



Results Day 2022

- ◆ Fiona Robertson, Chief Executive and Chief Examining Officer
- ◆ Robert Quinn, Head of English, Languages and Business
- ◆ Martyn Ware, Head of Policy, Standards and Research

First and foremost...

- ◆ Congratulations to nearly 138,000 learners receiving their certificates today – they can be proud of their achievements and can have full confidence in their results
- ◆ They have demonstrated remarkable resilience in another challenging year
- ◆ A fantastic breadth of achievement –across National 5, Higher and Advanced Higher, but also a wide range of vocational qualifications, including National Certificates, National Progression Awards, Skills for Work Awards and Foundation Apprenticeships
- ◆ Strong foundations for learners to take their next step in learning, training or employment



Context for 2022

- ◆ Working closely with partners, a return to SQA assessments (exams and coursework) but not a return to ‘normal’
- ◆ A package of support put in place :
 - course assessment modifications, including removal or reduction of parts of exams and/or coursework
 - a more generous approach to grading
 - free, direct appeals service
- ◆ Learners sitting exams for the first time – no prior experience of this type of formal assessment...
- ◆ ...and doing so against a backdrop of ongoing Covid disruption - not just to education but to all aspects of people’s lives
- ◆ Therefore essential that we treated this year’s learners fairly while ensuring we maintained standards and credibility of qualifications



2022 headlines

National 5	Higher	Advanced Higher
310,170 entries	188,220 entries	28,220 entries
A-C attainment rate 80.8%	A-C attainment rate 78.9%	A-C attainment rate 81.3%
A attainment rate 40.3%	A attainment rate 34.8%	A attainment rate 33.7%



2022 headlines - in context

	National 5 A-C attainment	Higher A-C attainment	Advanced Higher A-C attainment
2019	78.2%	74.8%	79.4%
2022	80.8%	78.9%	81.3%
2021	85.8%	87.3%	90.2%

Note: The alternative awarding arrangements in place in 2021 and the significantly different circumstances in which exams took place in 2019 mean that comparisons of attainment between years should be treated with significant caution and do not allow for any conclusions to be drawn on changes in education performance.



2022 headlines - English and Mathematics

English	National 5 A-C attainment	Higher A-C attainment	Advanced Higher A-C attainment
2019	86.3%	73.2%	78.4%
2022	87.6%	80.1%	84%
2021	91%	88.2%	91.8%

Mathematics	National 5 A-C attainment	Higher A-C attainment	Advanced Higher A-C attainment
2019	65.5%	72.4%	75.4%
2022	69.7%	75.3%	77.3%
2021	73%	80.1%	87%

Note: The alternative awarding arrangements in place in 2021 and the significantly different circumstances in which exams took place in 2019 mean that comparisons of attainment between years should be treated with significant caution and do not allow for any conclusions to be drawn on changes in education performance.



2022 headlines - in context

	National 5	Higher	Advanced Higher
	Percentage point difference between A-C attainment in least and most deprived areas		
2019	17.1	16.9	13.6
2022	14.6	15	13.2
2021	9.1	7.8	5.5

Note: The alternative awarding arrangements in place in 2021 and the significantly different circumstances in which exams took place in 2019 mean that comparisons of attainment between years should be treated with significant caution and do not allow for any conclusions to be drawn on changes in education performance.



The awarding process – mitigating the impact of Covid



Awarding in 2022

A combination of normal, robust awarding processes, plus additional measures to take into account the impact of Covid.

- ◆ Course assessment modifications
- ◆ Assessment development
- ◆ Revision support
- ◆ Marking alignment and marker training
- ◆ Marking
- ◆ Grade boundaries (more generous if necessary)
- ◆ Results
- ◆ Appeals

> Teachers and teacher judgement involved at every stage – setting, marking and grading of assessments



Grade boundaries

- ◆ They are set every exam year (i.e. not just 2022)
- ◆ They are not pre-determined and are adjusted every year as needed
- ◆ They follow a set process – this year additional considerations were introduced to take account of the impact of Covid
- ◆ Teachers and teacher judgement are a fundamental part of grade boundaries, from the use of teacher estimates to the role of Principal Assessors (subject specialists and practicing teachers/lecturers)
- ◆ They ensure fairness to learners while maintaining standards

How grade boundaries were decided in 2022

- ◆ Normal grade boundary checks took place - using a wide range of evidence including marker feedback and teacher estimates – to consider whether assessments had worked as intended
- ◆ Consideration was also given to the impact of course assessment modifications and revision support
- ◆ The impact of disruption caused by the pandemic was also considered
- ◆ Taking all this into account, grade boundaries were set with appropriate adjustments made if required

2022 Results Day - in summary

- ◆ A return to exams but not a return to normal
- ◆ Learners have shown resilience and the education community has come together to support them
- ◆ One of the strongest ever sets of results in an exam year, and are between 2019 and 2021
- ◆ We have delivered fairness for learners while maintaining standards and credibility of qualifications
- ◆ Most importantly, learners can be proud of their results...
- ◆ ...and lots of support available if results are not what were expecting - from SQA (appeals service and advice line), Skills Development Scotland and UCAS



Questions

