

# 6

## Education

- In 2011, 32.6% of those aged between 15-64 had a third level qualification.
- At age 19, 77% of females and 66% of males were in full-time education in 2010/11.
- In 2010 total gross expenditure on education by the State was €9,345.7m.
- In 2011 there were 32,600 primary school teachers in the State, 84.8% of whom were females.
- In 2010/11 there were 26,185 full-time equivalent teachers in secondary, vocational and community/comprehensive schools.
- 54% of new entrants to Universities and 49.8% of new entrants to all third level institutions were female in 2010/11.

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## **Introduction**

The statistics in this chapter have been obtained from the Department of Education and Skills. Results from the Quarterly National Household Survey (QNHS) on Educational Attainment are also included. The data include details of participation in and expenditure on first, second and third level education.

## **Educational attainment**

In 2011, 32.6% of those aged 15-64 had a third level qualification. 69.8% of all persons aged 15-64 attained education levels of higher secondary level or above. 10.6% of persons aged 15-64 had not progressed beyond primary level education.

## **Persons in education**

The number of students in first level education totalled 514,852 in 2010/11. This was a significant increase over 2009/10 but represented only 89.3% of the 576,576 figure recorded in 1985/86. The numbers at this level have fallen substantially since then, but have risen since 2001/02. In the case of second level students, the participation rate rose strongly from 1965/66 until 2010/11. Over the period 1965-2011, there was an increase of over 700% in the third level student population. There were 4,366 extra places taken up in 2010/11 as compared with 2009/10.

In 2010/11, participation rates for males and females differed substantially over the age group 15-22, with more females than males in full-time education between the ages of 16 and 22 years. At the age of 19, 77% of females and 66% of males were in full-time education. This can be partially explained by a greater male participation in the labour force for the 15-19 age cohort. The education participation rates by gender became more balanced for the ages 22, 23 and 24.

Women accounted for 54.0% of new entrants to universities and 76.5% of new entrants to teacher training colleges in the year 2010/11, but accounted for only 43.2% of new entrants to the institutes and colleges of technology.

## **Teachers in education**

The number of teaching posts in first level education has increased from 22,850 in 2001 to 32,600 in 2011. The number of teachers (full-time and full-time equivalents) in secondary, vocational and community/comprehensive schools has increased from 24,811 in 2003/04 to 26,185 in 2010/11.

## **Examination results**

The number of examination candidates in second level schools has declined from 118,876 in 2003 to 114,380 in 2011. The percentage of students in 2011 taking higher level Leaving Certificate English was 61% compared to 27% in Irish and 15% in mathematics. The percentage of students in 2011 achieving an A grade in higher level English was 10%, in higher level Irish was 14% and in higher level mathematics was 13%.

## Technical Notes

### Tables 6.1 and 6.1a

Tables 6.1 and 6.1a give details of the highest education attained by people in Ireland and are taken from the Quarterly National Household Survey (QNHS).

A break in continuity occurred in the Educational Attainment series and, therefore, data from 2009 is not directly comparable with previous years. The classification of education levels has been revised in order to facilitate the linking of education categories to the National Framework of Qualifications (NFQ), while also retaining links with the international education classification, ISCED97. This affects the classification on a number of ways. One key difference is the distinction between ordinary and honours level degrees.

### Table 6.3

The percentage of the population in full-time education may exceed 100% because the figures are from different periods (enrolments are in September of the academic year while population estimates are from the following April) and because the single year of age figures are estimates rather than exact figures.

### Table 6.4

Administration and other services include school transport, teacher in-career development, schools information and communications technological activities, Child Abuse Commission and Residential Institutions Redress.

### Table 6.5

As private schools are not funded by the Department of Education and Skills they are not obliged to return census forms. Therefore, the figure in respect of private primary schools in 2008/09 refers to the schools that returned the form only and not the overall number of private schools.

### Table 6.7

Only teachers paid from funds provided by the Department of Education and Skills are included in this table.

Part-time teaching staff includes job-sharers, eligible part-time teachers and other part-time teachers.

The data in respect of vocational schools relate to day courses only.

Data for secondary, community and comprehensive schools are based on payroll figures. From 2009/10 data for the vocational sector are based on allocated posts - the classification breakdowns are based on VEC utilisation figures.

For 2007/08 and 2008/09 the total number of vocational teachers is included in the grand total but because a detailed breakdown of the number of vocational teachers (into full-time and full-time equivalent of part-time) are not available for 2007/08 and 2008/09, vocational teachers are excluded from the full-time and full-time equivalent of part-time totals in the table.

### Table 6.9

The information in this table refers to the number of second level pupils taking individual subjects in the Leaving Certificate programme.

**Tables 6.9-6.13**

Design and Communication Graphics is the new name for Technical Drawing.

**Table 6.10**

The percentages in this table are the proportion of Leaving Certificate examination candidates (excluding Leaving Certificate Applied) who took a particular subject at ordinary level.

**Table 6.11**

The percentages in this table are the proportion of Leaving Certificate examination candidates (excluding Leaving Certificate Applied) who took a particular subject at higher level.

## Education

**Table 6.1 Persons aged 15-64 by the highest level of education attained**

Thousands

Highest education level attained	2004	2005	2006	2007	2008
<b>Males</b>					
Primary or below	247.3	238.5	240.5	238.7	219.9
Lower secondary	315.3	307.5	312.8	314.4	319.6
Higher secondary	352.7	369.6	377.8	390.4	394.7
Post leaving certificate	123.1	132.0	137.5	143.4	144.4
Third level non-degree	109.4	111.8	117.3	118.1	127.1
Third level degree or above	209.3	222.8	230.3	251.9	265.6
Other	28.4	43.6	56.9	55.3	54.8
<b>Total</b>	<b>1,385.4</b>	<b>1,425.9</b>	<b>1,473.1</b>	<b>1,512.2</b>	<b>1,526.1</b>
<b>Females</b>					
Primary or below	213.2	197.7	198.2	198.3	178.1
Lower secondary	264.6	263.7	258.6	258.5	256.6
Higher secondary	382.2	392.0	390.1	401.1	411.2
Post leaving certificate	131.4	131.6	133.9	135.4	135.3
Third level non-degree	143.3	152.9	156.9	160.5	177.7
Third level degree or above	210.5	233.8	261.7	283.3	303.5
Other	26.3	30.8	40.4	41.6	44.0
<b>Total</b>	<b>1,371.5</b>	<b>1,402.4</b>	<b>1,439.9</b>	<b>1,478.7</b>	<b>1,506.2</b>
<b>All persons</b>					
Primary or below	460.5	436.2	438.8	437.0	398.0
Lower secondary	579.9	571.2	571.4	572.9	576.2
Higher secondary	734.8	761.6	767.9	791.5	805.9
Post leaving certificate	254.5	263.7	271.4	278.8	279.7
Third level non-degree	252.8	264.7	274.3	278.6	304.8
Third level degree or above	419.8	456.6	492.0	535.2	569.1
Other	54.6	74.4	97.3	96.9	98.8
<b>TOTAL</b>	<b>2,756.8</b>	<b>2,828.3</b>	<b>2,913.0</b>	<b>2,990.9</b>	<b>3,032.3</b>

Source: CSO

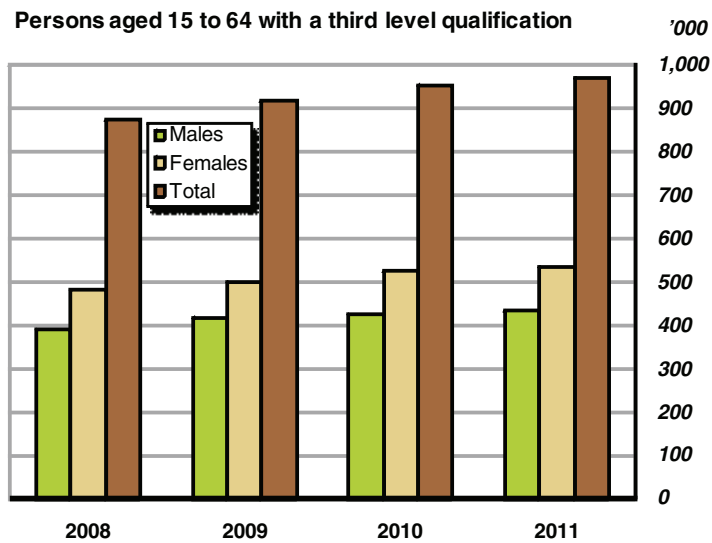


Table 6.1a Persons aged 15-64 by the highest level of education attained

Thousands

Highest education level attained	2009	2010	2011
<b>Males</b>			
Primary or below	200.0	188.2	173.3
Lower secondary	304.0	280.9	280.1
Higher secondary	377.8	384.0	382.1
Post leaving certificate	172.0	170.0	174.3
Third level non-honours degree	167.3	160.4	155.1
Third level honours degree or above	249.6	266.4	278.8
Other	43.9	45.7	38.3
<b>Total</b>	<b>1,514.6</b>	<b>1,495.6</b>	<b>1,482.0</b>
<b>Females</b>			
Primary or below	166.9	154.1	142.5
Lower secondary	244.2	235.9	230.9
Higher secondary	395.3	393.9	386.7
Post leaving certificate	166.9	154.3	166.8
Third level non-honours degree	239.1	235.5	217.8
Third level honours degree or above	261.2	291.4	318.5
Other	40.4	42.1	33.3
<b>Total</b>	<b>1,513.9</b>	<b>1,507.2</b>	<b>1,496.5</b>
<b>All persons</b>			
Primary or below	366.9	342.3	315.8
Lower secondary	548.2	516.8	511.0
Higher secondary	773.1	777.8	768.8
Post leaving certificate	338.9	324.4	341.1
Third level non-honours degree	406.3	396.0	372.9
Third level honours degree or above	510.8	557.8	597.3
Other	84.3	87.8	71.6
<b>TOTAL</b>	<b>3,028.5</b>	<b>3,002.8</b>	<b>2,978.5</b>

Source: CSO

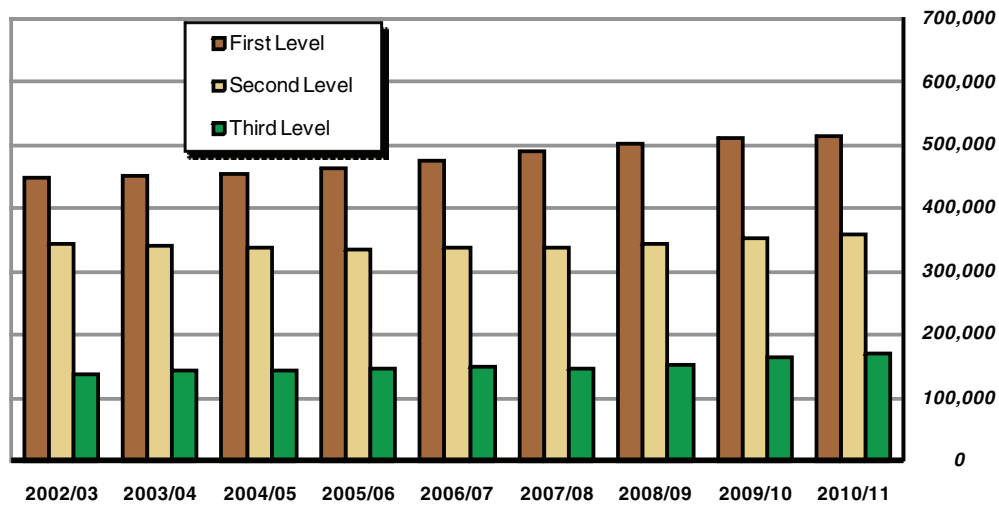
## Education

**Table 6.2 Persons in full-time education by level**

School year	Number		
	First level	Second level	Third level
1965/66	504,865	142,983	20,698
1970/71	520,129	197,142	24,496
1975/76	550,078	270,956	33,148
1980/81	568,364	300,601	41,928
1985/86	576,576	338,207	55,088
1990/91	552,528	345,941	69,988
1995/96	485,923	373,665	102,662
2000/01	444,782	349,274	126,300
2001/02	447,446	344,720	131,812
2002/03	448,754	343,596	137,323
2003/04	451,755	341,724	143,271
2004/05	455,572	339,128	143,546
2005/06	462,811	335,134	145,287
2006/07	477,078	336,955	149,502
2007/08	490,838	338,682	148,014
2008/09	501,448	344,893	152,686
2009/10	510,460	354,235	164,843
2010/11	514,852	359,653	169,209

Source: Department of Education and Skills

**Persons in full-time education by level**

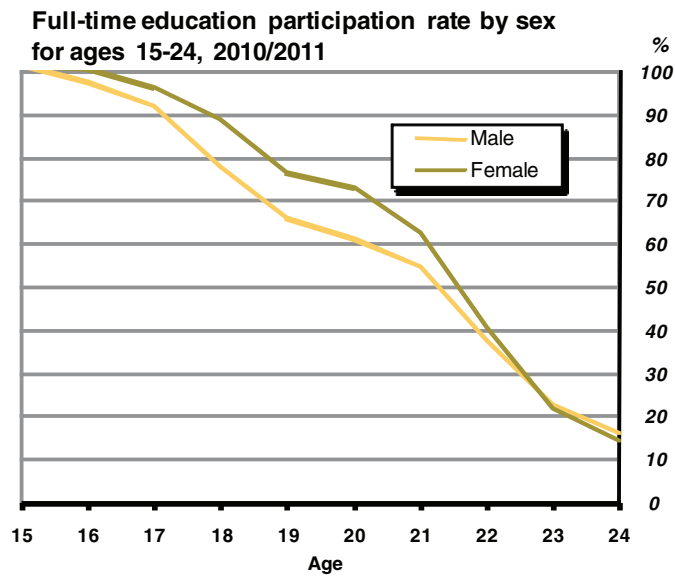




**Table 6.3 Persons receiving full-time education and estimated participation rates for ages 15-24, 2010/11**

Age	In full-time education			As % of population	
	Male	Female	Total	Male	Female
15	29,085	28,005	57,090	102	102
16	27,778	27,170	54,948	98	101
17	26,203	26,075	52,278	92	97
18	21,183	22,771	43,954	78	89
19	16,978	19,521	36,499	66	77
20	15,109	18,059	33,168	62	74
21	13,081	15,503	28,584	55	63
22	9,003	10,163	19,166	38	41
23	5,807	6,003	11,810	23	22
24	4,401	4,325	8,726	16	15

Source: Department of Education and Skills



## Education

**Table 6.4 Voted expenditure by sector for financial year ended 31 December 2010**

<i>€m</i>			
Sector	Current	Capital	Total
Administration and other services	433.9	73.3	507.2
First level education grants and services	3,005.9	–	3,005.9
Second level and further education grants and services	2,962.0	–	2,962.0
Third level and further education grants and services	1,705.4	–	1,705.4
Capital services	29.0	708.9	737.9
Skills development	422.9	4.4	427.3
<b>Gross expenditure</b>	<b>8,559.1</b>	<b>786.6</b>	<b>9,345.7</b>
Appropriations in aid	620.2	1.6	621.8
<b>Net expenditure</b>	<b>7,938.9</b>	<b>785.0</b>	<b>8,723.9</b>

Source: Department of Education and Skills

**Table 6.5 Pupils in first level schools by standard**

<i>Number</i>							
Standard	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Infants standard	113,749	115,418	120,314	124,988	128,486	129,569	127,566
First standard	56,131	57,393	57,546	59,559	61,767	62,827	64,134
Second standard	54,865	56,435	57,913	58,159	59,625	61,636	62,416
Third standard	52,436	55,373	57,121	58,604	58,498	59,783	61,487
Fourth standard	51,829	52,891	56,027	57,871	58,884	58,595	59,605
Fifth standard	51,713	52,416	53,688	56,788	58,447	59,248	58,545
Sixth standard	52,382	51,832	52,705	54,115	56,715	58,162	58,989
Other standard	215	208	141	186	171	190	0
Special schools	6,621	6,627	6,578	6,619	6,653	6,905	7,178
Pupils with special needs in ordinary first level schools	9,357	9,296	9,486	9,555	9,668	9,083	9,732
Private primary schools	6,274	4,922	5,559	4,394	2,534	4,462	5,200
<b>Total pupils</b>	<b>455,572</b>	<b>462,811</b>	<b>477,078</b>	<b>490,838</b>	<b>501,448</b>	<b>510,460</b>	<b>514,852</b>

Source: Department of Education and Skills

**Table 6.6 Teaching posts in first level schools on 30 June**

<i>Number</i>											
Sex	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	4,503	4,536	4,490	4,578	4,493	4,485	4,632	4,868	4,715	4,969	4,966
Female	18,347	19,399	20,210	21,461	21,789	23,030	24,902	25,500	26,634	26,912	27,634
<b>Total</b>	<b>22,850</b>	<b>23,935</b>	<b>24,700</b>	<b>26,039</b>	<b>26,282</b>	<b>27,515</b>	<b>29,534</b>	<b>30,368</b>	<b>31,349</b>	<b>31,881</b>	<b>32,600</b>

Source: Department of Education and Skills

**Table 6.7 Teachers in secondary, vocational and community schools**

Number

Category	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Secondary</b>								
Full-time	11,835	11,553	11,477	11,501	11,506	11,630	11,323	11,442
Full-time equivalent of part-time	1,326	1,653	1,844	1,944	1,942	1,964	1,912	1,931
<b>Vocational</b>								
Full-time	5,977	5,994	6,482	7,132	n/a	n/a	6,130	6,506
Full-time equivalent of part-time	1,581	1,682	1,503	1,617	n/a	n/a	2,205	2,032
<b>Community and comprehensive</b>								
Full-time	3,602	3,487	3,452	3,452	3,482	3,522	3,428	3,464
Full-time equivalent of part-time	490	621	629	671	816	824	803	810
<b>Total</b>								
Full-time	<b>21,414</b>	<b>21,034</b>	<b>21,411</b>	<b>22,085</b>	<b>14,988</b>	<b>15,152</b>	<b>20,881</b>	<b>21,412</b>
Full-time equivalent of part-time	<b>3,397</b>	<b>3,956</b>	<b>3,976</b>	<b>4,232</b>	<b>2,758</b>	<b>2,788</b>	<b>4,920</b>	<b>4,773</b>
<b>GRAND TOTAL</b>								
Full-time and full-time equivalent	<b>24,811</b>	<b>24,990</b>	<b>25,387</b>	<b>26,317</b>	<b>25,648</b>	<b>26,100</b>	<b>25,801</b>	<b>26,185</b>

Source: Department of Education and Skills

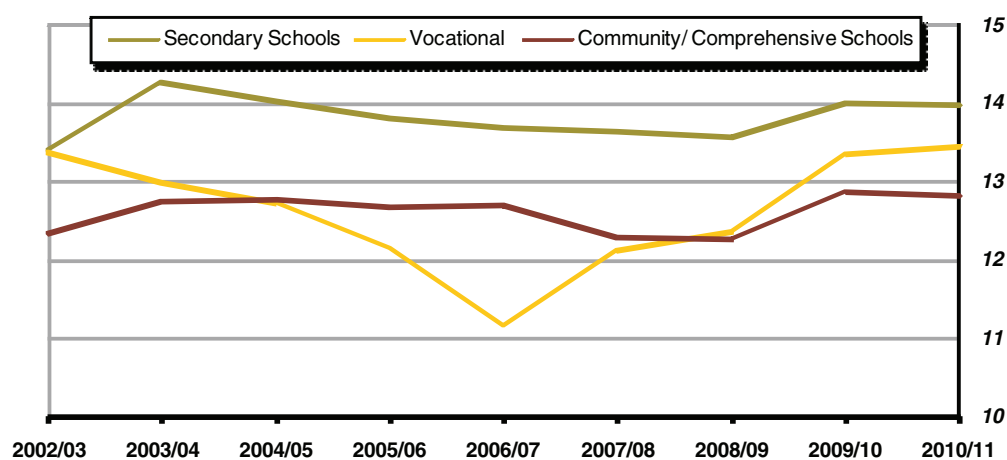
**Table 6.8 Second level state examination candidates**

Number

Examination	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>Junior Certificate</b>	<b>59,340</b>	<b>56,864</b>	<b>56,640</b>	<b>57,784</b>	<b>57,287</b>	<b>55,940</b>	<b>55,557</b>	<b>56,086</b>	<b>56,841</b>
Male	29,855	28,495	28,627	29,273	28,812	28,308	28,361	28,523	29,182
Female	29,485	28,369	28,013	28,511	28,475	27,632	27,196	27,563	27,659
<b>Leaving Certificate</b>	<b>59,536</b>	<b>58,742</b>	<b>57,391</b>	<b>54,111</b>	<b>53,893</b>	<b>55,543</b>	<b>57,461</b>	<b>57,837</b>	<b>57,539</b>
Male	28,532	28,059	27,189	25,832	25,730	27,015	28,256	28,855	28,720
Female	31,004	30,683	30,202	28,279	28,163	28,528	29,205	28,982	28,819
<b>ALL EXAMINATION CANDIDATES</b>	<b>118,876</b>	<b>115,606</b>	<b>114,031</b>	<b>111,895</b>	<b>111,180</b>	<b>111,483</b>	<b>113,018</b>	<b>113,923</b>	<b>114,380</b>
Male	58,387	56,554	55,816	55,105	54,542	55,323	56,617	57,378	57,902
Female	60,489	59,052	58,215	56,790	56,638	56,160	56,401	56,545	56,478

Sources: State Examination Commission

**Pupil / Teacher ratio**



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**Table 6.9 Pupils in all second level schools taking each subject in the Leaving Certificate Programme, 2010/2011**

Subject	Number				
	Number of pupils			% studying subject	
	Boys	Girls	Total	Boys	Girls
Irish	44,998	45,903	90,901	86.9	88.9
English	51,610	51,434	103,044	99.6	99.6
Mathematics	51,583	51,369	102,952	99.6	99.5
History	14,306	10,531	24,837	27.6	20.4
Geography	28,968	23,883	52,851	55.9	46.2
Latin	251	116	367	0.5	0.2
Ancient Greek	23	1	24	0.0	0.0
Classical Studies	490	626	1,116	0.9	1.2
Hebrew Studies	114	61	175	0.2	0.1
French	26,275	31,948	58,223	50.7	61.9
German	7,119	7,975	15,094	13.7	15.4
Spanish	3,715	5,434	9,149	7.2	10.5
Italian	244	503	747	0.5	1.0
Dutch	75	50	125	0.1	0.1
Portugese	6	3	9	0.0	0.0
Modern Greek	61	47	108	0.1	0.1
Applied Mathematics	1,590	652	2,242	3.1	1.3
Physics	10,125	3,364	13,489	19.5	6.5
Chemistry	7,209	8,798	16,007	13.9	17.0
Physics and Chemistry	491	370	861	0.9	0.7
Agricultural Science	7,511	4,037	11,548	14.5	7.8
Biology	23,670	37,158	60,828	45.7	71.9
Agricultural Economics	13	7	20	0.0	0.0
Engineering	10,221	659	10,880	19.7	1.3
Construction Studies	16,764	1,251	18,015	32.4	2.4
Accounting	5,804	6,136	11,940	11.2	11.9
Business	17,027	17,713	34,740	32.9	34.3
Economics	5,631	3,156	8,787	10.9	6.1
Swedish	2	1	3	0.0	0.0
Typewriting	107	168	275	0.2	0.3
Japanese (LC)	130	311	441	0.3	0.6
Arabic	3	20	23	0.0	0.0
Technology	1,479	370	1,849	2.9	0.7
Music	3,564	7,596	11,160	6.9	14.7
Art (with Design option)	3,688	4,847	8,535	7.1	9.4
Art (with Craftwork option)	4,709	8,970	13,679	9.1	17.4
Comp. Applic - Word Processing	0	140	140	0.0	0.3
Work and Communication Skills	89	50	139	0.2	0.1
History Early-Modern	5	74	79	0.0	0.1
Home Economics (S & S)	3,406	22,113	25,519	6.6	42.8
Russian (LC)	28	37	65	0.1	0.1
Keyboarding	236	334	570	0.5	0.6
Agriculture	252	117	369	0.5	0.2
Horticulture	150	0	150	0.3	0.0
Landscape Gardening	29	41	70	0.1	0.1
Forestry	3	99	102	0.0	0.2

**Table 6.9 Pupils in all second level schools taking each subject in the Leaving Certificate Programme, 2010/2011 (continued)**

*Number*

Subject	Number of pupils			% studying subject	
	Boys	Girls	Total	Boys	Girls
Fishing	133	105	238	0.3	0.2
Choir	178	2,665	2,843	0.3	5.2
Orchestra	11	101	112	0.0	0.2
Accountancy	64	22	86	0.1	0.0
Stenography	77	88	165	0.1	0.2
Lending & Securities	88	79	167	0.2	0.2
Business Calculations	0	1	1	0.0	0.0
Computer Studies	10,190	10,786	20,976	19.7	20.9
Project Mathematics	9,600	9,176	18,776	18.5	17.8
Physical Education	31,737	33,686	65,423	61.3	65.2
Religious Education	43,297	45,281	88,578	83.6	87.7
Social, Personal and Health Education	3,305	4189	7494	6.4	8.1
Preparation for the World of Work	18,317	19,656	37,973	35.4	38.1
Study Skills	1,369	1,532	2,901	2.6	3.0
Relationship & Sexuality Ed.	1,035	1,057	2,092	2.0	2.0
Design & Communication Graphics	10,420	1,438	11,858	20.1	2.8
Polish	68	86	154	0.1	0.2
Latvian	12	13	25	0.0	0.0
Lithuanian	34	31	65	0.1	0.1
Hungarian	2	3	5	0.0	0.0
Estonian	0	1	1	0.0	0.0
Romanian	9	10	19	0.0	0.0
Slovakian	5	3	8	0.0	0.0
Slovenian	1	0	1	0.0	0.0
Bulgarian	3	3	6	0.0	0.0
<b>Total number of pupils in the leaving certificate programme</b>	<b>51,804</b>	<b>51646</b>	<b>103450</b>	<b>100.0</b>	<b>100.0</b>

Source: Department of Education and Skills

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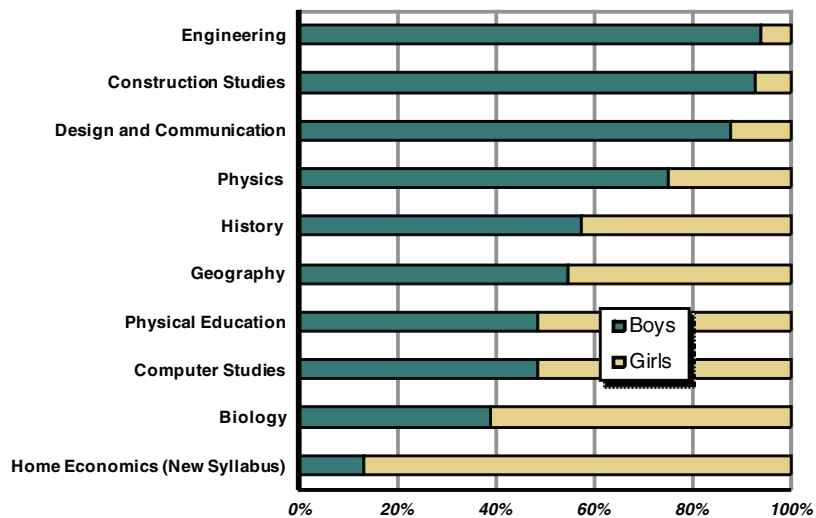
**Table 6.10 Leaving Certificate candidates taking selected subjects at ordinary level**

%

Subject	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Mathematics	71	70	70	68	68	69	69	69	69	70	69
Irish	53	52	52	52	52	52	50	49	48	48	46
English	39	39	37	37	35	35	34	34	34	34	34
French	31	31	31	29	30	28	28	26	26	24	24
Biology	17	15	16	15	15	15	16	16	15	15	14
Business Studies	14	13	13	13	13	13	12	13	11	11	11
Geography	13	13	13	13	13	13	13	12	11	11	11
Mathematics (Foundation)	9	10	10	11	10	10	11	11	11	11	11
Irish (Foundation)	9	10	9	9	9	9	9	9	9	8	9
History	7	7	8	8	7	7	8	8	8	8	8
Home Economics (S & S)	9	9	9	9	9	8	8	7	7	7	7
German	6	6	6	6	6	6	6	6	6	5	5
Design and Communication	6	5	5	5	5	5	5	5	5	3	3
Art	5	5	5	5	5	5	5	5	4	5	5
Physics	5	5	5	4	5	4	4	4	4	3	3
Construction Studies	4	4	4	4	4	4	4	4	4	3	3
Accounting	4	4	4	4	4	4	4	4	4	3	3
Spanish	1	1	1	1	2	2	2	3	3	3	3
Engineering	2	3	3	3	3	3	2	2	3	2	2
Economics	2	2	2	2	2	2	2	2	2	2	2
Chemistry	2	2	2	2	3	3	2	2	2	2	3
Agricultural Science	1	2	2	2	2	2	2	2	2	2	2
Music	1	1	1	1	1	1	1	1	0	1	1
Physics and Chemistry	0	1	0	0	0	0	0	0	0	0	0

Sources: State Examination Commission

**All Leaving Certificate students taking selected subjects, 2010/11**



**Table 6.11 Leaving Certificate candidates taking selected subjects at higher level**

%

Subject	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
English	55	57	58	59	60	60	61	61	61	61	61
Geography	38	38	39	39	39	35	35	35	37	35	37
Biology	26	25	25	29	32	33	34	35	35	37	38
French	28	27	27	27	27	26	27	27	27	27	26
Irish	28	27	27	27	27	25	27	27	25	25	27
Business Studies	29	29	28	27	25	25	25	23	23	23	23
Home Economics (S & S)	25	24	23	19	18	16	16	17	17	17	16
Mathematics	18	17	17	17	18	18	16	16	16	16	15
Art	11	12	12	13	14	15	15	15	15	15	15
History	12	12	13	12	12	14	15	15	14	14	14
Construction Studies	11	11	12	12	12	13	12	13	13	13	13
Chemistry	9	10	10	11	11	11	11	11	11	11	12
Physics	10	11	11	11	10	10	10	9	9	9	9
Accounting	9	8	8	9	9	10	10	9	9	9	8
German	10	9	9	9	9	9	9	9	9	9	8
Music	5	6	6	7	8	8	9	9	8	8	10
Economics	7	7	7	7	7	7	5	7	8	8	7
Engineering	6	6	6	6	6	7	7	7	7	7	7
Agricultural Science	4	4	4	4	5	6	6	7	7	7	9
Design and Communication	6	6	6	6	6	6	6	6	7	7	8
Spanish	2	2	2	2	2	3	3	3	3	3	4
Applied Mathematics	2	2	2	2	2	2	2	2	2	2	2
Classical Studies	1	2	1	1	1	1	1	1	1	1	1
Physics and Chemistry	1	1	1	1	1	1	1	1	1	1	1

Sources: State Examination Commission

**Table 6.12 Leaving Certificate ordinary level grades for most popular subjects, 2011**

%

Subject	Grade				
	A	B	C	D	E or lower
Mathematics	11	30	28	21	10
Irish	5	36	36	18	5
English	8	32	39	18	3
French	1	23	39	28	9
Biology	2	21	37	28	13
Mathematics (Foundation)	10	35	34	17	5
Business Studies	11	34	31	19	5
Geography	4	27	44	20	5
Irish (Foundation)	5	33	44	16	2
History	17	28	30	21	4
Home Economics (S & S)	2	26	38	25	9
German	4	34	35	20	7
Art	2	22	48	24	5
Construction Studies	1	15	39	32	14
Accounting	20	26	21	17	16
Physics	15	30	28	17	11
Design and Communication	7	34	34	17	8
Spanish	3	30	37	22	8
Chemistry	9	27	28	23	13
Agricultural science	0	7	32	41	19
Engineering	2	22	40	27	9
Economics	11	34	32	19	5

Sources: State Examination Commission

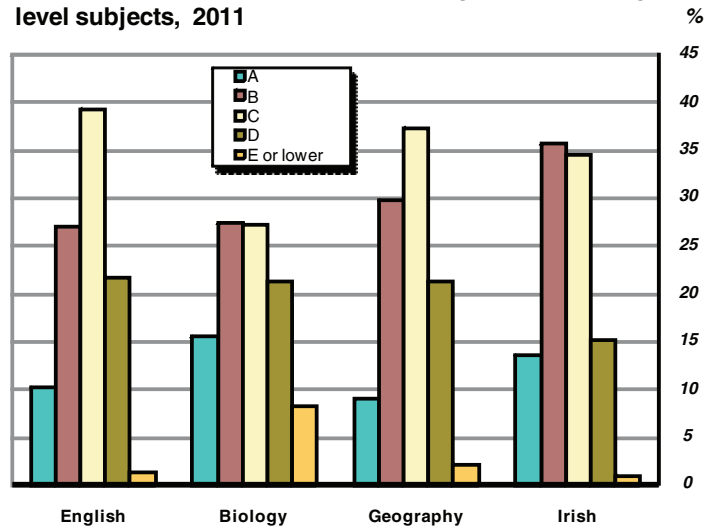
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**Table 6.13 Leaving Certificate higher level grades for most popular subjects, 2011**

Subject	Grade					%
	A	B	C	D	E or lower	
English	10	27	39	22	1	1
Biology	16	27	27	21	8	8
Geography	9	30	37	21	2	2
Irish	14	36	35	15	1	1
French	13	29	33	23	3	3
Business	10	30	31	22	7	7
Home Economics (S & S)	10	33	36	19	3	3
Mathematics	13	34	34	16	3	3
Art	5	35	42	18	1	1
History	12	32	35	19	3	3
Construction Studies	9	31	36	20	4	4
Chemistry	22	31	24	15	9	9
Music	18	50	27	6	0	0
Agricultural Science	13	25	28	26	9	9
Physics	20	26	27	19	8	8
German	16	30	35	17	2	2
Accounting	21	34	24	16	6	6
Design and Communication	14	35	33	16	3	3
Engineering	11	32	34	19	4	4
Economics	11	31	32	22	5	5
Spanish	16	29	36	16	2	2

Source: State Examination Commission

**Grade distribution of selected Leaving Certificate higher level subjects, 2011**





**Table 6.14 First time entrants to third level courses in all institutions, 2010/11**

*Number*

Type of institution	Male	Female	Total
HEA Institutions	9,274	10,873	20,147
IOT/Technological Sector	10,628	8,091	18,719
Teacher Training Institutions	389	1,267	1,656
Other Colleges	402	333	735
<b>Total</b>	<b>20,693</b>	<b>20,564</b>	<b>41,257</b>

*Source: Department of Education and Skills*

