ANNUAL STATISTICAL REPORT

1999

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FOREWORD

This is the third volume of statistics on qualifications offered or accredited by the Scottish Qualifications Authority. The volume covers examiners' commentaries, uptake, attainment and the characteristics of candidates undertaking SQA qualifications in 1998/99. The format is similar to last year.

The information contained here and additional tables are available on SQA's website (www.sqa.org.uk), from where they can be downloaded as Excel spreadsheets. Additional analyses are available on request, subject to confidentiality, and on sufficient resources being available to carry out the work involved. An appropriate charge may be made.

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



Chief Executive

SCOTTISH CERTIFICATE OF EDUCATION AND CERTIFICATE OF SIXTH YEAR STUDIES

THE 1999 EXAMINATIONS

New examination

The examination in Standard Grade Business Management was introduced.

Entries from outside Scotland

Entries of 220 candidates were received from 12 centres in England, Greece, Pakistan and Wales.

Arrangements were also made for 71 other candidates entered by centres in Scotland to take examinations in Australia, Botswana, Canada, Cyprus, England, France, Germany, Greece, Italy, Japan, Kuwait, Majorca, Spain, South Africa, the Netherlands, the United States of America, and Wales.

Special assessment arrangements

Arrangements were made for 5,288 candidates with special needs.

	No. of candidates	No. of entries
learning difficulties	3,803	16,892
visual difficulties	162	660
various other difficultion	es 1,323	4,967

(including temporary difficulties)

Thirty-three Braille question papers were issued for 11 candidates and 702 adapted question papers were issued for 151 candidates.

A total of 4,203 requests were submitted for absentee consideration. Of these, 4,139 were accepted for consideration.

There were 96 requests for Adverse Circumstances consideration relating to CSYS examinations.

The candidates for whom English was a second language, of which there were 489, were allowed the use of an English/Native Language dictionary with, in most cases, associated extra time.

INTRODUCTION

Maintaining the standards of its awards from year to year is one of SQA's essential functions. Candidates and users of the Scottish Certificate of Education and Certificate of Sixth Year Studies must be assured, for example, that as far as possible a grade C award in Higher grade Chemistry represents the same level of attainment in 1999 as in previous years.

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

Brief reports on the performance of candidates in individual examinations follow. Subjects are arranged in alphabetical order and the number of entries in 1999 is given, with the corresponding figure for 1998 in brackets.

SUBJECT ENTRIES

ACCOUNTING AND FINANCE

Standard	Grade	4.703	[4,777]

In Knowledge and Understanding, candidate performance at Foundation Level was very good. At General Level, candidate performance was generally good although candidates had difficulty with explanation of terms related to PLCs. At Credit Level, candidate performance was generally very good. Questions explaining the importance of Contribution and the problems of Liquidity were however very poorly answered.

In Handling Information, candidate performance in completion of Break Even documents at Foundation Level and Cash Budgets at General Level, was very good.

At Foundation Level, performance overall was very good although solutions to the Trial Balance were not as good as anticipated.

At General Level, responses were also good but in completing ledger accounts very few candidates were able to handle an 'invoice for expenses' correctly. The preparation of a Bar Statement was another area which caused many candidates problems.

At Credit Level, performance was also very good but two areas caused concern. Candidates had great difficulty in preparing a Statement of Account. The other area of concern was the adjustments required for the Provision for Bad Debts in Final Accounts.

The internal assessment of the Practical Abilities was of a very high standard.

Higher Grade

2,773 [2,841]

The overall performance was once again very satisfactory. Candidates performed well in both Papers I and II. As usual, computational questions produced much better responses than theory questions. The standard of the computer-based assignment (Paper III) was slightly lower this year. Correct conditional statements continued to be rare.

Section B (theory) in both Papers I and II showed an improvement this year.

Areas of strength in Paper I were Question 8 (manufacturing accounts) and Question 2 (partnerships), and in Paper II were Question 6 (cash budgets) and Question 8 (break-even analysis).

Areas of weakness in Paper I were Question 7 (calculation of figures from projected information) and Question 3 (production of final accounts from single entry records). Weaknesses in Paper II were Question 3 (marginal and absorption costing), Question 4 (various management accounting terms) and Question 7 (variance analysis).

CSYS

[34]

27

The overall standard of response was poorer than in previous years. Paper I in particular should have been more accessible to all candidates as a recognisable progression from Higher. Paper II was similar in content to previous years and should have presented few problems to properly prepared candidates. In the light of the papers set it would have been reasonable to expect an improvement in performance this year. The quality of Dissertations submitted for Paper III was also much poorer than previous years. It may be that centres have been unable to provide candidates with adequate teacher input and advice and that many have had to study on their own.

ART AND DESIGN

Standard Grade

20,119 [19,728]

The overall performance of candidates for this year's examination was very high, surpassing all previous years in terms of quality.

Expressive Activity submissions were outstanding and this was evident by the increase of 0.6% for Credit 1 grades and 1.9% for Credit 2 grades this year. Candidates' use of media and materials was varied and interesting and there were many examples of outstanding work.

The overall performance for Design Activity was better than last year particularly at General level.

The quality of work submitted for Critical Activity was of a high standard which was comparable to the previous year. However, it was noticeable that the range of themes was more limited than in previous years.

Higher Grade 7,377 [7,271]

The overall standard of submissions remained high. The standard of Paper I, Expressive Activity remained at a very high standard. Candidate performance in Paper II, Critical Evaluation and Historical Studies, also remained high but with little improvement on last year.

The Design Activity submissions showed a slight improvement in the large mid-range with more awards of Grade C and Grade B than top Grade A awards.

CSYS

There was a substantial increase in the number of candidates entered for the examination this year. However, the overall standard of work produced this year was

PAGE 4

lower than previous years. There were fewer A awards, approximately the same number of B awards and fewer C awards than last year. The overall A-C award rate was only 65%, compared to 70% last year.

(Research and Appreciation) 49

The number of dissertations submitted this year was marginally greater than in recent years with a wide variety of good quality research topics.

On the evidence of this year's submissions it is clear that there is a great deal of good work being carried out at this demanding level.

BIOLOGY

Standard Grade continued to be a popular option. There was a slight increase in candidate numbers.

An increased proportion of candidates gained Grade 1 in both elements of the written papers. Performance in Problem Solving skills has shown steady improvements over recent years. However, candidates found difficulty in answering questions involving experimental situations. Questions on inheritance, food components and joint movement were generally answered well.

Higher Grade 10,729 [11,347]

Candidates continued to perform at a very satisfactory standard although fewer candidates than last year achieved very high marks. Candidates again found difficulty in answering questions that tested mathematical skills and they also responded poorly to questions on speciation, transpiration and recombination leading to variation. Questions on photosynthesis, cell structure, respiration, DNA structure and invasion by viruses were generally well answered.

CSYS

1,273 [1,229]

Overall the performance of candidates was of a high standard. The mean mark for the written paper was slightly higher than last year. Graph interpretation was an area where results were highly satisfactory with fewer candidates failing to quantify data from graphs and tables. There were many excellent responses to the essay questions, particularly the questions on the 'Chemistry of Life' and 'Man' units. As in previous years, much excellent and innovative practical work was carried out, the mean mark for this part of the assessment being the same as last year.

BUSINESS MANAGEMENT

Standard Grade

[39]

875 [—]

This was the first year this subject was presented for External Assessment and 41 schools entered candidates in the pilot phase. The written paper assessed Knowledge and Understanding, and Decision Making, while Practical Abilities were assessed through a project. At Foundation Level, candidates demonstrated Knowledge and Understanding better than Decision Making, at General Level there was a better balance, and at Credit level Decision Making marks were higher than Knowledge and Understanding.

At Foundation, there was evidence that some candidates had been entered at an inappropriate level. At Credit level (56% of total candidates), 38% achieved grade 1; at General (32% of total), 58% achieved grade 3; at Foundation (9% of total), 76% achieved grade 5. Six candidates (0.7% of total) were awarded grade 7.

Candidates displayed strengths in marketing, Information and Communication Technology and location; they performed less well in areas of finance and operations. The Practical Ability element was assessed by a written report which candidates submitted after working through tasks using the CD-ROM, *Entrepreneur*. The overall standard of the reports was high, although technical difficulties and errors within the CD-ROM resulted in a few candidates being unable to attempt all questions. In this respect, SQA devised strategies to ensure that no candidate was disadvantaged.

CHEMISTRY

Standard Grade	22,945	[22,744]
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The reweighting of the elements in Chemistry had the effect of decreasing the numbers of candidates achieving an overall award at Credit Level, although the numbers of candidates achieving an overall Grade 1 in the subject rose. Candidate performance in calculations showed improvement. However, questions dealing with neutralisation were not well answered by candidates. The General Level paper was still found difficult by candidates who had been estimated to achieve an award at this level.

Higher Grade

In an examination that was generally judged to be satisfactory the overall performance was very much in line with that of previous years. However, once again a significant number of candidates demonstrated a lack of knowledge and understanding which suggests that they are following an inappropriate course. While good work in problem solving was again evident, the questions covering the Prescribed Practical Activities often had very poor responses.

10,489

[11,072]

CSYS

1,724 [1,783]

In an examination that was generally well received the mean mark was slightly above that in recent years. Questions on thermodynamics and kinetics were answered particularly well. Calculations were also done well but many students were careless in their use of units, either writing them incorrectly or omitting them completely.

Questions on organic chemistry were comparatively poorly answered, showing a lack of knowledge and understanding of some of the concepts and processes in basic organic chemistry.

The projects were varied and the presentation of the reports was generally of a very high standard.

CLASSICAL GREEK

Standard Grade

[10]

10

Overall performance was very good. In Interpretation, most candidates showed considerable understanding of the prescribed text. In Translation, there was intelligent use of the word-lists, and the work was generally very competent. In Investigation, submissions were interesting and of a high standard.

Higher Grade 9

[15]

Performance was excellent. In Papers I and II (Interpretation), the standard of response was generally very high, particularly in answers on Homer, and there were some outstanding answers on Plato. In Paper III (Translation), work was generally most impressive, with Thucydides being a more popular choice than Plato.

CLASSICAL STUDIES

Standard	Grade	313	[312]

The standard of candidates' responses was very encouraging, with some very good answers from the more able candidates in the Knowledge and Understanding questions. There was some difficulty with architectural terms in answers on Athens, but responses to the questions on Homer's Odyssey were good at all levels. In Investigating, there was evidence of some commendable work.

Higher Grade 4.	54 [.	399]
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Performance was generally of a high standard, particularly in answers on classical drama. In Paper I, despite evidence of inappropriate use of prepared answers, there were many good responses, with some mature consideration of social issues. In Paper II, although some candidates confused the customs of Athens with those of Rome, there were also some very good answers.

Performance was generally very satisfactory. In Papers I and II, a number of answers showed detailed knowledge and considerable enthusiasm. In Paper II, performance was varied in standard. The dissertations were mostly interesting and well done.

COMPUTING STUDIES

Standard Grade 19,002

The number of candidates entered showed an increase from last year in all three levels. The performance of candidates has also shown a steady improvement, with a welcome increase in the number of Credit awards. In Practical Abilities, the standard of project work and coursework continued to be satisfactory from the majority of centres.

[18,266]

Higher Grade 4,873 [4,576]

A total of 4,873 candidates from 379 centres were entered for the 1999 exam. The number of candidates increased by 6% from last year although 10 fewer centres entered candidates.

Overall performance was slightly improved in the written papers compared with previous years. While the pass mark was higher than in recent years, the pass rate has also increased. Paper III continued to have a significant effect on the overall performance of candidates.

Although there has been a general improvement over the years, the improvement is mainly in grades B and C. The proportion of candidates achieving Grade A is not increasing. The number of candidates achieving less than Grade D fell to 12% compared with 13% in the 1998 examination.

This was the seventh year of operation of CSYS Computing Studies. In total 303 candidates were entered for the 1999 examination, representing a very welcome increase compared to the 1998 figure of 233.

The overall performance of candidates was similar to that for 1998, but with a slight increase in the proportion gaining B compared to C grades. The average total mark was 54.3% compared to 56.4% and 57.3% for 1998 and 1997 respectively. The mean marks for project, 'practical competence' and written examination paper respectively were 28.1 (out of 50), 7.9 (out of 10) and 18.2 (out of 40). A small number of outstanding projects were presented. Examples were a programming language compiler and a suite of software implementing a small business point-of-sale system using a client-server model. As in previous years, high-scoring projects typically met four criteria: they tackled technically demanding tasks; they applied the analytical approach iteratively and creatively; they documented their work well; and they demonstrated a knowledge of computing which was clearly at CSYS level. Multimedia and Internet authoring tools continued to be popular among candidates.

CONTEMPORARY SOCIAL STUDIES

Standard Grade	409	[500]
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The trend of declining entries has continued. There was an improvement in candidate performance with 33% of candidates overall gaining a General award. The gap in candidates' performance between the elements is still evident with 32% of candidates gaining a General award in Knowledge and Understanding, but 51% gaining a General award in Evaluating. In Investigating, 28% gained a General award.

'The Environment' is the area that tends to be particularly well answered by candidates. There are continuing gaps in candidates' knowledge and understanding in both 'Scottish Society' and 'Industrial Society', for example, in relation to the impact of the European Union and trade unions.

CRAFT AND DESIGN

Standard Grade

There was an increase in entries. The percentage of female candidates increased slightly to account for 21% of the total; female candidates achieved 27% of Credit awards. In terms of overall performance, 29% of candidates were awarded a Credit Grade, representing an increase of 2% on the 1998 figure; 46% of candidates were awarded a General Grade and 17% were awarded a Foundation Grade. The overall standard of work was satisfactory at all three levels. Weaknesses were evident in candidates' knowledge of metal turning and threading and, as in previous years, metalworking questions produced poor responses from many candidates.

Higher Grade 3,065 [3,010]

Entries continue to increase. While the percentage of female candidates decreased slightly, accounting for 27% of the total, 42% of A grades were achieved by female candidates. The percentage of S6 candidates increased to account for 37% of the total, with female candidates accounting for 35% of this group. The overall percentage of candidates achieving A, B and C grades decreased slightly. The percentage of candidates gaining an A grade also decreased. Both Paper I and Paper II produced some very good responses with candidates demonstrating good graphical skills and a satisfactory grounding in the design process overall. Some weaknesses were evident in candidates' knowledge of production processes and convergent/divergent thinking. In addition, there was evidence amongst some candidates of poor analysis in Paper II.

DRAMA

[13,613]

13,783

Standard Grade

4,531 [4,172]

Entries showed an increase in the figures for recent years. As in previous years most candidates performed well in Creating and Presenting. Their performances generally reflected good preparation on the part of schools. Grades submitted by teachers were also on the whole accurate. The number of candidates assessed in Creating and Presenting but not in the Knowledge and Understanding element continues to be a concern. The question paper was seen as fair and as accessible to all candidates. Overall the standard of responses showed a continuing improvement.

Higher Grade	1,263	[1,108]
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There was a further encouraging increase in entries. Also encouraging was the slight increase noted in the marks for the acting examination over last year. Average marks for the two written parts of the examination remained constant. Overall, candidates continued to score well in the practical parts of the examination. Many found the written examinations more taxing and, as in previous years, relied on prepared answers rather than applying their knowledge to the questions asked. In general, candidates need to grow in confidence in their ability in this part of the course. Overall, candidates continue to show great enthusiasm for the subject which is clear from their keen and committed attitude to the course.

ECONOMICS

Standard Grade

1,166 [1,488]

This year the downward trend in entries continued, although candidates performed as well as in previous years. This was the first year in which the new element, Enquiry Skills, replaced the Evaluation and Investigation Skills elements and the transition seems to have been successful. The balance of each paper was weighted toward Enquiry Skills and overall, responses were satisfactory. Calculations were well done at all three levels.

At Foundation Level, the questions on demand and international trade were well done. The area of government spending continued to cause problems, with some candidates suggesting inappropriate ways for government to raise money. At General Level, questions on costs and direct and indirect taxation were well done. Questions on division of labour and the manner in which banks make profits were badly done; the question on demand proved difficult for some candidates while others did well in it; there were also some poor answers to the question on markets.

At Credit Level, questions 1 and 2 (on costs and government expenditure) were generally well done, as were descriptions of trends. Candidates showed a good understanding of the effect of currency changes on trade. The question on regional economic performance and standard of living was very well done by some candidates and very badly done by others.

Higher Grade 1,488 [1,700]

Although the number of entries was down again this year, the significant improvement in the pass rate and in the percentage of A grades demonstrated in 1998 has been maintained this year. There is concern, however, at the relatively large number of very weak candidates whose knowledge of economics and basic grammar is very poor. Overall performance in Paper II was better than in previous years, although the average mark for Item A was considerably higher than for Item B. Candidates showed a sound understanding of interest rates and earnings. The question on the difference between earnings and wage rates was very badly done. Many candidates found the application of economic theory to a specific situation very difficult. Paper III produced some excellent marks. Price elasticity of demand was very well done, as was the minimum wage question, with most candidates illustrating their detailed knowledge of the current situation. The question on less developed countries attracted a high percentage of weaker candidates who simply listed vague generalities.

CSYS

[46]

40

Candidates were well prepared for most aspects of the examination, with a slight increase in the number of A grades awarded to candidates. Dissertations were in the main well researched and presented, but some candidates failed to quote sources properly and gave no acknowledgement of the origin of charts/tables. Some candidates faced difficulties in Section A of Paper I due to a disregard for the contemporary nature of the paper. Reference to current information in publications such as The Economist or The Financial Times would address this problem. In Paper II, good answers were produced for Question 9 (the government prior to a general election), but the nature of competitiveness in Question 2 was not grasped and the relationship in the model between the money supply and the rate of interest was not understood well.

ENGLISH

Standard Grade 58,955 [58,995]

The overall quality of work was satisfactory, despite some over-presentation at the upper Levels. In the examination papers on Reading, candidates responded with appropriate sensitivity to the passages at all three Levels; questions on structure were tackled less successfully although some improvement was noted in answers to questions on writers' craft. In the folio work for Reading, the best submissions had adequate focus and sympathy with the spirit of the texts; there was an encouraging widening in the range of texts for critical evaluation; relatively few submissions dealt with media texts or imaginative responses to literature. In the Writing paper, candidates responded with enthusiasm on a wide variety of topics; although some work was marred by inappropriate colloquialisms, pedestrian vocabulary and weaknesses in spelling, punctuation and structure, standards of

written English were generally acceptable, and there were examples of moving and perceptive writing and powerful, vivid language. Most of the folio work for Writing conformed to the stated purpose; although punctuation and syntax were sometimes flawed, the vast majority of submissions showed care in preparation, and there was much evidence of good research, insight and self-awareness. In Talking, although there was evidence that a number of candidates experienced difficulty with the tasks, there were also some examples of good performance.

Standard Grade English — Alternative Communication 3 [7]

Performance in all elements was similar to that in Standard Grade English.

Standard Grade English — Spoken 7 [20]

The folio tapes and examination responses were indicative of a performance comparable with that in Standard Grade English.

Higher Grade	33,551	[34,160]
ingner onuic	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	[54,100]

Performance overall was very acceptable, and was similar in many respects to performance in 1998. In Paper I, the passages provided a realistic challenge for almost all candidates; answers offered some evidence of greater care with spelling, grammar and punctuation than in recent years, although correct use of the apostrophe continued to elude most candidates. In Paper II, despite some irrelevance, responses were generally good; many candidates chose to answer on Romeo and Juliet and Bold Girls; few candidates attempted the practical criticism option. In the folio work, modern Scottish fiction was a popular choice, and personal, reflective and creative work was more in evidence than discursive pieces; candidates benefited from adherence to the requirements for numbers of words, and the best submissions displayed clarity of focus, good presentation and considerable depth of study.

CSYS

1,601 [1,458]

Performance was in general very good. In Paper I (Media Studies), which was chosen by comparatively few candidates, responses were generally satisfactory. In Paper II (Literature), which was the most popular choice of paper, candidates demonstrated thorough preparation and excellent knowledge of the central concerns and key features of the texts studied. In Paper III (Practical Criticism), almost all answers showed ability to adopt appropriate critical approaches and deploy relevant critical terms and concepts. In the folio work for Creative Writing, creative intent was not always matched by creative skill, although there were some interesting and very successful attempts at fiction. In the dissertations, there was evidence of a pleasingly wide range of reading interests, accompanied by commendable enthusiasm, commitment and originality of approach.

GÀIDHLIG/GAELIC (LEARNERS)

Standard Grade

Gàidhlig	95	[98]
Gaelic (Learners)	329	[423]
Writing	133	[207]

The number of candidates entered for Gàidhlig was comparable to previous years. Candidates performed well in all aspects of the examinations and particularly well in the folio. The number of candidates for Gaelic (Learners) was lower than the number entered in recent years. Performance in all aspects of the examination was good, with performance in Listening particularly good.

Higher Grade		
Gàidhlig	50	[54]

Gaelic (Learners)	138	[148]

Performance in both examinations was generally good, especially in the Listening papers. Some candidates submitted folios of a high quality, but some centres require to give further guidance on presentation. Gaelic (Learners) candidates performed well in all areas of the examination. Standards of orthography in Gàidhlig showed signs of improvement. Responses to the Gàidhlig literature paper are to be commended.

Most candidates responded with a considerable degree of success to the varied challenges of the examination, particularly in Critical Reading.

GEOGRAPHY

Standard Grade	22,553	[22,850]
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The number of candidates entered was slightly reduced in this, the first year of the new two-element structure where Enquiry Skills has replaced the previous elements of Evaluating and Investigating. Overall, the performance of candidates at all three levels was highly commended with most candidates making very good use of the resources provided in the questions.

The high standard of performance demonstrated in previous years in the answering of Ordnance Survey questions was maintained at General and Credit Level. However, candidates at Foundation Level found difficulty in these questions and in Knowledge and Understanding questions.

At Credit Level, candidates showed a good understanding of the wide range of physical, human and international key ideas but they found some difficulty in relation to justifying the gathering and processing techniques within Enquiry Skills. At General Level, candidates performed well in the questions on industrial location and trade patterns. Surprisingly, compared to performance in previous years, the weakest responses were in relation to the weather, environmental change to rain forests and rates of underweight children. At Foundation Level, weather, climate, pollution and the gathering, processing and presenting techniques were well done.

Higher Grade 7,911 [8,437]

Overall, the quality of performance of candidates showed a slight decline compared to last year. The Ordnance Survey based questions were particularly well answered. Other good responses were the questions on Hydrosphere and Atmosphere in the Physical Core, and Population and Rural ones in the Human Core. The Industry and Lithosphere questions elicited more disappointing responses. Responses in the Applications questions showed similar problems to previous years. Questions 1 and 4 were well answered with candidates making good use of the resources and their geographical knowledge. In Question 2, the main weakness was a failure to read the question carefully. In Questions 3 and 6 many candidates showed little knowledge of the geography of the areas involved. European Regional Inequalities remains largely untaught.

CSYS 468 [433]

The increase in entries was the second highest since 1992. The response to the written paper was in line with recent years although many answers continued to lack detail and specific mention of place. The dissertation/folio is generally a good discriminator for candidates. The increased number of candidates writing essays which are usually less well done than the dissertation, indicates that centres have failed to take note of comments from previous years. The standard of work for the field study by the best candidates showed innovation and imagination. Other candidates found difficulty in sustaining performance of an acceptable level across all five marked elements of the field study.

GEOLOGY

Higher Grade

51 [52]

There was a marked improvement in the quality of responses produced by candidates. The overall performance in both papers was very satisfactory with many candidates producing work of very high quality. The essays were of variable quality with some candidates demonstrating a considerable depth of knowledge while others showed a lack of knowledge and understanding.

While weaknesses in stratigraphy and interpreting photographs remained, the drawing of sections, and the drawing and interpretation of structure contours posed few real problems. The fieldwork reports continued to be of a very high standard.

GRAPHIC COMMUNICATION

Standard Grade	7,860	[7,319]
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This was the seventh year of national assessment for the subject at Standard Grade and entries have risen although the number of presenting centres has fallen slightly. The Credit paper was attempted by 4,631 candidates, General by 7,380 and Foundation by 2,852. There was ample evidence of high ability candidates, with particularly high marks being achieved in the Drawing Abilities element.

In the internally assessed/externally moderated Illustration and Presentation element, 7,858 candidates were recorded as having submitted portfolios for assessment. Of these candidates 46.4% attained a grade 1 or 2, and this represented a steady improvement in performance in this element. Advances in technology are having a positive effect on folios for Illustration and Presentation. Evidence of strong Credit Level work is becoming more common, however the majority of quality and complex work is still mainly at General and Foundation Levels.

Higher Grade 2,423 [2,418]

There was a leveling off in the number of candidates entered this year. Overall, candidate response was good with the number of passes increasing from 67.4% to 70.9%. There were 13.4% awards at grade A with 'No Awards' decreasing to 11.7%.

In Paper I, the majority of candidates produced moderate responses, however very few excelled. A minority of candidates followed the instruction to take a fresh page for each question and some attempted to sketch in ink. The Gantt chart was generally well done as was the perspective sketch of the computer mouse. In Paper II, the majority of candidates coped well with the paper but a minority were not well prepared in terms of basic drawing skills. Candidates produced high quality responses to the measured perspective question, however some candidates did not do themselves justice by failing to show proper construction lines for the generation of geometric drawings.

HISTORY

Standard Grade 21,173 [21,026]

This was the first examination under the amended arrangements which subsumed the former element of Investigating into Enquiry Skills. Credit and General candidates made the transition relatively well, but there was a tendency to overwrite in the recording evidence item; the position of recalled knowledge here also created some problems. Nevertheless performances in both elements had improved. Foundation candidates found the layout and question pattern adopted difficult, and this led to a falling off in performance at this end of the spectrum.

Higher Grade 7,319

The overall performance showed a heartening improvement over the previous year, and this was reflected in the increased pass rate. The improvement was greatest at the level of the basic pass. This was due to good teaching, and to hard work by the candidates. In contrast the number of high quality performances fell away slightly. Most candidates performed best in the Extended Essay, with the caveat that a disturbing number still submitted unsuitable titles.

While the great bulk of candidates sat the Later Modern papers, some high quality performances were recorded in the Medieval area, and in Early Modern contexts such as the Slave Trade.

[7,377]

CSYS

[609]

623

The pattern of presentation was similar to that of the previous year. A preponderance of candidates tackled the German context, but good performances were scattered throughout the syllabus. Paper I and the Dissertation were well done, with the reservation that some candidates departed, unwisely, from the list of approved topics. In Paper II the standard was lower, with some candidates paraphrasing the source, or writing mini essays. The historiography questions continued to be done poorly, but overall the standard had improved over 1998, with a pleasing increase in B and C grades.

HOME ECONOMICS

Standard	Grade	9,675	[10,192]

Performance in the written papers improved at all three levels, with the number of candidates achieving Grades 1-3 increasing significantly from previous years.

Performance in all three elements of the course was satisfactory with a continued improvement in the Handling Information course objectives. In Knowledge and Understanding, standards were satisfactory regarding fabric properties at Credit Level, home safety and accident prevention at General Level and kitchen hygiene and food storage at Foundation Level. Candidates' knowledge of some aspects of nutrition showed improvement from previous years across all Levels. As in previous years, the overall standard of performance in Practical and Organisational Skills continued to improve across all Levels and particularly at Credit Level.

Higher Grade 712 [720]

The overall standard of performance showed a slight improvement from previous years, particularly in the Independent Study Report and the associated Working Log. In the written paper, knowledge of nutrition and health eating was generally good. In the Independent Study, Option 2 proved to be overwhelmingly popular. Most candidates showed an awareness of the stages of the technological process, but as in previous years, submissions still lacked depth and detail. Within the Working Log the majority of candidates submitted work that clearly showed an understanding of the process of carrying out a planned strategy.

HUMAN BIOLOGY

Higher	3,118	[2,774]
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The number of candidates continued to rise steadily. The quality of work produced by the candidates was wide-ranging, but generally very satisfactory. Most candidates had a reasonable standard of written English but many candidates could not calculate simple percentages and averages.

LATIN

Standard Grade

[976]

1.009

The increase in the number of candidates entered was accompanied by a pleasingly high standard of performance. In Interpretation, the overall response reflected a sound grasp of the content and tone of the prescribed text, with many thoughtful answers on Seneca and lively answers on Catullus. In Translation, the introduction of word-lists proved successful in reducing lexical confusion, and many candidates' work showed considerable expertise. In Investigation, the submissions were generally very good, with some adventurous choices of topic and intelligent use of a sensible number of primary sources.

Higher Grade

360 [355]

Overall results were very good. In Papers I and II (Interpretation), the Virgil prescription was the popular verse choice, and the answers were often very good, including those on scansion, although there was evidence of poor time-management by some candidates; answers on Plautus showed general understanding of the linguistic bizarrerie of the text; the best answers were on Cicero. In Paper III (Translation), despite some weakness in grammar, the performance of most candidates was gratifying.

Performance was generally good. In Paper I (Interpretation), verse was again chosen by almost all candidates, and answers showed good preparation. In Paper II (Translation), candidates found difficulty with accidence and syntax, especially in the passage from Livy. In the dissertations, there was evidence of much commitment to chosen topics, with some very thorough research. In the optional supplementary paper in prose composition, the work was very acceptable.

MANAGEMENT AND INFORMATION STUDIES

Higher Grade	4,482	[4,289]
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There was a slight increase yet again in entries although the level of performance remained the same. In Paper I, candidates continued to lose marks through misinterpretation of the questions, eg a portfolio of products was confused with a sales catalogue; a business report was taken as a business plan. In Paper II, Question 3, which deals with the problems of business and usually carries about 30 marks, was divided into three separate sections this year and candidates coped well with this. The theory questions, related to particular aspects of the case, caused the candidates most difficulty. The project still presented problems to candidates who do not capitalise on the collection and use of information by failing to link this to their conclusions and recommendations. Candidates' reports were still failing to meet the criteria specified by SQA and consequently lost marks. In addition, instead of handwritten reports, candidates should have been encouraged to submit their work in word-processed form.

The candidates performed well in management styles, pricing, industrial relations and accounting ratios, and less well in SWOT analysis, quality, work study, stock control and internal/external environments. Seventy-six per cent of candidates achieved passes in this subject of which nearly 17% gained grade A and 29% grade B.

The overall performance ranged from average to good over the three components of the assessment.

MATHEMATICS

Siunuunu Onute 33,003 [33,003]	Standard	Grade	59,689	[59,683]
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Candidates entered for the Foundation Level examination were well prepared. The range of questions was appropriate and most candidates were able to attempt each question. Communication of working was reasonable. As in previous years the Knowledge and Understanding element gained more marks than Reasoning and Applications. The General Level paper proved accessible to appropriately prepared candidates, the majority of whom were able to attempt and show working for each question. Candidates who appear not to have fully covered the General Level syllabus do, however, continue to be entered. Knowledge and Understanding responses continue to be better than those for Reasoning and Applications. The Credit Level paper succeeded in differentiating the candidates.

There were sufficient questions which could be tackled by all candidates with enough challenging questions to enable better candidates to gain further marks. Candidates were well prepared in trigonometry. Differences between Knowledge and Understanding, and Reasoning and Applications were not quite so marked as in previous years.

Higher Grade	20,038	[20,221]

The overall performance reflected the results of the previous year. Candidates coped well with Paper I which was a sound test of their basic skills, while results for mathematical problem solving skills covered in Paper II fell slightly. In Investigations, most candidates attempted 'Suddenly The Penny Dropped'. Good responses were in evidence in all three investigations.

CSYS

Paper I (General) 2,452 [2,307]

It was pleasing to note the increase in entries by comparison with last year. The examination seemed to provide a fair test and the mean raw mark showed an increase of 5% compared to recent years.

Paper II (Pure Mathematics) 217 [209]

The overall standard of the question paper was satisfactory with a mean mark of 46 out of a possible 75. The coursework was well done but the new investigation 'Group Actions' was significantly less popular than 'Public Key Code'.

Paper III (Statistics) 379 [420]

It was encouraging to note that the number of centres entering for this paper increased, however, it was disappointing to note that the number of entries dropped. The vast majority of candidates coped well with the question paper but hypotheses were not clearly stated and conclusions tended to be opinions rather than based on statistics. The standard in the coursework was high although marks were lost by omitting an introduction and a conclusion. The two investigations were equally popular.

Paper IV (Numerical Analysis) 46 [41]

The overall standard of the question paper and coursework was satisfactory.

Paper V (Mechanics) 148 [120]

The overall standard of the question paper and coursework was satisfactory.

MODERN LANGUAGES

Standard Grade

French	37,72 1	[38,356]
Writing	17,011	[17.828]
German	16,424	[16,019]
Writing	8,363	[8331]
Italian	789	[627]
Writing	345	[355]
Russian	14	[9]
Writing	12	[9]
Spanish	2,675	[2,587]
Writing	1,486	[1,526]
Urdu	124	[122]
Writing	66	[67]

The above figures indicate a small overall decrease in the number of candidates entered for Modern Languages examinations at this level. It is encouraging to note that in German, Italian and Spanish there was a significant increase in the number of candidates entered for the main examination. Entries for Russian, although slightly up on last year, remained very low. The number of candidates entered for French Writing dropped by almost 5%. In French, the overall standard of performance was highly satisfactory. Performance in the Writing element at grade 1 was significantly improved and there was a marked improvement in awards for General Level Writing, with the result that the percentage of 'No Awards' fell by 13% in comparison to the 1998 figure.

For German, standards in the four elements assessed were satisfactory. Improved performances in Speaking at grade 1 were noted, and also in Writing at Credit Level.

There was an increase in the number of candidates entered for Italian, which was encouraging after the drop last year. Performance in Reading was particularly good, whereas performance in Writing was very disappointing.

The Russian examination was generally done well, which was especially pleasing given that the majority of candidates had started the language in S3. The Speaking and Writing elements were particularly well done.

There was a welcome increase in the number of candidates entered for Spanish, with performance in the four elements roughly on a par with previous years, with the exception of Credit Level Writing, where there were marked improvements.

In Urdu, with entry levels fairly static, candidates performed very satisfactorily, with no candidates receiving an award below grade 5.

Higher Grade

French	4,244	[4,619]
German	1,891	[1,962]
Italian	200	[201]
Russian	16	[19]
Spanish	804	[874]

There was a continuation of the disappointing downward trend in the number of entries for all Modern Languages at Higher Grade, with notable decreases in French and Spanish.

In French, performance was generally satisfactory across the papers, with a large number of good performances in Paper I (Reading) and Paper II (Listening/Writing).

In German, the results were generally pleasing, with the number of 'No Awards' falling once again.

The standard of performance in Italian was very satisfactory, particularly at the upper end.

The overall standard of performance in Spanish was high.

Half of this year's Russian Higher Grade cohort were not native speakers of English, with five being native speakers of Russian and three of Bulgarian. One other interesting feature this year was that five candidates had done a one-year intensive course to Russian Higher. Some of these candidates performed to an impressively high standard in the Speaking component.

CSYS

French	452	[328]
German	184	[177]
Italian	8	[8]
Russian	2	[2]
Spanish	78	[49]

The significant increase in entries for both French and Spanish was very welcome, with the latter representing a 59% increase from last year. Across all languages, candidates performed well in the Speaking component. In French and German, the awarding pattern was broadly similar to that of 1998. The number of entries for Italian remained disappointingly static, with awards also very similar to last year. This year, both candidates for Russian were native speakers and performed very well overall. The results for Spanish were very satisfactory with 60% of candidates achieving A or B passes. Performance was particularly good in the Reading Comprehension and Translation elements of the examination, with some excellent performances also to be found in the Speaking and Writing elements.

MODERN STUDIES

Standard	Grade	13,514	[13,985]	

The number of candidates showed a continuing slight decline. This was the first year of the new two-element structure with the replacement of Evaluating and Investigating by Enquiry Skills.

Overall, candidate performance improved and more candidates gained awards at Credit or General Grade 3. Candidates coped well with the new-style questions especially at Credit Level. As was the case in previous years with Evaluation, at General and Credit levels candidates tended to do better in Enquiry Skills than in Knowledge and Understanding. In relation to the syllabus areas, candidates followed the existing pattern. Performance was better in the UK Syllabus Areas 1 and 2, particularly social issues, compared to the foreign topics in Syllabus Areas 3 and 4. In Syllabus Area 3, the number of candidates answering on China and especially Russia continued to decline.

Higher Grade 7,900 [7,811]

There was a slight increase in the number of candidates. The existing pattern of approximately half of all candidates being from S6 continued. Overall, candidates showed real improvement in performance in both question papers. Among the questions in Paper I that were particularly well answered were Questions A2 (proportional representation), C13A (South Africa), C14B (ethnic minorities in the USA) and C15B (the United Nations). Although Question C17B (the politics of food) was generally well done some candidates were still finding terminology such as land tenure, NGO and UN agency confusing. The high quality responses from previous years to Paper II continued in 1999.

Candidates' answers to the evaluation questions were of good quality and fewer responses were overlong compared to previous years.

CSYS

404 [355]

The number of candidates showed a 14% increase in 1999. Overall, 50% of candidates gained a grade A or B. Paper I showed slightly poorer performance than 1998 but better than 1997 with 51% gaining grade A or B. Topics 1 and 6 continued their dominance of candidate choices for the remaining sections of the course. The level of performance in Paper II was similar to that of previous years with 55% gaining grade A or B. The dissertation continued as the part of the course with the greatest potential for improvement: 45% of candidates gained grade A or B. Dissertations showed great diligence on the part of candidates. Topic 6 dissertations, particularly, were often overly descriptive rather than analytical. The advice given in previous years is still valid that dissertations will improve when candidates state a clear question to be addressed or hypothesis to be defended in their introduction. Conclusions can then be linked more persuasively to the evidence than has been the case in the past.

MUSIC

Standard	Grade	9,576	[9,111]
Creative creation	OT THE	3,37.0	[-,]

The standard of solo performance was again excellent, with imaginative and well-planned and rehearsed programmes. Group Performing reports showed evidence of high quality and wide diversity. There were no instances of music being unavailable and fewer instances of wrong task levelling. The number of schools requiring a return visit for Inventing had dropped, and any problems arising at moderation were a result of staff changes, or a teacher who was not responsible for the Group being unable to explain the stimuli. The Listening Papers received a favourable response, with candidates showing an improvement in the extended writing question, and even the chord change question, despite being particularly difficult this year, showing a higher percentage of accuracy.

Higher 2,922 [2,668]

The standards of Performance at Core and Extension were again high, although this year there were fewer outstanding performances.

In the Listening (Core) paper, there was a significant increase both in entry numbers and in passes. It was felt that candidates and teachers were now comfortable with the new layout of the paper.

Listening (Extension) and Investigative Study were not so well done, and in some cases candidates appeared to be attempting a paper for which they had little ability. In Inventing (Core) the work was generally good. Inventing (Extension) however, showed a significant rise in standard — 14% increase overall with a 6% increase at grade A.

The majority of candidates again chose Model 1 (Performing). There were some outstanding performers, often playing work of a much higher standard than that required. In Model 2 (Inventing) the numbers entered were again higher than last year, and the folios submitted contained interesting and mature work. Model 3 (Listening) showed a decline in numbers entered but contained evidence of excellent work nevertheless. Coursework (A) was generally well handled, while Coursework (B) continued to improve. In the negotiated component, the most popular choice was again performance on a second instrument.

OFFICE AND INFORMATION STUDIES

Standard Grade 16,172 [16,670]

In Paper I, the overall performance of candidates at all three Levels was very satisfactory. The standard of accuracy continues to improve, particularly at General and Credit Levels.

In Paper II, there was evidence of sound knowledge but the standard of written work was variable. At Credit Level, candidate performance was generally improved with a higher percentage of candidates gaining Grade 1 and Grade 2. At General Level the response was similar to last year. The response at Foundation Level showed an overall improvement but some candidates were unable to answer in sentences.

Whilst most centres produced good evidence for Handling Information, some centres failed to follow the guidelines for assessment issued by SQA.

PHYSICAL EDUCATION

Standard Grade 16,887 [16,675]

In the 1999 examination there was a significant change with the dropping of the stimulus link between the Evaluating, and Knowledge and Understanding parts of the paper. This change was welcomed and the overall standard was satisfactory. Visiting moderation procedures, once again, ran smoothly.

The layout and language of the written paper at Foundation Level was considered good. At General Level the overall impression was of a fair paper. Evaluating marks were generally better than those for Knowledge and Understanding. The Credit Level paper was considered fair but leaning towards being difficult. Higher Grade

3,668 [3,620]

Once again Performance was the main strength demonstrated by most candidates in this course and a high standard of Performance was evident during the successful and smooth-running visiting moderation period.

In the Investigation of Performance there was a very modest improvement. Markers' judgemental evidence suggested that more candidates had done better this year but the statistics indicated only a slight improvement. The Interpretation and Discussion section of the Report remains the area where candidates struggle to gain good marks. The discussion is typically limited in depth. Many candidates again exceeded the 1,200 word allocation. This was often due to poor editing and failure to use and reference appendices appropriately. There was some evidence of a prescriptive approach being adopted.

In the written paper on Analysis of Performance there was a slight improvement in the national average mark. The content of the Analysis of Performance paper was considered fair and appropriate and the layout and accessibility of the paper was good. Candidates generally achieved their best mark in response to the Structures and Strategies section of the paper. Responses to questions in the Skills and Techniques section were disappointing this year. The overall pattern was of candidates being most successful at answering parts of questions that assessed Competency 1 on Describing and Explaining performance. As in the Investigation, the written paper highlighted weaknesses in the ability to demonstrate critical thinking and apply related concepts and relevant knowledge, and to make detailed suggestions leading to improvement. Some markers reported evidence of candidates preparing for the examination through rote learning of answers.

PHYSICS

Standard Grade

19,391 [19,133]

There was a slight increase in the number of candidates entered. Overall performance in the Knowledge and Understanding, and Problem Solving elements ranged from satisfactory to good and was of an equal level in both elements. The recall of facts had improved in comparison to previous years, while the application of relationships and performing calculations to solve problems remained at a high standard. The description and explanation of physical phenomena continued to be the areas which caused candidates most difficulty. Performance in the Practical Abilities element remained at a very high standard.

Higher Grade 10,560 [11,449]

The overall standard of the candidates was comparable to that of 1998. It was pleasing to note that many candidates showed excellent problem solving skills in questions requiring the application of relationships and calculations. Many candidates also gave excellent responses to the questions which required an analysis of complex electronic circuits. There is, however, still room for improvement in the qualitative descriptions of physics models. There was concern about the decrease in candidates entered compared with last year.

CSYS	1,088	[996]
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There was approximately a 9% increase in the total number of candidates entered compared to 1998. The percentage of female candidates showed a slight decline to previous years. The fairly straightforward structure of the questions this year resulted in some very able candidates achieving marks over 90%, which helped to produce a high mean performance. Questions requiring calculations produced more good responses than those involving explanation and description.

RELIGIOUS STUDIES

Standard Grade

992 [1,165]

The number of candidate entries for 1999 showed a fall from previous years.

Performance at all three levels was very satisfactory, with candidate performance in Christianity showing an improvement from previous years. At Foundation Level, Issues of Belief and Morality produced good answers, as did the evaluation questions throughout the whole paper. At General Level, performance in Evaluation questions again produced an exceptionally wide range of good and original candidate responses.

At Credit Level, there tended to be a lack of evidence provided by candidates to support arguments in evaluation questions.

There continued to be a limited range of topics selected for the Investigation. Performance, however, was satisfactory across all three levels.

Higher Grade 1,351 [1,343]

There was a slight increase in the number of candidates entered. The performance of candidates was similar to that of 1998. In Paper I, candidates performed reasonably well, while Paper II showed an improvement from previous years, particularly in the Islam section. Performance in Christianity and in Hinduism showed a slight increase from the previous year, while performance in Judaism remained similar. Candidates attempting Buddhism generally demonstrated a poorer performance than in previous years.The performance of candidates in the Study in Depth was again of a very high standard.

CSYS

[15]

12

CSYS Religious Studies has now established itself as a modest but important element in the overall provision of Religious Studies within the curriculum of a number of schools. The quality of candidates' work in the written paper varied, some candidates being much more successful in one question than another. Overall the results were satisfactory. The standard of work in the Dissertation was just satisfactory, with many candidates providing a weak discussion of the relevant issues.

SCIENCE

Standard Grade 15,141 [15,889]

At Foundation Level there was a slight improvement in performance by comparison with previous years. The paper seemed to be well understood, with most candidates attempting every question. Typically, responses were much better in Problem Solving than in Knowledge and Understanding. Responses to the General Level paper varied from disappointing to very good, but most candidates attempted the bulk of the paper. On average, there was an improvement over previous years. At Credit Level, it was noticeable that candidates were better prepared than in previous years with most candidates tackling all questions. Once again the computer analysis of scores showed a double-peaked distribution for both elements - evidence of two distinct candidate populations.

SECRETARIAL STUDIES

Higher Grade 3,715 [3,946]

In Office Practice, the responses to Paper A (multiple choice) were generally good. There was a very mixed response to Paper B. Question 2 (travel arrangements) proved to be the most popular and candidates generally gained good marks. Question 1 (meetings), Question 4 (flexi-time/methods of payment) and Question 6 (stock, security/reception, legislation) were fairly well attempted. Ouestion 3 (health and safety) and Ouestion 5 (electronic applications) were least popular and results were generally poor. It was evident from a number of extremely poor responses that candidates were trusting that their Word Processing papers would enable them to achieve a pass.

The response to the Word Processing papers this year was generally good, with evidence of further improvements in proof-reading skills, accuracy of input and the carrying out of instructions. The main penalties resulted from keying-in errors, the use of unnecessary capitals and inconsistency of display. There was evidence that some candidates ran out of time and rushed the last question, resulting in a lower mark than that gained for the other two questions. Some candidates actually achieved full marks in Questions A1 and A3, and there were few poor responses.

Areas of weakness were apparent in some centres who had entered candidates who lacked any knowledge beyond a very elementary level.

The response to Paper B was generally of a very high standard and there was evidence of improved proof-reading skills and application.

SOCIAL AND VOCATIONAL SKILLS

There was a slight decrease in entries. Candidates were generally well prepared for all written papers with the Foundation and General papers showing continued satisfactory performance. Performance in the Credit paper was less satisfactory than in previous years.

Extracting and presenting information continued to be an area of strength for candidates, although careless mistakes were evident in both the layout of questions and in effective communication.

The commendable standard of work in Practical Abilities noted over recent years was maintained and internal assessments from the majority of centres were confirmed.

TECHNOLOGICAL STUDIES

Standard Grade	3,649	[4,282]
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Unfortunately, both the number of candidates entered and number of centres presenting the subject at Standard Grade continues to fall, although actual achievement in the subject has increased slightly this year. 3,642 candidates (99.8%) achieved a grade in Problem Solving and 3,507 (96.1%) achieved a grade in the written examination paper. This compares to 4,265 (99.6%) and 4,066 (94.9%) in 1998. The greatest fall in candidate numbers and achievement was, as in previous years, at Foundation Level with many candidates frequently omitting questions involving calculations. Responses to the Credit Level papers were generally of a high standard.

Higher Grade 964 [951]

The number of candidates entered increased marginally. The pass rate of 64% was similarly slightly up on previous years. Papers I and II were favourably received by candidates and were considered to be demanding but fair. There was a good balance of questions and most candidates found ones that they could work on. There was a general improvement in written responses, particularly in the use of English, in setting out answers and in carrying out calculations. This was reflected in the higher than average marks for both papers, although knowledge of Framed Structures had not improved over the last few years and the ability to programme in BASIC had declined. The mean mark for Paper III was in line with previous years.

CSYS 30 [21]

The number of candidates entered increased slightly this year with demand for the course being enhanced by positive feedback from students who have progressed on to University. Although not needed for entry, the CSYS course appears to be a facilitating course, helping to keep students at University rather than getting them there.

There were some good reports produced for the Projects although none were outstanding. A number fell short of the level expected of a CSYS Enquiry, neglecting the practical/ modelling/experimental requirements and the need to extend the Higher Grade syllabus by investigating new areas. There was also evidence of a need for further mathematical work by a number of candidates.

Statistical data

COMMENTARY ON 1999 UPTAKE AND ATTAINMENT

NATIONAL CERTIFICATE

In 1998/99, there were almost 4,000 National Certificate (NC) Modules in the SQA catalogue, covering a range of vocational skills as well as traditional general educational subjects and core skills such as communication and numeracy. Candidates, mainly in schools and colleges, were assessed to prescribed national standards on the basis of outcomes and Performance Criteria, and all centres were subject to external moderation. Modules, most of which were designed to take a notional 40 hours to complete, could be built up into Group Awards. 1998/99 was the last year in which National Certificate Modules were available under that title: from 1 August 1999 they were rebadged as National Units.

Tables NC1 to NC18 and charts NC1 and NC2 provide detailed information about NC Module and Group Award entries and awards for 1998/99 (between 1 August 1998 and 31 July 1999). A summary of the information which appears in each table is given below.

Table NC1 (page 44)

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

- entries decreased by 7% to 1,033,731 this year, with a higher decrease in schools than in colleges
- 60% of all entries were from candidates in FE colleges
- 60% of school entries were from candidates in S5
- awards decreased by 6%, with a slightly higher decrease in colleges than in schools

Table NC2 (page 45)

The table shows a three-year trend in National Certificate Module entries by Superclass (a classification system used in Scottish and UK vocational education and training databases). The table shows that:

- the most popular Superclass was Sciences and Mathematics, followed by Information Technology and Information and Business/ Management/ Office Studies
- Information Technology and Information was the only Superclass in which entries increased
- four Superclasses show decreases of over 9,000 each in entry numbers — Business/ Management/ Office Studies (down 8%), Family Care/ Personal Development/ Personal Care/ Appearance (down 11%), Sciences and Mathematics (down 8%) and Construction & Property (Built Environment) (down 35%)

Table NC3 (page 46)

This table shows the numbers of entries, numbers of candidates, and average numbers of entries per candidate. Note that the all centres total is greater than the sum of the centre types, because some candidates took Modules at more than one type of institution. This table shows that:

- 209,740 candidates entered for the total of 1,033,731 Modules, an average of 4.9 Modules each, a slight decrease from 5.0 the previous year; this might in part explain the fall in total Module entries
- 52% of candidates were from schools
- 45% of candidates were from further education colleges

- the average college candidate entered for 6.5 Modules, almost twice the total for the average school candidate
- amongst school candidates, both male and female candidates entered for 3.5 Modules on average
- male college candidates entered for almost two Modules more on average than female college candidates

Table NC4 (page 47)Chart NC1 (page 69)

The three tables NC4a to NC4c show Module entries grouped by Superclass, sex and centre type, and the chart shows entries by Superclass and sex for Superclasses with more than 20,000 entries. They show that:

- total Module entries for males and females were approximately equal
- more female candidates than male entered for NC Modules in *Education/Training/ Teaching, Health Care/ Medicine/ Health and Safety* and *Business/ Management/ Office Studies*
- more male candidates than female entered for NC Modules in *Transport Services*, *Construction & Property, Engineering and Oil/Plastics/Chemicals*
- Module entries in schools were more concentrated in those subject areas covered in the school curriculum, whereas Module entries in colleges also covered the more vocational and work-based subject areas
- among fifth year candidates, 24% of Module entries were in *Sciences and Mathematics*
- among fourth year candidates, over half (52%) of Module entries were in *Family Care/ Personal Development/ Personal Care and Appearance*

- among college candidates, the most popular areas were *Information Technology* and *Information* (12% of entries), and *Health Care/ Medicine/ Health and Safety* (11% of entries), followed by *Sciences* and Mathematics and Engineering (both 10%), and Business/ Management/ Office Studies (9%)
- candidates aged under 20 were more likely to enter for *Engineering* Modules
- candidates aged 25 and over were more likely to enter for Modules in *Information Technology and Information, Health Care/ Medicine/ Health and Safety* and *Business/ Management/ Office Studies*

Table NC5 (page 48)

The three tables NC5a to NC5c list the 50 Modules with the most entries for all candidates, school candidates, and college candidates respectively. Old and new versions of Modules (where the Module title is identical) are grouped together. These show that compared to last year:

- 46 of the top 50 Modules in 1998/99 also featured among the top 50 in 1997/98
- the most popular individual Modules were Work Experience 1, Communication 3 and Introduction to Computer Application Packages, as in 1997/98
- entries increased in *The Internet 1* (up 59% from 2,697 in 1997/98 to 4,300 in 1998/99), and also in *Information Technology: Office Applications 1* (up 21%) and *Information Technology: Office Applications 2* (up 30%)
- entries decreased in *Computer Application Package (Word Processing)* (down 24%) and in *Computer Application Package (Spreadsheet)* (down 23%)

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

- the top 50 Modules in schools accounted for 61% of the total school Module entries
- the top 50 Modules in colleges accounted for 28% of college Module entries

Table NC6 (page 53)

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

- 76% of Module entries were for full-time study, 14% for part-time, and 10% for other
- *Sports Games and Recreation* had the highest percentage (94%) of full-time entries, closely followed by *Humanities* (93%)
- Oil/ Mining/ Plastics/ Chemicals entries were all part-time, with Transport Services (45%) and Construction and Property (Built Environment) (43%) also having high percentages of part-time entries

Table NC7 (page 54)

These three tables NC7a to NC7c give information about results where these were known by the December of the following year, eg by December 1999 for Modules entered in 1998/99. Table NC7a shows a trend in results, and NC7b and NC7c provide more detailed analysis for 1998/99. Where entries were withdrawn by centres this was either because the candidate failed to satisfy the performance criteria, or was entered but took no further part in the Module, or had been entered in error. For some candidates, study of the Module spanned two years and their results were not yet known by the following December. The tables show that:

- success rates were fairly stable over the five years shown
- 67% of Module entries in 1998/99 were successfully completed, a slight increase from 66% in 1997/98
- a further 9% achieved partial success, achieving some but not all of the outcomes (reporting partial success is now discontinued)
- the highest successful completion rates were *in Oil/ Mining/ Plastics/ Chemicals* (93%) and *Transport Services* (83%)
- the lowest completion rates were in *Politics/ Economics/ Law/ Social Science* (61%) and *Sales Marketing and Distribution* (62%), both of which however had high rates of withdrawals

Table NC8 (page 56)

The three tables NC8a to NC8c give a breakdown of candidates according to how many Modules they were entered for in 1998/99. The tables show that:

- 38% of all candidates were entered for one Module
- 17% of all candidates were entered for 10 Modules or more

- in schools, uptake was greatest in S5, with nearly four-fifths of S5 candidates taking at least one Module (S3 and S4 candidates usually have a full programme of Standard Grade courses, but S5 and S6 candidates may study towards a combination of Highers and NC Modules)
- college candidates were entered for more Modules than school candidates, with 28% of college candidates taking 10 or more in the year
- college candidates aged 16-18 were entered for an average of just over 10 Modules, whereas the older candidates in colleges did fewer
- over half of the candidates aged 25 and over were entered for one Module

Table NC9 (page 58)

Table NC9 describes the relationship between the number of Higher Grade and the number of NC Module entries for fifth year candidates in the year 1998/99.

This table should be treated with some caution, as it matches data from two separate systems on the basis of Scottish Candidate Number, and the matching may be incomplete. For candidates not taking Highers, the stage is estimated from their dates of birth. The table suggests that:

- 7,708 candidates in S5 took Highers but no NC Modules
- 13,139 candidates in S5 took NC Modules but no Highers
- 23,896 candidates in S5 took both
- candidates taking more Highers took fewer NC Modules

Table NC10 (page 59)Table NC11 (page 60)

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

- 4,244 candidates entered for NC Group Awards during 1998/99, an increase of 7%
- 1,383 candidates completed an NC Group Award during 1998/99, an increase of 16%
- 62% of all successful candidates had entered in the same year
- 68% of new candidates were aged under 20 and 91% were male
- the qualification with the highest number of entries was the *National Certificate in Electronic Engineering* (873 entries - an increase of 42%)

Table NC12 (page 61)Table NC13 (page 62)

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

- 3,902 candidates entered for NC Clusters during 1998/99, a decrease of 4%
- 2,530 candidates completed an NC Cluster during 1998/99, a decrease of 2%
- 85% of all successful candidates had entered in the same year

- 95% of new candidates were aged under 20 and 66% of new candidates were female
- as in 1997/98, the qualification with the highest number of entries was the *National Certificate Cluster: Home Economics (Level I)* (1,546 entries an increase of 2%)

Table NC14 (page 63) Table NC15 (page 64)

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

- 6,634 candidates entered for GSVQs during 1998/99, a decrease of 6%
- 2,262 candidates completed a GSVQ during 1998/99, an increase of 2%
- 90% of all successful candidates had entered in the same year
- 61% of new candidates were aged under 20 and 60% of new candidates were female
- the qualification with the highest number of entries was the *National Certificate* (*Level II*) *Information Technology* (905 entries — an increase of 46%)

Table NC16 (page 65)Table NC17 (page 66)

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

- 73 candidates were entered for Wordstart and 85 for Numberstart
- 53 candidates completed Wordstart and 64 completed Numberstart
- most Wordstart and Numberstart candidates were aged 16-19

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

- 524 candidates were entered for Skillstart (a decrease of 17%), 201 for Lifestart (a decrease of 21%), and 137 for Workstart (a decrease of 15%)
- 211 candidates completed Skillstart (a decrease of 27%), 107 completed Lifestart (an increase of 7%), and 56 completed Workstart (an increase of 27%)
- Lifestart and Workstart are aimed at schools and have younger candidates

Table NC18 (page 67)Table NC19 (page 68)

Professional Development Awards (PDAs) are specialised qualifications which allow candidates to build on existing qualifications or experience and facilitate career development. The Certificate can be constructed from HN Units, NC Modules, Workplace Assessed Units, or a combination of these. Tables NC18 and NC19 describe entries and awards in PDAs consisting wholly or mainly of NC Modules.

- there were 1,904 candidate entries for NC based PDAs in 1998/99, an increase of 78%
- 808 awards were made, almost twice as many as in 1997/98

- 71% of entries were from FE colleges
- of the NC based PDAs completed in 1998/99, 88% had been started in the same year
- male candidates accounted for 52% of NC based PDA entries, but only 36% of awards
- the NC based PDAs with most entries were the *Certificate in Motor Vehicle Systems* (519 entries — up 22%), and the *Certificate in Introductory Call Centre Skills*, which almost trebled to 445 entries
- the NC based PDA with most awards was the *Certificate in Introductory Call Centre Skills*

SHORT COURSES

Short Courses are 40 and 20-hour, internally-assessed and externally-moderated units intended to provide candidates with an extension or enrichment of their curriculum in and after the third year of secondary education. 1998/99 was the last year in which Short Courses were available: they were subsequently rebadged as National Units.

The number of Short Course awards increased by 2% to 44,972. As in recent years, the majority of awards were in Religious and Moral Education, which increased by 7% this year. There were also increases in the smaller-entry subjects such as Classical Greek and Latin. However these were balanced by decreases of 23% in Graphic Communication and 6% in Creative and Aesthetic Studies.

Table SC1 (page 70)

The table provides detailed information about Short Course awards in 1999. It shows that:

- most Short Courses are taken in the third and fourth years of secondary school
- Short Course awards in Religious and Moral Education accounted for 68% of all Short Course awards
- the four most popular individual Short Courses were all in the Religious and Moral Education mode: A World of Values, Issues of Belief, Living in a Plural Society and Moral Issues in Technology
- female candidates successfully completed more Short Courses than male candidates; however males predominated in the technical subjects

STANDARD GRADE

Standard Grade is taken after four years of secondary education when candidates are on average 15 -16 years old. It is based on a criterion-referenced system and is structured in such a way that almost all pupils 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 SOA. Standard Grade is available in 36 subjects, with two additional variants of English for candidates with special needs. Business Management was available as a pilot this year.

Tables SG1 to SG7 and charts SG1 to SG2 provide detailed information about uptake and attainment in Standard Grade.

Table SG1 (page 72)

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

- there were 448,152 subject entries at Standard Grade in 1999, a very slight increase compared with 1998, and a further 27,416 entries in the optional Writing papers
- entry numbers in Spanish, Drama and Music increased steadily over the five years
- entries decreased in Contemporary Social Studies (down 18%), Economics (down 22%), and Technological Studies (down 15%)
- the pilot year of Standard Grade Business Management attracted 875 candidates

Table SG2 (page 73)

This table describes Standard Grade entries by candidate type, showing that over 99% of Standard Grade entries were S4 pupils. The small-entry languages attracted the largest proportions of non-S4 candidates as did the new Business Management Standard Grade.

Table SG3 (page 74)Table SG4 (page 75)

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:

- 41% of subject entries resulted in a Credit award, 41% in a General award, and 14% a Foundation award
- the average grade awarded to candidates was 2.8, a slight improvement over 2.9 in 1998

• candidates obtained better grades in the Classics and the Practical Abilities element of the sciences, but lower grades in Contemporary Social Studies, and Science

Table SG5 (page 78)Charts SG1 and SG2 (page 84)

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

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

Table SG6 (page 81)

The four tables (SG6a to SG6d) describe the number of entries, Credit Level awards, Credit and General awards and Credit, General and Foundation awards gained by S4 pupils in Scottish secondary schools:

- S4 pupils took on average 7.4 Standard Grade subjects (excluding the Writing components), slightly more than the 7.3 subjects taken in 1998
- 98% of S4 pupils took at least one Standard Grade, and 89% took seven or more
- 83% of pupils gained at least seven Standard Grades at grades 1 to 6
- 28% of boys and 39% of girls gained five or more Credit Level awards

Table SG7 (page 83)

Assessment appeals were made on behalf of 3% of externally-assessed Standard Grade elements, the same proportion as in 1998, and 54% resulted in an upgrade.

HIGHER GRADE

Higher Grade is designed for candidates in the S5 or later, mainly at age 16-17. Awards are made at three passing grades, A to C, with D indicating a narrow failure. Only overall awards are reported; there is no profile of performance. Entry to higher education has been based on Higher Grade results since 1888, with universities normally expecting candidates to have passes in at least three subjects. Higher Grade is available in 34 subjects.

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

Table HG1 (page 85)

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

- there were 160,908 subject entries at Higher Grade in 1999, a decrease of 2% from 1998, and one further entry in a Music endorsement. This was in line with the 2% drop in the S5 cohort, although the S6 cohort increased by 1%
- entries increased in Human Biology, Computing Studies, Craft & Design, Graphic Communication, Management and Information Studies, Drama, Music, Physical Education, and Religious Studies over the five years
- over the last five years entries decreased in French, German, Accounting & Finance, Biology, Chemistry, Physics, and Economics

Table HG2 (page 86)

This table describes Higher Grade entries by candidate type. The decreases in school entries were roughly in line with pupil numbers, but Further Education entries continued to decrease by a further 5%. Over 96% of Higher Grade entries were of school candidates: 62% fifth year pupils; 34% sixth year pupils; and a small number of exceptional entries of younger pupils, mostly in modern languages.

Table HG3 (page 87)Table HG4 (page 88)

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

- the average pass rate for all Higher Grade subjects increased by just over half a percent in 1999 to 70.9%
- much of this increase could be explained by modest improvements in the pass rates in History, Modern Studies, and Physical Education
- the pass rate in Geology increased substantially from 50% to 75%
- pass rates in subjects with 100 or more entries ranged from 93% in Music to 59% in Physical Education
- the percentage gaining grade A in subjects with 100 or more entries ranged from 43% in both Italian and Latin to 7% in Physical Education

Table HG5 (page 90)Chart HG1 (page 100)

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

- almost all Technological Studies candidates (95%) were male
- almost all Secretarial Studies (93%) and Home Economics (92%) candidates were female
- the average pass rate for female candidates over all subjects was 5.3% higher than for males, compared with 4.8% higher in 1998
- the average grade A rate for female candidates over all subjects was 2.8% higher than for males, compared with 2.5% higher in 1998

Table HG6 (page 93)

These three tables (HG6a, HG6b and HG6c) give the average number of entries and passes at Higher Grade by age and sex, where age is taken at 31 December 1998:

- candidates ranged in age from 11 to 77, with an average age of 17
- 86% of Higher Grade candidates were aged 16 or 17, with the largest group being the 16-year-olds
- 45% of all Higher Grade candidates were male, but only 33% of candidates aged over 20 were male

- candidates under 16 and over 30 had the highest pass rates
- candidates aged 18 and 19 had the lowest pass rates

Table HG7 (page 95)

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

- 77% of fifth year secondary school pupils (over half of the age group) attempted at least one subject
- 52% (over one third of the age group) attempted at least three subjects
- 62% of S5 pupils (41% of the age group) gained at least one pass at Higher Grade, with 34% of S5 pupils (23% of the age group) gaining at least three passes and 13% (8% of the age group) gaining at least five passes
- more S5 girls attempted, passed, and obtained grade A passes than S5 boys did, and the average girl attempted and was successful in slightly more subjects than the average boy was

Table HG8 (page 97)

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

- By the end of S6, 46% of the age group (40% of boys and 51% of girls) had passed at least one subject at Higher Grade
- 31% of the age group had passed three or more subjects
- 14,735 subject entries at Higher Grade (27% of S6 entries) were resits

Table HG9 (page 99)

Assessment appeals were made on behalf of 10.5% of Higher Grade entries, slightly less than the 11.4% made in 1998. However 32% resulted in an upgrade, an increase on 28% in 1998.

CERTIFICATE OF SIXTH YEAR STUDIES

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

Table CS1 (page 101)

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

- there were 13,107 subject entries at CSYS in 1999, an increase of 7% on 1998, the highest number of entries ever for this qualification
- Mathematics continued to be the most popular subject, followed by Chemistry and English

• over the last five years, entry numbers in Modern Studies, Computing Studies, and Music have increased steadily

Table CS2 (page 102)

These tables (CS2a and CS2b) describe CSYS grade distributions by subject. Grade distributions varied considerably among subjects, reflecting the nature of the candidature and subject:

- there was a 0.5% decrease (from 16.7% to 16.2%) in the percentage of candidates gaining grade A
- the cumulative percentage gaining grades A to C increased very slightly from 77.8% to 77.9%
- amongst subjects with entries of 100 or more, the percentage gaining grades A to C ranged from 97% in German to 64% in Art & Design (Enquiry)

Table CS3 (page 104)Chart CS1 (page 112)

These three tables (CS3a, CS3b, CS3c) and chart describe gender differences in subject choice and attainment at CSYS:

- more females than males took Modern Languages
- more males than females took Physics and Computing Studies
- 17% of entries from male candidates and 15% of entries from female candidates achieved an A grade
- relatively more females gained awards at grades B and C

Table CS4 (page 107)

These six tables (CS4a to CS4f) show the number of CSYS subjects attempted and the number of awards at grades A-C and at grade A in 1999. Candidates can attempt up to five Mathematics papers at CSYS, so any analysis of the numbers of subjects attempted depends on whether each Mathematics paper is counted as a separate subject, or multiple Mathematics papers as one subject entry. The tables repeat the calculations using both approaches:

- 32% of sixth year pupils (13% of the age group) took at least one subject at CSYS
- just over one quarter of sixth year pupils (11% of the age group) gained at least one award at grade A, B or C

Table CS5 (page 110)

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

- 7,424 candidates (27% of sixth year pupils) took both CSYS and Higher Grade
- 1,242 candidates (5% of sixth year pupils) took CSYS only
- 16,332 candidates (60% of sixth year pupils) took Higher Grade only
- female S6 pupils were more likely than males to take both CSYS and Higher Grade

Table CS6 (page 111)

Assessment appeals were made on behalf of 8.8% of CSYS entries, of which 43% resulted in an upgrade.

HIGHER NATIONAL QUALIFICATIONS

Higher National (HN) Units, like National Certificate Modules, can be taken as standalone 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 postschool but below degree level, and are mostly taken in colleges of further education. HNC and HND are credit-rated in the SCOTCAT system at the equivalent, respectively, of the first and second years of a Scottish degree.

Tables HN1 to HN19 and chart HN1 provide detailed information about HN Unit and Group Award entries and awards for 1998/99 (between 1 August 1998 and 31 July 1999). A summary of the information which appears in each table is given below.

Table HN1 (page 113)

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

- total entries increased by 2% to 477,774 this year
- 93% of all entries were from candidates in FE colleges, with the remainder mainly in institutes of higher education
- total awards also increased by 2% to 333,361
- 20% of awards were at merit grade, as in 1997/98
- candidates from higher education were more likely to achieve a merit award than FE candidates

Table HN2 (page 114)

The table shows a three-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 table shows that:

- the most popular Superclass was Information Technology and Information followed by Business/ Management/ Office Studies and Authorship/ Photography/ Publishing/ Media
- entries increased in Information Technology and Information (up 11%) and Family Care/ Personal Development/ Personal Care/ Appearance (up 23%)
- entries decreased in Area Studies/ Cultural Studies/ Languages/ Literature (down 30%) and Construction & Property (Built Environment) (down 9%)

Table HN3 (page 115)

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

- 61,860 candidates entered for a total of 477,774 HN Units, an average of 7.7 Units per candidate, a decrease from 8.0 Units per candidate last year
- 50% of candidates were male and 50% female, the same as in 1997/98
- male candidates entered on average for slightly more Units than female candidates, and younger candidates for more than older candidates
- 30% of candidates were aged under 20, 34% were in their twenties, and 36% were aged 30 and above

Table HN4 (page 116)Chart HN1 (page 134)

This table shows Unit entries grouped by Superclass, age and sex, and the chart shows entries by Superclass and sex for those Superclasses with more than 10,000 entries. Although total Unit entries for males and females were approximately equal, some of the subject areas reflected different ratios of male to female candidates. For example:

- more female candidates than male entered for HN Units in Education/Training/ Teaching (82% female), Family Care/ Personal Development/ Personal Care and Appearance (81% female) and Health Care/ Medicine/ Health and Safety (79% female)
- more male candidates than female entered for HN Units in Engineering (94% male), Oil/ Mining/ Plastics/ Chemicals (94% male), Services to Industry (87% male) and Manufacturing/ Production Work (86% male)
- Sports Games and Recreation and Manufacturing/ Production Work Units were more popular with candidates aged under 20
- Environment Protection/ Energy/ Cleansing/ Security and Health Care/ Medicine/ Health and Safety Units were more popular with candidates aged 30 and over

Table HN5 (page 117)

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. These tables show that:

• the most popular Unit this year was *Information Technology Applications I*, up from second place last year with a 54% increase in entries

- *Communication: Selecting and Presenting Complex Information* which was the most popular Unit last year, fell to second place with a decrease of 8% in entries
- other Units with large increases in entries included *Stand Alone Computer System Support* (up 35%) and *Workplace Experience*, whose numbers doubled
- 22 Units featured in the top 50 for both males and females, mainly in the areas of information technology applications and business
- the most popular Units for male candidates also included Units in engineering and information technology systems, whereas for female candidates popular Units also included those in the fields of education, health, and a wider range of business Units

Table HN6 (page 120)

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

- for 69% of Units the mode of attendance was full-time study, for 21% part time, and 10% other (which includes not specified)
- *Transport Services* had the highest percentage (91%) of full time entries, followed by a group of Superclasses at around 80% full-time
- the highest percentages of part-time entries were in employment areas which traditionally used routes such as day release and evening study, for example *Manufacturing/ Production Work* (43% part-time) and *Services to Industry* (41%)

Table HN7 (page 121)

This table gives information about results (where these were known by December 1999). Where entries were withdrawn by centres this was either because the candidate failed to satisfy the performance criteria, or was entered but took no further part in the Unit, or had been entered in error. For some candidates, study of the Unit spanned two years and their results were not yet known by December 1999. Figures for completion in 1998/99 showed:

- 70% of Unit entries in 1998/99 were successfully completed, the same as in 1997/98
- 14% of entries gained a merit award, the same as last year
- the highest successful completion rates were in *Transport Services* (82%) and *Education/ Training/ Teaching* (80%) and the lowest were in *Area Studies/ Cultural Studies/ Languages/ Literature* (62%), which had a high percentage of withdrawals
- Agriculture/ Horticulture and Animal Care had the highest percentage of merit awards, and *Transport Services* the lowest

Table HN8 (page 122)

This table gives a breakdown of candidates according to how many HN Units they were entered for in 1998/99.

- 13% of all candidates were entered for one Unit, a slight increase from 12% in 1997/98
- 39% were entered for 10 or more Units, a decrease from 41% in 1998/99

- male candidates were entered for more Units than female candidates, and younger candidates for more than older candidates
- 61% of candidates aged under 20 entered for 10 or more Units, compared with only 22% of the candidates aged over 30. This can be explained by the fact that younger candidates were more likely to study full time, and hence enter for more Units

 Table HN9 (page 123)

 Table HN10 (page 124)

 Table HN11 (page 125)

 Table HN12 (page 126)

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 HN9, HN10, HN11 and HN12 give information about entries and awards for HNC qualifications.

- HNC entries decreased by 5% to 19,590, after a particularly high year in 1997/98
- HNC awards decreased by 4% to 10,677
- of the HNCs completed in 1998/99, 60% had been started in the same year, 33% in the previous year, and 7% took longer
- over 95% of HNC entries were from FE colleges
- female candidates accounted for 52% of HNC entries and 59% of awards in 1998/99
- 29% of new candidates were aged under 20, 34% were in their 20s, and 37% were aged 30 and over

- female and younger candidates took less time to complete their HNCs, suggesting that the use of the part-time route to HNC was much more common among male and older candidates
- the three HNCs with the highest numbers of entries were *HNC Computing* (entries up 8%), *HNC Business Administration* (down 10%), and *HNC Child Care and Education* (up 13%)
- the three HNCs with the highest numbers of awards were also *HNC Child Care and Education* (awards up 8%), *HNC Computing* (up 21%) and *HNC Business Administration* (down 15%)
- the top three HNCs for female entries were Child Care and Education, Administration and Information Management, and Business Administration
- the top three HNCs for male entries were *Computing, Business Administration* and *Engineering: Electronics*

 Table HN13 (page 127)

 Table HN14 (page 128)

 Table HN15 (page 129)

 Table HN16 (page 130)

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 HN13, HN14, HN15 and HN16 give information about entries and awards for HND qualifications.

- HND entries decreased by 7% to 13,730, after a particularly high year in 1997/98
- HND awards were almost unchanged at 6,159

- of the HNDs completed in 1998/99, 27% had been started in the same year, 62% in the previous year, and 11% took longer
- 91% of HND entries were from FE colleges
- female candidates accounted for 47% of HND entries and 55% of awards in 1998/99
- HND candidates were younger than HNC candidates, with half being aged under 20, compared with only 29% of HNC entrants
- the three HNDs with the highest numbers of entries were the same as those chosen in 1997/98: *HND Business Administration* (entries down 16%), *HND Computing: Software Development* (down 4%), and *HND Accounting* (down 1%)
- the three HNDs with the highest numbers of awards were also the same as those chosen in 1997/98: *HND Business Administration* (awards down 10%), *HND Accounting* (up 8%), and HND *Administration and Information Management* (up 12%)
- the top three HNDs for female entries were HND Business Administration, HND Administration and Information Management and HND Accounting
- the top three HNDs for male entries were HND Computing: Software Development, HND Computing: Support and HND Business Administration

Table HN17 (page 131)Table HN18 (page 132)Table HN19 (page 133)

Professional Development Awards (PDAs) are specialised qualifications which allow candidates to build on existing qualifications or experience and facilitate career development. The Advanced Diploma, Diploma, and Advanced Certificate are constructed exclusively of HN Units. The Certificate can be constructed from HN Units, NC Modules, Workplace Assessed Units, or a combination of these, but only those consisting wholly or mainly of HN Units are included in these tables. Tables HN17, HN18 and HN19 show that:

- candidates entered for 1,854 HN PDAs in 1998/99, an increase of 8%
- 1,223 awards were made, a small decrease of 1%
- 95% of entries were from FE colleges
- of the HN PDAs completed in 1998/99, 86% had been started in the same year, 13% in the previous year, and 1% took longer
- male candidates accounted for 70% of HN PDA entries and 72% of awards
- the most popular HN PDA was the *Advanced Certificate in Carpentry and Joinery*, which accounted for 19% of entries and 22% of awards

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 are built up are designed to be assessed in the conditions of the workplace.

SQA is responsible for the accreditation of all SVQs. The accreditation process ensures that the criteria for SVQs have been met and that the awarding body meets criteria related to quality assurance and certification processes. SQA is also the major awarding body in Scotland for SVQs; in total, there are 35 different awarding arrangements involving over 100 awarding bodies. In 1998/99, 88% of awards were by SQA alone or in partnership with another awarding body.

Tables VQ1 to VQ9 and Chart VQ1 provide information about SVQs from all awarding bodies, and Professional Development Awards (PDAs) consisting wholly or mainly of Workplace Assessed Units. PDAs 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. In addition, during 1998/99, data relating to around ten thousand SVQ entries undertaken in earlier years were received by SQA from another SVQ awarding body. Estimated retrospective entry figures are included in Table 1, but not in the more detailed trend tables. Award figures for 1998/99 may include some SVQs completed in earlier years. Table VQ1 (page 135)Table VQ2 (page 136)Table VQ3 (page 137)

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

- SVQ entries increased by an estimated 2% to 39,387, compared to last year
- SVQ awards increased by 28% to 20,087, although some of this increase may be due to awards completed in earlier years
- 62% of entries and 70% of awards in 1998/99 were from workplaces and training organisations, with the remainder from further education colleges
- of the SVQs completed in 1998/99, 61% had been started in the same year, 28% in the previous year, and 11% took longer
- the area of competence *Providing Goods and Services* accounted for 24% of entries in 1998/99, with a further 18% in both *Construction* and *Providing Business Services*
- Providing Goods and Services accounted for 22% of awards in 1998/99, followed by Providing Business Services with 19% and Providing Health, Social Care and Protective Services with 17%
- *Engineering* showed the highest percentage increases in both entries and awards; however, it is the area most affected by the retrospective entries
- overall, 57% of SVQ entries (63% of awards) were at level 2, with a further 28% of entries (22% of awards) at level 3
- Level 4 showed the highest percentage growth in both entries and awards, although from a low base in 1997/98

Table VQ4 (page 138)Chart VQ1 (page 144)

This table provides an age breakdown of entries by area of competence and level of qualification, and the chart illustrates male/female differences in uptake by area of competence. They show that:

- almost half (45%) of entrants in 1998/99 were aged under 20, with 22% in their 20s, 15% in their 30s and 16% aged 40 and over
- candidates in *Construction* were predominantly aged under 20
- candidates in *Developing Knowledge and Skill* and *Extracting and Providing Natural Resources* were mainly aged over 30
- the average age of the candidates increased with the level of qualification
- over 90% of entrants were male in four areas of competence; *Extracting and Providing Natural Resources, Construction, Engineering* and *Transporting*

Table VQ5 (page 139)Table VQ6 (page 140)

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

- *Administration* Level 2 was the SVQ with most entries and awards both this year and last, with almost twice as many entries as the next placed SVQ
- Administration Level 3 and Using Information TechnologyLevel 2 were in second and third place for entries, with Administration Level 3 entries increasing by 34%

- Performing Manufacturing Operations Level 2 and Engineering Manufacture: Foundation Level 2 were in second and third place for awards, both having increased substantially in numbers
- in 22 of the top 50 SVQs over 90% of entrants were male mainly in Construction and Engineering
- in 4 of the top 50 SVQs over 90% of entrants were female mainly in Hairdressing, Cleaning and Childcare

Table VQ7 (page 141)Table VQ8 (page 142)Table VQ9 (page 143)

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

- candidates entered for 6,840 Workplace Assessed based PDAs in 1998/99, a decrease of 24% compared with last year
- 5,043 awards were made, a decrease of 29%
- 75% of entries and 72% of awards were from workplaces and training organisations, with the remainder from further education colleges
- of the Workplace Assessed based PDAs completed in 1998/99, 84% had been started in the same year, 11% the previous year, and 5% took longer

- male candidates accounted for 74% of Workplace Assessed based PDA entries and 77% of awards
- the largest decreases in entries were in some of the road works certificates, the *Certificate for Internal Verifiers* and the *Certificate for Vocational Assessors*
- the Workplace Assessed based PDA with most entries and awards was the *Certificate for Vocational Assessors*

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

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

TABLE NC1: TREND IN NATIONAL CERTIFICATE MODULE ENTRIES AND AWARDSBY SCHOOL STAGE AND CENTRE TYPE

ENTRIES						
						PERCENT CHANGE
	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
S3	48,736	45,984	39,153	35,736	32,047	-10%
S4	68,409	72,535	70,765	66,890	59,131	-12%
S5	232,584	245,506	254,650	242,906	225,053	-7%
S6	50,743	53,795	56,119	57,966	56,388	-3%
All school	414,162	427,203	427,980	408,685	376,371	-8%
FE College	691,589	682,599	679,785	650,229	616,181	-5%
Other	58,849	60,409	53,564	49,305	41,179	-16%
Total	1,164,600	1,170,211	1,161,329	1,108,219	1,033,731	-7%

AWARDS

						PERCENT CHANGE
	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98—1998/99
School	283,249	296,969	306,184	295,727	280,429	-5%
FE College	475,667	461,294	457,284	421,529	398,149	-6%
Other	43,652	43,017	37,358	29,579	25,052	-15%
Total	802,568	801,280	800,826	746,835	703,630	-6%

TABLE NC2: TREND IN NATIONAL CERTIFICATE MODULE ENTRIES BY SUPERCLASS

ENTRIES BY SUPERCLASS

				PERCENT CHANGE
SUPERCLASS	1996/97	1997/98	1998/99	1997/98–1998/99
A Business/Management/Office Studies	110,371	112,781	103,394	-8%
B Sales Marketing and Distribution	7,832	8,592	7,674	-11%
C Information Technology and Information	99,591	103,714	108,710	5%
D Humanities (History/Archaeology/				
Religious Studies/Philosophy)	12,584	11,822	11,723	-1%
E Politics/Economics/Law/Social Science	18,695	16,599	15,081	-9%
F Area Studies/Cultural Studies/Languages/Literature	38,233	35,758	32,902	-8%
G Education/Training/Teaching	14,913	16,203	15,842	-2%
H Family Care/Personal Development/				
Personal Care and Appearance	89,798	105,289	93,754	-11%
J Arts and Crafts	45,154	43,491	41,208	-5%
K Authorship/Photography/Publishing/Media	96,006	101,461	96,260	-5%
L Performing Arts	22,829	23,104	21,152	-8%
M Sports Games and Recreation	54,527	58,601	57,822	-1%
N Catering/Food Services/Leisure Services/Tourism	84,492	79,512	73,952	-7%
P Health Care/Medicine/Health and Safety	75,476	81,942	80,521	-2%
Q Environment Protection/Energy/Cleansing/Security	7,221	6,123	5,790	-5%
R Sciences and Mathematics	148,273	140,194	128,430	-8%
S Agriculture Horticulture and Animal Care	22,931	17,401	16,117	-7%
T Construction and Property (Built Environment)	63,266	38,408	24,902	-35%
V Services to Industry	25,732	26,455	25,237	-5%
W Manufacturing/Production Work	14,030	7,760	6,274	-19%
X Engineering	72,365	69,727	64,676	-7%
Y Oil/Mining/Plastics/Chemicals	91	146	27	-82%
Z Transport Services	2,410	2,167	1,805	-17%
Unknown (unable to classify)	34,509	969	478	-51%
All Superclasses	1,161,329	1,108,219	1,033,731	-7%

TABLE NC3: NATIONAL CERTIFICATE MODULE ENTRIES AND CANDIDATES, 1998/99

ENTRIES BY CENTRE TYPE AND SEX OF CANDIDATE

	TOTAL	MALE	FEMALE
School	376,371	181,353	195,018
FE college	616,181	302,693	313,488
Other	41,179	17,382	23,794
All centres	1,033,731	501,428	532,300

CANDIDATES BY CENTRE TYPE AND SEX

	TOTAL	MALE	FEMALE
School	109,431	52,295	57,136
FE college	95,115	40,403	54,712
Other	11,266	4,599	6,666
All candidates *	209,740	94,436	115,303

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

MODULES PER CANDIDATE

	TOTAL	MALE	FEMALE
School	3.4	3.5	3.4
FE college	6.5	7.5	5.7
Other	3.7	3.8	3.6
All candidates	4.9	5.3	4.6

NC4a: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

ENTRIES BY SUPERCLASS, SEX AND CENTRE TYPE

ENTRIES DT SUPERCLASS, SEX AND CENTRI	TOTAL PERCENTAGE ENTRIES OT					
SUPERCLASS	ENTRIES	MALE	FEMALE	SCHOOL	COLLEGE	CENTRES
A Business/Management/Office Studies	103,394	27	73	29	57	14
B Sales Marketing and Distribution	7,674	33	67	3	91	7
C Information Technology and Information	108,710	47	53	30	66	5
D Humanities (History/Archaeology/						
Religious Studies/Philosophy)	11,723	42	58	76	23	0
E Politics/Economics/Law/Social Science	15,081	39	61	22	77	0
F Area Studies/Cultural Studies/Languages/Literature	32,902	43	57	68	31	2
G Education/Training/Teaching	15,842	8	92	1	97	2
H Family Care/Personal Development/						
Personal Care and Appearance	93,754	44	56	52	45	3
J Arts and Crafts	41,208	46	54	38	60	2
K Authorship/Photography/Publishing/Media	96,260	52	48	42	56	2
L Performing Arts	21,152	50	50	56	43	1
M Sports Games and Recreation	57,822	69	31	68	31	1
N Catering/Food Services/Leisure Services/Tourism	73,952	37	63	55	45	1
P Health Care/Medicine/Health and Safety	80,521	17	83	8	87	5
Q Environment Protection/Energy/Cleansing/Security	5,790	47	53	45	51	5
R Sciences and Mathematics	128,430	52	48	50	48	1
S Agriculture Horticulture and Animal Care	16,117	77	23	1	89	10
T Construction and Property (Built Environment)	24,902	92	8	1	92	7
V Services to Industry	25,237	80	20	19	77	5
W Manufacturing/Production Work	6,274	82	18	2	92	6
X Engineering	64,676	95	5	4	94	2
Y Oil/Mining/Plastics/Chemicals	27	93	7	-	100	-
Z Transport Services	1,805	96	4	5	64	31
Unknown (unable to classify)	478	80	19	-	3	97
All Superclasses	1,033,731	501,428	532,300	376,371	616,181	41,179
 as percentages 	100%	49%	51%	36%	60%	4%

TABLE NC4b: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

SCHOOL ENTRIES BY SUPERCLASS AND STAGE

	TERRET OF	SCHOOL	<u>Ča</u>	ē.	05	Ōc	OTUDD
	PERCLASS	ENTRIES	S3	S4	S5	S6	OTHER
A	Business/Management/Office Studies	30,046	2,297	2,130	17,597	7,214	808
В	Sales Marketing and Distribution	195	26	9	111	48	1
C	Information Technology and Information	32,157	2,613	2,495	19,038	7,163	848
D	Humanities (History/Archaeology/						
	Religious Studies/Philosophy)	8,960	401	1,059	5,903	1,551	46
E	Politics/Economics/Law/Social Science	3,357	155	139	2,300	731	31
F	Area Studies/Cultural Studies/Languages/Literature	22,251	806	724	17,876	2,602	243
G	Education/Training/Teaching	181	-	36	111	23	11
Н	Family Care/Personal Development/						
	Personal Care and Appearance	49,159	8,542	30,483	8,195	1,743	195
J	Arts and Crafts	15,714	1,340	1,517	10,134	2,618	105
K	Authorship/Photography/Publishing/Media	40,631	1,648	2,282	31,216	5,128	356
L	Performing Arts	11,943	2,550	2,553	4,699	2,058	83
М	Sports Games and Recreation	39,482	3,733	6,432	22,438	6,768	111
Ν	Catering/Food Services/Leisure Services/Tourism	40,422	4,900	6,089	22,644	6,549	238
Р	Health Care/Medicine/Health and Safety	6,596	950	549	2,989	1,972	136
Q	Environment Protection/Energy/Cleansing/Security	2,587	596	323	1,287	365	16
R	Sciences and Mathematics	64,489	845	1,556	52,894	8,727	466
S	Agriculture Horticulture and Animal Care	231	66	53	104	8	-
Т	Construction and Property (Built Environment)	263	21	50	158	32	2
v	Services to Industry	4,669	273	325	3,381	658	32
W	Manufacturing/Production Work	113	26	21	57	7	2
X	Engineering	2,838	250	267	1,896	409	16
Y	Oil/Mining/Plastics/Chemicals	-	-	-	-	-	-
Z	Transport Services	87	9	39	25	14	-
	Unknown (unable to classify)	-	-	-	-	-	-
	All Superclasses	376,371	32,047	59,131	225,053	56,388	3,746
	 as percentages 	100%	9%	16%	60%	15%	1%

Stage derived from SCE results and age

TABLE NC4c: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

COLLEGE ENTRIES BY SUPERCLASS AND AGE

	COLLEGE AGE GROUP								
SUPERCLASS	ENTRIES	<16	16	17	18	19	20-24	25+	N/K
A Business/Management/									
Office Studies	58,481	1,300	9,319	8,477	5,027	2,701	6,415	25,224	18
B Sales Marketing and Distribution	6,958	175	1,477	1,418	1,000	461	796	1,630	1
C Information Technology									
and Information	71,207	1,190	8,214	8,498	5,555	2,689	8,577	36,457	27
D Humanities (History/Archaeology/									
Religious Studies/Philosophy)	2,739	22	198	257	256	134	489	1,383	-
E Politics/Economics/Law/Social Science	11,662	177	1,625	2,095	1,447	776	1,818	3,718	6
F Area Studies/Cultural Studies/									
Languages/Literature	10,104	181	950	1,006	718	372	1,311	5,560	6
G Education/Training/Teaching	15,331	150	1,190	2,742	2,183	725	1,636	6,700	5
H Family Care/Personal Development/									
Personal Care and Appearance	42,020	1,727	9,196	7,406	4,410	2,186	4,983	12,101	11
J Arts and Crafts	24,624	642	2,747	4,593	6,224	1,352	2,530	6,512	24
K Authorship/Photography/									
Publishing/Media	53,797	1,264	8,373	9,342	8,220	3,222	7,981	15,373	22
L Performing Arts	9,051	190	858	1,904	2,517	702	1,358	1,522	-
M Sports Games and Recreation	17,848	346	3,965	4,790	3,977	1,073	2,168	1,529	-
N Catering/Food Services/									
Leisure Services/Tourism	32,917	1,503	8,527	7,095	4,003	1,618	3,405	6,757	9
P Health Care/Medicine/									
Health and Safety	70,076	974	7,536	11,678	8,766	3,465	8,983	28,627	47
Q Environment Protection/Energy/									
Cleansing/Security	2,935	138	626	435	278	195	372	891	-
R Sciences and Mathematics	62,195	1,229	8,928	10,211	8,024	4,093	10,220	19,455	35
S Agriculture Horticulture and									
Animal Care	14,332	697	3,116	2,493	1,722	845	1,808	3,645	6
T Construction and Property									
(Built Environment)	23,014	1,360	5,985	4,925	3,797	2,007	2,271	2,658	11
V Services to Industry	19,337	589	3,342	4,522	3,713	1,625	2,208	3,329	9
WManufacturing/Production Work	5,791	264	1,013	1,047	1,023	489	680	1,274	1
X Engineering	60,563	3,575	17,000	11,822	8,064	4,088	7,482	8,516	16
Y Oil/Mining/Plastics/Chemicals	27	1	3	5	9	6	2	1	_
Z Transport Services	1,158	19	217	153	125	106	224	314	_
Unknown (unable to classify)	14	_	_	_	_	_	3	11	_
All Superclasses	616,181	17,713	104,405	106,914	81,058	34,930	77,720	193,187	254
 as percentages 	100%	3%	17%	17%	13%	6%	13%	31%	0%

TABLE NC5a: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

TOP 50 MODULES, ALL CANDIDATES

TOP 50 MODULES, ALL CANDIDATES	
MODULE	ENTRIES
Work Experience 1	30,439
Communication 3	25,780
Introduction to Computer Application Packages	18,381
Word Processing 1	16,173
Core Mathematics 4	14,606
Introduction to Literature	12,687
Core Mathematics 3	11,984
Information Technology 2	10,563
Communication 4 (x 2)	10,028
Information Technology: Office Applications 1	10,011
Mathematics: Analysis/Algebra 1	9,748
Word Processing 2	9,053
Information Technology 1	8,911
Using a Keyboard (x1/2)	8,424
Communication 2	8,185
Desk Top Publishing 1	7,961
Introduction to Computers	7,612
First Aid Measures	7,286
Introduction to Food Preparation Techniques	6,948
Numeracy 2	6,593
Information Technology: Office Applications 2	5,656
Core Mathematics 2	5,655
Literature 1	5,111
Life and Work 1	5,022
The Human Body	4,843
Introduction to Cookery Processes	4,818
Introduction to Craft Baking	4,808
Work Experience 2	4,787
Computer Application Package (Spreadsheet)	4,516
Numeracy 3	4,484
Games and Sports: Basketball 1 (x 1/2)	4,459
The Internet 1	4,300
Games and Sports: Badminton 1 (x 1/2)	4,142
Games and Sports: Badminton 2 (x 1/2)	4,110
Physical Education: An Activity Approach	4,021
Drawing Skills: Analytical Drawing 1	3,921
Organisation of Practical Skills 1 (x1/2)	3,892
Creative Writing 1	3,824
Computer Application Package (Word Processing)	
HIV Infection Related Illnesses and Hepatitis B	3,805 3,801
Basic Cookery Skills	3,801
Games and Sports: Basketball 2 (x 1/2)	3,716
Introduction to Photography	
Word Processing 3	3,653
Working With Wood 1 (x1/2)	3,541
Mathematics: Calculus 1	3,476 3,423
Recording of Financial Transactions	3,294
Language: Spanish 1 Religion and Morphity	3,265
Religion and Morality	3,251
Introduction to Media Studies	3,242
All NC Module entries	1,033,731

TABLE NC5b: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

TOP 50 MODULES, SCHOOL CANDIDATES

MODULE	ENTRIE
Work Experience 1	29,60
Communication 3	12,73
Introduction to Literature	12,02
Core Mathematics 4	11,93
Word Processing 1	9,75
Core Mathematics 3	8,47
Introduction to Computer Application Packages	7,40
Mathematics: Analysis/Algebra 1	6,77
Introduction to Food Preparation Techniques	6,29
Word Processing 2	5,43
Using a Keyboard (x1/2)	5,26
Information Technology: Office Applications 1	5,08
Life and Work 1	4,99
Desk Top Publishing 1	4,35
Introduction to Cookery Processes	4,35
Introduction to Craft Baking	4,12
Games and Sports: Basketball 1 (x 1/2)	4,00
Games and Sports: Badminton 1 (x 1/2)	3,70
Physical Education: An Activity Approach	3,62
Drganisation of Practical Skills 1 (x1/2)	3,62
Literature 1	3,49
Communication 2	3,43
Creative Writing 1	3,45
Core Mathematics 2	3,43
Games and Sports: Badminton 2 (x 1/2)	3,42
Introduction to Computers	3,28
Religion and Morality	3,18
Basic Cookery Skills	3,12
Games and Sports: Basketball 2 (x 1/2)	3,00
introduction to Media Studies	2,95
Creative Writing 2	2,65
ntroduction to Cake Decoration	2,6
Work Experience 2	2,49
Games and Sports: Volleyball 1 (x 1/2)	2,43
Mathematics: Calculus 1	2,47
Computer Application Package (Spreadsheet)	2,46
Safe Hygienic Practices (x1/2)	2,44
Games and Sports: Association Football 1 (x 1/2)	2,38
Norking With Wood 1 $(x1/2)$	2,38
Drawing Skills: Analytical Drawing 1	2,32
The Human Body	2,22
introduction to Photography	2,02
Community Involvement 1	2,01
Ceramics: Introduction to Hand-Building	1,87
nformation Technology: Office Applications 2	1,85
Recording of Financial Transactions	1,8
Organisation of Practical Skills 2	1,7
Preparing Final Accounts	1,71
Design and Make	1,61
Computer Application Package (Word Processing)	1,55
All school entries	376,33

TABLE NC5c: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

TOP 50 MODULES, COLLEGE CANDIDATES

101 50 MODOLES, COLLEGE CANDIDATES	
MODULE	ENTRIES
Communication 3	12,774
Introduction to Computer Application Packages	9,948
Communication 4 (x 2)	9,099
Information Technology 2	8,833
Information Technology 1	7,416
First Aid Measures	6,584
Word Processing 1	6,011
Numeracy 2	5,759
Information Technology: Office Applications 1	4,715
Communication 2	4,334
Numeracy 3	4,258
Introduction to Computers	3,746
HIV Infection Related Illnesses and Hepatitis B	3,672
Information Technology: Office Applications 2	3,667
Desk Top Publishing 1	3,436
Core Mathematics 3	3,428
Word Processing 2	3,400
The Internet 1	3,137
Mathematics: Analysis/Algebra 1	2,930
Child Development: An Introduction (x1 1/2)	2,905
Using a Keyboard (x1/2)	2,899
Induction (x1/2)	2,825
Introduction to Counselling	2,778
Introduction to Psychology	2,707
Core Mathematics 4	2,629
Promoting Positive Behaviour in Children	2,617
The Human Body	2,593
Child Protection: An Introduction (x1/2)	2,409
Promotion of Child Health (x2)	2,369
Computing in Engineering 1	2,279
Personal and Social Development: Accident and Emergency Procedure (x1/2)	2,222
Work Experience 2	2,186
Computer Application Package (Word Processing)	2,138
Electrical Fundamentals	2,128
Core Mathematics 2	2,096
Child Development: Workplace Experience (x4)	2,092
Word Processing 3	2,053
Child Care and Education Administration	2,049
The Child with Special Needs: An Introduction (x1/2)	2,029
Introduction to Computer Software: Operation and Maintenance	1,999
Computer Application Package (Spreadsheet)	1,994
Introduction to Computer Hardware: Practitioners	1,941
Play Experiences for the Young Child (x2)	1,881
Language: Spanish 1	1,863
Health Promotion	1,820
Electronic Components and Circuit Assembly Techniques	1,809
Providing for an Early Years Curriculum	1,798
Practical Skills for Carers (x2)	1,787
Working as a Team in a Care Setting	1,738
Promoting Equal Opportunities 2	1,733
All college entries	616,181

TABLE NC6: NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

ENTRIES BY	MODE OF	ATTENDANCE	AND	SUPERCIASS	PERCENTAGES
LIVINILS DI	MODL OF	ATTENDANCE	AND	JUILICLASS	ILICLIVIAULS

	TOTAL	FULL	PART	
SUPERCLASS	ENTRIES	TIME	TIME	OTHER
A Business/Management/Office Studies	103,394	64	15	21
B Sales Marketing and Distribution	7,674	72	15	13
C Information Technology and Information	108,710	65	21	14
D Humanities (History/Archaeology/				
Religious Studies/Philosophy)	11,723	93	4	3
E Politics/Economics/Law/Social Science	15,081	84	8	8
F Area Studies/Cultural Studies/Languages/Literature	32,902	80	14	6
G Education/Training/Teaching	15,842	60	23	17
H Family Care/Personal Development/				
Personal Care and Appearance	93,754	85	10	5
J Arts and Crafts	41,208	81	12	7
K Authorship/Photography/Publishing/Media	96,260	83	10	7
L Performing Arts	21,152	89	3	7
M Sports Games and Recreation	57,822	94	2	4
N Catering/Food Services/Leisure Services/Tourism	73,952	90	6	5
P Health Care/Medicine/Health and Safety	80,521	66	18	16
Q Environment Protection/Energy/Cleansing/Security	5,790	80	12	8
R Sciences and Mathematics	128,430	82	10	8
S Agriculture Horticulture and Animal Care	16,117	70	22	8
T Construction and Property (Built Environment)	24,902	44	43	13
V Services to Industry	25,237	62	27	11
W Manufacturing/Production Work	6,274	54	35	11
X Engineering	64,676	68	21	11
Y Oil/Mining/Plastics/Chemicals	27	-	100	-
Z Transport Services	1,805	52	45	2
Unknown (unable to classify)	478	3	-	97
All Superclasses	1,033,731	784,372	144,503	104,856
 as percentages 	100%	76%	14%	10%

TABLE NC7a: TREND IN RESULTS OF NATIONAL CERTIFICATE MODULE ENTRIES

PERCENTAGES

	YEAR OF ENTRY							
RESULT	1994/95	1995/96	1996/97	1997/98	1998/99			
Full success	68	68	68	66	67			
Partial success	9	9	9	8	9			
Withdrawn	20	20	19	22	21			
Not yet known	3	3	3	4	3			
Total entries	1,164,600	1,170,211	1,161,329	1,108,219	1,033,731			

TABLE NC7b: RESULTS OF NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

RESULTS BY CENTRE TYPE, PERCENTAGES

	TOTAL	FULL	PARTIAL	WITHDRAWN	NOT YET
CENTRE TYPE	ENTRIES	SUCCESS	SUCCESS		KNOWN
School	376,371	73	11	15	1
FE college	616,181	65	8	25	2
Other	41,179	56	3	14	27
All centres	1,033,731	67	9	21	3

TABLE NC7c: RESULTS OF NATIONAL CERTIFICATE MODULE ENTRIES, 1998/99

RESULTS BY SUPERCLASS, PERCENTAGES

SUPERCLASS	TOTAL ENTRIES	FULL SUCCESS	PARTIAL SUCCESS	WITHDRAWN	NOT YET KNOWN
A Business/Management/Office Studies	103,394	66	50000	21	9
B Sales Marketing and Distribution	7,674	62	10	21	2
0	, í				
C Information Technology and Information	108,710	66	7	24	3
D Humanities (History/Archaeology/	11700	65	10	22	
Religious Studies/Philosophy)	11723	65	13	22	1
E Politics/Economics/Law/Social Science	15,081	61	10	28	1
F Area Studies/Cultural Studies/Languages/Literature	32,902	67	10	22	1
G Education/Training/Teaching	15,842	71	4	19	6
H Family Care/Personal Development/					
Personal Care and Appearance	93754	71	7	19	3
J Arts and Crafts	41,208	71	8	19	1
K Authorship/Photography/Publishing/Media	96,260	63	12	24	2
L Performing Arts	21,152	69	7	22	1
M Sports Games and Recreation	57,822	74	8	17	0
N Catering/Food Services/Leisure Services/Tourism	73,952	72	7	20	1
P Health Care/Medicine/Health and Safety	80,521	69	7	20	4
Q Environment Protection/Energy/Cleansing/Security	5,790	75	5	18	2
R Sciences and Mathematics	128,430	63	15	20	2
S Agriculture Horticulture and Animal Care	16,117	72	9	15	4
T Construction and Property (Built Environment)	24,902	65	9	23	3
V Services to Industry	25,237	65	8	22	5
W Manufacturing/Production Work	6,274	70	7	20	3
X Engineering	64,676	63	10	25	2
Y Oil/Mining/Plastics/Chemicals	27	93	4	4	-
Z Transport Services	1,805	83	4	12	2
Unknown (unable to classify)	478	98	-	2	-
All Superclasses	1,033,731	695,012	90,532	218,781	29,406
– as percentages	100%	67%	9%	21%	3%

TABLE NC8a: CANDIDATES ENTERED FOR NATIONAL CERTIFICATE MODULES, 1998/99

CANDIDATES BY NUMBER OF MODULES, SEX AND CENTRE TYPE								
NUMBER OF MODULES	ALL CANDIDATES	MALE CANDIDATES	FEMALE CANDIDATES	SCHOOL CANDIDATES	COLLEGE CANDIDATES			
			46,307					
1	80,243	33,936	46,307	43,196	35,656			
2	30,994	13,195	17,799	19,176	11,531			
3	17,187	7,825	9,361	11,656	5,238			
4	11,222	5,108	6,114	8,009	3,181			
5	8,592	3,882	4,710	5,611	2,628			
6	7,373	3,616	3,757	4,582	2,672			
7	6,742	3,572	3,170	3,670	2,922			
8	5,705	2,920	2,785	2,901	2,561			
9	5,823	2,777	3,046	2,530	2,492			
10-14	16,313	8,043	8,270	6,638	9,147			
15-19	12,743	5,422	7,321	1,343	10,811			
20+	6,803	4,140	2,663	119	6,276			
Total candidates	209,740	94,436	115,303	109,431	95,115			
Total Modules	1,033,731	501,428	532,300	376,371	616,181			
Modules per candidate	4.9	5.3	4.6	3.4	6.5			

CANDIDATES BY NUMBER OF MODULES SEX AND CENTRE TYPE

TABLE NC8b: CANDIDATES ENTERED FOR NATIONAL CERTIFICATE MODULES, 1998/99

NUMBER OF					
MODULES	CANDIDATES	S3	S4	S5	S6
1	43,196	10,323	23,029	4,063	4,672
2	19,176	3,974	7,055	4,051	3,757
3	11,656	2,069	2,871	3,755	2,828
4	8,009	795	1,368	3,811	1,983
5	5,611	329	532	3,342	1,361
6	4,582	137	235	3,225	950
7	3,670	51	95	2,870	632
8	2,901	56	59	2,382	394
9	2,530	19	68	2,159	276
10-14	6,638	31	111	6,050	413
15-19	1,343	34	49	1,222	35
20+	119	1	1	105	4
Total candidates	109,431	17,819	35,473	37,035	17,305
– as % of school roll		28%	58%	76%	59%
Total Modules	376,371	32,047	59,131	225,053	56,388
Modules per candidate	3.4	1.8	1.7	6.1	3.3

SCHOOL CANDIDATES BY NUMBER OF MODULES AND STAGE

School roll includes Christmas leavers.

TABLE NC8c: CANDIDATES ENTERED FOR NATIONAL CERTIFICATE MODULES, 1998/99

NUMBER OF	COLLEGE								
MODULES	CANDIDATES	<16	16	17	18	19	20-24	25+	N/K
1	35,656	869	1,851	1,481	1,047	988	3,483	25,883	54
2	11,531	467	920	605	431	356	1,147	7,599	6
3	5,238	250	577	394	325	253	589	2,843	7
4	3,181	128	398	302	212	163	438	1,537	3
5	2,628	96	337	268	226	160	324	1,217	-
6	2,672	56	311	363	316	191	318	1,117	-
7	2,922	66	324	506	458	264	424	879	1
8	2,561	49	367	454	409	185	318	779	-
9	2,492	74	374	472	415	191	322	644	-
10-14	9,147	264	1,613	1,738	1,371	634	1,158	2,364	5
15-19	10,811	242	1,837	2,324	1,817	628	1,424	2,537	2
20+	6,276	219	1,490	1,167	735	295	817	1,551	2
Total candidates	95,115	2,780	10,399	10,074	7,762	4,308	10,762	48,950	80
Total Modules	616,181	17,713	104,405	106,914	81,058	34,930	77,720	193,187	254
Modules per candidate	6.5	6.4	10.0	10.6	10.4	8.1	7.2	3.9	3.2

COLLEGE CANDIDATES BY NUMBER OF MODULES AND AGE

TABLE NC9: NUMBER OF NATIONAL CERTIFICATE MODULE ENTRIES BY NUMBER OF HIGHER GRADE ENTRIES, 1998/99

NUMBER OF NUMBER OF HIGHER ENTRIES										
MODULES	0	1	2	3	4	5	6	7	TOTAL	
0		235	162	477	1,859	4,861	111	3	7,708	
1	1,109	55	181	533	1,110	1,065	10	-	4,063	
2	783	87	276	999	1,609	294	3	-	4,051	
3	723	158	449	1,033	1,263	129	-	-	3,755	
4	892	218	617	1,186	832	66	-	-	3,811	
5	898	297	683	1,030	422	12	-	-	3,342	
6	956	397	804	814	244	10	-	-	3,225	
7	1,020	490	744	501	112	3	-	-	2,870	
8	965	509	573	300	34	1	-	-	2,382	
9	997	540	454	147	21	-	-	-	2,159	
10-14	3,690	1,556	630	149	23	2	-	-	6,050	
15-19	1,008	168	43	3	-	-	-	-	1,222	
20+	98	6	1	-	-	-	-	-	105	
Total candidates	13,139	4,716	5,617	7,172	7,529	6,443	124	3	44,743	
Total Modules	104,045	38,407	34,311	29,288	16,511	2,475	16	-	225,053	
Modules per candidate	7.9	8.1	6.1	4.1	2.2	0.4	0.1	-	5.0	

FIFTH YEAR SCHOOL CANDIDATES

TABLE NC10: TREND IN NATIONAL CERTIFICATE GROUP AWARDS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98—1998/99
FE College	4,597	4,584	3,623	3,928	4,185	7%
Other	37	81	42	51	59	16%
Total	4,634	4,665	3,665	3,979	4,244	7%

TREND IN AWARDS BY CENTRE TYPE

CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	PERCENT CHANGE 1997/98–1998/99
FE College	1,591	1,416	1,201	1,173	1,339	14%
Other	66	50	46	20	44	120%
Total	1,657	1,466	1,247	1,193	1,383	16%
time taken to complete						
1 year	64%	66%	64%	70%	62%	
2 years	25%	24%	26%	22%	31%	
3+ years	11%	10%	10%	8%	7%	
Average (years)	1.50	1.46	1.50	1.42	1.47	

TABLE NC11: NATIONAL CERTIFICATE GROUP AWARDS, 1998/99

ENTRIES BY AGE AND SEX

			AGE GROUP		
	ALL AGES	UNDER 20	20-24	25-29	30+
Male candidates	3,854	2,639	547	213	452
Female candidates	390	256	43	30	61
Total candidates	4,244	2,895	590	243	513
 as percentages 	100%	68%	14%	6%	12%

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
Certificate in Pharmaceutical Sciences	12	33	67
Certificate in Service Engineering: Land-Based Industries	89	100	-
National Certificate in Aeronautical Engineering	27	100	-
National Certificate in Aeronautical Engineering Practice	28	100	-
National Certificate in Clothing and Fashion	24	4	96
National Certificate in Electrical Engineering	362	94	6
National Certificate in Electrical Engineering Practice	248	96	4
National Certificate in Electronic Engineering	873	95	5
National Certificate in Electronic Engineering Practice	563	95	5
National Certificate in Elementary Craft Baking	22	36	64
National Certificate in Engineering	640	96	4
National Certificate in Engineering Practice	477	97	3
National Certificate in Fabrication and Welding Engineering	85	95	5
National Certificate in Fabrication and Welding Engineering Practice	346	97	3
National Certificate in Greenkeeping	95	98	2
National Certificate in Library and Information Science	11	36	64
National Certificate in Measurement and Control	65	97	3
National Certificate in Pharmaceutical Sciences	16	25	75
National Certificate in Processing	7	100	-
National Certificate in Shipbuilding Engineering Practice	48	98	2
National Certificate in Travel	206	18	82
All National Certificate Group Awards	4,244	91	9

TABLE NC12: TREND IN NATIONAL CERTIFICATE CLUSTERS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
School	2,742	4,053	4,823	3,732	3,452	-8%
FE College	21	282	449	311	448	44%
Other	-	67	53	1	2	100%
Total	2,763	4,402	5,325	4,044	3,902	-4%

TRENDS IN AWARDS BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98–1998/99
School	1,651	2,202	2,599	2,391	2,291	-4%
FE College	15	173	341	193	233	21%
Other	-	57	45	1	6	500%
Total	1,666	2,432	2,985	2,585	2,530	-2%
time taken to complete						
1 year	97%	94%	92%	84%	85%	
2 years	3%	6%	8%	15%	14%	
3+ years	0%	0%	0%	1%	1%	
Average (years)	1.03	1.06	1.09	1.17	1.17	

TABLE NC13: NATIONAL CERTIFICATE CLUSTER ENTRIES, 1998/99

ENTRIES BY AGE AND SEX

			AGE GROUP		
	ALL AGES	UNDER 20	20-24	25-29	30+
Male candidates	1,344	1,323	6	3	10
Female candidates	2,558	2,392	28	26	110
Total candidates	3,902	3,715	34	29	120
 as percentages 	100%	95%	1%	1%	3%

ENTRIES BY TITLE

	PERCENT		
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
National Certificate Cluster: Design (Level 1)	2	-	100
National Certificate Cluster: European Studies (Level 1)	4	-	100
National Certificate Cluster: Health and Fitness (Level 1)	31	74	26
National Certificate Cluster: Home Economics (Level 1)	1,546	37	63
National Certificate Cluster: Information Technology (Level 1)	288	58	42
National Certificate Cluster: Office and Administrative Skills (Level 1)	387	20	80
National Certificate Cluster: Social and Vocational Skills (Level 1)	40	60	
All Level 1 Clusters	2,263	37	63
National Certificate Cluster: Caring for Yourself and Others (Level 2)	57	2	98
National Certificate Cluster: Communication and Media (Level 2)	45	47	53
National Certificate Cluster: Design (Level 2)	9	33	67
National Certificate Cluster: European Studies (Level 2)	7	29	71
National Certificate Cluster: Health and Fitness (Level 2)	25	84	16
National Certificate Cluster: Home Economics (Level 2)	855	25	75
National Certificate Cluster: Information Technology (Level 2)	298	61	39
National Certificate Cluster: Office and Administrative Skills (Level 2)	239	9	91
National Certificate Cluster: Social and Vocational Skills (Level 2)	23	35	65
All Level 2 Clusters	1,558	31	69
National Certificate Cluster: Communication and Media (Level 3)	12	67	33
National Certificate Cluster: Health and Fitness (Level 3)	18	50	50
National Certificate Cluster: Home Economics (Level 3)	43	12	88
National Certificate Cluster: Information Technology (Level 3)	4	75	25
National Certificate Cluster: Social and Vocational Skills (Level 3)	4	25	75
All Level 3 Clusters	81	32	68
All National Certificate Clusters	3,902	34	66

TABLE NC14: TREND IN GENERAL SCOTTISH VOCATIONAL QUALIFICATIONS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
School	433	453	323	337	209	-38%
FE College	4,177	4,748	5,881	6,677	6,404	-4%
Other	32	69	49	30	21	-30%
Total	4,642	5,270	6,253	7,044	6,634	-6%

TRENDS IN AWARDS BY CENTRE TYPE

CENTRE TYPE/						PERCENT CHANGE
TIME TO COMPLETE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
School	65	135	106	101	110	9%
FE College	1,620	1,794	1,664	2,109	2,142	2%
Other	25	25	41	18	10	-44%
Total	1,710	1,954	1,811	2,228	2,262	2%
time taken to complete						
1 year	84%	89%	87%	88%	90%	
2 years	15%	11%	13%	11%	10%	
3+ years	1%	0%	0%	1%	1%	
Average (years)	1.16	1.12	1.06	1.13	1.11	

TABLE NC15: GENERAL SCOTTISH VOCATIONAL QUALIFICATION ENTRIES, 1998/99

ENTRIES BY AGE AND SEX

			AGE GROUP		
	ALL AGES	UNDER 20	20-24	25-29	30+
Male candidates	2,664	1,759	400	181	324
Female candidates	3,970	2,290	467	349	864
Total candidates	6,634	4,049	867	530	1,188
 as percentages 	100%	61%	13%	8%	18%

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
National Certificate (Level I)	239	52	48
National Certificate (Level II) Arts and Social Sciences	42	36	64
National Certificate (Level II) Business	255	21	79
National Certificate (Level II) Business Administration	115	40	60
National Certificate (Level II) Care	811	9	91
National Certificate (Level II) Construction	112	96	4
National Certificate (Level II) Design	123	50	50
National Certificate (Level II) Engineering	117	96	4
National Certificate (Level II) Hospitality	501	55	45
National Certificate (Level II) Information Technology	905	74	26
National Certificate (Level II) Land-based Industries	68	90	10
National Certificate (Level II) Leisure and Recreation	11	82	18
National Certificate (Level II) Leisure and Tourism	48	15	85
National Certificate (Level II) Science	41	34	66
National Certificate (Level II) Technology	67	97	3
National Certificate (Level II) Travel and Tourism	108	13	87
All Level II GSVQs	3,324	48	52
National Certificate (Level III) Arts and Social Sciences	176	35	65
National Certificate (Level III) Business	68	26	74
National Certificate (Level III) Business Administration	49	37	63
National Certificate (Level III) Care	179	13	87
National Certificate (Level III) Care: Child Care and Education	213	2	98
National Certificate (Level III) Care: Health Care	569	8	92
National Certificate (Level III) Care: Social Care	511	18	82
National Certificate (Level III) Communication and Media	64	70	30
National Certificate (Level III) Construction	53	96	4
National Certificate (Level III) Construction: Built Environment	22	95	5
National Certificate (Level III) Design	142	44	56
National Certificate (Level III) Engineering: Electronic and Electrical	74	91	9
National Certificate (Level III) Engineering: Manufacture and Mechanical	19	100	-
National Certificate (Level III) Engineering: Mechatronics	41	100	-
National Certificate (Level III) Engineering: Practice	28	100	-
National Certificate (Level III) Hospitality	125	39	61
National Certificate (Level III) Hospitality: Food Preparation and Cooking	183	54	46
National Certificate (Level III) Hospitality: Rooms Division Operations	14	14	86
National Certificate (Level III) Information Technology	115	72	28
National Certificate (Level III) Land-based Industries	68	84	16
National Certificate (Level III) Leisure and Recreation	13	92	8
National Certificate (Level III) Science	44	16	84
National Certificate (Level III) Travel and Tourism	109	16	84
National Certificate (Level III) Travel and Tourism: Retail Travel	192	11	89
All Level III GSVQs	3,071	31	69
All GSVQ entries	6,634	40	60

TABLE NC16: TREND IN WORDSTART, NUMBERSTART AND SKILLSTART QUALIFICATIONS

TREND IN ENTRIES BY QUALIFICATION

GROUP AWARD TITLE	1994/95	1995/96	1996/97	1997/98	1998/99	PERCENT CHANGE 1997/98–1998/99
National Certificate: Wordstart 1	43	77	107	82	73	-11%
National Certificate: Wordstart 2	-	-	-	-	-	-
National Certificate: Numberstart 1	35	81	122	80	85	6%
National Certificate: Numberstart 2	-	-	-	-	-	-
National Certificate (Skillstart 1)	687	622	523	580	494	-15%
National Certificate (Skillstart 2)	107	167	179	50	30	-40%
National Certificate (Lifestart)	-	209	307	256	201	-21%
National Certificate (Workstart)	-	104	218	161	137	-15%
Total	872	1,260	1,456	1,209	1,020	-16%

TREND IN AWARDS BY QUALIFICATION

						PERCENT CHANGE
GROUP AWARD TITLE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
National Certificate: Wordstart 1	25	49	54	60	53	-12%
National Certificate: Wordstart 2	-	-	-	-	-	-
National Certificate: Numberstart 1	26	61	79	61	64	5%
National Certificate: Numberstart 2	-	-	-	-	-	-
National Certificate (Skillstart 1)	308	284	239	268	203	-24%
National Certificate (Skillstart 2)	25	70	81	23	8	-65%
National Certificate (Lifestart)	-	27	88	100	107	7%
National Certificate (Workstart)	-	21	46	44	56	27%
Total	384	512	587	556	491	-12%

TABLE NC17: WORDSTART, NUMBERSTART AND SKILLSTART, 1998/99

ENTRIES AND AWARDS BY SEX

		ENTRIES			AWARDS	
GROUP AWARD TITLE	TOTAL	% MALE	% FEMALE	TOTAL	% MALE	% FEMALE
National Certificate: Wordstart 1	73	58	42	53	55	45
National Certificate: Numberstart 1	85	59	41	64	48	52
National Certificate (Skillstart 1)	494	65	35	203	56	44
National Certificate (Skillstart 2)	30	50	50	8	38	63
National Certificate (Lifestart)	201	61	39	107	59	41
National Certificate (Workstart)	137	54	46	56	48	52
Total	1,020	61	39	491	54	46

ENTRIES BY AGE

GROUP AWARD TITLE	TOTAL	<16	16-19	20-24	25-30	30+
National Certificate: Wordstart 1	73	-	36	2	5	30
National Certificate: Numberstart 1	85	2	38	4	6	35
National Certificate (Skillstart 1)	494	38	348	21	17	70
National Certificate (Skillstart 2)	30	-	12	13	1	4
National Certificate (Lifestart)	201	38	79	18	11	55
National Certificate (Workstart)	137	33	51	11	17	25
Total	1,020	111	564	69	57	219
 as percentages 	100%	11%	55%	7%	6%	21%

TABLE NC18: TREND IN NATIONAL CERTIFICATE BASED PROFESSIONAL DEVELOPMENT AWARDS

TREND IN ENTRIES BY CENTRE TYPE

					PERCENT CHANGE
CENTRE TYPE	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
FE College	244	557	855	1,344	54%
Other	-	69	259	560	275%
Total	244	626	1,114	1,904	78%

TREND IN AWARDS BY CENTRE TYPE

					PERCENT CHANGE
CENTRE TYPE	1995/96	1996/97	1997/98	1998/99	1997/98-1998/99
FE College	29	202	317	452	43%
Other	-	-	100	356	256%
Total	29	202	417	808	94%
time taken to complete					
1 year	100%	89%	96%	88%	
2 years	-	11%	4%	9%	
3+ years	-	-	-	3%	
Average (years)	1.00	1.11	1.04	1.15	

TABLE NC19: NATIONAL CERTIFICATE BASED PROFESSIONAL DEVELOPMENT AWARD ENTRIES AND AWARDS, 1998/99

ALL NC BASED PDA ENTRIES

	PERCENT		
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
Certificate in Artistic Metalwork	20	55	45
Certificate in Home Care Practice	204	5	95
Certificate in Introductory Call Centre Skills	445	31	69
Certificate in Motor Vehicle Body Repair and Refinishing	116	94	6
Certificate in Motor Vehicle Systems	519	95	5
Certificate in Police Road Traffic Patrol Operations	106	91	9
Certificate in Small Business Development - Bed and Breakfast Operations	37	11	89
Certificate in Training Practice	352	35	65
Professional Development Award: Certificate in Medical Administration	105	1	99
All NC based PDA entries	1,904	52	48

ALL NC BASED PDA AWARDS

	PERCENT		
GROUP AWARD TITLE	AWARDS	MALE	FEMALE
Certificate for Textile Technicians	3	100	-
Certificate in Home Care Practice	137	2	98
Certificate in Introductory Call Centre Skills	306	30	70
Certificate in Motor Vehicle Body Repair and Refinishing	6	100	-
Certificate in Motor Vehicle Systems	84	87	13
Certificate in Police Road Traffic Patrol Operations	58	84	16
Certificate in Training Practice	158	39	61
Professional Development Award: Certificate in Medical Administration	56	2	98
All NC based PDA awards	808	36	64

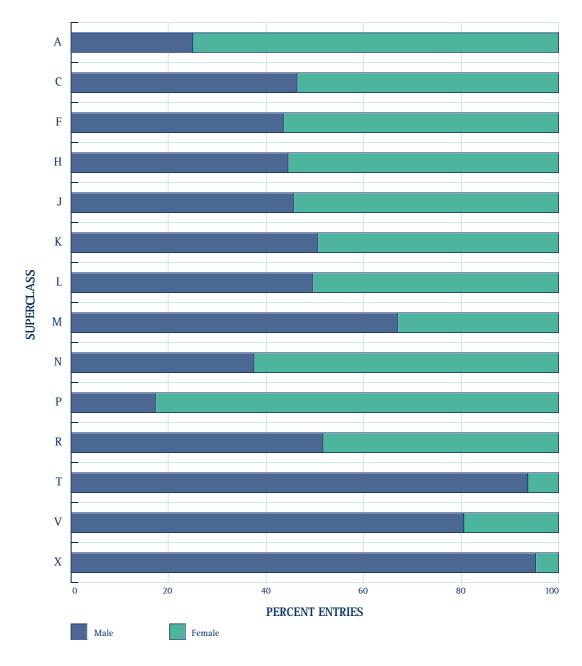


CHART NC1: NC MODULE ENTRIES BY SUPERCLASS AND SEX, 1998/99

SUPERCLASS

- A Business/Management/Office Studies
- C Information Technology and Information
- F Area Studies/Cultural Studies/Languages/Literature
- H Family Care/Personal Development/ Personal Care and Appearance
- J Arts and Crafts
- K Authorship/Photography/Publishing/Media
- L Performing Arts

- M Sports Games and Recreation
- N Catering/Food Services/Leisure Services/Tourism
- P Health Care/Medicine/Health and Safety
- R Sciences and Mathematics
- T Construction and Property (Built Environment)
- V Services to Industry
- X Engineering

TABLE SC1: SHORT COURSE AWARDS, 1999

AWARDS BY SUBJECT, SE	EX AND CANDIDATE T	YPE, AND NUMBER OF	CENTRES
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	TOTAL								NO. OF
SHORT COURSE TITLE	AWARDS	MALE	FEMALE	S3	S4	S5	S6	FE	CENTRES
Classical Greek									
Classical Greek 1	35	4	31	12	8	2	13	-	9
Classical Greek 2	20	-	20	13	2	-	5	-	5
Classical Greek 3	1	-	1	-	1	-	-	-	1
Classical Greek 4	1	-	1	-	1	-	-	-	1
Classical Greek Subtotals	57	4	53	25	12	2	18	0	
– as percentages	100%	7%	93%	44%	21%	4%	32%	-	
Classical Studies									
Roman Spectator Sports	43	23	20	8	6	16	13	-	7
Greek and Roman Medicine	4	-	4	-	-	4	-	-	1
Roman Education	9	3	6	-	-	8	1	-	1
Classical Myths	116	33	83	1	48	37	30	-	14
Greek Tragedy	161	66	95	80	35	40	6	-	9
Classical Studies Subtotals	333	125	208	89	89	105	50	0	
- as percentages	100%	38%	62%	27%	27%	32%	15%	-	
Creative and Aesthetic Studies	0.007		1.000	1.1.10			70		
2-D Art and Design Composition	2,637	1,311	1,326	1,146	1,175	242	73	1	94
3-D Art and Design Construction	1,609	778	831	738	704	122	45	-	63
Dance Composition	94	7	87	65	29	-	-	-	6
Movement Performance	331	86	245	140	169	16	6	-	15
Improvised Drama	537	251	286	326	176	26	9	-	21
Dramatic Production	308	134	174	142	145	16	5	-	14
Music Making (Solo)	451	213	238	330	102	1	18	-	23
Music Making (Group)	297	156	141	153	134	10	-	-	14
Creative and Aesthetic Studies Subtotals	6,264	2,936	3,328	3,040	2,634	433	156	1	
- as percentages	100%	47%	53%	49%	42%	7%	2%	0%	
Electronics	465	201	10.4	120	124	100	37		22
Electronic Systems	465	361	104 4	126	134	168	12	-	32
Electronics in Society	105	101		48	37	20	-	_	6
Electronic Construction 1	444	404	40	103	60	201	80	-	49
Electronics and Music Telecommunications 1	13 9	10 7	3 2	-	-	13	-	-	1
Digital and Programmable Systems	32	28	2 4	3 2	- 11	6 15	- 4	-	3 6
Electronic Construction 2	68	28 63	4 5		11	36	4 13	_	12
Electronic Construction 2 Electronics in Measurement	73	72	5 1	-	19	40	13	_	9
Electronics in Measurement Electronic Control Systems	15	15	-	_	- 14	40 13	19	_	3
Electronics Subtotals	1,224	1,061	163	282	275	512	155	- 0	د
– as percentages	1,224	87%	13%	282	275	42%	13%	-	
European Studies	100%0	07%0	13%0	23%0	22%0	42%0	13%0		
Living and Working in Europe	501	243	258	13	159	270	58	1	43
Environmental Issues in Europe	141	67	230 74	- 15	48	78	15	-	16
Conflict and Cooperation in Europe	71	29	42	4	40	51	9		10
Europe and the Developing World	95	51	44	-	3	78	14	_	9
European Enquiry	67	25	42	_	-	51	16	_	9
European Studies Subtotals	875	415	460	17	217	528	112	1	
– as percentages	100%	47%	53%	2%	25%	60%	13%	0%	
Geology	100 /0	17 /0	33 10	2 10	23 10	00 /0	13 /0	0 10	
Geology: The Study of the Earth	252	159	93	50	50	78	73	1	32
Geology, People and Environment	34	25	9	-	1	12	21	_	10
Geology and Scenery	186	116	70	1	8	134	42	1	27
History of the Earth	6	-	6	-	-	3	3	-	1
Earth Materials: Rocks and Minerals	7	3	4	_	_	5	2	_	1
Earth Physics and Earth Movements	10	2	8	_	_	4	6	_	2
Geology Subtotals	495	305	190	51	59	236	147	2	
– as percentages	100%	62%	38%	10%	12%	48%	30%	0%	
Graphic Communication	10010	22.0	2010	2.0.10		10.10	2.5.10	5.0	
Graphic Communication 1	607	401	206	164	75	291	76	1	69
Computer-Aided Graphics	345	265	80	64	68	175	37	1	39
Illustration and Presentation	379	233	146	84	100	153	42	_	45
Graphic Communication 2	228	156	72	6	37	155	33	1	34
Graphic Communication Subtotals	1,559	1,055	504	318	280	770	188	3	51
– as percentages	100%	68%	32%	20%	18%	49%	12%	0%	
percentageo	100 /0	00 /0	3210	23 10	10 10	13 10	12 /0	5 10	

TABLE SC1: SHORT COURSE AWARDS, 1999 (CONTINUED)

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

	TOTAL								NO. OF
SHORT COURSE TITLE	AWARDS	MALE	FEMALE	S3	S4	S5	S6	FE	CENTRES
Health Studies									
What is Health?	325	131	194	185	43	62	35	-	13
Health and Food Choices	437	145	292	377	25	30	5	-	17
Health and Consumers	217	135	82	23	165	19	10	-	10
Healthy Risks	23	9	14	-	11	11	1	-	3
Relationships and Health	169	51	118	-	99	40	30	-	8
Parenting and Health	368	55	313	39	118	155	56	-	27
Health and Exercise	881	452	429	464	341	64	11	1	21
Health and Technology	103	52	51	50	18	29	5	1	8
Health Studies Subtotals	2,523	1,030	1,493	1,138	820	410	153	2	
 as percentages 	100%	41%	59%	45%	33%	16%	6%	0%	
Home Economics									
Cooking for Health	254	78	176	128	91	30	5	-	18
The Pre-School Child:									
Food, Clothing and Play	157	17	140	29	27	78	23	-	15
Technology in Home Economics	26	5	21	-	26	-	-	-	2
Home Economics Subtotals	437	100	337	157	144	108	28	0	
 as percentages 	100%	23%	77%	36%	33%	25%	6%	-	
Latin									
Latin 1	155	51	104	61	19	27	40	8	21
Latin 2	73	27	46	41	8	7	11	6	8
Latin 3	26	11	15	15	-	9	1	1	4
Latin 4	2	-	2	-	1	-	1	-	2
Latin Subtotals	256	89	167	117	28	43	53	15	
 as percentages 	100%	35%	65%	46%	11%	17%	21%	6%	
Nautical Studies									
Coastal Navigation 1	49	46	3	17	18	12	2	-	8
Seamanship 1	46	45	1	23	22	1	-	-	5
Use and Abuse of the Sea	10	10	-	-	10	-	-	-	2
Coastal Navigation 2	16	16	-	-	14	2	-	-	2
Seamanship 2	3	3	-	-	-	3	-	-	1
Ocean Navigation	1	1	-	-	-	1	-	-	1
Nautical Studies Subtotals	125	121	4	40	64	19	2	0	
 as percentages 	100%	97%	3%	32%	51%	15%	2%	-	
Religious and Moral Education									
A World of Values	9,708	4,124	5,584	3,273	6,153	232	47	3	101
Living in a Plural Society	5,382	2,458	2,924	2,731	2,548	100	2	1	54
Moral Issues in Technology	4,670	2,068	2,602	1,429	3,014	174	52	1	56
Christianity Today	2,560	1,170	1,390	1,842	694	20	4	-	32
Investigating a Religion	475	210	265	47	418	7	3	-	8
Issues of Belief	7,770	3,418	4,352	3,757	3,787	202	24	-	83
Religious and Moral									
Education Subtotals	30,565	13,448	17,117	13,079	16,614	735	132	5	
 as percentages 	100%	44%	56%	43%	54%	2%	0%	0%	
Statistics									
Introduction to Statistics	24	16	8	-	-	22	2	0	4
 as percentages 	100%	67%	33%	-	-	92%	8%	-	
Technological Studies									
Technology for All	209	180	29	129	47	31	2	-	26
Robotics	4	4	-	-	-	4	-	-	1
Project Technology	22	20	2	-	22	-	-	-	2
Technological Studies Subtotals	235	204	31	129	69	35	2	0	
 as percentages 	100%	87%	13%	55%	29%	15%	1%	-	
TOTALS	44,972	20,909	24,063	18,482	21,305	3,958	1,198	29	
 as percentages 	100%	46%	54%	41%	47%	9%	3%	0%	
1 0									

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

TABLE SG1: TREND IN ENTRIES FOR EACH SUBJECT AT STANDARD GRADE, 1995 TO 1999

ALL CANDIDATES

						PERCENT CHANGE
SUBJECT	1995	1996	1997	1998	1999	1998-99
Classical Greek English	14 61,107	21 62,708	14 61,472	10 58,995	10 58,955	0% 0%
English – Alternative Communication	10	62,708	61,472	58,995 7	3	-57%
English – Spoken	10	28	24	20		-65%
French	41,672	42,626	40,489	38,356	, 37,721	-2%
Gaidhlig	102	12,020	10,105	98	95	-3%
Gaelic (Learners)	440	540	522	423	329	-22%
German	15,849	16,254	17,157	16,019	16,424	3%
Italian	554	640	691	627	789	26%
Latin	1,292	1,175	1,049	976	1,009	3%
Russian	47	31	14	9	14	56%
Spanish	2,210	2,379	2,575	2,587	2,675	3%
Urdu				122	124	2%
Accounting and Finance	5,593	5,993	5,614	4,777	4,703	-2%
Mathematics	62,364	63,711	62,411	59,683	59,689	0%
Biology	21,811	22,837	22,626	22,055	22,717	3%
Chemistry	24,927	24,837	24,048	22,744	22,945	1%
Physics Science	21,831	21,427	20,483	19,133	19,391	1%
Science	15,922	16,489	16,297	15,889	15,141	-5%
Classical Studies	347	299	303	312	313	0%
Contemporary Social Studies	776	696	594	500	409	-18%
Economics	1,951	1,840	1,518	1,488	1,166	-22%
Geography	24,713	25,108	24,467	22,850	22,553	-1%
History	20,773	22,009	21,963	21,026	21,173	1%
Modern Studies	13,904	14,449	14,092	13,985	13,514	-3%
Social and Vocational Skills	3,410	3,528	3,567	3,300	3,162	-4%
Business Management					875	
Computing Studies	18,248	18,329	18,478	18,266	19,002	4%
Craft and Design	12,578	13,413	13,992	13,613	13,783	1%
Graphic Communication	6,670	7,118	7,543	7,319	7,860	7%
Home Economics	9,395	10,135	10,536	10,192	9,675	-5%
Office and Information Studies	16,973	18,124	17,520	16,670	16,172	-3%
Technological Studies	5,978	5,258	4,897	4,282	3,649	-15%
Art and Design	20,077	20,944	20,172	19,728	20,119	2%
Drama	3,233	3,793	4,169	4,172	4,531	9%
Music	8,096	8,456	8,677	9,111	9,576	5%
Physical Education	14,726	16,650	16,770	16,675	16,887	1%
Religious Studies	1,083	1,101	1,210	1,165	992	-15%
Subtotals	458,694	473,060	466,057	447,184	448,152	0%
Eronch (Writing)	20,400	20.112	10.221	17.000	17.011	E0/-
French (Writing) Gaelic (Learners) (Writing)	20,490 174	20,112 222	19,231 218	17,828 207	17,011 133	-5% -36%
German (Writing)	9,107	8,899	9,255	8,331	8,363	-36%
Italian (Writing)	342	403	9,255 412	355	345	-3%
Russian (Writing)	21	16	14	9	12	33%
Spanish (Writing)	1,284	1,386	1,633	1,526	1,486	-3%
Urdu (Writing)	1,201	1,500	1,055	67	66	-1%
Totals	490,112	504,098	496,820	475,507	475,568	0%

TABLE SG2: ENTRIES BY CANDIDATE TYPE FOR EACH SUBJECT AT STANDARD GRADE, 1999

ALL CANDIDATES

SUBJECTClassical Studies <th>TVNXHLX3 - 16 5 9 1 2 2 2 - 14 3 4 4 4 </th>	TVNXHLX3 - 16 5 9 1 2 2 2 - 14 3 4 4 4
Classical Greek106-410-English $58,955$ $58,802$ 67 9 $58,878$ 61 English - Alternative Communication333-English - Spoken777-French $37,721$ $37,697$ 143 $37,714$ 2Gaidhlig95941-95-Gaelic (Learners) 329 319 17 327 2German $16,424$ $16,387$ 5 16 $16,408$ 7Italian789 675 64 427817Latin1,009980245 $1,009$ -Russian1413-114-Spanish $2,675$ $2,453$ 88 119 $2,660$ 13 Urdu1241011110122-Accounting and Finance $4,703$ $4,399$ 216 83 $4,698$ 5 Mathematics $59,689$ $59,456$ 173 15 $59,644$ 31 Biology $22,717$ $22,363$ 284 56 $22,703$ 11 Chemistry $22,945$ $22,745$ 117 71 $22,933$ 8 Physics $19,391$ $19,200$ 106 73 $19,379$ 8 Science 313 312 - $ 312$ 1 Chasical Studies 3	- - - - - - - - - - - - - - - - - - -
English $58,955$ $58,802$ 67 9 $58,878$ 61 English - Alternative Communication 3 3 $ 3$ $-$ English - Spoken 7 7 $ 7$ $-$ French $37,721$ $37,697$ 14 3 $37,714$ 2 Gatidhlig 95 94 1 $ 95$ $-$ Gaelic (Learners) 329 319 1 7 327 2 German $16,424$ $16,387$ 5 16 $16,408$ 7 Italian 789 675 64 42 781 7 Latin $1,009$ 980 24 5 $1,009$ $-$ Russian 14 13 $ 1$ 14 $-$ Spanish $2,675$ $2,453$ 88 119 $2,660$ 13 Urdu 124 101 11 10 122 $-$ Accounting and Finance $4,703$ $4,399$ 216 83 $4,698$ 5 Mathematics $59,689$ $59,456$ 173 15 $59,644$ 31 Biology $22,717$ $22,363$ 284 56 $22,703$ 11 Chemistry $22,945$ $22,745$ 117 71 $22,933$ 8 Physics 313 312 $ 312$ 1 Contemporary Social Studies 313 312 $ 312$ 1 Contemporary	16 - - 9 1 - - 2 2 2 2 - 14 3 4 4 - - -
English - Alternative Communication English - Spoken333-French $37,721$ $37,697$ 14 $337,714$ 2 Gaidhlig95941-95-Gaelic (Learners) 329 319 17 327 2 German16,424 $16,387$ 516 $16,408$ 7Italian789 675 64 42 781 7Latin1,009 980 24 5 $1,009$ -Russian14 13 -1 14 -Spanish $2,675$ $2,453$ 88 119 $2,660$ 13 Urdu1241011110122-Accounting and Finance $4,703$ $4,399$ 216 83 $4,698$ 5Mathematics59,689 $59,456$ 173 15 $59,644$ 31 Biology $22,717$ $22,363$ 284 56 $22,703$ 11 Chemistry $22,945$ $22,745$ 117 71 $22,933$ 8 Physics 313 312 312 1 Classical Studies 313 312 312 1 Contemporary Social Studies 409 404 5- 409 -Economics $1,166$ $1,152$ 11 3 $1,166$ -Gergraphy $22,553$ $22,529$ 14 - $22,543$ <td>- - - 9 1 - - 2 2 2 2 - 14 3 4 4 - -</br></td>	- - -
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French Gaidhlig $37,721$ $37,697$ 14 3 $37,714$ 2 Gaidhlig 95 94 1 $ 95$ $-$ Gaelic (Learners) 329 319 1 7 327 2 German $16,424$ $16,387$ 5 16 $16,408$ 7 Italian 789 675 64 42 781 7 Latin $1,009$ 980 24 5 $1,009$ $-$ Russian 14 13 $ 1$ 14 $-$ Spanish $2,675$ $2,453$ 88 119 $2,660$ 13 Urdu 124 101 11 10 122 $-$ Accounting and Finance $4,703$ $4,399$ 216 83 $4,698$ 5 Mathematics $59,689$ $59,456$ 173 15 $59,644$ 31 Biology $22,717$ $22,363$ 284 56 $22,703$ 11 Chemistry $22,945$ $22,745$ 117 71 $22,933$ 8 Physics $19,391$ $19,200$ 106 73 $19,379$ 8 Science 313 312 $ 312$ 1 Classical Studies 313 312 $ 312$ 1 Contemporary Social Studies 409 404 5 $ 409$ $-$ Economics $1,166$ $1,152$ 11 3 $1,166$ $-$ Gergap	5 - - 9 1 - - 2 2 2 - 14 3 4 4 - - - - - - - - - - - - - - - -
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Gaelic (Learners) 329 319 1 7 327 2 German 16,424 16,387 5 16 16,408 7 Italian 789 675 64 42 781 7 Latin 1,009 980 24 5 1,009 - Russian 14 13 - 1 14 - Spanish 2,675 2,453 88 119 2,660 13 Urdu 124 101 11 10 122 - Accounting and Finance 4,703 4,399 216 83 4,698 5 Mathematics 59,689 59,456 173 15 59,644 31 Biology 22,717 22,363 284 56 22,703 11 Chemistry 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - 312 1	9 1 - 2 2 14 3 4 4 - -
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Russian1413-114-Spanish2,6752,453881192,66013Urdu1241011110122-Accounting and Finance4,7034,399216834,6985Mathematics59,68959,4561731559,64431Biology22,71722,3632845622,70311Chemistry22,94522,7451177122,9338Physics19,39119,2001067319,3798Science3133123121Classical Studies3133123121Contemporary Social Studies1,1661,1521131,166-Geography22,55322,52914-22,5434History21,17321,15016221,1681	- 2 2 - 14 3 4 4 - -
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Urdu1241011110122-Accounting and Finance Mathematics4,7034,399216834,6985Sology Chemistry59,68959,4561731559,64431Biology Chemistry22,71722,3632845622,70311Chemistry Physics22,94522,7451177122,933819,39119,2001067319,3798Science3133123121Classical Studies Economics3133123121Geography History22,55322,52914-22,5434History21,17321,15016221,1681	2
Accounting and Finance Mathematics4,703 59,6894,399 59,456216 17383 154,698 59,6445 31Biology Chemistry22,717 22,94522,7651731559,64431Biology Chemistry22,717 22,94522,745117 7171 22,93322,9338Physics Science19,391 15,14119,200106 7373 19,37919,379 8Classical Studies Economics313 409312 404312 4091Classical Studies Economics1,166 1,15211 33 1,166 409-409 404History22,553 21,17322,529 21,15016 221,1681	14 3 4 - -
Mathematics 59,689 59,456 173 15 59,644 31 Biology 22,717 22,363 284 56 22,703 11 Chemistry 22,945 22,745 117 71 22,933 8 Physics 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - - 312 1 Contemporary Social Studies 409 404 5 - 409 - Economics 1,166 1,152 11 3 1,166 - Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	14 3 4 - -
Mathematics 59,689 59,456 173 15 59,644 31 Biology 22,717 22,363 284 56 22,703 11 Chemistry 22,945 22,745 117 71 22,933 8 Physics 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - - 312 1 Contemporary Social Studies 409 404 5 - 409 - Economics 1,166 1,152 11 3 1,166 - Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	14 3 4 - -
Biology 22,717 22,363 284 56 22,703 11 Chemistry 22,945 22,745 117 71 22,933 8 Physics 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - - 312 1 Contemporary Social Studies 409 404 5 - 409 - Economics 1,166 1,152 11 3 1,166 - Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	3 4 4 - -
Chemistry 22,945 22,745 117 71 22,933 8 Physics 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - - 312 1 Contemporary Social Studies 409 404 5 - 409 - Economics 1,166 1,152 11 3 1,166 - Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	4 - -
Chemistry 22,945 22,745 117 71 22,933 8 Physics 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - - 312 1 Contemporary Social Studies 409 404 5 - 409 - Economics 1,166 1,152 11 3 1,166 - Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	4 - -
Physics 19,391 19,200 106 73 19,379 8 Science 15,141 15,133 6 2 15,141 - Classical Studies 313 312 - - 312 1 Contemporary Social Studies 409 404 5 - 409 - Economics 1,166 1,152 11 3 1,166 - Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	4 - -
Science15,14115,1336215,141-Classical Studies3133123121Contemporary Social Studies4094045-409-Economics1,1661,1521131,166-Geography22,55322,52914-22,5434History21,17321,15016221,1681	-
Contemporary Social Studies4094045-409-Economics1,1661,1521131,166-Geography22,55322,52914-22,5434History21,17321,15016221,1681	-
Contemporary Social Studies4094045-409-Economics1,1661,1521131,166-Geography22,55322,52914-22,5434History21,17321,15016221,1681	-
Economics1,1661,1521131,166-Geography22,55322,52914-22,5434History21,17321,15016221,1681	
Geography 22,553 22,529 14 - 22,543 4 History 21,173 21,150 16 2 21,168 1	
History 21,173 21,150 16 2 21,168 1	- 6
	4
Modern Studies 13,514 13,501 10 1 13,512 1	1
Social and Vocational Skills 3,162 3,148 12 - 3,160 -	2
Business Management 875 781 81 13 875 -	-
Computing Studies 19,002 18,851 93 56 19,000 1	1
Craft and Design 13,783 13,731 46 4 13,781 - Craft in Design 7,060 7,742 90 97 7,060	2
Graphic Communication 7,860 7,742 89 27 7,858 - Home Economics 9,675 9,655 13 7 9,675 -	2
Home Economics 9,675 9,655 13 7 9,675 - Office and Information Studies 16,172 16,085 64 22 16,171 -	- 1
Technological Studies 3,649 3,637 11 1 3,649 -	-
Art and Design 20,119 20,063 41 12 20,116 -	3
Drama 4,531 4,530 4,530 -	1
Music 9,576 9,498 50 26 9,574 2	-
Physical Education 16,887 16,881 4 1 16,886 1	-
Religious Studies 992 991 1 - 992 -	-
Subtotals 448,152 445,474 1,738 691 447,903 166	83
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	0.0%
	0.070
French (Writing) 17,011 16956 48 1 17,005 2	4
Gaelic (Learners) (Writing) 133 126 - 5 131 2	-
German (Writing) 8,363 8,324 14 11 8,349 7	7
Italian (Writing) 345 293 25 19 337 7 Proving (Writing) 12 12 12 12 12 12 12 13	1
Russian (Writing) 12 12 - 12 - Specific (Writing) 1.400 1.200 4.7 9.2 1.475 10	-
Spanish (Writing) 1,486 1,346 47 82 1,475 10 Urdu (Writing) 66 50 7 8 65 -	1
Urdu (Writing) 66 50 7 8 65 -	1
Totals 475,568 472,581 1,879 817 475,277 194	97
- as percentages 100% 99.4% 0.4% 0.2% 99.9% 0.0%	0.0%

TABLE SG3: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT
STANDARD GRADE, 1999

ALL CANDIDATES

					GRADE				NO. 0F
SUBJECT	ENTRIES	1	2	3	4	5	6	7	CENTRES
Classical Greek	10	10	-	-	-	-	-	-	5
English	58,955	6,871	17,438	19,392	11,404	2,691	117	-	475
English – Alternative Communication	3	-	-	1	2	-	-	-	3
English – Spoken	7	-	1	4	2	-	-	-	4
French	37,721	5,488	7,640	8,246	7,409	4,847	1,854	89	426
Gaidhlig	95	39	40	9	2	-	-	-	14
Gaelic (Learners) German	329	82	77	54	53	51	6	-	28
Italian	16,424 789	2,724 187	3,490 158	3,876 175	3,220 122	1,581 73	589 34	21 4	323 48
Latin	1,009	617	158	65	54	36	12	4	40 70
Russian	1,005	8	4	2	-	-	- 12	-	4
Spanish	2,675	570	651	581	464	227	97	8	123
Urdu	124	47	36	24	7	3	-	-	24
ordu			50	21		2			2.
Accounting and Finance	4,703	1,176	1,285	758	697	440	192	9	286
Mathematics	59,689	10,509	8,684	12,403	9,973	12,438	3,909	637	470
	ĺ,	·	, i	, i	ŕ	· ·	,		
Biology	22,717	5,612	5,698	6,034	2,760	1,685	588	58	421
Chemistry	22,945	7,977	5,470	5,803	1,651	1,274	407	71	418
Physics	19,391	6,785	4,864	4,575	1,781	699	432	59	416
Science	15,141	146	484	3,177	4,805	3,579	1,485	185	399
Classical Studies	313	63	64	51	43	37	14	3	19
Contemporary Social Studies	409	-	1	22	113	150	82	8	28
Economics	1,166	304	342	206	163	93	45	12	72
Geography	22,553	4,516	5,282	4,829	3,322	2,484	1,642	469	424
History	21,173	4,083	5,478	3,654	3,181	2,710	1,692	363	418
Modern Studies	13,514	3,413	2,916	2,414	2,010	1,751	838	163	314
Social and Vocational Skills	3,162	333	650	850	692	328	93	2	138
Duringer Management	075	100	202	162	110	60	10	6	41
Business Management	875	189	302	163	116	60	19	6	41
Computing Studies	19,002	3,882	4,319	4,009	3,455	2,144	540	44	402
Craft and Design	13,783	1,257	2,805	3,316	3,051	1,840	542	51 22	390
Graphic Communication Home Economics	7,860	1,016	2,237	1,898	1,383	746	259 330	22	330 361
Office and Information Studies	9,675 16,172	510	1,722	2,432	2,524 2,797	1,266	330	2 44	380
	3,649	2,461 661	4,350 786	3,825 753	666	1,356 476	139	44 6	238
Technological Studies	5,049	001	700	755	000	470	159	0	200
Art and Design	20,119	3,214	6,678	6,467	2,422	507	67	-	423
Drama	4,531	622	1,244	1,150	790	307	72	4	140
Music	9,576	3,055	2,789	1,745	942	413	105	9	408
	-,	-,	_,	-,				-	
Physical Education	16,887	1,678	4,959	5,411	2,884	827	122	11	389
Religious Studies	992	140	222	207	170	119	41	8	77
Subtotals	448,152			108,581		47,238	16,760	2,372	
 as percentages 	100%	18%	23%	24%	17%	11%	4%	1%	
Example (M/withor)*	17.011	2.100	2.240	1.040	2.051				41.4
French (Writing)*	17,011	2,106	3,340	4,640	3,851	-	-	-	414
Gaelic (Learners) (Writing)*	133	36	33	36	17	-	-	-	21
German (Writing)*	8,363	1,078	1,533	1,869	2,227	-	-	-	317
Italian (Writing)*	345	66	80	29	40	-	-	-	41
Russian (Writing)*	12	5 212	2	1	3	-	-	-	3
Spanish (Writing)* Urdu (Writing)*	1,486	213	288	270	440	-	-	-	115
	66	39	13	1	9				18
Totals	475,568	83 789	108,644	115 427	81,717	47,238	16,760	2,372	
– as percentages	475,568	18%	23%	24%	17%	47,238	4%	2,372	
as percentages	100%0	10-70	20~0	2470	17-70	10%0	4-70	0%0	

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

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT
STANDARD GRADE, 1999

ALL CANDIDATES, PERCENTAGES

				GR/	ADE (%)			OTH	IER/NO
SUBJECT/ELEMENT	ENTRIES	1	2	3	4	5	6	7 /	AWARD
Classical Greek	10	100	-	-	-	-	-	-	-
Interpretation	90	10	-	-	-	-	-	-	
Translation	80	20	-	-	-	-	-	-	
Investigation	90	-	10	-	-	-	-	-	
English	58,955	12	30	33	19	5	0	-	2
Reading	15 8	28 25	27	18 22	9 5	1	0	2 2	
Writing Talking	8 18	25 31	39 31	15	5 4	0 1	0	2	
English – Alternative Communication	3	-	-	33	67	-	-	-	
Reading	-	33	_	-	67	_	_	_	
Writing	_	-	33	67	-	-	-	_	
Communicating	-	-	67	-	33	_	_	_	
English – Spoken	7	-	14	57	29	-	-	-	-
Understanding	-	14	57	29	-	-	-	-	
Communicating	14	-	14	43	29	-	-	-	
Talking	-	57	14	29	-	-	-	-	
French	37,721	15	20	22	20	13	5	0	6
Reading	13	16	21	23	12	8	3	4	
Listening	9	19	19	24	11	10	2	5	
Speaking	16	21	22	19	13	8	1	0	
French Writing *	17,011	12	20	27	23	-	-	-	18
Gaidhlig	95	41	42	9	2	-	-	-	5
Reading	49	27	17	2	-	-	-	4	
Listening	40	36	13	7	1	-	-	3	
Writing	11	53	27	3	1	-	-	5	
Speaking	41	39	16	3	1	-	-	-	
Gaelic	329	25	23	16	16	16	2	-	2
Reading	29	20	15	19	11	3	2	1	
Listening	26	23	10	20	15	2	2	2	
Speaking	24	24	22	15	11	4	-	0	
Gaelic Writing *	133	27	25	27	13	-	-	-	8
German	16,424 15	17 15	21 23	24 23	20 9	10 7	4 3	0 4	6
Reading Listening	15	24	23 19	25 25	9	6	1	4 5	
Speaking	11	24	23	20	11	6	1	0	
German Writing *	8,363	13	18	20	27	-	-	-	20
Italian	789	24	20	22	15	9	4	1	5
Reading	22	18	26	20	5	4	2	4	2
Listening	15	21	21	23	6	8	2	4	
Speaking	23	21	21	15	11	8	1	0	
Italian Writing *	345	19	23	8	12	-	-	-	38
Latin	1,009	61	19	6	5	4	1	0	3
Interpretation	55	20	9	6	3	1	3	2	
Translation	64	18	5	3	3	2	2	3	
Investigation	67	19	7	3	1	1	0	0	
Russian	14	57	29	14	-	-	-	-	-
Reading	36	50	7	7	-	-	-	-	
Listening	14	50	21	14	-	-	-	-	
Speaking	64	29	7	-	-	-	-	-	
Russian Writing *	12	42	17	8	25	-	-	-	8
Spanish	2,675	21	24	22	17	8	4	0	3
Reading	22	23	21	22	4	3	2	2	
Listening	14	24	20	22	10	6	3	3	
Speaking	23	23	21	16	9	6	1	0	
Spanish Writing *	1,486	14	19	18	30	-	-	-	19
Urdu	124	38	29	19	6	2	-	-	6
Reading	23	26	15	12	6	5	8	5	
Listening	40	23	28	3 7	1 2	-	-	5	
Speaking Urdu Writing *	48	31 59	9	2	2 14	2	-	1	C
ordu writing	66	59	20	Z	14	-	-	-	6

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

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 1999 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

				GRA	ADE (%)			OTI	HER/NO
SUBJECT/ELEMENT	ENTRIES				4		6		AWARD
Accounting and Finance	4,703	25	27	16	15	9	4	0	3
Knowledge and Understanding	16	24	18	23	7	7	3	3	
Handling Information	25	24	16	17	7	6	2	3	
Practical Abilities	53	10	15	8	9	2	2	0	
Mathematics	59,689	18	15	21	17	21	7	1	2
Knowledge and Understanding	17	15	17	18	22	7	2	2	
Reasoning and Application	14	13	19	20	17	12	3	2	
Investigating	34	11	26	10	16	2	1	0	
Biology	22,717	25	25	27	12	7	3	0	1
Knowledge and Understanding *	18	23	16	21	10	-	10	1	
Problem Solving *	23	32	16	19	5	-	3	1	
Practical Abilities *	71	20	6	2	1	-	0	0	
Chemistry	22,945	35	24	25	7	6	2	0	1
Knowledge and Understanding *	30	21	17	17	6	-	8	1	
Problem Solving *	30	29	21	11	5	-	2	1	
Practical Abilities *	84	10	3	1	1	-	1	0	
Physics	19,391	35	25	24	9	4	2	0	1
Knowledge and Understanding *	34	23	15	18	4	-	4	1	
Problem Solving *	26	30	21	15	4	-	3	1	
Practical Abilities *	77	16	3	2	1	-	1	0	
Science	15,141	1	3	21	32	24	10	1	8
Knowledge and Understanding	1	3	9	28	26	20	6	8	
Problem Solving	1	3	15	32	22	14	6	8	
Practical Abilities	25	30	17	13	8	4	3	1	
Classical Studies	313	20	20	16	14	12	4	1	12
Knowledge and Understanding	22	21	13	15	6	4	8	12	
Evaluating	22	15	14	16	11	4	7	12	
Investigating	26	24	19	13	10	4	3	1	
Contemporary Social Studies	409	-	0	5	28	37	20	2	8
Knowledge and Understanding	-	-	10	22	23	32	7	7	
Evaluating	-	0	15	36	28	12	1	7	
Investigating	-	0	4	24	34	29	6	1	
Economics	1,166	26	29	18	14	8	4	1	0
Knowledge and Understanding	24	29	17	15	7	5	2	0	
Enquiry Skills	27	29	16	16	6	4	2	0	
Geography	22,553	20	23	21	15	11	7	2	0
Knowledge and Understanding	18	29	15	14	14	7	3	0	
Enquiry Skills	20	24	21	15	10	7	3	0	
History	21,173	19	26	17	15	13	8	2	0
Knowledge and Understanding	24	23	21	11	16	4	2	0	
Enquiry Skills	20	25	17	14	12	9	3	0	
Modern Studies	13,514	25	22	18	15	13	6	1	0
Knowledge and Understanding	24	19	14	15	21	4	3	0	
Enquiry Skills	27	22	18	14	11	6	2	0	
Social and Vocational Skills	3,162	11	21	27	22	10	3	0	7
Communicative Abilities	6	18	23	26	14	7	0	6	
Practical Abilities	11	19	27	22	13	6	2	1	

* 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, 1999 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

				GRA	ADE (%)			OTH	IER/NO
SUBJECT/ELEMENT	ENTRIES	1	2	3	4	5	6	7 A	WARD
Business Management	875	22	35	19	13	7	2	1	2
Knowledge and Understanding	15	36	19	17	6	4	1	1	
Decision Making	20	32	22	14	5	3	3	1	
Practical Abilities	44	21	13	11	3	3	4	1	
Computing Studies	19,002	20	23	21	18	11	3	0	3
Knowledge and Understanding	19	22	20	14	16	4	2	3	
Problem Solving	20	19	16	24	11	5	2	3	
Practical Abilities	29	24	19	15	8	3	1	1	
Craft and Design	13,783	9	20	24	22	13	4	0	7
Knowledge and Understanding	9	23	17	17	15	10	3	6	
Designing	13	18	23	21	13	8	3	1	
Practical Abilities	16	21	26	19	10	5	2	0	
Graphic Communication	7,860	13	28	24	18	9	3	0	4
Knowledge and Interpretation	18	24	26	13	10	3	2	4	
Drawing Abilities	16	21	21	18	10	5	5	4	
Illustration & Presentation	19	28	25	16	8	3	1	0	
Home Economics	9,675	5	18	25	26	13	3	0	9
Knowledge and Understanding	4	10	22	27	14	12	4	9	
Handling Information	6	14	17	27	16	9	2	9	
Practical and Organisational Skills	8	23	26	24	12	6	1	1	
Office and Information Studies	16,172	15	27	24	17	8	2	0	6
Knowledge and Understanding	8	23	16	26	8	8	6	5	
Keyboard and Word Processing Skills	19	13	34	9	14	2	5	3	
Handling Information	48	16	21	8	4	1	1	0	
Technological Studies	3,649	18	22	21	18	13	4	0	4
Knowledge and Understanding	18	23	17	18	12	7	1	4	
Technological Communication	22	17	20	19	11	5	2	4	
Problem Solving	20	21	23	18	10	4	3	1	
Art and Design	20,119	16	33	32	12	3	0	-	4
Expressive Activities	20	33	36	7	1	0	-	3	
Critical Activities	18	25	33	15	5	1	0	4	
Design Activities	24	25	27	15	6	2	1	0	
Drama	4,531	14	27	25	17	7	2	0	8
Knowledge and Understanding	9	19	26	21	11	5	2	8	
Creating	25	25	25	14	7	3	0	0	
Presenting	20	24	28	17	7	3	1	0	
Music	9,576	32	29	18	10	4	1	0	5
Solo Performing	47	22	11	7	5	4	4	2	
Listening	20	31	24	15	4	1	1	4	
Group Performing	39	26	16	9	4	2	3	1	
Inventing	27	22	21	15	8	4	1	1	
Physical Education	16,887	10	29	32	17	5	1	0	6
Knowledge and Understanding	7	18	23	25	11	5	5	5	
Evaluating	6	21	25	24	10	5	3	5	
Practical Performance	20	35	29	11	3	1	1	1	
Religious Studies	992	14	22	21	17	12	4	1	9
Knowledge and Understanding	16	22	22	17	9	4	3	8	,
Evaluating	10	18	26	17	11	7	4	8	
Investigating	20	21	20	14	11	5	4	1	
	20	21	20	10	11	,	-1	1	

TABLE SG5a: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT AT STANDARD GRADE, 1999

MALE CANDIDATES

		AS %							
		OF ALL				GRADE			
SUBJECT Classical Greek	ENTRIES	CANDS	1	2	3	4	5	6	7
English	3 29,844	30% 51%	2,435	- 7,481	- 10,046	- 7,199	1,950	- 91	-
English – Alternative Communication	- 25,044	- 10	2,455		- 10,040		- 1,550	-	_
English – Spoken	4	57%	_	1	1	2	_	_	_
French	18,215	48%	1,738	2,964	3,910	4,060	2,977	1,252	66
Gaidhlig	49	52%	14	27	4	1	-		-
Gaelic (Learners)	145	44%	18	27	30	31	32	5	-
German	8,153	50%	845	1,411	1,967	1,882	1,021	439	16
Italian	330	42%	50	52	72	66	44	24	3
Latin	460	46%	257	94	27	28	20	10	3
Russian	9	64%	6	2	1	-	-	-	-
Spanish	1,092	41%	146	192	242	252	138	68	8
Urdu	44	35%	13	11	10	4	2	-	-
Accounting and Finance	2,162	46%	545	585	326	338	215	96	3
Mathematics	30,332	51%	5,031	4,187	6,388	5,039	6,598	2,144	337
Piology	6,767	30%	1 664	1 566	1 701	865	561	206	27
Biology Chemistry	11,215	49%	1,664 3,720	1,566 2,606	1,781 2,906	899	673	206	44
Physics	13,363	49% 69%	4,198	3,359	3,326	1,420	547	322	44 42
Science	8,693	57%	4,198	3,359	1,866	2,801	2,020	793	42
Science	8,693	57%	89	310	1,800	2,801	2,020	793	107
Classical Studies	151	48%	28	26	22	25	19	8	3
Contemporary Social Studies	254	62%	-	1	15	60	98	55	5
Economics	690	59%	184	214	123	100	49	13	6
Geography	13,185	58%	2,262	3,020	2,963	2,063	1,575	995	301
History	9,827	46%	1,509	2,363	1,715	1,568	1,462	980	223
Modern Studies	5,763	43%	1,174	1,162	1,084	859	919	461	99
Social and Vocational Skills	1,537	49%	97	223	392	411	232	73	1
Business Management	389	44%	72	133	75	61	28	9	2
Computing Studies	12,132	64%	2,371	2,680	2,502	2,276	1,492	369	39
Craft and Design	12,132	79%	846	2,000	2,502	2,276	1,492	456	45
Graphic Communication	5,620	73%0 72%	667	1,540	1,353	1,021	592	218	20
Home Economics	2,362	24%	34	1,540	435	677	546	163	1
Office and Information Studies	3,234	20%	267	650	755	734	384	129	27
Technological Studies	3,370	92%	611	711	693	618	450	125	6
	-,								
Art and Design	8,505	42%	825	2,328	3,078	1,474	342	42	-
Drama	1,576	35%	126	345	389	343	166	49	4
Music	3,564	37%	975	986	672	406	209	66	7
Physical Education	11,854	70%	1,205	3,599	3,863	1,883	497	74	6
Religious Studies	284	29%	22	59	57	45	45	14	6
Subtotals	226,075	50%	34,047	47,192	55,778	42,036	27,443	9,969	1,457
– as percentages	100%	100%	15%	47,192 21%	25%	42,036	12%	9,969 4%	1,457
T T T T T T T T T T T T T T T T T T T									
French (Writing)*	6,500	38%	616	1,057	1,712	1,657	-	-	-
Gaelic (Learners) (Writing)*	40	30%	8	7	15	6	-	-	-
German (Writing)*	3,413	41%	295	501	696	1,049	-	-	-
Italian (Writing)*	114	33%	12	22	12	16	-	-	-
Russian (Writing)*	9	75%	3	2	1	2	-	-	-
Spanish (Writing)*	452	30%	46	68	72	154	-	-	-
Urdu (Writing)*	22	33%	12	6	-	3	-	-	-
Totals	236,625	50%	35,039	48,855	58,286	44,923	27,443	9,969	1,457
 as percentages 	100%		15%	21%	25%	19%	12%	4%	1%
1 0									

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

TABLE SG5b: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT AT STANDARD GRADE, 1999

FEMALE CANDIDATES

UnitAT UPALI UPALIA UPALIA <thupalia< th=""> <thupalia< th="" th<=""><th></th><th></th><th>AS %</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></thupalia<></thupalia<>			AS %							
Classical Greek 7 70% 7 -										
Inglish 29,111 490 4.33 9.97 9.34 4.25 7.11 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1					2		4			
English – Alternative Communication English – Spoken 3 100% - - 1 2 - - - English – Spoken 19,506 52% 3,750 4,676 4,336 3,449 1,870 602 23 Gaitch (Larmers) 64 44% 25 13 5 1 - <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td>4 205</td> <td></td> <td></td> <td></td>					-		4 205			
English - Spoken 13 4.39 5 3 5 5 5 French Gathlig 14.6 48% 25 13 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1	0			· · · ·	9,957		· · · ·	741		
French Gaidhlig Gaidhlig Gaidhlig Malen 19,506 5,50 1,270 4,326 3,349 1,870 602 22 13 Gaidhlig Gaidhlig German 4,807 506 1,877 2,079 1,099 1,338 560 10 1 Halian 4,939 56% 1,37 106 103 56 29 10 1 Latin 549 54% 360 95 38 26 16 2 1 Spanish 1,583 59% 424 459 339 212 89 2,50 66 Accounting and Finance 2,541 54% 6,31 700 4,423 4,897 752 610 152 110 172 Physics 60,28 31%0 2,574 4,407 752 610 152 110 172 111 2,00 1,559 622 72 3 Chemistry 6,028 31%0 2,574 3,165 1,52 110 <	0			-	-			-		
Galdhig 46 489 25 13 5 1 - - Gaclic (Learners) 148 5696 1,679 2,079 1,909 1,338 560 150 5 Hallan 459 5696 137 106 103 56 29 10 1 Russian 53 646 50 95 339 212 89 29 7 - - - - Accounting and Finance 2,541 549 6,413 4,497 6,015 4,393 512 260 189 1,725 300 12 82 1 7 5 520 706 3,948 4,132 4,253 1,895 1,124 30 17 7 53 52 7 7 7 53 52 27 7 7 53 52 27 35 52 27 35 52 27 35 52 27 36	0 1			2 750	4 676			1 070		
Gacic Learners) 184 56% 64 50 24 22 19 1					,	· · · · ·	- /	1,870		
German 8.271 50% 1.479 2.079 1.909 1.338 500 150 5 Italian 459 58% 137 106 103 56 29 1 1 Russian 53 66% 2 2 1 - - - - Accounting and Finance 2,541 54% 56% 34 25 14 3 1 - - - Accounting and Finance 2,541 54% 561 700 4.32 4.53 5.845 1.765 300 Biology 15,950 70% 3,948 4.132 4.253 1.895 1.124 311 Chemistry 11,750 51% 4,257 1.64 1.55 100 177 Science 162 52% 75 1.74 1.311 2.004 1.55 122 72 3 Contemporary Social Studies 162 52% 2.77 75	0							-		
Italian 459 569 137 106 103 56 29 10 1 Latin 549 549 549 549 549 549 549 549 549 549 549 549 549 549 330 212 29 - 100 300 50 500 1249 300 150 1750 1740 1311 200 131 540 122 176 1300 140 32										
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Russian Spanish 15 36% 2 2 1 - - - Spanish Urdu 158 39% 424 459 339 212 89 29 - Accounting and Finance Mathematics 2,541 54% 5,478 4,497 6,015 4,934 5,840 1,765 300 Biology Chemistry Physics 15,950 70% 3,948 4,132 4,253 1,895 1,124 382 31 Classical Studies Contemporary Social Studies 162 52% 35 38 29 18 18 6 - Classical Studies Contemporary Social Studies 162 52% 35 38 29 18 18 6 - Social and Vocational Skills 162 52% 35 38 29 18 18 6 - Classical Studies 162 52% 35 38 29 18 18 18 12 16 Conoutics										
Spanish Urdu 1,583 59% 424 459 339 212 89 29 - Accounting and Finance Mathematics 2,541 54% 6.31 700 4232 359 2.25 9.6 6.0 Biology Chemistry 15,950 70% 3,948 4.132 4.933 1,895 1,124 382 317 Chemistry Science 15,950 70% 3,948 4.132 4.257 1,805 1,124 382 317 Chemistry Science 162 52% 35 5.8 29 18 18 6 - Contemporary Social Studies Contemporary Social Studies 162 52% 52 2,26 1,26 1,30 1,41 32 37 164 Modern Studies 11,46 54% 2,724 3,115 1,30 1,513 1,30 1,514 141 32 37 146 Modern Studies 7,155 57% 2,239 1,754 1,303 1,131 1,418 120 140 Contamonicational Skills 1,6										
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Accounting and Finance Mathematics 2,541 54% 6,31 700 432 359 225 96 300 Biology Chemistry Physics 15,950 70% 3,948 4,132 4,253 1,895 1,124 382 31 Chemistry Physics 15,950 70% 3,948 4,132 4,253 1,895 1,124 382 31 Classical Studies Contemporary Social Studies 162 52% 35 38 29 18 16 - Geography History 162 52% 254 2,264 1,26 1,258 909 64,44 1,346 54% 2,574 3,115 1,339 1,613 1,248 712 140 Modern Studies 50cial and Vocational Skills 1,255 51% 2,339 1,554 1,320 1,151 832 377 64 Social and Vocational Skills 1,252 51% 2,339 1,551 1,399 1,613 1,248 712 140	-									
Mathematics 29,357 49% 5,478 4,497 6,015 4,934 5,840 1,765 300 Biology Chemistry Physics 15,950 70% 3,948 4,132 4,253 1,895 1,124 382 31 Chemistry Physics 51% 4,257 2,864 2,897 752 601 189 27 Classical Studies 162 52% 35 38 29 18 18 6 - Classical Studies 162 52% 35 38 29 18 18 6 - Contemporary Social Studies 162 52% 35 38 29 18 18 6 - Geography 9,368 42% 2,254 2,620 1,866 1,239 1,613 1,828 371 140 Modern Studies 1,555 51% 2,339 1,551 1,597 1,179 652 171 55 Craft and Design 1,625	Urau	80	65%	34	25	14	د	1	-	-
Mathematics 29,357 49% 5,478 4,497 6,015 4,934 5,840 1,765 300 Biology Chemistry Physics 15,950 70% 3,948 4,132 4,253 1,895 1,124 382 31 Chemistry Physics 51% 4,257 2,864 2,897 752 601 189 27 Classical Studies 162 52% 35 38 29 18 18 6 - Classical Studies 162 52% 35 38 29 18 18 6 - Contemporary Social Studies 162 52% 35 38 29 18 18 6 - Geography 9,368 42% 2,254 2,620 1,866 1,239 1,613 1,828 371 140 Modern Studies 1,555 51% 2,339 1,551 1,597 1,179 652 171 55 Craft and Design 1,625	Accounting and Finance	2,541	54%	631	700	432	359	225	96	6
Biology Chemistry 15,950 70% 3,948 4,132 4,253 1,895 1,124 382 31 Physics 6,028 31% 2,587 1,505 1,249 361 152 110 17 Science 6,448 43% 57 174 1,311 2,004 1,559 692 78 Classical Studies 162 52% 35 38 29 18 8 6 - Contemporary Social Studies 155 38% - - 7 53 52 27 3 Economics 476 41% 120 128 83 63 44 32 6 Geography 11,346 54% 2,254 2,262 1,866 1,519 1,63 1,244 382 377 64 Social and Vocational Skills 1,625 51% 2,36 427 458 281 96 20 1 Business Management 486 56% 117 169 682 55 32 10 4	<u> </u>									
Chemistry Physics 11,730 51% 4,257 2,864 2,897 752 601 189 27 Physics 6,028 31% 2,587 1,505 1,249 361 152 110 17 Science 162 52% 35 38 29 18 18 6 Classical Studies 162 52% 35 38 29 18 18 6 Contemporary Social Studies 155 38% - - 7 53 52 27 3 Economics 476 41% 120 128 83 63 44 32 6 Geography 9,368 42% 2,242 2,862 1,86 1,52 100 4 Social and Vocational Skills 1,625 51% 2,239 1,754 1,330 1,151 832 10 4 Computing Studies 7,751 57% 2,239 1,754 1,330 1,151	munchildres	23,337	15 /0	5,170	1,157	0,015	1,551	5,010	1,7 05	500
Chemistry Physics 11,730 51% 4,257 2,864 2,897 752 601 189 27 Physics 6,028 31% 2,587 1,505 1,249 361 152 110 17 Science 162 52% 35 38 29 18 18 6 Classical Studies 162 52% 35 38 29 18 18 6 Contemporary Social Studies 155 38% - - 7 53 52 27 3 Economics 476 41% 120 128 83 63 44 32 6 Geography 9,368 42% 2,242 2,862 1,86 1,52 100 4 Social and Vocational Skills 1,625 51% 2,239 1,754 1,330 1,151 832 10 4 Computing Studies 7,751 57% 2,239 1,754 1,330 1,151	Biology	15,950	70%	3,948	4,132	4,253	1,895	1,124	382	31
Physics 6,028 31% 2,587 1,505 1,249 361 152 110 17 Science 6,448 43% 57 174 1,311 2,004 1,55 662 78 Classical Studies 162 52% 35 38 29 18 18 6 Contemporary Social Studies 155 38% 7 53 52 27 3 Economics 476 41% 120 128 83 63 1,24 323 64 Geography 9,368 42% 2,254 2,262 1,866 1,259 909 647 168 History 11,446 54% 2,574 3,115 1,330 1,151 812 377 64 Social and Vocational Skills 1,625 51% 2,317 1,541 1,30 1,517 1,19 652 171 165 Business Management 486 56% 117 169 88 55 32 100 14 21										
Science 6,448 43% 57 174 1,311 2,004 1,559 692 78 Classical Studies 162 52% 35 38 29 18 18 6 - Contemporary Social Studies 155 38% - - 7 53 52 27 3 Economics 6eography 9,368 42% 2,262 1,266 1,299 90 647 168 History 9,368 42% 2,262 1,666 1,299 90 647 164 Social and Vocational Skills 1,625 51% 2,239 1,754 1,330 1,151 832 377 64 Computing Studies 6,870 36% 1,511 1,639 1,607 1,179 652 171 5 Craft and Design 7,240 28% 349 697 545 362 154 41 2 Home Economics 0768 476 1,370	-									
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Contemporary Social Studies 155 38% - - 7 53 52 27 3 Economics 476 41% 120 128 83 63 44 32 6 Geography 1,346 54% 2,254 2,362 1,866 1,259 909 647 168 History 1,346 54% 2,254 3,115 1323 1,151 832 377 64 Social and Vocational Skills 1,625 51% 236 427 458 281 96 20 1 Business Management 486 56% 117 169 88 55 32 10 4 Computing Studies 7,313 76% 476 1,551 1,997 1,847 720 167 11 Office and Information Studies 7,313 76% 476 1,551 1,997 1,847 740 167 11 Office and Information Studies 11,614		,				, í	, i	, ,		
Economics Geography History47641%120128836344326Geography History9,36842%2,2542,2621,8661,259909647168Modern Studies Social and Vocational Skills11,34654%2,5743,1151,9391,6131,248712140Modern Studies Social and Vocational Skills1,62551%2.3642745828196201Business Management Computing Studies Graphic Communication Home Economics48656%117169885532104Computing Studies Graphic Communication Home Economics2,2802404116996275263008667,31376%4761,5511,9971,84772016711Office and Information Studies Drama11,61458%2,3894,3503,38994816525-Art and Design Drama11,61458%2,0801,8031,073536204392Physical Education5,03330%4731,3601,5481,001330485Religious Studies105,1162%1,4902,2832,9282,194Geography Graft Education10,51162%1,4902,2832,9282,194Geography Graft Education10,511	Classical Studies	162	52%	35	38	29	18	18	6	-
Geography History9,36842% 42%2,2542,2621,8661,259909647168History11,34654%2,5743,1151,9391,6131,248712140Modern Studies50cial and Vocational Skills162551%2,2391,7541,3301,15182237764Business Management6,87036%1,171169885532104Computing Studies6,87036%1,5111,6391,5071,17965230086Graphic Communication2,24028%3496975453621544121Home Economics7,31376%4761,5511,9771,84772016717Technological Studies7,31376%4468997664482612-Drama2,95565%2,3894,3503,3899481652.5Music5,03330%4731,3601,5481,001300485Religious Studies70871%118163150125742,722Physical Education5,03330%4731,3601,5481,001300485Religious Studies70871%118163150125742,722Subtotals222,07720%25%56,613 <td>Contemporary Social Studies</td> <td>155</td> <td>38%</td> <td>-</td> <td>-</td> <td>7</td> <td>53</td> <td>52</td> <td>27</td> <td>3</td>	Contemporary Social Studies	155	38%	-	-	7	53	52	27	3
History11,34654%2,5743,1151,9391,6131,248712140Modern Studies7,75157%2,2391,7541,3301,15183237764Social and Vocational Skills1,62551%23642745828196201Business Management48656%117169885532104Computing Studies6,87036%1,5111,6391,5071,1796521715Craft and Design2,84028%349697545362154412Home Economics7,31376%4761,5511,9971,8477201671Office and Information Studies11,61458%2,3894,3503,38994816525-Trama6,01263%2,0801,8031,073536204392Music5,03330%4731,3601,5481,001330485Religious Studies70871%118163150125742,72Subtotals220,7750%46,19856,16352,8033,09419,7956,791915- as percentages10%10,51162%1,4902,2832,9282,144Gaelic (Learners) (Writing)*23167%54581,721,178- <td< td=""><td>Economics</td><td>476</td><td>41%</td><td>120</td><td>128</td><td>83</td><td>63</td><td>44</td><td>32</td><td>6</td></td<>	Economics	476	41%	120	128	83	63	44	32	6
History11,34654%2,5743,1151,9391,6131,248712140Modern Studies7,75157%2,2391,7541,3301,15183237764Social and Vocational Skills1,62551%23642745828196201Business Management48656%117169885532104Computing Studies6,87036%1,5111,6391,5071,1796521715Craft and Design2,84028%349697545362154412Home Economics7,31376%4761,5511,9971,8477201671Office and Information Studies11,61458%2,3894,3503,38994816525-Trama6,01263%2,0801,8031,073536204392Music5,03330%4731,3601,5481,001330485Religious Studies70871%118163150125742,72Subtotals220,7750%46,19856,16352,8033,09419,7956,791915- as percentages10%10,51162%1,4902,2832,9282,144Gaelic (Learners) (Writing)*23167%54581,721,178- <td< td=""><td>Geography</td><td>9,368</td><td>42%</td><td>2,254</td><td>2,262</td><td>1,866</td><td>1,259</td><td>909</td><td>647</td><td>168</td></td<>	Geography	9,368	42%	2,254	2,262	1,866	1,259	909	647	168
Modern Studies 7,751 57% 2,239 1,754 1,330 1,151 832 377 64 Social and Vocational Skills 1,625 51% 236 427 458 281 96 20 1 Business Management 486 56% 117 169 88 55 32 10 4 Computing Studies 6,870 36% 1,511 1,639 1,507 1,179 652 171 55 Graphic Communication 2,885 21% 441 699 627 526 300 86 6 Graphic Communication 2,240 28% 349 697 545 362 154 41 2 Office and Information Studies 7,313 76% 476 1,551 1,997 1,847 720 167 1 Drama 11,614 58% 2,389 4,350 3,389 948 165 25 Drama 5,033		11,346	54%					1,248	712	140
Social and Vocational Skills 1,625 51% 236 427 458 281 96 20 1 Business Management Computing Studies 486 56% 117 169 88 55 32 10 4 Computing Studies 6,870 36% 1,511 1,639 1,507 1,179 652 171 5 Craft and Design 2,885 21% 411 699 627 545 362 154 41 2 Prome Economics 7,313 76% 476 1,551 1,997 1,847 720 167 1 Office and Information Studies 2,938 80% 2,194 3,700 3,03 948 165 25 - Art and Design 11,614 58% 2,389 4,350 3,399 948 165 25 - Music 5033 30% 473 1,603 1,073 536 204 39 2 Religious Studi									377	64
Business Management 486 56% 117 169 88 55 32 10 4 Computing Studies 6,870 36% 1,511 1,639 1,507 1,179 652 171 5 Craft and Design 2,240 28% 349 697 545 362 154 41 2 Home Economics 7,313 76% 476 1,551 1,997 1,847 720 167 1 Office and Information Studies 2,79 8% 2,189 4,350 3,389 948 165 25 - Art and Design 11,614 58% 2,389 4,350 3,389 948 165 25 - Music 6,012 63% 2,068 1803 1,073 536 204 39 2 Physical Education 5,033 30% 473 1,360 1,54 1,001 330 48 5 Religious Studies 708 71% 118 163 150 125 74 27 2	Social and Vocational Skills									
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Craft and Design2,88521%411699627526300866Graphic Communication2,24028%3496975453621544112Home Economics7,31376%4761,5511,9971,8477201671Office and Information Studies2798%507560482612-Art and Design11,61458%2,3894,3503,38994816525-Drama2,95565%49689976144714123-Music5,03330%4731,3601,5481,0013304855Religious Studies70871%11816315012574272Subtotals222,07770%46,19856,16352,80333,09419,7956,791915- as percentages10,51162%1,4902,2832,9282,194Gaelic (Learners) (Writing)*10,51162%1,4902,2832,9282,194Grama (Writing)*10,51162%1,4902,2832,9282,194Gaelic (Learners) (Writing)*10,3470%167220118Italian (Writing)*325%211	-	6.870	36%	1.511	1.639	1,507	1,179	652	171	5
Graphic Communication Home Economics2,24028%349697545362154412Mome Economics7,31376%4761,5511,9971,8477201671Office and Information Studies12,93880%2,1943,7003,0702,06397226717Technological Studies2798%507560482612-Art and Design Drama11,61458%2,3894,3503,38994816525-Music6,01265%49689976144714123-Music5,03330%4731,3601,5481,001330485Religious Studies70871%11816315012574272Subtotals - as percentages10,51162%1,4902,2832,9282,194Gaclic (Learners) (Writing)* Gaclic (Learners) (Writing)*10,51162%1,4902,2832,9282,194Substain (Writing)* Garenic (Writing)*13,3470%545581724Garenic (Writing)* Garenic (Writing)*13,3470%167220198286Totals238,94370%167220198286<									86	
Home Economics Office and Information Studies7,31376%4761,5511,9971,8477201671Office and Information Studies12,93880%2,1943,7003,0702,06397226717Art and Design Drama11,61458%2,3894,3503,38994816525-Music6,01263%2,0801,8031,073536204392Physical Education5,03330%4731,3601,5481,001330485Religious Studies70871%11816315521974272Subtotals - as percentages222,07750%46,19856,16352,80333,09419,7956,791915German (Writing)* German (Writing)*10,51162%1,4902,2832,9282,194Subtotals - as percentages10,51162%1,4902,2832,9282,194German (Writing)* German (Writing)*10,51162%1,4902,2832,9282,194Spanish (Writing)* Ling)*1,03470%16722018826Totals238,94350%78457817124 <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	8									
Office and Information Studies12,938 27980% 80% 2792,194 5003,700 752,063 60972 48267 1217 12Art and Design 	-									
Technological Studies2798%507560482612-Art and Design Drama Music11,61458%2,3894,3503,38994816525-Drama Music2,95565%49689976144714123-Music6,01263%2,0801,8031,073536204392Physical Education5,03330%4731,3601,5481,001330485Religious Studies70871%11816315012574272Subtotals - as percentages222,07750%46,19856,16352,80333,09419,7956,791915Grench (Writing)* German (Writing)* (German (Writing)* Italian (Writing)* Lialian (Writing)* Lialian (Writing)* Lialian (Writing)* Ling)*10,51162%1,4902,2832,9282,194Spanish (Writing)* Urdu (Writing)*23167%545817241,03470%167220198286Totals238,94350%8,7459,74136,79419,7956,79191										
Art and Design Drama Music11,614 2,955 6,01258% 6,5032,389 4,966 496 6,3024,350 8,99 1,0733,389 4,477948 1,411 1,4112,3 2,204Physical Education5,0333,0%4731,3601,5481,0013,304,885,5Religious Studies70871%1181631501257,42,72,2Subtotals - as percentages222,077 100%50%46,198 2,10%56,163 2,26%52,803 2,40%3,30,9419,795 9,9%6,791 3,30%915 0,00%French (Writing)* Gaclic (Learners) (Writing)* (Learners) (Writing)* (Laian (Writing)* 2,316,7961,490 2,2832,283 2,29282,194Spanish (Writing)* Urdu (Writing)* Urdu (Writing)*10,5116,2% 4,9501,490 2,2832,9282,194Totals20,5597,831,0321,1731,178Garlin (Writing)* Urdu (Writing)*1,03470%2,282,0282,194Totals20,5597,831,0321,1731,178 <td></td>										
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Music 6,012 63% 2,080 1,803 1,073 536 204 39 2 Physical Education 5,033 30% 473 1,360 1,548 1,001 330 48 5 Religious Studies 708 71% 118 163 150 125 74 27 20 Subtotals 222,077 70% 21% 56,163 52,803 33,094 19,795 6,791 915 - as percentages 10,511 62% 1,490 2,283 2,928 2,914 - - - Gaelic (Learners) (Writing)* 93 70% 28 26 21 11 - - - German (Writing)* 4,950 59% 783 1,032 1,173 1,178 - - - Russian (Writing)* 33 25% 2 - 1 1 - - - Spanish (Writing)* 1,034 70% 167 220 198 286 - - - Spanish (Writ	-		65%				447	141	23	-
Physical Education 5,033 30% 473 1,360 1,548 1,001 330 48 5 Religious Studies 708 71% 118 163 150 125 74 27 27 Subtotals - as percentages 222,077 50% 46,198 56,163 52,803 33,094 19,795 6,791 915 French (Writing)* 10,511 620% 1,490 2,283 2,928 2,194 Gaelic (Learners) (Writing)* 10,511 620% 1,490 2,283 2,928 2,194 German (Writing)* 10,511 620% 743 1,032 1,173 1,178 Kussian (Writing)* 231 670% 54 58 17 24 Spanish (Writing)* 1,034 70% 167 220 198 286 Urdu (Writing)* 238,943 70% 27 7 1 6.7 Liai	Music		63%	2,080	1,803	1,073	536	204	39	2
Religious Studies 708 71% 118 163 150 125 74 27 2 Subtotals – as percentages 222,077 50% 46,198 56,163 52,803 33,094 19,795 6,791 915 French (Writing)* 10,511 62% 1,490 2,283 2,928 2,194 - - - Gaelic (Learners) (Writing)* 93 70% 28 26 21 11 - - - Italian (Writing)* 10,511 62% 1,490 2,283 2,928 2,194 - - - - German (Writing)* 93 70% 28 26 21 11 -		<i>,</i>		, i	<i>,</i>	ŕ				
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- as percentages 100% 21% 25% 24% 15% 9% 3% 0% French (Writing)* 10,511 62% 1,490 2,283 2,928 2,194 - - - Gaclic (Learners) (Writing)* 93 70% 28 26 21 11 - - - German (Writing)* 4,950 59% 783 1,032 1,173 1,178 - - - Italian (Writing)* 231 67% 54 58 17 24 - - - Russian (Writing)* 3 25% 2 - - 1 - - - Spanish (Writing)* 3 25% 2 2 0 18 286 - - - Urdu (Writing)* 1,034 70% 167 220 198 286 - - - Urdu (Writing)* 238,943 50% 48,749 59,789		000 000	FOOL	10.000		50.000	22.22	10 505	6.894	0.15
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Urdu (Writing)* 44 67% 27 7 1 6 - - Totals 238,943 50% 48,749 59,789 57,141 36,794 19,795 6,791 915					-			-	-	
Totals 238,943 50% 48,749 59,789 57,141 36,794 19,795 6,791 915		· · · · ·						-	-	
	urau (writing)"	44	67%	27	7	1	6	-	-	-
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a percentages 100% 20% 25% 24% 15% 6% 3% 0%			50%0	· · ·						
	- as percentages	100%0		20%0	25%0	24%0	15%0	8%0	0%6	0%0

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

TABLE SG5c: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT AT STANDARD GRADE, 1999

ALL CANDIDATES

Build of the probability of	ALL CANDIDATES				06.01	E MALE EN	TRIES	06 OF	FEMALE	NTRIES
SHERCT FIRING MALE FIRANCE 1-2 1-4 1-5 1-2 1-4 1-5 Cassical Greek 10 30 70 100		TOTAL	% OF	ENTRIES						
Cassical Greek 10 30 70 100 100 100 100 100 100 100 English Alternative Communication 3 - 100 - - 0 <th>SUBJECT</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	SUBJECT									
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Latin 1,009 46 54 76 88 95 83 95 98 Russian 1,4 64 36 89 100<	Italian		42	58	31	73		53	88	96
Spanish Urdu 2,675 41 59 31 76 95 56 91 98 Accounting and Finance Mathematics 4,703 46 54 52 83 97 52 84 96 Biology Chemistry 22,717 30 70 48 87 98 51 89 99 Physics 313 69 31 57 92 99 68 95 99 Science 313 48 52 36 67 85 45 74 89 Contemporary Social Studies 313 48 52 36 67 85 48 82 99 Economics 313 48 52 36 67 85 48 82 99 Goadpaty 1,166 59 41 58 90 99 52 83 99 Modern Studies 3,162 49 51 21 73 93 41 86 87 Social and Vocational Skills 3,162 49 51 </td <td>Latin</td> <td></td> <td></td> <td>54</td> <td>76</td> <td></td> <td>95</td> <td>83</td> <td>95</td> <td>98</td>	Latin			54	76		95	83	95	98
Urdu 124 35 65 55 86 91 74 95 96 Accounting and Finance Mathematics 4,703 46 54 52 83 97 52 84 95 Biology Chemistry Physics 22,717 30 70 48 87 98 51 89 99 Classical Studies 313 48 52 36 67 85 45 74 89 Classical Studies 313 48 52 36 67 85 45 74 89 Contemporary Social Studies 409 62 38 0 30 90 - 39 90 Economics 60 59 41 58 90 99 52 83 99 Geography 11,66 59 41 58 90 99 52 84 99 Social and Vocational Skills 3162 49 51 21 73 98 50 81 99 Business Management 875 44 </td <td>Russian</td> <td>14</td> <td>64</td> <td>36</td> <td>89</td> <td>100</td> <td>100</td> <td>80</td> <td>100</td> <td>100</td>	Russian	14	64	36	89	100	100	80	100	100
Accounting and Finance Mathematics 4,703 59,689 51 51 54 49 50 50 68 50 97 68 51 51 89 51 99 52 Biology Chemistry Physics 22,717 30 70 48 87 98 51 89 99 Classical Studies Contemporary Social Studies 313 48 52 36 67 85 45 74 89 Classical Studies Contemporary Social Studies 313 48 52 36 67 85 45 74 89 Contemporary Social Studies 313 48 52 84 0 30 90 - 39 90 Economics 31,166 59 41 58 90 99 52 83 99 Social and Vocational Skills 3,162 49 51 21 73 93 41 86 93 Business Management Computing Studies 86,57 22 83 97 59 88 97 Computin	Spanish	2,675	41	59	31	76	95	56	91	98
Mathematics 59,689 51 49 30 68 97 34 71 97 Biology Chemistry Physics 22,717 30 70 48 87 98 51 89 99 Classical Studies Contemporary Social Studies 313 48 52 36 67 85 74 89 Classical Studies Contemporary Social Studies 313 48 52 36 67 85 74 89 Contemporary Social Studies 313 48 52 36 67 85 74 89 Geography 1,166 59 41 58 90 99 52 83 99 Jocal And Vocational Skills 3,162 49 51 21 73 93 41 86 97 Corati and Design 3,162 49 51 21 73 93 88 97 Corati and Design 7,860 72 28 39 82 64<	*		35	65	55	86	91	74	95	96
Mathematics 59,689 51 49 30 68 97 34 71 97 Biology Chemistry Physics 22,717 30 70 48 87 98 51 89 99 Classical Studies Contemporary Social Studies 313 48 52 36 67 85 74 89 Classical Studies Contemporary Social Studies 313 48 52 36 67 85 74 89 Contemporary Social Studies 313 48 52 36 67 85 74 89 Geography 1,166 59 41 58 90 99 52 83 99 Jocal And Vocational Skills 3,162 49 51 21 73 93 41 86 97 Corati and Design 3,162 49 51 21 73 93 88 97 Corati and Design 7,860 72 28 39 82 64<										
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Chemistry 22,945 49 51 56 90 98 61 92 99 Physics 19,391 69 31 57 92 99 68 95 99 Science 131 48 52 36 67 85 45 74 89 Contemporary Social Studies 11,166 59 41 58 90 99 52 83 99 Geography 22,553 58 42 40 78 98 48 82 98 Modern Studies 13,514 43 57 41 74 98 50 81 99 Social and Vocational Skills 3,162 49 51 21 73 93 41 86 93 Business Management 875 44 56 53 88 97 59 88 97 Computing Studies 19,002 64 36 42 81 96 46 85 97 Computing Studies 19,675 24 76<	Mathematics	59,689	51	49	30	68	97	34	71	97
Chemistry 22,945 49 51 56 90 98 61 92 99 Physics 19,391 69 31 57 92 99 68 95 99 Science 131 48 52 36 67 85 45 74 89 Contemporary Social Studies 11,166 59 41 58 90 99 52 83 99 Geography 22,553 58 42 40 78 98 48 82 98 Modern Studies 13,514 43 57 41 74 98 50 81 99 Social and Vocational Skills 3,162 49 51 21 73 93 41 86 93 Business Management 875 44 56 53 88 97 59 88 97 Computing Studies 19,002 64 36 42 81 96 46 85 97 Computing Studies 19,675 24 76<										
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Science 15,141 57 43 5 58 91 4 55 90 Classical Studies 313 48 52 36 67 85 45 74 89 Contemporary Social Studies 409 62 38 0 30 90 - 39 90 Geography 22,553 58 42 40 78 98 48 82 98 Mistory 21,173 46 54 39 73 98 50 81 99 Social and Vocational Skills 3,162 49 51 21 73 93 41 86 97 Craft and Design 3,162 49 51 21 75 93 38 78 92 Graphic Communication 13,783 79 21 27 75 93 38 78 92 Graphic Communication 9,675 24 76 9 56 28 80 92 96 47 87 96 96 85	Chemistry	22,945	49	51	56	90	98	61	92	99
Classical Studies Contemporary Social Studies313 409 409 48 6252 38 3060 30 3090 30 3074 39 300 	Physics	19,391	69	31	57	92	99	68	95	99
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Geography 22,553 58 42 40 78 98 48 82 98 History 21,173 46 54 39 73 98 50 81 99 Social and Vocational Skills 3,162 49 51 21 73 93 41 86 93 Business Management 875 44 56 53 88 97 59 88 97 Computing Studies 19,002 64 36 42 81 96 46 85 97 Graphic Communication 19,002 64 36 42 81 96 48 80 92 Graphic Communication 9,675 24 76 9 56 86 28 80 92 Office and Information Studies 9,675 37 63 55 85 93 65 95 95 Technological Studies 90,219 42 58 37 91 95 58 94 94 Music 992		409	62	38		30			39	90
History Modern Studies21,1734654397398508199Modern Studies Social and Vocational Skills13,5144357417498528499Business Management Computing Studies Graphic Communication Home Economics8754456538897598897Computing Studies Computing Studies Home Economics19,00264364281964685977,8607228398296478796Home Economics Office and Information Studies Technological Studies9,675247695686288092Office and Information Studies Parama Music20,1194258379195589597Drama Music9,5763763558593659195Physical Education16,8877030418994368795Subtotals448,1525050367996468597French (Writing)* Gaelic (Learners) (Writing)* Italian (Writing)*17,01138622678368592German (Writing)* Lation16,3070367996468597French (Writing)* Gaelic (Learners) (Writing)* Lation13336730544866			59	41	58	90	99	52	83	99
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Social and Vocational Skills 3,162 49 51 21 73 93 41 86 93 Business Management Computing Studies Craft and Design Graphic Communication Home Economics Office and Information Studies 875 44 56 53 88 97 59 88 97 Craft and Design Graphic Communication Home Economics 7,860 72 28 39 82 96 47 87 96 Jone Economics 9,675 24 76 9 56 86 28 80 92 Art and Design Drama 20,119 42 58 37 91 95 58 95 97 Art and Design Drama 20,119 42 58 37 91 95 58 95 97 Music 16,887 70 30 41 89 94 36 87 95 Religious Studies 992 29 71 29 64 85 97 93 Subtotals 448,152 50 50 36 79 96 46		21,173	46	54	39	73	98		81	99
Business Management Computing Studies 875 44 56 53 88 97 59 88 97 Caraft and Design Graphic Communication Home Economics $13,783$ 79 21 27 75 93 38 78 92 Office and Information Studies Technological Studies $16,172$ 20 80 28 74 90 46 85 95 Art and Design Drama Music $20,119$ 42 58 37 91 95 58 95 97 Art and Design Drama Music $20,119$ 42 58 37 91 95 58 95 97 Physical Education $16,887$ 70 30 41 89 94 36 87 95 Physical Education $16,887$ 70 30 41 89 94 36 85 97 French (Writing)* Gaelic (Learners) (Writing)* 1133 30 70 38 90 58 92 German (Writing)* Liting)* 148 59 23 74 37 84 97 Ide (Writing)* Spanish (Writing)* $1,486$ 30 70 25 75 37 84 Ide (Writing)* Liting)* $1,486$ 30 70 25 75 37 84 Ide (Writing)* Liting)* 146 30 70 25 75 37 84 Ide (Uriting)* Liting)* $14,86$ 30 70										
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Social and Vocational Skills	3,162	49	51	21	73	93	41	86	93
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Graphic Communication Home Economics Office and Information Studies7,86072283982964787969,6752476956862880920ffice and Information Studies16,1722080287490468595Technological Studies20,1194258379195589597Art and Design Drama Music20,1194258379195589597Drama Music4,53135653076904788949,5763763558593659195Physical Education16,8877030418994368795Subtotals448,1525050367996468597French (Writing)* Gaelic (Learners) (Writing)* Hatian (Writing)*17,01138622678368592German (Writing)* Spanish (Writing)*14,48630702575378466Nussian (Writing)* Spanish (Writing)*1,486307025753784Urdu (Writing)* Spanish (Writing)*1,486307025753784					27			38	78	
Home Economics Office and Information Studies9,675 16,172 3,64924 20 8076 80 28 3956 74 74 76 80 90 9586 86 85 95 85 9180 92 95 92 9597 95 95 96 9696 86 85 95 9697 97 96 97 96 90 97 9695 85 85 91 9580 95 97 97 97 91 95 95 93 9597 95 96 96 91 95 91 95Art and Design Drama Music20,119 4,531 35 9,57642 37 6356 30 55 85 85 9395 96 91 9597 96 91 95Physical Education16,887 992 99270 2930 41 41 8989 9436 87 9587 95Religious Studies992 992 2971 70 3029 64 85 70 86 79 9646 85 85 9397 93Subtotals448,152 133 30 67 30 67 8,363 41 41 41 31 57 55 56 89 56 89 67 71 37 84 48 48 66 70 55 56 89 56 89 67 71 700 70 73 78 84 77 84 77 77 78 84 77 77 77 77 77 77 77	0		72	28	39	82	96	47	87	96
Office and Information Studies16,1722080287490468595Technological Studies20,1194258379195589597Drama4,5313565307690478894Music9,5763763558593659195Physical Education16,8877030418994368795Religious Studies9922971296485407993Subtotals448,1525050367996468597French (Writing)* (German (Writing)* Urdu (Writing)*17,01138622678368592Subtotals16,86341592374378496French (Writing)* (German (Writing)* (Laarners) (Writing)*17,01138622678368592Subtotals17,011386730544866Spanish (Writing)* (Laarners)146307025753784Italian (Writing)* (Laarners)1,486307025753784Italian (Writing)* (Laarners)1,486307025753784Italian (Writing)* (Laarners)1,486307025753784					9			28		92
Technological Studies3,649928397895458497Art and Design Drama Music20,11942583791955895979,57637635585936591958894Music9,5763763558593659195Physical Education16,8877030418994368795Religious Studies9922971296485407993Subtotals448,1525050367996468597French (Writing)* German (Writing)*17,01138622678368592B,36341592374378454666671100Lialian (Writing)* Urdu (Writing)*1,486307025753784661,4863070257537846676100Lind (Writing)* Urdu (Writing)*1,486307025753784	Office and Information Studies		20	80	28	74	90	46	85	95
Drama Music4,531 9,57635 3765 6330 5576 8590 9147 88 8994 95Physical Education16,8877030418994368795Religious Studies9922971296485407993Subtotals448,1525050367996468597French (Writing)* Gaelic (Learners) (Writing)* (Iting)* Liain (Writing)* Spanish (Writing)* Ling)*17,011 13338 30 3062 7026 38 7078 38 30 3636 85 8585 92 92French (Writing)* Gaelic (Learners) (Writing)* (Iting)* Liain (Writing)* Liain (W			92	8	39	78	95	45	84	97
Drama Music4,531 9,57635 3765 6330 5576 8590 9147 88 8994 95Physical Education16,8877030418994368795Religious Studies9922971296485407993Subtotals448,1525050367996468597French (Writing)* Gaelic (Learners) (Writing)* (Iting)* Liain (Writing)* Spanish (Writing)* Ling)*17,011 13338 30 3062 7026 38 7078 38 30 3636 85 8585 92 92French (Writing)* Gaelic (Learners) (Writing)* (Iting)* Liain (Writing)* Liain (W	Art and Design	20.110	12	EO	27	01	05	EO	05	07
Music 9,576 37 63 55 85 93 65 91 95 Physical Education 16,887 70 30 41 89 94 36 87 95 Religious Studies 992 29 71 29 64 85 40 79 93 Subtotals 448,152 50 50 36 79 96 46 85 92 French (Writing)* 17,011 38 62 26 78 36 85 92 German (Writing)* 17,011 38 62 26 78 36 85 92 Reussian (Writing)* 133 30 70 38 90 58 92 German (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93	-									
Physical Education 16,887 70 30 41 89 94 36 87 95 Religious Studies 992 29 71 29 64 85 40 79 93 Subtotals 448,152 50 50 36 79 96 46 85 97 French (Writing)* 17,011 38 62 26 78 36 85 92 German (Writing)* 17,011 38 62 26 78 36 85 92 German (Writing)* 133 30 70 38 90 58 92 Russian (Writing)* 345 33 67 30 54 48 66 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93										
Religious Studies 992 29 71 29 64 85 40 79 93 Subtotals 448,152 50 50 36 79 96 46 85 97 French (Writing)* 17,011 38 62 26 78 36 85 92 German (Writing)* 133 30 70 38 90 58 92 Basis (Writing)* 8,363 41 59 23 74 37 84 Italian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93	Music	9,570	1	00		00	55	05	51	55
Subtotals 448,152 50 50 36 79 96 46 85 97 French (Writing)* Gaelic (Learners) (Writing)* 17,011 38 62 26 78 36 85 Gaelic (Learners) (Writing)* 133 30 70 38 90 58 92 German (Writing)* 8,363 41 59 23 74 37 84 Italian (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93	Physical Education	16,887	70	30	41	89	94	36	87	95
French (Writing)* 17,011 38 62 26 78 36 85 Gaelic (Learners) (Writing)* 133 30 70 38 90 58 92 German (Writing)* 8,363 41 59 23 74 37 84 Italian (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93	Religious Studies	992	29	71	29	64	85	40	79	93
Gaelic (Learners) (Writing)* 133 30 70 38 90 58 92 German (Writing)* 8,363 41 59 23 74 37 84 Italian (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93	Subtotals	448,152	50	50	36	79	96	46	85	97
Gaelic (Learners) (Writing)* 133 30 70 38 90 58 92 German (Writing)* 8,363 41 59 23 74 37 84 Italian (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93	French (Writing)*	17.011	39	62	26	78		36	85	
German (Writing)* 8,363 41 59 23 74 37 84 Italian (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93										
Italian (Writing)* 345 33 67 30 54 48 66 Russian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93										
Russian (Writing)* 12 75 25 56 89 67 100 Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93										
Spanish (Writing)* 1,486 30 70 25 75 37 84 Urdu (Writing)* 66 33 67 82 95 77 93										
Urdu (Writing)* 66 33 67 82 95 77 93										
Totals 475,568 50 50 35 79 95 45 85 96										
	Totals	475,568	50	50	35	79	95	45	85	96

TABLE SG6a: NUMBER OF STANDARD GRADE ENTRIES PER CANDIDATE, 1999

FOURTH YEAR CANDIDATES

NO. OF SUBJECTS IN WHICH		TAL CUMULATIVE	MA	CUMULATIVE		FEMALE CUMULATIVE		
ENTERED	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE		
10	6	0.0%	1	0.0%	5	0.0%		
9	675	1.1%	330	1.1%	345	1.2%		
8	36,002	59.8%	17,822	58.0%	18,180	61.7%		
7	17,906	89.0%	9,186	87.4%	8,720	90.7%		
6	2,614	93.3%	1,483	92.2%	1,131	94.5%		
5	1,006	95.0%	567	94.0%	439	96.0%		
4	624	96.0%	391	95.2%	233	96.7%		
3	408	96.6%	249	96.0%	159	97.3%		
2	425	97.3%	255	96.8%	170	97.8%		
1	493	98.1%	318	97.9%	175	98.4%		
Total cands	60,159		30,602		29,557			
Total entries	445,270		224,730		220,540			
Entries/cand	7.4		7.3		7.5			

TABLE SG6b: NUMBER OF STANDARD GRADE CREDIT LEVEL AWARDS PER CANDIDATE, 1999

NO. OF AWARDS AT GRADES 1 AND 2	TO' NUMBER	ΓAL CUMULATIVE PERCENTAGE	MA NUMBER	LE CUMULATIVE PERCENTAGE	FEN	IALE CUMULATIVE PERCENTAGE
10	4	0.0%	-	-	4	0.0%
9	221	0.4%	88	0.3%	133	0.5%
8	6,930	11.7%	2,641	8.7%	4,289	14.7%
7	5,911	21.3%	2,573	17.0%	3,338	25.9%
6	3,864	27.6%	1,809	22.7%	2,055	32.7%
5	3,603	33.5%	1,703	28.2%	1,900	39.0%
4	3,492	39.2%	1,662	33.5%	1,830	45.1%
3	3,804	45.4%	1,891	39.5%	1,913	51.5%
2	4,672	53.0%	2,441	47.4%	2,231	58.9%
1	7,253	64.8%	4,046	60.3%	3,207	69.6%
0	20,405		11,748		8,657	
Total cands	60,159		30,602		29,557	
Awards 1-2	182,022		80,549		101,473	
Awards/cand	3.0		2.6		3.4	

FOURTH YEAR CANDIDATES

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

TABLE SG6c: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS PER CANDIDATE, 1999

FOURTH YEAR CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 4	TO' NUMBER	TAL CUMULATIVE PERCENTAGE	MA NUMBER	LE CUMULATIVE PERCENTAGE	FEN NUMBER	IALE CUMULATIVE PERCENTAGE
10	5	0.0%	-	-	5	0.0%
9	491	0.8%	221	0.7%	270	0.9%
8	22,491	37.5%	10,276	33.6%	12,215	41.6%
7	14,160	60.6%	6,984	55.9%	7,176	65.5%
6	5,501	69.6%	2,955	65.3%	2,546	74.0%
5	3,880	75.9%	2,052	71.9%	1,828	80.1%
4	3,187	81.1%	1,821	77.7%	1,366	84.6%
3	2,878	85.8%	1,694	83.2%	1,184	88.5%
2	2,529	89.9%	1,518	88.0%	1,011	91.9%
1	2,416	93.9%	1,423	92.6%	993	95.2%
0	2,621		1,658		963	
Total cands	60,159		30,602		29,557	
Awards 1-4	364,779		177,900		186,879	
Awards/cand	6.1		5.8		6.3	

TABLE SG6d: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL AWARDS PER CANDIDATE, 1999

FOURTH YEAR CANDIDATES

NO. OF AWARDS	TO	TAL	LE	FEMALE			
AT GRADES 1 TO 6	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	
10	6	0.0%	1	0.0%	5	0.0%	
9	638	1.1%	309	1.0%	329	1.1%	
8	32,861	54.7%	15,989	52.1%	16,872	57.3%	
7	17,468	83.1%	8,917	80.6%	8,551	85.8%	
6	3,505	88.9%	2,026	87.1%	1,479	90.7%	
5	1,642	91.5%	988	90.3%	654	92.9%	
4	1,015	93.2%	614	92.2%	401	94.2%	
3	783	94.5%	447	93.7%	336	95.3%	
2	639	95.5%	380	94.9%	259	96.2%	
1	656	96.6%	409	96.2%	247	97.0%	
0	946		522		424		
Total cands	60,159		30,602		29,557		
Awards 1-6	428,549		215,184		213,365		
Awards/cand	7.1		7.0		7.2		

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

TABLE SG7: TREND IN APPEALS AND THEIR SUCCESS AT STANDARD GRADE, 1995 TO 1	TABLE SG7:	TREND IN APPE	ALS AND THEIR	SUCCESS AT	STANDARD	GRADE, 199	5 TO 1999
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	1995	1996	1997	1998	1999
Number of appeals	25,975	27,206	30,461	29,084	29,539
 as percentage of externally assessed element entries 	2.8%	2.8%	3.2%	3.2%	3.3%
Successful appeals	12,525	14,434	15,085	14,729	15,911
 as percentage of all appeals 	48%	53%	50%	51%	54%

CHART SG1: STANDARD GRADE ENGLISH GRADE DISTRIBUTION BY SEX, 1999

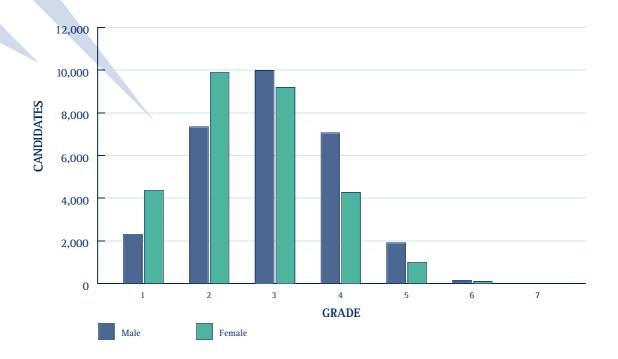
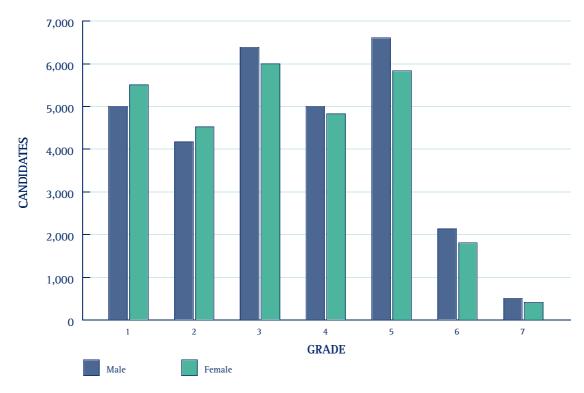


CHART SG2: STANDARD GRADE MATHEMATICS GRADE DISTRIBUTION BY SEX, 1999



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TABLE HG1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER GRADE, 1995 TO 1999

ALL CANDIDATES

						PERCENT
SUBJECT *	1995	1996	1997	1998	1999	CHANGE 1998-99
Classical Greek	13	23	1337	1556	9	-40%
English	33,955	34,441	34,989	34,160	33,551	-2%
French	5,111	5,098	4,840	4,619	4,244	-8%
Gaidhlig	40	41	45	54	50	-7%
Gaelic (Learners)	140	144	168	148	138	-7%
German	2,170	2,240	2,078	1,962	1,891	-4%
Italian	214	218	188	201	200	-0%
Latin	442	425	382	355	360	1%
Russian	14	17	22	19	16	-16%
Spanish	653	723	788	874	804	-8%
Accounting and Finance	3,305	3,123	3,145	2,841	2,773	-2%
Mathematics	20,262	20,375	20,469	20,221	20,038	-1%
Biology	12,140	11,979	11,921	11,347	10,729	-5%
Chemistry	11,651	11,880	11,876	11,072	10,489	-5%
Geology	31	35	44	52	51	-2%
Human Biology	1,913	2,124	2,519	2,774	3,118	12%
Physics	11,952	12,225	11,680	11,449	10,560	-8%
Classical Studies	427	432	506	399	454	14%
Economics	2,400	2,091	1,813	1,700	1,488	-12%
Geography	7,512	9,375	9,005	8,437	7,911	-6%
History	7,857	7,436	7,560	7,377	7,319	-1%
Modern Studies	8,103	7,941	8,209	7,811	7,900	1%
Computing Studies	3,868	4,037	4,159	4,576	4,873	6%
Craft and Design	2,102	2,428	2,857	3,010	3,065	2%
Graphic Communication	1,888	2,094	2,290	2,418	2,423	0%
Home Economics	518	576	700	720	712	-1%
Management and Information Studies	3,307	3,651	3,910	4,289	4,482	4%
Secretarial Studies	4,219	3,983	4,220	3,946	3,715	-6%
Technological Studies	1,146	1,161	1,106	951	964	1%
Art and Design	6,789	6,796	7,400	7,271	7,377	1%
Drama	691	772	1,061	1,108	1,263	14%
Music	2,243	2,429	2,519	2,668	2,922	10%
Physical Education	2,692	3,189	3,472	3,620	3,668	1%
Religious Studies	1,103	1,187	1,280	1,343	1,351	1%
Discontinued subjects	32					
Subtotals	160,903	164,689	167,233	163,807	160,908	-2%
Music – Performing	2	-	1	2	-	-
Music – Listening	8	3	2	1	-	-
Music – Inventing (Composition)	6	6	16	5	1	-80%
Music – Inventing Paper I	6	3	5	2	-	-
Discontinued subjects						
Totals	160,925	164,701	167,257	163,817	160,909	-2%

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

TABLE HG2: ENTRIES BY CANDIDATE TYPE FOR EACH SUBJECT AT HIGHER GRADE, 1999

ALL CANDIDATES

	R	H YEAR	FIFTH YEAR	SIXTH YEAR	ALL SCHOOL	ER ATION	TAN
SUBJECT	ALL ENTRIES	UP TO FOURTH	HUHI	HILXIS	ALL SC	FURTHER EDUCATION	EXTERNAL
Classical Greek	9	-	3	6	9	-	
English	33,551	7	22,079	9,672	31,758	1,718	75
French	4,244	38	3,149	913	4,100	137	7
Gaidhlig	50	-	36	14	50	-	-
Gaelic (Learners)	138	-	108	18	126	9	3
German	1,891	14	1,392	403	1,809	72	10
Italian	200	2	109	60	171	26	3
Latin	360	-	282	75	357	1	2
Russian	16	1	5	9	15	-	1
Spanish	804	7	452	239	698	105	1
Accounting and Finance	2,773	1	1,346	1,349	2,696	76	1
Mathematics	20,038	9	13,855	5,556	19,420	587	31
D:-1	10 700	2	C 401	2 0 2 0	10.221	270	20
Biology	10,729	2	6,491	3,838	10,331	370	28
Chemistry	10,489 51	د -	7,745 2	2,469 49	10,217 51	261	- 11
Geology Human Biology		- 1		1,232		556	- 10
Physics	3,118 10,560	1	1,319 7,743	2,573	2,552 10,318	227	10
T Hysics	10,500	2	7,745	2,575	10,516	227	15
Classical Studies	454	-	108	339	447	5	2
Economics	1,488	1	461	959	1,421	64	3
Geography	7,911	1	4,749	2,978	7,728	168	15
History	7,319	1	4,534	2,424	6,959	344	16
Modern Studies	7,900	2	3,633	3,728	7,363	517	20
Computing Studies	4,873	1	3,211	1,612	4,824	43	6
Craft and Design	3,065	-	1,934	1,127	3,061	3	1
Graphic Communication	2,423	-	1,511	907	2,418	2	3
Home Economics	712	-	396	315	711	1	-
Management and Information Studies	4,482	-	825	3,593	4,418	59	5
Secretarial Studies	3,715	-	2,450	1,240	3,690	24	1
Technological Studies	964	1	575	384	960	-	4
Art and Design	7,377	1	5,380	1,799	7,180	188	9
Drama	1,263	-	684	542	1,226	29	8
Music	2,922	8	1,953	921	2,882	36	4
	_,		-,		_,		-
Physical Education	3,668	-	1,693	1,880	3,573	91	4
Religious Studies	1,351	-	349	990	1,339	7	5
Subtotals	160,908	103	100,562	54,213	154,878	5,726	304
 as percentages 	100%	0%	62%	34%	96%	4%	0%
Mucia Porforming							
Music – Performing Music – Listening							
Music – Listening Music – Inventing (Composition)	- 1		-		-		
Music – Inventing (composition) Music – Inventing Paper I	-	-	-	-	-	_	-
Totals	160,909	103	100,563	54,213	154,879	5,726	304
 as percentages 	100%	0%	62%	34%	96%	4%	0%

TABLE HG3: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER GRADE, 1995 TO 1999

ALL CANDIDATES

	PERCENTAGE PASS RATES							
SUBJECT *	1995	1996	1997	1998	1999			
Classical Greek	92	100	100	93	100			
English	68	68	68	67	67			
French	79	74	79	83	81			
Gaidhlig	98	95	98	100	98			
Gaelic (Learners)	92	90	89	92	90			
German	76	78	79	81	81			
Italian	76	73	80	80	83			
Latin	82	82	83	79	85			
Russian	93	100	95	100	81			
Spanish	84	76	76	76	79			
Accounting and Finance	68	68	70	69	68			
Mathematics	67	67	68	68	69			
Biology	66	66	65	64	66			
Chemistry	72	72	71	72	72			
Geology	58	66	55	50	75			
Human Biology	61	61	61	63	61			
Physics	68	69	69	71	70			
Classical Studies	70	78	77	78	74			
Economics	69	67	71	74	74			
Geography	73	72	72	74	73			
History	70	71	74	72	75			
Modern Studies	72	69	70	72	75			
Computing Studies	63	67	65	66	68			
Craft and Design	66	69	69	69	68			
Graphic Communication	66	65	67	67	71			
Home Economics	49	56	54	57	55			
Management and Information Studies	66	70	74	74	76			
Secretarial Studies	75	71	64	73	73			
Technological Studies	62	59	60	62	64			
Art and Design	79	80	80	82	81			
Drama	74	78	74	77	78			
Music	93	92	95	93	93			
Physical Education	46	51	56	54	59			
Religious Studies	67	63	63	63	66			
Discontinued subjects	66							
Subtotals	69.5	69.2	69.8	70.3	70.9			
Music – Performing	100	_	100	100				
Music – Listening	50	67	100	-	-			
Music – Inventing (Composition)	67	67	75	80	100			
Music – Inventing Paper I	67	67	40	100	-			
Discontinued Options								
Totals	69.5	69.2	69.8	70.3	70.9			

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

TABLE HG4a:ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT HIGHER GRADE, 1999

ALL CANDIDATES

				GRADE			NO. OF
SUBJECT	ENTRIES	А	В	С	PASSES	D	CENTRES
Classical Greek	9	6	2	1	9	-	8
English	33,551	4,809	7,129	10,704	22,642	7,346	465
French	4,244	1,132	1,118	1,195	3,445	574	398
Gaidhlig	50	22	23	4	49	-	11
Gaelic (Learners)	138	54	41	29	124	9	26
German	1,891	501	480	545	1,526	271	299
Italian	200	85	41	39	165	22	54
Latin	360	153	93	60	306	34	67
Russian	16	11	2	-	13	1	7
Spanish	804	329	169	138	636	91	131
Accounting and Finance	2,773	392	690	809	1,891	433	315
Mathematics	20,038	2,966	5,088	5,727	13,781	3,634	449
Biology	10,729	1,529	2,603	2,934	7,066	2,267	423
Chemistry	10,489	1,900	2,618	3,044	7,562	2,176	426
Geology	51	11	12	15	38	10	8
Human Biology	3,118	376	700	817	1,893	705	190
Physics	10,560	2,321	2,580	2,525	7,426	1,819	429
-							
Classical Studies	454	107	123	106	336	62	45
Economics	1,488	275	372	457	1,104	260	151
Geography	7,911	1,317	1,957	2,497	5,771	1,493	414
History	7,319	953	2,205	2,354	5,512	1,141	426
Modern Studies	7,900	1,497	2,145	2,288	5,930	1,253	385
Computing Studies	4,873	703	1,151	1,453	3,307	971	369
Craft and Design	3,065	324	813	933	2,070	628	319
Graphic Communication	2,423	324	636	757	1,717	422	273
Home Economics	712	62	138	192	392	193	144
Management and Information Studies	4,482	774	1,284	1,326	3,384	638	295
Secretarial Studies	3,715	467	1,068	1,193	2,728	598	317
Technological Studies	964	161	201	257	619	178	158
Art and Design	7,377	1,520	2,209	2,237	5,966	1,083	421
=		255			982		421 147
Drama Music	1,263		367 1,100	360		190 156	147 395
Music	2,922	1,043	1,100	575	2,718	100	292
Physical Education	3,668	269	771	1,114	2,154	836	304
Religious Studies	1,351	151	276	460	887	275	153
-							
Subtotals	160,908	26,799	40,205	47,145	114,149	29,769	
 as percentages 	100%	17%	25%	29%	71%	19%	
Music – Performing*	_				-		-
Music – Listening*	-				-		-
Music – Inventing (Composition)*	1				1		1
Music – Inventing Paper I*	-				-		-
Totals	160,909	26,799	40,205	47,145	114,150	29,769	
 as percentages 	100%	17%	25%	29%	71%	19%	
1							

TABLE HG4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER GRADE, 1999

ALL CANDIDATES, PERCENTAGES

ENTRIES 9 33,551 4,244 50 138 1,891 200 360 16 804	A 67 14 27 44 39 26 43 43 43 69 41	B 22 21 26 46 30 25 21 26 13	RADE(%) C 11 32 28 8 21 29 20 17	PASSES 100 67 81 98 90 81 83	D - 22 14 - 7 14 11
33,551 4,244 50 138 1,891 200 360 16	14 27 44 39 26 43 43 69	21 26 46 30 25 21 26	32 28 8 21 29 20	67 81 98 90 81	22 14 - 7 14
4,244 50 138 1,891 200 360 16	27 44 39 26 43 43 69	26 46 30 25 21 26	28 8 21 29 20	81 98 90 81	14 - 7 14
50 138 1,891 200 360 16	44 39 26 43 43 69	46 30 25 21 26	8 21 29 20	98 90 81	- 7 14
138 1,891 200 360 16	39 26 43 43 69	30 25 21 26	21 29 20	90 81	7 14
1,891 200 360 16	26 43 43 69	25 21 26	29 20	81	14
200 360 16	43 43 69	21 26	20		
360 16	43 69	26		83	11
16	69		17		11
		13		85	9
804	41		-	81	6
		21	17	79	11
2,773	14	25	29	68	16
20,038	15	25	29	69	18
10,729	14	24	27	66	21
10,489	18	25	29	72	21
51	22	24	29	75	20
3,118	12	22	26	61	23
10,560	22	24	24	70	17
454	24	27	23	74	14
1.488	18	25	31	74	17
	17		32	73	19
	13		32	75	16
7,900	19	27	29	75	16
4,873	14	24	30	68	20
	11	27	30	68	20
			31	71	17
712	9	19	27	55	27
4,482	17	29	30	76	14
	13	29	32	73	16
964	17	21	27	64	18
7,377	21	30	30	81	15
	20	29	29	78	15
2,922	36	38	20	93	5
3,668	7	21	30	59	23
1,351	11	20	34	66	20
160,908	17	25	29	71	19
_				_	
-				-	
1				100	
-				-	
160,909	17	25	29	71	19
	10,489 51 3,118 10,560 454 1,488 7,911 7,319 7,900 4,873 3,065 2,423 712 4,482 3,715 964 7,377 1,263 2,922 3,668 1,351 160,908 - - 1 - 1 -	10,489 18 51 22 3,118 12 10,560 22 454 24 1,488 18 7,911 17 7,319 13 7,900 19 4,873 14 3,065 11 2,423 13 712 9 4,482 17 3,715 13 964 17 7,377 21 1,263 20 2,922 36 3,668 7 1,351 11 160,908 17	10,489 18 25 51 22 24 $3,118$ 12 22 $10,560$ 22 24 454 24 27 $1,488$ 18 25 $7,911$ 17 25 $7,319$ 13 30 $7,900$ 19 27 $4,873$ 14 24 $3,065$ 11 27 $4,873$ 14 24 $3,065$ 11 27 $4,873$ 14 24 $3,065$ 11 27 $2,423$ 13 26 712 9 19 $4,482$ 17 21 $7,377$ 21 30 $1,263$ 20 29 $2,922$ 36 38 $3,668$ 7 21 $1,351$ 11 20 $160,908$ 17 25	10,489 18 25 29 51 22 24 29 $3,118$ 12 22 26 $10,560$ 22 24 24 454 24 27 23 $1,488$ 18 25 31 $7,911$ 17 25 32 $7,319$ 13 30 32 $7,900$ 19 27 29 $4,873$ 14 24 30 $3,065$ 11 27 30 $2,423$ 13 26 31 712 9 19 27 $4,482$ 17 29 30 $3,715$ 13 29 29 $2,922$ 36 38 20 $3,668$ 7 21 30 $1,351$ 11 20 34 $160,908$ 17 25 29	10,489 18 25 29 72 51 22 24 29 75 3,118 12 22 26 61 10,560 22 24 24 70 454 24 27 23 74 1,488 18 25 31 74 7,911 17 25 32 73 7,319 13 30 32 75 7,900 19 27 29 75 4,873 14 24 30 68 3,065 11 27 30 68 2,423 13 26 31 71 712 9 19 27 55 4,482 17 29 30 76 3,715 13 29 32 73 964 17 21 30 81 1,263 20 29 29 78 2,922 36 38 20 93 3,668<

TABLE HG5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER GRADE BY SEX, 1999

MALE CANDIDATES

		AS %					
SUBJECT	ENTRIES	OF ALL CANDS	А	GRADE B	С	PASSES	D
Classical Greek	3	33%	A 2	- -	1	TASSES 3	-
English	14,364	43%	1,756	2,800	4,612	9,168	3,403
French	1,101	26%	298	2,000	292	888	155
Gaidhlig	18	36%	7	9	232	18	-
Gaelic (Learners)	31	22%	10	13	4	27	2
German	469	25%	127	101	141	369	65
Italian	48	24%	20	9	10	39	6
Latin	153	43%	63	40	29	132	15
Russian	11	69%	7	2	-	9	1
Spanish	187	23%	92	41	27	160	15
Accounting and Finance	1,187	43%	175	306	331	812	200
Mathematics	10,558	53%	1,607	2,585	2,867	7,059	1,902
Biology	3,428	32%	499	845	915	2,259	717
Chemistry	5,295	50%	1,020	1,297	1,476	3,793	1,119
Geology	31	61%	6	7	11	24	7
Human Biology	766	25%	121	191	167	479	161
Physics	7,452	71%	1,492	1,690	1,829	5,011	1,380
Classical Studies	171	38%	36	49	42	127	23
Economics	799	54%	168	183	242	593	142
Geography	4,198	53%	557	949	1,370	2,876	910
History	2,928	40%	356	849	940	2,145	490
Modern Studies	2,942	37%	464	764	901	2,129	507
Computing Studies	3,579	73%	508	814	1,100	2,422	708
Craft and Design	2,250	73%	188	546	699	1,433	504
Graphic Communication	1,881	78%	242	480	586	1,308	331
Home Economics	59	8%	1	13	14	28	16
Management and Information Studies	1,609	36%	210	449	513	1,172	259
Secretarial Studies	265	7%	18	64	95	177	54
Technological Studies	912	95%	149	192	244	585	168
		0.50/		600			
Art and Design	2,572	35%	345	683	866	1,894	504
Drama	286	23%	34	78	91	203	56
Music	1,100	38%	382	415	221	1,018	56
Physical Education	2,668	73%	170	553	826	1,549	631
Thysical Education	2,000	13%0	170		020	1,545	051
Religious Studies	317	23%	26	69	101	196	54
Subtotals	73,638	46%	11,156	17,384	21,565	50,105	14,561
– as percentages	100%	10.0	15%	24%	21,505	68%	20%
1							
Music – Performing*	-	-				-	
Music – Listening*	-	-				-	
Music – Inventing (Composition)*	1	100%				1	
Music – Inventing Paper I*	-	-				-	
Totala	72.640	4504	11.150	17.004	21.565	EQ 107	14.501
Totals	73,640	46%	11,156	17,384	21,565	50,107	14,561
 as percentages 	100%		15%	24%	29%	68%	20%

TABLE HG5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER GRADE BY SEX, 1999

FEMALE CANDIDATES

		AS % OF ALL		GRADE			
SUBJECT	ENTRIES	CANDS	А	B	С	PASSES	D
Classical Greek	6	67%	4	2	-	6	-
English	19,187	57%	3,053	4,329	6,092	13,474	3,943
French	3,143	74%	834	820	903	2,557	419
Gaidhlig	32	64%	15	14	2	31	-
Gaelic (Learners)	107	78%	44	28	25	97	7
German	1,422	75%	374	379	404	1,157	206
Italian	152	76%	65	32	29	126	16
Latin	207	58%	90	53	31	174	19
Russian	5	31%	4	-	-	4	-
Spanish	617	77%	237	128	111	476	76
Accounting and Finance	1,586	57%	217	384	478	1,079	233
Mathematics	9,480	47%	1,359	2,503	2,860	6,722	1,732
Biology	7,301	68%	1,030	1,758	2,019	4,807	1,550
Chemistry	5,194	50%	880	1,321	1,568	3,769	1,057
Geology	20	39%	5	5	4	14	3
Human Biology	2,352	75%	255	509	650	1,414	544
Physics	3,108	29%	829	890	696	2,415	439
Classical Studies	283	62%	71	74	64	209	39
Economics	689	46%	107	189	215	511	118
Geography	3,713	47%	760	1,008	1,127	2,895	583
History	4,391	60%	597	1,356	1,127	3,367	651
Modern Studies	4,958	63%	1,033	1,381	1,387	3,801	746
Computing Studies	1,294	27%	195	337	353	885	263
Craft and Design	815	27%	136	267	234	637	124
Graphic Communication	542	22%	82	156	171	409	91
Home Economics	653	92%	61	125	171	364	177
Management and Information Studies	2,873	64%	564	835	813	2,212	379
Secretarial Studies	3,450	93%	449	1,004	1,098	2,551	544
Technological Studies	52	5%	12	9	13	34	10
Art and Design	4,805	65%	1,175	1,526	1,371	4,072	579
Drama	977	77%	221	289	269	4,072	134
Music	1,822	62%	661	685	354	1,700	134
Music	1,022	02%	001	690	504	1,700	100
Physical Education	1,000	27%	99	218	288	605	205
Religious Studies	1,034	77%	125	207	359	691	221
Subtotals	87,270	54%	15,643	22,821	25,580	64,044	15,208
 as percentages 	100%		18%	26%	29%	73%	17%
Music – Performing*	-	-				-	
Music – Listening*	-	-				-	
Music – Inventing (Composition)*	-	-				-	
Music – Inventing Paper I*	-	-				-	
Totals	87,271	54%	15,643	22,821	25,580	64,045	15,208
 as percentages 	100%		18%	26%	29%	73%	17%
1							

TABLE HG5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER GRADE BY SEX, 1999

ALL CANDIDATES

		PER	CENT				
	TOTAL		ITRIES	PERCENT	GRADE A	PERCE	NT PASS
SUBJECT	ENTRIES	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	9	33	67	67	67	100	100
English	33,551	43	57	12	16	64	70
French	4,244	26	74	27	27	81	81
Gaidhlig	50	36	64	39	47	100	97
Gaelic (Learners)	138	22	78	32	41	87	91
German	1,891	25	75	27	26	79	81
Italian	200	24	76	42	43	81	83
Latin	360	43	58	41	43	86	84
Russian	16	69	31	64	80	82	80
Spanish	804	23	77	49	38	86	77
Accounting and Finance	2,773	43	57	15	14	68	68
Mathematics	20,038	53	47	15	14	67	71
Biology	10,729	32	68	15	14	66	66
Chemistry	10,489	50	50	19	17	72	73
Geology	51	61	39	19	25	77	70
Human Biology	3,118	25	75	16	11	63	60
Physics	10,560	71	29	20	27	67	78
Classical Studies	454	38	62	21	25	74	74
Economics	1,488	54	46	21	16	74	74
Geography	7,911	53	47	13	20	69	78
History	7,319	40	60	12	14	73	77
Modern Studies	7,900	37	63	16	21	72	77
Computing Studies	4,873	73	27	14	15	68	68
Craft and Design	3,065	73	27	8	17	64	78
Graphic Communication	2,423	78	22	13	15	70	75
Home Economics	712	8	92	2	9	47	56
Management and Information Studies	4,482	36	64	13	20	73	77
Secretarial Studies	3,715	7	93	7	13	67	74
Technological Studies	964	95	5	16	23	64	65
Art and Design	7,377	35	65	13	24	74	85
Drama	1,263	23	77	12	23	71	80
Music	2,922	38	62	35	36	93	93
Physical Education	3,668	73	27	6	10	58	61
Religious Studies	1,351	23	77	8	12	62	67
Subtotals	160,908	46	54	15	18	68	73
Music – Performing*	-	-	-	-	-	-	-
Music – Listening*	-	-	-	-	-	-	-
Music – Inventing (Composition)*	1	100	-	0	-	100	-
Music – Inventing Paper I*	-	-	-	-	-	-	-
Totals	160,909	46	54	15	18	68	73

Table HG6a: HIGHER GRADE CANDIDATES BY AGE, SEX, AVERAGE ENTRIES, PASSESAND PASS RATES, 1999

	NO. OF	AS PERCENT	AVERAGE NO.	AVERAGE NO.	AVERAGE
AGE	CANDIDATES	OF ALL AGES	OF ENTRIES	OF PASSES	PASS RATE
Under 15	22	0%	1.0	1.0	100%
15	5,027	8%	3.1	2.3	74%
16	30,348	51%	3.1	2.2	73%
17	20,485	35%	2.3	1.5	67%
18	1,042	2%	2.1	1.2	58%
19	336	1%	2.0	1.1	56%
20-24	576	1%	1.6	1.0	61%
25-29	365	1%	1.3	0.9	73%
30-34	314	1%	1.2	0.9	77%
35-39	261	0%	1.2	1.0	82%
40-49	279	0%	1.1	0.9	79%
50-59	116	0%	1.1	0.9	79%
60 and over	70	0%	1.0	0.9	83%
All ages	59,241	100%	2.7	1.9	71%

ALL CANDIDATES

Table HG6b: HIGHER GRADE CANDIDATES BY AGE, SEX, AVERAGE ENTRIES, PASSES AND PASS RATES, 1999

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	10	0%	1.0	1.0	100%
15	2,319	9%	3.0	2.1	70%
16	13,923	52%	3.1	2.1	70%
17	9,302	35%	2.3	1.5	64%
18	495	2%	2.2	1.3	59%
19	143	1%	2.1	1.2	57%
20-24	204	1%	1.8	1.1	60%
25-29	105	0%	1.4	1.0	72%
30-34	79	0%	1.1	0.7	61%
35-39	86	0%	1.3	1.0	75%
40-49	87	0%	1.1	0.9	78%
50-59	51	0%	1.1	0.9	78%
60 and over	40	0%	1.0	0.8	78%
All ages	26,844	100%	2.7	1.9	68%

Table HG6c: HIGHER GRADE CANDIDATES BY AGE, SEX, AVERAGE ENTRIES, PASSES AND PASS RATES, 1999

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	12	0%	1.0	1.0	100%
15	2,708	8%	3.1	2.4	77%
16	16,425	51%	3.1	2.3	75%
17	11,183	35%	2.2	1.6	70%
18	547	2%	2.0	1.2	58%
19	193	1%	1.9	1.0	56%
20-24	372	1%	1.5	0.9	61%
25-29	260	1%	1.2	0.9	73%
30-34	235	1%	1.2	1.0	81%
35-39	175	1%	1.2	1.0	86%
40-49	192	1%	1.2	0.9	79%
50-59	65	0%	1.1	0.9	80%
60 and over	30	0%	1.0	0.9	90%
All ages	32,397	100%	2.7	2.0	73%

Note: Age at 31 December 1998

TABLE HG7a: NUMBER OF HIGHER GRADE ENTRIES PER S5 CANDIDATE, 1999

FIFTH YEAR CANDIDATES

	TOTAL				MALE		FEMALE		
NO. OF SUBJECTS IN WHICH ENTERED	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S5	CUMULATIVE PERCENT OF AGE GROUP
7	3	0%	0%	2	0%	0%	1	0%	0%
6	124	0%	0%	60	0%	0%	64	0%	0%
5	6,443	16%	11%	3,106	16%	10%	3,337	16%	11%
4	7,529	34%	23%	3,289	33%	21%	4,240	35%	25%
3	7,172	52%	34%	3,111	49%	30%	4,061	54%	38%
2	5,617	65%	43%	2,714	62%	39%	2,903	68%	48%
1	4,716	77%	51%	2,399	75%	47%	2,317	78%	56%
Total cands	31,604			14,681			16,923		
Total entries	100,562			46,220			54,342		
Entries / cand	3.2			3.1			3.2		

TABLE HG7b: NUMBER OF HIGHER GRADE PASSES PER S5 CANDIDATE, 1999

		TOTAL			MALE			FEMALI	3
NO. OF SUBJECTS PASSED	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S5	CUMULATIVE PERCENT OF AGE GROUP
7	3	0%	0%	2	0%	0%	1	0%	0%
6	119	0%	0%	56	0%	0%	63	0%	0%
5	5,039	13%	8%	2,348	12%	8%	2,691	13%	9%
4	4,594	24%	16%	1,914	22%	14%	2,680	25%	18%
3	4,466	34%	23%	1,875	31%	20%	2,591	37%	26%
2	4,993	47%	31%	2,197	43%	27%	2,796	50%	36%
1	6,392	62%	41%	2,990	58%	36%	3,402	66%	47%
0	5,998	77%	51%	3,299	75%	47%	2,699	78%	56%
Total cands	31,604			14,681			16,923		
Total passes	74,082			32,755			41,327		
Passes / cand	2.3			2.2			2.4		

FIFTH YEAR CANDIDATES

TABLE HG7c: NUMBER OF HIGHER GRADE AWARDS AT GRADE A PER S5 CANDIDATE, 1999

FIFTH YEAR CANDIDATES

		TOTAL			MALE			FEMALI	3
NO. OF SUBJECTS PASSED AT GRADE A	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S5	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S5	CUMULATIVE PERCENT OF AGE GROUP
7	1	0%	0%	1	0%	0%	0	0%	0%
6	62	0%	0%	28	0%	0%	34	0%	0%
5	926	2%	2%	416	2%	1%	510	3%	2%
4	900	5%	3%	420	4%	3%	480	5%	3%
3	1,176	7%	5%	523	7%	4%	653	8%	6%
2	1,836	12%	8%	737	11%	7%	1,099	13%	9%
1	4,162	22%	15%	1,623	19%	12%	2,539	25%	17%
0	22,541	77%	51%	10,933	75%	47%	11,608	78%	56%
Total cands	31,604			14,681			16,923		
Total grade A	19,971			8,601			11,370		
Grade A / cand	0.6			0.6			0.7		

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

TABLE HG8a: TOTAL NUMBER OF HIGHER GRADE ENTRIES PER CANDIDATE IN S5 AND S6, INCLUDING RESITS, 1998/99

	TO	ΓAL	MA	LE	FEMA	LE
NO. OF SUBJECTS IN WHICH ENTERED	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP
10	9	0%	5	0%	4	0%
9	198	0%	119	0%	79	0%
8	1,201	2%	637	2%	564	2%
7	4,104	9%	1,869	8%	2,235	9%
6	7,078	20%	3,025	17%	4,053	22%
5	6,936	30%	3,154	27%	3,782	34%
4	4,561	37%	2,019	33%	2,542	42%
3	3,739	43%	1,713	38%	2,026	48%
2	3,437	48%	1,627	43%	1,810	54%
1	3,529	54%	1,846	49%	1,683	59%
Total cands	34,792		16,014		18,778	
Total entries	157,220		71,535		85,685	
Entries / cand	4.5		4.5		4.6	

CANDIDATES IN S5 (1998) AND S6 (1999)

TABLE HG8b: TOTAL NUMBER OF HIGHER GRADE ENTRIES PER CANDIDATE IN S5 AND S6, EXCLUDING RESITS, 1998/99

	TOTAL			LE	FEMA	LE
NO. OF SUBJECTS IN WHICH ENTERED	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF AGE GROUP
9	6	0%	4	0%	2	0%
8	280	0%	137	0%	143	0%
7	2,049	4%	831	3%	1,218	4%
6	5,843	13%	2,516	11%	3,327	15%
5	7,983	25%	3,754	22%	4,229	28%
4	6,205	35%	2,734	31%	3,471	39%
3	4,846	42%	2,256	38%	2,590	47%
2	3,937	48%	1,875	43%	2,062	53%
1	3,643	54%	1,907	49%	1,736	59%
Total cands	34,792		16,014		18,778	
Total entries	142,485		64,176		78,309	
Entries / cand	4.1		4.0		4.2	

CANDIDATES IN S5 (1998) AND S6 (1999)

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

TABLE HG8c: TOTAL NUMBER OF HIGHER GRADE PASSES PER CANDIDATE IN S5 AND S6, 1998/99

TOTAL MALE FEMALE									
NO OF	10	TOTAL		MALE					
NO. OF		CUMULATIVE		CUMULATIVE		CUMULATIVE			
SUBJECTS		PERCENT OF		PERCENT OF		PERCENT OF			
PASSED	NUMBER	AGE GROUP	NUMBER	AGE GROUP	NUMBER	AGE GROUP			
9	4	0%	2	0%	2	0%			
8	184	0%	89	0%	95	0%			
7	1,452	3%	556	2%	896	3%			
6	4,089	9%	1,673	7%	2,416	11%			
5	5,787	18%	2,653	15%	3,134	21%			
4	4,649	25%	2,044	22%	2,605	29%			
3	3,982	31%	1,723	27%	2,259	36%			
2	4,020	37%	1,833	32%	2,187	43%			
1	5,267	46%	2,475	40%	2,792	51%			
0	5,358	54%	2,966	49%	2,392	59%			
Total cands	34,792		16,014		18,778				
Total passes	108,990		47,411		61,579				
Passes / cand	3.1		3.0		3.3				

TABLE HG8d: TOTAL NUMBER OF HIGHER GRADE GRADE A AWARDS PER CANDIDATE IN S5 AND S6, 1998/99

CANDIDATES IN S5 (1998) AND S6 (1999)

	TO	TOTAL MALE FEMAL		MALE		LE
NO. OF		CUMULATIVE	CUMULATIVE			CUMULATIVE
SUBJECTS		PERCENT OF		PERCENT OF		PERCENT OF
PASSED	NUMBER	AGE GROUP	NUMBER	AGE GROUP	NUMBER	AGE GROUP
9	1	0%	-	0%	1	0%
8	12	0%	5	0%	7	0%
7	95	0%	30	0%	65	0%
6	461	1%	176	1%	285	1%
5	878	2%	376	2%	502	3%
4	1,026	4%	487	3%	539	4%
3	1,406	6%	569	5%	837	7%
2	2,319	10%	909	8%	1,410	11%
1	5,210	18%	2,207	15%	3,003	21%
0	23,384	54%	11,255	49%	12,129	59%
Total cands	34,792		16,014		18,778	
Total grade A	26,096		10,866		15,230	
Grade A / cand	0.8		0.7		0.8	

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

TABLE HG9 : TREND IN APPEALS AND THEIR SUCCESS AT HIGHER GRADE, 1995 TO 1999

	1995	1996	1997	1998	1999
Number of appeals	18,987	18,281	19,046	18,691	16,933
 as percentage of entries 	11.8%	11.1%	11.4%	11.4%	10.5%
Successful appeals	6,406	5,933	5,791	5,192	5,381
 as percentage of all appeals 	34%	32%	30%	28%	32%

CHART HG1: PASS RATES BY SEX FOR SELECTED HIGHER GRADE SUBJECTS, 1999

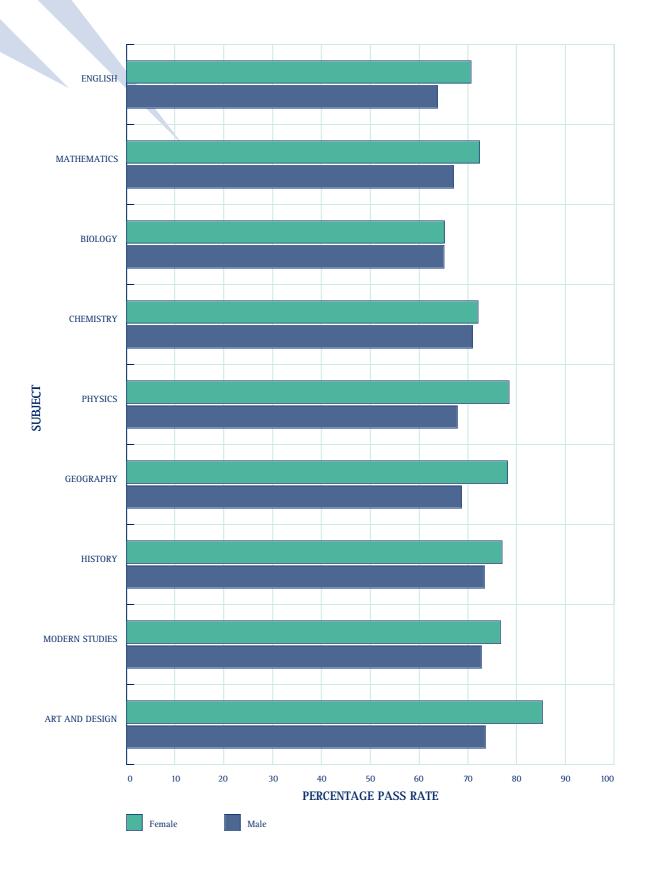


TABLE CS1: TREND IN ENTRIES FOR THE CERTIFICATE OF SIXTH YEAR STUDIES, 1995 TO 1999

ALL CANDIDATES

						PERCENT CHANGE
SUBJECT	1995	1996	1997	1998	1999	1998-99
Classical Greek	2	1	4	-	-	-
English	1,595	1,528	1,669	1,458	1,601	10%
French	454	506	407	328	452	38%
Gaidhlig	18	17	18	17	20	18%
German	199	200	198	177	184	4%
Italian	9	4	10	8	8	0%
Latin	33	30	32	30	26	-13%
Russian	3	3	3	2	2	0%
Spanish	37	57	52	49	78	59%
Accounting and Finance	38	30	22	34	27	-21%
Mathematics I	2,310	2,296	2,384	2,307	2,452	6%
Mathematics II	271	250	228	209	217	4%
Mathematics III	335	423	413	420	379	-10%
Mathematics IV	83	65	46	41	46	12%
Mathematics V	140	137	147	120	148	23%
Biology	1,061	1,092	1,220	1,229	1,273	4%
Chemistry	1,898	1,881	1,927	1,783	1,724	-3%
Physics	1,027	1,014	1,170	996	1,088	9%
Classical Studies	3	3	3	12	11	-8%
Economics	41	41	39	46	40	-13%
Geography	383	355	489	433	468	8%
History	608	574	615	609	623	2%
Modern Studies	271	339	333	355	404	14%
Computing Studies	197	244	262	233	303	30%
Engineering *	6					
Management and Information Studies	-	4	3	4	1	-75%
Secretarial Studies *	13					
Technological Studies	15	22	30	21	30	43%
Art and Design (Enquiry)	719	787	890	888	940	6%
Art and Design (Research and Appreciation)	50	49	40	39	49	26%
Music	269	310	377	429	501	17%
Religious Studies	4	11	13	15	12	-20%
Totals	12,092	12,273	13,044	12,292	13,107	7%
Classical Greek – Optional Paper III	-	-	_	_	-	_
Latin – Optional Paper III	-	-	2	3	1	-67%

* Discontinued

TABLE CS2a: ENTRIES, AWARDS AND NUMBER OF CENTRES FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1999

ALL CANDIDATES

				GRADE			NO.OF
	ENTRIES	А	В	С	D	E	CENTRES
Classical Greek	-	-	-	-	-	-	-
English	1,601	197	546	676	144	25	308
French	452	53	122	188	62	26	163
Gaidhlig	20	4	13	2	1	-	8
German	184	42	59	78	3	1	93
Italian	8	3	4	1	-	-	6
Latin	26	8	10	6	1	1	12
Russian	2	2	-	-	-	-	2
Spanish	78	10	37	29	2	-	34
Accounting and Finance	27	1	5	8	6	7	11
Mathematics I	2,452	397	553	720	432	255	331
Mathematics II	217	52	47	58	23	35	59
Mathematics III	379	86	84	99	53	55	60
Mathematics IV	46	14	7	12	6	6	15
Mathematics V	148	34	30	40	19	23	38
Biology	1,273	205	375	440	164	83	249
Chemistry	1,724	327	462	599	241	86	297
Physics	1,088	170	213	342	204	149	248
Classical Studies	11	5	4	2	-	_	7
Economics	40	7	15	13	3	1	15
Geography	468	44	188	200	23	-	132
History	623	64	212	249	83	14	179
Modern Studies	404	43	158	150	50	2	117
Computing Studies	303	39	78	118	58	7	111
Management and Information Studies	1	-	-	1	-	-	1
Technological Studies	30	11	9	8	-	-	17
Art and Design (Enquiry)	940	109	185	306	260	79	206
Art and Design (Research and Appreciation)	49	4	105	28	6	-	31
Music	501	192	133	142	17	5	199
Religious Studies	12	1	4	4	1	2	7
Totals	13,107	2,124	3,564	4,519	1,862	862	
Latin – Optional Paper III	1	1	-	-	-	-	

TABLE CS2b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT IN THE
CERTIFICATE OF SIXTH YEAR STUDIES, 1999

ALL CANDIDATES, PERCENTAGES

				GRADE %		
	ENTRIES	А	В	С	D	E
Classical Greek	-	-	-	-	-	-
English	1,601	12	34	42	9	2
French	452	12	27	42	14	6
Gaidhlig	20	20	65	10	5	-
German	184	23	32	42	2	1
Italian	8	38	50	13	-	-
Latin	26	31	38	23	4	4
Russian	2	100	-	-	-	-
Spanish	78	13	47	37	3	-
Accounting and Finance	27	4	19	30	22	26
Mathematics I	2,452	16	23	29	18	10
Mathematics II	217	24	22	27	11	16
Mathematics III	379	23	22	26	14	15
Mathematics IV	46	30	15	26	13	13
Mathematics V	148	23	20	27	13	16
Biology	1,273	16	29	35	13	7
Chemistry	1,724	19	27	35	14	5
Physics	1,088	16	20	31	19	14
Classical Studies	11	45	36	18	-	-
Economics	40	18	38	33	8	3
Geography	468	9	40	43	5	-
History	623	10	34	40	13	2
Modern Studies	404	11	39	37	12	0
Computing Studies	303	13	26	39	19	2
Management and Information Studies	1	-	-	100	-	-
Technological Studies	30	37	30	27	-	-
Art and Design (Enquiry)	940	12	20	33	28	8
Art and Design (Research and Appreciation)	49	8	22	57	12	-
Music	501	38	27	28	3	1
Religious Studies	12	8	33	33	8	17
Totals	13,107	16	27	34	14	7

TABLE CS3a:ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1999

MALE CANDIDATES

		AS % 0F			GRADE		
	NTRIES AI	LL CANDS	А	В	С	D	E
Classical Greek	-	-	-	-	-	-	-
English	514	32%	71	158	215	57	11
French	91	20%	12	23	38	11	6
Gaidhlig	4	20%	1	3	-	-	-
German	37	20%	15	9	12	1	-
Italian	1	13%	1	-	-	-	-
Latin	10	38%	2	4	2	1	1
Russian	1	50%	1	-	-	-	-
Spanish	7	9%	2	4	1	-	-
Accounting and Finance	17	63%	-	2	4	4	7
Mathematics I	1,530	62%	256	297	437	290	175
Mathematics II	145	67%	40	30	37	15	23
Mathematics III	218	58%	53	40	53	30	41
Mathematics IV	35	76%	13	5	7	3	6
Mathematics V	119	80%	28	19	35	17	19
Biology	351	28%	60	76	103	67	44
Chemistry	861	50%	167	222	291	120	54
Physics	871	80%	136	167	267	168	124
Classical Studies	5	45%	1	2	2	-	-
Economics	32	80%	6	11	11	2	1
Geography	246	53%	21	86	114	14	-
History	258	41%	26	77	110	38	7
Modern Studies	119	29%	13	49	40	15	1
Computing Studies	252	83%	34	63	95	50	7
Management and Information Studies	-	-	-	-	-	-	-
Technological Studies	28	93%	10	9	8	-	-
Art and Design (Enquiry)	287	31%	30	61	89	84	22
Art and Design (Research and Appreciation)	8	16%	1	1	6	-	-
Music	163	33%	66	37	43	7	4
Religious Studies	2	17%	-	-	1	-	1
Totals	6,212	47%	1066	1455	2021	994	554
 as percentages 	100%		17%	23%	33%	16%	9%

TABLE CS3b: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1999

FEMALE CANDIDATES

		AS % OF		Ā	GRADE	Ē	T
SUBJECT E	NTRIES A	LL CANDS	A _	В	C -	D _	E _
English	1,087	68%	126	388	461	87	14
French	361	80%	41	99	150	51	20
Gaidhlig	16	80%	3	10	2	1	- 20
German	147	80%	27	50	66	2	1
Italian	7	88%	27	4	1	-	-
Latin	16	62%	6	4 6	4		_
Russian	10	50%	1	-	-		
Spanish	71	91%	8	33	- 28	- 2	-
Spanisn	/1	91%	0	دد	28	2	-
Accounting and Finance	10	37%	1	3	4	2	-
Mathematics I	922	38%	141	256	283	142	80
Mathematics II	72	33%	12	17	21	8	12
Mathematics III	161	42%	33	44	46	23	14
Mathematics IV	11	24%	1	2	5	3	-
Mathematics V	29	20%	6	11	5	2	4
Biology	922	72%	145	299	337	97	39
Chemistry	863	50%	160	240	308	121	32
Physics	217	20%	34	46	75	36	25
Classical Studies	6	55%	4	2	_	-	-
Economics	8	20%	1	4	2	1	-
Geography	222	47%	23	102	86	9	-
History	365	59%	38	135	139	45	7
Modern Studies	285	71%	30	109	110	35	1
Computing Studies	51	17%	5	15	23	8	-
Management and Information Studies	1	100%	_	_	1	_	-
Technological Studies	2	7%	1	-	-	-	-
Art and Design (Enquiry)	653	69%	79	124	217	176	57
Art and Design (Research and Appreciation)		84%	3	10	22	6	-
Music	338	67%	126	96	99	10	1
Religious Studies	10	83%	1	4	3	1	1
Totals	6,895	53%	1,058	2,109	2,498	868	308
 as percentages 	100%		15%	31%	36%	13%	4%

TABLE CS3c: ENTRIES AND AWARDS BY SEX FOR EACH SUBJECT IN THE CERTIFICATE OF SIXTH YEAR STUDIES, 1999

ALL CANDIDATES

	TOTAL	PERCENT (OF ENTRIES	% GRADE	A	% GRADE	A-C
SUBJECT	ENTRIES	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	-	-	-	-	-	-	-
English	1,601	32	68	14	12	86	90
French	452	20	80	13	11	80	80
Gaidhlig	20	20	80	25	19	100	94
German	184	20	80	41	18	97	97
Italian	8	13	88	100	29	100	100
Latin	26	38	62	20	38	80	100
Russian	2	50	50	100	100	100	100
Spanish	78	9	91	29	11	100	97
Accounting and Finance	27	63	37	-	10	35	80
Mathematics I	2,452	62	38	17	15	65	74
Mathematics II	217	67	33	28	17	74	69
Mathematics III	379	58	42	24	20	67	76
Mathematics IV	46	76	24	37	9	71	73
Mathematics V	148	80	20	24	21	69	76
Biology	1,273	28	72	17	16	68	85
Chemistry	1,724	50	50	19	19	79	82
Physics	1,088	80	20	16	16	65	71
Classical Studies	11	45	55	20	67	100	100
Economics	40	80	20	19	13	88	88
Geography	468	53	47	9	10	90	95
History	623	41	59	10	10	83	85
Modern Studies	404	29	71	11	11	86	87
Computing Studies	303	83	17	13	10	76	84
Management and Information Studies	1	-	100	-	-	-	100
Technological Studies	30	93	7	36	50	96	50
Art and Design (Enquiry)	940	31	69	10	12	63	64
Art and Design (Research and Appreciation)	49	16	84	13	7	100	85
Music	501	33	67	40	37	90	95
Religious Studies	12	17	83	-	10	50	80
Totals	13,107	47	53	17	15	73	82

TABLE CS4a: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES ENTRIES PER CANDIDATE, 1999

		TOTAL			MALE			FEMALE	
NO. OF SUBJECTS IN WHICH ENTERED	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S6	CUMULATIVE PERCENT OF AGE GROUP
6	3	0%	0%	3	0%	0%	-	0%	0%
5	24	0%	0%	22	0%	0%	2	0%	0%
4	105	0%	0%	81	1%	0%	24	0%	0%
3	731	3%	1%	442	4%	2%	289	2%	1%
2	2,553	13%	5%	1,174	14%	5%	1,379	11%	5%
1	5,250	32%	13%	2,086	31%	12%	3,164	33%	15%
Total cands	8,666			3,808			4,858		
Total entries	13,107			6,212			6,895		
Entries / cand	1.5			1.6			1.4		

COUNTING EACH MATHEMATICS PAPER AS ONE SUBJECT

TABLE CS4b: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES ENTRIES PER CANDIDATE, 1999

COUNTING BEST MATHEMATICS PAPER

NO. OF SUBJECTS IN WHICH	NUMBER	CUMULATIVE CUMULATIVE CUMULATIVE	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE W PERCENT OF S6	PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S6	CUMULATIVE PERCENT OF AGE GROUP
ENTERED 4	11	од 0%	04 <	8	0%	<u>од</u> « 0%	3	<u>о</u> щ 0%	<u>од ч</u> 0%
3	585	2%	1%	357	3%	1%	228	2%	1%
2	2,682	12%	5%	1,275	13%	5%	1,407	11%	5%
1	5,388	32%	13%	2,168	31%	12%	3,220	33%	15%
Total cands	8,666			3,808			4,858		
Total entries	12,551			5,821			6,730		
Entries / cand	1.4			1.5			1.4		

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

COUNTING L			1100 1111 1	IN 110 01		.ci			
		TOTAL			MALE			FEMALE	
NO. OF SUBJECT AWARDS AT GRADE A-C	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S6	CUMULATIVE PERCENT OF AGE GROUP
6	3	0%	0%	3	0%	0%	-	0%	0%
5	22	0%	0%	20	0%	0%	2	0%	O%
4	82	0%	0%	63	1%	0%	19	0%	0%
3	532	2%	1%	298	3%	1%	234	2%	1%
2	1,831	9%	4%	769	9%	4%	1,062	9%	4%
1	4,493	26%	11%	1,740	23%	9%	2,753	28%	13%
0	1,703			915			788		
Total cands	8,666			3,808			4,858		
Total A-C awards	10,207			4,542			5,665		
A-C awards / cand	1.2			1.2			1.2		

TABLE CS4c: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT GRADES A-C PER CANDIDATE, 1999

COUNTING EACH MATHEMATICS PAPER AS ONE SUBJECT

TABLE CS4d: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT GRADES A-C PER CANDIDATE, 1999

COUNTING BEST MATHEMATICS PAPER

		TOTAL			MALE			FEMALE	
NO. OF SUBJECT AWARDS AT GRADE A-C	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S6	CUMULATIVE PERCENT OF AGE GROUP
4	10	0%	0%	7	0%	0%	3	0%	0%
3	448	2%	1%	258	2%	1%	190	1%	1%
2	1,925	9%	4%	835	9%	3%	1,090	9%	4%
1	4,580	26%	11%	1,793	23%	9%	2,787	28%	13%
0	1,703			915			788		
Total cands	8,666			3,808			4,858		
Total A-C awards	9,814			4,265			5,549		
A-C awards / cand	1.1			1.1			1.1		

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

TABLE CS4e: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT GRADE A PER CANDIDATE, 1999

		TOTAL			MALE			FEMALE	
NO. OF SUBJECT AWARDS AT GRADE A	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S6	CUMULATIVE PERCENT OF AGE GROUP
6	2	0%	0%	2	0%	0%	-	-	-
5	8	0%	0%	8	0%	0%	-	-	-
4	29	0%	0%	24	0%	0%	5	0%	0%
3	106	1%	0%	66	1%	0%	40	0%	0%
2	273	2%	1%	137	2%	1%	136	1%	1%
1	1,092	6%	2%	446	5%	2%	646	6%	3%
0	7,156			3,125			4,031		
Total cands	8,666			3,808			4,858		
Total A awards	2,124			1,066			1,058		
A awards / cand	0.2			0.3			0.2		

COUNTING EACH MATHEMATICS PAPER AS ONE SUBJECT

TABLE CS4f: NUMBER OF CERTIFICATE OF SIXTH YEAR STUDIES AWARDS AT GRADE A PER CANDIDATE, 1999

COUNTING BEST MATHEMATICS PAPER

NO. OF SUBJECT AWARDS AT GRADE A	NUMBER	CUMULATIVE DERCENT OF S6 TV	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE W PERCENT OF S6	CUMULATIVE PERCENT OF AGE GROUP	NUMBER	CUMULATIVE PERCENTOF S6	CUMULATIVE PERCENT OF AGE GROUP
4	4	0%	0%	3	0%	0%	1	0%	0%
3	94	0%	0%	61	1%	0%	33	0%	0%
2	296	1%	1%	153	2%	1%	143	1%	1%
1	1,116	6%	2%	466	5%	2%	650	6%	3%
0	7,156			3,125			4,031		
Total cands	8,666			3,808			4,858		
Total A awards	2,006			967			1,039		
A awards cand	0.2			0.3			0.2		

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

TABLE CS5: CANDIDATES ENTERED FOR THE CERTIFICATE OF SIXTH YEAR STUDIES AND/OR HIGHER GRADE IN S6, 1999

ALL CANDIDATES

NO OF		NUM	BER OF CSYS SUBJE	CTS (*)		
S6 HIGHERS	0	1	2	3	4	TOTAL
0		272	536	429	5	1,242
1	2,041	1,331	1,712	147	6	5,237
2	5,564	3,037	420	9		9,030
3	6,520	718	14			7,252
4	2,007	30				2,037
5	188					188
6	12					12
7						0
ALL S6 CANDS	16,332	5,388	2,682	585	11	24,998

MALE CANDIDATES

NO OF		NUMBER OF CSYS SUBJECTS (*)							
S6 HIGHERS	0	1	2	3	4	TOTAL			
0		117	256	261	5	639			
1	939	527	808	88	3	2,365			
2	2,442	1,179	202	8		3,831			
3	3,034	327	9			3,370			
4	1,071	18				1,089			
5	107					107			
6	7					7			
ALL S6 CANDS	7,600	2,168	1,275	357	8	11,408			

FEMALE CANDIDATES

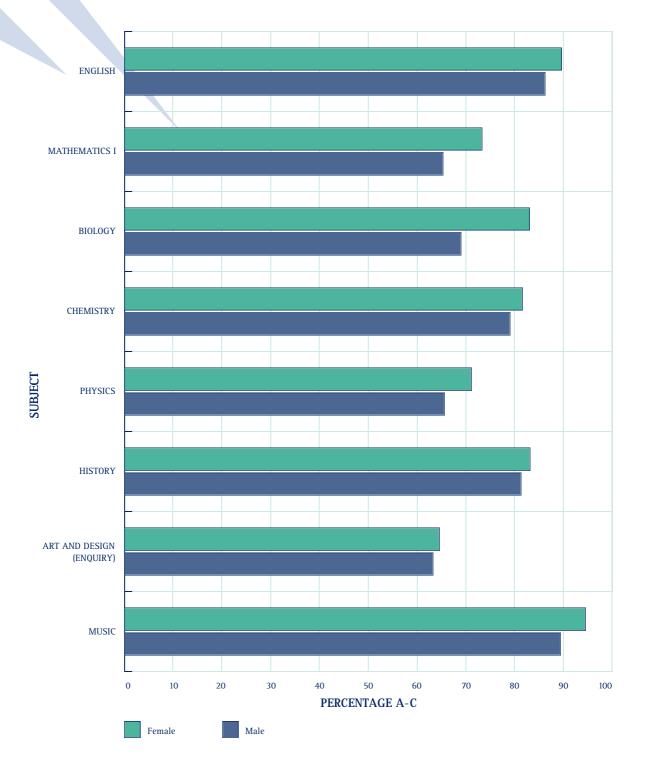
NO OF		NUM	BER OF CSYS SUBJE	CTS (*)		
S6 HIGHERS	0	1	2	3	4	TOTAL
0		155	280	168		603
1	1,102	804	904	59	3	2,872
2	3,122	1,858	218	1		5,199
3	3,486	391	5			3,882
4	936	12				948
5	81					81
6	5					5
ALL S6 CANDS	8,732	3,220	1,407	228	3	13,590

(*) Counting multiple Mathematics papers as one subject entry

TABLE CS6: TREND IN APPEALS AND THEIR SUCCESS AT CERTIFICATE OF SIXTH YEARSTUDIES, 1995 TO 1999

	1995	1996	1997	1998	1999
Number of appeals	970	1,007	1,161	1,043	1,155
 as percentage of entries 	8.0%	8.2%	8.9%	8.5%	8.8%
Successful appeals	444	390	453	427	494
 as percentage of all appeals 	46%	39%	39%	41%	43%

CHART CS1: A-C RATE BY SEX FOR SELECTED SUBJECTS FOR THE CERTIFICATE OF SIXTH YEAR STUDIES, 1999



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

ENTRIES

CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	PERCENT CHANGE 1997/98 - 1998/99
FE College	324,289	340,604	381,996	430,207	442,087	3%
Other	52,213	44,783	37,916	39,514	35,687	-10%
Total	376,502	385,387	419,912	469,721	477,774	2%

AWARDS

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	234,689	245,429	276,178	301,855	311,858	3%
Other	34,484	30,094	24,260	25,174	21,503	-15%
Total	269,173	275,523	300,438	327,029	333,361	2%
% of awards with merit						
FE College	21%	21%	21%	20%	20%	
Other	24%	26%	25%	26%	27%	
Total	21%	21%	21%	20%	20%	

TABLE HN2: TREND IN HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS

ENTRIES BY SUPERCLASS

				PERCENT CHANGE
SUPERCLASS	1996/97	1997/98	1998/99	1997/98 - 1998/99
A Business/Management/Office Studies	54,806	63,953	64,057	0%
B Sales Marketing and Distribution	13,639	16,554	17,855	8%
C Information Technology and Information	62,195	75,542	83,872	11%
D Humanities (History/Archaeology/				
Religious Studies/Philosophy)	2,282	2,571	2,473	-4%
E Politics/Economics/Law/Social Science	29,566	33,388	32,537	-3%
F Area Studies/Cultural Studies/Languages/Literature	5,676	7,208	5,079	-30%
G Education/Training/Teaching	7,155	8,521	8,812	3%
H Family Care/Personal Development/				
Personal Care and Appearance	11,017	13,880	17,015	23%
J Arts and Crafts	11,802	12,867	12,882	0%
K Authorship/Photography/Publishing/Media	39,511	43,335	43,494	0%
L Performing Arts	5,012	5,770	5,901	2%
M Sports Games and Recreation	6,146	7,102	6,656	-6%
N Catering/Food Services/Leisure Services/Tourism	17,596	18,777	19,357	3%
P Health Care/Medicine/Health and Safety	21,717	26,295	27,861	6%
Q Environment Protection/Energy/Cleansing/Security	3,285	3,937	3,544	-10%
R Sciences and Mathematics	32,738	38,125	36,911	-3%
S Agriculture Horticulture and Animal Care	6,820	6,649	6,217	-6%
T Construction and Property (Built Environment)	20,266	19,178	17,425	-9%
V Services to Industry	14,751	15,985	16,018	0%
W Manufacturing/Production Work	6,749	7,660	6,583	-14%
X Engineering	23,846	30,362	30,883	2%
Y Oil/Mining/Plastics/Chemicals	1,029	1,299	1,535	18%
Z Transport Services	859	1,666	2,346	41%
Unknown(unable to classify)	21,449	9,097	8,461	-7%
All Superclasses	419,912	469,721	477,774	2%

TABLE HN3a: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1998/99

ENTRIES BY AGE AND SEX, FURTHER EDUCATION CANDIDATES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	86,451	55,442	25,716	52,168	29	219,806
Female	84,358	42,187	26,186	69,492	55	222,278
Total	170,809	97,629	51,905	121,660	84	442,087
 as percentages 	39%	22%	12%	28%	0%	100%

TABLE HN3b: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1998/99

ENTRIES BY AGE AND SEX, ALL CENTRES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	98,386	61,538	28,221	57,625	68	245,838
Female	89,312	44,278	27,189	71,099	55	231,933
Total	187,698	105,816	55,413	128,724	123	477,774
 as percentages 	39%	22%	12%	27%	0%	100%

TABLE HN3c: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1998/99

CANDIDATES BY AGE AND SEX, ALL CENTRES

	<20	20-24	25-29	30+	N/K	TOTAL
Male	9,651	7,173	4,052	9,909	16	30,801
Female	8,923	5,565	4,162	12,391	17	31,058
Total	18,574	12,738	8,215	22,300	33	61,860
 as percentages 	30%	21%	13%	36%	0%	100%

TABLE HN3d: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 1998/99

ENTRIES PER CANDIDATE BY AGE AND SEX, ALL CENTRES

						i i
	<20	20-24	25-29	30+	N/K	TOTAL
Male	10.2	8.6	7.0	5.8	4.3	8.0
Female	10.0	8.0	6.5	5.7	3.2	7.5
Total	10.1	8.3	6.7	5.8	3.7	7.7

TABLE HN4: HIGHER NATIONAL UNIT ENTRIES, 1998/99

BY SUPERCLASS, AGE AND SEX, PERCENTAGES

bi Sorekclass, ade and sex, rekce	ALL		FEMALE		AGE									
SUPERCLASS	ENTRIES	ENTRIES	ENTRIES	<20	20-24	25-29	30+							
A Business/Management/Office Studies	64,057	35	65	36	20	12	32							
B Sales Marketing and Distribution	17,855	36	64	49	23	9	19							
C Information Technology and Information	83,872	61	39	31	21	14	33							
D Humanities (History/Archaeology/														
Religious Studies/Philosophy)	2,473	30	70	38	17	11	34							
E Politics/Economics/Law/Social Science	32,537	38	62	40	20	12	28							
F Area Studies/Cultural Studies/Languages/Literature	5,079	31	69	48	20	9	23							
G Education/Training/Teaching	8,812	18	82	40	19	9	32							
H Family Care/Personal Development/														
Personal Care and Appearance	17,015	19	81	37	21	12	29							
J Arts and Crafts	12,882	44	56	44	29	9	19							
K Authorship/Photography/Publishing/Media	43,494	55	45	44	24	11	21							
L Performing Arts	5,901	51	49	47	30	10	14							
M Sports Games and Recreation	6,656	65	35	60	26	7	7							
N Catering/Food Services/Leisure Services/Tourism	19,357	32	68	51	21	9	19							
P Health Care/Medicine/Health and Safety	27,861	21	79	29	17	11	42							
Q Environment Protection/Energy/Cleansing/Security	3,544	68	32	28	18	12	43							
R Sciences and Mathematics	36,911	57	43	45	22	11	22							
S Agriculture Horticulture and Animal Care	6,217	66	34	47	27	9	17							
T Construction and Property (Built Environment)	17,425	82	18	40	29	11	20							
V Services to Industry	16,018	87	13	36	26	12	26							
W Manufacturing/Production Work	6,583	86	14	54	21	9	16							
X Engineering	30,883	94	6	40	25	12	22							
Y Oil/Mining/Plastics/Chemicals	1,535	94	6	45	28	10	17							
Z Transport Services	2,346	65	35	49	27	9	14							
Unknown(unable to classify)	8,461	48	52	39	20	11	30							
All Superclasses	477,774	245,838	231,933	187,698	105,816	55,413	128,724							
 as percentages 	100	51	49	39	22	12	27							

TABLE HN5a: HIGHER NATIONAL UNIT ENTRIES, 1998/99

TOP 50 UNITS, ALL CANDIDATES

TITLE	ENTRIES
Information Technology Applications 1	10,995
Communication: Selecting and Presenting Complex Information	9,255
Using Information Technology in Business: Spreadsheet and Word Processing Applications	5,382
Micro-Economic Environment	5,197
An Introduction to Financial Accounting Statements	5,140
Communication 1: Using Communication Media for Vocational Purposes	4,964
Macro-Economic Environment	4,616
Stand Alone Computer System Support	4,328
Using Information Technology in Business: Database and Word Processing Applications	4,282
Working with People and Teams	4,241
Developing Personal Effectiveness	4,159
Business Statistics 1	3,992
Using Financial Accounting Statements	3,713
Information Technology Applications 2	3,696
Law for Business	3,504
Structure of Business Organisations	3,296
Information Systems and Services	3,094
Multi User Operating System	3,035
Introduction to Marketing	2,981
Computer Architecture	2,920
Software Development: Procedural Language	2,767
Workplace Experience	2,760
Preparing Financial Forecasts	2,665
Systems Development: Introduction	2,604
Engineering Project	2,582
Using Financial Accounting Software	2,551
Developing Personal Effectiveness in a Care Setting	2,331
Quality Assurance: Introduction (IQA)	2,330
Software Development Life Cycle	2,294
Managing Change	2,018
Introduction to Managing the Human Resource	1,919
Presenting Business Information	1,863
Introduction to Financial Accounting	1,832
Office Administration	1,781
Data Analysis and Database Design	1,722
Business Information Management	1,700
Business Statistics 2	1,698
Hardware Installation and Maintenance	1,655
Mathematics for Engineering	1,635
Assessment Approaches in Child Care and Education	1,626
Customer Care	1,616
How Children Develop and Learn	1,603
Workplace Practice Experience in a Child Care and Education Setting	1,578
Child Protection	1,563
Using Desktop Publishing in Business	1,548
Curriculum Approaches in Child Care and Education	1,544
Introducing the Internet	1,532
Preparation and Analysis of Final Accounts	1,532
Computer Aided Draughting	1,552
Family Issues in Child Care and Education	1,922
All HN Unit entries	477,774

TABLE HN5b: HIGHER NATIONAL UNIT ENTRIES, 1998/99

TOP 50 UNITS, MALE CANDIDATES

TITLE	ENTRIES
Information Technology Applications 1	6,655
Communication: Selecting and Presenting Complex Information	4,016
Communication 1: Using Communication Media for Vocational Purposes	3,846
Stand Alone Computer System Support	3,103
Information Technology Applications 2	2,666
Engineering Project	2,436
Information Systems and Services	2,354
Multi User Operating System	2,301
Computer Architecture	2,267
Quality Assurance: Introduction (IQA)	2,193
Software Development: Procedural Language	2,130
Systems Development: Introduction	1,752
Software Development Life Cycle	1,747
Micro-Economic Environment	1,666
Mathematics for Engineering	1,560
Macro-Economic Environment	1,441
Computer Aided Draughting	1,428
An Introduction to Financial Accounting Statements	1,373
Using Information Technology in Business: Spreadsheet and Word Processing Applications	1,340
Introductory Mathematics for Engineering	1,303
Hardware Installation and Maintenance	1,301
Application of Programmable Logic Controllers	1,271
Data Analysis and Database Design	1,251
Working with People and Teams	1,208
Workplace Experience	1,147
Single Phase AC Networks	1,115
Network Technology	1,051
Software Development: Event-driven Language	1,049
Combinational Logic	1,048
Business Statistics 1	1,047
Introducing the Internet	1,032
Structure of Business Organisations	1,025
Law for Business	1,023
Project Management	1,015
Using Financial Accounting Statements	975
Developing Personal Effectiveness	970
Using Information Technology in Business: Database and Word Processing Applications	957
Introduction to Marketing	930
Data Communications	929
Analogue Electronic Devices	870
Multimedia Technology	839
Materials Selection and Testing	813
Communication: Presenting Complex Communication for Vocational Purposes	730
Managing Change	728
Electronic Construction Skills	723
Sequential Logic	723
Preparing Financial Forecasts	722
Using Financial Accounting Software	677
Design Drawing and Communication for Engineers	659
Introductory Mathematics for Computing	650
All male entries	245,838
	240,000

TABLE HN5c: HIGHER NATIONAL UNIT ENTRIES, 1998/99

TOP 50 UNITS, FEMALE CANDIDATES

TITLE	ENTRIES
Communication: Selecting and Presenting Complex Information	5,239
Information Technology Applications 1	4,338
Using Information Technology in Business: Spreadsheet and Word Processing Applications	4,042
An Introduction to Financial Accounting Statements	3,767
Micro-Economic Environment	3,531
Using Information Technology in Business: Database and Word Processing Applications	3,325
Developing Personal Effectiveness	3,189
Macro-Economic Environment	3,175
Working with People and Teams	3,033
Business Statistics 1	2,945
Using Financial Accounting Statements	2,738
Law for Business	2,481
Structure of Business Organisations	2,271
Developing Personal Effectiveness in a Care Setting	2,156
Introduction to Marketing	2,051
Preparing Financial Forecasts	1,954
Using Financial Accounting Software	1,874
Presenting Business Information	1,704
Assessment Approaches in Child Care and Education	1,616
Office Administration	1,614
Workplace Experience	1,613
How Children Develop and Learn	1,592
Workplace Practice Experience in a Child Care and Education Setting	1,567
Child Protection	1,542
Curriculum Approaches in Child Care and Education	1,532
Family Issues in Child Care and Education	1,469
Provision of Special Services for Children	1,461
Introduction to Managing the Human Resource	1,411
Introduction to Financial Accounting	1,305
Managing Change	1,290
Business Information Management	1,252
Using Desktop Publishing in Business	1,247
Business Statistics 2	1,241
Stand Alone Computer System Support	1,225
Communication 1: Using Communication Media for Vocational Purposes	1,118
Customer Care	1,113
Preparation and Analysis of Final Accounts	1,091
Human Resource Management Practice	1,087
Developing the Individual within a Team	1,045
Information Technology Applications 2	1,030
International Economic Environment	950
Fundamental Cost Accounting Techniques	933
Social Policy and Social Services Provision	913
Using Management Accounting Software	890
Mathematics for Business	890
Sociology A: An Introduction to Sociological Theory	868
Systems Development: Introduction	852
Fundamental Management Accounting Techniques Research Methods in the Social Sciences	851
	795
Structure and Organisation of the Travel and Tourism Industry	793
All female entries	231,933

TABLE HN6: HIGHER NATIONAL UNIT ENTRIES, 1998/99

BY SUPERCLASS AND MODE OF ATTENDANCE, PERCENTAGES

	SOFERCIASS AND MODE OF ATTENDANCE,	ALL	FULL	PART	
SU	PERCLASS	ENTRIES	TIME	TIME	OTHER
Α	Business/Management/Office Studies	64,057	66	25	9
В	Sales Marketing and Distribution	17,855	79	10	11
С	Information Technology and Information	83,872	65	25	10
D	Humanities (History/Archaeology/				
	Religious Studies/Philosophy)	2,473	82	10	8
Е	Politics/Economics/Law/Social Science	32,537	71	20	9
F	Area Studies/Cultural Studies/Languages/Literature	5,079	81	7	12
G	Education/Training/Teaching	8,812	72	17	11
Н	Family Care/Personal Development/				
	Personal Care and Appearance	17,015	78	13	9
J	Arts and Crafts	12,882	80	7	13
Κ	Authorship/Photography/Publishing/Media	43,494	76	15	9
L	Performing Arts	5,901	82	2	16
М	Sports Games and Recreation	6,656	81	2	16
Ν	Catering/Food Services/Leisure Services/Tourism	19,357	82	6	12
Р	Health Care/Medicine/Health and Safety	27,861	64	22	13
Q	Environment Protection/Energy/Cleansing/Security	3,544	69	12	19
R	Sciences and Mathematics	36,911	73	18	9
S	Agriculture Horticulture and Animal Care	6,217	83	12	5
Т	Construction and Property (Built Environment)	17,425	53	36	11
V	Services to Industry	16,018	48	41	10
W	Manufacturing/Production Work	6,583	51	43	6
Х	Engineering	30,883	63	31	6
Y	Oil/Mining/Plastics/Chemicals	1,535	65	35	0
Z	Transport Services	2,346	91	5	4
	Unknown(unable to classify)	8,461	68	15	17
	All Superclasses	477,774	330,163	99,590	48,021
	– as percentages	100	69	21	10

TABLE HN7: HIGHER NATIONAL UNIT ENTRIES, 1998/99

RESULTS BY SUPERCLASS, ALL CANDIDATES, PERCENTAGES

SUP	ERCLASS	ALL ENTRIES	MERIT	PASS W	VITHDRAWN	NOT YET KNOWN
Α	Business/Management/Office Studies	64,057	17	56	24	4
В	Sales Marketing and Distribution	17,855	15	56	25	3
С	Information Technology and Information	83,872	14	52	27	8
D	Humanities (History/Archaeology/					
	Religious Studies/Philosophy)	2,473	14	50	33	2
Е	Politics/Economics/Law/Social Science	32,537	15	57	25	3
F	Area Studies/Cultural Studies/Languages/Literature	5,079	16	45	38	1
G	Education/Training/Teaching	8,812	13	66	16	4
Н	Family Care/Personal Development/					
	Personal Care and Appearance	17,015	13	60	21	6
J	Arts and Crafts	12,882	16	59	19	6
Κ	Authorship/Photography/Publishing/Media	43,494	12	57	27	5
L	Performing Arts	5,901	12	58	29	1
М	Sports Games and Recreation	6,656	9	63	27	2
Ν	Catering/Food Services/Leisure Services/Tourism	19,357	12	58	26	3
Р	Health Care/Medicine/Health and Safety	27,861	10	62	19	9
Q	Environment Protection/Energy/Cleansing/Security	3,544	17	50	20	13
R	Sciences and Mathematics	36,911	15	53	25	7
S	Agriculture Horticulture and Animal Care	6,217	20	55	20	5
Т	Construction and Property (Built Environment)	17,425	15	50	27	8
V	Services to Industry	16,018	14	57	23	6
W	Manufacturing/Production Work	6,583	10	67	20	3
Х	Engineering	30,883	11	53	30	6
Y	Oil/Mining/Plastics/Chemicals	1,535	12	55	30	4
Z	Transport Services	2,346	7	75	15	3
	Unknown(unable to classify)	8,461	15	52	23	10
	All Superclasses	477,774	66,221	265,975	118,868	26,710
	 as percentages 	100	14	56	25	6

TABLE HN8: CANDIDATES ENTERED FOR HIGHER NATIONAL UNITS, 1998/99

NUMBER		CANDIDATES					
OF UNITS	ALL	MALE	FEMALE	<20	20-24	25-29	30+
1	8,013	3,556	4,457	908	1,218	1,158	4,712
2	3,540	1,603	1,937	369	572	573	2,021
3	2,953	1,421	1,531	251	474	536	1,692
4	3,848	1,923	1,925	433	669	721	2,025
5	5,629	2,813	2,816	921	1,229	1,031	2,445
6	4,619	2,766	1,853	1,206	1,047	691	1,673
7	2,240	1,312	928	536	519	321	864
8	3,863	1,627	2,236	1,471	920	442	1,029
9	3,071	1,499	1,572	1,068	783	370	849
10-14	19,913	9,582	10,331	9,392	4,304	1,969	4,245
15-19	3,573	2,278	1,295	1,815	795	328	661
20+	598	421	177	204	208	75	84
Total candidates	61,860	30,801	31,058	18,574	12,738	8,215	22,300
Total units	477,775	245,838	231,933	187,698	105,816	55,413	128,724
Units per candidate	7.7	8.0	7.5	10.1	8.3	6.7	5.8

CANDIDATES BY NUMBER OF UNITS, AGE AND SEX

TABLE HN9: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	16,335	16,185	17,598	19,783	18,652	-6%
Other	1,014	929	659	927	938	1%
Total	17,349	17,114	18,257	20,710	19,590	-5%

TRENDS IN AWARDS BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	9,264	10,259	10,129	10,558	10221	-3%
Other	571	585	455	552	456	-17%
Total	9,835	10,844	10,584	11,110	10,677	-4%
time taken to complete						
1 year	56%	59%	63%	63%	60%	
2 years	36%	34%	30%	30%	33%	
3+ years	8%	7%	7%	6%	7%	
Average (years)	1.55	1.51	1.48	1.46	1.51	

TABLE HN10: HIGHER NATIONAL CERTIFICATE, 1998/99

ENTRIES BY AGE AND SEX

	<20	20-24	25-29	30+	TOTAL
Male	2,649	2,027	1,412	3,321	9,414
Female	3,039	1,708	1,438	3,988	10,176
Total	5,688	3,735	2,850	7,309	19,590
 as percentages 	29%	19%	15%	37%	100%

AWARDS BY AGE, SEX AND TIME TO COMPLETE

		<20	20-24	25-29	30+	TOTAL
Male	awards	899	1,046	688	1,774	4,408
	1 year	77%	49%	47%	43%	52%
	2 years	22%	42%	42%	43%	38%
	3+ years	0%	10%	12%	13%	10%
	average (years)	1.2	1.6	1.8	1.8	1.6
Female	awards	1,637	1,011	889	2,732	6,269
	1 year	88%	62%	50%	57%	66%
	2 years	11%	32%	37%	35%	28%
	3+ years	1%	6%	8%	8%	6%
	average (years)	1.1	1.5	1.4	1.6	1.4
Total	awards	2,536	2,057	1,577	4,506	10,677
	1 year	84%	55%	51%	52%	60%
	2 years	15%	37%	39%	38%	33%
	3+ years	1%	8%	9%	10%	7%
	average (years)	1.2	1.5	1.6	1.6	1.5

TABLE HN11: HIGHER NATIONAL CERTIFICATE ENTRIES, 1998/99

TOP 50 HNCS

		PERC	ENT
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
HNC Computing	1,905	73	27
HNC Business Administration	1,514	32	68
HNC Child Care and Education	1,448	1	99
HNC Administration and Information Management	1,307	9	91
HNC Social Care	1,136	20	80
HNC Accounting	1,013	27	73
HNC Social Sciences	662	30	70
HNC Management	490	54	46
HNC Engineering: Electronics	409	92	8
HNC Engineering: Mechanical	360	98	3
HNC Mechatronics	297	94	6
HNC Health Care	294	10	90
HNC Computer Aided Draughting and Design	242	89	11
HNC Engineering: Mechatronics	236	97	3
HNC Engineering: Electrical	216	95	5
HNC Hospitality Operations	203	28	72
HNC Hairdressing and Salon Organisation	202	4	96
HNC Professional Cookery	201	54	46
HNC Sports Coaching with Sports Development	195	67	33
HNC Engineering: Fabrication Welding and NDT	177	99	1
HNC Travel	166	13	87
HNC Information Technology for Business	150	57	43
HNC Engineering	147	97	3
HNC Electronic and Electrical Engineering	142	94	6
HNC Engineering: Manufacturing Systems	139	97	3
HNC Business Information Systems	132	55	45
HNC Tourism	132	14	86
HNC Legal Services	132	22	78
HNC Engineering: Computer Technology	126	95	5
HNC Multimedia Computing	120	73	27
HNC Communication	124	41	59
HNC Art and Design	117	25	75
HNC Construction Practice	117	98	2
HNC Acting and Performance	112	48	52
HNC Counselling	107	13	87
HNC Information Technology Support	99	81	19
HNC Golf Course Management	96	99	19
	91	32	68
HNC Social Care (Incorporating SVQs at Level III)			
HNC Habitat Surveying for Nature Conservation	90	62	38
HNC Information Technology	89	61	39
HNC Applied Science	88	55	45
HNC Quality Assurance	86	71	29
HNC Network Support	84	83	17
HNC Biomedical Sciences	82	20	80
HNC Computer & Network Support	82	89	11
HNC Civil Engineering	80	89	11
HNC Built Environment: Construction Management	77	86	14
HNC Information Technology and Business Administration	77	49	51
HNC Process Control	75	100	-
HNC Photography	74	61	39
Total HNC entries	19,590	48	52

TABLE HN12: HIGHER NATIONAL CERTIFICATE AWARDS, 1998/99

TOP 50 HNCS

COURSE AWARD TITLE	AWARDS	PERCENT MALE	FEMALE
HNC Child Care and Education	1,161	0	100
HNC Computing	796	69	31
HNC Business Administration	778	25	75
HNC Social Care	723	18	82
HNC Administration and Information Management	703	5	95
HNC Accounting	590	22	78
HNC Social Sciences	354	29	71
HNC Management	327	59	41
HNC Mechatronics	189	93	7
HNC Engineering: Mechanical	181	96	4
HNC Engineering: Electronics	177	89	11
HNC Health Care	177	12	88
HNC Computer Aided Draughting and Design	127	89	11
HNC Hairdressing and Salon Organisation	124	3	97
HNC Professional Cookery	119	50	50
HNC Travel	100	12	88
HNC Social Care (Incorporating SVQs at Level 3)	97	30	70
HNC Construction Practice	86	98	2
HNC Hospitality Operations	83	25	75
HNC Sports Coaching with Sports Development	82	61	39
	78	97	3
HNC Engineering: Electrical	78		4
HNC Engineering		96	4
HNC Electronic and Electrical Engineering	70	96	
HNC Quality Assurance	69	70	30
HNC Engineering: Manufacturing Systems	68	96	4
HNC Counselling	67	9	91
HNC Legal Services	67	21	79
HNC Acting and Performance	66	45	55
HNC Communication	66	33	67
HNC Engineering Practice	66	98	2
HNC Tourism	65	15	85
HNC Art and Design	64	20	80
HNC Engineering: Computer Technology	64	91	9
HNC Multimedia Computing	62	66	34
HNC Public Administration	61	18	82
HNC Civil Engineering	57	82	18
HNC Business Information Systems	54	52	48
HNC Applied Science	52	44	56
HNC Habitat Surveying for Nature Conservation	51	59	41
HNC Process Control	51	100	-
HNC Built Environment: Construction Management	43	88	12
HNC Engineering: Fabrication Welding and NDT	41	100	-
HNC Housing	40	15	85
HNC Fine Art	39	36	64
HNC Information Technology for Business	39	46	54
HNC Training and Development	39	31	69
HNC Biomedical Sciences	38	5	95
HNC Fitness Health and Exercise	38	39	61
HNC Information Technology and Business Administration	37	41	59
HNC Beauty Therapy	36	-	100
Total HNC awards	10,677	41	59

TABLE HN13: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	10,216	10,294	10,886	13,177	12,487	-5%
Other	2,178	1,846	1,556	1,554	1,243	-20%
Total	12,394	12,140	12,442	14,731	13,730	-7%

TRENDS IN AWARDS BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	4,443	4,969	5,185	5,442	5635	4%
Other	1,260	983	613	719	524	-27%
Total	5,703	5,952	5,798	6,161	6,159	0%
time taken to complete						
1 year	22%	24%	27%	29%	27%	
2 years	64%	63%	60%	58%	62%	
3 years	7 %	12%	11%	11%	9%	
4+ years	6%	1%	2%	2%	2%	
Average (years)	1.98	1.91	1.88	1.86	1.87	

TABLE HN14: HIGHER NATIONAL DIPLOMA, 1998/99

ENTRIES BY AGE AND SEX

	<20	20-24	25-29	30+	TOTAL
Male	3,639	1,730	712	1,157	7,238
Female	3,223	1,192	641	1,435	6,492
Total	6,862	2,922	1,353	2,592	13,730
 as percentages 	50%	21%	10%	19%	100%

AWARDS BY AGE, SEX AND TIME TO COMPLETE

		<20	20-24	25-29	30+	TOTAL
Male	awards	829	1,013	334	588	2,765
	1 year	28%	22%	29%	36%	27%
	2 years	66%	51%	59%	50%	56%
	3 years	6%	22%	8%	9%	13%
	4+ years	0%	5%	4%	5%	3%
	average (years)	1.8	2.1	1.9	1.9	1.9
Female	awards	1,186	889	367	951	3,394
	1 year	22%	41%	32%	37%	27%
	2 years	76%	64%	62%	56%	66%
	3 years	2%	12%	6%	6%	6%
	4+ years	-	2%	1%	1%	1%
	average (years)	1.8	2.0	1.8	1.7	1.8
Total	awards	2,015	1,902	701	1,539	6,159
	1 year	24%	21%	31%	37%	27%
	2 years	72%	57%	60%	54%	62%
	3 years	4%	18%	7%	7%	9%
	4+ years	0%	4%	2%	2%	2%
	avarage (years)	1.8	2.1	1.8	1.8	1.9

TABLE HN15: HIGHER NATIONAL DIPLOMA ENTRIES, 1998/99

TOP 50 HNDs

		PERCENT				
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE			
HND Business Administration	1,138	39	61			
HND Computing: Software Development	778	78	22			
HND Accounting	707	34	66			
HND Administration and Information Management	598	9	91			
HND Computing: Support	584	80	20			
HND Social Sciences	582	32	68			
HND Beauty Therapy	439	0	100			
HND Hospitality Management	408	32	68			
HND Travel with Tourism	401	14	86			
HND Communication	394	44	56			
HND Sports Coaching with Sports Development	391	72	28			
HND Graphic Design	379	57	43			
HND Engineering: Electronics	258	97	3			
HND Tourism	197	21	79			
HND Marketing	181	46	54			
HND Leisure Management	175	68	32			
HND Multimedia Computing	175	75	25			
HND Fitness Health and Exercise	164	54	46			
HND Nautical Science	153	95	5			
HND Mechanical Engineering	145	95	5			
HND Acting and Performance	136	33	67			
HND Music and Audio Technology	136	93	7			
HND Engineering: Marine	131	97	3			
HND Interior Design	131	28	72			
HND Engineering: Mechanical	111	96	4			
HND Retail Management	110	43	57			
HND Mechatronics	108	94	6			
HND Television Operations and Production	106	67	33			
HND Built Environment: General	105	91	9			
HND Legal Services	105	20	80			
HND Agriculture	103	83	17			
HND Sports Therapy	94	38	62			
HND Advertising and Public Relations	93	35	65			
HND Applied Biological Sciences	88	40	60			
HND Civil Engineering	84	99	1			
HND Supporting Special Learning Needs	78	0	100			
HND Business Information Systems	76	45	55			
HND Engineering	70	99	1			
HND Computing: Information Technology	68	88	12			
HND Information and Media Technology	68	84	12			
HND Applied Science	67	48	52			
HND Engineering: Electrical	66	97	3			
HND Engineering: Electrical HND Business Information Technology	64	61	39			
HND Business information Technology HND Human Resource Management	62	29	59 71			
HND Fluman Resource Management HND Electronic and Electrical Engineering	61	29 97	3			
HND Engineering: Mechatronics	60	97	3 7			
5 5						
HND Professional Photography and Imaging	60	38	62			
HND Multimedia Development and Production	59	75	25			
HND Sport and Exercise Sciences	59	68	32			
HND Music: Performance and Promotion	58	64	36			
Total HND entries	13,730	53	47			

TABLE HN16: HIGHER NATIONAL DIPLOMA AWARDS, 1998/99

TOP 50 HNDs

TOP 50 HINDS PERC					
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE		
HND Business Administration	591	32	68		
HND Accounting	360	31	69		
HND Administration and Information Management	352	4	96		
HND Social Sciences	257	27	73		
HND Beauty Therapy	253	-	100		
HND Computing: Software Development	245	75	25		
HND Computing: Support	204	79	21		
HND Hospitality Management	198	30	70		
HND Travel with Tourism	190	10	90		
HND Graphic Design	187	60	40		
HND Communication	170	39	61		
HND Sports Coaching with Sports Development	161	65	35		
HND Leisure Management	91	60	40		
HND Tourism	75	15	85		
HND Legal Services	71	24	76		
HND Engineering: Electronics	65	95	5		
HND Marketing	65	45	55		
HND Interior Design	61	38	62		
HND Nautical Science	61	100	_		
HND Acting and Performance	59	24	76		
HND Mechatronics	57	96	4		
HND Electronic and Electrical Engineering	55	100	-		
HND Engineering: Marine	53	100	_		
HND Mechanical Engineering	53	100	_		
HND Multimedia Computing	53	75	25		
HND Business Information Technology	45	51	49		
HND Supporting Special Learning Needs	43	51	100		
HND Business Information Systems	43	48	52		
-	42	40 85	15		
HND Civil Engineering		93	15		
HND Agriculture	40		8 49		
HND Sports Therapy	39	51			
HND Advertising and Public Relations	35	26	74		
HND Fitness Health and Exercise	35	40	60		
HND Stitched Textiles and Fashion Design	33	6	94		
HND Culinary Arts with Management	32	31	69		
HND Graphics and Illustration	32	34	66		
HND Health and Fitness	32	38	63		
HND Retail Management	30	47	53		
HND Applied Biological Sciences	29	41	59		
HND Journalism	28	43	57		
HND Television Operations and Production	27	59	41		
HND Audio Engineering	26	92	8		
HND Countryside Recreation and Conservation Management	26	65	35		
HND Horse Management	26	4	96		
HND Human Resource Management	26	15	85		
HND Make-Up Artist	26	-	100		
HND Music and Audio Technology	26	92	8		
HND Environmental Management	25	56	44		
HND Food Technology	25	24	76		
HND Information and Media Technology	25	76	24		
Total HND awards	6,159	45	55		

TABLE HN17: TREND IN HIGHER NATIONAL PROFESSIONAL DEVELOPMENT AWARDS

QUALIFICATION							PERCENT CHANGE
Quinter their	CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
Certificate							
	FE College	34	71	140	41	203	395%
	Other	-	-	-	-	-	-
	Total	34	71	140	41	203	395%
Advanced Certificate							
	FE College	788	883	956	1,004	1,034	3%
	Other	-	37	40	72	36	-50%
	Total	788	920	996	1,076	1,070	-1%
Diploma							
	FE College	294	338	280	381	369	-3%
	Other	63	25	37	43	57	33%
	Total	357	363	317	424	426	0%
Advanced Diploma							
	FE College	155	162	141	183	155	-15%
	Other	8	-	-	-	-	-
	Total	163	162	141	183	155	-15%
All HN PDAs		1,342	1,516	1,594	1,724	1,854	8%

TREND IN ENTRIES BY CENTRE TYPE AND QUALIFICATION

TREND IN AWARDS BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION							PERCENT CHANGE
	CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
Certificate							
	FE College	23	34	67	52	109	110%
	Other	1	-	-	-		-
	Total	24	34	67	52	109	110%
Advanced Certificate							
	FE College	510	579	703	747	671	-10%
	Other	1	37	40	72	36	-50%
	Total	511	616	743	819	707	-14%
Diploma							
	FE College	196	230	195	221	270	22%
	Other	41	24	38	32	62	94%
	Total	237	254	233	253	332	31%
Advanced Diploma							
	FE College	69	114	77	109	75	-31%
	Other	2	1	-	-	-	-
	Total	71	115	77	109	75	-31%
All HN PDAs		843	1,019	1,120	1,233	1,223	-1%
time taken to complet	e						
	1 year	83%	81%	85%	82%	86%	
	2 years	15%	18%	14%	16%	13%	
	3+ years	1%	1%	2%	2%	1%	
	average (years)	1.18	1.21	1.17	1.20	1.16	

TABLE HN18: HIGHER NATIONAL PROFESSIONAL DEVELOPMENT AWARD ENTRIES, 1998/99

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	MALE	FEMALE
Certificate Building Services Engineering	1	100	-
Certificate: Childcare and Education	182	1	99
Certificate: Computer Support	1	100	-
Certificate: Legal Studies	1	-	100
Certificate: Special Learning Needs	5	-	100
Certificate: Supervision of the Delivery of Care Services	12	17	83
Certificate: Voluntary Sector Management	1	100	-
All HN PDA Certificate entries	203	3	97
Advanced Certificate Construction Practice	99	100	-
Advanced Certificate Engineering Practice: Fabrication and Welding	40	100	-
Advanced Certificate Engineering Practice: Manufacture and Engineering Support	81	100	-
Advanced Certificate Team Leadership	1	100	-
Advanced Certificate: Art and Design	155	32	68
Advanced Certificate: Brickwork	80	100	-
Advanced Certificate: Carpentry and Joinery	356	100	-
Advanced Certificate: Construction Practice	40	95	5
Advanced Certificate: Criminal Investigation	35	94	6
Advanced Certificate: Machine Woodworking	6	100	-
Advanced Certificate: Painting and Decorating	127	98	2
Advanced Certificate: Plasterwork	16	100	-
Advanced Certificate: Roof Slating and Tiling	11	100	-
Advanced Certificate: Roof Slating Tiling and Cement Work	5	100	-
Advanced Certificate: Stonemasonry	16	100	-
Advanced Certificate: Technology for Administrators	2	50	50
All HN PDA Advanced Certificate entries	1,070	89	11
Diploma Information Technology	9	67	33
Diploma Multimedia Computing	1	-	100
Diploma: Computing	45	53	47
Diploma: Continuing Special Education and Training Needs	4	25	75
Diploma: Health Promotion	9	11	89
Diploma: Management	235	59	41
Diploma: Police Management	57	95	5
Diploma: Public Sector Management	22	55	45
Diploma: Systems Analysis and Design	26	58	42
Diploma: Television and Multimedia	9	44	56
All HN PDA Diploma entries	417	61	39
Advanced Diploma: Art and Design	16	56	44
Advanced Diploma: Computing	26	69	31
Advanced Diploma: Design:Graphic	12	50	50
Advanced Diploma: Eco-Design	9	-	100
Advanced Diploma: Graphic Design	25	72	28
Advanced Diploma: Illustrative Photography	13	77	23
Advanced Diploma: Multimedia Computing	1	-	100
Advanced Diploma: Music Industry Management and Marketing	48	46	54
Advanced Diploma: Spatial Design	14	50	50
All HN PDA Advanced Diploma entries	164	55	45
All HN PDA entries	1,854	70	30

TABLE HN19: HIGHER NATIONAL PROFESSIONAL DEVELOPMENT AWARD AWARDS, 1998/99

ALL HN PDA AWARDS

		PERCE	
COURSE TITLE	AWARDS	MALE	FEMALE
Certificate: Childcare and Education	79	-	100
Certificate: Computer Support	1	100	-
Certificate: Special Learning Needs	2	-	100
Certificate: Supervision of the Delivery of Care Services	26	19	81
Certificate: Voluntary Sector Management	1	100	-
All HN PDA Certificate awards	109	6	94
Advanced Certificate Construction Practice	32	100	-
Advanced Certificate Engineering Practice: Fabrication and Welding	6	100	-
Advanced Certificate Engineering Practice: Manufacture and Engineering Support		100	-
Advanced Certificate Team Leadership	1	100	-
Advanced Certificate: Art and Design	95	32	68
Advanced Certificate: Brickwork	58	100	-
Advanced Certificate: Carpentry and Joinery	265	100	-
Advanced Certificate: Construction Practice	26	96	4
Advanced Certificate: Criminal Investigation	35	94	e
Advanced Certificate: Media Production	1	-	100
Advanced Certificate: Painting and Decorating	99	98	2
Advanced Certificate: Plasterwork	11	100	
Advanced Certificate: Roof Slating and Tiling	4	100	
Advanced Certificate: Roof Slating Tiling and Cement Work	3	100	
Advanced Certificate: Stonemasonry	16	100	
All HN PDA Advanced Certificate awards	707	90	10
Diploma Information Technology	6	50	50
Diploma Management with Personnel	6	83	17
Diploma Public Sector Management	13	23	73
Diploma: Computing	21	67	33
Diploma: Continuing Special Education and Training Needs	3	-	100
Diploma: Gaelic Television	9	33	67
Diploma: Management	175	55	4
Diploma: Police Management	62	92	8
Diploma: Public Sector Management	13	46	54
Diploma: Systems Analysis and Design	17	59	43
All HN PDA Diploma awards	325	61	39
Advanced Diploma: Art and Design	9	44	50
Advanced Diploma: Computing	6	67	33
Advanced Diploma: Eco-Design	7	_	100
Advanced Diploma: Graphic Design	19	68	3
Advanced Diploma: Illustrative Photography	6	83	17
Advanced Diploma: Multimedia Computing	3	100	1.
Advanced Diploma: Multimetia Computing Advanced Diploma: Music Industry Management and Marketing	21	100	8
Advanced Diploma: Music industry Management and Marketing Advanced Diploma: Spatial Design	11	45	o 5:
All HN PDA Advanced Diploma awards	82	45	54
All THY I DA AUVAILEEU DIDIOIIId dWalus	02	40	54

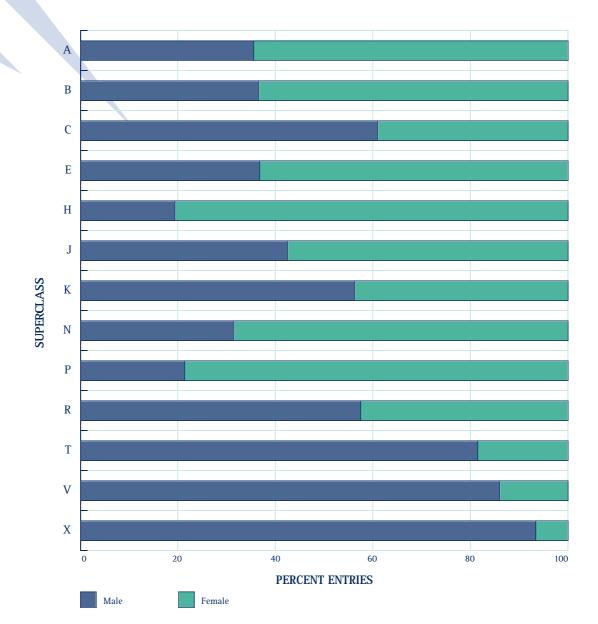


CHART HN1: HN UNIT ENTRIES BY SUPERCLASS AND SEX, 1998/99

SUPERCLASS

- A Business/Management/Office Studies
- B Sales Marketing and Distribution
- C Information Technology and Information
- E Politics/Economics/Law/Social Science
- H Family Care/Personal Development/ Personal Care and Appearance
- J Arts and Crafts
- K Authorship/Photography/Publishing/Media
- N Catering/Food Services/Leisure Services/Tourism
- P Health Care/Medicine/Health and Safety
- R Sciences and Mathematics
- T Construction and Property (Built Environment)
- V Services to Industry
- X Engineering

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

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	10,824	12,379	13,446	15,730	14,810	-6%
Other	10,388	14,476	16,024	18,832	24,577	31%
Subtotal	21,212	26,855	29,470	34,562	39,387	14%
Retrospective entries*	-	2,301	3,446	3,906	-	
Total	21,212	29,156	32,916	38,468	39,387	2%

* Estimate of retrospective entries received too late for inclusion in detailed trends

TRENDS IN AWARDS BY CENTRE TYPE

CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	PERCENT CHANGE 1997/98 - 1998/99
FE College	3,349	4,544	5,112	5,332	6,121	15%
Other	4,414	8,071	8,835	10,306	13,966	36%
Total	7,763	12,615	13,947	15,638	20,087	28%
time taken to complete						
1 year	74%	70%	65%	61%	61%	
2 years	21%	24%	27%	29%	28%	
3+ years	4%	6%	7%	10%	11%	
Average (years)	1.31	1.36	1.43	1.53	1.55	

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

ENTRIES BY AREA OF COMPETENCE

AREA OF COMPETENCE	1994/95	1995/96	1996/97	1997/98	1998/99	PERCENT CHANGE 1997/98 - 1998/99
Tending Animals, Plants and Land	1,749	1,891	2,150	2,266	2,320	2%
Extracting and Providing Natural Resources	564	330	959	954	1,151	21%
Construction	4,599	6,722	7,095	7,569	7,217	-5%
Engineering	224	1,479	945	1,002	3,002	200%
Manufacturing	420	1,579	957	1,889	2,708	43%
Transporting	41	148	158	243	303	25%
Providing Goods and Services	5,304	5,743	6,892	8,311	9,391	13%
Providing Health, Social Care and						
Protective Services	2,786	4,034	4,467	5,079	5,823	15%
Providing Business Services	5,491	4,800	5,600	6,966	7,095	2%
Communicating and Entertaining	-	14	71	135	159	18%
Developing Knowledge and Skill	34	115	176	148	218	47%
All areas*	21,212	26,855	29,470	34,562	39,387	14%

ENTRIES BY LEVEL

						PERCENT CHANGE
LEVEL OF QUALIFICATION	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
Level 1	3,809	3,223	3,833	3,766	5,043	34%
Level 2	13,313	16,558	18,288	20,823	22,493	8%
Level 3	3,807	6,478	6,891	9,377	10,986	17%
Level 4	216	412	399	515	797	55%
Level 5	67	184	59	81	68	-16%
All levels*	21,212	26,855	29,470	34,562	39,387	14%

* Excluding retrospective entries.

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

AWARDS BY AREA OF COMPETENCE

AREA OF COMPETENCE	1994/95	1995/96	1996/97	1997/98	1998/99	PERCENT CHANGE 1997/98 - 1998/99
Tending Animals, Plants and Land	823	1,172	1,252	1,206	1,187	-2%
Extracting and Providing Natural Resources	161	219	232	532	593	11%
Construction	1,181	2,230	2,105	2,439	2,349	-4%
Engineering	12	967	326	379	2,280	502%
Manufacturing	192	1,291	481	1,164	1,791	54%
Transporting	19	63	183	211	146	-31%
Providing Goods and Services	2,081	2,564	4,175	3,719	4,358	17%
Providing Health, Social Care and						
Protective Services	1,095	1,674	1,930	2,561	3,417	33%
Providing Business Services	2,186	2,402	3,159	3,326	3,828	15%
Communicating and Entertaining	-	-	34	11	64	482%
Developing Knowledge and Skill	13	33	70	90	74	-18%
All areas	7,763	12,615	13,947	15,638	20,087	28%

AWARDS BY LEVEL

						PERCENT CHANGE
LEVEL OF QUALIFICATION	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
Level 1	1,808	2,074	2,614	2,224	2,693	21%
Level 2	5,170	8,424	8,979	10,121	12,573	24%
Level 3	644	1,882	2,161	3,041	4,434	46%
Level 4	106	171	140	225	372	65%
Level 5	35	64	53	27	15	-44%
All levels	7,763	12,615	13,947	15,638	20,087	28%



ENTEDIEC DY		COMPETENCE AND ACE
ENTRIES BY	AKEA UI	F COMPETENCE AND AGE

	TOTAL AS % OF AREA OF COMPETENCE								
AREA OF COMPETENCE	ENTRIES	<20	20-24	25-29	30-34	35-39	40-49	50+	N/K
Tending Animals, Plants and Land	2,320	49	13	8	9	7	9	6	-
Extracting and Providing									
Natural Resources	1,151	4	9	18	17	13	27	13	0
Construction	7,217	79	10	3	2	2	3	2	0
Engineering	3,002	45	18	4	4	5	7	4	13
Manufacturing	2,708	25	21	11	10	8	11	7	7
Transporting	303	41	23	5	7	10	9	5	-
Providing Goods and Services	9,391	50	19	7	6	6	7	5	1
Providing Health, Social Care and									
Protective Services	5,823	21	11	11	13	14	22	9	0
Providing Business Services	7,095	41	16	8	8	8	13	6	0
Communicating and Entertaining	159	42	6	13	10	9	16	4	-
Developing Knowledge and Skill	218	-	2	11	15	18	33	20	-
All areas	39,387	17,872	5,887	2,856	2,903	2,821	4,184	2,202	662
 as percentages 	100%	45%	15%	7%	7%	7%	11%	6%	2%

ENTRIES BY LEVEL OF QUALIFICATION AND AGE

	TOTAL AS % OF LEVEL OF QUALIFICATION								
LEVEL OF STUDY	ENTRIES	<20	20-24	25-29	30-34	35-39	40-49	50+	N/K
1	5,043	51	14	7	5	6	8	7	2
2	22,493	48	14	8	7	6	10	5	2
3	10,986	41	19	6	8	8	12	5	1
4	797	1	3	11	16	21	32	16	0
5	68	-	-	1	10	34	40	15	-
All levels	39,387	17,872	5,887	2,856	2,903	2,821	4,184	2,202	662
 as percentages 	100%	45%	15%	7%	7%	7%	11%	6%	2%

TABLE VQ5: SCOTTISH VOCATIONAL QUALIFICATION ENTRIES, 1998/99

TOP 50 SVQ ENTRIES

GROUP AWARD TITLE	AWARDS	PERCE MALE	NI FEMALI
Administration (Level 2)	2,539	18	82
Administration (Level 2)	1,376	15	85
Using Information Technology (Level 2)	1,357	60	40
Performing Manufacturing Operations (Level 2)	1,311	65	3
Care (Level 2)	1,286	11	8
Engineering Manufacture: Foundation (Level 2)	1,162	98	0
Construction: Carpentry and Joinery (Level 2)	970	99	
Construction: Carpentry and Joinery (Level 3)	955	99	
Customer Service (Level 3)	946	35	6
Hairdressing (Level 2)	941	7	9
Promoting Independence (Level 3)	801	25	7
Retail Operations (Level 2)	789	33	, 6
Catering and Hospitality: Food Preparation and Cooking (Level 2)	785	60	4
Public Services: Armed Services (Level 1)	763		
		97	
Installing and Commissioning Electrical Systems and Equipments (Level 3)	729	99	
Catering and Hospitality: Serving Food and Drink – Bar (Level 1)	584	39	6
Amenity Horticulture (Level 2)	542	97	
Early Years Care and Education (Level 2)	504	1	9
Construction: Painting and Decorating (Level 2)	438	95	
Distribution and Warehousing Operations (Level 2)	437	98	
General Building Operations (Level 2)	411	99	
Customer Service (Level 2)	387	39	6
Guidance (Level 3)	380	26	7
Processing Operations: Hydrocarbons (Level 2)	364	99	
General Building Operations (Level 1)	347	99	
Construction: Painting and Decorating (Level 3)	340	99	
Construction: Bricklaying (Level 2)	314	99	
Amenity Horticulture (Level 1)	313	95	
Construction: Wood Occupations (Level 1)	304	98	
Engineering Maintenance (Level 3)	289	100	_
Food and Drink Manufacturing Operations (Level 2)	284	42	5
Care (Level 3)	278	15	8
Mechanical Engineering Services: Plumbing (level III)	277	100	
Custodial Care (Level 2)	273	88	1
Mail Operations (Level 2)	273	91	
Playwork (Level 2)	272	11	8
Cleaning: Building Interiors (Level 1)	266	5	g
Construction: Decorative Occupations (Level 1)	265	95	
Administration (Level 1)	246	30	7
Catering and Hospitality: Food Preparation and Cooking (Level 1)	246	27	7
Processing Operations: Hydrocarbons (Level 3)	244	100	
Management (Level 3)	242	74	2
Distributive Operations (Level 1)	240	65	3
Early Years Care and Education (Level 3)	237	-	10
Management (Level 4)	231	65	3
Construction: Bricklaying (Level 3)	218	100	
Accounting (Level 2)	206	29	7
Construction: Scaffolding (Level 2)	197	100	
Care: Supported Living (Level 3)	195	36	6
Catering and Hospitality: Serving Food and Drink – Table (Level 2)	190	45	5
All SVQ entries	39,387	60	4

TABLE VQ6: SCOTTISH VOCATIONAL QUALIFICATION AWARDS, 1998/99

TOP 50 SVQ AWARDS

TOP 50 SVQ AWARDS		PERCE	NT
GROUP AWARD TITLE	AWARDS		FEMALE
Administration (Level 2)	1,430	15	85
Performing Manufacturing Operations (Level 2)	1,037	59	41
Engineering Manufacture: Foundation (Level 2)	886	98	2
Using Information Technology (Level 2)	795	56	44
Administration (Level 3)	737	13	87
Public Services: Armed Services (Level 1)	673	98	2
Care: Direct Care (Level 2)	545	7	93
Construction: Carpentry and Joinery (Level 2)	479	99	1
Customer Service (Level 3)	470	31	69
Hairdressing (Level 2)	438	3	97
Catering and Hospitality: Food Preparation and Cooking (Level 2)	388	59	41
Installing and Commissioning Electrical Systems and Equipments (Level 3)	349	100	-
Custodial Care (Level 2)	335	85	15
Retail Operations (Level 2)	322	33	67
Care: Supported Living (Level 3)	280	21	79
Care (Level 2)	272	11	89
Processing Operations: Hydrocarbons (Level 2)	235	99	1
Cleaning: Building Interiors (Level 1)	195	1	99
Distribution and Warehousing Operations (Level 2)	189	99	1
Catering and Hospitality: Food Preparation and Cooking (Level 1)	183	18	82
Engineering Maintenance (Level 3)	181	99	1
Mechanical Engineering Services: Plumbing (level III)	171	100	-
Food and Drink Manufacturing Operations (Level 2)	166	36	64
General Building Operations (Level 1)		98	2
Construction: Wood Occupations (Level 1)	161 158	98 97	2
Amenity Horticulture (Level 2)		98	2
	154		
Sport Recreation and Allied Occupations: Coaching Teaching and Instruction (Level 2)		99	1
Care: Promoting Independence (Level 3)	149	22	78
Child Care and Education: Work with Babies (Level 2)	146	1	99
Construction: Painting and Decorating (Level 2)	146	97	3
General Building Operations (Level 2)	146	100	-
Amenity Horticulture (Level 1)	143	97	3
Construction: Bricklaying (Level 2)	141	100	-
Customer Service (Level 2)	136	34	66
Cleaning: Building Interiors (Level 2)	133	11	89
Catering and Hospitality: Serving Food and Drink – Counter/ Take-Away (Level 1)	132	10	90
Processing Operations: Hydrocarbons (Level 3)	127	100	-
Sport Recreation and Allied Occupations (Level 1)	127	99	1
Accounting (Level 2)	118	25	75
Travel Services (Level 2)	109	13	87
Administration (Level 1)	106	21	79
Accounting (Level 3)	104	27	73
Merchant Vessel Operations (Level 2)	101	92	8
Distributive Operations (Level 1)	100	69	31
Engineering Production (Level 2)	99	93	7
Engineering: Foundation (Level 2)	99	100	-
Manufacturing Products from Textiles (Level 2)	99	3	97
Engineering Machining (Level 3)	98	99	1
Merchant Vessel Engineering (Level 3)	97	100	-
Environmental Conservation: Landscapes and Ecosystems (Level 2)	95	87	13
All SVQ awards	20,087	57	43

TABLE VQ7: TREND IN WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARDS

TREND IN ENTRIES BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	3,329	2,306	3,190	2,954	1,810	-39%
Other	7,023	4,575	5,621	6,010	5,030	-16%
Total	10,352	6,881	8,811	8,964	6,840	-24%

TRENDS IN AWARDS BY CENTRE TYPE

						PERCENT CHANGE
CENTRE TYPE	1994/95	1995/96	1996/97	1997/98	1998/99	1997/98 - 1998/99
FE College	2,028	1,540	2,136	2,267	1,394	-39%
Other	5,748	4,071	4,703	4,868	3,649	-25%
Total	7,776	5,611	6,839	7,135	5,043	-29%
time taken to complete						
1 year	93%	87%	91%	87%	84%	
2 years	6%	11%	7%	9%	11%	
3+ years	0%	2%	3%	4%	5%	
Average (years)	1.07	1.15	1.13	1.18	1.23	

TABLE VQ8: WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT
AWARD ENTRIES 1998/99

ALL WORKPLACE ASSESSED BASED PDA ENTRIES

		PERCENT		
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE	
Certificate for APL Advisers and Assessors	8	25	75	
Certificate for External Verifiers	3	67	33	
Certificate for Internal Verifiers	385	46	54	
Certificate for Open Learning Practitioners	2	-	100	
Certificate for Skills Assessors – First Line	779	58	42	
Certificate for Skills Assessors – Second Line	292	61	39	
Certificate for Skills Trainers and Assessors – First Line	89	75	25	
Certificate for Vocational Assessors	1,417	49	51	
Certificate for Vocational Trainers and Assessors	2	-	100	
Certificate for Workbased Coaches and Assessors	55	62	38	
Certificate in Call Centre Operations	427	33	67	
Certificate in Excavating Backfilling and Reinstatement of Construction				
Layers with a Cold-Lay Bituminous Surface	589	100	0	
Certificate in Excavating in the Highway	594	100	0	
Certificate in Funeral Directing	28	93	7	
Certificate in Janitorial Services	84	79	21	
Certificate in Monitoring Excavation Backfilling and Reinstatement of				
Construction Layers with Bituminous Materials	271	99	1	
Certificate in Monitoring Excavation in the Highway	274	99	1	
Certificate in Monitoring Reinstatement of Concrete Slabs	39	100	-	
Certificate in Monitoring Reinstatement of Construction Layers in				
Bituminous Materials	262	98	2	
Certificate in Monitoring Reinstatement of Modular Surfaces and				
Concrete Footways	251	99	1	
Certificate in Reinstatement of Concrete Slabs	6	100	-	
Certificate in Reinstatement of Construction Layers in Hot-Lay and				
Cold-Lay Bituminous Materials	518	100	0	
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	437	100	0	
Certificate in Traditional Handcraft Kilt Manufacturing	22	23	77	
Total entries	6,840	74	26	

TABLE VQ9: WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARD AWARDS, 1998/99

ALL WORKPLACE ASSESSED BASED PDA AWARDS

		PER	CENT
GROUP AWARD TITLE	AWARDS	MALE	FEMALE
Certificate for APL Advisers	3	33	67
Certificate for APL Advisers and Assessors	1	-	100
Certificate for External Verifiers	11	82	18
Certificate for Internal Verifiers	205	50	50
Certificate for Open Learning Practitioners	3	-	100
Certificate for Skills Assessors – First Line	439	50	50
Certificate for Skills Assessors – Second Line	157	54	46
Certificate for Skills Trainers and Assessors – First Line	57	60	40
Certificate for Vocational Assessors	917	46	54
Certificate for Vocational Trainers and Assessors	2	50	50
Certificate for Workbased Coaches and Assessors	34	53	47
Certificate in Call Centre Operations	283	29	71
Certificate in Excavating Backfilling and Reinstatement of Construction			
Layers with a Cold-Lay Bituminous Surface	529	100	0
Certificate in Excavating in the Highway	520	100	0
Certificate in Funeral Directing	7	100	-
Certificate in Janitorial Services	84	79	21
Certificate in Monitoring Excavation Backfilling and Reinstatement of			
Construction Layers with Bituminous Materials	265	99	1
Certificate in Monitoring Excavation in the Highway	261	99	1
Certificate in Monitoring Reinstatement of Concrete Slabs	33	100	-
Certificate in Monitoring Reinstatement of Construction Layers in			
Bituminous Materials	255	99	1
Certificate in Monitoring Reinstatement of Modular Surfaces and			
Concrete Footways	245	99	1
Certificate in Reinstatement of Concrete Slabs	5	100	-
Certificate in Reinstatement of Construction Layers in Hot-Lay and			
Cold-Lay Bituminous Materials	349	100	-
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	367	100	0
Certificate in Traditional Handcraft Kilt Manufacturing	11	9	91
Total awards	5,043	77	23

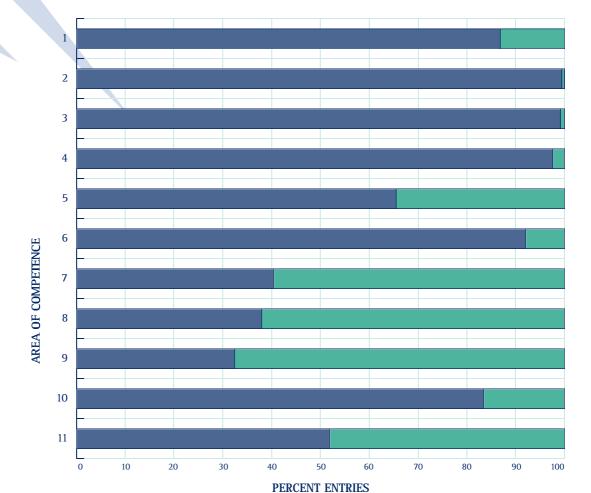


CHART VQ1: SVQ ENTRIES BY AREA OF COMPETENCE AND SEX, 1998/99

AREA OF COMPETENCE

Female

- 1 Tending Animals, Plants and Land
- 2 Extracting and Providing Natural Resources
- 3 Construction

Male

- 4 Engineering
- 5 Manufacturing
- 6 Transporting

- 7 Providing Goods and Services
- 8 Providing Health, Social Care and Protective Services
- 9 Providing Business Services
- 10 Communicating and Entertaining
- 11 Developing Knowledge and Skill

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

Guidance on generating evidence for National Course Estimates and Assessment Appeals (A0992, March 2000).

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 (A0840, June 1999) Guide to Assessment and Quality Assurance for Colleges of Further Education (A0841, June 1999) Guide to Assessment and Quality Assurance for Training Providers and Employers (A0842, June 1999)

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

Comparability Study of Scottish Qualifications and GCE Advanced Levels (1998) The aims of this comparability study were to provide information about the comparability of

Scottish qualifications with the GCE Advanced Level; and to check the benchmarking of the Advanced Higher against current qualifications, and to provide assurance about the standards which will be required.

To order any of these publications, phone the Sales Section at SQA on 0141-242 2168.





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