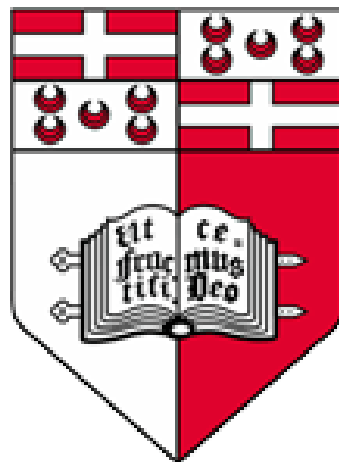


# MATSEC EXAMINATIONS BOARD SEC EXAMINATIONS 2015

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## Statistical Report



**MATSEC SUPPORT UNIT  
UNIVERSITY OF MALTA**

**December 2015**

## FOREWORD

The annual SEC statistical report on the candidates' performance and on some administrative details serves two purposes: it provides information on the candidates' performance in separate subjects which can be useful to students, parents and teachers, and it can be of wider use as a benchmark of general attainment at the end of compulsory education. The latter use is helped by the inclusion of some trends in the attainment of 16-year-olds over the years, and by grouping the raw data by gender and school sector. In this respect, one of the key measures is the percentage of the 1999 cohort, that is, the 16-year-olds, who registered for SEC examinations. In 2015 this statistic was 85.4%, which is an average figure considering that it has been fluctuating between 80.5% and 88.8% in the last 10 years. When analysed by gender, one finds a difference of 6.7% in favour of girls in 2015, and interestingly this gap in registrations has been decreasing over the years.

For the first time, the present report includes data about the number of passes with grades 1 to 7 and grades 1 to 5 obtained by candidates in the main and the supplementary sessions together. This information shows that 78.9% of the 16-year-old candidates obtained five or more SEC passes with grades 1 to 7 and can be classified as having successfully achieved ISCED 2 level, which is the measure used in international comparisons of education levels at the end of compulsory education. It is also the measure used in determining the percentage of early school leavers (ESL) among persons between the ages of 18 and 24. This figure for Malta needs to be lowered as it is currently almost double the EU average. It is hoped that the intervention and compensation measures mentioned in *A Strategic Plan for the Prevention of ESL in Malta 2014* (MEDE, 2015) will help more 16-year-olds to obtain at least the minimum qualifications of ISCED 2 in SEC examinations in the near future.

Another measure of the effectiveness of secondary education is the percentage of 16-year-old candidates who obtain the six passes with grades 1 to 5 required for admission to the sixth-form colleges. This year, 46.4% of the 1999 cohort, consisting of 50.1% of girls and 42.7% of boys, achieved this target. The gender gap in this statistic has also been decreasing over the years; however, it is still significant and merits a closer study. For example, the application of a simple chi-square test to the 2015 results in Maltese, English Language, Mathematics and Physics shows that girls performed significantly better than boys in the languages, particularly in Maltese, and at par with the boys in Mathematics and Physics. The superiority of the girls in the languages follows the traditional trend but their results in Mathematics and Physics go against the international trend in these subjects. A possible explanation for the gender gaps can be inferred from the results by school sector. With the exception of church schools, a higher percentage of girls than boys opt for the more challenging Paper 2A and the difference is particularly large in the case of state school boys who consequently are not taking the opportunity to score high grades. Why is this happening? Is it because of the boys' low esteem? Low expectations? Other reasons? Only systematic qualitative research, which is beyond the scope of this report, can answer these questions.

Finally, I would like to thank especially the author of the report, Mr Gilbert J. Zahra, who also gave it a new format and added new tables and illustrations, Ms Margaret Borg for the retrieval of the data, Mr Gianluca Scicluna for data inputting and file maintenance, and Mr Christian Attard for checking the data. Thanks are also due to the Director, Mr Dario Pirota, and all the other members of staff of the MATSEC Support Unit whose commitment and sense of duty is exemplary, the examiners who gave up much of their time to meet our demands, and the Director, Mr Raymond J. Camilleri, and staff of the Examinations Department on whom we rely for the smooth-running of the examinations.

Prof Frank Ventura  
Chairman MATSEC Examinations Board  
December 2015

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## EXECUTIVE SUMMARY

This document reports on the SEC examination sessions of 2015. It provides an overview of the administration of the examination and then reports on the registration and results data of the main session in May and the supplementary session in September before comparing this year's statistics with those of previous years.

This year, 5,878 candidates (2,727 males and 3,151 females) sat for SEC examinations in one or more subjects in the May session. The majority (3678 candidates, 62.6%) of candidates were those born in 1999, i.e. individuals who turned sixteen in 2015. Although the number of registrations this year was lower than the previous couple of years, the percentage of 16-year-olds (from those born in 1999 in Malta) applying for SEC examinations seems to be increasing. In fact, **85.4% of the children born in 1999 registered for SEC examinations**. In 2015, 83.1% of males and 87.8% of females registered for SEC examinations. The percentage of female applicants has been higher than that of males in all SEC examination sessions.

Before 2002, the tendency was for larger numbers of candidates to register for Paper IIB rather than Paper IIA. In 2002, the range of grades that could be obtained by candidates sitting for paper IIA was extended. In 2015, **the majority (61.1%) of registrations were for paper IIA**. The only subjects with most applications for paper IIB were Textiles and Design (55.4%), and Mathematics (57.1%). Candidates who were registered as private candidates, those from post-secondary institutions and boys' State Schools were the only groups where less than 50% applied for Paper IIA. The percentage of registrations for Paper IIA was particularly high in Church Schools and females in Independent Schools.

In 2015, 584 candidates applied for access arrangements. Although this number is slightly smaller than last year's, **the percentage of registrations for access arrangements (9.94%) is the highest since 2004**. Most candidates who applied for access arrangements (68.1%) applied for Paper IIB.

**In the September session, there were 1,834 candidates** (831 males and 1,003 females). This means that 31.2% of the candidates who applied for the May session sat for one or more examinations in the September supplementary session. More than half of the candidates who obtained Grades 6, 7 or U or were absent in the May session registered for the September session in English Language and Mathematics. For Maltese, this percentage is smaller (46.4%). In the science subjects, the largest category of candidates opted to register for Physics (37.4% of eligible). Most of the candidates in the September session for Mathematics, Biology and English Language were female, while the opposite was true for Maltese and Physics.

A total of 34 subjects were offered at this level. **Most 16-year-olds sat for nine or ten examinations**, with some notable differences between males and females: Males appear more likely to sit for both more and less examinations. Most candidates sat for one science examination, with Physics being the most common. Considerably more females than males sat for Biology as their only science subject. Chemistry is seldom applied as the only science subject. An encouraging 14.5% of the 1999 cohort applied for examinations in the three science subjects. As for the languages, most candidates applied for one foreign language examination, with Italian being the most common. For students sitting for two language examinations, Italian and French was by far the most prevalent choice.

Thirteen subjects require candidates to present a school-based assessment. A total of 372 private candidates applied for subjects with a coursework component. In these cases, coursework had to be presented by the candidate at the MATSEC Support Unit. Candidates

who sat for the examination/s in previous years could have their coursework mark carried over on their request. **Candidates do reasonably well in school-based assessments and oral components.** This year, between 80-90% of the students gained at least 10/15 marks for their coursework in Physics, Chemistry and/or Biology and half the candidates obtained at least 15/20 in Geography and/or Art, 23/30 in Home Economics and 26/30 in Computer Studies. In the Maltese oral examination, 79.9% of candidates scored 10 marks or more out of 15. In Italian, 45.8% of all candidates scored 10 marks or more out of 15, while in French and English Language the percentage of candidates who scored at least 13 marks out of 20 was 52.8% and 59.8% respectively. However, a considerable number of candidates were absent for the oral examination (between 2.5% and 14%) or did not present their coursework (between 1.5% and 15.4%) for subjects demanding this.

There was a total of 609 registrations for revision of papers in the May session, with History, Economics and Chemistry being the subjects with the highest percentage of applications. **This was the highest number of candidates applying for revision of papers in recent years, especially if this is seen in relation to the decreasing number of overall registrations.** The grades of 26 candidates (4.3% of applicants) were upgraded. 106 candidates applied for revision of papers following the September session. There were three upgrades (2.8% of applicants).

When overall passes (Grades 1 to 7) are considered, **the mean pass rate for the SEC subjects offered was 85.5%, this being the highest since 2004.** If Grades 1 to 5 are considered, this was 67.8%. From the children born in 1999 in Malta, 83.1% obtained Grade 1 to 7 in English Language, 73.7% in Maltese and 80.1% in Mathematics. If Grades 1 to 5 are considered, these last three figures change to 66.3%, 62%, and 56%.

**37.6% of the 1999 cohort (N= 4,308) who sat for SEC examinations in May 2015 gained passes in nine subjects when passes are taken to include Grades 1 to 7.** Moreover, 32.4% of the same cohort gained passes in nine subjects when passes are taken to include Grades 1 to 5. The majority of females gained passes in ten subjects when Grades 1 to 7 are considered while the majority of males gained passes in nine subjects for the same range of grades. The same holds true if Grades 1 to 5 are considered. From the 1999 cohort of candidates, 14.2% obtained three or less passes (Grades 1 to 7).

In the majority of subjects, the largest percentage of candidates who obtained Grade 1 were females. Another observation is the consistently high grades obtained by males from Church Schools compared to males from the other sectors. In fact, Church Schools' candidates seem to outperform candidates from Independent and State schools in 18 of the SEC subjects in 2015. The same is true for females from Independent schools.

In 2015, **46.4% of infants born in 1999 obtained the passes required to pursue their education into sixth form.** Although this value is lower than that in 2014, it is higher than that in previous years since 2004. These consist of 50.1% of females and 42.7% of males, this being the smallest gender gap since 2004 when it comes to meeting the entry requirements for Form VI.

# MATSEC EXAMINATIONS BOARD

## SEC EXAMINATIONS 2015

### 1. INTRODUCTION

#### 1.1 Background

The Matriculation and Secondary Education Certificate (MATSEC) Board was set up in 1991. It is responsible for external examinations at two levels: (a) the Secondary Education Certificate (SEC) examination, which replaced the General Certificate of Education Ordinary Level (GCE O-level) offered by English examination boards, and (b) the Matriculation Certificate examination which replaced the GCE A-levels offered by English examination boards.

The SEC system of examinations became fully operational in 1994. Registration for this examination is restricted to students in their final year of compulsory schooling and other students aged sixteen years and over. The SEC examination is intended to provide an opportunity for all students finishing secondary school education to obtain external certificates for the subjects studied at school. The 1992 SEC brochure suggests that “The SEC examination is suitable for almost the whole ability range” (p. 9). Therefore, while only about 20% of students in each age cohort used to sit for the English GCEs, the SEC examination is intended to cater for about 80% of the cohort of school-leaving age (Grima & Ventura, 2006). Considerable importance is awarded to these examinations in the local educational system (Chetcuti & Griffiths, 2002; Pace, 1996; Ventura, 1996; White, 1996).

The SEC examination reflects local educational developments, including the promulgation of the Education Act (1988) and a National Minimum Curriculum for the various levels of education. It therefore aims to:

- emphasize achievement rather than selection;
- give importance to subjects that did not make up the core ‘academic’ curriculum;
- cater for a wider ability range of students; and
- widen access to post-secondary and tertiary education to put Malta on a par with European levels (Sultana, 1999).

The MATSEC Board has emphasized that the SEC examination dovetails with the National Minimum Curriculum introduced in Malta in 1988 (Sultana, 1998). In fact, its brochure advertising the SEC examination declares that this examination complements the requirements of the National Minimum Curriculum by providing a common assessment system of an impartial standard, applying examinations appropriate for students with different abilities and incorporating recent trends in educational thinking (p. 1).

The fundamental principle of the SEC examination is that it should enable candidates to demonstrate what they know and can do rather than expose their shortcomings (Ventura & Murphy, 1998). This philosophy led to the introduction of papers at two levels of difficulty and candidates being asked to select the appropriate level for their ability in each subject when they register for the examination.

In all subjects, Paper I is common to all students, and should fall within the ability range of all candidates. In most cases, it includes an aural / oral / practical / coursework component. Paper II entails a choice. Paper IIA comprises more demanding questions than Paper I. It is designed for the more academically able students, and is targeted at those who expect high



achievement and who want to proceed to higher qualifications in the subject. Paper IIB has less demanding questions than Paper IIA.

As from 2002, candidates opting for Paper I and Paper IIA may qualify for Grades 1 to 5. The results of candidates who do not obtain at least a Grade 5 remain unclassified (U). Candidates opting for Paper I and Paper IIB qualify for grades 4 to 7. The results of candidates who do not obtain at least a Grade 7 remain unclassified (U). SEC grades 1 to 5 are considered to be Level 3 according to the Malta Qualifications Framework (MQF), while SEC grades 6 and 7 are regarded as Level 2 on the same grid (Education Act, L.N. 294, 2012). In effect, Grades 1 to 5 allow students access to sixth form, while lower grades enable students to apply for courses in some post-secondary institutions, and employment in a range of occupations (Sultana, 1998).

The present document reports on the 2015 SEC examination. It gives an overview of the administrative aspect of the examination and then goes on to report on the registration and results data of the main session in May and the supplementary session in September.

## **1.2 Administrative Information**

The regulations of the Secondary Education Certificate Examination are available on MATSEC's website<sup>1</sup>.

### **2015 May Session**

The timetable for the May session was issued in mid-October 2014 (see Appendix A). Registration for the examinations took place either manually or online between 27<sup>th</sup> October and 7<sup>th</sup> November 2014. Late applications were received between the 6<sup>th</sup> and the 7<sup>th</sup> January 2015. These applications were received at the Examinations Department, Floriana and the Examinations Centre, Victoria, Gozo and processed by the Examinations Department, Floriana. Very late applications were received at the MATSEC Office, University of Malta, till mid-March 2015. There were 5,878 candidates who registered for the examinations (2,727 males and 3,151 females).

The written examinations took place between 24<sup>th</sup> April and 30<sup>th</sup> May 2015. The following subjects were offered for examination:

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<sup>1</sup> These can be retrieved from here: <http://www.um.edu.mt/matsec/regulations>

▪ Accounting,	▪ Arabic,	▪ Art,
▪ Biology,	▪ Business Studies,	▪ Computing,
▪ Chemistry,	▪ Classical Culture and Civilisation,	▪ Commerce,
▪ Design and Technology**,	▪ Economics,	▪ English Language,
▪ English Literature,	▪ European Studies,	▪ Environmental Studies,
▪ French,	▪ Geography,	▪ German,
▪ Graphical Communication,	▪ Greek,	▪ History,
▪ Home Economics,	▪ Italian,	▪ Latin,
▪ Maltese,	▪ Mathematics,	▪ Music***,
▪ Physics,	▪ Physical Education*,	▪ Religious Knowledge,
▪ Russian,	▪ Social Studies,	▪ Spanish,
▪ Textiles and Design.		

\* Offered for the first time in 2004.  
 \*\* Offered for the first time in 2008.  
 \*\*\* Offered for the first time in 2014.

Registration for revision of papers took place between 17<sup>th</sup> and 28<sup>th</sup> July 2015, at the MATSEC Support Unit, University of Malta.

### 2015 September Session

The timetable for the September session was posted on the website in mid-October 2014.

Registration for the examinations was online and took place between the 17<sup>th</sup> and the 28<sup>th</sup> July 2015. Late applications were received on the 3<sup>rd</sup> August 2015. All applications were received and processed by the MATSEC Support Unit, University of Malta. There were 1,834 candidates who registered for the examinations (831 males and 1,003 females). The examinations were held between the 28<sup>th</sup> August and 5<sup>th</sup> September 2015. The following subjects were offered for examination:

▪ Biology,	▪ Chemistry,	▪ Physics,
▪ English Language,	▪ Maltese,	▪ Mathematics

In the September session, candidates can register for Paper I and for the Paper IIB option. Paper IIA is not offered. They can register for English Language, Maltese and Mathematics only if they were absent or had obtained Grades 6, 7 or U in the May session. Furthermore, they could only register for one of Biology, Chemistry or Physics and only if they had not obtained at least Grade 5 in one of the three subjects.

Registration for revision of papers took place on 1<sup>st</sup> October 2015 at the MATSEC Support Unit, University of Malta.

### Results

The results of May examinations were posted on 11<sup>th</sup> July 2015. This year, there were 5,688 (96.8%) candidates who had given their mobile phone number on registration, and these received their result by sms as well. The results of September examinations were published on 25<sup>th</sup> September 2015. In this session, there were 1,710 (93.2%) candidates who received their result by sms as well. The September 2015 session was the first session for which candidates were given the possibility to apply to receive results through registered mail. There were 1090 (59.4%) candidates who opted to receive their results by registered mail in Sec September 2015.

### **1.3 Requests for Access Arrangements**

Requests for access arrangements during SEC examinations were received during the period of registration. Candidates needed to fill in a special form<sup>2</sup>. This year, there were 594 applications for access arrangements. These requests were considered by the Access Disability Support Committee of the University of Malta.

### **1.4 The Examination Centres**

In Malta, the administration of the examinations in the different examination centres was the responsibility of the Examinations Department, Floriana. In Gozo, the administration of the examinations in the different examination centres was the responsibility of the Examinations Centre, Victoria.

#### **2015 May Session – Malta**

A total of 16 examination centres were used for this session, as follows:

- De La Salle College Birgu,
- G.F. Abela Junior College,
- Giovanni Curmi Higher Secondary,
- Maria Regina College Boys Secondary School Mosta,
- St Aloysius College, Birkirkara.
- St Benedict College Boys Secondary Kirkop,
- St Gorg Preca College Boys Junior Lyceum Hamrun,
- St Gorg Preca College Boys Secondary Zebbug,
- St Gorg Preca College Girls Secondary Blata l-Bajda,
- St Gorg Preca College Girls Secondary (Ex M'Assumpta),
- St Igantius College Boys Secondary Handaq,
- St Margaret College Boys Secondary Verdala,
- St Margaret College Girls Secondary Zejtun,
- St Theresa College Boys Secondary,
- St Theresa College Girls Junior Lyceum Mriehel, and
- St Thomas More College Boys Secondary.

The services of 26 supervisors and 500 invigilators were used.

#### **2015 September Session – Malta**

Three examination centres were used for this session, as follows:

- St Theresa College Boys Secondary,
- St. Thomas More College Boys Secondary, and
- St. Gorg Preca Girls Junior Lyceum (ex-Maria Regina).

The services of 6 supervisors and 76 invigilators were required.

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<sup>2</sup> The application form together with additional information about Access Arrangements is available on MATSEC's website. These can be found here: <http://www.um.edu.mt/matsec/regulations/Access>

### 2015 May Session – Gozo

Two examination centres were used, as follows:

- Examinations Centre Victoria, and
- Gozo School of Music.

The services of 3 supervisors and 60 invigilators were used.

### 2015 September Session – Gozo

One examination centre was used, as follows:

- Examinations Centre Victoria.

The services of 3 supervisors and 20 invigilators were used.

## 1.5 The Aural/Oral Examinations

Table 1.1 shows the dates of the aural and oral examinations

*Table 1.1: Aural and Oral Examinations*

Subject	Dates for Aural Examinations	Dates for Oral Examinations
Arabic	20 March	21 April
English Language	21 March	23, 24, 25, 26, 27, 30 March, 1 April
French	28 March	23, 24, 25, 26, 27, 30 March, 1 April
German	18 March	20, 21, 22 April
Italian	14 March	9, 13, 14, 15, 16, 17 April
Maltese	n/a	9, 13, 14, 15, 16, 17 April
Russian	18 March	21 April
Spanish	20 March	20, 21, 22 April

SEC Music Paper 1 (Part 1) took place on 27<sup>th</sup> May 2015. Section A of this paper involves a listening component.

In Malta, the aural/oral examinations were held at the following schools:

- St Gorg Preca College Girls' Secondary Blata l-Bajda,
- St Theresa College Girls Junior Lyceum, Mriehel, and
- St Thomas More Boys' Secondary (Ex-Adelaide Cini), Hamrun.

In Gozo, these examinations were held at the Examinations Centre, Victoria.

A call for applications was issued in order to recruit teachers for the aural/oral examinations<sup>3</sup>. Teachers are only considered to be examiners for one subject. They are selected according to experience and qualifications.

Table 1.2 shows the numbers of examiners involved in the different subjects. The total number of examiners has increased compared to the previous two years.

<sup>3</sup> These calls are made public on the MATSEC website: <http://www.um.edu.mt/matsec/examiners>.

Table 1.2: Number of Examiners for Orals

Subject	Malta	Gozo	Total
Arabic	2	0	2
English Language	37	4	41
French	10	1	11
German	7	2	9
Italian	18	2	20
Maltese	53	5	58
Russian	1	0	1
Spanish	6	1	7
<b>Total</b>	<b>134</b>	<b>15</b>	<b>149</b>

## 1.6 Coursework

There were 13 SEC subjects that had coursework in 2015. These were:

---

▪ Art,	▪ Biology,	▪ Business Studies,
▪ Chemistry,	▪ Computing,	▪ Design and Technology,
▪ Environmental Studies,	▪ European Studies,	▪ Geography,
▪ Home Economics,	▪ Physical Education,	▪ Geography,
▪ Textiles and Design		

---

The coursework marks from the schools were to reach the MATSEC Support Unit by 13<sup>th</sup> March 2015. Moderation by the Markers' Panels of the above subjects took place between 20<sup>th</sup> March and 22<sup>nd</sup> April. The Chairpersons of the respective panels were asked to collect copies of the school assessment result sheets from the MATSEC Support Unit before proceeding to the schools for the moderation of the coursework. This year, moderation was limited to a sample of schools per subject.

The coursework of the private candidates was to be submitted to the MATSEC Support Unit and the Examinations Centre, Victoria, Gozo between 2<sup>nd</sup> and 13<sup>th</sup> March 2015. Chairpersons of the respective subjects were asked to collect the coursework of the private candidates from the MATSEC Support Unit. The Markers' Panels of the subjects under consideration were responsible for marking the coursework of the private candidates.

It is important to note that candidates could have been called for an interview in relation to the work presented for the coursework component of the subjects under consideration. All private candidates were called for such interview.

## 1.7 Practical Examinations

In 2015, the Art examination took place on 29<sup>th</sup> and 30<sup>th</sup> May 2015. Music Paper 1 (Part 2) took place on 28<sup>th</sup> May 2015.

In the practical component of the SEC Physical Education examination (part of Paper I), candidates had to opt for three different Areas out of four. In each of these three Areas, candidates had a number of activities to choose from. The four Areas and the possible choices were the following:

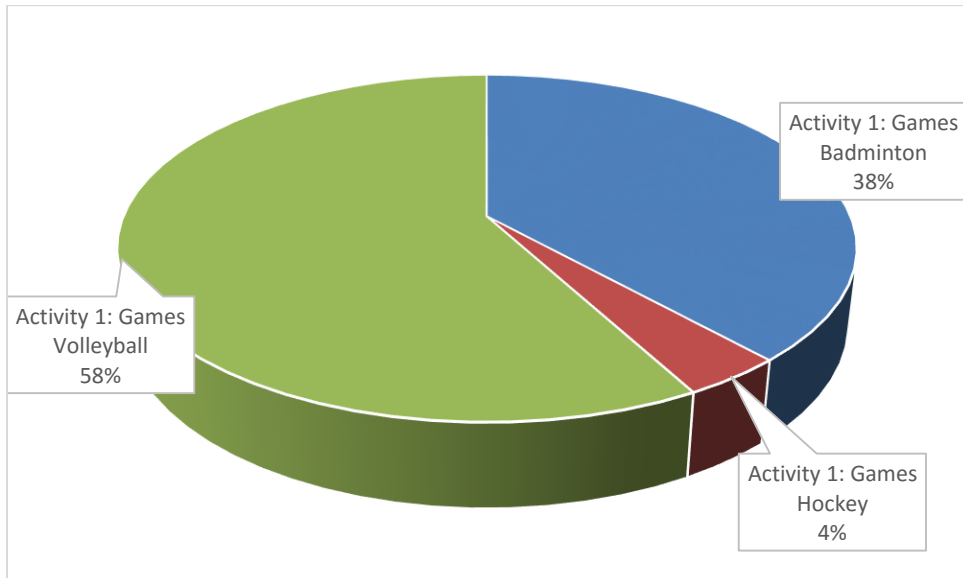
- Area 1: Games – one activity from Badminton, Hockey and Volleyball.
- Area 2: Gymnastics and Dance Activities – one activity from Artistic Gym (two different vaults and one floor sequence) and Educational Dance (two contrasting dances).
- Area 3: Athletics – one running activity (100m or 800m), one jumping activity (high jump or long jump) and one throwing activity (shot put or discus).
- Area 4: Swimming – three strokes from Breaststroke, Butterfly, Backstroke or Front Crawl.

Table 1.3 below presents details of these examinations:

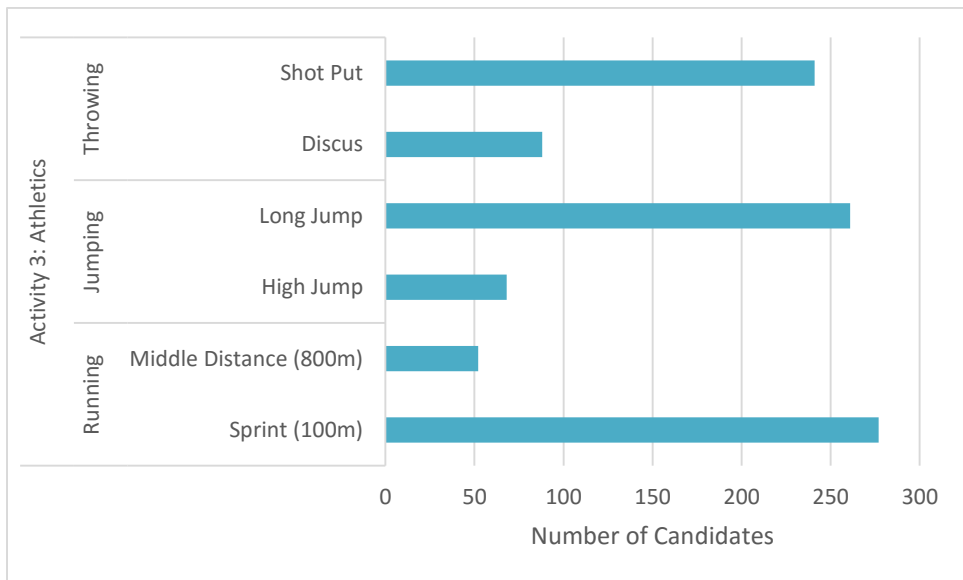
*Table 1.3: Physical Education Practical Examinations*

	Activity	Venue	Date	Duration	No. of Candidates	
Area 1	Badminton	University Sports Hall	20 <sup>th</sup> March	08:00-12:00	131	342
			26 <sup>th</sup> March	08:00-12:00		
	Hockey	University Sports Hall	26 <sup>th</sup> March	09:00-10:00	13	
			Volleyball	University Sports Hall	20 <sup>th</sup> March	
26 <sup>th</sup> March	08:00-13:30					
Area 2	Artistic Gym	University Sports Hall	24 <sup>th</sup> March	08:00-10:30	68	159
			27 <sup>th</sup> March	08:00-10:30		
	Educational Dance	University Squash Court	20 <sup>th</sup> March	08:00-12:00	91	
			26 <sup>th</sup> March	08:00-12:00		
Area 3	Athletics All tests	Marsa Sports Ground	23 <sup>rd</sup> March	08:00-9:45	329	
			25 <sup>th</sup> March	08:00-10:00		
			30 <sup>th</sup> March	8:00-12:00		
Area 4	Swimming All tests	National Swimming Pool, Tal-Qroqq	1 <sup>st</sup> June	08:00-13:00	205	
			2 <sup>nd</sup> June	08:00-13:00		
			4 <sup>th</sup> June	08:00-13:00		

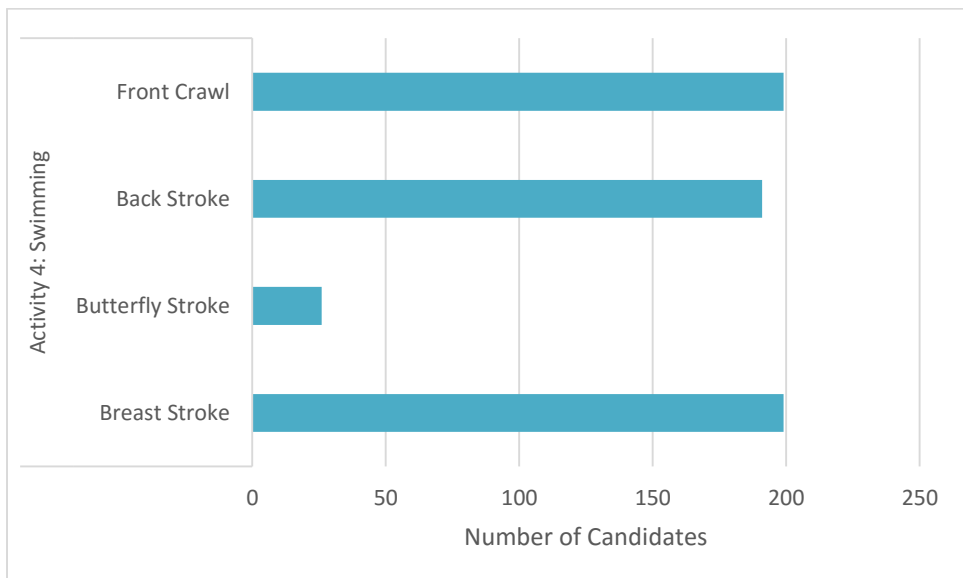
The figures that follow show candidates' preferences for the SEC Physical Education practical examination.



*Figure 1.i: Candidates' Preference in SEC Physical Education Activity 1*



*Figure 1.ii: Candidates' Preference in SEC Physical Education Activity 3*



*Figure 1.iii: Candidates' Preference in SEC Physical Education Activity 4*

## **1.8 Revision of Papers**

Candidates who are not satisfied with the grade awarded to them in any subject may register for the service of a Revision of Papers. Information about the registration period is posted to the candidates with their result slip. For each subject, an additional examiner is appointed to review the cases of the candidates who ask for a Revision of Papers. A brief report on the performance of the candidate is written in each case. This is forwarded to the candidate. A fee of €35 per subject is paid on registration. This fee is refundable in cases where the Board of Examiners recommends a change in the original grade. This year, there were 609 requests for Revision of Papers after the May session and 106 further requests after the September session.

## **1.9 Examiners' Reports**

For each subject, the Chairperson of the Markers' Panel was required to write an Examiners' Report on the performance of the candidates on the examination. The information for this report is usually compiled from the different markers involved in the process. This report provides statistical data on the grades awarded and gives detailed feedback on the performance of the candidates. This year, these reports were published in January 2015 on the MATSEC website (<http://www.um.edu.mt/matsec>).



## 2. REGISTRATIONS MAY 2015

Table 2.1 provides information about the candidates who registered for the May session.

*Table 2.1: Registration by Year of Birth and Gender*

Cohort*	Males	Females	Total
2000	1	1	2
1999	1813	1865	3678
1998	397	400	797
1997	139	173	312
1996	73	90	163
1995	45	56	101
Pre-1995	259	566	825
<b>Total</b>	<b>2727</b>	<b>3151</b>	<b>5878</b>

**\* By Year of Birth**

In total, there were 5,878 candidates who registered for SEC examinations in May 2015 (2,727 males and 3,151 females). The largest numbers of registrations, in total, and for both males and females, belonged to the 1999 cohort. This is the cohort that turned sixteen in 2015.

When set up in 1991, MATSEC Support Unit aimed at attracting 80% of sixteen-year olds to SEC, which started in 1994 (Grima & Ventura, 2006). There were 4,308 infants born in 1999 (NSO, 2002). Ignoring deaths, emigrations and immigrations, this means that 85.4% of the children born in 1999, 83.1% of males (N=2,183) and 87.8% of females (N=2,125), registered for SEC examinations in 2015.

Table 2.2 provides information on how many candidates, males and females, registered for the different subjects in May 2015. Table 2.2 shows the variability in the number of registrations for the different subjects. The subjects with the largest numbers of registrations were English Language, Mathematics, Maltese, Physics, and Religious Knowledge. Notably, larger numbers of females than males (more than 60% of registrations) registered for Textiles and Design, European Studies, Home Economics, Biology, Social Studies, Art, Spanish and French. Larger numbers of males than females (more than 60% of registrations) registered for Design and Technology, Graphical Communication, Commerce, Computing, Geography and History. Candidates from the 1999 cohort form the majority of candidates in most instances. The only cases where less than 75% of candidates are from this cohort are Russian, Accounting and Arabic.

Table 2.2: Registration by Subject and Gender

Subject	All Candidates			1999 Cohort		
	Males	Females	Total	Males	Females	Total
Accounting	330	458	788	248	285	533
Arabic	23	20	43	9	8	17
Art	249	425	674	204	364	568
Biology	455	944	1399	395	781	1176
Business Studies	158	186	344	130	170	300
Chemistry	349	386	735	323	355	678
Classical Culture	1	1	2	1	0	1
Commerce	3	1	4	3	1	4
Computing	625	217	842	557	197	754
Design and Technology	244	48	292	232	45	277
Economics	137	141	278	123	129	252
English Language	2261	2472	4733	1779	1848	3627
English Literature	1124	1490	2614	1042	1386	2428
Environmental Studies	647	690	1337	611	649	1260
European Studies	30	95	125	25	84	109
French	456	740	1196	434	698	1132
Geography	142	64	206	126	50	176
German	155	133	288	140	125	265
Graphical Communication	390	105	495	369	93	462
Greek	1	0	1	0	0	0
History	139	66	205	117	55	172
Home Economics	237	567	804	211	508	719
Italian	885	954	1839	798	850	1648
Maltese	2034	2117	4151	1712	1801	3513
Mathematics	2107	2268	4375	1737	1789	3526
Music	5	7	12	3	6	9
Physical Education	188	157	345	158	141	299
Physics	1825	1630	3455	1580	1420	3000
Religious Knowledge	1635	1784	3419	1486	1642	3128
Russian	10	11	21	6	9	15
Social Studies	409	821	1230	363	756	1119
Spanish	125	203	328	101	145	246
Textiles and Design	2	56	58	2	52	54

Table 2.3 overleaf shows the numbers of registrations, for males and females, from the different educational sectors. This table shows that the number of registrations varied within the particular sectors for different subjects. In general, the largest numbers of registrations belonged to schools from two sectors: State and Church Schools. These constitute the majority of the secondary student school population (Gellel & Buchanan, 2011).

Table 2.3: Registration by Subject, School Type and Gender

Subject	State Schools		Church Schools		Independent Schools		Post-Secondary Schools		Private Candidates		Gozo Schools		Gozo Private Candidates		Total
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	
Accounting	0	8	186	218	56	54	11	7	58	145	15	14	4	12	<b>788</b>
Arabic	5	6	0	0	13	8	0	2	5	4	0	0	0	0	<b>43</b>
Art	134	183	41	136	34	52	4	8	18	19	17	26	1	1	<b>674</b>
Biology	89	225	216	422	75	112	20	65	20	47	34	73	1	0	<b>1399</b>
Business Studies	86	147	40	0	9	3	10	4	5	6	8	25	0	1	<b>344</b>
Chemistry	51	102	206	178	52	48	5	6	10	10	25	41	0	1	<b>735</b>
Classical Culture	0	0	1	0	0	1	0	0	0	0	0	0	0	0	<b>2</b>
Commerce	0	0	0	0	0	0	0	0	0	0	3	1	0	0	<b>4</b>
Computing	199	87	268	75	91	16	8	4	25	10	34	24	0	1	<b>842</b>
Design and Tech.	170	39	41	0	0	0	0	0	3	0	30	8	0	1	<b>292</b>
Economics	0	0	93	103	29	20	2	4	4	6	9	8	0	0	<b>278</b>
English Language	826	987	715	637	205	160	64	65	257	411	156	162	38	50	<b>4733</b>
English Literature	413	652	448	535	161	149	15	20	22	16	65	116	0	2	<b>2614</b>
Environ. Studies	204	387	305	202	82	56	3	5	7	3	46	36	0	1	<b>1337</b>
European Studies	27	63	0	25	0	0	1	4	1	2	0	0	1	1	<b>125</b>
French	73	224	287	386	54	70	3	8	3	8	35	44	1	0	<b>1196</b>
Geography	49	25	47	8	29	19	4	4	5	3	8	5	0	0	<b>206</b>
German	41	61	64	50	8	13	2	0	6	3	33	5	1	1	<b>288</b>
Graphical Comm.	124	69	177	0	42	15	2	1	7	3	38	17	0	0	<b>495</b>
Greek	0	0	0	0	0	0	0	0	1	0	0	0	0	0	<b>1</b>
History	35	23	48	3	36	26	6	2	7	6	7	6	0	0	<b>205</b>
Home Economics	132	326	49	157	12	33	3	3	5	10	36	36	0	2	<b>804</b>
Italian	339	400	383	369	55	60	13	9	30	55	62	59	3	2	<b>1839</b>
Maltese	799	977	709	635	163	131	63	39	134	153	147	161	19	21	<b>4151</b>
Mathematics	804	937	703	629	207	160	67	97	159	240	149	162	18	43	<b>4375</b>
Music	1	2	1	2	0	0	0	0	1	0	2	3	0	0	<b>12</b>
Physical Education	80	62	55	55	37	26	8	0	3	3	4	11	1	0	<b>345</b>
Physics	714	864	680	387	175	101	51	65	69	62	129	145	7	6	<b>3455</b>
Religious Knowledge	586	857	696	595	155	123	27	13	44	50	119	134	8	12	<b>3419</b>
Russian	3	5	0	1	3	4	0	0	3	1	1	0	0	0	<b>21</b>
Social Studies	221	452	142	264	8	14	12	12	14	27	10	49	2	3	<b>1230</b>
Spanish	72	121	18	0	7	10	2	8	16	37	10	26	0	1	<b>328</b>
Textiles and Design	1	53	1	0	0	0	0	1	0	0	0	2	0	0	<b>58</b>

Table 2.4 provides a breakdown of the registration information by subject for Paper IIA and Paper IIB separately. (The percentages of registrations for Paper IIA and IIB for each subject are presented in Table 3.1 in the following section).

*Table 2.4: Registration for Paper IIA and IIB by Subject and Gender*

Subject	Males		Females		Total	
	IIA	IIB	IIA	IIB	IIA	IIB
Accounting	262	68	348	110	610	178
Arabic	20	3	12	8	32	11
Art	153	96	280	145	433	241
Biology	334	121	657	287	991	408
Business Studies	81	77	114	72	195	149
Chemistry	291	58	340	46	631	104
Classical Culture	1	0	1	0	2	0
Commerce	3	0	0	1	3	1
Computing	442	183	163	54	605	237
Design and Technology	124	120	33	15	157	135
Economics	102	35	108	33	210	68
English Language	1242	1019	1532	940	2774	1959
English Literature	681	443	1137	353	1818	796
Environmental Studies	423	224	507	183	930	407
European Studies	18	12	76	19	94	31
French	331	125	568	172	899	297
Geography	104	38	46	18	150	56
German	96	59	100	33	196	92
Graphical Communication	295	95	90	15	385	110
Greek	0	1	0	0	0	1
History	97	42	54	12	151	54
Home Economics	116	121	396	171	512	292
Italian	465	420	519	435	984	855
Maltese	1019	1015	1295	822	2314	1837
Mathematics	941	1166	973	1295	1914	2461
Music	2	3	7	0	9	3
Physical Education	122	66	119	38	241	104
Physics	1074	751	1003	627	2077	1378
Religious Knowledge	942	693	1213	571	2155	1264
Russian	10	0	11	0	21	0
Social Studies	162	247	478	343	640	590
Spanish	72	53	149	54	221	107
Textiles and Design	0	2	25	31	25	33

From the year 2002, the range of grades for Paper IIA was extended from Grades 1 - 4 to Grades 1 - 5. Previously, the tendency for larger numbers of candidates to register for Paper IIB rather than Paper IIA was evident in several large entry subjects. In 2015, the proportion of candidates opting for Paper IIA is more than 50% in all subjects but Textiles and Design (43.1%) and Mathematics (43.7%).

Nevertheless, criticisms that the choice of Paper IIA or IIB are affected by the school attended (Ministry of Education, Youth and Employment, 2005) might still hold, as shown in Table 2.5. Table 2.5 presents the registration information by subject, for Paper IIA and IIB, males and females, from the different educational sectors. Candidates who were registered as

private candidates, those from post-secondary institutions and boys' State Schools were the only groups where less than 50% applied for Paper IIA. The percentage of registrations for Paper IIA was particularly high in Church Schools and Independent Schools. This information is summarised in the following figure which also suggests a gender divide when it comes to the paper choice: Except for the case of church schools, girls seem more likely than boys to opt for the more challenging Paper IIA option.

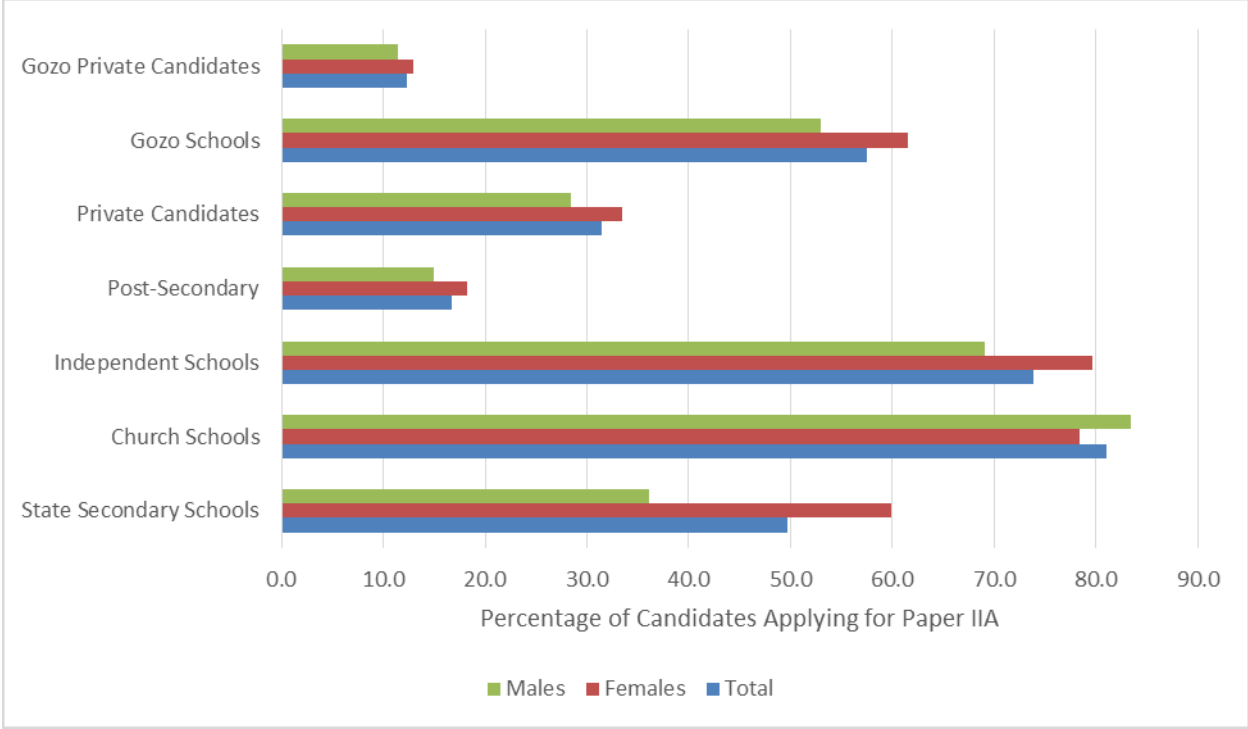


Figure 2.i: Percentage of Candidates Applying for Paper IIA by School and Gender

Table 2.5: Registration for Paper IIA and Paper IIB by Type of School and Gender

Subject	State Secondary Schools				Church Schools				Independent Schools				Post-Secondary Schools				Private Candidates				Gozo Schools				Gozo Private Candidates			
	Males		Females		Males		Females		Males		Females		Males		Females		Males		Females		Males		Females		Males		Females	
	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB
Accounting	0	0	7	1	166	20	169	49	42	14	49	5	6	5	4	3	36	22	99	46	9	6	13	1	3	1	7	5
Arabic	4	1	1	5	0	0	0	0	12	1	6	2	0	0	1	1	4	1	4	0	0	0	0	0	0	0	0	0
Art	59	75	103	80	35	6	103	33	26	8	44	8	4	0	6	2	14	4	9	10	14	3	15	11	1	0	0	1
Biology	43	46	171	54	197	19	317	105	58	17	87	25	7	13	15	50	5	15	15	32	24	10	52	21	0	1	0	0
Business Studies	42	44	95	52	29	11	0	0	5	4	3	0	1	9	0	4	1	4	0	6	3	5	15	10	0	0	1	0
Chemistry	30	21	94	8	190	16	163	15	46	6	35	13	3	2	3	3	6	4	8	2	16	9	37	4	0	0	0	1
Class. Culture & Civ.	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commerce	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	0	0	0	0
Computing	92	107	56	31	238	30	69	6	77	14	14	2	2	6	1	3	10	15	6	4	23	11	16	8	0	0	1	0
Design & Tech.	76	94	26	13	27	14	0	0	0	0	0	0	0	0	0	0	1	2	0	0	20	10	7	1	0	0	0	1
Economics	0	0	0	0	79	14	82	21	15	14	16	4	2	0	2	2	2	2	1	5	4	5	7	1	0	0	0	0
English Language	316	510	601	386	622	93	553	84	159	46	144	16	8	56	14	51	62	195	118	293	69	87	98	64	6	32	4	46
English Literature	160	253	465	187	363	85	451	84	106	55	126	23	2	13	6	14	4	18	10	6	46	19	78	38	0	0	1	1
Environ. Studies	76	128	254	133	267	38	185	17	53	29	43	13	1	2	1	4	1	6	1	2	25	21	23	13	0	0	0	1
European Studies	16	11	52	11	0	0	24	1	0	0	0	0	0	1	0	4	1	0	0	2	0	0	0	0	1	0	0	1
French	29	44	154	70	236	51	317	69	36	18	61	9	2	1	1	7	1	2	1	7	27	8	34	10	0	1	0	0
Geography	27	22	21	4	46	1	6	2	22	7	14	5	1	3	0	4	1	4	0	3	7	1	5	0	0	0	0	0
German	21	20	45	16	47	17	44	6	4	4	7	6	0	2	0	0	4	2	1	2	20	13	3	2	0	1	0	1
Graphical Comm.	80	44	63	6	151	26	0	0	33	9	12	3	1	1	0	1	4	3	2	1	26	12	13	4	0	0	0	0
Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
History	19	16	19	4	44	4	3	0	25	11	20	6	2	4	2	0	3	4	4	2	4	3	6	0	0	0	0	0
Home Economics	52	80	221	105	33	16	123	34	7	5	30	3	0	3	1	2	1	4	2	8	23	13	19	17	0	0	0	2
Italian	120	219	183	217	265	118	225	144	35	20	40	20	3	10	0	9	13	17	38	17	29	33	33	26	0	3	0	2
Maltese	241	558	565	412	604	105	483	152	86	77	96	35	5	58	3	36	21	113	54	99	61	86	90	71	1	18	4	17
Mathematics	187	617	376	561	540	163	392	237	127	80	114	46	0	67	2	95	21	138	10	230	66	83	78	84	0	18	1	42
Music	1	0	2	0	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	3	0	0	0	0	0
Physical Education	43	37	46	16	48	7	48	7	30	7	19	7	0	8	0	0	0	3	2	1	1	3	4	7	0	1	0	0
Physics	261	453	482	382	599	81	341	46	128	47	84	17	1	50	7	58	20	49	12	50	65	64	76	69	0	7	1	5
Religious Knowledge	201	385	526	331	572	124	484	111	93	62	92	31	6	21	4	9	10	34	15	35	60	59	91	43	0	8	1	11
Russian	3	0	5	0	0	0	1	0	3	0	4	0	0	0	0	0	3	0	1	0	1	0	0	0	0	0	0	0
Social Studies	41	180	259	193	104	38	172	92	7	1	11	3	2	10	5	7	6	8	3	24	2	8	28	21	0	2	0	3
Spanish	27	45	86	35	18	0	0	0	7	0	10	0	2	0	5	3	13	3	33	4	5	5	15	11	0	0	0	1
Textiles & Design	0	1	23	30	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0

Tables 2.6 and 2.7 provide information about the localities in Malta and Gozo of the SEC candidates. As expected, the numbers of registrations from Malta were significantly larger than those from Gozo (5,396 and 482 respectively). The data for Malta presented in Table 2.6 is grouped by region and locality. The data for Gozo presented in Table 2.7 is listed by locality only. Figure 2.iii graphically summarizes this information

*Table 2.6: Registration of SEC Candidates by Locality in Malta*

Locality	Males	Females	Total
<i>Southern Harbour</i>	<i>490</i>	<i>548</i>	<i>1038</i>
Birgu	13	13	26
Bormla	26	27	53
Blata l-Bajda	2	1	3
Fgura	83	89	172
Floriana	11	14	25
Isla	13	11	24
Kalkara	18	22	40
Luqa	27	32	59
Marsa	19	32	51
Paola	39	40	79
Santa Luċija	23	24	47
Tarxien	58	66	124
Valletta	26	24	50
Xgħajra	18	19	37
Żabbar	114	134	248
<i>Northern Harbour</i>	<i>726</i>	<i>821</i>	<i>1547</i>
Birkirkara	140	152	292
Fleur-de-Lys	2	3	5
G`Mangia	9	8	17
Gzira	56	31	87
Hamrun	40	52	92
Ibraġġ	10	22	32
Kappara	10	8	18
Msida	31	47	78
Pembroke	45	39	84
Pieta`	17	16	33
Qormi	91	105	196
San Ġiljan	43	48	91
San Ġwann	71	81	152
Santa Venera	42	49	91
Sliema	61	76	137
St Andrews	2	1	3
Swatar	12	24	36
Swieqi	39	50	89
Ta' Xbiex	5	9	14

<i>South Eastern</i>	<i>441</i>	<i>566</i>	<i>1007</i>
Birżebbuġa	65	77	142
Għaxaq	24	34	58
Gudja	24	21	45
Kirkop	15	21	36
Marsascula	96	107	203
Marsaxlokk	31	39	70
Mqabba	16	34	50
Qrendi	15	21	36
Safi	20	17	37
Żejtun	70	83	153
Żurrieq	65	112	177
<i>Western</i>	<i>434</i>	<i>457</i>	<i>891</i>
Attard	88	71	159
Baħrija	10	3	13
Balzan	30	22	52
Dingli	24	30	54
Iklin	27	27	54
Lija	17	23	40
Mdina	1	1	2
Mrieħel	1	0	1
Mtarfa	35	34	69
Rabat	64	60	124
Sigġiewi	58	77	135
Żebbuġ	79	109	188
<i>Northern</i>	<i>413</i>	<i>500</i>	<i>913</i>
Baħar iċ-Ċagħaq	5	2	7
Buġibba	9	15	24
Burmarrad	3	5	8
Għargħur	10	20	30
Madliena	7	4	11
Manikata	5	3	8
Mellieħa	41	60	101
Mġarr	36	36	72
Mosta	114	163	277
Naxxar	103	90	193
Qawra	22	38	60
San Pawl il-Baħar	46	53	99
San Pawl tat-Tarġa	5	3	8
Xemxija	7	8	15
<b>Total</b>	<b>2504</b>	<b>2892</b>	<b>5396</b>



Table 2.7: Registration of SEC Candidates by Locality in Gozo

Locality	Males	Females	Total
Fontana	5	6	11
Għajnsielem	17	17	34
Għarb	11	16	27
Għasri	3	4	7
Kerċem	9	12	21
Marsalforn	3	7	10
Munxar	7	9	16
Nadur	33	35	68
Qala	18	10	28
San Lawrenz	4	2	6
Sannat	10	16	26
Santa Luċija	1	1	2
Victoria	39	49	88
Xagħra	25	39	64
Xewkija	25	27	52
Xlendi	2	0	2
Żebbuġ	11	9	20
<b>Total</b>	<b>223</b>	<b>259</b>	<b>482</b>

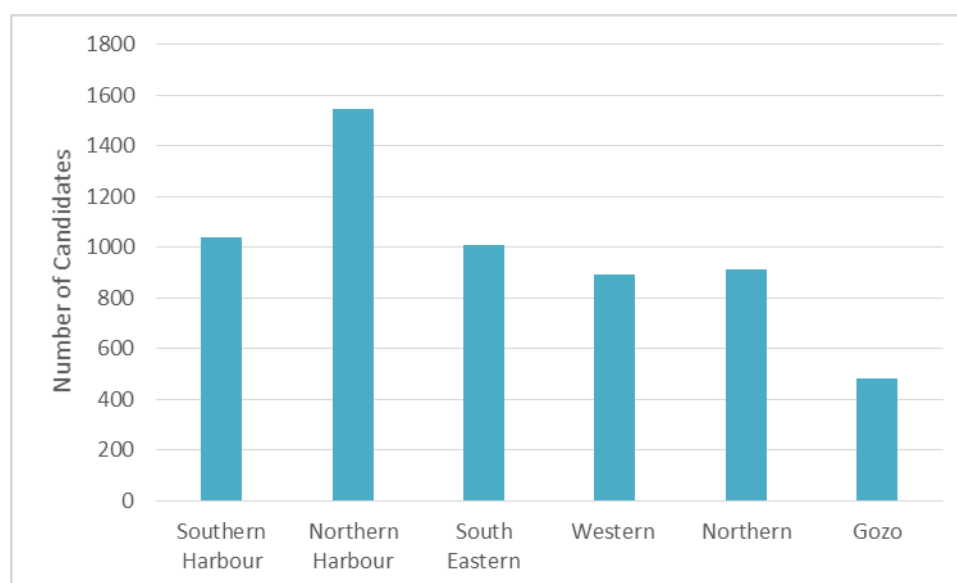


Figure 2.ii: Number of Candidates per Region

Table 2.8, Table 2.9 and Table 2.10 provide registration information on the 1999 cohort. Most of these candidates were in their final year of secondary education in 2014-15.

Table 2.8: Number of Subjects Registered by the 1999 Cohort (N= 3678 cand.s.)

No. of Subjects	Males	Females	Total
15	0	1	1
14	2	0	2
13	4	2	6
12	43	31	74
11	196	277	473
10	331	569	900
9	432	371	803
8	262	225	487
7	192	137	329
6	128	102	230
5	88	65	153
4	70	34	104
3	32	26	58
2	18	18	36
1	15	7	22

Table 2.8 provides information on the number of subjects registered by the 1999 cohort. This year the range of subjects was from 1 to 15. The largest category of candidates registered for 10 subjects. This was the largest category overall (24.5%) and for females (30.5%). The largest category of males registered for nine subjects (23.8%). This trend is identical to that in previous years. It is interesting to note that although overall there were almost equal numbers of female and male candidates (1,947 and 1,990 respectively), there were more male candidates who registered for 12 or more subjects. There were also more males than females who registered for a small number of subjects. This trend is also identical to that in previous years.

Table 2.9 and Table 2.10 provide information on the registration numbers of the 1999 cohort for specific subjects. Table 2.9 focuses on the science options whereas Table 2.10 focuses on the languages.

Table 2.9: 1999 Cohort - Science Subjects

Subject	Males	Females	Total
<i>One Science Subject</i>	<i>1172</i>	<i>1138</i>	<i>2310</i>
Biology only	21	247	268
Chemistry only	0	1	1
Physics only	1151	890	2041
<i>Two Science Subjects</i>	<i>185</i>	<i>289</i>	<i>474</i>
Biology and Chemistry	8	39	47
Biology and Physics	114	215	329
Chemistry and Physics	63	35	98
<i>Three Science Subjects</i>	<i>252</i>	<i>280</i>	<i>532</i>
Biology, Chemistry and Physics	252	280	532

Table 2.9 shows that the largest category of candidates registers for one science subject. Although more males opted for Physics as their single science subject (56.4%), most of the candidates who registered for Biology only were females (92.2%). Chemistry is rarely taken as one's only science subject. The largest category of candidates opting for two sciences registered for Biology and Physics. The majority of these candidates were females. 14.5% of candidates born in 1999 applied for the three sciences (13.9% of boys and 15.0% of girls). This shows an increase from 2013 (12.5%) but is roughly similar to last year's percentage (14.2%).

*Table 2.10: 1999 Cohort - Foreign Languages*

Subject	Total
<i>One Language</i>	2322
Arabic	5
French	723
German	183
Italian	1218
Russian	4
Spanish	189
<i>Two Languages</i>	482
Italian and Arabic	2
Italian and French	349
Italian and German	41
Italian and Russian	2
Italian and Spanish	29
German and Spanish	5
French and Arabic	9
French and German	26
French and Spanish	15
Spanish and Russian	1
French and Russian	3
<i>Three Languages</i>	11
Italian, French and German	3
Italian, French and Spanish	2
Italian, German and Spanish	1
Italian, German and Russian	1
French, German and Russian	1
German, Spanish and Russian	2
German, Spanish and Arabic	1
<i>Four Languages</i>	1
Russian, French, German and Spanish	1

Table 2.10 shows that with regard to foreign languages, most candidates registered for one foreign language (Maltese and English are both official languages of the Maltese islands). Italian remained the most popular option among these candidates. Among the candidates who registered for two foreign languages, Italian and French were by far the most popular. In comparison, there were very few candidates who opted for three foreign languages and one candidate who registered for four foreign language assessments.

Table 2.11 shows the number of candidates who made requests for access arrangements. The data is stratified according to presented conditions.

*Table 2.11: Number of Requests for Access Arrangements by Presenting Condition*

<b>Condition</b>	<b>Number of Candidates</b>
ADD/ADHD	93
Autism Spectrum Disorder <sup>1</sup>	27
DCD/ Dyspraxia	41
Hearing Impairment	16
Last minute Injuries	6
Medical Condition <sup>2</sup>	24
Mental Health <sup>3</sup>	21
Mobility Problems <sup>4</sup>	5
SpLD/ADHD	169
SpLD/Dyslexia	181
Stammer	4
Visual Impairment	7
<b>Total</b>	<b>594</b>
<ol style="list-style-type: none"> <li>1. Including Asperger's Syndrome;</li> <li>2. Including Diabetes, IBS, ME, Fibromyalgia, Systemic/Discoid Lupus Erythematosus and others;</li> <li>3. including Anxiety, OCD, Bipolar Disorder, Depression and others;</li> <li>4. Including Cerebral Palsy.</li> </ol>	

Applications by students with special needs are processed by the Access Disability Support Committee of the University of Malta that decides on appropriate arrangements so that these students are enabled to take the examinations and being, as much as possible, on par with other candidates. In 2015, access arrangements included extra time, rest periods, modified papers, large print, provision of amanuenses, communicators and readers, as well as special instructions to examiners of oral components, invigilators and paper markers. This year 621 candidates (9.94% of the total registrations) applied for access arrangements.

Table 2.12 indicates the subjects that candidates who made requests for access arrangements registered for and whether these candidates opted for Paper IIA or IIB in these subjects. It shows that, as in the case of the overall registrations (see Table 2.2), the largest numbers of registrations were for English Language, Mathematics, Maltese, Religious Knowledge and Physics. In the majority of the subjects, there were higher registrations for Paper IIB than for Paper IIA (2,487 and 1,163 registrations respectively).

*Table 2.12: Registration of Requests for Access Arrangements  
for Paper IIA and IIB by Subject*

<b>Subject</b>	<b>Paper IIA</b>	<b>Paper IIB</b>	<b>Total</b>
Accounting	16	15	31
Arabic	1	1	2
Art	61	59	120
Biology	54	79	133
Business Studies	9	14	23
Chemistry	27	9	36
Computing	36	25	61
Economics	5	3	8
English Language	154	378	532
English Literature	75	132	207
Environmental Studies	34	69	103
French	22	22	44
Geography	6	9	15
German	3	8	11
History	12	12	24
Home Economics	50	92	142
Italian	59	129	188
Maltese	107	384	491
Mathematics	96	391	487
Physics	108	227	335
Religious Knowledge	109	246	355
Social Studies	11	63	74
Spanish	15	16	31
Graphical Communication	32	24	56
Textiles and Design	2	10	12
European Studies	8	4	12
Physical Education	25	22	47
Design and Technology	24	42	66
Music	2	2	4

*Table 2.13: Registration of Private Candidates\*  
in the subjects with a coursework component*

<b>Subject</b>	<b>Malta</b>	<b>Gozo</b>	<b>Total</b>
Art	37	2	39
Biology	67	1	68
Business Studies	11	1	12
Chemistry	20	1	21
Computing	35	1	36
Design and Technology	3	1	4
Environmental Studies	10	1	11
European Studies	3	2	5
Geography	8	0	8
Home Economics	15	2	17
Physical Education	6	1	7
Physics	131	13	144
Textiles and Design	0	0	0

\* Private candidates include those who carry over their coursework mark from a previous session.

Currently, as explained in Section 1.6, the coursework of private candidates is marked by the Markers' Panels of the particular subjects. Table 2.13 above shows the numbers of registrations of private candidates for the subjects that have a coursework component. Table 2.13 shows that Physics had the largest number of private candidates. It is important to note that candidates who registered as private candidates for the above subjects in May 2015 may have sat for the examination/s in previous years. In this case, their coursework mark would have been carried over at their request.

As explained in Section 1.8, candidates who were not satisfied with the grade awarded to them in any subject could register for the service of a Revision of Papers. Table 2.14 below shows the numbers of these requests in relation to the numbers of registrations for the different subjects.

Table 2.14: Registration for Revision of Papers

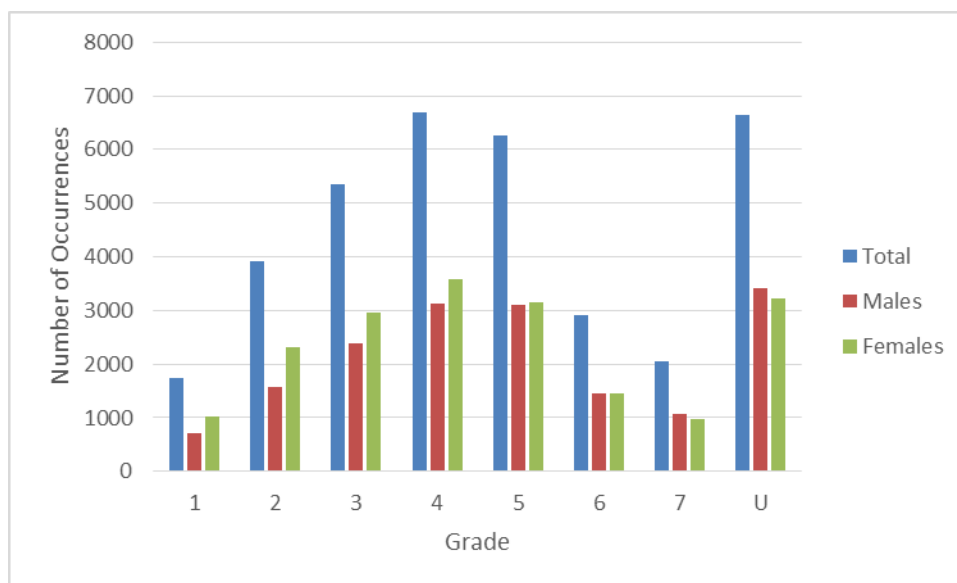
Subject	Registrations	Requests	Percentage
Accounting	788	13	1.6
Arabic	43	0	0.0
Art	674	20	3.0
Biology	1399	40	2.9
Business Studies	344	3	0.9
Chemistry	735	24	3.3
Classical Culture	2	0	0.0
Commerce	4	0	0.0
Computing	842	12	1.4
Design and Technology	292	9	3.1
Economics	278	11	4.0
English Language	4733	94	2.0
English Literature	2614	35	1.3
Environmental Studies	1337	9	0.7
European Studies	125	3	2.4
French	1196	3	0.3
Geography	206	0	0.0
German	288	4	1.4
Graphical Communication	495	6	1.2
Greek	1	0	0.0
History	205	10	4.9
Home Economics	804	4	0.5
Italian	1839	10	0.5
Maltese	4151	75	1.8
Mathematics	4375	117	2.7
Music	12	0	0.0
Physical Education	345	10	2.9
Physics	3455	54	1.6
Religious Knowledge	3419	22	0.6
Russian	21	0	0.0
Social Studies	1230	19	1.5
Spanish	328	2	0.6
Textiles and Design	58	0	0.0
<b>Total</b>	<b>36638</b>	<b>609</b>	<b>1.7</b>

In 2015, the numbers of requests for a Revision of Papers amounted to 609, which equates to 1.7% of the grand total of registrations. History, Economics, Chemistry and Design and Technology had the highest percentage of applications for Revision of Papers. Data relating to the outcome of these requests may be seen in Table 3.7 in the following section.

### 3. RESULTS MAY 2015

Table 3.1 provides information on the results obtained in the different subjects, overall and by gender, in the May session. The results for Paper IIA and IIB are given separately in order to give a comprehensive picture. The percentages of the different categories are worked out of the total registrations for the particular subjects. In this table, absentees include those candidates who neither sat for the written examination nor presented their coursework for assessment, where this was required. Candidates who presented their coursework but were absent for the written examination, were awarded Grade U based on their coursework only. The same applies for those candidates who were present for their oral examination but were then absent for the written examination.

Table 3.1 shows the variability in the distribution of grades obtained in the different subjects. Overall, with the exception of very small entry subjects (e.g. Arabic, Russian and Textiles and Design), the range of grades awarded in the different subjects covered the range of available grades. This table shows the variability in the distribution of the grades obtained in the different subjects. Figure 3.1, extrapolated from the data in Table 3.1, shows the occurrence of the grades awarded across all subjects. The figure suggests that females were more likely than males to obtain Grades 1, 2, 3 and 4. Boys were more likely to obtain Grades 7 and U. Grades 5, 6 and 7 (11,205 occurrences) were slightly more common than Grades 1, 2 and 3 (11,007 occurrences).

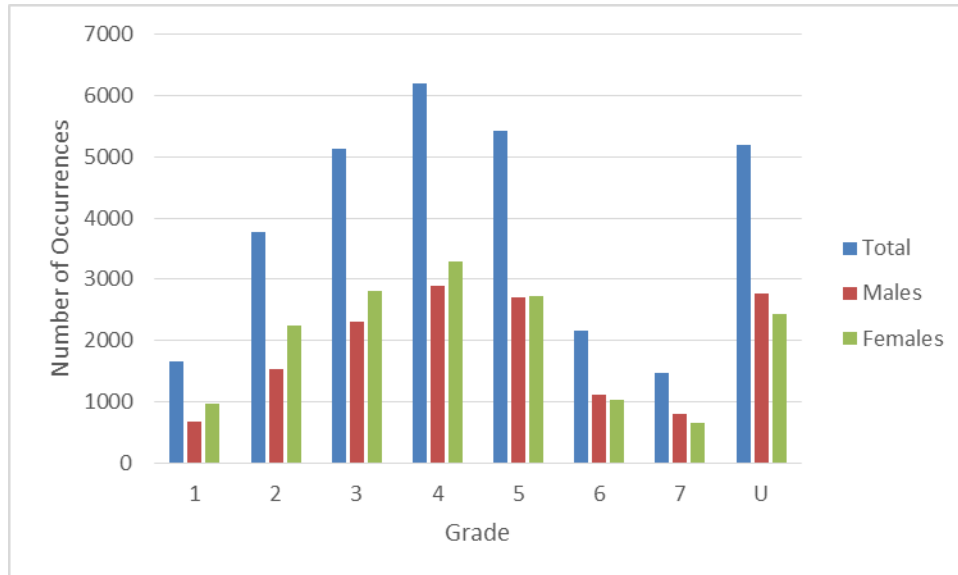


*Figure 3.1: Overall Occurrence of Grades by Gender*

Table 3.2 presents the results obtained by the 1999 cohort in the different subjects in the May 2015 session. The results for Paper IIA and IIB are given separately in order to give a comprehensive picture. This table presents overall results as well as the results for males and females as separate subgroups who turned sixteen in 2015. With regard to the results by gender, one observation is that in most subjects there was a much higher percentage of females who obtained Grade 1. This difference was bigger in subjects like Business Studies, English Literature, French, German, History, Home Economics, Italian, Graphical Communication, European Studies and Design and Technology. Only in two subjects with a low number of registrations, Arabic and Russian, was the percentage of male candidates from the 1999 cohort obtaining Grade 1 much larger than the percentage of females doing so. In Accounting, Art, Biology, Chemistry, Mathematics and Physical Education there were smaller differences in favour or males.



Figure 3.ii shows the sum of Grade occurrences across all subjects for the 1999 cohort. The distribution is similar to that shown in the previous figure, with female candidates being more likely than males to obtain Grades 1, 2, 3 and 4 while male candidates are more likely to obtain Grades 7 and U. A larger number of candidates obtain Grades 1, 2 and 3 (10,566 occurrences) rather than Grades 5, 6 and 7 (9,049 occurrences). This is opposite to that shown in Figure 3.i.



*Figure 3.ii: Overall Occurrence of Grades by Gender*

In Table 3.3, the results are separated out by educational sector. This table makes it possible to observe how candidates from different sectors performed on particular subjects. One observation is the consistently high grades obtained by males from Church Schools compared to males from the other sectors. In fact, Church Schools' candidates seem to outperform candidates from Independent and State schools with some notable exceptions being English Language, English Literature and Physical Education, where candidates from Independent Schools appear to have the upper hand. Males from State Schools seem to be consistently outperformed by males from Church and Independent schools but not the same can be said for female candidates from State Schools.

Table 3.1: Results by Subject and Gender for Paper IIA and IIB

Subject	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
Accounting	36	92	119	104	69	136	54	610	23	23	24	17	46	45	178	788
%	4.6	11.7	15.1	13.2	8.8	17.3	6.9	77.4	2.9	2.9	3.0	2.2	5.8	5.7	22.6	100
Males	19	38	48	46	33	59	19	262	6	9	11	4	19	19	68	330
Females	17	54	71	58	36	77	35	348	17	14	13	13	27	26	110	458
Arabic	5	4	9	2	2	5	5	32	2	2	2	2	3	0	11	43
%	11.6	9.3	20.9	4.7	4.7	11.6	11.6	74.4	4.7	4.7	4.7	4.7	7.0	0.0	25.6	100
Males	3	3	7	2	0	3	2	20	1	0	1	0	1	0	3	23
Females	2	1	2	0	2	2	3	12	1	2	1	2	2	0	8	20
Art	13	52	104	111	68	75	10	433	64	80	37	17	27	16	241	674
%	1.9	7.7	15.4	16.5	10.1	11.1	1.5	64.2	9.5	11.9	5.5	2.5	4.0	2.4	35.8	100
Males	4	15	40	34	26	28	6	153	26	26	18	8	12	6	96	249
Females	9	37	64	77	42	47	4	280	38	54	19	9	15	10	145	425
Biology	78	134	209	234	134	193	9	991	36	41	76	46	192	17	408	1399
%	5.6	9.6	14.9	16.7	9.6	13.8	0.6	70.8	2.6	2.9	5.4	3.3	13.7	1.2	29.2	100
Males	31	48	77	66	49	60	3	334	19	7	15	18	55	7	121	455
Females	47	86	132	168	85	133	6	657	17	34	61	28	137	10	287	944
Business Studies	12	33	38	35	35	38	4	195	29	23	27	13	43	14	149	344
%	3.5	9.6	11.0	10.2	10.2	11.0	1.2	56.7	8.4	6.7	7.8	3.8	12.5	4.1	43.3	100
Males	2	7	16	16	17	21	2	81	13	7	16	6	27	8	77	158
Females	10	26	22	19	18	17	2	114	16	16	11	7	16	6	72	186
Chemistry	78	126	127	113	80	101	6	631	4	25	5	21	46	3	104	735
%	10.6	17.1	17.3	15.4	10.9	13.7	0.8	85.9	0.5	3.4	0.7	2.9	6.3	0.4	14.1	100
Males	39	51	59	54	37	46	5	291	4	15	2	12	23	2	58	349
Females	39	75	68	59	43	55	1	340	0	10	3	9	23	1	46	386
Classical Culture & Civ.	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	2
%	0.0	0.0	0.0	0.0	50.0	0.0	50.0	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100
Males	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Females	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Commerce	0	1	1	1	0	0	0	3	1	0	0	0	0	0	1	4
%	0.0	25.0	25.0	25.0	0.0	0.0	0.0	75.0	25.0	0.0	0.0	0.0	0.0	0.0	25.0	100
Males	0	1	1	1	0	0	0	3	0	0	0	0	0	0	0	3
Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Computer Studies	49	132	175	139	65	38	7	605	38	75	54	29	24	17	237	842
%	5.8	15.7	20.8	16.5	7.7	4.5	0.8	71.9	4.5	8.9	6.4	3.4	2.9	2.0	28.1	100
Males	35	105	130	94	45	29	4	442	31	59	40	23	19	11	183	625
Females	14	27	45	45	20	9	3	163	7	16	14	6	5	6	54	217

Table 3.1: Results by Subject and Gender for Paper IIA and IIB (Part 2 of 4)

Subject	Paper IIA								Paper IIB						Total	
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent		Register
Design & Technology	10	17	32	30	15	53	0	157	17	26	40	16	31	5	135	292
%	3.4	5.8	11.0	10.3	5.1	18.2	0.0	53.8	5.8	8.9	13.7	5.5	10.6	1.7	46.2	100
Males	7	10	25	20	14	48	0	124	16	23	32	13	31	5	120	244
Females	3	7	7	10	1	5	0	33	1	3	8	3	0	0	15	48
Economics	12	30	36	63	42	24	3	210	6	14	9	13	17	9	68	278
%	4.3	10.8	12.9	22.7	15.1	8.6	1.1	75.5	2.2	5.0	3.2	4.7	6.1	3.2	24.5	100
Males	6	16	16	29	19	14	2	102	0	9	6	6	11	3	35	137
Females	6	14	20	34	23	10	1	108	6	5	3	7	6	6	33	141
English Language	187	520	648	607	444	346	22	2774	115	454	456	394	459	81	1959	4733
%	4.0	11.0	13.7	12.8	9.4	7.3	0.5	58.6	2.4	9.6	9.6	8.3	9.7	1.7	41.4	100
Males	83	224	300	292	190	149	4	1242	60	245	217	208	246	43	1019	2261
Females	104	296	348	315	254	197	18	1532	55	209	239	186	213	38	940	2472
English Literature	131	198	523	484	236	226	20	1818	102	167	141	125	216	45	796	2614
%	5.0	7.6	20.0	18.5	9.0	8.6	0.8	69.5	3.9	6.4	5.4	4.8	8.3	1.7	30.5	100
Males	40	45	172	197	107	114	6	681	50	82	83	70	138	20	443	1124
Females	91	153	351	287	129	112	14	1137	52	85	58	55	78	25	353	1490
Environmental Studies	48	151	185	202	147	193	4	930	27	76	65	68	152	19	407	1337
%	3.6	11.3	13.8	15.1	11.0	14.4	0.3	69.6	2.0	5.7	4.9	5.1	11.4	1.4	30.4	100
Males	18	64	85	92	65	97	2	423	16	45	44	36	74	9	224	647
Females	30	87	100	110	82	96	2	507	11	31	21	32	78	10	183	690
European Studies	16	26	20	9	12	9	2	94	4	4	8	7	6	2	31	125
%	12.8	20.8	16.0	7.2	9.6	7.2	1.6	75.2	3.2	3.2	6.4	5.6	4.8	1.6	24.8	100
Males	0	4	3	3	3	4	1	18	1	1	5	4	1	0	12	30
Females	16	22	17	6	9	5	1	76	3	3	3	3	5	2	19	95
French	115	212	281	139	74	78	0	899	47	85	73	41	39	12	297	1196
%	9.6	17.7	23.5	11.6	6.2	6.5	0.0	75.2	3.9	7.1	6.1	3.4	3.3	1.0	24.8	100
Males	34	67	114	57	32	27	0	331	18	45	27	14	15	6	125	456
Females	81	145	167	82	42	51	0	568	29	40	46	27	24	6	172	740
Geography	25	30	41	27	19	7	1	150	10	15	7	4	12	8	56	206
%	12.1	14.6	19.9	13.1	9.2	3.4	0.5	72.8	4.9	7.3	3.4	1.9	5.8	3.9	27.2	100
Males	17	19	26	20	15	6	1	104	5	10	4	3	9	7	38	142
Females	8	11	15	7	4	1	0	46	5	5	3	1	3	1	18	64
German	21	24	42	32	41	35	1	196	9	27	24	15	16	1	92	288
%	7.3	8.3	14.6	11.1	14.2	12.2	0.3	68.1	3.1	9.4	8.3	5.2	5.6	0.3	31.9	100
Males	5	8	20	19	26	17	1	96	5	20	13	11	9	1	59	155
Females	16	16	22	13	15	18	0	100	4	7	11	4	7	0	33	133

Table 3.1: Results by Subject and Gender for Paper IIA and IIB (Part 3 of 4)

Subject	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
Graphical Communication	37	61	74	90	65	52	6	385	9	27	19	20	26	9	110	495
%	7.5	12.3	14.9	18.2	13.1	10.5	1.2	77.8	1.8	5.5	3.8	4.0	5.3	1.8	22.2	100
Males	20	49	56	77	49	39	5	295	8	24	19	18	21	5	95	390
Females	17	12	18	13	16	13	1	90	1	3	0	2	5	4	15	105
Greek	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	0.0	0.0	100	100
Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
History	6	27	31	21	19	46	1	151	1	6	13	6	19	9	54	205
%	2.9	13.2	15.1	10.2	9.3	22.4	0.5	73.7	0.5	2.9	6.3	2.9	9.3	4.4	26.3	100
Males	2	15	23	12	12	33	0	97	1	4	9	6	14	8	42	139
Females	4	12	8	9	7	13	1	54	0	2	4	0	5	1	12	66
Home Economics	33	139	159	102	20	59	0	512	63	70	94	29	30	6	292	804
%	4.1	17.3	19.8	12.7	2.5	7.3	0.0	63.7	7.8	8.7	11.7	3.6	3.7	0.7	36.3	100
Males	3	20	36	29	10	18	0	116	27	27	37	10	15	5	121	237
Females	30	119	123	73	10	41	0	396	36	43	57	19	15	1	171	567
Italian	112	208	314	199	79	65	7	984	171	244	166	88	166	20	855	1839
%	6.1	11.3	17.1	10.8	4.3	3.5	0.4	53.5	9.3	13.3	9.0	4.8	9.0	1.1	46.5	100
Males	36	84	170	93	43	34	5	465	83	114	91	35	88	9	420	885
Females	76	124	144	106	36	31	2	519	88	130	75	53	78	11	435	954
Maltese	101	402	533	726	356	180	16	2314	294	378	293	144	636	92	1837	4151
%	2.4	9.7	12.8	17.5	8.6	4.3	0.4	55.7	7.1	9.1	7.1	3.5	15.3	2.2	44.3	100
Males	33	134	195	342	193	115	7	1019	137	185	166	85	399	43	1015	2034
Females	68	268	338	384	163	65	9	1295	157	193	127	59	237	49	822	2117
Mathematics	266	336	466	335	408	89	14	1914	136	404	491	453	774	203	2461	4375
%	6.1	7.7	10.7	7.7	9.3	2.0	0.3	43.7	3.1	9.2	11.2	10.4	17.7	4.6	56.3	100
Males	136	169	247	152	181	44	12	941	83	209	212	213	363	86	1166	2107
Females	130	167	219	183	227	45	2	973	53	195	279	240	411	117	1295	2268
Music	3	1	0	2	2	0	1	9	1	0	0	0	0	2	3	12
%	25.0	8.3	0.0	16.7	16.7	0.0	8.3	75.0	8.3	0.0	0.0	0.0	0.0	16.7	25.0	100
Males	1	0	0	0	1	0	0	2	1	0	0	0	0	2	3	5
Females	2	1	0	2	1	0	1	7	0	0	0	0	0	0	0	7

Table 3.1: Results by Subject and Gender for Paper IIA and IIB (Part 4 of 4)

Subject	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
Physical Education	15	38	44	49	40	53	2	241	12	39	17	6	22	8	104	345
%	4.3	11.0	12.8	14.2	11.6	15.4	0.6	69.9	3.5	11.3	4.9	1.7	6.4	2.3	30.1	100
Males	8	18	19	18	23	34	2	122	11	22	9	6	12	6	66	188
Females	7	20	25	31	17	19	0	119	1	17	8	0	10	2	38	157
Physics	169	376	418	643	252	201	18	2077	107	262	367	182	410	50	1378	3455
%	4.9	10.9	12.1	18.6	7.3	5.8	0.5	60.1	3.1	7.6	10.6	5.3	11.9	1.4	39.9	100
Males	84	192	238	320	134	94	12	1074	65	160	189	98	219	20	751	1825
Females	85	184	180	323	118	107	6	1003	42	102	178	84	191	30	627	1630
Religious Knowledge	106	440	592	478	282	233	24	2155	111	315	311	215	238	74	1264	3419
%	3.1	12.9	17.3	14.0	8.2	6.8	0.7	63.0	3.2	9.2	9.1	6.3	7.0	2.2	37.0	100
Males	37	159	245	216	138	132	15	942	56	168	164	137	136	32	693	1635
Females	69	281	347	262	144	101	9	1213	55	147	147	78	102	42	571	1784
Russian	11	6	2	1	0	1	0	21	0	0	0	0	0	0	0	21
%	52.4	28.6	9.5	4.8	0.0	4.8	0.0	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100
Males	7	2	0	0	0	1	0	10	0	0	0	0	0	0	0	10
Females	4	4	2	1	0	0	0	11	0	0	0	0	0	0	0	11
Social Studies	24	45	75	91	162	227	16	640	117	156	57	51	156	53	590	1230
%	2.0	3.7	6.1	7.4	13.2	18.5	1.3	52.0	9.5	12.7	4.6	4.1	12.7	4.3	48.0	100
Males	3	5	15	18	40	74	7	162	31	65	20	19	85	27	247	409
Females	21	40	60	73	122	153	9	478	86	91	37	32	71	26	343	821
Spanish	26	40	49	51	22	24	9	221	13	20	21	18	34	1	107	328
%	7.9	12.2	14.9	15.5	6.7	7.3	2.7	67.4	4.0	6.1	6.4	5.5	10.4	0.3	32.6	100
Males	8	13	12	16	11	8	4	72	7	8	8	10	19	1	53	125
Females	18	27	37	35	11	16	5	149	6	12	13	8	15	0	54	203
Textiles and Design	1	7	6	7	3	1	0	25	5	8	6	2	9	3	33	58
%	1.7	12.1	10.3	12.1	5.2	1.7	0.0	43.1	8.6	13.8	10.3	3.4	15.5	5.2	56.9	100
Males	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2
Females	1	7	6	7	3	1	0	25	5	8	6	2	9	1	31	56

Table 3.2: Results of the 1999 Cohort by Subject and Gender

Subject	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
Accounting	23	77	91	87	59	97	7	441	10	13	17	15	21	16	92	533
%	4.3	14.4	17.1	16.3	11.1	18.2	1.3	82.7	1.9	2.4	3.2	2.8	3.9	3.0	17.3	100
Males	12	30	44	43	30	48	3	210	4	6	8	3	9	8	38	248
Females	11	47	47	44	29	49	4	231	6	7	9	12	12	8	54	285
Arabic	1	2	3	1	1	3	0	11	1	0	1	2	2	0	6	17
%	5.9	11.8	17.6	5.9	5.9	17.6	0.0	64.7	5.9	0.0	5.9	11.8	11.8	0.0	35.3	100
Males	1	2	2	1	0	2	0	8	0	0	0	0	1	0	1	9
Females	0	0	1	0	1	1	0	3	1	0	1	2	1	0	5	8
Art	11	44	89	100	58	63	5	370	56	67	30	12	24	9	198	568
%	1.9	7.7	15.7	17.6	10.2	11.1	0.9	65.1	9.9	11.8	5.3	2.1	4.2	1.6	34.9	100
Males	4	13	33	27	23	25	1	126	21	22	16	6	11	2	78	204
Females	7	31	56	73	35	38	4	244	35	45	14	6	13	7	120	364
Biology	78	130	203	225	125	153	3	917	26	27	44	28	129	5	259	1176
%	6.6	11.1	17.3	19.1	10.6	13.0	0.3	78.0	2.2	2.3	3.7	2.4	11.0	0.4	22.0	100
Males	31	46	75	65	45	51	0	313	16	5	8	13	37	3	82	395
Females	47	84	128	160	80	102	3	604	10	22	36	15	92	2	177	781
Business Studies	12	32	37	34	35	34	3	187	24	19	23	10	30	7	113	300
%	4.0	10.7	12.3	11.3	11.7	11.3	1.0	62.3	8.0	6.3	7.7	3.3	10.0	2.3	37.7	100
Males	2	7	15	15	17	18	2	76	10	7	13	4	19	1	54	130
Females	10	25	22	19	18	16	1	111	14	12	10	6	11	6	59	170
Chemistry	76	122	123	110	74	86	1	592	4	23	4	15	39	1	86	678
%	11.2	18.0	18.1	16.2	10.9	12.7	0.1	87.3	0.6	3.4	0.6	2.2	5.8	0.1	12.7	100
Males	37	50	58	52	34	41	1	273	4	13	2	10	20	1	50	323
Females	39	72	65	58	40	45	0	319	0	10	2	5	19	0	36	355
Classical Culture & Civ.	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
%	0.0	0.0	0.0	0.0	100	0.0	0.0	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100
Males	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commerce	0	1	1	1	0	0	0	3	1	0	0	0	0	0	1	4
%	0.0	25.0	25.0	25.0	0.0	0.0	0.0	75.0	25.0	0.0	0.0	0.0	0.0	0.0	25.0	100
Males	0	1	1	1	0	0	0	3	0	0	0	0	0	0	0	3
Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Computer Studies	49	126	170	135	55	34	3	572	34	63	42	21	12	10	182	754
%	6.5	16.7	22.5	17.9	7.3	4.5	0.4	75.9	4.5	8.4	5.6	2.8	1.6	1.3	24.1	100
Males	35	101	125	91	36	27	3	418	28	50	30	17	9	5	139	557
Females	14	25	45	44	19	7	0	154	6	13	12	4	3	5	43	197

Table 3.2: Results of the 1999 Cohort by Subject and Gender (Part 2 of 4)

Subject	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
Design & Technology	9	17	32	30	14	51	0	153	15	23	37	14	30	5	124	277
%	3.2	6.1	11.6	10.8	5.1	18.4	0.0	55.2	5.4	8.3	13.4	5.1	10.8	1.8	44.8	100
Males	6	10	25	20	13	46	0	120	14	20	31	12	30	5	112	232
Females	3	7	7	10	1	5	0	33	1	3	6	2	0	0	12	45
Economics	11	29	35	61	40	21	2	199	6	13	9	12	8	5	53	252
%	4.4	11.5	13.9	24.2	15.9	8.3	0.8	79.0	2.4	5.2	3.6	4.8	3.2	2.0	21.0	100
Males	5	15	15	27	17	13	2	94	0	9	6	6	6	2	29	123
Females	6	14	20	34	23	8	0	105	6	4	3	6	2	3	24	129
English Language	186	508	617	555	391	232	6	2495	83	282	250	219	280	18	1132	3627
%	5.1	14.0	17.0	15.3	10.8	6.4	0.2	68.8	2.3	7.8	6.9	6.0	7.7	0.5	31.2	100
Males	82	220	287	268	168	106	2	1133	51	167	132	124	163	9	646	1779
Females	104	288	330	287	223	126	4	1362	32	115	118	95	117	9	486	1848
English Literature	126	192	514	464	223	207	13	1739	93	149	121	117	186	23	689	2428
%	5.2	7.9	21.2	19.1	9.2	8.5	0.5	71.6	3.8	6.1	5.0	4.8	7.7	0.9	28.4	100
Males	36	45	171	192	100	110	4	658	45	73	68	68	122	8	384	1042
Females	90	147	343	272	123	97	9	1081	48	76	53	49	64	15	305	1386
Environmental Studies	47	151	180	198	146	184	3	909	25	71	58	60	124	13	351	1260
%	3.7	12.0	14.3	15.7	11.6	14.6	0.2	72.1	2.0	5.6	4.6	4.8	9.8	1.0	27.9	100
Males	18	64	83	89	65	95	2	416	15	45	40	31	59	5	195	611
Females	29	87	97	109	81	89	1	493	10	26	18	29	65	8	156	649
European Studies	16	26	19	8	11	8	1	89	2	3	7	4	3	1	20	109
%	14.7	23.9	17.4	7.3	10.1	7.3	0.9	81.7	1.8	2.8	6.4	3.7	2.8	0.9	18.3	100
Males	0	4	3	3	2	3	0	15	1	1	4	3	1	0	10	25
Females	16	22	16	5	9	5	1	74	1	2	3	1	2	1	10	84
French	110	210	271	135	72	71	0	869	38	83	64	38	32	8	263	1132
%	9.7	18.6	23.9	11.9	6.4	6.3	0.0	76.8	3.4	7.3	5.7	3.4	2.8	0.7	23.2	100
Males	33	66	110	56	31	25	0	321	14	44	26	14	11	4	113	434
Females	77	144	161	79	41	46	0	548	24	39	38	24	21	4	150	698
Geography	25	29	40	25	18	6	0	143	8	5	5	1	9	5	33	176
%	14.2	16.5	22.7	14.2	10.2	3.4	0.0	81.3	4.5	2.8	2.8	0.6	5.1	2.8	18.8	100
Males	17	19	26	19	15	5	0	101	4	4	4	1	7	5	25	126
Females	8	10	14	6	3	1	0	42	4	1	1	0	2	0	8	50
German	18	23	40	32	41	33	0	187	8	24	23	10	13	0	78	265
%	6.8	8.7	15.1	12.1	15.5	12.5	0.0	70.6	3.0	9.1	8.7	3.8	4.9	0.0	29.4	100
Males	3	8	19	19	26	15	0	90	5	17	12	8	8	0	50	140
Females	15	15	21	13	15	18	0	97	3	7	11	2	5	0	28	125

Table 3.2: Results of the 1999 Cohort by Subject and Gender (Part 3 of 4)

Subject	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
Graphical Communication	33	61	72	89	62	46	4	367	9	24	16	18	21	7	95	462
%	7.1	13.2	15.6	19.3	13.4	10.0	0.9	79.4	1.9	5.2	3.5	3.9	4.5	1.5	20.6	100
Males	19	49	54	76	47	38	3	286	8	22	16	16	16	5	83	369
Females	14	12	18	13	15	8	1	81	1	2	0	2	5	2	12	93
History	6	26	30	17	16	37	1	133	1	6	10	3	14	5	39	172
%	3.5	15.1	17.4	9.9	9.3	21.5	0.6	77.3	0.6	3.5	5.8	1.7	8.1	2.9	22.7	100
Males	2	15	22	10	11	28	0	88	1	4	7	3	10	4	29	117
Females	4	11	8	7	5	9	1	45	0	2	3	0	4	1	10	55
Home Economics	33	136	150	91	20	54	0	484	52	61	73	21	24	4	235	719
%	4.6	18.9	20.9	12.7	2.8	7.5	0.0	67.3	7.2	8.5	10.2	2.9	3.3	0.6	32.7	100
Males	3	19	35	27	10	16	0	110	24	22	32	8	12	3	101	211
Females	30	117	115	64	10	38	0	374	28	39	41	13	12	1	134	508
Italian	98	195	293	188	75	55	3	907	151	220	142	75	140	13	741	1648
%	5.9	11.8	17.8	11.4	4.6	3.3	0.2	55.0	9.2	13.3	8.6	4.6	8.5	0.8	45.0	100
Males	34	81	162	87	42	30	2	438	73	104	75	29	73	6	360	798
Females	64	114	131	101	33	25	1	469	78	116	67	46	67	7	381	850
Maltese	99	386	519	682	332	146	4	2168	232	277	219	104	479	34	1345	3513
%	2.8	11.0	14.8	19.4	9.5	4.2	0.1	61.7	6.6	7.9	6.2	3.0	13.6	1.0	38.3	100
Males	32	129	193	329	183	99	3	968	105	133	123	60	310	13	744	1712
Females	67	257	326	353	149	47	1	1200	127	144	96	44	169	21	601	1801
Mathematics	263	332	456	328	395	67	6	1847	114	321	347	278	557	62	1679	3526
%	7.5	9.4	12.9	9.3	11.2	1.9	0.2	52.4	3.2	9.1	9.8	7.9	15.8	1.8	47.6	100
Males	134	166	242	150	176	33	5	906	72	172	152	141	266	28	831	1737
Females	129	166	214	178	219	34	1	941	42	149	195	137	291	34	848	1789
Music	3	0	0	2	2	0	1	8	1	0	0	0	0	0	1	9
%	33.3	0.0	0.0	22.2	22.2	0.0	11.1	88.9	11.1	0.0	0.0	0.0	0.0	0.0	11.1	100
Males	1	0	0	0	1	0	0	2	1	0	0	0	0	0	1	3
Females	2	0	0	2	1	0	1	6	0	0	0	0	0	0	0	6
Graphical Communication	33	61	72	89	62	46	4	367	9	24	16	18	21	7	95	462
%	7.1	13.2	15.6	19.3	13.4	10.0	0.9	79.4	1.9	5.2	3.5	3.9	4.5	1.5	20.6	100
Males	19	49	54	76	47	38	3	286	8	22	16	16	16	5	83	369
Females	14	12	18	13	15	8	1	81	1	2	0	2	5	2	12	93



Table 3.2: Results of the 1999 Cohort by Subject and Gender (Part 4 of 4)

Subject	Paper IIA								Paper IIB						Total	
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent		Register
Physical Education	15	37	41	47	34	44	2	220	10	31	14	5	15	4	79	299
%	5.0	12.4	13.7	15.7	11.4	14.7	0.7	73.6	3.3	10.4	4.7	1.7	5.0	1.3	26.4	100
Males	8	17	18	17	19	31	2	112	9	17	6	5	7	2	46	158
Females	7	20	23	30	15	13	0	108	1	14	8	0	8	2	33	141
Physics	165	372	404	622	235	168	5	1971	92	215	258	133	305	26	1029	3000
%	5.5	12.4	13.5	20.7	7.8	5.6	0.2	65.7	3.1	7.2	8.6	4.4	10.2	0.9	34.3	100
Males	81	190	230	307	123	83	2	1016	53	130	136	73	163	9	564	1580
Females	84	182	174	315	112	85	3	955	39	85	122	60	142	17	465	1420
Religious Knowledge	104	435	578	465	270	201	18	2071	101	261	269	191	195	40	1057	3128
%	3.3	13.9	18.5	14.9	8.6	6.4	0.6	66.2	3.2	8.3	8.6	6.1	6.2	1.3	33.8	100
Males	35	157	238	209	132	116	12	899	50	138	143	122	115	19	587	1486
Females	69	278	340	256	138	85	6	1172	51	123	126	69	80	21	470	1642
Russian	7	4	2	1	0	1	0	15	0	0	0	0	0	0	0	15
%	46.7	26.7	13.3	6.7	0.0	6.7	0.0	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100
Males	4	1	0	0	0	1	0	6	0	0	0	0	0	0	0	6
Females	3	3	2	1	0	0	0	9	0	0	0	0	0	0	0	9
Social Studies	24	45	75	88	155	215	11	613	105	139	47	46	138	31	506	1119
%	2.1	4.0	6.7	7.9	13.9	19.2	1.0	54.8	9.4	12.4	4.2	4.1	12.3	2.8	45.2	100
Males	3	5	15	18	37	68	3	149	27	58	17	18	78	16	214	363
Females	21	40	60	70	118	147	8	464	78	81	30	28	60	15	292	756
Spanish	11	21	39	44	18	20	4	157	11	18	20	14	26	0	89	246
%	4.5	8.5	15.9	17.9	7.3	8.1	1.6	63.8	4.5	7.3	8.1	5.7	10.6	0.0	36.2	100
Males	3	7	10	14	10	8	2	54	5	8	8	9	17	0	47	101
Females	8	14	29	30	8	12	2	103	6	10	12	5	9	0	42	145
Textiles and Design	1	7	6	7	1	1	0	23	5	8	6	2	8	2	31	54
%	1.9	13.0	11.1	13.0	1.9	1.9	0.0	42.6	9.3	14.8	11.1	3.7	14.8	3.7	57.4	100
Males	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2
Females	1	7	6	7	1	1	0	23	5	8	6	2	8	0	29	52

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ACCOUNTING</b>	36	92	119	104	69	136	54	610	23	23	24	17	46	45	178	788
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	1	0	6	0	7	0	0	0	0	0	1	1	8
Church Schools – Males	8	22	37	32	25	41	1	166	0	3	5	3	7	2	20	186
Church Schools – Females	8	34	34	30	23	39	1	169	6	7	7	11	11	7	49	218
Independent Schools – Males	4	7	7	10	4	9	1	42	0	3	3	0	3	5	14	56
Independent Schools – Females	3	11	11	12	6	5	1	49	0	0	2	1	2	0	5	54
Post-Secondary Schools – Males	0	2	0	0	0	1	3	6	0	0	1	0	4	0	5	11
Post-Secondary Schools – Females	0	0	2	0	0	1	1	4	1	0	0	0	1	1	3	7
Malta Private Candidates – Males	6	4	2	3	3	5	13	36	2	3	2	1	4	10	22	58
Malta Private Candidates – Females	3	7	18	11	7	23	30	99	10	6	3	1	11	15	46	145
Gozo Schools – Males	0	2	1	1	1	3	1	9	4	0	0	0	1	1	6	15
Gozo Schools – Females	1	2	4	2	0	2	2	13	0	0	0	0	1	0	1	14
Gozo Private Candidates – Males	1	1	1	0	0	0	0	3	0	0	0	0	0	1	1	4
Gozo Private Candidates – Females	2	0	2	2	0	1	0	7	0	1	1	0	1	2	5	12

<b>ARABIC</b>	5	4	9	2	2	5	5	32	2	2	2	2	3	0	11	43
State Schools - Males	1	0	0	0	0	3	0	4	0	0	0	0	1	0	1	5
State Schools - Females	0	0	0	0	0	1	0	1	1	1	1	1	1	0	5	6
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	2	3	5	2	0	0	0	12	1	0	0	0	0	0	1	13
Independent Schools – Females	2	1	2	0	1	0	0	6	0	0	0	1	1	0	2	8
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	2
Malta Private Candidates – Males	0	0	2	0	0	0	2	4	0	0	1	0	0	0	1	5
Malta Private Candidates – Females	0	0	0	0	1	0	3	4	0	0	0	0	0	0	0	4
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 2 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ART</b>	13	52	104	111	68	75	10	433	64	80	37	17	27	16	241	674
State Schools - Males	1	4	15	14	12	12	1	59	18	21	17	5	11	3	75	134
State Schools - Females	4	11	17	34	16	18	3	103	22	32	5	6	10	5	80	183
Church Schools – Males	2	4	9	7	7	6	0	35	1	4	0	0	0	1	6	41
Church Schools – Females	1	15	26	29	18	14	0	103	10	13	5	1	3	1	33	136
Independent Schools – Males	1	4	6	8	4	3	0	26	3	1	1	2	1	0	8	34
Independent Schools – Females	4	10	12	8	5	5	0	44	3	1	4	0	0	0	8	52
Post-Secondary Schools – Males	0	0	1	1	0	1	1	4	0	0	0	0	0	0	0	4
Post-Secondary Schools – Females	0	0	0	2	2	2	0	6	0	1	0	0	1	0	2	8
Malta Private Candidates – Males	0	1	3	2	1	3	4	14	1	0	0	1	0	2	4	18
Malta Private Candidates – Females	0	1	3	1	0	4	0	9	0	3	1	2	0	4	10	19
Gozo Schools – Males	0	2	5	2	2	3	0	14	3	0	0	0	0	0	3	17
Gozo Schools – Females	0	0	6	3	1	4	1	15	3	3	4	0	1	0	11	26
Gozo Private Candidates – Males	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1

<b>BIOLOGY</b>	78	134	209	234	134	193	9	991	36	41	76	46	192	17	408	1399
State Schools - Males	1	2	11	7	9	13	0	43	9	3	5	7	20	2	46	89
State Schools - Females	6	23	31	46	19	43	3	171	3	9	10	3	28	1	54	225
Church Schools – Males	22	32	47	45	21	30	0	197	2	1	2	3	10	1	19	216
Church Schools – Females	20	35	71	82	57	52	0	317	6	8	19	12	58	2	105	422
Independent Schools – Males	3	11	17	9	11	7	0	58	1	2	1	3	9	1	17	75
Independent Schools – Females	11	13	19	25	6	13	0	87	2	2	3	3	15	0	25	112
Post-Secondary Schools – Males	0	0	0	0	1	5	1	7	2	0	3	1	5	2	13	20
Post-Secondary Schools – Females	0	1	0	0	1	12	1	15	3	6	10	6	21	4	50	65
Malta Private Candidates – Males	0	0	0	0	2	1	2	5	0	1	2	2	9	1	15	20
Malta Private Candidates – Females	0	0	0	3	1	9	2	15	2	4	11	2	10	3	32	47
Gozo Schools – Males	5	3	2	5	5	4	0	24	4	0	2	2	2	0	10	34
Gozo Schools – Females	10	14	11	12	1	4	0	52	1	5	8	2	5	0	21	73
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 3 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>BUSINESS STUDIES</b>	12	33	38	35	35	38	4	195	29	23	27	13	43	14	149	344
State Schools - Males	1	5	7	8	7	13	1	42	8	5	11	2	16	2	44	86
State Schools - Females	6	20	18	17	16	16	2	95	8	10	9	7	12	6	52	147
Church Schools – Males	1	2	8	6	9	3	0	29	1	2	1	1	5	1	11	40
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	1	0	3	1	5	0	0	3	0	0	1	4	9
Independent Schools – Females	0	1	1	1	0	0	0	3	0	0	0	0	0	0	0	3
Post-Secondary Schools – Males	0	0	0	0	0	1	0	1	2	0	0	1	4	2	9	10
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	1	0	1	0	2	0	4	4
Malta Private Candidates – Males	0	0	0	0	0	1	0	1	0	0	1	0	1	2	4	5
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	1	3	0	0	2	0	6	6
Gozo Schools – Males	0	0	1	1	1	0	0	3	2	0	0	2	1	0	5	8
Gozo Schools – Females	4	4	3	1	2	1	0	15	6	3	1	0	0	0	10	25
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1

<b>CHEMISTRY</b>	78	126	127	113	80	101	6	631	4	25	5	21	46	3	104	735
State Schools - Males	1	2	7	6	8	6	0	30	2	5	2	1	10	1	21	51
State Schools - Females	6	14	17	19	15	23	0	94	0	1	0	0	7	0	8	102
Church Schools – Males	29	37	36	35	23	30	0	190	0	1	0	6	9	0	16	206
Church Schools – Females	23	37	33	31	21	18	0	163	0	4	0	1	10	0	15	178
Independent Schools – Males	3	10	11	11	5	5	1	46	0	1	0	4	1	0	6	52
Independent Schools – Females	4	12	9	3	4	3	0	35	0	5	2	3	3	0	13	48
Post-Secondary Schools – Males	0	0	0	0	1	2	0	3	0	0	0	1	1	0	2	5
Post-Secondary Schools – Females	0	0	0	0	0	3	0	3	0	0	0	1	2	0	3	6
Malta Private Candidates – Males	0	0	0	1	0	1	4	6	0	1	0	0	2	1	4	10
Malta Private Candidates – Females	0	2	1	0	0	4	1	8	0	0	1	1	0	0	2	10
Gozo Schools – Males	6	2	5	1	0	2	0	16	2	7	0	0	0	0	9	25
Gozo Schools – Females	6	10	8	6	3	4	0	37	0	0	0	3	1	0	4	41
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 4 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>CLASSICAL CULTURE &amp; CIV.</b>	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	2
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>COMMERCE</b>	0	1	1	1	0	0	0	3	1	0	0	0	0	0	1	4
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	1	1	1	0	0	0	3	0	0	0	0	0	0	0	3
Gozo Schools – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 5 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>COMPUTER STUDIES</b>	49	132	175	139	65	38	7	605	38	75	54	29	24	17	237	842
State Schools - Males	1	12	26	28	14	11	0	92	18	37	25	14	8	5	107	199
State Schools - Females	5	7	17	19	5	3	0	56	3	10	8	4	3	3	31	87
Church Schools – Males	26	69	74	46	16	6	1	238	7	14	4	3	1	1	30	268
Church Schools – Females	5	11	19	19	11	4	0	69	1	1	1	1	1	1	6	75
Independent Schools – Males	7	14	20	17	8	10	1	77	1	4	5	1	3	0	14	91
Independent Schools – Females	4	3	4	2	0	1	0	14	0	0	2	0	0	0	2	16
Post-Secondary Schools – Males	0	1	0	0	0	1	0	2	0	2	1	0	2	1	6	8
Post-Secondary Schools – Females	0	0	0	0	0	0	1	1	0	2	0	0	0	1	3	4
Malta Private Candidates – Males	0	1	2	0	4	1	2	10	1	2	3	2	3	4	15	25
Malta Private Candidates – Females	0	1	0	1	1	1	2	6	1	0	1	0	1	1	4	10
Gozo Schools – Males	1	8	8	3	3	0	0	23	4	0	2	3	2	0	11	34
Gozo Schools – Females	0	5	4	4	3	0	0	16	2	3	2	1	0	0	8	24
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1

<b>DESIGN &amp; TECHNOLOGY</b>	10	17	32	30	15	53	0	157	17	26	40	16	31	5	135	292
State Schools - Males	4	7	16	8	10	31	0	76	13	17	25	10	25	4	94	170
State Schools - Females	2	7	3	9	1	4	0	26	1	3	7	2	0	0	13	39
Church Schools – Males	1	1	6	10	3	6	0	27	0	4	6	1	3	0	14	41
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	1	0	0	0	0	0	0	1	0	0	0	0	1	1	2	3
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	1	2	3	2	1	11	0	20	3	2	1	2	2	0	10	30
Gozo Schools – Females	1	0	4	1	0	1	0	7	0	0	0	1	0	0	1	8
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 6 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ECONOMICS</b>	12	30	36	63	42	24	3	210	6	14	9	13	17	9	68	278
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	2	12	12	23	15	14	1	79	0	4	2	5	3	0	14	93
Church Schools – Females	4	9	18	23	20	8	0	82	3	4	3	5	2	4	21	103
Independent Schools – Males	3	4	3	4	0	0	1	15	0	1	4	1	7	1	14	29
Independent Schools – Females	2	5	1	5	3	0	0	16	3	1	0	0	0	0	4	20
Post-Secondary Schools – Males	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	2
Post-Secondary Schools – Females	0	0	0	0	0	2	0	2	0	0	0	1	1	0	2	4
Malta Private Candidates – Males	1	0	1	0	0	0	0	2	0	0	0	0	1	1	2	4
Malta Private Candidates – Females	0	0	0	0	0	0	1	1	0	0	0	0	3	2	5	6
Gozo Schools – Males	0	0	0	2	2	0	0	4	0	4	0	0	0	1	5	9
Gozo Schools – Females	0	0	1	6	0	0	0	7	0	0	0	1	0	0	1	8
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>ENGLISH LANGUAGE</b>	187	520	648	607	444	346	22	2774	115	454	456	394	459	81	1959	4733
State Schools - Males	3	22	62	87	80	61	1	316	31	114	106	107	144	8	510	826
State Schools - Females	28	85	137	130	132	85	4	601	18	76	92	79	114	7	386	987
Church Schools – Males	57	137	164	146	74	44	0	622	11	28	14	16	23	1	93	715
Church Schools – Females	44	131	134	120	79	45	0	553	7	18	27	19	12	1	84	637
Independent Schools – Males	14	47	50	27	14	6	1	159	6	20	9	8	2	1	46	205
Independent Schools – Females	19	45	40	25	12	3	0	144	5	3	2	1	5	0	16	160
Post-Secondary Schools – Males	0	0	0	3	2	3	0	8	1	19	17	14	4	1	56	64
Post-Secondary Schools – Females	0	0	0	3	3	8	0	14	1	18	14	10	3	5	51	65
Malta Private Candidates – Males	1	1	7	9	12	31	1	62	3	41	41	41	41	28	195	257
Malta Private Candidates – Females	0	1	8	23	19	53	14	118	17	57	75	60	61	23	293	411
Gozo Schools – Males	8	16	17	19	7	2	0	69	8	21	18	15	25	0	87	156
Gozo Schools – Females	13	33	27	14	9	2	0	98	4	25	11	10	13	1	64	162
Gozo Private Candidates – Males	0	1	0	1	1	2	1	6	0	2	12	7	7	4	32	38
Gozo Private Candidates – Females	0	1	2	0	0	1	0	4	3	12	18	7	5	1	46	50

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 7 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ENGLISH LITERATURE</b>	131	198	523	484	236	226	20	1818	102	167	141	125	216	45	796	2614
State Schools - Males	0	8	19	48	36	47	2	160	18	44	51	40	93	7	253	413
State Schools - Females	26	37	120	130	72	72	8	465	27	41	33	25	47	14	187	652
Church Schools – Males	24	23	110	100	54	50	2	363	14	15	12	19	24	1	85	448
Church Schools – Females	34	75	166	111	42	23	0	451	12	21	15	17	16	3	84	535
Independent Schools – Males	16	10	34	31	7	8	0	106	13	15	10	8	9	0	55	161
Independent Schools – Females	28	25	40	23	8	2	0	126	5	10	1	4	3	0	23	149
Post-Secondary Schools – Males	0	0	0	0	1	0	1	2	2	1	2	0	5	3	13	15
Post-Secondary Schools – Females	0	0	0	0	1	4	1	6	2	2	3	1	1	5	14	20
Malta Private Candidates – Males	0	0	0	3	1	0	0	4	1	3	3	0	2	9	18	22
Malta Private Candidates – Females	0	0	1	1	0	5	3	10	0	1	1	0	1	3	6	16
Gozo Schools – Males	0	4	9	15	8	9	1	46	2	4	5	3	5	0	19	65
Gozo Schools – Females	3	16	23	22	6	6	2	78	6	10	5	8	9	0	38	116
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	2

<b>ENVIRONMENTAL STUDIES</b>	48	151	185	202	147	193	4	930	27	76	65	68	152	19	407	1337
State Schools - Males	0	8	17	15	14	21	1	76	8	23	19	22	53	3	128	204
State Schools - Females	12	27	45	56	42	71	1	254	2	15	16	25	66	9	133	387
Church Schools – Males	13	42	50	58	43	60	1	267	0	8	14	9	7	0	38	305
Church Schools – Females	13	44	38	42	32	16	0	185	2	3	1	4	7	0	17	202
Independent Schools – Males	5	12	9	13	5	9	0	53	1	8	6	2	8	4	29	82
Independent Schools – Females	4	12	10	6	5	5	1	43	1	6	1	2	2	1	13	56
Post-Secondary Schools – Males	0	0	1	0	0	0	0	1	0	0	1	0	1	0	2	3
Post-Secondary Schools – Females	0	0	0	0	0	1	0	1	0	3	1	0	0	0	4	5
Malta Private Candidates – Males	0	0	0	0	0	1	0	1	1	0	1	1	2	1	6	7
Malta Private Candidates – Females	1	0	0	0	0	0	0	1	1	0	1	0	0	0	2	3
Gozo Schools – Males	0	2	8	6	3	6	0	25	6	6	3	2	3	1	21	46
Gozo Schools – Females	0	4	7	6	3	3	0	23	5	3	1	1	3	0	13	36
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1



Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 8 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>EUROPEAN STUDIES</b>	16	26	20	9	12	9	2	94	4	4	8	7	6	2	31	125
State Schools - Males	0	3	3	3	3	4	0	16	1	1	4	4	1	0	11	27
State Schools - Females	9	15	10	6	7	4	1	52	0	2	3	1	4	1	11	63
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	7	7	7	0	2	1	0	24	1	0	0	0	0	0	1	25
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	2	1	0	0	0	1	4	4
Malta Private Candidates – Males	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	2
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1

<b>FRENCH</b>	115	212	281	139	74	78	0	899	47	85	73	41	39	12	297	1196
State Schools - Males	0	3	9	9	2	6	0	29	4	16	11	5	6	2	44	73
State Schools - Females	22	34	44	27	12	15	0	154	8	18	18	12	10	4	70	224
Church Schools – Males	18	48	79	43	30	18	0	236	5	20	10	6	8	2	51	287
Church Schools – Females	39	75	95	49	24	35	0	317	8	16	21	11	12	1	69	386
Independent Schools – Males	7	9	15	2	0	3	0	36	4	5	5	3	1	0	18	54
Independent Schools – Females	14	20	18	4	4	1	0	61	6	2	1	0	0	0	9	70
Post-Secondary Schools – Males	0	0	1	1	0	0	0	2	1	0	0	0	0	0	1	3
Post-Secondary Schools – Females	0	0	0	0	1	0	0	1	2	0	2	2	1	0	7	8
Malta Private Candidates – Males	1	0	0	0	0	0	0	1	1	0	0	0	0	1	2	3
Malta Private Candidates – Females	0	0	0	0	1	0	0	1	2	1	2	0	1	1	7	8
Gozo Schools – Males	8	7	10	2	0	0	0	27	3	4	1	0	0	0	8	35
Gozo Schools – Females	6	16	10	2	0	0	0	34	3	3	2	2	0	0	10	44
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 9 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>GEOGRAPHY</b>	25	30	41	27	19	7	1	150	10	15	7	4	12	8	56	206
State Schools - Males	1	4	3	8	6	4	1	27	1	6	3	1	6	5	22	49
State Schools - Females	4	3	7	4	3	0	0	21	0	2	1	0	1	0	4	25
Church Schools – Males	4	11	16	8	6	1	0	46	1	0	0	0	0	0	1	47
Church Schools – Females	0	1	1	2	1	1	0	6	1	0	0	0	1	0	2	8
Independent Schools – Males	11	2	5	2	2	0	0	22	3	1	0	1	2	0	7	29
Independent Schools – Females	4	5	4	1	0	0	0	14	3	1	1	0	0	0	5	19
Post-Secondary Schools – Males	0	0	0	0	0	1	0	1	0	2	0	1	0	0	3	4
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	1	1	0	1	0	1	4	4
Malta Private Candidates – Males	0	0	0	1	0	0	0	1	0	1	0	0	1	2	4	5
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	1	1	0	1	0	3	3
Gozo Schools – Males	1	2	2	1	1	0	0	7	0	0	1	0	0	0	1	8
Gozo Schools – Females	0	2	3	0	0	0	0	5	0	0	0	0	0	0	0	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>GERMAN</b>	21	24	42	32	41	35	1	196	9	27	24	15	16	1	92	288
State Schools - Males	0	4	1	5	9	2	0	21	1	6	4	6	3	0	20	41
State Schools - Females	6	5	8	4	11	11	0	45	1	2	6	3	4	0	16	61
Church Schools – Males	0	2	10	9	13	13	0	47	0	3	5	4	5	0	17	64
Church Schools – Females	4	10	12	8	3	7	0	44	1	2	1	1	1	0	6	50
Independent Schools – Males	1	1	1	0	1	0	0	4	3	0	0	1	0	0	4	8
Independent Schools – Females	5	1	0	1	0	0	0	7	2	3	1	0	0	0	6	13
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	2
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	1	0	0	1	0	1	1	4	1	0	0	0	0	1	2	6
Malta Private Candidates – Females	1	0	0	0	0	0	0	1	0	0	1	0	1	0	2	3
Gozo Schools – Males	3	1	8	4	3	1	0	20	0	9	4	0	0	0	13	33
Gozo Schools – Females	0	0	2	0	1	0	0	3	0	0	2	0	0	0	2	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 10 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>GRAPHICAL COMMUNICATION</b>	37	61	74	90	65	52	6	385	9	27	19	20	26	9	110	495
State Schools - Males	7	13	14	17	17	12	0	80	5	9	7	6	13	4	44	124
State Schools - Females	15	9	10	11	8	9	1	63	0	1	0	1	3	1	6	69
Church Schools – Males	10	28	31	44	19	18	1	151	2	7	5	8	3	1	26	177
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	1	4	7	10	8	2	1	33	0	1	3	4	1	0	9	42
Independent Schools – Females	0	1	1	1	7	2	0	12	0	0	0	1	1	1	3	15
Post-Secondary Schools – Males	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	2
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates – Males	0	0	0	0	1	1	2	4	0	1	0	0	2	0	3	7
Malta Private Candidates – Females	1	0	0	0	0	1	0	2	0	0	0	0	0	1	1	3
Gozo Schools – Males	2	4	4	6	4	6	0	26	1	6	3	0	2	0	12	38
Gozo Schools – Females	1	2	7	1	1	1	0	13	1	2	0	0	1	0	4	17
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>GREEK</b>	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 11 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>HISTORY</b>	6	27	31	21	19	46	1	151	1	6	13	6	19	9	54	205
State Schools - Males	0	1	2	3	1	12	0	19	0	0	1	3	8	4	16	35
State Schools - Females	1	3	2	4	4	5	0	19	0	1	0	0	3	0	4	23
Church Schools – Males	2	9	8	7	8	10	0	44	1	0	0	2	1	0	4	48
Church Schools – Females	0	3	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Independent Schools – Males	0	5	10	1	3	6	0	25	0	3	7	0	1	0	11	36
Independent Schools – Females	3	4	5	3	1	4	0	20	0	1	3	0	1	1	6	26
Post-Secondary Schools – Males	0	0	0	0	0	2	0	2	0	0	0	0	2	2	4	6
Post-Secondary Schools – Females	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	2
Malta Private Candidates – Males	0	0	1	1	0	1	0	3	0	0	0	1	1	2	4	7
Malta Private Candidates – Females	0	1	0	1	1	1	0	4	0	0	1	0	1	0	2	6
Gozo Schools – Males	0	0	2	0	0	2	0	4	0	1	1	0	1	0	3	7
Gozo Schools – Females	0	1	1	1	0	2	1	6	0	0	0	0	0	0	0	6
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>HOME ECONOMICS</b>	33	139	159	102	20	59	0	512	63	70	94	29	30	6	292	804
State Schools - Males	1	10	17	8	6	10	0	52	20	17	27	7	9	0	80	132
State Schools - Females	21	56	66	39	8	31	0	221	19	28	34	14	9	1	105	326
Church Schools – Males	2	4	12	7	2	6	0	33	2	4	5	1	2	2	16	49
Church Schools – Females	9	43	36	27	2	6	0	123	8	13	12	0	1	0	34	157
Independent Schools – Males	0	1	1	3	1	1	0	7	3	1	0	0	1	0	5	12
Independent Schools – Females	0	10	13	5	0	2	0	30	0	0	2	1	0	0	3	33
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	1	1	0	0	1	0	3	3
Post-Secondary Schools – Females	0	0	0	0	0	1	0	1	1	0	0	1	0	0	2	3
Malta Private Candidates – Males	0	1	0	0	0	0	0	1	0	1	0	0	1	2	4	5
Malta Private Candidates – Females	0	0	0	1	0	1	0	2	1	1	2	1	3	0	8	10
Gozo Schools – Males	0	4	6	11	1	1	0	23	1	3	5	2	1	1	13	36
Gozo Schools – Females	0	10	8	1	0	0	0	19	7	1	5	2	2	0	17	36
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	2

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 12 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ITALIAN</b>	112	208	314	199	79	65	7	984	171	244	166	88	166	20	855	1839
State Schools - Males	11	24	49	21	10	5	0	120	43	56	47	11	55	7	219	339
State Schools - Females	17	46	53	42	16	9	0	183	42	68	36	24	42	5	217	400
Church Schools – Males	18	44	94	56	29	22	2	265	21	32	28	16	21	0	118	383
Church Schools – Females	31	47	60	51	18	17	1	225	20	48	26	24	26	0	144	369
Independent Schools – Males	2	8	11	8	2	4	0	35	2	8	5	3	2	0	20	55
Independent Schools – Females	9	5	13	10	1	2	0	40	6	5	5	2	2	0	20	60
Post-Secondary Schools – Males	0	0	2	0	0	1	0	3	2	0	5	0	2	1	10	13
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	3	1	0	3	2	9	9
Malta Private Candidates – Males	1	0	4	2	1	2	3	13	5	3	2	2	4	1	17	30
Malta Private Candidates – Females	11	9	11	3	0	3	1	38	9	1	3	1	2	1	17	55
Gozo Schools – Males	4	8	10	6	1	0	0	29	9	15	3	3	3	0	33	62
Gozo Schools – Females	8	17	7	0	1	0	0	33	10	5	4	2	3	2	26	59
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	1	0	1	0	3	3
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	2

<b>MALTESE</b>	101	402	533	726	356	180	16	2314	294	378	293	144	636	92	1837	4151
State Schools - Males	2	15	25	70	70	59	0	241	59	88	97	44	258	12	558	799
State Schools - Females	26	109	121	179	84	45	1	565	52	88	68	37	150	17	412	977
Church Schools – Males	26	103	136	205	93	40	1	604	13	21	17	17	36	1	105	709
Church Schools – Females	33	114	150	128	52	6	0	483	48	44	27	9	22	2	152	635
Independent Schools – Males	3	10	21	35	12	4	1	86	13	25	15	5	17	2	77	163
Independent Schools – Females	8	19	32	26	9	2	0	96	8	11	5	2	7	2	35	131
Post-Secondary Schools – Males	0	0	0	0	3	0	2	5	6	15	8	5	22	2	58	63
Post-Secondary Schools – Females	0	0	0	1	0	1	1	3	6	7	5	1	11	6	36	39
Malta Private Candidates – Males	1	0	1	5	1	10	3	21	19	19	15	8	30	22	113	134
Malta Private Candidates – Females	0	9	7	14	7	10	7	54	14	17	12	5	31	20	99	153
Gozo Schools – Males	1	6	12	26	14	2	0	61	25	15	10	5	31	0	86	147
Gozo Schools – Females	1	17	26	35	10	1	0	90	25	19	6	5	15	1	71	161
Gozo Private Candidates – Males	0	0	0	1	0	0	0	1	2	2	4	1	5	4	18	19
Gozo Private Candidates – Females	0	0	2	1	1	0	0	4	4	7	4	0	1	1	17	21

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 13 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>MATHEMATICS</b>	266	336	466	335	408	89	14	1914	136	404	491	453	774	203	2461	4375
State Schools - Males	5	19	40	38	69	16	0	187	38	97	104	127	228	23	617	804
State Schools - Females	35	42	93	75	115	15	1	376	21	72	104	100	236	28	561	937
Church Schools – Males	102	113	150	88	77	8	2	540	24	40	37	23	35	4	163	703
Church Schools – Females	62	86	73	70	81	20	0	392	13	57	65	42	57	3	237	629
Independent Schools – Males	22	21	36	14	23	9	2	127	9	27	18	9	14	3	80	207
Independent Schools – Females	21	20	27	20	23	3	0	114	3	9	18	5	11	0	46	160
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	2	6	14	15	13	17	67	67
Post-Secondary Schools – Females	0	0	0	0	0	2	0	2	1	4	20	28	26	16	95	97
Malta Private Candidates – Males	0	0	1	0	3	9	8	21	3	15	22	28	41	29	138	159
Malta Private Candidates – Females	0	1	0	0	3	5	1	10	4	25	45	50	47	59	230	240
Gozo Schools – Males	7	16	20	12	9	2	0	66	7	20	16	5	32	3	83	149
Gozo Schools – Females	12	18	25	18	5	0	0	78	8	20	19	11	22	4	84	162
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	4	1	6	0	7	18	18
Gozo Private Candidates – Females	0	0	1	0	0	0	0	1	3	8	8	4	12	7	42	43

<b>MUSIC</b>	3	1	0	2	2	0	1	9	1	0	0	0	0	2	3	12
State Schools - Males	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
State Schools - Females	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	2
Church Schools – Males	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Church Schools – Females	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	2
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	2
Gozo Schools – Females	1	1	0	1	0	0	0	3	0	0	0	0	0	0	0	3
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 14 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>PHYSICAL EDUCATION</b>	15	38	44	49	40	53	2	241	12	39	17	6	22	8	104	345
State Schools - Males	0	1	4	5	15	17	1	43	8	14	3	3	7	2	37	80
State Schools - Females	1	5	7	11	11	11	0	46	1	5	4	0	5	1	16	62
Church Schools – Males	4	10	11	5	6	12	0	48	1	2	1	2	1	0	7	55
Church Schools – Females	3	9	13	13	4	6	0	48	0	1	2	0	3	1	7	55
Independent Schools – Males	4	7	4	7	2	5	1	30	1	3	2	0	1	0	7	37
Independent Schools – Females	3	6	5	5	0	0	0	19	0	4	1	0	2	0	7	26
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	3	1	1	3	0	8	8
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3
Malta Private Candidates – Females	0	0	0	0	1	1	0	2	0	1	0	0	0	0	1	3
Gozo Schools – Males	0	0	0	1	0	0	0	1	1	0	2	0	0	0	3	4
Gozo Schools – Females	0	0	0	2	1	1	0	4	0	6	1	0	0	0	7	11
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>PHYSICS</b>	169	376	418	643	252	201	18	2077	107	262	367	182	410	50	1378	3455
State Schools - Males	9	16	48	97	51	40	0	261	32	92	110	71	141	7	453	714
State Schools - Females	16	57	87	171	77	71	3	482	20	51	102	58	136	15	382	864
Church Schools – Males	51	137	139	167	65	39	1	599	9	20	19	7	24	2	81	680
Church Schools – Females	40	85	51	115	32	18	0	341	5	12	15	5	7	2	46	387
Independent Schools – Males	15	27	32	36	10	7	1	128	14	15	9	0	7	2	47	175
Independent Schools – Females	11	25	16	25	4	3	0	84	6	6	4	0	1	0	17	101
Post-Secondary Schools – Males	0	0	0	1	0	0	0	1	2	4	19	6	16	3	50	51
Post-Secondary Schools – Females	0	0	0	0	1	5	1	7	1	6	23	9	15	4	58	65
Malta Private Candidates – Males	0	0	0	3	3	4	10	20	1	11	15	4	14	4	49	69
Malta Private Candidates – Females	1	0	0	0	0	9	2	12	1	5	13	2	22	7	50	62
Gozo Schools – Males	9	12	19	16	5	4	0	65	7	18	15	7	17	0	64	129
Gozo Schools – Females	17	16	26	12	4	1	0	76	9	21	20	9	9	1	69	145
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	2	3	0	2	7	7
Gozo Private Candidates – Females	0	1	0	0	0	0	0	1	0	1	1	1	1	1	5	6

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 15 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>RELIGIOUS KNOWLEDGE</b>	106	440	592	478	282	233	24	2155	111	315	311	215	238	74	1264	3419
State Schools - Males	2	11	34	43	44	63	4	201	25	78	93	88	89	12	385	586
State Schools - Females	19	94	138	121	86	64	4	526	18	70	97	50	76	20	331	857
Church Schools – Males	27	116	153	139	76	55	6	572	4	39	35	25	20	1	124	696
Church Schools – Females	27	129	148	115	44	20	1	484	16	38	26	16	12	3	111	595
Independent Schools – Males	4	16	33	25	8	6	1	93	4	20	21	9	4	4	62	155
Independent Schools – Females	6	27	38	10	5	6	0	92	4	11	5	7	3	1	31	123
Post-Secondary Schools – Males	0	0	0	1	1	3	1	6	1	7	5	2	4	2	21	27
Post-Secondary Schools – Females	0	0	0	0	0	3	1	4	1	2	1	1	1	3	9	13
Malta Private Candidates – Males	1	1	1	1	0	4	2	10	2	8	5	5	8	6	34	44
Malta Private Candidates – Females	0	1	2	2	2	5	3	15	2	9	7	2	6	9	35	50
Gozo Schools – Males	3	15	24	7	9	1	1	60	19	15	5	8	9	3	59	119
Gozo Schools – Females	17	29	21	14	7	3	0	91	13	15	9	1	4	1	43	134
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	1	1	0	0	2	4	8	8
Gozo Private Candidates – Females	0	1	0	0	0	0	0	1	1	2	2	1	0	5	11	12

<b>RUSSIAN</b>	11	6	2	1	0	1	0	21	0	0	0	0	0	0	0	21
State Schools - Males	2	1	0	0	0	0	0	3	0	0	0	0	0	0	0	3
State Schools - Females	1	1	2	1	0	0	0	5	0	0	0	0	0	0	0	5
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Males	2	0	0	0	0	1	0	3	0	0	0	0	0	0	0	3
Independent Schools – Females	2	2	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	3	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Malta Private Candidates – Females	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Males	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 16 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>SOCIAL STUDIES</b>	24	45	75	91	162	227	16	640	117	156	57	51	156	53	590	1230
State Schools - Males	0	0	2	5	12	22	0	41	21	42	14	16	70	17	180	221
State Schools - Females	11	21	28	42	70	84	3	259	41	52	22	20	44	14	193	452
Church Schools – Males	3	3	13	13	25	44	3	104	8	15	2	1	10	2	38	142
Church Schools – Females	7	10	27	24	43	58	3	172	36	27	7	8	13	1	92	264
Independent Schools – Males	0	2	0	0	2	3	0	7	0	1	0	0	0	0	1	8
Independent Schools – Females	0	0	1	3	4	3	0	11	1	2	0	0	0	0	3	14
Post-Secondary Schools – Males	0	0	0	0	0	2	0	2	2	3	2	0	0	3	10	12
Post-Secondary Schools – Females	0	0	0	1	2	1	1	5	0	1	1	1	2	2	7	12
Malta Private Candidates – Males	0	0	0	0	1	1	4	6	0	2	0	1	2	3	8	14
Malta Private Candidates – Females	0	0	0	1	0	1	1	3	7	3	3	1	2	8	24	27
Gozo Schools – Males	0	0	0	0	0	2	0	2	0	2	2	1	3	0	8	10
Gozo Schools – Females	3	9	4	2	3	6	1	28	1	4	4	2	10	0	21	49
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	2	0	0	0	1	3	3

<b>SPANISH</b>	26	40	49	51	22	24	9	221	13	20	21	18	34	1	107	328
State Schools - Males	3	3	4	7	6	3	1	27	5	8	7	9	16	0	45	72
State Schools - Females	6	11	21	28	9	9	2	86	3	7	10	5	10	0	35	121
Church Schools – Males	0	4	3	7	2	2	0	18	0	0	0	0	0	0	0	18
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	2	0	2	1	1	0	1	7	0	0	0	0	0	0	0	7
Independent Schools – Females	2	1	5	1	0	1	0	10	0	0	0	0	0	0	0	10
Post-Secondary Schools – Males	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	2
Post-Secondary Schools – Females	0	0	0	0	1	4	0	5	0	1	0	1	1	0	3	8
Malta Private Candidates – Males	3	6	2	1	0	0	1	13	2	0	0	0	0	1	3	16
Malta Private Candidates – Females	8	13	5	4	0	0	3	33	0	1	1	0	2	0	4	37
Gozo Schools – Males	0	0	1	0	1	3	0	5	0	0	1	1	3	0	5	10
Gozo Schools – Females	2	2	6	2	1	2	0	15	3	3	2	1	2	0	11	26
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 17 of 17)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
TEXTILES AND DESIGN	1	7	6	7	3	1	0	25	5	8	6	2	9	3	33	58
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
State Schools - Females	0	7	5	7	3	1	0	23	5	8	6	2	9	0	30	53
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	1	0	1	0	0	0	0	2	0	0	0	0	0	0	0	2
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 3.4 indicates how many sixteen year-old candidates obtained passes in 1 to 14 different subjects. Two ranges of grades are given as passes: Grades 1 to 7, which are overall passes, and Grades 1 to 5, which are the required passes for entry into sixth form.

*Table 3.4: Number of Passes of the 1999 Cohort*

Number of Passes	Grades 1 - 7				Grades 1 - 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
14	1	1	2	0.1	1	1	2	0.1
13	3	0	3	0.1	3	0	3	0.1
12	33	18	51	1.5	32	16	48	1.4
11	125	199	324	10.3	117	186	303	9.7
10	219	404	623	27.3	170	345	515	23.7
9	289	281	570	42.8	230	244	474	36.6
8	225	208	433	54.5	172	170	342	45.9
7	160	162	322	63.3	147	104	251	52.7
6	154	113	267	70.6	115	102	217	58.6
5	117	95	212	76.3	94	92	186	63.6
4	102	79	181	81.2	90	78	168	68.2
3	94	96	190	86.4	97	106	203	73.7
2	99	72	171	91.1	116	105	221	79.7
1	113	73	186	96.1	177	148	325	88.6
0	79	64	143	100	252	168	420	100

Table 3.4 shows that both for passes with Grades 1 to 7 and Grades 1 to 5, passes in ten subjects was the most common category. This year, this holds true for both male and female candidates. Overall, 36.5% of the 1999 cohort (N= 3,678) who sat for SEC examinations in May 2015 gained passes in nine subjects when passes are taken to include Grades 1 to 7. Moreover, 31.2% of the same cohort gained passes in nine subjects when passes are taken to include Grades 1 to 5. On the other hand, 16.0% of 1999 candidates obtained three or less passes (Grades 1 to 7).

Table 3.5 and Table 3.6 present information on particular components of the SEC examinations of May 2015. Table 3.5 presents the marks obtained in the oral component in the language subjects while Table 3.6 presents the marks obtained in the coursework component of the thirteen subjects referred to in Section 1.6.

With reference to Table 3.5, the cumulative percentages presented suggest variability between subjects in the oral component. The aural component is not included in this table because it was marked by the markers of the written papers and was recorded separately. In Maltese, which is the mother language of the large majority of candidates, 81.2% of them scored 10 marks or more out of 15. In Italian, 45.8% of all candidates scored 10 marks or more out of 15, while in French and English Language the percentage of candidates who scored at least 13 marks out of 20 were 52.8% and 59.8% respectively. All these values, except for the one for Italian, are higher than those of last year. It is worth noting that the number of candidates who were absent for the oral component was significant in all the languages.

Table 3.6 shows that the number of marks carried by coursework component varies from 15 to 50% depending on the subject. This witnesses some changes from a few years ago, when the majority of school based assessment carried 15% of the global mark. It is important to point out that the nature of the coursework varies considerably between subjects, both in its nature, breadth, skills needed and time required to carry it out. In Biology, Chemistry and Physics, between approximately 80% and 90% of the candidates obtained 10/15 marks or more. The percentages were somewhat lower for the other subjects whose school based assessment amounts to 15% of the global mark.

In Geography and Art, more than half of the candidates were awarded 15 marks or higher out of a maximum of 20 marks. In Home Economics and Textiles and Design, the component included the portfolio as well as an investigation in the case of the former and even the practical examination which has become part of the school based component. In the case of Home Economics, where the number of registrations was higher, 50% of the candidates scored 23 marks or higher out of a maximum of 30 marks. In Computing, more than half of the candidates scored 26 or more out of a maximum of 30 marks. In all subjects, a substantial number of candidates did not present their coursework and consequently lost the marks allocated to this component of the examination.

#### Notes for Tables 3.5 and 3.6

- \* Cumulative percentages are shown
  - a PR means pro-rata, normally applied for candidates with severe speech impairment
  - b Coursework marks include those of candidates whose marks of those whose marks were deducted after being interviewed
  - c NP means not presented
-

Table 3.5: Results of the Oral Component in Languages

Mark	Arabic		Russian		German		English		French		Italian		Maltese		Spanish	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
35	4	9.3	9	42.9												
34	5	20.9	1	47.6												
33	2	25.6	1	52.4												
32	2	30.2	3	66.7												
31	1	32.6	3	81.0												
30	2	37.2	1	85.7	12	4.2										
29	0	37.2	0	85.7	14	9.0										
28	2	41.9	1	90.5	11	12.8										
27	0	41.9	1	95.2	16	18.4										
26	1	44.2	0	95.2	6	20.5										
25	1	46.5	0	95.2	18	26.7										
24	0	46.5	0	95.2	10	30.2										
23	1	48.8	0	95.2	15	35.4										
22	2	53.5	0	95.2	15	40.6										
21	1	55.8	0	95.2	17	46.5										
20	0	55.8	0	95.2	16	52.1	42	0.9	23	1.9						
19	1	58.1	0	95.2	8	54.9	81	2.6	49	6.0						
18	0	58.1	0	95.2	13	59.4	187	6.5	78	12.5						
17	0	58.1	0	95.2	12	63.5	281	12.5	67	18.1						
16	1	60.5	0	95.2	13	68.1	454	22.1	117	27.9						
15	3	67.4	0	95.2	7	70.5	527	33.2	89	35.4	95	5.2	458	11.0	20	6.1
14	3	74.4	0	95.2	9	73.6	628	46.5	119	45.3	85	9.8	639	26.4	41	18.6
13	0	74.4	0	95.2	6	75.7	632	59.8	90	52.8	107	15.6	666	42.5	32	28.4
12	1	76.7	0	95.2	9	78.8	491	70.2	93	60.6	163	24.5	693	59.2	32	38.1
11	1	79.1	0	95.2	9	81.9	379	78.2	83	67.6	195	35.1	532	72.0	22	44.8
10	0	79.1	0	95.2	7	84.4	255	83.6	103	76.2	197	45.8	381	81.2	27	53.0
9	0	79.1	0	95.2	5	86.1	202	87.9	50	80.4	210	57.2	252	87.2	23	60.1
8	0	79.1	0	95.2	4	87.5	147	91.0	43	83.9	171	66.5	166	91.2	36	71.0
7	0	79.1	0	95.2	5	89.2	102	93.1	36	87.0	153	74.8	91	93.4	26	79.0
6	1	81.4	0	95.2	6	91.3	64	94.5	43	90.6	120	81.3	43	94.5	14	83.2
5	1	83.7	0	95.2	4	92.7	44	95.4	40	93.9	98	86.7	25	95.1	9	86.0
4	0	83.7	0	95.2	2	93.4	25	95.9	15	95.2	57	89.8	12	95.4	11	89.3
3	0	83.7	0	95.2	4	94.8	7	96.1	15	96.4	42	92.1	3	95.4	1	89.6
2	1	86.0	0	95.2	0	94.8	6	96.2	13	97.5	19	93.1	0	95.4	1	89.9
1	0	86.0	0	95.2	1	95.1	0	96.2	0	97.5	11	93.7	0	95.4	0	89.9
0	0	86.0	0	95.2	1	95.5	0	96.2	0	97.5	3	93.9	0	95.4	0	89.9
PR <sup>a</sup>	0	86.0	0	95.2	0	95.5	0	96.2	0	97.5	0	93.9	0	95.4	0	89.9
Present	37	86.0	20	95.2	275	95.5	4554	96.2	1166	97.5	1726	93.9	3961	95.4	295	89.9
Absent	6	14.0	1	4.8	13	4.5	179	3.8	30	2.5	113	6.1	190	4.6	33	10.1
Registered	43	100	21	100	288	100	5146	100	1325	100	1924	100	4502	100	301	100

Table 3.6: Results of the Coursework Component in Specific Subjects

Mark <sup>b</sup>	Computing		Home Economics		Art		Geography		Biology		Business Studies		Chemistry		Environmental Studies		European Studies		Physical Education		Physics	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
30	105	12.5	9	1.1																		
29	95	23.8	28	4.6																		
28	103	36.0	61	12.2																		
27	88	46.4	60	19.7																		
26	67	54.4	83	30.0																		
25	58	61.3	74	39.2																		
24	60	68.4	63	47.0																		
23	25	71.4	66	55.2																		
22	28	74.7	57	62.3																		
21	35	78.9	50	68.5																		
20	24	81.7	42	73.8	40	5.9	23	11.2														
19	13	83.3	41	78.9	55	14.1	24	22.8														
18	11	84.6	25	82.0	83	26.4	20	32.5														
17	11	85.9	23	84.8	74	37.4	17	40.8														
16	11	87.2	19	87.2	71	47.9	27	53.9														
15	17	89.2	14	88.9	63	57.3	11	59.2	213	15.2	18	5.2	82	11.2	126	9.4	13	10.4	41	11.9	481	13.9
14	4	89.7	14	90.7	51	64.8	9	63.6	407	44.3	54	20.9	281	49.4	212	25.3	24	29.6	32	21.2	1291	51.3
13	3	90.0	6	91.4	41	70.9	11	68.9	214	59.6	37	31.7	158	70.9	215	41.4	21	46.4	51	35.9	644	69.9
12	3	90.4	9	92.5	46	77.7	4	70.9	133	69.1	51	46.5	73	80.8	154	52.9	15	58.4	36	46.4	303	78.7
11	3	90.7	5	93.2	21	80.9	11	76.2	91	75.6	43	59.0	33	85.3	104	60.7	15	70.4	28	54.5	173	83.7
10	3	91.1	15	95.0	29	85.2	6	79.1	61	80.0	30	67.7	22	88.3	135	70.8	3	72.8	33	64.1	110	86.9
9	2	91.3	9	96.1	16	87.5	4	81.1	43	83.1	26	75.3	12	89.9	79	76.7	6	77.6	30	72.8	85	89.3
8	3	91.7	3	96.5	15	89.8	3	82.5	37	85.7	12	78.8	15	92.0	65	81.5	3	80.0	13	76.5	45	90.7
7	2	91.9	4	97.0	6	90.7	1	83.0	29	87.8	7	80.8	13	93.7	52	85.4	9	87.2	11	79.7	42	91.9
6	2	92.2	2	97.3	9	92.0	2	84.0	22	89.3	6	82.6	5	94.4	34	88.0	1	88.0	9	82.3	29	92.7
5	1	92.3	3	97.6	7	93.0	1	84.5	20	90.8	2	83.1	4	95.0	19	89.4	2	89.6	7	84.3	17	93.2
4	0	92.3	3	98.0	3	93.5	0	84.5	13	91.7	2	83.7	1	95.1	11	90.2	1	90.4	6	86.1	19	93.7
3	0	92.3	2	98.3	1	93.6	0	84.5	13	92.6	1	84.0	1	95.2	8	90.8	0	90.4	8	88.4	11	94.1
2	0	92.3	0	98.3	1	93.8	2	85.4	10	93.4	1	84.3	3	95.6	4	91.1	0	90.4	3	89.3	10	94.4
1	1	92.4	0	98.3	2	94.1	0	85.4	5	93.7	0	84.3	0	95.6	1	91.2	0	90.4	0	89.3	3	94.4
0	3	92.8	1	98.4	0	94.1	0	85.4	7	94.2	1	84.6	3	96.1	5	91.5	4	93.6	3	90.1	9	94.7
PR <sup>a</sup>	0	92.8	1	98.5	0	94.1	0	85.4	1	94.3	0	84.6	1	96.2	0	91.5	0	93.6	0	90.1	3	94.8
NP <sup>c</sup>	61	100.0	12	100.0	40	100	30	100	80	100	53	100	28	100	113	100	8	100	34	100	180	100
<b>Total</b>	<b>842</b>	<b>0.0</b>	<b>804</b>	<b>0.0</b>	<b>674</b>	<b>100</b>	<b>206</b>	<b>100</b>	<b>1399</b>	<b>100</b>	<b>344</b>	<b>100</b>	<b>735</b>	<b>100</b>	<b>1337</b>	<b>100</b>	<b>125</b>	<b>100</b>	<b>345</b>	<b>100</b>	<b>3455</b>	<b>100</b>

*Table 3.6: Results of the Coursework Component in Specific Subjects – Textiles and Design (Part 2 of 3)*

Mark	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20		
N	0	0	2	2	6	2	3	3	4	1	5	3	5	1	5	1	0	3	1	1	0		
%*	0	0.0	3.4	6.9	17.2	20.7	25.9	31.0	37.9	39.7	48.3	53.4	62.1	63.8	72.4	74.1	74.1	79.3	81.0	82.8	82.8		
Mark	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	NP	Total	
N	0	2	0	0	2	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	3	58	
%*	82.8	86.2	86.2	86.2	89.7	89.7	93.1	93.1	93.1	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	94.8	100.0	58.0

*Table 3.6: Results of the Coursework Component in Specific Subjects – Design and Technology (Part 3 of 3)*

Mark	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	
N	0	2	4	6	6	9	14	11	18	17	13	12	12	14	17	11	10	13	9	9	9	6	4	7	6	12	4	
%*	0.0	0.7	2.1	4.1	6.2	9.2	14.0	17.8	24.0	29.8	34.2	38.4	42.5	47.3	53.1	56.8	60.3	64.7	67.8	70.9	74.0	76.0	77.4	79.8	81.8	86.0	87.3	
Mark	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	PR	NP	Total	
N	3	4	4	2	2	0	2	1	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	16	292	
%*	88.4	89.7	91.1	91.8	92.5	92.5	93.2	93.5	93.5	94.2	94.2	94.2	94.2	94.2	94.2	94.2	94.2	94.5	94.5	94.5	94.5	94.5	94.5	94.5	94.5	94.5	100.0	100.0

Table 3.7 presents information on the outcome of the requests for revision of papers. Table 3.7 shows that out of the 609 requests for a revision of papers, 26 (1.7%) had their grade revised upwards.

*Table 3.7: May 2015 Results of Revision of Papers*

<b>Subject</b>	<b>Registrations</b>	<b>Requests</b>	<b>Upgrades (%)</b>	<b>Upgrades (N)</b>
Accounting	788	13	0	0.0
Arabic	43	0	0	-
Art	674	20	1	5.0
Biology	1399	40	0	0.0
Business Studies	344	3	0	0.0
Chemistry	735	24	2	8.3
Classical Culture	2	0	0	-
Commerce	4	0	0	-
Computing	842	12	1	8.3
Design and Technology	292	9	1	11.1
Economics	278	11	1	9.1
Environmental Studies	1337	9	0	0.0
English Language	4733	94	1	1.1
English Literature	2614	35	0	0.0
European Studies	125	3	3	100.0
French	1196	3	1	33.3
Geography	206	0	0	-
German	288	4	0	0.0
Greek	1	0	0	-
Mathematics	4375	117	5	4.3
History	205	10	0	0.0
Home Economics	804	4	0	0.0
Russian	21	0	0	-
Social Studies	1230	19	2	10.5
Graphical Communication	495	6	0	0.0
Italian	1839	10	1	10.0
Maltese	4151	75	2	2.7
Music	12	0	0	-
Physical Education	345	10	2	20.0
Physics	3455	54	0	0.0
Religious Knowledge	3419	22	3	13.6
Spanish	328	2	0	0.0
Textiles and Design	58	0	0	-
<b>Total</b>	36638	609	1.7	26

Table 3.8 and Table 3.9 present the results of the candidates who requested access arrangements in 2015. The first table presents the results of the dyslexic candidates and the second presents the results of the other candidates. Table 3.8 shows that the largest numbers of registrations of the dyslexic candidates were for English Language (167), Mathematics (150), Maltese (151), Religious Knowledge (108) and Physics (102). This is expected given that these are the subjects with the largest numbers of candidates. However, considerable



number of candidates asked for access arrangements for dyslexia for Home Economics (45) and Art (51). Considering passes with Grades 1 to 5, in English, 21.0% of the candidates obtained a pass. In Maltese, the pass rate was higher as 29.1% of the candidates obtained passes with Grades 1 to 5. If Grades 1 to 7 are considered, the situation is reversed as 62.3% and 58.3% of dyslexic candidates passed the SEC examination of English Language and Maltese respectively. Notably, 80.4% of the 51 dyslexic candidates registering for the Art assessment obtained Grades 1 to 5.

Table 3.9 shows that the other candidates who requested access arrangements applied for both Paper IIA and IIB. Trends in registrations are similar to those in Table 3.8. The candidates obtained a range of grades in the different subjects. When grades 1 to 7 are considered, 64.9% and 59.7% of these candidates obtained passes in English Language and Maltese respectively. Interestingly, 76.7% of the 30 candidates applying for SEC Chemistry obtained Grades 1 to 5.

Table 3.8: Results of the Dyslexic Candidates

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	0	0	0	0	0			1	0	1	4
	IIB				0	1	0	0	2	0	3	
Arabic	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Art	IIA	2	1	1	5	10			5	0	24	51
	IIB				11	11	2	0	3	0	27	
Biology	IIA	0	0	1	1	5			3	0	10	30
	IIB				0	0	4	0	14	2	20	
Business Studies	IIA	0	0	0	1	1			1	0	3	6
	IIB				0	0	0	0	2	1	3	
Chemistry	IIA	0	0	0	2	0			1	0	3	6
	IIB				0	1	0	0	2	0	3	
Classical Culture & Civilization	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Commerce	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Computer Studies	IIA	0	1	1	0	4			1	0	7	12
	IIB				0	1	1	2	1	0	5	
Design & Technology	IIA	0	2	0	0	1			3	0	6	15
	IIB				1	4	2	1	1	0	9	
Economics	IIA	0	0	0	0	0			0	0	0	1
	IIB				0	1	0	0	0	0	1	
English Language	IIA	0	0	1	10	8			12	0	31	167
	IIB				2	14	33	36	49	2	136	
English Literature	IIA	0	0	2	2	3			6	0	13	55
	IIB				1	5	7	7	17	5	42	
Environmental Studies	IIA	0	0	2	1	1			3	0	7	33
	IIB				0	1	6	7	10	2	26	
European Studies	IIA	0	0	0	0	0			1	0	1	3
	IIB				0	0	0	1	0	1	2	
French	IIA	0	0	0	1	0			0	0	1	6
	IIB				0	1	1	3	0	0	5	
Geography	IIA	0	0	0	0	0			0	0	0	4
	IIB				0	1	1	0	2	0	4	

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	0	0	0	0	0			1	0	1	3
	IIB				0	0	1	1	0	0	2	
Graphical Communication	IIA	1	1	2	4	5			1	0	14	24
	IIB				1	1	3	2	3	0	10	
Greek	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
History	IIA	0	0	0	0	0			2	0	2	3
	IIB				0	0	0	0	0	1	1	
Home Economics	IIA	0	3	4	2	1			4	0	14	45
	IIB				5	5	13	3	4	1	31	
Italian	IIA	1	2	7	5	4			3	0	22	69
	IIB				8	14	10	2	12	1	47	
Maltese	IIA	0	0	0	10	8			6	0	24	151
	IIB				9	17	31	13	53	4	127	
Mathematics	IIA	1	0	5	2	8			6	0	22	150
	IIB				0	8	25	26	59	10	128	
Music	IIA	0	0	0	1	0			0	0	1	1
	IIB				0	0	0	0	0	0	0	
Physical Education	IIA	0	1	1	2	1			1	0	6	15
	IIB				1	3	0	0	4	1	9	
Physics	IIA	0	2	4	9	8			6	0	29	102
	IIB				2	12	26	11	21	1	73	
Religious Knowledge	IIA	0	1	4	10	3			9	0	27	108
	IIB				1	20	24	15	19	2	81	
Russian	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Social Studies	IIA	0	0	0	2	0			2	0	4	27
	IIB				1	8	3	4	6	1	23	
Spanish	IIA	0	0	0	2	0			2	0	4	10
	IIB				1	1	0	1	3	0	6	
Textiles & Design	IIA	0	0	0	1	0			0	0	1	7
	IIB				1	2	1	1	1	0	6	

Table 3.9: Results of the Other Candidates who requested Access Arrangements

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	2	5	2	1	2			3	0	15	<b>27</b>
	IIB				0	3	2	1	2	4	12	
Arabic	IIA	0	0	1	0	0			0	0	1	<b>2</b>
	IIB				0	0	0	0	1	0	1	
Art	IIA	0	0	11	8	7			11	0	37	<b>69</b>
	IIB				9	8	15	0	0	0	32	
Biology	IIA	2	3	8	11	7			13	0	44	<b>103</b>
	IIB				2	2	15	7	30	3	59	
Business Studies	IIA	0	1	1	0	1			3	0	6	<b>17</b>
	IIB				1	2	0	2	5	1	11	
Chemistry	IIA	2	4	7	4	3			4	0	24	<b>30</b>
	IIB				0	3	0	1	2	0	6	
Classical Culture & Civilization	IIA	0	0	0	0	0			0	0	0	<b>0</b>
	IIB				0	0	0	0	0	0	0	
Commerce	IIA	0	0	0	0	0			0	0	0	<b>0</b>
	IIB				0	0	0	0	0	0	0	
Computer Studies	IIA	0	3	10	9	4			3	0	29	<b>49</b>
	IIB				1	4	7	3	5	0	20	
Design & Technology	IIA	1	0	2	1	3			11	0	18	<b>51</b>
	IIB				2	5	9	5	11	1	33	
Economics	IIA	0	0	2	1	1			0	1	5	<b>7</b>
	IIB				0	0	0	1	0	1	2	
English Language	IIA	5	15	18	26	32			27	0	123	<b>365</b>
	IIB				5	44	47	45	98	3	242	
English Literature	IIA	3	8	5	19	13			14	0	62	<b>152</b>
	IIB				9	12	21	14	31	3	90	
Environmental Studies	IIA	2	4	5	4	4			8	0	27	<b>70</b>
	IIB				1	6	10	3	22	1	43	
European Studies	IIA	1	1	0	0	3			2	0	7	<b>9</b>
	IIB				0	0	1	1	0	0	2	
French	IIA	2	4	2	6	3			4	0	21	<b>38</b>
	IIB				3	5	6	2	1	0	17	
Geography	IIA	0	0	5	0	1			0	0	6	<b>11</b>
	IIB				2	2	0	0	1	0	5	

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	0	0	0	0	2			0	0	2	<b>8</b>
	IIB				0	1	5	0	0	0	6	
Graphical Communication	IIA	1	3	3	4	4			3	0	18	<b>32</b>
	IIB				1	1	3	3	5	1	14	
Greek	IIA	0	0	0	0	0			0	0	0	<b>0</b>
	IIB				0	0	0	0	0	0	0	
History	IIA	0	1	2	0	3			4	0	10	<b>21</b>
	IIB				1	2	4	3	1	0	11	
Home Economics	IIA	0	4	11	13	2			6	0	36	<b>97</b>
	IIB				13	13	20	6	7	2	61	
Italian	IIA	1	6	15	7	4			4	0	37	<b>119</b>
	IIB				15	16	15	6	29	1	82	
Maltese	IIA	2	13	9	25	18			16	0	83	<b>340</b>
	IIB				26	44	38	28	116	5	257	
Mathematics	IIA	12	9	15	11	17			9	1	74	<b>337</b>
	IIB				8	34	44	48	122	7	263	
Music	IIA	0	1	0	0	0			0	0	1	<b>3</b>
	IIB				1	0	0	0	0	1	2	
Physical Education	IIA	0	3	0	4	3			8	1	19	<b>32</b>
	IIB				1	4	4	3	1	0	13	
Physics	IIA	4	16	10	22	12			15	0	79	<b>233</b>
	IIB				12	31	36	18	56	1	154	
Religious Knowledge	IIA	1	8	20	16	18			18	1	82	<b>247</b>
	IIB				6	39	49	27	39	5	165	
Russian	IIA	0	0	0	0	0			0	0	0	<b>0</b>
	IIB				0	0	0	0	0	0	0	
Social Studies	IIA	0	0	0	1	3			3	0	7	<b>47</b>
	IIB				7	5	5	3	15	5	40	
Spanish	IIA	0	1	4	3	1			2	0	11	<b>21</b>
	IIB				1	2	3	2	2	0	10	
Textiles & Design	IIA	0	0	0	1	0			0	0	1	<b>5</b>
	IIB				0	0	1	0	3	0	4	

## 4. REGISTRATIONS SEPTEMBER 2015

As explained in Section 1.2, for the September session candidates could only register for Paper IIB in English Language, Maltese and Mathematics and only if they had been absent or obtained Grades 6, 7 or U in those subjects in the May session. Furthermore, candidates could only register for Paper IIB in one of Biology, Chemistry or Physics and only if they had not obtained at least Grade 5 in one of the three subjects.

In September 2015, there were 1,834 candidates (831 males and 1,003 females). In total, 31.2% of the candidates (30.5% of the male candidates and 31.8% of the female candidates) who applied for the May session sat for one or more examinations in the supplementary session.

*Table 4.1: Registration by Year of Birth and Gender*

Cohort*	Males	Females	Total
1999	584	646	1230
1998	140	158	298
1997	46	67	113
1996	13	25	38
1995	7	13	20
Pre-1995	41	94	135
<b>Total</b>	<b>831</b>	<b>1003</b>	<b>1834</b>

\* By Year of Birth

Table 4.2 below provides information on how many candidates, males and females, from those who were eligible to apply did in fact register for the different subjects in September 2015.

*Table 4.2: September Registration by Subject and Gender*

Subject	Eligible to apply	Applied in September			Percent from eligible
		Males	Females	Total	
Biology*	533	19	114	133	25.0
Chemistry*	182	3	3	6	3.3
English Language	1758	438	479	917	52.2
Maltese	1361	386	246	632	46.4
Mathematics	2024	481	664	1145	56.6
Physics*	1228	238	221	459	37.4

\* Candidates could only register for one of Biology, Chemistry or Physics and only if they had not obtained at least Grade 5 in one of the three subjects. This calculated percentage only shows the number of candidates who obtained Grades 6, 7 and U in the subject, and not in all three.

Table 4.2 shows that more than half of the candidates who obtained Grades 6, 7 or U or were absent in the May session registered for the September session in English Language and Mathematics. For Maltese, this percentage is smaller. In the science subjects, the largest category of candidates opted to register for Physics in the September session.

Table 4.3 provides information on the number of registrations for the September session by subject, for males and females from the different educational sectors. Candidates were more likely to be from state schools (1,725 candidates), as expected given the higher population of candidates in state schools. A relatively large number of candidates were from church schools (601 candidates) and private candidates (362 candidates).

*Table 4.3: September Registration by Subject, School Type and Gender*

		Biology	Chemistry	English Language	Maltese	Mathematics	Physics
<b>State Schools</b>	Males	2	0	227	239	279	142
	Females	10	0	228	156	306	136
<b>Church Schools</b>	Males	8	0	68	63	71	45
	Females	58	0	81	36	144	27
<b>Independent Schools</b>	Males	6	1	16	29	37	10
	Females	11	1	5	14	28	4
<b>Post-Secondary Schools</b>	Males	2	2	25	14	26	13
	Females	16	0	23	5	52	17
<b>Private Candidates</b>	Males	0	0	56	18	40	9
	Females	13	2	105	23	79	17
<b>Gozo Schools</b>	Males	1	0	27	18	24	18
	Females	6	0	20	12	40	20
<b>Gozo Private Candidates</b>	Males	0	0	19	5	4	1
	Females	0	0	17	0	15	0

Table 4.4 shows that in the September session, the registrations of the 1999 cohort followed the same trends as for the overall registrations. Both Table 4.4 and Table 4.2 show that female candidates were more likely to sit for September session in Mathematics or one of the sciences (except for Physics in the case of the 1999 Cohort) while the number of male candidates for Maltese and English Language in September exceeds the number of female candidates (except for English Language in the case of all candidates).

*Table 4.4: September Registration of the 1999 Cohort*

Subject	Males	Females	Total
<b>Biology</b>	14	77	91
<b>Chemistry</b>	1	1	2
<b>English Language</b>	300	297	597
<b>Maltese</b>	316	195	511
<b>Mathematics</b>	367	480	847
<b>Physics</b>	192	174	366

Table 4.5 below shows the numbers of requests for revision of papers in relation to the number of registrations in September for the different subjects. In September, the percentage of requests for revision of papers was 3.2%. Proportionally, this percentage was higher than the percentage of requests for a revision of papers in May (1.7%). It is important to note that passes in the September session are the students' final opportunity to obtain passes in the core subjects which are required for admission into sixth form in the current year. Data relating to the outcome of these requests are reported on in the following section.

*Table 4.5: September Registrations for Revision of Papers*

<b>Subject</b>	<b>Registrations</b>	<b>Requests</b>	<b>Percentage</b>
<b>Biology</b>	133	2	1.5
<b>Chemistry</b>	6	0	0.0
<b>English Language</b>	917	23	2.5
<b>Maltese</b>	632	17	2.7
<b>Mathematics</b>	1145	53	4.6
<b>Physics</b>	459	11	2.4
<b>Total</b>	<b>3292</b>	<b>106</b>	<b>3.2</b>

## 5. RESULTS SEPTEMBER 2015

Table 5.1 below provides information on the results obtained in the different subjects in the September session. The overall results are followed by their breakdown by gender for the different subjects. The percentages of candidates who obtained Grades 4 to 7 varied considerably in the different subjects and no consistent patterns were observed.

*Table 5.1: September Results by Subject for Papers I and IIB*

<b>Subject</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>U</b>	<b>Absent</b>	<b>Registered</b>
<b>Biology</b>	20	22	27	11	51	2	133
%	15.0	16.5	20.3	8.3	38.3	1.5	100
Males	3	3	6	1	6	0	19
Females	17	19	21	10	45	2	114
<b>Chemistry</b>	0	2	0	1	2	1	6
%	0.0	33.3	0.0	16.7	33.3	16.7	100
Males	0	1	0	1	1	0	3
Females	0	1	0	0	1	1	3
<b>English Language</b>	50	272	270	157	166	2	917
%	5.5	29.7	29.4	17.1	18.1	0.2	100
Males	24	122	130	81	80	1	438
Females	26	150	140	76	86	1	479
<b>Maltese</b>	11	161	149	72	236	3	632
%	1.7	25.5	23.6	11.4	37.3	0.5	100
Males	6	93	89	41	157	0	386
Females	5	68	60	31	79	3	246
<b>Mathematics</b>	26	219	340	245	250	65	1145
%	2.3	19.1	29.7	21.4	21.8	5.7	100
Males	10	88	143	104	108	28	481
Females	16	131	197	141	142	37	664
<b>Physics</b>	4	78	197	70	107	3	459
%	0.9	17.0	42.9	15.3	23.3	0.7	100
Males	1	43	103	37	54	0	238
Females	3	35	94	33	53	3	221
<b>Total</b>	111	754	983	556	812	76	3292
%	3.4	22.9	29.9	16.9	24.7	2.3	100

Table 5.2 presents the September results by subject of the 1999 cohort. Once again the overall results are followed by a breakdown by gender. The observations made for the total cohort are replicated here. Overall, more candidates from the 1999 cohort obtained Grades 4 and 5.

Table 5.2: September Results of the 1999 Cohort

<b>Subject</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>U</b>	<b>Absent</b>	<b>Registered</b>
<b>Biology</b>	17	14	18	10	30	2	91
%	18.7	15.4	19.8	11.0	33.0	2.2	100
Males	2	1	6	1	4	0	14
Females	15	13	12	9	26	2	77
<b>Chemistry</b>	0	1	0	0	1	0	2
%	0	50	0	0	50	0	100
Males	0	0	0	0	1	0	1
Females	0	1	0	0	0	0	1
<b>English Language</b>	37	197	161	95	106	1	597
%	6.2	33.0	27.0	15.9	17.8	0.2	100
Males	18	91	77	56	58	0	300
Females	19	106	84	39	48	1	297
<b>Maltese</b>	10	135	125	55	184	2	511
%	2.0	26.4	24.5	10.8	36.0	0.4	100
Males	5	81	74	30	126	0	316
Females	5	54	51	25	58	2	195
<b>Mathematics</b>	26	178	238	174	193	38	847
%	3.1	21.0	28.1	20.5	22.8	4.5	100
Males	10	73	103	79	86	16	367
Females	16	105	135	95	107	22	480
<b>Physics</b>	4	64	150	59	87	2	366
%	1.1	17.5	41.0	16.1	23.8	0.5	100
Males	1	34	82	30	45	0	192
Females	3	30	68	29	42	2	174
<b>Total</b>	94	589	692	393	601	45	2414
%	3.9	24.4	28.7	16.3	24.9	1.9	100

Table 5.3 presents the September results in the different subjects for males and females in the different educational sectors. This table makes it possible to observe how candidates from the different sectors performed in particular subjects during the supplementary session. Since state school candidates make up the majority of SEC candidates, most candidates for the September 2015 session also originated from state schools. However, Chemistry and Biology were noticeable exceptions.



Table 5.3: September Results by Subject and Type of School for Papers I and IIB

	Males							Females							Total
	4	5	6	7	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>BIOLOGY</b>	3	3	6	1	6	0	19	17	19	21	10	45	2	114	133
State Schools	1	0	1	0	0	0	2	0	1	3	1	5	0	10	12
Church Schools	0	1	3	0	4	0	8	9	10	9	7	21	2	58	66
Independent Schools	0	1	2	1	2	0	6	2	2	1	1	5	0	11	17
Post-Secondary Schools	1	1	0	0	0	0	2	1	3	3	0	9	0	16	18
Malta Private Candidates	0	0	0	0	0	0	0	1	3	4	1	4	0	13	13
Gozo Schools	1	0	0	0	0	0	1	4	0	1	0	1	0	6	7
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>CHEMISTRY</b>	0	1	0	1	1	0	3	0	1	0	0	1	1	3	6
State Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools	0	0	0	0	1	0	1	0	1	0	0	0	0	1	2
Post-Secondary Schools	0	1	0	1	0	0	2	0	0	0	0	0	0	0	2
Malta Private Candidates	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2
Gozo Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>ENGLISH LANGUAGE</b>	24	122	130	81	80	1	438	26	150	140	76	86	1	479	917
State Schools	11	60	67	40	49	0	227	16	76	52	36	48	0	228	455
Church Schools	7	24	17	12	8	0	68	5	32	28	7	8	1	81	149
Independent Schools	2	5	5	2	2	0	16	0	1	3	0	1	0	5	21
Post-Secondary Schools	0	11	7	5	2	0	25	2	10	6	3	2	0	23	48
Malta Private Candidates	3	15	19	8	11	0	56	3	21	40	20	21	0	105	161
Gozo Schools	0	5	8	10	4	0	27	0	2	7	7	4	0	20	47
Gozo Private Candidates	1	2	7	4	4	1	19	0	8	4	3	2	0	17	36

Table 5.3: September Results by Subject and Type of School for Papers I and IIB (Part 2 of 2)

	Males							Females							Total
	4	5	6	7	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>MALTESE</b>	6	93	89	41	157	0	386	5	68	60	31	79	3	246	632
State Schools	5	58	50	23	103	0	239	5	40	41	18	50	2	156	395
Church Schools	1	16	19	7	20	0	63	0	12	7	5	11	1	36	99
Independent Schools	0	9	7	4	9	0	29	0	2	5	2	5	0	14	43
Post-Secondary Schools	0	5	4	1	4	0	14	0	3	1	0	1	0	5	19
Malta Private Candidates	0	2	4	4	8	0	18	0	8	4	2	9	0	23	41
Gozo Schools	0	3	4	1	10	0	18	0	3	2	4	3	0	12	30
Gozo Private Candidates	0	0	1	1	3	0	5	0	0	0	0	0	0	0	5

<b>MATHEMATICS</b>	10	88	143	104	108	28	481	16	131	197	141	142	37	664	1145
State Schools	6	43	79	63	74	14	279	2	58	73	64	88	21	306	585
Church Schools	2	19	25	12	11	2	71	9	34	47	30	18	6	144	215
Independent Schools	2	9	11	7	8	0	37	3	4	10	7	4	0	28	65
Post-Secondary Schools	0	2	12	3	4	5	26	0	6	16	16	11	3	52	78
Malta Private Candidates	0	7	7	13	8	5	40	0	10	35	17	11	6	79	119
Gozo Schools	0	8	8	4	2	2	24	2	13	11	5	9	0	40	64
Gozo Private Candidates	0	0	1	2	1	0	4	0	6	5	2	1	1	15	19

<b>PHYSICS</b>	1	43	103	37	54	0	238	3	35	94	33	53	3	221	459
State Schools	1	24	62	16	39	0	142	2	18	50	24	40	2	136	278
Church Schools	0	11	17	10	7	0	45	0	7	15	3	2	0	27	72
Independent Schools	0	1	5	2	2	0	10	0	1	2	1	0	0	4	14
Post-Secondary Schools	0	1	7	3	2	0	13	0	5	10	2	0	0	17	30
Malta Private Candidates	0	3	2	2	2	0	9	0	0	6	1	9	1	17	26
Gozo Schools	0	3	9	4	2	0	18	1	4	11	2	2	0	20	38
Gozo Private Candidates	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1

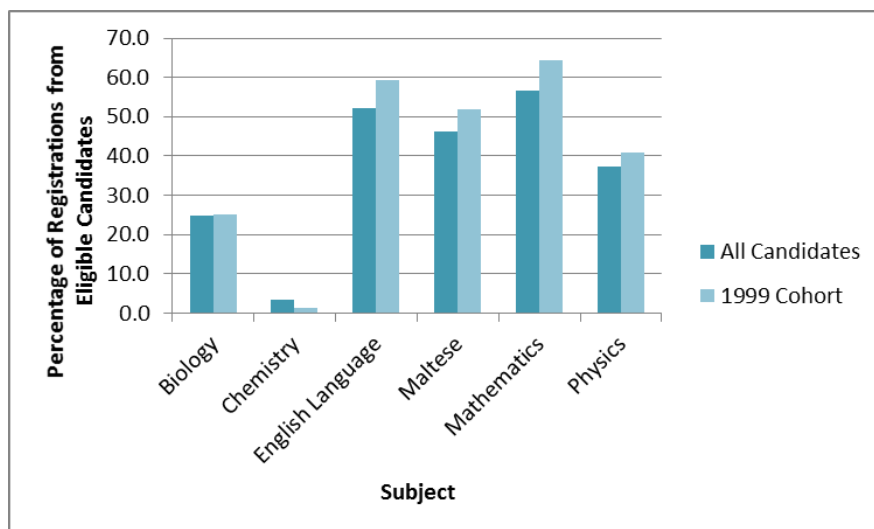
Table 5.4 provides information on the outcome of the September requests for revision of papers. There were three upgrades out of a total of 106 requests. All of the three upgrades were in Mathematics, which was also the subject with the highest percentage of requests from registrations.

*Table 5.4: September Results of Revision of Papers*

Subject	Registrations	Requests	Percentage Requests	Upgraded
Biology	133	2	1.5	0
Chemistry	6	0	0.0	0
English Language	917	23	2.5	0
Maltese	632	17	2.7	0
Mathematics	1145	53	4.6	3
Physics	459	11	2.4	0
<b>Total</b>	<b>3292</b>	<b>106</b>	<b>3.2</b>	<b>3</b>

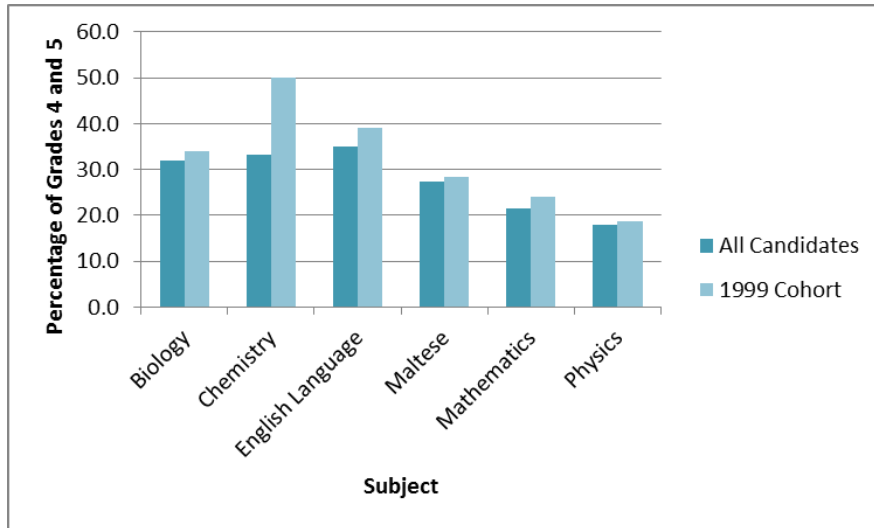
Table 5.5 brings together information from the May and September examination sessions. In this table it is possible to observe how many of the candidates who obtained Grades 6, 7 or U or were absent in May registered for the limited range of examinations in September. It is also possible to identify the grades obtained in the September session. Table 5.6 shows the same information but for the 1999 cohort.

Table 5.5 shows that when considering the four large entry subjects, in English Language, Maltese, and Mathematics more than 45% of the eligible candidates (i.e. those who had obtained Grades 6, 7, U or were absent in May) applied for the supplementary examinations in the September session. Overall percentages of eligible applicants are highest for students who obtained Grade 6 (67.6%), lower for those who obtained Grade 7 (54.9%) and even lower for those who obtained Grade U (39.5%) or were absent (6.2%). Patterns are repeated for the 1999 cohort, however, percentages are higher except for Biology and Chemistry. 16-year-olds who did not obtain Grades 1-5 were more likely to register for the September session. This is shown in Figure 5.i.



*Figure 5.i: Percentage of Eligible Candidates Registering for the September Session, by Subject*

The number of candidates who managed to upgrade their grades in the supplementary session varied in the different subjects. The percentages of candidates from those who applied for the September session who managed to obtain Grades 4 or 5 in descending order were the following: English Language (35.1%), Chemistry (33.3%), Biology (31.8%), Maltese (27.3%), Mathematics (21.4%) and Physics (17.9%). Like those for registrations, these percentages were higher for the 1999 cohort: Chemistry (50%), English Language (39.2%), Biology (34.1%), Maltese (28.4%), Mathematics (24.1%) and Physics (18.6%). This is shown in Figure 5.ii.



*Figure 5.ii: Percentage of Candidates from September Applicants obtaining Grades 4 and 5, by Subject*

Table 5.5: Review of Grades: May – September 2015

Grade in May 2015	Number of Candidates	Applied in September 2015	Percentage from Eligible	Grade in September 2015					
				4	5	6	7	U	Absent
<b>BIOLOGY*</b>									
6	76	31	40.8	11	10	8	1	1	0
7	46	13	28.3	1	1	2	3	6	0
U	385	86	22.3	8	11	17	7	43	0
Abs	26	2	7.7	0	0	0	0	0	2
Total	533	132	24.8	20	22	27	11	50	2
<b>CHEMISTRY*</b>									
6	5	0	0.0	0	0	0	0	0	0
7	21	1	4.8	0	0	0	1	0	0
U	147	4	2.7	0	2	0	0	2	0
Abs	9	1	11.1	0	0	0	0	0	1
Total	182	6	3.3	0	2	0	1	2	1
<b>ENGLISH LANGUAGE</b>									
6	456	311	68.2	16	134	119	30	12	0
7	394	217	55.1	0	20	89	80	28	0
U	805	387	48.1	34	118	62	46	126	1
Abs	103	2	1.9	0	0	0	1	0	1
Total	1758	917	52.2	50	272	270	157	166	2
<b>MALTESE</b>									
6	293	197	67.2	4	77	61	23	32	0
7	144	83	57.6	0	28	18	11	24	2
U	816	347	42.5	7	54	70	38	177	1
Abs	108	4	3.7	0	2	0	0	2	0
Total	1361	631	46.4	11	161	149	72	235	3*
<b>MATHEMATICS</b>									
6	491	391	79.6	18	170	161	25	5	12
7	453	306	67.5	0	18	131	112	30	15
U	863	424	49.1	8	29	46	100	211	30
Abs	217	23	10.6	0	2	2	8	4	7
Total	2024	1144	56.5	26	219	340	245	250	64**
<b>PHYSICS*</b>									
6	367	211	57.5	3	45	124	27	11	1
7	182	61	33.5	0	3	26	14	18	0
U	611	186	30.4	1	30	47	29	78	1
Abs	68	1	1.5	0	0	0	0	0	1
Total	1228	459	37.4	4	78	197	70	107	3
<b>TOTAL</b>									
6	1688	1141	67.6	52	436	473	106	61	13
7	1240	681	54.9	1	70	266	221	106	17
U	3627	1434	39.5	58	244	242	220	637	33
Abs	531	33	6.2	0	4	2	9	6	12
Total	7086	3289	46.4	111	754	983	556	810	75

\* Candidates could only register for one of Biology, Chemistry or Physics and only if they had obtained Grades 6, 7 or U in all three subjects in the May session.

\*\* A candidate obtained Grade 5 in the May Revision of Paper and did not re-sit the exam.

Table 5.6: Review of Grades: May – September 2015 (1999 Cohort)

Grade in May 2015	Number of Candidates	Applied in September 2015	Percentage from Eligible	Grade in September 2015					
				4	5	6	7	U	Absent
<b>BIOLOGY*</b>									
6	44	16	36.4	9	4	2	1	0	0
7	28	7	25.0	1	0	1	3	2	0
U	282	66	23.4	7	10	15	6	28	0
Abs	8	2	25.0	0	0	0	0	0	2
Total	362	91	25.1	17	14	18	10	30	2
<b>CHEMISTRY*</b>									
6	4	0	0.0	0	0	0	0	0	0
7	15	0	0.0	0	0	0	0	0	0
U	125	2	1.6	0	1	0	0	1	0
Abs	2	0	0.0	0	0	0	0	0	0
Total	146	2	1.4	0	1	0	0	1	0
<b>ENGLISH LANGUAGE</b>									
6	250	176	70.4	6	79	67	15	9	0
7	219	130	59.4	0	15	56	44	15	0
U	512	291	56.8	31	103	38	36	82	1
Abs	24	0	0.0	0	0	0	0	0	0
Total	1005	597	59.4	37	197	161	95	106	1
<b>MALTESE</b>									
6	219	157	71.7	4	64	50	17	22	0
7	104	61	58.7	0	23	13	8	16	1
U	625	288	46.1	6	46	62	30	143	1
Abs	38	4	10.5	0	2	0	0	2	0
Total	986	510	51.7	10	135	125	55	183	2**
<b>MATHEMATICS</b>									
6	347	300	86.5	18	137	118	19	2	6
7	278	204	73.4	0	14	83	77	20	10
U	624	333	53.4	8	26	37	77	168	17
Abs	68	9	13.2	0	1	0	1	3	4
Total	1317	846	64.2	26	178	238	174	193	37**
<b>PHYSICS*</b>									
6	258	154	59.7	3	32	90	22	7	0
7	133	51	38.3	0	3	19	12	17	0
U	473	160	33.8	1	29	41	25	63	1
Abs	31	1	3.2	0	0	0	0	0	1
Total	895	366	40.9	4	64	150	59	87	2
<b>TOTAL</b>									
6	1122	803	71.6	40	316	327	74	40	6
7	777	453	58.3	1	55	172	144	70	11
U	2641	1140	43.2	53	215	193	174	485	20
Abs	171	16	9.4	0	3	0	1	5	7
Total	4711	2412	51.2	94	589	692	393	600	44

\* Candidates could only register for one of Biology, Chemistry or Physics and only if they had obtained Grades 6, 7 or U in all three subjects in the May session.

\*\* A candidate obtained Grade 5 in the May Revision of Paper and did not re-sit the exam.

## 6. PASSES IN 2015

Table 6.1 below shows how many candidates passed in the different SEC subjects in 2015, when considering overall passes (Grades 1-7) as well as passes that qualify candidates for further studies (Grades 1-5). Note that this table takes into consideration the results for both May and September sessions.

*Table 6.1: SEC Passes in 2015*

<b>Subject</b>	<b>Registrations</b>	<b>Grades 1 – 7</b>	<b>% Passes</b>	<b>Grades 1 – 5</b>	<b>% Passes</b>
Accounting	788	507	64.3	466	59.1
Arabic	43	30	69.8	26	60.5
Art	674	546	81.0	492	73.0
Biology	1399	1068	76.3	908	64.9
Business Studies	344	245	71.2	205	59.6
Chemistry	735	582	79.2	555	75.5
Classical Culture	2	1	50.0	1	50.0
Commerce	4	4	100.0	4	100.0
Computing	842	756	89.8	673	79.9
Design and Technology	292	203	69.5	147	50.3
Economics	278	225	80.9	203	73.0
English Language	4733	4574	96.6	3297	69.7
English Literature	2614	2107	80.6	1841	70.4
Environmental Studies	1337	969	72.5	836	62.5
European Studies	125	106	84.8	91	72.8
French	1196	1067	89.2	953	79.7
Geography	206	178	86.4	167	81.1
German	288	235	81.6	196	68.1
Graphical Communication	495	402	81.2	363	73.3
Greek	1	1	100.0	1	100.0
History	205	130	63.4	111	54.1
Home Economics	804	709	88.2	586	72.9
Italian	1839	1581	86.0	1327	72.2
Maltese	4151	3620	87.2	2962	71.4
Mathematics	4375	4125	94.3	2596	59.3
Music	12	9	75.0	9	75.0
Physical Education	345	260	75.4	237	68.7
Physics	3455	3125	90.4	2309	66.8
Religious Knowledge	3419	2850	83.4	2324	68.0
Russian	21	20	95.2	20	95.2
Social Studies	1230	778	63.3	670	54.5
Spanish	328	260	79.3	221	67.4
Textiles and Design	58	45	77.6	37	63.8

When overall passes (Grades 1 to 7) are considered, the mean pass rate was 85.5%. Table 6.1 shows that when overall passes (Grades 1-7) are considered, the pass rate was:

Pass Rate	Subjects
<b>90-100%</b>	Commerce, Computing, English Language, Mathematics, Physics, Russian, and Greek (1 candidate).
<b>80-89%</b>	Art Economics, English Literature, European Studies, French, Geography, German, Graphical Communication, Home Economics, Italian, Maltese, and Religious Knowledge.
<b>70-79%</b>	Arabic, Biology, Business Studies, Chemistry, Design and Technology, Environmental Studies, Music, Physical Education, Spanish, and Textiles and Design.
<b>60-69%</b>	Accounting, History, and Social Studies.

When passes Grades 1 to 5 are considered, the mean pass rate was 67.8%. When passes with Grades 1-5 are considered, the pass rate was:

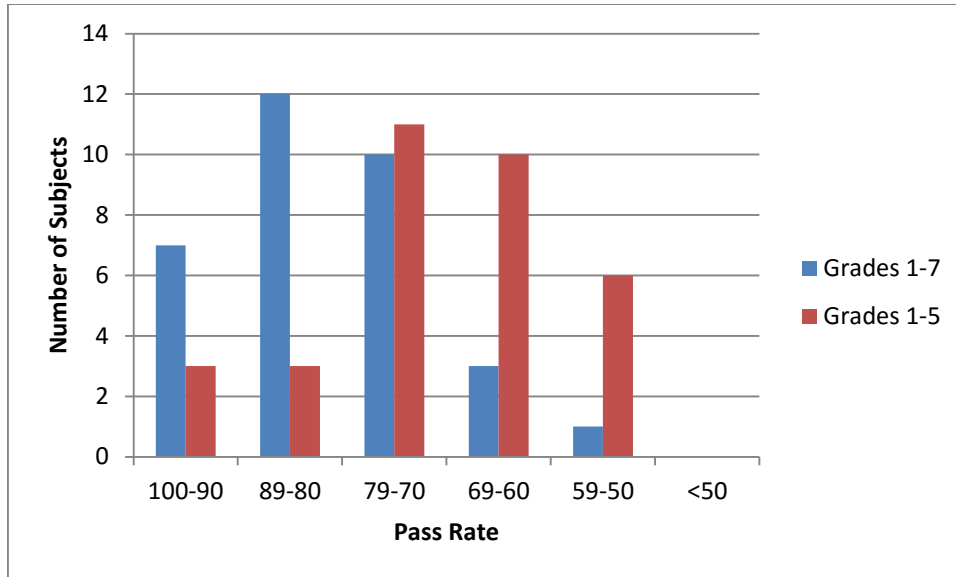
Pass Rate	Subjects
<b>90-100%</b>	Commerce, Greek, and Russian.
<b>80-89%</b>	Computing, French, and Geography.
<b>70-79%</b>	Art, Chemistry, Economics, English Language, English Literature, European Studies, Graphical Communication, Home Economics, Italian, Maltese, and Music.
<b>60-69%</b>	Arabic, Biology, Business Studies, Environmental Studies, German, Physical Education, Physics, Religious Knowledge, Spanish, and Textiles and Design.
<b>50-59%</b>	Accounting, Classical Culture, Design and Technology, History, Mathematics, and Social Studies.

Table 6.2 and Figure 6.i show the number of subjects with pass rates falling between each category.

*Table 6.2: Number of Subjects with Pass Rates falling between each category*

		Pass Rate					
		100-90	89-80	79-70	69-60	59-50	<50
Number of Subjects	Grades 1-7	7	12	10	3	1	0
	Grades 1-5	3	3	11	10	6	0





*Figure 6.i: Number of Subjects with Pass Rates falling between each category*

Table 6.3 presents information on the passes in the different SEC subjects of the candidates who turned sixteen in 2015. This table shows the percentage passes in relation to the number of 16-year-old candidates who sat for the examination in this year as well as the percentage passes in relation to the age cohort. Therefore, by means of this table it is possible to see what proportion of 16 year-olds finish with certification in the different subjects at the end of compulsory schooling.

Table 6.3: SEC Passes 2015 of the 1999 Cohort

Subject	Registrations	Grades 1 – 5	% Passes	% Passes of Total Cohort*
Accounting	533	392	9.1	360
Arabic	17	12	0.3	9
Art	568	467	10.8	425
Biology	1176	945	21.9	845
Business Studies	300	226	5.2	193
Chemistry	678	552	12.8	533
Classical Culture	1	1	0.0	1
Commerce	4	4	0.1	4
Computing	754	695	16.1	632
Design and Technology	277	191	4.4	140
Economics	252	216	5.0	195
English Language	3627	3581	83.1	2856
English Literature	2428	1999	46.4	1761
Environmental Studies	1260	936	21.7	818
European Studies	109	96	2.2	85
French	1132	1021	23.7	919
Geography	176	156	3.6	150
German	265	219	5.1	186
Graphical Communication	462	384	8.9	350
History	172	115	2.7	102
Home Economics	719	637	14.8	543
Italian	1648	1437	33.4	1220
Maltese	3513	3175	73.7	2672
Mathematics	3526	3450	80.1	2413
Music	9	8	0.2	8
Physical Education	299	234	5.4	215
Physics	3000	2773	64.4	2173
Religious Knowledge	3128	2674	62.1	2214
Russian	15	14	0.3	14
Social Studies	1119	724	16.8	631
Spanish	246	196	4.5	162
Textiles and Design	54	43	1.0	35

\* Total Cohort: Births in 1999, i.e. 4308 (NSO, 2002)

This table shows that more than half of the 16-year-olds were awarded certification with Grades 1 to 7 in the following basic subjects: English Language (83.1%), Maltese (73.7%), Mathematics (80.1%), Physics (64.4%), and Religious Knowledge (62.1%). More than half of 16-year-olds were awarded certification with Grades 1-5 in the following subjects: English Language (66.3%), Maltese (62.0%), Mathematics (56.0%), Physics (50.4%), and Religious Knowledge (51.4%). The proportions for the other subjects varied for a number of factors, including the subject options chosen by the candidates at school.

Table 6.4 below provides information on the number of subject passes obtained by the 1999 cohort after the September session. Two ranges of grades are given as passes: Grades 1 to 7,

which are overall passes, and Grades 1 to 5, which are the required passes for entry into sixth form.

*Table 6.4: Number of Passes of the 1999 Cohort after the September Session*

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
14	1	1	2	0.1	1	1	2	0.1
13	3	0	3	0.1	3	0	3	0.1
12	33	18	51	1.5	32	17	49	1.5
11	127	204	331	10.5	117	186	303	9.7
10	227	417	644	28.0	172	361	533	24.2
9	296	294	590	44.1	239	266	505	37.9
8	230	225	455	56.4	186	172	358	47.7
7	194	170	364	66.3	156	111	267	54.9
6	142	109	251	73.2	124	95	219	60.9
5	122	90	212	78.9	107	92	199	66.3
4	92	73	165	83.4	79	88	167	70.8
3	84	84	168	88.0	99	90	189	76.0
2	91	56	147	92.0	107	114	221	82.0
1	100	62	162	96.4	161	120	281	89.6
0	71	62	133	100.0	230	152	382	100.0

Table 6.4 shows that both for passes with Grades 1 to 7 and Grades 1 to 5, passes in ten subjects was the most common category. However, while this is true for female candidates, passes in nine subjects was the most common category when considering male candidates. Overall, 37.6% of the 1999 cohort (N= 3,678) who sat for SEC examinations in May 2015 gained passes in nine subjects when passes are taken to include Grades 1 to 7. Moreover, 32.4% of the same cohort gained passes in nine subjects when passes are taken to include Grades 1 to 5. These values increased by 1.1% and 1.2% respectively after the September 2015 session. On the other hand, 14.2% of 1999 candidates obtained three or less passes (Grades 1 to 7). This value decreased by 1.9% after the September 2015 session.

Tables 6.5 and 6.6 below present the results of the analysis carried out in order to identify the proportion of the 1999 cohort who obtained the required passes for entry into Form VI for further study in the 2015 May and September sessions. Data for the 1999 cohort are also given to indicate how many of the 17-year-olds candidates obtained the required passes for entry into Form VI in 2015. Possibly, these students had finished secondary school the year before, or had repeated a year or for some other reason were still in Form V during 2014-2015.

*Table 6.5: Number of Candidates with 6 Passes\* (Grades 1-5) in May 2015*

Cohort	Males	Females	Total
1998	12	10	22
1999	851	946	1797

**\*The Three Basic Subjects:** English Language, Maltese, and Mathematics.

**One Science** from the following: Biology, Chemistry or Physics.

**Another Two Subjects.**

The data in Table 6.5 shows that in the May 2015 SEC session, 41.7% of the children born in 1999 (N=4,308) obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 39.0% of males born in 1999 (N=2,183) and 44.5% of females born in 1999 (N=2,125) obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies.

*Table 6.6: Number of Candidates with 6 Passes (Grades 1-5) in September 2015*

Cohort	Males	Females	Total
1998	5	0	5
1999	82	119	201

The data in Table 6.6 determines that in the September 2015 SEC session, 4.7% of children born in 1999, obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 3.8% of males born in 1999 and 5.6% of females born in 1999 obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies by means of the supplementary session.

Table 6.7 below presents the overall results of the analysis carried out in order to find out what proportion of the 1999 cohort who turned sixteen in 2015 obtained the required passes for entry into Form VI in 2015. Data for the 1998 cohort are also given to indicate how many of the 17-year-olds obtained the required passes for entry into Form VI in the same year.

*Table 6.7: Number of Candidates with 6 Passes (Grades 1-5) in 2015*

Cohort	Males	Females	Total
1998	17	10	27
1999	933	1065	1998

The data in Table 6.7 show that in 2015, 46.4% of infants born in 1999 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 42.7% of males born in 1999 and 50.1% of females born in 1999 obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies.

## 7. GENERAL STATISTICS

The section brings together some of the salient observations made in this statistical report and compares them to those in statistical reports for the previous years. This makes it possible for one to observe possible trends along the years.

Table 7.1 shows the numbers of candidates registering for SEC examinations from 1994 to present. This same information is plotted in Figure 7.i.

*Table 7.1: Registrations 1994-2015*

<b>Year</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>
<b>1994</b>	5278	2440	2838
<b>1995</b>	5803	2686	3117
<b>1996</b>	6009	2733	3276
<b>1997</b>	6835	3145	3690
<b>1998</b>	7303	3386	3917
<b>1999</b>	7754	3559	4195
<b>2000</b>	7962	3660	4302
<b>2001</b>	7628	3568	4060
<b>2002</b>	7978	3832	4146
<b>2003</b>	7764	3584	4180
<b>2004</b>	7861	3560	4301
<b>2005</b>	8038	3664	4374
<b>2006</b>	7983	3727	4256
<b>2007</b>	7942	3617	4325
<b>2008</b>	7879	3633	4246
<b>2009</b>	7378	3424	3954
<b>2010</b>	7492	3535	3957
<b>2011</b>	7177	3342	3835
<b>2012</b>	7295	3390	3905
<b>2013</b>	6694	3181	3513
<b>2014</b>	6599	3056	3543
<b>2015</b>	5878	2727	3151

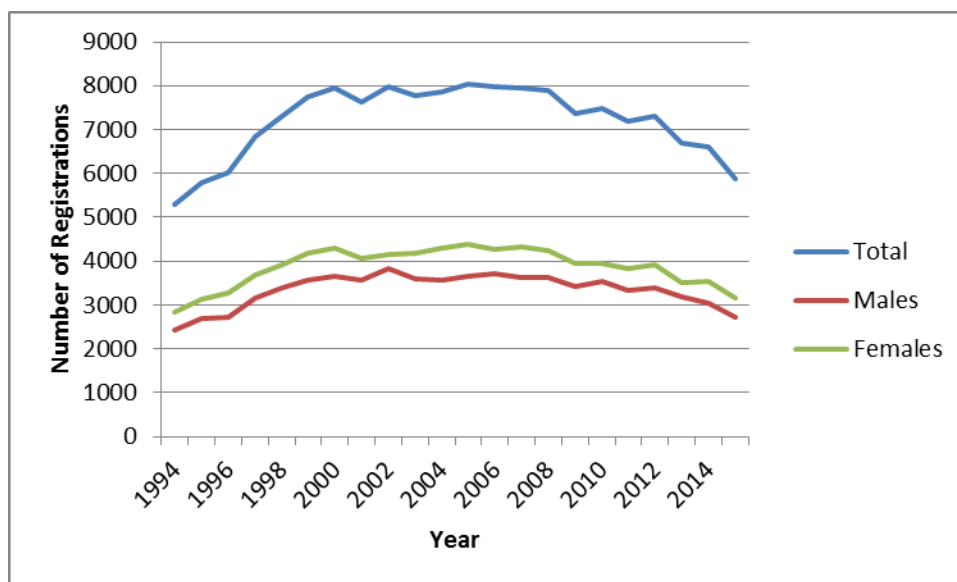


Figure 7.i: Registrations 1994-2015

Figure 7.i shows that, in general, the total number of SEC registrations is decreasing. However, Figure 7.ii shows that the percentage of 16-year-olds sitting for SEC examinations, although lower than that in 2014, is higher than that in 2013 and 2012. Moreover, the trend is for this percentage to increase, although it does so erratically. Additionally, this figure suggests that SEC has reached its original target of being appropriate for 80% of the population (marked).

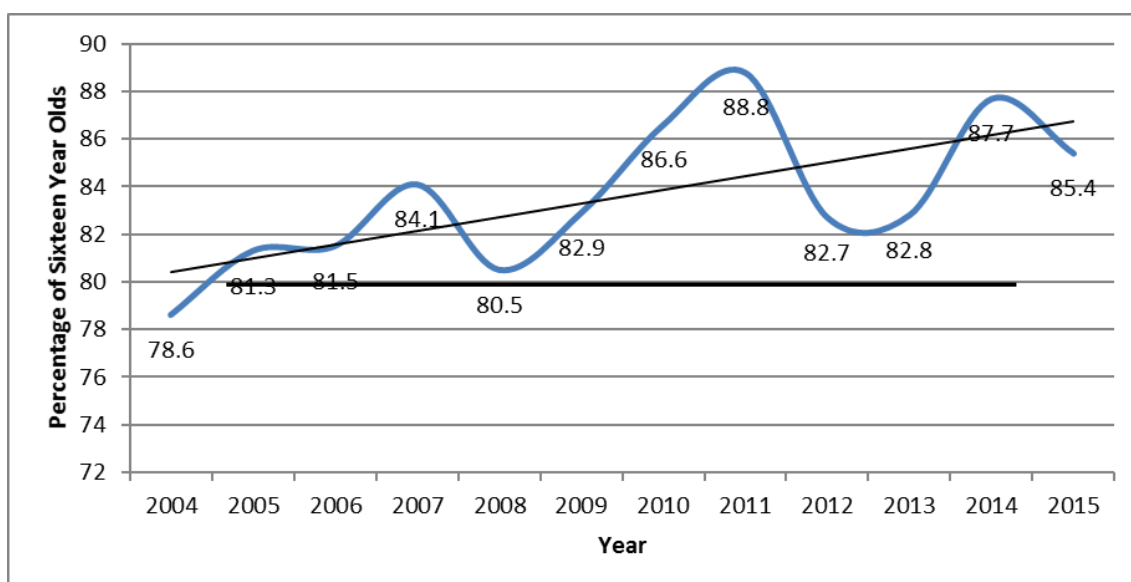
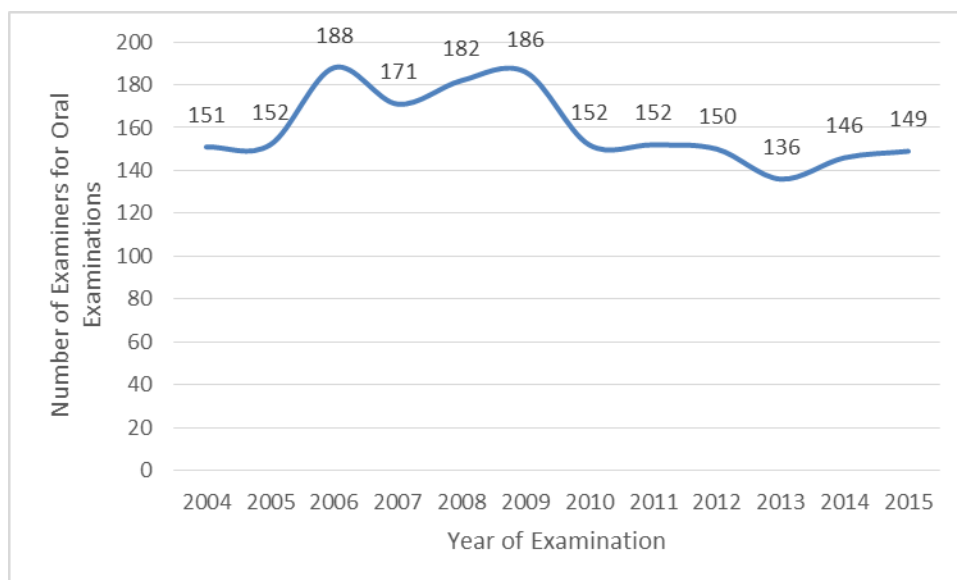


Figure 7.ii: Percentage of children born sixteen years earlier applying for SEC, by year of examination

Similar to the number of registrations, the number of examiners for oral examinations has decreased after a relatively high number in 2009. However, the number of examiners whose services were required in 2015 is greater than that in the previous two years. This is shown in Figure 7.iii.

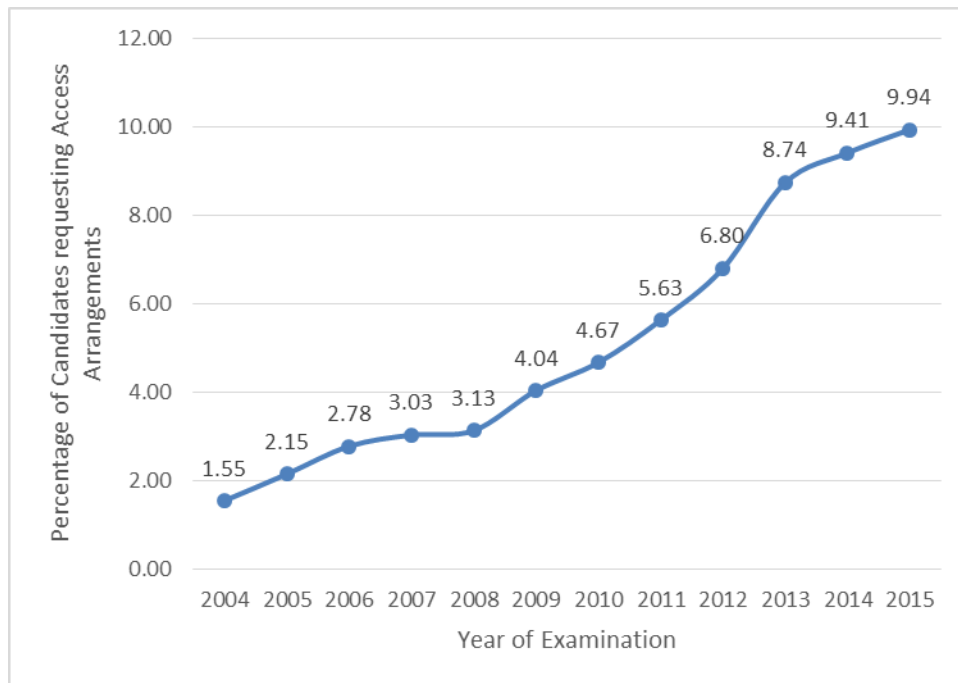


*Figure 7.iii: Number of Examiners whose services were required for Oral Examinations by Year of Examination*

This year there were 584 registrations for access arrangements. This is smaller than the record value in 2014 and similar to the number of such registrations in 2013. However, the number of registrations in 2013 was larger. When converted to a percentage from the total number of candidates, the amount of candidates registering for access arrangements throughout the years has been constantly increasing, as shown in Table 7.2 and Figure 7.iv.

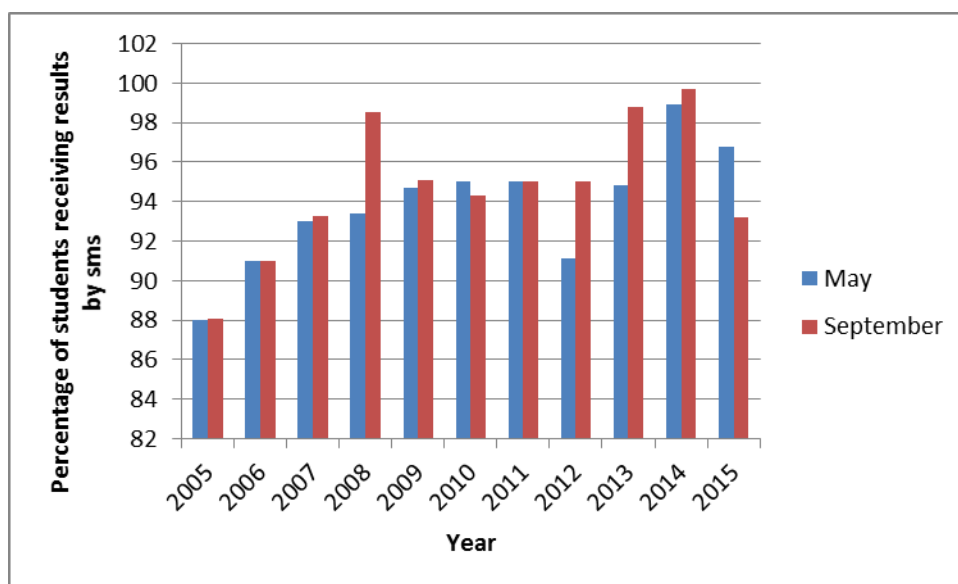
*Table 7.2: Candidates Registering for Access Arrangements by Year*

Year	Number of Candidates Registering for Access Arrangements	Total Number of Candidates	Percentage of Candidates Requesting Access Arrangements
2004	122	7861	1.55
2005	173	8038	2.15
2006	222	7983	2.78
2007	241	7942	3.03
2008	247	7879	3.13
2009	298	7378	4.04
2010	350	7492	4.67
2011	404	7177	5.63
2012	496	7295	6.80
2013	585	6694	8.74
2014	621	6599	9.41
2015	584	5878	9.94



*Figure 7.iv: Percentage of Candidates Applying for Access Arrangements, by Year of Examination*

This year, there were 5,688 (96.8%) of the May candidates and 1,710 (93.2%) of the September candidates had given their mobile phone number on registration, and these received their result by SMS as well. This year, the percentage of September candidates registering to receive results by SMS is smaller than that in the previous year (Figure 7.v). It should be noted that each year a number of candidates contact the MATSEC Support Unit claiming that they were expecting to receive results by SMS but did not receive them. On further investigation, such cases are those of candidates who untick the option to receive results by SMS, probably due to either not reading or not understanding the text next to the checkbox.



*Figure 7.v: Percentage of Students receiving Results by sms by year and session*



The number of candidates applying for revision of papers following the May 2015 examination is the highest since 2004 even if the actual number of candidates registering for SEC examinations has decreased. The number of candidates applying for revision of papers following the September session follows a different, rather irregular, pattern (Figure 7.vi).

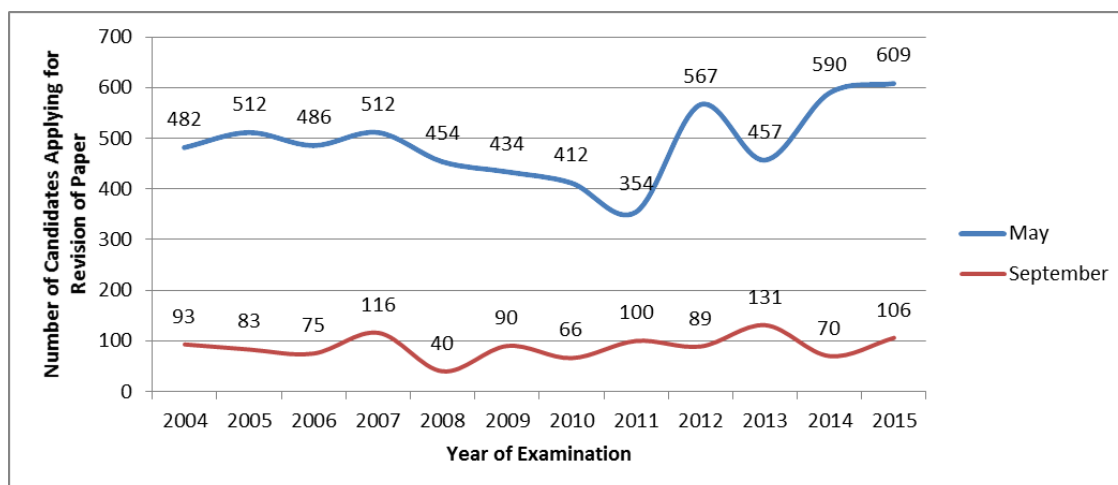


Figure 7.vi: Number of Candidates applying for Revision of Papers, by Year of Examination

Table 7.3 shows that the number of September registrations has been decreasing along with the number of May registrations. However, the percentage of candidates from the May session that apply for the September session, also represented in Figure 7.vii, has been quite stable in the previous years, averaging at 30.4%. Figure 7.viii shows how the percentage of eligible candidates that apply to sit for the September session in non-science subjects has changed as from 2004. While the percentage of eligible candidates that apply for the September session in English Language and Mathematics can be seen to slowly and irregularly increase, the trend for registrations in Maltese is more random. It is also worth noting that, generally, less of the eligible candidates register for Maltese than they do for Mathematics and English Language.

Table 7.3: Registrations for the September session and Percentage registrations from the May Session, by Year of Examination

Year of Examination	No of Candidates		Percentage of Candidates Applying for the September Session
	September	May	
2004	2507	7861	31.9
2005	2542	8038	31.6
2006	2441	7983	30.6
2007	2400	7942	30.2
2008	2179	7879	27.7
2009	2241	7378	30.4
2010	2223	7492	29.7
2011	2127	7177	29.6
2012	2122	7295	29.1
2013	2101	6694	31.4
2014	2082	6599	31.6
2015	1834	5878	31.2

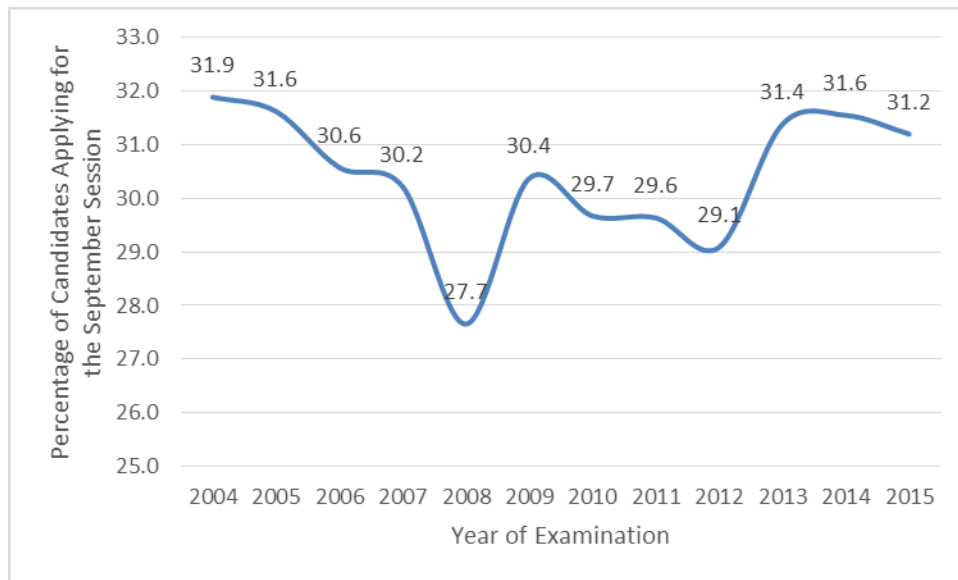


Figure 7.vii: Percentage of Candidates Applying for the September Session

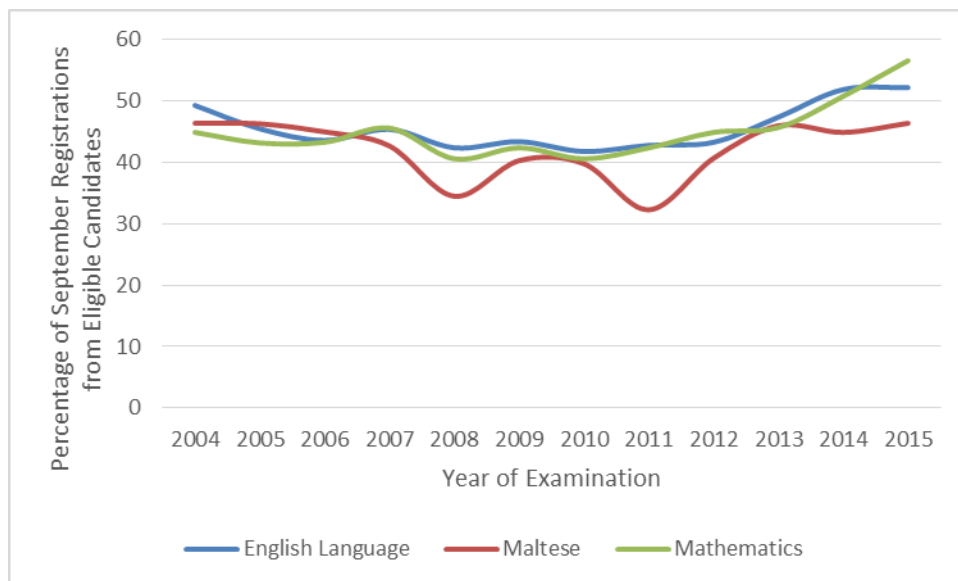


Figure 7.viii: Percentage of September Registrations from Eligible Candidates, by Year of Examination

In 2015, the pass rate of candidates stood at 85.5% when Grades 1 to 7 are considered and 67.8% when Grades 1 to 5 are considered. Figure 7.ix shows that these percentages have been fluctuating in a seemingly random manner across the years, with this year's percentage pass rates being the highest since 2004.

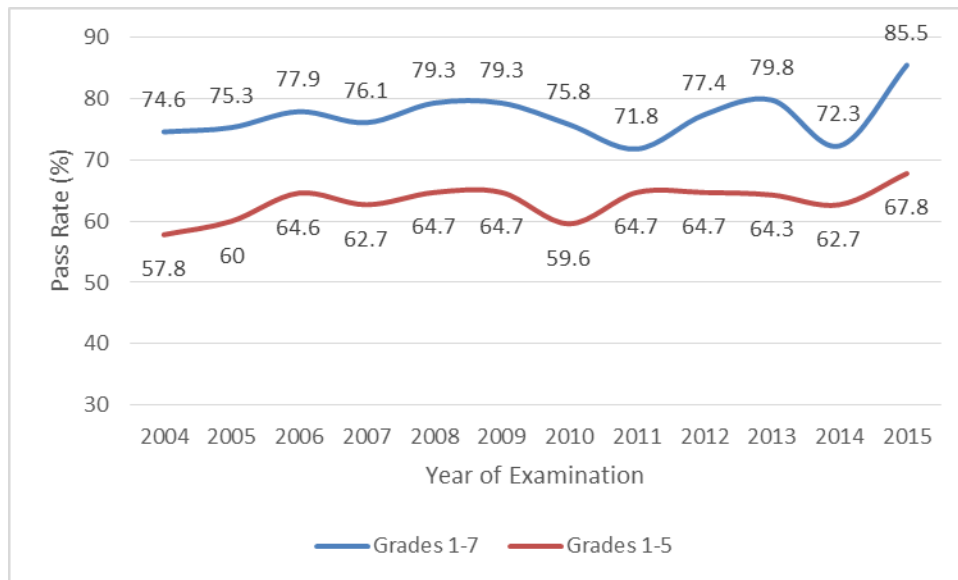


Figure 7.ix: Percentage Pass Rate of Candidates, by Year of Examination

Following the May and September 2015 session, 46.4% of 16-year-olds (50.1% of females and 42.7% of males) had obtained the necessary entry requirements for Form VI. Table 7. Figure 7.x shows how these percentages have varied from 2004. Although these values are lower in 2015 when compared to 2014, there has been, in general, an increase in the percentage of 16-year-olds who qualify for entry in Form VI. This increase has been more noticeable for male candidates resulting in an overall decrease in the gender gap (Figure 7.xi).

Table 7.4: Percentage of the 1999 Cohort that is Eligible for Entry in Form VI

Year of Examination	Percentage from Cohort Eligible for Entry in Form VI		
	Males	Females	Total
2004	31.1	44.6	37.3
2005	31.7	44.3	38
2006	34.2	46.2	40
2007	33.8	46.8	40.2
2008	35.1	46.1	40.5
2009	36.8	47.4	41.9
2010	39.5	49.3	44.3
2011	38.6	50.9	44.5
2012	37.1	50.4	43.5
2013	39	47.3	43
2014	42.3	55.5	49
2015	42.7	50.1	46.4

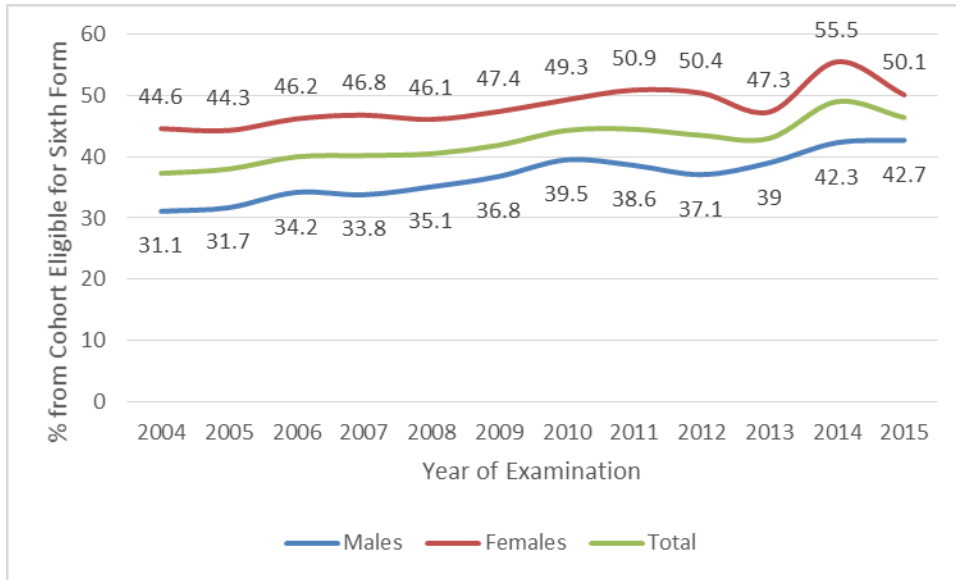


Figure 7.x: Percentage from Cohort Eligible for Sixth Form, by Year of Examination and Gender

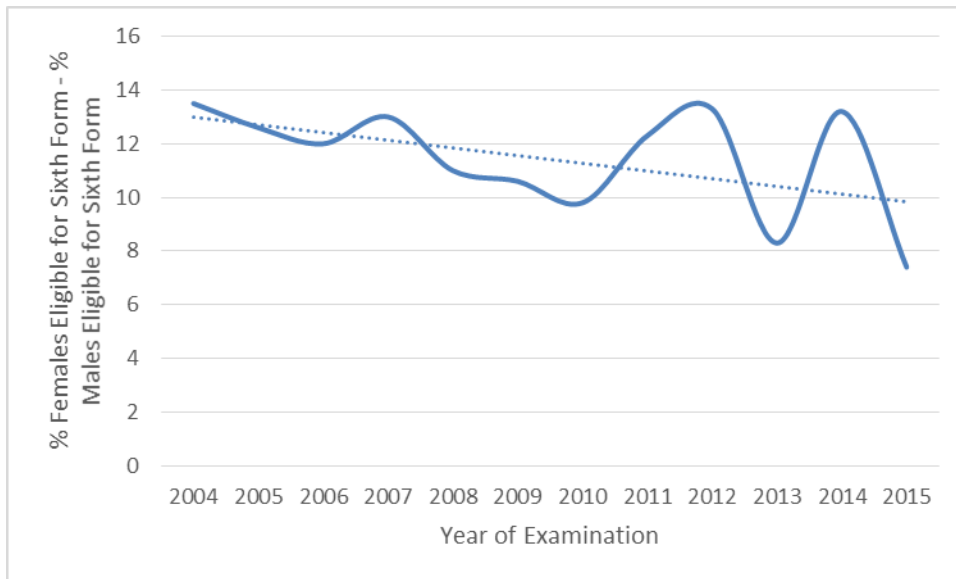


Figure 7.xi: Difference between the Percentage of Females Eligible for Sixth Form and the Percentage of Males Eligible for Sixth Form, by Year of Examination

## 8. CONCLUSION

This report has been produced with the intention of providing important and valid information about various aspects of the SEC examination of 2015. This is the fourteenth year that such a report has been produced by the MATSEC Support Unit, although in the past segments of the information provided in this document used to be produced in the annual newsletter. The emphasis so far has been on the presentation of information. Some analysis has been included where this was seen necessary in order to make sense of the data presented. However, the data in this document allows individuals and institutions to carry out particular analysis of interest to them. Furthermore, it is hoped that this document will be used to substantiate or reject certain perceptions about secondary education in Malta that are based on myths and anecdotal information.

Comments on this report and any recommendations on improving this or similar documents published by the MATSEC Support Unit are welcome. These are to be addressed to Mr. Gilbert John Zahra, Principal Assessment Research and Development Officer, MATSEC Support Unit, University of Malta on Tel: 2340 3965 or email: [gilbert.j.zahra@um.edu.mt](mailto:gilbert.j.zahra@um.edu.mt).

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## **APPENDIX A**

### **Time Tables for the May 2015 and September 2015 Sessions**

**UNIVERSITY OF MALTA**  
**Matriculation and Secondary Education Certificate Examinations Board**  
**May 2015 Session Timetable**

Date	Advanced Matriculation		Intermediate Level		Secondary Education Certificate	
	9:00 a.m.	4:00 p.m.	9:00 a.m.	4:00 p.m.	9:00 a.m.	4:00 p.m.
Friday 24 April	Music I			Systems of Knowledge	Physical Education II	Design & Technology II
Saturday 25 April	Music II (Part II)	Russian I/Spanish I(Lat.) (3.00 p.m.)	Music (Part II)	Spanish I(Lat.) (4.00 p.m.)	Mathematics I	Mathematics II
Monday 27 April	Arabic III	Arabic I/Russian I/Italian I(Lat.) (3.00 p.m.)	Theatre and Performance	Arabic	Graphical Communication I	Graphical Communication II
Tuesday 28 April	Chemistry I	Russian III	Environmental Science	Russian	Computer Studies I	Italian I
Wednesday 29 April	Chemistry II	French I & IV	Chemistry		Computer Studies II	Italian II
Thursday 30 April	French II	Home Economics I	French		Spanish I	Spanish II
Saturday 2 May	English I	Home Economics II	English	Home Economics	Religious Knowledge I	Religious Knowledge II
Monday 4 May	Accounting I	English II	Accounting		Latin I/Commerce I	Arabic I/Latin II/Commerce II
Tuesday 5 May	Accounting II	English III			History I	English Literature I
Wednesday 6 May	Biology I	Eng Draw/Graph Comm I		Eng Draw & Graph Comm	History II	English Literature II
Thursday 7 May	Biology II	Eng Draw/Graph Comm II	Biology		Home Economics I	Environmental Studies I
Friday 8 May	Biology III	Italian II		Italian I(Lat.) (3.00 p.m.)	Home Economics II	Environmental Studies II
Saturday 9 May	Physics I	Italian III		Italian	Maltese I	Maltese II
Monday 11 May	Physics II	Italian IV	Physics		German I	Accounting I/Business Studies I
Tuesday 12 May	Geography I	Philosophy I	Music (Parts I & III)	Music (Part III cont.)	German II	Accounting II/Business Studies II
Wednesday 13 May	Geography II	Philosophy II	Geography	Philosophy	Chemistry I	French I
Thursday 14 May	Marketing I	Marketing II	Marketing		Economics I	French II
Friday 15 May	Geography III	French III	Psychology		Chemistry II	Economics II
Saturday 16 May	Maltese I, Applied Mathematics I	Maltese II		Maltese	English Language I	English Language II
Monday 18 May	Economics I, Applied Mathematics II	Maltese III	Applied Mathematics			Biology I
Tuesday 19 May	Economics II	Computing I, Info Tech I	Economics	Computing/Info Tech		Biology II
Wednesday 20 May	History I	Computing II, Info Tech II	Physical Education		Geography I	
Thursday 21 May	History II	German I		German		Greek I/Russian I/Class. Cult. & Civ. I
Friday 22 May	History III	Pure Mathematics I	History	Pure Mathematics	Geography II	Greek II/Russian II/Class. Cult. & Civ. II
Saturday 23 May	Sociology I	Pure Mathematics II			Physics I	Physics II
Monday 25 May	Religious Knowledge I	Sociology II	Religious Knowledge		European Studies I/Textiles & Design I	
Tuesday 26 May	Religious Knowledge II	Sociology III		Sociology	European Studies II/Textiles & Design II	Social Studies I
Wednesday 27 May	Spanish I	German II, Greek I	Spanish	German I(Lat.) (3.00 p.m.)	Music I (Part I)	Social Studies II
Thursday 28 May	Spanish II, Latin I	German III, Greek II	Latin/Classical Studies	Greek	Music I (Part II)	Music I (Part II)
Friday 29 May	Spanish III, Latin II	Art III			Art II	Music II
Saturday 30 May	Art I	Art II	Art		Art I	Art I (cont.)

Following registration, candidates will be informed individually about:

1. SEC Listening Comprehension/Dictation (Group Examinations)
2. SEC Reading, Conversation, Role Play, etc. (Individual Oral Examinations)
3. Advanced Matriculation Oral Examinations

4. Advanced Matriculation Music Oral/Aural examinations
5. Advanced Matriculation Biology, Chemistry and Physics Practicals

**Oral Examinations:**

SEC Listening Comprehension/Dictation will be held as follows: Saturday 14 March - Italian; Wednesday 18 March - German and Russian; Friday 20 March - Spanish and Arabic; Saturday 21 March - English; Saturday 28 March - French.

SEC Reading & Conversation will be held as follows: 23, 24, 25, 26, 27, 30 March, 1 April - English and French; 9, 13, 14, 15, 16, 17 April - Maltese and Italian; 20, 21, 22 April - German, Spanish, Russian and Arabic.

Intermediate Matriculation Orals will be as follows: 9, 10, 11, 12, 13, 16 March - Theatre and Performance; 17 March - French; 21 March - Italian; 23, 24, 25, 26 March - Maltese; 9, 10, 13, 14, 15 April - English; 16 April - German, Spanish, Russian and Arabic.

Advanced Matriculation Orals will be as follows: 18 March - French; 27, 30 March - Maltese; 11 April - Arabic, German, Spanish and Russian; 17, 20, 21, 22, 23 April - English; 18 April - Italian; 25 April - Music Paper 2; 9 May - Music Paper 3 (performance/composition).

**Physical Education:**

Candidates must fill and hand in the choice of activities form on registration. The form may be downloaded from [www.um.edu.mt/matasec/](http://www.um.edu.mt/matasec/)

SEC Activities will be held as follows: 20, 23, 24, 25, 26, 27, 30 March - Athletics, Games, Gym and Dance; 1, 2, 3, 4 June - Swimming.

Intermediate Matriculation activities will be held as follows: 20, 23, 27, 30 March.

Candidates will receive their Index number and Accommodation for Oral and Written Examinations in due course.



**Matriculation and Secondary Education Certificate Examinations Board  
MAY 2015 SESSION  
Coursework and Portfolios**

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**Heads of School** are to send the school-based assessment marks for the subjects outlined below to MATSEC by **Friday 13<sup>th</sup> March 2015**.

Schools are cordially invited to present the marks of those candidates who applied for the SEC examination. Lists of candidates, where the assessment marks are to be filled, will be forwarded to each respective school in due time.

**Private candidates** are to present their coursework for the subjects outlined below to MATSEC or the Examinations Department Victoria, Gozo between **Monday 2<sup>nd</sup> March 2015** and **Friday 13<sup>th</sup> March 2015**, both days inclusive between 8.00 am and 12.00 noon and 2.00 pm and 4.00 pm.

**Art, Biology, Business Studies, Chemistry, Computer Studies, Design and Technology, Environmental Studies, European Studies, Geography, Home Economics, Physical Education, Physics and Textiles & Design.**

**INTERMEDIATE MATRICULATION LEVEL**

Candidates sitting for **Music** are to present two copies of the composition (if chosen) to MATSEC or the Examinations Department Victoria, Gozo by **Wednesday 29<sup>th</sup> April 2015**.

**Heads of School** are to send the school-based assessment marks for **Computing, Information Technology and Systems of Knowledge** to MATSEC by **Friday 13<sup>th</sup> March 2015**.

All candidates sitting for **Art**, and **Private candidates** sitting for **Computing, Information Technology and Systems of Knowledge** are to present their project to MATSEC or the Examinations Department Victoria, Gozo by **Friday 13<sup>th</sup> March 2015** between 8.00 am and 12.00 noon and 2.00 pm and 4.00 pm.

**ADVANCED MATRICULATION LEVEL**

Candidates sitting for **Music** are to present two copies of the composition (if chosen) to MATSEC or the Examinations Department Victoria, Gozo by **Wednesday 29<sup>th</sup> April 2015**.

**Heads of School** are to send the school-based assessment marks for **Computing, Information Technology, Geography and Home Economics** to MATSEC by **Friday 13<sup>th</sup> March 2015**

All candidates sitting for **Art**, and **Private candidates** sitting for **Computing, Information Technology, Geography and Home Economics** are to present their project to MATSEC or the Examinations Department Victoria, Gozo by **Friday 13<sup>th</sup> March 2015** between 8.00 am and 12.00 noon and 2.00 pm and 4.00 pm.

**INTERMEDIATE MATRICULATION AND ADVANCED MATRICULATION LEVEL ART EXAMINATIONS**

The starting points of the Thematic Project Work will be published **in the Notices section of the MATSEC website by the 4<sup>th</sup> April 2015**. Candidates are to present this work on **Thursday 4<sup>th</sup> June 2015** between 8.00 am and 12.00 noon and 2.00 pm and 4.00 pm at MATSEC or the Examinations Department Victoria, Gozo.

**All coursework submitted by private candidates will be assessed by the Board of Examiners for the subject. It is to be presented in a special folder obtainable from MATSEC. The MATSEC Board reserves the right to keep any of the works submitted by candidates.**

**All candidates may be called for an interview regarding their coursework.**

**MATSEC WILL NOT MAKE ANY ARRANGEMENTS IN CASE OF CLASHES WITH EXAMINATIONS OF OTHER BOARDS.**

**COLLEGES/SCHOOLS ARE ADVISED TO TAKE NOTE OF EXAMINATION DATES BEFORE STAGING SCHOOL ACTIVITIES FOR CANDIDATES SITTING FOR MATSEC EXAMINATIONS ON THE PRESCRIBED DATES AS ALTERATIONS WILL NOT BE CONSIDERED.**



**TIMETABLE – September 2015 Session**

Date	Secondary Education Certificate			Intermediate Matriculation	Advanced Matriculation		
Friday 28-Aug-2015				Physical Education practical exam	p.m.	Biology, Chemistry, Physics practical exams	a.m. or p.m.
Monday 31-Aug-2015	Biology, Chemistry, Physics	09:00	PI	Systems of Knowledge	09:00		
		16:00	PII				
Tuesday 01-Sep-2015	English Language	09:00	PI			Paper I – All Subjects	09:00
		16:00	PII				
Wednesday 02-Sep-2015	Maltese	09:00	PI			Paper II – All Subjects	09:00
		16:00	PII				
Thursday 03-Sep-2015	Mathematics	09:00	PI			Paper III – All Subjects	09:00
		16:00	PII			(where applicable)	
Friday 04-Sep-2015				Group I subjects	09:00		
				Group III subjects	16:00		
Saturday 5-Sep-2015				Group II subjects	09:00		
				Group IV subjects	16:00		

**Intermediate Matriculation level**

Orals: 28, 29, 31 Aug – English; 1 Sep – French, German & Italian; 2 Sep – Arabic, Maltese, Russian & Spanish; 3 Sep – Theatre and Performance & Music (Parts 1 & 3)

By Monday 17<sup>th</sup> August 2015, all candidates sitting for Art are to present their coursework, and Private candidates sitting for Computing, Information Technology and Systems of Knowledge are to present their project to MATSEC or the Examinations Department Victoria, Gozo.

The Art starting points of the Thematic Project Work will be published in the Notices section of the MATSEC website by Monday 10<sup>th</sup> August 2015. Candidates are to present this work on Monday 7<sup>th</sup> September 2015 between 8.00 am and 12.00 noon at MATSEC or the Examinations Department Victoria, Gozo.

**Advanced Matriculation level**

Orals will be as follows: 1 Sep – Arabic, Maltese, Russian & Spanish; 2 Sep – French, German & Italian; 3, 4, 5 Sep – English; 3 Sep – Music

By Monday 17<sup>th</sup> August 2015, all candidates sitting for Art are to present their coursework, and Private candidates sitting for Computing, Information Technology, Geography and Home Economics are to present their project to MATSEC or the Examinations Department Victoria, Gozo.

The Art starting points of the Thematic Project Work will be published in the Notices section of the MATSEC website by Tuesday 21<sup>st</sup> July 2015. Candidates are to present this work on Monday 7<sup>th</sup> September 2015 between 8.00 am and 12.00 noon at MATSEC or the Examinations Department Victoria, Gozo.

**CANDIDATES REGISTERING FOR AN EXAMINATION FOR THE FIRST TIME WILL BE TREATED AS PRIVATE CANDIDATES. THEREFORE ALL COURSEWORK/PROJECT WORK IS TO BE PRESENTED TO MATSEC OR THE EXAMINATIONS DEPT GOZO AS INDICATED ABOVE.**



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**Candidates registering for AM 20 Italian should note that:**

Paper I (listening comprehension) and Paper II will take place on the 1<sup>st</sup> September.  
Paper III and the oral (topic presentation and interactive conversation) will take place on the 2<sup>nd</sup> September.  
Paper IV will take place on the 3<sup>rd</sup> September.

**Candidates registering for IM 14 German and IM 20 Italian should note that:**

The Listening Comprehension will take place on the 1<sup>st</sup> September (*time of the examination will be issued in due course*).

**Candidates registering for IM 31 Spanish should note that:**

The Listening Comprehension will take place on the 2<sup>nd</sup> September (*time of the examination will be issued in due course*).

**Candidates registering for AM 12 French and AM 31 Spanish should note that:**

French Paper IV (Dictation) and Spanish Paper IV (Listening Comprehension) will be held on the 1<sup>st</sup> September (*time of the examination will be issued in due course*).

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**Subjects of the Examination**

**Group 1:** Maltese, Arabic, English, French, German, Greek, Italian, Latin, Russian, Spanish;

**Group 2:** Accounting, Classical Studies\*, Economics, Geography, History, Marketing, Philosophy, Psychology\*, Religious Knowledge, Sociology;

**Group 3:** Applied Mathematics (Mechanics), Biology, Chemistry, Environmental Science\*, Physics, Pure Mathematics;

**Group 4:** Art, Computing, Engineering Drawing, Graphical Communication, Home Economics and Human Ecology, Information Technology; Music; Physical Education\*; Theatre and Performance\*;

**Group 5:** Systems of Knowledge\*.

\* offered at Intermediate Level only