LEAVING CERTIFICATE EXAMINATION

2002

ECONOMICS

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

ECONOMICS

LEAVING CERTIFICATE

ORDINARY LEVEL, 2002

1.   INTRODUCTION

The purpose of this report is to inform teachers of the performance of candidates in the Economics Leaving Certificate Examination 2002 at Ordinary Level. It is hoped that, taken together with the detailed marking scheme which is already published, teachers will find it helpful in their work of guiding future examination candidates.

Economics is a concept-based and dynamic subject. It enables students develop an understanding of economic concepts and theories through critical consideration of current economic issues that affect everyday life.

The Economics examination paper at Ordinary Level consists of two sections. Section A comprises a total of nine short response type questions. Candidates are required to answer six of these questions and may be awarded a maximum of 100 marks. Section B comprises a total of eight questions and candidates are required to answer four questions, and may be awarded a total of 300 marks.

2.   PERFORMANCE OF CANDIDATES

The number of candidates who sat the Ordinary Level Economics examination in 2002 was 1001.
Comparative figures for previous years are illustrated below:

Year	1998	1999	2000	2001
Candidates	1322	1268	1281	1217

The candidates taking the examination do very well overall. The examination differentiates effectively between candidates as the grade spread indicates.

Table 1. Grade Distribution of Candidates in 2002

Grade	A	B	C	D	E	F	NG
Number	118	293	307	230	42	9	2
Percentage	11.8	29.3	30.7	23.0	4.2	0.9	0.2

71.8% of students attained an A, B or C grade in 2002 with fewer than 6 in 100 attaining an E, F or NG grade. This has been the trend in recent years as results from previous years (appendix A) indicate.

3.   ANALYSIS OF PAPER

The following table is derived from an analysis carried out on the marks awarded in the initial sample of 40 scripts chosen at random by each examiner. It shows the average mark scored in percentage terms per question, the rank order of individual questions in terms of average score, the percentage of candidates who answered each question, and the order of popularity of individual questions.

Table 2. Analysis of random sample results

Question	Average % Mark scored	Average Mark Rank Order	% of Candidates Attempting	Popularity Rank Order
Section A	69.73	-----	100	Obligatory
Section B Q.1	62.50	5	58.90	4
Q.2	65.20	4	65.30	3
Q.3	66.00	2	87.20	1
Q.4	55.90	7	73.30	2
Q.5	65.60	3	45.90	6
Q.6	69.60	1	31.20	7
Q.7	58.40	6	50.90	5
Q.8	43.30	8	19.90	8

Section A: Average Percentage Mark = 69.73%

Section B: Average Percentage Mark = 60.8%

Overall Exam: Average Percentage Mark = 63.03%

Set out below is an analysis of candidates' answers to each question with specific reference to common errors.

SECTION A

Q.1   Abbreviations

This was a popular question, and very well answered. Some students gave "Euro Changeover Board" for ECB.

Q.2   National Income

The standard of answering was low overall. Incorrect answers included: outcome, input and GNP.

Q.3   Supply Curve

Many candidates gave "price change" as the answer while others gave the correct factor but with no directional change. Some candidates discussed a demand curve shift.

Q.4   Market Structures

Many candidates guessed answers and invariably achieved only one third of the marks available. Examiners expressed surprise with the results in this question.

Q.5   Land

This question was very well answered. Some candidates wrote, "supplied by man" rather than "nature". Some candidates did not know the payment for land and a number of candidates left that section blank.

Q.6   Economic Development

Not well answered in general. Very few candidates mentioned "structure of society" in their answers.

Q.7   Price Elasticity of Demand

A very unpopular question. Many candidates stated the formula for PED and failed to mention the inverse relationship between price and quantity.

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Q.8   Income Tax/Supply of Labour

This was generally very well answered. Some candidates stated the effect without giving a valid reason.

Q.9   Direct/Indirect Taxes

This was reasonably well answered. There was some evidence of guesswork, and a complete transposition of answers was presented in some cases.

SECTION B

Q.1   Imperfect Competition

Response rate 58.9%   Average mark 62.5%

This question ranked fourth out of a possible eight in terms of popularity.
 The main reasons for loss of marks included the following:

- In relation to labelling, AR and MR were frequently mixed up
- Incorrect identification of P and C in Part a (ii)
- The "Long Run" referred to as "a long period of time" or "a period of time longer than the short run".
- Failure to mention "advantage over rivals" for "Competitive Advantage".

The explanation of the assumptions underlying the theory of Imperfect Competition in (b) did not pose problems in the majority of cases.

Q.2   Demand

Response rate   65.3%   Average mark 65.2%

This was the third most popular question in Section B with the fourth highest average score.

Part (a) required analysis of the graph and this posed some difficulties for candidates, as seems to be a usual experience at this level. Common problems included:

- inability to distinguish between "movement" and "shift"
- correct factor stated but the directional change incorrect in many cases

or omitted completely

- inability to give more than one correct factor.

Parts (b) and (c) were factual and generally did not present problems. The most popular answer for part (b) (i) was "due to the economic boom". Candidates tended to do very well in questions with a topical element and part (b) proved very popular. There was a wide disparity in the quality of answers to part (c) of the question.

Candidates are advised to pay more attention to areas of the course involving diagrammatic representations as lack of knowledge in relation to these results in a significant loss of marks.

Q.3   Factors of Production/Privatisation
Response rate 87.2%   Average mark 66%

This proved to be the most popular question, with the second highest score. In comparison with the other micro-economic questions, it also had a slightly higher average score at 66%, indicating a definite preference by candidates for micro-economic questions that require a written account rather than an analysis of diagrams/graphs.

Part (a) (i) was very well answered by the majority of candidates. In part (a) (ii) the concept of "capital" was generally not understood, with many candidates identifying capital as the factor for ordinary shareholders.

Some of the problems identified by the examiners in the other parts included:

- No reference to "risk" when explaining "enterprise"
- One word answers given when the question asked for an explanation (b) (ii)
- Confusion between terms "private" and "public" in part (c) (i)
- ESB and Aer Lingus stated as examples of privatised companies
- The economic advantage and economic disadvantage was specifically related to the consumer. Many candidates did not read the question or chose to ignore the word "consumer".
- Some candidates wrongly assumed that all privatised companies are monopolies.

Q.4   Savings/Money/Interest Rates
Response rate 73.3%   Average mark 55.9%

While this question ranked second in order of popularity, the scoring was only reasonable.

In part (a) (i) the technically correct definition for savings was rarely encountered. Some candidates confused the "factors which influence the level of savings"
with the "reasons for savings".

The definition of "legal tender" rather than the definition of "money" was given in some cases. Common answers given for definition of money were "notes and coins" or "currency".

Parts (b) and (c) were general poorly answered. Examiners were surprised with the response to part (b) as the question has been asked many times on previous examination papers.

In part (c) the advantages of a decrease in interest rates for government and employers posed a problem for some candidates. Some candidates wrote the same answer for all three. Some misread "employees" for "employers".

Q.5 International Trade

Response rate 45.9% Average mark 65.6%

This question was not a popular choice ranking sixth in order of popularity with the third highest average score. The existence of so many technical terms in part (a) may have been off-putting for the less able candidates. Common errors included:

- Confusing the terms "Balance of Trade" and "Balance of Payments".
- Omitting the word "surplus" or "deficit" after each answer

Scoring was well above average for part (b) and students seem to perform well with this type of question.

In part (c) many candidates were unable to state two distinct points.

Part (d) (i) was not well answered in general. The following errors were identified:

- Reference to "freedom of entry and exit" as the concept refers to market structures when explaining "small open economy"
- Reference to either imports or exports but not both in many cases.

In part (d) (ii) some candidates read "foreign companies" as "foreign countries". Some other candidates interpreted foreign companies as companies outside of Ireland rather

than within Ireland. Such candidates were not penalised and the allowance was made in the marking scheme.

Q.6   Fiscal Policy & Deregulation

   Response rate 31.2%   Average mark 69.6%

This question was seventh in order of popularity and it obtained the highest score. It is important to instil confidence in students to attempt a question, which, although initially appearing difficult, is well within their capabilities.

In part (a) (i) scoring was only reasonable for the following reasons:

- Inability to distinguish between "current" and "capital"

- Answers were too general/vague in some cases e.g. roads

- Candidates had greater problems dealing with "income" rather than "expenditure".

Part (a) (ii) was well answered except very few candidates could discuss the effect of a fall in interest rates on the Government's Budget Surplus. The existence of the terms "Black Economy" and "Deregulation" may have proved off-putting for some candidates. However, part (c) relating to deregulation was very well answered. Examiners believed that giving the example of the Taxi Industry was an invaluable aid for the candidates answering this question. The majority of candidates were very familiar with the changes resulting in the Taxi Industry.

Q.7   Government Objectives & Emigration

   Response rate 50.9%   Average mark   58.4%

This question was fifth in order of popularity with the third lowest score.

Part (a) (ii) was considered too vague for Ordinary Level candidates and hence was poorly answered.

Part (b) was, in general, well answered. Some candidates omitted the phrase "at existing wage rates" in the definition. Some candidates misread "emigration" for "immigration".

In part (c) a significant number of candidates stated two reasons but the second reason was often a repetition of the first.

The marks obtained in parts (b) and (c) compensated for the lower marks obtained in part (a) in most cases.

Q.8   National Income

   Response rate 19.9%   Average mark 43.3%

This was the least popular question with the lowest average score. From the answering of candidates an impression is gained that this part of the syllabus is being widely avoided at Ordinary Level.

Common errors included the following:

- In part (a) the definition of National Income and how it is affected by different factors was very poorly answered

- In part (b) candidates encountered varying degrees of difficulty with the definitions, especially "transfer payments", "depreciation" and "subsidy". Frequently "income-in-kind" was explained by means of an example.

- Extremely poor performance in part (c). Candidates confused "investment" with "savings", and mention of "capital stock" or "capital goods" was rare.

- Problems with part (c) (i) filtered into (c) (ii) and (iii), resulting in low marks overall.

4.   CONCLUSIONS

- The examination paper was generally well received by teachers, by candidates and by examiners. The innovation and clarity of questions was welcomed, as was the topicality of many of the questions.

- The break down between Higher Level and Ordinary Level is 79% Higher Level and 21% Ordinary Level. Some candidates are selecting Higher Level, who would be better suited to the Ordinary Level.

- Section A, which accounts for 25% of the overall grade was generally well answered by the majority of candidates. The average percentage mark for Section A was 70%. Teachers and examiners commented favourably on the layout of questions in Section A.

- While the paper involves a substantial amount of reading, examiners felt that the extra information provided in some questions proved very helpful for candidates in answering questions e.g. explanation of "deregulation" followed by an example.

- Where there was a restricted factual focus to questions, candidates scored well. However, where more demanding skills such as ability to comprehend and apply economic theories were required, only the more able candidate scored well.

- Marks were lost through non-elaboration of points made e.g. "State and explain two reasons". One-word answers will not suffice when asked to explain.

- A small number of candidates still do not attempt the required number of questions. This was particularly evident on scripts that attained less than a Grade D.

- The candidates who attained an E, F, and NG grade had little or no understanding of the subject.

5.   RECOMMENDATIONS

Examination candidates should take account of the following advice:

- It is important to read all questions very carefully before beginning to write. There is a very good choice on the examination paper, so candidates should choose carefully the questions they intend answering.

- Make full use of the time allocated to the examination. Attempt <u>at least</u> four full Section B questions.

- Take a critical look at each answer before leaving it. Ensure that all sub-sections are completed and that relevant details are included.

- Candidates should practise reading and answering examination style questions as questions are often incorrectly interpreted in examinations.

- Candidates should not be put off by some questions, as very often, after careful reading of the question, candidates can perform very well on them.

- Candidates' knowledge of definitions and the quality of their labelling of diagrams needs to be further improved.

- The following common errors, highlighted by the examiners, should be brought to the attention of candidates:
    - candidates not attempting the required number of questions
    - writing too little (one-word answers)
    - not developing answers and repeating points already made
    - poor choice of questions
    - key points omitted in answers.

APPENDIX A:

ECONOMICS - ORDINARY LEVEL, 1999, 2000, 2001

1999 - 1268 Candidates

Grade	A	B	C	D	E	F	NG
Percentage	11.8	28.3	32.0	22.8	3.2	1.5	0.4

2000 - 1281Candidates

Grade	A	B	C	D	E	F	NG
Percentage	12.4	32.4	26.7	22.3	3.2	2.5	0.5

2001 - 1217 Candidates

Grade	A	B	C	D	E	F	NG
Percentage	11.9	26.1	31.1	23.1	4.9	2.3	0.6

ECONOMICS
LEAVING CERTIFICATE
HIGHER LEVEL, 2002

1. INTRODUCTION

The purpose of this report is to inform teachers of the performance of candidates in the Economics Leaving Certificate Examination 2002 at Higher Level. It is hoped that, taken together with the detailed marking scheme which is already published, teachers will find it helpful in their work of guiding future examination candidates.

Economics is a concept-based and dynamic subject. It enables students develop an understanding of economic concepts and theories through critical consideration of current economic issues that affect everyday life.

The Economics examination paper at Higher Level consists of two sections. Section A comprises a total of nine short response type questions. Candidates are required to answer six of these questions and may be awarded a maximum of 100 marks. Section B comprises a total of eight questions and candidates are required to answer four questions, and may be awarded a total of 300 marks.

2.   PERFORMANCE OF CANDIDATES

The number of candidates who sat the Higher Level Economics examination in 2002 was 3725. Comparative figures for previous years are illustrated below

Year	1998	1999	2000	2001
Candidates	4072	3932	3846	3720

The number and percentages of candidates obtaining each grade in the examination are shown in the table below

Table 3. Grade distribution of candidates in 2002

Grade	A	B	C	D	E	F	NG
Number	468	1080	1056	834	177	95	15
Percentage	12.6	29	28.3	22.3	4.8	2.6	0.4

 69.9% of candidates attained an A, B or C grade in 2002, with fewer than 8 in 100 attaining an E, F or NG grade. This has been the trend in recent years as results from previous years (appendix A) indicate.

3. ANALYSIS OF PAPER

The following table is derived from an analysis carried out on the marks awarded in the initial sample of 40 scripts chosen at random by each examiner. It shows the average mark scored in percentage terms per question, the rank order of individual questions in terms of average score, the percentage of candidates who answered each question, and the order of popularity of individual questions.

Table 4. Analysis of Random Sample

Question	Average % Mark scored	Average Mark Rank Order	% of Candidates Attempting	Popularity Rank Order
Section A	68.00	-----	100	Obligatory
Section B				
Q.1	64.00	2	76.00	1
Q.2	68.00	1	46.00	5
Q.3	62.00	3	70.00	2
Q.4	54.00	5	45.00	6
Q.5	49.00	7	44.00	7
Q.6	47.00	8	63.00	3
Q.7	55.00	4	19.00	8
Q.8	51.00	6	49.00	4

Section A: Average Percentage Mark – 68.00%

Section B: Average Percentage Mark - 56.00%

Overall Exam: Average Percentage Mark – 59.00%

Set out below is an analysis of candidates' answers to each question with specific reference to common errors. The purpose of this analysis is to provide insights that may be helpful in preparing candidates for improved performance in future examinations.

SECTION A

Q.1   Economic Development

The majority of candidates answered the question very well. However, some candidates omitted reference to "changes in the structure of society". Candidates are expected to be familiar with the exact terminology. In relation to policies some candidates gave one-word answers with some just stating fiscal and monetary policy.

Q.2   Composite Price Index

Reasonably well answered. Some candidates referred only to the construction of a simple price index.

Q.3   Occupational Mobility of Labour

Some candidates confused occupational mobility of labour with geographical mobility of labour and hence outlined two incorrect factors.

Q.4   Keynes's Contribution to Economic Thought

This question was not a popular choice and the standard of answering was very low overall. Some candidates confused Keynes with other economic thinkers. Candidates gave one or two points (The multiplier was a common answer) but very few candidates could give three points.

Q.5   Non-price Competition

Generally well answered. Most candidates stated one point i.e. consumer loyalty. Some candidates stated the advantages to the firm and not the consumer while others stated examples of non-price competition rather than benefits.

Q.6   Tax Avoidance/Tax Evasion

Very well answered. Most candidates referred to legal/illegal in their answer.

Q.7   Diminishing Marginal Returns

Many candidates knew the general concept but were unable to complete the table correctly and were thus unable to determine after which point diminishing returns set in.

Q.8   MPC and Multiplier

This question was popular and very well answered by the majority of candidates. Some candidates did not know the correct formula for calculating the multiplier.

Q.9   GDP/GDP

Reasonably well answered. Common errors included mention of depreciation, taxes, subsidies, imports and exports.

SECTION B

Q.1 Perfect Competition

Response rate 76%   Average mark 64%

This was the most popular question in Section B, receiving the second highest score.

 The main reasons for loss of marks included the following:

- Failure to explain the assumptions underlying the theory of Perfect Competition adequately
- Incorrect equilibrium point in (b) (i) MC=AC
- Failure to derive and explain the short-run supply curve of "the firm" as was asked in part (b) (ii). Some candidates drew the supply curve for "the industry"
- Failure to draw a second diagram in (c) or to explain the impact of the entry of new firms on market price and supply curve.

Q.2   Costs

Response rate   46%   Average mark 68%

While this question ranked fifth in order of popularity, it achieved the highest average score. Part (a) (ii) required analysis of the curves and this posed some difficulties. Many

candidates described the curves but did not explain the relationship between them. Candidates are advised to pay more attention to areas of the course involving diagrammatic representation, as lack of knowledge in relation to these results in a significant loss of marks.

Parts (b) and (c) were factual and did not, for the most part, present problems. Some definitions given in (b) were very vague, referring to "advantages" rather than "cost reductions", and neglecting to specify "as the firm/industry increases its size of operation". Precise definitions and clear examples are required to achieve good marks.

Q.3   Elasticity

Response rate 70%   Average mark 62%

This was the second most popular question receiving the third highest score. The application of the concepts of elasticity was important in this question and the better candidates performed very well.

In part (a) some candidates gave formulas instead of definitions and some omitted reference to "proportionate or percentage change" in the definitions.

Part (b) (i) was, in general, well answered but there was a tendency to refer to giffen goods in addition to inferior goods. A small number of candidates failed to explain why YED is positive.

Part (b) (ii) tended to be either totally correct or totally incorrect. Many candidates assumed that the good was an inferior good by referring to the % income spent on the good as declining from 40% to 30%.

Part (d) presented the greatest challenge for candidates, indicating the importance of practice in application of economics knowledge to particular situations.

Q.4   The Factor Markets

Response rate 45%   Average mark   54%

This question ranked sixth in popularity with an average score of 54%.

Part (a) relating to the definitions was well answered. Candidates in general had no problem defining "capital". Common errors with MEC included omitting reference to "minus the cost", and the use of term "output/revenue" instead of profit. The lower scoring answers confused "investment" with "saving" or with "the use to which money is put".

In part (b) marks were lost for not developing points adequately.

In part (c) the three motives for holding money were generally well known. However, candidates were not clear about the main influence on the speculative motive. References to market value of bonds or to the rate of interest were rare. "Outline" implies a clear brief explanation. Some candidates listed the main influence on each reason but did not provide an explanation, hence losing the development marks for this question.

Q.5   Credit Creation and Interest Rates
Response rate 44%   Average mark   49%

This question was at the lower end of the scale in terms of both popularity and scoring. The candidates scored poorly despite this question appearing frequently on the examination.

Part (a) was reasonably well answered with most candidates choosing to explain the process by means of an example. The Bank Reserve Ratio or the formula was rarely used.

Part (b) was not well answered indicating a failure by candidates to apply their knowledge to particular situations and highlighting an over-emphasis on preparation for examinations through rote learning.

The explanation of terms in Part (c) (i) did not pose any problems.

In Part (c) (ii) most candidates scored very well in the question on the ECB interest rates. In the light of this, both candidates and teachers deserve commendation, as the existence of the ECB (European Central Bank) is a new development in economics.

Q.6   Trade

Response rate 63%   Average mark   47%

While this question ranked third in order of popularity, the scoring was only reasonable.

Part (a) relating to the Law of Comparative Advantage was fairly well answered. Some candidates repeated "comparative advantage" in the definition while the idea of "relative advantage" was omitted by some. A number of candidates did not include "and trade for the remainder of its requirements" in their definition. In relation to the question concerning the assumptions underlying the law, many candidates, as happened when the question was asked in previous years, discussed the assumptions underlying the model rather than the assumptions underlying the law.

Part (b) (i) was, in general, poorly answered. Very few candidates could show the benefits for both countries from international trade. Many candidates just presented the table resulting from specialisation. In very rare cases were the decreased % output of machinery and the increased % output of food calculated.

Part (b) (ii) did not present problems for the majority of candidates. Some candidates presented the formula for terms of trade only and some candidates calculated the terms of trade for one commodity only.

The focus word in Part (c) was "competitiveness". The question was poorly answered with very vague answers given in many cases.

Q.7   The Economy

Response rate 19%   Average mark   55%

This was the least popular question on the examination. However, it was generally well answered by those who attempted it.

While Part (a) and (c) (ii) were well answered, candidates had some difficulty with Part (b) and Part (c) (i).

Problems identified by examiners included:

- Tendency to give current figures without indicating a trend
- Difficulty highlighting negative consequences of a Current Budget Surplus
- Uses to which Budget Surplus could be put, rather than consequences identified
- Lack of clarity in reasoning for increased competition facing semi-state companies
- Omission of examples in Part (c) (i).

Q.8   Employment/The Economic Downturn

  Response rate 49%   Average mark 51%

This question was the fourth most popular question with an average score of 51%.

The candidates, in general, were very well informed of issues/events that caused a downturn in the level of economic activity in Ireland in 2001.

Amongst the common errors were the following:

- Some candidates believed the live register was the most accurate measure of unemployment
- In the definition of "Full Employment", the words "at existing wage rates" were omitted
- While identifying the reasons for the downturn in the Irish economy, candidates were unable to discuss the points in detail.

4.   CONCLUSIONS

- The examination at Higher Level demands an accurate knowledge of economic concepts and theories and the ability to apply that knowledge to real life situations. Information/statistics and relevant data on contemporary economic issues are also required.

- There was general agreement among the examiners that the paper was fair for Higher Level students, that it offered an excellent choice of questions and that all the major sections of the syllabus were covered. Questions were clear and were seen as appropriate to the Higher Level. Some concern was expressed about the length of the examination paper.

- The inclusion of current economic issues was welcomed. The topicality of the examination paper was praised and students with an interest in current affairs were rewarded.

- Some answers displayed a very limited knowledge and understanding of core concepts/theories in the syllabus while other answers displaying a high level of competence.

- Answers achieving high marks focused on the question asked, showed a sound knowledge and understanding of the course, and were expressed clearly using appropriate terminology

- The better answers were characterised by analysis of economic concepts and their application to particular situations.

- The lower scoring answers displayed a limited knowledge and understanding of the course material, and an inability to analyse and evaluate situations.

- Section A, which accounts for 25% of the overall examination, was generally well answered by the majority of candidates. The average percentage mark for Section A was 68%. Candidates who wrote clear precise answers performed well. Single word answers do not suffice, at this level, in most cases.

- Marks were lost through non-elaboration of points made e.g. State and Explain/Discuss/Outline.

- Examiners recognise the work of teachers and candidates in achieving a satisfactory standard and maintaining a lively interest in the subject.

5.   RECOMMENDATIONS

Examination candidates should bear in mind the following advice:

- Choose the level you are going to take with care.

- Read <u>all</u> questions very carefully before beginning to write. There is a very good choice on the examination paper and careful choice pays dividends.

- Ensure that the required number of questions is attempted and that all sub-sections of a question are answered.

- Teachers should emphasise to candidates the importance of a structured answer. Candidates should note the mark allocation for the sub-sections in each question.

- Higher order skills of analysis and evaluation are required for good answering at Higher Level. It is important that candidates continue to perfect these skills.

- Candidates' knowledge of definitions and the quality of diagrams used by them need to be further improved. Diagrams should be drawn clearly and labelled correctly.

- Greater attention should be given to an understanding of economic concepts/theories.

- Candidates should avoid over-elaborate explanations of one or two points, to the exclusion of other valid points.

- Candidates should be given time and practice in writing examination style answers that are relevant to the question and sufficiently comprehensive in treatment.

- Candidates should take a critical look at each answer before leaving it and ensure that all relevant details are included.   Such efforts are almost invariably rewarded.

- Candidates with a good knowledge of current economic issues tend to perform very well in Economics.

APPENDIX A:

ECONOMICS – HIGHER LEVEL, 1999, 2000, 2001

<u>**1999 - 3932 Candidates**</u>

Grade	A	B	C	D	E	F	NG
Percentage	12.0	29.5	27.9	24.2	4.8	1.5	.1

<u>**2000 - 3846 Candidates**</u>

Grade	A	B	C	D	E	F	NG
Percentage	11.8	31.6	29.6	21.8	3.6	1.4	.2

<u>**2001 - 3720 Candidates**</u>

Grade	A	B	C	D	E	F	NG
Percentage	12.5	33.3	27.6	20.4	4.2	1.8	.2