✕SQA

2024 National Qualifications Awarding:

Equalities Monitoring Report 2024

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Contents

Purpose and structure of this report

The Equalities Monitoring Report

The Scottish Qualifications Authority (SQA) has a strategic objective and a statutory duty to consider the equality impacts of its activities. During the course of developing the awarding approach for 2024, SQA undertook a number of Equality Impact Assessments (EqIAs) to identify and mitigate potential equality impacts.

The purpose of this Equalities Monitoring Report is not to repeat assessments undertaken in those EqIAs, but to report on the outcomes of the 2024 awarding process from an equality perspective.

Accordingly, this report should be read alongside the other publications released by SQA on Results Day 2024, including the Official Statistics publications that set out national 2024 attainment outcomes. This report is intended to be an important supplement to those publications in that it provides additional reporting on how the 2024 results are distributed across groups of candidates who share particular characteristics.

Structure of the report

The main body of the report provides the background and other contextual information for the descriptive analyses presented in section 6 of this report. Among other things, the main body provides a brief re-cap of the approach to awarding in 2024, and the steps that SQA took during the development of that approach to consider and mitigate possible equality impacts.

The descriptive analyses of the distribution of 2024 results across specific groups of candidates, and the methodology underpinning those analyses, are set out in section 6.

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

Background and context

Scottish Qualifications Authority

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

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

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

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

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

♦ National Courses (National 1 to National 5, Higher and Advanced Higher)

♦ Scottish Baccalaureates

♦ Skills for Work Courses

♦ Non-vocational Awards

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

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

Background to 2024 National Qualifications (NQ) awarding

SQA made modifications to National Qualification course assessments — such as removing elements of coursework — at the height of the pandemic and extended them until the 2022–23 session, to help limit the impact of disruption on learning and teaching. While these temporary arrangements were well-received by the education community, the community did suggest that, if retained for longer than necessary, the modifications could have a detrimental impact on consolidation of learning, and learners' progression to their next stage of education, employment or training. Following discussions with learners, teachers, lecturers, parents, carers and others, coursework and exams in some practical subjects were reintroduced this year. To support learners, we considered any impact on them completing these assessments for the first time in our grading decisions. These considerations were incorporated into our well-established grading processes. This has provided fairness and safeguards for learners and helped to provide assurances across the wider education community.

In addition, an exceptional circumstances service was in place for those learners who were unable to sit an exam or whose performance was affected by personal circumstances. A free and direct appeals service, which will give all learners the right to request a review of their marked exam papers, will be available from Tuesday 6 August. There will also be an opportunity for learners to access their marked exam papers from their school or college in five subjects, as part of a trial service, which can help learners decide whether to appeal their results.

Further details on the approach to setting standards and grading in 2024 are provided in the National Qualifications 2024 - Awarding Methodology Report.

National Qualifications 2024 Strategic Group

The National Qualifications Strategic Group was established to co-create and implement the Alternative Certification Model for 2021, and was reconvened in 2022 and 2023. It was subsequently reconvened as the National Qualifications 2024 Strategic Group to co-ordinate the support provided to senior phase learners undertaking SQA courses in 2023–24.

The National Qualifications 2024 Strategic Group's membership comprised representatives from the Association of Directors of Education in Scotland, Colleges Scotland, Education Scotland, the Educational Institute of Scotland (EIS), NASUWT The Teachers Union, National Union of Students Scotland, School Leaders Scotland, the Scottish Council of Independent Schools, Scottish Secondary Teachers' Association, SQA, Scottish Government, the National Parent Forum of Scotland, the Scottish Youth Parliament and Universities Scotland.

SQA's equalities obligations

Obligations under the Equalities Act

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

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

♦ Produces qualifications based on national standards, which are as accessible as possible. This involves undertaking equality reviews of qualifications to identify any adverse impacts on candidates who share particular characteristics, and seeking to remove such adverse impacts, wherever possible, or minimise them where it is not possible to remove them altogether.

♦ Develops methods of assessment and quality assurance, which are sensitive to the needs of all candidates, but which do not compromise SQA's overarching aims of fairness and consistency.

♦ Provides assessment arrangements to allow disabled candidates and/or those with additional support needs to access the assessment without compromising its integrity. For disabled candidates, this includes making reasonable adjustments in accordance with the requirements of the Equality Act 2010 section 96(7).

Public sector equality duty

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

♦ Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

♦ Advance equality of opportunity between people who share a protected characteristic and people who do not.

♦ Foster good relations between people who share a protected characteristic and people who do not.

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

SQA's Code of Practice

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

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

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

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

Equality Impact Assessment of 2024 awarding

As part of developing the approach to awarding in 2024, SQA completed [equality impact assessments](#) (EqIAs) and [Children's Rights and Wellbeing Impact Assessments (CRWIAs)](#) for the full end-to-end process. The aim was to ensure that we identified and mitigated any potential impacts of the awarding approach on one or more groups of candidates with protected characteristics. The EqIAs and CRWIAs considered and acted upon key equalities evidence throughout the development and finalisation of the 2024 awarding approach.

This section is a summary of each equality impact assessment for each part of the overall process. This is useful context information for consideration of the 2024 results — the published EqIAs are available on our website.

EqIA of the modifications to NQ course assessments for session 2023–24

Modifications to course assessments at National 5, Higher and Advanced Higher were introduced in session 2020–21 due to the negative impacts of COVID-19. In recognition of the continued disruption to teaching and learning, the majority of these modifications remained in place for session 2022–23. However, course modifications were a temporary arrangement. Based on the results of stakeholder engagement, SQA's Advisory Council, SQA's Qualifications Committee and the NQ2023 Strategic Group, it was recommended that the full 2019 National Course assessment requirements should be reinstated. Reverting to the pre-COVID-19 full course assessments of 2019 is vital for reasons of comparability, not only with the rest of the UK, but also internationally.

The feedback from learners who responded to SQA's 2022 National Qualifications Evaluation research was considered in determining the approach to National Qualifications assessments in 2023–24. Most disabled learners and/or those with additional support needs felt that modifications to course assessments should remain in place for the 2023–24 academic year. However, some disabled learners reported that they felt disadvantaged by the removal of projects and dissertations. The decision to return to full course assessment considers the negative impact of permanently removing course components on essential skills and experiences learners would have otherwise gained, and on learners' progression to further education, employment and/or training opportunities in the longer term.

SQA recognises that the modifications made to some National Courses may have had a positive impact on teaching and learning, including on those individuals with a range of protected characteristics. Where there is evidence from awarding that the modification has had a positive effect on the performance of the course assessment, the modifications will be retained for those courses.

The EqIA summarised the potential equality impacts of reverting to full course assessment, and the mitigations that could be put in place for any identified disadvantage.

EqIA of the Exam Exceptional Circumstances Consideration Service (EECCS)

The [EECCS](#) supports learners who have been unable to attend an exam or learners whose performance in the exam may have been affected by personal circumstances, or an unplanned incident on the day. The EECCS is a service unique to Scotland in which alternative evidence can be submitted by schools, colleges and training providers on behalf of their learners. This is a long-standing SQA service and is of benefit to learners who find themselves in these circumstances. The approach of the EECCS taken in 2024 mirrors that taken in 2023.

When the EECCS process for 2022–23 was considered, SQA set up an external advisory group with a wide range of representatives, including school and parent groups drawn from the National Qualifications Working Group 2022. This group was unanimous in its support for all requests to come via the head of centre in the interests of fairness to learners. This approach was also supported by the National Qualifications Strategic Group in 2022. In the interest of maintaining fairness to all learners across Scotland, SQA has continued with this approach in 2023–24, as learners do not have direct access to the EECC service and this could result in bias or barriers to accessing the service. It should be noted that learners are required to give their consent to ensure they agree with a request being submitted on their behalf.

Feedback from SQA's Learner Panel in 2023 suggested that the scenarios in previous EECCS guidance were open to interpretation and that this had the potential for bias from teaching practitioners about what is defined as a 'disruption' or 'exceptional circumstance'. SQA acknowledged this feedback from learners on SQA's Learner Panel and from those learners who participated in SQA's 2022 National Qualifications Evaluation research project. Using this information, SQA has produced supportive guidance for centres, with input from key stakeholders, which provides centres with a framework to operate the EECCS. This includes greater clarity on the eligibility criteria for heads of centres to decide whether to submit a request for this service. SQA also produces a 'Your Exams' guidance document which provides learners with information on the EECC service to ensure that they are aware that this service is available.

EqIA of 2024 awarding and grade boundaries

Awarding is a key component of SQA's statutory duties and responsibilities, as outlined in [SQA Awarding Code of Practice](#). Every year, SQA's role is to evaluate performance in assessments in an equitable and fair way, while ensuring standards are maintained so that qualifications remain credible — and this year was no different. Learners' demonstrated attainment — evidence of a learner's knowledge and skills in a course measured against the required national standard — is at the core of our approach.

In the previous two years, we adopted an approach to standard setting that retained key features of our established awarding procedures but also sought to provide an extra layer of protection to ensure learners were not unfairly disadvantaged.

This year, we used our well-established procedures to evaluate the performance of the course assessment and, where appropriate, considered the impact of changes to

assessment brought about by the return to full course assessment for many courses. These changes to assessment included the removal of optionality in some question papers and the re-introduction of:

♦ coursework components (projects, assignments, dissertations)

♦ optional content in question papers

♦ course content examined in question papers

♦ an exam component

Not all courses had changes to assessment. For some courses, the modifications were made permanent where there was evidence of positive impact on the validity of the approach to assessment, while allowing learners to demonstrate their skills, knowledge and understanding.

We were aware that the return to full course assessment, and the re-introduction of coursework, could potentially impact on outcomes this year. Some learners experienced coursework assessment for the first time. The re-introduction of additional, non-exam based approaches to assessment, for example, allowed learners to evidence their knowledge and skills more appropriately. However we recognised that this may not produce positive outcomes in all cases, particularly if there had been impact on skills development due to prior learning experiences.

For further details on the approach to awarding in 2024, please consult the National Qualifications 2024 - Awarding Methodology Report.

EqIA of the 2024 Appeals Service

The 2024 Appeals Service follows the approach taken in 2023. The 2023 Appeals Service was developed after gathering extensive feedback on the 2022 services and taking advice from the wider education community. This included learner, parent and carer, practitioner, school, college, local authority, and teacher and lecturer union representatives on the National Qualifications 2023 Group and SQA's Advisory Council.

In SQA's 2022 National Qualifications Evaluation research project, the majority of learners who participated in the survey indicated that they were not satisfied with the Appeals Service in 2022 and felt that it was unfair, particularly disabled learners and those with additional support needs. Learners also fed back that it was important for them to be able to submit an appeal request directly to SQA without going through the school, college or training provider. The learners who responded to SQA's survey and SQA's Learner Panel also fed back that the information in SQA guidance and communications was unclear and that the language used needed to be easier to understand and more user-friendly. Learners felt that the Appeals Service 2022 was misleading, that there were inconsistencies in how evidence was reviewed between subjects, and that greater transparency on how marks were allocated was needed.

After significant consultation with the partner communication group, SQA's post-results service in 2023 was comprised of a marking review (including a clerical check, where

appropriate). The Appeals service delivered in 2023 was based largely on the service offered in 2019. This is a long-standing SQA service which benefits learners who believe an error has been made in the assessment of their exam scripts and/or coursework.

The evidence and rationale for moving away from an appeals system that uses alternative evidence, based on perceptions of unfairness, varying standards and over assessment of learners, to one that takes the form of marking review, as implemented in 2023, remain current and provide the evidence base for the service in 2023–24. This approach also brings SQA into line with the approaches used by other awarding bodies in the rest of the UK.

Offering the Appeals service (marking review) addresses the balance between the needs of the system (variable quality and volume of alternative academic evidence submitted by schools, colleges and training providers) and the needs of learners (equity for all learners). Evidence available to SQA showed that learners did not always benefit from the 2022 approach to appeals based only on alternative evidence provided by their school, college or training provider. The variable quality and volume of evidence meant that the evidence made available was not always comparable. This made it difficult for SQA to ensure there was a consistency in the outcomes reached.

The service in 2024 will again be free of charge, and learners can submit a request directly to SQA, which removes barriers learners may have otherwise faced in accessing the services. It also eliminates any potential teacher or lecturer bias related to submitting an appeal request. In providing the Appeals process, SQA is striving to provide reassurance to learners who believe an error was made in the initial marking process, and to ensure that learners receive a qualification and grade that is a fair and accurate reflection of their knowledge, understanding and skills. In 2024, as was the case in 2023, the marking review will be carried out by an experienced marker. Marking reviews are subject to quality assurance to ensure that they are carried out in line with the national standard.

Equalities monitoring and analyses of the 2024 outcomes

This section sets out the descriptive analyses that SQA has conducted on the 2024 results for groups of candidates who share specific equalities characteristics.

Additionally, analyses have been undertaken to assess the 2024 results based on candidates' urban/rural status, and levels of deprivation as ranked by the Scottish Index of Multiple Deprivation (SIMD), the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland.

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

Methodology

Data sources and contributions

Some of the data used in this report is owned by SQA and some by Scottish Government.

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

Scottish Government holds personal, sensitive candidate-level information, including protected characteristics data from the Pupil Census.

Previously, Scottish Government produced analysis on SQA's behalf for protected characteristics data and urban/rural status, which was included in SQA's Equalities Monitoring Report.

In 2024, SQA applied to process candidate-level equalities data from the Pupil Census for the purpose of producing the statistical results contained in this Equalities Monitoring Report for 2024.

In this report, the analysis for 2020–24 relating to candidates' protected characteristics was undertaken by SQA. The analysis for additional support needs (ASN), disability and ethnicity for 2019 comes from the Equalities Monitoring Report 2023 and was previously produced by Scottish Government. All commentary has been produced by SQA.

The figures are produced by independent statistical staff in accordance with the Code of Practice for Statistics.

The data in this publication is defined as being statistical for the purposes of information governance and data protection. This primarily means that the associated processing is not carried out for the purposes of measures or decisions with respect to a particular data subject. Further information on this processing category can be found in the appropriate data protection legislation.

Limitations:

♦ The Pupil Census only collects and holds protected characteristics data for candidates from Education Authority (EA) schools. Analyses by protected characteristics in this report are therefore based on only a subset of the total cohort. EA schools provide the majority of candidates at National 5, Higher, and Advanced Higher, but this does mean that only one of the many centre types is represented.

♦ For clarity, it should be noted that the analyses undertaken by SQA on age, sex, SIMD and urban/rural classification is based on the full cohort of candidates. See Table 1 for a full breakdown of cohort coverage for each characteristic analysed.

♦ SQA provides results data annually to Scottish Government following post-results processes including appeals. In this report, analysis by Scottish Government for ASN, disability and ethnicity for 2019 is based on December post-results data, while analysis for 2020–24 is based on August results (prior to 2024 appeals and other post-results processes). Caution is advised in comparing the figures for 2019 and those for 2020–24 due to the data source and methodological differences.

♦ For urban/rural classification and SIMD analysis, candidates with postcodes that matched their centres were excluded due to risk that this match was due to an administrative error (see section 6.6). Previously, analysis was carried out for EA candidates only for urban/rural classifications. Postcode matching was improved by compressing postcode data to remove spaces.

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

Table 1: Cohort and contributor by characteristic analysed for data in years 2020 to 2024. EA = education authority.

Equalities characteristics	Undertaken by	Cohort
Additional Support Needs (ASN)	SQA	EA Candidates
Declared / Assessed disabled	SQA	EA Candidates
Ethnicity	SQA	EA Candidates
Age	SQA	All Candidates
Sex	SQA	All Candidates

Additional characteristics	Undertaken by	Cohort
Urban/Rural	SQA	All Candidates
SIMD	SQA	All Candidates

Protected characteristics

Protected characteristics data was taken from the September 'Scottish Pupil Census', and 'Grant Aided Census' where available, for the relevant year, for EA school candidates. This does not include: candidates attending private independent schools; candidates educated outside the school education system (for example, at home); candidates attending schools

that are not in the census; or adults attending publicly-funded secondary schools. The census is carried out through the Scottish Exchange of Educational Data ([ScotXed](#)) project.

Candidate characteristics are taken from the Scottish Government Pupil Census carried out in September prior to the release of the exam results and merged with attainment data. For example, the 2024 analysis uses the characteristics from the 2023 pupil census.

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

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

♦ Declared or Assessed Disabled status: Candidates may be assessed as having a disability by a qualified professional or be declared as having a disability by themselves or their parent/carer.

♦ A pupil who was not recorded as having ASN or being disabled in the pupil census would be considered as non-ASN and non-disabled, respectively.

♦ Ethnic group: Ten ethnic groups covering the full list of ethnicities are used in this report:

    – White - Scottish

    – White - non-Scottish

    – Mixed or multiple ethnic groups

    – Asian - Indian

    – Asian - Pakistani

    – Asian - Chinese

    – Asian - Other

    – African/Black/Caribbean (includes 'African', 'African - Other', and 'Caribbean or Black')

    – All other categories (includes 'Other - other' and 'Other - Arab')

    – Not Disclosed/Not known (refers to the pupils whose ethnicity was not available)

Urban/rural classification

Urban/rural categories were applied to SQA data based on candidate postcodes.

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

Urban/rural categorisation is from the Scottish Postcode Directory 2024-1 for 2020 to 2024, which contains the 2020 Scottish Government Urban Rural classification (6 fold). For 2019, the Scottish Government Urban Rural Classification 2016 — postcode lookup (6 fold) is applied.

Candidates with a missing postcode or the same postcode as the centre (suggestive of an administration error) were excluded from the analysis (<1% of dataset).

Age

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

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

Sex

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

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

Consistent with Provisional Attainment Statistics — August 2024 publications, candidates with a legal sex status Not Known and Not Applicable were removed from the analysis related to sex due to low volumes.

Scottish Index of Multiple Deprivation (SIMD) data

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

Attainment data for the whole cohort for 2019 to 2024 was joined with a SIMD postcode look-up using candidate postcodes to generate SIMD quintiles for each candidate.

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

Further notes around the methodology

♦ National 5, Higher and Advanced Higher are treated separately.

♦ Individual candidates entered for qualifications at different levels may be included in at each relevant level.

♦ Percentages are rounded and may not always sum to 100%.

♦ Percentage point differences are calculated prior to rounding.

♦ 'N' refers to No Awards in the grade breakdown tables.

♦ In 2024, age was calculated by subtracting 31st May (of the appropriate year) from the candidate's date of birth. This resulted in the difference in terms of days which was then divided by 365.25 to give the age in years.

♦ In 2024, the approach to rounding was changed to round half up – e.g. 0.5 rounded to 1. In 2023, the approach to rounding was to round to even – e.g. 0.5 rounded to 0.

Variation in assessment and awarding arrangements

When reviewing the analyses presented in this report, readers should note the different awarding arrangements in place between 2019 and 2024. This means that it is not possible to compare attainment between years without full consideration of the essential contextual information outlined in the background information section.

♦ The approach to Awarding in 2024 is summarised in the National Qualifications 2024 - Awarding Methodology Report.

♦ The approach to Awarding in 2023 is summarised in the National Qualifications 2023 – Awarding Methodology Report.

♦ The approach to Awarding in 2022 is summarised in the National Qualifications 2022 - Awarding Methodology Report.

♦ The approach to Awarding in 2021 is summarised in the National Qualifications 2021 - Awarding Methodology Report.

♦ The approach to Awarding in 2020 is summarised in the National Qualifications 2020 – Awarding Methodology Report.

♦ The approach to Awarding in 2019 was based on established awarding processes.

For consistency with Provisional Attainment Statistics — August 2024, figures for 2024 are generally presented with reference to attainment in the previous year (2023) and to 2019 (the most recent year prior to the pandemic).

National 5 entries by characteristics

National 5 entries by Age, Sex, SIMD and Urban/Rural classifications

The majority of National 5 entries are from 15 to 18 year-olds in all years from 2019 to 2024 (Table 2).

In 2024, the percentage of entries from female candidates is 50.2% and from male candidates is 49.8%.

Historically, SIMD data has shown a higher percentage of entries from candidates from the least deprived SIMD quintiles (Table 2). In the period 2019 to 2024, the least deprived SIMD quintiles (4 and 5) make up almost half of National 5 entries.

The percentage of entries from candidates from Large Urban Areas has increased over time compared to historic levels. Large Urban Areas makes up 35.8% of National 5 entries in 2024 compared to 31.3% in 2019, with corresponding decreases in other Urban/Rural categories.

Table 2: The percentage of entries by Age, Sex, SIMD and Urban/Rural classifications for all candidates entered for National 5 from 2019 to 2024.

Age category	2019	2020	2021	2022	2023	2024
15 to 18	98.8	98.9	99.1	99.3	99.3	99.3
Below 15	0.2	0.2	0.2	0.2	0.2	0.2
Over 18	1.0	0.9	0.7	0.6	0.5	0.5

Sex	2019	2020	2021	2022	2023	2024
Female	51.5	51.1	50.4	50.1	50.2	50.2
Male	48.5	48.9	49.6	49.9	49.8	49.8

SIMD quintile	2019	2020	2021	2022	2023	2024
1	16.2	16.4	16.6	16.5	16.6	17.0
2	17.0	17.3	16.8	17.1	17.0	17.2
3	18.9	18.7	18.7	18.4	18.3	18.2
4	22.3	22.2	22.5	22.5	22.6	22.5
5	25.6	25.3	25.5	25.5	25.6	25.1

Urban/Rural Classification	2019	2020	2021	2022	2023	2024
Large Urban Areas	31.3	34.2	35.0	34.6	35.3	35.8
Other Urban Areas	37.1	35.8	35.2	35.3	35.0	34.7
Accessible Small Towns	9.4	9.6	9.4	9.2	9.4	9.2
Remote Small Towns	3.5	2.4	2.4	2.4	2.3	2.3
Accessible Rural	12.7	12.6	12.6	12.9	12.7	12.7
Remote Rural	6.0	5.5	5.5	5.5	5.2	5.3

National 5 entries by protected characteristics (EA schools only)

From 2019 to 2024, the percentage of National 5 entries from EA school candidates with ASN has increased year-on-year, with corresponding decreases in candidates with no ASN identified via the Pupil Census (Table 3).

In 2023, the percentage of National 5 entries from EA candidates with ASN was 32.1%. In 2024 the percentage of entries from EA candidates with ASN was 34.8%.

The Pupil Census attributes this year-on-year increase as 'likely due in part to continued improvements in recording and the introduction of the additional need types', rather than any change in the population.

At National 5 level the percentage of entries from EA candidates declared or assessed disabled varies between 1.7% and 2.2% between 2020 and 2024.

The largest ethnicity category is White-Scottish which makes up 74.5% of entries in 2024. This percentage has declined year-on-year between 2020 and 2024 with corresponding increases in the other ethnicity categories.

Table 3: The percentage of entries by protected characteristics for EA candidates entered for National 5 from 2019 to 2024.

Characteristic	2019	2020	2021	2022	2023	2024
ASN	23.8	26.4	28.5	30.1	32.1	34.8
No ASN	76.2	73.6	71.5	69.9	67.9	65.2
Not declared or assessed disabled	98.3	98.3	98.0	97.9	98.1	97.8
Declared or assessed disabled	1.7	1.7	2.0	2.1	1.9	2.2
White - Scottish	83.1	81.9	81.3	78.8	76.5	74.5
White - non-Scottish	8.9	9.3	9.4	11.2	12.2	13.0
Mixed or multiple ethnic groups	1.2	1.3	1.4	1.4	1.5	1.6
Asian - Indian	0.7	0.7	0.8	0.9	1.2	1.2
Asian - Pakistani	2.2	2.3	2.2	2.3	2.5	2.4
Asian - Chinese	0.5	0.6	0.5	0.7	0.8	0.9
Asian - Other	0.7	0.8	0.8	0.9	1.0	1.0
African/ Black/ Caribbean	1.1	1.3	1.5	1.7	1.9	2.5
All other categories	0.6	0.8	0.8	1.0	1.1	1.4
Not Disclosed/Not known	1.0	1.0	1.2	1.2	1.4	1.5

Higher entries by characteristics

Higher entries by Age, Sex, SIMD and Urban/Rural classifications

The majority of entries for Higher are from candidates in the 15 to 18 age bracket, with year-on-year increases over time between 2019 and 2024.

In 2024, the percentage of entries from female candidates is 54.1% and from male candidates is 45.9%.

The percentage of entries from candidates from SIMD 1 has increased in 2024 from 13.8% to 14.0%, with corresponding decreases for SIMD 2 and 3 entries. Historically, SIMD data has shown a higher percentage of entries for Higher from candidates from the least deprived SIMD quintiles (Table 4). The least deprived SIMD quintiles (4 and 5) make up more than half of Higher entries.

The percentage of entries from candidates from Large Urban Areas has increased over time compared to historic levels. Large Urban Areas makes up 37.4% of Higher entries in 2024 compared to 32.5% in 2019, with corresponding decreases in other Urban/Rural categories.

Table 4: The percentage of entries by Age, Sex, SIMD and Urban/Rural classifications for all candidates entered for Higher from 2019 to 2024.

Age category	2019	2020	2021	2022	2023	2024
15 to 18	97.7	98.1	98.5	98.8	99.0	99.2
Below 15	0.0	0.0	0.0	0.0	0.0	0.0
Over 18	2.3	1.8	1.5	1.2	1.0	0.8

Sex	2019	2020	2021	2022	2023	2024
Female	56.0	55.8	54.8	53.7	53.7	54.1
Male	44.0	44.2	45.2	46.3	46.3	45.9

SIMD quintile	2019	2020	2021	2022	2023	2024
1	13.6	13.3	13.4	13.8	13.8	14.0
2	15.2	15.2	15.4	15.2	15.3	15.2
3	18.2	18.4	18.3	18.0	17.6	17.5
4	23.6	23.7	23.6	23.8	23.7	23.7
5	29.4	29.3	29.2	29.3	29.6	29.6

Urban/Rural Classification	2019	2020	2021	2022	2023	2024
Large Urban Areas	32.5	35.3	35.4	36.5	36.5	37.4
Other Urban Areas	36.3	34.3	34.9	34.5	34.3	33.8
Accessible Small Towns	9.4	9.5	9.5	9.2	9.1	9.1
Remote Small Towns	3.1	2.3	2.2	2.1	2.1	2.0
Accessible Rural	12.6	13.2	12.9	12.7	12.9	12.9
Remote Rural	6.0	5.4	5.2	5.1	5.2	4.8

Higher entries by protected characteristics (EA schools only)

From 2019 to 2024, the percentage of Higher entries from EA school candidates with ASN has increased year-on-year, with corresponding decreases in candidates with no ASN identified via the Pupil Census (Table 5).

In 2023, the percentage of Higher entries from EA candidates with ASN was 27.1%. In 2024 the percentage of entries from EA candidates with ASN was 30.1%.

The Pupil Census attributes this year-on-year increase as 'likely due in part to continued improvements in recording and the introduction of the additional need types', rather than any change in the population.

At Higher level, the percentage of entries from EA candidates declared or assessed disabled varies between 1.5% and 1.9% between 2020 and 2024.

The largest ethnicity category is White - Scottish which makes up 73.6% of entries in 2024. This percentage has declined year-on-year between 2020 and 2024 with corresponding increases in the other ethnicity categories.

Table 5: The percentage of entries by protected characteristics for EA candidates entered for Higher from 2019 to 2024.

Characteristic	2019	2020	2021	2022	2023	2024
ASN	19.0	21.6	23.7	25.2	27.1	30.1
No ASN	81.0	78.4	76.3	74.8	72.9	69.9
Not declared or assessed disabled	98.7	98.5	98.6	98.4	98.3	98.1
Declared or assessed disabled	1.3	1.5	1.4	1.6	1.7	1.9
White - Scottish	81.9	81.3	80.5	79.1	76.4	73.6
White - non-Scottish	8.8	9.2	9.4	9.7	11.5	12.6
Mixed or multiple ethnic groups	1.2	1.3	1.4	1.6	1.6	1.7
Asian - Indian	0.9	0.9	0.9	1.0	1.1	1.5
Asian - Pakistani	2.6	2.7	2.6	2.8	2.7	3.0
Asian - Chinese	0.7	0.7	0.8	0.8	0.9	1.1
Asian - Other	0.9	0.8	0.9	1.1	1.1	1.2
African/ Black/ Caribbean	1.2	1.3	1.5	1.8	2.1	2.5
All other categories	0.7	0.7	0.8	0.9	1.2	1.5
Not Disclosed/Not known	1.1	1.2	1.1	1.3	1.4	1.4

Advanced Higher entries by characteristics

Advanced Higher entries by Age, Sex, SIMD and Urban/Rural classifications

The majority of entries for Advanced Higher are from candidates in the 15 to 18 age bracket between 2019 and 2024.

In 2024, the percentage of entries from female candidates is 54.9% and from male candidates is 45.1%. The percentage of entries from female candidates has decreased to 54.9% in 2024 from 55.3% in 2023, with a corresponding increase in the percentage of entries from male candidates.

The percentage of entries from candidates from SIMD 1, 3 and 4 have decreased in 2024 compared to 2023, with corresponding increases for SIMD 2 and 5. Historically, SIMD data has shown a higher percentage of entries for Advanced Higher from candidates from the least deprived SIMD quintiles (Table 6). The least deprived SIMD quintiles (4 and 5) make up almost two thirds of entries.

The percentage of entries from candidates from Large Urban Areas has increased over time compared to historic levels. Large Urban Areas makes up 41.0% of Advanced Higher entries in 2024 compared to 35.4% in 2019, with corresponding decreases in other Urban/Rural categories.

Table 6: The percentage of entries by Age, Sex, SIMD and Urban/Rural classifications for all candidates entered for Advanced Higher from 2019 to 2024.

Age category	2019	2020	2021	2022	2023	2024
15 to 18	99.6	99.6	99.6	99.6	99.5	99.6
Below 15	0.0	NA	0.0	0.0	0.0	0.0
Over 18	0.4	0.4	0.4	0.4	0.5	0.4

Sex	2019	2020	2021	2022	2023	2024
Female	56.2	56.0	56.6	55.2	55.3	54.9
Male	43.8	44.0	43.4	44.8	44.7	45.1

SIMD quintile	2019	2020	2021	2022	2023	2024
1	8.1	8.6	8.4	8.9	9.4	9.1
2	10.8	11.2	11.1	11.4	11.6	11.7
3	16.6	15.7	16.9	16.5	16.0	15.7
4	25.6	25.0	24.7	25.1	25.0	24.8
5	39.0	39.5	38.8	38.1	38.0	38.6

Urban/Rural Classification	2019	2020	2021	2022	2023	2024
Large Urban Areas	35.4	39.4	38.2	38.0	40.8	41.0
Other Urban Areas	31.0	29.6	30.0	31.2	29.6	28.8
Accessible Small Towns	9.9	9.5	9.9	9.6	8.9	9.2

Urban/Rural Classification	2019	2020	2021	2022	2023	2024
Remote Small Towns	3.0	1.5	1.9	1.8	1.5	1.7
Accessible Rural	15.1	14.6	14.6	14.3	14.2	14.3
Remote Rural	5.6	5.4	5.5	5.2	4.9	5.0

Advanced Higher entries by protected characteristics (EA schools only)

From 2019 to 2024, the percentage of entries from EA candidates with ASN has increased year-on-year with corresponding decreases in candidates with no ASN identified via the Pupil Census.

For Advanced Higher, in 2023 the percentage of entries from EA candidates with ASN was 24.3%. In 2024 the percentage of entries from candidates with ASN was 26.8%.

The [Pupil Census](#) attributes this increase as 'likely due in part to continued improvements in recording and the introduction of the additional need types', rather than any change in the population.

The percentage of entries from EA candidates declared or assessed disabled has increased annually from 2020 to 2024 for Advanced Higher (1.3% to 1.7%).

The largest ethnicity category is White - Scottish which makes up 69.8% of entries in 2024. This percentage has declined year-on-year between 2020 and 2024 with corresponding increases in the other ethnicity categories.

Table 7: The percentage of entries by protected characteristics for EA candidates entered for Advanced Higher from 2019 to 2024.

Characteristic	2019	2020	2021	2022	2023	2024
ASN	16.9	19.0	21.0	22.5	24.3	26.8
No ASN	83.1	81.0	79.0	77.5	75.7	73.2
Not declared or assessed disabled	98.9	98.7	98.8	98.6	98.5	98.3
Declared or assessed disabled	1.1	1.3	1.2	1.4	1.5	1.7
White - Scottish	79.4	77.3	77.4	75.6	73.2	69.8
White - non-Scottish	10.3	11.1	11.6	11.6	12.0	14.7
Mixed or multiple ethnic groups	1.7	1.4	1.7	1.8	2.1	2.1
Asian - Indian	1.3	1.7	1.4	1.7	1.9	2.0
Asian - Pakistani	2.5	2.8	2.7	2.8	3.3	2.9
Asian - Chinese	1.3	1.3	1.0	1.5	1.5	1.7
Asian - Other	1.1	1.0	1.0	1.2	1.5	1.6
African/ Black/ Caribbean	0.9	1.3	1.2	1.5	1.9	2.3
All other categories	0.5	1.0	0.9	1.2	1.1	1.7
Not Disclosed/Not known	1.0	1.1	1.2	1.1	1.5	1.3

Distribution of 2024 attainment across different groups

Attainment by equalities characteristics is assessed in the sections below. As with other analyses undertaken in this report, historic attainment from 2019 to 2023 is provided for contextualisation of 2024 outcomes.

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

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

Attainment by Age characteristics

The majority of entries at National 5, Higher and Advanced Higher are from candidates aged between 15 and 18 for all years of the analysis.

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

Attainment by sex

This section outlines 2024 attainment outcomes by legal sex. For context, 2019 to 2023 attainment outcomes are also provided.

National 5 grade distribution by sex

Female candidates had higher A to C and A attainment rates than male candidates at National 5 for entries in each year in the period 2019 to 2023. This remains the case in 2024 (Figure 1; Table 8).

Figure 1: A and A to C attainment for entries from female candidates and male candidates at National 5.
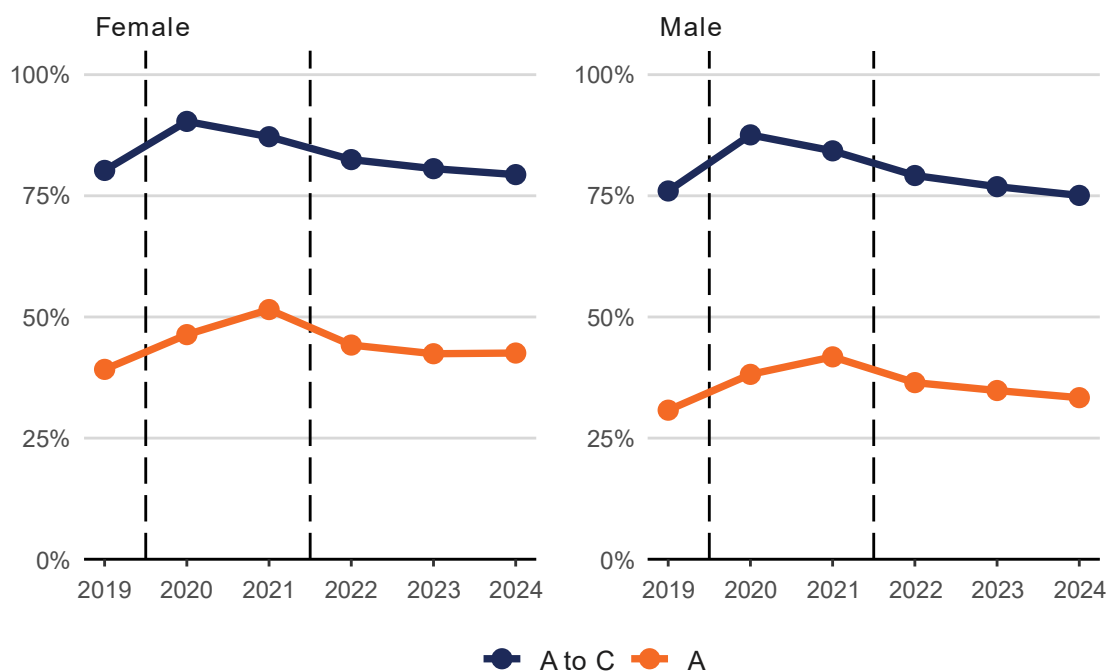
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 8: National 5 grade distribution percentage by sex for 2019 to 2024.

Sex	Year	A	B	C	D	N	A to C
Female	2019	39.2	23.3	17.8	11.4	8.3	80.2
Female	2020	46.4	24.0	20.0	6.2	3.4	90.4
Female	2021	51.5	19.5	16.2	7.4	5.4	87.2
Female	2022	44.2	22.1	16.2	10.4	7.1	82.5
Female	2023	42.4	21.8	16.4	10.7	8.7	80.6
Female	2024	42.6	20.9	15.9	10.7	9.9	79.4
Male	2019	30.8	24.5	20.8	13.7	10.3	76.0
Male	2020	38.2	25.3	24.1	8.1	4.4	87.6
Male	2021	41.8	22.0	20.5	9.2	6.5	84.3
Male	2022	36.4	23.8	18.9	12.1	8.7	79.2

Sex	Year	A	B	C	D	N	A to C
Male	2023	34.8	22.9	19.2	12.8	10.3	76.9
Male	2024	33.3	22.7	19.1	12.9	12.0	75.1

In 2024, the A attainment rate for entries from female candidates was 42.6%. This was an increase of 0.1 percentage points on the previous year.

Entries from male candidates saw a decrease in the 2024 A attainment rate from 2023, a value of 1.5 percentage points.

The difference in A attainment between entries from female candidates and male candidates in 2024 was 9.2 percentage points. This is an increase on the 2023 value of 7.6 percentage points.

In 2024, the A to C attainment rate for entries from female candidates was 79.4%. This was a decrease of 1.2 percentage points on the previous year. The A to C attainment rate for entries from male candidates was 75.1%. This was a decrease of 1.8 percentage points on the previous year.

The difference in A to C attainment between entries from female candidates and male candidates in 2024 was 4.3 percentage points. This is an increase on the 2023 value of 3.7 percentage points.

Higher grade distribution by sex

Entries from female candidates had higher A to C and A attainment rates than male candidates at Higher for each year in the period 2019 to 2023. This remains the case in 2024 (Figure 2; Table 9).

Figure 2: A and A to C attainment for entries from female candidates and male candidates at Higher.
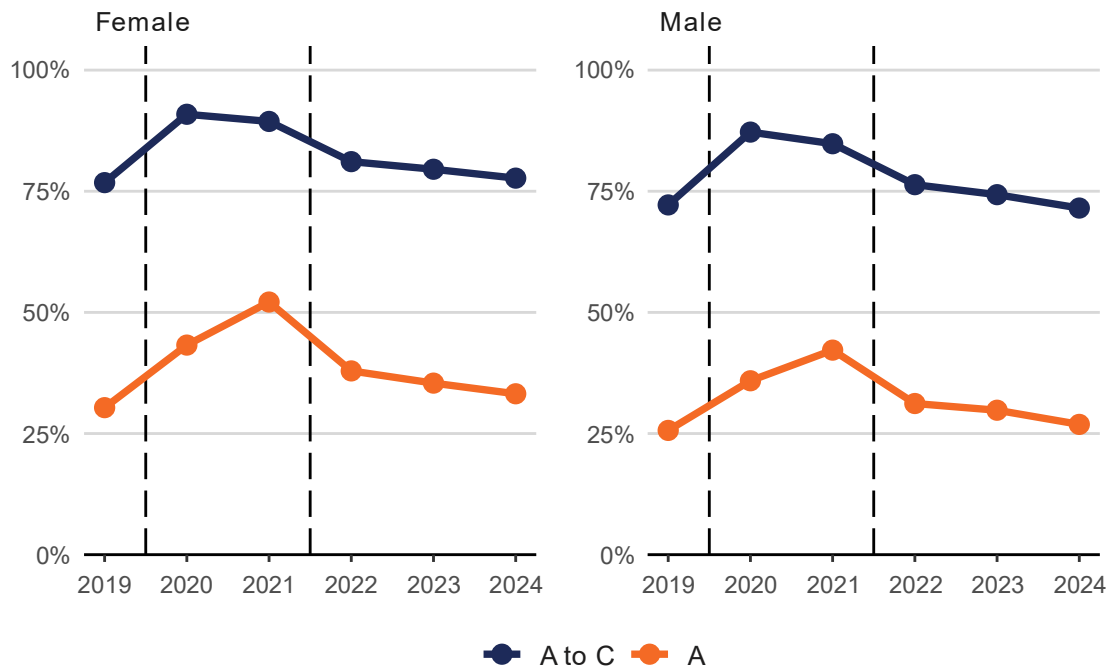
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 9: Higher grade distribution percentage by sex type for 2019 to 2024.

Sex	Year	A	B	C	D	N	A to C
Female	2019	30.3	24.4	22.0	14.3	9.0	76.8
Female	2020	43.3	26.9	20.7	6.0	3.1	90.9
Female	2021	52.1	21.6	15.7	6.0	4.6	89.4
Female	2022	37.9	24.3	18.9	11.6	7.3	81.1
Female	2023	35.4	24.6	19.6	12.3	8.2	79.5
Female	2024	33.2	24.0	20.5	13.5	8.8	77.7
Male	2019	25.6	23.6	22.9	16.3	11.5	72.2
Male	2020	35.9	26.9	24.4	8.2	4.6	87.2
Male	2021	42.2	22.9	19.7	8.3	6.9	84.8
Male	2022	31.2	24.3	20.9	13.7	10.0	76.4
Male	2023	29.8	23.5	20.9	14.7	11.0	74.3
Male	2024	26.9	22.7	22.0	15.9	12.5	71.5

The A attainment rate at Higher in 2024 has decreased compared to 2023 for entries from both female candidates and male candidates: 2.2 and 2.9 percentage points, respectively.

The difference in A attainment between entries from female candidates and male candidates in 2024 was 6.3 percentage points. This is an increase on the 2023 value of 5.6 percentage points.

In 2024, the A to C attainment rate for entries from female candidates was 77.7%. This was a decrease of 1.8 percentage points on the previous year. Similarly, entries from male candidates also saw a decrease in the A to C attainment rate for 2024 from 2023, with decreasing from 74.3% to 71.5%, a value of 2.8 percentage points.

The difference in A to C attainment between entries from female candidates and male candidates in 2024 was 6.2 percentage points. This is an increase on the 2023 value of 5.2 percentage points.

Advanced Higher grade distribution by sex

Entries from female candidates had higher A to C and A attainment rates than entries from male candidates at Advanced Higher for each year in the period 2019 to 2023. This remains the case in 2024 (Figure 3; Table 10).

Figure 3: A and A to C attainment for entries from female candidates and male candidates at Advanced Higher.
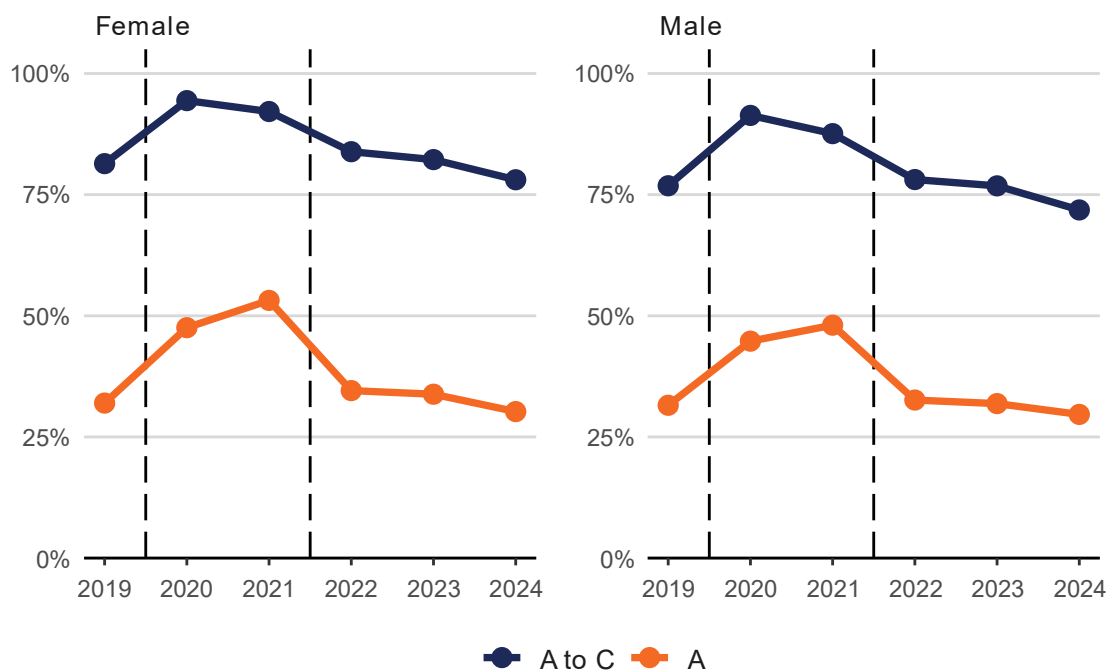
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 10: Advanced Higher grade distribution percentage by sex for 2019 to 2024.

Sex	Year	A	B	C	D	N	A to C
Female	2019	32.0	25.8	23.6	8.2	10.4	81.4
Female	2020	47.6	29.1	17.8	3.8	1.7	94.4
Female	2021	53.2	23.8	15.2	4.7	3.1	92.2
Female	2022	34.6	27.1	22.2	11.3	4.9	83.9
Female	2023	33.8	26.5	21.9	12.3	5.5	82.2
Female	2024	30.2	24.7	23.2	14.1	7.9	78.1

Sex	Year	A	B	C	D	N	A to C
Male	2019	31.5	23.8	21.5	8.5	14.6	76.8
Male	2020	44.8	26.1	20.5	5.6	3.0	91.4
Male	2021	48.1	22.6	17.0	6.6	5.8	87.6
Male	2022	32.6	24.7	20.8	13.1	8.7	78.1
Male	2023	31.9	24.3	20.6	13.6	9.6	76.8
Male	2024	29.7	22.0	20.2	15.2	12.9	71.8

The A attainment rate at Advanced Higher in 2024 has decreased compared to 2023 for entries from both female candidates and male candidates, 3.6 and 2.2 percentage points, respectively.

The difference in A attainment between entries from female candidates and male candidates in 2024 was 0.6 percentage points. This is a decrease on the 2023 value of 1.9 percentage points.

In 2024, the A to C attainment rate for entries from female candidates was 78.1%. This was a decrease of 4.2 percentage points on the previous year. Similarly, entries from male candidates also saw a decrease in the A to C attainment rate for 2024 from 2023, decreasing from 76.8% to 71.8%, a value of 5 percentage points.

The difference in A to C attainment between entries from female candidates and male candidates in 2024 was 6.2 percentage points. This is an increase on the 2023 value of 5.4 percentage points.

Attainment by SIMD quintile

This section outlines attainment outcomes by SIMD quintile from 2019 to 2024.

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

National 5 grade distribution by SIMD quintile

For each year in the period 2019 to 2024, the A attainment rate increases progressively from SIMD quintile 1 (most deprived) to SIMD quintile 5 (least deprived). In each of those years, entries from candidates in quintile 5 achieved an A attainment rate of more than 25 percentage points above those in quintile 1.

For each year in the period 2019 to 2024, the A to C rate increases progressively from quintile 1 to quintile 5. In 2023, the difference between the most deprived and least deprived quintiles was 15.6 percentage points. In 2024, the difference is 17.2 percentage points (Table 12).

Figure 4: A and A to C attainment for SIMD 1 and SIMD 5 at National 5.
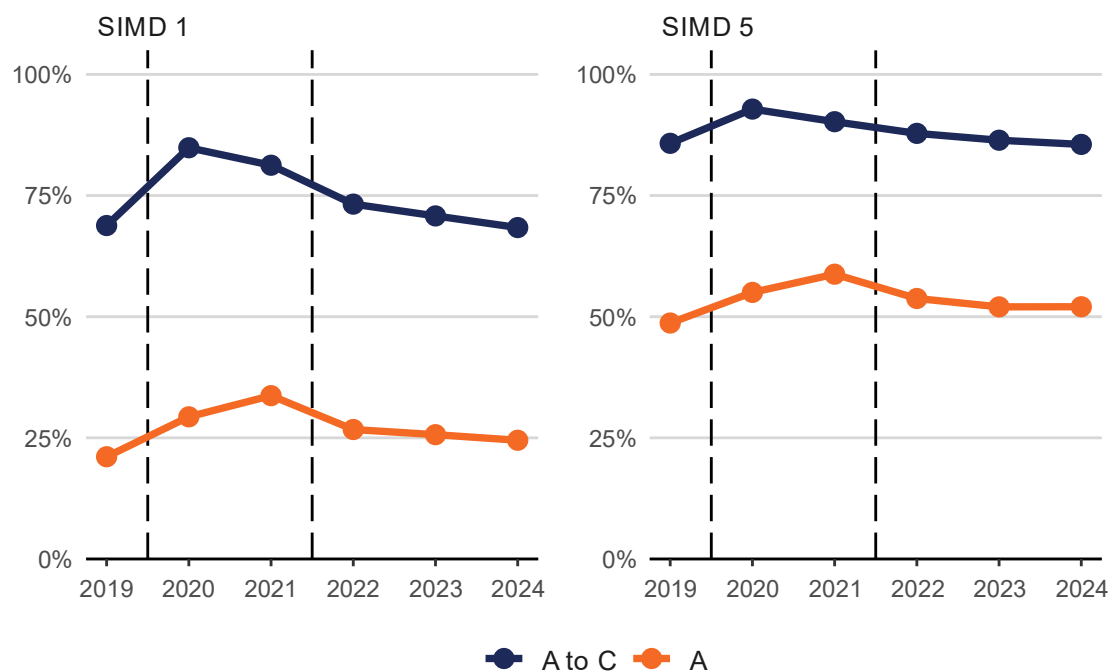
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 11: National 5 grade distribution percentage by SIMD for 2019 to 2024.

SIMD quintile	Year	A	B	C	D	N	A to C
1	2019	21.1	24.0	23.8	17.4	13.8	68.8
1	2020	29.3	27.1	28.4	9.7	5.5	84.9

SIMD quintile	Year	A	B	C	D	N	A to C
1	2021	33.7	23.6	23.9	11.0	7.8	81.3
1	2022	26.7	24.5	22.0	15.2	11.6	73.2
1	2023	25.7	23.2	22.0	15.8	13.4	70.8
1	2024	24.5	22.6	21.3	15.8	15.8	68.4
2	2019	26.2	24.4	22.4	15.1	11.9	73.0
2	2020	34.4	26.4	25.5	8.9	4.9	86.3
2	2021	38.9	22.3	21.4	10.0	7.3	82.7
2	2022	31.8	23.7	20.4	13.7	10.4	75.9
2	2023	30.1	23.1	20.2	14.2	12.4	73.4
2	2024	29.1	22.3	20.0	14.0	14.5	71.5
3	2019	32.4	24.9	20.1	13.1	9.5	77.4
3	2020	40.0	25.5	23.0	7.4	4.0	88.6
3	2021	44.1	21.5	19.1	8.9	6.5	84.6
3	2022	37.2	23.7	18.4	12.2	8.6	79.3
3	2023	34.9	23.1	18.9	12.7	10.4	76.9
3	2024	34.8	22.4	18.5	12.8	11.5	75.7
4	2019	38.7	24.0	18.2	11.3	7.9	80.9
4	2020	45.7	24.1	20.4	6.4	3.4	90.2
4	2021	50.6	19.8	16.8	7.5	5.3	87.2
4	2022	44.3	22.9	16.5	9.9	6.5	83.6
4	2023	42.5	22.3	16.7	10.5	8.0	81.5
4	2024	41.7	22.1	16.6	10.6	9.1	80.3
5	2019	48.7	22.5	14.6	8.5	5.7	85.8
5	2020	55.0	21.6	16.2	4.6	2.5	92.8
5	2021	58.8	18.0	13.5	5.6	4.2	90.2
5	2022	53.8	21.0	13.1	7.5	4.7	87.8
5	2023	52.0	20.8	13.6	7.8	5.7	86.4
5	2024	52.1	20.1	13.4	8.0	6.4	85.6

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

Attainment	2019	2020	2021	2022	2023	2024
A	27.6 pp	25.7 pp	25.1 pp	27.1 pp	26.4 pp	27.6 pp
A to C	17.0 pp	8.0 pp	9.0 pp	14.6 pp	15.6 pp	17.2 pp

Higher grade distribution by SIMD quintile

For each year in the period 2019 to 2024, the A and A to C attainment rate increases progressively from SIMD quintile 1 (most deprived) to SIMD quintile 5 (least deprived) (Figure 5; Table 13).

In 2023, the difference in A attainment rates between the most deprived and least deprived quintiles was 23.3 percentage points. In 2024, the difference is 22.1 percentage points (Table 14).

In 2024, the difference in A to C attainment rates increased to 17.2 percentage points.

Figure 5: A and A to C attainment for SIMD 1 and SIMD 5 at Higher.
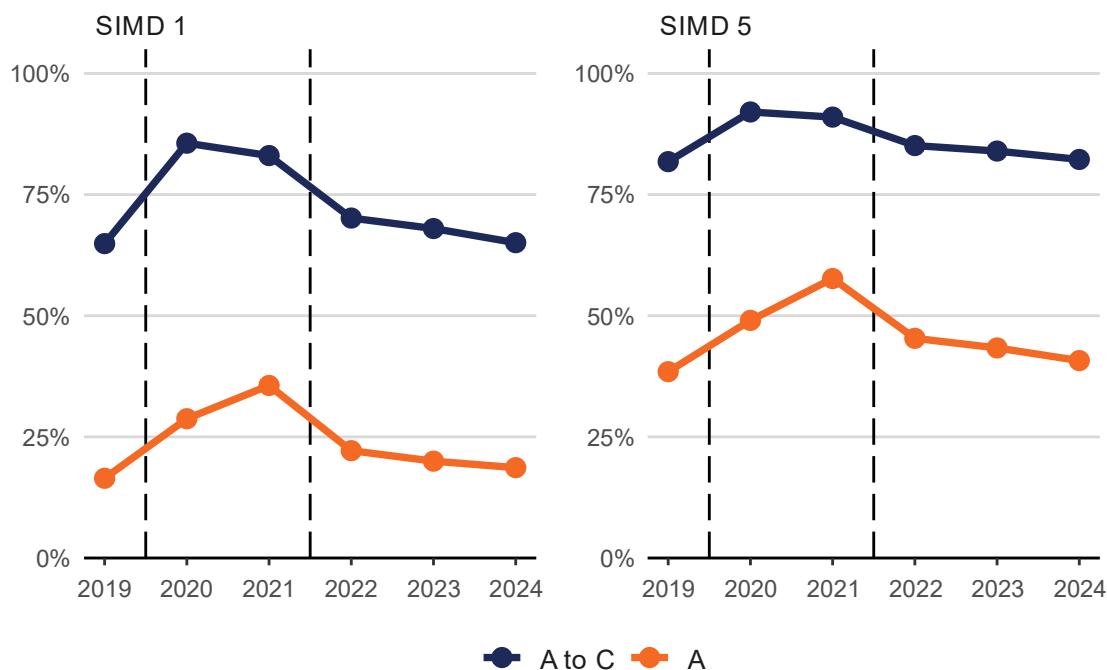
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 13: Higher grade distribution percentage by SIMD for 2019 to 2024.

SIMD quintile	Year	A	B	C	D	N	A to C
1	2019	16.5	22.4	26.0	20.3	14.8	64.9
1	2020	28.8	28.3	28.5	9.2	5.1	85.6
1	2021	35.6	24.6	22.9	9.4	7.5	83.1
1	2022	22.1	23.6	24.5	17.6	12.2	70.2
1	2023	20.0	23.6	24.5	18.4	13.6	68.0
1	2024	18.7	21.6	24.8	19.9	15.0	65.1
2	2019	20.0	23.1	25.3	18.7	12.8	68.5
2	2020	32.1	28.3	26.3	8.8	4.6	86.6
2	2021	39.4	23.8	21.1	8.7	6.8	84.4
2	2022	26.4	24.4	22.5	15.4	11.4	73.3
2	2023	24.5	23.8	22.7	16.4	12.6	71.0
2	2024	21.8	22.8	23.9	17.8	13.7	68.5
3	2019	25.1	24.2	23.7	16.3	10.7	73.0
3	2020	37.7	27.5	23.4	7.4	4.0	88.6
3	2021	44.7	23.0	18.4	7.6	6.3	86.1
3	2022	30.7	24.8	21.4	13.8	9.4	76.8
3	2023	29.4	24.5	21.3	14.7	10.1	75.2
3	2024	26.8	23.6	22.3	15.6	11.6	72.8
4	2019	30.0	24.9	22.0	14.0	9.1	76.9

SIMD quintile	Year	A	B	C	D	N	A to C
4	2020	41.9	26.8	21.3	6.4	3.6	90.0
4	2021	49.7	22.1	16.3	6.8	5.2	88.0
4	2022	37.6	24.8	19.1	11.3	7.1	81.6
4	2023	34.9	24.5	19.7	12.5	8.5	79.1
4	2024	32.1	24.1	20.8	13.7	9.3	77.0
5	2019	38.4	24.6	18.8	11.2	7.0	81.8
5	2020	49.0	25.4	17.6	5.2	2.8	92.0
5	2021	57.7	19.7	13.6	4.9	4.2	91.0
5	2022	45.3	23.8	16.0	9.0	5.9	85.1
5	2023	43.3	23.9	16.7	9.7	6.4	84.0
5	2024	40.7	23.8	17.7	10.7	7.1	82.2

Table 14: Higher percentage point difference in A and A to C attainment between entries from SIMD quintile 1 and SIMD quintile 5. All percentage point differences are in favour of candidates' entries in SIMD quintile 5 (least deprived).

Attainment	2019	2020	2021	2022	2023	2024
A	22.0 pp	20.3 pp	22.1 pp	23.2 pp	23.3 pp	22.1 pp
A to C	16.9 pp	6.4 pp	7.9 pp	15.0 pp	16.0 pp	17.2 pp

Advanced Higher grade distribution by SIMD quintile

For any year in the period 2019 to 2024, the A and A to C attainment rate generally increases progressively from quintile 1 (most deprived) to quintile 5 (least deprived).

In 2024, the difference between the A rate for quintile 1 and 5 was 18.7 percentage points. In 2023, this difference was 17.6 percentage points.

For A to C, the difference between the overall attainment rate for quintiles 1 and 5 was 15.5 percentage points in 2024. In 2023, it was 11.5 percentage points.

Figure 6: A and A to C attainment for SIMD 1 and SIMD 5 at Advanced Higher.
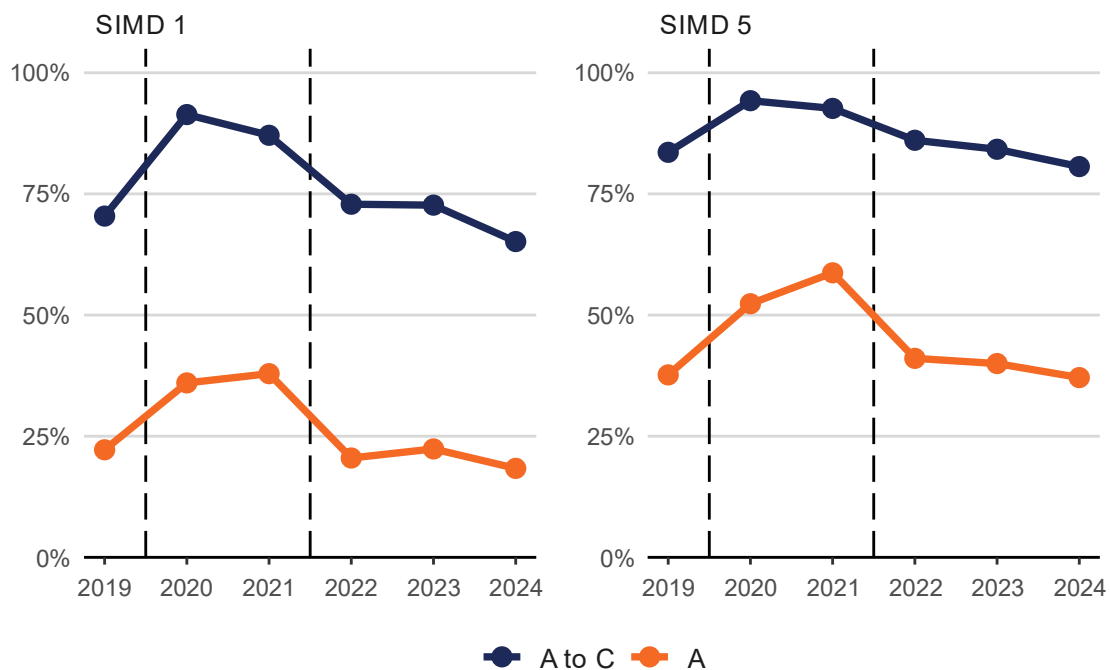
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 15: Advanced Higher grade distribution percentage by SIMD for 2019 to 2024.

SIMD quintile	Year	A	B	C	D	N	A to C
1	2019	22.2	22.5	25.7	9.8	19.8	70.4
1	2020	36.0	29.8	25.5	6.0	2.6	91.4
1	2021	37.9	27.5	21.7	7.5	5.4	87.1
1	2022	20.5	26.3	26.1	17.9	9.2	72.9
1	2023	22.4	24.7	25.6	17.8	9.5	72.7
1	2024	18.4	21.2	25.6	19.0	15.8	65.2
2	2019	25.3	23.5	25.0	10.6	15.7	73.7
2	2020	38.6	30.2	21.6	6.5	3.1	90.4
2	2021	42.0	25.5	18.6	7.7	6.3	86.1
2	2022	24.1	24.0	25.4	16.3	10.2	73.5
2	2023	25.7	23.5	23.2	17.8	9.8	72.5
2	2024	20.9	22.1	23.8	18.7	14.6	66.7
3	2019	27.9	24.6	24.3	9.8	13.3	76.9
3	2020	43.2	29.6	20.1	4.6	2.6	92.9
3	2021	47.1	25.3	16.9	6.4	4.3	89.3
3	2022	30.2	24.8	23.9	13.8	7.4	78.8
3	2023	27.8	26.2	23.8	14.1	8.1	77.8
3	2024	25.7	23.9	23.6	16.1	10.7	73.2
4	2019	30.7	25.5	23.5	8.2	12.1	79.7
4	2020	45.2	28.7	19.1	4.6	2.5	93.0
4	2021	49.6	23.6	16.6	5.4	4.8	89.8

SIMD quintile	Year	A	B	C	D	N	A to C
4	2022	33.6	26.9	21.6	11.7	6.2	82.1
4	2023	32.4	26.3	21.6	12.4	7.3	80.3
4	2024	29.6	23.5	22.5	14.4	10.1	75.6
5	2019	37.7	25.6	20.4	7.0	9.4	83.6
5	2020	52.3	25.6	16.3	3.9	1.9	94.2
5	2021	58.7	20.8	13.2	4.2	3.1	92.6
5	2022	41.0	26.7	18.3	9.1	4.8	86.1
5	2023	40.0	25.6	18.6	10.1	5.7	84.2
5	2024	37.1	24.4	19.2	12.0	7.4	80.7

Table 16: Advanced Higher percentage point difference in A and A to C attainment between entries from SIMD quintile 1 and SIMD quintile 5. All percentage point differences are in favour of candidates' entries in SIMD quintile 5 (least deprived).

Attainment	2019	2020	2021	2022	2023	2024
A	15.5 pp	16.3 pp	20.8 pp	20.5 pp	17.6 pp	18.7 pp
A to C	13.2 pp	2.9 pp	5.5 pp	13.2 pp	11.5 pp	15.5 pp

Attainment by additional support needs (ASN)

This section outlines attainment outcomes by additional support needs (ASN) from 2019 to 2024.

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

National 5 grade distribution by ASN

In 2024, the A attainment rate for candidates with ASN was 27.6%. This was a decrease of 0.8 percentage points on the previous year. Those without ASNs also saw a decrease in 2024 from 2023, a value of 0.2 percentage points.

In 2024, the difference in A attainment between those with and those without ASN was 12.9 percentage points. This is a slight increase on the 2023 value of 12.3 percentage points.

In 2024, the A to C attainment rate for candidates with ASN was 70.4%. This was a decrease of 1.6 percentage points on the previous year. Those without ASN saw a decrease in 2024 from 2023, a value of 1.2 percentage points.

The difference in A to C attainment between entries from those with and those without ASN in 2024 was 9.0 percentage points. The 2023 value was 8.6 percentage points.

Figure 7: A and A to C attainment by Additional Support Needs at National 5.
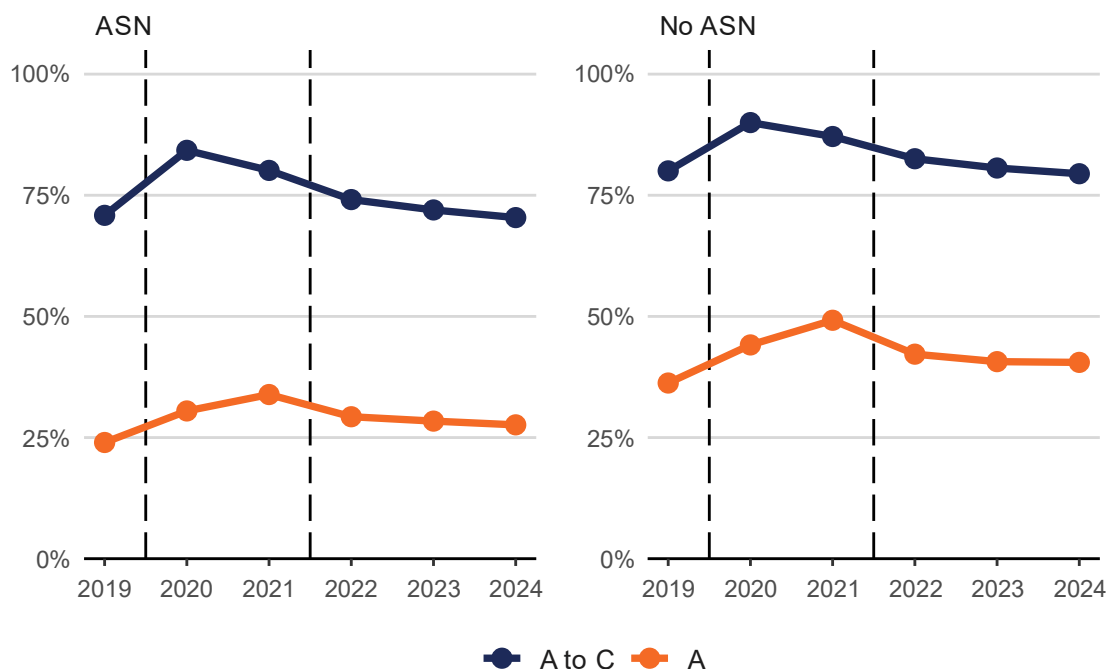
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 17: National 5 grade distribution percentage by Additional Support Needs from 2019 to 2024.

	Year	A	B	C	D	N	A to C
ASN	2019	24.0	23.7	23.1	15.8	13.4	70.9
ASN	2020	30.5	25.9	27.9	9.9	5.8	84.3
ASN	2021	33.9	22.8	23.4	11.3	8.5	80.1
ASN	2022	29.3	23.6	21.2	14.6	11.3	74.1
ASN	2023	28.4	22.7	20.9	14.8	13.3	72.0
ASN	2024	27.6	22.1	20.6	14.8	14.8	70.4
No ASN	2019	36.3	24.6	19.1	11.6	8.4	80.0
No ASN	2020	44.1	24.9	21.0	6.6	3.4	90.0
No ASN	2021	49.2	20.6	17.4	7.7	5.2	87.1
No ASN	2022	42.2	23.4	16.9	10.5	7.0	82.5
No ASN	2023	40.7	22.7	17.2	11.0	8.4	80.6
No ASN	2024	40.5	22.2	16.7	10.9	9.6	79.4

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data. Data for 2020–24 was produced by SQA based on August Results Day data.

Higher grade distribution by ASN

In 2024, the A attainment rate for candidates with ASN was 23.2%. This was a decrease of 1.5 percentage points on the previous year. Those without ASN also saw a decrease in 2024 from 2023, a value of 2.6 percentage points.

In 2024, the difference in A attainment between those with and those without ASN was 7.1 percentage points. This is a slight decrease on the 2023 value of 8.2 percentage points.

In 2024, the A to C attainment rate for candidates with ASN was 69.0%. This was a decrease of 2.0 percentage points on the previous year. Those without ASN saw a decrease in 2024 from 2023, a value of 2.1 percentage points.

The difference in A to C attainment between those with and those without ASN in 2024 was 6.7 percentage points. This is similar to the 2023 value of 6.8 percentage points.

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

ASN   No ASN

A to C   A

The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 18: Higher grade distribution percentage by Additional Support Needs from 2019 to 2024.

	Year	A	B	C	D	N	A to C
ASN	2019	20.3	22.8	24.8	18.6	13.4	67.9
ASN	2020	31.5	27.0	27.0	9.5	5.0	85.5
ASN	2021	37.7	23.3	21.9	9.2	7.9	82.9
ASN	2022	26.0	24.0	22.7	16.0	11.2	72.8
ASN	2023	24.7	23.4	22.9	16.8	12.2	71.0
ASN	2024	23.2	22.3	23.5	17.7	13.3	69.0
No ASN	2019	27.8	24.6	22.9	15.1	9.7	75.3
No ASN	2020	39.9	27.4	22.2	6.8	3.6	89.6
No ASN	2021	48.1	22.6	17.2	6.9	5.2	87.9
No ASN	2022	35.1	24.7	19.9	12.2	8.2	79.6
No ASN	2023	32.9	24.7	20.2	13.1	9.1	77.8
No ASN	2024	30.3	24.2	21.2	14.3	10.0	75.7

Data for 2019 is from the Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

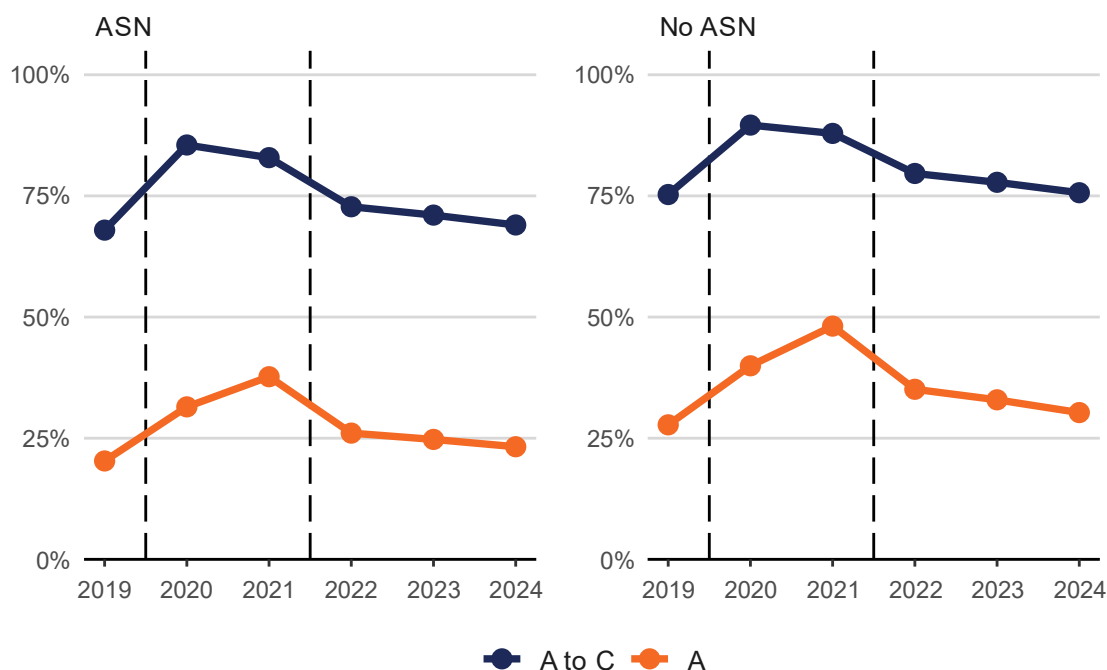# Advanced Higher grade distribution by ASN

In 2024, the A attainment rate for candidates with ASN was 24.6%. This was a decrease of 2.2 percentage points on the previous year. Those without ASN also saw a decrease in 2024 from 2023, a value of 2.9 percentage points.

In 2024, the difference in A attainment between those with and those without ASN was 1.8 percentage points. This is a slight decrease on the 2023 value of 2.5 percentage points.

In 2024, the A to C attainment rate for candidates with ASN was 70.5%. This was a decrease of 5.2 percentage points on the previous year. Those without ASN saw a decrease in 2024 from 2023, a value of 4.7 percentage points.

The difference in A to C attainment between those with and those without ASN in 2024 was 2.6 percentage points. This is an increase on the 2023 value of 2.1 percentage points.

Figure 9: A and A to C attainment by ASN at Advanced Higher.
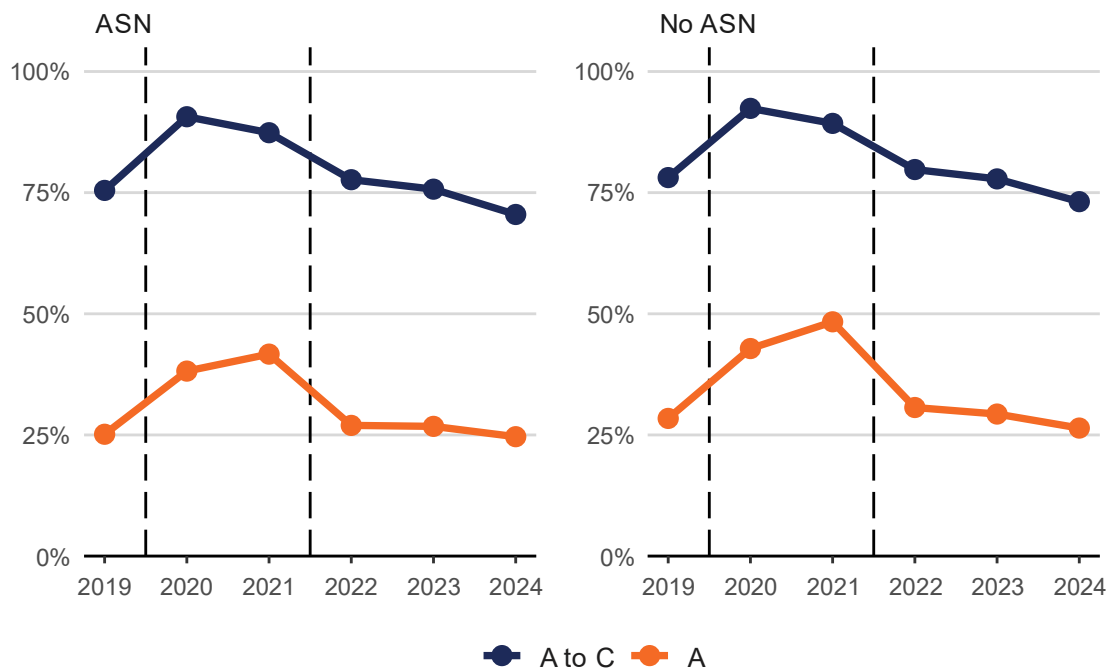
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 19: Advanced Higher grade distribution percentage by Additional Support Needs from 2019 to 2024.

	Year	A	B	C	D	N	A to C
ASN	2019	25.1	24.4	25.9	9.5	15.0	75.5
ASN	2020	38.2	29.4	23.1	6.5	2.9	90.7
ASN	2021	41.7	25.1	20.6	7.1	5.5	87.4
ASN	2022	27.0	25.8	24.9	14.2	8.1	77.7
ASN	2023	26.8	24.8	24.1	15.3	8.9	75.7

	Year	A	B	C	D	N	A to C
ASN	2024	24.6	22.2	23.7	17.0	12.5	70.5
No ASN	2019	28.4	25.4	24.3	9.0	12.9	78.1
No ASN	2020	42.8	29.0	20.6	5.0	2.6	92.4
No ASN	2021	48.3	24.2	16.7	6.0	4.7	89.3
No ASN	2022	30.7	26.6	22.5	13.0	7.2	79.8
No ASN	2023	29.3	26.0	22.5	14.0	8.2	77.8
No ASN	2024	26.4	23.7	23.0	15.8	11.0	73.1

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

Attainment by declared / assessed disabled

This section outlines attainment outcomes by declared / assessed disabled from 2019 to 2024.

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

National 5 grade distribution by declared / assessed disabled

In 2024, the A attainment rate for candidates who are declared / assessed disabled was 24.6%. This was a decrease of 2.5 percentage points on the previous year. Those who are not declared / assessed disabled also saw a decrease in 2024 from 2023, a value of 0.6 percentage points.

The difference in A attainment between those who are and those who are not declared / assessed disabled in 2024 was 11.7 percentage points. This is an increase on the 2023 value of 9.8 percentage points.

In 2024, the A to C attainment rate for candidates who are declared / assessed disabled was 69.5%. This was a decrease of 4.0 percentage points on the previous year. Those who are not declared / assessed disabled also saw a decrease in 2024 from 2023, a value of 1.5 percentage points.

The difference in A to C attainment between those who are and those who are not declared / assessed disabled in 2024 was 6.9 percentage points. This is an increase on the 2023 value of 4.4 percentage points.

Figure 10: A and A to C attainment by declared / assessed disabled at National 5
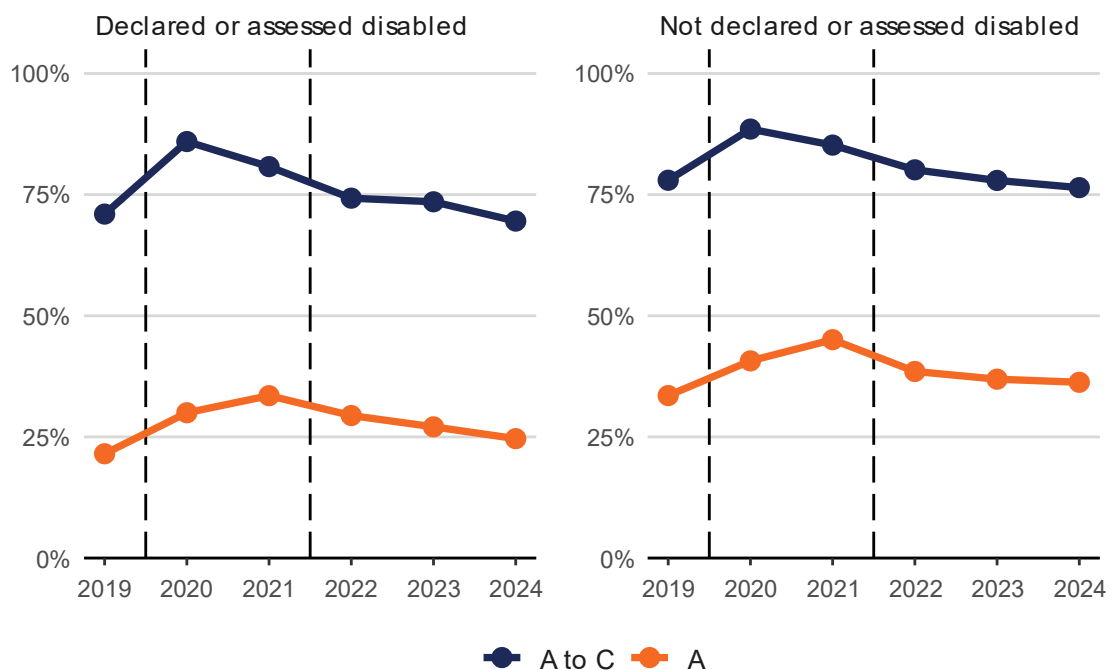
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 20: National 5 grade distribution percentage by whether declared or assessed disabled from 2019 to 2024.

	Year	A	B	C	D	N	A to C
Declared or assessed disabled	2019	21.5	25.5	23.9	15.9	13.1	71.0
Declared or assessed disabled	2020	30.0	25.6	30.4	9.4	4.7	86.0
Declared or assessed disabled	2021	33.5	23.3	23.9	11.6	7.6	80.8
Declared or assessed disabled	2022	29.4	23.8	21.1	15.4	10.3	74.3
Declared or assessed disabled	2023	27.1	24.0	22.4	14.9	11.6	73.5
Declared or assessed disabled	2024	24.6	23.0	21.9	16.0	14.5	69.5
Not declared or assessed disabled	2019	33.5	24.4	20.0	12.5	9.5	78.0
Not declared or assessed disabled	2020	40.7	25.1	22.7	7.4	4.1	88.5
Not declared or assessed disabled	2021	45.1	21.2	19.0	8.6	6.1	85.2
Not declared or assessed disabled	2022	38.5	23.5	18.2	11.6	8.2	80.1
Not declared or assessed disabled	2023	36.9	22.7	18.3	12.1	9.9	77.9
Not declared or assessed disabled	2024	36.3	22.2	18.0	12.2	11.4	76.4

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

Higher grade distribution by declared / assessed disabled

In 2024, the A attainment rate for candidates who are declared / assessed disabled was 21.7%. This was a decrease of 3.9 percentage points on the previous year. Those who are not declared / assessed disabled also saw a decrease in 2024 from 2023, a value of 2.5 percentage points.

The difference in A attainment between those who are and those who are not declared / assessed disabled in 2024 was 6.6 percentage points. This is an increase on the 2023 value of 5.2 percentage points.

In 2024, the A to C attainment rate for candidates who are declared / assessed disabled was 68.9%. This was a decrease of 2.7 percentage points on the previous year. Those who are not declared / assessed disabled also saw a decrease in 2024 from 2023, a value of 2.4 percentage points.

The difference in A to C attainment between those who are and those who are not declared / assessed disabled in 2024 was 4.8 percentage points. This is an increase on the 2023 value of 4.5 percentage points.

Figure 11: A and A to C attainment by declared / assessed disabled at Higher
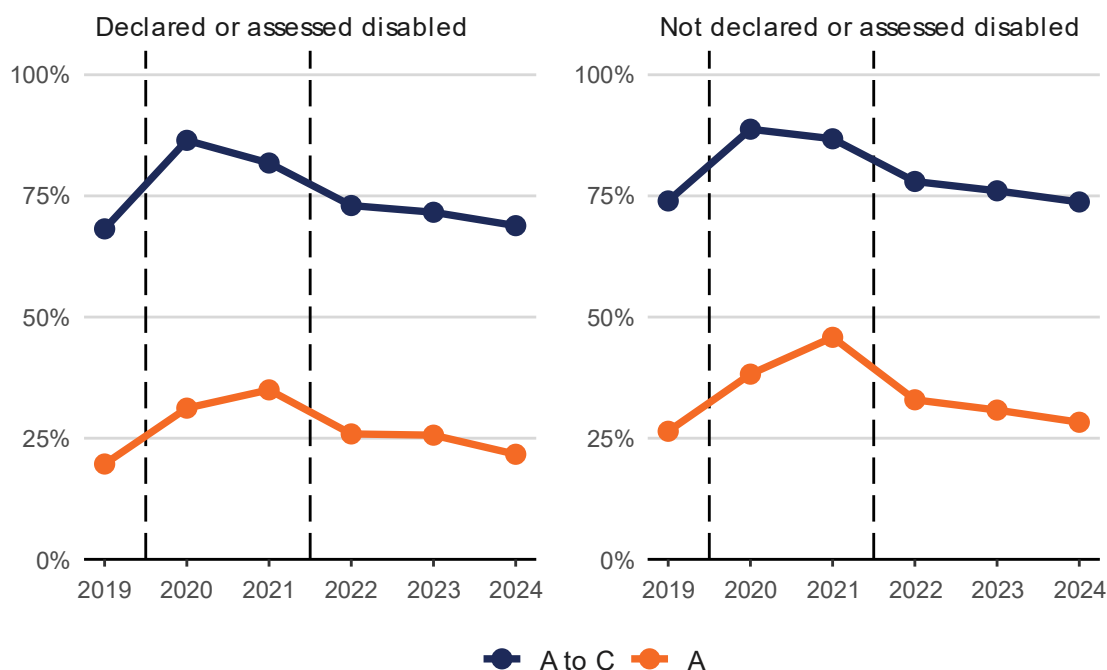
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 21: Higher grade distribution percentage by whether declared or assessed disabled from 2019 to 2024.

	Year	A	B	C	D	N	A to C
Declared or assessed disabled	2019	19.7	23.3	25.3	19.9	11.9	68.2
Declared or assessed disabled	2020	31.2	26.4	28.9	9.3	4.2	86.5
Declared or assessed disabled	2021	35.0	24.7	22.2	10.6	7.6	81.8
Declared or assessed disabled	2022	25.9	24.1	23.1	16.6	10.4	73.0
Declared or assessed disabled	2023	25.6	24.9	21.1	17.0	11.3	71.6
Declared or assessed disabled	2024	21.7	22.2	25.0	18.3	12.9	68.9
Not declared or assessed disabled	2019	26.4	24.3	23.2	15.7	10.4	74.0
Not declared or assessed disabled	2020	38.2	27.4	23.2	7.3	3.9	88.8
Not declared or assessed disabled	2021	45.8	22.7	18.2	7.4	5.8	86.8
Not declared or assessed disabled	2022	32.9	24.5	20.5	13.1	8.9	78.0
Not declared or assessed disabled	2023	30.8	24.4	20.9	14.0	9.9	76.1
Not declared or assessed disabled	2024	28.3	23.6	21.8	15.3	11.0	73.7

Data for 2019 is from [Equalities Monitoring Report 2023](#) and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

Advanced Higher grade distribution by declared / assessed disabled

Due to the small numbers of EA candidates who are declared or assessed disabled taking Advanced Higher (416 candidates in 2024), the previous caveats should be borne in mind.

In 2024, the A attainment rate for candidates who are declared / assessed disabled was 26.9%. This was a decrease of 2.6 percentage points on the previous year. Those who are not declared / assessed disabled also saw a decrease in 2024 from 2023, a value of 2.8 percentage points.

The difference in A attainment between those who are and those who are not declared / assessed disabled in 2024 was 1.0 percentage points in favour of those who are declared or assessed disabled, whereas in 2023 it was 0.8 percentage points.

In 2024, the A to C attainment rate for candidates who are declared / assessed disabled was 71.4%. This was a decrease of 5.6 percentage points on the previous year. Those who are not declared / assessed disabled saw a decrease in 2024 from 2023, a value of 4.9 percentage points.

The difference in A to C attainment between those who are and those who are not declared / assessed disabled in 2024 was 1.0 percentage points, compared to a difference in 2023 of 0.3 percentage points.

Figure 12: A and A to C attainment by declared / assessed disabled at Advanced Higher
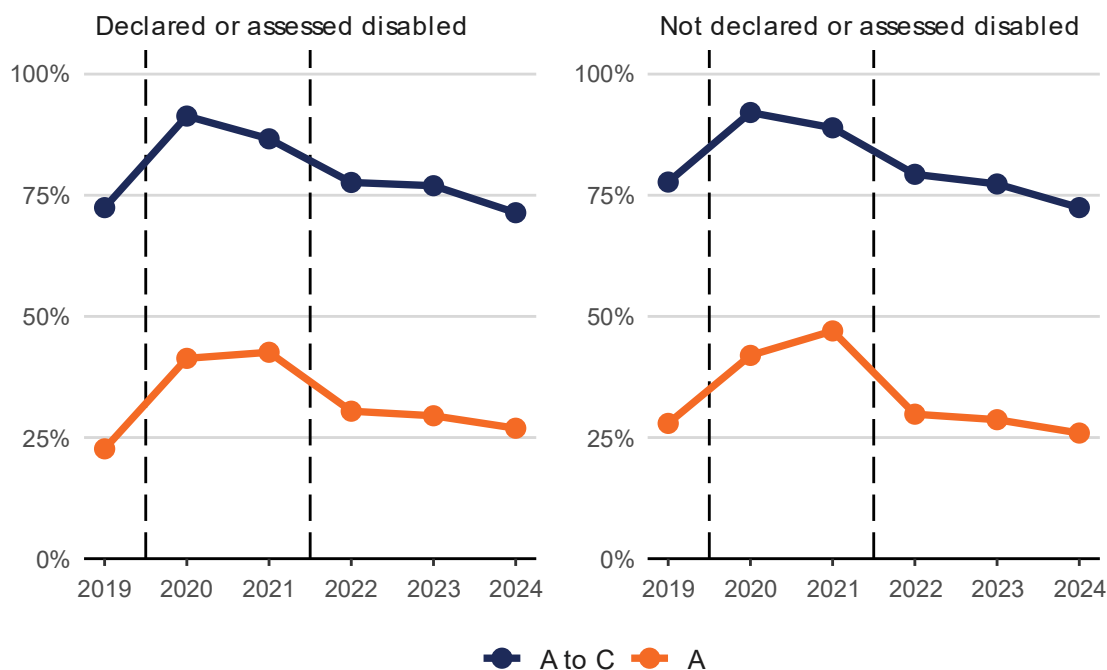
Declared or assessed disabled — Not declared or assessed disabled

A to C ●— A

The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 22: Advanced Higher grade distribution percentage by whether declared or assessed disabled from 2019 to 2024.

	Year	A	B	C	D	N	A to C
Declared or assessed disabled	2019	22.7	21.8	28.0	8.9	18.7	72.4
Declared or assessed disabled	2020	41.3	27.6	22.4	6.3	2.4	91.3
Declared or assessed disabled	2021	42.6	26.4	17.7	6.1	7.2	86.6
Declared or assessed disabled	2022	30.4	24.8	22.4	16.1	6.2	77.6
Declared or assessed disabled	2023	29.5	25.0	22.5	16.0	7.0	77.0
Declared or assessed disabled	2024	26.9	22.8	21.6	16.6	12.0	71.4
Not declared or assessed disabled	2019	27.9	25.3	24.6	9.1	13.2	77.7
Not declared or assessed disabled	2020	42.0	29.1	21.0	5.2	2.7	92.1
Not declared or assessed disabled	2021	47.0	24.4	17.6	6.2	4.9	88.9
Not declared or assessed disabled	2022	29.8	26.4	23.1	13.3	7.4	79.3
Not declared or assessed disabled	2023	28.7	25.7	22.9	14.3	8.4	77.3
Not declared or assessed disabled	2024	25.9	23.3	23.2	16.1	11.4	72.4

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

Attainment by urban/rural classification

Urban/rural grade breakdowns of attainment have historically been more variable over time and across levels than the other equalities categories in this analysis. In general, however, where one group had higher attainment than another historically, this remained the case in 2024 (Figures 13 to 15; Tables 23 to 25).

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

National 5 grade distribution by urban/rural

Figure 13: A and A to C attainment by Urban/Rural at National 5
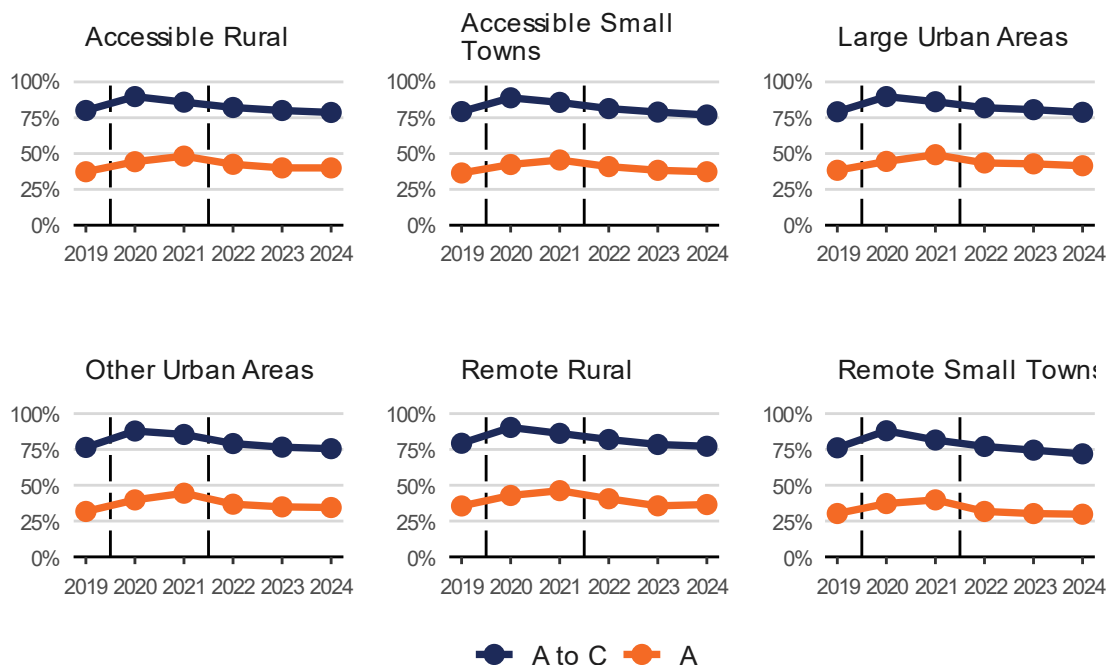
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 23: National 5 grade distribution percentage by Urban/Rural from 2019 to 2024.

	Year	A	B	C	D	N	A to C
Accessible Rural	2019	37.3	24.3	18.4	11.7	8.2	80.1
Accessible Rural	2020	44.3	24.0	21.4	6.7	3.6	89.8
Accessible Rural	2021	48.2	20.2	17.5	8.2	5.9	85.9
Accessible Rural	2022	42.5	22.8	16.9	10.6	7.2	82.2
Accessible Rural	2023	40.0	22.6	17.5	11.1	8.8	80.1
Accessible Rural	2024	40.0	21.8	16.9	11.3	10.0	78.7
Accessible Small Towns	2019	36.4	24.1	18.7	12.2	8.5	79.3
Accessible Small Towns	2020	42.4	24.8	21.8	7.1	4.0	88.9

	Year	A	B	C	D	N	A to C
Accessible Small Towns	2021	45.5	21.1	19.1	8.3	6.0	85.7
Accessible Small Towns	2022	40.9	22.8	17.7	11.0	7.6	81.4
Accessible Small Towns	2023	38.3	22.7	18.0	11.8	9.2	79.0
Accessible Small Towns	2024	37.3	21.9	17.7	12.0	11.1	76.9
Large Urban Areas	2019	38.3	22.7	18.2	11.8	9.0	79.2
Large Urban Areas	2020	44.5	24.1	21.1	6.7	3.6	89.8
Large Urban Areas	2021	49.2	19.8	17.1	7.6	6.2	86.2
Large Urban Areas	2022	43.4	22.1	16.4	10.3	7.7	82.0
Large Urban Areas	2023	42.8	21.3	16.5	10.6	8.7	80.6
Large Urban Areas	2024	41.5	20.9	16.4	11.0	10.2	78.8
Other Urban Areas	2019	31.7	24.3	20.4	13.4	10.2	76.4
Other Urban Areas	2020	39.8	25.1	23.0	7.7	4.5	87.8
Other Urban Areas	2021	44.5	21.4	19.6	8.8	5.8	85.5
Other Urban Areas	2022	36.8	23.7	18.6	12.3	8.6	79.1
Other Urban Areas	2023	34.9	23.0	18.7	12.8	10.6	76.6
Other Urban Areas	2024	34.4	22.5	18.6	12.5	12.0	75.5
Remote Rural	2019	35.5	24.6	19.2	12.3	8.4	79.3
Remote Rural	2020	42.9	25.8	21.6	6.7	2.9	90.3
Remote Rural	2021	46.2	22.2	17.8	8.3	5.5	86.2
Remote Rural	2022	40.6	23.7	17.7	11.1	7.0	81.9
Remote Rural	2023	35.6	23.9	19.0	12.4	9.2	78.5
Remote Rural	2024	36.5	22.6	18.1	12.2	10.6	77.2
Remote Small Towns	2019	30.3	25.6	20.3	14.1	9.8	76.1
Remote Small Towns	2020	37.2	26.1	24.8	8.6	3.4	88.0
Remote Small Towns	2021	39.8	22.1	19.7	10.9	7.6	81.6
Remote Small Towns	2022	31.7	24.7	20.7	14.2	8.7	77.1
Remote Small Towns	2023	30.2	22.9	21.3	13.9	11.6	74.5
Remote Small Towns	2024	29.8	23.0	19.2	14.6	13.4	71.9

Data for 2019 to 2024 was produced by SQA based on August Results Day data.

Higher grade distribution by urban/rural

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

The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 24: Higher grade distribution percentage by Urban/Rural from 2019 to 2024.
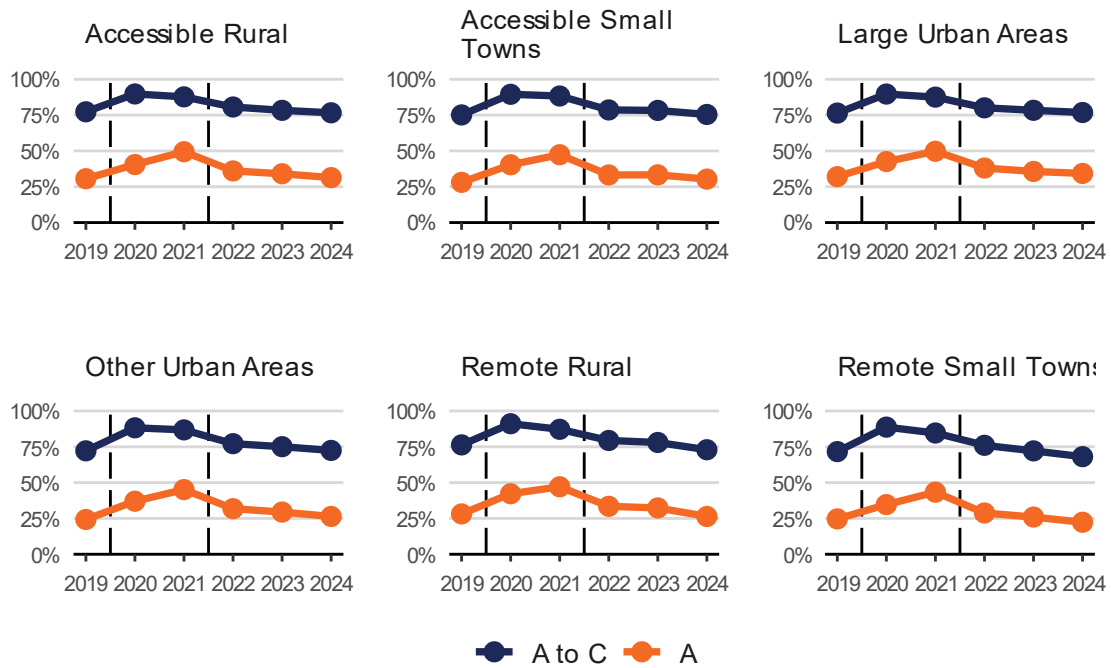
	Year	A	B	C	D	N	A to C
Accessible Rural	2019	30.6	25.0	21.8	13.9	8.8	77.3
Accessible Rural	2020	40.5	27.2	22.1	6.6	3.6	89.8
Accessible Rural	2021	49.4	21.9	16.4	6.9	5.4	87.7
Accessible Rural	2022	36.0	25.1	19.5	11.9	7.4	80.7
Accessible Rural	2023	34.1	24.5	19.8	13.0	8.7	78.3
Accessible Rural	2024	31.4	24.3	21.0	13.6	9.8	76.6
Accessible Small Towns	2019	28.1	24.1	22.9	15.1	9.7	75.1
Accessible Small Towns	2020	40.3	27.3	21.9	6.8	3.6	89.5
Accessible Small Towns	2021	47.3	23.1	17.9	6.6	5.1	88.3
Accessible Small Towns	2022	33.2	25.3	20.1	13.1	8.3	78.6
Accessible Small Towns	2023	33.3	24.5	20.5	13.0	8.7	78.3
Accessible Small Towns	2024	30.3	24.1	21.0	14.2	10.4	75.4
Large Urban Areas	2019	32.0	23.6	20.8	14.0	9.6	76.4
Large Urban Areas	2020	42.6	26.1	21.0	6.6	3.7	89.7
Large Urban Areas	2021	49.8	21.2	16.6	6.6	5.9	87.6
Large Urban Areas	2022	38.1	23.4	18.6	11.7	8.2	80.1
Large Urban Areas	2023	35.7	23.6	19.1	12.6	9.0	78.4
Large Urban Areas	2024	34.3	22.8	19.8	13.5	9.7	76.8
Other Urban Areas	2019	24.3	24.1	23.8	16.6	11.2	72.2
Other Urban Areas	2020	37.0	27.3	23.9	7.6	4.1	88.3

	Year	A	B	C	D	N	A to C
Other Urban Areas	2021	45.1	23.0	18.7	7.5	5.7	86.8
Other Urban Areas	2022	31.8	24.4	20.9	13.4	9.4	77.2
Other Urban Areas	2023	29.4	24.4	21.2	14.4	10.5	75.1
Other Urban Areas	2024	26.4	23.6	22.5	16.0	11.5	72.5
Remote Rural	2019	28.1	24.7	23.5	15.1	8.6	76.3
Remote Rural	2020	42.2	27.9	21.0	6.1	2.8	91.1
Remote Rural	2021	47.1	22.5	17.6	7.4	5.4	87.2
Remote Rural	2022	33.4	25.6	20.4	12.7	7.9	79.4
Remote Rural	2023	32.3	24.4	21.3	13.3	8.7	78.0
Remote Rural	2024	26.4	24.3	22.3	15.8	11.2	72.9
Remote Small Towns	2019	24.6	23.8	23.2	17.5	10.9	71.6
Remote Small Towns	2020	34.6	28.4	25.7	8.0	3.3	88.7
Remote Small Towns	2021	43.3	22.7	18.6	8.2	7.2	84.6
Remote Small Towns	2022	28.8	24.4	22.9	14.4	9.6	76.0
Remote Small Towns	2023	26.0	23.5	22.7	16.8	11.1	72.1
Remote Small Towns	2024	22.3	20.8	25.0	18.3	13.6	68.1

Data for 2019 to 2024 was produced by SQA based on August Results Day data.

Advanced Higher grade distribution by urban/rural

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

The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

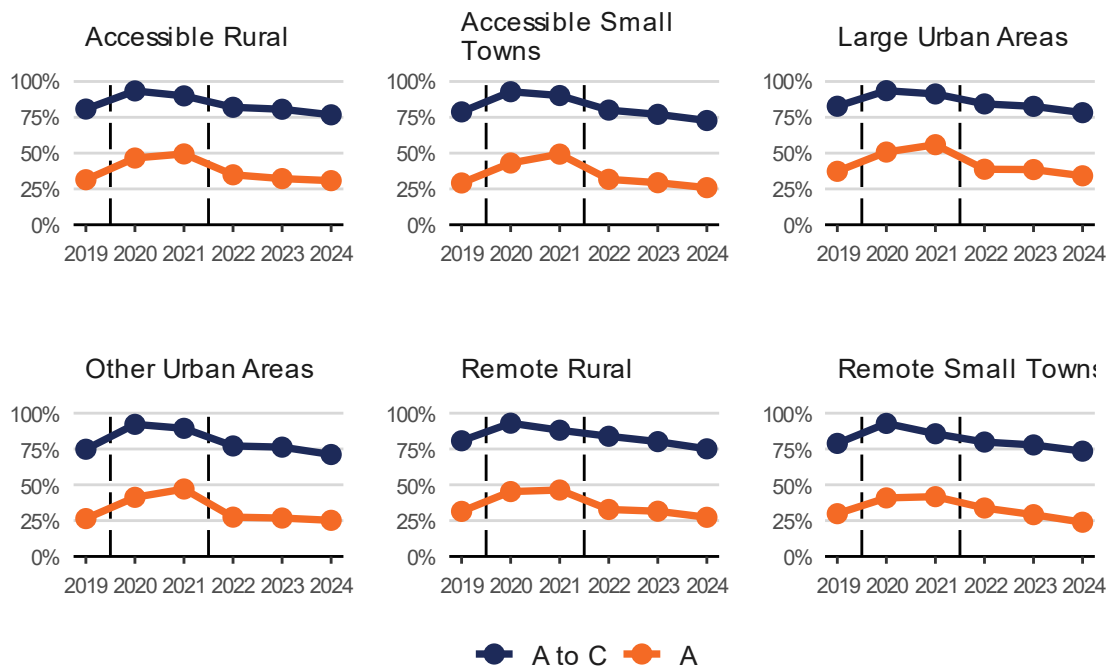**Table 25**: Advanced Higher grade distribution by Urban/Rural from 2019 to 2024.

	Year	A	B	C	D	N	A to C
Accessible Rural	2019	31.4	25.4	23.9	8.0	11.2	80.7
Accessible Rural	2020	46.6	27.6	19.3	4.2	2.4	93.4
Accessible Rural	2021	49.4	24.2	16.3	5.9	4.1	90.0
Accessible Rural	2022	34.9	25.7	21.4	11.7	6.3	82.0
Accessible Rural	2023	32.2	26.7	21.7	12.8	6.6	80.6
Accessible Rural	2024	30.8	23.5	22.4	13.8	9.4	76.7
Accessible Small Towns	2019	29.2	25.7	23.9	9.0	12.2	78.8
Accessible Small Towns	2020	43.1	29.6	20.1	4.6	2.6	92.9
Accessible Small Towns	2021	49.3	23.9	17.0	5.9	3.9	90.2
Accessible Small Towns	2022	31.7	25.8	22.5	12.6	7.4	80.0
Accessible Small Towns	2023	29.4	25.4	22.4	14.0	8.9	77.1
Accessible Small Towns	2024	25.9	23.2	23.6	16.2	11.0	72.8
Large Urban Areas	2019	37.3	24.9	20.5	7.2	10.1	82.7
Large Urban Areas	2020	50.7	26.0	16.8	4.4	2.0	93.6
Large Urban Areas	2021	55.9	21.9	13.5	4.7	4.0	91.3
Large Urban Areas	2022	38.7	26.0	19.6	10.5	5.1	84.3
Large Urban Areas	2023	38.5	25.0	19.1	11.3	6.0	82.6
Large Urban Areas	2024	34.2	23.9	20.2	13.0	8.8	78.2
Other Urban Areas	2019	26.4	23.9	24.5	9.7	15.4	74.8
Other Urban Areas	2020	41.3	29.3	21.7	5.0	2.8	92.2
Other Urban Areas	2021	47.1	24.2	18.1	6.0	4.6	89.4
Other Urban Areas	2022	27.4	26.2	23.4	14.4	8.5	77.1
Other Urban Areas	2023	26.8	25.7	23.8	14.7	9.0	76.3
Other Urban Areas	2024	25.2	23.2	22.7	16.5	12.3	71.1
Remote Rural	2019	31.5	27.7	21.6	8.2	11.0	80.7
Remote Rural	2020	45.3	30.0	17.7	5.3	1.7	93.0
Remote Rural	2021	46.3	24.1	17.6	6.8	5.1	88.1
Remote Rural	2022	32.8	27.8	23.3	10.5	5.6	83.9
Remote Rural	2023	31.6	26.4	22.1	12.5	7.4	80.1
Remote Rural	2024	27.3	24.2	23.6	16.0	8.9	75.1
Remote Small Towns	2019	29.8	23.9	25.2	9.0	12.1	78.9
Remote Small Towns	2020	40.9	33.4	18.6	4.9	2.3	92.9
Remote Small Towns	2021	41.7	23.4	20.6	8.2	6.2	85.6
Remote Small Towns	2022	33.8	24.0	22.0	13.4	6.7	79.8
Remote Small Towns	2023	29.2	25.8	22.9	14.9	7.2	77.8
Remote Small Towns	2024	23.9	21.2	28.4	16.3	10.2	73.5

Data for 2019 to 2024 was produced by SQA based on August Results Day data.

Attainment by ethnicity

In general, where one group had higher attainment than another group historically, this remained the case in 2024. For example in 2024, as in several previous years, the A rate and A to C rate was greater for Asian-Chinese compared to other ethnicity groupings (Figures 16 to 18; Tables 26 to 28).

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

National 5 grade distribution by ethnicity

Figure 16: A and A to C attainment by Ethnicity at National 5
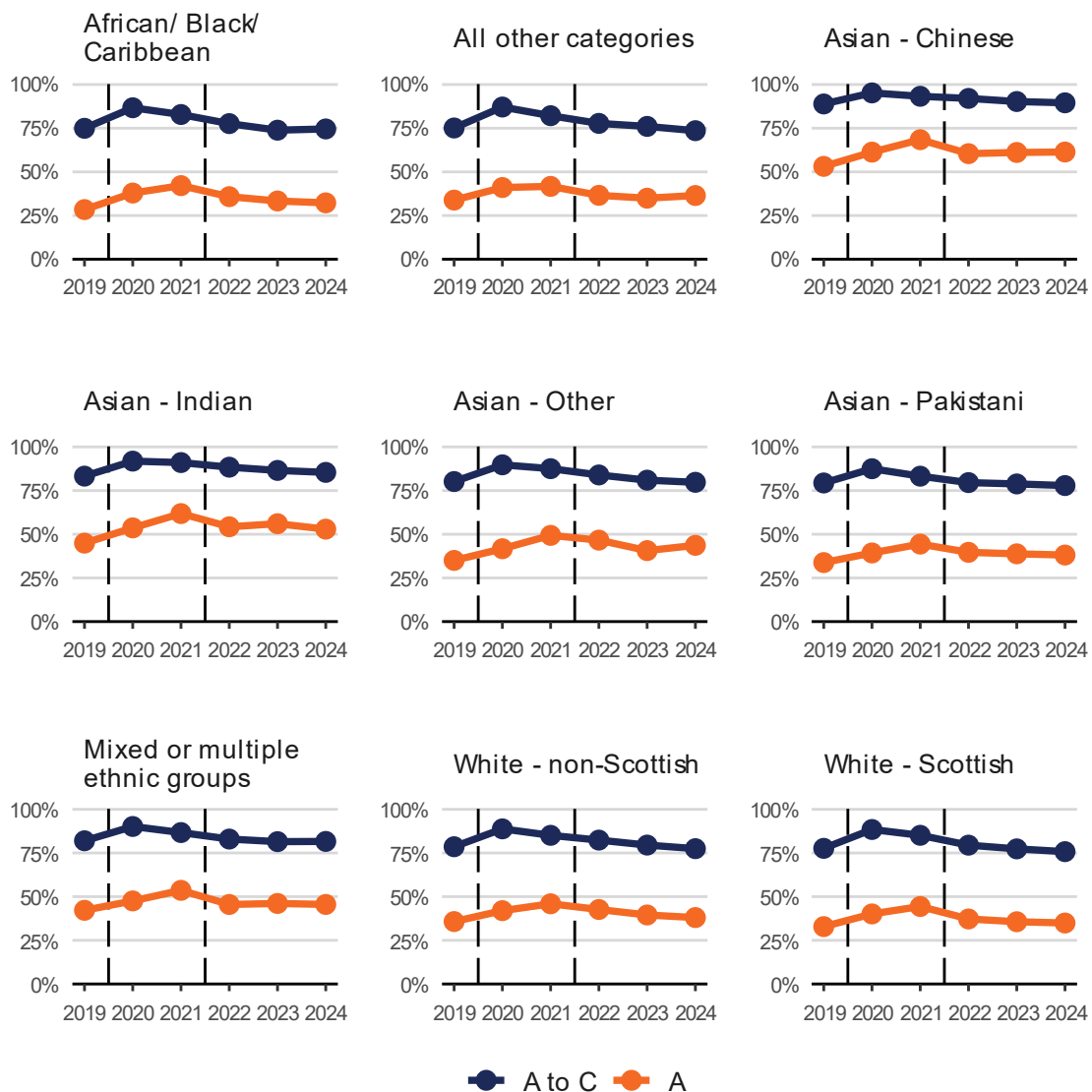
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 26: National 5 grade distribution percentage by Ethnicity from 2019 to 2024.

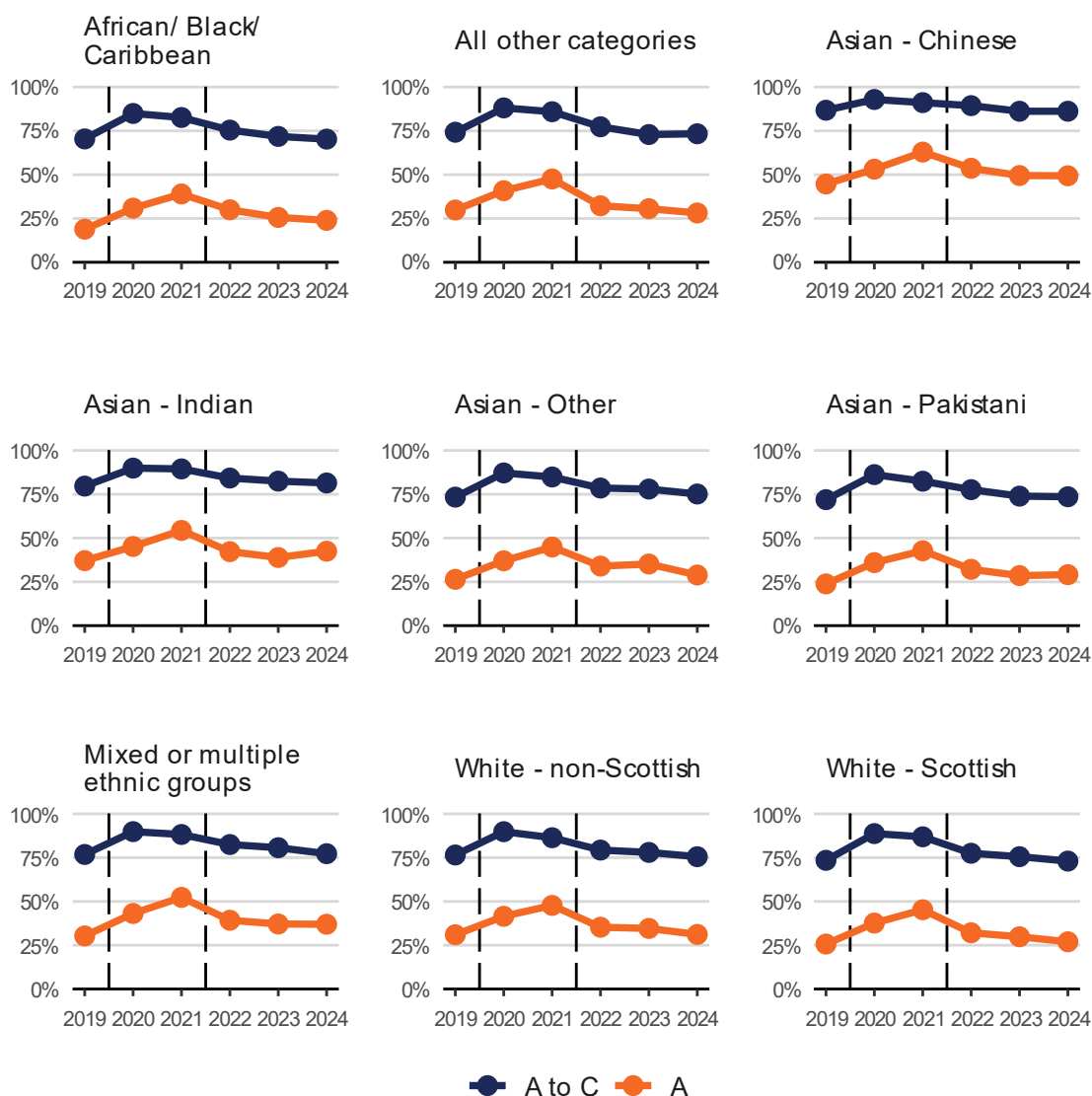| Ethnicity	Year	A	B	C	D	N	A to C
African/ Black/ Caribbean	2019	28.4	23.7	22.8	14.3	10.8	74.9
African/ Black/ Caribbean	2020	37.9	24.6	24.2	8.9	4.4	86.7
African/ Black/ Caribbean	2021	42.1	21.5	19.2	9.5	7.6	82.8
African/ Black/ Caribbean	2022	35.8	23.4	18.4	12.4	9.9	77.6
African/ Black/ Caribbean	2023	33.3	22.1	18.4	14.3	11.8	73.9
African/ Black/ Caribbean	2024	32.3	23.2	19.1	13.7	11.7	74.6
All other categories	2019	33.8	21.3	20.0	13.3	11.6	75.1
All other categories	2020	41.0	23.2	22.9	8.4	4.5	87.1
All other categories	2021	41.7	19.7	20.7	9.3	8.6	82.2
All other categories	2022	36.6	22.9	18.2	12.3	10.0	77.7
All other categories	2023	34.9	23.6	17.5	11.8	12.2	76.0
All other categories	2024	36.5	19.5	17.6	11.9	14.5	73.6
Asian - Chinese	2019	53.1	21.8	14.0	6.8	4.4	88.9
Asian - Chinese	2020	61.3	20.1	13.8	3.4	1.3	95.2
Asian - Chinese	2021	68.4	14.7	10.1	4.3	2.5	93.3
Asian - Chinese	2022	60.4	20.3	11.4	5.0	3.0	92.0
Asian - Chinese	2023	61.1	18.3	10.9	6.2	3.5	90.3
Asian - Chinese	2024	61.4	18.3	9.8	6.4	4.0	89.5
Asian - Indian	2019	44.9	21.8	16.6	10.2	6.5	83.3
Asian - Indian	2020	53.7	21.8	16.4	4.9	3.3	91.9
Asian - Indian	2021	61.8	17.5	11.7	5.2	3.8	91.0
Asian - Indian	2022	54.3	20.6	13.5	7.1	4.5	88.4
Asian - Indian	2023	56.0	18.0	12.5	7.8	5.6	86.5
Asian - Indian	2024	52.9	20.0	12.5	7.8	6.8	85.4
Asian - Other	2019	35.0	23.6	21.5	12.7	7.1	80.2
Asian - Other	2020	41.7	25.9	22.2	6.7	3.5	89.7
Asian - Other	2021	49.4	21.2	17.0	7.6	4.9	87.5
Asian - Other	2022	46.6	21.3	16.0	9.5	6.5	83.9
Asian - Other	2023	40.6	23.2	17.1	10.9	8.1	81.0
Asian - Other	2024	43.6	20.8	15.3	10.6	9.6	79.7
Asian - Pakistani	2019	33.8	24.1	21.5	11.9	8.7	79.4
Asian - Pakistani	2020	39.3	25.3	22.9	8.0	4.5	87.5
Asian - Pakistani	2021	44.4	19.7	19.2	9.5	7.2	83.2
Asian - Pakistani	2022	39.6	22.7	17.2	11.5	8.9	79.6
Asian - Pakistani	2023	38.8	21.9	18.1	11.6	9.5	78.8
Asian - Pakistani	2024	38.1	22.3	17.5	11.2	11.0	77.9
Mixed or multiple ethnic groups	2019	42.2	22.8	17.0	10.7	7.3	82.0
Mixed or multiple ethnic groups	2020	47.6	24.3	18.3	6.0	3.8	90.2
Mixed or multiple ethnic groups	2021	53.6	18.6	14.5	7.8	5.6	86.7
Mixed or multiple ethnic groups	2022	45.5	22.3	15.2	9.1	8.0	83.0
Mixed or multiple ethnic groups	2023	46.1	20.1	15.3	10.4	8.1	81.5
Mixed or multiple ethnic groups	2024	45.5	21.1	15.0	9.8	8.6	81.6
Not Disclosed/Not known	2019	28.1	24.7	21.8	15.3	10.0	74.7
Not Disclosed/Not known	2020	34.7	25.2	25.9	8.9	5.3	85.8
Not Disclosed/Not known	2021	40.6	22.6	20.9	9.4	6.5	84.1
Not Disclosed/Not known	2022	35.3	23.3	20.7	11.8	8.9	79.2

Ethnicity	Year	A	B	C	D	N	A to C
Not Disclosed/Not known	2023	32.6	23.6	19.4	13.2	11.2	75.6
Not Disclosed/Not known	2024	32.4	20.7	19.2	14.1	13.5	72.4
White - Scottish	2019	32.8	24.6	20.2	12.7	9.7	77.6
White - Scottish	2020	40.1	25.2	23.1	7.5	4.1	88.4
White - Scottish	2021	44.4	21.4	19.4	8.7	6.1	85.1
White - Scottish	2022	37.2	23.7	18.6	12.1	8.4	79.5
White - Scottish	2023	35.6	23.0	18.7	12.5	10.2	77.3
White - Scottish	2024	34.9	22.4	18.4	12.6	11.7	75.7
White - non-Scottish	2019	35.7	24.1	18.7	11.9	9.5	78.6
White - non-Scottish	2020	42.0	25.0	21.8	7.3	3.9	88.8
White - non-Scottish	2021	45.9	20.9	18.3	8.7	6.2	85.1
White - non-Scottish	2022	42.6	22.8	16.9	10.2	7.4	82.4
White - non-Scottish	2023	39.5	22.1	17.9	11.3	9.2	79.5
White - non-Scottish	2024	38.0	21.7	17.8	11.7	10.8	77.5

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

Higher grade distribution by ethnicity

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

The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 27: Higher grade distribution percentage by Ethnicity from 2019 to 2024.

Ethnicity	Year	A	B	C	D	N	A to C
African/ Black/ Caribbean	2019	18.9	24.7	26.8	17.5	12.1	70.4
African/ Black/ Caribbean	2020	30.9	28.2	25.9	9.7	5.4	84.9
African/ Black/ Caribbean	2021	39.0	23.8	19.9	9.7	7.7	82.6
African/ Black/ Caribbean	2022	30.0	24.5	21.0	14.6	10.0	75.4
African/ Black/ Caribbean	2023	25.6	23.2	23.1	16.5	11.6	71.8
African/ Black/ Caribbean	2024	23.9	22.7	23.7	17.1	12.6	70.3
All other categories	2019	29.8	22.7	21.7	15.7	10.1	74.2
All other categories	2020	40.8	24.0	23.3	7.4	4.5	88.1

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Ethnicity	Year	A	B	C	D	N	A to C
All other categories	2021	47.6	22.8	15.5	7.1	7.0	85.9
All other categories	2022	32.2	24.3	20.8	11.7	10.9	77.3
All other categories	2023	30.6	23.2	19.2	16.3	10.8	72.9
All other categories	2024	28.1	22.7	22.5	14.9	11.8	73.3
Asian - Chinese	2019	44.7	25.5	16.6	8.1	5.1	86.8
Asian - Chinese	2020	53.1	24.3	15.5	4.6	2.4	92.9
Asian - Chinese	2021	62.9	18.2	10.1	5.6	3.3	91.1
Asian - Chinese	2022	53.7	21.3	14.5	6.3	4.3	89.4
Asian - Chinese	2023	49.5	21.7	15.0	8.7	5.1	86.2
Asian - Chinese	2024	49.4	21.5	15.4	8.2	5.6	86.2
Asian - Indian	2019	37.1	24.2	18.4	12.5	7.8	79.7
Asian - Indian	2020	45.2	25.0	19.7	6.2	3.8	89.9
Asian - Indian	2021	54.4	20.4	14.8	5.6	5.0	89.5
Asian - Indian	2022	42.2	24.1	17.9	9.7	6.1	84.3
Asian - Indian	2023	38.9	27.7	15.9	10.3	7.3	82.5
Asian - Indian	2024	42.5	22.0	17.0	10.4	8.1	81.5
Asian - Other	2019	26.4	24.6	22.3	16.2	10.4	73.4
Asian - Other	2020	37.0	25.8	24.3	7.0	5.8	87.2
Asian - Other	2021	44.9	20.8	19.2	7.7	7.4	84.9
Asian - Other	2022	34.0	23.5	21.1	12.6	8.8	78.6
Asian - Other	2023	35.2	23.1	19.7	12.9	9.1	78.0
Asian - Other	2024	28.9	24.5	21.8	15.6	9.2	75.2
Asian - Pakistani	2019	23.8	23.8	24.3	17.0	11.1	71.9
Asian - Pakistani	2020	36.0	26.4	23.8	8.7	5.0	86.2
Asian - Pakistani	2021	42.7	22.0	17.7	8.3	9.2	82.4
Asian - Pakistani	2022	32.2	24.1	21.4	13.2	9.2	77.6
Asian - Pakistani	2023	28.6	24.2	21.1	15.4	10.6	73.9
Asian - Pakistani	2024	29.1	22.3	22.2	15.1	11.3	73.6
Mixed or multiple ethnic groups	2019	30.3	24.2	22.3	14.4	8.8	76.8
Mixed or multiple ethnic groups	2020	43.1	26.3	20.4	6.9	3.3	89.8
Mixed or multiple ethnic groups	2021	52.3	19.8	16.2	6.3	5.5	88.2
Mixed or multiple ethnic groups	2022	39.3	25.3	18.0	10.5	7.0	82.5
Mixed or multiple ethnic groups	2023	37.1	25.5	18.1	11.3	8.1	80.7
Mixed or multiple ethnic groups	2024	37.0	23.1	17.2	12.8	10.0	77.2
Not Disclosed/Not known	2019	26.2	25.1	24.9	13.8	10.0	76.1
Not Disclosed/Not known	2020	37.2	25.4	24.3	7.5	5.5	87.0
Not Disclosed/Not known	2021	44.5	21.5	20.7	7.3	5.9	86.7
Not Disclosed/Not known	2022	33.6	23.6	19.8	13.8	9.2	77.1
Not Disclosed/Not known	2023	28.6	25.4	22.0	14.1	9.9	76.0
Not Disclosed/Not known	2024	27.7	22.1	21.9	16.3	12.0	71.7
White - Scottish	2019	25.7	24.4	23.4	16.0	10.5	73.5
White - Scottish	2020	37.6	27.6	23.5	7.4	3.9	88.7
White - Scottish	2021	45.3	23.0	18.6	7.5	5.6	86.9
White - Scottish	2022	32.1	24.6	20.8	13.4	9.1	77.5
White - Scottish	2023	29.8	24.4	21.3	14.3	10.1	75.6
White - Scottish	2024	27.0	23.8	22.3	15.7	11.2	73.0
White - non-Scottish	2019	31.0	23.6	21.9	13.9	9.5	76.5
White - non-Scottish	2020	41.5	26.3	22.0	6.7	3.5	89.8

Ethnicity	Year	A	B	C	D	N	A to C
White - non-Scottish	2021	47.7	21.7	16.9	7.2	6.4	86.4
White - non-Scottish	2022	35.3	24.6	19.5	12.3	8.4	79.3
White - non-Scottish	2023	34.6	24.0	19.4	12.8	9.2	78.0
White - non-Scottish	2024	31.2	23.4	21.0	14.1	10.3	75.5

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.

Advanced Higher grade distribution by ethnicity

Figure 18: A and A to C attainment by Ethnicity at Advanced Higher
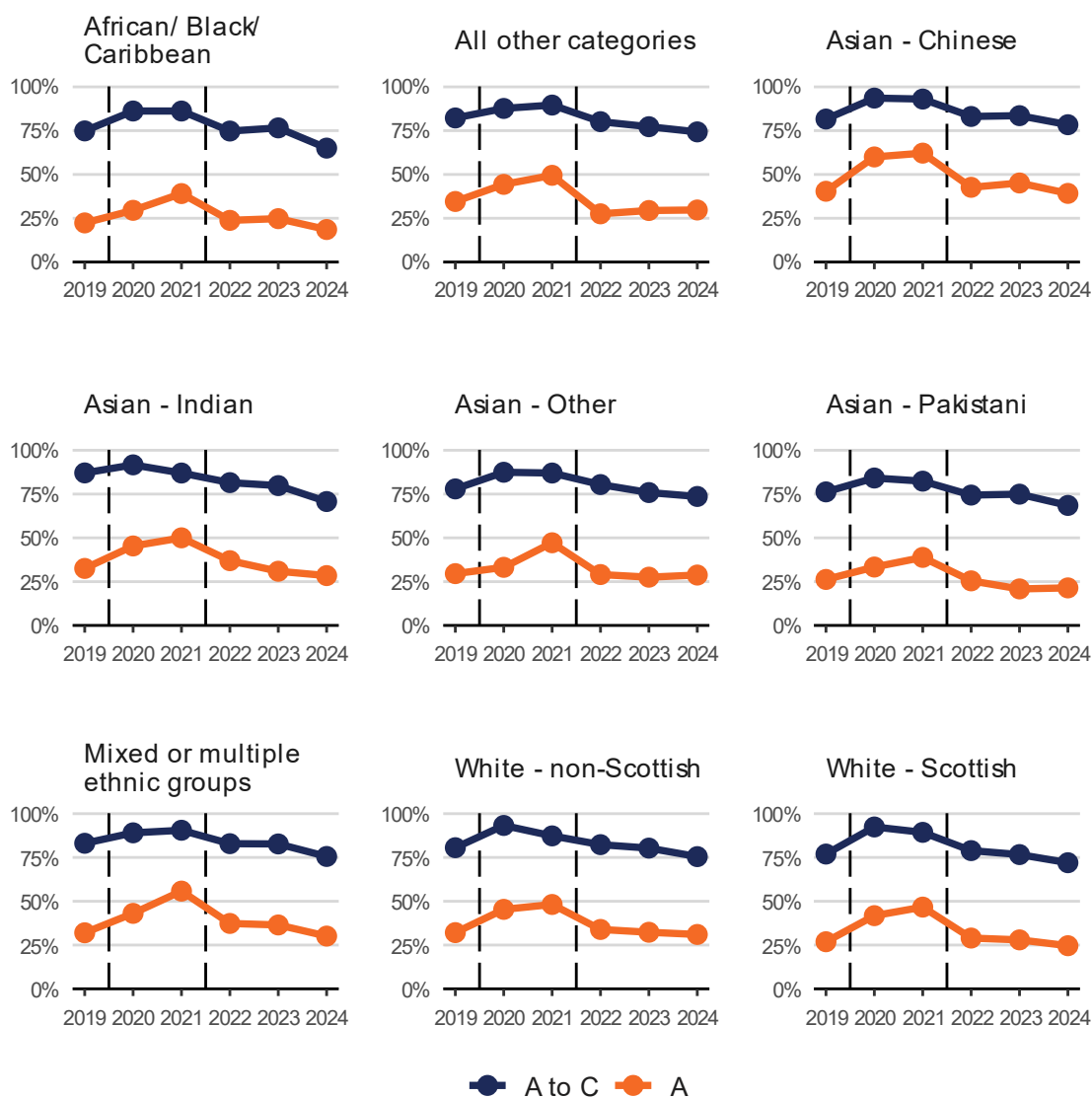
The period represented between the dotted vertical lines indicates that alternative approaches to assessment were used to award grades.

Table 28: Advanced Higher grade distribution percentage by Ethnicity from 2019 to 2024.

Ethnicity	Year	A	B	C	D	N	A to C
African/ Black/ Caribbean	2019	22.3	27.4	25.1	12.8	12.3	74.9
African/ Black/ Caribbean	2020	29.5	31.1	25.6	9.8	3.9	86.2
African/ Black/ Caribbean	2021	39.1	31.0	16.1	7.7	6.1	86.2
African/ Black/ Caribbean	2022	23.8	26.6	24.4	19.0	6.2	74.8
African/ Black/ Caribbean	2023	24.8	24.3	27.5	14.6	8.8	76.6
African/ Black/ Caribbean	2024	18.6	22.5	24.0	20.9	14.1	65.0
All other categories	2019	34.6	27.1	20.6	5.6	12.1	82.2
All other categories	2020	44.3	24.1	19.2	6.9	5.4	87.7
All other categories	2021	49.5	24.8	15.3	6.9	3.5	89.6
All other categories	2022	27.5	26.8	25.8	11.5	8.4	80.1
All other categories	2023	29.4	25.5	22.4	17.6	5.1	77.3
All other categories	2024	29.7	24.4	20.2	14.1	11.6	74.3
Asian - Chinese	2019	40.4	19.6	21.6	8.2	10.2	81.6
Asian - Chinese	2020	60.0	22.8	10.8	4.0	2.4	93.6
Asian - Chinese	2021	62.2	17.8	13.0	2.2	4.8	93.0
Asian - Chinese	2022	42.7	25.8	14.7	10.0	6.9	83.1
Asian - Chinese	2023	45.1	24.5	13.9	10.6	5.8	83.6
Asian - Chinese	2024	39.2	21.9	17.3	11.1	10.6	78.4
Asian - Indian	2019	32.5	32.2	22.4	5.1	7.8	87.1
Asian - Indian	2020	45.4	30.6	15.7	5.6	2.8	91.7
Asian - Indian	2021	50.0	22.4	14.6	5.5	7.5	87.0
Asian - Indian	2022	37.0	24.1	20.5	9.9	8.6	81.5
Asian - Indian	2023	30.9	24.0	24.9	10.3	9.9	79.8
Asian - Indian	2024	28.5	22.9	19.4	17.5	11.8	70.7
Asian - Other	2019	29.6	21.6	26.8	7.5	14.6	77.9
Asian - Other	2020	33.2	26.6	27.6	9.5	3.0	87.4
Asian - Other	2021	47.2	20.8	19.0	7.8	5.2	87.0
Asian - Other	2022	29.1	27.4	24.0	10.1	9.5	80.4
Asian - Other	2023	27.6	29.0	19.3	15.1	9.1	75.9
Asian - Other	2024	28.8	24.5	20.3	15.6	10.8	73.6
Asian - Pakistani	2019	26.2	27.9	22.1	11.2	12.6	76.2
Asian - Pakistani	2020	33.3	27.7	23.1	11.1	4.7	84.2
Asian - Pakistani	2021	38.8	23.6	19.9	8.4	9.2	82.4
Asian - Pakistani	2022	25.4	25.6	23.4	16.3	9.3	74.4
Asian - Pakistani	2023	20.8	28.4	25.7	16.4	8.7	74.9
Asian - Pakistani	2024	21.4	23.8	23.3	18.2	13.3	68.5
Mixed or multiple ethnic groups	2019	32.0	30.5	20.6	11.1	5.8	83.1
Mixed or multiple ethnic groups	2020	43.1	25.5	20.4	6.2	4.7	89.1
Mixed or multiple ethnic groups	2021	55.8	20.3	14.5	5.5	3.9	90.5
Mixed or multiple ethnic groups	2022	37.3	23.5	22.1	11.0	6.1	82.9
Mixed or multiple ethnic groups	2023	36.5	26.7	19.6	10.4	6.9	82.7
Mixed or multiple ethnic groups	2024	30.1	24.4	21.0	15.8	8.7	75.6
Not Disclosed/Not known	2019	36.3	20.9	24.9	5.5	12.4	82.1
Not Disclosed/Not known	2020	35.3	31.6	26.5	3.7	2.8	93.5
Not Disclosed/Not known	2021	49.4	26.0	15.8	5.3	3.4	91.3
Not Disclosed/Not known	2022	27.1	28.7	21.1	15.5	7.6	76.9
Not Disclosed/Not known	2023	28.5	26.8	22.1	14.4	8.2	77.4

Ethnicity	Year	A	B	C	D	N	A to C
Not Disclosed/Not known	2024	26.8	16.0	27.2	16.6	13.4	70.0
White - Scottish	2019	26.9	24.9	25.2	9.3	13.7	76.9
White - Scottish	2020	41.8	29.4	21.3	5.0	2.6	92.4
White - Scottish	2021	46.6	24.8	17.9	6.0	4.7	89.3
White - Scottish	2022	29.0	26.3	23.6	13.6	7.5	78.9
White - Scottish	2023	28.0	25.6	23.1	14.8	8.6	76.6
White - Scottish	2024	24.6	23.6	23.8	16.6	11.4	72.0
White - non-Scottish	2019	32.1	26.5	22.0	7.7	11.7	80.6
White - non-Scottish	2020	45.4	28.6	19.3	4.5	2.3	93.3
White - non-Scottish	2021	48.2	22.8	16.3	7.4	5.3	87.3
White - non-Scottish	2022	33.9	27.5	20.9	11.8	5.9	82.3
White - non-Scottish	2023	32.3	26.1	22.0	12.5	7.2	80.3
White - non-Scottish	2024	31.0	22.4	22.0	13.4	11.1	75.5

Data for 2019 is from Equalities Monitoring Report 2023 and was produced by Scottish Government based on December data (when post-results processes including appeals are finished). Data for 2020–24 was produced by SQA based on August Results Day data.