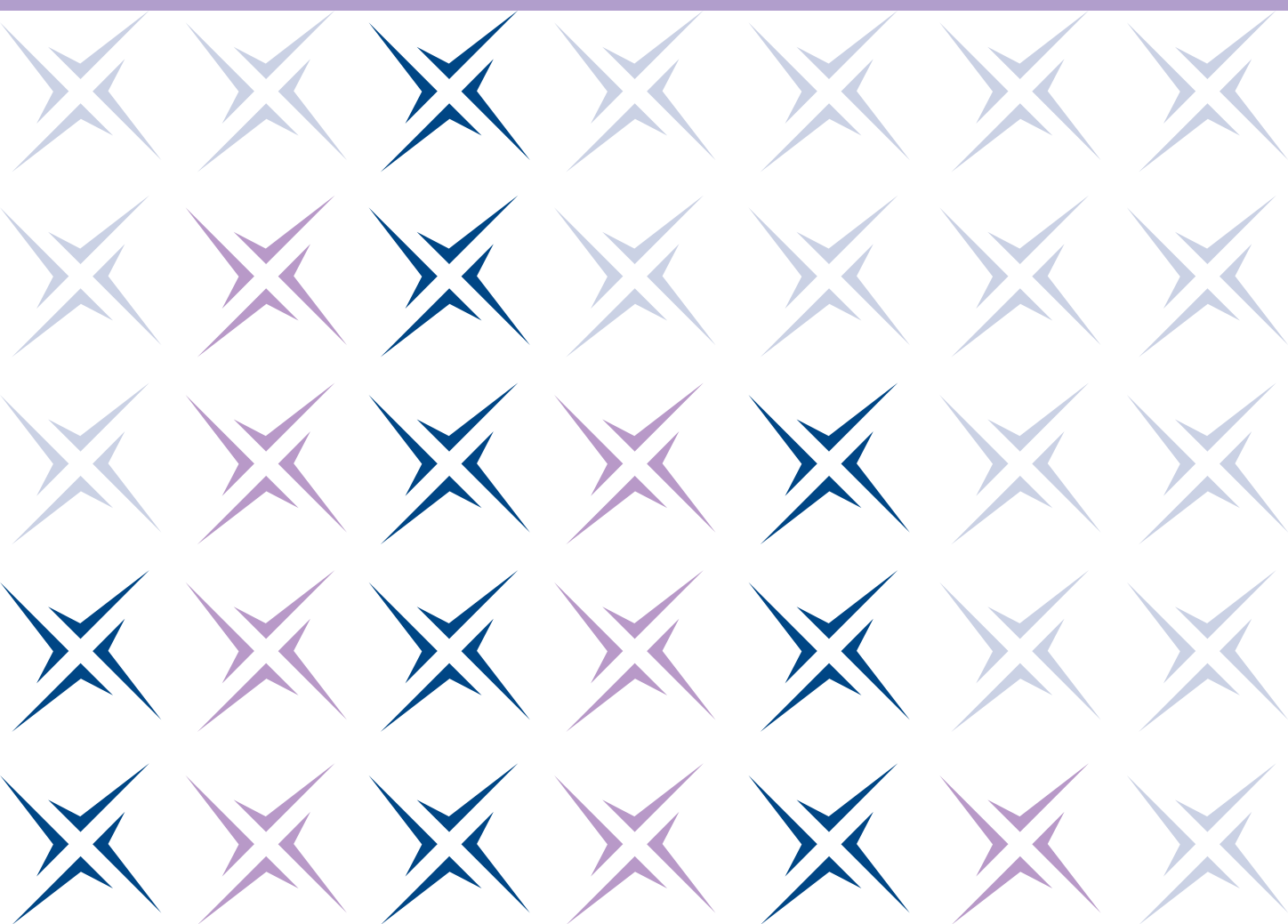


ANNUAL STATISTICAL REPORT

2006



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2006



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# ANNUAL STATISTICAL REPORT

# Contents

	Page
<b>FOREWORD</b>	1
<b>ASSESSMENT ARRANGEMENTS</b>	2
<b>INTRODUCTION</b>	4
<b>THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)</b>	5
Commentary and Tables	7
National Units	8
NU1 Trend in entries and awards for National Units by centre type, 2002 to 2006	10
NU2 Trend in entries for National Units by superclass, 2002 to 2006	11
NU3a–b National Unit entries by superclass and level, 2006	12
NU4a–g National Unit entries by gender and title, 2006	14
NU5 Entries for National Units by level, gender and result, 2006	21
NU6a–d Candidates entered for National Units, 2006	22
<b>GROUP AWARDS</b>	
Commentary – Group Awards	24
GA1 Trend in National Certificate Group Awards, 2002 to 2006	25
GA2 National Certificate Group Award entries, 2006	26
GA3 Trend in Scottish Group Awards, 2002 to 2006	27
GA4 Scottish Group Award entries, 2006	28
GA5 Trend in Scottish Progression Awards, 2002 to 2006	29
GA6 Scottish Progression Award Entries, 2006	30
<b>ACCESS COURSES</b>	
Commentary – Access Courses	31
AC1 Trend in entries for Access 2 (SCQF Level 2) Courses by centre type, 2002 to 2006	33
AC2 Entries for Access 2 (SCQF Level 2) Courses by age and gender, 2006	33
AC3 Trend in entries for Access 2 (SCQF Level 2) Courses, 2002 to 2006	34
AC4 Trend in awards for Access 2 (SCQF Level 2) Courses, 2002 to 2006	35
AC5 Trend in entries for Access 3 (SCQF Level 3) Courses by centre type, 2002 to 2006	36
AC6 Entries for Access 3 (SCQF Level 3) Courses by age and gender, 2006	36
AC7 Trend in entries for Access 3 (SCQF Level 3) Courses, 2002 to 2006	37
AC8 Trend in awards for Access 3 (SCQF Level 3) Courses, 2002 to 2006	38
<b>STANDARD GRADE TABLES</b>	
Commentary – Standard Grade	39
SG1 Trend in entries for each subject at Standard Grade, 2002 to 2006	41
SG2 Entries for each subject at Standard Grade by stage, 2006	42
SG3 Entries, awards and numbers of centres for each subject at Standard Grade, 2006	43
SG4 Percentage grade distribution for each subject and Element at Standard Grade, 2006	44
SG5a–c Entries and awards by gender for each subject at Standard Grade, 2006	47
SG6a Number of Standard Grade entries per candidate, 2006	50
SG6b Number of Standard Grade Credit Level awards per candidate, 2006	50
SG6c Number of Standard Grade Credit and General Level awards per candidate, 2006	51
SG6d Number of Standard Grade Credit, General and Foundation Level awards per candidate, 2006	51
SG7 Trend in successful appeals for each Element at Standard Grade, 2004 to 2006	52



	Page
<b>INTERMEDIATE 1 TABLES</b>	
Commentary – Intermediate 1	55
IA1 Trend in entries for each subject at Intermediate 1, 2002 to 2006	58
IA2 Trend in pass rates for each subject at Intermediate 1, 2002 to 2006	59
IA3a Entries for each subject at Intermediate 1 by stage, 2006	60
IA3b Pass rates for each subject at Intermediate 1 by stage, 2006	61
IA4a Entries, awards and numbers of centres for each subject at Intermediate 1, 2006	62
IA4b Percentage grade distribution for each subject at Intermediate 1, 2006	63
IA5a–c Entries and awards for each subject at Intermediate 1 by gender, 2006	64
IA6a–c Intermediate 1 candidates by age, gender, average entries, passes and pass rates, 2006	67
IA7a Number of Intermediate 1 entries per candidate, 2006	69
IA7b Number of Intermediate 1 passes per candidate, 2006	69
IA7c Number of Intermediate 1 awards at grade A per candidate, 2006	70
IA8 Trend in successful appeals for each subject at Intermediate 1, 2004 to 2006	71
IA9 Trend in assessment arrangements at Intermediate 1, 2005 to 2006	72
<b>INTERMEDIATE 2 TABLES</b>	
Commentary – Intermediate 2	73
IB1 Trend in entries for each subject at Intermediate 2, 2002 to 2006	76
IB2 Trend in pass rates for each subject at Intermediate 2, 2002 to 2006	78
IB3a Entries for each subject at Intermediate 2 by stage, 2006	80
IB3b Pass rates for each subject at Intermediate 2 by stage, 2006	82
IB4a Entries, awards and numbers of centres for each subject at Intermediate 2, 2006	84
IB4b Percentage grade distribution for each subject at Intermediate 2, 2006	86
IB5a–c Entries and awards for each subject at Intermediate 2 by gender, 2006	88
IB6a–c Intermediate 2 candidates by age, gender, average entries, passes and pass rates, 2006	94
IB7a Number of Intermediate 2 entries per candidate, 2006	96
IB7b Number of Intermediate 2 passes per candidate, 2006	96
IB7c Number of Intermediate 2 awards at grade A per candidate, 2006	97
IB8 Trend in successful appeals for each subject at Intermediate 2, 2004 to 2006	98
IB9 Trend in assessment arrangements at Intermediate 2, 2005 to 2006	99
<b>HIGHER TABLES</b>	
Commentary – Higher	100
NH1 Trend in entries for each subject at Higher, 2002 to 2006	103
NH2 Trend in pass rates for each subject at Higher, 2002 to 2006	105
NH3a Entries for each subject at Higher by stage, 2006	107
NH3b Pass rates for each subject at Higher by stage, 2006	109
NH4a Entries, awards and numbers of centres for each subject at Higher, 2006	111
NH4b Percentage grade distribution for each subject at Higher, 2006	113
NH5a–c Entries and awards for each subject at Higher by gender, 2006	115
NH6a–c Higher candidates by age, gender, average entries, passes and pass rates, 2006	121
NH7a Number of Higher entries per candidate, 2006	123
NH7b Number of Higher passes per candidate, 2006	123
NH7c Number of Higher awards at grade A per candidate, 2006	124
NH8 Trend in successful appeals for each subject at Higher, 2004 to 2006	125
NH9 Trend in assessment arrangements at Higher, 2005 to 2006	126
<b>ADVANCED HIGHER</b>	
Commentary – Advanced Higher	127
AH1 Trend in entries for each subject at Advanced Higher, 2002 to 2006	129
AH2 Trend in pass rates for each subject at Advanced Higher, 2002 to 2006	130
AH3a Entries for each subject at Advanced Higher by stage, 2006	131
AH3b Pass rates for each subject at Advanced Higher by stage, 2006	132

	Page
AH4a Entries, awards and numbers of centres for each subject at Advanced Higher, 2006	133
AH4b Percentage grade distribution for each subject at Advanced Higher, 2006	134
AH5a–c Entries and awards for each subject at Advanced Higher by gender, 2006	135
AH6a–c Advanced Higher candidates by age, gender, average entries, passes and pass rates, 2006	138
AH7a Number of Advanced Higher entries per candidate, 2006	140
AH7b Number of Advanced Higher passes per candidate, 2006	140
AH7c Number of Advanced Higher awards at grade A per candidate, 2006	140
AH8 Trend in successful appeals for each subject at Advanced Higher, 2004 to 2006	141
AH9 Trend in assessment arrangements at Advanced Higher, 2005 to 2006	141
<b>PROGRESSION</b>	
Commentary – Progression	142
PR1 Progression to Intermediate 1, 2006	146
PR2 Progression to Intermediate 2, 2006	147
PR3 Progression to Higher, 2006	149
PR4 Progression to Advanced Higher, 2006	151
<b>HIGHER NATIONAL QUALIFICATIONS</b>	
Commentary – Higher National Qualifications	152
HN1 Trend in Higher National Unit entries and awards, 2002 to 2006	156
HN2 Trend in Higher National Unit entries by superclass, 2002 to 2006	157
HN3a–d Higher National Unit entries and candidates, 2006	158
HN4 Higher National Unit entries by superclass, age and gender, 2006	159
HN5a–c Higher National Unit entries by gender and title, 2006	160
HN6 Higher National Unit entries and results by superclass, 2006	163
HN7 Candidates entered for Higher National Units, 2006	164
HN8 Trend in Higher National Certificate entries and awards, 2002 to 2006	165
HN9 Higher National Certificate entries and awards by age and gender, 2006	165
HN10 Higher National Certificate entries, 2006	166
HN11 Higher National Certificate awards, 2006	167
HN12 Trend in Higher National Diploma entries and awards, 2002 to 2006	168
HN13 Higher National Diploma entries and awards by age and gender, 2006	168
HN14 Higher National Diploma entries, 2006	169
HN15 Higher National Diploma awards, 2006	170
HN16 Trend in Professional Development Awards (PDAs), entries and awards, 2002 to 2006	171
HN17 Professional Development Award (PDA) entries, 2006	172
HN18 Professional Development Award (PDA) awards, 2006	174
<b>SCOTTISH VOCATIONAL QUALIFICATIONS</b>	
Commentary – Scottish Vocational Qualifications	176
VQ1a Trend in Scottish Vocational Qualification entries and awards (awarded by SQA) by centre type, 2002 to 2006	178
VQ1b Trend in Scottish Vocational Qualification entries and awards (accreditation only) by centre type, 2002 to 2006	178
VQ2 Trend in Scottish Vocational Qualification entries (awarded by SQA) by level, 2002 to 2006	179
VQ3 Trend in Scottish Vocational Qualification awards (awarded by SQA) by level, 2002 to 2006	179
VQ4 Scottish Vocational Qualification entries (awarded by SQA) by level and age, 2006	179
VQ5 Scottish Vocational Qualification entries (awarded by SQA), 2006	180
VQ6 Scottish Vocational Qualification awards (awarded by SQA), 2006	181
VQ7 Trend in Workplace Professional Development Awards (PDA–W), 2002 to 2006	182
VQ8 Workplace Professional Development Award (PDA–W) entries, 2006	183
VQ9 Workplace Professional Development Award (PDA–W) awards, 2006	184
<b>RELEVANT PUBLICATIONS AND USEFUL LINKS</b>	185



## FOREWORD

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This is the tenth 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 2005/06. 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)), 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



## ASSESSMENT ARRANGEMENTS

Every year assessment arrangements are made for disabled students, and for students who have additional support needs due to exceptional circumstances. This section details some of the assessment arrangements requested in 2006, and some of the most common difficulties experienced by these students. Trend data for the proportion of entries where assessment arrangements were requested can be found in the appropriate National Qualifications section – in Standard Grade, and in each of the National Course sections (Intermediate 1 through to Advanced Higher).

### Entries from outside Scotland

Arrangements were made for 72 students entered by centres in Scotland to take 123 examinations in the following countries: Argentina, Austria, Czech Republic, England, France, Germany, Holland, Hong Kong, Luxembourg, Romania, Sardinia, The United States of America and Wales.

The percentage of total entries for which assessment arrangements were requested with respect to type of assessment arrangement, 2006

	Standard Grade	Intermediate 1	Intermediate 2	Higher	Advanced Higher
Extra Time	4.4%	5.6%	4.4%	3.9%	3.3%
Use of a Reader	2.5%	3.6%	1.5%	0.8%	0.5%
Use of a Scribe	2.2%	3.1%	1.4%	0.8%	0.5%
Adapted Papers*	0.3%	0.3%	0.3%	0.3%	0.5%
Other Arrangements	0.9%	1.1%	1.3%	1.4%	1.0%

\*Includes braille, coloured paper and enlarged print.

### Absence

A total of 3,757 requests were submitted for absentee consideration. Of these 3,671 were accepted for consideration.

### Use Of Bilingual Dictionaries

867 students, for whom English is an additional language, were allowed the use of a bilingual dictionary with, in most cases, the associated extra time.

### Assessment Arrangements for disabled students and/or those with additional support needs

One or more assessment arrangements were requested for more than 39,000 entries across all levels. The table below lists the most commonly requested assessment arrangements for students from levels Standard Grade through to Advanced Higher.

- The most common arrangements requested at all levels were Extra Time, the Use of a Reader, and the Use of a Scribe.
- Intermediate 1 was the level where these arrangements were requested most often.

The following table categorises the most common difficulties experienced by the students for whom assessment arrangements were requested, for levels Standard Grade through to Advanced Higher.

The percentage of total entries for which assessment arrangements were requested in each category, 2006

	Standard Grade	Intermediate 1	Intermediate 2	Higher	Advanced Higher
Specific Learning Difficulties including Dyslexia and Dyspraxia	3.7%	4.7%	3.7%	3.2%	2.7%
Physical Difficulties – including Visual and Hearing Difficulties	0.5%	0.7%	0.4%	0.5%	0.3%
General Learning Difficulties	0.5%	0.7%	0.2%	0.1%	0.0%
Speech and Language difficulties including Autistic Spectrum Disorders	0.3%	0.4%	0.3%	0.1%	0.1%
Health problems including Epilepsy and ME	0.2%	0.2%	0.2%	0.3%	0.3%
Social Emotional Behavioural Difficulties including ADHD and concentration difficulties	0.3%	0.3%	0.1%	0.0%	0.0%
Various Other Difficulties	0.2%	0.2%	0.2%	0.3%	0.3%

- By far the largest number of assessment arrangements is requested for students with Specific Learning Difficulties. Students with Dyslexia make up the majority of these requests.
- Requests for students in any other difficulty category account for less than 1% of all entries at a level.



## 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. Students and users of SQA qualifications must be assured, for example, that as far as possible a grade B award in Higher Biology represents the same level of attainment in 2006 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 students in subjects concerned. The reports of Principal Assessors for these examinations 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 different qualifications in Scotland. Its main purposes are to:

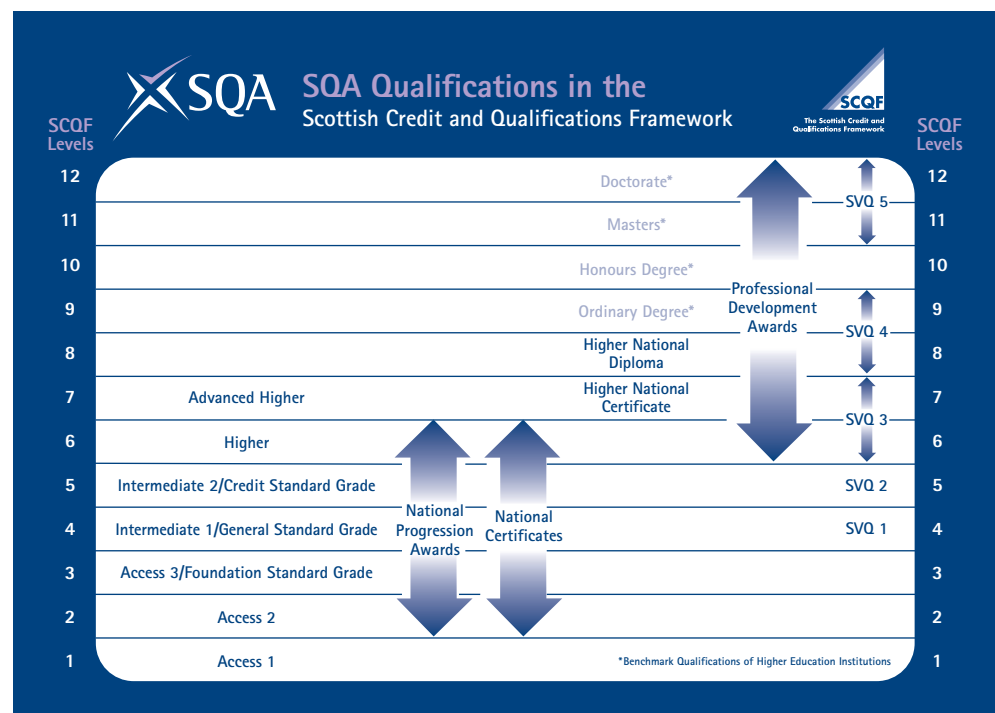
- make the relationships between the various qualifications that are available clearer
- make progression and transfer between qualifications easier by clarifying entry and exit points and routes for progression

The SCQF includes most of the main Scottish qualifications from Scottish universities and SQA, described in terms of level and credit. These will provide the benchmark to which other types of qualifications can be compared as they come in to the SCQF.

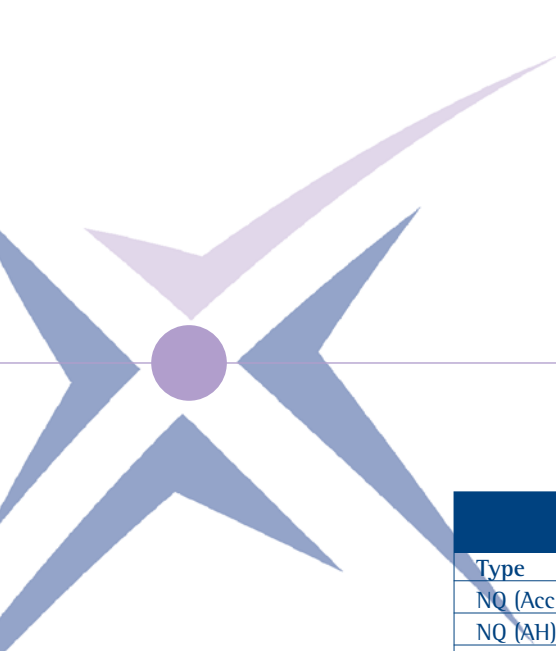
The level a qualification is assigned to in the SCQF is an indication of how complex the learning is. There are 12 levels, from level 1 for Access 1 to level 12 for Doctorates.

The amount of credit attached to a qualification indicates how big it is, in terms of the amount of learning required. Credit is expressed in terms of SCQF credit points – one credit point represents a notional 10 hours of learning. This includes, eg guided learning hours, self-directed study and assessment activities. Credit points are gained upon successful achievement of the learning outcomes contained in a qualification.

SCQF information for SQA qualifications is shown on the Scottish Qualifications Certificate.



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.

National Courses		
	SCQF level	SCQF credit points
Advanced Higher	7	32
Higher	6	24
Intermediate 2	5	24
Intermediate 1	4	24
Access 3	3	18
Access 2	2	18

Standard Grades		
	SCQF level	SCQF credit points
Credit	5	24
General	4	24
Foundation	3	24

Group Awards*			
	SCQF level	SCQF credit points	SCQF level
Higher National Diploma	8	240	Professional Development Awards 6-12
Higher National Certificate	7	96	National Progression Awards 2-6
National Certificates	4-6 2-3	72 54	

Scottish Vocational Qualifications*	
	SCQF level
SVQ 5	11-12
SVQ 4	8-9
SVQ 3	6-7
SVQ 2	5
SVQ 1	4

\*Please refer to the SQA website for information on Scottish Group Awards, Scottish Progression Awards and the SVQ Credit Rating project due to complete in March 2008.

SCQF credit points will vary according to the number of Units that make up the above qualifications.

# Commentary and Tables



## NATIONAL UNITS

National Units are qualifications that can be taken in schools, colleges and in other training centres. Most National Units are designed to take 40 hours of teaching time to complete and students are expected to do some additional work on their own. You achieve a Unit by passing an assessment – coursework, tests, or practical work that is marked by the teacher, lecturer or trainer.

National Units can be taken as individual qualifications or can be built up into National Courses. National Units are available at a variety of SCQF levels from Access 1 Units at SCQF level 1, to Advanced Higher Units at SCQF level 7.

Reporting for National Units is as follows:

- ‘Entries’ are the entries processed within a year (eg 1/8/05 – 31/7/06), ie the first time SQA obtains information about a student’s entry into a particular qualification from a centre.
- ‘Awards’ are awards certificated within a year (eg 1/8/05 – 31/7/06), ie the certificate is actually awarded within that time period.

Tables NU1 to NU6 provide detailed information about National Unit entries and awards for 2006 (between 1 August 2005 and 31 July 2006). 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.

- After the dip in National Unit entries last year, 2006 saw an increase in entries of 5%. National Unit awards have grown by 6%, continuing the trend of increases since 2004.
- National Unit entries from the school sector have increased this year, with an increase of 5%. School sector awards have increased by 4%.
- Entries and awards from the FE sector have also increased, by 6% and 10% respectively.
- There has been a continual drop in entries in the workplace/training provider sector since 2001. 2006 saw further decreases in entries of 20% and in awards of 7%.

### 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%.
- The Superclass which has had the largest growth in entries is Education/Training/Teaching with an increase of 39%, while entries from Environment Protection/Energy/Cleansing/Security, and Transport Services have dropped most, by 47% and 46% respectively.

### Table NU3

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

- The largest numbers of National Unit entries were at Higher and Intermediate 2; each level made up 33% of total entries. This reflects the largest uptake in National Courses being at these two levels.
- For FE students National Unit entries at Higher level accounted for 26% of all FE National Unit entries. However, the largest proportion of all FE entries was at Intermediate 2 level, 42%.
- Less than 0.5% of National Unit entries for FE students were at Advanced Higher level compared with 4% for all students.
- The most popular Superclass for the FE sector was Health Care/Medicine/Health and Safety.

#### 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 students, male students, and female students, respectively.

- The most popular individual Access 1 Units were: Healthy Basic Cooking: Introduction to Kitchen Routines; Healthy Basic Cooking: Use of Small Electrical Equipment; and Using Basic Computer Skills. 60% of Access 1 Unit entries were from male students.
- The most popular individual Access 2 Units were: Information Technology; Using Mathematics in Everyday Situations 1; and Using Mathematics in Everyday Situations 2. 61% of Access 2 Unit entries were from male students.
- The most popular individual Access 3 Units were: Work Experience; Using Mathematics 1; Using Mathematics 2 and Using Mathematics 3. 56% of Access 3 Unit entries were from male students.
- The most popular individual Intermediate 1 Units were: Mathematics 1; Mathematics 2; and Making Moral Decisions. 50% of Intermediate 1 Unit entries were from female students.
- The most popular individual Intermediate 2 Units were: English: Language Study; English: Literary Study; and Mathematics 1. 53% of Intermediate 2 Unit entries were from female students.
- The most popular individual Higher Units were: English: Language Study; English: Literary Study and English: Personal Study (written response). 56% of Higher Unit entries were from female students.
- The most popular individual Advanced Higher Units were: Mathematics 1; Mathematics 2; and Mathematics 3. 51% of Advanced Higher Unit entries were from female students.

#### Table NU5

This table gives entries by level and result for all students, male students, and female students, respectively. Figures are correct as of 02/02/2007.

- 73% of student entries for National Units resulted in a pass. 18% of National Unit entries have been withdrawn; this may be due to students withdrawing from a National Course or switching National Course levels.
- Female students had a better pass rate across all levels than males; 75% of female students passed their National Units compared to 72% of males.

#### Table NU6

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

- School students, on average, did more National Units than FE students (2.5 Units more).
- The largest percentage of students 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 students entered for the most National Units, on average 13.2 Units per student.

#### 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, 2002 TO 2006

ENTRIES

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	936,268	967,517	1,196,710	1,209,171	1,265,692	5%
FE	483,373	479,425	538,977	497,950	526,901	6%
Workplace/Training Provider	11,740	8,204	6,926	6,751	5,429	-20%
Other	6,795	6,459	7,931	7,466	7,085	-5%
Totals	1,438,176	1,461,605	1,750,544	1,721,338	1,805,107	5%

AWARDS

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	804,606	921,289	894,392	933,093	969,219	4%
FE	470,636	412,287	384,594	373,787	412,289	10%
Workplace/Training Provider	16,286	8,395	5,120	5,382	4,996	-7%
Other	7,989	5,290	6,002	5,369	6,081	13%
Totals	1,299,517	1,347,261	1,290,108	1,317,631	1,392,585	6%

TABLE NU2: TREND IN ENTRIES FOR NATIONAL UNITS BY SUPERCLASS, 2002 TO 2006

ENTRIES BY SUPERCLASS

SUPERCLASS	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
A Business/Management/Office Studies	88,858	84,236	93,536	84,764	82,258	-3%
B Sales Marketing and Distribution	5,523	5,579	6,148	6,208	6,309	2%
C Information Technology and Information	113,400	116,792	135,249	135,738	146,273	8%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	85,241	91,897	112,138	114,720	122,970	7%
E Politics/Economics/Law/Social Science	23,204	21,191	22,597	18,732	19,461	4%
F Area Studies/Cultural Studies/Languages/ Literature	163,792	129,575	158,813	153,459	157,407	3%
G Education/Training/Teaching	22,327	21,890	22,016	20,354	28,362	39%
H Family Care/Personal Development/ Personal Care and Appearance	71,929	73,773	89,723	81,508	93,107	14%
J Arts and Crafts	65,480	64,887	82,275	71,674	77,023	7%
K Authorship/Photography/Publishing/ Media	141,799	153,129	193,459	179,121	183,590	2%
L Performing Arts	32,025	36,074	49,131	50,569	55,154	9%
M Sports Games and Recreation	40,626	42,787	53,388	49,546	45,495	-8%
N Catering/Food Services/Leisure Services/ Tourism	55,458	58,562	71,928	76,699	77,097	1%
P Health Care/Medicine/Health and Safety	76,413	78,479	93,166	88,834	86,828	-2%
Q Environment Protection/Energy/ Cleansing/Security	1,959	1,863	2,271	2,664	1,415	-47%
R Sciences and Mathematics	335,781	369,748	435,586	455,485	479,276	5%
S Agriculture Horticulture and Animal Care	12,430	13,776	17,815	18,362	20,074	9%
T Construction and Property (Built Environment)	18,693	18,653	21,267	21,542	27,072	26%
V Services to Industry	25,373	24,629	27,503	33,659	33,761	0%
W Manufacturing/Production Work	16,429	18,569	25,053	22,429	25,181	12%
X Engineering	39,922	34,664	36,701	34,552	36,597	6%
Y Oil/Mining/Plastics/Chemicals	50	11	6	14	17	21%
Z Transport Services	1,464	841	775	705	380	-46%
All Superclasses	1,438,176	1,461,605	1,750,544	1,721,338	1,805,107	5%

TABLE NU3a: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2006

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	82,258	940	137	693	4,178	16,236	29,602	29,278	1,194
B Sales Marketing and Distribution	6,309	0	20	102	0	728	3,219	2,240	0
C Information Technology and Information	146,273	305	348	1,770	12,013	37,037	59,838	32,200	2,762
D Humanities (History/Archaeology/Religious Studies/Philosophy)	122,970	1,327	141	514	3,723	38,706	37,071	38,640	2,848
E Politics/Economics/Law/Social Science	19,461	777	55	737	3,084	1,603	4,200	8,675	330
F Area Studies/Cultural Studies/Languages/Literature	157,407	19	193	2,422	14,802	22,104	40,228	70,315	7,324
G Education/Training/Teaching	28,362	181	0	0	0	4,631	9,105	14,445	0
H Family Care/Personal Development/Personal Care and Appearance	93,107	232	1,853	6,825	25,613	28,193	20,001	10,390	0
J Arts and Crafts	77,023	0	356	1,071	1,877	10,414	28,575	30,309	4,421
K Authorship/Photography/Publishing/Media	183,590	80	516	1,886	7,092	23,803	67,258	78,332	4,623
L Performing Arts	55,154	239	376	2,428	3,202	6,146	16,654	21,486	4,623
M Sports Games and Recreation	45,495	814	317	887	2,774	8,990	17,328	13,656	729
N Catering/Food Services/Leisure Services/Tourism	77,097	371	1,728	1,500	4,980	32,971	30,255	5,237	55
P Health Care/Medicine/Health and Safety	86,828	966	0	53	2,739	18,334	31,374	33,362	0
Q Environment Protection/Energy/Cleansing/Security	1,415	100	22	123	108	354	341	359	8
R Sciences and Mathematics	479,276	0	875	3,512	36,199	90,018	129,837	180,741	38,094
S Agriculture Horticulture and Animal Care	20,074	40	52	244	2,008	8,468	7,036	2,222	4
T Construction and Property (Built Environment)	27,072	31	0	0	1,016	12,459	10,951	2,615	0
V Services to Industry	33,761	0	0	0	0	2,055	11,002	18,946	1,758
W Manufacturing/Production Work	25,181	0	0	139	366	9,031	14,967	678	0
X Engineering	36,597	478	199	665	1,076	5,622	19,137	9,139	281
Y Oil/Mining/Plastics/Chemicals	17	0	0	0	0	0	0	17	0
Z Transport Services	380	34	0	0	0	179	167	0	0
All Superclasses	1,805,107	6,934	7,188	25,571	126,850	378,082	588,146	603,282	69,054

TABLE NU3b: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2006

FE CANDIDATE ENTRIES

SUPERCLASS	TOTAL ENTRIES	UNLEVELLED	ACCESS 1 (SCOF Level 1)	ACCESS 2 (SCOF Level 2)	ACCESS 3 (SCOF Level 3)	INTER-MEDIATE 1 (SCOF Level 4)	INTER-MEDIATE 2 (SCOF Level 5)	HIGHER (SCOF Level 6)	ADVANCED HIGHER (SCOF Level 7)
A Business/Management/ Office Studies	27,802	875	39	371	2,953	7,587	11,319	4,554	104
B Sales Marketing and Distribution	4,195	0	16	81	0	702	2,387	1,009	0
C Information Technology and Information	64,007	289	162	1,189	7,148	20,956	30,708	3,486	69
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	3,777	0	39	16	37	273	1,574	1,838	0
E Politics/Economics/Law/ Social Science	9,752	612	0	17	87	1,509	3,088	4,439	0
F Area Studies/Cultural Studies/ Languages/Literature	13,449	0	44	577	1,984	3,360	2,132	5,238	114
G Education/Training/Teaching	25,787	181	0	0	0	3,056	8,810	13,740	0
H Family Care/Personal Development/Personal Care and Appearance	55,869	172	735	3,898	14,080	11,596	15,882	9,506	0
J Arts and Crafts	20,317	0	255	371	309	883	11,491	6,912	96
K Authorship/Photography/ Publishing/Media	49,730	80	93	440	1,932	6,947	20,924	18,987	327
L Performing Arts	14,811	159	201	1,016	1,538	2,295	4,803	4,080	719
M Sports Games and Recreation	15,458	66	67	126	348	4,137	8,854	1,860	0
N Catering/Food Services/ Leisure Services/Tourism	19,048	371	780	295	803	3,502	9,086	4,211	0
P Health Care/Medicine/ Health and Safety	67,786	899	0	47	271	8,911	29,107	28,551	0
Q Environment Protection/Energy/ Cleansing/Security	755	62	6	21	38	167	229	232	0
R Sciences and Mathematics	54,088	0	216	313	1,844	16,113	22,040	13,186	376
S Agriculture Horticulture and Animal Care	11,264	40	28	66	67	2,353	6,642	2,064	4
T Construction and Property (Built Environment)	24,272	31	0	0	983	10,932	9,720	2,606	0
V Services to Industry	9,904	0	0	0	0	1,844	4,946	3,096	18
W Manufacturing/Production Work	5,128	0	0	57	57	2,470	1,905	639	0
X Engineering	29,410	460	65	299	312	4,398	16,694	7,182	0
Y Oil/Mining/Plastics/Chemicals	17	0	0	0	0	0	0	17	0
Z Transport Services	275	19	0	0	0	138	118	0	0
All Superclasses	526,901	4,316	2,746	9,200	34,791	114,129	222,459	137,433	1,827

TABLE NU4a: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 ACCESS 1 (SCQF Level 1) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Healthy Basic Cooking: Introduction to Kitchen Routines	417	235	182
Healthy Basic Cooking: Use of Small Electrical Equipment	313	189	124
Using Basic Computer Skills	275	163	112
Recognising Time	265	162	103
Handling Money	259	159	100
Healthy Basic Cooking: Producing a One Course Cooked Meal	249	140	109
Basic Communication in a Familiar Setting	224	135	89
Working with Others on a Group Activity	207	114	93
Healthy Basic Cooking: Producing an Uncooked Meal	187	119	68
Everyday Communication: Recognising Signs in the Community	170	104	66
Physical Education: Integrated Performance – Participation	130	80	50
Developing Drama Skills – Participating with Others	122	76	46
English and Communication: Oral Communication – Delivering	115	65	50
Using Mathematics in Everyday Situations 1 – Time	110	69	41
Physical Education: Integrated Performance – Personal Organisation	107	73	34
Healthy Basic Cooking: Make a Snack	104	70	34
Healthy Living – Identifying Healthy Living Principles	95	52	43
Recognising Numbers	94	51	43
Exploring Visual Images – Creating	92	49	43
Working with Materials – Using Materials	91	53	38
Sampling Work: An Introduction	90	47	43
English and Communication: Oral Communication – Responding	87	58	29
Using Mathematics in Everyday Situations 1 – Money	86	58	28
Personal Hygiene – Commonly Used Products	85	57	28
English and Communication: Literary Study – Responding to an Imaginative Text	82	51	31
Music: Listening and Performing – Performing	81	53	28
Physical Education: Integrated Performance – Progress Towards Targets	80	50	30
Investigating Measurement	78	40	38
Healthy Basic Cooking: Producing a One Course Cooked, One Course Uncooked Meal	75	45	30
Using a Computer – Basic Operations	73	49	24
Personal Profiling: An Introduction	70	36	34
Healthy Basic Cooking – Planning a Meal	65	40	25
Using Mathematics in Everyday Situations 1 – Weight and Measurement	61	38	23
Science: Carrying Out Experiments	61	42	19
Healthy Basic Cooking – Producing a Meal	60	38	22
Working with Materials – Identifying Materials	60	37	23
Everyday Communication in a Cultural Setting	60	32	28
English and Communication: Literary Study – Expressing a Point of View	58	39	19
Working with Materials – Selecting Materials	57	36	21
Exploring Visual Images – Exploring	56	28	28
Using Technological Equipment – Identifying Equipment	53	31	22
English and Communication: Language Study – Understanding Text	52	33	19
Working with Craft Tools – Identifying Tools	52	27	25
Modern Languages: Life in Another Country – Aspects of Life	51	33	18
Music: Performing and Creating – Creating	51	34	17
Healthy Basic Cooking: Producing a Two Course Cooked Meal	49	36	13
Investigating Volume in Familiar Situations	49	28	21
Social Awareness and Development: Participating in Leisure Time Activities – Undertaking a New Activity	48	24	24
Healthy Basic Cooking – Using a Cooker/Microwave	46	28	18
Practical Craft Skills – Health and Safety	46	31	15
All Access 1 Units	7,188	4,327	2,861

TABLE NU4b: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 ACCESS 2 (SCQF Level 2) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Information Technology	940	461	479
Using Mathematics in Everyday Situations 1	853	538	315
Using Mathematics in Everyday Situations 2	792	488	304
Using Mathematics in Everyday Situations 3	740	459	281
English: Language Study	703	464	239
Healthy Basic Cooking	696	407	289
English: Literary Study	683	444	239
English and Communication: Oral Communication	621	409	212
Working with Materials	566	314	252
Using a Computer	547	354	193
Working with Others	518	208	310
Developing Drama Skills	487	226	261
Using Technological Equipment	486	381	105
Living Safely at Home	465	289	176
Using Drama Skills	434	202	232
Vocational Awareness and Development – Contributing to an Enterprise Activity	426	271	155
Problem Solving	413	156	257
English for Speakers of Other Languages: Beginners' English	411	171	240
Social Awareness and Development – Participating in Leisure Time Activities	398	241	157
Developing Personal Ideas	395	220	175
Presenting Drama	395	185	210
Vocational Awareness and Development – Sampling Work	378	231	147
Science	377	238	139
Physical Education: Performance	376	249	127
Exploring Visual Images	376	216	160
Practical Craft Skills	375	321	54
Physical Education: Integrated Performance	369	254	115
Communication	351	229	122
Vocational Awareness and Development – Using Work-Related Skills	350	205	145
Personal Awareness and Development – Making Local Journeys	339	223	116
French: Life in Another Country	334	210	124
Skillstart: Communication in a Work-related Environment	319	267	52
Music Making: Solo (Keyboard) 1	313	216	97
Skillstart: Numeracy in a Work-related Environment	298	259	39
Social Awareness and Development – Using Support Services in the Local Community	293	180	113
Working with Craft Tools: An Introduction	290	217	73
Using Computer Aided Learning	283	185	98
Social Awareness and Development – Participating in a Community Activity	270	163	107
Social Subjects: Deciding	267	178	89
Organisation in the Home	265	151	114
French: Transactional Language	252	150	102
Physics	223	127	96
Music Making: Group 1	217	149	68
Social Subjects: Organising and Presenting Information	215	137	78
Biology	212	119	93
Personal Awareness and Development – Personal Presentation for Everyday Living	212	132	80
Social Subjects: Contrasting	212	130	82
Questioning Belief	211	140	71
Personal Profiling for Life and Work	211	187	24
Personal Awareness and Development – Personal Profiling for Independent Living	206	136	70
All Access 2 Units	25,571	15,633	9,938

TABLE NU4c: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 ACCESS 3 (SCQF Level 3) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Work Experience	9,515	4,636	4,879
Using Mathematics 1	8,058	4,630	3,428
Using Mathematics 2	7,893	4,520	3,373
Using Mathematics 3	7,836	4,490	3,346
Information Technology	4,697	2,566	2,131
Induction	4,541	1,820	2,721
Using a Keyboard	3,301	1,382	1,919
Guidance: Pre-Exit	2,832	960	1,872
Guidance: On-Going	2,605	925	1,680
French: Personal Language	2,413	1,509	904
French: Transactional Language	2,382	1,494	888
French: Language in Work	2,276	1,437	839
Communication	2,025	1,201	824
English: Language Study	1,986	1,297	689
Health and Technology	1,961	862	1,099
English: Literary Study	1,929	1,245	684
Growing Plants	1,798	763	1,035
Biotechnological Industries	1,717	725	992
English: Personal Study (written response)	1,555	1,012	543
Computer Applications	1,533	955	578
Multimedia Applications	1,492	889	603
Questioning Belief	1,479	822	657
Numeracy	1,478	891	587
Food Preparation Techniques: An Introduction	1,408	759	649
Internet Applications	1,375	850	525
Chemistry in Action	1,212	664	548
Questioning the World	1,149	647	502
Using a Microcomputer	1,136	382	754
Everyday Chemistry	1,133	624	509
Chemistry and Life	1,133	628	505
Working with Others	1,129	502	627
Questioning Morality	1,095	655	440
Cookery Processes: An Introduction	1,034	554	480
Social Subjects: Organising and Presenting Information	992	658	334
Using a Computer in Business	990	472	518
Social Subjects: Contrasting	980	644	336
Social Subjects: Deciding	974	656	318
Sound and Music	944	784	160
Movement	927	767	160
Electronics	927	767	160
Practical Electricity	917	753	164
Radiations	909	747	162
Telecommunications	896	740	156
Health and Food Technology: Organisation of Practical Skills	894	447	447
Food Preparation for Healthy Eating	772	421	351
Introduction to Computers	751	331	420
German: Personal Language	689	476	213
Working with Craft Tools: An Introduction	648	547	101
Food Hygiene for the Hospitality Industry	638	311	327
German: Transactional Language	621	428	193
All Access 3 Units	126,850	70,472	56,378

TABLE NU4d: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 INTERMEDIATE 1 (SCQF Level 4) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Mathematics 1	13,429	6,888	6,541
Mathematics 2	13,023	6,591	6,432
Making Moral Decisions	12,052	6,139	5,913
Work Experience	11,621	5,302	6,319
Mathematics 3	10,699	5,406	5,293
Information Technology	8,399	3,619	4,780
English: Literary Study	6,925	4,022	2,903
English: Language Study	6,907	4,022	2,885
English: Personal Study (written response)	6,576	3,826	2,750
Numeracy	6,382	2,576	3,806
Health and Technology	6,114	2,443	3,671
Working with Others	6,056	3,109	2,947
Biotechnological Industries	5,991	2,367	3,624
Growing Plants	5,967	2,367	3,600
Food Hygiene for the Hospitality Industry	5,873	2,211	3,662
Food Preparation Techniques: An Introduction	5,864	2,205	3,659
Nature of Belief	5,864	3,004	2,860
PC Passport: Word Processing	5,644	2,407	3,237
Communication	5,631	2,879	2,752
Cookery Processes: An Introduction	5,571	2,125	3,446
Hospitality: Organisation of Practical Skills	5,530	2,123	3,407
PC Passport: Spreadsheets	4,208	1,834	2,374
PC Passport: Internet	3,807	1,585	2,222
Chemistry and Life	3,394	1,913	1,481
Chemistry in Action	3,380	1,858	1,522
Everyday Chemistry	3,360	1,920	1,440
Morality in the Modern World	3,269	1,691	1,578
Applications of Mathematics	3,253	1,616	1,637
Electronics	3,248	2,687	561
Accident and Emergency Procedures	3,134	617	2,517
Movement	2,930	2,313	617
Practical Electricity	2,925	2,298	627
Radiations	2,872	2,284	588
Sound and Music	2,835	2,274	561
Telecommunications	2,771	2,255	516
Justice in the World	2,771	1,376	1,395
Computer Applications	2,739	1,689	1,050
World of Values	2,601	1,372	1,229
The Existence of God	2,585	1,293	1,292
Multimedia Applications	2,552	1,653	899
Child Development: Birth to Young Adulthood	2,439	151	2,288
Information Technology for Administrators	2,369	737	1,632
Bench Skills 1 – Wood Flat Frame Construction	2,341	2,050	291
Expressive Activity	2,328	1,037	1,291
Design Activity	2,315	1,051	1,264
Administration: Presenting and Communicating Information	2,231	752	1,479
Bench Skills 2 – Wood Carcase Construction	2,215	1,928	287
Art and Design Studies	2,165	957	1,208
The Human Body	2,121	236	1,885
Machining and Finishing – Wood	2,059	1,797	262
All Intermediate 1 Units	378,082	188,783	189,299



TABLE NU4e: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 INTERMEDIATE 2 (SCQF Level 5) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Language Study	20,225	9,851	10,374
English: Literary Study	20,110	9,823	10,287
Mathematics 1	19,827	9,460	10,367
Mathematics 2	19,522	9,325	10,197
English: Personal Study (written response)	19,215	9,400	9,815
Mathematics 3	16,946	8,190	8,756
Information Technology	13,131	5,114	8,017
Communication	9,842	3,550	6,292
Making Moral Decisions	8,532	4,015	4,517
Animal Physiology	7,129	2,156	4,973
Living Cells	7,014	2,139	4,875
Environmental Biology and Genetics	6,817	2,105	4,712
Working with Others	6,194	2,892	3,302
Applications of Mathematics	6,165	2,753	3,412
Numeracy	5,739	1,968	3,771
Food Preparation for Healthy Eating	5,599	1,591	4,008
Practical Cookery Skills for the Hospitality Industry	5,579	1,585	3,994
Foods of the World	5,512	1,567	3,945
Design Activity	5,510	1,913	3,597
Expressive Activity	5,459	1,890	3,569
Art and Design Studies	5,430	1,885	3,545
Historical Study – Options	4,775	2,299	2,476
Information Technology for Administrators	4,736	1,200	3,536
Historical Study – Scottish and British	4,723	2,209	2,514
Administration: Presenting and Communicating Information	4,546	1,150	3,396
Physical Education: Performance	4,534	3,301	1,233
Historical Study – European and World	4,522	2,156	2,366
Administrative Services	4,343	1,104	3,239
Bench Skills 1 – Wood Flat Frame Construction	4,280	3,654	626
Building Blocks	4,255	1,960	2,295
Acids, Bases and Metals	4,223	1,968	2,255
Bench Skills 2 – Wood Carcase Construction	4,223	3,600	623
Carbon Compounds	4,161	1,941	2,220
Machining and Finishing – Wood	4,157	3,539	618
Computer Systems	4,057	2,904	1,153
Software Development	3,883	2,779	1,104
Physical Education: Analysis and Development of Performance	3,623	2,706	917
Database Systems	3,568	2,340	1,228
English: Personal Study (spoken response)	3,439	1,685	1,754
Waves and Optics	3,409	2,374	1,035
Music: Performing, Inventing and Listening	3,381	1,558	1,823
Radioactivity	3,360	2,371	989
Mechanics and Heat	3,339	2,365	974
Nature of Belief	3,300	1,556	1,744
Electricity and Electronics	3,206	2,244	962
Using Information	3,135	2,036	1,099
Music: Performing Extension 1	3,132	1,420	1,712
PC Passport: Word Processing	3,029	1,503	1,526
French: Language	2,936	1,078	1,858
Business Enterprise	2,757	1,235	1,522
All Intermediate 2 Units	588,146	276,093	312,083

TABLE NU4f: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 HIGHER (SCQF Level 6) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Language Study	27,795	11,559	16,236
English: Literary Study	27,686	11,539	16,147
English: Personal Study (written response)	26,651	11,066	15,585
Mathematics 1	18,815	9,653	9,162
Mathematics 2	18,748	9,604	9,144
Mathematics 3	18,727	9,588	9,139
The World of Carbon	9,485	4,798	4,687
Cell Biology	9,423	3,132	6,291
Chemical Reactions	9,414	4,763	4,651
Energy Matters	9,401	4,755	4,646
Control and Regulation	9,334	3,096	6,238
Genetics and Adaptation	9,324	3,096	6,228
Historical Study – European and World	9,286	4,035	5,251
Historical Special Topic	9,198	4,001	5,197
Historical Study – Scottish and British	9,107	3,960	5,147
Radiation and Matter	8,632	6,135	2,497
Mechanics and Properties of Matter	8,629	6,137	2,492
Electricity and Electronics	8,551	6,082	2,469
Expressive Activity	7,962	2,213	5,749
Political Issues in the United Kingdom	7,945	3,002	4,943
Design Activity	7,928	2,198	5,730
Art and Design Studies	7,901	2,183	5,718
International Issues	7,864	2,978	4,886
Social Issues in the United Kingdom	7,851	2,974	4,877
Geography: Environmental Interactions	7,567	3,950	3,617
Geography: Human Environments	7,516	3,932	3,584
Geography: Physical Environments	7,449	3,910	3,539
Business Decision Areas	6,477	2,912	3,565
Business Enterprise	6,464	2,906	3,558
Physical Education: Performance	6,397	4,689	1,708
Physical Education: Analysis and Development of Performance	5,223	3,766	1,457
Computer Systems	5,110	3,749	1,361
Software Development	5,052	3,707	1,345
Music: Performing, Inventing and Listening	4,947	2,292	2,655
French: Language	4,834	1,147	3,687
Music: Performing Extension	4,666	2,022	2,644
The Continuation of Life	4,647	1,210	3,437
Cell Function and Inheritance	4,585	1,215	3,370
Information Technology for Management	4,488	903	3,585
Administrative Services	4,459	903	3,556
Behaviour, Populations and the Environment	4,363	1,154	3,209
English: Personal Study (spoken response)	4,329	1,867	2,462
Psychology: The Individual in the Social Context	4,040	1,020	3,020
Psychology: Understanding the Individual	4,035	1,023	3,012
Psychology: Investigating Behaviour	3,842	971	2,871
French: Extended Reading/Viewing	3,829	913	2,916
Technical Graphics 1	3,502	2,444	1,058
Computer Graphics	3,493	2,444	1,049
Technical Graphics 2	3,487	2,434	1,053
Communication (NC)	3,340	912	2,428
All Higher Units	603,282	265,812	337,470

TABLE NU4g: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 ADVANCED HIGHER (SCQF Level 7) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Mathematics 1	2,925	1,798	1,127
Mathematics 2	2,915	1,789	1,126
Mathematics 3	2,903	1,778	1,125
Electronic Structure and the Periodic Table	2,263	1,150	1,113
Principles of Chemical Reactions	2,263	1,150	1,113
Organic Chemistry	2,263	1,150	1,113
Chemical Investigation	2,261	1,149	1,112
Environmental Biology	2,207	688	1,519
Cell and Molecular Biology	2,194	683	1,511
Biology Investigation	2,192	681	1,511
English: Specialist Study	1,977	694	1,283
English: Literary Study	1,965	693	1,272
English: Creative Writing	1,786	623	1,163
Physics Investigation	1,718	1,354	364
Mechanics	1,716	1,355	361
Electrical Phenomena	1,715	1,354	361
Wave Phenomena	1,715	1,354	361
Physiology, Health and Exercise	1,667	527	1,140
Music: Performing, Inventing and Listening	1,345	636	709
Historical Study	1,178	584	594
Historical Research	1,178	584	594
Music: Performing Extension 1	1,166	506	660
Geographical Study	1,071	522	549
Geographical Issues	1,071	522	549
Geographical Methods and Techniques	1,071	522	549
Enquiry: Expressive	1,054	295	759
Enquiry: Design	894	230	664
English: Textual Analysis	827	285	542
Modern Studies: Practical Research	824	314	510
Political and Social Issues	817	311	506
Art and Design Studies: Visual Arts	797	223	574
French: Language	770	175	595
French: Extended Reading/Viewing	754	173	581
Art and Design Studies: Design	750	195	555
Computer-Aided 3D Modelling – Visualisation and Presentation	688	465	223
Computer-Aided Graphic Presentation	672	457	215
Technical Graphics	671	457	214
Physical Education: Performance	560	428	132
Software Development	535	462	73
Developing a Software Solution	513	444	69
Design Activity	441	122	319
Music: Performing Extension 2	440	186	254
Animal Behaviour	371	106	265
The Management Context	369	174	195
Business Investigation	368	174	194
Mathematics for Applied Mathematics	338	232	106
Expressive Activity	326	90	236
Devised Drama	279	77	202
German: Language	279	93	186
Drama: Special Study	274	76	198
All Advanced Higher Units	69,054	34,047	35,007

TABLE NU5: ENTRIES FOR NATIONAL UNITS BY LEVEL, GENDER AND RESULT, 2006

ALL CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevelled	6,934	4,150	531	875	1,378
Access 1 (SCQF Level 1)	7,188	5,760	231	104	1,093
Access 2 (SCQF Level 2)	25,571	18,743	1,512	482	4,834
Access 3 (SCQF Level 3)	126,850	91,397	6,876	2,454	26,123
Intermediate 1 (SCQF Level 4)	378,082	254,868	22,501	14,022	86,691
Intermediate 2 (SCQF Level 5)	588,146	412,847	32,412	25,239	117,648
Higher (SCQF Level 6)	603,282	481,159	19,491	21,881	80,751
Advanced Higher (SCQF Level 7)	69,054	57,105	797	134	11,018
All levels	1,805,107	1,326,029	84,351	65,191	329,536
		73%	5%	4%	18%

MALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevelled	2,842	1,550	216	472	604
Access 1 (SCQF Level 1)	4,327	3,417	135	81	694
Access 2 (SCQF Level 2)	15,632	11,395	859	325	3,053
Access 3 (SCQF Level 3)	70,472	49,668	3,881	1,502	15,421
Intermediate 1 (SCQF Level 4)	188,783	123,886	12,132	7,543	45,222
Intermediate 2 (SCQF Level 5)	276,093	189,371	17,296	12,745	56,681
Higher (SCQF Level 6)	265,812	211,539	9,367	10,331	34,575
Advanced Higher (SCQF Level 7)	34,047	28,370	489	74	5,114
All levels	858,008	619,196	44,375	33,073	161,364
		72%	5%	4%	19%

FEMALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevelled	4,092	2,600	315	403	774
Access 1 (SCQF Level 1)	2,861	2,343	96	23	399
Access 2 (SCQF Level 2)	9,939	7,348	653	157	1,781
Access 3 (SCQF Level 3)	56,378	41,729	2,995	952	10,702
Intermediate 1 (SCQF Level 4)	189,299	130,982	10,369	6,479	41,469
Intermediate 2 (SCQF Level 5)	312,053	223,476	15,116	12,494	60,967
Higher (SCQF Level 6)	337,470	269,620	10,124	11,550	46,176
Advanced Higher (SCQF Level 7)	35,007	28,735	308	60	5,904
All levels	947,099	706,833	39,976	32,118	168,172
		75%	4%	3%	18%

Note: Entry result as of 02/02/2007.

TABLE NU6a: CANDIDATES ENTERED FOR NATIONAL UNITS, 2006

CANDIDATES BY NUMBER OF UNITS, GENDER AND CENTRE TYPE

NUMBER OF UNITS	ALL CANDIDATES	MALE CANDIDATES	FEMALE CANDIDATES	FE CANDIDATES	SCHOOL CANDIDATES
1	49,817	22,458	27,359	23,548	23,886
2	20,843	9,106	11,737	10,619	9,693
3	24,969	11,499	13,470	8,373	15,731
4	12,661	6,024	6,637	4,096	8,312
5	10,068	4,797	5,271	3,395	6,465
6	12,391	6,051	6,340	3,857	8,376
7	8,920	4,297	4,623	2,824	6,000
8	8,121	3,927	4,194	2,456	5,613
9	8,981	4,460	4,521	2,668	6,273
10-14	45,291	21,129	24,162	12,875	32,274
15-19	36,003	16,854	19,149	10,828	25,124
20+	5,325	2,948	2,377	3,033	2,240
Total candidates	243,390	113,550	129,840	88,572	149,987
Total Units	1,805,107	858,009	947,098	526,901	1,265,692
Units per candidate	7.4	7.6	7.3	5.9	8.4

TABLE NU6b: CANDIDATES ENTERED FOR NATIONAL UNITS, 2006

ALL CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	ALL CANDIDATES	<16	16	17	18	19	20-24	25+
1	49,817	23,762	1,272	1,784	1,621	1,182	3,378	16,818
2	20,843	9,481	789	1,190	721	490	1,486	6,686
3	24,969	14,569	1,092	1,818	610	378	1,197	5,305
4	12,661	8,066	675	1,270	303	215	487	1,645
5	10,068	5,316	673	1,966	394	202	434	1,083
6	12,391	5,935	985	2,857	439	266	485	1,424
7	8,920	3,979	840	2,361	408	210	337	785
8	8,121	2,736	1,015	3,131	355	171	261	452
9	8,981	2,730	1,394	3,485	359	188	297	528
10-14	45,291	10,384	17,554	10,760	2,108	874	1,519	2,092
15-19	36,003	6,404	21,179	3,072	1,418	597	1,260	2,073
20+	5,325	1,600	1,877	562	293	137	306	550
Total candidates	243,390	94,962	49,345	34,256	9,029	4,910	11,447	39,441
Total Units	1,805,107	521,294	650,091	302,106	74,828	34,704	69,798	152,286
Units per candidate	7.4	5.5	13.2	8.8	8.3	7.1	6.1	3.9

TABLE NU6c: CANDIDATES ENTERED FOR NATIONAL UNITS, 2006

SCHOOL CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	SCHOOL CANDIDATES	AGE						
		<16	16	17	18	19	20-24	25+
1	23,886	23,143	363	186	69	2	5	118
2	9,693	8,822	275	483	51	6	4	52
3	15,731	13,763	614	1,179	62	8	23	82
4	8,312	7,225	316	720	24	4	3	20
5	6,465	4,539	401	1,483	34	2	0	6
6	8,376	5,412	663	2,246	48	2	0	5
7	6,000	3,568	524	1,838	65	3	1	1
8	5,613	2,335	687	2,542	47	2	0	0
9	6,273	2,472	983	2,768	47	1	1	1
10-14	32,274	9,399	15,018	7,657	183	13	4	0
15-19	25,124	5,751	18,417	920	31	2	3	0
20+	2,240	1,302	882	54	2	0	0	0
Total candidates	149,987	87,731	39,143	22,076	663	45	44	285
Total Units	1,265,692	491,642	564,248	203,612	5,003	310	220	657
Units per candidate	8.4	5.6	14.4	9.2	7.5	6.9	5.0	2.3

TABLE NU6d: CANDIDATES ENTERED FOR NATIONAL UNITS, 2006

FE CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	FE CANDIDATES	AGE						
		<16	16	17	18	19	20-24	25+
1	23,548	596	791	1,508	1,483	1,089	3,028	15,053
2	10,619	631	491	676	651	468	1,402	6,300
3	8,373	780	455	627	534	365	1,130	4,482
4	4,096	792	343	543	276	205	467	1,470
5	3,395	708	267	477	354	193	415	981
6	3,857	485	320	598	385	261	473	1,335
7	2,824	400	312	518	339	204	327	724
8	2,456	384	324	585	308	169	258	428
9	2,668	243	408	714	312	184	294	513
10-14	12,875	943	2,518	3,086	1,912	848	1,494	2,074
15-19	10,828	633	2,747	2,149	1,386	591	1,254	2,068
20+	3,033	288	980	499	285	137	300	544
Total candidates	88,572	6,883	9,956	11,980	8,225	4,714	10,842	35,972
Total Units	526,901	28,202	85,049	97,817	69,203	33,864	68,193	144,573
Units per candidate	5.9	4.1	8.5	8.2	8.4	7.2	6.3	4.0

Note: Age at 31 December 2005.



## GROUP AWARDS

Reporting for Group Awards is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/05 – 31/7/06), ie the first time SQA obtains information about a student's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/05 – 31/7/06), ie the certificate is actually awarded within that time period.

General Scottish Vocational Qualifications (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. They are broadly-based qualifications which group together skills that apply equally well to a number of different jobs or courses of further study within a certain area. These qualifications are soon to be replaced by new National Progression Awards. In 2006 there was only one entry, in Travel and Tourism: Retail Travel (level 3), down from 67 in 2005. There were 42 awards in 2006 compared to 82 in 2005.

### Table GA1

### Table GA2

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 11% in the number of entries in 2006 and, awards have increased by 57%.
- 80% of NCGA students were aged under 20. Overall, more male students were entered for NCGAs than female (70% male, 30% female).
- The qualification with the highest number of entries was the National Certificate in Early Education and Childcare with 707 entries (22% of total entries).

### Table GA3

### Table GA4

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. SGAs are soon to be replaced by new National Certificates.

- There has been a drop of 25% in overall SGA entries in 2006. Entries have dropped in both the school and FE college sector, by 26% and 24% respectively. SGA awards have also decreased this year, by 9%.
- 80% of SGA students were aged under 20. Overall, more female students were entered for SGAs than male (57% female, 43% male).
- The qualification with the highest number of entries was Care (Intermediate 2) with 332 entries.

### Table GA5

### Table GA6

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

- Both entries and awards increased in 2006 (13% increase in entries, 41% increase in awards).
- 54% of students were aged under 20. Overall, more male students were entered for SPAs than female (60% male, 40% female).
- The qualifications with the highest numbers of entries were Beginner PC Passport (Intermediate 1) with 1,549 entries and Intermediate PC Passport (Intermediate 2) with 1,364 entries. Together these two awards made up half the total entries for SPAs.

### 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 NATIONAL CERTIFICATE GROUP AWARDS, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	12	11	10	0	10	—
FE College	3,025	2,804	2,516	2,859	3,139	10%
Other	84	78	122	35	64	83%
Total	3,121	2,893	2,648	2,894	3,213	11%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	11	10	6	0	0	—
FE College	1,725	1,671	1,745	1,128	1,842	63%
Other	59	29	30	94	79	-16%
Total	1,795	1,710	1,781	1,222	1,921	57%



TABLE GA2: NATIONAL CERTIFICATE GROUP AWARD ENTRIES, 2006

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	2,244	1,948	143	62	91
Female Candidates	969	618	93	84	174
Total Candidates	3,213	2,566	236	146	265
– as percentages		80%	7%	5%	8%

Note: Age at 31 December 2005.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Engineering Practice	528	95%	5%
Engineering	349	97%	3%
Fabrication and Welding Engineering Practice	319	98%	2%
Electrical Engineering Practice	189	97%	3%
Electronic Engineering	178	85%	15%
Electrical Engineering	129	99%	1%
Pharmaceutical Science	119	24%	76%
Electronic Engineering Practice	86	94%	6%
Multi Discipline Engineering	82	96%	4%
Greenkeeping	65	98%	2%
Aeronautical Engineering Practice	56	93%	7%
Service Engineering: Land Based Industries	51	96%	4%
Shipbuilding Engineering Practice	35	97%	3%
Measurement and Control	32	91%	9%
Pharmaceutical Science	16	63%	38%
Engineering with Science	14	100%	0%
Basic Processing	8	88%	13%
Library and Information Science	6	0%	100%
Processing	6	100%	0%
Fabrication and Welding Engineering	1	100%	0%
All Unlevelled NC Group Awards	2,269	91%	9%
Skillstart (Access 2)	47	60%	40%
Skillstart (Access 3)	6	17%	83%
Army Preparation (Intermediate 2)	184	73%	27%
Early Education and Childcare (Higher)	707	2%	98%
All National Certificate Group Awards	3,213	70%	30%

TABLE GA3: TREND IN SCOTTISH GROUP AWARDS, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	849	1,136	1,391	965	715	-26%
FE College	1,774	2,837	2,011	1,704	1,293	-24%
Total	2,623	3,973	3,402	2,669	2,008	-25%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	380	651	904	703	753	7%
FE College	619	821	819	633	464	-27%
Total	999	1,472	1,723	1,336	1,217	-9%

TABLE GA4: SCOTTISH GROUP AWARD ENTRIES, 2006

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	854	706	49	28	71
Female Candidates	1,154	900	62	46	146
Total Candidates	2,008	1,606	111	74	217
– as percentages		80%	6%	4%	11%

Note: Age at 31 December 2005.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Scottish Group Award – Triple	46	65%	35%
Scottish Group Award – Single	24	63%	38%
Scottish Group Award – Double	20	40%	60%
All Access 2 Scottish Group Awards	90	59%	41%
Scottish Group Award – Double	20	75%	25%
Scottish Group Award – Single	12	67%	33%
Scottish Group Award – Triple	7	29%	71%
All Access 3 Scottish Group Awards	39	64%	36%
Scottish Group Award (Intermediate 1)	214	29%	71%
Care	332	8%	92%
Computing and Information Technology	247	81%	19%
Hospitality	129	57%	43%
Engineering	74	100%	0%
Scottish Group Award	60	55%	45%
Travel and Tourism	48	29%	71%
Business	42	19%	81%
Science	40	33%	68%
Construction	22	100%	0%
Social Sciences	20	30%	70%
Arts	19	37%	63%
Technology	4	25%	75%
Communication and Media	1	0%	100%
All Intermediate 2 Scottish Group Awards	1,038	46%	54%
Science	138	51%	49%
Care – Social Care	86	19%	81%
Care – Health Care	82	7%	93%
Scottish Group Award	76	54%	46%
Arts	73	29%	71%
Arts – Social Sciences	59	44%	56%
Technology	54	69%	31%
Business	28	39%	61%
Arts – Creative Arts	15	33%	67%
Arts – Modern Languages	9	11%	89%
Hospitality – Professional Cookery	1	0%	100%
Travel and Tourism – Retail Travel	1	0%	100%
All Higher Scottish Group Awards	622	38%	62%
Scottish Group Award (Advanced Higher)	5	60%	40%
All Scottish Group Awards	2,008	43%	57%

TABLE GA5: TREND IN SCOTTISH PROGRESSION AWARDS, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	0	0	310	731	1,289	76%
FE College	81	205	877	2,108	2,951	40%
Other	346	437	1,012	2,311	1,569	-32%
Total	427	642	2,199	5,150	5,809	13%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
School	0	0	10	385	629	63%
FE College	19	189	193	631	1,251	98%
Other	124	278	745	1,383	1,502	9%
Total	143	467	948	2,399	3,382	41%

TABLE GA6: SCOTTISH PROGRESSION AWARD ENTRIES, 2006

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	3,480	2,019	183	216	1,062
Female Candidates	2,329	1,133	114	112	970
Total Candidates	5,809	3,152	297	328	2,032
– as percentages		54%	5%	6%	35%

Note: Age at 31 December 2005.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Specialised Plant and Machinery Operations	965	100%	0%
Accessing Playwork	274	2%	98%
Children's Care and Play	202	1%	99%
Professional Cookery: An Introduction	142	32%	68%
Family Health Support	73	7%	93%
Culinary Excellence	56	34%	66%
Care	39	15%	85%
Domestic Natural Gas Installation and Maintenance (ACS) (Central Heating and Water Heating)	23	91%	9%
Customer and Financial Services	22	27%	73%
Supported Employment	19	42%	58%
Home Care Practice	17	0%	100%
Aquaculture	11	91%	9%
Caring for Children and Young People	4	75%	25%
All Unlevelled Scottish Progression Awards	1,847	59%	41%
Beginner PC Passport	1,549	44%	56%
Introductory Contact Centre Skills	61	41%	59%
All Intermediate 1 Scottish Progression Awards	1,610	44%	56%
Intermediate PC Passport	1,364	56%	44%
Building Crafts	825	97%	3%
Engineering	66	89%	11%
Rural Skills	3	67%	33%
Sport and Recreation	1	100%	0%
All Intermediate 2 Scottish Progression Awards	2,259	72%	28%
Advanced PC Passport (Higher)	93	57%	43%
All Scottish Progression Awards	5,809	60%	40%

## ACCESS COURSES

Access Units are 40-hour internally-assessed Units which sit below Intermediate 1 in the National Qualifications framework. Access Courses 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 Courses 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 Courses are at level 2 on the Scottish Credit and Qualifications Framework.

Access 3 Courses 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 1/8/05 – 31/7/06), ie the centre estimates that the student 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 Courses.

### Table AC1

#### Table AC2

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

- There were 2,196 entries at Access 2 in 2006, a 3% increase from 2005.
- The increase in entries came wholly from the school sector. This sector accounts for 99% of Access 2 Course entries. Entries from the FE sector, although much smaller in number, have decreased by 85%.
- 41% of Access 2 students were aged 15. There were more entries from male students than female students (58% male, 42% female).

### Table AC3

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

- Among the high uptake subjects (of over 100 entries) there has been a large increase in entries for Drama (423%), and also smaller ones for French (24%) and Home Economics (19%).
- Three high uptake subjects had considerable decreases in entries: English and Communication, Personal and Social Education, and Science; 15%, 19% and 19% drops respectively.

### Table AC4

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

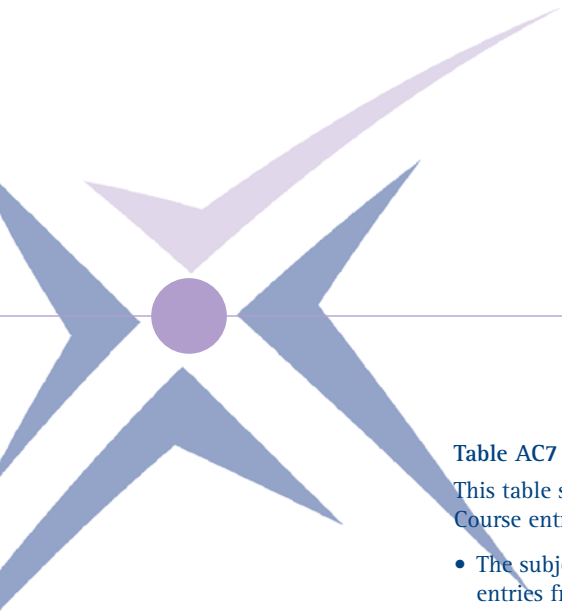
- There were 1,474 awards at Access 2 in 2006, a drop of 9% from 2005.
- The number of awards in Drama increased by 430%, in line with the increase in entries.
- As with entries, there were decreases in awards for English and Communication (34%), Personal and Social Education (49%) and Science (24%).

### Table AC5

#### Table AC6

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

- There were 19,444 entries at Access 3 in 2006, a 23% increase from 2005, with all but 80 entries from the school sector.
- 61% of Access 3 students were aged 15. There were more entries from male students than female students (58% male, 42% female).



#### Table AC7

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

- The subject with the largest increase in entries from 2005 to 2006 was Computing Studies, with an increase of 208% over the two courses. There were also increases in entries in Enterprise through Craft (115%), and Art and Design (70%).
- Mathematics and English also saw substantial increases, by 47% and 41% respectively.
- There were substantial decreases in entries for German (down by 24%) and Spanish (down by 21%), but entries for French continued to rise, by 13%.

#### Table AC8

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

- The number of Access 3 Course awards has increased by 33% in 2006.
- In line with entries, awards in Computing Studies, Enterprise through Craft, and Art and Design have increased by at least 60%.
- There were also increased numbers of awards for Mathematics (52%) and English (40%).

#### 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%.

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.

TABLE AC1: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) COURSES BY CENTRE TYPE, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
School	1,665	2,173	2,260	2,030	2,180	7%
FE College	22	84	84	108	16	-85%
Other	0	7	0	0	0	—
<b>Total</b>	<b>1,687</b>	<b>2,264</b>	<b>2,344</b>	<b>2,138</b>	<b>2,196</b>	<b>3%</b>

TABLE AC2: ENTRIES FOR ACCESS 2 (SCQF Level 2) COURSES BY AGE AND GENDER, 2006

ENTRIES BY AGE AND GENDER

	ALL AGES	UNDER 14	AGE GROUP				
			14	15	16	17	18+
Male Candidates	1,277	156	269	551	199	82	20
Female Candidates	919	169	202	344	151	40	13
<b>Total Candidates</b>	<b>2,196</b>	<b>325</b>	<b>471</b>	<b>895</b>	<b>350</b>	<b>122</b>	<b>33</b>
– as percentages		15%	21%	41%	16%	6%	2%

Note: Age at 31 December 2005.



TABLE AC3: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) COURSES, 2002 TO 2006

ALL CANDIDATES

SUBJECT	2002	2003	2004	2005	PERCENT CHANGE	
					2006	2005/2006
Art and Design	108	146	162	132	136	3%
Business	12	12	18	20	16	-20%
Computing	185	182	194	124	87	-30%
Drama		37	43	52	272	423%
English and Communication	424	390	421	420	356	-15%
Enterprise through Craft	20	50	18	37	16	-57%
French	65	143	110	92	114	24%
German	46	36	35	21	26	24%
Home Economics	114	85	172	129	153	19%
Italian	14	15	7	15	12	-20%
Managing Environmental Resources	57	55	101	104	50	-52%
Mathematics	350	460	441	482	452	-6%
Media Studies	7	11	4	10	18	80%
Music		27	15	7	11	57%
Personal Care	24	13	32	18	8	-56%
Personal and Social Education	76	176	216	135	110	-19%
Physical Education	74	92	48	76	88	16%
Religious, Moral and Philosophical Studies	34	67	49	19	33	74%
Science	34	112	128	134	109	-19%
Social Subjects	31	130	103	97	88	-9%
Spanish	12	25	27	14	41	193%
Totals	1,687	2,264	2,344	2,138	2,196	3%

TABLE AC4: TREND IN AWARDS FOR ACCESS 2 (SCQF Level 2) COURSES, 2002 TO 2006

ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
Art and Design	90	97	130	97	83	-14%
Business	12	8	9	15	5	-67%
Computing	159	138	117	82	62	-24%
Drama		22	23	40	212	430%
English and Communication	379	272	333	358	238	-34%
Enterprise through Craft	10	13	13	15	14	-7%
French	53	76	86	62	92	48%
German	17	30	33	16	7	-56%
Home Economics	109	64	123	77	69	-10%
Italian	14	15	7	15	8	-47%
Managing Environmental Resources	46	36	70	75	45	-40%
Mathematics	277	315	319	384	316	-18%
Media Studies	7	5	4	10	17	70%
Music		4	8		1	—
Personal Care	14	9	26	17	6	-65%
Personal and Social Education	52	74	116	98	50	-49%
Physical Education	55	70	23	55	52	-5%
Religious, Moral and Philosophical Studies	22	19	22	19	22	16%
Science	0	34	64	102	78	-24%
Social Subjects	25	72	65	71	58	-18%
Spanish	12	25	26	14	39	179%
Totals	1,353	1,398	1,617	1,622	1,474	-9%

TABLE AC5: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) COURSES BY CENTRE TYPE, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
School	3,521	9,084	12,606	15,678	19,364	24%
FE College	25	48	153	138	74	-46%
Other	21	22	0	4	6	50%
<b>Total</b>	<b>3,567</b>	<b>9,154</b>	<b>12,759</b>	<b>15,820</b>	<b>19,444</b>	<b>23%</b>

TABLE AC6: ENTRIES FOR ACCESS 3 (SCQF Level 3) COURSES BY AGE AND GENDER, 2006

ENTRIES BY AGE AND GENDER

	AGE GROUP						
	ALL AGES	UNDER 14	14	15	16	17	18+
Male Candidates	11,273	655	2,970	6,998	541	73	36
Female Candidates	8,171	580	2,298	4,776	409	72	36
<b>Total Candidates</b>	<b>19,444</b>	<b>1,235</b>	<b>5,268</b>	<b>11,774</b>	<b>950</b>	<b>145</b>	<b>72</b>
– as percentages		6%	27%	61%	5%	1%	0%

Note: Age at 31 December 2005.

TABLE AC7: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) COURSES, 2002 TO 2006

ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
Art and Design	8	108	193	224	380	70%
Biology	78	512	848	1,268	1,691	33%
Business	138	174	202	185	208	12%
Chemistry	135	585	844	1,395	1,211	-13%
Computing	69	409	603	355	1	-100%
Computing Studies				131	1,011	672%
Drama		18	63	149	187	26%
English*	177	537	804	1,030	1,455	41%
Enterprise through Craft	49	65	134	107	230	115%
French	783	1,297	1,563	1,761	1,996	13%
Gaelic (Learners)	14	2	2	3	3	0%
Geology				3	11	267%
German	242	487	427	586	448	-24%
Home Economics – Fashion and Textile Technology		1	2	4	7	75%
Home Economics – Health and Food Technology	248	538	543	556	637	15%
Home Economics – Lifestyle and Consumer Technology	5	67	30	25	27	8%
Italian	13	132	43	52	67	29%
Managing Environmental Resources	5	8	62	50	76	52%
Mathematics	1,001	2,706	3,755	4,868	7,145	47%
Media Studies	10	28	41	51	74	45%
Music	63	116	238	266	176	-34%
Personal and Social Education	14	21	67	284	34	-88%
Physical Education	13	114	143	152	156	3%
Physics	48	300	608	789	861	9%
Religious, Moral and Philosophical Studies	188	471	609	571	372	-35%
Russian		7	2		4	—
Social Subjects	148	328	467	564	668	18%
Spanish	118	123	466	391	308	-21%
Totals	3,567	9,154	12,759	15,820	19,444	23%

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

TABLE AC8: TREND IN AWARDS FOR ACCESS 3 (SCQF Level 3) COURSES, 2002 TO 2006

ALL CANDIDATES

SUBJECT	2002	2003	2004	2005	2006	PERCENT
						CHANGE
						2005/2006
Art and Design	8	63	129	180	292	62%
Biology	62	370	666	1,072	1,398	30%
Business	131	100	142	127	129	2%
Chemistry	113	409	642	1,051	932	-11%
Computing	66	257	338	238	1	-100%
Computing Studies				96	909	847%
Drama		5	20	121	142	17%
English*	163	363	619	839	1,173	40%
Enterprise through Craft	31	48	61	81	177	119%
French	660	897	1,274	1,443	1,613	12%
Gaelic (Learners)	14	2	2	2	3	50%
Geology				3	11	267%
German	231	325	342	449	370	-18%
Home Economics – Fashion and Textile Technology		0	0	1	5	400%
Home Economics – Health and Food Technology	197	322	305	357	452	27%
Home Economics – Lifestyle and Consumer Technology	1	42	16	16	14	-13%
Italian	10	105	26	51	60	18%
Managing Environmental Resources	5	4	36	31	53	71%
Mathematics	940	2,083	3,097	4,119	6,244	52%
Media Studies	3	20	14	31	63	103%
Music	47	56	114	159	119	-25%
Personal and Social Education	14	7	47	78	22	-72%
Physical Education	12	77	51	103	93	-10%
Physics	48	185	297	410	512	25%
Religious, Moral and Philosophical Studies	132	359	291	232	291	25%
Russian		7	0		4	—
Social Subjects	132	210	318	413	543	31%
Spanish	96	83	360	242	232	-4%
Totals	3,116	6,399	9,207	11,945	15,857	33%

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

## STANDARD GRADE

Standard Grade is normally taken after four years of secondary education when students 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 students 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.

Standard Grade had student uptake in 39 subjects in 2006. 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 415,874 subject entries at Standard Grade in 2006, a 1% increase compared with 2005. This is the first time that there has been an increase in Standard Grade entries in five years.
- The largest rise in entry numbers, in high uptake subjects with more than 1,000 entries, was in Standard Grade Business Management, up 16%.
- The high uptake subject with largest decrease in numbers being presented was Science (down 7%).

### 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 students. 98% of Standard Grade entries were from S4 students.

### 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).
- Students obtained better grades in the Elements assessing practical, investigating and performing skills. This is especially true for the Practical Abilities Elements of the individual sciences – Biology, Chemistry and Physics. These Elements are all directly graded, which means they are often based on assessment instruments which are unchanged from year to year.

### 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 students performed better than females in Physical Education, and females better than males in Physics.
- 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 students 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 students.

- Standard Grade students took, on average, 6.3 subjects (excluding the Writing components).
- 62% of students were entered for seven or more Standard Grades (down 7 percentage points from 2005).
- A larger percentage of female students than male entered for seven or more subjects (by 1 percentage point).
- 59% of students gained at least seven Standard Grades at grades 1 to 6 (down 6 percentage points from 2005).
- 46% of students gained at least seven Standard Grades at grades 1 to 4.
- 17% of students gained at least seven Standard Grades at grades 1 to 2.
- Female students, on average, obtained 3.1 Credit Standard Grade awards while male students, on average, obtained only 2.6.

#### Table SG7

This table shows the trend in successful appeals at Standard Grade from 2004 to 2006 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 2006 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 Art, Classical Studies, Economics and Religious Studies.
- Successful appeals for English and Mathematics account for less than 0.5% and 1% of entries, respectively.

#### Table SG8

This table shows the trend in assessment arrangements at Standard Grade from 2005 to 2006 as a percentage of total entries. For further information on assessment arrangements refer to the chapter at beginning of this report and to the SQA website.

- For the past two years the percentage of entries for which assessment arrangements were requested has remained stable at 6%.

#### 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%.

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.

TABLE SG1: TREND IN ENTRIES FOR EACH SUBJECT AT STANDARD GRADE, 2002 TO 2006

ALL CANDIDATES

SUBJECT	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
Classical Greek	4	5	4	4	7	75%
English	59,901	60,650	59,409	57,314	58,833	3%
English – Alternative Communication	11	6	6	2	2	0%
English – Spoken	2	3	2	0	0	–
French	39,190	37,988	36,306	34,275	33,840	-1%
Gaelic (Learners)	328	334	316	314	364	16%
Gàidhlig	138	183	218	190	193	2%
German	13,995	13,413	12,065	11,276	11,066	-2%
Italian	688	569	615	401	453	13%
Latin	700	640	570	638	548	-14%
Russian	17	7	1	6	4	-33%
Spanish	3,032	2,779	2,807	2,824	3,032	7%
Urdu	171	181	164	153	130	-15%
Accounting and Finance	3,570	3,268	2,753	2,482	2,363	-5%
Mathematics	59,047	59,441	56,773	53,842	53,782	0%
Biology	22,735	23,160	22,986	22,213	23,200	4%
Chemistry	22,746	22,621	21,690	20,876	20,688	-1%
Physics	19,678	19,136	18,170	16,917	17,064	1%
Science	13,913	11,470	8,322	6,206	5,741	-7%
Classical Studies	326	275	376	382	311	-19%
Contemporary Social Studies	290	237	214	220	200	-9%
Economics	813	592	358	241	289	20%
Geography	21,944	21,322	19,825	18,937	19,646	4%
History	21,423	21,934	22,239	21,089	21,136	0%
Modern Studies	13,990	14,596	14,265	13,421	14,196	6%
Religious Studies	1,312	1,712	1,555	1,583	1,681	6%
Social and Vocational Skills	3,150	3,103	3,109	3,038	3,181	5%
Administration	14,346	14,500	14,354	13,118	13,321	2%
Business Management	4,947	5,056	5,692	5,698	6,618	16%
Computing Studies	22,114	21,723	18,849	17,237	16,508	-4%
Craft and Design	15,219	15,029	14,319	14,055	13,899	-1%
Graphic Communication	9,598	9,944	9,755	9,562	10,450	9%
Home Economics	8,912	8,808	8,319	7,782	7,657	-2%
Technological Studies	2,659	2,244	2,152	1,921	1,902	-1%
Art and Design	21,390	21,908	20,630	19,512	18,563	-5%
Drama	5,452	5,663	5,978	5,659	6,106	8%
Music	10,370	10,900	10,837	10,229	10,542	3%
Physical Education	18,167	18,050	17,852	17,564	18,358	5%
Subtotals	456,288	453,450	433,855	411,181	415,874	1%
French (Writing)	22,667	–	–	–	–	–
Gaelic (Learners) (Writing)	149	148	147	143	178	24%
German (Writing)	8,704	–	–	–	–	–
Italian (Writing)	516	–	–	–	–	–
Russian (Writing)	15	–	–	–	–	–
Spanish (Writing)	2,032	–	–	–	–	–
Urdu (Writing)	114	–	–	–	–	–
Totals	490,485	453,598	434,002	411,324	416,052	1%



TABLE SG2: ENTRIES FOR EACH SUBJECT AT STANDARD GRADE BY STAGE, 2006

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	7	—	43%	57%	—	—	—	—
English	58,833	4%	95%	0%	0%	0%	—	0%
English – Alternative Communication	2	—	100%	—	—	—	—	—
French	33,840	2%	98%	0%	0%	0%	—	0%
Gaelic (Learners)	364	—	100%	—	0%	—	—	—
Gàidhlig	193	2%	98%	—	—	—	—	—
German	11,066	2%	97%	0%	0%	0%	—	0%
Italian	453	0%	99%	—	0%	1%	—	—
Latin	548	—	100%	—	0%	—	—	—
Russian	4	25%	75%	—	—	—	—	—
Spanish	3,032	1%	97%	1%	1%	0%	—	0%
Urdu	130	5%	83%	5%	4%	2%	—	—
Accounting & Finance	2,363	1%	99%	0%	0%	—	—	—
Mathematics	53,782	3%	96%	0%	0%	0%	—	0%
Biology	23,200	1%	99%	0%	0%	0%	—	0%
Chemistry	20,688	1%	99%	0%	0%	0%	—	—
Physics	17,064	1%	99%	0%	0%	0%	—	0%
Science	5,741	1%	99%	0%	0%	0%	—	0%
Classical Studies	311	—	100%	—	—	—	—	—
Contemporary Social Studies	200	3%	96%	1%	—	1%	—	—
Economics	289	—	100%	—	—	—	—	—
Geography	19,646	1%	99%	0%	0%	0%	—	0%
History	21,136	1%	99%	0%	0%	0%	—	0%
Modern Studies	14,196	0%	99%	0%	0%	0%	—	—
Religious Studies	1,681	—	100%	—	—	0%	—	—
Social & Vocational Skills	3,181	1%	98%	0%	0%	0%	—	—
Administration	13,321	1%	99%	0%	—	0%	—	0%
Business Management	6,618	1%	99%	0%	—	0%	—	—
Computing Studies	16,508	1%	99%	0%	—	0%	—	0%
Craft & Design	13,899	1%	98%	0%	0%	0%	—	0%
Graphic Communication	10,450	0%	99%	0%	—	0%	—	0%
Home Economics	7,657	1%	99%	0%	—	0%	—	0%
Technological Studies	1,902	—	100%	—	—	—	—	—
Art and Design	18,563	1%	99%	0%	0%	0%	—	0%
Drama	6,106	2%	98%	0%	0%	0%	—	0%
Music	10,542	2%	98%	0%	0%	0%	—	0%
Physical Education	18,358	1%	99%	0%	0%	0%	—	0%
Totals	415,874	7,296	407,357	630	120	402	0	69
– as percentages		2%	98%	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, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE							NO OF CENTRES
		1	2	3	4	5	6	7	
Classical Greek	7	3	2	1	0	1	0	0	3
English	58,833	6,482	19,172	19,278	11,191	1,871	43	0	435
English – Alternative Communication	2	0	0	1	1	0	0	0	1
French	33,840	6,244	7,280	8,423	7,441	2,881	405	3	383
Gaelic (Learners)	364	130	93	72	42	9	9	0	22
Gàidhlig	193	86	68	21	10	2	1	0	25
German	11,066	2,182	2,684	2,803	2,128	706	115	1	240
Italian	453	104	96	93	104	41	1	1	24
Latin	548	297	127	52	28	23	11	0	36
Russian	4	4	0	0	0	0	0	0	3
Spanish	3,032	712	735	662	520	251	58	2	109
Urdu	130	68	19	19	11	7	2	0	20
Accounting & Finance	2,363	493	691	397	390	231	94	6	155
Mathematics	53,782	10,121	7,227	12,031	9,134	10,517	3,913	783	430
Biology	23,200	5,928	6,129	5,995	2,026	1,899	855	51	394
Chemistry	20,688	6,506	5,685	5,641	1,444	883	302	43	386
Physics	17,064	5,575	4,765	4,044	1,258	730	463	60	387
Science	5,741	117	276	1,638	1,828	1,059	425	47	174
Classical Studies	311	89	81	44	32	30	21	5	17
Contemporary Social Studies	200	0	1	11	51	85	32	1	11
Economics	289	39	68	31	48	54	29	20	19
Geography	19,646	4,260	5,189	3,854	2,663	1,770	1,627	275	392
History	21,136	5,595	5,675	2,876	2,806	2,512	1,262	397	374
Modern Studies	14,196	3,904	3,239	2,381	2,265	1,659	602	140	296
Religious Studies	1,681	227	372	252	279	263	167	27	74
Social & Vocational Skills	3,181	437	780	870	665	232	50	3	114
Administration	13,321	1,930	3,531	2,485	2,512	1,636	874	110	340
Business Management	6,618	1,715	1,708	1,358	1,047	493	173	9	208
Computing Studies	16,508	3,701	3,968	3,189	3,100	1,800	398	23	342
Craft & Design	13,899	1,518	3,474	3,845	2,982	1,325	299	13	364
Graphic Communication	10,450	1,873	3,208	2,150	1,762	908	308	24	342
Home Economics	7,657	637	2,009	2,427	1,632	527	79	3	286
Technological Studies	1,902	556	528	341	276	85	83	10	115
Art and Design	18,563	2,815	6,319	6,078	2,349	501	46	0	360
Drama	6,106	1,278	1,773	1,515	990	320	68	1	155
Music	10,542	3,772	3,295	1,848	881	349	80	2	321
Physical Education	18,358	2,472	6,024	5,631	3,000	790	89	7	365
Subtotals	415,874	81,870	106,291	102,357	66,896	36,450	12,984	2,067	
– as percentages		20%	26%	25%	16%	9%	3%	0%	
Gaelic (Learners) (Writing)*	178	37	39	36	33	–	–	–	18
Totals	416,052	81,907	106,330	102,393	66,929	36,450	12,984	2,067	
– as percentages		20%	26%	25%	16%	9%	3%	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, 2006

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Classical Greek	7	43	29	14	0	14	0	0	0
Interpretation		57	14	0	29	0	0	0	0
Translation		57	29	0	0	0	0	14	0
Investigation		43	14	43	0	0	0	0	0
English	58,833	11	33	33	19	3	0	0	1
Reading		14	32	26	19	7	1	0	1
Writing		6	25	42	22	3	0	0	1
Talking		20	32	30	14	3	0	0	0
English – Alternative Communication	2	0	0	50	50	0	0	0	0
Reading		0	0	0	0	100	0	0	0
Writing		0	0	50	50	0	0	0	0
Communicating		0	100	0	0	0	0	0	0
French	33,840	18	22	25	22	9	1	0	3
Reading		18	17	22	28	9	2	1	2
Listening		15	18	24	26	8	4	2	3
Speaking		22	21	23	19	11	4	0	0
Writing		20	22	24	19	10	3	0	0
Gaelic (Learners)	364	36	26	20	12	2	2	0	2
Reading		37	27	12	14	4	2	2	2
Listening		47	22	16	9	1	2	1	2
Speaking		26	29	22	15	7	1	1	0
Gaelic (Learners) Writing*	178	21	22	20	19	0	0	0	10
Gàidhlig	193	45	35	11	5	1	1	0	3
Reading		47	29	15	5	3	1	0	1
Listening		59	24	6	5	3	0	2	2
Writing		25	29	31	9	3	1	0	3
Speaking		45	31	17	7	1	1	0	0
German	11,066	20	24	25	19	6	1	0	4
Reading		20	18	25	24	8	2	1	3
Listening		13	29	22	26	4	2	1	4
Speaking		24	24	23	17	8	3	0	0
Writing		18	21	25	21	11	4	1	1
Italian	453	23	21	21	23	9	0	0	3
Reading		23	19	25	24	6	1	0	2
Listening		14	25	23	29	4	1	1	2
Speaking		27	17	19	21	12	3	1	0
Writing		24	15	20	17	17	6	1	1
Latin	548	54	23	9	5	4	2	0	2
Interpretation		49	25	8	6	1	2	6	1
Translation		51	32	6	5	3	1	1	2
Investigation		62	24	10	2	1	1	0	0
Russian	4	100	0	0	0	0	0	0	0
Reading		100	0	0	0	0	0	0	0
Listening		100	0	0	0	0	0	0	0
Speaking		100	0	0	0	0	0	0	0
Writing		50	25	25	0	0	0	0	0
Spanish	3,032	23	24	22	17	8	2	0	3
Reading		24	21	20	22	8	3	1	2
Listening		17	26	27	16	7	3	1	3
Speaking		31	22	19	14	9	4	0	0
Writing		19	19	23	20	12	5	0	0
Urdu	130	52	15	15	8	5	2	0	3
Reading		52	9	8	7	7	3	10	3
Listening		62	5	24	2	2	1	1	3
Speaking		48	25	18	3	5	0	0	0
Writing		49	28	12	7	2	2	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, 2006 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Accounting and Finance	2,363	21	29	17	17	10	4	0	3
Knowledge and Understanding		13	21	25	20	6	7	5	3
Handling Information		20	27	12	23	7	6	2	3
Practical Abilities		53	8	21	7	8	2	1	0
Mathematics	53,782	19	13	22	17	20	7	1	0
Knowledge and Understanding		18	15	19	17	20	8	2	0
Reasoning & Enquiry		14	12	20	21	19	11	4	0
Biology	23,200	26	26	26	9	8	4	0	1
Knowledge and Understanding*		20	23	16	21	5	0	13	1
Problem Solving*		23	35	15	18	3	0	5	1
Practical Abilities*		76	18	4	1	1	0	0	0
Chemistry	20,688	31	27	27	7	4	1	0	1
Knowledge and Understanding*		27	23	18	18	6	0	6	1
Problem Solving*		27	34	22	13	2	0	2	1
Practical Abilities*		85	10	3	1	1	0	1	0
Physics	17,064	33	28	24	7	4	3	0	1
Knowledge and Understanding*		31	27	16	16	5	0	5	1
Problem Solving*		24	32	24	9	4	0	5	1
Practical Abilities*		77	16	3	2	1	0	1	0
Science	5,741	2	5	29	32	18	7	1	6
Knowledge and Understanding		2	4	14	27	24	16	6	6
Problem Solving		2	4	25	35	12	11	5	6
Practical Abilities		31	31	15	11	6	2	2	0
Classical Studies	311	29	26	14	10	10	7	2	3
Knowledge and Understanding		29	25	11	12	8	3	9	3
Evaluating		30	22	11	15	5	4	10	3
Investigating		34	26	18	10	4	3	4	0
Contemporary Social Studies	200	0	1	6	26	43	16	1	10
Knowledge and Understanding		0	1	10	18	29	29	7	7
Evaluating		1	1	16	33	29	13	2	7
Investigating		0	0	2	26	44	24	2	3
Economics	289	13	24	11	17	19	10	7	0
Knowledge and Understanding		17	28	9	17	7	12	10	0
Enquiry Skills		14	24	5	23	15	8	11	0
Geography	19,646	22	26	20	14	9	8	1	0
Knowledge and Understanding		21	26	16	18	11	5	3	0
Enquiry Skills		22	27	19	14	7	9	2	0
History	21,136	26	27	14	13	12	6	2	0
Knowledge and Understanding		26	24	17	16	12	2	3	0
Enquiry Skills		28	28	12	13	10	6	4	0
Modern Studies	14,196	28	23	17	16	12	4	1	0
Knowledge and Understanding		24	23	15	10	19	4	4	0
Enquiry Skills		29	24	20	12	9	4	1	0
Religious Studies	1,681	14	22	15	17	16	10	2	6
Knowledge and Understanding		11	23	11	22	11	8	9	5
Evaluating		14	17	15	16	8	8	16	5
Investigating		27	22	19	15	9	6	2	1
Social and Vocational Skills	3,181	14	25	27	21	7	2	0	5
Communicative Abilities		7	19	25	25	13	6	0	4
Practical Abilities		17	24	25	20	10	3	1	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, 2006 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Administration	13,321	14	27	19	19	12	7	1	2
Knowledge and Understanding		14	19	20	17	12	11	7	1
Problem Solving		10	24	27	18	9	8	3	1
Practical Abilities		37	12	24	8	9	2	8	1
Business Management	6,618	26	26	21	16	7	3	0	2
Knowledge and Understanding		23	24	23	15	7	3	3	1
Decision Making		28	22	22	12	10	3	1	1
Practical Abilities		35	23	22	11	6	2	2	0
Computing Studies	16,508	22	24	19	19	11	2	0	2
Knowledge and Understanding		21	20	17	18	15	5	3	2
Problem Solving		21	24	13	22	11	6	2	2
Practical Abilities		31	26	20	13	6	2	1	0
Craft and Design	13,899	11	25	28	21	10	2	0	3
Knowledge and Understanding		10	25	17	24	12	6	3	3
Designing		16	22	25	20	10	5	1	0
Practical Abilities		20	27	26	16	7	4	1	0
Graphic Communication	10,450	18	31	21	17	9	3	0	2
Knowledge and Interpretation		24	26	22	13	9	2	3	2
Drawing Abilities		19	26	17	16	9	5	6	2
Illustration and Presentation		24	31	23	13	6	3	1	0
Home Economics	7,657	8	26	32	21	7	1	0	4
Knowledge and Understanding		4	9	23	31	13	10	6	4
Handling Information		11	16	30	16	13	7	3	4
Practical and Organisational Skills		20	33	27	13	4	1	0	0
Technological Studies	1,902	29	28	18	15	4	4	1	1
Knowledge and Understanding		26	30	12	22	5	0	5	1
Reasoning and Numerical Analysis		28	29	11	18	5	0	8	1
Application of Technology		45	31	16	7	2	0	0	0
Art and Design	18,563	15	34	33	13	3	0	0	2
Expressive Activity		15	32	37	12	2	0	0	2
Critical Activity		19	28	34	13	4	0	1	1
Design Activity		24	26	28	14	5	2	1	0
Drama	6,106	21	29	25	16	5	1	0	3
Knowledge and Understanding		10	27	23	20	11	2	4	2
Creating		33	26	23	12	4	2	0	0
Presenting		28	27	25	13	5	2	0	0
Music	10,542	36	31	18	8	3	1	0	3
Solo Performing		51	24	9	5	4	3	3	1
Listening		21	37	19	17	2	0	1	2
Group Performing		46	25	14	7	3	2	2	1
Inventing		31	25	21	13	6	3	1	0
Physical Education	18,358	13	33	31	16	4	0	0	2
Knowledge and Understanding		8	22	23	22	11	5	6	2
Evaluating		8	23	31	18	9	4	5	1
Practical Performance		26	37	26	9	2	0	0	0
All Subjects	416,052	22	24	23	17	8	3	2	1

TABLE SG5a: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT  
AT STANDARD GRADE, 2006

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	2	29%	1	0	0	0	1	0	0
English	29,583	50%	2,313	8,362	10,185	6,957	1,292	35	0
English – Alternative Communication	0	0%	–	–	–	–	–	–	–
French	15,794	47%	2,020	2,930	4,026	4,170	1,796	271	3
Gaelic (Learners)	174	48%	47	40	46	23	7	8	0
Gàidhlig	89	46%	29	32	13	9	2	1	0
German	5,318	48%	703	1,184	1,418	1,242	463	76	1
Italian	189	42%	32	31	36	50	29	1	1
Latin	226	41%	109	52	25	15	14	7	0
Russian	4	100%	4	0	0	0	0	0	0
Spanish	1,302	43%	199	250	297	307	166	37	0
Urdu	63	48%	21	12	12	7	5	2	0
Accounting and Finance	1,165	49%	234	337	201	196	125	45	4
Mathematics	27,090	50%	4,910	3,540	6,237	4,536	5,481	1,987	375
Biology	7,193	31%	1,836	1,838	1,797	710	582	310	20
Chemistry	10,198	49%	3,130	2,816	2,804	739	422	183	28
Physics	12,328	72%	3,750	3,429	3,076	1,014	538	349	46
Science	3,077	54%	63	155	898	987	551	228	21
Classical Studies	158	51%	39	41	27	17	16	9	3
Contemporary Social Studies	117	59%	0	1	8	33	43	18	1
Economics	187	65%	28	53	19	36	31	12	8
Geography	11,184	57%	2,044	3,047	2,367	1,598	1,078	893	152
History	10,520	50%	2,312	2,862	1,434	1,469	1,442	755	240
Modern Studies	5,753	41%	1,433	1,215	948	926	857	289	80
Religious Studies	558	33%	51	97	70	106	101	83	10
Social and Vocational Skills	1,486	47%	127	321	430	369	140	30	2
Administration	3,372	25%	268	733	601	773	575	298	36
Business Management	3,276	50%	760	897	687	542	244	84	5
Computing Studies	10,517	64%	2,329	2,458	2,004	2,037	1,200	281	17
Craft and Design	10,855	78%	1,036	2,701	3,114	2,377	1,066	248	12
Graphic Communication	7,114	68%	1,089	2,146	1,487	1,255	715	258	17
Home Economics	1,625	21%	52	254	472	465	227	34	3
Technological Studies	1,787	94%	510	501	322	267	79	78	10
Art and Design	6,496	35%	570	1,890	2,343	1,177	290	31	0
Drama	2,014	33%	297	532	522	415	153	39	0
Music	4,594	44%	1,487	1,378	845	479	200	56	2
Physical Education	12,646	69%	1,786	4,350	3,932	1,868	426	45	3
Subtotals	208,054	50%	35,619	50,485	52,703	37,171	20,357	7,081	1,100
– as percentages			17%	24%	25%	18%	10%	3%	1%
Gaelic (Learners) (Writing)*	66	37%	13	8	13	13	–	–	–
Totals	208,120	50%	35,632	50,493	52,716	37,184	20,357	7,081	1,100
– as percentages			17%	24%	25%	18%	10%	3%	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, 2006

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	5	71%	2	2	1	0	0	0	0
English	29,250	50%	4,169	10,810	9,093	4,234	579	8	0
English – Alternative Communication	2	100%	0	0	1	1	0	0	0
French	18,046	53%	4,224	4,350	4,397	3,271	1,085	134	0
Gaelic (Learners)	190	52%	83	53	26	19	2	1	0
Gàidhlig	104	54%	57	36	8	1	0	0	0
German	5,748	52%	1,479	1,500	1,385	886	243	39	0
Italian	264	58%	72	65	57	54	12	0	0
Latin	322	59%	188	75	27	13	9	4	0
Russian	0	0%	–	–	–	–	–	–	–
Spanish	1,730	57%	513	485	365	213	85	21	2
Urdu	67	52%	47	7	7	4	2	0	0
Accounting and Finance	1,198	51%	259	354	196	194	106	49	2
Mathematics	26,692	50%	5,211	3,687	5,794	4,598	5,036	1,926	408
Biology	16,007	69%	4,092	4,291	4,198	1,316	1,317	545	31
Chemistry	10,490	51%	3,376	2,869	2,837	705	461	119	15
Physics	4,736	28%	1,825	1,336	968	244	192	114	14
Science	2,664	46%	54	121	740	841	508	197	26
Classical Studies	153	49%	50	40	17	15	14	12	2
Contemporary Social Studies	83	42%	0	0	3	18	42	14	0
Economics	102	35%	11	15	12	12	23	17	12
Geography	8,462	43%	2,216	2,142	1,487	1,065	692	734	123
History	10,616	50%	3,283	2,813	1,442	1,337	1,070	507	157
Modern Studies	8,443	59%	2,471	2,024	1,433	1,339	802	313	60
Religious Studies	1,123	67%	176	275	182	173	162	84	17
Social and Vocational Skills	1,695	53%	310	459	440	296	92	20	1
Administration	9,949	75%	1,662	2,798	1,884	1,739	1,061	576	74
Business Management	3,342	50%	955	811	671	505	249	89	4
Computing Studies	5,991	36%	1,372	1,510	1,185	1,063	600	117	6
Craft and Design	3,044	22%	482	773	731	605	259	51	1
Graphic Communication	3,336	32%	784	1,062	663	507	193	50	7
Home Economics	6,032	79%	585	1,755	1,955	1,167	300	45	0
Technological Studies	115	6%	46	27	19	9	6	5	0
Art and Design	12,067	65%	2,245	4,429	3,735	1,172	211	15	0
Drama	4,092	67%	981	1,241	993	575	167	29	1
Music	5,948	56%	2,285	1,917	1,003	402	149	24	0
Physical Education	5,712	31%	686	1,674	1,699	1,132	364	44	4
Subtotals	207,820	50%	46,251	55,806	49,654	29,725	16,093	5,903	967
– as percentages			22%	27%	24%	14%	8%	3%	0%
Gaelic (Learners) (Writing)*	112	63%	24	31	23	20	–	–	–
Totals	207,932	50%	46,275	55,837	49,677	29,745	16,093	5,903	967
– as percentages			22%	27%	24%	14%	8%	3%	0%

\* 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, 2006

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	% OF ENTRIES		% OF MALE ENTRIES			% OF FEMALE ENTRIES		
		MALE	FEMALE	GRADES 1-2	GRADES 1-4	GRADES 1-6	GRADES 1-2	GRADES 1-4	GRADES 1-6
Classical Greek	7	29	71	50	50	100	80	100	100
English	58,833	50	50	36	94	99	51	97	99
English – Alternative Communication	2	0	100	–	–	–	0	100	100
French	33,840	47	53	31	83	96	48	90	97
Gaelic (Learners)	364	48	52	50	90	98	72	95	97
Gàidhlig	193	46	54	69	93	97	89	98	98
German	11,066	48	52	35	86	96	52	91	96
Italian	453	42	58	33	79	95	52	94	98
Latin	548	41	59	71	89	98	82	94	98
Russian	4	100	0	100	100	100	–	–	–
Spanish	3,032	43	57	34	81	96	58	91	97
Urdu	130	48	52	52	83	94	81	97	100
Accounting and Finance	2,363	49	51	49	83	98	51	84	97
Mathematics	53,782	50	50	31	71	99	33	72	98
Biology	23,200	31	69	51	86	98	52	87	98
Chemistry	20,688	49	51	58	93	99	60	93	99
Physics	17,064	72	28	58	91	99	67	92	99
Science	5,741	54	46	7	68	94	7	66	92
Classical Studies	311	51	49	51	78	94	59	80	97
Contemporary Social Studies	200	59	42	1	36	88	0	25	93
Economics	289	65	35	43	73	96	25	49	88
Geography	19,646	57	43	46	81	99	52	82	99
History	21,136	50	50	49	77	98	57	84	98
Modern Studies	14,196	41	59	46	79	99	53	86	99
Religious Studies	1,681	33	67	27	58	91	40	72	94
Social and Vocational Skills	3,181	47	53	30	84	95	45	89	95
Administration	13,321	25	75	30	70	96	45	81	98
Business Management	6,618	50	50	51	88	98	53	88	98
Computing Studies	16,508	64	36	46	84	98	48	86	98
Craft and Design	13,899	78	22	34	85	97	41	85	95
Graphic Communication	10,450	68	32	45	84	98	55	90	98
Home Economics	7,657	21	79	19	76	93	39	91	96
Technological Studies	1,902	94	6	57	90	98	63	88	97
Art and Design	18,563	35	65	38	92	97	55	96	98
Drama	6,106	33	67	41	88	97	54	93	97
Music	10,542	44	56	62	91	97	71	94	97
Physical Education	18,358	69	31	49	94	98	41	91	98
Subtotals	415,874	50	50	41	85	98	49	87	98
Gaelic (Learners) (Writing)*	178	37	63	32	71	71	49	88	88
Totals	416,052	50	50	41	85	98	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, 2006

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0%	1	0%	3	0%
9	585	1%	272	1%	313	1%
8	24,071	37%	11,987	37%	12,084	38%
7	16,243	62%	8,042	61%	8,201	62%
6	8,983	75%	4,509	74%	4,474	76%
5	4,964	83%	2,568	82%	2,396	83%
4	2,990	87%	1,577	87%	1,413	87%
3	1,723	90%	947	90%	776	90%
2	1,651	92%	930	92%	721	92%
1	5,151	100%	2,503	100%	2,648	100%
Total cand	66,365		33,336		33,029	
Total entries	415,874		208,054		207,820	
Entries/cand	6.3		6.2		6.3	

TABLE SG6b: NUMBER OF STANDARD GRADE CREDIT LEVEL AWARDS PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 AND 2	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	1	0%	0	0%	1	0%
9	149	0%	53	0%	96	0%
8	5,889	9%	2,456	8%	3,433	11%
7	5,332	17%	2,358	15%	2,974	20%
6	4,631	24%	2,137	21%	2,494	27%
5	4,458	31%	2,044	27%	2,414	35%
4	4,456	38%	2,192	34%	2,264	41%
3	4,636	45%	2,311	41%	2,325	48%
2	5,369	53%	2,818	49%	2,551	56%
1	9,828	67%	5,094	64%	4,734	71%
0	21,616	100%	11,873	100%	9,743	100%
Total cand	66,365		33,336		33,029	
Awards 1-2	188,161		86,104		102,057	
Awards/cand	2.8		2.6		3.1	

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

TABLE SG6c: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 4	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0%	1	0%	3	0%
9	452	1%	201	1%	251	1%
8	17,877	28%	8,729	27%	9,148	28%
7	12,436	46%	6,031	45%	6,405	48%
6	8,059	59%	3,881	57%	4,178	61%
5	6,058	68%	3,036	66%	3,022	70%
4	4,893	75%	2,564	73%	2,329	77%
3	3,935	81%	2,130	80%	1,805	82%
2	3,692	87%	2,049	86%	1,643	87%
1	5,833	95%	2,900	95%	2,933	96%
0	3,126	100%	1,814	100%	1,312	100%
Total cand	66,365		33,336		33,029	
Awards 1-4	357,414		175,978		181,436	
Awards/cand	5.4		5.3		5.5	

TABLE SG6d: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL AWARDS PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 6	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0%	1	0%	3	0%
9	567	1%	262	1%	305	1%
8	23,059	36%	11,470	35%	11,589	36%
7	15,756	59%	7,800	59%	7,956	60%
6	8,905	73%	4,499	72%	4,406	73%
5	5,173	81%	2,624	80%	2,549	81%
4	3,225	85%	1,718	85%	1,507	86%
3	1,961	88%	1,037	88%	924	89%
2	1,859	91%	1,059	91%	800	91%
1	5,145	99%	2,473	99%	2,672	99%
0	711	100%	393	100%	318	100%
Total cand	66,365		33,336		33,029	
Awards 1-6	406,848		203,416		203,432	
Awards/cand	6.1		6.1		6.2	

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

TABLE SG7: TREND IN SUCCESSFUL APPEALS FOR EACH ELEMENT AT STANDARD GRADE, 2004 TO 2006

ALL CANDIDATES

SUBJECT/ELEMENT	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES		
	2004	2005	2006
Classical Greek			
Interpretation	–	–	–
Translation	–	–	–
Investigation	0%	–	–
English			
Reading	0%	0%	0%
Writing	0%	0%	1%
Talking	n/a	n/a	n/a
English – Alternative Communication			
Reading	–	–	–
Writing	–	–	–
Communicating	n/a	n/a	n/a
French			
Reading	2%	3%	2%
Listening	1%	1%	2%
Speaking	n/a	n/a	n/a
Writing	0%	0%	0%
Gaelic (Learners)			
Reading	–	1%	2%
Listening	0%	1%	1%
Speaking	n/a	n/a	n/a
Gaelic (Learners) Writing*	–	–	1%
Gàidhlig			
Reading	0%	–	1%
Listening	–	–	1%
Writing	–	–	0%
Speaking	n/a	n/a	n/a
German			
Reading	1%	1%	2%
Listening	1%	1%	1%
Speaking	n/a	n/a	n/a
Writing	1%	0%	2%
Italian			
Reading	1%	–	0%
Listening	0%	0%	–
Speaking	n/a	n/a	n/a
Writing	–	–	1%
Latin			
Interpretation	2%	1%	1%
Translation	2%	2%	1%
Investigation	0%	1%	1%
Russian			
Reading	–	–	–
Listening	–	–	–
Speaking	n/a	n/a	n/a
Writing	–	–	–
Spanish			
Reading	2%	2%	1%
Listening	2%	0%	1%
Speaking	n/a	n/a	n/a
Writing	0%	0%	2%
Urdu			
Reading	0%	0%	0%
Listening	–	–	–
Speaking	n/a	n/a	n/a
Writing	–	1%	–

\* Gaelic (Learners) Writing element is optional.

TABLE SG7: TREND IN SUCCESSFUL APPEALS FOR EACH ELEMENT AT STANDARD GRADE, 2004 TO 2006 (CONTINUED)

ALL CANDIDATES

SUBJECT/ELEMENT	2004	2005	2006
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%	0%	1%
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	0%	0%	0%
Practical Abilities	n/a	n/a	n/a
Science			
Knowledge and Understanding	1%	1%	1%
Problem Solving	1%	1%	0%
Practical Abilities	n/a	n/a	n/a
Classical Studies			
Knowledge and Understanding	5%	5%	13%
Evaluating	5%	4%	5%
Investigating	n/a	n/a	n/a
Contemporary Social Studies			
Knowledge and Understanding	–	1%	–
Evaluating	–	–	1%
Investigating	n/a	n/a	n/a
Economics			
Knowledge and Understanding	2%	3%	5%
Enquiry Skills	6%	9%	6%
Geography			
Knowledge and Understanding	3%	2%	2%
Enquiry Skills	2%	2%	2%
History			
Knowledge and Understanding	1%	2%	2%
Enquiry Skills	2%	2%	2%
Modern Studies			
Knowledge and Understanding	2%	2%	2%
Enquiry Skills	2%	2%	2%
Religious Studies			
Knowledge and Understanding	2%	2%	4%
Evaluating	2%	3%	5%
Investigating	n/a	n/a	n/a
Social and Vocational Skills			
Communicative Abilities	0%	2%	1%
Practical Abilities	n/a	n/a	n/a

TABLE SG7: TREND IN SUCCESSFUL APPEALS FOR EACH ELEMENT AT STANDARD GRADE, 2004 TO 2006 (CONTINUED)

ALL CANDIDATES

SUBJECT/ELEMENT	2004	2005	2006
Administration			
Knowledge and Understanding	2%	2%	2%
Problem Solving	2%	2%	2%
Practical Abilities	0%	0%	0%
Business Management			
Knowledge and Understanding	1%	1%	1%
Decision Making	1%	1%	1%
Practical Abilities	n/a	n/a	n/a
Computing Studies			
Knowledge and Understanding	1%	1%	1%
Problem Solving	1%	1%	1%
Practical Abilities	n/a	n/a	n/a
Craft and Design			
Knowledge and Understanding	1%	2%	2%
Designing	n/a	n/a	n/a
Practical Abilities	n/a	n/a	n/a
Graphic Communication			
Knowledge and Interpretation	3%	2%	2%
Drawing Abilities	2%	1%	2%
Illustration and Presentation	n/a	n/a	n/a
Home Economics			
Knowledge and Understanding	3%	2%	3%
Handling Information	2%	3%	3%
Practical and Organisational Skills	n/a	n/a	n/a
Technological Studies			
Knowledge and Understanding	3%	1%	1%
Reasoning and Numerical Analysis	2%	1%	1%
Application of Technology	n/a	n/a	n/a
Art and Design			
Expressive Activities	3%	2%	1%
Critical Activities	2%	3%	4%
Design Activities	n/a	n/a	n/a
Drama			
Knowledge and Understanding	2%	3%	2%
Creating	n/a	n/a	n/a
Presenting	n/a	n/a	n/a
Music			
Solo Performing	0%	0%	1%
Listening	1%	0%	0%
Group Performing	n/a	n/a	n/a
Inventing	n/a	n/a	n/a
Physical Education			
Knowledge and Understanding	2%	2%	2%
Evaluating	3%	2%	3%
Practical Performance	n/a	n/a	n/a
All Subjects	1%	1%	1%

TABLE SG8: TREND IN ASSESSMENT ARRANGEMENTS AT STANDARD GRADE, 2005 TO 2006

	2005	2006
Percentage of all entries for which assessment arrangements were requested	6%	6%

## INTERMEDIATE 1

All tables reporting on Intermediate 1 are Course-based analyses, ie in all Courses, apart from Skills for Work Courses (see below), students must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any student 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.

Intermediate 1 was designed primarily for students in the fifth and sixth years of secondary education, and adults. Most awards are made at three passing grades, A to C, and grade D. Only overall awards are reported.

Skills for Work Courses (Phase 1 pilot) were introduced at this level in 2006. There were entries for three Courses:

Construction Crafts

Early Education and Childcare

Sport and Recreation

These Courses are awarded upon successful completion of the Units that make up the Course. There is no final exam or grading. Assessment involves a range of different tasks, including practical assignments, short tests and keeping personal records.

Intermediate 1 had student uptake from 457 centres in 45 subjects including the three Skills for Work Courses.

For Religious, Moral and Philosophical Studies at Intermediate 1 in 2006, 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 Religious, Moral and Philosophical Studies (New). For the subjects where a revised Course was available alongside the existing Course in 2005, only the revised Course was available in 2006. These Courses continue to be designated as '(New)' ie Computing Studies (New), Geography (New) and Psychology (New) to inform any comparisons with previous years.

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 45,174 entries at Intermediate 1 in 2006, an increase of 23% on 2005 and an increase of 122% on 2002.
- Mathematics and English entries made up 36% of the total entries (similar to 2005).
- The highest percentage increases in entries, in subjects with over 100 entries, were in German, Care and Physical Education.

### Table IA2

This table shows the pass rate for each subject of Intermediate 1 from 2002 to 2006. 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 high uptake subjects (with 100 or more entries) the pass rates for Travel and Tourism, French and Physics have improved most on last year.

### 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 (52%) or S5 (31%) entries.
- 75% of English and 61% of Travel and Tourism entries were from S5, while most science subject entries came from S4 students (Biology 92%, Chemistry 89%, Physics 91%).
- Entries for Care and Psychology were predominately from FE centres.
- Across Intermediate 1 subjects, the pass rate for S4 is significantly greater than that for S5, 73% and 67% 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 93% in Home Economics: Health and Food Technology to 45% in Psychology (New).
- The percentage of students gaining grade A in subjects with 100 or more entries ranged from 56% in Travel and Tourism to 6% in Psychology.
- 369 centres entered students for English and 387 for Mathematics.

#### 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 students taking Woodworking Skills (88%), Physics (84%), and Physical Education (74%) than female. There were also more male students entered for English than female in 2006 (57% male, 43% female).
- Almost all Home Economics: Fashion and Textile Technology (99%), Home Economics: Lifestyle and Consumer Technology (96%) and Care (92%) students were female.
- The average pass rate for female students across all subjects was 4 percentage points higher than that for males (74% compared to 70%).
- The average A rate for female students across all subjects was also 4 percentage points higher than for males (30% compared to 26%).

#### 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 2005.

- 50% of Intermediate 1 students were aged 15 and 23% of Intermediate 1 students were aged 16.

- 49% of all Intermediate 1 students were male, 51% were female.
- Students entered for, on average, 1.4 Intermediate 1 subjects and passed, on average, 1.0, with no difference between males and females.

#### Table IA7

Tables (IA7a and IA7b) describe the number of entries and passes gained by students in all Intermediate 1 Courses. Table IA7c describes the number of Grade A awards for all students taking graded Intermediate 1 Courses.

- Of the 32,352 students, 72% entered for only one Intermediate 1 subject.
- 9% of Intermediate 1 students entered for three or more subjects.
- 80% of students achieved at least one Intermediate 1 pass.
- 36% of students achieved at least one Grade A pass (up from 32% in 2005).
- On average, males and females achieved 0.4 grade A passes at Intermediate 1.

#### Table IA8

This table shows the trend in successful appeals at Intermediate 1 from 2004 to 2006 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 2006 represented 2% of entries. This has been stable over the three years.
- Of the subjects with more than 100 entries, the largest percentage of successful appeals was in Business Management (5%).
- Successful appeals for English and Mathematics account for 4% and 3% of entries respectively.

#### Table IA9

This table shows the trend in assessment arrangements at Intermediate 1 from 2005 to 2006 as a percentage of total entries. For further information on assessment arrangements refer to the chapter at beginning of this report and to the SQA website.

- For the past two years the percentage of entries for which assessment arrangements were requested has remained stable at 7%.

#### 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.

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.



TABLE IA1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1, 2002 TO 2006

ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
English*	4,438	4,514	4,935	5,011	5,828	16%
French	158	574	989	1,136	1,470	29%
Gaelic (Learners)	20	25	11	15	13	-13%
Gàidhlig	7			1		
German	59	149	197	151	246	63%
Italian	199	195	131	185	188	2%
Latin	16	4	1	7	1	-86%
Russian	3	1	9	17	14	-18%
Spanish	536	598	663	672	851	27%
Accounting*	394	313	190	125	119	-5%
Mathematics	5,070	5,314	6,240	7,799	10,317	32%
Biology	629	1,370	2,813	3,295	3,975	21%
Chemistry	263	723	1,408	1,602	1,929	20%
Geology	49	54	55	49	44	-10%
Managing Environmental Resources	9	10	12	18	36	100%
Physics	282	769	1,073	1,555	1,845	19%
Classical Studies	4	10	11	4	8	100%
Economics	8	2	6	4	10	150%
Geography	318	315	384	291		-
Geography (New)				203	514	153%
History	435	504	673	944	1,105	17%
Modern Studies	188	220	347	387	515	33%
Psychology	20	40	64	38		-
Psychology (New)				78	197	153%
Religious, Moral and Philosophical Studies	363	573	688	816	73	-91%
Religious, Moral and Philosophical Studies (New)					537	-
Sociology	8	13	10	21	23	10%
Administration	1,002	1,048	1,033	976	1,371	40%
Applied Practical Electronics			30	57	55	-4%
Business Management	91	163	193	258	338	31%
Care	122	167	207	219	351	60%
Computing Studies	832	1,023	1,488	1,103		-
Computing Studies (New)				571	1,552	172%
Construction Crafts					97	-
Early Education and Childcare					111	-
Engineering Craft Skills	63	81	54	55	63	15%
Home Economics: Fashion and Textile Technology	225	275	319	391	405	4%
Home Economics: Health and Food Technology	1,754	2,225	989	463	489	6%
Home Economics: Lifestyle and Consumer Technology	520	582	705	777	795	2%
Hospitality: Practical Cookery			1,792	2,897	3,839	33%
Personal and Social Education	25	21	37	41	70	71%
Travel and Tourism	539	603	556	534	655	23%
Woodworking Skills	519	597	872	984	1,279	30%
Art and Design	351	518	801	1,194	1,606	35%
Drama	31	46	42	58	77	33%
Media Studies	109	193	211	385	425	10%
Music	200	341	557	639	752	18%
Physical Education	493	440	435	627	968	54%
Sport and Recreation					18	-
Totals	20,352	24,613	31,231	36,653	45,174	23%

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

TABLE IA2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1, 2002 TO 2006

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2002	2003	2004	2005	2006
English*	52	59	55	62	63
French	83	55	62	71	82
Gaelic (Learners)	75	96	91	100	92
Gàidhlig	86	–	–	100	–
German	71	62	73	70	70
Italian	83	81	86	82	72
Latin	63	100	100	100	100
Russian	100	100	89	88	93
Spanish	89	85	88	86	81
Accounting*	81	67	83	68	69
Mathematics	49	54	53	59	62
Biology	67	54	59	65	72
Chemistry	55	54	55	56	59
Geology	90	94	95	98	98
Managing Environmental Resources	100	100	67	83	89
Physics	60	47	51	45	62
Classical Studies	75	60	55	75	100
Economics	75	100	100	25	90
Geography	55	63	37	58	–
Geography (New)	–	–	–	64	51
History	77	71	68	70	73
Modern Studies	70	67	64	63	63
Psychology	70	60	61	66	–
Psychology (New)	–	–	–	63	45
Religious, Moral and Philosophical Studies	55	63	60	63	53
Religious, Moral and Philosophical Studies (New)	–	–	–	–	52
Sociology	100	69	80	62	61
Administration	81	86	87	85	87
Applied Practical Electronics	–	–	77	77	85
Business Management	86	79	77	81	79
Care	76	83	70	78	82
Computing Studies	77	79	80	84	–
Computing Studies (New)	–	–	–	82	85
Construction Crafts	–	–	–	–	61
Early Education and Childcare	–	–	–	–	56
Engineering Craft Skills	84	78	80	87	79
Home Economics: Fashion and Textile Technology	92	93	94	88	87
Home Economics: Health and Food Technology	87	85	80	88	93
Home Economics: Lifestyle and Consumer Technology	89	87	90	92	92
Hospitality: Practical Cookery	–	–	88	88	89
Personal and Social Education	80	90	92	90	80
Travel and Tourism	78	72	64	74	88
Woodworking Skills	83	86	84	85	87
Art and Design	82	83	78	85	88
Drama	84	89	79	84	92
Media Studies	63	58	69	49	53
Music	78	68	76	75	80
Physical Education	79	86	90	89	84
Sport and Recreation	–	–	–	–	94
Totals	65	66	66	69	72

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

TABLE IA3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	5,828	5%	12%	75%	6%	0%	1%	0%
French	1,470	20%	77%	2%	1%	0%	1%	—
Gaelic (Learners)	13	—	15%	38%	46%	—	—	—
German	246	15%	74%	4%	2%	0%	3%	—
Italian	188	3%	27%	34%	33%	—	4%	—
Latin	1	—	—	—	100%	—	—	—
Russian	14	—	—	—	100%	—	—	—
Spanish	851	8%	24%	29%	26%	0%	12%	1%
Accounting	119	—	16%	43%	18%	—	23%	—
Mathematics	10,317	23%	30%	40%	3%	2%	1%	0%
Biology	3,975	2%	92%	4%	0%	0%	0%	0%
Chemistry	1,929	6%	89%	4%	0%	—	0%	—
Geology	44	—	7%	16%	77%	—	—	—
Managing Environmental Resources	36	—	53%	19%	8%	—	19%	—
Physics	1,845	5%	91%	3%	0%	0%	0%	0%
Classical Studies	8	—	—	88%	13%	—	—	—
Economics	10	—	20%	—	80%	—	—	—
Geography (New)	514	2%	37%	57%	5%	0%	0%	—
History	1,105	4%	57%	35%	3%	0%	—	—
Modern Studies	515	3%	49%	43%	5%	0%	0%	—
Psychology (New)	197	—	10%	20%	5%	—	65%	—
Religious, Moral and Philosophical Studies	73	63%	30%	7%	—	—	—	—
Religious, Moral and Philosophical Studies (New)	537	5%	88%	6%	1%	—	—	—
Sociology	23	—	57%	—	4%	—	39%	—
Administration	1,371	5%	25%	56%	6%	—	7%	0%
Applied Practical Electronics	55	—	—	47%	15%	—	38%	—
Business Management	338	1%	57%	33%	7%	—	3%	0%
Care	351	1%	7%	15%	3%	0%	74%	—
Computing Studies (New)	1,552	18%	48%	22%	3%	0%	8%	0%
Construction Crafts	97	6%	—	4%	3%	—	87%	—
Early Education and Childcare	111	10%	—	—	—	—	90%	—
Engineering Craft Skills	63	—	33%	60%	6%	—	—	—
Home Economics: Fashion and Textile Technology	405	1%	49%	35%	16%	—	—	—
Home Economics: Health and Food Technology	489	7%	82%	8%	3%	—	—	—
Home Economics: Lifestyle and Consumer Technology	795	4%	60%	31%	5%	—	—	0%
Hospitality: Practical Cookery	3,839	3%	83%	9%	4%	0%	1%	0%
Personal and Social Education	70	—	—	46%	14%	—	40%	—
Travel and Tourism	655	1%	17%	61%	13%	—	7%	—
Woodworking Skills	1,279	1%	80%	17%	2%	—	—	0%
Art and Design	1,606	4%	76%	18%	2%	0%	0%	—
Drama	77	—	66%	25%	3%	1%	5%	—
Media Studies	425	4%	50%	34%	10%	—	2%	—
Music	752	6%	81%	11%	3%	—	—	—
Physical Education	968	14%	44%	38%	4%	0%	—	—
Sport and Recreation	18	—	—	—	—	—	—	100%
Totals	45,174	4,317	23,382	13,870	1,919	307	1,331	48
— as percentages		10%	52%	31%	4%	1%	3%	0%

TABLE IA3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2006

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	87%	78%	60%	58%	82%	53%	20%
French	83%	82%	76%	88%	100%	90%	—
Gaelic (Learners)	—	50%	100%	100%	—	—	—
German	92%	64%	73%	100%	100%	75%	—
Italian	100%	56%	68%	90%	—	38%	—
Latin	—	—	—	100%	—	—	—
Russian	—	—	—	93%	—	—	—
Spanish	88%	72%	81%	92%	100%	72%	86%
Accounting	—	74%	75%	82%	—	44%	—
Mathematics	83%	51%	58%	55%	92%	55%	71%
Biology	83%	71%	89%	88%	75%	75%	0%
Chemistry	79%	57%	68%	50%	—	83%	—
Geology	—	100%	86%	100%	—	—	—
Managing Environmental Resources	—	89%	100%	100%	—	71%	—
Physics	78%	60%	76%	78%	57%	100%	0%
Classical Studies	—	—	100%	100%	—	—	—
Economics	—	50%	—	100%	—	—	—
Geography (New)	75%	47%	53%	46%	0%	100%	—
History	74%	76%	68%	74%	67%	—	—
Modern Studies	54%	66%	58%	69%	50%	100%	—
Psychology (New)	—	37%	49%	60%	—	44%	—
Religious, Moral and Philosophical Studies	48%	68%	40%	—	—	—	—
Religious, Moral and Philosophical Studies (New)	69%	51%	50%	25%	—	—	—
Sociology	—	54%	—	100%	—	67%	—
Administration	99%	83%	87%	84%	—	93%	100%
Applied Practical Electronics	—	—	100%	100%	—	62%	—
Business Management	100%	78%	81%	78%	—	80%	100%
Care	100%	81%	81%	100%	100%	82%	—
Computing Studies (New)	88%	86%	87%	72%	100%	75%	0%
Construction Crafts	0%	—	100%	100%	—	62%	—
Early Education and Childcare	91%	—	—	—	—	52%	—
Engineering Craft Skills	—	67%	84%	100%	—	—	—
Home Economics: Fashion and Textile Technology	100%	82%	90%	98%	—	—	—
Home Economics: Health and Food Technology	97%	92%	95%	100%	—	—	—
Home Economics: Lifestyle and Consumer Technology	100%	91%	93%	95%	—	—	0%
Hospitality: Practical Cookery	82%	89%	93%	89%	100%	30%	0%
Personal and Social Education	—	—	78%	90%	—	79%	—
Travel and Tourism	67%	80%	91%	93%	—	74%	—
Woodworking Skills	100%	86%	91%	100%	—	—	67%
Art and Design	78%	88%	88%	88%	100%	100%	—
Drama	—	92%	95%	100%	100%	75%	—
Media Studies	100%	56%	45%	56%	—	0%	—
Music	100%	78%	77%	89%	—	—	—
Physical Education	93%	81%	85%	84%	67%	—	—
Sport and Recreation	—	—	—	—	—	—	94%
Totals	84%	73%	67%	76%	89%	67%	69%

TABLE IA4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT INTERMEDIATE 1, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	A	B	C	PASSES IN		NO. OF CENTRES	
					UNGRADED COURSES	TOTAL PASSES		
English	5,828	603	1,286	1,785	—	3,674	625	369
French	1,470	701	297	213	—	1,211	63	52
Gaelic (Learners)	13	11	0	1	—	12	0	6
German	246	57	70	45	—	172	17	26
Italian	188	86	27	22	—	135	13	26
Latin	1	1	0	0	—	1	0	1
Russian	14	12	0	1	—	13	1	2
Spanish	851	439	119	133	—	691	39	95
Accounting	119	45	25	12	—	82	3	23
Mathematics	10,317	3,201	1,460	1,747	—	6,408	758	387
Biology	3,975	807	1,105	963	—	2,875	376	229
Chemistry	1,929	357	343	440	—	1,140	200	181
Geology	44	36	6	1	—	43	0	9
Managing Environmental Resources	36	9	11	12	—	32	2	5
Physics	1,845	381	367	392	—	1,140	135	182
Classical Studies	8	6	1	1	—	8	0	3
Economics	10	3	5	1	—	9	1	4
Geography (New)	514	36	82	144	—	262	95	121
History	1,105	211	342	254	—	807	121	160
Modern Studies	515	76	130	116	—	322	60	99
Psychology (New)	197	12	39	38	—	89	14	23
Religious, Moral and Philosophical Studies	73	10	17	12	—	39	7	3
Religious, Moral and Philosophical Studies (New)	537	106	89	84	—	279	43	26
Sociology	23	7	6	1	—	14	2	4
Administration	1,371	585	430	173	—	1,188	52	186
Applied Practical Electronics	55	25	16	6	—	47	0	6
Business Management	338	154	70	44	—	268	19	48
Care	351	180	69	39	—	288	10	25
Computing Studies (New)	1,552	634	429	260	—	1,323	54	114
Construction Crafts	97	—	—	—	59	59	—	8
Early Education and Childcare	111	—	—	—	62	62	—	4
Engineering Craft Skills	63	13	12	25	—	50	1	17
Home Economics: Fashion and Textile Technology	405	122	162	70	—	354	16	38
Home Economics: Health and Food Technology	489	216	199	40	—	455	5	37
Home Economics: Lifestyle and Consumer Technology	795	298	313	124	—	735	20	62
Hospitality: Practical Cookery	3,839	1,154	1,485	769	—	3,408	188	211
Personal and Social Education	70	31	15	10	—	56	4	7
Travel and Tourism	655	364	109	104	—	577	8	80
Woodworking Skills	1,279	302	378	436	—	1,116	7	156
Art and Design	1,606	689	448	275	—	1,412	59	159
Drama	77	53	9	9	—	71	2	19
Media Studies	425	60	69	97	—	226	44	38
Music	752	131	270	197	—	598	37	109
Physical Education	968	433	224	157	—	814	29	92
Sport and Recreation	18	—	—	—	17	17	—	2
Totals	45,174	12,657	10,534	9,253	138	32,582	3,130	
— as percentages		28%	23%	20%	0%	72%	7%	

TABLE IA4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 1, 2006

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	A	B	C	PASSES IN		D
					UNGRADED COURSES	TOTAL PASSES	
English	5,828	10	22	31	—	63	11
French	1,470	48	20	14	—	82	4
Gaelic (Learners)	13	85	0	8	—	92	0
German	246	23	28	18	—	70	7
Italian	188	46	14	12	—	72	7
Latin	1	100	0	0	—	100	0
Russian	14	86	0	7	—	93	7
Spanish	851	52	14	16	—	81	5
Accounting	119	38	21	10	—	69	3
Mathematics	10,317	31	14	17	—	62	7
Biology	3,975	20	28	24	—	72	9
Chemistry	1,929	19	18	23	—	59	10
Geology	44	82	14	2	—	98	0
Managing Environmental Resources	36	25	31	33	—	89	6
Physics	1,845	21	20	21	—	62	7
Classical Studies	8	75	13	13	—	100	0
Economics	10	30	50	10	—	90	10
Geography (New)	514	7	16	28	—	51	18
History	1,105	19	31	23	—	73	11
Modern Studies	515	15	25	23	—	63	12
Psychology (New)	197	6	20	19	—	45	7
Religious, Moral and Philosophical Studies	73	14	23	16	—	53	10
Religious, Moral and Philosophical Studies (New)	537	20	17	16	—	52	8
Sociology	23	30	26	4	—	61	9
Administration	1,371	43	31	13	—	87	4
Applied Practical Electronics	55	45	29	11	—	85	0
Business Management	338	46	21	13	—	79	6
Care	351	51	20	11	—	82	3
Computing Studies (New)	1,552	41	28	17	—	85	3
Construction Crafts	97	—	—	—	61	61	—
Early Education and Childcare	111	—	—	—	56	56	—
Engineering Craft Skills	63	21	19	40	—	79	2
Home Economics: Fashion and Textile Technology	405	30	40	17	—	87	4
Home Economics: Health and Food Technology	489	44	41	8	—	93	1
Home Economics: Lifestyle and Consumer Technology	795	37	39	16	—	92	3
Hospitality: Practical Cookery	3,839	30	39	20	—	89	5
Personal and Social Education	70	44	21	14	—	80	6
Travel and Tourism	655	56	17	16	—	88	1
Woodworking Skills	1,279	24	30	34	—	87	1
Art and Design	1,606	43	28	17	—	88	4
Drama	77	69	12	12	—	92	3
Media Studies	425	14	16	23	—	53	10
Music	752	17	36	26	—	80	5
Physical Education	968	45	23	16	—	84	3
Sport and Recreation	18	—	—	—	94	94	—
Totals	45,174	28	23	20	0	72	7

TABLE IA5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1  
BY GENDER, 2006

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	PASSES IN			UNGRADED COURSES	TOTAL PASSES	D
			A	B	C			
English	3,312	57%	308	707	1,027	—	2,042	352
French	747	51%	317	158	118	—	593	40
Gaelic (Learners)	5	38%	5	0	0	—	5	0
German	128	52%	22	33	25	—	80	10
Italian	76	40%	29	8	8	—	45	7
Latin	1	100%	1	0	0	—	1	0
Russian	7	50%	5	0	1	—	6	1
Spanish	320	38%	139	43	65	—	247	20
Accounting	52	44%	20	12	3	—	35	0
Mathematics	5,180	50%	1,651	744	883	—	3,278	348
Biology	1,519	38%	325	427	366	—	1,118	127
Chemistry	1,100	57%	191	188	275	—	654	109
Geology	32	73%	25	5	1	—	31	0
Managing Environmental Resources	13	36%	1	3	6	—	10	1
Physics	1,558	84%	323	318	340	—	981	109
Classical Studies	4	50%	3	0	1	—	4	0
Economics	8	80%	3	4	0	—	7	1
Geography (New)	295	57%	23	55	84	—	162	54
History	588	53%	100	178	140	—	418	62
Modern Studies	225	44%	32	53	57	—	142	27
Psychology (New)	37	19%	1	7	12	—	20	0
Religious, Moral and Philosophical Studies	33	45%	2	8	5	—	15	6
Religious, Moral and Philosophical Studies (New)	258	48%	42	39	39	—	120	24
Sociology	6	26%	0	2	1	—	3	0
Administration	434	32%	155	153	53	—	361	23
Applied Practical Electronics	52	95%	24	15	5	—	44	0
Business Management	169	50%	74	33	20	—	127	8
Care	29	8%	16	6	5	—	27	0
Computing Studies (New)	1,006	65%	409	281	180	—	870	35
Construction Crafts	96	99%	—	—	—	59	59	—
Early Education and Childcare	3	3%	—	—	—	1	1	—
Engineering Craft Skills	56	89%	13	10	20	—	43	1
Home Economics: Fashion and Textile Technology	6	1%	0	4	2	—	6	0
Home Economics: Health and Food Technology	149	30%	56	61	14	—	131	3
Home Economics: Lifestyle and Consumer Technology	30	4%	9	12	4	—	25	1
Hospitality: Practical Cookery	1,407	37%	318	506	359	—	1,183	107
Personal and Social Education	19	27%	4	5	2	—	11	3
Travel and Tourism	230	35%	124	40	38	—	202	0
Woodworking Skills	1,126	88%	268	342	370	—	980	6
Art and Design	715	45%	253	215	140	—	608	38
Drama	26	34%	18	1	5	—	24	0
Media Studies	192	45%	15	33	41	—	89	24
Music	339	45%	71	119	87	—	277	14
Physical Education	717	74%	334	166	109	—	609	18
Sport and Recreation	18	100%	—	—	—	17	17	—
Totals	22,323	49%	5,729	4,994	4,911	77	15,711	1,579
— as percentages			26%	22%	22%	0%	70%	7%

TABLE IA5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1  
BY GENDER, 2006

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	A	B	C	PASSES IN	TOTAL	D
		OF ALL CANDS				UNGRADED COURSES		
English	2,516	43%	295	579	758	—	1,632	273
French	723	49%	384	139	95	—	618	23
Gaelic (Learners)	8	62%	6	0	1	—	7	0
German	118	48%	35	37	20	—	92	7
Italian	112	60%	57	19	14	—	90	6
Latin	—	0%	—	—	—	—	—	—
Russian	7	50%	7	0	0	—	7	0
Spanish	531	62%	300	76	68	—	444	19
Accounting	67	56%	25	13	9	—	47	3
Mathematics	5,137	50%	1,550	716	864	—	3,130	410
Biology	2,456	62%	482	678	597	—	1,757	249
Chemistry	829	43%	166	155	165	—	486	91
Geology	12	27%	11	1	0	—	12	0
Managing Environmental Resources	23	64%	8	8	6	—	22	1
Physics	287	16%	58	49	52	—	159	26
Classical Studies	4	50%	3	1	0	—	4	0
Economics	2	20%	0	1	1	—	2	0
Geography (New)	219	43%	13	27	60	—	100	41
History	517	47%	111	164	114	—	389	59
Modern Studies	290	56%	44	77	59	—	180	33
Psychology (New)	160	81%	11	32	26	—	69	14
Religious, Moral and Philosophical Studies	40	55%	8	9	7	—	24	1
Religious, Moral and Philosophical Studies (New)	279	52%	64	50	45	—	159	19
Sociology	17	74%	7	4	0	—	11	2
Administration	937	68%	430	277	120	—	827	29
Applied Practical Electronics	3	5%	1	1	1	—	3	0
Business Management	169	50%	80	37	24	—	141	11
Care	322	92%	164	63	34	—	261	10
Computing Studies (New)	546	35%	225	148	80	—	453	19
Construction Crafts	1	1%	—	—	—	0	0	—
Early Education and Childcare	108	97%	—	—	—	61	61	—
Engineering Craft Skills	7	11%	0	2	5	—	7	0
Home Economics: Fashion and Textile Technology	399	99%	122	158	68	—	348	16
Home Economics: Health and Food Technology	340	70%	160	138	26	—	324	2
Home Economics: Lifestyle and Consumer Technology	765	96%	289	301	120	—	710	19
Hospitality: Practical Cookery	2,432	63%	836	979	410	—	2,225	81
Personal and Social Education	51	73%	27	10	8	—	45	1
Travel and Tourism	425	65%	240	69	66	—	375	8
Woodworking Skills	153	12%	34	36	66	—	136	1
Art and Design	891	55%	436	233	135	—	804	21
Drama	51	66%	35	8	4	—	47	2
Media Studies	233	55%	45	36	56	—	137	20
Music	413	55%	60	151	110	—	321	23
Physical Education	251	26%	99	58	48	—	205	11
Sport and Recreation	—	0%	—	—	—	—	—	—
Totals	22,851	51%	6,928	5,540	4,342	61	16,871	1,551
— as percentages			30%	24%	19%	0%	74%	7%



TABLE IA5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1  
BY GENDER, 2006

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
English	5,828	57	43	9	12	62	65
French	1,470	51	49	42	53	79	85
Gaelic (Learners)	13	38	62	100	75	100	88
German	246	52	48	17	30	63	78
Italian	188	40	60	38	51	59	80
Latin	1	100	0	100	—	100	—
Russian	14	50	50	71	100	86	100
Spanish	851	38	62	43	56	77	84
Accounting	119	44	56	38	37	67	70
Mathematics	10,317	50	50	32	30	63	61
Biology	3,975	38	62	21	20	74	72
Chemistry	1,929	57	43	17	20	59	59
Geology	44	73	27	78	92	97	100
Managing Environmental Resources	36	36	64	8	35	77	96
Physics	1,845	84	16	21	20	63	55
Classical Studies	8	50	50	75	75	100	100
Economics	10	80	20	38	0	88	100
Geography (New)	514	57	43	8	6	55	46
History	1,105	53	47	17	21	71	75
Modern Studies	515	44	56	14	15	63	62
Psychology (New)	197	19	81	3	7	54	43
Religious, Moral and Philosophical Studies	73	45	55	6	20	45	60
Religious, Moral and Philosophical Studies (New)	537	48	52	16	23	47	57
Sociology	23	26	74	0	41	50	65
Administration	1,371	32	68	36	46	83	88
Applied Practical Electronics	55	95	5	46	33	85	100
Business Management	338	50	50	44	47	75	83
Care	351	8	92	55	51	93	81
Computing Studies (New)	1,552	65	35	41	41	86	83
Construction Crafts	97	99	1	—	—	61	0
Early Education and Childcare	111	3	97	—	—	33	56
Engineering Craft Skills	63	89	11	23	0	77	100
Home Economics: Fashion and Textile Technology	405	1	99	0	31	100	87
Home Economics: Health and Food Technology	489	30	70	38	47	88	95
Home Economics: Lifestyle and Consumer Technology	795	4	96	30	38	83	93
Hospitality: Practical Cookery	3,839	37	63	23	34	84	91
Personal and Social Education	70	27	73	21	53	58	88
Travel and Tourism	655	35	65	54	56	88	88
Woodworking Skills	1,279	88	12	24	22	87	89
Art and Design	1,606	45	55	35	49	85	90
Drama	77	34	66	69	69	92	92
Media Studies	425	45	55	8	19	46	59
Music	752	45	55	21	15	82	78
Physical Education	968	74	26	47	39	85	82
Sport and Recreation	18	100	0	—	—	94	—
Totals	45,174	49	51	26	30	70	74

**TABLE IA6a: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	6,539	7,883	6,324	20%	1.2	1.0	80%
15	16,024	22,369	16,011	50%	1.4	1.0	72%
16	7,494	12,129	8,230	23%	1.6	1.1	68%
17	1,654	2,059	1,497	5%	1.2	0.9	73%
18	171	201	141	1%	1.2	0.8	70%
19	61	66	40	0%	1.1	0.7	61%
20-24	127	154	109	0%	1.2	0.9	71%
25-29	56	60	46	0%	1.1	0.8	77%
30-34	57	63	47	0%	1.1	0.8	75%
35-39	51	56	43	0%	1.1	0.8	77%
40-49	81	93	65	0%	1.1	0.8	70%
50-59	28	32	26	0%	1.1	0.9	81%
60 and over	9	9	3	0%	1.0	0.3	33%
All ages	32,352	45,174	32,582	100%	1.4	1.0	72%

**TABLE IA6b: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	3,091	3,732	2,977	19%	1.2	1.0	80%
15	8,043	11,207	7,765	51%	1.4	1.0	69%
16	3,792	6,167	4,114	24%	1.6	1.1	67%
17	746	946	667	5%	1.3	0.9	71%
18	74	83	59	0%	1.1	0.8	71%
19	22	22	13	0%	1.0	0.6	59%
20-24	52	61	45	0%	1.2	0.9	74%
25-29	28	30	19	0%	1.1	0.7	63%
30-34	15	17	11	0%	1.1	0.7	65%
35-39	13	13	11	0%	1.0	0.8	85%
40-49	28	33	23	0%	1.2	0.8	70%
50-59	8	9	6	0%	1.1	0.8	67%
60 and over	3	3	1	0%	1.0	0.3	33%
All ages	15,915	22,323	15,711	100%	1.4	1.0	70%

Note: Age at 31 December 2005.

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	3,448	4,151	3,347	21%	1.2	1.0	81%
15	7,981	11,162	8,246	49%	1.4	1.0	74%
16	3,702	5,962	4,116	23%	1.6	1.1	69%
17	908	1,113	830	6%	1.2	0.9	75%
18	97	118	82	1%	1.2	0.8	69%
19	39	44	27	0%	1.1	0.7	61%
20-24	75	93	64	0%	1.2	0.9	69%
25-29	28	30	27	0%	1.1	1.0	90%
30-34	42	46	36	0%	1.1	0.9	78%
35-39	38	43	32	0%	1.1	0.8	74%
40-49	53	60	42	0%	1.1	0.8	70%
50-59	20	23	20	0%	1.2	1.0	87%
60 and over	6	6	2	0%	1.0	0.3	33%
All ages	16,437	22,851	16,871	100%	1.4	1.0	74%

Note: Age at 31 December 2005.

TABLE IA7a: NUMBER OF INTERMEDIATE 1 ENTRIES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	1	0%	1	0%		
7	5	0%	4	0%	1	0%
6	26	0%	15	0%	11	0%
5	109	0%	54	0%	55	0%
4	557	2%	268	2%	289	2%
3	2,057	9%	1,009	8%	1,048	9%
2	6,434	28%	3,264	29%	3,170	28%
1	23,163	100%	11,300	100%	11,863	100%
Total cand	32,352		15,915		16,437	
Total entries	45,174		22,323		22,851	
Entries/cand	1.4		1.4		1.4	

TABLE IA7b: NUMBER OF INTERMEDIATE 1 PASSES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	2	0%	2	0%		
6	13	0%	8	0%	5	0%
5	41	0%	23	0%	18	0%
4	194	1%	96	1%	98	1%
3	893	4%	433	4%	460	4%
2	4,128	16%	1,975	16%	2,153	17%
1	20,574	80%	9,901	78%	10,673	82%
0	6,507	100%	3,477	100%	3,030	100%
Total cand	32,352		15,915		16,437	
Total passes	32,582		15,711		16,871	
Passes/cand	1.0		1.0		1.0	

TABLE IA7c: NUMBER OF INTERMEDIATE 1 AWARDS AT GRADE A PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	7	0%	4	0%	3	0%
4	7	0%	4	0%	3	0%
3	108	0%	49	0%	59	0%
2	839	3%	382	3%	457	3%
1	10,592	36%	4,782	33%	5,810	39%
0	20,611	100%	10,599	100%	10,012	100%
Total cand*s	32,164		15,820		16,344	
Total grade A	12,657		5,729		6,928	
Grade A/cand	0.4		0.4		0.4	

\* Not including Ungraded Courses.

TABLE IA8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT INTERMEDIATE 1,  
2004 TO 2006

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2004	2005	2006
English	3	3	4
French	1	1	0
Gaelic (Learners)	—	13	—
German	0	3	2
Italian	1	6	2
Latin	—	—	—
Russian	—	—	—
Spanish	2	0	2
Accounting*	2	1	1
Mathematics	2	2	3
Biology	1	1	0
Chemistry	0	1	1
Geology	13	4	—
Managing Environmental Resources	—	—	0
Physics	1	1	1
Classical Studies	—	25	13
Economics	—	—	10
Geography	13	7	—
Geography (New)	—	3	2
History	2	3	3
Modern Studies	4	5	1
Psychology	—	5	—
Psychology (New)	—	—	1
Religious, Moral and Philosophical Studies	9	7	12
Religious, Moral and Philosophical Studies (New)	—	—	3
Sociology	—	—	—
Administration	3	2	2
Applied Practical Electronics	n/a	n/a	n/a
Business Management	2	2	5
Care	0	4	1
Computing Studies	2	1	—
Computing Studies (New)	—	0	0
Construction Crafts	—	—	n/a
Early Education and Childcare	—	—	n/a
Engineering Craft Skills	n/a	n/a	n/a
Home Economics: Fashion and Textile Technology	—	—	0
Home Economics: Health and Food Technology	0	—	0
Home Economics: Lifestyle and Consumer Technology	—	—	1
Hospitality: Practical Cookery	n/a	n/a	n/a
Personal and Social Education	n/a	n/a	n/a
Travel and Tourism	2	1	0
Woodworking Skills	n/a	n/a	n/a
Art and Design	0	1	0
Drama	0	—	—
Media Studies	5	4	2
Music	0	—	0
Physical Education	—	—	0
Sport and Recreation	—	—	n/a
All subjects	2	2	2

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



TABLE IA9: TREND IN ASSESSMENT ARRANGEMENTS AT INTERMEDIATE 1, 2005 TO 2006

	2005	2006
Percentage of all entries for which assessment arrangements were requested	7%	7%

## INTERMEDIATE 2

All tables reporting on Intermediate 2 are Course-based analyses, ie in all Courses, apart from Skills for Work Courses (see below), students must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any student 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.

Intermediate 2 was designed primarily for students in the fifth and sixth years of secondary education, and adults. Most awards are made at three passing grades, A to C, and grade D. Only overall awards are reported.

Skills for Work Courses (Phase 1 pilot) were introduced at this level in 2006. At Intermediate 2 there were entries for Early Education and Childcare. These Courses are awarded upon successful completion of the Units that make up the Course. There is no final exam or grading. Assessment involves a range of different tasks, including practical assignments, short tests and keeping personal records.

Intermediate 2 had student uptake from 468 centres in 67 subjects, including 13 Project-based National Courses (PBNC) and one Skills for Work Course:

Care Issues for Society: Child Care  
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  
Hairdressing: Composite Skills in Hairdressing  
Health and Safety in Care Settings  
Leading Sports Activities  
Selling Overseas Tourist Destinations

For Religious, Moral and Philosophical Studies at Intermediate 2 in 2006, 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 Religious, Moral and Philosophical Studies (New). For the subjects where a revised Course was available in 2005 alongside the existing Course, only the revised Course was available in 2006. These Courses continue to be designated as '(New)' ie Computing (New), Geography (New) and Psychology (New) to inform any comparisons with previous years.

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 last five years.

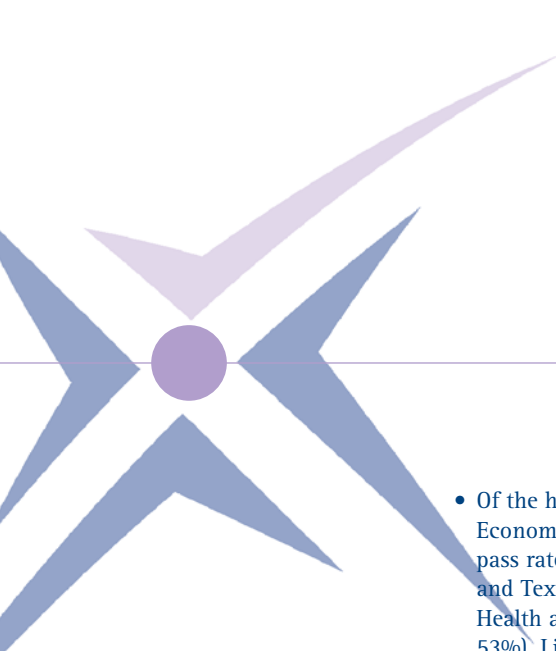
- There were 94,686 entries at Intermediate 2 in 2006, a 9% increase from 2005.
- The largest numbers of entries were in English and Mathematics, accounting for 37% of all Intermediate 2 entries.
- The largest percentage increases, in subjects with over 100 entries, were: Classical Studies (up 130%) and Latin (up 81%).
- The largest percentage decreases in entries, in subjects with over 100 entries, were from: Hospitality – Professional Cookery (down 29%); Hospitality – General Operations (down 24%); and Administration (down 20%).

### Table IB2

This table shows the pass rate for each subject at Intermediate 2 from 2002 to 2006. 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 74%, which is a decrease of two percentage points on 2005 and the same as 2004.





- Of the high uptake subjects those in Home Economics have shown the largest rises in pass rates between 2005 and 2006: Fabric and Textile Technology (from 41% to 57%), Health and Food Technology (from 41% to 53%), Lifestyle and Consumer Technology (from 34% to 45%).

#### 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 (25%), S5 (56%), and S6 (12%) entries.
- 70% of English and 61% of Mathematics entries were from S5.
- The following Intermediate 2 subject entries were all from FE centres: Care Issues for Society: Child Care, Care Issues for Society: Older People, Construction Craft Skills, Construction Industry Practice, Electrical Installation Fundamentals, Fabrication and Welding, Hospitality – Professional Cookery, Hospitality – Reception and Accommodation Operations, Selling Overseas Tourist Destinations, Fitness and Exercise, and Leading Sports Activities.
- While the pass rate across all Intermediate 2 subjects was 71% for S5 and 69% for S6 students, the pass rate for S4 students was 87% (at least 16 percentage points higher).
- The pass rates for English exceed those for Mathematics by approximately ten percentage points at stages S5 and S6, and twenty percentage points at S4.

#### 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 98% in Latin, Engineering Craft Skills and Creative Cake Production, to 39% in Care Issues for Society: Child Care.
- The percentage gaining a grade A in subjects with 100 or more entries ranged from 84% in Latin to 4% in Care Issues for Society: Child Care.

#### Table IB5

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

- Almost all Technological Studies (98%) and Engineering Craft Skills (93%) students were male.
- More female students than male entered for care qualifications – Care Issues for Society: Child Care (96%), Care (94%), Health and Safety in Care Settings (94%), Care Issues for Society: Older People (92%) and Skills for Work Course – Early Education and Childcare (98%).
- The average pass rate for female students over all subjects was 3 percentage points higher than for males.
- The average grade A rate for female students 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 2005.

- 30% of Intermediate 2 students were aged 15, 44% were aged 16, and 15% were aged 17.
- Students entered for, on average, 1.9 Intermediate 2 subjects and achieved 1.4 passes, the same as in 2005 and 2004.
- The average number of entries for a 16-year-old student was 2.2, slightly higher than the average for all students.

#### Table IB7

Tables (IB7a and IB7b) describe the number of entries and passes gained by students in all Intermediate 2 Courses. Table IB7c describes the number of Grade A awards for all students taking graded Intermediate 2 Courses.

- A quarter of Intermediate 2 students entered for three or more subjects, but 50% entered for only one.
- 14% of students passed three or more Intermediate 2 subjects.
- 3% of students 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 2004 to 2006 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 2006 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 (10%) and Modern Studies (9%).
- Successful appeals for English and Mathematics both accounted for 3% of entries, the same as in 2005.

#### Table IB9

This table shows the trend in assessment arrangements at Intermediate 2 from 2005 to 2006 as a percentage of total entries. For further information on assessment arrangements refer to the chapter at the beginning of this report and to the SQA website.

- For the past two years the percentage of entries for which assessment arrangements were requested has remained stable at 5%.

#### Symbols used in the tables

The following symbols are used in the tables.

- = not applicable
- = no entries (tables IB2, IB3a and IB3b)
- = 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.

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.

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2002 TO 2006

ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
Classical Greek		17	9	9	7	-22%
English*	13,644	13,752	15,194	16,718	18,084	8%
French	1,086	1,591	2,144	2,245	2,672	19%
Gaelic (Learners)	34	36	46	68	49	-28%
Gàidhlig	8	13	11	15	19	27%
German	474	576	628	624	644	3%
Italian	114	120	157	189	167	-12%
Latin	46	31	93	63	114	81%
Russian		2	3	1	3	200%
Spanish	483	554	737	732	852	16%
Accounting*	597	593	515	394	365	-7%
Mathematics	12,527	12,915	13,726	15,172	16,789	11%
Biology	3,492	3,923	4,672	5,336	5,326	0%
Biotechnology	80	126	104	87	90	3%
Chemistry	1,433	1,613	2,170	2,728	3,369	23%
Geology	20	18	30	16	18	13%
Managing Environmental Resources	48	48	67	37	54	46%
Physics	1,882	2,065	2,240	2,354	2,645	12%
Amenity Horticulture	30	6	19	3		
Fish Husbandry	3					
Forestry Practice	4					
Investigating Fish Rearing Systems	3					
Investigating the Natural Environment	3					
Livestock Production			1	1		
Plant Propagation	28	6	11	3		
Classical Studies	42	67	53	46	106	130%
Economics	139	183	188	254	307	21%
Geography	1,505	1,479	1,779	923		
Geography (New)				855	1,898	122%
History	1,778	2,011	2,650	2,966	3,457	17%
Modern Studies	1,221	1,345	1,626	1,759	1,808	3%
Philosophy	87	95	101	161	138	-14%
Politics	1					
Psychology	395	358	484	127		
Psychology (New)				365	545	49%
Religious, Moral and Philosophical Studies	470	521	663	798	142	-82%
Religious, Moral and Philosophical Studies (New)					594	—
Sociology	142	108	162	158	183	16%

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2002 TO 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	2002	2003	2004	2005	2006	PERCENT
						CHANGE
						2005/2006
Administration	3,491	3,568	3,498	3,578	2,879	-20%
Automotive Engineering		40	18	12		
Business Management	1,267	1,466	1,701	1,872	1,971	5%
Care	699	924	748	884	861	-3%
Care Issues for Society	181	405	322	179		
Care Issues for Society: Child Care					113	—
Care Issues for Society: Older People				24	127	429%
Computing	2,180	2,102	2,153	787		
Computing (New)				1,307	2,742	110%
Construction Craft Skills	11	12	17	25	19	-24%
Construction Industry Practice	36	25	39	49	32	-35%
Creative Cake Production			151	205	255	24%
Design	21	5	4	5	8	60%
Early Education and Childcare					118	—
Electrical Installation Fundamentals			26	31	32	3%
Electronic and Electrical Fundamentals	64	99	98	85	94	11%
Engineering Craft Skills	234	199	265	307	367	20%
Fabrication and Welding	4	5	7	4	6	50%
Graphic Communication	1,016	1,061	1,137	1,227	1,121	-9%
Hairdressing: Composite Skills in Hairdressing					8	—
Health and Safety in Care Settings	99	156	120	181	180	-1%
Home Economics: Fashion and Textile Technology	63	113	114	99	132	33%
Home Economics: Health and Food Technology	289	239	212	246	283	15%
Home Economics: Lifestyle and Consumer Technology	90	88	148	94	117	24%
Hospitality – General Operations	227	224	178	223	169	-24%
Hospitality – Practical Cookery	2,356	2,676	2,836	3,401	3,780	11%
Hospitality – Professional Cookery	268	280	219	215	153	-29%
Hospitality – Reception and Accommodation Operations	7	11			7	—
Information Systems	3,414	3,453	3,191	2,637	2,263	-14%
Personal and Social Education	29	52	69	73	33	-55%
Product Design*	776	791	829	654	755	15%
Selling Overseas Tourist Destinations	129	77	72	74	69	-7%
Technological Studies	238	337	247	224	197	-12%
Travel and Tourism	731	671	681	604	646	7%
Woodworking Skills	1,903	2,190	2,364	2,500	2,975	19%
Art and Design	1,993	2,503	3,265	3,734	4,325	16%
Drama	542	570	671	739	844	14%
Media Studies	463	553	579	648	769	19%
Music	901	1,273	1,885	2,304	2,782	21%
Fitness and Exercise	30	21	40	31	35	13%
Leading Sports Activities	5	9	13	13	12	-8%
Physical Education	1,933	1,957	2,083	2,618	2,962	13%
Totals	67,509	72,327	80,283	87,100	94,686	9%

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

TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2, 2002 TO 2006

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2002	2003	2004	2005	2006
Classical Greek	—	100	100	100	100
English*	78	73	72	74	73
French	83	81	85	93	92
Gaelic (Learners)	100	100	83	100	98
Gàidhlig	75	100	100	100	89
German	84	88	86	85	86
Italian	83	85	89	83	89
Latin	87	84	98	97	98
Russian	—	100	100	100	100
Spanish	86	85	84	87	87
Accounting*	62	67	64	57	57
Mathematics	60	58	69	67	63
Biology	63	63	69	71	65
Biotechnology	65	49	55	57	80
Chemistry	55	66	68	71	76
Geology	65	56	70	69	56
Managing Environmental Resources	90	94	73	76	80
Physics	60	65	62	63	59
Amenity Horticulture	63	83	79	100	—
Fish Husbandry	67	—	—	—	—
Forestry Practice	75	—	—	—	—
Investigating Fish Rearing Systems	100	—	—	—	—
Investigating the Natural Environment	67	—	—	—	—
Livestock Production	—	—	100	100	—
Plant Propagation	71	83	0	100	—
Classical Studies	76	60	64	91	85
Economics	71	70	85	90	88
Geography	81	78	71	79	—
Geography (New)	—	—	—	72	74
History	70	71	69	71	69
Modern Studies	70	69	67	72	75
Philosophy	53	67	71	69	69
Politics	0	—	—	—	—
Psychology	68	66	64	62	—
Psychology (New)	—	—	—	57	50
Religious, Moral and Philosophical Studies	57	54	62	45	54
Religious, Moral and Philosophical Studies (New)	—	—	—	—	52
Sociology	80	84	85	78	72

TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2, 2002 TO 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2002	2003	2004	2005	2006
Administration	75	80	78	79	78
Automotive Engineering	–	33	100	100	–
Business Management	77	75	70	81	84
Care	65	70	72	65	69
Care Issues for Society	66	64	63	56	–
Care Issues for Society: Child Care	–	–	–	–	39
Care Issues for Society: Older People	–	–	–	83	81
Computing	58	58	62	75	–
Computing (New)	–	–	–	65	67
Construction Craft Skills	100	100	88	100	79
Construction Industry Practice	67	60	26	78	66
Creative Cake Production	–	–	93	97	98
Design	52	100	100	80	100
Early Education and Childcare	–	–	–	–	61
Electrical Installation Fundamentals	–	–	81	65	69
Electronic and Electrical Fundamentals	23	60	68	67	90
Engineering Craft Skills	99	99	95	94	98
Fabrication and Welding	100	80	57	100	83
Graphic Communication	75	67	77	82	77
Hairdressing: Composite Skills in Hairdressing	–	–	–	–	100
Health and Safety in Care Settings	69	65	77	69	71
Home Economics: Fashion and Textile Technology	65	58	48	41	57
Home Economics: Health and Food Technology	45	58	40	41	53
Home Economics: Lifestyle and Consumer Technology	32	53	57	34	45
Hospitality – General Operations	74	76	79	64	69
Hospitality – Practical Cookery	92	94	90	95	95
Hospitality – Professional Cookery	73	83	79	83	88
Hospitality – Reception and Accommodation Operations	86	55	–	–	71
Information Systems	71	77	78	78	73
Personal and Social Education	69	48	61	47	52
Product Design*	63	66	71	69	73
Selling Overseas Tourist Destinations	63	70	67	72	81
Technological Studies	53	65	70	68	71
Travel and Tourism	51	59	68	61	53
Woodworking Skills	97	96	96	96	96
Art and Design	81	87	89	93	91
Drama	91	88	86	84	87
Media Studies	44	51	47	54	45
Music	84	86	88	91	92
Fitness and Exercise	73	76	85	71	71
Leading Sports Activities	100	100	92	62	0
Physical Education	85	85	88	88	92
Totals	71	72	74	76	74

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

TABLE IB3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	7	—	14%	—	86%	—	—	—
English	18,084	0%	17%	70%	11%	0%	2%	0%
French	2,672	0%	63%	33%	3%	0%	0%	0%
Gaelic (Learners)	49	20%	29%	41%	4%	—	6%	—
Gàidhlig	19	—	—	84%	16%	—	—	—
German	644	0%	50%	44%	5%	0%	0%	—
Italian	167	—	50%	21%	26%	1%	2%	1%
Latin	114	1%	93%	4%	1%	2%	—	—
Russian	3	—	—	33%	67%	—	—	—
Spanish	852	0%	42%	30%	21%	1%	6%	—
Accounting	365	—	13%	56%	20%	—	12%	—
Mathematics	16,789	4%	19%	61%	11%	0%	5%	0%
Biology	5,326	0%	20%	66%	9%	0%	5%	—
Biotechnology	90	—	—	81%	4%	—	14%	—
Chemistry	3,369	1%	48%	41%	7%	0%	3%	0%
Geology	18	—	22%	22%	56%	—	—	—
Managing Environmental Resources	54	—	20%	30%	4%	—	46%	—
Physics	2,645	—	42%	46%	9%	0%	3%	—
Classical Studies	106	—	39%	49%	12%	—	—	—
Economics	307	—	73%	8%	8%	—	10%	—
Geography (New)	1,898	1%	35%	54%	9%	0%	1%	0%
History	3,457	2%	39%	50%	7%	0%	1%	0%
Modern Studies	1,808	2%	27%	59%	9%	—	2%	—
Philosophy	138	—	5%	60%	28%	—	7%	—
Psychology (New)	545	—	4%	19%	14%	—	63%	0%
Religious, Moral and Philosophical Studies	142	—	49%	39%	13%	—	—	—
Religious, Moral and Philosophical Studies (New)	594	1%	41%	42%	15%	—	—	—
Sociology	183	—	—	13%	4%	—	83%	1%
Administration	2,879	0%	8%	65%	18%	—	9%	0%
Business Management	1,971	1%	23%	53%	16%	0%	8%	—
Care	861	—	3%	13%	4%	—	80%	—
Care Issues for Society: Child Care	113	—	—	—	—	—	100%	—
Care Issues for Society: Older People	127	—	—	—	—	—	100%	—
Computing (New)	2,742	0%	34%	42%	13%	0%	11%	—
Construction Craft Skills	19	—	—	—	—	—	100%	—
Construction Industry Practice	32	—	—	—	—	—	100%	—
Creative Cake Production	255	—	—	49%	42%	—	9%	—
Design	8	—	—	88%	13%	—	—	—
Early Education and Childcare	118	—	—	2%	10%	2%	86%	—
Electrical Installation Fundamentals	32	—	—	—	—	—	100%	—
Electronic and Electrical Fundamentals	94	—	—	9%	2%	1%	88%	—
Engineering Craft Skills	367	—	9%	70%	17%	—	3%	0%
Fabrication and Welding	6	—	—	—	—	—	100%	—
Graphic Communication	1,121	1%	26%	61%	13%	0%	—	—
Hairdressing: Composite Skills in Hairdressing	8	—	100%	—	—	—	—	—

TABLE IB3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Health and Safety in Care Settings	180	—	—	—	1%	—	99%	—
Home Economics: Fashion and Textile Technology	132	—	43%	33%	23%	—	—	—
Home Economics: Health and Food Technology	283	0%	29%	52%	19%	—	—	—
Home Economics: Lifestyle and Consumer Technology	117	—	38%	49%	13%	—	—	—
Hospitality – General Operations	169	—	—	13%	6%	—	81%	—
Hospitality – Practical Cookery	3,780	—	8%	62%	29%	0%	0%	—
Hospitality – Professional Cookery	153	—	—	—	—	—	100%	—
Hospitality – Reception and Accommodation Operations	7	—	—	—	—	—	100%	—
Information Systems	2,263	1%	30%	42%	12%	0%	15%	0%
Personal and Social Education	33	—	—	79%	21%	—	—	—
Product Design	755	0%	15%	69%	16%	—	—	—
Selling Overseas Tourist Destinations	69	—	—	—	—	—	100%	—
Technological Studies	197	—	20%	35%	3%	—	42%	—
Travel and Tourism	646	—	—	53%	28%	0%	18%	—
Woodworking Skills	2,975	0%	21%	65%	14%	0%	—	0%
Art and Design	4,325	1%	40%	53%	7%	0%	1%	—
Drama	844	0%	29%	59%	10%	—	1%	—
Media Studies	769	—	14%	48%	31%	0%	7%	—
Music	2,782	2%	63%	26%	7%	0%	1%	—
Fitness and Exercise	35	—	—	—	—	—	100%	—
Leading Sports Activities	12	—	—	—	—	—	100%	—
Physical Education	2,962	—	19%	69%	12%	0%	—	0%
Totals	94,686	1,081	23,951	52,799	11,019	100	5,703	33
– as percentages		1%	25%	56%	12%	0%	6%	0%



TABLE IB3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2006

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	—	100%	—	100%	—	—	—
English	95%	92%	71%	61%	33%	52%	83%
French	100%	95%	87%	88%	100%	54%	67%
Gaelic (Learners)	100%	93%	100%	100%	—	100%	—
Gàidhlig	—	—	88%	100%	—	—	—
German	100%	87%	83%	97%	100%	67%	—
Italian	—	92%	77%	93%	0%	100%	100%
Latin	100%	99%	75%	100%	100%	—	—
Russian	—	—	100%	100%	—	—	—
Spanish	100%	90%	82%	88%	100%	89%	—
Accounting	—	66%	56%	64%	—	38%	—
Mathematics	75%	72%	62%	51%	77%	62%	100%
Biology	100%	87%	60%	52%	75%	56%	—
Biotechnology	—	—	79%	50%	—	92%	—
Chemistry	64%	88%	65%	67%	0%	59%	100%
Geology	—	75%	75%	40%	—	—	—
Managing Environmental Resources	—	100%	88%	100%	—	64%	—
Physics	—	81%	42%	51%	50%	44%	—
Classical Studies	—	93%	77%	92%	—	—	—
Economics	—	96%	62%	72%	—	65%	—
Geography (New)	89%	90%	63%	72%	86%	82%	0%
History	68%	88%	56%	57%	0%	54%	50%
Modern Studies	86%	83%	72%	69%	—	62%	—
Philosophy	—	86%	67%	72%	—	56%	—
Psychology (New)	—	35%	56%	58%	—	48%	0%
Religious, Moral and Philosophical Studies	—	57%	53%	50%	—	—	—
Religious, Moral and Philosophical Studies (New)	100%	69%	40%	38%	—	—	—
Sociology	—	—	50%	29%	—	77%	100%
Administration	90%	82%	79%	76%	—	71%	100%
Business Management	100%	94%	82%	80%	0%	72%	—
Care	—	46%	70%	56%	—	70%	—
Care Issues for Society: Child Care	—	—	—	—	—	39%	—
Care Issues for Society: Older People	—	—	—	—	—	81%	—
Computing (New)	100%	77%	61%	67%	67%	54%	—
Construction Craft Skills	—	—	—	—	—	79%	—
Construction Industry Practice	—	—	—	—	—	66%	—
Creative Cake Production	—	—	98%	97%	—	96%	—
Design	—	—	100%	100%	—	—	—
Early Education and Childcare	—	—	100%	100%	100%	55%	—
Electrical Installation Fundamentals	—	—	—	—	—	69%	—
Electronic and Electrical Fundamentals	—	—	88%	100%	100%	90%	—
Engineering Craft Skills	—	88%	99%	98%	—	100%	100%
Fabrication and Welding	—	—	—	—	—	83%	—
Graphic Communication	100%	86%	73%	74%	100%	—	—
Hairdressing: Composite Skills in Hairdressing	—	100%	—	—	—	—	—

TABLE IB3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER		OTHER/ NOT KNOWN
					SCHOOL	FE	
Health and Safety in Care Settings	—	—	—	0%	—	71%	—
Home Economics: Fashion and Textile Technology	—	54%	50%	71%	—	—	—
Home Economics: Health and Food Technology	0%	65%	49%	46%	—	—	—
Home Economics: Lifestyle and Consumer Technology	—	56%	39%	40%	—	—	—
Hospitality – General Operations	—	—	95%	90%	—	63%	—
Hospitality – Practical Cookery	—	88%	95%	96%	100%	100%	—
Hospitality – Professional Cookery	—	—	—	—	—	88%	—
Hospitality – Reception and Accommodation Operations	—	—	—	—	—	71%	—
Information Systems	81%	80%	72%	76%	100%	61%	0%
Personal and Social Education	—	—	50%	57%	—	—	—
Product Design	100%	91%	68%	80%	—	—	—
Selling Overseas Tourist Destinations	—	—	—	—	—	81%	—
Technological Studies	—	98%	66%	83%	—	61%	—
Travel and Tourism	—	—	45%	68%	100%	56%	—
Woodworking Skills	100%	95%	96%	95%	100%	—	100%
Art and Design	89%	95%	89%	89%	100%	82%	—
Drama	100%	91%	85%	92%	—	70%	—
Media Studies	—	57%	43%	47%	0%	25%	—
Music	100%	95%	87%	90%	50%	56%	—
Fitness and Exercise	—	—	—	—	—	71%	—
Leading Sports Activities	—	—	—	—	—	0%	—
Physical Education	—	95%	91%	88%	67%	—	50%
Totals	79%	87%	71%	69%	73%	63%	76%

TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT INTERMEDIATE 2, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	A	B	C	PASSES IN		NO. OF CENTRES	
					UNGRADED COURSES	TOTAL PASSES		
Classical Greek	7	7	0	0	—	7	0	4
English	18,084	2,939	4,512	5,721	—	13,172	1,827	425
French	2,672	1,589	552	313	—	2,454	73	261
Gaelic (Learners)	49	38	9	1	—	48	0	12
Gàidhlig	19	8	6	3	—	17	0	12
German	644	283	142	127	—	552	42	131
Italian	167	84	38	26	—	148	9	30
Latin	114	96	11	5	—	112	1	11
Russian	3	2	0	1	—	3	0	2
Spanish	852	461	163	118	—	742	41	123
Accounting	365	81	62	65	—	208	28	102
Mathematics	16,789	4,064	3,034	3,493	—	10,591	1,668	427
Biology	5,326	1,010	1,101	1,343	—	3,454	690	360
Biotechnology	90	21	20	31	—	72	4	9
Chemistry	3,369	1,233	675	649	—	2,557	193	281
Geology	18	1	6	3	—	10	6	7
Managing Environmental Resources	54	21	13	9	—	43	0	6
Physics	2,645	647	365	554	—	1,566	290	262
Classical Studies	106	56	23	11	—	90	2	16
Economics	307	187	46	38	—	271	17	29
Geography (New)	1,898	600	415	387	—	1,402	154	249
History	3,457	736	730	917	—	2,383	313	301
Modern Studies	1,808	341	532	476	—	1,349	148	206
Philosophy	138	56	22	17	—	95	8	44
Psychology (New)	545	49	88	138	—	275	51	41
Religious, Moral and Philosophical Studies	142	25	18	34	—	77	16	18
Religious, Moral and Philosophical Studies (New)	594	93	87	131	—	311	76	92
Sociology	183	88	29	15	—	132	3	15
Administration	2,879	777	772	700	—	2,249	182	326
Business Management	1,971	797	499	351	—	1,647	98	255
Care	861	268	153	174	—	595	54	46
Care Issues for Society: Child Care	113	5	12	27	—	44	16	6
Care Issues for Society: Older People	127	22	39	42	—	103	11	9
Computing (New)	2,742	587	592	650	—	1,829	245	209
Construction Craft Skills	19	3	9	3	—	15	0	2
Construction Industry Practice	32	5	6	10	—	21	1	2
Creative Cake Production	255	203	38	8	—	249	1	33
Design	8	4	4	0	—	8	0	1
Early Education and Childcare	118	—	—	—	72	72	—	6
Electrical Installation Fundamentals	32	1	10	11	—	22	0	3
Electronic and Electrical Fundamentals	94	47	19	19	—	85	4	3
Engineering Craft Skills	367	125	133	101	—	359	2	44
Fabrication and Welding	6	3	2	0	—	5	0	1
Graphic Communication	1,121	358	268	236	—	862	90	210

TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT INTERMEDIATE 2, 2006 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	A	B	C	PASSES IN		D	NO. OF CENTRES
					UNGRADED COURSES	TOTAL PASSES		
Hairdressing: Composite Skills in Hairdressing	8	4	2	2	—	8	0	3
Health and Safety in Care Settings	180	27	47	53	—	127	17	10
Home Economics: Fashion and Textile Technology	132	7	26	42	—	75	16	20
Home Economics: Health and Food Technology	283	13	43	94	—	150	54	57
Home Economics: Lifestyle and Consumer Technology	117	8	17	28	—	53	17	20
Hospitality – General Operations	169	63	40	13	—	116	4	9
Hospitality – Practical Cookery	3,780	2,024	1,133	423	—	3,580	61	301
Hospitality – Professional Cookery	153	56	47	31	—	134	6	6
Hospitality – Reception and Accommodation Operations	7	2	1	2	—	5	1	1
Information Systems	2,263	661	503	489	—	1,653	166	191
Personal and Social Education	33	2	8	7	—	17	6	8
Product Design	755	234	187	131	—	552	39	174
Selling Overseas Tourist Destinations	69	17	24	15	—	56	0	4
Technological Studies	197	66	36	38	—	140	12	31
Travel and Tourism	646	65	132	147	—	344	80	66
Woodworking Skills	2,975	1,197	1,013	645	—	2,855	9	282
Art and Design	4,325	2,097	1,092	763	—	3,952	179	366
Drama	844	232	314	189	—	735	44	91
Media Studies	769	50	137	160	—	347	93	78
Music	2,782	1,211	912	433	—	2,556	69	292
Fitness and Exercise	35	6	8	11	—	25	2	5
Leading Sports Activities	12	0	0	0	—	0	0	1
Physical Education	2,962	1,163	1,096	453	—	2,712	53	331
Totals	94,686	27,226	22,073	21,127	72	70,498	7,292	
– as percentages		29%	23%	22%	0%	74%	8%	

TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2006

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	A	B	C	PASSES IN		D
					UNGRADED COURSES	TOTAL PASSES	
Classical Greek	7	100	0	0	—	100	0
English	18,084	16	25	32	—	73	10
French	2,672	59	21	12	—	92	3
Gaelic (Learners)	49	78	18	2	—	98	0
Gàidhlig	19	42	32	16	—	89	0
German	644	44	22	20	—	86	7
Italian	167	50	23	16	—	89	5
Latin	114	84	10	4	—	98	1
Russian	3	67	0	33	—	100	0
Spanish	852	54	19	14	—	87	5
Accounting	365	22	17	18	—	57	8
Mathematics	16,789	24	18	21	—	63	10
Biology	5,326	19	21	25	—	65	13
Biotechnology	90	23	22	34	—	80	4
Chemistry	3,369	37	20	19	—	76	6
Geology	18	6	33	17	—	56	33
Managing Environmental Resources	54	39	24	17	—	80	0
Physics	2,645	24	14	21	—	59	11
Classical Studies	106	53	22	10	—	85	2
Economics	307	61	15	12	—	88	6
Geography (New)	1,898	32	22	20	—	74	8
History	3,457	21	21	27	—	69	9
Modern Studies	1,808	19	29	26	—	75	8
Philosophy	138	41	16	12	—	69	6
Psychology (New)	545	9	16	25	—	50	9
Religious, Moral and Philosophical Studies	142	18	13	24	—	54	11
Religious, Moral and Philosophical Studies (New)	594	16	15	22	—	52	13
Sociology	183	48	16	8	—	72	2
Administration	2,879	27	27	24	—	78	6
Business Management	1,971	40	25	18	—	84	5
Care	861	31	18	20	—	69	6
Care Issues for Society: Child Care	113	4	11	24	—	39	14
Care Issues for Society: Older People	127	17	31	33	—	81	9
Computing (New)	2,742	21	22	24	—	67	9
Construction Craft Skills	19	16	47	16	—	79	0
Construction Industry Practice	32	16	19	31	—	66	3
Creative Cake Production	255	80	15	3	—	98	0
Design	8	50	50	0	—	100	0
Early Education and Childcare	118	—	—	—	61	61	—
Electrical Installation Fundamentals	32	3	31	34	—	69	0
Electronic and Electrical Fundamentals	94	50	20	20	—	90	4
Engineering Craft Skills	367	34	36	28	—	98	1
Fabrication and Welding	6	50	33	0	—	83	0
Graphic Communication	1,121	32	24	21	—	77	8

TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2006 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	A	B	C	PASSES IN	TOTAL	D
					UNGRADED COURSES	PASSES	
Hairdressing: Composite Skills in Hairdressing	8	50	25	25	–	100	0
Health and Safety in Care Settings	180	15	26	29	–	71	9
Home Economics: Fashion and Textile Technology	132	5	20	32	–	57	12
Home Economics: Health and Food Technology	283	5	15	33	–	53	19
Home Economics: Lifestyle and Consumer Technology	117	7	15	24	–	45	15
Hospitality – General Operations	169	37	24	8	–	69	2
Hospitality – Practical Cookery	3,780	54	30	11	–	95	2
Hospitality – Professional Cookery	153	37	31	20	–	88	4
Hospitality – Reception and Accommodation Operations	7	29	14	29	–	71	14
Information Systems	2,263	29	22	22	–	73	7
Personal and Social Education	33	6	24	21	–	52	18
Product Design	755	31	25	17	–	73	5
Selling Overseas Tourist Destinations	69	25	35	22	–	81	0
Technological Studies	197	34	18	19	–	71	6
Travel and Tourism	646	10	20	23	–	53	12
Woodworking Skills	2,975	40	34	22	–	96	0
Art and Design	4,325	48	25	18	–	91	4
Drama	844	27	37	22	–	87	5
Media Studies	769	7	18	21	–	45	12
Music	2,782	44	33	16	–	92	2
Fitness and Exercise	35	17	23	31	–	71	6
Leading Sports Activities	12	0	0	0	–	0	0
Physical Education	2,962	39	37	15	–	92	2
Totals	94,686	29	23	22	0	75	8

TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2006

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	PASSES IN			UNGRADED COURSES	TOTAL PASSES	D
			A	B	C			
Classical Greek	1	14%	1	0	0	—	1	0
English	8,633	48%	1,189	2,110	2,780	—	6,079	900
French	925	35%	544	172	127	—	843	29
Gaelic (Learners)	16	33%	10	4	1	—	15	0
Gàidhlig	6	32%	2	1	2	—	5	0
German	237	37%	97	40	59	—	196	15
Italian	54	32%	24	13	10	—	47	6
Latin	51	45%	44	5	2	—	51	0
Russian	1	33%	1	0	0	—	1	0
Spanish	232	27%	123	41	35	—	199	8
Accounting	155	42%	40	26	26	—	92	13
Mathematics	7,932	47%	1,891	1,406	1,597	—	4,894	758
Biology	1,669	31%	375	324	395	—	1,094	210
Biotechnology	37	41%	11	8	10	—	29	1
Chemistry	1,627	48%	576	314	331	—	1,221	103
Geology	15	83%	0	5	3	—	8	5
Managing Environmental Resources	35	65%	13	7	6	—	26	0
Physics	1,892	72%	382	243	416	—	1,041	227
Classical Studies	49	46%	24	12	5	—	41	0
Economics	225	73%	146	34	21	—	201	12
Geography (New)	1,095	58%	312	223	240	—	775	103
History	1,687	49%	327	344	475	—	1,146	137
Modern Studies	735	41%	147	188	202	—	537	63
Philosophy	64	46%	21	10	9	—	40	3
Psychology (New)	135	25%	11	9	35	—	55	19
Religious, Moral and Philosophical Studies	48	34%	10	6	6	—	22	5
Religious, Moral and Philosophical Studies (New)	229	39%	50	22	37	—	109	30
Sociology	54	30%	21	11	6	—	38	1
Administration	735	26%	175	209	193	—	577	43
Business Management	970	49%	388	227	190	—	805	45
Care	49	6%	18	7	10	—	35	2
Care Issues for Society: Child Care	4	4%	0	0	0	—	0	0
Care Issues for Society: Older People	10	8%	1	5	1	—	7	0
Computing (New)	1,999	73%	410	450	487	—	1,347	177
Construction Craft Skills	18	95%	3	8	3	—	14	0
Construction Industry Practice	32	100%	5	6	10	—	21	1
Creative Cake Production	41	16%	22	13	3	—	38	1
Design	1	13%	0	1	0	—	1	0
Early Education and Childcare	2	2%	—	—	—	1	1	—
Electrical Installation Fundamentals	32	100%	1	10	11	—	22	0
Electronic and Electrical Fundamentals	93	99%	46	19	19	—	84	4
Engineering Craft Skills	343	93%	120	124	92	—	336	2
Fabrication and Welding	4	67%	2	1	0	—	3	0
Graphic Communication	792	71%	236	192	180	—	608	60
Hairdressing: Composite Skills in Hairdressing	—	0%	—	—	—	—	—	—

TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2006 (CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	PASSES IN					TOTAL PASSES	D
			A	B	C	UNGRADED COURSES	PASSES		
Health and Safety in Care Settings	10	6%	1	4	2	—	7	1	
Home Economics: Fashion and Textile Technology	1	1%	0	0	0	—	0	0	
Home Economics: Health and Food Technology	42	15%	1	4	17	—	22	7	
Home Economics: Lifestyle and Consumer Technology	6	5%	1	1	1	—	3	0	
Hospitality – General Operations	83	49%	28	16	9	—	53	3	
Hospitality – Practical Cookery	1,029	27%	400	382	184	—	966	21	
Hospitality – Professional Cookery	75	49%	25	24	16	—	65	2	
Hospitality – Reception and Accommodation Operations	1	14%	0	1	0	—	1	0	
Information Systems	1,472	65%	375	335	329	—	1,039	116	
Personal and Social Education	11	33%	0	2	2	—	4	3	
Product Design	559	74%	164	134	98	—	396	26	
Selling Overseas Tourist Destinations	12	17%	0	4	6	—	10	0	
Technological Studies	193	98%	66	35	36	—	137	12	
Travel and Tourism	215	33%	17	39	61	—	117	21	
Woodworking Skills	2,556	86%	1,032	871	552	—	2,455	7	
Art and Design	1,396	32%	568	365	288	—	1,221	79	
Drama	294	35%	65	116	69	—	250	16	
Media Studies	383	50%	14	55	71	—	140	49	
Music	1,233	44%	501	412	202	—	1,115	29	
Fitness and Exercise	27	77%	3	6	8	—	17	2	
Leading Sports Activities	7	58%	0	0	0	—	0	0	
Physical Education	2,183	74%	829	833	331	—	1,993	35	
Totals	44,752	47%	11,909	10,489	10,317	1	32,716	3,412	
– as percentages			27%	23%	23%	0%	73%	8%	



TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2006

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	PASSES			PASSES IN UNGRADED COURSES	TOTAL PASSES	D
			A	B	C			
Classical Greek	6	86%	6	0	0	—	6	0
English	9,451	52%	1,750	2,402	2,941	—	7,093	927
French	1,747	65%	1,045	380	186	—	1,611	44
Gaelic (Learners)	33	67%	28	5	0	—	33	0
Gàidhlig	13	68%	6	5	1	—	12	0
German	407	63%	186	102	68	—	356	27
Italian	113	68%	60	25	16	—	101	3
Latin	63	55%	52	6	3	—	61	1
Russian	2	67%	1	0	1	—	2	0
Spanish	620	73%	338	122	83	—	543	33
Accounting	210	58%	41	36	39	—	116	15
Mathematics	8,857	53%	2,173	1,628	1,896	—	5,697	910
Biology	3,657	69%	635	777	948	—	2,360	480
Biotechnology	53	59%	10	12	21	—	43	3
Chemistry	1,742	52%	657	361	318	—	1,336	90
Geology	3	17%	1	1	0	—	2	1
Managing Environmental Resources	19	35%	8	6	3	—	17	0
Physics	753	28%	265	122	138	—	525	63
Classical Studies	57	54%	32	11	6	—	49	2
Economics	82	27%	41	12	17	—	70	5
Geography (New)	803	42%	288	192	147	—	627	51
History	1,770	51%	409	386	442	—	1,237	176
Modern Studies	1,073	59%	194	344	274	—	812	85
Philosophy	74	54%	35	12	8	—	55	5
Psychology (New)	410	75%	38	79	103	—	220	32
Religious, Moral and Philosophical Studies	94	66%	15	12	28	—	55	11
Religious, Moral and Philosophical Studies (New)	365	61%	43	65	94	—	202	46
Sociology	129	70%	67	18	9	—	94	2
Administration	2,144	74%	602	563	507	—	1,672	139
Business Management	1,001	51%	409	272	161	—	842	53
Care	812	94%	250	146	164	—	560	52
Care Issues for Society: Child Care	109	96%	5	12	27	—	44	16
Care Issues for Society: Older People	117	92%	21	34	41	—	96	11
Computing (New)	743	27%	177	142	163	—	482	68
Construction Craft Skills	1	5%	0	1	0	—	1	0
Construction Industry Practice		0%				—		
Creative Cake Production	214	84%	181	25	5	—	211	0
Design	7	88%	4	3	0	—	7	0
Early Education and Childcare	116	98%	—	—	—	71	71	—
Electrical Installation Fundamentals	—	0%	—	—	—	—	—	—
Electronic and Electrical Fundamentals	1	1%	1	0	0	—	1	0
Engineering Craft Skills	24	7%	5	9	9	—	23	0
Fabrication and Welding	2	33%	1	1	0	—	2	0
Graphic Communication	329	29%	122	76	56	—	254	30
Hairdressing: Composite Skills in Hairdressing	8	100%	4	2	2	—	8	0

TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2006 (CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	A	B	C	PASSES IN	TOTAL	D
		OF ALL CANDS				UNGRADED COURSES		
Health and Safety in Care Settings	170	94%	26	43	51	–	120	16
Home Economics: Fashion and Textile Technology	131	99%	7	26	42	–	75	16
Home Economics: Health and Food Technology	241	85%	12	39	77	–	128	47
Home Economics: Lifestyle and Consumer Technology	111	95%	7	16	27	–	50	17
Hospitality – General Operations	86	51%	35	24	4	–	63	1
Hospitality – Practical Cookery	2,751	73%	1,624	751	239	–	2,614	40
Hospitality – Professional Cookery	78	51%	31	23	15	–	69	4
Hospitality – Reception and Accommodation Operations	6	86%	2	0	2	–	4	1
Information Systems	791	35%	286	168	160	–	614	50
Personal and Social Education	22	67%	2	6	5	–	13	3
Product Design	196	26%	70	53	33	–	156	13
Selling Overseas Tourist Destinations	57	83%	17	20	9	–	46	0
Technological Studies	4	2%	0	1	2	–	3	0
Travel and Tourism	431	67%	48	93	86	–	227	59
Woodworking Skills	419	14%	165	142	93	–	400	2
Art and Design	2,929	68%	1,529	727	475	–	2,731	100
Drama	550	65%	167	198	120	–	485	28
Media Studies	386	50%	36	82	89	–	207	44
Music	1,549	56%	710	500	231	–	1,441	40
Fitness and Exercise	8	23%	3	2	3	–	8	0
Leading Sports Activities	5	42%	0	0	0	–	0	0
Physical Education	779	26%	334	263	122	–	719	18
Totals	49,934	53%	15,317	11,584	10,810	71	37,782	3,880
– as percentages			31%	23%	22%	0%	76%	8%

TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2006

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	7	14	86	100	100	100	100
English	18,084	48	52	14	19	70	75
French	2,672	35	65	59	60	91	92
Gaelic (Learners)	49	33	67	63	85	94	100
Gàidhlig	19	32	68	33	46	83	92
German	644	37	63	41	46	83	87
Italian	167	32	68	44	53	87	89
Latin	114	45	55	86	83	100	97
Russian	3	33	67	100	50	100	100
Spanish	852	27	73	53	55	86	88
Accounting	365	42	58	26	20	59	55
Mathematics	16,789	47	53	24	25	62	64
Biology	5,326	31	69	22	17	66	65
Biotechnology	90	41	59	30	19	78	81
Chemistry	3,369	48	52	35	38	75	77
Geology	18	83	17	0	33	53	67
Managing Environmental Resources	54	65	35	37	42	74	89
Physics	2,645	72	28	20	35	55	70
Classical Studies	106	46	54	49	56	84	86
Economics	307	73	27	65	50	89	85
Geography (New)	1,898	58	42	28	36	71	78
History	3,457	49	51	19	23	68	70
Modern Studies	1,808	41	59	20	18	73	76
Philosophy	138	46	54	33	47	63	74
Psychology (New)	545	25	75	8	9	41	54
Religious, Moral and Philosophical Studies	142	34	66	21	16	46	59
Religious, Moral and Philosophical Studies (New)	594	39	61	22	12	48	55
Sociology	183	30	70	39	52	70	73
Administration	2,879	26	74	24	28	79	78
Business Management	1,971	49	51	40	41	83	84
Care	861	6	94	37	31	71	69
Care Issues for Society: Child Care	113	4	96	0	5	0	40
Care Issues for Society: Older People	127	8	92	10	18	70	82
Computing (New)	2,742	73	27	21	24	67	65
Construction Craft Skills	19	95	5	17	0	78	100
Construction Industry Practice	32	100	0	16	—	66	—
Creative Cake Production	255	16	84	54	85	93	99
Design	8	13	88	0	57	100	100
Early Education and Childcare	118	2	98	—	—	50	61
Electrical Installation Fundamentals	32	100	0	3	—	69	—
Electronic and Electrical Fundamentals	94	99	1	49	100	90	100
Engineering Craft Skills	367	93	7	35	21	98	96
Fabrication and Welding	6	67	33	50	50	75	100
Graphic Communication	1,121	71	29	30	37	77	77
Hairdressing: Composite Skills in Hairdressing	8	0	100	—	50	—	100
Health and Safety in Care Settings	180	6	94	10	15	70	71

TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2  
BY GENDER, 2006 (CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Home Economics: Fashion and Textile Technology	132	1	99	0	5	0	57
Home Economics: Health and Food Technology	283	15	85	2	5	52	53
Home Economics: Lifestyle and Consumer Technology	117	5	95	17	6	50	45
Hospitality – General Operations	169	49	51	34	41	64	73
Hospitality – Practical Cookery	3,780	27	73	39	59	94	95
Hospitality – Professional Cookery	153	49	51	33	40	87	88
Hospitality – Reception and Accommodation Operations	7	14	86	0	33	100	67
Information Systems	2,263	65	35	25	36	71	78
Personal and Social Education	33	33	67	0	9	36	59
Product Design	755	74	26	29	36	71	80
Selling Overseas Tourist Destinations	69	17	83	0	30	83	81
Technological Studies	197	98	2	34	0	71	75
Travel and Tourism	646	33	67	8	11	54	53
Woodworking Skills	2,975	86	14	40	39	96	95
Art and Design	4,325	32	68	41	52	87	93
Drama	844	35	65	22	30	85	88
Media Studies	769	50	50	4	9	37	54
Music	2,782	44	56	41	46	90	93
Fitness and Exercise	35	77	23	11	38	63	100
Leading Sports Activities	12	58	42	0	0	0	0
Physical Education	2,962	74	26	38	43	91	92
Totals	94,686	47	53	27	31	73	76

**TABLE IB6a: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	2,573	3,926	3,312	5%	1.5	1.3	84%
15	15,087	29,084	23,775	30%	1.9	1.6	82%
16	21,789	46,861	33,329	44%	2.2	1.5	71%
17	7,616	11,212	7,627	15%	1.5	1.0	68%
18	664	975	561	1%	1.5	0.8	58%
19	246	356	205	0%	1.4	0.8	58%
20-24	587	859	562	1%	1.5	1.0	65%
25-29	278	373	291	1%	1.3	1.0	78%
30-34	234	314	259	0%	1.3	1.1	82%
35-39	229	304	245	0%	1.3	1.1	81%
40-49	246	328	258	0%	1.3	1.0	79%
50-59	54	68	53	0%	1.3	1.0	78%
60 and over	24	26	21	0%	1.1	0.9	81%
All ages	49,627	94,686	70,498	100%	1.9	1.4	74%

**TABLE IB6b: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	1,120	1,654	1,369	5%	1.5	1.2	83%
15	7,028	13,590	11,011	30%	1.9	1.6	81%
16	10,653	22,992	15,999	46%	2.2	1.5	70%
17	3,473	5,273	3,557	15%	1.5	1.0	67%
18	284	421	249	1%	1.5	0.9	59%
19	104	159	85	0%	1.5	0.8	53%
20-24	212	324	189	1%	1.5	0.9	58%
25-29	80	114	80	0%	1.4	1.0	70%
30-34	47	63	55	0%	1.3	1.2	87%
35-39	46	62	52	0%	1.3	1.1	84%
40-49	40	59	39	0%	1.5	1.0	66%
50-59	21	28	21	0%	1.3	1.0	75%
60 and over	12	13	10	0%	1.1	0.8	77%
All ages	23,120	44,752	32,716	100%	1.9	1.4	73%

**Table IB6c: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	1,453	2,272	1,943	5%	1.6	1.3	86%
15	8,059	15,494	12,764	30%	1.9	1.6	82%
16	11,136	23,869	17,330	42%	2.1	1.6	73%
17	4,143	5,939	4,070	16%	1.4	1.0	69%
18	380	554	312	1%	1.5	0.8	56%
19	142	197	120	1%	1.4	0.8	61%
20-24	375	535	373	1%	1.4	1.0	70%
25-29	198	259	211	1%	1.3	1.1	81%
30-34	187	251	204	1%	1.3	1.1	81%
35-39	183	242	193	1%	1.3	1.1	80%
40-49	206	269	219	1%	1.3	1.1	81%
50-59	33	40	32	0%	1.2	1.0	80%
60 and over	12	13	11	0%	1.1	0.9	85%
All ages	26,507	49,934	37,782	100%	1.9	1.4	76%

Note: Age at 31 December 2005.

TABLE IB7a: NUMBER OF INTERMEDIATE 2 ENTRIES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	147	0%	58	0%	89	0%
7	81	0%	41	0%	40	0%
6	289	1%	182	1%	107	1%
5	1,151	3%	533	4%	618	3%
4	3,616	11%	1,724	11%	1,892	10%
3	7,162	25%	3,462	26%	3,700	24%
2	12,323	50%	5,842	51%	6,481	49%
1	24,858	100%	11,278	100%	13,580	100%
Total cand	49,627		23,120		26,507	
Total entries	94,686		44,752		49,934	
Entries/cand	1.9		1.9		1.9	

TABLE IB7b: NUMBER OF INTERMEDIATE 2 PASSES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	129	0%	53	0%	76	0%
7	71	0%	31	0%	40	0%
6	247	1%	157	1%	90	1%
5	527	2%	242	2%	285	2%
4	1,526	5%	680	5%	846	5%
3	4,309	14%	1,979	14%	2,330	14%
2	10,426	35%	4,901	35%	5,525	35%
1	24,969	85%	11,464	84%	13,505	86%
0	7,423	100%	3,613	100%	3,810	100%
Total cand	49,627		23,120		26,507	
Total passes	70,498		32,716		37,782	
Passes/cand	1.4		1.4		1.4	

TABLE IB7c: NUMBER OF INTERMEDIATE 2 AWARDS AT GRADE A PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
8	54	0%	23	0%	31	0%
7	45	0%	19	0%	26	0%
6	130	0%	78	1%	52	0%
5	230	1%	98	1%	132	1%
4	394	2%	177	2%	217	2%
3	690	3%	293	3%	397	3%
2	2,668	9%	1,167	8%	1,501	9%
1	15,567	40%	6,713	37%	8,854	42%
0	29,741	100%	14,550	100%	15,191	100%
Total cand*s	49,519		23,118		26,401	
Total grade A	27,226		11,909		15,317	
Grade A/cand	0.5		0.5		0.6	

\* Not including Ungraded Courses.



TABLE IB8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT INTERMEDIATE 2, 2004 TO 2006

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2004	2005	2006
Classical Greek	—	—	—
English	2	3	3
French	2	0	0
Gaelic (Learners)	—	—	—
Gàidhlig	9	—	—
German	1	2	2
Italian	2	3	4
Latin	1	5	3
Russian	—	—	—
Spanish	2	1	1
Accounting*	2	4	6
Mathematics	2	3	3
Biology	1	1	1
Biotechnology	1	1	—
Chemistry	1	1	0
Geology	—	13	—
Managing Environmental Resources	1	0	—
Physics	3	3	8
Classical Studies	6	11	13
Economics	4	2	7
Geography	11	6	
Geography (New)		5	4
History	4	5	7
Modern Studies	6	4	9
Philosophy	0	4	4
Psychology	5	1	
Psychology (New)		1	3
Religious, Moral and Philosophical Studies	7	6	1
Religious, Moral and Philosophical Studies (New)			4
Sociology	1	3	3
Administration	11	9	1
Business Management	4	3	2
Care	2	2	5
Care Issues for Society	1	2	
Care Issues for Society: Child Care			—
Care Issues for Society: Older People		—	1
Computing	3	1	
Computing (New)		3	1
Construction Craft Skills	n/a	n/a	n/a
Construction Industry Practice	—	0	—
Creative Cake Production	n/a	n/a	n/a
Design	—	20	—
Early Education and Childcare			n/a
Electrical Installation Fundamentals	—	—	—
Electronic and Electrical Fundamentals	1	8	6
Engineering Craft Skills	n/a	n/a	n/a
Fabrication and Welding	n/a	n/a	n/a
Graphic Communication	2	1	0
Hairdressing: Composite Skills in Hairdressing	n/a	n/a	n/a

TABLE IB8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT INTERMEDIATE 2, 2004 TO 2006 (CONTINUED)

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2003	2004	2005
Health and Safety in Care Settings	–	–	4
Home Economics: Fashion and Textile Technology	4	8	2
Home Economics: Health and Food Technology	4	4	1
Home Economics: Lifestyle and Consumer Technology	5	5	3
Hospitality – General Operations	–	–	–
Hospitality – Practical Cookery	n/a	n/a	n/a
Hospitality – Professional Cookery	–	0	–
Hospitality – Reception and Accommodation Operations	n/a	n/a	–
Information Systems	3	4	3
Personal and Social Education	1	1	–
Product Design*	0	3	2
Selling Overseas Tourist Destinations	–	–	–
Technological Studies	5	0	4
Travel and Tourism	6	15	10
Woodworking Skills	n/a	n/a	n/a
Art and Design	1	0	1
Drama	2	3	0
Media Studies	8	5	5
Music	1	0	0
Fitness and Exercise	n/a	n/a	n/a
Leading Sports Activities	n/a	n/a	n/a
Physical Education	1	0	1
All subjects	3	3	3

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

TABLE IB9: TREND IN ASSESSMENT ARRANGEMENTS AT INTERMEDIATE 2, 2005 TO 2006

	2005	2006
Percentage of all entries for which assessment arrangements were requested	5%	5%



## HIGHER

All tables reporting on Higher are Course-based analyses, ie students must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any student 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.

Higher was designed for students 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 student uptake from 453 centres in 75 subjects, including 15 Project-based National Courses (PBNC):

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

In 2006, a revised Course was available at Higher for Religious, Moral and Philosophical Studies in addition to that used in the previous year. In the following tables the revised course has been designated '(New)' ie Religious, Moral and Philosophical Studies (New). For the four subjects where a revised Course was available in 2005 alongside the existing Course, only the revised Course was available in 2006. These Courses continue to be designated as '(New)' ie Computing (New), Mental Health Care (New), Psychology (New) and Retail Travel (New) to inform any comparisons with previous years.

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 2002 to 2006.

- There were 159,140 entries at Higher in 2006, a decrease of 3% on 2005.
- The largest percentage increases, from subjects with more than 100 entries in 2006, were from Dance Practice (73% increase) and Home Economics: Fabric and Textile Technology (58% increase).
- The largest percentage decreases in entries, from subjects with more than 100 entries in 2006, were in Information Systems (down 23%), Administration (down 20%), Italian (down 19%) and German (down 18%).

### Table NH2

This table shows a five-year trend in the pass rates for each subject at 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 the two previous years.
- The pass rate for Mathematics in 2006 increased slightly (from 69% to 70%) but the English pass rate decreased (from 68% to 65%).

### 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 (62%) and S6 (31%) 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, Sports Coaching Studies and Sports Organisation – also received entries from school students.
- Across all Higher subjects the pass rates for S5 and S6 students differ by 10 percentage points. The pass rate for S5 Higher students was 77% while the pass rate for S6 students was 67%.

#### 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 95% in Gàidhlig to 49% in Care.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 51% in Music to 7% in Home Economics: Fabric and Textile Technology.

#### Table NH5

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

- Male students had many more entries than females for Technological Studies (94%) and also for the engineering and construction Courses.
- In contrast, female students predominated in the entries for Dance Practice (92%) and the Courses in Home Economics and Care.
- The average pass rate for female students across all subjects was 2 percentage points higher than for males.
- The average grade A rate for female students across all subjects was 1 percentage point higher than for males.
- Male students out-performed female students, both at percentage of grade As and percentage of passes, in the following subjects with more than 100 entries: German, Latin, Biology, Human Biology, Economics and Dance Practice.

#### 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 2005.

- 49% of Higher students were aged 16 – they had an average pass rate of 76%.
- 35% of Higher students were aged 17 – they had an average pass rate of 67%.
- 55% of all Higher students were female, 45% were male.
- Students entered for, on average, 2.8 Higher subjects, passing, on average, 2.0 of them.

#### Table NH7

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

- 53% of students took at least three Higher subjects in 2006.
- 34% of students passed at least three Higher subjects.
- 8% of students gained at least three grade A passes at Higher.
- 34% of female students and 32% of male students achieved at least one Higher grade A pass.

#### Table NH8

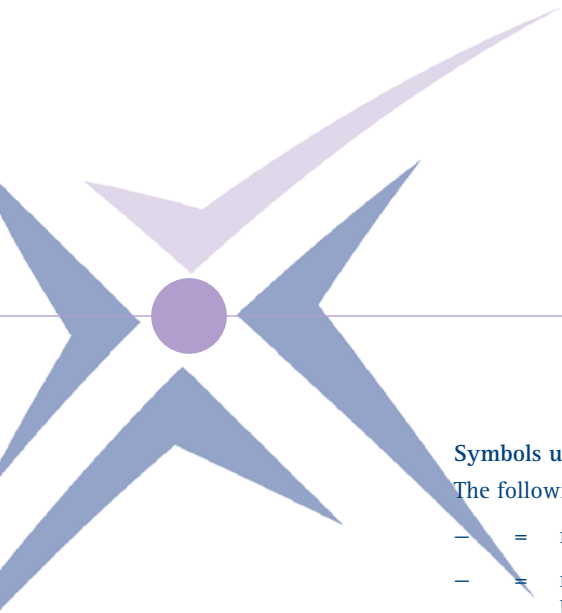
This table shows the trend in successful appeals at Higher from 2004 to 2006 as a percentage of entries. For further information on appeals refer to the RIS Statistics page on the SQA website.

- Over all subjects, the number of successful appeals in 2006 represented 4% of entries. This is the same as in 2005 and 1 percentage point less than in 2004.
- Of the subjects with more than 100 entries, the largest percentages of successful appeals were in Latin (18%), Economics (13%), Product Design (12%), Religious, Moral and Philosophical Studies (New) (15%) and Media Studies (10%).
- Successful appeals for English and Mathematics account for 3% and 2% of entries respectively.

#### Table NH9

This table shows the trend in assessment arrangements at Higher from 2005 to 2006 as a percentage of total entries. For further information on assessment arrangements refer to the chapter at the beginning of this report and to the SQA website.

- There has been a slight increase in the percentage of entries for which assessment arrangements were requested, from 4% to 5%.



#### **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

Tourism changed to Travel and Tourism in 2005.

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.

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2002 TO 2006

ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
Classical Greek	8	5	13	16	7	-56%
English*	28,910	29,624	28,873	28,707	27,516	-4%
French	4,771	4,886	4,614	4,515	4,292	-5%
Gaelic (Learners)	147	147	139	130	154	18%
Gàidhlig	72	75	91	102	124	22%
German	2,206	1,908	1,794	1,703	1,399	-18%
Italian	284	263	269	292	236	-19%
Latin	257	283	245	279	238	-15%
Russian	14	23	17	19	9	-53%
Spanish	916	1,045	1,081	1,162	1,058	-9%
Accounting*	2,427	2,435	2,316	1,885	1,630	-14%
Mathematics	19,790	19,966	19,394	19,181	18,623	-3%
Biology	9,274	8,920	8,852	8,943	9,044	1%
Biotechnology	10	23	35	31	28	-10%
Chemistry	9,560	9,292	9,271	9,411	9,168	-3%
Geology	89	42	63	45	57	27%
Human Biology	3,111	3,296	3,452	3,609	3,737	4%
Managing Environmental Resources	18	20	89	72	65	-10%
Physics	9,580	9,489	9,286	8,952	8,617	-4%
Classical Studies	518	512	433	487	448	-8%
Economics	1,042	972	847	715	686	-4%
Geography	7,733	7,809	7,407	7,419	7,064	-5%
History	7,908	8,088	7,891	8,128	7,866	-3%
Modern Studies	7,900	7,762	7,738	7,397	7,201	-3%
Philosophy	674	654	766	800	797	0%
Politics	27	56	60	76	75	-1%
Psychology	1,951	2,440	2,779	463		
Psychology (New)				2,349	2,632	12%
Religious, Moral and Philosophical Studies	1,596	1,597	1,673	1,685	451	-73%
Religious, Moral and Philosophical Studies (New)					1,323	
Sociology	468	521	600	636	619	-3%
Administration	3,827	4,054	4,216	3,998	3,192	-20%
Beauty: Beauty Care	11					
Building and Architectural Technology	38	50	22	31	48	55%
Building Services	8	11	6	10	3	-70%
Business Management	5,908	5,977	5,845	5,977	5,795	-3%
Care	461	719	623	742	640	-14%
Care Practice	263	438	413	383	366	-4%
Civil Engineering	31	37	20	16	18	13%
Computing	4,480	4,753	5,090	1,944		
Computing (New)				2,684	4,356	62%
Construction	81	69	47	64	41	-36%
Design	49	51	38	24	23	-4%
Early Education and Childcare					612	
Early Years Care and Education	125	272	361	495	85	-83%
Electronics	21	6	8			
Experiential Approaches to Early Years Care and Education		11				
Fabrication and Welding Engineering	8	34	29	28	22	-21%

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2002 TO 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
Food Production Supervision	3	1	4	8	2	-75%
Graphic Communication	3,006	3,071	3,248	3,366	3,224	-4%
Hairdressing: Principles of Colouring Hair		11	17			
Home Economics: Fashion and Textile Technology	48	73	82	72	114	58%
Home Economics: Health and Food Technology	710	666	714	728	709	-3%
Home Economics: Lifestyle and Consumer Technology	123	156	155	167	163	-2%
Hospitality – Food and Drink Service	3	10	7	2	3	50%
Hospitality – Professional Cookery	59	83	66	83	75	-10%
Hospitality – Reception and Accommodation Operations	4		5	1		
Hospitality Event Supervision			2			
Information Systems	2,896	2,852	2,833	2,469	1,904	-23%
Manufacturing		3	2			
Mechanical Engineering	15	5				
Mechatronics	26	33	16	44	29	-34%
Mental Health Care	136	282	247	146		
Mental Health Care (New)				146	278	90%
Personal and Social Education	71	89	100	84	64	-24%
Play in Early Education and Childcare					202	
Product Design*	2,606	2,478	2,421	2,092	2,270	9%
Professional Patisserie	46	42	66	45	45	0%
Quantity Surveying	2	14				
Retail Travel	29	26	40	23		
Retail Travel (New)				28	39	39%
Selling Scheduled Air Travel	21	14	30	33	29	-12%
Structural Engineering	8	5	11	9	5	-44%
Technological Studies	957	993	888	848	771	-9%
Travel and Tourism*	55	51	66	80	95	19%
Advertising, Marketing and Public Relations	10	11	7	8	10	25%
Art and Design	7,200	6,908	6,895	6,664	6,655	0%
Drama	1,569	1,704	1,912	1,963	2,069	5%
Interviewing, Writing and Publishing					7	
Media Studies	777	851	827	814	843	4%
Music	3,090	3,503	3,829	4,056	4,217	4%
Photography for the Media	14	50	115	214	245	14%
Visual Arts	50	20	13	17	4	-76%
Dance Practice	10	31	62	78	135	73%
Fitness and Exercise	32	60	43	40	35	-13%
Physical Education	3,801	4,095	3,996	4,148	4,461	8%
Sports Coaching Studies	37	45	45	56	68	21%
Sports Organisation	18	14	5	5	5	0%
Totals	164,004	166,885	165,575	164,142	159,140	-3%

\* Subject title changed – refer to Higher commentary.

TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2002 TO 2006

## ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2002	2003	2004	2005	2006
Classical Greek	88	80	100	94	100
English*	68	62	66	68	65
French	84	84	82	82	83
Gaelic (Learners)	95	90	86	92	92
Gàidhlig	100	100	93	100	95
German	81	80	79	82	77
Italian	83	76	86	88	82
Latin	81	87	85	83	88
Russian	93	91	94	89	100
Spanish	89	86	86	84	86
Accounting*	75	74	75	67	71
Mathematics	66	67	68	69	70
Biology	66	69	76	71	70
Biotechnology	60	61	74	68	93
Chemistry	72	73	74	76	76
Geology	74	69	81	64	77
Human Biology	65	64	68	66	66
Managing Environmental Resources	72	60	85	74	78
Physics	73	74	74	75	75
Classical Studies	75	76	66	77	77
Economics	77	77	79	76	77
Geography	75	76	74	76	75
History	80	80	80	79	80
Modern Studies	78	75	75	78	77
Philosophy	73	68	77	76	78
Politics	85	89	90	84	83
Psychology	70	71	70	74	—
Psychology (New)	—	—	—	61	63
Religious, Moral and Philosophical Studies	70	66	74	74	80
Religious, Moral and Philosophical Studies (New)	—	—	—	—	66
Sociology	73	67	70	74	69
Administration	71	73	74	63	60
Beauty: Beauty Care	0	—	—	—	—
Building and Architectural Technology	47	52	73	32	63
Building Services	63	18	50	30	67
Business Management	77	75	72	73	70
Care	67	64	52	55	49
Care Practice	86	92	85	81	87
Civil Engineering	48	62	40	75	39
Computing	73	71	72	71	—
Computing (New)	—	—	—	64	65
Construction	30	32	51	53	54
Design	82	65	11	75	100
Early Education and Childcare	—	—	—	—	69
Early Years Care and Education	86	81	72	69	85
Electronics	29	17	50	—	—
Experiential Approaches to Early Years Care and Education	—	100	—	—	—
Fabrication and Welding Engineering	13	71	66	57	73
Food Production Supervision	100	100	75	75	50
Graphic Communication	78	76	76	79	77



TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2002 TO 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2002	2003	2004	2005	2006
Hairdressing: Principles of Colouring Hair	—	82	94	—	—
Home Economics: Fashion and Textile Technology	46	78	50	65	63
Home Economics: Health and Food Technology	67	83	83	78	78
Home Economics: Lifestyle and Consumer Technology	65	83	79	77	90
Hospitality – Food and Drink Service	67	30	57	50	0
Hospitality – Professional Cookery	68	65	67	42	79
Hospitality – Reception and Accommodation Operations	75	—	40	100	—
Hospitality Event Supervision	—	—	100	—	—
Information Systems	64	69	68	74	64
Manufacturing	—	33	0	—	—
Mechanical Engineering	53	0	—	—	—
Mechatronics	54	55	50	55	72
Mental Health Care	87	87	81	73	—
Mental Health Care (New)	—	—	—	92	64
Personal and Social Education	80	82	77	85	88
Play in Early Education and Childcare	—	—	—	—	73
Product Design*	65	68	64	65	72
Professional Patisserie	91	60	77	73	7
Quantity Surveying	100	57	—	—	—
Retail Travel	55	88	78	74	—
Retail Travel (New)	—	—	—	93	85
Selling Scheduled Air Travel	48	86	83	88	83
Structural Engineering	88	80	73	67	60
Technological Studies	69	67	71	67	63
Travel and Tourism*	33	43	26	38	38
Advertising, Marketing and Public Relations	70	64	57	88	70
Art and Design	81	81	81	85	86
Drama	83	81	80	82	81
Interviewing, Writing and Publishing	—	—	—	—	71
Media Studies	48	57	59	67	56
Music	94	94	93	94	95
Photography for the Media	36	90	90	92	90
Visual Arts	86	55	38	88	100
Dance Practice	80	74	55	51	84
Fitness and Exercise	72	77	63	85	89
Physical Education	80	79	82	78	84
Sports Coaching Studies	70	69	78	89	87
Sports Organisation	44	71	80	0	100
Totals	73	72	73	73	73

\* Subject title changed – refer to Higher commentary.

TABLE NH3a: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2006

## ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	7	—	—	29%	71%	—	—	—
English	27,516	0%	0%	63%	30%	0%	7%	0%
French	4,292	0%	0%	76%	21%	0%	2%	0%
Gaelic (Learners)	154	—	2%	68%	10%	—	20%	—
Gàidhlig	124	—	—	71%	22%	—	7%	—
German	1,399	—	1%	75%	20%	0%	4%	0%
Italian	236	—	2%	53%	35%	1%	8%	1%
Latin	238	0%	—	83%	16%	1%	—	—
Russian	9	—	44%	44%	11%	—	—	—
Spanish	1,058	0%	0%	59%	29%	1%	10%	1%
Accounting	1,630	—	0%	47%	51%	1%	2%	—
Mathematics	18,623	0%	0%	70%	27%	0%	3%	0%
Biology	9,044	—	0%	66%	31%	0%	3%	0%
Biotechnology	28	—	—	—	46%	—	54%	—
Chemistry	9,168	—	0%	77%	19%	0%	3%	0%
Geology	57	—	—	21%	72%	2%	5%	—
Human Biology	3,737	—	—	51%	31%	0%	18%	0%
Managing Environmental Resources	65	—	—	23%	34%	—	43%	—
Physics	8,617	—	0%	73%	24%	0%	2%	0%
Classical Studies	448	—	—	43%	57%	0%	—	—
Economics	686	—	—	38%	54%	1%	7%	—
Geography	7,064	—	—	67%	31%	0%	2%	0%
History	7,866	—	0%	72%	24%	0%	4%	0%
Modern Studies	7,201	—	0%	58%	38%	0%	4%	—
Philosophy	797	—	0%	27%	63%	0%	9%	—
Politics	75	—	1%	3%	35%	1%	60%	—
Psychology (New)	2,632	—	—	5%	34%	0%	61%	0%
Religious, Moral and Philosophical Studies	451	—	—	42%	58%	—	—	—
Religious, Moral and Philosophical Studies (New)	1,323	—	0%	42%	58%	0%	—	—
Sociology	619	—	—	8%	20%	0%	73%	—
Administration	3,192	—	0%	55%	43%	0%	2%	0%
Building and Architectural Technology	48	—	—	—	—	—	100%	—
Building Services	3	—	—	—	—	—	100%	—
Business Management	5,795	—	0%	38%	59%	0%	2%	0%
Care	640	—	—	2%	1%	—	97%	—
Care Practice	366	—	—	—	—	—	100%	—
Civil Engineering	18	—	—	—	—	—	100%	—
Computing (New)	4,356	—	0%	67%	31%	0%	2%	—
Construction	41	—	—	—	—	—	100%	—
Design	23	—	—	17%	13%	—	70%	—
Early Education and Childcare	612	—	—	2%	2%	—	97%	—
Early Years Care and Education	85	—	—	—	—	—	100%	—
Fabrication and Welding Engineering	22	—	—	—	—	—	100%	—
Food Production Supervision	2	—	—	—	—	—	100%	—
Graphic Communication	3,224	—	0%	72%	28%	0%	—	—

TABLE NH3a: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2006 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Home Economics: Fashion and Textile Technology	114	—	—	43%	57%	—	—	—
Home Economics: Health and Food Technology	709	—	—	59%	40%	0%	—	—
Home Economics: Lifestyle and Consumer Technology	163	—	—	58%	42%	—	—	—
Hospitality – Food and Drink Service	3	—	—	—	—	—	100%	—
Hospitality – Professional Cookery	75	—	—	—	3%	—	97%	—
Information Systems	1,904	—	0%	52%	44%	0%	4%	—
Mechatronics	29	—	—	—	—	—	100%	—
Mental Health Care (New)	278	—	—	—	—	—	100%	—
Personal and Social Education	64	—	—	41%	59%	—	—	—
Play in Early Education and Childcare	202	—	—	—	—	—	100%	—
Product Design	2,270	—	1%	59%	40%	0%	—	—
Professional Patisserie	45	—	—	—	—	—	100%	—
Retail Travel (New)	39	—	—	—	—	—	100%	—
Selling Scheduled Air Travel	29	—	—	—	—	—	100%	—
Structural Engineering	5	—	—	—	—	—	100%	—
Technological Studies	771	—	—	72%	28%	—	—	—
Travel and Tourism	95	—	—	4%	34%	—	62%	—
Advertising, Marketing and Public Relations	10	—	—	—	—	—	100%	—
Art and Design	6,655	—	0%	73%	25%	0%	2%	—
Drama	2,069	—	—	71%	26%	0%	3%	—
Interviewing, Writing and Publishing	7	—	—	—	—	—	100%	—
Media Studies	843	—	—	21%	56%	—	23%	0%
Music	4,217	0%	3%	71%	23%	0%	2%	—
Photography for the Media	245	—	—	11%	43%	—	47%	—
Visual Arts	4	—	—	25%	75%	—	—	—
Dance Practice	135	—	—	11%	16%	—	67%	7%
Fitness and Exercise	35	—	—	—	—	—	100%	—
Physical Education	4,461	—	0%	56%	44%	0%	—	—
Sports Coaching Studies	68	—	—	—	9%	—	91%	—
Sports Organisation	5	—	—	100%	—	—	—	—
Totals	159,140	13	290	98,654	48,824	330	10,956	73
– as percentages		0%	0%	62%	31%	0%	7%	0%

TABLE NH3b: PASS RATES FOR EACH SUBJECT AT HIGHER BY STAGE, 2006

## ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER/ NOT KNOWN	
					SCHOOL	FE
Classical Greek	—	—	100%	100%	—	—
English	33%	90%	74%	50%	61%	49%
French	100%	100%	86%	75%	86%	54%
Gaelic (Learners)	—	100%	97%	75%	—	81%
Gàidhlig	—	—	99%	100%	—	44%
German	—	100%	79%	72%	50%	57%
Italian	—	100%	82%	80%	100%	84%
Latin	100%	—	88%	87%	100%	—
Russian	—	100%	100%	100%	—	—
Spanish	100%	100%	86%	84%	100%	89%
Accounting	—	0%	74%	70%	78%	25%
Mathematics	100%	91%	76%	58%	73%	47%
Biology	—	100%	75%	62%	72%	53%
Biotechnology	—	—	—	100%	—	87%
Chemistry	—	38%	79%	68%	50%	61%
Geology	—	—	67%	80%	100%	67%
Human Biology	—	—	72%	64%	71%	54%
Managing Environmental Resources	—	—	87%	82%	—	71%
Physics	—	13%	77%	68%	57%	58%
Classical Studies	—	—	75%	78%	100%	—
Economics	—	—	85%	74%	60%	61%
Geography	—	—	76%	73%	64%	64%
History	—	75%	81%	79%	100%	56%
Modern Studies	—	83%	78%	78%	83%	59%
Philosophy	—	0%	77%	79%	0%	74%
Politics	—	100%	100%	81%	100%	82%
Psychology (New)	—	—	48%	69%	33%	61%
Religious, Moral and Philosophical Studies	—	—	79%	80%	—	—
Religious, Moral and Philosophical Studies (New)	—	100%	65%	67%	100%	—
Sociology	—	—	71%	79%	0%	66%
Administration	—	100%	62%	60%	50%	34%
Building and Architectural Technology	—	—	—	—	—	67%
Building Services	—	—	—	—	—	63%
Business Management	—	67%	71%	70%	68%	42%
Care	—	—	79%	63%	—	49%
Care Practice	—	—	—	—	—	87%
Civil Engineering	—	—	—	—	—	39%
Computing (New)	—	67%	68%	60%	100%	32%
Construction	—	—	—	—	—	54%
Design	—	—	100%	100%	—	100%
Early Education and Childcare	—	—	60%	90%	—	68%
Early Years Care and Education	—	—	—	—	—	85%
Fabrication and Welding Engineering	—	—	—	—	—	73%
Food Production Supervision	—	—	—	—	—	50%
Graphic Communication	—	100%	78%	73%	100%	—

TABLE NH3b: PASS RATES FOR EACH SUBJECT AT HIGHER BY STAGE, 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Home Economics: Fashion and Textile Technology	—	—	65%	62%	—	—	—
Home Economics: Health and Food Technology	—	—	79%	76%	100%	—	—
Home Economics: Lifestyle and Consumer Technology	—	—	89%	91%	—	—	—
Hospitality – Food and Drink Service	—	—	—	—	—	0%	—
Hospitality – Professional Cookery	—	—	—	100%	—	78%	—
Information Systems	—	0%	68%	63%	100%	30%	—
Mechatronics	—	—	—	—	—	72%	—
Mental Health Care (New)	—	—	—	—	—	64%	—
Personal and Social Education	—	—	77%	95%	—	—	—
Play in Early Education and Childcare	—	—	—	—	—	73%	—
Product Design	—	71%	70%	76%	70%	—	—
Professional Patisserie	—	—	—	—	—	7%	—
Retail Travel (New)	—	—	—	—	—	85%	—
Selling Scheduled Air Travel	—	—	—	—	—	83%	—
Structural Engineering	—	—	—	—	—	60%	—
Technological Studies	—	—	62%	65%	—	—	—
Travel and Tourism	—	—	75%	53%	—	27%	—
Advertising, Marketing and Public Relations	—	—	—	—	—	70%	—
Art and Design	—	100%	89%	80%	90%	57%	—
Drama	—	—	81%	84%	100%	48%	—
Interviewing, Writing and Publishing	—	—	—	—	—	71%	—
Media Studies	—	—	66%	59%	—	40%	0%
Music	100%	100%	96%	93%	100%	69%	—
Photography for the Media	—	—	88%	98%	—	83%	—
Visual Arts	—	—	100%	100%	—	—	—
Dance Practice	—	—	100%	100%	—	77%	89%
Fitness and Exercise	—	—	—	—	—	89%	—
Physical Education	—	100%	86%	82%	100%	—	—
Sports Coaching Studies	—	—	—	100%	—	85%	—
Sports Organisation	—	—	100%	—	—	—	—
Totals	85%	89%	77%	67%	72%	58%	70%

TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT HIGHER, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	D	NO. OF CENTRES
		A	B	C	D			
Classical Greek	7	5	1	1	7	0	5	
English	27,516	3,808	5,503	8,648	17,959	3,917	440	
French	4,292	1,870	848	838	3,556	272	383	
Gaelic (Learners)	154	68	42	31	141	5	24	
Gàidhlig	124	52	50	16	118	1	18	
German	1,399	517	291	272	1,080	124	224	
Italian	236	117	45	31	193	12	44	
Latin	238	95	67	48	210	11	43	
Russian	9	7	1	1	9	0	9	
Spanish	1,058	513	218	176	907	63	148	
Accounting	1,630	490	345	324	1,159	132	218	
Mathematics	18,623	4,529	4,490	4,045	13,064	1,593	432	
Biology	9,044	2,079	1,953	2,312	6,344	1,032	373	
Biotechnology	28	18	4	4	26	1	4	
Chemistry	9,168	2,447	2,225	2,307	6,979	828	412	
Geology	57	15	16	13	44	7	10	
Human Biology	3,737	723	763	994	2,480	426	187	
Managing Environmental Resources	65	19	19	13	51	2	9	
Physics	8,617	2,512	2,083	1,826	6,421	730	409	
Classical Studies	448	159	92	92	343	17	39	
Economics	686	193	199	137	529	61	63	
Geography	7,064	1,835	1,737	1,736	5,308	565	394	
History	7,866	1,508	2,482	2,264	6,254	572	405	
Modern Studies	7,201	1,593	1,896	2,053	5,542	526	353	
Philosophy	797	148	232	239	619	54	91	
Politics	75	28	22	12	62	7	11	
Psychology (New)	2,632	416	599	646	1,661	210	116	
Religious, Moral and Philosophical Studies	451	125	119	115	359	31	44	
Religious, Moral and Philosophical Studies (New)	1,323	240	332	305	877	115	131	
Sociology	619	172	128	127	427	36	41	
Administration	3,192	318	670	942	1,930	421	300	
Building and Architectural Technology	48	4	13	13	30	2	3	
Building Services	3	1	1	0	2	0	1	
Business Management	5,795	952	1,491	1,625	4,068	545	342	
Care	640	64	102	150	316	78	33	
Care Practice	366	115	118	84	317	6	18	
Civil Engineering	18	3	1	3	7	0	2	
Computing (New)	4,356	724	965	1,134	2,823	482	301	
Construction	41	6	10	6	22	0	4	
Design	23	5	5	13	23	0	2	
Early Education and Childcare	612	90	158	172	420	53	22	
Early Years Care and Education	85	32	18	22	72	5	3	
Fabrication and Welding Engineering	22	4	5	7	16	1	2	
Food Production Supervision	2	1	0	0	1	0	1	
Graphic Communication	3,224	926	781	767	2,474	243	317	

TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT  
AT HIGHER, 2006 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	NO. OF CENTRES
		A	B	C	D		
Home Economics: Fashion and Textile Technology	114	8	19	45	72	12	18
Home Economics: Health and Food Technology	709	97	189	265	551	72	107
Home Economics: Lifestyle and Consumer Technology	163	42	65	40	147	10	29
Hospitality – Food and Drink Service	3	0	0	0	0	0	1
Hospitality – Professional Cookery	75	33	19	7	59	1	6
Information Systems	1,904	195	451	578	1,224	233	175
Mechatronics	29	7	9	5	21	0	3
Mental Health Care (New)	278	25	60	94	179	30	15
Personal and Social Education	64	29	16	11	56	4	9
Play in Early Education and Childcare	202	24	61	62	147	15	10
Product Design	2,270	432	567	643	1,642	187	263
Professional Patisserie	45	0	2	1	3	0	2
Retail Travel (New)	39	14	9	10	33	1	4
Selling Scheduled Air Travel	29	4	12	8	24	0	1
Structural Engineering	5	1	0	2	3	0	1
Technological Studies	771	185	135	162	482	82	96
Travel and Tourism	95	2	9	25	36	12	7
Advertising, Marketing and Public Relations	10	0	3	4	7	0	1
Art and Design	6,655	1,729	2,017	1,969	5,715	499	409
Drama	2,069	258	638	774	1,670	201	173
Interviewing, Writing and Publishing	7	0	1	4	5	0	1
Media Studies	843	80	163	232	475	106	73
Music	4,217	2,170	1,252	565	3,987	86	392
Photography for the Media	245	33	70	118	221	4	20
Visual Arts	4	2	1	1	4	0	1
Dance Practice	135	31	49	33	113	6	6
Fitness and Exercise	35	7	10	14	31	2	3
Physical Education	4,461	685	1,608	1,470	3,763	378	356
Sports Coaching Studies	68	23	27	9	59	0	5
Sports Organisation	5	2	3	0	5	0	1
Totals	159,140	35,664	38,605	41,715	115,984	15,127	
– as percentages		22%	24%	26%	73%	10%	

TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2006

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Classical Greek	7	71	14	14	100	0
English	27,516	14	20	31	65	14
French	4,292	44	20	20	83	6
Gaelic (Learners)	154	44	27	20	92	3
Gàidhlig	124	42	40	13	95	1
German	1,399	37	21	19	77	9
Italian	236	50	19	13	82	5
Latin	238	40	28	20	88	5
Russian	9	78	11	11	100	0
Spanish	1,058	48	21	17	86	6
Accounting	1,630	30	21	20	71	8
Mathematics	18,623	24	24	22	70	9
Biology	9,044	23	22	26	70	11
Biotechnology	28	64	14	14	93	4
Chemistry	9,168	27	24	25	76	9
Geology	57	26	28	23	77	12
Human Biology	3,737	19	20	27	66	11
Managing Environmental Resources	65	29	29	20	78	3
Physics	8,617	29	24	21	75	8
Classical Studies	448	35	21	21	77	4
Economics	686	28	29	20	77	9
Geography	7,064	26	25	25	75	8
History	7,866	19	32	29	80	7
Modern Studies	7,201	22	26	29	77	7
Philosophy	797	19	29	30	78	7
Politics	75	37	29	16	83	9
Psychology (New)	2,632	16	23	25	63	8
Religious, Moral and Philosophical Studies	451	28	26	25	80	7
Religious, Moral and Philosophical Studies (New)	1,323	18	25	23	66	9
Sociology	619	28	21	21	69	6
Administration	3,192	10	21	30	60	13
Building and Architectural Technology	48	8	27	27	63	4
Building Services	3	33	33	0	67	0
Business Management	5,795	16	26	28	70	9
Care	640	10	16	23	49	12
Care Practice	366	31	32	23	87	2
Civil Engineering	18	17	6	17	39	0
Computing (New)	4,356	17	22	26	65	11
Construction	41	15	24	15	54	0
Design	23	22	22	57	100	0
Early Education and Childcare	612	15	26	28	69	9
Early Years Care and Education	85	38	21	26	85	6
Fabrication and Welding Engineering	22	18	23	32	73	5
Food Production Supervision	2	50	0	0	50	0
Graphic Communication	3,224	29	24	24	77	8



TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2006  
(CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Home Economics: Fashion and Textile Technology	114	7	17	39	63	11
Home Economics: Health and Food Technology	709	14	27	37	78	10
Home Economics: Lifestyle and Consumer Technology	163	26	40	25	90	6
Hospitality – Food and Drink Service	3	0	0	0	0	0
Hospitality – Professional Cookery	75	44	25	9	79	1
Information Systems	1,904	10	24	30	64	12
Mechatronics	29	24	31	17	72	0
Mental Health Care (New)	278	9	22	34	64	11
Personal and Social Education	64	45	25	17	88	6
Play in Early Education and Childcare	202	12	30	31	73	7
Product Design	2,270	19	25	28	72	8
Professional Patisserie	45	0	4	2	7	0
Retail Travel (New)	39	36	23	26	85	3
Selling Scheduled Air Travel	29	14	41	28	83	0
Structural Engineering	5	20	0	40	60	0
Technological Studies	771	24	18	21	63	11
Travel and Tourism	95	2	9	26	38	13
Advertising, Marketing and Public Relations	10	0	30	40	70	0
Art and Design	6,655	26	30	30	86	7
Drama	2,069	12	31	37	81	10
Interviewing, Writing and Publishing	7	0	14	57	71	0
Media Studies	843	9	19	28	56	13
Music	4,217	51	30	13	95	2
Photography for the Media	245	13	29	48	90	2
Visual Arts	4	50	25	25	100	0
Dance Practice	135	23	36	24	84	4
Fitness and Exercise	35	20	29	40	89	6
Physical Education	4,461	15	36	33	84	8
Sports Coaching Studies	68	34	40	13	87	0
Sports Organisation	5	40	60	0	100	0
Totals	159,140	22	24	26	73	10

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2006

## MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Classical Greek	3	43%	2	1	0	3	0
English	11,118	40%	1,426	2,172	3,506	7,104	1,603
French	998	23%	463	182	172	817	72
Gaelic (Learners)	56	36%	19	16	14	49	2
Gàidhlig	52	42%	19	23	6	48	1
German	422	30%	171	80	84	335	32
Italian	60	25%	32	10	5	47	3
Latin	106	45%	46	34	21	101	0
Russian	5	56%	4	1	0	5	0
Spanish	265	25%	122	58	48	228	16
Accounting	824	51%	239	182	170	591	65
Mathematics	9,615	52%	2,340	2,309	1,996	6,645	797
Biology	3,018	33%	763	609	786	2,158	321
Biotechnology	16	57%	12	1	2	15	0
Chemistry	4,693	51%	1,310	1,108	1,134	3,552	423
Geology	38	67%	6	11	11	28	5
Human Biology	1,023	27%	250	214	265	729	106
Managing Environmental Resources	34	52%	9	10	5	24	1
Physics	6,196	72%	1,716	1,468	1,309	4,493	555
Classical Studies	178	40%	64	35	36	135	5
Economics	406	59%	129	123	75	327	32
Geography	3,695	52%	791	900	972	2,663	321
History	3,405	43%	606	1,076	990	2,672	255
Modern Studies	2,746	38%	556	715	821	2,092	200
Philosophy	362	45%	65	95	110	270	27
Politics	37	49%	14	12	6	32	2
Psychology (New)	604	23%	80	116	146	342	52
Religious, Moral and Philosophical Studies	118	26%	36	24	30	90	12
Religious, Moral and Philosophical Studies (New)	399	30%	59	96	88	243	40
Sociology	150	24%	40	26	28	94	13
Administration	630	20%	55	118	185	358	89
Building and Architectural Technology	43	90%	3	12	12	27	2
Building Services	3	100%	1	1	0	2	0
Business Management	2,623	45%	399	684	747	1,830	257
Care	56	9%	2	9	14	25	8
Care Practice	31	8%	11	6	7	24	0
Civil Engineering	18	100%	3	1	3	7	0
Computing (New)	3,236	74%	549	723	830	2,102	347
Construction	39	95%	6	9	6	21	0
Design	6	26%	3	1	2	6	0
Early Education and Childcare	14	2%	3	3	3	9	1
Early Years Care and Education	1	1%	0	0	0	0	1
Fabrication and Welding Engineering	22	100%	4	5	7	16	1
Food Production Supervision	1	50%	0	0	0	0	0
Graphic Communication	2,278	71%	652	537	541	1,730	178

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2006  
(CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Home Economics: Fashion and Textile Technology	2	2%	0	1	1	2	0
Home Economics: Health and Food Technology	61	9%	7	14	24	45	7
Home Economics: Lifestyle and Consumer Technology	10	6%	6	2	1	9	1
Hospitality – Food and Drink Service	2	67%	0	0	0	0	0
Hospitality – Professional Cookery	37	49%	13	10	4	27	1
Information Systems	1,250	66%	122	293	368	783	168
Mechatronics	29	100%	7	9	5	21	0
Mental Health Care (New)	22	8%	0	3	6	9	5
Personal and Social Education	13	20%	3	6	2	11	2
Play in Early Education and Childcare	4	2%	0	0	1	1	0
Product Design	1,426	63%	211	337	408	956	131
Professional Patisserie	25	56%	0	1	0	1	0
Retail Travel (New)	4	10%	0	1	1	2	0
Selling Scheduled Air Travel	3	10%	0	0	2	2	0
Structural Engineering	5	100%	1	0	2	3	0
Technological Studies	730	95%	171	129	154	454	75
Travel and Tourism	20	21%	1	1	9	11	2
Advertising, Marketing and Public Relations	5	50%	0	2	1	3	0
Art and Design	1,782	27%	344	496	575	1,415	167
Drama	493	24%	49	146	176	371	58
Interviewing, Writing and Publishing	2	29%	0	1	1	2	0
Media Studies	379	45%	33	58	116	207	45
Music	1,932	46%	990	572	255	1,817	32
Photography for the Media	93	38%	9	31	45	85	0
Visual Arts	1	25%	0	0	1	1	0
Dance Practice	11	8%	3	6	2	11	0
Fitness and Exercise	27	77%	4	10	9	23	2
Physical Education	3,154	71%	471	1,155	1,064	2,690	265
Sports Coaching Studies	47	69%	12	21	7	40	0
Sports Organisation	5	100%	2	3	0	5	0
Totals	71,217	45%	15,539	17,124	18,433	51,096	6,806
– as percentages			22%	24%	26%	72%	10%

TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2006

## FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Classical Greek	4	57%	3	0	1	4	0
English	16,398	60%	2,382	3,331	5,142	10,855	2,314
French	3,294	77%	1,407	666	666	2,739	200
Gaelic (Learners)	98	64%	49	26	17	92	3
Gàidhlig	72	58%	33	27	10	70	0
German	977	70%	346	211	188	745	92
Italian	176	75%	85	35	26	146	9
Latin	132	55%	49	33	27	109	11
Russian	4	44%	3	0	1	4	0
Spanish	793	75%	391	160	128	679	47
Accounting	806	49%	251	163	154	568	67
Mathematics	9,008	48%	2,189	2,181	2,049	6,419	796
Biology	6,026	67%	1,316	1,344	1,526	4,186	711
Biotechnology	12	43%	6	3	2	11	1
Chemistry	4,475	49%	1,137	1,117	1,173	3,427	405
Geology	19	33%	9	5	2	16	2
Human Biology	2,714	73%	473	549	729	1,751	320
Managing Environmental Resources	31	48%	10	9	8	27	1
Physics	2,421	28%	796	615	517	1,928	175
Classical Studies	270	60%	95	57	56	208	12
Economics	280	41%	64	76	62	202	29
Geography	3,369	48%	1,044	837	764	2,645	244
History	4,461	57%	902	1,406	1,274	3,582	317
Modern Studies	4,455	62%	1,037	1,181	1,232	3,450	326
Philosophy	435	55%	83	137	129	349	27
Politics	38	51%	14	10	6	30	5
Psychology (New)	2,028	77%	336	483	500	1,319	158
Religious, Moral and Philosophical Studies	333	74%	89	95	85	269	19
Religious, Moral and Philosophical Studies (New)	924	70%	181	236	217	634	75
Sociology	469	76%	132	102	99	333	23
Administration	2,562	80%	263	552	757	1,572	332
Building and Architectural Technology	5	10%	1	1	1	3	0
Building Services	—	0%	—	—	—	—	—
Business Management	3,172	55%	553	807	878	2,238	288
Care	584	91%	62	93	136	291	70
Care Practice	335	92%	104	112	77	293	6
Civil Engineering	—	0%	—	—	—	—	—
Computing (New)	1,120	26%	175	242	304	721	135
Construction	2	5%	0	1	0	1	0
Design	17	74%	2	4	11	17	0
Early Education and Childcare	598	98%	87	155	169	411	52
Early Years Care and Education	84	99%	32	18	22	72	4
Fabrication and Welding Engineering	—	0%	—	—	—	—	—
Food Production Supervision	1	50%	1	0	0	1	0
Graphic Communication	946	29%	274	244	226	744	65

TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2006  
(CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Home Economics: Fashion and Textile Technology	112	98%	8	18	44	70	12
Home Economics: Health and Food Technology	648	91%	90	175	241	506	65
Home Economics: Lifestyle and Consumer Technology	153	94%	36	63	39	138	9
Hospitality – Food and Drink Service	1	33%	0	0	0	0	0
Hospitality – Professional Cookery	38	51%	20	9	3	32	0
Information Systems	654	34%	73	158	210	441	65
Mechatronics	–	0%	–	–	–	–	–
Mental Health Care (New)	256	92%	25	57	88	170	25
Personal and Social Education	51	80%	26	10	9	45	2
Play in Early Education and Childcare	198	98%	24	61	61	146	15
Product Design	844	37%	221	230	235	686	56
Professional Patisserie	20	44%	0	1	1	2	0
Retail Travel (New)	35	90%	14	8	9	31	1
Selling Scheduled Air Travel	26	90%	4	12	6	22	0
Structural Engineering	–	0%	–	–	–	–	–
Technological Studies	41	5%	14	6	8	28	7
Travel and Tourism	75	79%	1	8	16	25	10
Advertising, Marketing and Public Relations	5	50%	0	1	3	4	0
Art and Design	4,873	73%	1,385	1,521	1,394	4,300	332
Drama	1,576	76%	209	492	598	1,299	143
Interviewing, Writing and Publishing	5	71%	0	0	3	3	0
Media Studies	464	55%	47	105	116	268	61
Music	2,285	54%	1,180	680	310	2,170	54
Photography for the Media	152	62%	24	39	73	136	4
Visual Arts	3	75%	2	1	0	3	0
Dance Practice	124	92%	28	43	31	102	6
Fitness and Exercise	8	23%	3	0	5	8	0
Physical Education	1,307	29%	214	453	406	1,073	113
Sports Coaching Studies	21	31%	11	6	2	19	0
Sports Organisation	–	0%	–	–	–	–	–
Totals	87,923	55%	20,125	21,481	23,282	64,888	8,321
– as percentages			23%	24%	26%	74%	9%

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2006

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE OF GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	7	43	57	67	75	100	100
English	27,516	40	60	13	15	64	66
French	4,292	23	77	46	43	82	83
Gaelic (Learners)	154	36	64	34	50	88	94
Gàidhlig	124	42	58	37	46	92	97
German	1,399	30	70	41	35	79	76
Italian	236	25	75	53	48	78	83
Latin	238	45	55	43	37	95	83
Russian	9	56	44	80	75	100	100
Spanish	1,058	25	75	46	49	86	86
Accounting	1,630	51	49	29	31	72	70
Mathematics	18,623	52	48	24	24	69	71
Biology	9,044	33	67	25	22	72	69
Biotechnology	28	57	43	75	50	94	92
Chemistry	9,168	51	49	28	25	76	77
Geology	57	67	33	16	47	74	84
Human Biology	3,737	27	73	24	17	71	65
Managing Environmental Resources	65	52	48	26	32	71	87
Physics	8,617	72	28	28	33	73	80
Classical Studies	448	40	60	36	35	76	77
Economics	686	59	41	32	23	81	72
Geography	7,064	52	48	21	31	72	79
History	7,866	43	57	18	20	78	80
Modern Studies	7,201	38	62	20	23	76	77
Philosophy	797	45	55	18	19	75	80
Politics	75	49	51	38	37	86	79
Psychology (New)	2,632	23	77	13	17	57	65
Religious, Moral and Philosophical Studies	451	26	74	31	27	76	81
Religious, Moral and Philosophical Studies (New)	1,323	30	70	15	20	61	69
Sociology	619	24	76	27	28	63	71
Administration	3,192	20	80	9	10	57	61
Building and Architectural Technology	48	90	10	7	20	63	60
Building Services	3	100	0	33	–	67	–
Business Management	5,795	45	55	15	17	70	71
Care	640	9	91	4	11	45	50
Care Practice	366	8	92	35	31	77	87
Civil Engineering	18	100	0	17	–	39	–
Computing (New)	4,356	74	26	17	16	65	64
Construction	41	95	5	15	0	54	50
Design	23	26	74	50	12	100	100
Early Education and Childcare	612	2	98	21	15	64	69
Early Years Care and Education	85	1	99	0	38	0	86
Fabrication and Welding Engineering	22	100	0	18	–	73	–
Food Production Supervision	2	50	50	0	100	0	100
Graphic Communication	3,224	71	29	29	29	76	79

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2006  
(CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE OF GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Home Economics: Fashion and Textile Technology	114	2	98	0	7	100	63
Home Economics: Health and Food Technology	709	9	91	11	14	74	78
Home Economics: Lifestyle and Consumer Technology	163	6	94	60	24	90	90
Hospitality – Food and Drink Service	3	67	33	0	0	0	0
Hospitality – Professional Cookery	75	49	51	35	53	73	84
Information Systems	1,904	66	34	10	11	63	67
Mechatronics	29	100	0	24	–	72	–
Mental Health Care (New)	278	8	92	0	10	41	66
Personal and Social Education	64	20	80	23	51	85	88
Play in Early Education and Childcare	202	2	98	0	12	25	74
Product Design	2,270	63	37	15	26	67	81
Professional Patisserie	45	56	44	0	0	4	10
Retail Travel (New)	39	10	90	0	40	50	89
Selling Scheduled Air Travel	29	10	90	0	15	67	85
Structural Engineering	5	100	0	20	–	60	–
Technological Studies	771	95	5	23	34	62	68
Travel and Tourism	95	21	79	5	1	55	33
Advertising, Marketing and Public Relations	10	50	50	0	0	60	80
Art and Design	6,655	27	73	19	28	79	88
Drama	2,069	24	76	10	13	75	82
Interviewing, Writing and Publishing	7	29	71	0	0	100	60
Media Studies	843	45	55	9	10	55	58
Music	4,217	46	54	51	52	94	95
Photography for the Media	245	38	62	10	16	91	89
Visual Arts	4	25	75	0	67	100	100
Dance Practice	135	8	92	27	23	100	82
Fitness and Exercise	35	77	23	15	38	85	100
Physical Education	4,461	71	29	15	16	85	82
Sports Coaching Studies	68	69	31	26	52	85	90
Sports Organisation	5	100	0	40	–	100	–
Totals	159,140	45	55	22	23	72	74

**TABLE NH6a: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	37	44	42	0%	1.2	1.1	95%
15	4,153	13,313	10,303	7%	3.2	2.5	77%
16	28,088	92,505	70,614	49%	3.3	2.5	76%
17	20,017	45,187	30,096	35%	2.3	1.5	67%
18	1,548	3,071	1,659	3%	2.0	1.1	54%
19	576	1,136	633	1%	2.0	1.1	56%
20-24	1,028	1,768	1,068	2%	1.7	1.0	60%
25-29	427	629	456	1%	1.5	1.1	72%
30-34	338	473	361	1%	1.4	1.1	76%
35-39	307	417	308	1%	1.4	1.0	74%
40-49	316	394	289	1%	1.2	0.9	73%
50-59	121	139	112	0%	1.1	0.9	81%
60 and over	60	64	43	0%	1.1	0.7	67%
All ages	57,016	159,140	115,984	100%	2.8	2.0	73%

**TABLE NH6b: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006**

**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	18	18	17	0%	1.0	0.9	94%
15	1,818	5,776	4,415	7%	3.2	2.4	76%
16	12,928	41,962	31,391	51%	3.2	2.4	75%
17	9,135	20,686	13,633	36%	2.3	1.5	66%
18	552	1,140	626	2%	2.1	1.1	55%
19	220	469	252	1%	2.1	1.1	54%
20-24	353	641	389	1%	1.8	1.1	61%
25-29	105	158	111	0%	1.5	1.1	70%
30-34	64	93	71	0%	1.5	1.1	76%
35-39	65	87	70	0%	1.3	1.1	80%
40-49	73	90	57	0%	1.2	0.8	63%
50-59	53	62	45	0%	1.2	0.8	73%
60 and over	33	35	19	0%	1.1	0.6	54%
All ages	25,417	71,217	51,096	100%	2.8	2.0	72%



TABLE NH6c: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006

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	19	26	25	0%	1.4	1.3	96%
15	2,335	7,537	5,888	7%	3.2	2.5	78%
16	15,160	50,543	39,223	48%	3.3	2.6	78%
17	10,882	24,501	16,463	34%	2.3	1.5	67%
18	996	1,931	1,033	3%	1.9	1.0	53%
19	356	667	381	1%	1.9	1.1	57%
20-24	675	1,127	679	2%	1.7	1.0	60%
25-29	322	471	345	1%	1.5	1.1	73%
30-34	274	380	290	1%	1.4	1.1	76%
35-39	242	330	238	1%	1.4	1.0	72%
40-49	243	304	232	1%	1.3	1.0	76%
50-59	68	77	67	0%	1.1	1.0	87%
60 and over	27	29	24	0%	1.1	0.9	83%
All ages	31,599	87,923	64,888	100%	2.8	2.1	74%

Note: Age at 31 December 2005.

TABLE NH7a: NUMBER OF HIGHER ENTRIES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	2	0%	1	0%	1	0%
6	110	0%	47	0%	63	0%
5	9,947	18%	4,475	18%	5,472	18%
4	8,523	33%	3,835	33%	4,688	32%
3	11,698	53%	5,217	53%	6,481	53%
2	12,809	76%	5,720	76%	7,089	75%
1	13,927	100%	6,122	100%	7,805	100%
Total cand	57,016		25,417		31,599	
Total entries	159,140		71,217		87,923	
Entries/cand	2.8		2.8		2.8	

TABLE NH7b: NUMBER OF HIGHER PASSES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	1	0%			1	0%
6	103	0%	45	0%	58	0%
5	6,977	12%	3,039	12%	3,938	13%
4	4,913	21%	2,207	21%	2,706	21%
3	7,236	34%	3,158	33%	4,078	34%
2	11,175	53%	4,956	53%	6,219	54%
1	16,764	83%	7,417	82%	9,347	83%
0	9,847	100%	4,595	100%	5,252	100%
Total cand	57,016		25,417		31,599	
Total passes	115,984		51,096		64,888	
Passes/cand	2.0		2.0		2.1	

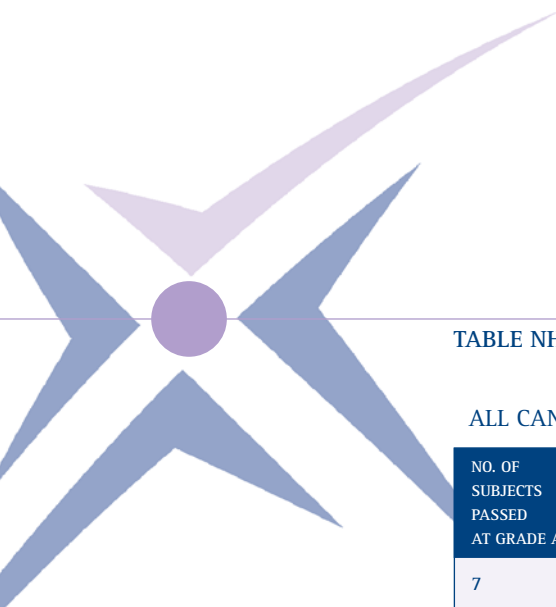


TABLE NH7c: NUMBER OF HIGHER AWARDS AT GRADE A PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	1	0%			1	0%
6	59	0%	30	0%	29	0%
5	1,275	2%	550	2%	725	2%
4	1,471	5%	702	5%	769	5%
3	1,766	8%	790	8%	976	8%
2	3,523	14%	1,440	14%	2,083	15%
1	10,700	33%	4,551	32%	6,149	34%
0	38,221	100%	17,354	100%	20,867	100%
Total cand	57,016		25,417		31,599	
Total grade A	35,664		15,539		20,125	
Grade A/cand	0.6		0.6		0.6	

TABLE NH8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT HIGHER, 2004 TO 2006

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2004	2005	2006
Classical Greek	—	6	14
English	6	4	3
French	2	2	2
Gaelic (Learners)	1	0	0
Gàidhlig	1	0	2
German	4	5	4
Italian	5	2	1
Latin	22	23	18
Russian	—	0	11
Spanish	1	2	1
Accounting*	14	7	7
Mathematics	1	2	2
Biology	1	1	2
Biotechnology	3	0	18
Chemistry	2	1	1
Geology	5	2	7
Human Biology	2	3	2
Managing Environmental Resources	4	0	2
Physics	2	2	1
Classical Studies	16	11	8
Economics	7	5	13
Geography	11	9	9
History	7	6	7
Modern Studies	7	6	9
Philosophy	12	11	8
Politics	2	—	8
Psychology	4	4	
Psychology (New)		3	3
Religious, Moral and Philosophical Studies	12	11	9
Religious, Moral and Philosophical Studies (New)			15
Sociology	8	4	2
Administration	18	8	3
Building and Architectural Technology	5	3	6
Building Services	—	—	—
Business Management	9	8	7
Care	9	4	7
Care Practice	2	1	1
Civil Engineering	5	6	—
Computing	5	5	
Computing (New)		3	3
Construction	9	6	2
Design	—	0	—
Early Education and Childcare			6
Early Years Care and Education	10	3	2
Fabrication and Welding Engineering	—	—	—
Food Production Supervision	n/a	n/a	n/a
Graphic Communication	10	7	9

TABLE NH8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT HIGHER, 2004 TO 2006  
(CONTINUED)

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2004	2005	2006
Home Economics: Fashion and Textile Technology	1	1	5
Home Economics: Health and Food Technology	1	4	6
Home Economics: Lifestyle and Consumer Technology	1	2	1
Hospitality – Food and Drink Service	–	–	–
Hospitality – Professional Cookery	–	–	–
Information Systems	8	10	3
Mechatronics	–	–	–
Mental Health Care	0	0	
Mental Health Care (New)		–	0
Personal and Social Education	12	1	–
Play in Early Education and Childcare			0
Product Design*	14	16	12
Professional Patisserie	n/a	n/a	n/a
Retail Travel	n/a	n/a	n/a
Retail Travel (New)		n/a	n/a
Selling Scheduled Air Travel	n/a	n/a	n/a
Structural Engineering	–	–	–
Technological Studies	5	4	8
Travel and Tourism*	9	15	17
Advertising, Marketing and Public Relations	–	–	10
Art and Design	5	3	3
Drama	3	2	4
Interviewing, Writing and Publishing	n/a	n/a	–
Media Studies	7	10	10
Music	1	0	0
Photography for the Media	1	0	0
Visual Arts	8	0	–
Dance Practice	n/a	n/a	n/a
Fitness and Exercise	n/a	n/a	n/a
Physical Education	4	5	7
Sports Coaching Studies	n/a	n/a	n/a
All subjects	5	4	4

\* Subject title changed – refer to Higher commentary.

TABLE NH9: TREND IN ASSESSMENT ARRANGEMENTS AT HIGHER, 2005 TO 2006

	2005	2006
Percentage of all entries for which assessment arrangements were requested	4%	5%

## ADVANCED HIGHER

All tables reporting on Advanced Higher are Course-based analyses, ie students must obtain passes in all internally-assessed Units as well as attempting the external Course assessment. Because of this, these tables exclude any student 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.

Advanced Higher is designed for students 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 student uptake from 390 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 2002 to 2006.

- There were 18,264 entries in 2006. This represented an increase of 7% on the 2005 figure.
- Of subjects with more than 100 entries in 2006, the largest increases were seen in Religious, Moral and Philosophical Studies (24%), Music (18%) and Graphic Communication (17%). The largest decrease was in Accounting with a drop of 25%.

### Table AH2

This table shows a five-year trend in the pass rates for each subject at 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 76%. The pass rate has remained stable, decreasing by one percentage point from 2005 and remaining the same as that for 2004.
- Pass rates, from subjects with more than 100 entries, ranged from 94% for Music to 44% for Business Management.
- The pass rate for English has risen to 81%, after a steady fall in the period from 2002 to 2005 whereas the rate for Mathematics has remained stable (67% in 2005 and 66% in 2006).

### Table AH3

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

- The vast majority of entries at Advanced Higher (98%) were from S6.
- As in previous years Italian has one of the lowest percentage of S6 entries (70%), with 7% of entries from S5, 5% from other school students and 19% of entries from FE students.

### 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 25%.
- Of subjects with more than 100 entries, the grade A rate ranged from 54% for Music to 5% for Business Management.
- The grade A rates for English and Mathematics were 12% and 25%, respectively.

### Table AH5

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

- Taking the subjects with more than 100 entries, male students made up 93% of Technological Studies entries, 87% of Computing entries, and 78% of Physics entries. Despite this, female students performed better than their male counterparts in all three subjects – with a higher percentage of passes.
- Female entries were predominant in French, Drama, and Art and Design.
- Overall, females made up 52% of entries.
- Although the pass rate for males (74%) was considerably lower than that for females (79%) the grade A pass rates were similar, 25% for males, and 24% 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 2005.

- 16-year-olds made up 14% of the 11,490 students while 83% of students were 17.
- The average number of entries per student was 1.6, and the average number of passes was 1.2 per student.

#### Table AH7

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

- 55% of students entered for only one Advanced Higher subject.
- 79% of students achieved at least one pass (77% of male students, 80% of female students).
- On average, both male and female students gained 0.4 grade A awards and 1.2 passes.

#### Table AH8

This table shows the trend in successful appeals at Advanced Higher from 2004 to 2006 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 2006 represented 5% of entries. There has been no change over the last three years.
- Of the subjects with more than 100 entries, the largest percentages of successful appeals were in Technological Studies (22%) and Accounting (20%).

#### Table AH9

This table shows the trend in assessment arrangements at Advanced Higher from 2005 to 2006 as a percentage of total entries. For further information on assessment arrangements refer to the chapter at the beginning of this report and to the SQA website.

- The percentage of entries for which assessment arrangements were requested has increased by one percentage point from 2005 to 2006.

#### 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

Accounting and Finance changed to Accounting in 2005.

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.

TABLE AH1: TREND IN ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER, 2002 TO 2006

## ALL CANDIDATES

SUBJECT						PERCENT
	2002	2003	2004	2005	2006	CHANGE 2005/2006
Classical Greek	3		2	2	5	150%
English*	1,205	1,704	1,720	1,573	1,587	1%
French	574	636	712	599	642	7%
Gaelic (Learners)	11	23	28	7	17	143%
Gàidhlig	14	11	11	23	21	-9%
German	252	296	249	223	217	-3%
Italian	23	26	14	14	43	207%
Latin	52	35	45	49	44	-10%
Russian	3	4	6	9	3	-67%
Spanish	143	132	148	158	154	-3%
Applied Mathematics	416	320	234	314	281	-11%
Accounting*	130	135	170	157	117	-25%
Mathematics	2,553	2,519	2,416	2,318	2,598	12%
Biology	1,549	1,629	1,571	1,693	1,886	11%
Chemistry	1,769	1,772	1,747	1,792	2,016	13%
Managing Environmental Resources				1	2	100%
Physics	1,378	1,414	1,414	1,426	1,437	1%
Classical Studies	34	25	25	26	45	73%
Economics	66	63	63	79	56	-29%
Geography	750	757	906	845	888	5%
History	938	1,020	893	861	976	13%
Modern Studies	641	653	650	670	654	-2%
Philosophy	4	6	17	15	17	13%
Religious, Moral and Philosophical Studies	39	72	78	95	118	24%
Sociology		4	6	8	4	-50%
Administration	1	10	17	11	12	9%
Business Management	187	238	303	256	295	15%
Computing	439	495	512	499	450	-10%
Graphic Communication	304	408	429	508	592	17%
Home Economics: Fashion and Textile Technology		2		2	1	-50%
Home Economics: Health and Food Technology	15	13	15	32	33	3%
Home Economics: Lifestyle and Consumer Technology	3	4	2	5	7	40%
Information Systems	112	89	102	103	100	-3%
Product Design*	71	56	75	80	67	-16%
Technological Studies	117	133	140	141	128	-9%
Art and Design Enquiry: Design	505	521	562	517	570	10%
Art and Design Enquiry: Expressive	603	756	739	749	737	-2%
Art and Design: Research and Appreciation	21	23	26	25	42	68%
Drama	75	154	164	234	225	-4%
Media Studies	10	15	8	2	7	250%
Music	663	736	892	947	1,115	18%
Physical Education	72	77	74	72	55	-24%
Totals	15,745	16,986	17,185	17,140	18,264	7%

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



TABLE AH2: TREND IN PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER,  
2002 TO 2006

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2002	2003	2004	2005	2006
Classical Greek	100	—	100	100	80
English*	84	82	79	75	81
French	79	75	80	76	76
Gaelic (Learners)	100	100	96	100	100
Gàidhlig	100	91	100	100	100
German	83	72	83	83	81
Italian	87	96	93	79	100
Latin	96	94	87	86	89
Russian	100	100	100	100	100
Spanish	83	76	85	84	77
Applied Mathematics	67	70	69	74	67
Accounting*	62	75	69	63	54
Mathematics	58	61	68	67	66
Biology	72	74	72	72	72
Chemistry	77	76	74	77	78
Managing Environmental Resources	—	—	—	100	0
Physics	77	77	75	75	78
Classical Studies	94	88	88	92	87
Economics	77	76	79	82	86
Geography	90	90	89	91	83
History	71	68	72	87	82
Modern Studies	69	76	80	82	79
Philosophy	100	83	88	93	94
Religious, Moral and Philosophical Studies	87	78	88	84	86
Sociology	—	100	83	63	100
Administration	0	70	65	91	100
Business Management	83	73	58	68	44
Computing	83	80	80	79	67
Graphic Communication	81	82	84	88	89
Home Economics: Fashion and Textile Technology	—	50	—	50	100
Home Economics: Health and Food Technology	87	77	67	66	73
Home Economics: Lifestyle and Consumer Technology	100	100	100	80	86
Information Systems	64	78	79	75	81
Product Design*	44	48	67	49	49
Technological Studies	91	82	75	84	74
Art and Design Enquiry: Design	70	70	71	74	75
Art and Design Enquiry: Expressive	75	68	71	71	77
Art and Design: Research and Appreciation	90	91	85	100	100
Drama	96	83	82	75	75
Media Studies	60	47	38	100	71
Music	95	94	93	93	94
Physical Education	38	40	45	40	38
Totals	74	75	76	77	76

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

TABLE AH3a: ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER/		NOT KNOWN
						SCHOOL	FE	
Classical Greek	5	—	—	—	80%	20%	—	—
English	1,587	—	—	0%	99%	0%	1%	—
French	642	—	0%	1%	97%	0%	1%	—
Gaelic (Learners)	17	—	—	—	76%	24%	—	—
Gàidhlig	21	—	—	—	100%	—	—	—
German	217	—	—	3%	94%	1%	2%	—
Italian	43	—	—	7%	70%	5%	19%	—
Latin	44	—	—	—	100%	—	—	—
Russian	3	—	33%	—	67%	—	—	—
Spanish	154	—	—	1%	90%	1%	8%	—
Applied Mathematics	281	—	—	0%	99%	1%	—	—
Accounting	117	—	—	—	100%	—	—	—
Mathematics	2,598	—	0%	0%	99%	0%	1%	—
Biology	1,886	—	—	0%	99%	0%	1%	—
Chemistry	2,016	—	—	0%	99%	0%	1%	—
Managing Environmental Resources	2	—	—	—	100%	—	—	—
Physics	1,437	—	—	0%	99%	0%	0%	—
Classical Studies	45	—	—	—	100%	—	—	—
Economics	56	—	—	—	96%	4%	—	—
Geography	888	—	—	0%	100%	—	—	—
History	976	—	—	—	100%	0%	—	—
Modern Studies	654	—	0%	0%	99%	0%	—	—
Philosophy	17	—	—	6%	94%	—	—	—
Religious, Moral and Philosophical Studies	118	—	—	1%	98%	1%	—	—
Sociology	4	—	—	—	100%	—	—	—
Administration	12	—	—	—	100%	—	—	—
Business Management	295	—	—	1%	99%	0%	—	—
Computing	450	—	—	0%	100%	0%	—	—
Graphic Communication	592	—	—	1%	99%	—	—	—
Home Economics: Fashion and Textile Technology	1	—	—	—	100%	—	—	—
Home Economics: Health and Food Technology	33	—	—	—	100%	—	—	—
Home Economics: Lifestyle and Consumer Technology	7	—	—	—	100%	—	—	—
Information Systems	100	—	—	—	100%	—	—	—
Product Design	67	—	—	—	100%	—	—	—
Technological Studies	128	—	—	2%	98%	—	—	—
Art and Design Enquiry: Design	570	—	—	0%	98%	—	1%	—
Art and Design Enquiry: Expressive	737	—	—	0%	98%	1%	1%	—
Art and Design: Research and Appreciation	42	—	—	—	100%	—	—	—
Drama	225	—	—	—	100%	—	—	—
Media Studies	7	—	—	—	100%	—	—	—
Music	1,115	—	0%	7%	90%	—	3%	—
Physical Education	55	—	—	2%	96%	2%	—	—
Totals	18,264	0	7	140	17,907	64	146	0
— as percentages		0%	0%	1%	98%	0%	1%	0%

TABLE AH3b: PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2006

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	—	—	—	75%	100%	—	—
English	—	—	60%	81%	83%	56%	—
French	—	100%	100%	76%	100%	89%	—
Gaelic (Learners)	—	—	—	100%	100%	—	—
Gàidhlig	—	—	—	100%	—	—	—
German	—	—	100%	80%	100%	100%	—
Italian	—	—	100%	100%	100%	100%	—
Latin	—	—	—	89%	—	—	—
Russian	—	100%	—	100%	—	—	—
Spanish	—	—	100%	78%	100%	67%	—
Applied Mathematics	—	—	100%	67%	100%	—	—
Accounting	—	—	—	54%	—	—	—
Mathematics	—	100%	90%	65%	83%	81%	—
Biology	—	—	100%	72%	75%	57%	—
Chemistry	—	—	100%	78%	70%	82%	—
Managing Environmental Resources	—	—	—	0%	—	—	—
Physics	—	—	100%	78%	25%	86%	—
Classical Studies	—	—	—	87%	—	—	—
Economics	—	—	—	85%	100%	—	—
Geography	—	—	100%	83%	—	—	—
History	—	—	—	83%	33%	—	—
Modern Studies	—	100%	100%	79%	100%	—	—
Philosophy	—	—	100%	94%	—	—	—
Religious, Moral and Philosophical Studies	—	—	100%	86%	100%	—	—
Sociology	—	—	—	100%	—	—	—
Administration	—	—	—	100%	—	—	—
Business Management	—	—	50%	45%	0%	—	—
Computing	—	—	100%	67%	0%	—	—
Graphic Communication	—	—	75%	89%	—	—	—
Home Economics: Fashion and Textile Technology	—	—	—	100%	—	—	—
Home Economics: Health and Food Technology	—	—	—	73%	—	—	—
Home Economics: Lifestyle and Consumer Technology	—	—	—	86%	—	—	—
Information Systems	—	—	—	81%	—	—	—
Product Design	—	—	—	49%	—	—	—
Technological Studies	—	—	100%	74%	—	—	—
Art and Design Enquiry: Design	—	—	100%	76%	—	63%	—
Art and Design Enquiry: Expressive	—	—	100%	78%	100%	56%	—
Art and Design: Research and Appreciation	—	—	—	100%	—	—	—
Drama	—	—	—	75%	—	—	—
Media Studies	—	—	—	71%	—	—	—
Music	—	100%	99%	95%	—	62%	—
Physical Education	—	—	100%	36%	100%	—	—
Totals	—	100%	95%	76%	78%	71%	—

TABLE AH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT  
ADVANCED HIGHER, 2006

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE			PASSES	NO. OF	
		A	B	C		D	CENTRES
Classical Greek	5	3	1	0	4	0	4
English	1,587	194	428	657	1,279	163	292
French	642	158	156	175	489	60	178
Gaelic (Learners)	17	14	3	0	17	0	7
Gàidhlig	21	13	5	3	21	0	10
German	217	71	54	51	176	15	90
Italian	43	27	12	4	43	0	18
Latin	44	19	14	6	39	3	16
Russian	3	3	0	0	3	0	3
Spanish	154	48	33	38	119	11	53
Applied Mathematics	281	102	34	53	189	27	42
Accounting	117	16	26	21	63	14	45
Mathematics	2,598	661	498	544	1,703	295	342
Biology	1,886	301	479	576	1,356	260	276
Chemistry	2,016	515	547	506	1,568	166	304
Managing Environmental Resources	2	0	0	0	0	1	1
Physics	1,437	471	368	280	1,119	97	284
Classical Studies	45	22	12	5	39	3	16
Economics	56	17	12	19	48	2	11
Geography	888	134	284	315	733	76	183
History	976	253	259	293	805	79	202
Modern Studies	654	137	214	168	519	55	125
Philosophy	17	7	7	2	16	1	6
Religious, Moral and Philosophical Studies	118	38	35	29	102	5	30
Sociology	4	2	2	0	4	0	1
Administration	12	1	7	4	12	0	5
Business Management	295	15	39	77	131	47	75
Computing	450	79	101	121	301	61	118
Graphic Communication	592	208	192	125	525	27	134
Home Economics: Fashion and Textile Technology	1	0	1	0	1	0	1
Home Economics: Health and Food Technology	33	2	11	11	24	1	16
Home Economics: Lifestyle and Consumer Technology	7	0	0	6	6	1	3
Information Systems	100	14	28	39	81	11	30
Product Design	67	6	9	18	33	10	21
Technological Studies	128	41	23	31	95	7	32
Art and Design Enquiry: Design	570	109	140	181	430	109	179
Art and Design Enquiry: Expressive	737	147	165	259	571	127	212
Art and Design: Research and Appreciation	42	13	14	15	42	0	18
Drama	225	29	60	80	169	30	52
Media Studies	7	1	1	3	5	0	2
Music	1,115	606	314	131	1,051	27	285
Physical Education	55	5	7	9	21	5	22
Totals	18,264	4,502	4,595	4,855	13,952	1,796	
– as percentages		25%	25%	27%	76%	10%	

TABLE AH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT ADVANCED HIGHER, 2006

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Classical Greek	5	60	20	0	80	0
English	1,587	12	27	41	81	10
French	642	25	24	27	76	9
Gaelic (Learners)	17	82	18	0	100	0
Gàidhlig	21	62	24	14	100	0
German	217	33	25	24	81	7
Italian	43	63	28	9	100	0
Latin	44	43	32	14	89	7
Russian	3	100	0	0	100	0
Spanish	154	31	21	25	77	7
Applied Mathematics	281	36	12	19	67	10
Accounting	117	14	22	18	54	12
Mathematics	2,598	25	19	21	66	11
Biology	1,886	16	25	31	72	14
Chemistry	2,016	26	27	25	78	8
Managing Environmental Resources	2	0	0	0	0	50
Physics	1,437	33	26	19	78	7
Classical Studies	45	49	27	11	87	7
Economics	56	30	21	34	86	4
Geography	888	15	32	35	83	9
History	976	26	27	30	82	8
Modern Studies	654	21	33	26	79	8
Philosophy	17	41	41	12	94	6
Religious, Moral and Philosophical Studies	118	32	30	25	86	4
Sociology	4	50	50	0	100	0
Administration	12	8	58	33	100	0
Business Management	295	5	13	26	44	16
Computing	450	18	22	27	67	14
Graphic Communication	592	35	32	21	89	5
Home Economics: Fashion and Textile Technology	1	0	100	0	100	0
Home Economics: Health and Food Technology	33	6	33	33	73	3
Home Economics: Lifestyle and Consumer Technology	7	0	0	86	86	14
Information Systems	100	14	28	39	81	11
Product Design	67	9	13	27	49	15
Technological Studies	128	32	18	24	74	5
Art and Design Enquiry: Design	570	19	25	32	75	19
Art and Design Enquiry: Expressive	737	20	22	35	77	17
Art and Design: Research and Appreciation	42	31	33	36	100	0
Drama	225	13	27	36	75	13
Media Studies	7	14	14	43	71	0
Music	1,115	54	28	12	94	2
Physical Education	55	9	13	16	38	9
Totals	18,264	25	25	27	76	10

TABLE AH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER  
BY GENDER, 2006

MALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	2	40%	1	0	0	1	0
English	554	35%	76	138	228	442	55
French	150	23%	41	35	38	114	14
Gaelic (Learners)	5	29%	3	2	0	5	0
Gàidhlig	7	33%	3	2	2	7	0
German	70	32%	25	19	16	60	4
Italian	9	21%	7	1	1	9	0
Latin	20	45%	9	5	4	18	1
Russian	2	67%	2	0	0	2	0
Spanish	29	19%	5	7	7	19	4
Applied Mathematics	192	68%	64	22	34	120	25
Accounting	70	60%	10	14	10	34	6
Mathematics	1,596	61%	374	291	336	1,001	176
Biology	596	32%	92	154	177	423	83
Chemistry	1,009	50%	253	247	257	757	88
Managing Environmental Resources	1	50%	0	0	0	0	0
Physics	1,124	78%	354	283	222	859	80
Classical Studies	23	51%	11	4	4	19	2
Economics	44	79%	13	9	16	38	2
Geography	426	48%	52	140	142	334	40
History	479	49%	117	122	152	391	36
Modern Studies	255	39%	47	76	66	189	26
Philosophy	8	47%	3	4	0	7	1
Religious, Moral and Philosophical Studies	41	35%	14	13	11	38	0
Sociology	—	0%	—	—	—	—	—
Administration	3	25%	0	2	1	3	0
Business Management	133	45%	4	16	36	56	22
Computing	391	87%	66	87	102	255	54
Graphic Communication	415	70%	133	133	93	359	23
Home Economics: Fashion and Textile Technology	—	0%	—	—	—	—	—
Home Economics: Health and Food Technology	1	3%	0	1	0	1	0
Home Economics: Lifestyle and Consumer Technology	—	0%	—	—	—	—	—
Information Systems	73	73%	14	18	28	60	6
Product Design	40	60%	2	4	12	18	7
Technological Studies	119	93%	39	21	27	87	7
Art and Design Enquiry: Design	127	22%	26	25	38	89	26
Art and Design Enquiry: Expressive	191	26%	40	38	75	153	29
Art and Design: Research and Appreciation	8	19%	3	3	2	8	0
Drama	64	28%	11	13	28	52	7
Media Studies	2	29%	1	0	1	2	0
Music	524	47%	296	132	56	484	17
Physical Education	38	69%	2	4	4	10	4
Totals	8,841	48%	2,213	2,085	2,226	6,524	845
— as percentages			25%	24%	25%	74%	10%

TABLE AH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER  
BY GENDER, 2006

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	3	60%	2	1	0	3	0
English	1,033	65%	118	290	429	837	108
French	492	77%	117	121	137	375	46
Gaelic (Learners)	12	71%	11	1	0	12	0
Gàidhlig	14	67%	10	3	1	14	0
German	147	68%	46	35	35	116	11
Italian	34	79%	20	11	3	34	0
Latin	24	55%	10	9	2	21	2
Russian	1	33%	1	0	0	1	0
Spanish	125	81%	43	26	31	100	7
Applied Mathematics	89	32%	38	12	19	69	2
Accounting	47	40%	6	12	11	29	8
Mathematics	1,002	39%	287	207	208	702	119
Biology	1,290	68%	209	325	399	933	177
Chemistry	1,007	50%	262	300	249	811	78
Managing Environmental Resources	1	50%	0	0	0	0	1
Physics	313	22%	117	85	58	260	17
Classical Studies	22	49%	11	8	1	20	1
Economics	12	21%	4	3	3	10	0
Geography	462	52%	82	144	173	399	36
History	497	51%	136	137	141	414	43
Modern Studies	399	61%	90	138	102	330	29
Philosophy	9	53%	4	3	2	9	0
Religious, Moral and Philosophical Studies	77	65%	24	22	18	64	5
Sociology	4	100%	2	2	0	4	0
Administration	9	75%	1	5	3	9	0
Business Management	162	55%	11	23	41	75	25
Computing	59	13%	13	14	19	46	7
Graphic Communication	177	30%	75	59	32	166	4
Home Economics: Fashion and Textile Technology	1	100%	0	1	0	1	0
Home Economics: Health and Food Technology	32	97%	2	10	11	23	1
Home Economics: Lifestyle and Consumer Technology	7	100%	0	0	6	6	1
Information Systems	27	27%	0	10	11	21	5
Product Design	27	40%	4	5	6	15	3
Technological Studies	9	7%	2	2	4	8	0
Art and Design Enquiry: Design	443	78%	83	115	143	341	83
Art and Design Enquiry: Expressive	546	74%	107	127	184	418	98
Art and Design: Research and Appreciation	34	81%	10	11	13	34	0
Drama	161	72%	18	47	52	117	23
Media Studies	5	71%	0	1	2	3	0
Music	591	53%	310	182	75	567	10
Physical Education	17	31%	3	3	5	11	1
Totals	9,423	52%	2,289	2,510	2,629	7,428	951
– as percentages			24%	27%	28%	79%	10%

TABLE AH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER  
BY GENDER, 2006

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE OF GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	5	40	60	50	67	50	100
English	1,587	35	65	14	11	80	81
French	642	23	77	27	24	76	76
Gaelic (Learners)	17	29	71	60	92	100	100
Gàidhlig	21	33	67	43	71	100	100
German	217	32	68	36	31	86	79
Italian	43	21	79	78	59	100	100
Latin	44	45	55	45	42	90	88
Russian	3	67	33	100	100	100	100
Spanish	154	19	81	17	34	66	80
Applied Mathematics	281	68	32	33	43	63	78
Accounting	117	60	40	14	13	49	62
Mathematics	2,598	61	39	23	29	63	70
Biology	1,886	32	68	15	16	71	72
Chemistry	2,016	50	50	25	26	75	81
Managing Environmental Resources	2	50	50	0	0	0	0
Physics	1,437	78	22	31	37	76	83
Classical Studies	45	51	49	48	50	83	91
Economics	56	79	21	30	33	86	83
Geography	888	48	52	12	18	78	86
History	976	49	51	24	27	82	83
Modern Studies	654	39	61	18	23	74	83
Philosophy	17	47	53	38	44	88	100
Religious, Moral and Philosophical Studies	118	35	65	34	31	93	83
Sociology	4	0	100	–	50	–	100
Administration	12	25	75	0	11	100	100
Business Management	295	45	55	3	7	42	46
Computing	450	87	13	17	22	65	78
Graphic Communication	592	70	30	32	42	87	94
Home Economics: Fashion and Textile Technology	1	0	100	–	0	–	100
Home Economics: Health and Food Technology	33	3	97	0	6	100	72
Home Economics: Lifestyle and Consumer Technology	7	0	100	–	0	–	86
Information Systems	100	73	27	19	0	82	78
Product Design	67	60	40	5	15	45	56
Technological Studies	128	93	7	33	22	73	89
Art and Design Enquiry: Design	570	22	78	20	19	70	77
Art and Design Enquiry: Expressive	737	26	74	21	20	80	77
Art and Design: Research and Appreciation	42	19	81	38	29	100	100
Drama	225	28	72	17	11	81	73
Media Studies	7	29	71	50	0	100	60
Music	1,115	47	53	56	52	92	96
Physical Education	55	69	31	5	18	26	65
Totals	18,264	48	52	25	24	74	79



TABLE AH6a: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006

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	2	2	0%	1.0	1.0	100%
15	18	18	18	0%	1.0	1.0	100%
16	1,656	2,575	2,011	14%	1.6	1.2	78%
17	9,488	15,163	11,529	83%	1.6	1.2	76%
18	239	405	317	2%	1.7	1.3	78%
19	26	34	23	0%	1.3	0.9	68%
20-24	27	29	19	0%	1.1	0.7	66%
25-29	5	8	6	0%	1.6	1.2	75%
30-34	4	4	4	0%	1.0	1.0	100%
35-39	3	3	3	0%	1.0	1.0	100%
40-49	9	9	9	0%	1.0	1.0	100%
50-59	7	8	7	0%	1.1	1.0	88%
60 & over	6	6	4	0%	1.0	0.7	67%
All ages	11,490	18,264	13,952	100%	1.6	1.2	76%

TABLE AH6b: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2006

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	2	2	0%	1.0	1.0	100%
15	11	11	11	0%	1.0	1.0	100%
16	734	1,165	886	14%	1.6	1.2	76%
17	4,505	7,384	5,412	83%	1.6	1.2	73%
18	127	223	170	2%	1.8	1.3	76%
19	20	28	22	0%	1.4	1.1	79%
20-24	14	14	9	0%	1.0	0.6	64%
25-29	2	4	3	0%	2.0	1.5	75%
30-34	2	2	2	0%	1.0	1.0	100%
35-39	2	2	2	0%	1.0	1.0	100%
40-49	2	2	2	0%	1.0	1.0	100%
50-59	2	2	2	0%	1.0	1.0	100%
60 & over	2	2	1	0%	1.0	0.5	50%
All ages	5,425	8,841	6,524	100%	1.6	1.2	74%

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							
15	7	7	7	0%	1.0	1.0	100%
16	922	1,410	1,125	15%	1.5	1.2	80%
17	4,983	7,779	6,117	82%	1.6	1.2	79%
18	112	182	147	2%	1.6	1.3	81%
19	6	6	1	0%	1.0	0.2	17%
20-24	13	15	10	0%	1.2	0.8	67%
25-29	3	4	3	0%	1.3	1.0	75%
30-34	2	2	2	0%	1.0	1.0	100%
35-39	1	1	1	0%	1.0	1.0	100%
40-49	7	7	7	0%	1.0	1.0	100%
50-59	5	6	5	0%	1.2	1.0	83%
60 & over	4	4	3	0%	1.0	0.8	75%
All ages	6,065	9,423	7,428	100%	1.6	1.2	79%

Note: Age at 31 December 2005.

TABLE AH7a: NUMBER OF ADVANCED HIGHER ENTRIES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	3	0%	2	0%	1	0%
4	99	1%	72	1%	27	0%
3	1,425	13%	759	15%	666	11%
2	3,615	45%	1,674	46%	1,941	43%
1	6,348	100%	2,918	100%	3,430	100%
Total cand	11,490		5,425		6,065	
Total entries	18,264		8,841		9,423	
Entries/cand	1.6		1.6		1.6	

TABLE AH7b: NUMBER OF ADVANCED HIGHER PASSES PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	3	0%	2	0%	1	0%
4	81	1%	59	1%	22	0%
3	1,038	10%	516	11%	522	9%
2	2,571	32%	1,128	31%	1,443	33%
1	5,357	79%	2,474	77%	2,883	80%
0	2,440	100%	1,246	100%	1,194	100%
Total cand	11,490		5,425		6,065	
Total passes	13,952		6,524		7,428	
Passes/cand	1.2		1.2		1.2	

TABLE AH7c: NUMBER OF ADVANCED HIGHER AWARDS AT GRADE A PER CANDIDATE, 2006

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	2	0%	1	0%	1	0%
4	47	0%	36	1%	11	0%
3	296	3%	144	3%	152	3%
2	595	8%	293	9%	302	8%
1	2,226	28%	1,046	28%	1,180	27%
0	8,324	100%	3,905	100%	4,419	100%
Total cand	11,490		5,425		6,065	
Total grade A	4,502		2,213		2,289	
Grade A/cand	0.4		0.4		0.4	

TABLE AH8: TREND IN SUCCESSFUL APPEALS FOR EACH SUBJECT AT ADVANCED HIGHER, 2004 TO 2006

ALL CANDIDATES

TITLE	SUCCESSFUL APPEALS AS A PERCENTAGE OF ENTRIES (%)		
	2004	2005	2006
Classical Greek	50	—	0
English	8	9	8
French	6	6	9
Gaelic (Learners)	—	—	—
Gàidhlig	—	—	—
German	3	6	3
Italian	—	7	0
Latin	7	10	11
Russian	—	—	—
Spanish	9	5	5
Applied Mathematics	4	3	5
Accounting*	8	18	20
Mathematics	7	7	7
Biology	1	2	2
Chemistry	3	3	2
Managing Environmental Resources	n/a	—	—
Physics	2	2	2
Classical Studies	8	0	0
Economics	11	11	11
Geography	4	3	3
History	11	2	4
Modern Studies	10	10	4
Philosophy	18	7	29
Religious, Moral and Philosophical Studies	18	8	16
Sociology	—	—	50
Administration	0	—	0
Business Management	17	5	16
Computing	4	5	1
Graphic Communication	11	7	7
Home Economics: Fashion and Textile Technology	n/a	—	—
Home Economics: Health and Food Technology	13	0	9
Home Economics: Lifestyle and Consumer Technology	—	—	—
Information Systems	3	6	2
Product Design*	1	3	7
Technological Studies	8	23	22
Art and Design Enquiry: Design	4	3	4
Art and Design Enquiry: Expressive	3	3	2
Art and Design: Research and Appreciation	4	4	5
Drama	2	1	1
Media Studies	0	—	29
Music	1	1	1
Physical Education	8	4	5
All subjects	5	5	5

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

TABLE AH9: TREND IN ASSESSMENT ARRANGEMENTS AT ADVANCED HIGHER, 2005 TO 2006

	2005	2006
Percentage of all entries for which assessment arrangements were requested	3%	4%



## PROGRESSION

The progression tables take the entries for a particular subject in 2006 and match them with the subjects which have a progression link to that subject in 2005, giving a percentage of entries that have progressed from different levels the year before. In some cases students 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

Electronic 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  
Engineering Craft Skills, Product Design,  
Woodworking Skills → Engineering Craft  
Skills  
Engineering Craft Skills, Product 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  
Tourism → Travel and Tourism  
Product Design → Woodworking Skills

### Advanced Higher to Intermediate 1

Computing, Information Systems →  
Computing Studies  
Product Design → Woodworking Skills

### 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 Systems  
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: Child Care  
Computing Studies → Information Systems  
Care → Care Issues for Society: Older People  
Applied Practical Electronics → Electrical  
Installation Fundamentals  
Applied Practical Electronics → Electronic  
and Electrical Fundamentals  
Engineering Craft Skills, Woodworking Skills  
→ Engineering Craft Skills  
Care → Health and Safety for Care Settings  
Engineering Craft Skills, Woodworking Skills  
→ Product Design  
Engineering Craft Skills, Woodworking Skills  
→ Woodworking Skills

### 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: Child Care

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

Computing, Information Systems → Computing

Construction → Construction Craft Skills

Construction → Construction Industry Practice

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

Product Design → Woodworking Skills

Product Design → Engineering Craft Skills

Tourism → Travel and Tourism

### Advanced Higher to Intermediate 2

Biology, Biotechnology → Biotechnology

Computing, Information Systems → Computing

Electronics → Electronics and Electrical Fundamentals

Product Design → Woodworking Skills

Product Design → Engineering Craft Skills

Computing, Information Systems → Information Systems

Electronics → Electrical Installation Fundamentals

Tourism → Travel and Tourism

### 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

Care → Early Education and Childcare

Care → Play in Early Education and Childcare

Biology → Human Biology

Computing Studies → Information Systems

Care → Mental Health Care

Engineering Craft Skills, Woodworking Skills → Product Design

#### 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

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

Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Early Education and Childcare



Care, Care Issues for Society, Health and Safety in Care Settings, Care Issue for Society: Older People → Play in Early Education and Childcare

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

Engineering Craft Skills, Woodworking Skills → Product Design

#### Advanced Higher to Higher

Biology → Biotechnology

Computing, Information Systems → Computing

Biology → Human Biology

Computing, Information Systems → Information Systems

Travel and Tourism, Tourism → Travel and Tourism

#### 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

Applied Practical Electronics → Electronics

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

Product 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

#### Table PR1

This table shows the progression to Intermediate 1.

- 24% of the 2006 Intermediate 1 entries had previously taken Standard Grades the year before, a drop of 3 percentage points on last year.
- 74% 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 students sitting Intermediate 1 instead of Standard Grade.
- 74% of entries in Intermediate 1 English had previously taken Standard Grade English.
- 41% of entries in Intermediate 1 Mathematics had previously taken Standard Grade Mathematics.

#### Table PR2

This table shows the progression to Intermediate 2.

- 44% of 2006 Intermediate 2 entries had previously taken Standard Grades the year before, a drop of 10 percentage points on last year.
- Overall, the progression rates from Standard Grade to Intermediate 2 were greater 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.

- 53% of 2006 Higher entries took Standard Grade and 13% 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 students 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 2006 Advanced Higher entries took Higher Courses in the previous year.
- All subjects with over 100 entries, with the exception of Religious, Moral and Philosophical Studies, had over 90% of students progressing from Higher.

#### 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, 2006

SQA Progression figures 2005 – 2006

Level = Intermediate 1

SUBJECT	INTERMEDIATE 1		COURSE TAKEN IN 2005				NO PRIOR RECORD
	ENTRIES 2006	SG	INT1 (RESIT)	INT2	HIGHER	ADVANCED HIGHER	
English	5,828	74%	5%	0%	–	–	21%
French	1,470	2%	3%	–	–	–	95%
Gaelic (Learners)	13	23%	–	–	–	–	77%
German	246	2%	–	–	–	–	98%
Italian	188	1%	2%	–	–	–	97%
Latin	1	–	–	–	–	–	100%
Russian	14	–	–	–	–	–	100%
Spanish	851	0%	1%	0%	–	–	99%
Accounting	119	3%	–	–	–	–	97%
Mathematics	10,317	41%	6%	0%	–	–	53%
Biology	3,975	1%	0%	0%	–	–	99%
Chemistry	1,929	0%	1%	–	–	–	99%
Geology	44	n/a	–	–	–	–	100%
Managing Environmental Resources	36	n/a	–	–	–	–	100%
Physics	1,845	0%	0%	–	–	–	99%
Classical Studies	8	25%	–	–	–	–	75%
Economics	10	–	–	–	–	–	100%
Geography (New)	514	41%	1%	0%	–	–	58%
History	1,105	27%	1%	0%	–	–	72%
Modern Studies	515	28%	3%	0%	–	–	69%
Psychology (New)	197	n/a	–	–	–	–	100%
Religious, Moral and Philosophical Studies	73	–	–	–	–	–	100%
Religious, Moral and Philosophical Studies (New)	537	1%	–	–	–	–	99%
Sociology	23	n/a	–	–	–	–	100%
Administration	1,371	27%	1%	1%	–	–	71%
Applied Practical Electronics	55	n/a	–	–	–	–	100%
Business Management	338	3%	1%	0%	–	–	96%
Care	351	n/a	1%	1%	–	n/a	98%
Computing Studies (New)	1,552	10%	1%	0%	–	–	89%
Engineering Craft Skills	63	17%	–	3%	–	–	79%
Home Economics: Fashion and Textile Technology	405	9%	0%	1%	–	–	89%
Home Economics: Health and Food Technology	489	5%	–	–	–	–	95%
Home Economics: Lifestyle and Consumer Technology	795	15%	–	–	0%	–	85%
Hospitality: Practical Cookery	3,839	n/a	0%	–	n/a	n/a	100%
Personal and Social Education	70	17%	–	1%	–	n/a	81%
Travel and Tourism	655	n/a	0%	–	–	–	100%
Woodworking Skills	1,279	8%	0%	0%	–	–	91%
Art and Design	1,606	10%	1%	–	0%	n/a	89%
Drama	77	8%	–	1%	–	–	91%
Media Studies	425	n/a	1%	0%	–	–	98%
Music	752	3%	0%	–	–	–	97%
Physical Education	968	26%	0%	–	–	–	74%
Totals	44,948	24%	2%	0%	0%	0%	74%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2006

SQA Progression figures 2005 – 2006

Level = Intermediate 2

SUBJECT	INTERMEDIATE 2		COURSE TAKEN IN 2005				NO PRIOR RECORD
	ENTRIES 2006	SG	INT1	INT2 (RESIT)	HIGHER	ADVANCED HIGHER	
Classical Greek	7	—	—	—	—	—	100%
English	18,084	71%	5%	7%	0%	—	17%
French	2,672	32%	5%	1%	0%	—	62%
Gaelic (Learners)	49	35%	2%	—	—	—	63%
Gàidhlig	19	84%	—	—	—	—	16%
German	644	41%	1%	1%	—	—	57%
Italian	167	8%	2%	1%	—	—	89%
Latin	114	1%	2%	—	—	—	97%
Russian	3	—	67%	—	—	—	33%
Spanish	852	14%	9%	1%	—	—	77%
Accounting	365	19%	1%	1%	0%	—	78%
Mathematics	16,789	56%	11%	7%	0%	—	25%
Biology	5,326	46%	7%	3%	0%	—	43%
Biotechnology	90	33%	19%	—	2%	—	46%
Chemistry	3,369	30%	6%	2%	0%	—	62%
Geology	18	n/a	6%	—	—	—	94%
Managing Environmental Resources	54	n/a	—	—	—	—	100%
Physics	2,645	35%	5%	3%	0%	—	57%
Classical Studies	106	23%	—	1%	—	—	76%
Economics	307	—	—	1%	—	—	99%
Geography (New)	1,898	45%	1%	2%	0%	—	52%
History	3,457	42%	2%	3%	0%	—	53%
Modern Studies	1,808	45%	2%	2%	0%	—	51%
Philosophy	138	n/a	n/a	1%	—	—	99%
Psychology (New)	545	n/a	2%	2%	—	—	97%
Religious, Moral and Philosophical Studies	142	7%	—	1%	—	—	92%
Religious, Moral and Philosophical Studies (New)	594	6%	2%	3%	0%	—	89%
Sociology	183	n/a	1%	1%	—	—	98%
Administration	2,879	45%	5%	4%	0%	—	46%
Business Management	1,971	19%	2%	2%	0%	—	76%
Care	861	n/a	5%	1%	—	n/a	95%
Care Issues for Society: Child Care	113	n/a	10%	1%	—	n/a	89%
Care Issues for Society: Older People	127	n/a	5%	—	—	n/a	95%
Computing (New)	2,742	33%	9%	3%	1%	—	54%
Construction Craft Skills	19	n/a	n/a	—	—	n/a	100%
Construction Industry Practice	32	n/a	n/a	—	—	n/a	100%
Creative Cake Production	255	n/a	n/a	0%	n/a	n/a	100%
Design	8	n/a	n/a	—	—	n/a	100%
Electrical Installation Fundamentals	32	n/a	3%	—	—	—	97%
Electronic and Electrical Fundamentals	94	n/a	—	1%	—	—	99%
Engineering Craft Skills	367	46%	3%	1%	2%	—	48%
Fabrication and Welding	6	n/a	n/a	—	—	n/a	100%
Graphic Communication	1,121	39%	n/a	2%	—	—	60%
Hairdressing: Composite Skills in Hairdressing	8	n/a	n/a	—	—	n/a	100%
Health and Safety in Care Settings	180	n/a	4%	1%	—	n/a	95%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2006 (CONTINUED)

SQA Progression figures 2005 – 2006

Level = Intermediate 2

SUBJECT	INTERMEDIATE 2		COURSE TAKEN IN 2005				NO PRIOR RECORD
	ENTRIES 2006	SG	INT1	INT2 (RESIT)	HIGHER	ADVANCED HIGHER	
Home Economics: Fashion and Textile Technology	132	4%	27%	–	–	–	70%
Home Economics: Health and Food Technology	283	35%	8%	2%	1%	–	54%
Home Economics: Lifestyle and Consumer Technology	117	9%	14%	3%	–	–	75%
Hospitality – General Operations	169	n/a	n/a	1%	n/a	n/a	99%
Hospitality – Practical Cookery	3,780	n/a	12%	0%	n/a	n/a	88%
Hospitality – Professional Cookery	153	n/a	n/a	1%	–	n/a	99%
Hospitality – Reception and Accommodation Operations	7	n/a	n/a	–	–	n/a	100%
Information Systems	2,263	27%	11%	2%	0%	–	60%
Personal and Social Education	33	61%	3%	–	–	n/a	36%
Product Design	755	50%	0%	1%	0%	–	48%
Selling Overseas Tourist Destinations	69	n/a	n/a	–	n/a	n/a	100%
Technological Studies	197	19%	n/a	1%	–	–	80%
Travel and Tourism	646	n/a	3%	1%	–	–	95%
Woodworking Skills	2,975	43%	2%	1%	2%	–	52%
Art and Design	4,325	43%	3%	1%	0%	n/a	53%
Drama	844	48%	0%	1%	0%	–	51%
Media Studies	769	n/a	3%	2%	–	–	95%
Music	2,782	20%	3%	1%	–	–	76%
Fitness and Exercise	35	n/a	n/a	–	–	n/a	100%
Leading Sports Activities	12	n/a	n/a	–	n/a	n/a	100%
Physical Education	2,962	58%	3%	1%	0%	–	37%
Totals	94,568	44%	6%	4%	0%	0%	46%

TABLE PR3: PROGRESSION TO HIGHER, 2006

SQA Progression figures 2005 – 2006

Level = Higher

SUBJECT	HIGHER ENTRIES 2006	SG	COURSE TAKEN IN 2005				
			INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	NO PRIOR RECORD
Classical Greek	7	14%	–	14%	14%	–	57%
English	27,516	56%	0%	22%	14%	0%	8%
French	4,292	67%	0%	13%	4%	–	16%
Gaelic (Learners)	154	58%	–	16%	2%	–	23%
Gàidhlig	124	71%	–	3%	–	–	26%
German	1,399	69%	–	9%	4%	–	18%
Italian	236	36%	1%	18%	3%	–	42%
Latin	238	68%	–	8%	5%	–	19%
Russian	9	11%	–	–	–	–	89%
Spanish	1,058	49%	0%	18%	5%	–	28%
Accounting	1,630	37%	1%	4%	5%	–	53%
Mathematics	18,623	62%	–	15%	14%	–	9%
Biology	9,044	56%	0%	15%	9%	0%	20%
Biotechnology	28	4%	–	4%	–	–	93%
Chemistry	9,168	69%	0%	10%	8%	0%	12%
Geology	57	n/a	–	11%	2%	–	88%
Human Biology	3,737	47%	–	10%	7%	0%	35%
Managing Environmental Resources	65	n/a	–	–	–	–	100%
Physics	8,617	66%	0%	9%	9%	–	15%
Classical Studies	448	21%	–	3%	3%	–	73%
Economics	686	9%	–	16%	2%	–	72%
Geography	7,064	59%	0%	8%	7%	–	26%
History	7,866	61%	0%	10%	5%	–	23%
Modern Studies	7,201	47%	0%	7%	6%	–	40%
Philosophy	797	n/a	n/a	4%	1%	–	96%
Politics	75	n/a	–	–	1%	–	99%
Psychology (New)	2,632	n/a	0%	3%	1%	–	96%
Religious, Moral and Philosophical Studies	451	10%	–	13%	3%	–	74%
Religious, Moral and Philosophical Studies (New)	1,323	14%	1%	7%	2%	–	76%
Sociology	619	n/a	–	2%	1%	–	98%
Administration	3,192	50%	0%	18%	5%	–	27%
Building and Architectural Technology	48	n/a	n/a	n/a	–	–	100%
Building Services	3	n/a	n/a	n/a	–	–	100%
Business Management	5,795	24%	0%	10%	5%	–	61%
Care	640	n/a	1%	12%	1%	n/a	85%
Care Practice	366	n/a	2%	17%	–	n/a	81%
Civil Engineering	18	n/a	n/a	n/a	–	–	100%
Computing (New)	4,356	61%	0%	12%	8%	–	18%
Construction	41	n/a	n/a	17%	–	n/a	83%
Design	23	n/a	n/a	–	–	n/a	100%
Early Education and Childcare	612	n/a	1%	6%	0%	n/a	92%
Early Years Care and Education	85	n/a	–	9%	1%	n/a	89%
Fabrication and Welding Engineering	22	n/a	n/a	–	–	n/a	100%
Food Production Supervision	2	n/a	n/a	n/a	–	n/a	100%

TABLE PR3: PROGRESSION TO HIGHER, 2006 (CONTINUED)

SQA Progression figures 2005 – 2006

Level = Higher

SUBJECT	HIGHER ENTRIES 2006	SG	COURSE TAKEN IN 2005				
			INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	NO PRIOR RECORD
Graphic Communication	3,224	66%	n/a	10%	5%	–	18%
Home Economics: Fashion and Textile Technology	114	13%	7%	13%	3%	–	64%
Home Economics: Health and Food Technology	709	51%	1%	3%	2%	–	42%
Home Economics: Lifestyle and Consumer Technology	163	43%	7%	3%	1%	–	45%
Hospitality – Food and Drink Service	3	n/a	n/a	n/a	–	n/a	100%
Hospitality – Professional Cookery	75	n/a	n/a	49%	–	n/a	51%
Information Systems	1,904	37%	0%	22%	3%	–	38%
Mechatronics	29	n/a	n/a	n/a	–	–	100%
Mental Health Care (New)	278	n/a	1%	14%	–	n/a	85%
Personal and Social Education	64	19%	–	3%	–	n/a	78%
Play in Early Education and Childcare	202	n/a	1%	13%	–	n/a	86%
Product Design	2,270	42%	0%	7%	5%	–	45%
Professional Patisserie	45	n/a	n/a	n/a	–	n/a	100%
Retail Travel (New)	39	n/a	n/a	n/a	–	n/a	100%
Selling Scheduled Air Travel	29	n/a	n/a	n/a	–	n/a	100%
Structural Engineering	5	n/a	n/a	n/a	–	n/a	100%
Technological Studies	771	63%	n/a	5%	6%	–	26%
Travel and Tourism	95	n/a	3%	22%	–	–	75%
Advertising, Marketing and Public Relations	10	n/a	n/a	n/a	–	n/a	100%
Art and Design	6,655	62%	0%	18%	3%	n/a	17%
Drama	2,069	61%	0%	9%	3%	–	27%
Interviewing, Writing and Publishing	7	n/a	n/a	n/a	–	n/a	100%
Media Studies	843	n/a	2%	8%	2%	–	88%
Music	4,217	57%	0%	17%	2%	–	24%
Photography for the Media	245	n/a	n/a	n/a	0%	n/a	100%
Visual Arts	4	n/a	n/a	n/a	–	n/a	100%
Dance Practice	135	n/a	n/a	n/a	1%	n/a	99%
Fitness and Exercise	35	n/a	n/a	11%	–	n/a	89%
Physical Education	4,461	49%	0%	17%	7%	–	27%
Sports Coaching Studies	68	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>159,140</b>	<b>53%</b>	<b>0%</b>	<b>13%</b>	<b>8%</b>	<b>0%</b>	<b>25%</b>

TABLE PR4: PROGRESSION TO ADVANCED HIGHER, 2006

SQA Progression figures 2005 – 2006

Level = Advanced Higher

SUBJECT	ADVANCED HIGHER ENTRIES 2006	COURSE TAKEN IN 2005					
		SG	INT1	INT2	HIGHER	ADVANCED HIGHER NO PRIOR (RESIT)	RECORD
Classical Greek	5	–	–	–	100%	–	–
English	1,587	–	–	0%	99%	0%	1%
French	642	–	–	0%	98%	0%	2%
Gaelic (Learners)	17	–	–	–	76%	–	24%
Gàidhlig	21	–	–	–	100%	–	–
German	217	0%	–	–	90%	0%	9%
Italian	43	–	–	–	84%	–	16%
Latin	44	–	–	–	95%	–	5%
Russian	3	–	–	–	67%	–	33%
Spanish	154	–	–	–	95%	–	5%
Applied Mathematics	281	–	–	0%	97%	0%	2%
Accounting	117	–	–	–	100%	–	–
Mathematics	2,598	0%	–	–	99%	0%	1%
Biology	1,886	–	–	–	99%	0%	1%
Chemistry	2,016	–	–	–	99%	0%	0%
Managing Environmental Resources	2	n/a	–	–	100%	–	–
Physics	1,437	–	–	–	99%	0%	1%
Classical Studies	45	–	–	–	89%	–	11%
Economics	56	–	–	–	100%	–	–
Geography	888	0%	–	–	98%	–	1%
History	976	–	–	–	97%	–	3%
Modern Studies	654	0%	–	1%	91%	–	8%
Philosophy	17	n/a	n/a	–	88%	–	12%
Religious, Moral and Philosophical Studies	118	–	–	–	65%	–	35%
Sociology	4	n/a	–	–	–	–	100%
Administration	12	–	–	–	100%	–	–
Business Management	295	–	–	–	99%	–	1%
Computing	450	–	–	–	99%	0%	1%
Graphic Communication	592	1%	n/a	1%	94%	–	4%
Home Economics: Fashion and Textile Technology	1	–	–	–	100%	–	–
Home Economics: Health and Food Technology	33	–	–	–	100%	–	–
Home Economics: Lifestyle and Consumer Technology	7	–	–	–	100%	–	–
Information Systems	100	–	–	–	99%	–	1%
Product Design	67	–	–	–	97%	–	3%
Technological Studies	128	–	n/a	1%	91%	–	9%
Art and Design Enquiry: Design	570	–	–	2%	96%	–	2%
Art and Design Enquiry: Expressive	737	–	–	1%	96%	–	4%
Art and Design: Research and Appreciation	42	–	–	–	90%	–	10%
Drama	225	–	–	0%	98%	–	1%
Media Studies	7	n/a	–	–	–	–	100%
Music	1,115	1%	–	2%	91%	0%	7%
Physical Education	55	–	–	–	96%	–	4%
Totals	18,264	0%	0%	0%	97%	0%	2%



## 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 students 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 1/8/05 – 31/7/06), ie the first time SQA obtains information about a student's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/05 – 31/7/06), 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 2006 (between 1 August 2005 and 31 July 2006). A summary of the information that 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 437,076 entries for this academic session, an increase of 17% on 2005.
- 83% of all entries were from students in FE colleges.

- Total awards certificated within this academic session were 323,519, an increase of 8% on 2005.
- In all, 13% of awards were at merit grade. At FE colleges, the percentage of awards at merit grade have fallen 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 Superclasses were Business/Management/Office Studies and Information Technology and Information.
- The largest rise in entries was in Business/Management/Office Studies with an increase of 24,193. The highest percentage growth was seen in Sales, Marketing and Distribution (+77%).
- There were 21,516 Graded Unit entries in 2006. This is a rise of 12,866 (149%) compared with 2005.

### Table HN3

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

- 52,885 students entered for a total of 437,076 HN Units, an average of 8.3 Units per student. This is a rise of 1 unit per student compared with 2005.
- 53% of students are female, and 47% male.
- Male students entered, on average, for more Units (8.8) than female students (7.8).
- Younger students had more Unit entries than older students. Students aged under 20 averaged 10.2 Unit entries while those over 30 averaged 5.3 Unit entries.
- 32% of students were aged under 20, 37% were in their twenties, and 32% 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 students 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 proportions of male entries were in Engineering; and Construction and Property (Built Environment).
- Sports Games and Recreation; and Performing Arts continue to be the Superclasses with the highest proportion of entries from students aged under 20.
- Health Care/Medicine/Health and Safety; and Education/Training/Teaching Units were once again most popular with students aged 30 and over.

#### Table HN5

These three tables (HN5a, HN5b and HN5c) list the 50 HN Units with the most entries for all students, male students, and female students, 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.
- 19 Units featured in the top fifty for both males and females, mainly in the areas of information technology applications and business.
- The most popular Units for male students included Units in information technology systems and engineering. For female students, 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 20/02/2007.

- 68% of Unit entries in 2006 have been successfully completed to date.
- 7% of entries gained a merit award. This is a drop of 4 percentage points compared with 2005.
- Entries for Units in Environment Protection/Energy/Cleansing/Security; and Arts and Crafts had the highest percentage of merit awards (17%). Transport Services had the lowest percentage (1%).
- Of the Graded Units, so far 58% of entries have gained a successful award.

#### Table HN7

This table gives a breakdown of students according to how many HN Units they were entered for in 2006.

- 41% of students were entered for 10 or more Units.
- 60% of students aged under 20 entered for 10 or more Units, compared with only 19% of the students aged over 30. This can be explained by the fact that younger students 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 student 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 18,524 HNC entries in 2006, a decrease of 5% from 2005.
- 98% of HNC entries were from FE colleges.
- There were 11,852 HNC awards in 2006, an increase of 14% on 2005.
- HNC entries were split: 56% female entries, 44% male entries.
- Entries were evenly split by age. 35% of entries in 2006 were from students aged under 20, a further 32% were from students in their 20s, and 34% were from students aged 30 and over.
- The largest number of entries within this age/gender split was from female students over 30.
- HNC awards were split: 60% female awards, 40% male awards.
- Students over 30 gained 40% (4,688) of all HNC awards. Female students aged over 30 successfully achieved 3,226 HNCs.
- The HNCs with the highest numbers of entries were: Social Care; Computing; Administration and Information Technology; and Early Education and Childcare. These qualifications accounted for 30% of all HNC entries in 2006.
- The three HNCs with the highest numbers of awards were: Social Care; Computing; and Accounting. The number of awards for these three qualifications made up 20% of the overall HNC awards in 2006.

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 student 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 14,109 HND entries in 2006, an increase of 23% on 2005.
- 79% of HND entries were from FE colleges.
- There were 6,931 HND awards in 2006, an increase of 20% on 2005.
- HND entries were split: 46% female entries, 54% male entries.
- 43% of entries in 2006 were from students aged under 20, 44% were from students in their 20s, and 12% were from students aged 30 and over.
- The largest number of entries within this age/gender split was from male students under 20.
- HND awards were split: 47% male awards, 53% female awards.
- The largest number of awards was for students aged between 20 and 24 (50%).
- The three HNDs with the highest numbers of entries were: Computing: Software Development; Engineering: Mechanical; and Beauty Therapy.
- The three HNDs with the highest numbers of awards were: Beauty Therapy; Accounting; and Business Administration. All successful Beauty Therapy students were female.

**Table HN16**

**Table HN17**

**Table HN18**

Professional Development Awards (PDAs) are specialised qualifications that allow students 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, students entered for 3,044 PDAs in 2006, an increase of 3%. This increase was entirely at Certificate level where entries rose by 35%. Entries at PDA Advanced Certificate level fell by 22%.
- There were 2,075 PDA awards, a 28% increase on 2005. The greatest increase was again at Certificate level (52%).
- Entries and awards for PDAs came mainly from FE colleges (94% of entries and 93% of awards).
- 53% of PDA entries were from male students, 47% from female students.
- 57% of PDA awards were for male students, 43% for female students.
- The highest number of PDA entries was at Certificate level in the Introduction to Adult Literacies Learning. This course represented 17% of all PDA entries.
- The highest number of PDA awards was in the Advanced Certificate in Carpentry and Joinery, which accounted for 20% 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%.

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.



TABLE HN1: TREND IN HIGHER NATIONAL UNIT ENTRIES AND AWARDS, 2002 TO 2006

ENTRIES

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	351,828	343,038	365,809	350,252	362,616	4%
Other	34,082	34,374	42,354	22,031	74,460	238%
Total	385,910	377,412	408,163	372,283	437,076	17%

AWARDS

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	403,780	309,022	298,814	281,332	296,263	5%
Other	21,108	36,309	28,982	17,460	27,256	56%
Total	424,888	345,331	327,796	298,792	323,519	8%
% of awards with merit						
FE College	18%	17%	16%	14%	13%	
Other	21%	20%	16%	21%	12%	
Total	19%	17%	16%	15%	13%	

TABLE HN2: TREND IN HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, 2002 TO 2006

ENTRIES BY SUPERCLASS

SUPERCLASS	2002	2003	2004	2005	2006	PERCENT
						CHANGE
						2005/2006
A Business/Management/Office Studies	45,642	42,742	46,869	45,003	69,196	54%
B Sales Marketing and Distribution	12,934	12,339	13,030	11,744	20,789	77%
C Information Technology and Information	66,455	66,267	64,883	53,625	58,886	10%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	1,966	2,094	2,372	2,274	2,194	-4%
E Politics/Economics/Law/Social Science	22,459	21,071	24,262	21,938	32,356	47%
F Area Studies/Cultural Studies/Languages/ Literature	2,450	2,160	2,679	1,898	1,600	-16%
G Education/Training/Teaching	8,460	7,967	8,406	8,296	9,859	19%
H Family Care/Personal Development/ Personal Care and Appearance	17,549	17,016	18,856	18,084	17,373	-4%
J Arts and Crafts	14,503	13,444	14,625	13,557	13,839	2%
K Authorship/Photography/Publishing/Media	37,977	35,981	37,206	31,559	28,795	-9%
L Performing Arts	8,243	8,720	10,602	11,068	11,053	0%
M Sports Games and Recreation	8,540	8,409	9,641	9,634	10,145	5%
N Catering/Food Services/Leisure Services/ Tourism	12,194	11,347	11,554	11,342	12,055	6%
P Health Care/Medicine/Health and Safety	35,903	35,489	38,525	38,707	35,225	-9%
Q Environment Protection/Energy/ Cleansing/Security	1,356	904	2,025	2,326	2,255	-3%
R Sciences and Mathematics	26,142	25,096	27,942	24,705	24,599	0%
S Agriculture Horticulture and Animal Care	4,754	4,339	7,090	7,026	5,927	-16%
T Construction and Property (Built Environment)	14,861	16,234	16,336	13,774	15,508	13%
V Services to Industry	11,719	11,111	12,119	9,903	14,625	48%
W Manufacturing/Production Work	6,417	6,084	6,350	6,218	6,172	-1%
X Engineering	22,496	21,236	21,845	17,880	19,623	10%
Y Oil/Mining/Plastics/Chemicals	1,319	1,205	1,128	920	1,034	12%
Z Transport Services	1,210	1,793	2,526	2,118	2,451	16%
Unknown (unable to classify)	361	59	25	54	1	-98%
All Superclasses	385,910	373,107	400,896	363,653	415,560	14%
						PERCENT
						CHANGE
	2002	2003	2004	2005	2006	2005/2006
HN-Uia (Graded Units)	0	4,305	7,267	8,630	21,516	149%

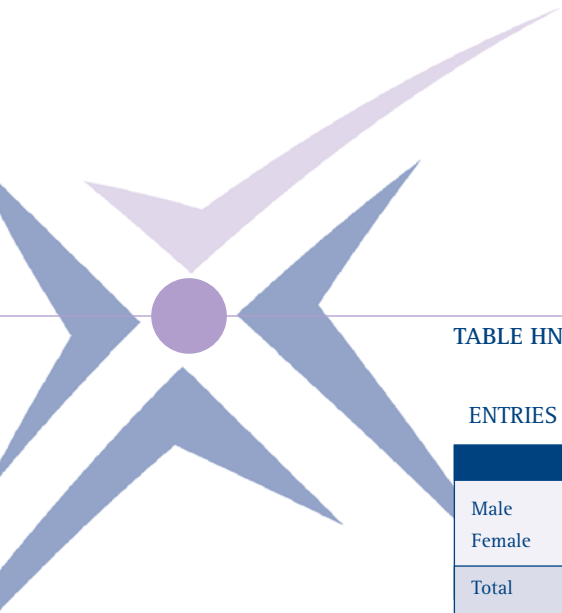


TABLE HN3a: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2006

ENTRIES BY AGE AND GENDER, FURTHER EDUCATION CANDIDATES

	<20	20-24	25-29	30+	TOTAL
Male	78,749	51,740	17,267	32,084	179,840
Female	68,950	42,732	18,350	52,744	182,776
Total	147,699	94,472	35,617	84,828	362,616
– as percentages	41%	26%	10%	23%	100%

TABLE HN3b: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2006

ENTRIES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	89,802	77,565	18,226	34,377	219,970
Female	80,223	63,485	18,993	54,405	217,106
Total	170,025	141,050	37,219	88,782	437,076
– as percentages	39%	32%	9%	20%	100%

TABLE HN3c: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2006

CANDIDATES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	8,819	7,496	2,483	6,175	24,973
Female	7,930	6,477	3,019	10,486	27,912
Total	16,749	13,973	5,502	16,661	52,885
– as percentages	32%	26%	10%	32%	100%

TABLE HN3d: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2006

ENTRIES PER CANDIDATE BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	10.2	10.3	7.3	5.6	8.8
Female	10.1	9.8	6.3	5.2	7.8
Total	10.2	10.1	6.8	5.3	8.3

TABLE HN4: HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, AGE AND GENDER, 2006

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	69,196	40	60	33	41	8	18
B Sales Marketing and Distribution	20,789	41	59	40	47	5	7
C Information Technology and Information	58,886	67	33	38	31	9	21
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,194	35	65	45	25	8	22
E Politics/Economics/Law/Social Science	32,356	39	61	36	39	7	18
F Area Studies/Cultural Studies/Languages/ Literature	1,600	33	67	38	26	10	26
G Education/Training/Teaching	9,859	16	84	27	20	9	43
H Family Care/Personal Development/ Personal Care and Appearance	17,373	15	85	36	28	11	25
J Arts and Crafts	13,839	36	64	46	29	7	18
K Authorship/Photography/Publishing/Media	28,795	57	43	41	31	11	17
L Performing Arts	11,053	43	57	60	28	5	7
M Sports Games and Recreation	10,145	67	33	61	25	7	8
N Catering/Food Services/Leisure Services/ Tourism	12,055	32	68	44	33	8	16
P Health Care/Medicine/Health and Safety	35,225	23	77	25	18	11	46
Q Environment Protection/Energy/ Cleansing/Security	2,255	67	33	34	20	11	35
R Sciences and Mathematics	24,599	61	39	46	26	10	18
S Agriculture Horticulture and Animal Care	5,927	49	51	43	24	9	24
T Construction and Property (Built Environment)	15,508	80	20	37	31	10	23
V Services to Industry	14,625	83	17	48	34	6	12
W Manufacturing/Production Work	6,172	81	19	54	30	6	11
X Engineering	19,623	94	6	43	32	9	16
Y Oil/Mining/Plastics/Chemicals	1,034	93	7	51	32	6	11
Z Transport Services	2,451	73	27	29	32	15	25
Unknown (unable to classify)	1	100	0	0	0	0	100
All Superclasses	415,560	209,334	206,226	162,121	132,530	35,741	85,168
– as percentages	100%	50%	50%	39%	32%	9%	20%
	ALL	MALE	FEMALE	AGE GROUP			
	ENTRIES	ENTRIES	ENTRIES	<20	20-24	25-29	30+
HN-Uia (Graded Units)	21,516	10,636	10,880	7,904	8,520	1,478	3,614
– as percentages	100%	49%	51%	37%	40%	7%	17%

TABLE HN5a: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 UNITS, ALL CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	5,190
Information Technology: Applications Software 1	4,883
Information Technology Applications 1	4,365
Communication: Analysing and Presenting Complex Communication	4,167
Business Law: An Introduction	3,348
Economic Issues: An Introduction	3,254
Using Software Application Packages	2,915
Managing People and Organisations	2,829
Business Accounting	2,703
Preparing Financial Forecasts	2,484
Marketing: An Introduction	2,465
Workplace Experience	2,381
Creating a Culture of Customer Care	2,239
Economics 1: Micro and Macro Theory and Application	2,216
Using Financial Accounting Software	2,216
Business Contractual Relationships	1,875
Developing Skills for Personal Effectiveness	1,858
Economics 2: The World Economy	1,801
Fundamentals of Quality Assurance	1,767
Statistics for Business	1,688
Psychology for Social Care Practice	1,682
Computer Operating Systems 1	1,644
Sociology for Social Care Practice	1,639
Social Care Theory for Practice	1,617
Engineering Project	1,608
Information and Communication Technology in Business	1,604
Business Culture and Strategy	1,581
Social Policy and its Application to Social Services Provision	1,551
Computer Architecture 1	1,544
Computing: Planning	1,508
Introduction to Managing the Human Resource	1,420
Working within a Project Team	1,388
Recording Financial Information	1,380
Customer Care	1,377
Office Administration	1,361
Human Resource Management Practice	1,317
Social Care: Graded Unit 1	1,303
Children and Young People's Rights: Provision, Protection and Participation	1,279
Mathematics for Engineering	1,277
Curriculum and Assessment in an Early Education and Childcare Setting	1,268
Systems Development: Introduction	1,231
Behavioural Skills for Business	1,229
Body Treatments: Manual	1,220
Computing: Graded Unit 1	1,210
Anatomy and Physiology of the Human Body	1,206
Theoretical Approaches to Development and Learning	1,206
Information Technology: Applications Software 2	1,196
Working in an Early Education and Childcare Setting	1,192
IT in Business – Word Processing and Presentation Applications	1,175
Project Management	1,127
All HN Unit entries	437,076

TABLE HN5b: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 UNITS, MALE CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	2,997
Information Technology Applications 1	2,954
Information Technology: Applications Software 1	2,867
Fundamentals of Quality Assurance	1,683
Engineering Project	1,558
Communication: Analysing and Presenting Complex Communication	1,491
Business Law: An Introduction	1,442
Computer Operating Systems 1	1,416
Economic Issues: An Introduction	1,414
Computer Architecture 1	1,319
Computing: Planning	1,300
Managing People and Organisations	1,256
Business Accounting	1,230
Mathematics for Engineering	1,230
Working within a Project Team	1,207
Using Software Application Packages	1,163
Marketing: An Introduction	1,060
Preparing Financial Forecasts	1,057
Economics 1: Micro and Macro Theory and Application	1,024
Computing: Graded Unit 1	990
Mechanical Engineering Principles: Statics and Dynamics	990
Systems Development: Introduction	981
Creating a Culture of Customer Care	914
Computer Aided Draughting	906
Design Drawing and Communication for Engineers	905
Mechanical Engineering Principles: Thermofluids	904
Three Phase Systems	860
Business Contractual Relationships	853
Software Development: Event Driven Programming	842
Economics 2: The World Economy	840
Industrial Plant Services: Pneumatics and Hydraulics	828
Materials Selection and Testing	808
Project Management	802
Introductory Mathematics for Engineering	778
Information Technology: Applications Software 2	772
Electronic Construction Skills	763
Workplace Experience	761
Information and Communication Technology in Business	759
Statistics for Business	757
Professional Issues in Computing	756
Business Culture and Strategy	752
Applied Thermodynamics: Basic Processes	708
Control Fundamentals	695
Transducers	681
Engineering Mechanics and Strength of Materials: General	675
Plant Systems: Utilities	664
Multi User Operating Systems	663
Engineering Business Studies	662
Introduction to Engineering Design	645
Industrial Plant Maintenance	626
All male entries	219,970



TABLE HN5c: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2006

TOP 50 UNITS, FEMALE CANDIDATES

TITLE	ENTRIES
Communication: Analysing and Presenting Complex Communication	2,676
Communication: Presenting Complex Communication for Vocational Purposes	2,193
Information Technology: Applications Software 1	2,016
Business Law: An Introduction	1,906
Economic Issues: An Introduction	1,840
Using Software Application Packages	1,752
Using Financial Accounting Software	1,657
Workplace Experience	1,620
Managing People and Organisations	1,573
Developing Skills for Personal Effectiveness	1,527
Business Accounting	1,473
Preparing Financial Forecasts	1,427
Information Technology Applications 1	1,411
Marketing: An Introduction	1,405
Creating a Culture of Customer Care	1,325
Psychology for Social Care Practice	1,277
Sociology for Social Care Practice	1,245
Children and Young People's Rights: Provision, Protection and Participation	1,235
Social Care Theory for Practice	1,233
Curriculum and Assessment in an Early Education and Childcare Setting	1,231
Economics 1: Micro and Macro Theory and Application	1,192
Anatomy and Physiology of the Human Body	1,188
Social Policy and its Application to Social Services Provision	1,185
Theoretical Approaches to Development and Learning	1,171
Office Administration	1,167
Working in an Early Education and Childcare Setting	1,163
Early Education and Childcare: Graded Unit 1	1,101
Body Treatments: Manual	1,097
Business Contractual Relationships	1,022
Promoting Language, Literacy and Numeracy in Early Education and Childcare	1,018
IT in Business – Word Processing and Presentation Applications	1,011
Children and Young People with Additional Support Needs	995
Social Care: Graded Unit 1	993
Economics 2: The World Economy	961
Recording Financial Information	948
Customer Care	939
Statistics for Business	931
IT in Business – Spreadsheets	913
Introduction to Managing the Human Resource	906
Office Technologies	896
Understanding and Supporting Children's Behaviour	876
Protection of Individuals from Possible Harm and Abuse	849
Information and Communication Technology in Business	845
Human Resource Management Practice	840
Business Culture and Strategy	829
IT in Business – Databases	821
Developing Personal Effectiveness	814
Contemporary Issues for Children and Families	785
Principles and Practice of Selling	780
An Introduction to Financial Accounting Statements	770
All female entries	217,106

TABLE HN6: HIGHER NATIONAL UNIT ENTRIES AND RESULTS BY SUPERCLASS, 2006

RESULTS BY SUPERCLASS, ALL CANDIDATES, PERCENTAGES

SUPERCLASS	ALL ENTRIES	MERIT	PASS	PERCENT		
				FAIL	WITHDRAWN	NOT YET KNOWN
A Business/Management/Office Studies	69,196	5	58	6	13	19
B Sales Marketing and Distribution	20,789	5	46	4	11	33
C Information Technology and Information	58,886	4	59	8	12	16
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,194	3	54	5	8	29
E Politics/Economics/Law/Social Science	32,356	6	60	5	12	17
F Area Studies/Cultural Studies/Languages/Literature	1,600	13	52	11	18	6
G Education/Training/Teaching	9,859	3	70	5	12	11
H Family Care/Personal Development/ Personal Care and Appearance	17,373	8	71	6	13	3
J Arts and Crafts	13,839	17	66	6	9	1
K Authorship/Photography/Publishing/Media	28,795	9	67	10	11	3
L Performing Arts	11,053	10	69	10	10	0
M Sports Games and Recreation	10,145	4	73	13	9	1
N Catering/Food Services/Leisure Services/Tourism	12,055	3	45	11	10	30
P Health Care/Medicine/Health and Safety	35,225	4	73	5	11	7
Q Environment Protection/Energy/Cleansing/Security	2,255	17	55	3	11	15
R Sciences and Mathematics	24,599	10	62	9	10	9
S Agriculture Horticulture and Animal Care	5,927	12	67	6	11	5
T Construction and Property (Built Environment)	15,508	15	39	13	7	27
V Services to Industry	14,625	9	53	7	5	26
W Manufacturing/Production Work	6,172	10	64	5	8	13
X Engineering	19,623	7	64	11	11	6
Y Oil/Mining/Plastics/Chemicals	1,034	7	63	8	4	18
Z Transport Services	2,451	1	67	5	3	24
Unknown(unable to classify)	1	100	0	0	0	0
All Superclasses	415,560	28,378	252,578	31,283	45,431	57,890
– as percentages	100%	7%	61%	8%	11%	14%

	ALL ENTRIES	PERCENT				WITHDRAWN	NOT YET KNOWN
		A	B	C	F		
HN-Uia(Graded Units)	21,516	23%	18%	17%	8%	14%	21%

Note: Entry result as of 20/02/2007.

TABLE HN7: CANDIDATES ENTERED FOR HIGHER NATIONAL UNITS, 2006

CANDIDATES BY NUMBER OF UNITS, AGE AND GENDER

NUMBER OF UNITS	CANDIDATES			<20	20-24	25-29	30+
	ALL	MALE	FEMALE				
1	8,704	3,698	5,006	1,609	1,916	1,047	4,132
2	3,425	1,400	2,025	483	680	447	1,815
3	2,315	1,008	1,307	287	485	295	1,248
4	2,581	1,126	1,455	354	533	359	1,335
5	2,943	1,379	1,564	480	724	375	1,364
6	2,844	1,733	1,111	735	724	321	1,064
7	1,906	951	955	569	453	189	695
8	2,976	1,257	1,719	907	802	344	923
9	3,547	1,492	2,055	1,336	974	344	893
10-14	16,756	7,892	8,864	7,918	4,393	1,564	2,881
15-19	1,966	1,305	661	1,064	508	157	237
20+	2,922	1,732	1,190	1,007	1,781	60	74
Total candidates	52,885	24,973	27,912	16,749	13,973	5,502	16,661
Total Units	437,076	219,970	217,106	170,025	141,050	37,219	88,782
Units per candidate	8.3	8.8	7.8	10.2	10.1	6.8	5.3

TABLE HN8: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS,  
2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	20,285	16,942	16,802	16,875	18,115	7%
Other	1,587	1,226	2,295	2,621	409	-84%
Total	21,872	18,168	19,097	19,496	18,524	-5%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	15,195	11,600	11,354	9,813	11,346	16%
Other	649	922	1,086	584	506	-13%
Total	15,844	12,522	12,440	10,397	11,852	14%

TABLE HN9: HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS BY AGE AND  
GENDER, 2006

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	3,185	1,911	870	2,216	8,182
Female	3,209	2,025	1,101	4,007	10,342
Total	6,394	3,936	1,971	6,223	18,524
- as percentages	35%	21%	11%	34%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	1,258	1,463	523	1,462	4,706
Female	1,619	1,479	822	3,226	7,146
Total	2,877	2,942	1,345	4,688	11,852
- as percentages	24%	25%	11%	40%	100%

TABLE HN10: HIGHER NATIONAL CERTIFICATE ENTRIES, 2006

TOP 50 HNCs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Social Care	1,831	23	77
Computing	1,255	84	16
Administration and Information Technology	1,247	13	87
Early Education and Childcare	1,223	2	98
Social Sciences	759	31	69
Accounting	736	30	70
Health Care	695	9	91
Business	580	38	62
Child Care and Education	394	2	98
Beauty Therapy	354	0	100
Engineering: Mechanical	312	96	4
Engineering: Electrical	308	98	2
Acting and Performance	266	32	68
Construction	246	90	10
Sports Coaching with Development of Sport	227	74	26
Multimedia Computing: Web Development	215	80	20
Legal Services	210	40	60
Engineering: Electronics	203	96	4
Administration and Information Management	203	6	94
Travel	202	18	82
Fitness, Health and Exercise	196	59	41
Construction Management	186	90	10
Music	182	69	31
Complementary Therapies	175	1	99
Business Administration	157	38	62
Sound Production	152	88	12
Applied Sciences	152	38	63
Professional Cookery	142	57	43
Electrical Engineering	135	98	2
Computer Aided Draughting and Design	134	90	10
Communication with Media	124	48	52
Sports Coaching with Sports Development	121	78	22
Animal Care	120	10	90
Engineering: Mechatronics	119	93	7
Counselling	117	20	80
Fashion Make-up	115	3	97
Interactive Multimedia Creation	109	80	20
Engineering: Fabrication Welding and NDT	104	100	0
Countryside Management	102	64	36
Engineering	100	97	3
Art and Design	99	17	83
Tourism	98	18	82
Hospitality	93	43	57
Civil Engineering	91	90	10
Mechanical Engineering	90	97	3
Aircraft Engineering	89	96	4
Engineering: Manufacturing Systems	86	99	1
Electronics	86	100	0
Supporting Learning Needs	85	13	87
Working with Communities	81	22	78
Total HNC entries	18,524	44	56

TABLE HN11: HIGHER NATIONAL CERTIFICATE AWARDS, 2006

## TOP 50 HNCs

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Social Care	1,042	19	81
Computing	664	84	16
Accounting	629	22	78
Health Care	574	8	92
Child Care and Education	568	2	98
Early Education and Childcare	557	3	97
Administration and Information Management	502	7	93
Social Sciences	484	28	72
Administration and Information Technology	340	11	89
Business Administration	335	26	74
Engineering: Electrical	260	96	4
Engineering: Mechanical	246	96	4
Beauty Therapy	218	0	100
Business	213	37	63
Social Care (Incorporating SVQ at Level 3)	209	22	78
Acting and Performance	201	27	73
Sports Coaching with Development of Sport	141	67	33
Fitness, Health and Exercise	133	49	51
Engineering: Electronics	128	95	5
Construction	125	86	14
Legal Services	116	23	77
Management	110	51	49
Complementary Therapies	101	4	96
Civil Engineering	97	94	6
Computer Aided Draughting and Design	95	93	7
Communication with Media	94	33	67
Sports Coaching with Sports Development	92	71	29
Multimedia Computing: Web Development	85	76	24
Animal Care	84	11	89
Supporting Learning Needs	84	7	93
Engineering	82	93	7
Engineering: Manufacturing Systems	81	98	2
Engineering: Practice	79	99	1
Art and Design	78	19	81
Hospitality Operations	77	42	58
Counselling	76	16	84
Photography	64	39	61
Engineering: Mechatronics	62	97	3
Human Resource Management	60	10	90
Fine Art	60	32	68
Professional Cookery	58	48	52
Travel	58	14	86
Occupational Therapy Support	58	9	91
Music	58	69	31
Countryside Management	56	57	43
Biomedical Sciences	55	33	67
Working with Communities	52	13	87
3D Computer Animation	52	92	8
Interactive Multimedia Creation	52	79	21
Sound Production	48	96	4
Total HNC awards	11,852	40	60

TABLE HN12: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS, 2002 to 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	10,995	11,884	11,653	10,204	11,170	9%
Other	862	843	1,263	1,299	2,939	126%
Total	11,857	12,727	12,916	11,503	14,109	23%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	7,280	5,858	6,564	4,979	6,030	21%
Other	326	551	543	797	901	13%
Total	7,606	6,409	7,107	5,776	6,931	20%

TABLE HN13: HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS BY AGE AND GENDER, 2006

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	3,177	2,917	651	804	7,549
Female	2,887	2,222	498	953	6,560
Total	6,064	5,139	1,149	1,757	14,109
– as percentages	43%	36%	8%	12%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	536	1,722	429	568	3,255
Female	759	1,750	414	753	3,676
Total	1,295	3,472	843	1,321	6,931
– as percentages	19%	50%	12%	19%	100%

TABLE HN14: HIGHER NATIONAL DIPLOMA ENTRIES, 2006

TOP 50 HNDs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Computing: Software Development	620	88	12
Engineering: Mechanical	599	97	3
Beauty Therapy	592	3	97
Computing: Technical Support	533	86	14
Business	530	50	50
Social Sciences	523	31	69
Accounting	469	37	63
Global Trade and Business	458	48	52
Financial Services	367	43	57
Sports Coaching with Development of Sport	329	75	25
Administration and Information Technology	313	27	73
Business with Human Resource Management	289	43	57
Hospitality Management	288	43	57
Business with Marketing	269	55	45
Fitness Health and Exercise	257	57	43
Sound Production	252	92	8
Business with Accounting	225	41	59
Business Administration	212	34	66
Administration and Information Management	184	13	88
Travel with Tourism	182	12	88
Architectural Technology	177	80	20
Acting and Performance	173	38	62
Legal Services	170	27	73
Supply Chain Management – Non Manufacturing	166	51	49
Music	164	80	20
Travel and Tourism	163	17	83
Sports Coaching with Sports Development	150	78	22
Graphic Design	145	59	41
Nautical Science	141	95	5
Communication with Media	130	42	58
Interactive Multimedia Creation	130	76	24
Multimedia Computing: Web Development	129	81	19
Television Operations and Production	121	71	29
Interior Design	119	25	75
Stitched Textiles and Fashion Design	116	5	95
Professional Photography and Imaging	113	47	53
Marketing	112	47	53
Advertising and Public Relations	106	36	64
Sports Therapy	98	47	53
Complementary Therapies	94	3	97
Art and Design	93	26	74
Computer Networking and Internet Technology	92	96	4
Supporting and Managing Learning Needs	90	4	96
Animal Care	86	9	91
Engineering: Electrical	85	98	2
Music and Audio Technology	83	83	17
Music Business	83	67	33
Retail Management	80	39	61
Tourism	80	9	91
Creative Industries: Television	80	76	24
Total HND entries	14,109	54	46



TABLE HN15: HIGHER NATIONAL DIPLOMA AWARDS, 2006

TOP 50 HNDs

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Beauty Therapy	510	0	100
Accounting	388	32	68
Business Administration	305	29	71
Administration and Information Management	284	11	89
Computing: Technical Support	268	87	13
Financial Services	244	43	57
Computing: Software Development	226	86	14
Social Sciences	186	27	73
Engineering: Mechanical	173	98	2
Sports Coaching with Sports Development	163	74	26
Acting and Performance	145	32	68
Television Operations and Production	128	66	34
Legal Services	123	22	78
Music and Audio Technology	115	87	13
Fitness Health and Exercise	115	50	50
Business with Marketing	113	52	48
Travel with Tourism	104	8	92
Computing: Support	99	70	30
Hospitality Management	98	30	70
Interior Design	90	17	83
Nautical Science	83	96	4
Animal Care	71	6	94
Marketing	68	43	57
Professional Photography and Imaging	68	37	63
Graphic Design	67	63	37
Multimedia Design and Production	65	77	23
Sports Coaching with Development of Sport	62	68	32
Multimedia Computing: Web Development	62	74	26
Agriculture	61	79	21
Engineering: Electronics	61	93	7
Make-Up Artistry	61	0	100
Business with Human Resource Management	61	52	48
Stitched Textiles and Fashion Design	60	5	95
Sports Therapy	58	36	64
Tourism	56	9	91
Computer Graphic Design and Production	55	67	33
Engineering: Electrical	53	98	2
Photography	46	48	52
Engineering	45	98	2
Communication with Media	45	60	40
Retail Management	43	40	60
Business (Xinjiang and SUFE framework)	40	48	53
Supporting and Managing Learning Needs	39	3	97
Countryside Management	38	47	53
Audio Engineering	38	97	3
Multimedia Computing with Web Development	38	63	37
Complementary Therapies	37	3	97
Modern Musicianship	36	67	33
Dance Artists in the Community	35	6	94
Events Management	35	29	71
Total HND awards	6,931	47	53

TABLE HN16: TREND IN PROFESSIONAL DEVELOPMENT AWARDS (PDA), ENTRIES AND AWARDS, 2002 TO 2006

ENTRIES BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
Certificate	FE College	456	629	824	1,000	1,500	50%
	Other	22	40	102	247	187	-24%
	Total	478	669	926	1,247	1,687	35%
Advanced Certificate	FE College	975	1,079	1,017	1,418	1,100	-22%
	Other	52	57	136	0	0	—
	Total	1,027	1,136	1,153	1,418	1,100	-22%
Diploma	FE College	329	216	145	99	133	34%
	Other	21	6	0	53	3	-94%
	Total	350	222	145	152	136	-11%
Advanced Diploma	FE College	191	151	183	142	121	-15%
	Other	0	0	0	0	0	—
	Total	191	151	183	142	121	-15%
All HN PDAs		2,046	2,178	2,407	2,959	3,044	3%

AWARDS BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
Certificate	FE College	247	408	476	394	690	75%
	Other	17	25	33	156	146	-6%
	Total	264	433	509	550	836	52%
Advanced Certificate	FE College	858	664	882	839	1,028	23%
	Other	17	46	67	0	0	—
	Total	875	710	949	839	1,028	23%
Diploma	FE College	191	216	96	83	107	29%
	Other	14	0	0	4	6	50%
	Total	205	216	96	87	113	30%
Advanced Diploma	FE College	162	127	118	146	98	-33%
	Other	0	0	0	0	0	—
	Total	162	127	118	146	98	-33%
All HN PDAs		1,506	1,486	1,672	1,622	2,075	28%

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2006

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Introduction to Adult Literacies Learning (Stage 1 of National Training Framework of Qualifications in Adult Literacies)	507	20	80
Childcare and Education	269	1	99
Introduction to Teaching in Further Education	229	41	59
Early Education and Childcare (SCQF level 8)	171	0	100
Civil Engineering	120	96	4
Police Cadets	112	63	37
Desktop Support	77	94	6
Crew Management	75	92	8
Care Support Practice	31	13	87
Motor Vehicle Body Repair and Refinishing	23	100	0
Construction Co-ordination	17	6	94
Music Tuition	13	77	23
Advice and Guidance: Providing Inclusive Support to Young People Facing Transition	9	11	89
Care Services Management (SCQF Level 8)	8	13	88
Training and Development	8	25	75
Online Learning	6	17	83
Office Applications (Microsoft Office)	3	67	33
Computer Aided Draughting	2	50	50
Conveyancing	2	0	100
Legal Studies	2	0	100
Motor Vehicle Systems Diagnostics	2	100	0
Debt Recovery	1	0	100
<b>All HN PDA Certificate entries</b>	<b>1,687</b>	<b>34</b>	<b>66</b>
Carpentry and Joinery	390	99	1
Teaching in Further Education	145	41	59
Painting and Decorating	89	98	2
Personal Computer Installation and Maintenance	71	92	8
Brickwork	68	100	0
Construction Practice	60	100	0
Supervising and Managing Personal Social Services	53	28	72
Engineering Practice: Manufacture and Engineering Support	37	100	0
Systems Administration	28	93	7
Stonemasonry	22	100	0
Plasterwork	19	100	0
Massage	18	17	83
Aromatherapy	15	7	93
Reflexology	14	14	86
Shopfitting	14	100	0
Golf Facility Management	12	75	25
Networking (Microsoft Windows 2000)	12	92	8
Roof Slating, Tiling and Cement Work	11	100	0
Machine Woodworking	7	100	0
Technology for Administrators	7	0	100
Engineering Practice: Fabrication and Welding	4	100	0
International Golf Course Management	4	100	0
<b>All HN PDA Advanced Certificate entries</b>	<b>1,100</b>	<b>83</b>	<b>17</b>

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2006 (CONTINUED)

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Management	52	52	48
ESOL Literacies: Teaching Adults Reading, Writing and Numeracy	33	9	91
Counselling	20	25	75
Television and Multimedia	16	63	38
Gaelic Media	6	67	33
Teaching in Further Education	5	40	60
Road Policing Operations	3	100	0
Construction Contract Support	1	100	0
All HN PDA Diploma entries	136	40	60
Music Industry Management and Marketing	49	51	49
Illustrative Photography	31	45	55
Graphic Design	18	67	33
Interactive Graphic Design	14	64	36
Creative Arts	7	86	14
Spatial and Interior Architectural Design	2	50	50
All HN PDA Advanced Diploma entries	121	55	45
All HN PDA entries	3,044	53	47

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2006

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Introduction to Adult Literacies Learning (Stage 1 of National Training Framework of Qualifications in Adult Literacies)	264	17	83
Childcare and Education	245	1	99
Introduction to Teaching in Further Education	140	39	61
Desktop Support	65	94	6
Police Cadets	36	61	39
Civil Engineering	35	80	20
Care Support Practice	14	14	86
Motor Vehicle Body Repair and Refinishing	12	100	0
Construction Co-ordination	6	0	100
Training and Development	4	0	100
Office Applications (Microsoft Office)	3	67	33
Online Learning	3	0	100
Conveyancing	2	0	100
Elected Members of Local Authorities	2	50	50
Legal Studies	2	0	100
Advice and Guidance: Providing Inclusive Support to Young People Facing Transition	1	0	100
Computer Aided Draughting	1	100	0
Debt Recovery	1	0	100
<b>All HN PDA Certificate awards</b>	<b>836</b>	<b>28</b>	<b>72</b>
Carpentry and Joinery	405	99	1
Painting and Decorating	108	96	4
Teaching in Further Education	97	32	68
Personal Computer Installation and Maintenance	70	91	9
Engineering Practice: Manufacture and Engineering Support	58	100	0
Construction Practice	50	100	0
Supervising and Managing Personal Social Services	49	18	82
Brickwork	48	100	0
Systems Administration	22	95	5
Networking (Microsoft Windows 2000)	18	89	11
Plasterwork	18	100	0
Roof Slating, Tiling and Cement Work	17	100	0
Medical Administration	13	8	92
Aromatherapy	10	10	90
Machine Woodworking	10	100	0
Massage	7	14	86
Engineering Practice: Electromechanical	6	100	0
Technology for Administrators	6	0	100
Golf Facility Management	4	50	50
Reflexology	4	0	100
Stonemasonry	4	100	0
Engineering Practice: Fabrication and Welding	3	100	0
Health Care Leadership and Management	1	0	100
<b>All HN PDA Advanced Certificate awards</b>	<b>1,028</b>	<b>84</b>	<b>16</b>

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2006 (CONTINUED)

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Management	39	46	54
ESOL Literacies: Teaching Adults Reading, Writing and Numeracy	32	6	94
Counselling	24	25	75
Teaching in Further Education	10	20	80
Television and Multimedia	5	40	60
Road Policing Operations	2	100	0
Construction Contract Support	1	100	0
All HN PDA Diploma awards	113	29	71
Music Industry Management and Marketing	47	43	57
Illustrative Photography	17	53	47
Graphic Design	16	63	38
Interactive Graphic Design	12	67	33
Creative Arts	6	67	33
All HN PDA Advanced Diploma awards	98	52	48
All HN PDA awards	2,075	57	43



## SCOTTISH VOCATIONAL QUALIFICATIONS

Scottish Vocational Qualifications (SVQs) are designed to certificate successful students 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 that 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.

Reporting for Scottish Vocational Qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/05 – 31/7/06), ie the first time SQA obtains information about a student's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/05 – 31/7/06), 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 student 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 48,767 SVQ entries in 2006, 8% of these were from 'Accreditation only' SVQs.
- SVQs entries, in qualifications awarded by SQA, have fallen by 5% on 2005.
- In total, there were 31,872 SVQ awards in 2006. SVQs awarded by SQA have increased by 11% in 2006.

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

### Table VQ2

### Table VQ3

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

- 45% of SVQ entries (46% of awards) were at level 2, with a further 45% of entries (44% of awards) at level 3.
- There has been a decrease in entries at all levels with the exception of level 5. The largest decrease was at level 2, down by 1,300 from 2005.
- Awards grew by 11% with the largest increase at level 3, up by 1,106 on 2005.

### Table VQ4

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

- 36% of entries in 2006 were from students aged under 20, with 24% from students in their 20s, 16% from students in their 30s, and 24% from students aged 40 and over. These figures are unchanged from 2005.

- Level 1, level 2, and level 3 SVQ entries came mainly from students under 30 (over 60% of students at each level). Students sitting level 4 and level 5 SVQs, however, were mainly from the over-30 age group – 88% at level 4 and 92% 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 students, 49% from male students.
- Health and Social Care (Adults) level 3 was the SVQ with most entries (3,785).
- Health and Social Care level 2 and Customer Service level 3 were the second and third most popular courses entered.
- In 19 of the top 50 SVQ entry titles, over 90% of entries were from male students – mainly in construction Courses.
- In 11 of the top 50 SVQ entry titles, over 90% of entries were from female students – mainly in care and beauty Courses.
- 44% of SVQ awards were gained by male students, 56% by female students.
- The top three SVQ awards were in Care level 2; Customer Service level 3; and Promoting Independence level 3.

#### Table VQ7

#### Table VQ8

#### Table VQ9

Workplace Professional Development Awards (PDA-Ws) are specialised qualifications that allow students 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.

- Students entered for 7,124 Workplace PDAs in 2006, and 6,037 awards were made.
- Entries increased by 6% while awards increased by 19%.

- 63% of Workplace PDA entries were from male students, 37% from female students.
- 67% of Workplace PDA awards were to male students, 33% to female students.
- The Workplace PDA with most entries was Assessing Students Using a Range of Methods (1,006 entries). 54% of these entries were from female students.
- The certificate with the greatest number of awards was Classroom Assistant (787 awards).

#### Symbols used in the tables

The following symbol is 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%.

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.



TABLE VQ1a: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS, ENTRIES AND AWARDS (AWARDED BY SQA) BY CENTRE TYPE, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	17,795	16,886	18,169	19,692	18,427	-6%
Other	24,068	22,532	25,950	27,457	26,374	-4%
Total	41,863	39,418	44,119	47,149	44,801	-5%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	10,424	8,154	8,382	9,134	11,386	25%
Other	14,886	13,010	14,405	16,832	17,556	4%
Total	25,310	21,164	22,787	25,966	28,942	11%

TABLE VQ1b: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS, ENTRIES AND AWARDS (ACCREDITATION ONLY) BY CENTRE TYPE, 2002 TO 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College		1	1			—
Other	3,001	397	2,443	1,096	3,966	262%
Total	3,001	398	2,444	1,096	3,966	262%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College		1	2			—
Other	6,013	354	2,441	264	2,930	1010%
Total	6,013	355	2,443	264	2,930	1010%

**TABLE VQ2: TREND IN SCOTTISH VOCATIONAL QUALIFICATION ENTRIES  
(AWARDED BY SQA) BY LEVEL, 2002 TO 2006**

ENTRIES BY LEVEL

LEVEL OF QUALIFICATION	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
Level 1	2,930	1,580	1,634	1,944	1,735	-11%
Level 2	21,805	20,172	21,302	21,664	20,364	-6%
Level 3	16,121	16,712	19,359	20,742	20,033	-3%
Level 4	967	925	1,809	2,749	2,592	-6%
Level 5	40	29	15	50	77	54%
All levels	41,863	39,418	44,119	47,149	44,801	-5%

**TABLE VQ3: TREND IN SCOTTISH VOCATIONAL QUALIFICATION AWARDS  
(AWARDED BY SQA) BY LEVEL, 2002 TO 2006**

AWARDS BY LEVEL

LEVEL OF QUALIFICATION	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
Level 1	2,267	1,092	943	900	1,120	24%
Level 2	14,736	11,191	11,835	12,526	13,430	7%
Level 3	7,811	8,402	9,486	11,577	12,683	10%
Level 4	469	457	508	949	1,678	77%
Level 5	27	22	15	14	31	121%
All levels	25,310	21,164	22,787	25,966	28,942	11%

**TABLE VQ4: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES  
(AWARDED BY SQA) BY LEVEL AND AGE, 2006**

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	1,735	948	159	106	102	109	192	119
Level 2	20,364	8,777	2,789	1,413	1,251	1,638	2,869	1,627
Level 3	20,033	6,564	4,265	1,770	1,552	1,638	2,928	1,316
Level 4	2,592	2	75	227	336	484	992	476
Level 5	77	0	0	6	3	14	39	15
All levels	44,801	16,291	7,288	3,522	3,244	3,883	7,020	3,553
– as percentages		36%	16%	8%	7%	9%	16%	8%

TABLE VQ5: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES (AWARDED BY SQA), 2006

TOP 50 SVQ ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Health and Social Care (Adults) (Level 3)	3,785	20	80
Health and Social Care (Level 2)	3,130	12	88
Customer Service (Level 3)	2,328	40	60
Hairdressing (Level 2)	1,600	7	93
Construction: Carpentry and Joinery (Level 2)	1,369	99	1
Construction: Carpentry and Joinery (Level 3)	1,343	99	1
Business and Administration (Level 3)	1,200	15	85
Construction and Civil Engineering Services: Construction Operations (Level 2)	1,130	100	0
Business and Administration (Level 2)	1,124	19	81
Management (Level 3)	1,040	40	60
Health and Social Care (Children and Young People) (Level 3)	866	29	71
Early Years Care and Education (Level 3)	759	1	99
Electrotechnical Services (Electrical Installation – Building and Structures (Level 3)	712	99	1
Children's Care Learning and Development (Level 3)	632	2	98
Management (Level 4)	624	36	64
Mechanical Engineering Services: Domestic Plumbing (Level 3)	617	99	1
Early Years Care and Education (Level 2)	603	2	98
Registered Manager in Health and Social Care (Level 4)	577	22	78
Customer Service (Level 2)	541	42	58
Health and Social Care (Adults) (Level 4)	471	21	79
Hospitality Supervision (Level 3)	470	40	60
Food Preparation and Cooking (Level 2)	468	60	40
Care (Level 2)	446	9	91
Hairdressing (Level 3)	435	3	97
Children's Care Learning and Development (Level 2)	414	2	98
Food and Drink Service (Level 2)	403	36	64
Construction and Civil Engineering Services: Highways Maintenance (Level 2)	394	100	0
Hairdressing (Level 1)	393	4	96
Playwork (Level 3)	388	12	88
Construction: Bricklaying (Level 2)	368	100	0
Performing Manufacturing Operations (Level 2)	365	84	16
Playwork (Level 2)	358	9	91
Driving Goods Vehicles (Level 2)	350	93	7
Construction: Painting and Decorating (Level 2)	348	97	3
Construction: Bricklaying (Level 3)	324	100	0
Construction: Painting and Decorating (Level 3)	318	97	3
Construction: Accessing Operations and Rigging (Scaffolding – Construction (Level 2)	301	100	0
Emergency Fire Services: Operations in the Community (Level 3)	280	94	6
Construction: Roof Slating, Tiling and Cement Work (Level 2)	277	100	0
Distribution, Warehousing and Storage Operations (Level 2)	267	97	3
Retail Operations (Level 2)	266	30	70
Retail Operations (Level 3)	249	33	67
Beauty Therapy (Level 2)	244	0	100
Food and Drink Manufacturing Operations (Level 2)	237	62	38
Construction and Civil Engineering Services: General Building Operations (Level 2)	234	98	2
Processing Operations: Hydrocarbons (Level 3)	219	100	0
Performing Engineering Operations (Level 2)	201	96	4
Oral Health Care: Dental Nursing (Level 3)	195	1	99
Construction: Specialised Plant and Machinery Operations (Level 2)	194	98	2
Road Passenger Transport (Bus) (Level 2)	176	89	11
All SVQ entries	44,801	49	51

TABLE VQ6: SCOTTISH VOCATIONAL QUALIFICATION AWARDS (AWARDED BY SQA), 2006

TOP 50 SVQ AWARDS

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Care (Level 2)	1,645	9	91
Customer Service (Level 3)	1,452	34	66
Promoting Independence (Level 3)	1,322	21	79
Health and Social Care (Level 2)	977	9	91
Care (Level 3)	967	11	89
Administration (Level 3)	963	13	87
Health and Social Care (Adults) (Level 3)	934	17	83
Early Years Care and Education (Level 3)	928	1	99
Construction: Carpentry and Joinery (Level 2)	909	99	1
Management (Level 3)	855	42	58
Hairdressing (Level 2)	844	4	96
Early Years Care and Education (Level 2)	789	1	99
Construction and Civil Engineering Services: Construction Operations (Level 2)	755	100	0
Administration (Level 2)	664	17	83
Construction: Carpentry and Joinery (Level 3)	541	100	0
Management (Level 4)	530	32	68
Registered Manager in Health and Social Care (Level 4)	484	20	80
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	445	99	1
Food Preparation and Cooking (Level 2)	413	61	39
Performing Manufacturing Operations (Level 2)	377	87	13
Hospitality Supervision (Level 3)	364	40	60
Customer Service (Level 2)	333	31	69
Driving Goods Vehicles (Level 2)	331	98	2
Food and Drink Service (Level 2)	318	39	61
Business and Administration (Level 2)	307	15	85
Construction: Bricklaying (Level 2)	300	100	0
Caring for Children and Young People (Level 3)	294	32	68
Playwork (Level 2)	284	8	92
Construction: Painting and Decorating (Level 2)	272	99	1
Hairdressing (Level 1)	255	4	96
Construction and Civil Engineering Services: Highways Maintenance (Level 2)	231	100	0
Health and Social Care (Children and Young People) (Level 3)	217	27	73
Hairdressing (Level 3)	215	1	99
Food and Drink Manufacturing Operations (Level 2)	205	53	47
Mechanical Engineering Services: Plumbing (Level 3)	203	100	0
Care (Level 4)	200	28	73
Distribution, Warehousing and Storage Operations (Level 2)	194	96	4
Business and Administration (Level 3)	191	12	88
Retail Operations (Level 2)	189	28	72
Construction: Roof Slating, Tiling and Cement Work (Level 2)	172	100	0
Playwork (Level 3)	159	6	94
Retail Operations (Level 3)	147	35	65
Oral Health Care: Dental Nursing (Level 3)	146	1	99
Beauty Therapy (Level 2)	141	1	99
Hospitality Quick Service (Level 2)	138	39	61
Mechanical Engineering Services: Domestic Plumbing (Level 3)	135	99	1
Marine Engineering Operations (Engineer Officer of the Watch (MN) over 750 kW) (Level 3)	127	96	4
Cleaning and Support Services (Level 1)	120	8	93
Construction and Civil Engineering Services: General Building Operations (Level 2)	120	99	1
Construction: Painting and Decorating (Level 3)	117	96	4
All SVQ awards	28,942	44	56

TABLE VQ7: TREND IN WORKPLACE PROFESSIONAL DEVELOPMENT AWARDS (PDA-W),  
2002 to 2006

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	5,012	4,328	2,537	3,265	2,858	-12%
Other	6,482	5,170	4,181	3,468	4,266	23%
Total	11,494	9,498	6,718	6,733	7,124	6%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2002	2003	2004	2005	2006	PERCENT CHANGE 2005/2006
FE College	3,458	3,339	2,780	1,798	2,324	29%
Other	5,730	4,158	4,561	3,263	3,713	14%
Total	9,188	7,497	7,341	5,061	6,037	19%

TABLE VQ8: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) ENTRIES 2006

ALL WORKPLACE PDA ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Assessing Candidates Using a Range of Methods (SCQF level 7)	1,006	46	54
Classroom Assistant	936	3	97
Support for Learning Assistants	650	2	98
Excavation, Backfilling and Reinstatement of Construction Layers with a Cold-lay Bituminous Surface	609	99	1
Excavation in the Highway	587	99	1
Reinstatement of Modular Surfaces and Concrete Footways	529	99	1
Monitoring Excavation, Backfilling and Reinstatement of Construction Layers with Bituminous Materials	365	98	2
Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	359	99	1
Monitoring Excavation in the Highway	338	98	2
Monitoring Reinstatement of Modular Surfaces and Concrete Footways	335	98	2
Monitoring Reinstatement of Construction Layers in Bituminous Materials	311	98	2
Conducting Internal Quality Assurance of the Assessment Process (SCQF level 7)	243	49	51
Assessing Candidates through Observation (SCQF level 6)	179	58	42
Training Practice	140	69	31
Motor Vehicle Systems	138	96	4
Introductory Call Centre Skills	81	42	58
Delivering Training in the Workplace (SCQF level 7)	67	58	42
Conducting External Quality Assurance of the Assessment Process (SCQF level 7)	49	63	37
Medical Administration	45	2	98
Advice and Guidance: Professional Practice	41	27	73
Supporting Learning in the Workplace (SCQF level 7)	38	32	68
Police Road Traffic Patrol Operations	18	89	11
Visitor Attractions Operations	17	18	82
Learning Centre Operations	15	20	80
Monitoring Reinstatement of Concrete Slabs	8	100	0
Vocational Assessors	6	33	67
Reinstatement of Concrete Slabs	5	100	0
Advice and Guidance: Developing Client Contact	4	50	50
Janitorial Services	2	0	100
Traditional Handcraft Kilt Manufacturing	2	50	50
Internal Verifiers	1	100	0
<b>Total</b>	<b>7,124</b>	<b>63</b>	<b>37</b>

TABLE VQ9: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) AWARDS, 2006

ALL WORKPLACE PDA AWARDS

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Classroom Assistant	787	2	98
Support for Learning Assistants	665	2	98
Excavation, Backfilling and Reinstatement of Construction Layers with a Cold-lay Bituminous Surface	619	99	1
Excavation in the Highway	590	99	1
Reinstatement of Modular Surfaces and Concrete Footways	539	99	1
Assessing Candidates Using a Range of Methods (SCQF level 7)	514	49	51
Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	366	99	1
Monitoring Excavation, Backfilling and Reinstatement of Construction Layers with Bituminous Materials	354	98	2
Monitoring Excavation in the Highway	331	98	2
Monitoring Reinstatement of Modular Surfaces and Concrete Footways	326	98	2
Monitoring Reinstatement of Construction Layers in Bituminous Materials	304	98	2
Training Practice	121	73	27
Motor Vehicle Systems	116	97	3
Conducting Internal Quality Assurance of the Assessment Process (SCQF level 7)	97	48	52
Introductory Call Centre Skills	70	40	60
Assessing Candidates through Observation (SCQF level 6)	63	43	57
Medical Administration	34	0	100
Advice and Guidance: Professional Practice	28	29	71
Conducting External Quality Assurance of the Assessment Process (SCQF level 7)	27	52	48
Police Road Traffic Patrol Operations	19	84	16
Learning Centre Operations	12	25	75
Vocational Assessors	10	30	70
Delivering Training in the Workplace (SCQF level 7)	9	22	78
Visitor Attractions Operations	9	0	100
Supporting Learning in the Workplace (SCQF level 7)	8	13	88
Monitoring Reinstatement of Concrete Slabs	5	100	0
Call Centre Operations	4	50	50
Traditional Handcraft Kilt Manufacturing	3	0	100
Internal Verifiers	2	50	50
Janitorial Services	2	0	100
Reinstatement of Concrete Slabs	2	100	0
Advice and Guidance: Working Within a Network to Support Clients	1	100	0
<b>Total</b>	<b>6,037</b>	<b>67</b>	<b>33</b>

## RELEVANT PUBLICATIONS AND USEFUL LINKS

Relevant publications from SQA include:

*Estimates, Absentees and External Assessment Appeals: guidance on evidence requirements (BA0992, October 2006)*

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, August 2003)*

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

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

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

*Research Bulletin 25: Diversity and Innovation in Assessment Practices in Higher Educational Institutions and by Employers and Training Providers*

*Research Bulletin 24: Review of Workplace Core Skills: Delivery and Assessment*

*Research Bulletin 23: Engaging with Candidates*

*Research Bulletin 22: Differing national models of short cycle, work-related higher education provision in Scotland and England*

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

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

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

*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.

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 Online  
[www.scottishschoolsonline.gov.uk](http://www.scottishschoolsonline.gov.uk)

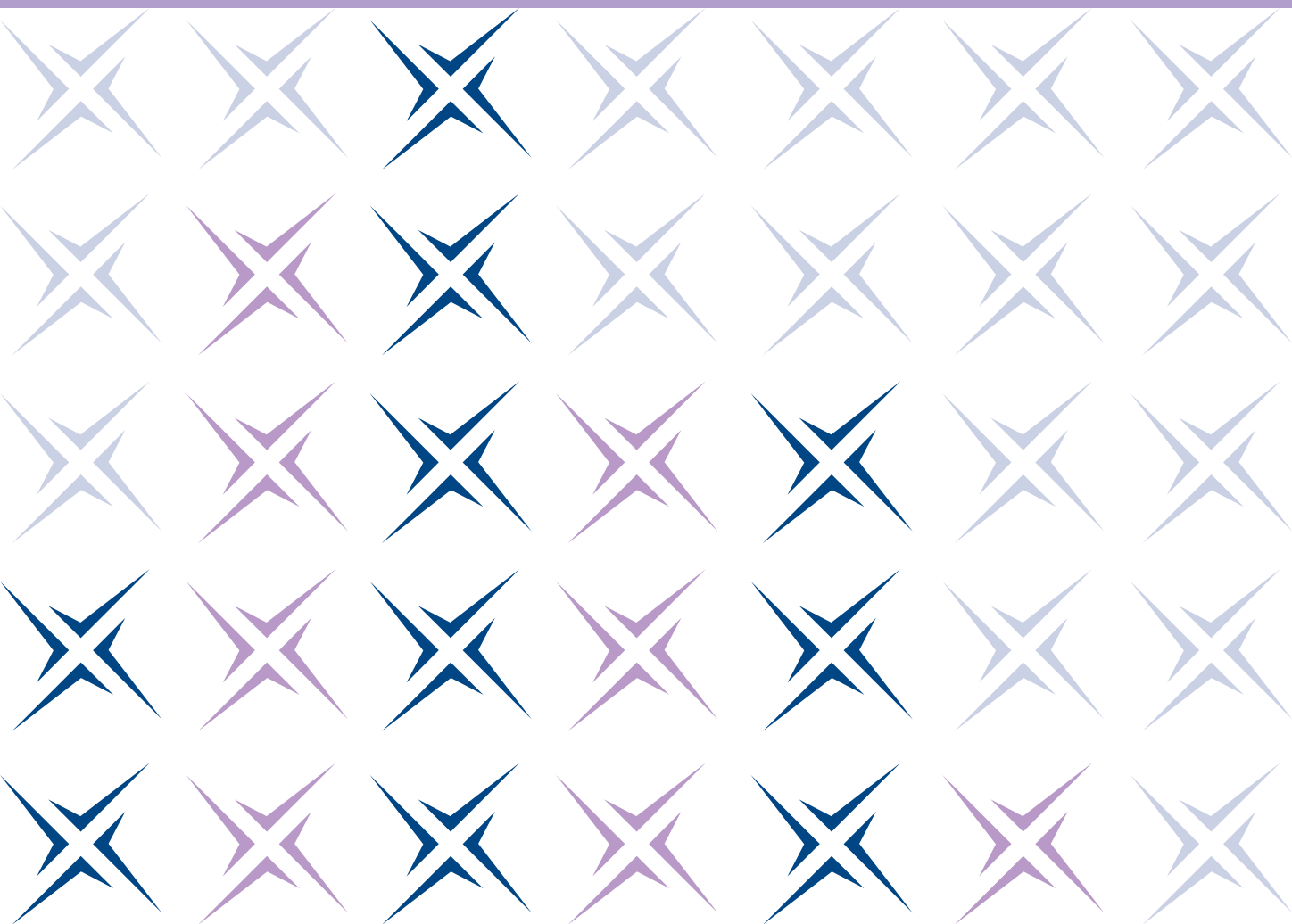
Learning and Teaching Scotland  
[www.ltscotland.org.uk](http://www.ltscotland.org.uk)

HM Inspectorate of Education  
[www.hmie.gov.uk](http://www.hmie.gov.uk)

Connecting with SQA (ezine)  
[www.sqa.org.uk/ezine](http://www.sqa.org.uk/ezine)

NISVQ statistics  
[www.statistics.gov.uk/](http://www.statistics.gov.uk/)  
and search for 'statbase'





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