



# **2023 National Qualifications Awarding: Equalities Monitoring Report**

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# Contents

1	Purpose and structure of this report	1
1.1	The Equalities Monitoring Report	1
1.2	Structure of the report	1
2	Background and context	2
2.1	Scottish Qualifications Authority	2
3	Background to 2023 National Qualifications (NQ) awarding	3
3.1	National Qualifications 2023 Group	3
4	SQA's equalities obligations	4
4.1	Obligations under the Equalities Act	4
4.2	Public sector equality duty	4
4.3	SQA's Code of Practice	4
5	Equality Impact Assessment of 2023 awarding	6
5.1	EqlA of the modifications to NQ course assessments for session 2022–23	6
5.2	EqlA of the assessment arrangements for individual learners	6
5.3	EqlA of the Exam Exceptional Circumstances Consideration Service (EECCS)	7
5.4	EqlA of 2023 awarding and grade boundaries	7
5.5	EqlA of the Appeals 2023 Service	8
6	Equalities monitoring and analyses of the 2023 outcomes	9
6.1	Methodology	9
6.2	National 5 entries by characteristics	13
6.3	Higher entries by characteristics	15
6.4	Advanced Higher entries by characteristics	17
6.5	Distribution of 2023 Attainment across different groups	19
6.6	Attainment by Age characteristics	19
6.7	Attainment by sex	20
6.8	Attainment by SIMD quintile	24
6.9	Attainment by additional support needs	31
6.10	Attainment by Declared / Assessed disabled	36
6.11	Attainment by urban/rural classification	42
6.12	Attainment by ethnicity	49

# **1 Purpose and structure of this report**

## **1.1 The Equalities Monitoring Report**

The Scottish Qualifications Authority (SQA) has a strategic objective and a statutory duty to consider the equality impacts of its activities. During the course of developing the awarding approach for 2023, SQA undertook a number of Equality Impact Assessments (EqIAs) to identify and mitigate potential equality impacts.

The purpose of this Equalities Monitoring Report is not to repeat assessments undertaken in those EqIAs, but to report on the outcomes of the 2023 awarding process from an equality perspective.

Accordingly, this report should be read alongside the other publications released by SQA on Results Day 2023, including the official statistics publications that set out national 2023 attainment outcomes. This report is intended to be an important supplement to those publications in that it provides additional reporting on how the 2023 results are distributed across groups of candidates who share particular characteristics.

## **1.2 Structure of the report**

The main body of the report provides the background and other contextual information for the descriptive analyses presented in Section 6 of this report. Among other things, the main body provides a brief re-cap of the approach to awarding in 2023, and the steps that SQA took during the development of that approach to consider and mitigate possible equality impacts.

The descriptive analyses of the distribution of 2023 results across specific groups of candidates, and the methodology underpinning those analyses, are set out in Section 6.

It should be noted that the report does not set out to explain or attribute causes for the distribution of results presented in Section 6.

## 2 Background and context

### 2.1 Scottish Qualifications Authority

SQA is an executive, non-departmental public body (NDPB) established by statute to carry out administrative, commercial, executive and accreditation functions on behalf of the Scottish Government. As an NDPB, SQA is responsible for making its own operational decisions.

The Education (Scotland) Act 1996 — as amended by the Scottish Qualifications Authority Act (2002) — sets out SQA's functions and provides the foundations for SQA's activities in accrediting, regulating and awarding qualifications.

SQA is the statutory awarding body for qualifications in Scotland. Its duties are to develop, validate, quality assure and award a national framework of qualifications for Scotland. In addition, SQA has statutory duties both as the regulator and awarding body for National Qualifications in Scotland as defined by the Equality Act (2010).

Among other things, section 96(7) of the Equality Act (2010) gives SQA, as the appropriate regulator of general qualifications in Scotland, a power to specify provisions, criteria or practices in relation to which the duty to make reasonable adjustments does not apply. SQA must also publish details of where specific 'reasonable adjustments' to National Qualifications should not be made.

Reasonable adjustments are steps taken to avoid a disadvantage to a disabled person. The relevant General Qualifications in Scotland covered by section 96 of the Equality Act (2010) are:

- ◆ National Courses (National 1 to National 5, Higher and Advanced Higher)
- ◆ Scottish Baccalaureates
- ◆ Skills for Work Courses
- ◆ Non-vocational Awards

As an awarding body, SQA works with schools, colleges, universities, employers and government, to ensure that qualifications are inclusive and accessible to all, recognise the achievements of candidates, and provide clear pathways to further learning or employment.

SQA maintains a broad portfolio of qualifications, including National Courses, across a range of subject areas, as well as Vocational Qualifications, National Progression Awards, National Certificates, Professional Development Awards and other specialised awards. The organisation also has a proud history of developing Higher National Certificates and Diplomas, which are equivalent to the first and second year of Scottish university degree programmes.

### 3 Background to 2023 National Qualifications (NQ) awarding

SQA worked in close partnership with the National Qualifications 2023 Group to develop a revised package of support for learners undertaking National 5, Higher and Advanced Higher course assessments in the 2022–23 session. This built on the measures that were in place in 2021–22. However, there was recognition that while pandemic disruption continued to impact learning and teaching during the 2022–23 session, the conditions were somewhat different, and the overall impact was lessening.

While conditions remained challenging and uncertain throughout the year —the impact of the pandemic on learning and teaching was still being felt — there was greater confidence that delivery of the examination diet would proceed as normal with appropriate support measures put in place for learners. The measures put in place represent the culmination of much internal work at SQA, and also reflect, where possible, some of the feedback received from stakeholders during the evaluation of the 2022 approach.

The full range of measures and support services was outlined in [November 2022](#) and included:

- ◆ Modifications to course assessment (retained from 2021–22)
- ◆ ‘Sensitive’ approach to grading
- ◆ Exam Exceptional Circumstances Consideration Service (EECCS)
- ◆ Appeals 23 Service

The approach to setting standards and grading in 2023 continued to be sensitive to the extent of the ongoing impact of COVID-19. The approach was grounded in evidence and took into consideration the significant modifications made to National Course assessments. Further details on the approach to setting standards and grading in 2023 are provided in the [National Qualifications 2023 Awarding — Methodology Report](#), which is available from our website.

#### 3.1 National Qualifications 2023 Group

The National Qualifications 2021 Group was established to co-create and implement the Alternative Certification Model (ACM) for 2021. It was re-convened as the National Qualifications 2022 Group and subsequently the National Qualifications 2023 Group to co-ordinate the support provided to senior phase learners undertaking SQA courses in 2021–22 and 2022–23, respectively.

The National Qualifications 2023 Group’s membership comprised representatives from the Association of Directors of Education in Scotland (ADES), Colleges Scotland, Education Scotland, the Educational Institute of Scotland (EIS), School Leaders Scotland (SLS), the Scottish Council of Independent Schools (SCIS), the Scottish Qualifications Authority (SQA), the Scottish Government, the National Parent Forum of Scotland and the Scottish Youth Parliament.

## **4 SQA's equalities obligations**

### **4.1 Obligations under the Equalities Act**

Section 149(1) of the Equality Act (2010) requires SQA to have due regard to a number of needs, including the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

The Equality of Access to SQA Qualifications policy outlines SQA's commitment to promoting and facilitating access to our qualifications. In practice this means that SQA takes every reasonable step to ensure that it:

- ◆ Produces qualifications based on national standards, which are as accessible as possible. This involves undertaking equality reviews of qualifications to identify any adverse impacts on candidates who share particular characteristics, and seeking to remove such adverse impacts, wherever possible, or minimise them where it is not possible to remove them altogether.
- ◆ Develops methods of assessment and quality assurance, which are sensitive to the needs of all candidates, but which do not compromise SQA's overarching aims of fairness and consistency.
- ◆ Provides assessment arrangements to allow disabled candidates and/or those with additional support needs to access the assessment without compromising its integrity. For disabled candidates, this includes making reasonable adjustments in accordance with the requirements of the Equality Act (2010) section 96(7).

### **4.2 Public sector equality duty**

The Public Sector Equality Duty requires SQA to have due regard to the need to:

- ◆ Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act (2010).
- ◆ Advance equality of opportunity between people who share a protected characteristic and people who do not.
- ◆ Foster good relations between people who share a protected characteristic and people who do not.

SQA takes a number of steps to meet its Public Sector Equality Duty. This includes working with schools, colleges, universities, industry and government, to ensure that qualifications, including National Courses, are inclusive and accessible to all, recognise the achievements of candidates, and enable progression to further learning or employment.

### **4.3 SQA's Code of Practice**

SQA's Code of Practice guides the organisation's approach to ensuring that its qualifications are of a high quality and are fit for purpose, and that the assessment of these qualifications is monitored and maintained to a consistently high standard. It sets out the framework by which SQA safeguards the integrity of its qualifications and assessment standards to ensure public confidence.

The Code of Practice is based on a set of 13 Governing Principles that govern how SQA meets its statutory duties and regulates its activities. These principles also apply to SQA qualifications that are regulated by other organisations.

In the context of equalities, Governing Principle 7 of the Code of Practice states that:

‘SQA will ensure that all qualifications and assessments are as fair and accessible as possible and that the needs of candidates are met in the administration of its assessments.’



## 5 Equality Impact Assessment of 2023 awarding

As part of developing the approach to awarding in 2023, SQA completed [equality impact assessments \(EqIAs\)](#) and [Children's Rights and Wellbeing Impact Assessments \(CRWIAs\)](#) for the full end-to-end process. The aim was to ensure that we identified and mitigated any potential impacts of the awarding approach on one or more groups of candidates with protected characteristics. The EqIAs and CRWIAs considered and acted upon key equalities evidence throughout the development and finalisation of the 2023 awarding approach.

This section is a summary of each equality impact assessment for each part of the overall process. This is useful context information for consideration of the 2023 results — the published equality impact assessments are available on [our website](#).

### 5.1 EqIA of the modifications to NQ course assessments for session 2022–23

Modifications to course assessments at National 5, Higher and Advanced Higher were introduced in session 2020–21. The assessment changes were implemented in subject-specific ways to ensure the continued integrity of courses and to maintain public confidence in the qualifications. Due to ongoing disruption as a result of the COVID-19 pandemic, the majority of these modifications remained in place for session 2022–23.

The modifications were intended to give all candidates (including those with protected characteristics) more opportunities to demonstrate their knowledge, understanding and skills, to reduce the volume of assessments and to ease teachers', lecturers' and candidates' workloads, while maintaining the original rationale, purpose and aims of courses. In response to feedback from teachers and lecturers, SQA adjusted modifications to around 70 courses in 2021–22 where, for example, updated public health advice indicated that this was appropriate and possible.

The [EqIA](#) summarised details of how the modifications would help teachers and lecturers prepare candidates for coursework and/or exams, the potential equality impacts that might result, and the mitigations that could be put in place for any identified disadvantage.

### 5.2 EqIA of the assessment arrangements for individual learners

SQA has regular dialogue with centres about the individual needs of their learners when they request assessment arrangements or reasonable adjustments. In addition to providing guidance and advice on specific queries, the SQA Liaison team also provides support to Support for Learning Teachers, including inductions for new teachers and sessions in preparing for audit of assessment arrangements. This longstanding process allows SQA to understand the many and varied issues that some learners have, particularly those with the protected characteristic of disability, to identify and deliver appropriate assessment arrangements or reasonable adjustments.

SQA continues to provide a programme of support for centre staff in applying and requesting assessment arrangements. This includes up-to-date guidance, reminders about deadline dates for submitting requests for external exams, a webinar series and engagement with external partners. Likewise, SQA continues to consider requests for reasonable adjustments to assessment for disabled learners as they are received. Under the Equality Act (2010), SQA has specific duties: it must make reasonable adjustments for disabled learners and, at the same time, maintain the integrity of the qualification.

### **5.3 EqlA of the Exam Exceptional Circumstances Consideration Service (EECCS)**

The EECCS for 2023 has been developed to provide support to individual learners who experience disruption at the time of the exam. Usually, an exceptional circumstances service responds to learners who are unable to sit an exam or who are affected by an exceptional circumstance that impacted their ability to perform on the day of the exam. This is a longstanding SQA service and is of benefit to learners who find themselves in these circumstances.

In determining the approach for EECCS 2023, learner feedback was considered by SQA. The service for 2023 builds on the existing principles of the 2022 service to ensure this is a sympathetic service for learners — particularly those with a range of protected characteristics and learners with caring responsibilities — who, due to unforeseen and unexpected circumstances, do not achieve the grade that accurately reflects their demonstrated attainment, but who persevered to attempt the exam.

EECCS is a service unique to Scotland in which alternative evidence can be submitted by schools, colleges and training providers on behalf of their learners. This service is not made available by other UK awarding bodies.

### **5.4 EqlA of 2023 awarding and grade boundaries**

Awarding is a key component of SQA's statutory duties and responsibilities, as outlined in [SQA Awarding Code of Practice](#). SQA holds meetings to discuss awarding after each exam diet. The purpose of the meetings is to set grade boundaries. The process of setting grade boundaries uses a mixture of specific subject expertise combined with available qualitative and quantitative evidence to evaluate exam performances. For further details, please consult SQA's [Guide to Setting Grade Boundaries](#).

Following the progress that was made in 2021–22, SQA has again designed a package of support for learners, in partnership with stakeholder groups which includes a sensitive approach to awarding and grade boundaries. SQA adopted an approach to standard-setting that retained the key elements of the well-established awarding procedures, but also sought to provide an extra layer of support to ensure learners were not unfairly disadvantaged by the unique circumstances of 2022–23. This overall approach to awarding utilised a 'sensitive' approach to grading. This ensured a range of factors could be considered during the grade boundary process, while protecting the credibility and integrity of qualifications through maintaining performance standards. For further details on the approach to grading, please consult the [2023 Methodology Report](#).

To inform our decision on the approach to awarding for 2023, SQA conducted a comprehensive evaluation of the approach to awarding used in 2021–22, gathering feedback from learners, representatives from schools, colleges and universities, and our stakeholder groups.

The approach SQA is adopting ensures the normal awarding procedure is retained. This uses well-established processes for awarding and certification that treat all learners fairly and equitably. At the centre of this approach is the expertise of SQA principal assessors, working with senior SQA staff, in making judgements based on a thorough evaluation of the course assessment and learners' performance. This ensures the standard and credibility of the qualifications is maintained and protected.

At the grade boundary setting stage, SQA has factored the impact of the disruption and modifications into the awarding process and aims to ensure grade boundaries are set in a way that is sensitive to this, while remaining fair and equitable for all learners. SQA's approach to awarding in 2023 ensures that awarding is objective and eliminates prejudice and discrimination, while also delivering fair grades for all learners.

## **5.5 EqlA of the Appeals 2023 Service**

SQA considered feedback from teachers, lecturers and learners in determining the approach to be taken for a post-certification service in 2023. In SQA's 2022 National Qualifications Evaluation research project, a majority of learners with a disability or additional support need were not satisfied with the process used in session 2021–22. Respondents who were learners with a disability or additional support need felt that it was unfair and misleading, that there were inconsistencies in how evidence was reviewed between subjects, and that greater transparency on how marks were allocated was needed. Learners also fed back that it is important for them to be able to appeal directly to SQA without going through the school, college or training provider.

Offering the Appeals 2023 service addresses the balance between the needs of the system (variable quality and volume of alternative academic evidence submitted by schools, colleges and training providers) and the needs of learners (equity for all learners). Evidence available to SQA showed that learners did not always benefit from the 2022 approach in which appeals were based only on alternative evidence provided by their school, college or training provider. Variation in quality and volume meant that the evidence submitted was not always comparable in terms of standards.

In 2023, an appeals request will involve a learner's exam script(s) and/or coursework being reviewed by an SQA examiner and an administrative check to ensure the calculation of marks has been carried out correctly. The service will again be free of charge, and learners can submit a request directly to SQA. As the school, college and training provider know the learner best, it is expected that they will support the learner to make an informed decision about whether to submit a request. In establishing the Appeals 2023 service, SQA is striving to provide reassurances to learners who believe an error was made in the initial marking process to receive a qualification and grade that is a fair and accurate reflection of their knowledge, understanding and skills.

Appeals 2023 builds on the service offered in 2019. This is a longstanding SQA service and is of benefit to learners who believe an error has been made in the assessment of their exam scripts and/or coursework. Exam scripts and coursework completed by the learner will be reviewed by an examiner to ensure all materials have been marked according to national standards. If any discrepancies are identified, an appropriate amended grade will be awarded.

## 6 Equalities monitoring and analyses of the 2023 outcomes

This section sets out the descriptive analyses that SQA has conducted on the 2023 results for groups of candidates who share specific equalities characteristics.

Additionally, analyses have been undertaken to assess the 2023 results based on candidates' urban/rural status, and levels of deprivation as ranked by the Scottish Index of Multiple Deprivation (SIMD), the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland.

The full set of candidate characteristics considered in this section are set out in the Methodology section below.

### 6.1 Methodology

#### 6.1.1 Data sources and contributions

Some of the data used in this report is held by SQA and some by Scottish Government. Both bodies contributed analyses to this report.

SQA holds data on attainment and candidate age (calculated from date of birth), sex and postcode.

Scottish Government holds personal, sensitive candidate-level information, including protected characteristics data.

The analysis relating to candidates' protected characteristics was undertaken by Scottish Government, and results provided to SQA. All commentary has been produced by SQA.

#### Limitations:

- ◆ Scottish Government only collects and holds protected characteristics data for candidates from Education Authority (EA) schools. Analyses by protected characteristics in this report are therefore based on only a subset of the total cohort. Education authority schools provide the majority of candidates at National 5, Higher, and Advanced Higher, but this does mean that only one of the many centre types is represented.
- ◆ For clarity, it should be noted that the analyses undertaken by SQA is based on the full cohort of candidates. See Table 1 for a full breakdown of cohort coverage for each characteristic analysed.
- ◆ SQA provides results data annually to Scottish Government following post-results processes including appeals. In this report, analysis by Scottish Government for 2019 to 2022 is based on December post-results data in those years, while analysis for 2023 is based on August results (prior to 2023 appeals and other post-results processes).
- ◆ For urban/rural classification, the pupil's postcode was used. If this was not available, the school (centre) postcode was used. A different approach was used when generating SIMD data, where candidates with postcodes that matched their centres were excluded due to risk that this match was created due to an administrative error (see section 6.6).

- ♦ **Approach to missing Age, Sex and SIMD data:** Candidates with missing values for any of these characteristics were removed for each analysis individually. This maximised the number of candidates included in the analyses but means that the statistics report on slightly different cohorts for each of these characteristics.

**Table 1:** Cohort and contributor by characteristic analysed (EA = education authority)

<b>Equalities characteristics</b>	<b>Undertaken by</b>	<b>Cohort</b>
Additional Support Needs (ASN)	Scottish Government	EA Candidates
Declared / assessed disabled	Scottish Government	EA Candidates
Ethnicity	Scottish Government	EA Candidates
Age	SQA	All Candidates
Sex	SQA	All Candidates
<b>Additional characteristics</b>	<b>Undertaken by</b>	<b>Cohort</b>
Urban / Rural	Scottish Government	EA Candidates
SIMD	SQA	All Candidates

### 6.1.2 Protected characteristics

Protected characteristics data was taken from the September 'Scottish Pupil Census', for the relevant year, for education authority school candidates. This does not include: candidates attending publicly-funded special schools; candidates attending private independent schools; candidates educated outside the school education system (for example, at home); or adults attending publicly-funded secondary schools. The census is carried out through the Scottish Exchange of Educational Data ([ScotXed](#)) project.

The information for the different protected characteristics was available for all education authority candidates in the dataset, and the same dataset was used for each category. The analysis excludes grant aided special schools and schools that are not listed in the school census.

Candidate characteristics are taken from the Scottish Government pupil census prior to the release of the exam results and merged with attainment data. For example, the 2023 analysis uses the characteristics from the 2022 pupil census.

The census collects a range of information for each individual. This includes:

- ♦ **Additional Support Needs status:** Candidates with an Additional Support Need (ASN) include candidates who have a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP) or child's plan, and are assessed or declared disabled, or as having another support need.

- ◆ **Declared or Assessed Disabled status:** Candidates may be assessed as having a disability by a qualified professional or be declared as having a disability by themselves or their parent/carer.
  - A pupil who was not recorded as having ASN or being disabled in the pupil census would be considered as non-ASN and non-disabled respectively.
- ◆ **Ethnic Background:** Ten ethnic backgrounds covering the full list of categories are used in this report:
  - White - Scottish
  - White - non-Scottish
  - Mixed or multiple ethnic groups
  - Asian - Indian
  - Asian - Pakistani
  - Asian - Chinese
  - Asian - Other
  - African/ Black/ Caribbean (includes 'African', 'African - Other', and 'Caribbean or Black')
  - All other categories (includes 'Other - other' and 'Other - Arab')
  - Not Disclosed/Not known (refers to the pupils whose ethnicity was not available)

### 6.1.3 Urban/rural classification

[Urban/rural categories](#) were applied to Scottish Government data based on candidate postcodes.

A candidate's home address is assigned to one of six categories that indicate how urban or rural the area is. These categories are: Large Urban Areas, Other Urban Areas, Accessible Small Towns, Remote Small Towns, Accessible Rural, and Remote Rural.

For urban/rural classification, the pupil's postcode was used. If this was not available, the school (centre) postcode was used. The urban/rural classification is updated periodically to reflect changes in land-use, and the appropriate version of this classification varies over the five years of data included in this report: for 2019 attainment data [SG Urban Rural Classification 2016](#) was used, for 2020 to 2023 attainment data [SG Urban Rural Classification 2020](#) was used.

### 6.1.4 Age

Date of birth was used to calculate a candidate's age in years on 31 May (typically the completion date for NQs) in the given year.

The age categories were set as: 'below 15', '15–18' and 'above 18' years, with approximately 99% of candidates falling in the age bracket of 15–18.

### 6.1.5 Sex

SQA has adopted the International Organization for Standardisation (ISO), and Information Standards Board for Education, Skills and Children's Services (ISB) categories for legal sex type.

These standards allow the use of the following values: Male, Female, Not Known, and Not Applicable.

Consistent with [Provisional Attainment Statistics — August 2023](#) publications, candidates with a legal sex status Not Known and Not Applicable were removed from the analysis related to sex due to low volumes.

### 6.1.6 Scottish Index of Multiple Deprivation (SIMD) data

The [Scottish Index of Multiple Deprivation \(SIMD\)](#) is a relative measure of deprivation across 6,974 small areas (called data zones), which can be grouped into five bands (quintiles), each containing 20% of the data zones. Quintile 1 contains the 20% most deprived data zones in Scotland. The population size of data zones can vary and have [‘roughly equal populations’](#).

Attainment data for the whole cohort for 2019 to 2023 was joined with a SIMD postcode lookup using candidate postcodes to generate SIMD quintiles for each candidate.

Candidates with a missing postcode or the same postcode as the centre (suggestive of an administration error) were excluded from the analysis (<1% of dataset). The most recent version of the SIMD postcode look-up file ([SIMD 2020 version 2](#)) was used for all SIMD analyses in this report.

### 6.1.7 Further notes around the methodology

- ◆ National 5, Higher and Advanced Higher are treated separately.
- ◆ Individual candidates entered for qualifications at different levels may be included in at each relevant level.
- ◆ Percentages are rounded and may not always sum to 100%.
- ◆ Percentage point differences are calculated prior to rounding.
- ◆ ‘N’ refers to No Awards in the grade breakdown tables.
- ◆ In 2023, age was calculated by subtracting 31st May (of the appropriate year) from the candidate’s date of birth. This resulted in the difference in terms of days which was then divided by 365.25 to give the age in years (previously this was done by dividing by 365).
- ◆ Additionally, in 2023 there has been a slight change in approach to postcodes. Previously, postcodes were taken from the live database, meaning that they were the candidate’s most recent postcode and may not have been the appropriate postcode to use for the historic years. In the 2023 report, postcodes come from a snapshot of the database in that particular year. For example, in the 2019 analysis the candidate’s 2019 postcode would be used. Therefore, values in SIMD tables may not be consistent with previous versions of this report.

### 6.1.8 Variation in assessment and awarding arrangements

When reviewing the analyses presented in this report, readers should note the different awarding arrangements in place between 2019 and 2023. This means that it is not possible to compare attainment between years without full consideration of the essential contextual information outlined in the background information section.

- ◆ The approach to Awarding in 2023 is summarised in the [National Qualifications 2023 Methodology Report](#).
- ◆ The approach to Awarding in 2022 is summarised in the [National Qualifications 2022 Methodology Report](#).

- ♦ The approach to Awarding in 2021 is summarised in the [National Qualifications 2021 Methodology Report](#).
- ♦ The approach to Awarding in 2020 is summarised in the [National Qualifications 2020 Methodology Report](#).
- ♦ The approach to Awarding in 2019 was based on established awarding processes.

For consistency with [Provisional Attainment Statistics – August 2023](#), figures for 2023 are generally presented with reference to attainment in the previous year (2022) and to 2019 (the most recent year prior to the pandemic).

## 6.2 National 5 entries by characteristics

### 6.2.1 National 5 entries by Age, Sex and SIMD

The majority of National 5 entries are from 15- to 18-year-olds in all years from 2019 to 2023 (Table 2).

The proportion of female candidates and male candidates being entered for National 5 has been consistent since 2021. In 2023, the proportion of female candidate entries is 50.2% and 49.8% for male candidates.

Historically, SIMD data has shown a higher proportion of entries from candidates from the least deprived SIMD quintiles (Table 2). In the period 2019 to 2023, quintiles three to five accounted for the majority of National 5 entries.

**Table 2:** Proportion of entries by Age, Sex and SIMD for all candidates entered for National 5 from 2019 to 2023.

	2019	2020	2021	2022	2023
<b>Age category</b>					
Below 15	0.2%	0.2%	0.2%	0.2%	0.2%
15 to 18	98.8%	98.9%	99.1%	99.3%	99.3%
Over 18	1.0%	0.9%	0.7%	0.6%	0.5%
<b>Sex</b>					
Female	51.5%	51.1%	50.4%	50.1%	50.2%
Male	48.5%	48.9%	49.6%	49.9%	49.8%
<b>SIMD quintile</b>					
1 (most deprived): 0 – 20 %	16.2%	16.4%	16.6%	16.5%	16.6%
2: 20 – 40%	17.0%	17.3%	16.8%	17.1%	17.0%
3: 40 – 60%	18.9%	18.7%	18.7%	18.4%	18.3%
4 60 – 80%	22.3%	22.2%	22.5%	22.5%	22.6%
5 (least deprived): 80 – 100 %	25.6%	25.3%	25.5%	25.5%	25.6%



### **6.2.2 National 5 entries by protected characteristics and urban/rural distribution (Education authority Schools only)**

From 2019 to 2023, the percentage of National 5 entries from Education Authority school candidates with Additional Support Needs (ASN) has increased year on year, with corresponding decreases in candidates with no ASN identified via the Pupil Census (Table 3).

In 2019, the percentage of National 5 entries with ASN was 23.8%. In 2023 the percentage of entries with ASN was 32.1%. The [pupil census](#) attributes increases in entries from candidates with ASN at all levels, as 'likely due in part to continued improvements in recording and the introduction of the additional need types', rather than any change in the population. The percentage of entries declared or assessed disabled is 1.9% in 2023 (Table 3).

**Table 3:** Proportion of entries by protected characteristics and urban/rural distribution for EA candidates entered for National 5 from 2019 to 2023.

Characteristic	2019	2020	2021	2022	2023
ASN	23.8%	26.4%	28.4%	30.1%	32.1%
No ASN	76.2%	73.6%	71.6%	69.9%	67.9%
Not declared or assessed disabled	98.3%	98.3%	98.1%	98.0%	98.1%
Declared or assessed disabled	1.7%	1.7%	1.9%	2.0%	1.9%
Large Urban Areas	29.6%	29.3%	30.1%	33.1%	34.0%
Other Urban Areas	38.3%	39.3%	38.2%	36.0%	35.6%
Accessible Small Towns	9.7%	9.8%	9.5%	9.4%	9.5%
Remote Small Towns	3.7%	3.4%	3.5%	2.6%	2.5%
Accessible Rural	12.6%	12.1%	12.4%	13.1%	12.9%
Remote Rural	6.2%	6.1%	6.2%	5.8%	5.5%
White – Scottish	83.1%	82.0%	81.3%	78.8%	76.5%
White – non-Scottish	8.9%	9.3%	9.4%	11.2%	12.2%
Mixed or multiple ethnic groups	1.2%	1.3%	1.4%	1.4%	1.5%
Asian – Indian	0.7%	0.7%	0.8%	0.9%	1.2%
Asian – Pakistani	2.2%	2.3%	2.2%	2.3%	2.5%
Asian – Chinese	0.5%	0.6%	0.5%	0.7%	0.8%
Asian – Other	0.7%	0.8%	0.8%	0.9%	1.0%
African/ Black/ Caribbean	1.1%	1.3%	1.5%	1.7%	1.9%
All other categories	0.6%	0.8%	0.8%	1.0%	1.1%
Not Disclosed/Not known	1.0%	1.0%	1.2%	1.2%	1.4%

## 6.3 Higher entries by characteristics

### 6.3.1 Higher entries by Age, Sex and SIMD

The vast majority of entries for Higher are from candidates in the 15 to 18 age bracket, with small, gradual increases over time from 2019 to 2023.

From 2019 to 2023, a larger proportion of Higher entries were from female candidates than male candidates. However, the proportion of male entries has been increasing gradually year on year from 2019 to 2022. In 2023, the overall proportions of female candidates and male candidates remained the same as in 2022.

The proportion of Higher entries for candidates from SIMD quintiles 1 to 5 is relatively stable over the five-year period to 2023.

**Table 4:** Proportion of entries by Age, Sex and SIMD for all candidates entered for Higher from 2019 to 2023.

<b>Age category</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Below 15	0.0%	0.0%	0.0%	0.0%	0.0%
15 to 18	97.7%	98.1%	98.5%	98.8%	99.0%
Over 18	2.3%	1.8%	1.5%	1.2%	1.0%

<b>Sex</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Female	56.0%	55.8%	54.8%	53.7%	53.7%
Male	44.0%	44.2%	45.2%	46.3%	46.3%

<b>SIMD quintile</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
1 (most deprived): 0-20%	13.6%	13.3%	13.4%	13.8%	13.8%
2 20-40%	15.2%	15.2%	15.4%	15.2%	15.3%
3 40-60%	18.2%	18.4%	18.3%	18.0%	17.6%
4 60-80%	23.6%	23.7%	23.6%	23.8%	23.7%
5 (least deprived): 80- 100%	29.4%	29.3%	29.2%	29.3%	29.6%

### **6.3.2 Higher entries by protected characteristics and urban/rural distribution (Education authority Schools only)**

From 2019 to 2023, the percentage of entries from Education Authority candidates with Additional Support Needs (ASN) has increased year on year with corresponding decreases in candidates with no ASN identified via the Pupil Census.

For Higher, in 2019 the percentage of entries with ASN was 19.0%. In 2023 the percentage of entries with ASN is 27.0%.

At Higher, the percentage of entries declared or assessed disabled is relatively stable, fluctuating between 1.3% and 1.7% between 2019 and 2023.

The proportion of entries from Other Urban Areas has decreased in 2022 and 2023 compared to previous levels (2018 to 2021), while Large Urban Areas has increased from 2021 onwards. The proportion of entries from Large Urban Areas has seen the largest change since 2019 with 34.9% of Higher entries now coming from Large Urban Areas compared to 30.7% in 2019.

**Table 5:** Proportion of entries by protected characteristics and urban/rural distribution for EA candidates entered for Higher from 2019 to 2023.

<b>Characteristic</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
ASN	19.0%	21.5%	23.7%	25.1%	27.0%
No ASN	81.0%	78.5%	76.3%	74.9%	73.0%
Not declared or assessed disabled	98.7%	98.5%	98.6%	98.4%	98.3%
Declared or assessed disabled	1.3%	1.5%	1.4%	1.6%	1.7%
Large Urban Areas	30.7%	30.4%	30.5%	34.7%	34.9%
Other Urban Areas	37.9%	37.6%	38.4%	35.6%	35.4%
Accessible Small Towns	9.6%	9.9%	9.8%	9.4%	9.3%
Remote Small Towns	3.3%	3.3%	3.1%	2.2%	2.2%
Accessible Rural	12.2%	12.7%	12.3%	12.8%	12.9%
Remote Rural	6.3%	6.1%	5.9%	5.4%	5.4%
White – Scottish	81.9%	81.3%	80.5%	79.1%	76.4%
White – non-Scottish	8.8%	9.2%	9.4%	9.7%	11.5%
Mixed or multiple ethnic groups	1.2%	1.3%	1.4%	1.6%	1.6%
Asian – Indian	0.9%	0.9%	0.9%	1.0%	1.1%
Asian – Pakistani	2.6%	2.7%	2.6%	2.8%	2.7%
Asian – Chinese	0.7%	0.7%	0.8%	0.8%	0.9%
Asian – Other	0.9%	0.8%	0.9%	1.1%	1.1%
African/ Black/ Caribbean	1.2%	1.3%	1.5%	1.8%	2.1%
All other categories	0.7%	0.7%	0.8%	0.9%	1.2%
Not Disclosed/Not known	1.1%	1.2%	1.1%	1.2%	1.4%

## 6.4 Advanced Higher entries by characteristics

### 6.4.1 Advanced Higher entries by Age, Sex and SIMD

Nearly all Advanced Higher entries are from candidates in the 15 to 18 age bracket (See Table 6 for full breakdown).

A higher proportion of Advanced Higher entries tend to be from female candidates than male candidates. The percentage of male entries has fluctuated slightly around 44% in the last five years.

The proportion of entries for Advanced Highers from SIMD quintile 1 is consistently lower than the proportion of entries from the least deprived SIMD quintile (5). However, the proportion of entries from SIMD quintile 1 has increased slightly since 2019.

**Table 6:** Proportion of entries by Age, Sex and SIMD for all candidates entered for Advanced Higher from 2019 to 2023.

<b>Age category</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Below 15	0.0%	NA	0.0%	0.0%	0.0%
15 to 18	99.6%	99.6%	99.6%	99.6%	99.5%
Over 18	0.4%	0.4%	0.4%	0.3%	0.5%

<b>Sex</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Female	56.2%	56.0%	56.6%	55.2%	55.3%
Male	43.8%	44.0%	43.4%	44.8%	44.7%

<b>SIMD quintile</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
1 (least deprived): 80- 100%	8.1%	8.6%	8.4%	8.9%	9.4%
2 20-40%	10.8%	11.2%	11.1%	11.4%	11.6%
3 40-60%	16.6%	15.7%	16.9%	16.5%	16.0%
4 60-80%	25.6%	25.0%	24.7%	25.1%	25.0%
5 (least deprived): 80- 100%	39.0%	39.5%	38.8%	38.1%	38.0%

#### **6.4.2 Advanced Higher entries by protected characteristics and urban/rural distribution (EA Schools only)**

From 2019 to 2023, the percentage of entries from Education Authority candidates with Additional Support Needs (ASN) has increased year on year with corresponding decreases in candidates with no ASN identified via the Pupil Census.

For Advanced Higher, in 2019 the percentage of entries with ASN was 16.9%. In 2023 the percentage of entries with ASN was 24.2%.

The percentage of entries declared or assessed disabled has remained relatively stable from 2019 to 2023 for Advanced Higher, fluctuating between 1.1% and 1.5%.

The proportion of entries from Large Urban Areas has seen the largest change within the urban/rural category with 37.3% of Advanced Higher entries now coming from Large Urban Areas compared to 31.5% in 2019.

**Table 7:** Proportion of entries by protected characteristics and urban/rural distribution for EA candidates entered for Advanced Higher from 2019 to 2023.

<b>Characteristic</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
ASN	16.9%	18.9%	21.0%	22.4%	24.2%
No ASN	83.1%	81.1%	79.0%	77.6%	75.8%
Not declared or assessed disabled	98.9%	98.7%	98.8%	98.6%	98.5%
Declared or assessed disabled	1.1%	1.3%	1.2%	1.4%	1.5%
Large Urban Areas	31.5%	33.0%	32.3%	34.4%	37.3%
Other Urban Areas	33.9%	33.9%	33.3%	33.9%	32.1%
Accessible Small Towns	10.8%	10.3%	10.9%	10.0%	9.6%
Remote Small Towns	3.3%	2.6%	3.2%	2.0%	1.8%
Accessible Rural	14.1%	13.2%	13.8%	13.9%	13.7%
Remote Rural	6.3%	6.9%	6.6%	5.8%	5.6%
White - Scottish	79.4%	77.3%	77.5%	75.7%	73.2%
White - non-Scottish	10.3%	11.1%	11.5%	11.6%	12.0%
Mixed or multiple ethnic groups	1.7%	1.4%	1.7%	1.8%	2.1%
Asian - Indian	1.3%	1.7%	1.4%	1.7%	1.9%
Asian - Pakistani	2.5%	2.8%	2.7%	2.8%	3.3%
Asian - Chinese	1.3%	1.3%	1.0%	1.5%	1.5%
Asian - Other	1.1%	1.0%	1.0%	1.2%	1.5%
African/ Black/ Caribbean	0.9%	1.3%	1.2%	1.5%	1.9%
All other categories	0.5%	1.0%	0.9%	1.2%	1.1%
Not Disclosed/Not known	1.0%	1.1%	1.2%	1.0%	1.5%

## 6.5 Distribution of 2023 Attainment across different groups

Attainment by equalities characteristics is assessed in subsections 6.6 to 6.12. As with other analyses undertaken in this report, historic attainment from 2019 to 2022 is provided for contextualisation of 2023 outcomes.

The discussion in this section focuses on grade A and grade A to C attainment rates.

Caution is advised in interpreting some of the percentage point changes for different groups over time. For some characteristics, the numbers on which the grade breakdowns are calculated are small and likely to be more variable as a result.

## 6.6 Attainment by Age characteristics

As previously shown, 99.3% of entries at National 5, 99.0% of entries at Higher and 99.5% at Advanced Higher are from candidates aged between 15 and 18.

Due to the small numbers of entries from candidates aged below 15 and above 18, there is limited equalities analysis that can be conducted on the Age characteristic due to the risk of disclosing the identities and results of individual candidates. For this reason, further analyses of attainment by the Age category are not undertaken in the rest of this report.

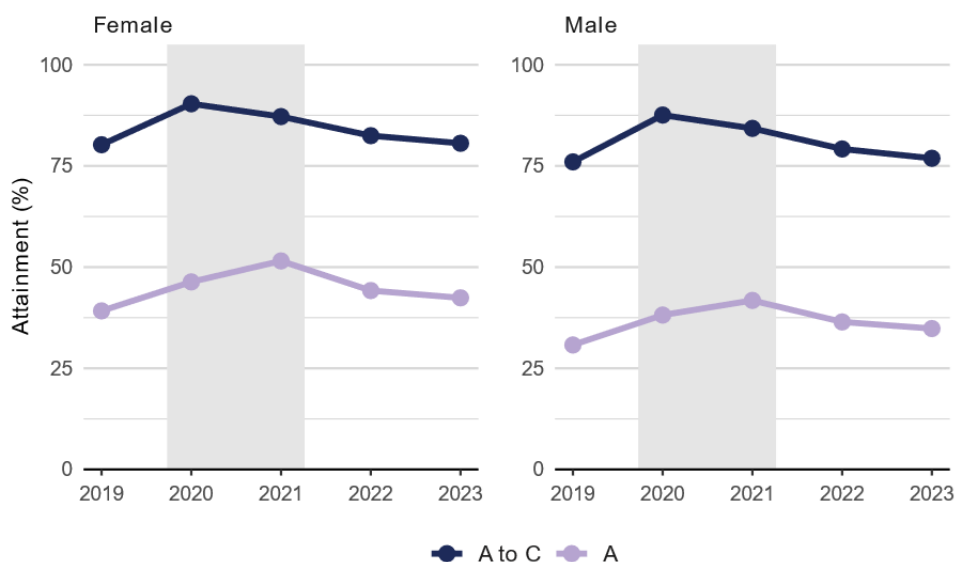
## 6.7 Attainment by sex

This section outlines 2023 attainment outcomes by legal sex. For context, 2019 to 2022 attainment outcomes are also provided.

### 6.7.1 National 5 grade distribution by sex

Female candidates had higher A to C and A attainment rates than male candidates at National 5 for each year in the period 2019 to 2022. This remains the case in 2023. (Figure 1; Table 8)

**Figure 1: A and A to C attainment for female candidates and male candidates at National 5.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 8:** National 5 grade distribution by sex for 2019 to 2023.

<b>Sex</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
Female	2019	39.2%	23.3%	17.8%	11.4%	8.3%	80.2%
Female	2020	46.4%	24.0%	20.0%	6.2%	3.4%	90.4%
Female	2021	51.5%	19.5%	16.2%	7.4%	5.4%	87.2%
Female	2022	44.2%	22.1%	16.2%	10.4%	7.1%	82.5%
Female	2023	42.4%	21.8%	16.4%	10.7%	8.7%	80.6%
Male	2019	30.8%	24.5%	20.8%	13.7%	10.3%	76.0%
Male	2020	38.2%	25.3%	24.1%	8.1%	4.4%	87.6%
Male	2021	41.8%	22.0%	20.5%	9.2%	6.5%	84.3%
Male	2022	36.4%	23.8%	18.9%	12.1%	8.7%	79.2%
Male	2023	34.8%	22.9%	19.2%	12.8%	10.3%	76.9%

In 2023, the A attainment rate for female candidates was 42.4% at National 5. This was a decrease of 1.8 percentage points on the previous year but an increase of 3.2 percentage points on 2019. Male candidates saw a similar decrease in 2023 from 2022, at 1.6 percentage points, but an increase of 4.0 percentage points when compared to 2019.

The difference in A attainment between female candidates and male candidates in 2023 was 7.6 percentage points (in favour of females). This is similar to the 2022 value of 7.8 percentage points also in favour of female candidates. In 2019, the difference in A attainment between female candidates and male candidates was 8.4 percentage points.

In 2023, the A to C attainment rate at National 5 for female candidates was 80.6%. This was a decrease of 1.9 percentage points on the previous year but an increase of 0.4 percentage points on 2019. Male candidates saw a similar decrease in 2023 from 2022, a value of 2.3 percentage points, but an increase of 0.9 percentage points when compared to 2019.

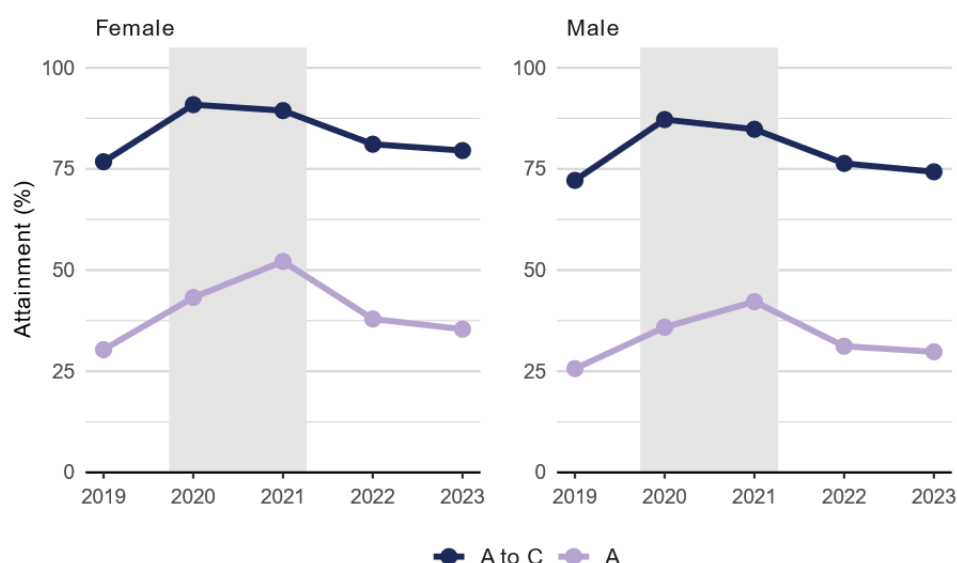
The difference in A to C attainment between female candidates and male candidates in 2023 was 3.7 percentage points (in favour of females). This is similar to the 2022 value of 3.3 percentage points, also in favour of females. In 2019, the difference in A to C attainment between female candidates and male candidates was 4.2 percentage points.

### 6.7.2 Higher grade distribution by sex

Female candidates had higher A to C and A attainment rates than male candidates at Higher for each year in the period 2019 to 2022. This remains the case in 2023. (Figure 2; Table 9)



**Figure 2: A and A to C attainment for female candidates and male candidates at Higher.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 9:** Higher grade distribution by sex type for 2019 to 2023.

Sex	Year	A	B	C	D	N	A to C
Female	2019	30.3%	24.4%	22.0%	14.3%	9.0%	76.8%
Female	2020	43.3%	26.9%	20.7%	6.0%	3.1%	90.9%
Female	2021	52.1%	21.6%	15.7%	6.0%	4.6%	89.4%
Female	2022	37.9%	24.3%	18.9%	11.6%	7.3%	81.1%
Female	2023	35.4%	24.6%	19.6%	12.3%	8.2%	79.5%
Male	2019	25.6%	23.6%	22.9%	16.3%	11.5%	72.2%
Male	2020	35.9%	26.9%	24.4%	8.2%	4.6%	87.2%
Male	2021	42.2%	22.9%	19.7%	8.3%	6.9%	84.8%
Male	2022	31.2%	24.3%	20.9%	13.7%	10.0%	76.4%
Male	2023	29.8%	23.5%	20.9%	14.7%	11.0%	74.3%

The A attainment rate at Higher in 2023 has decreased on 2022 for both female candidates and male candidates: 2.5 and 1.4 percentage points respectively. Overall, the 2023 A attainment rate for female candidates at Higher is an increase of 5.1 percentage points on 2019 and an increase of 4.2 percentage points for male candidates.

The difference in A attainment between female candidates and male candidates in 2023 was 5.6 percentage points. This is less than the 2022 difference of 6.7 percentage points (both in favour of female candidates). In 2019, the difference in A attainment between female candidates and male candidates was 4.7 percentage points.

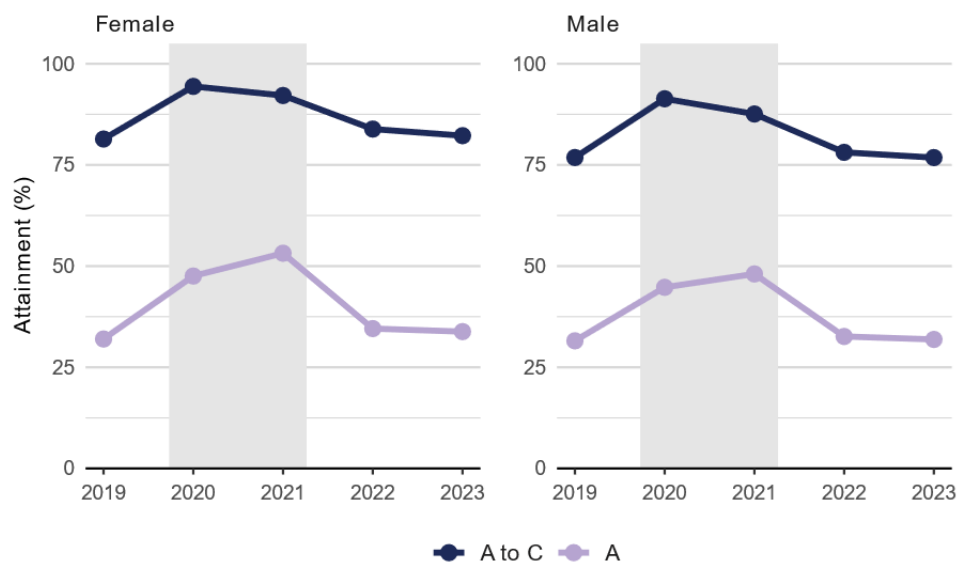
In 2023, the A to C attainment rate for female candidates was 79.5%. This was a decrease of 1.6 percentage points on the previous year but an increase of 2.7 percentage points on 2019. Male candidates also saw a decrease in 2023 from 2022, a value of 2.1 percentage points, but an increase of 2.1 percentage points when compared to 2019.

The difference in A to C attainment between female candidates and male candidates in 2023 was 5.2 percentage points. This is similar to the 2022 value of 4.7 percentage points (both in favour of female candidates). In 2019, the difference in A to C attainment between female candidates and male candidates was 4.6 percentage points.

### 6.7.3 Advanced Higher grade distribution by sex

Female candidates had higher A to C and A attainment rates than male candidates at Advanced Higher for each year in the period 2019 to 2022. This remains the case in 2023. (Figure 3; Table 10)

**Figure 3: A and A to C attainment for female candidates and male candidates at Advanced Higher.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 10:** Advanced Higher grade distribution by sex for 2019 to 2023.

<b>Sex</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
Female	2019	32.0%	25.8%	23.6%	8.2%	10.4%	81.4%
Female	2020	47.6%	29.1%	17.8%	3.8%	1.7%	94.4%
Female	2021	53.2%	23.8%	15.2%	4.7%	3.1%	92.2%
Female	2022	34.6%	27.1%	22.2%	11.3%	4.9%	83.9%
Female	2023	33.8%	26.5%	21.9%	12.3%	5.5%	82.2%
Male	2019	31.5%	23.8%	21.5%	8.5%	14.6%	76.8%
Male	2020	44.8%	26.1%	20.5%	5.6%	3.0%	91.4%
Male	2021	48.1%	22.6%	17.0%	6.6%	5.8%	87.6%
Male	2022	32.6%	24.7%	20.8%	13.1%	8.7%	78.1%
Male	2023	31.9%	24.3%	20.6%	13.6%	9.6%	76.8%

The A attainment rate at Advanced Higher in 2023 has decreased on 2022 for both female and male candidates by a similar amount, 0.8 and 0.7 percentage points respectively. Relative to 2019, the 2023 A attainment rate for female candidates at Advanced Higher is an increase of 1.8 percentage points and an increase of 0.4 percentage points for male candidates.

The difference in A attainment between female candidates and male candidates in 2023 was 1.9 percentage points, in favour of female candidates. This is very similar to the 2022 value of 2.0 percentage points, also in favour of female candidates. In 2019, the difference in A attainment between female candidates and male candidates was 0.5 percentage points.

In 2023, the A to C attainment rate for female candidates was 82.2%. This was a decrease of 1.7 percentage points on the previous year but an increase of 0.8 percentage points on 2019. Similarly, male candidates also saw a decrease in 2023 from 2022, a value of 1.3 percentage points, but no change when compared to 2019 as the A to C attainment rate for male candidates at Advanced Higher was also 76.8%.

The difference in A to C attainment between female candidates and male candidates in 2023 was 5.4 percentage points. This is similar to the 2022 value of 5.8 percentage points (both in favour of female candidates). In 2019, the difference in A to C attainment between female candidates and male candidates was 4.6 percentage points.

## 6.8 Attainment by SIMD quintile

This section outlines attainment outcomes by SIMD quintile from 2019 to 2023.

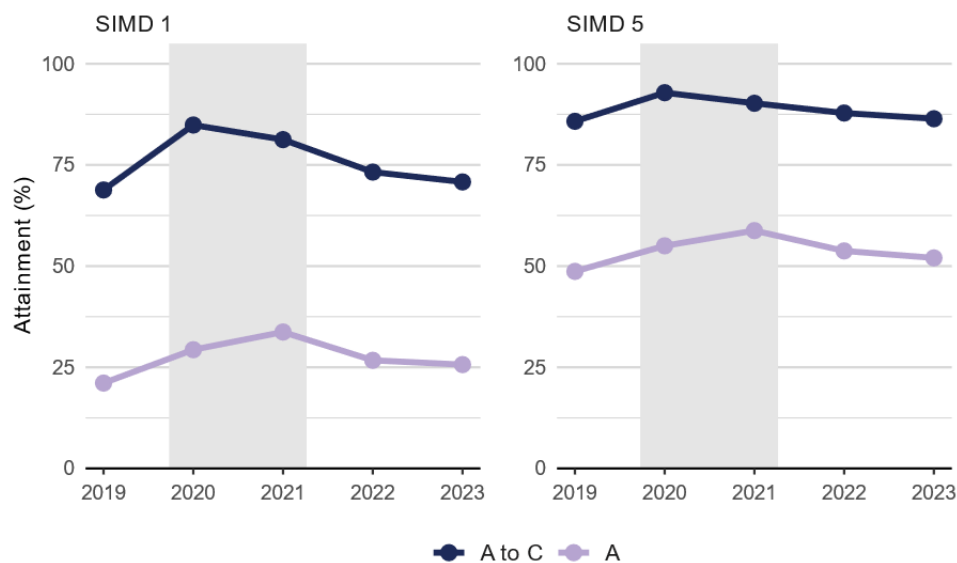
Caution is advised in interpreting some of the percentage point changes for different SIMD quintiles over time. For example, the numbers on which attainment has been calculated for Advanced Higher are small and likely to be more variable as a result.

### 6.8.1 National 5 grade distribution by SIMD quintile

For each year in the period 2019 to 2023, the A attainment rate increases progressively from SIMD quintile 1 (most deprived) to SIMD quintile 5 (least deprived). In each of those years, candidates in quintile 5 achieved an A attainment rate of more than 25 percentage points above those in quintile 1.

For each year in the period 2019 to 2023, the A to C rate increases progressively from quintile 1 to quintile 5. In 2019, the difference between the A to C rates for quintiles 1 and 5 was 17.0 percentage points. In 2022, the difference between these quintiles increased to 14.6 percentage points. In 2023, the difference is 15.6 percentage points, which is less than the difference seen in 2019 (Table 12).

**Figure 4: A and A to C attainment for SIMD 1 and SIMD 5 at National 5.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 11:** National 5 grade distribution by SIMD for 2019 to 2023.

<b>SIMD quintile</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
1	2019	21.1%	24.0%	23.8%	17.4%	13.8%	68.8%
1	2020	29.3%	27.1%	28.4%	9.7%	5.5%	84.9%
1	2021	33.7%	23.6%	23.9%	11.0%	7.8%	81.3%
1	2022	26.7%	24.5%	22.0%	15.2%	11.6%	73.2%
1	2023	25.7%	23.2%	22.0%	15.8%	13.4%	70.8%
2	2019	26.2%	24.4%	22.4%	15.1%	11.9%	73.0%
2	2020	34.4%	26.4%	25.5%	8.9%	4.9%	86.3%
2	2021	38.9%	22.3%	21.4%	10.0%	7.3%	82.7%
2	2022	31.8%	23.7%	20.4%	13.7%	10.4%	75.9%
2	2023	30.1%	23.1%	20.2%	14.2%	12.4%	73.4%
3	2019	32.4%	24.9%	20.1%	13.1%	9.6%	77.4%
3	2020	40.0%	25.5%	23.0%	7.4%	4.0%	88.6%
3	2021	44.1%	21.5%	19.1%	8.9%	6.5%	84.6%
3	2022	37.2%	23.7%	18.4%	12.2%	8.6%	79.3%
3	2023	34.9%	23.1%	18.9%	12.7%	10.4%	76.9%
4	2019	38.7%	24.0%	18.2%	11.2%	7.9%	80.9%
4	2020	45.7%	24.1%	20.4%	6.4%	3.4%	90.2%
4	2021	50.6%	19.8%	16.8%	7.5%	5.2%	87.2%
4	2022	44.3%	22.9%	16.5%	9.9%	6.5%	83.6%
4	2023	42.5%	22.3%	16.7%	10.5%	8.0%	81.5%
5	2019	48.7%	22.5%	14.6%	8.5%	5.7%	85.8%
5	2020	55.0%	21.6%	16.2%	4.6%	2.5%	92.8%
5	2021	58.8%	18.0%	13.5%	5.6%	4.2%	90.2%
5	2022	53.8%	21.0%	13.1%	7.5%	4.7%	87.8%
5	2023	52.0%	20.8%	13.6%	7.9%	5.7%	86.4%

**Table 12:** National 5 percentage point difference in A and A to C attainment between SIMD quintile 1 and SIMD quintile 5. All percentage point differences are in favour of candidates in SIMD quintile 5 (least deprived).

Attainment	2019	2020	2021	2022	2023
A	27.6 pp	25.7 pp	25.1 pp	27.1 pp	26.3 pp
A to C	17.0 pp	7.9 pp	8.9 pp	14.6 pp	15.6 pp

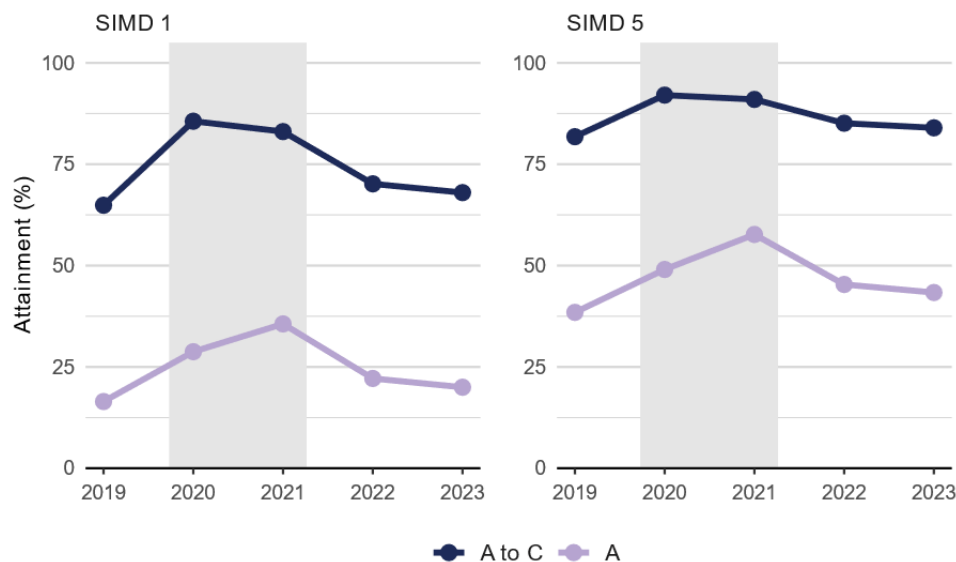
### 6.8.2 Higher grade distribution by SIMD quintile

For each year in the period 2019 to 2023, the A and A to C attainment rate increases progressively from SIMD quintile 1 (most deprived) to SIMD quintile 5 (least deprived) (Figure 5; Table 13).

In 2019, the difference between the A rates for quintile 1 and 5 was 22.0 percentage points. In 2022, the difference between these quintiles increased to 23.1 percentage points. In 2023, the difference has increased further to 23.4 percentage points. This is higher than the difference seen in 2019 (Table 14).

In 2019, the difference between the A to C rates for quintiles 1 and 5 was 16.9 percentage points. In 2023, the difference in A to C attainment rates increased to 16.0 percentage points. This is a larger difference than in 2020 and 2021 but smaller than that seen in 2019.

**Figure 5: A and A to C attainment for SIMD 1 and SIMD 5 at Higher.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 13:** Higher grade distribution by SIMD for 2019 to 2023.

<b>SIMD quintile</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
1	2019	16.5%	22.4%	26.0%	20.3%	14.8%	64.9%
1	2020	28.8%	28.3%	28.5%	9.2%	5.1%	85.6%
1	2021	35.6%	24.6%	22.8%	9.4%	7.5%	83.1%
1	2022	22.2%	23.5%	24.5%	17.6%	12.2%	70.2%
1	2023	20.0%	23.6%	24.5%	18.4%	13.6%	68.0%
2	2019	20.0%	23.1%	25.3%	18.7%	12.8%	68.5%
2	2020	32.1%	28.3%	26.3%	8.8%	4.6%	86.6%
2	2021	39.4%	23.8%	21.1%	8.7%	6.8%	84.4%
2	2022	26.4%	24.4%	22.5%	15.4%	11.4%	73.3%
2	2023	24.5%	23.8%	22.7%	16.4%	12.6%	71.0%
3	2019	25.1%	24.2%	23.7%	16.3%	10.7%	73.1%
3	2020	37.7%	27.5%	23.4%	7.4%	4.0%	88.6%
3	2021	44.7%	23.0%	18.4%	7.6%	6.2%	86.1%
3	2022	30.7%	24.8%	21.4%	13.8%	9.4%	76.8%
3	2023	29.4%	24.5%	21.3%	14.7%	10.1%	75.2%
4	2019	29.9%	24.9%	22.0%	14.0%	9.1%	76.9%
4	2020	41.9%	26.8%	21.3%	6.4%	3.6%	90.0%
4	2021	49.7%	22.1%	16.3%	6.8%	5.2%	88.0%
4	2022	37.6%	24.8%	19.1%	11.3%	7.1%	81.6%
4	2023	34.9%	24.5%	19.7%	12.5%	8.5%	79.1%
5	2019	38.5%	24.6%	18.8%	11.2%	7.0%	81.8%
5	2020	49.0%	25.4%	17.6%	5.2%	2.8%	92.0%
5	2021	57.7%	19.7%	13.6%	4.9%	4.2%	91.0%
5	2022	45.3%	23.8%	16.0%	9.0%	5.9%	85.1%
5	2023	43.4%	23.9%	16.7%	9.7%	6.4%	84.0%

**Table 14:** Differences (percentage points) in A and A to C attainment at Higher between candidates in SIMD quintile 1 and those in SIMD quintile 5. All percentage point differences are in favour of candidates in SIMD quintile 5 (least deprived).

Attainment	2019	2020	2021	2022	2023
A	22.0 pp	20.2 pp	22.1 pp	23.1 pp	23.4 pp
A to C	16.9 pp	6.4 pp	7.9 pp	14.9 pp	16.0 pp

### 6.8.3 Advanced Higher grade distribution by SIMD quintile

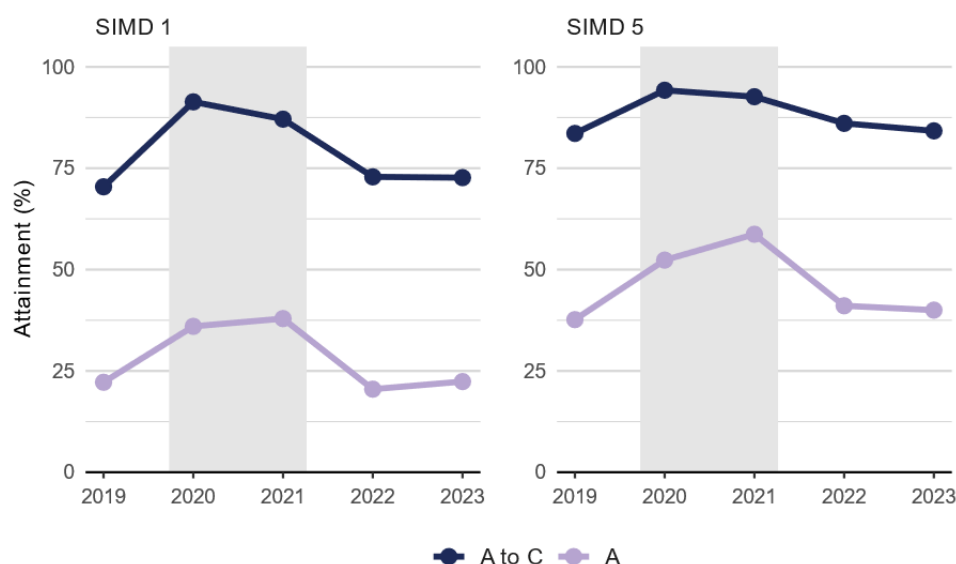
For any year in the period 2019 to 2023, the A and A to C attainment rate generally increases progressively from quintile 1 (most deprived) to quintile 5 (least deprived).

However, in 2020, the overall A to C attainment rate for quintile 1 candidates (91.4%) was higher than quintile 2 candidates (90.4%) and this continued in 2021. In 2022, this returned to the pre-pandemic pattern with quintile 1 candidates attainment rate at A to C being lower than quintile 2. In 2023 however, the A to C attainment rate for quintile 1 was 72.7% — slightly higher than the quintile 2 attainment rate at 72.5%.

In 2019, the difference between the A rate for quintile 1 and 5 was 15.5 percentage points. In 2022, this difference was 20.6 percentage points. In 2023, the difference between the A rate for quintile 1 and 5 is 17.6 percentage points, falling between the 2019 and 2022 value.

For A to C, the difference between the overall attainment rate for quintiles 1 and 5 was 11.5 percentage points in 2023. In both 2019 and 2022, it was 13.2 percentage points.

**Figure 6: A and A to C attainment for SIMD 1 and SIMD 5 at Advanced Higher.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.



**Table 15:** Advanced Higher grade distribution by SIMD for 2019 to 2023.

<b>SIMD quintile</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
1	2019	22.2%	22.5%	25.7%	9.8%	19.8%	70.4%
1	2020	36.0%	29.8%	25.5%	6.0%	2.6%	91.4%
1	2021	37.9%	27.5%	21.7%	7.5%	5.4%	87.1%
1	2022	20.5%	26.3%	26.1%	18.0%	9.2%	72.9%
1	2023	22.4%	24.7%	25.6%	17.8%	9.5%	72.7%
2	2019	25.3%	23.4%	25.0%	10.6%	15.7%	73.7%
2	2020	38.6%	30.2%	21.6%	6.5%	3.1%	90.4%
2	2021	42.0%	25.5%	18.6%	7.7%	6.3%	86.1%
2	2022	24.1%	24.0%	25.4%	16.3%	10.2%	73.5%
2	2023	25.7%	23.5%	23.2%	17.8%	9.8%	72.5%
3	2019	28.0%	24.6%	24.4%	9.8%	13.3%	76.9%
3	2020	43.2%	29.6%	20.1%	4.6%	2.6%	92.9%
3	2021	47.1%	25.3%	16.9%	6.4%	4.3%	89.3%
3	2022	30.1%	24.8%	23.9%	13.8%	7.4%	78.8%
3	2023	27.8%	26.2%	23.8%	14.1%	8.1%	77.8%
4	2019	30.7%	25.5%	23.5%	8.2%	12.2%	79.6%
4	2020	45.2%	28.7%	19.1%	4.6%	2.5%	93.0%
4	2021	49.6%	23.6%	16.6%	5.4%	4.8%	89.7%
4	2022	33.5%	26.9%	21.7%	11.7%	6.2%	82.1%
4	2023	32.4%	26.3%	21.6%	12.5%	7.2%	80.3%
5	2019	37.7%	25.6%	20.4%	7.0%	9.4%	83.6%
5	2020	52.3%	25.6%	16.3%	3.9%	1.9%	94.2%
5	2021	58.7%	20.8%	13.1%	4.2%	3.2%	92.6%
5	2022	41.1%	26.7%	18.3%	9.1%	4.8%	86.1%
5	2023	40.0%	25.6%	18.6%	10.0%	5.7%	84.2%

**Table 16:** Differences (percentage points) in A and A to C attainment at Advanced Higher between candidates in SIMD quintile 1 and those in SIMD quintile 5. All percentage point differences are in favour of candidates in SIMD quintile 5 (least deprived).

Attainment	2019	2020	2021	2022	2023
A	15.5 pp	16.3 pp	20.8 pp	20.6 pp	17.6 pp
A to C	13.2 pp	2.8 pp	5.5 pp	13.2 pp	11.5 pp

## 6.9 Attainment by additional support needs

This section outlines attainment outcomes by additional support needs from 2019 to 2023.

Caution is advised in interpreting some of the percentage point changes for different groups over time. For some characteristics, the numbers on which the percentage breakdowns for different levels are calculated are small and likely to be more variable as a result.

### 6.9.1 National 5 grade distribution by ASN

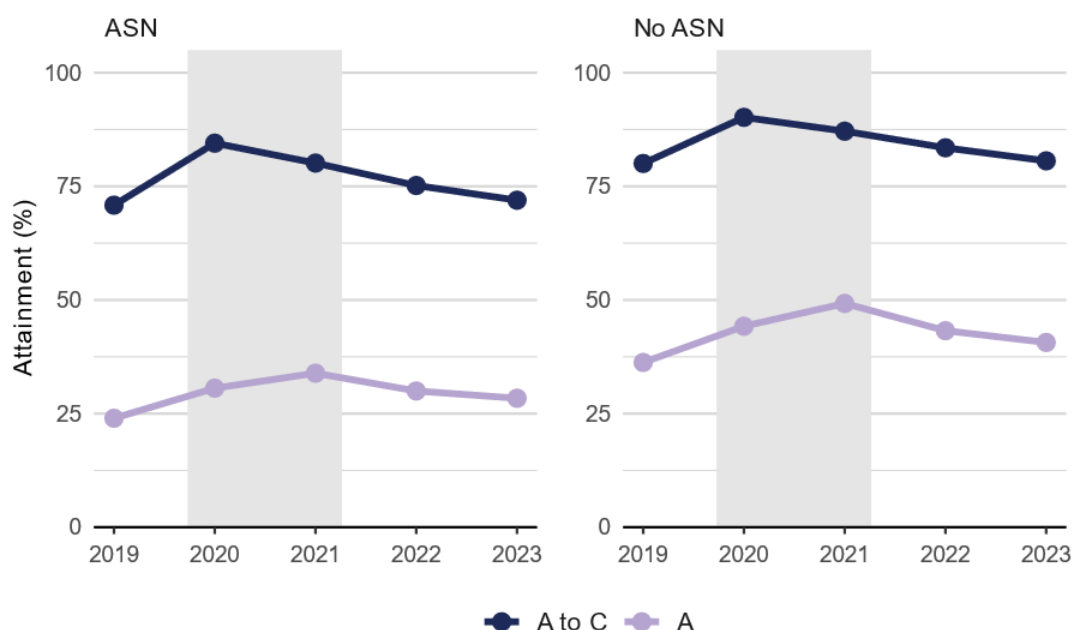
In 2023, the A attainment rate for candidates with additional support needs was 28.4%. This was a decrease of 1.6 percentage points on the previous year but an increase of 4.4 percentage points on 2019. Those without additional support needs saw a decrease of 2.5 percentage points in A attainment in 2023 relative to 2022, but an increase of 4.4 percentage points when compared to 2019.

In 2023, the difference in A attainment between those with and those without additional support needs in 2023 was 12.3 percentage points. This is a slight decrease on the 2022 value of 13.2 percentage points. In 2019, the difference in A attainment between those with and those without additional support needs was 12.3 percentage points.

In 2023, the A to C attainment rate for candidates with additional support needs was 72.0%. This was a decrease of 3.2 percentage points on the previous year but an increase of 1.1 percentage points on 2019. Those without additional support needs saw a similar decrease in 2023 from 2022, a value of 2.9 percentage points, but an increase of 0.6 percentage points when compared to 2019.

The difference in A to C attainment between those with and those without additional support needs in 2023 was 8.6 percentage points. This is similar to the 2022 difference of 8.3 percentage points. In 2019, the difference in A to C attainment between those with and those without additional support needs was 9.1 percentage points.

**Figure 7: A and A to C attainment by Additional Support Needs at National 5.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 17:** National 5 grade distribution by Additional Support Needs from 2019 to 2023.

	Year	A	B	C	D	N	A to C
ASN	2019	24.0%	23.7%	23.1%	15.8%	13.4%	70.9%
ASN	2020	30.6%	25.9%	28.0%	9.7%	5.8%	84.5%
ASN	2021	33.9%	22.8%	23.4%	11.1%	8.8%	80.1%
ASN	2022	30.0%	24.0%	21.3%	13.8%	11.0%	75.2%
ASN	2023	28.4%	22.7%	20.9%	14.8%	13.3%	72.0%
No ASN	2019	36.3%	24.6%	19.1%	11.6%	8.4%	80.0%
No ASN	2020	44.2%	24.9%	21.1%	6.4%	3.4%	90.2%
No ASN	2021	49.2%	20.6%	17.3%	7.5%	5.4%	87.1%
No ASN	2022	43.2%	23.5%	16.8%	9.8%	6.7%	83.5%
No ASN	2023	40.7%	22.7%	17.2%	11.0%	8.4%	80.6%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished, but 2023 uses results day data.

### 6.9.2 Higher grade distribution by ASN

In 2023, the A attainment rate for candidates with additional support needs was 24.7%. This was a decrease of 2.8 percentage points on the previous year but an increase of 4.4 percentage points on 2019. Those without additional support needs saw a decrease of 4.1

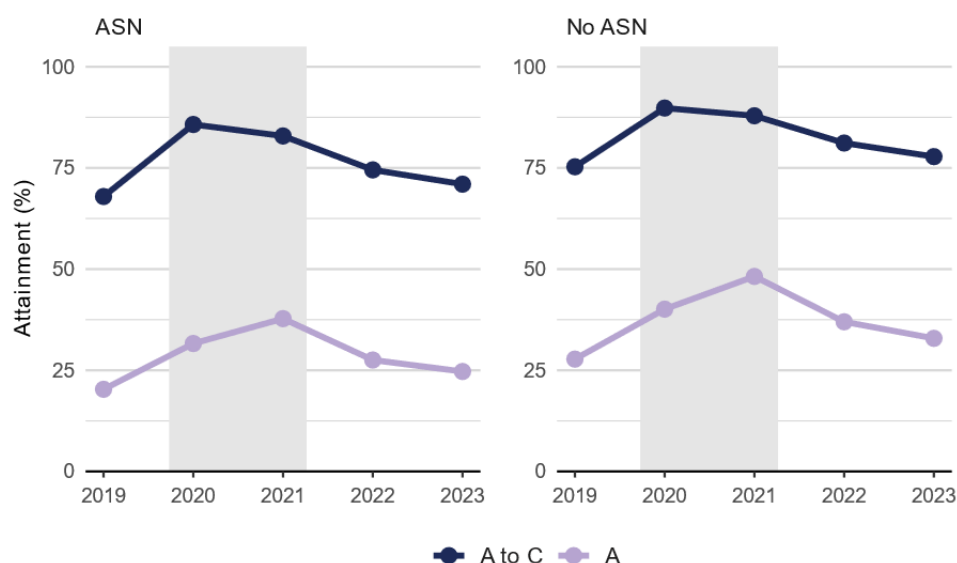
percentage points in A attainment in 2023 from 2022, but an increase of 5.1 percentage points when compared to 2019.

In 2023, the difference in A attainment between those with and those without additional support needs was 8.2 percentage points. This is a slight decrease on the 2022 difference of 9.5 percentage points. In 2019, the difference in A attainment between those with and those without additional support needs was 7.5 percentage points.

In 2023, the A to C attainment rate for candidates with additional support needs was 71.0%. This was a decrease of 3.5 percentage points on the previous year but an increase of 3.1 percentage points on 2019. Those without additional support needs saw a similar decrease in 2023 from 2022, a value of 3.4 percentage points, but an increase of 2.5 percentage points when compared to 2019.

The difference in A to C attainment between those with and those without additional support needs in 2023 was 6.8 percentage points. This is similar to the 2022 difference of 6.7 percentage points. In 2019, the difference in A to C attainment between those with and those without additional support needs was 7.4 percentage points.

**Figure 8: A and A to C attainment by Additional Support Needs at Higher.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 18:** Higher grade distribution by Additional Support Needs from 2019 to 2023.

	Year	A	B	C	D	N	A to C
ASN	2019	20.3%	22.8%	24.8%	18.6%	13.4%	67.9%
ASN	2020	31.6%	27.1%	27.0%	9.2%	5.0%	85.7%
ASN	2021	37.8%	23.4%	21.8%	9.1%	8.0%	82.9%
ASN	2022	27.5%	24.4%	22.6%	15.0%	10.5%	74.5%
ASN	2023	24.7%	23.4%	22.9%	16.8%	12.2%	71.0%
No ASN	2019	27.8%	24.6%	22.9%	15.1%	9.7%	75.3%
No ASN	2020	40.1%	27.5%	22.2%	6.6%	3.6%	89.8%
No ASN	2021	48.2%	22.6%	17.1%	6.8%	5.3%	87.9%
No ASN	2022	37.0%	24.8%	19.4%	11.2%	7.6%	81.2%
No ASN	2023	32.9%	24.7%	20.2%	13.1%	9.1%	77.8%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

### 6.9.3 Advanced Higher grade distribution by ASN

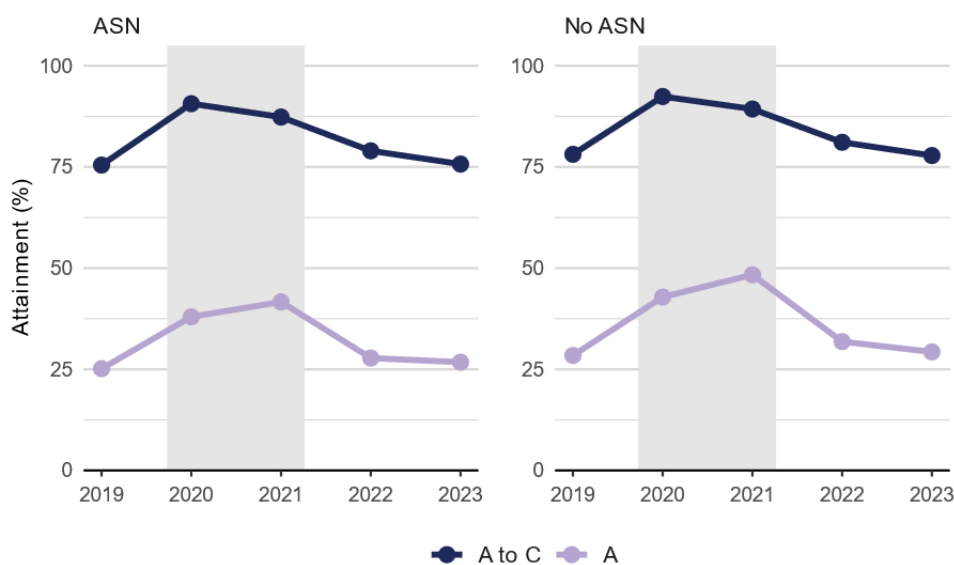
In 2023, the A attainment rate for candidates with additional support needs was 26.8%. This was a decrease of 1.0 percentage point on the previous year but an increase of 1.7 percentage points on 2019. Those without additional support needs saw a decrease of 2.5 percentage points in A attainment in 2023 from 2022, but an increase of 0.9 percentage points when compared to 2019.

In 2023, the difference in A attainment between those with and those without additional support needs in 2023 was 2.5 percentage points. This is a slight decrease on the 2022 difference of 4.0 percentage points. It is also a decrease on 2019, when the difference in A attainment between those with and those without additional support needs was 3.3 percentage points.

In 2023, the A to C attainment rate for candidates with additional support needs was 75.7%. This was a decrease of 3.3 percentage points on the previous year but an increase of 0.2 percentage points on 2019. Those without additional support needs saw a similar decrease of 3.3 percentage points in 2023 from 2022, and a slight decrease of 0.3 percentage points when compared to 2019.

The difference in A to C attainment between those with and those without additional support needs in 2023 was 2.1 percentage points. This is the same as the 2022 difference of 2.1 percentage points. In 2019, the difference in A to C attainment between those with and those without additional support needs was 2.6 percentage points.

**Figure 9: A and A to C attainment by Additional Support Needs at Advanced Higher.**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 19:** Advanced Higher grade distribution by Additional Support Needs from 2019 to 2023.

	Year	A	B	C	D	N	A to C
ASN	2019	25.1%	24.4%	25.9%	9.5%	15.0%	75.5%
ASN	2020	38.0%	29.6%	23.0%	6.5%	2.8%	90.6%
ASN	2021	41.6%	25.0%	20.6%	7.1%	5.6%	87.3%
ASN	2022	27.8%	26.5%	24.7%	13.5%	7.5%	79.0%
ASN	2023	26.8%	24.8%	24.2%	15.4%	8.9%	75.7%
No ASN	2019	28.4%	25.4%	24.3%	9.0%	12.9%	78.1%
No ASN	2020	42.8%	29.0%	20.5%	5.0%	2.6%	92.4%
No ASN	2021	48.3%	24.2%	16.8%	6.0%	4.7%	89.3%
No ASN	2022	31.8%	26.8%	22.4%	12.2%	6.7%	81.1%
No ASN	2023	29.3%	26.0%	22.5%	14.0%	8.2%	77.8%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

## 6.10 Attainment by Declared / Assessed disabled

This section outlines attainment outcomes by declared / assessed disabled from 2019 to 2023.

Caution is advised in interpreting some of the percentage point changes for different groups over time. For Declared / Assessed Disabled entries, and in particular at Advanced Higher, the numbers on which the percentage breakdowns for different levels are calculated are small and likely to be more variable as a result.

### 6.10.1 National 5 grade distribution by Declared / Assessed Disabled

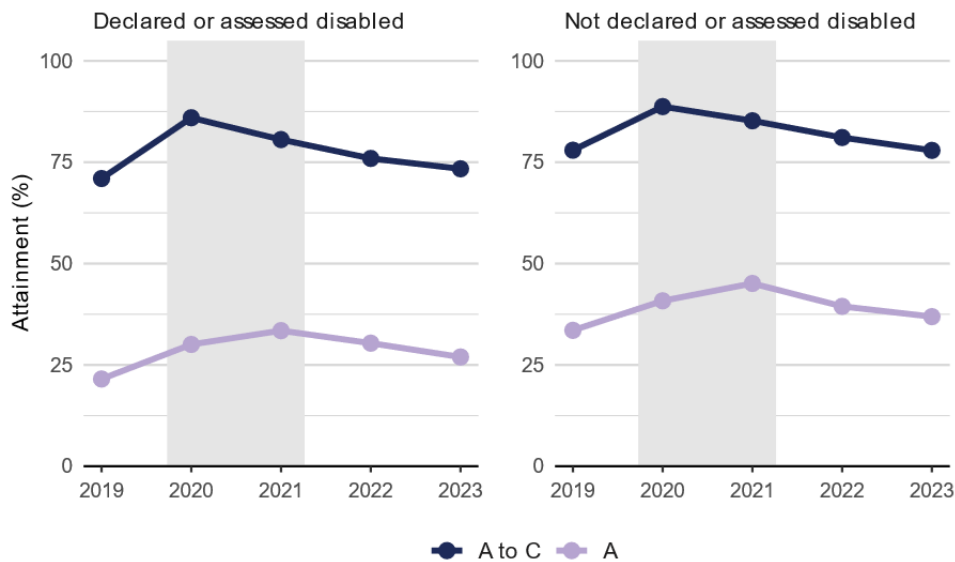
In 2023, the A attainment rate for candidates who are declared / assessed disabled was 27.0%. This was a decrease of 3.4 percentage points on the previous year but an increase of 5.5 percentage points on 2019. Those who are not declared / assessed disabled saw a decrease in A attainment of 2.5 percentage points in 2023 from 2022, but an increase of 3.4 percentage points when compared to 2019.

The difference in A attainment between those who are and those who are not declared / assessed disabled in 2023 was 9.9 percentage points. This is a slight decrease on the 2022 difference of 9.0 percentage points. In 2019, the difference in A attainment between those who are and those who are not declared / assessed disabled was 12.0 percentage points.

In 2023, the A to C attainment rate for candidates who are declared / assessed disabled was 73.4%. This was a decrease of 2.5 percentage points on the previous year but an increase of 2.4 percentage points on 2019. Those who are not declared / assessed disabled saw a similar decrease in 2023 from 2022, a value of 3.2 percentage points, and a slight decrease of 0.1 percentage points when compared to 2019.

The difference in A to C attainment between those who are and those who are not declared / assessed disabled in 2023 was 4.5 percentage points. This is less than the 2022 difference of 5.2 percentage points. In 2019, the difference in A to C attainment between those who are and those who are not declared / assessed disabled was 7.0 percentage points.

**Figure 10: A and A to C attainment by Declared / Assessed disabled at National 5**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.



**Table 20:** National 5 grade distribution by whether declared or assessed disabled from 2019 to 2023.

	Year	A	B	C	D	N	A to C
Declared or assessed disabled	2019	21.5%	25.5%	23.9%	15.9%	13.1%	71.0%
Declared or assessed disabled	2020	30.1%	25.5%	30.4%	9.3%	4.7%	86.0%
Declared or assessed disabled	2021	33.5%	23.4%	23.8%	11.5%	8.0%	80.6%
Declared or assessed disabled	2022	30.4%	24.3%	21.2%	14.2%	9.9%	75.9%
Declared or assessed disabled	2023	27.0%	24.0%	22.5%	15.0%	11.6%	73.4%
Not declared or assessed disabled	2019	33.5%	24.4%	20.0%	12.5%	9.5%	78.0%
Not declared or assessed disabled	2020	40.8%	25.2%	22.8%	7.3%	4.0%	88.7%
Not declared or assessed disabled	2021	45.1%	21.2%	19.0%	8.5%	6.3%	85.2%
Not declared or assessed disabled	2022	39.4%	23.6%	18.1%	11.0%	7.9%	81.1%
Not declared or assessed disabled	2023	36.9%	22.7%	18.3%	12.2%	9.9%	77.9%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

### 6.10.2 Higher grade distribution by Declared / Assessed Disabled

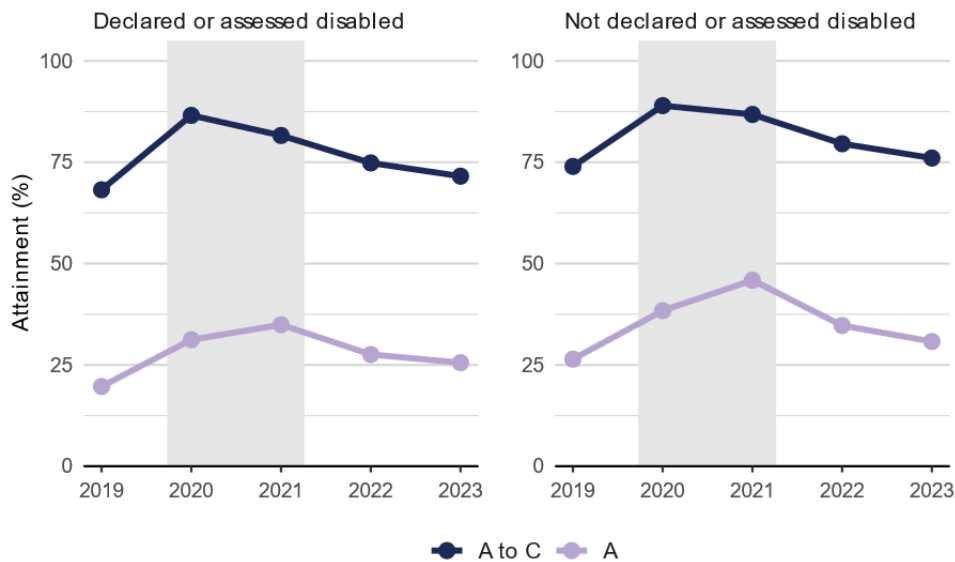
In 2023, the A attainment rate for candidates who are declared / assessed disabled was 25.6%. This was a decrease of 2.0 percentage points on the previous year but an increase of 5.9 percentage points on 2019. Those who are not declared / assessed disabled also saw a decrease in A attainment of 3.9 percentage points in 2023 from 2022, but an increase of 4.4 percentage points when compared to 2019.

The difference in A attainment between those who are and those who are not declared / assessed disabled in 2023 was 5.2 percentage points. This is a slight decrease on the 2022 difference of 7.1 percentage points. In 2019, the difference in A attainment between those who are and those who are not declared / assessed disabled was 6.7 percentage points.

In 2023, the A to C attainment rate for candidates who are declared / assessed disabled was 71.6%. This was a decrease of 3.2 percentage points on the previous year, but an increase of 3.4 percentage points on 2019. Those who are not declared / assessed disabled saw a similar decrease in 2023 from 2022, a value of 3.6 percentage points, and an increase of 2.0 percentage points when compared to 2019.

The difference in A to C attainment between those who are and those who are not declared / assessed disabled in 2023 was 4.4 percentage points. This is less than the 2022 difference of 4.8 percentage points. In 2019, the difference in A to C attainment between those who are and those who are not declared / assessed disabled was 5.8 percentage points.

**Figure 11: A and A to C attainment by Declared / Assessed disabled at Higher**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 21:** Higher grade distribution by whether declared or assessed disabled from 2019 to 2023.

	Year	A	B	C	D	N	A to C
Declared or assessed disabled	2019	19.7%	23.3%	25.3%	19.9%	11.9%	68.2%
Declared or assessed disabled	2020	31.2%	26.4%	28.9%	9.2%	4.3%	86.6%
Declared or assessed disabled	2021	34.9%	24.7%	22.0%	10.6%	7.8%	81.6%
Declared or assessed disabled	2022	27.6%	24.4%	22.8%	15.6%	9.6%	74.8%
Declared or assessed disabled	2023	25.6%	24.9%	21.1%	17.1%	11.4%	71.6%
Not declared or assessed disabled	2019	26.4%	24.3%	23.2%	15.7%	10.4%	74.0%
Not declared or assessed disabled	2020	38.4%	27.4%	23.1%	7.1%	3.9%	89.0%
Not declared or assessed disabled	2021	45.9%	22.8%	18.1%	7.3%	5.9%	86.8%
Not declared or assessed disabled	2022	34.7%	24.7%	20.2%	12.1%	8.3%	79.6%
Not declared or assessed disabled	2023	30.8%	24.4%	20.9%	14.1%	9.9%	76.0%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

### 6.10.3 Advanced Higher grade distribution by Declared / Assessed Disabled

Due to the small numbers of candidates who are declared or assessed disabled taking Advanced Higher (354 candidates in 2023), the previous caveats should be borne in mind when reviewing the analyses presented below.

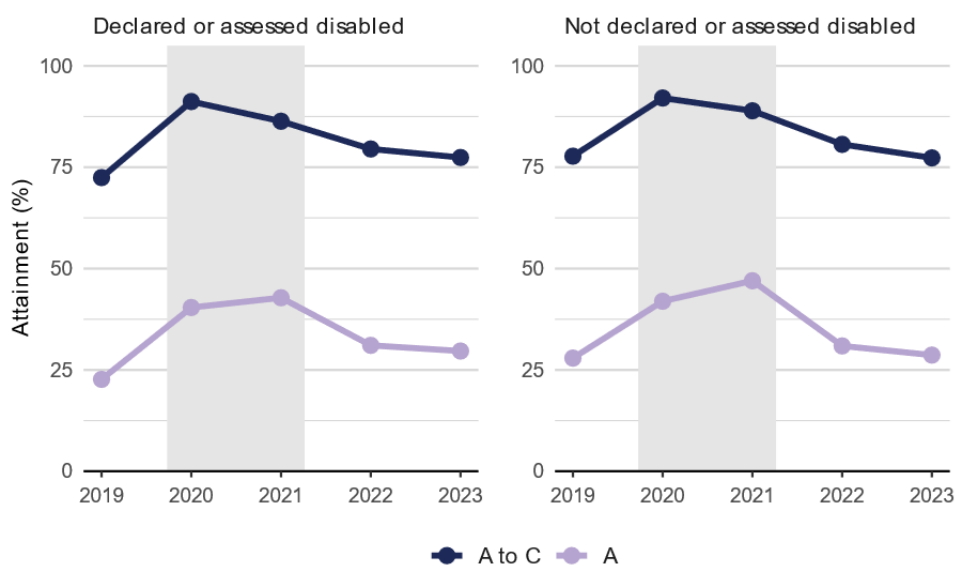
In 2023, the A attainment rate for candidates who are declared / assessed disabled was 29.7%. This was a decrease of 1.4 percentage points on the previous year but an increase of 7.0 percentage points on 2019. Those who are not declared / assessed disabled also saw a decrease in 2023 from 2022, a value of 2.2 percentage points, but an increase of 0.8 percentage points when compared to 2019.

The difference in A attainment between those who are and those who are not declared / assessed disabled in 2023 was 1.0 percentage points in favour of those who are declared or assessed disabled, whereas in 2022 it was 0.2 percentage points. In 2019, the difference in A attainment between those who are and those who are not declared / assessed disabled was 5.2 percentage points in favour of those who are not declared or assessed disabled.

In 2023, the A to C attainment rate for candidates who are declared / assessed disabled was 77.4%. This was a decrease of 2.1 percentage points on the previous year but an increase of 5.0 percentage points on 2019. Those who are not declared / assessed disabled saw a similar decrease in 2023 from 2022, a value of 3.3 percentage points, and a decrease of 0.4 percentage points when compared to 2019.

The difference in A to C attainment between those who are and those who are not declared / assessed disabled in 2023 was 0.1 percentage points, whereas in 2022 the difference was 1.1 percentage points in favour of those who are not declared or assessed disabled. In 2019, the difference in A to C attainment between those who are and those who are not declared / assessed disabled was 5.8 percentage points in favour of those who are not declared / assessed disabled.

**Figure 12: A and A to C attainment by Declared / assessed disabled at Advanced Higher**



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 22:** Advanced Higher grade distribution by whether declared or assessed disabled from 2019 to 2023.

	Year	A	B	C	D	N	A to C
Declared or assessed disabled	2019	22.7%	21.8%	28.0%	8.9%	18.7%	72.4%
Declared or assessed disabled	2020	40.4%	28.4%	22.4%	6.4%	2.4%	91.2%
Declared or assessed disabled	2021	42.8%	25.5%	18.1%	6.3%	7.4%	86.3%
Declared or assessed disabled	2022	31.1%	26.1%	22.4%	15.5%	5.0%	79.5%
Declared or assessed disabled	2023	29.7%	25.1%	22.6%	15.8%	6.8%	77.4%
Not declared or assessed disabled	2019	27.9%	25.3%	24.6%	9.1%	13.2%	77.7%
Not declared or assessed disabled	2020	41.9%	29.2%	21.0%	5.2%	2.7%	92.1%
Not declared or assessed disabled	2021	47.0%	24.4%	17.6%	6.2%	4.8%	88.9%
Not declared or assessed disabled	2022	30.9%	26.8%	22.9%	12.4%	6.9%	80.6%
Not declared or assessed disabled	2023	28.7%	25.7%	22.9%	14.3%	8.4%	77.3%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

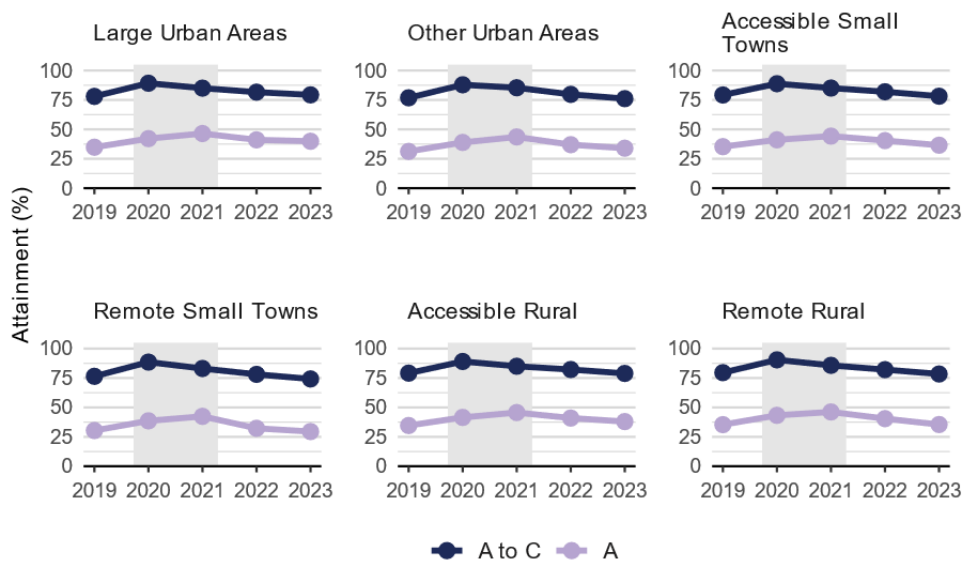
## 6.11 Attainment by urban/rural classification

Urban/rural grade breakdowns of attainment have historically been more variable over time and across levels than the other equalities categories in this analysis. In general however, where one group had higher attainment than another historically, this remained the case in 2023 (Figures 13 to 15; Tables 23 to 25).

Caution is advised in interpreting some of the percentage point changes for different groups over time. For some characteristics, such as remote small towns, the numbers on which the grade breakdowns for different levels are calculated are small and likely to be more variable as a result.

6.11.1 National 5 grade distribution by urban/rural

Figure 13: A and A to C attainment by Urban/Rural at National 5



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

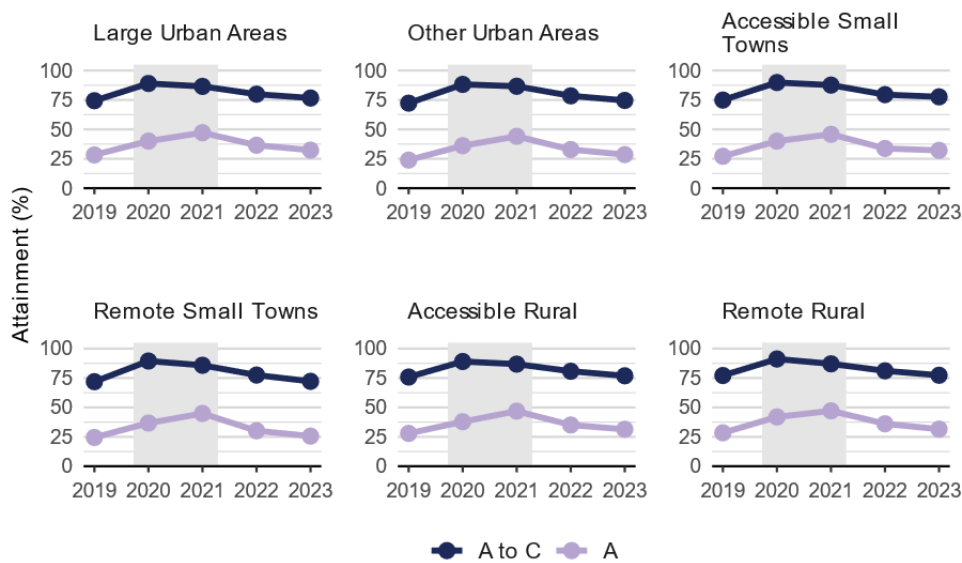
**Table 23:** National 5 grade distribution by Urban/Rural from 2019 to 2023.

	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
Large Urban Areas	2019	34.8%	23.5%	19.7%	12.3%	9.7%	78.0%
Large Urban Areas	2020	42.1%	24.9%	22.2%	7.1%	3.7%	89.2%
Large Urban Areas	2021	46.5%	20.4%	18.1%	8.1%	6.8%	85.0%
Large Urban Areas	2022	41.1%	23.2%	17.4%	10.4%	8.0%	81.6%
Large Urban Areas	2023	39.9%	22.0%	17.4%	11.3%	9.4%	79.3%
Other Urban Areas	2019	31.2%	24.6%	20.9%	13.1%	10.1%	76.8%
Other Urban Areas	2020	38.9%	25.5%	23.5%	7.6%	4.5%	87.9%
Other Urban Areas	2021	43.6%	21.7%	20.2%	8.7%	5.9%	85.4%
Other Urban Areas	2022	36.9%	24.0%	18.8%	11.7%	8.5%	79.7%
Other Urban Areas	2023	34.0%	23.1%	19.0%	13.1%	10.8%	76.1%
Accessible Small Towns	2019	35.3%	24.6%	19.3%	12.1%	8.7%	79.2%
Accessible Small Towns	2020	41.1%	25.3%	22.4%	7.1%	4.1%	88.8%
Accessible Small Towns	2021	44.3%	21.4%	19.5%	8.4%	6.5%	85.1%
Accessible Small Towns	2022	40.4%	23.2%	18.3%	10.5%	7.5%	81.9%
Accessible Small Towns	2023	36.5%	23.1%	18.5%	12.3%	9.6%	78.2%
Remote Small Towns	2019	30.4%	25.6%	20.5%	13.7%	9.9%	76.4%
Remote Small Towns	2020	38.6%	25.9%	24.0%	8.3%	3.1%	88.5%
Remote Small Towns	2021	42.4%	21.7%	19.0%	10.4%	6.5%	83.1%
Remote Small Towns	2022	32.3%	25.1%	20.8%	13.5%	8.4%	78.1%
Remote Small Towns	2023	29.5%	23.1%	21.7%	14.0%	11.8%	74.2%
Accessible Rural	2019	34.6%	25.1%	19.4%	12.1%	8.8%	79.2%
Accessible Rural	2020	41.5%	24.5%	23.0%	7.0%	3.9%	89.1%
Accessible Rural	2021	45.6%	21.0%	18.4%	8.4%	6.5%	85.0%
Accessible Rural	2022	41.0%	23.6%	17.7%	10.5%	7.2%	82.2%
Accessible Rural	2023	38.0%	22.9%	18.0%	11.8%	9.3%	78.9%
Remote Rural	2019	35.4%	24.9%	19.2%	12.0%	8.4%	79.6%
Remote Rural	2020	43.3%	25.6%	21.6%	6.7%	2.8%	90.5%
Remote Rural	2021	46.2%	22.0%	17.6%	8.5%	5.8%	85.8%
Remote Rural	2022	40.5%	23.9%	17.8%	10.9%	7.0%	82.1%
Remote Rural	2023	35.5%	23.7%	19.2%	12.3%	9.3%	78.4%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

6.11.2 Higher grade distribution by urban/rural

Figure 14: A and A to C attainment by Urban/Rural at Higher



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.



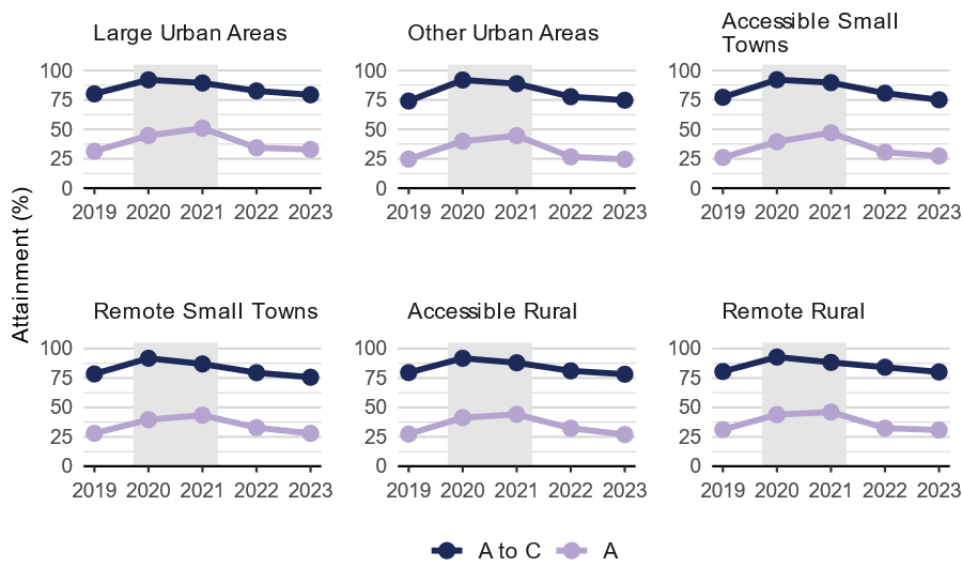
**Table 24:** Higher grade distribution by Urban/Rural from 2019 to 2023.

	Year	A	B	C	D	N	A to C
Large Urban Areas	2019	28.3%	23.8%	22.2%	15.2%	10.5%	74.3%
Large Urban Areas	2020	40.0%	26.7%	22.2%	7.1%	4.0%	89.0%
Large Urban Areas	2021	47.1%	21.9%	17.5%	7.0%	6.5%	86.5%
Large Urban Areas	2022	36.5%	23.9%	19.4%	11.8%	8.3%	79.9%
Large Urban Areas	2023	32.3%	24.0%	20.3%	13.6%	9.8%	76.6%
Other Urban Areas	2019	23.9%	24.3%	24.1%	16.6%	11.1%	72.3%
Other Urban Areas	2020	36.1%	27.7%	24.4%	7.5%	4.3%	88.2%
Other Urban Areas	2021	44.1%	23.4%	19.1%	7.6%	5.8%	86.6%
Other Urban Areas	2022	32.8%	24.8%	20.8%	12.5%	9.0%	78.5%
Other Urban Areas	2023	28.5%	24.6%	21.4%	14.7%	10.7%	74.6%
Accessible Small Towns	2019	27.1%	24.4%	23.4%	15.3%	9.8%	74.9%
Accessible Small Towns	2020	40.0%	27.3%	22.5%	6.7%	3.5%	89.8%
Accessible Small Towns	2021	45.8%	23.5%	18.3%	7.0%	5.4%	87.6%
Accessible Small Towns	2022	33.7%	25.9%	19.9%	12.4%	8.1%	79.5%
Accessible Small Towns	2023	32.2%	24.5%	20.9%	13.4%	9.0%	77.6%
Remote Small Towns	2019	24.5%	24.1%	23.3%	17.7%	10.4%	71.9%
Remote Small Towns	2020	36.7%	28.6%	24.1%	7.5%	3.1%	89.5%
Remote Small Towns	2021	44.9%	22.7%	18.3%	7.8%	6.3%	85.8%
Remote Small Towns	2022	30.2%	24.8%	22.5%	13.4%	9.0%	77.5%
Remote Small Towns	2023	25.6%	23.9%	22.6%	16.8%	11.0%	72.2%
Accessible Rural	2019	27.9%	25.1%	22.8%	14.8%	9.3%	75.8%
Accessible Rural	2020	37.9%	27.9%	23.2%	7.0%	4.0%	89.0%
Accessible Rural	2021	46.8%	22.6%	17.4%	7.5%	5.7%	86.8%
Accessible Rural	2022	35.1%	25.2%	20.5%	11.8%	7.4%	80.8%
Accessible Rural	2023	31.4%	24.7%	20.7%	14.0%	9.1%	76.9%
Remote Rural	2019	28.4%	24.9%	23.8%	14.6%	8.3%	77.1%
Remote Rural	2020	41.9%	27.8%	21.5%	6.0%	2.9%	91.2%
Remote Rural	2021	47.1%	22.5%	17.5%	7.4%	5.5%	87.1%
Remote Rural	2022	36.1%	25.2%	19.8%	11.9%	7.0%	81.1%
Remote Rural	2023	31.5%	24.5%	21.3%	13.8%	8.9%	77.4%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

6.11.3 Advanced Higher grade distribution by urban/rural

Figure 15: A and A to C attainment by Urban/Rural at Advanced Higher



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 25:** Advanced Higher grade distribution by Urban/Rural from 2019 to 2023.

	Year	A	B	C	D	N	A to C
Large Urban Areas	2019	31.4%	25.5%	23.2%	8.1%	11.7%	80.1%
Large Urban Areas	2020	44.7%	27.6%	19.8%	5.4%	2.5%	92.1%
Large Urban Areas	2021	51.0%	22.9%	15.5%	5.5%	5.0%	89.4%
Large Urban Areas	2022	34.3%	27.1%	21.2%	11.6%	5.7%	82.7%
Large Urban Areas	2023	32.9%	25.2%	21.2%	13.3%	7.3%	79.4%
Other Urban Areas	2019	24.7%	24.0%	25.3%	10.2%	15.7%	74.1%
Other Urban Areas	2020	39.9%	29.6%	22.4%	5.1%	3.0%	91.9%
Other Urban Areas	2021	44.6%	25.3%	18.9%	6.3%	4.9%	88.8%
Other Urban Areas	2022	26.6%	26.8%	24.3%	14.1%	8.1%	77.7%
Other Urban Areas	2023	24.5%	25.8%	24.4%	15.6%	9.7%	74.8%
Accessible Small Towns	2019	26.1%	25.5%	25.6%	9.3%	13.4%	77.2%
Accessible Small Towns	2020	39.5%	31.2%	21.6%	5.2%	2.6%	92.2%
Accessible Small Towns	2021	47.1%	24.5%	18.1%	5.9%	4.4%	89.7%
Accessible Small Towns	2022	30.6%	27.4%	22.8%	11.6%	7.6%	80.8%
Accessible Small Towns	2023	27.4%	24.7%	23.1%	15.1%	9.8%	75.1%
Remote Small Towns	2019	28.0%	24.3%	26.2%	8.3%	13.2%	78.5%
Remote Small Towns	2020	39.6%	33.0%	19.1%	6.2%	2.0%	91.8%
Remote Small Towns	2021	43.4%	24.1%	19.4%	8.2%	4.9%	87.0%
Remote Small Towns	2022	32.8%	24.1%	22.6%	13.6%	6.8%	79.5%
Remote Small Towns	2023	28.0%	24.3%	23.4%	15.6%	8.8%	75.7%
Accessible Rural	2019	27.3%	26.6%	25.7%	8.9%	11.5%	79.6%
Accessible Rural	2020	41.3%	29.0%	21.5%	5.1%	3.1%	91.8%
Accessible Rural	2021	44.2%	25.2%	18.6%	7.2%	4.8%	88.0%
Accessible Rural	2022	32.3%	25.3%	23.5%	11.9%	6.9%	81.1%
Accessible Rural	2023	27.0%	27.3%	24.0%	14.1%	7.6%	78.2%
Remote Rural	2019	31.1%	26.8%	22.6%	8.6%	10.8%	80.5%
Remote Rural	2020	43.9%	30.2%	18.7%	5.6%	1.6%	92.8%
Remote Rural	2021	46.1%	25.0%	17.2%	6.7%	5.0%	88.3%
Remote Rural	2022	32.4%	27.8%	24.0%	10.1%	5.7%	84.2%
Remote Rural	2023	30.8%	26.9%	22.4%	12.7%	7.2%	80.2%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

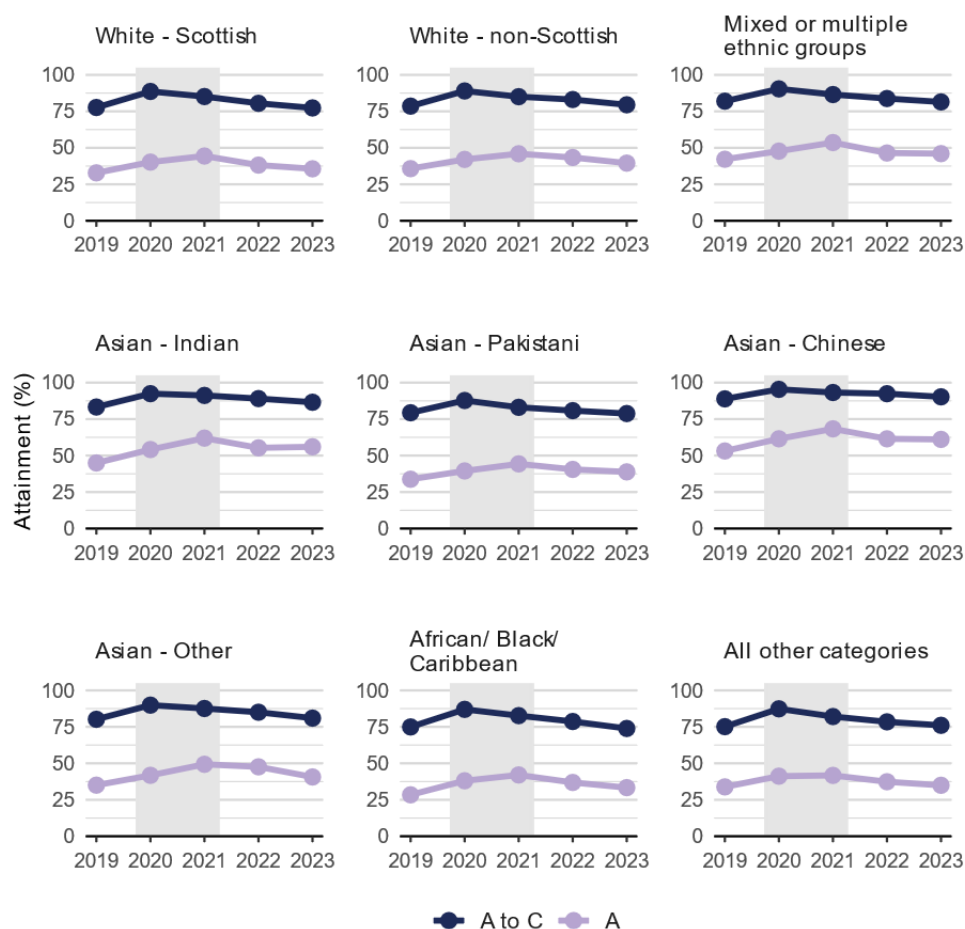
## 6.12 Attainment by ethnicity

In general, where one group had higher attainment than another group historically, this remained the case in 2023. For example in 2023, as in several previous years, the A rate and A to C rate was greater for Asian-Chinese compared to other ethnicity groupings (Figures 16 to 18; Tables 26 to 28).

Caution is advised in interpreting some of the percentage point changes for different groups over time. For most ethnicity groups (except White-Scottish and White-non-Scottish), the numbers on which the percentage breakdowns for each of the different levels are calculated on are small and likely to be more variable as a result.

### 6.12.1 National 5 grade distribution by ethnicity

Figure 16: A and A to C attainment by Ethnicity at National 5



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 26:** National 5 grade distribution by Ethnicity from 2019 to 2023.

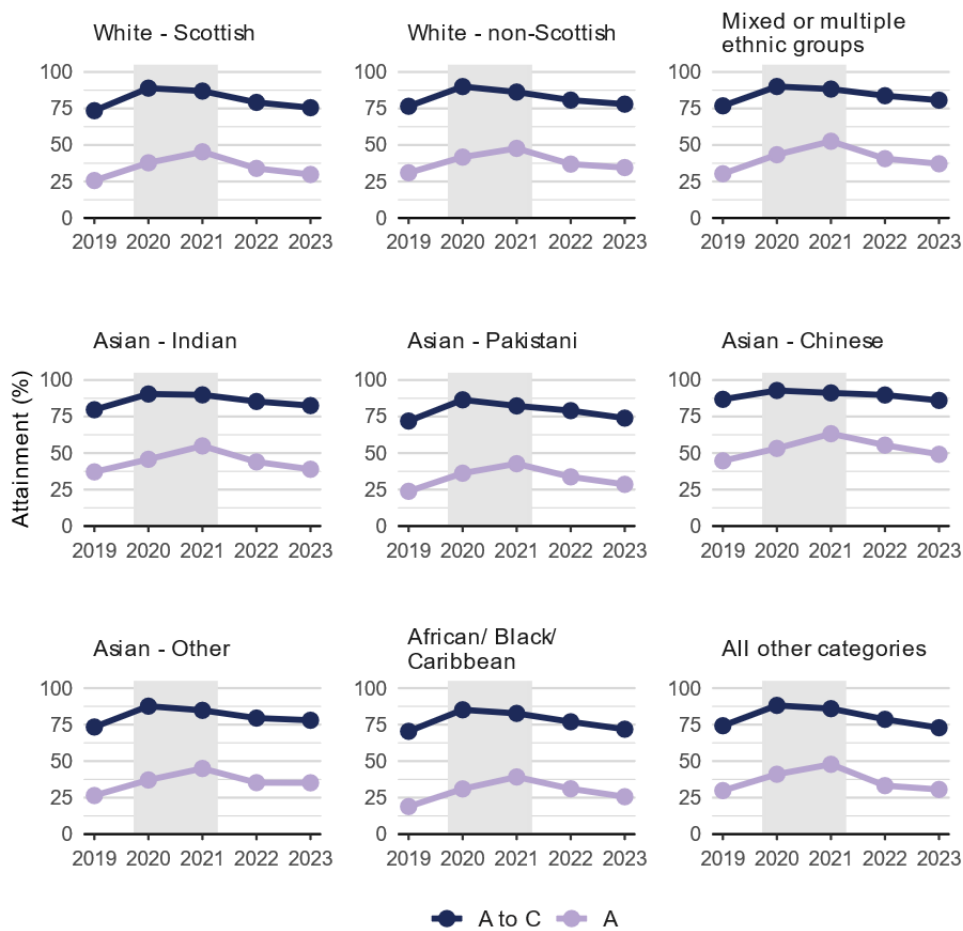
<b>Ethnicity</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
White – Scottish	2019	32.8%	24.6%	20.2%	12.7%	9.7%	77.6%
White – Scottish	2020	40.2%	25.3%	23.1%	7.3%	4.0%	88.6%
White – Scottish	2021	44.4%	21.4%	19.3%	8.6%	6.3%	85.1%
White – Scottish	2022	38.2%	23.8%	18.5%	11.4%	8.1%	80.5%
White – Scottish	2023	35.6%	23.0%	18.7%	12.5%	10.2%	77.3%
White – non-Scottish	2019	35.7%	24.1%	18.7%	11.9%	9.5%	78.6%
White – non-Scottish	2020	42.1%	25.1%	21.8%	7.2%	3.9%	89.0%
White – non-Scottish	2021	45.9%	20.9%	18.2%	8.5%	6.4%	85.1%
White – non-Scottish	2022	43.4%	22.9%	16.8%	9.8%	7.1%	83.1%
White – non-Scottish	2023	39.5%	22.1%	17.9%	11.3%	9.2%	79.5%
Mixed or multiple ethnic groups	2019	42.2%	22.8%	17.0%	10.7%	7.3%	82.0%
Mixed or multiple ethnic groups	2020	47.7%	24.4%	18.3%	5.8%	3.8%	90.4%
Mixed or multiple ethnic groups	2021	53.6%	18.5%	14.4%	7.8%	5.7%	86.5%
Mixed or multiple ethnic groups	2022	46.5%	22.4%	15.0%	8.6%	7.7%	83.8%
Mixed or multiple ethnic groups	2023	46.0%	20.1%	15.3%	10.5%	8.1%	81.4%
Asian – Indian	2019	44.9%	21.8%	16.6%	10.2%	6.5%	83.3%
Asian – Indian	2020	54.1%	21.9%	16.4%	4.5%	3.1%	92.4%
Asian – Indian	2021	62.0%	17.6%	11.6%	5.1%	3.7%	91.2%
Asian – Indian	2022	55.3%	20.6%	13.2%	6.7%	4.2%	89.0%
Asian – Indian	2023	56.0%	18.0%	12.5%	7.8%	5.6%	86.5%
Asian – Pakistani	2019	33.8%	24.1%	21.5%	11.9%	8.7%	79.4%
Asian – Pakistani	2020	39.5%	25.4%	22.9%	7.8%	4.5%	87.8%
Asian – Pakistani	2021	44.3%	19.7%	19.1%	9.4%	7.6%	83.1%
Asian – Pakistani	2022	40.5%	23.1%	17.2%	10.6%	8.6%	80.8%
Asian – Pakistani	2023	38.8%	21.9%	18.0%	11.7%	9.5%	78.8%
Asian – Chinese	2019	53.1%	21.8%	14.0%	6.8%	4.4%	88.9%
Asian – Chinese	2020	61.5%	20.1%	13.8%	3.4%	1.2%	95.4%
Asian – Chinese	2021	68.3%	14.8%	10.1%	4.2%	2.5%	93.2%
Asian – Chinese	2022	61.5%	20.2%	10.7%	4.7%	2.9%	92.4%
Asian – Chinese	2023	61.1%	18.3%	10.9%	6.2%	3.5%	90.3%
Asian – Other	2019	35.0%	23.6%	21.5%	12.7%	7.1%	80.2%
Asian – Other	2020	41.8%	25.9%	22.2%	6.6%	3.5%	89.9%
Asian – Other	2021	49.3%	21.2%	17.0%	7.3%	5.1%	87.6%
Asian – Other	2022	47.6%	21.6%	15.8%	8.7%	6.2%	85.0%

<b>Ethnicity</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
Asian – Other	2023	40.6%	23.2%	17.1%	10.9%	8.1%	81.0%
African/ Black/ Caribbean	2019	28.4%	23.7%	22.8%	14.3%	10.8%	74.9%
African/ Black/ Caribbean	2020	38.0%	24.6%	24.3%	8.7%	4.4%	87.0%
African/ Black/ Caribbean	2021	42.0%	21.4%	19.2%	9.2%	8.2%	82.7%
African/ Black/ Caribbean	2022	36.9%	23.3%	18.5%	12.1%	9.3%	78.7%
African/ Black/ Caribbean	2023	33.3%	22.1%	18.4%	14.3%	11.8%	73.9%
All other categories	2019	33.8%	21.3%	20.0%	13.3%	11.6%	75.1%
All other categories	2020	41.2%	23.3%	22.9%	8.3%	4.4%	87.4%
All other categories	2021	41.7%	19.6%	20.7%	9.0%	8.9%	82.1%
All other categories	2022	37.4%	23.2%	17.9%	11.8%	9.8%	78.4%
All other categories	2023	34.9%	23.6%	17.5%	11.7%	12.2%	76.0%
Not Disclosed/Not known	2019	28.1%	24.7%	21.8%	15.3%	10.0%	74.7%
Not Disclosed/Not known	2020	34.8%	25.2%	25.9%	8.8%	5.3%	85.9%
Not Disclosed/Not known	2021	40.8%	22.6%	20.9%	9.1%	6.7%	84.3%
Not Disclosed/Not known	2022	36.3%	23.3%	20.7%	11.1%	8.6%	80.3%
Not Disclosed/Not known	2023	32.7%	23.6%	19.3%	13.3%	11.2%	75.6%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

6.12.2 Higher grade distribution by ethnicity

Figure 17: A and A to C attainment by Ethnicity at Higher



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 27:** Higher grade distribution by Ethnicity from 2019 to 2023.

<b>Ethnicity</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
White - Scottish	2019	25.7%	24.4%	23.4%	16.0%	10.5%	73.5%
White - Scottish	2020	37.8%	27.7%	23.4%	7.2%	3.9%	88.9%
White - Scottish	2021	45.3%	23.1%	18.5%	7.3%	5.7%	86.9%
White - Scottish	2022	34.0%	24.7%	20.5%	12.3%	8.5%	79.2%
White - Scottish	2023	29.8%	24.4%	21.3%	14.4%	10.1%	75.5%
White - non-Scottish	2019	31.0%	23.6%	21.9%	13.9%	9.5%	76.5%
White - non-Scottish	2020	41.7%	26.3%	22.0%	6.5%	3.5%	90.0%
White - non-Scottish	2021	47.7%	21.7%	16.8%	7.1%	6.6%	86.3%
White - non-Scottish	2022	36.9%	24.8%	19.0%	11.5%	7.8%	80.7%
White - non-Scottish	2023	34.5%	24.0%	19.4%	12.8%	9.2%	78.0%
Mixed or multiple ethnic groups	2019	30.3%	24.2%	22.3%	14.4%	8.8%	76.8%
Mixed or multiple ethnic groups	2020	43.3%	26.4%	20.3%	6.7%	3.3%	90.0%
Mixed or multiple ethnic groups	2021	52.6%	19.7%	16.0%	6.2%	5.5%	88.3%
Mixed or multiple ethnic groups	2022	40.6%	25.3%	17.8%	9.8%	6.5%	83.7%
Mixed or multiple ethnic groups	2023	37.1%	25.5%	18.1%	11.3%	8.1%	80.7%
Asian - Indian	2019	37.1%	24.2%	18.4%	12.5%	7.8%	79.7%
Asian - Indian	2020	45.7%	25.2%	19.5%	5.7%	3.9%	90.4%
Asian - Indian	2021	54.9%	20.4%	14.5%	5.0%	5.1%	89.8%
Asian - Indian	2022	44.0%	24.8%	16.5%	8.9%	5.7%	85.3%
Asian - Indian	2023	38.9%	27.7%	15.9%	10.2%	7.2%	82.5%
Asian - Pakistani	2019	23.8%	23.8%	24.3%	17.0%	11.1%	71.9%
Asian - Pakistani	2020	36.2%	26.5%	23.7%	8.4%	5.1%	86.5%
Asian - Pakistani	2021	42.7%	22.0%	17.5%	8.2%	9.5%	82.3%
Asian - Pakistani	2022	33.7%	24.6%	20.7%	12.4%	8.6%	79.0%
Asian - Pakistani	2023	28.6%	24.2%	21.1%	15.4%	10.6%	73.9%
Asian - Chinese	2019	44.7%	25.5%	16.6%	8.1%	5.1%	86.8%
Asian - Chinese	2020	53.2%	24.4%	15.3%	4.6%	2.5%	92.8%
Asian - Chinese	2021	63.2%	18.0%	10.0%	5.5%	3.3%	91.2%
Asian - Chinese	2022	55.4%	20.7%	13.6%	6.4%	3.9%	89.7%
Asian - Chinese	2023	49.1%	21.8%	15.1%	8.8%	5.2%	86.1%
Asian - Other	2019	26.4%	24.6%	22.3%	16.2%	10.4%	73.4%
Asian - Other	2020	37.1%	26.0%	24.5%	6.7%	5.7%	87.6%
Asian - Other	2021	45.0%	20.8%	19.0%	7.8%	7.4%	84.8%
Asian - Other	2022	35.3%	23.4%	20.8%	12.3%	8.2%	79.5%

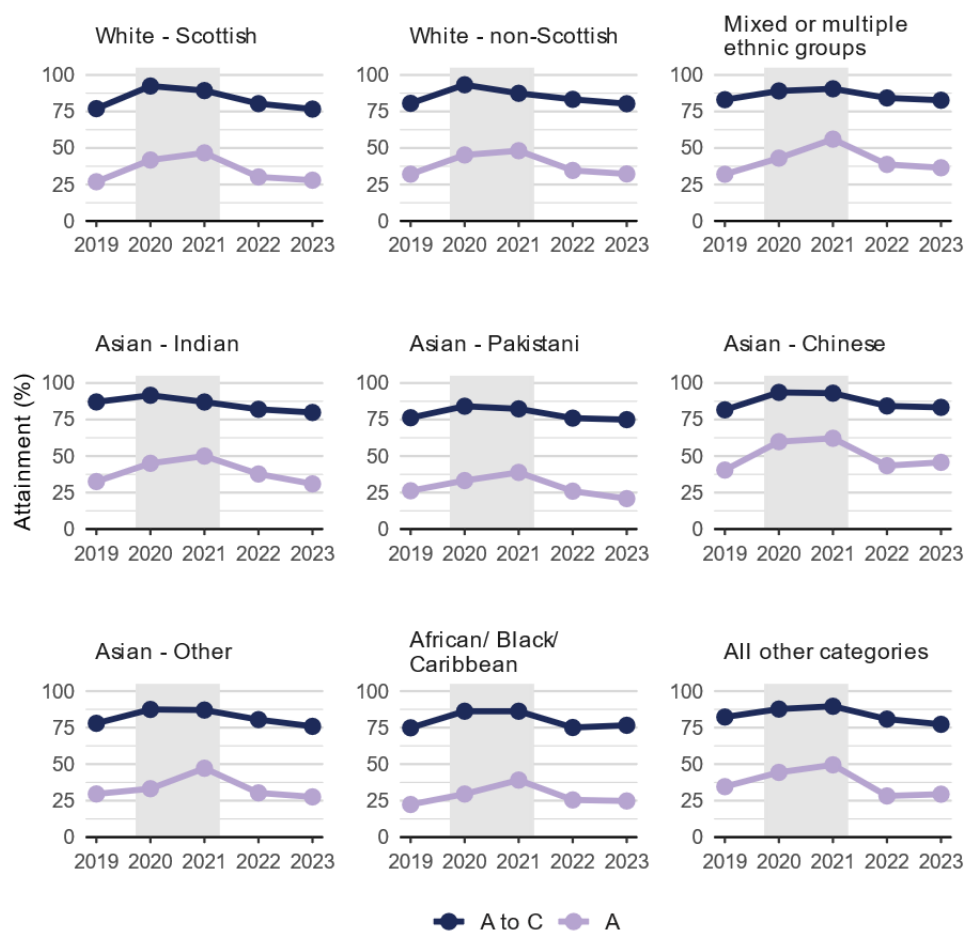


<b>Ethnicity</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
Asian - Other	2023	35.2%	23.1%	19.7%	12.9%	9.1%	78.0%
African/ Black/ Caribbean	2019	18.9%	24.7%	26.8%	17.5%	12.1%	70.4%
African/ Black/ Caribbean	2020	31.0%	28.3%	25.9%	9.5%	5.4%	85.1%
African/ Black/ Caribbean	2021	39.2%	23.9%	19.6%	9.4%	7.9%	82.7%
African/ Black/ Caribbean	2022	31.1%	24.8%	21.0%	13.5%	9.6%	76.9%
African/ Black/ Caribbean	2023	25.6%	23.1%	23.1%	16.5%	11.6%	71.8%
All other categories	2019	29.8%	22.7%	21.7%	15.7%	10.1%	74.2%
All other categories	2020	41.0%	24.0%	23.1%	7.4%	4.5%	88.2%
All other categories	2021	47.8%	22.8%	15.3%	7.1%	7.0%	85.9%
All other categories	2022	33.2%	25.5%	19.9%	11.2%	10.1%	78.6%
All other categories	2023	30.6%	23.1%	19.1%	16.3%	10.9%	72.9%
Not Disclosed/Not known	2019	26.2%	25.1%	24.9%	13.8%	10.0%	76.1%
Not Disclosed/Not known	2020	37.3%	25.4%	24.4%	7.3%	5.6%	87.1%
Not Disclosed/Not known	2021	44.4%	21.6%	20.5%	7.3%	6.2%	86.5%
Not Disclosed/Not known	2022	34.5%	24.0%	19.8%	12.9%	8.8%	78.3%
Not Disclosed/Not known	2023	28.5%	25.5%	22.1%	14.1%	9.9%	76.1%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.

### 6.12.3 Advanced Higher grade distribution by ethnicity

Figure 18: A and A to C attainment by Ethnicity at Advanced Higher



The period represented by the grey background shading indicates that alternative approaches to assessment were used to award grades.

**Table 28:** Advanced Higher grade distribution by Ethnicity from 2019 to 2023.

<b>Ethnicity</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
White - Scottish	2019	26.9%	24.9%	25.2%	9.3%	13.7%	76.9%
White - Scottish	2020	41.8%	29.4%	21.2%	5.0%	2.6%	92.4%
White - Scottish	2021	46.6%	24.8%	17.9%	6.0%	4.7%	89.3%
White - Scottish	2022	30.2%	26.8%	23.4%	12.6%	7.0%	80.4%
White - Scottish	2023	27.9%	25.5%	23.1%	14.8%	8.6%	76.6%
White - non-Scottish	2019	32.1%	26.5%	22.0%	7.7%	11.7%	80.6%
White - non-Scottish	2020	45.2%	28.8%	19.3%	4.4%	2.3%	93.3%
White - non-Scottish	2021	48.1%	22.9%	16.4%	7.4%	5.2%	87.4%
White - non-Scottish	2022	34.6%	27.5%	21.2%	11.2%	5.5%	83.3%
White - non-Scottish	2023	32.3%	26.0%	22.0%	12.5%	7.2%	80.3%
Mixed or multiple ethnic groups	2019	32.0%	30.5%	20.6%	11.1%	5.8%	83.1%
Mixed or multiple ethnic groups	2020	43.1%	25.5%	20.4%	6.2%	4.7%	89.1%
Mixed or multiple ethnic groups	2021	56.1%	20.0%	14.5%	5.5%	3.9%	90.5%
Mixed or multiple ethnic groups	2022	38.7%	24.2%	21.4%	10.6%	5.2%	84.3%
Mixed or multiple ethnic groups	2023	36.5%	26.7%	19.6%	10.4%	6.9%	82.7%
Asian - Indian	2019	32.5%	32.2%	22.4%	5.1%	7.8%	87.1%
Asian - Indian	2020	45.0%	30.7%	15.8%	5.6%	2.8%	91.6%
Asian - Indian	2021	50.0%	22.4%	14.6%	5.5%	7.5%	87.0%
Asian - Indian	2022	37.7%	24.6%	19.7%	9.9%	8.1%	82.0%
Asian - Indian	2023	30.9%	24.0%	24.9%	10.3%	9.9%	79.8%
Asian - Pakistani	2019	26.2%	27.9%	22.1%	11.2%	12.6%	76.2%
Asian - Pakistani	2020	33.2%	27.7%	23.2%	11.1%	4.7%	84.1%
Asian - Pakistani	2021	38.8%	23.5%	20.0%	8.4%	9.3%	82.3%
Asian - Pakistani	2022	26.0%	26.4%	23.6%	15.3%	8.8%	76.0%
Asian - Pakistani	2023	20.8%	28.4%	25.7%	16.4%	8.7%	74.9%
Asian - Chinese	2019	40.4%	19.6%	21.6%	8.2%	10.2%	81.6%
Asian - Chinese	2020	59.8%	22.9%	10.8%	4.0%	2.4%	93.6%
Asian - Chinese	2021	62.2%	17.8%	13.0%	2.2%	4.8%	93.0%
Asian - Chinese	2022	43.4%	25.8%	15.1%	9.0%	6.7%	84.3%
Asian - Chinese	2023	45.7%	23.9%	13.8%	10.6%	6.0%	83.3%
Asian - Other	2019	29.6%	21.6%	26.8%	7.5%	14.6%	77.9%
Asian - Other	2020	33.2%	26.6%	27.6%	9.5%	3.0%	87.4%
Asian - Other	2021	47.2%	21.2%	18.6%	7.8%	5.2%	87.0%
Asian - Other	2022	30.3%	27.9%	22.2%	10.1%	9.4%	80.5%

<b>Ethnicity</b>	<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>N</b>	<b>A to C</b>
Asian - Other	2023	27.6%	29.0%	19.3%	15.1%	9.1%	75.9%
African/ Black/ Caribbean	2019	22.3%	27.4%	25.1%	12.8%	12.3%	74.9%
African/ Black/ Caribbean	2020	29.5%	31.1%	25.6%	9.8%	3.9%	86.2%
African/ Black/ Caribbean	2021	39.1%	31.0%	16.1%	7.7%	6.1%	86.2%
African/ Black/ Caribbean	2022	25.5%	25.5%	24.1%	19.0%	5.9%	75.1%
African/ Black/ Caribbean	2023	24.8%	24.3%	27.5%	14.6%	8.8%	76.6%
All other categories	2019	34.6%	27.1%	20.6%	5.6%	12.1%	82.2%
All other categories	2020	44.3%	24.1%	19.2%	6.9%	5.4%	87.7%
All other categories	2021	49.5%	24.8%	15.3%	6.9%	3.5%	89.6%
All other categories	2022	28.2%	26.8%	25.8%	10.8%	8.4%	80.8%
All other categories	2023	29.4%	25.5%	22.4%	17.6%	5.1%	77.3%
Not Disclosed/Not known	2019	36.3%	20.9%	24.9%	5.5%	12.4%	82.1%
Not Disclosed/Not known	2020	35.3%	31.6%	26.5%	3.7%	2.8%	93.5%
Not Disclosed/Not known	2021	49.0%	26.1%	16.1%	5.4%	3.4%	91.2%
Not Disclosed/Not known	2022	26.4%	28.5%	21.5%	16.1%	7.4%	76.4%
Not Disclosed/Not known	2023	27.9%	27.0%	22.3%	14.5%	8.3%	77.2%

Data used for 2019 to 2022 are from December when post-results processes including appeals are finished but 2023 uses results day data.