



# **Official Statistics Attainment Statistics - December 2022**

**13 December 2022**

Published by the Scottish Qualifications Authority  
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ  
Lowden, 24 Wester Shawfair, Dalkeith, EH22 1FD

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## **1 Attainment statistics**

Attainment Statistics - December 2022 presents a summary of entries and attainment following the completion of appeals and other post certification procedures, reflecting information at a particular point in time (9 November).

During the global pandemic, SQA, in common with education systems around the world, had to use different approaches to assessment and certification. This year, for National Qualifications, Scotland has returned to formal national exams, supported by a package of measures (including course modifications and revision support, as well as wider support from across the education system at a national, regional, local and centre level). These measures were designed to address the ongoing disruption to learning and teaching that young people experienced, while maintaining standards. See the background information for further details.

In this release, attainment statistics for 2022 are generally presented with reference to attainment in the previous year (2021) and to 2019 (the most recent year prior to the pandemic). However, the alternative awarding arrangements in place between 2020 and 2022 mean that it is not possible to compare attainment between years without full consideration of this essential contextual information as outlined above.

## 2 Qualifications included

The types of qualification covered in this release are described in Table 1.

The Scottish Credit and Qualifications Framework (SCQF) has 12 levels, which, in ascending order (SCQF Level 1-12) indicate the level of difficulty of a particular qualification. The SCQF allows for broad comparisons to be made between qualifications to allow candidates, employers and the public to understand the range of skills and learning that should be achieved at each level. [More information can be found on the SCQF website.](#)

**Table 1:** Types of qualification covered in this release.

Qualification	Description
National 5 courses (SCQF level 5)	National 5 courses are notionally based on 160 hours of directed learning and 80 hours of self-directed learning and equate to 24 SCQF credit points.
Higher courses (SCQF level 6)	Higher courses are notionally based on 160 hours of directed learning and 80 hours of self-directed learning and equate to 24 SCQF credit points.
Advanced Higher courses (SCQF level 7)	Advanced Higher courses are notionally based on 160 hours of directed learning and 160 hours of self-directed learning and equate to 32 SCQF credit points.
Scottish Baccalaureate	The Scottish Baccalaureate is available in four subject areas (Science, Languages, Social Sciences and Expressive Arts) and consists of a coherent group of Higher and Advanced Higher qualifications, and an Interdisciplinary Project.
National 2 (SCQF level 2)	National 2 courses were introduced in 2014. National 2 courses require the attainment of a number of SQA quality assured internally assessed units in a particular subject.
National 3 (SCQF level 3)	National 3 courses were introduced in 2014. National 3 courses require the attainment of a number of SQA quality assured internally assessed units in a particular subject.
National 4 (SCQF level 4)	National 4 courses were introduced in 2014. National 4 courses require the attainment of a number of SQA quality assured internally assessed units, including an Added Value unit, in a particular subject.
Skills for Work	Skills for Work courses are available across SCQF level 3 to 6. Skills for Work courses involve a strong element of learning through involvement in practical activities which are directly related to a particular vocational area, and they develop knowledge and skills that are important to employment. The courses require the attainment of a number of SQA quality assured internally assessed units in a particular subject.
Awards	SQA Awards recognise the life and work skills that candidates gain from activities they might already be taking part in at school, at college or elsewhere - such as sport, mentoring, voluntary work or fund-raising activities. In common with some other qualifications in SQA's portfolio they have been designed to recognise wider achievement. Awards require the attainment of a number of SQA quality-assured internally-assessed units in a particular subject.

Qualification	Description
National Certificates	National Certificates are primarily aimed at 16 to 18 year old candidates and adults in education, normally at a college. They offer candidates a full-time programme of vocational study. National Certificates require the attainment of a number of SQA quality assured internally assessed units in a particular subject.
National Progression Awards	National Progression Awards are designed to develop and assess a defined set of skills and knowledge in specialist vocational areas. They are linked to National Occupational Standards - the basis of Scottish Vocational Qualifications. National Progression Awards require the attainment of a number of SQA quality assured internally assessed units in a particular subject.



## 3 Headline Figures

### 3.1 National 5

- Entries were 310,265 in 2022, an increase of 4.1% from 298,135 in 2021.
- A to C attainment was 81.6% (85.8% in 2021; 89.0% in 2020; 78.3% in 2019; 77.5% in 2018).
- A attainment was 41.2% (46.7% in 2021; 42.4% in 2020; 35.2% in 2019; 35.2% in 2018).

### 3.2 Higher

- Entries were 188,280 in 2022, a decrease of 3.3% from 194,795 in 2021.
- A to C attainment was 80.3% (87.3% in 2021; 89.3% in 2020; 74.9% in 2019; 77.1% in 2018).
- A attainment was 36.5% (47.7% in 2021; 40.1% in 2020; 28.5% in 2019; 28.7% in 2018).

### 3.3 Advanced Higher

- Entries were 28,220 in 2022, an increase of 5.3% from 26,805 in 2021.
- A to C attainment was 82.6% (90.2% in 2021; 93.1% in 2020; 79.6% in 2019; 80.8% in 2018).
- A attainment was 35.0% (51.0% in 2021; 46.3% in 2020; 32.0% in 2019; 32.6% in 2018).

### 3.4 Scottish Baccalaureate

- Entries were 165, with a total attainment rate of 74.2% (92.7% in 2021; 87.9% in 2020; 72.1% in 2019; 78.2% in 2018).

### 3.5 National 2 to National 4

- National 2 entries were 2,365, with an attainment rate of 74.9% (70.5% in 2021; 77.6% in 2020; 79.7% in 2019; 82.7% in 2018).
- National 3 entries were 20,300, with an attainment rate of 86.5% (88.6% in 2021; 92.9% in 2020; 89.0% in 2019; 92.0% in 2018).
- National 4 entries were 123,750, with an attainment rate of 88.2% (89.2% in 2021; 92.4% in 2020; 90.0% in 2019; 92.2% in 2018).

### 3.6 Skills for Work

- Total entries across all SCQF levels were 14,255, with an attainment rate of 81.6% (83.4% in 2021; 87.4% in 2020; 85.0% in 2019; 86.0% in 2018).

## 4 Entries in graded National Qualifications

### 4.1 By qualification level

At National 5, there were 310,265 entries in 2022, an increase of 4.1% from 298,135 in 2021 (Figure 1; Table 2).

At Higher, there were 188,280 entries in 2022 (a decrease of 3.3% from 194,795 in 2021; Figure 1; Table 2).

At Advanced Higher, there were 28,220 entries in 2022 (an increase of 5.3% from 26,805 in 2021; Figure 1; Table 2).

Figure 1: Entries for National 5, Higher, and Advanced Higher from 2018 to 2022.

Entries have increased for National 5 and Advanced Higher in 2022 from 2021 but decreased for Higher

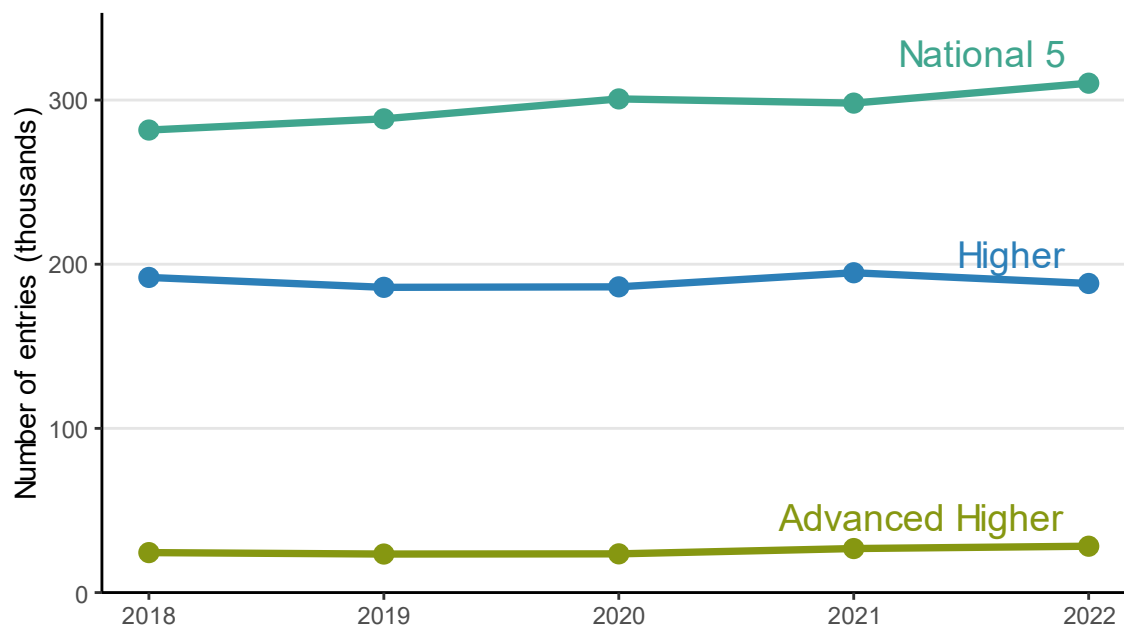


Table 2: Entries for National 5, Higher, and Advanced Higher from 2018 to 2022.

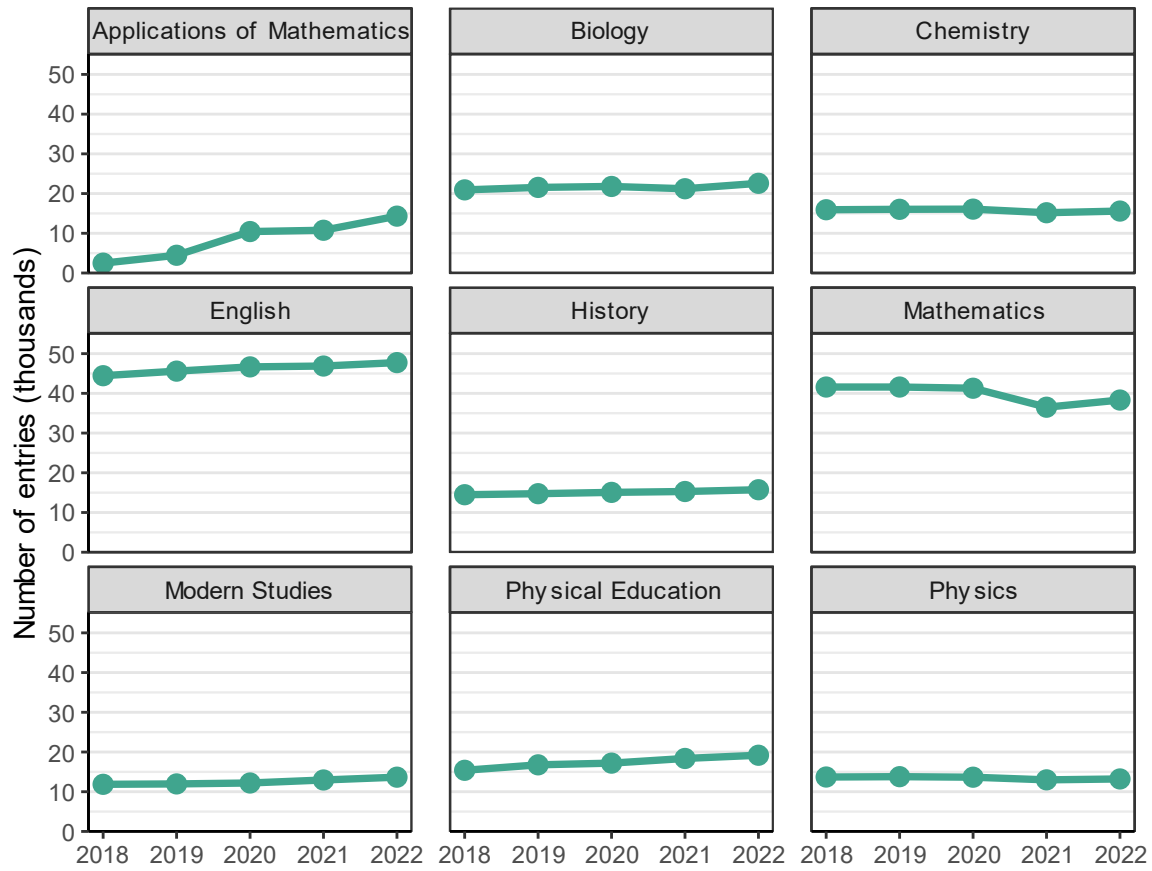
Level	2018	2019	2020	2021	2022
National 5	281,735	288,560	300,685	298,135	310,265
Higher	191,950	185,915	186,225	194,795	188,280
Advanced Higher	24,330	23,465	23,570	26,805	28,220

## 4.2 Subject breakdown

### 4.2.1 National 5

Entries increased in all of the nine most popular (largest entry) National 5 subjects in 2022 compared to 2021 (Figure 2; Table 3).

Figure 2: Entries in the nine most popular (largest entry) National 5 qualifications from 2018 to 2022.



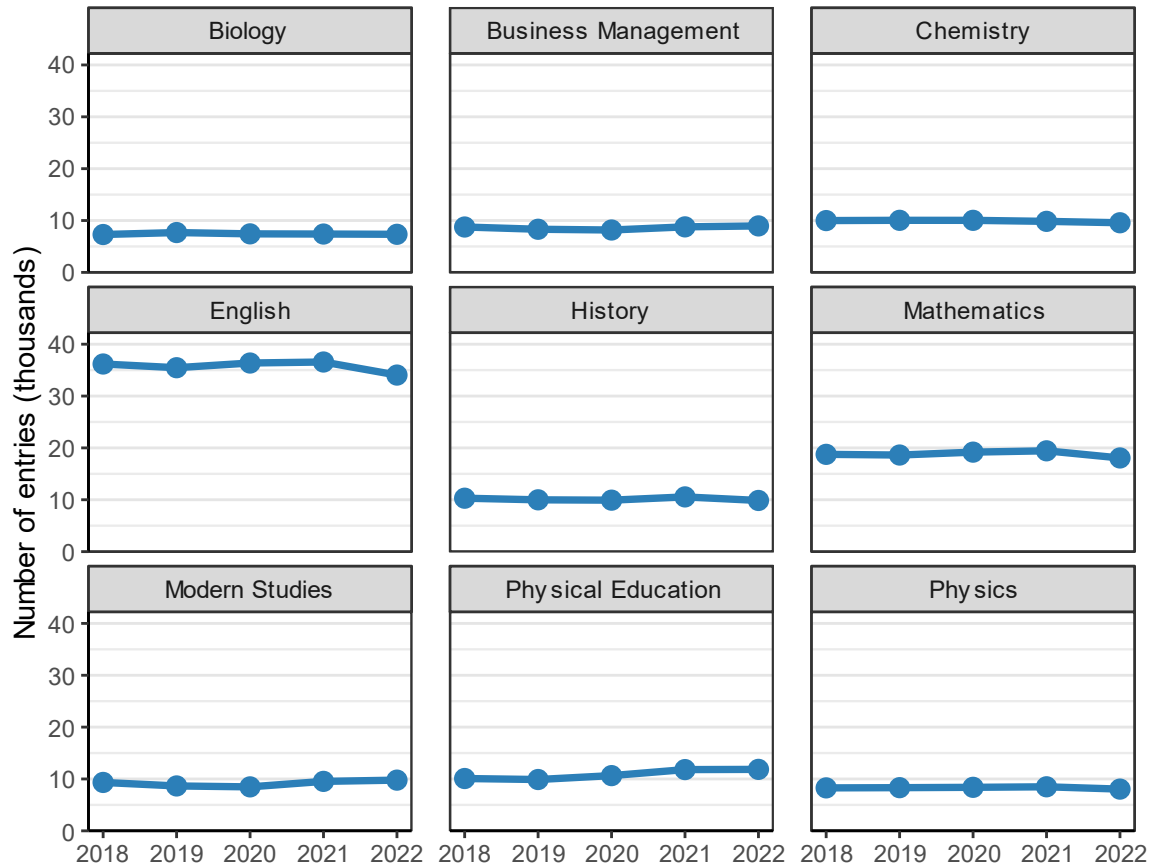
**Table 3:** Entries in the nine most popular (largest entry) National 5 qualifications from 2018 to 2022.

Subject	2018	2019	2020	2021	2022
Applications of Mathematics	2,480	4,460	10,430	10,760	14,315
Biology	20,930	21,550	21,790	21,215	22,580
Chemistry	15,930	16,035	16,080	15,170	15,595
English	44,440	45,595	46,665	46,875	47,735
History	14,475	14,735	15,065	15,285	15,730
Mathematics	41,585	41,585	41,285	36,505	38,315
Modern Studies	11,865	11,965	12,195	12,955	13,660
Physical Education	15,395	16,770	17,195	18,375	19,180
Physics	13,700	13,790	13,655	12,985	13,210

## 4.2.2 Higher

Entries decreased in many of the nine most popular (largest entry) Higher subjects in 2022 compared to 2021 (Figure 3; Table 4).

Figure 3: Entries in the nine most popular (largest entry) Higher qualifications from 2018 to 2022.



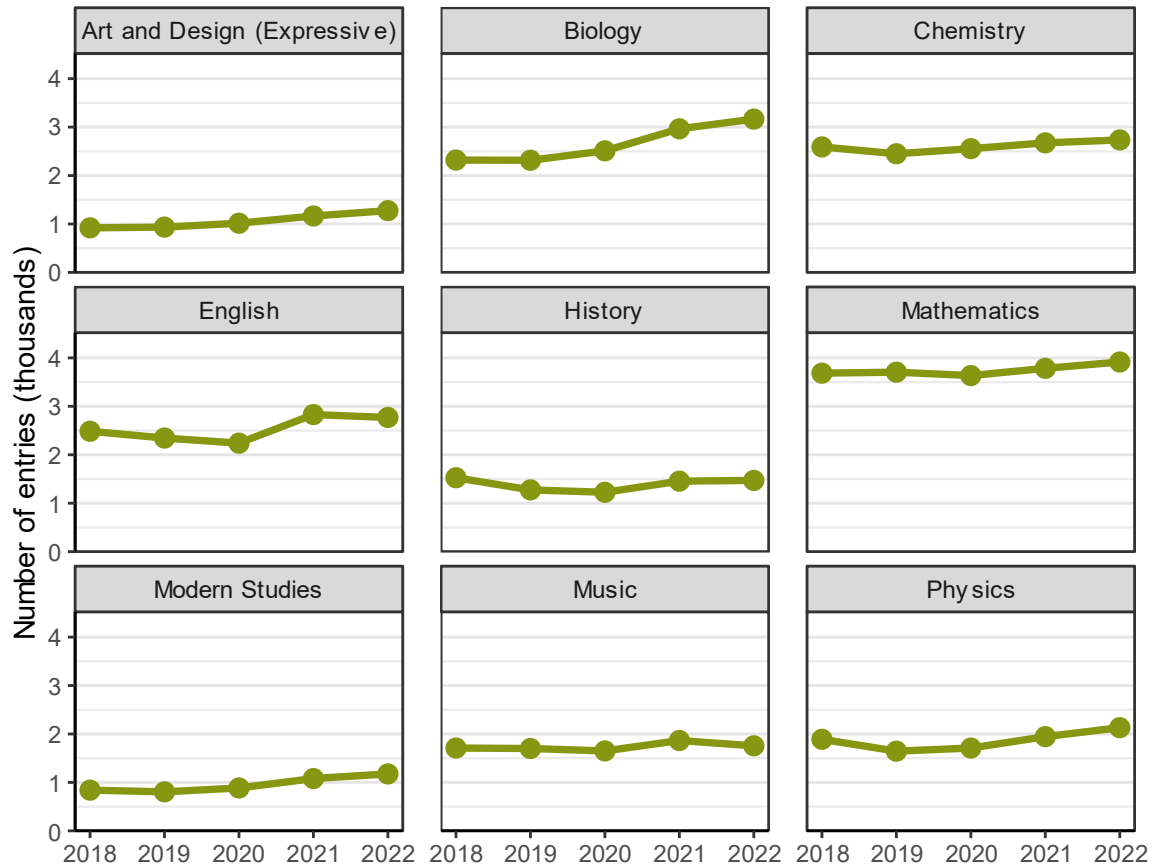
**Table 4:** Entries in the nine most popular (largest entry) Higher qualifications from 2018 to 2022.

Subject	2018	2019	2020	2021	2022
Biology	7,305	7,685	7,430	7,395	7,345
Business Management	8,755	8,320	8,175	8,780	8,965
Chemistry	9,990	10,045	10,040	9,845	9,570
English	36,180	35,460	36,370	36,560	34,045
History	10,300	9,985	9,920	10,550	9,865
Mathematics	18,755	18,625	19,180	19,435	18,060
Modern Studies	9,330	8,655	8,475	9,535	9,775
Physical Education	10,090	9,895	10,645	11,810	11,850
Physics	8,280	8,325	8,390	8,490	8,045

### 4.2.3 Advanced Higher

Entries increased in many of the nine most popular (largest entry) Advanced Higher subjects in 2022 compared to 2021 (Figure 4; Table 5).

Figure 4: Entries in the nine most popular (largest entry) Advanced Higher qualifications from 2018 to 2022.



**Table 5:** Entries in the nine most popular (largest entry) Advanced Higher qualifications from 2018 to 2022.

Subject	2018	2019	2020	2021	2022
Art and Design (Expressive)	920	935	1,015	1,165	1,275
Biology	2,320	2,315	2,510	2,965	3,165
Chemistry	2,590	2,450	2,555	2,675	2,735
English	2,485	2,345	2,240	2,830	2,770
History	1,525	1,275	1,225	1,455	1,470
Mathematics	3,685	3,705	3,635	3,785	3,915
Modern Studies	840	805	885	1,080	1,175
Music	1,710	1,700	1,650	1,865	1,755
Physics	1,890	1,645	1,710	1,945	2,130

### 4.3 Sex breakdown

At National 5, there were 154,760 male entries in 2022 (an increase of 4.7% from 147,780 in 2021). There were 155,425 female entries in 2022 (an increase of 3.4% from 150,265 in 2021; Table 6).

At Higher, there were 87,040 male entries in 2022 (a decrease of 1.1% from 88,030 in 2021). There were 101,140 female entries in 2022 (a decrease of 5.2% from 106,735 in 2021; Table 6).

At Advanced Higher, there were 12,640 male entries in 2022 (an increase of 8.5% from 11,645 in 2021). There were 15,570 female entries in 2022 (an increase of 2.7% from 15,160 in 2021; Table 6).

**Table 6:** Entries by sex in graded National Qualifications from 2018 to 2022.

Level	Sex	2018	2019	2020	2021	2022
National 5	Female	145,715	148,570	153,725	150,265	155,425
National 5	Male	136,020	139,985	146,935	147,780	154,760
Higher	Female	106,645	104,005	103,830	106,735	101,140
Higher	Male	85,305	81,900	82,390	88,030	87,040
Advanced Higher	Female	13,445	13,180	13,210	15,160	15,570
Advanced Higher	Male	10,885	10,285	10,360	11,645	12,640



## 4.4 Centre type breakdown

The majority of entries in graded National Qualifications are from education authority centres and the same is true in 2022. Entries to National Qualifications across different centre types – and changes to entries - can be impacted by a range of factors.

At National 5, there were 288,880 entries for education authority centres in 2022 (an increase of 4.5% from 276,480 in 2021). There were 19,015 entries for independent centres in 2022 (an increase of 1.0% from 18,830 in 2021). Finally, there were 2,325 entries for FE colleges in 2022 (a decrease of 16.4% from 2,780 in 2021).

At Higher, there were 170,080 entries for education authority centres in 2022 (a decrease of 3.3% from 175,855 in 2021). There were 14,585 entries for independent centres in 2022 (an increase of 0.7% from 14,480 in 2021). Finally, there were 3,480 entries for FE colleges in 2022 (a decrease of 19.4% from 4,315 in 2021).

At Advanced Higher, there were 23,430 entries for education authority centres in 2022 (an increase of 5.3% from 22,260 in 2021). There were 4,550 entries for independent centres in 2022 (an increase of 5.4% from 4,315 in 2021). Finally, there were 75 entries for FE colleges in 2022 (an increase of 50.0% from 50 in 2021).

**Table 7:** Entries by centre type in graded National Qualifications from 2018 to 2022.

Level	Centre type	2018	2019	2020	2021	2022
National 5	Education Authority	259,315	266,495	278,565	276,480	288,880
Higher	Education Authority	169,200	164,830	166,670	175,855	170,080
Advanced Higher	Education Authority	20,050	19,325	19,090	22,260	23,430
National 5	Independent	18,655	18,300	18,370	18,830	19,015
Higher	Independent	14,720	14,575	14,165	14,480	14,585
Advanced Higher	Independent	4,025	3,895	4,230	4,315	4,550
National 5	FE College	3,720	3,680	3,690	2,780	2,325
Higher	FE College	7,910	6,410	5,280	4,315	3,480
Advanced Higher	FE College	75	95	80	50	75

## 5 Attainment in graded National Qualifications

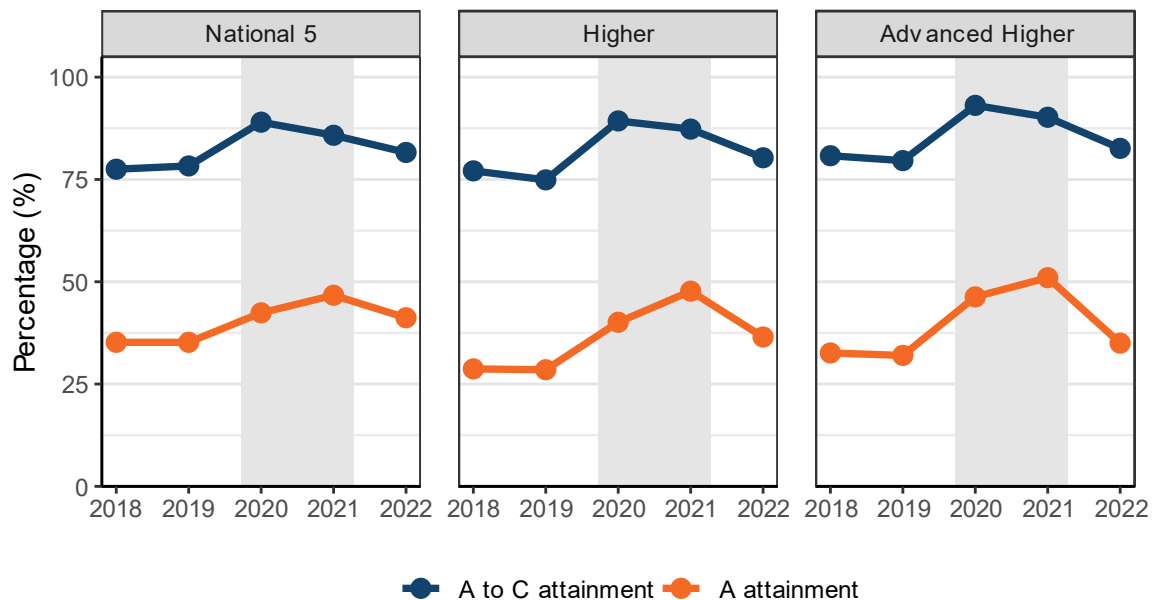
SQA external assessments did not go ahead in 2020 and 2021 due to disruption caused by the COVID-19 pandemic. Alternative approaches to assessment, relying on teacher judgement, were used to award grades and allow learners to progress. All visualisations of attainment in this report indicate this period using grey background shading. SQA external assessments returned in 2022, but assessment modifications were put in place with the aim to increase learning and teaching time. In this section, attainment statistics for 2022 are generally presented with reference to attainment in the previous year (2021) and to 2019 (the most recent year prior to the pandemic). However, the alternative awarding arrangements in place between 2020 and 2022 mean that it is not possible to compare attainment between years without full consideration of this essential contextual information.

The proportion of entries that achieved an A grade and the proportion of entries that achieved A to C grades are referred to as 'attainment rates' throughout this section.

### 5.1 By qualification level

**Figure 5:** Trends in overall attainment rates at grade A and grades A to C from 2018 to 2022. The period represented by the grey background shading indicates that alternative approaches to assessment, relying on teacher judgement, were used to award grades and allow learners to progress. A package of measures (including course modifications and revision support) supported a return to formal national exams in 2022.

National 5, Higher and Advanced Higher attainment decreased in 2022 to level between 2021 attainment and pre-pandemic levels



**Table 8:** Summary of overall attainment rates from 2018 to 2022.

Level	Grade(s)	2018	2019	2020	2021	2022
National 5	A to C	77.5%	78.3%	89.0%	85.8%	81.6%
National 5	A	35.2%	35.2%	42.4%	46.7%	41.2%
Higher	A to C	77.1%	74.9%	89.3%	87.3%	80.3%
Higher	A	28.7%	28.5%	40.1%	47.7%	36.5%
Advanced Higher	A to C	80.8%	79.6%	93.1%	90.2%	82.6%
Advanced Higher	A	32.6%	32.0%	46.3%	51.0%	35.0%

### **5.1.1 National 5**

The overall attainment rate at grades A to C for National 5 was 81.6% in 2022. This represents a decrease of 4.2 percentage points from 85.8% in 2021 and an increase of 3.3 percentage points from 78.3% in 2019.

The overall attainment rate at grade A was 41.2% in 2022. This represents a decrease of 5.5 percentage points from 46.7% in 2021 and an increase of 6.0 percentage points from 35.2% in 2019.

### **5.1.2 Higher**

The overall attainment rate at grades A to C for Higher was 80.3% in 2022. This represents a decrease of 7.0 percentage points from 87.3% in 2021 and an increase of 5.4 percentage points from 74.9% in 2019.

The overall attainment rate at grade A was 36.5% in 2022. This represents a decrease of 11.2 percentage points from 47.7% in 2021 and an increase of 8.0 percentage points from 28.5% in 2019.

### **5.1.3 Advanced Higher**

The overall attainment rate at grades A to C for Advanced Higher was 82.6% in 2022. This represents a decrease of 7.6 percentage points from 90.2% in 2021 and an increase of 3.0 percentage points from 79.6% in 2019.

The overall attainment rate at grade A was 35.0% in 2022. This represents a decrease of 16.0 percentage points from 51.0% in 2021 and an increase of 3.0 percentage points from 32.0% in 2019.

## 5.2 Subject breakdown

In this section, attainment is summarised for a selection of the most popular (largest entry) subjects at each level. Entries and attainment for the complete list of subjects is available in the data tables that accompany this release.

### 5.2.1 National 5

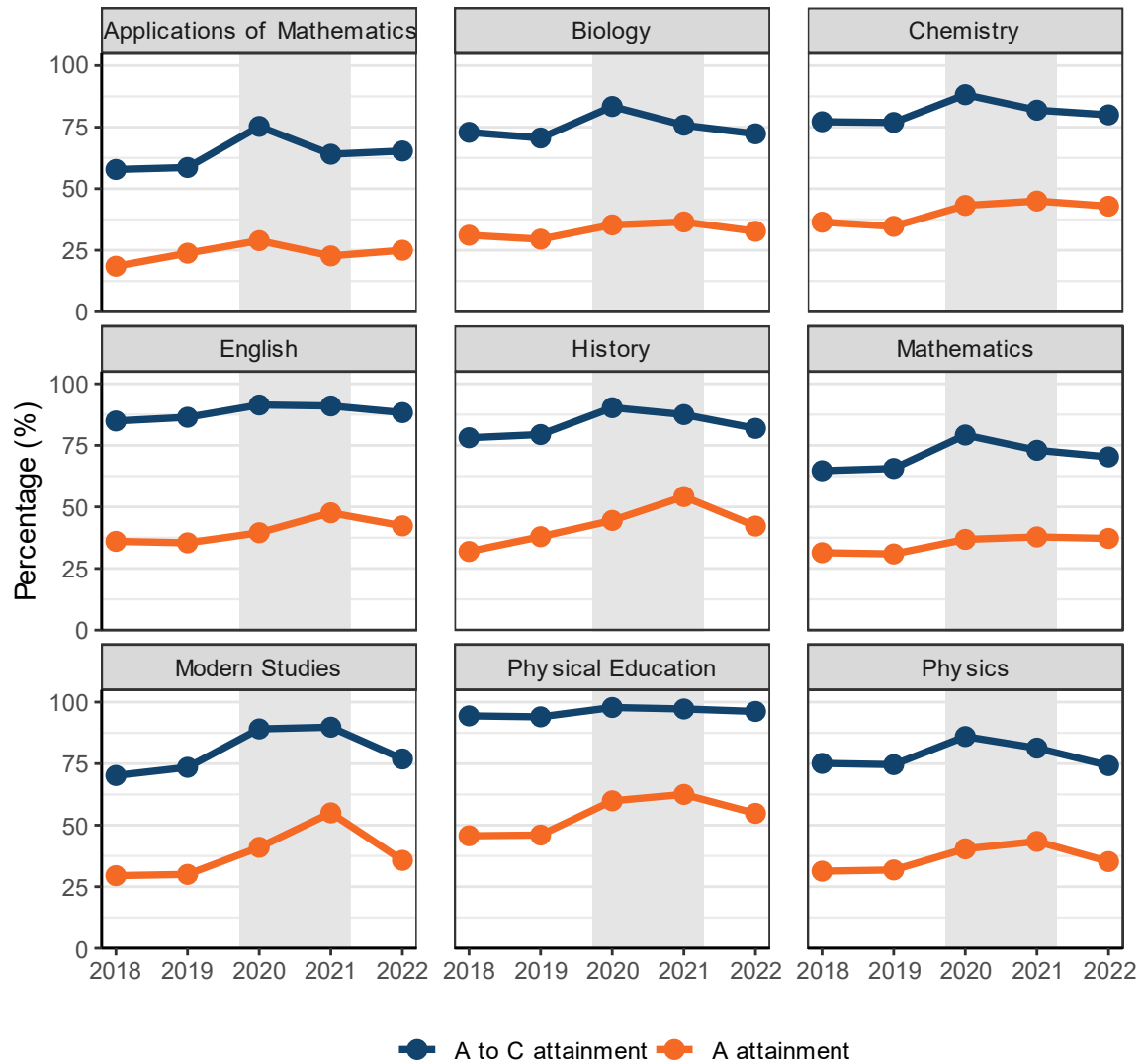
There were 38,315 entries for National 5 Mathematics in 2022 (an increase of 5.0% from 36,505 in 2021). 70.3% of grades were A to C, a decrease of 2.7 percentage points from 73.0% in 2021 and an increase of 4.7 percentage points from 65.6% in 2019. 37.2% of grades were A, a decrease of 0.6 percentage points from 37.8% in 2021 and an increase of 6.3 percentage points from 30.9% in 2019.

There were 47,735 entries for National 5 English in 2022 (an increase of 1.8% from 46,875 in 2021). 88.3% of grades were A to C, a decrease of 2.7 percentage points from 91.0% in 2021 and an increase of 1.9 percentage points from 86.4% in 2019. 42.3% of grades were A, a decrease of 5.3 percentage points from 47.6% in 2021 and an increase of 6.9 percentage points from 35.4% in 2019.

Trends in the proportion of candidates awarded grades at grade A or grades A to C in other large entry subjects follow similar patterns to Mathematics and English (Figure 6; Table 9).

Applications of Mathematics is an exception amongst the 9 largest entry subjects in that the percentage of candidates awarded grade A and grades A to C both increased in 2022 from 2021. However, entries have grown rapidly for this qualification for several years which may mean that the nature of the cohort is also changing (Figure 2; Table 3).

**Figure 6:** Trends in attainment at grade A and grades A to C for the nine most popular (largest entry) National 5 qualifications from 2018 to 2022. The period represented by the grey background shading indicates that alternative approaches to assessment, relying on teacher judgement, were used to award grades and allow learners to progress. A package of measures (including course modifications and revision support) supported a return to formal national exams in 2022.



**Table 9:** Summary of attainment for selected National 5 qualifications from 2018 to 2022.

Subject	Grade(s)	2018	2019	2020	2021	2022
Applications of Mathematics	A to C	57.8%	58.6%	75.3%	64.0%	65.3%
Biology	A to C	72.9%	70.6%	83.4%	75.8%	72.3%
Chemistry	A to C	77.2%	76.9%	88.2%	81.9%	80.0%
English	A to C	84.9%	86.4%	91.4%	91.0%	88.3%
History	A to C	78.1%	79.4%	90.3%	87.5%	81.9%
Mathematics	A to C	64.7%	65.6%	79.2%	73.0%	70.3%
Modern Studies	A to C	70.2%	73.5%	89.1%	89.8%	76.9%
Physical Education	A to C	94.4%	94.0%	97.8%	97.2%	96.2%
Physics	A to C	75.1%	74.6%	86.0%	81.3%	74.2%
Applications of Mathematics	A	18.5%	23.8%	28.9%	22.7%	25.0%
Biology	A	31.1%	29.5%	35.3%	36.5%	32.7%
Chemistry	A	36.4%	34.7%	43.2%	45.0%	42.9%
English	A	36.0%	35.4%	39.5%	47.6%	42.3%
History	A	31.9%	37.9%	44.5%	54.2%	42.2%
Mathematics	A	31.4%	30.9%	36.8%	37.8%	37.2%
Modern Studies	A	29.5%	30.0%	41.0%	55.0%	35.7%
Physical Education	A	45.7%	46.0%	59.9%	62.5%	54.8%
Physics	A	31.3%	31.8%	40.4%	43.4%	35.2%

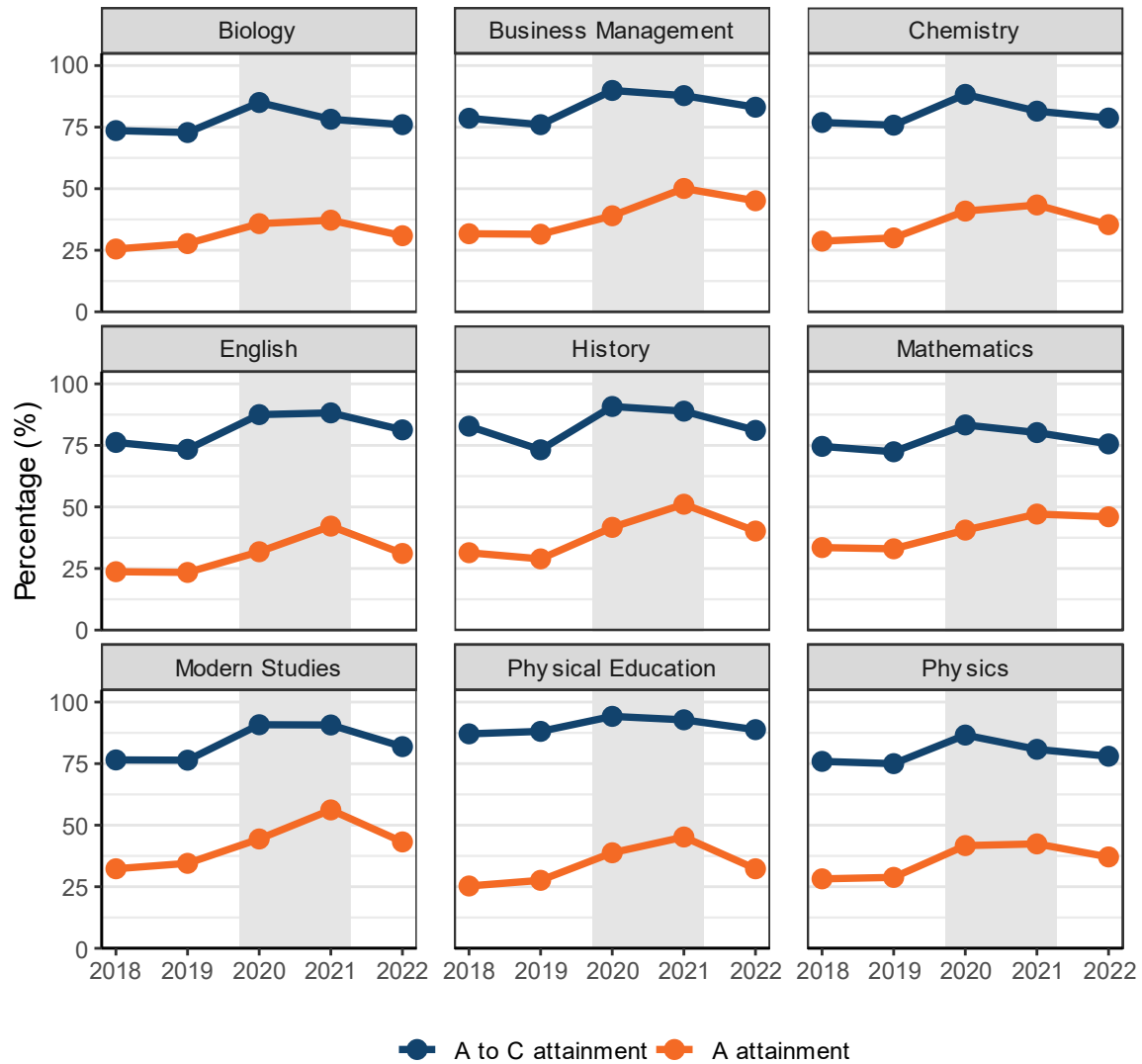
### 5.2.2 Higher

There were 18,060 entries for Higher Mathematics in 2022 (a decrease of 7.1% from 19,435 in 2021). 75.6% of grades were A to C, a decrease of 4.6 percentage points from 80.2% in 2021 and an increase of 3.2 percentage points from 72.4% in 2019. 46% of grades were A, a decrease of 1.1 percentage points from 47.1% in 2021 and an increase of 13.0 percentage points from 33.0% in 2019.

There were 34,045 entries for Higher English in 2022 (a decrease of 6.9% from 36,560 in 2021). 81.3% of grades were A to C, a decrease of 6.9 percentage points from 88.2% in 2021 and an increase of 7.9 percentage points from 73.4% in 2019. 31.1% of grades were A, a decrease of 11.1 percentage points from 42.2% in 2021 and an increase of 7.7 percentage points from 23.4% in 2019.

Trends in the proportion of candidates awarded grades at grade A or grades A to C in other large entry subjects generally follow similar patterns to Mathematics and English (Figure 7; Table 10).

**Figure 7:** Trends in attainment at grade A and grades A to C for the nine most popular (largest entry) Higher qualifications from 2018 to 2022. The period represented by the grey background shading indicates that alternative approaches to assessment, relying on teacher judgement, were used to award grades and allow learners to progress. A package of measures (including course modifications and revision support) supported a return to formal national exams in 2022.



**Table 10:** Summary of attainment for selected Higher qualifications from 2018 to 2022.

Subject	Grade(s)	2018	2019	2020	2021	2022
Biology	A to C	73.6%	72.8%	85.0%	78.2%	76.0%
Business Management	A to C	78.6%	76.0%	89.9%	87.8%	83.1%
Chemistry	A to C	76.9%	75.8%	88.3%	81.5%	78.7%
English	A to C	76.2%	73.4%	87.5%	88.2%	81.3%
History	A to C	82.8%	73.2%	90.8%	88.9%	81.1%
Mathematics	A to C	74.6%	72.4%	83.3%	80.2%	75.6%
Modern Studies	A to C	76.5%	76.4%	90.8%	90.7%	81.9%
Physical Education	A to C	87.1%	88.1%	94.2%	92.8%	88.8%
Physics	A to C	75.9%	75.0%	86.6%	80.8%	78.0%
Biology	A	25.5%	27.7%	35.8%	37.2%	30.9%
Business Management	A	31.7%	31.5%	39.0%	50.1%	45.1%
Chemistry	A	28.7%	30.0%	40.9%	43.4%	35.4%
English	A	23.7%	23.4%	31.8%	42.2%	31.1%
History	A	31.4%	28.9%	41.7%	51.1%	40.2%
Mathematics	A	33.5%	33.0%	40.6%	47.1%	46.0%
Modern Studies	A	32.3%	34.5%	44.4%	56.2%	43.2%
Physical Education	A	25.3%	27.6%	38.8%	45.2%	32.3%
Physics	A	28.2%	28.8%	41.7%	42.4%	37.1%

### 5.2.3 Advanced Higher

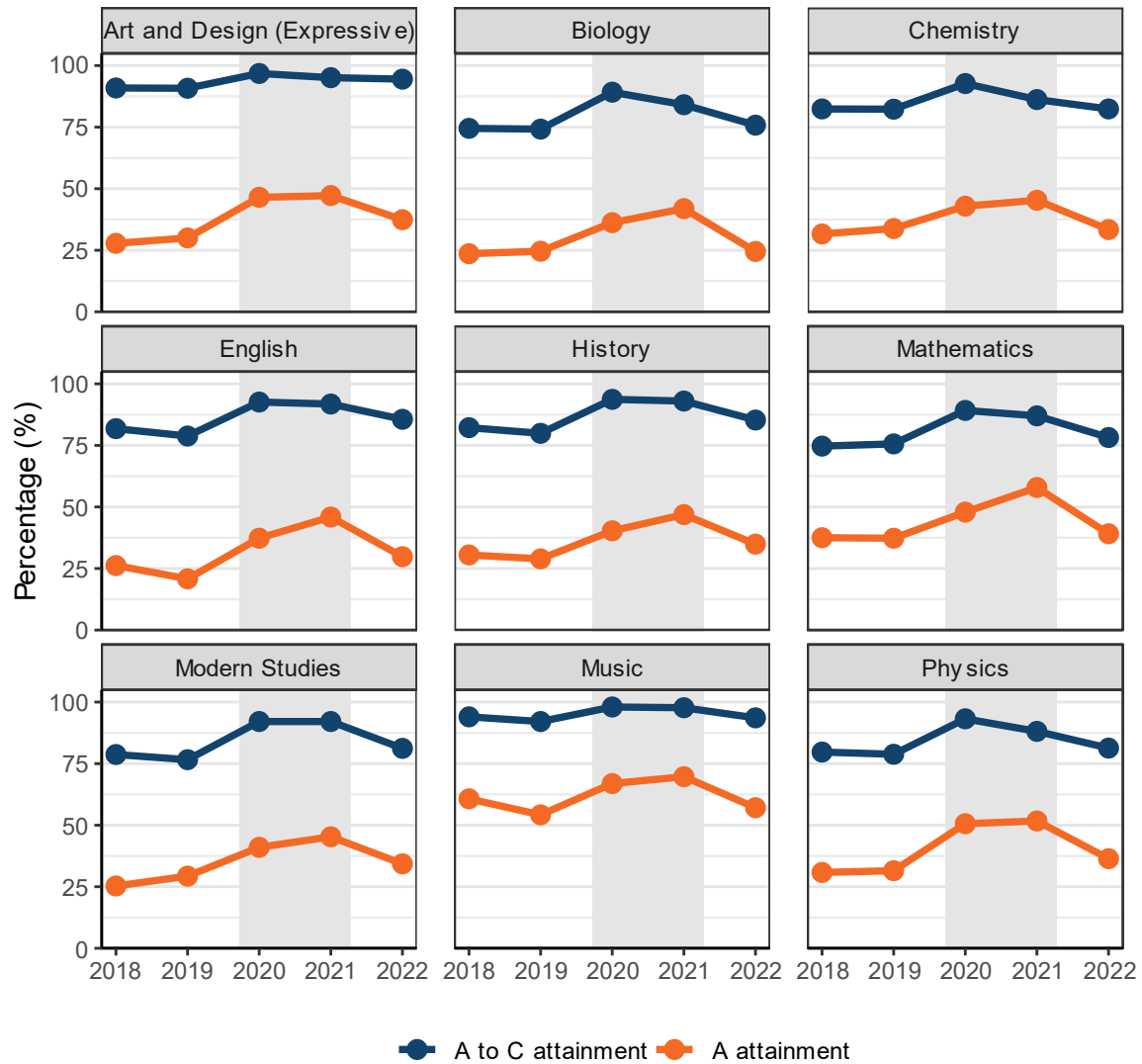
There were 3,915 entries for Advanced Higher Mathematics in 2022 (an increase of 3.4% from 3,785 in 2021). 78.2% of grades were A to C, a decrease of 8.8 percentage points from 87.0% in 2021 and an increase of 2.6 percentage points from 75.6% in 2019. 39.1% of grades were A, a decrease of 18.8 percentage points from 57.9% in 2021 and an increase of 1.8 percentage points from 37.3% in 2019.

There were 2,770 entries for Advanced Higher English in 2022 (a decrease of 2.1% from 2,830 in 2021). 85.6% of grades were A to C, a decrease of 6.2 percentage points from 91.8% in 2021 and an increase of 6.8 percentage points from 78.8% in 2019. 29.8% of grades were A, a decrease of 16.1 percentage points from 45.9% in 2021 and an increase of 9.0 percentage points from 20.8% in 2019.

Trends in the proportion of candidates awarded grades at grade A or grades A to C in other large entry Advanced Higher subjects follow similar patterns to Mathematics and English (Figure 8; Table 11).



**Figure 8:** Trends in attainment at grade A and grades A to C for the nine most popular (largest entry) Advanced Higher qualifications from 2018 to 2022. The period represented by the grey background shading indicates that alternative approaches to assessment, relying on teacher judgement, were used to award grades and allow learners to progress. A package of measures (including course modifications and revision support) supported a return to formal national exams in 2022.



**Table 11:** Summary of attainment for selected Advanced Higher qualifications from 2018 to 2022.

Subject	Grade(s)	2018	2019	2020	2021	2022
Art and Design (Expressive)	A to C	90.9%	90.8%	96.8%	95.1%	94.5%
Biology	A to C	74.5%	74.2%	89.2%	84.1%	75.8%
Chemistry	A to C	82.4%	82.3%	92.7%	86.2%	82.4%
English	A to C	81.8%	78.8%	92.6%	91.8%	85.6%
History	A to C	82.2%	79.9%	93.7%	93.0%	85.3%
Mathematics	A to C	74.7%	75.6%	89.2%	87.0%	78.2%
Modern Studies	A to C	78.7%	76.6%	92.1%	92.1%	81.2%
Music	A to C	94.0%	92.1%	98.0%	97.7%	93.6%
Physics	A to C	79.7%	78.8%	93.2%	88.1%	81.3%
Art and Design (Expressive)	A	27.8%	30.0%	46.5%	47.2%	37.4%
Biology	A	23.6%	24.6%	36.2%	41.9%	24.5%
Chemistry	A	31.6%	33.8%	42.9%	45.3%	33.4%
English	A	26.2%	20.8%	37.3%	45.9%	29.8%
History	A	30.5%	28.9%	40.3%	46.9%	34.9%
Mathematics	A	37.5%	37.3%	47.9%	57.9%	39.1%
Modern Studies	A	25.3%	29.3%	41.0%	45.3%	34.3%
Music	A	60.7%	54.2%	66.9%	69.7%	57.1%
Physics	A	30.8%	31.5%	50.6%	51.7%	36.4%

## 5.3 Sex breakdown

Over time, attainment rates are higher for females than males and the same was true in 2022.

### 5.3.1 National 5

At grades A to C, the attainment rate decreased for males and for females in 2022 from 2021. 83.3% of female grades at National 5 were A to C in 2022, a decrease of 3.9 percentage points from 87.2% in 2021 and an increase of 3.0 percentage points from 80.3% in 2019. 80.0% of male grades at National 5 were A to C in 2022, a decrease of 4.3 percentage points from 84.3% in 2021 and an increase of 3.9 percentage points from 76.1% in 2019 (Table 12).

At grade A, the attainment rate decreased for males and for females in 2022 from 2021. 45.2% of female grades at National 5 were A in 2022, a decrease of 6.3 percentage points from 51.5% in 2021 and an increase of 5.9 percentage points from 39.3% in 2019. 37.2% of male grades at National 5 were A in 2022, a decrease of 4.6 percentage points from 41.8% in 2021 and an increase of 6.4 percentage points from 30.8% in 2019 (Table 12).

Table 12: Summary of attainment for National 5 qualifications from 2018 to 2022 by sex.

Sex	Grade(s)	2018	2019	2020	2021	2022
Female	A to C	80.2%	80.3%	90.4%	87.2%	83.3%
Male	A to C	74.7%	76.1%	87.6%	84.3%	80.0%
Female	A	39.2%	39.3%	46.4%	51.5%	45.2%
Male	A	30.9%	30.8%	38.2%	41.8%	37.2%

### 5.3.2 Higher

At grades A to C, the attainment rate decreased for males and for females in 2022 from 2021. 82.6% of female grades at Higher were A to C in 2022, a decrease of 6.8 percentage points from 89.4% in 2021 and an increase of 5.6 percentage points from 77.0% in 2019. 77.8% of male grades at Higher were A to C in 2022, a decrease of 7.0 percentage points from 84.8% in 2021 and an increase of 5.4 percentage points from 72.4% in 2019 (Table 13).

At grade A, the attainment rate decreased for males and for females in 2022 from 2021. 39.9% of female grades at Higher were A in 2022, a decrease of 12.2 percentage points from 52.1% in 2021 and an increase of 9.3 percentage points from 30.6% in 2019. 32.6% of male grades at Higher were A in 2022, a decrease of 9.6 percentage points from 42.2% in 2021 and an increase of 6.7 percentage points from 25.9% in 2019 (Table 13).

**Table 13:** Summary of attainment for Higher qualifications from 2018 to 2022 by sex.

Sex	Grade(s)	2018	2019	2020	2021	2022
Female	A to C	79.8%	77.0%	90.9%	89.4%	82.6%
Male	A to C	73.6%	72.4%	87.2%	84.8%	77.8%
Female	A	31.4%	30.6%	43.3%	52.1%	39.9%
Male	A	25.3%	25.9%	36.0%	42.2%	32.6%

### 5.3.3 Advanced Higher

At grades A to C, the attainment rate decreased for males and for females in 2022 from 2021. 85.2% of female grades at Advanced Higher were A to C in 2022, a decrease of 7.0 percentage points from 92.2% in 2021 and an increase of 3.6 percentage points from 81.6% in 2019. 79.4% of male grades at Advanced Higher were A to C in 2022, a decrease of 8.2 percentage points from 87.6% in 2021 and an increase of 2.4 percentage points from 77.0% in 2019 (Table 14).

At grade A, the attainment rate decreased for males and for females in 2022 from 2021. 36.0% of female grades at Advanced Higher were A in 2022, a decrease of 17.2 percentage points from 53.2% in 2021 and an increase of 3.8 percentage points from 32.2% in 2019. 33.6% of male grades at Advanced Higher were A in 2022, a decrease of 14.5 percentage points from 48.1% in 2021 and an increase of 1.9 percentage points from 31.7% in 2019 (Table 14).

**Table 14:** Summary of attainment for Advanced Higher qualifications from 2018 to 2022 by sex.

Sex	Grade(s)	2018	2019	2020	2021	2022
Female	A to C	83.9%	81.6%	94.4%	92.2%	85.2%
Male	A to C	76.9%	77.0%	91.4%	87.6%	79.4%
Female	A	33.6%	32.2%	47.6%	53.2%	36.0%
Male	A	31.4%	31.7%	44.8%	48.1%	33.6%

## 5.4 Centre type breakdown

Over time, attainment rates are higher for independent centres than education authority centres and the same was true in 2022.

FE colleges have relatively low uptake for graded National Qualifications (Table 7). The range of subjects taken in FE colleges is also considerably narrower than the other categories of centre type used in this release. For these reasons, overall attainment rates for FE colleges and the other categories of centre type are not comparable.

### 5.4.1 National 5

The attainment rate at grades A to C in education authority centres was 80.8% in 2022, a decrease of 4.3 percentage points from 85.1% in 2021 and an increase of 3.5 percentage points from 77.3% in 2019. At grade A, the attainment rate was 39.0% in education authority centres in 2022, a decrease of 5.8 percentage points from 44.8% in 2021 and an increase of 6.0 percentage points from 33.0% in 2019 (Table 15).

The attainment rate at grades A to C in independent centres was 95.7% in 2022, a decrease of 1.1 percentage points from 96.8% in 2021 and an increase of 0.8 percentage points from 94.9% in 2019. At grade A, the attainment rate was 74.9% in independent centres in 2022, a decrease of 2.0 percentage points from 76.9% in 2021 and an increase of 5.6 percentage points from 69.3% in 2019 (Table 15).

The attainment rate at grades A to C in FE colleges was 71.8% in 2022, a decrease of 3.1 percentage points from 74.9% in 2021 and an increase of 4.0 percentage points from 67.8% in 2019. At grade A, the attainment rate was 30.6% in FE colleges in 2022, a decrease of 2.6 percentage points from 33.2% in 2021 and an increase of 5.4 percentage points from 25.2% in 2019 (Table 15).

Table 15: Summary of attainment for National 5 qualifications from 2018 to 2022 by centre type.

Centre type	Grade(s)	2018	2019	2020	2021	2022
Education Authority	A to C	76.4%	77.3%	88.5%	85.1%	80.8%
Independent	A to C	94.5%	94.9%	97.7%	96.8%	95.7%
FE College	A to C	70.6%	67.8%	85.7%	74.9%	71.8%
Education Authority	A	32.9%	33.0%	40.4%	44.8%	39.0%
Independent	A	69.4%	69.3%	73.0%	76.9%	74.9%
FE College	A	27.9%	25.2%	34.9%	33.2%	30.6%

### 5.4.2 Higher

The attainment rate at grades A to C in education authority centres was 79.4% in 2022, a decrease of 7.3 percentage points from 86.7% in 2021 and an increase of 5.3 percentage points from 74.1% in 2019. At grade A, the attainment rate was 34.5% in

education authority centres in 2022, a decrease of 11.1 percentage points from 45.6% in 2021 and an increase of 8.2 percentage points from 26.3% in 2019 (Table 16).

The attainment rate at grades A to C in independent centres was 94.0% in 2022, a decrease of 3.2 percentage points from 97.2% in 2021 and an increase of 1.1 percentage points from 92.9% in 2019. At grade A, the attainment rate was 63.9% in independent centres in 2022, a decrease of 11.6 percentage points from 75.5% in 2021 and an increase of 5.0 percentage points from 58.9% in 2019 (Table 16).

The attainment rate at grades A to C in FE colleges was 67.2% in 2022, a decrease of 11.9 percentage points from 79.1% in 2021 and an increase of 10.5 percentage points from 56.7% in 2019. At grade A, the attainment rate was 20.9% in FE colleges in 2022, a decrease of 16.8 percentage points from 37.7% in 2021 and an increase of 6.2 percentage points from 14.7% in 2019 (Table 16).

**Table 16:** Summary of attainment for Higher qualifications from 2018 to 2022 by centre type.

Centre type	Grade(s)	2018	2019	2020	2021	2022
Education Authority	A to C	76.4%	74.1%	88.8%	86.7%	79.4%
Independent	A to C	92.8%	92.9%	97.7%	97.2%	94.0%
FE College	A to C	62.3%	56.7%	81.7%	79.1%	67.2%
Education Authority	A	26.9%	26.3%	38.1%	45.6%	34.5%
Independent	A	55.7%	58.9%	67.2%	75.5%	63.9%
FE College	A	15.8%	14.7%	28.7%	37.7%	20.9%

### 5.4.3 Advanced Higher

The attainment rate at grades A to C in education authority centres was 80.5% in 2022, a decrease of 8.3 percentage points from 88.8% in 2021 and an increase of 3.4 percentage points from 77.1% in 2019. At grade A, the attainment rate was 30.7% in education authority centres in 2022, a decrease of 16.1 percentage points from 46.8% in 2021 and an increase of 3.3 percentage points from 27.4% in 2019 (Table 17).

The attainment rate at grades A to C in independent centres was 93.0% in 2022, a decrease of 3.9 percentage points from 96.9% in 2021 and an increase of 1.4 percentage points from 91.6% in 2019. At grade A, the attainment rate was 56.5% in independent centres in 2022, a decrease of 15.8 percentage points from 72.3% in 2021 and an increase of 2.6 percentage points from 53.9% in 2019 (Table 17).

The attainment rate at grades A to C in FE colleges was 89.5% in 2022, a decrease of 6.5 percentage points from 96.0% in 2021 and an increase of 7.4 percentage points from 82.1% in 2019. At grade A, the attainment rate was 57.9% in FE colleges in 2022, a decrease of 16.1 percentage points from 74.0% in 2021 and an increase of 11.6 percentage points from 46.3% in 2019 (Table 17).

**Table 17:** Summary of attainment for Advanced Higher qualifications from 2018 to 2022 by centre type.

Centre type	Grade(s)	2018	2019	2020	2021	2022
Education Authority	A to C	78.3%	77.1%	92.0%	88.8%	80.5%
Independent	A to C	93.3%	91.6%	97.9%	96.9%	93.0%
FE College	A to C	76.6%	82.1%	88.5%	96.0%	89.5%
Education Authority	A	28.3%	27.4%	41.7%	46.8%	30.7%
Independent	A	53.5%	53.9%	66.8%	72.3%	56.5%
FE College	A	40.3%	46.3%	51.3%	74.0%	57.9%

## 6 Scottish Baccalaureate

Entries remained small and stable in 2022. Attainment varies each year, which is to be expected given the small number of entries.

**Table 18:** Summary of entries and attainment for Scottish Baccalaureate qualifications from 2018 to 2022.

Year	Entries	Number of Pass	Percentage of Pass	Number of Distinction	Percentage of Distinction
2018	155	120	78.2%	70	45.5%
2019	155	110	72.1%	55	35.1%
2020	150	130	87.9%	85	57.0%
2021	150	140	92.7%	100	65.3%
2022	165	120	74.2%	80	47.9%

## 7 Ungraded National Courses

National 2 and National 3 courses are a flexible provision and are not necessarily completed by candidates in a single academic year. Consequently, the results are not directly comparable with other courses.

National 2, National 3, and National 4 courses are all ungraded. The attainment rate is based on entries which have resulted in a pass.

### 7.1 National 2

Entries were made in 16 National 2 courses. Entries numbered 2,365 in 2022 with attainment of 1,770. The attainment rate was 74.9%.

**Table 19:** Summary of entries and attainment for National 2 qualifications from 2018 to 2022.

Year	Entries	Number Attained	Percentage Attained
2018	2,105	1,740	82.7%
2019	2,045	1,630	79.7%
2020	1,990	1,545	77.6%
2021	2,190	1,545	70.5%
2022	2,365	1,770	74.9%

### 7.2 National 3

Entries were made in 36 National 3 courses. Entries numbered 20,300 in 2022 with attainment of 17,555. The attainment rate was 86.5%.

**Table 20:** Summary of entries and attainment for National 3 qualifications from 2018 to 2022.

Year	Entries	Number Attained	Percentage Attained
2018	17,905	16,475	92.0%
2019	19,285	17,155	89.0%
2020	21,640	20,105	92.9%
2021	20,910	18,535	88.6%
2022	20,300	17,555	86.5%



## 7.3 National 4

Entries were made in 43 National 4 courses. Entries numbered 123,750 in 2022 with attainment of 109,105. The attainment rate was 88.2%.

National 4 figures for 2019 and previous years include those awarded through the Recognising Positive Achievement (RPA) process. SQA treat National 4 attainment arising through course completion and the RPA process as being equivalent. In 2019, National 4 course entries within centres (excluding entries arising through RPA) was estimated, using certification data, to be 95,870.

**Table 21:** Summary of entries and attainment for National 4 qualifications from 2018 to 2022.

Year	Entries	Number Attained	Percentage Attained
2018	109,645	101,065	92.2%
2019	108,000	97,220	90.0%
2020	102,490	94,710	92.4%
2021	103,660	92,490	89.2%
2022	123,750	109,105	88.2%

## 8 Skills for Work

Skills for Work courses are a flexible provision, not necessarily completed by candidates in a single academic year. Consequently, the results are not directly comparable with other courses.

As the courses are all ungraded, the attainment rate is based on entries which have resulted in a pass.

**Table 22:** Summary of entries and attainment for Skills for Work qualifications from 2018 to 2022.

Year	Entries	Number Attained	Percentage Attained
2018	10,455	9,000	86.0%
2019	12,110	10,290	85.0%
2020	14,465	12,640	87.4%
2021	13,280	11,080	83.4%
2022	14,255	11,635	81.6%

## 9 Awards, National Certificates and National Progression Awards

**Table 23:** Summary of attainment for Award, National Certificate and National Progression Award qualifications from 2018 to 2022.

SCQF Level	Qualification	2018	2019	2020	2021	2022
SCQF1	Award	430	460	405	155	245
SCQF2	Award	900	1,070	950	750	695
SCQF2	National Progression Award	120	80	90	85	60
SCQF3	Award	4,395	4,845	4,445	3,825	3,835
SCQF3	National Certificate	5	15	5	0	0
SCQF3	National Progression Award	190	145	240	110	145
SCQF4	Award	10,845	11,065	12,145	10,135	10,380
SCQF4	National Certificate	295	295	210	200	120
SCQF4	National Progression Award	5,650	5,005	4,865	4,305	5,295
SCQF5	Award	4,160	5,425	8,335	7,435	9,835
SCQF5	National Certificate	4,540	3,605	2,625	2,100	2,330
SCQF5	National Progression Award	5,950	6,395	6,900	6,510	9,185
SCQF6	Award	4,555	5,545	5,900	5,695	5,925
SCQF6	National Certificate	6,525	5,715	4,940	4,255	3,990
SCQF6	National Progression Award	3,465	4,310	7,020	7,855	8,430

## 10 Background Information

Attainment Statistics - December 2022 details the main qualifications taken at school and college level by candidates in Scotland: a mix of current National Courses (National 2 to National 5, Higher and Advanced Higher) as well as Skills for Work, Awards, National Progression Awards, and National Certificates.

All figures in this report are rounded to the nearest five.

In this release, attainment statistics for Awards, National Progression Awards and National Certificate qualifications detail the number of certificated entries between 1 August 2021 and 31 July 2022.

The purpose of National Courses, as well as Skills for Work, Awards, National Progression Awards and National Certifications, is to enable certification and recognition for the programmes of work that candidates undertake in the senior phase of secondary education and in colleges.

The broad objectives of National Courses are to provide high standards, and breadth and depth of learning for individual learners, assessed usually via national exams, coursework and/or internally assessed components.

In 2022, SQA worked with partners across the education sector, including teachers, lecturers, learners, parents and carers, throughout the year to agree the wide-ranging package of support that was put in place to enable learners to demonstrate what they know, understand and can do, despite the disruption to learning caused by the COVID-19 pandemic. SQA implemented various modifications and revision support to reduce the assessment requirements for courses and increase learning and teaching time.

In 2021, the Scottish Government commissioned the SQA to develop an Alternative Certification Model (ACM 2021) for National 5, Higher and Advanced Higher for 2021. The model was based on teacher judgement, supported by assessment resources and quality assurance. In 2020, the Deputy First Minister directed SQA to issue grades, primarily on the basis of teacher estimates. Grades that had been adjusted upwards in an earlier moderation process were also retained.

[Additional background information relating to this release is available in the background information document that accompanies it.](#)

[All the data analysed in this release are available in the data tables that accompany the release.](#)

## 11 Feedback

We welcome your feedback on our publications. Please [contact the team](#) with any comments about ways we can improve a publication to meet your needs.

Reference: 22DASS

Release date: 13 December 2022

Head of Profession: Stephen J. Price