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Introduction

The Examinations and Assessment Unit is responsible for the development, printing and marking of the Year 6, 8 and Year 10 examinations. The work of the Unit is of very great importance to the education system. As described below, it was possible for only 53% of the Year 6 students to continue their education in Year 7, 9% of the Year 8-Topup students to continue their education in Year 9 and 45% of the Year 10 students to continue in Year 11 this year. As the work of the unit has consequently such critical importance for the future all Year 6 and Year 10 students the Ministry is always concerned that the highest possible standards are maintained. It is satisfied that this is being done. In last year, 2003 it was responsible for the examinations for 4833 students who sat the Year 6 examinations, 627 sitting the Year 8 examinations and for 2579 students who sat the Year 10 examinations.

While considering education to be the key to better development, it can be said that the other side of the coin are the dropouts that later form the pool of unemployed teenagers. The output of this analysis should enhance decision makers especially the directors and other stakeholders to provide better education for the successful ones as well as establishing institutions that could accommodate this pool of dropouts through possible scenarios.

This report aims to show an analysis of the 2003 Examination results of Year 6, Year 8, Year 10 and Year 12. This would include the summary of the results in the Annexes. It would be illustrated through charts and tables that form the focal point of the analysis.

Methodology

This analysis is based on the raw results produced by the Examination Office on 18th December 2003. Further clarifications have been sought from the Examination Assessment officer on 23rd April 2004 through a face-to-face Interview. This report was then discussed, re-formulated and compiled, after a brief analysis has been forwarded to the PEO Planning and Director of Policy and Planning services on 13th May 2004.

Section I. Year 6 Examination Results

Last year's Year 6 results are as follows. The results show the 54 Secondary Schools that have enrolled the successful Year 7 students in 2004. Each of the Colleges of Rensarie and Tafea are counted once, as they are both bilingual secondary schools. It is categorised by School, Province, Island, Medium of Instruction and Administration. It shows the different Secondary schools that have been placed with the Year 7 students this year, 2004.

Table 1.

Secondary schools enrolment					2003 Exam results		
School	Province	Island	Medium of Instruction	Administration Affiliation	Year 7		
					Male	Female	Total
Ranon	Malampa	Ambrym	English	Government	19	17	36
Lonvat	Malampa	Akamp	English	Government	15	21	36
Lakatoro	Malampa	Malekula	English	Government	22	14	36
Rensarie JSS	Malampa	Malekula	English	Government	24	11	35
South West Bay	Malampa	Malekula	English	Government	23	14	37

Analysis of 2003 Examination Results

Vaum	Malampa	Paama	English	Government		16	19	35
						119	96	215
Sessivi	Malampa	Ambrym	French		Catholic	18	12	30
College de Rensarie	Malampa	Malekula	French	Government		13	22	35
Norsup	Malampa	Malekula	French	Government		16	19	35
Orap	Malampa	Malekula	French		Protestant	13	17	30
Olal	Malampa	Malekula	French	Government		14	16	30
Vao	Malampa	Malekula	French		Catholic	8	27	35
						82	113	195
Ambaebulu	Penama	Ambae	English	Government		21	15	36
Navutiriki	Penama	Ambae	English	Government		19	18	37
Gambule	Penama	Maewo	English	Government		12	24	36
Lini Memerial College	Penama		Pentecost	English	Government	15	22	37
Ranwadi High School	Penama		Pentecost	English	C.O.C	17	20	37
St. Patrick college	Penama	Ambae	English			35	37	72
Vulumanu	Penama	Ambae	English	Government		20	16	36
Londua	Penama	Ambae	English		Private	15	21	36
Bwatnapni	Penama		Pentecost	English	Government	18	18	36
						206	229	435
Tagaga	Penama	Ambae	French		Catholic	13	17	30
Melsisi	Penama		Pentecost	French	Catholic	23	34	57
						36	51	87
Aore	Sanma	Aore	English		SDA	17	20	37
Santo East	Sanma	Luganville	English	Government		22	14	36
Hog Harbour	Sanma	Santo	English	Government		20	17	37
Matevulu College	Sanma	Santo	English	Government		28	44	72
Rowhani	Sanma	Santo	English		Private	14	11	25
Mavea	Sanma	Santo	English		Private	19	19	38
Bombua	Sanma	Santo	French		Protestant	16	21	37
						170	166	336
College de Luganville	Sanma	Luganville	French	Government		35	35	70
Saint Michel	Sanma	Luganville	French		Catholic	26	44	70
Nandiutu	Sanma	Malo	French	Government		20	13	33
Molivalivu	Sanma	Santo	French		Protestant	19	15	34
						100	107	207
Onesua	Shefa	Efate	English		Presbyterian	26	44	70
Ulei	Shefa	Efate	English	Government		33	39	72
Epi High School	Shefa	Epi	English	Government		21	15	36
Port-Quimie	Shefa	Epi	English		SDA	40	32	72
Central Junior	Shefa	Port-Vila	English	Government		19	16	35
Malapoa College	Shefa	Port-Vila	English	Government		32	38	70
Sorovanga	Shefa	Port-Vila	English		Private	13	22	35
Vila SDA	Shefa	Port-Vila	English		SDA	14	13	27
Napangasale	Shefa	Tongoa	English	Government		13	22	35
						261	291	552
Burumba	Shefa	Epi	French	Government		15	15	30
Lycée	Shefa	Port-Vila	French	Government		60	63	123
Montmartre	Shefa	Port-Vila	French		Catholic	27	43	70
						131	153	284
Analgauhat	Tafea	Tanna	English	Government		14	21	35

lenaula	Tafea	Tanna	English	Government		21	16	37
Lenakel	Tafea	Tanna	English	Government		47	23	70
Tafea JSS	Tafea	Tanna	English	Government		15	21	36
Kwataparen	Tafea	Tanna	English	SDA		18	17	35
						120	105	225
College de Tafea	Tafea	Tanna	French	Government		13	19	32
Imaki	Tafea	Tanna	French	Catholic		13	19	32
Isangel	Tafea	Tanna	French	Government		19	11	30
Lowanatom	Tafea	Tanna	French	Catholic		13	17	30
						58	66	124
Arep	Torba	Vanualava	English	Government		23	13	36
Grand Total						1306	1390	2696

There is gender equity in the Year 7 placement though some schools may have relatively high number of male than female or vice-versa. For instance, Ranon Junior Secondary in Malekula has an intake of 19 boys and 17 girls. Onesua Presbyterian College in Efate, on the other hand, has 44 girls and 26 boys. However, the total results shows that there are more female (52%) selected in last year's examinations than male (48%).

Criteria

Before the Year 6 exams, the students are given a form of three (3) choices of schools; they wish to be placed if passed. During assessment, the 15-point scale is applied. Any students scoring 15 in all three main subjects are placed in Malapoa College while the left over are placed in Matevulu College. Any scores under this are placed in other schools with second choices being considered after the students' first school choice is full. According to academic standard, the secondary school ranking begins with Malapoa College, Matevulu College and Epi High School. The third school varies each year taking Vaum Secondary in Paama for instance, comes up third at times.

Table 2. 2003 Year 6 Comparison by Province

Province	Enrolment		Exam Registry		Ang. Diff	Franc. Diff
	Anglophone	Francophone	Anglophone	Francophone		
Torba	129	66	128	66	-1	0
Sanma	616	316	565	327	-51	11
Penama	577	171	559	154	-18	-17
Malampa	619	364	652	373	33	9
Shefa	1101	386	962	379	-139	-7
Tafea	513	263	435	233	-78	-30
Totals	3555	1566	3301	1532	-254	-34

Province	Enrolment	Exam Registry	Difference
Torba	195	194	-1
Sanma	932	892	-40
Penama	748	713	-35
Malampa	983	1025	42
Shefa	1487	1341	-146
Tafea	776	668	-108

Totals	5121	4833	-288
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This table shows the difference incurred, when comparing the number of enrolment and the number of candidates seating the examinations. On one occasion Torba Province came to have equal number of candidates (66) to class enrolment (66) in its francophone schools. In Malampa Province, there are more registered candidates than the class enrolment both in its English and French Primary schools while others have less registered candidates than the class enrolment. Below is a chart showing the percentage of pupils that sat the exams by language of instruction.

Chart 1. Exam candidates by language of instruction

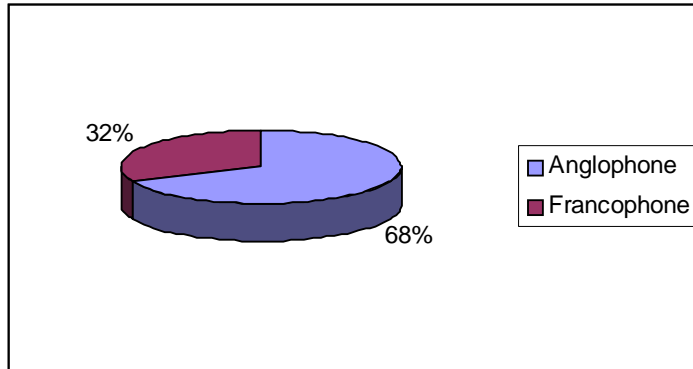


Table 3. Successful Anglophone students by province

Anglophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	128	44	84	34	66
Sanma	565	305	260	54	46
Penama	559	335	224	60	40
Malampa	652	239	413	37	63
Shefa	962	529	433	55	45
Tafea	435	175	260	40	60
Totals	3301	1627	1674	49	51

This table explains the percentage of students that passed to our secondary schools this year. Overall, there are 49% Anglophone students that have been placed in Year 7.

Table 4. Successful Francophone students by province

Francophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	66	21	45	32	68
Sanma	327	232	95	71	29
Penama	154	85	69	55	45
Malampa	373	215	158	58	42
Shefa	379	263	116	69	31
Tafea	233	101	132	43	57
Totals	1532	917	615	60	40

This table explains the percentage of students that passed to our secondary schools this year. Overall, there are 60% of Francophone students that have been placed in Year 7, thus showing an 11% difference from their Anglophone peers.

Table 5. Successful students by province

Country					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	194	65	129	34	66
Sanma	892	537	355	60	40
Penama	713	420	293	59	41
Malampa	1025	454	571	44	56
Shefa	1341	792	549	59	41
Tafea	668	276	392	41	59
Totals	4833	2544	2289	53	47

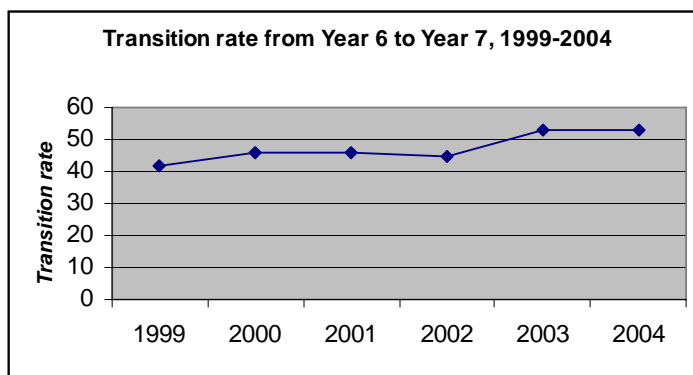
In Vanuatu as a whole, a total of 4833 students sat the Year 6 examinations, from which 2544 students passed while 2289 did not. This shows a 53% placement, which reflect a good Francophone students performance.

Table 6. Transition Rate 1999-2004

Year	Year 6 Student	Year 7 Student	Transition Rate
1998	4952		
1999	4872	2096	42
2000	4824	2223	46
2001	5298	2211	46
2002	4995	2396	45
2003	4833	2645	53
2004		2544	53

This table indicates that the rate from Year 6 to 7 in 2004 is 53%. This shows that within the last five years, the average transition rate from Year 6 to 7 was 48%.

The Trend



The table and the graph show a steady increase over the last five years, despite a drop in the year 2002. Generally, this drop can also reflect the impact of Year 7 and 8 Top-up spacing as a new initiative to our education system at that time.

Section II. Year 8 Examination Results

Last year saw the first students to sit Year 8 exams in 45 Top-up primary schools (See Annex). Here is the analysis of the results.

Table 7. Total number of Top-up Primary Schools

Province	Anglophone	Francophone	Total
TORBA	3	2	5
SANMA	7	2	9
PENAMA	7	0	7
MALAMPA	6	4	10
SHEFA	5	4	9
TAFEA	2	3	5
TOTALS	30	15	45

Table 8. 2003 Year 8 Comparison by province

Province	Enrolment		Exam Registry		Ang. Diff	Franc. Diff
	Anglophone	Francophone	Anglophone	Francophone		
Torba	30	0	40	13	10	13
Sanma	261	194	88	20	-173	-174
Penama	268	61	90	0	-178	-61
Malampa	175	142	88	62	-87	-80
Shefa	481	253	84	75	-397	-178
Tafea	132	93	30	37	-102	-56
Totals	1347	743	420	207	-927	-536

Province	Enrolment	Exam Registry	Difference
Torba	30	53	23
Sanma	455	108	-347
Penama	329	90	-239
Malampa	317	150	-167
Shefa	734	159	-575
Tafea	225	67	-158
Totals	2090	627	-1463

This table shows the difference incurred, when comparing the number of enrolment and the number of candidates seating the examinations. On one occasion Torba Province came to have 13 registered candidates though there was class enrolment of 0 in its francophone schools. This province has more registered candidates than the class enrolment both in its English and French Primary schools while others have less registered candidates than the class enrolment. Below is a chart showing the percentage of pupils that sat the exams by language of instruction.

Chart 2. Exam candidates by language of instruction

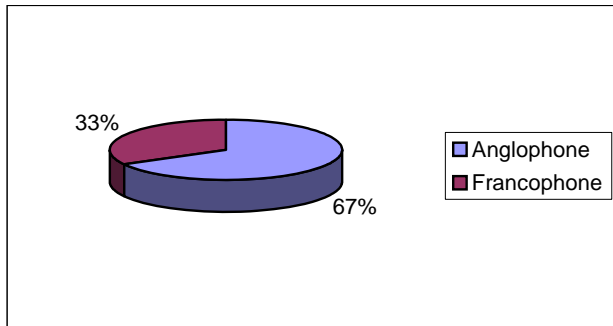


Table 9. Successful Anglophone students by province

Anglophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	40	8	32	20	80
Sanma	88	8	80	9	91
Penama	90	7	83	8	92
Malampa	88	23	65	26	74
Shefa	84	4	80	5	95
Tafea	30	2	28	7	93
Totals	420	52	368	12	88

This table explains the percentage of students that passed to our secondary schools this year. Overall, there are 12% Anglophone students that have been placed in Year 9.

Table 10. Successful Francophone students by province

Francophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	13	0	13	0	100
Sanma	20	0	20	0	100
Penama	0	0	0	0	0
Malampa	62	5	57	8	92
Shefa	75	0	75	0	100
Tafea	37	0	37	0	100
Totals	207	5	202	2	98

This table explains the percentage of students that passed to our secondary schools this year. Overall, there are only 2% Anglophone students that have been placed in Year 9.

Table 11. Successful students by province

Country	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	53	8	45	15	85
Sanma	108	8	100	7	93
Penama	90	7	83	8	92
Malampa	150	28	122	19	81
Shefa	159	4	155	3	97
Tafea	67	2	65	3	97
Totals	627	57	570	9	91

In the country as whole, it shows that 52 Anglophone students succeeded out of 420 students that sat the exams, while in Francophone schools; only 5 succeed out of 207 students that sat the exams. According to the above tables, Malampa province is dominant with all the five (5) Francophone students that passed from it and also it is dominant with 23 successful students passing from the Anglophone schools. Overall, it shows only a 9% pass for the whole country.

The structure of the exams

This exam has been designed according to the curriculum used by the students in the Top-up schools which is the same as those used in the formal Year 8 stream in the secondary schools.

Analysis

The poor results of this examination may be due to several factors:

- Low academic standard - these students are Year 6 dropouts
- Lack of curriculum
- Remoteness

Therefore, the Year 6 and Year 8 examinations should look alike.

Section III. Year 10 Examination Results

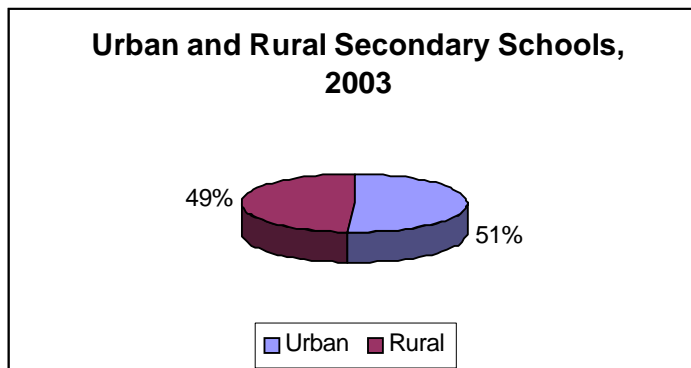
There were 47 Secondary Schools that observe the Year 10 exams. Below is a table showing these schools by province. Again, each of the Colleges of Rensarie and Tafea are counted once, as they are both bilingual secondary schools.

Table 12. Total number of Secondary School

Province	Anglophone	Francophone	Total
TORBA	1	0	1
SANMA	7	4	11
PENAMA	5	2	7
MALAMPA	5	4	9
SHEFA	9	4	13
TAFEA	3	3	6
TOTALS	30	17	47

As known, most secondary schools are located in the two urban areas, Luganville and Port Vila.

Chart 3. Year 10 examinations by Urban and Rural Schools



According to the results, the selection of males accounts to 53 percent while females account to 47 percent. It also shows that the number of selected francophone students which was 1008, differ from the 525 Anglophone students that were placed in our secondary schools. This shows a huge difference between our two languages of learning due to the fact there were 30 designated Anglophone secondary schools and only 17 francophone secondary schools. This should reflect the number of students in the French Secondary schools and especially the teacher/pupil ratio, which is 1:14. It shows that most students are being placed in the three main francophone schools in the country; Lycee (76), Monmatre (59) and College de Luganville (54).

Table 13. 2003 Year 10 Comparison by Province

Province	Enrolment		Exam Registry		Ang. Diff	Franc. Diff
	Anglophone	Francophone	Anglophone	Francophone		
Torba	24	0	24	0	0	0
Sanma	214	171	203	161	-11	-10
Penama	239	46	202	47	-37	1
Malampa	120	111	138	111	18	0
Shefa	399	253	336	180	-63	-73
Tafea	98	95	83	1094	-15	999
Totals	1094	676	986	1593	-108	917

Province	Enrolment	Exam Registry	Difference
Torba	24	24	0
Sanma	385	364	-21
Penama	285	249	-36
Malampa	231	249	18
Shefa	652	516	-136
Tafea	193	1177	984
Totals	1770	2579	809

This table shows the difference incurred, when comparing the number of enrolment and the number of candidates seating the examinations. On one occasion Torba Province came to have equal number of class enrolment (24) and registered candidates (24) only Anglophone school. Malampa Province has had 18 more students than the class enrolment that sat the examinations. Tafea Province has a high number of registered candidates than the class enrolment both in its French secondary schools while others have less registered candidates than the class enrolment. The reasons may be due to transfers in or non-returns of statistics questionnaire. Below is a chart showing the percentage of pupils that sat the exams by language of instruction.

Chart 4. Exam candidates by language of instruction

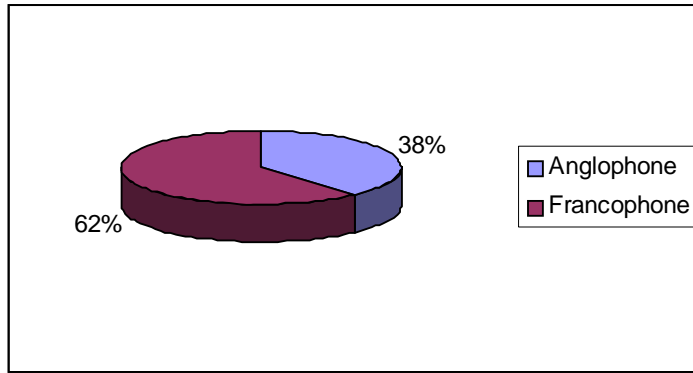


Table 14. Successful Anglophone students by province

Anglophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	24	11	13	46	54
Sanma	203	119	84	59	41
Penama	202	95	107	47	53
Malampa	138	60	78	43	57
Shefa	336	199	137	59	41
Tafea	83	41	42	49	51
Totals	986	525	461	53	47

This table explains the percentage of students that passed to our senior secondary schools this year. Overall, there are 53% Anglophone students that have been placed in Year 11.

Table 15. Successful Francophone students

Francophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	0	0	0	0	0
Sanma	161	84	77	52	48
Penama	47	30	17	64	36
Malampa	111	60	51	54	46
Shefa	180	150	30	83	17
Tafea	1094	684	410	63	37
Totals	1593	1008	585	63	37

This table explains the percentage of students that passed to our secondary schools this year. Overall, there are 63% of Francophone students that have been placed in Year 11, thus showing a 10% difference from their Anglophone peers.

Table 16. Successful Students by province

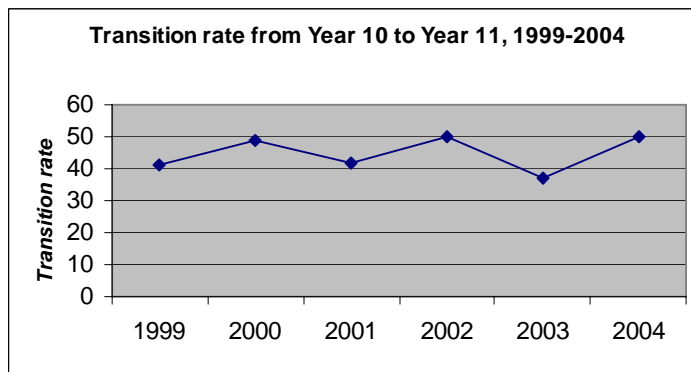
Country	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	24	11	13	46	54
Sanma	364	203	161	56	44
Penama	249	125	124	50	50
Malampa	249	120	129	48	52
Shefa	516	349	167	68	32
Tafea	1177	725	452	62	38

Totals	2579	1533	1046	59	41
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In Vanuatu as a whole, a total of 2579 students sat the Year 10 examinations, from which 1533 students passed while 1046 did not. This shows a 59% placement, which reflect a good Francophone students performance.

Table 17. Transition Rate 1999-2004

Year	Year 10 Student	Year 11 Student	Transition Rate
1998	1025		
1999	1207	420	41
2000	1430	589	49
2001	1473	601	42
2002	1702	739	50
2003	1770	635	37
2004		885	50



Section IV. Year 12 Examination Results

There are 9 Secondary Schools that observed the PSSC Exams last year as shown below.

Table 18. Schools offering Year 12 PSSC Exams by Province

Province	School
TORBA	0
SANMA	2
PENAMA	2
MALAMPA	1
SHEFA	3
TAFEA	1
TOTALS	9

According to the PSSC 2003 Vanuatu Provisional Results (See Annex), there were 67 successful candidates that enter Year 13 in Malapoa and Matevulu College. There were 33 students placed in Malapoa, with four passing from St.Patrick College while the rest passing from Malapoa itself. On the other hand, Matevulu enrolled 34 students passing from St.Patrick, Onesua College, Aore Adventist, Malapoa and Matevulu College. The school ranking are as follows: -

- Malapoa College
- Matevulu College
- St. Patrick College

- Aore Adventist Academy
- Onesua Presbyterian College

Table 19. 2003 Year 12 PSSC comparison by Province

Province	Enrolment		Exam Registry		Ang. Diff	Franc. Diff
	Anglophone	Francophone	Anglophone	Francophone		
Torba	0	0	0	0	0	0
Sanma	104	45	104	46	0	1
Penama	24	49	75	0	51	-49
Malampa	75	0	21	49	-54	49
Shefa	120	132	154	126	34	-6
Tafea	15	0	15	15	0	15
Totals	338	226	369	236	31	10

Province	Enrolment	Exam Registry	Difference
Torba	0	0	0
Sanma	149	150	1
Penama	73	75	2
Malampa	75	70	-5
Shefa	252	280	28
Tafea	15	30	15
Totals	564	605	41

This table shows the difference incurred, when comparing the number of enrolment and the number of candidates seating the examinations. On one occasion Torba Province came to have equal number of class enrolment (24) and registered candidates (24) only Anglophone school. Malampa Province has had 18 more students than the class enrolment that sat the examinations. Tafea Province has a high number of registered candidates than the class enrolment both in its French secondary schools while others have less registered candidates than the class enrolment. The

Chart 5. Exam candidates by language of instruction

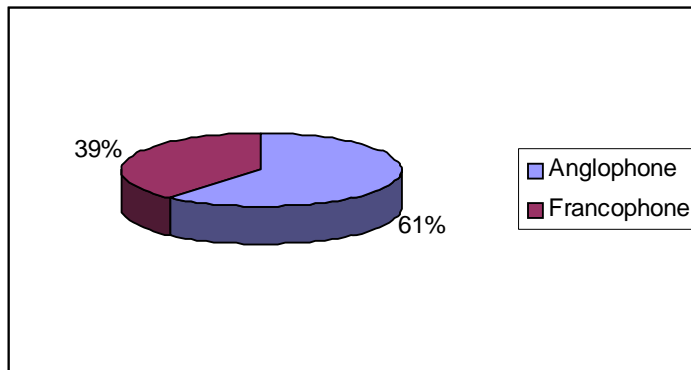


Table 20. Successful PSSC students by province

Yea 12 PSSC Anglophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	0	0	0	0	0
Sanma	104	18	86	17	83
Penama	75	5	70	7	93
Malampa	21	0	21	0	100

Shefa	154	44	110	29	71
Tafea	15	0	15	0	100
Totals	369	67	302	18	82

This table explains the percentage of students that passed to our senior secondary schools this year. Overall, there are 18% of PSSC students that have been placed in Year 13.

12ème Année Examens

These exams are given in the two main subjects; Littéraires and Scientifiques. According to the results (See Annex), Lycee de Monmatre dominates in the Littéraires subjects and College de Luganville dominates in the Scientifiques subject of the total number of students placed in the secondary schools. Unfortunately, Lycee LAB, which is the biggest French Secondary School in the country, finds itself the fourth place.

Table 21. Success 12ème Année Students by province

12ème Année Francophone - Percentage Passed					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	0	0	0	0	0
Sanma	46	24	22	52	48
Penama	0	0	0	0	0
Malampa	49	10	39	20	80
Shefa	126	45	81	36	64
Tafea	15	1	14	7	93
Totals	236	80	156	34	66

This table explains the percentage of students that passed to our senior secondary schools this year. Overall, there are 34% of these francophone students that have been placed in Year 13.

Analysis

The position of the two rural secondary schools; Orap and Tafea may be due to lack of curriculum and remoteness/isolation. These results could be improved through means of upgrading of infrastructure such as roads, wharves, telecommunications and the school buildings and equipment. Furthermore, better access of teaching and learning curriculum would in turn discourage the 'P' factors that lead into crowded classrooms such as students in urban schools.

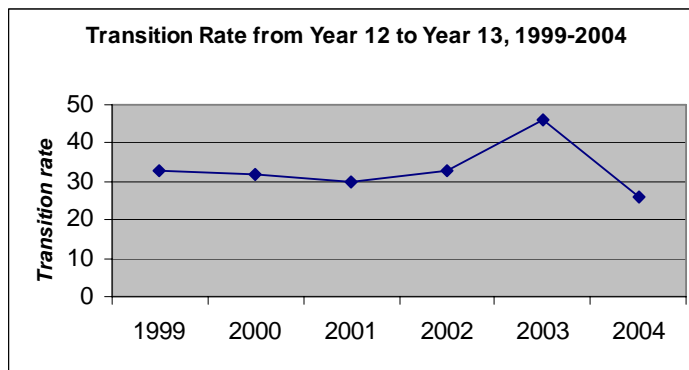
Table 22. Successful Year 12 students by province

Country					
Province	Total Sat	Total Placed	Total Unplaced	% Placed	% Unplaced
Torba	0	0	0	0	0
Sanma	150	42	108	28	72
Penama	75	5	70	7	93
Malampa	70	10	60	14	86
Shefa	280	89	191	32	68
Tafea	30	1	29	3	97
Totals	605	147	458	24	76

In Vanuatu as a whole, a total of 605 students sat the two-Year 12 examinations, from which 147 students passed while 458 did not. This shows a 24% placement, which reflect a good Francophone students performance.

Table 23. Transition Rate, 1999-2004

Year	Year 12 Student	Year 13 Student	Transition Rate
1998	329		
1999	358	108	33
2000	449	116	32
2001	503	133	30
2002	476	166	33
2003	564	218	46
2004		147	26



While we focus on the individual cycle, it is better to consider the whole summary of the results from which conclusions could be drawn. Below is a table showing the summary results by Year level.

Table 24. 2003 Examination Results

Levels	Total Sat	Male placed	Female placed	Total placed	Total Unplaced	% placed	% unplaced
Year 6A	3301	803	824	1627	1674	49	51
Year 6F	1532	419	498	917	615	60	40
Year 8A	420	34	18	52	368	12	88
Year 8F	207	3	2	5	202	2	98
Year 10A	986	289	236	525	461	53	47
Year 10F	595	187	173	360	253	61	43
Year 12A	369	36	31	67	302	18	82
Year 12F	236	39	41	80	156	34	66
Total	7646	1810	1823	3633	4031	48	53

It should be clear that in aggregate students have on average fifty five percent chances to continue into junior secondary schools but the French medium students are more advantaged in that they have 60 percent chance to continue while the Anglophone only 49 percent due to the Ministry's past efforts to equalize opportunities into secondary education. In other words, 68 percent of those who sat year 6 national exams are Anglophones who have 49 percent chance while 32 percent are francophone who have 60 percent chance to continue.

Mode, Median and Mean

Mode is the most occurring figure. Median is the middle figure in a set of figures. Mean is the figure calculated from the total number divide by the number of the figures. Below are tables showing the three 'M's by Province and schools by medium of instruction.

Table 25. Francophone Secondary Schools: Mode, Median and Mean

Province	School	Mode	Median	Mean
Sanma	Col.de Luganville	179	188	194
	Molivalivu	125	152.5	154
	Nandiutu	132	135	139
	St.Michel	148	150.5	154
Penama	Melsisi	126	144	148
	Tagaga	131	141	149
Malampa	Rensarie	156	161	169
	Norsup	155	167	168
	Olal	128	129	130
	Orap	136	144	151
	Sessivi	134	138	146
	Vao	154	154	161
	Shefa	Lycee	165	165
	Monmatre	228	187.5	189
	Burumba	131	132	137
	Tafea	Tafea	152	149
	Isangel	134	148	153
	Imaki	125	139	142
	Lowanatom	136	134.5	133

Table 26. Anglophone Secondary Schools: Mode, Median and Mean

Province	School	Mode	Median	Mean	
Torba	Arep	180	152	157	
Sanma	Matevulu	195	196.5	199	
	Hogharbour	157	166	168	
	Aore	157	177	180	
	Santo East	161	169	171	
	Mavea	137	141	143	
	Rowhani	136	142	152	
	Bombua	141	147	147	
	Penama	Ambaebulu	173	169.5	173
	Navutiriki	169	173	175	
	Gambule	172	160	163	
	Lini College	148	151	155	
	Ranwadi	200	197	196	
	St.Patrick	154	171	173	
	Vulumanu	141	140	139	
	Londua	147	147	148	
	Bwatnapni	144	142	150	
	Malampa	Ranon	138	140.5	144
		Lonvat	148	145	147
Lakatoro		158	159	163	
Rensarie		180	180	182	
SW Bay		151	164	167	

	Vaum	175	169	170
Shefa	Onesua	170	169	172
	Ulei	161	169	173
	Epi	180	180	184
	Port-Quimie	145	145	146
	Central Junior	202	208	212
	Malapoa	245	243.5	244
	Sorovanga	136	144	144
	Vila SDA	158	158	165
	Napangasale	154	174	172
Tafea	Analgauhat	147	148	153
	Ienaula	154	151	153
	Lenakel	139	147	151
	Tafea	180	178.5	179
	Kwataparen	136	136	137

Out of the mean calculated by schools, the mode, median and mean by Anglophone and Francophone schools have been calculated for the whole country. Below are some figures illustrating this and the number of students gaining the mode, median and the mean marks.

Francophone

Mode	154	43
Median	151	12
Mean	155154 students gaining mean mark and over	

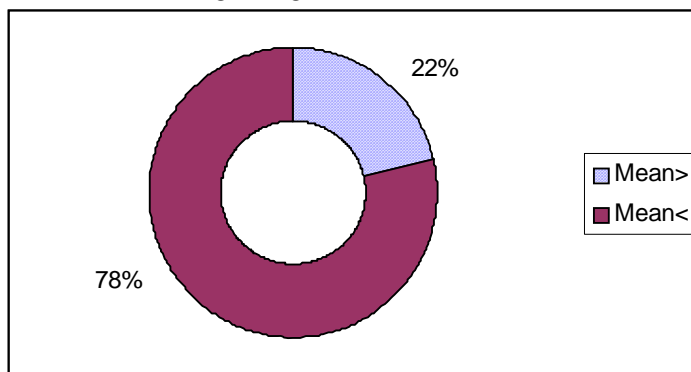
Anglophone

Mode	173	80
Median	165	9
Mean	166366 students gaining mean mark and over	

Country

Mode	173	80
Median	156	15
Mean	162547 students gaining mean mark and over	

Chart 6. Students gaining the mean mark and over



This Doughnut chart shows the Country's percentage of the 547 students gaining mean mark and over and those gaining below the country mean.

Section V. Recommendations

Here are some recommendations based on the analysis of this report.

The Ministry should consider equal number of English and French Secondary schools within the country so as to allow a fair distribution of students of both mediums.

The Ministry should consider establishing a French Secondary school in Torba.

Due to the fact that Year 8 top-up students are Year 6 dropouts, their exams should be designed similar to the Year 6 examinations and including testing skills that were learned that should differ from the normal Secondary Year 8.

Tafea and Rensarie should have adequate learning curriculum and equipment relating to the PSSC Exams, just like Malapoa and Matevulu College.

Appropriate learning curriculum and equipment should be allocated to Orap and Tafea prior to the 12^{ème} Année Examens.

Further improvements could be assessed through the following: -

- Information Infrastructure – not universal / accessibility a constraint
- No policy guidelines to information infrastructure development
- Budget constraints, a limiting a factor
- Remoteness / geographical location
- Accessibility- some data being unavailable or not readily accessible

Conclusion

This analysis is based on the 2003 examination results of Year 6, 8, 10, 12 PSSC and 12^{ème} Année. Last year, saw a change in the Primary examinations as the Year 8 Top-up students were tested. The poor results of this examination may be due to several factors:

- Low academic standard - these students are Year 6 dropouts
- Lack of curriculum
- Remoteness

The Year 10 Exams analysis shows that the number of selected francophone students which was 1008, differ from the 525 Anglophone students that were placed in our secondary schools. This shows a huge difference between our two languages of learning due to the fact there were 30 designated Anglophone secondary schools and only 17 francophone secondary schools. The Year 12 PSSC exams have also been tested in the two rural secondary schools, Tafea and Rensarie. On the other hand, the 12^{ème} Année Examens was tested in Orap and Tafea. Again, the results differ from the Urban Secondary Schools, thus reflecting the low standard of learning equipment. As the number of examination candidates increased each year, the Ministry should consider seriously various recommendations outlined in such analysis such as the above. With respect, I assume that all directors of divisions consider such monitoring reports to be one of their priorities as this is where recommendations are made, justified and formalized to be planned policies for this country's education system.

Annexes