



# **STAIÉAR IMSHAOIL AGUS SÓISIALTA ENVIRONMENTAL AND SOCIAL STUDIES**

**SCRÚDÚ AN TEASTAIS SHÓISEARAIGH, 2002  
JUNIOR CERTIFICATE EXAMINATION, 2002**

**GNÁTHLEIBHÉAL AGUS ARDLÉIBHÉAL  
ORDINARY LEVEL AND HIGHER LEVEL**

**TUARASCÁIL AN PHRÍOMHSCRÚDAITHEORA  
CHIEF EXAMINER'S REPORT**

# INTRODUCTION

## Origins

Environmental and Social Studies had its origins in two courses which previously formed part of the Day Vocational (Group) Certificate and the Intermediate Certificate programmes. These courses were the City of Dublin Humanities Programme and the Social and Environmental Studies Programme (SESP).

In 1991 the new subject, Environmental and Social Studies, was introduced into schools and examined for the first time in 1994. The subject is examined at Junior Certificate level only, and is taken by students as an alternative to History and Geography.

The subject is offered at both ordinary and higher levels and the same structure, format and mark allocation are applicable for both levels.

## Structure

There are three components: a two-hour written examination; a personal research project on a historical topic; a portfolio of practical work comprising a geographical field study.

The constituents of the subject, together with the weighting of marks for each component, are shown hereunder.

<b>Component</b>	<b>Marks</b>	<b>% of Total</b>
Written Examination	120	60
Research Project – History	40	20
Field studies – Geography	40	20
Total	200	100

## ORDINARY LEVEL

The written examination requires candidates to answer five questions with a total marks value of 120, each question carrying 24 marks. The questions in the 2002 paper were as follows:

- Question 1(A) Multiple Choice Questions (*12 marks*)  
**and**  
Question 1(B) How One Indian Teenager Usually Spends Her Day (*6 marks*)  
**and**  
Question 1(C) Irish Settlement (*6 marks*)
- Question 2(A) Plantation in seventeenth-century Ireland (*24 marks*)  
**or**  
Question 2(B) Brazil in the twentieth century (*24 marks*)
- Question 3(A) The Industrial Revolution (*12 marks*)  
**and**  
Question 3(B) World War I (*12 marks*)  
**or**  
Question 3(C) World War II (*12 marks*)
- Question 4(A) The Developed World (*8 marks*)  
**and**  
Question 4(B) The Developing World (*8 marks*)  
**and**  
Question 4(C) A Divided World (*8 marks*)
- Question 5 Ordnance Survey Map and Photograph (*24 marks*)

## 1. Examination Results

The following were the grade results for the written component of the examination, which attracted 120 marks or 60% of the total mark allocation for this subject.

### Examination Results – Written Component: 120 marks

Grade	A	B	C	D	E	F	NG	Total
Number	57	163	142	135	22	6	1	526
%	10.8	31.0	27.0	26.0	4.0	1.0	0.2	100

When the marks obtained for the school-based components – research project and field studies – were added, the following were the final grade results for this subject.

### Final Examination Results – All Components: 200 marks

Grade	A	B	C	D	E	F	NG	Total
Number	17	140	200	132	32	21	9	551
%	3.1	25.4	36.3	24.0	5.8	3.8	1.6	100

There is a discrepancy between the grade breakdown for the written examination component and that of the overall examination result. This is due to the fact that a total of 25 students submitted one or both projects, but did not sit the written examination.

## **2.(A) Analysis of Written Examination Paper**

### **Question 1**

**1A. 1-14** Candidates were asked to answer twelve out of fourteen multiple-choice questions. Questions 2,7,9,11 and 13 were correctly answered by at least 60% of candidates. Between 40% and 60% correctly answered questions 8,10 and 14, while 40% or fewer correctly answered questions 1,3,4,5,6 and 12. In general, the answering of history questions (e.g., the Celts, early Irish towns, the Ulster Plantation) was notably poorer than that of geography questions (e.g. anemometer, natural resources, OS map).

**1B. 1-4** These questions were based on a piechart showing how an Indian teenager spends her day. The vast majority of candidates successfully extracted from the source the answer to the first two questions. Question 3 was similarly well answered, while question 4 was correctly answered by some 60% of candidates. The pie-chart was well used and candidates showed a good understanding of the social issues involved.

**1C. 1-3** These questions were based on two photographs of Irish settlement: an early Christian monastery and a Viking *longphort*. Most candidates successfully identified the pictured settlements and named a material used in the *longphort* dwelling. However, examiners considered that some candidates had difficulty with the word “activity” in question 2, where barely 25% gave the correct answer.

### **Question 2**

In this question students had a choice of answering on (A) Plantation in seventeenth-century Ireland **or** on (B) Brazil in the twentieth century.

This was the best-answered question in the examination. While many candidates attempted both options, 2(A) and 2(B), the examiners noted that the answers to 2(B) scored much better than those to 2(A). The most likely explanation for this is that 2(B) contained mostly source-based questions, while 2(A) had more content-recall questions. This exemplified a trend throughout the examination for candidates to perform better in answering source-based questions and better at geography than at history.

**2A. 1-10** Candidates were given a passage on the 'Rules for Settlers 1610' and they were also given a picture of an undertaker's estate.

With the exception of question 2, all the questions from 1 to 7 were answered very well. Question 2 was a content-recall question and could not be answered from the extract. Questions 8, 9 and 10 were frequently ignored. Where attempted, question 8 was answered quite poorly: candidates offered little concrete information and seemed to rely on guesswork. Question 9, although source-based, was not usually well answered.

The answering of question 10 was disappointing. In part (a) the answering was generally very vague without any historical content. Very few attempted part (b). However, among those who did, there were some excellent answers, referring to the long-term results of the plantation for Ulster and for Ireland.

Questions 1, 3, 4, 5, 6, and 7, all source-based questions, were very well answered. However, questions 2, 8 and 10, all content-recall questions, were poorly answered. Question 9, although based on the picture, was poorly answered.

Candidates would need to know more historical content to be able to do better in this question. Candidates need to be aware of the basic chronological sequence of events regarding the plantations in seventeenth-century Ireland.

**2B. 1-11** Two sources were given: a passage entitled 'The Story of Fabio and Maria Barras' and a photograph of Sao Paulo.

The answering in this question was very good. About 70% got between 20 and 24 marks. Practically all the questions were source-based, except for questions 9, 10, and 11.

The answering in question 7 was slightly weaker but was still very satisfactory. In question 9, there was a great variety of answers. In question 10, it seemed clear that candidates understood the terms 'foreground' and 'middle ground'. Question 11 was also well answered.

### **Question 3**

In this question, students were required to answer on (A) The Industrial Revolution **and** on **either** (B) World War I **or** (C) World War II. This was the least well answered of all the questions. Very few candidates achieved full marks and a considerable number scored only 9 or 10 marks. A small number of candidates did not attempt 3(A), while there was also a small number of candidates who did not attempt either 3(B) or 3(C). Although there was a choice, about 50% of candidates attempted both questions on World War I and World War II.

**3A. 1-5** Two sources were given: a drawing showing domestic industry and a drawing showing factory industry.

A small number of candidates answered questions 1 and 2 and omitted 3, 4 and 5.

Question 1 presented no difficulties. Question 2 was answered correctly by approximately 70% to 75% of candidates. When asked to give reasons for their choice, candidates gave a broad range of answers, drawing from evidence in the picture, e.g., the hand-operated machine, the small room, working alone, only one person.

Question 3 was poorly answered and most candidates did not identify any source of power for the machine. Question 4 was also poorly answered, as candidates did not seem to understand the word 'similarity'. Many mentioned a difference instead.

Question 5 was reasonably well answered. Most candidates identified at least one way in which workers were affected by the Industrial Revolution.

**3B. 1-2** Question 1 asked candidates to judge whether six statements relating to World War I were true or false. In question 2 they were required to write a paragraph on one of four named topics from World War I.

Question 1 was not well answered. Approximately 5% of candidates got full marks,

while most candidates got between 2 and 3 marks. Question 2 was rarely attempted. A small number of candidates wrote well on Trench Warfare and on the Treaty of Versailles.

The overall attempt at this question on World War I was poor and it clearly showed that candidates at this level have a poor knowledge of World War I.

**3C. I-2** Question 1 asked candidates to judge whether six statements relating to World War II were true or false. In Question 2 they were required to write a paragraph on one of four named topics from World War II.

Question 1 was poorly answered. Very few, less than 5%, attained full marks. The average mark was between 2 and 3 marks. Question 2 was rarely attempted. The most popular topics were the Causes of World War II and the Battle of Britain.

Answers on World War II scored slightly higher than those on World War I. Candidates were obliged to study World War I or World War II. However, examiners noted that candidates had a very poor knowledge of either war.

#### **Question 4**

This question related to the developed and developing worlds. The majority of the candidates answered this question in full. There was a wide and interesting range of answering and this gave the examiner scope to award marks to various interpretations of the sources. The examiners noted good use of source material in the answering of this question.

**4A. I-4** A photograph of a chemical factory was given in this question.

Questions 1,2 and 3 were, in the main, answered satisfactorily. Question 4 was also well answered, the most common answers referring to the effects on the human environment or flora and fauna. Although the questions were content-recall, the answering was reasonably good. Candidates showed a good knowledge of environmental issues.

**4B. 1-4** A photograph entitled 'Cutting Down the Rainforest' was given.

Question 1 and 2 were well answered. Question 3 was also well answered: most candidates referred to firewood, furniture, or building. Question 4 elicited good answers such as the lowering of oxygen levels and the damage to wildlife.

The answering of the photograph-based questions was good. The content-recall questions, 3 and 4, were reasonably well answered. Candidates used the photograph well and showed good knowledge of economic and environmental issues.

**4C. 1-5** A cartoon entitled 'A Divided World; The North-South Talks' was given.

Almost all candidates answered questions 1 and 2 correctly. Questions 3 and 4 were answered correctly by some two-thirds of candidates.

Question 5 was properly answered by almost half of the candidates. About 40% gave completely wrong answers, making no reference to the North-South divide.

Candidates who could see the link between the cartoon characters and the north-south divide scored very well here. Others failed to make that connection and so scored poorly.

**Question 5** The Ordnance Survey map and aerial photograph showed the Kinsale area.

This question proved more popular with candidates than in former years and was generally well answered. Questions 1 and 2 were correctly answered by about half of the candidates. Question 3 was answered correctly by a very high number of candidates.

Question 4 was answered correctly by about half of the candidates. Some candidates mentioned regions from the map rather than regional roads. Others mentioned the legend and named the roads from this. Questions 5, 6 and 7 were correctly answered by about half the candidates. In question 5 some candidates cited roads and houses as possible uses for green areas.

High numbers of candidates did not attempt some parts of question 5. Each of the seven sub-questions had a non-attempt rate of between 10% and 20%. A quarter of candidates, for example, did not attempt question 7.

## **2(B) Analysis of Research Projects (History) and Field Studies (Geography)**

The external monitors for research projects and field studies note that, from an administrative perspective, there has been a marked improvement from previous years in terms of access to project work, accuracy of all paper-work, school organisation and preparedness for monitors' visits, and general overall presentation and quality of research projects and field studies.

Monitors report that, in general, research projects in history did not reach the general standard prevailing in field studies. This may have been because in history projects there was an over-reliance on transcribed material with little apparent attempt to integrate or paraphrase the relevant data. The problem was often compounded by the fact that some candidates failed to signpost their sources, while the stating of precise aims and the reaching of valid conclusions were sometimes vague or absent. Geographical field studies, more so than historical research, appeared to offer students the opportunity to go out into their locality and investigate specific issues, leading to greater originality and leaving less room for plagiarism or transcription from textbooks.

In a minority of centres, it was evident that the statements of aims, conclusions, and sometimes even the main report itself were identical for all candidates. This raises the suspicion that such work resulted from a process of dictation and transcription, an exercise of little or no educational value. The majority of teachers, however, remained mindful of their obligations in promoting genuine research efforts among their

students. Monitors continue to be impressed by the general high standards and noted much evidence of good practice. This includes features such as good layout, attractive illustrations, clear aims and objectives, and relevant conclusions.

A wide range of research studies was undertaken. Typical examples of History research projects presented include various civilizations – Romans, Celts, Vikings; plantations, Kilmainham Gaol, Kilkenny Castle, Bunratty Castle, famous people, historical buildings, local history, family history, the Great Famine, the World Wars.

Monitors also report favourably on the wide range of field studies chosen and on the depth and originality of many of these. Typical examples of such projects include: an urban renewal study; a land use study; a study of a local area; a farm study; an ecosystem – seashore, river, bog; a tourism study; a shopping centre; a traffic survey.

It is noted that where students researched their local area, or family history, the projects were invariably of better quality than that prevailing in the more general type project such as a plantation or an aspect of the Industrial Revolution. This can be attributed to the fact that in the former cases, students ‘identify’ with their research projects and take greater ownership and pride in their work.

Monitors reported that fewer teachers are assessing their own students’ project work, so that the monitors are obliged to mark each candidate’s submissions. As well as adding quantitatively to the monitors’ workload, this presents a particular challenge when assessing certain elements of the project work, such as the *Work in the Field* component of the Field Study.

### **3. Overall general comment**

Certain salient features emerge from the reports of the examiners and monitors.

- (a) It seems that, because of inadequate guidance or over-management on the part of their teachers, some students are not benefiting from the opportunity to participate fully in personal research projects and field studies. Therefore, valuable skills and attitudes remain undeveloped.

- (b) It is apparent that in questions which are source-based, candidates invariably score higher marks than in content-recall questions. However, not all questions are, or can be, sited in source materials and students are equally expected to have acquired, at an appropriate level, the skills of factual recall, judgement, evaluation, and analysis of cause and effect.
- (c) In questions which have options from which the student is free to choose one topic against another, it is apparent that many students attempt all options and do not seem to be aware of the given requirements of the examination. This practice, common in Questions 2 and 3, can have a negative effect in terms of time management, and may help to explain why all candidates did not complete all five questions on the examination paper.

#### **4. Recommendations**

- (a) With specific regard to research projects in history, a greater emphasis on topics such as family histories tends to allow the students to identify more readily with their work and thus ensure a greater probability that such research projects will be completed.
- (b) In relation to the written examination, teachers could ensure that students are thoroughly familiar with the format and mark allocation of the examination paper. This will ensure that students do not “waste” valuable examination time answering questions which are mutually exclusive.
- (c) Finally, as the number of students taking ordinary level as opposed to higher level, is inversely proportionate to that prevailing in almost all other Junior Certificate subjects, students showing aptitude and ability should be strongly encouraged to enter for the higher level examination.

## HIGHER LEVEL

The written examination requires candidates to answer five questions with a total marks value of 120, each question carrying 24 marks. The questions in the 2002 paper were as follows:

- Question 1(A)      Multiple Choice Questions (*12 marks*)  
**and**  
Question 1(B)      Life in Ancient Civilisation (*6 marks*)  
**and**  
Question 1(C)      Inequality in the World Today (*6 marks*)
- Question 2(A)      The Ulster Plantation (*24 marks*)  
**or**  
Question 2(B)      Brazil in the twentieth century (*24 marks*)
- Question 3(A)      The Industrial Revolution (*12 marks*)  
**and**  
Question 3(B)      World War I (*12 marks*)  
**or**  
Question 3(C)      World War II (*12 marks*)
- Question 4(A)      Urbanisation in the Developed World (*12 marks*)  
**and**  
Question 4(B)      Women in the Developed and Developing Worlds (*12 marks*)
- Question 5          Ordnance Survey Map and Photograph (*24 marks*)

### 1. Examination Results

The following were the grade results for the written component of the examination, which attracted 120 marks or 60% of the total mark allocation for this subject.

### Examination Results – Written Component: 120 marks

Grade	A	B	C	D	E	F	N/G	Total
Number	11	34	27	19	3	1	0	95
%	11.5	36.0	28.5	20.0	3.0	1.0	0	100

When the marks obtained for the school-based components - research projects and field studies - were added, the following was the final grade results for this subject.

### Final Examination Results - All Components: 200 marks

Grade	A	B	C	D	E	F	N/G	Total
Number	8	28	41	14	1	3	0	95
%	8.4	29.5	43.2	14.7	1.1	3.2	0.0	100

## 2.(A) Analysis of Written Examination Paper

### Question 1

**1A. 1-14** Candidates were asked to answer twelve out of fourteen multiple-choice questions. Questions 1,3,6, and 12 were correctly answered by at least 60% of candidates. Between 40% and 60% correctly answered questions 2,5,7,8,11, and 13, while 40% or fewer correctly answered questions 4,9, 10, and 14. In general, the answering of history questions was notably poorer than that of geography questions, with the exception being question 4 on sedimentary rock. Of the two questions on Ordnance Survey maps, question 6 was correctly answered by twice as many candidates as was question 7. This seems typical of the trend for candidates to do better in source-based questions than in those demanding content recall.

**1B.** Candidates were asked to choose an ancient civilisation from:

Ancient Greece;      Ancient Rome;      Ancient Egypt;      The Incas.

They were then asked to write about one of the following from that civilisation:

(a) a ruler, (b) a soldier, (c) a child, (d) a poor person.

Up to half of the candidates chose Ancient Rome. As many as a quarter of the cohort wrote on Ancient Egypt, a much smaller number opted for Ancient Greece, while answers about the Incas were extremely rare.

While there were some very good answers, with excellent references to the particular ancient civilisation, the weaker answers lacked any reference to their chosen civilisation. Candidates clearly need knowledge of historical content to answer this question.

**1C. 1-3** A document extract about development in the Ethiopian Sidama region was given.

Candidates were asked three questions on the extract and the vast majority answered very well. Questions 1 and 2 were very straightforward and the vast majority of candidates successfully identified the answers from the extract. While question 3 was more demanding, the majority of candidates demonstrated a good understanding of the term, Irish Aid.

## **Question 2**

In this question students had a choice of answering on (A) The Ulster Plantation **or** on (B) Brazil in the twentieth century.

**2A. 1-10** Two sources were given in this question: Source A was a map of Ulster showing the planted counties and Source B was an extract from an account of the development of the plantation in Strabane, Co. Tyrone.

This question proved popular and, although dominated by questions demanding knowledge of historical content, was reasonably well answered by candidates.

The best answered questions from the content-recall questions were questions 1, 2 and 7. The weakest answers were to question 3 (the causes of the Plantations), question 9

(Explain: Undertaker; Lease; Absentee) and question 10 (the effects of the Plantation). Question 8, although source-based, was not well answered.

**2B. 1-11** Four sources were given with this question: a map of South America; a photograph of a Brazilian city; a photograph of a rural Brazilian scene; a photograph of a plantation farm in Brazil.

Answers to the source-based questions – 5,7 and 11 – typically scored a lot better than those to the content-recall questions – 1,2,3,4,6,8,9 and 10. Against the general trend of better performances in geography-based questions than in history-based questions, candidates scored better in question 2(A) than in question 2(B). Candidates did well in answering the document extract in question 2(A), where they were able to locate the answers from the extract. The photograph questions in Question 2(B) were more difficult as candidates were required to interpret the photographs and then express the answers in their own words.

### **Question 3**

In this question, students were required to answer on (A) The Industrial Revolution **and on either** (B)World War I **or** (C)World War II. Examiners noted that as many as one third of the candidates attempted both (B) and (C).

**3A. 1-6** One source document on the rules of conduct for factory workers was given with this question.

The first four questions were entirely source-based and posed no problem to the vast majority of candidates. Questions 5 and 6 were more demanding, requiring further knowledge of factory conditions and legislation. Despite this level of difficulty, between half and two thirds of candidates scored full marks on these two questions.

**3B. 1-6** A map of the Western Front during World War I accompanied this question.

Questions 1,2 and 4 were correctly well answered by almost two thirds of candidates. Questions 3 and 6 were correctly answered by almost half of candidates, while

question 5 drew the weakest response, with just under a quarter of candidates answering correctly. Examiners considered that better use could have been made of the map in the answering of this question.

**3C. 1-5** A map of the Pacific Ocean during World War II accompanied this question.

Although all questions here were reasonably well answered, examiners still considered that more candidates should have earned full marks on questions 1-3, where the answers were to be found on the map. While candidates seemed to be familiar with Pearl Harbour and kamikaze pilots, many failed to show an understanding of island-hopping or of the events at Hiroshima and Nagasaki.

Overall the standard of answering was better here than in 3(B).

#### **Question 4**

This question related to the developing and developed worlds and was accompanied by two sources, a photograph of blocks of apartments and a short comparative text about women's issues in Sweden and Bangladesh.

**4A. 1-5** All the questions here were well answered. Between a half and two thirds of candidates correctly answered questions 1-4, with up to 80% correctly answering question 5. Examiners commented that candidates showed a good understanding of the issues relating to urbanisation.

**4B. 1-4** All the questions here were well answered. Almost all candidates answered question 1 correctly, while two thirds scored full marks on question 2. Just over half earned full marks for answering questions 4 and 5. A small number of candidates wrote only about Sweden or Bangladesh in question 3 and so failed to show the differences between the two countries.

**Question 5** This question was based on an Ordnance Survey map and a colour aerial photograph of the Kinsale area.

This question proved more popular with candidates than in former years and was generally well answered. Examiners noted that those questions testing skills of location and measurement (3 and 4) often elicited the weakest answers.

Candidates did not do well in answering question 3, which asked them to find a four-figure grid reference. 30% got it correct which is an indication that students are weak at this skill. Candidates did not do well in answering question 4, which asked them to measure a road - the R11 between Belgooly post office and the eastern edge of the O.S. map. Many candidates were very far off the correct distance. Candidates did not do well in answering question 6, where they were asked to give two reasons why Kinsale has an excellent harbour.

Candidates answered questions 1 and 2 very well. They also did very well in answering question 5, which asked them to give two reasons why Kinsale is good for tourism. Question 7, which accounted for a quarter of the total marks for this section, allowed for a variety of discursive answering and examiners noted that many candidates responded very well to the prompts.

## **2(B) Analysis of Research Projects (History) and Field Studies (Geography)**

Monitors' reports attest to a relatively higher standard of work in field studies than in the personal research projects in history. This is attributed to the over-reliance on transcribed material in the research project as opposed to original fieldwork in geography. In research projects and field studies, common weaknesses included lack of fieldwork evidence, failure to retain field notes, poor maps/charts, no content/source acknowledgements, transcription and lack of originality.

The strengths and weaknesses of the project work at ordinary level were also those typical of those at higher level. While there were examples of exceptionally good submissions at higher level, the majority were of a standard not dissimilar to those at ordinary level. There was a tendency towards a certain sameness and mediocrity in much of the project work and ultimately this had the effect of depressing the overall marks awarded. It will be noted that, at both levels, when the marks for the project work were aggregated with those for the written examination, the effect was to reduce the numbers at grades A,B and D and to increase the numbers at grade C.

### **3. Overall General Comment**

Certain salient features emerge from the reports of the examiners and monitors.

- (a) It is apparent that in questions which are entirely source-based, candidates invariably score higher marks than for those questions which require recall of syllabus content and/or some level of evaluation or judgement. This points to the conclusion that the acquisition of skills and competencies, as outlined in the syllabus objectives, is not being taken into sufficient consideration in teaching methodologies and in classroom practice.
  
- (b) Certain areas of the syllabus may not be receiving sufficient attention, which is reflected in the performance of students. All areas of the syllabus require equal treatment and special attention should be paid to those identified areas which are specifically related to the higher level course.
  
- (c) In questions where options are given, many students attempt mutually exclusive questions. This practice is apparent in about 10% of cases, and its elimination could be achieved by ensuring that students are made familiar with the format and question requirements of the examination paper. At the other extreme, about 15% of students fail to attempt all five questions on the examination paper.

### **4. Recommendations**

- (a) Students should be made conversant with the format and question requirements of the examination paper in order to eliminate or minimise the number of students who either attempt mutually exclusive questions or fail to attempt all five required questions on the examination paper.
  
- (b) A greater emphasis should be placed on the teaching of map reading and interpretation and also on the acquisition of the necessary skills related to the understanding and interpretation of the aerial photograph. Students need particular practice in the matter of locating and accurately measuring features on an O.S. map.
  
- (c) In relation to the school-based components of the examination, a greater

adherence to the marking criteria is crucial. In the field studies project, evidence of work carried out in the field is paramount and carries 37% of the mark allocation. In the personal research project, evidence of personal initiative and originality is crucial and should be apparent to external monitors.

## Appendix

### Final Examination results for the years, 1999 - 2002

#### Higher Level Percentage Grade results

<b>Year</b>	<b>Total</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>N/G</b>
<b>1999</b>	113	13.3	42.5	24.8	13.3	6.2	0.0	0.0
<b>2000</b>	114	14.0	30.7	36.0	15.8	1.8	1.8	0.0
<b>2001</b>	76	11.8	36.8	35.5	14.5	1.3	0.0	0.0
<b>2002</b>	95	8.4	29.5	43.2	14.7	1.1	3.2	0.0

#### Ordinary Level Percentage Grade Results

<b>Year</b>	<b>Total</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>N/G</b>
<b>1999</b>	510	0.6	13.5	42.0	28.6	10.6	3.3	1.4
<b>2000</b>	523	2.1	24.5	38.2	22.0	7.8	4.8	0.6
<b>2001</b>	487	2.9	24.2	34.7	25.9	6.6	3.9	1.8
<b>2002</b>	551	3.1	25.4	36.3	24.0	5.8	3.8	1.6