Course report 2025

National 5 Administration and IT

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report is intended to be constructive and informative, and to promote better understanding. You should read the report with the published assessment documents and marking instructions.

We compiled the statistics in this report before we completed the 2025 appeals process.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2024:   5,183

Number of resulted entries in 2025:   5,352

Statistical information: performance of candidates

Distribution of course awards including minimum mark to achieve each grade

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	1,787	33.4	33.4	84
B	1,406	26.3	59.7	71
C	1,098	20.5	80.2	58
D	671	12.5	92.7	45
No award	390	7.3	100%	Not applicable

We have not applied rounding to these statistics.

You can read the general commentary on grade boundaries in the appendix.

In this report:

- 'most' means greater than or equal to 70%

- 'many' means 50% to 69%

- 'some' means 25% to 49%

- 'a few' means less than 25%

You can find statistical reports on the statistics and information page of our website.

Section 1: comments on the assessment

Question paper

A few candidates attained low marks and a few candidates attained very high marks in this question paper. Some candidates did not submit printouts for all questions. Many candidates did not attempt the labels question. Most candidates attempted all parts of the theory question.

Assignment

Many candidates attained high marks in the assignment, but only a few candidates attained very high marks. The assignment performed as expected, although candidates did not attain high marks in the letter task. Only a few candidates did not hand in printouts for every task, and the tasks omitted were usually the e-mails.

Section 2: comments on candidate

Question paper

Question 1(a) — Database table

Many candidates attained more than half marks in this question. Some candidates were unable to change the date field to medium date, and a few candidates did not attain the keyboarding mark because they did not complete all 3 required edits. A few candidates did not include the correct fields, often the title field was omitted. Therefore, they could not be awarded the print mark or the keyboarding mark as there was no evidence of Claire's title.

Question 1(b) — Database report

Most candidates attained more than half marks for this question. Most candidates inserted the logo in an appropriate place. Most candidates could search on one field, but few could search on 2 fields. Some candidates were unable to sort on 2 fields.

Question 1(c) — Database form

Many candidates attained half marks for this question. Most candidates attained the marks for printing the correct record and the footer mark. Most candidates did not attain the mark for including all the correct fields, as they did not take fields from both tables or they had duplicate fields. Many candidates did not attain the keyboarding mark as they amended the heading so that it did not make sense.

Question 1(d) — Database labels

Most candidates did not attempt this question. A few candidates, who attempted the question, attained more than half of the available marks for this question. Some candidates who attempted the question, were able to search for the correct records and most gained the keyboarding mark. Most candidates did not gain the print mark

because they had incorrect or additional fields in the labels, or the layout of the label was incorrect.

Question 2(a) — March Summary worksheet

Most candidates attained more than half of the available marks for this question. Most candidates were able to insert the correct figures and insert formulae for total picked and total income. A few candidates did not delete the Blackcurrants row, instead they only deleted the figures in the row, or they changed each figure to be 0, this was not awarded a mark. Some candidates did not attain the formula marks for the increased Blueberries price and Average Total Picked.

Question 2(b) — Pie chart

Most candidates attained most marks for this question. Most candidates inserted an appropriate title, which was inserted accurately and capitalised correctly. Many candidates used block capitals for the heading, which is good practice. Many candidates did not insert the labels on the outside edge, instead they inserted labels as a legend, or they included both labels on the outside edge and a legend.

Question 2(c) — Quotation

Many candidates attained more than half of the available marks for this question. Many candidates attained the keyboarding mark and many attained the formatting mark. Some candidates did not format the average figure in question 2(a) to a whole number, and some candidates did not format the currency in the quotation to 2 decimal places. Most candidates used a linked cell in at least one of the formulae in the Total Price column, and many linked all the required cells to attain the marks. Most candidates also attained the formula mark for subtotal.

A few candidates attained the IF statement marks: most candidates calculated a percentage instead of an amount. Many candidates did not include equals and a few candidates truncated the cell. Some candidates did not attain the Processing Fee formula marks because they either did not use cell references, or they did not

understand how to calculate the figure. Across both spreadsheet tasks, a few candidates did not use =SUM correctly, many candidates used =SUM when multiplying or subtracting, or they did not use =SUM to add a range of cells. This is detailed in the Principles of Marking at the beginning of the marking instructions.

Question 3 — Theory

Many candidates attained one mark in the outline question about database features, however some answers were vague. Many candidates attained half of the available marks in the describe and explain questions. Some candidates did not relate their answer explicitly to the organisation, and a few candidates did not give sufficient detail of the security measure.

Assignment

Task 1 — Presentation

Most candidates performed well in this task, with the vast majority attaining most marks. Almost all candidates were able to add a title slide, insert a background or design to all slides, move slides, insert a graphic and print in the correct format. Most candidates inserted the contact details in the correct place.

Some candidates did not attain the layout mark because the second column was not consistently formatted. Some candidates did not attain the embolden mark because the main heading was emboldened, as well as, or instead of, the column headings. Some candidates did not attain the footer mark because they included the footer on the first slide, or they did not include both the dates and the logo in the footer.

Many candidates did not attain the slide numbers mark because it was not on the first slide. Many candidates did not attain the keyboarding mark because the date format used in either the title slide or the footer was not consistent with the date format used in the slide text, there were keyboarding errors in the title slide, or the year was omitted from the date.

Task 2 — E-ticket

Most candidates attained at least half the available marks for this task. Most candidates used various fonts, formatting and inserted the QR code.

Some candidates did not include the essential information. Some candidates did not realise that the e-ticket was for one event only, and included the range of dates, instead of the date of the Family Fun Day only, therefore they were not awarded the keyboarding mark. Many candidates printed an e-ticket that was landscape, instead of portrait.

Task 3 — Booking Form

Most candidates attained over half the available marks in this task. Most candidates were able to embolden the correct word, insert a page border, insert a new row, insert the logo in the correct location and resize the sentence.

Many candidates inserted days, dates and times, in the date of event column. This was accepted as long as the keyboarding was accurate. Some candidates omitted the year from the date. Most candidates did not attain the keyboarding mark because they either omitted the heading, had keyboarding errors in the heading, or did not have the correct spacing at the asterisk.

Task 4 — Theory

Most candidates attained more than half marks for the theory. This is an improvement from previous years. Most candidates attained most marks in the describe and outline tasks.

Some candidates had repetitive answers in the explain task.

Task 5 — E-diary

Most candidates attained around half marks for this task. Most candidates were able to print in monthly view, however they sometimes did not submit additional printouts

showing the end times for meetings. Most candidates included both the name of the event and a location, with correct capitalisation, when creating the events. Most candidates were able to show the reminder evidence.

Many candidates did not use the task function, instead they set up a new meeting in the calendar or created a new calendar called Tasks.

Task 6 — Agenda

Most candidates attained most marks for this task. Some candidates inserted the wrong date or omitted the year. Some candidates numbered the heading 'Agenda'. A few candidates inserted new items at the end of the agenda, instead of before AOB.

Task 7 — E-mail

Most candidates attained around half marks for this task. Most candidates were able to send an e-mail to 2 people.

Some candidates did not include all the essential information, which meant that they also did not attain one of the keyboarding marks. Many candidates had incorrect formatting for the date range and some candidates did not include a question mark when asking a question. Some candidates did not show the subject heading or the sent details because the snip of the e-mail they submitted was too small. Many candidates did not lay out the e-mail correctly.

Task 8 — Letter

This was a challenging task, with candidates using 2 files, reading instructions from the assignment and the file, and using their knowledge of the layout of letters.

Most candidates attained few marks for this task, and some candidates attained no marks. The reference and date were often omitted or inaccurate, using FK/candidate, instead of AM/candidate. Many candidates omitted the name from the name and address section. Many candidates had a salutation of Dear Felix Kirk, which was incorrect and the subject heading was often not enhanced or was in the wrong place.

Many candidates signed the letter from themselves, instead of Audrey McIntyre and some candidates omitted the full stop at the end of the final paragraph of the letter. Most candidates did not attain the headed paper mark or the presentation mark. The footer, in the headed paper file, was omitted by most candidates, and the line spacing between the different sections of the letter was usually incorrect. Many candidates did not know the format of a postcode and used numbers instead of letters.

Task 9 — Internet printouts

Most candidates attained most marks for this task. Most candidates were able to find contact details of a baker in Invergordon.

Some candidates provided driving directions to or from the bakery, instead of from Old Mill Road to Kincraig Castle Hotel. Some candidates provided driving directions to other shops or locations with the same postcode as Kincraig Castle Hotel, so they did not achieve these marks.

Task 10 (a) — Review

Most candidates attained most marks for this task. A few candidates only justified some of the text, and not the last paragraph which they had keyed-in. A few candidates indented the bullets, which was incorrect.

Task 10 (b) — E-mail

Most candidates attained half marks for this task. A few candidates did not attain the keyboarding mark as they had no message. A few candidates snipped the evidence, and it did not include the subject heading or the sent details because the snip of the e-mail they submitted was too small. Some candidates had keyboarding errors, or inserted their centre name in the signature block, so they did not attain the signature block mark. Some candidates did not create a signature block.

Section 3: preparing candidates for future assessment

In both assessments, candidates should proof read their work very carefully and pay attention to detail within the tasks. Keyboarding continues to be inaccurate when straightforward words are being keyed in, however candidates are able to deal with more complicated words, for example Piotrowski. Candidates should be encouraged to make an attempt and hand something in for every question or task, because often they pick up a few marks.

If candidates compose their own heading (for example in a report, form or chart), this heading should include all key pieces of information, so that this accurately describes the data displayed. Good practice is to use block capitals for headings for example in letters, forms, e-mails, reports, and charts. Using block capitals ensures consistent capitalisation.

Teachers and lecturers must ensure that all the features and functions detailed in the Course Specification on the National 5 Administration and IT subject page on our website are practised by candidates.

Candidates should have opportunities to print their work from each of the programmes throughout the year. This allows them to practice proof reading and finding errors.

Theory

Teachers and lecturers should remind candidates to answer theory questions by addressing the command word used. An outline response needs more than one word and usually includes a verb. A describe response requires more detail, and an explain response must include a cause and effect.

If a question asks about organisational responsibilities, this must be explicitly stated in the answer.

Question paper

Database

Where candidates are asked to include a name, they must have title, first name and surname in the correct order, and be together. Teachers and lecturers must ensure that candidates have practised all the required features, for example, searching and sorting on two fields and creating a form with specified fields from more than one table, with no duplicate field.

Candidates should only change the form heading if stated in the question.

Database reports should be printed from the database file, not exported to a word-processing document.

Candidates must know what fields are required for an address label, the layout of an address label and how to create address labels from a database.

Spreadsheet

Candidates must ensure that they read the labels in a spreadsheet so that they know when a formula response is to be a rate or an amount, and to ascertain whether they should be adding or subtracting cells.

When adding two adjacent cells, candidates can use either plus, for example =A3+A4 or sum the range, for example =SUM(A3:A4). They should not use sum when using the + symbol, for example =SUM(A3+A4) is incorrect.

When multiplying, subtracting or dividing sum should not be used, for example =SUM(B3*B4) is incorrect.

Candidates should practise inputting combined or complex formula and IF statements.

Candidates must check that they hand in printouts for each question, including formula printouts. They should continue to check all printouts for truncation, especially formula printouts, which often require columns to be elongated.

Assignment

Teachers and lecturers should refer to the marking instructions and general marking principles when preparing candidates for future assessment.

Any ICT issues encountered by candidates during the assignment, that might have an impact on marking, should be communicated via the ICT issues form which will be available on the Administration and IT page of our secure website.

Teachers and lecturers should not write notes or include information within the candidate's evidence.

Communication

If screenshots or snips are used for internet evidence, candidates must ensure that all the information required is visible and legible. Marks cannot be awarded if information cannot be read. Candidates must ensure that they show all the criteria that has been requested and the printout is large enough to read the information.

Candidates should practise the layout of an e-mail. All e-mails must have a subject, start, sensible message and close, along with no commas at the start and close, with the spacing as displayed in the marking instructions. All e-mails should be proofread carefully and the printout should be large enough so that the information can be read.

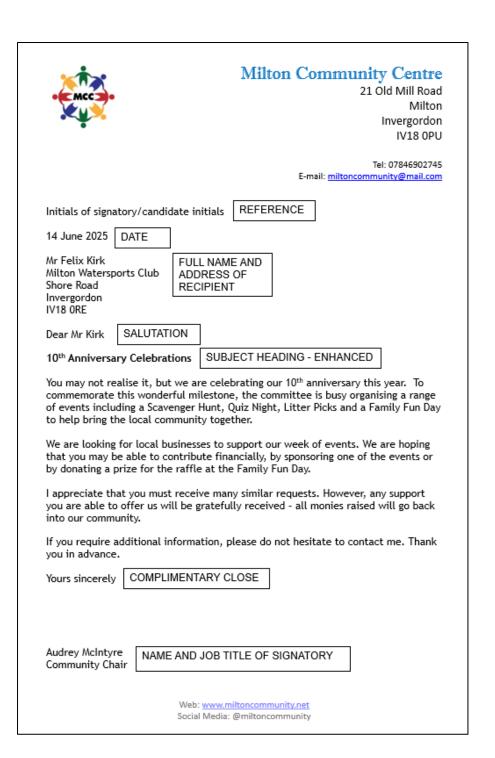In the e-diary, candidates must ensure their evidence shows all the information required. In this assignment supplementary printouts were required to show event start and finish times, event names and the reminder.

Candidates should practise creating tasks using the to-do lists function, not inserting a task as an event. They should also use the date due function, not insert the date manually.

Word-processing

Candidates should practise creating documents of a specific size. They should ensure that all the information fits in the size given and be aware of the orientation requested in the task.

Teachers and lecturers should ensure candidates practise keyboarding and completing letters. If headed paper is given, candidates should paste the template letter into the headed paper file, to ensure all information, including any header or footer is included. This also ensures that the formatting of the headed paper is consistent. Candidates must know the layout and line spacing of a letter as shown on next page:

Milton Community Centre

21 Old Mill Road
Milton
Invergordon
IV18 0PU

Tel: 07846902745
E-mail: miltoncommunity@mail.com

Initials of signatory/candidate initials | REFERENCE |

14 June 2025 | DATE |

Mr Felix Kirk
Milton Watersports Club | FULL NAME AND
Shore Road   ADDRESS OF
Invergordon   RECIPIENT |
IV18 0RE

Dear Mr Kirk | SALUTATION |

10th Anniversary Celebrations | SUBJECT HEADING - ENHANCED |

You may not realise it, but we are celebrating our 10th anniversary this year. To commemorate this wonderful milestone, the committee is busy organising a range of events including a Scavenger Hunt, Quiz Night, Litter Picks and a Family Fun Day to help bring the local community together.

We are looking for local businesses to support our week of events. We are hoping that you may be able to contribute financially, by sponsoring one of the events or by donating a prize for the raffle at the Family Fun Day.

I appreciate that you must receive many similar requests. However, any support you are able to offer us will be gratefully received - all monies raised will go back into our community.

If you require additional information, please do not hesitate to contact me. Thank you in advance.

Yours sincerely | COMPLIMENTARY CLOSE |

Audrey McIntyre
Community Chair | NAME AND JOB TITLE OF SIGNATORY |

Web: www.miltoncommunity.net
Social Media: @miltoncommunity

If a date is inserted, candidates should ensure that they use the same format as any date which is already in the template, and the year should always be included.

Symbols such as asterisks and bullets are often included in the assignment. Candidates should know how to use an asterisk correctly so that there is no space before the first asterisk within the text, then a space after the second asterisk when it is explained, as shown in the marking instructions. Candidates must read the instructions carefully to identify if bullets should be indented or have no indent.

Appendix: general commentary on grade boundaries

Our main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and to maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, we aim to set examinations and other external assessments and create marking instructions that allow:

- a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject, at every level. Therefore, we hold a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of our Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. We can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Every year, we evaluate the performance of our assessments in a fair way, while ensuring standards are maintained so that our qualifications remain credible. To do this, we measure evidence of candidates' knowledge and skills against the national standard.

For full details of the approach, please refer to the [Awarding and Grading for National Courses Policy](#).