

Appendix B SQA EXAMINATION RESULTS 2012

Briefing Synopsis:

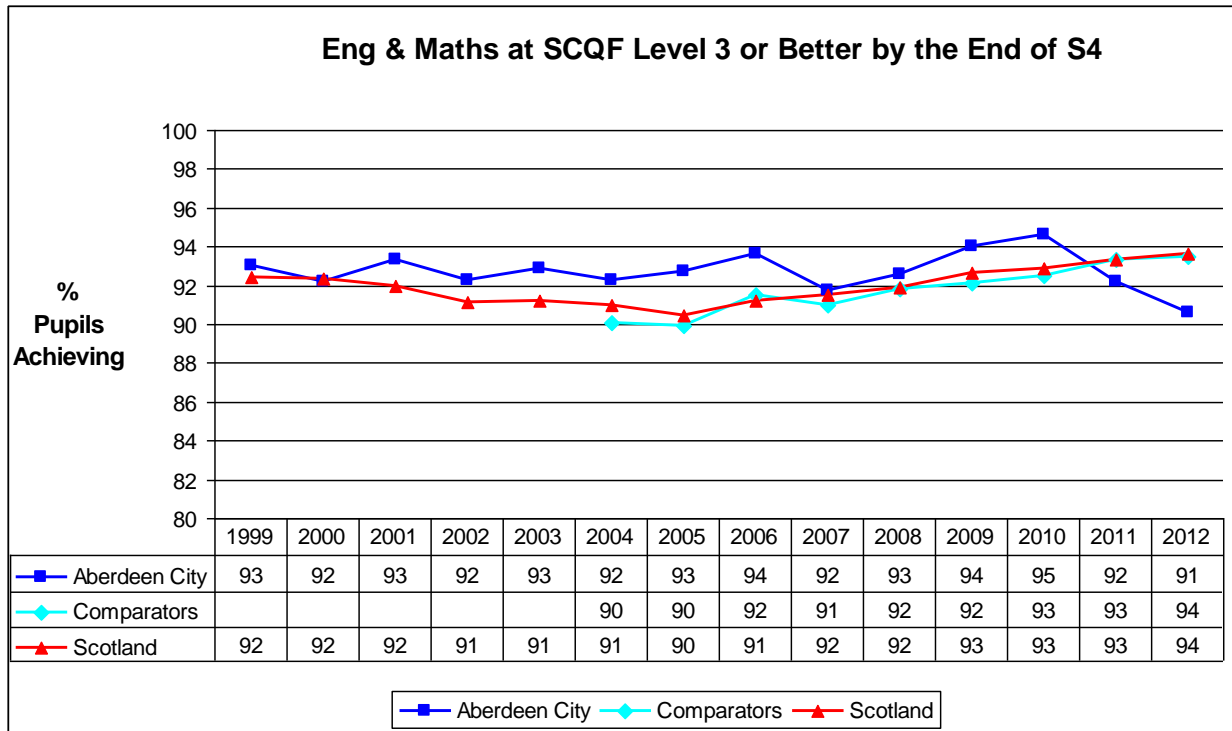
This briefing note follows on from the initial SQA analysis in August 2012 and provides analysis of the 12 measures of SQA attainment as at September 2012. Data is pre-appeal¹ and covers the following courses: National Courses, Access Courses, and Standard Grades. Results prior to 2012 are post-appeal. Aberdeen City results for 2012 are rounded to 0dp. The main point of contact for this briefing note is: Ljiljana Pavlenic, Development Officer, Performance Improvement (Schools) (☎523241) (✉lpavlenic@aberdeencity.gov.uk)

1. Attainment by the end of S4

1.1 English and Mathematics at SCQF level 3 or better by the end of S4

The percentage of pupils achieving English and Mathematics at SCQF level 3 or better by the end of S4 (Foundation level) decreased by 1%. This is a decrease for two consecutive years. The national pattern and the comparator authorities' average increased by 1% respectively. Prior to 2010 the English and Maths attainment by the end of S4 in most years was above the national pattern.

Graph 1: English and Mathematics at SCQF level 3 or better by the end of S4

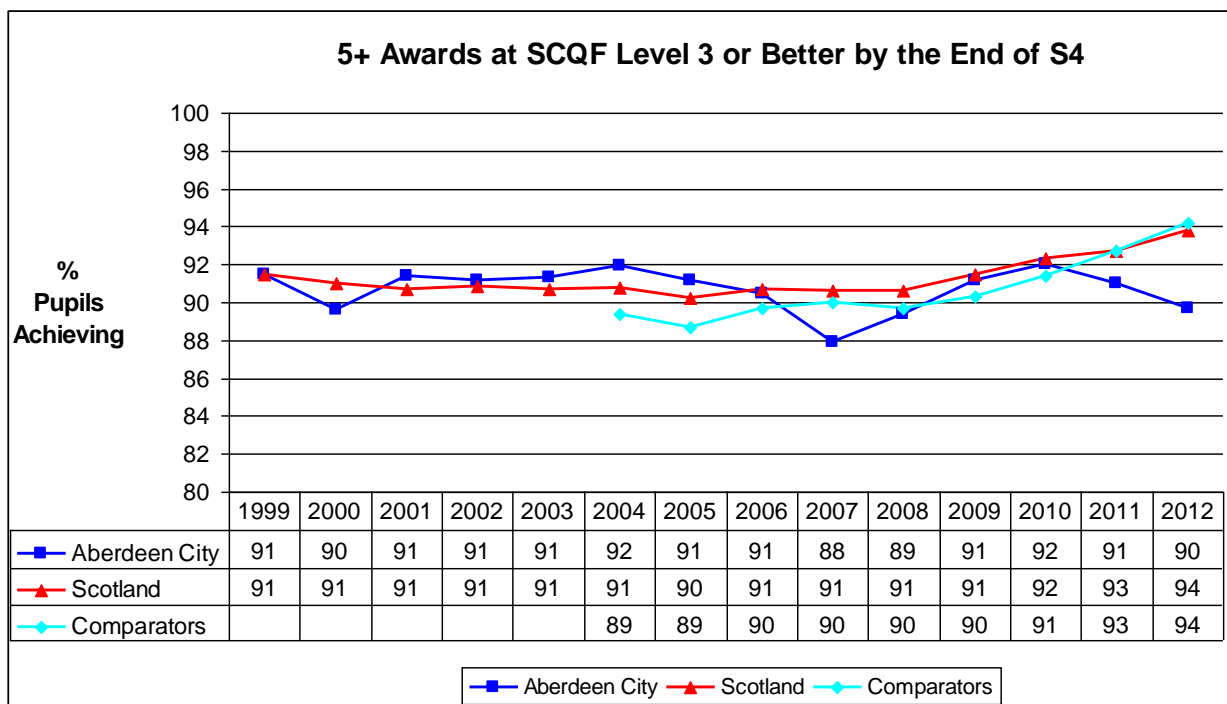


¹ All statistics presented in this paper relate to pre-appeal information and are therefore subject to change later in the year.

1.2 5+ awards at SCQF level 3 or better by the end of S4

The percentage of pupils achieving 5 or more awards at Foundation level or better by the end of S4 decreased by 1% and was 4% below the national pattern and comparator authorities' average. This is a decrease for two consecutive years. At the same measure the national pattern and the comparator authorities' average increased by 1%. There has been no long term trend in Aberdeen since 1999.

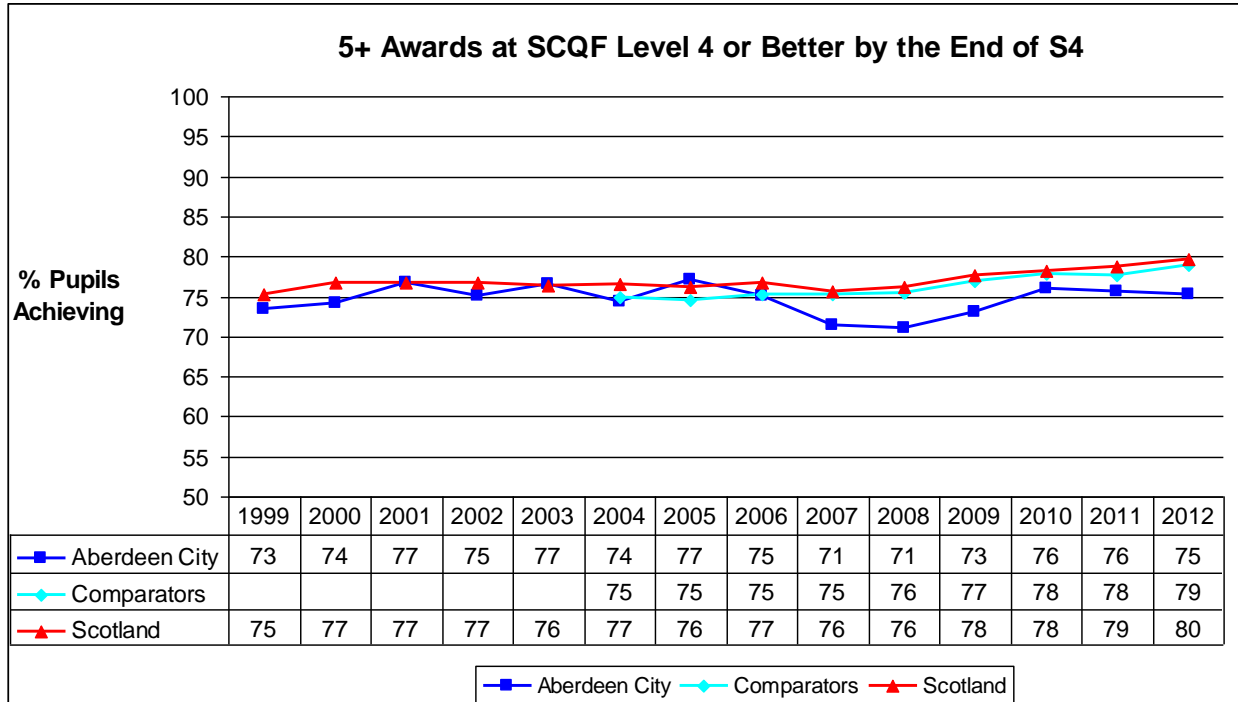
Graph 2: 5+ awards at SCQF level 3 or better by the end of S4



1.3 5+ awards at SCQF Level 4 or better by the end of S4

The percentage of pupils achieving 5 or more awards at General level or better by the end of S4 in Aberdeen in 2011 decreased by 1% and was below the national pattern (5%) and the comparator authorities' average (4%). Our baseline assessments predicted a decrease to 68%. Attainment by the end of S4 at this measure in the most previous years was below the national pattern.

Graph 3: 5+ awards at SCQF Level 4 or better by the end of S4

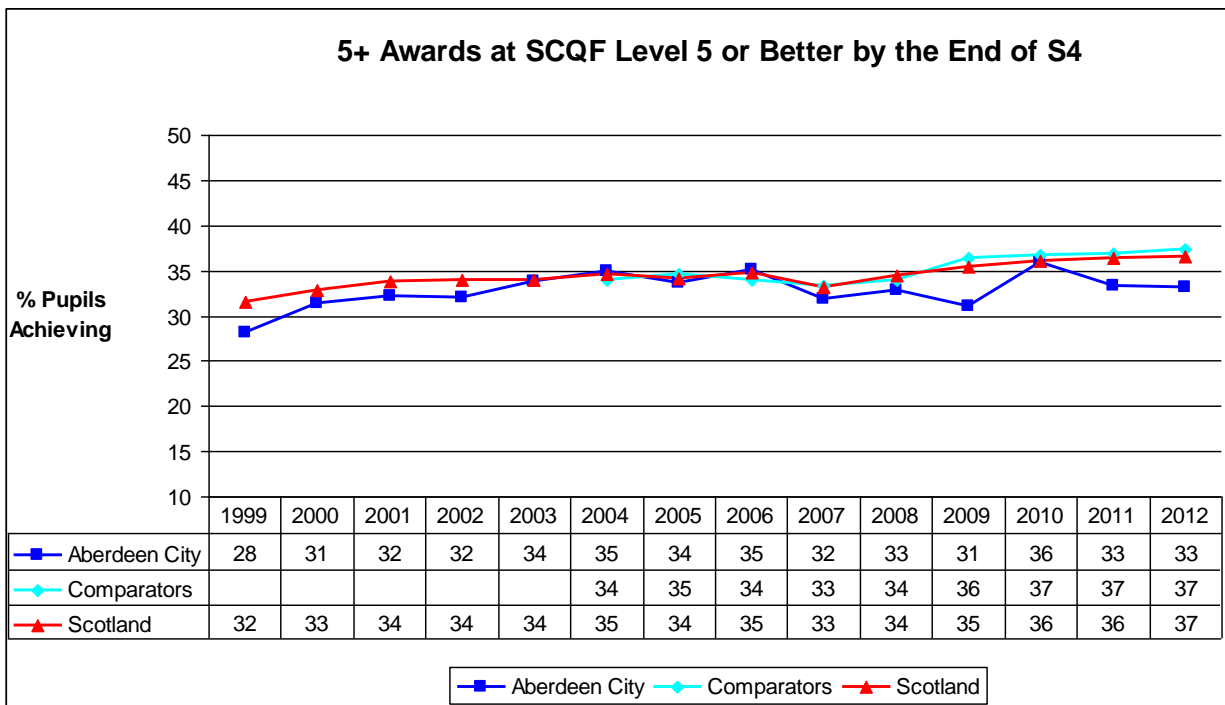


1.4 5+ awards at SCQF level 5 or better by the end of S4

The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S4 remained at same level as in 2011. Our baseline assessments predicted a decrease to 28%.

At this measure attainment by the end of S4 in 2012 and most previous years was below the national pattern. In 2012 the national pattern increased by 1% and the comparator authorities' average remained at the same level as in 2011

Graph 4: 5+ awards at SCQF level 5 or better by the end of S4

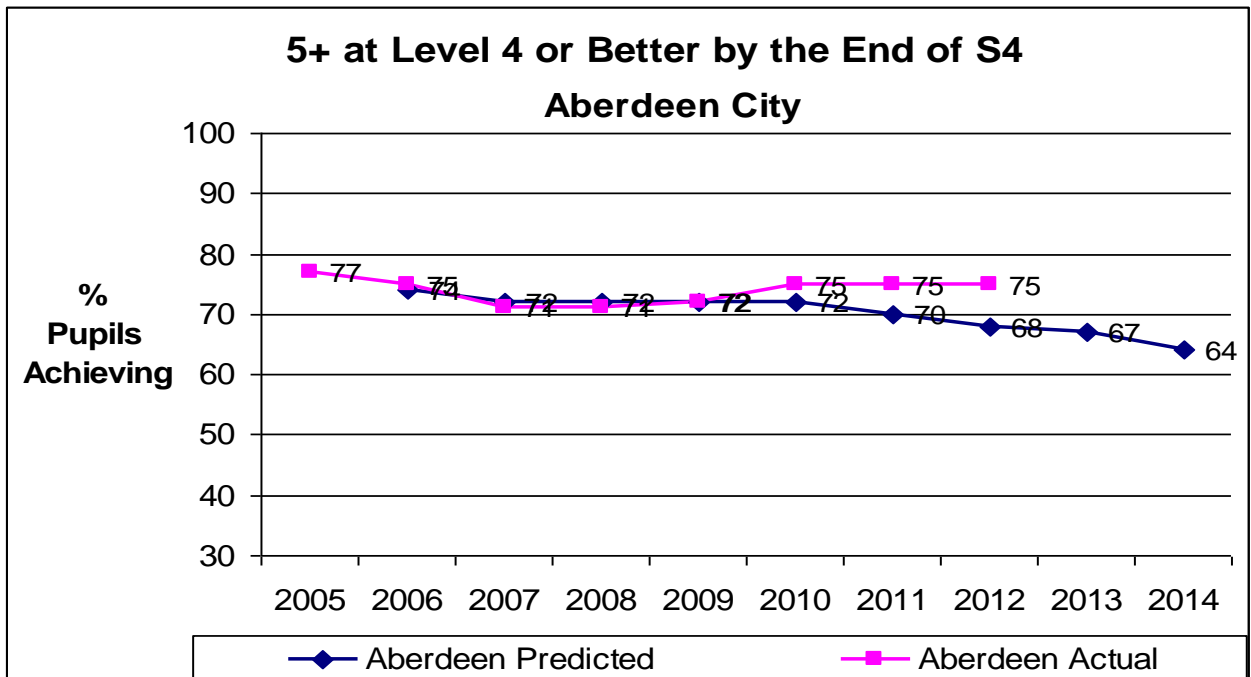


1.5 Baseline Assessment

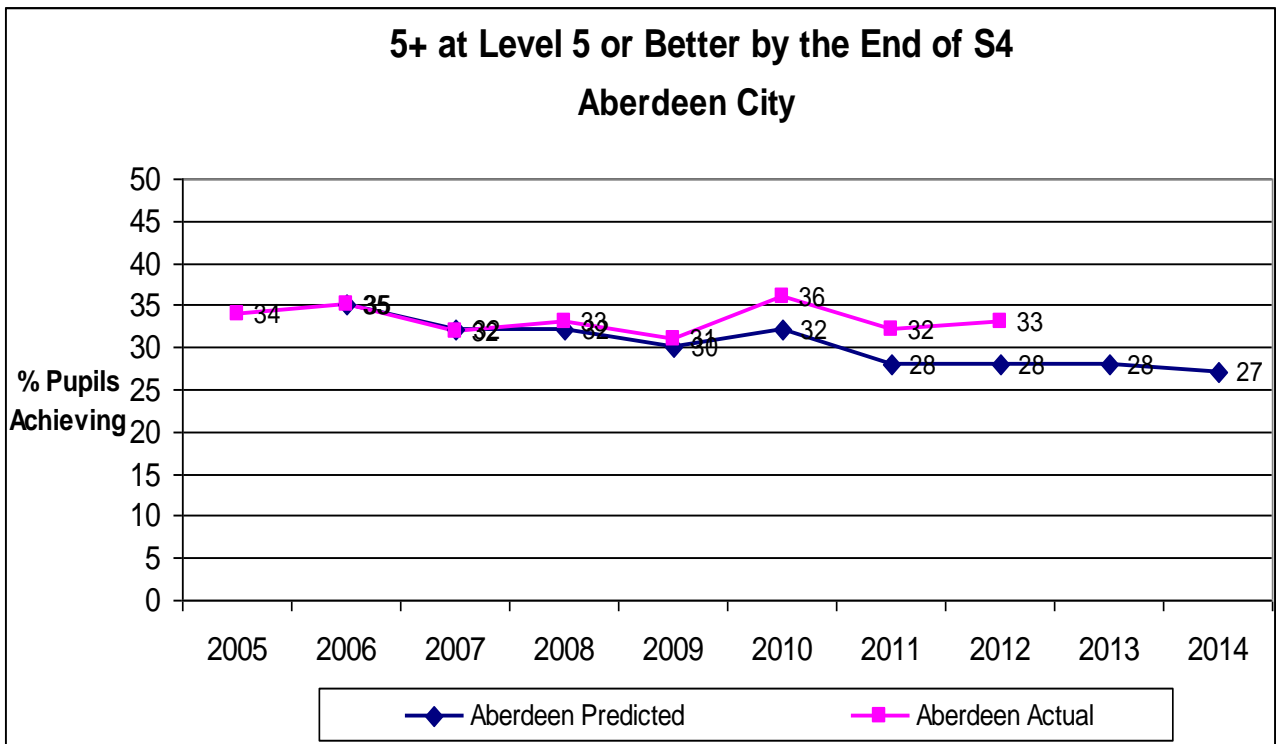
Lower SQA examination performance does not mean that pupils’ achievements are less than expected. All pupils in Aberdeen City take a baseline assessment ('MidYIS test, developed by Durham University)² at the start of S1 and this is a predictor of future attainment at S4. Average baseline attainment varies between schools significantly. Many pupils achieve better attainment in S4 than predicted by baseline assessment.

² * 'MidYIS, the Middle Years Information System developed by Durham University, provides new and innovative tests widely used in the UK and elsewhere, forming a baseline for Value Added measures in secondary schools. The tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement.' (<http://www.cemcentre.org/RenderPage.asp?LinkID=11410000>)

Graph 5: Predicted / Actual- 5+ awards at SCQF Level 4 or better by the end of S4



Graph 6: Predicted / Actual - 5+ awards at SCQF level 5 or better by the end of S4



2 Attainment by the end of S5

As attainment by the end of S5 is calculated from the relevant S4 roll, the S4 to S5 staying on rate has an effect on the measures of attainment by the end of S5. Staying on rates in Aberdeen have generally been lower than the national rate. S4 to S5 (post Christmas) staying on rate in Aberdeen in 2012 was 69%.

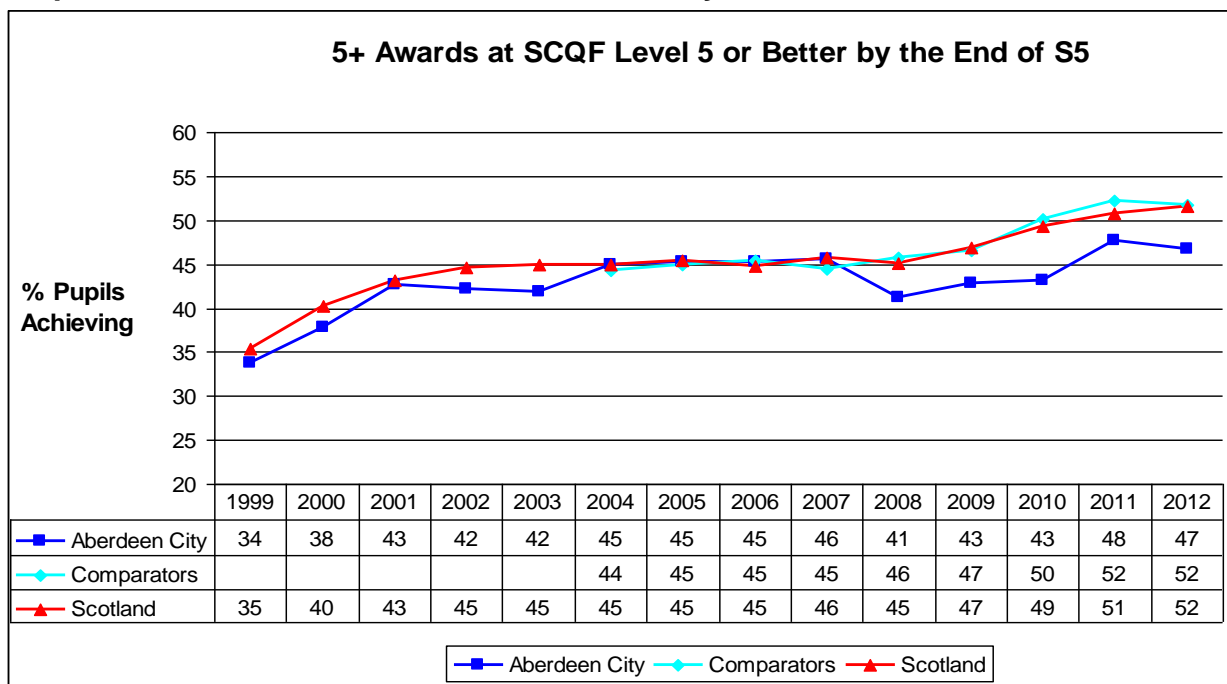
2.1 5+ awards at SCQF level 5 or better by the end of S5

The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S5 in Aberdeen decreased in 2012. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010.

After significant improvement between 1999 and 2004 in Aberdeen and nationally, there has been no significant trend since 2004.

Attainment at this measure by the end of S5 in 2012 and in most previous years was below the national pattern.

Graph 7: 5+ awards at SCQF level 5 or better by the end of S5

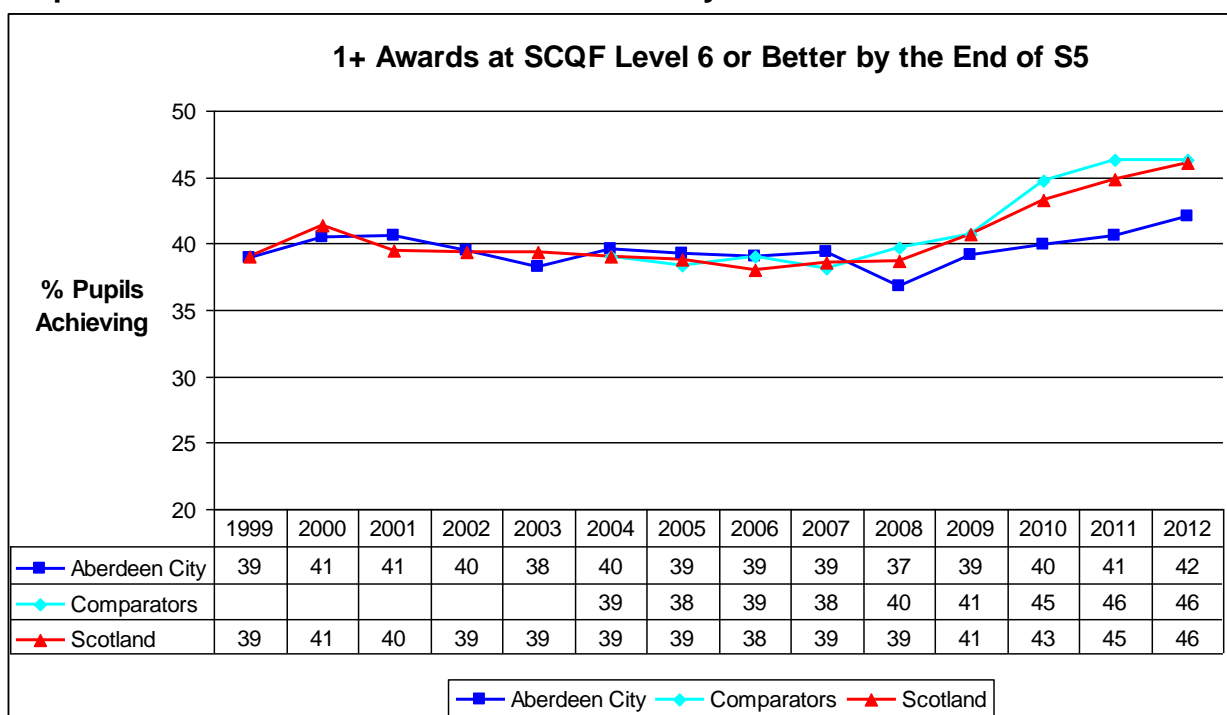


2.2 1+ awards at SCQF level 6 or better by the end of S5

The percentage of pupils achieving 1 or more awards at Higher Grade A-C or better by the end of S5 in 2012 increased by 1%. Attainment by the end of S5 in 2012 was well below the national pattern and in most previous years was below the national pattern. The 2012 value is the highest since 1999. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010. The value for this measure has increased each year since 2008.

The national pattern improved by 1% and the comparator authorities' average stayed at the same level as in 2011.

Graph 8: 1+ awards at SCQF level 6 or better by the end of S5

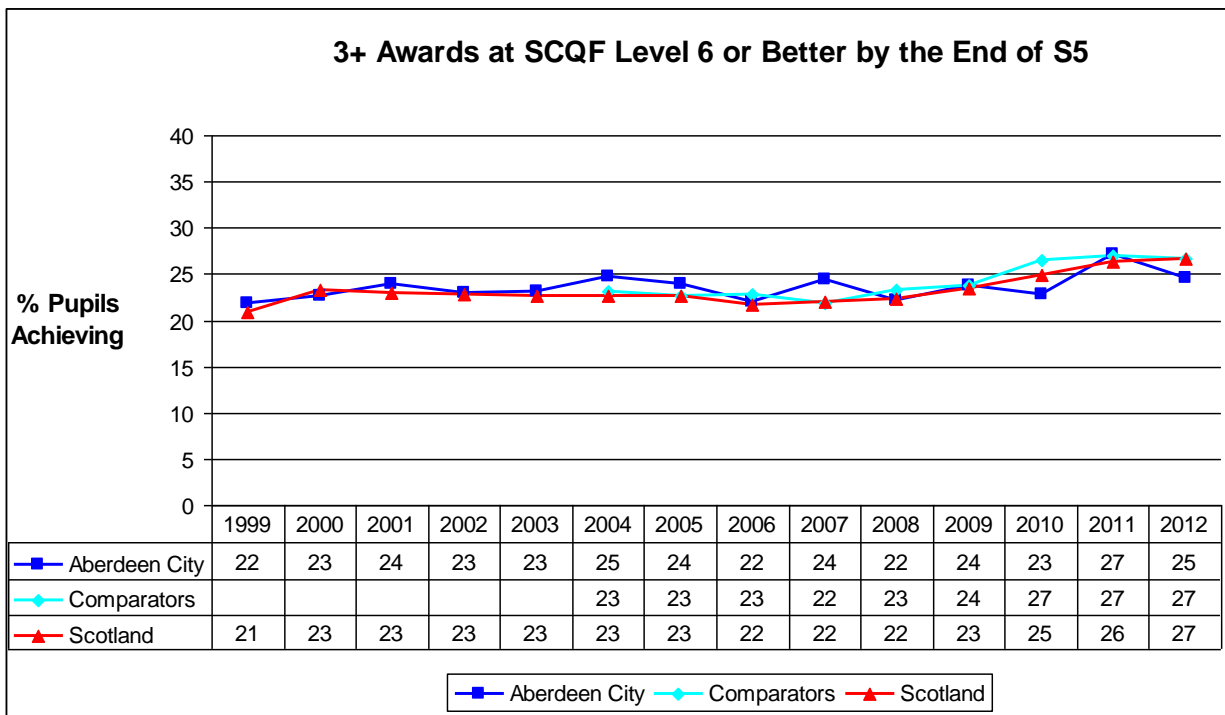


2.3 3+ awards at SCQF level 6 or better by the end of S5

The percentage of pupils achieving 3 or more awards at Higher Grade A-C or better by the end of S5 in 2012 decreased by 2%. NCD values indicate that the 2011 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2011.

The national pattern improved by 1% and the comparator authorities' average stayed at the same level as in 2011.

Graph 9: 3+ awards at SCQF level 6 or better by the end of S5

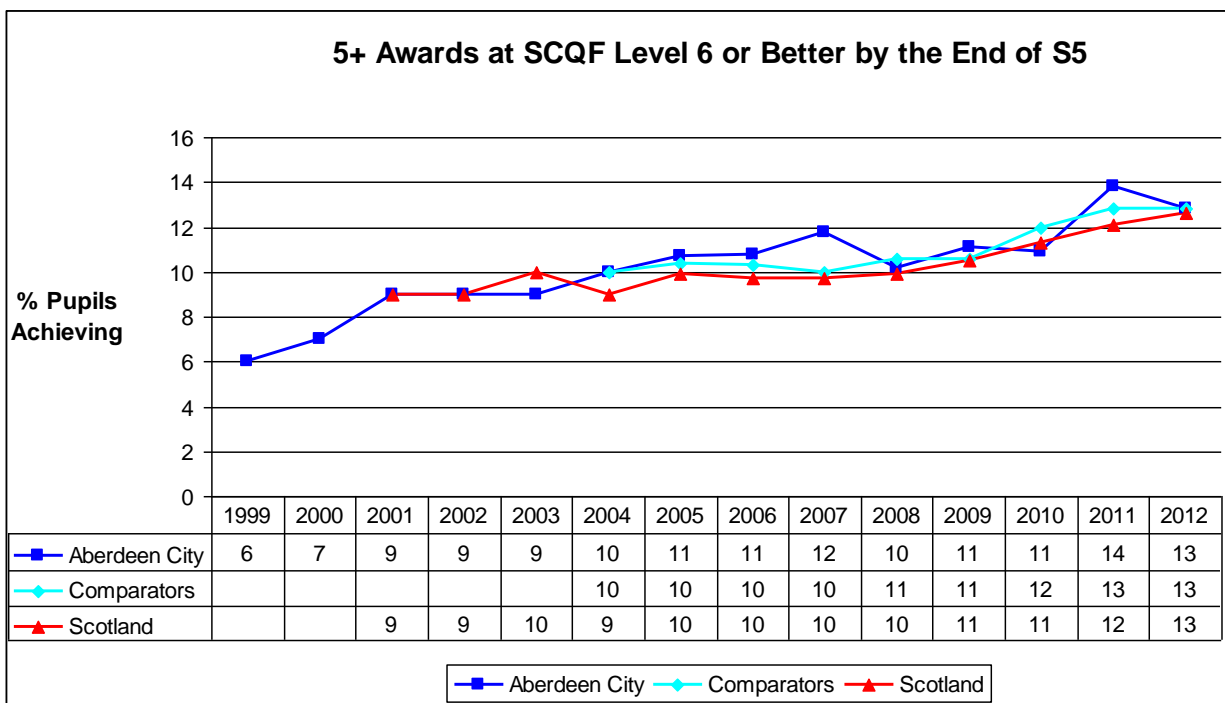


2.4 5+ awards at SCQF level 6 or better by the end of S5

In 2011 the percentage of pupils achieving 5 or more awards at Higher Grade A-C or better by the end of S5 decreased by 1%. NCD values indicate that the 2012 value for this measure is notably better than expectations based on the value for 5+ Level 5 by the end of S4 in 2011.

The national pattern improved by 1% and the comparator authorities' average stayed at the same level as in 2011.

Graph 10: 5+ awards at SCQF level 6 or better by the end of S5



3 Attainment by the end of S6

As attainment by the end of S6 is calculated from the relevant S4 roll, the S4 to S6 staying on rate has an effect on the measures of attainment by the end of S6.

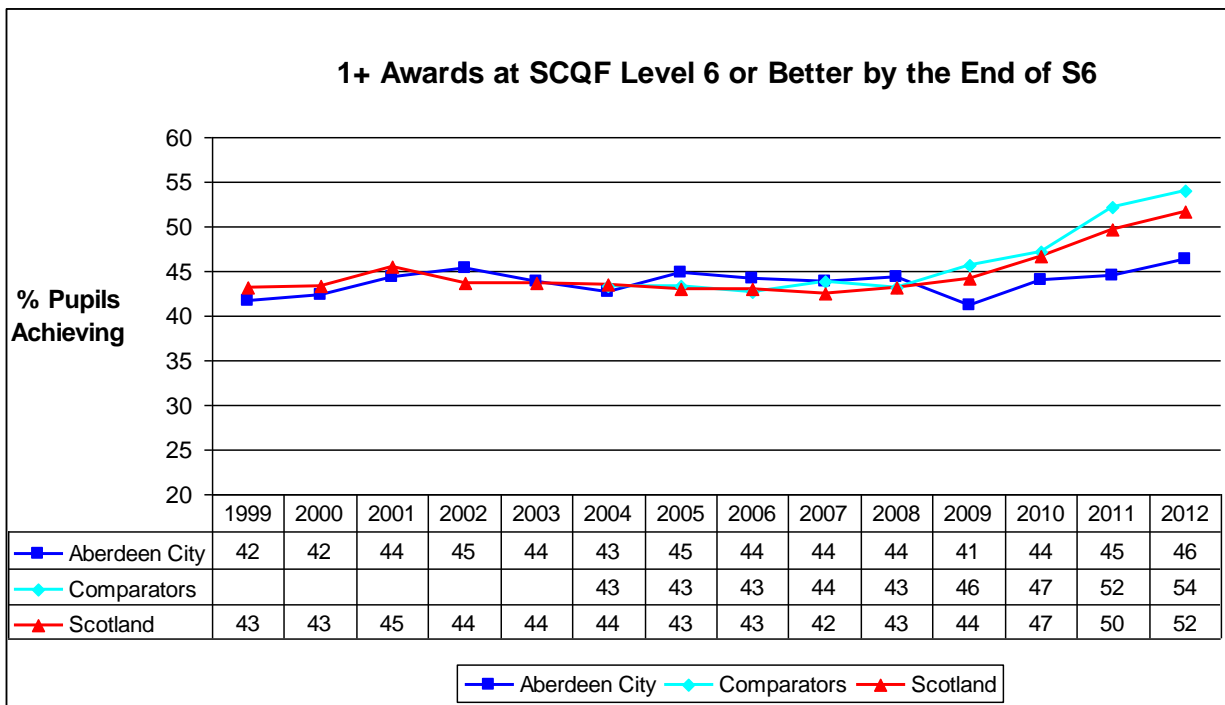
Staying on rates in Aberdeen have generally been lower than the national rate, however 2010 saw a substantial jump in the number of pupils staying on both in Aberdeen and across Scotland. Staying on rate in Aberdeen in 2012 was up 2 points to 48%.

3.1 1+ awards at SCQF level 6 or better by the end of S6

The percentage of pupils achieving 1 or more awards at Higher Grade A-C or better by the end of S6 increased by 1% in 2012. Attainment by the end of S6 in 2012 was below the national pattern. The 2012 value is the highest since 1999. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010. The value for this measure has increased each year since 2009.

The national pattern and the comparator authorities' average increased in 2012 by 2%.

Graph 11: 1+ award at SCQF level 6 or better by the end of S6

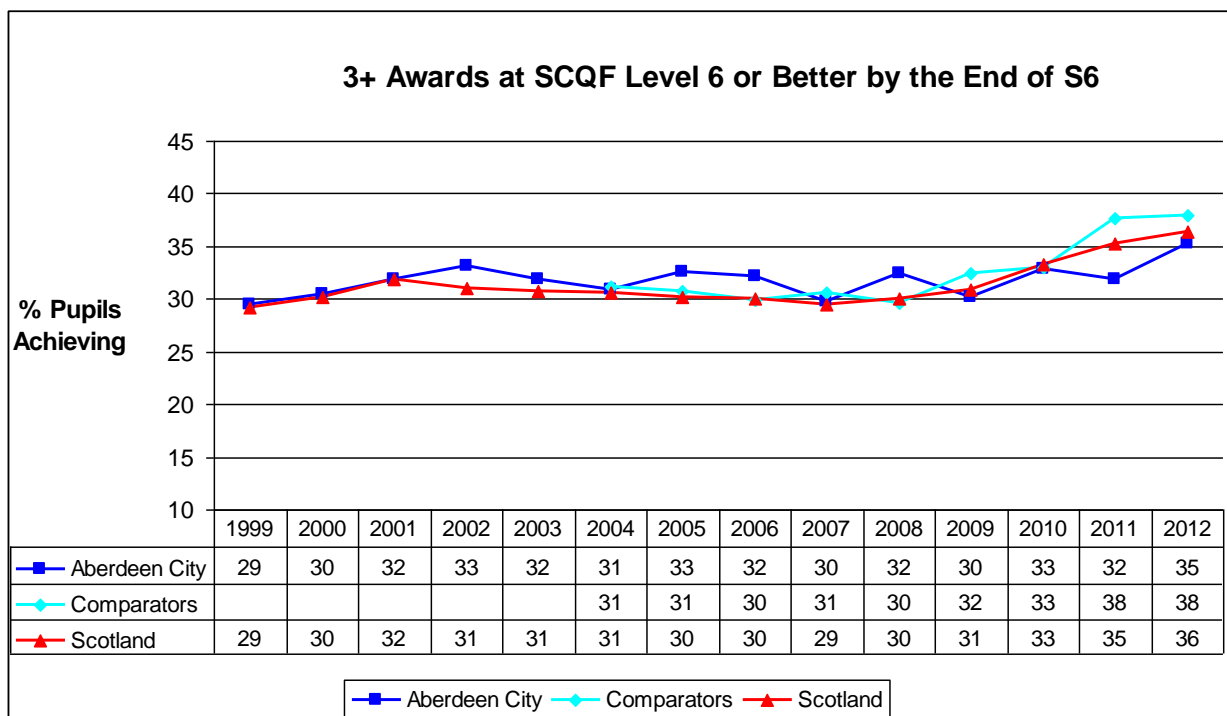


3.2 3+ awards at SCQF level 6 or better by the end of S6

The percentage of pupils achieving 3 or more awards at Higher Grade A-C or better by the end of S6 significantly increased by 3% in 2012. NCD values indicate that the 2012 value for this measure is in line with expectations based on the value for 5+ Level 5 by the end of S4 in 2010. There has been no long term trend since 1999.

Attainment by the end of S6 in 2012 was below the national pattern and comparator authorities' average. The national pattern increased by 1% while the comparator authorities' average remained at same level as in 2011.

Graph 12: 3+ awards at SCQF level 6 or better by the end of S6



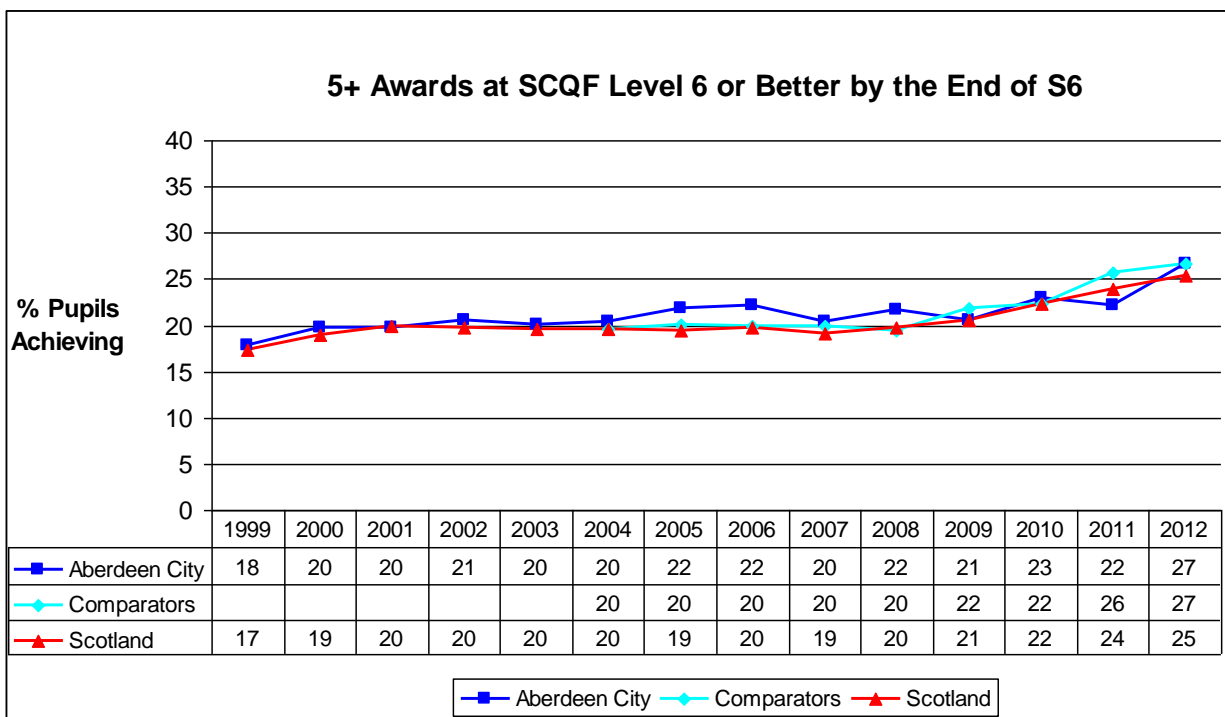
3.2 5+ awards at SCQF level 6 or better by the end of S6

Percentage of S4 roll achieving 5 or more awards at level 6 or better (Higher at A-C) by the end of S6 significantly increased in 2012. Attainment by the end of S6 in 2012 was above the national pattern and in all previous years was in line with the national pattern. The 2012 value is the highest since 1999. NCD values indicate that the 2012 value for this measure is notably better than expectations based on the value for 5+ Level 5 by the end of S4 in 2010.

After significant improvement between 1999 and 2004 in Aberdeen and nationally, there has been no significant trend since 2004.

The national pattern and the comparator authorities' average in 2012 improved at this measure by 1%.

Graph 13: 5+ awards at SCQF level 6 or better by the end of S6

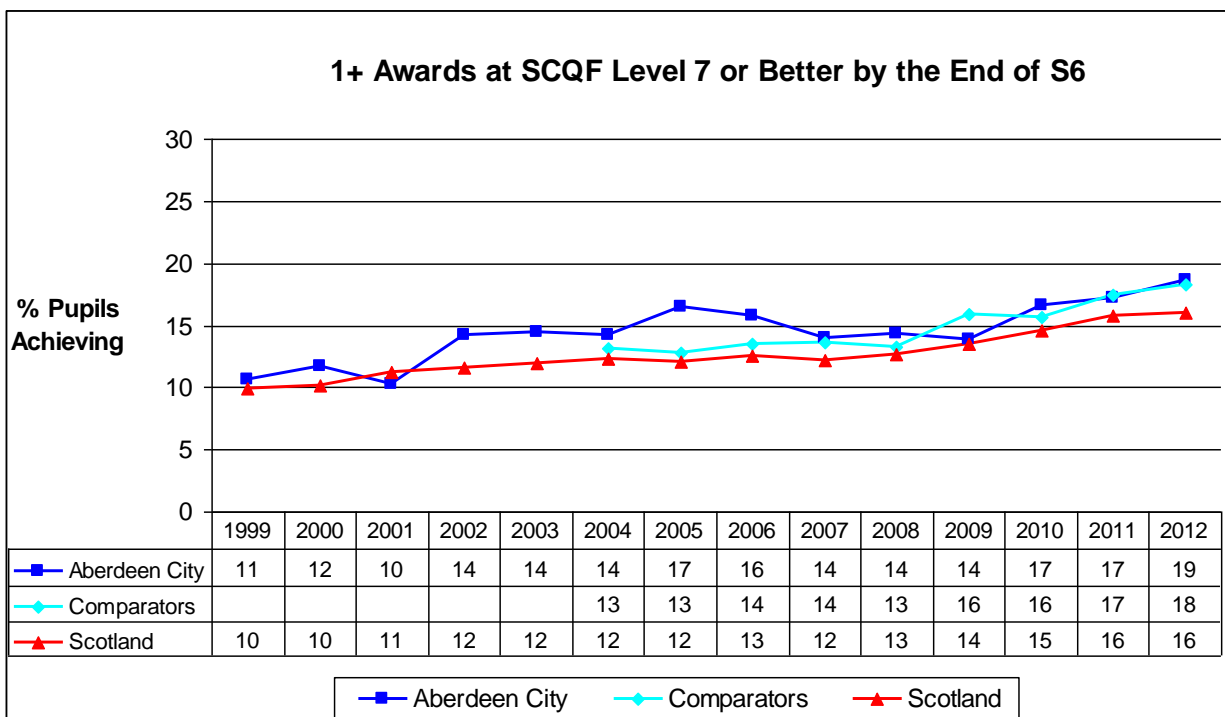


3.3 1+ awards at SCQF level 7 or better by the end of S6

The percentage of pupils achieving 1 or more awards at level 7 or better (Advanced Higher at A-C) by the end of S6 increased by 2% in 2012 and is the highest since 1999. NCD values indicate that the 2012 value for this measure is notably better than expectations based on the value for 5+ Level 5 by the end of S4 in 2010. The value for this measure has increased each year since 2009 and in 2012 was above the national pattern and the comparator authorities' average.

The national pattern remained at the same level and the comparator authorities' average increased by 1%.

Graph 14: 1+ awards at SCQF level 7 or better by the end of S6



5 Access 2 and Access 3 Courses

Access 2 and Access 3 Courses are a flexible provision, not necessarily completed by candidates in a single academic year. The expectation is that most candidates will complete the Course at a later date. Consequently the results are not directly comparable with other Courses.

5.1 Access 2

Access 2- Entries and Course Awards

Subject	Number of Entries	Number of Awards	% of Awards
Art and Design	2	2	100.0
English	18	9	50.0
Home Economics	2	2	100.0
Mathematics	32	30	93.8
Social Subjects	6	6	100.0
Totals	60	49	81.7

5.2 Access 3

Access 2- Entries and Course Awards

Subject	Number of Entries	Number of Awards	% of Awards
Art and Design	25	25	100.0
Biology	40	38	95.0
Chemistry	15	15	100.0
Computing Studies	8	8	100.0
English	145	143	98.6
English for Speakers of Other Languages	8	6	75.0
Enterprise through Craft	6	6	100.0
French	5	5	100.0
Geography	23	23	100.0
History	7	7	100.0
Home Economics: Lifestyle and Consumer Technology	2	2	100.0
Hospitality: Practical Cookery	69	62	89.9
Mathematics	312	300	96.2
Modern Studies	6	6	100.0
Music	8	2	25.0
Physical Education	5	5	100.0
Physics	26	24	92.3
Religious, Moral and Philosophical Studies	64	62	96.9
Social Subjects	17	15	88.2
Spanish	15	15	100.0
Totals	806	769	95.4

6 Subjects/Courses

6.1 At Standard Grade in 2012 in Aberdeen, the following subjects or courses had positive or negative relative values (pupils did better or worse on average in this subject than the other subjects they sat). Subjects or courses for which patterns are strong are highlighted in green or red.

S4 Subjects 2012

Pattern	Positive	Negative
Trend	French, German, Chemistry	Graphic Comm, <i>Art and Design, Drama</i>
Current Year	Modern Studies	<i>English, Spanish, Mathematics</i>

S4 Courses 2012

	Positive	Negative
Pattern		
Trend	Int1 French , SG Spanish, SG Chemistry , SG Soc & Voc Skills , SG Religious Studies	<i>Int2 English</i> , Int1 Mathematics
Current Year	Int2 French, SG German, SG Science , Int1 Business Management, Int2 Physical Education	Int1 English, Int2 Mathematics, <i>Int1 Physics</i> , Int2 Geography, Int2 Modern Studies, Int1 Administration, SG Home Economics

6.2 At Higher Grade in 2012 in Aberdeen, the following courses had positive or negative progression values (pupils did better or worse on average in this subject than the other subjects they sat). Subjects or courses for which patterns are strong are highlighted in green or red.

S5 Courses 2012

	Positive	Negative
Pattern		
Trend	H French, Int2 Chemistry, H Chemistry	H Graphic Communication, <i>H Art & Design</i> , <i>H Drama</i>
Current Year	H German, Int2 Media Studies, H Mathematics, H Biology	H Accounting, Int2 Administration, H Administration, <i>Int2 Computing</i> , <i>H Computing</i> , <i>H RMP Studies</i>