

ANNUAL REPORT  
*2008*



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

## MISSION STATEMENT

To provide a high-quality state examinations and assessment system incorporating the highest standards of openness, fairness and accountability.

## MANDATE

The State Examinations Commission (SEC) was established on 6th March 2003 under Section 54 of the Education Act, 1998 and is mandated in its functions under Statutory Instrument 373/2003, the State Examinations Commission (Establishment) Order 2003. The order sets out the functions and responsibilities of the SEC as follows:

- To organise the holding of examinations
- To ensure the preparation of examination papers and other examination materials
- To determine procedures in places where examinations are conducted including the supervision of examinations
- To make arrangements for the marking of work presented for examination
- To issue the results of examinations
- To determine procedures to enable the review and appeal of results of examinations at the request of candidates
- To charge and collect fees for examinations and apply such monies to the carrying out of its functions
- To designate places where examinations may be held

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## Foreword by the Chairman



**Richard Langford**  
Chairman

It is a great pleasure for me as Chairperson of the State Examinations Commission to publish the Commission's sixth Annual Report. This provides an overview of the Commission's performance during 2008 and of progress made towards its stated mission of providing high quality examinations with the highest standards of openness, fairness and accountability. The Commissioners are satisfied that the high standards expected by the public in the administration and delivery of the State examinations have been maintained this year.

Following the Leaving Certificate written tests in 2008 the Minister for Education & Science consulted with a representative group of the examination candidates and arising from this the State Examination Commission established a working group of the education partners to consider possible revisions to the timetable. This group looked at ways that would rebalance the early days of the written examinations to have a mix of papers involving some with a strong writing requirement and others with a mathematical and scientific basis. The focus was to lessen the writing demands on candidates, particularly in the early part of the examinations process. The resulting changes saw candidates spend significantly less time in the examination hall in the early days of the examinations than had been the case in recent years. Most candidates benefited from a free half day in the first three days of the examinations and the changes have been broadly welcomed by students, parents, schools and teachers. A review of the timetable was again undertaken following a similar consultation by the Minister at the end of the 2008 examination cycle with the result that the 2009 timetable will be further refined. As before, these changes are focused on the needs of the students at this important time in their lives and the Commission hopes that the impact of these further changes to the 2009 timetable will be as positive as in 2008.

The Commission would not be able to achieve its goals and objectives without the excellent support of the education partners and other stakeholders, including the Department of Education and Science and the National Council for Curriculum and Assessment. I also want to acknowledge the contribution made by school principals, teachers and teaching associations, school authorities and management bodies, candidates, parents and parents' representative bodies, examiners, superintendents, and all other personnel involved in the examinations.

I especially acknowledge the support of the Minister for Education and Science and the staff of the Department, and that of all of the other state agencies involved in the examinations process. I wish to record also my thanks to the staff of the Commission who have, under the leadership of the Chief Executive, Pádraic Mc Namara, and his management team, worked so hard over the past year.

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

Richard Langford  
Chairperson

## Statement from the Chief Executive Officer



**Pádraic Mc Namara**  
Chief Executive Officer

I am pleased to present the State Examinations Commission's 2008 Annual Report. This report details our activities in 2008, the Commission's sixth year in operation since its establishment in 2003.

In addition to reporting on the delivery of our core function I am particularly pleased to report on such issues as the progress made in providing a revised Leaving Certificate timetable which has at its core a greater focus on the needs of the student, and the development of our Statement of Strategy 2008-2010.

Details of the changes to the 2008 Leaving Certificate written tests in June are outlined in the Report. While the changes presented logistical challenges for the Commission their successful implementation showed clearly the ability of the organisation to plan and execute large scale change in line with the needs of our customer – the examination candidate. I believe that these changes, together with the revisions to the timetable for the written examinations in 2009, are examples of the close working relationship which exists with the education partners and which has been harnessed for the benefit of the students.

The Statement of Strategy 2008-2010 builds on strong foundations laid by the Commission in our first strategy review which took place in 2005. This statement focuses on our key objective of maintaining and enhancing the credibility of the state examinations by providing a high quality examinations and assessment system, with a continual emphasis on quality assurance and performance excellence. It also provides the foundation on which the organisation will deliver on its core business while developing the capacity to respond to the future challenges in an ever changing educational environment.

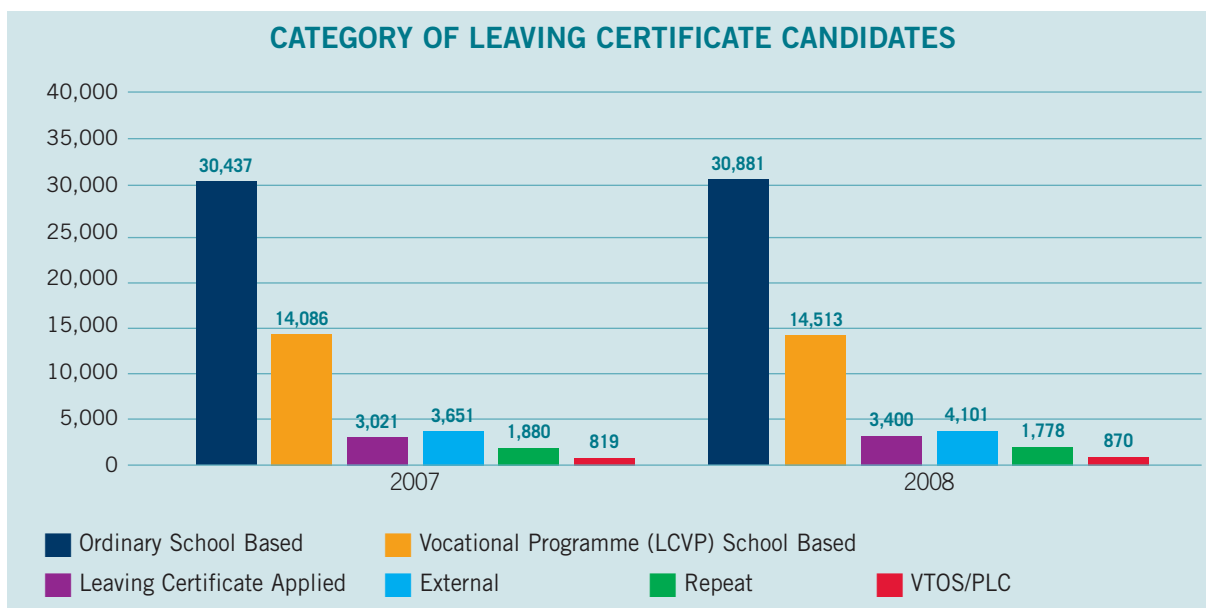
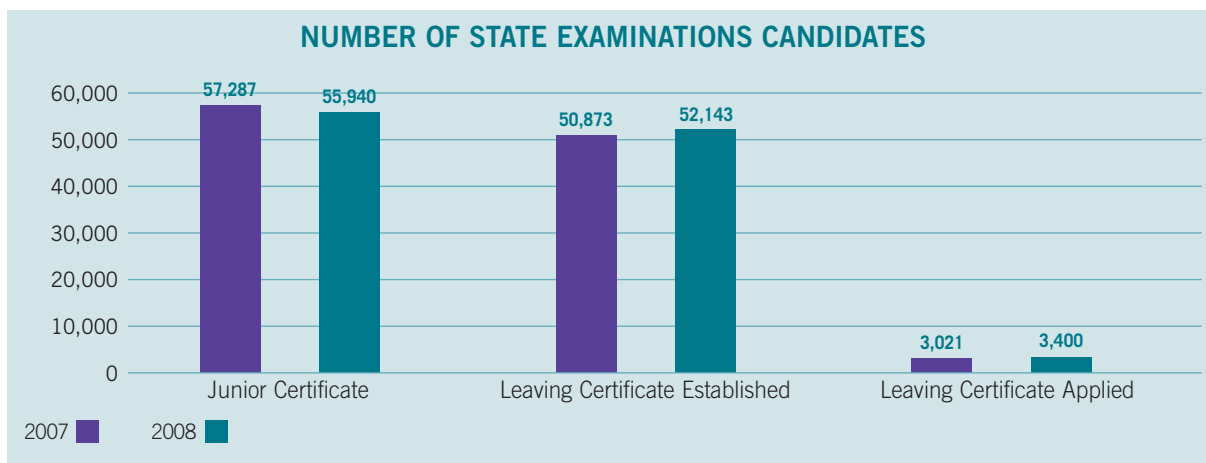
On behalf of the management team I want to thank staff at all levels in the Commission for their huge commitment and contribution to our work in 2008. I also want to take the opportunity to thank school authorities and staff, teachers, parents, students, examiners, superintendents and all other examination personnel who contribute so generously each year in the running of the state examinations.

Finally, I want to express my sincere gratitude to the five Commissioners under the chairmanship of Mr. Richard Langford for their leadership, guidance and unfailing support during 2008.

Pádraic Mc Namara  
Chief Executive Officer

## Examination Statistics at a Glance

	Leaving Certificate	Leaving Certificate Applied	Junior Certificate	Total
Candidates	52,143	3,400	55,940	111,483
Curricular Subjects	34	28	27	89
Non-curricular subjects	15	0	0	15
Test Instruments	127	58	69	254
Components Examined	825,981	63,640	1,013,622	1,903,243
Grades	360,856	41,834	558,547	961,237
Appeals (Grades)	11,284	51	2,986	14,321



# 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 2008 Leaving Certificate examination and a comparison with the participation rates in these subjects in the 2007 examination.

Position 2008	Subject	Candidates	Percentage of Cohort	Position 2007	Candidates	Percentage of Cohort
1	Mathematics	50,121	96.1%	1	49,044	96.4%
2	English	49,383	94.7%	2	48,454	95.3%
3	Irish	44,660	85.6%	3	44,019	86.5%
4	French	27,697	53.1%	4	27,812	54.7%
5	Biology	26,607	51.0%	5	25,792	50.7%
6	Geography	24,361	46.7%	6	24,220	47.6%
7	Business	18,733	35.9%	7	18,958	37.3%
8	Home Economics	12,499	24.0%	8	12,260	24.1%
9	History	11,850	22.7%	9	11,366	22.3%
10	Art	10,387	19.9%	10	10,131	19.9%
11	Construction Studies	8,713	16.7%	11	8,342	16.4%
12	German	7,466	14.3%	12	7,539	14.8%
13	Chemistry	7,114	13.6%	14	6,927	14.3%
14	Physics	7,113	13.6%	13	7,251	13.6%
15	Accounting	6,837	13.1%	15	6,814	13.4%

Changes in the order, based on the participation rates, occurred in Chemistry (14th to 13th) and Physics (13th to 14th).

## JUNIOR CERTIFICATE PARTICIPATION RATES

The following table shows the participation rates for the fifteen most popular subjects in the 2008 Junior Certificate examination and a comparison with the participation rates in these subjects in the 2007 examination.

Position 2008	Subject	Candidates	Percentage of Cohort	Position 2007	Candidates	Percentage of Cohort
1	English	55,295	98.8%	1	56,674	98.7%
2	Mathematics	55,158	98.6%	2	26,539	98.5%
3	CSPE	54,492	97.4%	3	55,857	97.3%
4	Geography	50,967	91.1%	4	51,984	90.6%
5	History	50,046	89.5%	5	51,311	89.4%
6	Science*	48,950	87.5%	6	50,106	87.3%
7	Irish	47,959	85.7%	7	49,837	86.8%
8	French	34,147	61.0%	8	35,039	61.0%
9	Business Studies	32,707	58.5%	9	33,667	58.7%
10	Religious Education	24,508	43.8%	10	24,605	42.9%
11	Art, Craft & Design	21,265	38.0%	11	21,821	38.0%
12	Home Economics	19,797	35.4%	12	20,080	35.0%
13	Materials Technology	15,609	27.9%	13	15,804	27.5%
14	Technical Graphics	11,850	21.2%	14	12,150	21.2%
15	German	9,507	17.0%	15	10,135	17.7%

\*Includes Science - Revised syllabus, Science - 1989 syllabus and Science - 1989 syllabus with Local Studies option.

There has been no change in the order based on participation rates.

# Examination Statistics at a Glance

## LEAVING CERTIFICATE CANDIDATURE BY SUBJECT AND LEVEL\*

	Subject	Higher Level	Ordinary Level	Foundation Level	Common Level	TOTAL
1	Mathematics	8,510	35,808	5,803		50,121
2	English	31,793	17,590			49,383
3	Irish	13,994	25,820	4,846		44,660
4	French	14,225	13,472			27,697
5	Biology	18,322	8,285			26,607
6	Geography	18,268	6,093			24,361
7	Business	12,154	6,579			18,733
8	LCVP-Links Modules	–	–		14,513	14,513
9	Home Economics	8,754	3,745			12,499
10	History	7,601	4,249			11,850
11	Art	7,862	2,525			10,387
12	Construction Studies	6,848	1,865			8,713
13	German	4,440	3,026			7,466
14	Chemistry	5,904	1,210			7,114
15	Physics	4,929	2,184			7,113
16	Accounting	4,811	2,026			6,837
17	Technical Drawing	3,051	2,434			5,485
18	Engineering	3,637	1,230			4,867
19	Music	4,770	510			5,280
20	Economics	3,426	997			4,423
21	Agricultural Science	3,712	1,026			4,738
22	Spanish	1,592	1,373			2,965
23	Applied Mathematics	1,288	107			1,395
24	Classical Studies	683	83			766
25	Physics & Chemistry	454	144			598
26	Religious Education	610	168			778
27	Italian	145	112			257
28	Russian	230	15			245
29	Arabic	119	7			126
30	Latin	117	5			122
31	Agricultural Economics	71	1			72
32	Japanese	99	28			127
33	Ancient Greek	6	0			6
34	Hebrew Studies	0	1			1

\* Curricular Subjects only



# Examination Statistics at a Glance

## JUNIOR CERTIFICATE CANDIDATURE BY SUBJECT AND LEVEL

	Subject	Higher Level	Ordinary Level	Foundation Level	Common Level	TOTAL
1	English	36,938	16,309	2,048		55,295
2	Mathematics	23,634	26,384	5,140		55,158
3	CSPE	–	–		54,492	54,492
4	Geography	40,108	10,859			50,967
5	History	32,806	17,240			50,046
6	Science*	33,754	15,196			48,950
7	Irish	22,210	22,817	2,932		47,959
8	French	23,585	10,562			34,147
9	Business Studies	22,317	10,390			32,707
10	Religious Education	18,905	5,603			24,508
11	Art, Craft & Design	14,705	6,560			21,265
12	Home Economics	14,629	5,168			19,797
13	Materials Technology	11,732	3,877			15,609
14	Technical Graphics	7,341	4,509			11,850
15	German	6,705	2,802			9,507
16	Music	7,497	1,825			9,322
17	Metalwork	5,388	2,334			7,722
18	Spanish	3,072	1,413			4,485
19	Technology	1,927	407			2,334
20	Environmental & Social Studies	149	560			709
21	Classical Studies	530	83			613
22	Latin	391	27			418
23	Typewriting	94	170			264
24	Italian	241	150			391
25	Ancient Greek	29	2			31
26	Hebrew Studies	1	0			1

\*Includes Science - Revised syllabus, Science-1989 syllabus and Science - 1989 syllabus with Local Studies option



**CHAPTER 1**  
**THE SEC IN CONTEXT**

## Chapter 1

### THE SEC IN CONTEXT

The State Examinations Commission (SEC) is a statutory body established by Government in March 2003. The SEC 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 179 staff, led by a Chief Executive Officer, supports the Commission. The role 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 cooperation and consultation with all education partners and stakeholders is essential to the achievement of the organisation's objectives.

For comparative purposes we have retained a similar format in this report to that of previous years. The Annual Report reviews progress made during the year in implementing the objectives set out in the organisation's revised Statement of Strategy 2008-2010. The statement embodies the SEC's commitment to delivering the best possible examinations and assessment service and to developing the organisation in line with the public service modernisation programme. The implementation of this Statement of Strategy will enable the organisation to enhance the delivery of the state examinations while at the same developing the capacity to respond effectively to future challenges.

# Chapter 1

## ORGANISATION

### THE COMMISSIONERS

The Commissioners are mandated in their duties under the State Examinations Commission (Establishment) Order 2003. The Board of Commissioners appointed for a three year term from 6th March 2006 are;



Mr Richard Langford  
Chairperson,  
*Former Chief Executive Officer,  
City of Cork VEC*



Dr Séamus Ó Canainn  
Uas, Deputy Chairperson,  
*Director,  
Blackrock Education Centre*



Sr Consolata Bracken  
*Former school principal*



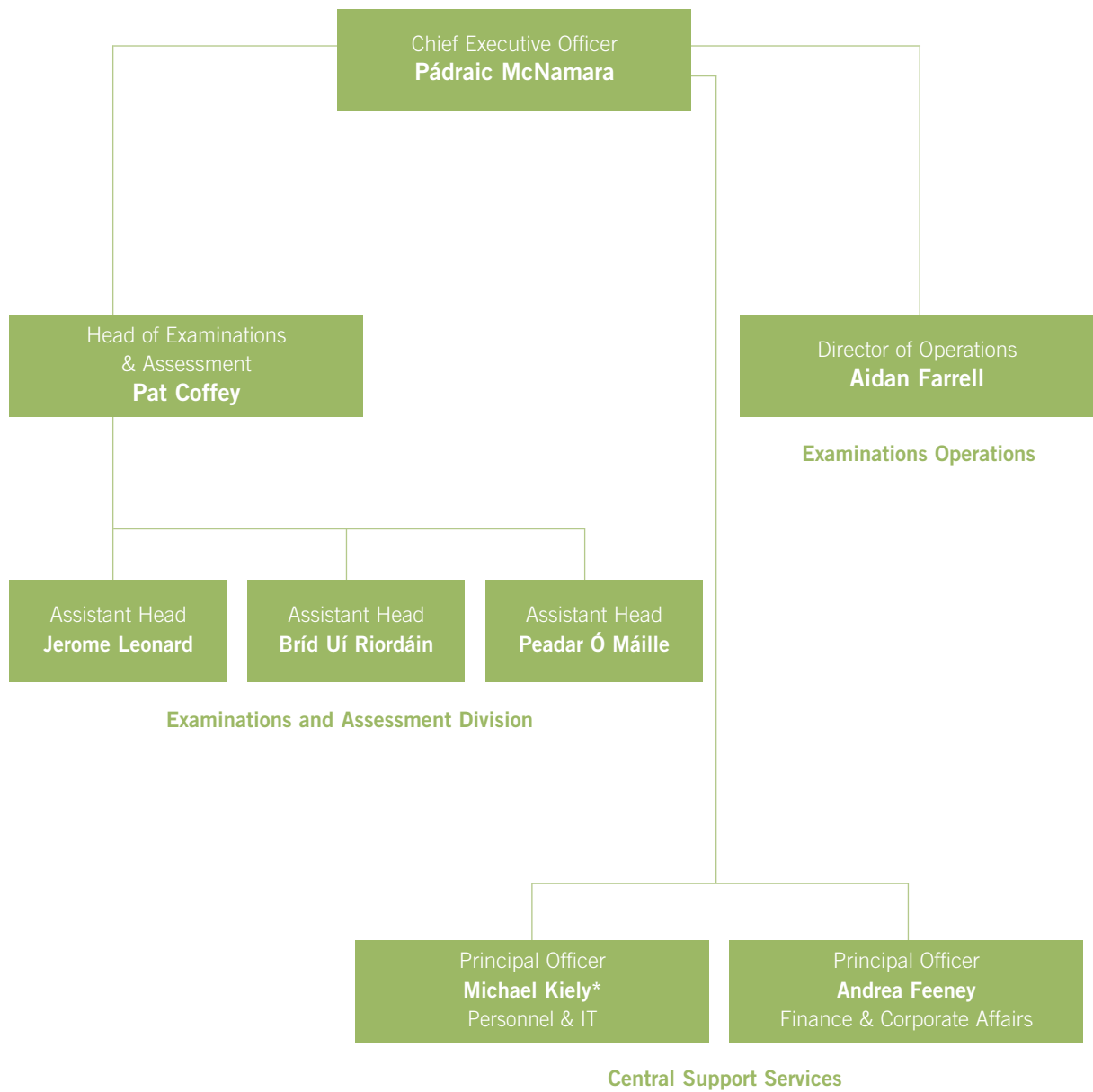
Mr Ivor Gleeson  
*Secretary to the Central  
Applications Office*



Ms Eleanor Walsh  
*Businesswoman and former  
teacher*

# Chapter 1

## SENIOR MANAGEMENT TEAM



\*Michael Kiely PO replaced Dermot Ryan PO who retired in October 2008.

# Chapter 1

## THE SEC IN CONTEXT

### ORGANISATIONAL VALUES

The SEC has adopted a 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

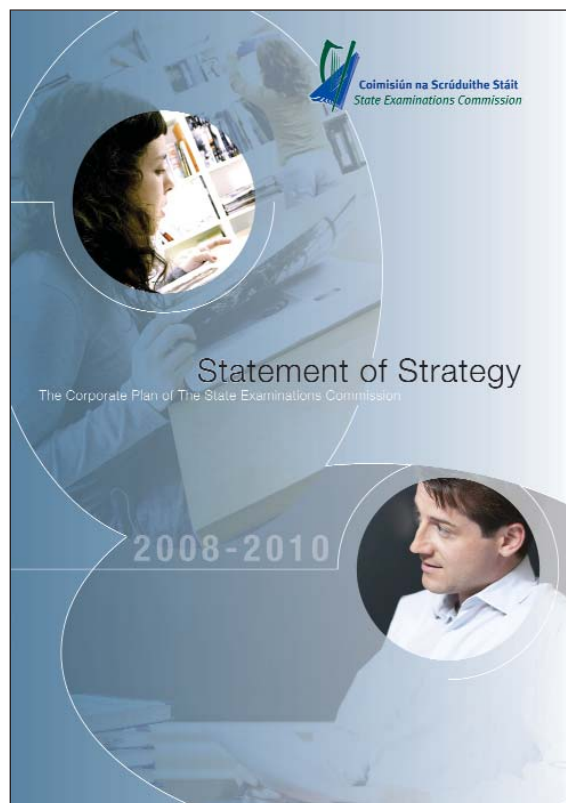
The SEC works towards four core goals. They are:

1. To maintain and enhance the credibility of the Irish state examinations by providing a high quality examinations and assessment system and having 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 2008 annual report concentrates on the progress made by the organisation in the achievement of these goals.

### Key highlights from the year include:

- Successful implementation of a revised Leaving Certificate timetable designed to lessen the writing demand on candidates in the early days of the examinations
- As part of continuing efforts to improve service delivery in the Irish language the SEC for the first time in 2008 published Irish version marking schemes for one third of all Leaving Certificate subjects. The subjects where Irish translations of the marking schemes were available in 2008 were Mathematics, French, Biology, Geography, History, Home Economics, Leaving Certificate Vocational Programme (LCVP) Link Modules and Physics
- The continued provision for former candidates of an on-line service to request and pay for a certified statement of their examination results. Some 6,500 statements were issued by the SEC in 2008 compared with an average of 4,500 per year in previous years. It appears that the introduction of an on line service has resulted in a dramatic increase in requests for certified statements
- Development of a new three year strategic plan for the SEC for the period 2008-2010.



The background of the page is an abstract composition of flowing, translucent lines in shades of light green, teal, and blue. These lines curve and overlap, creating a sense of movement and depth. A solid dark blue horizontal bar is positioned in the lower right quadrant, containing the chapter title in white text.

**CHAPTER 2**  
2008 IN REVIEW

## Chapter 2

### 2008 IN REVIEW

#### *High Level Goal 1:*

*To maintain and enhance the credibility of the Irish state examinations by providing a high quality examinations and assessment system and having a continual focus on **quality assurance and performance excellence***

#### *High Level Goal 2:*

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

**The year 2008 was another busy and challenging one for the organisation.** Running the examinations is an immense logistical operation. To illustrate this point, it is worth noting that the 2008 examinations involved the following activities and outcomes:

- Providing examinations to 111,483 candidates across all examination programmes; 55,940 at Junior Certificate, 52,143 at Leaving Certificate, and 3,400 at Leaving Certificate Applied Programme
- Arranging for examinations in 89 curricular and 15 non-curricular examination subjects
- Engaging 664 drafters, setters and translators to develop 254 different test instruments - including oral tests, aural recordings, practical briefs, project briefs, portfolio and coursework items as well as the written examination papers
- Producing 3,082,000 examination papers made up of 37,106,500 A4 pages
- Arranging for the recording of some 89,541 oral tests
- Engaging 4,683 superintendents to superintend at 4,683 ordinary examination centres
- Providing 15,522 reasonable accommodations to facilitate candidates with individual needs to access the certificate exams and establishing 7,129 special examination centres as a result
- Engaging 6,264 examiners to mark the examinations; 4,002 written examiners, 1,099 oral examiners and 1,163 practical examiners
- Examining some 1.9 million individual test items including written examination scripts, art and craftwork pieces, project and practical pieces in Leaving Certificate Construction Studies and

Engineering, and Junior Certificate Metalwork, Materials Technology (Wood) and Technology, oral tests, coursework journals, research reports and portfolios

- Generating 961,237 individual grades leading to the award of 111,483 examination certificates
- Returning 433,212 marked scripts to schools for viewing
- Processing some 14,321 appeals.

### EXAMINATION OUTCOMES 2008

The overall number of candidates who sat the Leaving Certificate examination was broadly similar to the 2007 figures - up slightly from 53,894 to 55,543 candidates, an increase of approximately 3%. Of the total Leaving Certificate cohort, 3,400 followed the Leaving Certificate Applied Programme, 14,513 candidates followed the Leaving Certificate Vocational Programme while 37,630 candidates followed the established Leaving Certificate Programme. The number of candidates repeating the examination has declined again this year to 1,778 candidates down from 1,880 in 2007, a decrease of approximately 5.4%.

The overall number of candidates who sat the Junior Certificate examination decreased by about 2.35% on 2007 figures to 55,940 candidates. Of these 1,289 candidates entered for the examination through return to education schemes such as the Vocational Training Opportunities Scheme and Back to Education Initiative. This has increased slightly to 2.3% of the total cohort.

**A detailed statistical report on the examination outcomes in all subjects in the 2008 examinations is presented at Appendix D.** These statistics, taken in conjunction with the published Chief Examiners' Reports in a range of subjects, provide a comprehensive analysis of the outcomes in the 2008 examinations.

### VIEWING OF MARKED SCRIPTS AND APPEALS

A detailed explanation of the policies and processes which underpin the viewing of marked scripts and appeals can be found in previous annual reports which are available on the SEC website [www.examinations.ie](http://www.examinations.ie).



# Chapter 2

## 2008 IN REVIEW

### Viewing of Scripts

The implementation of the service which allows the viewing of marked scripts is a significant logistical exercise. Following the issue of the results of the 2008 Leaving Certificate Examination, almost 433,212 marked scripts were returned to examination centres for the viewing which was held on 29th and 30th of August, 2008.

### Appeal Outcomes

As in previous years, the proportion of appeals lodged against grades issued remained low at approximately 3.1% in the Leaving Certificate. In 2008, the Leaving Certificate (Established and LCVP) examinations culminated in the issue of more than 360,856 grades to some 52,143 candidates. A total of 6,369 Leaving Certificate candidates made applications for appeals against 11,284 grades leading to 2,207 upgrades. The number of appeals lodged compares to 9,913 in 2007. Over 2,986 appeals were lodged against grades issued in the Junior Certificate while a small number of appeals were processed in subjects in the Leaving Certificate Applied Programme. **Table 21 at Appendix D presents the detailed appeal statistics in all programmes.**

The appeals process is also used as a further quality assurance check on the original results processing. In 2008, this aspect of the process resulted in 51 upgrades for Leaving Certificate candidates who had not appealed their results.

### BREACHES OF EXAMINATION REGULATIONS

The SEC investigates any suggestion, suspicion or allegation of impropriety in relation to the examinations. A number of sanctions may be applied where initial suspicions or allegations are proven. These include the withholding of a result in the subject concerned, the withholding of the result of the entire examination from a candidate, or debarring a candidate from entering for any of the state examinations for a specified period of time. A detailed description of the SEC policy in relation to breaches of regulations including details of the legislation underpinning this policy is contained in the SEC inaugural annual report in 2003 which is available on [www.examinations.ie](http://www.examinations.ie).

Following this year's Leaving Certificate, 50 grades were withheld in a number of subjects and programmes including Irish, English, Maths, History, French, Chemistry, Biology, Technical Drawing, Accounting, Economics, Home Economics, Religious

Education, LCVP Links Modules and LCA. In addition, 7 Junior Certificate grades were withheld. Grades were withheld following thorough investigation, including contact with the schools and, through the school authorities, with the candidates concerned. This afforded the candidates the opportunity to respond to the issues under consideration by the SEC. The withholding of results is open to appeal.

### 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. Reports are published in a selected number of subjects and programmes each year. Following the 2008 examinations, Chief Examiners' Reports have been prepared in the following subjects:

Junior Certificate	Leaving Certificate
Religious Education	Chemistry
German	English
History	Gaeilge
Spanish	Latin
Technical Graphics	Physics
French	Religious Education
Latin	

Figure 2.1. Chief Examiners' Reports 2008

The reports are published in the Examination Material Archive of the Commission's website [www.examinations.ie](http://www.examinations.ie).

### ASSESSMENT OF REVISED SYLLABUSES

#### Junior Certificate Science

A total of 48,950 candidates sat an examination in Junior Certificate Science in 2008 as follows:

	Higher	Ordinary	Total
Science (Revised)	33,566	15,125	48,691
Science (1989)	188	71	259
Science with Local Studies	0	0	0
TOTAL	33,754	15,196	48,950

Fig 2.2. Junior Certificate Science 2008

# Chapter 2

## 2008 IN REVIEW

2008 was the third year in which the Revised Junior Certificate Science programme has been assessed. It was the last year in which examinations were made available for Science (1989 Syllabus) and for Science with Local Studies.

### LEAVING CERTIFICATE TIMETABLE

#### Written Examinations 2008

The examination timetable, particularly in the early days, has long been cited as a source of undue demand on candidates. In addition for the SEC, generating a workable examination timetable in 34 curricular Leaving Certificate subjects over a 13 day examining period has become increasingly difficult. The factors that must be taken into account in the development of the timetable include the expected date for the issue of results; maximising the time available to mark the exams; minimising the potential for clashes between subjects; the impact on students; and budgetary and value for money considerations.

Following a review of the timetable by the Minister for Education and Science in late 2007 the SEC established a Working Group of the education partners to devise a new timetable that could rebalance the early days of the written examinations to have a mix of papers involving some with a strong writing requirement and others with a mathematical and scientific basis. The focus was to lessen demand on candidates. The group's proposals were accepted by the Minister and the new timetable allowed for a better balance in the early days between subjects that almost all candidates take and those taken by a smaller cohort of candidates - thus reducing the burden on candidates in the early days. The changes in the mix of subjects in the early days saw candidates spend significantly less time in the examination hall, particularly on the first day of the examinations than has been the case in recent years. Most candidates benefited from a free half day in the first three days of the exams.

For many years the Leaving Certificate Timetable has followed a predictable format, particularly in the first week of examinations with English Papers 1 & 2 on the first day, Mathematics Paper 1 on the second morning with Irish Paper 1 in the afternoon and Irish Paper 2 on the third morning with Home Economics that third afternoon. The redesigned 2008 timetable saw major changes in the first week with the focus on the needs of the candidate at the centre of changes. In 2008 English Paper 1 remained as the first exam but was now followed by Home Economics (Social & Scientific) the first afternoon. English Paper 2 was on the second

morning followed by Chemistry in the afternoon and Mathematics Paper 1 was held on the third day with Geography that afternoon. Irish Papers 1 and 2 were moved to the second week and spread over two days.

Despite changes to the timetable it is inevitable that some subjects will continue to clash and in 2008, timetable clashes affected a small number of candidates in a range of subjects including Applied Mathematics and Agricultural Science; Italian and Engineering; Arabic and Irish; Construction Studies and Classical Studies; Irish and Russian; Engineering and Japanese; Romanian and Religious Education; and Lithuanian and Religious Education. Alternative arrangements were made to facilitate the candidates who were entered for the subjects that clashed on the timetable but this involved an extended period in the examination centre on that day.

**LEAVING CERTIFICATE APPLIED EXAMINATION TIMETABLE 2008**

**NOTES:**

- The duration of the listening test is related to the duration of the CD and includes reading time, will approximate 45 minutes.
- The examination materials highlighted in red have been selected by 200 candidates over and above the time allocation provided for the paper concerned.
- Dates for the 1st evening Certificate Provision for Welfare Studies, Art and Craft and other European languages will be published in a later date.
- The Leaving Certificate Applied Sign Language examination is scheduled for 12.00 to 2.00 p.m. Both candidates will be assessed separately for sign and by 20 minutes. It is possible to provide substitute will be done after each candidate prior to the examination.
- The oral date for the 2008 Certificate Provision will be Wednesday 2nd June.

#### Written Examinations 2009

Following the completion of the 2008 examinations and on foot of feedback received on the 2008 timetable and subsequent discussions with the education partners (i.e. representatives of school management, principals, teachers and parents) further changes have been made to the timetable for the

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## 2008 IN REVIEW

2009 examinations. These changes are being made in a continuing effort to lessen the pressure on candidates, particularly in the early days of the examinations, and to minimise the potential for clashes between subjects. The revised 2009 timetable has also had to accommodate two new subjects; Technology and Design & Communications Graphics.

practical tests; and coursework including journals, reports, investigations, portfolios, interviews, project work and tasks.

Of the 34 curricular Leaving Certificate subjects 16 are examined solely by means of written examinations while the remaining 18 subjects are multi-component. Assessment of curricular Leaving Certificate languages, for example, involves written, oral and aural components, while the assessment of music involves written, aural and practical performance tests.

**LEAVING CERTIFICATE APPLIED EXAMINATION**  
**LEAVING CERTIFICATE APPLIED EXAMINATION**  
**TIMETABLE 2008**

**LEAVING CERTIFICATE APPLIED**

**LEAVING CERTIFICATE**

**JUNE**

**WEDNESDAY 3**

**THURSDAY 4**

**FRIDAY 5**

**SATURDAY 6**

**SUNDAY 7**

**MONDAY 8**

**TUESDAY 9**

**WEDNESDAY 10**

**THURSDAY 11**

**FRIDAY 12**

**SATURDAY 13**

**SUNDAY 14**

**MONDAY 15**

**TUESDAY 16**

**WEDNESDAY 17**

**THURSDAY 18**

**FRIDAY 19**

**SUBJECTS:** English, Maths, Science, Languages, etc.

**NOTES:** 1. The duration of the leaving certificate exams will not exceed 10 minutes. 2. The examination centres highlighted in red have been reserved for candidates who have been traditionally allowed for the papers concerned. 3. Make-up for Leaving Certificate examinations in Home Science, Physical Education and other languages is optional, and for public use only. 4. The 3 working Certificate Applied Exam Centres are to be held for 3.30 - 12.30 & 2.00 - 4.30. Each candidate will be assessed separately for independently of others. A candidate specific schedule will be given for the exam centre prior to the examination. 5. The start date for the 2008 Leaving Certificate examinations will be Wednesday 26 June.

### Oral Tests

The oral tests in Leaving Certificate language subjects were held in the period 7th to the 18th April 2008 and required 1,099 oral examiners.

Once again the recruitment of a sufficient number of examiners to conduct the oral tests in 2008 proved difficult. It was again necessary to make an appeal directly to schools in order to ensure that sufficient numbers of teachers were available for this essential function. School authorities and teachers responded generously to this appeal allowing the tests to be conducted as scheduled.

A Working Group established to examine the matter which is made up of the SEC and various interest groups including the Department of Education and Science, teacher unions, parent representatives, principals and school management bodies, decided to concentrate its initial efforts on alternative arrangements for the oral tests and to review the arrangements for practical tests at a later date. The Working Group is continuing its endeavours in this matter.

The SEC will continue to keep the examination timetabling issue under review in co-operation with the education partners.

### NON-WRITTEN EXAMINATIONS

The certificate examinations, and in particular the Leaving Certificate, are generally considered to be terminal written examinations. However multi-component examinations are now a regular feature of the examinations. Individual subjects continue to be developed both in terms of syllabus content and assessment modes. Diverse modes of assessment evaluate a broad range of knowledge, skills and competencies. This diversity in assessment has been characterised by the inclusion of oral, aural and

### Practical Tests and Practical Coursework

Practical tests, in which candidates are required to produce an artefact at a specific date and time, or to perform within a range of performing options, are features of the examinations in Leaving Certificate Art, Engineering, Construction Studies and Music; Junior Certificate Art, Craft & Design, Home Economics, Music and Metalwork.

While the written examinations and the oral, aural and practical tests take place at a specific date and time, practical coursework is characterised by being completed over a period of time to a specified deadline under the supervision of the class teacher. Practical coursework includes all components of examinations other than written exams, oral and aural tests and practical tests including practical performance tests.

## Chapter 2

### 2008 IN REVIEW

The rules and regulations governing the conduct of the examinations apply equally to all work presented and not just to the work presented in the written examination. In order to maintain the integrity of the examinations process and to ensure inter-candidate equity, the SEC, in co-operation with school authorities, has procedures in place to determine the authenticity of practical coursework submitted by candidates for assessment. In recent years posters have been issued to schools for the attention of candidates taking examinations with practical coursework components. The purpose of these posters is to outline the conditions required for the acceptance of practical coursework for assessment and to make candidates fully aware of the consequences of not adhering to the rules.

In 2008, approximately 1,163 examiners were required to examine practical tests and project coursework at both Leaving Certificate and Junior Certificate. Other coursework including the History Research Study Report, the Geography Investigation Report and the Journals in Religious Education and Home Economics were marked in conjunction with the written examination script in June by the same examiner.

#### THE SCHEME OF REASONABLE ACCOMMODATIONS (RA)

The SEC is fully committed to providing an examination and assessment system with the highest possible standards of inclusiveness, 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. The SEC's policy on Reasonable Accommodations is based on the findings of the Expert Advisory Group on the Certificate Examinations which reported on these issues in the year 2000. All applications for reasonable accommodations are considered in light of the Framework of Principles drawn up by the group.

In line with the framework the SEC provides a range of measures to facilitate candidates with particular needs. These include the provision of readers and scribes; the production of modified papers; Brailled and enlarged papers; the use of tape recorders and personal computers; and exemption or waivers in respect of particular elements or components. The scheme also provides certain measures to

accommodate students who experience accidents, illness or other traumatic events at examination time. In the case of a candidate granted an exemption or waiver in a particular component, or where the method of examining is significantly altered, the examination certificate is annotated. For example, in the case of a candidate granted an exemption from an aural component of a language examination, the certificate would state that, "All elements were assessed except for the aural component".

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 a Reasonable Accommodations Independent Appeals Panel.

In 2008, some 15,522 reasonable accommodations were made for candidates in the certificate examinations. Some of the measures required the establishment of special examination centres. The following tables illustrate the significant increases in the provision of reasonable accommodations and special centres in recent years.

Type of Accommodation	2005	2006	2007	2008
Tape Recorder	1,043	898	1,054	732
Reading Assistance	3,357	3,877	4,812	4,970
Scribe	428	550	733	886
Word Processor	175	241	330	358
Visually Modified Papers	171	133	115	103
Component/Subject Exemption	687	997	1,445	1,777
Spelling/Grammar Waiver	1,043	5,450	6,219	6,696
TOTAL	10,624	12,279	14,708	15,522

Figure 2.3. Reasonable Accommodations 2005-2008

Special Centres	4,710	5,589	6,572	7,129
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Figure 2.4 Special Centres

#### Equality Authority Ruling

In November 2006 the Equality Tribunal ruled in favour of two former Leaving Certificate candidates in their claim of discrimination under the Equal Status Acts 2000 - 2004 against the Department of Education and Science in relation to the annotation of their Leaving Certificates. Their Leaving Certificates contained

## Chapter 2

### 2008 IN REVIEW

explanatory footnotes which indicated that the complainants were granted exemptions or waivers in particular components of their examinations.

The Department of Education and Science appealed the Equality Officer's findings to the Circuit Court. In October 2007 the Circuit Court ruled in favour of the Department and that decision has been appealed by the Equality Authority and one of the original complainants to the High Court. The case is scheduled for hearing in the High Court in 2009.

#### **Advisory Group on Reasonable Accommodations**

In January, 2007, the SEC established an Advisory Group to review policy and practice regarding Reasonable Accommodations in the State Examinations. Details on the members of the Advisory Group, the Terms of Reference and summary of the consultative document and focus groups are to be found in the 2007 Annual Report (Pages 20 and 21). The 2007 Annual Report is available on the SEC website - [www.examinations.ie](http://www.examinations.ie).

In late 2008 the Advisory Group presented its report to the SEC. The report is currently under consideration by the SEC.

#### **Emergencies during the Examinations**

Each year brings a number of events which impact in significant ways on individual candidates or on groups of candidates as they prepare for and take their examinations. Events such as serious illness, accidents and death are deeply upsetting when they involve a close relative or friend and can be felt with particular intensity at the time of an examination - itself a stressful event for most. During the 2008 examinations emergency arrangements were made by the SEC in order to facilitate approximately 52 candidates in taking their examinations.

#### **Use of Dictionaries in the Certificate Examinations**

Candidates whose first language is not English or Irish are allowed to use bi-lingual translation dictionaries in certain examinations. In 2008, a total of 2,259 candidates applied to use bi-lingual dictionaries in the state examinations.

#### **IRISH LANGUAGE SERVICE**

All candidates taking state examinations have the

option of answering in either Irish or English. With the exception of the subjects Irish and English and certain questions in other language subjects, the SEC provides Irish and English versions of all test items in written examinations. In addition, the SEC has specific responsibilities in relation to providing services through Irish under the Official Languages Act 2003.

Following a finding by an Coimisinéir Teanga in 2007 the SEC made available through Irish one third of the marking schemes of Leaving Certificate subjects most generally answered through Irish. These subjects were Mathematics, French, Biology, Geography, History, Home Economics, LCVP Link Modules and Physics. The number of marking schemes for Leaving Certificate subjects which will be available through Irish for the 2009 examinations will increase to two thirds and at Leaving Certificate 2010 and thereafter the marking schemes for all Leaving Certificate subjects will be available through Irish.

#### **LIFELONG LEARNING**

In the 2008 certificate examinations, 1,443 Leaving Certificate (established) candidates and 633 Junior Certificate candidates were aged 23 or over. A total of 795 Leaving Certificate candidates and 1,289 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).

#### **NON-CURRICULAR LANGUAGE SUBJECTS**

The SEC provides examinations in a range of subjects in the language area referred to as the non-curricular EU languages. These are languages which do not appear as part of the normal school curriculum but in which students may opt to be examined if they meet certain criteria. Chief among these conditions are the requirements that candidates for these examinations:

- Be from a member state of the European Union
- Speak the language in which they opt to be examined as a mother tongue
- Have followed a programme of study leading to the Leaving Certificate
- Be taking Leaving Certificate English.

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### 2008 IN REVIEW

Another condition is that candidates may undertake examination in one non-curricular language subject only. A detailed note on the background to the development of these examinations can be found in the 2007 annual report available on the SEC website [www.examinations.ie](http://www.examinations.ie).

For the 2008 Leaving Certificate examinations, 571 candidates entered for the following non-curricular language subjects:

••• Czech	••• Greek (Modern)
••• Portuguese	••• Dutch
••• Hungarian	••• Slovakian
••• Danish	••• Latvian
••• Swedish	••• Estonian
••• Lithuanian	••• Romanian
••• Finnish	••• Polish
••• Bulgarian	

Some of the non-curricular EU languages examinations had fewer than 10 candidates in 2008. The exceptions were as follows: Dutch 28 candidates, Latvian 50 candidates, Lithuanian 131 candidates, Polish 171 candidates, Portuguese 29 candidates, Romanian 67 candidates, Slovakian 17 candidates and Swedish with 10 candidates. Ultimately 541 candidates sat the examinations in the non-curricular EU language subjects in the 2008 Leaving Certificate.

#### STATEMENTS OF EXAMINATION RESULTS

Examinations candidates are provided with a statement of provisional examination results at the time of the issue of results in August and September and again, as necessary, following the issue of the appeal results in October and November. The actual examination certificates are not issued until all of the appeal processes have been completed. A certificate, once issued, cannot be reissued. Former candidates who require their examination results after their certificate has been issued are provided with a certified statement of examinations results. These statements are required by former candidates for a variety of reasons including employment, access to further study or simply as a memento. The SEC holds records of the following examination results:

#### Intermediate Education Board for Ireland 1879-1924

Junior Grade, Middle Grade and Senior Grade examinations

#### Department of Education 1925-2002

Intermediate Certificate 1925-1991  
Day Vocational Group Certificate 1947-1991  
Junior Certificate 1992-2002  
Leaving Certificate 1924 -2002  
Leaving Certificate Applied 1997 - 2002

#### State Examinations Commission 2003 onwards

Leaving Certificate  
Junior Certificate  
Leaving Certificate Applied

The cost of a certified statement of examination results was €12.50 in 2008

In 2008 the SEC issued some 6,522 certified statements of examination results. The SEC has now developed an on-line service for former candidates to order and pay for a certified statement of their examination results. This service went live in 2007 and so far approximately 7,710 requests for statements have been received on this on-line system. Since the launch of the service, the number of requests for certified statements has increased significantly.

#### PLANNING FOR 2009 AND FUTURE YEARS

##### Curriculum Development

In 2008 SEC staff played an active role on the various committees and boards of the National Council for Curriculum and Assessment (NCCA). In this way, the Commission brings its insights into general educational issues as well as its specific expertise in relation to assessment.

##### Developments in the Technological Subjects at Senior Cycle

As part of ongoing developments in senior cycle, four new technological syllabuses have been prepared by the NCCA. Two of these subjects were introduced into schools in September 2007 and will be examined for the first time as part of the Leaving Certificate in 2009. These are Design and Communication Graphics and Technology. A support service, referred to as T4, has been established and in-career development for teachers is now in the third year of the intensive phase for these two subjects.

## Chapter 2

### 2008 IN REVIEW

The SEC has two representatives on the support service steering committee.

#### Design and Communication Graphics

Design and Communications Graphics replaces Technical Drawing and will be assessed by means of a terminal examination paper and a course assignment. The mark weighting for the examination paper and the course assignment will be 60% and 40% respectively.

There will be one terminal examination paper at each level, Higher and Ordinary. This will replace the three examination papers which existed in Technical Drawing. The new examination will be of three hours duration at each level. The new examination paper will have “core” and “option” sections, reflecting the modular structure of the syllabus. Candidates will be required to answer questions from the core and from two of the five options. Sample examination papers, at both levels, were issued by the SEC in Autumn 2008.

The SEC issued thematic briefs for the course assignment in October 2008. Different briefs issued at Higher Level and at Ordinary Level. The response to the course assignment will be a combination of paper based drawings and electronic (virtual) models. Computer Aided Design (CAD), in the form of parametric modelling, is a significant and compulsory requirement of the assignment.

Schools were provided with funding by the Department of Education and Science (DES) to purchase the required hardware and software for the CAD element of the course assignment.

#### Technology

Technology is a new subject at senior cycle and will provide a progression for students currently studying Technology at Junior Certificate level. In the case of Technology, the new course is being introduced on a phased basis. A total of forty-six schools are included in phase one of the introduction which began in September 2007. Phase two commenced in September 2008 for the remainder of those schools wishing to offer the subject at Senior Cycle.

This subject will be assessed by means of a terminal examination paper and a course assignment. Both terminal examination paper and course assignment will carry equal weighting in terms of marks.

The written examination will be of two and a half hours duration at Higher Level and 2 hours duration at Ordinary Level. As with Design and Communication

Graphics this new examination paper will have “core” and “option” sections, reflecting the modular structure of the syllabus. Candidates will be required to answer questions from the core and from two of the five options.

The SEC has issued two thematic briefs for the course assignment, one at Higher Level and one at Ordinary Level. At both levels candidates are required to design and manufacture an artefact in response to the brief. Candidates are also required to present an accompanying folio, detailing all the stages from design to realisation of the artefact and will include an overall evaluation by the candidate of the entire process.

Sample assessment materials for the subject have been developed by the NCCA and issued to schools. Sample examination papers, at both levels, were issued by the SEC in Autumn 2008.

#### Project Maths

As noted in the 2007 Annual Report, the SEC has been actively involved in planning for the implementation of this innovative curricular development project. The new development model involves a phased implementation of five syllabus strands, and the piloting of these strands in a limited number of schools. It also involves the simultaneous introduction of new Junior Certificate and Leaving Certificate programmes.

In 2008, SEC personnel continued their engagement with the NCCA and the Department of Education and Science in the overall management of the project. Substantial work was done on clarifying syllabus outcomes and envisaged standards, and on collaborating in the preparation of draft sample assessment materials.

In June 2010, approximately 2000 Leaving Certificate students in the 24 schools participating in the pilot will sit a different Mathematics Paper 2 from other candidates. They will sit the same Mathematics Paper 1 as all other candidates. These students have been studying the new material in two of the five syllabus strands, and continuing with the existing syllabus content in the remaining three strands. In autumn 2009, the SEC will pilot draft samples of the new Paper 2 in these participating schools. Following this, finalised sample papers will be issued for these schools. Development work on the remaining three syllabus strands is continuing. At Junior Certificate, planning for the examination of the first two revised strands is ongoing. These strands will be examined for the first time in the 24 participating schools in 2011.

# Chapter 2

## 2008 IN REVIEW

### Irish

#### Junior Certificate

The SEC has been engaged in intensive discussion with the NCCA and the other educational partners regarding the practical implications of the changes to the weightings of the various components in the Junior Certificate Irish examination as announced in Circular 0042/2007. The SEC intends to issue detailed instructions regarding the optional school-based Oral test which will carry 40% of the total marks from 2010. The Aural test which will carry 10% of the total marks will form an integral part of Paper 1 at Higher Level and of the written paper at Ordinary Level and at Foundation Level. Other minor changes to the structure of the papers will be clarified shortly. There will be no change to the Junior Certificate syllabus.

#### Leaving Certificate

A parallel review is taking place at Leaving Certificate regarding the practical implications of the changes to the weightings of the various components in the Leaving Certificate Irish examination following the announcement by the Department of Education & Science of the increase in marks available for the oral component from 20% and 25% to 40%. The SEC is involved with the NCCA course committee in devising changes to the Leaving Certificate examination to reflect the new weightings.

As soon as the work is completed and approved by the Department, clarification will issue to schools.







**CHAPTER 3**  
**FUNDING AND**  
**ACCOUNTABILITY**

## Chapter 3

### FUNDING AND ACCOUNTABILITY

#### High Level Goal 4:

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 examination entry fees and other fees. The overall cost of running the examinations, including staff salaries and administration costs, in the period 1st January 2008 to 31st December 2008 was €71.2 million of which €9.1 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 including past papers, marking schemes, examiners' reports etc; are provided free of charge to schools and candidates in a variety of different formats including paper, cd/cd-rom and on our website.

Key Costs in 2008	€m
Fees paid to Examiners, Superintendents and other Contract Personnel	36.2
Staff Salaries	12.1
Travel & Subsistence (Contract and Staff)	12.7

Table 3.1

#### 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.

#### The rates of fees in 2008 were:

<b>Entry Fees</b>	
Leaving Certificate (all programmes)	€101
Repeat Leaving Certificate	€263
Junior Certificate	€95
<b>Appeal Fees (per subject)</b>	
Leaving Certificate	€37
Leaving Certificate Applied	€14.50
Junior Certificate	€30
<b>Other Fees</b>	
Additional Certified Statement of Results	€12.50

Table 3.2

Lower rates of examination fees apply to candidates who are sitting only one or two subjects in the examination and who are entered for the examination through the Vocational Training Opportunities Scheme (VTOS), the Back to Education Initiative (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 full medical card. In 2008, a total of 28,343 candidates, about 25.4% of the total examination cohort, were exempt from paying examination fees.

The viewing of marked scripts service to Leaving Certificate candidates is provided free of charge.

#### Prompt Payment of Accounts Act

As a public body the SEC is obliged to comply with the Prompt Payment of Accounts Act 1997 (amended 2002). In 2008 the SEC did not incur any interest payment under the terms of the legislation.

#### ACCOUNTABILITY

The SEC espouses the highest standards of openness and accountability. In addition, the SEC has 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.

## Chapter 3

### FUNDING AND ACCOUNTABILITY

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 2007 Annual Report was presented to the Minister in May 2008.

#### *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 are required to be submitted within six-months of the end of the accounting period to which they relate, to the C&AG for audit. A copy of the 2007 accounts was made available to the C&AG for audit in May 2008.

#### *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 SEC 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. Mazars Tierney, a Galway based firm, provide the Commission's internal audit function and were appointed in 2005 for a three year period. Significant progress was again made in 2008 in the implementation of the audit programme. The Commission's Audit Committee which is chaired by the Deputy Chairperson and has a representative from outside the organisation provides an oversight of work in this area.

#### **Social Partnership Agreements - 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 a progress report to an external performance verification group in the Department of Education and Science. Satisfactory progress was verified in February and July 2008.

The background of the page is an abstract composition of flowing, translucent lines in shades of light green, teal, and blue. These lines sweep across the page from the top left towards the bottom right, creating a sense of movement and depth. The lines vary in opacity, allowing some to overlap and create darker tones where they intersect.

**CHAPTER 4**  
**CORPORATE ACTIVITIES -  
SUPPORTING THE KEY  
BUSINESS FUNCTIONS**

## Chapter 4

### CORPORATE ACTIVITIES - SUPPORTING THE KEY BUSINESS FUNCTIONS

*High Level Goal 3:*

*To develop a **capable, adaptable and efficient organisation.***

*High Level Goal 4:*

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

#### PERSONNEL AND ACCOMMODATION

##### Human Resource Management

The SEC recognises that the development of appropriate Human Resource (HR) strategies will benefit the organisation, by building a highly skilled and responsive workforce, and staff, by aiding in their personal development and career progression which in turn leads to greater satisfaction within the work environment. The Personnel Unit of the SEC plays a vital role in supporting the delivery of the SEC key business activities.

##### Staff Numbers

The permanent numbers employed by the SEC fell slightly in 2008 to 179. The permanent staff complement was supplemented by 90 temporary staff to assist in key seasonal activities such as the packing and distribution of examination material, the processing and issue of examination results, and the administration of the appeals process.

##### Employment Patterns

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

##### Training and Development

During 2008, 323 training days in 65 different courses were provided to staff, including training and support for the organisational Health and Safety programme developed by the SEC in April 2007.

The SEC continued to provide a number of other staff development supports such as schemes for the refund of educational and professional membership fees.

##### Conferences and Seminars

The SEC continued its efforts to keep abreast of international best practice through its involvement with relevant international professional organisations and through direct links with other examination authorities. A number of officers from the SEC attended the annual conference of the International Association for Educational Assessment (IAEA) in Cambridge, in order to share best practice with international assessment agencies. The SEC presented a paper entitled "*Large scale assessment - maintaining public confidence in high stakes State Examinations*".

The annual conference of the Examination and Assessment Division of the SEC in December focussed on the theme of *Assessment - Accessibility by Design*. The conference included presentations by both internal and external experts.

##### Recruitment and Promotion

During 2008 a number of promotions were made to fill vacancies in the SEC. A combination of internal and external competitions was used to fill these vacancies. The grades for which competitions were held were as follows: Examinations and Assessment Manager for the following subjects - English, Biology, Geography, Business, Gaelge and Technology, Assistant Principal Officer, Higher Executive Officer and Executive Officer (IT). Vacancies at Executive Officer and Clerical Officer were filled through the decentralisation process and the Central Applications facility (CAF). The SEC is an equal opportunities employer.

##### Equality and Diversity

The SEC has a Disability Liaison Officer (DLO) who represents the organisation at the Department of Finance's Disability Liaison Officers Network.

##### Performance Management and Development System

The SEC operates PMDS for all staff and the revised PMDS model provides for the integration of PMDS with wider HR policy and processes, including assessment systems for increments, promotion and higher scale posts.

# Chapter 4

## CORPORATE ACTIVITIES - SUPPORTING THE KEY BUSINESS FUNCTIONS

### Accommodation and Services

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 located in Dublin, Cork, Limerick and Galway.

In 2008 refurbishment of the Cork Office was carried out and in the Athlone Office the fire alarm system was upgraded and additional security cameras installed.

### 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 SEC has an independent IT infrastructure with an integrated and administrative ICT system for all staff in Athlone with secure remote access for all regionally based and home based staff.**

The main IT developments and initiatives in 2008 were;

- Installation and configuration of Oracle Application Server to facilitate rollout of Oracle 10g Upgrade
- Continuation of the live phases of the LCA on-line entries and marking project
- Continued roll out of remote mobile access solution
- Upgrade and enhancement of Network Firewall Infrastructure and other security features.

### WEBSITE: [www.examinations.ie](http://www.examinations.ie)

As an organisation the SEC is very proud of its record of providing high-quality, innovative information technology based services. The website and associated on-line services have been a hugely important in the delivery of quality customer services.

Through the website [www.examinations.ie](http://www.examinations.ie) the SEC provides extensive examination information and services to candidates, parents, teachers, school personnel and anyone with an interest in the Irish state examinations system. The site is extensively referenced in other education websites as an essential source of examination material and enjoys widespread appreciation by teachers, candidates and other users. The services provided through the website include:

- On-Line access to the results of the current year's Leaving and Junior Certificate examinations. In 2008 this service was used by 20,718 candidates in over 59 different countries to access their examination results
- On-line facility for the payment of examination appeal fees
- On-line facility for ordering and payment of certified statements of examination results
- On-line examination application and fee payment facility for candidates who are not school-based
- Free downloads of examinations papers and marking schemes for the past six years and Chief Examiners' reports for the past seven years in the Examination Material Archive
- Free downloads of sample papers for all new and revised syllabuses
- All examination timetables, schedules of significant dates and schedules of examination fees in the Examination Information section
- A recruitment section used for the recruitment of contract staff such as examiners and superintendents and also to advertise permanent and temporary posts in the Commission as they arise
- Detailed examination statistics for the past six years
- A directory of all current circulars and forms that issue to the state's 750 post-primary schools
- Each day's examination papers and a daily notice board for essential information during the written examination period in June each year.



## Chapter 4

### CORPORATE ACTIVITIES - SUPPORTING THE KEY BUSINESS FUNCTIONS

#### QUALITY CUSTOMER SERVICE PROGRAMME

Details of the development on the QCS services in the SEC have been outlined in previous annual reports available on the SEC website [www.examinations.ie](http://www.examinations.ie).

#### Customer Charter

The SEC's Customer Charter 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 Charter development process sets a requirement to periodically evaluate performance against the standards set out in the Charter and to reporting on the results in the Annual Report.

The Customer Charter is available in leaflet form at SEC offices, on the website and is presented at Appendix A to this report. The Customer Charter is due for review in 2009.

#### Customer Action Plan

The Customer Service Action Plan underpins the commitments made and standards set in the Customer Charter and sets out the steps that will be taken by the organisation to provide high quality services in line with the Government's twelve principles of quality customer service. The Action Plan has been published on our website [www.examinations.ie](http://www.examinations.ie).

#### Achievement of Service Standards

The Customer Charter makes a commitment to providing a telephone service through the main Athlone telephone number from 9.15AM to 5.30PM Monday to Friday. An extended telephone service is provided to schools and candidates during the written examining period in June.

The QCS target is to answer 90% of telephone calls within 30 seconds. In 2008 90% of calls were answered in 20 seconds or less. The average answer time for calls to the switch was 10 seconds.

The standard for written correspondence is to answer 90% of all correspondence within 15 working days and to include a contact name, telephone number and an e-mail address on all correspondence. These commitments have been complied with over the monitoring period.

In order to improve the service provided by way of written correspondence, the SEC provides two general e-mail addresses as well as personal e-mail addresses. All business areas now have their own dedicated e-mail addresses which are widely publicised on the website, in various publications and on correspondence. A directory of contact details is included at Appendix C of this report.

#### Examinations Wall Planner

An examinations wall planner setting out the key dates for the examinations was issued to all schools and examination centres in February 2008. Feedback on the planner, since it was first published in 2005 has been very positive.

### ORGANISATIONAL DEVELOPMENT

#### Communications

##### *Media & Information Services*

The state examinations attract immense media and public interest. Through the Press and Information Office the SEC endeavours to provide a proactive and responsive information service to the media and the general public throughout the year. As in other years the media were provided with a detailed information pack in advance of the written examinations in June. A daily bulletin service operated on the website throughout the period of the written examinations. In addition, ready access to examination papers was provided, on a request basis, through a secure access section on the website.

##### *Exhibitions*

In February 2008 the SEC exhibited at the FÁS Opportunities Fair. This event provided the organisation with the opportunity to promote the role of the organisation, to answer questions about the examinations system, to promote the website and to meet face-to-face with some of the thousands of candidates, parents and teachers in attendance.





The background of the page is an abstract composition of flowing, translucent lines in shades of light green, teal, and blue. These lines sweep across the page from the top and right, creating a sense of movement and depth. The lines vary in opacity, allowing some to overlap and create darker tones. The overall effect is clean, modern, and organic.

## APPENDICES

# Appendix A

## CUSTOMER CHARTER

The mission of the SEC 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](http://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 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

# Appendix A

## CUSTOMER CHARTER

- 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 SEC 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@examinations.ie](mailto:customerservice.manager@examinations.ie)

If, having used the complaints procedure within the SEC, 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](mailto: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 from our website, [www.examinations.ie](http://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

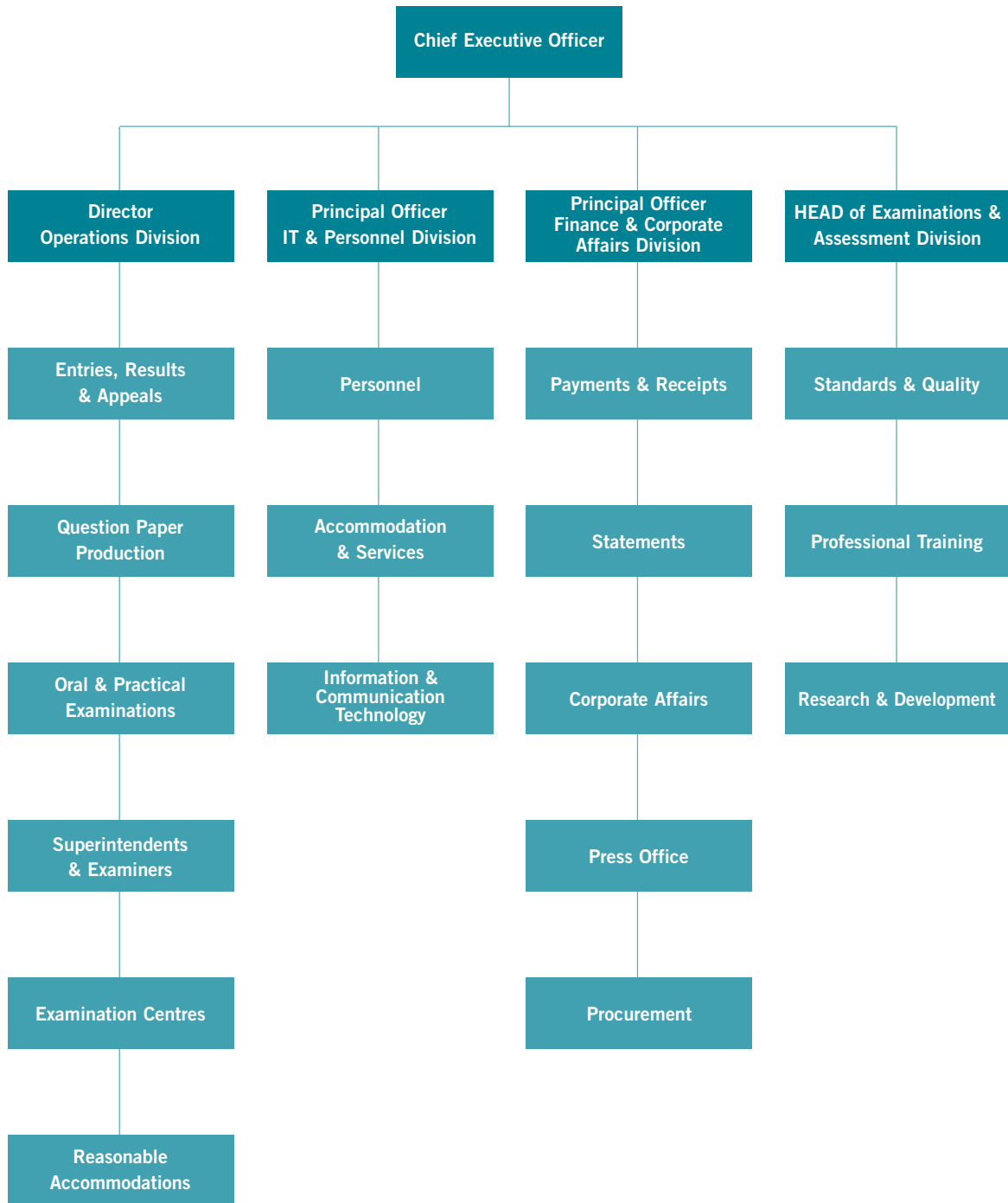
Website: [www.examinations.ie](http://www.examinations.ie)

E-mail: [info@examinations.ie](mailto:info@examinations.ie)

Full contact details for individual sections in the Commission are available in Appendix C and 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: 090-644 2700  
Main Fax Number: 090-644 2744  
Web: [www.examinations.ie](http://www.examinations.ie)  
E-mail: [info@examinations.ie](mailto:info@examinations.ie)

The general format for e-mail to the SEC is  
[firstname.surname@examinations.ie](mailto:firstname.surname@examinations.ie)  
Otherwise, e-mails can be sent to the section  
e-mail addresses that follow.

### Candidate Entries Section

E-mail: [entries@examinations.ie](mailto:entries@examinations.ie)  
Phone: 090-644 2702, 644 2703, 644 2706  
Fax: 090-644 2709

### Leaving Certificate Applied Programme

E-mail: [lca@examinations.ie](mailto:lca@examinations.ie)  
Phone: 090-644 2725, 644 2726  
Fax: 090-644 2740

### Reasonable Accommodations

E-mail: [sec.specialneeds@examinations.ie](mailto:sec.specialneeds@examinations.ie)  
Phone: 090-644 2781, 644 2783  
Fax: 090-644 2744

### Examination Superintendents

E-mail: [user.super@examinations.ie](mailto:user.super@examinations.ie)  
Phone: 090-644 2791, 644 2792  
Fax: 090-644 2794

### Examiners

E-mail: [examiners@examinations.ie](mailto:examiners@examinations.ie)  
Phone: 090-644 2734, 644 2735  
Fax: 090-644 2740

### Oral Examinations

E-mail: [orals@examinations.ie](mailto:orals@examinations.ie)  
Phone: 090-644 2741, 644 2742  
Fax: 090-644 2753

### Practical Examinations including Leaving Certificate Vocational Programme

E-mail: [practicals@examinations.ie](mailto:practicals@examinations.ie)  
Phone: 090-644 2749, 644 2750  
Fax: 090-644 2753

### Finance Unit

E-mail: [financial@examinations.ie](mailto:financial@examinations.ie)  
Phone: 090-644 2802, 644 2799  
Fax: 090-644 2807

### Statements of Examination Results:

E-mail: [statements@examinations.ie](mailto:statements@examinations.ie)  
Phone: 090-644 2810, 644 2808  
Fax: 090-644 2811

### Press Office

E-mail: [sec.pressoffice@examinations.ie](mailto:sec.pressoffice@examinations.ie)  
Phone: 090-644 2777, 644 2851

### Customer Service Enquiries

E-mail: [customerservice.manager@examinations.ie](mailto:customerservice.manager@examinations.ie)  
Phone: 090- 644 2851, 644 2778

### Official Languages Act Enquiries

E-mail: [acht.teangacha@examinations.ie](mailto:acht.teangacha@examinations.ie)  
Phone: 090-644 2851, 090-644 2778

## Appendix D

### STATISTICS 2008

**TABLE 1 – NUMBER OF EXAMINATION CANDIDATES IN 2008**

		Male	Female	Total
1	Junior Certificate (excluding VTOS)	27,659	26,992	54,651
2	Junior Certificate (VTOS candidates)	649	640	1,289
<b>3=1+2</b>	<b>Total Junior Certificate</b>	<b>28,308</b>	<b>27,632</b>	<b>55,940</b>
4	Leaving Certificate School candidates (excluding VTOS and repeats)	22,182	23,212	45,394
5	Leaving Certificate school repeats	969	809	1,778
<b>6=4+5</b>	<b>Total Leaving Certificate school candidates (excluding VTOS)</b>	<b>23,151</b>	<b>24,021</b>	<b>47,172</b>
7	Leaving Certificate Applied	1,777	1,623	3,400
8	External candidates	1,763	2,238	4,101
9	VTOS/PLC candidates	324	546	870
<b>10=6+8+9</b>	<b>Overall Leaving Certificate candidates</b>	<b>25,238</b>	<b>26,905</b>	<b>52,143</b>

#### Notes:

The numbers for Junior Certificate exclude 162 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 2008, there were 4,683 public examination centres to which 4,683 superintendents were appointed.

There were 6,264 Examiners for all Junior Certificate and Leaving Certificate examinations, of which 1,163 corrected practical and project work at both Leaving and Junior Certificate and 1,099 were Oral Examiners in the Leaving Certificate Examination.

# Appendix D

## STATISTICS 2008

**TABLE 2 – LEAVING CERTIFICATE 2008 – AGGREGATE RESULTS**

		Male	Female	Total
1.	Total Number of Candidates	25,238	26,905	52,143
2.	Number of Candidates who sat a minimum of 5 Subjects	24,205	25,434	49,639
3.	Number of Candidates who received a minimum of 5 grade D3's at any level	22,755	24,487	47,242
4.	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	14,649	16,503	30,972
5.	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	8,990	11,659	20,649
6.	Number of Candidates who received a minimum of 6 grade C3's, or higher grades, on higher papers	4,066	6,288	10,354
7.	Number of Candidates who received a minimum of 6 grades C3's on higher papers, of which a minimum of 3 were at B3 or higher	3,654	5,697	9,351
8.	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	1,321	2,025	3,346

### Notes:

The above data excludes Applied Leaving Certificate candidates in the Leaving Certificate Examination. 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

## Appendix D

### STATISTICS 2008

**TABLE 3 - LEAVING CERTIFICATE APPLIED RESULTS 2008**

		Male	Female	Total
(i)	Total Number of Candidates	1777	1623	3,400
(ii)	Number of Candidates who received Distinctions	237	357	594
(iii)	Number of Candidates who received Merits	974	830	1804
(iv)	Number of Candidates who received Passes	327	233	560
(v)	Number of Candidates who received Record of Credits	239	203	442

#### Note 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)

This LCA Certificate is awarded at three levels. Each level represents a percentage range of marks as follows:

Level	Percentage Range	Credits
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.



## Appendix D

### STATISTICS 2008

**TABLE 3A - LEAVING CERTIFICATE VOCATIONAL PROGRAMME - LINKS MODULES RESULTS 2008**

		Male	Female	Total
(i)	Total Number of Candidates	6,555	7,958	14,513
(ii)	Number of Candidates who received Distinctions	470	1,463	1,933
(iii)	Number of Candidates who received Merits	2,860	4,171	7,031
(iv)	Number of Candidates who received Passes	2,381	1,944	4,325
(v)	Ungraded	844	380	1,224

#### Note on Grading Structure

The Leaving Certificate Vocational Programme (LCVP) is an optional, 2 year, academic and experience-based programme, available in 2 out of 3 post-primary schools. Candidates following the LCVP take a specified range of Leaving Certificate (established) subjects as well as a formal and practical programme called the Links Modules. The Links Modules consists of compulsory work experience and enterprise activity together with personal vocational exploration and substantial use of information technology.

The formal assessment of the Links Modules has two components:

- A centrally set written examination (160 marks), with video, case study and syllabus sections, taken nationally by all candidates normally on the first Wednesday in May.
- A portfolio (240 marks) prepared by each candidate using agreed and published guidelines.

LCVP students are awarded the same certification as is used in the Leaving Certificate (established). An additional statement of the grade received for the Link Modules is included in that certification. Grades for the Link Modules are presented in the following categories:

Result	Percentage
Distinction	80 - 100%
Merit	65 - 79%
Pass	50 - 64%

# Appendix D

## STATISTICS 2008

**TABLE 4 – JUNIOR CERTIFICATE 2008 – AGGREGATE RESULTS**

		Male	Female	Total
(i)	Total Number of Candidates	28,308	27,632	55,940
(ii)	Number of Candidates who sat a minimum of 5 subjects	27,776	26,974	54,750
(iii)	Number of Candidates who received a minimum of 5 grade D at any level	27,376	26,792	54,168
(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	21,669	22,545	44,214
(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	16,285	18,563	34,848
(vi)	Number of Candidates who received a minimum of 6 grade C, or higher grades, on higher and common papers	12,378	15,300	27,678
(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	10,095	13,168	26,263
(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	2,678	4,113	6,791

### Notes:

The above data includes School Candidates and VTOS/PLC 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

## Appendix D

### STATISTICS 2008

**TABLE 5: JUNIOR CERTIFICATE RESULTS 2008 – ORDINARY LEVEL PAPERS – MALE**

SUBJECT	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Ancient Greek	0	0	1	1	0	0	0	2
Art, Craft & Design	264	833	1,130	682	257	121	18	3,305
Business Studies	274	1,887	1,711	839	246	152	17	5,126
C.S.P.E (Common Course)	4,931	10,676	7,995	3,024	569	321	63	27,579
Classical Studies	3	11	13	17	11	4	2	61
English	509	2,430	4,190	2,258	186	51	7	9,631
English (Foundation)	97	400	481	245	29	19	5	1,276
Environmental & Social Studies	28	110	97	57	11	7	4	314
French	137	1,196	1,957	1,784	564	111	9	5,758
Geography	592	2,199	1,844	971	209	46	0	5,861
German	70	552	537	308	97	32	8	1,604
Hebrew Studies	0	0	0	0	0	0	0	0
History	914	2,526	2,462	2,243	316	258	57	8,812
Home Economics	8	341	698	284	61	24	14	1,430
Irish	457	3,670	4,931	2,931	406	70	7	12,472
Irish (Foundation)	241	658	665	257	37	7	2	1,867
Italian	2	12	31	13	3	4	1	66
Latin	3	4	11	2	0	2	0	22
Materials Technology (Wood)	145	1,070	1,146	520	93	128	51	3,153
Mathematics	1,484	4,680	3,993	2,372	728	299	33	13,589
Mathematics (Foundation)	570	1,066	788	394	97	22	1	2,938
Metalwork	222	770	466	282	119	130	18	2,007
Music	9	116	274	150	30	28	4	611
Religious Education	267	1,014	1,163	506	70	57	7	3,084
Science- Revised Syllabus	291	3,038	3,774	1,265	265	59	5	8,697
Science- 1989 Syllabus	3	13	7	7	1	0	0	31
Science- Local Studies	0	0	0	0	0	0	0	0
Spanish	41	190	214	163	74	22	7	711
Technical Graphics	460	1,247	1,009	802	230	111	16	3,875
Technology	7	76	115	85	20	9	2	314
Typewriting	1	6	4	0	1	0	0	12

#### Notes on Tables 5 - 12 inclusive:

C.S.P.E: Civic, Social and Political Education

## Appendix D

### STATISTICS 2008

**TABLE 6: JUNIOR CERTIFICATE RESULTS 2008 – ORDINARY LEVEL PAPERS – FEMALE**

SUBJECT	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Ancient Greek	0	0	0	0	0	0	0	0
Art, Craft & Design	709	1,348	1,168	423	126	61	6	3,841
Business Studies	503	2,233	1,660	699	178	57	7	5,337
C.S.P.E. (Common Course)	8,385	11,738	5,594	1,593	247	175	14	27,746
Classical Studies	0	6	15	13	11	0	0	45
English	841	2,631	2,654	897	55	12	2	7,092
English (Foundation)	127	334	295	114	7	3	0	880
Environmental & Social Studies	10	77	96	38	8	9	1	239
French	200	1,459	1,730	1,341	482	83	1	5,296
Geography	300	1,748	1,991	1,206	301	94	2	5,642
German	107	539	416	175	32	11	1	1,281
Hebrew Studies	0	0	0	0	0	0	0	0
History	911	2,535	2,478	1,675	244	87	11	7,941
Home Economics	77	1,585	1,417	337	109	31	25	3,581
Irish	880	4,711	4,109	1,577	229	23	1	11,530
Irish (Foundation)	200	408	379	181	27	2	1	1,198
Italian	3	15	25	11	1	1	1	57
Latin	0	1	2	0	0	1	0	4
Materials Technology (Wood)	45	256	319	125	21	18	8	792
Mathematics	1,945	4,985	3,571	1,951	468	128	9	13,057
Mathematics (Foundation)	401	918	802	390	51	13	1	2,576
Metalwork	16	158	76	53	14	22	6	345
Music	19	340	654	370	55	63	2	1,503
Religious Education	446	912	769	288	44	42	6	2,507
Science- Revised Syllabus	69	1,570	2,828	1,268	195	97	7	6,034
Science- 1989 Syllabus	51	174	184	115	15	2	0	541
Science- Local Studies	0	1	1	1	0	0	0	3
Spanish	43	223	198	132	36	4	1	637
Technical Graphics	80	224	171	138	41	13	0	667
Technology	14	89	55	29	15	12	0	214
Typewriting	80	76	33	18	9	2	0	218

## Appendix D

### STATISTICS 2008

**TABLE 7: JUNIOR CERTIFICATE RESULTS 2008 – 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	
Ancient Greek	0	0	1	1	0	0	0	2
Art, Craft & Design	682	1,897	2,206	1,149	399	199	28	6,560
Business Studies	698	4,154	3,425	1,533	364	188	28	10,390
C.S.P.E. (Common Course)	13,134	22,275	13,315	4,436	797	457	78	54,492
Classical Studies	3	14	20	25	13	6	2	83
English	1,250	4,867	6,755	3,123	247	59	8	16,309
English (Foundation)	216	670	747	346	41	22	6	2,048
Environmental & Social Studies	34	165	199	116	27	12	7	560
French	359	2,541	3,616	2,978	886	173	9	10,562
Geography	977	3,986	3,463	1,919	415	96	3	10,859
German	156	1,117	892	457	128	42	10	2,802
Hebrew Studies	0	0	0	0	0	0	0	0
History	1,850	5,108	4,869	4,290	583	456	84	17,240
Home Economics	64	1,787	2,352	703	148	81	33	5,168
Irish	1,191	7,920	8,745	4,352	523	79	7	22,817
Irish (Foundation)	447	1,099	978	346	48	12	2	2,932
Italian	3	41	63	31	7	4	1	150
Latin	5	5	12	3	0	2	0	27
Materials Technology (Wood)	169	1,307	1,432	636	117	159	57	3,877
Mathematics	3,249	9,495	7,509	4,315	1,281	485	50	26,384
Mathematics (Foundation)	944	1,925	1,422	665	150	33	1	5,140
Metalwork	254	885	546	335	144	145	25	2,334
Music	28	430	782	430	71	79	5	1,825
Religious Education	604	2,017	2,037	737	101	97	10	5,603
Science- Revised Syllabus	519	5,547	6,549	1,969	427	108	6	15,125
Science- 1989 Syllabus	8	32	18	12	1	0	0	71
Science- Local Studies	0	0	0	0	0	0	0	0
Spanish	88	419	452	296	119	30	9	1,413
Technical Graphics	542	1,432	1,159	951	280	127	18	4,509
Technology	12	107	136	109	27	13	3	407
Typewriting	65	61	30	11	2	1	0	170

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### STATISTICS 2008

**TABLE 8: JUNIOR CERTIFICATE RESULTS 2008 – PERCENTAGE BREAKDOWN OF CANDIDATES BY GRADE AWARDED IN EACH SUBJECT – ORDINARY LEVEL PAPERS – MALE & FEMALE**

SUBJECT	Total	PERCENTAGE OF CANDIDATES RECEIVING						
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade
Ancient Greek	2	0.0	0.0	50.0	50.0	0.0	0.0	0.0
Art, Craft & Design	6,560	10.4	28.9	33.6	17.5	6.1	3.0	0.4
Business Studies	10,390	6.7	40.0	33.0	14.8	3.5	1.8	0.3
C.S.P.E (Common Course)	54,492	24.1	40.9	24.4	8.1	1.5	0.8	0.1
Classical Studies	83	3.6	16.9	24.1	30.1	15.7	7.2	2.4
English	16,309	7.7	29.8	41.4	19.1	1.5	0.4	0.0
English (Foundation)	2,048	10.5	32.7	36.5	16.9	2.0	1.1	0.3
Environmental & Social Studies	560	6.1	29.5	35.5	20.7	4.8	2.1	1.3
French	10,562	3.4	24.1	34.2	28.2	8.4	1.6	0.1
Geography	10,859	9.0	36.7	31.9	17.7	3.8	0.9	0.0
German	2,802	5.6	39.9	31.8	16.3	4.6	1.5	0.4
Hebrew Studies	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
History	17,240	10.7	29.6	28.2	24.9	3.4	2.6	0.5
Home Economics	5,168	1.2	34.6	45.5	13.6	2.9	1.6	0.6
Irish	22,817	5.2	34.7	38.3	19.1	2.3	0.3	0.0
Irish (Foundation)	2,932	15.2	37.5	33.4	11.8	1.6	0.4	0.1
Italian	150	2.0	27.3	42.0	20.7	4.7	2.7	0.7
Latin	27	18.5	18.5	44.4	11.1	0.0	7.4	0.0
Materials Technology (Wood)	3,877	4.4	33.7	36.9	16.4	3.0	4.1	1.5
Mathematics	26,384	12.3	36.0	28.5	16.4	4.9	1.8	0.2
Mathematics (Foundation)	5,140	18.4	37.5	27.7	12.9	2.9	0.6	0.0
Metalwork	2,334	10.9	37.9	23.4	14.4	6.2	6.2	1.1
Music	1,825	1.5	23.6	42.8	23.6	3.9	4.3	0.3
Religious Education	5,603	10.8	36.0	36.4	13.2	1.8	1.7	0.2
Science- Revised Syllabus	15,125	3.4	36.7	43.3	13.0	2.8	0.7	0.0
Science- 1989 Syllabus	71	11.3	45.1	25.4	16.9	1.4	0.0	0.0
Science- Local Studies	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	1,413	6.2	29.7	32.0	20.9	8.4	2.1	0.6
Technical Graphics	4,509	12.0	31.8	25.7	21.1	6.2	2.8	0.4
Technology	407	2.9	26.3	33.4	26.8	6.6	3.2	0.7
Typewriting	170	38.2	35.9	17.6	6.5	1.2	0.6	0.0

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### STATISTICS 2008

**TABLE 9: JUNIOR CERTIFICATE RESULTS 2008 – HIGHER LEVEL PAPERS – MALE**

SUBJECT	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Ancient Greek	12	7	4	2	0	0	2	27
Art, Craft & Design	703	1,345	1,994	899	140	30	2	5,113
Business Studies	819	3,532	4,012	1,899	218	38	5	10,523
Classical Studies	61	96	91	84	25	11	0	368
English	1,454	4,263	6,750	4,277	322	26	4	17,096
Environmental & Social Studies	6	37	35	14	3	0	0	95
French	778	2,277	3,396	2,909	720	105	4	10,189
Geography	1,572	6,645	7,265	3,774	354	39	3	19,652
German	222	838	1,027	759	179	39	5	3,069
Hebrew Studies	0	0	1	0	0	0	0	1
History	2,331	3,949	4,538	3,864	1,224	260	18	16,184
Home Economics	43	381	563	188	16	5	2	1,198
Irish	785	2,429	3,466	2,263	292	32	3	9,270
Italian	11	8	16	25	5	0	0	65
Latin	114	74	52	49	20	18	6	333
Materials Technology (Wood)	1,148	4,480	3,447	1,188	158	97	30	10,548
Mathematics	1,964	3,447	3,560	2,099	310	58	5	11,443
Metalwork	617	2,505	1,340	492	101	20	9	5,084
Music	145	724	739	306	19	12	0	1,945
Religious Education	843	2,829	3,214	1,365	154	41	4	8,450
Science-Revised Syllabus	1,205	4,504	6,939	3,789	237	34	4	16,712
Science- 1989 Syllabus	7	25	26	9	3	0	0	70
Science- Local Studies	0	0	0	0	0	0	0	0
Spanish	152	276	419	283	54	11	2	1,197
Technical Graphics	959	2,042	1,935	1,190	166	35	5	6,332
Technology	155	492	593	262	35	10	3	1,550
Typewriting	0	1	3	2	0	0	0	6

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### STATISTICS 2008

**TABLE 10: JUNIOR CERTIFICATE RESULTS 2008 – HIGHER LEVEL PAPERS – FEMALE**

SUBJECT	NUMBER OF CANDIDATES RECEIVING							Total
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade	
Ancient Greek	0	1	0	1	0	0	0	2
Art, Craft & Design	2,282	3,211	3,144	841	96	15	3	9,592
Business Studies	1,254	4,581	4,144	1,649	149	16	1	11,794
Classical Studies	39	51	43	22	3	3	1	162
English	2,552	6,517	7,461	3,173	125	12	2	19,842
Environmental & Social Studies	1	18	28	6	1	0	0	54
French	1,695	3,688	4,370	3,081	505	56	1	13,396
Geography	1,844	7,132	6,973	3,972	494	39	2	20,456
German	449	1,148	1,198	705	126	10	0	3,636
Hebrew Studies	0	0	0	0	0	0	0	0
History	2,889	4,234	4,654	3,599	1,070	170	6	16,622
Home Economics	1,688	3,916	4,104	683	24	13	3	13,431
Irish	1,658	4,275	4,764	2,029	197	15	2	12,940
Italian	38	52	51	31	4	0	0	176
Latin	23	14	14	4	3	0	0	58
Materials Technology (Wood)	114	474	419	140	22	10	5	1,184
Mathematics	1,969	4,013	3,917	2,017	245	29	1	12,191
Metalwork	25	135	96	40	6	1	1	304
Music	489	2,367	1,967	661	40	28	0	5,552
Religious Education	1,769	4,459	3,166	957	67	31	6	10,455
Science- Revised Syllabus	1,522	5,537	6,917	2,766	95	17	0	16,854
Science- 1989 Syllabus	12	44	30	21	8	3	0	118
Science- Local Studies	0	0	0	0	0	0	0	0
Spanish	242	612	650	325	42	4	0	1,875
Technical Graphics	170	350	312	152	22	3	0	1,009
Technology	40	143	132	56	4	2	0	377
Typewriting	36	37	13	2	0	0	0	88



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### STATISTICS 2008

**TABLE 11 – JUNIOR CERTIFICATE RESULTS 2008 – 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	
Ancient Greek	12	8	4	3	0	0	2	29
Art, Craft & Design	2,985	4,556	5,138	1,740	236	45	5	14,705
Business Studies	2,073	8,113	8,156	3,548	367	54	6	22,317
Classical Studies	100	147	134	106	28	14	1	530
English	4,006	10,780	14,211	7,450	447	38	6	36,938
Environmental & Social Studies	7	55	63	20	4	0	0	149
French	2,473	5,965	7,766	5,990	1,225	161	5	23,585
Geography	3,416	13,777	14,238	7,746	848	78	5	40,108
German	671	1,986	2,225	1,464	305	49	5	6,705
Hebrew Studies	0	0	1	0	0	0	0	1
History	5,220	8,183	9,192	7,463	2,294	430	24	32,806
Home Economics	1,731	7,297	4,667	871	40	18	5	14,629
Irish	2,443	6,704	8,230	4,292	489	47	5	22,210
Italian	49	60	67	56	9	0	0	241
Latin	137	88	66	53	23	18	6	391
Materials Technology (Wood)	1,262	4,954	3,866	1,328	180	107	35	11,732
Mathematics	3,933	7,460	7,477	4,116	555	87	6	23,634
Metalwork	642	2,640	1,436	532	107	21	10	5,388
Music	634	3,091	2,706	967	59	40	0	7,497
Religious Education	2,612	7,288	6,380	2,322	221	72	10	18,905
Science- Revised Syllabus	2,727	10,041	13,856	6,555	332	51	4	33,566
Science- 1989 Syllabus	19	69	56	30	11	3	0	188
Science- Local Studies	0	0	0	0	0	0	0	0
Spanish	394	888	1,069	608	96	15	2	3,072
Technical Graphics	1,129	2,392	2,247	1,342	188	38	5	7,341
Technology	195	635	725	318	39	12	3	1,927
Typewriting	36	38	16	4	0	0	0	94

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### STATISTICS 2008

**TABLE 12 – JUNIOR CERTIFICATE RESULTS 2008 – PERCENTAGE BREAKDOWN OF CANDIDATES BY GRADE AWARDED IN EACH SUBJECT – HIGHER LEVEL PAPERS – MALE & FEMALE**

SUBJECT	Total	PERCENTAGE OF CANDIDATES RECEIVING						
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No Grade
Ancient Greek	29	41.4	27.6	13.8	10.3	0.0	0.0	6.9
Art, Craft & Design	14,705	20.3	31.0	34.9	11.8	1.6	0.3	0.0
Business Studies	22,317	9.3	36.4	36.5	15.9	1.6	0.2	0.0
Classical Studies	530	18.9	27.7	25.3	20.0	5.3	2.6	0.2
English	36,938	10.8	29.2	38.5	20.2	1.2	0.1	0.0
Environmental & Social Studies	149	4.7	36.9	42.3	13.4	2.7	0.0	0.0
French	23,585	10.5	25.3	32.9	25.4	5.2	0.7	0.0
Geography	40,108	8.5	34.3	35.5	19.3	2.1	0.2	0.0
German	6,705	10.0	29.6	33.2	21.8	4.5	0.7	0.1
Hebrew Studies	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
History	32,806	15.9	24.9	28.0	22.7	7.0	1.3	0.1
Home Economics	14,629	11.8	49.9	31.9	6.0	0.3	0.1	0.0
Irish	22,210	11.0	30.2	37.1	19.3	2.2	0.2	0.0
Italian	241	20.3	24.9	27.8	23.2	3.7	0.0	0.0
Latin	391	35.0	22.5	16.9	13.6	5.9	4.6	1.5
Materials Technology (Wood)	11,732	10.8	42.2	33.0	11.3	1.5	0.9	0.3
Mathematics	23,634	16.6	31.6	31.6	17.4	2.3	0.4	0.0
Metalwork	5,388	11.9	49.0	26.7	9.9	2.0	0.4	0.2
Music	7,497	8.5	41.2	36.1	12.9	0.8	0.5	0.0
Religious Education	18,905	13.8	38.6	33.7	12.3	1.2	0.4	0.1
Science- Revised Syllabus	33,566	8.1	29.9	41.3	19.5	1.0	0.2	0.0
Science- 1989 Syllabus	188	10.1	36.7	29.8	16.0	5.9	1.6	0.0
Science- Local Studies	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	3,072	12.8	28.9	34.8	19.8	3.1	0.5	0.1
Technical Graphics	7,341	15.4	32.6	30.6	18.3	2.6	0.5	0.1
Technology	1,927	10.1	33.0	37.6	16.5	2.0	0.6	0.2
Typewriting	94	38.3	40.4	17.0	4.3	0.0	0.0	0.0

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## STATISTICS 2008

TABLE 13: LEAVING CERTIFICATE RESULTS 2008 – 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	Total		
Accounting	83	93	89	71	67	70	66	47	50	37	63	69	57	36	898		
Agricultural Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Agricultural Science	1	3	13	23	66	69	103	108	117	80	103	89	19	1	795		
Ancient Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Applied Mathematics	18	7	8	5	8	4	3	2	6	5	6	5	3	0	80		
Arabic	0	1	0	0	0	0	0	1	0	0	0	2	0	0	4		
Art	1	8	18	46	111	154	183	182	158	108	86	46	21	10	1,132		
Biology	34	77	169	232	328	335	356	352	282	231	264	249	105	5	3,019		
Business	70	216	191	324	472	308	356	331	207	190	238	135	58	26	3,122		
Chemistry	20	27	58	46	79	67	52	48	40	28	50	59	33	8	615		
Classical Studies	0	0	0	0	3	2	3	1	1	3	5	4	8	7	37		
Construction Studies	2	10	38	90	166	218	252	237	214	160	134	140	42	4	1,707		
Economics	26	55	49	95	70	87	56	61	39	28	38	22	12	6	644		
Engineering	2	21	58	91	118	153	142	154	132	94	93	88	19	4	1,169		
English	210	487	417	816	1444	987	1,424	1588	829	739	661	325	81	23	10,031		
French	14	49	152	329	541	752	806	904	781	640	595	449	97	7	6,116		
Geography	26	77	125	275	476	564	609	471	341	178	154	104	22	5	3,427		
German	5	30	116	194	210	225	178	142	124	90	108	80	28	5	1,535		
History	236	264	190	260	276	236	252	262	199	138	140	78	28	3	2,562		
Home Economics - S & S	0	5	11	28	57	69	96	76	90	66	80	67	30	2	677		
Irish	76	377	913	1,329	1,612	1,777	1,679	1,425	1,180	1,001	943	812	203	4	13,331		
Irish (Foundation)	18	82	190	323	472	543	494	401	259	133	87	45	16	1	3,064		
Italian	0	1	1	2	5	8	5	2	2	5	6	6	4	0	47		
Japanese	0	0	0	1	2	2	2	0	2	1	1	5	0	0	16		
Latin	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2		
Mathematics	685	1,195	1,435	1,533	1,513	1,629	1,544	1,418	1,255	1,169	1,295	1,531	777	117	17,096		
Mathematics (Foundation)	105	168	242	330	355	348	319	265	199	166	154	111	75	7	2,844		
Music	1	7	14	24	21	24	13	18	3	10	4	3	1	1	144		
Physics	98	158	160	200	212	146	160	172	80	105	150	118	39	14	1,812		
Physics & Chemistry	2	3	3	8	8	12	10	10	8	11	10	14	6	3	108		
Religious Education	0	3	1	4	3	2	9	10	1	5	10	11	2	2	63		
Russian	5	2	0	2	0	0	0	0	0	0	0	0	0	0	9		
Spanish	2	16	46	54	57	58	60	72	44	44	39	32	9	1	534		
Technical Drawing	127	163	181	228	218	211	223	220	189	174	161	136	49	20	2,300		

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## STATISTICS 2008

TABLE 14: LEAVING CERTIFICATE RESULTS 2008 – 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			
Accounting	134	130	99	99	94	72	74	71	65	53	72	63	69	33	1,128		
Agricultural Economics	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1		
Agricultural Science	0	4	6	7	15	26	36	25	30	30	23	23	6	0	231		
Ancient Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Applied Mathematics	5	4	2	4	0	2	2	5	1	0	1	1	0	0	27		
Arabic	0	0	1	0	0	0	0	0	0	0	0	1	1	0	3		
Art	4	23	65	99	200	225	217	201	166	78	59	26	24	6	1,393		
Biology	90	197	309	449	582	570	592	573	513	382	457	415	128	9	5,266		
Business	102	320	257	362	507	361	343	355	188	199	233	149	72	9	3,457		
Chemistry	44	53	51	71	61	52	43	47	37	30	38	35	26	7	595		
Classical Studies	1	0	0	0	2	2	9	5	9	3	5	4	4	2	46		
Construction Studies	0	1	4	5	8	11	16	21	22	24	16	25	3	2	158		
Economics	13	23	35	40	46	43	34	34	24	14	29	10	6	2	353		
Engineering	0	0	2	0	6	6	10	6	9	7	6	5	4	0	61		
English	203	516	341	790	1294	719	1,102	1,091	513	424	376	155	31	4	7,559		
French	27	121	282	526	747	940	995	1,027	793	712	671	445	69	1	7,356		
Geography	31	77	120	205	405	407	471	340	245	156	122	82	5	0	2,666		
German	6	65	132	217	200	247	187	135	92	72	74	49	13	2	1,491		
History	161	189	147	172	180	126	163	160	127	115	100	40	7	0	1,687		
Home Economics - S & S	7	46	147	274	366	420	426	384	320	269	211	154	42	2	3,086		
Irish	195	633	1,296	1,683	1,772	1,714	1,561	1,275	802	614	533	342	64	5	12,489		
Irish (Foundation)	41	114	205	248	327	313	234	135	96	37	26	4	2	0	1,782		
Italian	0	0	5	3	9	7	8	6	9	4	5	8	1	0	65		
Japanese	0	0	0	1	1	1	3	3	0	1	1	1	0	0	12		
Latin	0	0	1	0	0	0	1	0	0	0	1	0	0	0	3		
Mathematics	1,070	1,533	1,841	1,932	1,850	1,808	1,590	1,518	1,316	1,113	1,225	1,326	540	50	18,712		
Mathematics (Foundation)	123	173	271	388	424	375	286	276	194	171	136	105	32	5	2,959		
Music	3	24	48	56	65	60	36	28	21	7	11	6	1	0	366		
Physics	47	34	41	43	39	35	34	31	15	20	14	13	6	0	372		
Physics & Chemistry	1	0	1	2	1	3	2	4	6	0	4	2	7	3	36		
Religious Education	1	9	2	5	15	3	7	21	4	9	20	4	4	1	105		
Russian	0	3	2	0	1	0	0	0	0	0	0	0	0	0	6		
Spanish	11	31	62	106	110	98	79	89	74	59	68	38	12	2	839		
Technical Drawing	6	7	11	10	13	18	15	13	13	9	11	8	0	0	134		

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**TABLE 15: LEAVING CERTIFICATE RESULTS 2008 - 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			
Accounting	217	223	188	170	161	142	140	118	115	90	135	132	126	69	2,026		
Agricultural Economics	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1		
Agricultural Science	1	7	19	30	81	95	139	133	147	100	126	112	25	1	1,026		
Ancient Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Applied Mathematics	23	11	10	9	8	6	5	7	7	5	7	6	3	0	107		
Arabic	0	1	1	0	0	0	0	1	0	0	0	3	1	0	7		
Art	5	31	83	145	311	379	400	383	324	186	145	72	45	16	2,525		
Biology	124	274	478	681	910	905	948	925	795	613	721	664	233	14	8,285		
Business	172	536	448	686	979	669	699	686	395	389	471	284	130	35	6,579		
Chemistry	64	80	109	117	140	119	95	95	77	58	88	94	59	15	1,210		
Classical Studies	1	0	0	0	5	4	12	6	10	6	10	8	12	9	83		
Construction Studies	1	11	42	95	174	229	268	258	236	184	150	165	45	6	1,865		
Economics	39	78	84	135	116	130	90	95	63	42	67	32	18	8	997		
Engineering	2	21	60	91	124	159	152	160	141	101	99	93	23	4	1,230		
English	413	1,003	758	1,606	2,738	1,706	2,526	2,679	1,342	1,163	1,037	480	112	27	17,590		
French	41	170	434	855	1,288	1,692	1,801	1,931	1,574	1,352	1,266	894	166	8	13,472		
Geography	57	154	245	480	881	971	1,080	811	586	334	276	186	27	5	6,093		
German	11	95	248	411	410	472	365	277	216	162	182	129	41	7	3,026		
History	397	453	337	432	456	362	415	422	326	253	240	118	35	3	4,249		
Home Economics - S & S	7	51	158	302	423	489	522	460	410	335	291	221	72	4	3,745		
Irish	271	1,010	2,209	3,012	3,384	3,491	3,240	2,700	1,982	1,615	1,476	1,154	267	9	25,820		
Irish (Foundation)	59	196	395	571	799	856	728	536	355	170	113	49	18	1	4,846		
Italian	0	1	6	5	14	15	13	8	11	9	11	14	5	0	112		
Japanese	0	0	0	2	3	3	5	3	2	2	2	6	0	0	28		
Latin	0	0	1	0	0	0	1	0	1	0	2	0	0	0	5		
Mathematics	1,755	2,728	3,276	3,465	3,363	3,437	3,134	2,936	2,571	2,282	2,520	2,857	1,317	167	35,808		
Mathematics (Foundation)	288	341	513	718	779	723	605	541	393	337	290	216	107	12	5,803		
Music	4	31	62	80	86	84	49	46	24	17	15	9	2	1	510		
Physics	145	192	201	243	251	181	194	203	95	125	164	131	45	14	2,184		
Physics & Chemistry	3	3	4	10	9	15	12	14	14	11	14	16	13	6	144		
Religious Education	1	12	3	9	18	5	16	31	5	14	30	15	6	3	168		
Russian	5	5	2	2	1	0	0	0	0	0	0	0	0	0	15		
Spanish	13	47	108	160	167	156	139	161	118	103	107	70	21	3	1,373		
Technical Drawing	133	170	192	238	231	229	238	233	202	183	172	144	49	20	2,434		

# Appendix D

## STATISTICS 2008

**TABLE 16: LEAVING CERTIFICATE RESULTS 2008 – PERCENTAGE BREAKDOWN OF CANDIDATES BY GRADE AWARDED IN EACH SUBJECT – ORDINARY LEVEL PAPERS – MALE & FEMALE**

SUBJECT	Total	PERCENTAGE OF CANDIDATES RECEIVING													
		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
Accounting	2,026	10.7	11.0	9.3	8.4	7.9	7.0	6.9	5.8	5.7	4.4	6.7	6.5	6.2	3.4
Agricultural Economics	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
Agricultural Science	1,026	0.1	0.7	1.9	2.9	7.9	9.3	13.5	13.0	14.3	10.7	12.3	10.9	2.4	0.1
Ancient Greek	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics	107	21.5	10.3	9.3	8.4	7.5	5.6	4.7	6.5	6.5	4.7	6.5	5.6	2.8	0.0
Arabic	7	0.0	14.3	14.3	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	42.9	14.3	0.0
Art	2,525	0.2	1.2	3.3	5.7	12.3	15.0	15.8	15.2	12.8	7.4	5.7	2.9	1.8	0.6
Biology	8,285	1.5	3.3	5.8	8.2	11.0	10.9	11.4	11.2	9.6	7.4	8.7	8.0	2.8	0.2
Business	6,579	2.6	8.1	6.8	10.4	14.9	10.2	10.6	10.4	6.0	5.9	7.2	4.3	2.0	0.5
Chemistry	1,210	5.3	6.6	9.0	9.7	11.6	9.8	7.9	7.9	6.4	4.8	7.3	7.8	4.9	1.2
Classical Studies	83	1.2	0.0	0.0	0.0	6.0	4.8	14.5	7.2	12.0	7.2	12.0	9.6	14.5	10.8
Construction Studies	1,865	0.1	0.6	2.3	5.1	9.3	12.3	14.4	13.8	12.7	9.9	8.0	8.8	2.4	0.3
Economics	997	3.9	7.8	8.4	13.5	11.6	13.0	9.0	9.5	6.3	4.2	6.7	3.2	1.8	0.8
Engineering	1,230	0.2	1.7	4.9	7.4	10.1	12.9	12.4	13.0	11.5	8.2	8.0	7.6	1.9	0.3
English	17,590	2.3	5.7	4.3	9.1	15.6	9.7	14.4	15.2	7.6	6.6	5.9	2.7	0.6	0.2
French	13,472	0.3	1.3	3.2	6.3	9.6	12.6	13.4	14.3	11.7	10.0	9.4	6.6	1.2	0.1
Geography	6,093	0.9	2.5	4.0	7.9	14.5	15.9	17.7	13.3	9.6	5.5	4.5	3.1	0.4	0.1
German	3,026	0.4	3.1	8.2	13.6	13.5	15.6	12.1	9.2	7.1	5.4	6.0	4.3	1.4	0.2
History	4,249	9.3	10.7	7.9	10.2	10.7	8.5	9.8	9.9	7.7	6.0	5.6	2.8	0.8	0.1
Home Economics - S & S	3,745	0.2	1.4	4.2	8.1	11.3	13.1	13.9	12.3	10.9	8.9	7.8	5.9	1.9	0.1
Irish	25,820	1.0	3.9	8.6	11.7	13.1	13.5	12.5	10.5	7.7	6.3	5.7	4.5	1.0	0.0
Irish (Foundation)	4,846	1.2	4.0	8.2	11.8	16.5	17.7	15.0	11.1	7.3	3.5	2.3	1.0	0.4	0.0
Italian	112	0.0	0.9	5.4	4.5	12.5	13.4	11.6	7.1	9.8	8.0	9.8	12.5	4.5	0.0
Japanese	28	0.0	0.0	0.0	7.1	10.7	10.7	17.9	10.7	7.1	7.1	7.1	21.4	0.0	0.0
Latin	5	0.0	0.0	20.0	0.0	0.0	0.0	20.0	0.0	20.0	0.0	40.0	0.0	0.0	0.0
Mathematics	35,808	4.9	7.6	9.1	9.7	9.4	9.6	8.8	8.2	7.2	6.4	7.0	8.0	3.7	0.5
Mathematics (Foundation)	5,803	3.9	5.9	8.8	12.4	13.4	12.5	10.4	9.3	6.8	5.8	5.0	3.7	1.8	0.2
Music	510	0.8	6.1	12.2	15.7	16.9	16.5	9.6	9.0	4.7	3.3	2.9	1.8	0.4	0.2
Physics	2,184	6.6	8.8	9.2	11.1	11.5	8.3	8.9	9.3	4.3	5.7	7.5	6.0	2.1	0.6
Physics & Chemistry	144	2.1	2.1	2.8	6.9	6.3	10.4	8.3	9.7	9.7	7.6	9.7	11.1	9.0	4.2
Religious Education	168	0.6	7.1	1.8	5.4	10.7	3.0	9.5	18.5	3.0	8.3	17.9	8.9	3.6	1.8
Russian	15	33.3	33.3	13.3	13.3	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	1,373	0.9	3.4	7.9	11.7	12.2	11.4	10.1	11.7	8.6	7.5	7.8	5.1	1.5	0.2
Technical Drawing	2,434	5.5	7.0	7.9	9.8	9.5	9.4	9.8	9.6	8.3	7.5	7.1	5.9	2.0	0.8

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## STATISTICS 2008

TABLE 17: LEAVING CERTIFICATE RESULTS 2008 – 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		
Accounting	199	220	211	209	221	177	181	185	136	138	165	147	59	23	2,271	
Agricultural Economics	2	4	5	6	5	2	7	3	4	5	4	1	2	0	50	
Agricultural Science	117	113	141	169	198	230	264	255	214	189	225	173	36	3	2,327	
Ancient Greek	1	0	0	1	1	0	0	0	0	0	0	0	0	0	3	
Applied Mathematics	179	81	99	93	88	83	72	52	50	30	47	44	29	11	958	
Arabic	2	11	3	12	15	3	7	9	2	1	2	2	2	2	73	
Art	17	71	135	220	298	352	421	374	310	231	181	67	11	2	2,690	
Biology	523	450	441	515	617	549	592	561	434	415	461	349	113	13	6,033	
Business	210	356	416	520	669	604	616	594	507	408	440	276	72	13	5,701	
Chemistry	357	250	255	226	221	203	190	190	151	119	167	126	39	10	2,504	
Classical Studies	7	18	15	32	37	27	26	44	25	19	29	33	24	10	346	
Construction Studies	135	296	522	749	906	895	841	743	525	378	251	137	21	0	6,399	
Economics	70	176	174	251	283	286	222	149	223	121	136	74	27	2	2,194	
Engineering	141	219	316	382	414	434	428	367	282	196	163	119	16	0	3,477	
English	463	757	625	1,192	1,739	1,611	2,042	1,944	1,631	1,017	753	189	26	3	13,992	
French	304	271	380	461	536	598	665	645	547	469	369	160	11	1	5,417	
Geography	252	470	615	902	1,186	1,276	1,364	1,165	1,037	796	635	295	37	1	10,031	
German	156	104	132	144	182	224	236	236	182	123	105	34	3	1	1,862	
History	193	212	311	441	493	506	492	410	344	264	243	126	27	5	4,067	
Home Economics - S & S	11	22	33	42	65	80	104	72	74	64	62	45	6	0	680	
Irish	211	308	404	497	558	619	684	549	440	318	183	40	1	0	4,812	
Italian	5	2	5	3	6	1	3	2	0	0	0	0	0	0	27	
Japanese	11	2	7	7	4	4	7	4	0	1	1	3	0	0	51	
Latin	11	17	10	11	9	8	9	7	3	1	2	1	1	2	92	
Mathematics	412	318	361	435	516	474	549	461	319	270	286	181	38	10	4,630	
Music	47	120	215	291	244	228	137	86	40	23	3	4	0	0	1,438	
Physics	447	247	359	270	258	257	291	296	225	210	310	230	76	19	3,495	
Physics & Chemistry	41	17	14	26	24	18	13	29	14	7	25	28	15	4	275	
Religious Education	13	18	17	24	31	22	31	45	18	21	22	16	1	1	280	
Russian	70	9	6	10	3	3	0	2	2	0	0	1	0	0	106	
Spanish	40	45	50	48	60	63	56	49	39	22	21	9	2	0	504	
Technical Drawing	175	218	263	296	332	292	258	245	224	152	160	109	27	0	2,751	

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## STATISTICS 2008

TABLE 18: LEAVING CERTIFICATE RESULTS 2008 – 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	
Accounting	302	267	236	250	247	218	203	189	151	113	184	121	48	11	2,540
Agricultural Economics	1	1	4	4	2	2	0	2	2	0	1	1	1	0	21
Agricultural Science	162	132	141	148	130	137	110	95	95	71	85	67	10	2	1,385
Ancient Greek	0	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Applied Mathematics	53	37	31	27	24	27	35	21	20	14	13	14	8	6	330
Arabic	2	12	2	7	4	3	8	5	0	0	2	1	0	0	46
Art	83	227	448	654	746	714	730	599	459	256	190	60	5	1	5,172
Biology	1,081	1,026	1,040	1,191	1,200	1,132	1,099	1,101	847	749	872	757	185	9	12,289
Business	336	466	469	660	784	620	656	665	462	434	508	313	72	9	6,454
Chemistry	422	372	377	384	368	314	283	239	166	154	162	118	35	6	3,400
Classical Studies	15	24	11	35	52	42	30	34	23	23	24	20	4	0	337
Construction Studies	8	22	44	45	74	48	61	55	44	25	14	8	1	0	449
Economics	54	114	102	154	157	146	130	85	113	66	56	42	10	3	1,232
Engineering	11	17	9	16	13	21	17	16	11	10	9	8	2	0	160
English	762	1,260	949	1,733	2,500	2,155	2,463	2,317	1,751	1,056	702	146	7	0	17,801
French	666	688	788	828	876	946	904	908	766	640	544	246	8	0	8,808
Geography	271	512	596	908	1,043	1,088	1,073	888	759	525	381	177	17	0	8,238
German	220	193	216	241	299	315	351	280	201	143	73	43	3	0	2,578
History	254	261	332	432	472	386	381	306	246	172	180	99	13	0	3,534
Home Economics - S & S	256	468	732	919	949	1,016	972	811	752	562	396	214	25	2	8,074
Irish	614	739	893	1,103	1,176	1,144	1,124	889	689	446	255	102	7	1	9,182
Italian	18	19	9	15	5	7	9	15	4	10	7	0	0	0	118
Japanese	19	4	3	3	4	3	4	4	0	1	1	2	0	0	48
Latin	3	5	2	1	3	1	1	2	4	0	1	0	2	0	25
Mathematics	242	267	373	415	512	476	443	389	261	192	166	118	23	3	3,880
Music	132	397	520	640	573	471	303	144	83	36	26	6	0	1	3,332
Physics	188	112	156	121	141	115	134	99	86	76	109	71	23	3	1,434
Physics & Chemistry	35	25	20	20	16	12	8	13	7	4	7	5	5	2	179
Religious Education	18	30	31	36	46	25	26	42	16	21	23	6	10	0	330
Russian	88	17	5	4	6	1	0	2	0	1	0	0	0	0	124
Spanish	77	92	118	152	116	118	106	113	101	54	29	12	0	0	1,088
Technical Drawing	9	21	31	25	35	37	24	22	31	20	22	17	6	0	300



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## STATISTICS 2008

**TABLE 19: LEAVING CERTIFICATE RESULTS 2008 – HIGHER LEVEL PAPERS – MALE & FEMALE**

	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	
Accounting	501	487	447	459	468	395	384	374	287	251	349	268	107	34	4,811
Agricultural Economics	3	5	9	10	7	4	7	5	6	5	5	2	3	0	71
Agricultural Science	279	245	282	317	328	367	374	350	309	260	310	240	46	5	3,712
Ancient Greek	1	2	1	1	1	0	0	0	0	0	0	0	0	0	6
Applied Mathematics	232	118	130	120	112	110	107	73	70	44	60	58	37	17	1,288
Arabic	4	23	5	19	19	6	15	14	2	1	4	3	2	2	119
Art	100	298	583	874	1,044	1,066	1,151	973	769	487	371	127	16	3	7,862
Biology	1,604	1,476	1,481	1,706	1,817	1,681	1,691	1,662	1,281	1,164	1,333	1,106	298	22	18,322
Business	546	822	885	1,180	1,453	1,224	1,272	1,259	969	842	948	589	144	22	12,155
Chemistry	779	622	632	610	589	517	473	429	317	273	329	244	74	16	5,904
Classical Studies	22	42	26	67	89	69	56	78	48	42	53	53	28	10	683
Construction Studies	143	318	566	794	980	943	902	798	569	403	265	145	22	0	6,848
Economics	124	290	276	405	440	432	352	234	336	187	192	116	37	5	3,426
Engineering	152	236	325	398	427	455	445	383	293	206	172	127	18	0	3,637
English	1,225	2,017	1,574	2,925	4,239	3,766	4,505	4,261	3,382	2,073	1,455	335	33	3	31,793
French	970	959	1,168	1,289	1,412	1,544	1,569	1,553	1,313	1,109	913	406	19	1	14,225
Geography	523	982	1,211	1,810	2,229	2,364	2,437	2,053	1,796	1,321	1,016	472	54	1	18,269
German	376	297	348	385	481	539	587	516	383	266	178	77	6	1	4,440
History	447	473	643	873	965	892	873	716	590	436	423	225	40	5	7,601
Home Economics - S & S	267	490	765	961	1,014	1,096	1,076	883	826	626	458	259	31	2	8,754
Irish	825	1,047	1,297	1,600	1,734	1,763	1,808	1,438	1,129	764	438	142	8	1	13,994
Italian	23	21	14	18	11	8	12	17	4	10	7	0	0	0	145
Japanese	30	6	10	10	8	7	11	8	0	2	2	5	0	0	99
Latin	14	22	12	12	12	9	10	9	7	1	3	1	3	2	117
Mathematics	654	585	734	850	1,028	950	992	850	580	462	452	299	61	13	8,510
Music	179	517	735	931	817	699	440	230	123	59	29	10	0	1	4,770
Physics	635	359	515	391	399	372	425	395	311	286	419	301	99	22	4,929
Physics & Chemistry	76	42	34	46	40	30	21	42	21	11	32	33	20	6	454
Religious Education	31	48	48	60	77	47	57	87	34	42	45	22	11	1	610
Russian	158	26	11	14	9	4	0	4	2	1	0	1	0	0	230
Spanish	117	137	168	200	176	181	162	162	140	76	50	21	2	0	1,592
Technical Drawing	184	239	294	321	367	329	282	267	255	172	182	126	33	0	3,051

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## STATISTICS 2008

**TABLE 20 – LEAVING CERTIFICATE RESULTS 2008 – PERCENTAGE BREAKDOWN OF CANDIDATES BY GRADE AWARDED IN EACH SUBJECT – HIGHER LEVEL PAPERS – MALE & FEMALE**

SUBJECT	TOTAL	PERCENTAGE OF CANDIDATES RECEIVING													
		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
Accounting	4,811	10.4	10.1	9.3	9.5	9.7	8.2	8.0	7.8	6.0	5.2	7.3	5.6	2.2	0.7
Agricultural Economics	71	4.2	7.0	12.7	14.1	9.9	5.6	9.9	7.0	8.5	7.0	7.0	2.8	4.2	0.0
Agricultural Science	3,712	7.5	6.6	7.6	8.5	8.8	9.9	10.1	9.4	8.3	7.0	8.4	6.5	1.2	0.1
Ancient Greek	6	16.7	33.3	16.7	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics	1,288	18.0	9.2	10.1	9.3	8.7	8.5	8.3	5.7	5.4	3.4	4.7	4.5	2.9	1.3
Arabic	119	3.4	19.3	4.2	16.0	16.0	5.0	12.6	11.8	1.7	0.8	3.4	2.5	1.7	1.7
Art	7,862	1.3	3.8	7.4	11.1	13.3	13.6	14.6	12.4	9.8	6.2	4.7	1.6	0.2	0.0
Biology	18,322	8.8	8.1	8.1	9.3	9.9	9.2	9.2	9.1	7.0	6.4	7.3	6.0	1.6	0.1
Business	12,155	4.5	6.8	7.3	9.7	12.0	10.1	10.5	10.4	8.0	6.9	7.8	4.8	1.2	0.2
Chemistry	5,904	13.2	10.5	10.7	10.3	10.0	8.8	8.0	7.3	5.4	4.6	5.6	4.1	1.3	0.3
Classical Studies	683	3.2	6.1	3.8	9.8	13.0	10.1	8.2	11.4	7.0	6.1	7.8	7.8	4.1	1.5
Construction Studies	6,848	2.1	4.6	8.3	11.6	14.3	13.8	13.2	11.7	8.3	5.9	3.9	2.1	0.3	0.0
Economics	3,426	3.6	8.5	8.1	11.8	12.8	12.6	10.3	6.8	9.8	5.5	5.6	3.4	1.1	0.1
Engineering	3,637	4.2	6.5	8.9	10.9	11.7	12.5	12.2	10.5	8.1	5.7	4.7	3.5	0.5	0.0
English	31,793	3.9	6.3	5.0	9.2	13.3	11.8	14.2	13.4	10.6	6.5	4.6	1.1	0.1	0.0
French	14,225	6.8	6.7	8.2	9.1	9.9	10.9	11.0	10.9	9.2	7.8	6.4	2.9	0.1	0.0
Geography	18,269	2.9	5.4	6.6	9.9	12.2	12.9	13.3	11.2	9.8	7.2	5.6	2.6	0.3	0.0
German	4,440	8.5	6.7	7.8	8.7	10.8	12.1	13.2	11.6	8.6	6.0	4.0	1.7	0.1	0.0
History	7,601	5.9	6.2	8.5	11.5	12.7	11.7	11.5	9.4	7.8	5.7	5.6	3.0	0.5	0.1
Home Economics - S & S	8,754	3.1	5.6	8.7	11.0	11.6	12.5	12.3	10.1	9.4	7.2	5.2	3.0	0.4	0.0
Irish	13,994	5.9	7.5	9.3	11.4	12.4	12.6	12.9	10.3	8.1	5.5	3.1	1.0	0.1	0.0
Italian	145	15.9	14.5	9.7	12.4	7.6	5.5	8.3	11.7	2.8	6.9	4.8	0.0	0.0	0.0
Japanese	99	30.3	6.1	10.1	10.1	8.1	7.1	11.1	8.1	0.0	2.0	2.0	5.1	0.0	0.0
Latin	117	12.0	18.8	10.3	10.3	10.3	7.7	8.5	7.7	6.0	0.9	2.6	0.9	2.6	1.7
Mathematics	8,510	7.7	6.9	8.6	10.0	12.1	11.2	11.7	10.0	6.8	5.4	5.3	3.5	0.7	0.2
Music	4,770	3.8	10.8	15.4	19.5	17.1	14.7	9.2	4.8	2.6	1.2	0.6	0.2	0.0	0.0
Physics	4,929	12.9	7.3	10.4	7.9	8.1	7.5	8.6	8.0	6.3	5.8	8.5	6.1	2.0	0.4
Physics & Chemistry	454	16.7	9.3	7.5	10.1	8.8	6.6	4.6	9.3	4.6	2.4	7.0	7.3	4.4	1.3
Religious Education	610	5.1	7.9	7.9	9.8	12.6	7.7	9.3	14.3	5.6	6.9	7.4	3.6	1.8	0.2
Russian	230	68.7	11.3	4.8	6.1	3.9	1.7	0.0	1.7	0.9	0.4	0.0	0.4	0.0	0.0
Spanish	1,592	7.3	8.6	10.6	12.6	11.1	11.4	10.2	10.2	8.8	4.8	3.1	1.3	0.1	0.0
Technical Drawing	3,051	6.0	7.8	9.6	10.5	12.0	10.8	9.2	8.8	8.4	5.6	6.0	4.1	1.1	0.0

## Appendix D

### STATISTICS 2008

**TABLE 21: APPEALS OF PROVISIONAL EXAMINATION RESULTS 2008**

	Leaving Certificate	Leaving Certificate Applied	Junior Certificate	Total
Grades	360,856	41,834	558,547	961,237
Grades Appealed	11,284	51	2,986	14,321
Upgrades	2,207	7	743	2,957
Downgrades	5	0	0	5

#### 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.

# Appendix E

## THE PREPARATION OF TEST ITEMS

### Principles and Protocol

The role of the State Examinations Commission (SEC) is to provide a high-quality state examinations and assessment system incorporating the highest standards of openness and transparency, fairness and accountability. In providing this system, the SEC endeavours to ensure that the test items used in the state certificate examinations are prepared to the highest standard possible. These test items include examination questions, briefs for practical examinations, topics for coursework, and other materials used in the assessment of candidates.

The preparation of test items of the highest standard and the maintenance of an examination system providing valid and reliable certification requires rigorous quality assurance measures based on sound principles articulated through a comprehensive protocol.

The principles that underpin and inform the preparation of test items used by the SEC are as follows:

#### Validity

*Validity refers to the accuracy with which an examination measures what it is intended to measure.*

#### Reliability

*Reliability refers to the consistency of the results produced by an examination.*

#### Freedom from Bias

*Freedom from bias refers to the elimination, as far as possible of bias from examination. Bias is the presence of some characteristic of an examination that results in different levels of performance by candidates of the same level of achievement, but from different groups, such as ethnic or gender.*

#### Inclusiveness and Equity

*Inclusiveness and Equity refer to the extent to which examinations should reflect an inclusive view of society and a respect for diversity*

#### Discrimination

*Discrimination refers to the extent to which an individual test item, or an examination as a whole, effectively distinguishes between candidates of different underlying levels of achievement.*

#### Accessibility

*The accessibility of an examination refers to the extent to which all candidates are facilitated in demonstrating their achievements, in the context of the need to preserve the integrity, fairness and standards of the examination.*

For further information on these principles along with the protocol through which the principles are articulated please see the booklet: ***The Preparation of Test Items - Principles and Protocol***. The booklet is available directly from the SEC or can be viewed/downloaded from the About Us/Publications section of **[www.examinations.ie](http://www.examinations.ie)**.





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