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NATIONAL 5 MATHEMATICS

GRADE CALCULATOR & FIVE-YEAR RESULTS HANDBOOK

Official 2022-2026 boundaries | A-D conversion | attainment trends | target planning

Course	National 5 Mathematics
Course code	C847 75
Course assessment code	X847 75
Level / total marks	SCQF Level 5 | 90 marks

INDEPENDENT PUBLICATION NOTICE

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How grading works

The two papers contribute a combined maximum of 90 marks. Qualifications Scotland sets final grade boundaries after considering the performance and demand of the assessment. The notional design points are around 70% for grade A and 50% for grade C, but actual boundaries can move up or down to maintain comparable standards.

Source basis: SPEC; CR26; GB

Official National 5 Mathematics grade boundaries, 2022-2026

Year	A	B	C	D	Total
2022	62	50	39	27	90
2023	62	49	36	23	90
2024	64	54	45	35	90
2025	64	55	47	38	90
2026	65	55	46	36	90

Boundary sources: 2022, 2023, 2024, 2025 and 2026 National 5 Mathematics course reports / Qualifications Scotland grade-boundary publications.

Five-year boundary analysis

Grade A

Five-year marks	62, 62, 64, 64, 65
Minimum	62
Maximum	65
Range	3
Median	64
Median as % of 90	71.1%
Interpretation	Use the five-year band for planning only. The actual boundary for a future diet is set after the assessment; it is not guaranteed by a historical average.

Grade B

Five-year marks	50, 49, 54, 55, 55
Minimum	49
Maximum	55
Range	6
Median	54
Median as % of 90	60.0%
Interpretation	Use the five-year band for planning only. The actual boundary for a future diet is set after the assessment; it is not guaranteed by a historical average.

Grade C

Five-year marks	39, 36, 45, 47, 46
Minimum	36
Maximum	47
Range	11
Median	45
Median as % of 90	50.0%
Interpretation	Use the five-year band for planning only. The actual boundary for a future diet is set after the assessment; it is not guaranteed by a historical average.

Grade D

Five-year marks	27, 23, 35, 38, 36
Minimum	23
Maximum	38

Range	15
Median	35
Median as % of 90	38.9%
Interpretation	Use the five-year band for planning only. The actual boundary for a future diet is set after the assessment; it is not guaranteed by a historical average.

Historic grade calculator

1. Add Paper 1 and Paper 2 marks. 2. Choose the correct examination year. 3. Compare the total with that year's A/B/C/D thresholds. 4. Report the grade as a historical conversion, not a prediction of a future boundary.

- Example: 58/90 in 2026 -> grade B using that year's published boundaries.
- Example: 47/90 in 2025 -> grade C using that year's published boundaries.
- Example: 37/90 in 2024 -> grade D using that year's published boundaries.
- Example: 52/90 in 2023 -> grade B using that year's published boundaries.

Marks-needed planner

Paper 1 mark /40	2026 A needs	B needs	C needs	D needs	Paper 2 max
10	not possible	45/50	36/50	26/50	50
15	50/50	40/50	31/50	21/50	50
20	45/50	35/50	26/50	16/50	50
25	40/50	30/50	21/50	11/50	50
30	35/50	25/50	16/50	6/50	50
35	30/50	20/50	11/50	1/50	50
40	25/50	15/50	6/50	0/50	50

Attainment context, 2022-2026

Year	Grade A	A-C	Resulted entries*
2022	36.8%	69.7%	38,295

2023	28.3%	62.4%	37,558
2024	39.9%	68.2%	36,689
2025	39.8%	69.5%	34,846
2026	40.3%	70.6%	33,858

*Course-report entry figures are compiled before completion of appeals and can differ slightly from later statistical-summary counts. Attainment percentages above use the published statistical summaries where available; this handbook keeps that distinction explicit.

What the five-year data actually says

Across 2022-2026 the grade A boundary ranged from 62 to 65 marks, while grade C ranged from 36 to 47. This variation is why a mock should be reported as a mark first and only then converted using a stated historical series.

The proportion achieving A-C fell notably in 2023 and recovered in subsequent years. Boundary movement and attainment should not be interpreted as a simple measure of “easy” versus “hard”; the awarding process considers question-paper demand and evidence of the national standard.

Year-by-year award profiles

2022

Published course-report profile	A: 14,105 (36.8%), boundary 62/90 (68.9%); B: 6,835 (17.9%), boundary 50/90 (55.6%); C: 5,755 (15.0%), boundary 39/90 (43.3%); D: 5,350 (14.0%), boundary 27/90 (30.0%); No award: 6,250 candidates (16.3%)
Use in planning	Useful for historical context only. Do not infer a future boundary or individual probability from cohort percentages.
Source	CR22

2023

Published course-report profile	A: 10,636 (28.3%), boundary 62/90 (68.9%); B: 6,122 (16.3%), boundary 49/90 (54.4%); C: 6,669 (17.8%), boundary 36/90 (40.0%); D: 6,680 (17.8%), boundary 23/90 (25.6%); No award: 7,451 candidates (19.8%)
Use in planning	Useful for historical context only. Do not infer a

	future boundary or individual probability from cohort percentages.
Source	CR23

2024

Published course-report profile	A: 14,612 (39.8%), boundary 64/90 (71.1%); B: 5,678 (15.5%), boundary 54/90 (60.0%); C: 4,711 (12.8%), boundary 45/90 (50.0%); D: 4,429 (12.1%), boundary 35/90 (38.9%); No award: 7,259 candidates (19.8%)
Use in planning	Useful for historical context only. Do not infer a future boundary or individual probability from cohort percentages.
Source	CR24

2025

Published course-report profile	A: 13,809 (39.6%), boundary 64/90 (71.1%); B: 5,516 (15.8%), boundary 55/90 (61.1%); C: 4,834 (13.9%), boundary 47/90 (52.2%); D: 4,246 (12.2%), boundary 38/90 (42.2%); No award: 6,441 candidates (18.5%)
Use in planning	Useful for historical context only. Do not infer a future boundary or individual probability from cohort percentages.
Source	CR25

2026

Published course-report profile	A: 13,643 (40.3%), boundary 65/90 (72.2%); B: 5,753 (17.0%), boundary 55/90 (61.1%); C: 4,512 (13.3%), boundary 46/90 (51.1%); D: 4,087 (12.1%), boundary 36/90 (40.0%); No award: 5,863 candidates (17.3%)
Use in planning	Useful for historical context only. Do not infer a

	future boundary or individual probability from cohort percentages.
Source	CR26

Five-year percentage boundary table

Year	A %	B %	C %	D %
2022	68.9%	55.6%	43.3%	30.0%
2023	68.9%	54.4%	40.0%	25.6%
2024	71.1%	60.0%	50.0%	38.9%
2025	71.1%	61.1%	52.2%	42.2%
2026	72.2%	61.1%	51.1%	40.0%

These percentages are conversions of the official mark boundaries out of 90; Qualifications Scotland publishes boundaries as marks, not fixed percentage rules.

References and evidence base

The resource is independently written. Source documents are used to verify course scope, assessment structure, grade boundaries, formula provision and published observations about candidate performance. The wording below is bibliographic rather than a reproduction of assessment material.

- **[SPEC]** Qualifications Scotland / SQA, National 5 Mathematics Course Specification, May 2023, version 3.0. https://www.sqa.org.uk/files_ccc/n5-course-spec-mathematics.pdf
- **[CR22]** SQA, National 5 Mathematics Course Report 2022. https://www.sqa.org.uk/files_ccc/2022-n5-course-report-mathematics.pdf
- **[CR23]** SQA, National 5 Mathematics Course Report 2023. https://www.sqa.org.uk/files_ccc/2023-n5-course-report-mathematics.pdf
- **[CR24]** SQA, National 5 Mathematics Course Report 2024. https://www.sqa.org.uk/files_ccc/2024-n5-course-report-mathematics.pdf
- **[CR25]** SQA, National 5 Mathematics Course Report 2025. https://www.sqa.org.uk/files_ccc/2025-n5-course-report-mathematics.pdf
- **[CR26]** Qualifications Scotland, National 5 Mathematics Course Report 2026. https://www.sqa.org.uk/sqa/files_ccc/2026-n5-course-report-mathematics.pdf
- **[GB]** Qualifications Scotland, Grade Boundaries 2022-2026. https://www.sqa.org.uk/sqa/105159.11713.html
- **[STAT24]** Qualifications Scotland, Attainment Statistical Summary 2024. https://www.sqa.org.uk/sqa/112407.html
- **[STAT25]** Qualifications Scotland, Attainment Statistical Summary 2025. https://www.sqa.org.uk/sqa/115867.html
- **[STAT26]** Qualifications Scotland, Provisional Attainment Statistical Summary 2026. https://www.sqa.org.uk/sqa/117794.html

Publication note

On 1 February 2026, Qualifications Scotland replaced SQA as Scotland’s national awarding body. Qualifications Scotland states that legacy SQA documents on the National 5 Mathematics subject page remain current until updated. This resource therefore cites both names where historically appropriate.