Enclosure 04 – Expanded briefing to the Deputy First Minister

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From: {Redacted – 38(1)(b)}
Education Analytical Services
02 August 2019

</div>

Deputy First Minister and Cabinet Secretary for Education and Skills

SQA Attainment Results 2019 – OFFICIAL: SENSITIVE until 09.30 am 6th August 2019

Purpose

1. To provide you with an advance copy and a high-level summary of the main messages from the SQA Attainment Results scheduled for publication at 9.30 am on Tuesday 6th August.

Priority

2. All candidates will receive their results by post on Tuesday 6th August. Those who have signed up to MySQA will also receive them by e-mail and/or text by 8.00 am on the same day.

3. Briefing for the Deputy First Minister's visit to the SDS helpline on Monday 5 August, and to Forth Valley College on Tuesday 6 August have been sent separately.

4. The UCAS Daily Clearing Analysis will also be released on Tuesday 6 August. A separate briefing will be provided on the 6th August.

Media handling

5. A summary briefing along with data tables and the draft SQA press release are included as attachments to this briefing. **The draft Scottish Government press release will be sent to you by the Communications DFM and Education team.**

Action

6. Ministers are asked to note SQA's intention to publish on 6th August 2019 at 9.30 am.

Background

7. A publication from SQA covering the attainment results for 2019, including: National Qualifications, Awards, Skills for Work Awards, National Progression Awards, National Certificates and the Scottish Baccalaureate across SCQF Levels 1 to 7.

8. **Annex A to R** contain a summary of the key findings from this publication.
RESULTS DAY LINES

Core Lines:

First and foremost, congratulations to the pupils and everyone who has worked so hard and achieved so much this year.

Today's results show again that Scotland's school and colleges are generally high performing with a robust qualifications system that sees three-quarters of candidates at Higher getting a pass at A to C.

Over a quarter of candidates achieved a grade A at Higher - consistent with last year (28.3% in 2019 compared to 28.4% in 2018).[1]

This is therefore a time to celebrate and today's results are a testament to all the hard work young people have put in, not just in the exam hall but also those who have completed coursework and undertaken other assessments.

This year, we have seen an increase in entries and pass rates in National 5, including a rise in passes for English (up 4.4%) and Maths (up 1.3%).

We have also seen a welcome rise in Higher passes in the Sciences overall – something that has been focus of efforts for some time.

At Higher level there is an overall fall in pass rates. All high performing education systems see year on year variation. There has also been a slight fall in relevant pupil numbers.

But, if the exam pass rate only ever went up people would rightly question their robustness.

Scotland enjoys a robust, credible assessment system. As a result, we expect some differing performance between age groups as they move through the system.

Expanded Lines on the Review of the Senior Phase

There is a collective responsibility across the education sector to identify what further support for learning and teaching, and raising attainment the profession require, and how we can collectively take this forward.

We need to continue to ensure teachers have the right support in place to help them provide the best learning and teaching experiences for our young people..

I have already agreed to consider a review of the senior phase of CfE, announced earlier this year, with the backing of the Parliament. This will help us better understand

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[1] Note however that this proportion increased every year between 2007 and 2015, where it peaked in 2015 (last year of old Highers) and has decreased every year since then.

how the curriculum is being implemented in schools and identify areas we can modify to ensure the best standard of education for our pupils but clearly I need to reflect on the findings of the Education and Skills Committee when it reports on its review of Subject Choice in the new parliamentary year.

Expanded lines on units

This is also the first cohort to go through changes to the National Qualifications associated with removal of units – at National 5 last year and at Higher this year. There was broad consensus in favour of these changes across the education sector.

I am encouraged by improvements at National 5, where we have seen increases in the number of entries (up 2.4%) and passes (up 3.4%), as well as an improvement to the pass rate (up 0.7 percentage points). The pass rates for both National 5 English and Mathematics have also improved - by 1.5 and 0.8 percentage points respectively.

Expanded lines on specific subjects

As always, there are issues we need to understand further in some subjects. That is a core part of the work every year after the exam results with a report by the Principal Assessor for each course at National 5, Higher and Advanced Higher

Education Scotland will also work with local authorities to explore what further subject-specific support for learning and teaching can be provided nationally, and through the Regional Improvement Collaboratives and the Education Scotland regional teams.

Multi-level teaching

Some learners may have been taught in multi-level classes. This has long been a feature of Scottish education and teachers are well-skilled to take account of the needs of their pupils. There will be varying levels of prior attainment in any class. Multi-level classes are one approach used by schools to increase the amount of choice available to their pupils across the senior phase. During inspections, inspectors look at how well pupils' needs are being met in lessons.   If multi-level teaching came up repeatedly as a significant issue, Education Scotland would report on that and raise it as an issue with a variety of partners and stakeholders, including policy makers.

Expanded lines on skills etc

In a development that draws on what employers have long told us they need, learners also gain a much wider range of qualifications than ever before, including over 54,000 skills-based qualifications, awards and certificates achieved this year helping young people enter work or apprenticeships, more than double the figure attained in 2012.

tbc – top line on university entry rates incorporated into results day release

We should also remember that today's results are just a snapshot in time. The senior phase is designed as a 3 year experience in order to offer greater personalisation and choice for learners. What matters most is the collection of qualifications, awards and

experiences that young people *leave* school with, not the subset of qualifications that a young person achieves in any one year of the senior phase.

It is important to remember the broader range of offer within the senior phase that is also valuable for progression into employment or further education.

Figures published in June showed a record proportion of school leavers going on to a positive destination. In 2017/18, 93.2% leavers were in work, training or study within nine months of leaving school - up from 92.9% in the previous year.

And today's results include a broad range of successes beyond National Qualifications. Since 2014 we have seen a sizeable increase in attainment in Awards, particularly those that are taken within schools. Common examples of these Awards include Personal Development Award, Leadership Award and Employability Award...

Awards recognise the life and work skills students gain from activities they may already be taking part in at school, college, or elsewhere — such as sport, mentoring, voluntary work, or fundraising activities.

Level 5 Awards have increased to 5,184 in 2019 from 1,514 in 2014 (up 242%) and at Level 6 Awards have increased to 5388 in 2019 from 801 in 2014 (up 573%).

There has also been a large increase over the last year, with a 38.1% increase in the number of Level 5 Awards and a 26.5% increase in the number of Level 6 Awards.

We have also seen a sizeable increase in National Progression Awards (NPAs), many of which are taken at school. Common examples of these include Sports Coaching, Photography, Business with Technology and Cyber Security.

This clearly shows CfE continuing to deliver on its main objective to provide young people with the skills, knowledge and experiences that will prepare them for their learning, life and work beyond school, providing them with the best possible opportunity to fulfil their potential.

These Awards provide young people with recognition of wider achievements and skills and are widely recognised by Universities and College Admissions Service (UCAS) and employers.

UCAS explicitly ask that young people include information on Awards that they have undertaken and any skills that have been achieved when writing personal statements to support applications for university places.

Awards are not a standard entry requirement for Scottish applicants to Scottish universities, but, along with other qualifications at SCQF Level 6, may be used to help facilitate entry to short-cycle higher education (HE), such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs).

Supportive Quote

Steven Stewart, Director of Communications at public transport operator Stagecoach Group, said:

"*More than ever, as a major employer we are looking for more than just standard qualifications when we are recruiting new talent. We want rounded young people who can demonstrate wider achievement and practical skills that are important in making the transition from education to the workplace.*

"Getting work experience, undertaking sector specific training or boosting your communications skills through involvement in sport, mentoring or voluntary work can make a huge difference in ensuring you are the right fit for a customer-focused business."

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Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
First Minister					X
Minister for Further Education, Higher Education and Science			x		
Lesley Evans	Permanent Secretary				
Paul Johnston	Director General Learning and Justice				
Aileen McKechnie	Director, Advanced Learning and Science				
Roddy MacDonald	Head of Higher Education and Science Division				
Colin McAllister	Special Adviser				
Graeme Logan	Director of Learning				
Andy Bruce	Deputy Director Curriculum, Assessment and Gaelic				
Mick Wilson	Deputy Director of Education Analytical Services				
Gayle Gorman	CEO, Education Scotland				
Alan Armstrong	Strategic Director, Education Scotland				
{Redacted – 38(1)(b)}					

Contents

1.   Annex A – Summary of National Qualification figures

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	122,716	130,876	122,961	116,032	106,033	104,866	-17,850	-14.5%	-1,167	-1.1%
Passes	114,173	122,071	114,635	107,631	96,613	92,845	-21,328	-18.7%	-3,768	-3.9%
Pass Rate	93.0%	93.3%	93.2%	92.8%	91.1%	88.5%	-4.5pp	n/a	-2.6pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	213,595	288,016	295,083	293,220	281,785	288,552	74,957	35.1%	6,767	2.4%
Passes (A-C)	173,131	229,870	234,160	233,005	218,201	225,594	52,463	30.3%	7,393	3.4%
Pass Rate	81.1%	79.8%	79.4%	79.5%	77.4%	78.2%	-2.9pp	n/a	0.7pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	191,850	199,850	197,774	194,813	191,951	185,914	-5,936	-3.1%	-6,037	-3.1%
Passes (A-C)	147,899	156,000	152,701	150,010	147,419	138,972	-8,927	-6.0%	-8,447	-5.7%
Pass Rate	77.1%	78.1%	77.2%	77.0%	76.8%	74.8%	-2.3pp	n/a	-2pp	n/a

| Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	22,430	23,348	23,795	24,112	24,331	23,460	1,030	4.6%	-871	-3.6%
Passes (A-C)	18,171	18,899	19,443	19,283	19,585	18,627	456	2.5%	-958	-4.9%
Pass Rate	81.0%	80.9%	81.7%	80.0%	80.5%	79.4%	-1.6pp	n/a	-1.1pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
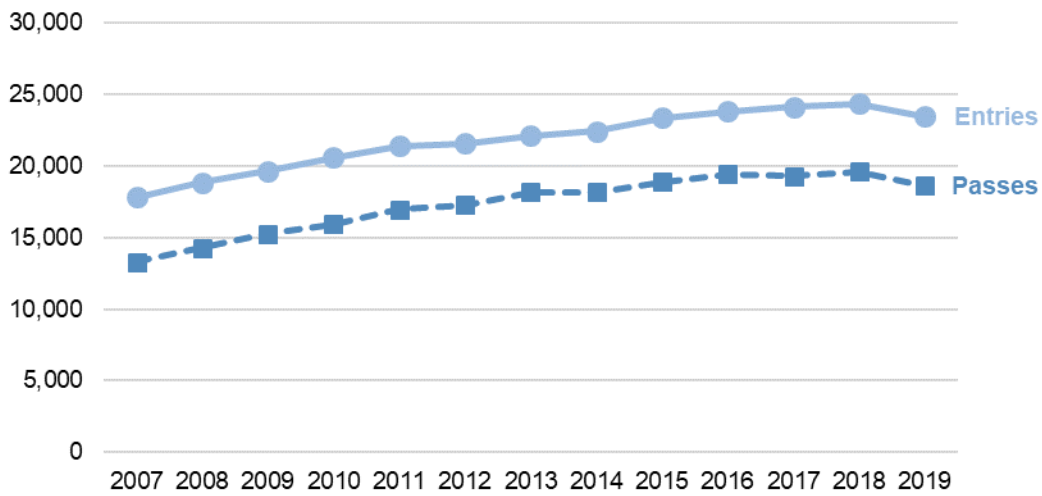c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Higher trends, 2007 to 2019
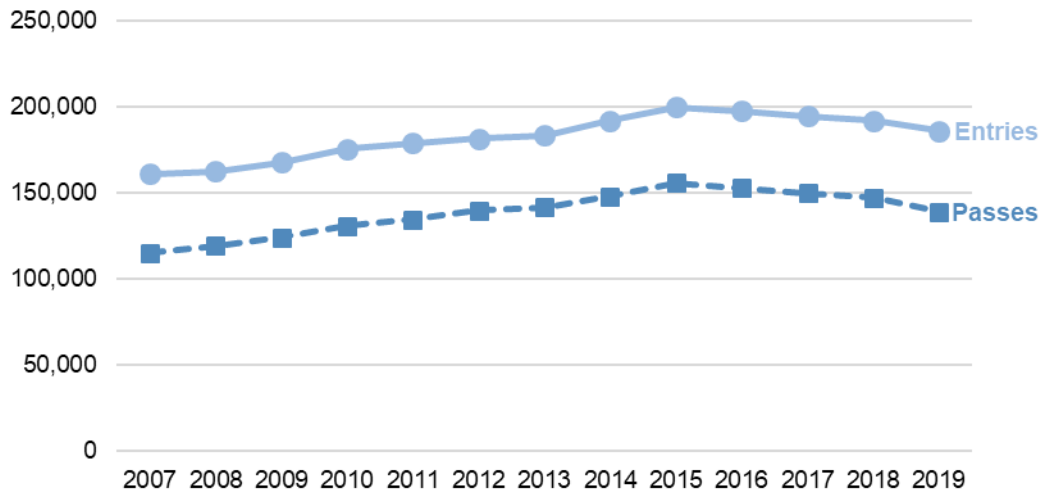
Advanced Higher trends, 2007 to 2019

2. Annex B – Senior Phase Curriculum Design

Cohort size and average number of subjects

Pupil numbers	Sep 2017 Pupil Census	Sep 2018 Pupil Census	Change	% Change
S4	49,705	51,175	1,470	3.0%
S5	43,934	43,660	-274	-0.6%
S6	31,837	31,232	-605	-1.9%
S4+S5	**93,639**	**94,835**	**1,196**	**1.3%**
S5+S6	**75,771**	**74,892**	**-879**	**-1.2%**
S4-S6	**125,476**	**126,067**	**591**	**0.5%**

Entries	2018	2019	Change	% Change
National 4	106,033	104,866	-1,167	-1.1%
National 5	281,785	288,552	6,767	2.4%
Higher	191,951	185,914	-6,037	-3.1%
Advanced Higher	24,331	23,460	-871	-3.6%
Total Entries	**604,100**	**602,792**	**-1,308**	**-0.2%**

Passes	2018	2019	Change	% Change
National 4	96,613	92,845	-3,768	-3.9%
National 5	218,201	225,594	7,393	3.4%
Higher	147,419	138,972	-8,447	-5.7%
Advanced Higher	19,585	18,627	-958	-4.9%
Total Passes	**481,818**	**476,038**	**-5,780**	**-1.2%**

		2018	2019	Change
National 4[a]	Entries per S4+S5 pupil	1.1	1.1	0.0
	Passes per S4+S5 pupil	1.0	1.0	-0.1
National 5[b]	Entries per S4+S5 pupil	3.0	3.0	0.0
	Passes per S4+S5 pupil	2.3	2.4	0.0
Higher[c]	Entries per S5+S6 pupil	2.5	2.5	-0.1
	Passes per S5+S6 pupil	1.9	1.9	-0.1
Advanced Higher[d]	Entries per S6 pupil	0.8	0.8	0.0
	Passes per S6 pupil	0.6	0.6	0.0

a. 89.8% of National 4 entries were for S4 and S5 pupils, in 2019
b. 82.8% of National 5 entries were for S4 and S5 pupils, in 2019
c. 91.6% of Higher entries were for S5 and S6 pupils, in 2019
d. 95.5% of Advanced Higher entries were for S6 pupils, in 2019

Births, 1990-2018
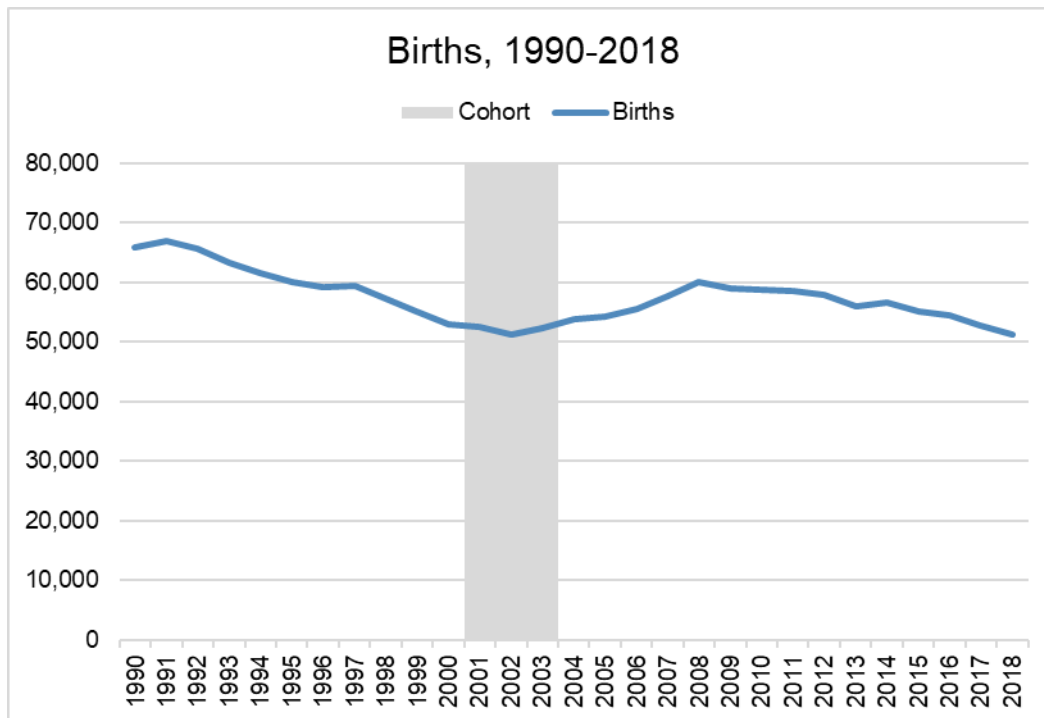
Issue

- The reduction in number of entries in some subjects has been controversial and linked to the design of the Senior Phase curriculum.

Lines

- The senior phase is designed as a 3 year experience in order to offer greater personalisation and choice for learners. There are no pre-conceived notions about which qualifications and awards are taken at which stage of the senior phase.

- The guiding principle is that qualifications are taken at the appropriate stage for the individual young person over the three years of the senior phase. **Each year should not be planned separately, but a range of qualifications should be offered over a variable timeframe** in response to young people's needs and prior achievements.

- Looking at entries and attainment by individual year is not helpful. More young people are staying on at school beyond S4 than ever before.

- What matters are the qualifications that pupils leave school with, not simply what they study in S4 and in 2017/18, 93.2% leavers were in work, training or study within nine months of leaving school - up from 92.9% in the previous year.

- **There is support for the reduction of subjects pupils sit in fourth year.**

- Appearing in front of the Parliament's Education Committee on 6 June, Terry Lanagan, Executive Officer for the Association of Directors of Education in Scotland stated that:

  "While it might look as if the choice is narrowing if you actually dig a bit deeper you find that is not the case.

  The most common pattern now is having six subjects in S4, but then up to six subjects in S5 and up to six subjects in S6.

  The advantage of having six subjects in each year [S4/S5/S6] is that schools can timetable S4 to S6 together which increases the choice available"

- He also advised that *"There is also a report that motivation and behaviour of S4 pupils has improved when they are in classes with fifth and sixth years"*

- And he said that *"reducing subjects studied in fourth year meant there was more time for pupils to experience other options such as college courses"*

Availability of preferred subjects

- The senior phase is designed as a 3 year experience in order to offer greater personalisation and choice for learners. Each year should not be planned separately, but a range of qualifications should be offered over a variable timeframe in response to young people's needs and prior achievements.

- Many schools are choosing to offer 6 subjects in S4, S5 and S6 because this allows schools to be creative with their timetables and offer a greater range of opportunities personalised to the young people in attendance.

- Wherever possible schools should ensure that young people can choose preferred subjects; however, timetabling, staffing and resourcing issues may mean that this is not always possible. Where a subject cannot be offered by the school, national guidelines encourage flexibility, enabling schools to consider alternative approaches that best meet learners' needs and aspirations.

3.   Annex C – Overview
Provided for the initial meeting on 1ˢᵗ August 2019

Background

Overall the S4-S6 cohort in 2019 is a broadly similar size to the 2018 cohort
- S4-S6 this year are 2001-2003 births
- S4-S6 pupil roll is **0.5% bigger** than last year's. Within this:
  - S4 pupil roll is 3.0% bigger than last year's
  - S5 pupil roll s 0.6% smaller than last year's
  - S6 pupil roll is 1.9% smaller than last year's

Key points from 2019

Decreases in numbers at **Advanced Higher:**
- total number of entries at Advanced Higher is 23,460 – **down 3.6%**
- total number of passes at Advanced Higher is 18,627 – **down 4.9%**
- pass rate for 2019 was 79.4%, down on 80.5% in 2018 (down 1.1 percentage points)

Decreases in numbers at **Higher**:
- total number of entries at Higher is 185,914 – **down 3.1%**
- total number of passes at Higher is 138,972 - **down 5.7%**
- pass rate for 2019 was 74.8% compared to 76.8% in 2018 (down 2.0 percentage points)

Increases in numbers at **National 5**:
- total number of entries at National 5 is 288,552 – **up 2.4%**
- total number of passes at National 5 is 225,594 – **up 3.4%**
- pass rate for 2019 was 78.2% compared to 77.4% in 2018 (up 0.7 percentage points)

Decreases in numbers at **National 4**:
- total number of entries at National 4 is 104,866 – **down 1.1%**
- total number of passes at National 4 is 92,845 – **down 3.9%**
- pass rate for 2019 was 88.5% compared to 91.1% in 2018 (down 2.6 percentage points)

Developing the Young Workforce programme
- Total attainment (across SCQF Levels 1 to 6) for Awards, National Certificates and National Progression Awards is up 7.7%, to 44,744 passes. There has been movement between these qualifications, over all levels. Awards passes are up 3,884, National Certificates passes are down 1,328 and National Progression Awards passes are up 662.
- Skills for Work (Level 5) had 8,023 entries and 6,633 passes; both up from 2018. The pass rate has decreased from 86.0% in 2018 to 82.7% in 2019.

<u>Subject specific issues</u>

Between 2018 and 2019 there have been small increases in pass rates for Mathematics in National 5 and Advanced Higher whilst for Higher Mathematics the pass rate has fallen:

Advanced Higher Mathematics
- total entries are **up 0.6%,** to 3,706 (2018 – 3,683)
- total passes are **up 1.6%,** to 2,795 (2018 – 2,751)
- pass rate has increased from 74.7% to 75.4% (up 0.7 percentage points)

Higher Mathematics :
- total entries are **down 0.7%**, to 18,626 (2018 – 18,753)
- total passes are **down 3.5%**, to 13,481 (2018 – 13,973)
- pass rate has decreased from 74.5% to 72.4% (down 2.1 percentage points)

National 5 Mathematics:
- total entries are **steady** at 41,586 (2018 – 41,590)
- total passes are **up 1.3%,** to 27,241 (2018 – 26,894)
- pass rate has increased from 64.7% to 65.5% (up 0.8 percentage points)

There has been an increase in the English National 5 pass rate but decreases in Higher and Advanced Higher pass rates between 2018 and 2019:

Advanced Higher English
- total entries are **down 5.6%,** to 2,347 (2018 – 2,485)
- total passes are **down 8.8%**, to 1,841 (2018 – 2,019)
- pass rate has decreased from 81.2% to 78.4% (down 2.8 percentage points)

Higher English:
- total entries are **down 2.0%**, to 35,461 (2018 – 36,185)
- total passes are **down 5.5%**, to 25,967 (2018 – 27,482)
- pass rate has decreased from 75.9% to 73.2% (down 2.7 percentage points)

National 5 English:
- total entries are **up 2.5%**, to 45,593 (2018 – 44,477)
- total passes are **up 4.4%**, to 39,345 (2018 – 37,701)
- pass rate has increased from 84.8% to 86.3% (up 1.5 percentage points)

Higher Sciences (chemistry, physics, biology and human biology)
- total entries are **up 2.6%**, to 32,316 (2018 – 31,512)
- total passes are **up 1.4%**, to 23,762 (2018 – 23,435)
- Small decreases in pass rates between 2018 and 2019 in Higher Biology, Human Biology, Physics and Chemistry (down 0.7, down 0.4, down 0.8 and down 1.1 percentage points respectively).

Higher Computer Science
- total entries are **down 21.2%**, to 3,228 (2018 – 4,099)
- total passes are **down 26.7%**, to 2,064 (2018 – 2,816)
- pass rate has decreased from 68.7% to 63.9% (down 4.8 percentage points)

Higher Languages (Chinese, French, Gaelic Learners, German, Italian, Spanish, Urdu)
- total entries are **down 2.1%**, to 7,805 (2018 – 7,974)
- total passes are **down 2.0%**, to 6,740 (2018 – 6,881)
- French and Spanish Higher pass rates have remained broadly stable between 2018 to 2019 (down 0.1 and down 0.4 percentage points respectively) and Higher German pass rates have increased slightly (1.1 percentage points).

4. **Annex D – Overview of revisions to National Qualifications**

Changes to National Qualifications

- The changes to National Qualifications via the removal of mandatory unit assessments were made in response to demands from the education system to reduce workload for teachers and young people, and were welcomed when announced in 2016.

- A phased approach has been adopted for the implementation of these changes, with units being removed from National 5 in 2017/18, Higher in 2018/19 and Advanced Higher in 2019/20.

- They were welcomed by teacher unions when announced.

   Larry Flanagan quote: "*The agreement to remove mandatory unit assessments as a requirement from all National 5 and Higher courses is a victory…for common sense*"

- Standards of qualifications and course structures remain unchanged providing continuity for teachers and young people moving through Scotland's education system.

- The assessment models for some subjects have changed. For example, some exams have been introduced or extended to ensure that content previously assessed by the units is being covered. For others coursework that was previously internally assessed by teachers, is now externally assessed by SQA.

- Key points to note regarding assessment changes at Higher this year are:
   - Dance, Care, Childcare and Development, Fashion and Textile Technology, Photography, and Philosophy now feature an exam, where there wasn't one before
   - Computing Science was previously assessed by centres and is now externally assessed by SQA;
   - English Higher has a new coursework component to assess talking and listening skills.
   - Modern Languages has a new assignment-writing component to increase personalisation and choice.
   - Music has a new coursework assignment to assess composing skills.
   - Higher Geography's question paper has been extended by 100 marks.

- In determining the changes to assessment methods SQA reviewed each course in consultation with subject specialists through their National Qualification Support Teams (NQSTs).

- SQA are clear that the changes are a reasonable and proportionate measure to compensate for the removal of a much higher burden of assessment represented by the units.

Grade D

- At the time the changes to the National Qualifications were announced, it was also agreed to extend Grade D.

- Grade D was extended for National 5 from 45–49% to a notional 40–49% in 2017/18 to recognise the achievement of a wider group of candidates at SCQF level 5 and to support genuine borderline candidates. It was extended at Higher in 2018/19. Therefore, Grade D attainment (and No Award results) pre-2017 are not directly comparable.

- However, the unintended consequence of this could be that candidates are being inappropriately presented at National 5 or Higher.

- The Assessment and National Qualifications group guidance (March 2017) conveys the importance of well-informed and accurate presentation decisions, and we expect schools to support this.

- Learners should not be entered for a qualification aspiring to achieve a D, where they have a better chance of achieving a pass at a different level.

Recognising Positive Achievement (RPA) or 'fallback'

- This is the final set of results that will include learners that receive National 4 as a result of fall back (RPA) from National 5 following the DFM's announcement in October 2018 to remove this mechanism from 2019/20.

- This followed the Curriculum and Assessment Board's review of National 4, in response to concerns raised that it lacked credibility. RPAs presence has undoubtedly affected National 4's credibility amongst teachers, parents, learners and others with it being viewed as a 'consolation' award by many.

- It is crucial that learners are presented at the correct level of qualification to meet their educational needs and to build their confidence.

- From 2019/20, learners should be entered for either National 4 or National 5 after undertaking an appropriate course, this will mean National 4 will no longer be seen as a compensatory award for those who do not achieve National 5.

- Learners and teachers should no longer have the unnecessary workload and assessment through dual presentation for National 4 and 5 and the required unit assessments required for a 'fall back' arrangement.

- The removal of RPA is supported by some in the system.

Larry Flanagan, EIS: *"The EIS welcomes the Deputy First Minister's decision to bring an end to Recognition of Positive Achievement arrangements…….the statement means that going forward, schools will be able to plan course options*

for pupils with greater certainty, and in ways that could reduce assessment-related workload for students and teachers."

Jim Thewliss, SLS: *"It's very useful to introduce clarity of timescale and intention into the system. We can now move forward to participate in a meaningful dialogue and discussion, in the wider context of the important and legitimate place of National 4 as part of young peoples' learning pathways."*

- Fallback continued at the request of ADES as an interim arrangement whilst schools adjusted their presentation approaches - **two years is sufficient time for this adjustment to be made**.

5.   Annex E – SCQF Level 4

6.   Overview

Number of passes across qualifications in SCQF Level 4
Awards, National Certificates and National Progression Awards, do not have entries published in the SQA tables

SCQF Level 4 (Passes)	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
National 4	114,173	122,071	114,635	107,631	96,613	92,845	-21,328	-18.7%	-3,768	-3.9%
Skills for Work	4,266	4,374	3,510	2,982	2,855	2,869	-1,397	-32.7%	14	0.5%
Awards	7,887	9,673	11,391	10,834	9,851	10,292	2,405	30.5%	441	4.5%
National Certificates	89	273	371	345	213	223	134	150.6%	10	4.7%
National Progression Awards	4,111	4,336	4,958	4,803	4,759	4,371	260	6.3%	-388	-8.2%

a. Intermediate 1s and 2s still available

Background

- On results day SCQF (Scottish Credit and Qualifications Framework) Level 4 course that will be certificated will include: National 4, SQA Awards, Skills for Work National 4, National Certificate, National Progression Awards.

- For SCQF Level 4 qualifications in 2019:
    - Around a third (32.2%) of Skills for Work candidates were school pupils, while Further Education accounted for 66.4% and other settings for 1.4%.
    - 78.0% of Awards candidates were school pupils, while Further Education accounted for 8.3% and other settings for 13.7%.
    - National Certificate candidates came from outwith school, with 99.6% from Further Education and 0.4% from other settings.
    - 25.9% of National Progression Awards candidates were school based, while Further Education accounted for 21.2% and other settings for 52.8%.

SCQF Level 4

7.   National 4

Issue

- The total number of National 4 awards has decreased from 96,613 to 92,845, largely due to the fall in the number of National 4 awards gained through RPA. The number of National 4 awards attained through RPA has decreased from 10,914 to 8,996 (an 18% decrease).

- National 4 course entries within centres (excluding entries arising through RPA) has risen slightly from 95,119 in 2018 to 95,870 in 2019. The total entries for National 4 (which includes awards through RPA) is 104,866 for 2019 compared to 106,033 for 2018.

National 4 entries by entry type, 2017 to 2019

National 4	2017	2018	2019
Total Entries *of which:*	116,032	106,033	104,866
RPA Entries	24,211	10,914	8,996
Intended National 4 candidates	91,821	95,119	95,870

- As a result of the Grade D change, a higher proportion of candidates have obtained a Grade D at National 5. Such candidates are not eligible for the RPA National 4 course award.

- This illustrates that there is some evidence of the system change we were anticipating as a result of the removal of National 5 unit assessments and adherence to the ANQ Guidance around the use of 'exceptional circumstances' but not to the extent we were anticipating.

Lines

- I am encouraged to see a continued reduction in the use of RPA, this is an intended consequence of efforts to improve the credibility of National 4.

- We are seeing an increase in the preparation of candidates positively presented for National 4 rather than simply receiving the qualification as a consolation prize for having not achieved an award at National 5. This inevitably has an impact on the pass rate – which remains high at 88.5%, because RPA candidates were guaranteed an award.

- National 4 is a key part of our national qualifications on offer within the Senior Phase.

- It is an important qualification in its own right and a credible pathway through the senior phase, not a consolation prize.

- Those taking National 4 can use it to move into college or training and other qualifications at SCQF Levels 5 and beyond. This can include National Certificates, National Progression Awards, Modern Apprenticeships and Foundation Apprenticeships.

- It is not intended to be seen simply as a stepping stone to National 5.

- We are working with partners, including parents, young people, employers, colleges and schools to ensure that everyone recognises its important place in our qualifications system. This includes our recent #MyLearnerJourney campaign developed in conjunction with partners, with the aim of celebrating all forms of success within the Senior Phase.

- From 2019/20, candidates will no longer automatically receive a National 4 qualification if they do not achieve a National 5.

8.   Annex F – SCQF Level 5

9.   Overview

Number of passes across qualifications in SCQF Level 5
Awards, National Certificates and National Progression Awards, do not have entries published in the SQA tables

SCQF Level 5 (Passes)	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
National 5 (A-C)	173,131	229,870	234,160	233,005	218,201	225,594	52,463	30.3%	7,393	3.4%
Skills for Work	3,603	4,406	4,673	5,311	5,702	6,633	3,030	84.1%	931	16.3%
Awards	1,514	1,952	2,907	3,662	3,755	5,184	3,670	242.4%	1,429	38.1%
National Certificates	2,582	3,219	4,103	2,691	2,450	1,809	-773	-29.9%	-641	-26.2%
National Progression Awards	4,206	4,120	4,958	4,395	4,604	5,252	1,046	24.9%	648	14.1%

a. Intermediate 1s and 2s still available

Background

- On results day SCQF (Scottish Credit and Qualifications Framework) Level 5 course that will be certificated will include: National 5, SQA Awards, Skills for Work National 4, National Certificate, National Progression Awards.

- Those achieving awards and qualifications at SCQF Level 5 can use it to move into college or training, employment and other qualifications at SCQF Levels 6 and beyond.

Lines

- Skills for Work (Level 5) had 8,023 entries and 6,633 passes; both up from 2018. The pass rate has decreased from 86.0% in 2018 to 82.7% in 2019.

- For SCQF Level 5 qualifications in 2019:
    - 69.3% of Skills for Work candidates were school pupils while Further Education accounted for 29.9% and other settings for 0.8%.
    - 96.0% of Awards candidates were from school while Further Education accounted for 2.5% and other settings for 1.5%.
    - The majority of National Certificate candidates came from outwith school with 94.9% from Further Education and 3.4% from other settings. 1.7% of candidates were from school.
    - 44.6% of National Progression Awards candidates were school based while Further Education accounted for 31.4% and other settings for 24.0%.

SCQF Level 5

10. National 5

National 5 subjects with the largest decrease and increases in pass rates, 2018 to 2019

Subject	2017 A-C pass rate	2018 A-C pass rate	2019 A-C pass rate	2018 to 2019 Change pp
Gaelic (Learners)	82.6%	85.0%	73.3%	-11.7
Philosophy	69.3%	68.5%	60.3%	-8.2
Psychology	70.4%	64.6%	58.0%	-6.7
Fashion and Textile Technology	92.5%	64.2%	58.9%	-5.3
Dance	92.4%	92.1%	87.3%	-4.8
Economics	90.1%	94.6%	90.7%	-3.9
Classical Studies	80.8%	83.3%	79.6%	-3.7
Environmental Science	57.6%	51.8%	48.3%	-3.5
Latin	99.7%	99.0%	96.3%	-2.7
French	89.3%	87.4%	84.9%	-2.5
English for Speakers of Other Languages	85.7%	80.4%	78.0%	-2.4
Spanish	89.7%	90.0%	87.6%	-2.4
Biology	71.3%	72.9%	70.5%	-2.4
Hospitality: Practical Cake Craft	90.8%	62.0%	60.3%	-1.7
Media	67.2%	67.5%	65.9%	-1.6
Religious, Moral and Philosophical Studies	67.7%	69.8%	68.4%	-1.4
Art and Design	91.3%	88.5%	87.2%	-1.4
Administration and IT	79.2%	80.1%	78.7%	-1.3
Gàidhlig	96.7%	92.9%	91.8%	-1.1
German	88.2%	87.3%	86.2%	-1.0
Music	94.3%	94.9%	94.0%	-0.9
Business Management	77.8%	79.3%	78.4%	-0.9
Physical Education	94.4%	94.4%	93.9%	-0.4
Physics	73.1%	75.0%	74.6%	-0.4
Chemistry	76.4%	77.2%	76.9%	-0.3
Music Technology	87.9%	85.2%	85.0%	-0.2
Graphic Communication	85.0%	72.4%	72.2%	-0.2
Computing Science	82.1%	74.7%	74.7%	0.0
Practical Woodworking	92.6%	85.4%	86.0%	0.5
Applications of Mathematics	46.5%	57.8%	58.5%	0.7
Totals	**79.5%**	**77.4%**	**78.2%**	**0.7**
Mathematics	63.8%	64.7%	65.5%	0.8
Urdu	82.4%	97.8%	98.6%	0.9
Geography	74.6%	70.8%	71.8%	1.0
Drama	92.4%	92.5%	93.5%	1.1
Practical Metalworking	92.0%	81.3%	82.6%	1.4
History	76.1%	77.8%	79.3%	1.5
English	87.2%	84.8%	86.3%	1.5
Care	82.1%	78.0%	79.8%	1.8
Italian	94.2%	86.7%	88.9%	2.2
Sociology	76.9%	66.0%	69.1%	3.1
Modern Studies	76.0%	70.1%	73.4%	3.3
Accounting	85.3%	79.4%	83.4%	4.1
Engineering Science	79.4%	77.8%	83.8%	6.0
Chinese Languages	91.7%	88.7%	96.3%	7.6
Health and Food Technology	71.8%	66.2%	74.3%	8.1
Design and Manufacture	83.8%	56.6%	70.4%	13.8
Practical Electronics	77.6%	70.4%	86.6%	16.2
Hospitality: Practical Cookery	88.8%	65.5%	83.4%	17.9

Issues

- There has been an increase in the pass rate at National 5 by 0.7 percentage points, since 2018.

- The number of National 5 grade D's in 2019 is 36,171. This has increased from 34,926 in 2018 and 19,104 in 2017. The notional grade D grade boundaries changed in 2018, from 45–49% to 40–49%.

Changes to National 5

- The above table displays the subjects where there are the largest increases and decreases in pass rates at National 5 from 2018.

- Many of those subjects that saw a reduction in pass rates when changes to the assessment model were implemented in 2017/18 have now recovered. For example, Design and Manufacturing, Practical Cookery.

- For those subjects that saw a reduction in pass rates due to changes in the assessment model in 2017/18 have recovered. However, we are still seeing some decline to pass rates for Dance and Fashion and Textile which both moved from being wholly internally assessed to a combination of external assessment by SQA and some internal assessment by centres.

- In session 2018-19, Education Scotland worked with the SQA to publish guidance for teachers to support planning for learning, teaching and assessment, with a focus on the subjects where the pass rate fell at National 5.

Lines

- We are seeing some improvement from 2018 to 2019 in the number of entries and the passes increasing at National 5, along with an improvement to pass rates.

- For those subjects that saw a change in assessment model in 2017/18 at National 5, I am pleased to note a recovery in the pass rate for most of these practical subjects.

- Within this, both Mathematics and English at National 5 have increased passes and pass rates.

- We are also seeing an encouraging increase in the number of entries, passes and pass rate for National 5 Application of Mathematics.

- We are encouraged to see increases in the uptake of Skills for Work, Awards and National Progression Awards at SCQF Level 5.

11. Annex G – SCQF Level 6

12. Overview

Number of passes across qualifications in SCQF Level 6
Awards, National Certificates and National Progression Awards, do not have entries published in the SQA tables

SCQF Level 6 (Passes)	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Higher (A-C)	147,899	156,000	152,701	150,010	147,419	138,972	-8,927	-6.0%	-8,447	-5.7%
Skills for Work	1,088	1,165	306	357	215	160	-928	-85.3%	-55	-25.6%
Awards	801	1,305	2,710	3,523	4,258	5,388	4,587	572.7%	1,130	26.5%
National Certificates	2,729	3,989	4,920	3,585	3,538	2,834	105	3.8%	-704	-19.9%
National Progression Awards	701	969	1,611	1,619	2,848	3,344	2,643	377.0%	496	17.4%

a. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined

Background

- On results day SCQF (Scottish Credit and Qualifications Framework) Level 6 course that will be certificated will include: Highers, SQA Awards, Skills for Work, National Certificate, National Progression Awards, Professional Development Awards.
- Those achieving awards and qualifications at SCQF Level 6 can use it to move into college or training, employment and other qualifications at SCQF Levels 7 and beyond.
- For SCQF Level 6 qualifications in 2019:
  - All Skills for Work candidates were from Further Education.
  - 96.9% of Awards candidates were school pupils while Further Education accounted for 1.0% and other settings for 2.1%. The most common Awards at SCQF Level 6 were Leadership Award (2,943 passes) and Personal Development Award (1,435 passes).
  - Almost all National Certificate candidates came from outwith school with 97.9% from Further Education settings and 1.8% from other settings. 0.3% of candidates were presented by a school.
  - 41.4% of National Progression Awards candidates were school based while Further Education accounted for 41.7% and other settings for 16.9%.

SCQF Level 6

13.   Higher

Higher subjects with the largest decrease and increases in pass rates, 2018 to 2019

Subject	2018 A-C pass rate	2019 A-C pass rate	2018 to 2019 Change pp
Psychology	57.6%	44.6%	-13.0
History	82.6%	72.8%	-9.9
Dance	91.8%	82.9%	-8.8
Photography	86.6%	78.2%	-8.3
Fashion and Textile Technology	81.6%	74.4%	-7.2
Design and Manufacture	61.1%	54.2%	-6.9
Music Technology	84.3%	78.2%	-6.1
English for Speakers of Other Languages	89.8%	84.6%	-5.2
Economics	84.9%	80.1%	-4.8
Computing Science	68.7%	63.9%	-4.8
Classical Studies	81.0%	76.3%	-4.7
Engineering Science	69.4%	65.3%	-4.1
Religious, Moral and Philosophical Studies	72.8%	69.1%	-3.7
Childcare and Development	68.8%	65.1%	-3.7
Art and Design	83.9%	80.5%	-3.4
Drama	82.6%	79.3%	-3.3
Health and Food Technology	63.0%	60.1%	-2.9
English	75.9%	73.2%	-2.7
Music	94.6%	92.0%	-2.6
Latin	94.7%	92.1%	-2.6
Italian	91.7%	89.1%	-2.5
Business Management	78.3%	75.9%	-2.5
Mathematics	74.5%	72.4%	-2.1
Totals	**76.8%**	**74.8%**	**-2.0**
Sociology	60.8%	59.1%	-1.7
Chemistry	76.6%	75.5%	-1.1
Graphic Communication	75.6%	74.6%	-1.0
Physics	75.7%	74.9%	-0.8
Biology	73.4%	72.7%	-0.7
Human Biology	69.8%	69.4%	-0.4
Spanish	83.6%	83.3%	-0.4
French	87.3%	87.2%	-0.1
Modern Studies	75.9%	76.0%	0.1
Gàidhlig	90.8%	91.1%	0.3
Administration and IT	78.0%	78.4%	0.4
Care	54.9%	55.5%	0.6
Physical Education	86.9%	87.9%	1.0
German	88.7%	89.8%	1.1
Accounting	77.2%	78.6%	1.4
Urdu	96.1%	97.8%	1.7
Philosophy	62.1%	63.9%	1.7
Geography	73.4%	75.7%	2.2
Media	65.6%	68.7%	3.1
Environmental Science	64.8%	68.4%	3.6
Gaelic (Learners)	82.7%	90.2%	7.5
Politics	71.8%	83.8%	11.9
Chinese Languages	82.2%	96.5%	14.3

Issue

- Higher entries have decreased from 191,915 to 185,914.

- The number of passes at Higher is down by 5.7% (from 147,419 to 138,972).

- The 3.1% drop in entries cannot wholly be explained by the decrease in this year's S5/6 cohort.

- A small number of subjects have seen large decreases in Higher passes. Notable amongst these are Computing Science (-26.7%) and History (-14.6%). In the case of a core subject such as History a decrease in the number of passes of this scale is unusual although not unheard of.

Lines

- We have seen a drop in the number of entries and the pass rate at Higher.

- In a system where the standard remains consistent, we can expect year on year fluctuations in performance subject-by-subject. However, I am concerned about the drop in the overall Higher pass rate (down 2 percentage points) and in relation to English (down 2.7 percentage points) and Mathematics (down 2.1 percentage points) in particular.

- This year's S5/S6 cohort – where the majority of Highers are taken - is 1.2 % smaller than last year, which goes some way to explaining the drop in the number of entries.

- The cohort's performance at Higher is broadly consistent with the results from last year's National 5, where there was a 2.1 percentage point drop in the overall pass rate and a 2.4 percentage point drop in the pass rate for English.

- We would expect to see variations in performance from year to year. This year's Higher group have performed in line with expectations based on performance when undertaking National 5's.

Changes to Highers

- Changes to Highers, via the removal of mandatory unit assessments, came into effect in academic year 2018/19.

- The changes to National Qualifications are part of a range of activity designed to address teacher and pupil workload and free up time for teachers to teach.

- The above tables displays the subjects where there are the largest increases and decreases in pass rates at Higher from 2018.

- Higher courses that now feature an exam, where there wasn't one before:
    - Dance (pass rate **decreased by 8.8 percentage points** between 2018 and 2019)
    - Care (pass rate **increased by 0.6 percentage points** between 2018 and 2019)
    - Childcare and Development (pass rate **decreased by 3.7 percentage points** between 2018 and 2019)
    - Fashion and Textile Technology (pass rate **decreased by 7.2 percentage points** between 2018 and 2019)
    - Photography (pass rate **decreased by 8.3 percentage points** between 2018 and 2019)

- Higher courses with noteworthy new coursework components:
    - Computing Science was previously assessed by centres and is now externally assessed by SQA;
    - English Higher has a new coursework component to assess talking and listening skills.
    - Modern Languages has a new assignment-writing component to increase personalisation and choice.
    - Music has a new coursework assignment to assess composing skills.

- Higher Geography's question paper has been extended by 100 marks.

14.   Annex H – Subject tables/lines - English

English

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	19,244	20,076	17,784	15,724	14,451	13,914	-5,330	-27.7%	-537	-3.7%
Passes	18,187	19,153	17,001	15,008	13,415	12,771	-5,416	-29.8%	-644	-4.8%
Pass Rate	94.5%	95.4%	95.6%	95.4%	92.8%	91.8%	-2.7pp	n/a	-1pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	28,798	44,794	45,856	46,273	44,477	45,593	16,795	58.3%	1,116	2.5%
Passes (A-C)	25,091	38,950	39,813	40,354	37,701	39,345	14,254	56.8%	1,644	4.4%
Pass Rate	87.1%	87.0%	86.8%	87.2%	84.8%	86.3%	-0.8pp	n/a	1.5pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	31,582	35,354	36,356	35,716	36,185	35,461	3,879	12.3%	-724	-2.0%
Passes (A-C)	23,702	27,902	28,666	27,609	27,482	25,967	2,265	9.6%	-1,515	-5.5%
Pass Rate	75.0%	78.9%	78.8%	77.3%	75.9%	73.2%	-1.8pp	n/a	-2.7pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	1,716	1,750	2,303	2,627	2,485	2,347	631	36.8%	-138	-5.6%
Passes (A-C)	1,449	1,412	1,863	1,994	2,019	1,841	392	27.1%	-178	-8.8%
Pass Rate	84.4%	80.7%	80.9%	75.9%	81.2%	78.4%	-6pp	n/a	-2.8pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

English

Issue

- There has been a reduction in passes at National 4, Higher and Advanced Higher, but an increase in National 5 passes.

- The pass rate at National 5 English stands at 86.3%, higher than the national average pass rate for National 5 overall at 78.2%.

- The pass rates across National 4, Higher and Advanced Higher are down in comparison to 2018. This is in line with trends across this year's qualifications.

- In the 2016 SSLN results, writing performance amongst S2 pupils was at its lowest level since 2012. This was a statistically significant decrease. 49% of pupils were performing well or very well in writing and in listening and talking in 2016 SSLN results. This cohort will now be in S5 and taking National 5 and Higher qualifications.

- Vacancy rates for English secondary teachers remained high in 2018 with 51 vacancies recorded across Scotland out of a total of 402 vacancies in secondary schools.

- SQA believes that there is some evidence of slightly weaker performance around critical reading and extended writing in English and some social subjects.

Lines

- Although there has been a dip in passes at National 4, Higher and Advanced Higher, it is encouraging to see that interest and attainment across the board continues to be strong.

- Fluctuations in pass rates are to be expected and the pass rate at National 5 English stands at 86.3% which is higher than the national average pass rate for National 5 overall at 78.2%.

- We are continuing to give central importance to literacy, numeracy, health and well-being in order to raise attainment and close the attainment gap.

- The £750m Attainment Scotland fund and the National Improvement Framework are designed to ensure every part of the system is working as it should.

- Regional Improvement Collaboratives supported by dedicated Education Scotland staff, are focussed on improving literacy and numeracy, through collaborative work which empowers the system at school, authority and regional level.

- Recognising that a good quality school library service, supported by skilled library staff, can make a strong contribution to raising attainment in literacy and across the curriculum, we have invested £1 million over three years through the School Library Improvement Fund. The national strategy for school libraries in Scotland, published in 2018, supports the continuous improvement of school library services and the professional development of school librarians.

- The First Minister's Reading Challenge is encouraging reading for pleasure among children and young people. In 2018/19, the first year the challenge was open to all secondary schools in Scotland, 75% of secondary schools registered.

- In the new term, Education Scotland will be publishing a new National 5 English resource, supporting the learning and teaching of the Reading component of the National 5 English course, specifically in reading for understanding analysis and evaluation.

- Education Scotland will be launching an online professional learning community for Literacy and English in August, designed as a 'one-stop-shop', signposting a range of learning resources to support learning and teaching, including in the senior phase.

- Education Scotland will work with the SQA to identify the key issues from this year's Higher and Advanced Higher results, plan what further support may be necessary.

15.   Annex I – Subject tables/lines - Mathematics

Mathematics

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	20,952	25,701	26,279	26,596	23,841	22,982	2,030	9.7%	-859	-3.6%
Passes	19,329	23,742	24,455	24,556	21,416	20,452	1,123	5.8%	-964	-4.5%
Pass Rate	92.3%	92.4%	93.1%	92.3%	89.8%	89.0%	-3.3pp	n/a	-0.8pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	22,536	36,475	41,780	42,191	41,590	41,586	19,050	84.5%	-4	0.0%
Passes (A-C)	15,907	22,536	26,412	26,927	26,894	27,241	11,334	71.3%	347	1.3%
Pass Rate	70.6%	61.8%	63.2%	63.8%	64.7%	65.5%	-5.1pp	n/a	0.8pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	21,851	21,074	18,868	18,861	18,753	18,626	-3,225	-14.8%	-127	-0.7%
Passes (A-C)	15,757	15,169	13,863	13,953	13,973	13,481	-2,276	-14.4%	-492	-3.5%
Pass Rate	72.1%	72.0%	73.5%	74.0%	74.5%	72.4%	0.3pp	n/a	-2.1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	3,443	3,641	3,356	3,586	3,683	3,706	263	7.6%	23	0.6%
Passes (A-C)	2,414	2,496	2,476	2,672	2,751	2,795	381	15.8%	44	1.6%
Pass Rate	70.1%	68.6%	73.8%	74.5%	74.7%	75.4%	5.3pp	n/a	0.7pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Applications of Mathematics

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	1,674	3,989	3,927	3,275	2,536	2,964	1,290	77.1%	428	16.9%
Passes	1,452	3,457	3,336	2,777	2,113	2,380	928	63.9%	267	12.6%
Pass Rate	86.7%	86.7%	85.0%	84.8%	83.3%	80.3%	-6.4pp	n/a	-3pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	223	2,739	2,796	2,599	2,482	4,458	4,235	1899.1%	1,976	79.6%
Passes (A-C)	120	844	1,000	1,208	1,434	2,607	2,487	2072.5%	1,173	81.8%
Pass Rate	53.8%	30.8%	35.8%	46.5%	57.8%	58.5%	4.7pp	n/a	0.7pp	n/a

a. Intermediate 1s and 2s still available
pp = percentage point change

Mathematics

Issue

- Entries and attainment in mathematics are consistent for National 5 and Advanced Higher, but down for National 4 and Higher.

- There is a slight increase in pass rate (0.7 percentage points higher than last year) for Application of Mathematics at National 5 with total entries up 79.6% (equating to 1,976 more candidates than in 2018) and passes up 81.8% (equating to 1,173 more candidates than in 2018).

- Vacancy rates for Maths secondary teachers remained high in 2018 with 60 vacancies recorded across Scotland out of a total of 402 vacancies in secondary schools.

Lines

- Welcome the improvements in pass rates, for National 5 and Advanced Higher Mathematics and for National 5 Applications of Mathematics.

- The increase in entries and passes at National 5 Applications of Mathematics indicates that the qualification has become well established and that candidates are being presented for the correct mathematics qualifications.

- Numeracy and mathematics remain a key priority in delivery equity and excellence through the Attainment Challenge and the National Improvement Framework.

- Regional Improvement Collaboratives supported by dedicated Education Scotland staff, are focussed on improving mathematics and numeracy, through collaborative work which empowers the system at school, authority and regional level.

- Investment of £1.6 million over four years (2014 to 2019) has been provided to local authorities for professional learning for both primary and secondary teachers.

- In 2019/20 up to £1.3 million has been made available to support leadership and collegiate professional learning in STEM subjects, with a strong focus on mathematics and numeracy.

- Education Scotland's National Numeracy and Mathematics Hub provides free learning resources to all teachers and a forum to share good practice and address priority areas.

- Education Scotland is in the process of undertaking a thematic review (to be published in Autumn 2019) focusing on numeracy and mathematics, which will highlight good practice and areas for improvement.

- The Scottish Government is offering bursaries of £20,000 for career changers to do teacher training for certain STEM subjects (including Maths) where the demand

is at its greatest. We are supporting universities in the delivery of alternative routes into teaching, including a focus on increasing the number of teachers in STEM subjects. The student teacher intake for Maths was up to 130 in 2018 (the subject target was 163). This is a 71% improvement on 2015 figure (76).

- The Scottish Government has established and continues to support an annual Maths Week Scotland to raise awareness of the relevance and importance of maths in all sectors of society.

16. Annex J – Subject tables/lines – Science

Biology

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	8,738	9,587	9,042	8,626	7,216	7,160	-1,578	-18.1%	-56	-0.8%
Passes	8,162	8,958	8,501	8,165	6,738	6,557	-1,605	-19.7%	-181	-2.7%
Pass Rate	93.4%	93.4%	94.0%	94.7%	93.4%	91.6%	-1.8pp	n/a	-1.8pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	16,146	21,635	21,211	21,417	20,928	21,549	5,403	33.5%	621	3.0%
Passes (A-C)	10,584	15,298	15,548	15,277	15,253	15,199	4,615	43.6%	-54	-0.4%
Pass Rate	65.6%	70.7%	73.3%	71.3%	72.9%	70.5%	5pp	n/a	-2.4pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	10,197	9,699	7,493	7,574	7,305	7,685	-2,512	-24.6%	380	5.2%
Passes (A-C)	7,052	6,945	5,153	5,466	5,364	5,588	-1,464	-20.8%	224	4.2%
Pass Rate	69.2%	71.6%	68.8%	72.2%	73.4%	72.7%	3.6pp	n/a	-0.7pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	2,518	2,425	2,362	2,252	2,319	2,314	-204	-8.1%	-5	-0.2%
Passes (A-C)	1,837	1,865	1,896	1,662	1,727	1,715	-122	-6.6%	-12	-0.7%
Pass Rate	73.0%	76.9%	80.3%	73.8%	74.5%	74.1%	1.2pp	n/a	-0.4pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Human Biology

Higher	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	3,943	4,549	5,991	5,927	5,937	6,259	2,316	58.7%	322	5.4%
Passes (A-C)	2,824	3,145	4,111	4,198	4,145	4,345	1,521	53.9%	200	4.8%
Pass Rate	71.6%	69.1%	68.6%	70.8%	69.8%	69.4%	-2.2pp	n/a	0.4pp	n/a

a. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
pp = percentage point change

Chemistry

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	6,291	6,396	5,398	5,120	4,186	3,875	-2,416	-38.4%	-311	-7.4%
Passes	5,877	6,014	5,094	4,849	3,937	3,545	-2,332	-39.7%	-392	-10.0%
Pass Rate	93.4%	94.0%	94.4%	94.7%	94.1%	91.5%	-1.9pp	n/a	-2.6pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	14,157	16,659	17,046	16,399	15,930	16,035	1,878	13.3%	105	0.7%
Passes (A-C)	10,311	12,074	12,971	12,529	12,296	12,326	2,015	19.5%	30	0.2%
Pass Rate	72.8%	72.5%	76.1%	76.4%	77.2%	76.9%	4pp	n/a	-0.3pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	10,716	10,412	10,077	10,134	9,990	10,047	-669	-6.2%	57	0.6%
Passes (A-C)	8,176	7,730	7,670	7,675	7,655	7,590	-586	-7.2%	-65	-0.8%
Pass Rate	76.3%	74.2%	76.1%	75.7%	76.6%	75.5%	-0.8pp	n/a	-1.1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	2,393	2,448	2,614	2,523	2,591	2,452	59	2.5%	-139	-5.4%
Passes (A-C)	1,829	1,958	2,168	2,102	2,131	2,016	187	10.2%	-115	-5.4%
Pass Rate	76.4%	80.0%	82.9%	83.3%	82.2%	82.2%	5.8pp	n/a	0pp	n/a

a. Intermediate 1s and 2s still available

b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined

c. 2014 - 2015 Previous Advanced Higher only

pp = percentage point change

Physics

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	5,025	5,259	5,023	4,334	3,671	3,487	-1,538	-30.6%	-184	-5.0%
Passes	4,665	4,956	4,752	4,094	3,447	3,213	-1,452	-31.1%	-234	-6.8%
Pass Rate	92.8%	94.2%	94.6%	94.5%	93.9%	92.1%	-0.7pp	n/a	-1.8pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	11,932	14,942	14,888	14,165	13,699	13,792	1,860	15.6%	93	0.7%
Passes (A-C)	8,173	11,067	11,016	10,359	10,274	10,289	2,116	25.9%	15	0.1%
Pass Rate	68.5%	74.1%	74.0%	73.1%	75.0%	74.6%	6.1pp	n/a	-0.4pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	9,098	9,063	9,131	8,955	8,280	8,325	-773	-8.5%	45	0.5%
Passes (A-C)	6,768	6,675	6,773	6,794	6,271	6,239	-529	-7.8%	-32	-0.5%
Pass Rate	74.4%	73.7%	74.2%	75.9%	75.7%	74.9%	0.6pp	n/a	-0.8pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	1,815	1,845	1,923	1,861	1,891	1,646	-169	-9.3%	-245	-13.0%
Passes (A-C)	1,458	1,441	1,518	1,455	1,505	1,293	-165	-11.3%	-212	-14.1%
Pass Rate	80.3%	78.1%	78.9%	78.2%	79.6%	78.6%	-1.8pp	n/a	-1pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Science

Issue

- Entries and passes for Higher Biology and Human Biology have increased, and remain broadly stable for Higher Chemistry and Physics.

- At National 5, entries have increased slightly for Biology whilst for Physics and Chemistry numbers are broadly stable. For the same subjects numbers of passes are broadly stable. There have been decreases at Advanced Higher level entries and passes in Chemistry and Physics.

- Following the trend across all qualifications, entries and passes for qualifications at National 4 level are all down.

- Pass rates vary across qualification levels for the sciences but have remained broadly stable when compared to 2018. However, pass rates for all science qualifications at National 4 and for National 5 Biology are down in comparison to last year.

- During the examination diet concerns were raised over the difficulty of the National 5 biology, human biology and Higher biology papers. A petition received some traction reaching 16,555 signatures.

- Pass rates for National 5 Biology decreased from 72.9% to 70.5% and the number of passes were slightly lower, decreasing from 15,253 passes in 2018 to 15,199 in 2019.

Lines

- Pleased to see increases in entries and passes for the Biology qualifications at Higher level and that entries and passes for Physics and Chemistry are broadly stable, in contrast to the picture for the qualifications overall.

- The picture at National 5 is also positive with passes and entries broadly stable or have increased across the Sciences.

- **For all** the **Higher Sciences combined**
   o total entries are **up 2.6%**, to 32,316 (2018 – 31,512);
   o total passes are **up 1.4%**, to 23,762 (2018 – 23,435);

Difficulty of Biology qualifications

- Despite the concerns about the Biology qualifications, the number of passes at Higher level for Biology increased from 5,364 to 5,588 and for Human Biology from 4,145 to 4,345. At National 5 level, passes in Biology are only down by 54 (down 0.4%) compared to last year.

- Every year, the SQA sets examination papers based on course and assessment specifications issued to teachers. In all cases, papers are

developed by experienced teachers according to a rigorous and established process.

- SQA takes its role extremely seriously in ensuring that candidates get fair treatment each year and that standards are maintained.

- Following the diet all exams are subjected to SQA's Grade Boundary process, this included National 5 biology, human biology and Higher biology papers.

- The Grade Boundary process is an evidence based procedure that considers the performance of every exam to ensure that they are fair and consistent year on year

Three Sciences

- We would expect to see secondary schools make arrangements for three sciences, in some cases via collaboration with other schools/colleges in the local area.

- As part of a well-planned learner pathway, if a young person and his/her parents, having considered the advice provided by the school, wants to study three sciences, then the school should try to ensure that this is possible. However this is not always possible and so we therefore strongly encourage schools to work collaboratively with other schools and colleges in the area to offer the widest range of opportunities to young people.

Support for Learning and Teaching in the Sciences

- We are taking a range of actions through our STEM education and training strategy to improve STEM learning at school, including in the sciences:

  - Physics and Chemistry are included in the STEM bursary scheme for career changers who wish to move into teaching.
  - Education Scotland is providing over £1.8 million in grants in 2019/20 to support professional learning in STEM, including in the sciences, for teachers, technicians and early and community learning practitioners.
  - There will be grants for groups of practitioners to work together locally as well as for regional and national partners
  - Projects that are already being supported through an earlier round of grants include funding for the Institute of Physics and the Royal Society of Chemistry to develop mentor teachers to grow and spread professional learning in these subjects and funding for the Scottish Technicians Advisory Council to develop course in emerging technologies for technicians. We have also provided the Scottish Schools Education Research Centre with £879,000 to provide professional learning in the sciences and the technologies for primary and secondary teachers and school technicians.
  - SSERC provided 3,298 training days to secondary teachers in 2018-19 including courses on Physics and Biology in the senior phase. 61% of

participants in SSERC courses said they were more enthusiastic about their teaching and 56% of them said their pupils appeared to be more enthusiastic as a result of the courses.

- SSERC provided 632 training days for school technicians in 2018-19 and hosted the annual school technicians conference. We are also supporting improvements in science and STEM at primary school through a collaboration with the Wood Foundation and local authorities. This programme provides primary science development officers to lead STEM learning in primary schools and the early years across a whole council.
- We have provided a total of £400,000 for the RAISE programme since 2016/17 and will provide up to £190,000 for the programme in 2019/20 the RAiSE programme.

17. Annex K – Subject table/line - Technologies

Computing Science[1]

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	3,792	3,456	2,893	2,695	2,820	2,650	-1,142	-30.1%	-170	-6.0%
Passes	3,540	3,226	2,677	2,492	2,571	2,331	-1,209	-34.2%	-240	-9.3%
Pass Rate	93.4%	93.3%	92.5%	92.5%	91.2%	88.0%	-5.4pp	n/a	-3.2pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	5,853	7,663	7,927	7,442	6,442	6,344	491	8.4%	-98	-1.5%
Passes (A-C)	4,862	6,399	6,533	6,108	4,814	4,740	-122	-2.5%	-74	-1.5%
Pass Rate	83.1%	83.5%	82.4%	82.1%	74.7%	74.7%	-8.4pp	n/a	0pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	5,527	4,677	4,454	4,476	4,099	3,228	-2,299	-41.6%	-871	-21.2%
Passes (A-C)	3,915	3,206	3,138	2,887	2,816	2,064	-1,851	-47.3%	-752	-26.7%
Pass Rate	70.8%	68.5%	70.5%	64.5%	68.7%	63.9%	-6.9pp	n/a	-4.8pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	472	539	485	641	636	614	142	30.1%	-22	-3.5%
Passes (A-C)	397	460	362	454	454	402	5	1.3%	-52	-11.5%
Pass Rate	84.1%	85.3%	74.6%	70.8%	71.4%	65.5%	-18.6pp	n/a	-5.9pp	n/a

1. Computing, Computing Science, Computing Studies, Information Systems
a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined.
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Engineering Science

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	362	426	397	411	372	342	-20	-5.5%	-30	-8.1%
Passes	297	382	349	364	320	267	-30	-10.1%	-53	-16.6%
Pass Rate	82.0%	89.7%	87.9%	88.6%	86.0%	78.1%	-4pp	n/a	-8.0pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	1,296	1,808	1,831	1,744	1,808	1,646	350	27.0%	-162	-9.0%
Passes (A-C)	1,055	1,555	1,480	1,384	1,407	1,379	324	30.7%	-28	-2.0%
Pass Rate	81.4%	86.0%	80.8%	79.4%	77.8%	83.8%	2.4pp	n/a	6.0pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	n/a	881	1,029	1,126	1,014	1,110	n/a	n/a	96	9.5%
Passes (A-C)	n/a	652	765	803	704	725	n/a	n/a	21	3.0%
Pass Rate	n/a	74.0%	74.3%	71.3%	69.4%	65.3%	n/a	n/a	-4.1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	n/a	n/a	75	79	59	36	n/a	n/a	-23	-39.0%
Passes (A-C)	n/a	n/a	58	42	40	30	n/a	n/a	-10	-25.0%
Pass Rate	n/a	n/a	77.3%	53.2%	67.8%	83.3%	n/a	n/a	15.5pp	n/a

a. Intermediate 1s and 2s still available

b. Engineering Science replaced the previous Technological Studies qualification.

c. Engineering Science replaced the previous Technological Studies qualification.

pp = percentage point change

Graphic Communications

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	1,537	1,323	1,317	1,169	1,211	1,214	-323	-21.0%	3	0.2%
Passes	1,334	1,179	1,200	1,021	1,065	1,033	-301	-22.6%	-32	-3.0%
Pass Rate	86.8%	89.1%	91.1%	87.3%	87.9%	85.1%	-1.7pp	n/a	-2.9pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	6,129	6,707	6,505	6,301	5,434	5,406	-723	-11.8%	-28	-0.5%
Passes (A-C)	5,111	5,741	4,924	5,356	3,935	3,905	-1,206	-23.6%	-30	-0.8%
Pass Rate	83.4%	85.6%	75.7%	85.0%	72.4%	72.2%	-11.2pp	n/a	-0.2pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	4,150	4,682	4,611	4,351	4,134	3,497	-653	-15.7%	-637	-15.4%
Passes (A-C)	3,288	3,730	3,234	3,442	3,126	2,609	-679	-20.7%	-517	-16.5%
Pass Rate	79.2%	79.7%	70.1%	79.1%	75.6%	74.6%	-4.6pp	n/a	-1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	956	909	671	543	525	506	-450	-47.1%	-19	-3.6%
Passes (A-C)	866	806	440	342	348	319	-547	-63.2%	-29	-8.3%
Pass Rate	90.6%	88.7%	65.6%	63.0%	66.3%	63.0%	-27.5pp	n/a	-3.2pp	n/a

a. Intermediate 1s and 2s still available

b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined

c. 2014 - 2015 Previous Advanced Higher only

pp = percentage point change

Design and Manufacture

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	2,369	1,863	1,674	1,348	1,531	1,517	-852	-36.0%	-14	-0.9%
Passes	2,064	1,653	1,435	1,137	1,248	1,145	-919	-44.5%	-103	-8.3%
Pass Rate	87.1%	88.7%	85.7%	84.3%	81.5%	75.5%	-11.6pp	n/a	-6.0pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	4,135	5,169	4,903	4,980	4,599	4,481	346	8.4%	-118	-2.6%
Passes (A-C)	3,744	4,427	4,099	4,174	2,603	3,156	-588	-15.7%	553	21.2%
Pass Rate	90.5%	85.6%	83.6%	83.8%	56.6%	70.4%	-20.1pp	n/a	13.8pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	n/a	2,224	3,078	3,021	2,820	2,248	n/a	n/a	-572	-20.3%
Passes (A-C)	n/a	1,521	1,918	1,934	1,723	1,219	n/a	n/a	-504	-29.3%
Pass Rate	n/a	68.4%	62.3%	64.0%	61.1%	54.2%	n/a	n/a	-6.9pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	n/a	n/a	70	82	93	79	n/a	n/a	-14	-15.1%
Passes (A-C)	n/a	n/a	34	44	50	51	n/a	n/a	1	2.0%
Pass Rate	n/a	n/a	48.6%	53.7%	53.8%	64.6%	n/a	n/a	10.8pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Technologies

Issue

- Passes and entries for Higher Computing, Graphic Communications and Design and Manufacture decreased. Pass rates in these subjects at Higher have also decreased by 4.8 percentage points for Computing, 6.9 percentage points for Design and Manufacture and remained broadly stable for Graphic Communication (down 1 percentage point).

- Passes and entries at Higher level have increased for Engineering Science but the pass rate decreased by 4.1 percentage points from 69.4% to 65.3%

- Passes and entries at National 5 level have decreased for all subjects apart from Design and Manufacture where entries have decreased. Design and Manufacture passes increased by 21.2% from 2,603 to 3,156 although they are still less than in 2017 (4,174).

- Pass rates at National 5 level for Computing have remained the same, are up for Engineering and Design and Manufacture and have broadly stable for Graphic Communications.

- There was a move to external assessment for the Highers in these subjects as well as some other changes to the courses, particularly for Computing and this may be the reason for the declines in passes and pass rates.

- There are teacher shortages in both Computing and the other Technologies subjects with the teacher education institutions missing the intake targets for these courses. In 2018/19:
    - The ITE intake target for Technological education was 50 with 48 achieved (missed by 4%); and
    - The ITE intake target for Computing was 55 with 46 achieved (missed by 16%)

- The 2018 teacher vacancy statistics show 23 vacancies for Technical Studies teachers and 11 vacancies for Computing teachers.
    - 23 vacancies for Technical Studies teachers. There were 1,225 teachers in secondary schools with Technical Studies as the main subject taught in September 2018; and
    - 11 vacancies for Computing teachers of a total of 595 teachers with Computing Studies as the main subject taught.

Lines

- The SQA provided extra support and resources for teachers on the Design and Manufacture qualifications this year in the areas they felt caused issues last year. Numbers of passes at National 5 in the Design and Manufacture qualifications increased from 2,603 to 3,156 and the pass rate increased from 56.6% to 70.4%.

- Entries and passes for Higher Engineering Science have increased by 9.5% and 3.0%, respectively since 2018. Passes rising from 704 to 725 in 2019.

- Education Scotland has worked with the SQA to create resources for all the units at National 5, Higher and significant resources this year for Advanced Higher.

- Computing and the other technologies are included in the list of subjects that will attract the STEM bursary for career changers who wish to move into teaching.

Computing and Digital Skills

- Through the STEM strategy we are committed to on-going support for broad digital skills development in early learning settings and schools, including computing science.

- We have updated the curriculum to introduce the fundamentals of coding and cyber security from the early years onwards. Through partnership with digital employers, we are supporting the practical delivery of this in schools such as the Barefoot Computing programme, in partnership with BT and the British Computing Society. Scotland are leading the way with the Barefoot programme and have had 69% of primary schools accessing the resources online or via a workshop.

- Education Scotland is setting up a regional secondary lead teacher networks to support computing science as well as a primary national network which has been running for the last year. The regional networks will not only up skill teachers in knowledge, understanding in computing science but also provide support on pedagogical approaches to teaching the subject. This build on the teacher hubs that were originally established by Computing at Schools Scotland through the Government funded Plan C project.

- The successful Digital Schools Award for Scotland provides primary and secondary schools with a free self-assessment framework detailing the steps they need to take to embed digital technology at the heart of their school.

- Through our Digital Learning and teaching strategy we are also encouraging more use of digital technology across all of learning and teaching. Actions include the delivery of a National Digital Learning Week to encourage practitioners to share the effective use of digital technology in education.

18.   Annex L – Subject table/lines – STEM Overview

SCQF Level 4 (Passes)	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
National 4	50,677	57,456	55,342	52,715	45,987	43,908	-6,769	-13.4%	-2,079	-4.5%
Skills for Work	1,102	999	825	715	750	838	-264	-24.0%	88	11.7%
National Certificates	41	93	113	89	50	74	33	80.5%	24	48.0%
National Progression Awards	493	500	515	565	670	642	149	30.2%	-28	-4.2%

SCQF Level 5 (Passes)	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
National 5 (A-C)	64,266	87,442	92,127	91,557	86,270	88,978	24,712	38.5%	2,708	3.1%
Skills for Work	766	1,101	1,530	1,404	1,580	1,790	1,024	133.7%	210	13.3%
National Certificates	912	1,155	1,309	903	798	671	-241	-26.4%	-127	-15.9%
National Progression Awards	1,554	2,018	2,233	1,804	1,517	1,723	169	10.9%	206	13.6%

SCQF Level 6 (Passes)	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Higher (A-C)	55,121	53,875	50,396	50,966	49,785	47,543	-7,578	-13.7%	-2,242	-4.5%
Skills for Work	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Awards	n/a	n/a	99	86	51	52	n/a	n/a	1	2.0%
National Certificates	780	1,078	1,427	1,102	1,055	849	69	8.8%	-206	-19.5%
National Progression Awards	200	249	442	452	701	1,002	802	401.0%	301	42.9%

a. Intermediate 1s and 2s still available

b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined

pp = percentage point change

Note: STEM Definition matches the STEM Strategy

STEM Overview

Issues

- Looking across all the STEM subjects more broadly entries and passes at Higher have been decreasing in recent years.

- There were 47,543 passes at Higher across STEM subjects, representing 34.2% of all Higher passes, which is at a similar level as it has been since 2015. Prior to 2015 this proportion tended to vary between 38% and 39%.

- Level 5 passes in Skills for Work courses have increased by 13.3% in the past year and by more than 130% since 2014. Similarly, National Progression Awards (Level 5) have increased by 13.6% in the past year. At Level 6, National Progression Awards increased by 42.9%, demonstrating a year-on-year increase. We can therefore see evidence of pathways diversifying in STEM

- For example, there were large increases in passes for Laboratory Science and Engineering Skills for Work courses at National 5 level in 2019 compared to 2018.

Lines

- There were a total of 47,543 passes at Higher across all the STEM subjects, representing 34.2% of all Higher passes.

- Numbers of STEM related National 5 Skills for Work courses and National Progression Awards (SCQF Level 4 to 6) are increasing.

- We know from the Young People in Scotland survey that young people generally enjoy STEM subjects and recognise the value of STEM study for employment.

- Over half of young people responding to the survey who said they were choosing to take a STEM subject said they did so because they enjoyed it (56%), they felt it was important for their future career or employment (52%) or they felt it was important for what they wanted to study in the future (51%).

- Scotland is a science and research nation and enjoy a global reputation for our research and innovation.

- Our Science and Society budget supports the delivery of science engagement experiences to more than 1 million people.

- No other part of the UK has such a comprehensive package of support in place for science engagement activities.

- STEM education is a priority for this Government as evidenced by our ambitious STEM Education and Training Strategy.

- We have introduced a bursary scheme of up to £20,000 for career changers in certain STEM subjects, in our continuing efforts to improve the supply of STEM talent into the teaching profession.

- Up to £2 million will be available for these bursaries in 2019-20

- A network of STEM specialist advisers is working with the Regional Improvement Collaboratives to support classroom teachers and raise attainment in STEM at school.

- Education Scotland is providing over £1.8 million in grants in 2019/20 to support professional learning in STEM. This is in addition to professional learning provided by the Scottish Schools Education Research Centre, funded by us.

- We are supporting improvements in science and STEM at primary school through our funding for SSERC and through the RAiSE programme.

- A dedicated team of Gender Balance and Equalities officers has been appointed to Education Scotland who will work with early year's providers and schools on whole school approaches to improving participation by under-represented groups in STEM learning, courses and careers.

- We are creating of a college-led STEM Hub Network centred to strengthen regional collaboration and provide a focus for collaboration and the development of professional learning for STEM locally and regionally and to join up STEM pathways for learners

- We are introducing a new Young STEM leaders award for learners to grow and spread inspiration and enthusiasm for STEM starting in the early and primary years of education.

- We are introducing a STEM Award for schools to recognise and grow their commitment to STEM education.

- We have launched #AyeforIdeas, a social media campaign to highlight the importance of STEM to Scotland's economy, to encourage people to pursue STEM learning and be inspired through our great science heritage.

19.   Annex M – Subject tables/lines - Languages

French

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	5,068	4,185	3,048	3,003	2,447	2,418	-2,650	-52.3%	-29	-1.2%
Passes	4,919	4,078	2,951	2,899	2,334	2,313	-2,606	-53.0%	-21	-0.9%
Pass Rate	97.1%	97.4%	96.8%	96.5%	95.4%	95.7%	-1.4pp	n/a	0.3pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	9,444	10,551	9,292	9,078	8,145	7,872	-1,572	-16.6%	-273	-3.4%
Passes (A-C)	8,184	9,452	7,991	8,107	7,115	6,680	-1,504	-18.4%	-435	-6.1%
Pass Rate	86.7%	89.6%	86.0%	89.3%	87.4%	84.9%	-1.8pp	n/a	-2.5pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	4,157	4,572	4,581	3,918	3,780	3,417	-740	-17.8%	-363	-9.6%
Passes (A-C)	3,566	3,950	4,069	3,415	3,301	2,981	-585	-16.4%	-320	-9.7%
Pass Rate	85.8%	86.4%	88.8%	87.2%	87.3%	87.2%	1.5pp	n/a	-0.1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	618	669	698	774	638	603	-15	-2.4%	-35	-5.5%
Passes (A-C)	502	545	591	608	556	467	-35	-7.0%	-89	-16.0%
Pass Rate	81.2%	81.5%	84.7%	78.6%	87.1%	77.4%	-3.8pp	n/a	-9.7pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

German

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	999	780	666	608	493	467	-532	-53.3%	-26	-5.3%
Passes	970	757	655	580	472	447	-523	-53.9%	-25	-5.3%
Pass Rate	97.1%	97.1%	98.3%	95.4%	95.7%	95.7%	-1.4pp	n/a	0.0pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	2,206	2,188	2,025	1,899	1,859	1,805	-401	-18.2%	-54	-2.9%
Passes (A-C)	2,043	1,934	1,739	1,674	1,622	1,556	-487	-23.8%	-66	-4.1%
Pass Rate	92.6%	88.4%	85.9%	88.2%	87.3%	86.2%	-6.4pp	n/a	-1.0pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	1,006	1,114	1,019	890	817	787	-219	-21.8%	-30	-3.7%
Passes (A-C)	767	898	935	803	725	707	-60	-7.8%	-18	-2.5%
Pass Rate	76.2%	80.6%	91.8%	90.2%	88.7%	89.8%	13.6pp	n/a	1.1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	142	109	146	172	124	127	-15	-10.6%	3	2.4%
Passes (A-C)	122	93	125	147	115	122	0	0.0%	7	6.1%
Pass Rate	85.9%	85.3%	85.6%	85.5%	92.7%	96.1%	10.1pp	n/a	3.3pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Spanish

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	1,540	1,586	1,490	1,567	1,618	1,629	89	5.8%	11	0.7%
Passes	1,498	1,521	1,417	1,467	1,483	1,515	17	1.1%	32	2.2%
Pass Rate	97.3%	95.9%	95.1%	93.6%	91.7%	93.0%	-4.3pp	n/a	1.3pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	2,923	3,968	4,417	4,489	4,937	5,122	2,199	75.2%	185	3.7%
Passes (A-C)	2,612	3,559	3,987	4,028	4,442	4,486	1,874	71.7%	44	1.0%
Pass Rate	89.4%	89.7%	90.3%	89.7%	90.0%	87.6%	-1.8pp	n/a	-2.4pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	1,880	2,413	2,600	2,809	2,795	3,054	1,174	62.4%	259	9.3%
Passes (A-C)	1,622	2,073	2,298	2,494	2,338	2,543	921	56.8%	205	8.8%
Pass Rate	86.3%	85.9%	88.4%	88.8%	83.6%	83.3%	-3pp	n/a	-0.4pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	239	326	480	433	456	469	230	96.2%	13	2.9%
Passes (A-C)	197	256	387	323	342	366	169	85.8%	24	7.0%
Pass Rate	82.4%	78.5%	80.6%	74.6%	75.0%	78.0%	-4.4pp	n/a	3pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Italian

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	105	35	140	74	143	46	-59	-56.2%	-97	-67.8%
Passes	104	34	139	70	143	36	-68	-65.4%	-107	-74.8%
Pass Rate	99.0%	97.1%	99.3%	94.6%	100.0%	78.3%	-20.8pp	n/a	-21.7pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	231	203	332	241	286	217	-14	-6.1%	-69	-24.1%
Passes (A-C)	208	192	313	227	248	193	-15	-7.2%	-55	-22.2%
Pass Rate	90.0%	94.6%	94.3%	94.2%	86.7%	88.9%	-1.1pp	n/a	2.2pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	173	212	220	264	252	221	48	27.7%	-31	-12.3%
Passes (A-C)	158	207	209	241	231	197	39	24.7%	-34	-14.7%
Pass Rate	91.3%	97.6%	95.0%	91.3%	91.7%	89.1%	-2.2pp	n/a	-2.5pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	35	29	22	28	36	27	-8	-22.9%	-9	-25.0%
Passes (A-C)	32	29	20	25	34	23	-9	-28.1%	-11	-32.4%
Pass Rate	91.4%	100.0%	90.9%	89.3%	94.4%	85.2%	-6.2pp	n/a	-9.3pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Languages

Issue

- The number of passes and entries in Higher languages has decreased since 2018, although the change is smaller than the percentage change to the overall number of Higher entries and passes. In National 5 languages the entries and passes have decreased, whilst entries and passes have increased for the qualifications overall.

- Entries and passes at Higher level for French, Italian and German have all decreased (particularly for French and Italian) whereas they have increased for Spanish.

- Entries and passes at National 5 for French, German and Italian have decreased since 2018. Entries and passes for National 5 Spanish continue to increase.

- Entries and passes for Spanish have increased across all SCQF levels whereas entries and passes for French and Italian have decreased across all the levels. Pass rates for French have decreased at all levels apart from National 4. Pass rates for Italian have decreased across all levels, particularly National 4.

- Entries and passes have decreased at National 4 and 5 level for German but have increased at Advanced Higher in German.

- This year the Modern Languages Highers had a new assignment-writing component to increase personalisation and choice.

- There are likely to be a number of factors behind the drop in the numbers of entries and passes for Italian and the overall numbers are small in any case. Some larger high schools offer Spanish and Italian in rotation and the figures tend to fluctuate from year to year. The number of qualified teachers is also small and there may be issues with being able to make up viable classes in some schools.

- Numbers taking Modern Languages are smaller than other subjects so relatively small fluctuations may not be as significant as they appear in percentage terms.

- These figures are in line with trends in recent years. Overall the picture in recent years is quite complex, with some languages showing increases in participation (e.g. Spanish) with others decreasing – particularly German but also French. Since 2007:
    - The total entries of language Highers have remained broadly stable since 2007 (in 2007 7,774 entries to 7,805 in 2019)
    - The total passes of language Highers shows an increase of 4.1% to 6,740 since 2007 (2007 - 6,476)

- Attainment in the Modern Languages for Life and Work Award, which complements the National Qualifications, has decreased by 8.5% since last year, following on from increases in 2016 and 2017.

- As language learning increasingly starts for all pupils from P1 onwards the quality of language learning should increase in the BGE, providing a platform for greater attainment in the qualifications.

- Concerns expressed by teachers, in this year's Language Survey, about language learning are very similar to those for STEM in terms of timetabling and prioritisation pressures.

- Teachers, schools and local authorities cite concerns about timetabling and prioritisation pressures in secondary schools as barriers to language learning.

- Teacher shortages in secondary schools and the on-going need for primary teachers to have professional learning to upgrade their skills in order to feel proficient at teaching languages are issues for teaching and learning of modern languages in the BGE. However, on the whole, we see good cluster working on languages and most clusters co-ordinating to make sure the same language is offered as L2 across primary and secondary schools.

- Some secondary language teachers are taking additional qualifications to enable them to teach other languages to meet demands but also as part of their own professional development. There is anecdotal evidence that this is increasing.

- Modern Languages has been recognised as a priority subject for Initial Teacher Education and has been for at least the past 15 years. Latest statistics show that the universities are missing their targets for teacher intakes.

- There were 16 vacancies for teachers of modern languages in the 2018 statistics. The 2018 teacher census shows there were 1,288 secondary schools teachers with modern languages as the main subject taught.

Lines

- The total passes of language Highers was up 4.1% in 2019 since 2007 (6,476 to 6,740)

- Entries and passes in Spanish increased across all levels of the qualifications. At Higher level, passes increased by 8.8% from 2,338 to 2,543.

- The relatively high pass rates for languages suggest that, where learners choose to continue with language learning in the senior phase, they do well.

- Numbers taking the Italian qualifications are very small and tend to fluctuate from year to year.

- Secondary schools are offering a wide variety of options in the senior phase, in addition to national qualifications such as open-university courses; wider achievement awards; exchanges; and self-supported study. Alongside French, German, Spanish and Italian, leaners are also achieving qualifications in Chinese and Urdu.

- The Scottish Government sees learning languages as key to equip young people with skills for an increasingly complex and globalised world, to build literacy and foster tolerance and respect. That is why we are driving forward an ambitious policy to develop the teaching of languages in schools.

- Scottish Government is committed to this ambition and to drive forward this expansion since 2013 we have **invested an additional £30.2 million** to assist local authorities with the implementation of the 1+2 language policy.

- Updated information from local authorities shows that 88% of primary schools and 70% of secondary schools are providing the full entitlement to learning a second language from P1 to P7 and from S1 to S3.

- This is very positive progress, particularly given that language learning was not the norm in the earlier years of primary before the introduction of 1+2 languages policy.

- Since 2013, we have provided an additional £30.2 million to local authorities for the implementation of our ambitious 1+2 language policy.

- Since 2013 we have also provided £9.67 million to Scotland's National Centre for Languages and the Confucius Institute for Scotland's Schools to support professional learning programmes for teachers, to help schools make links to communities, businesses and families to improve language learning and an appreciation of the benefits of language learning and to support learning about China and its languages and culture in Scotland.

- We also fund the annual Euroquiz competition and the British Council's Modern Language Assistant programme

- Scotland's National Centre for Languages is collaborating with the Open University to provide training to upskill primary teachers both in terms of their language ability and effective approaches to teaching.

- For the last five years Education Scotland and SCILT have co-delivered the Languages Leaders of Learning programme which builds leadership and capacity for language teaching.

- Education Scotland is providing strategic support and guidance to schools and local authorities, through resources for teachers, roadshows and events.

- Education Scotland produced new resources to support language learning in both primary and secondary schools in 2019. These are available via the National Improvement Hub and on GLOW.

20. Annex N – Subject tables/lines - Gàidhlig and Gaelic learners

Gaelic (learners)

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	85	35	37	34	46	21	-64	-75.3%	-25	-54.3%
Passes	85	33	36	32	43	20	-65	-76.5%	-23	-53.5%
Pass Rate	100.0%	94.3%	97.3%	94.1%	93.5%	95.2%	-4.8pp	n/a	1.8pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	163	109	145	115	107	135	-28	-17.2%	28	26.2%
Passes (A-C)	147	97	114	95	91	99	-48	-32.7%	8	8.8%
Pass Rate	90.2%	89.0%	78.6%	82.6%	85.0%	73.3%	-16.9pp	n/a	-11.7pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	103	97	84	69	75	61	-42	-40.8%	-14	-18.7%
Passes (A-C)	88	86	71	56	62	55	-33	-37.5%	-7	-11.3%
Pass Rate	85.4%	88.7%	84.5%	81.2%	82.7%	90.2%	4.7pp	n/a	7.5pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	20	30	24	9	11	20	0	0.0%	9	81.8%
Passes (A-C)	19	25	21	8	11	17	-2	-10.5%	6	54.5%
Pass Rate	95.0%	83.3%	87.5%	88.9%	100.0%	85.0%	-10pp	n/a	-15pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Gàidhlig

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	27	20	21	14	12	11	-16	-59.3%	-1	-8.3%
Passes	24	18	17	14	12	11	-13	-54.2%	-1	-8.3%
Pass Rate	88.9%	90.0%	81.0%	100.0%	100.0%	100.0%	11.1pp	n/a	0pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	175	167	158	151	183	195	20	11.4%	12	6.6%
Passes (A-C)	170	160	152	146	170	179	9	5.3%	9	5.3%
Pass Rate	97.1%	95.8%	96.2%	96.7%	92.9%	91.8%	-5.3pp	n/a	-1.1pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	122	48	132	126	130	135	13	10.7%	5	3.8%
Passes (A-C)	109	40	106	102	118	123	14	12.8%	5	4.2%
Pass Rate	89.3%	83.3%	80.3%	81.0%	90.8%	91.1%	1.8pp	n/a	0.3pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	%change	2018-2019 change	%change
Entries	26	38	31	28	30	29	3	11.5%	-1	-3.3%
Passes (A-C)	26	37	28	27	26	27	1	3.8%	1	3.8%
Pass Rate	100.0%	97.4%	90.3%	96.4%	86.7%	93.1%	-6.9pp	n/a	6.4pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Gàidhlig and Gaelic learners

Issue

- Overall the numbers of entries and passes in Gaelic and Gàidhlig have remained broadly stable compared to 2018. However, the numbers taking Gaelic Learners at National 4 and Higher have dropped in comparison and this is a concern.

- For Gaidhlig, the number of entries at Higher rose from 130 in 2018 to 135 this year and at National 5 the increase was from 183 to 195, though Advanced Higher had a small decrease.

- For Gaelic (Learners), the number of entries at National 5 rose from 107 to 135. There was also an increase at Advanced Higher from 11 in 2018 to 20 in 2019. However, the drop at National 4 is concerning.

- Pass rates across most levels generally remain high for both learners and fluent speakers.

- Investment in Gaelic Education has led to good growth in the numbers entering Gaelic medium primary education. Despite this steady increase at primary, a number of interests would like to see this growth reflected in Gaelic exam entries.

- Gaelic medium secondary will remain a priority in the years ahead, now additionally supported by the Statutory Guidance on Gaelic Education and with the use of technologies, such as the e-Sgoil.

- An issue arose in which 38 students at the Glasgow Gaelic School did not receive ordinance survey maps within their National 5 Geography exam papers. SQA were notified by the Centre of the issue at the time of the examination and responded by following the established procedure.

- As the situation could not be resolved at the time, the next step in the established procedure has been followed. SQA have worked with the Glasgow Gaelic School's Management team and the Chief Invigilator to follow the Exceptional Circumstances procedures for all 38 students. Only schools and colleges can submit exceptional circumstances requests.

- SQA are working with the Chief Invigilator and the school who will in turn liaise with the young people affected and their families.

- SQA's Exceptional Circumstances service is designed to enable an accurate grade to be awarded if a circumstance beyond candidates' control means that evidence of attainment cannot be demonstrated through the marking process. In such situations, an award can be based on a review of alternative assessment evidence presented by schools. SQA senior examiners are able to review a wide range of acceptable alternative evidence.

Lines

- There has been good progress recently in many aspects of both Gaelic medium education and Gaelic learner education. This includes new schools across Scotland, resources, teacher education and supply and support.

- For Gaidhlig, the entries at Higher increased from 130 in 2018 to 135 this year and at National 5 the increase was from 183 to 195. For Gaelic (Learners), the entries at National 5 increased from 107 in 2018 to 135 in 2019.

- The Faster Rate of Progress for Gaelic initiative being led by the DFM will build upon this progress and develop further opportunities to support the sector.

- The Scottish Government's aim is to create a secure future for the Gaelic language by increasing the numbers of those learning, speaking and using the language. Gaelic education, both at primary and secondary, has a key role to play in achieving this ambition. For this reason the SG will continue to support Gaelic in schools and to commend authorities and bodies for the important steps they take in this area.

- It is understandable that those sitting the Gaelic Medium National 5 Geography Exam at the Glasgow Gaelic School will be frustrated as a result of the missing examination material.

- SQA have followed the established Exceptional Circumstances process, in partnership with the Glasgow Gaelic School's Management, to support the candidates involved.

- The exceptional circumstances procedure is in place to support candidates if a circumstance beyond their control means that evidence of attainment cannot be demonstrated through the marking process.

- This provides them with an alternative route to demonstrate their attainment against the standards set out in the National Qualifications.

- Clearly, there is an additional burden upon staff at the Glasgow Gaelic School, where evidence is required for a whole cohort of pupils.

- I would take the opportunity to commend all involved who have been working hard to put together the material required to evidence attainment for each learner.

21. Annex O – Subject tables/lines – Social Studies

Geography

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	4,348	4,327	3,839	3,858	3,578	3,315	-1,033	-23.8%	-263	-7.4%
Passes	4,105	4,123	3,623	3,644	3,380	2,952	-1,153	-28.1%	-428	-12.7%
Pass Rate	94.4%	95.3%	94.4%	94.5%	94.5%	89.0%	-5.4pp	n/a	-5.4pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	9,647	11,573	11,018	10,757	9,795	9,793	146	1.5%	-2	0.0%
Passes (A-C)	7,432	9,259	8,855	8,028	6,934	7,029	-403	-5.4%	95	1.4%
Pass Rate	77.0%	80.0%	80.4%	74.6%	70.8%	71.8%	-5.3pp	n/a	1.0pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	8,496	8,234	8,157	7,945	7,329	6,867	-1,629	-19.2%	-462	-6.3%
Passes (A-C)	6,329	6,146	5,959	6,008	5,383	5,195	-1,134	-17.9%	-188	-3.5%
Pass Rate	74.5%	74.6%	73.1%	75.6%	73.4%	75.7%	1.2pp	n/a	2.2pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	883	914	900	779	803	708	-175	-19.8%	-95	-11.8%
Passes (A-C)	780	839	809	698	717	605	-175	-22.4%	-112	-15.6%
Pass Rate	88.3%	91.8%	89.9%	89.6%	89.3%	85.5%	-2.9pp	n/a	-3.8pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

History

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	6,027	6,682	6,681	6,211	5,739	5,811	-216	-3.6%	72	1.3%
Passes	5,735	6,355	6,357	5,917	5,414	5,279	-456	-8.0%	-135	-2.5%
Pass Rate	95.2%	95.1%	95.2%	95.3%	94.3%	90.8%	-4.3pp	n/a	-3.5pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	13,430	15,775	15,943	15,078	14,473	14,735	1,305	9.7%	262	1.8%
Passes (A-C)	11,046	12,249	12,339	11,481	11,260	11,679	633	5.7%	419	3.7%
Pass Rate	82.2%	77.6%	77.4%	76.1%	77.8%	79.3%	-3.0pp	n/a	1.5pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	10,881	11,281	11,168	10,760	10,296	9,987	-894	-8.2%	-309	-3.0%
Passes (A-C)	9,309	9,645	9,682	8,888	8,506	7,267	-2,042	-21.9%	-1,239	-14.6%
Pass Rate	85.6%	85.5%	86.7%	82.6%	82.6%	72.8%	-12.8pp	n/a	-9.9pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	1,356	1,515	1,578	1,543	1,525	1,273	-83	-6.1%	-252	-16.5%
Passes (A-C)	1,190	1,308	1,366	1,292	1,250	1,013	-177	-14.9%	-237	-19.0%
Pass Rate	87.8%	86.3%	86.6%	83.7%	82.0%	79.6%	-8.2pp	n/a	-2.4pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Modern Studies

National 4	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	4,039	4,353	4,376	4,427	4,296	4,220	181	4.5%	-76	-1.8%
Passes	3,793	4,096	4,105	4,162	3,999	3,844	51	1.3%	-155	-3.9%
Pass Rate	93.9%	94.1%	93.8%	94.0%	93.1%	91.1%	-2.8pp	n/a	-2.0pp	n/a

National 5	2014[a]	2015[a]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	9,317	11,524	11,594	12,385	11,867	11,967	2,650	28.4%	100	0.8%
Passes (A-C)	7,526	8,785	8,615	9,415	8,322	8,785	1,259	16.7%	463	5.6%
Pass Rate	80.8%	76.2%	74.3%	76.0%	70.1%	73.4%	-7.4pp	n/a	3.3pp	n/a

Higher	2014[b]	2015[b]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	8,929	9,494	9,851	9,319	9,334	8,653	-276	-3.1%	-681	-7.3%
Passes (A-C)	7,094	6,955	7,243	6,928	7,083	6,577	-517	-7.3%	-506	-7.1%
Pass Rate	79.4%	73.3%	73.5%	74.3%	75.9%	76.0%	-3.4pp	n/a	0.1pp	n/a

Advanced Higher	2014[c]	2015[c]	2016	2017	2018	2019	2014-2019 change	2014-2019 %change	2018-2019 change	2018-2019 %change
Entries	785	850	851	861	841	803	18	2.3%	-38	-4.5%
Passes (A-C)	681	704	695	689	657	611	-70	-10.3%	-46	-7.0%
Pass Rate	86.8%	82.8%	81.7%	80.0%	78.1%	76.1%	-10.7pp	n/a	-2.0pp	n/a

a. Intermediate 1s and 2s still available
b. 2014 - Previous Higher only, 2015 - Previous Higher and New Higher combined
c. 2014 - 2015 Previous Advanced Higher only
pp = percentage point change

Social Studies

Issues

- There have been significant decreases in entries and passes in History at Higher and Advanced Higher level with passes in History down by 14.6% at Higher and 19% at Advanced Higher. The pass rate decreased by 9.9 percentage points at Higher and 2.4 percentage points at Advanced Higher.

- There were also decreases in entries and passes at Higher and Advanced Higher for Modern Studies and Geography although the change in the number of passes at Higher level for Geography was less than the change for the qualifications overall.

- The pass rate for Geography at Higher increased from 73.4% to 75.7% and reduced from 89.3% to 85.5% at Advanced Higher (but the numbers taking the qualification were small).

- The pass rate was broadly stable at Higher level for Modern Studies and decreased by 2 percentage points at Advanced Higher.

- Entries and passes increased for Geography, History and Modern Studies at National 5 level. Pass rates also increased, possibly indicating that the difficulties with assessment for Modern Studies and Geography experienced last year have not been repeated.

- Recent years have seen declines in participation in the social studies qualifications.

- We understand the History qualifications at Higher and National 5 level were well-received.

- SQA believes that there is some evidence of slightly weaker performance around critical reading and extended writing in English and some social subjects.

- For Geography, we understand the Higher qualification was well-received but teachers expressed concerns about the length of the Geography exam and it effect on borderline pupils and about the wording of some of the questions.

- For Modern Studies, we understand the Higher qualification was well-received but teachers also expressed concerns about the wording of the questions

- Teacher numbers do not appear to be an issue for the social subjects. There were a total of 8 vacancies for Social Studies teachers in the 2018 statistics; 2 for Geography, 3 for History and 3 for Modern Studies. The 2018 teacher census shows there were 2,247 Social Studies secondary schools teachers; 755 Geography, 897 History and 595 Modern Studies as the main subject taught.

Lines

- It is encouraging to see the increase in entries and passes at National 5 level in the social subjects with numbers of passes in History at National 5 up from 11,260 to 11,679, for example.

- Social studies are an integral part of the curriculum with clear expectations set for the social studies at all levels of Curriculum for Excellence.

- Learning in the social studies helps young people develop important skills in research and evaluation, creativity, critical thinking and communication.

- Learning in the social studies helps young people develop as responsible, informed citizens with a global outlook covering important topics such as democracy and voting, international development and the way our past shapes our future.

- Learning about Scotland's people, places and past is embedded across all of social studies in Curriculum for Excellence.

- Learning in the social studies provides engaging contexts for young people to develop their literacy, numeracy and health and well-being as well as skills for work and supports our priorities for education.

- Education Scotland has led a collaboration between the University of Glasgow and teachers to produce new resources for the social studies in schools in January this year. They range from storytelling in computer games, learning Polish through film and high rise living in 20th century Scotland.

- Education Scotland's National Improvement Hub has a range of resources relating to social studies and learning about Scotland relating to history, geography and modern studies.

- Education Scotland has actively engaged with local authorities and schools on improving learning and teaching in the social studies throughout 2018-19 through visits and hosting a national social studies network meeting for local authorities.

- The Scottish Government provides £150,000 each year to provide a travel subsidy to enable pupils in primary and secondary schools Scotland to visit Scotland's Historic sites. 28,419 pupils from 767 Scottish schools benefited from the scheme in 2018/19.

- The Scottish Government supports the Holocaust Educational Trust's Lessons from Auschwitz programme to further learning about and remembrance of the Holocaust. Since 2009, over 4,000 Scottish students and teachers have participated in the programme. In 2019-20 we will provide up to £302,000 for the programme.

22.   Annex P – Subject tables/lines - Scottish Baccalaureates

Scottish Baccalaureates

Expressive Arts	2014	2015	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	3	5	9	9	7	9	6	200.0%	2	28.6%
Passes	***	5	6	5	6	8	n/a	n/a	2	33.3%

Languages	2014	2015	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	22	20	34	31	23	31	9	40.9%	8	34.8%
Passes	19	18	22	25	15	16	-3	-15.8%	1	6.7%

Science	2014	2015	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	136	92	82	108	109	108	-28	-20.6%	-1	-0.9%
Passes	110	70	62	96	87	78	-32	-29.1%	-9	-10.3%

Social Sciences	2014	2015	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	15	5	15	13	16	9	-6	-40.0%	-7	-43.8%
Passes	12	5	13	12	12	7	-5	-41.7%	-5	-41.7%

Total	2014	2015	2016	2017	2018	2019	2014-2019		2018-2019	
							change	%change	change	%change
Entries	176	122	140	161	155	157	-19	-10.8%	2	1.3%
Passes	144	98	103	138	120	109	-35	-24.3%	-11	-9.2%

Scottish Baccalaureates

Issue

- The Scottish Baccalaureates were never intended to be a mass-market qualifications, and a relatively small number (50) of centres offer it.

Lines

- These figures are broadly consistent with previous years.

- The qualification is designed to meet the needs of our most able learners and was never intended to be a mass-market qualification.

- The Scottish Baccalaureate supports both the aspirations of Curriculum for Excellence (CfE) and Skills Development Scotland's (SDS) skills for the future (also referred to as meta skills).

23. Annex Q – Skills based awards

Skills for Work and Personal Development

SCQF Level	2015		2016		2017		2018		2019			
	Passes	Entries	Passes	Entries	Passes	Entries	Passes	Entries	Passes	Entries	% of candidates from school	% of candidates from outwith school
Level 1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Level 2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Level 3	35	39	24	32	15	15	7	11	0	13	0.0%	100.0%
Level 4	4,374	5,361	3,510	4,218	2,982	3,767	2,855	3,601	2,869	3,698	32.2%	67.8%
Level 5	4,406	5,207	4,673	5,372	5,311	6,126	5,702	6,632	6,633	8,023	69.3%	30.7%
Level 6	1,165	1,276	306	386	357	433	215	264	160	204	0.0%	100.0%
Total	**9,980**	**11,883**	**8,513**	**10,008**	**8,665**	**10,341**	**8,779**	**10,508**	**9,662**	**11,938**		

Awards

SCQF Level	2014	2015	2016	2017	2018	2019		
	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	% of candidates from school	% of candidates from outwith school
Level 1	178	207	283	290	386	439	30.5%	69.5%
Level 2	301	493	750	1,167	664	1,004	62.3%	37.7%
Level 3	2,263	3,205	3,863	4,303	3,937	4,428	45.0%	55.0%
Level 4	7,887	9,673	11,391	10,834	9,851	10,292	78.0%	22.0%
Level 5	1,514	1,952	2,907	3,662	3,755	5,184	96.0%	4.0%
Level 6	801	1,305	2,710	3,523	4,258	5,388	96.9%	3.1%
Total	**12,944**	**16,835**	**21,904**	**23,779**	**22,851**	**26,735**		

National Certificates

SCQF Level	2014 Attainment	2015 Attainment	2016 Attainment	2017 Attainment	2018 Attainment	2019 Attainment	2019 % of candidates from school	2019 % of candidates from outwith school
Level 1								
Level 2								
Level 3	17	7	18	1	0	7	0.0%	100.0%
Level 4	89	273	371	345	213	223	0.0%	100.0%
Level 5	2,582	3,219	4,103	2,691	2,450	1,809	1.7%	98.3%
Level 6	2,729	3,989	4,920	3,585	3,538	2,834	0.3%	99.7%
Total	**5,417**	**7,488**	**9,412**	**6,622**	**6,201**	**4,873**		

National Progression Awards

SCQF Level	2014 Attainment	2015 Attainment	2016 Attainment	2017 Attainment	2018 Attainment	2019 Attainment	2019 % of candidates from school	2019 % of candidates from outwith school
Level 1								
Level 2	101	64	77	88	121	69	0.0%	100.0%
Level 3	161	119	135	177	142	100	3.0%	97.0%
Level 4	4,111	4,336	4,958	4,803	4,759	4,371	25.9%	74.1%
Level 5	4,206	4,120	4,958	4,395	4,604	5,252	44.6%	55.4%
Level 6	701	969	1,611	1,619	2,848	3,344	41.4%	58.6%
Total	**9,280**	**9,608**	**11,739**	**11,082**	**12,474**	**13,136**		

All Skills based awards (SfW and PD, Awards, NC and NPAs)

SCQF Level	2014	2015	2016	2017	2018	2019
Level 1	178	207	283	290	386	439
Level 2	460	557	827	1,255	785	1,073
Level 3	2,891	3,366	4,040	4,496	4,086	4,535
Level 4	16,353	18,656	20,230	18,964	17,678	17,755
Level 5	11,905	13,697	16,641	16,059	16,511	18,878
Level 6	5,319	7,428	9,547	9,084	10,859	11,726
Total	**37,106**	**43,911**	**51,568**	**50,148**	**50,305**	**54,406**

Qualification details

- **Skills for Work Courses** (available at SCQF Level 3-6)
  - These focus on the world of work and generic employability skills needed for the workplace via practical experiences.
  - Learners may spend some time at a local college, training provider or employer.
  - Available in a variety of subjects such as Construction Crafts, Early Learning and Childcare and Sport and Recreation.

- **National Certificates (NCs)*** (available at SCQF Levels 3-6)
  - The vast majority of these are taken in Further Education settings.
  - Prepare people for employment, career development or progression to more advanced study at HNC/HND level to develop transferable knowledge including Core Skills.
  - Each one is specific to a subject or occupational area.
  - There are NCs in subjects such as Electrical Engineering, Early Education and Childcare, and Health and Social Care.

- **National Progression Awards (NPAs)* –** (available at SCQF Levels 2-6)
  - Aimed at assessing a defined set of skills and knowledge in specialist vocational areas.
  - Link to National Occupational Standards, which are the basis of Scottish Vocational Qualifications.
  - Delivered in partnership between schools, colleges, and employers, although mainly used by colleges for short-study programmes, such as return-to-work courses.
  - Examples include Sports Coaching, Computer Games Development and Photography.

- **Awards (available at SCQF Levels 1-6)**
  - Designed to develop and provide evidence of specific skills that will help learners in the world of work and everyday life.
  - Examples include Employability Award, Leadership Award and Modern Languages for Life and Work Award.

National Certificates (NCs) and National Progression Awards (NPAs) are jointly termed as National Qualification Group Awards (NQGA)

Issue

- There has been an overall increase in the number of skills-based qualifications, awards and certificates achieved, rising by over 4,000 - from 50,305 in August 2018 to 54,406 in 2019.

- Statistics relating to skills-based qualifications, awards and certificates are subject to change when attainment across the complete academic year is published by SQA in December.

- Candidates for skills-based qualifications come from a variety of settings. Whilst most Awards candidates are school based many Skills for Work and National Progression Awards candidates come from Further Education as do almost all National Certificates candidates.

Lines

- Since 2014 there has been an overall increase in attainment related to SQA Awards, Skills for Work, National Progression Awards and Personal Development courses. However, National Certificate passes have dropped this year - this may be due to the wide variety of awards on offer to young people.

- This demonstrates young people are achieving a breadth of innovative awards which reflects the strengths of Curriculum for Excellence, giving them the best chance of success in further learning, life and work.

- Developing the Young Workforce (DYW) is a key part of CfE that brings a focus on skills for work from age 3 to 18, and the opportunity for vocational qualifications in the senior phase of secondary school.

- The fundamental purpose of Curriculum for Excellence is to provide children and young people with a range of learning experiences that meet their individual needs and aspirations and prepare them for learning, life and work.

- Each school and local authority should plan a curriculum that meets the needs and aspirations of all young people, and offers a range of pathways and qualifications.

- Employers working with schools and colleges can enrich learning, raise attainment and help young people to improve their understanding and readiness for employment and later life. The employer led DYW regional groups have been established throughout the country with the aim of facilitating and supporting employers to work in partnership with education and to encourage employers to recruit more young people.

- The 15-24 Learner Journey Review (published May 2018) recognised the need for additional focus on securing genuine parity of esteem across all qualifications,

awards and opportunities available to young people to ensure that all learners have access to a more balanced range of options that are valued equally.

24. Annex R – General points

Skills for Work

- Skills for Work courses complement Curriculum for Excellence (CfE) and are intended to help learners develop skills and knowledge in broad vocational areas and an understanding of the workplace. A key feature is their emphasis on making learning relevant. Working with local employers and entrepreneurs, young people can see their learning in context.

- Skills for Work courses are flexible in provision, not necessarily completed by candidates in a single academic year. Consequently, the pass rates are not directly comparable with other courses; the expectation is that most candidates will complete the course, though this might not be the case, by the certification day.

- CfE provides the framework for all young people to gain the knowledge and skills for learning, life and work that they need at every stage, with a strong focus on literacy, numeracy and health and well-being across all learning. The opportunity to develop these skills is embedded across all curriculum areas, including through practical, applied and experiential learning.

- Partnerships between schools, colleges, employers and other national and local organisations are key to the successful delivery of skills for learning, life and work. It is vital that these partnerships continue to work together closely to plan and deliver engaging and relevant learning.

Other areas of interest

Arrangements for results/MySQA

- All candidates will receive their results by post on **Tuesday** 6 August. The candidates who registered for MySQA, an electronic alert service, will additionally be able to receive their results by text and/or email from 8 am on Tuesday 6 August.

Candidate helplines

- Skills Development Scotland (SDS) will offer a helpline to young people. The SDS results helpline will be open from 8 am until 8 pm on 6 and 7 August and from 9 am until 5 pm, weekdays, from 8 until 14 August. Telephone 0808 100 8000.

- SQA will also run a candidate advice helpline, available from 6-9 August. SQA's helpline provides more technical advice to callers e.g. on understanding the certificates, arrangements for correcting inaccurate information on a certificate (misspelt names and so on) and how to begin an appeal to upgrade results.

#MyLearnerJourney campaign

- We have been working with partners to use the period leading up to SQA Results Day to reflect the diversity of the senior phase of young people's education and celebrate all learners' achievements, whatever they might be.

- One of the ways in which we are doing this is by working with partners to highlight and celebrate the range of learner pathways available, under the banner of the #MyLearnerJourney social media campaign which launched on 15 July.

- The objectives of the campaign were to:

  - Creatively highlight our collective efforts to ensure young people secure positive destinations which are right for them.
  - Showcase and celebrate young people's achievements across a range of awards, qualifications and pathways, and not just those certificated on Results Day.
  - Showcase examples where educational settings are offering young people a varied Senior Phase offering, tailored to their needs and aspirations, and/or local needs.
  - Emphasise the purpose of the Senior Phase curriculum is to provide young people with the skills, knowledge and experiences that will prepare them for their life beyond school and provide them with the best possible opportunity to fulfil their potential.