

ANNUAL STATISTICAL REPORT

2004

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FOREWORD

This is the eighth 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 2003/04. 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), 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 (www.sqa.org.uk) or by e-mail (ris.statistics@sqa.org.uk) or by writing to: SQA, Research and Information Services, Ironmills Road, Dalkeith, EH22 1LE.



John Young
Director of Qualifications



NATIONAL QUALIFICATIONS 2004

Entries from outside Scotland

Arrangements were made for 46 candidates entered by centres in Scotland to take examinations in the following countries:

Austria, Canada, Cyprus, England, France, Germany, Greece, Hungary, The Netherlands, New Zealand, Russia, Spain, Sweden, The United States of America, and Wales.

Special Assessment Arrangements

Arrangements were made for 10,371 candidates with special needs.

Thirty-six Braille question papers were issued for 16 candidates and 1,268 adapted question papers were issued for 317 candidates.

A total of 4,603 requests were submitted for absentee consideration. Of these, 4,540 were accepted for consideration.

The candidates for whom English was a second language, of which there were 938, were allowed the use of an English/Native Language dictionary with, in most cases, associated extra time.

	No. of candidates	No. of entries
Specific learning difficulties	6,660	31,545
Visual difficulties	473	2,084
Various other difficulties (including temporary difficulties)	3,238	13,563

INTRODUCTION

Maintenance of Standards

Maintaining the standards of its awards from year to year is one of SQA's essential functions. Candidates and users of SQA qualifications must be assured, for example, that as far as possible a grade B award in Higher Chemistry represents the same level of attainment in 2004 as in previous years. To this end SQA employs a combination of statistical analysis and examiners' professional judgement. In the light of their direct involvement in the assessment and awarding procedures, Principal Assessors report annually to Assessment Panels on the conduct of examinations and the performance of candidates in subjects concerned. The reports of Principal Assessors for these examinations were circulated to centres in Autumn 2004 and are available on SQA's website.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)

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

- make 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 overall aim is that by 2004-05 most of the main Scottish qualifications will be within the SCQF – laying the foundations for Scotland to move to an overall unified education and training framework.

The **level** a qualification is assigned to in the framework is an indication of how hard it is to achieve. There are 12 levels, from level 1 for Access 1 to level 12 for doctorates. This is illustrated in the following table:

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

The positioning of SVQs in the table gives a **broad** indication of their place in the framework. A major project is underway to clarify the position of SVQs within an overall UK context.

The table does not show every type of qualification, however, the main Scottish qualifications are represented.

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 SCOTCAT points – one point represents a notional 10 hours of learning required of the learner to achieve the outcomes contained in the qualification.

Further information is available on SCQF's website: www.scqf.org.uk.

Useful publications/additional information:

- *An Introduction to the Scottish Credit and Qualifications Framework*, October 2000, AE1243/2 (this gives an overview of the SCQF)
- *Crediting Learning*, May 2003, AD1432/3 (a leaflet for employers)
- *SCQF Update, National Implementation Plan: Update*, August 2002, AE1671
- *SCQF National Plan for Implementation of the Framework*, December 2002, AE1705.



NATIONAL UNITS

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

Reporting for National Units is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/03 – 31/7/04), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/03 – 31/7/04), ie the certificate is actually awarded within that time period.

Tables NU1 to NU6 provide detailed information about National Unit entries and awards for 2004 (between 1 August 2003 and 31 July 2004). Details from the tables and explanations of the figures are given below.

Table NU1

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

- National Unit entries have continually increased over the last four years. 2004 saw an increase in entries of 20%. This large increase is mainly due to the growth in National Courses in 2004.
- National Unit entries from the school sector have increased by 24% over the last year. Entries from the FE sector have also increased by 12%, after a decrease in 2003.
- There has been a continual drop in entries and awards in the workplace/training provider sector since 2001. 2004 saw a decrease in entries of 16% and a decrease in awards of 39%.

Table NU2

This table shows a four-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 each of these Superclass areas increased – by 18%, 26%, and 23% respectively.
- Only two Superclass areas had a drop in entries in 2004; Oil/Mining/Plastics/Chemicals dropped from 11 to 6 entries, while Transport Services dropped from 841 entries to 775 entries.

Table NU3

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

- 37% of National Unit entries were at Higher level and 32% were at Intermediate 2 level. This reflects that the largest uptake in National Courses is at these two levels.
- FE candidate National Unit entries at Higher level accounted for 28% of all FE National Unit entries. The largest percentage of entries was at Intermediate 2 level, 42%.
- Less than 0.5% of National Unit entries for FE candidates were at Advanced Higher level compared with 4% for all candidates.

Table NU4

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

- The most popular individual Access 1 Units were: Basic Communication in a Familiar Setting; Handling Money; and Using Basic Computer Skills. 56% of Access 1 Unit entries were from male candidates.

- The most popular individual Access 2 Units were: Information Technology; English: Language Study; and Using a Computer. 61% of Access 2 Unit entries were from male candidates.
- The most popular individual Access 3 Units were: Work Experience; Using a Keyboard; and Using Mathematics 1. 55% of Access 3 Unit entries were from male candidates.
- The most popular individual Intermediate 1 Units were: Making Moral Decisions; Work Experience; and Information Technology. 52% of Intermediate 1 Unit entries were from female candidates.
- The most popular individual Intermediate 2 Units were: English: Language Study; English: Literary Study; and English: Personal Study (written response). 52% of Intermediate 2 Unit entries were from female candidates.
- The most popular individual Higher Units were: English: Language Study; English: Literary Study; and English: Personal Study (written response). 55% of Higher Unit entries were from female candidates.
- The most popular individual Advanced Higher Units were: Mathematics 1; Mathematics 3; and Mathematics 2. 52% of Advanced Higher Unit entries were from female candidates.

Table NU5

This table gives entries by level and result for all candidates, male candidates, and female candidates, respectively. Figures are correct as of 02/02/2005.

- 72% of candidate entries for National Units resulted in a pass. 19% of National Unit entries have been withdrawn; this may be due to candidates withdrawing from a National Course or switching National Course levels.
- Female candidates had a better pass rate across all levels than males; 74% of female candidates passed their National Units compared to 71% of males.

Table NU6

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

- School candidates, on average, did more National Units than FE candidates (2.2 Units more).
- The largest percentage of candidates entered for National Units by age group were 16 year olds in the school sector and over 25s in the FE sector.
- Across all sectors, 16 year old candidates entered for the most National Units, on average (13.5 Units per candidate).

Symbols used in the tables

The following symbol is used in the table.

0% = less than 0.5%

Notation used in the tables

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

TABLE NU1: TREND IN ENTRIES AND AWARDS FOR NATIONAL UNITS BY CENTRE TYPE, 2001 TO 2004

ENTRIES

	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	811,922	936,268	967,517	1,196,710	24%
FE	405,568	483,373	479,425	538,977	12%
Workplace/Training Provider	14,984	11,740	8,204	6,926	-16%
Other	5,803	6,795	6,459	7,931	23%
Totals	1,238,277	1,438,176	1,461,605	1,750,544	20%

AWARDS

	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	659,752	804,606	921,289	894,392	-3%
FE	366,406	470,636	412,287	384,594	-7%
Workplace/Training Provider	22,205	16,286	8,395	5,120	-39%
Other	6,891	7,989	5,290	6,002	13%
Totals	1,055,254	1,299,517	1,347,261	1,290,108	-4%

TABLE NU2: TREND IN ENTRIES FOR NATIONAL UNITS BY SUPERCLASS, 2001 TO 2004

ENTRIES BY SUPERCLASS

SUPERCLASS					PERCENT
	2001	2002	2003	2004	CHANGE 2003/2004
A Business/Management/Office Studies	93,521	88,858	84,236	93,536	11%
B Sales Marketing and Distribution	6,117	5,523	5,579	6,148	10%
C Information Technology and Information	102,902	113,400	116,792	135,249	16%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	69,201	85,241	91,897	112,138	22%
E Politics/Economics/Law/Social Science	21,073	23,204	21,191	22,597	7%
F Area Studies/Cultural Studies/Languages/Literature	122,946	163,792	129,575	158,813	23%
G Education/Training/Teaching	18,260	22,327	21,890	22,016	1%
H Family Care/Personal Development/Personal Care and Appearance	62,328	71,929	73,773	89,723	22%
J Arts and Crafts	56,678	65,480	64,887	82,275	27%
K Authorship/Photography/Publishing/Media	105,692	141,799	153,129	193,459	26%
L Performing Arts	26,382	32,025	36,074	49,131	36%
M Sports Games and Recreation	40,318	40,626	42,787	53,388	25%
N Catering/Food Services/Leisure Services/Tourism	49,761	55,458	58,562	71,928	23%
P Health Care/Medicine/Health and Safety	62,101	76,413	78,479	93,166	19%
Q Environment Protection/Energy/Cleansing/Security	1,851	1,959	1,863	2,271	22%
R Sciences and Mathematics	300,608	335,781	369,748	435,586	18%
S Agriculture Horticulture and Animal Care	11,364	12,430	13,776	17,815	29%
T Construction and Property (Built Environment)	13,876	18,693	18,653	21,267	14%
V Services to Industry	22,670	25,373	24,629	27,503	12%
W Manufacturing/Production Work	13,859	16,429	18,569	25,053	35%
X Engineering	35,225	39,922	34,664	36,701	6%
Y Oil/Mining/Plastics/Chemicals	14	50	11	6	-45%
Z Transport Services	1,530	1,464	841	775	-8%
All Superclasses	1,238,277	1,438,176	1,461,605	1,750,544	20%

TABLE NU3a: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2004

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	93,536	2,643	155	633	5,870	18,442	33,715	30,769	1,309
B Sales Marketing and Distribution	6,148	6	8	100	0	571	3,404	2,059	0
C Information Technology and Information	135,249	714	321	2,320	11,313	29,048	50,815	37,750	2,968
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	112,138	8,263	103	582	3,540	31,552	27,363	38,179	2,556
E Politics/Economics/Law/ Social Science	22,597	6,064	29	670	2,183	1,913	3,366	8,068	304
F Area Studies/Cultural Studies/ Languages/Literature	158,813	99	235	2,226	12,122	19,150	37,036	80,080	7,865
G Education/Training/Teaching	22,016	254	0	0	0	3,677	9,565	8,520	0
H Family Care/Personal Development/Personal Care and Appearance	89,723	436	1,288	8,145	21,756	26,518	20,354	11,226	0
J Arts and Crafts	82,275	0	301	1,012	1,116	9,217	27,635	38,263	4,731
K Authorship/Photography/ Publishing/Media	193,459	198	639	2,387	5,297	22,673	67,890	88,949	5,426
L Performing Arts	49,131	1,440	540	1,706	2,982	4,624	14,427	19,825	3,587
M Sports Games and Recreation	53,388	1,476	144	872	1,946	9,619	19,342	19,268	721
N Catering/Food Services/ Leisure Services/Tourism	71,928	637	741	1,654	4,426	30,786	27,397	6,234	53
P Health Care/Medicine/Health and Safety	93,166	1,299	0	107	1,831	15,127	33,281	41,515	6
Q Environment Protection/Energy/ Cleansing/Security	2,271	490	87	234	118	393	586	363	0
R Sciences and Mathematics	435,586	2	963	3,660	22,204	68,549	114,019	191,364	34,825
S Agriculture Horticulture and Animal Care	17,815	199	71	349	873	6,950	7,460	1,903	10
T Construction and Property (Built Environment)	21,267	100	0	0	1,239	5,107	11,588	3,233	0
V Services to Industry	27,503	0	0	0	0	2,154	9,395	14,482	1,472
W Manufacturing/Production Work	25,053	5	0	175	214	6,262	14,743	3,654	0
X Engineering	36,701	714	191	540	668	4,207	20,280	9,804	297
Y Oil/Mining/Plastics/Chemicals	6	0	0	0	0	0	0	6	0
Z Transport Services	775	211	0	0	0	350	214	0	0
All Superclasses	1,750,544	25,250	5,816	27,372	99,698	316,889	553,875	655,514	66,130

TABLE NU3b: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2004

FE CANDIDATE ENTRIES

SUPERCLASS	TOTAL ENTRIES	UNLEVELLED	ACCESS 1 (SCQF Level 1)	ACCESS 2 (SCQF Level 2)	ACCESS 3 (SCQF Level 3)	INTER-MEDIATE 1 (SCQF Level 4)	INTER-MEDIATE 2 (SCQF Level 5)	HIGHER (SCQF Level 6)	ADVANCED HIGHER (SCQF Level 7)
A Business/Management/ Office Studies	35,642	2,246	76	187	4,753	9,432	13,387	5,425	136
B Sales Marketing and Distribution	4,067	6	0	73	0	554	2,553	881	0
C Information Technology and Information	61,499	599	170	1,316	7,445	20,240	28,135	3,404	190
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	3,861	0	16	57	6	252	1,309	2,221	0
E Politics/Economics/Law/ Social Science	10,278	711	0	40	74	1,879	2,865	4,709	0
F Area Studies/Cultural Studies/ Languages/Literature	13,329	0	52	311	1,640	3,123	2,168	5,901	134
G Education/Training/Teaching	20,377	254	0	0	0	2,465	9,302	8,356	0
H Family Care/Personal Development/Personal Care and Appearance	48,099	371	635	4,694	7,217	10,254	14,657	10,271	0
J Arts and Crafts	22,699	0	192	300	145	2,190	12,222	7,471	179
K Authorship/Photography/ Publishing/Media	54,147	198	233	537	1,641	7,237	23,207	20,655	439
L Performing Arts	13,753	823	279	807	1,236	1,758	5,184	3,377	289
M Sports Games and Recreation	15,942	360	26	125	238	4,168	8,967	2,058	0
N Catering/Food Services/ Leisure Services/Tourism	19,851	466	380	390	584	3,922	8,839	5,238	32
P Health Care/Medicine/Health and Safety	78,553	1,105	0	82	331	8,436	30,923	37,673	3
Q Environment Protection/Energy/ Cleansing/Security	1,417	249	28	63	42	362	452	221	0
R Sciences and Mathematics	58,076	2	304	318	1,823	18,379	21,447	15,452	351
S Agriculture Horticulture and Animal Care	12,106	196	36	111	79	3,037	6,983	1,654	10
T Construction and Property (Built Environment)	19,892	100	0	0	1,223	4,530	10,873	3,166	0
V Services to Industry	10,018	0	0	0	0	1,831	4,835	3,352	0
W Manufacturing/Production Work	4,741	5	0	28	66	1,784	2,220	638	0
X Engineering	30,289	674	74	180	147	3,405	18,142	7,667	0
Y Oil/Mining/Plastics/Chemicals	6	0	0	0	0	0	0	6	0
Z Transport Services	335	17	0	0	0	238	80	0	0
All Superclasses	538,977	8,382	2,501	9,619	28,690	109,476	228,750	149,796	1,763

TABLE NU4a: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 ACCESS 1 (SCQF Level 1) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Basic Communication in a Familiar Setting	342	189	153
Handling Money	315	175	140
Using Basic Computer Skills	277	146	131
Recognising Time	264	149	115
Healthy Basic Cooking – Using a Cooker/Microwave	186	107	79
Working with Others on a Group Activity	153	88	65
Healthy Basic Cooking – Producing a Meal	151	77	74
Using Mathematics in Everyday Situations 1 – Time	122	68	54
English and Communication: Oral Communication – Delivering	111	67	44
Developing Drama Skills – Participating with Others	110	66	44
Working with Materials – Using Materials	106	62	44
Sampling Work: An Introduction	104	56	48
English and Communication: Literary Study – Responding to an Imaginative Text	96	61	35
Living Safely at Home – Common Dangers in the Home	93	51	42
Music: Listening and Performing – Performing	90	48	42
English and Communication: Oral Communication – Responding	89	49	40
Using Mathematics in Everyday Situations 1 – Money	83	54	29
Healthy Living – Identifying Healthy Living Principles	82	42	40
Working with Materials – Identifying Materials	76	49	27
Physical Education: Integrated Performance – Participation	73	45	28
Social Awareness and Development: Using Support Services in the Local Community – Identifying Services	72	41	31
English and Communication: Language Study – Understanding Text	69	48	21
Using Mathematics in Everyday Situations 1 – Weight and Measurement	68	36	32
Healthy Basic Cooking – Planning a Meal	66	32	34
Developing Drama Skills – Expressing Ideas and Emotions	63	35	28
Modern Languages: Life in Another Country – Aspects of Life	62	34	28
Living Safely at Home – Safe Use of Household Appliances	60	34	26
English and Communication: Literary Study – Expressing a Point of View	60	44	16
Using Technological Equipment – Identifying Equipment	57	32	25
Science: Carrying Out Experiments	57	28	29
Healthy Basic Cooking: Introduction to Kitchen Routines	55	24	31
Developing Drama Skills – Using Resources	54	27	27
Science: Handling Information	54	26	28
Personal Awareness and Development: Making Local Journeys – Undertaking Local Journeys	54	33	21
Daily Organisation – Identifying Materials	51	27	24
Personal Hygiene – Commonly Used Products	51	24	27
Working with Craft Tools – Using Tools	48	39	9
Using Computer Aided Learning: Using Leisure Programs	48	24	24
Exploring Visual Images – Exploring	47	26	21
Presenting Drama: Participating with Others	45	22	23
Using a Computer – Basic Operations	44	26	18
Working with Craft Tools – Identifying Tools	41	32	9
Personal Awareness and Development: Personal Presentation for Everyday Living – Implementing Presentation	41	23	18
Daily Organisation – Carrying Out Activities	38	19	19
Working with Materials – Selecting Materials	38	25	13
Healthy Basic Cooking – Reviewing the Production of a Meal	38	18	20
Personal Awareness and Development: Personal Presentation for Everyday Living – Planning Requirements	38	22	16
Physical Education: Integrated Performance – Personal Organisation	37	18	19
Using Technological Equipment – Basic Household Operations	36	21	15
Healthy Living – Personal Healthy Living	35	17	18
All Access 1 Units	5,816	3,262	2,554

TABLE NU4b: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 ACCESS 2 (SCQF Level 2) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Information Technology	1,022	471	551
English: Language Study	900	621	279
Using a Computer	896	552	344
Using Mathematics in Everyday Situations 1	890	537	353
English and Communication: Oral Communication	888	592	296
English: Literary Study	869	582	287
Using Mathematics in Everyday Situations 3	863	538	325
Using Mathematics in Everyday Situations 2	855	542	313
Working with Others	752	271	481
Problem Solving	705	229	476
Healthy Basic Cooking	679	412	267
Living Safely at Home	588	357	231
Working with Materials	506	304	202
Exploring Visual Images	457	277	180
Social Awareness and Development – Participating in Leisure Time Activities	448	293	155
Physical Education: Integrated Performance	431	288	143
Vocational Awareness and Development – Sampling Work	426	276	150
Vocational Awareness and Development – Contributing to an Enterprise Activity	424	253	171
Using Computer Aided Learning	402	246	156
Using Technological Equipment	397	250	147
Communication	385	254	131
Developing Personal Ideas	377	201	176
Vocational Awareness and Development – Using Work-Related Skills	373	233	140
Finding and Keeping a Job	339	189	150
Skillstart: Communication in a Work-related Environment	337	211	126
Social Awareness and Development – Participating in a Community Activity	335	208	127
Social Awareness and Development – Using Support Services in the Local Community	333	194	139
Skillstart: Numeracy in a Work-related Environment	326	191	135
Working with Craft Tools: An Introduction	324	259	65
Music Making: Solo (Keyboard) 1	323	262	61
Science	323	207	116
Personal Awareness and Development – Personal Profiling for Independent Living	314	167	147
Developing Drama Skills	295	159	136
French: Life in Another Country	292	172	120
Organisation in the Home	282	165	117
Physical Education: Performance	282	192	90
Social Subjects: Contrasting	266	167	99
Questioning Belief	264	178	86
Personal Awareness and Development – Making Local Journeys	259	170	89
Planning an Environmental Area	234	166	68
Personal Awareness and Development – Personal Presentation for Everyday Living	227	145	82
Practical Craft Skills	216	159	57
Introduction to Working with Tools	212	162	50
Social Subjects: Deciding	211	133	78
Healthy Living	205	107	98
Biology	203	121	82
French: Personal Language	187	115	72
French: Transactional Language	185	102	83
Skillstart Investigation: The World of Work	177	100	77
Developing an Environmental Area	176	124	52
All Access 2 Units	27,372	16,594	10,778

TABLE NU4c: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 ACCESS 3 (SCQF Level 3) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Work Experience	11,813	5,754	6,059
Using a Keyboard	5,112	1,892	3,220
Using Mathematics 1	4,924	2,926	1,998
Using Mathematics 2	4,835	2,881	1,954
Using Mathematics 3	4,662	2,751	1,911
Information Technology	3,667	1,568	2,099
French: Personal Language	1,958	1,285	673
French: Transactional Language	1,857	1,209	648
French: Language in Work	1,836	1,190	646
Induction	1,804	825	979
Communication	1,665	951	714
Introduction to Computers	1,518	634	884
Computer Systems	1,501	871	630
Questioning Morality	1,332	746	586
Using a Microcomputer	1,269	432	837
Computer Application Software	1,260	784	476
Food Preparation Techniques: An Introduction	1,163	628	535
Numeracy	1,117	621	496
Questioning Belief	1,109	609	500
Questioning the World	1,099	626	473
English: Language Study	1,095	693	402
English: Literary Study	1,068	662	406
Multimedia	1,062	709	353
Using a Computer in Business	1,036	503	533
Guidance: On-Going	982	375	607
English: Personal Study (written response)	919	552	367
Cookery Processes: An Introduction	881	424	457
Job Seeking Skills	842	596	246
Working with Others	841	512	329
Health and Technology	815	374	441
Food Preparation for Healthy Eating	805	379	426
Introduction to Decorative Skills	788	692	96
Everyday Chemistry	748	409	339
Problem Solving	746	333	413
Chemistry in Action	742	419	323
Guidance: Pre-Exit	738	279	459
Social Subjects: Deciding	738	498	240
Guidance: Options and Choices	737	171	566
Social Subjects: Contrasting	735	482	253
Spanish: Personal Language	729	375	354
Health and Food Technology: Organisation of Practical Skills	728	383	345
Chemistry and Life	703	375	328
Biotechnological Industries	682	283	399
Food Hygiene for the Hospitality Industry	674	319	355
Growing Plants	670	286	384
Telecommunications	661	534	127
Social Subjects: Organising and Presenting Information	655	442	213
Practical Electricity	654	528	126
Spanish: Transactional Language	642	340	302
Office Practice: An Activity Approach	616	223	393
All Access 3 Units	99,698	54,602	45,096

TABLE NU4d: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 INTERMEDIATE 1 (SCQF Level 4) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Making Moral Decisions	15,901	8,175	7,726
Work Experience	11,954	5,647	6,307
Information Technology	9,842	4,127	5,715
Mathematics 1	9,657	4,916	4,741
Mathematics 2	9,551	4,788	4,763
Mathematics 3	7,823	3,926	3,897
Numeracy	6,686	2,734	3,952
Nature of Belief	6,591	3,323	3,268
English: Language Study	5,899	3,526	2,373
English: Literary Study	5,887	3,508	2,379
Communication	5,741	3,061	2,680
English: Personal Study (written response)	5,715	3,423	2,292
Working with Others	5,004	2,783	2,221
Information Technology: Office Applications	4,699	1,586	3,113
Word Processing 1	4,664	1,564	3,100
Food Preparation Techniques: An Introduction	4,489	1,662	2,827
Health and Technology	4,253	1,654	2,599
Cookery Processes: An Introduction	4,220	1,556	2,664
Food Hygiene for the Hospitality Industry	3,994	1,424	2,570
Biotechnological Industries	3,891	1,480	2,411
Growing Plants	3,811	1,438	2,373
Justice in the World	3,618	1,787	1,831
Introduction to Computer Application Packages	3,148	1,562	1,586
Computer Application Software	2,874	1,799	1,075
Accident and Emergency Procedures	2,823	459	2,364
Hospitality: Organisation of Practical Skills	2,680	972	1,708
Food Preparation for Healthy Eating	2,608	621	1,987
The Internet	2,537	1,532	1,005
Computer Systems	2,535	1,638	897
Applications of Mathematics	2,513	1,226	1,287
Child Development: Birth to Young Adulthood	2,457	90	2,367
The Human Body	2,427	239	2,188
Chemistry in Action	2,326	1,275	1,051
Religion and the Social World	2,279	1,176	1,103
Chemistry and Life	2,166	1,199	967
Everyday Chemistry	2,164	1,215	949
Administrative Support	2,050	705	1,345
Practical Electricity	1,853	1,417	436
Telecommunications	1,806	1,470	336
Electronics	1,763	1,502	261
Sound and Music	1,734	1,422	312
Movement	1,694	1,371	323
Radiations	1,630	1,321	309
Design Activity	1,558	766	792
French: Personal and Social Language	1,541	780	761
Bench Skills 1 – Wood Flat Frame Construction	1,534	1,292	242
Physical Education: Performance A	1,531	971	560
Bench Skills 2 – Wood Carcase Construction	1,505	1,283	222
Design and Make	1,490	1,262	228
French: Language in Work	1,453	744	709
All Intermediate 1 Units	316,889	153,333	163,556

TABLE NU4e: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 INTERMEDIATE 2 (SCQF Level 5) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Language Study	18,520	9,369	9,151
English: Literary Study	18,218	9,272	8,946
English: Personal Study (written response)	17,952	9,138	8,814
Mathematics 1	16,705	8,045	8,660
Mathematics 2	16,580	8,018	8,562
Mathematics 3	14,415	7,014	7,401
Information Technology	11,856	4,369	7,487
Communication	9,744	3,571	6,173
Making Moral Decisions	9,160	4,141	5,019
Working with Others	7,102	3,116	3,986
Information Technology: Office Applications	6,980	2,003	4,977
Word Processing 2	6,530	1,826	4,704
Living Cells	6,290	1,947	4,343
Animal Physiology	6,174	1,933	4,241
Environmental Biology and Genetics	5,861	1,858	4,003
Applications of Mathematics	5,855	2,784	3,071
Administrative Support	5,189	1,445	3,744
Numeracy	4,980	1,800	3,180
Database Systems	4,466	2,942	1,524
Computer Application Software	4,428	2,927	1,501
Promoting Positive Behaviour in Children	4,295	125	4,170
Food Preparation for Healthy Eating	4,285	1,166	3,119
Foods of the World	4,192	1,118	3,074
Physical Education: Performance	4,187	3,091	1,096
Design Activity	4,043	1,576	2,467
Expressive Activity	4,003	1,557	2,446
Art and Design Studies	3,947	1,542	2,405
Bench Skills 1 – Wood Flat Frame Construction	3,837	3,225	612
Historical Study – Options	3,795	1,787	2,008
Bench Skills 2 – Wood Carcase Construction	3,757	3,158	599
Child Protection: An Introduction	3,735	137	3,598
Historical Study – Scottish and British	3,722	1,746	1,976
Machining and Finishing – Wood	3,697	3,120	577
Historical Study – European and World	3,670	1,735	1,935
Nature of Belief	3,394	1,455	1,939
Practical Cookery Skills for the Hospitality Industry	3,356	915	2,441
Computer Systems	3,245	2,410	835
Multimedia	3,130	2,117	1,013
Software Development	3,056	2,282	774
Building Blocks	3,001	1,404	1,597
Computing Project	3,001	2,221	780
Carbon Compounds	2,962	1,379	1,583
Waves and Optics	2,946	2,158	788
Physical Education: Analysis of Performance	2,934	2,225	709
Acids, Bases and Metals	2,927	1,378	1,549
Mechanics and Heat	2,900	2,115	785
Physical Education: Investigation of Performance	2,898	2,195	703
Radioactivity	2,875	2,118	757
People and the Environment – Europe	2,735	1,630	1,105
Music: Performing, Inventing and Listening	2,721	1,274	1,447
All Intermediate 2 Units	553,875	264,951	288,924

TABLE NU4f: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 HIGHER (SCQF Level 6) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Language Study	30,721	13,083	17,638
English: Literary Study	30,595	13,047	17,548
English: Personal Study (written response)	29,784	12,715	17,069
Mathematics 3	20,079	10,456	9,623
Mathematics 2	19,991	10,423	9,568
Mathematics 1	19,948	10,388	9,560
Electricity and Electronics	9,827	7,012	2,815
Mechanics and Properties of Matter	9,787	6,960	2,827
Radiation and Matter	9,770	6,984	2,786
The World of Carbon	9,674	4,785	4,889
Chemical Reactions	9,584	4,742	4,842
Cell Biology	9,531	2,960	6,571
Energy Matters	9,530	4,715	4,815
Historical Special Topic	9,498	4,103	5,395
Control and Regulation	9,437	2,919	6,518
Historical Study – European and World	9,429	4,084	5,345
Genetics and Adaptation	9,393	2,907	6,486
Historical Study – Scottish and British	9,353	4,019	5,334
Political Issues in the United Kingdom	8,773	3,380	5,393
International Issues	8,735	3,372	5,363
Social Issues in the United Kingdom	8,704	3,357	5,347
Expressive Activity	8,666	2,664	6,002
Art and Design Studies	8,452	2,570	5,882
Design Activity	8,444	2,570	5,874
Geography: Physical Core	8,191	4,483	3,708
Geography: Human Core	8,162	4,462	3,700
Geography: Applications	8,110	4,434	3,676
Business Enterprise	6,533	2,884	3,649
Business Decision Areas	6,529	2,877	3,652
Physical Education: Performance	6,398	4,808	1,590
First Aid Measures	5,589	855	4,734
Software Development	5,441	4,061	1,380
Computer Systems	5,425	4,049	1,376
Physical Education: Analysis of Performance	5,330	4,002	1,328
Physical Education: Investigation of Performance	5,311	3,987	1,324
French: Language	5,301	1,296	4,005
Information Technology for Management	5,132	1,067	4,065
Administrative Services	5,106	1,056	4,050
Music: Performing, Inventing and Listening	4,654	1,959	2,695
French: Extended Reading/Viewing	4,383	1,072	3,311
Music: Performing Extension	4,375	1,730	2,645
The Continuation of Life	4,324	1,071	3,253
Approaches and Methods in Psychology	4,320	1,156	3,164
Cell Function and Inheritance	4,249	1,093	3,156
Behaviour, Populations and the Environment	4,079	1,035	3,044
English: Personal Study (spoken response)	4,065	1,670	2,395
Social Psychology	3,929	1,013	2,916
Computer Graphics	3,626	2,537	1,089
Technical Graphics 2	3,577	2,498	1,079
Technical Graphics 1	3,574	2,496	1,078
All Higher Units	655,514	294,405	361,109

TABLE NU4g: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 ADVANCED HIGHER (SCQF Level 7) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Mathematics 1	2,820	1,689	1,131
Mathematics 3	2,738	1,648	1,090
Mathematics 2	2,723	1,630	1,093
English: Literary Study	2,107	675	1,432
English: Specialist Study	2,064	659	1,405
Organic Chemistry	2,016	1,013	1,003
Electronic Structure and the Periodic Table	2,015	1,011	1,004
Principles of Chemical Reactions	2,015	1,012	1,003
Chemical Investigation	2,014	1,014	1,000
English: Creative Writing	1,831	585	1,246
Biology Investigation	1,813	520	1,293
Cell and Molecular Biology	1,811	519	1,292
Environmental Biology	1,809	519	1,290
Wave Phenomena	1,720	1,321	399
Mechanics	1,718	1,320	398
Electrical Phenomena	1,718	1,320	398
Physics Investigation	1,717	1,320	397
Physiology, Health and Exercise	1,369	382	987
Music: Performing, Inventing and Listening	1,114	480	634
Historical Research	1,094	476	618
Historical Study	1,091	476	615
Enquiry: Expressive	1,069	320	749
Music: Performing Extension 1	1,034	411	623
Geographical Methods and Techniques	1,025	479	546
Geographical Issues	1,022	478	544
Geographical Study	1,021	477	544
Enquiry: Design	971	245	726
French: Language	852	175	677
Modern Studies: Practical Research	820	319	501
Political and Social Issues	819	318	501
Art and Design Studies: Visual Arts	811	240	571
French: Extended Reading/Viewing	803	163	640
English: Textual Analysis	782	242	540
Art and Design Studies: Design	762	189	573
Computing Project	643	555	88
Software Development	617	540	77
Design Activity	517	155	362
Computer-Aided Graphic Presentation	506	354	152
Computer-Aided 3D Modelling – Visualisation and Presentation	499	353	146
Technical Graphics	497	351	146
Expressive Activity	494	141	353
Physical Education: Performance	484	346	138
Music: Performing Extension 2	385	127	258
The Management Context	366	176	190
Business Investigation	366	176	190
Animal Behaviour	342	108	234
Biotechnology	308	100	208
German: Language	297	72	225
English and Communication: Specialist Study	290	102	188
German: Extended Reading/Viewing	285	67	218
All Advanced Higher Units	66,130	31,749	34,381

TABLE NU5: ENTRIES FOR NATIONAL UNITS BY LEVEL, GENDER AND RESULT, 2004

ALL CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevelled	25,250	16,669	3,543	2,381	2,657
Access 1 (SCQF Level 1)	5,816	4,753	130	159	774
Access 2 (SCQF Level 2)	27,372	20,335	1,118	981	4,938
Access 3 (SCQF Level 3)	99,698	70,369	5,947	3,893	19,489
Intermediate 1 (SCQF Level 4)	316,889	207,811	21,237	13,116	74,725
Intermediate 2 (SCQF Level 5)	553,875	379,796	32,247	25,633	116,199
Higher (SCQF Level 6)	655,514	514,649	22,756	23,392	94,717
Advanced Higher (SCQF Level 7)	66,130	53,142	936	182	11,870
All levels	1,750,544	1,267,524	87,914	69,737	325,369
		72%	5%	4%	19%

MALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevelled	11,420	7,392	1,984	619	1,425
Access 1 (SCQF Level 1)	3,262	2,637	71	92	462
Access 2 (SCQF Level 2)	16,594	12,126	735	557	3,176
Access 3 (SCQF Level 3)	54,602	37,600	3,583	1,937	11,482
Intermediate 1 (SCQF Level 4)	153,333	96,411	11,644	6,400	38,878
Intermediate 2 (SCQF Level 5)	264,951	175,825	18,170	13,115	57,841
Higher (SCQF Level 6)	294,405	230,190	11,471	11,356	41,388
Advanced Higher (SCQF Level 7)	31,749	25,731	598	117	5,303
All levels	830,316	587,912	48,256	34,193	159,955
		71%	6%	4%	19%

FEMALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	WITHDRAWN
Unlevelled	13,830	9,277	1,559	1,762	1,232
Access 1 (SCQF Level 1)	2,554	2,116	59	67	312
Access 2 (SCQF Level 2)	10,778	8,209	383	424	1,762
Access 3 (SCQF Level 3)	45,096	32,769	2,364	1,956	8,007
Intermediate 1 (SCQF Level 4)	163,556	111,400	9,593	6,716	35,847
Intermediate 2 (SCQF Level 5)	288,924	203,971	14,077	12,518	58,358
Higher (SCQF Level 6)	361,109	284,459	11,285	12,036	53,329
Advanced Higher (SCQF Level 7)	34,381	27,411	338	65	6,567
All levels	920,228	679,612	39,658	35,544	165,414
		74%	4%	4%	18%

* Entry result as of 02/02/2005.

TABLE NU6a: CANDIDATES ENTERED FOR NATIONAL UNITS, 2004

CANDIDATES BY NUMBER OF UNITS, GENDER AND CENTRE TYPE

NUMBER OF UNITS	ALL CANDIDATES	MALE CANDIDATES	FEMALE CANDIDATES	FE CANDIDATES	SCHOOL CANDIDATES
1	60,248	25,860	34,388	28,152	29,650
2	25,920	11,064	14,856	12,115	13,034
3	20,101	9,050	11,051	7,344	11,942
4	11,571	5,376	6,195	3,809	7,592
5	9,320	4,257	5,063	3,353	5,677
6	9,861	4,732	5,129	3,584	6,103
7	8,238	3,975	4,263	2,957	5,217
8	7,517	3,595	3,922	2,660	4,811
9	8,043	3,983	4,060	2,486	5,453
10-14	39,489	17,823	21,666	11,820	27,489
15-19	38,239	18,852	19,387	9,775	28,398
20+	6,050	3,145	2,905	2,896	3,099
Total candidates	244,597	111,712	132,885	90,951	148,465
Total Units	1,750,544	830,316	920,228	538,977	1,196,710
Units per candidate	7.2	7.4	6.9	5.9	8.1

TABLE NU6b: CANDIDATES ENTERED FOR NATIONAL UNITS, 2004

CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	ALL CANDIDATES	<16	16	17	18	19	20-24	25+
1	60,248	29,436	1,236	1,487	1,524	1,111	3,837	21,617
2	25,920	12,767	868	1,067	676	464	1,376	8,702
3	20,101	10,675	1,003	1,571	586	413	1,059	4,794
4	11,571	6,784	712	1,160	338	213	508	1,856
5	9,320	4,416	811	1,737	371	233	491	1,261
6	9,861	3,593	1,046	2,627	452	231	516	1,396
7	8,238	2,886	927	2,379	427	212	327	1,080
8	7,517	1,771	1,055	3,047	442	164	356	682
9	8,043	1,596	1,265	3,578	465	224	396	519
10-14	39,489	6,229	15,101	11,319	2,069	860	1,550	2,361
15-19	38,239	5,686	23,820	3,085	1,482	580	1,363	2,223
20+	6,050	1,017	2,968	661	269	146	317	672
Total candidates	244,597	86,856	50,812	33,718	9,101	4,851	12,096	47,163
Total Units	1,750,544	397,119	687,846	306,978	76,326	34,578	74,261	173,436
Units per candidate	7.2	4.6	13.5	9.1	8.4	7.1	6.1	3.7

TABLE NU6c: CANDIDATES ENTERED FOR NATIONAL UNITS, 2004

SCHOOL CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	SCHOOL CANDIDATES	AGE						
		<16	16	17	18	19	20-24	25+
1	29,650	28,838	418	173	86	12	7	116
2	13,034	12,173	269	392	79	7	3	111
3	11,942	10,303	523	965	47	4	19	81
4	7,592	6,480	337	729	35	7	0	4
5	5,677	3,969	371	1,284	39	7	0	7
6	6,103	3,335	655	2,057	49	4	0	3
7	5,217	2,745	541	1,882	41	3	1	4
8	4,811	1,651	654	2,432	71	2	0	1
9	5,453	1,477	915	2,983	67	5	2	4
10-14	27,489	5,764	12,993	8,529	189	7	2	5
15-19	28,398	5,314	21,839	1,187	54	1	1	2
20+	3,099	823	2,124	151	1	0	0	0
Total candidates	148,465	82,872	41,639	22,764	758	59	35	338
Total Units	1,196,710	375,189	601,299	213,283	5,667	316	144	812
Units per candidate	8.1	4.5	14.4	9.4	7.5	5.4	4.1	2.4

TABLE NU6d: CANDIDATES ENTERED FOR NATIONAL UNITS, 2004

FE CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	FE CANDIDATES	AGE						
		<16	16	17	18	19	20-24	25+
1	28,152	572	765	1,261	1,388	1,023	3,443	19,700
2	12,115	580	562	650	583	441	1,263	8,036
3	7,344	353	460	597	531	402	993	4,008
4	3,809	276	365	420	302	204	489	1,753
5	3,353	354	379	437	326	220	462	1,175
6	3,584	232	379	555	396	213	472	1,337
7	2,957	133	377	492	384	202	315	1,054
8	2,660	107	391	608	370	162	348	674
9	2,486	112	348	586	393	213	356	478
10-14	11,820	449	2,093	2,747	1,851	826	1,515	2,339
15-19	9,775	363	1,966	1,890	1,424	575	1,351	2,206
20+	2,896	191	825	499	256	145	313	667
Total candidates	90,951	3,722	8,910	10,742	8,204	4,626	11,320	43,427
Total Units	538,977	20,528	85,402	92,634	69,788	33,529	71,730	165,366
Units per candidate	5.9	5.5	9.6	8.6	8.5	7.2	6.3	3.8

Note: Age at 31 December 2003.



GROUP AWARDS

Reporting for Group Awards is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/03 – 31/7/04), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/03 – 31/7/04), ie the certificate is actually awarded within that time period.

Table GA1

Table GA2

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

- There continued to be a large decrease in GSVQ entries and awards. 2004 saw a 51% decrease in entries and a 57% decrease in awards. There have been no GSVQ entries from schools in the past two years. This decrease is due to centres gradually replacing GSVQs with Scottish Group Awards (SGAs).
- 62% of GSVQ candidates were aged under 20. Overall, more female candidates were entered for GSVQs than male (75% female, 25% male).
- The qualification with the highest number of entries was the National Certificate (level III) Care: Child Care and Education with 89 entries.

Table GA3

Table GA4

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

- There has been a slight decrease of 8% in the number of entries in 2004. However, awards have increased by 4%.
- 81% of NCGA candidates were aged under 20. Overall, more male candidates were entered for NCGAs than female (86% male, 14% female).
- The qualification with the highest number of entries was the National Certificate in Engineering Practice with 379 entries.

Table GA5

This table gives information about entries and awards for National Certificate Clusters – these Group Awards are made up of three National Units (formerly National Certificate Modules). As each Unit is based on a notional 40 hours duration, National Certificate Clusters are completed in around 120 hours.

- There have been no entries for National Certificate Clusters and only seven awards in 2004.
- It is expected that this will be the final year of National Certificate Cluster reporting.

Table GA6
Table GA7

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

- There has been a drop of 14% in overall SGA entries in 2004. This is due to a decrease in entries from the FE college sector. School entries have increased by 22%.
- SGA awards have increased by 17% this year. The increase is wholly from the school sector.
- 78% of candidates were aged under 20. Overall, more female candidates were entered for SGAs than male (55% female, 45% male).
- The qualification with the highest number of entries was Care (Intermediate 2) with 436 entries.

Table GA8
Table GA9

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.

- Both entries and awards greatly increased in 2004 (243% increase in entries, 103% increase in awards).
- 61% of candidates were aged 30 and over. Overall, more female candidates were entered for SPAs than male (56% female, 44% male).
- The qualification with the highest number of entries was Specialised Plant and Machinery Operations with 458 entries.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE GA1: TREND IN GENERAL SCOTTISH VOCATIONAL QUALIFICATIONS, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	43	9	0	0	-
FE College	2,598	1,817	835	413	-51%
Other	0	30	8	0	-
Total	2,641	1,856	843	413	-51%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	69	31	3	0	-
FE College	1,915	1,377	586	252	-57%
Other	6	15	5	6	20%
Total	1,990	1,423	594	258	-57%

TABLE GA2: GENERAL SCOTTISH VOCATIONAL QUALIFICATION ENTRIES, 2004

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	102	69	10	5	18
Female Candidates	311	189	25	26	71
Total Candidates	413	258	35	31	89
– as percentages		62%	8%	8%	22%

Note: Age at 31 December 2003.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
National Certificate (Level II) Construction	33	100%	0%
National Certificate (Level II) Care	16	6%	94%
National Certificate (Level II) Business	13	62%	38%
National Certificate (Level II) Travel and Tourism	9	11%	89%
All Level II GSVQs	71	61%	39%
National Certificate (Level III) Care: Child Care and Education	89	1%	99%
National Certificate (Level III) Care: Health Car	55	9%	91%
National Certificate (Level III) Care: Social Care	52	23%	77%
National Certificate (Level III) Care	40	10%	90%
National Certificate (Level III) Travel and Tourism	35	11%	89%
National Certificate (Level III) Hospitality: Food Preparation and Cooking	29	79%	21%
National Certificate (Level III) Arts and Social Sciences	22	27%	73%
National Certificate (Level III) Science	19	21%	79%
National Certificate (Level III) Travel and Tourism: Retail Travel	1	0%	100%
All Level III GSVQs	342	17%	83%
All GSVQs Entries	413	25%	75%

TABLE GA3: TREND IN NATIONAL CERTIFICATE GROUP AWARDS, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	2,892	3,025	2,804	2,516	-10%
Other	116	96	89	132	48%
Total	3,008	3,121	2,893	2,648	-8%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	1,966	1,725	1,671	1,745	4%
Other	135	70	39	36	-8%
Total	2,101	1,795	1,710	1,781	4%

TABLE GA4: NATIONAL CERTIFICATE GROUP AWARD ENTRIES, 2004

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20–24	25–29	30+
Male Candidates	2,275	1,890	179	71	135
Female Candidates	373	258	30	21	64
Total Candidates	2,648	2,148	209	92	199
– as percentages		81%	8%	3%	8%

Note: Age at 31 December 2003.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
National Certificate in Engineering Practice	379	98%	2%
National Certificate in Engineering	352	96%	4%
National Certificate in Electronic Engineering	247	98%	2%
National Certificate in Fabrication and Welding Engineering Practice	245	99%	1%
National Certificate in Electrical Engineering	190	96%	4%
National Certificate in Electronic Engineering Practice	179	93%	7%
National Certificate in Multi Discipline Engineering	133	95%	5%
National Certificate in Clothing and Fashion	116	11%	89%
National Certificate in Electrical Engineering Practice	112	96%	4%
National Certificate in Pharmaceutical Sciences	79	19%	81%
National Certificate in Service Engineering: Land-Based Industries	72	100%	0%
National Certificate in Aeronautical Engineering Practice	69	100%	0%
National Certificate in Greenkeeping	63	97%	3%
National Certificate in Measurement and Control	23	100%	0%
National Certificate in Library and Information Science	18	6%	94%
National Certificate in Fabrication and Welding Engineering	16	100%	0%
National Certificate in Aeronautical Engineering	8	100%	0%
Workstart	6	0%	100%
National Certificate in Engineering with Science	2	100%	0%
All Unlevelled NC Group Awards	2,309	89%	11%
Skillstart (Access 2)	189	53%	47%
Skillstart (Access 3)	36	67%	33%
Army Preparation (Intermediate 2)	114	84%	16%
All National Certificate Group Awards	2,648	86%	14%

TABLE GA5: TREND IN NATIONAL CERTIFICATE CLUSTERS, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	60	0	0	0	-
FE College	55	9	38	0	-
Other	91	109	43	0	-
Total	206	118	81	0	-

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	500	1	0	0	-
FE College	102	16	36	0	-
Other	59	98	44	7	-84%
Total	661	115	80	7	-91%

TABLE GA6: TREND IN SCOTTISH GROUP AWARDS, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	601	849	1,136	1,391	22%
FE College	1,274	1,774	2,837	2,011	-29%
Total	1,875	2,623	3,973	3,402	-14%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	76	380	651	904	39%
FE College	225	619	821	819	0%
Total	301	999	1,472	1,723	17%

TABLE GA7: SCOTTISH GROUP AWARD ENTRIES, 2004

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	1,531	1,279	82	41	129
Female Candidates	1,871	1,378	104	98	291
Total Candidates	3,402	2,657	186	139	420
– as percentages		78%	5%	4%	12%

Note: Age at 31 December 2003.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
– Single	194	56%	44%
– Double	79	66%	34%
– Triple	77	65%	35%
All Access 2 Scottish Group Awards	350	60%	40%
– Single	72	81%	19%
– Double	34	82%	18%
– Triple	24	79%	21%
All Access 3 Scottish Group Awards	130	81%	19%
General Scottish Group Award (Intermediate 1)	107	37%	63%
Care	436	9%	91%
Computing and Information Technology	413	78%	22%
Business	174	33%	67%
Hospitality	167	57%	43%
Arts	100	36%	64%
Engineering	95	100%	0%
Science	83	45%	55%
Scottish Group Award	74	46%	54%
Social Sciences	65	32%	68%
Construction	47	98%	2%
Travel and Tourism	41	15%	85%
Sport and Leisure	29	79%	21%
Land and Environment	26	92%	8%
Technology	23	52%	48%
Art and Design	6	17%	83%
Communication and Media	5	20%	80%
All Intermediate 2 Scottish Group Awards	1,784	48%	52%

TABLE GA7: SCOTTISH GROUP AWARD ENTRIES, 2004 (CONTINUED)

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Care – Health Care	209	9%	91%
Science	189	47%	53%
Care – Social Care	142	18%	82%
Arts	109	27%	73%
Scottish Group Award	103	38%	62%
Technology	83	63%	37%
Arts – Social Sciences	75	24%	76%
Business	56	30%	70%
Computing and Information Technology	21	86%	14%
Arts – Modern Languages	12	25%	75%
Arts – Creative Arts	8	38%	63%
Hospitality	7	71%	29%
Art and Design	2	0%	100%
All Higher Scottish Group Awards	1,016	31%	69%
General Scottish Group Award (Advanced Higher)	15	40%	60%
All Scottish Group Awards	3,402	45%	55%

TABLE GA8: TREND IN SCOTTISH PROGRESSION AWARDS, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT
					CHANGE
					2003/2004
School	0	0	0	310	–
FE College	31	81	205	877	328%
Other	91	346	437	1,012	132%
Total	122	427	642	2,199	243%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT
					CHANGE
					2003/2004
School	0	0	0	10	–
FE College	2	19	189	193	2%
Other	66	124	278	745	168%
Total	68	143	467	948	103%

TABLE GA9: SCOTTISH PROGRESSION AWARD ENTRIES, 2004

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP			
		UNDER 20	20-24	25-29	30+
Male Candidates	965	365	38	56	506
Female Candidates	1,234	296	46	48	844
Total Candidates	2,199	661	84	104	1,350
– as percentages		30%	4%	5%	61%

Note: Age at 31 December 2003.

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Specialised Plant and Machinery Operations	458	100%	0%
Home Care Practice	435	4%	96%
Care	380	19%	81%
Accessing Playwork	118	3%	97%
Children's Care and Play	101	6%	94%
Professional Cookery: An Introduction	92	23%	77%
Supported Employment	68	54%	46%
Culinary Excellence	19	5%	95%
Drivers and Escorts – Care	9	56%	44%
Caring for Children and Young People	7	0%	100%
All Unlevelled Scottish Progression Awards	1,687	37%	63%
Beginner PC Passport (Intermediate 1)	228	56%	44%
Building Crafts	177	97%	3%
Intermediate PC Passport	80	38%	63%
All Intermediate 2 Scottish Progression Awards	257	79%	21%
Advanced PC Passport (Higher)	27	48%	52%
All Scottish Progression Awards	2,199	44%	56%



ACCESS CLUSTERS

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

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

Reporting for Access is as follows:

- 'Entries' are the entries for a year (eg 1/8/03 – 31/7/04), ie the centre estimates that the candidate will complete the award within that time period.
- 'Awards' are entries which have been successfully resulted.

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

Table AC1 **Table AC2**

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

- There were 2,344 entries at Access 2 in 2004, a 4% increase from 2003.
- The increase in entries came wholly from the school sector. This sector now accounts for 96% of Access 2 Cluster entries. Entries from the FE sector have remained unchanged.
- 43% of Access 2 candidates were aged 15. There were more entries from male candidates than female candidates this year (63% male, 37% female).

Table AC3

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

- There have been increases in entries for many of the Access 2 subjects; or notably, Home Economics, Managing Environmental Resources, and Personal and Social Education.
- Only three high-uptake subjects (of over 100 entries) had a drop in entries: French, Social Subjects, and Mathematics; a 23%, 21% and 4% drop respectively.

Table AC4

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

- Of the larger uptake subjects, increases in the number of awards can be seen in Home Economics, Personal and Social Education, Art and Design, English and Communication, and Mathematics.
- Computing was the only high-uptake subject which had a decrease in awards, down 15%.

Table AC5 **Table AC6**

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

- There were 12,759 entries at Access 3 in 2004, a 39% increase from 2003, with almost all entries (99%) from the school sector.
- 63% of Access 3 candidates were aged 15. There were more entries from male candidates than female candidates this year (59% male, 41% female).

Table AC7

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

- There have been increases in entries for all but one of the larger uptake Access 3 subjects; German saw a decrease in entries of 12%.
- Of the high-uptake subjects Mathematics, Biology, and Physics saw the greatest increase in numbers (+1,049, +336 and +308, respectively).
- Seven of the 26 Access 3 subjects more than doubled the numbers of entries received in 2003.

Table AC8

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

- The number of Access 3 Cluster awards has increased by 44% in 2004.
- The largest number of awards were in Mathematics and French, both of which saw increased numbers of awards in 2004; Mathematics awards increased by 49%, French awards increased by 42%.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE AC1: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS BY CENTRE TYPE, 2000 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2000	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
School	121	1,226	1,665	2,173	2,260	4%
FE College	19	12	22	84	84	0%
Other	0	0	0	7	0	-
Total	140	1,238	1,687	2,264	2,344	4%

TABLE AC2: ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS BY AGE AND GENDER, 2004

ENTRIES BY AGE AND GENDER

	ALL AGES	UNDER 14	AGE GROUP				
			14	15	16	17	18+
Male Candidates	1,469	50	368	625	214	159	53
Female Candidates	875	33	183	377	125	125	32
Total Candidates	2,344	83	551	1,002	339	284	85
– as percentages		4%	24%	43%	14%	12%	4%

Note: Age at 31 December 2003.

TABLE AC3: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS, 2000 TO 2004

ALL CANDIDATES

SUBJECT						PERCENT
	2000	2001	2002	2003	2004	CHANGE 2003/2004
Art and Design		93	108	146	162	11%
Business			12	12	18	50%
Computing	13	83	185	182	194	7%
Drama		12		37	43	16%
English and Communication	21	307	424	390	421	8%
Enterprise through Craft	4	49	20	50	18	-64%
French	20	28	65	143	110	-23%
German			46	36	35	-3%
Home Economics	21	87	114	85	172	102%
Italian			14	15	7	-53%
Managing Environmental Resources		26	57	55	101	84%
Mathematics	23	246	350	460	441	-4%
Media Studies	1	10	7	11	4	-64%
Music		19		27	15	-44%
Personal Care	5	28	24	13	32	146%
Personal and Social Education	23	81	76	176	216	23%
Physical Education	3	75	74	92	48	-48%
Religious, Moral and Philosophical Studies		21	34	67	49	-27%
Science		1	34	112	128	14%
Social Subjects	6	20	31	130	103	-21%
Spanish		52	12	25	27	8%
Totals	140	1,238	1,687	2,264	2,344	4%

TABLE AC4: TREND IN AWARDS FOR ACCESS 2 (SCQF Level 2) CLUSTERS, 2000 TO 2004

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE	
					2004	2003/2004
Art and Design		51	90	97	130	34%
Business			12	8	9	13%
Computing	9	41	159	138	117	-15%
Drama		1		22	23	5%
English and Communication	20	197	379	272	333	22%
Enterprise through Craft	4	13	10	13	13	0%
French	20	18	53	76	86	13%
German			17	30	33	10%
Home Economics	11	41	109	64	123	92%
Italian			14	15	7	-53%
Managing Environmental Resources		14	46	36	70	94%
Mathematics	21	153	277	315	319	1%
Media Studies	1	9	7	5	4	-20%
Music		0		4	8	100%
Personal Care	5	13	14	9	26	189%
Personal and Social Education	23	30	52	74	116	57%
Physical Education	3	46	55	70	23	-67%
Religious, Moral and Philosophical Studies		1	22	19	22	16%
Science		0	0	34	64	88%
Social Subjects	6	15	25	72	65	-10%
Spanish		33	12	25	26	4%
Totals	123	676	1,353	1,398	1,617	16%

**TABLE AC5: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS
BY CENTRE TYPE, 2000 TO 2004**

ENTRIES BY CENTRE TYPE

CENTRE TYPE						PERCENT
	2000	2001	2002	2003	2004	CHANGE 2003/2004
School	105	1,874	3,521	9,084	12,606	39%
FE College	4	9	25	48	153	219%
Other	2	9	21	22	0	-
Total	111	1,892	3,567	9,154	12,759	39%

TABLE AC6: ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS BY AGE AND GENDER, 2004

ENTRIES BY AGE AND GENDER

	ALL AGES	AGE GROUP					
		UNDER 14	14	15	16	17	18+
Male Candidates	7,508	163	1,873	4,747	546	100	79
Female Candidates	5,251	145	1,329	3,261	366	79	71
Total Candidates	12,759	308	3,202	8,008	912	179	150
- as percentages		2%	25%	63%	7%	1%	1%

Note: Age at 31 December 2003.

TABLE AC7: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS, 2000 TO 2004

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	2004	PERCENT
						CHANGE
						2003/2004
Art and Design		23	8	108	193	79%
Biology		12	78	512	848	66%
Business	2	54	138	174	202	16%
Chemistry		24	135	585	844	44%
Computing		99	69	409	603	47%
Drama				18	63	250%
English*	23	125	177	537	804	50%
Enterprise through Craft	14	14	49	65	134	106%
French	10	339	783	1,297	1,563	21%
Gaelic (Learners)		17	14	2	2	0%
German	3	125	242	487	427	-12%
Home Economics – Fashion and Textile Technology		6		1	2	100%
Home Economics – Health and Food Technology	14	176	248	538	543	1%
Home Economics – Lifestyle and Consumer Technology	1	27	5	67	30	-55%
Italian		13	13	132	43	-67%
Managing Environmental Resources			5	8	62	675%
Mathematics	35	579	1,001	2,706	3,755	39%
Media Studies		4	10	28	41	46%
Music		102	63	116	238	105%
Personal and Social Education		2	14	21	67	219%
Physical Education			13	114	143	25%
Physics		14	48	300	608	103%
Religious, Moral and Philosophical Studies		36	188	471	609	29%
Russian		3		7	2	-71%
Social Subjects		15	148	328	467	42%
Spanish	9	83	118	123	466	279%
Totals	111	1,892	3,567	9,154	12,759	39%

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

TABLE AC8: TREND IN AWARDS FOR ACCESS 3 (SCQF Level 3) CLUSTERS, 2000 TO 2004

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	2004	PERCENT
						CHANGE
						2003/2004
Art and Design		9	8	63	129	105%
Biology		9	62	370	666	80%
Business	2	27	131	100	142	42%
Chemistry		12	113	409	642	57%
Computing		33	66	257	338	32%
Drama				5	20	300%
English*	21	73	163	363	619	71%
Enterprise through Craft	14	11	31	48	61	27%
French	10	261	660	897	1,274	42%
Gaelic (Learners)		14	14	2	2	0%
German	3	57	231	325	342	5%
Home Economics – Fashion and Textile Technology		0		0	0	–
Home Economics – Health and Food Technology	14	91	197	322	305	-5%
Home Economics – Lifestyle and Consumer Technology	1	13	1	42	16	-62%
Italian		11	10	105	26	-75%
Managing Environmental Resources			5	4	36	800%
Mathematics	33	389	940	2,083	3,097	49%
Media Studies		3	3	20	14	-30%
Music		80	47	56	114	104%
Personal and Social Education		0	14	7	47	571%
Physical Education			12	77	51	-34%
Physics		3	48	185	297	61%
Religious, Moral and Philosophical Studies		12	132	359	291	-19%
Russian		3		7	0	–
Social Subjects		7	132	210	318	51%
Spanish	9	57	96	83	360	334%
Totals	107	1,175	3,116	6,399	9,207	44%

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



STANDARD GRADE

Standard Grade is normally taken after four years of secondary education when candidates are, on average, 15–16 years old. It is based on a criterion-referenced system and is structured in such a way that almost all candidates in the age group take the examination. The results are reported on a scale of 1 to 7, with 1 the highest, in a profile of performance which gives grades for Elements of a subject, as well as an overall award. In most subjects, one of these Elements is assessed internally with moderation by SQA.

Standard Grade Foundation level is at level 3 on the Scottish Credit and Qualifications Framework.

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

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

Standard Grade had candidate uptake in 36 subjects in 2004, with two additional variants of English for candidates with special needs. 2003 saw the restructure of the modern language Standard Grade Courses. This entailed the inclusion of the writing Element as part of the Course, rather than as an optional Element. This change affected all modern languages except Gaelic (Learners).

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

Table SG1

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

- There were 433,855 subject entries at Standard Grade in 2004, a 4% decrease compared with 2003. This is the third consecutive year that there has been decrease in Standard Grade entries.
- The most considerable drop in entry numbers, in subjects with more than 1,000 entries, was in Standard Grade Science, down 27%. This is due to candidates being presented for Intermediate level individual science subjects and Access Clusters instead.

- There were also large decreases in Accounting and Finance (down 16%), Computing Studies (down 13%), German (down 10%), and Religious Studies (down 9%).
- There was a substantial increase in numbers being presented for Standard Grade Business Management and Drama this year, an increase of 13% and 6% respectively. Both have shown a continuous growth over the five-year period.
- 2004 was the first year, over the five-year trend period, in which entries in both Art and Design, and Music have decreased.

Table SG2

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

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

Table SG3

Table SG4

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

- 45% of subject entries resulted in a Credit award (grade 1–2), 40% in a General award (grade 3–4), and 12% a Foundation award (grade 5–6).
- Candidates obtained considerably better grades in the Practical Abilities Element of the sciences, Computing, Business Management, Administration, Craft and Design, and Accounting and Finance. This is also true of the Investigating Element in Classical Studies and Religious Studies, the Practical Performance Element in Physical Education, and the Performing Elements in Music. These Elements are all directly graded, which means that 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 candidates performed better than females in Physical Education. In Technological Studies females achieved a higher percentage of Credit grades, although more males achieved grades 1–4 and grades 1–6. In Physics and Craft and Design, the female candidates obtained better results than male candidates.
- More females than males took Home Economics, Administration, Biology, and Drama. Females performed better than males in all of these subjects.
- Across all Standard Grade subjects, female candidates out-performed males, especially at Credit level where, for females, almost 50% of entries resulted in Credit level awards.

Table SG6

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

- Standard Grade candidates took, on average, 6.8 subjects (excluding the Writing components).
- 74.9% of candidates were entered for seven or more Standard Grades (down 7.7 percentage points from 2003).
- A larger percentage of female candidates than male entered for seven or more subjects (by 2.4 percentage points).
- 71.5% of candidates gained at least seven Standard Grades at grades 1 to 6 (down 6.8 percentage points from 2003).
- 55.1% of candidates gained at least seven Standard Grades at grades 1 to 4.

- 21.2% of candidates gained at least seven Standard Grades at grades 1 to 2.
- Female candidates, on average, obtained 3.4 Credit Standard Grade awards while male candidates, on average, obtained only 2.8.

Table SG7

Assessment appeals were made on behalf of 2.1% of externally-assessed Standard Grade Elements, a slight decrease from 2003, and 56% of these resulted in an upgrade. The two main contributing factors which have led to a decrease in the number of appeals over the past two years are: the SQA policy advising centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale; and centres being advised not to appeal where a successful Element appeal would not change the overall Standard Grade Course award.

Symbols used in the tables

The following symbols are used in the tables.

- = not applicable
- = no entries (table SG 2 only)
- 0% = less than 0.5%

Notation used in the tables

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

TABLE SG1: TREND IN ENTRIES FOR EACH SUBJECT AT STANDARD GRADE, 2000 TO 2004

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Classical Greek	13	9	4	5	4	-20%
English	59,577	60,090	59,901	60,650	59,409	-2%
English – Alternative Communication	6	11	11	6	6	0%
English – Spoken	7	9	2	3	2	-33%
French	38,362	38,736	39,190	37,988	36,306	-4%
Gaelic (Learners)	366	385	328	334	316	-5%
Gàidhlig	117	133	138	183	218	19%
German	15,845	15,748	13,995	13,413	12,065	-10%
Italian	852	797	688	569	615	8%
Latin	824	831	700	640	570	-11%
Russian	7	10	17	7	1	-86%
Spanish	2,911	2,846	3,032	2,779	2,807	1%
Urdu	153	174	171	181	164	-9%
Accounting and Finance	4,225	4,003	3,570	3,268	2,753	-16%
Mathematics	60,149	59,597	59,047	59,441	56,773	-4%
Biology	22,612	23,049	22,735	23,160	22,986	-1%
Chemistry	23,275	23,237	22,746	22,621	21,690	-4%
Physics	19,284	19,272	19,678	19,136	18,170	-5%
Science	15,390	15,340	13,913	11,470	8,322	-27%
Classical Studies	271	250	326	275	376	37%
Contemporary Social Studies	363	307	290	237	214	-10%
Economics	953	772	813	592	358	-40%
Geography	21,998	22,403	21,944	21,322	19,825	-7%
History	21,387	21,516	21,423	21,934	22,239	1%
Modern Studies	13,170	14,172	13,990	14,596	14,265	-2%
Religious Studies	1,181	1,355	1,312	1,712	1,555	-9%
Social and Vocational Skills	3,363	3,505	3,150	3,103	3,109	0%
Administration		8,771	14,346	14,500	14,354	-1%
Business Management	2,799	4,357	4,947	5,056	5,692	13%
Computing Studies	20,135	21,067	22,114	21,723	18,849	-13%
Craft and Design	14,032	15,148	15,219	15,029	14,319	-5%
Graphic Communication	7,796	8,780	9,598	9,944	9,755	-2%
Home Economics	9,748	9,584	8,912	8,808	8,319	-6%
Office and Information Studies	15,370	6,442	-	-	-	-
Technological Studies	3,211	2,739	2,659	2,244	2,152	-4%
Art and Design	20,647	21,027	21,390	21,908	20,630	-6%
Drama	4,691	4,933	5,452	5,663	5,978	6%
Music	10,301	10,234	10,370	10,900	10,837	-1%
Physical Education	17,174	17,798	18,167	18,050	17,852	-1%
Subtotals	452,565	459,437	456,288	453,450	433,855	-4%
French (Writing)	20,226	20,791	22,667	-	-	-
Gaelic (Learners) (Writing)	146	158	149	148	147	-1%
German (Writing)	9,045	9,410	8,704	-	-	-
Italian (Writing)	482	482	516	-	-	-
Russian (Writing)	6	10	15	-	-	-
Spanish (Writing)	1,945	1,756	2,032	-	-	-
Urdu (Writing)	94	117	114	-	-	-
Totals	484,509	492,161	490,485	453,598	434,002	-4%

TABLE SG2: ENTRIES FOR EACH SUBJECT AT STANDARD GRADE BY STAGE, 2004

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	STAGE						OTHER/ NOT KNOWN
		S3	S4	S5	S6	SCHOOL	FE	
Classical Greek	4	–	100%	–	–	–	–	–
English	59,409	1%	98%	0%	0%	0%	0%	–
English – Alternative Communication	6	–	100%	–	–	–	–	–
English – Spoken	2	–	100%	–	–	–	–	–
French	36,306	0%	100%	0%	0%	0%	–	–
Gaelic (Learners)	316	0%	98%	0%	–	1%	–	–
Gàidhlig	218	1%	99%	–	–	–	–	–
German	12,065	1%	99%	0%	0%	0%	–	–
Italian	615	0%	97%	1%	2%	–	–	0%
Latin	570	0%	99%	0%	0%	0%	–	–
Russian	1	100%	–	–	–	–	–	–
Spanish	2,807	0%	98%	1%	1%	0%	–	–
Urdu	164	4%	79%	4%	2%	11%	–	–
Accounting & Finance	2,753	–	99%	0%	0%	–	–	–
Mathematics	56,773	1%	98%	0%	0%	0%	–	0%
Biology	22,986	0%	100%	0%	–	0%	–	–
Chemistry	21,690	0%	100%	0%	0%	0%	–	–
Physics	18,170	0%	100%	0%	0%	0%	–	–
Science	8,322	0%	100%	0%	0%	0%	–	–
Classical Studies	376	–	100%	–	–	–	–	–
Contemporary Social Studies	214	–	100%	0%	–	–	–	–
Economics	358	–	100%	–	–	–	–	–
Geography	19,825	0%	100%	0%	0%	0%	–	–
History	22,239	0%	100%	0%	0%	0%	–	–
Modern Studies	14,265	0%	100%	0%	0%	0%	–	–
Religious Studies	1,555	1%	99%	–	–	–	–	–
Social & Vocational Skills	3,109	0%	99%	0%	–	0%	–	–
Administration	14,354	0%	100%	0%	–	–	–	–
Business Management	5,692	0%	100%	0%	–	–	–	–
Computing Studies	18,849	0%	99%	0%	–	0%	–	–
Craft & Design	14,319	0%	100%	0%	0%	0%	–	–
Graphic Communication	9,755	0%	100%	0%	0%	–	–	–
Home Economics	8,319	0%	100%	0%	–	0%	–	–
Technological Studies	2,152	–	100%	0%	–	–	–	–
Art and Design	20,630	0%	100%	0%	0%	0%	–	–
Drama	5,978	1%	98%	–	–	0%	–	–
Music	10,837	1%	99%	0%	0%	0%	–	–
Physical Education	17,852	0%	100%	0%	0%	0%	–	–
Totals	433,855	2,221	430,628	556	122	325	1	2
– as percentages		1%	99%	0%	0%	0%	0%	0%

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

**TABLE SG3: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT
AT STANDARD GRADE, 2004**

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE						NO OF 7 CENTRES	
		1	2	3	4	5	6		
Classical Greek	4	4	0	0	0	0	0	0	2
English	59,409	7,010	19,220	19,489	10,706	2,012	61	0	448
English – Alternative Communication	6	0	1	1	2	0	0	0	5
English – Spoken	2	0	0	0	2	0	0	0	1
French	36,306	6,260	8,219	8,487	7,919	3,388	486	5	392
Gaelic (Learners)	316	113	81	54	42	13	2	0	24
Gàidhlig	218	91	70	27	15	8	1	0	24
German	12,065	2,135	2,965	3,034	2,425	883	156	5	260
Italian	615	174	142	112	112	38	6	0	27
Latin	570	305	143	45	42	26	3	0	44
Russian	1	1	0	0	0	0	0	0	1
Spanish	2,807	624	797	589	478	160	48	1	105
Urdu	164	79	33	18	16	10	1	0	23
Accounting & Finance	2,753	665	694	456	466	252	160	27	181
Mathematics	56,773	10,349	7,998	12,172	9,647	10,934	4,521	1,097	442
Biology	22,986	6,019	5,869	6,111	2,398	1,579	659	40	406
Chemistry	21,690	6,610	5,675	5,935	1,537	1,211	443	44	395
Physics	18,170	6,056	4,792	4,226	1,403	817	534	68	395
Science	8,322	109	305	1,780	2,644	1,875	692	56	237
Classical Studies	376	97	88	68	51	32	21	2	19
Contemporary Social Studies	214	0	0	8	42	92	47	8	12
Economics	358	92	103	62	58	27	14	2	23
Geography	19,825	4,236	5,284	4,059	2,673	1,736	1,459	366	395
History	22,239	5,669	5,694	3,477	3,387	2,366	1,361	271	393
Modern Studies	14,265	4,003	3,200	2,475	2,144	1,611	662	168	302
Religious Studies	1,555	278	390	321	243	174	92	5	78
Social & Vocational Skills	3,109	463	697	830	621	316	67	0	113
Administration	14,354	1,617	4,267	2,425	2,694	1,722	1,017	154	351
Business Management	5,692	1,628	1,518	1,020	931	351	134	7	193
Computing Studies	18,849	4,082	4,616	3,676	3,462	2,148	448	31	367
Craft & Design	14,319	1,661	3,232	3,593	3,182	1,589	377	18	370
Graphic Communication	9,755	1,749	2,874	2,095	1,606	867	277	15	342
Home Economics	8,319	765	2,087	2,496	1,752	680	134	6	320
Technological Studies	2,152	610	575	355	290	125	148	20	134
Art and Design	20,630	3,075	7,093	6,805	2,429	519	38	0	395
Drama	5,978	1,036	1,784	1,559	937	332	81	1	152
Music	10,837	3,718	3,503	1,816	938	344	77	1	346
Physical Education	17,852	2,444	5,557	5,400	3,051	835	113	8	385
Subtotals	433,855	83,827	109,566	105,076	70,345	39,072	14,340	2,426	
– as percentages	100%	19%	25%	24%	16%	9%	3%	1%	
Gaelic (Learners) (Writing)*	147	33	32	43	19	–	–	–	17
Totals	434,002	83,860	109,598	105,119	70,364	39,072	14,340	2,426	
– as percentages	100%	19%	25%	24%	16%	9%	3%	1%	

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

**TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT
AT STANDARD GRADE, 2004**

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)						OTHER/ NO AWARD	
		1	2	3	4	5	6		
Classical Greek	4	100	0	0	0	0	0	0	0
Interpretation		100	0	0	0	0	0	0	0
Translation		100	0	0	0	0	0	0	0
Investigation		75	25	0	0	0	0	0	0
English	59,409	12	32	33	18	3	0	0	2
Reading		15	32	27	18	5	1	0	1
Writing		7	26	40	21	4	0	0	1
Talking		20	31	31	14	4	1	0	0
English – Alternative Communication	6	0	17	17	33	0	0	0	33
Reading		0	33	17	0	50	0	0	0
Writing		17	0	17	17	17	17	0	17
Communicating		0	50	17	17	0	0	0	17
English – Spoken	2	0	0	0	100	0	0	0	0
Understanding		0	0	0	50	50	0	0	0
Communicating		0	0	0	100	0	0	0	0
Talking		0	0	50	50	0	0	0	0
French	36,306	17	23	23	22	9	1	0	4
Reading		17	20	21	25	11	2	1	2
Listening		14	22	23	26	8	3	1	4
Speaking		20	21	22	19	12	5	1	0
Writing		19	20	25	20	10	4	1	1
Gaelic (Learners)	316	36	26	17	13	4	1	0	3
Reading		42	23	17	10	3	1	0	3
Listening		41	22	16	13	4	1	1	3
Speaking		25	25	24	17	8	2	0	0
Gaelic (Learners) Writing *	147	22	22	29	13	–	–	–	14
Gàidhlig	218	42	32	12	7	4	0	0	3
Reading		48	29	9	6	4	1	0	2
Listening		52	22	9	8	5	0	4	1
Writing		23	34	26	7	6	2	0	1
Speaking		39	32	22	6	0	1	0	0
German	12,065	18	25	25	20	7	1	0	4
Reading		16	19	29	22	8	3	1	2
Listening		14	27	25	23	5	2	1	3
Speaking		23	22	22	18	9	4	1	1
Writing		19	21	25	20	11	4	1	1
Italian	615	28	23	18	18	6	1	0	5
Reading		30	18	21	21	5	1	0	3
Listening		15	27	17	30	5	0	0	4
Speaking		29	19	21	15	10	4	1	1
Writing		32	20	17	14	10	4	0	1
Latin	570	54	25	8	7	5	1	0	1
Interpretation		48	25	9	8	3	2	5	0
Translation		55	29	4	5	3	0	2	1
Investigation		70	19	7	3	0	0	0	0
Russian	1	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		100	0	0	0	0	0	0	0

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

**TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT
AT STANDARD GRADE, 2004 (CONTINUED)**

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Spanish	2,807	22	28	21	17	6	2	0	4
Reading		21	25	18	26	4	2	1	2
Listening		16	25	24	22	4	3	3	3
Speaking		32	26	16	14	8	4	0	0
Writing		23	22	22	17	10	4	0	1
Urdu	164	48	20	11	10	6	1	0	4
Reading		48	13	11	7	3	3	12	3
Listening		64	4	27	1	1	1	0	2
Speaking		60	15	12	6	7	1	0	0
Writing		34	23	16	10	10	7	0	1
Accounting and Finance	2,753	24	25	17	17	9	6	1	1
Knowledge and Understanding		15	22	16	25	7	9	6	1
Handling Information		25	22	18	18	8	7	3	1
Practical Abilities		52	9	19	6	9	3	2	0
Mathematics	56,773	18	14	21	17	19	8	2	0
Knowledge and Understanding		17	16	18	17	20	8	3	0
Reasoning & Enquiry		14	12	21	20	17	12	4	0
Biology	22,986	26	26	27	10	7	3	0	1
Knowledge and Understanding *		20	21	19	21	8	0	10	1
Problem Solving *		25	31	18	17	4	0	4	1
Practical Abilities *		74	18	5	2	1	0	0	0
Chemistry	21,690	30	26	27	7	6	2	0	1
Knowledge and Understanding *		26	23	18	17	6	0	8	1
Problem Solving *		26	31	24	12	4	0	2	1
Practical Abilities *		85	10	2	1	1	0	1	0
Physics	18,170	33	26	23	8	4	3	0	2
Knowledge and Understanding *		31	24	15	17	5	0	5	1
Problem Solving *		26	32	20	11	5	0	5	1
Practical Abilities *		78	16	3	2	1	0	1	0
Science	8,322	1	4	21	32	23	8	1	10
Knowledge and Understanding		1	3	11	23	28	18	6	10
Problem Solving		2	3	19	29	19	13	5	10
Practical Abilities		28	32	15	12	7	3	2	0
Classical Studies	376	26	23	18	14	9	6	1	5
Knowledge and Understanding		25	22	13	18	8	4	7	5
Evaluating		26	20	13	18	6	4	8	5
Investigating		38	24	17	10	5	2	3	0
Contemporary Social Studies	214	0	0	4	20	43	22	4	8
Knowledge and Understanding		0	0	6	21	30	29	10	6
Evaluating		0	0	14	31	32	13	4	6
Investigating		0	0	6	12	34	34	13	2
Economics	358	26	29	17	16	8	4	1	0
Knowledge and Understanding		24	29	19	13	6	6	4	0
Enquiry Skills		26	29	17	18	4	4	1	0
Geography	19,825	21	27	20	13	9	7	2	0
Knowledge and Understanding		20	29	16	14	12	5	3	0
Enquiry Skills		21	28	22	12	7	7	2	0
History	22,239	25	26	16	15	11	6	1	0
Knowledge and Understanding		27	20	24	15	11	1	2	0
Enquiry Skills		26	26	15	15	9	6	4	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, 2004 (CONTINUED)**

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)						OTHER/ NO AWARD	
		1	2	3	4	5	6		
Modern Studies	14,265	28	22	17	15	11	5	1	0
Knowledge and Understanding		27	21	13	15	17	3	3	0
Enquiry Skills		29	24	17	13	9	4	2	0
Religious Studies	1,555	18	25	21	16	11	6	0	3
Knowledge and Understanding		19	25	20	19	8	4	3	2
Evaluating		17	22	20	18	8	7	6	2
Investigating	28	20	20	15	9	5	2	1	
Social and Vocational Skills	3,109	15	22	27	20	10	2	0	4
Communicative Abilities		9	19	24	23	14	6	0	0
Practical Abilities		16	22	24	21	11	5	1	0
Administration	14,354	11	30	17	19	12	7	1	3
Knowledge and Understanding		11	23	16	17	11	11	8	3
Problem Solving		7	25	24	20	7	8	6	3
Practical Abilities	37	11	25	8	11	2	6	0	
Business Management	5,692	29	27	18	16	6	2	0	2
Knowledge and Understanding		25	24	20	14	9	4	3	1
Decision Making		27	26	19	14	8	4	2	1
Practical Abilities	42	19	25	6	4	1	1	0	
Computing Studies	18,849	22	24	20	18	11	2	0	2
Knowledge and Understanding		20	23	16	16	17	4	3	2
Problem Solving		20	23	16	22	11	6	2	2
Practical Abilities	32	25	20	13	7	2	1	0	
Craft and Design	14,319	12	23	25	22	11	3	0	5
Knowledge and Understanding		10	25	15	22	13	8	3	4
Designing		17	20	23	20	12	6	2	1
Practical Abilities	19	24	25	17	8	4	1	0	
Graphic Communication	9,755	18	29	21	16	9	3	0	3
Knowledge and Interpretation		23	25	25	11	9	1	3	3
Drawing Abilities		18	24	18	17	10	6	5	3
Illustration and Presentation	25	29	21	14	7	3	1	0	
Home Economics	8,319	9	25	30	21	8	2	0	5
Knowledge and Understanding		4	9	23	32	12	10	6	4
Handling Information		14	18	32	12	8	7	3	4
Practical and Organisational Skills	16	31	28	16	6	2	0	0	
Technological Studies	2,152	28	27	16	13	6	7	1	1
Knowledge and Understanding		23	27	13	20	6	0	10	1
Technological Communication		31	26	10	17	4	0	11	1
Problem Solving	44	31	16	7	2	0	0	0	
Art and Design	20,630	15	34	33	12	3	0	0	3
Expressive Activities		12	28	42	13	2	0	0	3
Critical Activities		22	29	33	11	3	0	2	1
Design Activities	24	27	27	14	5	2	0	0	
Drama	5,978	17	30	26	16	6	1	0	4
Knowledge and Understanding		10	23	27	18	11	5	2	4
Creating		30	27	24	12	5	2	0	0
Presenting	25	27	25	15	6	2	0	0	
Music	10,837	34	32	17	9	3	1	0	4
Solo Performing		49	24	9	5	5	2	3	2
Listening		21	35	17	19	3	1	2	3
Group Performing		45	27	14	7	3	2	1	1
Inventing	31	25	20	14	6	3	1	1	

**TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT
AT STANDARD GRADE, 2004 (CONTINUED)**

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%)							OTHER/ NO AWARD
		1	2	3	4	5	6	7	
Physical Education	17,852	14	31	30	17	5	1	0	2
Knowledge and Understanding		8	21	23	23	12	6	6	2
Evaluating		8	22	27	22	9	5	4	2
Practical Performance		26	35	26	9	2	1	0	1
All Subjects	434,002	19	25	24	16	9	3	1	3

TABLE SG5a: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2004

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	0	0%	-	-	-	-	-	-	-
English	29,965	50%	2,524	8,484	10,212	6,767	1,413	48	0
English – Alternative Communication	4	67%	0	0	1	1	0	0	0
English – Spoken	2	100%	0	0	0	2	0	0	0
French	17,227	47%	2,200	3,294	3,918	4,426	2,190	356	3
Gaelic (Learners)	161	51%	47	36	37	25	9	2	0
Gàidhlig	109	50%	33	35	16	12	7	1	0
German	5,830	48%	700	1,239	1,554	1,435	557	104	5
Italian	253	41%	47	44	52	70	20	3	0
Latin	227	40%	111	56	18	21	17	1	0
Russian	1	100%	1	0	0	0	0	0	0
Spanish	1,075	38%	160	257	227	239	100	31	1
Urdu	75	46%	22	13	12	15	7	1	0
Accounting and Finance	1,306	47%	335	318	195	212	135	79	14
Mathematics	28,740	51%	5,098	3,972	6,355	4,701	5,741	2,281	563
Biology	6,822	30%	1,764	1,633	1,761	796	526	229	14
Chemistry	10,749	50%	3,242	2,820	2,923	795	566	243	35
Physics	13,090	72%	3,937	3,455	3,284	1,126	625	403	55
Science	4,658	56%	52	195	1,023	1,464	1,038	400	33
Classical Studies	167	44%	32	39	34	32	10	9	0
Contemporary Social Studies	133	62%	0	0	4	24	64	29	5
Economics	233	65%	64	72	39	32	19	5	2
Geography	11,520	58%	2,099	3,097	2,531	1,632	1,085	849	219
History	10,699	48%	2,389	2,570	1,684	1,705	1,328	843	172
Modern Studies	5,836	41%	1,478	1,244	990	918	776	347	83
Religious Studies	522	34%	72	106	96	89	84	51	3
Social and Vocational Skills	1,513	49%	145	263	415	363	212	53	0
Administration	3,448	24%	205	791	561	735	575	392	44
Business Management	2,827	50%	754	771	542	447	175	82	3
Computing Studies	12,265	65%	2,631	2,952	2,377	2,279	1,465	312	19
Craft and Design	11,105	78%	1,107	2,474	2,854	2,562	1,288	311	12
Graphic Communication	6,648	68%	991	1,933	1,479	1,146	673	212	12
Home Economics	1,779	21%	41	231	472	541	270	71	4
Technological Studies	2,028	94%	568	539	341	280	117	139	19
Art and Design	7,700	37%	744	2,197	2,826	1,260	329	25	0
Drama	1,939	32%	221	489	530	365	170	51	1
Music	4,529	42%	1,409	1,380	818	460	187	51	1
Physical Education	12,443	70%	1,784	4,007	3,778	2,020	489	57	5
Subtotals	217,628	50%	37,007	51,006	53,959	38,997	22,267	8,071	1,327
– as percentages	100%		17%	23%	25%	18%	10%	4%	1%
Gaelic (Learners) (Writing)*	57	39%	8	15	18	12	-	-	-
Totals	217,685	50%	37,015	51,021	53,977	39,009	22,267	8,071	1,327
– as percentages	100%		17%	23%	25%	18%	10%	4%	1%

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

TABLE SG5b: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2004

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE						
			1	2	3	4	5	6	7
Classical Greek	4	100%	4	0	0	0	0	0	0
English	29,444	50%	4,486	10,736	9,277	3,939	599	13	0
English – Alternative Communication	2	33%	0	1	0	1	0	0	0
English – Spoken	0	0%	–	–	–	–	–	–	–
French	19,079	53%	4,060	4,925	4,569	3,493	1,198	130	2
Gaelic (Learners)	155	49%	66	45	17	17	4	0	0
Gàidhlig	109	50%	58	35	11	3	1	0	0
German	6,235	52%	1,435	1,726	1,480	990	326	52	0
Italian	362	59%	127	98	60	42	18	3	0
Latin	343	60%	194	87	27	21	9	2	0
Russian	0	0%	–	–	–	–	–	–	–
Spanish	1,732	62%	464	540	362	239	60	17	0
Urdu	89	54%	57	20	6	1	3	0	0
Accounting and Finance	1,447	53%	330	376	261	254	117	81	13
Mathematics	28,033	49%	5,251	4,026	5,817	4,946	5,193	2,240	534
Biology	16,164	70%	4,255	4,236	4,350	1,602	1,053	430	26
Chemistry	10,941	50%	3,368	2,855	3,012	742	645	200	9
Physics	5,080	28%	2,119	1,337	942	277	192	131	13
Science	3,664	44%	57	110	757	1,180	837	292	23
Classical Studies	209	56%	65	49	34	19	22	12	2
Contemporary Social Studies	81	38%	0	0	4	18	28	18	3
Economics	125	35%	28	31	23	26	8	9	0
Geography	8,305	42%	2,137	2,187	1,528	1,041	651	610	147
History	11,540	52%	3,280	3,124	1,793	1,682	1,038	518	99
Modern Studies	8,429	59%	2,525	1,956	1,485	1,226	835	315	85
Religious Studies	1,033	66%	206	284	225	154	90	41	2
Social and Vocational Skills	1,596	51%	318	434	415	258	104	14	0
Administration	10,906	76%	1,412	3,476	1,864	1,959	1,147	625	110
Business Management	2,865	50%	874	747	478	484	176	52	4
Computing Studies	6,584	35%	1,451	1,664	1,299	1,183	683	136	12
Craft and Design	3,214	22%	554	758	739	620	301	66	6
Graphic Communication	3,107	32%	758	941	616	460	194	65	3
Home Economics	6,540	79%	724	1,856	2,024	1,211	410	63	2
Technological Studies	124	6%	42	36	14	10	8	9	1
Art and Design	12,930	63%	2,331	4,896	3,979	1,169	190	13	0
Drama	4,039	68%	815	1,295	1,029	572	162	30	0
Music	6,308	58%	2,309	2,123	998	478	157	26	0
Physical Education	5,409	30%	660	1,550	1,622	1,031	346	56	3
Subtotals	216,227	50%	46,820	58,560	51,117	31,348	16,805	6,269	1,099
– as percentages	100%		22%	27%	24%	14%	8%	3%	1%
Gaelic (Learners) (Writing)*	90	61%	25	17	25	7	–	–	–
Totals	216,317	50%	46,845	58,577	51,142	31,355	16,805	6,269	1,099
– as percentages	100%		22%	27%	24%	14%	8%	3%	1%

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

TABLE SG5c: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2004

ALL CANDIDATES

SUBJECT	ENTRIES	% OF ENTRIES		% OF MALE ENTRIES			% OF FEMALE ENTRIES		
		MALE	FEMALE	1-2	1-4	1-6	1-2	1-4	1-6
Classical Greek	4	0	100	-	-	-	100	100	100
English	59,409	50	50	37	93	98	52	97	99
English – Alternative Communication	6	67	33	0	50	50	50	100	100
English – Spoken	2	100	0	0	100	100	-	-	-
French	36,306	47	53	32	80	95	47	89	96
Gaelic (Learners)	316	51	49	52	90	97	72	94	96
Gàidhlig	218	50	50	62	88	95	85	98	99
German	12,065	48	52	33	85	96	51	90	96
Italian	615	41	59	36	84	93	62	90	96
Latin	570	40	60	74	91	99	82	96	99
Russian	1	100	0	100	100	100	-	-	-
Spanish	2,807	38	62	39	82	94	58	93	97
Urdu	164	46	54	47	83	93	87	94	98
Accounting and Finance	2,753	47	53	50	81	98	49	84	98
Mathematics	56,773	51	49	32	70	98	33	71	98
Biology	22,986	30	70	50	87	98	53	89	99
Chemistry	21,690	50	50	56	91	99	57	91	99
Physics	18,170	72	28	56	90	98	68	92	98
Science	8,322	56	44	5	59	90	5	57	88
Classical Studies	376	44	56	43	82	93	55	80	96
Contemporary Social Studies	214	62	38	0	21	91	0	27	84
Economics	358	65	35	58	89	99	47	86	100
Geography	19,825	58	42	45	81	98	52	83	98
History	22,239	48	52	46	78	98	55	86	99
Modern Studies	14,265	41	59	47	79	99	53	85	99
Religious Studies	1,555	34	66	34	70	95	47	84	97
Social and Vocational Skills	3,109	49	51	27	78	96	47	89	97
Administration	14,354	24	76	29	66	95	45	80	96
Business Management	5,692	50	50	54	89	98	57	90	98
Computing Studies	18,849	65	35	46	83	98	47	85	97
Craft and Design	14,319	78	22	32	81	95	41	83	95
Graphic Communication	9,755	68	32	44	83	97	55	89	98
Home Economics	8,319	21	79	15	72	91	39	89	96
Technological Studies	2,152	94	6	55	85	98	63	82	96
Art and Design	20,630	37	63	38	91	96	56	96	97
Drama	5,978	32	68	37	83	94	52	92	97
Music	10,837	42	58	62	90	95	70	94	97
Physical Education	17,852	70	30	47	93	98	41	90	97
Subtotals	433,855	50	50	40	83	97	49	87	98
Gaelic (Learners) (Writing)*	147	39	61	40	93	93	47	82	82
Totals	434,002	50	50	40	83	97	49	87	98

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

TABLE SG6a: NUMBER OF STANDARD GRADE ENTRIES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0.0%	1	0.0%	3	0.0%
9	763	1.2%	364	1.1%	399	1.3%
8	32,445	52.4%	16,167	51.7%	16,278	53.1%
7	14,256	74.9%	7,037	73.7%	7,219	76.1%
6	6,376	85.0%	3,315	84.1%	3,061	85.8%
5	2,936	89.6%	1,599	89.1%	1,337	90.1%
4	1,600	92.1%	873	91.9%	727	92.4%
3	1,005	93.7%	525	93.5%	480	93.9%
2	1,249	95.7%	716	95.7%	533	95.6%
1	2,747	100.0%	1,363	100.0%	1,384	100.0%
Total cand	63,381		31,960		31,421	
Total entries	433,855		217,628		216,227	
Entries/cand	6.8		6.8		6.9	

TABLE SG6b: NUMBER OF STANDARD GRADE CREDIT LEVEL AWARDS PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 AND 2	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0.0%	1	0.0%	3	0.0%
9	181	0.3%	73	0.2%	108	0.4%
8	7,756	12.5%	3,308	10.6%	4,448	14.5%
7	5,489	21.2%	2,526	18.5%	2,963	23.9%
6	4,161	27.8%	1,815	24.2%	2,346	31.4%
5	3,929	34.0%	1,818	29.9%	2,111	38.1%
4	3,892	40.1%	1,835	35.6%	2,057	44.7%
3	4,091	46.5%	2,014	41.9%	2,077	51.3%
2	5,128	54.6%	2,669	50.2%	2,459	59.1%
1	8,545	68.1%	4,500	64.3%	4,045	72.0%
0	20,205	100.0%	11,401	100.0%	8,804	100.0%
Total cand	63,381		31,960		31,421	
Awards 1-2	193,393		88,013		105,380	
Awards/cand	3.1		2.8		3.4	

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

**TABLE SG6c: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS
PER CANDIDATE, 2004**

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 4	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0.0%	1	0.0%	3	0.0%
9	582	0.9%	272	0.9%	310	1.0%
8	23,079	37.3%	11,115	35.6%	11,964	39.1%
7	11,287	55.1%	5,440	52.7%	5,847	57.7%
6	6,685	65.7%	3,228	62.8%	3,457	68.7%
5	4,792	73.3%	2,505	70.6%	2,287	76.0%
4	3,903	79.4%	2,123	77.2%	1,780	81.6%
3	3,335	84.7%	1,823	82.9%	1,512	86.4%
2	3,092	89.6%	1,763	88.5%	1,329	90.7%
1	4,024	95.9%	2,131	95.1%	1,893	96.7%
0	2,598	100.0%	1,559	100.0%	1,039	100.0%
Total cand	63,381		31,960		31,421	
Awards 1-4	368,814		180,969		187,845	
Awards/cand	5.8		5.7		6.0	

**TABLE SG6d: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL
AWARDS PER CANDIDATE, 2004**

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 6	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
10	4	0.0%	1	0.0%	3	0.0%
9	731	1.2%	353	1.1%	378	1.2%
8	30,741	49.7%	15,190	48.6%	15,551	50.7%
7	13,872	71.5%	6,884	70.2%	6,988	72.9%
6	6,443	81.7%	3,370	80.7%	3,073	82.7%
5	3,319	87.0%	1,768	86.3%	1,551	87.7%
4	1,975	90.1%	1,092	89.7%	883	90.5%
3	1,263	92.1%	658	91.7%	605	92.4%
2	1,438	94.3%	833	94.3%	605	94.3%
1	2,757	98.7%	1,344	98.5%	1,413	98.8%
0	838	100.0%	467	100.0%	371	100.0%
Total cand	63,381		31,960		31,421	
Awards 1-6	422,226		211,307		210,919	
Awards/cand	6.7		6.6		6.7	

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

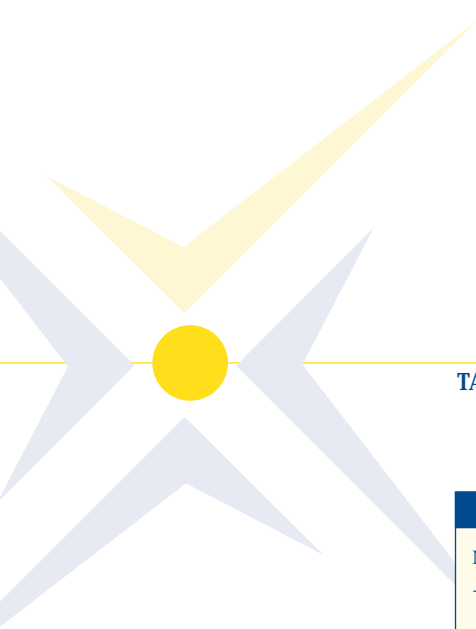


TABLE SG7: TREND IN APPEALS AND THEIR SUCCESS AT STANDARD GRADE, 2000 TO 2004

	2000	2001	2002	2003	2004
Number of appeals	41,571	40,763	46,770	25,377	19,145
– as percentage of externally – assessed Element entries	4.5%	4.3%	5.0%	2.7%	2.1%
Successful appeals	20,438	20,804	24,288	13,777	10,766
– as percentage of all appeals	49%	51%	52%	54%	56%

INTERMEDIATE 1

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

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

Intermediate 1 was designed primarily for candidates in the fifth and sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and grade D awards are available for 'near misses'. Only overall awards are reported; there is no profile of performance. This was the fifth year Intermediate 1 had been available to candidates, with entries from 443 centres. Intermediate 1 had candidate uptake in 41 subjects.

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

Table IA1

This table shows the entry figures for each subject in the first five years of Intermediate 1.

- There were 31,231 entries at Intermediate 1 in 2004, an increase of 27%. This is a greater percentage increase than in 2003 (21%), which points to Intermediate 1 continuing to be a strong growth area.
- Mathematics and English entries made up 36% of the total entries (compared with 40% in 2003).
- The highest percentage increases in entries were from the science subjects: Biology, Chemistry, and Physics. French and Computing Studies also saw high percentage increases.
- Entries for Applied Practical Electronics and Hospitality: Practical Cookery were made for the first time this year.

Table IA2

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

- The Intermediate 1 pass rate has stayed stable this year. Given the increase in entry numbers, and the steady pass rate over the past four years, this indicates that this level of qualification, overall, has 'bedded in'.
- The pass rates for Biology, Chemistry, and Physics have improved on last year.
- Changes to the pass rates of individual subjects are not unexpected when uptake has risen sharply – in English, for example, the pass rate fell from 59% in 2003 to 55% in 2004.

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 (45%) or S5 (44%) entries.
- 86% of English entries were from S5, while most science subject entries came from S4 candidates (Physics 95%, Biology 94%, Chemistry 90%).
- The following subjects' entries were all or predominately from FE centres: Sociology, Managing Environmental Resources, Care, and Applied Practical Electronics.
- Across Intermediate 1 subjects, the pass rates for S4 and S5 were very similar, 65% and 64% respectively.
- Home Economics: Fashion and Textile Technology and Art and Design have a similar percentage of entries from S4 and S5 candidates. The pass rates from these two candidate groups are similar in Art and Design (79% from S4, 77% from S5). However, in Home Economics: Fashion and Textile Technology the pass rate for S5 candidates is 6 percentage points higher than for S4 candidates.



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 94% in Home Economics: Fashion and Textile Technology, to 37% in Geography.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 75% in Physical Education, to 4% in Geography.
- 359 centres entered candidates for English and 367 for Mathematics, while Economics, Sociology, and Latin each had entries from only one centre.

Table IA5

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

- There were predominately more male candidates taking Woodworking Skills (87%), Physics (86%), and Physical Education (76%) than female. There were also more male candidates entered for English than female in 2004 (57% male, 43% female).
- Almost all Home Economics: Lifestyle and Consumer Technology (98%), Home Economics: Fashion and Textile Technology (97%), and Care (93%) candidates were female.
- The average pass rate for female candidates across all subjects was 7 percentage points higher than that for males (69% compared to 62%).
- The average A rate for female candidates across all subjects was 7 percentage points higher than for males (26% compared to 19%).

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 2003.

- 50% of Intermediate 1 candidates were

aged 15 and 32% of Intermediate 1 candidates were aged 16. The average pass rate for these two groups was very similar.

- 49% of all Intermediate 1 candidates were male, 51% were female.
- Candidates entered for, on average, 1.4 Intermediate 1 subjects.
- Candidates passed, on average, 0.9 Intermediate 1 subjects; the average number of passes, however, was higher for females than for males – 1.0 and 0.8 respectively.

Table IA7

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

- Of the 22,720 candidates, 73% entered only one Intermediate 1 subject.
- Less than 10% of Intermediate 1 candidates entered for three or more subjects.
- 74% of candidates achieved at least one Intermediate 1 pass.
- 29% of candidates achieved at least one Grade A pass (down from 32% in 2003).
- 34% of female candidates and 24% of male candidates achieved at least one Intermediate 1 grade A pass. On average, males achieved 0.3 grade A passes, and females 0.4.

Table IA8

Assessment appeals were made on behalf of 5.3% of Intermediate 1 entries (5.8% in 2003), and, of these, 36% resulted in an upgrade. One of the main contributing factors which has led to a decrease in the number of appeals over the past two years is the SQA policy advising centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

- = not applicable
- = no entries (table IA2 only)
- 0% = less than 0.5%

Notation used in the tables

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

TABLE IA1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1, 2000 TO 2004

ALL CANDIDATES

SUBJECT						PERCENT
	2000	2001	2002	2003	2004	CHANGE 2003/2004
Classical Greek	1					-
English*	842	3,578	4,438	4,514	4,935	9%
French	23	61	158	574	989	72%
Gaelic (Learners)	5	13	20	25	11	-56%
Gàidhlig			7			-
German	23	47	59	149	197	32%
Italian	43	178	199	195	131	-33%
Latin	4	4	16	4	1	-75%
Russian			3	1	9	800%
Spanish	181	398	536	598	663	11%
Accounting and Finance	455	423	394	313	190	-39%
Mathematics	2,971	3,933	5,070	5,314	6,240	17%
Biology	38	270	629	1,370	2,813	105%
Chemistry	11	41	263	723	1,408	95%
Geology	50	84	49	54	55	2%
Managing Environmental Resources	10	14	9	10	12	20%
Physics	74	147	282	769	1,073	40%
Classical Studies	4	9	4	10	11	10%
Economics		3	8	2	6	200%
Geography	182	329	318	315	384	22%
History	174	320	435	504	673	34%
Modern Studies	126	192	188	220	347	58%
Psychology	14	6	20	40	64	60%
Religious, Moral and Philosophical Studies	26	146	363	573	688	20%
Sociology	1	1	8	13	10	-23%
Administration	492	986	1,002	1,048	1,033	-1%
Applied Practical Electronics					30	-
Business Management	104	122	91	163	193	18%
Care		43	122	167	207	24%
Computing Studies	297	781	832	1,023	1,488	45%
Engineering Craft Skills	38	61	63	81	54	-33%
Home Economics: Fashion and Textile Technology	68	135	225	275	319	16%
Home Economics: Health and Food Technology	912	1,482	1,754	2,225	989	-56%
Home Economics: Lifestyle and Consumer Technology	172	367	520	582	705	21%
Hospitality: Practical Cookery					1,792	-
Personal and Social Education		12	25	21	37	76%
Travel and Tourism	208	501	539	603	556	-8%
Woodworking Skills	242	449	519	597	872	46%
Art and Design	82	283	351	518	801	55%
Drama	31	18	31	46	42	-9%
Media Studies	20	66	109	193	211	9%
Music	59	141	200	341	557	63%
Physical Education	113	337	493	440	435	-1%
Totals	8,096	15,981	20,352	24,613	31,231	27%

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE IA2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1, 2000 TO 2004

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2000	2001	2002	2003	2004
Classical Greek	100	–	–	–	–
English*	63	58	52	59	55
French	83	69	83	55	62
Gaelic (Learners)	40	38	75	96	91
Gàidhlig	–	–	86	–	–
German	87	87	71	62	73
Italian	91	75	83	81	86
Latin	100	100	63	100	100
Russian	–	–	100	100	89
Spanish	82	87	89	85	88
Accounting and Finance	77	67	81	67	83
Mathematics	62	43	49	54	53
Biology	97	65	67	54	59
Chemistry	73	71	55	54	55
Geology	84	87	90	94	95
Managing Environmental Resources	100	93	100	100	67
Physics	72	68	60	47	51
Classical Studies	100	78	75	60	55
Economics	–	100	75	100	100
Geography	68	74	55	63	37
History	62	68	77	71	68
Modern Studies	61	72	70	67	64
Psychology	43	67	70	60	61
Religious, Moral and Philosophical Studies	92	55	55	63	60
Sociology	100	0	100	69	80
Administration	86	79	81	86	87
Applied Practical Electronics	–	–	–	–	77
Business Management	87	81	86	79	77
Care	–	86	76	83	70
Computing Studies	74	79	77	79	80
Engineering Craft Skills	89	82	84	78	80
Home Economics: Fashion and Textile Technology	84	96	92	93	94
Home Economics: Health and Food Technology	89	86	87	85	80
Home Economics: Lifestyle and Consumer Technology	88	89	89	87	90
Hospitality: Practical Cookery	–	–	–	–	88
Personal and Social Education	–	83	80	90	92
Travel and Tourism	76	80	78	72	64
Woodworking Skills	85	87	83	86	84
Art and Design	68	73	82	83	78
Drama	87	44	84	89	79
Media Studies	30	58	63	58	69
Music	54	79	78	68	76
Physical Education	81	76	79	86	90
Totals	72	65	65	66	66

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE IA3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2004

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	4,935	–	7%	86%	5%	0%	1%	–
French	989	–	94%	4%	0%	–	1%	1%
Gaelic (Learners)	11	73%	18%	–	9%	–	–	–
German	197	6%	76%	13%	6%	–	–	–
Italian	131	–	9%	31%	47%	–	12%	–
Latin	1	–	–	–	100%	–	–	–
Russian	9	–	–	–	89%	–	–	11%
Spanish	663	3%	13%	38%	34%	0%	10%	1%
Accounting and Finance	190	–	4%	53%	24%	–	19%	–
Mathematics	6,240	6%	23%	65%	5%	0%	2%	–
Biology	2,813	–	94%	5%	1%	–	0%	–
Chemistry	1,408	5%	90%	4%	0%	–	0%	–
Geology	55	–	4%	33%	64%	–	–	–
Managing Environmental Resources	12	–	–	8%	–	–	92%	–
Physics	1,073	–	95%	5%	1%	0%	–	–
Classical Studies	11	–	–	100%	–	–	–	–
Economics	6	–	100%	–	–	–	–	–
Geography	384	–	26%	66%	7%	–	1%	–
History	673	2%	38%	56%	4%	–	–	–
Modern Studies	347	–	29%	65%	4%	1%	1%	–
Psychology	64	–	19%	36%	5%	–	41%	–
Religious, Moral and Philosophical Studies	688	–	85%	3%	0%	9%	–	2%
Sociology	10	–	–	–	–	–	100%	–
Administration	1,033	–	23%	59%	8%	0%	10%	–
Applied Practical Electronics	30	–	–	30%	7%	–	63%	–
Business Management	193	–	36%	52%	5%	–	8%	–
Care	207	–	0%	22%	1%	–	76%	–
Computing Studies	1,488	6%	47%	31%	4%	0%	11%	0%
Engineering Craft Skills	54	–	35%	54%	11%	–	–	–
Home Economics:								
Fashion and Textile Technology	319	–	38%	35%	27%	–	–	–
Home Economics:								
Health and Food Technology	989	0%	84%	12%	4%	–	–	0%
Home Economics:								
Lifestyle and ConsumerTechnology	705	–	54%	41%	5%	–	–	–
Hospitality: Practical Cookery	1,792	1%	67%	23%	6%	1%	1%	0%
Personal and Social Education	37	–	–	49%	8%	–	43%	–
Travel and Tourism	556	–	8%	78%	12%	–	2%	–
Woodworking Skills	872	0%	58%	34%	4%	–	3%	–
Art and Design	801	–	53%	42%	5%	0%	–	–
Drama	42	–	74%	21%	2%	–	2%	–
Media Studies	211	0%	33%	46%	21%	–	–	–
Music	557	–	78%	16%	6%	–	–	–
Physical Education	435	–	11%	78%	11%	–	–	–
Totals	31,231	597	14,067	13,767	1,756	117	886	41
– as percentages		2%	45%	44%	6%	0%	3%	0%

TABLE IA3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2004

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	-	66%	54%	56%	55%	43%	-
French	-	61%	63%	100%	-	80%	82%
Gaelic (Learners)	100%	50%	-	100%	-	-	-
German	82%	72%	68%	91%	-	-	-
Italian	-	58%	85%	90%	-	94%	-
Latin	-	-	-	100%	-	-	-
Russian	-	-	-	88%	-	-	100%
Spanish	91%	80%	88%	94%	100%	86%	67%
Accounting and Finance	-	50%	86%	89%	-	72%	-
Mathematics	82%	44%	54%	48%	77%	54%	-
Biology	-	58%	83%	80%	-	60%	-
Chemistry	99%	51%	75%	100%	-	100%	-
Geology	-	100%	89%	97%	-	-	-
Managing Environmental Resources	-	-	100%	-	-	64%	-
Physics	-	50%	67%	100%	100%	-	-
Classical Studies	-	-	55%	-	-	-	-
Economics	-	100%	-	-	-	-	-
Geography	-	45%	33%	41%	-	0%	-
History	69%	71%	65%	78%	-	-	-
Modern Studies	-	61%	65%	54%	60%	100%	-
Psychology	-	25%	57%	33%	-	85%	-
Religious, Moral and Philosophical Studies	-	60%	48%	100%	75%	-	0%
Sociology	-	-	-	-	-	80%	-
Administration	-	88%	88%	78%	100%	90%	-
Applied Practical Electronics	-	-	89%	0%	-	79%	-
Business Management	-	68%	82%	78%	-	80%	-
Care	-	100%	61%	67%	-	73%	-
Computing Studies	98%	80%	84%	86%	100%	60%	0%
Engineering Craft Skills	-	79%	86%	50%	-	-	-
Home Economics:							
Fashion and Textile Technology	-	89%	95%	99%	-	-	-
Home Economics:							
Health and Food Technology	100%	80%	85%	75%	-	-	0%
Home Economics:							
Lifestyle and Consumer Technology	-	85%	96%	94%	-	-	-
Hospitality: Practical Cookery	100%	86%	95%	96%	100%	38%	0%
Personal and Social Education	-	-	89%	67%	-	100%	-
Travel and Tourism	-	26%	66%	83%	-	44%	-
Woodworking Skills	100%	86%	82%	85%	-	70%	-
Art and Design	-	79%	77%	83%	50%	-	-
Drama	-	71%	100%	100%	-	100%	-
Media Studies	0%	52%	74%	84%	-	-	-
Music	-	74%	82%	80%	-	-	-
Physical Education	-	85%	90%	92%	-	-	-
Totals	86%	65%	64%	76%	77%	69%	39%

**TABLE IA4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT
AT INTERMEDIATE 1, 2004**

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	D	NO. OF CENTRES
		A	B	C	PASSES			
English	4,935	481	913	1,327	2,721	622	359	
French	989	206	199	206	611	97	49	
Gaelic (Learners)	11	10	0	0	10	0	3	
German	197	57	52	35	144	11	26	
Italian	131	80	18	15	113	4	23	
Latin	1	0	1	0	1	0	1	
Russian	9	4	3	1	8	0	3	
Spanish	663	402	107	77	586	16	82	
Accounting and Finance	190	104	23	30	157	7	27	
Mathematics	6,240	980	1,140	1,213	3,333	601	367	
Biology	2,813	356	598	717	1,671	372	163	
Chemistry	1,408	215	255	304	774	127	128	
Geology	55	28	16	8	52	1	10	
Managing Environmental Resources	12	5	2	1	8	0	3	
Physics	1,073	112	205	233	550	129	111	
Classical Studies	11	2	2	2	6	0	3	
Economics	6	4	1	1	6	0	1	
Geography	384	15	46	80	141	26	113	
History	673	120	202	135	457	42	135	
Modern Studies	347	52	84	85	221	26	95	
Psychology	64	34	1	4	39	0	10	
Religious, Moral and Philosophical Studies	688	127	149	138	414	62	20	
Sociology	10	4	2	2	8	0	1	
Administration	1,033	388	367	145	900	27	167	
Applied Practical Electronics	30	5	9	9	23	2	4	
Business Management	193	97	30	21	148	8	35	
Care	207	76	37	32	145	13	16	
Computing Studies	1,488	543	407	245	1,195	84	132	
Engineering Craft Skills	54	10	19	14	43	1	19	
Home Economics:								
Fashion and Textile Technology	319	138	119	42	299	6	30	
Home Economics:								
Health and Food Technology	989	386	291	117	794	29	76	
Home Economics:								
Lifestyle and Consumer Technology	705	325	230	78	633	19	59	
Hospitality: Practical Cookery	1,792	611	670	297	1,578	67	144	
Personal and Social Education	37	23	6	5	34	1	6	
Travel and Tourism	556	146	100	110	356	30	67	
Woodworking Skills	872	183	254	294	731	5	144	
Art and Design	801	284	176	168	628	51	135	
Drama	42	13	16	4	33	2	10	
Media Studies	211	71	27	47	145	17	21	
Music	557	89	186	147	422	27	100	
Physical Education	435	326	50	15	391	4	69	
Totals	31,231	7,112	7,013	6,404	20,529	2,536		
– as percentages	100%	23%	22%	21%	66%	8%		

TABLE IA4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 1, 2004

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				PASSES	D
		A	B	C			
English	4,935	10	19	27	55	13	
French	989	21	20	21	62	10	
Gaelic (Learners)	11	91	0	0	91	0	
German	197	29	26	18	73	6	
Italian	131	61	14	11	86	3	
Latin	1	0	100	0	100	0	
Russian	9	44	33	11	89	0	
Spanish	663	61	16	12	88	2	
Accounting and Finance	190	55	12	16	83	4	
Mathematics	6,240	16	18	19	53	10	
Biology	2,813	13	21	25	59	13	
Chemistry	1,408	15	18	22	55	9	
Geology	55	51	29	15	95	2	
Managing Environmental Resources	12	42	17	8	67	0	
Physics	1,073	10	19	22	51	12	
Classical Studies	11	18	18	18	55	0	
Economics	6	67	17	17	100	0	
Geography	384	4	12	21	37	7	
History	673	18	30	20	68	6	
Modern Studies	347	15	24	24	64	7	
Psychology	64	53	2	6	61	0	
Religious, Moral and Philosophical Studies	688	18	22	20	60	9	
Sociology	10	40	20	20	80	0	
Administration	1,033	38	36	14	87	3	
Applied Practical Electronics	30	17	30	30	77	7	
Business Management	193	50	16	11	77	4	
Care	207	37	18	15	70	6	
Computing Studies	1,488	36	27	16	80	6	
Engineering Craft Skills	54	19	35	26	80	2	
Home Economics: Fashion and Textile Technology	319	43	37	13	94	2	
Home Economics: Health and Food Technology	989	39	29	12	80	3	
Home Economics: Lifestyle and Consumer Technology	705	46	33	11	90	3	
Hospitality: Practical Cookery	1,792	34	37	17	88	4	
Personal and Social Education	37	62	16	14	92	3	
Travel and Tourism	556	26	18	20	64	5	
Woodworking Skills	872	21	29	34	84	1	
Art and Design	801	35	22	21	78	6	
Drama	42	31	38	10	79	5	
Media Studies	211	34	13	22	69	8	
Music	557	16	33	26	76	5	
Physical Education	435	75	11	3	90	1	
Totals	31,231	23	22	21	66	8	

TABLE IA5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2004

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
English	2,826	57%	247	506	741	1,494	328
French	518	52%	94	99	100	293	52
Gaelic (Learners)	5	45%	4	0	0	4	0
German	96	49%	18	20	20	58	9
Italian	35	27%	16	6	6	28	1
Latin	1	100%	0	1	0	1	0
Russian	5	56%	2	1	1	4	0
Spanish	183	28%	81	32	30	143	6
Accounting and Finance	62	33%	26	6	11	43	3
Mathematics	3,033	49%	480	543	592	1,615	313
Biology	1,026	36%	127	221	249	597	152
Chemistry	770	55%	110	133	163	406	72
Geology	31	56%	15	14	1	30	0
Managing Environmental Resources	9	75%	4	1	0	5	0
Physics	923	86%	97	181	206	484	109
Classical Studies	3	27%	1	1	0	2	0
Economics	1	17%	1	0	0	1	0
Geography	250	65%	6	34	53	93	15
History	354	53%	46	94	71	211	29
Modern Studies	147	42%	20	37	32	89	11
Psychology	20	31%	8	0	2	10	0
Religious, Moral and Philosophical Studies	325	47%	36	65	65	166	37
Sociology	2	20%	0	0	1	1	0
Administration	369	36%	115	136	54	305	12
Applied Practical Electronics	29	97%	4	9	9	22	2
Business Management	87	45%	46	12	9	67	3
Care	15	7%	5	2	3	10	0
Computing Studies	946	64%	327	257	161	745	52
Engineering Craft Skills	50	93%	9	18	13	40	1
Home Economics:							
Fashion and Textile Technology	11	3%	4	3	3	10	0
Home Economics:							
Health and Food Technology	313	32%	85	102	45	232	14
Home Economics:							
Lifestyle and Consumer Technology	17	2%	7	6	1	14	0
Hospitality: Practical Cookery	641	36%	182	213	147	542	36
Personal and Social Education	8	22%	6	1	1	8	0
Travel and Tourism	183	33%	44	28	26	98	15
Woodworking Skills	761	87%	154	215	265	634	4
Art and Design	384	48%	102	90	101	293	27
Drama	19	45%	6	7	2	15	0
Media Studies	113	54%	34	15	30	79	8
Music	266	48%	43	76	67	186	15
Physical Education	331	76%	257	35	6	298	1
Totals	15,168	49%	2,869	3,220	3,287	9,376	1,327
– as percentages	100%		19%	21%	22%	62%	9%

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

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C			
English	2,109	43%	234	407	586	1,227	294	
French	471	48%	112	100	106	318	45	
Gaelic (Learners)	6	55%	6	0	0	6	0	
German	101	51%	39	32	15	86	2	
Italian	96	73%	64	12	9	85	3	
Latin	-	0%	-	-	-	-	0	
Russian	4	44%	2	2	0	4	0	
Spanish	480	72%	321	75	47	443	10	
Accounting and Finance	128	67%	78	17	19	114	4	
Mathematics	3,207	51%	500	597	621	1,718	288	
Biology	1,787	64%	229	377	468	1,074	220	
Chemistry	638	45%	105	122	141	368	55	
Geology	24	44%	13	2	7	22	1	
Managing Environmental Resources	3	25%	1	1	1	3	0	
Physics	150	14%	15	24	27	66	20	
Classical Studies	8	73%	1	1	2	4	0	
Economics	5	83%	3	1	1	5	0	
Geography	134	35%	9	12	27	48	11	
History	319	47%	74	108	64	246	13	
Modern Studies	200	58%	32	47	53	132	15	
Psychology	44	69%	26	1	2	29	0	
Religious, Moral and Philosophical Studies	363	53%	91	84	73	248	25	
Sociology	8	80%	4	2	1	7	0	
Administration	664	64%	273	231	91	595	15	
Applied Practical Electronics	1	3%	1	0	0	1	0	
Business Management	106	55%	51	18	12	81	5	
Care	192	93%	71	35	29	135	13	
Computing Studies	542	36%	216	150	84	450	32	
Engineering Craft Skills	4	7%	1	1	1	3	0	
Home Economics:								
Fashion and Textile Technology	308	97%	134	116	39	289	6	
Home Economics:								
Health and Food Technology	676	68%	301	189	72	562	15	
Home Economics:								
Lifestyle and Consumer Technology	688	98%	318	224	77	619	19	
Hospitality: Practical Cookery	1,151	64%	429	457	150	1,036	31	
Personal and Social Education	29	78%	17	5	4	26	1	
Travel and Tourism	373	67%	102	72	84	258	15	
Woodworking Skills	111	13%	29	39	29	97	1	
Art and Design	417	52%	182	86	67	335	24	
Drama	23	55%	7	9	2	18	2	
Media Studies	98	46%	37	12	17	66	9	
Music	291	52%	46	110	80	236	12	
Physical Education	104	24%	69	15	9	93	3	
Totals	16,063	51%	4,243	3,793	3,117	11,153	1,209	
- as percentages		100%	26%	24%	19%	69%	8%	

**TABLE IA5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1
BY GENDER, 2004**

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
English	4,935	57	43	9	11	53	58
French	989	52	48	18	24	57	68
Gaelic (Learners)	11	45	55	80	100	80	100
German	197	49	51	19	39	60	85
Italian	131	27	73	46	67	80	89
Latin	1	100	0	0	-	100	-
Russian	9	56	44	40	50	80	100
Spanish	663	28	72	44	67	78	92
Accounting and Finance	190	33	67	42	61	69	89
Mathematics	6,240	49	51	16	16	53	54
Biology	2,813	36	64	12	13	58	60
Chemistry	1,408	55	45	14	16	53	58
Geology	55	56	44	48	54	97	92
Managing Environmental Resources	12	75	25	44	33	56	100
Physics	1,073	86	14	11	10	52	44
Classical Studies	11	27	73	33	13	67	50
Economics	6	17	83	100	60	100	100
Geography	384	65	35	2	7	37	36
History	673	53	47	13	23	60	77
Modern Studies	347	42	58	14	16	61	66
Psychology	64	31	69	40	59	50	66
Religious, Moral and Philosophical Studies	688	47	53	11	25	51	68
Sociology	10	20	80	0	50	50	88
Administration	1,033	36	64	31	41	83	90
Applied Practical Electronics	30	97	3	14	100	76	100
Business Management	193	45	55	53	48	77	76
Care	207	7	93	33	37	67	70
Computing Studies	1,488	64	36	35	40	79	83
Engineering Craft Skills	54	93	7	18	25	80	75
Home Economics: Fashion and Textile Technology	319	3	97	36	44	91	94
Home Economics: Health and Food Technology	989	32	68	27	45	74	83
Home Economics: Lifestyle and Consumer Technology	705	2	98	41	46	82	90
Hospitality: Practical Cookery	1,792	36	64	28	37	85	90
Personal and Social Education	37	22	78	75	59	100	90
Travel and Tourism	556	33	67	24	27	54	69
Woodworking Skills	872	87	13	20	26	83	87
Art and Design	801	48	52	27	44	76	80
Drama	42	45	55	32	30	79	78
Media Studies	211	54	46	30	38	70	67
Music	557	48	52	16	16	70	81
Physical Education	435	76	24	78	66	90	89
Totals	31,231	49	51	19	26	62	69

Table IA6a: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	2,225	10%	1.2	0.8	71%
15	11,261	50%	1.3	0.8	64%
16	7,249	32%	1.6	1.0	65%
17	1,479	7%	1.2	0.9	72%
18	113	0%	1.2	0.7	61%
19	57	0%	1.1	0.6	61%
20-24	78	0%	1.1	0.8	69%
25-29	29	0%	1.2	0.9	79%
30-34	45	0%	1.1	0.8	73%
35-39	58	0%	1.1	0.8	78%
40-49	71	0%	1.1	0.9	83%
50-59	34	0%	1.0	0.9	86%
60 and over	21	0%	1.0	1.0	95%
All ages	22,720	100%	1.4	0.9	66%

Table IA6b: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1,000	9%	1.2	0.8	69%
15	5,573	50%	1.3	0.8	60%
16	3,632	33%	1.6	1.0	61%
17	684	6%	1.3	0.8	67%
18	42	0%	1.1	0.7	66%
19	21	0%	1.0	0.7	68%
20-24	35	0%	1.1	0.7	67%
25-29	14	0%	1.1	0.9	75%
30-34	17	0%	1.2	0.6	55%
35-39	18	0%	1.2	0.7	62%
40-49	19	0%	1.1	0.9	90%
50-59	12	0%	1.1	0.9	85%
60 and over	12	0%	1.0	0.9	92%
All ages	11,079	100%	1.4	0.8	62%

Table IA6c: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1,225	11%	1.2	0.9	73%
15	5,688	49%	1.3	0.9	69%
16	3,617	31%	1.6	1.1	68%
17	795	7%	1.2	0.9	77%
18	71	1%	1.2	0.7	58%
19	36	0%	1.1	0.6	56%
20-24	43	0%	1.1	0.8	71%
25-29	15	0%	1.2	1.0	83%
30-34	28	0%	1.0	0.9	86%
35-39	40	0%	1.1	0.9	86%
40-49	52	0%	1.1	0.9	80%
50-59	22	0%	1.0	0.9	86%
60 and over	9	0%	1.0	1.0	100%
All ages	11,641	100%	1.4	1.0	69%

Note: Age at 31 December 2003.

TABLE IA7a: NUMBER OF INTERMEDIATE 1 ENTRIES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
6	2	0%	0	0%	2	0%
5	64	0%	26	0%	38	0%
4	452	2%	194	2%	258	3%
3	1,350	8%	683	8%	667	8%
2	4,189	27%	2,037	27%	2,152	27%
1	16,663	100%	8,139	100%	8,524	100%
Total cand	22,720		11,079		11,641	
Total entries	31,231		15,168		16,063	
Entries/cand	1.4		1.4		1.4	

TABLE IA7b: NUMBER OF INTERMEDIATE 1 PASSES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	9	0%	4	0%	5	0%
4	79	0%	29	0%	50	0%
3	483	3%	219	2%	264	3%
2	2,446	13%	1,085	12%	1,361	14%
1	13,827	74%	6,413	70%	7,414	78%
0	5,876	100%	3,329	100%	2,547	100%
Total cand	22,720		11,079		11,641	
Total passes	20,529		9,376		11,153	
Passes/cand	0.9		0.8		1.0	

TABLE IA7c: NUMBER OF INTERMEDIATE 1 AWARDS AT GRADE A PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
4	7	0%	3	0%	4	0%
3	40	0%	17	0%	23	0%
2	414	2%	161	2%	253	2%
1	6,136	29%	2,484	24%	3,652	34%
0	16,123	100%	8,414	100%	7,709	100%
Total cand	22,720		11,079		11,641	
Total grade A	7,112		2,869		4,243	
Grade A/cand	0.3		0.3		0.4	

TABLE IA8: TREND IN APPEALS AND THEIR SUCCESS AT INTERMEDIATE 1, 2000 TO 2004

	2000	2001	2002	2003	2004
Number of appeals	1,037	1,932	2,192	1,434	1,650
– as percentage of entries	12.8%	12.0%	10.8%	5.8%	5.3%
Successful appeals	485	680	619	479	594
– as percentage of all appeals	47%	35%	28%	33%	36%



INTERMEDIATE 2

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

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

Intermediate 2 was designed primarily for candidates in the fifth and sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and grade D awards are available for 'near misses'. Only overall awards are reported; there is no profile of performance. This was the fifth year Intermediate 2 had been available to candidates, with entries from 456 centres. Intermediate 2 had candidate uptake in 66 subjects, including 15 Project-based National Courses (PBNC):

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

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

Table IB1

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

- There were 80,283 entries at Intermediate 2 in 2004, an 11% increase from 2003.
- The largest numbers of entries were in English and Mathematics, accounting for 36% of all Intermediate 2 entries.
- The largest percentage increases, in subjects with over 100 entries, were: Home

Economics: Lifestyle and Consumer Technology (up 68%); Sociology (up 50%); and Music (up 48%).

- The largest percentage decreases in entries, in subjects with over 100 entries, were from: Technological Studies (down 27%); Health and Safety in Care Settings (down 23%); and Hospitality – Professional Cookery (down 22%).

Table IB2

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

- The average pass rate for all Intermediate 2 subjects was 74%. There has been an increase of two percentage points in the pass rate since 2003.
- Some of the high-uptake subjects have shown significant changes in pass rates between 2003 and 2004: Home Economics: Health and Food Technology (from 58% to 40%); Economics (from 70% to 85%); Health and Safety in Care Settings (from 65% to 77%).

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 (14%), S5 (66%), and S6 (12%) entries.
- 82% of English and 75% of Mathematics entries were from S5.
- The following Intermediate 2 subject entries were all from FE centres: Amenity Horticulture, Plant Propagation, Automotive Engineering, Care Issues from Society, Construction Craft Skills, Construction Industry Practice, Electrical Installation Fundamentals, Fabrication and Welding, Hospitality – Professional Cookery, Selling Overseas Tourist Destinations, Fitness and Exercise, and Leading Sports Activities.
- While the pass rate across all Intermediate 2 subjects was 73% for both S5 and S6 candidates, the pass rate for S4 candidates was 14 percentage points higher.

- Italian and Spanish have a reasonably similar percentage of entries from S4, S5 and S6 candidates. The pass rates from these three candidates groups vary, with S4 and S6 candidates achieving higher rates (Italian: S4 – 93%, S5 – 83%, S6 – 89%; Spanish: S4 – 86%, S5 – 81%, S6 – 88%).

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 96% in Woodworking Skills, to 40% in Home Economics: Health and Food Technology.
- The percentage gaining a grade A in subjects with 100 or more entries ranged from 79% in Creative Cake Production, to 1% in Home Economics: Health and Food Technology.

Table IB5

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

- Almost all Technological Studies (97%) and Engineering Craft Skills (91%) candidates were male. However, the grade A rate and the pass rate for these subjects was higher for female candidates than for males.
- More female candidates than males entered for Home Economics: Fashion and Textile Technology (99%), Home Economics: Lifestyle and Consumer Technology (91%), and care qualifications (Care (94%), Care Issues for Society (95%), and Health and Safety in Care Settings (90%). However, male candidates had a greater grade A rate than female candidates in Care and Home Economics: Lifestyle and Consumer Technology.
- The average pass rate for female candidates over all subjects was 4 percentage points higher than for males.
- The average grade A rate for female candidates over all subjects was 5 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 2003.

- 24% of Intermediate 2 candidates were aged 15, 51% were aged 16, and 16% were aged 17.
- Candidates entered for, on average, 1.9 Intermediate 2 subjects, the same average number as in 2003.
- The average number of entries for a 16 year old candidate was 2.1, slightly higher than the average for all candidates.

Table IB7

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

- A quarter of Intermediate 2 candidates entered for three or more subjects.
- 13% of candidates passed three or more Intermediate 2 subjects.
- 2% of candidates gained a grade A in three or more Intermediate 2 subjects.

Table IB8

Assessment appeals were made on behalf of 5.7% of Intermediate 2 entries (6.7% in 2003), and, of these, 45% resulted in an upgrade. One of the main contributing factors which has led to a decrease in the number of appeals over the past two years is the SQA policy advising centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

n/a	=	no fallback award available
–	=	not applicable
–	=	no entries (table IB 2 only)
0%	=	less than 0.5%

Notation used in the tables

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

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2000 TO 2004

ALL CANDIDATES

SUBJECT						PERCENT
	2000	2001	2002	2003	2004	CHANGE 2003/2004
Classical Greek		10		17	9	-47%
English*	3,200	11,344	13,644	13,752	15,194	10%
French	588	944	1,086	1,591	2,144	35%
Gaelic (Learners)	15	15	34	36	46	28%
Gàidhlig	7	7	8	13	11	-15%
German	200	479	474	576	628	9%
Italian	51	133	114	120	157	31%
Latin	14	23	46	31	93	200%
Russian		1		2	3	50%
Spanish	220	342	483	554	737	33%
Accounting and Finance	388	510	597	593	515	-13%
Mathematics	8,829	11,748	12,527	12,915	13,726	6%
Biology	2,542	3,424	3,492	3,923	4,672	19%
Biotechnology	42	66	80	126	104	-17%
Chemistry	1,218	1,490	1,433	1,613	2,170	35%
Geology	19	28	20	18	30	67%
Managing Environmental Resources	4	40	48	48	67	40%
Physics	1,603	1,849	1,882	2,065	2,240	8%
Amenity Horticulture		23	30	6	19	217%
Crop Establishment	9	5				-
Fish Husbandry	6	7	3			-
Forestry Practice			4			-
Investigating Fish Rearing Systems	6	6	3			-
Investigating the Natural Environment	8		3			-
Livestock Production	9	5			1	-
Plant Propagation		23	28	6	11	83%
Classical Studies	24	43	42	67	53	-21%
Economics	118	146	139	183	188	3%
Geography	833	1,301	1,505	1,479	1,779	20%
History	1,106	1,600	1,778	2,011	2,650	32%
Modern Studies	836	1,151	1,221	1,345	1,626	21%
Philosophy	47	49	87	95	101	6%
Politics	8		1			-
Psychology	118	243	395	358	484	35%
Religious, Moral and Philosophical Studies	133	275	470	521	663	27%
Sociology	83	120	142	108	162	50%

**TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2000 TO 2004
(CONTINUED)**

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	2004	PERCENT
						CHANGE 2003/2004
Administration	952	2,830	3,491	3,568	3,498	-2%
Automotive Engineering				40	18	-55%
Business Management	793	1,035	1,267	1,466	1,701	16%
Care	109	327	699	924	748	-19%
Care Issues for Society	14	121	181	405	322	-20%
Computing	763	1,836	2,180	2,102	2,153	2%
Construction Craft Skills	15	19	11	12	17	42%
Construction Industry Practice	14	37	36	25	39	56%
Craft and Design	512	646	776	791	829	5%
Creative Cake Production					151	-
Design		46	21	5	4	-20%
Electrical Installation Fundamentals					26	-
Electronic and Electrical Fundamentals	46	68	64	99	98	-1%
Engineering Craft Skills	110	164	234	199	265	33%
Fabrication and Welding		4	4	5	7	40%
Graphic Communication	623	827	1,016	1,061	1,137	7%
Health and Safety in Care Settings	1	47	99	156	120	-23%
Home Economics – Fashion and Textile Technology	11	41	63	113	114	1%
Home Economics – Health and Food Technology	328	273	289	239	212	-11%
Home Economics – Lifestyle and Consumer Technology	31	51	90	88	148	68%
Hospitality – General Operations	154	207	227	224	178	-21%
Hospitality – Practical Cookery	1,619	2,032	2,356	2,676	2,836	6%
Hospitality – Professional Cookery	156	204	268	280	219	-22%
Hospitality – Reception and Accommodation Operations	3		7	11		-
Information Systems	2,027	3,284	3,414	3,453	3,191	-8%
Personal and Social Education		35	29	52	69	33%
Selling Overseas Tourist Destinations		42	129	77	72	-6%
Structures	6					-
Technological Studies	182	161	238	337	247	-27%
Travel and Tourism	245	608	731	671	681	1%
Woodworking Skills	829	1,513	1,903	2,190	2,364	8%
Art and Design	595	1,775	1,993	2,503	3,265	30%
Drama	157	462	542	570	671	18%
Media Studies	174	430	463	553	579	5%
Music	465	715	901	1,273	1,885	48%
Fitness and Exercise		8	30	21	40	90%
Leading Sports Activities		10	5	9	13	44%
Physical Education	1,372	1,785	1,933	1,957	2,083	6%
Totals	34,590	59,093	67,509	72,327	80,283	11%

*Title changed from 'English and Communication' to 'English' in 2003.

**TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2,
2000 TO 2004**

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2000	2001	2002	2003	2004
Classical Greek	–	100	–	100	100
English*	69	81	78	73	72
French	83	81	83	81	85
Gaelic (Learners)	100	93	100	100	83
Gàidhlig	100	100	75	100	100
German	81	81	84	88	86
Italian	86	83	83	85	89
Latin	93	91	87	84	98
Russian	–	100	–	100	100
Spanish	76	86	86	85	84
Accounting and Finance	67	70	62	67	64
Mathematics	62	52	60	58	69
Biology	62	59	63	63	69
Biotechnology	74	64	65	49	55
Chemistry	60	62	55	66	68
Geology	47	71	65	56	70
Managing Environmental Resources	100	88	90	94	73
Physics	60	61	60	65	62
Amenity Horticulture	–	83	63	83	79
Crop Establishment	33	100	–	–	–
Fish Husbandry	100	86	67	–	–
Forestry Practice	–	–	75	–	–
Investigating Fish Rearing Systems	100	100	100	–	–
Investigating the Natural Environment	88	–	67	–	–
Livestock Production	67	100	–	–	100
Plant Propagation	–	78	71	83	0
Classical Studies	67	91	76	60	64
Economics	74	62	71	70	85
Geography	63	79	81	78	71
History	66	71	70	71	69
Modern Studies	74	70	70	69	67
Philosophy	81	65	53	67	71
Politics	50	–	0	–	–
Psychology	72	73	68	66	64
Religious, Moral and Philosophical Studies	60	50	57	54	62
Sociology	75	83	80	84	85

**TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2,
2000 TO 2004 (CONTINUED)**

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2000	2001	2002	2003	2004
Administration	88	80	75	80	78
Automotive Engineering	–	–	–	33	100
Business Management	78	74	77	75	70
Care	55	67	65	70	72
Care Issues for Society	93	83	66	64	63
Computing	56	58	58	58	62
Construction Craft Skills	80	84	100	100	88
Construction Industry Practice	43	59	67	60	26
Craft and Design	61	62	63	66	71
Creative Cake Production					93
Design	–	76	52	100	100
Electrical Installation Fundamentals					81
Electronic and Electrical Fundamentals	41	22	23	60	68
Engineering Craft Skills	91	95	99	99	95
Fabrication and Welding	–	100	100	80	57
Graphic Communication	66	65	75	67	77
Health and Safety in Care Settings	100	77	69	65	77
Home Economics – Fashion and Textile Technology	91	78	65	58	48
Home Economics – Health and Food Technology	62	40	45	58	40
Home Economics – Lifestyle and Consumer Technology	71	75	32	53	57
Hospitality – General Operations	46	77	74	76	79
Hospitality – Practical Cookery	88	88	92	94	90
Hospitality – Professional Cookery	66	83	73	83	79
Hospitality – Reception and Accommodation Operations	67	–	86	55	–
Information Systems	61	72	71	77	78
Personal and Social Education	–	74	69	48	61
Selling Overseas Tourist Destinations	–	69	63	70	67
Structures	0	–	–	–	–
Technological Studies	50	48	53	65	70
Travel and Tourism	76	81	51	59	68
Woodworking Skills	95	96	97	96	96
Art and Design	64	79	81	87	89
Drama	83	82	91	88	86
Media Studies	66	50	44	51	47
Music	72	79	84	86	88
Fitness and Exercise	–	88	73	76	85
Leading Sports Activities	–	90	100	100	92
Physical Education	70	80	85	85	88
Totals	67	70	71	72	74

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE IB3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2004

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	STAGE						OTHER/ NOT KNOWN	
		S3	S4	S5	S6	SCHOOL	FE	KNOWN	
Classical Greek	9	-	33%	-	67%	-	-	-	
English	15,194	-	5%	82%	10%	0%	2%	-	
French	2,144	0%	50%	44%	4%	0%	1%	0%	
Gaelic (Learners)	46	-	43%	48%	4%	-	4%	-	
Gàidhlig	11	-	-	100%	-	-	-	-	
German	628	0%	39%	51%	6%	0%	4%	-	
Italian	157	1%	28%	27%	36%	1%	5%	2%	
Latin	93	-	84%	6%	10%	-	-	-	
Russian	3	-	67%	-	-	33%	-	-	
Spanish	737	-	25%	39%	25%	0%	10%	1%	
Accounting and Finance	515	-	3%	58%	18%	-	20%	-	
Mathematics	13,726	0%	9%	75%	13%	0%	3%	0%	
Biology	4,672	-	13%	72%	10%	0%	5%	-	
Biotechnology	104	-	-	82%	9%	-	10%	-	
Chemistry	2,170	-	30%	59%	7%	0%	4%	-	
Geology	30	-	23%	13%	30%	-	33%	-	
Managing Environmental Resources	67	-	-	45%	4%	-	51%	-	
Physics	2,240	0%	19%	68%	11%	0%	3%	-	
Amenity Horticulture	19	-	-	-	-	-	100%	-	
Livestock Production	1	-	-	100%	-	-	-	-	
Plant Propagation	11	-	-	-	-	-	100%	-	
Classical Studies	53	-	-	72%	28%	-	-	-	
Economics	188	-	53%	16%	10%	2%	19%	-	
Geography	1,779	0%	19%	69%	11%	0%	1%	0%	
History	2,650	2%	27%	62%	7%	0%	2%	-	
Modern Studies	1,626	-	15%	72%	10%	0%	3%	-	
Philosophy	101	-	-	71%	28%	-	1%	-	
Psychology	484	-	5%	26%	11%	1%	56%	1%	
Religious, Moral and Philosophical Studies	663	-	54%	34%	12%	0%	-	-	
Sociology	162	-	-	12%	4%	-	84%	-	
Administration	3,498	-	3%	66%	18%	0%	12%	-	
Automotive Engineering	18	-	-	-	-	-	100%	-	
Business Management	1,701	0%	8%	61%	19%	0%	12%	-	
Care	748	-	-	12%	5%	-	83%	-	
Care Issues for Society	322	-	-	-	-	-	100%	-	
Computing	2,153	-	17%	49%	12%	0%	22%	-	
Construction Craft Skills	17	-	-	-	-	-	100%	-	
Construction Industry Practice	39	-	-	-	-	-	100%	-	
Craft and Design	829	-	2%	88%	11%	0%	-	-	
Creative Cake Production	151	-	-	36%	49%	1%	13%	-	
Design	4	-	-	75%	25%	-	-	-	
Electrical Installation Fundamentals	26	-	-	-	-	-	100%	-	
Electronic and Electrical Fundamentals	98	-	-	11%	4%	-	85%	-	
Engineering Craft Skills	265	-	5%	73%	17%	-	5%	-	
Fabrication and Welding	7	-	-	-	-	-	100%	-	
Graphic Communication	1,137	0%	10%	74%	15%	0%	-	-	
Health and Safety in Care Settings	120	-	-	-	1%	2%	98%	-	

**TABLE IB3a: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2004
(CONTINUED)**

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	OTHER						OTHER/ NOT KNOWN
		S3	S4	S5	S6	SCHOOL	FE	
Home Economics:								
Fashion and Textile Technology	114	-	13%	64%	23%	-	-	-
Home Economics:								
Health and Food Technology	212	-	15%	70%	16%	-	-	-
Home Economics:								
Lifestyle and Consumer Technology	148	-	18%	71%	11%	-	-	-
Hospitality – General Operations	178	-	-	15%	4%	-	80%	-
Hospitality – Practical Cookery	2,836	-	6%	65%	29%	-	-	0%
Hospitality – Professional Cookery	219	-	-	-	-	-	100%	-
Information Systems	3,191	1%	17%	50%	14%	0%	18%	-
Personal and Social Education	69	-	-	55%	25%	-	20%	-
Selling Overseas Tourist Destinations	72	-	-	-	-	-	100%	-
Technological Studies	247	-	17%	34%	5%	-	45%	-
Travel and Tourism	681	-	-	56%	23%	1%	20%	-
Woodworking Skills	2,364	-	12%	67%	19%	0%	1%	-
Art and Design	3,265	0%	23%	66%	9%	0%	1%	-
Drama	671	-	22%	65%	8%	-	5%	-
Media Studies	579	-	14%	42%	34%	-	10%	-
Music	1,885	0%	52%	35%	10%	0%	2%	-
Fitness and Exercise	40	-	-	-	-	-	100%	-
Leading Sports Activities	13	-	-	-	-	-	100%	-
Physical Education	2,083	-	5%	83%	12%	0%	-	-
Totals	80,283	162	11,046	53,086	9,954	141	5,869	25
– as percentages		0%	14%	66%	12%	0%	7%	0%

TABLE IB3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2004

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	-	100%	-	100%	-	-	-
English	-	95%	72%	64%	85%	54%	-
French	100%	91%	80%	86%	100%	31%	86%
Gaelic (Learners)	-	95%	68%	100%	-	100%	-
Gàidhlig	-	-	100%	-	-	-	-
German	100%	91%	83%	89%	100%	79%	-
Italian	100%	93%	83%	89%	50%	88%	100%
Latin	-	99%	83%	100%	-	-	-
Russian	-	100%	-	-	100%	-	-
Spanish	-	86%	81%	88%	100%	84%	67%
Accounting and Finance	-	94%	63%	54%	-	69%	-
Mathematics	88%	83%	69%	62%	81%	60%	0%
Biology	-	84%	67%	65%	71%	61%	-
Biotechnology	-	-	55%	67%	-	40%	-
Chemistry	-	82%	61%	66%	100%	55%	-
Geology	-	86%	50%	67%	-	70%	-
Managing Environmental Resources	-	-	80%	67%	-	68%	-
Physics	100%	91%	54%	60%	100%	73%	-
Amenity Horticulture	-	-	-	-	-	79%	-
Livestock Production	-	-	100%	-	-	-	-
Plant Propagation	-	-	-	-	-	0%	-
Classical Studies	-	-	61%	73%	-	-	-
Economics	-	97%	70%	84%	100%	61%	-
Geography	100%	88%	65%	72%	100%	77%	0%
History	91%	89%	61%	64%	0%	66%	-
Modern Studies	-	84%	65%	61%	100%	51%	-
Philosophy	-	-	78%	57%	-	0%	-
Psychology	-	50%	69%	74%	33%	61%	80%
Religious, Moral and Philosophical Studies	-	78%	45%	40%	100%	-	-
Sociology	-	-	70%	83%	-	87%	-
Administration	-	92%	78%	84%	83%	68%	-
Automotive Engineering	-	-	-	-	-	100%	-
Business Management	100%	79%	69%	74%	67%	61%	-
Care	-	-	69%	71%	-	72%	-
Care Issues for Society	-	-	-	-	-	63%	-
Computing	-	77%	60%	62%	0%	52%	-
Construction Craft Skills	-	-	-	-	-	88%	-
Construction Industry Practice	-	-	-	-	-	26%	-
Craft and Design	-	92%	70%	74%	100%	-	-
Creative Cake Production	-	-	95%	99%	100%	70%	-
Design	-	-	100%	100%	-	-	-
Electrical Installation Fundamentals	-	-	-	-	-	81%	-
Electronic and Electrical Fundamentals	-	-	91%	75%	-	65%	-
Engineering Craft Skills	-	100%	93%	100%	-	100%	-
Fabrication and Welding	-	-	-	-	-	57%	-
Graphic Communication	100%	89%	75%	80%	100%	-	-

**TABLE IB3b: PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2004
(CONTINUED)**

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Health and Safety in Care Settings	-	-	-	0%	50%	78%	-
Home Economics:							
Fashion and Textile Technology	-	67%	38%	65%	-	-	-
Home Economics:							
Health and Food Technology	-	52%	38%	36%	-	-	-
Home Economics:							
Lifestyle and Consumer Technology	-	70%	52%	69%	-	-	-
Hospitality – General Operations	-	-	96%	100%	-	74%	-
Hospitality – Practical Cookery	-	65%	89%	96%	-	-	0%
Hospitality – Professional Cookery	-	-	-	-	-	79%	-
Information Systems	100%	84%	78%	81%	100%	67%	-
Personal and Social Education	-	-	47%	65%	-	93%	-
Selling Overseas Tourist Destinations	-	-	-	-	-	67%	-
Technological Studies	-	98%	77%	58%	-	55%	-
Travel and Tourism	-	-	68%	77%	80%	61%	-
Woodworking Skills	-	90%	97%	98%	100%	64%	-
Art and Design	100%	92%	89%	87%	100%	56%	-
Drama	-	93%	83%	89%	-	79%	-
Media Studies	-	63%	45%	50%	-	20%	-
Music	100%	95%	83%	84%	100%	13%	-
Fitness and Exercise	-	-	-	-	-	85%	-
Leading Sports Activities	-	-	-	-	-	92%	-
Physical Education	-	98%	87%	84%	100%	-	-
Totals	94%	87%	73%	73%	84%	65%	68%

**TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT
AT INTERMEDIATE 2, 2004**

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE			PASSES	D	NO. OF CENTRES
		A	B	C			
Classical Greek	9	9	0	0	9	0	3
English	15,194	1,624	4,250	5,113	10,987	1,653	423
French	2,144	1,019	450	358	1,827	96	240
Gaelic (Learners)	46	33	4	1	38	1	12
Gàidhlig	11	6	5	0	11	0	8
German	628	271	154	116	541	33	139
Italian	157	100	23	16	139	7	29
Latin	93	75	8	8	91	1	11
Russian	3	3	0	0	3	0	3
Spanish	737	378	143	101	622	39	111
Accounting and Finance	515	153	89	86	328	35	143
Mathematics	13,726	3,790	3,087	2,659	9,536	1,043	421
Biology	4,672	915	1,088	1,214	3,217	501	350
Biotechnology	104	15	18	24	57	12	12
Chemistry	2,170	602	397	467	1,466	231	247
Geology	30	2	9	10	21	5	7
Managing Environmental Resources	67	23	14	12	49	1	7
Physics	2,240	521	407	459	1,387	183	265
Amenity Horticulture	19	5	6	4	15	1	2
Livestock Production	1	1	0	0	1	0	1
Plant Propagation	11	0	0	0	0	0	1
Classical Studies	53	13	12	9	34	4	9
Economics	188	103	28	28	159	5	29
Geography	1,779	339	472	447	1,258	131	240
History	2,650	585	530	726	1,841	257	286
Modern Studies	1,626	320	386	387	1,093	137	201
Philosophy	101	47	13	12	72	2	28
Psychology	484	141	77	92	310	30	37
Religious, Moral and Philosophical Studies	663	100	155	157	412	66	101
Sociology	162	106	16	15	137	3	16
Administration	3,498	645	1,141	952	2,738	241	342
Automotive Engineering	18	18	0	0	18	0	1
Business Management	1,701	418	400	365	1,183	122	226
Care	748	313	126	98	537	35	40
Care Issues for Society	322	30	71	101	202	23	14
Computing	2,153	393	449	484	1,326	209	182
Construction Craft Skills	17	5	5	5	15	0	2
Construction Industry Practice	39	7	0	3	10	2	4
Craft and Design	829	290	171	129	590	28	191
Creative Cake Production	151	119	20	2	141	1	22
Design	4	3	1	0	4	0	1
Electrical Installation Fundamentals	26	2	8	11	21	1	3
Electronic and Electrical Fundamentals	98	39	19	9	67	4	7
Engineering Craft Skills	265	69	112	70	251	0	40
Fabrication and Welding	7	2	2	0	4	1	1
Graphic Communication	1,137	371	298	209	878	71	230

**TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT
AT INTERMEDIATE 2, 2004 (CONTINUED)**

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				NO. OF	
		A	B	C	PASSES	D	CENTRES
Health and Safety in Care Settings	120	32	30	30	92	6	9
Home Economics: Fashion and Textile Technology	114	7	20	28	55	21	19
Home Economics: Health and Food Technology	212	2	28	54	84	35	66
Home Economics: Lifestyle and Consumer Technology	148	24	25	36	85	22	26
Hospitality – General Operations	178	78	53	9	140	1	12
Hospitality – Practical Cookery	2,836	1,113	961	471	2,545	94	277
Hospitality – Professional Cookery	219	61	75	38	174	11	9
Information Systems	3,191	952	850	674	2,476	172	251
Personal and Social Education	69	13	14	15	42	2	13
Selling Overseas Tourist Destinations	72	13	19	16	48	7	6
Technological Studies	247	75	37	61	173	19	36
Travel and Tourism	681	164	165	137	466	44	72
Woodworking Skills	2,364	911	860	494	2,265	1	257
Art and Design	3,265	1,372	940	602	2,914	146	347
Drama	671	228	200	148	576	38	74
Media Studies	579	59	101	110	270	57	54
Music	1,885	747	588	332	1,667	61	267
Fitness and Exercise	40	16	12	6	34	2	5
Leading Sports Activities	13	8	2	2	12	0	2
Physical Education	2,083	853	741	229	1,823	30	332
Totals	80,283	20,751	20,385	18,451	59,587	5,984	
– as percentages	100%	26%	25%	23%	74%	7%	

TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2004

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				PASSES	D
		A	B	C			
Classical Greek	9	100	0	0	100	0	
English	15,194	11	28	34	72	11	
French	2,144	48	21	17	85	4	
Gaelic (Learners)	46	72	9	2	83	2	
Gàidhlig	11	55	45	0	100	0	
German	628	43	25	18	86	5	
Italian	157	64	15	10	89	4	
Latin	93	81	9	9	98	1	
Russian	3	100	0	0	100	0	
Spanish	737	51	19	14	84	5	
Accounting and Finance	515	30	17	17	64	7	
Mathematics	13,726	28	22	19	69	8	
Biology	4,672	20	23	26	69	11	
Biotechnology	104	14	17	23	55	12	
Chemistry	2,170	28	18	22	68	11	
Geology	30	7	30	33	70	17	
Managing Environmental Resources	67	34	21	18	73	1	
Physics	2,240	23	18	20	62	8	
Amenity Horticulture	19	26	32	21	79	5	
Livestock Production	1	100	0	0	100	0	
Plant Propagation	11	0	0	0	0	0	
Classical Studies	53	25	23	17	64	8	
Economics	188	55	15	15	85	3	
Geography	1,779	19	27	25	71	7	
History	2,650	22	20	27	69	10	
Modern Studies	1,626	20	24	24	67	8	
Philosophy	101	47	13	12	71	2	
Psychology	484	29	16	19	64	6	
Religious, Moral and Philosophical Studies	663	15	23	24	62	10	
Sociology	162	65	10	9	85	2	
Administration	3,498	18	33	27	78	7	
Automotive Engineering	18	100	0	0	100	0	
Business Management	1,701	25	24	21	70	7	
Care	748	42	17	13	72	5	
Care Issues for Society	322	9	22	31	63	7	
Computing	2,153	18	21	22	62	10	
Construction Craft Skills	17	29	29	29	88	0	
Construction Industry Practice	39	18	0	8	26	5	
Craft and Design	829	35	21	16	71	3	
Creative Cake Production	151	79	13	1	93	1	
Design	4	75	25	0	100	0	
Electrical Installation Fundamentals	26	8	31	42	81	4	
Electronic and Electrical Fundamentals	98	40	19	9	68	4	
Engineering Craft Skills	265	26	42	26	95	0	
Fabrication and Welding	7	29	29	0	57	14	
Graphic Communication	1,137	33	26	18	77	6	

**TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2004
(CONTINUED)**

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)			PASSES	D
		A	B	C		
Health and Safety in Care Settings	120	27	25	25	77	5
Home Economics: Fashion and Textile Technology	114	6	18	25	48	18
Home Economics: Health and Food Technology	212	1	13	25	40	17
Home Economics: Lifestyle and Consumer Technology	148	16	17	24	57	15
Hospitality – General Operations	178	44	30	5	79	1
Hospitality – Practical Cookery	2,836	39	34	17	90	3
Hospitality – Professional Cookery	219	28	34	17	79	5
Information Systems	3,191	30	27	21	78	5
Personal and Social Education	69	19	20	22	61	3
Selling Overseas Tourist Destinations	72	18	26	22	67	10
Technological Studies	247	30	15	25	70	8
Travel and Tourism	681	24	24	20	68	6
Woodworking Skills	2,364	39	36	21	96	0
Art and Design	3,265	42	29	18	89	4
Drama	671	34	30	22	86	6
Media Studies	579	10	17	19	47	10
Music	1,885	40	31	18	88	3
Fitness and Exercise	40	40	30	15	85	5
Leading Sports Activities	13	62	15	15	92	0
Physical Education	2,083	41	36	11	88	1
Totals	80,283	26	25	23	74	7

**TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2
BY GENDER, 2004**

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C	D		
Classical Greek	4	44%	4	0	0	4	0	
English	7,569	50%	684	2,021	2,583	5,288	855	
French	704	33%	319	139	127	585	35	
Gaelic (Learners)	22	48%	13	2	0	15	0	
Gàidhlig	1	9%	1	0	0	1	0	
German	232	37%	96	56	40	192	14	
Italian	55	35%	35	8	6	49	2	
Latin	52	56%	42	5	5	52	0	
Russian	-	0%	-	-	-	-	-	
Spanish	194	26%	90	35	33	158	13	
Accounting and Finance	195	38%	50	32	31	113	13	
Mathematics	6,582	48%	1,658	1,442	1,276	4,376	509	
Biology	1,469	31%	330	319	389	1,038	138	
Biotechnology	35	34%	7	5	9	21	3	
Chemistry	1,031	48%	285	175	222	682	120	
Geology	19	63%	2	6	6	14	3	
Managing Environmental Resources	45	67%	15	10	5	30	1	
Physics	1,654	74%	286	290	354	930	153	
Amenity Horticulture	17	89%	5	5	3	13	1	
Livestock Production	1	100%	1	0	0	1	0	
Plant Propagation	11	100%	0	0	0	0	0	
Classical Studies	22	42%	4	5	3	12	3	
Economics	126	68%	78	17	18	113	3	
Geography	1,085	61%	183	276	288	747	90	
History	1,254	47%	252	250	343	845	135	
Modern Studies	665	41%	104	151	158	413	62	
Philosophy	46	46%	19	6	5	30	0	
Psychology	107	22%	21	17	18	56	7	
Religious, Moral and Philosophical Studies	250	38%	37	61	56	154	28	
Sociology	47	29%	24	8	5	37	2	
Administration	991	28%	166	331	270	767	63	
Automotive Engineering	18	100%	18	0	0	18	0	
Business Management	764	45%	153	179	179	511	59	
Care	42	6%	19	4	7	30	2	
Care Issues for Society	17	5%	1	3	6	10	1	
Computing	1,598	74%	286	326	359	971	156	
Construction Craft Skills	17	100%	5	5	5	15	0	
Construction Industry Practice	39	100%	7	0	3	10	2	
Craft and Design	681	82%	218	147	106	471	23	
Creative Cake Production	25	17%	13	8	1	22	1	
Design	3	75%	2	1	0	3	0	
Electrical Installation Fundamentals	26	100%	2	8	11	21	1	
Electronic and Electrical Fundamentals	94	96%	37	18	9	64	4	
Engineering Craft Skills	242	91%	62	100	67	229	0	
Fabrication and Welding	7	100%	2	2	0	4	1	
Graphic Communication	841	74%	282	225	143	650	48	

**TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2
BY GENDER, 2004 (CONTINUED)**

MALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Health and Safety in Care Settings	12	10%	1	4	3	8	2
Home Economics: Fashion and Textile Technology	1	1%	0	0	0	0	0
Home Economics: Health and Food Technology	31	15%	0	1	8	9	6
Home Economics: Lifestyle and Consumer Technology	13	9%	3	0	3	6	4
Hospitality – General Operations	86	48%	26	25	7	58	1
Hospitality – Practical Cookery	712	25%	178	234	176	588	48
Hospitality – Professional Cookery	125	57%	25	41	26	92	8
Information Systems	2,132	67%	570	591	472	1,633	111
Personal and Social Education	31	45%	7	6	6	19	1
Selling Overseas Tourist Destinations	11	15%	1	3	2	6	2
Technological Studies	240	97%	71	37	58	166	19
Travel and Tourism	206	30%	36	57	41	134	13
Woodworking Skills	1,976	84%	748	728	415	1,891	1
Art and Design	1,203	37%	429	352	244	1,025	76
Drama	217	32%	53	76	50	179	14
Media Studies	269	46%	19	43	39	101	26
Music	857	45%	321	276	144	741	26
Fitness and Exercise	19	48%	8	5	4	17	1
Leading Sports Activities	10	77%	7	1	1	9	0
Physical Education	1,592	76%	629	581	160	1,370	24
Totals	38,642	48%	9,050	9,759	9,008	27,817	2,934
– as percentages	100%		23%	25%	23%	72%	8%

**TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2
BY GENDER, 2004**

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C	D		
Classical Greek	5	56%	5	0	0	5	0	
English	7,625	50%	940	2,229	2,530	5,699	798	
French	1,440	67%	700	311	231	1,242	61	
Gaelic (Learners)	24	52%	20	2	1	23	1	
Gàidhlig	10	91%	5	5	0	10	0	
German	396	63%	175	98	76	349	19	
Italian	102	65%	65	15	10	90	5	
Latin	41	44%	33	3	3	39	1	
Russian	3	100%	3	0	0	3	0	
Spanish	543	74%	288	108	68	464	26	
Accounting and Finance	320	62%	103	57	55	215	22	
Mathematics	7,144	52%	2,132	1,645	1,383	5,160	534	
Biology	3,203	69%	585	769	825	2,179	363	
Biotechnology	69	66%	8	13	15	36	9	
Chemistry	1,139	52%	317	222	245	784	111	
Geology	11	37%	0	3	4	7	2	
Managing Environmental Resources	22	33%	8	4	7	19	0	
Physics	586	26%	235	117	105	457	30	
Amenity Horticulture	2	11%	0	1	1	2	0	
Livestock Production	-	0%	-	-	-	-	-	
Plant Propagation	-	0%	-	-	-	-	-	
Classical Studies	31	58%	9	7	6	22	1	
Economics	62	32%	25	11	10	46	2	
Geography	694	39%	156	196	159	511	41	
History	1,396	53%	333	280	383	996	122	
Modern Studies	961	59%	216	235	229	680	75	
Philosophy	55	54%	28	7	7	42	2	
Psychology	377	78%	120	60	74	254	23	
Religious, Moral and Philosophical Studies	413	62%	63	94	101	258	38	
Sociology	115	71%	82	8	10	100	1	
Administration	2,507	72%	479	810	682	1,971	178	
Automotive Engineering	-	0%	-	-	-	-	-	
Business Management	937	55%	265	221	186	672	63	
Care	706	94%	294	122	91	507	33	
Care Issues for Society	305	95%	29	68	95	192	22	
Computing	555	26%	107	123	125	355	53	
Construction Craft Skills	-	0%	-	-	-	-	-	
Construction Industry Practice	-	0%	-	-	-	-	-	
Craft and Design	148	18%	72	24	23	119	5	
Creative Cake Production	126	83%	106	12	1	119	0	
Design	1	25%	1	0	0	1	0	
Electrical Installation Fundamentals	-	0%	-	-	-	-	-	
Electronic and Electrical Fundamentals	4	4%	2	1	0	3	0	
Engineering Craft Skills	23	9%	7	12	3	22	0	
Fabrication and Welding	-	0%	-	-	-	-	-	
Graphic Communication	296	26%	89	73	66	228	23	

**TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2
BY GENDER, 2004 (CONTINUED)**

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				PASSES	D
			A	B	C	D		
Health and Safety in Care Settings	108	90%	31	26	27	84	4	
Home Economics: Fashion and Textile Technology	113	99%	7	20	28	55	21	
Home Economics: Health and Food Technology	181	85%	2	27	46	75	29	
Home Economics: Lifestyle and Consumer Technology	135	91%	21	25	33	79	18	
Hospitality – General Operations	92	52%	52	28	2	82	0	
Hospitality – Practical Cookery	2,124	75%	935	727	295	1,957	46	
Hospitality – Professional Cookery	94	43%	36	34	12	82	3	
Information Systems	1,059	33%	382	259	202	843	61	
Personal and Social Education	38	55%	6	8	9	23	1	
Selling Overseas Tourist Destinations	61	85%	12	16	14	42	5	
Technological Studies	7	3%	4	0	3	7	0	
Travel and Tourism	475	70%	128	108	96	332	31	
Woodworking Skills	388	16%	163	132	79	374	0	
Art and Design	2,062	63%	943	588	358	1,889	70	
Drama	454	68%	175	124	98	397	24	
Media Studies	310	54%	40	58	71	169	31	
Music	1,028	55%	426	312	188	926	35	
Fitness and Exercise	21	53%	8	7	2	17	1	
Leading Sports Activities	3	23%	1	1	1	3	0	
Physical Education	491	24%	224	160	69	453	6	
Totals	41,641	52%	11,701	10,626	9,443	31,770	3,050	
– as percentages	100%		28%	26%	23%	76%	7%	

**TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2
BY GENDER, 2004**

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	9	44	56	100	100	100	100
English	15,194	50	50	9	12	70	75
French	2,144	33	67	45	49	83	86
Gaelic (Learners)	46	48	52	59	83	68	96
Gàidhlig	11	9	91	100	50	100	100
German	628	37	63	41	44	83	88
Italian	157	35	65	64	64	89	88
Latin	93	56	44	81	80	100	95
Russian	3	0	100	-	100	-	100
Spanish	737	26	74	46	53	81	85
Accounting and Finance	515	38	62	26	32	58	67
Mathematics	13,726	48	52	25	30	66	72
Biology	4,672	31	69	22	18	71	68
Biotechnology	104	34	66	20	12	60	52
Chemistry	2,170	48	52	28	28	66	69
Geology	30	63	37	11	0	74	64
Managing Environmental Resources	67	67	33	33	36	67	86
Physics	2,240	74	26	17	40	56	78
Amenity Horticulture	19	89	11	29	0	76	100
Livestock Production	1	100	0	100	-	100	-
Plant Propagation	11	100	0	0	-	0	-
Classical Studies	53	42	58	18	29	55	71
Economics	188	68	32	61	41	90	74
Geography	1,779	61	39	17	22	69	74
History	2,650	47	53	20	24	67	71
Modern Studies	1,626	41	59	16	22	62	71
Philosophy	101	46	54	41	51	65	76
Psychology	484	22	78	20	32	52	67
Religious, Moral and Philosophical Studies	663	38	62	15	15	62	62
Sociology	162	29	71	51	71	79	87
Administration	3,498	28	72	17	19	77	79
Automotive Engineering	18	100	0	100	-	100	-
Business Management	1,701	45	55	20	28	67	72
Care	748	6	94	45	42	71	72
Care Issues for Society	322	5	95	6	10	59	63
Computing	2,153	74	26	18	19	61	64
Construction Craft Skills	17	100	0	29	-	88	-
Construction Industry Practice	39	100	0	18	-	26	-
Craft and Design	829	82	18	32	49	69	80
Creative Cake Production	151	17	83	52	84	88	94
Design	4	75	25	67	100	100	100
Electrical Installation Fundamentals	26	100	0	8	-	81	-
Electronic and Electrical Fundamentals	98	96	4	39	50	68	75
Engineering Craft Skills	265	91	9	26	30	95	96
Fabrication and Welding	7	100	0	29	-	57	-
Graphic Communication	1,137	74	26	34	30	77	77

**TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2
BY GENDER, 2004 (CONTINUED)**

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Health and Safety in Care Settings	120	10	90	8	29	67	78
Home Economics: Fashion and Textile Technology	114	1	99	0	6	0	49
Home Economics: Health and Food Technology	212	15	85	0	1	29	41
Home Economics: Lifestyle and Consumer Technology	148	9	91	23	16	46	59
Hospitality – General Operations	178	48	52	30	57	67	89
Hospitality – Practical Cookery	2,836	25	75	25	44	83	92
Hospitality – Professional Cookery	219	57	43	20	38	74	87
Information Systems	3,191	67	33	27	36	77	80
Personal and Social Education	69	45	55	23	16	61	61
Selling Overseas Tourist Destinations	72	15	85	9	20	55	69
Technological Studies	247	97	3	30	57	69	100
Travel and Tourism	681	30	70	17	27	65	70
Woodworking Skills	2,364	84	16	38	42	96	96
Art and Design	3,265	37	63	36	46	85	92
Drama	671	32	68	24	39	82	87
Media Studies	579	46	54	7	13	38	55
Music	1,885	45	55	37	41	86	90
Fitness and Exercise	40	48	53	42	38	89	81
Leading Sports Activities	13	77	23	70	33	90	100
Physical Education	2,083	76	24	40	46	86	92
Totals	80,283	48	52	23	28	72	76

TABLE IB6a: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1,109	3%	1.5	1.3	87%
15	10,202	24%	1.8	1.5	80%
16	21,867	51%	2.1	1.5	72%
17	6,924	16%	1.4	1.0	72%
18	664	2%	1.5	0.9	58%
19	241	1%	1.5	0.9	62%
20-24	504	1%	1.5	1.1	69%
25-29	257	1%	1.5	1.2	82%
30-34	222	1%	1.5	1.2	81%
35-39	213	1%	1.5	1.3	86%
40-49	224	1%	1.3	1.1	82%
50-59	69	0%	1.3	1.0	80%
60 and over	20	0%	1.1	0.6	55%
All ages	42,516	100%	1.9	1.4	74%

TABLE IB6b: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	473	2%	1.4	1.2	85%
15	4,726	23%	1.8	1.4	78%
16	10,644	53%	2.2	1.5	70%
17	3,327	17%	1.5	1.0	70%
18	331	2%	1.5	0.8	54%
19	104	1%	1.6	0.9	57%
20-24	212	1%	1.6	1.0	66%
25-29	98	0%	1.6	1.2	75%
30-34	73	0%	1.5	1.1	68%
35-39	54	0%	1.6	1.3	81%
40-49	60	0%	1.4	1.1	80%
50-59	23	0%	1.4	1.1	81%
60 and over	14	0%	1.1	0.6	53%
All ages	20,139	100%	1.9	1.9	72%

TABLE IB6c: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	636	3%	1.5	1.3	88%
15	5,476	24%	1.8	1.5	81%
16	11,223	50%	2.1	1.6	75%
17	3,597	16%	1.4	1.0	74%
18	333	1%	1.5	0.9	63%
19	137	1%	1.5	1.0	66%
20-24	292	1%	1.5	1.1	70%
25-29	159	1%	1.5	1.3	86%
30-34	149	1%	1.5	1.3	87%
35-39	159	1%	1.5	1.3	88%
40-49	164	1%	1.3	1.1	82%
50-59	46	0%	1.2	1.0	79%
60 and over	6	0%	1.2	0.7	57%
All ages	22,377	100%	1.9	1.4	76%

Note: Age at 31 December 2003.

TABLE IB7a: NUMBER OF INTERMEDIATE 2 ENTRIES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	27	0%	13	0%	14	0%
6	173	0%	85	0%	88	0%
5	925	3%	464	3%	461	3%
4	3,066	10%	1,529	10%	1,537	9%
3	6,362	25%	3,111	26%	3,251	24%
2	11,118	51%	5,335	52%	5,783	50%
1	20,845	100%	9,602	100%	11,243	100%
Total cand	42,516		20,139		22,377	
Total entries	80,283		38,642		41,641	
Entries/cand	1.9		1.9		1.9	

TABLE IB7b: NUMBER OF INTERMEDIATE 2 PASSES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	24	0%	10	0%	14	0%
6	161	0%	75	0%	86	0%
5	316	1%	163	1%	153	1%
4	1,181	4%	528	4%	653	4%
3	3,873	13%	1,808	13%	2,065	13%
2	9,583	36%	4,518	35%	5,065	36%
1	21,364	86%	9,910	84%	11,454	87%
0	6,014	100%	3,127	100%	2,887	100%
Total cand	42,516		20,139		22,377	
Total passes	59,587		27,817		31,770	
Passes/cand	1.4		1.4		1.4	

TABLE IB7c: NUMBER OF INTERMEDIATE 2 AWARDS AT GRADE A PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	10	0%	2	0%	8	0%
6	88	0%	41	0%	47	0%
5	96	0%	43	0%	53	0%
4	115	1%	53	1%	62	1%
3	371	2%	155	1%	216	2%
2	2,229	7%	960	6%	1,269	7%
1	13,642	39%	5,978	36%	7,664	42%
0	25,965	1	12,907	100%	13,058	100%
Total cand	42,516		20,139		22,377	
Total grade A	20,751		9,050		11,701	
Grade A / cand	0.5		0.4		0.5	

TABLE IB8: TREND IN APPEALS AND THEIR SUCCESS AT INTERMEDIATE 2, 2000 TO 2004

	2000	2001	2002	2003	2004
Number of appeals	5,283	7,020	6,466	4,855	4,581
– as percentage of entries	15.3%	11.9%	9.6%	6.7%	5.7%
Successful appeals	2,441	2,927	3,081	2,126	2,079
– as percentage of all appeals	46%	42%	48%	44%	45%



HIGHER

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

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

Higher was designed for candidates in the fifth and sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and grade D awards are available for 'near misses'. Only overall awards are reported; there is no profile of performance. This was the fifth year Higher had been available to candidates, with entries from 459 centres. Higher had candidate uptake in 76 subjects, including 17 Project-based National Courses (PBNC):

Advertising, Marketing and
Public Relations
Care Practice
Dance Practice
Design
Fitness and Exercise
Food Production Supervision
Hairdressing: Principles of Colouring Hair
Hospitality Event Supervision
Mental Health Care
Photography for the Media
Professional Patisserie
Retail Travel
Selling Scheduled Air Travel
Sports Coaching Studies
Sports Organisation
Structural Engineering
Visual Arts

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

Table NH1

This table shows the entries figure for each subject in the first five years of Higher.

- There were 165,575 entries at Higher in 2004, a decrease of 1% on 2003.
- The largest percentage increases, from subjects with more than 100 entries, were

from Photography for the Media (130% increase) and Early Years Care and Education (33% increase).

- The largest percentage decreases in entries, from subjects with more than 100 entries, were in Classical Studies (down 15%), Latin (down 13%), Care (down 13%) and Economics (down 13%).

Table NH2

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

- The average pass rate for all Higher subjects was 73%. There has been an increase of one percentage point in the pass rate since 2003.
- The pass rate for Mathematics increased slightly as did the English pass rate, from 67% to 68% and from 62% to 66%, respectively.

Table NH3

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

- Higher Courses comprised mainly of S5 (63%) and S6 (29%) entries.
- Although most of the PBNCs and vocational Highers had entries solely from FE centres, some – Design, Photography for the Media, Visual Arts, Dance Practice, and Sports Organisation – also received entries from school candidates.
- Across all Higher subjects the pass rates for S5 and S6 candidates differ by 9 percentage points. The pass rate for S5 Higher candidates was 77% while the pass rate for S6 candidates was 68%.
- Accounting and Finance, Information Systems, and Home Economics: Lifestyle and Consumer Technology have a similar percentage of entries from S5 and S6 candidates. The pass rates for these two candidates groups are also similar, although slightly better from the S5 group; Accounting and Finance: S5 – 76%, S6 – 73%; Information Systems: S5 – 70%, S6 – 68%; Home Economics: Lifestyle and Consumer Technology: S5 – 79%, S6 – 78%.

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 93% in Music, to 52% in Care.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 52% in Spanish to 11% in Care.

Table NH5

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

- Male candidates had more entries than females for Physics (72%), Physical Education (72%) and technological subjects (Technological Studies (95%), Graphic Communication (70%), Computing (76%), Information Systems (66%), and Craft and Design (66%).
- There were more female candidates than male candidates entered for home economics and care subjects.
- The average pass rate for female candidates across all subjects was 4 percentage points higher than for males.
- The average grade A rate for female candidates across all subjects was 2 percentage points higher than for males.
- Male candidates out-performed female candidates, both at percentage of grade As and percentage of passes, in the following subjects: French, Care Practice, Economics, Early Years Care and Education, and Computing.

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 2003.

- 50% of Higher candidates were aged 16 – they had an average pass rate of 76%.
- 34% of Higher candidates were aged 17 – they had an average pass rate of 68%.
- 55% of all Higher candidates were female, 45% were male.
- Candidates entered for, on average, 2.8 Higher subjects, passing, on average, 2.1 of them.

Table NH7

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

- 54% of candidates took at least three Higher subjects in 2004.
- 35% of candidates passed at least three Higher subjects.
- 8% of candidates gained at least three grade A passes at Higher subjects.
- 34% of female candidates and 32% of male candidates achieved at least one Higher grade A pass.

Table NH8

Assessment appeals were made on behalf of 11.0% of Higher entries (12.1% in 2003), and 48% of these resulted in an upgrade. One of the main contributing factors which has led to a decrease in the number of appeals over the past two years is the SQA policy advising centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
–	=	no entries (tables NH2, NH3a and NH3b)
0%	=	less than 0.5%

Notation used in the tables

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

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2000 TO 2004

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Classical Greek	6	14	8	5	13	160%
English*	5,301	16,123	28,910	29,624	28,873	-3%
French	3,797	4,272	4,771	4,886	4,614	-6%
Gaelic (Learners)	84	114	147	147	139	-5%
Gàidhlig	41	66	72	75	91	21%
German	1,692	2,015	2,206	1,908	1,794	-6%
Italian	143	188	284	263	269	2%
Latin	346	271	257	283	245	-13%
Russian	12	5	14	23	17	-26%
Spanish	591	831	916	1,045	1,081	3%
Accounting and Finance	2,141	2,726	2,427	2,435	2,316	-5%
Mathematics	20,050	20,730	19,790	19,966	19,394	-3%
Biology	9,237	9,309	9,274	8,920	8,852	-1%
Biotechnology		4	10	23	35	52%
Chemistry	7,479	9,903	9,560	9,292	9,271	0%
Geology	44	54	89	42	63	50%
Human Biology	2,631	2,837	3,111	3,296	3,452	5%
Managing Environmental Resources	12	10	18	20	89	345%
Physics	9,572	10,015	9,580	9,489	9,286	-2%
Classical Studies	460	577	518	512	433	-15%
Economics	1,139	1,160	1,042	972	847	-13%
Geography	7,765	7,984	7,733	7,809	7,407	-5%
History	7,523	7,758	7,908	8,088	7,891	-2%
Modern Studies	7,208	7,513	7,900	7,762	7,738	0%
Philosophy	305	446	674	654	766	17%
Politics	6	8	27	56	60	7%
Psychology	426	1,186	1,951	2,440	2,779	14%
Religious, Moral and Philosophical Studies	1,354	1,403	1,596	1,597	1,673	5%
Sociology	212	338	468	521	600	15%
Administration	678	2,991	3,827	4,054	4,216	4%
Automotive Engineering	13	4				-
Beauty: Beauty Care			11			-
Building and Architectural Technology	21	38	38	50	22	-56%
Building Services		1	8	11	6	-45%
Business Management	4,971	5,833	5,908	5,977	5,845	-2%
Care	111	257	461	719	623	-13%
Care Practice	53	146	263	438	413	-6%
Civil Engineering	5	14	31	37	20	-46%
Computing	2,401	4,604	4,480	4,753	5,090	7%
Construction	35	25	81	69	47	-32%
Craft and Design	2,593	2,519	2,606	2,478	2,421	-2%
Design		69	49	51	38	-25%

**TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2000 TO 2004
(CONTINUED)**

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Early Years Care and Education			125	272	361	33%
Electrical Engineering	9	20				-
Electronics	14	25	21	6	8	33%
Experiential Approaches to Early Years Care and Education				11		-100%
Fabrication and Welding Engineering		6	8	34	29	-15%
Food Production Supervision		23	3	1	4	300%
Graphic Communication	2,522	2,808	3,006	3,071	3,248	6%
Hairdressing: Principles of Colouring Hair				11	17	55%
Home Economics – Fashion and Textile Technology	16	40	48	73	82	12%
Home Economics – Health and Food Technology	792	745	710	666	714	7%
Home Economics – Lifestyle and Consumer Technology	50	110	123	156	155	-1%
Hospitality – Food and Drink Service			3	10	7	-30%
Hospitality – Professional Cookery	7	62	59	83	66	-20%
Hospitality – Reception and Accommodation Operations			4		5	-
Hospitality Event Supervision					2	-
Information Systems	1,270	2,512	2,896	2,852	2,833	-1%
Manufacturing				3	2	-33%
Mechanical Engineering	9	21	15	5		-100%
Mechatronics	5	22	26	33	16	-52%
Mental Health Care	8	88	136	282	247	-12%
Personal and Social Education	15	69	71	89	100	12%
Professional Patisserie		28	46	42	66	57%
Quantity Surveying	1	1	2	14		-100%
Retail Travel		18	29	26	40	54%
Selling Scheduled Air Travel		11	21	14	30	114%
Structural Engineering		3	8	5	11	120%
Technological Studies	847	1,024	957	993	888	-11%
Tourism	16	87	55	51	66	29%
Advertising, Marketing and Public Relations		7	10	11	7	-36%
Art and Design	3,483	6,810	7,200	6,908	6,895	0%
Drama	1,386	1,399	1,569	1,704	1,912	12%
Media Literacy		4				-
Media Studies	361	639	777	851	827	-3%
Music	2,748	3,039	3,090	3,503	3,829	9%
Photography for the Media		17	14	50	115	130%
Visual Arts		46	50	20	13	-35%
Dance Practice			10	31	62	100%
Fitness and Exercise		25	32	60	43	-28%
Physical Education	3,028	3,681	3,801	4,095	3,996	-2%
Sports Coaching Studies		24	37	45	45	0%
Sports Organisation		21	18	14	5	-64%
Totals	117,045	147,796	164,004	166,885	165,575	-1%

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2000 TO 2004

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2000	2001	2002	2003	2004
Classical Greek	100	100	88	80	100
English*	75	75	68	62	66
French	84	86	84	84	82
Gaelic (Learners)	93	89	95	90	86
Gàidhlig	100	100	100	100	93
German	89	83	81	80	79
Italian	92	88	83	76	86
Latin	89	81	81	87	85
Russian	100	80	93	91	94
Spanish	90	89	89	86	86
Accounting and Finance	83	72	75	74	75
Mathematics	71	70	66	67	68
Biology	66	67	66	69	76
Biotechnology	-	75	60	61	74
Chemistry	73	73	72	73	74
Geology	77	63	74	69	81
Human Biology	64	63	65	64	68
Managing Environmental Resources	67	70	72	60	85
Physics	71	75	73	74	74
Classical Studies	71	73	75	76	66
Economics	81	77	77	77	79
Geography	77	75	75	76	74
History	79	80	80	80	80
Modern Studies	81	80	78	75	75
Philosophy	86	75	73	68	77
Politics	100	100	85	89	90
Psychology	70	74	70	71	70
Religious, Moral and Philosophical Studies	77	70	70	66	74
Sociology	83	77	73	67	70
Administration	90	76	71	73	74
Automotive Engineering	54	50	-	-	-
Beauty: Beauty Care	-	-	0	-	-
Building and Architectural Technology	67	55	47	52	73
Building Services	-	100	63	18	50
Business Management	85	80	77	75	72
Care	63	70	67	64	52
Care Practice	92	90	86	92	85
Civil Engineering	40	36	48	62	40
Computing	70	74	73	71	72
Construction	60	36	30	32	51
Craft and Design	66	66	65	68	64
Design	-	70	82	65	11

*Title changed from 'English and Communication' to 'English' in 2003.

**TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2000 TO 2004
(CONTINUED)**

ALL CANDIDATES

SUBJECT	PERCENTAGE PASS RATES				
	2000	2001	2002	2003	2004
Early Years Care and Education	-	-	86	81	72
Electrical Engineering	0	0	-	-	-
Electronics	14	20	29	17	50
Experiential Approaches to Early Years Care and Education	-	-	-	100	-
Fabrication and Welding Engineering	-	33	13	71	66
Food Production Supervision	-	96	100	100	75
Graphic Communication	71	74	78	76	76
Hairdressing: Principles of Colouring Hair	-	-	-	82	94
Home Economics – Fashion and Textile Technology	38	43	46	78	50
Home Economics – Health and Food Technology	79	68	67	83	83
Home Economics – Lifestyle and Consumer Technology	86	75	65	83	79
Hospitality – Food and Drink Service	-	-	67	30	57
Hospitality – Professional Cookery	71	53	68	65	67
Hospitality – Reception and Accommodation Operations	-	-	75	-	40
Hospitality Event Supervision	-	-	-	-	100
Information Systems	76	66	64	69	68
Manufacturing	-	-	-	33	0
Mechanical Engineering	22	24	53	0	-
Mechatronics	60	59	54	55	50
Mental Health Care	100	94	87	87	81
Personal and Social Education	87	94	80	82	77
Professional Patisserie	-	89	91	60	77
Quantity Surveying	100	0	100	57	-
Retail Travel	-	56	55	88	78
Selling Scheduled Air Travel	-	82	48	86	83
Structural Engineering	-	100	88	80	73
Technological Studies	75	70	69	67	71
Tourism	38	43	33	43	26
Advertising, Marketing and Public Relations	-	100	70	64	57
Art and Design	78	84	81	81	81
Drama	81	81	83	81	80
Media Literacy	-	0	-	-	-
Media Studies	64	53	48	57	59
Music	90	94	94	94	93
Photography for the Media	-	71	36	90	90
Visual Arts	-	37	86	55	38
Dance Practice	-	-	80	74	55
Fitness and Exercise	-	92	72	77	63
Physical Education	72	82	80	79	82
Sports Coaching Studies	-	71	70	69	78
Sports Organisation	-	76	44	71	80
Totals	75	75	73	72	73

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE NH3a: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2004

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	13	-	-	62%	15%	23%	-	-
English	28,873	-	0%	66%	27%	1%	6%	0%
French	4,614	0%	1%	79%	17%	1%	2%	0%
Gaelic (Learners)	139	-	1%	58%	14%	1%	27%	-
Gàidhlig	91	-	-	81%	12%	-	7%	-
German	1,794	0%	1%	76%	20%	1%	2%	-
Italian	269	0%	0%	46%	40%	3%	9%	2%
Latin	245	-	1%	80%	18%	1%	-	-
Russian	17	6%	47%	29%	18%	-	-	-
Spanish	1,081	0%	1%	58%	28%	0%	12%	-
Accounting and Finance	2,316	-	-	46%	51%	0%	3%	-
Mathematics	19,394	0%	0%	71%	25%	1%	3%	-
Biology	8,852	-	-	66%	30%	1%	3%	-
Biotechnology	35	-	-	-	34%	-	66%	-
Chemistry	9,271	-	0%	78%	18%	0%	3%	0%
Geology	63	-	-	10%	90%	-	-	-
Human Biology	3,452	-	0%	51%	30%	0%	19%	-
Managing Environmental Resources	89	-	-	16%	48%	-	36%	-
Physics	9,286	0%	0%	74%	22%	1%	3%	-
Classical Studies	433	-	-	41%	57%	1%	-	-
Economics	847	-	0%	37%	57%	1%	5%	-
Geography	7,407	-	0%	68%	30%	1%	2%	-
History	7,891	-	0%	72%	23%	0%	4%	-
Modern Studies	7,738	-	0%	59%	36%	1%	4%	-
Philosophy	766	-	0%	19%	66%	1%	15%	-
Politics	60	-	-	-	25%	-	75%	-
Psychology	2,779	-	-	5%	23%	0%	71%	0%
Religious, Moral and Philosophical Studies	1,673	-	-	38%	61%	0%	-	-
Sociology	600	-	-	4%	13%	-	83%	-
Administration	4,216	-	-	55%	43%	0%	2%	-
Building and Architectural Technology	22	-	-	-	-	-	100%	-
Building Services	6	-	-	-	-	-	100%	-
Business Management	5,845	-	0%	37%	60%	1%	3%	-
Care	623	-	-	0%	1%	-	99%	-
Care Practice	413	-	-	-	-	-	100%	-
Civil Engineering	20	-	-	-	-	-	100%	-
Computing	5,090	-	0%	70%	27%	1%	3%	-
Construction	47	-	-	-	-	-	100%	-
Craft and Design	2,421	-	0%	63%	36%	0%	-	-
Design	38	-	-	5%	11%	-	84%	-

**TABLE NH3a: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2004
(CONTINUED)**

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Early Years Care and Education	361	-	-	0%	3%	-	97%	-
Electronics	8	-	-	50%	50%	-	-	-
Fabrication and Welding Engineering	29	-	-	-	-	-	100%	-
Food Production Supervision	4	-	-	-	-	-	100%	-
Graphic Communication	3,248	-	-	71%	28%	-	0%	-
Hairdressing: Principles of Colouring Hair	17	-	-	-	-	-	100%	-
Home Economics: Fashion and Textile Technology	82	-	-	57%	43%	-	-	-
Home Economics: Health and Food Technology	714	-	-	63%	37%	0%	-	-
Home Economics: Lifestyle and Consumer Technology	155	-	-	53%	47%	-	-	-
Hospitality – Food and Drink Service	7	-	-	-	-	-	100%	-
Hospitality – Professional Cookery	66	-	-	-	-	-	100%	-
Hospitality – Reception and Accommodation Operations	5	-	-	-	-	-	100%	-
Hospitality Event Supervision	2	-	-	-	-	-	100%	-
Information Systems	2,833	-	0%	49%	47%	0%	3%	0%
Manufacturing	2	-	-	-	-	-	100%	-
Mechatronics	16	-	-	-	-	-	100%	-
Mental Health Care	247	-	-	-	-	-	100%	-
Personal and Social Education	100	-	-	53%	47%	-	-	-
Professional Patisserie	66	-	-	-	-	-	100%	-
Retail Travel	40	-	-	-	-	-	100%	-
Selling Scheduled Air Travel	30	-	-	-	-	-	100%	-
Structural Engineering	11	-	-	-	-	-	100%	-
Technological Studies	888	-	-	72%	28%	-	-	-
Tourism	66	-	-	18%	21%	-	61%	-
Advertising, Marketing and Public Relations	7	-	-	-	-	-	100%	-
Art and Design	6,895	-	0%	74%	23%	0%	2%	-
Drama	1,912	-	-	70%	28%	-	3%	-
Media Studies	827	-	-	23%	55%	0%	22%	-
Music	3,829	-	2%	71%	25%	0%	2%	-
Photography for the Media	115	-	-	7%	30%	1%	62%	-
Visual Arts	13	-	-	-	31%	-	69%	-
Dance Practice	62	-	-	8%	18%	-	74%	-
Fitness and Exercise	43	-	-	-	-	-	100%	-
Physical Education	3,996	-	-	56%	44%	0%	-	-
Sports Coaching Studies	45	-	-	-	-	-	100%	-
Sports Organisation	5	-	-	100%	-	-	-	-
Totals	165,575	14	412	104,700	48,740	821	10,856	32
– as percentages		0%	0%	63%	29%	0%	7%	0%

TABLE NH3b: PASS RATES FOR EACH SUBJECT AT HIGHER BY STAGE, 2004

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	-	-	100%	100%	100%	-	-
English	-	93%	73%	51%	72%	54%	29%
French	100%	97%	84%	77%	89%	73%	67%
Gaelic (Learners)	-	100%	85%	89%	100%	84%	-
Gàidhlig	-	-	96%	91%	-	67%	-
German	100%	100%	81%	73%	82%	68%	-
Italian	100%	100%	85%	83%	100%	96%	100%
Latin	-	50%	87%	75%	100%	-	-
Russian	100%	100%	80%	100%	-	-	-
Spanish	100%	100%	87%	81%	100%	88%	-
Accounting and Finance	-	-	76%	73%	100%	66%	-
Mathematics	100%	98%	74%	56%	70%	53%	-
Biology	-	-	79%	71%	86%	70%	-
Biotechnology	-	-	-	100%	-	61%	-
Chemistry	-	76%	76%	65%	85%	62%	0%
Geology	-	-	100%	79%	-	-	-
Human Biology	-	100%	73%	65%	85%	58%	-
Managing Environmental Resources	-	-	100%	88%	-	75%	-
Physics	100%	79%	77%	66%	84%	60%	-
Classical Studies	-	-	59%	70%	100%	-	-
Economics	-	100%	85%	76%	100%	68%	-
Geography	-	86%	76%	70%	87%	63%	-
History	-	100%	82%	77%	86%	56%	-
Modern Studies	-	93%	75%	76%	68%	57%	-
Philosophy	-	100%	81%	80%	71%	63%	-
Politics	-	-	-	80%	-	93%	-
Psychology	-	-	56%	75%	100%	70%	83%
Religious, Moral and Philosophical Studies	-	-	72%	74%	100%	-	-
Sociology	-	-	76%	86%	-	67%	-
Administration	-	-	74%	75%	80%	46%	-
Building and Architectural Technology	-	-	-	-	-	73%	-
Building Services	-	-	-	-	-	50%	-
Business Management	-	88%	74%	72%	76%	47%	-
Care	-	-	100%	60%	-	52%	-
Care Practice	-	-	-	-	-	85%	-
Civil Engineering	-	-	-	-	-	40%	-
Computing	-	100%	74%	68%	82%	35%	-
Construction	-	-	-	-	-	51%	-
Craft and Design	-	45%	60%	69%	100%	-	-
Design	-	-	100%	50%	-	0%	-

TABLE NH3b: PASS RATES FOR EACH SUBJECT AT HIGHER BY STAGE, 2004 (CONTINUED)

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER		OTHER/ NOT KNOWN
					SCHOOL	FE	
Early Years Care and Education	-	-	0%	30%	-	74%	-
Electronics	-	-	50%	50%	-	-	-
Fabrication and Welding Engineering	-	-	-	-	-	66%	-
Food Production Supervision	-	-	-	-	-	75%	-
Graphic Communication	-	-	78%	71%	-	56%	-
Hairdressing: Principles of Colouring Hair	-	-	-	-	-	94%	-
Home Economics: Fashion and Textile Technology	-	-	49%	51%	-	-	-
Home Economics: Health and Food Technology	-	-	84%	82%	100%	-	-
Home Economics: Lifestyle and Consumer Technology	-	-	79%	78%	-	-	-
Hospitality – Food and Drink Service	-	-	-	-	-	57%	-
Hospitality – Professional Cookery	-	-	-	-	-	67%	-
Hospitality – Reception and Accommodation Operations	-	-	-	-	-	40%	-
Hospitality Event Supervision	-	-	-	-	-	100%	-
Information Systems	-	67%	70%	68%	67%	31%	0%
Manufacturing	-	-	-	-	-	0%	-
Mechatronics	-	-	-	-	-	50%	-
Mental Health Care	-	-	-	-	-	81%	-
Personal and Social Education	-	-	66%	89%	-	-	-
Professional Patisserie	-	-	-	-	-	77%	-
Retail Travel	-	-	-	-	-	78%	-
Selling Scheduled Air Travel	-	-	-	-	-	83%	-
Structural Engineering	-	-	-	-	-	73%	-
Technological Studies	-	-	72%	67%	-	-	-
Tourism	-	-	17%	57%	-	18%	-
Advertising, Marketing and Public Relations	-	-	-	-	-	57%	-
Art and Design	-	100%	83%	76%	91%	48%	-
Drama	-	-	81%	81%	-	55%	-
Media Studies	-	-	64%	64%	50%	40%	-
Music	-	100%	94%	91%	100%	78%	-
Photography for the Media	-	-	88%	91%	100%	90%	-
Visual Arts	-	-	-	50%	-	33%	-
Dance Practice	-	-	60%	100%	-	43%	-
Fitness and Exercise	-	-	-	-	-	63%	-
Physical Education	-	-	83%	80%	77%	-	-
Sports Coaching Studies	-	-	-	-	-	78%	-
Sports Organisation	-	-	80%	-	-	-	-
Totals	100%	92%	77%	68%	80%	62%	66%

**TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT
AT HIGHER, 2004**

ALL CANDIDATES

SUBJECT	GRADE						NO. OF D CENTRES
	ENTRIES	A	B	C	PASSES	D	
Classical Greek	13	13	0	0	13	0	7
English	28,873	3,959	5,941	9,253	19,153	4,068	439
French	4,614	1,934	1,049	822	3,805	285	387
Gaelic (Learners)	139	66	35	18	119	7	25
Gàidhlig	91	50	26	9	85	1	18
German	1,794	666	362	394	1,422	145	247
Italian	269	133	59	39	231	9	47
Latin	245	101	65	42	208	11	48
Russian	17	13	2	1	16	0	13
Spanish	1,081	564	194	171	929	52	135
Accounting and Finance	2,316	699	541	486	1,726	179	253
Mathematics	19,394	4,467	4,039	4,778	13,284	1,809	433
Biology	8,852	2,304	2,257	2,164	6,725	779	378
Biotechnology	35	14	1	11	26	4	5
Chemistry	9,271	2,168	2,186	2,477	6,831	1,006	417
Geology	63	14	13	24	51	5	10
Human Biology	3,452	724	742	866	2,332	358	173
Managing Environmental Resources	89	21	37	18	76	3	8
Physics	9,286	2,611	2,026	2,219	6,856	897	411
Classical Studies	433	103	88	93	284	37	43
Economics	847	254	213	202	669	64	74
Geography	7,407	1,907	1,710	1,865	5,482	647	391
History	7,891	1,395	2,622	2,296	6,313	566	418
Modern Studies	7,738	1,827	1,917	2,052	5,796	631	359
Philosophy	766	161	235	197	593	54	88
Politics	60	18	28	8	54	0	12
Psychology	2,779	651	723	578	1,952	146	102
Religious, Moral and Philosophical Studies	1,673	294	461	476	1,231	145	159
Sociology	600	171	137	109	417	32	38
Administration	4,216	674	1,178	1,260	3,112	384	338
Building and Architectural Technology	22	6	8	2	16	0	2
Building Services	6	2	1	0	3	0	1
Business Management	5,845	1,053	1,516	1,631	4,200	503	328
Care	623	69	103	153	325	56	28
Care Practice	413	131	125	94	350	14	17
Civil Engineering	20	1	4	3	8	0	2
Computing	5,090	939	1,282	1,426	3,647	502	306
Construction	47	2	10	12	24	1	4
Craft and Design	2,421	318	540	681	1,539	290	284
Design	38	1	2	1	4	1	2

**TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT
AT HIGHER, 2004 (CONTINUED)**

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	NO. OF D CENTRES
		A	B	C	D		
Early Years Care and Education	361	53	93	115	261	28	16
Electronics	8	2	0	2	4	0	1
Fabrication and Welding Engineering	29	7	6	6	19	1	2
Food Production Supervision	4	0	1	2	3	0	1
Graphic Communication	3,248	826	834	813	2,473	248	313
Hairdressing: Principles of Colouring Hair	17	0	4	12	16	0	1
Home Economics: Fashion and Textile Technology	82	3	11	27	41	15	11
Home Economics: Health and Food Technology	714	162	237	195	594	51	119
Home Economics: Lifestyle and Consumer Technology	155	40	52	30	122	9	29
Hospitality – Food and Drink Service	7	0	3	1	4	0	1
Hospitality – Professional Cookery	66	22	14	8	44	3	5
Hospitality – Reception and Accommodation Operations	5	0	1	1	2	2	1
Hospitality Event Supervision	2	1	1	0	2	0	1
Information Systems	2,833	332	755	832	1,919	346	187
Manufacturing	2	0	0	0	0	0	1
Mechatronics	16	3	1	4	8	0	3
Mental Health Care	247	53	71	75	199	18	13
Personal and Social Education	100	22	29	26	77	6	14
Professional Patisserie	66	12	25	14	51	3	5
Retail Travel	40	12	8	11	31	2	4
Selling Scheduled Air Travel	30	9	10	6	25	3	2
Structural Engineering	11	4	1	3	8	0	2
Technological Studies	888	252	196	180	628	66	106
Tourism	66	3	3	11	17	6	8
Advertising, Marketing and Public Relations	7	0	3	1	4	0	1
Art and Design	6,895	1,397	2,019	2,166	5,582	609	412
Drama	1,912	237	679	620	1,536	207	174
Media Studies	827	121	164	202	487	91	65
Music	3,829	1,759	1,190	629	3,578	94	393
Photography for the Media	115	20	41	43	104	4	8
Visual Arts	13	0	2	3	5	0	2
Dance Practice	62	1	15	18	34	2	4
Fitness and Exercise	43	4	13	10	27	2	3
Physical Education	3,996	978	1,226	1,070	3,274	302	356
Sports Coaching Studies	45	22	11	2	35	0	3
Sports Organisation	5	4	0	0	4	1	1
Totals	165,575	36,859	40,197	44,069	121,125	15,810	
– as percentages	100%	22%	24%	27%	73%	10%	

TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2004

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Classical Greek	13	100	0	0	100	0
English	28,873	14	21	32	66	14
French	4,614	42	23	18	82	6
Gaelic (Learners)	139	47	25	13	86	5
Gàidhlig	91	55	29	10	93	1
German	1,794	37	20	22	79	8
Italian	269	49	22	14	86	3
Latin	245	41	27	17	85	4
Russian	17	76	12	6	94	0
Spanish	1,081	52	18	16	86	5
Accounting and Finance	2,316	30	23	21	75	8
Mathematics	19,394	23	21	25	68	9
Biology	8,852	26	25	24	76	9
Biotechnology	35	40	3	31	74	11
Chemistry	9,271	23	24	27	74	11
Geology	63	22	21	38	81	8
Human Biology	3,452	21	21	25	68	10
Managing Environmental Resources	89	24	42	20	85	3
Physics	9,286	28	22	24	74	10
Classical Studies	433	24	20	21	66	9
Economics	847	30	25	24	79	8
Geography	7,407	26	23	25	74	9
History	7,891	18	33	29	80	7
Modern Studies	7,738	24	25	27	75	8
Philosophy	766	21	31	26	77	7
Politics	60	30	47	13	90	0
Psychology	2,779	23	26	21	70	5
Religious, Moral and Philosophical Studies	1,673	18	28	28	74	9
Sociology	600	29	23	18	70	5
Administration	4,216	16	28	30	74	9
Building and Architectural Technology	22	27	36	9	73	0
Building Services	6	33	17	0	50	0
Business Management	5,845	18	26	28	72	9
Care	623	11	17	25	52	9
Care Practice	413	32	30	23	85	3
Civil Engineering	20	5	20	15	40	0
Computing	5,090	18	25	28	72	10
Construction	47	4	21	26	51	2
Craft and Design	2,421	13	22	28	64	12
Design	38	3	5	3	11	3

**TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2004
(CONTINUED)**

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Early Years Care and Education	361	15	26	32	72	8
Electronics	8	25	0	25	50	0
Fabrication and Welding Engineering	29	24	21	21	66	3
Food Production Supervision	4	0	25	50	75	0
Graphic Communication	3,248	25	26	25	76	8
Hairdressing: Principles of Colouring Hair	17	0	24	71	94	0
Home Economics: Fashion and Textile Technology	82	4	13	33	50	18
Home Economics: Health and Food Technology	714	23	33	27	83	7
Home Economics: Lifestyle and Consumer Technology	155	26	34	19	79	6
Hospitality – Food and Drink Service	7	0	43	14	57	0
Hospitality – Professional Cookery	66	33	21	12	67	5
Hospitality – Reception and Accommodation Operations	5	0	20	20	40	40
Hospitality Event Supervision	2	50	50	0	100	0
Information Systems	2,833	12	27	29	68	12
Manufacturing	2	0	0	0	0	0
Mechatronics	16	19	6	25	50	0
Mental Health Care	247	21	29	30	81	7
Personal and Social Education	100	22	29	26	77	6
Professional Patisserie	66	18	38	21	77	5
Retail Travel	40	30	20	28	78	5
Selling Scheduled Air Travel	30	30	33	20	83	10
Structural Engineering	11	36	9	27	73	0
Technological Studies	888	28	22	20	71	7
Tourism	66	5	5	17	26	9
Advertising, Marketing and Public Relations	7	0	43	14	57	0
Art and Design	6,895	20	29	31	81	9
Drama	1,912	12	36	32	80	11
Media Studies	827	15	20	24	59	11
Music	3,829	46	31	16	93	2
Photography for the Media	115	17	36	37	90	3
Visual Arts	13	0	15	23	38	0
Dance Practice	62	2	24	29	55	3
Fitness and Exercise	43	9	30	23	63	5
Physical Education	3,996	24	31	27	82	8
Sports Coaching Studies	45	49	24	4	78	0
Sports Organisation	5	80	0	0	80	20
Totals	165,575	22	24	27	73	10

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2004

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Classical Greek	9	69%	9	0	0	9	0
English	12,101	42%	1,517	2,443	3,790	7,750	1,726
French	1,132	25%	516	262	184	962	60
Gaelic (Learners)	42	30%	21	8	4	33	1
Gàidhlig	26	29%	10	8	5	23	0
German	535	30%	173	112	129	414	46
Italian	68	25%	36	12	7	55	2
Latin	97	40%	36	28	18	82	4
Russian	9	53%	6	2	0	8	0
Spanish	249	23%	125	43	44	212	11
Accounting and Finance	1,079	47%	320	263	210	793	74
Mathematics	10,233	53%	2,388	2,083	2,443	6,914	902
Biology	2,761	31%	780	669	645	2,094	221
Biotechnology	15	43%	10	0	3	13	0
Chemistry	4,620	50%	1,150	1,033	1,202	3,385	511
Geology	40	63%	11	8	12	31	3
Human Biology	886	26%	216	180	203	599	93
Managing Environmental Resources	41	46%	11	15	9	35	1
Physics	6,681	72%	1,780	1,440	1,615	4,835	672
Classical Studies	189	44%	42	32	39	113	19
Economics	529	62%	170	144	117	431	39
Geography	4,042	55%	874	883	1,070	2,827	384
History	3,447	44%	557	1,093	1,032	2,682	267
Modern Studies	2,993	39%	630	746	844	2,220	245
Philosophy	329	43%	75	97	82	254	21
Politics	37	62%	10	19	4	33	0
Psychology	669	24%	123	151	148	422	31
Religious, Moral and Philosophical Studies	467	28%	73	124	121	318	48
Sociology	176	29%	48	42	29	119	8
Administration	849	20%	116	226	270	612	86
Building Services	4	67%	1	1	0	2	0
Building and Architectural Technology	20	91%	6	6	2	14	0
Business Management	2,546	44%	408	666	739	1,813	236
Care	60	10%	8	8	15	31	8
Care Practice	41	10%	18	8	10	36	2
Civil Engineering	19	95%	1	3	3	7	0
Computing	3,868	76%	724	977	1,076	2,777	368
Construction	44	94%	2	8	12	22	1
Craft and Design	1,598	66%	164	306	464	934	220
Design	18	47%	0	2	0	2	1

**TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2004
(CONTINUED)**

MALE CANDIDATES

SUBJECT	AS %		GRADE				
	ENTRIES	OF ALL CANDS	A	B	C	PASSES	D
Early Years Care and Education	9	2%	2	2	4	8	0
Electronics	8	100%	2	0	2	4	0
Fabrication and Welding Engineering	28	97%	7	6	6	19	0
Food Production Supervision	3	75%	0	0	2	2	0
Graphic Communication	2,264	70%	603	592	528	1,723	170
Hairdressing: Principles of Colouring Hair	-	0%	-	-	-	-	-
Home Economics: Fashion and Textile Technology	3	4%	0	2	0	2	0
Home Economics: Health and Food Technology	58	8%	7	19	22	48	4
Home Economics: Lifestyle and Consumer Technology	10	6%	2	2	1	5	0
Hospitality – Food and Drink Service	4	57%	0	0	1	1	0
Hospitality – Professional Cookery	32	48%	8	6	7	21	2
Hospitality – Reception and Accommodation Operations	2	40%	0	0	0	0	1
Hospitality Event Supervision	-	0%	-	-	-	-	-
Information Systems	1,866	66%	196	472	557	1,225	234
Manufacturing	2	100%	0	0	0	0	0
Mechatronics	13	81%	2	1	4	7	0
Mental Health Care	34	14%	8	8	10	26	5
Personal and Social Education	20	20%	3	4	7	14	0
Professional Patisserie	34	52%	3	13	9	25	1
Retail Travel	6	15%	2	0	1	3	1
Selling Scheduled Air Travel	5	17%	1	1	3	5	0
Structural Engineering	11	100%	4	1	3	8	0
Technological Studies	845	95%	239	189	171	599	62
Tourism	13	20%	0	2	3	5	1
Advertising, Marketing and Public Relations	2	29%	0	2	0	2	0
Art and Design	1,993	29%	328	492	663	1,483	224
Drama	523	27%	44	183	170	397	69
Media Studies	364	44%	41	67	82	190	49
Music	1,602	42%	739	511	236	1,486	40
Photography for the Media	45	39%	7	20	15	42	1
Visual Arts	2	15%	0	0	0	0	0
Dance Practice	4	6%	0	0	1	1	0
Fitness and Exercise	29	67%	2	8	6	16	2
Physical Education	2,895	72%	670	932	794	2,396	216
Sports Coaching Studies	30	67%	11	9	2	22	0
Sports Organisation	1	20%	1	0	0	1	0
Totals	75,329	45%	16,097	17,695	19,910	53,702	7,393
– as percentages	100%		21%	23%	26%	71%	10%

TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2004

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	4	31%	4	0	0	4	0
English	16,772	58%	2,442	3,498	5,463	11,403	2,342
French	3,482	75%	1,418	787	638	2,843	225
Gaelic (Learners)	97	70%	45	27	14	86	6
Gàidhlig	65	71%	40	18	4	62	1
German	1,259	70%	493	250	265	1,008	99
Italian	201	75%	97	47	32	176	7
Latin	148	60%	65	37	24	126	7
Russian	8	47%	7	0	1	8	0
Spanish	832	77%	439	151	127	717	41
Accounting and Finance	1,237	53%	379	278	276	933	105
Mathematics	9,161	47%	2,079	1,956	2,335	6,370	907
Biology	6,091	69%	1,524	1,588	1,519	4,631	558
Biotechnology	20	57%	4	1	8	13	4
Chemistry	4,651	50%	1,018	1,153	1,275	3,446	495
Geology	23	37%	3	5	12	20	2
Human Biology	2,566	74%	508	562	663	1,733	265
Managing Environmental Resources	48	54%	10	22	9	41	2
Physics	2,605	28%	831	586	604	2,021	225
Classical Studies	244	56%	61	56	54	171	18
Economics	318	38%	84	69	85	238	25
Geography	3,365	45%	1,033	827	795	2,655	263
History	4,444	56%	838	1,529	1,264	3,631	299
Modern Studies	4,745	61%	1,197	1,171	1,208	3,576	386
Philosophy	437	57%	86	138	115	339	33
Politics	23	38%	8	9	4	21	0
Psychology	2,110	76%	528	572	430	1,530	115
Religious, Moral and Philosophical Studies	1,206	72%	221	337	355	913	97
Sociology	424	71%	123	95	80	298	24
Administration	3,367	80%	558	952	990	2,500	298
Building and Architectural Technology	2	9%	0	2	0	2	0
Building Services	2	33%	1	0	0	1	0
Business Management	3,299	56%	645	850	892	2,387	267
Care	563	90%	61	95	138	294	48
Care Practice	372	90%	113	117	84	314	12
Civil Engineering	1	5%	0	1	0	1	0
Computing	1,222	24%	215	305	350	870	134
Construction	3	6%	0	2	0	2	0
Craft and Design	823	34%	154	234	217	605	70
Design	20	53%	1	0	1	2	0

**TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2004
(CONTINUED)**

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Early Years Care and Education	352	98%	51	91	111	253	28
Electronics	-	0%	-	-	-	-	-
Fabrication and Welding Engineering	1	3%	0	0	0	0	1
Food Production Supervision	1	25%	0	1	0	1	0
Graphic Communication	984	30%	223	242	285	750	78
Hairdressing: Principles of Colouring Hair	17	100%	0	4	12	16	0
Home Economics: Fashion and Textile Technology	79	96%	3	9	27	39	15
Home Economics: Health and Food Technology	656	92%	155	218	173	546	47
Home Economics: Lifestyle and Consumer Technology	145	94%	38	50	29	117	9
Hospitality – Food and Drink Service	3	43%	0	3	0	3	0
Hospitality – Professional Cookery	34	52%	14	8	1	23	1
Hospitality – Reception and Accommodation Operations	3	60%	0	1	1	2	1
Hospitality Event Supervision	2	100%	1	1	0	2	0
Information Systems	967	34%	136	283	275	694	112
Manufacturing	-	0%	-	-	-	-	-
Mechatronics	3	19%	1	0	0	1	0
Mental Health Care	213	86%	45	63	65	173	13
Personal and Social Education	80	80%	19	25	19	63	6
Professional Patisserie	32	48%	9	12	5	26	2
Retail Travel	34	85%	10	8	10	28	1
Selling Scheduled Air Travel	25	83%	8	9	3	20	3
Structural Engineering	-	0%	-	-	-	-	-
Technological Studies	43	5%	13	7	9	29	4
Tourism	53	80%	3	1	8	12	5
Advertising, Marketing and Public Relations	5	71%	0	1	1	2	0
Art and Design	4,902	71%	1,069	1,527	1,503	4,099	385
Drama	1,389	73%	193	496	450	1,139	138
Media Studies	463	56%	80	97	120	297	42
Music	2,227	58%	1,020	679	393	2,092	54
Photography for the Media	70	61%	13	21	28	62	3
Visual Arts	11	85%	0	2	3	5	0
Dance Practice	58	94%	1	15	17	33	2
Fitness and Exercise	14	33%	2	5	4	11	0
Physical Education	1,101	28%	308	294	276	878	86
Sports Coaching Studies	15	33%	11	2	0	13	0
Sports Organisation	4	80%	3	0	0	3	1
Totals	90,246	55%	20,762	22,502	24,159	67,423	8,417
– as percentages	100%		23%	25%	27%	75%	9%

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2004

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	13	69	31	100	100	100	100
English	28,873	42	58	13	15	64	68
French	4,614	25	75	46	41	85	82
Gaelic (Learners)	139	30	70	50	46	79	89
Gàidhlig	91	29	71	38	62	88	95
German	1,794	30	70	32	39	77	80
Italian	269	25	75	53	48	81	88
Latin	245	40	60	37	44	85	85
Russian	17	53	47	67	88	89	100
Spanish	1,081	23	77	50	53	85	86
Accounting and Finance	2,316	47	53	30	31	73	75
Mathematics	19,394	53	47	23	23	68	70
Biology	8,852	31	69	28	25	76	76
Biotechnology	35	43	57	67	20	87	65
Chemistry	9,271	50	50	25	22	73	74
Geology	63	63	37	28	13	78	87
Human Biology	3,452	26	74	24	20	68	68
Managing Environmental Resources	89	46	54	27	21	85	85
Physics	9,286	72	28	27	32	72	78
Classical Studies	433	44	56	22	25	60	70
Economics	847	62	38	32	26	81	75
Geography	7,407	55	45	22	31	70	79
History	7,891	44	56	16	19	78	82
Modern Studies	7,738	39	61	21	25	74	75
Philosophy	766	43	57	23	20	77	78
Politics	60	62	38	27	35	89	91
Psychology	2,779	24	76	18	25	63	73
Religious, Moral and Philosophical Studies	1,673	28	72	16	18	68	76
Sociology	600	29	71	27	29	68	70
Administration	4,216	20	80	14	17	72	74
Building and Architectural Technology	22	91	9	30	0	70	100
Building Services	6	67	33	25	50	50	50
Business Management	5,845	44	56	16	20	71	72
Care	623	10	90	13	11	51	52
Care Practice	413	10	90	44	30	88	84
Civil Engineering	20	95	5	5	0	37	100
Computing	5,090	76	24	19	18	72	71
Construction	47	94	6	5	0	50	67
Craft and Design	2,421	66	34	10	19	58	74
Design	38	47	53	0	5	11	10

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2004
(CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Early Years Care and Education	361	2	98	22	14	89	72
Electronics	8	100	0	25	-	50	-
Fabrication and Welding Engineering	29	97	3	25	0	68	0
Food Production Supervision	4	75	25	0	0	67	100
Graphic Communication	3,248	70	30	27	23	76	76
Hairdressing: Principles of Colouring Hair	17	0	100	-	0	-	94
Home Economics: Fashion and Textile Technology	82	4	96	0	4	67	49
Home Economics: Health and Food Technology	714	8	92	12	24	83	83
Home Economics: Lifestyle and Consumer Technology	155	6	94	20	26	50	81
Hospitality – Food and Drink Service	7	57	43	0	0	25	100
Hospitality – Professional Cookery	66	48	52	25	41	66	68
Hospitality – Reception and Accommodation Operations	5	40	60	0	0	0	67
Hospitality Event Supervision	2	0	100	-	50	-	100
Information Systems	2,833	66	34	11	14	66	72
Manufacturing	2	100	0	0	-	0	-
Mechatronics	16	81	19	15	33	54	33
Mental Health Care	247	14	86	24	21	76	81
Personal and Social Education	100	20	80	15	24	70	79
Professional Patisserie	66	52	48	9	28	74	81
Retail Travel	40	15	85	33	29	50	82
Selling Scheduled Air Travel	30	17	83	20	32	100	80
Structural Engineering	11	100	0	36	-	73	-
Technological Studies	888	95	5	28	30	71	67
Tourism	66	20	80	0	6	38	23
Advertising, Marketing and Public Relations	7	29	71	0	0	100	40
Art and Design	6,895	29	71	16	22	74	84
Drama	1,912	27	73	8	14	76	82
Media Studies	827	44	56	11	17	52	64
Music	3,829	42	58	46	46	93	94
Photography for the Media	115	39	61	16	19	93	89
Visual Arts	13	15	85	0	0	0	45
Dance Practice	62	6	94	0	2	25	57
Fitness and Exercise	43	67	33	7	14	55	79
Physical Education	3,996	72	28	23	28	83	80
Sports Coaching Studies	45	67	33	37	73	73	87
Sports Organisation	5	20	80	100	75	100	75
Totals	165,575	45	55	21	23	71	75

TABLE NH6a: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	45	0%	1.2	1.0	84%
15	4,616	8%	3.2	2.4	76%
16	29,366	50%	3.3	2.5	76%
17	19,992	34%	2.3	1.5	68%
18	1,588	3%	2.0	1.2	57%
19	498	1%	1.9	1.2	60%
20-24	947	2%	1.7	1.1	66%
25-29	456	1%	1.5	1.1	73%
30-34	360	1%	1.5	1.2	79%
35-39	345	1%	1.5	1.1	78%
40-49	373	1%	1.3	1.0	77%
50-59	111	0%	1.1	0.9	77%
60 and over	58	0%	1.2	0.8	70%
All ages	58,755	100%	2.8	2.1	73%

TABLE NH6b: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	22	0%	1.5	1.1	78%
15	2,040	8%	3.2	2.3	74%
16	13,545	51%	3.3	2.4	74%
17	9,367	35%	2.3	1.5	66%
18	630	2%	2.1	1.2	59%
19	182	1%	2.1	1.2	59%
20-24	344	1%	1.9	1.2	65%
25-29	133	1%	1.5	1.1	71%
30-34	85	0%	1.5	1.2	79%
35-39	71	0%	1.5	1.1	76%
40-49	94	0%	1.4	1.1	79%
50-59	39	0%	1.2	0.7	60%
60 and over	30	0%	1.2	0.7	58%
All ages	26,582	100%	2.8	2.0	71%

Table NH6c: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	23	0%	1.0	1.0	92%
15	2,576	8%	3.2	2.5	77%
16	15,821	49%	3.4	2.6	78%
17	10,625	33%	2.2	1.5	69%
18	958	3%	2.0	1.1	56%
19	316	1%	1.9	1.1	60%
20-24	603	2%	1.7	1.1	66%
25-29	323	1%	1.5	1.1	74%
30-34	275	1%	1.5	1.2	78%
35-39	274	1%	1.5	1.2	79%
40-49	279	1%	1.3	1.0	76%
50-59	72	0%	1.1	1.0	87%
60 and over	28	0%	1.1	0.9	84%
All ages	32,173	100%	2.8	2.1	75%

Note: Age at 31 December 2003.

TABLE NH7a: NUMBER OF HIGHER ENTRIES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	4	0%	2	0%	2	0%
6	115	0%	53	0%	62	0%
5	10,201	18%	4,681	18%	5,520	17%
4	9,229	33%	4,179	34%	5,050	33%
3	12,250	54%	5,556	54%	6,694	54%
2	13,230	77%	6,097	77%	7,133	76%
1	13,726	100%	6,014	100%	7,712	100%
Total cand	58,755		26,582		32,173	
Total entries	165,575		75,329		90,246	
Entries/cand	2.8		2.8		2.8	

TABLE NH7b: NUMBER OF HIGHER PASSES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	4	0%	2	0%	2	0%
6	109	0%	52	0%	57	0%
5	6,925	12%	3,050	12%	3,875	12%
4	5,590	21%	2,485	21%	3,105	22%
3	7,842	35%	3,480	34%	4,362	35%
2	11,762	55%	5,183	54%	6,579	56%
1	16,408	83%	7,380	81%	9,028	84%
0	10,115	100%	4,950	100%	5,165	100%
Total cand	58,755		26,582		32,173	
Total passes	121,125		53,702		67,423	
Passes/cand	2.1		2.0		2.1	

TABLE NH7c: NUMBER OF HIGHER AWARDS AT GRADE A PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
7	4	0%	2	0%	2	0%
6	60	0%	29	0%	31	0%
5	1,283	2%	563	2%	720	2%
4	1,446	5%	701	5%	745	5%
3	1,865	8%	809	8%	1,056	8%
2	3,826	14%	1,548	14%	2,278	15%
1	11,025	33%	4,767	32%	6,258	34%
0	39,246	100%	18,163	100%	21,083	100%
Total cand	58,755		26,582		32,173	
Total grade A	36,859		16,097		20,762	
Grade A/cand	0.6		0.6		0.6	

TABLE NH8: TREND IN APPEALS AND THEIR SUCCESS AT HIGHER, 2000 TO 2004

	2000	2001	2002	2003	2004
Number of appeals	29,637	23,679	26,751	20,181	18,233
– as percentage of entries	25.3%	16.0%	16.3%	12.1%	11.0%
Successful appeals	12,620	8,973	10,629	9,069	8,722
– as percentage of all appeals	43%	38%	40%	45%	48%



ADVANCED HIGHER

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

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

Advanced Higher is designed for candidates in the sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and grade D awards are available for 'near misses'. Only overall awards are reported; there is no profile of performance. This was the fourth year Advanced Higher had been available to candidates, with entries from 397 centres. Advanced Higher had candidate uptake in 40 subjects.

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

Table AH1

This table shows the trend in entries in Advanced Higher from 2001 to 2004.

- There were 17,185 entries in 2004. This represented a 1% increase on the 2003 figure.
- Of subjects with more than 100 entries, the largest increases were seen in Business Management, Accounting and Finance, Music, and Geography.

Table AH2

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

- The average pass rate for all Advanced Higher subjects was 76%. The pass rate has increased by one percentage point each year since 2002.
- Pass rates, from subjects with more than 100 entries, ranged from 93% for Music to 58% for Business Management.

- The pass rate for English fell slightly from 82% in 2003 to 79% in 2004.

Table AH3

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

- As would be expected, the vast majority entries (98%) were from S6.
- Italian has the lowest percentage of S6 entries (64%), with 14% of entries from S5 candidates and 14% of entries from FE candidates.

Table AH4

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

- Overall at Advanced Higher the grade A rate was 23%.
- Of subjects with more than 100 entries, the grade A rate ranged from 51% for Music to 11% for Business Management.
- The grade A rate for English was 14%, for Mathematics, 24%.

Table AH5

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

- Male candidates up 96% of Technological Studies entries, 87% of Computing entries, and 76% of Physics entries.
- Despite this, female candidates performed better than their male counterparts in Physics and Technological Studies – with a higher percentage of both passes and grade As.
- Female entries were predominant in Biology, modern languages, and Art and Design.
- Overall, females made up 53% of entries.
- The pass rate for males was 73%, for females, 78%.
- The grade A pass rate was 23% for males, and 22% 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 2003.

- 16 year olds made up 14% of the 11,094 candidates while 83% of candidates were 17.
- The average number of entries per candidate was 1.5, and the average number of passes was 1.2 per candidate. This compares with 1.6 and 1.2, respectively, in 2003.

Table AH7

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

- 57% of candidates entered for only one Advanced Higher subject.
- 78% of candidates achieved at least one pass (76% of male candidates, 80% of female candidates).
- Male candidates, on average, gained 0.4 grade A awards, compared with 0.3 for females.

Table AH8

Advanced Higher appeals fell from 13.0% of entries in 2003 to 12.0% of entries in 2004. Of these, 44% were successful – an increase of eleven percentage points on 2003. One of the main contributing factors which led to a decrease in the number of appeals over the past two years is the SQA policy advising centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
–	=	no entries (tables AH2, AH3a and AH3b)
0%	=	less than 0.5%

Notation used in the tables

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

TABLE AH1: TREND IN ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER, 2001 TO 2004

ALL CANDIDATES

SUBJECT	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Classical Greek		3		2	-
English*	461	1,205	1,704	1,720	1%
French	315	574	636	712	12%
Gàidhlig	11	14	11	11	0%
Gaelic (Learners)	10	11	23	28	22%
German	174	252	296	249	-16%
Italian	10	23	26	14	-46%
Latin	31	52	35	45	29%
Russian	3	3	4	6	50%
Spanish	53	143	132	148	12%
Applied Mathematics	152	416	320	234	-27%
Accounting and Finance	42	130	135	170	26%
Mathematics	1,199	2,553	2,519	2,416	-4%
Biology	396	1,549	1,629	1,571	-4%
Chemistry	592	1,769	1,772	1,747	-1%
Physics	1,026	1,378	1,414	1,414	0%
Classical Studies	8	34	25	25	0%
Economics	44	66	63	63	0%
Geography	313	750	757	906	20%
History	481	938	1,020	893	-12%
Modern Studies	331	641	653	650	0%
Philosophy	5	4	6	17	183%
Psychology		4	12		-
Religious, Moral and Philosophical Studies	30	39	72	78	8%
Sociology	3		4	6	50%
Administration		1	10	17	70%
Business Management	19	187	238	303	27%
Computing	105	439	495	512	3%
Craft and Design	20	71	56	75	34%
Graphic Communication	163	304	408	429	5%
Home Economics – Fashion and Textile Technology	2		2		-
Home Economics – Health and Food Technology	19	15	13	15	15%
Home Economics – Lifestyle and Consumer Technology		3	4	2	-50%
Information Systems	51	112	89	102	15%
Technological Studies	75	117	133	140	5%
Art and Design Enquiry: Design	163	505	521	562	8%
Art and Design Enquiry: Expressive	163	603	756	739	-2%
Art and Design: Research and Appreciation	13	21	23	26	13%
Drama	44	75	154	164	6%
Media Studies	7	10	15	8	-47%
Music	198	663	736	892	21%
Physical Education	37	72	77	74	-4%
Totals	6,769	15,749	16,998	17,185	1%

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE AH2: TREND IN PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER, 2001 TO 2004

ALL CANDIDATES

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

*Title changed from 'English and Communication' to 'English' in 2003.

TABLE AH3a: ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2004

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER		OTHER/ NOT KNOWN
						SCHOOL	FE	
Classical Greek	2	-	-	-	100%	-	-	-
English	1,720	-	-	0%	98%	1%	0%	0%
French	712	-	-	1%	96%	1%	2%	-
Gàidhlig	11	-	-	-	100%	-	-	-
Gaelic (Learners)	28	-	-	4%	93%	4%	-	-
German	249	-	0%	5%	89%	5%	1%	-
Italian	14	-	-	14%	64%	-	14%	7%
Latin	45	-	-	-	98%	2%	-	-
Russian	6	-	-	-	100%	-	-	-
Spanish	148	-	-	2%	89%	2%	7%	-
Applied Mathematics	234	-	-	0%	99%	1%	-	-
Accounting and Finance	170	-	-	-	99%	1%	1%	-
Mathematics	2,416	-	0%	1%	98%	0%	1%	-
Biology	1,571	-	-	0%	99%	1%	0%	-
Chemistry	1,747	-	-	0%	98%	1%	1%	-
Physics	1,414	-	-	0%	98%	1%	1%	-
Classical Studies	25	-	-	-	100%	-	-	-
Economics	63	-	-	-	98%	2%	-	-
Geography	906	-	-	1%	99%	0%	-	-
History	893	-	-	1%	98%	1%	-	-
Modern Studies	650	-	-	0%	99%	0%	-	-
Philosophy	17	-	-	-	100%	-	-	-
Religious, Moral and Philosophical Studies	78	-	-	1%	97%	1%	-	-
Sociology	6	-	-	-	100%	-	-	-
Administration	17	-	-	-	100%	-	-	-
Business Management	303	-	-	-	100%	0%	-	-
Computing	512	-	-	1%	97%	2%	-	-
Craft and Design	75	-	-	-	100%	-	-	-
Graphic Communication	429	-	-	0%	100%	-	-	-
Home Economics:								
Health and Food Technology	15	-	-	-	100%	-	-	-
Home Economics:								
Lifestyle and Consumer Technology	2	-	-	-	100%	-	-	-
Information Systems	102	-	-	2%	98%	-	-	-
Technological Studies	140	-	-	-	100%	-	-	-
Art and Design Enquiry: Design	562	-	-	-	96%	1%	3%	-
Art and Design Enquiry: Expressive	739	-	-	1%	96%	1%	3%	-
Art and Design: Research and Appreciation	26	-	-	4%	96%	-	-	-
Drama	164	-	-	-	99%	1%	-	-
Media Studies	8	-	-	-	100%	-	-	-
Music	892	-	-	3%	92%	0%	4%	-
Physical Education	74	-	-	-	100%	-	-	-
Totals	17,185	0	2	121	16,771	137	152	2
- as percentages		-	0%	1%	98%	1%	1%	0%

TABLE AH3b: PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2004

ALL CANDIDATES

SUBJECT	S3	S4	S5	S6	OTHER		OTHER/
					SCHOOL	FE	NOT KNOWN
Classical Greek	-	-	-	100%	-	-	-
English	-	-	100%	79%	75%	86%	0%
French	-	-	100%	80%	88%	44%	-
Gàidhlig	-	-	-	100%	-	-	-
Gaelic (Learners)	-	-	100%	96%	100%	-	-
German	-	100%	100%	81%	92%	100%	-
Italian	-	-	100%	100%	-	50%	100%
Latin	-	-	-	86%	100%	-	-
Russian	-	-	-	100%	-	-	-
Spanish	-	-	100%	85%	100%	82%	-
Applied Mathematics	-	-	100%	68%	100%	-	-
Accounting and Finance	-	-	-	68%	100%	100%	-
Mathematics	-	100%	100%	67%	83%	100%	-
Biology	-	-	100%	72%	64%	33%	-
Chemistry	-	-	100%	74%	71%	50%	-
Physics	-	-	100%	75%	86%	56%	-
Classical Studies	-	-	-	88%	-	-	-
Economics	-	-	-	81%	0%	-	-
Geography	-	-	100%	88%	100%	-	-
History	-	-	100%	72%	86%	-	-
Modern Studies	-	-	100%	80%	100%	-	-
Philosophy	-	-	-	88%	-	-	-
Religious, Moral and Philosophical Studies	-	-	100%	88%	100%	-	-
Sociology	-	-	-	83%	-	-	-
Administration	-	-	-	65%	-	-	-
Business Management	-	-	-	58%	100%	-	-
Computing	-	-	80%	80%	100%	-	-
Craft and Design	-	-	-	67%	-	-	-
Graphic Communication	-	-	100%	84%	-	-	-
Home Economics: Health and Food Technology	-	-	-	67%	-	-	-
Home Economics:							
Lifestyle and Consumer Technology	-	-	-	100%	-	-	-
Information Systems	-	-	100%	79%	-	-	-
Technological Studies	-	-	-	75%	-	-	-
Art and Design Enquiry: Design	-	-	-	72%	83%	41%	-
Art and Design Enquiry: Expressive	-	-	100%	72%	80%	37%	-
Art and Design: Research and Appreciation	-	-	100%	84%	-	-	-
Drama	-	-	-	81%	100%	-	-
Media Studies	-	-	-	38%	-	-	-
Music	-	-	100%	92%	100%	91%	-
Physical Education	-	-	-	45%	-	-	-
Totals	-	100%	99%	76%	84%	66%	50%

**TABLE AH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT
ADVANCED HIGHER, 2004**

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE				PASSES	NO. OF D CENTRES	CENTRES
		A	B	C	D			
Classical Greek	2	1	1	0	2	0	2	
English	1,720	242	482	631	1,355	171	297	
French	712	184	194	190	568	52	194	
Gàidhlig	11	1	7	3	11	0	5	
Gaelic (Learners)	28	20	5	2	27	0	10	
German	249	87	68	52	207	19	101	
Italian	14	10	2	1	13	0	7	
Latin	45	21	10	8	39	1	15	
Russian	6	6	0	0	6	0	5	
Spanish	148	36	48	42	126	9	48	
Applied Mathematics	234	82	41	38	161	16	43	
Accounting and Finance	170	44	46	27	117	15	58	
Mathematics	2,416	588	555	490	1,633	199	334	
Biology	1,571	260	408	468	1,136	188	274	
Chemistry	1,747	377	436	477	1,290	178	312	
Physics	1,414	438	320	309	1,067	106	273	
Classical Studies	25	12	7	3	22	2	9	
Economics	63	21	13	16	50	6	12	
Geography	906	122	342	338	802	60	170	
History	893	123	219	304	646	107	194	
Modern Studies	650	127	213	179	519	47	137	
Philosophy	17	5	5	5	15	0	6	
Religious, Moral and Philosophical Studies	78	22	27	20	69	5	27	
Sociology	6	4	1	0	5	1	2	
Administration	17	4	5	2	11	5	8	
Business Management	303	32	60	85	177	35	62	
Computing	512	106	156	150	412	50	137	
Craft and Design	75	8	20	22	50	9	27	
Graphic Communication	429	127	139	94	360	25	117	
Home Economics: Health and Food Technology	15	1	5	4	10	2	8	
Home Economics: Lifestyle and Consumer Technology	2	0	1	1	2	0	2	
Information Systems	102	13	29	39	81	12	32	
Technological Studies	140	43	31	31	105	6	39	
Art and Design Enquiry: Design	562	95	110	196	401	115	188	
Art and Design Enquiry: Expressive	739	110	138	278	526	146	207	
Art and Design: Research and Appreciation	26	6	13	3	22	2	13	
Drama	164	29	50	55	134	14	42	
Media Studies	8	3	0	0	3	0	2	
Music	892	452	251	123	826	22	266	
Physical Education	74	7	13	13	33	13	32	
Totals	17,185	3,869	4,471	4,699	13,039	1,638		
– as percentages	100%	23%	26%	27%	76%	10%		

TABLE AH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT ADVANCED HIGHER, 2004

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%)				
		A	B	C	PASSES	D
Classical Greek	2	50	50	0	100	0
English	1,720	14	28	37	79	10
French	712	26	27	27	80	7
Gàidhlig	11	9	64	27	100	0
Gaelic (Learners)	28	71	18	7	96	0
German	249	35	27	21	83	8
Italian	14	71	14	7	93	0
Latin	45	47	22	18	87	2
Russian	6	100	0	0	100	0
Spanish	148	24	32	28	85	6
Applied Mathematics	234	35	18	16	69	7
Accounting and Finance	170	26	27	16	69	9
Mathematics	2,416	24	23	20	68	8
Biology	1,571	17	26	30	72	12
Chemistry	1,747	22	25	27	74	10
Physics	1,414	31	23	22	75	7
Classical Studies	25	48	28	12	88	8
Economics	63	33	21	25	79	10
Geography	906	13	38	37	89	7
History	893	14	25	34	72	12
Modern Studies	650	20	33	28	80	7
Philosophy	17	29	29	29	88	0
Religious, Moral and Philosophical Studies	78	28	35	26	88	6
Sociology	6	67	17	0	83	17
Administration	17	24	29	12	65	29
Business Management	303	11	20	28	58	12
Computing	512	21	30	29	80	10
Craft and Design	75	11	27	29	67	12
Graphic Communication	429	30	32	22	84	6
Home Economics: Health and Food Technology	15	7	33	27	67	13
Home Economics: Lifestyle and Consumer Technology	2	0	50	50	100	0
Information Systems	102	13	28	38	79	12
Technological Studies	140	31	22	22	75	4
Art and Design Enquiry: Design	562	17	20	35	71	20
Art and Design Enquiry: Expressive	739	15	19	38	71	20
Art and Design: Research and Appreciation	26	23	50	12	85	8
Drama	164	18	30	34	82	9
Media Studies	8	38	0	0	38	0
Music	892	51	28	14	93	2
Physical Education	74	9	18	18	45	18
Totals	17,185	23	26	27	76	10

**TABLE AH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER
BY GENDER, 2004**

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE				
			A	B	C	PASSES	D
Classical Greek	–	0%	–	–	–	–	–
English	540	31%	79	137	196	412	54
French	152	21%	50	42	36	128	9
Gàidhlig	3	27%	0	2	1	3	0
Gaelic (Learners)	12	43%	8	3	0	11	0
German	60	24%	27	18	8	53	2
Italian	7	50%	5	0	1	6	0
Latin	14	31%	3	5	3	11	1
Russian	5	83%	5	0	0	5	0
Spanish	30	20%	7	10	10	27	1
Applied Mathematics	151	65%	57	24	23	104	10
Accounting and Finance	93	55%	20	26	17	63	9
Mathematics	1,455	60%	351	299	284	934	121
Biology	439	28%	64	100	131	295	57
Chemistry	857	49%	176	204	216	596	92
Physics	1,079	76%	319	236	241	796	86
Classical Studies	9	36%	4	3	0	7	1
Economics	47	75%	14	10	11	35	5
Geography	417	46%	44	147	164	355	36
History	402	45%	50	92	130	272	66
Modern Studies	255	39%	51	77	70	198	18
Philosophy	10	59%	3	2	3	8	0
Religious, Moral and Philosophical Studies	32	41%	8	13	8	29	3
Sociology	2	33%	0	1	0	1	1
Administration	1	6%	1	0	0	1	0
Business Management	139	46%	13	22	41	76	20
Computing	444	87%	94	132	135	361	39
Craft and Design	43	57%	5	12	15	32	3
Graphic Communication	306	71%	84	102	65	251	21
Home Economics: Health and Food Technology	–	0%	–	–	–	–	–
Home Economics: Lifestyle and Consumer Technology	–	0%	–	–	–	–	–
Information Systems	74	73%	6	20	30	56	9
Technological Studies	134	96%	40	31	29	100	6
Art and Design Enquiry: Design	144	26%	25	25	56	106	28
Art and Design Enquiry: Expressive	214	29%	34	41	75	150	38
Art and Design: Research and Appreciation	8	31%	0	5	3	8	0
Drama	35	21%	6	12	12	30	2
Media Studies	5	63%	3	0	0	3	0
Music	384	43%	182	112	60	354	7
Physical Education	38	51%	1	4	9	14	6
Totals	8,040	47%	1,839	1,969	2,083	5,891	751
– as percentages	100%		23%	24%	26%	73%	9%

TABLE AH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER BY GENDER, 2004

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS %	GRADE				
		OF ALL CANDS	A	B	C	PASSES	D
Classical Greek	2	100%	1	1	0	2	0
English	1,180	69%	163	345	435	943	117
French	560	79%	134	152	154	440	43
Gàidhlig	8	73%	1	5	2	8	0
Gaelic (Learners)	16	57%	12	2	2	16	0
German	189	76%	60	50	44	154	17
Italian	7	50%	5	2	0	7	0
Latin	31	69%	18	5	5	28	0
Russian	1	17%	1	0	0	1	0
Spanish	118	80%	29	38	32	99	8
Applied Mathematics	83	35%	25	17	15	57	6
Accounting and Finance	77	45%	24	20	10	54	6
Mathematics	961	40%	237	256	206	699	78
Biology	1,132	72%	196	308	337	841	131
Chemistry	890	51%	201	232	261	694	86
Physics	335	24%	119	84	68	271	20
Classical Studies	16	64%	8	4	3	15	1
Economics	16	25%	7	3	5	15	1
Geography	489	54%	78	195	174	447	24
History	491	55%	73	127	174	374	41
Modern Studies	395	61%	76	136	109	321	29
Philosophy	7	41%	2	3	2	7	0
Religious, Moral and Philosophical Studies	46	59%	14	14	12	40	2
Sociology	4	67%	4	0	0	4	0
Administration	16	94%	3	5	2	10	5
Business Management	164	54%	19	38	44	101	15
Computing	68	13%	12	24	15	51	11
Craft and Design	32	43%	3	8	7	18	6
Graphic Communication	123	29%	43	37	29	109	4
Home Economics: Health and Food Technology	15	100%	1	5	4	10	2
Home Economics: Lifestyle and Consumer Technology	2	100%	0	1	1	2	0
Information Systems	28	27%	7	9	9	25	3
Technological Studies	6	4%	3	0	2	5	0
Art and Design Enquiry: Design	418	74%	70	85	140	295	87
Art and Design Enquiry: Expressive	525	71%	76	97	203	376	108
Art and Design: Research and Appreciation	18	69%	6	8	0	14	2
Drama	129	79%	23	38	43	104	12
Media Studies	3	38%	0	0	0	0	0
Music	508	57%	270	139	63	472	15
Physical Education	36	49%	6	9	4	19	7
Totals	9,145	53%	2,030	2,502	2,616	7,148	887
– as percentages	100%		22%	27%	29%	78%	10%

**TABLE AH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER
BY GENDER, 2004**

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	2	0	100	-	50	-	100
English	1,720	31	69	15	14	76	80
French	712	21	79	33	24	84	79
Gàidhlig	11	27	73	0	13	100	100
Gaelic (Learners)	28	43	57	67	75	92	100
German	249	24	76	45	32	88	81
Italian	14	50	50	71	71	86	100
Latin	45	31	69	21	58	79	90
Russian	6	83	17	100	100	100	100
Spanish	148	20	80	23	25	90	84
Applied Mathematics	234	65	35	38	30	69	69
Accounting and Finance	170	55	45	22	31	68	70
Mathematics	2,416	60	40	24	25	64	73
Biology	1,571	28	72	15	17	67	74
Chemistry	1,747	49	51	21	23	70	78
Physics	1,414	76	24	30	35	74	81
Classical Studies	25	36	64	44	50	78	94
Economics	63	75	25	30	44	74	94
Geography	906	46	54	11	16	85	91
History	893	45	55	12	15	68	76
Modern Studies	650	39	61	20	19	78	81
Philosophy	17	59	41	30	29	80	100
Religious, Moral and Philosophical Studies	78	41	59	25	30	91	87
Sociology	6	33	67	0	100	50	100
Administration	17	6	94	100	19	100	63
Business Management	303	46	54	9	12	55	62
Computing	512	87	13	21	18	81	75
Craft and Design	75	57	43	12	9	74	56
Graphic Communication	429	71	29	27	35	82	89
Home Economics: Health and Food Technology	15	0	100	-	7	-	67
Home Economics: Lifestyle and Consumer Technology	2	0	100	-	0	-	100
Information Systems	102	73	27	8	25	76	89
Technological Studies	140	96	4	30	50	75	83
Art and Design Enquiry: Design	562	26	74	17	17	74	71
Art and Design Enquiry: Expressive	739	29	71	16	14	70	72
Art and Design: Research and Appreciation	26	31	69	0	33	100	78
Drama	164	21	79	17	18	86	81
Media Studies	8	63	38	60	0	60	0
Music	892	43	57	47	53	92	93
Physical Education	74	51	49	3	17	37	53
Totals	17,185	47	53	23	22	73	78

TABLE AH6a: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
15	13	0%	1.1	1.0	93%
16	1,573	14%	1.5	1.2	77%
17	9,227	83%	1.6	1.2	76%
18	203	2%	1.5	1.1	75%
19	18	0%	1.6	1.4	90%
20-24	18	0%	1.2	0.8	68%
25-29	5	0%	1.0	0.8	80%
30-34	4	0%	1.0	1.0	100%
35-39	6	0%	1.0	0.5	50%
40-49	6	0%	1.0	0.8	83%
50-59	14	0%	1.0	0.8	79%
60 & over	7	0%	1.1	1.0	88%
All ages	11,094	100%	1.5	1.2	76%

TABLE AH6b: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
15	7	0%	1.1	1.0	88%
16	694	14%	1.5	1.1	72%
17	4,243	83%	1.6	1.2	73%
18	114	2%	1.5	1.2	75%
19	6	0%	1.3	1.2	88%
20-24	7	0%	1.1	0.7	63%
25-29	1	0%	1.0	0.0	0%
30-34	1	0%	1.0	1.0	100%
35-39	1	0%	1.0	0.0	0%
40-49	4	0%	1.0	1.0	100%
50-59	4	0%	1.0	1.0	100%
60 & over	2	0%	1.0	1.0	100%
All ages	5,084	100%	1.6	1.2	73%

Table AH6c: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2004

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
15	6	0%	1.0	1.0	100%
16	879	15%	1.5	1.2	80%
17	4,984	83%	1.5	1.2	78%
18	89	1%	1.4	1.1	75%
19	12	0%	1.8	1.6	90%
20-24	11	0%	1.3	0.9	71%
25-29	4	0%	1.0	1.0	100%
30-34	3	0%	1.0	1.0	100%
35-39	5	0%	1.0	0.6	60%
40-49	2	0%	1.0	0.5	50%
50-59	10	0%	1.0	0.7	70%
60 & over	5	0%	1.2	1.0	83%
All ages	6,010	100%	1.5	1.5	78%

Note: Age at 31 December 2003.

TABLE AH7a: NUMBER OF ADVANCED HIGHER ENTRIES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
6	1	0%	0	0%	1	0%
5	2	0%	1	0%	1	0%
4	64	1%	41	1%	23	0%
3	1,216	12%	635	13%	581	10%
2	3,454	43%	1,559	44%	1,895	42%
1	6,357	100%	2,848	100%	3,509	100%
Total cand	11,094		5,084		6,010	
Total entries	17,185		8,040		9,145	
Entries/cand	1.5		1.6		1.5	

TABLE AH7b: NUMBER OF ADVANCED HIGHER PASSES PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
6	1	0%	0	0%	1	0%
5	2	0%	1	0%	1	0%
4	56	1%	36	1%	20	0%
3	906	9%	458	10%	448	8%
2	2,352	30%	986	29%	1,366	31%
1	5,377	78%	2,396	76%	2,981	80%
0	2,400	100%	1,207	100%	1,193	100%
Total cand	11,094		5,084		6,010	
Total passes	13,039		5,891		7,148	
Passes/cand	1.2		1.2		1.2	

TABLE AH7c: NUMBER OF ADVANCED HIGHER AWARDS AT GRADE A PER CANDIDATE, 2004

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	2	0%	1	0%	1	0%
4	28	0%	19	0%	9	0%
3	255	3%	134	3%	121	2%
2	492	7%	236	8%	256	6%
1	1,998	25%	884	25%	1,114	25%
0	8,319	100%	3,810	100%	4,509	100%
Total cand	11,094		5,084		6,010	
Total grade A	3,869		1,839		2,030	
Grade A/cand	0.3		0.4		0.3	

TABLE AH8: TREND IN APPEALS AND THEIR SUCCESS AT ADVANCED HIGHER, 2001 TO 2004

	2001	2002	2003	2004
Number of appeals	1,110	2,799	2,216	2,068
– as percentage of entries	16.4%	17.8%	13.0%	12.0%
Successful appeals	375	817	732	917
– as percentage of all appeals	34%	29%	33%	44%

PROGRESSION

The progression tables take the entries for a particular subject in 2004 and match them with the subjects which have a progression link to that subject in 2003, giving a percentage of entries that have progressed from different levels the year before. In some cases candidates sit at a higher level of qualification in the previous year. The occurrences of this are small but are nevertheless included in the tables.

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

Progression to Intermediate 1

Standard Grade to Intermediate 1

- English, English – Alternative Communication, English – Spoken → English
- Social and Vocational Studies → Personal and Social Education

Intermediate 2 to Intermediate 1

- Biology, Biotechnology → Biology
- Craft and Design → Woodworking Skills

Higher to Intermediate 1

- Biology, Biotechnology, Human Biology → Biology

Progression to Intermediate 2

Standard Grade to Intermediate 2

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

Intermediate 1 to Intermediate 2

- Biology, Biotechnology → Biology
- Biology, Biotechnology → Biotechnology
- Care → Care Issues for Society
- Care → Health and Safety in Care Settings
- Computing Studies → Information Systems

Higher to Intermediate 2

- Biology, Biotechnology, Human Biology → Biology
- Biology, Biotechnology, Human Biology → Biotechnology
- Information Systems, Computing → Information Systems

Advanced Higher to Intermediate 2

- Biology → Biotechnology
- Information Systems, Computing → Information Systems

Progression to Higher

Standard Grade to Higher

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

Intermediate 1 to Higher

- Biology → Biotechnology
- Biology → Human Biology
- Care → Care Practice
- Care → Early Years Care and Education
- Care → Mental Health Care
- Care → Experiential Approaches to Early Years Care and Education
- Computing Studies → Information Systems
- Travel and Tourism → Tourism

Intermediate 2 to Higher

- Biology, Biotechnology → Biology
- Biology, Biotechnology → Biotechnology
- Biology, Biotechnology → Human Biology
- Care, Care Issues for Society, Health and Safety in Care Settings → Care
- Care, Care Issues for Society, Health and Safety in Care Settings → Care Practice



PROGRESSION

- Care, Care Issues for Society, Health and Safety in Care Settings → Early Years Care and Education
- Care, Care Issues for Society, Health and Safety in Care Settings → Mental Health Care
- Construction Craft Skills, Construction Industry Practice → Construction
- Electronics and Electrical Fundamentals → Electronics
- Information Systems, Computing → Information Systems
- Travel and Tourism → Tourism

Advanced Higher to Higher

- Biology → Biotechnology
- Biology → Human Biology
- Information Systems, Computing → Information Systems

Progression to Advanced Higher

Standard Grade to Advanced Higher

- Mathematics → Applied Mathematics
- English, English – Alternative Communication, English – Spoken → English
- Computing Studies → Information Systems

Intermediate 1 to Advanced Higher

- Mathematics → Applied Mathematics
- Biology, Biotechnology → Biology
- Computing Studies → Information System

Intermediate 2 to Advanced Higher

- Mathematics → Applied Mathematics
- Biology, Biotechnology → Biology
- Information Systems, Computing → Information Systems

Higher to Advanced Higher

- Mathematics → Applied Mathematics
- Biology, Biotechnology, Human Biology → Biology
- Information Systems, Computing → Information Systems

Table PR1

This table shows the progression to Intermediate 1.

- 34% of the 2004 Intermediate 1 entries had previously taken Standard Grades the year before, a drop of 10 percentage points on

last year.

- 64% of entries had no record from the previous year. This can partly be explained by some Intermediate subjects not being available at Standard Grade, eg Travel and Tourism, or by candidates sitting Intermediate 1 instead of Standard Grade.
- 85% of entries in Intermediate 1 English had previously taken Standard Grade English.
- 68% of entries in Intermediate 1 Mathematics had previously taken Standard Grade Mathematics.

Table PR2

This table shows the progression to Intermediate 2.

- 54% of 2004 Intermediate 2 entries had previously taken Standard Grades the year before, a drop of 5 percentage points on last year.
- Overall, there were higher progression rates from Standard Grade to Intermediate 2 than to Intermediate 1.
- Progression rates from Standard Grade for English, Mathematics, Gàidhlig, Craft and Design, and Physical Education 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.

- 59% of 2004 Higher entries took Standard Grade and 9% 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.
- 24% of entries had no record of qualifications attempted in the previous year. This can partly be explained by candidates attempting 'crash' Highers – where no lower level course in that subject has been obtained.

Table PR4

This table shows the progression to Advanced Higher.

- 97% of 2004 Advanced Higher entries took Higher Courses in the previous year.
- All subjects with over 100 entries had over 90% of candidates 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, 2004

SQA Progression figures 2003 – 2004
Level = Intermediate 1

SUBJECT	INTERMEDIATE 1	COURSE TAKEN IN 2003					NO PRIOR RECORD
	ENTRIES 2004	SG	INT1 (RESIT)	INT2	HIGHER	ADVANCED HIGHER	
English	4,935	85%	4%	0%	-	-	10%
French	989	4%	-	-	-	-	96%
Gaelic (Learners)	11	-	-	-	-	-	100%
German	197	5%	-	-	-	-	95%
Italian	131	1%	-	-	-	-	99%
Latin	1	-	-	-	-	-	100%
Russian	9	-	-	-	-	-	100%
Spanish	663	0%	0%	-	-	-	100%
Accounting and Finance	190	2%	1%	-	-	-	97%
Mathematics	6,240	68%	4%	0%	-	-	28%
Biology	2,813	1%	0%	0%	-	-	99%
Chemistry	1,408	0%	0%	-	-	-	100%
Geology	55	n/a	4%	-	-	n/a	96%
Managing Environmental Resources	12	n/a	-	-	-	n/a	100%
Physics	1,073	1%	0%	-	-	-	99%
Classical Studies	11	45%	-	-	-	-	55%
Economics	6	-	-	-	-	-	100%
Geography	384	53%	1%	-	-	-	45%
History	673	42%	1%	0%	-	-	57%
Modern Studies	347	43%	0%	0%	-	-	56%
Psychology	64	n/a	-	-	-	-	100%
Religious, Moral and Philosophical Studies	688	-	0%	-	-	-	100%
Sociology	10	n/a	-	-	-	-	100%
Administration	1,033	24%	1%	0%	0%	-	74%
Applied Practical Electronics	30	n/a	n/a	n/a	n/a	n/a	100%
Business Management	193	5%	1%	-	-	-	95%
Care	207	n/a	1%	-	-	n/a	99%
Computing Studies	1,488	16%	0%	0%	-	-	84%
Engineering Craft Skills	54	n/a	-	-	n/a	n/a	100%
Home Economics:							
Fashion and Textile Technology	319	10%	0%	-	-	-	89%
Home Economics:							
Health and Food Technology	989	5%	1%	-	0%	-	94%
Home Economics:							
Lifestyle and Consumer Technology	705	19%	0%	-	-	-	81%
Personal and Social Education	37	27%	-	5%	-	n/a	68%
Hospitality – Practical Cookery	1,792	n/a	n/a	-	n/a	n/a	100%
Travel and Tourism	556	n/a	1%	0%	n/a	n/a	99%
Woodworking Skills	872	21%	1%	0%	n/a	n/a	78%
Art and Design	801	27%	1%	0%	0%	n/a	72%
Drama	42	7%	-	-	-	-	93%
Media Studies	211	n/a	1%	-	-	-	99%
Music	557	5%	0%	0%	0%	-	94%
Physical Education	435	53%	0%	0%	0%	-	46%
Totals	31,231	34%	2%	0%	0%	0%	64%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2004

SQA Progression figures 2003 – 2004
Level = Intermediate 2

SUBJECT	INTERMEDIATE 2		COURSE TAKEN IN 2003				NO PRIOR RECORD
	ENTRIES 2004	SG	INT2	ADVANCED	HIGHER	HIGHER	
			INT1 (RESIT)				
Classical Greek	9	-	n/a	-	-	n/a	100%
English	15,194	83%	4%	5%	0%	-	8%
French	2,144	43%	1%	1%	0%	-	55%
Gaelic (Learners)	46	41%	20%	-	4%	-	35%
Gàidhlig	11	82%	n/a	-	-	-	18%
German	628	51%	1%	1%	-	-	47%
Italian	157	3%	6%	1%	-	-	91%
Latin	93	2%	-	-	-	-	98%
Russian	3	-	-	-	-	-	100%
Spanish	737	17%	5%	1%	-	-	78%
Accounting and Finance	515	24%	1%	2%	1%	-	73%
Mathematics	13,726	74%	5%	8%	0%	-	14%
Biology	4,672	54%	3%	4%	0%	-	39%
Biotechnology	104	45%	13%	3%	2%	-	38%
Chemistry	2,170	48%	3%	1%	0%	-	47%
Geology	30	n/a	-	3%	-	n/a	97%
Managing Environmental Resources	67	n/a	-	-	-	n/a	100%
Physics	2,240	55%	2%	3%	0%	-	39%
Amenity Horticulture	19	n/a	n/a	-	n/a	n/a	100%
Livestock Production	1	n/a	n/a	n/a	n/a	n/a	100%
Plant Propagation	11	n/a	n/a	-	n/a	n/a	100%
Classical Studies	53	21%	6%	2%	4%	-	68%
Economics	188	6%	-	-	-	-	94%
Geography	1,779	61%	2%	2%	-	-	36%
History	2,650	54%	2%	1%	0%	-	44%
Modern Studies	1,626	55%	1%	2%	0%	-	42%
Philosophy	101	n/a	n/a	1%	-	-	99%
Psychology	484	n/a	0%	-	1%	-	99%
Religious, Moral and Philosophical Studies	663	9%	0%	1%	-	-	89%
Sociology	162	n/a	-	-	-	-	100%
Administration	3,498	44%	5%	2%	0%	-	49%
Automotive Engineering	18	n/a	n/a	-	n/a	n/a	100%
Business Management	1,701	21%	1%	2%	0%	-	75%
Care	748	n/a	3%	1%	0%	n/a	96%
Care Issues for Society	322	n/a	4%	-	-	n/a	96%
Computing	2,153	44%	5%	3%	0%	-	48%
Construction Craft Skills	17	n/a	n/a	-	-	n/a	100%
Construction Industry Practice	39	n/a	n/a	-	-	n/a	100%
Craft and Design	829	70%	n/a	1%	0%	-	29%
Creative Cake Production	151	n/a	n/a	n/a	n/a	n/a	100%
Design	4	25%	n/a	-	-	n/a	75%
Electrical Installation Fundamentals	26	n/a	n/a	n/a	n/a	n/a	100%
Electronic and Electrical Fundamentals	98	n/a	n/a	-	n/a	n/a	100%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2004 (CONTINUED)

SQA Progression figures 2003 – 2004
Level = Intermediate 2

SUBJECT	INTERMEDIATE 2		COURSE TAKEN IN 2003				NO PRIOR RECORD
	ENTRIES 2004	SG	INT2 INT1 (RESIT)	HIGHER	ADVANCED HIGHER		
Engineering Craft Skills	265	n/a	-	-	n/a	n/a	100%
Fabrication and Welding	7	n/a	n/a	-	-	n/a	100%
Graphic Communication	1,137	45%	n/a	2%	0%	-	53%
Health and Safety in Care Settings	120	n/a	5%	1%	-	n/a	94%
Home Economics:							
Fashion and Textile Technology	114	19%	8%	2%	-	-	71%
Home Economics:							
Health and Food Technology	212	49%	8%	2%	-	-	41%
Home Economics:							
Lifestyle and Consumer Technology	148	32%	14%	-	-	-	54%
Hospitality – General Operations	178	n/a	n/a	-	n/a	n/a	100%
Hospitality – Practical Cookery	2,836	n/a	n/a	0%	n/a	n/a	100%
Hospitality – Professional Cookery	219	n/a	n/a	-	-	n/a	100%
Information Systems	3,191	36%	3%	2%	0%	-	59%
Personal and Social Education	69	28%	-	-	-	n/a	72%
Selling Overseas Tourist Destinations	72	n/a	n/a	-	n/a	n/a	100%
Technological Studies	247	24%	n/a	4%	-	-	72%
Travel and Tourism	681	n/a	4%	1%	n/a	n/a	95%
Woodworking Skills	2,364	44%	1%	1%	n/a	n/a	54%
Art and Design	3,265	57%	1%	2%	0%	n/a	39%
Drama	671	54%	1%	0%	-	-	45%
Media Studies	579	n/a	2%	2%	0%	-	96%
Music	1,885	27%	2%	1%	-	-	70%
Fitness and Exercise	40	n/a	n/a	-	-	n/a	100%
Leading Sports Activities	13	n/a	n/a	-	n/a	n/a	100%
Physical Education	2,083	70%	2%	1%	0%	-	26%
Totals	80,283	54%	3%	3%	0%	0%	40%

TABLE PR3: PROGRESSION TO HIGHER, 2004

SQA Progression figures 2003 – 2004
Level = Higher

SUBJECT	HIGHER	COURSE TAKEN IN 2003					NO PRIOR RECORD
	ENTRIES 2004	SG	INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	
Classical Greek	13	8%	n/a	23%	–	n/a	69%
English	28,873	65%	0%	15%	13%	–	7%
French	4,614	76%	0%	7%	3%	–	15%
Gaelic (Learners)	139	52%	–	8%	3%	–	37%
Gàidhlig	91	81%	n/a	1%	–	–	18%
German	1,794	74%	0%	7%	3%	–	16%
Italian	269	36%	1%	11%	6%	–	46%
Latin	245	71%	1%	3%	3%	–	22%
Russian	17	29%	–	–	6%	–	65%
Spanish	1,081	53%	1%	14%	3%	–	29%
Accounting and Finance	2,316	37%	2%	7%	5%	–	49%
Mathematics	19,394	69%	0%	9%	14%	–	8%
Biology	8,852	62%	0%	9%	10%	–	19%
Biotechnology	35	3%	–	20%	–	–	77%
Chemistry	9,271	76%	0%	5%	9%	–	10%
Geology	63	n/a	–	2%	3%	n/a	95%
Human Biology	3,452	49%	–	8%	9%	–	35%
Managing Environmental Resources	89	n/a	–	6%	2%	n/a	92%
Physics	9,286	72%	0%	6%	10%	–	13%
Classical Studies	433	15%	–	0%	4%	–	81%
Economics	847	21%	–	5%	2%	–	72%
Geography	7,407	65%	0%	4%	6%	–	25%
History	7,891	67%	0%	6%	4%	–	23%
Modern Studies	7,738	51%	–	4%	5%	–	40%
Philosophy	766	n/a	n/a	2%	1%	–	97%
Politics	60	n/a	n/a	n/a	2%	n/a	98%
Psychology	2,779	n/a	0%	2%	1%	–	96%
Religious, Moral and Philosophical Studies	1,673	13%	0%	3%	3%	–	81%
Sociology	600	n/a	–	2%	2%	–	97%
Administration	4,216	51%	1%	15%	4%	–	29%
Building and Architectural Technology	22	n/a	n/a	n/a	–	n/a	100%
Building Services	6	n/a	n/a	n/a	–	n/a	100%
Business Management	5,845	23%	0%	7%	4%	–	66%
Care	623	n/a	0%	24%	1%	n/a	74%
Care Practice	413	n/a	0%	34%	–	n/a	65%
Civil Engineering	20	n/a	n/a	n/a	–	n/a	100%
Computing	5,090	68%	0%	6%	8%	–	18%
Construction	47	n/a	n/a	13%	2%	n/a	85%
Craft and Design	2,421	55%	n/a	5%	4%	–	36%
Design	38	–	n/a	3%	–	n/a	97%
Early Years Care and Education	361	n/a	1%	19%	1%	n/a	80%
Electronics	8	n/a	n/a	–	–	n/a	100%
Fabrication and Welding Engineering	29	n/a	n/a	–	–	n/a	100%
Food Production Supervision	4	n/a	n/a	n/a	–	n/a	100%
Graphic Communication	3,248	68%	n/a	8%	5%	–	19%

TABLE PR3: PROGRESSION TO HIGHER, 2004 (CONTINUED)

SQA Progression figures 2003–2004
Level = Higher

SUBJECT	HIGHER ENTRIES 2004	SG	COURSE TAKEN IN 2003				NO PRIOR RECORD
			INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	
Hairdressing: Principles of Colouring Hair	17	n/a	n/a	n/a	–	n/a	100%
Home Economics:							
Fashion and Textile Technology	82	33%	5%	12%	2%	–	48%
Home Economics:							
Health and Food Technology	714	56%	4%	3%	1%	–	36%
Home Economics:							
Lifestyle and Consumer Technology	155	41%	3%	10%	–	–	46%
Hospitality – Food and Drink Service	7	n/a	n/a	n/a	–	n/a	100%
Hospitality – Professional Cookery	66	n/a	n/a	55%	–	n/a	45%
Hospitality –							
Reception and Accommodation Operations	5	n/a	n/a	–	n/a	n/a	100%
Hospitality Event Supervision	2	n/a	n/a	n/a	n/a	n/a	100%
Information Systems	2,833	44%	1%	19%	5%	–	31%
Manufacturing	2	n/a	n/a	n/a	–	n/a	100%
Mechatronics	16	n/a	n/a	n/a	–	n/a	100%
Mental Health Care	247	n/a	2%	29%	0%	n/a	69%
Personal and Social Education	100	22%	–	3%	–	n/a	75%
Professional Patisserie	66	n/a	n/a	n/a	–	n/a	100%
Retail Travel	40	n/a	n/a	n/a	–	n/a	100%
Selling Scheduled Air Travel	30	n/a	n/a	n/a	–	n/a	100%
Structural Engineering	11	n/a	n/a	n/a	–	n/a	100%
Technological Studies	888	63%	n/a	6%	7%	–	23%
Tourism	66	n/a	–	24%	–	n/a	76%
Advertising, Marketing and Public Relations	7	n/a	n/a	n/a	–	n/a	100%
Art and Design	6,895	71%	0%	8%	4%	n/a	17%
Drama	1,912	62%	0%	8%	3%	–	27%
Media Studies	827	n/a	–	9%	1%	–	90%
Music	3,829	64%	0%	9%	2%	–	25%
Photography for the Media	115	n/a	n/a	n/a	1%	n/a	99%
Visual Arts	13	n/a	n/a	n/a	–	n/a	100%
Dance Practice	62	n/a	n/a	n/a	3%	n/a	97%
Fitness and Exercise	43	n/a	n/a	–	–	n/a	100%
Physical Education	3,996	52%	0%	13%	5%	–	29%
Sports Coaching Studies	45	n/a	n/a	n/a	–	n/a	100%
Sports Organisation	5	n/a	n/a	n/a	–	n/a	100%
Totals	165,575	59%	0%	9%	8%	0%	24%

TABLE PR4: PROGRESSION TO ADVANCED HIGHER, 2004

SQA Progression figures 2003 – 2004
Level = Advanced Higher

SUBJECT	ADVANCED HIGHER ENTRIES 2004	COURSE TAKEN IN 2003					
		SG	INT1	INT2	HIGHER	ADVANCED HIGHER NO PRIOR (RESIT)	RECORD
Classical Greek	2	–	n/a	–	100%	n/a	0%
English	1,720	0%	–	–	99%	–	1%
French	712	–	–	–	97%	–	3%
Gàidhlig	11	–	n/a	–	100%	–	0%
Gaelic (Learners)	28	–	–	–	96%	–	4%
German	249	–	–	0%	93%	–	6%
Italian	14	–	–	–	57%	–	43%
Latin	45	–	–	–	100%	–	0%
Russian	6	–	–	–	33%	–	67%
Spanish	148	1%	–	–	92%	–	7%
Applied Mathematics	234	–	–	–	98%	–	2%
Accounting and Finance	170	–	–	–	100%	–	0%
Mathematics	2,416	0%	–	–	99%	–	1%
Biology	1,571	–	–	–	99%	–	1%
Chemistry	1,747	–	–	–	99%	–	1%
Physics	1,414	–	–	0%	99%	–	1%
Classical Studies	25	–	–	–	84%	–	16%
Economics	63	–	–	–	100%	–	0%
Geography	906	–	–	0%	98%	–	2%
History	893	0%	–	0%	97%	–	3%
Modern Studies	650	–	–	0%	92%	–	7%
Philosophy	17	n/a	n/a	–	76%	–	24%
Religious, Moral and Philosophical Studies	78	–	–	1%	76%	–	23%
Sociology	6	n/a	–	–	83%	–	17%
Administration	17	–	–	–	94%	–	6%
Business Management	303	–	–	–	98%	–	2%
Computing	512	1%	–	–	95%	–	5%
Craft and Design	75	–	n/a	–	92%	–	8%
Graphic Communication	429	0%	n/a	0%	94%	–	5%
Home Economics:							
Health and Food Technology	15	–	–	–	100%	–	0%
Home Economics:							
Lifestyle and Consumer Technology	2	–	–	–	100%	–	0%
Information Systems	102	1%	–	–	99%	–	0%
Technological Studies	140	–	n/a	–	94%	–	6%
Art and Design Enquiry: Design	562	0%	–	–	96%	–	4%
Art and Design Enquiry: Expressive	739	–	–	0%	94%	–	6%
Art and Design: Research and Appreciation	26	–	–	4%	92%	–	4%
Drama	164	–	–	–	93%	–	7%
Media Studies	8	n/a	–	–	100%	–	0%
Music	892	1%	–	0%	91%	–	8%
Physical Education	74	–	–	–	97%	–	3%
Totals 17,185		0%	0%	0%	97%	0%	3%



HIGHER NATIONAL QUALIFICATIONS

Higher National (HN) Units can be taken as stand-alone Units, or built up into Group Awards, such as Higher National Certificate (HNC), Higher National Diploma (HND) or Professional Development Awards (PDA). They are intended for candidates at a post-school but below degree level, and are mostly taken in colleges of further education.

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

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

Reporting for Higher National Qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/03 – 31/7/04), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/03 – 31/7/04), 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 this year include pilot Group Awards.

Tables HN1 to HN18 provide detailed information about HN Unit and Group Award entries and awards for 2004 (between 1 August 2003 and 31 July 2004). A summary of the information which appears in each table is given below.

Table HN1

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

- There were 408,163 entries for this academic session, an increase of 8% on 2003.
- 90% of all entries were from candidates in FE colleges.
- Total awards certificated within this academic session were 327,796, a decrease of 5% on 2003.
- In all, 16% of awards were at merit grade. Merit awards at FE colleges have decreased by one percentage point each year since 2001.

Table HN2

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

- The most popular Superclass was Information Technology and Information followed by Business/Management/Office Studies and Health Care/Medicine/Health and Safety.
- Most Superclasses saw an increase in entries in 2004. The Superclasses where there was a drop were: Oil/Mining/Plastics/Chemicals and Information Technology and Information.

Table HN3

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

- 57,195 candidates entered for a total of 408,163 HN Units, an average of 7.1 Units per candidate.
- 48% of candidates were male and 52% female.
- Male candidates entered, on average, for more Units than female candidates, and younger candidates for more than older candidates.
- 29% of candidates were aged under 20, 36% were in their twenties, and 35% were aged 30 and above.

Table HN4

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

- Although total Unit entries for males and females were approximately equal, some of the subject areas reflected different ratios of male to female candidates.
- There were more male than female candidates entered for HN Units in Engineering, and Information Technology and Information.
- More female candidates than male entered for HN Units in Health Care/Medicine/Health and Safety, and Family Care/Personal Development/Personal Care and Appearance.

- Sports Games and Recreation, and Performing Arts Units were more popular with candidates aged under 20.
- Health Care/Medicine/Health and Safety, and Education/Training/Teaching Units were more popular with candidates aged 30 and over.

Table HN5

These three tables (HN5a, HN5b and HN5c) list the fifty HN Units with the most entries for all candidates, male candidates, and female candidates, respectively. Old and new versions of Units (where the Unit title is identical) are grouped.

- The most popular HN Unit this year was Communication: Presenting Complex Communication for Vocational Purposes.
- 15 Units featured in the top fifty for both males and females, mainly in the areas of information technology applications and business.
- The most popular Units for male candidates included Units in engineering and information technology systems, whereas for female candidates popular Units included those in the fields of education, care, and a wide range of business Units.

Table HN6

This table gives information about HN Unit entry results by Superclass. Figures are correct as of 02/02/2005.

- 73% of Unit entries in 2004 have been successfully completed to date.
- 12% of entries gained a merit award.
- Entries for Units in Environment Protection/Energy/Cleansing/Security had the highest percentage of merit awards, and Transport Services the lowest.
- Of the Graded Units, 72% of entries gained a successful award.

Table HN7

This table gives a breakdown of candidates according to how many HN Units they were entered for in 2004.

- 35% of candidates were entered for 10 or more Units.

- 54% of candidates aged under 20 entered for 10 or more Units, compared with only 19% of the candidates aged over 30. This can be explained by the fact that younger candidates are more likely to study full time, and hence enter for more Units.

Table HN8

Table HN9

Table HN10

Table HN11

The Higher National Certificate is made up of a coherent, validated programme of HN Units. Typically an HNC takes one year of full-time study or two years of part-time study, and may allow the candidate direct entry to the second year of some university degree courses.

Tables HN8, HN9, HN10 and HN11 give information about entries and awards for HNC qualifications.

- There were 19,097 HNC entries in 2004, an increase of 5% on 2003.
- 88% of HNC entries were from FE colleges.
- There were 12,440 HNC awards in 2004, a slight decrease of 1%. This decrease came solely from the FE sector; awards from other centres actually increased.
- HNC entries were split: 55% female entries, 45% male entries.
- 31% of entries in 2004 were from candidates aged under 20, 32% were from candidates in their 20s, and 37% were from candidates aged 30 and over.
- The largest number of entries within this age/gender split was from female candidates over 30.
- HNC awards were split: 59% female awards, 41% male awards.
- The largest number of awards was for candidates over 30 (41%).
- The three HNCs with the highest numbers of entries were: Computing; Social Care; and Child Care and Education.
- The three HNCs with the highest numbers of awards were: Child Care and Education; Social Care; and Administration and Information Management. The number of awards for these three qualifications alone made up 25% of the overall HNC awards in 2004.

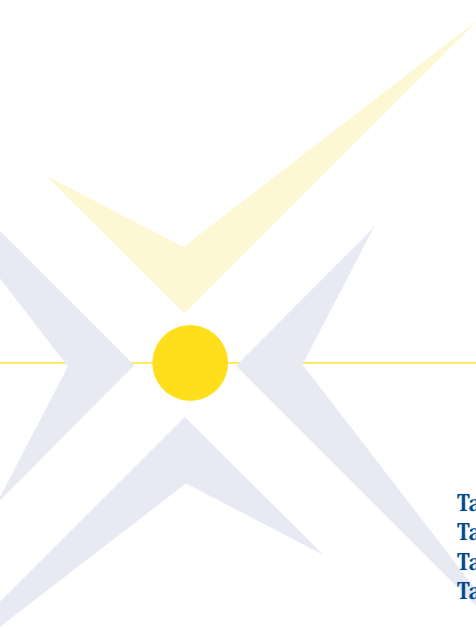


Table HN12
Table HN13
Table HN14
Table HN15

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

- There were 12,916 HND entries in 2004, an increase of 1% on 2003.
- 90% of HND entries were from FE colleges.
- There were 7,107 HND awards in 2004, an increase of 11% on 2003. This increase came solely from the FE college sector.
- HND entries were split: 48% female entries, 52% male entries.
- 44% of entries in 2004 were from candidates aged under 20, 38% were from candidates in their 20s, and 18% were from candidates aged 30 and over.
- The largest number of entries within this age/gender split was from male candidates under 20.
- HND awards were split: 52% female awards, 48% male awards.
- The largest number of awards was for candidates aged between 20 and 24 (46%).
- The three HNDs with the highest numbers of entries were: Business Administration; Beauty Therapy; and Accounting.
- The three HNDs with the highest numbers of awards were: Beauty Therapy; Business Administration; and Accounting. 100% of awards from Beauty Therapy were for female candidates.

Table HN16
Table HN17
Table HN18

Professional Development Awards (PDAs) are specialised qualifications which allow candidates to build on existing qualifications or experience and facilitate career development. The Advanced Diploma, Diploma, and Advanced Certificate are constructed exclusively from HN Units. The Certificate can be constructed from HN Units, National Units, Workplace Assessed Units, or a combination of these.

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

- Overall, candidates entered for 2,407 PDAs in 2004, an increase of 11%. The largest percentage increases in entries came from the Certificate and Advanced Diploma qualification levels. Entries at PDA Diploma level dropped.
- 1,672 awards were made; a 13% increase on 2003. Decreases in awards were at Diploma and Advanced Diploma levels.
- Entries and awards for PDAs mainly came from FE colleges (90% of entries and 94% of awards).
- 59% of PDA entries were from male candidates, 41% from female candidates.
- 66% of PDA awards were for male candidates, 34% for female candidates.
- The most popular PDA was the Advanced Certificate in Carpentry and Joinery, which accounted for 17% of all PDA entries and 21% of all PDA awards.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE HN1: TREND IN HIGHER NATIONAL UNIT ENTRIES AND AWARDS, 2001 TO 2004

ENTRIES

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	311,397	351,828	343,038	365,809	7%
Other	12,823	34,082	34,374	42,354	23%
Total	324,220	385,910	377,412	408,163	8%

AWARDS

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	303,842	403,780	309,022	298,814	-3%
Other	14,720	21,108	36,309	28,982	-20%
Total	318,562	424,888	345,331	327,796	-5%
% of awards with merit					
FE College	19%	18%	17%	16%	
Other	19%	21%	20%	16%	
Total	19%	19%	17%	16%	

TABLE HN2: TREND IN HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, 2001 TO 2004

ENTRIES BY SUPERCLASS

SUPERCLASS					PERCENT
	2001	2002	2003	2004	CHANGE 2003/2004
A Business/Management/Office Studies	40,570	45,642	42,742	46,869	10%
B Sales Marketing and Distribution	11,251	12,934	12,339	13,030	6%
C Information Technology and Information	57,938	66,455	66,267	64,883	-2%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	1,643	1,966	2,094	2,372	13%
E Politics/Economics/Law/Social Science	20,473	22,459	21,071	24,262	15%
F Area Studies/Cultural Studies/Languages/ Literature	2,625	2,450	2,160	2,679	24%
G Education/Training/Teaching	6,390	8,460	7,967	8,406	6%
H Family Care/Personal Development/ Personal Care and Appearance	12,978	17,549	17,016	18,856	11%
J Arts and Crafts	11,120	14,503	13,444	14,625	9%
K Authorship/Photography/Publishing/Media	30,350	37,977	35,981	37,206	3%
L Performing Arts	5,464	8,243	8,720	10,602	22%
M Sports Games and Recreation	6,848	8,540	8,409	9,641	15%
N Catering/Food Services/Leisure Services/ Tourism	11,606	12,194	11,347	11,554	2%
P Health Care/Medicine/Health and Safety	26,178	35,903	35,489	38,525	9%
Q Environment Protection/Energy/Cleansing/ Security	1,808	1,356	904	2,025	124%
R Sciences and Mathematics	22,330	26,142	25,096	27,942	11%
S Agriculture Horticulture and Animal Care	4,319	4,754	4,339	7,090	63%
T Construction and Property (Built Environment)	11,298	14,861	16,234	16,336	1%
V Services to Industry	10,556	11,719	11,111	12,119	9%
W Manufacturing/Production Work	5,472	6,417	6,084	6,350	4%
X Engineering	19,195	22,496	21,236	21,845	3%
Y Oil/Mining/Plastics/Chemicals	1,208	1,319	1,205	1,128	-6%
Z Transport Services	1,999	1,210	1,793	2,526	41%
Unknown (unable to classify) or HN-Uia (Graded Units)	601	361	4,364	7,292	67%
All Superclasses	324,220	385,910	377,412	408,163	8%

TABLE HN3a: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2004

ENTRIES BY AGE AND GENDER, FURTHER EDUCATION CANDIDATES

	<20	20-24	25-29	30+	TOTAL
Male	71,884	52,374	18,954	38,935	182,147
Female	66,014	42,626	17,894	57,128	183,662
Total	137,898	95,000	36,848	96,063	365,809
– as percentages	38%	26%	10%	26%	100%

TABLE HN3b: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2004

ENTRIES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	80,861	59,994	21,159	44,221	206,235
Female	71,618	46,985	19,468	63,857	201,928
Total	152,479	106,979	40,627	108,078	408,163
– as percentages	37%	26%	10%	26%	100%

TABLE HN3c: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2004

CANDIDATES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	8,757	7,775	2,927	7,979	27,438
Female	7,853	6,442	3,185	12,277	29,757
Total	16,610	14,217	6,112	20,256	57,195
– as percentages	29%	25%	11%	35%	100%

TABLE HN3d: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2004

ENTRIES BY AGE AND GENDER, ALL CENTRES

	<20	20-24	25-29	30+	TOTAL
Male	9.2	7.7	7.2	5.5	7.5
Female	9.1	7.3	6.1	5.2	6.8
Total	9.2	7.5	6.6	5.3	7.1

TABLE HN4: HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, AGE AND GENDER, 2004

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	46,869	36	64	32	26	11	31
B Sales Marketing and Distribution	13,030	35	65	44	33	7	16
C Information Technology and Information	64,883	64	36	36	23	11	30
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,372	31	69	44	25	7	24
E Politics/Economics/Law/Social Science	24,262	36	64	41	25	10	24
F Area Studies/Cultural Studies/ Languages/Literature	2,679	30	70	41	27	8	24
G Education/Training/Teaching	8,406	16	84	27	17	9	47
H Family Care/Personal Development/ Personal Care and Appearance	18,856	15	85	34	27	10	29
J Arts and Crafts	14,625	39	61	41	29	7	24
K Authorship/Photography/Publishing/Media	37,206	56	44	40	30	11	20
L Performing Arts	10,602	44	56	54	30	7	9
M Sports Games and Recreation	9,641	69	31	59	26	8	8
N Catering/Food Services/Leisure Services/ Tourism	11,554	32	68	45	27	9	20
P Health Care/Medicine/Health and Safety	38,525	23	77	24	17	11	48
Q Environment Protection/Energy/ Cleansing/Security	2,025	66	34	25	34	11	31
R Sciences and Mathematics	27,942	54	46	41	26	10	22
S Agriculture Horticulture and Animal Care	7,090	55	45	40	28	11	22
T Construction and Property (Built Environment)	16,336	79	21	38	31	10	21
V Services to Industry	12,119	88	12	40	30	9	21
W Manufacturing/Production Work	6,350	81	19	52	26	6	15
X Engineering	21,845	95	5	37	32	11	21
Y Oil/Mining/Plastics/Chemicals	1,128	95	5	43	32	8	17
Z Transport Services	2,526	79	21	30	37	17	16
Unknown (unable to classify) or HN-Uia (Graded Units)	7,292	71	29	38	26	13	23
All Superclasses	408,163	206,235	201,928	152,479	106,979	40,627	108,078
– as percentages	100%	51%	49%	37%	26%	10%	26%

TABLE HN5a: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 UNITS, ALL CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	8,922
Information Technology Applications 1	7,445
An Introduction to Financial Accounting Statements	3,641
Using Information Technology in Business: Spreadsheet and Word Processing	3,277
Micro-Economic Environment	2,950
Workplace Experience	2,939
Developing Personal Effectiveness in a Care Setting	2,937
Developing Personal Effectiveness	2,906
Business Statistics 1	2,815
Macro-Economic Environment	2,686
Using Information Technology in Business: Database and Word Processing Applications	2,662
Working with People and Teams	2,590
Using Financial Accounting Statements	2,510
Law for Business	2,268
Fundamentals of Quality Assurance	2,265
Using Financial Accounting Software	2,250
Introducing the Internet	2,173
Engineering Project	2,023
Child Protection	1,978
Structure of Business Organisations	1,963
Computer Architecture	1,953
Introduction to Marketing	1,850
Information Technology Applications 2	1,720
Social Care Theory and Practice	1,718
Approaches to Dealing with Challenging Behaviour	1,699
Information Technology: Applications Software 1	1,697
Presenting Business Information	1,636
Psychological and Sociological Perspectives on Human Development and Behaviour	1,618
Mathematics for Engineering	1,581
How Children Develop and Learn	1,547
Office Administration	1,545
Communication: Practical Skills	1,544
Preparing Financial Forecasts	1,537
Assessment Approaches in Child Care and Education	1,525
Computer Operating Systems	1,509
Customer Care	1,485
Workplace Practice Experience in a Child Care and Education Setting	1,457
Systems Development: Introduction	1,449
Family Issues in Child Care and Education	1,446
Project Management	1,438
Curriculum Approaches in Child Care and Education	1,431
Understanding Health and Safety in a Care Setting	1,418
Software Development: Program Planning	1,413
Provision of Special Services for Children	1,410
Introduction to Financial Accounting	1,360
Workplace Practice and Skills in a Social Care Setting	1,333
Business Statistics 2	1,321
Computer Aided Draughting	1,277
Computing: Integrative Assessment 1	1,231
Health and Safety: Workplace Experience in a Care Setting	1,233
All HN Unit entries	408,163

TABLE HN5b: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 UNITS, MALE CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	4,680
Information Technology Applications 1	4,534
Fundamentals of Quality Assurance	2,119
Engineering Project	1,945
Computer Architecture	1,627
Mathematics for Engineering	1,523
Information Technology: Applications Software 1	1,450
Computer Operating Systems	1,288
Communication: Practical Skills	1,286
Software Development: Program Planning	1,235
Computer Aided Draughting	1,192
Project Management	1,158
Information Technology Applications 2	1,154
Introducing the Internet	1,128
Workplace Experience	1,119
Computing: Integrative Assessment 1	1,076
Computing: Integrative Assessment 2	1,076
Micro-Economic Environment	1,072
Systems Development: Introduction	1,053
An Introduction to Financial Accounting Statements	1,025
Introductory Mathematics for Engineering	976
Using Information Technology in Business: Spreadsheet and Word Processing Applications	955
Macro-Economic Environment	953
Single Phase AC Networks	929
Software Development: Event Driven Programming	883
Multi User Operating Systems	873
Application of Programmable Logic Controllers	871
Mechanical Engineering Principles: Statics and Dynamics	799
Materials Selection and Testing	787
Computer Hardware: Installation and Maintenance	781
Electronic Construction Skills	780
Working with People and Teams	772
First Aid	729
Developing Personal Effectiveness	720
Business Statistics 1	717
Using Financial Accounting Statements	716
Three Phase Systems	709
Industrial Plant Services: Pneumatics and Hydraulics	708
Stand Alone Computer System Support	705
Engineering Business Studies	698
Law for Business	695
Mechanical Engineering Principles: Thermofluids	691
Using Information Technology in Business: Database and Word Processing Applications	672
Combinational Logic	669
Fitness Testing and Assessment	659
Design Drawing and Communication for Engineers	653
Sports Injuries: Prevention and Rehabilitation Principles	650
Software Development: Procedural Programming	643
Structure of Business Organisations	642
Transducers	632
All male entries	206,235

TABLE HN5c: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2004

TOP 50 UNITS, FEMALE CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	4,242
Information Technology Applications 1	2,911
An Introduction to Financial Accounting Statements	2,616
Developing Personal Effectiveness in a Care Setting	2,580
Using Information Technology in Business: Spreadsheet and Word Processing Applications	2,322
Developing Personal Effectiveness	2,186
Business Statistics 1	2,098
Using Information Technology in Business: Database and Word Processing Applications	1,990
Micro-Economic Environment	1,878
Child Protection	1,847
Workplace Experience	1,820
Working with People and Teams	1,818
Using Financial Accounting Statements	1,794
Macro-Economic Environment	1,733
Using Financial Accounting Software	1,661
Law for Business	1,573
How Children Develop and Learn	1,519
Assessment Approaches in Child Care and Education	1,505
Workplace Practice Experience in a Child Care and Education Setting	1,436
Family Issues in Child Care and Education	1,429
Curriculum Approaches in Child Care and Education	1,411
Provision of Special Services for Children	1,388
Presenting Business Information	1,377
Office Administration	1,364
Social Care Theory and Practice	1,324
Structure of Business Organisations	1,321
Approaches to Dealing with Challenging Behaviour	1,314
Psychological and Sociological Perspectives on Human Development and Behaviour	1,260
Introduction to Marketing	1,238
Preparing Financial Forecasts	1,171
Understanding Health and Safety in a Care Setting	1,106
Anatomy and Physiology of the Human Body	1,062
Introducing the Internet	1,045
Workplace Practice and Skills in a Social Care Setting	1,045
Body Treatments: Manual	1,022
Customer Care	1,021
Business Statistics 2	984
Health and Safety: Workplace Experience in a Care Setting	959
Introduction to Financial Accounting	919
Introduction to Managing the Human Resource	882
Using Desktop Publishing in Business	879
Client Psychology and Communication	841
Safe and Hygienic Salon Practices	838
Social Policy and Social Services Provision	817
Business Information Management	805
Principles and Practice of Selling	792
Using Management Accounting Software	785
Managing Change	779
Developing the Individual within a Team	775
Facial Treatments: Manual	772
All female entries	201,928

TABLE HN6: HIGHER NATIONAL UNIT ENTRIES AND RESULTS BY SUPERCLASS, 2004

RESULTS BY SUPERCLASS, ALL CANDIDATES, PERCENTAGES

SUPERCLASS	ALL					NOT YET
	ENTRIES	MERIT	PASS	FAIL	DEFERRED	KNOWN
A Business/Management/Office Studies	46,869	13	51	6	11	19
B Sales Marketing and Distribution	13,030	15	58	7	13	8
C Information Technology and Information	64,883	10	62	8	16	5
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,372	8	63	9	18	2
E Politics/Economics/Law/Social Science	24,262	13	59	9	16	4
F Area Studies/Cultural Studies/ Languages/Literature	2,679	14	43	7	19	16
G Education/Training/Teaching	8,406	9	60	4	11	16
H Family Care/Personal Development/ Personal Care and Appearance	18,856	11	67	6	12	4
J Arts and Crafts	14,625	17	65	6	10	2
K Authorship/Photography/Publishing/Media	37,206	11	63	10	13	3
L Performing Arts	10,602	16	63	9	11	1
M Sports Games and Recreation	9,641	7	61	15	13	4
N Catering/Food Services/Leisure Services/Tourism	11,554	11	53	7	14	14
P Health Care/Medicine/Health and Safety	38,525	7	67	5	13	8
Q Environment Protection/Energy/ Cleansing/Security	2,025	21	57	6	13	4
R Sciences and Mathematics	27,942	12	59	8	13	8
S Agriculture Horticulture and Animal Care	7,090	15	63	7	9	5
T Construction and Property (Built Environment)	16,336	16	53	9	16	6
V Services to Industry	12,119	13	60	6	11	10
W Manufacturing/Production Work	6,350	12	71	4	9	3
X Engineering	21,845	10	63	8	14	5
Y Oil/Mining/Plastics/Chemicals	1,128	8	61	7	12	13
Z Transport Services	2,526	4	81	6	6	4
Unknown(unable to classify)	25	8	92	0	0	0
All Superclasses	400,896	46,558	242,557	29,404	52,790	29,587
– as percentages	100%	12%	61%	7%	13%	7%

	ALL						NOT YET
	ENTRIES	A	B	C	F	WITHDRAWN	KNOWN
HN-Uia (Graded Units)	7,267	28%	21%	23%	9%	15%	4%

Entry result as of 02/02/2005.

TABLE HN7: CANDIDATES ENTERED FOR HIGHER NATIONAL UNITS, 2004

CANDIDATES BY NUMBER OF UNITS, AGE AND GENDER

NUMBER OF UNITS	CANDIDATES			<20	20-24	25-29	30+
	ALL	MALE	FEMALE				
1	10,034	4,284	5,750	1,492	2,228	1,198	5,116
2	4,209	1,799	2,410	527	865	522	2,295
3	2,936	1,384	1,552	381	676	361	1,518
4	3,087	1,447	1,640	418	691	376	1,602
5	3,859	1,907	1,952	754	924	423	1,758
6	3,385	2,001	1,384	926	847	351	1,261
7	2,107	1,097	1,010	585	577	230	715
8	3,641	1,323	2,318	1,248	943	364	1,086
9	3,870	1,813	2,057	1,364	1,030	438	1,038
10-14	17,375	8,567	8,808	7,760	4,672	1,581	3,362
15-19	2,082	1,353	729	896	623	195	368
20+	610	463	147	259	141	73	137
Total candidates	57,195	27,438	29,757	16,610	14,217	6,112	20,256
Total Units	408,163	206,235	201,928	152,479	106,979	40,627	108,078
Units per candidate	7.1	7.5	6.8	9.2	7.5	6.6	5.3

**TABLE HN8: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS,
2001 TO 2004**

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	16,512	20,285	16,942	16,802	-1%
Other	290	1,587	1,226	2,295	87%
Total	16,802	21,872	18,168	19,097	5%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	12,550	15,195	11,600	11,354	-2%
Other	296	649	922	1,086	18%
Total	12,846	15,844	12,522	12,440	-1%

**TABLE HN9: HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS
BY AGE AND GENDER, 2004**

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	2,937	2,134	897	2,682	8,650
Female	2,956	1,935	1,120	4,436	10,447
Total	5,893	4,069	2,017	7,118	19,097
- as percentages	31%	21%	11%	37%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	1,146	1,521	618	1,790	5,075
Female	1,617	1,595	823	3,330	7,365
Total	2,763	3,116	1,441	5,120	12,440
- as percentages	22%	25%	12%	41%	100%

TABLE HN10: HIGHER NATIONAL CERTIFICATE ENTRIES, 2004

TOP 50 HNCs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Computing	1,552	82	18
Social Care	1,517	23	77
Child Care and Education	1,396	2	98
Administration and Information Management	1,239	11	89
Business Administration	1,122	34	66
Accounting	829	30	70
Health Care	805	12	88
Social Sciences	741	30	70
Social Care (Incorporating SVQ at level 3)	338	26	74
Engineering: Mechanical	332	96	4
Beauty Therapy	327	0	100
Engineering: Electrical	315	97	3
Engineering: Electronics	308	94	6
Acting and Performance	262	39	61
Fitness, Health and Exercise	260	60	40
Legal Services	225	22	78
Construction	211	91	9
Sports Coaching with Sports Development	210	82	18
Engineering	204	95	5
Management	200	49	52
Music and Audio Technology	194	92	8
Computer Aided Draughting and Design	170	91	9
Computer and Network Support	167	92	8
Travel	149	12	88
Supporting Learning Needs	149	7	93
Animal Care	134	11	89
Counselling	132	14	86
Biomedical Sciences	131	25	75
Engineering: Practice	130	99	1
Complementary Therapies	128	5	95
Art and Design	126	21	79
Civil Engineering	123	92	8
Hospitality Operations	119	29	71
Construction Management	116	93	7
Communication with Media	111	37	63
Horticulture	109	69	31
Tourism	104	17	83
Engineering: Mechatronics	101	95	5
Hairdressing and Salon Organisation	100	5	95
Engineering: Aeronautical	99	95	5
Construction Practice	94	100	0
Professional Cookery	93	60	40
Training and Development	90	29	71
Retail Management	88	36	64
Fine Art	87	26	74
Engineering: Manufacturing Systems	85	93	7
Working with Communities	84	29	71
Human Resource Management	83	19	81
Music Performance	77	73	27
Occupational Therapy Support	71	10	90
Total HNC entries	19,097	45	55

TABLE HN11: HIGHER NATIONAL CERTIFICATE AWARDS, 2004

TOP 50 HNCs

GROUP AWARD TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Child Care and Education	1,304	1	99
Social Care	979	20	80
Administration and Information Management	886	7	93
Computing	876	77	23
Accounting	661	25	75
Business Administration	649	28	72
Social Sciences	379	23	77
Health Care	361	10	90
Engineering: Mechanical	234	98	2
Engineering: Electronics	219	95	5
Engineering: Electrical	209	96	4
Beauty Therapy	209	0	100
Acting and Performance	194	37	63
Management	163	43	57
Computer and Network Support	149	90	10
Legal Services	142	20	80
Sports Coaching with Sports Development	125	82	18
Engineering: Mechatronics	124	95	5
Computer Aided Draughting and Design	117	84	16
Fitness, Health and Exercise	115	56	44
Travel	112	11	89
Music and Audio Technology	105	90	10
Social Care (Incorporating SVQ at level 3)	105	19	81
Multimedia Computing with Web Development	104	74	26
Engineering	101	94	6
Construction	100	91	9
Supporting Learning Needs	92	4	96
Art and Design	90	20	80
Counselling	89	11	89
Hairdressing and Salon Organisation	87	2	98
Civil Engineering	85	92	8
Biomedical Sciences	81	25	75
Hospitality Operations	80	28	73
Complementary Therapies	80	1	99
Professional Cookery	77	44	56
Process Control	68	99	1
Construction Practice	68	100	0
Tourism	65	15	85
Housing	56	29	71
Construction Management	54	96	4
Animal Care	53	9	91
Communication	53	32	68
Fine Art	51	16	84
Engineering: Manufacturing Systems	50	94	6
Engineering: Fabrication Welding and NDT	48	98	2
Information Technology for Business	46	67	33
Business Information Systems	43	42	58
Human Resource Management	42	26	74
Television Operations and Production	42	76	24
International Travel	41	0	100
Total HNC awards	12,440	41	59

**TABLE HN12: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS,
2001 TO 2004**

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	11,209	10,995	11,884	11,653	-2%
Other	665	862	843	1,263	50%
Total	11,874	11,857	12,727	12,916	1%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	6,188	7,280	5,858	6,564	12%
Other	375	326	551	543	-1%
Total	6,563	7,606	6,409	7,107	11%

**TABLE HN13: HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS BY AGE
AND GENDER, 2004**

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	2,911	2,047	740	1,039	6,737
Female	2,723	1,566	563	1,327	6,179
Total	5,634	3,613	1,303	2,366	12,916
– as percentages	44%	28%	10%	18%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	542	1,673	473	748	3,436
Female	741	1,563	402	965	3,671
Total	1,283	3,236	875	1,713	7,107
– as percentages	18%	46%	12%	24%	100%

TABLE HN14: HIGHER NATIONAL DIPLOMA ENTRIES, 2004

TOP 50 HNDs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Business Administration	794	40	60
Beauty Therapy	712	0	100
Accounting	598	35	65
Computing: Software Development	549	79	21
Administration and Information Management	546	14	86
Computing: Technical Support	532	89	11
Social Sciences	507	29	71
Sports Coaching with Sports Development	415	78	22
Engineering: Mechanical	364	97	3
Fitness Health and Exercise	281	64	36
Nautical Science	253	98	2
Travel with Tourism	230	12	88
Hospitality Management	225	39	61
Engineering: Electronics	209	97	3
Architectural Technology	202	87	13
Computing: Support	182	80	20
Legal Services	173	29	71
Interior Design	167	24	76
Television Operations and Production	162	67	33
Make-Up Artistry	158	1	99
Graphic Design	150	57	43
Music and Audio Technology	150	89	11
Computer and Network Support and Administration	127	90	10
Acting and Performance	126	34	66
Stitched Textiles and Fashion Design	124	5	95
Sports Therapy	119	44	56
Multimedia Design and Production	119	84	16
Marketing	118	42	58
Professional Photography and Imaging	113	45	55
Agriculture	112	88	12
Communication with Media	105	43	57
Multimedia Computing with Web Development	104	79	21
Tourism	96	11	89
Advertising and Public Relations	95	31	69
Engineering	93	98	2
Complementary Therapies	88	2	98
Civil Engineering	82	90	10
Retail Management	77	45	55
Musical Theatre	77	26	74
Engineering: Electrical	75	99	1
Culinary Arts with Management	73	56	44
Engineering: Mechatronics	71	94	6
Computer Graphic Design and Production	70	73	27
Music: Performance and Promotion	67	78	22
Multimedia Computing	61	72	28
Art and Design	61	25	75
Applied Science	61	43	57
Fashion: Design and Production with Retail	60	5	95
Communication	59	41	59
Audio Engineering	59	93	7
Total HND entries	12,916	52	48

TABLE HN15: HIGHER NATIONAL DIPLOMA AWARDS, 2004

TOP 50 HNDs

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Beauty Therapy	405	0	100
Business Administration	398	32	68
Accounting	394	30	70
Administration and Information Management	341	7	93
Computing: Software Development	329	71	29
Computing: Support	242	80	20
Computing: Technical Support	207	83	17
Social Sciences	193	27	73
Sports Coaching with Sports Development	186	69	31
Engineering: Mechanical	184	99	1
Travel with Tourism	145	11	89
Graphic Design	125	50	50
Nautical Science	113	94	6
Music and Audio Technology	109	93	7
Acting and Performance	108	38	62
Hospitality Management	107	31	69
Multimedia Computing with Web Development	107	76	24
Interior Design	105	18	82
Engineering: Electronics	100	95	5
Advertising and Public Relations	97	32	68
Legal Services	96	22	78
Communication	94	43	57
Television Operations and Production	92	72	28
Computer and Network Support and Administration	91	89	11
Make-Up Artistry	86	0	100
Retail Management	84	43	57
Fitness Health and Exercise	77	62	38
Sports Therapy	72	28	72
Marketing	63	41	59
Engineering	61	97	3
Architectural Technology	54	80	20
Tourism	54	19	81
Stitched Textiles and Fashion Design	51	4	96
Animal Care and Management	44	7	93
Multimedia Computing	43	58	42
Computer Graphic Design and Production	42	76	24
Business Information Systems	42	55	45
Multimedia Design and Production	42	79	21
Complementary Therapies	40	0	100
Culinary Arts with Management	39	54	46
Engineering: Management	37	97	3
Information and Media Technology	37	84	16
Music: Performance and Promotion	36	83	17
Engineering: Mechatronics	32	94	6
Biomedical Sciences	31	16	84
Leisure Management	29	59	41
Promotions and Events Management	29	34	66
e-business Management	29	76	24
Supporting and Managing Learning Needs	29	3	97
Digital Art and Design	28	39	61
Total HND awards	7,107	48	52

TABLE HN16: TREND IN PROFESSIONAL DEVELOPMENT AWARDS (PDA), ENTRIES AND AWARDS, 2001 TO 2004

ENTRIES BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Certificate	FE College	197	456	629	824	31%
	Other	12	22	40	102	155%
	Total	209	478	669	926	38%
Advanced Certificate	FE College	1,083	975	1,079	1,017	-6%
	Other	0	52	57	136	139%
	Total	1,083	1,027	1,136	1,153	1%
Diploma	FE College	199	329	216	145	-33%
	Other	2	21	6	0	-100%
	Total	201	350	222	145	-35%
Advanced Diploma	FE College	187	191	151	183	21%
	Other	0	0	0	0	-
	Total	187	191	151	183	21%
All HN PDAs		1,680	2,046	2,178	2,407	11%

AWARDS BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Certificate	FE College	173	247	408	476	17%
	Other	3	17	25	33	32%
	Total	176	264	433	509	18%
Advanced Certificate	FE College	770	858	664	882	33%
	Other	0	17	46	67	46%
	Total	770	875	710	949	34%
Diploma	FE College	197	191	216	96	-56%
	Other	5	14	0	0	-
	Total	202	205	216	96	-56%
Advanced Diploma	FE College	126	162	127	118	-7%
	Other	0	0	0	0	-
	Total	126	162	127	118	-7%
All HN PDAs		1,274	1,506	1,486	1,672	13%

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2004

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Childcare and Education	270	1	99
Civil Engineering	157	94	6
Introduction to Teaching in Further Education	152	41	59
Introduction to Adult Literacies Learning (Stage 1 of National Training Framework of Qualifications in Adult Literacies)	144	24	76
Motor Vehicle Body Repair and Refinishing	80	99	1
Motor Vehicle Systems Diagnostics	35	94	6
Care Support Practice	34	50	50
Language and Information Technology for Work	16	25	75
Closed Circuit Television	11	100	0
Garden Centre Operations	10	60	40
Online Learning	7	29	71
Debt Recovery	2	0	100
Elected Members of Local Authorities	2	50	50
Conveyancing	2	0	100
Sports Groundstaff: Football	1	100	0
Communication Skills for Public Relations	1	0	100
Executry Management and Accounting	1	0	100
Legal Studies	1	0	100
All HN PDA Certificate entries	926	43	57
Carpentry and Joinery	404	100	0
Teaching in Further Education	147	42	58
Networking (Microsoft Windows 2000)	91	88	12
Painting and Decorating	87	97	3
Supervising and Managing Personal Social Services	76	28	72
Brickwork	66	100	0
Engineering Practice: Manufacture and Engineering Support	63	100	0
Construction Practice	45	100	0
Personal Computer Installation and Maintenance	39	92	8
Engineering Practice: Fabrication and Welding	27	100	0
Medical Administration	24	4	96
Stonemasonry	17	100	0
Health Care Leadership and Management	15	13	87
Roof Slating, Tiling and Cement Work	13	100	0
Student Guidance	12	100	0
Technology for Administrators	6	0	100
Plasterwork	6	100	0
Aromatherapy	5	0	100
Engineering Practice: Electromechanical	5	100	0
Machine Woodworking	4	100	0
Reflexology	1	0	100
All HN PDA Advanced Certificate entries	1,153	82	18

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2004 (CONTINUED)

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Management	73	48	52
Counselling	29	17	83
Teaching in Further Education	20	15	85
Employment Specialists Working with Blind and Partially Sighted People	9	33	67
Systems Analysis and Design	5	40	60
Continuing Special Education and Training Needs	5	0	100
Public Sector Management	3	0	100
Horticultural Therapy	1	100	0
All HN PDA Diploma entries	145	34	66
Illustrative Photography	53	53	47
Music Industry Management and Marketing	48	56	44
Graphic Design	35	40	60
Spatial and Interior Architectural Design	20	20	80
Interactive Graphic Design	13	77	23
Creative Arts	11	36	64
Environmental Management	2	50	50
Music and Audio Technology	1	100	0
All HN PDA Advanced Diploma entries	183	49	51
All HN PDA entries	2,407	59	41

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2004

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Introduction to Teaching in Further Education	173	39	61
Childcare and Education	135	0	100
Civil Engineering	46	96	4
Motor Vehicle Body Repair and Refinishing	32	100	0
Introduction to Adult Literacies Learning (Stage 1 of National Training Framework of Qualifications in Adult Literacies)	28	14	86
Care Support Practice	23	35	65
Motor Vehicle Systems Diagnostics	19	84	16
Sports Groundstaff: Football	13	85	15
Language and Information Technology for Work	13	31	69
Closed Circuit Television	11	100	0
Garden Centre Operations	8	63	38
Debt Recovery	3	0	100
Conveyancing	2	0	100
Communication Skills for Public Relations	1	0	100
Executry Management and Accounting	1	0	100
Legal Studies	1	0	100
All HN PDA Certificate awards	509	40	60
Carpentry and Joinery	349	99	1
Teaching in Further Education	86	35	65
Networking (Microsoft Windows 2000)	78	86	14
Brickwork	63	100	0
Painting and Decorating	56	96	4
Construction Practice	53	100	0
Engineering Practice: Manufacture and Engineering Support	42	100	0
Personal Computer Installation and Maintenance	39	92	8
Supervising and Managing Personal Social Services	39	8	92
Engineering Practice: Fabrication and Welding	31	100	0
Medical Administration	18	6	94
Roof Slating, Tiling and Cement Work	17	100	0
Plasterwork	15	100	0
Student Guidance	12	100	0
Stonemasonry	10	100	0
Technology for Administrators	10	0	100
Health Care Leadership and Management	9	11	89
Aromatherapy	4	0	100
Web Development for e-Commerce (Microsoft Visual Basic)	4	50	50
Machine Woodworking	4	100	0
Web Development for e-Commerce	3	67	33
Massage	3	0	100
Reflexology	2	0	100
Engineering Practice: Electromechanical	1	100	0
Roof Slating and Tiling	1	100	0
All HN PDA Advanced Certificate awards	949	83	17

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2004 (CONTINUED)

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT	
		MALE	FEMALE
Teaching in Further Education	2	100	0
Management	68	54	46
Computing	5	60	40
Systems Analysis and Design	8	63	38
Continuing Special Education and Training Needs	4	0	100
Public Sector Management	3	0	100
Employment Specialists Working with Blind and Partially Sighted People	3	67	33
Counselling	2	0	100
Horticultural Therapy	1	100	0
All HN PDA Diploma awards	96	52	48
Graphic Design	28	46	54
Illustrative Photography	27	48	52
Music Industry Management and Marketing	19	47	53
Design: Graphic	13	77	23
Interactive Graphic Design	12	75	25
Computing	4	75	25
Creative Arts	8	13	88
Spatial and Interior Architectural Design	4	25	75
Environmental Management	2	50	50
Music and Audio Technology	1	100	0
All HN PDA Advanced Diploma awards	118	52	48
All HN PDA awards	1,672	66	34

SCOTTISH VOCATIONAL QUALIFICATIONS

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

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

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

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

Reporting for Scottish Vocational Qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/03 – 31/7/04), ie the first time SQA obtains information about a candidate's entry into a particular qualification from a centre.
- 'Awards' are awards certificated within a year (eg 1/8/03 – 31/7/04), ie a certificate is actually awarded within that time period.

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

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

Table VQ1

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

- In total there were 46,563 SVQ entries in 2004, 5% of these were from 'Accreditation only' SVQs.
- SVQs entries, in qualifications awarded by SQA, have increased by 12% on 2003, with most growth from non-FE centres, such as higher education institutions, HM prisons, and public/private training providers.
- In total, there were 25,230 SVQ awards in 2004. SVQs awarded by SQA have increased by 8% in 2004.

Table VQ2

Table VQ3

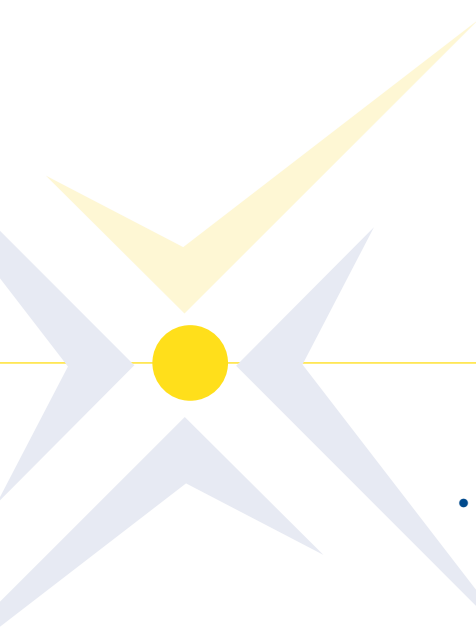
Tables VQ2 and VQ3 show entries and awards of SVQs awarded by SQA, by level of qualification.

- 48% of SVQ entries (52% of awards) were at level 2, with a further 44% of entries (42% of awards) at level 3.
- There has been growth in entries at all levels except level 5, entries have fallen from 29 in 2003 to 15 in 2004.
- The largest percentage increases in awards have been at level 3 and level 4, 13% and 11% respectively.

Table VQ4

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

- 36% of entries in 2004 were from candidates aged under 20, 26% from candidates in their 20s, 17% from candidates in their 30s, and 22% from candidates aged 40 and over.



- Level 1, level 2, and level 3 SVQ entries came mainly from candidates under 30 (over 60% of candidates at each level). Candidates sitting level 4 and level 5 SVQs, however, were mainly from the over-30 age group – 86% at level 4 and 93% 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.

- 54% of SVQ entries were from male candidates, 46% from female candidates.
- Care level 2 was the SVQ with most entries. Uptake in this award mainly came from female candidates (89%).
- Customer Service level 3 and Construction and Civil Engineering Services: Construction Operations level 2 were the second and third most popular courses entered.
- In 20 of the top 50 SVQ entry titles, over 90% of entries were from male candidates – mainly in construction and engineering-based Courses.
- In 8 of the top 50 SVQ entry titles, over 90% of entries were from female candidates – mainly in beauty and care courses.
- 49% of SVQ awards were to female candidates, 51% to male candidates.
- The top three SVQ awards were in Construction and Civil Engineering Services: Construction Operations level 2, Customer Service level 3, and Care level 2.

Table VQ7
Table VQ8
Table VQ9

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

- Candidates entered for 6,718 Workplace PDAs in 2004, and 7,341 awards were made.
- Both entry and award numbers dropped in 2004.
- 66% of Workplace PDA entries were from male candidates, 34% from female candidates.
- 63% of Workplace PDA awards were to male candidates, 37% to female candidates.
- The Workplace PDA with most entries and awards was the Certificate for Classroom Assistant.

Symbols used in the tables

The following symbol is used in the tables.

0% = less than 0.5%

Notation used in the tables

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

TABLE VQ1a: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS, ENTRIES AND AWARDS (AWARDED BY SQA) BY CENTRE TYPE, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	13,126	17,795	16,886	18,169	8%
Other	18,434	24,068	22,532	25,950	15%
Total	31,560	41,863	39,418	44,119	12%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	8,041	10,424	8,154	8,382	3%
Other	14,944	14,886	13,010	14,405	11%
Total	22,985	25,310	21,164	22,787	8%

TABLE VQ1b: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS, ENTRIES AND AWARDS (ACCREDITATION ONLY) BY CENTRE TYPE, 2001 TO 2004

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College			1	1	0%
Other	6,303	3,001	397	2,443	515%
Total	6,303	3,001	398	2,444	514%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College			1	2	100%
Other	3,452	6,013	354	2,441	590%
Total	3,452	6,013	355	2,443	588%

**TABLE VQ2: TREND IN SCOTTISH VOCATIONAL QUALIFICATION ENTRIES
(AWARDED BY SQA) BY LEVEL, 2001 TO 2004**

ENTRIES BY LEVEL

LEVEL OF QUALIFICATION	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Level 1	3,330	2,930	1,580	1,634	3%
Level 2	18,145	21,805	20,172	21,302	6%
Level 3	9,441	16,121	16,712	19,359	16%
Level 4	611	967	925	1,809	96%
Level 5	33	40	29	15	-48%
All levels	31,560	41,863	39,418	44,119	12%

**TABLE VQ3: TREND IN SCOTTISH VOCATIONAL QUALIFICATION AWARDS
(AWARDED BY SQA) BY LEVEL, 2001 TO 2004**

AWARDS BY LEVEL

LEVEL OF QUALIFICATION	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
Level 1	2,286	2,267	1,092	943	-14%
Level 2	13,906	14,736	11,191	11,835	6%
Level 3	6,405	7,811	8,402	9,486	13%
Level 4	366	469	457	508	11%
Level 5	22	27	22	15	-32%
All levels	22,985	25,310	21,164	22,787	8%

**TABLE VQ4: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES (AWARDED BY SQA)
BY LEVEL AND AGE, 2004**

ENTRIES BY LEVEL OF QUALIFICATION AND AGE

LEVEL OF STUDY	TOTAL ENTRIES	AGE GROUP						
		<20	20-24	25-29	30-34	35-39	40-49	50+
1	1,634	773	193	91	114	131	195	137
2	21,302	8,795	3,323	1,583	1,518	1,739	2,773	1,571
3	19,359	6,117	4,111	1,754	1,718	1,760	2,788	1,111
4	1,809	7	91	161	286	359	634	271
5	15	0	0	1	2	3	4	5
All levels	44,119	15,692	7,718	3,590	3,638	3,992	6,394	3,095
- as percentages		36%	17%	8%	8%	9%	14%	7%

TABLE VQ5: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES (AWARDED BY SQA), 2004

TOP 50 SVQ ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Care (Level 2)	2,479	11	89
Customer Service (Level 3)	2,228	38	62
Construction and Civil Engineering Services: Construction Operations (Level 2)	2,088	100	0
Promoting Independence (Level 3)	1,852	22	78
Care (Level 3)	1,829	14	86
Administration (Level 3)	1,512	13	87
Administration (Level 2)	1,457	19	81
Management (Level 3)	1,356	41	59
Hairdressing (Level 2)	1,289	4	96
Construction: Carpentry and Joinery (Level 2)	1,277	99	1
Construction: Carpentry and Joinery (Level 3)	1,182	99	1
Early Years Care and Education (Level 2)	1,065	2	98
Early Years Care and Education (Level 3)	984	1	99
Food Preparation and Cooking (Level 2)	921	69	31
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	848	99	1
Performing Manufacturing Operations (Level 2)	796	82	18
Customer Service (Level 2)	667	46	54
Construction: Bricklaying (Level 2)	644	100	0
Management (Level 4)	613	40	60
Mechanical Engineering Services: Domestic Plumbing (Level 3)	566	99	1
Construction: Accessing Operations and Rigging (Scaffolding – Construction) (Level 3)	547	100	0
Registered Manager in Health and Social Care (Level 4)	438	26	74
Hospitality Supervision (Level 3)	430	40	60
Beauty Therapy (Level 2)	422	0	100
Caring for Children and Young People (Level 3)	417	35	65
Construction: Accessing Operations and Rigging (Scaffolding – Construction) (Level 2)	394	100	0
Driving Goods Vehicles (Level 2)	391	98	2
Playwork (Level 2)	387	9	91
Food and Drink Service (Level 2)	348	38	62
Construction: Painting and Decorating (Level 3)	345	97	3
Construction: Painting and Decorating (Level 2)	339	97	3
Construction: Bricklaying (Level 3)	307	100	0
Care (Level 4)	288	29	71
Retail Operations (Level 2)	284	39	61
Hospitality Quick Service (Level 2)	280	34	66
Food and Drink Manufacturing Operations (Level 2)	275	62	38
Call Handling Operations (Level 3)	263	39	61
Hairdressing (Level 1)	249	2	98
Construction and Civil Engineering Services: General Building Operations (Level 2)	246	99	1
Construction: Specialised Plant and Machinery Operations (Level 2)	235	98	2
Hairdressing (Level 3)	232	3	97
Construction: Roof Slating, Tiling and Cement Work (Level 2)	229	100	0
Processing Operations: Hydrocarbons (Level 3)	226	98	2
Emergency Fire Services: Operations in the Community (Level 3)	220	96	4
Oral Health Care: Dental Nursing (Level 3)	213	0	100
Distribution, Warehousing and Storage Operations (Level 2)	213	93	7
Public Services (Level 2)	207	100	0
Sport, Recreation and Allied Occupations: Activity Leadership (Level 2)	201	86	14
Construction and Civil Engineering Services: Highways Maintenance (Level 2)	196	100	0
Food Preparation and Cooking (Level 1)	194	52	48
All SVQ entries	44,119	54	46

TABLE VQ6: SCOTTISH VOCATIONAL QUALIFICATION AWARDS (AWARDED BY SQA), 2004

TOP 50 SVQ AWARDS

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Construction and Civil Engineering Services: Construction Operations (Level 2)	1,618	100	0
Customer Service (Level 3)	1,528	33	67
Care (Level 2)	1,195	8	92
Administration (Level 3)	1,028	11	89
Administration (Level 2)	979	18	82
Care (Level 3)	660	9	91
Hairdressing (Level 2)	656	3	97
Promoting Independence (Level 3)	656	19	81
Early Years Care and Education (Level 3)	620	1	99
Early Years Care and Education (Level 2)	570	1	99
Construction: Carpentry and Joinery (Level 3)	527	99	1
Management (Level 3)	496	38	62
Construction: Specialised Plant and Machinery Operations (Level 2)	486	100	0
Food Preparation and Cooking (Level 2)	477	65	35
Performing Manufacturing Operations (Level 2)	460	79	21
Customer Service (Level 2)	447	40	60
Construction: Carpentry and Joinery (Level 2)	439	100	0
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	410	98	2
Playwork (Level 2)	349	9	91
Mechanical Engineering Services: Plumbing (Level 3)	325	100	0
Food and Drink Service (Level 2)	280	30	70
Custodial Care (Level 3)	209	80	20
Hospitality Quick Service (Level 2)	203	26	74
Food and Drink Manufacturing Operations (Level 2)	200	72	29
Beauty Therapy (Level 2)	191	0	100
Management (Level 4)	183	39	61
Construction and Civil Engineering Services: General Building Operations (Level 2)	168	99	1
Construction and Civil Engineering Services: Highways Maintenance (Level 2)	165	100	0
Caring for Children and Young People (Level 3)	164	34	66
Marine Engineering Operations (Engineer Officer of the Watch (MN) over 750kW) (Level 3)	164	99	1
Call Handling Operations (Level 3)	163	36	64
Retail Operations (Level 2)	156	38	62
Sport, Recreation and Allied Occupations: Activity Leadership (Level 2)	152	88	12
Hospitality Supervision (Level 3)	151	41	59
Distribution, Warehousing and Storage Operations (Level 2)	148	96	4
Cleaning and Support Services (Level 1)	143	3	97
Construction: Accessing Operations and Rigging (Scaffolding – Construction) (Level 3)	141	100	0
Using IT (Level 2)	140	47	53
Public Services (Level 2)	139	100	0
Construction: Painting and Decorating (Level 2)	138	99	1
Sport, Recreation and Allied Occupations: Operations and Development (Level 3)	131	98	2
Construction: Bricklaying (Level 3)	118	100	0
Amenity Horticulture: Sports Turf (Level 2)	111	99	1
Hairdressing (Level 1)	108	2	98
Installing and Commissioning Electrical Systems and Equipment (Level 3)	107	100	0
Construction: Bricklaying (Level 2)	103	99	1
Food Preparation and Cooking (Level 1)	103	41	59
Food Preparation and Cooking, Kitchen and Larder (Level 3)	98	64	36
Retail Operations (Level 3)	95	25	75
Bar Service (Level 2)	93	57	43
All SVQ awards	22,787	51	49

**TABLE VQ7: TREND IN WORKPLACE PROFESSIONAL DEVELOPMENT AWARDS (PDA-W),
2001 TO 2004**

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	3,811	5,012	4,328	2,537	-41%
Other	4,940	6,482	5,170	4,181	-19%
Total	8,751	11,494	9,498	6,718	-29%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	2004	PERCENT CHANGE 2003/2004
FE College	3,066	3,458	3,339	2,780	-17%
Other	5,354	5,730	4,158	4,561	10%
Total	8,420	9,188	7,497	7,341	-2%

TABLE VQ8: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) ENTRIES 2004

ALL WORKPLACE PDA ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate for Classroom Assistant	942	3	97
Certificate in Support for Learning Assistants	738	2	98
Certificate in Excavating Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	718	100	0
Certificate in Excavating in the Highway	713	100	0
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	670	100	0
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	401	100	0
Certificate in Monitoring Excavation in the Highway	353	96	4
Certificate in Monitoring Excavation Backfilling and Reinstatement of Construction Layers with Bituminous Materials	329	96	4
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	322	96	4
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	317	96	4
Certificate for Vocational Assessors	219	63	37
Certificate in Training Practice	161	38	62
Certificate in Introductory Call Centre Skills	109	40	60
Certificate in Motor Vehicle Systems	75	95	5
Certificate for Skills Assessors – First Line	66	39	61
Certificate in Medical Administration	59	0	100
Certificate for Skills Assessors – Second Line	59	39	61
Certificate for External Verifiers	53	42	58
Certificate in Learning Centre Operations	41	34	66
Certificate in Excavation in the Highway	36	100	0
Certificate in Excavation, Backfilling and Reinstatement of Construction Layers with a Cold-lay Bituminous Surface	35	100	0
Certificate for Internal Verifiers	34	56	44
Certificate in Advice and Guidance: Professional Practice	34	18	82
Certificate in Visitor Attractions Operations	33	30	70
Certificate in Certificate in Assessing Candidates Using a Range of Methods (level 7)	30	63	37
Certificate for Skills Trainers and Assessors – First Line	28	50	50
Certificate in Reinstatement of Concrete Slabs	24	100	0
Certificate for Vocational Trainers and Assessors	23	48	52
Certificate in Monitoring Excavation, Backfilling and Reinstatement of Construction Layers with Bituminous Materials	19	100	0
Certificate in Assessing Candidates through Observation (level 6)	16	75	25
Certificate in Monitoring Reinstatement of Concrete Slabs	13	92	8
Certificate in Call Centre Operations	9	56	44
Certificate in Conducting Internal Quality Assurance of the Assessment Process (level 7)	7	43	57
Certificate in Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	7	100	0

**TABLE VQ8: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) ENTRIES 2004
(CONTINUED)**

ALL WORKPLACE PDA ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT	
		MALE	FEMALE
Certificate in Police Road Traffic Patrol Operations	7	86	14
Certificate in Traditional Handcraft Kilt Manufacturing	6	0	100
Certificate in Home Care Practice	5	0	100
Certificate in Advice and Guidance: Developing Client Contact	2	50	50
Certificate in Certificate in Supporting Learning in the Workplace (level 7)	2	0	100
Certificate in Workbased Coaches and Assessors	1	0	100
Certificate for APL Advisers and Assessors	1	0	100
Certificate in Advice and Guidance: Working Within a Network to Support Clients	1	100	0
Total	6,718	66	34

TABLE VQ9: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) AWARDS, 2004

ALL WORKPLACE PDA AWARDS

GROUP AWARD TITLE	AWARDS	PERCENTAGE	
		MALE	FEMALE
Certificate for Classroom Assistant	1,021	2	98
Certificate in Excavating in the Highway	696	100	0
Certificate in Excavating Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	693	100	0
Certificate in Support for Learning Assistants	690	2	98
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	648	100	0
Certificate for Vocational Assessors	605	50	50
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	362	100	0
Certificate in Monitoring Excavation in the Highway	349	96	4
Certificate in Monitoring Excavation Backfilling and Reinstatement of Construction Layers with Bituminous Materials	327	96	4
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	321	96	4
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	315	96	4
Certificate for Skills Assessors – First Line	256	46	54
Certificate for Skills Assessors – Second Line	197	41	59
Certificate for Internal Verifiers	161	42	58
Certificate in Training Practice	125	33	67
Certificate in Introductory Call Centre Skills	100	36	64
Certificate for External Verifiers	48	44	56
Certificate in Call Centre Operations	43	23	77
Certificate in Learning Centre Operations	43	23	77
Certificate for Skills Trainers and Assessors – First Line	38	53	47
Certificate in Excavation in the Highway	36	100	0
Certificate in Excavation, Backfilling and Reinstatement of Construction Layers with a Cold-lay Bituminous Surface	35	100	0
Certificate in Visitor Attractions Operations	34	41	59
Certificate in Medical Administration	31	0	100
Certificate in Reinstatement of Concrete Slabs	24	100	0
Certificate in Motor Vehicle Systems	21	95	5
Certificate in Advice and Guidance: Professional Practice	21	10	90
Certificate in Monitoring Excavation, Backfilling and Reinstatement of Construction Layers with Bituminous Materials	18	100	0
Certificate in Monitoring Reinstatement of Concrete Slabs	13	92	8
Certificate for Vocational Trainers and Assessors	11	73	27
Certificate in Police Road Traffic Patrol Operations	9	89	11
Certificate in Home Care Practice	8	0	100
Certificate in Assessing Candidates Using a Range of Methods (level 7)	8	25	75
Certificate in Traditional Handcraft Kilt Manufacturing	8	0	100

**TABLE VQ9: WORKPLACE PROFESSIONAL DEVELOPMENT AWARD (PDA-W) AWARDS, 2004
(CONTINUED)**

ALL WORKPLACE PDA AWARDS

GROUP AWARD TITLE	AWARDS	PERCENTAGE	
		MALE	FEMALE
Certificate for Workbased Coaches and Assessors	6	67	33
Certificate in Assessing Candidates through Observation (level 6)	6	33	67
Certificate in Reinstatement of Construction Layers in Hot-lay and Cold-lay Bituminous Materials	6	100	0
Certificate in Motor Vehicle Body Repair and Refinishing	3	100	0
Certificate in Advice and Guidance: Developing Client Contact	2	50	50
Certificate for APL Advisers and Assessors	1	0	100
Certificate for Open Learning Practitioners	1	0	100
Certificate in Conducting Internal Quality Assurance of the Assessment Process (level 7)	1	0	100
Total	7,341	63	37



RELEVANT PUBLICATIONS AND USEFUL LINKS

Relevant publications from SQA include:

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

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

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

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

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

Guide to Internal Moderation for SQA Centres (AA1453, December 2001)

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.

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

Research Bulletin 8: Projecting the demand for Qualifications in the Scottish Economy to 2007

Research Bulletin 10: Scottish Employers' Attitudes towards Qualifications and Skills

Research Bulletin 11: Evaluation of the 2003-2004 derived grades procedure

These can be accessed through our website (www.sqa.org.uk) in the 'Research and Development' and 'Statistics' areas.

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

The following websites may prove useful for accessing educational information:

The Scottish Executive – Statistics
www.scotland.gov.uk/Topics/statistics

Scottish Credit and Qualifications Framework
www.scf.org.uk

Scottish Further Education Funding Council
www.sfefc.ac.uk