Construction Craft Skills	2	8%	2	0	0	2	0	
Construction Industry Practice	2	4%	1	1	0	2	0	
Creative Cake Production	174	85%	139	22	6	167	0	
Design	4	80%	0	0	3	3	1	

TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2005 (CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C			
Electrical Installation Fundamentals	-	0%	-	-	-	-	-	
Electronic and Electrical Fundamentals	-	0%	-	-	-	-	-	
Engineering Craft Skills	16	5%	4	9	3	16	0	
Fabrication and Welding	-	0%	-	-	-	-	-	
Graphic Communication	348	28%	146	75	61	282	24	
Health and Safety in Care Settings	168	93%	19	43	54	116	16	
Home Economics: Fashion and Textile Technology	95	96%	8	8	23	39	16	
Home Economics: Health and Food Technology	210	85%	1	18	68	87	38	
Home Economics: Lifestyle and Consumer Technology	90	96%	2	9	18	29	17	
Hospitality – General Operations	120	54%	17	52	12	81	1	
Hospitality – Practical Cookery	2,500	74%	1,407	765	250	2,422	29	
Hospitality – Professional Cookery	92	43%	39	32	10	81	4	
Information Systems	910	35%	345	240	171	756	50	
Personal and Social Education	45	62%	3	12	7	22	10	
Product Design	131	20%	48	30	22	100	6	
Selling Overseas Tourist Destinations	60	81%	20	8	15	43	1	
Technological Studies	6	3%	3	1	1	5	0	
Travel and Tourism	430	71%	78	94	104	276	23	
Woodworking Skills	354	14%	145	120	73	338	2	
Art and Design	2,426	65%	1,440	642	221	2,303	38	
Drama	498	67%	162	162	99	423	32	
Media Studies	330	51%	67	76	68	211	29	
Music	1,227	53%	494	392	241	1,127	31	
Fitness and Exercise	6	19%	4	0	0	4	0	
Leading Sports Activities	2	15%	0	1	0	1	0	
Physical Education	720	28%	294	215	128	637	22	
Totals	46,136	53%	14,534	11,332	9,869	35,735	3,177	
- as percentages			32%	25%	21%	77%	7%	

TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2005

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	9	33	67	67	83	100	100
English	16,718	48	52	13	17	71	77
French	2,245	33	67	51	57	90	94
Gaelic (Learners)	68	38	62	69	71	100	100
Gàidhlig	15	33	67	20	70	100	100
German	624	35	65	33	44	80	87
Italian	189	28	72	49	54	87	81
Latin	63	63	37	83	83	98	96
Russian	1	100	0	0	-	100	-
Spanish	732	25	75	53	55	89	87
Accounting	394	42	58	20	25	50	63
Mathematics	15,172	47	53	32	33	65	69
Biology	5,336	31	69	24	19	73	70
Biotechnology	87	47	53	20	13	68	48
Chemistry	2,728	49	51	30	31	70	72
Geology	16	75	25	0	50	58	100
Managing Environmental Resources	37	51	49	21	44	68	83
Physics	2,354	73	27	20	40	59	75
Amenity Horticulture	3	0	100	-	67	-	100
Livestock Production	1	100	0	0	-	100	-
Plant Propagation	3	0	100	-	67	-	100
Classical Studies	46	50	50	57	52	96	87
Economics	254	64	36	64	49	91	87
Geography	923	56	44	30	37	77	83
Geography (New)	855	60	40	21	23	70	76
History	2,966	48	52	25	27	69	73
Modern Studies	1,759	41	59	21	23	70	74
Philosophy	161	44	56	35	44	63	73
Psychology	127	24	76	10	24	47	67
Psychology (New)	365	22	78	11	16	46	60
Religious, Moral and Philosophical Studies	798	38	62	15	9	44	46
Sociology	158	32	68	51	59	73	81
Administration	3,578	26	74	19	23	74	81
Automotive Engineering	12	100	0	92	-	100	-
Business Management	1,872	45	55	36	36	81	82
Care	884	7	93	28	29	70	65
Care Issues for Society	179	11	89	11	14	47	57
Care Issues for Society: Older People	24	8	92	0	18	50	86
Computing	787	72	28	26	43	74	80
Computing (New)	1,307	74	26	18	14	66	60
Construction Craft Skills	25	92	8	48	100	100	100
Construction Industry Practice	49	96	4	4	50	77	100
Creative Cake Production	205	15	85	61	80	100	96
Design	5	20	80	0	0	100	75

TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Electrical Installation Fundamentals	31	100	0	19	–	65	–
Electronic and Electrical Fundamentals	85	100	0	20	–	67	–
Engineering Craft Skills	307	95	5	34	25	93	100
Fabrication and Welding	4	100	0	50	–	100	–
Graphic Communication	1,227	72	28	39	42	83	81
Health and Safety in Care Settings	181	7	93	23	11	69	69
Home Economics: Fashion and Textile Technology	99	4	96	0	8	50	41
Home Economics: Health and Food Technology	246	15	85	3	0	36	41
Home Economics: Lifestyle and Consumer Technology	94	4	96	0	2	75	32
Hospitality – General Operations	223	46	54	9	14	59	68
Hospitality – Practical Cookery	3,401	26	74	42	56	91	97
Hospitality – Professional Cookery	215	57	43	22	42	80	88
Information Systems	2,637	65	35	29	38	76	83
Personal and Social Education	73	38	62	0	7	43	49
Product Design	654	80	20	25	37	68	76
Selling Overseas Tourist Destinations	74	19	81	7	33	71	72
Technological Studies	224	97	3	29	50	68	83
Travel and Tourism	604	29	71	13	18	53	64
Woodworking Skills	2,500	86	14	39	41	96	95
Art and Design	3,734	35	65	47	59	90	95
Drama	739	33	67	26	33	83	85
Media Studies	648	49	51	10	20	45	64
Music	2,304	47	53	39	40	89	92
Fitness and Exercise	31	81	19	32	67	72	67
Leading Sports Activities	13	85	15	18	0	64	50
Physical Education	2,618	72	28	39	41	87	88
Totals	87,100	47	53	28	32	74	77



**TABLE IB6a: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005**

**ALL CANDIDATES**

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1,735	2,664	2,363	4%	1.5	1.4	89%
15	12,665	23,142	19,215	27%	1.8	1.5	83%
16	22,235	47,563	34,651	48%	2.1	1.6	73%
17	7,093	10,130	7,240	15%	1.4	1.0	71%
18	627	908	564	1%	1.4	0.9	62%
19	267	417	251	1%	1.6	0.9	60%
20-24	528	776	515	1%	1.5	1.0	66%
25-29	284	408	322	1%	1.4	1.1	79%
30-34	248	353	294	1%	1.4	1.2	83%
35-39	195	270	218	0%	1.4	1.1	81%
40-49	248	341	279	1%	1.4	1.1	82%
50-59	80	98	82	0%	1.2	1.0	84%
60 and over	28	30	23	0%	1.1	0.8	77%
All ages	46,233	87,100	66,017	100%	1.9	1.4	76%

**TABLE IB6b: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005**

**MALE CANDIDATES**

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	773	1,160	1,015	4%	1.5	1.3	88%
15	5,850	10,727	8,834	27%	1.8	1.5	82%
16	10,688	22,896	16,197	50%	2.1	1.5	71%
17	3,315	4,861	3,381	15%	1.5	1.0	70%
18	281	405	249	1%	1.4	0.9	61%
19	115	183	93	1%	1.6	0.8	51%
20-24	208	314	193	1%	1.5	0.9	61%
25-29	84	130	96	0%	1.5	1.1	74%
30-34	62	92	71	0%	1.5	1.1	77%
35-39	40	63	48	0%	1.6	1.2	76%
40-49	58	80	63	0%	1.4	1.1	79%
50-59	29	34	27	0%	1.2	0.9	79%
60 and over	17	19	15	0%	1.1	0.9	79%
All ages	21,520	40,964	30,282	100%	1.9	1.4	74%

**Table IB6c: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005**

**FEMALE CANDIDATES**

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	962	1,504	1,348	4%	1.6	1.4	90%
15	6,815	12,415	10,381	28%	1.8	1.5	84%
16	11,547	24,667	18,454	47%	2.1	1.6	75%
17	3,778	5,269	3,859	15%	1.4	1.0	73%
18	346	503	315	1%	1.5	0.9	63%
19	152	234	158	1%	1.5	1.0	68%
20-24	320	462	322	1%	1.4	1.0	70%
25-29	200	278	226	1%	1.4	1.1	81%
30-34	186	261	223	1%	1.4	1.2	85%
35-39	155	207	170	1%	1.3	1.1	82%
40-49	190	261	216	1%	1.4	1.1	83%
50-59	51	64	55	0%	1.3	1.1	86%
60 and over	11	11	8	0%	1.0	0.7	73%
All ages	24,713	46,136	35,735	100%	1.9	1.4	77%

Note: Age at 31 December 2004.

TABLE IB7a: NUMBER OF INTERMEDIATE 2 ENTRIES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	137	0%	59	0%	78	0%
7	32	0%	14	0%	18	0%
6	141	1%	94	1%	47	1%
5	1,076	3%	507	3%	569	3%
4	3,482	11%	1,659	11%	1,823	10%
3	6,496	25%	3,100	25%	3,396	24%
2	11,269	49%	5,272	50%	5,997	48%
1	23,600	100%	10,815	100%	12,785	100%
Total cand	46,233		21,520		24,713	
Total entries	87,100		40,964		46,136	
Entries/cand	1.9		1.9		1.9	

TABLE IB7b: NUMBER OF INTERMEDIATE 2 PASSES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	118	0%	49	0%	69	0%
7	30	0%	16	0%	14	0%
6	124	1%	79	1%	45	1%
5	411	1%	191	2%	220	1%
4	1,488	5%	651	5%	837	5%
3	4,165	14%	1,887	13%	2,278	14%
2	9,925	35%	4,616	35%	5,309	35%
1	23,767	87%	10,852	85%	12,915	88%
0	6,205	100%	3,179	100%	3,026	100%
Total cand	46,233		21,520		24,713	
Total passes	66,017		30,282		35,735	
Passes/cand	1.4		1.4		1.4	

TABLE IB7c: NUMBER OF INTERMEDIATE 2 AWARDS AT GRADE A PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	50	0%	18	0%	32	0%
7	26	0%	11	0%	15	0%
6	82	0%	53	0%	29	0%
5	135	1%	77	1%	58	1%
4	255	1%	111	1%	144	1%
3	635	3%	271	3%	364	3%
2	2,747	9%	1,185	8%	1,562	9%
1	15,650	42%	6,733	39%	8,917	45%
0	26,653	100%	13,061	100%	13,592	100%
Total cand	46,233		21,520		24,713	
Total grade A	25,818		11,284		14,534	
Grade A/cand	0.6		0.5		0.6	

TABLE IB8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT INTERMEDIATE 2, 2003 TO 2005

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
Classical Greek	–	–	–
English	3	2	3
French	2	2	0
Gaelic (Learners)	–	–	–
Gàidhlig	–	9	–
German	1	1	2
Italian	0	2	3
Latin	3	1	5
Russian	–	–	–
Spanish	2	2	1
Accounting*	2	2	4
Mathematics	3	2	3
Biology	0	1	1
Biotechnology	6	1	1
Chemistry	1	1	1
Geology	–	–	13
Managing Environmental Resources	2	1	0
Physics	1	3	3
Amenity Horticulture	n/a	n/a	n/a
Livestock Production	n/a	n/a	n/a
Plant Propagation	n/a	n/a	n/a
Classical Studies	6	6	11
Economics	1	4	2
Geography	9	11	6
Geography (New)	n/a	n/a	5
History	3	4	5
Modern Studies	6	6	4
Philosophy	7	0	4
Psychology	1	5	1
Psychology (New)	n/a	n/a	1
Religious, Moral and Philosophical Studies	6	7	6
Sociology	1	1	3
Administration	16	11	9
Automotive Engineering	n/a	n/a	n/a
Business Management	6	4	3
Care	2	2	2
Care Issues for Society	1	1	2
Care Issues for Society: Older People	–	–	–
Computing	2	3	1
Computing (New)	n/a	n/a	3
Construction Craft Skills	n/a	n/a	n/a
Construction Industry Practice	–	–	0
Creative Cake Production	n/a	n/a	n/a
Design	–	–	20
Electrical Installation Fundamentals	n/a	–	–
Electronic and Electrical Fundamentals	2	1	8
Engineering Craft Skills	n/a	n/a	n/a
Fabrication and Welding	n/a	n/a	n/a
Graphic Communication	3	2	1

TABLE IB8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT INTERMEDIATE 2, 2003 TO 2005

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
Health and Safety in Care Settings	1	–	–
Home Economics – Fashion and Textile Technology	5	4	8
Home Economics – Health and Food Technology	3	4	4
Home Economics – Lifestyle and Consumer Technology	9	5	5
Hospitality – General Operations	–	–	–
Hospitality – Practical Cookery	n/a	n/a	n/a
Hospitality – Professional Cookery	0	–	0
Hospitality – Reception and Accommodation Operations	0	n/a	n/a
Information Systems	1	3	4
Personal and Social Education	2	1	1
Product Design*	1	0	3
Selling Overseas Tourist Destinations	–	–	–
Technological Studies	5	5	0
Travel and Tourism	5	6	15
Woodworking Skills	n/a	n/a	n/a
Art and Design	0	1	0
Drama	2	2	3
Media Studies	3	8	5
Music	0	1	0
Fitness and Exercise	n/a	n/a	n/a
Leading Sports Activities	n/a	n/a	n/a
Physical Education	0	1	0
All subjects	3	3	3

\*Subject title changed – refer to Intermediate 2 commentary.



## HIGHER

All tables reporting on Higher are Course-based analyses, ie candidates must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any candidate who re-sat the external assessment and did not improve on their previous position.

Higher is at level 6 on the Scottish Credit and Qualifications Framework.

For further background information see the RIS Statistics page on the SQA website which also contains research papers and statistical reports on performance, attainment, processes and procedures.

Higher was designed for candidates in the fifth and sixth years of secondary education, and adults. Awards are made at three passing grades, A to C, and grade D. Only overall awards are reported. Higher had candidate uptake from 456 centres in 76 subjects, including 17 Project-based National Courses (PBNC):

Advertising, Marketing and Public Relations  
Care Practice  
Dance Practice  
Design  
Fitness and Exercise  
Food Production Supervision  
Mental Health Care  
Mental Health Care (New)  
Photography for the Media  
Professional Patisserie  
Retail Travel  
Retail Travel (New)  
Selling Scheduled Air Travel  
Sports Coaching Studies  
Sports Organisation  
Structural Engineering  
Visual Arts

For three subjects at Higher in 2005, a revised Course was available in addition to that used in the previous year. In the following tables the revised course has been designated '(New)' ie Computing (New), Mental Health Care (New), Psychology (New) and Retail Travel (New). It should be noted that as the only Course for Geography at Higher was the revised version, it has not been designated as '(New)'.

Tables NH1 to NH8 provide detailed information about uptake and attainment in Higher.

### Table NH1

This table shows the trend in entries in Higher from 2001 to 2005.

- There were 164,142 entries at Higher in 2005, a decrease of 1% on 2004.
- The largest percentage increases, from subjects with more than 100 entries, were from Photography for the Media (86% increase) and Early Years Care and Education (37% increase).
- The largest percentage decreases in entries, from subjects with more than 100 entries, were in Accounting (down 19%), Economics (down 16%) and Information Systems (down 13%).

### Table NH2

This table shows the pass rate for each subject in the first five years of Higher. Pass rates can vary considerably among subjects, reflecting the nature of the candidature and subject.

- The average pass rate for all Higher subjects was 73%, the same as for 2004.
- The pass rate for Mathematics increased slightly as did the English pass rate, from 68% to 69% and from 66% to 68%, respectively.

### Table NH3

These tables (NH3a and NH3b) show the number of entries and pass rates for each Higher subject by entry stage.

- Higher Courses comprised mainly of S5 (63%) and S6 (29%) entries.
- Although most of the PBNCs and vocational Highers had entries solely from FE centres, some – Design, Photography for the Media, Visual Arts, Dance Practice, and Sports Organisation – also received entries from school candidates.
- Across all Higher subjects the pass rates for S5 and S6 candidates differ by 9 percentage points. The pass rate for S5 Higher candidates was 77% while the pass rate for S6 candidates was 68%.

- Accounting and Information Systems have a similar percentage of entries from S5 and S6 candidates. The pass rates for these two candidates groups, however, varied with the S5 group doing better in Accounting: S5 – 71%, S6 – 64% and both groups doing similarly well in Information Systems: S5 – 76%, S6 – 75%

#### Table NH4

These tables (NH4a and NH4b) describe Higher pass rates and grade distributions by subject.

- Pass rates in subjects with 100 or more entries ranged from 94% in Music to 55% in Care.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 63% in Gàidhlig to 11% in Administration and Mental Health Care.

#### Table NH5

These three tables (NH5a, NH5b and NH5c) describe gender differences in subject choice and attainment at Higher.

- Male candidates had more entries than females for Physics (71%), Physical Education (71%) and technological subjects (Technological Studies (94%), Graphic Communication (70%), Computing (74% and 78%), Information Systems (67%), and Product Design (67%).
- Not unsurprisingly, there were more female candidates than male candidates entered for home economics and care subjects.
- The average pass rate for female candidates across all subjects was 2 percentage points higher than for males.
- The average grade A rate for female candidates across all subjects was 1 percentage point higher than for males.
- Male candidates out-performed female candidates, both at percentage of grade As and percentage of passes, in the following subjects: French, Economics, Philosophy and Home Economics: Lifestyle and Consumer Technology.

#### Table NH6

These three tables (NH6a, NH6b and NH6c) give the average number of entries and passes at Higher by age and gender, where age is taken at 31 December 2004.

- 50% of Higher candidates were aged 16 – they had an average pass rate of 76%.
- 34% of Higher candidates were aged 17 – they had an average pass rate of 68%.
- 56% of all Higher candidates were female, 44% were male.
- Candidates entered for, on average, 2.8 Higher subjects, passing, on average, 2.1 of them.

#### Table NH7

These tables (NH7a to NH7c) describe the number of entries, passes, and grade A awards gained by all candidates.

- 54% of candidates took at least three Higher subjects in 2005.
- 35% of candidates passed at least three Higher subjects.
- 8% of candidates gained at least three grade A passes at Higher.
- 34% of female candidates and 32% of male candidates achieved at least one Higher grade A pass.

#### Table NH8

This table shows the trend in successful appeals at Higher from 2003 to 2005 as a percentage of entries. For further information on appeals refer to the RIS Statistics page on the SQA website.

- Over all subjects, the number of successful appeals in 2005 represented 4% of entries. This amounts to a slight decrease from the previous years, with 5% in 2004 and 5% in 2003.
- Of the subjects with more than 100 entries, the largest percentages of successful appeals were in Latin (23%), Product Design (16%), Classical Studies (11%), Philosophy (11%) and Religious, Moral and Philosophical Studies (11%).
- Successful appeals for English and Mathematics account for 4% and 2% of entries respectively.





### Symbols used in the tables

The following symbols are used in the tables.

-	=	not applicable
-	=	no entries (tables NH2, NH3a and NH3b)
-	=	no appeals (table NH8 only)
n/a	=	no entries or ineligible for appeal (table NH8 only)
0%	=	less than 0.5%

### Notation used in the tables

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

### Subject title changed – Trend tables

English and Communication changed to English in 2003  
Accounting and Finance changed to Accounting in 2004  
Craft and Design changed to Product Design in 2004.

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2001 TO 2005

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Classical Greek	14	8	5	13	16	23%
English*	16,123	28,910	29,624	28,873	28,707	-1%
French	4,272	4,771	4,886	4,614	4,515	-2%
Gaelic (Learners)	114	147	147	139	130	-6%
Gàidhlig	66	72	75	91	102	12%
German	2,015	2,206	1,908	1,794	1,703	-5%
Italian	188	284	263	269	292	9%
Latin	271	257	283	245	279	14%
Russian	5	14	23	17	19	12%
Spanish	831	916	1,045	1,081	1,162	7%
Accounting*	2,726	2,427	2,435	2,316	1,885	-19%
Mathematics	20,730	19,790	19,966	19,394	19,181	-1%
Biology	9,309	9,274	8,920	8,852	8,943	1%
Biotechnology	4	10	23	35	31	-11%
Chemistry	9,903	9,560	9,292	9,271	9,411	2%
Geology	54	89	42	63	45	-29%
Human Biology	2,837	3,111	3,296	3,452	3,609	5%
Managing Environmental Resources	10	18	20	89	72	-19%
Physics	10,015	9,580	9,489	9,286	8,952	-4%
Classical Studies	577	518	512	433	487	12%
Economics	1,160	1,042	972	847	715	-16%
Geography	7,984	7,733	7,809	7,407	7,419	0%
History	7,758	7,908	8,088	7,891	8,128	3%
Modern Studies	7,513	7,900	7,762	7,738	7,397	-4%
Philosophy	446	674	654	766	800	4%
Politics	8	27	56	60	76	27%
Psychology	1,186	1,951	2,440	2,779	463	-83%
Psychology (New)					2,349	-
Religious, Moral and Philosophical Studies	1,403	1,596	1,597	1,673	1,685	1%
Sociology	338	468	521	600	636	6%
Administration	2,991	3,827	4,054	4,216	3,998	-5%
Automotive Engineering	4					-
Beauty: Beauty Care		11				-
Building and Architectural Technology	38	38	50	22	31	41%
Building Services	1	8	11	6	10	67%
Business Management	5,833	5,908	5,977	5,845	5,977	2%
Care	257	461	719	623	742	19%
Care Practice	146	263	438	413	383	-7%
Civil Engineering	14	31	37	20	16	-20%
Computing	4,604	4,480	4,753	5,090	1,944	-62%
Computing (New)					2,684	-
Construction	25	81	69	47	64	36%
Design	69	49	51	38	24	-37%
Early Years Care and Education		125	272	361	495	37%
Electrical Engineering	20					-
Electronics	25	21	6	8		-100%

\*Subject title changed – refer to Higher commentary.

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2001 TO 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Experiential Approaches to Early Years Care and Education			11			-
Fabrication and Welding Engineering	6	8	34	29	28	-3%
Food Production Supervision	23	3	1	4	8	100%
Graphic Communication	2,808	3,006	3,071	3,248	3,366	4%
Hairdressing: Principles of Colouring Hair			11	17		-100%
Home Economics: Fashion and Textile Technology	40	48	73	82	72	-12%
Home Economics: Health and Food Technology	745	710	666	714	728	2%
Home Economics: Lifestyle and Consumer Technology	110	123	156	155	167	8%
Hospitality – Food and Drink Service		3	10	7	2	-71%
Hospitality – Professional Cookery	62	59	83	66	83	26%
Hospitality – Reception and Accommodation Operations		4		5	1	-80%
Hospitality Event Supervision				2		-100%
Information Systems	2,512	2,896	2,852	2,833	2,469	-13%
Manufacturing			3	2		-100%
Mechanical Engineering	21	15	5			-
Mechatronics	22	26	33	16	44	175%
Mental Health Care	88	136	282	247	146	-41%
Mental Health Care (New)					146	-
Personal and Social Education	69	71	89	100	84	-16%
Product Design*	2,519	2,606	2,478	2,421	2,092	-
Professional Patisserie	28	46	42	66	45	-32%
Quantity Surveying	1	2	14			-
Retail Travel	18	29	26	40	23	-43%
Retail Travel (New)					28	-
Selling Scheduled Air Travel	11	21	14	30	33	10%
Structural Engineering	3	8	5	11	9	-18%
Technological Studies	1,024	957	993	888	848	-5%
Tourism	87	55	51	66	80	21%
Advertising, Marketing and Public Relations	7	10	11	7	8	14%
Art and Design	6,810	7,200	6,908	6,895	6,664	-3%
Drama	1,399	1,569	1,704	1,912	1,963	3%
Media Literacy	4					-
Media Studies	639	777	851	827	814	-2%
Music	3,039	3,090	3,503	3,829	4,056	6%
Photography for the Media	17	14	50	115	214	86%
Visual Arts	46	50	20	13	17	31%
Dance Practice		10	31	62	78	26%
Fitness and Exercise	25	32	60	43	40	-7%
Physical Education	3,681	3,801	4,095	3,996	4,148	4%
Sports Coaching Studies	24	37	45	45	56	24%
Sports Organisation	21	18	14	5	5	0%
Totals	147,796	164,004	166,885	165,575	164,142	-1%

\*Subject title changed – refer to Higher commentary.

TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2001 TO 2005

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2001	2002	2003	2004	2005
Classical Greek	100	88	80	100	94
English*	75	68	62	66	68
French	86	84	84	82	82
Gaelic (Learners)	89	95	90	86	92
Gàidhlig	100	100	100	93	100
German	83	81	80	79	82
Italian	88	83	76	86	88
Latin	81	81	87	85	83
Russian	80	93	91	94	89
Spanish	89	89	86	86	84
Accounting*	72	75	74	75	67
Mathematics	70	66	67	68	69
Biology	67	66	69	76	71
Biotechnology	75	60	61	74	68
Chemistry	73	72	73	74	76
Geology	63	74	69	81	64
Human Biology	63	65	64	68	66
Managing Environmental Resources	70	72	60	85	74
Physics	75	73	74	74	75
Classical Studies	73	75	76	66	77
Economics	77	77	77	79	76
Geography	75	75	76	74	76
History	80	80	80	80	79
Modern Studies	80	78	75	75	78
Philosophy	75	73	68	77	76
Politics	100	85	89	90	84
Psychology	74	70	71	70	74
Psychology (New)	-	-	-	-	61
Religious, Moral and Philosophical Studies	70	70	66	74	74
Sociology	77	73	67	70	74
Administration	76	71	73	74	63
Automotive Engineering	50	-	-	-	-
Beauty: Beauty Care	-	0	-	-	-
Building and Architectural Technology	55	47	52	73	32
Building Services	100	63	18	50	30
Business Management	80	77	75	72	73
Care	70	67	64	52	55
Care Practice	90	86	92	85	81
Civil Engineering	36	48	62	40	75
Computing	74	73	71	72	71
Computing (New)	-	-	-	-	64
Construction	36	30	32	51	53
Design	70	82	65	11	75
Early Years Care and Education	-	86	81	72	69
Electrical Engineering	0	-	-	-	-
Electronics	20	29	17	50	-

\*Subject title changed – refer to Higher commentary.

TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2001 TO 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2001	2002	2003	2004	2005
Experiential Approaches to Early Years Care and Education	–	–	100	–	–
Fabrication and Welding Engineering	33	13	71	66	57
Food Production Supervision	96	100	100	75	75
Graphic Communication	74	78	76	76	79
Hairdressing: Principles of Colouring Hair	–	–	82	94	–
Home Economics: Fashion and Textile Technology	43	46	78	50	65
Home Economics: Health and Food Technology	68	67	83	83	78
Home Economics: Lifestyle and Consumer Technology	75	65	83	79	77
Hospitality – Food and Drink Service	–	67	30	57	50
Hospitality – Professional Cookery	53	68	65	67	42
Hospitality – Reception and Accommodation Operations	–	75	–	40	100
Hospitality Event Supervision	–	–	–	100	–
Information Systems	66	64	69	68	74
Manufacturing	–	–	33	0	–
Mechanical Engineering	24	53	0	–	–
Mechatronics	59	54	55	50	55
Mental Health Care	94	87	87	81	73
Mental Health Care (New)	–	–	–	–	92
Personal and Social Education	94	80	82	77	85
Product Design*	66	65	68	64	65
Professional Patisserie	89	91	60	77	73
Quantity Surveying	0	100	57	–	–
Retail Travel	56	55	88	78	74
Retail Travel (New)	–	–	–	–	93
Selling Scheduled Air Travel	82	48	86	83	88
Structural Engineering	100	88	80	73	67
Technological Studies	70	69	67	71	67
Tourism	43	33	43	26	38
Advertising, Marketing and Public Relations	100	70	64	57	88
Art and Design	84	81	81	81	85
Drama	81	83	81	80	82
Media Literacy	0	–	–	–	–
Media Studies	53	48	57	59	67
Music	94	94	94	93	94
Photography for the Media	71	36	90	90	92
Visual Arts	37	86	55	38	88
Dance Practice	–	80	74	55	51
Fitness and Exercise	92	72	77	63	85
Physical Education	82	80	79	82	78
Sports Coaching Studies	71	70	69	78	89
Sports Organisation	76	44	71	80	0
Totals	75	73	72	73	73

\*Subject title changed – refer to Higher commentary.

TABLE NH3a: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER		OTHER/
						SCHOOL	FE	NOT KNOWN
Classical Greek	16	-	-	56%	44%	-	-	-
English	28,707	0%	0%	65%	28%	0%	6%	0%
French	4,515	0%	1%	78%	19%	0%	2%	0%
Gaelic (Learners)	130	-	1%	58%	18%	2%	21%	-
Gàidhlig	102	-	2%	87%	11%	-	-	-
German	1,703	0%	0%	78%	17%	0%	4%	-
Italian	292	-	3%	50%	33%	3%	10%	1%
Latin	279	-	1%	82%	16%	1%	-	-
Russian	19	32%	5%	37%	26%	-	-	-
Spanish	1,162	0%	0%	61%	26%	1%	11%	1%
Accounting	1,885	0%	-	49%	49%	0%	2%	-
Mathematics	19,181	0%	0%	71%	26%	0%	3%	0%
Biology	8,943	0%	0%	67%	29%	0%	3%	0%
Biotechnology	31	-	-	-	23%	3%	74%	-
Chemistry	9,411	0%	0%	77%	19%	0%	3%	-
Geology	45	-	-	18%	76%	-	7%	-
Human Biology	3,609	-	0%	51%	29%	0%	19%	-
Managing Environmental Resources	72	-	-	13%	40%	-	47%	-
Physics	8,952	0%	0%	75%	22%	0%	3%	0%
Classical Studies	487	-	-	45%	55%	0%	-	-
Economics	715	-	-	35%	58%	1%	6%	-
Geography	7,419	0%	0%	68%	30%	0%	2%	0%
History	8,128	0%	0%	73%	23%	0%	3%	0%
Modern Studies	7,397	0%	-	59%	37%	0%	4%	-
Philosophy	800	-	0%	22%	65%	1%	12%	0%
Politics	76	-	-	-	39%	-	61%	-
Psychology	463	-	-	8%	48%	1%	44%	-
Psychology (New)	2,349	-	-	5%	21%	0%	74%	-
Religious, Moral and Philosophical Studies	1,685	-	0%	44%	55%	0%	0%	-
Sociology	636	-	-	5%	13%	0%	82%	-
Administration	3,998	-	0%	57%	41%	-	2%	-
Building and Architectural Technology	31	-	-	-	-	-	100%	-
Building Services	10	-	-	-	-	-	100%	-
Business Management	5,977	0%	0%	39%	58%	0%	2%	-
Care	742	-	-	0%	2%	-	98%	-
Care Practice	383	-	-	-	-	-	100%	-
Civil Engineering	16	-	-	-	-	-	100%	-
Computing	1,944	-	-	73%	27%	0%	0%	-
Computing (New)	2,684	-	0%	67%	29%	0%	4%	-
Construction	64	-	-	-	-	-	100%	-
Design	24	-	-	8%	38%	-	54%	-

TABLE NH3a: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER		OTHER/
						SCHOOL	FE	NOT KNOWN
Early Years Care and Education	495	-	-	-	-	-	100%	-
Fabrication and Welding Engineering	28	-	-	-	-	-	100%	-
Food Production Supervision	8	-	-	-	-	-	100%	-
Graphic Communication	3,366	-	0%	73%	27%	-	0%	-
Home Economics:								
Fashion and Textile Technology	72	-	-	43%	57%	-	-	-
Home Economics:								
Health and Food Technology	728	-	-	63%	37%	-	-	-
Home Economics:								
Lifestyle and Consumer Technology	167	-	-	56%	44%	1%	-	-
Hospitality – Food and Drink Service	2	-	-	-	-	-	100%	-
Hospitality – Professional Cookery	83	-	-	-	-	-	100%	-
Hospitality – Reception and Accommodation Operations	1	-	-	-	-	-	100%	-
Information Systems	2,469	-	0%	49%	47%	-	4%	-
Mechatronics	44	-	-	-	-	-	100%	-
Mental Health Care	146	-	-	-	-	-	100%	-
Mental Health Care (New)	146	-	-	-	-	-	100%	-
Personal and Social Education	84	-	-	52%	48%	-	-	-
Product Design	2,092	-	0%	60%	40%	0%	-	-
Professional Patisserie	45	-	-	-	-	-	100%	-
Retail Travel	23	-	-	-	-	-	100%	-
Retail Travel (New)	28	-	-	-	-	-	100%	-
Selling Scheduled Air Travel	33	-	-	-	-	-	100%	-
Structural Engineering	9	-	-	-	-	-	100%	-
Technological Studies	848	0%	-	74%	26%	0%	-	-
Tourism	80	-	-	8%	26%	-	66%	-
Advertising, Marketing and Public Relations	8	-	-	-	-	-	100%	-
Art and Design	6,664	-	0%	74%	23%	0%	2%	0%
Drama	1,963	0%	0%	71%	27%	0%	2%	-
Media Studies	814	-	-	19%	58%	0%	23%	-
Music	4,056	0%	3%	71%	24%	0%	2%	0%
Photography for the Media	214	-	0%	10%	39%	-	50%	-
Visual Arts	17	-	-	6%	24%	-	71%	-
Dance Practice	78	-	-	4%	14%	-	74%	8%
Fitness and Exercise	40	-	-	-	-	-	100%	-
Physical Education	4,148	-	-	56%	43%	0%	-	0%
Sports Coaching Studies	56	-	-	-	-	-	100%	-
Sports Organisation	5	-	-	80%	20%	-	-	-
Totals	164,142	36	302	103,944	48,253	428	11,118	61
– as percentages		0%	0%	63%	29%	0%	7%	0%

TABLE NH3b: PASS RATES FOR EACH SUBJECT AT HIGHER BY STAGE, 2005

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER		OTHER/ NOT
					SCHOOL	FE	KNOWN
Classical Greek	-	-	100%	86%	-	-	-
English	60%	69%	76%	55%	61%	50%	60%
French	100%	100%	84%	74%	83%	79%	33%
Gaelic (Learners)	-	100%	91%	87%	100%	96%	-
Gàidhlig	-	100%	100%	100%	-	-	-
German	100%	100%	83%	80%	100%	72%	-
Italian	-	100%	86%	86%	90%	97%	100%
Latin	-	100%	84%	78%	50%	-	-
Russian	100%	100%	100%	60%	-	-	-
Spanish	100%	100%	83%	86%	88%	86%	78%
Accounting	100%	-	71%	64%	100%	47%	-
Mathematics	75%	93%	75%	55%	64%	50%	75%
Biology	100%	100%	76%	62%	71%	55%	67%
Biotechnology	-	-	-	100%	100%	57%	-
Chemistry	100%	92%	79%	68%	70%	69%	-
Geology	-	-	63%	65%	-	67%	-
Human Biology	-	0%	72%	63%	60%	55%	-
Managing Environmental Resources	-	-	67%	93%	-	59%	-
Physics	100%	47%	78%	67%	76%	54%	100%
Classical Studies	-	-	74%	80%	100%	-	-
Economics	-	-	85%	73%	100%	54%	-
Geography	100%	80%	77%	74%	78%	58%	0%
History	100%	86%	81%	79%	100%	56%	100%
Modern Studies	100%	-	78%	80%	88%	63%	-
Philosophy	-	50%	80%	77%	80%	64%	100%
Politics	-	-	-	87%	-	83%	-
Psychology	-	-	80%	81%	100%	65%	-
Psychology (New)	-	-	49%	66%	33%	61%	-
Religious, Moral and Philosophical Studies	-	86%	74%	74%	67%	75%	-
Sociology	-	-	88%	80%	0%	72%	-
Administration	-	100%	64%	64%	-	32%	-
Building and Architectural Technology	-	-	-	-	-	32%	-
Building Services	-	-	-	-	-	30%	-
Business Management	50%	100%	75%	72%	52%	44%	-
Care	-	-	33%	79%	-	54%	-
Care Practice	-	-	-	-	-	81%	-
Civil Engineering	-	-	-	-	-	75%	-
Computing	-	-	73%	66%	75%	33%	-
Computing (New)	-	50%	70%	54%	50%	35%	-
Construction	-	-	-	-	-	53%	-
Design	-	-	50%	78%	-	77%	-



TABLE NH3b: PASS RATES FOR EACH SUBJECT AT HIGHER BY STAGE, 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER		OTHER/	
					SCHOOL	FE	NOT KNOWN	
Early Years Care and Education	-	-	-	-	-	-	69%	-
Fabrication and Welding Engineering	-	-	-	-	-	-	57%	-
Food Production Supervision	-	-	-	-	-	-	75%	-
Graphic Communication	-	100%	81%	74%	-	-	29%	-
Home Economics: Fashion and Textile Technology	-	-	58%	71%	-	-	-	-
Home Economics: Health and Food Technology	-	-	76%	81%	-	-	-	-
Home Economics: Lifestyle and Consumer Technology	-	-	75%	78%	100%	-	-	-
Hospitality – Food and Drink Service	-	-	-	-	-	-	50%	-
Hospitality – Professional Cookery	-	-	-	-	-	-	42%	-
Hospitality – Reception and Accommodation Operations	-	-	-	-	-	-	100%	-
Information Systems	-	50%	76%	75%	-	-	29%	-
Mechatronics	-	-	-	-	-	-	55%	-
Mental Health Care	-	-	-	-	-	-	73%	-
Mental Health Care (New)	-	-	-	-	-	-	92%	-
Personal and Social Education	-	-	77%	93%	-	-	-	-
Product Design	-	100%	64%	66%	100%	-	-	-
Professional Patisserie	-	-	-	-	-	-	73%	-
Retail Travel	-	-	-	-	-	-	74%	-
Retail Travel (New)	-	-	-	-	-	-	93%	-
Selling Scheduled Air Travel	-	-	-	-	-	-	88%	-
Structural Engineering	-	-	-	-	-	-	67%	-
Technological Studies	100%	-	68%	65%	100%	-	-	-
Tourism	-	-	33%	76%	-	-	23%	-
Advertising, Marketing and Public Relations	-	-	-	-	-	-	88%	-
Art and Design	-	100%	87%	80%	100%	62%	100%	-
Drama	0%	100%	81%	84%	100%	63%	-	-
Media Studies	-	-	64%	72%	0%	57%	-	-
Music	100%	99%	94%	92%	100%	85%	100%	-
Photography for the Media	-	100%	95%	94%	-	90%	-	-
Visual Arts	-	-	100%	75%	-	92%	-	-
Dance Practice	-	-	100%	100%	-	34%	100%	-
Fitness and Exercise	-	-	-	-	-	85%	-	-
Physical Education	-	-	80%	76%	88%	-	0%	-
Sports Coaching Studies	-	-	-	-	-	89%	-	-
Sports Organisation	-	-	0%	0%	-	-	-	-
Totals	86%	91%	77%	68%	74%	60%	69%	-

TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT HIGHER, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	NO. OF D CENTRES
		A	B	C	D		
Classical Greek	16	14	0	1	15	1	11
English	28,707	4,106	6,167	9,307	19,580	3,934	442
French	4,515	2,032	896	790	3,718	292	380
Gaelic (Learners)	130	71	26	22	119	4	25
Gàidhlig	102	64	31	7	102	0	19
German	1,703	667	372	357	1,396	108	245
Italian	292	157	61	39	257	9	48
Latin	279	103	74	54	231	24	52
Russian	19	15	1	1	17	0	13
Spanish	1,162	580	205	194	979	65	145
Accounting	1,885	539	352	372	1,263	141	230
Mathematics	19,181	4,402	4,337	4,490	13,229	1,683	431
Biology	8,943	2,063	2,207	2,115	6,385	1,001	377
Biotechnology	31	7	9	5	21	2	4
Chemistry	9,411	2,474	2,321	2,374	7,169	894	414
Geology	45	8	11	10	29	6	12
Human Biology	3,609	698	792	895	2,385	416	179
Managing Environmental Resources	72	16	17	20	53	5	9
Physics	8,952	2,567	2,171	1,947	6,685	784	413
Classical Studies	487	163	93	121	377	21	38
Economics	715	214	164	168	546	59	70
Geography	7,419	2,002	1,895	1,754	5,651	585	395
History	8,128	1,661	2,591	2,197	6,449	599	411
Modern Studies	7,397	1,857	2,066	1,867	5,790	460	354
Philosophy	800	140	237	231	608	71	87
Politics	76	33	17	14	64	0	14
Psychology	463	115	98	130	343	42	23
Psychology (New)	2,349	341	540	556	1,437	222	79
Religious, Moral and Philosophical Studies	1,685	353	465	430	1,248	154	169
Sociology	636	262	112	95	469	15	38
Administration	3,998	440	905	1,182	2,527	540	332
Building and Architectural Technology	31	2	3	5	10	0	2
Building Services	10	2	1	0	3	1	1
Business Management	5,977	1,238	1,514	1,595	4,347	493	339
Care	742	104	121	181	406	73	34
Care Practice	383	96	118	97	311	11	18
Civil Engineering	16	5	2	5	12	0	2
Computing	1,944	351	511	519	1,381	214	124
Computing (New)	2,684	421	584	708	1,713	292	194
Construction	64	6	14	14	34	5	6
Design	24	6	5	7	18	3	2

TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT HIGHER, 2005 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	NO. OF D CENTRES
		A	B	C	D		
Early Years Care and Education	495	90	140	113	343	35	15
Fabrication and Welding Engineering	28	5	6	5	16	0	2
Food Production Supervision	8	6	0	0	6	0	2
Graphic Communication	3,366	896	887	880	2,663	225	319
Home Economics: Fashion and Textile Technology	72	5	13	29	47	11	14
Home Economics: Health and Food Technology	728	106	245	214	565	69	113
Home Economics: Lifestyle and Consumer Technology	167	29	46	53	128	18	32
Hospitality – Food and Drink Service	2	1	0	0	1	0	2
Hospitality – Professional Cookery	83	21	13	1	35	1	6
Hospitality – Reception and Accommodation Operations	1	0	0	1	1	0	1
Information Systems	2,469	378	723	717	1,818	212	180
Mechatronics	44	16	4	4	24	0	4
Mental Health Care	146	16	41	49	106	14	7
Mental Health Care (New)	146	32	67	36	135	5	8
Personal and Social Education	84	30	24	17	71	3	12
Product Design	2,092	248	460	651	1,359	268	265
Professional Patisserie	45	20	10	3	33	1	3
Retail Travel	23	6	7	4	17	0	3
Retail Travel (New)	28	10	10	6	26	2	1
Selling Scheduled Air Travel	33	17	8	4	29	0	1
Structural Engineering	9	5	1	0	6	0	2
Technological Studies	848	245	176	148	569	62	102
Tourism	80	3	12	15	30	9	7
Advertising, Marketing and Public Relations	8	0	3	4	7	0	1
Art and Design	6,664	1,609	2,126	1,934	5,669	516	412
Drama	1,963	289	644	669	1,602	172	174
Media Studies	814	147	175	223	545	66	69
Music	4,056	1,941	1,235	634	3,810	103	390
Photography for the Media	214	58	80	59	197	4	15
Visual Arts	17	0	7	8	15	1	2
Dance Practice	78	6	23	11	40	2	5
Fitness and Exercise	40	3	21	10	34	2	3
Physical Education	4,148	585	1,232	1,425	3,242	434	354
Sports Coaching Studies	56	11	23	16	50	0	4
Sports Organisation	5	0	0	0	0	0	1
<b>Totals</b>	<b>164,142</b>	<b>37,229</b>	<b>40,568</b>	<b>42,819</b>	<b>120,616</b>	<b>15,464</b>	
– as percentages		23%	25%	26%	73%	9%	

TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2005

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Classical Greek	16	88	0	6	94	6
English	28,707	14	21	32	68	14
French	4,515	45	20	17	82	6
Gaelic (Learners)	130	55	20	17	92	3
Gàidhlig	102	63	30	7	100	0
German	1,703	39	22	21	82	6
Italian	292	54	21	13	88	3
Latin	279	37	27	19	83	9
Russian	19	79	5	5	89	0
Spanish	1,162	50	18	17	84	6
Accounting	1,885	29	19	20	67	7
Mathematics	19,181	23	23	23	69	9
Biology	8,943	23	25	24	71	11
Biotechnology	31	23	29	16	68	6
Chemistry	9,411	26	25	25	76	9
Geology	45	18	24	22	64	13
Human Biology	3,609	19	22	25	66	12
Managing Environmental Resources	72	22	24	28	74	7
Physics	8,952	29	24	22	75	9
Classical Studies	487	33	19	25	77	4
Economics	715	30	23	23	76	8
Geography	7,419	27	26	24	76	8
History	8,128	20	32	27	79	7
Modern Studies	7,397	25	28	25	78	6
Philosophy	800	18	30	29	76	9
Politics	76	43	22	18	84	0
Psychology	463	25	21	28	74	9
Psychology (New)	2,349	15	23	24	61	9
Religious, Moral and Philosophical Studies	1,685	21	28	26	74	9
Sociology	636	41	18	15	74	2
Administration	3,998	11	23	30	63	14
Building and Architectural Technology	31	6	10	16	32	0
Building Services	10	20	10	0	30	10
Business Management	5,977	21	25	27	73	8
Care	742	14	16	24	55	10
Care Practice	383	25	31	25	81	3
Civil Engineering	16	31	13	31	75	0
Computing	1,944	18	26	27	71	11
Computing (New)	2,684	16	22	26	64	11
Construction	64	9	22	22	53	8
Design	24	25	21	29	75	13

TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2005  
(CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Early Years Care and Education	495	18	28	23	69	7
Fabrication and Welding Engineering	28	18	21	18	57	0
Food Production Supervision	8	75	0	0	75	0
Graphic Communication	3,366	27	26	26	79	7
Home Economics: Fashion and Textile Technology	72	7	18	40	65	15
Home Economics: Health and Food Technology	728	15	34	29	78	9
Home Economics: Lifestyle and Consumer Technology	167	17	28	32	77	11
Hospitality – Food and Drink Service	2	50	0	0	50	0
Hospitality – Professional Cookery	83	25	16	1	42	1
Hospitality – Reception and Accommodation Operations	1	0	0	100	100	0
Information Systems	2,469	15	29	29	74	9
Mechatronics	44	36	9	9	55	0
Mental Health Care	146	11	28	34	73	10
Mental Health Care (New)	146	22	46	25	92	3
Personal and Social Education	84	36	29	20	85	4
Product Design	2,092	12	22	31	65	13
Professional Patisserie	45	44	22	7	73	2
Retail Travel	23	26	30	17	74	0
Retail Travel (New)	28	36	36	21	93	7
Selling Scheduled Air Travel	33	52	24	12	88	0
Structural Engineering	9	56	11	0	67	0
Technological Studies	848	29	21	17	67	7
Tourism	80	4	15	19	38	11
Advertising, Marketing and Public Relations	8	0	38	50	88	0
Art and Design	6,664	24	32	29	85	8
Drama	1,963	15	33	34	82	9
Media Studies	814	18	21	27	67	8
Music	4,056	48	30	16	94	3
Photography for the Media	214	27	37	28	92	2
Visual Arts	17	0	41	47	88	6
Dance Practice	78	8	29	14	51	3
Fitness and Exercise	40	8	53	25	85	5
Physical Education	4,148	14	30	34	78	10
Sports Coaching Studies	56	20	41	29	89	0
Sports Organisation	5	0	0	0	0	0
Totals	164,142	23	25	26	73	9

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2005

MALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	7	44%	6	0	0	6	1
English	11,827	41%	1,669	2,537	3,881	8,087	1,608
French	1,096	24%	520	215	190	925	64
Gaelic (Learners)	40	31%	17	11	8	36	2
Gàidhlig	34	33%	21	10	3	34	0
German	478	28%	191	101	100	392	28
Italian	83	28%	48	15	10	73	2
Latin	110	39%	41	33	17	91	10
Russian	9	47%	7	0	1	8	0
Spanish	270	23%	138	36	47	221	12
Accounting	953	51%	295	157	181	633	65
Mathematics	9,969	52%	2,258	2,217	2,279	6,754	835
Biology	2,847	32%	704	698	655	2,057	313
Biotechnology	9	29%	2	3	0	5	0
Chemistry	4,657	49%	1,279	1,142	1,080	3,501	422
Geology	32	71%	4	8	7	19	6
Human Biology	925	26%	205	195	235	635	110
Managing Environmental Resources	31	43%	6	8	10	24	1
Physics	6,397	71%	1,721	1,497	1,433	4,651	588
Classical Studies	170	35%	48	33	44	125	10
Economics	452	63%	146	101	108	355	35
Geography	3,993	54%	929	999	1,015	2,943	324
History	3,624	45%	711	1,107	1,028	2,846	274
Modern Studies	2,832	38%	676	775	746	2,197	181
Philosophy	357	45%	69	107	99	275	32
Politics	27	36%	11	6	7	24	0
Psychology	101	22%	25	16	31	72	12
Psychology (New)	536	23%	70	119	129	318	54
Religious, Moral and Philosophical Studies	461	27%	92	130	114	336	45
Sociology	184	29%	76	29	22	127	7
Administration	784	20%	76	163	229	468	120
Building and Architectural Technology	27	87%	2	3	4	9	0
Building Services	8	80%	1	1	0	2	1
Business Management	2,658	44%	511	670	702	1,883	220
Care	53	7%	5	10	12	27	1
Care Practice	28	7%	5	10	7	22	0
Civil Engineering	12	75%	4	1	4	9	0
Computing	1,439	74%	256	370	392	1,018	161
Computing (New)	2,083	78%	327	460	548	1,335	232
Construction	59	92%	6	12	13	31	5
Design	4	17%	2	1	1	4	0

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2005  
(CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Early Years Care and Education	12	2%	2	4	0	6	2
Fabrication and Welding Engineering	28	100%	5	6	5	16	0
Food Production Supervision	1	13%	0	0	0	0	0
Graphic Communication	2,340	70%	611	624	616	1,851	149
Home Economics: Fashion and Textile Technology	1	1%	0	0	0	0	1
Home Economics: Health and Food Technology	54	7%	6	13	17	36	6
Home Economics: Lifestyle and Consumer Technology	13	8%	4	1	6	11	0
Hospitality – Food and Drink Service	–	0%	–	–	–	–	–
Hospitality – Professional Cookery	41	49%	7	9	1	17	1
Hospitality – Reception and Accommodation Operations	1	100%	0	0	1	1	0
Information Systems	1,646	67%	230	478	480	1,188	145
Mechatronics	41	93%	15	3	4	22	0
Mental Health Care	12	8%	0	5	4	9	2
Mental Health Care (New)	18	12%	0	14	3	17	0
Personal and Social Education	19	23%	7	3	5	15	2
Product Design	1,409	67%	137	274	444	855	196
Professional Patisserie	19	42%	6	5	2	13	1
Retail Travel	–	0%	–	–	–	–	–
Retail Travel (New)	1	4%	0	0	1	1	0
Selling Scheduled Air Travel	4	12%	0	0	2	2	0
Structural Engineering	8	89%	4	1	0	5	0
Technological Studies	799	94%	227	170	138	535	58
Tourism	17	21%	0	4	2	6	1
Advertising, Marketing and Public Relations	1	13%	0	0	1	1	0
Art and Design	1,863	28%	330	571	590	1,491	179
Drama	494	25%	68	150	171	389	43
Media Studies	338	42%	58	72	90	220	32
Music	1,785	44%	854	533	280	1,667	45
Photography for the Media	74	35%	25	24	17	66	1
Visual Arts	6	35%	0	2	3	5	1
Dance Practice	6	8%	0	1	1	2	0
Fitness and Exercise	27	68%	2	16	6	24	2
Physical Education	2,938	71%	383	893	1,028	2,304	304
Sports Coaching Studies	36	64%	7	16	11	34	0
Sports Organisation	3	60%	0	0	0	0	0
Totals	73,721	45%	16,168	17,898	19,321	53,387	6,952
– as percentages			22%	24%	26%	72%	9%

TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2005

## FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	9	56%	8	0	1	9	0
English	16,880	59%	2,437	3,630	5,426	11,493	2,326
French	3,419	76%	1,512	681	600	2,793	228
Gaelic (Learners)	90	69%	54	15	14	83	2
Gàidhlig	68	67%	43	21	4	68	0
German	1,225	72%	476	271	257	1,004	80
Italian	209	72%	109	46	29	184	7
Latin	169	61%	62	41	37	140	14
Russian	10	53%	8	1	0	9	0
Spanish	892	77%	442	169	147	758	53
Accounting	932	49%	244	195	191	630	76
Mathematics	9,212	48%	2,144	2,120	2,211	6,475	848
Biology	6,096	68%	1,359	1,509	1,460	4,328	688
Biotechnology	22	71%	5	6	5	16	2
Chemistry	4,754	51%	1,195	1,179	1,294	3,668	472
Geology	13	29%	4	3	3	10	0
Human Biology	2,684	74%	493	597	660	1,750	306
Managing Environmental Resources	41	57%	10	9	10	29	4
Physics	2,555	29%	846	674	514	2,034	196
Classical Studies	317	65%	115	60	77	252	11
Economics	263	37%	68	63	60	191	24
Geography	3,426	46%	1,073	896	739	2,708	261
History	4,504	55%	950	1,484	1,169	3,603	325
Modern Studies	4,565	62%	1,181	1,291	1,121	3,593	279
Philosophy	443	55%	71	130	132	333	39
Politics	49	64%	22	11	7	40	0
Psychology	362	78%	90	82	99	271	30
Psychology (New)	1,813	77%	271	421	427	1,119	168
Religious, Moral and Philosophical Studies	1,224	73%	261	335	316	912	109
Sociology	452	71%	186	83	73	342	8
Administration	3,214	80%	364	742	953	2,059	420
Building and Architectural Technology	4	13%	0	0	1	1	0
Building Services	2	20%	1	0	0	1	0
Business Management	3,319	56%	727	844	893	2,464	273
Care	689	93%	99	111	169	379	72
Care Practice	355	93%	91	108	90	289	11
Civil Engineering	4	25%	1	1	1	3	0
Computing	505	26%	95	141	127	363	53
Computing (New)	601	22%	94	124	160	378	60
Construction	5	8%	0	2	1	3	0
Design	20	83%	4	4	6	14	3



TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2005  
(CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Early Years Care and Education	483	98%	88	136	113	337	33
Fabrication and Welding Engineering	-	0%	-	-	-	-	-
Food Production Supervision	7	88%	6	0	0	6	0
Graphic Communication	1,026	30%	285	263	264	812	76
Home Economics: Fashion and Textile Technology	71	99%	5	13	29	47	10
Home Economics: Health and Food Technology	674	93%	100	232	197	529	63
Home Economics: Lifestyle and Consumer Technology	154	92%	25	45	47	117	18
Hospitality – Food and Drink Service	2	100%	1	0	0	1	0
Hospitality – Professional Cookery	42	51%	14	4	0	18	0
Hospitality – Reception and Accommodation Operations	-	0%	-	-	-	-	-
Information Systems	823	33%	148	245	237	630	67
Mechatronics	3	7%	1	1	0	2	0
Mental Health Care	134	92%	16	36	45	97	12
Mental Health Care (New)	128	88%	32	53	33	118	5
Personal and Social Education	65	77%	23	21	12	56	1
Product Design	683	33%	111	186	207	504	72
Professional Patisserie	26	58%	14	5	1	20	0
Retail Travel	23	100%	6	7	4	17	0
Retail Travel (New)	27	96%	10	10	5	25	2
Selling Scheduled Air Travel	29	88%	17	8	2	27	0
Structural Engineering	1	11%	1	0	0	1	0
Technological Studies	49	6%	18	6	10	34	4
Tourism	63	79%	3	8	13	24	8
Advertising, Marketing and Public Relations	7	88%	0	3	3	6	0
Art and Design	4,801	72%	1,279	1,555	1,344	4,178	337
Drama	1,469	75%	221	494	498	1,213	129
Media Studies	476	58%	89	103	133	325	34
Music	2,271	56%	1,087	702	354	2,143	58
Photography for the Media	140	65%	33	56	42	131	3
Visual Arts	11	65%	0	5	5	10	0
Dance Practice	72	92%	6	22	10	38	2
Fitness and Exercise	13	33%	1	5	4	10	0
Physical Education	1,210	29%	202	339	397	938	130
Sports Coaching Studies	20	36%	4	7	5	16	0
Sports Organisation	2	40%	0	0	0	0	0
Totals	90,421	55%	21,061	22,670	23,498	67,229	8,512
– as percentages			23%	25%	26%	74%	9%

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2005

## ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	16	44	56	86	89	86	100
English	28,707	41	59	14	14	68	68
French	4,515	24	76	47	44	84	82
Gaelic (Learners)	130	31	69	43	60	90	92
Gàidhlig	102	33	67	62	63	100	100
German	1,703	28	72	40	39	82	82
Italian	292	28	72	58	52	88	88
Latin	279	39	61	37	37	83	83
Russian	19	47	53	78	80	89	90
Spanish	1,162	23	77	51	50	82	85
Accounting	1,885	51	49	31	26	66	68
Mathematics	19,181	52	48	23	23	68	70
Biology	8,943	32	68	25	22	72	71
Biotechnology	31	29	71	22	23	56	73
Chemistry	9,411	49	51	27	25	75	77
Geology	45	71	29	13	31	59	77
Human Biology	3,609	26	74	22	18	69	65
Managing Environmental Resources	72	43	57	19	24	77	71
Physics	8,952	71	29	27	33	73	80
Classical Studies	487	35	65	28	36	74	79
Economics	715	63	37	32	26	79	73
Geography	7,419	54	46	23	31	74	79
History	8,128	45	55	20	21	79	80
Modern Studies	7,397	38	62	24	26	78	79
Philosophy	800	45	55	19	16	77	75
Politics	76	36	64	41	45	89	82
Psychology	463	22	78	25	25	71	75
Psychology (New)	2,349	23	77	13	15	59	62
Religious, Moral and Philosophical Studies	1,685	27	73	20	21	73	75
Sociology	636	29	71	41	41	69	76
Administration	3,998	20	80	10	11	60	64
Building and Architectural Technology	31	87	13	7	0	33	25
Building Services	10	80	20	13	50	25	50
Business Management	5,977	44	56	19	22	71	74
Care	742	7	93	9	14	51	55
Care Practice	383	7	93	18	26	79	81
Civil Engineering	16	75	25	33	25	75	75
Computing	1,944	74	26	18	19	71	72
Computing (New)	2,684	78	22	16	16	64	63
Construction	64	92	8	10	0	53	60
Design	24	17	83	50	20	100	70

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Early Years Care and Education	495	2	98	17	18	50	70
Fabrication and Welding Engineering	28	100	0	18	-	57	-
Food Production Supervision	8	13	88	0	86	0	86
Graphic Communication	3,366	70	30	26	28	79	79
Home Economics: Fashion and Textile Technology	72	1	99	0	7	0	66
Home Economics: Health and Food Technology	728	7	93	11	15	67	78
Home Economics: Lifestyle and Consumer Technology	167	8	92	31	16	85	76
Hospitality – Food and Drink Service	2	0	100	-	50	-	50
Hospitality – Professional Cookery	83	49	51	17	33	41	43
Hospitality – Reception and Accommodation							
Operations	1	100	0	0	-	100	-
Information Systems	2,469	67	33	14	18	72	77
Mechatronics	44	93	7	37	33	54	67
Mental Health Care	146	8	92	0	12	75	72
Mental Health Care (New)	146	12	88	0	25	94	92
Personal and Social Education	84	23	77	37	35	79	86
Product Design	2,092	67	33	10	16	61	74
Professional Patisserie	45	42	58	32	54	68	77
Retail Travel	23	0	100	-	26	-	74
Retail Travel (New)	28	4	96	0	37	100	93
Selling Scheduled Air Travel	33	12	88	0	59	50	93
Structural Engineering	9	89	11	50	100	63	100
Technological Studies	848	94	6	28	37	67	69
Tourism	80	21	79	0	5	35	38
Advertising, Marketing and Public Relations	8	13	88	0	0	100	86
Art and Design	6,664	28	72	18	27	80	87
Drama	1,963	25	75	14	15	79	83
Media Studies	814	42	58	17	19	65	68
Music	4,056	44	56	48	48	93	94
Photography for the Media	214	35	65	34	24	89	94
Visual Arts	17	35	65	0	0	83	91
Dance Practice	78	8	92	0	8	33	53
Fitness and Exercise	40	68	33	7	8	89	77
Physical Education	4,148	71	29	13	17	78	78
Sports Coaching Studies	56	64	36	19	20	94	80
Sports Organisation	5	60	40	0	0	0	0
Totals	164,142	45	55	22	23	72	74

**TABLE NH6a: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005**

**ALL CANDIDATES**

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	51	53	48	0%	1.0	0.9	91%
15	4,395	14,369	11,111	8%	3.3	2.5	77%
16	29,178	96,572	73,808	50%	3.3	2.5	76%
17	19,934	45,048	30,564	34%	2.3	1.5	68%
18	1,500	2,961	1,601	3%	2.0	1.1	54%
19	596	1,103	616	1%	1.9	1.0	56%
20-24	1,015	1,748	1,113	2%	1.7	1.1	64%
25-29	439	649	478	1%	1.5	1.1	74%
30-34	338	468	365	1%	1.4	1.1	78%
35-39	354	494	383	1%	1.4	1.1	78%
40-49	397	508	395	1%	1.3	1.0	78%
50-59	96	109	84	0%	1.1	0.9	77%
60 and over	60	60	50	0%	1.0	0.8	83%
All ages	58,353	164,142	120,616	100%	2.8	2.1	73%

**TABLE NH6b: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005**

**MALE CANDIDATES**

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	20	21	19	0%	1.1	1.0	90%
15	1,909	6,120	4,615	7%	3.2	2.4	75%
16	13,455	44,316	33,368	52%	3.3	2.5	75%
17	9,016	20,504	13,711	35%	2.3	1.5	67%
18	572	1,181	651	2%	2.1	1.1	55%
19	214	390	193	1%	1.8	0.9	49%
20-24	341	641	409	1%	1.9	1.2	64%
25-29	122	173	131	0%	1.4	1.1	76%
30-34	74	100	76	0%	1.4	1.0	76%
35-39	72	95	74	0%	1.3	1.0	78%
40-49	101	116	90	0%	1.1	0.9	78%
50-59	31	36	27	0%	1.2	0.9	75%
60 and over	28	28	23	0%	1.0	0.8	82%
All ages	25,955	73,721	53,387	100%	2.8	2.1	72%

Table NH6c: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	31	32	29	0%	1.0	0.9	91%
15	2,486	8,249	6,496	8%	3.3	2.6	79%
16	15,723	52,256	40,440	49%	3.3	2.6	77%
17	10,918	24,544	16,853	34%	2.2	1.5	69%
18	928	1,780	950	3%	1.9	1.0	53%
19	382	713	423	1%	1.9	1.1	59%
20-24	674	1,107	704	2%	1.6	1.0	64%
25-29	317	476	347	1%	1.5	1.1	73%
30-34	264	368	289	1%	1.4	1.1	79%
35-39	282	399	309	1%	1.4	1.1	77%
40-49	296	392	305	1%	1.3	1.0	78%
50-59	65	73	57	0%	1.1	0.9	78%
60 and over	32	32	27	0%	1.0	0.8	84%
All ages	32,398	90,421	67,229	100%	2.8	2.1	74%

Note: Age at 31 December 2004.

TABLE NH7a: NUMBER OF HIGHER ENTRIES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	5	0%	3	0%	2	0%
6	105	0%	44	0%	61	0%
5	10,388	18%	4,769	19%	5,619	18%
4	8,938	33%	4,050	34%	4,888	33%
3	11,904	54%	5,269	54%	6,635	53%
2	13,060	76%	5,764	77%	7,296	76%
1	13,953	100%	6,056	100%	7,897	100%
Total cand	58,353		25,955		32,398	
Total entries	164,142		73,721		90,421	
Entries/cand	2.8		2.8		2.8	

TABLE NH7b: NUMBER OF HIGHER PASSES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	5	0%	3	0%	2	0%
6	97	0%	41	0%	56	0%
5	7,283	13%	3,262	13%	4,021	13%
4	5,425	22%	2,441	22%	2,984	22%
3	7,496	35%	3,282	35%	4,214	35%
2	11,414	54%	4,998	54%	6,416	55%
1	16,568	83%	7,204	82%	9,364	84%
0	10,065	100%	4,724	100%	5,341	100%
Total cand	58,353		25,955		32,398	
Total passes	120,616		53,387		67,229	
Passes/cand	2.1		2.1		2.1	

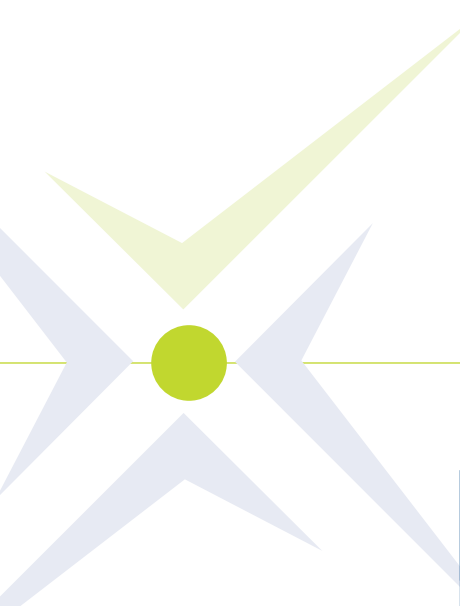


TABLE NH7c: NUMBER OF HIGHER AWARDS AT GRADE A PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	4	0%	3	0%	1	0%
6	53	0%	24	0%	29	0%
5	1,364	2%	583	2%	781	3%
4	1,525	5%	704	5%	821	5%
3	1,910	8%	855	8%	1,055	8%
2	3,691	15%	1,552	14%	2,139	15%
1	10,851	33%	4,603	32%	6,248	34%
0	38,955	100%	17,631	100%	21,324	100%
Total cand	58,353		25,955		32,398	
Total grade A	37,229		16,168		21,061	
Grade A/cand	1.6		1.6		1.5	

TABLE NH8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT HIGHER,  
2003 TO 2005

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
Classical Greek	–	–	6
English	7	6	4
French	2	2	2
Gaelic (Learners)	1	1	0
Gàidhlig	0	1	0
German	3	4	5
Italian	1	5	2
Latin	5	22	23
Russian	4	–	0
Spanish	1	1	2
Accounting*	10	14	7
Mathematics	2	1	2
Biology	2	1	1
Biotechnology	22	3	0
Chemistry	2	2	1
Geology	17	5	2
Human Biology	2	2	3
Managing Environmental Resources	–	4	0
Physics	1	2	2
Classical Studies	7	16	11
Economics	9	7	5
Geography	10	11	9
History	7	7	6
Modern Studies	8	7	6
Philosophy	16	12	11
Politics	7	2	–
Psychology	5	4	4
Psychology (New)	n/a	n/a	3
Religious, Moral and Philosophical Studies	11	12	11
Sociology	8	8	4
Administration	11	18	8
Building and Architectural Technology	6	5	3
Building Services	–	–	–
Business Management	16	9	8
Care	2	9	4
Care Practice	1	2	1
Civil Engineering	–	5	6
Computing	8	5	5
Computing (New)	n/a	n/a	3
Construction	7	9	6
Design	4	–	0
Early Years Care and Education	7	10	3
Electronics	–	–	n/a
Experiential Approaches to Early Years Care and Education	36	n/a	n/a
Fabrication and Welding Engineering	–	–	–
Food Production Supervision	n/a	n/a	n/a
Graphic Communication	8	10	7



TABLE NH8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT HIGHER,  
2003 TO 2005 (CONTINUED)

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
Hairdressing: Principles of Colouring Hair	n/a	n/a	n/a
Home Economics: Fashion and Textile Technology	4	1	1
Home Economics: Health and Food Technology	3	1	4
Home Economics: Lifestyle and Consumer Technology	6	1	2
Hospitality – Food and Drink Service	–	–	–
Hospitality – Professional Cookery	–	–	–
Hospitality – Reception and Accommodation Operations	–	–	–
Hospitality Event Supervision	n/a	n/a	n/a
Information Systems	9	8	10
Manufacturing	–	–	–
Mechanical Engineering	–	n/a	n/a
Mechatronics	–	–	–
Mental Health Care	0	0	0
Mental Health Care (New)	n/a	n/a	–
Personal and Social Education	3	12	1
Product Design*	12	14	16
Professional Patisserie	n/a	n/a	n/a
Quantity Surveying	–	n/a	n/a
Retail Travel	n/a	n/a	n/a
Retail Travel (New)	n/a	n/a	n/a
Selling Scheduled Air Travel	n/a	n/a	n/a
Structural Engineering	–	–	–
Technological Studies	6	5	4
Tourism	4	9	15
Advertising, Marketing and Public Relations	–	–	–
Art and Design	5	5	3
Drama	3	3	2
Media Studies	6	7	10
Music	0	1	0
Photography for the Media	0	1	0
Visual Arts	0	8	0
Dance Practice	n/a	n/a	n/a
Fitness and Exercise	n/a	n/a	n/a
Physical Education	2	4	5
Sports Coaching Studies	n/a	n/a	n/a
All subjects	5	5	4

\*Subject title changed – refer to Higher commentary.

## ADVANCED HIGHER

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All tables reporting on Advanced Higher are Course-based analyses, ie candidates must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any candidate who re-sat the external assessment and did not improve on their previous position.

Advanced Higher is at level 7 on the Scottish Credit and Qualifications Framework.

For further background information see the RIS Statistics page on the SQA website which also contains research papers and statistical reports on performance, attainment, processes and procedures.

Advanced Higher is designed for candidates in the sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and grade D. Only overall awards are reported. Advanced Higher had candidate uptake from 396 centres in 42 subjects.

Tables AH1 to AH8 provide detailed information about uptake and attainment in Advanced Higher.

### Table AH1

This table shows the trend in entries in Advanced Higher from 2001 to 2005.

- There were 17,146 entries in 2005. This represented an increase of less than 0.5% on the 2004 figure.
- Of subjects with more than 100 entries, the largest increases were seen in Drama, Applied Mathematics and Graphic Communication.

### Table AH2

This table shows the pass rate for each subject in the first five years of Advanced Higher. Pass rates can vary considerably among subjects, reflecting the nature of the candidature and subject.

- The average pass rate for all Advanced Higher subjects was 77%. The pass rate has increased by one percentage point each year since 2002.

- Pass rates, from subjects with more than 100 entries, ranged from 93% for Music to 63% for Accounting and Finance.
- The pass rate for English has continued to fall from 79% in 2004 to 75% in 2005 whereas the rate for Mathematics has remained stable (68% in 2004 and 67% in 2005).

### Table AH3

These tables (AH3a and AH3b) show the number of entries and pass rates for each Advanced Higher subject by entry stage.

- As would be expected, the vast majority of entries (98%) were from S6.
- Italian has the lowest percentage of S6 entries (50%), with 21% of entries from other school candidates and 29% of entries from FE candidates.

### Table AH4

These tables (AH4a and AH4b) describe Advanced Higher pass rates and grade distributions by subject.

- Overall at Advanced Higher the grade A rate was 24%.
- Of subjects with more than 100 entries, the grade A rate ranged from 52% for Music to 10% for English.
- The grade A rate for Mathematics was 25%.

### Table AH5

These three tables (AH5a, AH5b and AH5c) describe gender differences in subject choice and attainment at Advanced Higher.

- Male candidates made up 96% of Technological Studies entries, 88% of Computing entries, and 77% of Physics entries. Despite this, female candidates performed better than their male counterparts in all three subjects – with a higher percentage of both passes and grade As.
- Female entries were predominant in modern languages, Biology, Drama and Art and Design.
- Overall, females made up 52% of entries.



- Although the pass rate for males (76%) was lower than that for females (78%) the grade A pass rate was higher, 25% for males, and 23% for females.

#### Table AH6

These three tables (AH6a, AH6b and AH6c) give the average number of entries and passes at Advanced Higher by age and gender, where age is taken at 31 December 2004.

- 16-year-olds made up 14% of the 11,021 candidates while 83% of candidates were 17.
- The average number of entries per candidate was 1.6, and the average number of passes was 1.2 per candidate.

#### Table AH7

These tables (AH7a, AH7b and AH7c) give the number of entries, passes, and grade A awards gained by all candidates.

- 57% of candidates entered for only one Advanced Higher subject.
- 79% of candidates achieved at least one pass (78% of male candidates, 80% of female candidates).
- Male candidates, on average, gained 0.4 grade A awards, compared with 0.3 for females.

#### Table AH8

This table shows the trend in successful appeals at Advanced Higher from 2003 to 2005 as a percentage of entries. For further information on appeals refer to the RIS Statistics page on the SQA website.

- Over all subjects, the number of successful appeals in 2005 represented 5% of entries. There has been little change over the three years, with 5% in 2004 and 4% in 2003.
- Of the subjects with more than 100 entries, the largest percentages of successful appeals were in Technological Studies (23%) and Accounting and Finance (18%).

#### Symbols used in the tables

The following symbols are used in the tables.

-	=	not applicable
-	=	no entries (tables AH2, AH3a and AH3b)
-	=	no appeals (table AH8 only)
n/a	=	no entries or ineligible for appeal (table AH8 only)
0%	=	less than 0.5%

#### Notation used in the tables

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

#### Subject title changed – Trend tables

English and Communication changed to English in 2003  
Craft and Design changed to Product Design in 2004.

TABLE AH1: TREND IN ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER, 2001 TO 2005

ALL CANDIDATES

SUBJECT						PERCENT
	2001	2002	2003	2004	2005	CHANGE 2004/2005
Classical Greek		3		2	2	0%
English*	461	1,205	1,704	1,720	1,573	-9%
French	315	574	636	712	599	-16%
Gàidhlig	11	14	11	11	23	109%
Gaelic (Learners)	10	11	23	28	7	-75%
German	174	252	296	249	223	-10%
Italian	10	23	26	14	14	0%
Latin	31	52	35	45	49	9%
Russian	3	3	4	6	9	50%
Spanish	53	143	132	148	158	7%
Applied Mathematics	152	416	320	234	314	34%
Accounting and Finance	42	130	135	170	157	-8%
Mathematics	1,199	2,553	2,519	2,416	2,318	-4%
Biology	396	1,549	1,629	1,571	1,693	8%
Chemistry	592	1,769	1,772	1,747	1,792	3%
Managing Environmental Resources					1	-
Physics	1,026	1,378	1,414	1,414	1,426	1%
Classical Studies	8	34	25	25	26	4%
Economics	44	66	63	63	79	25%
Geography	313	750	757	906	845	-7%
History	481	938	1,020	893	861	-4%
Modern Studies	331	641	653	650	670	3%
Philosophy	5	4	6	17	15	-12%
Psychology		4	12		6	-
Religious, Moral and Philosophical Studies	30	39	72	78	95	22%
Sociology	3		4	6	8	33%
Administration		1	10	17	11	-35%
Business Management	19	187	238	303	256	-16%
Computing	105	439	495	512	499	-3%
Graphic Communication	163	304	408	429	508	18%
Home Economics – Fashion and Textile Technology	2		2		2	-
Home Economics – Health and Food Technology	19	15	13	15	32	113%
Home Economics – Lifestyle and Consumer Technology		3	4	2	5	150%
Information Systems	51	112	89	102	103	1%
Product Design*	20	71	56	75	80	7%
Technological Studies	75	117	133	140	141	1%
Art and Design Enquiry: Design	163	505	521	562	517	-8%
Art and Design Enquiry: Expressive	163	603	756	739	749	1%
Art and Design: Research and Appreciation	13	21	23	26	25	-4%
Drama	44	75	154	164	234	43%
Media Studies	7	10	15	8	2	-75%
Music	198	663	736	892	947	6%
Physical Education	37	72	77	74	72	-3%
Totals	6,769	15,749	16,998	17,185	17,146	0%

\*Subject title changed – refer to Advanced Higher commentary.

TABLE AH2: TREND IN PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER,  
2001 TO 2005

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2001	2002	2003	2004	2005
Classical Greek	–	100	–	100	100
English*	87	84	82	79	75
French	82	79	75	80	76
Gàidhlig	100	100	91	100	100
Gaelic (Learners)	100	100	100	96	100
German	80	83	72	83	83
Italian	100	87	96	93	79
Latin	90	96	94	87	86
Russian	100	100	100	100	100
Spanish	87	83	76	85	84
Applied Mathematics	78	67	70	69	74
Accounting and Finance	81	62	75	69	63
Mathematics	66	58	61	68	67
Biology	81	72	74	72	72
Chemistry	81	77	76	74	77
Managing Environmental Resources	–	–	–	–	100
Physics	71	77	77	75	75
Classical Studies	100	94	88	88	92
Economics	95	77	76	79	82
Geography	88	90	90	89	91
History	73	71	68	72	87
Modern Studies	75	69	76	80	82
Philosophy	100	100	83	88	93
Psychology	–	25	67	–	83
Religious, Moral and Philosophical Studies	87	87	78	88	84
Sociology	100	–	100	83	63
Administration	–	0	70	65	91
Business Management	95	83	73	58	68
Computing	86	83	80	80	79
Graphic Communication	88	81	82	84	88
Home Economics – Fashion and Textile Technology	100	–	50	–	50
Home Economics – Health and Food Technology	47	87	77	67	66
Home Economics – Lifestyle and Consumer Technology	–	100	100	100	80
Information Systems	86	64	78	79	75
Product Design*	35	44	48	67	49
Technological Studies	72	91	82	75	84
Art and Design Enquiry: Design	71	70	70	71	74
Art and Design Enquiry: Expressive	74	75	68	71	71
Art and Design: Research and Appreciation	92	90	91	85	100
Drama	82	96	83	82	75
Media Studies	29	60	47	38	100
Music	95	95	94	93	93
Physical Education	51	38	40	45	40
Totals	77	74	75	76	77

\*Subject title changed – refer to Advanced Higher commentary.

TABLE AH3a: ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	2	-	-	-	100%	-	-	-
English	1,573	0%	-	0%	99%	0%	0%	-
French	599	-	-	1%	95%	1%	3%	-
Gàidhlig	23	-	-	-	100%	-	-	-
Gaelic (Learners)	7	-	-	-	100%	-	-	-
German	223	-	0%	4%	93%	1%	1%	-
Italian	14	-	-	-	50%	21%	29%	-
Latin	49	-	-	2%	98%	-	-	-
Russian	9	11%	-	22%	67%	-	-	-
Spanish	158	-	-	3%	91%	1%	6%	-
Applied Mathematics	314	-	0%	-	100%	-	-	-
Accounting and Finance	157	-	-	-	100%	-	-	-
Mathematics	2,318	-	0%	1%	98%	0%	1%	-
Biology	1,693	0%	-	0%	98%	1%	0%	0%
Chemistry	1,792	0%	-	0%	98%	1%	1%	-
Managing Environmental Resources	1	-	-	-	100%	-	-	-
Physics	1,426	-	-	0%	98%	1%	0%	-
Classical Studies	26	-	-	-	96%	4%	-	-
Economics	79	-	-	-	100%	-	-	-
Geography	845	-	-	0%	100%	0%	-	-
History	861	0%	-	0%	99%	0%	-	-
Modern Studies	670	-	-	-	99%	0%	-	-
Philosophy	15	-	-	-	93%	7%	-	-
Psychology	6	-	-	-	100%	-	-	-
Religious, Moral and Philosophical Studies	95	-	-	2%	98%	-	-	-
Sociology	8	-	-	-	100%	-	-	-
Administration	11	-	-	-	100%	-	-	-
Business Management	256	-	-	0%	98%	-	2%	-
Computing	499	-	-	0%	98%	2%	-	-
Graphic Communication	508	-	-	2%	98%	0%	-	-
Home Economics								
– Fashion and Textile Technology	2	-	-	-	100%	-	-	-
Home Economics:								
Health and Food Technology	32	-	-	-	100%	-	-	-
Home Economics:								
Lifestyle and Consumer Technology	5	-	-	-	100%	-	-	-
Information Systems	103	-	-	1%	99%	-	-	-
Product Design	80	-	-	-	99%	1%	-	-
Technological Studies	141	-	-	-	100%	-	-	-

TABLE AH3a: ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2005  
(CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER		OTHER/ NOT KNOWN
						SCHOOL	FE	
Art and Design Enquiry: Design	517	–	–	–	98%	0%	1%	–
Art and Design Enquiry: Expressive	749	–	–	1%	96%	1%	3%	–
Art and Design: Research and Appreciation	25	–	–	–	100%	–	–	–
Drama	234	–	–	–	99%	–	1%	–
Media Studies	2	–	–	–	100%	–	–	–
Music	947	–	–	5%	90%	1%	4%	–
Physical Education	72	–	–	1%	99%	–	–	–
Totals	17,146	6	4	145	16,757	82	150	2
– as percentages		0%	0%	1%	98%	0%	1%	0%

TABLE AH3b: PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2005

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER/		NOT KNOWN
					SCHOOL	FE	
Classical Greek	-	-	-	100%	-	-	-
English	100%	-	100%	75%	100%	86%	-
French	-	-	88%	76%	100%	44%	-
Gàidhlig	-	-	-	100%	-	-	-
Gaelic (Learners)	-	-	-	100%	-	-	-
German	-	100%	100%	81%	100%	100%	-
Italian	-	-	-	100%	33%	75%	-
Latin	-	-	100%	85%	-	-	-
Russian	100%	-	100%	100%	-	-	-
Spanish	-	-	75%	85%	100%	67%	-
Applied Mathematics	-	100%	-	73%	-	-	-
Accounting and Finance	-	-	-	63%	-	-	-
Mathematics	-	100%	89%	67%	78%	42%	-
Biology	0%	-	67%	73%	73%	17%	0%
Chemistry	0%	-	100%	77%	82%	60%	-
Managing Environmental Resources	-	-	-	100%	-	-	-
Physics	-	-	100%	75%	80%	29%	-
Classical Studies	-	-	-	92%	100%	-	-
Economics	-	-	-	82%	-	-	-
Geography	-	-	100%	91%	100%	-	-
History	100%	-	100%	87%	33%	-	-
Modern Studies	-	-	-	82%	100%	50%	-
Philosophy	-	-	-	93%	100%	-	-
Psychology	-	-	-	83%	-	-	-
Religious, Moral and Philosophical Studies	-	-	100%	84%	-	-	-
Sociology	-	-	-	63%	-	-	-
Administration	-	-	-	91%	-	-	-
Business Management	-	-	100%	68%	-	50%	-
Computing	-	-	100%	79%	88%	-	-
Graphic Communication	-	-	89%	88%	100%	-	-
Home Economics – Fashion and Textile Technology	-	-	-	50%	-	-	-
Home Economics: Health and Food Technology	-	-	-	66%	-	-	-
Home Economics: Lifestyle and Consumer Technology	-	-	-	80%	-	-	-
Information Systems	-	-	100%	75%	-	-	-
Product Design	-	-	-	49%	0%	-	-
Technological Studies	-	-	-	84%	-	-	-
Art and Design Enquiry: Design	-	-	-	74%	100%	17%	-
Art and Design Enquiry: Expressive	-	-	50%	72%	100%	42%	-
Art and Design: Research and Appreciation	-	-	-	100%	-	-	-
Drama	-	-	-	75%	-	67%	-
Media Studies	-	-	-	100%	-	-	-
Music	-	-	100%	94%	83%	85%	-
Physical Education	-	-	0%	41%	-	-	-
Totals	50%	100%	92%	77%	80%	58%	0%



TABLE AH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT  
ADVANCED HIGHER, 2005

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	NO. OF D CENTRES
		A	B	C	D		
Classical Greek	2	2	0	0	2	0	1
English	1,573	165	393	627	1,185	194	292
French	599	145	159	149	453	50	171
Gàidhlig	23	11	7	5	23	0	10
Gaelic (Learners)	7	4	2	1	7	0	4
German	223	72	47	65	184	15	91
Italian	14	9	1	1	11	1	8
Latin	49	24	12	6	42	2	18
Russian	9	8	1	0	9	0	6
Spanish	158	41	42	50	133	6	51
Applied Mathematics	314	119	62	50	231	18	50
Accounting and Finance	157	26	39	34	99	13	52
Mathematics	2,318	580	402	567	1,549	243	332
Biology	1,693	285	452	485	1,222	205	276
Chemistry	1,792	407	515	459	1,381	181	295
Managing Environmental Resources	1	0	1	0	1	0	1
Physics	1,426	453	332	289	1,074	100	272
Classical Studies	26	11	11	2	24	0	7
Economics	79	20	17	28	65	1	12
Geography	845	120	350	296	766	49	168
History	861	267	243	242	752	61	182
Modern Studies	670	133	212	205	550	51	136
Philosophy	15	4	9	1	14	0	4
Psychology	6	2	2	1	5	1	2
Religious, Moral and Philosophical Studies	95	23	28	29	80	6	26
Sociology	8	4	0	1	5	1	2
Administration	11	0	6	4	10	0	5
Business Management	256	34	53	86	173	22	68
Computing	499	97	146	153	396	51	122
Graphic Communication	508	194	180	75	449	25	126
Home Economics – Fashion and Textile Technology	2	0	0	1	1	0	2
Home Economics: Health and Food Technology	32	2	9	10	21	3	13
Home Economics: Lifestyle and Consumer Technology	5	0	2	2	4	1	2
Information Systems	103	27	27	23	77	20	26
Product Design	80	11	12	16	39	3	21
Technological Studies	141	53	24	41	118	2	37
Art and Design Enquiry: Design	517	99	113	170	382	90	169
Art and Design Enquiry: Expressive	749	112	173	246	531	146	220
Art and Design: Research and Appreciation	25	7	12	6	25	0	14
Drama	234	42	61	72	175	29	57
Media Studies	2	0	2	0	2	0	1
Music	947	491	267	127	885	29	278
Physical Education	72	4	11	14	29	9	32
Totals	17,146	4,108	4,437	4,639	13,184	1,628	
– as percentages		24%	26%	27%	77%	9%	

TABLE AH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT ADVANCED HIGHER, 2005

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Classical Greek	2	100	0	0	100	0
English	1,573	10	25	40	75	12
French	599	24	27	25	76	8
Gàidhlig	23	48	30	22	100	0
Gaelic (Learners)	7	57	29	14	100	0
German	223	32	21	29	83	7
Italian	14	64	7	7	79	7
Latin	49	49	24	12	86	4
Russian	9	89	11	0	100	0
Spanish	158	26	27	32	84	4
Applied Mathematics	314	38	20	16	74	6
Accounting and Finance	157	17	25	22	63	8
Mathematics	2,318	25	17	24	67	10
Biology	1,693	17	27	29	72	12
Chemistry	1,792	23	29	26	77	10
Managing Environmental Resources	1	0	100	0	100	0
Physics	1,426	32	23	20	75	7
Classical Studies	26	42	42	8	92	0
Economics	79	25	22	35	82	1
Geography	845	14	41	35	91	6
History	861	31	28	28	87	7
Modern Studies	670	20	32	31	82	8
Philosophy	15	27	60	7	93	0
Psychology	6	33	33	17	83	17
Religious, Moral and Philosophical Studies	95	24	29	31	84	6
Sociology	8	50	0	13	63	13
Administration	11	0	55	36	91	0
Business Management	256	13	21	34	68	9
Computing	499	19	29	31	79	10
Graphic Communication	508	38	35	15	88	5
Home Economics – Fashion and Textile Technology	2	0	0	50	50	0
Home Economics: Health and Food Technology	32	6	28	31	66	9
Home Economics: Lifestyle and Consumer Technology	5	0	40	40	80	20
Information Systems	103	26	26	22	75	19
Product Design	80	14	15	20	49	4
Technological Studies	141	38	17	29	84	1
Art and Design Enquiry: Design	517	19	22	33	74	17
Art and Design Enquiry: Expressive	749	15	23	33	71	19
Art and Design: Research and Appreciation	25	28	48	24	100	0
Drama	234	18	26	31	75	12
Media Studies	2	0	100	0	100	0
Music	947	52	28	13	93	3
Physical Education	72	6	15	19	40	13
Totals	17,146	24	26	27	77	9

TABLE AH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER  
BY GENDER, 2005

MALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	2	100%	2	0	0	2	0
English	515	33%	61	132	185	378	66
French	137	23%	42	35	39	116	12
Gàidhlig	6	26%	3	0	3	6	0
Gaelic (Learners)	3	43%	1	1	1	3	0
German	57	26%	15	15	16	46	3
Italian	6	43%	4	0	0	4	1
Latin	17	35%	7	4	2	13	1
Russian	1	11%	1	0	0	1	0
Spanish	30	19%	9	7	9	25	0
Applied Mathematics	218	69%	82	48	29	159	12
Accounting and Finance	86	55%	11	26	17	54	8
Mathematics	1,429	62%	350	245	325	920	155
Biology	476	28%	72	144	138	354	51
Chemistry	889	50%	206	240	225	671	99
Managing Environmental Resources	–	0%	–	–	–	–	–
Physics	1,097	77%	337	247	233	817	75
Classical Studies	16	62%	7	7	2	16	0
Economics	67	85%	17	16	25	58	1
Geography	412	49%	51	155	164	370	27
History	396	46%	102	124	117	343	28
Modern Studies	241	36%	53	73	70	196	22
Philosophy	11	73%	3	7	1	11	0
Psychology	1	17%	0	1	0	1	0
Religious, Moral and Philosophical Studies	39	41%	10	15	7	32	2
Sociology	5	63%	2	0	1	3	1
Administration	–	0%	–	–	–	–	–
Business Management	115	45%	14	20	39	73	12
Computing	437	88%	81	127	135	343	47
Graphic Communication	365	72%	132	130	55	317	23
Home Economics – Fashion and Textile Technology	–	0%	–	–	–	–	–
Home Economics: Health and Food Technology	–	0%	–	–	–	–	–
Home Economics: Lifestyle and Consumer Technology	–	0%	–	–	–	–	–
Information Systems	73	71%	22	18	17	57	13
Product Design	41	51%	6	5	9	20	2
Technological Studies	136	96%	51	23	39	113	2
Art and Design Enquiry: Design	105	20%	31	13	37	81	15
Art and Design Enquiry: Expressive	195	26%	37	46	46	129	46
Art and Design: Research and Appreciation	8	32%	2	5	1	8	0
Drama	61	26%	7	10	24	41	11
Media Studies	–	0%	–	–	–	–	–
Music	410	43%	210	119	50	379	16
Physical Education	45	63%	0	7	8	15	8
Totals	8,148	48%	2,041	2,065	2,069	6,175	759
– as percentages			25%	25%	25%	76%	9%

TABLE AH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER  
BY GENDER, 2005

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	-	0%	-	-	-	-	-
English	1,058	67%	104	261	442	807	128
French	462	77%	103	124	110	337	38
Gàidhlig	17	74%	8	7	2	17	0
Gaelic (Learners)	4	57%	3	1	0	4	0
German	166	74%	57	32	49	138	12
Italian	8	57%	5	1	1	7	0
Latin	32	65%	17	8	4	29	1
Russian	8	89%	7	1	0	8	0
Spanish	128	81%	32	35	41	108	6
Applied Mathematics	96	31%	37	14	21	72	6
Accounting and Finance	71	45%	15	13	17	45	5
Mathematics	889	38%	230	157	242	629	88
Biology	1,217	72%	213	308	347	868	154
Chemistry	903	50%	201	275	234	710	82
Managing Environmental Resources	1	100%	0	1	0	1	0
Physics	329	23%	116	85	56	257	25
Classical Studies	10	38%	4	4	0	8	0
Economics	12	15%	3	1	3	7	0
Geography	433	51%	69	195	132	396	22
History	465	54%	165	119	125	409	33
Modern Studies	429	64%	80	139	135	354	29
Philosophy	4	27%	1	2	0	3	0
Psychology	5	83%	2	1	1	4	1
Religious, Moral and Philosophical Studies	56	59%	13	13	22	48	4
Sociology	3	38%	2	0	0	2	0
Administration	11	100%	0	6	4	10	0
Business Management	141	55%	20	33	47	100	10
Computing	62	12%	16	19	18	53	4
Graphic Communication	143	28%	62	50	20	132	2
Home Economics – Fashion and Textile Technology	2	100%	0	0	1	1	0
Home Economics: Health and Food Technology	32	100%	2	9	10	21	3
Home Economics: Lifestyle and Consumer Technology	5	100%	0	2	2	4	1
Information Systems	30	29%	5	9	6	20	7
Product Design	39	49%	5	7	7	19	1
Technological Studies	5	4%	2	1	2	5	0
Art and Design Enquiry: Design	412	80%	68	100	133	301	75
Art and Design Enquiry: Expressive	554	74%	75	127	200	402	100
Art and Design: Research and Appreciation	17	68%	5	7	5	17	0
Drama	173	74%	35	51	48	134	18
Media Studies	2	100%	0	2	0	2	0
Music	537	57%	281	148	77	506	13
Physical Education	27	38%	4	4	6	14	1
Totals	8,998	52%	2,067	2,372	2,570	7,009	869
- as percentages			23%	26%	29%	78%	10%

TABLE AH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER  
BY GENDER, 2005

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	2	100	0	100	–	100	–
English	1,573	33	67	12	10	73	76
French	599	23	77	31	22	85	73
Gàidhlig	23	26	74	50	47	100	100
Gaelic (Learners)	7	43	57	33	75	100	100
German	223	26	74	26	34	81	83
Italian	14	43	57	67	63	67	88
Latin	49	35	65	41	53	76	91
Russian	9	11	89	100	88	100	100
Spanish	158	19	81	30	25	83	84
Applied Mathematics	314	69	31	38	39	73	75
Accounting and Finance	157	55	45	13	21	63	63
Mathematics	2,318	62	38	24	26	64	71
Biology	1,693	28	72	15	18	74	71
Chemistry	1,792	50	50	23	22	75	79
Managing Environmental Resources	1	0	100	–	0	–	100
Physics	1,426	77	23	31	35	74	78
Classical Studies	26	62	38	44	40	100	80
Economics	79	85	15	25	25	87	58
Geography	845	49	51	12	16	90	91
History	861	46	54	26	35	87	88
Modern Studies	670	36	64	22	19	81	83
Philosophy	15	73	27	27	25	100	75
Psychology	6	17	83	0	40	100	80
Religious, Moral and Philosophical Studies	95	41	59	26	23	82	86
Sociology	8	63	38	40	67	60	67
Administration	11	0	100	–	0	–	91
Business Management	256	45	55	12	14	63	71
Computing	499	88	12	19	26	78	85
Graphic Communication	508	72	28	36	43	87	92
Home Economics – Fashion and Textile Technology	2	0	100	–	0	–	50
Home Economics: Health and Food Technology	32	0	100	–	6	–	66
Home Economics: Lifestyle and Consumer Technology	5	0	100	–	0	–	80
Information Systems	103	71	29	30	17	78	67
Product Design	80	51	49	15	13	49	49
Technological Studies	141	96	4	38	40	83	100
Art and Design Enquiry: Design	517	20	80	30	17	77	73
Art and Design Enquiry: Expressive	749	26	74	19	14	66	73
Art and Design: Research and Appreciation	25	32	68	25	29	100	100
Drama	234	26	74	11	20	67	77
Media Studies	2	0	100	–	0	–	100
Music	947	43	57	51	52	92	94
Physical Education	72	63	38	0	15	33	52
Totals	17,146	48	52	25	23	76	78

TABLE AH6a: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005

ALL CANDIDATES

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	2	3	3	0%	1.5	1.5	100%
15	16	20	17	0%	1.3	1.1	85%
16	1,585	2,466	1,945	14%	1.6	1.2	79%
17	9,141	14,247	10,910	83%	1.6	1.2	77%
18	195	319	245	2%	1.6	1.3	77%
19	19	24	15	0%	1.3	0.8	63%
20-24	30	34	26	0%	1.1	0.9	76%
25-29	8	8	3	0%	1.0	0.4	38%
30-34	8	8	6	0%	1.0	0.8	75%
35-39	5	5	5	0%	1.0	1.0	100%
40-49	4	4	2	0%	1.0	0.5	50%
50-59	4	4	4	0%	1.0	1.0	100%
60 & over	4	4	3	0%	1.0	0.8	75%
All ages	11,021	17,146	13,184	100%	1.6	1.2	77%

TABLE AH6b: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005

MALE CANDIDATES

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1	1	1	0%	1.0	1.0	100%
15	9	13	10	0%	1.4	1.1	77%
16	666	1,076	830	13%	1.6	1.2	77%
17	4,245	6,839	5,170	84%	1.6	1.2	76%
18	101	176	134	2%	1.7	1.3	76%
19	9	12	10	0%	1.3	1.1	83%
20-24	17	21	16	0%	1.2	0.9	76%
25-29	4	4	2	0%	1.0	0.5	50%
30-34	2	2	0	0%	1.0	0.0	0%
35-39	0	0	0	0%	-	-	-
40-49	2	2	1	0%	1.0	0.5	50%
50-59	1	1	1	0%	1.0	1.0	100%
60 & over	1	1	0	0%	1.0	0.0	0%
All ages	5,058	8,148	6,175	100%	1.6	1.2	76%

Table AH6c: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2005

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	NO. OF ENTRIES	NO. OF PASSES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1	2	2	0%	2.0	2.0	100%
15	7	7	7	0%	1.0	1.0	100%
16	919	1,390	1,115	15%	1.5	1.2	80%
17	4,896	7,408	5,740	82%	1.5	1.2	77%
18	94	143	111	2%	1.5	1.2	78%
19	10	12	5	0%	1.2	0.5	42%
20-24	13	13	10	0%	1.0	0.8	77%
25-29	4	4	1	0%	1.0	0.3	25%
30-34	6	6	6	0%	1.0	1.0	100%
35-39	5	5	5	0%	1.0	1.0	100%
40-49	2	2	1	0%	1.0	0.5	50%
50-59	3	3	3	0%	1.0	1.0	100%
60 & over	3	3	3	0%	1.0	1.0	100%
All ages	5,963	8,998	7,009	100%	1.5	1.2	78%

Note: Age at 31 December 2004.

TABLE AH7a: NUMBER OF ADVANCED HIGHER ENTRIES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	1	0%	0	0%	1	0%
4	75	1%	53	1%	22	0%
3	1,258	12%	692	15%	566	10%
2	3,380	43%	1,547	45%	1,833	41%
1	6,307	100%	2,766	100%	3,541	100%
Total cand	11,021		5,058		5,962	
Total entries	17,146		8,148		8,998	
Entries/cand	1.6		1.6		1.5	

TABLE AH7b: NUMBER OF ADVANCED HIGHER PASSES PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	1	0%	0	0%	1	0%
4	68	1%	49	1%	19	0%
3	929	9%	490	11%	439	8%
2	2,404	31%	1,085	32%	1,319	30%
1	5,312	79%	2,339	78%	2,973	80%
0	2,307	100%	1,095	100%	1,212	100%
Total cand	11,021		5,058		5,963	
Total passes	13,179		6,175		7,004	
Passes/cand	1.2		1.2		1.2	



TABLE AH7c: NUMBER OF ADVANCED HIGHER AWARDS AT GRADE A PER CANDIDATE, 2005

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	1	0%	0	0%	1	0%
4	38	0%	24	0%	14	0%
3	257	3%	148	3%	109	2%
2	576	8%	282	9%	294	7%
1	2,028	26%	937	28%	1,091	25%
0	8,121	100%	3,667	100%	4,454	100%
Total cand	11,021		5,058		5,963	
Total grade A	4,108		2,041		2,067	
Grade A/cand	0.4		0.4		0.3	

TABLE AH8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT ADVANCED HIGHER, 2003 TO 2005

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
Classical Greek	n/a	50	–
English	6	8	9
French	10	6	6
Gàidhlig	–	–	–
Gaelic (Learners)	–	–	–
German	4	3	6
Italian	4	–	7
Latin	6	7	10
Russian	–	–	–
Spanish	0	9	5
Applied Mathematics	3	4	3
Accounting and Finance	10	8	18
Mathematics	4	7	7
Biology	2	1	2
Chemistry	3	3	3
Managing Environmental Resources	n/a	n/a	–
Physics	2	2	2
Classical Studies	0	8	0
Economics	6	11	11
Geography	2	4	3
History	6	11	2
Modern Studies	7	10	10
Philosophy	0	18	7
Psychology	9	n/a	–
Religious, Moral and Philosophical Studies	14	18	8
Sociology	75	–	–
Administration	10	0	–
Business Management	14	17	5
Computing	6	4	5
Graphic Communication	10	11	7
Home Economics – Fashion and Textile Technology	–	n/a	–
Home Economics: Health and Food Technology	15	13	0
Home Economics: Lifestyle and Consumer Technology	–	–	–
Information Systems	2	3	6
Product Design*	4	1	3
Technological Studies	7	8	23
Art and Design Enquiry: Design	4	4	3
Art and Design Enquiry: Expressive	2	3	3
Art and Design: Research and Appreciation	17	4	4
Drama	3	2	1
Media Studies	20	0	–
Music	0	1	1
Physical Education	4	8	4
All subjects	4	5	5

\*Subject title changed – refer to Advanced Higher commentary.



## PROGRESSION

The progression tables take the entries for a particular subject in 2005 and match them with the subjects which have a progression link to that subject in 2004, giving a percentage of entries that have progressed from different levels the year before. In some cases candidates sit at a higher level of qualification in the previous year. The occurrences of this are small but are nevertheless included in the tables.

In most cases the line of progression is obvious, for instance Standard Grade Mathematics to Higher Mathematics. In other cases it is more complex – Standard Grade Home Economics is included in all three Higher Home Economics progression figures. It should also be mentioned that in some cases the progression figures may incorporate more than one lower level subject – both Intermediate 2 Biology and Intermediate 2 Biotechnology are included in the progression figures for Higher Biology. These special cases are listed below.

### Progression to Intermediate 1

#### Standard Grade to Intermediate 1

- Craft and Design → Engineering Craft Skills
- English, English – Alternative Communication, English – Spoken → English
- Social and Vocational Studies → Personal and Social Education
- Craft and Design → Woodworking Skills

#### Intermediate 2 to Intermediate 1

- Electronics and Electrical Fundamentals, Electrical Installation Fundamentals → Applied Practical Electronics
- Biology, Biotechnology → Biology
- Care, Care Issues for Society, Care Issues for Society: Older People, Health and Safety in Care Settings → Care
- Computing, Information Systems → Computing Studies
- Computing, Information Systems → Computing Studies (New)
- Engineering Craft Skills, Craft and Design, Woodworking Skills → Engineering Craft Skills
- Engineering Craft Skills, Craft and Design, Woodworking Skills → Woodworking Skills

### Higher to Intermediate 1

- Electronics, Electrical Engineering → Applied Practical Electronics
- Biology, Biotechnology, Human Biology → Biology
- Care, Care Practice, Mental Health Care, Early Years Care and Education → Care
- Computing, Information Systems → Computing Studies
- Computing, Information Systems → Computing Studies (New)

### Progression to Intermediate 2

#### Standard Grade to Intermediate 2

- Biology → Biotechnology
- Craft and Design → Engineering Craft Skills
- English, English – Alternative Communication, English – Spoken → English
- Computing Studies → Information Skills
- Social and Vocational Studies → Personal and Social Education
- Craft and Design → Product Design
- Craft and Design → Woodworking Skills

### Intermediate 1 to Intermediate 2

- Biology → Biotechnology
- Care → Care Issues for Society
- Care → Care Issues for Society: Older People
- Computing Studies, Information Systems → Computing
- Computing Studies, Information Systems → Computing (New)
- Applied Practical Electronics → Electrical Installation Fundamentals
- Care → Health and Safety for Care Settings
- Engineering Craft Skills, Woodworking Skills → Product Design

### Higher to Intermediate 2

- Biology, Biotechnology, Human Biology → Biology
- Biology, Biotechnology, Human Biology → Biotechnology
- Care, Care Practice, Mental Health Care, Early Years Care and Education → Care
- Care, Care Practice, Mental Health Care, Early Years Care and Education → Care Issues for Society
- Care, Care Practice, Mental Health Care, Early Years Care and Education → Care Issues for Society: Older People

- Computing, Information Systems → Computing
- Computing, Information Systems → Computing (New)
- Electronics, Electrical Engineering → Electrical Installation Fundamentals
- Electronics, Electrical Engineering → Electronics and Electrical Fundamentals
- Care, Care Practice, Mental Health Care, Early Years Care and Education → Health and Safety for Care Settings
- Computing, Information Systems → Information Systems

#### Progression to Higher

##### Standard Grade to Higher

- Biology → Biotechnology
- English, English – Alternative Communication, English – Spoken → English
- Biology → Human Biology
- Computing Studies → Information Systems
- Social and Vocational Studies → Personal and Social Education
- Craft and Design → Product Design

##### Intermediate 1 to Higher

- Biology → Biotechnology
- Care → Care Practice
- Care → Early Years Care and Education
- Applied Practical Electronics → Electrical Engineering
- Applied Practical Electronics → Electronics
- Biology → Human Biology
- Computing Studies → Information Systems
- Care → Mental Health Care
- Care → Mental Health Care (New)
- Engineering Craft Skills, Woodworking Skills → Product Design
- Travel and Tourism → Tourism

##### Intermediate 2 to Higher

- Biology, Biotechnology → Biology
- Biology, Biotechnology → Biotechnology
- Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Care
- Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Care Practice

- Computing, Information Systems → Computing
- Computing, Information Systems → Computing (New)
- Construction Craft Skills, Construction Industry Practice → Construction
- Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Early Years Care and Education
- Electronics and Electrical Fundamentals, Electrical Installation Fundamentals → Electrical Engineering
- Electronics and Electrical Fundamentals, Electrical Installation Fundamentals → Electronics
- Biology, Biotechnology → Human Biology
- Computing, Information Systems → Information Systems
- Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Mental Health Care
- Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Mental Health Care (New)
- Craft and Design, Engineering Craft Skills, Woodworking Skills → Product Design
- Travel and Tourism → Tourism

##### Advanced Higher to Higher

- Biology → Biotechnology
- Computing, Information Systems → Computing
- Computing, Information Systems → Computing (New)
- Biology → Human Biology
- Computing, Information Systems → Information Systems

##### Progression to Advanced Higher

##### Standard Grade to Advanced Higher

- Mathematics → Applied Mathematics
- English, English – Alternative Communication, English – Spoken → English
- Computing Studies → Information Systems
- Craft and Design → Product Design



#### Intermediate 1 to Advanced Higher

- Mathematics → Applied Mathematics
- Computing Studies → Information Systems
- Engineering Craft Skills, Woodworking Skills → Product Design

#### Intermediate 2 to Advanced Higher

- Mathematics → Applied Mathematics
- Biology, Biotechnology → Biology
- Computing, Information Systems → Computing
- Electronics and Electrical Fundamentals, Electrical Installation Fundamentals → Electronics
- Computing, Information Systems → Information Systems
- Craft and Design, Engineering Craft Skills, Woodworking Skills → Product Design

#### Higher to Advanced Higher

- Mathematics → Applied Mathematics
- Biology, Biotechnology, Human Biology → Biology
- Computing, Information Systems → Computing
- Electronics, Electrical Engineering → Electronics
- Computing, Information Systems → Information Systems
- Craft and Design → Product Design

#### Table PR1

This table shows the progression to Intermediate 1.

- 27% of the 2005 Intermediate 1 entries had previously taken Standard Grades the year before, a drop of 7 percentage points on last year.
- 71% of entries had no record from the previous year. This can partly be explained by some Intermediate subjects not being available at Standard Grade, eg Travel and Tourism, or by candidates sitting Intermediate 1 instead of Standard Grade.
- 77% of entries in Intermediate 1 English had previously taken Standard Grade English.
- 51% of entries in Intermediate 1 Mathematics had previously taken Standard Grade Mathematics.

#### Table PR2

This table shows the progression to Intermediate 2.

- 54% of 2005 Intermediate 2 entries had previously taken Standard Grades the year before, a drop of 5 percentage points on last year.
- Overall, there were higher progression rates from Standard Grade to Intermediate 2 than to Intermediate 1.
- Progression rates from Standard Grade for English and Gàidhlig were 70% or above.
- Many of the Intermediate 2 Courses, including Project-based National Courses, are not available at the levels below. This may deflate the overall progression figures.

#### Table PR3

This table shows the progression to Higher.

- 57% of 2005 Higher entries took Standard Grade and 11% took Intermediate 2 Courses in the previous year.
- As with Intermediate 2, many of the Higher Courses, including Project-based National Courses, are not available at the levels below. This may deflate the overall progression figures.
- 25% of entries had no record of qualifications attempted in the previous year. This can partly be explained by candidates attempting 'crash' Highers – where no lower level Course in that subject has been obtained.

#### Table PR4

This table shows the progression to Advanced Higher.

- 97% of 2005 Advanced Higher entries took Higher Courses in the previous year.
- All subjects with over 100 entries had over 90% of candidates progressing from Higher.

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### Symbols used in the tables

The following symbols are used in the tables.

n/a	=	no progression route
-	=	no entries
0%	=	less than 0.5%

### Notation used in the tables

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

TABLE PR1: PROGRESSION TO INTERMEDIATE 1, 2005

SQA progression figures 2004 – 2005  
Level = Intermediate 1

SUBJECT	INTERMEDIATE 1		COURSE TAKEN IN 2004				NO PRIOR RECORD
	ENTRIES 2005	SG	INT1 (RESIT)	INT2	HIGHER	ADVANCED HIGHER	
English	5,011	77%	5%	0%	-	-	18%
French	1,136	4%	0%	-	-	-	96%
Gaelic (Learners)	15	7%	-	-	-	-	93%
Gàidhlig	1	100%	-	-	-	-	-
German	151	1%	3%	-	-	-	96%
Italian	185	1%	-	-	-	-	99%
Latin	7	14%	-	-	-	-	86%
Russian	17	-	-	-	-	-	100%
Spanish	672	0%	0%	-	-	-	99%
Accounting	125	1%	2%	-	-	-	98%
Mathematics	7,799	51%	5%	0%	-	-	44%
Biology	3,295	1%	0%	-	-	-	98%
Chemistry	1,602	0%	0%	-	-	-	100%
Geology	49	n/a	-	-	-	-	100%
Managing Environmental Resources	18	n/a	-	-	-	-	100%
Physics	1,555	0%	-	-	-	-	100%
Classical Studies	4	50%	-	-	-	-	50%
Economics	4	-	-	-	-	-	100%
Geography	291	40%	2%	1%	-	-	58%
Geography (New)	203	59%	2%	-	0%	-	38%
History	944	29%	1%	0%	-	-	70%
Modern Studies	387	43%	1%	-	-	-	56%
Psychology	38	n/a	-	-	-	-	100%
Psychology (New)	78	n/a	-	-	-	-	100%
Religious, Moral and Philosophical Studies	816	0%	-	-	-	-	100%
Sociology	21	n/a	-	-	-	-	100%
Administration	976	21%	1%	0%	-	-	78%
Applied Practical Electronics	57	n/a	-	-	-	-	100%
Business Management	258	2%	-	-	-	-	98%
Care	219	n/a	1%	-	-	n/a	99%
Computing Studies	1,103	9%	0%	1%	-	-	90%
Computing Studies (New)	571	8%	1%	1%	-	-	90%
Engineering Craft Skills	55	44%	-	9%	2%	-	45%
Home Economics:							
Fashion and Textile Technology	391	15%	0%	1%	-	-	84%
Home Economics:							
Health and Food Technology	463	7%	0%	-	-	-	92%
Home Economics:							
Lifestyle and Consumer Technology	777	18%	-	0%	-	-	82%
Hospitality: Practical Cookery	2,897	n/a	0%	0%	n/a	n/a	100%
Personal and Social Education	41	20%	-	2%	-	n/a	78%
Travel and Tourism	534	n/a	2%	-	-	-	98%
Woodworking Skills	984	14%	0%	1%	0%	-	85%
Art and Design	1,194	15%	1%	0%	0%	n/a	84%
Drama	58	22%	-	-	-	-	78%
Media Studies	385	n/a	0%	-	-	-	100%
Music	639	4%	0%	-	-	-	95%
Physical Education	627	41%	-	-	-	-	59%
Totals	36,653	27%	2%	0%	0%	0%	71%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2005

SQA progression figures 2004 – 2005  
 Level = Intermediate 2

SUBJECT	INTERMEDIATE 2		COURSE TAKEN IN 2004				NO PRIOR RECORD
	ENTRIES 2005	SG	INT2	ADVANCED	HIGHER	HIGHER	
			INT1 (RESIT)				
Classical Greek	9	-	-	-	-	-	100%
English	16,718	78%	4%	5%	0%	-	13%
French	2,245	40%	2%	2%	0%	-	56%
Gaelic (Learners)	68	26%	12%	-	-	-	62%
Gàidhlig	15	87%	-	-	-	-	13%
German	624	50%	2%	1%	-	-	47%
Italian	189	6%	1%	1%	-	-	93%
Latin	63	3%	-	-	-	-	97%
Russian	1	-	-	-	-	-	100%
Spanish	732	15%	7%	1%	-	-	76%
Accounting	394	24%	2%	1%	-	-	73%
Mathematics	15,172	65%	7%	5%	0%	-	23%
Biology	5,336	49%	6%	2%	0%	-	43%
Biotechnology	87	34%	22%	-	-	-	44%
Chemistry	2,728	38%	5%	2%	0%	-	55%
Geology	16	n/a	-	6%	-	-	94%
Managing Environmental Resources	37	n/a	-	3%	-	-	97%
Physics	2,354	43%	4%	3%	0%	-	50%
Amenity Horticulture	3	n/a	n/a	-	n/a	n/a	100%
Livestock Production	1	n/a	n/a	-	n/a	n/a	100%
Plant Propagation	3	n/a	n/a	-	n/a	n/a	100%
Classical Studies	46	46%	-	-	-	-	54%
Economics	254	3%	0%	0%	-	-	96%
Geography	923	46%	2%	3%	-	-	50%
Geography (New)	855	65%	1%	3%	0%	-	31%
History	2,966	45%	2%	2%	0%	-	50%
Modern Studies	1,759	45%	2%	2%	0%	-	51%
Philosophy	161	n/a	n/a	-	-	-	100%
Psychology	127	n/a	3%	1%	-	-	96%
Psychology (New)	365	n/a	1%	-	-	-	99%
Religious, Moral and Philosophical Studies	798	10%	1%	1%	0%	-	88%
Sociology	158	n/a	1%	1%	1%	-	97%
Administration	3,578	43%	5%	3%	0%	-	49%
Automotive Engineering	12	n/a	n/a	-	-	n/a	100%
Business Management	1,872	21%	1%	2%	0%	-	76%
Care	884	n/a	5%	0%	-	n/a	95%
Care Issues for Society	179	n/a	9%	1%	-	n/a	90%
Care Issues for Society: Older People	24	n/a	-	-	-	n/a	100%
Computing	787	32%	5%	3%	1%	-	60%
Computing (New)	1,307	47%	6%	3%	0%	-	43%
Construction Craft Skills	25	n/a	n/a	-	-	n/a	100%
Construction Industry Practice	49	n/a	n/a	-	-	n/a	100%
Creative Cake Production	205	n/a	n/a	-	n/a	n/a	100%
Design	5	n/a	n/a	-	-	n/a	100%
Electrical Installation Fundamentals	31	n/a	n/a	-	-	n/a	100%
Electronic and Electrical Fundamentals	85	n/a	-	-	-	-	100%
Engineering Craft Skills	307	46%	0%	-	3%	-	50%
Fabrication and Welding	4	n/a	n/a	-	-	n/a	100%
Graphic Communication	1,227	41%	n/a	1%	0%	-	57%



TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2005 (CONTINUED)

SQA progression figures 2004 – 2005  
 Level = Intermediate 2

SUBJECT	INTERMEDIATE 2		COURSE TAKEN IN 2004				NO PRIOR RECORD
	ENTRIES 2005	SG	INT2	ADVANCED HIGHER	HIGHER		
Health and Safety in Care Settings	181	n/a	9%	1%	–	n/a	91%
Home Economics:							
Fashion and Textile Technology	99	19%	4%	–	–	–	77%
Home Economics:							
Health and Food Technology	246	42%	5%	2%	–	–	50%
Home Economics:							
Lifestyle and Consumer Technology	94	28%	17%	2%	–	–	53%
Hospitality – General Operations	223	n/a	n/a	–	n/a	n/a	100%
Hospitality – Practical Cookery	3,401	n/a	7%	0%	n/a	n/a	92%
Hospitality – Professional Cookery	215	n/a	n/a	–	–	n/a	100%
Information Systems	2,637	30%	6%	1%	1%	–	62%
Personal and Social Education	73	29%	–	–	–	n/a	71%
Product Design	654	59%	0%	2%	1%	–	37%
Selling Overseas Tourist Destinations	74	n/a	n/a	–	n/a	n/a	100%
Technological Studies	224	17%	n/a	5%	–	–	78%
Travel and Tourism	604	n/a	2%	1%	–	–	97%
Woodworking Skills	2,500	45%	2%	1%	2%	–	50%
Art and Design	3,734	49%	2%	1%	0%	n/a	47%
Drama	739	51%	0%	1%	0%	–	48%
Media Studies	648	n/a	3%	1%	–	–	95%
Music	2,304	21%	3%	1%	–	–	76%
Fitness and Exercise	31	n/a	–	–	–	–	100%
Leading Sports Activities	13	n/a	n/a	–	n/a	n/a	100%
Physical Education	2,618	64%	2%	1%	0%	–	33%
Totals	87,100	49%	4%	3%	0%	0%	44%

TABLE PR3: PROGRESSION TO HIGHER, 2005

SQA progression figures 2004 – 2005  
Level = Higher

SUBJECT	HIGHER	COURSE TAKEN IN 2004					
	ENTRIES 2005	SG	INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	NO PRIOR RECORD
Classical Greek	16	19%	–	13%	–	–	69%
English	28,707	62%	0%	18%	12%	0%	8%
French	4,515	71%	0%	11%	3%	–	15%
Gaelic (Learners)	130	55%	–	7%	5%	–	34%
Gàidhlig	102	87%	–	7%	–	–	6%
German	1,703	71%	0%	9%	3%	–	16%
Italian	292	38%	2%	12%	3%	–	45%
Latin	279	63%	–	11%	1%	–	25%
Russian	19	–	–	11%	–	–	89%
Spanish	1,162	52%	1%	16%	2%	–	28%
Accounting	1,885	38%	1%	6%	5%	–	51%
Mathematics	19,181	66%	0%	11%	13%	0%	10%
Biology	8,943	61%	–	13%	7%	0%	19%
Biotechnology	31	–	–	6%	–	–	94%
Chemistry	9,411	72%	–	8%	8%	0%	12%
Geology	45	n/a	–	9%	–	–	91%
Human Biology	3,609	49%	0%	9%	7%	0%	35%
Managing Environmental Resources	72	n/a	1%	1%	–	–	97%
Physics	8,952	70%	–	8%	9%	–	14%
Classical Studies	487	23%	–	1%	2%	–	74%
Economics	715	12%	0%	11%	3%	–	74%
Geography	7,419	62%	–	6%	6%	0%	26%
History	8,128	64%	0%	8%	4%	–	23%
Modern Studies	7,397	50%	0%	5%	6%	–	39%
Philosophy	800	n/a	n/a	3%	1%	–	96%
Politics	76	n/a	–	–	–	–	100%
Psychology	463	n/a	–	5%	1%	–	94%
Psychology (New)	2,349	n/a	0%	3%	1%	–	96%
Religious, Moral and Philosophical Studies	1,685	12%	1%	4%	2%	–	80%
Sociology	636	n/a	–	3%	1%	–	96%
Administration	3,998	53%	0%	15%	5%	–	26%
Building and Architectural Technology	31	n/a	n/a	n/a	–	–	100%
Building Services	10	n/a	n/a	n/a	–	n/a	100%
Business Management	5,977	26%	0%	7%	4%	–	63%
Care	742	n/a	1%	14%	0%	n/a	85%
Care Practice	383	n/a	2%	20%	–	n/a	78%
Civil Engineering	16	n/a	n/a	n/a	6%	–	94%
Computing	1,944	67%	0%	10%	8%	–	15%
Computing (New)	2,684	64%	0%	10%	7%	0%	19%
Construction	64	n/a	n/a	6%	–	n/a	94%
Design	24	n/a	n/a	–	–	n/a	100%
Early Years Care and Education	495	n/a	0%	6%	0%	n/a	93%
Fabrication and Welding Engineering	28	n/a	n/a	–	4%	n/a	96%
Food Production Supervision	8	n/a	n/a	n/a	–	n/a	100%
Graphic Communication	3,366	69%	n/a	9%	4%	–	18%

TABLE PR3: PROGRESSION TO HIGHER, 2005 (CONTINUED)

SQA progression figures 2004 – 2005  
Level = Higher

SUBJECT	HIGHER ENTRIES 2005	SG	COURSE TAKEN IN 2004					
			INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	NO PRIOR RECORD	
Home Economics:								
Fashion and Textile Technology	72	17%	15%	17%	–	–	51%	
Home Economics:								
Health and Food Technology	728	56%	3%	3%	1%	–	37%	
Home Economics:								
Lifestyle and Consumer Technology	167	45%	1%	5%	3%	–	46%	
Hospitality – Food and Drink Service	2	n/a	n/a	n/a	–	n/a	100%	
Hospitality – Professional Cookery	83	n/a	n/a	60%	–	n/a	40%	
Hospitality – Reception and Accommodation Operations	1	n/a	n/a	–	–	n/a	100%	
Information Systems	2,469	39%	0%	21%	5%	–	34%	
Mechatronics	44	n/a	n/a	n/a	–	–	100%	
Mental Health Care	146	n/a	4%	17%	–	n/a	79%	
Mental Health Care (New)	146	n/a	–	5%	–	n/a	95%	
Personal and Social Education	84	13%	–	4%	2%	n/a	81%	
Product Design	2,092	48%	0%	9%	6%	–	37%	
Professional Patisserie	45	n/a	n/a	n/a	–	n/a	100%	
Retail Travel	23	n/a	n/a	n/a	–	n/a	100%	
Retail Travel (New)	28	n/a	n/a	n/a	–	n/a	100%	
Selling Scheduled Air Travel	33	n/a	n/a	n/a	–	n/a	100%	
Structural Engineering	9	n/a	n/a	n/a	–	n/a	100%	
Technological Studies	848	65%	n/a	6%	6%	–	24%	
Tourism	80	n/a	1%	25%	3%	–	71%	
Advertising, Marketing and Public Relations	8	n/a	n/a	n/a	–	n/a	100%	
Art and Design	6,664	67%	0%	13%	4%	n/a	16%	
Drama	1,963	62%	–	9%	4%	–	25%	
Media Studies	814	n/a	0%	7%	3%	–	90%	
Music	4,056	60%	0%	14%	1%	–	25%	
Photography for the Media	214	n/a	n/a	n/a	0%	n/a	100%	
Visual Arts	17	n/a	n/a	n/a	–	n/a	100%	
Dance Practice	78	n/a	n/a	n/a	4%	n/a	96%	
Fitness and Exercise	40	n/a	n/a	10%	–	n/a	90%	
Physical Education	4,148	52%	0%	14%	5%	–	28%	
Sports Coaching Studies	56	n/a	n/a	n/a	–	n/a	100%	
Sports Organisation	5	n/a	n/a	n/a	–	n/a	100%	
<b>Totals</b>	<b>164,142</b>	<b>57%</b>	<b>0%</b>	<b>11%</b>	<b>7%</b>	<b>0%</b>	<b>25%</b>	

TABLE PR4: PROGRESSION TO ADVANCED HIGHER, 2005

SQA progression figures 2004 – 2005

Level = Advanced Higher

SUBJECT	ADVANCED HIGHER ENTRIES	COURSE TAKEN IN 2004					
	2005	SG	INT1	INT2	HIGHER	ADVANCED HIGHER NO PRIOR (RESIT)	RECORD
Classical Greek	2	-	-	-	100%	-	-
English	1,573	0%	-	-	99%	0%	1%
French	599	1%	-	-	97%	-	2%
Gàidhlig	23	-	-	-	100%	-	-
Gaelic (Learners)	7	-	-	-	100%	-	-
German	223	1%	-	0%	92%	0%	6%
Italian	14	-	-	-	71%	-	29%
Latin	49	-	-	-	100%	-	-
Russian	9	-	-	-	44%	-	56%
Spanish	158	-	-	-	97%	-	3%
Applied Mathematics	314	-	-	-	99%	0%	1%
Accounting and Finance	157	-	-	-	99%	-	1%
Mathematics	2,318	0%	-	-	99%	0%	1%
Biology	1,693	-	-	-	99%	-	1%
Chemistry	1,792	-	-	-	99%	0%	1%
Managing Environmental Resources	1	-	-	-	100%	-	-
Physics	1,426	-	-	0%	99%	-	1%
Classical Studies	26	-	-	-	88%	-	12%
Economics	79	-	-	-	97%	-	3%
Geography	845	-	-	0%	98%	-	2%
History	861	-	-	-	98%	-	2%
Modern Studies	670	-	-	0%	93%	-	7%
Philosophy	15	-	-	-	73%	-	27%
Psychology	6	-	-	-	100%	-	-
Religious, Moral and Philosophical Studies	95	2%	-	-	61%	-	37%
Sociology	8	-	-	-	38%	-	63%
Administration	11	-	-	-	100%	-	-
Business Management	256	0%	-	-	97%	-	3%
Computing	499	0%	-	-	99%	0%	1%
Graphic Communication	508	2%	-	-	94%	-	4%
Home Economics – Fashion and Textile Technology	2	-	-	-	100%	-	-
Home Economics: Health and Food Technology	32	-	-	-	97%	-	3%
Home Economics: Lifestyle and Consumer Technology	5	-	-	-	60%	-	40%
Information Systems	103	-	-	-	98%	-	2%
Product Design	80	-	-	-	86%	-	14%
Technological Studies	141	-	-	-	94%	-	6%
Art and Design Enquiry: Design	517	-	-	1%	95%	-	4%
Art and Design Enquiry: Expressive	749	0%	-	1%	95%	0%	4%
Art and Design: Research and Appreciation	25	-	-	4%	88%	-	8%
Drama	234	-	-	-	96%	0%	3%
Media Studies	2	-	-	-	100%	-	-
Music	947	1%	-	1%	90%	0%	8%
Physical Education	72	-	-	-	97%	-	3%
Totals	17,146	0%	0%	0%	97%	0%	3%



## HIGHER NATIONAL QUALIFICATIONS

Higher National (HN) Units 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 is at level 7 on the Scottish Credit and Qualifications Framework.

HND is at level 8 on the Scottish Credit and Qualifications Framework.

Reporting for Higher National qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/04 – 31/7/05), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/04 – 31/7/05), ie the certificate is actually awarded within that time period.

The HN Unit entry and award figures include HN pilot Units and HN Graded Units.

HNC/HND entry and award figures include pilot Group Awards.

Tables HN1 to HN18 provide detailed information about HN Unit and Group Award entries and awards for 2005 (between 1 August 2004 and 31 July 2005). A summary of the information which appears in each table is given below.

### Table HN1

This table shows a five-year trend in Higher National Unit entries and awards by centre type.

- There were 372,283 entries for this academic session, a decrease of 9% from 2004.
- 94% of all entries were from candidates in FE colleges.
- Total awards certificated within this academic session were 298,792, a decrease of 9% from 2004.
- In all, 15% of awards were at merit grade. Merit awards at FE colleges have decreased each year since 2001.

### Table HN2

This table shows a five-year trend in Higher National Unit entries grouped by Superclass. (This is a classification system used in a number of Scottish and UK vocational education and training databases.)

- The most popular Superclass was Information Technology and Information followed by Business/Management/Office Studies and Health Care/Medicine/Health and Safety.
- Most Superclasses had a decrease in entries in 2005. Environment Protection/Energy/Cleansing/Security was an exception with an increase of 15%.

### Table HN3

This table relates numbers of candidates to entry numbers, and gives an age/gender breakdown.

- 50,733 candidates entered for a total of 372,283 HN Units, an average of 7.3 Units per candidate.
- 51% of Unit entries are from female candidates with 49% from male candidates.
- Male candidates entered, on average, for more Units (7.7) than female candidates (7.0).
- Younger candidates had more Unit entries than older candidates. Candidates aged under 20 averaged 9.3 Unit entries while those over 30 averaged 5.5 Unit entries.
- 31% of candidates were aged under 20, 36% were in their twenties, and 33% were aged 30 and above.

### Table HN4

This table shows Unit entries grouped by Superclass, age and gender.

- Superclasses with the highest proportion of HN Unit entries from female candidates were Family Care/Personal Development/Personal Care and Appearance, Education/Training/Teaching, and Health Care/Medicine/Health and Safety.

- In the higher uptake Superclasses (over 15,000 entries), the highest proportion of male entries was in Engineering, and Information Technology and Information.
- Sports Games and Recreation; and Performing Arts Units continue to be the most popular with candidates aged under 20.
- Health Care/Medicine/Health and Safety; and Education/Training/Teaching Units were more popular with candidates aged 30 and over.

#### Table HN5

These three tables (HN5a, HN5b and HN5c) 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.

- The most popular HN Unit this year was Communication: Presenting Complex Communication for Vocational Purposes.
- 13 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 included Units in information technology systems and engineering. For female candidates, popular Units included those in the fields of information technology, education, care, and a wide range of business Units.

#### Table HN6

This table gives information about HN Unit entry results by Superclass. Figures are correct as of 02/02/2006.

- 74% of Unit entries in 2005 have been successfully completed to date.
- 11% of entries gained a merit award.
- Entries for Units in Environment Protection/Energy/Cleansing/Security had the highest percentage of merit awards, and Transport Services the lowest.
- Of the Graded Units, 69% of entries gained a successful award.

#### Table HN7

This table gives a breakdown of candidates according to how many HN Units they were entered for in 2005.

- 37% of candidates were entered for 10 or more Units.
- 56% of candidates aged under 20 entered for 10 or more Units, compared with only 20% of the candidates aged over 30. This can be explained by the fact that younger candidates are more likely to study full time, and hence enter for more Units.

#### Table HN8

#### Table HN9

#### Table HN10

#### Table HN11

The Higher National Certificate is made up of a coherent, validated programme 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 and HN11 give information about entries and awards for HNC qualifications.

- There were 19,496 HNC entries in 2005, an increase of 2% on 2004.
- 87% of HNC entries were from FE colleges.
- There were 10,397 HNC awards in 2005, a decrease of 16% from 2004.
- HNC entries were split: 55% female entries, 45% male entries.
- Entries were evenly split by age. 33% of entries in 2005 were from candidates aged under 20, a further 33% were from candidates in their 20s, and 34% were from candidates aged 30 and over.
- The largest number of entries within this age/gender split was from female candidates over 30.
- HNC awards were split: 60% female awards, 40% male awards.
- The largest number of awards was for candidates over 30 (39%).



- The three HNCs with the highest numbers of entries were: Social Care; Computing; and Child Care and Education.
- The three HNCs with the highest numbers of awards were: Social Care; Child Care and Education; and Computing. The number of awards for these three qualifications alone made up 24% of the overall HNC awards in 2005.

Table HN12  
 Table HN13  
 Table HN14  
 Table HN15

The Higher National Diploma is made up of a coherent validated programme of HN Units. The HND typically takes two years of full-time study, and may allow the candidate direct entry to the third year of some university degree courses. Tables HN12, HN13, HN14 and HN15 give information about entries and awards for HND qualifications.

- There were 11,503 HND entries in 2005, a decrease of 11% from 2004.
- 89% of HND entries were from FE colleges.
- There were 5,776 HND awards in 2005, a decrease of 19% from 2004. This decrease came solely from the FE college sector.
- HND entries were split: 49% female entries, 51% male entries.
- 45% of entries in 2005 were from candidates aged under 20, 37% were from candidates in their 20s, and 18% were from candidates aged 30 and over.
- The largest number of entries within this age/gender split was from female candidates under 20.
- HND awards were split: 51% male awards, 49% female awards.
- The largest number of awards was for candidates aged between 20 and 24 (46%).
- The greatest number of awards within the age/gender split was from male candidates between 20 and 24.
- The three HNDs with the highest numbers of entries were: Accounting; Beauty Therapy; and Business Administration.
- The three HNDs with the highest numbers of awards were: Beauty Therapy; Business Administration; and Administration and Information Management. 100% of awards from Beauty Therapy were for female candidates.

Table HN16  
 Table HN17  
 Table HN18

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 from HN Units. The Certificate can be constructed from HN Units, National Units, Workplace Assessed Units, or a combination of these.

Tables HN16, HN17, and HN18 give information about entries and awards for PDA qualifications.

- Overall, candidates entered for 2,959 PDAs in 2005, an increase of 23%. The largest percentage increases in entries came from the Certificate and Advanced Certificate qualification levels. Entries at PDA Advanced Diploma level fell by 22%.
- 1,622 awards were made; a 3% decrease from 2004. Decreases in awards were at Advanced Certificate and Diploma levels.
- Entries and awards for PDAs mainly came from FE colleges (90% of entries and awards).
- 53% of PDA entries were from male candidates, 47% from female candidates.
- 66% of PDA awards were for male candidates, 34% for female candidates.
- The highest number of PDA entries were in the Certificate in Childcare and Education, which accounted for 15% of all PDA entries.
- The highest number of PDA awards was in the Advanced Certificate in Carpentry and Joinery, which accounted for 19% of all PDA awards.

#### Symbols used in the tables

The following symbols are used in the tables.

– = not applicable  
 0% = less than 0.5%

#### Notation used in the tables

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

TABLE HN1: TREND IN HIGHER NATIONAL UNIT ENTRIES AND AWARDS, 2001 TO 2005

ENTRIES

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	311,397	351,828	343,038	365,809	350,252	-4%
Other	12,823	34,082	34,374	42,354	22,031	-48%
Total	324,220	385,910	377,412	408,163	372,283	-9%

AWARDS

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	303,842	403,780	309,022	298,814	281,332	-6%
Other	14,720	21,108	36,309	28,982	17,460	-40%
Total	318,562	424,888	345,331	327,796	298,792	-9%
% of awards with merit						
FE College	19%	18%	17%	16%	14%	
Other	19%	21%	20%	16%	21%	
Total	19%	19%	17%	16%	15%	



TABLE HN2: TREND IN HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, 2001 TO 2005

ENTRIES BY SUPERCLASS

SUPERCLASS	2001	2002	2003	2004	2005	PERCENT CHANGE 2005/2006
A Business/Management/Office Studies	40,570	45,642	42,742	46,869	45,003	-4%
B Sales Marketing and Distribution	11,251	12,934	12,339	13,030	11,744	-10%
C Information Technology and Information	57,938	66,455	66,267	64,883	53,625	-17%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	1,643	1,966	2,094	2,372	2,274	-4%
E Politics/Economics/Law/Social Science	20,473	22,459	21,071	24,262	21,938	-10%
F Area Studies/Cultural Studies/Languages/ Literature	2,625	2,450	2,160	2,679	1,898	-29%
G Education/Training/Teaching	6,390	8,460	7,967	8,406	8,296	-1%
H Family Care/Personal Development/ Personal Care and Appearance	12,978	17,549	17,016	18,856	18,084	-4%
J Arts and Crafts	11,120	14,503	13,444	14,625	13,557	-7%
K Authorship/Photography/Publishing/ Media	30,350	37,977	35,981	37,206	31,559	-15%
L Performing Arts	5,464	8,243	8,720	10,602	11,068	4%
M Sports Games and Recreation	6,848	8,540	8,409	9,641	9,634	0%
N Catering/Food Services/Leisure Services/ Tourism	11,606	12,194	11,347	11,554	11,342	-2%
P Health Care/Medicine/Health and Safety	26,178	35,903	35,489	38,525	38,707	0%
Q Environment Protection/Energy/ Cleasning/Security	1,808	1,356	904	2,025	2,326	15%
R Sciences and Mathematics	22,330	26,142	25,096	27,942	24,705	-12%
S Agriculture Horticulture and Animal Care	4,319	4,754	4,339	7,090	7,026	-1%
T Construction and Property (Built Environment)	11,298	14,861	16,234	16,336	13,774	-16%
V Services to Industry	10,556	11,719	11,111	12,119	9,903	-18%
W Manufacturing/Production Work	5,472	6,417	6,084	6,350	6,218	-2%
X Engineering	19,195	22,496	21,236	21,845	17,880	-18%
Y Oil/Mining/Plastics/Chemicals	1,208	1,319	1,205	1,128	920	-18%
Z Transport Services	1,999	1,210	1,793	2,526	2,118	-16%
Unknown (unable to classify) or HN-Uia (Graded Units)	601	361	4,364	7,292	8,684	19%
All Superclasses	324,220	385,910	377,412	408,163	372,283	-9%

TABLE HN3a: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2005

ENTRIES BY AGE AND GENDER, FURTHER EDUCATION CANDIDATES

	<20	20-24	25-29	30+	TOTAL
Male	70,286	47,497	17,416	33,733	168,932
Female	68,063	41,480	17,929	53,848	181,320
Total	138,349	88,977	35,345	87,581	350,252
– as percentages	39%	25%	10%	25%	100%

TABLE HN3b: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2005

ENTRIES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	75,841	51,646	18,642	36,071	182,200
Female	71,265	44,221	18,475	56,122	190,083
Total	147,106	95,867	37,117	92,193	372,283
– as percentages	40%	26%	10%	25%	100%

TABLE HN3c: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2005

CANDIDATES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	8,169	6,751	2,509	6,259	23,688
Female	7,618	5,896	2,932	10,599	27,045
Total	15,787	12,647	5,441	16,858	50,733
– as percentages	31%	25%	11%	33%	100%

TABLE HN3d: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2005

ENTRIES PER CANDIDATE BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	9.3	7.7	7.4	5.8	7.7
Female	9.4	7.5	6.3	5.3	7.0
Total	9.3	7.6	6.8	5.5	7.3

TABLE HN4: HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, AGE AND GENDER, 2005

BY SUPERCLASS, AGE AND GENDER, PERCENTAGES

SUPERCLASS	ALL	MALE	FEMALE	AGE GROUP			
	ENTRIES	ENTRIES	ENTRIES	<20	20-24	25-29	30+
A Business/Management/Office Studies	45,003	38	62	36	26	11	26
B Sales Marketing and Distribution	11,744	35	65	48	30	8	14
C Information Technology and Information	53,625	64	36	40	25	10	25
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,274	31	69	42	25	9	24
E Politics/Economics/Law/Social Science	21,938	37	63	41	26	10	23
F Area Studies/Cultural Studies/Languages/ Literature	1,898	37	63	37	26	12	26
G Education/Training/Teaching	8,296	15	85	30	18	10	43
H Family Care/Personal Development/ Personal Care and Appearance	18,084	15	85	34	25	11	29
J Arts and Crafts	13,557	36	64	47	26	7	20
K Authorship/Photography/Publishing/Media	31,559	57	43	43	29	10	18
L Performing Arts	11,068	41	59	58	29	6	7
M Sports Games and Recreation	9,634	67	33	59	26	7	8
N Catering/Food Services/Leisure Services/ Tourism	11,342	31	69	45	28	9	18
P Health Care/Medicine/Health and Safety	38,707	22	78	24	18	12	47
Q Environment Protection/Energy/Cleansing/ Security	2,326	63	37	37	22	9	32
R Sciences and Mathematics	24,705	52	48	40	26	11	23
S Agriculture Horticulture and Animal Care	7,026	56	44	43	24	9	24
T Construction and Property (Built Environment)	13,774	79	21	37	33	9	21
V Services to Industry	9,903	87	13	41	30	9	20
W Manufacturing/Production Work	6,218	81	19	53	28	7	13
X Engineering	17,880	94	6	39	30	11	20
Y Oil/Mining/Plastics/Chemicals	920	96	4	33	28	15	24
Z Transport Services	2,118	76	24	35	26	16	23
Unknown (unable to classify) or HN-Uia (Graded Units)	8,684	63	37	41	27	10	22
All Superclasses	372,283	182,200	190,083	147,106	95,867	37,117	92,193
– as percentages	100%	49%	51%	40%	26%	10%	25%

TABLE HN5a: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 UNITS, ALL CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	6,871
Information Technology Applications 1	6,052
Developing Personal Effectiveness in a Care Setting	2,805
Workplace Experience	2,455
Developing Personal Effectiveness	2,321
Micro-Economic Environment	2,237
Using Information Technology in Business: Spreadsheet and Word Processing Applications	2,230
An Introduction to Financial Accounting Statements	2,224
Using Financial Accounting Software	2,159
Business Statistics 1	2,111
Macro-Economic Environment	2,016
Information Technology: Applications Software 1	1,963
Using Information Technology in Business: Database and Word Processing Applications	1,961
Fundamentals of Quality Assurance	1,847
Working with People and Teams	1,755
Using Financial Accounting Statements	1,752
Law for Business	1,734
Psychological and Sociological Perspectives on Human Development and Behaviour	1,730
Engineering Project	1,695
Social Care Theory and Practice	1,694
Approaches to Dealing with Challenging Behaviour	1,661
Understanding Health and Safety in a Care Setting	1,469
Child Protection	1,411
Workplace Practice and Skills in a Social Care Setting	1,357
Body Treatments: Manual	1,355
Customer Care	1,350
Introduction to Marketing	1,338
Project Management	1,333
Office Administration	1,326
Health and Safety: Workplace Experience in a Care Setting	1,315
Structure of Business Organisations	1,301
Introducing the Internet	1,218
Preparing Financial Forecasts	1,195
Mathematics for Engineering	1,173
Computer Aided Draughting	1,123
Systems Development: Introduction	1,121
Anatomy and Physiology of the Human Body	1,095
Business Statistics 2	1,073
Introduction to Financial Accounting	1,066
Introduction to Managing the Human Resource	1,019
Multi User Operating Systems	1,019
Provision of Special Services for Children	1,006
Communication: Practical Skills	1,004
Information Technology Applications 2	1,004
Managing Change	1,001
Preparation and Analysis of Final Accounts	992
Workplace Practice Experience in a Child Care and Education Setting	987
Business Information Management	982
Family Issues in Child Care and Education	973
Presenting Business Information	961
All HN Unit entries	372,283

TABLE HN5b: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

TOP 50 UNITS, MALE CANDIDATES

TITLE	ENTRIES
Information Technology Applications 1	3,667
Communication: Presenting Complex Communication for Vocational Purposes	3,568
Fundamentals of Quality Assurance	1,761
Engineering Project	1,631
Information Technology: Applications Software 1	1,489
Mathematics for Engineering	1,122
Project Management	1,069
Computer Aided Draughting	1,033
Multi User Operating Systems	859
Workplace Experience	855
Systems Development: Introduction	846
Communication: Practical Skills	790
Introductory Mathematics for Engineering	754
Micro-Economic Environment	753
Computer Architecture	742
Application of Programmable Logic Controllers	716
Software Development: Event Driven Programming	707
Macro-Economic Environment	683
Electronic Construction Skills	680
Information Technology Applications 2	647
Engineering Business Studies	646
Single Phase AC Networks	632
Mechanical Engineering Principles: Statics and Dynamics	624
Computer Operating Systems	616
Industrial Plant Services: Pneumatics and Hydraulics	604
Using Financial Accounting Software	598
Professional Issues in Computing	597
An Introduction to Financial Accounting Statements	596
Using Information Technology in Business: Spreadsheet and Word Processing Applications	592
Introducing the Internet	585
Business Statistics 1	583
Design Drawing and Communication for Engineers	570
Software Development: Program Planning	568
Law for Business	564
Mechanical Engineering Principles: Thermofluids	562
Combinational Logic	550
Materials Selection and Testing	547
Computing: Integrative Assessment 2	542
Freelance Working Skills	538
Developing Personal Effectiveness	513
Computer Architecture 1	512
Working with People and Teams	493
Computing: Integrative Assessment 1	489
Sports Injuries: Prevention and Rehabilitation Principles	486
First Aid	484
Using Financial Accounting Statements	480
Fitness Testing and Assessment	478
Introduction to CAD for Construction	471
Computer Operating Systems 1	470
Computing: Planning	470
All male entries	182,200

TABLE HN5c: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2005

## TOP 50 UNITS, FEMALE CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	3,303
Information Technology Applications 1	2,385
Developing Personal Effectiveness in a Care Setting	2,342
Developing Personal Effectiveness	1,808
Using Information Technology in Business: Spreadsheet and Word Processing Applications	1,638
An Introduction to Financial Accounting Statements	1,628
Workplace Experience	1,600
Using Financial Accounting Software	1,561
Using Information Technology in Business: Database and Word Processing Applications	1,533
Business Statistics 1	1,528
Micro-Economic Environment	1,484
Macro-Economic Environment	1,333
Psychological and Sociological Perspectives on Human Development and Behaviour	1,310
Social Care Theory and Practice	1,290
Using Financial Accounting Statements	1,272
Approaches to Dealing with Challenging Behaviour	1,262
Working with People and Teams	1,262
Child Protection	1,257
Body Treatments: Manual	1,201
Law for Business	1,170
Understanding Health and Safety in a Care Setting	1,160
Office Administration	1,124
Anatomy and Physiology of the Human Body	1,071
Workplace Practice and Skills in a Social Care Setting	1,070
Health and Safety: Workplace Experience in a Care Setting	1,035
Provision of Special Services for Children	991
Workplace Practice Experience in a Child Care and Education Setting	972
Family Issues in Child Care and Education	957
Curriculum Approaches in Child Care and Education	911
Customer Care	907
Introduction to Marketing	897
How Children Develop and Learn	893
Structure of Business Organisations	892
Preparing Financial Forecasts	877
Safe and Hygienic Salon Practices	870
Assessment Approaches in Child Care and Education	856
Hand and Foot Treatments	854
Presenting Business Information	839
Client Psychology and Communication	838
Business Statistics 2	777
Facial Treatments: Manual	761
Introduction to Managing the Human Resource	748
Depilation	738
Introduction to Financial Accounting	733
Aromatherapy	723
Facial Treatments: Electrical	707
Principles and Practice of Selling	704
Growth, Development and Disease	702
Business Information Management	695
Managing Change	694
All female entries	190,083

TABLE HN6: HIGHER NATIONAL UNIT ENTRIES AND RESULTS BY SUPERCLASS, 2005

RESULTS BY SUPERCLASS, ALL CANDIDATES, PERCENTAGES

SUPERCLASS	ALL ENTRIES	PERCENT					NOT YET KNOWN
		MERIT	PASS	FAIL	WITHDRAWN		
A Business/Management/Office Studies	45,003	12	61	7	14	6	
B Sales Marketing and Distribution	11,744	14	58	8	16	4	
C Information Technology and Information	53,625	10	65	9	15	2	
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,274	9	62	11	18	1	
E Politics/Economics/Law/Social Science	21,938	13	60	8	15	4	
F Area Studies/Cultural Studies/Languages/ Literature	1,898	18	54	7	19	2	
G Education/Training/Teaching	8,296	7	67	4	13	11	
H Family Care/Personal Development/ Personal Care and Appearance	18,084	9	65	5	12	9	
J Arts and Crafts	13,557	16	66	7	9	1	
K Authorship/Photography/Publishing/Media	31,559	9	55	8	9	18	
L Performing Arts	11,068	15	64	10	11	0	
M Sports Games and Recreation	9,634	6	67	11	14	2	
N Catering/Food Services/Leisure Services/Tourism	11,342	12	62	6	16	5	
P Health Care/Medicine/Health and Safety	38,707	6	69	5	12	8	
Q Environment Protection/Energy/Cleansing/ Security	2,326	21	54	2	10	11	
R Sciences and Mathematics	24,705	11	62	8	12	7	
S Agriculture Horticulture and Animal Care	7,026	13	65	5	9	7	
T Construction and Property (Built Environment)	13,774	17	57	8	13	4	
V Services to Industry	9,903	13	65	7	12	4	
W Manufacturing/Production Work	6,218	9	64	3	10	13	
X Engineering	17,880	10	66	8	14	2	
Y Oil/Mining/Plastics/Chemicals	920	7	75	6	9	3	
Z Transport Services	2,118	4	79	4	9	5	
Unknown(unable to classify)	54	19	76	2	4	0	
All Superclasses –as percentages	363,653 100%	39,153 11%	228,851 63%	26,396 7%	46,559 13%	22,694 6%	

	ALL ENTRIES	PERCENT					NOT YET KNOWN
		A	B	C	F	WITHDRAWN	
HN-Uia(Graded Units)	8,630	28%	21%	20%	10%	17%	4%

Note: Entry result as of 02/02/2006.

TABLE HN7: CANDIDATES ENTERED FOR HIGHER NATIONAL UNITS, 2005

CANDIDATES BY NUMBER OF UNITS, AGE AND GENDER

NUMBER OF UNITS	CANDIDATES			<20	20-24	25-29	30+
	ALL	MALE	FEMALE				
1	8,433	3,505	4,928	1,462	1,912	984	4,075
2	3,477	1,492	1,985	429	766	469	1,813
3	2,222	959	1,263	284	554	265	1,119
4	2,567	1,178	1,389	317	559	351	1,340
5	3,227	1,546	1,681	615	828	383	1,401
6	3,096	1,853	1,243	824	756	312	1,204
7	2,018	1,005	1,013	594	550	201	673
8	2,923	1,104	1,819	1,123	779	265	756
9	3,801	1,649	2,152	1,348	996	412	1,045
10-14	16,764	7,911	8,853	7,693	4,376	1,598	3,097
15-19	1,790	1,204	586	936	436	154	264
20+	415	282	133	162	135	47	71
Total candidates	50,733	23,688	27,045	15,787	12,647	5,441	16,858
Total Units	372,283	182,200	190,083	147,106	95,867	37,117	92,193
Units per candidate	7.3	7.7	7.0	9.3	7.6	6.8	5.5



TABLE HN8: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS,  
2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	16,512	20,285	16,942	16,802	16,875	0%
Other	290	1,587	1,226	2,295	2,621	14%
Total	16,802	21,872	18,168	19,097	19,496	2%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	12,550	15,195	11,600	11,354	9,813	-14%
Other	296	649	922	1,086	584	-46%
Total	12,846	15,844	12,522	12,440	10,397	-16%

TABLE HN9: HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS  
BY AGE AND GENDER, 2005

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	3,175	2,174	914	2,522	8,785
Female	3,272	2,060	1,205	4,174	10,711
Total	6,447	4,234	2,119	6,696	19,496
- as percentages	33%	22%	11%	34%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	1,057	1,242	494	1,359	4,152
Female	1,550	1,275	699	2,721	6,245
Total	2,607	2,517	1,193	4,080	10,397
- as percentages	25%	24%	11%	39%	100%

TABLE HN10: HIGHER NATIONAL CERTIFICATE ENTRIES, 2005

TOP 50 HNCs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Social Care	1,600	23	77
Computing	1,227	83	17
Child Care and Education	999	2	98
Health Care	761	11	89
Accounting	758	26	74
Social Sciences	757	32	68
Administration and Information Management	740	12	88
Business Administration	739	32	68
Early Education and Childcare	549	3	97
Administration and Information Technology	458	20	80
Social Care (Incorporating SVQ at Level 3)	420	31	69
Beauty Therapy	400	1	99
Engineering: Mechanical	396	94	6
Engineering: Electrical	385	96	4
Acting and Performance	265	32	68
Complementary Therapies	247	5	95
Business	244	44	56
Engineering: Electronics	227	96	4
Sports Coaching with Sports Development	221	80	20
Sports Coaching with Development of Sport	215	72	28
Fitness, Health and Exercise	192	57	43
Legal Services	189	30	70
Hospitality Operations	188	40	60
Music and Audio Technology	185	89	11
Management	181	48	52
Construction	177	89	11
Computer Aided Draughting and Design	160	83	17
Animal Care	156	15	85
Counselling	138	14	86
Horse Management	137	6	94
Art and Design	134	25	75
Fine Art	132	35	65
Communication with Media	132	30	70
Multimedia Computing: Web Development	131	85	15
Engineering	117	94	6
Biomedical Sciences	115	27	73
Construction Management	114	85	15
Engineering: Mechatronics	110	95	5
Travel	110	12	88
Tourism	109	19	81
Supporting Learning Needs	109	5	95
Computer and Network Support	106	79	21
Electrical Engineering	102	99	1
Working with Communities	101	27	73
Engineering: Aeronautical	98	93	7
Engineering: Fabrication Welding and NDT	97	98	2
Civil Engineering	95	94	6
Engineering: Manufacturing Systems	93	96	4
Hairdressing and Salon Organisation	92	3	97
Countryside Management	90	54	46
<b>Total HNC entries</b>	<b>19,496</b>	<b>45</b>	<b>55</b>

TABLE HN11: HIGHER NATIONAL CERTIFICATE AWARDS, 2005

TOP 50 HNCs

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Social Care	950	20	80
Child Care and Education	926	1	99
Computing	599	81	19
Health Care	524	11	89
Administration and Information Management	510	6	94
Business Administration	464	29	71
Social Sciences	424	29	71
Accounting	313	28	72
Beauty Therapy	268	0	100
Engineering: Mechanical	196	95	5
Engineering: Electrical	188	97	3
Social Care (Incorporating SVQ at Level 3)	176	19	81
Acting and Performance	170	34	66
Fitness, Health and Exercise	146	49	51
Music and Audio Technology	125	88	12
Early Education and Childcare	119	3	97
Legal Services	115	26	74
Administration and Information Technology	115	17	83
Engineering: Electronics	113	98	2
Management	106	40	60
Computer Aided Draughting and Design	101	81	19
Complementary Therapies	101	2	98
Sports Coaching with Sports Development	97	78	22
Animal Care	97	14	86
Counselling	88	14	86
Hospitality Operations	86	30	70
Engineering	85	94	6
Biomedical Sciences	66	26	74
Construction	64	86	14
3D Computer Animation	64	84	16
Professional Cookery	61	59	41
Engineering: Mechatronics	60	95	5
Engineering: Practice	58	98	2
Supporting Learning Needs	57	9	91
Horticulture	56	50	50
Travel	55	7	93
Hairdressing and Salon Organisation	52	2	98
Fine Art	52	25	75
Computer and Network Support	51	71	29
Countryside Management	49	55	45
Process Control	49	96	4
Working with Communities	49	22	78
Art and Design	48	21	79
Agriculture	47	85	15
Contracting Management	46	100	0
Radio Broadcasting	45	69	31
Human Resource Management	43	5	95
Housing	42	14	86
Music Performance	41	88	12
Construction Management	40	88	13
<b>Total HNC awards</b>	<b>10,397</b>	<b>40</b>	<b>60</b>

TABLE HN12: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS,  
2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	11,209	10,995	11,884	11,653	10,204	-12%
Other	665	862	843	1,263	1,299	3%
Total	11,874	11,857	12,727	12,916	11,503	-11%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	6,188	7,280	5,858	6,564	4,979	-24%
Other	375	326	551	543	797	47%
Total	6,563	7,606	6,409	7,107	5,776	-19%

TABLE HN13: HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS BY AGE  
AND GENDER, 2005

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	2,564	1,763	590	920	5,837
Female	2,601	1,471	471	1,123	5,666
Total	5,165	3,234	1,061	2,043	11,503
- as percentages	45%	28%	9%	18%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	439	1,395	457	637	2,928
Female	527	1,242	313	766	2,848
Total	966	2,637	770	1,403	5,776
- as percentages	17%	46%	13%	24%	100%

TABLE HN14: HIGHER NATIONAL DIPLOMA ENTRIES, 2005

TOP 50 HNDs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Accounting	640	38	63
Beauty Therapy	580	0	100
Business Administration	541	38	62
Social Sciences	535	33	67
Administration and Information Management	516	14	86
Computing: Technical Support	385	85	15
Computing: Software Development	370	81	19
Sports Coaching with Sports Development	313	77	23
Engineering: Mechanical	291	99	1
Fitness Health and Exercise	225	53	47
Travel with Tourism	198	10	90
Music and Audio Technology	196	90	10
Television Operations and Production	190	77	23
Legal Services	188	27	73
Nautical Science	186	97	3
Hospitality Management	181	33	67
Architectural Technology	169	83	17
Computing: Support	154	86	14
Acting and Performance	143	31	69
Multimedia Computing: Web Development	142	79	21
Interior Design	138	18	82
Communication with Media	135	47	53
Engineering: Electronics	122	93	7
Events Management	120	27	73
Graphic Design	118	53	47
Computer and Network Support and Administration	112	89	11
Agriculture	109	84	16
Sports Coaching with Development of Sport	108	69	31
Stitched Textiles and Fashion Design	107	7	93
Make-Up Artistry	104	1	99
Multimedia Design and Production	103	79	21
Sports Therapy	94	39	61
Tourism	91	15	85
Advertising and Public Relations	89	35	65
Complementary Therapies	89	1	99
Engineering: Electrical	88	97	3
Engineering: Mechatronics	82	91	9
Professional Photography and Imaging	79	48	52
Retail Management	72	40	60
Musical Theatre	72	25	75
Art and Design	68	25	75
Multimedia Computing with Web Development	66	77	23
Fashion: Design and Production with Retail	63	6	94
Biomedical Sciences	63	35	65
Supporting and Managing Learning Needs	63	11	89
Animal Care	62	8	92
Marketing	61	49	51
Engineering	60	93	7
Civil Engineering	58	95	5
Graphic Design and New Media	57	60	40
Total HND entries	11,503	51	49

TABLE HN15: HIGHER NATIONAL DIPLOMA AWARDS, 2005

TOP 50 HNDs

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Beauty Therapy	338	0	100
Business Administration	318	34	66
Administration and Information Management	273	10	90
Computing: Technical Support	247	87	13
Accounting	229	32	68
Computing: Software Development	205	78	22
Agriculture	203	86	14
Engineering: Mechanical	169	99	1
Sports Coaching with Sports Development	129	79	21
Social Sciences	122	28	72
Hospitality Management	109	28	72
Computing: Support	102	82	18
Nautical Science	98	98	2
Television Operations and Production	92	67	33
Fitness Health and Exercise	86	48	52
Acting and Performance	86	34	66
Computer and Network Support and Administration	84	85	15
Travel with Tourism	82	10	90
Engineering: Electronics	71	97	3
Engineering: Aeronautical	64	95	5
Music and Audio Technology	63	90	10
Graphic Design for Print and New Media	63	52	48
Graphic Design	60	57	43
Professional Photography and Imaging	59	47	53
Communication with Media	58	24	76
Engineering	54	93	7
Stitched Textiles and Fashion Design	54	0	100
Sports Therapy	53	36	64
Interior Design	52	17	83
Engineering: Electrical	52	98	2
Tourism	50	16	84
Legal Services	48	19	81
Musical Theatre	45	16	84
Rural Resource Management	44	52	48
Multimedia Computing with Web Development	43	77	23
Advertising and Public Relations	42	21	79
Architectural Technology	41	88	12
Fashion Design and Manufacture	40	0	100
Engineering: Mechatronics	39	90	10
Music: Performance and Promotion	37	59	41
Graphic and Digital Design	37	65	35
Leisure and Recreation Management	35	63	37
Countryside Management	34	53	47
Graphic Design and New Media	33	45	55
Marketing	32	19	81
Music Performance	32	72	28
Photography	31	42	58
Quantity Surveying	29	79	21
Food Technology	29	7	93
Horticulture with Plantsmanship	28	46	54
<b>Total HND awards</b>	<b>5,776</b>	<b>51</b>	<b>49</b>

TABLE HN16: TREND IN PROFESSIONAL DEVELOPMENT AWARDS (PDA), ENTRIES AND AWARDS, 2001 TO 2005

ENTRIES BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Certificate	FE College	197	456	629	824	1,000	21%
	Other	12	22	40	102	247	142%
	Total	209	478	669	926	1,247	35%
Advanced Certificate	FE College	1,083	975	1,079	1,017	1,418	39%
	Other	0	52	57	136	0	-
	Total	1,083	1,027	1,136	1,153	1,418	23%
Diploma	FE College	199	329	216	145	99	-32%
	Other	2	21	6	0	53	-
	Total	201	350	222	145	152	5%
Advanced Diploma	FE College	187	191	151	183	142	-22%
	Other	0	0	0	0	0	-
	Total	187	191	151	183	142	-22%
All HN PDAs		1,680	2,046	2,178	2,407	2,959	23%

AWARDS BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Certificate	FE College	173	247	408	476	394	-17%
	Other	3	17	25	33	156	373%
	Total	176	264	433	509	550	8%
Advanced Certificate	FE College	770	858	664	882	839	-5%
	Other	0	17	46	67	0	-
	Total	770	875	710	949	839	-12%
Diploma	FE College	197	191	216	96	83	-14%
	Other	5	14	0	0	4	-
	Total	202	205	216	96	87	-9%
Advanced Diploma	FE College	126	162	127	118	146	24%
	Other	0	0	0	0	0	-
	Total	126	162	127	118	146	24%
All HN PDAs		1,274	1,506	1,486	1,672	1,622	-3%

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2005

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Childcare and Education	456	2	98
Introduction to Adult Literacies Learning (Stage 1 of National Training Framework of Qualifications in Adult Literacies)	381	21	79
Introduction to Teaching in Further Education	173	28	72
Civil Engineering	122	91	9
Motor Vehicle Body Repair and Refinishing	36	94	6
Online Learning	22	27	73
Care Support Practice	19	26	74
Motor Vehicle Systems Diagnostics	15	100	0
Language and Information Technology for Work	7	14	86
Sports Groundstaff: Football	1	100	0
Conveyancing	3	0	100
Debt Recovery	3	0	100
Legal Studies	3	0	100
Executry Management and Accounting	2	0	100
Sports Groundstaff: Cricket	2	100	0
Computer Aided Draughting	2	100	0
<b>All HN PDA Certificate entries</b>	<b>1,247</b>	<b>25</b>	<b>75</b>
Carpentry and Joinery	388	99	1
Teaching in Further Education	294	36	64
Painting and Decorating	133	96	4
Construction Practice	103	98	2
Brickwork	87	100	0
Engineering Practice: Manufacture and Engineering Support	74	100	0
Networking (Microsoft Windows 2000)	70	90	10
Supervising and Managing Personal Social Services	58	21	79
Medical Administration	35	3	97
Stonemasonry	34	100	0
International Golf Course Management	24	88	13
Roof Slating, Tiling and Cement Work	23	100	0
Plasterwork	20	100	0
Technology for Administrators	20	0	100
Quality	12	100	0
Personal Computer Installation and Maintenance	10	90	10
Golf Facility Management	10	60	40
Massage	8	13	88
Sports Groundstaff: Football	5	100	0
Machine Woodworking	6	100	0
Reflexology	2	0	100
Aromatherapy	1	0	100
Engineering Practice: Fabrication and Welding	1	100	0
<b>All HN PDA Advanced Certificate entries</b>	<b>1,418</b>	<b>77</b>	<b>23</b>
Teaching in Further Education	14	43	57
Management	57	46	54
Road Policing Operations	51	88	12
Counselling	30	27	73
<b>All HN PDA Diploma entries</b>	<b>152</b>	<b>56</b>	<b>44</b>



TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2005 (CONTINUED)

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Music Industry Management and Marketing	47	64	36
Graphic Design	31	42	58
Illustrative Photography	31	58	42
Interactive Graphic Design	15	73	27
Creative Arts	12	33	67
Spatial and Interior Architectural Design	3	33	67
Design:Graphic	2	50	50
Computing	1	0	100
All HN PDA Advanced Diploma entries	142	55	45
All HN PDA entries	2,959	53	47

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2005

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Childcare and Education	194	3	97
Introduction to Adult Literacies Learning (Stage 1 of National Training Framework of Qualifications in Adult Literacies)	166	22	78
Introduction to Teaching in Further Education	85	31	69
Civil Engineering	45	93	7
Motor Vehicle Body Repair and Refinishing	23	100	0
Motor Vehicle Systems Diagnostics	8	100	0
Care Support Practice	7	86	14
Sports Groundstaff: Football	1	100	0
Language and Information Technology for Work	6	17	83
Conveyancing	3	0	100
Debt Recovery	3	0	100
Legal Studies	3	0	100
Online Learning	3	33	67
Executry Management and Accounting	2	0	100
Computer Aided Draughting	1	100	0
<b>All HN PDA Certificate awards</b>	<b>550</b>	<b>28</b>	<b>72</b>
Carpentry and Joinery	309	99	1
Teaching in Further Education	104	42	58
Painting and Decorating	78	96	4
Brickwork	57	100	0
Networking (Microsoft Windows 2000)	52	90	10
Supervising and Managing Personal Social Services	52	23	77
Construction Practice	34	97	3
Engineering Practice: Manufacture and Engineering Support	23	100	0
Stonemasonry	19	100	0
Technology for Administrators	17	0	100
Medical Administration	14	0	100
Personal Computer Installation and Maintenance	14	93	7
Roof Slating, Tiling and Cement Work	13	100	0
Quality	12	100	0
Golf Facility Management	9	56	44
International Golf Course Management	7	57	43
Sports Groundstaff: Football	5	100	0
Massage	6	17	83
Machine Woodworking	4	100	0
Plasterwork	3	100	0
Aromatherapy	3	0	100
Engineering Practice: Electromechanical	2	100	0
Reflexology	1	0	100
Engineering Practice: Fabrication and Welding	1	100	0
<b>All HN PDA Advanced Certificate awards</b>	<b>839</b>	<b>81</b>	<b>19</b>
Teaching in Further Education	3	100	0
Management	40	50	50
Counselling	37	19	81
Television and Multimedia	6	67	33
Systems Analysis and Design	1	100	0
<b>All HN PDA Diploma awards</b>	<b>87</b>	<b>40</b>	<b>60</b>

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2005 (CONTINUED)

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Music Industry Management and Marketing	26	54	46
Spatial and Interior Architectural Design	21	19	81
Interactive Graphic Design	15	73	27
Creative Arts	6	67	33
Computing	2	50	50
Design:Graphic	2	50	50
All HN PDA Advanced Diploma awards	146	47	53
All HN PDA awards	1,622	66	34

## SCOTTISH VOCATIONAL QUALIFICATIONS

Scottish Vocational Qualifications (SVQs) are designed to certificate successful candidates who can meet the National Occupational Standards defined by standards-setting bodies. There are SVQs available at up to five levels, for virtually every occupational area. The Units of which SVQs consist are designed to be assessed in the conditions of the workplace.

SVQ level 1 is at a notional level 4 on the Scottish Credit and Qualifications Framework. SVQ level 2 is at a notional level 5 on the Scottish Credit and Qualifications Framework. SVQ level 3 is at a notional level 6 on the Scottish Credit and Qualifications Framework. SVQ level 4 is at a notional level 8 on the Scottish Credit and Qualifications Framework. SVQ level 5 is at a notional level 11 on the Scottish Credit and Qualifications Framework.

The Accreditation team within SQA is responsible for the accreditation of all SVQs. The accreditation process ensures that the criteria for SVQs have been met and that the awarding body meets criteria related to quality assurance and certification processes. SVQs can fall into any one of four main categories: 'SQA', 'SQA and Partner', 'Partner and SQA' or 'Accreditation only'. 'SQA' and 'SQA and Partner' SVQs are those which SQA have been accredited to offer as sole awarding body or as lead partner within an awarding arrangement. Partner and SQA awards are those awards which have been accredited to be offered by another awarding body acting as lead partner with SQA. 'Accreditation only' SVQs are those accredited to be offered by another awarding body or other awarding bodies operating in partnership.

Tables VQ2 – VQ6 do not include 'Accreditation only' SVQs.

Reporting for Scottish Vocational Qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/04 – 31/7/05), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.

- 'Awards' are awards certificated within a year (eg 1/8/04 – 31/7/05), ie the certificate is actually awarded within that time period.

Tables VQ1 to VQ9 provide information about SVQs and Workplace Professional Development Awards (PDA-Ws), consisting wholly or mainly of Workplace Assessed Units. PDA-Ws are solely SQA qualifications.

SQA receives data from other SVQ awarding bodies regarding candidate entries only when the SVQ is successfully completed. Therefore, entry figures are underestimated.

### Table VQ1

Tables VQ1a and VQ1b show SVQ entries and awards, by centre type and awarding body.

- In total there were 48,245 SVQ entries in 2005, 2% of these were from 'Accreditation only' SVQs.
- SVQ entries, in qualifications awarded by SQA, have increased by 7% on 2004.
- In total, there were 26,230 SVQ awards in 2005. SVQs awarded by SQA have increased by 14% in 2005.

### Table VQ2

### Table VQ3

Tables VQ2 and VQ3 show entries and awards of SVQs awarded by SQA, by level of qualification.

- 46% of SVQ entries (48% of awards) were at level 2, with a further 44% of entries (45% of awards) at level 3.
- There has been growth in entries at all levels. The largest increases have been at levels 3 and 4, up by 1,383 and 940 respectively on 2004.
- The largest percentage increases in awards have been at level 3 and level 4, 22% and 87% respectively.

### Table VQ4

This table provides an age breakdown of SVQ entries awarded by SQA, by level of qualification.



- 36% of entries in 2005 were from candidates aged under 20, with 24% from candidates in their 20s, 16% from candidates in their 30s, and 24% from candidates aged 40 and over.
- Level 1, level 2, and level 3 SVQ entries came mainly from candidates under 30 (over 60% of candidates at each level). Candidates sitting level 4 and level 5 SVQs, however, were mainly from the over-30 age group – 91% at level 4 and 94% at level 5.

**Table VQ5**  
**Table VQ6**

These two tables list the top 50 SVQs awarded by SQA, for both entries and awards, and provide a male/female split. SVQs with identical titles have been combined.

- 51% of SVQ entries were from female candidates, 49% from male candidates.
- Care level 2 was the SVQ with most entries.
- Customer Service level 3 and Promoting Independence level 3 were the second and third most popular courses entered.
- In 16 of the top 50 SVQ entry titles, over 90% of entries were from male candidates – mainly in construction Courses.
- In 11 of the top 50 SVQ entry titles, over 90% of entries were from female candidates – mainly in care and beauty Courses.
- 51% of SVQ awards were gained by male candidates, 49% by female candidates.
- The top three SVQ awards were in Construction and Civil Engineering Services: Construction Operations level 2, Customer Service level 3, and Care level 2.

**Table VQ7**  
**Table VQ8**  
**Table VQ9**

Workplace Professional Development Awards (PDA-Ws) 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, National Units, Workplace Assessed Units, or a combination of these. Tables VQ7, VQ8 and VQ9 describe entries and awards in PDA-Ws consisting wholly or mainly of Workplace Assessed Units.

- Candidates entered for 6,733 Workplace PDAs in 2005, and 5,061 awards were made.
- Entries showed a very slight rise while awards fell by 31%.
- 58% of Workplace PDA entries were from male candidates, 42% from female candidates.
- 67% of Workplace PDA awards were to male candidates, 33% to female candidates.
- The Workplace PDA with most entries was the Certificate in Support for Learning Assistants with 1,016 candidates. 97% of these entries were from female candidates.
- The certificate with the greatest number of awards was the Certificate for Classroom Assistant (648 awards).

**Symbols used in the tables**

The following symbol is used in the tables.

0% = less than 0.5%

**Notation used in the tables**

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

**TABLE VQ1a: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS, ENTRIES AND AWARDS (AWARDED BY SQA) BY CENTRE TYPE, 2001 TO 2005**

**ENTRIES BY CENTRE TYPE**

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	13,126	17,795	16,886	18,169	19,692	8%
Other	18,434	24,068	22,532	25,950	27,457	6%
Total	31,560	41,863	39,418	44,119	47,149	7%

**AWARDS BY CENTRE TYPE**

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	8,041	10,424	8,154	8,382	9,134	9%
Other	14,944	14,886	13,010	14,405	16,832	17%
Total	22,985	25,310	21,164	22,787	25,966	14%

**TABLE VQ1b: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS, ENTRIES AND AWARDS (ACCREDITATION ONLY) BY CENTRE TYPE, 2001 TO 2005**

**ENTRIES BY CENTRE TYPE**

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College			1	1		-
Other	6,303	3,001	397	2,443	1,096	-55%
Total	6,303	3,001	398	2,444	1,096	-55%

**AWARDS BY CENTRE TYPE**

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College			1	2		-
Other	3,452	6,013	354	2,441	264	-89%
Total	3,452	6,013	355	2,443	264	-89%

**TABLE VQ2: TREND IN SCOTTISH VOCATIONAL QUALIFICATION ENTRIES  
(AWARDED BY SQA) BY LEVEL, 2001 TO 2005**

**ENTRIES BY LEVEL**

LEVEL OF QUALIFICATION	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Level 1	3,330	2,930	1,580	1,634	1,944	19%
Level 2	18,145	21,805	20,172	21,302	21,664	2%
Level 3	9,441	16,121	16,712	19,359	20,742	7%
Level 4	611	967	925	1,809	2,749	52%
Level 5	33	40	29	15	50	233%
All levels	31,560	41,863	39,418	44,119	47,149	7%

**TABLE VQ3: TREND IN SCOTTISH VOCATIONAL QUALIFICATION AWARDS  
(AWARDED BY SQA) BY LEVEL, 2001 TO 2005**

**AWARDS BY LEVEL**

LEVEL OF QUALIFICATION	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
Level 1	2,286	2,267	1,092	943	900	-5%
Level 2	13,906	14,736	11,191	11,835	12,526	6%
Level 3	6,405	7,811	8,402	9,486	11,577	22%
Level 4	366	469	457	508	949	87%
Level 5	22	27	22	15	14	-7%
All levels	22,985	25,310	21,164	22,787	25,966	14%

**TABLE VQ4: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES (AWARDED BY SQA)  
BY LEVEL AND AGE, 2005**

**ENTRIES BY LEVEL OF QUALIFICATION AND AGE**

LEVEL OF QUALIFICATION	TOTAL ENTRIES	AGE GROUP						
		<20	20-24	25-29	30-34	35-39	40-49	50+
Level 1	1,944	1,102	186	100	107	132	189	128
Level 2	21,664	9,144	2,943	1,562	1,540	1,756	3,047	1,672
Level 3	20,742	6,722	4,326	1,751	1,538	1,806	3,244	1,355
Level 4	2,749	4	71	175	349	509	1,050	591
Level 5	50	0	0	3	6	10	22	9
All levels	47,149	16,972	7,526	3,591	3,540	4,213	7,552	3,755
- as percentages		36%	16%	8%	8%	9%	16%	8%

TABLE VQ5: SCOTTISH VOCATIONAL QUALIFICATION AWARDS (AWARDED BY SQA), 2005

TOP 50 SVQ ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Care (Level 2)	2,603	11	89
Customer Service (Level 3)	2,133	36	64
Promoting Independence (Level 3)	1,945	21	79
Construction and Civil Engineering Services: Construction Operations (Level 2)	1,816	99	1
Hairdressing (Level 2)	1,778	5	95
Administration (Level 3)	1,540	14	86
Administration (Level 2)	1,471	18	82
Construction: Carpentry and Joinery (Level 3)	1,464	99	1
Care (Level 3)	1,421	10	90
Early Years Care and Education (Level 3)	1,310	1	99
Construction: Carpentry and Joinery (Level 2)	1,303	99	1
Management (Level 3)	1,295	42	58
Early Years Care and Education (Level 2)	1,100	1	99
Health and Social Care (Adults) (Level 3)	997	20	80
Food Preparation and Cooking (Level 2)	842	62	38
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	814	100	0
Registered Manager in Health and Social Care (Level 4)	783	22	78
Management (Level 4)	752	33	67
Health and Social Care (Level 2)	731	10	90
Mechanical Engineering Services: Domestic Plumbing (Level 3)	627	100	0
Construction and Civil Engineering Services: Highways Maintenance (Level 2)	602	100	0
Hospitality Supervision (Level 3)	577	40	60
Customer Service (Level 2)	529	35	65
Care (Level 4)	512	25	75
Caring for Children and Young People (Level 3)	473	33	67
Driving Goods Vehicles (Level 2)	459	98	2
Playwork (Level 2)	439	8	92
Construction: Accessing Operations and Rigging (Scaffolding Construction) (Level 3)	439	100	0
Performing Manufacturing Operations (Level 2)	415	81	19
Construction: Painting and Decorating (Level 2)	411	98	2
Hairdressing (Level 3)	404	3	97
Hairdressing (Level 1)	391	6	94
Construction: Bricklaying (Level 2)	378	100	0
Construction: Painting and Decorating (Level 3)	358	96	4
Construction: Bricklaying (Level 3)	341	100	0
Food and Drink Service (Level 2)	327	41	59
Playwork (Level 3)	322	9	91
Call Handling Operations (Level 3)	320	42	58
Construction: Accessing Operations and Rigging (Scaffolding Construction) (Level 2)	296	100	0
Retail Operations (Level 2)	276	27	73
Food and Drink Manufacturing Operations (Level 2)	275	64	36
Construction and Civil Engineering Services: General Building Operations (Level 2)	268	99	1
Hospitality Quick Service (Level 2)	254	37	63
Distribution, Warehousing and Storage Operations (Level 2)	237	97	3
Construction: Roof Slating, Tiling and Cement Work (Level 2)	235	100	0
Health and Social Care (Children and Young People) (Level 3)	212	32	68
Beauty Therapy (Level 2)	200	1	100
Food Preparation and Cooking, Kitchen and Larder (Level 3)	197	73	27
Early Years Care and Education (Level 4)	195	2	98
Retail Operations (Level 3)	194	36	64
All SVQ entries	47,149	49	51



TABLE VQ6: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES (AWARDED BY SQA), 2005

TOP 50 SVQ AWARDS

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Construction and Civil Engineering Services: Construction Operations (Level 2)	1,664	100	0
Customer Service (Level 3)	1,626	36	64
Care (Level 2)	1,589	9	91
Care (Level 3)	1,206	8	92
Promoting Independence (Level 3)	1,153	19	81
Management (Level 3)	1,034	39	61
Administration (Level 3)	939	11	89
Administration (Level 2)	925	18	82
Early Years Care and Education (Level 2)	722	2	98
Hairdressing (Level 2)	661	3	97
Early Years Care and Education (Level 3)	600	1	99
Construction: Carpentry and Joinery (Level 3)	514	99	1
Performing Manufacturing Operations (Level 2)	494	80	20
Food Preparation and Cooking (Level 2)	482	59	41
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	454	100	0
Construction: Carpentry and Joinery (Level 2)	434	99	1
Construction: Accessing Operations and Rigging (Scaffolding – Construction) (Level 3)	430	100	0
Management (Level 4)	399	36	64
Construction and Civil Engineering Services: Highways Maintenance (Level 2)	364	100	0
Driving Goods Vehicles (Level 2)	326	98	2
Customer Service (Level 2)	299	32	68
Beauty Therapy (Level 2)	287	0	100
Call Handling Operations (Level 3)	274	46	54
Caring for Children and Young People (Level 3)	272	26	74
Playwork (Level 2)	258	8	92
Hospitality Supervision (Level 3)	248	36	64
Mechanical Engineering Services: Plumbing (Level 3)	230	100	0
Food and Drink Manufacturing Operations (Level 2)	220	56	44
Hairdressing (Level 1)	214	5	95
Registered Manager in Health and Social Care (Level 4)	211	21	79
Food and Drink Service (Level 2)	208	42	58
Construction: Specialised Plant and Machinery Operations (Level 2)	191	100	0
Hospitality Quick Service (Level 2)	189	30	70
Retail Operations (Level 2)	180	31	69
Construction: Bricklaying (Level 2)	173	100	0
Construction: Roof Slating, Tiling and Cement Work (Level 2)	157	100	0
Public Services (Level 2)	155	99	1
Beauty Therapy (Level 3)	147	0	100
Hairdressing (Level 3)	129	2	98
Distribution, Warehousing and Storage Operations (Level 2)	129	94	6
Care (Level 4)	118	19	81
Food Preparation and Cooking (Level 1)	115	31	69
Custodial Care (Level 3)	110	81	19
Construction: Bricklaying (Level 3)	109	99	1
Construction and Civil Engineering Services: General Building Operations (Level 2)	107	98	2
Playwork (Level 3)	107	7	93
Construction: Painting and Decorating (Level 3)	105	95	5
Retail Operations (Level 3)	99	38	62
Amenity Horticulture (Sports Turf) (Level 2)	94	100	0
Sport, Recreation and Allied Occupations: Activity Leadership (Level 2)	93	86	14
All SVQ awards	25,966	51	49

TABLE VQ7: TREND IN WORKPLACE PROFESSIONAL DEVELOPMENT AWARDS (PDA-W),  
2001 TO 2005

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	3,811	5,012	4,328	2,537	3,265	29%
Other	4,940	6,482	5,170	4,181	3,468	-17%
Total	8,751	11,494	9,498	6,718	6,733	0%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	2005	PERCENT CHANGE 2004/2005
FE College	3,066	3,458	3,339	2,780	1,798	-35%
Other	5,354	5,730	4,158	4,561	3,263	-28%
Total	8,420	9,188	7,497	7,341	5,061	-31%

TABLE VQ8: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) ENTRIES 2005

ALL WORKPLACE PDA ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate in Support for Learning Assistants	1,016	3	97
Certificate in Assessing Candidates Using a Range of Methods (SCQF level 7)	957	46	54
Certificate for Classroom Assistant	904	2	98
Certificate in Excavation in the Highway	507	100	0
Certificate in Excavation, Backfilling and Reinstatement of Construction Layers with a Cold-lay Bituminous Surface	497	100	0
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	487	100	0
Certificate in Monitoring Excavation, Backfilling and Reinstatement of Construction Layers with Bituminous Materials	267	97	3
Certificate in Monitoring Excavation in the Highway	264	97	3
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	243	97	3
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	241	97	3
Certificate in Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	191	99	1
Certificate in Motor Vehicle Systems	165	96	4
Certificate in Introductory Call Centre Skills	147	50	50
Certificate in Conducting Internal Quality Assurance of the Assessment Process (SCQF level 7)	134	40	60
Certificate in Training Practice	108	44	56
Certificate in Excavating in the Highway	107	100	0
Certificate in Excavating Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	97	100	0
Certificate in Assessing Candidates through Observation (SCQF level 6)	50	50	50
Certificate in Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	44	100	0
Certificate for Vocational Assessors	41	46	54
Certificate in Medical Administration	34	0	100
Certificate in Delivering Training in the Workplace (SCQF level 7)	30	70	30
Certificate in Conducting External Quality Assurance of the Assessment Process (SCQF level 7)	28	54	46
Certificate in Advice and Guidance: Professional Practice	22	32	68
Certificate in Call Centre Operations	22	36	64
Certificate in Police Road Traffic Patrol Operations	22	86	14
Certificate for Skills Assessors – First Line	15	47	53
Certificate in Monitoring Excavation Backfilling and Reinstatement of Construction Layers with Bituminous Materials	14	100	0
Certificate in Learning Centre Operations	12	33	67
Certificate in Supporting Learning in the Workplace (SCQF level 7)	12	33	67
Certificate in Monitoring Reinstatement of Concrete Slabs	10	100	0
Certificate in Janitorial Services	9	78	22

TABLE VQ8: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) ENTRIES 2005  
(CONTINUED)

ALL WORKPLACE PDA ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate for Skills Assessors – Second Line	8	25	75
Certificate in Traditional Handcraft Kilt Manufacturing	8	0	100
Certificate for Internal Verifiers	7	86	14
Certificate for Skills Trainers and Assessors – First Line	6	67	33
Certificate in Advice and Guidance: Working Within a Network to Support Clients	4	0	100
Certificate in Advice and Guidance: Developing Client Contact	3	33	67
<b>Total</b>	<b>6,733</b>	<b>58</b>	<b>42</b>

TABLE VQ9: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) AWARDS, 2005

ALL WORKPLACE PDA AWARDS

GROUP AWARD TITLE	AWARDS	PERCENTAGE	
		MALE	FEMALE
Certificate in Classroom Assistant	648	3	97
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	506	100	0
Certificate in Excavation in the Highway	477	100	0
Certificate in Support for Learning Assistants	469	2	98
Certificate in Excavation, Backfilling and Reinstatement of Construction Layers with a Cold-lay Bituminous Surface	458	100	0
Certificate in Assessing Candidates Using a Range of Methods (SCQF level 7)	256	52	48
Certificate in Monitoring Excavation in the Highway	247	96	4
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	227	96	4
Certificate in Monitoring Excavation, Backfilling and Reinstatement of Construction Layers with Bituminous Materials	226	96	4
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	225	96	4
Certificate in Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	157	99	1
Certificate for Vocational Assessors	149	44	56
Certificate in Excavating Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	139	100	0
Certificate in Excavating in the Highway	135	100	0
Certificate in Training Practice	108	42	58
Certificate in Introductory Call Centre Skills	82	48	52
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	81	100	0
Certificate for Internal Verifiers	77	36	64
Certificate for Skills Assessors – First Line	63	44	56
Certificate in Motor Vehicle Systems	62	95	5
Certificate in Advice and Guidance: Professional Practice	42	19	81
Certificate for Skills Assessors – Second Line	35	23	77
Certificate in Conducting Internal Quality Assurance of the Assessment Process (SCQF level 7)	28	57	43
Certificate in Monitoring Excavation Backfilling and Reinstatement of Construction Layers with Bituminous Materials	26	96	4
Certificate in Medical Administration	25	0	100
Certificate in Learning Centre Operations	21	19	81
Certificate in Call Centre Operations	17	24	76
Certificate for Skills Trainers and Assessors – First Line	12	50	50
Certificate in Assessing Candidates through Observation (SCQF level 6)	11	45	55
Certificate in Police Road Traffic Patrol Operations	11	91	9
Certificate in Monitoring Reinstatement of Concrete Slabs	10	100	0
Certificate in Workbased Coaches and Assessors	8	88	13
Certificate in Traditional Handcraft Kilt Manufacturing	6	0	100
Certificate in Janitorial Services	5	80	20

TABLE VQ9: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) AWARDS, 2005  
(CONTINUED)

ALL WORKPLACE PDA AWARDS

GROUP AWARD TITLE	AWARDS	PERCENTAGE	
		MALE	FEMALE
Certificate for External Verifiers	4	25	75
Certificate in Conducting External Quality Assurance of the Assessment Process (SCQF level 7)	3	33	67
Certificate in Supporting Learning in the Workplace (SCQF level 7)	2	0	100
Certificate in Delivering Training in the Workplace (SCQF level 7)	1	0	100
Certificate in Visitor Attractions Operations	1	0	100
Certificate for Vocational Trainers and Assessors	1	0	100
<b>Total</b>	<b>5,061</b>	<b>67</b>	<b>33</b>



## RELEVANT PUBLICATIONS AND USEFUL LINKS

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Relevant publications from SQA include:

*Estimates, Absentees and External Assessment Appeals: guidance on evidence requirements (BA0992/3, April 2004)*

This document specifically addresses the role of National Assessment Bank instruments (NABs) in relation to estimates and assessment appeals. It describes how this relationship varies across subjects depending on the degree to which NABs can assess against the Grade Descriptors of the Course without compromising the validity of the Unit assessment, ie how NABs in some subjects have 'headroom' and can thus inform estimates and provide evidence for assessment appeals. Part two gives detailed information for each subject area.

*Guide to Assessment and Quality Assurance for Secondary Schools (AA0840/3, September 2003)*

*Guide to Assessment and Quality Assurance for Colleges of Further Education (AA0841/3, September 2003)*

*Guide to Assessment and Quality Assurance for Training Providers and Employers (AA0842/4, March 2004)*

These guides can be used to support induction of new staff, for in-service training, and as useful reference documents. They include our equal opportunities policy. They are also available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

*The Scottish Standard* – This publication explains how National Course awarding meetings contribute to setting and maintaining standards over time.

SQA's Research and Information Services team regularly publish a variety of research papers and additional statistical data such as:

*Research Bulletin 17: Using the mixed economy of qualifications: an analysis of the impact on attainment.*

*Research Bulletin 15: Projecting the demand for Qualifications in the Scottish Economy to 2009*

*Research Bulletin 14: Frequently asked questions on Derived Grades*

*Research Bulletin 12: How do centres estimate pupils' attainment?*

*Research Bulletin 6: Progression from Standard Grade to Higher and from Higher to Advanced Higher – update on previous research*

*Grade Boundaries* – The grade boundaries for every subject are available in Microsoft Excel format, with documentation regarding the setting of grade boundaries.

*Component means* – Background information on component marks and a Microsoft Excel spreadsheet report which contains the maximum mark and the National Mean Mark for each component.

*Derived Grades and Appeals* – Information on derived grades and appeals by centre type, subject and level in Microsoft Excel format.

*ASR 2004 Supplement* – Tables and commentary on the Entries and Awards for HND, HNC and SVQ qualifications for the years 2001–2004.

These can be accessed through our website ([www.sqa.org.uk](http://www.sqa.org.uk)) on the 'Research and Information Services' and 'Statistics' pages.

To order any of these publications, phone SQA's Customer Contact Centre on 0845 279 1000.

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The following websites may prove useful for accessing educational information:

The Scottish Executive – Statistics  
[www.scotland.gov.uk/Topics/statistics](http://www.scotland.gov.uk/Topics/statistics)

Scottish Credit and Qualifications Framework  
[www.scqf.org.uk](http://www.scqf.org.uk)

Scottish Funding Council  
[www.sfc.ac.uk](http://www.sfc.ac.uk)

Scottish Schools On-line  
[www.scottishschoolsonline.gov.uk](http://www.scottishschoolsonline.gov.uk)