ANNUAL STATISTICAL REPORT

2003

SCOTTISH
QUALIFICATIONS
AUTHORITY

ANNUAL STATISTICAL REPORT

2003

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Contents

	Page
FOREWORD	1
NATIONAL QUALIFICATIONS 2003	2
INTRODUCTION	3
THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)	4
NATIONAL UNITS	
Commentary – National Units	8
NU1 Trend in entries and awards for National Units by centre type, 2001 to 2003	10
NU2 Trend in entries for National Units by superclass, 2001 to 2003	11
NU3a–b National Unit entries by superclass and level, 2003	12
NU4a–g National Unit entries by gender and title, 2003	14
NU5 Entries for National Units by level, gender and result, 2003	21
NU6a-d Candidates entered for National Units, 2003	22
GROUP AWARDS	
Commentary – Group Awards	24
GA1 Trend in General Scottish Vocational Qualifications, 2001 to 2003	26
GA2 General Scottish Vocational Qualifications entries, 2003	27
GA3 Trend in National Certificate Group Awards, 2001 to 2003	28
GA4 National Certificate Group Awards entries, 2003	29
GA5 Trend in National Certificate Clusters, 2001 to 2003	30
GA6 National Certificate Clusters entries, 2003	31
GA7 Trend in Scottish Group Awards, 2001 to 2003	31
GA8 Scottish Group Awards entries, 2003	32
GA9 Trend in Scottish Progression Awards, 2001 to 2003	33
GA10 Scottish Progression Awards entries, 2003	34
ACCESS CLUSTERS	
Commentary – Access Clusters	35
AC1 Trend in entries for Access 2 clusters by centre type, 2000 to 2003	37
AC2 Entries for Access 2 Clusters by age and gender, 2003	37
AC3 Trend in entries for Access 2 Clusters, 2000 to 2003	38
AC4 Trend in awards for Access 2 clusters, 2000 to 2003	39
AC5 Trend in entries for Access 3 clusters by centre type, 2000 to 2003	40
AC6 Entries for Access 3 Clusters by age and gender, 2003	40
AC7 Trend in entries for Access 3 Clusters, 2000 to 2003	41
AC8 Trend in awards for Access 3 clusters, 2000 to 2003	42
STANDARD GRADE TABLES	
Commentary – Standard Grade	43
SG1 Trend in entries for each subject at Standard Grade, 1999 to 2003	45
SG2 Entries for each subject at Standard Grade by stage, 2003	46
SG3 Entries, awards and numbers of centres for each subject at Standard Grade, 2003	47
SG4 Percentage grade distribution for each subject and Element at Standard Grade, 2003	48
SG5a-c Entries and awards by gender for each subject at Standard Grade, 2003	52
SG6a Number of Standard Grade entries per candidate, 2003	55
SG6b Number of Standard Grade Credit level awards per candidate, 2003	55
SG6c Number of Standard Grade Credit and General level awards per candidate, 2003	56
SG6d Number of Standard Grade Credit, General and Foundation level awards per candidate, 2003	56
SG7 Trend in appeals and their success at Standard Grade, 1999 to 2003	57

Page

INTERMEDIATE 1 TABLES
Commentary – Intermediate 1 58
IA1 Trend in entries for each subject at Intermediate 1, 2000 to 2003 60
IA2 Trend in pass rates for each subject at Intermediate 1, 2000 to 2003 61
IA3 Entries for each subject at Intermediate 1 by stage, 2003 62
IA4a Entries, awards and numbers of centres for each subject at Intermediate 1, 2003 63
IA4b Percentage grade distribution for each subject at Intermediate 1, 2003 64
IA5a–c Entries and awards for each subject at Intermediate 1 by gender, 2003 65
IA6a–c Intermediate 1 candidates by age, gender, average entries, passes and pass rates, 2003 68
IA7a Number of Intermediate 1 entries per candidate, 2003 70
IA7b Number of Intermediate 1 passes per candidate, 2003 70
IA7c Number of Intermediate 1 awards at grade A per candidate, 2003 70
IA8 Trend in appeals and their success at Intermediate 1, 2000 to 2003 71
INTERMEDIATE 2 TABLES
Commentary – Intermediate 2 72
IB1 Trend in entries for each subject at Intermediate 2, 2000 to 2003 74
IB2 Trend in pass rates for each subject at Intermediate 2, 2000 to 2003 76
IB3 Entries for each subject at Intermediate 2 by stage, 2003 78
IB4a Entries, awards and numbers of centres for each subject at Intermediate 2, 2003 80
IB4b Percentage grade distribution for each subject at Intermediate 2, 2003 82
IB5a–c Entries and awards for each subject at Intermediate 2 by gender, 2003 84
IB6a–c Intermediate 2 candidates by age, gender, average entries, passes and pass rates, 2003 90
IB7a Number of Intermediate 2 entries per candidate, 2003 92
IB7b Number of Intermediate 2 passes per candidate, 2003 92
IB7c Number of Intermediate 2 awards at grade A per candidate, 2003 92
IB8 Trend in appeals and their success at Intermediate 2, 2000 to 2003 93
HIGHER TABLES
Commentary – Higher 94
NH1 Trend in entries for each subject at Higher, 2000 to 2003 96
NH2 Trend in pass rates for each subject at Higher, 2000 to 2003 98
NH3 Entries for each subject at Higher by stage, 2003 100
NH4a Entries, awards and numbers of centres for each subject at Higher, 2003 102
NH4b Percentage grade distribution for each subject at Higher, 2003 104
NH5a–c Entries and awards for each subject at Higher by gender, 2003 106
NH6a–c Higher candidates by age, gender, average entries, passes and pass rates, 2003 112
NH7a Number of Higher entries per candidate, 2003 114
NH7b Number of Higher passes per candidate, 2003 114
NH7c Number of Higher awards at grade A per candidate, 2003 115
NH8 Trend in appeals and their success at Higher, 2000 to 2003 115
ADVANCED HIGHER
Commentary – Advanced Higher 116
AH1 Trend in entries for each subject at Advanced Higher, 2001 to 2003 118
AH2 Trend in pass rates for each subject at Advanced Higher, 2001 to 2003 119
AH3 Entries for each subject at Advanced Higher by stage, 2003 120
AH4a Entries, awards and numbers of centres for each subject at Advanced Higher, 2003 121
AH4b Percentage grade distribution for each subject at Advanced Higher, 2003 122
AH5a–c Entries and awards for each subject at Advanced Higher by gender, 2003 123

Page

AH6a–c Advanced Higher candidates by age, gender, average entries, passes and pass rates, 2003 126
AH7a Number of Advanced Higher entries per candidate, 2003 128
AH7b Number of Advanced Higher passes per candidate, 2003 128
AH7c Number of Advanced Higher awards at grade A per candidate, 2003 129
AH8 Trend in appeals and their success at Advanced Higher, 2001 to 2003 129

PROGRESSION

Commentary – Progression 130
PR1 Progression to Intermediate 1, 2003 133
PR2 Progression to Intermediate 2, 2003 134
PR3 Progression to Higher, 2003 136
PR4 Progression to Advanced Higher, 2003 138

HIGHER NATIONAL QUALIFICATIONS

Commentary – Higher National Qualifications 139
HN1 Trend in Higher National Unit entries and awards, 2001 to 2003 142
HN2 Trend in Higher National Unit entries by superclass, 2001 to 2003 143
HN3a–d Higher National Unit entries and candidates, 2003 144
HN4 Higher National Unit entries by superclass, age and gender, 2003 145
HN5a–c Higher National Unit entries by gender and title, 2003 146
HN6 Higher National Unit entries results by superclass, 2003 149
HN7 Candidates entered for Higher National Units, 2003 150
HN8 Trend in Higher National Certificate entries and awards, 2001 to 2003 151
HN9 Higher National Certificate entries and awards by age and gender, 2003 151
HN10 Higher National Certificate entries, 2003 152
HN11 Higher National Certificate awards, 2003 153
HN12 Trend in Higher National Diploma entries and awards, 2001 to 2003 154
HN13 Higher National Diploma entries and awards by age and gender, 2003 154
HN14 Higher National Diploma entries, 2003 155
HN15 Higher National Diploma awards, 2003 156
HN16 Trend in Professional Development Awards (PDAs), entries and awards, 2001 to 2003 157
HN17 Professional Development Award (PDA) entries, 2003 158
HN18 Professional Development Award (PDA) awards, 2003 160

SCOTTISH VOCATIONAL QUALIFICATIONS

Commentary – Scottish Vocational Qualifications 162
VQ1 Trend in Scottish Vocational Qualifications entries and awards by centre type, 2001 to 2003 164
VQ2 Trend in Scottish Vocational Qualifications entries by level, 2001 to 2003 164
VQ3 Trend in Scottish Vocational Qualifications awards by level, 2001 to 2003 165
VQ4 Scottish Vocational Qualifications entries by level and age, 2003 165
VQ5 Scottish Vocational Qualifications entries, 2003 166
VQ6 Scottish Vocational Qualifications awards, 2003 167
VQ7 Trend in Workplace assessed based Professional Development Awards (PDA–W), 2001 to 2003 168
VQ8 Workplace assessed based Professional Development Award (PDA–W) entries, 2003 169
VQ9 Workplace assessed based Professional Development Award (PDA–W) awards, 2003 170

RELEVANT PUBLICATIONS AND USEFUL LINKS 171

FOREWORD

This is the seventh volume of statistics on qualifications offered or accredited by the Scottish Qualifications Authority. The volume covers uptake, attainment and the characteristics of candidates undertaking SQA qualifications in 2002/03. We have made some amendments and additions this year, but have also been mindful of the need for consistency to allow comparisons over time.

The information contained here (and in the Annual Statistical Digest) is available on SQA's website: **www.sqa.org.uk** from where the data can be downloaded as Excel spreadsheets or pdfs. Additional analyses are available on request, subject to confidentiality, and are dependent on sufficient resources being available to carry out the work involved. An appropriate charge may be made.

Your comments on the scope and content of the Annual Statistical Report and Annual Statistical Digest are welcome and can be expressed either using the questionnaire available on the SQA website: **www.sqa.org.uk** or by writing to: SQA, Research and Information Services, Ironmills Road, Dalkeith, EH22 1LE.

John Young
Director of Qualifications

Entries from outside Scotland
Arrangements were made for 68 candidates entered by centres in Scotland to take examinations in the following countries:

Austria, Canada, Dubai, England, Germany, The Netherlands, Italy, Japan, Mallorca, New Zealand, Northern Ireland, Spain, The United States of America, and Wales.

Special Assessment Arrangements
Arrangements were made for 8,350 candidates with special needs.

Forty-two Braille question papers were issued for 14 candidates and 1,222 adapted question papers were issued for 293 candidates.

A total of 4,438 requests were submitted for absentee consideration. Of these, 4,323 were accepted for consideration.

The candidates for whom English was a second language, of which there were 802, were allowed the use of an English/Native Language dictionary with, in most cases, associated extra time.

	No. of candidates	No. of entries
Specific learning difficulties	5,742	27,532
Visual difficulties	102	535
Various other difficulties (including temporary difficulties)	2,506	11,116

INTRODUCTION

The Examination System
In 2003 all candidates moved over to the new National Qualifications at Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher levels.

These new qualifications are bench-marked on Standard Grade as follows:

- Access 3 on Standard Grade Foundation level
- Intermediate 1 on Standard Grade General level
- Intermediate 2 on Standard Grade Credit level

Also:

- The new Higher replaces SCE Higher Grade
- Advanced Higher replaces Certificate of Sixth Year Studies (CSYS).

SCE Higher and Certificate of Sixth Year Studies (CSYS) were no longer available.

Maintenance of Standards
Maintaining the standards of its awards from year to year is one of SQA's essential functions. Candidates and users of SQA qualifications must be assured, for example, that as far as possible a grade B award in Higher Chemistry represents the same level of attainment in 2003 as in previous years. To this end SQA employs a combination of statistical analysis and examiners' professional judgement. In the light of their direct involvement in the assessment and awarding procedures, Principal Assessors report annually to Assessment Panels on the conduct of examinations and the performance of candidates in subjects concerned. The reports of Principal Assessors for these examinations were circulated to centres in Autumn 2003 and are available on the SQA website.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)

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

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

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

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

	THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK			
SCQF Level	SQA National Units, Courses and Group Awards	Higher Education	SVQs	SCQF Level
12		Doctorate		12
11		Masters	SVQ 5	11
10		Honours Degree Graduate Diploma/Certificate		10
9		Ordinary Degree Graduate Diploma/Certificate		9
8		Higher National Diploma Diploma in Higher Education	SVQ 4	8
7	Advanced Higher	Higher National Certificate Certificate in Higher Education		7
6	Higher		SVQ 3	6
5	Intermediate 2 Credit Standard Grade		SVQ 2	5
4	Intermediate 1 General Standard Grade		SVQ 1	4
3	Access 3 Foundation Standard Grade			3
2	Access 2			2
1	Access1			1

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

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

The amount of **credit** attached to a qualification indicates how big it is, in terms of the amount of learning required. Credit is expressed in terms of SCOTCAT points – one point represents a notional 10 hours of learning required of the learner to achieve the outcomes contained in the qualification.

Further information is available on the SCQF website **www.scqf.org.uk**.

Useful publications/additional information:

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

Commentary and Tables

NATIONAL UNITS

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

Reporting for National Units has changed from previous years. The new reporting technique is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/02–31/7/03), ie the first time SQA obtains information about a candidate's entry into a particular qualification from the centre.
- 'Awards' are awards certificated within a year (eg 1/8/02–31/7/03), ie the certificate is actually awarded within that time period.

Entry data for previous years have been amended in the trend tables and full years' data can be accessed from the SQA website.

Tables NU1 to NU6 provide detailed information about National Unit entries and awards for 2003 (between 1 August 2002 and 31 July 2003). Details from the tables and explanations of the figures are given below.

Table NU1

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

- National Unit entries have continually increased over the last three years. This year saw an increase in entries of 2%.
- National Unit entries from the school sector have increased over the last year, by 3%. Entries from the FE sector, on the other hand, have shown a small decrease.
- There has been a continual drop in entries and awards in the Workplace/Training Provider sector since 2001. 2003 saw a decease in entries of 30% and a decrease in awards of 48%.

Table NU2

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

- The most popular Superclass was Sciences and Mathematics, followed by Authorship/Photography/Publishing/ Media, and Area Studies/Cultural Studies/Languages/Literature.
- The most significant drop in entries within a Superclass (with over 1000 entries) was in Area Studies/Cultural Studies/ Languages/Literature – a drop of 21%.

Table NU3

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

- 41% of National Unit entries were at Higher level. This reflects that the largest uptake in National Courses is at Higher level.
- FE candidate National Unit entries at Higher level, however, only accounted for 28% of all FE National Unit entries
- Less than 0.5% of National Unit entries for FE candidates were at Advanced Higher level, compared with 4% for all candidates.

Table NU4

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

- The most popular individual Access 1 Units were: Working with Materials – Identifying Materials; Healthy Basic Cooking – Producing a Meal; and Healthy Basic Cooking – Using a Cooker/ Microwave. 55% of Access 1 Unit entries were from male candidates.

- The most popular individual Access 2 Units were: Using a Computer; Using Mathematics in Everyday Situations 1; and English: Language Study. 62% of Access 2 Unit entries were from male candidates.
- The most popular individual Access 3 Units were: Work Experience; Using a Keyboard; and Using Mathematics 1. 54% of Access 3 Unit entries were from male candidates.
- The most popular individual Intermediate 1 Units were: Making Moral Decisions; Work Experience; and Information Technology. 52% of Intermediate 1 Unit entries were from female candidates.
- The most popular individual Intermediate 2 Units were: Mathematics 1; Mathematics 2; and English: Language Study. 52% of Intermediate 2 Unit entries were from female candidates.
- The most popular individual Higher Units were: English: Literary Study; English: Language Study; and English: Personal Study (written response). 55% of Higher Unit entries were from female candidates.
- The most popular individual Advanced Higher Units were: Mathematics 1; Mathematics 2; and Mathematics 3. 51% of Advanced Higher Unit entries were from female candidates.

Table NU5

This table gives entries by level and result for all candidates, male candidates, and female candidates, respectively.

- 88% of candidate entries for National Units resulted in a pass. Advanced Higher had the highest pass rate for any particular level, at 97%.
- Female candidates had better pass rates than males at the following Unit levels: Unlevelled, Access 2, Access 3, Intermediate 1, Intermediate 2, and Advanced Higher.

Table NU6

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

- School candidates, on average, did more National Units than FE candidates (1.7 Units more).
- The largest percentage of candidates entered for National Units by age group are under 16's in the school sector and over 25's in the FE sector.
- Over all sectors, 16 year old candidates entered for the most National Units, on average (11.9 Units per candidate).

Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
0%	=	less than 0.5%

Notation used in the tables

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

TABLE NU1: TREND IN ENTRIES AND AWARDS FOR NATIONAL UNITS BY CENTRE TYPE, 2001 TO 2003

ENTRIES

	2001	2002	2003	PERCENT CHANGE 2002/2003
All school	811,922	936,268	967,517	3%
FE	405,568	483,373	479,425	–1%
Workplace/Training Provider	14,984	11,740	8,204	–30%
Other	5,803	6,795	6,459	–5%
Totals	1,238,277	1,438,176	1,461,605	2%

AWARDS

	2001	2002	2003	PERCENT CHANGE 2002/2003
All school	659,752	804,606	921,289	15%
FE	366,406	470,636	412,287	–12%
Workplace/Training Provider	22,205	16,286	8,395	–48%
Other	6,891	7,989	5,290	–34%
Totals	1,055,254	1,299,517	1,347,261	4%

TABLE NU2: TREND IN ENTRIES FOR NATIONAL UNITS BY SUPERCLASS, 2001 TO 2003

ENTRIES BY SUPERCLASS

SUPERCLASS	2001	2002	2003	PERCENT CHANGE 2002/2003
A Business/Management/Office Studies	93,521	88,858	84,236	-5%
B Sales Marketing and Distribution	6,117	5,523	5,579	1%
C Information Technology and Information	102,902	113,400	116,792	3%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	69,201	85,241	91,897	8%
E Politics/Economics/Law/Social Science	21,073	23,204	21,191	-9%
F Area Studies/Cultural Studies/Languages/Literature	122,946	163,792	129,575	-21%
G Education/Training/Teaching	18,260	22,327	21,890	-2%
H Family Care/Personal Development/Personal Care and Appearance	62,328	71,929	73,773	3%
J Arts and Crafts	56,678	65,480	64,887	-1%
K Authorship/Photography/Publishing/Media	105,692	141,799	153,129	8%
L Performing Arts	26,382	32,025	36,074	13%
M Sports Games and Recreation	40,318	40,626	42,787	5%
N Catering/Food Services/Leisure Services/Tourism	49,761	55,458	58,562	6%
P Health Care/Medicine/Health and Safety	62,101	76,413	78,479	3%
Q Environment Protection/Energy/Cleansing/Security	1,851	1,959	1,863	-5%
R Sciences and Mathematics	300,608	335,781	369,748	10%
S Agriculture Horticulture and Animal Care	11,364	12,430	13,776	11%
T Construction and Property (Built Environment)	13,876	18,693	18,653	0%
V Services to Industry	22,670	25,373	24,629	-3%
W Manufacturing/Production Work	13,859	16,429	18,569	13%
X Engineering	35,225	39,922	34,664	-13%
Y Oil/Mining/Plastics/Chemicals	14	50	11	-78%
Z Transport Services	1,530	1,464	841	-43%
Unknown(unable to classify)	0	0	0	-
All Superclasses	1,238,277	1,438,176	1,461,605	2%

TABLE NU3a: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2003

ALL CANDIDATE ENTRIES

SUPERCLASS	TOTAL ENTRIES	UNLEVELLED	ACCESS 1 (SCQF Level 1)	ACCESS 2 (SCQF Level 2)	ACCESS 3 (SCQF Level 3)	INTER-MEDIATE 1 (SCQF Level 4)	INTER-MEDIATE 2 (SCQF Level 5)	HIGHER (SCQF Level 6)	ADVANCED HIGHER (SCQF Level 7)
A Business/Management/ Office Studies	84,236	2,901	92	643	5,226	15,659	30,151	28,582	982
B Sales Marketing and Distribution	5,579	0	0	84	0	547	3,002	1,946	0
C Information Technology and Information	116,792	775	52	1,786	8,222	25,201	45,247	32,989	2,520
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	91,897	13,365	115	372	2,166	20,481	20,122	32,950	2,326
E Politics/Economics/Law/ Social Science	21,191	7,751	23	748	1,309	1,357	2,745	7,065	193
F Area Studies/Cultural Studies/ Languages/Literature	129,575	557	183	1,751	8,476	13,674	25,823	72,880	6,231
G Education/Training/Teaching	21,890	331	0	0	0	3,355	9,718	8,486	0
H Family Care/Personal Development/Personal Care and Appearance	73,773	349	1,060	6,207	19,002	21,090	17,066	8,999	0
J Arts and Crafts	64,887	0	472	1,025	690	6,919	20,755	32,073	2,953
K Authorship/Photography/ Publishing/Media	153,129	180	345	2,065	3,781	16,252	50,620	76,460	3,426
L Performing Arts	36,074	1,488	316	1,331	2,050	3,226	9,500	15,602	2,561
M Sports Games and Recreation	42,787	1,511	252	662	1,487	7,641	13,424	16,735	1,075
N Catering/Food Services/Leisure Services/Tourism	58,562	744	709	1,382	3,422	23,103	23,377	5,720	105
P Health Care/Medicine/Health and Safety	78,479	1,233	0	107	1,405	11,546	29,405	34,743	40
Q Environment Protection/Energy/ Cleansing/Security	1,863	657	27	144	40	272	555	168	0
R Sciences and Mathematics	369,748	75	351	3,213	14,419	44,738	89,754	185,748	31,450
S Agriculture Horticulture and Animal Care	13,776	180	131	324	408	4,534	6,541	1,524	134
T Construction and Property (Built Environment)	18,653	395	0	0	944	4,889	9,490	2,935	0
V Services to Industry	24,629	11	0	0	0	1,860	8,266	13,319	1,173
W Manufacturing/Production Work	18,569	10	0	123	148	3,852	11,270	3,166	0
X Engineering	34,664	940	183	811	382	4,267	17,614	10,192	275
Y Oil/Mining/Plastics/Chemicals	11	0	0	0	0	0	0	11	0
Z Transport Services	841	267	0	0	0	299	261	14	0
All Superclasses	1,461,605	33,720	4,311	22,778	73,577	234,762	444,706	592,307	55,444

TABLE NU3b: NATIONAL UNIT ENTRIES BY SUPERCLASS AND LEVEL, 2003

FE CANDIDATE ENTRIES

SUPERCLASS	TOTAL ENTRIES	UNLEVELLED	ACCESS 1 (SCQF Level 1)	ACCESS 2 (SCQF Level 2)	ACCESS 3 (SCQF Level 3)	INTER-MEDIATE 1 (SCQF Level 4)	INTER-MEDIATE 2 (SCQF Level 5)	HIGHER (SCQF Level 6)	ADVANCED HIGHER (SCQF Level 7)
A Business/Management/ Office Studies	34,426	2,443	45	182	4,142	8,657	13,523	5,242	192
B Sales Marketing and Distribution	4,064	0	0	72	0	540	2,409	1,043	0
C Information Technology and Information	56,319	624	23	702	5,461	19,740	26,952	2,582	235
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	3,322	0	0	7	0	331	1,245	1,739	0
E Politics/Economics/Law/ Social Science	8,261	742	0	48	89	1,326	2,387	3,669	0
F Area Studies/Cultural Studies/ Languages/Literature	11,440	0	40	188	1,597	2,865	1,308	5,290	152
G Education/Training/Teaching	20,713	331	0	0	0	2,603	9,487	8,292	0
H Family Care/Personal Development/Personal Care and Appearance	38,605	325	645	3,553	5,302	8,082	12,547	8,151	0
J Arts and Crafts	18,826	0	346	306	89	2,072	9,949	5,976	88
K Authorship/Photography/ Publishing/Media	46,205	180	131	568	1,607	5,026	19,411	18,978	304
L Performing Arts	11,769	810	171	790	1,146	1,351	4,026	3,114	361
M Sports Games and Recreation	13,453	380	102	46	205	3,605	6,979	2,136	0
N Catering/Food Services/Leisure Services/Tourism	19,043	470	360	410	472	3,274	8,973	4,999	85
P Health Care/Medicine/Health and Safety	69,060	1,065	0	75	210	7,458	27,864	32,352	36
Q Environment Protection/Energy/ Cleansing/Security	1,215	355	18	41	22	271	379	129	0
R Sciences and Mathematics	50,330	75	130	339	1,948	14,594	18,818	14,157	269
S Agriculture Horticulture and Animal Care	11,179	150	75	113	39	2,844	6,322	1,502	134
T Construction and Property (Built Environment)	17,964	395	0	0	897	4,578	9,181	2,913	0
V Services to Industry	9,371	11	0	0	0	1,456	4,573	3,331	0
W Manufacturing/Production Work	4,247	10	0	61	39	1,337	2,192	608	0
X Engineering	29,215	866	67	425	97	3,661	16,212	7,887	0
Y Oil/Mining/Plastics/Chemicals	11	0	0	0	0	0	0	11	0
Z Transport Services	387	21	0	0	0	202	150	14	0
All Superclasses	479,425	9,253	2,153	7,926	23,362	95,873	204,887	134,115	1,856

TABLE NU4a: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 ACCESS 1 (SCQF Level 1) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Working with Materials – Identifying Materials	204	103	101
Healthy Basic Cooking – Producing a Meal	162	91	71
Healthy Basic Cooking – Using a Cooker/Microwave	161	83	78
Working with Materials – Using Materials	155	69	86
Using Mathematics in Everyday Situations 1 – Time	135	70	65
English and Communication: Oral Communication – Delivering	135	75	60
Physical Education: Integrated Performance – Participation	115	62	53
Personal Hygiene – Commonly Used Products	107	48	59
Developing Drama Skills – Participating with Others	101	47	54
Healthy Basic Cooking – Planning a Meal	92	50	42
English and Communication: Oral Communication – Responding	92	59	33
Using Mathematics in Everyday Situations 1 – Weight and Measurement	86	47	39
Using Mathematics in Everyday Situations 1 – Money	85	47	38
Questioning the World – Understanding Community	84	52	32
Working with Craft Tools – Using Tools	82	69	13
Living Safely at Home – Safe Use of Household Appliances	82	43	39
Physical Education: Integrated Performance – Personal Organsiation	81	47	34
Healthy Living – Identifying Healthy Living Principles	80	35	45
Working with Materials – Selecting Materials	69	32	37
English and Communication: Language Study – Understanding Text	68	42	26
English and Communication: Literary Study – Responding to an Imaginative Text	61	38	23
Personal Hygiene, – Carrying Out Activities	57	26	31
Social Awareness and Development: Using Support Services in the Local Community – Identifying Services	56	34	22
Modern Languages: Life in Another Country – Aspects of Life	56	36	20
Music: Performing and Creating – Creating	56	36	20
Physical Education: Integrated Performance – Progress Towards Targets	56	33	23
Personal Hygiene – Planning Activities	54	25	29
Living Safely at Home – Common Dangers in the Home	52	28	24
Personal Awareness and Development: Personal Profiling for Independent Living – Carrying Out Tasks	52	18	34
Using a Computer – Basic Operations	50	21	29
Using Technological Equipment – Identifying Equipment	50	26	24
English and Communication: Language Study – Conveying Information in Writing	48	31	17
Developing Drama Skills – Expressing Ideas and Emotions	48	27	21
Developing an Environmental Area – Propagation	48	35	13
Developing an Environmental Area – Planting Out	46	30	16
English and Communication: Literary Study – Expressing a Point of View	41	24	17
Personal Awareness and Development: Making Local Journeys – Undertaking Local Journeys	39	22	17
Developing an Environmental Area – Preparation	37	28	9
Developing Drama Skills – Using Resources	36	16	20
Using Computer Aided Learning: Using Educational Programs	36	22	14
Healthy Basic Cooking – Reviewing the Production of a Meal	35	20	15
Music: Listening and Performing – Performing	35	22	13
Developing Drama Skills – Reviewing Participation	35	15	20
Working with Craft Tools – Identifying Tools	32	19	13
Living Safely at Home – Simple First Aid	29	12	17
Daily Organisation – Identifying Materials	29	13	16
Personal Awareness and Development: Making Local Journeys – Planning Local Journeys	29	17	12
Social Awareness and Development: Using Support Services in the Local Community – Accessing Services	28	17	11
Healthy Living – Healthy Living in the Home	28	12	16
Vocational Awareness and Development: Contributing to an Enterprise Activity – Planning	28	21	7
All Access 1 Units	4,311	2,353	1,958

TABLE NU4b: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 ACCESS 2 (SCQF Level 2) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Using a Computer	984	615	369
Using Mathematics in Everyday Situations 1	870	529	341
English: Language Study	734	452	282
Using Mathematics in Everyday Situations 2	729	437	292
English and Communication: Oral Communication	656	395	261
Working with Materials	620	365	255
English: Literary Study	617	388	229
Using Mathematics in Everyday Situations 3	614	367	247
Working with Craft Tools: An Introduction	612	507	105
Healthy Basic Cooking	566	344	222
Living Safely at Home	518	313	205
Using Computer Aided Learning	506	307	199
Communication	452	313	139
Using Technological Equipment	413	251	162
Exploring Visual Images	374	223	151
Skill: Communication in a Work-related Environment	372	218	154
Vocational Awareness and Development – Sampling Work	362	250	112
Personal Awareness and Development – Personal Profiling for Independent Living	343	197	146
Finding and Keeping a Job	343	181	162
Developing Personal Ideas	331	159	172
French: Life in Another Country	325	189	136
Skillstart: Numeracy in a Work-related Environment	322	204	118
Social Awareness and Development – Participating in Leisure Time Activities	312	171	141
Social Subjects: Deciding	310	192	118
Vocational Awareness and Development – Contributing to an Enterprise Activity	307	159	148
Information Technology	296	200	96
Physical Education: Integrated Performance	289	184	105
Social Awareness and Development – Using Support Services in the Local Community	284	164	120
Science	277	179	98
Physical Education: Performance	273	170	103
Music Making: Solo (Keyboard) 1	269	197	72
Social Awareness and Development – Participating in a Community Activity	260	161	99
Vocational Awareness and Development – Using Work-Related Skills	253	175	78
Numeracy	252	127	125
Organisation in the Home	247	129	118
Social Subjects: Contrasting	243	149	94
Working with Others	230	136	94
Developing Drama Skills	224	130	94
Developing an Environmental Area	219	149	70
Skillstart Investigation: The World of Work	218	126	92
Introduction to Working with Tools	214	155	59
Practical Craft Skills	199	131	68
French: Transactional Language	188	114	74
Social Subjects: Organising and Presenting Information	188	111	77
Personal Hygiene	178	98	80
Personal Awareness and Development – Making Local Journeys	174	104	70
Personal Awareness and Development – Personal Presentation for Everyday Living	174	92	82
Physics	172	119	53
Healthy Living	167	70	97
French: Personal Language	160	102	58
All Access 2 Units	22,778	14,036	8,742

TABLE NU4c: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 ACCESS 3 (SCQF Level 3) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Work Experience	11,189	5,218	5,971
Using a Keyboard	4,660	1,820	2,840
Using Mathematics 1	3,524	2,126	1,398
Using Mathematics 2	3,080	1,842	1,238
Using Mathematics 3	2,847	1,686	1,161
Information Technology	2,138	918	1,220
Introduction to Computers	2,065	711	1,354
Communication	1,373	807	566
French: Personal Language	1,348	890	458
French: Transactional Language	1,258	835	423
French: Language in Work	1,140	759	381
Induction	1,085	399	686
Food Preparation Techniques: An Introduction	1,071	595	476
Numeracy	1,071	571	500
Computer Application Software	998	609	389
Questioning Morality	941	541	400
Job Seeking Skills	829	521	308
Using a Microcomputer	829	247	582
Computer Systems	781	521	260
Using a Computer in Business	751	407	344
Questioning Belief	734	414	320
Guidance: On–Going	699	220	479
Working with Others	665	387	278
Multimedia	660	458	202
English: Language Study	652	435	217
Cookery Processes: An Introduction	648	345	303
Food Preparation for Healthy Eating	588	270	318
Health and Food Technology: Organisation of Practical Skills	581	294	287
Guidance: Options and Choices	568	119	449
English: Literary Study	563	379	184
Chemistry in Action	563	365	198
Everyday Chemistry	562	360	202
German: Personal Language	548	382	166
Community Involvement	548	158	390
Introduction to Decorative Skills	539	447	92
Health and Technology	532	278	254
Chemistry and Life	497	319	178
Questioning the World	491	299	192
Social Subjects: Contrasting	488	334	154
German: Transactional Language	469	329	140
Office Practice: An Activity Approach	445	169	276
Problem Solving	444	288	156
Language: Spanish	442	156	286
German: Language in Work	413	292	121
General Appreciation of Interior Finishes	405	356	49
English: Personal Study (written response)	391	242	149
Social Subjects: Organising and Presenting Information	389	266	123
Social Subjects: Deciding	382	256	126
Growing Plants	356	161	195
Physical Education: Performance A	352	229	123
All Access 3 Units	73,577	39,542	34,035

TABLE NU4d: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 INTERMEDIATE 1 (SCQF Level 4) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Making Moral Decisions	10,153	5,134	5,019
Work Experience	9,988	4,553	5,435
Information Technology	8,304	3,368	4,936
Mathematics 1	7,468	3,942	3,526
Mathematics 2	6,428	3,321	3,107
English: Personal Study (written response)	4,928	2,888	2,040
English: Language Study	4,914	2,860	2,054
English: Literary Study	4,819	2,825	1,994
Nature of Belief	4,676	2,366	2,310
Numeracy	4,313	1,788	2,525
Mathematics 3	4,264	2,164	2,100
Food Preparation Techniques: An Introduction	3,842	1,415	2,427
Word Processing 1	3,825	1,135	2,690
Introduction to Computer Application Packages	3,805	1,668	2,137
Communication	3,704	1,966	1,738
Working with Others	3,605	1,982	1,623
Food Preparation for Healthy Eating	3,441	1,053	2,388
Cookery Processes: An Introduction	3,422	1,256	2,166
Child Development: Birth to Young Adulthood	2,612	109	2,503
Information Technology: Office Applications	2,509	830	1,679
Accident and Emergency Procedures	2,473	242	2,231
Computer Application Software	2,214	1,289	925
Health and Technology	2,087	852	1,235
Internet: Basics	2,067	899	1,168
The Human Body	2,019	204	1,815
The Internet	1,958	1,089	869
Food Hygiene for the Hospitality Industry	1,829	711	1,118
Justice in the World	1,761	901	860
Information Technology: Office Applications	1,755	499	1,256
Computer Systems	1,753	1,158	595
Applications of Mathematics	1,573	783	790
Biotechnological Industries	1,565	617	948
Growing Plants	1,563	618	945
Religion and the Social World	1,559	743	816
Food Hygiene: An Introduction	1,458	495	963
Core Mathematics 3	1,417	590	827
Administrative Support	1,375	452	923
Design and Make	1,288	1,095	193
Practical Electricity	1,228	883	345
The Internet 1	1,134	633	501
Food Hygiene Practices	1,112	266	846
Recording of Financial Transactions	1,104	386	718
Telecommunications	1,098	844	254
Chemistry in Action	1,095	596	499
Sound and Music	1,070	812	258
Holiday Planning 1: Holiday Destinations and Sources of Information	1,064	373	691
Causes and Prevention of Disease	1,061	100	961
Using Computers: An Introduction	1,027	125	902
Movement	1,007	756	251
Introduction to Psychology	1,003	209	794
All Intermediate 1 Units	234,762	112,105	122,657

TABLE NU4e: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 INTERMEDIATE 2 (SCQF Level 5) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Mathematics 1	15,059	7,716	7,343
Mathematics 2	14,032	7,149	6,883
English: Language Study	13,974	7,256	6,718
English: Personal Study (written response)	13,943	7,272	6,671
English: Literary Study	13,803	7,218	6,585
Mathematics 3	10,016	5,214	4,802
Information Technology	9,201	3,671	5,530
Making Moral Decisions	7,830	3,497	4,333
Communication	6,414	2,662	3,752
Word Processing 2	5,511	1,414	4,097
Working with Others	5,347	2,446	2,901
Information Technology: Office Applications	4,979	1,321	3,658
Living Cells	4,877	1,554	3,323
Animal Physiology	4,535	1,434	3,101
Environmental Biology and Genetics	4,310	1,402	2,908
Computer Application Software	4,306	2,854	1,452
Numeracy	4,249	1,730	2,519
Database Systems	4,082	2,712	1,370
Administrative Support	4,079	1,066	3,013
Applications of Mathematics	3,913	1,924	1,989
Promoting Positive Behaviour in Children	3,867	101	3,766
Child Protection: An Introduction	3,446	92	3,354
Convenience Foods	3,337	878	2,459
Microwave Cookery	3,284	873	2,411
Food Preparation for Healthy Eating	3,080	800	2,280
Communication (NC)	3,011	1,412	1,599
Bench Skills 1 – Wood Flat Frame Construction	2,947	2,460	487
Foods of the World	2,907	753	2,154
Multimedia	2,795	1,947	848
Design Activity	2,774	1,177	1,597
Bench Skills 2 – Wood Carcase Construction	2,740	2,279	461
Expressive Activity	2,726	1,162	1,564
Computer Systems	2,718	2,072	646
Art and Design Studies	2,638	1,130	1,508
Software Development	2,497	1,894	603
Machining and Finishing – Wood	2,494	2,076	418
Historical Study – Scottish and British	2,475	1,170	1,305
The Internet	2,439	1,676	763
Desktop Publishing	2,405	1,231	1,174
Computing Project	2,379	1,779	600
Electricity and Electronics	2,373	1,736	637
Computer Application Package (Word Processing): Practitioners	2,353	1,397	956
Mechanics and Heat	2,351	1,755	596
Waves and Optics	2,322	1,709	613
Physical Education: Performance	2,288	1,639	649
Historical Study – European and World	2,257	1,089	1,168
Radioactivity	2,239	1,683	556
Building Blocks	2,229	1,050	1,179
Historical Study – Options	2,102	1,026	1,076
Nature of Belief	2,095	866	1,229
All Intermediate 2 Units	444,706	215,266	229,440

TABLE NU4f: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 HIGHER (SCQF Level 6) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
English: Literary Study	28,488	11,989	16,499
English: Language Study	28,374	11,921	16,453
English: Personal Study (written response)	28,248	11,909	16,339
Mathematics 1	20,732	10,704	10,028
Mathematics 2	19,738	10,125	9,613
Mathematics 3	19,198	9,852	9,346
Mechanics and Properties of Matter	9,697	6,951	2,746
Energy Matters	9,491	4,699	4,792
The World of Carbon	9,478	4,706	4,772
Electricity and Electronics	9,442	6,763	2,679
Radiation and Matter	9,293	6,650	2,643
Cell Biology	9,179	2,924	6,255
Chemical Reactions	9,138	4,546	4,592
Genetics and Adaptation	8,837	2,790	6,047
Control and Regulation	8,707	2,749	5,958
Historical Study – European and World	8,494	3,735	4,759
Historical Study – Scottish and British	8,472	3,707	4,765
Historical Special Topic	8,313	3,639	4,674
Geography: Human Core	8,147	4,490	3,657
Political Issues in the United Kingdom	7,986	3,169	4,817
Geography: Physical Core	7,968	4,375	3,593
Geography: Applications	7,962	4,367	3,595
Social Issues in the United Kingdom	7,943	3,137	4,806
International Issues	7,938	3,133	4,805
Design Activity	7,289	2,193	5,096
Expressive Activity	7,187	2,158	5,029
Art and Design Studies	7,108	2,112	4,996
Physical Education: Performance	6,265	4,822	1,443
Business Enterprise	6,169	2,762	3,407
Business Decision Areas	6,004	2,676	3,328
First Aid Measures	5,454	971	4,483
Software Development	4,898	3,687	1,211
French: Language	4,895	1,120	3,775
Computer Systems	4,851	3,662	1,189
French: Extended Reading/Viewing	4,204	977	3,227
Administrative Services	4,176	810	3,366
Physical Education: Analysis of Performance	4,165	2,989	1,176
Information Technology for Management	4,163	809	3,354
Physical Education: Investigation of Performance	4,135	2,958	1,177
The Continuation of Life	3,782	914	2,868
Cell Function and Inheritance	3,753	909	2,844
HIV Infection, Related Illnesses and Hepatitis B	3,676	147	3,529
Music: Performing, Inventing and Listening	3,585	1,448	2,137
Behaviour, Populations and the Environment	3,436	843	2,593
Music: Performing Extension	3,344	1,261	2,083
Technical Graphics 1	3,169	2,247	922
Computer Graphics	3,128	2,225	903
Technical Graphics 2	3,113	2,207	906
Approaches and Methods in Psychology	3,004	741	2,263
Communication (NC)	2,987	805	2,182
All Higher Units	592,307	268,706	323,601

TABLE NU4g: NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 ADVANCED HIGHER (SCQF Level 7) UNITS

UNIT TITLE	TOTAL ENTRIES	MALE ENTRIES	FEMALE ENTRIES
Mathematics 1	2,794	1,737	1,057
Mathematics 2	2,618	1,620	998
Mathematics 3	2,298	1,416	882
Electronic Structure and the Periodic Table	1,907	945	962
Principles of Chemical Reactions	1,845	916	929
Organic Chemistry	1,807	895	912
Chemical Investigation	1,798	888	910
English and Communication: Specialist Study	1,739	554	1,185
Environmental Biology	1,703	480	1,223
Cell and Molecular Biology	1,695	478	1,217
Biology Investigation	1,659	464	1,195
English and Communication: Literature	1,565	506	1,059
Mechanics	1,491	1,205	286
Electrical Phenomena	1,459	1,181	278
Wave Phenomena	1,444	1,165	279
Physics Investigation	1,432	1,156	276
English and Communication: Creative Writing	1,257	375	882
Physiology, Health and Exercise	1,115	313	802
Historical Study	1,036	454	582
Historical Research	1,034	456	578
Physical Education: Performance	916	695	221
Enquiry: Expressive	823	203	620
Geographical Methods and Techniques	794	408	386
Geographical Issues	777	399	378
Geographical Study	771	393	378
Music: Performing, Inventing and Listening	758	296	462
Political and Social Issues	687	237	450
Modern Studies: Practical Research	676	235	441
French: Language	667	123	544
French: Extended Reading/Viewing	637	114	523
Music: Performing Extension 1	619	231	388
Enquiry: Design	575	154	421
Software Development	543	464	79
Art and Design Studies: Visual Arts	528	134	394
Computing Project	504	429	75
English and Communication: Textual Analysis	494	160	334
Computer-aided 3D Modelling – Visualisation and Presentation	427	336	91
Technical Graphics	424	331	93
Computer-aided Graphic Presentation	418	326	92
Art and Design Studies: Design	361	99	262
Statistics 1	354	206	148
Design Activity	352	79	273
Animal Behaviour	311	91	220
German: Language	306	88	218
Music: Performing Extension 2	296	105	191
English and Communication: Scottish Literature	292	112	180
German: Extended Reading/Viewing	288	78	210
Biotechnology	287	86	201
Expressive Activity	263	72	191
Mechanics 1	257	181	76
All Advanced Higher Units	55,444	27,434	28,010

TABLE NU5: ENTRIES FOR NATIONAL UNITS BY LEVEL, GENDER AND RESULT, 2003

ALL CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	PASS RATE
Unlevelled	33,720	25,954	4,599	3,167	77%
Access 1 (SCQF Level 1)	4,311	3,543	207	561	82%
Access 2 (SCQF Level 2)	22,778	18,373	1,261	3,144	81%
Access 3 (SCQF Level 3)	73,577	59,665	5,364	8,548	81%
Intermediate 1 (SCQF Level 4)	234,762	196,612	19,799	18,351	84%
Intermediate 2 (SCQF Level 5)	444,706	384,143	34,489	26,074	86%
Higher (SCQF Level 6)	592,307	550,000	23,743	18,564	93%
Advanced Higher (SCQF Level 7)	55,444	53,851	968	625	97%
All levels	1,461,605	1,292,141	90,430	79,034	88%
		88%	6%	5%	

MALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	PASS RATE
Unlevelled	15,671	11,543	2,646	1,482	74%
Access 1 (SCQF Level 1)	2,353	1,937	112	304	82%
Access 2 (SCQF Level 2)	14,036	11,268	793	1,975	80%
Access 3 (SCQF Level 3)	39,542	31,772	3,251	4,519	80%
Intermediate 1 (SCQF Level 4)	112,105	92,265	11,051	8,789	82%
Intermediate 2 (SCQF Level 5)	215,266	182,615	19,787	12,864	85%
Higher (SCQF Level 6)	268,706	248,967	12,239	7,500	93%
Advanced Higher (SCQF Level 7)	27,434	26,478	658	298	97%
All levels	695,113	606,845	50,537	37,731	87%
		87%	7%	5%	

FEMALE CANDIDATES

LEVEL	ENTRIES	PASS	FAIL	NOT YET COMPLETED	PASS RATE
Unlevelled	18,049	14,411	1,953	1,685	80%
Access 1 (SCQF Level 1)	1,958	1,606	95	257	82%
Access 2 (SCQF Level 2)	8,742	7,105	468	1,169	81%
Access 3 (SCQF Level 3)	34,035	27,893	2,113	4,029	82%
Intermediate 1 (SCQF Level 4)	122,657	104,347	8,748	9,562	85%
Intermediate 2 (SCQF Level 5)	229,440	201,528	14,702	13,210	88%
Higher (SCQF Level 6)	323,601	301,033	11,504	11,064	93%
Advanced Higher (SCQF Level 7)	28,010	27,373	310	327	98%
All levels	766,492	685,296	39,893	41,303	89%
		89%	5%	5%	

TABLE NU6a: CANDIDATES ENTERED FOR NATIONAL UNITS, 2003

CANDIDATES BY NUMBER OF UNITS, GENDER AND CENTRE TYPE

NUMBER OF UNITS	ALL CANDIDATES	MALE CANDIDATES	FEMALE CANDIDATES	FE CANDIDATES	SCHOOL CANDIDATES
1	69,756	30,447	39,309	31,261	35,899
2	27,831	12,267	15,564	12,217	14,804
3	18,536	8,355	10,181	7,450	10,268
4	10,255	4,729	5,526	4,191	5,853
5	8,028	3,774	4,254	3,560	4,203
6	8,143	3,735	4,408	3,606	4,366
7	7,083	3,372	3,711	2,789	4,228
8	7,203	3,336	3,867	2,581	4,567
9	7,555	3,742	3,813	2,391	4,989
10–14	40,107	18,328	21,779	10,678	29,340
15–19	27,924	14,043	13,881	7,777	20,056
20+	1,929	1,141	788	1,749	179
Total candidates	234,350	107,269	127,081	90,250	138,752
Total Units	1,461,605	695,113	766,492	479,425	967,517
Units per candidate	6.2	6.5	6.0	5.3	7.0

TABLE NU6b: CANDIDATES ENTERED FOR NATIONAL UNITS, 2003

CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	ALL CANDIDATES	<16	16	17	18	19	20–24	25+
1	69,756	35,008	2,290	2,238	1,759	1,413	4,138	22,910
2	27,831	14,028	1,431	1,283	722	557	1,508	8,302
3	18,536	8,932	1,375	1,530	758	464	1,110	4,367
4	10,255	4,870	967	1,096	458	319	592	1,953
5	8,028	2,793	961	1,600	416	264	497	1,497
6	8,143	2,155	999	2,205	435	243	512	1,594
7	7,083	1,857	1,025	2,333	393	219	337	919
8	7,203	1,116	1,142	3,268	441	232	328	676
9	7,555	833	1,454	3,655	480	207	377	549
10–14	40,107	4,317	18,171	11,412	1,821	772	1,397	2,217
15–19	27,924	3,343	17,640	2,173	1,036	464	1,132	2,136
20+	1,929	120	502	306	150	92	257	502
Total candidates	234,350	79,372	47,957	33,099	8,869	5,246	12,185	47,622
Total Units	1,461,605	274,278	571,506	283,775	64,606	32,162	67,988	167,290
Units per candidate	6.2	3.5	11.9	8.6	7.3	6.1	5.6	3.5

TABLE NU6c: CANDIDATES ENTERED FOR NATIONAL UNITS, 2003

SCHOOL CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	SCHOOL CANDIDATES	<16	16	17	18	19	20-24	25+
1	35,899	33,948	1,151	497	118	5	10	170
2	14,804	13,516	741	434	40	1	3	69
3	10,268	8,619	751	750	61	5	20	62
4	5,853	4,693	502	609	31	1	2	15
5	4,203	2,602	508	1,059	27	4	1	2
6	4,366	2,026	607	1,675	51	0	2	5
7	4,228	1,752	613	1,830	32	0	1	0
8	4,567	1,041	783	2,680	61	2	0	0
9	4,989	759	1,100	3,059	67	2	1	1
10–14	29,340	4,008	16,260	8,880	174	12	5	1
15–19	20,056	3,129	16,200	703	23	1	0	0
20+	179	66	105	7	1	0	0	0
Total candidates	138,752	76,159	39,321	22,183	686	33	45	325
Total Units	967,517	259,048	500,221	202,429	4,807	223	170	619
Units per candidate	7.0	3.4	12.7	9.1	7.0	6.8	3.8	1.9

TABLE NU6d: CANDIDATES ENTERED FOR NATIONAL UNITS, 2003

FE CANDIDATES BY NUMBER OF UNITS AND AGE

NUMBER OF UNITS	FE CANDIDATES	<16	16	17	18	19	20-24	25+
1	31,261	1,031	1,075	1,667	1,562	1,322	3,803	20,801
2	12,217	481	665	819	658	532	1,387	7,675
3	7,450	274	596	759	682	451	1,040	3,648
4	4,191	167	454	473	411	302	525	1,859
5	3,560	141	423	515	377	255	470	1,379
6	3,606	109	385	523	380	231	478	1,500
7	2,789	97	406	494	358	211	325	898
8	2,581	68	355	579	372	225	319	663
9	2,391	72	345	569	381	189	338	497
10–14	10,678	297	1,907	2,514	1,636	756	1,377	2,191
15–19	7,777	212	1,431	1,465	1,009	461	1,107	2,092
20+	1,749	54	396	299	149	92	257	502
Total candidates	90,250	3,003	8,438	10,676	7,975	5,027	11,426	43,705
Total Units	479,425	14,346	70,555	80,443	58,934	31,305	65,386	158,456
Units per candidate	5.3	4.8	8.4	7.5	7.4	6.2	5.7	3.6

Note: Age at 31 December 2002.

GROUP AWARDS

Reporting for Group Awards has changed from previous years. The new reporting technique is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/02–31/7/03), ie the first time SQA obtains information about a candidate's entry into a particular qualification from the centre.
- 'Awards' are awards certificated within a year (eg 1/8/02–31/7/03), ie the certificate is actually awarded within that time period. Entry data for previous years have been amended in the trend tables and full years' data can be accessed from the SQA website.

Table GA1
Table GA2

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

- There continued to be a large decrease in GSVQ entries and awards this year. 2003 saw a 55% decrease in entries and a 58% decrease in awards. This decrease is due to centres gradually replacing GSVQs with Scottish Group Awards (SGAs).
- 59% of GSVQ candidates were aged under 20. Overall, more female candidates were entered for GSVQs than male (72% female, 28% male).
- The qualification with the highest number of entries was the National Certificate (level III) Care: Social Care with 168 entries.

Table GA3
Table GA4

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

- There has been a slight decrease in the number of entries and awards in 2003, a drop of 7% in entries and 5% in awards.
- 77% of NCGA candidates were aged under 20. Overall, more male candidates were entered for NCGAs than female (89% male, 11% female).
- The qualification with the highest number of entries was the National Certificate in Engineering Practice with 493 entries.

Table GA5
Table GA6

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

- There has been a decrease in the number of entries and awards in 2003, a drop of 31% in entries and 30% in awards.
- NCC entries were made by either FE colleges or private sector training providers (PSTP). Awards come from FE colleges, PSTPs, or Voluntary Sector Organisations.
- 74% of NCC candidates were aged under 20. Overall, more male candidates were entered for NCCs than female (62% male, 38% female).
- There were only two NCC qualifications with entries this year: Numberstart 1 and Wordstart 1. This was the last year that either of these qualifications was available.

Table GA7
Table GA8

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

- Both entries and awards notably increased in 2003 (51% increase in entries, 47% increase in awards).
- 77% of candidates were aged under 20. Overall, more female candidates were entered for SGAs than male (55% female, 45% male).
- The qualification with the highest number of entries was Care (Intermediate 2) with 619 entries.

Table GA9
Table GA10

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

- Both entries and awards increased in 2003 (50% increase in entries, 227% increase in awards). The large increase in awards reflects a similar size of increase in entries in 2002.
- SPA entries and awards come from FE colleges, Workplace/Training Providers, or voluntary sector organisations.
- 85% of candidates were aged over 30. Overall, more female candidates were entered for SPAs than male (87% female, 13% male).
- The qualification with the highest number of entries was Home Care Practice with 265 entries.

Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
0%	=	less than 0.5%

Notation used in the tables

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

TABLE GA1: TREND IN GENERAL SCOTTISH VOCATIONAL QUALIFICATIONS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
School	43	9	0	-100%
FE College	2,598	1,817	835	-54%
Other	0	30	8	-73%
Total	2,641	1,856	843	-55%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
School	69	31	3	-90%
FE College	1,915	1,377	586	-57%
Other	6	15	5	-67%
Total	1,990	1,423	594	-58%

TABLE GA2: GENERAL SCOTTISH VOCATIONAL QUALIFICATIONS ENTRIES, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP			
	ALL AGES	UNDER 20	20–24	25–29	30+
Male Candidates	237	165	13	13	46
Female Candidates	606	336	63	47	160
Total Candidates	843	501	76	60	206
– as percentages		59%	9%	7%	24%

Note: Age at 31 December 2002.

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
National Certificate (Level I)	21	86%	14%
National Certificate (Level II) Care	64	6%	94%
National Certificate (Level II) Information Technology	49	82%	18%
National Certificate (Level II) Construction	34	100%	0%
National Certificate (Level II) Engineering	20	100%	0%
National Certificate (Level II) Travel and Tourism	14	14%	86%
National Certificate (Level II) Business	11	36%	64%
National Certificate (Level II) Land-based Industries	11	73%	27%
All Level II GSVQs	203	55%	45%
National Certificate (Level III) Care: Social Care	168	20%	80%
National Certificate (Level III) Care: Health Care	154	8%	92%
National Certificate (Level III) Travel and Tourism: Retail Travel	85	21%	79%
National Certificate (Level III) Care: Child Care and Education	76	1%	99%
National Certificate (Level III) Care	43	7%	93%
National Certificate (Level III) Travel and Tourism	30	30%	70%
National Certificate (Level III) Hospitality: Food Preparation and Cooking	26	65%	35%
National Certificate (Level III) Science	16	44%	56%
National Certificate (Level III) Hospitality	13	31%	69%
National Certificate (Level III) Arts and Social Sciences	5	0%	100%
National Certificate (Level III) Communication and Media	1	100%	0%
National Certificate (Level III) Construction: Civil Engineering	1	100%	0%
National Certificate (Level III) Engineering: Industrial Plant Support	1	100%	0%
All Level III GSVQs	619	17%	83%
All GSVQs Entries	843	28%	72%

TABLE GA3: TREND IN NATIONAL CERTIFICATE GROUP AWARDS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE College	2,892	3,025	2,804	-7%
Other	116	96	89	-7%
Total	3,008	3,121	2,893	-7%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE College	1,966	1,725	1,671	-3%
Other	135	70	39	-44%
Total	2,101	1,795	1,710	-5%

TABLE GA4: NATIONAL CERTIFICATE GROUP AWARDS ENTRIES, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP			
	ALL AGES	UNDER 20	20–24	25–29	30+
Male Candidates	2,564	2,041	227	122	174
Female Candidates	329	195	38	29	67
Total Candidates	2,893	2,236	265	151	241
– as percentages		77%	9%	5%	8%

Note: Age at 31 December 2002.

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
National Certificate in Engineering Practice	493	99%	1%
National Certificate in Electronic Engineering Practice	376	95%	5%
National Certificate in Engineering	369	97%	3%
National Certificate in Electronic Engineering	334	96%	4%
National Certificate in Electrical Engineering	218	96%	4%
National Certificate in Fabrication and Welding Engineering Practice	191	98%	2%
National Certificate in Electrical Engineering Practice	111	97%	3%
National Certificate in Greenkeeping	102	96%	4%
National Certificate in Pharmaceutical Sciences	93	18%	82%
National Certificate in Clothing and Fashion	79	9%	91%
National Certificate in Fabrication and Welding Engineering	61	97%	3%
National Certificate in Multi Discipline Engineering	59	97%	3%
National Certificate in Service Engineering: Land-Based Industries	53	100%	0%
National Certificate in Measurement and Control	40	100%	0%
National Certificate in Aeronautical Engineering Practice	38	97%	3%
National Certificate in Basic Processing	30	83%	17%
National Certificate in Library and Information Science	16	13%	88%
Lifestart	16	56%	44%
Workstart	8	25%	75%
National Certificate in Processing	7	100%	0%
National Certificate in Aeronautical Engineering	1	100%	0%
National Certificate in Prison Industrial Management	1	100%	0%
National Certificate in Shipbuilding	1	100%	0%
National Certificate in Shipbuilding Engineering Practice	1	100%	0%
All Unlevelled NC Group Awards	2,698	91%	9%
Skillstart (Access 2)	171	57%	43%
Skillstart (Access 3)	24	75%	25%
All National Certificate Group Awards	2,893	89%	11%

TABLE GA5: TREND IN NATIONAL CERTIFICATE CLUSTERS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
School	60	0	0	-
FE College	55	9	38	322%
Other	91	109	43	-61%
Total	206	118	81	-31%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
School	500	1	0	-
FE College	102	16	36	125%
Other	59	98	44	-55%
Total	661	115	80	-30%

TABLE GA6: NATIONAL CERTIFICATE CLUSTERS ENTRIES, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP			
	ALL AGES	UNDER 20	20-24	25-29	30+
Male Candidates	50	36	3	2	9
Female Candidates	31	24	1	0	6
Total Candidates	81	60	4	2	15
– as percentages		74%	5%	2%	19%

Note: Age at 31 December 2002.

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
Numberstart 1	47	64%	36%
Wordstart 1	34	59%	41%
All Unlevelled NC Clusters	81	62%	38%
All National Certificate Clusters	81	62%	38%

TABLE GA7: TREND IN SCOTTISH GROUP AWARDS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
School	601	849	1,136	34%
FE College	1,274	1,774	2,837	60%
Total	1,875	2,623	3,973	51%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
School	76	380	651	71%
FE College	225	619	821	33%
Total	301	999	1,472	47%

TABLE GA8: SCOTTISH GROUP AWARDS ENTRIES, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP			
	ALL AGES	UNDER 20	20–24	25–29	30+
Male Candidates	1,792	1,457	118	71	146
Female Candidates	2,181	1,622	122	104	333
Total Candidates	3,973	3,079	240	175	479
– as percentages		77%	6%	4%	12%

Note: Age at 31 December 2002.

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
– Single	126	66%	34%
– Triple	42	64%	36%
– Double	30	50%	50%
All Access 2 Scottish Group Awards	198	63%	37%
– Single	50	58%	42%
– Triple	16	75%	25%
– Double	14	57%	43%
All Access 3 Scottish Group Awards	80	61%	39%
General Scottish Group Award (Intermediate 1)	214	43%	57%
Care	619	8%	92%
Computing and Information Technology	596	82%	18%
Business	258	31%	69%
Hospitality	200	59%	41%
Engineering	167	99%	1%
Arts	111	33%	67%
Science	107	37%	63%
Travel and Tourism	90	16%	84%
Social Sciences	76	43%	57%
Scottish Group Award	72	47%	53%
Construction	51	98%	2%
Land and Environment	38	71%	29%
Technology	25	36%	64%
Communication and Media	14	64%	36%
Art and Design	10	30%	70%
Sport and Leisure	1	100%	0%
All Intermediate 2 Scottish Group Awards	2,435	48%	52%

TABLE GA8: SCOTTISH GROUP AWARDS ENTRIES, 2003 (CONTINUED)

ENTRIES BY TITLE

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Care – Health Care	190	15%	85%
Science	161	45%	55%
Care – Social Care	118	10%	90%
Arts	103	29%	71%
Scottish Group Award	89	47%	53%
Technology	81	65%	35%
Arts – Social Sciences	63	22%	78%
Sport and Leisure	59	80%	20%
Business	52	29%	71%
Travel and Tourism – Retail Travel	26	0%	100%
Communication and Media	25	28%	72%
Arts – Creative Arts	19	47%	53%
Computing and Information Technology	17	82%	18%
Arts – Modern Languages	9	11%	89%
Art and Design	4	25%	75%
Hospitality – Professional Cookery	3	33%	67%
Hospitality	2	50%	50%
All Higher Scottish Group Awards	1,021	34%	66%
General Scottish Group Award (Advanced Higher)	25	68%	32%
All Scottish Group Awards	3,973	45%	55%

TABLE GA9: TREND IN SCOTTISH PROGRESSION AWARDS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE College	31	81	205	153%
Other	91	346	437	26%
Total	122	427	642	50%

AWARDS BY CENTRE TYPE

CENTRE TYPE		2001	2002	PERCENT CHANGE 2002/2003
FE College	2	19	189	895%
Other	66	124	278	124%
Total	68	143	467	227%

TABLE GA10: SCOTTISH PROGRESSION AWARDS ENTRIES, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP			
	ALL AGES	UNDER 20	20-24	25-29	30+
Male Candidates	82	6	3	9	64
Female Candidates	560	25	21	34	480
Total Candidates	642	31	24	43	544
– as percentages		5%	4%	7%	85%

Note: Age at 31 December 2002.

ENTRIES BY TITLE

		PERCENT	
GROUP AWARD TITLE	ENTRIES	MALE	FEMALE
Home Care Practice	265	3%	97%
Care	184	23%	77%
Children's Care and Play	108	0%	100%
Supported Employment	31	68%	32%
Caring for Children and Young People	23	22%	78%
Hospitality: Food Preparation	20	25%	75%
Drivers and Escorts – Care	10	10%	90%
Specialised Plant and Machinery Operations	1	100%	0%
All Scottish Progression Awards	642	13%	87%

ACCESS CLUSTERS

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

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

Reporting for Access is as follows:

- 'Entries' are the entries for a year (eg 1/8/02–31/7/03), ie the centre estimates that the candidate will complete the award within that time period.
- 'Awards' are entries which have been successfully resulted.

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

Table AC1
Table AC2

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

- There were 2,264 entries at Access 2 in 2003, a 34% increase from 2002.
- 96% of entries came from the school sector. However, there has been growth within the FE sector this year, and new entries from voluntary vector organisations.
- 42% of Access 2 candidates were aged 15. There were more entries from male candidates than female candidates this year (65% male, 35% female).

Table AC3

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

- There have been large increases in entries for many of the Access 2 subjects, especially French, Personal and Social Education, Science, and Social Subjects.
- Surprisingly there was a drop in English entries from 424 in 2002 to 390 in 2003. Entries in Mathematics, however, continued to rise this year, from 350 to 460.

Table AC4

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

- There has been a considerably smaller increase in awards this year. This would suggest that, although the entry numbers are increasing, fewer candidates are successfully completing the Cluster within an academic year.
- The largest percentage increase in awards in 2003 was in Social Subjects, an increase of 188%.

Table AC5
Table AC6

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

- There were 9,154 entries at Access 3 in 2003, a 157% increase from 2002, with almost all entries from the school sector.
- 59% of Access 3 candidates were aged 15. There were more entries from male candidates than female candidates this year (60% male, 40% female).

Table AC7

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

- There have been increases in entries for all but one of the Access 3 subjects. Gaelic (Learners) has continued to decrease in entries over the past three years.
- Out of the 26 Access 3 Clusters, three subjects had entries this year which had no presentations in the previous year, and 15 subjects more than doubled the numbers of entries received.

Table AC8

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

- The number of Access 3 Cluster awards has more than doubled in 2003.
- Since the number of entries in all subjects except Gaelic (Learners) went up, it would be expected that the number of awards for subjects would go up also. However, although there was the expected decrease in awards for Gaelic (Learners), there were also decreases in awards for the following subjects: Business, Managing Environmental Resources, Personal and Social Education, and Spanish. This would suggest that the completion rate, within an academic year, for these subjects has substantially dropped.

Symbols used in the tables

The following symbols are used in the tables.

–	=	not applicable
0%	=	less than 0.5%

Notation used in the tables

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

TABLE AC1: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS BY CENTRE TYPE, 2000 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
School	121	1,226	1,665	2,173	31%
FE College	19	12	22	84	282%
Other	0	0	0	7	–
Total	140	1,238	1,687	2,264	34%

TABLE AC2: ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS BY AGE AND GENDER, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP					
	ALL AGES	UNDER 14	14	15	16	17	18+
Male Candidates	1,470	30	416	670	193	122	39
Female Candidates	794	18	224	289	159	70	34
Total Candidates	2,264	48	640	959	352	192	73
– as percentages		2%	28%	42%	16%	8%	3%

Note: Age at 31 December 2002.

TABLE AC3: TREND IN ENTRIES FOR ACCESS 2 (SCQF Level 2) CLUSTERS, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Art and Design		93	108	146	35%
Business			12	12	0%
Computing	13	83	185	182	-2%
Drama		12		37	-
English and Communication	21	307	424	390	-8%
Enterprise through Craft	4	49	20	50	150%
French	20	28	65	143	120%
German			46	36	-22%
Home Economics	21	87	114	85	-25%
Italian			14	15	7%
Managing Environmental Resources		26	57	55	-4%
Mathematics	23	246	350	460	31%
Media Studies	1	10	7	11	57%
Music		19		27	-
Personal Care	5	28	24	13	-46%
Personal and Social Education	23	81	76	176	132%
Physical Education	3	75	74	92	24%
Religious, Moral and Philosophical Studies		21	34	67	97%
Science		1	34	112	229%
Social Subjects	6	20	31	130	319%
Spanish		52	12	25	108%
Totals	140	1,238	1,687	2,264	34%

TABLE AC4: TREND IN AWARDS FOR ACCESS 2 (SCQF Level 2) CLUSTERS, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Art and Design		51	90	97	8%
Business			12	8	-33%
Computing	9	41	159	138	-13%
Drama		1		22	_
English and Communication	20	197	379	272	-28%
Enterprise through Craft	4	13	10	13	30%
French	20	18	53	76	43%
German			17	30	76%
Home Economics	11	41	109	64	-41%
Italian			14	15	7%
Managing Environmental Resources		14	46	36	-22%
Mathematics	21	153	277	315	14%
Media Studies	1	9	7	5	-29%
Music		0		4	_
Personal Care	5	13	14	9	-36%
Personal and Social Education	23	30	52	74	42%
Physical Education	3	46	55	70	27%
Religious, Moral and Philosophical Studies		1	22	19	-14%
Science		0	0	34	-
Social Subjects	6	15	25	72	188%
Spanish		33	12	25	108%
Totals	123	676	1,353	1,398	3%

TABLE AC5: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS BY CENTRE TYPE, 2000 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
School	105	1,874	3,521	9,084	158%
FE College	4	9	25	48	92%
Other	2	9	21	22	5%
Total	111	1,892	3,567	9,154	157%

TABLE AC6: ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS BY AGE AND GENDER, 2003

ENTRIES BY AGE AND GENDER

		AGE GROUP					
	ALL AGES	UNDER 14	14	15	16	17	18+
Male Candidates	5,508	118	1,498	3,307	471	102	12
Female Candidates	3,646	102	985	2,103	350	78	28
Total Candidates	9,154	220	2,483	5,410	821	180	40
– as percentages		2%	27%	59%	9%	2%	0%

Note: Age at 31 December 2002.

TABLE AC7: TREND IN ENTRIES FOR ACCESS 3 (SCQF Level 3) CLUSTERS, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Art and Design		23	8	108	1250%
Biology		12	78	512	556%
Business	2	54	138	174	26%
Chemistry		24	135	585	333%
Computing		99	69	409	493%
Drama				18	-
English*	23	125	177	537	203%
Enterprise through Craft	14	14	49	65	33%
French	10	339	783	1,297	66%
Gaelic (Learners)		17	14	2	-86%
German	3	125	242	487	101%
Home Economics – Fashion and Textile Technology		6		1	-
Home Economics – Health and Food Technology	14	176	248	538	117%
Home Economics – Lifestyle and Consumer Technology	1	27	5	67	1240%
Italian		13	13	132	915%
Managing Environmental Resources			5	8	60%
Mathematics	35	579	1,001	2,706	170%
Media Studies		4	10	28	180%
Music		102	63	116	84%
Personal and Social Education		2	14	21	50%
Physical Education			13	114	777%
Physics		14	48	300	525%
Religious, Moral and Philosophical Studies		36	188	471	151%
Russian		3		7	-
Social Subjects		15	148	328	122%
Spanish	9	83	118	123	4%
Totals	111	1,892	3,567	9,154	157%

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

TABLE AC8: TREND IN AWARDS FOR ACCESS 3 (SCQF Level 3) CLUSTERS, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Art and Design		9	8	63	688%
Biology		9	62	370	497%
Business	2	27	131	100	-24%
Chemistry		12	113	409	262%
Computing		33	66	257	289%
Drama				5	-
English*	21	73	163	363	123%
Enterprise through Craft	14	11	31	48	55%
French	10	261	660	897	36%
Gaelic (Learners)		14	14	2	-86%
German	3	57	231	325	41%
Home Economics – Fashion and Textile Technology		0		0	-
Home Economics – Health and Food Technology	14	91	197	322	63%
Home Economics – Lifestyle and Consumer Technology	1	13	1	42	4100%
Italian		11	10	105	950%
Managing Environmental Resources			5	4	-20%
Mathematics	33	389	940	2,083	122%
Media Studies		3	3	20	567%
Music		80	47	56	19%
Personal and Social Education		0	14	7	-50%
Physical Education			12	77	542%
Physics		3	48	185	285%
Religious, Moral and Philosophical Studies		12	132	359	172%
Russian		3		7	-
Social Subjects		7	132	210	59%
Spanish	9	57	96	83	-14%
Totals	107	1,175	3,116	6,399	105%

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

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 candidates in the age group take the examination. The results are reported on a scale of 1 to 7, with 1 the highest, in a profile of performance which gives grades for Elements of a subject, as well as an overall award. In most subjects, one of these Elements is internally-assessed with moderation by SQA.

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

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

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

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

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

Table SG1

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

- There were 453,450 subject entries at Standard Grade in 2003, a very slight decrease compared with 2002. This is the second consecutive year that there has been a decrease in Standard Grade entries.
- The most considerable drop in entry numbers, in subjects with more than 1000 entries, was in Standard Grade Science. This is due to candidates being presented for Intermediate level individual science subjects instead.
- There were also large decreases in Economics (down 27%), Contemporary Social Studies (down 18%), Italian (down 17%), and Technological Studies (down 16%).
- There was a quite substantial increase in numbers being presented for Standard Grade Religious Studies this year, an increase of 30%.
- Art, Music, and Drama have shown a slow but steady increase over the five-year trend period.

Table SG2

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

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

Table SG3
Table SG4

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

- 44% of subject entries resulted in a Credit award (grade 1–2), 40% in a General award (grade 3–4), and 13% a Foundation award (grade 5–6).
- Candidates obtained considerably better grades in the Practical Abilities Element of the sciences, Computing, Business Management, Administration, Craft and Design, and Accounting and Finance. This is also true of the Investigating Element in Classical Studies and Religious Studies, and the Practical Performance Element in Physical Education. These Elements are all directly graded, which means that they are often based on assessment instruments which are unchanged from year to year.

Table SG5

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

- More males than females took Technological Studies, Craft and Design, Physics, and Physical Education. Male candidates performed better than females in Physical Education; however, in Technological Studies the candidate groups performed equally well; and in Physics and Craft and Design the female candidates obtained better results than male candidates.
- More females than males took Home Economics, Religious Studies, Administration and Biology. Females performed better compared to males in all these subjects except Biology where candidate performance was fairly similar.
- Over all Standard Grade subjects, female candidates out-performed males, especially at Credit level where, for females, almost 50% of entries resulted in Credit level awards.

Table SG6

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

- Standard Grade candidates took on average 7.2 subjects (excluding the Writing components).
- 82.6% of candidates were entered for seven or more Standard Grades (down 4.1 percentage points from 2002).
- A larger percentage of female candidates than male entered for seven or more subjects (by 3 percentage points).
- 78.3% of candidates gained at least seven Standard Grades at grades 1 to 6 (down 3.9 percentage points from 2002).
- 59.2% of candidates gained at least seven Standard Grades at grades 1 to 4.
- 22.7% of candidates gained at least seven Standard Grades at grades 1 to 2.
- Female candidates, on average, obtained 3.5 Credit Standard Grade awards while male candidates, on average, obtained only 2.8.

Table SG7

Assessment appeals were made on behalf of 2.7% of externally-assessed Standard Grade Elements, a substantial decrease from 2002, and 54% resulted in an upgrade. The two main contributing factors which led to this decrease in numbers of appeals were: the new SQA policy which advised centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale; and centres being advised not to appeal where a successful Element appeal would not change the overall Standard Grade Course award.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE SG1: TREND IN ENTRIES FOR EACH SUBJECT AT STANDARD GRADE, 1999 TO 2003

ALL CANDIDATES

SUBJECT	1999	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Classical Greek	10	13	9	4	5	25%
English	58,955	59,577	60,090	59,901	60,650	1%
English – Alternative Communication	3	6	11	11	6	-45%
English – Spoken	7	7	9	2	3	50%
French	37,721	38,362	38,736	39,190	37,988	-3%
Gaelic (Learners)	329	366	385	328	334	2%
Gàidhlig	95	117	133	138	183	33%
German	16,424	15,845	15,748	13,995	13,413	-4%
Italian	789	852	797	688	569	-17%
Latin	1,009	824	831	700	640	-9%
Russian	14	7	10	17	7	-59%
Spanish	2,675	2,911	2,846	3,032	2,779	-8%
Urdu	124	153	174	171	181	6%
Accounting and Finance	4,703	4,225	4,003	3,570	3,268	-8%
Mathematics	59,689	60,149	59,597	59,047	59,441	1%
Biology	22,717	22,612	23,049	22,735	23,160	2%
Chemistry	22,945	23,275	23,237	22,746	22,621	-1%
Physics	19,391	19,284	19,272	19,678	19,136	-3%
Science	15,141	15,390	15,340	13,913	11,470	-18%
Classical Studies	313	271	250	326	275	-16%
Contemporary Social Studies	409	363	307	290	237	-18%
Economics	1,166	953	772	813	592	-27%
Geography	22,553	21,998	22,403	21,944	21,322	-3%
History	21,173	21,387	21,516	21,423	21,934	2%
Modern Studies	13,514	13,170	14,172	13,990	14,596	4%
Religious Studies	992	1,181	1,355	1,312	1,712	30%
Social and Vocational Skills	3,162	3,363	3,505	3,150	3,103	-1%
Administration			8,771	14,346	14,500	1%
Business Management	875	2,799	4,357	4,947	5,056	2%
Computing Studies	19,002	20,135	21,067	22,114	21,723	-2%
Craft and Design	13,783	14,032	15,148	15,219	15,029	-1%
Graphic Communication	7,860	7,796	8,780	9,598	9,944	4%
Home Economics	9,675	9,748	9,584	8,912	8,808	-1%
Office and Information Studies	16,172	15,370	6,442	-	-	-
Technological Studies	3,649	3,211	2,739	2,659	2,244	-16%
Art and Design	20,119	20,647	21,027	21,390	21,908	2%
Drama	4,531	4,691	4,933	5,452	5,663	4%
Music	9,576	10,301	10,234	10,370	10,900	5%
Physical Education	16,887	17,174	17,798	18,167	18,050	-1%
Subtotals	448,152	452,565	459,437	456,288	453,450	-1%
French (Writing)	17,011	20,226	20,791	22,667	–	–
Gaelic (Learners) (Writing)	133	146	158	149	148	-1%
German (Writing)	8,363	9,045	9,410	8,704	–	–
Italian (Writing)	345	482	482	516	–	–
Russian (Writing)	12	6	10	15	–	–
Spanish (Writing)	1,486	1,945	1,756	2,032	–	–
Urdu (Writing)	66	94	117	114	–	–
Totals	475,568	484,509	492,161	490,485	453,598	-8%

TABLE SG2: ENTRIES FOR EACH SUBJECT AT STANDARD GRADE BY STAGE, 2003

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	5	–	80%	–	20%	–	–	–
English	60,650	0%	99%	0%	0%	0%	0%	0%
English – Alternative Communication	6	–	100%	–	–	–	–	–
English – Spoken	3	–	100%	–	–	–	–	–
French	37,988	0%	100%	0%	0%	0%	–	0%
Gaelic (Learners)	334	1%	98%	–	–	1%	–	–
Gàidhlig	183	–	100%	–	–	–	–	–
German	13,413	0%	100%	0%	0%	0%	–	0%
Italian	569	–	96%	1%	1%	0%	–	2%
Latin	640	1%	99%	–	0%	–	–	–
Russian	7	43%	57%	–	–	–	–	–
Spanish	2,779	0%	97%	1%	1%	0%	0%	–
Urdu	181	5%	80%	5%	2%	4%	–	4%
Accounting and Finance	3,268	–	100%	0%	0%	–	–	0%
Mathematics	59,441	1%	98%	0%	0%	0%	–	0%
Biology	23,160	0%	100%	0%	0%	0%	–	0%
Chemistry	22,621	0%	100%	0%	0%	0%	–	0%
Physics	19,136	0%	100%	0%	0%	0%	0%	0%
Science	11,470	0%	99%	0%	–	–	–	0%
Classical Studies	275	–	100%	–	0%	–	–	–
Contemporary Social Studies	237	–	100%	–	–	–	–	–
Economics	592	–	99%	0%	0%	–	–	–
Geography	21,322	0%	100%	0%	0%	–	–	0%
History	21,934	0%	100%	0%	0%	–	–	0%
Modern Studies	14,596	0%	100%	0%	–	–	–	0%
Religious Studies	1,712	–	99%	0%	–	–	–	1%
Social and Vocational Skills	3,103	2%	98%	0%	–	–	–	–
Administration	14,500	0%	100%	0%	–	0%	–	0%
Business Management	5,056	0%	100%	0%	–	–	–	–
Computing Studies	21,723	0%	100%	0%	–	–	–	0%
Craft and Design	15,029	0%	100%	0%	–	–	–	0%
Graphic Communication	9,944	0%	100%	0%	–	–	–	0%
Home Economics	8,808	0%	100%	0%	–	–	–	0%
Technological Studies	2,244	–	100%	–	–	–	–	–
Art and Design	21,908	0%	100%	0%	0%	0%	–	0%
Drama	5,663	1%	99%	0%	–	–	–	–
Music	10,900	1%	99%	0%	0%	–	–	0%
Physical Education	18,050	0%	100%	0%	0%	–	–	0%
Totals	453,450	1,686	450,849	384	104	50	27	350
– as percentages		0%	99%	0%	0%	0%	0%	0%

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

TABLE SG3: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT STANDARD GRADE, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE 1	2	3	4	5	6	7	NO OF CENTRES
Classical Greek	5	5	0	0	0	0	0	0	2
English	60,650	7,173	19,673	19,752	10,992	2,009	60	0	455
English – Alternative Communication	6	0	0	1	2	3	0	0	3
English – Spoken	3	0	0	0	3	0	0	0	2
French	37,988	6,153	8,308	8,751	8,317	3,966	683	12	398
Gaelic (Learners)	334	119	100	48	40	18	1	0	22
Gàidhlig	183	71	73	27	9	2	0	0	23
German	13,413	2,592	3,102	3,313	2,625	967	170	2	277
Italian	569	145	132	131	86	37	11	0	25
Latin	640	358	151	52	51	14	5	0	50
Russian	7	7	0	0	0	0	0	0	6
Spanish	2,779	599	715	634	520	185	41	0	104
Urdu	181	80	36	29	16	7	3	0	21
Accounting and Finance	3,268	728	850	558	518	366	166	15	208
Mathematics	59,441	10,822	8,393	12,165	10,644	11,620	4,557	1,184	445
Biology	23,160	6,086	5,735	5,787	2,274	1,943	856	35	408
Chemistry	22,621	7,233	5,952	5,666	1,693	1,185	479	58	403
Physics	19,136	5,927	5,057	4,267	1,736	1,155	709	59	403
Science	11,470	158	470	2,823	3,576	2,438	993	114	312
Classical Studies	275	66	69	59	37	24	8	1	17
Contemporary Social Studies	237	0	0	11	58	83	56	5	15
Economics	592	144	195	87	86	54	17	9	30
Geography	21,322	4,800	5,354	4,472	2,783	2,267	1,368	267	407
History	21,934	4,713	6,530	3,656	2,842	2,561	1,341	274	401
Modern Studies	14,596	4,133	2,940	2,328	2,334	1,927	703	219	308
Religious Studies	1,712	256	428	311	315	217	93	7	87
Social and Vocational Skills	3,103	419	637	830	686	305	90	3	120
Administration	14,500	1,764	4,249	2,463	2,710	1,680	914	193	363
Business Management	5,056	1,344	1,477	964	758	297	117	11	183
Computing Studies	21,723	4,635	5,114	4,161	4,154	2,416	544	55	384
Craft and Design	15,029	1,613	3,459	3,885	3,276	1,553	408	21	371
Graphic Communication	9,944	1,726	2,866	2,144	1,713	930	248	18	344
Home Economics	8,808	808	2,050	2,350	1,969	858	193	1	331
Technological Studies	2,244	562	570	371	357	147	144	26	139
Art and Design	21,908	3,041	7,541	7,248	2,632	529	54	0	420
Drama	5,663	1,023	1,693	1,489	830	289	80	1	151
Music	10,900	3,828	3,251	1,941	1,010	395	86	3	375
Physical Education	18,050	2,415	5,442	5,622	2,927	818	127	3	385
Subtotals	453,450	85,546	112,612	108,396	74,579	43,265	15,325	2,596	
– as percentages	100%	19%	25%	24%	16%	10%	3%	1%	
Gaelic (Learners) (Writing)*	148	12	30	47	26	–	–	–	15
Totals	453,598	85,558	112,642	108,443	74,605	43,265	15,325	2,596	
– as percentages	100%	19%	25%	24%	16%	10%	3%	1%	

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

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 2003

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%) 1	2	3	4	5	6	7	OTHER/ NO AWARD
Classical Greek	5	100	0	0	0	0	0	0	0
Interpretation		100	0	0	0	0	0	0	0
Translation		100	0	0	0	0	0	0	0
Investigation		60	40	0	0	0	0	0	0
English	60,650	12	32	33	18	3	0	0	2
Reading		14	32	27	18	6	1	0	1
Writing		8	27	39	20	4	0	0	1
Talking		20	31	30	15	3	0	0	0
English – Alternative Communication	6	0	0	17	33	50	0	0	0
Reading		0	0	17	33	33	17	0	0
Writing		0	0	0	33	50	17	0	0
Communicating		0	33	17	0	33	17	0	0
English – Spoken	3	0	0	0	100	0	0	0	0
Understanding		0	0	0	100	0	0	0	0
Communicating		0	0	33	0	67	0	0	0
Talking		0	0	67	33	0	0	0	0
French	37,988	16	22	23	22	10	2	0	5
Reading		15	19	17	29	13	3	1	2
Listening		13	19	26	25	8	4	2	4
Speaking		20	21	22	18	12	6	1	1
Writing		17	21	26	17	11	5	1	1
Gaelic (Learners)	334	36	30	14	12	5	0	0	2
Reading		43	28	13	10	3	0	0	2
Listening		39	30	12	11	4	1	1	1
Speaking		28	25	25	13	9	1	0	0
Gaelic (Learners) Writing *	148	8	20	32	18	0	0	0	22
Gàidhlig	183	39	40	15	5	1	0	0	1
Reading		45	33	15	4	2	0	0	1
Listening		44	27	20	7	3	0	0	0
Speaking		34	37	21	7	1	0	0	0
Writing		20	39	28	9	3	1	0	0
German	3,413	19	23	25	20	7	1	0	5
Reading		20	17	26	24	7	2	1	3
Listening		16	26	23	26	4	2	1	4
Speaking		22	22	22	18	9	4	1	1
Writing		20	20	24	18	10	5	1	1
Italian	569	25	23	23	15	7	2	0	5
Reading		25	21	26	17	7	2	1	2
Listening		11	29	20	30	5	1	1	3
Speaking		27	22	20	14	8	7	1	1
Writing		29	22	18	14	9	5	1	2
Latin	640	56	24	8	8	2	1	0	1
Interpretation		54	22	7	7	4	2	3	1
Translation		53	32	5	5	2	1	1	1
Investigation		62	25	8	4	1	0	0	0
Russian	7	100	0	0	0	0	0	0	0
Reading		100	0	0	0	0	0	0	0
Listening		71	29	0	0	0	0	0	0
Speaking		100	0	0	0	0	0	0	0
Writing		100	0	0	0	0	0	0	0

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

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 2003 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%) 1	2	3	4	5	6	7	OTHER/ NO AWARD
Spanish	2,779	22	26	23	19	7	1	0	3
Reading		20	24	20	27	5	2	1	2
Listening		15	29	24	19	5	4	2	2
Speaking		30	22	19	16	8	4	1	0
Writing		18	19	25	20	10	5	2	1
Urdu	181	44	20	16	9	4	2	0	6
Reading		44	12	13	10	5	3	9	3
Listening		62	4	28	1	1	1	1	3
Speaking		62	18	8	4	4	3	0	0
Writing		30	18	19	14	12	4	0	2
Accounting and Finance	3,268	22	26	17	16	11	5	0	2
Knowledge and Understanding		14	22	16	24	7	9	5	2
Handling Information		22	24	18	16	9	6	2	2
Practical Abilities		48	12	19	7	10	2	2	0
Mathematics	59,441	18	14	20	18	20	8	2	0
Knowledge and Understanding		17	16	17	18	21	8	3	0
Reasoning and Enquiry		13	12	21	20	18	11	4	0
Biology	23,160	26	25	25	10	8	4	0	2
Knowledge and Understanding *		20	22	17	20	6	0	13	2
Problem Solving *		26	31	16	18	4	0	5	2
Practical Abilities *		74	19	5	2	1	0	0	0
Chemistry	22,621	32	26	25	7	5	2	0	2
Knowledge and Understanding *		27	24	17	16	7	0	7	2
Problem Solving *		28	30	23	13	3	0	3	1
Practical Abilities *		85	10	2	1	1	0	1	0
Physics	19,136	31	26	22	9	6	4	0	1
Knowledge and Understanding *		30	25	15	18	5	0	5	1
Problem Solving *		22	31	19	12	6	0	8	1
Practical Abilities *		78	15	3	2	1	0	1	0
Science	11,470	1	4	25	31	21	9	1	8
Knowledge and Understanding		1	3	13	26	24	18	6	7
Problem Solving		2	3	21	30	20	12	5	7
Practical Abilities		28	31	15	12	8	3	3	0
Classical Studies	275	24	25	21	13	9	3	0	4
Knowledge and Understanding		24	21	23	14	5	5	5	3
Evaluating		25	20	16	19	8	3	5	3
Investigating		39	20	21	10	5	4	0	1
Contemporary Social Studies	237	0	0	5	24	35	24	2	10
Knowledge and Understanding		0	0	8	16	28	28	10	10
Evaluating		0	1	11	32	29	15	2	10
Investigating		0	0	5	19	39	33	3	0
Economics	592	24	33	15	15	9	3	2	0
Knowledge and Understanding		27	32	13	14	6	5	3	0
Enquiry Skills		25	34	12	18	6	4	2	0
Geography	21,322	23	25	21	13	11	6	1	0
Knowledge and Understanding		22	27	14	15	14	5	3	0
Enquiry Skills		23	26	22	12	10	6	2	0
History	21,934	21	30	17	13	12	6	1	0
Knowledge and Understanding		26	25	19	16	11	1	2	0
Enquiry Skills		22	30	15	13	10	6	4	0

* Awards in the Elements of Biology, Chemistry and Physics are not made at grade 6.

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 2003 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%) 1	2	3	4	5	6	7	OTHER/ NO AWARD
Modern Studies	14,596	28	20	16	16	13	5	2	0
Knowledge and Understanding		23	22	13	15	18	4	5	0
Enquiry Skills		31	21	16	15	10	5	2	0
Religious Studies	1,712	15	25	18	18	13	5	0	5
Knowledge and Understanding		16	24	19	20	9	4	4	3
Evaluating		15	21	19	21	8	7	5	3
Investigating		25	20	18	15	10	7	2	2
Social and Vocational Skills	3,103	14	21	27	22	10	3	0	4
Communicative Abilities		8	18	22	26	15	7	0	4
Practical Abilities		15	21	26	22	10	5	2	0
Administration	14,500	12	29	17	19	12	6	1	4
Knowledge and Understanding		11	21	17	20	10	9	8	3
Problem Solving		9	24	23	21	7	5	8	3
Practical Abilities		38	11	25	8	11	2	5	0
Business Management	5,056	27	29	19	15	6	2	0	2
Knowledge and Understanding		22	29	21	14	6	5	2	1
Decision Making		27	26	19	14	8	3	2	1
Practical Abilities		37	25	27	4	3	2	1	0
Computing Studies	21,723	21	24	19	19	11	3	0	3
Knowledge and Understanding		20	23	16	16	15	4	3	2
Problem Solving		20	21	15	24	11	5	2	2
Practical Abilities		31	25	20	14	7	2	1	0
Craft and Design	15,029	11	23	26	22	10	3	0	5
Knowledge and Understanding		10	25	17	21	12	8	3	5
Designing		16	20	24	20	12	6	2	1
Practical Abilities		19	25	26	17	8	4	1	0
Graphic Communication	9,944	17	29	22	17	9	2	0	3
Knowledge and Interpretation		24	25	22	13	9	2	3	3
Drawing Abilities		17	24	19	17	10	6	5	3
Illustration and Presentation		23	30	23	14	7	3	1	0
Home Economics	8,808	9	23	27	22	10	2	0	7
Knowledge and Understanding		4	10	23	27	15	9	7	6
Handling Information		13	17	25	14	12	10	3	6
Practical and Organisational Skills		16	28	28	17	7	3	0	0
Technological Studies	2,244	25	25	17	16	7	6	1	3
Knowledge and Understanding		20	27	14	21	6	0	10	2
Technological Communication		26	25	12	19	5	0	11	3
Problem Solving		40	30	18	8	3	0	0	0
Art and Design	21,908	14	34	33	12	2	0	0	4
Expressive Activities		13	29	41	12	1	0	0	3
Critical Activities		18	28	35	13	4	0	2	1
Design Activities		25	26	27	14	5	2	1	1
Drama	5,663	18	30	26	15	5	1	0	5
Knowledge and Understanding		10	23	26	20	10	5	2	4
Creating		30	28	22	13	5	2	0	0
Presenting		26	28	25	14	5	2	0	0
Music	10,900	35	30	18	9	4	1	0	4
Solo Performing		49	23	10	5	5	3	3	2
Listening		21	34	18	19	3	1	1	2
Group Performing		45	26	14	8	3	2	2	1
Inventing		30	25	20	14	6	3	1	1

TABLE SG4: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AND ELEMENT AT STANDARD GRADE, 2003 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT/ELEMENT	ENTRIES	GRADE (%) 1	2	3	4	5	6	7	OTHER/ NO AWARD
Physical Education	18,050	13	30	31	16	5	1	0	4
Knowledge and Understanding		9	20	21	25	12	5	6	3
Evaluating		7	23	25	25	8	5	4	3
Practical Performance		25	35	27	9	2	1	0	0
All subjects	453,598	21	23	22	17	9	4	2	2

TABLE SG5a: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2003

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE 1	2	3	4	5	6	7
Classical Greek	1	20%	1	0	0	0	0	0	0
English	30,609	50%	2,668	8,618	10,325	6,989	1,397	45	0
English – Alternative Communication	5	83%	0	0	1	2	2	0	0
English – Spoken	2	67%	0	0	0	2	0	0	0
French	18,150	48%	1,942	3,170	4,127	4,764	2,658	493	8
Gaelic (Learners)	164	49%	40	45	32	29	13	1	0
Gàidhlig	80	44%	22	34	14	7	2	0	0
German	6,601	49%	909	1,270	1,731	1,578	648	126	1
Italian	224	39%	39	44	52	38	24	8	0
Latin	265	41%	133	75	21	22	9	2	0
Russian	3	43%	3	0	0	0	0	0	0
Spanish	1,110	40%	145	263	250	261	117	27	0
Urdu	81	45%	26	13	14	12	5	2	0
Accounting and Finance	1,470	45%	324	403	262	216	165	71	5
Mathematics	30,068	51%	5,308	4,081	6,345	5,251	6,097	2,367	589
Biology	6,631	29%	1,711	1,520	1,694	737	547	260	12
Chemistry	11,201	50%	3,456	2,845	2,861	923	579	294	38
Physics	13,742	72%	3,846	3,572	3,273	1,399	881	553	51
Science	6,432	56%	83	283	1,645	2,019	1,335	501	60
Classical Studies	127	46%	28	28	33	19	9	4	0
Contemporary Social Studies	144	61%	0	0	5	36	61	26	2
Economics	396	67%	101	135	56	55	33	12	4
Geography	12,432	58%	2,436	3,134	2,746	1,703	1,473	759	172
History	10,479	48%	1,853	2,997	1,771	1,437	1,446	787	175
Modern Studies	6,024	41%	1,436	1,162	959	1,002	989	365	107
Religious Studies	587	34%	75	114	97	110	98	48	5
Social and Vocational Skills	1,460	47%	124	230	397	396	182	64	3
Administration	3,536	24%	246	748	583	830	546	356	62
Business Management	2,412	48%	584	693	485	393	148	64	5
Computing Studies	13,992	64%	2,809	3,295	2,697	2,715	1,629	380	43
Craft and Design	11,426	76%	1,020	2,552	3,068	2,588	1,251	351	18
Graphic Communication	6,845	69%	996	1,927	1,479	1,251	744	208	18
Home Economics	1,831	21%	64	231	420	513	333	94	1
Technological Studies	2,096	93%	524	535	346	332	138	137	23
Art and Design	8,199	37%	709	2,274	2,979	1,438	346	39	0
Drama	1,873	33%	218	473	527	363	137	39	0
Music	4,344	40%	1,311	1,290	815	488	208	46	1
Physical Education	12,843	71%	1,815	4,012	3,994	1,944	493	62	2
Subtotals	227,885	50%	37,005	52,066	56,104	41,862	24,743	8,591	1,405
– as percentages	100%		16%	23%	25%	18%	11%	4%	1%
Gaelic (Learners) (Writing)*	50	34%	3	8	14	9	0	0	0
Totals	227,935	50%	37,008	52,074	56,118	41,871	24,743	8,591	1,405
– as percentages	100%		16%	23%	25%	18%	11%	4%	1%

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

TABLE SG5b: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2003

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE 1	2	3	4	5	6	7
Classical Greek	4	80%	4	0	0	0	0	0	0
English	30,041	50%	4,505	11,055	9,427	4,003	612	15	0
English – Alternative Communication	1	17%	0	0	0	0	1	0	0
English – Spoken	1	33%	0	0	0	1	0	0	0
French	19,838	52%	4,211	5,138	4,624	3,553	1,308	190	4
Gaelic (Learners)	170	51%	79	55	16	11	5	0	0
Gàidhlig	103	56%	49	39	13	2	0	0	0
German	6,812	51%	1,683	1,832	1,582	1,047	319	44	1
Italian	345	61%	106	88	79	48	13	3	0
Latin	375	59%	225	76	31	29	5	3	0
Russian	4	57%	4	0	0	0	0	0	0
Spanish	1,669	60%	454	452	384	259	68	14	0
Urdu	100	55%	54	23	15	4	2	1	0
Accounting and Finance	1,798	55%	404	447	296	302	201	95	10
Mathematics	29,373	49%	5,514	4,312	5,820	5,393	5,523	2,190	595
Biology	16,529	71%	4,375	4,215	4,093	1,537	1,396	596	23
Chemistry	11,420	50%	3,777	3,107	2,805	770	606	185	20
Physics	5,394	28%	2,081	1,485	994	337	274	156	8
Science	5,038	44%	75	187	1,178	1,557	1,103	492	54
Classical Studies	148	54%	38	41	26	18	15	4	1
Contemporary Social Studies	93	39%	0	0	6	22	22	30	3
Economics	196	33%	43	60	31	31	21	5	5
Geography	8,890	42%	2,364	2,220	1,726	1,080	794	609	95
History	11,455	52%	2,860	3,533	1,885	1,405	1,115	554	99
Modern Studies	8,572	59%	2,697	1,778	1,369	1,332	938	338	112
Religious Studies	1,125	66%	181	314	214	205	119	45	2
Social and Vocational Skills	1,643	53%	295	407	433	290	123	26	0
Administration	10,964	76%	1,518	3,501	1,880	1,880	1,134	558	131
Business Management	2,644	52%	760	784	479	365	149	53	6
Computing Studies	7,731	36%	1,826	1,819	1,464	1,439	787	164	12
Craft and Design	3,603	24%	593	907	817	688	302	57	3
Graphic Communication	3,099	31%	730	939	665	462	186	40	0
Home Economics	6,977	79%	744	1,819	1,930	1,456	525	99	0
Technological Studies	148	7%	38	35	25	25	9	7	3
Art and Design	13,709	63%	2,332	5,267	4,269	1,194	183	15	0
Drama	3,790	67%	805	1,220	962	467	152	41	1
Music	6,556	60%	2,517	1,961	1,126	522	187	40	2
Physical Education	5,207	29%	600	1,430	1,628	983	325	65	1
Subtotals	225,565	50%	48,541	60,546	52,292	32,717	18,522	6,734	1,191
– as percentages	100%		22%	27%	23%	15%	8%	3%	1%
Gaelic (Learners) (Writing)*	98	66%	9	22	33	17	0	0	0
Totals	225,663	50%	48,550	60,568	52,325	32,734	18,522	6,734	1,191
– as percentages	100%		22%	27%	23%	15%	8%	3%	1%

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

TABLE SG5c: ENTRIES AND AWARDS BY GENDER FOR EACH SUBJECT AT STANDARD GRADE, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	% OF ENTRIES		% OF MALE ENTRIES			% OF FEMALE ENTRIES		
		MALE	FEMALE	1-2	1-4	1-6	1-2	1-4	1-6
Classical Greek	5	20	80	100	100	100	100	100	100
English	60,650	50	50	37	93	98	52	97	99
English – Alternative Communication	6	83	17	0	60	100	0	0	100
English – Spoken	3	67	33	0	100	100	0	100	100
French	37,988	48	52	28	77	95	47	88	96
Gaelic (Learners)	334	49	51	52	89	98	79	95	98
Gàidhlig	183	44	56	70	96	99	85	100	100
German	13,413	49	51	33	83	95	52	90	96
Italian	569	39	61	37	77	92	56	93	98
Latin	640	41	59	78	95	99	80	96	98
Russian	7	43	57	100	100	100	100	100	100
Spanish	2,779	40	60	37	83	96	54	93	98
Urdu	181	45	55	48	80	89	77	96	99
Accounting and Finance	3,268	45	55	49	82	98	47	81	97
Mathematics	59,441	51	49	31	70	98	33	72	98
Biology	23,160	29	71	49	85	98	52	86	98
Chemistry	22,621	50	50	56	90	98	60	92	99
Physics	19,136	72	28	54	88	98	66	91	99
Science	11,470	56	44	6	63	91	5	59	91
Classical Studies	275	46	54	44	85	95	53	83	96
Contemporary Social Studies	237	61	39	0	28	89	0	30	86
Economics	592	67	33	60	88	99	53	84	97
Geography	21,322	58	42	45	81	99	52	83	99
History	21,934	48	52	46	77	98	56	85	99
Modern Studies	14,596	41	59	43	76	98	52	84	99
Religious Studies	1,712	34	66	32	67	92	44	81	96
Social and Vocational Skills	3,103	47	53	24	79	95	43	87	96
Administration	14,500	24	76	28	68	94	46	80	96
Business Management	5,056	48	52	53	89	98	58	90	98
Computing Studies	21,723	64	36	44	82	97	47	85	97
Craft and Design	15,029	76	24	31	81	95	42	83	93
Graphic Communication	9,944	69	31	43	83	96	54	90	98
Home Economics	8,808	21	79	16	67	90	37	85	94
Technological Studies	2,244	93	7	51	83	96	49	83	94
Art and Design	21,908	37	63	36	90	95	55	95	97
Drama	5,663	33	67	37	84	94	53	91	96
Music	10,900	40	60	60	90	96	68	93	97
Physical Education	18,050	71	29	45	92	96	39	89	97
Subtotals	453,450	50	50	39	82	97	48	86	97
Gaelic (Learners) (Writing)*	148	34	66	22	68	68	32	83	83
Totals	453,598	50	50	39	82	97	48	86	97

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

TABLE SG6a: NUMBER OF STANDARD GRADE ENTRIES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	947	1.5%	439	1.4%	508	1.6%
8	38,993	63.0%	19,181	61.0%	19,812	65.0%
7	12,428	82.6%	6,437	81.1%	5,991	84.1%
6	4,368	89.5%	2,394	88.5%	1,974	90.4%
5	1,896	92.5%	1,066	91.8%	830	93.1%
4	1,083	94.2%	608	93.7%	475	94.6%
3	698	95.3%	383	94.9%	315	95.6%
2	870	96.6%	518	96.5%	352	96.7%
1	2,133	100.0%	1,116	100.0%	1,017	100.0%
Total cands	63,416		32,142		31,274	
Total entries	453,450		227,885		225,565	
Entries/cand	7.2		7.1		7.2	

TABLE SG6b: NUMBER OF STANDARD GRADE CREDIT LEVEL AWARDS PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 AND 2	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	280	0.4%	102	0.3%	178	0.6%
8	8,611	14.0%	3,513	11.2%	5,098	16.9%
7	5,474	22.7%	2,412	18.8%	3,062	26.7%
6	4,065	29.1%	1,850	24.5%	2,215	33.7%
5	3,828	35.1%	1,809	30.1%	2,019	40.2%
4	3,778	41.1%	1,832	35.8%	1,946	46.4%
3	3,914	47.2%	1,979	42.0%	1,935	52.6%
2	5,045	55.2%	2,707	50.4%	2,338	60.1%
1	7,958	67.7%	4,341	63.9%	3,617	71.7%
0	20,463	100.0%	11,597	100.0%	8,866	100.0%
Total cands	63,416		32,142		31,274	
Awards 1-2	198,158		89,071		109,087	
Awards/cand	3.1		2.8		3.5	

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

TABLE SG6c: NUMBER OF STANDARD GRADE CREDIT AND GENERAL LEVEL AWARDS PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 4	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	682	1.1%	302	0.9%	380	1.2%
8	26,034	42.1%	12,297	39.2%	13,737	45.1%
7	10,834	59.2%	5,222	55.4%	5,612	63.1%
6	6,062	68.8%	3,172	65.3%	2,890	72.3%
5	4,450	75.8%	2,419	72.8%	2,031	78.8%
4	3,639	81.5%	2,049	79.2%	1,590	83.9%
3	3,002	86.3%	1,721	84.6%	1,281	88.0%
2	2,699	90.5%	1,553	89.4%	1,146	91.7%
1	3,303	95.7%	1,797	95.0%	1,506	96.5%
0	2,711	100.0%	1,610	100.0%	1,101	100.0%
Total cands	63,416		32,142		31,274	
Awards 1–4	381,133		187,037		194,096	
Awards/cand	6.0		5.8		6.2	

TABLE SG6d: NUMBER OF STANDARD GRADE CREDIT, GENERAL AND FOUNDATION LEVEL AWARDS PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF AWARDS AT GRADES 1 TO 6	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE	NUMBER	CUMULATIVE PERCENTAGE
9	915	1.4%	422	1.3%	493	1.6%
8	36,327	58.7%	17,697	56.4%	18,630	61.1%
7	12,428	78.3%	6,458	76.5%	5,970	80.2%
6	4,794	85.9%	2,642	84.7%	2,152	87.1%
5	2,416	89.7%	1,346	88.9%	1,070	90.5%
4	1,451	92.0%	824	91.4%	627	92.5%
3	990	93.5%	518	93.0%	472	94.1%
2	1,059	95.2%	613	95.0%	446	95.5%
1	2,140	98.6%	1,133	98.5%	1,007	98.7%
0	896	100.0%	489	100.0%	407	100.0%
Total cands	63,416		32,142		31,274	
Awards 1–6	439,723		220,371		219,352	
Awards/cand	6.9		6.9		7.0	

TABLE SG7 : TREND IN APPEALS AND THEIR SUCCESS AT STANDARD GRADE, 1999 TO 2003

	1999	2000	2001	2002	2003
Number of appeals	29,539	41,571	40,763	46,770	25,377
– as percentage of externally assessed Element entries	3.3%	4.5%	4.3%	5.0%	2.7%
Successful appeals	15,911	20,438	20,804	24,288	13,777
– as percentage of all appeals	54%	49%	51%	52%	54%

INTERMEDIATE 1

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

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

Intermediate 1 was designed primarily for candidates in the fifth and sixth year of secondary education and adults. Awards are made at three passing grades, A to C. Only overall awards are reported; there is no profile of performance. This was the fourth year Intermediate 1 had been available to candidates, with entries from 436 centres. Intermediate 1 had candidate uptake in 39 subjects.

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

Table IA1

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

- There were 24,613 entries at Intermediate 1 in 2003, an increase of 21%. Although this is not as large a percentage increase as in 2001 (27%), Intermediate 1 is still a strong growth area.
- Mathematics and English entries made up 40% of the total entries (compared with 47% in 2002).
- The largest percentage increases in entries were from the science subjects: Biology, Chemistry and Physics; and from French and German.
- There were small entry decreases in Physical Education, Accounting and Finance, and Geography.

Table IA2

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

- The Intermediate 1 pass rate has risen slightly, by one percentage point, this year. Given the increase in entry numbers, and the steady pass rate over the past three years, this indicates that this level of qualification, overall, has 'bedded in'.
- The pass rates for both English and Mathematics improved on last year.
- Changes to the pass rates of individual subjects are not unexpected when uptake has risen sharply – in French, for example, the pass rate fell from 83% in 2002 to 55% in 2003.

Table IA3

This table shows the number of entries for each Intermediate 1 subject by entry stage.

- Intermediate 1 Course entries were mainly comprised of either S5 (57%) or S4 (30%) entries.
- 92% of English entries were from S5, while 89% of Physics entries were from S4.
- The following subjects' entries were all or predominately from FE centres: Managing Environmental Resources, Psychology, Sociology, Care, Personal and Social Education.

Table IA4

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

- Pass rates in subjects with 100 or more entries ranged from 93% in Home Economics – Fashion and Textile Technology, to 47% in Physics.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 79% in Physical Education, to 9% in Physics.
- 347 centres entered candidates for English and 370 for Mathematics, while subjects such as Economics and Russian, for example, had entries from only one centre.

Table IA5

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

- There were predominately more male candidates taking Woodworking Skills (88%), Physical Education (78%) and Physics (79%) than female. There were also more male candidates entered for English than female in 2003 (60% male, 40% female).
- Almost all Home Economics – Fashion and Textile (98%), Home Economics – Lifestyle and Consumer Technology (96%), and Care (93%) candidates were female.
- The average pass rate for female candidates across all subjects was 7 percentage points higher than that for males (70% compared to 63%).
- The average grade A rate for female candidates across all subjects was 8 percentage points higher than for males (29% compared to 21%).

Table IA6

These three tables (IA6a, IA6b and IA6c) give the average number of entries and passes at Intermediate 1 by age and gender, where age is taken at 31 December 2002.

- 40% of Intermediate 1 candidates were aged 15 and 42% of Intermediate 1 candidates were aged 16. Of these two age groups, the 16 year olds had a better average pass rate than the 15 year olds, by 4 percentage points.
- 49% of all Intermediate 1 candidates were male, 51% were female.
- Candidates entered for, on average, 1.4 Intermediate 1 subjects – down slightly on last year (1.5 in 2002).
- Candidates passed, on average, 0.9 Intermediate 1 subjects – a decrease of 0.1 from 2002.

Table IA7

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

- Of the 17,693 candidates, 73% entered only one Intermediate 1 subject.
- Less than 10% of Intermediate 1 candidates entered for three or more subjects.
- 75% of candidates achieved at least one Intermediate 1 pass.
- 32% of candidates achieved at least one Grade A pass (up from 31% in 2002).
- 37% of female candidates, and only 27% of male candidates, achieved at least one Intermediate 1 Grade A pass. On average, males achieved 0.3 'A' passes, and females 0.4.

Table IA8

Assessment appeals were made on behalf of 5.8% of Intermediate 1 entries (10.8% in 2002) and 33% resulted in an upgrade. One of the main contributing factors which led to this decrease in the number of appeals was the new SQA policy which advised centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE IA1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Classical Greek	1				–
English*	842	3,578	4,438	4,514	2%
French	23	61	158	574	263%
Gaelic (Learners)	5	13	20	25	25%
Gàidhlig			7		–
German	23	47	59	149	153%
Italian	43	178	199	195	-2%
Latin	4	4	16	4	-75%
Russian			3	1	-67%
Spanish	181	398	536	598	12%
Accounting and Finance	455	423	394	313	-21%
Mathematics	2,971	3,933	5,070	5,314	5%
Biology	38	270	629	1,370	118%
Chemistry	11	41	263	723	175%
Geology	50	84	49	54	10%
Managing Environmental Resources	10	14	9	10	11%
Physics	74	147	282	769	173%
Classical Studies	4	9	4	10	150%
Economics		3	8	2	-75%
Geography	182	329	318	315	-1%
History	174	320	435	504	16%
Modern Studies	126	192	188	220	17%
Psychology	14	6	20	40	100%
Religious, Moral and Philosophical Studies	26	146	363	573	58%
Sociology	1	1	8	13	63%
Administration	492	986	1,002	1,048	5%
Business Management	104	122	91	163	79%
Care		43	122	167	37%
Computing Studies	297	781	832	1,023	23%
Engineering Craft Skills	38	61	63	81	29%
Health and Food Technology	912	1,482	1,754	2,225	27%
Home Economics – Fashion and Textile Technology	68	135	225	275	22%
Home Economics – Lifestyle and Consumer Technology	172	367	520	582	12%
Personal and Social Education		12	25	21	-16%
Travel and Tourism	208	501	539	603	12%
Woodworking Skills	242	449	519	597	15%
Art and Design	82	283	351	518	48%
Drama	31	18	31	46	48%
Media Studies	20	66	109	193	77%
Music	59	141	200	341	71%
Physical Education	113	337	493	440	-11%
Totals	8,096	15,981	20,352	24,613	21%

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

TABLE IA2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 1, 2000 TO 2003

ALL CANDIDATES

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

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

TABLE IA3: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 1 BY STAGE, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	4,514	–	0%	92%	7%	0%	1%	0%
French	574	–	84%	7%	1%	–	5%	3%
Gaelic (Learners)	25	32%	36%	12%	20%	–	-	–
German	149	1%	77%	9%	9%	–	5%	–
Italian	195	–	4%	34%	49%	–	10%	4%
Latin	4	–	–	50%	50%	–	–	–
Russian	1	–	–	–	100%	–	–	–
Spanish	598	0%	4%	43%	38%	–	13%	2%
Accounting and Finance	313	–	5%	57%	22%	–	17%	–
Mathematics	5,314	1%	11%	80%	6%	0%	2%	0%
Biology	1,370	–	81%	17%	1%	–	0%	0%
Chemistry	723	3%	85%	10%	2%	–	0%	0%
Geology	54	–	–	35%	65%	–	–	–
Managing Environmental Resources	10	–	–	–	–	–	100%	–
Physics	769	0%	89%	8%	1%	–	1%	0%
Classical Studies	10	–	–	100%	–	–	–	–
Economics	2	–	100%	–	–	–	–	–
Geography	315	1%	–	88%	10%	–	1%	–
History	504	3%	20%	73%	4%	–	–	–
Modern Studies	220	0%	2%	85%	11%	–	1%	0%
Psychology	40	–	–	10%	5%	–	85%	–
Religious, Moral and Philosophical Studies	573	0%	94%	5%	1%	–	–	–
Sociology	13	–	–	8%	–	–	92%	–
Administration	1,048	0%	12%	65%	10%	0%	12%	–
Business Management	163	–	29%	54%	7%	–	10%	–
Care	167	–	5%	23%	6%	–	65%	–
Computing Studies	1,023	–	27%	47%	10%	0%	15%	0%
Engineering Craft Skills	81	–	40%	43%	17%	–	–	–
Health and Food Technology	2,225	0%	62%	28%	10%	0%	–	0%
Home Economics – Fashion and Textile Technology	275	7%	24%	41%	29%	–	–	–
Home Economics – Lifestyle and Consumer Technology	582	–	51%	41%	8%	–	–	–
Personal and Social Education	21	–	–	10%	–	–	90%	–
Travel and Tourism	603	0%	11%	72%	14%	–	2%	–
Woodworking Skills	597	–	50%	42%	8%	0%	–	–
Art and Design	518	–	34%	56%	9%	–	0%	–
Drama	46	–	24%	61%	13%	2%	–	–
Media Studies	193	–	35%	44%	18%	–	4%	–
Music	341	–	59%	28%	12%	0%	1%	–
Physical Education	440	–	4%	85%	11%	0%	–	–
Totals	24,613	139	7,370	14,100	2,115	22	808	59
– as percentages		1%	30%	57%	9%	0%	3%	0%

TABLE IA4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT INTERMEDIATE 1, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE A	GRADE B	GRADE C	PASSES	NO. OF CENTRES
English	4,514	478	945	1,246	2,669	347
French	574	85	106	126	317	38
Gaelic (Learners)	25	20	4	0	24	5
German	149	37	21	34	92	24
Italian	195	124	18	16	158	28
Latin	4	3	1	0	4	1
Russian	1	1	0	0	1	1
Spanish	598	383	72	53	508	81
Accounting and Finance	313	149	22	40	211	39
Mathematics	5,314	828	936	1,079	2,843	370
Biology	1,370	156	251	336	743	106
Chemistry	723	85	136	166	387	81
Geology	54	31	12	8	51	8
Managing Environmental Resources	10	10	0	0	10	1
Physics	769	72	110	177	359	79
Classical Studies	10	3	2	1	6	3
Economics	2	0	1	1	2	1
Geography	315	45	66	86	197	111
History	504	167	106	83	356	135
Modern Studies	220	42	55	51	148	84
Psychology	40	22	0	2	24	9
Religious, Moral and Philosophical Studies	573	141	102	120	363	22
Sociology	13	6	1	2	9	2
Administration	1,048	468	320	110	898	178
Business Management	163	90	20	19	129	31
Care	167	76	47	15	138	17
Computing Studies	1,023	404	269	135	808	120
Engineering Craft Skills	81	9	32	22	63	19
Health and Food Technology	2,225	785	765	350	1,900	182
Home Economics – Fashion and Textile Technology	275	114	104	38	256	32
Home Economics – Lifestyle and Consumer Technology	582	242	191	75	508	53
Personal and Social Education	21	16	3	0	19	3
Travel and Tourism	603	211	107	118	436	70
Woodworking Skills	597	133	196	182	511	113
Art and Design	518	184	126	118	428	106
Drama	46	31	9	1	41	12
Media Studies	193	41	41	29	111	19
Music	341	58	82	91	231	82
Physical Education	440	348	25	4	377	80
Totals	24,613	6,098	5,304	4,934	16,336	
– as percentages	100%	25%	22%	20%	66%	

TABLE IA4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 1, 2003

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%) A	B	C	PASSES
English	4,514	11	21	28	59
French	574	15	18	22	55
Gaelic (Learners)	25	80	16	0	96
German	149	25	14	23	62
Italian	195	64	9	8	81
Latin	4	75	25	0	100
Russian	1	100	0	0	100
Spanish	598	64	12	9	85
Accounting and Finance	313	48	7	13	67
Mathematics	5,314	16	18	20	54
Biology	1,370	11	18	25	54
Chemistry	723	12	19	23	54
Geology	54	57	22	15	94
Managing Environmental Resources	10	100	0	0	100
Physics	769	9	14	23	47
Classical Studies	10	30	20	10	60
Economics	2	0	50	50	100
Geography	315	14	21	27	63
History	504	33	21	16	71
Modern Studies	220	19	25	23	67
Psychology	40	55	0	5	60
Religious, Moral and Philosophical Studies	573	25	18	21	63
Sociology	13	46	8	15	69
Administration	1,048	45	31	10	86
Business Management	163	55	12	12	79
Care	167	46	28	9	83
Computing Studies	1,023	39	26	13	79
Engineering Craft Skills	81	11	40	27	78
Health and Food Technology	2,225	35	34	16	85
Home Economics – Fashion and Textile Technology	275	41	38	14	93
Home Economics – Lifestyle and Consumer Technology	582	42	33	13	87
Personal and Social Education	21	76	14	0	90
Travel and Tourism	603	35	18	20	72
Woodworking Skills	597	22	33	30	86
Art and Design	518	36	24	23	83
Drama	46	67	20	2	89
Media Studies	193	21	21	15	58
Music	341	17	24	27	68
Physical Education	440	79	6	1	86
Totals	24,613	25	22	20	66

TABLE IA5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2003

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	B	C	PASSES
English	2,690	60%	286	542	743	1,571
French	315	55%	34	61	58	153
Gaelic (Learners)	10	40%	8	1	0	9
German	75	50%	12	9	21	42
Italian	73	37%	38	6	9	53
Latin	1	25%	0	1	0	1
Russian	–	0%	–	–	–	–
Spanish	172	29%	86	23	22	131
Accounting and Finance	109	35%	40	9	18	67
Mathematics	2,706	51%	424	446	557	1,427
Biology	522	38%	53	96	137	286
Chemistry	415	57%	27	82	94	203
Geology	28	52%	16	5	5	26
Managing Environmental Resources	7	70%	7	0	0	7
Physics	611	79%	57	88	143	288
Classical Studies	4	40%	2	1	1	4
Economics	2	100%	0	1	1	2
Geography	174	55%	27	41	44	112
History	278	55%	91	63	42	196
Modern Studies	109	50%	19	22	32	73
Psychology	4	10%	1	0	1	2
Religious, Moral and Philosophical Studies	241	42%	51	36	60	147
Sociology	2	15%	1	0	0	1
Administration	373	36%	164	104	39	307
Business Management	80	49%	46	9	9	64
Care	12	7%	6	2	2	10
Computing Studies	651	64%	245	170	85	500
Engineering Craft Skills	77	95%	9	31	21	61
Health and Food Technology	765	34%	166	275	164	605
Home Economics – Fashion and Textile Technology	5	2%	0	4	1	5
Home Economics – Lifestyle and Consumer Technology	21	4%	7	6	4	17
Personal and Social Education	–	0%	–	–	–	–
Travel and Tourism	228	38%	62	41	51	154
Woodworking Skills	523	88%	116	174	164	454
Art and Design	260	50%	93	69	52	214
Drama	19	41%	12	5	0	17
Media Studies	88	46%	14	17	14	45
Music	162	48%	29	33	42	104
Physical Education	345	78%	282	14	1	297
Totals	12,157	49%	2,531	2,487	2,637	7,655
– as percentages	100%		21%	20%	22%	63%

TABLE IA5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2003

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES
English	1,824	40%	192	403	503	1,098
French	259	45%	51	45	68	164
Gaelic (Learners)	15	60%	12	3	0	15
German	74	50%	25	12	13	50
Italian	122	63%	86	12	7	105
Latin	3	75%	3	0	0	3
Russian	1	100%	1	0	0	1
Spanish	426	71%	297	49	31	377
Accounting and Finance	204	65%	109	13	22	144
Mathematics	2,608	49%	404	490	522	1,416
Biology	848	62%	103	155	199	457
Chemistry	308	43%	58	54	72	184
Geology	26	48%	15	7	3	25
Managing Environmental Resources	3	30%	3	0	0	3
Physics	158	21%	15	22	34	71
Classical Studies	6	60%	1	1	0	2
Economics	–	0%	–	–	–	–
Geography	141	45%	18	25	42	85
History	226	45%	76	43	41	160
Modern Studies	111	50%	23	33	19	75
Psychology	36	90%	21	0	1	22
Religious, Moral and Philosophical Studies	332	58%	90	66	60	216
Sociology	11	85%	5	1	2	8
Administration	675	64%	304	216	71	591
Business Management	83	51%	44	11	10	65
Care	155	93%	70	45	13	128
Computing Studies	372	36%	159	99	50	308
Engineering Craft Skills	4	5%	0	1	1	2
Health and Food Technology	1,460	66%	619	490	186	1,295
Home Economics – Fashion and Textile Technology	270	98%	114	100	37	251
Home Economics – Lifestyle and Consumer Technology	561	96%	235	185	71	491
Personal and Social Education	21	100%	16	3	0	19
Travel and Tourism	375	62%	149	66	67	282
Woodworking Skills	74	12%	17	22	18	57
Art and Design	258	50%	91	57	66	214
Drama	27	59%	19	4	1	24
Media Studies	105	54%	27	24	15	66
Music	179	52%	29	49	49	127
Physical Education	95	22%	66	11	3	80
Totals	12,456	51%	3,567	2,817	2,297	8,681
– as percentages	100%		29%	23%	18%	70%

TABLE IA5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 1 BY GENDER, 2003

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
English	4,514	60	40	11	11	58	60
French	574	55	45	11	20	49	63
Gaelic (Learners)	25	40	60	80	80	90	100
German	149	50	50	16	34	56	68
Italian	195	37	63	52	70	73	86
Latin	4	25	75	0	100	100	100
Russian	1	0	100	–	100	–	100
Spanish	598	29	71	50	70	76	88
Accounting and Finance	313	35	65	37	53	61	71
Mathematics	5,314	51	49	16	15	53	54
Biology	1,370	38	62	10	12	55	54
Chemistry	723	57	43	7	19	49	60
Geology	54	52	48	57	58	93	96
Managing Environmental Resources	10	70	30	100	100	100	100
Physics	769	79	21	9	9	47	45
Classical Studies	10	40	60	50	17	100	33
Economics	2	100	0	0	–	100	–
Geography	315	55	45	16	13	64	60
History	504	55	45	33	34	71	71
Modern Studies	220	50	50	17	21	67	68
Psychology	40	10	90	25	58	50	61
Religious, Moral and Philosophical Studies	573	42	58	21	27	61	65
Sociology	13	15	85	50	45	50	73
Administration	1,048	36	64	44	45	82	88
Business Management	163	49	51	58	53	80	78
Care	167	7	93	50	45	83	83
Computing Studies	1,023	64	36	38	43	77	83
Engineering Craft Skills	81	95	5	12	0	79	50
Health and Food Technology	2,225	34	66	22	42	79	89
Home Economics – Fashion and Textile Technology	275	2	98	0	42	100	93
Home Economics – Lifestyle and Consumer Technology	582	4	96	33	42	81	88
Personal and Social Education	21	0	100	–	76	–	90
Travel and Tourism	603	38	62	27	40	68	75
Woodworking Skills	597	88	12	22	23	87	77
Art and Design	518	50	50	36	35	82	83
Drama	46	41	59	63	70	89	89
Media Studies	193	46	54	16	26	51	63
Music	341	48	52	18	16	64	71
Physical Education	440	78	22	82	69	86	84
Totals	24,613	49	51	21	29	63	70

Table IA6a: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1,136	6%	1.1	0.7	67%
15	7,030	40%	1.2	0.8	63%
16	7,370	42%	1.6	1.1	67%
17	1,684	10%	1.3	0.9	73%
18	87	0%	1.2	0.8	64%
19	39	0%	1.2	0.8	68%
20–24	73	0%	1.2	0.9	77%
25–29	47	0%	1.0	0.8	80%
30–34	47	0%	1.0	0.9	82%
35–39	56	0%	1.1	0.9	84%
40–49	73	0%	1.1	0.9	79%
50–59	34	0%	1.0	0.8	80%
60 and over	17	0%	1.1	0.8	72%
All ages	17,693	100%	1.4	0.9	66%

Table IA6b: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	531	6%	1.1	0.7	62%
15	3,492	40%	1.2	0.7	59%
16	3,739	43%	1.6	1.1	65%
17	735	8%	1.3	0.9	68%
18	34	0%	1.2	0.9	69%
19	15	0%	1.3	0.5	37%
20–24	34	0%	1.1	0.8	68%
25–29	18	0%	1.0	0.7	67%
30–34	11	0%	1.1	0.8	75%
35–39	13	0%	1.0	0.7	69%
40–49	24	0%	1.0	0.8	72%
50–59	9	0%	1.1	0.9	80%
60 and over	10	0%	1.0	0.8	80%
All ages	8,665	100%	1.4	0.9	63%

Table IA6c: INTERMEDIATE 1 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	605	7%	1.1	0.8	71%
15	3,538	39%	1.3	0.9	68%
16	3,631	40%	1.6	1.1	69%
17	949	11%	1.2	0.9	77%
18	53	1%	1.2	0.8	61%
19	24	0%	1.2	1.0	89%
20–24	39	0%	1.2	1.0	85%
25–29	29	0%	1.1	0.9	87%
30–34	36	0%	1.0	0.9	84%
35–39	43	0%	1.1	1.0	88%
40–49	49	1%	1.1	0.9	82%
50–59	25	0%	1.0	0.8	80%
60 and over	7	0%	1.1	0.7	63%
All ages	9,028	100%	1.4	1.0	70%

Note: Age at 31 December 2002.

TABLE IA7a: NUMBER OF INTERMEDIATE 1 ENTRIES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	59	0%	28	0%	31	0%
4	357	2%	169	2%	188	2%
3	1,168	9%	600	9%	568	9%
2	3,277	27%	1,673	29%	1,604	26%
1	12,832	100%	6,195	100%	6,637	100%
Total cands	17,693		8,665		9,028	
Total entries	24,613		12,157		12,456	
Entries/cand	1.4		1.4		1.4	

TABLE IA7b: NUMBER OF INTERMEDIATE 1 PASSES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	3	0%	1	0%	2	0%
4	61	0%	33	0%	28	0%
3	441	3%	209	3%	232	3%
2	2,007	14%	997	14%	1,010	14%
1	10,740	75%	4,897	71%	5,843	79%
0	4,441	100%	2,528	100%	1,913	100%
Total cands	17,693		8,665		9,028	
Total passes	16,336		7,655		8,681	
Passes/cand	0.9		0.9		1.0	

TABLE IA7c: NUMBER OF INTERMEDIATE 1 AWARDS AT GRADE A PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
4	2	0%	1	0%	1	0%
3	20	0%	8	0%	12	0%
2	365	2%	151	2%	214	3%
1	5,300	32%	2,201	27%	3,099	37%
0	12,006	100%	6,304	100%	5,702	100%
Total cands	17,693		8,665		9,028	
Total grade A	6,098		2,531		3,567	
Grade A/cand	0.3		0.3		0.4	

TABLE IA8 : TREND IN APPEALS AND THEIR SUCCESS AT INTERMEDIATE 1, 2000 TO 2003

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

INTERMEDIATE 2

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

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

Intermediate 2 was designed primarily for candidates in the fifth and sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and compensatory awards are available for narrow failures, where candidates receive an A grade in the Intermediate 1 level of the Course, if this is available. Only overall awards are reported; there is no profile of performance. This was the fourth year Intermediate 2 had been available to candidates, with entries from 456 centres. Intermediate 2 had candidate uptake in 64 subjects, including 11 Project-based National Courses (PBNC):

Amenity Horticulture
Care Issues for Society
Construction Craft Skills
Construction Industry Practice
Design
Fabrication and Welding
Fitness and Exercise
Health and Safety in Care Settings
Leading Sports Activities
Plant Propagation
Selling Overseas Tourist Destinations

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

Table IB1

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

- There were 72,327 entries at Intermediate 2 in 2003, a 7% increase from 2002.
- The largest numbers of entries were in English and Mathematics, accounting for 37% of all Intermediate 2 entries.
- Among the subjects with the largest percentage increases in entries were two PBNCs: Care Issues in Society, and Health and Safety in Care Settings.
- The largest percentage decreases in entries, in subjects with over 100 entries, were from Sociology (down 24%); Home Economics – Health and Food Technology (down 17%); and Engineering Craft Skills (down 15%).

Table IB2

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

- The average pass rate for all Intermediate 2 subjects was 72%. There has been an increase of one percentage point in the pass rate every year since 2001. Although there has been a continual increase, it is small and the overall pass rate at Intermediate 2 is remaining fairly steady.
- Some of the high uptake subjects, however, have shown substantial changes in pass rates between 2002 and 2003: Chemistry (from 55% to 66%); Graphic Communication (75% to 67%); Information Systems (71% to 77%).

Table IB3

This table shows the number of entries for each Intermediate 2 subject by entry stage.

- Intermediate 2 entries were mainly comprised of S5 (72%), S6 (13%), FE college (9%), and S4 (5%) entries.
- 89% of English and 81% of Mathematics entries were from S5.
- The following Intermediate 2 subject entries were all from FE centres: Amenity Horticulture, Plant Propagation, Automotive Engineering, Care Issues from Society, Construction Craft Skills, Construction Industry Practice, Fabrication and Welding, Health and Safety in Care Settings, Hospitality – Professional Cookery, Hospitality – Reception and Accommodation Operations, Selling Overseas Tourist Destinations, Fitness and Exercise, and Leading Sports Activities.

Table IB4

These tables describe Intermediate 2 pass rates and grade distributions by subject – pass rates can vary considerably among subjects, reflecting the nature of the candidature and subject.

- Pass rates in subjects with 100 or more entries ranged from 94% in Hospitality – Practical Cookery, to 51% in Media Studies.
- The percentage gaining a grade A in subjects with 100 or more entries ranged from 60% in Sociology, to 3% in Home Economics – Health and Food Technology.

Table IB5

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

- Almost all Technological Studies (96%) and Engineering Craft Skills (95%) candidates were male. The grade A rate for Engineering Craft Skills and the pass rate for Technological Studies was higher for female candidates than for males.
- More female candidates entered for Home Economics – Fashion and Textile Technology (98%), and care qualifications: Care (92%), Care Issues for Society (91%), and Health and Safety in Care Settings (91%). Male candidates had a greater grade A rate and pass rate than female candidates for Care.
- The average pass rate for female candidates over all subjects was 3 percentage points higher than for males.
- The average grade A rate for female candidates over all subjects was 4 percentage points higher than for males.

Table IB6

These three tables (IB6a, IB6b and IB6c) give the average number of entries and passes at Intermediate 2 by age and gender, where age is taken at 31 December 2002.

- 17% of Intermediate 2 candidates were aged 15, 57% were aged 16, and 18% were aged 17.
- Candidates entered for, on average, 1.9 Intermediate 2 subjects, the same average number as in 2002.
- The average number of entries for a 16 year old candidate was 2.1, slightly higher than the average for all candidates.

Table IB7

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

- Almost a quarter (24%) of Intermediate 2 candidates entered for three or more subjects.
- 12% of candidates passed three or more Intermediate 2 subjects.
- 1% of candidates gained a grade A in three or more Intermediate 2 subjects.

Table IB8

Assessment appeals were made on behalf of 6.7% of Intermediate 2 entries (9.6% in 2002), and 44% resulted in an upgrade. One of the main contributing factors which led to this decrease in numbers of appeals was the new SQA policy which advised centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Classical Greek		10		17	–
English*	3,200	11,344	13,644	13,752	1%
French	588	944	1,086	1,591	47%
Gaelic (Learners)	15	15	34	36	6%
Gàidhlig	7	7	8	13	63%
German	200	479	474	576	22%
Italian	51	133	114	120	5%
Latin	14	23	46	31	-33%
Russian		1		2	–
Spanish	220	342	483	554	15%
Accounting and Finance	388	510	597	593	-1%
Mathematics	8,829	11,748	12,527	12,915	3%
Biology	2,542	3,424	3,492	3,923	12%
Biotechnology	42	66	80	126	58%
Chemistry	1,218	1,490	1,433	1,613	13%
Geology	19	28	20	18	-10%
Managing Environmental Resources	4	40	48	48	0%
Physics	1,603	1,849	1,882	2,065	10%
Amenity Horticulture		23	30	6	-80%
Crop Establishment	9	5			–
Fish Husbandry	6	7	3		–
Forestry Practice			4		–
Investigating Fish Rearing Systems	6	6	3		–
Investigating the Natural Environment	8		3		–
Livestock Production	9	5			–
Plant Propagation		23	28	6	-79%
Classical Studies	24	43	42	67	60%
Economics	118	146	139	183	32%
Geography	833	1,301	1,505	1,479	-2%
History	1,106	1,600	1,778	2,011	13%
Modern Studies	836	1,151	1,221	1,345	10%
Philosophy	47	49	87	95	9%
Politics	8		1		–
Psychology	118	243	395	358	-9%
Religious, Moral and Philosophical Studies	133	275	470	521	11%
Sociology	83	120	142	108	-24%

TABLE IB1: TREND IN ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2, 2000 TO 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Administration	952	2,830	3,491	3,568	2%
Automotive Engineering				40	–
Business Management	793	1,035	1,267	1,466	16%
Care	109	327	699	924	32%
Care Issues for Society	14	121	181	405	124%
Computing	763	1,836	2,180	2,102	-4%
Construction Craft Skills	15	19	11	12	9%
Construction Industry Practice	14	37	36	25	-31%
Craft and Design	512	646	776	791	2%
Design		46	21	5	-76%
Electronic and Electrical Fundamentals	46	68	64	99	55%
Engineering Craft Skills	110	164	234	199	-15%
Fabrication and Welding		4	4	5	25%
Graphic Communication	623	827	1,016	1,061	4%
Health and Safety in Care Settings	1	47	99	156	58%
Home Economics – Fashion and Textile Technology	11	41	63	113	79%
Home Economics – Health and Food Technology	328	273	289	239	-17%
Home Economics – Lifestyle and Consumer Technology	31	51	90	88	-2%
Hospitality – General Operations	154	207	227	224	-1%
Hospitality – Practical Cookery	1,619	2,032	2,356	2,676	14%
Hospitality – Professional Cookery	156	204	268	280	4%
Hospitality – Reception and Accommodation Operations	3		7	11	57%
Information Systems	2,027	3,284	3,414	3,453	1%
Personal and Social Education		35	29	52	79%
Selling Overseas Tourist Destinations		42	129	77	-40%
Structures	6				–
Technological Studies	182	161	238	337	42%
Travel and Tourism	245	608	731	671	-8%
Woodworking Skills	829	1,513	1,903	2,190	15%
Art and Design	595	1,775	1,993	2,503	26%
Drama	157	462	542	570	5%
Media Studies	174	430	463	553	19%
Music	465	715	901	1,273	41%
Fitness and Exercise		8	30	21	-30%
Leading Sports Activities		10	5	9	80%
Physical Education	1,372	1,785	1,933	1,957	1%
Totals	34,590	59,093	67,509	72,327	7%

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

TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2, 2000 TO 2003

ALL CANDIDATES

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

TABLE IB2: TREND IN PASS RATES FOR EACH SUBJECT AT INTERMEDIATE 2, 2000 TO 2003 (CONTINUED)

ALL CANDIDATES

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

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

TABLE IB3: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2003

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	17	–	18%	–	82%	–	–	–
English	13,752	0%	0%	89%	9%	0%	2%	0%
French	1,591	0%	35%	58%	5%	0%	1%	0%
Gaelic (Learners)	36	–	56%	28%	8%	6%	3%	–
Gàidhlig	13	–	–	100%	–	–	–	–
German	576	–	23%	68%	6%	–	2%	–
Italian	120	1%	31%	33%	34%	1%	–	–
Latin	31	3%	52%	23%	19%	3%	–	–
Russian	2	–	–	–	100%	–	–	–
Spanish	554	–	10%	49%	32%	0%	7%	3%
Accounting and Finance	593	–	–	59%	18%	1%	23%	–
Mathematics	12,915	0%	3%	81%	12%	0%	2%	0%
Biology	3,923	–	5%	78%	11%	0%	6%	0%
Biotechnology	126	–	–	67%	15%	–	18%	–
Chemistry	1,613	0%	9%	72%	13%	0%	6%	0%
Geology	18	–	–	67%	33%	–	–	–
Managing Environmental Resources	48	–	–	71%	19%	–	10%	–
Physics	2,065	0%	9%	74%	15%	0%	2%	–
Amenity Horticulture	6	–	–	–	–	–	100%	–
Plant Propagation	6	–	–	–	–	–	100%	–
Classical Studies	67	–	-	57%	43%	–	–	–
Economics	183	–	29%	25%	13%	–	34%	–
Geography	1,479	–	0%	85%	13%	0%	2%	–
History	2,011	1%	11%	75%	10%	0%	3%	–
Modern Studies	1,345	1%	2%	80%	14%	–	2%	–
Philosophy	95	–	–	64%	36%	–	–	–
Psychology	358	–	3%	18%	10%	–	68%	1%
Religious, Moral and Philosophical Studies	521	–	44%	39%	17%	–	–	–
Sociology	108	–	–	11%	6%	–	83%	–
Administration	3,568	0%	0%	65%	19%	0%	15%	–
Automotive Engineering	40	–	–	–	–	–	100%	–
Business Management	1,466	–	5%	61%	15%	0%	18%	–
Care	924	–	–	10%	4%	–	86%	–
Care Issues for Society	405	–	–	–	–	–	100%	–
Computing	2,102	–	6%	53%	16%	–	26%	–
Construction Craft Skills	12	–	–	–	–	–	100%	–
Construction Industry Practice	25	–	–	–	–	–	100%	–
Craft and Design	791	–	–	87%	13%	–	–	–
Design	5	–	–	100%	–	–	–	–
Electronic and Electrical Fundamentals	99	–	–	5%	5%	–	90%	–
Engineering Craft Skills	199	–	2%	75%	20%	–	3%	–
Fabrication and Welding	5	-	–	–	–	–	100%	–
Graphic Communication	1,061	–	6%	78%	16%	–	–	0%
Health and Safety in Care Settings	156	–	–	–	–	–	100%	-

TABLE IB3: ENTRIES FOR EACH SUBJECT AT INTERMEDIATE 2 BY STAGE, 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Home Economics – Fashion and Textile Technology	113	–	24%	42%	35%	–	–	–
Home Economics – Health and Food Technology	239	–	3%	78%	19%	–	–	-
Home Economics – Lifestyle and Consumer Technology	88	–	13%	70%	17%	–	–	–
Hospitality – General Operations	224	–	–	11%	4%	–	84%	–
Hospitality – Practical Cookery	2,676	0%	2%	69%	29%	–	–	–
Hospitality – Professional Cookery	280	–	–	–	–	–	100%	–
Hospitality – Reception and Accommodation Operations	11	–	–	–	–	–	100%	–
Information Systems	3,453	2%	9%	54%	15%	0%	20%	0%
Personal and Social Education	52	–	–	54%	46%	–	–	–
Selling Overseas Tourist Destinations	77	–	–	–	–	–	100%	–
Technological Studies	337	–	15%	35%	8%	–	41%	–
Travel and Tourism	671	–	–	52%	23%	–	25%	–
Woodworking Skills	2,190	–	8%	72%	19%	0%	1%	0%
Art and Design	2,503	0%	5%	82%	11%	0%	1%	0%
Drama	570	–	10%	75%	12%	0%	3%	0%
Media Studies	553	–	9%	53%	29%	–	9%	–
Music	1,273	1%	36%	46%	15%	–	2%	–
Fitness and Exercise	21	–	–	–	–	–	100%	–
Leading Sports Activities	9	–	–	–	–	–	100%	–
Physical Education	1,957	–	0%	86%	14%	–	–	–
Totals	72,327	159	3,952	52,134	9,752	58	6,237	35
– as percentages		0%	5%	72%	13%	0%	9%	0%

TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT INTERMEDIATE 2, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE A	B	C	PASSES	COMP	NO. OF CENTRES
Classical Greek	17	15	2	0	17	0	5
English	13,752	1,717	3,853	4,450	10,020	1,292	411
French	1,591	628	357	300	1,285	76	234
Gaelic (Learners)	36	28	6	2	36	0	13
Gàidhlig	13	3	4	6	13	0	5
German	576	259	149	99	507	25	135
Italian	120	64	18	20	102	7	29
Latin	31	18	2	6	26	1	8
Russian	2	2	0	0	2	0	1
Spanish	554	279	115	77	471	25	110
Accounting and Finance	593	189	120	87	396	32	165
Mathematics	12,915	2,367	2,397	2,788	7,552	1,346	422
Biology	3,923	595	824	1,051	2,470	510	335
Biotechnology	126	10	24	28	62	n/a	13
Chemistry	1,613	294	319	451	1,064	176	231
Geology	18	2	3	5	10	2	6
Managing Environmental Resources	48	26	12	7	45	0	6
Physics	2,065	545	421	382	1,348	152	264
Amenity Horticulture	6	3	2	0	5	n/a	1
Plant Propagation	6	5	0	0	5	n/a	1
Classical Studies	67	16	14	10	40	3	12
Economics	183	73	23	33	129	10	34
Geography	1,479	348	414	386	1,148	128	245
History	2,011	380	510	540	1,430	193	270
Modern Studies	1,345	220	319	395	934	144	197
Philosophy	95	35	16	13	64	n/a	31
Psychology	358	143	45	49	237	9	33
Religious, Moral and Philosophical Studies	521	63	84	133	280	58	89
Sociology	108	65	18	8	91	0	16

TABLE IB4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT INTERMEDIATE 2, 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE A	GRADE B	GRADE C	PASSES	NO. OF COMP CENTRES	
Administration	3,568	744	1,311	808	2,863	205	339
Automotive Engineering	40	11	2	0	13	n/a	2
Business Management	1,466	317	434	342	1,093	112	207
Care	924	335	155	153	643	52	42
Care Issues for Society	405	51	103	107	261	n/a	16
Computing	2,102	345	420	447	1,212	n/a	176
Construction Craft Skills	12	6	6	0	12	n/a	2
Construction Industry Practice	25	1	3	11	15	n/a	5
Craft and Design	791	204	169	147	520	n/a	184
Design	5	1	3	1	5	n/a	1
Electronic and Electrical Fundamentals	99	25	13	21	59	n/a	7
Engineering Craft Skills	199	52	79	66	197	0	32
Fabrication and Welding	5	2	2	0	4	n/a	1
Graphic Communication	1,061	215	260	240	715	n/a	217
Health and Safety in Care Settings	156	33	39	29	101	n/a	10
Home Economics – Fashion and Textile Technology	113	5	20	40	65	19	16
Home Economics – Health and Food Technology	239	6	40	92	138	25	77
Home Economics – Lifestyle and Consumer Technology	88	7	17	23	47	11	21
Hospitality – General Operations	224	58	94	18	170	n/a	18
Hospitality – Practical Cookery	2,676	1,441	778	292	2,511	42	269
Hospitality – Professional Cookery	280	74	95	62	231	n/a	16
Hospitality – Reception and Accommodation Operations	11	1	3	2	6	n/a	1
Information Systems	3,453	1,049	939	656	2,644	n/a	265
Personal and Social Education	52	7	12	6	25	3	7
Selling Overseas Tourist Destinations	77	18	22	14	54	n/a	7
Technological Studies	337	84	71	65	220	n/a	54
Travel and Tourism	671	84	147	163	394	48	70
Woodworking Skills	2,190	875	784	440	2,099	9	246
Art and Design	2,503	825	807	539	2,171	94	334
Drama	570	243	161	100	504	27	71
Media Studies	553	53	92	139	284	56	57
Music	1,273	374	417	304	1,095	63	246
Fitness and Exercise	21	8	7	1	16	n/a	3
Leading Sports Activities	9	3	6	0	9	n/a	1
Physical Education	1,957	709	688	260	1,657	34	313
Totals	72,327	16,658	18,270	16,914	51,842	4,989	
– as percentages	100%	23%	25%	23%	72%	7%	

TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2003

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%) A	B	C	PASSES	COMP
Classical Greek	17	88	12	0	100	0
English	13,752	12	28	32	73	9
French	1,591	39	22	19	81	5
Gaelic (Learners)	36	78	17	6	100	0
Gàidhlig	13	23	31	46	100	0
German	576	45	26	17	88	4
Italian	120	53	15	17	85	6
Latin	31	58	6	19	84	3
Russian	2	100	0	0	100	0
Spanish	554	50	21	14	85	5
Accounting and Finance	593	32	20	15	67	5
Mathematics	12,915	18	19	22	58	10
Biology	3,923	15	21	27	63	13
Biotechnology	126	8	19	22	49	n/a
Chemistry	1,613	18	20	28	66	11
Geology	18	11	17	28	56	11
Managing Environmental Resources	48	54	25	15	94	0
Physics	2,065	26	20	18	65	7
Amenity Horticulture	6	50	33	0	83	n/a
Plant Propagation	6	83	0	0	83	n/a
Classical Studies	67	24	21	15	60	4
Economics	183	40	13	18	70	5
Geography	1,479	24	28	26	78	9
History	2,011	19	25	27	71	10
Modern Studies	1,345	16	24	29	69	11
Philosophy	95	37	17	14	67	n/a
Psychology	358	40	13	14	66	3
Religious, Moral and Philosophical Studies	521	12	16	26	54	11
Sociology	108	60	17	7	84	0

TABLE IB4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT INTERMEDIATE 2, 2003 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%) A	B	C	PASSES	COMP
Administration	3,568	21	37	23	80	6
Automotive Engineering	40	28	5	0	33	n/a
Business Management	1,466	22	30	23	75	8
Care	924	36	17	17	70	6
Care Issues for Society	405	13	25	26	64	n/a
Computing	2,102	16	20	21	58	n/a
Construction Craft Skills	12	50	50	0	100	n/a
Construction Industry Practice	25	4	12	44	60	n/a
Craft and Design	791	26	21	19	66	n/a
Design	5	20	60	20	100	n/a
Electronic and Electrical Fundamentals	99	25	13	21	60	n/a
Engineering Craft Skills	199	26	40	33	99	0
Fabrication and Welding	5	40	40	0	80	n/a
Graphic Communication	1,061	20	25	23	67	n/a
Health and Safety in Care Settings	156	21	25	19	65	n/a
Home Economics – Fashion and Textile Technology	113	4	18	35	58	17
Home Economics – Health and Food Technology	239	3	17	38	58	10
Home Economics – Lifestyle and Consumer Technology	88	8	19	26	53	13
Hospitality – General Operations	224	26	42	8	76	n/a
Hospitality – Practical Cookery	2,676	54	29	11	94	2
Hospitality – Professional Cookery	280	26	34	22	83	n/a
Hospitality – Reception and Accommodation Operations	11	9	27	18	55	n/a
Information Systems	3,453	30	27	19	77	n/a
Personal and Social Education	52	13	23	12	48	6
Selling Overseas Tourist Destinations	77	23	29	18	70	n/a
Technological Studies	337	25	21	19	65	n/a
Travel and Tourism	671	13	22	24	59	7
Woodworking Skills	2,190	40	36	20	96	0
Art and Design	2,503	33	32	22	87	4
Drama	570	43	28	18	88	5
Media Studies	553	10	17	25	51	10
Music	1,273	29	33	24	86	5
Fitness and Exercise	21	38	33	5	76	n/a
Leading Sports Activities	9	33	67	0	100	n/a
Physical Education	1,957	36	35	13	85	2
Totals	72,327	23	25	23	72	7

TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2 BY GENDER, 2003

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	B	C	PASSES	COMP
Classical Greek	6	35%	5	1	0	6	0
English	7,187	52%	899	2,001	2,264	5,164	640
French	535	34%	186	122	110	418	26
Gaelic (Learners)	13	36%	11	1	1	13	0
Gàidhlig	6	46%	1	2	3	6	0
German	223	39%	81	51	59	191	13
Italian	38	32%	19	6	6	31	3
Latin	17	55%	7	2	3	12	1
Russian	2	100%	2	0	0	2	0
Spanish	130	23%	57	24	19	100	10
Accounting and Finance	254	43%	78	51	37	166	18
Mathematics	6,643	51%	1,171	1,224	1,380	3,775	677
Biology	1,264	32%	196	268	327	791	156
Biotechnology	57	45%	3	11	13	27	n/a
Chemistry	812	50%	124	154	229	507	101
Geology	13	72%	0	3	5	8	1
Managing Environmental Resources	24	50%	11	8	2	21	0
Physics	1,591	77%	343	335	297	975	126
Amenity Horticulture	1	17%	0	0	0	0	n/a
Plant Propagation	1	17%	0	0	0	0	n/a
Classical Studies	31	46%	7	4	5	16	2
Economics	103	56%	39	15	12	66	5
Geography	906	61%	194	261	254	709	72
History	982	49%	169	247	279	695	93
Modern Studies	611	45%	97	135	173	405	68
Philosophy	36	38%	14	3	6	23	n/a
Psychology	101	28%	24	16	19	59	5
Religious, Moral and Philosophical Studies	168	32%	12	18	40	70	20
Sociology	28	26%	13	5	2	20	0

TABLE IB5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2 BY GENDER, 2003 (CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
Administration	964	27%	180	356	231	767	49
Automotive Engineering	39	98%	10	2	0	12	n/a
Business Management	634	43%	124	193	146	463	49
Care	73	8%	35	9	12	56	4
Care Issues for Society	36	9%	5	12	8	25	n/a
Computing	1,575	75%	250	310	334	894	n/a
Construction Craft Skills	12	100%	6	6	0	12	n/a
Construction Industry Practice	24	96%	1	3	10	14	n/a
Craft and Design	632	80%	153	135	120	408	n/a
Design	2	40%	0	1	1	2	n/a
Electronic and Electrical Fundamentals	98	99%	25	13	20	58	n/a
Engineering Craft Skills	189	95%	47	76	64	187	0
Fabrication and Welding	5	100%	2	2	0	4	n/a
Graphic Communication	782	74%	152	183	179	514	n/a
Health and Safety in Care Settings	14	9%	2	3	4	9	n/a
Home Economics – Fashion and Textile Technology	2	2%	0	0	1	1	0
Home Economics – Health and Food Technology	28	12%	0	2	11	13	1
Home Economics – Lifestyle and Consumer Technology	11	13%	1	1	3	5	1
Hospitality – General Operations	107	48%	19	50	10	79	n/a
Hospitality – Practical Cookery	661	25%	273	216	104	593	19
Hospitality – Professional Cookery	150	54%	31	54	32	117	n/a
Hospitality – Reception and Accommodation Operations	3	27%	0	0	0	0	n/a
Information Systems	2,280	66%	686	605	435	1,726	n/a
Personal and Social Education	17	33%	0	2	2	4	1
Selling Overseas Tourist Destinations	11	14%	1	4	4	9	n/a
Technological Studies	324	96%	81	69	60	210	n/a
Travel and Tourism	182	27%	21	37	38	96	14
Woodworking Skills	1,817	83%	703	665	370	1,738	5
Art and Design	1,058	42%	329	335	234	898	41
Drama	207	36%	80	64	36	180	12
Media Studies	259	47%	18	36	64	118	21
Music	586	46%	171	196	125	492	29
Fitness and Exercise	16	76%	7	3	1	11	n/a
Leading Sports Activities	5	56%	1	4	0	5	n/a
Physical Education	1,498	77%	537	547	177	1,261	24
Totals	36,084	50%	7,714	9,162	8,381	25,257	2,307
– as percentages	100%		21%	25%	23%	70%	6%

TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2 BY GENDER, 2003

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	B	C	PASSES	COMP
Classical Greek	11	65%	10	1	0	11	0
English	6,565	48%	818	1,852	2,186	4,856	652
French	1,056	66%	442	235	190	867	50
Gaelic (Learners)	23	64%	17	5	1	23	0
Gàidhlig	7	54%	2	2	3	7	0
German	353	61%	178	98	40	316	12
Italian	82	68%	45	12	14	71	4
Latin	14	45%	11	0	3	14	0
Russian	–	0%	–	–	–	–	–
Spanish	424	77%	222	91	58	371	15
Accounting and Finance	339	57%	111	69	50	230	14
Mathematics	6,272	49%	1,196	1,173	1,408	3,777	669
Biology	2,659	68%	399	556	724	1,679	354
Biotechnology	69	55%	7	13	15	35	n/a
Chemistry	801	50%	170	165	222	557	75
Geology	5	28%	2	0	0	2	1
Managing Environmental Resources	24	50%	15	4	5	24	0
Physics	474	23%	202	86	85	373	26
Amenity Horticulture	5	83%	3	2	0	5	n/a
Plant Propagation	5	83%	5	0	0	5	n/a
Classical Studies	36	54%	9	10	5	24	1
Economics	80	44%	34	8	21	63	5
Geography	573	39%	154	153	132	439	56
History	1,029	51%	211	263	261	735	100
Modern Studies	734	55%	123	184	222	529	76
Philosophy	59	62%	21	13	7	41	n/a
Psychology	257	72%	119	29	30	178	4
Religious, Moral and Philosophical Studies	353	68%	51	66	93	210	38
Sociology	80	74%	52	13	6	71	0

TABLE IB5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2 BY GENDER, 2003 (CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
Administration	2,604	73%	564	955	577	2,096	156
Automotive Engineering	1	3%	1	0	0	1	n/a
Business Management	832	57%	193	241	196	630	63
Care	851	92%	300	146	141	587	48
Care Issues for Society	369	91%	46	91	99	236	n/a
Computing	527	25%	95	110	113	318	n/a
Construction Craft Skills	–	0%	–	–	–	–	–
Construction Industry Practice	1	4%	0	0	1	1	n/a
Craft and Design	159	20%	51	34	27	112	n/a
Design	3	60%	1	2	0	3	n/a
Electronic and Electrical Fundamentals	1	1%	0	0	1	1	n/a
Engineering Craft Skills	10	5%	5	3	2	10	0
Fabrication and Welding	–	0%	–	–	–	–	–
Graphic Communication	279	26%	63	77	61	201	n/a
Health and Safety in Care Settings	142	91%	31	36	25	92	n/a
Home Economics – Fashion and Textile Technology	111	98%	5	20	39	64	19
Home Economics – Health and Food Technology	211	88%	6	38	81	125	24
Home Economics – Lifestyle and Consumer Technology	77	88%	6	16	20	42	10
Hospitality – General Operations	117	52%	39	44	8	91	n/a
Hospitality – Practical Cookery	2,015	75%	1,168	562	188	1,918	23
Hospitality – Professional Cookery	130	46%	43	41	30	114	n/a
Hospitality – Reception and Accommodation Operations	8	73%	1	3	2	6	n/a
Information Systems	1,173	34%	363	334	221	918	n/a
Personal and Social Education	35	67%	7	10	4	21	2
Selling Overseas Tourist Destinations	66	86%	17	18	10	45	n/a
Technological Studies	13	4%	3	2	5	10	n/a
Travel and Tourism	489	73%	63	110	125	298	34
Woodworking Skills	373	17%	172	119	70	361	4
Art and Design	1,445	58%	496	472	305	1,273	53
Drama	363	64%	163	97	64	324	15
Media Studies	294	53%	35	56	75	166	35
Music	687	54%	203	221	179	603	34
Fitness and Exercise	5	24%	1	4	0	5	n/a
Leading Sports Activities	4	44%	2	2	0	4	n/a
Physical Education	459	23%	172	141	83	396	10
Totals	36,243	50%	8,944	9,108	8,533	26,585	2,682
– as percentages	100%		25%	25%	24%	73%	7%

TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2 BY GENDER, 2003

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES		PERCENTAGE GRADE A		PERCENTAGE PASS RATE	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	17	35	65	83	91	100	100
English	13,752	52	48	13	12	72	74
French	1,591	34	66	35	42	78	82
Gaelic (Learners)	36	36	64	85	74	100	100
Gàidhlig	13	46	54	17	29	100	100
German	576	39	61	36	50	86	90
Italian	120	32	68	50	55	82	87
Latin	31	55	45	41	79	71	100
Russian	2	100	0	100	–	100	–
Spanish	554	23	77	44	52	77	88
Accounting and Finance	593	43	57	31	33	65	68
Mathematics	12,915	51	49	18	19	57	60
Biology	3,923	32	68	16	15	63	63
Biotechnology	126	45	55	5	10	47	51
Chemistry	1,613	50	50	15	21	62	70
Geology	18	72	28	0	40	62	40
Managing Environmental Resources	48	50	50	46	63	88	100
Physics	2,065	77	23	22	43	61	79
Amenity Horticulture	6	17	83	0	60	0	100
Plant Propagation	6	17	83	0	100	0	100
Classical Studies	67	46	54	23	25	52	67
Economics	183	56	44	38	43	64	79
Geography	1,479	61	39	21	27	78	77
History	2,011	49	51	17	21	71	71
Modern Studies	1,345	45	55	16	17	66	72
Philosophy	95	38	62	39	36	64	69
Psychology	358	28	72	24	46	58	69
Religious, Moral and Philosophical Studies	521	32	68	7	14	42	59
Sociology	108	26	74	46	65	71	89

TABLE IB5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT INTERMEDIATE 2 BY GENDER, 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES MALE	PERCENTAGE OF ENTRIES FEMALE	PERCENTAGE GRADE A MALE	PERCENTAGE GRADE A FEMALE	PERCENTAGE PASS RATE MALE	PERCENTAGE PASS RATE FEMALE
Administration	3,568	27	73	19	22	80	80
Automotive Engineering	40	98	3	26	100	31	100
Business Management	1,466	43	57	20	23	73	76
Care	924	8	92	48	35	77	69
Care Issues for Society	405	9	91	14	12	69	64
Computing	2,102	75	25	16	18	57	60
Construction Craft Skills	12	100	0	50	–	100	–
Construction Industry Practice	25	96	4	4	0	58	100
Craft and Design	791	80	20	24	32	65	70
Design	5	40	60	0	33	100	100
Electronic and Electrical Fundamentals	99	99	1	26	0	59	100
Engineering Craft Skills	199	95	5	25	50	99	100
Fabrication and Welding	5	100	0	40	–	80	–
Graphic Communication	1,061	74	26	19	23	66	72
Health and Safety in Care Settings	156	9	91	14	22	64	65
Home Economics – Fashion and Textile Technology	113	2	98	0	5	50	58
Home Economics – Health and Food Technology	239	12	88	0	3	46	59
Home Economics – Lifestyle and Consumer Technology	88	13	88	9	8	45	55
Hospitality – General Operations	224	48	52	18	33	74	78
Hospitality – Practical Cookery	2,676	25	75	41	58	90	95
Hospitality – Professional Cookery	280	54	46	21	33	78	88
Hospitality – Reception and Accommodation Operations	11	27	73	0	13	0	75
Information Systems	3,453	66	34	30	31	76	78
Personal and Social Education	52	33	67	0	20	24	60
Selling Overseas Tourist Destinations	77	14	86	9	26	82	68
Technological Studies	337	96	4	25	23	65	77
Travel and Tourism	671	27	73	12	13	53	61
Woodworking Skills	2,190	83	17	39	46	96	97
Art and Design	2,503	42	58	31	34	85	88
Drama	570	36	64	39	45	87	89
Media Studies	553	47	53	7	12	46	56
Music	1,273	46	54	29	30	84	88
Fitness and Exercise	21	76	24	44	20	69	100
Leading Sports Activities	9	56	44	20	50	100	100
Physical Education	1,957	77	23	36	37	84	86
Totals	72,327	50	50	21	25	70	73

TABLE IB6a: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	581	2%	1.1	0.9	85%
15	6,771	17%	1.8	1.3	75%
16	21,983	57%	2.1	1.5	71%
17	7,009	18%	1.4	1.0	69%
18	596	2%	1.5	0.8	57%
19	241	1%	1.6	0.9	59%
20–24	484	1%	1.5	1.1	68%
25–29	255	1%	1.7	1.3	79%
30–34	262	1%	1.5	1.3	81%
35–39	220	1%	1.6	1.3	80%
40–49	213	1%	1.5	1.2	78%
50–59	61	0%	1.4	1.1	82%
60 and over	22	0%	1.1	0.9	79%
All ages	38,698	100%	1.9	1.3	72%

TABLE IB6b: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	289	2%	1.1	0.9	85%
15	3,186	17%	1.8	1.3	73%
16	11,041	59%	2.1	1.5	70%
17	3,412	18%	1.5	1.0	67%
18	284	2%	1.5	0.8	54%
19	107	1%	1.6	0.8	53%
20–24	227	1%	1.6	1.0	63%
25–29	96	1%	1.8	1.2	68%
30–34	73	0%	1.6	1.0	67%
35–39	62	0%	1.7	1.2	72%
40–49	55	0%	1.6	1.3	79%
50–59	23	0%	1.4	1.2	82%
60 and over	10	0%	1.0	0.6	60%
All ages	18,865	100%	1.9	1.3	70%

TABLE IB6c: INTERMEDIATE 2 CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	292	1%	1.1	0.9	84%
15	3,585	18%	1.7	1.3	76%
16	10,942	55%	2.1	1.5	73%
17	3,597	18%	1.4	1.0	72%
18	312	2%	1.5	0.9	59%
19	134	1%	1.6	1.0	65%
20–24	257	1%	1.5	1.1	73%
25–29	159	1%	1.6	1.4	86%
30–34	189	1%	1.5	1.3	87%
35–39	158	1%	1.5	1.3	83%
40–49	158	1%	1.4	1.1	78%
50–59	38	0%	1.3	1.1	82%
60 and over	12	0%	1.2	1.1	93%
All ages	19,833	100%	1.8	1.3	73%

Note: Age at 31 December 2002.

TABLE IB7a: NUMBER OF INTERMEDIATE 2 ENTRIES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL NUMBER	TOTAL CUMULATIVE PERCENT	MALE NUMBER	MALE CUMULATIVE PERCENT	FEMALE NUMBER	FEMALE CUMULATIVE PERCENT
6	2	0%	0	0%	2	0%
5	712	2%	380	2%	332	2%
4	2,751	9%	1,427	10%	1,324	8%
3	5,957	24%	3,049	26%	2,908	23%
2	10,604	52%	5,320	54%	5,284	50%
1	18,672	100%	8,689	100%	9,983	100%
Total cands	38,698		18,865		19,833	
Total entries	72,327		36,084		36,243	
Entries/cand	1.9		1.9		1.8	

TABLE IB7b: NUMBER OF INTERMEDIATE 2 PASSES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL NUMBER	TOTAL CUMULATIVE PERCENT	MALE NUMBER	MALE CUMULATIVE PERCENT	FEMALE NUMBER	FEMALE CUMULATIVE PERCENT
5	134	0%	69	0%	65	0%
4	954	3%	471	3%	483	3%
3	3,434	12%	1,716	12%	1,718	11%
2	8,810	34%	4,359	35%	4,451	34%
1	19,434	85%	9,162	84%	10,272	86%
0	5,932	100%	3,088	100%	2,844	100%
Total cands	38,698		18,865		19,833	
Total passes	51,842		25,257		26,585	
Passes/cand	1.3		1.3		1.3	

TABLE IB7c: NUMBER OF INTERMEDIATE 2 AWARDS AT GRADE A PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL NUMBER	TOTAL CUMULATIVE PERCENT	MALE NUMBER	MALE CUMULATIVE PERCENT	FEMALE NUMBER	FEMALE CUMULATIVE PERCENT
5	2	0%	1	0%	1	0%
4	45	0%	23	0%	22	0%
3	223	1%	109	1%	114	1%
2	1,815	5%	862	5%	953	5%
1	12,169	37%	5,566	35%	6,603	39%
0	24,444	100%	12,304	100%	12,140	100%
Total cands	38,698		18,865		19,833	
Total grade A	16,658		7,714		8,944	
Grade A/cand	0.4		0.4		0.5	

TABLE IB8 : TREND IN APPEALS AND THEIR SUCCESS AT INTERMEDIATE 2, 2000 TO 2003

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

HIGHER

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

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

The Higher was designed for candidates in the fifth and sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and compensatory awards are available for narrow failures, where candidates receive an A grade in the Intermediate 2 level of the Course, if this is available. Only overall awards are reported; there is no profile of performance. This was the fourth year Higher had been available to candidates, with entries from 457 centres. The Higher level had candidate uptake in 77 subjects, including 17 Project-based National Courses (PBNC):

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

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

Table NH1

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

- There were 166,885 entries at Higher in 2003, an increase of 2% on 2002. This is a smaller increase than seen last year (11%), which indicates that entry figures for Higher may be settling down.
- The largest percentage increases, from subjects with more than 100 entries, were from two of the care PBNCs: Early Years Care and Education (118%) and Mental Health Care (107%).
- There were small percentage decreases in entries in the three main science subjects: Biology (4% decrease), Chemistry (3% decrease), and Physics (1% decrease).

Table NH2

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

- The average pass rate for all Higher subjects was 72%. There has been a decrease of one percentage point in the pass rate since 2002.
- The pass rate for Mathematics increased slightly, from 66% to 67%. The English pass rate fell, however, from 68% to 62%.

Table NH3

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

- Higher courses were mainly comprised of S5 (63%) and S6 (30%) entries.
- Although most of the PBNCs and vocational Highers had entries solely from FE centres, some – Design, Visual Arts, and Sports Organisation – also received entries from school candidates.

Table NH4

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

- Pass rates in subjects with 100 or more entries ranged from 94% in Music, to 57% in Media Studies.
- The percentage gaining grade A in subjects with 100 or more entries ranged from 60% in Gaelic (Learners), to 10% in Media Studies.

Table NH5

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

- Male candidates had more entries than females for Physics (72%), Physical Education (71%) and technological subjects (Technological Studies (95%); Graphic Communication (71%); Computing (76%); Information Systems (68%); and Craft and Design (68%)).
- There were more female candidates entered for languages, arts, and care subjects.
- The average pass rate for female candidates over all subjects was 4 percentage points higher than for males.
- The average grade A rate for female candidates over all subjects was 3 percentage points higher than for males.
- Male candidates out-performed female candidates, both at percentage of grade As and percentage of passes, in the following subjects: Italian, Economics, Care Practice, and Home Economics – Lifestyle and Consumer Technology.

Table NH6

These three tables (NH6a, NH6b and NH6c) give the average number of entries and passes at Higher by age and gender, where age is taken at 31 December 2002.

- 50% of Higher candidates were aged 16 – they had an average pass rate of 75%.
- 34% of Higher candidates were aged 17 – they had an average pass rate of 66%.
- 54% of all Higher candidates were female, 46% were male.
- Candidates entered for, on average, 2.8 Higher subjects, passing, on average, 2.0 of them.

Table NH7

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

- 54% of candidates took at least three Higher subjects in 2003.
- 34% of candidates passed at least three Higher subjects.
- 8% of candidates gained at least three grade A passes at Higher subjects.
- 34% of female candidates and 30% of male candidates achieved at least one Higher grade A pass.

Table NH8

Assessment appeals were made on behalf of 12.1% of Higher entries (16.3% in 2002) and 45% resulted in an upgrade. One of the main contributing factors which led to a decrease in numbers of appeals was the new SQA policy which advised centres to appeal on behalf of no more than 10% of the subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

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

Notation used in the tables

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

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2000 TO 2003

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Classical Greek	6	14	8	5	-38%
English*	5,301	16,123	28,910	29,624	2%
French	3,797	4,272	4,771	4,886	2%
Gaelic (Learners)	84	114	147	147	0%
Gàidhlig	41	66	72	75	4%
German	1,692	2,015	2,206	1,908	-14%
Italian	143	188	284	263	-7%
Latin	346	271	257	283	10%
Russian	12	5	14	23	64%
Spanish	591	831	916	1,045	14%
Accounting and Finance	2,141	2,726	2,427	2,435	0%
Mathematics	20,050	20,730	19,790	19,966	1%
Biology	9,237	9,309	9,274	8,920	-4%
Biotechnology		4	10	23	130%
Chemistry	7,479	9,903	9,560	9,292	-3%
Geology	44	54	89	42	-53%
Human Biology	2,631	2,837	3,111	3,296	6%
Managing Environmental Resources	12	10	18	20	11%
Physics	9,572	10,015	9,580	9,489	-1%
Classical Studies	460	577	518	512	-1%
Economics	1,139	1,160	1,042	972	-7%
Geography	7,765	7,984	7,733	7,809	1%
History	7,523	7,758	7,908	8,088	2%
Modern Studies	7,208	7,513	7,900	7,762	-2%
Philosophy	305	446	674	654	-3%
Politics	6	8	27	56	107%
Psychology	426	1,186	1,951	2,440	25%
Religious, Moral and Philosophical Studies	1,354	1,403	1,596	1,597	0%
Sociology	212	338	468	521	11%
Administration	678	2,991	3,827	4,054	6%
Automotive Engineering	13	4			–
Beauty: Beauty Care			11		–
Building and Architectural Technology	21	38	38	50	32%
Building Services		1	8	11	38%
Business Management	4,971	5,833	5,908	5,977	1%
Care	111	257	461	719	56%
Care Practice	53	146	263	438	67%
Civil Engineering	5	14	31	37	19%
Computing	2,401	4,604	4,480	4,753	6%
Construction	35	25	81	69	-15%
Craft and Design	2,593	2,519	2,606	2,478	-5%
Design		69	49	51	4%

TABLE NH1: TREND IN ENTRIES FOR EACH SUBJECT AT HIGHER, 2000 TO 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	2000	2001	2002	2003	PERCENT CHANGE 2002/2003
Early Years Care and Education			125	272	118%
Electrical Engineering	9	20			–
Electronics	14	25	21	6	-71%
Experiential Approaches to Early Years Care and Education				11	–
Fabrication and Welding Engineering		6	8	34	325%
Food Production Supervision		23	3	1	-67%
Graphic Communication	2,522	2,808	3,006	3,071	2%
Hairdressing: Principles of Colouring Hair				11	–
Home Economics – Fashion and Textile Technology	16	40	48	73	52%
Home Economics – Health and Food Technology	792	745	710	666	-6%
Home Economics – Lifestyle and Consumer Technology	50	110	123	156	27%
Hospitality – Food and Drink Service			3	10	233%
Hospitality – Professional Cookery	7	62	59	83	41%
Hospitality – Reception and Accommodation Operations			4		-
Information Systems	1,270	2,512	2,896	2,852	-2%
Manufacturing				3	–
Mechanical Engineering	9	21	15	5	-67%
Mechatronics	5	22	26	33	27%
Mental Health Care	8	88	136	282	107%
Personal and Social Education	15	69	71	89	25%
Professional Patisserie		28	46	42	-9%
Quantity Surveying	1	1	2	14	600%
Retail Travel		18	29	26	-10%
Selling Scheduled Air Travel		11	21	14	-33%
Structural Engineering		3	8	5	-38%
Technological Studies	847	1,024	957	993	4%
Tourism	16	87	55	51	-7%
Advertising, Marketing and Public Relations		7	10	11	10%
Art and Design	3,483	6,810	7,200	6,908	-4%
Drama	1,386	1,399	1,569	1,704	9%
Media Literacy		4			–
Media Studies	361	639	777	851	10%
Music	2,748	3,039	3,090	3,503	13%
Photography for the Media		17	14	50	257%
Visual Arts		46	50	20	-60%
Dance Practice			10	31	210%
Fitness and Exercise		25	32	60	88%
Physical Education	3,028	3,681	3,801	4,095	8%
Sports Coaching Studies		24	37	45	22%
Sports Organisation		21	18	14	-22%
Totals	117,045	147,796	164,004	166,885	2%

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

TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2000 TO 2003

ALL CANDIDATES

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

TABLE NH2: TREND IN PASS RATES FOR EACH SUBJECT AT HIGHER, 2000 TO 2003 (CONTINUED)

ALL CANDIDATES

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

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

TABLE NH3: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Classical Greek	5	–	–	60%	40%	–	–	–
English	29,624	–	0%	67%	27%	0%	6%	0%
French	4,886	0%	1%	80%	17%	0%	2%	0%
Gaelic (Learners)	147	–	1%	63%	14%	1%	21%	1%
Gàidhlig	75	–	–	81%	19%	–	–	–
German	1,908	0%	1%	77%	19%	1%	2%	0%
Italian	263	–	1%	46%	37%	1%	15%	–
Latin	283	–	0%	84%	15%	0%	–	–
Russian	23	9%	26%	30%	30%	4%	–	–
Spanish	1,045	0%	0%	58%	27%	2%	13%	0%
Accounting and Finance	2,435	–	0%	48%	49%	0%	3%	–
Mathematics	19,966	0%	0%	70%	27%	0%	3%	0%
Biology	8,920	–	0%	64%	32%	0%	3%	0%
Biotechnology	23	–	–	–	22%	–	78%	–
Chemistry	9,292	–	0%	76%	20%	0%	3%	0%
Geology	42	–	2%	24%	71%	2%	–	–
Human Biology	3,296	–	–	49%	29%	0%	21%	–
Managing Environmental Resources	20	–	–	–	–	–	100%	–
Physics	9,489	–	0%	74%	23%	0%	2%	0%
Classical Studies	512	–	–	40%	60%	–	–	0%
Economics	972	–	–	35%	55%	0%	8%	0%
Geography	7,809	–	0%	67%	31%	0%	1%	0%
History	8,088	–	0%	70%	26%	0%	4%	0%
Modern Studies	7,762	–	0%	56%	39%	0%	4%	0%
Philosophy	654	–	–	21%	66%	1%	12%	0%
Politics	56	–	–	–	32%	2%	64%	2%
Psychology	2,440	–	–	4%	19%	0%	77%	0%
Religious, Moral and Philosophical Studies	1,597	–	0%	37%	62%	0%	–	1%
Sociology	521	–	–	6%	15%	–	78%	1%
Administration	4,054	–	–	58%	40%	0%	2%	0%
Building and Architectural Technology	50	–	–	–	–	–	100%	–
Building Services	11	–	–	–	–	–	100%	–
Business Management	5,977	–	–	36%	61%	0%	2%	0%
Care	719	–	–	1%	1%	–	97%	–
Care Practice	438	–	–	–	–	–	100%	–
Civil Engineering	37	–	–	–	–	–	100%	–
Computing	4,753	–	0%	70%	28%	0%	2%	0%
Construction	69	–	–	–	–	–	100%	–
Craft and Design	2,478	–	0%	62%	37%	0%	–	–
Design	51	–	–	8%	12%	–	80%	–

TABLE NH3: ENTRIES FOR EACH SUBJECT AT HIGHER BY STAGE, 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
Early Years Care and Education	272	–	–	0%	–	–	100%	–
Electronics	6	–	–	–	–	–	100%	–
Experiential Approaches to Early Years Care and Education	11	–	–	–	–	–	100%	–
Fabrication and Welding Engineering	34	–	–	–	-	–	100%	–
Food Production Supervision	1	–	–	–	–	–	100%	–
Graphic Communication	3,071	–	–	71%	28%	0%	0%	–
Hairdressing: Principles of Colouring Hair	11	–	–	–	–	–	100%	–
Home Economics – Fashion and Textile Technology	73	–	–	47%	53%	–	–	–
Home Economics – Health and Food Technology	666	–	–	56%	44%	0%	–	–
Home Economics – Lifestyle and Consumer Technology	156	–	–	44%	56%	–	–	–
Hospitality – Food and Drink Service	10	–	–	–	–	–	100%	–
Hospitality – Professional Cookery	83	–	–	–	–	–	100%	–
Information Systems	2,852	–	0%	52%	46%	0%	2%	–
Manufacturing	3	–	–	–	–	–	100%	–
Mechanical Engineering	5	–	–	–	–	–	100%	–
Mechatronics	33	–	–	–	–	–	100%	–
Mental Health Care	282	–	–	–	–	–	100%	–
Personal and Social Education	89	–	–	36%	64%	–	–	–
Professional Patisserie	42	–	–	–	–	–	100%	–
Quantity Surveying	14	–	–	–	–	–	100%	–
Retail Travel	26	–	–	–	–	–	100%	–
Selling Scheduled Air Travel	14	–	–	–	–	–	100%	–
Structural Engineering	5	–	–	–	–	–	100%	–
Technological Studies	993	–	–	69%	31%	0%	1%	–
Tourism	51	–	–	12%	12%	–	76%	–
Advertising, Marketing and Public Relations	11	–	–	–	–	–	100%	–
Art and Design	6,908	–	0%	75%	22%	0%	3%	0%
Drama	1,704	–	–	66%	31%	0%	3%	0%
Media Studies	851	–	–	17%	56%	–	27%	0%
Music	3,503	0%	1%	71%	26%	0%	2%	0%
Photography for the Media	50	–	–	–	–	–	100%	–
Visual Arts	20	–	–	–	10%	–	90%	–
Dance Practice	31	–	–	19%	3%	–	77%	–
Fitness and Exercise	60	–	–	–	–	–	100%	–
Physical Education	4,095	–	–	55%	44%	0%	0%	–
Sports Coaching Studies	45	–	–	–	–	–	100%	–
Sports Organisation	14	–	–	21%	–	–	79%	–
Totals	166,885	12	199	105,110	50,344	362	10,674	184
– as percentages		0%	0%	63%	30%	0%	6%	0%

TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT HIGHER, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE A	B	C	PASSES	NO. OF COMP CENTRES
Classical Greek	5	4	0	0	4	0	4
English	29,624	4,041	5,941	8,452	18,434	4,139	441
French	4,886	2,188	986	940	4,114	294	386
Gaelic (Learners)	147	88	24	20	132	6	23
Gàidhlig	75	33	32	10	75	0	15
German	1,908	744	380	397	1,521	147	263
Italian	263	119	44	38	201	27	48
Latin	283	148	54	45	247	16	52
Russian	23	18	3	0	21	0	13
Spanish	1,045	577	162	161	900	43	138
Accounting and Finance	2,435	712	594	504	1,810	187	266
Mathematics	19,966	4,482	4,329	4,662	13,473	1,842	433
Biology	8,920	1,715	2,117	2,362	6,194	959	386
Biotechnology	23	3	7	4	14	1	3
Chemistry	9,292	2,032	2,508	2,272	6,812	938	419
Geology	42	11	10	8	29	4	11
Human Biology	3,296	637	678	797	2,112	359	175
Managing Environmental Resources	20	9	0	3	12	1	4
Physics	9,489	2,938	2,172	1,940	7,050	724	420
Classical Studies	512	143	132	116	391	23	47
Economics	972	264	245	240	749	72	88
Geography	7,809	2,070	1,882	1,978	5,930	685	400
History	8,088	1,354	2,524	2,620	6,498	623	413
Modern Studies	7,762	1,528	2,173	2,136	5,837	670	364
Philosophy	654	114	150	178	442	60	75
Politics	56	19	18	13	50	0	11
Psychology	2,440	638	603	503	1,744	144	83
Religious, Moral and Philosophical Studies	1,597	235	392	435	1,062	167	166
Sociology	521	116	119	114	349	26	37
Administration	4,054	663	1,173	1,126	2,962	365	316
Building and Architectural Technology	50	10	6	10	26	n/a	4
Building Services	11	1	0	1	2	n/a	1
Business Management	5,977	1,231	1,570	1,707	4,508	415	318
Care	719	122	149	188	459	48	28
Care Practice	438	190	141	71	402	n/a	17
Civil Engineering	37	16	0	7	23	n/a	2
Computing	4,753	800	1,209	1,372	3,381	534	302
Construction	69	5	8	9	22	n/a	6
Craft and Design	2,478	291	627	757	1,675	280	294
Design	51	6	9	18	33	13	4

TABLE NH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT HIGHER, 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE A	GRADE B	GRADE C	PASSES	NO. OF COMP CENTRES	
Early Years Care and Education	272	48	95	76	219	n/a	14
Electronics	6	0	0	1	1	n/a	1
Experiential Approaches to Early Years Care and Education	11	1	7	3	11	n/a	1
Fabrication and Welding Engineering	34	5	8	11	24	n/a	2
Food Production Supervision	1	1	0	0	1	n/a	1
Graphic Communication	3,071	743	816	765	2,324	237	317
Hairdressing: Principles of Colouring Hair	11	0	3	6	9	n/a	1
Home Economics – Fashion and Textile Technology	73	9	24	24	57	8	12
Home Economics – Health and Food Technology	666	164	223	163	550	48	132
Home Economics – Lifestyle and Consumer Technology	156	32	60	38	130	14	30
Hospitality – Food and Drink Service	10	0	0	3	3	n/a	2
Hospitality – Professional Cookery	83	17	21	16	54	3	8
Information Systems	2,852	355	788	834	1,977	320	191
Manufacturing	3	1	0	0	1	n/a	1
Mechanical Engineering	5	0	0	0	0	n/a	1
Mechatronics	33	12	3	3	18	n/a	3
Mental Health Care	282	93	87	64	244	n/a	15
Personal and Social Education	89	27	24	22	73	4	10
Professional Patisserie	42	8	5	12	25	n/a	3
Quantity Surveying	14	3	3	2	8	n/a	2
Retail Travel	26	8	7	8	23	n/a	4
Selling Scheduled Air Travel	14	2	5	5	12	n/a	1
Structural Engineering	5	1	3	0	4	n/a	1
Technological Studies	993	248	220	196	664	88	127
Tourism	51	3	6	13	22	4	6
Advertising, Marketing and Public Relations	11	0	0	7	7	n/a	2
Art and Design	6,908	1,141	2,048	2,377	5,566	663	411
Drama	1,704	262	605	521	1,388	167	168
Media Studies	851	85	164	236	485	98	64
Music	3,503	1,574	1,174	530	3,278	69	389
Photography for the Media	50	9	16	20	45	n/a	5
Visual Arts	20	2	5	4	11	n/a	4
Dance Practice	31	2	8	13	23	n/a	3
Fitness and Exercise	60	10	25	11	46	5	3
Physical Education	4,095	1,076	1,162	995	3,233	344	348
Sports Coaching Studies	45	11	17	3	31	n/a	5
Sports Organisation	14	5	4	1	10	n/a	2
Totals	166,885	36,273	40,807	43,197	120,277	15,884	
– as percentages	100%	22%	24%	26%	72%	10%	

TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2003

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%) A	B	C	PASSES	COMP
Classical Greek	5	80	0	0	80	0
English	29,624	14	20	29	62	14
French	4,886	45	20	19	84	6
Gaelic (Learners)	147	60	16	14	90	4
Gàidhlig	75	44	43	13	100	0
German	1,908	39	20	21	80	8
Italian	263	45	17	14	76	10
Latin	283	52	19	16	87	6
Russian	23	78	13	0	91	0
Spanish	1,045	55	16	15	86	4
Accounting and Finance	2,435	29	24	21	74	8
Mathematics	19,966	22	22	23	67	9
Biology	8,920	19	24	26	69	11
Biotechnology	23	13	30	17	61	4
Chemistry	9,292	22	27	24	73	10
Geology	42	26	24	19	69	10
Human Biology	3,296	19	21	24	64	11
Managing Environmental Resources	20	45	0	15	60	5
Physics	9,489	31	23	20	74	8
Classical Studies	512	28	26	23	76	4
Economics	972	27	25	25	77	7
Geography	7,809	27	24	25	76	9
History	8,088	17	31	32	80	8
Modern Studies	7,762	20	28	28	75	9
Philosophy	654	17	23	27	68	9
Politics	56	34	32	23	89	0
Psychology	2,440	26	25	21	71	6
Religious, Moral and Philosophical Studies	1,597	15	25	27	66	10
Sociology	521	22	23	22	67	5
Administration	4,054	16	29	28	73	9
Building and Architectural Technology	50	20	12	20	52	n/a
Building Services	11	9	0	9	18	n/a
Business Management	5,977	21	26	29	75	7
Care	719	17	21	26	64	7
Care Practice	438	43	32	16	92	n/a
Civil Engineering	37	43	0	19	62	n/a
Computing	4,753	17	25	29	71	11
Construction	69	7	12	13	32	n/a
Craft and Design	2,478	12	25	31	68	11
Design	51	12	18	35	65	25

TABLE NH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT HIGHER, 2003 (CONTINUED)

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%) A	B	C	PASSES	COMP
Early Years Care and Education	272	18	35	28	81	n/a
Electronics	6	0	0	17	17	n/a
Experiential Approaches to Early Years Care and Education	11	9	64	27	100	n/a
Fabrication and Welding Engineering	34	15	24	32	71	n/a
Food Production Supervision	1	100	0	0	100	n/a
Graphic Communication	3,071	24	27	25	76	8
Hairdressing: Principles of Colouring Hair	11	0	27	55	82	n/a
Home Economics – Fashion and Textile Technology	73	12	33	33	78	11
Home Economics – Health and Food Technology	666	25	33	24	83	7
Home Economics – Lifestyle and Consumer Technology	156	21	38	24	83	9
Hospitality – Food and Drink Service	10	0	0	30	30	n/a
Hospitality – Professional Cookery	83	20	25	19	65	4
Information Systems	2,852	12	28	29	69	11
Manufacturing	3	33	0	0	33	n/a
Mechanical Engineering	5	0	0	0	0	n/a
Mechatronics	33	36	9	9	55	n/a
Mental Health Care	282	33	31	23	87	n/a
Personal and Social Education	89	30	27	25	82	4
Professional Patisserie	42	19	12	29	60	n/a
Quantity Surveying	14	21	21	14	57	n/a
Retail Travel	26	31	27	31	88	n/a
Selling Scheduled Air Travel	14	14	36	36	86	n/a
Structural Engineering	5	20	60	0	80	n/a
Technological Studies	993	25	22	20	67	9
Tourism	51	6	12	25	43	8
Advertising, Marketing and Public Relations	11	0	0	64	64	n/a
Art and Design	6,908	17	30	34	81	10
Drama	1,704	15	36	31	81	10
Media Studies	851	10	19	28	57	12
Music	3,503	45	34	15	94	2
Photography for the Media	50	18	32	40	90	n/a
Visual Arts	20	10	25	20	55	n/a
Dance Practice	31	6	26	42	74	n/a
Fitness and Exercise	60	17	42	18	77	8
Physical Education	4,095	26	28	24	79	8
Sports Coaching Studies	45	24	38	7	69	n/a
Sports Organisation	14	36	29	7	71	n/a
Totals	166,885	22	24	26	72	10

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2003

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
Classical Greek	1	20%	1	0	0	1	0
English	12,467	42%	1,509	2,445	3,514	7,468	1,807
French	1,113	23%	503	203	213	919	68
Gaelic (Learners)	60	41%	38	12	4	54	2
Gàidhlig	24	32%	10	12	2	24	0
German	498	26%	187	96	107	390	39
Italian	65	25%	32	11	9	52	4
Latin	96	34%	34	27	23	84	5
Russian	10	43%	7	3	0	10	0
Spanish	214	20%	109	32	41	182	8
Accounting and Finance	1,154	47%	350	291	213	854	95
Mathematics	10,356	52%	2,242	2,091	2,439	6,772	991
Biology	2,795	31%	525	656	741	1,922	310
Biotechnology	6	26%	0	3	0	3	1
Chemistry	4,628	50%	1,053	1,216	1,096	3,365	442
Geology	23	55%	3	7	4	14	3
Human Biology	812	25%	179	161	180	520	90
Managing Environmental Resources	15	75%	7	0	2	9	0
Physics	6,806	72%	1,964	1,520	1,399	4,883	550
Classical Studies	198	39%	50	61	39	150	9
Economics	588	60%	165	152	144	461	41
Geography	4,287	55%	900	997	1,160	3,057	418
History	3,537	44%	535	1,078	1,177	2,790	289
Modern Studies	3,092	40%	532	818	916	2,266	285
Philosophy	308	47%	44	72	87	203	24
Politics	27	48%	6	10	8	24	0
Psychology	581	24%	105	123	141	369	40
Religious, Moral and Philosophical Studies	440	28%	60	110	116	286	40
Sociology	152	29%	26	34	33	93	8
Administration	785	19%	104	206	238	548	74
Building and Architectural Technology	46	92%	8	5	10	23	n/a
Building Services	10	91%	1	0	1	2	n/a
Business Management	2,679	45%	487	682	787	1,956	212
Care	66	9%	13	12	11	36	8
Care Practice	43	10%	26	10	7	43	n/a
Civil Engineering	34	92%	13	0	7	20	n/a
Computing	3,600	76%	616	916	1,019	2,551	415
Construction	61	88%	4	8	7	19	n/a
Craft and Design	1,674	68%	151	374	527	1,052	217
Design	18	35%	3	1	8	12	5

TABLE NH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2003 (CONTINUED)

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
Early Years Care and Education	7	3%	3	1	1	5	n/a
Electronics	6	100%	0	0	1	1	n/a
Experiential Approaches to Early Years Care and Education	2	18%	0	2	0	2	n/a
Fabrication and Welding Engineering	34	100%	5	8	11	24	n/a
Food Production Supervision	–	0%	–	–	–	–	–
Graphic Communication	2,180	71%	523	581	535	1,639	170
Hairdressing: Principles of Colouring Hair	1	9%	0	0	0	0	n/a
Home Economics – Fashion and Textile Technology	3	4%	0	0	2	2	1
Home Economics – Health and Food Technology	48	7%	3	12	20	35	8
Home Economics – Lifestyle and Consumer Technology	9	6%	2	3	3	8	0
Hospitality – Food and Drink Service	4	40%	0	0	1	1	n/a
Hospitality – Professional Cookery	47	57%	8	16	9	33	2
Information Systems	1,932	68%	208	524	556	1,288	237
Manufacturing	3	100%	1	0	0	1	n/a
Mechanical Engineering	5	100%	0	0	0	0	n/a
Mechatronics	33	100%	12	3	3	18	n/a
Mental Health Care	29	10%	9	6	9	24	n/a
Personal and Social Education	18	20%	4	3	3	10	1
Professional Patisserie	22	52%	4	2	6	12	n/a
Quantity Surveying	12	86%	2	3	2	7	n/a
Retail Travel	2	8%	0	1	0	1	n/a
Selling Scheduled Air Travel	–	0%	–	–	–	–	–
Structural Engineering	3	60%	0	2	0	2	n/a
Technological Studies	948	95%	232	209	186	627	86
Tourism	9	18%	0	5	1	6	1
Advertising, Marketing and Public Relations	1	9%	0	0	0	0	n/a
Art and Design	2,040	30%	252	517	735	1,504	244
Drama	441	26%	60	138	138	336	49
Media Studies	383	45%	29	66	110	205	43
Music	1,408	40%	650	460	200	1,310	28
Photography for the Media	17	34%	2	5	6	13	n/a
Visual Arts	8	40%	2	2	1	5	n/a
Dance Practice	1	3%	1	0	0	1	n/a
Fitness and Exercise	40	67%	7	16	7	30	4
Physical Education	2,925	71%	762	862	708	2,332	229
Sports Coaching Studies	34	76%	8	13	3	24	n/a
Sports Organisation	8	57%	2	3	1	6	n/a
Totals	76,032	46%	15,393	17,918	19,688	52,999	7,603
– as percentages	100%		20%	24%	26%	70%	10%

TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2003

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	B	C	PASSES	COMP
Classical Greek	4	80%	3	0	0	3	0
English	17,157	58%	2,532	3,496	4,938	10,966	2,332
French	3,773	77%	1,685	783	727	3,195	226
Gaelic (Learners)	87	59%	50	12	16	78	4
Gàidhlig	51	68%	23	20	8	51	0
German	1,410	74%	557	284	290	1,131	108
Italian	198	75%	87	33	29	149	23
Latin	187	66%	114	27	22	163	11
Russian	13	57%	11	0	0	11	0
Spanish	831	80%	468	130	120	718	35
Accounting and Finance	1,281	53%	362	303	291	956	92
Mathematics	9,610	48%	2,240	2,238	2,223	6,701	851
Biology	6,125	69%	1,190	1,461	1,621	4,272	649
Biotechnology	17	74%	3	4	4	11	0
Chemistry	4,664	50%	979	1,292	1,176	3,447	496
Geology	19	45%	8	3	4	15	1
Human Biology	2,484	75%	458	517	617	1,592	269
Managing Environmental Resources	5	25%	2	0	1	3	1
Physics	2,683	28%	974	652	541	2,167	174
Classical Studies	314	61%	93	71	77	241	14
Economics	384	40%	99	93	96	288	31
Geography	3,522	45%	1,170	885	818	2,873	267
History	4,551	56%	819	1,446	1,443	3,708	334
Modern Studies	4,670	60%	996	1,355	1,220	3,571	385
Philosophy	346	53%	70	78	91	239	36
Politics	29	52%	13	8	5	26	0
Psychology	1,859	76%	533	480	362	1,375	104
Religious, Moral and Philosophical Studies	1,157	72%	175	282	319	776	127
Sociology	369	71%	90	85	81	256	18
Administration	3,269	81%	559	967	888	2,414	291
Building Services	1	2%	0	0	0	0	n/a
Building and Architectural Technology	4	36%	2	1	0	3	n/a
Business Management	3,298	55%	744	888	920	2,552	203
Care	653	91%	109	137	177	423	40
Care Practice	395	90%	164	131	64	359	n/a
Civil Engineering	3	8%	3	0	0	3	n/a
Computing	1,153	24%	184	293	353	830	119
Construction	8	12%	1	0	2	3	n/a
Craft and Design	804	32%	140	253	230	623	63
Design	33	65%	3	8	10	21	8

TABLE NH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2003 (CONTINUED)

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
Early Years Care and Education	265	97%	45	94	75	214	n/a
Electronics	–	0%	–	–	–	–	–
Experiential Approaches to Early Years Care and Education	9	82%	1	5	3	9	n/a
Fabrication and Welding Engineering	–	0%	–	–	–	–	–
Food Production Supervision	1	100%	1	0	0	1	n/a
Graphic Communication	891	29%	220	235	230	685	67
Hairdressing: Principles of Colouring Hair	10	91%	0	3	6	9	n/a
Home Economics – Fashion and Textile Technology	70	96%	9	24	22	55	7
Home Economics – Health and Food Technology	618	93%	161	211	143	515	40
Home Economics – Lifestyle and Consumer Technology	147	94%	30	57	35	122	14
Hospitality – Food and Drink Service	6	60%	0	0	2	2	n/a
Hospitality – Professional Cookery	36	43%	9	5	7	21	1
Information Systems	920	32%	147	264	278	689	83
Manufacturing	–	0%	–	–	–	–	–
Mechanical Engineering	–	0%	–	–	–	–	–
Mechatronics	–	0%	–	–	–	–	–
Mental Health Care	253	90%	84	81	55	220	n/a
Personal and Social Education	71	80%	23	21	19	63	3
Professional Patisserie	20	48%	4	3	6	13	n/a
Quantity Surveying	2	14%	1	0	0	1	n/a
Retail Travel	24	92%	8	6	8	22	n/a
Selling Scheduled Air Travel	14	100%	2	5	5	12	n/a
Structural Engineering	2	40%	1	1	0	2	n/a
Technological Studies	45	5%	16	11	10	37	2
Tourism	42	82%	3	1	12	16	3
Advertising, Marketing and Public Relations	10	91%	0	0	7	7	n/a
Art and Design	4,868	70%	889	1,531	1,642	4,062	419
Drama	1,263	74%	202	467	383	1,052	118
Media Studies	468	55%	56	98	126	280	55
Music	2,095	60%	924	714	330	1,968	41
Photography for the Media	33	66%	7	11	14	32	n/a
Visual Arts	12	60%	0	3	3	6	n/a
Dance Practice	30	97%	1	8	13	22	n/a
Fitness and Exercise	20	33%	3	9	4	16	1
Physical Education	1,170	29%	314	300	287	901	115
Sports Coaching Studies	11	24%	3	4	0	7	n/a
Sports Organisation	6	43%	3	1	0	4	n/a
Totals	90,853	54%	20,880	22,889	23,509	67,278	8,281
– as percentages	100%		23%	25%	26%	74%	9%

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2003

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES MALE	PERCENTAGE OF ENTRIES FEMALE	PERCENTAGE GRADE A MALE	PERCENTAGE GRADE A FEMALE	PERCENTAGE PASS RATE MALE	PERCENTAGE PASS RATE FEMALE
Classical Greek	5	20	80	100	75	100	75
English	29,624	42	58	12	15	60	64
French	4,886	23	77	45	45	83	85
Gaelic (Learners)	147	41	59	63	57	90	90
Gàidhlig	75	32	68	42	45	100	100
German	1,908	26	74	38	40	78	80
Italian	263	25	75	49	44	80	75
Latin	283	34	66	35	61	88	87
Russian	23	43	57	70	85	100	85
Spanish	1,045	20	80	51	56	85	86
Accounting and Finance	2,435	47	53	30	28	74	75
Mathematics	19,966	52	48	22	23	65	70
Biology	8,920	31	69	19	19	69	70
Biotechnology	23	26	74	0	18	50	65
Chemistry	9,292	50	50	23	21	73	74
Geology	42	55	45	13	42	61	79
Human Biology	3,296	25	75	22	18	64	64
Managing Environmental Resources	20	75	25	47	40	60	60
Physics	9,489	72	28	29	36	72	81
Classical Studies	512	39	61	25	30	76	77
Economics	972	60	40	28	26	78	75
Geography	7,809	55	45	21	33	71	82
History	8,088	44	56	15	18	79	81
Modern Studies	7,762	40	60	17	21	73	76
Philosophy	654	47	53	14	20	66	69
Politics	56	48	52	22	45	89	90
Psychology	2,440	24	76	18	29	64	74
Religious, Moral and Philosophical Studies	1,597	28	72	14	15	65	67
Sociology	521	29	71	17	24	61	69
Administration	4,054	19	81	13	17	70	74
Building and Architectural Technology	50	92	8	17	50	50	75
Building Services	11	91	9	10	0	20	0
Business Management	5,977	45	55	18	23	73	77
Care	719	9	91	20	17	55	65
Care Practice	438	10	90	60	42	100	91
Civil Engineering	37	92	8	38	100	59	100
Computing	4,753	76	24	17	16	71	72
Construction	69	88	12	7	13	31	38
Craft and Design	2,478	68	32	9	17	63	77
Design	51	35	65	17	9	67	64

TABLE NH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT HIGHER BY GENDER, 2003 (CONTINUED)

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES MALE	PERCENTAGE OF ENTRIES FEMALE	PERCENTAGE GRADE A MALE	PERCENTAGE GRADE A FEMALE	PERCENTAGE PASS RATE MALE	PERCENTAGE PASS RATE FEMALE
Early Years Care and Education	272	3	97	43	17	71	81
Electronics	6	100	0	0	–	17	–
Experiential Approaches to Early Years Care and Education	11	18	82	0	11	100	100
Fabrication and Welding Engineering	34	100	0	15	–	71	–
Food Production Supervision	1	0	100	–	100	–	100
Graphic Communication	3,071	71	29	24	25	75	77
Hairdressing: Principles of Colouring Hair	11	9	91	0	0	0	90
Home Economics – Fashion and Textile Technology	73	4	96	0	13	67	79
Home Economics – Health and Food Technology	666	7	93	6	26	73	83
Home Economics – Lifestyle and Consumer Technology	156	6	94	22	20	89	83
Hospitality – Food and Drink Service	10	40	60	0	0	25	33
Hospitality – Professional Cookery	83	57	43	17	25	70	58
Information Systems	2,852	68	32	11	16	67	75
Manufacturing	3	100	0	33	–	33	–
Mechanical Engineering	5	100	0	0	–	0	–
Mechatronics	33	100	0	36	–	55	–
Mental Health Care	282	10	90	31	33	83	87
Personal and Social Education	89	20	80	22	32	56	89
Professional Patisserie	42	52	48	18	20	55	65
Quantity Surveying	14	86	14	17	50	58	50
Retail Travel	26	8	92	0	33	50	92
Selling Scheduled Air Travel	14	0	100	–	14	–	86
Structural Engineering	5	60	40	0	50	67	100
Technological Studies	993	95	5	24	36	66	82
Tourism	51	18	82	0	7	67	38
Advertising, Marketing and Public Relations	11	9	91	0	0	0	70
Art and Design	6,908	30	70	12	18	74	83
Drama	1,704	26	74	14	16	76	83
Media Studies	851	45	55	8	12	54	60
Music	3,503	40	60	46	44	93	94
Photography for the Media	50	34	66	12	21	76	97
Visual Arts	20	40	60	25	0	63	50
Dance Practice	31	3	97	100	3	100	73
Fitness and Exercise	60	67	33	18	15	75	80
Physical Education	4,095	71	29	26	27	80	77
Sports Coaching Studies	45	76	24	24	27	71	64
Sports Organisation	14	57	43	25	50	75	67
Totals	166,885	46	54	20	23	70	74

TABLE NH6a: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	30	0%	1.1	0.9	85%
15	4,541	8%	3.3	2.4	75%
16	29,650	50%	3.3	2.5	75%
17	20,356	34%	2.3	1.5	66%
18	1,386	2%	2.0	1.1	55%
19	561	1%	2.0	1.1	57%
20–24	949	2%	1.7	1.1	63%
25–29	465	1%	1.5	1.1	74%
30–34	460	1%	1.5	1.2	79%
35–39	341	1%	1.4	1.1	77%
40–49	364	1%	1.3	1.0	78%
50–59	129	0%	1.1	0.9	80%
60 and over	66	0%	1.1	0.8	72%
All ages	59,298	100%	2.8	2.0	72%

TABLE NH6b: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	17	0%	1.2	0.9	80%
15	2,023	7%	3.2	2.3	72%
16	13,852	51%	3.2	2.4	73%
17	9,484	35%	2.3	1.5	64%
18	569	2%	2.0	1.1	54%
19	243	1%	2.1	1.2	58%
20–24	372	1%	1.8	1.1	60%
25–29	134	0%	1.7	1.2	71%
30–34	117	0%	1.4	1.0	72%
35–39	85	0%	1.4	1.0	72%
40–49	85	0%	1.2	0.9	78%
50–59	46	0%	1.1	0.9	80%
60 and over	29	0%	1.0	0.7	67%
All ages	27,056	100%	2.8	2.0	70%

Table NH6c: HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	13	0%	1.0	0.9	92%
15	2,518	8%	3.3	2.6	77%
16	15,798	49%	3.4	2.6	77%
17	10,872	34%	2.2	1.5	68%
18	817	3%	1.9	1.1	55%
19	318	1%	1.8	1.0	56%
20–24	577	2%	1.7	1.1	65%
25–29	331	1%	1.4	1.1	75%
30–34	343	1%	1.5	1.2	82%
35–39	256	1%	1.4	1.1	79%
40–49	279	1%	1.3	1.0	78%
50–59	83	0%	1.2	0.9	80%
60 and over	37	0%	1.1	0.8	76%
All ages	32,242	100%	2.8	2.1	74%

Note: Age at 31 December 2002.

TABLE NH7A: NUMBER OF HIGHER ENTRIES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
6	100	0%	42	0%	58	0%
5	10,137	17%	4,533	17%	5,604	18%
4	9,381	33%	4,317	33%	5,064	33%
3	12,571	54%	5,755	54%	6,816	54%
2	13,254	77%	6,173	77%	7,081	76%
1	13,855	100%	6,236	100%	7,619	100%
Total cands	59,298		27,056		32,242	
Total entries	166,885		76,032		90,853	
Entries/cand	2.8		2.8		2.8	

TABLE NH7b: NUMBER OF HIGHER PASSES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
6	93	0%	37	0%	56	0%
5	6,989	12%	2,938	11%	4,051	13%
4	5,422	21%	2,472	20%	2,950	22%
3	7,699	34%	3,423	33%	4,276	35%
2	11,659	54%	5,169	52%	6,490	55%
1	16,671	82%	7,592	80%	9,079	83%
0	10,765	100%	5,425	100%	5,340	100%
Total cands	59,298		27,056		32,242	
Total passes	120,277		52,999		67,278	
Passes/cand	2.0		2.0		2.1	

TABLE NH7c: NUMBER OF HIGHER AWARDS AT GRADE A PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
6	57	0%	25	0%	32	0%
5	1,258	2%	488	2%	770	2%
4	1,444	5%	684	4%	760	5%
3	1,870	8%	785	7%	1,085	8%
2	3,655	14%	1,465	13%	2,190	15%
1	10,945	32%	4,782	30%	6,163	34%
0	40,069	100%	18,827	100%	21,242	100%
Total cands	59,298		27,056		32,242	
Total grade A	36,273		15,393		20,880	
Grade A/cand	0.6		0.6		0.6	

TABLE NH8: TREND IN APPEALS AND THEIR SUCCESS AT HIGHER, 2000 TO 2003

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

ADVANCED HIGHER

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

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

The Advanced Higher is designed for candidates in the sixth year of secondary education and adults. Awards are made at three passing grades, A to C, and compensatory awards are available for narrow failures, where candidates receive an A grade in the Higher level of the Course, if this is available. Only overall awards are reported; there is no profile of performance. This was the third year Advanced Higher had been available to candidates, with entries from 401 centres. Advanced Higher had candidate uptake in 41 subjects.

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

Table AH1

This table shows the trend in entries in Advanced Higher from 2001 to 2003.

- There were 16,998 entries in 2003. This represented an 8% increase on the 2002 figure.
- Of subjects with more than 100 entries, large increases were seen in Drama, English, Graphic Communication, and Business Management.
- There was a small decrease (1%) in Mathematics entries – this may signal a 'levelling-off' of Mathematics entries at this level.

Table AH2

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

- The average pass rate for all Advanced Higher subjects was 75%. This pass rate has remained fairly stable over the past three years.
- Pass rates ranged from 94% for Music to 61% for Mathematics.
- The pass rate for English fell slightly from 84% in 2002 to 82% in 2003.
- Generally, in individual high uptake subjects, pass rates remain fairly steady.

Table AH3

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

- As would be expected, perhaps, the vast majority of entries (98%) were from S6.
- Psychology is the only subject in which the majority of entries came from FE colleges – 92%.

Table AH4

These tables describe Advanced Higher pass rates and grade distributions by subject – pass rates varied considerably among subjects, reflecting the nature of the candidature and subject.

- Overall, at Advanced Higher the grade 'A' pass rate was 22%.
- Of subjects with more than 100 entries, the 'A' rate ranged from 54% for Music to 10% for Business Management.
- The 'A' rate for English was 14%, for Mathematics, 20%.

Table AH5

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

- Males made up 93% of Technological Studies entries, 85% of Computing entries, and 81% of Physics entries.
- Despite this, female entries performed better than their male counterparts in Physics – with a higher percentage of both passes and 'A's.
- Female entries were predominant in Biology, Modern Languages, and Art and Design.
- Overall, females made up 53% of entries.

- The pass rate for males was 72%, for females, 77%.
- The grade 'A' pass rate was 23% for males, and 21% for females.

Table AH6

These three tables (AH6a, AH6b and AH6c) give the average number of entries and passes at Advanced Higher by age and gender, where age is taken at 31 December 2002.

- 16 year olds made up 15% of the 10,937 candidates. 82% of candidates were 17.
- The average number of entries per candidate was 1.6, and the average number of passes was 1.2 per candidate. This compares with 1.5 and 1.1, respectively, in 2002.

Table AH7

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

- 57% of candidates entered for only one Advanced Higher subject.
- 78% of candidates achieved at least one pass (75% of male candidates, 79% of female candidates).
- Male candidates, on average, gained 0.4 grade 'A' awards, compared with 0.3 for females.

Table AH8

Advanced Higher appeals fell from 17.8% of entries in 2002 to 13% of entries in 2003. Of these, 33% were successful – an increase of four percentage points on 2002. One of the main contributing factors which led to this decrease in numbers of appeals was the new SQA policy which advised centres to appeal on behalf of no more than 10% of subject entries without a suitable rationale.

Symbols used in the tables

The following symbols are used in the tables.

n/a	=	no fallback award available
–	=	not applicable
–	=	no entries (table AH2 only)
0%	=	less than 0.5%

Notation used in the tables

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

TABLE AH1: TREND IN ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER, 2001 TO 2003

ALL CANDIDATES

SUBJECT	2001	2002	2003	PERCENT CHANGE 2002/2003
Classical Greek		3		–
English*	461	1,205	1,704	41%
French	315	574	636	11%
Gàidhlig	11	14	11	-21%
Gaelic (Learners)	10	11	23	109%
German	174	252	296	17%
Italian	10	23	26	13%
Latin	31	52	35	-33%
Russian	3	3	4	33%
Spanish	53	143	132	-8%
Applied Mathematics	152	416	320	-23%
Accounting and Finance	42	130	135	4%
Mathematics	1,199	2,553	2,519	-1%
Biology	396	1,549	1,629	5%
Chemistry	592	1,769	1,772	0%
Physics	1,026	1,378	1,414	3%
Classical Studies	8	34	25	-26%
Economics	44	66	63	-5%
Geography	313	750	757	1%
History	481	938	1,020	9%
Modern Studies	331	641	653	2%
Philosophy	5	4	6	50%
Psychology		4	12	200%
Religious, Moral and Philosophical Studies	30	39	72	85%
Sociology	3		4	–
Administration		1	10	900%
Business Management	19	187	238	27%
Computing	105	439	495	13%
Craft and Design	20	71	56	-21%
Graphic Communication	163	304	408	34%
Home Economics – Fashion and Textile Technology	2		2	–
Home Economics – Health and Food Technology	19	15	13	-13%
Home Economics – Lifestyle and Consumer Technology		3	4	33%
Information Systems	51	112	89	-21%
Technological Studies	75	117	133	14%
Art and Design Enquiry: Design	163	505	521	3%
Art and Design Enquiry: Expressive	163	603	756	25%
Art and Design: Research and Appreciation	13	21	23	10%
Drama	44	75	154	105%
Media Studies	7	10	15	50%
Music	198	663	736	11%
Physical Education	37	72	77	7%
Totals	6,769	15,749	16,998	8%

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

TABLE AH2: TREND IN PASS RATES FOR EACH SUBJECT AT ADVANCED HIGHER, 2001 TO 2003

ALL CANDIDATES

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

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

TABLE AH3: ENTRIES FOR EACH SUBJECT AT ADVANCED HIGHER BY STAGE, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	S3	S4	S5	S6	OTHER SCHOOL	FE	OTHER/ NOT KNOWN
English	1,704	–	–	0%	99%	0%	0%	0%
French	636	–	0%	0%	94%	0%	4%	0%
Gàidhlig	11	–	–	–	100%	–	–	–
Gaelic (Learners)	23	–	–	–	70%	9%	22%	–
German	296	–	0%	3%	93%	0%	3%	1%
Italian	26	–	4%	4%	81%	4%	8%	–
Latin	35	–	–	–	100%	–	–	–
Russian	4	–	25%	–	75%	–	–	–
Spanish	132	–	–	–	92%	2%	6%	–
Applied Mathematics	320	–	–	1%	99%	0%	–	–
Accounting and Finance	135	–	–	–	93%	1%	5%	1%
Mathematics	2,519	–	0%	0%	99%	0%	0%	–
Biology	1,629	–	0%	–	100%	0%	–	–
Chemistry	1,772	–	0%	0%	99%	0%	1%	–
Physics	1,414	–	–	–	99%	0%	0%	–
Classical Studies	25	–	–	–	96%	4%	–	–
Economics	63	–	–	–	98%	2%	–	–
Geography	757	–	–	0%	100%	–	–	–
History	1,020	–	–	0%	99%	0%	–	0%
Modern Studies	653	–	–	–	100%	–	–	–
Philosophy	6	–	–	–	83%	17%	–	–
Psychology	12	–	–	–	8%	–	92%	–
Religious, Moral and Philosophical Studies	72	–	–	4%	96%	–	–	–
Sociology	4	–	–	–	100%	–	–	–
Administration	10	–	–	–	100%	–	–	–
Business Management	238	–	–	–	100%	–	–	–
Computing	495	–	–	–	100%	–	–	–
Craft and Design	56	–	–	–	100%	–	–	–
Graphic Communication	408	–	–	0%	99%	0%	–	0%
Home Economics – Fashion and Textile Technology	2	–	–	–	100%	–	–	–
Home Economics – Health and Food Technology	13	–	–	–	100%	–	–	–
Home Economics – Lifestyle and Consumer Technology	4	–	–	–	100%	–	–	–
Information Systems	89	–	–	1%	99%	–	–	–
Technological Studies	133	–	–	–	100%	–	–	–
Art and Design Enquiry: Design	521	–	–	–	97%	–	3%	–
Art and Design Enquiry: Expressive	756	–	0%	0%	97%	0%	2%	–
Art and Design: Research and Appreciation	23	–	–	–	96%	4%	–	–
Drama	154	–	–	–	95%	–	5%	–
Media Studies	15	–	–	–	100%	–	–	–
Music	736	–	–	4%	92%	–	4%	–
Physical Education	77	–	–	–	100%	–	–	–
Totals	16,998	0	8	62	16,705	39	173	11
– as percentages		0%	0%	0%	98%	0%	1%	0%

TABLE AH4a: ENTRIES, AWARDS AND NUMBERS OF CENTRES FOR EACH SUBJECT AT ADVANCED HIGHER, 2003

ALL CANDIDATES

SUBJECT	ENTRIES	GRADE A	GRADE B	GRADE C	PASSES	NO. OF COMP CENTRES	NO. OF CENTRES
English	1,704	247	505	645	1,397	132	283
French	636	143	151	186	480	44	177
Gàidhlig	11	5	4	1	10	0	3
Gaelic (Learners)	23	16	7	0	23	0	9
German	296	79	66	67	212	26	107
Italian	26	16	5	4	25	1	9
Latin	35	20	7	6	33	0	16
Russian	4	4	0	0	4	0	3
Spanish	132	35	27	38	100	10	37
Applied Mathematics	320	116	55	54	225	n/a	53
Accounting and Finance	135	37	31	33	101	8	50
Mathematics	2,519	507	436	586	1,529	248	341
Biology	1,629	270	479	458	1,207	177	269
Chemistry	1,772	377	482	484	1,343	183	306
Physics	1,414	442	346	305	1,093	90	273
Classical Studies	25	6	11	5	22	1	11
Economics	63	18	13	17	48	9	14
Geography	757	133	279	272	684	39	156
History	1,020	139	211	343	693	128	206
Modern Studies	653	102	201	196	499	70	134
Philosophy	6	0	2	3	5	0	3
Psychology	12	0	4	4	8	2	2
Religious, Moral and Philosophical Studies	72	17	22	17	56	6	24
Sociology	4	2	2	0	4	0	1
Administration	10	2	2	3	7	1	3
Business Management	238	24	61	88	173	17	56
Computing	495	131	141	124	396	40	126
Craft and Design	56	5	13	9	27	1	23
Graphic Communication	408	122	116	97	335	22	103
Home Economics – Fashion and Textile Technology	2	0	1	0	1	0	2
Home Economics – Health and Food Technology	13	1	1	8	10	2	7
Home Economics – Lifestyle and Consumer Technology	4	0	0	4	4	0	2
Information Systems	89	19	14	36	69	3	23
Technological Studies	133	56	31	22	109	4	39
Art and Design Enquiry: Design	521	83	117	167	367	n/a	177
Art and Design Enquiry: Expressive	756	93	161	259	513	n/a	232
Art and Design: Research and Appreciation	23	6	7	8	21	n/a	13
Drama	154	56	44	28	128	9	40
Media Studies	15	0	3	4	7	2	4
Music	736	401	206	88	695	12	245
Physical Education	77	7	8	16	31	8	32
Totals	16,998	3,737	4,272	4,685	12,694	1,295	
– as percentages	100%	22%	25%	28%	75%	8%	

TABLE AH4b: PERCENTAGE GRADE DISTRIBUTION FOR EACH SUBJECT AT ADVANCED HIGHER, 2003

ALL CANDIDATES, PERCENTAGES

SUBJECT	ENTRIES	GRADE (%) A	B	C	PASSES	COMP
English	1,704	14	30	38	82	8
French	636	22	24	29	75	7
Gàidhlig	11	45	36	9	91	0
Gaelic (Learners)	23	70	30	0	100	0
German	296	27	22	23	72	9
Italian	26	62	19	15	96	4
Latin	35	57	20	17	94	0
Russian	4	100	0	0	100	0
Spanish	132	27	20	29	76	8
Applied Mathematics	320	36	17	17	70	n/a
Accounting and Finance	135	27	23	24	75	6
Mathematics	2,519	20	17	23	61	10
Biology	1,629	17	29	28	74	11
Chemistry	1,772	21	27	27	76	10
Physics	1,414	31	24	22	77	6
Classical Studies	25	24	44	20	88	4
Economics	63	29	21	27	76	14
Geography	757	18	37	36	90	5
History	1,020	14	21	34	68	13
Modern Studies	653	16	31	30	76	11
Philosophy	6	0	33	50	83	0
Psychology	12	0	33	33	67	17
Religious, Moral and Philosophical Studies	72	24	31	24	78	8
Sociology	4	50	50	0	100	0
Administration	10	20	20	30	70	10
Business Management	238	10	26	37	73	7
Computing	495	26	28	25	80	8
Craft and Design	56	9	23	16	48	2
Graphic Communication	408	30	28	24	82	5
Home Economics – Fashion and Textile Technology	2	0	50	0	50	0
Home Economics – Health and Food Technology	13	8	8	62	77	15
Home Economics – Lifestyle and Consumer Technology	4	0	0	100	100	0
Information Systems	89	21	16	40	78	3
Technological Studies	133	42	23	17	82	3
Art and Design Enquiry: Design	521	16	22	32	70	n/a
Art and Design Enquiry: Expressive	756	12	21	34	68	n/a
Art and Design: Research and Appreciation	23	26	30	35	91	n/a
Drama	154	36	29	18	83	6
Media Studies	15	0	20	27	47	13
Music	736	54	28	12	94	2
Physical Education	77	9	10	21	40	10
Totals	16,998	22	25	28	75	8

TABLE AH5a: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER BY GENDER, 2003

MALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
English	533	31%	88	150	175	413	51
French	116	18%	29	28	38	95	9
Gàidhlig	3	27%	2	1	0	3	0
Gaelic (Learners)	6	26%	3	3	0	6	0
German	84	28%	26	26	16	68	3
Italian	6	23%	4	1	1	6	0
Latin	14	40%	11	1	0	12	0
Russian	2	50%	2	0	0	2	0
Spanish	21	16%	4	8	5	17	1
Applied Mathematics	214	67%	71	34	40	145	n/a
Accounting and Finance	66	49%	20	15	12	47	4
Mathematics	1,562	62%	312	245	358	915	152
Biology	449	28%	48	108	145	301	48
Chemistry	876	49%	184	212	235	631	102
Physics	1,141	81%	346	274	251	871	68
Classical Studies	10	40%	2	3	2	7	1
Economics	46	73%	15	9	14	38	5
Geography	382	50%	53	120	154	327	28
History	449	44%	58	100	147	305	60
Modern Studies	225	34%	44	63	70	177	22
Philosophy	4	67%	0	2	1	3	0
Psychology	4	33%	0	1	0	1	2
Religious, Moral and Philosophical Studies	20	28%	6	5	6	17	1
Sociology	–	0%	–	–	–	–	–
Administration	2	20%	0	0	1	1	0
Business Management	92	39%	6	23	33	62	9
Computing	422	85%	111	117	103	331	37
Craft and Design	37	66%	2	4	5	11	1
Graphic Communication	319	78%	92	86	78	256	20
Home Economics – Fashion and Textile Technology	–	0%	–	–	–	–	–
Home Economics – Health and Food Technology	1	8%	0	0	1	1	0
Home Economics – Lifestyle and Consumer Technology	–	0%	–	–	–	–	–
Information Systems	59	66%	13	8	23	44	3
Technological Studies	124	93%	53	30	21	104	3
Art and Design Enquiry: Design	142	27%	26	32	39	97	n/a
Art and Design Enquiry: Expressive	178	24%	19	39	62	120	n/a
Art and Design: Research and Appreciation	3	13%	1	1	0	2	n/a
Drama	37	24%	13	11	8	32	1
Media Studies	4	27%	0	2	0	2	1
Music	289	39%	173	73	29	275	2
Physical Education	46	60%	4	4	7	15	7
Totals	7,988	47%	1,841	1,839	2,080	5,760	641
– as percentages	100%		23%	23%	26%	72%	8%

TABLE AH5b: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER BY GENDER, 2003

FEMALE CANDIDATES

SUBJECT	ENTRIES	AS % OF ALL CANDS	GRADE A	GRADE B	GRADE C	PASSES	COMP
English	1,171	69%	159	355	470	984	81
French	520	82%	114	123	148	385	35
Gàidhlig	8	73%	3	3	1	7	0
Gaelic (Learners)	17	74%	13	4	0	17	0
German	212	72%	53	40	51	144	23
Italian	20	77%	12	4	3	19	1
Latin	21	60%	9	6	6	21	0
Russian	2	50%	2	0	0	2	0
Spanish	111	84%	31	19	33	83	9
Applied Mathematics	106	33%	45	21	14	80	n/a
Accounting and Finance	69	51%	17	16	21	54	4
Mathematics	957	38%	195	191	228	614	96
Biology	1,180	72%	222	371	313	906	129
Chemistry	896	51%	193	270	249	712	81
Physics	273	19%	96	72	54	222	22
Classical Studies	15	60%	4	8	3	15	0
Economics	17	27%	3	4	3	10	4
Geography	375	50%	80	159	118	357	11
History	571	56%	81	111	196	388	68
Modern Studies	428	66%	58	138	126	322	48
Philosophy	2	33%	0	0	2	2	0
Psychology	8	67%	0	3	4	7	0
Religious, Moral and Philosophical Studies	52	72%	11	17	11	39	5
Sociology	4	100%	2	2	0	4	0
Administration	8	80%	2	2	2	6	1
Business Management	146	61%	18	38	55	111	8
Computing	73	15%	20	24	21	65	3
Craft and Design	19	34%	3	9	4	16	0
Graphic Communication	89	22%	30	30	19	79	2
Home Economics – Fashion and Textile Technology	2	100%	0	1	0	1	0
Home Economics – Health and Food Technology	12	92%	1	1	7	9	2
Home Economics – Lifestyle and Consumer Technology	4	100%	0	0	4	4	0
Information Systems	30	34%	6	6	13	25	0
Technological Studies	9	7%	3	1	1	5	1
Art and Design Enquiry: Design	379	73%	57	85	128	270	n/a
Art and Design Enquiry: Expressive	578	76%	74	122	197	393	n/a
Art and Design: Research and Appreciation	20	87%	5	6	8	19	n/a
Drama	117	76%	43	33	20	96	8
Media Studies	11	73%	0	1	4	5	1
Music	447	61%	228	133	59	420	10
Physical Education	31	40%	3	4	9	16	1
Totals	9,010	53%	1,896	2,433	2,605	6,934	654
– as percentages	100%		21%	27%	29%	77%	7%

TABLE AH5c: ENTRIES AND AWARDS FOR EACH SUBJECT AT ADVANCED HIGHER BY GENDER, 2003

ALL CANDIDATES

SUBJECT	TOTAL ENTRIES	PERCENTAGE OF ENTRIES MALE	PERCENTAGE OF ENTRIES FEMALE	PERCENTAGE GRADE A MALE	PERCENTAGE GRADE A FEMALE	PERCENTAGE PASS RATE MALE	PERCENTAGE PASS RATE FEMALE
English	1,704	31	69	17	14	77	84
French	636	18	82	25	22	82	74
Gàidhlig	11	27	73	67	38	100	88
Gaelic (Learners)	23	26	74	50	76	100	100
German	296	28	72	31	25	81	68
Italian	26	23	77	67	60	100	95
Latin	35	40	60	79	43	86	100
Russian	4	50	50	100	100	100	100
Spanish	132	16	84	19	28	81	75
Applied Mathematics	320	67	33	33	42	68	75
Accounting and Finance	135	49	51	30	25	71	78
Mathematics	2,519	62	38	20	20	59	64
Biology	1,629	28	72	11	19	67	77
Chemistry	1,772	49	51	21	22	72	79
Physics	1,414	81	19	30	35	76	81
Classical Studies	25	40	60	20	27	70	100
Economics	63	73	27	33	18	83	59
Geography	757	50	50	14	21	86	95
History	1,020	44	56	13	14	68	68
Modern Studies	653	34	66	20	14	79	75
Philosophy	6	67	33	0	0	75	100
Psychology	12	33	67	0	0	25	88
Religious, Moral and Philosophical Studies	72	28	72	30	21	85	75
Sociology	4	0	100	–	50	–	100
Administration	10	20	80	0	25	50	75
Business Management	238	39	61	7	12	67	76
Computing	495	85	15	26	27	78	89
Craft and Design	56	66	34	5	16	30	84
Graphic Communication	408	78	22	29	34	80	89
Home Economics – Fashion and Textile Technology	2	0	100	–	0	–	50
Home Economics – Health and Food Technology	13	8	92	0	8	100	75
Home Economics – Lifestyle and Consumer Technology	4	0	100	–	0	–	100
Information Systems	89	66	34	22	20	75	83
Technological Studies	133	93	7	43	33	84	56
Art and Design Enquiry: Design	521	27	73	18	15	68	71
Art and Design Enquiry: Expressive	756	24	76	11	13	67	68
Art and Design: Research and Appreciation	23	13	87	33	25	67	95
Drama	154	24	76	35	37	86	82
Media Studies	15	27	73	0	0	50	45
Music	736	39	61	60	51	95	94
Physical Education	77	60	40	9	10	33	52
Totals	16,998	47	53	23	21	72	77

TABLE AH6a: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

ALL CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1	0%	2.0	2.0	100%
15	18	0%	1.1	0.9	85%
16	1,664	15%	1.6	1.2	76%
17	8,974	82%	1.6	1.2	74%
18	186	2%	1.5	1.1	73%
19	15	0%	1.3	1.0	75%
20–24	24	0%	1.2	0.9	72%
25–29	8	0%	1.3	1.1	90%
30–34	9	0%	1.0	0.8	78%
35–39	6	0%	1.0	0.8	83%
40–49	11	0%	1.0	0.7	73%
50–59	9	0%	1.0	0.9	89%
60 and over	12	0%	1.0	1.0	100%
All ages	10,937	100%	1.6	1.2	75%

TABLE AH6b: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

MALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	1	0%	2.0	2.0	100%
15	10	0%	1.0	0.7	70%
16	706	14%	1.6	1.2	75%
17	4,145	83%	1.6	1.1	72%
18	95	2%	1.6	1.2	74%
19	10	0%	1.4	1.0	71%
20–24	12	0%	1.3	1.0	80%
25–29	4	0%	1.0	1.0	100%
30–34	4	0%	1.0	0.5	50%
35–39	1	0%	1.0	1.0	100%
40–49	2	0%	1.0	1.0	100%
50–59	3	0%	1.0	1.0	100%
60 and over	5	0%	1.0	1.0	100%
All ages	4,998	100%	1.6	1.2	72%

Table AH6c: ADVANCED HIGHER CANDIDATES BY AGE, GENDER, AVERAGE ENTRIES, PASSES AND PASS RATES, 2003

FEMALE CANDIDATES

AGE	NO. OF CANDIDATES	AS PERCENT OF ALL AGES	AVERAGE NO. OF ENTRIES	AVERAGE NO. OF PASSES	AVERAGE PASS RATE
Under 15	–	–	–	–	–
15	8	0%	1.3	1.3	100%
16	958	16%	1.5	1.2	77%
17	4,829	81%	1.5	1.2	77%
18	91	2%	1.5	1.0	72%
19	5	0%	1.2	1.0	83%
20–24	12	0%	1.2	0.8	64%
25–29	4	0%	1.5	1.3	83%
30–34	5	0%	1.0	1.0	100%
35–39	5	0%	1.0	0.8	80%
40–49	9	0%	1.0	0.7	67%
50–59	6	0%	1.0	0.8	83%
60 and over	7	0%	1.0	1.0	100%
All ages	5,939	100%	1.5	1.2	77%

Note: Age at 31 December 2002.

TABLE AH7a: NUMBER OF ADVANCED HIGHER ENTRIES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS IN WHICH ENTERED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	4	0%	1	0%	3	0%
4	80	1%	56	1%	24	0%
3	1,190	12%	636	14%	554	10%
2	3,425	43%	1,546	45%	1,879	41%
1	6,238	100%	2,759	100%	3,479	100%
Total cands	10,937		4,998		5,939	
Total entries	16,998		7,988		9,010	
Entries/cand	1.6		1.6		1.5	

TABLE AH7b: NUMBER OF ADVANCED HIGHER PASSES PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED	TOTAL		MALE		FEMALE	
	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT	NUMBER	CUMULATIVE PERCENT
5	3	0%	1	0%	2	0%
4	65	1%	47	1%	18	0%
3	846	8%	433	10%	413	7%
2	2,318	30%	984	29%	1,334	30%
1	5,245	78%	2,300	75%	2,945	79%
0	2,460	100%	1,233	100%	1,227	100%
Total cands	10,937		4,998		5,939	
Total passes	12,694		5,760		6,934	
Passes/cand	1.2		1.2		1.2	

TABLE AH7c: NUMBER OF ADVANCED HIGHER AWARDS AT GRADE A PER CANDIDATE, 2003

ALL CANDIDATES

NO. OF SUBJECTS PASSED AT GRADE A	TOTAL NUMBER	TOTAL CUMULATIVE PERCENT	MALE NUMBER	MALE CUMULATIVE PERCENT	FEMALE NUMBER	FEMALE CUMULATIVE PERCENT
5	2	0%	0	0%	2	0%
4	25	0%	17	0%	8	0%
3	245	2%	143	3%	102	2%
2	515	7%	242	8%	273	6%
1	1,862	24%	860	25%	1,002	23%
0	8,288	100%	3,736	100%	4,552	100%
Total cands	10,937		4,998		5,939	
Total grade A	3,737		1,841		1,896	
Grade A/cand	0.3		0.4		0.3	

TABLE AH8 : TREND IN APPEALS AND THEIR SUCCESS AT ADVANCED HIGHER, 2001 TO 2003

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

PROGRESSION

The progression tables take the entries for a particular subject in 2003 and match them with the subjects which have a progression link to that subject in 2002, giving a percentage of entries that have progressed from different levels the year before. In some cases candidates sit a higher level of qualification in the previous year. The occurrences of this are small but are nevertheless included in the tables.

English progression figures do not include last year's SCE Higher entries.

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

Progression to Intermediate 1

Standard Grade to Intermediate 1
- English, English – Alternative Communication, English – Spoken ➔ English
- Social and Vocational Studies ➔ Personal and Social Education
- Craft and Design ➔ Woodworking Skills

Intermediate 2 to Intermediate 1
- Biology, Biotechnology ➔ Biology

Higher to Intermediate 1
- Biology, Biotechnology, Human Biology ➔ Biology

Advanced Higher to Intermediate 1
- Biology, Biotechnology ➔ Biology

Progression to Intermediate 2

Standard Grade to Intermediate 2
- Biology ➔ Biotechnology
- Craft and Design ➔ Design
- English, English – Alternative Communication, English – Spoken ➔ English
- Computing Studies ➔ Information Systems
- Social and Vocational Studies ➔ Personal and Social Education
- Craft and Design ➔ Woodworking Skills

Intermediate 1 to Intermediate 2
- Biology, Biotechnology ➔ Biology
- Biology, Biotechnology ➔ Biotechnology
- Care ➔ Care Issues for Society
- Care ➔ Health and Safety in Care Settings
- Computing Studies ➔ Information Systems

Higher to Intermediate 2
- Biology, Biotechnology, Human Biology ➔ Biology
- Biology, Biotechnology, Human Biology ➔ Biotechnology
- Information Systems, Computing ➔ Information Systems

Advanced Higher to Intermediate 2
- Biology, Biotechnology ➔ Biology
- Biology, Biotechnology ➔ Biotechnology
- Information Systems, Computing ➔ Information Systems

Progression to Higher

Standard Grade to Higher
- Biology ➔ Biotechnology
- Craft and Design ➔ Design
- English, English – Alternative Communication, English – Spoken ➔ English
- Biology ➔ Human Biology
- Computing Studies ➔ Information Systems
- Social and Vocational Studies ➔ Personal and Social Education

Intermediate 1 to Higher
- Biology, Biotechnology ➔ Biology
- Biology, Biotechnology ➔ Biotechnology
- Biology, Biotechnology ➔ Human Biology
- Care ➔ Care Practice
- Care ➔ Early Years Care and Education
- Care ➔ Mental Health Care
- Care ➔ Experiential Approaches to Early Years Care and Education
- Computing Studies ➔ Information Systems
- Travel and Tourism ➔ Tourism

Intermediate 2 to Higher
- Biology, Biotechnology ➔ Biology
- Biology, Biotechnology ➔ Biotechnology
- Biology, Biotechnology ➔ Human Biology

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

Advanced Higher to Higher
- Biology, Biotechnology → Biology
- Biology, Biotechnology → Biotechnology
- Biology, Biotechnology → Human Biology
- Information Systems, Computing → Information Systems

Progression to Advanced Higher

Standard Grade to Advanced Higher
- Mathematics → Applied Mathematics
- English, English – Alternative Communication, English - Spoken → English
- Computing Studies → Information Systems

Intermediate 1 to Advanced Higher
- Mathematics → Applied Mathematics
- Biology, Biotechnology → Biology
- Computing Studies → Information System

Intermediate 2 to Advanced Higher
- Mathematics → Applied Mathematics
- Biology, Biotechnology → Biology
- Information Systems, Computing → Information Systems

Higher to Advanced Higher
- Mathematics → Applied Mathematics
- Biology, Biotechnology, Human Biology → Biology
- Information Systems, Computing → Information Systems

Table PR1

This table shows the progression to Intermediate 1.

- 44% of the 2003 Intermediate 1 entries had previously taken Standard Grades.
- 53% of entries had no record from the previous year. This can partly be explained by some Intermediate subjects not being available at Standard Grade, eg Travel and Tourism.
- 91% of entries in Intermediate 1 English had previously taken Standard Grade English.
- 82% of entries in Intermediate 1 Mathematics had previously taken Standard Grade Mathematics.

Table PR2

This table shows the progression to Intermediate 2.

- 59% of 2003 Intermediate 2 entries had previously taken Standard Grades.
- Overall, there were higher progression rates from Standard Grade to Intermediate 2 than to Intermediate 1.
- Progression rates from Standard Grade for English, Mathematics, Gàidhlig, Geography, Craft and Design, Art and Design, and Physical Education were 70% and above.
- Many of the Intermediate 2 Courses, including Project-based National Courses, are not available at the levels below. This may deflate the overall progression figures.

Table PR3

This table shows the progression to Higher.

- 60% of 2003 Higher entries previously took Standard Grade and 8% previously took Intermediate 2 Courses.
- As with Intermediate 2, many of the Higher Courses, including Project-based National Courses, are not available at the levels below. This may deflate the overall progression figures.
- 24% of entries had no record of qualifications attempted in the previous year. This can partly be explained by candidates attempting 'crash' Highers – where no lower level Course in that subject has been obtained.

Table PR4

This table shows the progression to Advanced Higher.

- 97% of 2003 Advanced Higher entries took Higher Courses last year.
- The subject with the lowest progression rate from Higher to Advanced Higher was Psychology. Although this is a small uptake subject it is worth noting that the one candidate who did progress from Higher, representing 8%, was a school candidate while the other eleven who had no lower level Course were from FE centres.

Symbols used in the tables

The following symbols are used in the tables.

n/a	=	no subject to progress from in the year below
-	=	no entries
0%	=	less than 0.5%

Notation used in the tables

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

TABLE PR1: PROGRESSION TO INTERMEDIATE 1, 2003

SQA Progression figures 2002–2003
Level = Intermediate 1

SUBJECT	INTERMEDIATE 1 ENTRIES 2003	COURSE TAKEN IN 2002 SG	INT1 (RESIT)	INT2	HIGHER	ADVANCED HIGHER	NO PRIOR RECORD
English	4,514	91%	6%	0%	–	–	3%
French	574	6%	–	–	–	–	94%
Gaelic (Learners)	25	8%	–	–	–	–	92%
German	149	3%	–	–	–	–	97%
Italian	195	1%	1%	–	–	–	99%
Latin	4	–	–	–	–	–	100%
Russian	1	–	–	n/a	–	–	100%
Spanish	598	1%	0%	–	–	–	99%
Accounting and Finance	313	3%	–	–	–	–	97%
Mathematics	5,314	82%	5%	0%	–	–	12%
Biology	1,370	3%	0%	–	–	–	96%
Chemistry	723	1%	0%	–	–	–	99%
Geology	54	n/a	–	–	–	n/a	100%
Managing Environmental Resources	10	n/a	–	–	–	n/a	100%
Physics	769	1%	1%	–	–	–	98%
Classical Studies	10	30%	–	–	–	–	70%
Economics	2	–	–	–	–	–	100%
Geography	315	73%	3%	0%	–	–	24%
History	504	55%	1%	–	0%	–	44%
Modern Studies	220	57%	1%	1%	–	–	41%
Psychology	40	n/a	–	–	–	–	100%
Religious, Moral and Philosophical Studies	573	1%	0%	–	–	–	99%
Sociology	13	n/a	–	–	–	n/a	100%
Administration	1,048	24%	2%	0%	–	–	74%
Business Management	163	8%	–	–	–	–	92%
Care	167	n/a	1%	–	–	n/a	99%
Computing Studies	1,023	23%	1%	0%	–	–	76%
Engineering Craft Skills	81	n/a	–	1%	n/a	n/a	99%
Health and Food Technology	2,225	10%	1%	0%	0%	–	89%
Home Economics – Fashion and Textile Technology	275	14%	1%	–	–	n/a	85%
Home Economics – Lifestyle and Consumer Technology	582	20%	4%	–	–	–	76%
Personal and Social Education	21	19%	–	–	–	n/a	81%
Travel and Tourism	603	n/a	0%	–	n/a	n/a	100%
Woodworking Skills	597	22%	1%	–	n/a	n/a	76%
Art and Design	518	33%	0%	0%	0%	n/a	66%
Drama	46	35%	–	–	–	–	65%
Media Studies	193	n/a	–	1%	–	–	99%
Music	341	10%	1%	–	–	–	90%
Physical Education	440	64%	0%	–	–	–	35%
Totals	24,613	44%	3%	0%	0%	0%	53%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2003

SQA Progression figures 2002–2003
Level = Intermediate 2

SUBJECT	INTERMEDIATE 2 ENTRIES 2003	SG	COURSE TAKEN IN 2002 INT1	INT2 (RESIT)	HIGHER	ADVANCED HIGHER	NO PRIOR RECORD
Classical Greek	17	–	n/a	n/a	–	–	100%
English	13,752	88%	4%	5%	0%	–	3%
French	1,591	57%	1%	1%	–	–	41%
Gaelic (Learners)	36	31%	6%	–	–	–	64%
Gàidhlig	13	85%	8%	–	–	–	8%
German	576	67%	0%	–	0%	–	33%
Italian	120	5%	8%	1%	–	–	87%
Latin	31	10%	26%	–	–	–	65%
Russian	2	–	100%	n/a	–	–	0%
Spanish	554	24%	9%	1%	–	–	67%
Accounting and Finance	593	22%	1%	2%	0%	–	74%
Mathematics	12,915	80%	5%	7%	0%	–	8%
Biology	3,923	59%	2%	4%	0%	–	36%
Biotechnology	126	42%	–	1%	3%	–	54%
Chemistry	1,613	59%	1%	3%	0%	–	37%
Geology	18	n/a	–	–	–	n/a	100%
Managing Environmental Resources	48	n/a	–	–	–	n/a	100%
Physics	2,065	63%	1%	4%	0%	–	32%
Amenity Horticulture	6	n/a	n/a	–	n/a	n/a	100%
Plant Propagation	6	n/a	n/a	–	n/a	n/a	100%
Classical Studies	67	21%	1%	4%	–	–	73%
Economics	183	14%	–	–	–	–	86%
Geography	1,479	74%	2%	3%	0%	–	21%
History	2,011	64%	3%	2%	0%	–	31%
Modern Studies	1,345	61%	2%	3%	0%	–	35%
Philosophy	95	n/a	n/a	2%	–	–	98%
Psychology	358	n/a	0%	1%	–	–	99%
Religious, Moral and Philosophical Studies	521	10%	1%	2%	0%	–	87%
Sociology	108	n/a	2%	1%	–	n/a	97%
Administration	3,568	42%	4%	2%	0%	–	51%
Automotive Engineering	40	n/a	n/a	n/a	n/a	n/a	100%
Business Management	1,466	22%	0%	1%	0%	–	76%
Care	924	n/a	2%	1%	0%	n/a	97%
Care Issues for Society	405	n/a	3%	–	n/a	n/a	97%
Computing	2,102	47%	5%	4%	0%	–	44%
Construction Craft Skills	12	n/a	n/a	–	n/a	n/a	100%
Construction Industry Practice	25	n/a	n/a	–	n/a	n/a	100%
Craft and Design	791	71%	n/a	1%	0%	–	28%
Design	5	–	n/a	–	–	n/a	100%
Electronic and Electrical Fundamentals	99	n/a	n/a	–	n/a	n/a	100%
Engineering Craft Skills	199	n/a	1%	1%	n/a	n/a	99%
Fabrication and Welding	5	n/a	n/a	–	n/a	n/a	100%
Graphic Communication	1,061	50%	n/a	1%	0%	–	49%

TABLE PR2: PROGRESSION TO INTERMEDIATE 2, 2003 (CONTINUED)

SQA Progression figures 2002–2003
Level = Intermediate 2

SUBJECT	INTERMEDIATE 2 ENTRIES 2003	COURSE TAKEN IN 2002 SG	INT1	INT2 (RESIT)	HIGHER	ADVANCED HIGHER	NO PRIOR RECORD
Health and Safety in Care Settings	156	n/a	1%	1%	n/a	n/a	98%
Home Economics – Fashion and Textile Technology	113	15%	10%	–	–	n/a	75%
Home Economics – Health and Food Technology	239	51%	4%	0%	–	–	44%
Home Economics – Lifestyle and Consumer Technology	88	40%	14%	1%	–	–	45%
Hospitality – General Operations	224	n/a	n/a	–	n/a	n/a	100%
Hospitality – Practical Cookery	2,676	n/a	n/a	0%	n/a	n/a	100%
Hospitality – Professional Cookery	280	n/a	n/a	–	–	n/a	100%
Hospitality – Reception and Accommodation Operations	11	n/a	n/a	–	–	n/a	100%
Information Systems	3,453	38%	3%	2%	0%	–	57%
Personal and Social Education	52	27%	4%	–	–	n/a	69%
Selling Overseas Tourist Destinations	77	n/a	n/a	–	n/a	n/a	100%
Technological Studies	337	27%	n/a	6%	–	–	66%
Travel and Tourism	671	n/a	2%	1%	n/a	n/a	97%
Woodworking Skills	2,190	51%	1%	0%	n/a	n/a	48%
Art and Design	2,503	71%	1%	2%	1%	n/a	25%
Drama	570	56%	1%	–	1%	–	42%
Media Studies	553	n/a	1%	1%	0%	–	97%
Music	1,273	33%	1%	1%	–	–	65%
Fitness and Exercise	21	n/a	n/a	–	–	n/a	100%
Leading Sports Activities	9	n/a	n/a	–	n/a	n/a	100%
Physical Education	1,957	74%	2%	1%	0%	–	22%
Totals	72,327	59%	3%	3%	0%	0%	35%

TABLE PR3: PROGRESSION TO HIGHER, 2003

SQA Progression figures 2002–2003
Level = Higher

SUBJECT	HIGHER ENTRIES 2003	COURSE TAKEN IN 2002					
		SG	INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	NO PRIOR RECORD
Classical Greek	5	20%	n/a	n/a	-	-	80%
English	29,624	66%	0%	16%	12%	–	6%
French	4,886	78%	0%	5%	4%	–	13%
Gaelic (Learners)	147	61%	–	10%	1%	–	28%
Gàidhlig	75	79%	–	4%	–	–	17%
German	1,908	76%	0%	5%	4%	–	15%
Italian	263	47%	0%	9%	3%	–	41%
Latin	283	76%	–	6%	4%	–	15%
Russian	23	26%	–	n/a	–	–	74%
Spanish	1,045	56%	1%	10%	2%	–	31%
Accounting and Finance	2,435	39%	2%	6%	6%	–	47%
Mathematics	19,966	69%	–	9%	15%	–	8%
Biology	8,920	63%	–	8%	11%	–	18%
Biotechnology	23	–	–	–	–	–	100%
Chemistry	9,292	75%	0%	4%	10%	–	11%
Geology	42	n/a	–	5%	2%	n/a	93%
Human Biology	3,296	48%	–	7%	8%	–	36%
Managing Environmental Resources	20	n/a	–	–	–	n/a	100%
Physics	9,489	73%	0%	5%	10%	–	11%
Classical Studies	512	13%	–	2%	2%	–	83%
Economics	972	29%	–	2%	3%	–	67%
Geography	7,809	65%	–	5%	6%	–	24%
History	8,088	66%	0%	5%	4%	–	25%
Modern Studies	7,762	49%	0%	4%	5%	–	43%
Philosophy	654	n/a	n/a	3%	1%	–	96%
Politics	56	n/a	n/a	–	–	n/a	100%
Psychology	2,440	n/a	0%	2%	1%	–	97%
Religious, Moral and Philosophical Studies	1,597	12%	1%	2%	3%	–	83%
Sociology	521	n/a	0%	3%	0%	n/a	97%
Administration	4,054	56%	1%	14%	5%	–	25%
Building and Architectural Technology	50	n/a	n/a	n/a	–	n/a	100%
Building Services	11	n/a	n/a	n/a	–	n/a	100%
Business Management	5,977	24%	0%	6%	4%	–	66%
Care	719	n/a	0%	19%	1%	n/a	81%
Care Practice	438	n/a	–	20%	0%	n/a	79%
Civil Engineering	37	n/a	n/a	n/a	5%	n/a	95%
Computing	4,753	69%	0%	6%	7%	–	19%
Construction	69	n/a	n/a	–	3%	n/a	97%
Craft and Design	2,478	53%	n/a	5%	5%	–	37%
Design	51	–	n/a	–	–	n/a	100%

TABLE PR3: PROGRESSION TO HIGHER, 2003 (CONTINUED)

SQA Progression figures 2002–2003
Level = Higher

SUBJECT	HIGHER ENTRIES 2003	COURSE TAKEN IN 2002 SG	INT1	INT2	HIGHER (RESIT)	ADVANCED HIGHER	NO PRIOR RECORD
Early Years Care and Education	272	n/a	–	7%	–	n/a	93%
Electronics	6	n/a	n/a	50%	–	n/a	50%
Experiential Approaches to Early Years Care and Education	11	n/a	–	–	n/a	n/a	100%
Fabrication and Welding Engineering	34	n/a	n/a	–	–	n/a	100%
Food Production Supervision	1	n/a	n/a	n/a	–	n/a	100%
Graphic Communication	3,071	69%	n/a	7%	4%	–	20%
Hairdressing: Principles of Colouring Hair	11	n/a	n/a	n/a	n/a	n/a	100%
Home Economics – Fashion and Textile Technology	73	18%	8%	8%	–	n/a	66%
Home Economics – Health and Food Technology	666	48%	2%	5%	4%	–	41%
Home Economics – Lifestyle and Consumer Technology	156	37%	4%	3%	3%	–	54%
Hospitality – Food and Drink Service	10	n/a	n/a	n/a	–	n/a	100%
Hospitality – Professional Cookery	83	n/a	n/a	59%	1%	n/a	40%
Information Systems	2,852	48%	0%	16%	5%	–	30%
Manufacturing	3	n/a	n/a	n/a	n/a	n/a	100%
Mechanical Engineering	5	n/a	n/a	n/a	–	n/a	100%
Mechatronics	33	n/a	n/a	n/a	9%	n/a	91%
Mental Health Care	282	n/a	–	16%	–	n/a	84%
Personal and Social Education	89	9%	–	1%	–	n/a	90%
Professional Patisserie	42	n/a	n/a	n/a	–	n/a	100%
Quantity Surveying	14	n/a	n/a	n/a	–	n/a	100%
Retail Travel	26	n/a	n/a	n/a	–	n/a	100%
Selling Scheduled Air Travel	14	n/a	n/a	n/a	–	n/a	100%
Structural Engineering	5	n/a	n/a	n/a	–	n/a	100%
Technological Studies	993	64%	n/a	3%	6%	–	27%
Tourism	51	n/a	–	25%	2%	n/a	73%
Advertising, Marketing and Public Relations	11	n/a	n/a	n/a	–	n/a	100%
Art and Design	6,908	72%	0%	6%	3%	n/a	18%
Drama	1,704	60%	0%	7%	4%	–	30%
Media Studies	851	n/a	0%	5%	3%	–	92%
Music	3,503	67%	0%	6%	2%	–	25%
Photography for the Media	50	n/a	n/a	n/a	–	n/a	100%
Visual Arts	20	n/a	n/a	n/a	–	n/a	100%
Dance Practice	31	n/a	n/a	n/a	–	n/a	100%
Fitness and Exercise	60	n/a	n/a	–	–	n/a	100%
Physical Education	4,095	51%	1%	14%	5%	–	29%
Sports Coaching Studies	45	n/a	n/a	n/a	–	n/a	100%
Sports Organisation	14	n/a	n/a	n/a	7%	n/a	93%
Totals	166,885	60%	0%	8%	8%	0%	24%

TABLE PR4: PROGRESSION TO ADVANCED HIGHER, 2003

SQA Progression figures 2002–2003
Level = Advanced Higher

SUBJECT	ADVANCED HIGHER ENTRIES 2003	COURSE TAKEN IN 2002 SG	INT1	INT2	HIGHER	ADVANCED HIGHER (RESIT)	NO PRIOR RECORD
English	1,704	0%	–	–	99%	–	1%
French	636	–	–	–	96%	–	4%
Gaelic (Learners)	23	–	–	–	100%	–	0%
Gàidhlig	11	–	–	–	100%	–	0%
German	296	0%	–	–	92%	–	7%
Italian	26	–	–	–	92%	–	8%
Latin	35	–	–	–	97%	–	3%
Russian	4	–	–	n/a	50%	–	50%
Spanish	132	–	–	–	95%	–	5%
Applied Mathematics	320	0%	–	–	98%	–	2%
Accounting and Finance	135	–	–	–	98%	–	2%
Mathematics	2,519	–	–	–	99%	–	1%
Biology	1,629	–	–	0%	100%	–	0%
Chemistry	1,772	–	–	–	99%	–	1%
Physics	1,414	–	–	–	99%	–	1%
Classical Studies	25	–	–	–	84%	–	16%
Economics	63	–	–	–	100%	–	0%
Geography	757	0%	–	–	98%	–	2%
History	1,020	0%	–	0%	97%	–	3%
Modern Studies	653	–	–	0%	93%	–	7%
Philosophy	6	n/a	n/a	–	100%	–	0%
Psychology	12	n/a	–	–	8%	–	92%
Religious, Moral and Philosophical Studies	72	3%	–	–	57%	–	40%
Sociology	4	n/a	–	–	75%	n/a	25%
Administration	10	–	–	–	100%	–	0%
Business Management	238	–	–	–	98%	–	2%
Computing	495	–	–	–	96%	–	4%
Craft and Design	56	–	n/a	–	95%	–	5%
Graphic Communication	408	–	n/a	0%	95%	–	4%
Home Economics – Fashion and Textile Technology	2	–	–	–	100%	n/a	0%
Home Economics – Health and Food Technology	13	–	–	–	92%	–	8%
Home Economics – Lifestyle and Consumer Technology	4	–	–	–	100%	–	0%
Information Systems	89	–	–	–	98%	–	2%
Technological Studies	133	–	n/a	–	97%	–	3%
Art and Design Enquiry: Design	521	–	–	0%	96%	–	4%
Art and Design Enquiry: Expressive	756	–	–	–	96%	–	4%
Art and Design: Research and Appreciation	23	–	–	–	100%	–	0%
Drama	154	–	–	1%	97%	–	3%
Media Studies	15	n/a	–	–	93%	–	7%
Music	736	2%	–	0%	91%	–	7%
Physical Education	77	–	–	–	96%	–	4%
Totals	16,998	0%	0%	0%	97%	0%	3%

HIGHER NATIONAL QUALIFICATIONS

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

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

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

Reporting for Higher National qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/02–31/7/03), ie the first time SQA obtains information about a candidate's entry into a particular qualification from the centre.
- 'Awards' are awards certificated within a year (eg 1/8/02–31/7/03), ie the certificate is actually awarded within that time period.

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

Tables HN1 to HN18 provide detailed information about HN Unit and Group Award entries and awards for 2003 (between 1 August 2002 and 31 July 2003). A summary of the information which appears in each table is given below.

Table HN1

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

- Total entries for this academic session numbered 377,412, a slight decrease (2%) on 2002.
- 91% of all entries were from candidates in FE colleges.
- Total awards certificated within this academic session were 345,331, a decrease of 19% on 2002.
- Over both centre types, 17% of awards were at merit grade. Merit awards at FE colleges have decreased by one percentage point each year since 2001.

Table HN2

This table shows a 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 most popular Superclass was Information Technology and Information followed by Business/Management/Office Studies and Authorship/Photography/Publishing/Media.
- Most of the Superclasses saw a drop in entries in 2003. The Superclasses where there was an increase are: Humanities; Performing Arts; Construction and Property; and Transport Services.

Table HN3

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

- 57,614 candidates entered for a total of 377,412 HN Units, an average of 6.6 Units per candidate.
- 48% of candidates were male and 52% female.
- Male candidates entered on average for more Units than female candidates, and younger candidates for more than older candidates.
- 28% of candidates were aged under 20, 36% were in their twenties, and 36% were aged 30 and above.

Table HN4

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

- Although total Unit entries for males and females were approximately equal, some of the subject areas reflected different ratios of male to female candidates.
- There were more male candidates entered for HN Units in Engineering and Oil/Mining/Plastic/Chemicals.
- More female candidates than male entered for HN Units in Education/Training/Teaching, and Family Care/Personal Development/Personal Care and Appearance.

- Sports Games and Recreation and Performing Arts Units were more popular with candidates aged under 20.
- Education/Training/Teaching and Environment Protection/Energy/Cleansing/Security Units were more popular with candidates aged 30 and over.

Table HN5

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

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

Table HN6

This table gives information about candidates' results by Superclass.

- 79% of Unit entries in 2003 were successfully completed with the academic year.
- 13% of entries gained a merit award.
- Entries for Units in Environment Protection/Energy/Cleansing/Security had the highest percentage of merit awards, and Transport Services the lowest.
- Of the group award Graded Units, 68% of entries gained a successful award.

Table HN7

This table gives a breakdown of candidates according to how many HN Units they were entered for in 2003.

- 30% of candidates were entered for 10 or more Units.
- 47% of candidates aged under 20 entered for 10 or more Units, compared with only 17% 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 HN8
Table HN9
Table HN10
Table HN11

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

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

- There were 18,168 HNC entries in 2003, a decrease of 17%. Colleges may have held back processing HNC entries in 2001 which would lead to higher than expected entry figures in 2002. Given this, the percentage decrease seen this year may be inflated.
- 93% of HNC entries were from FE colleges.
- There were 12,522 HNC awards in 2003, a decrease of 21%. This decrease came solely from the FE sector.
- HNC entries were split: 56% female candidates, 44% male candidates.
- 30% of candidates who entered in 2003 were aged under 20, 33% were in their 20s, and 36% were aged 30 and over.
- The largest number of entries within this age/gender split was from female candidates over 30.
- HNC awards were split: 60% female candidates, 40% male candidates.
- The largest number of awards was from candidates over 30 (44%).
- The three HNCs with the highest numbers of entries were: HNC Child Care and Education; HNC Social Care; and HNC Administration and Information Management. These qualifications were principally entered for by female candidates.

- The three HNCs with the highest numbers of awards were also: HNC Child Care and Education; HNC Social Care; and HNC Administration and Information Management. The number of awards from these three qualifications alone makes up 26% of the overall HNC awards.

Table HN12
Table HN13
Table HN14
Table HN15

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

- There were 12,727 HND entries in 2003, an increase of 7% on 2002.
- 93% of HND entries were from FE colleges.
- There were 6,409 HND awards in 2003, a decrease of 16%. This decrease came solely from the FE college sector.
- HND entries were split: 48% female candidates, 52% male candidates.
- 42% of candidates who entered in 2003 were aged under 20, 40% were in their 20s, and 18% were aged 30 and over.
- The largest number of entries within this age/gender split was from female candidates under 20.
- HND awards were split: 52% female candidates, 48% male candidates.
- The largest number of awards were from candidates aged between 20 and 24 (45%).
- The three HNDs with the highest numbers of entries were: HND Business Administration; HND Accounting; and HND Sports Coaching with Sports Development.
- The three HNDs with the highest numbers of awards were: HND Business Administration; HND Accounting; and HND Beauty Therapy. All awards from Beauty Therapy were from female candidates.

Table HN16
Table HN17
Table HN18

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

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

- Overall, candidates entered for 2,178 PDAs in 2003, an increase of 6%. The increase in entries came from the Certificate and Advanced Certificate qualification levels. Entries at both PDA Diploma and Advanced Diploma levels dropped.
- 1,486 awards were made, a slight decrease on 2002. Decreases in entries at qualification level were from Advanced Certificates and Advanced Diplomas.
- Entries and awards for PDAs mainly came from FE colleges (95% of both entries and awards).
- 59% of PDA entries were from male candidates, 41% from female candidates.
- 56% of PDA awards were from male candidates, 44% from female candidates.
- The most popular PDA was the Advanced Certificate in Carpentry and Joinery, which accounted for 15% of all PDA entries and 14% of all PDA awards.

Symbols used in the tables

The following symbols are used in the tables.

-	=	not applicable
0%	=	less than 0.5%

Notation used in the tables

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

TABLE HN1: TREND IN HIGHER NATIONAL UNIT ENTRIES AND AWARDS, 2001 TO 2003

ENTRIES

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	311,397	351,828	343,038	-2%
Other	12,823	34,082	34,374	1%
Total	324,220	385,910	377,412	-2%

AWARDS

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	303,842	403,780	309,022	-23%
Other	14,720	21,108	36,309	72%
Total	318,562	424,888	345,331	-19%
% of awards with merit				
FE college	19%	18%	17%	
Other	19%	21%	20%	
Total	19%	19%	17%	

TABLE HN2: TREND IN HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, 2001 TO 2003

ENTRIES BY SUPERCLASS

SUPERCLASS	2001	2002	2003	PERCENT CHANGE 2002/2003
A Business/Management/Office Studies	40,570	45,642	42,742	-6%
B Sales Marketing and Distribution	11,251	12,934	12,339	-5%
C Information Technology and Information	57,938	66,455	66,267	0%
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	1,643	1,966	2,094	7%
E Politics/Economics/Law/Social Science	20,473	22,459	21,071	-6%
F Area Studies/Cultural Studies/Languages/Literature	2,625	2,450	2,160	-12%
G Education/Training/Teaching	6,390	8,460	7,967	-6%
H Family Care/Personal Development/ Personal Care and Appearance	12,978	17,549	17,016	-3%
J Arts and Crafts	11,120	14,503	13,444	-7%
K Authorship/Photography/Publishing/Media	30,350	37,977	35,981	-5%
L Performing Arts	5,464	8,243	8,720	6%
M Sports Games and Recreation	6,848	8,540	8,409	-2%
N Catering/Food Services/Leisure Services/Tourism	11,606	12,194	11,347	-7%
P Health Care/Medicine/Health and Safety	26,178	35,903	35,489	-1%
Q Environment Protection/Energy/Cleansing/Security	1,808	1,356	904	-33%
R Sciences and Mathematics	22,330	26,142	25,096	-4%
S Agriculture Horticulture and Animal Care	4,319	4,754	4,339	-9%
T Construction and Property (Built Environment)	11,298	14,861	16,234	9%
V Services to Industry	10,556	11,719	11,111	-5%
W Manufacturing/Production Work	5,472	6,417	6,084	-5%
X Engineering	19,195	22,496	21,236	-6%
Y Oil/Mining/Plastics/Chemicals	1,208	1,319	1,205	-9%
Z Transport Services	1,999	1,210	1,793	48%
Unknown (unable to classify) or HN–Uia (Group Award Graded Units)	601	361	4,364	1109%
All Superclasses	324,220	385,910	377,412	-2%

TABLE HN3a: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2003

ENTRIES BY AGE AND GENDER, FURTHER EDUCATION CANDIDATES

	<20	20–24	25–29	30+	TOTAL
Male	61,969	49,701	17,901	37,447	167,018
Female	62,462	39,844	17,633	56,081	176,020
Total	124,431	89,545	35,534	93,528	343,038
– as percentages	36%	26%	10%	27%	100%

TABLE HN3b: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2003

ENTRIES BY AGE AND GENDER, ALL CENTRES

	<20	20–24	25–29	30+	TOTAL
Male	67,840	57,299	20,065	41,653	186,857
Female	66,619	43,014	19,090	61,832	190,555
Total	134,459	100,313	39,155	103,485	377,412
– as percentages	36%	27%	10%	27%	100%

TABLE HN3c: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2003

CANDIDATES BY AGE AND GENDER, ALL CENTRES

	<20	20–24	25–29	30+	TOTAL
Male	8,179	8,114	3,080	8,238	27,611
Female	7,829	6,434	3,394	12,346	30,003
Total	16,008	14,548	6,474	20,584	57,614
– as percentages	28%	25%	11%	36%	100%

TABLE HN3d: HIGHER NATIONAL UNIT ENTRIES AND CANDIDATES, 2003

ENTRIES PER CANDIDATE BY AGE AND GENDER, ALL CENTRES

	<20	20–24	25–29	30+	TOTAL
Male	8.3	7.1	6.5	5.1	6.8
Female	8.5	6.7	5.6	5.0	6.4
Total	8.4	6.9	6.0	5.0	6.6

TABLE HN4: HIGHER NATIONAL UNIT ENTRIES BY SUPERCLASS, AGE AND GENDER, 2003

BY SUPERCLASS, AGE AND GENDER, PERCENTAGES

SUPERCLASS	ALL ENTRIES	MALE ENTRIES	FEMALE ENTRIES	AGE GROUP <20	20–24	25–29	30+
A Business/Management/Office Studies	42,742	33	67	32	25	11	32
B Sales Marketing and Distribution	12,339	32	68	47	31	7	15
C Information Technology and Information	66,267	64	36	31	25	12	32
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,094	29	71	40	24	9	27
E Politics/Economics/Law/Social Science	21,071	35	65	39	24	10	27
F Area Studies/Cultural Studies/ Languages/Literature	2,160	28	72	40	25	10	24
G Education/Training/Teaching	7,967	13	87	30	17	9	44
H Family Care/Personal Development/ Personal Care and Appearance	17,016	14	86	33	26	10	31
J Arts and Crafts	13,444	39	61	41	28	8	23
K Authorship/Photography/Publishing/Media	35,981	56	44	38	32	10	20
L Performing Arts	8,720	44	56	53	31	8	9
M Sports Games and Recreation	8,409	68	32	58	27	7	8
N Catering/Food Services/Leisure Services/Tourism	11,347	30	70	46	26	9	19
P Health Care/Medicine/Health and Safety	35,489	21	79	22	17	11	51
Q Environment Protection/Energy/ Cleansing/Security	904	61	39	26	20	14	40
R Sciences and Mathematics	25,096	53	47	40	27	11	22
S Agriculture Horticulture and Animal Care	4,339	43	57	35	26	14	25
T Construction and Property (Built Environment)	16,234	80	20	35	34	9	22
V Services to Industry	11,111	87	13	40	31	10	20
W Manufacturing/Production Work	6,084	83	17	49	30	7	14
X Engineering	21,236	95	5	33	33	12	22
Y Oil/Mining/Plastics/Chemicals	1,205	95	5	37	36	14	14
Z Transport Services	1,793	70	30	40	33	13	14
Unknown (unable to classify) or HN-Uia (Group Award Graded Units)	4,364	73	27	39	25	14	22
All Superclasses	377,412	186,857	190,555	134,459	100,313	39,155	103,485
– as percentages	100%	50%	50%	36%	27%	10%	27%

TABLE HN5a: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 UNITS, ALL CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	9,278
Information Technology Applications 1	7,613
Using Information Technology in Business: Spreadsheet and Word Processing Applications	3,424
An Introduction to Financial Accounting Statements	3,064
Developing Personal Effectiveness in a Care Setting	3,030
Developing Personal Effectiveness	2,921
Micro-Economic Environment	2,894
Using Information Technology in Business: Database and Word Processing Applications	2,786
Workplace Experience	2,724
Business Statistics 1	2,618
Macro-Economic Environment	2,452
Using Financial Accounting Statements	2,329
Working with People and Teams	2,325
Computer Architecture	2,323
Fundamentals of Quality Assurance	2,132
Using Financial Accounting Software	2,106
Child Protection	2,081
Law for Business	2,079
Structure of Business Organisations	2,048
Engineering Project	2,003
Introducing the Internet	1,991
Multi User Operating Systems	1,983
Information Technology Applications 2	1,879
Introduction to Marketing	1,837
Psychological and Sociological Perspectives on Human Development and Behaviour	1,687
Customer Care	1,678
Systems Development: Introduction	1,590
Approaches to Dealing with Challenging Behaviour	1,555
Social Care Theory and Practice	1,548
Curriculum Approaches in Child Care and Education	1,525
Assessment Approaches in Child Care and Education	1,492
How Children Develop and Learn	1,490
Understanding Health and Safety in a Care Setting	1,486
Workplace Practice Experience in a Child Care and Education Setting	1,466
Provision of Special Services for Children	1,463
Family Issues in Child Care and Education	1,457
Mathematics for Engineering	1,448
Presenting Business Information	1,420
Stand Alone Computer System Support	1,412
Health and Safety: Workplace Experience in a Care Setting	1,410
Office Administration	1,379
Computer Operating Systems	1,347
Preparing Financial Forecasts	1,333
Information Technology: Applications Software 1	1,313
Workplace Practice and Skills in a Social Care Setting	1,282
Project Management	1,275
Body Treatments: Manual	1,244
Introduction to Financial Accounting	1,243
Publishing on the Internet	1,206
Using Desktop Publishing in Business	1,205
All HN Unit entries	377,412

TABLE HN5b: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 UNITS, MALE CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	4,927
Information Technology Applications 1	4,643
Fundamentals of Quality Assurance	2,021
Engineering Project	1,931
Computer Architecture	1,893
Multi User Operating Systems	1,601
Mathematics for Engineering	1,387
Information Technology Applications 2	1,343
Systems Development: Introduction	1,212
Computer Operating Systems	1,122
Information Technology: Applications Software 1	1,083
Workplace Experience	1,055
Stand Alone Computer System Support	1,048
Introducing the Internet	1,034
Computer Aided Draughting	1,025
Project Management	1,011
Software Development: Program Planning	978
Communication: Practical Skills	967
Computing: Integrative Assessment 2	912
Single Phase AC Networks	906
Micro–Economic Environment	902
Computing: Integrative Assessment 1	872
Hardware Installation and Maintenance	847
Materials Selection and Testing	834
Introductory Mathematics for Engineering	806
Publishing on the Internet	804
Using Information Technology in Business: Spreadsheet and Word Processing Applications	796
Electronic Construction Skills	790
Application of Programmable Logic Controllers	776
Mechanical Engineering Principles: Statics and Dynamics	773
Construction Technology 2: Substructure and Remedial Works	769
Information Systems and Services	766
An Introduction to Financial Accounting Statements	754
Macro–Economic Environment	740
Engineering Business Studies	727
Design Drawing and Communication for Engineers	697
Combinational Logic	681
Network Technology	679
Sports Injuries: Prevention and Rehabilitation Principles	657
Construction Technology 3: Industrial/Commercial Superstructure	643
Software Development Life Cycle	634
Fitness Testing and Assessment	633
Working with People and Teams	622
Software Development: Event Driven Programming	621
Software Development: Event-driven Language	612
Business Statistics 1	605
Circuit and Resistance Training	605
Providing Support to Users	602
Structure of Business Organisations	599
Developing Personal Effectiveness	596
All male entries	186,857

TABLE HN5c: HIGHER NATIONAL UNIT ENTRIES BY GENDER AND TITLE, 2003

TOP 50 UNITS, FEMALE CANDIDATES

TITLE	ENTRIES
Communication: Presenting Complex Communication for Vocational Purposes	4,351
Information Technology Applications 1	2,970
Developing Personal Effectiveness in a Care Setting	2,668
Using Information Technology in Business: Spreadsheet and Word Processing Applications	2,628
Developing Personal Effectiveness	2,325
An Introduction to Financial Accounting Statements	2,310
Using Information Technology in Business: Database and Word Processing Applications	2,273
Business Statistics 1	2,013
Micro–Economic Environment	1,992
Child Protection	1,930
Using Financial Accounting Statements	1,762
Macro–Economic Environment	1,712
Working with People and Teams	1,703
Workplace Experience	1,669
Using Financial Accounting Software	1,579
Law for Business	1,529
Curriculum Approaches in Child Care and Education	1,498
Assessment Approaches in Child Care and Education	1,463
How Children Develop and Learn	1,459
Structure of Business Organisations	1,449
Workplace Practice Experience in a Child Care and Education Setting	1,442
Provision of Special Services for Children	1,432
Family Issues in Child Care and Education	1,429
Psychological and Sociological Perspectives on Human Development and Behaviour	1,327
Introduction to Marketing	1,282
Presenting Business Information	1,281
Office Administration	1,253
Approaches to Dealing with Challenging Behaviour	1,238
Customer Care	1,232
Social Care Theory and Practice	1,208
Understanding Health and Safety in a Care Setting	1,193
Health and Safety: Workplace Experience in a Care Setting	1,144
Body Treatments: Manual	1,099
Anatomy and Physiology of the Human Body	1,049
Preparing Financial Forecasts	1,038
Workplace Practice and Skills in a Social Care Setting	1,026
Introducing the Internet	957
Using Desktop Publishing in Business	937
Introduction to Financial Accounting	908
Business Statistics 2	821
Fundamental Cost Accounting Techniques	811
Managing Change	796
Business Information Management	789
Preparation and Analysis of Final Accounts	773
Using Management Accounting Software	771
Fundamental Management Accounting Techniques	767
Client Psychology and Communication	743
Hand and Foot Treatments	716
Facial Treatments: Manual	714
Safe and Hygenic Salon Practices	697
All female entries	190,555

TABLE HN6: HIGHER NATIONAL UNIT ENTRIES AND RESULTS BY SUPERCLASS, 2003

RESULTS BY SUPERCLASS, ALL CANDIDATES, PERCENTAGES

SUPERCLASS	ALL ENTRIES	MERIT	PASS	FAIL	DEFERRED	NOT YET KNOWN
A Business/Management/Office Studies	42,742	16	64	8	0	13
B Sales Marketing and Distribution	12,339	16	65	7	0	12
C Information Technology and Information	66,267	13	66	9	0	12
D Humanities (History/Archaeology/ Religious Studies/Philosophy)	2,094	13	70	9	0	9
E Politics/Economics/Law/Social Science	21,071	15	64	9	0	13
F Area Studies/Cultural Studies/Languages/ Literature	2,160	18	61	9	0	11
G Education/Training/Teaching	7,967	10	68	4	0	17
H Family Care/Personal Development/ Personal Care and Appearance	17,016	10	67	5	0	18
J Arts and Crafts	13,444	19	68	7	0	6
K Authorship/Photography/Publishing/Media	35,981	12	68	10	0	10
L Performing Arts	8,720	18	66	11	0	5
M Sports Games and Recreation	8,409	9	68	13	0	10
N Catering/Food Services/Leisure Services/Tourism	11,347	12	66	7	0	15
P Health Care/Medicine/Health and Safety	35,489	7	69	4	0	20
Q Environment Protection/Energy/Cleansing/ Security	904	23	55	3	0	19
R Sciences and Mathematics	25,096	13	63	8	0	16
S Agriculture Horticulture and Animal Care	4,339	14	65	8	0	12
T Construction and Property (Built Environment)	16,234	17	56	6	0	20
V Services to Industry	11,111	13	68	7	0	13
W Manufacturing/Production Work	6,084	11	76	3	0	10
X Engineering	21,236	11	68	8	0	13
Y Oil/Mining/Plastics/Chemicals	1,205	13	69	7	0	11
Z Transport Services	1,793	5	78	5	0	12
Unknown(unable to classify)	59	12	86	2	0	0
All Superclasses	373,107	48,349	246,496	28,670	166	49,426
– as percentages	100%	13%	66%	8%	0%	13%

TABLE HN7: CANDIDATES ENTERED FOR HIGHER NATIONAL UNITS, 2003

CANDIDATES BY NUMBER OF UNITS, AGE AND GENDER

NUMBER OF UNITS	CANDIDATES ALL	MALE	FEMALE	<20	20-24	25-29	30+
1	11,396	5,096	6,300	1,732	2,678	1,453	5,533
2	4,729	2,158	2,571	713	1,121	585	2,310
3	3,551	1,788	1,763	597	757	445	1,752
4	3,551	1,736	1,815	632	853	466	1,600
5	4,119	2,000	2,119	806	978	533	1,802
6	3,539	2,012	1,527	950	884	361	1,344
7	2,159	1,178	981	630	575	242	712
8	3,515	1,309	2,206	1,254	907	347	1,007
9	3,580	1,665	1,915	1,214	1,001	383	982
10–14	15,383	7,256	8,127	6,632	4,140	1,437	3,174
15–19	1,711	1,108	603	719	529	167	296
20+	381	305	76	129	125	55	72
Total candidates	57,614	27,611	30,003	16,008	14,548	6,474	20,584
Total Units	377,412	186,857	190,555	134,459	100,313	39,155	103,485
Units per candidate	6.6	6.8	6.4	8.4	6.9	6.0	5.0

TABLE HN8: TREND IN HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	16,512	20,285	16,942	-16%
Other	290	1,587	1,226	-23%
Total	16,802	21,872	18,168	-17%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	12,550	15,195	11,600	-24%
Other	296	649	922	42%
Total	12,846	15,844	12,522	-21%

TABLE HN9: HIGHER NATIONAL CERTIFICATE ENTRIES AND AWARDS BY AGE AND GENDER, 2003

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	2,539	2,092	910	2,415	7,956
Female	2,952	1,944	1,100	4,216	10,212
Total	5,491	4,036	2,010	6,631	18,168
– as percentages	30%	22%	11%	36%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	922	1,525	620	1,997	5,064
Female	1,594	1,476	864	3,524	7,458
Total	2,516	3,001	1,484	5,521	12,522
– as percentages	20%	24%	12%	44%	100%

TABLE HN10: HIGHER NATIONAL CERTIFICATE ENTRIES, 2003

TOP 50 HNCs

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Child Care and Education	1,609	2	98
Social Care	1,457	20	80
Administration and Information Management	1,264	7	93
Business Administration	1,109	30	70
Accounting	872	25	75
Computing	827	77	23
Social Sciences	492	27	73
Health Care	451	10	90
Engineering: Electronics	401	95	5
Engineering: Mechanical	348	97	3
Social Care (Incorporating SVQ at level 3)	329	28	72
Engineering: Electrical	327	95	5
Management	304	44	56
Engineering: Mechatronics	289	96	4
Sports Coaching with Sports Development	262	77	23
Beauty Therapy	250	0	100
Acting and Performance	228	33	67
Multimedia Computing	227	75	25
Multimedia Computing with Web Development	225	80	20
Fitness, Health and Exercise	214	54	46
Legal Services	210	22	78
Construction	207	87	13
Music and Audio Technology	180	92	8
Computer Aided Draughting and Design	155	87	13
Travel	135	14	86
Art and Design	135	24	76
Hairdressing and Salon Organisation	131	2	98
Hospitality Operations	126	28	72
Engineering: Fabrication Welding and NDT	125	98	2
Engineering	124	95	5
Golf Course Management	120	99	1
Construction Management	119	91	9
Construction Practice	117	99	1
Civil Engineering	115	91	9
Animal Care	110	10	90
Biomedical Sciences	103	26	74
Supporting Learning Needs	101	8	92
Working with Communities	97	37	63
Engineering: Aeronautical	97	98	2
Counselling	94	17	83
Tourism	93	18	82
Computer and Network Support	91	92	8
Engineering: Practice	87	100	0
Complementary Therapies	86	5	95
Professional Cookery	85	59	41
Radio Broadcasting	83	58	42
Business Information Systems	80	58	43
Housing	75	25	75
Information Technology for Business	74	62	38
Music Industry Management	73	67	33
Total HNC entries	18,168	44	56

TABLE HN11: HIGHER NATIONAL CERTIFICATE AWARDS, 2003

TOP 50 HNCs

GROUP AWARD TITLE	AWARDS	PERCENT MALE	PERCENT FEMALE
Child Care and Education	1,265	1	99
Social Care	1,206	19	81
Administration and Information Management	833	5	95
Computing	702	71	29
Business Administration	673	23	77
Accounting	497	21	79
Health Care	300	9	91
Engineering: Electronics	287	92	8
Social Sciences	278	27	73
Acting and Performance	254	36	64
Engineering: Mechanical	251	96	4
Beauty Therapy	223	0	100
Engineering: Electrical	221	98	2
Management	199	55	45
Engineering: Mechatronics	179	96	4
Sports Coaching with Sports Development	161	71	29
Computer and Network Support	156	85	15
Social Care (Incorporating SVQ at level 3)	134	22	78
Hairdressing and Salon Organisation	133	3	97
Counselling	123	15	85
Construction	118	85	15
Travel	114	18	82
Computer Aided Draughting and Design	111	89	11
Fitness, Health and Exercise	109	51	49
Legal Services	107	21	79
Engineering: Practice	100	100	0
Civil Engineering	92	88	12
Music and Audio Technology	87	93	7
Art and Design	86	20	80
Hospitality Operations	84	25	75
Multimedia Computing with Web Development	81	78	22
Supporting Learning Needs	80	5	95
Housing	79	19	81
Animal Care	78	8	92
Engineering	73	97	3
Engineering: Fabrication Welding and NDT	70	99	1
Communication	66	29	71
Tourism	62	15	85
Complementary Therapies	62	2	98
Multimedia Computing	59	68	32
Biomedical Sciences	57	14	86
Production and Technical Theatre	55	25	75
Information Technology for Business	55	38	62
Professional Cookery	54	57	43
Construction Practice	53	100	0
Radio Broadcasting	52	56	44
Network Support	51	82	18
Advertising and Public Relations	50	24	76
Engineering: Manufacturing Systems	49	94	6
Construction Management	47	94	6
Total HNC awards	12,522	40	60

TABLE HN12: TREND IN HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	11,209	10,995	11,884	8%
Other	665	862	843	-2%
Total	11,874	11,857	12,727	7%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	6,188	7,280	5,858	-20%
Other	375	326	551	69%
Total	6,563	7,606	6,409	-16%

TABLE HN13: HIGHER NATIONAL DIPLOMA ENTRIES AND AWARDS BY AGE AND GENDER, 2003

ENTRIES BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	2,626	2,224	680	1,047	6,577
Female	2,770	1,586	562	1,232	6,150
Total	5,396	3,810	1,242	2,279	12,727
– as percentages	42%	30%	10%	18%	100%

AWARDS BY AGE AND GENDER

	<20	20-24	25-29	30+	TOTAL
Male	454	1,524	403	727	3,108
Female	570	1,378	371	982	3,301
Total	1,024	2,902	774	1,709	6,409
– as percentages	16%	45%	12%	27%	100%

TABLE HN14: HIGHER NATIONAL DIPLOMA ENTRIES, 2003

TOP 50 HNDs

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Business Administration	738	40	60
Accounting	653	36	64
Sports Coaching with Sports Development	618	76	24
Beauty Therapy	535	1	99
Administration and Information Management	494	8	92
Computing: Support	475	84	16
Computing: Software Development	375	80	20
Social Sciences	361	28	72
Travel with Tourism	331	13	87
Engineering: Mechanical	294	97	3
Fitness Health and Exercise	282	61	39
Hospitality Management	272	34	66
Interior Design	240	16	84
Television Operations and Production	232	74	26
Architectural Technology	227	86	14
Music and Audio Technology	203	93	7
Legal Services	192	26	74
Engineering: Electronics	182	99	1
Advertising and Public Relations	171	33	67
Multimedia Computing with Web Development	165	79	21
Acting and Performance	158	42	58
Sports Therapy	157	41	59
Communication	148	38	62
Multimedia Computing	147	73	27
Tourism	145	29	71
Graphic Design	144	53	47
Retail Management	139	40	60
Marketing	138	46	54
Multimedia Design and Production	131	77	23
Computer and Network Support and Administration	126	93	7
Professional Photography and Imaging	125	46	54
Engineering	114	96	4
Music: Performance and Promotion	113	84	16
Make-Up Artistry	108	1	99
Quantity Surveying	80	83	18
Animal Care and Management	79	5	95
Electronics with Music Technology	78	91	9
Inter-Networking	74	84	16
Biomedical Sciences	74	20	80
Audio Engineering	73	90	10
Photography	67	49	51
Computer Graphic Design and Production	64	66	34
Leisure Management	63	62	38
Complementary Therapies	61	0	100
Musical Theatre	59	19	81
Photography and Digital Imaging	58	50	50
Civil Engineering	56	96	4
Computing: Information Technology	48	88	13
Practical Journalism	48	58	42
Stitched Textiles and Fashion Design	48	2	98
Total HND entries	12,727	52	48

TABLE HN15: HIGHER NATIONAL DIPLOMA AWARDS, 2003

TOP 50 HNDs

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Business Administration	408	24	76
Accounting	348	31	69
Beauty Therapy	338	0	100
Administration and Information Management	293	9	91
Computing: Support	287	75	25
Computing: Software Development	272	70	30
Sports Coaching with Sports Development	222	72	28
Social Sciences	200	22	78
Engineering: Electronics	130	98	2
Hospitality Management	127	36	64
Travel with Tourism	127	12	88
Acting and Performance	121	31	69
Communication	121	38	62
Music and Audio Technology	116	84	16
Engineering: Mechanical	112	98	2
Fitness Health and Exercise	107	53	47
Television Operations and Production	88	76	24
Graphic Design	87	68	32
Computer and Network Support and Administration	73	93	7
Multimedia Computing	69	62	38
Sports Therapy	65	48	52
Engineering	60	100	0
Computer Graphic Design and Production	58	64	36
Engineering: Marine	56	98	2
Tourism	55	15	85
Architectural Technology	54	85	15
Retail Management	54	37	63
Legal Services	52	15	85
Engineering: Mechatronics	51	94	6
Graphic Design for Print and New Media	50	46	54
Audio Engineering	48	92	8
Multimedia Computing with Web Development	48	65	35
Civil Engineering	47	98	2
Interior Design	46	24	76
Animal Care and Management	45	2	98
Business Information Technology	44	39	61
Professional Photography and Imaging	43	53	47
Advertising and Public Relations	42	26	74
Supporting Special Learning Needs	41	7	93
Engineering: Aeronautical	40	93	8
Make-Up Artistry	40	0	100
Graphic and Digital Design	38	39	61
Leisure Management	37	54	46
Electronics with Music Technology	34	97	3
Illustration with Design	33	55	45
Stitched Textiles and Fashion Design	32	3	97
Multimedia Design and Production	29	76	24
Culinary Arts with Management	29	34	66
Computing: Information Technology	29	79	21
Business Information Systems	28	54	46
Total HND awards	6,409	48	52

TABLE HN16: TREND IN PROFESSIONAL DEVELOPMENT AWARDS (PDA), ENTRIES AND AWARDS, 2001 TO 2003

ENTRIES BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
Certificate	FE college	197	456	629	38%
	Other	12	22	40	82%
Total		209	478	669	40%
Advanced Certificate	FE college	1083	975	1,079	11%
	Other	0	52	57	–
Total		1,083	1,027	1,136	11%
Diploma	FE college	199	329	216	-34%
	Other	2	21	6	-71%
Total		201	350	222	-37%
Advanced Diploma	FE college	187	191	151	-21%
	Other	0	0	0	–
Total		187	191	151	-21%
All HN PDAs		1,680	2,046	2,178	6%

AWARDS BY CENTRE TYPE AND QUALIFICATION

QUALIFICATION	CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
Certificate	FE college	173	247	408	65%
	Other	3	17	25	47%
Total		176	264	433	64%
Advanced Certificate	FE college	770	858	664	-23%
	Other	0	17	46	171%
Total		770	875	710	-19%
Diploma	FE college	197	191	216	13%
	Other	5	14	0	-100%
Total		202	205	216	5%
Advanced Diploma	FE college	126	162	127	-22%
	Other	0	0	0	–
Total		126	162	127	-22%
All HN PDAs		1,274	1,506	1,486	-1%

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2003

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Introduction to Teaching in Further Education	212	39	61
Childcare and Education	167	0	100
Book-keeping	126	21	79
Motor Vehicle Body Repair and Refinishing	43	98	2
Motor Vehicle Systems Diagnostics	39	92	8
Language and Information Technology for Work	27	26	74
Care Support Practice	21	24	76
Office Applications (Microsoft Office)	13	38	62
Garden Centre Operations	6	100	0
Sports Groundstaff: Football	4	100	0
Conveyancing	4	0	100
Elected Members of Local Authorities	3	100	0
Executry Management and Accounting	2	0	100
Debt Recovery	1	0	100
Legal Studies	1	0	100
All HN PDA Certificate entries	669	33	67
Carpentry and Joinery	322	99	1
Teaching in Further Education	135	33	67
Painting and Decorating	101	98	2
Engineering Practice: Manufacture and Engineering Support	96	99	1
Networking (Microsoft Windows 2000)	92	84	16
Construction Practice	59	98	2
Brickwork	54	98	2
Supervising and Managing Personal Social Services	40	10	90
Engineering Practice: Fabrication and Welding	36	97	3
Technology for Administrators	27	0	100
Massage	26	4	96
Health Care Leadership and Management	16	19	81
Web Development for e-Commerce	15	67	33
Aromatherapy	15	0	100
Reflexology	15	7	93
Plasterwork	15	100	0
Personal Computer Installation and Maintenance	15	93	7
Golf Facility Management	13	31	69
Machine Woodworking	12	100	0
Engineering Practice: Electromechanical	10	100	0
Roof Slating, Tiling and Cement Work	9	100	0
Web Development for e–Commerce (Microsoft Visual Basic)	7	57	43
International Golf Course Management	4	100	0
Medical Administration	2	0	100
All HN PDA Advanced Certificate entries	1,136	77	23
Management	118	59	41
Counselling	40	23	78
Teaching in Further Education	34	32	68
Computing	9	67	33
Systems Analysis and Design	9	67	33

TABLE HN17: PROFESSIONAL DEVELOPMENT AWARD (PDA) ENTRIES, 2003 (CONTINUED)

ALL HN PDA ENTRIES

COURSE TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Television and Multimedia	6	67	33
Employment Specialists Working with Blind and Partially Sighted People	3	33	67
Continuing Special Education and Training Needs	2	0	100
Horticultural Therapy	1	100	0
All HN PDA Diploma entries	222	49	51
Music Industry Management and Marketing	37	59	41
Graphic Design	36	50	50
Illustrative Photography	22	50	50
Design: Graphic	15	67	33
Interactive Graphic Design	15	67	33
Spatial and Interior Architectural Design	14	29	71
Creative Arts	11	18	82
Computing	1	100	0
All HN PDA Advanced Diploma entries	151	52	48
All HN PDA entries	2,178	59	41

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2003

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT MALE	PERCENT FEMALE
Book-keeping	126	21	79
Introduction to Teaching in Further Education	116	34	66
Childcare and Education	113	0	100
Language and Information Technology for Work	21	14	86
Motor Vehicle Systems Diagnostics	15	100	0
Care Support Practice	12	25	75
Motor Vehicle Body Repair and Refinishing	12	92	8
Garden Centre Operations	4	100	0
Conveyancing	4	0	100
Elected Members of Local Authorities	3	33	67
Legal Studies	2	0	100
Executry Management and Accounting	2	0	100
Communication Skills for Public Relations	1	100	0
Debt Recovery	1	0	100
Voluntary Sector Management	1	0	100
All HN PDA Certificate awards	433	24	76
Carpentry and Joinery	201	100	0
Painting and Decorating	80	98	3
Engineering Practice: Manufacture and Engineering Support	68	99	1
Engineering Practice: Fabrication and Welding	44	98	2
Networking (Microsoft Windows 2000)	40	78	23
Teaching in Further Education	39	28	72
Brickwork	38	97	3
Supervising and Managing Personal Social Services	31	26	74
Construction Practice	28	100	0
Health Care Leadership and Management	19	21	79
Golf Facility Management	19	37	63
Technology for Administrators	15	0	100
Quality	15	100	0
Personal Computer Installation and Maintenance	15	93	7
Massage	12	8	92
Web Development for e–Commerce	9	67	33
Reflexology	7	14	86
Aromatherapy	6	0	100
Plasterwork	6	100	0
Engineering Practice: Electromechanical	6	83	17
International Golf Course Management	4	75	25
Machine Woodworking	3	100	0
Art and Design	2	0	100
Stonemasonry	2	100	0
Roof Slating Tiling and Cement Work	1	100	0
All HN PDA Advanced Certificate awards	710	80	20
Management	111	60	40
Counselling	56	18	82
Systems Analysis and Design	14	57	43

TABLE HN18: PROFESSIONAL DEVELOPMENT AWARD (PDA) AWARDS, 2003 (CONTINUED)

ALL HN PDA AWARDS

COURSE TITLE	AWARDS	PERCENT MALE	PERCENT FEMALE
Computing	11	45	55
Television and Multimedia	11	36	64
Teaching in Further Education	5	0	100
Continuing Special Education and Training Needs	3	0	100
Employment Specialists Working with Blind and Partially Sighted People	3	33	67
Horticultural Therapy	1	100	0
Information Technology	1	0	100
All HN PDA Diploma awards	216	44	56
Music Industry Management and Marketing	37	43	57
Graphic Design	27	52	48
Interactive Graphic Design	20	75	25
Illustrative Photography	15	47	53
Spatial and Interior Architectural Design	8	25	75
Art and Design	7	0	100
Creative Arts	7	0	100
Computing	5	40	60
Music and Audio Technology	1	100	0
All HN PDA Advanced Diploma awards	127	45	55
All HN PDA awards	1,486	56	44

SCOTTISH VOCATIONAL QUALIFICATIONS

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

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

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. In 2003, 99% of SVQ entries were by SQA alone or in partnership with another awarding body. SVQs can fall into any of the three categories: 'SQA', 'SQA and partner', or 'accreditation only'. However SVQs can also gain entries from a mixture of the above, as is the case with some of the SVQs listed in Tables VQ5 and VQ6.

Reporting for Scottish Vocational Qualifications is as follows:

- 'Entries' are the entries processed within a year (eg 1/8/02–31/7/03), ie the first time SQA obtains information about a candidate's entry into a particular qualification from the centre.
- 'Awards' are awards certificated within a year (eg 1/8/02–31/7/03), ie the certificate is actually awarded within that time period.

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

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

Table VQ1
Table VQ2
Table VQ3

Tables VQ1 to VQ3 show SVQ entries and awards, by centre type and level of qualification.

- There were 39,816 SVQ entries in 2003, a decrease of 11% on last year. Colleges may have held back processing entries in 2001 which would lead to higher than expected entry figures in 2002. Given this, the percentage decrease seen this year may be inflated.
- 58% of entries were from 'Other' centre types, these include higher education institutions, HM Prisons, and Public/Private Training Providers.
- There were 21,519 SVQ awards in 2003, a decrease of 31% on the previous year. This decrease is due in part to a drop in awards of 'accreditation only' SVQs.
- Overall, 51% of SVQ entries (53% of awards) were at level 2, with a further 42% of entries (39% of awards) at level 3.

Table VQ4

This table provides an age breakdown of entries by level of qualification.

- 39% of entries in 2003 were aged under 20, with 27% in their 20s, 16% in their 30s and 18% aged 40 and over.
- Level 1, level 2, and level 3 SVQ entries came mainly from candidates under 30, 67% of candidates at each level. Candidates sitting level 4 and level 5 SVQs, however, were mainly from the over 30 age group, 84% at level 4 and 100% at level 5.

Table VQ5
Table VQ6

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.

- 52% of SVQ entries were from male candidates, 48% from female candidates.
- Customer Service level 3 was the SVQ with most entries. Uptake in this course mainly came from female candidates (67% female, 33% male).
- Care level 2 and Administration level 3 were the second and third most popular courses entered, again both of these were mainly taken by female candidates.
- In 17 of the top 50 SVQ entry titles, over 90% of entries were male – mainly in construction and engineering-based courses.
- In 6 of the top 50 SVQ entry titles, over 90% of entries were female – mainly in beauty and care courses.
- 51% of SVQ awards were to female candidates, 49% to male candidates.
- The top three SVQ awards were in Customer Service level 3, Administration level 2, and Care level 2.

Table VQ7
Table VQ8
Table VQ9

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

- Candidates entered for 9,498 Workplace Assessed based PDAs in 2003 and 7,497 awards were made.
- Both entry and award numbers dropped this year.
- 56% of Workplace Assessed based PDA entries were from male candidates, 44% from female candidates.
- 57% of Workplace Assessed based PDA awards were to male candidates, 43% to female candidates.
- The Workplace Assessed based PDA with most entries was the Certificate for Vocational Assessors while the Workplace Assessed based PDA with most awards was the Certificate for Classroom Assistant.

Symbols used in the tables

The following symbols are used in the tables.

-	=	not applicable
0%	=	less than 0.5%

Notation used in the tables

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

TABLE VQ1: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS ENTRIES AND AWARDS BY CENTRE TYPE, 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	13,126	17,795	16,887	-5%
Other	24,737	27,069	22,929	-15%
Total	37,863	44,864	39,816	-11%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	8,041	10,424	8,155	-22%
Other	18,396	20,899	13,364	-36%
Total	26,437	31,323	21,519	-31%

TABLE VQ2: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS ENTRIES BY LEVEL, 2001 TO 2003

ENTRIES BY LEVEL

LEVEL OF QUALIFICATION	2001	2002	2003	PERCENT CHANGE 2002/2003
Level 1	3,498	3,123	1,593	-49%
Level 2	22,900	23,387	20,479	-12%
Level 3	10,699	17,334	16,782	-3%
Level 4	729	977	931	-5%
Level 5	37	43	31	-28%
All levels	37,863	44,864	39,816	-11%

TABLE VQ3: TREND IN SCOTTISH VOCATIONAL QUALIFICATIONS AWARDS BY LEVEL, 2001 TO 2003

ENTRIES BY LEVEL

LEVEL OF QUALIFICATION	2001	2002	2003	PERCENT CHANGE 2002/2003
Level 1	2,384	2,557	1,105	-57%
Level 2	16,416	18,658	11,454	-39%
Level 3	7,124	9,597	8,473	-12%
Level 4	486	481	463	-4%
Level 5	27	30	24	-20%
All levels	26,437	31,323	21,519	-31%

TABLE VQ4: SCOTTISH VOCATIONAL QUALIFICATIONS ENTRIES BY LEVEL AND AGE, 2003

ENTRIES BY LEVEL OF QUALIFICATION AND AGE

LEVEL OF STUDY	TOTAL ENTRIES	AGE GROUP <20	20-24	25-29	30-34	35-39	40-49	50+
1	1,593	823	148	89	97	117	205	114
2	20,479	8,885	3,421	1,375	1,493	1,615	2,372	1,318
3	16,782	5,698	4,152	1,374	1,315	1,388	2,007	848
4	931	4	71	73	128	213	317	125
5	31	0	0	0	3	8	18	2
All levels	39,816	15,410	7,792	2,911	3,036	3,341	4,919	2,407
– as percentages		39%	20%	7%	8%	8%	12%	6%

TABLE VQ5: SCOTTISH VOCATIONAL QUALIFICATIONS ENTRIES, 2003

TOP 50 SVQ ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Customer Service (Level 3)	2,163	33	67
Care (Level 2)	1,962	10	90
Administration (Level 3)	1,597	14	86
Construction and Civil Engineering Services: Construction Operations (Level 2)	1,552	100	0
Administration (Level 2)	1,450	21	79
Promoting Independence (Level 3)	1,275	25	75
Care (Level 3)	1,253	11	89
Hairdressing (Level 2)	1,202	5	95
Construction: Carpentry and Joinery (Level 3)	1,055	99	1
Construction: Carpentry and Joinery (Level 2)	1,044	99	1
Early Years Care and Education (Level 2)	979	2	98
Food Preparation and Cooking (Level 2)	887	63	37
Management (Level 3)	866	42	58
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	856	99	1
Early Years Care and Education (Level 3)	823	1	99
Customer Service (Level 2)	654	40	60
Playwork (Level 2)	568	10	90
Construction: Specialised Plant and Machinery Operations (Level 2)	565	99	1
Mechanical Engineering Services: Plumbing (Level 3)	522	100	0
Call Handling Operations (Level 3)	475	35	65
Beauty Therapy (Level 2)	427	0	100
Performing Manufacturing Operations (Level 2)	426	70	30
Food and Drink Service (Level 2)	421	38	62
Hospitality Supervision (Level 3)	419	45	55
Hospitality Quick Service (Level 2)	402	41	59
Manufacturing Sewn Products (Level 2)	383	10	90
Construction: Painting and Decorating (Level 2)	365	97	3
Construction: Painting and Decorating (Level 3)	337	99	1
Food and Drink Manufacturing Operations (Level 2)	321	74	26
Caring for Children and Young People (Level 3)	317	32	68
Distribution, Warehousing and Storage Operations (Level 2)	317	96	4
Management (Level 4)	313	47	53
Construction and Civil Engineering Services: General Building Operations (Level 2)	310	98	2
Using IT (Level 2)	308	46	54
Construction: Bricklaying (Level 2)	302	99	1
Sport Recreation and Allied Occupations: Coaching Teaching and Instructing (Exercise and Fitness – Gymnasium) (Level 2)	280	53	47
Retail Operations (Level 2)	267	37	63
Construction: Accessing Operations and Rigging (Scaffolding – Construction) (Level 2)	266	100	0
Sport, Recreation and Allied Occupations: Operations and Development (Level 3)	245	98	2
Food Preparation and Cooking, Kitchen and Larder (Level 3)	242	73	27
Hairdressing (Level 3)	237	3	97
Custodial Care (Level 3)	228	79	21
Bar Service (Level 2)	220	50	50
Meat and Poultry Butchery Operations (Level 2)	206	95	5
Construction: Bricklaying (Level 3)	205	99	1
Playwork (Level 3)	196	6	94
Marine Engineering Operations (Engineer Officer of the Watch (MN) over 750 kW) (Level 3)	195	99	1
Food Preparation and Cooking (Level 1)	193	59	41
Public Services (Level 2)	184	100	0
Using IT (Level 3)	180	41	59
All SVQ entries	39,816	52	48

TABLE VQ6: SCOTTISH VOCATIONAL QUALIFICATIONS AWARDS, 2003

TOP 50 SVQ AWARDS

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Customer Service (Level 3)	1,391	31	69
Administration (Level 2)	996	18	82
Care (Level 2)	970	9	91
Administration (Level 3)	934	10	90
Construction and Civil Engineering Services: Construction Operations (Level 2)	768	100	0
Early Years Care and Education (Level 2)	603	1	99
Hairdressing (Level 2)	588	4	96
Promoting Independence (Level 3)	487	20	80
Early Years Care and Education (Level 3)	480	1	99
Construction: Carpentry and Joinery (Level 3)	477	99	1
Food Preparation and Cooking (Level 2)	436	60	40
Construction: Carpentry and Joinery (Level 2)	404	100	0
Customer Service (Level 2)	395	45	55
Care (Level 3)	391	8	92
Management (Level 3)	385	37	63
Manufacturing Sewn Products (Level 2)	383	10	90
Installing and Commissioning Electrical Systems and Equipment (Level 3)	380	100	0
Performing Manufacturing Operations (Level 2)	373	80	20
Using IT (Level 2)	320	48	53
Playwork (Level 2)	305	7	93
Call Handling Operations (Level 3)	285	34	66
Hospitality Quick Service (Level 2)	274	44	56
Food and Drink Service (Level 2)	259	33	67
Mechanical Engineering Services: Plumbing (Level 3)	235	100	0
Retail Operations (Level 2)	232	36	64
Food and Drink Manufacturing Operations (Level 2)	230	63	37
Beauty Therapy (Level 2)	215	0	100
Sport, Recreation and Allied Occupations: Operations and Development (Level 3)	193	96	4
Public Services (Level 2)	174	100	0
Construction: Painting and Decorating (Level 2)	159	98	2
Management (Level 4)	156	53	47
Installing and Commissioning Electrotechnical Systems: Electrician (Level 3)	155	99	1
Sport, Recreation and Allied Occupations: Activity Leadership (Level 2)	145	97	3
Construction: Painting and Decorating (Level 3)	140	99	1
Amenity Horticulture: Sports Turf (Level 2)	131	99	1
Construction: Bricklaying (Level 3)	131	100	0
Construction: Wood Occupations (Level 1)	129	99	1
Providing Financial Services (Banks and Building Societies) (Level 2)	126	33	67
Guidance (Level 3)	125	23	77
Sport Recreation and Allied Occupations: Coaching Teaching and Instructing (Exercise and Fitness – Gymnasium) (Level 2)	121	46	54
Bar Service (Level 2)	118	53	47
Marine Engineering Operations (Engineer Officer of the Watch (MN) over 750 kW) (Level 3)	115	99	1
Caring for Children and Young People (Level 3)	110	33	67
Meat and Poultry Processing and Manufacturing Operations (Level 2)	105	75	25
Construction: Specialised Plant and Machinery Operations (Level 2)	103	98	2
Amenity Horticulture: Sports Turf Maintenance (Level 3)	99	100	0
Construction: Bricklaying (Level 2)	96	98	2
Hairdressing (Level 1)	95	4	96
Sport Recreation and Allied Occupations: Coaching Teaching and Instructing (Exercise and Fitness – to Music) (Level 2)	94	9	91
Distribution and Warehousing Operations (Level 2)	93	94	6
All SVQ awards	21,519	49	51

TABLE VQ7: TREND IN WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARDS (PDA-W), 2001 TO 2003

ENTRIES BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	3,811	5,012	4,328	-14%
Other	4,940	6,482	5,170	-20%
Total	8,751	11,494	9,498	-17%

AWARDS BY CENTRE TYPE

CENTRE TYPE	2001	2002	2003	PERCENT CHANGE 2002/2003
FE college	3,066	3,458	3,339	-3%
Other	5,354	5,730	4,158	-27%
Total	8,420	9,188	7,497	-18%

TABLE VQ8: WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARD (PDA-W) ENTRIES 2003

ALL WORKPLACE ASSESSED BASED PDA ENTRIES

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Certificate for Vocational Assessors	1,707	56	44
Certificate for Classroom Assistant	1,124	2	98
Certificate for Skills Assessors – First Line	788	47	53
Certificate in Support for Learning Assistants	726	2	98
Certificate for Internal Verifiers	574	43	57
Certificate in Excavating in the Highway	487	99	1
Certificate in Excavating Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	455	100	0
Certificate for Skills Assessors – Second Line	453	44	56
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	401	100	0
Certificate in Monitoring Excavation Backfilling and Reinstatement of Construction Layers with Bituminous Materials	344	97	3
Certificate in Monitoring Excavation in the Highway	342	97	3
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	335	97	3
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	324	99	1
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	316	97	3
Certificate in Motor Vehicle Systems	202	97	3
Certificate in Training Practice	199	29	71
Certificate in Introductory Call Centre Skills	197	27	73
Certificate in Learning Centre Operations	82	20	80
Certificate in Call Centre Operations	73	29	71
Certificate in Motor Vehicle Body Repair and Refinishing	66	100	0
Certificate for Skills Trainers and Assessors – First Line	54	48	52
Certificate for Workbased Coaches and Assessors	47	89	11
Certificate in Medical Administration	43	2	98
Certificate in Advice and Guidance: Professional Practice	42	17	83
Certificate in Police Road Traffic Patrol Operations	36	89	11
Certificate in Visitor Attractions Operations	35	34	66
Certificate in Traditional Handcraft Kilt Manufacturing	13	8	92
Certificate in Reinstatement of Concrete Slabs	10	100	0
Certificate in Home Care Practice	4	0	100
Certificate for APL Advisers	4	75	25
Certificate for APL Advisers and Assessors	4	100	0
Certificate for External Verifiers	4	100	0
Certificate for Vocational Trainers and Assessors	4	25	75
Certificate in Monitoring Reinstatement of Concrete Slabs	2	100	0
Certificate in Advice and Guidance: Developing Client Contact	1	100	0
Total entries	9,498	56	44

TABLE VQ9: WORKPLACE ASSESSED BASED PROFESSIONAL DEVELOPMENT AWARD (PDA-W) AWARDS, 2003

ALL WORKPLACE ASSESSED BASED PDA AWARDS

GROUP AWARD TITLE	ENTRIES	PERCENT MALE	PERCENT FEMALE
Certificate for Classroom Assistant	1,085	2	98
Certificate for Vocational Assessors	891	49	51
Certificate in Support for Learning Assistants	653	2	98
Certificate for Skills Assessors – First Line	616	49	51
Certificate in Excavating in the Highway	496	99	1
Certificate in Excavating Backfilling and Reinstatement of Construction Layers with a Cold-Lay Bituminous Surface	455	100	0
Certificate in Reinstatement of Modular Surfaces and Concrete Footways	388	99	1
Certificate in Monitoring Excavation Backfilling and Reinstatement of Construction Layers with Bituminous Materials	346	97	3
Certificate in Monitoring Excavation in the Highway	344	97	3
Certificate in Monitoring Reinstatement of Construction Layers in Bituminous Materials	337	96	4
Certificate in Reinstatement of Construction Layers in Hot-Lay and Cold-Lay Bituminous Materials	331	99	1
Certificate in Monitoring Reinstatement of Modular Surfaces and Concrete Footways	304	97	3
Certificate for Skills Assessors – Second Line	265	38	62
Certificate for Internal Verifiers	246	45	55
Certificate in Introductory Call Centre Skills	150	30	70
Certificate in Training Practice	129	30	70
Certificate in Motor Vehicle Systems	90	96	4
Certificate in Learning Centre Operations	82	16	84
Certificate in Call Centre Operations	74	24	76
Certificate in Police Road Traffic Patrol Operations	52	96	4
Certificate for Workbased Coaches and Assessors	37	70	30
Certificate in Home Care Practice	33	3	97
Certificate in Medical Administration	31	0	100
Certificate for Skills Trainers and Assessors – First Line	30	50	50
Certificate in Visitor Attractions Operations	8	0	100
Certificate in Traditional Handcraft Kilt Manufacturing	7	14	86
Certificate in Reinstatement of Concrete Slabs	3	100	0
Certificate in Motor Vehicle Body Repair and Refinishing	3	100	0
Certificate for APL Advisers	3	67	33
Certificate for Vocational Trainers and Assessors	3	67	33
Certificate for APL Advisers and Assessors	2	50	50
Certificate in Monitoring Reinstatement of Concrete Slabs	2	100	0
Certificate for External Verifiers	1	100	0
Total awards	7,497	57	43

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

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

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

Guide to Assessment and Quality Assurance for Secondary Schools (AA0840/3, September 2003)
Guide to Assessment and Quality Assurance for Colleges of Further Education (AA0841/3, September 2003)
Guide to Assessment and Quality Assurance for Training Providers and Employers (AA0842/4, March 2004)
Guide to Internal Moderation for SQA Centres (AA1453, December 2001)

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

Comparability Study of Scottish Qualifications and GCE Advanced Levels (K0586-K0591, January 1998)

The aims of this comparability study were to provide information about the comparability of Scottish qualifications with the GCE Advanced level, 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 SQA's Customer Contact Centre on 0845 279 1000.

The following websites may prove useful for accessing educational information:

The Scottish Executive – Statistics
www.scotland.gov.uk/topics/?pageid=62

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

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

SCOTTISH QUALIFICATIONS AUTHORITY

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