

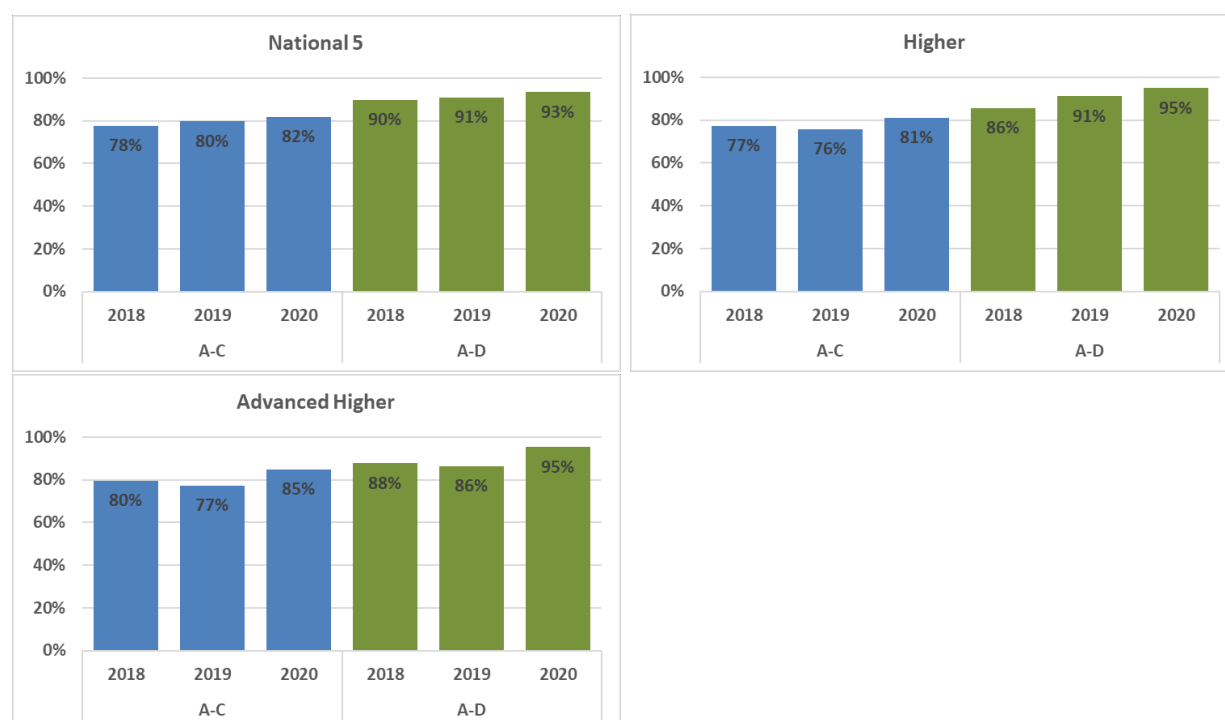
## Appendix 1 - 2020 SQA Performance

This appendix covers only National 5, Higher and Advanced Higher qualifications, these being those levels affected by the adjustment process and subsequent reversion to teacher estimates.

For National 3 and National 4 qualifications, schools were asked to predict whether pupils would have completed the units to make up these awards. These predictions were not part of the SQA adjustment process.

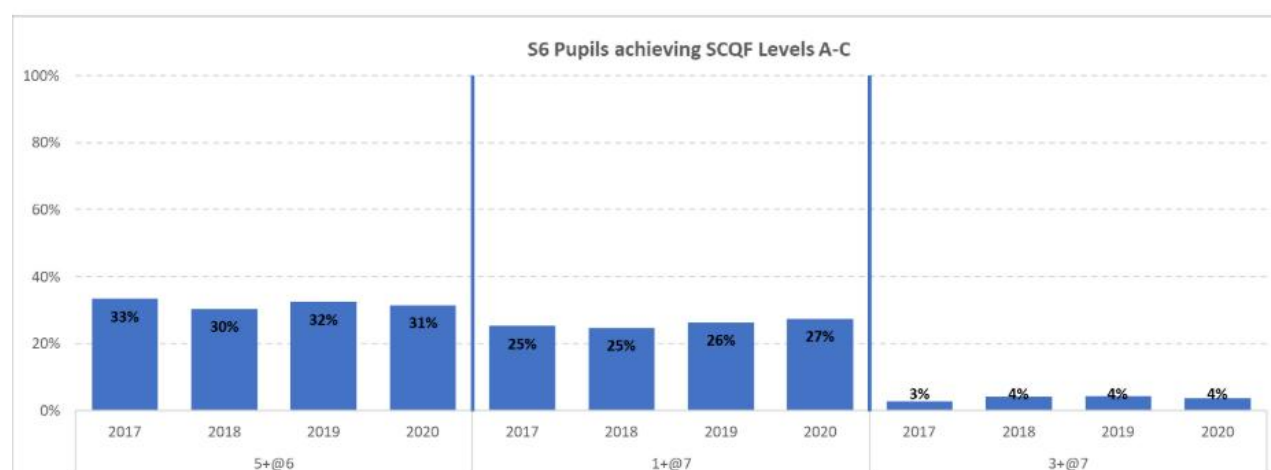
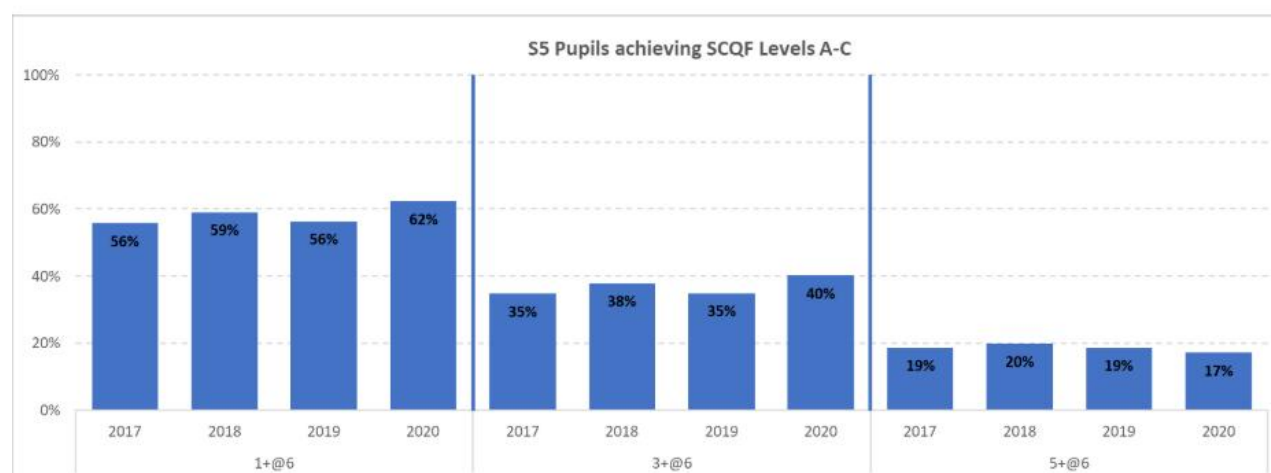
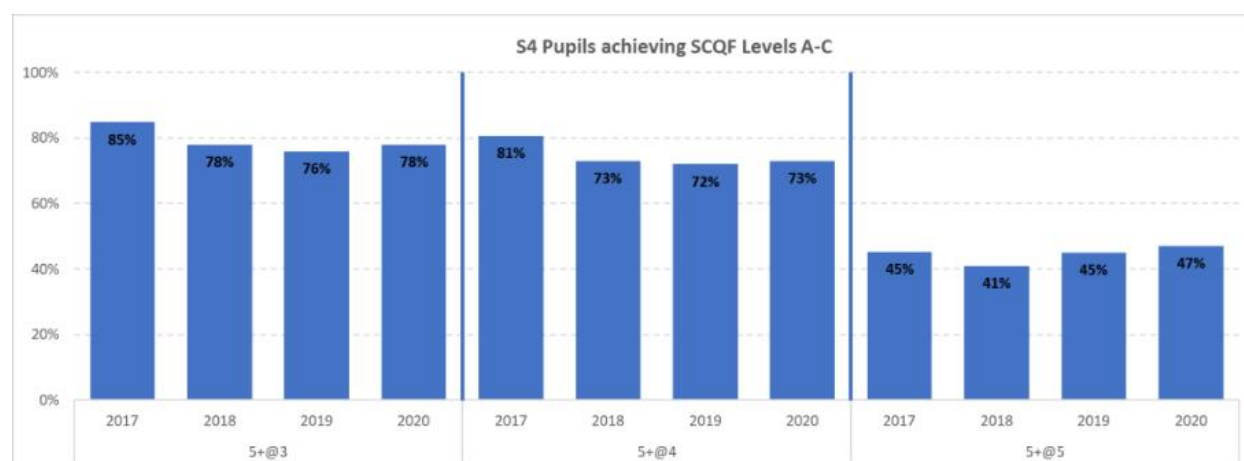
### A. Initial Results (August 4 – Adjusted by SQA)

#### A1. Pass rates



## A2. Key Performance Indicators - Breadth and Depth

Note these are **provisional** for year on year comparison only and do not include achievement outwith the school eg through Perth College UHI. Scottish Government Benchmarking Tool – Insight - provides definitive figures.



## B. The Effect of Adjustment

### B1. Outcome of all adjusted initial results compared to teacher estimates; all stages, all levels, all subjects

	Improved (0.4%)		No Change (87.3%)			Reduced (12.3%)		
	D to A-C Pass ↗	No Award to D ↗	A-C Pass No Change →	D No Change →	No Award No Change →	A-C Pass to D ↘	D to No Award ↘	A-C Pass to No Award ↘
Results	32	9	10311	405	359	1163	353	38
%	0.3%	0.1%	81.4%	3.2%	2.8%	9.2%	2.8%	0.3%

### B2. Grade change of all adjusted initial results compared to teacher estimates; all stages, all levels, all subjects

Grade Change Estimated → Adjusted	No.	%
A → A	4374	35%
A → B	723	6%
A → C	23	0%
B → A	148	1%
B → B	2502	20%
B → C	751	6%
B → D	36	0%
C → B	105	1%
C → C	1685	13%
C → D	1127	9%
C → N	38	0%
D → C	32	0%
D → D	405	3%
D → N	353	3%
N → D	9	0%
N → N	359	3%

### B3. Adjustment and Subject

The effect of adjustment on estimated results varies significantly by subject. The largest subjects chosen are listed below with the grade change that was introduced by the statistical adjustment process, averaged across all candidates, with 1 being equivalent to a single grade change eg A to B or C to D. Therefore, for National 5, maths results were adjusted to a much greater degree than English, which were changed very little overall.

<b>NATIONAL 5</b>	<b>Subject</b>	<b>Average Grade Change</b>	<b>Resulting Candidates (&gt;100)</b>
	<i>English</i>	-0.03	1141
	<i>Mathematics</i>	-0.30	992
	<i>Biology</i>	-0.16	570
	<i>Applications of Mathematics</i>	-0.29	482
	<i>Physical Education</i>	-0.47	460
	<i>Chemistry</i>	-0.28	373
	<i>History</i>	-0.13	322
	<i>Physics</i>	-0.10	301
	<i>Modern Studies</i>	-0.34	258
	<i>Art and Design</i>	-0.16	255
	<i>Geography</i>	-0.44	249
	<i>Practical Cookery</i>	-0.07	205
	<i>French</i>	-0.17	198
	<i>Music</i>	-0.01	171
	<i>Business Management</i>	-0.14	160
	<i>Computing Science</i>	-0.31	157
	<i>Drama</i>	-0.11	146
	<i>Spanish</i>	-0.02	131
	<i>Administration and IT</i>	-0.13	126
	<i>Design and Manufacture</i>	-0.31	123
	<i>Graphic Communication</i>	-0.31	115

<b>HIGHER</b>	<b>Subject</b>	<b>Average Grade Change</b>	<b>Resulting Candidates (&gt;100)</b>
	<i>English</i>	-0.25	868
	<i>Mathematics</i>	-0.23	457
	<i>Physical Education</i>	-0.17	269
	<i>Biology</i>	-0.15	250
	<i>Chemistry</i>	-0.14	238
	<i>History</i>	-0.39	235
	<i>Physics</i>	-0.04	183
	<i>Modern Studies</i>	-0.48	172
	<i>Geography</i>	-0.26	164
	<i>Business Management</i>	-0.48	156
	<i>Art and Design</i>	-0.36	152
	<i>Religious, Moral and Philosophical Studies</i>	-0.27	125
	<i>Music</i>	-0.16	119
	<i>Drama</i>	-0.31	107

<b>ADVANCED HIGHER</b>	<b>Subject</b>	<b>Average of Grade Change</b>	<b>Resulting Candidates (&gt;9)</b>
	<i>Mathematics</i>	-0.13	89
	<i>English</i>	-0.22	83
	<i>Biology</i>	-0.05	61
	<i>Chemistry</i>	-0.22	60
	<i>Music</i>	-0.10	51
	<i>Physics</i>	-0.47	45
	<i>Art and Design (Expressive)</i>	-0.03	30
	<i>Art and Design (Design)</i>	0.00	23
	<i>Spanish</i>	-0.95	22
	<i>Graphic Communication</i>	-0.19	21
	<i>Modern Studies</i>	-0.20	20
	<i>Computing Science</i>	-0.26	19
	<i>Business Management</i>	-1.44	18
	<i>Drama</i>	-0.29	17
	<i>History</i>	-0.25	16
	<i>Geography</i>	0.14	14
	<i>French</i>	-0.55	11
	<i>Physical Education</i>	-0.20	10
	<i>Statistics</i>	-0.40	10

#### B4. Adjustment and Deprivation

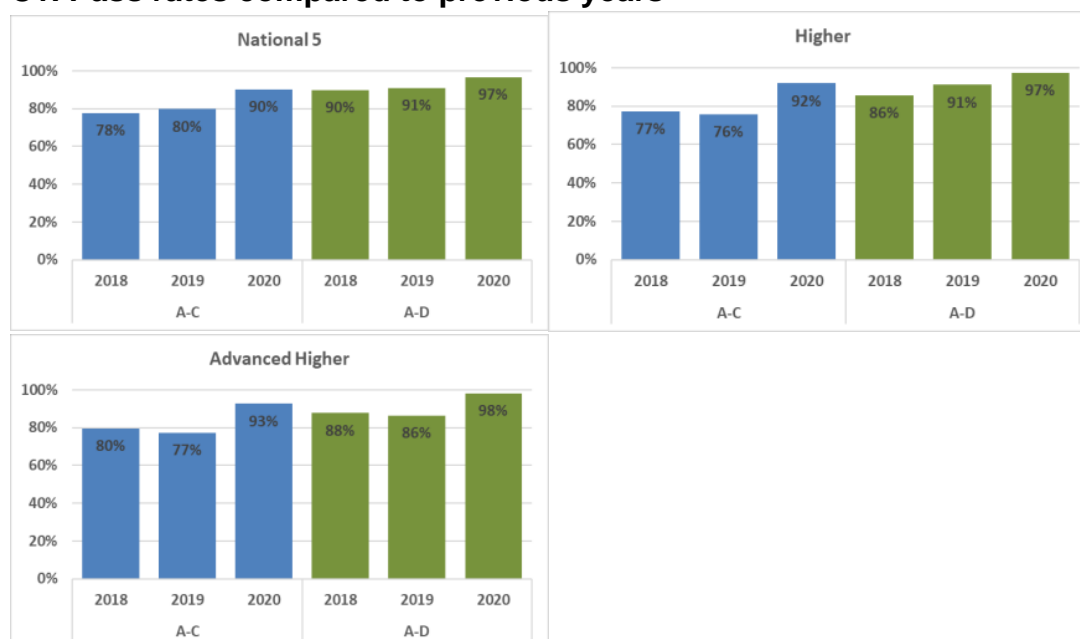
As initial estimates were adapted on the basis of previous school attainment and also learners' previous attainment, and both of these will exhibit a relationship with deprivation, it follows that the process would have a slightly higher impact on learners from deprived backgrounds. This was exhibited nationally using SIMD and can be seen in PKC when using ACORN. Across all 3 levels (National 5, Higher and Advanced Higher), ACORN 5 (most deprived) learners had grades reduced by an average 0.27 of a grade point, compared to 0.21 for ACORN 1 (least deprived). The effect is slightly more marked for Advanced Highers but smaller for Highers.

The effect on outcomes can be seen in the following table where the proportion of each cohort whose result changed from an A-C pass to D or from a D to no award has a relationship with ACORN category. This is all qualifications at all levels across all stages S4-S6.

<b>Outcome</b>						
<b>ACORN Category</b>	Pass No Change →	D No Change →	No Award No Change →	Pass to D ↘	D to No Award ↘	
<b>5</b>	73%	4%	4%	12%	5%	Most deprived
<b>4</b>	76%	5%	4%	11%	4%	
<b>3</b>	82%	3%	2%	9%	3%	
<b>1&amp;2</b>	84%	2%	2%	8%	2%	Least deprived

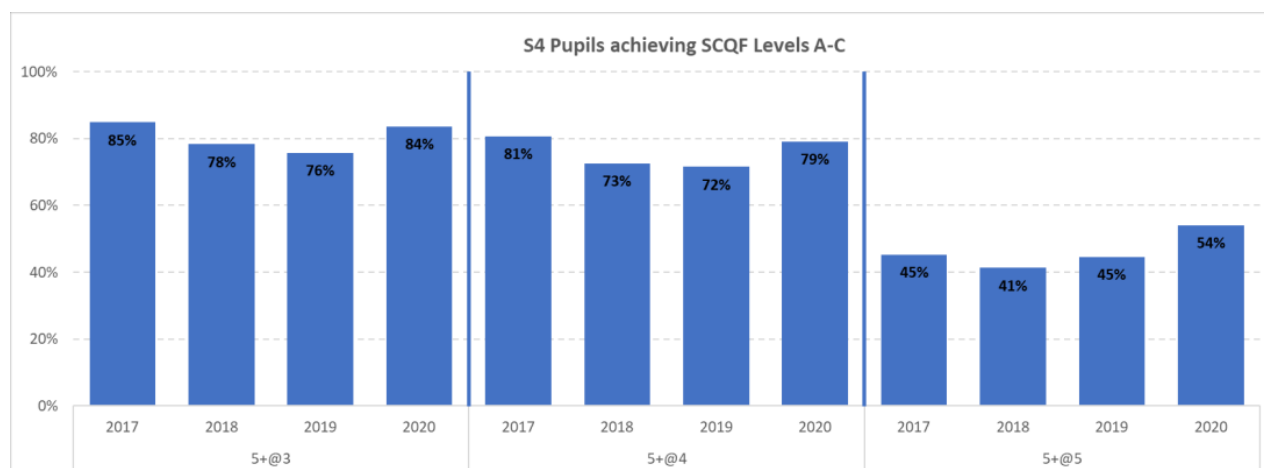
## C. Final Results (August 11 – Teacher Estimates)

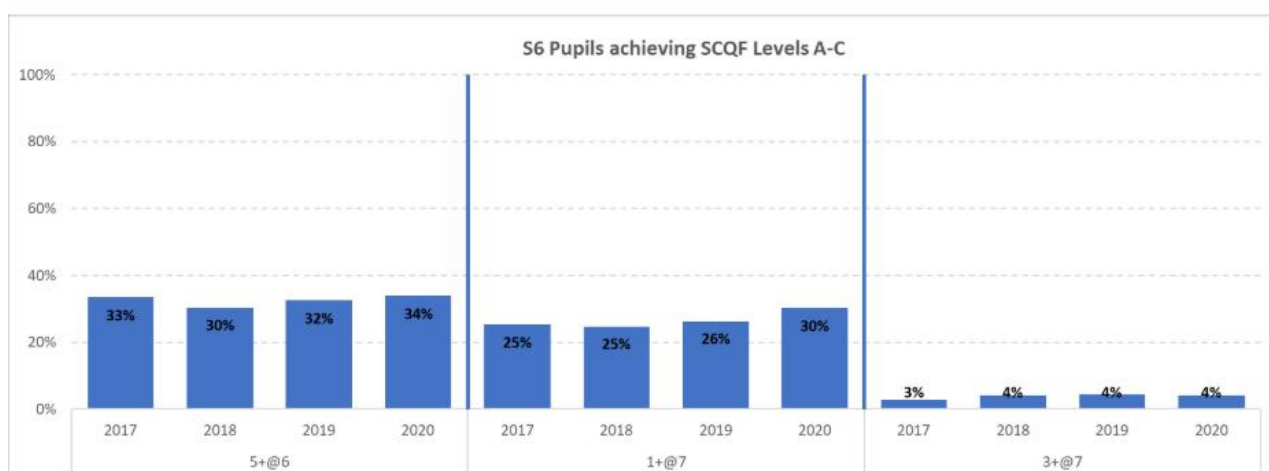
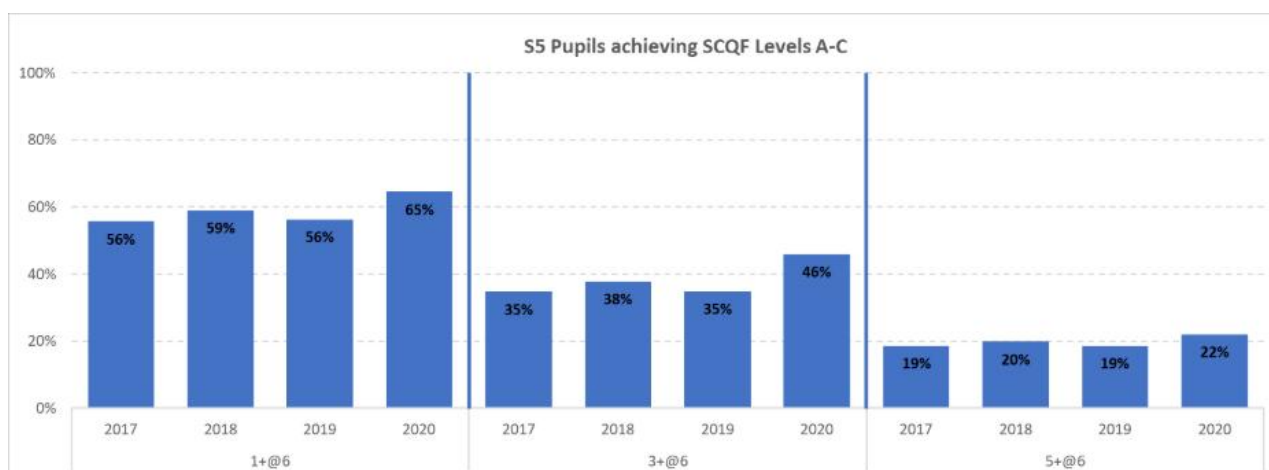
### C1. Pass rates compared to previous years



### C2. Key Performance Indicators - Breadth and Depth

Note, these are **provisional** for year on year comparison only and do not include achievement outwith the school eg through Perth College UHI. Scottish Government Benchmarking Tool – Insight - provides definitive figures.





### C3. Comparison of Final Results and Adjusted Initial Results (A-C Pass Rates, all stages)

Qualification Level	Initial / Adjusted	Final/ From Estimates
National 5 (SCQF Level 5)	82%	90%
Higher (Level 6)	81%	92%
Advanced Higher (SCQF Level 7)	85%	93%
Overall	<b>82%</b>	<b>91%</b>