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I am pleased to publish the second Annual Report of the State Examinations Commission. The report provides an overview of the organisation's performance and development during 2004 and affords the organisation an opportunity to expand and elaborate on some of the themes introduced in the first Annual Report. The

particular emphasis of this year's report is on quality. This includes not only the quality assurance of the examinations process itself but also the strides that have been made in the development of a Quality Customer Service programme.

One of the Commission's key strategic objectives is to develop advanced information technology in order to improve performance and deliver an enhanced range of service options to customers. This objective was significantly advanced in 2004 not least by the redevelopment of the Commission's website. The site was re-launched early in the year and now provides a one-stop shop of examination information and services to end-users. In December, 2004 the SEC was honoured by the inclusion of the website on short-lists for the Irish eGovernment Awards in two categories. This recognised the website as being amongst the best Central Government and best Education public sector websites. I believe that this achievement reflects the organisation's focus on eGovernment and its commitment to providing high quality services using enhanced information and communication technology tools.

My colleague Commissioners and I play a custodial role in safeguarding the examinations for the numerous stakeholders including students, parents, school authorities, teachers, principals, educational institutions and employers as well as the Minister for Education and Science, Mary Hanafin, T.D. and her Department and the other agencies in the education community. One of our over-riding concerns is maintaining public confidence in the quality and integrity of the examinations system. The Commissioners are satisfied that the high standards expected by the public in administration and delivery of the state examinations have been maintained this year.

I would like to acknowledge the contribution made by the many thousands of examiners, superintendents, principals, teachers and other school personnel involved in conducting the examinations. I am also grateful to the media for their constructive contributions since our establishment. My particular thanks goes to the Chief Executive, Pádraic McNamara and the management and staff of the State Examinations Commission whose commitment, application and professionalism have contributed so generously to the success of this year's examinations. I would also especially acknowledge the ongoing support of Minister Hanafin and the staff of her Department, and all of the other state agencies involved in the examinations process.

Finally, I wish to pay tribute to my four colleague Commissioners for their ongoing commitment, support and dedication.

Jimmy Farrelly,
Chairman.



I am pleased to present the State Examinations Commission's 2004 Annual Report. This report details our activities in 2004, the Commission's first full year in operation since its establishment in March 2003. While the inaugural year was one of transition, 2004 was one of continuous development; both in the delivery of our core function

of conducting the state examinations and also in developing the structures and services required to support an effective, modern, public service organisation.

Considerable work was undertaken during 2004 in the development of our first Statement of Strategy. The strategic plan will enable the organisation to enhance the delivery of core business while developing the capacity to respond to changes in the operating environment. The Quality Customer Service programme, to deliver excellent standards of service to our customers and stakeholders, was also significantly advanced during the year.

This Annual Report is framed against the high-level goals and long-term objectives set out in the Statement of Strategy and demonstrates the advances made towards the achievement of these objectives. It provides valuable statistical information on the outcomes of the 2004 examinations and an overview of the 2004 operation.

On behalf of the management team, I would like to acknowledge the contribution and commitment made by staff at all levels in the organisation. I would also like to express a personal note of thanks to those staff who participated in workplace partnership, which has had such a vital role in organisational development during the year.

I also want to take this opportunity to say a sincere thanks to school authorities and staff, teachers, parents, students, examiners, superintendents and all other examination personnel for their unfailing support in the conduct of the examinations.

Finally, I want to acknowledge the leadership and support provided by the five Commissioners under the chairmanship of Mr. Jimmy Farrelly. I look forward to working with Commissioners, colleagues and education partners alike in making further progress during 2005 to advance the organisation's long-term objectives.

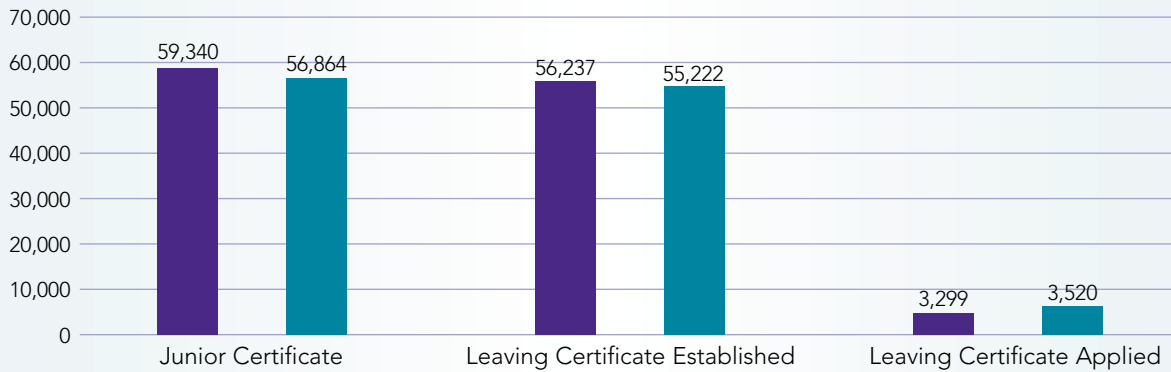
Pádraic McNamara,
Chief Executive Officer.

Examination Statistics at a Glance



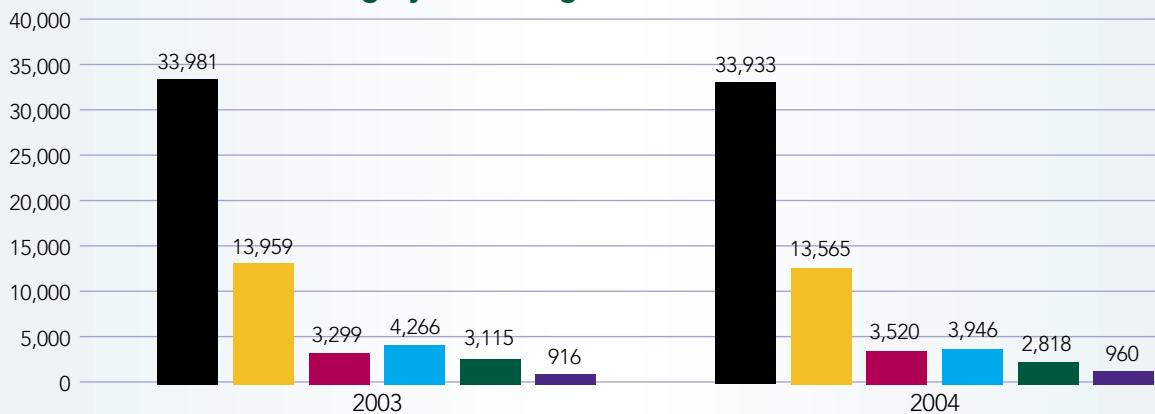
	Leaving Certificate	Leaving Certificate Applied	Junior Certificate	Total
Candidates	55,222	3,520	56,864	115,606
Subjects	34	28	27	89
Test Instruments	122	58	67	247
Components Examined	834,038	74,819	944,657	1,853,514
Grades	380,013	44,405	559,830	984,248
Appeals (Grades)	10,136	69	1,882	12,087

Number of State Examinations Candidates



2003 ■ 2004 ■

Category of Leaving Certificate Candidates



School Based ■ Vocational Programme (LCVP) ■ Leaving Certificate Applied ■
 External ■ Repeat ■ VTOS/PLC ■

Examination Statistics at a Glance



Leaving Certificate (Established) Participation Rates

The following table shows the participation rates for the fifteen most popular subjects in the 2004 Leaving Certificate examination and a comparison with the participation rates in these subjects in the 2003 examination.

Position 2004	Subject	Candidates	Percentage of Cohort	Position 2003	Candidates	Percentage of Cohort	% Change
1	Maths	53,057	96.1%	1	54,256	96.5%	-0.4%
2	English	52,782	95.6%	2	53,460	95.1%	0.5%
3	Irish	48,693	88.2%	3	49,828	88.6%	-0.4%
4	French	31,433	56.9%	4	32,491	57.8%	-0.9%
5	Geography	29,064	52.6%	5	28,951	51.5%	1.1%
6	Biology	24,027	43.5%	7	22,671	40.3%	3.2%
7	Business	22,239	40.3%	6	23,531	41.8%	-1.5%
8	Home Economics	15,482	28.0%	8	18,055	32.1%	-4.1%
9	History	11,130	20.2%	9	11,842	21.1%	-0.9%
10	Art	9,996	18.1%	10	9,848	17.5%	0.6%
11	Construction Studies	8,771	15.9%	11	8,898	15.8%	0.1%
12	German	8,303	15.0%	13	8,692	15.5%	-0.5%
13	Physics	8,152	14.8%	12	8,806	15.7%	-0.9%
14	Chemistry	7,229	13.1%	15	6,698	11.9%	1.2%
15	Accounting	6,847	12.4%	14	6,699	11.9%	0.5%

Junior Certificate Participation Rates

The following table shows the participation rates for the sixteen most popular subjects in the 2004 Junior Certificate examination and a comparison with the participation rates in these subjects in the 2003 examination.

Position 2004	Subject	Candidates	Percentage of Cohort	Position 2003	Candidates	Percentage of Cohort	% Change
1	English	56,241	98.9%	1	58,716	98.9%	0.0%
2	Maths	55,934	98.4%	2	58,441	98.5%	-0.1%
3	Civic, Social & Political Education	55,071	96.8%	3	57,526	96.9%	-0.1%
4	Geography	51,251	90.1%	5	53,786	90.6%	-0.5%
5	Irish	51,003	89.7%	4	53,979	91.0%	-1.3%
6	History	50,644	89.1%	6	53,453	90.1%	-1.0%
7	Science	48,817	85.8%	7	51,090	86.1%	-0.3%
8	French	36,299	63.8%	8	39,323	66.3%	-2.5%
9	Business Studies	34,689	61.0%	9	37,315	62.9%	-1.9%
10	Art, Craft, Design	21,568	37.9%	10	21,592	36.4%	1.5%
11	Home Economics	19,604	34.5%	11	20,224	34.1%	0.4%
12	Materials Technology (Wood)	15,472	27.2%	12	15,902	26.8%	0.4%
13	Religious Education*	14,917	26.2%	n/a	5,787	10.3%	15.9%
14	Technical Graphics	12,494	22.0%	14	13,387	22.6%	-0.6%
15	German	10,896	19.2%	15	11,385	19.2%	0.0%
16	Music	8,576	15.1%	16	8,402	14.2%	0.9%

*Religious Education was examined for the first time in 2003.

CHAPTER 1: The SEC in Context



The State Examinations Commission (SEC) is a statutory body established by Government in March 2003. The Commission assumed responsibility for the operation of the state certificate examinations from the Department of Education and Science from 2003 onwards. It has been established as a public body staffed by civil servants. Its five non-executive commissioners have been appointed by the Government on the nomination of the Minister for Education and Science. The permanent executive of 185 staff, led by a Chief Executive Officer, supports the Commission. The function of the SEC is the assessment and certification of the second-level examinations of the Irish state: the Junior Certificate and the Leaving Certificate and of certain trade and professional examinations.

The functions of the SEC are as follows:

- Organising the holding of examinations
- Preparing examination papers and other examination materials
- Determining procedures for the conduct and supervision of examinations
- Arranging for the marking of work presented for examination
- Issuing the results of examinations
- Determining procedures to enable the review and appeal of results of examinations at the request of candidates
- Charging and collecting fees for examinations
- Designating places where examinations may be held

The SEC includes among its education partners and stakeholders, the Department of Education and Science, the National Council for Curriculum and Assessment, school principals, teachers and teaching associations, school authorities and management bodies, candidates, parents and parents' representative bodies. The SEC recognises that continued co-operation and consultation with all education partners and stakeholders is essential to the achievement of the organisation's objectives.

The year 2004 was a busy and challenging year for the organisation. This annual report reviews progress made during the year, the SEC's first full year in operation, in implementing the objectives relating to the functions set out in the Establishment Order as well as reporting on associated corporate and administrative supports.



Organisation - The Commissioners



The Commissioners are mandated in their duties under the State Examinations Commission (Establishment) Order 2003.



Mr Jimmy Farrelly,
Chairperson, Former
Secretary-General of the
Department of the Environment
and Local Government



Ms Mary Bridget O'Hara,
Deputy-Chairperson,
Former post-primary school
principal



Dr Dympna Glendenning,
Barrister, author and
former primary school
principal

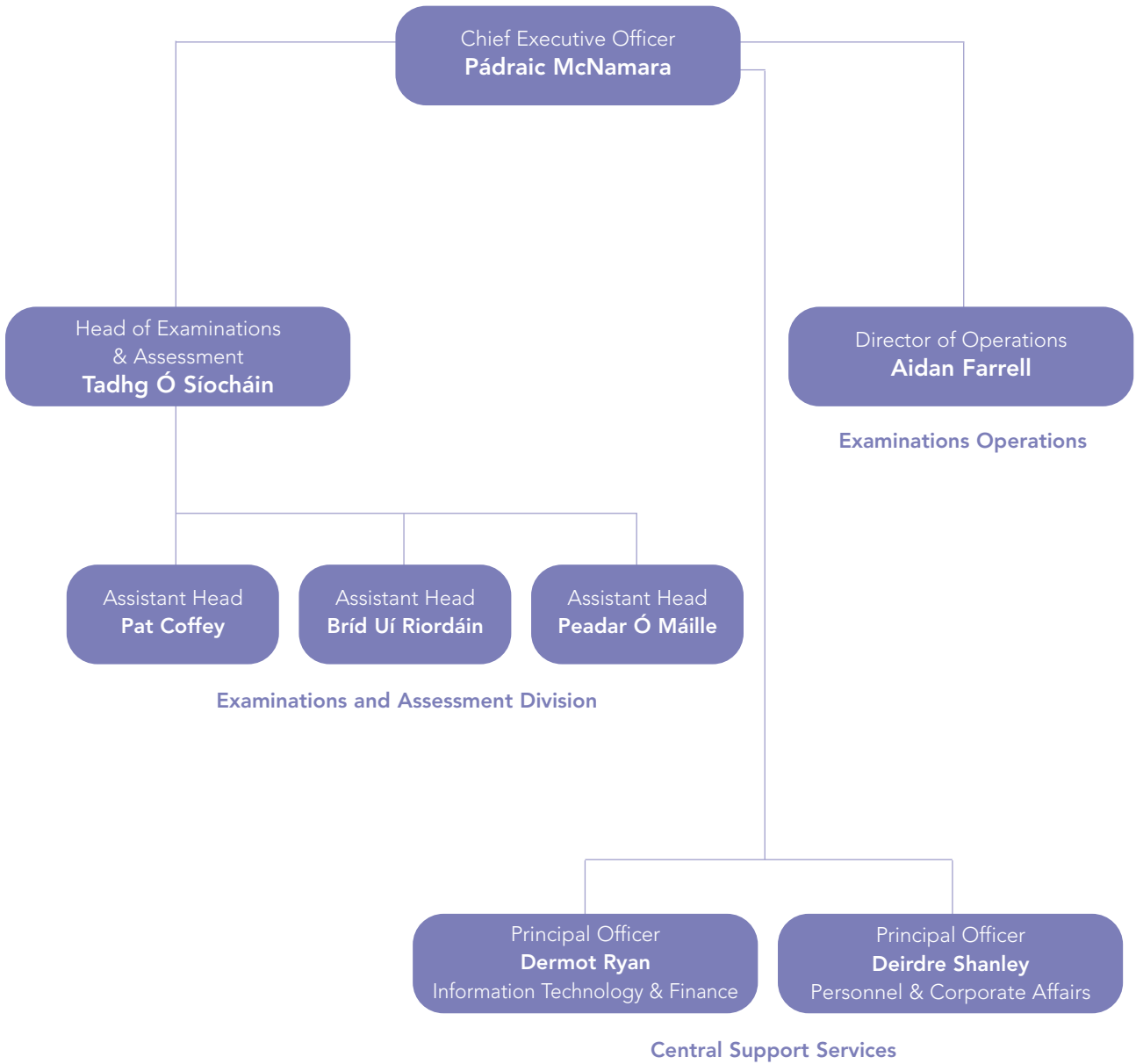


Dr Martin Newell,
Secretary to the Central
Applications Office



Mr Barra Ó Briain,
Chief Executive Officer,
Co. Cork Vocational
Education Committee

Senior Management Team





During 2004, the State Examinations Commission developed a three-year Statement of Strategy for the organisation. As part of the development of the strategic plan, the SEC adopted an agreed set of collective values that will shape and facilitate organisational effectiveness and set the frame of reference for all activities.

These values are:

INTEGRITY encompassing the ideals of honesty, trustworthiness, impartiality, mutual respect, consistency, openness, fairness and transparency.

EXCELLENCE refers to striving for the best, being professional, continually seeking to improve and leading the way in the field in which we operate.

PARTNERSHIP refers to a way of working, which involves consultation with both internal and external stakeholders, seeking honest feedback and acting co-operatively towards shared objectives.

ACCOUNTABILITY refers to our responsibility to all stakeholders to provide an excellent product with the highest levels of service, that provides value for money to the community.

ADAPTABILITY involves being able to respond efficiently and effectively to changes brought about by internal and external forces, adopting a progressive approach to how we carry out our business functions and being open to new methods and suggestions for improvement.

High Level Goals

The development of the three-year strategic plan followed an analysis of the organisation's internal and external operating environment and how this environment impacts on business activities, customers and stakeholders. Through this analysis, the following high-level organisational goals were identified:

- 1 To maintain and enhance the credibility of the Irish state examinations by providing examinations that have a continual focus on **quality assurance and performance excellence**.
- 2 To underpin **equity and fairness** within the examinations system in order to enable all candidates to display their achievements.
- 3 To develop a **capable, adaptable and efficient organisation**.
- 4 To demonstrate **responsiveness and accountability**, with the highest standards of customer service to all of our stakeholders.

The 2004 annual report concentrates on the progress made by the organisation in achieving these goals.

Key Achievements of the Year

- Redeveloping the Commission's website: www.examinations.ie, leading to the site being short-listed for an Irish eGovernment Award in two categories
- Conducting the inaugural examinations in the new Leaving Certificate Biology, Home Economics and Arabic syllabuses
- Extending the range of reasonable accommodations available to candidates by permitting the use of bi-lingual dictionaries in certain examinations for candidates whose first language is not English or Irish. This change recognises the increasing diversity of cultures and languages amongst candidates
- Developing a new format for the Provisional Statement of Results for candidates that is superior to the old version in both presentation and quality
- Enhancing the in-house printing operation in order to increase cost effectiveness and flexibility, reduce storage requirements and provide for improved contingency arrangements
- Commencing a pilot project to capture Leaving Certificate Applied examination credits using an on-line system
- Capturing e-mail addresses from the majority of post-primary schools to facilitate future electronic distribution of correspondence
- Enhancing the service to schools through the provision of candidates results in tabular format to facilitate record keeping and archiving
- Advancing the SEC's Quality Customer Service Programme and the development of a Customer Charter by conducting a survey of 1,500 customers and establishing a focus group, representative of principals, teachers, school staff, parents and students from the second-level schools in Athlone
- Developing a comprehensive Statement of Strategy that sets out the organisation's strategic direction until 2007
- Developing Partnership in the organisation.



High Level Goal: To maintain and enhance the credibility of the Irish state examinations by providing examinations with a continual focus on **quality assurance and performance excellence**.

High Level Goal: To underpin **equity and fairness** within the examinations system in order to enable all candidates to display their achievements.

2004 was the first year in which the full examinations cycle, from the drafting and development of the test instruments to the issue of the results of the appeals, was operated in its entirety by the State Examinations Commission.

The outcomes of the 2004 operation indicate that the new organisation is already demonstrating its effectiveness. The combination of a dedicated focus on examinations and assessment; more efficient scheduling of tasks; enhanced documentation of procedures; systematic application of enhanced quality assurance measures and increased monitoring of examinations ensured the smooth conduct of all aspects of this year's examinations. This covered the oral and practical examinations that were held throughout April and May, through the written examining period in June, the marking of the examinations throughout July and August leading to the release of the Leaving Certificate Results on 17th August, and the Junior Certificate Results on 15th September, concluding with the release of the results of the Leaving Certificate appeals in October and the Junior Certificate appeals in November.

The year's operation involved:

- 116,000 candidates in four examination programmes; Junior Certificate, Leaving Certificate (established), Leaving Certificate Vocational Programme and Leaving Certificate Applied Programme
- 89 examination subjects
- 250 different test components - oral, aural, practical, project and portfolio items as well as the written examination papers
- 1.8 million individual test items examined
- 985,000 grades issued
- 4,658 ordinary examination centres
- 3,852 special examination centres
- 3 million examination papers made up of 34 million A4 pages
- 6,647 examiners
- 4,663 superintendents
- 650 drafters, setters and translators
- 90,500 oral tests recorded
- 250,000 marked scripts returned for viewing
- 12,000 appeals processed.

Examination and Appeal Outcomes 2004

The overall numbers sitting the Leaving Certificate examination were down by 1.3% on 2003 figures. Of the total Leaving Certificate cohort, 3,520 followed the Leaving Certificate Applied Programme, 13,565 candidates followed the Leaving Certificate Vocational programme while 41,657 candidates followed the established Leaving Certificate programme.

The overall numbers sitting the Junior Certificate examination were down by 4.2% on 2003. However, the proportion of candidates entering the examination through education schemes such as the Vocational Training Opportunities Scheme and the Back to Education Initiative remained stable at 2.4% of the total cohort.

In 2004, the Leaving Certificate examination culminated in the issue of almost 425,000 grades to some 59,000 candidates. In the Junior Certificate examination almost 560,000 grades were issued to 57,000 candidates. Appeal applications were made against 12,000 grades in 70 subjects leading to 2,698 upgrades and 7 downgrades.

A detailed statistical report on the examination outcomes in all subjects in the 2004 examinations is presented at Appendix D. These statistics, taken in conjunction with the published Chief Examiners' Reports, provide a comprehensive analysis of the outcomes in the 2004 examinations.

Chief Examiners' Reports

Chief Examiners' Reports provide a review of the performance of candidates in the examinations and contain detailed analysis of all aspects of the examining process. They also contain recommendations for teachers and students and generally include exemplars of candidates' answers. Reports are published in a selected number of subjects and programmes each year. In 2004, Chief Examiners' Reports were published in the following subjects:

Junior Certificate	Leaving Certificate
Business Studies	Agricultural Economics
Greek, Latin	Applied Mathematics
	Arabic, Biology, Greek
	Home Economics
	Latin, Japanese

Figure 2.1. Chief Examiners Reports 2004

The reports can be accessed on the Commission's website: www.examinations.ie



Examiner Supply

The 2004 examinations required 6,647 examiners for the Junior Certificate and Leaving Certificate examinations. Of these, some 1,030 examined practical and project work at both Leaving Certificate and Junior Certificate and 1,600 examined the oral component of the Leaving Certificate language subjects.

A feature of the examinations in recent years has been a decline in the numbers applying for positions as Assistant Examiner to conduct the oral and practical tests. Prior to the holding of the 2004 oral tests, the State Examinations Commission made an appeal to schools in order to encourage more applications for this essential function. The response to this appeal was generous and the high level of goodwill and co-operation among all the Partners enabled the tests to be conducted as scheduled.

The current model for conducting the oral and practical tests leads to a loss of tuition time in schools and, where teachers are released, may create difficulties for schools in relation to substitution cover for those absent on examining duties. For its part, the SEC makes every effort to facilitate the request of individual schools to appoint their teachers for the particular weeks most suitable to the school in terms of minimising disruption to tuition time.

Recognising that the delivery of the oral and practical tests operates on a partnership basis, the SEC has reconvened a Working Group of the education partners in order to review the current arrangements and to seek to develop a new structure that would address the problems of the current system. Individual meetings were held with each of the partners before the end of 2004 and the work of the group will continue in 2005.

Assessment of New Syllabuses

The revised Leaving Certificate syllabuses in Biology, Home Economics - Scientific and Social, Arabic and the LCVP Links Modules were examined for the first time in 2004. Preparations for these examinations began in 2003 with the issue of sample examinations papers and other assessment information to all schools and candidates.

The revised syllabus in Home Economics - Scientific and Social replaced the existing courses in Home Economics (Scientific and Social) and Home Economics (General). The new examination typifies the diversity in assessment modalities that is now a regular feature of the examinations. In addition to the written examination, candidates are assessed on their practical coursework.

The new programme contains one core and three elective areas, which, while ensuring that no key area of Home Economics is omitted, affords teachers and students the opportunity to select an elective area of study that best suits students interests and aptitudes.

The revised Biology syllabus, also examined for the first time this year, was introduced to schools in 2002, to replace a syllabus that had been on the curriculum since the early 1970s.

The new syllabus incorporates the following elements:

- science for the enquiring mind or pure science, to include the principles, procedures and concepts of the subject, as well as its cultural and historical aspects
- science for action or the applications of science and its interface with technology
- science that is concerned with issues – political, social and economic – of concern to citizens.

Some 24,000 candidates sat the examination on the revised Biology syllabus in 2004.

Reasonable Accommodations

The SEC is fully committed to providing an examination and assessment system with the highest standards of equity and fairness and which enables all candidates to display their achievements. Reasonable Accommodations are intended to diminish, as far as possible, the impact of a physical or learning difficulty on a candidate's performance and thus enable a candidate to demonstrate his or her level of attainment. They are not intended to compensate for lack of attainment.

The SEC provides a number of measures to facilitate candidates with particular needs. These include, where appropriate, the provision of readers and scribes, an exemption or waiver in a particular component, the production of modified papers, Braille and enlarged papers, the use of tape recorders and personal computers. Some of these measures require the establishment of special examination centres. In keeping with the SEC's commitment to transparency in its decision-making, all decisions made by the SEC in relation to the provision of reasonable accommodations are open to appeal to the Reasonable Accommodations Independent Appeals Panel.

Review of Performance in 2004

In 2004, reasonable accommodations were made for almost 8,000 candidates in the certificate examinations. The following tables illustrate the numbers of candidates granted Reasonable Accommodations from 2002-2004:

Type of Accommodation	2002	2003	2004
Tape Recorder	695	907	998
Reading Assistance	1,364	1,938	2,552
Scribe	173	241	383
Word Processor	99	118	147
Visually Modified Papers	123	127	125
Component Exemption	39	44	50
Spelling/Grammar Waiver	1,945	2,761	3,602
TOTAL	4,438	6,136	7,857

Figure 2.2. Reasonable Accommodations 2002-2004

	2002	2003	2004
Special Centres	2,400	3,088	3,852

Figure 2.3 Special Centres

Use of Dictionaries in the Certificate Examinations.

The range of reasonable accommodations was enhanced for the 2004 examinations. For the first time, candidates whose first language is not English or Irish were allowed to use bilingual translation dictionaries in certain examinations. This pro-candidate measure was introduced in recognition of the increasing diversity in the range of cultures and languages amongst candidates. It also serves to enhance the equity and inclusiveness of the examinations system. In 2004, almost 900 candidates applied to use bi-lingual dictionaries in the state examinations.

delivery of questions papers which, in turn, has led to improvements in the packing schedule

- Increased capacity for quality assurance throughout each stage of the process
- Enhanced monitoring of examination centres during all examinations, including oral, practical and written exams, and particularly during the Viewing of Scripts process
- The design, development and delivery by the Examinations and Assessment Division of focussed training programmes for drafters and setters.

Examinations and Assessment Managers

Examinations and Assessment Managers, in their capacity as Chief Examiners, have overall responsibility for the quality of the examinations, and for the management and training of the contract staff involved in the drafting and setting of examination papers. They perform a key quality assurance role within the examination process.

The establishment of the SEC as an independent statutory body has facilitated a dedicated focus on examinations and assessment issues. This has resulted in:

- More efficient scheduling of the development and

Irish Translation and Editing Service

In 2004 the Commission's Irish Translation and Editing Service was further enhanced by a number of measures:

- Overall management of the service was taken over by a senior member of the Examinations and Assessment Division
- Comprehensive training was provided for translators and editors contracted by the Commission
- The number of editors was increased from two to three
- The process of recruiting an Examinations and Assessment Manager to take over the running of the service was begun
- Links with Foras na Gaeilge's An Coiste Téarmaíochta were strengthened by the nomination of a Commission representative to that committee.



Lifelong Learning

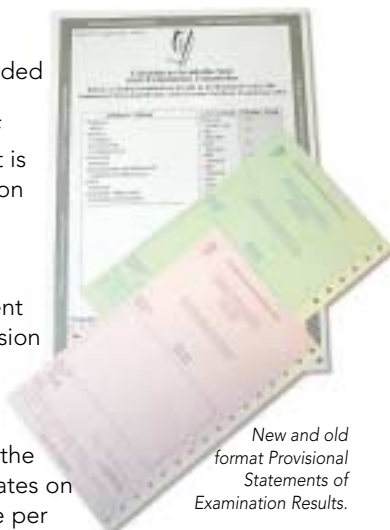
The SEC has contributed, and continues to contribute, to the provision of lifelong learning. This is achieved by allowing open access to the certificate examinations, subject to candidates meeting the specific requirements of the various subjects, and by the establishment of examination centres to accommodate candidates who enter for their examinations from outside mainstream schooling.

In 2004, of the 55,222 Leaving Certificate (established) candidates, 1,550 candidates were aged 23 or over. A total of 960 Leaving Certificate candidates and 1,390 Junior Certificate candidates were re-entrants to education who entered for their examinations through various education schemes including the Vocational Training Opportunities Scheme (VTOS) and the Back to Education Initiative (BTEI).

Provisional Examination Results

Candidates in the 2004 examinations were provided with a new format Provisional Statement of Examination Results that is superior to the old version in both presentation and quality.

The new format statement also facilitated the provision of an enhanced results service to schools as it was accompanied by a results table setting out the results of twenty candidates on one page instead of one per page as in previous years. This has facilitated record keeping and archiving in schools as well as reducing storage requirements.



has simplified a complex, manual data collection process. The schools and centres invited to participate in the pilot were identified in consultation with the LCA Curriculum Development Unit in Shannon, Co. Clare. In May 2004, the principals and LCA coordinators in twenty-five schools commenced using the system. In August 2004 the information collected was used to process the results for Year 2 candidates and in September 2004, the information collected was used to process the results for Year 1 LCA candidates.

This first phase test is currently being evaluated. A number of suggestions for change and improvement emanating from both internal and external users are under active consideration. The pilot has proved to be a valuable exercise in advancing the project, which will continue throughout 2005.

Training and Publications

The comprehensive training programme for drafters and setters that commenced in 2003 was further developed and enhanced in 2004. The programme was devised and delivered by the Examinations and Assessment Division of the SEC. Among the topics covered within the programme were security and confidentiality issues, assessment theory and principles, drafting test items, language usage in assessment, proofing processes and marking scheme design. The training programme also included detailed inputs and workshops on the use of assessment grids within the drafting and setting processes.

A key element of the training programme was the provision of a *Manual for Drafters, Setters and Assistant Setters*. The manual is currently under revision and it is envisaged that this work will be completed in early 2006.

The provision of Irish versions of examination papers is a key requirement of the SEC. To further enhance the quality of this process, focussed training was provided to translators and Irish editors in 2004. It is intended to further develop this training in 2005.

On-Line Capture of Examination Data

The Leaving Certificate Applied (LCA) Programme is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The LCA is a single award made on the basis of credits accumulated over four sessions during the two years of the programme. In May 2004, the SEC launched phase one of a pilot system to record LCA credits via the internet. This new, on-line system, allows LCA programme coordinators to enter module credits via the internet and

The Candidate Information Booklet, which provides general information to candidates in a question and answer format, was produced and issued earlier than in any other year. Copies of the booklet were distributed to schools and were available on the SEC website.

The *Day-to Day Instructions* booklet, which is issued to each superintendent, is aimed at improving the administration of examination sessions and enhancing the effectiveness of the superintendent. The booklet was further improved in 2004 through the inclusion of a checklist of procedures that must be signed by the Superintendent for each examination session.



Printing

In 2004, the SEC produced almost 10 million pages of printed material, excluding examination papers, in the administration of the examinations using in-house systems and equipment.



During the year, significant changes were made to the in-house printing operation. The purchase of additional hardware, coupled with additional staff training, facilitated a move away from pre-printed stationery for most high-volume output. The entry forms for Junior and Leaving Certificate, the examination Rolls and the Advice Notes were all prepared using the new system of printing on plain paper using a template. The new format Provisional Statement of Examination Results for candidates and the summary results table for schools were also produced through this system.

The new system introduced a number of benefits. These included cost efficiencies arising from the use of plain A3 and A4 paper stock rather than pre-printed stationery as heretofore, reduced storage requirements, increased flexibility as changes to forms can be quickly implemented through changes to the templates, and improved contingency arrangements through not having to maintain large stocks of pre-printed forms.

Information Technology Survey and Capture of E-mail Addresses

In February 2004, an IT questionnaire was issued to all post-primary schools. The purpose of the questionnaire was to gather e-mail addresses from schools and to establish details of their IT capacity. This information will be used to determine the potential and scope of future IT developments and to facilitate future electronic communication of examination information. With 680 completed forms returned, the survey achieved a 90% response rate.

National Framework of Qualifications

The National Framework of Qualifications is the single, nationally and internationally accepted entity, through

which all learning achievements may be measured and related to each other and which defines the relationship between all education and training awards. The State Examinations Commission welcomes the inclusion of the Junior Certificate at Level 3 and the Leaving Certificate at Levels 4 and 5 on the 10-level National Framework of Qualifications.

Planning for 2005 and Future Years

Aural Tests on CD

Aural tests form part of the Irish, Music and modern language examinations at Junior Certificate and Leaving Certificate. As part of its ongoing commitment to quality assurance within the examinations generally, the SEC will provide all aural tests on CD from 2005 onwards. The Department of Education and Science have facilitated this major initiative through the provision of a grant to schools to assist with the purchase of CD players.

A Circular containing detailed information and guidelines for best practice with regard to aural examinations generally has been issued to all school authorities. In addition, a demonstration CD has also been issued which affords schools the opportunity of ascertaining the optimum acoustic arrangements for the conduct of the aural examinations within the school.

Leaving Certificate Religious Education

Religious Education, which was examined as a subject for the first time at the Junior Certificate in 2003, has its inaugural examination at Leaving Certificate level in 2005. A cohort of almost 200 candidates will sit the first examination on Thursday, 23rd June 2005. Preparatory work for the introduction of the new examination has included the issuing of sample papers and assessment information to schools and candidates.

Syllabus Revisions

Revised syllabuses in Leaving Certificate History and Geography will be examined for the first time in 2006. The revisions to the History syllabus have led to Economic History being discontinued as a separate subject. Economic History will be examined for the last time in June 2005.

The new examination in Geography at Leaving Certificate level will, for the first time in the subject, include an element of practical coursework. The coursework, which will be worth 20% of the overall mark in the examination, involves the submission of a report on an exercise in geographical investigation/fieldwork. Development of a complete set of sample examination materials is at advanced stage and will roll out during 2005.

At Junior Certificate, the revised Science syllabus will be assessed for the first time in 2006.



High Level Goal: *To maintain and enhance the credibility of the Irish state examinations by providing examinations with a continual focus on **quality assurance and performance excellence**.*

The maintenance and enhancement of quality assurance in the state examinations is one of the high level goals of the State Examinations Commission. One of the main objectives in the Statement of Strategy 2005-2007 is to facilitate on-going improvements in the operation of all aspects of the examinations with a particular emphasis on maintaining and enhancing the State Examinations Commission's role as a quality organisation. The SEC is committed to continuous refinement of its systems so that adequate procedures are in place to detect errors and so that no injustice is done to candidates when errors do occur.

Quality assurance and control measures permeate all aspects of the examinations and assessment system and are designed to enhance reliability and to minimise error. A range of quality assurance measures is in place at every stage of the process including the preparation, development and distribution of test instruments; training and instruction of contract staff; marking and resulting; viewing of scripts and appeals. Measures are also in place to protect the security, confidentiality and integrity of the examinations.

Preparation and Development of Test Instruments

The 2004 examinations involved the preparation of almost 250 distinct test instruments in 89 subjects in the Leaving Certificate, Leaving Certificate Applied and Junior Certificate programmes.

A comprehensive training programme for drafters, setters, assistant setters, translators and Irish editors, was provided in 2004. Devised and delivered by the Examinations and Assessment Division, the programme covered issues such as security and confidentiality, assessment theory and principles, proofing techniques and the writing of test items. The use of assessment grids within the drafting and setting processes was also included. The training programme for drafters and setters is designed to produce the highest quality examination papers and test items.

On receipt of the draft examination paper, a number of detailed processes are conducted. These include a rigorous application of various checklists for reliability, validity, bias, accessibility, clarity of language and adherence to the syllabus parameters, among others. The

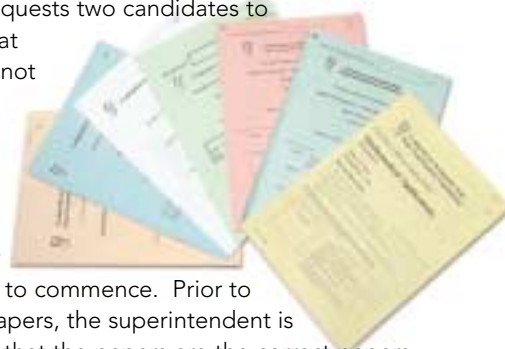
draft paper is then taken through a number of proofs and further checks. The proof is also subjected to detailed pre-press and post-press scrutiny processes. At each stage, generic and subject-specific checklists are utilised so that the final examination paper is of the highest quality. Procedures are in place throughout to safeguard the security of the examination paper at all stages of the paper production process.

Packing and Distribution

The packing and distribution of the examination papers must be completed in time for the written examinations, which, this year commenced on Wednesday, 9th June. The focus of these activities is providing the candidate with the appropriate paper on the day of the examination. The logistically challenging packing operation involves collating all of the examination papers and other test items that will be required by the 116,000 candidates in the 4,600 examination centres for the 13 days of the written examining period. The operation is conducted under secure conditions and is subject to rigorous checks throughout every stage of the operation.

The Examination Centre

A number of other procedures are in place so that candidates are provided with the correct examination paper. Examination papers are packed in tamper-evident colour-coded envelopes. A green envelope is used for morning sessions, while examinations for the afternoon sessions are packed in orange envelopes. Prior to opening the packet of examination papers, the superintendent requests two candidates to check and sign that the envelope has not been interfered with and that the label indicates that the envelope contains the correct papers for the session about to commence. Prior to distributing the papers, the superintendent is required to check that the papers are the correct papers for the session.



Upon closure of an examination centre, the centre superintendent provides the Commission with a comprehensive centre report detailing the centre layout and, where necessary, providing a description of events that occurred in the centre during the examining period.



Superintendents

The role of the examination superintendent is to conduct the examinations. Inter-candidate equity requires that the regulations for the conduct of the examinations are strictly adhered to.

All newly appointed superintendents are provided with training on their role and responsibilities in the conduct of the examinations through a dedicated training video. A new training programme for all superintendents is being developed and will be in place for the 2005 examinations. Superintendents are also provided with *General Instructions for Superintendents*, which detail general procedural and administrative issues, and *Day to Day Instructions*, which detail the particular subject-specific examination requirements. In 2004, the *Day to Day Instructions* booklet for superintendents was enhanced through the introduction of a checklist to be signed by the superintendent for each examination session.

During the examinations, Examination and Assessment Managers visit the examination centres to monitor the conduct of the examinations.

The Marking Process

Over 6,500 examiners are required each year to mark the certificate examinations. A highly organised, structured approach is required so that consistently high standards prevail throughout an examining team of this size. In addition to appointing suitable examining personnel, there are a number of quality assurance measures in place such as:

- A support network for assistant examiners through an advisory team consisting of advising examiners who report to a chief advising examiner who reports to the Chief Examiner
- Comprehensive training of examiners and the advisory team through the holding of examiner conferences
- Testing the effectiveness of the draft marking scheme through marking of a random sample of candidates' work
- Rigorous and ongoing monitoring of the work of the assistant examiners by advising examiners throughout the marking process, including direct monitoring of a minimum of 5% of the work of each assistant examiner
- Evaluating and reporting on the marking standards
- Detailed reporting on the examination outcomes through the Chief Examiners' Reports.

The Resulting Process

Well designed, well executed systems, processes and controls are used by the SEC to protect the accuracy of the resulting process. Exception reports and spot checks are integral features of the system.

The process involves gathering the examination marks from all components of an examination into a single grade for that examination and then gathering all grades for a single candidate into a set of examination results for that candidate. In 2004, 1.8 million component marks were collated into 985,000 grades for 116,000 individual candidates.

Viewing of Scripts

The SEC was one of the first national examining bodies that permitted examination candidates to view their marked examination scripts. Since 1998, all Leaving Certificate candidates have the option to view their marked scripts in order to see how the marking scheme has been applied to their work. In addition to enhancing the transparency of the marking process, this facility is also intended to assist candidates in reaching a decision on whether to appeal a particular result.

There are strict regulations in place regarding the conduct of the viewing process and Examinations and Assessment Managers visit centres during the viewing for the purpose of monitoring and protecting the integrity of the process.

The Appeals Process

The SEC is committed to the maintenance of the highest standards at all stages of the examination process. Given the rigorous quality assurance measures in place, the SEC is confident in the reliability and validity of the examination outcomes. Notwithstanding that, the appeals process allows a candidate to appeal the result in a particular subject. Every appealed script receives a complete re-marking by a different examiner whose task is to make sure that the marking scheme was fairly and consistently applied by the original examiner. In all cases where a revised mark is awarded, the reasons are recorded and are available to the candidate.

Following the marking of the appeal, a candidate may request to view the re-marked script. Independent Appeals Scrutineers are in place to confirm that due process has been followed in the case of each appeal.



High Level Goal: *To demonstrate **responsiveness and accountability** with the highest standards of customer service to all of our stakeholders.*

Quality Customer Service (QCS) Programme

The State Examinations Commission is fully committed to developing and implementing the change and modernisation programme set out in the Government's Public Service Modernisation Programme and the Sustaining Progress Social Partnership Agreement. Considerable progress was made in 2004 in advancing one of the key elements of the modernisation programme: the achievement of an excellent service for the public through the implementation of the Quality Customer Service initiative.

The operation of the examinations and assessment system is a fundamental public service and the significance of the state examinations in the lives of candidates, and their families, cannot be underestimated. School authorities, examination candidates, parents and teachers all expect high standards in the administration and delivery of examinations and assessments. One of the main priorities for the SEC in 2004 was underpinning these expectations through the development of a Quality Customer Service (QCS) Programme for the organisation. This programme had a number of expected outputs including a Customer Charter, Customer Service Action Plan and a formal complaints system. The objective of providing excellent standards of customer service was further strengthened by the redevelopment of the SEC's website, www.examinations.ie, to meet the needs of different types of customers and by the installation of a new telecommunications system.

Developing the Customer Charter

The Government's QCS initiative was originally launched in 1997 and was further enhanced by the announcement of the Customer Charter Initiative by the Taoiseach, Mr Bertie Ahern, T.D., in December 2002. Customer Charters are based around a four-stage cycle of consultation with customers and stakeholders, commitment to service standards, evaluation of performance against these standards and reporting on results.

The SEC's Customer Charter is a statement that defines the levels of service that customers can expect in their dealings with the organisation and outlines in clear terms how customers can make a complaint if they are not

satisfied with the level of service they receive. The organisation recognises that the Charter will evolve and develop over time to reflect changes in the services offered by the SEC, feedback received from customers and the ongoing commitment to continuous improvement in the delivery of services.

The Customer Charter is available in leaflet form at our offices, on our website and is presented at Appendix A to this report.

The approach taken to the development of the SEC's Customer Charter and its accompanying Customer Action Plan, to underpin the commitments made and standards set, demonstrates the organisation's commitment to provide high quality services in accordance with the Government's twelve quality customer service (QCS) principles. The Charter and Action Plan have been developed through partnership in the organisation and were informed by a significant programme of customer consultation. Responsibility for the development of the entire Quality Customer Service programme was assigned to a partnership committee representative of all sectors and grades in the organisation.

Customer Consultation

The first task undertaken in the development of the Charter was customer consultation. The SEC sought the views of its customers and key stakeholders in order to better understand their needs and ensure that policies and services reflect, and are responsive to, these needs. These customers and stakeholders included examination candidates and their parents, school principals, teachers, school secretaries, non-school examination administrators, assistant examiners, superintendents, suppliers, school representative bodies, teaching unions, parents representative bodies, the Department of Education and Science, other educational organisations, researchers, and the staff of the SEC

A variety of consultation methods was used in order to ensure that the consultation process was as representative of this diverse range of customers as possible. This consultation process comprised:

- A Local Focus Group
- A Customer Satisfaction Survey
- A Staff Survey.



Local Focus Group

In early 2004, a focus group was established representative of candidates, teachers, school principals, parents and examination administrators. The group members were drawn from Athlone Community College, Our Lady's Bower, the Marist College, St. Joseph's College Summerhill and St. Aloysius College; all schools in Athlone, Co. Westmeath. A meeting between the group members and SEC personnel took place in May 2004. The general consensus of the group was that their overall experience when dealing with the SEC was positive. However, certain areas of service provision were identified as requiring improvement. The SEC has undertaken to examine the issues raised and these items are part of an ongoing review of procedures within the SEC.

This experience proved to be hugely beneficial for all concerned. The State Examinations Commission is grateful to all of the members of the focus group for their full and frank participation in the consultation process and looks forward to working with them again in the future.

Customer Survey

In September, a questionnaire on the quality of service provided by the SEC was issued by post to 1,500 customers. The questionnaire was also available on-line, on the SEC's website, www.examinations.ie. Distribution of the survey was representative of a wide range of customer types. With 829 completed questionnaires returned, the survey achieved a 55% response rate. The results of the survey will act as a benchmark against which customer satisfaction can be measured in future years.

Key Customer Survey Findings

The questionnaire asked respondents to indicate their main reasons for making contact with the SEC in the past 12 months, the method that they used to make contact, and to rate the quality of the service that they received. Some of the main findings of the survey are presented in the following section.

Almost three-quarters of respondents contacted the SEC to make an enquiry or to request information. Significant numbers also made contact to enter an examination, appeal a result, apply for a reasonable accommodation or to request a statement of examination results. Three percent of respondents indicated that they contacted the SEC to make a complaint while two percent indicated that they had made contact to express concern about examination policy.

The method most used by respondents to contact the organisation was by telephone. Overall satisfaction with the telephone service was good but there is room for improvement. Almost 70% of those who contacted the SEC by telephone either agreed or strongly agreed that they were satisfied with the service that they received while 15% indicated that they were dissatisfied with the level of service.

The next most frequently used methods of contact were by letter and e-mail. Respondents who made contact in writing, whether by letter or e-mail, were generally satisfied with the timeliness and clarity of the response that they received. Less than eight percent of respondents indicated that they had not received a timely reply while less than four percent indicated that their reply was not in clear, plain language.

Of those who answered the questions on complaints:

- 94% indicated that their complaint was answered with courtesy and professionalism,
- 91% indicated that their complaint was handled in a timely manner
- 89% indicated that they were given enough information to allow them to make a complaint.

General satisfaction levels were very high:

- 90% either agreed or strongly agreed that staff were courteous
- 85% either agreed or strongly agreed that staff were knowledgeable
- 85% either agreed or strongly agreed that services were provided in a timely manner
- 80% either agreed or strongly agreed that information was available and easily accessible
- 86% either agreed or strongly agreed that information was meaningful and accurate
- 80% either agreed or strongly agreed that clear reasons for decisions were provided.

Less than one percent of respondents disagreed that staff were courteous while less than six percent of respondents disagreed with any of other general satisfaction statements.





Staff Survey

The SEC depends on the commitment and professionalism of its staff for the delivery of quality services. A partnership approach was taken in the development of the QCS programme and the committee charged with driving the implementation of QCS is representative of all grades and divisions in the organisation. In addition, the views of all staff members were sought through a comprehensive survey on service delivery, internal communication and corporate identity. All in all the responses show a high level of customer service awareness. The survey findings are being used to improve the supports, structures and resources required to provide customers with high service standards in line with the commitments made in the Customer Charter. Specifically, the findings highlight an organisational requirement to place particular emphasis on staff training and internal communication.

Commitment to Reporting against Service Standards

The SEC is committed to reporting against the standards set in its Customer Charter in future annual reports. Clarity and consistency are crucial aspects of reporting as this enables customers and observers to compare issues over time. The findings of the recent customer survey, published above, present a baseline for the measurement of service standards and will be used in the evaluation process in 2005.

Website Redevelopment

The project to redevelop the State Examinations Commission, www.examinations.ie website commenced in September 2003 and the new, more customer focused website was released in February 2004. The redevelopment of the site was guided by the recommendations made by the Interdepartmental Group on the Development of Public Sector Websites and the over-riding concern was to develop an accessible, customer-centred website and to ensure that the site was designed and operated in accordance with the needs of users. The site now provides extensive examination information and services to parents, teachers, school personnel and indeed anyone with an interest in the Irish State Examinations system.

Since the site was re-launched the monthly average number of visits has increased by 50% to 12,000 per month. The on-line services were used by almost 27,000 candidates during the year, mostly to access examination results but also to pay appeal fees and, in the case of

candidates who are not school-based, to enter and pay for the examinations.

In December 2004 the SEC was honoured by the inclusion of the website on a short-list for the Irish eGovernment Awards hosted by the Public Sector Times. The aim of the Irish eGovernment Awards is to recognise those in Government who have made a significant contribution to Ireland's eGovernment services. The site was short-listed in both the Best Central Government and Best Education Awards categories.

A partnership approach was adopted in the development of the site and all staff had the opportunity to review the site and to provide feedback in advance of the launch. Website Liaison Officers were appointed in each business unit and were asked to co-ordinate staff reactions to the website. This feedback proved invaluable in ensuring that the material on the website was accurate and would meet the needs of the end-users.

The primary goal in the redevelopment project was to create a facility that met the requirements of the many different types of customers that use the services of the SEC. This goal has been achieved and in the process more efficient use of resources has been made in a variety of areas. There is a section for schools, a section for examination candidates, a recruitment section, an examination material archive, a detailed contact directory and media and information sections. The website contains material that would otherwise have to be published more extensively in other formats. The provision of routine, essential information has led to a reduction in the volume of telephone and written correspondence as has the inclusion of downloadable application forms.





Website Information and Services

The redeveloped site provides a wide range of information to customers including:

- A directory of all current circulars and forms that issue to the state's 750 post-primary schools and downloadable versions of these circulars and forms
- A guide to the Leaving and Junior certificate programmes and examinations
- Detailed information on the operation of the examinations including, the rules that govern the examinations, what candidates can expect in the exam situation and details for candidates with special needs. of the accommodations that are available to them
- All examination timetables, schedules of significant dates and schedules of examination fees in the Examination Information section
- Free downloads of examination papers and marking schemes for the past four years and Chief Examiners' reports for the past five years in the Examination Material Archive
- Daily publication of each day's examination papers during the written examination period in June
- Detailed contact information, including e-mail, phone and fax details for all key business areas of the SEC in the Contacts directory
- A recruitment section used for the recruitment of contract staff such as examiners and superintendents and also to advertise permanent posts in the Commission as they arise
- General information on the role of the State Examinations Commission including details of the structure of the organisation and a downloadable copy of the 2003 Annual Report
- Detailed examination statistics for the past 4 years
- The following on-line services:
 - On-Line access to the results of the current year's Leaving and Junior Certificate examinations.
 - On-line facility for the payment of examination appeal fees.
 - On-line examination application and fee payment facility for candidates who are not school-based.

Website Satisfaction

The recent Customer Satisfaction survey included a section on satisfaction with the website. In relation to the website:

- 85% of respondents either strongly agreed or agreed that the layout and presentation of the website was clear
- 80% of respondents either strongly agreed or agreed that the information on the website was easy to find
- 80% respondents either strongly agreed or agreed that they were able to obtain the information that they were seeking

- Overall, less than 8% of respondents disagreed with any of the above statements.

The website is extensively referenced in other education websites as an essential source of examination material and enjoys widespread appreciation by teachers, candidates and other users.

Future Web Developments

The SEC intends to make greater use of the Circulars directory on the website in order to achieve efficiencies in printing, paper and postage requirements and to improve the speed of communication and service delivery.

The potential for the delivery of other services using internet technology is currently being assessed. Among the ideas being considered are an on-line ordering service for statements of examination results and on-line recruitment of examiners and superintendents. The website is also being used in the pilot project to electronically capture LCA module credits.

During the 2004 written examinations in June the site featured a daily notice board that alerted users to the examinations taking place on that day and provided responses to media coverage of the examinations. This service will be continued in 2005 and subsequent years.

Telecommunications Improvements

A dedicated phone system for the SEC office in Athlone was installed in February 2004. This installation enabled the organisation to disengage its phone service from that of the Department of Education and Science. The new system has led to improved customer service through point-of-entry handling of all calls into the SEC. The new service was publicised through direct contact with all schools, advertising in the national media, by providing a detailed contact directory on our website and in our 2003 Annual Report and by ensuring that all communications included the updated phone numbers. At the end of 2004, the telecommunications system was further improved with the installation of software to monitor rates of call answering. This data will facilitate comparisons with the telephone answering standard set out in the Customer Charter.



CHAPTER 5: Funding and Accountability



High Level Goal: To demonstrate **responsiveness and accountability** with the highest standards of customer service to all of our stakeholders.

Funding

The SEC continues to receive most of its funding through the Vote of the Department of Education and Science. The remainder is collected in fees from candidates. The overall cost of running the examinations, including staff salaries and administration costs, in the period 1st January, 2004 to 31st December, 2004 was approximately €54 million, of which €8.4 million was collected in fees.

The main running costs associated with the examinations are the fees paid to superintendents, examiners, drafters and setters, and their associated travel and subsistence costs. The cost of printing, packing and posting examination materials is also significant. Examination materials; past papers, aural tapes, marking schemes, etc; are provided free of charge to schools and candidates in a variety of different formats including paper, tape, cd-rom and on our website.

Key Costs in 2004

€m

Fees paid to Examiners, Superintendents and other Contract Personnel	26.4
Staff Salaries	9.3
Travel & Subsistence (Contract and Staff)	11.2

Examination Fees

Fees are charged for sitting the examinations and appealing the results of examinations. Successful appellants have their appeal fees refunded. Fees are also charged for supplying additional certified statements of examination results.

Rates of fees in 2004

Entry Fees	
Leaving Certificate (all programmes)	€86
Repeat Leaving Certificate	€225
Junior Certificate	€82
Appeal Fees (per subject)	
Leaving Certificate	€37
Leaving Certificate Applied	€14.50
Junior Certificate	€30
Other Fees	
Additional Certified Statement of Results	€12.50

Lower rates of examination fees apply to candidates who are sitting two subjects or less in the examination and who are entered for the examination through VTOS, BTEI or other similar schemes or who are non-school based (external) candidates.

Candidates are exempt from paying examination entry fees if they, or their parents or guardians, hold a valid medical card. In 2004, a total of 27,892 candidates, almost 24% of the total examination cohort, were exempt from paying examination fees.

The viewing of marked scripts service is offered to candidates free of charge.

Accountability

The SEC espouses the highest standards of openness and accountability. In addition, the SEC has a responsibility to ensure that the best possible use is made of public funds and the fees collected, and to provide value for money in all aspects of its operation.

The SEC accounts for its performance as follows:

The Minister for Education and Science

The SEC is obliged to present an annual report to the Minister for Education and Science on its activities during the preceding year. The 2003 Annual Report was presented to the Minister in May 2004.

The Comptroller and Auditor General

A copy of the annual accounts of income and expenditure, kept in pursuance of Article 28 of the State Examinations Commission (Establishment) Order, 2003 is required to be submitted within six months of the end of the accounting period to which it relates, to the C&AG for audit. A copy of the 2003 accounts was presented to the C&AG for audit in May 2004.

The Committee of Public Accounts

The Chief Executive Officer of the SEC is the Accounting Officer for the appropriation accounts of the service for the purposes of the Exchequer and Audit Departments Acts, 1866 and 1921, and the Comptroller and Auditor General (Amendment) Act, 1993. The Accounting Officer may be asked to appear before the Committee of Public Accounts to deal with issues raised by the Comptroller and Auditor General.

Ethics in Public Office Acts 1995 and 2001

The State Examinations Commission is a public body for the purposes of the Acts.



Internal Audit

As a statutory State agency the SEC is required to have a properly constituted internal audit function. By the end of 2004 the SEC was in the process of engaging appropriate external expertise through a selected tendering process.

Risk Management

The SEC is fully committed to implementing the recommendations of the Report of the Working Group on the Accountability of Secretaries General and Accounting Officers (the Mullarkey Report) 2003. In support of its high level goal of providing examinations that have a continual focus on quality assurance and performance excellence, the organisation has set itself the objective of developing comprehensive strategies that minimise the risks inherent in the examinations system and setting out methodologies for dealing with the risks.

The strategies underpinning this objective include developing a Risk Management Strategy, maintaining and enhancing the contingency framework to safeguard the examinations, continuously refining the examination system to minimise the potential for errors to occur and enhancing the systems and procedures in place to detect errors.

The process of integrating risk assessment and management into the management processes of the organisation commenced in 2004 through the development of the Statement of Strategy 2005-2007 and the 2005 business planning process, both of which had a specific emphasis on risk management.

Performance Verification

The progress of the SEC in delivering the modernisation agenda set out in its Action Plan to achieve the commitments made under the Sustaining Progress Social Partnership Agreement was verified through the submission of two progress reports to an external performance verification group in the Department of Education and Science. Satisfactory progress was verified in June and December 2004 thereby allowing the general round pay increases to be made as provided for in the agreement.

Procurement

Competitive tendering is the normal procedure in the procurement process of the SEC. The detailed procurement procedures in respect of competitive tendering, as set out in the Public Procurement Guidelines 2004 and the relevant EU directives, are applied. Key staff involved in the procurement function in the organisation received specialised training in this area in 2004.

Financial and Accounting System

The SEC is committed to establishing its own independent financial system. SEC staff salaries continue to be paid through the Department of Education and Science (DES). Financial reporting and monitoring has been improved through the provision of more frequent staff salary expenditure reports from the DES and through the introduction of a new internal payment coding system.

New Finance Unit Initiatives

As a means of increasing accountability, written examiners now submit their claim forms through their advising examiners, who must certify the details of the claim. It is intended to introduce similar procedures for oral and practical examiners next year.

Openness and Transparency

The SEC is committed to an open and transparent examination system. To this end, it has put in place a number of measures, which have been described in some detail in previous chapters. In addition, candidates have the right to appeal decisions of the SEC to a number of independent bodies.

The measures in place which underpin this commitment to an open and transparent examinations system are:

- The opportunity for university representatives to make observations on the Leaving Certificate examination papers prior to finalisation
- The opportunity for professional bodies, such as subject associations and others, to comment on the examination papers prior to the finalisation of the marking schemes
- The publication of marking schemes
- The publication of the Chief Examiners' Reports
- The internet publication of examination papers on the day of the examination
- The opportunity for all Leaving Certificate candidates to view their marked examination scripts
- The opportunity for all candidates to appeal their results
- The opportunity for all Leaving Certificate candidates to view their marked appealed scripts
- The opportunity for all candidates to appeal to the Independent Appeals Scrutineers, whose function it is to verify that due process was followed
- The opportunity for a candidate to make an appeal to the Reasonable Accommodations Independent Appeals Panel if they are dissatisfied with a decision of the SEC relating to the provision of reasonable accommodations
- The right of all candidates to make representations to the Office of the Ombudsman.

High Level Goal: To develop a *capable, adaptable and efficient organisation*.

Significant progress was made throughout the year in developing the services, structures and personnel required to support the organisation in its delivery of the key business activities and to progress the modernisation agenda under the Public Service Modernisation Programme and the Sustaining Progress Social Partnership Agreement.

Personnel and Accommodation

Human Resource Management

The SEC recognises that the development of appropriate HR strategies will benefit both the organisation, by building a highly skilled, responsive workforce, and staff, by aiding in their personal development and career progression. Work is advanced in the development of a cohesive HRM strategy that will pull together the breadth of HR policies, including recruitment, training, equality and mobility, and link these to the overall organisational Statement of Strategy. One of the SEC's organisational goals is to develop a highly skilled, adaptable and efficient organisation and a number of strategies are being pursued in support of this goal.



Staff Numbers

The permanent numbers employed by the SEC remained stable at 185. This number was supplemented by 80 temporary staff to assist in key seasonal functions such as the packing and distribution of examination material and the examination resulting process.

Training and Development

The training and development agenda was considerably advanced in 2004 through the appointment of a Training and Development Officer and the establishment of a

Training and Development Partnership sub-committee. The Training Unit adopted a proactive approach to providing that every member of staff had access to appropriate training and development programmes. During the year, a total of 500 training days in 46 different courses were provided in a number of different fields such as management development, information technology, professional development and Irish language training. In addition, officers of the Commission attended relevant national and international conferences and seminars.



Recruitment and Promotion

Examinations and Assessment Managers for Irish, Business, Mathematics and French were recruited through a joint SEC/Public Appointments Service recruitment process. Before the end of 2004, the SEC had engaged with the Department of Education and Science in Athlone to establish a new temporary staff panel for 2005 and 2006. There were also internal promotion competitions for the grades of Services Officer, Watchman, Staff Officer, Executive Officer, Higher Executive Officer and Assistant Principal Officer.

Employment Patterns

The SEC operates a number of atypical employment patterns. These patterns facilitate both the staff of the organisation, through family-friendly initiatives such as flexi-time, work sharing and term-time, and the needs of the organisation through temporary and part-time employment.

Performance Management and Development System

Considerable progress was made throughout 2004 in the full implementation of the Performance Management and Development System. Training in the application of PMDS was provided to new officers and was offered to all staff who wanted to refresh their knowledge of the system. PMDS training is also to form part of the induction programme for new staff currently under development by the Training Unit. In recognition of the importance of providing excellent standards of customer service, the SEC has selected Customer Service as a PMDS core competency for all personnel.



Accommodation

Most of the Commission's personnel are Athlone based with the staff from the Examination and Assessment Division based at other regional locations. The main regional offices are in Dublin, Cork, Limerick and Galway.

The Athlone offices were refurbished to accommodate organisational changes and increased staff numbers arising from the establishment of the SEC. The refurbishment programme, which included the conversion of stores to office accommodation, was completed in March 2004.

Information and Communications Technology

The state examinations benefit hugely from the high quality information and communication technology systems in place. Benefits to the organisation and its customers arising from these developments include reduced costs, service efficiencies and better information. The central examinations system and associated printing services were subject to a number of significant developments during 2004. In addition to these in-house systems, the SEC supports a customer focused website, which not only provides detailed information on the examinations and assessment system, but also provides on-line facilities for candidates to access examination results and pay appeal fees, and for external candidates to enter and pay for their examinations.

The major ICT task facing the SEC in the short-term is the process of disengaging the IT infrastructure from the Department of Education and Science. The disengagement requires the establishment of an integrated office and administrative ICT system for all staff in Athlone with secure remote access for all regionally based and home based staff. A strategic approach has been taken to the project development in order to provide a solution that will meet existing requirements and that will provide for future development of e-government driven solutions. The Request for Tender for the project was issued in December 2004 with a view to making the final selection early in 2005.

With the appointment of key personnel to the IT Unit early in the year the SEC was able to assume full responsibility for database administration. A Network Support Unit to provide essential services, including a Helpdesk, to SEC personnel in Athlone and in the regional offices was also established.

The main IT developments and initiatives in 2004 were;

- Redevelopment of the SEC's website
- Upgrading of all office applications to Office 2003
- Development of the new format Statement of Provisional Results and the Results Table for schools
- Development of a new printing system to produce high-volume stationery on plain paper stock using templates
- Launch of the pilot scheme to capture LCA examination data on-line
- Conduct of a survey to establish schools' IT capacity and to capture e-mail addresses
- Development of a new financial reporting system.



Organisational Development

Progress in 2004

During 2004, the Corporate Affairs Division continued its role of advancing and co-ordinating the public service modernisation programme across the range of Strategic Management/Delivering Better Government initiatives including business planning, Partnership, strategic planning, progress reports under the Sustaining Progress Social Partnership agreement, Quality Customer Service programme, Risk Management and Corporate Governance. The Division also provides a press and public relations service, acts as a secretariat to the Commissioners, co-ordinates information requests and produces the Annual Report and other corporate publications. One of the Division's main achievements in 2004 was the redevelopment of the website in co-operation with the IT Division.



Statement of Strategy

In 2004, the SEC developed a three year Statement of Strategy for the organisation. This strategic plan, developed following an analysis of the organisation's operating environment, sets a framework for action for the next three years and will enable the organisation to enhance the delivery of core business while developing the capability to respond to changes in the operating environment. The plan was developed through Partnership and involved consultation with staff at all levels in the organisation.

Quality Customer Service

Chapter 4 of this report deals with the significant achievements that have been made by the organisation in the development of its QCS programme.

Sustaining Progress Social Partnership Agreement

Under this agreement it was a condition that each organisation had to prepare and submit an action plan, agreed through Partnership, to achieve the modernisation agenda. Pay increases were conditional on the achievement of the commitments made in the action plan and the external body charged with verifying the SEC's progress in this regard is the Industrial Relations Standing Committee in the Department of Education and Science. Satisfactory progress on the achievement of modernisation programme set out in the Action Plan was verified on two occasions in 2004. The verification group reported favourably on the progress made by the organisation and in particular commended the SEC on the use of the website for the delivery of eGovernment services.

Business Planning

A new business planning process was commenced in November 2004 with a business planning workshop for all middle and senior managers. The workshop focused on translating the high-level goals, strategies and objectives in the Statement of Strategy into divisional and work unit business plans for the coming year. A common template was adopted for the preparation of business plans by all divisions.

Official Languages Act 2003

The SEC is committed to enhancing the quality of services provided for users of Irish in accordance with the Official Languages Act 2003. A language training programme, with the objective of improving business Irish, was launched at the end of the year and was availed of by more than 30 staff members.

Partnership

Partnership's role in the implementation of the modernisation agenda developed steadily throughout the year. The SEC's Partnership structures have had an integral role in the development of the Customer Charter and Action Plan, the Statement of Strategy, Sustaining Progress Action Plan and progress reports, the training and development strategy, the website and the 2004 Merit Awards scheme.

In addition to the main Partnership committee, two partnership sub-committees are now in operation. The sub-committees, which report to the main committee, are responsible for Internal Communications & Quality Customer Service, and Staff Training & Development. The establishment of the sub-committees has served to increase the level of involvement in Partnership and to expand the understanding of the role of Partnership.

When Partnership was established in the SEC in November 2003 a commitment was made to review the operation and effectiveness of Partnership after one year. This review was held in November 2004 and was facilitated by the National Centre for Partnership and Performance as part of their Learning by Monitoring partnership evaluation study. The State Examinations Commission is grateful to the NCPP for their ongoing assistance and support which also included a presentation on the Workplace of the Future to the Partnership committees in May 2004.



Main Partnership Committee

Merit Awards Scheme

A review of the operation of the Merit Awards Scheme in the organisation was conducted through Partnership. The review, which included a survey of all staff on the issue, was conducted by the Internal Communications & Quality Customer Service sub-committee who then reported on their findings to the main Partnership Committee. The main Partnership Committee made a number of changes to the 2004 merit award scheme in order to expand staff awareness and involvement.

APPENDIX A: Customer Charter



The mission of the State Examinations Commission is "to provide a high quality state examinations and assessment system incorporating the highest standards of openness, fairness and accountability".

The Commission has a wide range of customers including examination candidates and their parents, school principals, teachers, school authorities, other Government Departments and offices, representative bodies, and many other national and international organisations. We are committed to providing a quality service to all our customers in every aspect of our operation. This Charter sets out the standards of service we aim to provide to our customers.

Our Service Commitments

Telephone Service

- We will provide a telephone service through our main Athlone number, 090-644 2700, from 9.15 AM to 5.30 PM, Monday to Friday excluding public holidays. These hours will be extended to cover morning, evening and weekend times over the period of the written examinations in June.
- We will answer your call promptly. Our aim is to answer 90% of calls within 30 seconds.
- We will identify ourselves and/or our area of work and will be courteous and helpful in our dealings with you.
- If we cannot answer your enquiry immediately we will take your contact details and let you know when you can expect to hear from us.
- If we need to transfer your call to a colleague we will explain why. We will give you that person's name and number and ensure that your call is properly transferred.

Written Correspondence

- We aim to answer 90% of all correspondence within 15 working days
 - We will acknowledge correspondence, including e-mails, within 5 working days where an immediate comprehensive reply is not possible.
 - If it is not possible to give a comprehensive reply within 15 working days we will send you an interim reply, explaining the position and indicating when you can expect a definitive response.
- In certain circumstances, for example on receipt of comments and observations on particular examinations, the Commission may avail of its website to provide general information.

- We will include a contact name, telephone number and an e-mail address on all correspondence.
- We will use clear, simple language in our correspondence with you as well as in our application forms and information leaflets.

Providing Information

- We will provide you with clear, timely, accurate, comprehensive and up-to-date information on our policies, schemes and services.
- We will arrange that this information is readily available through a variety of methods.
- We will do our best to simplify rules, regulations and procedures.
- We will maintain our website, www.examinations.ie, as a comprehensive source of information about all aspects of the examinations service and will continue to provide a range of on-line services through the website.
- We will arrange that our website continues to be up-to-date, user-friendly and accessible to our customers.

Services Through Irish

- We will operate measures to comply with our obligations under the Official Languages Status Act, 2003.
- We will continue to provide candidates with the choice of taking their examinations through Irish or English.
- We will publish key documents, including our Annual Report, in Irish and English.

Equality and Diversity

- We are committed to providing a service to our customers that upholds their rights to equal treatment established by equality legislation.
- We will deal with you in a fair and open manner.
- We will endeavour to make our information available in formats which meet the requirements of customers with special needs.
- If you have particular requirements regarding access to our offices, please telephone in advance of your visit and a member of staff will meet you and assist you in every way possible.

Privacy

We will respect your privacy and will only use your personal information for State Examinations Commission purposes, as permitted by law.



Complaints

We aim to deliver a high standard of service to all our customers. However, if you are unhappy with the quality of service you have received please bring it to our attention. If it is not possible to resolve the complaint with the staff member or manager with whom you have been dealing you can contact the Customer Service Manager (see details below), who will review the matter. All complaints will be dealt with promptly, fairly and impartially.

Customer Service Manager

State Examinations Commission,
Cornamaddy,
Athlone,
Co. Westmeath.
Telephone: 090 - 644 2778
Fax: 090 - 644 2740
E-mail: customerservice.manager@education.gov.ie

If, having used the complaints procedure within the State Examinations Commission, you are still dissatisfied you have the right to complain to: The Office of the Ombudsman, 18 Lower Leeson Street, Dublin 2.
Telephone: (01) 678 5222,
E-mail: ombudsman@ombudsman.irlgov.ie
The Ombudsman is completely independent of the Government and the service is free.



Help Us to Help You

You can help us to provide you with a high quality customer service if you:

- Have information relevant to your enquiry available when you contact us.
- Treat our staff and other customers with courtesy and respect.
- Complete and return any customer survey questionnaire that we send you.
- Make comments or suggestions about the service you receive. We welcome your feedback - positive or negative. If you would like to comment or make a suggestion please contact the Customer Service Manager (see details above) or use the contact form on our website.

Monitoring our Performance

We will evaluate our performance in line with the standards described in this Customer Charter and will report on our compliance with these standards in our Annual Report. Copies of the report may be obtained directly from the Commission or from our website, www.examinations.ie.

Contact Details

Postal Address:

State Examinations Commission,
Cornamaddy,
Athlone,
Co. Westmeath.

Main Phone Number: 090-644 2700

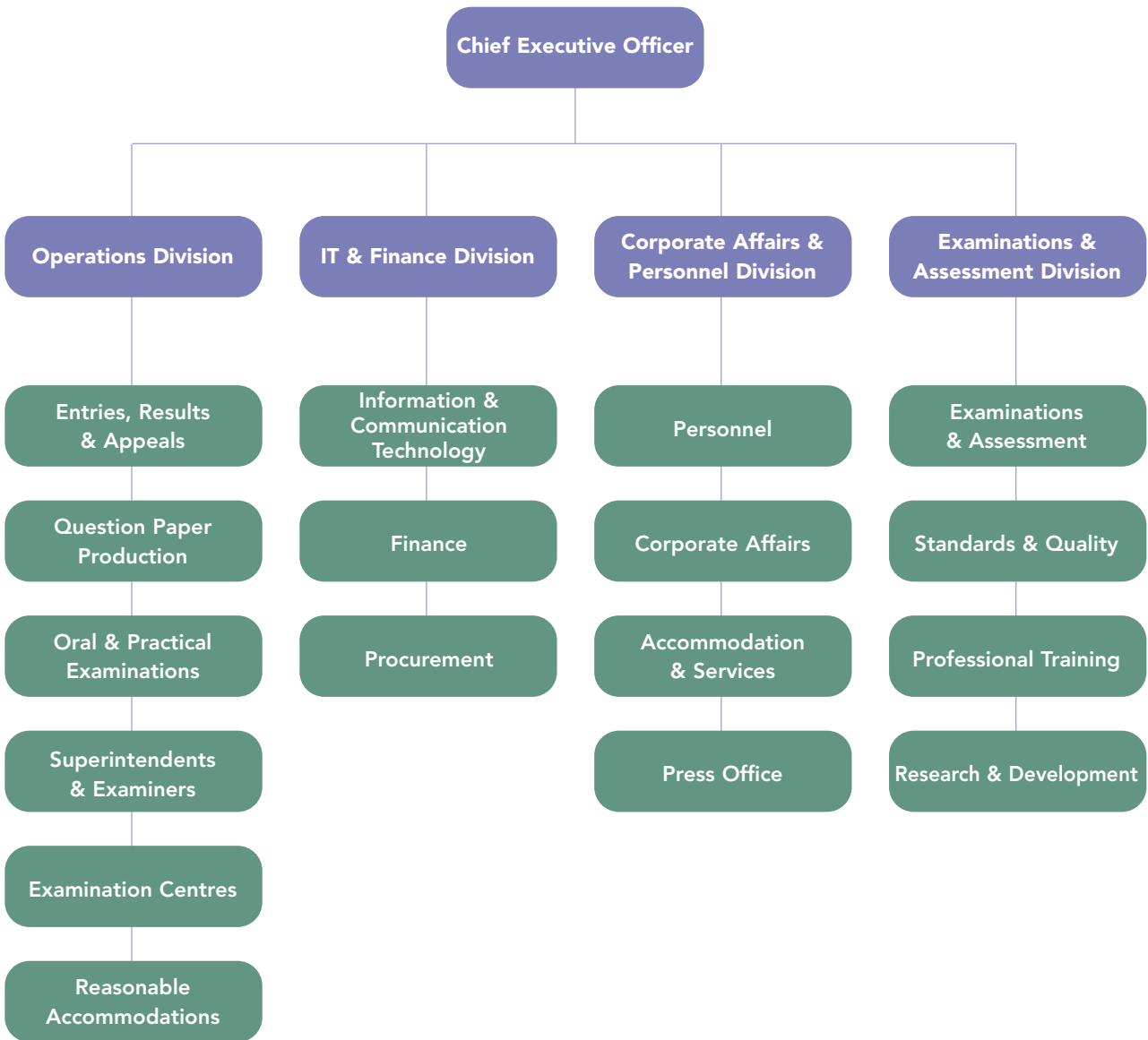
Main Fax Number: 090-644 2744

Website: www.examinations.ie

E-mail: info@examinations.ie

Full contact details for individual sections in the Commission are available in the Contact Directory on our website or in the State Directory (Green Pages) of any Eircom phone book.

APPENDIX B: Organisation of Functions



APPENDIX C: Contact Directory



State Examinations Commission

Cornamaddy,
Athlone,
Co. Westmeath.

Main Phone Number: 090-6442700
Main Fax Number: 090-6442744
Web: www.examinations.ie

The general format for e-mail to the SEC is:
firstname_surname@education.gov.ie.
Otherwise, e-mails can be sent to the section e-mail
addresses that follow.

Examination Entries and Applications

E-mail: entries@education.gov.ie
Phone: 090-6442702, 6442703, 6442706
Fax: 090-6442709

Leaving Certificate Applied Programme

E-mail: lca@education.gov.ie
Phone: 090-6442725, 6442726
Fax: 090-6442740

Reasonable Accommodations

E-mail: sec_specialneeds@education.gov.ie
Phone: 090-6442781, 6442783
Fax: 090-6442744

Examination Superintendents

E-mail: user_super@education.gov.ie
Phone: 090-6442791, 6442792
Fax: 090-6442794

Examiners

E-mail: examiners@education.gov.ie
Phone: 090-6442734, 6442735
Fax: 090-6442740

Oral Examinations

E-mail: orals@education.gov.ie
Phone: 090-6442741, 6442742,
Fax: 090-6442753

Practical Examinations including Leaving Certificate Vocational Programme

E-mail: practicals@education.gov.ie
Phone: 090-6442749, 6442750
Fax: 090-6442753

Finance Unit

E-mail: financial@education.gov.ie
Phone: 090-6442802, 6442799
Fax: 090-6442807

Statements of Examination Results:

E-mail: statements@education.gov.ie
Phone: 090-6442810, 6442808
Fax: 090-6442811

Press Office

E-mail: sec_pressoffice@education.gov.ie
Phone: 090-6442777, 6442851

TABLE 1: Number of Examination Candidates in 2004

		Male	Female	Total
1	Junior Certificate (Excluding VTOS)	27,812	27,661	55,473
2	Junior Certificate (VTOS candidates)	683	708	1,391
3=1+2	Total Junior Certificate	28,495	28,369	56,864
4	Leaving Certificate School Candidates (excluding VTOS and repeats)	22,710	24,788	47,498
5	Leaving Certificate school repeats	1,487	1,331	2,818
6=4+5	Total Leaving Certificate school candidates (excluding VTOS)	24,197	26,119	50,316
7	Applied Leaving Certificate	1,748	1,772	3,520
8	External Candidates	1,776	2,170	3,946
9	VTOS Candidates	322	601	923
10	PLC Candidates	16	21	37
11=6+7 8+9+10	Overall Leaving Certificate candidates	28,059	30,683	58,742

Notes:

The numbers for Junior Certificate exclude 209 Leaving Certificate candidates who sat language subjects ab-initio.

VTOS candidates are examination candidates sitting the examinations as participants in the Vocational Training Opportunities Scheme. These may be either school candidates who have studied in a second level school, or they may be candidates who have studied in special centres outside a second level school.

Leaving Certificate external candidates comprise candidates who have studied outside the second level school system. These exclude VTOS candidates. In some cases, external candidates may have sat only one or two subjects in the Leaving Certificate.

The total of Leaving Certificate school candidates in line 6 excludes VTOS candidates. It is not possible to disaggregate the total of VTOS candidates shown in line

9 between school candidates and other types of candidates.

Since 1975, each candidate in the leaving Certificate or Junior Certificate (Intermediate Certificate prior to 1992) has been awarded a Certificate showing the grades obtained without any overall result corresponding to failure, pass or honours.

In 2004, there were 4,658 public examination centres to which 4,663 superintendents were appointed.

There were 6,647 examiners for all Junior Certificate and Leaving Certificate examinations. Of these, 1,031 examined practical and project work at both Leaving Certificate and Junior Certificate, and 1,604 examined the oral component of the Leaving Certificate language subjects.



TABLE 2: Leaving Certificate 2004: Aggregate Results

		Male	Female	Total
(i)	Total Number of Candidates	26,311	28,911	55,222
(ii)	Number of Candidates who sat a minimum of 5 subjects	25,311	27,398	52,709
(iii)	Number of Candidates who received a minimum of 5 grade D3's at any level	23,752	26,215	49,967
(iv)	Number of Candidates who received a minimum of 6 grade D3's at any level, of which a minimum of 2 were at grade C3 or higher grades, on higher papers	14,310	17,451	31,761
(v)	Number of Candidates who received a minimum of 6 grade D3's at any level, of which a minimum of 4 were at grade C3 or higher grades, on higher papers	8,675	12,286	20,961
(vi)	Number of Candidates who received a minimum of 6 grade C3's, or higher grades, on higher papers	4,015	6,615	10,630
(vii)	Number of Candidates who received a minimum of 6 grades C3's on higher papers, of which a minimum of 3 were at grade B3 or higher	3,557	5,915	9,472
(viii)	Number of Candidates who received a minimum of 6 grade C3's on higher papers, of which a minimum of 3 were at grade A2 or higher	1,188	1,927	3,115

Notes:

The above data excludes candidates in the Leaving Certificate Applied Programme. School candidates, repeat candidates, external candidates, VTOS and PLC candidates are included in the above table.

Results of the Leaving Certificate are shown in the form of grades, each grade representing a percentage range of marks as follows:

Grade	Percentage Range
A1	90+
A2	85 > 90
B1	80 > 85
B2	75 > 80
B3	70 > 75
C1	65 > 70
C2	60 > 65

Grade	Percentage Range
C3	55 > 60
D1	50 > 55
D2	45 > 50
D3	40 > 45
E	25 > 40
F	10 > 25
No Grade	0 > 10



TABLE 3: Leaving Certificate Applied Results 2004

		Male	Female	Total
(i)	Total Number of Candidates	1,748	1,772	3,520
(ii)	Number of Candidates who received Distinctions	174	382	556
(iii)	Number of Candidates who received Merits	929	846	1,775
(iv)	Number of Candidates who received Passes	403	301	704
(v)	Number of Candidates who received Record of Credits	242	243	485

Notes on Grading Structure:

The Leaving Certificate Applied programme consists of a range of courses each designed on a modular basis. The number of modules depends on the course. Each year of the two year programme is divided into two sessions; September to January, and February to June. A module within a given course is usually completed within one session. Over the two year duration of the programme, participants complete 44 modules. Credits towards the final award are accumulated throughout the two years of the programme through:

- 1.) Satisfactory completion of modules. (Maximum of 62 credits)
- 2.) Performance of students tasks. (Maximum of 70 credits)
- 3.) Performance in the final examinations. (Maximum of 68 credits)

Level	Percentage	Level
Distinction	85+	170 - 200 credits
Merit	70 > 85	140 - 169 credits
Pass	60 > 70	120 - 139 credits

Candidates who acquire less than 120 credits or who leave before the end of the programme receive a Record of Credits.



TABLE 4: Junior Certificate 2004: Aggregate Results

		Male	Female	Total
(i)	Total Number of Candidates	28,495	28,369	56,864
(ii)	Number of Candidates who sat a minimum of 5 subjects	27,847	27,608	55,455
(iii)	Number of Candidates who received a minimum of 5 grade D at any level	27,495	27,416	54,911
(iv)	Number of Candidates who received a minimum of 6 grade D at any level, of which a minimum of 2 were at grade C or higher grades, on higher and common papers	20,596	22,474	43,070
(v)	Number of Candidates who received a minimum of 6 grade D at any level, of which a minimum of 4 were at grade C or higher grades, on higher and common papers	14,989	18,296	33,285
(vi)	Number of Candidates who received a minimum of 6 grade C, or higher grades, on higher and common papers	11,231	14,881	26,112
(vii)	Number of Candidates who received a minimum of 6 grades C on higher and common papers, of which a minimum of 3 were at grade B or higher	9,385	13,134	22,519
(viii)	Number of Candidates who received a minimum of 6 grade C on higher and common papers, of which a minimum of 3 were at grade A.	2,723	4,553	7,276

Notes:

The above data includes school candidates and VTOS candidates.

Results of the Junior Certificate are shown in the form of grades, each grade representing a percentage range of marks as follows:

Grade	Percentage Range
A	85+
B	70 > 85
C	55 > 70
D	40 > 55
E	25 > 40
F	10 > 25
No Grade	0 > 10



TABLE 5: Junior Certificate Results 2004 - Ordinary Level Papers - Male

Subject	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	489	3,668	5,086	3,438	975	216	13	13,885
Irish (Foundation)	385	919	829	478	71	8	1	2,691
English	511	2,610	4,817	2,571	134	18	0	10,661
English (Foundation)	99	465	706	289	30	11	3	1,603
Mathematics	1,133	4,303	4,295	2,548	818	319	28	13,444
Mathematics (Foundation)	619	1,507	1,094	440	69	16	0	3,745
History	711	2,770	3,541	1,843	230	78	12	9,185
Geography	548	2,212	2,333	1,295	309	98	1	6,796
Latin	0	2	5	7	7	6	2	29
Ancient Greek	0	1	0	0	0	0	0	1
Classical Studies	2	19	20	18	10	12	6	87
Hebrew Studies	-	-	-	-	-	-	-	0
French	150	1,284	2,193	2,030	919	228	5	6,809
German	108	589	605	388	154	61	3	1,908
Spanish	4	104	143	90	41	11	1	394
Italian	1	5	22	28	9	1	0	66
Art, Craft & Design	422	1,005	1,311	788	284	134	18	3,962
Music	4	102	229	124	22	17	2	500
Science	1,304	4,793	3,424	1,005	133	23	7	10,689
Home Economics	17	404	616	228	51	21	14	1,351
Materials Technology (Wood)	202	1,304	1,277	560	128	148	32	3,651
Metalwork	172	906	660	268	85	109	36	2,236
Technical Graphics	551	1,638	1,188	810	272	184	15	4,658
Technology	20	131	161	92	30	25	2	461
Business Studies	351	2,024	1,713	1,056	308	125	16	5,593
Typewriting	2	7	12	7	3	2	0	33
Environmental & Social Studies	18	120	93	60	20	8	2	321
Religious Education	189	918	775	275	59	36	7	2,259
C.S.P.E (Common Course)	4,675	9,753	7,835	3,959	867	381	83	27,553

Notes on Tables 5 – 12 inclusive:

1. Science includes Science with Local Studies
2. Religious Education was examined for the first time in 2003.
3. C.S.P.E: Civic, Social and Political Education



TABLE 6: Junior Certificate Results 2004 - Ordinary Level Papers - Female

Subject	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	945	4,241	4,173	2,046	402	58	2	11,867
Irish (Foundation)	371	602	350	134	31	2	0	1,490
English	864	2,697	2,907	900	53	4	1	7,426
English (Foundation)	126	346	335	105	14	8	0	934
Mathematics	1,523	4,725	3,809	2,109	544	175	18	12,903
Mathematics (Foundation)	459	1,154	822	353	47	4	0	2,839
History	1,215	2,634	2,868	1,679	258	67	7	8,728
Geography	410	1,766	1,954	1,261	296	67	1	5,755
Latin	0	1	4	2	0	0	0	7
Ancient Greek	-	-	-	-	-	-	-	0
Classical Studies	1	3	9	10	7	5	1	36
Hebrew Studies	1	0	0	0	0	0	0	1
French	203	1,499	1,938	1,481	559	109	1	5,790
German	115	547	430	190	46	10	0	1,338
Spanish	29	158	170	99	25	0	0	481
Italian	7	19	21	6	8	1	0	62
Art, Craft & Design	755	1,291	1,312	633	175	63	5	4,234
Music	18	378	665	340	52	48	2	1,503
Science	903	3,297	2,292	788	92	17	0	7,389
Home Economics	91	1,629	1,576	427	76	44	20	3,863
Materials Technology (Wood)	56	296	321	142	34	31	5	885
Metalwork	26	133	91	65	26	22	14	377
Technical Graphics	105	241	172	136	62	27	3	746
Technology	9	80	90	29	14	5	0	227
Business Studies	472	2,036	1,701	908	239	71	5	5,432
Typewriting	48	89	52	28	10	6	0	233
Environmental & Social Studies	10	74	112	57	10	8	4	275
Religious Education	326	886	430	144	18	20	0	1,824
C.S.P.E. (Common Course)	8,300	10,711	5,786	2,136	388	196	27	27,544

TABLE 7: Junior Certificate Results 2004 - Ordinary Level Papers - Male & Female

Subject	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	1,434	7,909	9,259	5,484	1,377	274	15	25,752
Irish (Foundation)	756	1,521	1,179	612	102	10	1	4,181
English	1,375	5,307	7,724	3,471	187	22	1	18,087
English (Foundation)	225	811	1,041	394	44	19	3	2,537
Mathematics	2,656	9,028	8,104	4,657	1,362	494	46	26,347
Mathematics (Foundation)	1,078	2,661	1,916	793	116	20	0	6,584
History	1,926	5,404	6,409	3,522	488	145	19	17,913
Geography	958	3,978	4,287	2,556	605	165	2	12,551
Latin	0	3	9	9	7	6	2	36
Ancient Greek	0	1	0	0	0	0	0	1
Classical Studies	3	22	29	28	17	17	7	123
Hebrew Studies	1	0	0	0	0	0	0	1
French	353	2,783	4,131	3,511	1,478	337	6	12,599
German	223	1,136	1,035	578	200	71	3	3,246
Spanish	33	262	313	189	66	11	1	875
Italian	8	24	43	34	17	2	0	128
Art, Craft & Design	1,177	2,296	2,623	1,421	459	197	23	8,196
Music	22	480	894	464	74	65	4	2,003
Science	2,207	8,090	5,716	1,793	225	40	7	18,078
Home Economics	108	2,033	2,192	655	127	65	34	5,214
Materials Technology (Wood)	258	1,600	1,598	702	162	179	37	4,536
Metalwork	198	1,039	751	333	111	131	50	2,613
Technical Graphics	656	1,879	1,360	946	334	211	18	5,404
Technology	29	211	251	121	44	30	2	688
Business Studies	823	4,060	3,414	1,964	547	196	21	11,025
Typewriting	50	96	64	35	13	8	0	266
Environmental & Social Studies	28	194	205	117	30	16	6	596
Religious Education	515	1,804	1,205	419	77	56	7	4,083
C.S.P.E. (Common Course)	12,975	20,464	13,621	6,095	1,255	577	110	55,097



TABLE 8: Junior Certificate Results 2004 - Percentage Breakdown of Candidates by Grade Awarded in Each Subject - Ordinary Level Papers - Male & Female

Subject	PERCENTAGE OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	5.6	30.7	36.0	21.3	5.3	1.1	0.1	25,752
Irish (Foundation)	18.1	36.4	28.2	14.6	2.4	0.2	0.0	4,181
English	7.6	29.3	42.7	19.2	1.0	0.1	0.0	18,087
English (Foundation)	8.9	32.0	41.0	15.5	1.7	0.7	0.1	2,537
Mathematics	10.1	34.3	30.8	17.7	5.2	1.9	0.2	26,347
Mathematics (Foundation)	16.4	40.4	29.1	12.0	1.8	0.3	0.0	6,584
History	10.8	30.2	35.8	19.7	2.7	0.8	0.1	17,913
Geography	7.6	31.7	34.2	20.4	4.8	1.3	0.0	12,551
Latin	0.0	8.3	25.0	25.0	19.4	16.7	5.6	36
Ancient Greek	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1
Classical Studies	2.4	17.9	23.6	22.8	13.8	13.8	5.7	123
Hebrew Studies	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1
French	2.8	22.1	32.8	27.9	11.7	2.7	0.0	12,599
German	6.9	35.0	31.9	17.8	6.2	2.2	0.1	3,246
Spanish	3.8	29.9	35.8	21.6	7.5	1.3	0.1	875
Italian	6.3	18.8	33.6	26.6	13.3	1.6	0.0	128
Art, Craft & Design	14.4	28.0	32.0	17.3	5.6	2.4	0.3	8,196
Music	1.1	24.0	44.6	23.2	3.7	3.2	0.2	2,003
Science	12.2	44.8	31.6	9.9	1.2	0.2	0.0	18,078
Home Economics	2.1	39.0	42.0	12.6	2.4	1.2	0.7	5,214
Materials Technology (Wood)	5.7	35.3	35.2	15.5	3.6	3.9	0.8	4,536
Metalwork	7.6	39.8	28.7	12.7	4.2	5.0	1.9	2,613
Technical Graphics	12.1	34.8	25.2	17.5	6.2	3.9	0.3	5,404
Technology	4.2	30.7	36.5	17.6	6.4	4.4	0.3	688
Business Studies	7.5	36.8	31.0	17.8	5.0	1.8	0.2	11,025
Typewriting	18.8	36.1	24.1	13.2	4.9	3.0	0.0	266
Environmental & Social Studies	4.7	32.6	34.4	19.6	5.0	2.7	1.0	596
Religious Education	12.6	44.2	29.5	10.3	1.9	1.4	0.2	4,083
C.S.P.E. (Common Course)	23.5	37.1	24.7	11.1	2.3	1.0	0.2	55,097



TABLE 9: Junior Certificate Results 2004 - Higher Level Papers - Male

Subject	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	744	2,280	3,353	2,007	212	16	1	8,613
English	1,339	3,673	6,269	4,283	345	17	1	15,927
Mathematics	1,662	2,875	3,152	2,385	662	157	15	10,908
History	2,615	4,282	4,510	3,339	902	142	5	15,795
Geography	1,289	6,060	7,163	3,678	334	41	1	18,566
Latin	87	102	66	59	13	6	3	336
Ancient Greek	10	11	0	1	1	0	0	23
Classical Studies	41	85	71	47	18	6	2	270
Hebrew Studies	1	0	0	0	0	0	0	1
French	759	2,310	3,543	2,719	583	85	6	10,005
German	285	842	1,124	928	210	21	0	3,410
Spanish	104	158	254	204	38	6	0	764
Italian	8	6	11	15	6	2	0	48
Art, Craft & Design	703	1,241	1,626	785	145	22	0	4,522
Music	139	532	444	187	13	7	1	1,323
Science	2,028	3,932	4,229	3,054	882	172	15	14,312
Home Economics	38	372	439	130	13	7	1	1,000
Materials Technology (Wood)	938	4,156	3,335	1,140	139	73	22	9,803
Metalwork	587	2,535	1,472	392	70	17	9	5,082
Technical Graphics	965	1,913	1,889	1,173	210	41	5	6,196
Technology	136	521	642	255	49	16	5	1,624
Business Studies	1,147	3,890	3,709	1,680	177	32	5	10,640
Typewriting	1	15	2	1	0	0	0	19
Environmental & Social Studies	1	24	30	11	0	0	0	66
Religious Education	328	1,239	1,742	1,040	161	25	2	4,537

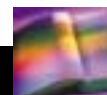


TABLE 10: Junior Certificate Results 2004 - Higher Level Papers - Female

Subject	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	1,484	4,382	4,720	1,748	116	9	0	12,459
English	2,719	6,014	7,475	3,324	125	9	0	19,666
Mathematics	2,042	3,648	3,492	2,279	525	107	5	12,098
History	3,348	4,945	4,726	3,027	759	129	2	16,936
Geography	2,069	7,662	6,861	3,216	298	28	1	20,135
Latin	26	41	19	10	0	0	0	96
Ancient Greek	2	1	0	1	0	0	0	4
Classical Studies	35	73	39	20	5	2	1	175
Hebrew Studies	-	-	-	-	-	-	-	0
French	1,533	3,986	4,647	2,963	501	65	0	13,695
German	649	1,338	1,346	773	124	10	0	4,240
Spanish	201	431	489	231	37	4	0	1,393
Italian	15	24	40	12	1	1	0	93
Art, Craft & Design	2,318	2,882	2,814	746	61	16	0	8,837
Music	631	2,271	1,652	632	35	29	0	5,250
Science	2,818	4,788	4,275	2,630	660	159	6	15,336
Home Economics	1,892	7,087	3,720	650	30	7	4	13,390
Materials Technology (Wood)	105	446	362	133	30	5	4	1,085
Metalwork	33	158	96	39	11	3	2	342
Technical Graphics	171	281	298	121	22	1	0	894
Technology	62	196	209	94	10	3	1	575
Business Studies	1,941	5,057	4,133	1,707	164	19	3	13,024
Typewriting	19	74	41	7	2	0	0	143
Environmental & Social Studies	4	4	12	4	0	0	0	24
Religious Education	934	2,435	2,010	850	60	8	1	6,298



TABLE 11: Junior Certificate Results 2004 - Higher Level Papers - Male & Female

Subject	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	2,228	6,662	8,073	3,755	328	25	1	21,072
English	4,058	9,687	13,744	7,607	470	26	1	35,593
Mathematics	3,704	6,523	6,644	4,664	1,187	264	20	23,006
History	5,963	9,227	9,236	6,366	1,661	271	7	32,731
Geography	3,358	13,722	14,024	6,894	632	69	2	38,701
Latin	113	143	85	69	13	6	3	432
Ancient Greek	12	12	0	2	1	0	0	27
Classical Studies	76	158	110	67	23	8	3	445
Hebrew Studies	1	0	0	0	0	0	0	1
French	2,292	6,296	8,190	5,682	1,084	150	6	23,700
German	934	2,180	2,470	1,701	334	31	0	7,650
Spanish	305	589	743	435	75	10	0	2,157
Italian	23	30	51	27	7	3	0	141
Art, Craft & Design	3,021	4,123	4,440	1,531	206	38	0	13,359
Music	770	2,803	2,096	819	48	36	1	6,573
Science	4,846	8,720	8,504	5,684	1,542	331	21	29,648
Home Economics	1,930	7,459	4,159	780	43	14	5	14,390
Materials Technology (Wood)	1,043	4,602	3,697	1,273	169	78	26	10,888
Metalwork	620	2,693	1,568	431	81	20	11	5,424
Technical Graphics	1,136	2,194	2,187	1,294	232	42	5	7,090
Technology	198	717	851	349	59	19	6	2,199
Business Studies	3,088	8,947	7,842	3,387	341	51	8	23,664
Typewriting	20	89	43	8	2	0	0	162
Environmental & Social Studies	5	28	42	15	0	0	0	90
Religious Education	1,262	3,674	3,752	1,890	221	33	3	10,835

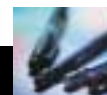


TABLE 12: Junior Certificate Results 2004 - Percentage Breakdown of Candidates by Grade Awarded in Each Subject - Higher Level Papers - Male & Female

Subject	PERCENTAGE OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Irish	10.6	31.6	38.3	17.8	1.6	0.1	0.0	21,072
English	11.4	27.2	38.6	21.4	1.3	0.1	0.0	35,593
Mathematics	16.1	28.4	28.9	20.3	5.2	1.1	0.1	23,006
History	18.2	28.2	28.2	19.4	5.1	0.8	0.0	32,731
Geography	8.7	35.5	36.2	17.8	1.6	0.2	0.0	38,701
Latin	26.2	33.1	19.7	16.0	3.0	1.4	0.7	432
Ancient Greek	44.4	44.4	0.0	7.4	3.7	0.0	0.0	27
Classical Studies	17.1	13.5	24.7	15.1	5.2	1.8	0.7	445
Hebrew Studies	100	0	0	0	0	0	0	1
French	9.7	26.6	34.6	24.0	4.6	0.6	0.0	23,700
German	12.2	28.5	32.3	22.2	4.4	0.4	0.0	7,650
Spanish	14.1	27.3	34.4	20.2	3.5	0.5	0.0	2,157
Italian	16.3	21.3	36.2	19.1	5.0	2.1	0.0	141
Art, Craft & Design	22.6	30.9	33.2	11.5	1.5	0.3	0.0	13,359
Music	11.7	42.6	31.9	12.5	0.7	0.5	0.0	6,573
Science	16.3	29.4	28.7	19.2	5.2	1.1	0.1	29,648
Home Economics	13.4	51.8	28.9	5.4	0.3	0.1	0.0	14,390
Materials Technology (Wood)	9.6	42.3	34.0	11.7	1.6	0.7	0.2	10,888
Metalwork	11.4	49.6	28.9	7.9	1.5	0.4	0.2	5,424
Technical Graphics	16.0	30.9	30.8	18.3	3.3	0.6	0.1	7,090
Technology	9.0	32.6	38.7	15.9	2.7	0.9	0.3	2,199
Business Studies	13.0	37.8	33.1	14.3	1.4	0.2	0.0	23,664
Typewriting	12.3	54.9	26.5	4.9	1.2	0.0	0.0	162
Environmental & Social Studies	5.6	31.1	46.7	16.7	0.0	0.0	0.0	90
Religious Education	11.6	33.9	34.6	17.4	2.0	0.3	0.0	10,835



TABLE 13: Leaving Certificate Results 2004 - Ordinary Level Papers - Male

Subject	NUMBER OF CANDIDATES RECEIVING													Total	
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F		No Grade
Irish	57	360	1,079	1,822	2,185	2,070	1,833	1,488	1,189	901	781	636	162	5	14,568
Irish (Foundation)	33	130	261	404	525	538	484	409	276	166	104	42	11	0	3,383
English	160	548	343	959	1,767	1,239	1,689	1,646	918	875	774	342	80	10	11,350
Mathematics	1,058	1,399	1,542	1,575	1,644	1,541	1,508	1,365	1,251	1,089	1,340	1,457	597	109	17,475
Mathematics (Foundation)	102	186	258	354	395	353	305	264	224	200	166	161	45	8	3,021
History	539	225	176	174	246	111	178	191	90	129	279	165	192	100	2,795
Geography	106	205	354	443	513	498	475	447	363	262	271	217	65	15	4,234
Latin	0	1	0	0	0	0	0	1	0	0	2	1	0	0	5
Ancient Greek	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Classical Studies	0	0	1	2	1	1	2	1	2	3	7	11	8	1	40
French	14	65	220	455	718	922	1,106	1,078	888	647	619	412	71	3	7,218
German	8	36	104	199	250	240	202	189	120	95	92	112	30	2	1,679
Spanish	1	4	15	23	39	45	40	54	36	25	25	18	8	0	333
Italian	1	0	2	2	7	4	2	2	4	4	3	2	1	0	34
Art	3	15	33	69	122	161	204	206	139	98	119	55	17	5	1,246
Applied Mathematics	21	4	13	5	5	3	2	6	3	3	8	7	3	0	83
Physics	117	162	214	199	250	157	167	164	123	93	141	95	78	38	1,998
Chemistry	9	34	37	59	54	62	63	52	46	45	52	29	24	6	572
Physics & Chemistry	0	4	4	12	12	11	12	17	11	15	19	27	13	11	168
Agricultural Science	0	1	5	12	25	61	92	100	127	117	128	97	29	3	797
Biology	16	53	95	161	273	300	301	318	312	306	333	419	174	20	3,081
Agricultural Economics	0	0	0	0	1	0	0	1	1	1	0	0	0	0	4
Engineering	8	31	85	119	167	205	191	196	129	103	85	49	16	0	1,384
Technical Drawing	176	196	268	262	285	282	224	226	193	202	164	187	62	13	2,740
Construction Studies	2	17	65	134	215	262	294	294	248	176	166	150	41	3	2,067
Home Economics - S & S	0	2	15	30	54	78	112	110	86	99	109	94	45	8	842
Accounting	85	86	55	63	81	52	66	67	51	37	58	45	48	44	838
Business	135	370	281	381	560	295	353	362	184	194	211	88	45	12	3,471
Economics	21	48	46	76	87	73	64	81	52	40	39	25	8	0	660
Economic History	0	0	0	2	1	0	0	0	1	0	0	1	1	2	8
Arabic	0	0	1	1	1	0	1	0	0	0	0	0	0	0	4
Music	1	9	7	21	17	17	21	12	9	3	5	3	1	0	126
Russian	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Notes on Tables 13 - 20 Inclusive:

2004 was the first year of examination in the revised syllabus in Home Economics - Scientific and Social. The revised syllabus has replaced the courses in Home Economics (Scientific and Social) and Home Economics (General).

TABLE 14: Leaving Certificate Results 2004 - Ordinary Level Papers - Female

Subject	NUMBER OF CANDIDATES RECEIVING													Total	
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F		No Grade
Irish	135	718	1,767	2,446	2,290	1,948	1,488	1,143	814	563	478	309	50	0	14,149
Irish (Foundation)	46	134	199	276	280	237	206	153	95	44	31	11	2	0	1,714
English	224	742	411	1,037	1,654	950	1,314	1,149	603	443	279	125	27	3	8,961
Mathematics	1,561	1,919	1,971	2,104	2,009	1,850	1,668	1,458	1,250	1,127	1,243	1,436	642	81	20,319
Mathematics (Foundation)	112	180	248	319	372	380	303	258	191	158	123	125	39	3	2,811
History	260	139	78	109	145	63	101	116	54	85	200	101	134	68	1,653
Geography	103	189	272	308	325	357	355	296	251	223	187	166	46	6	3,084
Latin	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Ancient Greek	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Classical Studies	0	0	0	1	2	3	7	6	5	4	4	10	3	1	46
French	12	112	351	702	994	1,224	1,335	1,340	1,092	818	689	335	47	1	9,052
German	7	50	152	231	243	225	208	165	111	95	75	66	13	1	1,642
Spanish	1	9	20	34	49	64	48	45	48	29	40	19	4	0	410
Italian	0	2	4	2	4	11	6	3	2	2	1	3	0	0	40
Art	6	27	62	124	197	249	229	235	160	110	70	29	14	3	1,515
Applied Mathematics	2	0	2	1	1	1	2	1	1	0	1	2	0	1	15
Physics	22	32	30	42	46	21	27	24	11	9	16	18	14	2	314
Chemistry	23	28	50	55	48	58	44	40	24	17	30	23	9	1	450
Physics & Chemistry	0	2	1	1	2	3	2	5	4	2	3	8	6	4	43
Agricultural Science	0	0	0	1	3	7	15	20	35	18	40	26	4	1	170
Biology	28	80	154	308	449	519	569	526	498	468	536	574	208	14	4,931
Agricultural Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Engineering	0	1	2	3	7	5	4	7	6	5	10	6	4	0	60
Technical Drawing	6	8	14	11	12	16	19	15	8	8	11	10	3	2	143
Construction Studies	0	1	2	7	15	16	22	23	21	14	11	18	8	0	158
Home Economics - S & S	5	37	114	247	440	555	587	578	503	415	311	272	62	3	4,129
Accounting	145	123	92	105	116	65	75	79	48	59	81	61	78	23	1,150
Business	196	392	287	440	546	324	373	393	189	204	250	100	36	4	3,734
Economics	16	29	13	36	48	31	38	28	16	17	38	19	9	3	341
Economic History	0	0	0	0	2	1	0	0	0	1	1	2	1	0	8
Arabic	0	0	0	0	0	0	0	0	1	0	0	0	1	1	3
Music	3	13	41	49	69	48	45	25	25	17	9	6	0	0	350
Russian	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1



TABLE 15: Leaving Certificate Results 2004 - Ordinary Level Papers - Male & Female

Subject	NUMBER OF CANDIDATES RECEIVING														Total
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F	No Grade	
Irish	192	1,078	2,846	4,268	4,475	4,018	3,321	2,631	2,003	1,464	1,259	945	212	5	28,717
Irish (Foundation)	79	264	460	680	805	775	690	562	371	210	135	53	13	0	5,097
English	384	1,290	754	1,996	3,421	2,189	3,003	2,795	1,521	1,318	1,053	467	107	13	20,311
Mathematics	2,619	3,318	3,513	3,679	3,653	3,391	3,176	2,823	2,501	2,216	2,583	2,893	1,239	190	37,794
Mathematics (Foundation)	214	366	506	673	767	733	608	522	415	358	289	286	84	11	5,832
History	799	364	254	283	391	174	279	307	144	214	479	266	326	168	4,448
Geography	209	394	626	751	838	855	830	743	614	485	458	383	111	21	7,318
Latin	0	1	0	0	0	0	0	2	0	0	2	1	0	0	6
Ancient Greek	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Classical Studies	0	0	1	3	3	4	9	7	7	7	11	21	11	2	86
French	26	177	571	1,157	1,712	2,146	2,441	2,418	1,980	1,465	1,308	747	118	4	16,270
German	15	86	256	430	493	465	410	354	231	190	167	178	43	3	3,321
Spanish	2	13	35	57	88	109	88	99	84	54	65	37	12	0	743
Italian	1	2	6	4	11	15	8	5	6	6	4	5	1	0	74
Art	9	42	95	193	319	410	433	441	299	208	189	84	31	8	2,761
Applied Mathematics	23	4	15	6	6	4	4	7	4	3	9	9	3	1	98
Physics	139	194	244	241	296	178	194	188	134	102	157	113	92	40	2,312
Chemistry	32	62	87	114	102	120	107	92	70	62	82	52	33	7	1,022
Physics & Chemistry	0	6	5	13	14	14	14	22	15	17	22	35	19	15	211
Agricultural Science	0	1	5	13	28	68	107	120	162	135	168	123	33	4	967
Biology	44	133	249	469	722	819	870	844	810	774	869	993	382	34	8,012
Agricultural Economics	0	0	0	0	1	0	0	1	1	1	0	0	0	0	4
Engineering	8	32	87	122	174	210	195	203	135	108	95	55	20	0	1,444
Technical Drawing	182	204	282	273	297	298	243	241	201	210	175	197	65	15	2,883
Construction Studies	2	18	67	141	230	278	316	317	269	190	177	168	49	3	2,225
Home Economics - S & S	5	39	129	277	494	633	699	688	589	514	420	366	107	11	4,971
Accounting	230	209	147	168	197	117	141	146	99	96	139	106	126	67	1,988
Business	331	762	568	821	1,106	619	726	755	373	398	461	188	81	16	7,205
Economics	37	77	59	112	135	104	102	109	68	57	77	44	17	3	1,001
Economic History	0	0	0	2	3	1	0	0	1	1	1	3	2	2	16
Arabic	0	0	1	1	1	0	1	0	1	0	0	0	1	1	7
Music	4	22	48	70	86	65	66	37	34	20	14	9	1	0	476
Russian	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2



TABLE 16: Leaving Certificate Results 2004 - Percentage Breakdown of Candidates by Grade Awarded in Each Subject - Ordinary Level Papers - Male & Female

Subject	PERCENTAGE OF CANDIDATES RECEIVING													Total	
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F		No Grade
Irish	0.7	3.8	9.9	14.9	15.6	14	11.6	9.2	7	5.1	4.4	3.3	0.7	0	28,717
Irish (Foundation)	1.5	5.2	9	13.3	15.8	15.2	13.5	11	7.3	4.1	2.6	1	0.3	0	5,097
English	1.9	6.4	3.7	9.8	16.8	10.8	14.8	13.8	7.5	6.5	5.2	2.3	0.5	0.1	20,311
Mathematics	6.9	8.8	9.3	9.7	9.7	9	8.4	7.5	6.6	5.9	6.8	7.7	3.3	0.5	37,794
Mathematics (Foundation)	3.7	6.3	8.7	11.5	13.2	12.6	10.4	9	7.1	6.1	5	4.9	1.4	0.2	5,832
History	18	8.2	5.7	6.4	8.8	3.9	6.3	6.9	3.2	4.8	10.8	6	7.3	3.8	4,448
Geography	2.9	5.4	8.6	10.3	11.5	11.7	11.3	10.2	8.4	6.6	6.3	5.2	1.5	0.3	7,318
Latin	0	16.7	0	0	0	0	0	33.3	0	0	33.3	16.7	0	0	6
Ancient Greek	0	0	0	0	0	0	0	0	0	0	0	0	100	0	1
Classical Studies	0	0	1.2	3.5	3.5	4.7	10.5	8.1	8.1	8.1	12.8	24.4	12.8	2.3	86
French	0.2	1.1	3.5	7.1	10.5	13.2	15	14.9	12.2	9	8	4.6	0.7	0	16,270
German	0.5	2.6	7.7	12.9	14.8	14	12.3	10.7	7	5.7	5	5.4	1.3	0.1	3,321
Spanish	0.3	1.7	4.7	7.7	11.8	14.7	11.8	13.3	11.3	7.3	8.7	5	1.6	0	743
Italian	1.4	2.7	8.1	5.4	14.9	20.3	10.8	6.8	8.1	8.1	5.4	6.8	1.4	0	74
Art	0.3	1.5	3.4	7	11.6	14.8	15.7	16	10.8	7.5	6.8	3	1.1	0.3	2,761
Applied Mathematics	23.5	4.1	15.3	6.1	6.1	4.1	4.1	7.1	4.1	3.1	9.2	9.2	3.1	1	98
Physics	6	8.4	10.6	10.4	12.8	7.7	8.4	8.1	5.8	4.4	6.8	4.9	4	1.7	2,312
Chemistry	3.1	6.1	8.5	11.2	10	11.7	10.5	9	6.8	6.1	8	5.1	3.2	0.7	1,022
Physics & Chemistry	0	2.8	2.4	6.2	6.6	6.6	6.6	10.4	7.1	8.1	10.4	16.6	9	7.1	211
Agricultural Science	0	0.1	0.5	1.3	2.9	7	11.1	12.4	16.8	14	17.4	12.7	3.4	0.4	967
Biology	0.5	1.7	3.1	5.9	9	10.2	10.9	10.5	10.1	9.7	10.8	12.4	4.8	0.4	8,012
Agricultural Economics	0	0	0	0	25	0	0	25	25	25	0	0	0	0	4
Engineering	0.6	2.2	6	8.4	12	14.5	13.5	14.1	9.3	7.5	6.6	3.8	1.4	0	1,444
Technical Drawing	6.3	7.1	9.8	9.5	10.3	10.3	8.4	8.4	7	7.3	6.1	6.8	2.3	0.5	2,883
Construction Studies	0.1	0.8	3	6.3	10.3	12.5	14.2	14.2	12.1	8.5	8	7.6	2.2	0.1	2,225
Home Economics - S&S	0.1	0.8	2.6	5.6	9.9	12.7	14.1	13.8	11.8	10.3	8.4	7.4	2.2	0.2	4,971
Accounting	11.6	10.5	7.4	8.5	9.9	5.9	7.1	7.3	5	4.8	7	5.3	6.3	3.4	1,988
Business	4.6	10.6	7.9	11.4	15.4	8.6	10.1	10.5	5.2	5.5	6.4	2.6	1.1	0.2	7,205
Economics	3.7	7.7	5.9	11.2	13.5	10.4	10.2	10.9	6.8	5.7	7.7	4.4	1.7	0.3	1,001
Economic History	0	0	0	12.5	18.8	6.3	0	0	6.3	6.3	6.3	18.8	12.5	12.5	16
Arabic	0	0	14.3	14.3	14.3	0	14.3	0	14.3	0	0	0	14.3	14.3	7
Music	0.8	4.6	10.1	14.7	18.1	13.7	13.9	7.8	7.1	4.2	2.9	1.9	0.2	0	476
Russian	0	0	0	0	0	0	0	0	0	50	50	0	0	0	2



TABLE 17: Leaving Certificate Results 2004 - Higher Level Papers - Male

Subject	NUMBER OF CANDIDATES RECEIVING														Total
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F	No Grade	
Irish	169	255	359	530	591	693	687	646	494	288	179	39	2	0	4,932
English	552	666	748	1,156	1,629	1,718	1,987	1,808	1,656	1,028	703	212	17	5	13,885
Mathematics	506	361	449	464	527	522	514	509	387	320	272	190	54	9	5,084
History	244	194	279	322	381	409	372	348	246	263	283	166	67	21	3,595
Geography	221	428	522	927	1,269	1,332	1,443	1,444	1,113	896	828	508	68	13	11,012
Latin	13	7	10	11	12	8	8	4	2	6	3	3	0	0	87
Ancient Greek	0	1	0	1	0	3	0	2	5	0	1	0	0	0	13
Classical Studies	9	16	15	28	42	36	28	43	21	29	20	29	12	1	329
French	281	272	355	398	560	557	736	656	602	512	427	193	14	4	5,567
German	120	100	132	174	218	234	253	228	183	134	99	38	5	0	1,918
Spanish	36	22	18	25	23	38	30	45	42	19	28	4	1	0	331
Italian	3	1	1	6	2	6	2	2	3	1	2	0	0	0	29
Art	12	51	109	212	279	347	387	345	320	186	119	53	7	1	2,428
Applied Mathematics	215	93	94	81	82	69	73	74	41	56	54	48	27	10	1,017
Physics	426	317	442	377	389	386	302	310	293	244	336	242	83	19	4,166
Chemistry	307	253	256	263	245	219	202	193	151	137	146	165	61	10	2,608
Physics & Chemistry	16	17	16	27	36	42	37	34	25	33	40	20	14	2	359
Agricultural Science	97	89	127	158	173	170	201	161	154	113	127	82	9	0	1,661
Biology	306	360	345	405	508	415	416	461	329	329	314	299	67	16	4,570
Agricultural Economics	7	5	3	5	5	8	2	9	4	5	9	11	6	0	79
Engineering	70	196	268	351	385	436	386	363	330	212	186	131	15	0	3,329
Technical Drawing	183	231	278	304	289	303	299	273	239	160	161	122	28	1	2,871
Construction Studies	111	308	510	768	879	885	896	655	482	319	226	147	21	1	6,208
Home Economics - S & S	7	20	18	46	81	96	133	117	106	95	82	51	9	3	864
Accounting	194	265	287	262	258	184	175	177	121	102	141	109	39	13	2,327
Business	177	381	398	633	815	600	759	823	517	494	587	342	94	25	6,645
Economics	98	196	211	274	274	224	227	236	177	172	242	122	26	3	2,482
Economic History	3	11	8	21	33	28	18	18	9	14	5	6	4	3	181
Arabic	5	18	9	16	12	6	6	4	2	1	4	0	1	0	84
Music	22	84	133	188	184	150	89	46	32	14	4	4	1	0	951
Russian	20	5	3	2	3	0	0	0	1	0	0	1	0	0	35
Japanese	2	0	3	1	0	1	2	0	2	0	0	0	0	0	11

TABLE 18: Leaving Certificate Results 2004 - Higher Level Papers - Female

Subject	NUMBER OF CANDIDATES RECEIVING													Total	
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F		No Grade
Irish	479	708	975	1,244	1,323	1,333	1,248	1,117	755	440	250	67	5	0	9,944
English	1,009	1,231	1,248	1,875	2,365	2,420	2,518	2,203	1,911	993	644	159	5	3	18,584
Mathematics	328	339	393	488	502	490	473	432	330	240	187	110	29	1	4,342
History	306	187	283	299	349	270	276	326	194	161	203	143	59	27	3,083
Geography	377	618	719	1,175	1,347	1,249	1,355	1,267	913	691	618	349	51	4	10,733
Latin	4	4	4	5	6	4	0	1	1	0	0	0	0	0	29
Ancient Greek	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Classical Studies	10	18	28	39	40	23	35	38	22	23	33	31	15	1	356
French	616	608	751	912	955	961	1,108	1,114	899	732	622	302	17	0	9,597
German	262	247	314	348	360	348	325	281	232	177	126	40	5	0	3,065
Spanish	71	52	54	68	69	80	86	52	66	36	29	15	3	0	681
Italian	19	10	9	7	12	5	3	8	5	5	3	0	0	0	86
Art	61	197	384	605	774	777	654	561	377	227	152	36	3	3	4,811
Applied Mathematics	61	29	28	28	32	26	18	27	16	21	16	26	7	5	340
Physics	241	135	209	171	139	148	127	128	79	83	100	81	22	7	1,670
Chemistry	486	378	367	404	336	297	261	245	202	174	200	180	58	9	3,597
Physics & Chemistry	24	23	22	35	24	12	21	16	14	15	26	7	4	2	245
Agricultural Science	56	37	44	51	70	65	68	48	46	49	43	31	1	0	609
Biology	823	1,004	987	1,138	1,226	983	1,076	1,120	756	711	819	625	158	15	11,441
Agricultural Economics	0	1	3	0	3	6	4	3	3	4	8	5	1	0	41
Engineering	7	3	14	20	24	21	14	24	21	9	11	1	2	1	172
Technical Drawing	11	17	29	34	26	24	25	31	21	19	22	18	5	0	282
Construction Studies	4	21	26	53	53	47	66	47	34	26	16	8	0	0	401
Home Economics - S & S	126	383	654	1,034	1,253	1,312	1,362	1,244	949	635	469	221	29	2	9,673
Accounting	263	297	288	295	253	209	224	195	129	101	136	109	27	5	2,531
Business	401	663	610	811	1,102	872	885	870	558	552	592	363	99	7	8,385
Economics	56	115	126	147	155	115	108	122	86	87	118	61	31	0	1,327
Economic History	2	5	3	12	18	9	10	14	8	6	9	4	2	1	103
Arabic	5	8	8	6	8	3	4	3	2	2	1	1	0	0	51
Music	91	258	471	565	530	410	285	152	85	40	21	11	1	0	2,920
Russian	28	5	1	1	0	0	1	1	0	1	0	0	0	0	38
Japanese	5	4	1	1	1	0	1	1	2	0	0	1	0	0	17



TABLE 19: Leaving Certificate Results 2004 - Higher Level Papers - Male & Female

Subject	NUMBER OF CANDIDATES RECEIVING													Total	
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F		No Grade
Irish	648	963	1,334	1,774	1,914	2,026	1,935	1,763	1,249	728	429	106	7	0	14,876
English	1,561	1,897	1,996	3,031	3,994	4,138	4,505	4,011	3,567	2,021	1,347	371	22	8	32,469
Mathematics	834	700	842	952	1,029	1,012	987	941	717	560	459	300	83	10	9,426
History	550	381	562	621	730	679	648	674	440	424	486	309	126	48	6,678
Geography	598	1,046	1,241	2,102	2,616	2,581	2,798	2,711	2,026	1,587	1,446	857	119	17	21,745
Latin	17	11	14	16	18	12	8	5	3	6	3	3	0	0	116
Ancient Greek	0	2	1	1	0	3	0	2	5	0	1	0	0	0	15
Classical Studies	19	34	43	67	82	59	63	81	43	52	53	60	27	2	685
French	897	880	1,106	1,310	1,515	1,518	1,844	1,770	1,501	1,244	1,049	495	31	4	15,164
German	382	347	446	522	578	582	578	509	415	311	225	78	10	0	4,983
Spanish	107	74	72	93	92	118	116	97	108	55	57	19	4	0	1,012
Italian	22	11	10	13	14	11	5	10	8	6	5	0	0	0	115
Art	73	248	493	817	1,053	1,124	1,041	906	697	413	271	89	10	4	7,239
Applied Mathematics	276	122	122	109	114	95	91	101	57	77	70	74	34	15	1,357
Physics	667	452	651	548	528	534	429	438	372	327	436	323	105	26	5,836
Chemistry	793	631	623	667	581	516	463	438	353	311	346	345	119	19	6,205
Physics & Chemistry	40	40	38	62	60	54	58	50	39	48	66	27	18	4	604
Agricultural Science	153	126	171	209	243	235	269	209	200	162	170	113	10	0	2,270
Biology	1,129	1,364	1,332	1,543	1,734	1,398	1,492	1,581	1,085	1,040	1,133	924	225	31	16,011
Agricultural Economics	7	6	6	5	8	14	6	12	7	9	17	16	7	0	120
Engineering	77	199	282	371	409	457	400	387	351	221	197	132	17	1	3,501
Technical Drawing	194	248	307	338	315	327	324	304	260	179	183	140	33	1	3,153
Construction Studies	115	329	536	821	932	932	962	702	516	345	242	155	21	1	6,609
Home Economics - S & S	133	403	672	1,080	1,334	1,408	1,495	1,361	1,055	730	551	272	38	5	10,537
Accounting	457	562	575	557	511	393	399	372	250	203	277	218	66	18	4,858
Business	578	1,044	1,008	1,444	1,917	1,472	1,644	1,693	1,075	1,046	1,179	705	193	32	15,030
Economics	154	311	337	421	429	339	335	358	263	259	360	183	57	3	3,809
Economic History	5	16	11	33	51	37	28	32	17	20	14	10	6	4	284
Arabic	10	26	17	22	20	9	10	7	4	3	5	1	1	0	135
Music	113	342	604	753	714	560	374	198	117	54	25	15	2	0	3,871
Russian	48	10	4	3	3	0	1	1	1	1	0	1	0	0	73
Japanese	7	4	4	2	1	1	3	1	4	0	0	1	0	0	28



TABLE 20: Leaving Certificate Results 2004 - Percentage Breakdown of Candidates by Grade Awarded in Each Subject - Higher Level Papers - Male & Female

Subject	PERCENTAGE OF CANDIDATES RECEIVING													Total	
	Grade A1	Grade A2	Grade B1	Grade B2	Grade B3	Grade C1	Grade C2	Grade C3	Grade D1	Grade D2	Grade D3	Grade E	Grade F		No Grade
Irish	4.4	6.5	9	11.9	12.9	13.6	13	11.9	8.4	4.9	2.9	0.7	0	0.0	14,876
English	4.8	5.8	6.1	9.3	12.3	12.7	13.9	12.4	11	6.2	4.1	1.1	0.1	0	32,469
Mathematics	8.8	7.4	8.9	10.1	10.9	10.7	10.5	10	7.6	5.9	4.9	3.2	0.9	0.1	9,426
History	8.2	5.7	8.4	9.3	10.9	10.2	9.7	10.1	6.6	6.3	7.3	4.6	1.9	0.7	6,678
Geography	2.8	4.8	5.7	9.7	12	11.9	12.9	12.5	9.3	7.3	6.6	3.9	0.5	0.1	21,745
Latin	14.7	9.5	12.1	13.8	15.5	10.3	6.9	4.3	2.6	5.2	2.6	2.6	0	0	116
Ancient Greek	0	13.3	6.7	6.7	0	20	0	13.3	33.3	0	6.7	0	0	0	15
Classical Studies	2.8	5	6.3	9.8	12	8.6	9.2	11.8	6.3	7.6	7.7	8.8	3.9	0.3	685
French	5.9	5.8	7.3	8.6	10	10	12.2	11.7	9.9	8.2	6.9	3.3	0.2	0	15,164
German	7.7	7	9	10.5	11.6	11.7	11.6	10.2	8.3	6.2	4.5	1.6	0.2	0	4,983
Spanish	10.6	7.3	7.1	9.2	9.1	11.7	11.5	9.6	10.7	5.4	5.6	1.9	0.4	0	1,012
Italian	19.1	9.6	8.7	11.3	12.2	9.6	4.3	8.7	7	5.2	4.3	0	0	0	115
Art	1	3.4	6.8	11.3	14.5	15.5	14.4	12.5	9.6	5.7	3.7	1.2	0.1	0.1	7,239
Applied Mathematics	20.3	9	9	8	8.4	7	6.7	7.4	4.2	5.7	5.2	5.5	2.5	1.1	1,357
Physics	11.4	7.7	11.2	9.4	9	9.2	7.4	7.5	6.4	5.6	7.5	5.5	1.8	0.4	5,836
Chemistry	12.8	10.2	10	10.7	9.4	8.3	7.5	7.1	5.7	5	5.6	5.6	1.9	0.3	6,205
Physics & Chemistry	6.6	6.6	6.3	10.3	9.9	8.9	9.6	8.3	6.5	7.9	10.9	4.5	3	0.7	604
Agricultural Science	6.7	5.6	7.5	9.2	10.7	10.4	11.9	9.2	8.8	7.1	7.5	5	0.4	0	2,270
Biology	7.1	8.5	8.3	9.6	10.8	8.7	9.3	9.9	6.8	6.5	7.1	5.8	1.4	0.2	16,011
Agricultural Economics	5.8	5	5	4.2	6.7	11.7	5	10	5.8	7.5	14.2	13.3	5.8	0	120
Engineering	2.2	5.7	8.1	10.6	11.7	13.1	11.4	11.1	10	6.3	5.6	3.8	0.5	0	3,501
Technical Drawing	6.2	7.9	9.7	10.7	10	10.4	10.3	9.6	8.2	5.7	5.8	4.4	1	0	3,153
Construction Studies	1.7	5	8.1	12.4	14.1	14.1	14.6	10.6	7.8	5.2	3.7	2.3	0.3	0	6,609
Home Economics - S&S	1.3	3.8	6.4	10.2	12.7	13.4	14.2	12.9	10	6.9	5.2	2.6	0.4	0	10,537
Accounting	9.4	11.6	11.8	11.5	10.5	8.1	8.2	7.7	5.1	4.2	5.7	4.5	1.4	0.4	4,858
Business	3.8	6.9	6.7	9.6	12.8	9.8	10.9	11.3	7.2	7	7.8	4.7	1.3	0.2	15,030
Economics	4	8.2	8.8	11.1	11.3	8.9	8.8	9.4	6.9	6.8	9.5	4.8	1.5	0.1	3,809
Economic History	1.8	5.6	3.9	11.6	18	13	9.9	11.3	6	7	4.9	3.5	2.1	1.4	284
Arabic	7.4	19.3	12.6	16.3	14.8	6.7	7.4	5.2	3	2.2	3.7	0.7	0.7	0	135
Music	2.9	8.8	15.6	19.5	18.4	14.5	9.7	5.1	3	1.4	0.6	0.4	0.1	0	3,871
Russian	65.8	13.7	5.5	4.1	4.1	0	1.4	1.4	1.4	1.4	0	1.4	0	0	73
Japanese	25	14.3	14.3	7.1	3.6	3.6	10.7	3.6	14.3	0	0	3.6	0	0	28

TABLE 21: Appeals of Provisional Examination Results 2004

	Leaving Certificate	Leaving Certificate Applied	Junior Certificate	Total
Grades	380,013	44,405	559,830	984,248
Grades Appealed	10,136	69	1,882	12,087
Upgrades	2,064	11	623	2,698
Downgrades	7	0	0	7

Note:

Since 1998, all Leaving Certificate and Leaving Certificate Applied candidates have the opportunity to view their marked examination scripts in advance of the appeals. The viewing facility provides candidates with the opportunity to see how the marking scheme was applied to their work and thus make an informed judgement on the merit or otherwise of making an appeal against the grade awarded.

Candidates in the Junior Certificate do not have the opportunity to view their marked scripts. Appeals against grades awarded in the Junior Certificate examination do not give rise to downgrades. This practice recognises that the appeals process exists to ensure that the marking scheme was fully and properly applied to the work produced at the examination and that Junior Certificate candidates do not have the opportunity see the application of the marking scheme to their work. This was also the practice in the Leaving Certificate examination prior to the introduction of the viewing of scripts in 1998.

