

# Studying SHAPE: 2022

An annual report on social  
sciences and humanities subjects  
in secondary education

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January 2023

# Contents

<b>Executive summary</b>	3
<b>Introduction</b>	5
<b>1.0 General findings by qualification type</b>	7
1.1 GCSE	7
1.2 A level	8
1.3 National 5	10
1.4 Highers	11
1.5 Advanced Highers	13
<b>2.0 Social sciences</b>	15
2.1 Law	15
2.2 Economics	15
2.3 Geography	16
2.4 Sociology	16
2.5 Political Studies	17
2.6 Psychology	18
2.7 Management and Business Studies	18
2.8 Other social science qualifications	19
<b>3.0 Humanities</b>	21
3.1 Classical subjects	21
3.2 Theology and Religious Studies	22
3.3 Languages	22
3.3.1 Most popular foreign languages	23
3.3.2 Home languages	25
3.3.3 Other foreign languages	27
3.4 English	28
3.5 History	29
3.6 Philosophy	29
3.7 Other	30
<b>Annexes</b>	31

## Executive summary

This report represents the first of what will be annual, data-driven reports providing a snapshot of the number of students studying SHAPE (Social Sciences, Humanities and the Arts for People and the Economy) subjects in secondary education in the UK.

SHAPE subjects help us to make sense of the human world. They enable us to value and express the complexity of life and culture. SHAPE subjects are vital to the health, wellbeing, and prosperity of the nation and to understanding and tackling global challenges. They teach us to analyse, interpret, create, communicate, and collaborate with rigour, clarity, and energy – crucial skills for today and for the future. Together with STEM subjects, they help us make innovation work harder for the benefit of everyone.

### Purpose of the report

This report expands upon the commentary which the British Academy already provides each year, following GCSE and A level results days. It also expands and builds upon previous Academy briefings on absolute GCSE and A level entries.<sup>1</sup> For the purposes of this pilot report, our analysis focuses on those SHAPE subjects in the social sciences and humanities which are aligned with the subject Sections into which the Fellowship of the British Academy is organised.<sup>2</sup> We will be liaising with sector stakeholders and exploring how analysis for other SHAPE subjects, as well as other secondary-level qualifications in the UK, such as BTECs and T levels, can be covered as part of the Academy's future work in this area. Future Academy work will also further explore patterns, trends and pathways pertaining to student subject choice.

The report looks at the numbers of students taking qualifications in SHAPE subjects at GCSE and A level in England, Wales, and Northern Ireland, as well as at National 5, Higher, and Advanced Higher in Scotland. It considers trends in these numbers over a ten-year period (or six-year period in the case of Scottish qualifications, following the introduction of new and updated qualifications between 2013 and 2016), analysing changes to absolute numbers and relative shifts in the popularity of subjects. Taken together, this data provides an evidence base to further support the Academy's new SHAPE Observatory.<sup>3</sup>

### GCSE trends across the social sciences and humanities

Looking at the social sciences and humanities respectively as subject groupings, we find that both have shown positive trends at GCSE level in the decade since 2012. There has been above average growth in social science GCSE entries, compared to entries across all GCSE subjects, since 2012, and above average growth in GCSE humanities entries since 2016. The share of social sciences and humanities GCSE entries likely reflect curriculum requirements and individual school policies at this level of education in England, Northern Ireland and Wales. Humanities GCSE entries were subject to falls in numbers between 2013 and 2016, before recovering thereafter. GCSEs in social science subjects have shown consistent growth over a ten-year period, but were starting from much smaller overall numbers and still only make up a relatively small percentage of all GCSEs.

1 Previous British Academy publications on this theme include, (August 2018), 'British Academy briefing: The humanities and social sciences at A level'; and (August 2019), 'British Academy briefing: Humanities and social sciences A level and GCSE entries'.

2 The British Academy, 'Sections'.

3 The British Academy SHAPE Observatory and SHAPE Indicators.

## **A level trends across the social sciences and humanities**

For A levels, percentage changes were similar for social sciences and humanities up until 2015, after which point, they have been subject to contrasting trajectories.

Entries to social science A levels have risen considerably despite the 18-year-old population declining for most of the period. Humanities A level entries, on the other hand, have seen quite consistent decreases since 2015, at a rate that is disproportionate to wider demographic shifts.

### **Trends in Scotland**

It is harder to identify any clear trends in Scotland since 2016, due in part to the fact that the dataset here is smaller. Both social science subjects and humanities respectively have been subject to minor fluctuations since 2016. The only exception to this appears to be a more marked growth in social science National 5 entries between 2020 and 2022. Both social sciences and humanities have seen decreases in the number of entries for Highers. Entries for Advanced Highers saw some minor decreases between 2016 and 2019 for each subject grouping, although this was largely in line with percentage changes in the Scottish 18-year-old population. Since 2019, both subject groups have exceeded their 2016 total for entries, with an increase for social sciences.

### **Trends at social science subject level**

Looking at numbers at subject level, most social science subjects have seen entry numbers grow over the past decade at both GCSE and A level. Subjects such as Geography, Sociology, and Psychology remain amongst the most popular subjects at both GCSE and A level. In Scotland, since the introduction of National 5, new Higher, and new Advanced Higher qualifications, some social science subjects such as Economics and Politics have also seen an increase in entries. However, for other social science subjects, such as Geography, Accounting, and Business Management, the overall picture is more mixed. Most social science subjects at the National 5, Higher and Advanced Higher levels saw an increase in entries between 2021 and 2022, with the exception of Accounting, which saw numbers decrease in this period across all Scottish qualification levels.

### **Trends at humanities subject level**

The picture for humanities subjects for secondary education has been more mixed over the past decade; a trend that has continued in 2022. English, History and Religious Studies remain the most popular humanities subjects at GCSE, though with differing outlooks over the past decade; at A level, the most popular humanities subjects are History and English Literature. The picture for the vast majority of languages in particular, has been one of decline at all levels of provision. Between 2021 and 2022, numbers across almost all humanities subjects either decreased or saw only a slight increase.<sup>4</sup>

In Scotland, there have been increases for some humanities subjects across all qualification levels since 2016, particularly Chinese. The picture for other, larger subjects has been more mixed, with declines in numbers for History, Philosophy and particularly in French and German since 2016.

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4 The British Academy and the University Council of Modern Languages (UCML) (2022), *Languages Learning in Higher Education: Granular Trends*.

## Introduction

This is the first in an intended annual series of reports. We are piloting this approach in the first year, and plan to build on the methods and nature of the analysis across subjects for future years. For this report, we take a longitudinal view of the numbers, but would like to begin by outlining the methodology underpinning this report and to indicate those areas which we would like to monitor and explore in more depth in future.

As this report examines the number of students entering SHAPE study across these qualifications, our analysis is focussed on the number of entries for relevant subjects in the social sciences and humanities. The analysis of trends in SHAPE subject entries for GCSEs and National 5s may be of limited value in understanding broader trends pertaining to subject choice, compared to other qualifications featured in this report, as students take a broad portfolio of subjects at these levels. However, this information is included to provide a comprehensive picture on the uptake of SHAPE subjects in secondary education.

For trends across GCSE and A level in England, Northern Ireland, and Wales, the report analyses entry numbers since 2012. For Scottish qualifications, we look at the data from 2016 onwards, to allow for changes in qualifications. National 5 qualifications, along with National 4, were introduced for the first time for the 2013/14 academic year; new-style Highers were assessed in Scotland for the first time in 2015, when assessment for 'old' and 'new' style Highers took place simultaneously; and revised Advanced Highers were first sat in 2016.

The 2022 cycle also marks a return to in-person exams for students, following two years of disruption caused by the COVID-19 pandemic, during which grades were based on teacher and lecturer assessment. While this report focuses on subject entries, rather than grades, the ways in which qualifications have been assessed in recent years must be acknowledged. 2022 was seen as a transition year, with results reflecting a 'mid-way point between 2021 and 2019', and with confirmation that pre-pandemic grading will return for 2023.<sup>5</sup>

It is also the first year in which students with T level qualifications will be progressing to higher education. There are currently limited numbers of courses which fall into this category and are linked to SHAPE (including Education and childcare, and Digital production, design and development). We will continue to monitor T level courses with links to SHAPE as more start to be delivered over the next two years (including Accounting, Finance, Management and administration, Legal services, and Media).<sup>6</sup> We will also explore the inclusion of analysis for other secondary-level qualifications, such as BTECs, as part of the Academy's future work in this area.

For GCSE and A level data, the report uses the results data issued by the Joint Council for Qualifications (JCQ), using the Summer Results document for the year in question in each case.<sup>7</sup> Additional JCQ documents providing summaries of GCSE and A level trends were also consulted and are cited in the report. Where GCSE and A levels are

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5 Ofqual and Saxton, J. (September 2022), 'Grading exams and assessments in summer 2023 and autumn 2022. Getting back to normal, with protection for students'.

6 HM Government, 'T-Level Subjects'.

7 Joint Council for Qualifications (JCQ CIC) (September 2022). For GCSE, data from documents titled 'Provisional GCSE (Full Course) Results' for June 2012 to June 2022 was used. For A level, data from documents titled 'Provisional GCE A Level Results' for June 2012 to June 2022 was used.

mentioned in this report, this refers to data for England, Northern Ireland, and Wales, unless stated otherwise.

For all Scottish qualifications, data is taken from the Scottish Qualifications Authority (SQA), using their Annual Statistical Report at each qualification level for the years in question.<sup>8</sup>

Where the results from analysing any of the above datasets are expressed as a percentage in this report, they have been rounded to the nearest whole number when looking at change in entry numbers, and to two decimal places when analysing a percentage point change when looking at the share of overall entries.

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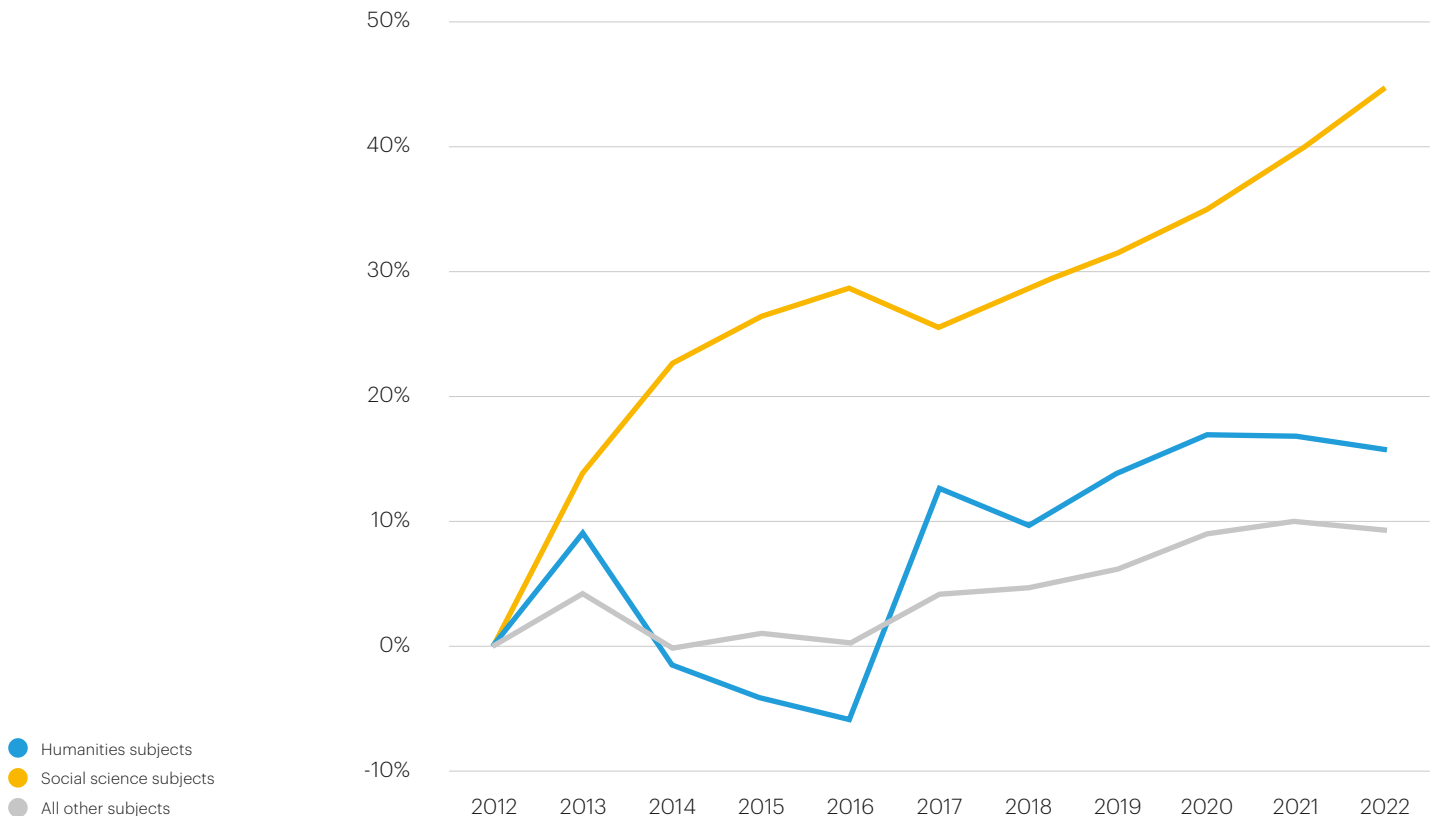
<sup>8</sup> For Scottish qualifications data before 2022: <https://www.sqa.org.uk/sqa/57518.8313.html> , for 2022 data: <https://www.sqa.org.uk/sqa/102188.html>.

# 1.0 General findings by qualification type

## 1.1 GCSE

Figure 1 below shows percentage changes for GCSE entries relative to the 2012 cycle. The picture for social science subjects is positive, with long term increases over the period. Indeed, the only year that entries for social science GCSE subjects dropped was in 2017. By contrast, entries for humanities GCSEs decreased between 2013 and 2016. It is this three-year period where the percentage change appears to diverge most clearly from social sciences GCSEs. Humanities GCSEs saw a steep rise in 2017, and after a slight drop in 2018, numbers have since remained 10-20% higher than they were in 2012.

**Figure 1: Percentage change relative to 2012, GCSE entries for social science, humanities and all subjects in England, Northern Ireland, and Wales<sup>9</sup>**

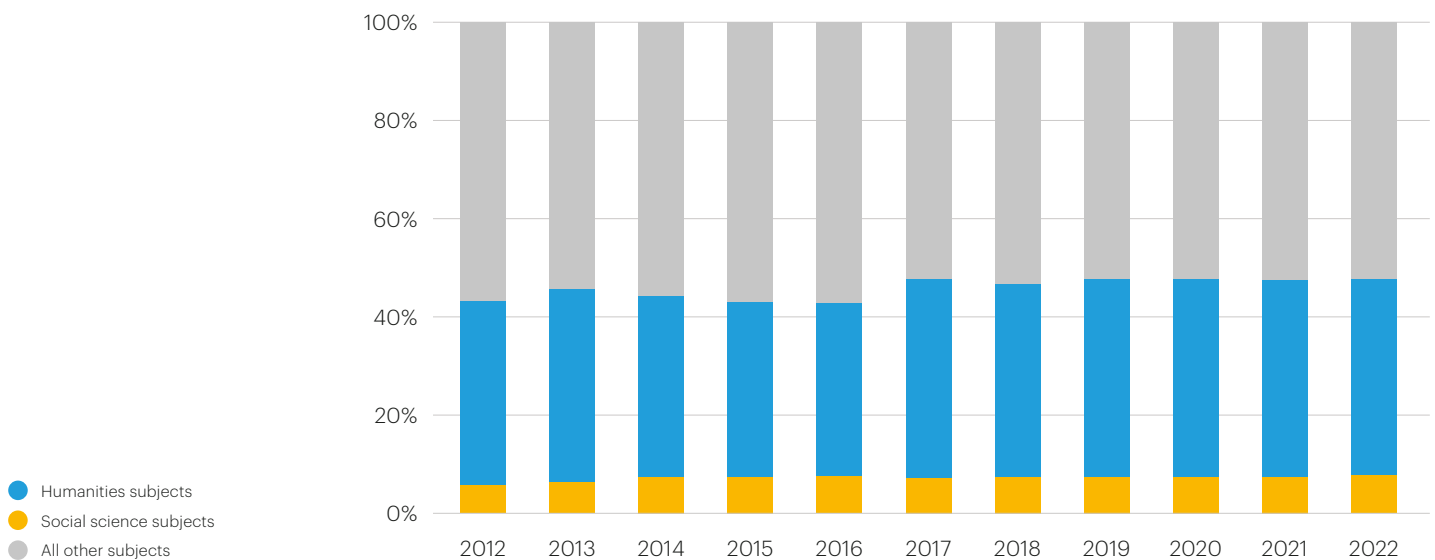


It is important to contextualise these percentage changes. As is shown in Figure 2, social sciences have made up a low share of GCSE subjects over the past 10 years. The number of GCSEs in the social sciences, as a share of all entries, has increased marginally over time, but still only amounts to 8% of all GCSEs. Humanities GCSEs, on the other hand, make up a much larger share of GCSE entries. The share of all GCSEs that are humanities subjects dropped between 2013 and 2016, but between 2017 and 2022 this has remained quite stable. In 2022, humanities GCSEs accounted

<sup>9</sup> This graph uses GCSE results data issued by the Joint Council for Qualifications (JCQ CIC), using the Summer Results document for each year in question, <https://www.jcq.org.uk/examination-results/>.

for just under 40% of all GCSE entries. The share of social sciences and humanities GCSE entries likely reflect curriculum requirements at this level of education in England, Northern Ireland and Wales. For example, in England, at key stage 4 – the stage of the curriculum during which most pupils work towards GCSEs – English is a core compulsory subject, and schools must also offer at least one subject from the areas of arts, design and technology, humanities (including, in this instance, geography) and modern foreign languages.<sup>10</sup> For English students who choose to complete the English Baccalaureate (EBacc) set of subjects at GCSE, they are required to take English, geography or history, and a language, alongside maths and science requirements.<sup>11</sup> Trends regarding social sciences and humanities at higher levels of secondary education, such as A levels, vary as students are able to select their course options more freely. Patterns, trends and pathways pertaining to student subject choice will be further explored in the Academy’s future work in this area.

**Figure 2: Total GCSE entries in England, Northern Ireland, and Wales<sup>12</sup>**



## 1.2 A level

A level entries for social science subjects have seen a period of growth since 2012, rising by 37%. This includes a rather sustained period of growth since 2014, apart from the 2020 cycle. As shown in Figure 3 below, the percentage change for social science A levels was mirrored by humanities up until 2015. However, after this point, the percentage change for entries into the respective subject groupings has diverged quite considerably.

Figure 3 also plots the percentage change in the number of 18-year-olds in England, Northern Ireland and Wales, using the 2012 figure as a point from which to compare. This is intended to be used as comparison to help try and contextualise the trends in subject data, however, it should be noted that the 18-year-old population is not the only contextual factor to consider here. Even though it is not a perfect indicator of the pool of prospective A level students, it serves as a useful proxy.

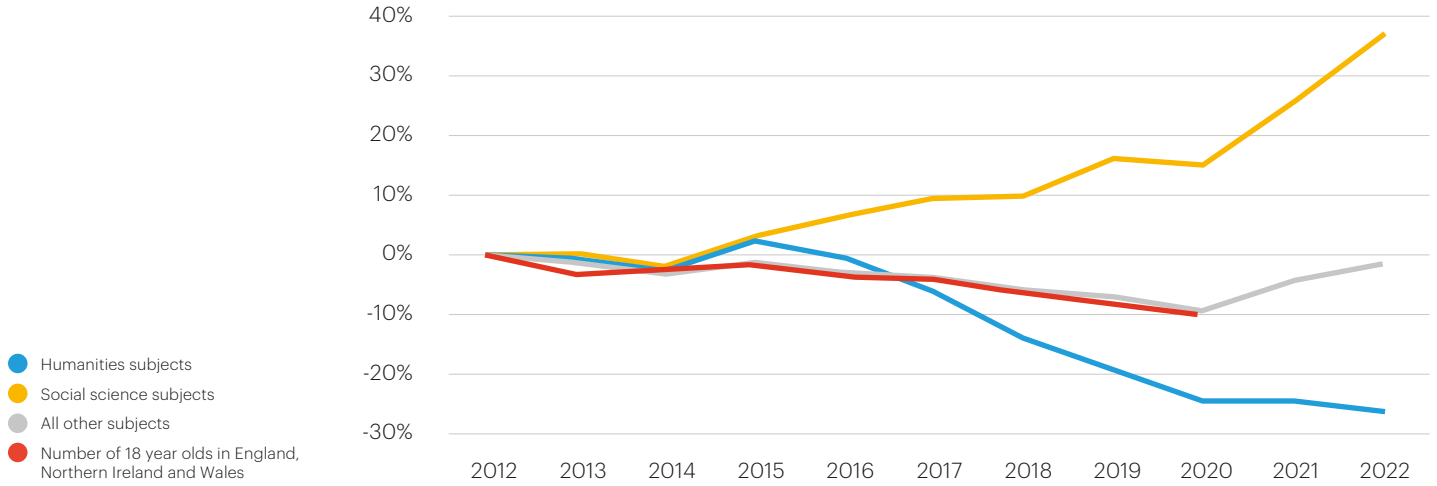
<sup>10</sup> UK Government (2022), The national curriculum

<sup>11</sup> Department for Education (2019), Guidance: English Baccalaureate (EBacc)

<sup>12</sup> This graph uses GCSE results data issued by the Joint Council for Qualifications (JCQ CIC), using the Summer Results document for each year in question, <https://www.jcq.org.uk/examination-results/>.

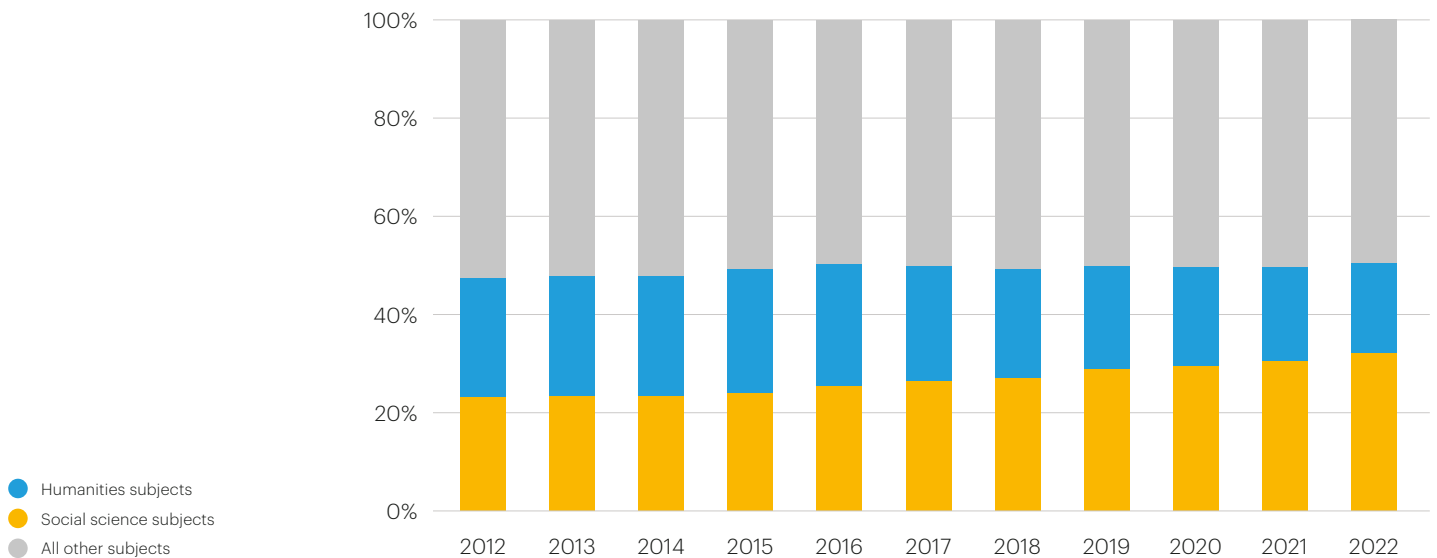


**Figure 3: Percentage change relative to 2012, total A level entries for social science, humanities and all subjects in England, Northern Ireland, and Wales<sup>13</sup>**



As shown in Figure 4 below, entries to A levels in social science subjects, as a share of all A levels taken, has increased markedly. In 2021, social sciences made up 32% of all A levels taken. The number of humanities entries, as a share of all A levels, has steadily decreased since 2015, when they accounted for a quarter of all A levels. In 2021, humanities made up only 18% of all A levels. Back in 2012, the humanities and social sciences accounted for similar shares of all A levels (24% and 23% respectively), a point which highlights their divergent trajectories over the past decade. It is also interesting to note that the combined total of social sciences and humanities, as a share of all A levels, has not changed much over this period. There were marginal increases up to 2015, and the share has hovered around the 50% mark thereafter.

**Figure 4: Total A level entries in England, Northern Ireland, and Wales<sup>14</sup>**



<sup>13</sup> This graph uses A level results data issued by the Joint Council for Qualifications (JCQ CIC), using the Summer Results document for each year in question, <https://www.jcq.org.uk/examination-results/>

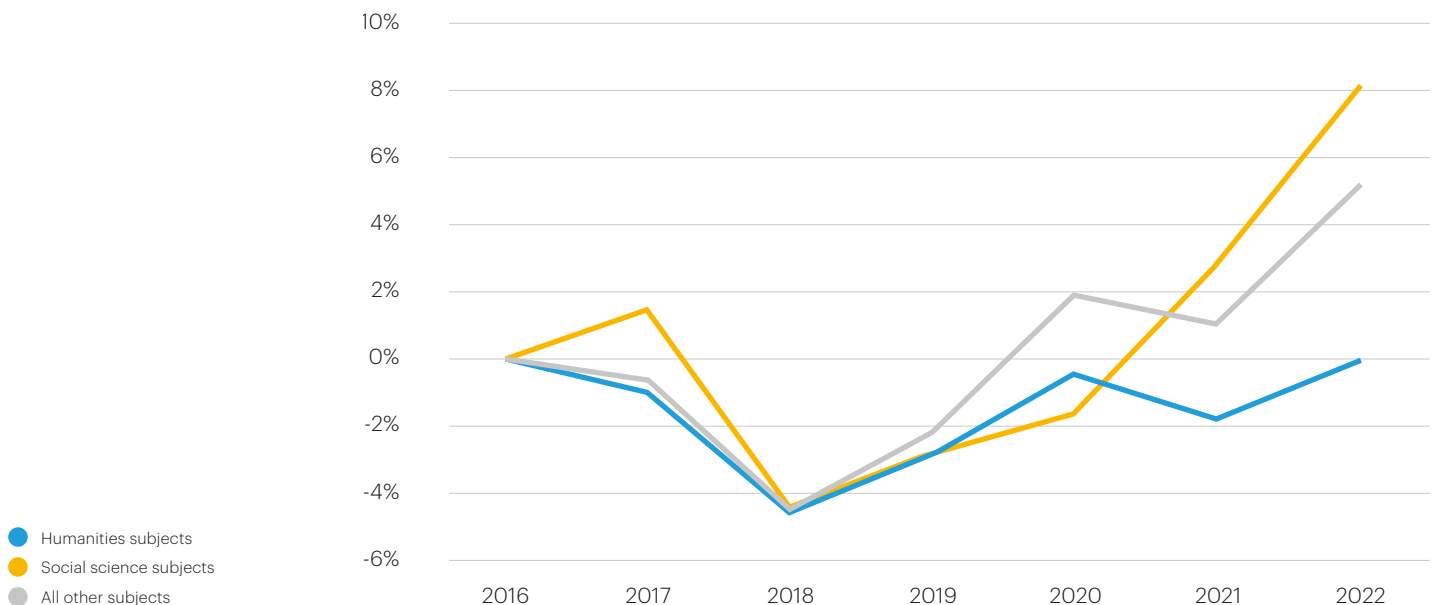
<sup>14</sup> This graph uses A level results data issued by the Joint Council for Qualifications (JCQ CIC), using the Summer Results document for each year in question, <https://www.jcq.org.uk/examination-results/>.

It is positive that the number of people taking up social science A levels has increased during a period of demographic decline in the 18-year-old population. This context also helps to put the percentage decreases in humanities A levels into some perspective.

### 1.3 National 5

For Scottish qualifications, data is analysed from 2016 onwards, to allow for compatibility and comparison following the introduction of new qualifications between 2013 and 2016. As shown in Figure 5 below, the percentage changes for social science and humanities (respectively) have shown quite similar paths from 2016 to 2020. These fluctuations are relatively minor when compared to the GCSE data above. However, after 2020, there is a noticeable shift in numbers at National 5, as the number of entries for social science subjects seems to have increased more rapidly, while humanities numbers in 2021 have returned to almost exactly where they were in 2016.

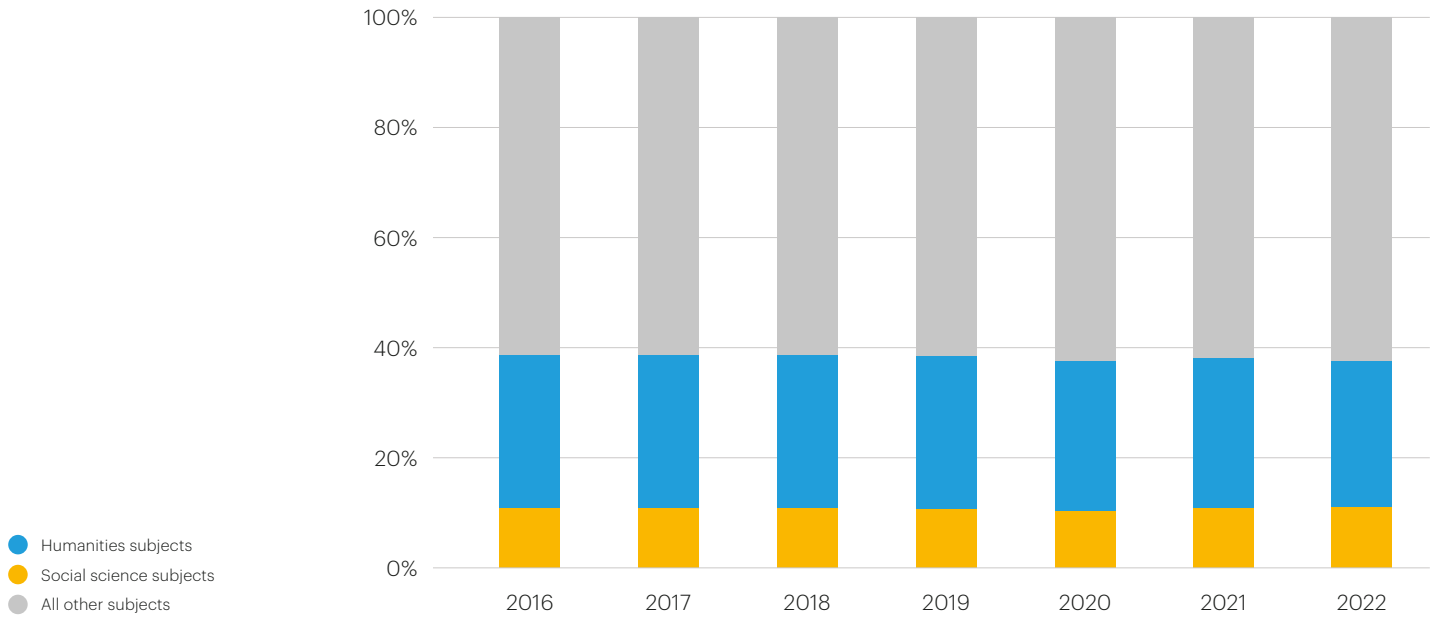
**Figure 5: Percentage change relative to 2016, National 5 entries for social sciences, humanities and all subjects in Scotland<sup>15</sup>**



Once again it is important to put these percentage increases into some perspective. Entries at National 5 in social science and humanities subjects combined, as a share of all entries, has also remained quite stable. The share of all National 5 entries that are neither social sciences nor humanities has marginally increased since 2016. But overall, this has only made a slight difference to the share of social science and humanities combined, which stood at 38% in 2022.

<sup>15</sup> This graph uses National 5 results data issued by the Scottish Qualification Authority (SQA), in the Annual Statistical Report for the academic years in question. For data prior to 2022, see <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data, see <https://www.sqa.org.uk/sqa/102188.html>.

**Figure 6: Total National 5 entries in Scotland<sup>16</sup>**



### 1.4 Highers

As shown in Figure 7, from 2016 to 2019, both social sciences and humanities saw similar patterns in Higher level entries. However, after 2019, there appears to be considerable difference between the two subject groups, with both subject to fluctuation. Social science numbers have largely recovered to where they were in 2016, largely because of growth since 2020, while entries for humanities subjects decreased between 2021 and 2022.

<sup>16</sup> This graph uses National 5 results data issued by the Scottish Qualification Authority (SQA), in the Annual Statistical Report for the academic years in question. For data prior to 2022, see <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data, see <https://www.sqa.org.uk/sqa/102188.html>.

**Figure 7: Percentage change relative to 2016, Higher entries for social sciences, humanities and all subjects in Scotland<sup>17</sup>**

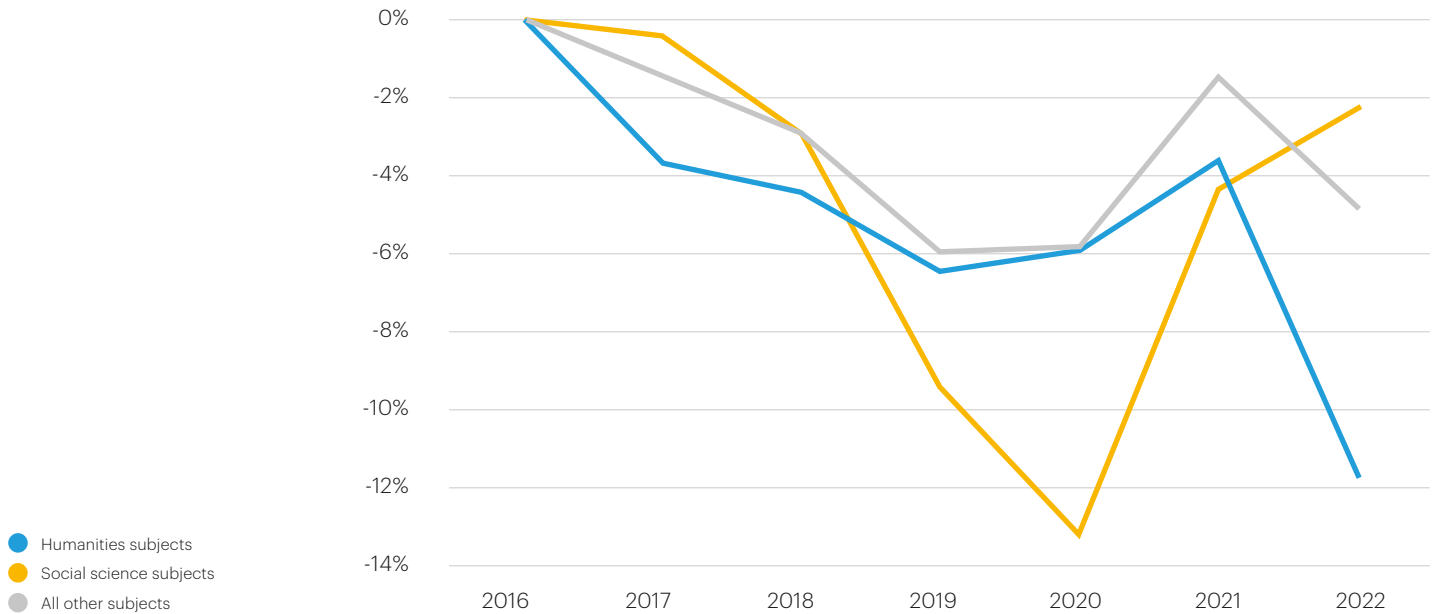
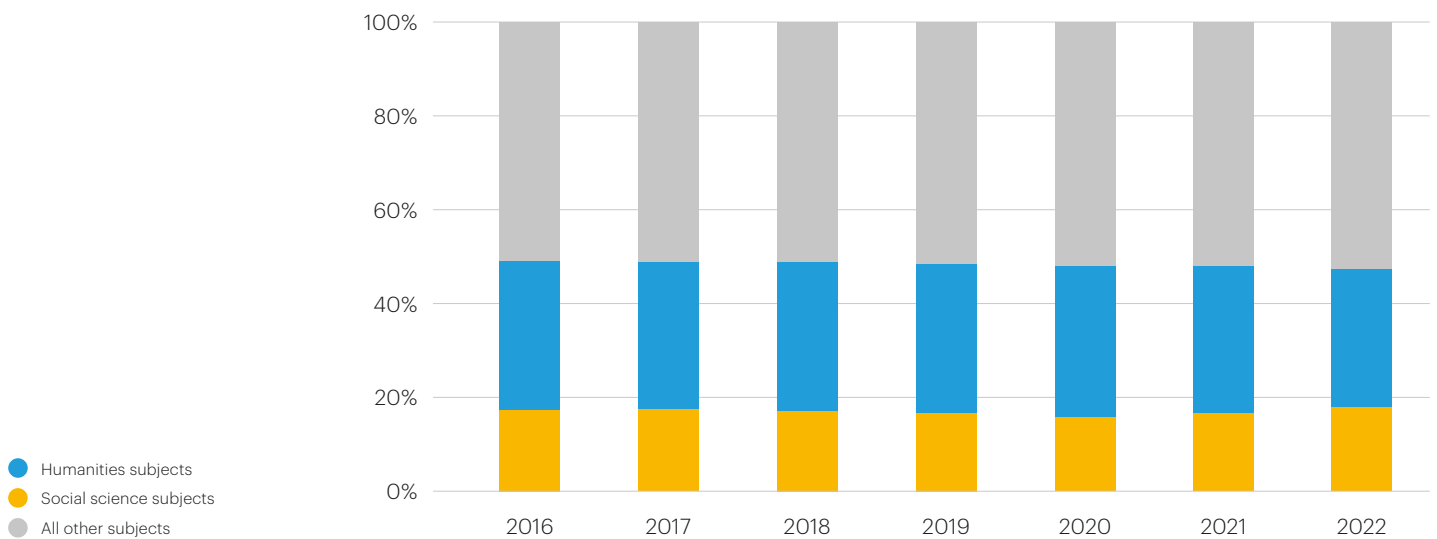


Figure 8 below shows that in Scotland, the share of Highers that are either social sciences or humanities, has remained fairly stable, decreasing by 1.83% over the period. The overall share of Highers that are social science subjects decreased slightly between 2017 and 2020, before increasing its share to 18% of all Highers in 2022. The share of Higher level entries that were humanities subjects remained relatively constant over the period, ranging between 30 and 32%.

**Figure 8. Total Higher entries in Scotland<sup>18</sup>**



<sup>17</sup> This graph uses Higher results data issued by the Scottish Qualification Authority (SQA), in the Annual Statistical Report for the academic years in question. For data prior to 2022, see <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data, see <https://www.sqa.org.uk/sqa/102188.html>.

<sup>18</sup> This graph uses Higher results data issued by the Scottish Qualification Authority (SQA), in the Annual Statistical Report for the academic years in question. For data prior to 2022, see <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data, see <https://www.sqa.org.uk/sqa/102188.html>.

## 1.5 Advanced Highers

For entries at Advanced Higher, shown in Figure 9 below, total entries for social sciences were relatively stable up to 2019, experiencing only minor fluctuations, before a percentage increase between 2019 and 2022. In 2022, Advanced Higher entries for social sciences were 41% higher than in 2016. Entries for humanities, by contrast, decreased between 2017 and 2020.

**Figure 9. Percentage change relative to 2016, total Advanced Higher entries for social sciences, humanities and all subjects in Scotland<sup>19</sup>**

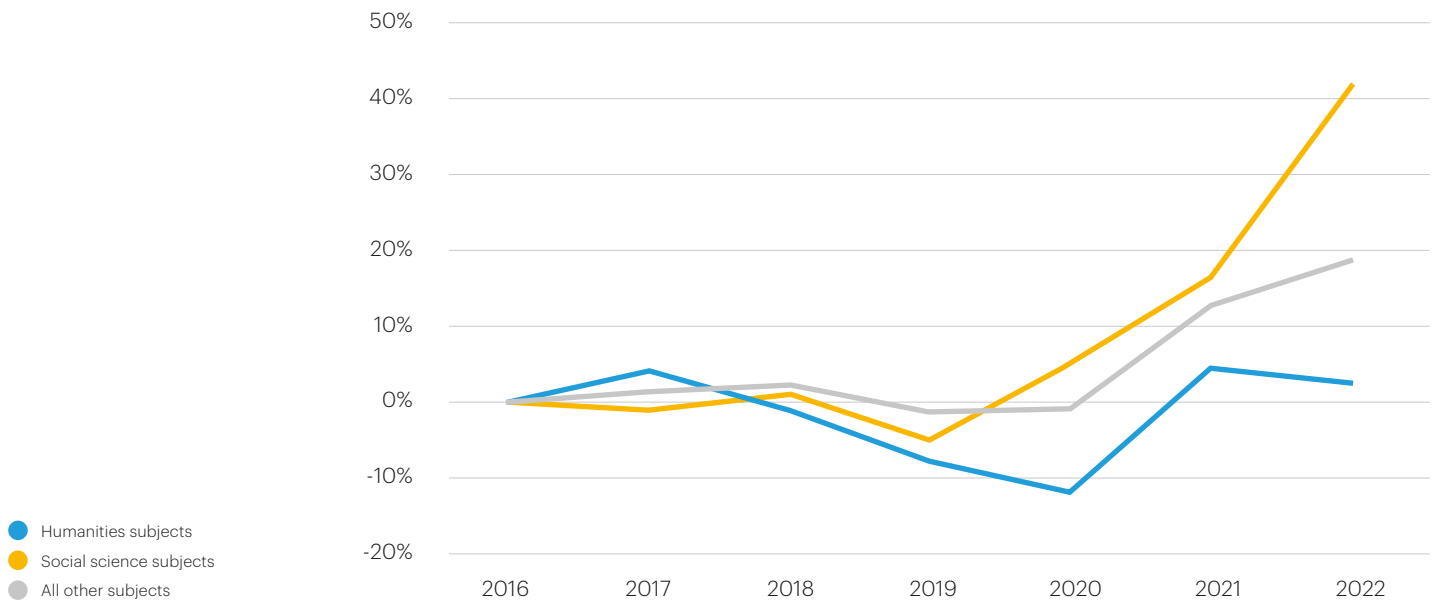
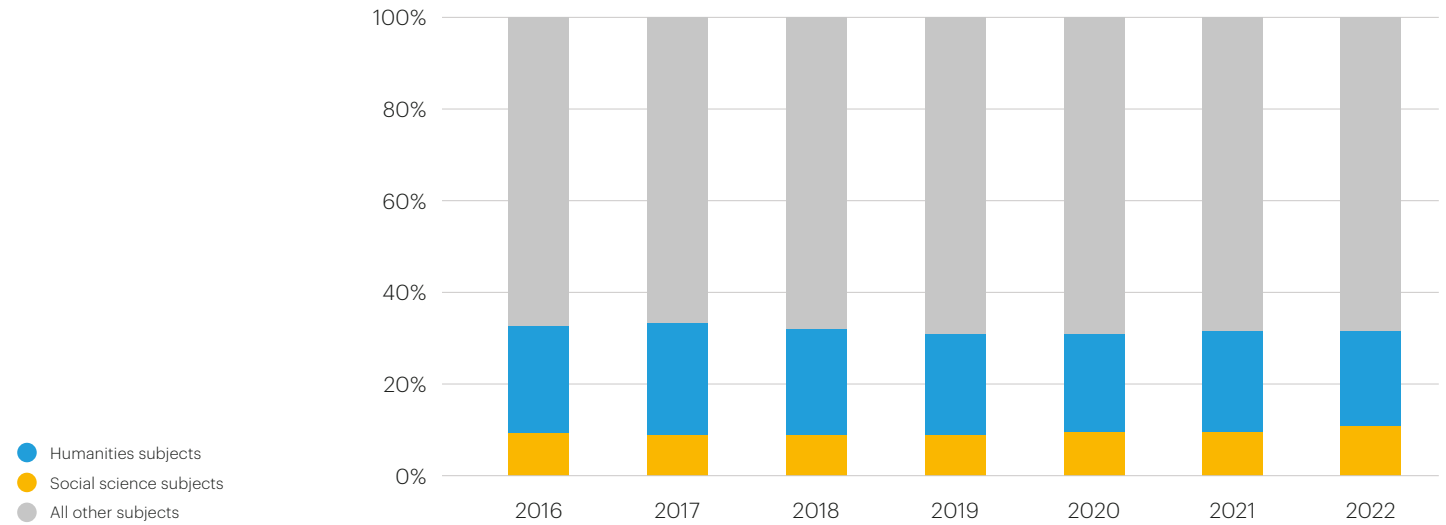


Figure 10 shows the share of Advanced Higher entries that are accounted for by social sciences and the humanities respectively. Both subject groupings represent a smaller share of overall Advanced Higher numbers than is the case for either social sciences or humanities at the level of either National 5s or Highers. Fewer students take Advanced Highers than Highers in Scotland. Advanced Highers may not always be required for university study depending on the subject and institution at which a student plans on studying – Scottish applicants to Scottish higher education providers can be accepted into most courses with Highers, though some courses in Scotland, as well as courses at many higher education providers elsewhere in the UK, will require Advanced Highers for university entry.<sup>20</sup> Moreover, the students that do take on Advanced Highers do fewer of these subjects on average, as Advanced Highers are made up of a higher number of credit points. This is likely to be contributing to the proportional difference of these subject groups at Highers compared to Advanced Highers.

<sup>19</sup> This graph uses Advanced Higher results data issued by the Scottish Qualification Authority (SQA), in the Annual Statistical Report for the academic years in question. For data prior to 2022, see <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data, see <https://www.sqa.org.uk/sqa/102188.html>.

<sup>20</sup> UCAS, Qualification Information Profiles, Advanced Higher – new and Higher – new.

**Figure 10: Total Advanced Highers entries in Scotland<sup>21</sup>**

As shown in Figure 10 above, the share of Advanced Highers that are social science subjects has remained quite stable, around the 10% mark over the period in question, with minor fluctuations. Humanities subjects' share of overall Advanced Higher entries is around twice that of social sciences, and has not fallen below 20% since 2016.

The analysis presented here represents the first of what we intend to be an annual series of reports, which we will build upon for future years. The British Academy welcomes any constructive feedback on this pilot report as we continue to develop these analyses.

<sup>21</sup> This graph uses Higher results data issued by the Scottish Qualification Authority (SQA), in the Annual Statistical Report for the academic years in question. For data prior to 2022, see <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data, see <https://www.sqa.org.uk/sqa/102188.html>.

## 2.0 Social sciences

### 2.1 Law

#### GCSE and A level

- The GCSE Law qualification was withdrawn following assessments in 2018.<sup>22</sup>
- The number of entries for Law at A level has grown in recent years, following a decrease in entries between 2013 and 2015. Entries have increased by 9% since 2012, and by 6% between 2021 and 2022.
- Law A levels, as a share of all entries, have increased by 0.17 percentage points since 2012 – representing 1.69% of all A level entries in 2022.
- In Scotland, there are no specific National 5, Higher or Advanced Higher qualifications for Law, though elements of law are included in the Modern Studies qualification, for which further details are available at section 2.8.

### 2.2 Economics

#### GCSE and A level

- While Economics is a small subject at GCSE, the number of entries has grown over the past decade, despite decreases in 2017 and 2018. Entries have increased by 84% since 2012, and by 5% between 2021 and 2022. Economics GCSEs, as a share of overall entries, have only increased by 0.05 percentage points since 2012 – representing 0.12% of all GCSE entries in 2022.
- A level entries have continuously increased over the past decade. The total number of entries increased by 50% between 2012 and 2021, and by 9% between 2021 and 2022. Economics A levels, as a share of overall entries, have increased by 1.47 percentage points since 2012 – representing 4.30% of all A level entries in 2022.

#### Scottish qualifications

- The number of entries for Economics across Scottish qualifications has also grown, though the overall number of entries is small across all levels of provision in Scotland.
- At National 5 level, entries have increased by 16% since 2016, and by 13% between 2021 and 2022, though only 335 students took this subject in 2022. Economics National 5s, as a share of overall entries, have remained relatively stable, increasing by 0.01 percentage points since 2016 – representing 0.11% of all National 5 entries in 2022.
- At Higher level, entries have increased by almost 40% since 2016 and by 28% between 2021 and 2022, though only 780 students took this subject in 2022. Economics Highers, as a share of overall entries, have seen slightly more growth, increasing by 0.13 percentage points since 2016 – representing 0.41% of all Highers entries in 2022.

22 Oxford Cambridge and RSA (2016), 'GCSE Law (j485), Withdrawal of GCSE Law qualification'.

- At Advanced Higher level, overall entry numbers also remain small, with 125 entries for this subject in 2022. Entries have increased by 30% since 2016, and by 58% between 2021 and 2022. Economics Advanced Highers, as a share of overall entries, have also remained relatively stable, increasing 0.04 percentage points since 2016 – representing 0.44% of all Advanced Higher entries in 2022.

## **2.3 Geography**

### **GCSE and A level**

- GCSE provision for Geography has grown since 2012, though this growth has slowed in recent years. The number of entries has grown by almost 55% since 2012, and by almost 3% between 2021 and 2022. Geography GCSEs, as a share of overall entries, have increased 1.49 percentage points since 2012 – representing 5.07% of all GCSE entries in 2022. This is the second largest increase for social sciences and humanities subjects over this time. Geography was the sixth most popular subject at GCSE level in 2022.<sup>23</sup>
- Geography A level entries have also grown over the past decade, with a 17% increase in entries since 2012, and a 9% increase in entries between 2021 and 2022. Geography A levels, as a share of overall entries, have increased by 0.70 percentage points since 2012 – representing 4.41% of all A level entries in 2022. Geography was the tenth most popular A level subject in 2022.<sup>24</sup>

### **Scottish qualifications**

- Trends follow a different pattern in Scotland. Since 2016, National 5 entries have decreased by 7%. Geography National 5s, as a share of overall entries, have decreased by 0.42 percentage points since 2016 – representing 3.31% of all National 5 entries in 2022.
- Geography Higher entries have decreased by 12% since 2016. Geography Highers, as a share of overall entries, have decreased by 0.31 percentage points since 2016 – representing 3.81% of all Higher entries in 2022.
- Though Advanced Higher entries for Geography decreased between 2016 and 2019, entries for 2022 were the highest ever recorded, resulting in an overall 14% increase in entries for the subject since 2016, and a 29% increase in entries between 2021 and 2022. Geography Advanced Highers, as a share of overall entries, have decreased slightly, by 0.15 percentage points since 2016 – representing 3.63% of all Advanced Higher entries in 2022.

## **2.4 Sociology**

### **GCSE and A level**

- While there is a GCSE in Sociology, the entry numbers for this subject are reported under the heading Social Science subjects in the JCQ data. Further details are available in section 2.8.
- Entries at A level for Sociology have continuously increased since 2014. Entries for the subject have increased by 44% since 2012. Sociology A levels, as a share of overall entries, have increased by 1.70 percentage points since 2012 – representing

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23 Joint Council for Qualifications (JCQ CIC) (2022), *GCSE, Project, and Entry Level Trends – UK, 2022*.

24 Joint Council for Qualifications (JCQ CIC) (2022), *GCE A-level trends – Summer 2022, UK*.



5.33% of all A level entries in 2022. Reflecting this strong growth, Sociology was the sixth most popular A level subject in 2022.<sup>25</sup>

### Scottish qualifications

- Sociology is offered at the National 5 and Higher levels only.
- Entries at the National 5 level have increased by 8% since 2016, though only 280 students took this subject in 2022. Sociology National 5s, as a share of overall entries, have remained relatively stable, with negligible changes in the overall share of entries. In 2022 this qualification represented 0.09% of all National 5 entries.
- Entries at the Higher level have decreased by 2% since 2016, even though entries did increase by 12% between 2021 and 2022. Sociology Highers, as a share of overall entries, have also remained relatively stable, with negligible changes in the overall share of entries. In 2022, Sociology represented 0.50% of all Higher entries.

## 2.5 Political Studies

### GCSE and A level

- The GCSE in **Citizenship Studies** covers matters such as politics and participation, and rights and responsibilities.<sup>26</sup> The vast majority of entries for this subject are in England, with low entry numbers in Northern Ireland and Wales.<sup>27</sup> Entries for this subject have grown by 95% since 2012. Nevertheless, this qualification, as a share of overall entries, still only represented 0.38% of all GCSE entries in 2022.
- While a GCSE in **Government and Politics** exists in Northern Ireland,<sup>28</sup> it is not offered in England and Wales, and the entry numbers for this subject are reported under the heading Social Science subjects in the JCQ data. Further details are available in section 2.8.
- Apart from a small decrease in entries in 2020 and 2021, A level entries for Political Studies have increased over the past decade. The overall number of entries for the qualification have increased by 34% since 2012. Political Studies A levels, as a share of overall entries, have increased by 0.64 percentage points since 2012 – representing 2.41% of all A level entries in 2022.

### Scottish qualifications

- There is no specific Scottish qualification at National 5 or Advanced Higher for Political Studies, though elements of politics are included in the Modern Studies qualification, for which further details are also available at section 2.8.
- Politics is offered at the Higher level in Scotland. Since the second year of assessment for ‘new’ Highers in 2016, the number of entries for the subject has grown by 147% – from 781 entries to 1935 entries. Entries increased by 6% between 2021 and 2022. Politics Highers, as a share of overall entries, increased by 0.63 percentage points since 2016 – representing 1.03% of all Higher entries in 2022.

25 Joint Council for Qualifications (JCQ CIC) (2022), *GCE A-level trends – Summer 2022, UK*.

26 AQA, ‘GCSE Citizenship Studies. Specification at a glance’.

27 Joint Council for Qualifications (JCQ CIC) (2022), *GCSE (Full Course), Outcomes for key grades for UK, England, Northern Ireland & Wales, including UK age breakdowns, Results Summer 2022*.

28 Council for the Curriculum, Examinations and Assessment (CCEA), ‘GCSE Government and Politics (2017)’.

## 2.6 Psychology

### GCSE and A level

- While there is a GCSE in Psychology, entry numbers for this subject are reported under the heading Social Science subjects in the JCQ data.<sup>29</sup> Further details are available in section 2.8.
- Psychology has continued to be a popular subject over the past decade at A level. Entries for the subject increased by 39% since 2012 and by 11% between 2021 and 2022. Psychology A levels, as a share of overall entries, have increased by 2.72 percentage points since 2012 – representing 9.28% of all A level entries in 2022. Psychology was the second most popular A level subject in 2022.<sup>30</sup>

### Scottish qualifications

- Psychology is offered at the National 5 and Higher levels only.
- National 5 entries have increased by 59% since 2016, and by 4% between 2021 and 2022. Psychology National 5s, as a share of overall entries, have increased by 0.11 percentage points since 2016 – representing 0.32% of all National 5 entries in 2022.
- Higher entries have decreased by 12% since 2016, though between 2021 and 2022, they increased by 5%. Psychology Highers, as a share of overall entries, have decreased by 0.14 percentage points since 2016 – representing 1.68% of all Higher entries in 2022.

## 2.7 Management and Business Studies

### GCSE and A level

- At GCSE, qualifications are offered for **Business and Communication Systems** and **Business Studies**.
- Entries for Business and Communication Systems have decreased by 88% since 2012, though much of this can be attributed to the discontinuation of this qualification in England and Wales in 2018. Since 2019, this subject is only offered in Northern Ireland.<sup>31</sup>
- Business Studies entries have seen strong growth over the past decade, with a 52% increase since 2012, and a 5% increase between 2021 and 2022.
- As both GCSE qualifications cover the broader subject area of Management and Business Studies, examining both subjects' combined figure as a share of overall GCSE entries can help provide a clearer measure of the health of the subject area. Business and Communication Systems and Business Studies GCSEs, as a share of overall entries, have increased by 0.27 percentage points since 2012 – representing 1.91% of all GCSE entries in 2022. While entries for both qualifications combined decreased between 2016 and 2019 – much of which can be attributed to the discontinuation of the Business and Communication Systems qualification in England and Wales in 2018 – this number reached a new peak in 2022.

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29 FFT Education Datalab, 'Social science subjects, GCSE'.

30 Joint Council for Qualifications (JCQ CIC) (2022), *GCE A-level trends – Summer 2022, UK*.

31 FFT Education Datalab, 'Business and communication systems, GCSE'.

- At A level, Business Studies has also seen growth, with a 48% increase in entries since 2012, and a 10% increase between 2021 and 2022. Business Studies A levels, as a share of overall entries, have increased by 1.69 percentage points since 2012 – representing 5% of all A level entries in 2022.

### **Scottish qualifications**

- In Scotland, both **Accounting** and **Business Management** qualifications are offered at National 5, Higher and Advanced Higher levels.
- For Accounting, National 5 entries have decreased. The number of entries has decreased by 4% since 2016, and by 5% between 2021 and 2022. Accounting National 5s, as a share of overall entries, have decreased by 0.03 percentage points since 2016 – representing 0.28% of all National 5 entries in 2022.
- At Higher level, the number of entries for Accounting has had a more pronounced decrease – by 16% since 2016, and by 14% between 2021 and 2022. Accounting Highers, as a share of overall entries, have decreased by 0.08 percentage points since 2016 – representing only 0.61% of all Higher entries in 2022.
- The number of entries at the Advanced Higher level is low – ranging between 39 and 76 from 2016 to 2022. Accounting Advanced Highers, as a share of overall entries, have increased by 0.07 percentage points since 2016 – representing only 0.23% of all Advanced Higher entries.
- For Business Management, National 5 entries have increased by 12% since 2016 and by 10% between 2021 and 2022. Business Management National 5s, as a share of overall entries, have increased by 0.17 percentage points since 2016 – representing and 2.88% of all National 5 entries in 2022.
- Higher entries for Business Management have decreased by 2% since 2016, though these did increase by 2% between 2021 and 2022. Business Management Highers, as a share of overall entries, have increased by 0.15 percentage points since 2016 – representing 4.76% of all Higher entries in 2022.
- At the Advanced Higher level, there has been a growth in entries – with an almost 118% increase since 2016 and a 34% increase between 2021 and 2022 – though the overall number of entries is small, with 790 students taking this subject in 2022. Business Management Advanced Highers, as a share of overall entries, have increased by 1.27 percentage points since 2016 – representing 2.80% of all Advanced Higher entries in 2022.

## **2.8 Other social science qualifications**

The following section provides further information on entries for qualifications that may lead to SHAPE study in higher education, but that do not necessarily fully align between qualifications levels or with the subjects listed above.

### **GCSE and A level**

- As noted in the analysis for Sociology, Political Studies and Psychology, a range of relevant GCSE qualifications for these subjects are reported under the subject grouping of **Social science subjects** in the GCSE JCQ data for England, Wales and Northern Ireland. The number of entries for these subjects has grown by 16% since 2012 and by 7% between 2021 and 2022. Social science subjects GCSEs, as a share of overall entries, have increased slightly by 0.04 percentage points since 2012 – representing 0.77% of all GCSE entries in 2022.

### Scottish qualifications

- **Modern Studies** qualifications are offered at National 5, Higher and Advanced Higher levels. At the National 5 and Higher levels, these courses cover matters pertaining to democracy, social issues and international issues. At the Advanced Higher level, the Modern Studies course includes content focussed on political issues, law and order, social inequality, and research methods.<sup>32</sup>
- At the National 5 level, the number of entries for Modern Studies has increased by 18% since 2016. Modern Studies National 5s, as a share of overall entries, have increased by 0.47 percentage points since 2016 – representing 4.40% of all National 5 entries in 2022.
- At Higher level, Modern Studies entries have decreased by less than 1% since 2016, and increased by over 2% between 2021 and 2022. Modern Studies Highers, as a share of overall entries, have increased by 0.21 percentage points since 2016 – representing 5.19% of all Higher entries in 2022.
- At Advanced Higher level, Modern Studies entries have increased by 38% since 2016 and by almost 9% between 2021 and 2022. Modern Studies Advanced Highers, as a share of overall entries, have increased by 0.59 percentage points since 2016 – representing 4.16% of all Advanced Higher entries in 2022.
- Scotland also offers **Childcare and Development** at the Higher level, which covers matters such as theories of childhood development, strategies and services that support children and young people, and the roles and responsibilities of professionals working with children and young people.<sup>33</sup> Entries for this qualification have decreased by almost 59% since 2016, and by almost 29% between 2021 and 2022. Childcare and Development Highers, as a share of overall entries, have decreased by 0.15 percentage points since 2016 – representing 0.11% of all Higher entries in 2022.

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32 Scottish Qualifications Agency (SQA), 'Modern Studies'.

33 Scottish Qualifications Agency (SQA), 'Higher Childcare and Development'.

## 3.0 Humanities

### 3.1 Classical subjects

#### GCSE and A levels

- Entries at GCSE have remained fairly constant since 2012, with a slight increase overall of just under 1%. More recently, numbers have been declining, decreasing by 2% between 2021 and 2022. Classical studies GCSEs, as a share of overall entries, have remained relatively stable, declining by 0.02 percentage points since 2012 – representing 0.27% of all GCSE entries in 2022.
- A level has seen a more sustained decline over the last decade, with a 25% decrease in numbers since 2012. Unlike at GCSE, however, numbers increased by 8% between 2021 and 2022. Classical studies A levels, as a share of overall entries, have decreased by 0.19 percentage points since 2012 – representing 0.58% of all A level entries in 2022.

#### Scottish qualifications

- The Scottish subject grouping at all qualification levels is **Classical Studies**.
- Numbers in Scotland are small across all levels of provision. At National 5 level, there has been robust growth of 65% since 2016. This trend continued, with a 26% increase between 2021 and 2022. Classical Studies National 5s, as a share of overall entries, have remained relatively stable, increasing by 0.06 percentage points since 2016 – representing only 0.06% of all National 5 entries in 2022.
- Numbers at Higher level have increased by 30% since 2016, and by 0.18% between 2021 and 2022. Classical Studies Highers, as a share of overall entries, have increased by 0.08 percentage points since 2016 – representing 0.29% of all Highers in 2022.
- Numbers at Advanced Higher have decreased by 32% since 2016. Numbers, however, increased by 25% between 2021 and 2022. Classical Studies Advanced Highers, as a share of overall entries, have decreased by 0.12 percentage points since 2016 – representing 0.16% of all Advanced Higher entries in 2022.

#### Latin

Latin is included here under Classical Subjects based on categorisation in JCQ A level data.<sup>34</sup> Numbers for classical Greek and biblical Hebrew are included in those reported under Classical Subjects, above.<sup>35</sup> Separate data for Latin is only available for qualifications in Scotland.

#### Scottish qualifications

- While entries at National 5 have decreased by 7% overall since 2016 more recent numbers have been more positive, increasing by 16% between 2021 and 2022. Latin National 5s, as a share of overall entries, have decreased by 0.02 percentage points since 2016 – representing 0.13% of all National 5 entries in 2022.

<sup>34</sup> Joint Council for Qualifications (JCQ CIC), 'Examination Results'.  
<sup>35</sup> FFT Education Datalab, 'Classical subjects, GCSE'.

- At Higher level numbers have decreased by 26% since 2016, and by 8% between 2021 and 2022. Latin Highers, as a share of overall entries, have decreased by 0.03 percentage points since 2016 – representing 0.12% of all Higher entries in 2022.
- Advanced Highers have seen numbers decrease by 56% since 2016 - the second largest decline of Humanities subjects at this level. Between 2021 and 2022, numbers decreased by 5%. Latin Advanced Highers, as a share of overall entries, have decreased by 0.21 percentage points since 2016 – representing 0.12% of all Advanced Higher entries in 2022.

### 3.2 Theology and Religious Studies

#### GCSE and A level

- For GCSE and A level qualifications these subjects fall under **Religious Studies**.
- Religious Studies remains one of the most popular Humanities subjects at GCSE, after English and English Literature. Numbers at GCSE have remained fairly stable, with an increase of 2% since 2012, and were stable between 2021 and 2022, declining by just 0.07%. Religious Studies GCSEs, as a share of overall entries, have decreased by 0.32 percentage points since 2012 – representing 4.26% of all GCSE entries in 2022.
- A level entry numbers are smaller and have decreased by 23% since 2012, and by 3% between 2021 and 2022. Religious Studies A levels, as a share of overall entries, have decreased by 0.58 percentage points since 2012 – representing 2.10% of all A level entries in 2022.

#### Scottish qualifications

- The Scottish subject grouping at all qualification levels is **Religious, Moral and Philosophical Studies**.
- Entries at National 5 have decreased by 7% since 2016, and by 3% between 2021 and 2022. Religious, Moral and Philosophical Studies National 5s, as a share of overall entries have decreased by 0.10 percentage points since 2016 – representing 0.76% of all National 5 entries in 2022.
- Entry numbers at Higher level peaked in 2016 and have since decreased by 19%. Numbers decreased by 9% between 2021 and 2022. Religious, Moral and Philosophical Studies Highers, as a share of overall entries, have decreased 0.34 percentage points since 2016 – representing 1.88% of all Higher entries in 2022.
- Entries at Advanced Highers are in better health and have been slowly increasing since 2019 and by 18% overall since 2016. There was a 5% increase between 2021 and 2022. Religious, Moral and Philosophical Studies Advanced Highers, as a share of overall entries have decreased by 0.01 percentage points since 2016 – representing 0.89% of all Advanced Higher entries in 2022.

### 3.3 Languages

- The overall trend for languages across all jurisdictions and qualification levels is one of declining entries.<sup>36</sup> There are, however, a few notable exceptions. Chinese Languages saw the strongest growth since 2016 of any SHAPE subject at National 5 level. Welsh: Second Language has seen the greatest overall increase in entries of any SHAPE subject at GCSE since 2012.

### 3.3.1 Most popular foreign languages

#### French

##### GCSE and A level

- This remains the largest language at GCSE, but entries have decreased by 16% since 2012 with a high point being reached in 2013. Numbers have recovered slightly since their lowest point in 2018, but decreased by 2% between 2021 and 2022. French GCSEs, as a share of overall entries, have decreased by 0.67 percentage points since 2021 – representing 2.27% of all GCSE entries in 2022.
- Entries at A level are smaller than at GCSE and have decreased by 37% overall since 2012, and by 5% between 2021 and 2022. French A levels, as a share of overall entries, have decreased by 0.52 percentage points since 2012 – representing 0.93% of all A level entries in 2022.

##### Scottish qualifications

- French has seen the largest decline in entries of all SHAPE subjects at National 5 since 2016, down 29% overall. Entries decreased by 7% between 2021 and 2022. French National 5s, as a share of overall entries, have decreased by 1.01 percentage points since 2016 – representing 2.14% of all National 5 entries in 2022.
- Numbers at Highers have seen a 45% decrease since 2016, and a decrease of 21% between 2021 and 2022. French Highers, as a share of overall entries, have decreased by 0.99 percentage points since 2016 – representing 1.33% of all Higher entries in 2022.
- Entries at Advanced Higher level have decreased by 27% since 2016, and by 14% between 2021 and 2022. French Advanced Highers, as a share of overall entries, have decreased by 1.12 percentage points since 2016 – representing 1.81% of all Advanced Higher entries in 2022.

#### German

##### GCSE and A level

- German saw the largest decline in entries for languages at GCSE, decreasing by 37% since 2012, and by 5% between 2021 and 2022. German GCSEs, as a share of overall entries, have decreased by 0.46 percentage points since 2012 – representing 0.64% of all GCSE entries in 2022.
- At A level, entry numbers have decreased by 41% since 2012. Numbers saw a small increase between 2021 and 2022 of 4%. German A levels, as a share of overall entries, have decreased by 0.22 percentage points since 2012 – representing 0.33% of all A level entries in 2022.

##### Scottish qualifications

- German entries at National 5 level have decreased 26% since 2016. However, more recently, entries increased slightly by 5% between 2021 and 2022. German National 5s, as a share of overall entries, have decreased by 0.20 percentage points since 2016 – representing 0.48% of all National 5 entries in 2022.
- Numbers at Higher level have decreased by 50% since 2016 and by 29% between 2021 and 2022. German Highers, as a share of overall entries, have decreased by

0.25 percentage points since 2016 – representing 0.27% of all Higher entries in 2022.

- The picture is similar at Advanced Higher level, with entries decreasing 25% since 2016 and by 23% between 2021 and 2022. German Advanced Highers, as a share of overall entries, have decreased by 0.22 percentage points since 2016 – representing 0.39% of all Advanced Higher entries in 2022.

## Spanish

### GCSE and A level

- The picture at GCSE has been one of growth in entries of 55% since 2012. Numbers however decreased by 2% between 2021 and 2022. Spanish GCSEs, as a share of overall entries, have increased by 0.59 percentage points since 2012 – representing 1.98% of all GCSE entries in 2022.
- Growth has been more modest at A level, with entries increasing 24% overall since 2012. Between 2021 and 2022, however, numbers decreased by 1%. Spanish A levels, as a share of overall entries, have increased by 0.22 percentage points since 2012 – representing 1.07% of all A level entries in 2022.

### Scottish qualifications

- National 5 numbers increased by 31% since 2016. Moreover, entries increased by 6% between 2021 and 2022 and Spanish remains the second biggest language at National 5. Spanish National 5s, as a share of overall entries, have increased by 0.36 percentage points since 2016 – representing 1.86% of all National 5 entries in 2022.
- Numbers at Higher level have decreased by 5% since 2016. More recently, entries have decreased by 18% between 2021 and 2022. Spanish Highers, as a share of overall entries, have remained relatively stable, declining by just 0.01 percentage points since 2016 – representing 1.31% of all Higher entries in 2022.
- At Advanced Higher level entries have decreased by 2% since 2016 and by 2% between 2021 and 2022. Spanish Advanced Highers, as a share of overall entries, have decreased by 0.35 percentage points since 2016 – representing 1.67% of all Advanced Higher entries in 2022.

## Italian

### Scottish qualifications

- Separate data for Italian is only available for qualifications in Scotland. At GCSE and A level, data for Italian falls under Other Modern Languages, for which see Section 3.3.3 below.
- Entry numbers for Italian at National 5 level have decreased by 22% since 2016. Between 2021 and 2022, however, Italian entries saw the largest increase of any SHAPE subject at this level, increasing by 128%. The change in numbers is small here though, and Italian National 5s, as a share of overall entries, have increased by 0.03 percentage points since 2016 – representing just 0.08% of all National 5 entries in 2022.
- Entries at Higher level have decreased by 22% since 2016, and by 6% between 2021 and 2022. Italian Highers, as a share of overall entries, have decreased by 0.02 percentage points since 2016 – representing 0.09% of all Higher entries in 2022.



- Italian is one of the smallest subjects at Advanced Higher, with just 35 entries in 2022. Despite some fluctuations, entries have increased 59% since 2016. Between 2021 and 2022, entries increased by 6%. Italian Advanced Highers, as a share of overall entries, have decreased by 0.03 percentage points since 2016 – representing 0.12% of all Advanced Higher entries in 2022.

### 3.3.2 Home languages

#### Irish

##### GCSE and A level

- Data for Irish is only available for GCSE and A level qualifications, though it is not represented in every jurisdiction. Entries for Irish primarily come from Northern Ireland, with low numbers in England and no entries for Wales.<sup>37</sup> At A level, entries come entirely from Northern Ireland.<sup>38</sup>
- Entries for GCSE Irish have increased slightly by 5% since 2012. Between 2021 and 2022, entries increased by 13%. Irish GCSEs, as a share of overall entries, have seen no percentage point change since 2012 – representing 0.03% of all GCSE entries in 2022.
- Entry numbers at A level have increased by 6% since 2012. More recently, however, entries decreased by 1% between 2021 and 2022. Irish A levels, as a share of overall entries have also seen no percentage point change since 2012 – representing 0.04% of all A level entries in 2022.

#### Welsh

##### GCSE and A level

- At GCSE, Welsh is split into **Welsh: First Language**, **Welsh: Second Language** and **Welsh Literature**. At A level, Welsh was available as a single qualification until 2017, when it was divided into Welsh: First Language and Welsh: Second Language, in line with GCSE.<sup>39</sup> Welsh Literature is not available as a separate subject at A level.
- Numbers at GCSE for Welsh: First Language and Welsh: Second Language primarily come from the Wales jurisdiction, with numbers for Welsh: First Language being low in both England and Northern Ireland, while entries for Welsh: Second Language are low in England and there are no entries for this subject in Northern Ireland. Welsh: Literature has no entries at GCSE level from England or Northern Ireland's jurisdictions.<sup>40</sup>
- At A level, all entries for Welsh: First Language and Welsh: Second Language come from Wales's jurisdiction, with no entries from England or Northern Ireland.<sup>41</sup>
- GCSE level Welsh: First Language has seen entry numbers increase by 13% since 2012. Between 2021 and 2022, however, numbers decreased slightly by just under half a percent. Welsh: First Language GCSEs, as a share of overall entries, have

37 Joint Council for Qualifications (JCQ CIC) (2022), *GCSE (Full Course), Outcomes for key grades for UK, England, Northern Ireland & Wales, including UK age breakdowns, Results Summer 2022*.

38 Joint Council for Qualifications (JCQ CIC) (2022), *GCE A Level & GCE AS Level Results, Summer 2022*.

39 Joint Council for Qualifications (JCQ CIC), 'Examination results'.

40 Joint Council for Qualifications (JCQ CIC) (2022), *GCSE (Full Course), Outcomes for key grades for UK, England Northern Ireland & Wales, including UK age breakdowns, Results Summer 2022*.

41 Joint Council for Qualifications (JCQ CIC) (2022), *GCE A Level & GCSE AS Level Results, Summer 2022*.

- remained stable, seeing no percentage point change since 2012 – representing 0.10% of all GCSE entries in 2022.
- GCSE Welsh: Second Language has seen the biggest overall growth of any SHAPE subject at this level since 2012, with entries increasing by 120%. This trend reversed between 2021 and 2022, however, with a slight decrease of 2%. Welsh: Second Language GCSEs, as a share of overall entries, have increased by 0.19 percentage points since 2012 – representing 0.37% of all GCSE entries in 2022.
  - At GCSE, Welsh: Literature has seen an overall increase in entries of 10% since 2012. Between 2021 and 2022, entries increased by 5%. Welsh Literature GCSEs, as a share of overall entries, have remained stable, seeing no percentage point change since 2012 – representing 0.08% of all GCSE entries in 2022.
  - A level numbers for Welsh decreased by 47% since 2012 before it's split into Welsh: First Language and Welsh: Second Language in 2017. Entries for Welsh: First Language have decreased by 7% overall since first reporting numbers in 2017, and by 7% between 2021 and 2022. Entries for Welsh: Second Language decreased by 21% since numbers were first reported in 2017, and by 19% between 2021 and 2022. In 2012, the single qualification Welsh A level represented 0.10% of all A level entries. Welsh: First Language A levels represented 0.03% of all A level entries in 2022. Welsh: Second Language A levels represented 0.03% of all A level entries in 2022.

## Gaelic

### Scottish qualifications

- Both **Gaelic (Learners)** and **Gàidhlig** are only available as qualifications in Scotland.
- At National 5, Gaelic (Learners) has seen overall entry numbers decrease by 7% since 2016. Between 2021 and 2022, entry numbers decreased by 16% - the greatest decrease in entries of any SHAPE subject at National 5 in that period. Gaelic (Learners) National 5s, as a share of overall entries, have decreased by 0.01 percentage points since 2016 – representing 0.04% of all National 5 entries in 2022.
- Entry numbers at National 5 for Gàidhlig, by contrast, have increased by 30% since 2016. Between 2021 and 2022, entries increased by 7%. Gàidhlig National 5s, as a share of overall entries, have increased by 0.01 percentage points since 2016 – representing 0.07% of all National 5 entries in 2022.
- Numbers at Higher level have decreased by 17% overall for both Gaelic (Learners) and Gàidhlig since 2016. From 2021 to 2022, Gaelic (Learners) saw numbers increase by 13%, while numbers for Gàidhlig decreased by 8% in this period. Gaelic (Learners) Highers, as a share of overall entries, have decreased by 0.01 percentage points since 2016 – representing 0.04% of all Higher entries in 2022. Gàidhlig Highers, as a share of overall entries, have decreased by 0.01 percentage points since 2016 – representing 0.06% of all Higher entries in 2022.
- At Advanced Higher level, Gaelic (Learners) has seen entries decrease by 59% since 2016 – the greatest decrease for any SHAPE subject at this level. Between 2021 and 2022, entries increased by 11%. Gaelic (Learners) Advanced Highers, as a share of overall entries, have decreased by 0.07 percentage points since 2016 – representing 0.04% of all Advanced Higher entries in 2022.
- Gàidhlig has seen numbers at Advanced Higher level decrease by 19% since 2016. Between 2021 and 2022, entries for Gàidhlig decreased by 17%. Gàidhlig Advanced

Highers, as a share of overall entries, have decreased by 0.04 percentage points since 2016 – representing 0.09% of all Advanced Higher entries in 2022.

### 3.3.3 Other foreign languages

#### GCSE and A level

- Data for other language provision at GCSE and A level is provided under the grouping of **Other Modern Languages**. This grouping includes all languages except French, German, Spanish, and home languages such as Irish and Welsh. Entry numbers at GCSE have increased by 22% since 2012. Between 2021 and 2022 numbers increased by 47%. Other Modern Languages GCSEs, as a share of overall entries, have increased by 0.07 percentage points since 2012 – representing 0.64% of all GCSE entries in 2022.
- At A level, numbers for Other Modern Languages have decreased by 40% since 2012. Between 2021 and 2022, however, entries increased by 5%. Other Modern Languages A levels, as a share of overall entries, have decreased by 0.41 percentage points since 2012 – representing 0.65% of all A level entries in 2022.

#### Scottish qualifications

- Separate subject entry data for **Chinese Languages** is available for Scottish qualifications only. Entries for Chinese Languages have seen the strongest growth of any SHAPE subject at National 5 level since 2016, increasing by 160%. Entries increased by 4% between 2021 and 2022. Chinese Languages National 5s, as a share of overall entries, have increased by 0.05 percentage points since 2016 – representing 0.08% of all National 5 entries in 2022.
- Strong growth has also been seen at Highers, where numbers for Chinese Languages have increased 98% since 2016, and by 29% between 2021 and 2022. Chinese Languages Highers, as a share of overall entries, have increased by 0.06 percentage points since 2016 – representing 0.12% of all Higher entries in 2022.
- Entries for Chinese Languages at Advanced Highers have increased by 134% since 2016, and increased by 27% between 2021 and 2022. Chinese Languages Advanced Highers, as a share of overall entries, have increased by 0.13 percentage points since 2016 – representing 0.27% of all Advanced Higher entries in 2022.
- Separate subject entry data for **Urdu** is available for Scottish qualifications at National 5 and Higher level only. Numbers for Urdu at National 5 are small but entries have grown 13% since 2016. Entries increased by 4% between 2021 and 2022. Urdu National 5s, as a share of overall entries, have seen no percentage point change since 2016 – representing 0.02% of all National 5 entries.
- By contrast, numbers for Urdu at Higher level have decreased by 2% since 2016, and between 2021 and 2022 they decreased by 5%. Urdu Highers, as a share of overall entries, have also seen no percentage point change since 2016 – representing 0.05% of all Higher entries in 2022.
- Separate data on **English for Speakers of Other Languages** is only available at National 5 and Higher level. Entries for English for Speakers of Other Languages at National 5 level have increased by 16% since 2016 and increased by 9% between 2021 and 2022. English for Speakers of Other Languages National 5s, as a share of overall entries, have increased by 0.03 percentage points since 2016 – representing 0.32% of all National 5 entries in 2022.
- At Higher level, entry numbers for English for Speakers of Other Languages have increased by 1% since 2016. Between 2021 and 2022, entry numbers decreased by

5%. English for Speakers of Other Languages Highers, as a share of overall entries, have increased by 0.02 percentage points since 2016 – representing 0.37% of all Higher entries in 2022.

### 3.4 English

#### GCSE and A level

- Separate entry data for **English** and **English Literature** is presented at both GCSE and A level, with the addition at A level of **English Literature and Language**. Curriculum changes to A levels from autumn 2015 mean that entry numbers were reported under the subject title English before 2017, and under the subject titles of the three relevant A levels from 2017: **English Language**, **English Literature**, and **English Literature and Language**.<sup>42</sup> English Literature and English Literature and Language are not available in Scotland.
- Entry numbers for English at GCSE have increased by 13% since 2012, and those for English Literature increased by 31% in this period. They remain the largest SHAPE subjects at this level. English numbers decreased 3% between 2021 and 2022, while numbers for English Literature remained almost unchanged in this period. English GCSEs, as a share of overall entries, have increased by 0.44 percentage points since 2012 – representing 13.25% of all GCSE entries in 2022. English Literature GCSEs, as a share of overall entries, have increased by 1.82 percentage points since 2012 – representing 10.78% of all GCSE entries in 2022.
- At A level entries for English had been declining prior to the change in reporting for the subject in 2017. Since 2017, English Literature has been the largest of the three subjects at A level, though it saw entries decrease by 9% between 2021 and 2022. English Language entries decreased by less than 1% between 2021 and 2022. English Literature and Language entries decreased by 6% between 2021 and 2022. In 2012, the single qualification English A level represented 10.40% of all A level entries. In 2022, English Language, English Literature and combined English Literature and Language A levels together represented 6.81% of all A level entries. Individually, English Language represented 1.71% of all A level entries; English Literature represented 4.33% of all A level entries; and English Literature and Language represented 0.88% of all A level entries in 2022.

#### Scottish qualifications

- English remains the largest SHAPE subject across all qualification levels in Scotland, but particularly at Higher level.
- National 5 English have increased by 4% since 2016 and they increased by 2% between 2021 and 2022. English National 5s, as a share of overall entries, have decreased by 0.14 percentage points since 2016 – representing 15.39% of all National 5 entries in 2022.
- English is the largest SHAPE subject at Higher level by quite some margin, though entries have decreased by 6% overall since 2016. Between 2021 and 2022, entries decreased by 7%. English Highers, as a share of overall entries, have decreased by 0.30 percentage points since 2016 – representing 18.08% of all Higher entries in 2022.
- The overall picture at Advanced Higher level has been more positive overall with entries for English increasing 20% since 2016. Entries, however, decreased by 2%

<sup>42</sup> OCR (2015), *AS and A Level English Language, English Literature, English Language and Literature*; FFT Education Datalab, 'English language, A-level', which records how English was recorded as a single subject at A level prior to 2017.

between 2021 and 2022. English Advanced Highers, as a share of overall entries, have increased by 0.14 percentage points since 2016 – representing 9.82% of all Advanced Higher entries in 2022.

### 3.5 History

#### GCSE and A level

- History GCSE entry numbers have increased 31% since 2012. Between 2021 and 2022, however, entries decreased by 1%. History GCSEs, as a share of overall entries, have increased by 0.85 percentage points since 2012 – representing 5.12% of all GCSE entries in 2022.
- History is the second largest SHAPE subject at A level, though numbers have decreased by 9% since 2012. Between 2021 and 2022, entry numbers increased by 2%. History A levels, as a share of overall entries, have decreased by 0.48 percentage points since 2012 – representing 5.52% of all A level entries in 2022.

#### Scottish qualifications

- History is the second largest SHAPE subject in terms of entries at National 5 level. Since 2016 numbers have decreased slightly by 1%, though they have been increasing since 2019. Between 2021 and 2022, entries increased by 3%. History National 5s, as a share of overall entries, have decreased by 0.34 percentage points since 2016 – representing 5.06% of all National 5 entries in 2022.
- Entry numbers at for History Higher level have decreased by 12% since 2016. Between 2021 and 2022, entries decreased by 6%. History Highers, as a share of overall entries, have decreased by 0.40 percentage points since 2016 - representing 5.24% of all Higher entries in 2022.
- Entry numbers for History at Advanced Higher level have decreased by 7% since 2016. Between 2021 and 2022, entries increased by 1%. History Advanced Highers, as a share of all entries, have decreased by 1.42 percentage points since 2016 – representing 5.21% of all Advanced Higher entries in 2022.

### 3.6 Philosophy

#### Scottish qualifications

- Separate subject data is not available for Philosophy at GCSE or A level. Scotland has separate data for **Philosophy** at National 5 and Higher level, in addition to data for **Religious, Moral and Philosophical Studies** as discussed in section 3.3 above.
- At National 5 level, entries for Philosophy have decreased by 5% since 2016. Between 2021 and 2022, entries decreased by 7%. Philosophy National 5s, as a share of overall entries, have remained fairly constant, decreased by 0.01 percentage points since 2016 – representing 0.09% of all National 5 entries in 2022.
- There has been a greater drop in entries at Higher level, where they have decreased by 25% since 2016. Between 2021 and 2022, entries decreased by 8%. Philosophy Highers, as a share of overall entries, have decreased by 0.11 percentage points since 2016 – representing 0.40% of all Higher entries in in 2022.

### **3.7 Other**

#### **GCSE**

- A GCSE in **Humanities** was available until it was withdrawn from provision in 2016 and for which final assessment concluded in 2017, due to overlap with other subjects. In 2012, Humanities GCSEs as a share of overall entries represented 0.26% of all GCSE entries.

## Annexes

### Annexe A: Types of qualifications and qualification levels in the UK

The following table provides an overview of select qualifications, and the levels of these qualifications based on the relevant frameworks used across the United Kingdom.<sup>43</sup> The qualifications of interest for this report are highlighted in the table.

<b>Types of qualification</b>	<b>Qualification level in England, Northern Ireland and Wales</b>	<b>Qualification level in Scotland (Scottish Credit and Qualifications Framework)</b>	<b>Age at which a student may usually take this qualification for the first time</b>
Doctoral degrees	8	12	N/A
Master's degrees	7	11	N/A
Bachelor's degrees with honours	6	10	N/A
Bachelor's degrees, ordinary degrees without honours	6	9	N/A
Diplomas of Higher Education	5	8	N/A
Certificates of Higher Education	4	7	N/A
SQA Advanced Highers	N/A	7	17 to 18
A levels	3	N/A	16 to 18
SQA Highers	N/A	6	16 to 17
GCSEs (grades 9 to 4 or A* to C)	2	N/A	15 to 16
SQA National 5s	N/A	5	15 to 16
GCSEs (grades 3 to 1 or D to G)	1	N/A	15 to 16

43 UK Government (2022), 'What qualification levels mean' and Scottish Credit and Qualifications Framework (2022), 'The SCQF Interactive Framework'

## Annexe B: List of social sciences and humanities subjects and absolute entry numbers for GCSEs, A levels, National 5s, Highers and Advanced Highers

The following tables provide an overview of the social sciences and humanities subjects and absolute entry numbers for the types of qualifications examined as part of this report.

Further details on the sources of the Joint Council for Qualifications (JCQ) and Scottish Qualifications Agency (SQA) data used for these tables and throughout the report are available in the 'Introduction' section of the report.<sup>44</sup> A version of the following tables is also available on the Academy's SHAPE Indicators resource.<sup>45</sup>

### GCSE entries for social sciences and humanities subjects

Subject	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Business and Communication Systems	15603	14483	15690	15094	11652	8977	8424	1685	1643	1747	1920
Business Studies	70473	78141	90910	96493	95080	92742	91648	95801	98802	102542	107283
Citizenship Studies	10982	11695	19689	21628	18720	15553	17963	19821	21970	20291	21455
Classical subjects	15265	16005	16444	15867	15152	14480	15685	15853	16148	15686	15365
Economics	3857	4779	5400	5779	5982	5637	5544	6470	6843	6770	7117
English	669534	731153	515575	520524	513285	760277	733085	765332	799473	780231	756462
English Literature	468196	475031	478575	436546	414286	574358	565791	587051	599975	615669	615328
French	153436	177288	168042	157699	144892	130509	126750	130831	132036	131887	129419
Geography	187022	222852	225149	228075	244033	245964	256420	265169	270311	281741	289351
German	57547	62932	59891	54037	50271	43649	44535	42791	42348	38272	36327
History	222983	260236	256179	247040	260521	255954	260204	278759	292274	294807	292199
Humanities <sup>46</sup>	13782	9783	9707	7574	4741	2290	0	0	0	0	0
Irish	1879	2080	2024	1980	1905	1995	1991	1848	1764	1757	1981
Religious Studies	239123	263988	282099	295730	296010	282193	253618	249022	247624	243071	243252
Social Science subjects	37940	39208	42637	44631	43780	40091	39250	39380	40079	41251	43996
Spanish	72606	91315	93028	90782	92681	91040	95080	102242	109594	114795	112845
Welsh: First Language	5224	5636	5591	5491	5331	6422	4848	5212	5415	5904	5880

44 Joint Council for Qualifications (JCQ CIC) (September 2022). For GCSE, data from documents titled 'Provisional GCSE (Full Course) Results' for June 2012 to June 2022 was used. For A level, data from documents titled 'Provisional GCE A Level Results' for June 2012 to June 2022 was used. For Scottish qualifications data before 2022: <https://www.sqa.org.uk/sqa/57518.8313.html>, for 2022 data: <https://www.sqa.org.uk/sqa/102188.html>.

45 The British Academy (2023), 'SHAPE Indicators'

46 Note: Humanities GCSE was withdrawn after 2017.



Welsh: Second Language	9743	10196	10566	11052	10967	12311	14646	19514	21358	21801	21391
Welsh Literature	3966	4163	3743	3603	3705	3320	3304	3671	3840	4154	4358
Other Modern Languages	29843	31368	31865	33043	33639	32868	32807	32183	23076	24714	36445
<b>Entries for social sciences subjects</b>	<b>325877</b>	<b>371158</b>	<b>399475</b>	<b>411700</b>	<b>419247</b>	<b>408964</b>	<b>419249</b>	<b>428326</b>	<b>439648</b>	<b>454342</b>	<b>471122</b>
<b>Entries for humanities subjects</b>	<b>1963127</b>	<b>2141174</b>	<b>1933329</b>	<b>1880968</b>	<b>1847386</b>	<b>2211666</b>	<b>2152344</b>	<b>2234309</b>	<b>2294925</b>	<b>2292748</b>	<b>2271252</b>
<b>Entries for social sciences and humanities subjects</b>	<b>2289004</b>	<b>2512332</b>	<b>2332804</b>	<b>2292668</b>	<b>2266633</b>	<b>2620630</b>	<b>2571593</b>	<b>2662635</b>	<b>2734573</b>	<b>2747090</b>	<b>2742374</b>
<b>Entries for other subjects</b>	<b>2936284</b>	<b>2932992</b>	<b>2884769</b>	<b>2984936</b>	<b>2974163</b>	<b>2822442</b>	<b>2898483</b>	<b>2884812</b>	<b>2957891</b>	<b>2998855</b>	<b>2966497</b>
<b>Total (entries for all subjects)</b>	<b>5225288</b>	<b>5445324</b>	<b>5217573</b>	<b>5277604</b>	<b>5240796</b>	<b>5443072</b>	<b>5470076</b>	<b>5547447</b>	<b>5692464</b>	<b>5745945</b>	<b>5708871</b>

### A level entries for social sciences and humanities subjects

Subject	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Business Studies	28567	27673	26745	27362	28208	30023	32867	33925	36188	38546	42461
Classical subjects	6635	6443	6615	6633	6581	6430	5657	5148	4777	4735	4959
Communication studies	2118	1767	1741	1845	1851	1537	1162	1	0	0	0
Economics	24327	26139	26612	27575	29385	30074	30810	30841	31391	33546	36483
English <sup>47</sup>	89638	89442	85336	89499	84710	0	0	0	0	0	0
English Language	0	0	0	0	0	21178	18049	14114	15053	14534	14476
English Literature	0	0	0	0	0	46411	44290	40824	41380	39492	35791
English Literature and Language	0	0	0	0	0	11058	9676	8197	7879	7969	7507
French	12511	11272	10433	10328	9672	9468	8713	8355	8263	8383	7929
Geography	32005	32872	33007	37195	36363	37814	33538	34960	30203	35268	37443
German	4773	4242	4187	4009	3842	3663	3058	3033	2849	2708	2803
History	51652	52149	52131	55848	54731	50311	48937	51438	44898	45865	46819
Irish	304	310	313	330	331	333	332	291	315	325	323
Law	13154	12523	11517	10738	11272	11538	11265	11575	11711	13519	14361

47 Reflecting the curriculum changes to A levels taught from autumn 2015, entries under the subject title English before 2017 are reported under the titles of the three relevant A levels (English Language, English Literature and English Literature and Language) from 2017.

Political Studies	15260	15393	13761	15103	15540	17523	17964	19729	17659	18473	20496
Psychology	56486	56088	54818	57014	59469	58663	59708	64598	65263	71235	78741
Religious Studies	23042	23354	24213	25773	27032	26086	20527	19406	17539	18382	17789
Sociology	31357	30688	30594	32258	33980	34607	34873	38015	38994	42091	45281
Spanish	7351	7651	7601	8694	8460	8601	8255	8625	8707	9139	9088
Welsh <sup>48</sup>	859	752	692	678	610	0	0	0	0	0	0
Welsh First Language	0	0	0	0	0	233	252	278	260	252	235
Welsh Second Language	0	0	0	0	0	333	284	249	209	275	224
Other Modern Languages (ie all except French, German, Irish, Spanish and Welsh)	9136	9087	9007	9375	9209	9386	9673	8289	4928	5256	5518
<b>Entries for social sciences subjects</b>	<b>201156</b>	<b>201376</b>	<b>197054</b>	<b>207245</b>	<b>214217</b>	<b>220242</b>	<b>221025</b>	<b>233643</b>	<b>231409</b>	<b>252678</b>	<b>275266</b>
<b>Entries for humanities subjects</b>	<b>208019</b>	<b>206469</b>	<b>202269</b>	<b>213012</b>	<b>207029</b>	<b>195028</b>	<b>178865</b>	<b>168248</b>	<b>157057</b>	<b>157315</b>	<b>153461</b>
<b>Entries for social sciences and humanities subjects</b>	<b>409175</b>	<b>407845</b>	<b>399323</b>	<b>420257</b>	<b>421246</b>	<b>415270</b>	<b>399890</b>	<b>401891</b>	<b>388466</b>	<b>409993</b>	<b>428727</b>
<b>Entries for other subjects</b>	<b>452644</b>	<b>442907</b>	<b>434484</b>	<b>430492</b>	<b>415459</b>	<b>413085</b>	<b>411886</b>	<b>399111</b>	<b>392563</b>	<b>414725</b>	<b>420183</b>
<b>Total (entries for all subjects)</b>	<b>861819</b>	<b>850752</b>	<b>833807</b>	<b>850749</b>	<b>836705</b>	<b>828355</b>	<b>811776</b>	<b>801002</b>	<b>781029</b>	<b>824718</b>	<b>848910</b>

### National 5 entries for social sciences and humanities subjects<sup>49</sup>

Subject	2014	2015	2016	2017	2018	2019	2020	2021	2022
Accounting	777	938	895	846	895	898	908	902	855
Business Management	5845	7603	7988	8013	7412	7576	7860	8124	8920
Chinese Languages	1	84	98	144	186	190	258	245	255
Classical Studies	103	69	109	73	78	108	129	143	180
Economics	89	150	289	292	277	268	309	297	335

48 Reflecting the curriculum changes to A levels taught from autumn 2015, entries under the subject title Welsh are reported under the titles of the two relevant A levels (Welsh First Language, Welsh Second Language) from 2017.

49 Note: National 5 qualifications were introduced for the 2013-14 academic year, with National 4 and National 5 qualifications replacing Standard Grades. As such, this chart only covers entries data since the introduction of National 5 qualifications. For the purposes of this report, data is analysed from 2016 onwards, to allow for compatibility and comparison following the introduction of new Scottish qualifications between 2013 and 2016.

English	28798	44794	45813	46241	44439	45593	46664	46875	47720
English for Speakers of Other Languages	210	683	868	867	1035	1048	1089	920	1005
French	9444	10551	9292	9078	8145	7873	7752	7120	6630
Gaelic (Learners)	163	109	145	115	107	135	125	161	135
Gàidhlig	175	167	158	151	183	195	183	192	205
Geography	9647	11574	11017	10756	9794	9795	9698	10073	10265
German	2206	2188	2025	1899	1859	1805	1712	1423	1495
History	13430	15777	15942	15073	14475	14735	15064	15286	15710
Italian	231	203	332	241	286	217	280	114	260
Latin	347	454	445	363	390	376	388	357	415
Modern Studies	9317	11524	11595	12383	11867	11967	12193	12955	13655
Philosophy	109	239	299	276	269	272	296	305	285
Psychology	85	354	631	622	775	992	890	970	1005
Religious, Moral and Philosophical Studies	1231	2117	2521	2623	2309	2419	2327	2419	2350
Sociology	70	92	259	241	206	259	286	271	280
Spanish	2923	3968	4417	4488	4938	5122	5814	5426	5765
Urdu	42	49	62	74	45	74	87	67	70
<b>Social science subjects</b>	<b>25830</b>	<b>32235</b>	<b>32674</b>	<b>33153</b>	<b>31226</b>	<b>31755</b>	<b>32144</b>	<b>33592</b>	<b>35315</b>
<b>Humanities subjects</b>	<b>59413</b>	<b>81452</b>	<b>82526</b>	<b>81706</b>	<b>78744</b>	<b>80162</b>	<b>82168</b>	<b>81053</b>	<b>82480</b>
<b>Entries for social sciences and humanities subjects</b>	<b>85243</b>	<b>113687</b>	<b>115200</b>	<b>114859</b>	<b>109970</b>	<b>111917</b>	<b>114312</b>	<b>114645</b>	<b>117795</b>
<b>Entries for other subjects</b>	<b>128358</b>	<b>174347</b>	<b>179813</b>	<b>178308</b>	<b>171765</b>	<b>176644</b>	<b>186371</b>	<b>183492</b>	<b>192375</b>
<b>Total (entries for all subjects)</b>	<b>213601</b>	<b>288034</b>	<b>295013</b>	<b>293167</b>	<b>281735</b>	<b>288561</b>	<b>300683</b>	<b>298137</b>	<b>310170</b>

**Higher entries for social sciences and humanities subjects<sup>50</sup>**

<b>Subject</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Accounting	585	1364	1319	1254	1222	1150	1338	1150
Business Management	5259	9108	9116	8755	8322	8173	8781	8960
Childcare and Development	45	524	713	766	393	300	301	215
Chinese Languages	20	111	129	152	173	151	171	220
Classical Studies	97	422	429	400	392	450	549	550
Economics	179	558	642	656	583	565	610	780
English	21150	36345	35713	36181	35460	36371	36560	34025
English for Speakers of Other Languages	232	689	783	732	784	742	732	695
French	2751	4581	3918	3780	3417	3167	3177	2500
Gaelic (Learners)	41	84	69	75	61	62	62	70
Gàidhlig	87	132	126	130	135	130	119	110
Geography	3866	8157	7945	7329	6867	6438	7131	7175
German	637	1020	890	817	787	780	716	505
History	7375	11165	10759	10301	9987	9918	10550	9865
Italian	104	219	264	252	221	242	181	170
Latin	168	310	286	226	253	265	249	230
Modern Studies	4796	9849	9319	9332	8653	8474	9536	9770
Philosophy	510	1006	759	743	656	588	819	750
Politics	186	781	982	1214	1213	1312	1817	1935
Psychology	497	3589	3666	3488	3410	3105	3015	3160
Religious, Moral and Philosophical Studies	2479	4383	3782	3658	3598	3531	3873	3540
Sociology	155	953	1024	1067	927	757	832	935
Spanish	1487	2600	2809	2795	3054	2902	3016	2465
Urdu	50	92	104	103	92	118	95	90

<sup>50</sup> New Scottish Higher qualifications were assessed for the first time in 2015. While assessment for 'new' and 'old' Highers simultaneously took place in 2015, this chart only includes 'new' Highers data for 2015. SQA does not report pre-2015 data alongside post-2015, though all data remains available on its website. For the purposes of this report, data is analysed from 2016 onwards, to allow for compatibility and comparison following the introduction of new Scottish qualifications between 2013 and 2016.

<b>Social science subjects</b>	<b>15568</b>	<b>34883</b>	<b>34726</b>	<b>33861</b>	<b>31590</b>	<b>30274</b>	<b>33361</b>	<b>34080</b>
<b>Humanities subjects</b>	<b>37188</b>	<b>63159</b>	<b>60820</b>	<b>60345</b>	<b>59070</b>	<b>59417</b>	<b>60869</b>	<b>55785</b>
<b>Entries for social sciences and humanities subjects</b>	<b>52756</b>	<b>98042</b>	<b>95546</b>	<b>94206</b>	<b>90660</b>	<b>89691</b>	<b>94230</b>	<b>89865</b>
<b>Entries for other subjects</b>	<b>54545</b>	<b>99708</b>	<b>99258</b>	<b>97746</b>	<b>95257</b>	<b>96536</b>	<b>100564</b>	<b>98355</b>
<b>Total (entries for all subjects)</b>	<b>107301</b>	<b>197750</b>	<b>194804</b>	<b>191952</b>	<b>185917</b>	<b>186227</b>	<b>194794</b>	<b>188220</b>

### Advanced Higher entries for social science and humanities subjects<sup>51</sup>

<b>Subject</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Accounting	39	53	57	64	62	76	65
Business Management	363	450	474	453	560	589	790
Chinese Languages	32	31	54	61	61	59	75
Classical Studies	66	32	47	38	31	36	45
Economics	96	82	96	107	103	79	125
English	2303	2626	2485	2347	2241	2830	2770
French	697	774	638	603	574	591	510
Gaelic (Learners)	24	9	11	20	11	9	10
Gàidhlig	31	28	30	29	43	30	25
Geography	900	779	803	708	750	794	1025
German	146	172	124	127	106	143	110
History	1578	1541	1525	1273	1224	1453	1470
Italian	22	28	36	27	27	33	35
Latin	79	54	44	59	33	37	35
Modern Studies	851	859	841	803	886	1079	1175
Religious, Moral and Philosophical Studies	212	172	157	175	180	237	250
Spanish	480	433	456	470	464	463	470

<sup>51</sup> Revised Advanced Highers were assessed for the first time in 2016. SQA does not report pre-2016 data alongside post-2016 data, though all data remains available on its website.

<b>Social science subjects</b>	<b>2249</b>	<b>2223</b>	<b>2271</b>	<b>2135</b>	<b>2361</b>	<b>2617</b>	<b>3180</b>
<b>Humanities subjects</b>	<b>5670</b>	<b>5900</b>	<b>5607</b>	<b>5229</b>	<b>4995</b>	<b>5921</b>	<b>5805</b>
<b>Entries for social sciences and humanities subjects</b>	<b>7919</b>	<b>8123</b>	<b>7878</b>	<b>7364</b>	<b>7356</b>	<b>8538</b>	<b>8985</b>
<b>Entries for other subjects</b>	<b>15875</b>	<b>15984</b>	<b>16450</b>	<b>16101</b>	<b>16215</b>	<b>18269</b>	<b>19235</b>
<b>Total (entries for all subjects)</b>	<b>23794</b>	<b>24107</b>	<b>24328</b>	<b>23465</b>	<b>23571</b>	<b>26807</b>	<b>28220</b>

