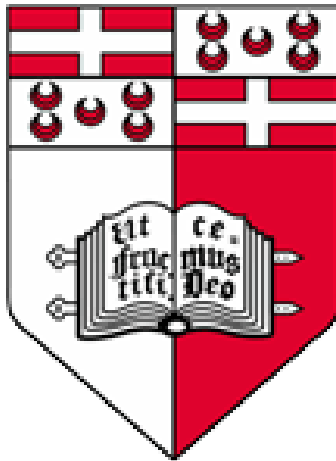




MATSEC EXAMINATIONS BOARD SEC EXAMINATIONS 2016

Statistical Report



**MATSEC SUPPORT UNIT
UNIVERSITY OF MALTA**

December 2016

FOREWORD

Besides conducting two Secondary Education Certificate examination sessions a year, the MATSEC Examinations Board, through the MATSEC Support Unit, has taken the responsibility for issuing a comprehensive statistical report which outlines the candidates' attainment overall and in the each of the various subjects on offer. In 2016, 5830 candidates registered for 32 subjects in the Main session and 1797 candidates registered for the six subjects on offer in the Supplementary session held in September. These figures are lower than in previous years yet when one considers only the 16-year-old candidates, most of whom had completed compulsory education, it is found that 87.3% of this cohort registered for the examination. As in the previous year, significant differences between male and female candidates remain both in the registrations and in attainment. In fact, while 91.1% of the 16-year-old girls registered for SEC examinations only 83.6% of the boys did so. Additionally, while 54.4% of the girls in this cohort obtained passes with required grades in the six subjects needed for admission to the Sixth Form, only 44.5% of the boys did so. It is unlikely that these gender differences are due to real differences in cognitive abilities and could probably be explained by considering psychological and social influences.

An encouraging statistic that emerges from this report is that over 63% of the 16-year-old cohort registered for nine subjects or more, with ten subjects being the most common number of subjects registered for. There was also a notable increase in the percentage of candidates who registered for at least one foreign language. On the other hand, while 80.5% of the cohort born in 2000 obtained five or more SEC passes with at least Grade 7, the rest did not manage to reach this criterion, which is a measure used to gauge whether these students have satisfactorily completed ISCED Level 2 or 3c of education. This means that 19.5% of the cohort is at risk of being classified as early school leavers unless they continue with their education after the age of 16. This percentage is significantly higher than the 10% target which Malta and other EU countries expect to reach by 2020.

Interestingly, the gender differences and the achievement in the present SEC report reflect the results obtained by Maltese students in the recently published TIMSS 2015 and PISA 2015 international surveys of 13-year-old and 15-year-old students respectively. These surveys clearly indicate higher percentages of Maltese students who scored at the Low Benchmark or below the international averages in Mathematics, Science, and Reading. Between them, the statistics in the present SEC report and the statistics reported in these international surveys are clear indicators of where and in which subjects more efforts are needed to raise the general level of secondary education in Malta and to reduce the gender differences.

A final word of thanks is warranted to Gilbert Zahra, who was responsible for writing and producing this report, assisted in the retrieval of data by Margaret Borg, Gianluca Scicluna, who also inputted the data and maintained the files, and Christian Attard who checked the data. Thanks are also due to Dario Pirota, Director, and all staff of the MATSEC Support Unit for their vital contribution throughout the year and Joseph Micallef, Director, and staff of the Examinations Department for their collaboration.

Prof Frank Ventura
Chairman, MATSEC Examinations Board
December 2016



LIST OF CONTENTS

EXECUTIVE SUMMARY	vi
1. INTRODUCTION	1
1.1 Background	1
1.2 Administrative Information	2
1.3 Requests for Access Arrangements	3
1.4 The Examination Centres	4
1.5 The Aural/Oral Examinations	5
1.6 Coursework	6
1.7 Practical Examinations	7
1.8 Revision of Papers	9
1.9 Examiners' Reports	10
2. REGISTRATIONS MAY 2016	11
3. RESULTS MAY 2016	26
4. REGISTRATIONS SEPTEMBER 2016	61
5. RESULTS SEPTEMBER 2016	64
6. PASSES IN 2016	72
7. GENERAL STATISTICS	79
8. CONCLUSION	89
REFERENCES	90
APPENDIX A	91

LIST OF TABLES

Table 1.1: Examinations Held Overseas	5
Table 1.2: Aural and Oral Examinations.....	5
Table 1.3: Number of Examiners for Orals.....	6
Table 1.4: Physical Education Practical Examinations	8
Table 2.1: Registration by Year of Birth and Gender	11
Table 2.2: Registration by Subject and Gender.....	12
Table 2.3: Registration by Subject, School Type and Gender	13
Table 2.4: Registration for Paper IIA and IIB by Subject and Gender	14
Table 2.5: Registration for Paper IIA and Paper IIB by Type of School and Gender	16
Table 2.6: Registration of SEC Candidates by Locality in Malta.....	17
Table 2.7: Registration of SEC Candidates by Locality in Gozo.....	19
Table 2.8: Number of Subjects Registered by the 2000 Cohort (N= 3678 cand.).....	20
Table 2.9: 2000 Cohort - Science Subjects	20
Table 2.10: 2000 Cohort - Foreign Languages	21
Table 2.11: Number of Requests for Access Arrangements by Presenting Condition	22
Table 2.12: Registration of Requests for Access Arrangements for Paper IIA and IIB by Subject.....	23
Table 2.13: Registration of Private Candidates* in the subjects with a coursework component	24
Table 2.14: Registration for Revision of Papers	25
Table 3.1: Results by Subject and Gender for Paper IIA and IIB	28
Table 3.2: Results of the 2000 Cohort by Subject and Gender	32
Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB	36
Table 3.4: Number of Passes of the 2000 Cohort	52
Table 3.5: Results of the Oral Component in Languages	54
Table 3.6: Results of the Coursework Component in Specific Subjects.....	55
Table 3.7: May 2016 Results of Revision of Papers	57
Table 3.8: Results of Candidates with Dyslexia	59
Table 3.9: Results of the Other Candidates who requested Access Arrangements.....	60
Table 4.1: Registration by Year of Birth and Gender	61
Table 4.2: September Registration by Subject and Gender	61
Table 4.3: September Registration by Subject, School Type and Gender	62
Table 4.4: September Registration of the 2000 Cohort.....	62
Table 4.5: September Registrations for Revision of Papers.....	63
Table 5.1: September Results by Subject for Papers I and IIB	64
Table 5.2: September Results of the 2000 Cohort	65
Table 5.3: September Results by Subject and Type of School for Papers I and IIB.....	66
Table 5.4: September Results of Revision of Papers	68
Table 5.5: Review of Grades: May – September 2016	69
Table 5.6: Review of Grades: May – September 2016 (2000 Cohort)	70
Table 5.7: Review of Grades: September 2016 (Candidates who did not sit for examinations in May 2016)	71
Table 6.1: SEC Passes in 2016.....	72
Table 6.2: Number of Subjects with Pass Rates falling in each category	73
Table 6.3: SEC Passes 2016 of the 2000 Cohort.....	75
Table 6.4: Number of Passes of the 2000 Cohort after the September Session.....	76
Table 6.5: Number of Candidates with 6 Passes* (Grades 1-5) in May 2016.....	77
Table 6.6: Number of Candidates with 6 Passes (Grades 1-5) in September 2016	77
Table 6.7: Candidates with Entry Requirements for Form VI in 2016.....	78
Table 6.8: Candidates with Entry Requirements for Form VI in 2016, by School Type.....	78

Table 7.1: Registrations 1994-2016	79
Table 7.2: Candidates Registering for Access Arrangements by Year	82
Table 7.3: Registrations for the September session and Percentage registrations from the May Session, by Year of Examination	85
Table 7.4: Percentage of the 2000 Cohort that is Eligible for Entry in Form VI.....	87

LIST OF FIGURES

Figure 1.i: Candidates' Preference in SEC Physical Education Activity 1	8
Figure 1.ii: Candidates' Preference in SEC Physical Education Activity 3.....	9
Figure 1.iii: Candidates' Preference in SEC Physical Education Activity 4	9
Figure 2.i: Percentage of Candidates Applying for Paper IIA by School and Gender	15
Figure 2.ii: Number of Candidates per Region	19
Figure 3.i: Percentage Occurrence of Grades by Gender	26
Figure 3.ii: Percentage Occurrence of Grades by Gender (2000 Cohort).....	27
Figure 5.i: Percentage of Eligible Candidates Registering for the September Session, by Subject.....	68
Figure 5.ii: Percentage of Candidates from September Applicants obtaining Grades 4 and 5, by Subject.....	71
Figure 6.i: Number of Subjects with Pass Rates falling in each category	74
Figure 6.ii: Percentage of Candidates with Entry Requirements for Form VI, by School Type	78
Figure 7.i: Registrations 1994-2016.....	80
Figure 7.ii: Percentage of children born sixteen years earlier applying for SEC, by year of examination	80
Figure 7.iii: Number of Examiners whose services were required for Oral Examinations by Year of Examination	81
Figure 7.iv: Percentage of 16-year-olds registering for three science subjects, by Year	81
Figure 7.v: Percentage of 16-year-olds registering for one and two language subjects, by Year	82
Figure 7.vi: Percentage of Candidates Applying for Access Arrangements, by Year of Examination	83
Figure 7.vii: Percentage of Candidates with Examination Access Arrangements, by school sector and year of examination.....	83
Figure 7.viii: Percentage of Students receiving Results by sms by year and session	84
Figure 7.ix: Number of Candidates applying for Revision of Papers, by Year of Examination	84
Figure 7.x: Percentage of Candidates Applying for the September Session.....	85
Figure 7.xi: Percentage of September Registrations from Eligible Candidates, by Year of Examination	86
Figure 7.xii: Percentage Pass Rate of Candidates, by Year of Examination	86
Figure 7.xiii: Percentage from Cohort Eligible for Sixth Form, by Year of Examination and Gender	87
Figure 7.xiv: Difference between the Percentage of Females Eligible for Sixth Form and the Percentage of Males Eligible for Sixth Form, by Year of Examination	88

EXECUTIVE SUMMARY

This document reports on the SEC examination sessions of 2016. 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, 5,830 candidates (2,619 males and 3,211 females) sat for SEC examinations in one or more subjects in the May session. The majority (3,716 candidates, 63.7%) of candidates were born in 2000, i.e. individuals who turned sixteen in 2016. 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 2000 in Malta) applying for SEC examinations seems to be increasing. In fact, **87.3% of the children born in 2000 (83.6% of males and 91.1% of females) registered for SEC examinations**. Although the percentage of female applicants has been higher than that of males in all SEC examination sessions, this year this difference seems to have increased further. The option to apply to receive results by registered mail was first offered in September 2015. This year, 1,373 (23.6%) registered for this service in May and 1,194 (66.4%) did so in September.

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 2016, the majority (63.9%) of registrations were for Paper IIA**. The only subject with most applications for Paper IIB was Mathematics (55.9%). 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. Except for Gozo Schools and Church Schools, girls were more likely to apply for Paper IIA.

This year there was a decrease in the number and percentage of candidates applying for special access arrangements with 572 candidates (9.81% of registrants) applying for special access arrangements. Candidates with access arrangements were more likely to apply for Paper IIB (65.2%).

In the September session, there were 1,797 candidates (807 males and 990 females). This means that 30.8% 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 was smaller (47.9%). In the science subjects, the largest category of candidates opted to register for Physics (36.7% of eligible). There were 38 registrations from candidates who did not sit for examinations in May 2016.

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 than 11 and less than six examinations than female candidates. 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. **In 2016, 16.6% of 16-year-olds applied for examinations in the three science subjects**. This percentage is the second highest since 2004. As for the foreign 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. Here again, a notable increase in candidates applying for one foreign language subject is noted this year. While last year 63.1% of 16-year-olds applied for at least one foreign language subject, a percentage which was the highest since 2004, **this year 66.6% of 16-year-olds applied for at least one foreign language subject**.

Thirteen subjects require candidates to present a school-based assessment. A total of 482 registrations for subjects with a coursework component were made by private candidates.

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, 24/30 in Home Economics and 26/30 in Computer Studies. In the Maltese oral examination, 78.6% of candidates scored 10 marks or more out of 15. In Italian, 40.9% 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 55.7% and 64.6% respectively. However, a considerable number of candidates were absent for the oral examination (between 2.5% and 14.6%) or did not present their coursework (between 1.7% and 16.4%) for subjects demanding this.

There was a total of 692 (1.9%) registrations for revision of papers in the May session. **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 36 candidates (5.2% of applicants) were upgraded. For the September session, 77 (2.5%) candidates applied for revision of papers following the September session. There were two upgrades (2.6% 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 along with last year's identical value. If Grades 1 to 5 are considered, this was 68.5%. **From the children born in 2000 in Malta, 94.7% obtained Grade 1 to 7 in English Language, 87.6% in Maltese and 93.4% in Mathematics. These values are considerably larger than last year's.** If Grades 1 to 5 are considered, these last three figures change to 70.7%, 72.5% and 59.0%, which are also larger than last year's values.

In 2016, **39.1% of the 2000 cohort who sat for SEC examinations in May 2016 gained passes in nine subjects or more (Grades 1 to 7).** Moreover, 33.3% of the same cohort gained Grades 1 to 5 in nine subjects or more. These values are smaller than those in the previous two years. The majority of females gained passes in ten subjects while the majority of males gained passes in nine subjects. The same holds true if Grades 1 to 7 or 1 to 5 are considered. From the 2000 cohort of candidates, 13.2% obtained three or less passes (Grades 1 to 7). This value is larger than that in 2015 but smaller than that in 2014. As 2,990 16-year-olds obtained passes in at least five subjects (Grades 1 to 7), 29.7% of the 2000 cohort have the possibility to become early school leavers if they do not participate in further education or training.

In the majority of subjects, the largest percentage of candidates who obtained Grade 1 were females. The gender gap is more pronounced in State schools. Although in general male Church School candidates outperformed candidates from other sectors in most subjects, **in 2016 it was Independent School candidates who seem to have had the best performance.** More Independent School candidates have obtained Grades 1, 2, and 3 in 23 of the 30 subjects sat for by male candidates and 19 of the 30 subjects sat for by female candidates.

In 2016, **49.4% of children born in 2000 obtained the passes required to pursue their education into sixth form. This is the highest value since 2004.** These consist of 54.4% of females and 44.5% of males. This gender gap is larger than that in 2015 but smaller than that in 2014.

MATSEC EXAMINATIONS BOARD

SEC EXAMINATIONS 2016

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 (1999) 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, 2000).

At its inception, the MATSEC Board emphasized that the SEC examination dovetailed 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 scale (Education Act, L.N. 294, 2012). In effect, Grades 1 to 5 allow students access sixth form, while lower grades enable students to apply for courses in other post-secondary institutions, and employment in a range of occupations (Sultana, 1998).

The present document reports on the 2016 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 website¹.

2016 May Session

The timetable for the May session was issued in mid-October 2015 (see Appendix A). Registration for the examinations took place either manually or online between 26th October and 6th November 2015. Late applications were received between the 6th and the 7th January 2016. 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 2016. There were 5,830 candidates who registered for the examinations (2,619 males and 3,211 females).

The written examinations took place between 22nd April and 28th May 2016. The following subjects were offered for examination:

¹ 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 2015.

Registration for revision of papers took place between 19th and 28th July 2016, at the MATSEC Support Unit, University of Malta.

2016 September Session

The timetable for the September session was posted on the website in mid-October 2015.

Registration for the examinations was online and took place between the 19th and the 28th July 2016. Late applications were received on the 1st and 2nd August 2016. All applications were received and processed by the MATSEC Support Unit, University of Malta. There were 1,797 candidates who registered for the examinations (807 males and 990 females). The examinations were held between the 29th August and 5th September 2016. 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 the 3rd and 4th October 2016 at the MATSEC Support Unit, University of Malta.

Results

The results of May examinations were posted on 13th July 2016. This year, there were 5,738 (98.4%) 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 26th September 2016. In this session, there were 1,687 (93.9%) candidates who received their result by sms as well. Following the September 2015 session, candidates are being given the possibility to apply to receive results through registered mail. There were 1,373 (23.6%) candidates who opted to receive their results by registered mail in May 2016 and 1,194 (66.4%) who opted to receive their results by registered mail in September 2016.

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 form². This year, there were 572 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.

2016 May Session – Malta

A total of 17 examination centres were used for this session, as follows:

- De La Salle College Birgu,
- St Thomas More Boys' Secondary (ex-Adelaide Cini),
- Giovanni Curmi Higher Secondary,
- St Thomas College Secondary Zejtun,
- St Theresa College Birkirkara (ex-Vincenzo Bugeja),
- St Aloysius College Birkirkara,
- St Benedict College Boys' Secondary Kirkop,
- St Gorg Preca College Girls' Secondary (ex-M'Assumpta),
- St Gorg Preca College Blata l-Bajda,
- Maria Regina College Boys' Secondary Mosta,
- Maria Regina College Girls' Secondary Mosta,
- St Thomas More College Girls' Secondary Santa Lucija,
- St Theresa College Junior Lyceum Mriehel,
- St Ignatius College Boys' Secondary Handaq,
- St Theresa College Middle School Birkirkara,
- St Margaret College Secondary Verdala,
- St Margaret College Secondary Zejtun.

The services of 21 supervisors and 467 invigilators were used.

2016 September Session – Malta

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

- St Elmo,
- St Thomas More College (ex Adeleide Cini),
- Giovanni Curmi Higher Secondary,
- St Gorg Preca College Blata l-Bajda (ex Maria Regina).

The services of 11 supervisors and 180 invigilators were required.

² 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>

2016 May Session – Gozo

Two examination centres were used, as follows:

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

The services of 3 supervisors and 71 invigilators were used.

2016 September Session – Gozo

One examination centre was used, as follows:

- Examinations Centre Victoria.

The services of 3 supervisors and 30 invigilators were used.

2016 May Session – Foreign Countries

In the cases of Maltese candidates residing abroad, involved in national sporting events, undergoing medical treatment and other humanitarian cases, MATSEC does its best to accommodate requests to sit for examinations overseas. A total of four examinations or parts of examinations were held in foreign countries in May 2016.

Table 1.1: Examinations Held Overseas

Subject	City, Country
Maltese	Lisbon, Portugal
English Language	Odense, Denmark
Home Economics	Mallorca, Spain
Art	Mallorca, Spain

1.5 The Aural/Oral Examinations

Table 1.1 shows the dates of the aural and oral examinations

Table 1.2: Aural and Oral Examinations

Subject	Dates for Aural Examinations	Dates for Oral Examinations
Arabic	18 March 2016	19, 20, 21 April 2016
English Language	2 April 2016	1, 4, 5, 6, 7, 8 April 2016
French	9 April 2016	1, 4, 5, 6, 7, 8 April 2016
German	17 March 2016	19, 20, 21 April 2016
Italian	12 March 2016	11, 12, 13, 14, 15, 18 April 2016
Maltese	n/a	11, 12, 13, 14, 15, 18 April 2016
Russian	17 March 2016	20 April 2016
Spanish	18 March 2016	19, 20, 21 April 2016

SEC Music Paper 1 (Part 1) took place on 25th May 2016. Section A of this paper involves a listening component.

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

- St Aloysius College Birkirkara,
- St Gorg Preca College Blata l-Bajda,
- St Theresa College Birkirkara (ex-Vincenzo Bugeja)
- St Theresa College Girls' Junior Lyceum Mriehel,
- St Theresa College Middle School Ta' Paris,
- St Thomas More College Hamrun (ex-Adelaide Cini).

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

A call for applications was issued in order to recruit individuals for the aural/oral examinations³. 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 three years.

Table 1.3: Number of Examiners for Orals

Subject	Malta	Gozo	Total
Arabic	2	0	2
English Language	44	6	50
French	15	2	17
German	12	2	14
Italian	18	3	21
Maltese	58	5	63
Russian	1	0	1
Spanish	8	2	10
Total	158	20	178

1.6 Coursework

There were 13 SEC subjects that had coursework in 2016. These were:

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

The coursework marks from the schools were to reach the MATSEC Support Unit by 11th March 2016. Moderation by the Markers' Panels of the above subjects took place between 14th March and 15th April (schools were closed for Easter recess for some time during this period). 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 and all candidates' work in those schools was moderated.

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

The coursework of the private candidates was to be submitted to the MATSEC Support Unit and the Examinations Centre, Victoria, Gozo between 29th February and 11th March 2016. 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 2016, the Art examination took place on 27th and 28th May 2016. Music Paper 1 (Part 2) took place on 26th May 2016.

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 Basketball, Hockey and Football/Netball.
- 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 1.4: Physical Education Practical Examinations

	Activity	Venue	Date	No. of Candidates	
Area 1	Basketball	University Sports Hall and Pitch	6 th April	146	432
			12 th April		
	Hockey	University Sports Hall and Pitch	6 th April	15	
	Netball	University Sports Hall and Pitch	12 th April	43	
	Football	University Sports Hall and Pitch	6 th April	228	
8 th April					
12 th April					
Area 2	Artistic Gym	University Sports Hall	8 th April	41	140
			13 th April		
	Educational Dance	University Squash Court	6 th April	99	
			12 th April		
Area 3	Athletics All tests	St Aloysius College	7 th April	421	
			11 th April		
			14 th April		
Area 4	Swimming All tests	National Swimming Pool, Tal-Qroqq	30 th May	322	
			1 st June		
			2 nd June		

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

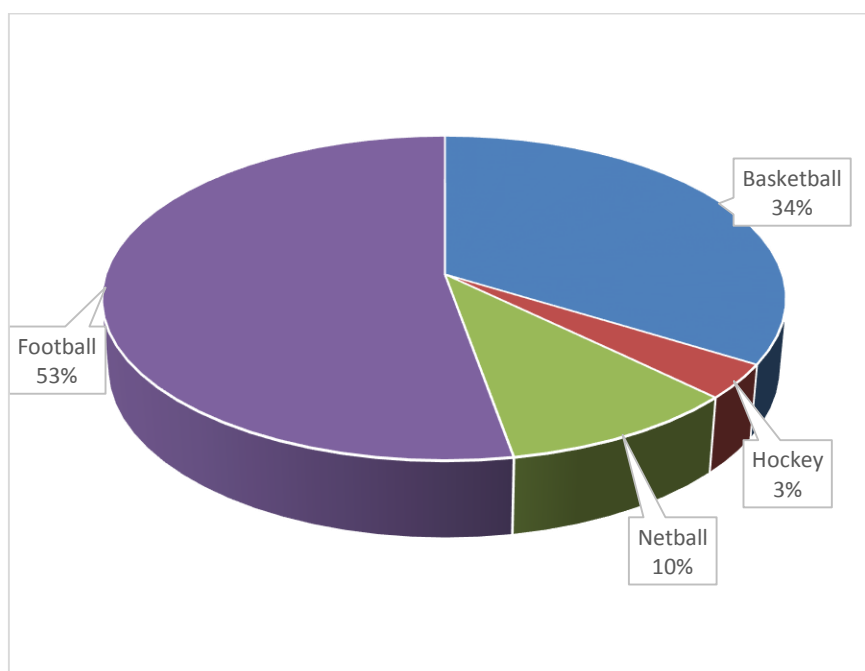


Figure 1.i: Candidates' Preference in SEC Physical Education Activity 1

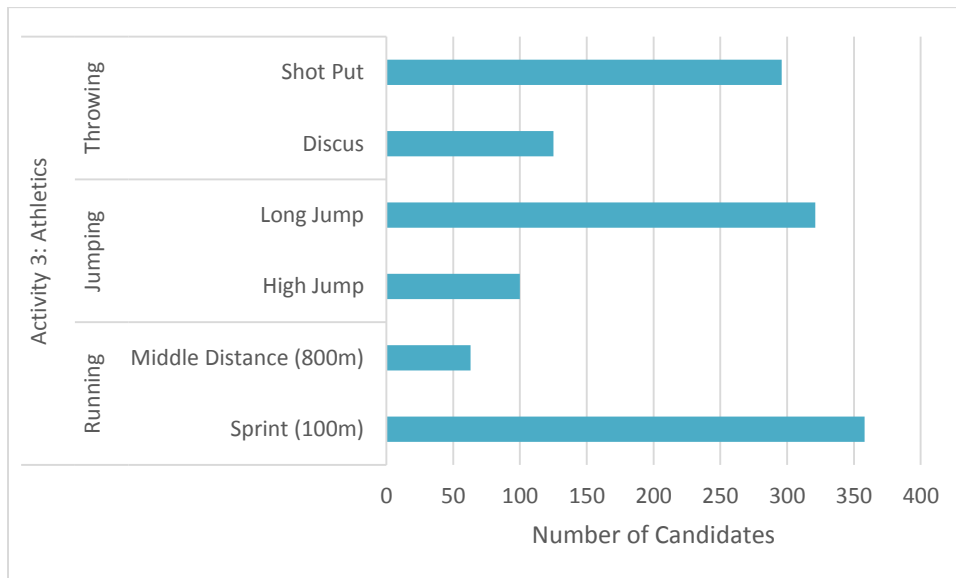


Figure 1.ii: Candidates' Preference in SEC Physical Education Activity 3

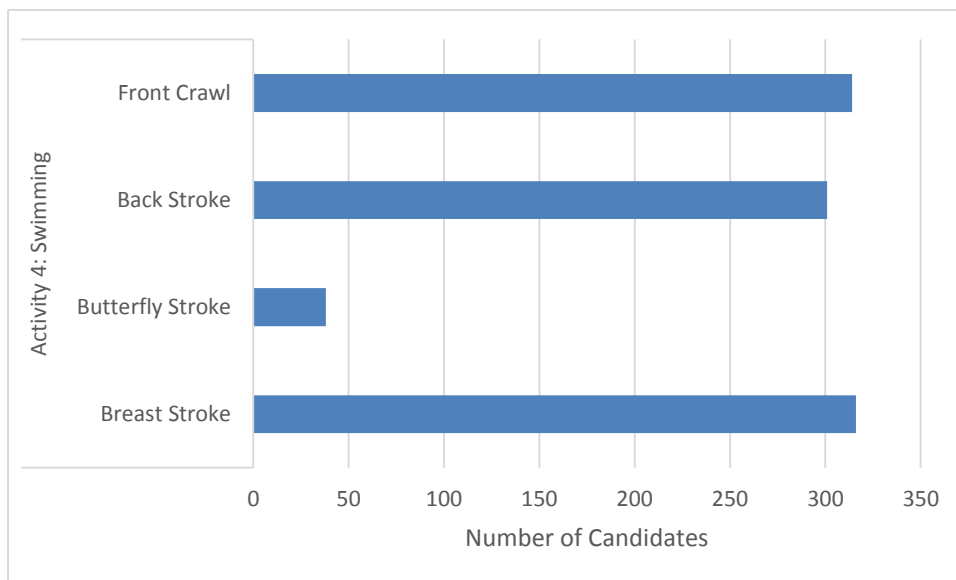


Figure 1.iii: Candidates' Preference in SEC Physical Education Activity 4

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 692 requests for Revision of Papers after the May session and 77 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. These reports are made public by January on the MATSEC website (<http://www.um.edu.mt/matsec>).

2. REGISTRATIONS MAY 2016

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
2002	1	0	1
2001	0	4	4
2000	1777	1939	3716
1999	385	413	798
1998	124	144	268
1997	55	88	143
1996	26	56	82
Pre-1996	251	567	818
Total	2619	3211	5830

*** By Year of Birth**

In total, there were 5,830 candidates who registered for SEC examinations in May 2016 (2,619 males and 3,211 females). The largest numbers of registrations, in total, and for both males and females, belonged to the 2000 cohort. This is the cohort that turned sixteen in 2016.

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 4,255 infants born in 2000 (NSO, 2002). Ignoring deaths, emigrations and immigrations, this means that 87.3% of the children born in 2000, 83.6% of males (N=2,126) and 91.1% of females (N=2,129), registered for SEC examinations in 2016.

Table 2.2 provides information on how many candidates, males and females, registered for the different subjects in May 2016. 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, Religious Knowledge and Physics. 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, Russian, and French. Larger numbers of males than females (more than 60% of registrations) registered for Design and Technology, Graphical Communication, Commerce, Computing, Music, Arabic, Geography and Physical Education. Candidates from the 2000 cohort form the majority of candidates in most instances. The only cases where less than 75% of candidates are from this cohort are Spanish, Russian, Accounting and Arabic. Both candidates sitting for Classical Culture and Civilisation were males and one of them was 16-years of age.

Table 2.2: Registration by Subject and Gender

Subject	All Candidates			2000 Cohort		
	Males	Females	Total	Males	Females	Total
Accounting	310	461	771	239	278	517
Arabic	24	17	41	15	9	24
Art	260	459	719	224	400	624
Biology	482	986	1468	428	867	1295
Business Studies	164	176	340	134	154	288
Chemistry	349	474	823	323	447	770
Classical Culture	2	0	2	1	0	1
Commerce	8	1	9	8	1	9
Computing	628	207	835	555	191	746
Design and Technology	249	93	342	236	88	324
Economics	116	133	249	110	123	233
English Language	2157	2454	4611	1750	1924	3674
English Literature	1015	1482	2497	941	1401	2342
Environmental Studies	588	804	1392	548	764	1312
European Studies	63	91	154	52	82	134
French	449	767	1216	423	728	1151
Geography	129	72	201	112	64	176
German	185	232	417	174	215	389
Graphical Communication	386	128	514	361	123	484
History	141	92	233	114	80	194
Home Economics	239	587	826	203	525	728
Italian	832	982	1814	748	885	1633
Maltese	2028	2138	4166	1695	1876	3571
Mathematics	2134	2463	4597	1717	1891	3608
Music	11	6	17	11	6	17
Physical Education	278	161	439	230	147	377
Physics	1727	1697	3424	1519	1548	3067
Religious Knowledge	1569	1795	3364	1437	1674	3111
Russian	7	16	23	3	6	9
Social Studies	323	569	892	277	514	791
Spanish	139	212	351	102	156	258
Textiles and Design	4	59	63	4	55	59

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	6	8	162	207	52	55	3	13	58	157	26	17	3	4	771
Arabic	9	5	1	0	8	9	0	0	6	3	0	0	0	0	41
Art	154	213	51	110	15	67	5	11	11	24	22	33	2	1	719
Biology	120	271	205	428	84	114	18	45	13	38	42	87	0	3	1468
Business Studies	92	128	32	0	16	4	8	6	5	7	11	31	0	0	340
Chemistry	71	143	168	196	59	58	6	7	9	11	36	59	0	0	823
Classical Culture	1	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Commerce	0	1	1	0	0	0	0	0	0	0	7	0	0	0	9
Computing	233	77	250	82	73	17	15	5	18	4	37	22	2	0	835
Design and Tech.	128	74	67	0	0	0	0	0	2	0	52	19	0	0	342
Economics	2	0	85	95	18	23	0	1	3	4	8	10	0	0	249
English Language	805	966	697	662	201	189	79	70	197	343	158	200	20	24	4611
English Literature	298	585	467	556	169	177	12	21	12	10	57	133	0	0	2497
Environ. Studies	237	494	257	187	64	67	5	2	2	6	23	48	0	0	1392
European Studies	34	55	0	19	22	0	4	3	3	3	0	11	0	0	154
French	100	195	251	401	62	89	1	11	3	7	31	63	1	1	1216
Geography	55	31	23	9	40	28	2	0	4	0	5	4	0	0	201
German	74	100	66	74	17	19	1	1	4	9	23	27	0	2	417
Graphical Comm.	140	59	172	10	27	35	1	0	5	2	40	22	1	0	514
History	54	47	44	8	30	25	1	0	10	6	1	5	1	1	233
Home Economics	124	363	62	130	17	25	4	13	4	11	28	44	0	1	826
Italian	327	416	318	377	79	68	10	10	24	48	72	59	2	4	1814
Maltese	779	942	689	655	173	153	81	58	148	124	147	196	11	10	4166
Mathematics	781	941	695	652	204	189	112	191	180	263	152	203	10	24	4597
Music	3	3	3	0	0	0	0	0	0	0	5	3	0	0	17
Physical Education	97	67	97	62	54	24	13	4	10	0	6	4	1	0	439
Physics	686	873	626	433	170	129	54	46	51	43	134	170	6	3	3424
Religious Knowledge	567	786	658	632	168	152	23	25	37	33	113	161	3	6	3364
Russian	0	6	0	1	6	6	0	0	1	2	0	0	0	1	23
Social Studies	116	220	172	308	0	1	15	16	15	19	3	4	2	1	892
Spanish	81	124	10	1	7	14	5	6	23	38	11	28	2	1	351
Textiles and Design	1	57	3	0	0	0	0	0	0	0	0	2	0	0	63

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	240	70	348	113	588	183
Arabic	15	9	14	3	29	12
Art	167	93	310	149	477	242
Biology	348	134	700	286	1048	420
Business Studies	91	73	113	63	204	136
Chemistry	293	56	393	81	686	137
Classical Culture	1	1	0	0	1	1
Commerce	7	1	0	1	7	2
Computing	433	195	163	44	596	239
Design and Technology	134	115	50	43	184	158
Economics	97	19	89	44	186	63
English Language	1315	842	1601	853	2916	1695
English Literature	753	262	1149	333	1902	595
Environmental Studies	405	183	615	189	1020	372
European Studies	50	13	69	22	119	35
French	318	131	580	187	898	318
Geography	81	48	54	18	135	66
German	117	68	184	48	301	116
Graphical Communication	290	96	114	14	404	110
History	86	55	66	26	152	81
Home Economics	111	128	399	188	510	316
Italian	427	405	584	398	1011	803
Maltese	1104	924	1371	767	2475	1691
Mathematics	978	1156	1047	1416	2025	2572
Music	8	3	6	0	14	3
Physical Education	199	79	128	33	327	112
Physics	1091	636	1069	628	2160	1264
Religious Knowledge	1004	565	1269	526	2273	1091
Russian	7	0	15	1	22	1
Social Studies	196	127	373	196	569	323
Spanish	94	45	148	64	242	109
Textiles and Design	2	2	31	28	33	30

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 2016, the proportion of candidates opting for Paper IIA is more than 50% in all subjects with one exception, namely, Mathematics (44.1%). However, even in this subject there was a slight increase in the percentage of candidates opting for Paper IIA.

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 and Gozo Schools, girls seem more likely than boys to opt for the more challenging Paper IIA option.

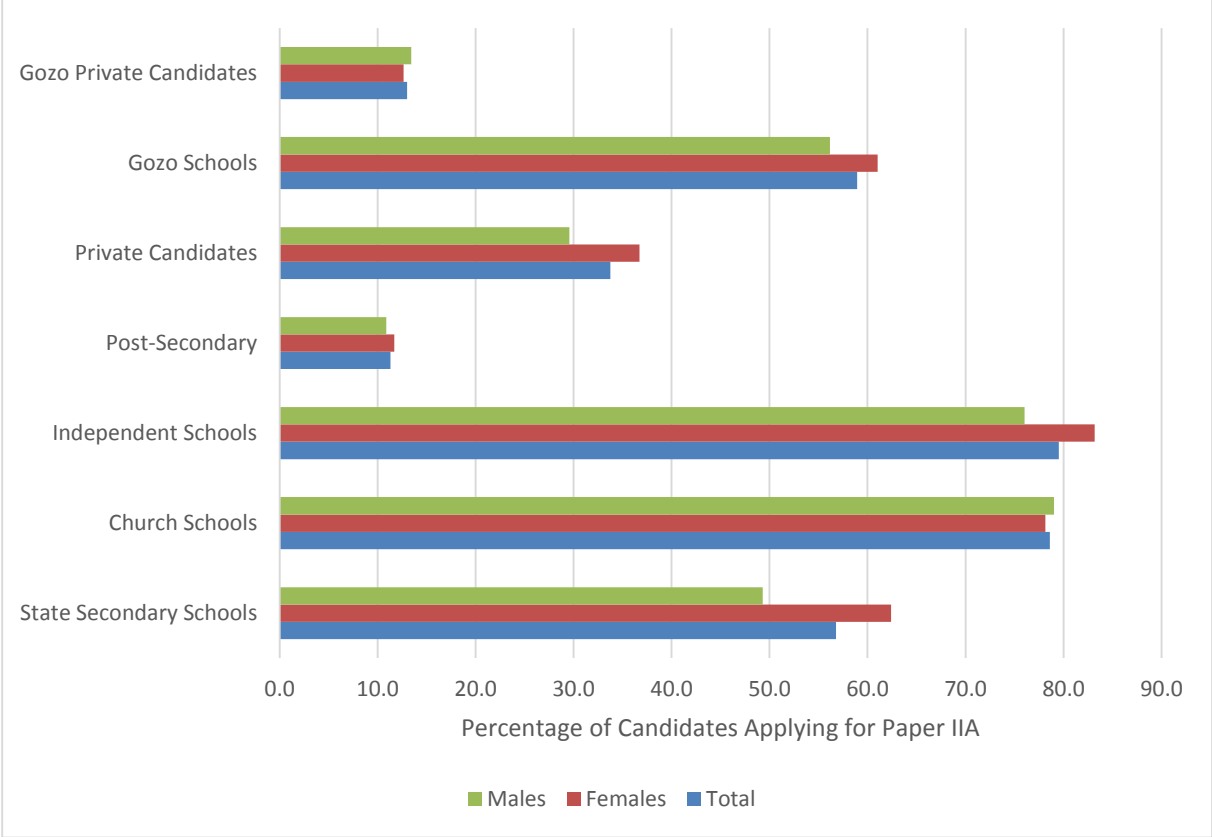


Figure 2.i: Percentage of Candidates Applying for Paper IIA by School and Gender

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	5	1	7	1	135	27	157	50	38	14	45	10	2	1	5	8	39	19	121	36	19	7	11	6	2	1	2	2
Arabic	4	5	5	0	1	0	0	0	6	2	7	2	0	0	0	0	4	2	2	1	0	0	0	0	0	0	0	0
Art	89	65	132	81	42	9	85	25	12	3	55	12	2	3	5	6	9	2	11	13	12	10	22	11	1	1	0	1
Biology	74	46	197	74	170	35	321	107	62	22	100	14	3	15	11	34	6	7	15	23	33	9	55	32	0	0	1	2
Business Studies	52	40	90	38	23	9	0	0	10	6	3	1	3	5	0	6	1	4	2	5	2	9	18	13	0	0	0	0
Chemistry	59	12	112	31	146	22	178	18	48	11	53	5	3	3	4	3	7	2	6	5	30	6	40	19	0	0	0	0
Class. Culture & Civ.	1	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
Commerce	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	0	0	0	0
Computing	129	104	53	24	213	37	74	8	55	18	14	3	4	11	1	4	7	11	2	2	24	13	19	3	1	1	0	0
Design & Tech.	59	69	40	34	56	11	0	0	0	0	0	0	0	0	0	0	0	2	0	0	19	33	10	9	0	0	0	0
Economics	1	1	0	0	72	13	65	30	15	3	14	9	0	0	0	1	2	1	1	3	7	1	9	1	0	0	0	0
English Language	399	406	608	358	600	97	567	95	173	28	178	11	6	73	8	62	51	146	113	230	84	74	126	74	2	18	1	23
English Literature	190	108	431	154	377	90	458	98	141	28	160	17	1	11	5	16	4	8	2	8	40	17	93	40	0	0	0	0
Environ. Studies	129	108	365	129	212	45	154	33	51	13	56	11	1	4	1	1	1	1	1	5	11	12	38	10	0	0	0	0
European Studies	29	5	43	12	0	0	19	0	18	4	0	0	2	2	1	2	1	2	1	2	0	0	5	6	0	0	0	0
French	58	42	143	52	189	62	318	83	48	14	65	24	0	1	4	7	0	3	4	3	23	8	45	18	0	1	1	0
Geography	26	29	22	9	21	2	8	1	28	12	22	6	0	2	0	0	1	3	0	0	5	0	2	2	0	0	0	0
German	46	28	76	24	48	18	63	11	12	5	17	2	0	1	1	0	2	2	8	1	9	14	18	9	0	0	1	1
Graphical Comm.	90	50	54	5	143	29	9	1	27	0	29	6	1	0	0	0	2	3	2	0	27	13	20	2	0	1	0	0
History	24	30	32	15	37	7	6	2	21	9	20	5	0	1	0	0	3	7	3	3	1	0	4	1	0	1	1	0
Home Economics	48	76	244	119	36	26	105	25	14	3	25	0	1	3	1	12	1	3	3	8	11	17	20	24	0	0	1	0
Italian	148	179	214	202	186	132	251	126	51	28	50	18	1	9	2	8	11	13	31	17	29	43	34	25	1	1	2	2
Maltese	342	437	590	352	552	137	508	147	101	72	121	32	5	76	2	56	29	119	35	89	74	73	115	81	1	10	0	10
Mathematics	267	514	385	556	463	232	407	245	141	63	135	54	4	108	2	189	22	158	17	246	81	71	101	102	0	10	0	24
Music	2	1	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	3	0	0	0	0	0
Physical Education	54	43	49	18	90	7	51	11	49	5	23	1	2	11	1	3	3	7	0	0	1	5	4	0	0	1	0	0
Physics	340	346	481	392	517	109	366	67	135	35	111	18	4	50	4	42	12	39	8	35	83	51	99	71	0	6	0	3
Religious Knowledge	275	292	509	277	528	130	521	111	128	40	126	26	3	20	2	23	12	25	15	18	58	55	96	65	0	3	0	6
Russian	0	0	5	1	0	0	1	0	6	0	6	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	1	0
Social Studies	58	58	135	85	132	40	227	81	0	0	1	0	1	14	3	13	4	11	5	14	1	2	2	2	0	2	0	1
Spanish	47	34	92	32	10	0	1	0	5	2	9	5	3	2	3	3	19	4	36	2	9	2	7	21	1	1	0	1
Textiles & Design	0	1	31	26	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	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 (5,360 and 470 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>456</i>	<i>551</i>	<i>1007</i>
Birgu	10	9	19
Bormla	22	34	56
Blata l-Bajda	0	0	0
Fgura	67	93	160
Floriana	12	12	24
Isla	7	13	20
Kalkara	27	26	53
Luqa	21	27	48
Marsa	24	27	51
Paola	50	60	110
Santa Luċija	19	13	32
Tarxien	61	67	128
Valletta	28	30	58
Xgħajra	12	22	34
Żabbar	96	118	214
<i>Northern Harbour</i>	<i>690</i>	<i>822</i>	<i>1512</i>
Birkirkara	117	153	270
Fleur-de-Lys	2	6	8
G`Mangia	4	4	8
Gzira	43	49	92
Hamrun	40	58	98
Ibraġġ	15	14	29
Kappara	10	14	24
Msida	38	49	87
Pembroke	40	34	74
Pieta`	17	22	39
Qormi	102	115	217
San Ġiljan	41	44	85
San Ġwann	65	69	134
Santa Venera	42	59	101
Sliema	51	55	106
St Andrews	0	0	0
Swatar	17	31	48
Swieqi	40	40	80
Ta' Xbiex	6	6	12

<i>South Eastern</i>	<i>428</i>	<i>566</i>	<i>994</i>
Birżebbuġa	55	86	141
Għaxaq	33	38	71
Gudja	12	28	40
Kirkop	17	23	40
Marsascula	83	117	200
Marsaxlokk	24	31	55
Mqabba	25	29	54
Qrendi	14	16	30
Safi	19	23	42
Żejtun	71	79	150
Żurrieq	75	96	171
<i>Western</i>	<i>411</i>	<i>442</i>	<i>853</i>
Attard	78	85	163
Baħrija	9	4	13
Balzan	28	31	59
Dingli	29	29	58
Iklin	27	21	48
Lija	14	14	28
Mdina	0	2	2
Mrieħel	5	1	6
Mtarfa	41	41	82
Rabat	59	51	110
Sigġiewi	41	71	112
Żebbuġ	80	92	172
<i>Northern</i>	<i>430</i>	<i>564</i>	<i>994</i>
Baħar iċ-Ċagħaq	7	9	16
Buġibba	12	9	21
Burmarrad	4	10	14
Għargħur	12	39	51
Madliena	6	9	15
Manikata	2	0	2
Mellieħa	58	69	127
Mġarr	26	30	56
Mosta	135	178	313
Naxxar	81	86	167
Qawra	25	36	61
San Pawl il-Baħar	51	73	124
San Pawl tat-Tarġa	6	8	14
Xemxija	5	8	13
Total	2415	2945	5360

Table 2.7: Registration of SEC Candidates by Locality in Gozo

Locality	Males	Females	Total
Fontana	4	6	10
Għajnsielem	14	28	42
Għarb	3	9	12
Għasri	0	5	5
Kerċem	12	16	28
Marsalforn	2	7	9
Munxar	9	10	19
Nadur	19	39	58
Qala	12	12	24
San Lawrenz	5	8	13
Sannat	14	23	37
Santa Luċija	2	2	4
Victoria	43	37	80
Xagħra	30	29	59
Xewkija	24	27	51
Xlendi	2	0	2
Żebbuġ	9	8	17
Total	204	266	470

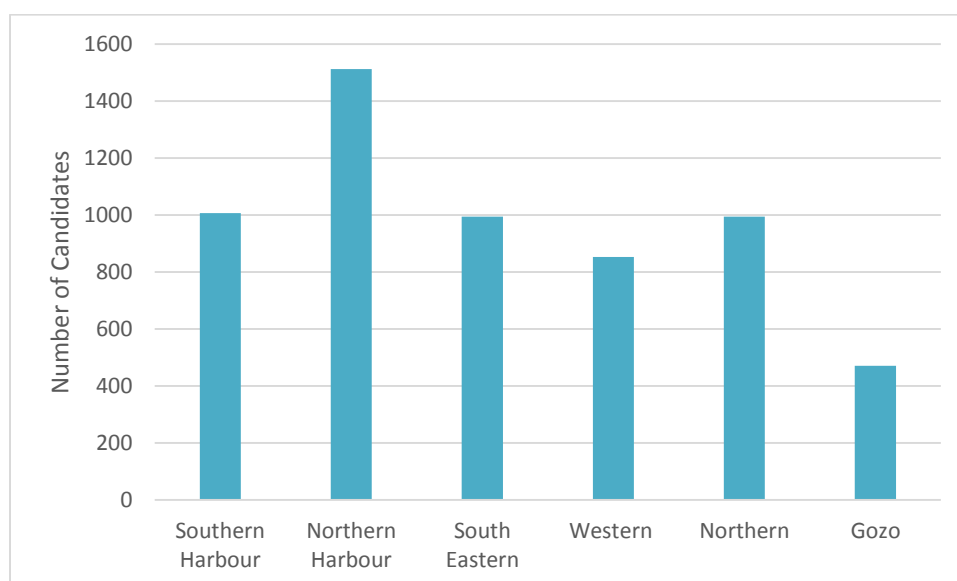


Figure 2.ii: Number of Candidates per Region

Table 2.8, Table 2.9 and Table 2.10 provide registration information on the 2000 cohort. Most of these candidates were in their final year of secondary education in 2015-16.

Table 2.8: Number of Subjects Registered by the 2000 Cohort (N= 3678 cand.)

No. of Subjects	Males	Females	Total
16	1	0	1
15	0	0	0
14	0	1	1
13	4	3	7
12	35	19	54
11	129	214	343
10	388	679	1067
9	433	414	847
8	261	261	522
7	204	143	347
6	131	93	224
5	68	48	116
4	50	26	76
3	34	13	47
2	27	16	43
1	12	9	21

Table 2.8 provides information on the number of subjects registered by the 2000 cohort. This year the range of subjects was from 1 to 16. The largest category of candidates (28.7%) registered for 10 subjects. This was especially for female candidates as 35.0% registered for 10 subjects. The largest category of males registered for nine subjects (24.4%). This trend is identical to that in previous years. Male candidates were, however, more likely than female candidates to register for 12 or more subjects as well as 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 2000 cohort for specific subjects. Table 2.9 focuses on the science options whereas Table 2.10 focuses on the languages.

Table 2.9: 2000 Cohort - Science Subjects

Subject	Males	Females	Total
<i>One Science Subject</i>	<i>1131</i>	<i>1139</i>	<i>2270</i>
Biology only	49	222	271
Chemistry only	1	1	2
Physics only	1081	916	1997
<i>Two Science Subjects</i>	<i>202</i>	<i>302</i>	<i>504</i>
Biology and Chemistry	9	43	52
Biology and Physics	125	229	354
Chemistry and Physics	68	30	98
<i>Three Science Subjects</i>	<i>245</i>	<i>373</i>	<i>618</i>
Biology, Chemistry and Physics	245	373	618

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 (60.8% males, 47.2% females), most of the candidates who registered for Biology only were females (2.8% males, 11.4% females). 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. 16.6% of candidates born in 2000 applied for the three sciences (13.8% of boys and 19.2% of girls).

Table 2.10: 2000 Cohort - Foreign Languages

Subject	Total
<i>One Language</i>	<i>2453</i>
Arabic	10
French	752
German	280
Italian	1216
Russian	2
Spanish	193
<i>Two Languages</i>	<i>480</i>
Italian and Arabic	1
Italian and French	313
Italian and German	51
Italian and Russian	2
Italian and Spanish	37
German and Spanish	5
French and Arabic	12
French and German	39
French and Spanish	17
Spanish and Russian	1
French and Russian	2
<i>Three Languages</i>	<i>17</i>
Italian, French and German	11
Italian, French and Spanish	2
Italian, German and Spanish	0
Italian, German and Russian	1
French, German and Russian	0
German, Spanish and Russian	0
German, Spanish and Arabic	1

Table 2.10 shows that with regard to foreign languages, most candidates, 66.0% of the 2000 cohort, 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 no 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

Condition	Number of Candidates
ADD/ADHD	79
Autism Spectrum Disorder ¹	27
DCD/ Dyspraxia	22
Hearing Impairment	15
Last minute Injuries	8
Medical Condition ²	16
Mental Health ³	11
Mobility Problems ⁴	6
SpLD/ADHD	179
SpLD/Dyslexia	205
Stammer	1
Visual Impairment	3
Total	572
<ol style="list-style-type: none"> 1. Including Asperger's Syndrome; 2. Including Diabetes, IBS, ME, Fibromyalgia, Systemic/Discoïd Lupus Erythematosus and others; 3. including Anxiety, OCD, Bipolar Disorder, Depression and others; 4. Including Cerebral Palsy. 	

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 2016, 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 572 candidates (9.81% 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 (2,359 and 1,258 registrations respectively). A higher percentage of registrations for Paper IIA from candidates with access arrangements was noted for Chemistry, Physical Educaiton, Graphical Communication, and French.

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

Subject	Paper IIA	Paper IIB	Total
Accounting	15	16	31
Arabic	1	1	2
Art	59	65	124
Biology	59	60	119
Business Studies	6	10	16
Chemistry	29	14	43
Computing	30	42	72
Design and Technology	25	55	80
Economics	4	5	9
English Language	157	362	519
English Literature	77	83	160
Environmental Studies	44	58	102
European Studies	2	5	7
French	25	19	44
Geography	8	13	21
German	10	13	23
Graphical Communication	43	27	70
History	10	17	27
Home Economics	60	93	153
Italian	56	129	185
Maltese	111	364	475
Mathematics	93	405	498
Music	0	1	1
Physical Education	47	25	72
Physics	122	201	323
Religious Knowledge	131	208	339
Social Studies	25	45	70
Spanish	9	17	26
Textiles and Design	0	6	6

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

Subject	Malta	Gozo	Total
Art	96	25	121
Biology	60	4	64
Business Studies	13	0	13
Chemistry	28	1	29
Computing	40	5	45
Design and Technology	2	0	2
Environmental Studies	27	0	27
European Studies	7	0	7
Geography	10	0	10
Home Economics	24	1	25
Physical Education	20	1	21
Physics	108	10	118
Textiles and Design	0	0	0

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

** Prior to 2016, school candidates who registered for single subjects as private candidates were not included in this table.

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 Art had the largest number of private candidates. This marks a shift from the previous years where Physics was the subject with a coursework component to have most private candidates. It is important to note that candidates who registered as private candidates for the above subjects in May 2016 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	771	10	1.3
Arabic	41	0	0.0
Art	719	26	3.6
Biology	1468	64	4.4
Business Studies	340	7	2.1
Chemistry	823	35	4.3
Classical Culture	2	0	0.0
Commerce	9	0	0.0
Computing	835	13	1.6
Design and Technology	342	11	3.2
Economics	249	12	4.8
English Language	4611	88	1.9
English Literature	2497	46	1.8
Environmental Studies	1392	16	1.1
European Studies	154	1	0.6
French	1216	5	0.4
Geography	201	2	1.0
German	417	3	0.7
Graphical Communication	514	6	1.2
History	233	5	2.1
Home Economics	826	6	0.7
Italian	1814	7	0.4
Maltese	4166	84	2.0
Mathematics	4597	151	3.3
Music	17	0	0.0
Physical Education	439	7	1.6
Physics	3424	61	1.8
Religious Knowledge	3364	15	0.4
Russian	23	0	0.0
Social Studies	892	8	0.9
Spanish	351	3	0.9
Textiles and Design	63	0	0.0
Accounting	771	10	1.3
Total	36810	692	1.9

In 2016, the numbers of requests for a Revision of Papers amounted to 692, which equates to 1.9% of the grand total of registrations. Biology, Economics, Chemistry, Art, Mathematics, 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 2016

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.i, extrapolated from the data in Table 3.1, shows the percentage 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 5, 6, 7 and U. As opposed to last year, Grades 5, 6 and 7 (10,601 occurrences) were slightly less common than Grades 1, 2 and 3 (11,674 occurrences).

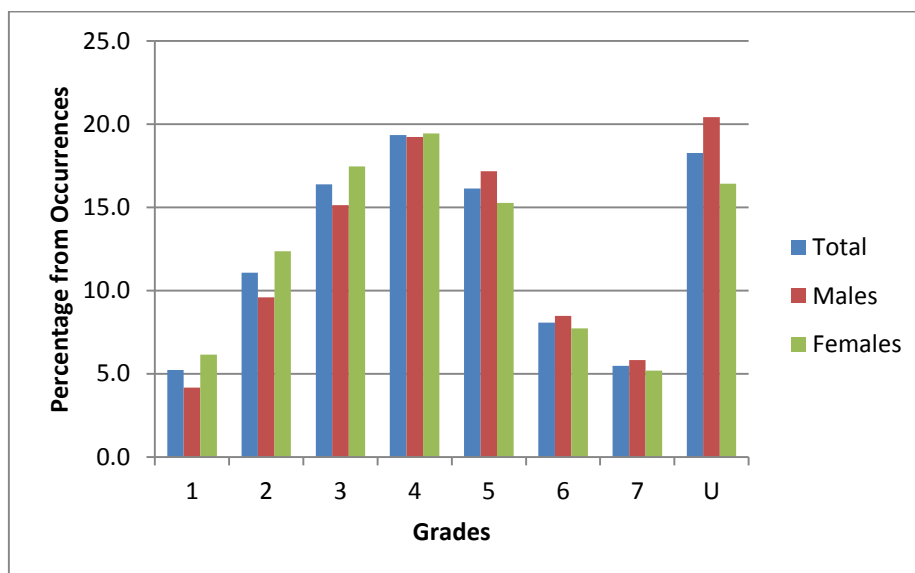


Figure 3.i: Percentage Occurrence of Grades by Gender

Table 3.2 presents the results obtained by the 2000 cohort in the different subjects in the May 2016 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 2016. 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 Arabic, Geography, European Studies, Chemistry, Environmental Studies, French, German, and Home Economics. More male candidates from the 2000 cohort obtained Grade 1 in Music, Physical Education, Computing, Economics, Accounting, and Mathematics.

Figure 3.ii shows the percentage of grade occurrences across all subjects for the 2000 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 5, 6, 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).

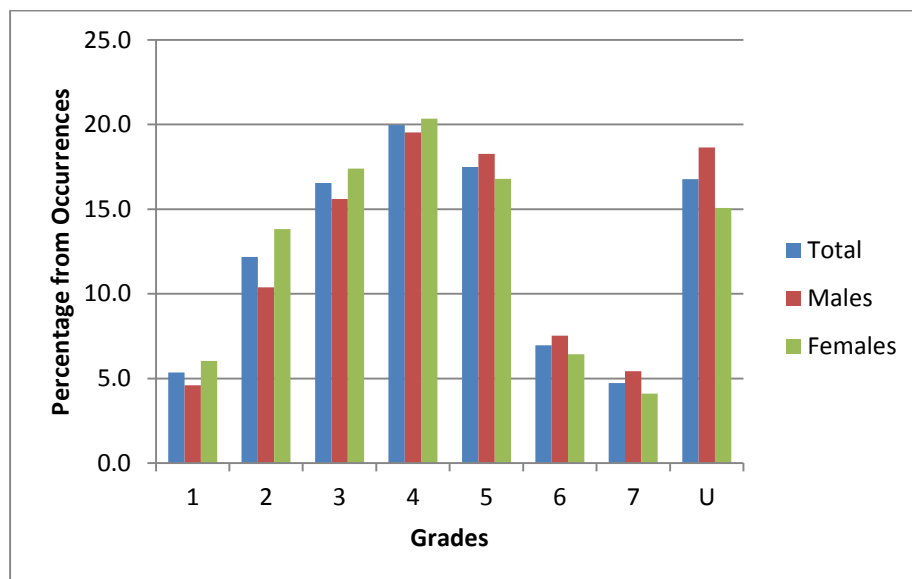


Figure 3.ii: Percentage Occurrence of Grades by Gender (2000 Cohort)

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 candidates from Independent Schools. As opposed to previous years, when candidates from Church Schools, especially males, seemed to have the upper hand, this year Independent School candidates obtained a higher percentage of Grades 1, 2, 3 in most subjects (23/30 for males and 19/30 for females). State School candidates are, on average, outperformed by candidates from both Church Schools and Independent 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	51	84	128	95	60	96	74	588	22	42	25	18	43	33	183	771
%	6.6	10.9	16.6	12.3	7.8	12.5	9.6	76.3	2.9	5.4	3.2	2.3	5.6	4.3	23.7	100.0
Males	24	31	56	37	23	44	25	240	8	12	11	9	19	11	70	310
Females	27	53	72	58	37	52	49	348	14	30	14	9	24	22	113	461
Arabic	6	5	5	2	5	2	4	29	4	3	1	1	3	0	12	41
%	14.6	12.2	12.2	4.9	12.2	4.9	9.8	70.7	9.8	7.3	2.4	2.4	7.3	0.0	29.3	100.0
Males	2	2	3	0	5	1	2	15	2	2	1	1	3	0	9	24
Females	4	3	2	2	0	1	2	14	2	1	0	0	0	0	3	17
Art	20	59	110	87	98	95	8	477	44	51	46	36	54	11	242	719
%	2.8	8.2	15.3	12.1	13.6	13.2	1.1	66.3	6.1	7.1	6.4	5.0	7.5	1.5	33.7	100.0
Males	5	18	30	34	35	44	1	167	20	16	18	14	21	4	93	260
Females	15	41	80	53	63	51	7	310	24	35	28	22	33	7	149	459
Biology	95	136	226	251	145	186	9	1048	35	40	83	41	201	20	420	1468
%	6.5	9.3	15.4	17.1	9.9	12.7	0.6	71.4	2.4	2.7	5.7	2.8	13.7	1.4	28.6	100.0
Males	25	53	72	82	47	66	3	348	12	8	30	15	64	5	134	482
Females	70	83	154	169	98	120	6	700	23	32	53	26	137	15	286	986
Business Studies	12	30	38	35	47	39	3	204	8	33	27	27	34	7	136	340
%	3.5	8.8	11.2	10.3	13.8	11.5	0.9	60.0	2.4	9.7	7.9	7.9	10.0	2.1	40.0	100.0
Males	3	6	16	19	26	20	1	91	3	17	15	17	17	4	73	164
Females	9	24	22	16	21	19	2	113	5	16	12	10	17	3	63	176
Chemistry	86	145	149	123	84	95	4	686	11	21	15	33	50	7	137	823
%	10.4	17.6	18.1	14.9	10.2	11.5	0.5	83.4	1.3	2.6	1.8	4.0	6.1	0.9	16.6	100.0
Males	28	60	61	56	41	46	1	293	3	6	5	18	23	1	56	349
Females	58	85	88	67	43	49	3	393	8	15	10	15	27	6	81	474
Classical Culture & Civ.	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	2
%	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0	50.0	100.0
Males	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	2
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commerce	0	2	2	2	0	1	0	7	0	1	0	0	0	1	2	9
%	0.0	22.2	22.2	22.2	0.0	11.1	0.0	77.8	0.0	11.1	0.0	0.0	0.0	11.1	22.2	100.0
Males	0	2	2	2	0	1	0	7	0	1	0	0	0	0	1	8
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Computer Studies	52	127	174	135	63	41	4	596	34	70	54	33	35	13	239	835
%	6.2	15.2	20.8	16.2	7.5	4.9	0.5	71.4	4.1	8.4	6.5	4.0	4.2	1.6	28.6	100.0
Males	43	87	130	90	47	35	1	433	25	58	46	28	28	10	195	628
Females	9	40	44	45	16	6	3	163	9	12	8	5	7	3	44	207

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	51	84	128	95	60	96	74	588	22	42	25	18	43	33	183	771
%	6.6	10.9	16.6	12.3	7.8	12.5	9.6	76.3	2.9	5.4	3.2	2.3	5.6	4.3	23.7	100.0
Males	24	31	56	37	23	44	25	240	8	12	11	9	19	11	70	310
Females	27	53	72	58	37	52	49	348	14	30	14	9	24	22	113	461
Economics	9	26	37	58	32	21	3	186	9	13	17	2	15	7	63	249
%	3.6	10.4	14.9	23.3	12.9	8.4	1.2	74.7	3.6	5.2	6.8	0.8	6.0	2.8	25.3	100.0
Males	5	13	16	23	22	15	3	97	1	3	4	1	7	3	19	116
Females	4	13	21	35	10	6	0	89	8	10	13	1	8	4	44	133
English Language	222	537	723	629	492	284	29	2916	106	314	356	348	491	80	1695	4611
%	4.8	11.6	15.7	13.6	10.7	6.2	0.6	63.2	2.3	6.8	7.7	7.5	10.6	1.7	36.8	100.0
Males	86	222	320	290	244	142	11	1315	51	137	181	175	260	38	842	2157
Females	136	315	403	339	248	142	18	1601	55	177	175	173	231	42	853	2454
English Literature	113	199	508	487	282	293	20	1902	115	72	133	97	129	49	595	2497
%	4.5	8.0	20.3	19.5	11.3	11.7	0.8	76.2	4.6	2.9	5.3	3.9	5.2	2.0	23.8	100.0
Males	35	57	176	212	130	138	5	753	46	34	54	34	65	29	262	1015
Females	78	142	332	275	152	155	15	1149	69	38	79	63	64	20	333	1482
Environmental Studies	50	120	265	200	205	172	8	1020	40	72	87	32	119	22	372	1392
%	3.6	8.6	19.0	14.4	14.7	12.4	0.6	73.3	2.9	5.2	6.3	2.3	8.5	1.6	26.7	100.0
Males	9	45	108	79	81	79	4	405	24	38	48	15	49	9	183	588
Females	41	75	157	121	124	93	4	615	16	34	39	17	70	13	189	804
European Studies	20	31	28	18	9	10	3	119	5	6	7	6	5	6	35	154
%	13.0	20.1	18.2	11.7	5.8	6.5	1.9	77.3	3.2	3.9	4.5	3.9	3.2	3.9	22.7	100.0
Males	1	15	12	8	5	7	2	50	1	1	4	1	1	5	13	63
Females	19	16	16	10	4	3	1	69	4	5	3	5	4	1	22	91
French	111	202	255	145	92	90	3	898	45	87	57	55	64	10	318	1216
%	9.1	16.6	21.0	11.9	7.6	7.4	0.2	73.8	3.7	7.2	4.7	4.5	5.3	0.8	26.2	100.0
Males	26	71	93	44	37	45	2	318	14	33	16	25	39	4	131	449
Females	85	131	162	101	55	45	1	580	31	54	41	30	25	6	187	767
Geography	17	31	34	23	14	12	4	135	9	15	8	9	10	15	66	201
%	8.5	15.4	16.9	11.4	7.0	6.0	2.0	67.2	4.5	7.5	4.0	4.5	5.0	7.5	32.8	100.0
Males	7	15	24	16	11	5	3	81	6	11	6	4	9	12	48	129
Females	10	16	10	7	3	7	1	54	3	4	2	5	1	3	18	72
German	35	73	98	54	23	16	2	301	25	33	24	16	14	4	116	417
%	8.4	17.5	23.5	12.9	5.5	3.8	0.5	72.2	6.0	7.9	5.8	3.8	3.4	1.0	27.8	100.0
Males	11	16	41	25	13	10	1	117	11	21	14	13	5	4	68	185
Females	24	57	57	29	10	6	1	184	14	12	10	3	9	0	48	232

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	32	58	84	90	84	52	4	404	10	30	20	20	27	3	110	514
%	6.2	11.3	16.3	17.5	16.3	10.1	0.8	78.6	1.9	5.8	3.9	3.9	5.3	0.6	21.4	100.0
Males	23	40	62	69	62	32	2	290	8	29	18	17	22	2	96	386
Females	9	18	22	21	22	20	2	114	2	1	2	3	5	1	14	128
History	3	27	41	31	19	27	4	152	6	16	17	7	19	16	81	233
%	1.3	11.6	17.6	13.3	8.2	11.6	1.7	65.2	2.6	6.9	7.3	3.0	8.2	6.9	34.8	100.0
Males	1	14	24	18	12	16	1	86	3	12	10	6	12	12	55	141
Females	2	13	17	13	7	11	3	66	3	4	7	1	7	4	26	92
Home Economics	26	136	158	95	7	86	2	510	67	51	104	35	55	4	316	826
%	3.1	16.5	19.1	11.5	0.8	10.4	0.2	61.7	8.1	6.2	12.6	4.2	6.7	0.5	38.3	100.0
Males	0	15	41	27	4	24	0	111	12	27	42	10	35	2	128	239
Females	26	121	117	68	3	62	2	399	55	24	62	25	20	2	188	587
Italian	124	209	311	202	64	99	2	1011	171	158	167	130	150	27	803	1814
%	6.8	11.5	17.1	11.1	3.5	5.5	0.1	55.7	9.4	8.7	9.2	7.2	8.3	1.5	44.3	100.0
Males	42	80	138	97	29	40	1	427	88	71	83	66	84	13	405	832
Females	82	129	173	105	35	59	1	584	83	87	84	64	66	14	398	982
Maltese	95	417	589	684	434	244	12	2475	181	320	291	138	660	101	1691	4166
%	2.3	10.0	14.1	16.4	10.4	5.9	0.3	59.4	4.3	7.7	7.0	3.3	15.8	2.4	40.6	100.0
Males	26	150	240	302	228	153	5	1104	65	147	158	86	411	57	924	2028
Females	69	267	349	382	206	91	7	1371	116	173	133	52	249	44	767	2138
Mathematics	290	361	465	455	312	132	10	2025	167	438	536	440	786	205	2572	4597
%	6.3	7.9	10.1	9.9	6.8	2.9	0.2	44.1	3.6	9.5	11.7	9.6	17.1	4.5	55.9	100.0
Males	139	183	205	226	158	61	6	978	88	197	228	181	374	88	1156	2134
Females	151	178	260	229	154	71	4	1047	79	241	308	259	412	117	1416	2463
Music	6	5	1	0	0	1	1	14	1	2	0	0	0	0	3	17
%	35.3	29.4	5.9	0.0	0.0	5.9	5.9	82.4	5.9	11.8	0.0	0.0	0.0	0.0	17.6	100.0
Males	4	2	1	0	0	0	1	8	1	2	0	0	0	0	3	11
Females	2	3	0	0	0	1	0	6	0	0	0	0	0	0	0	6

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	23	47	65	71	51	64	6	327	14	26	30	11	28	3	112	439
%	5.2	10.7	14.8	16.2	11.6	14.6	1.4	74.5	3.2	5.9	6.8	2.5	6.4	0.7	25.5	100.0
Males	16	29	40	43	30	36	5	199	8	18	23	10	18	2	79	278
Females	7	18	25	28	21	28	1	128	6	8	7	1	10	1	33	161
Physics	176	377	491	699	272	139	6	2160	99	235	347	171	387	25	1264	3424
%	5.1	11.0	14.3	20.4	7.9	4.1	0.2	63.1	2.9	6.9	10.1	5.0	11.3	0.7	36.9	100.0
Males	71	184	244	368	149	73	2	1091	48	118	171	80	201	18	636	1727
Females	105	193	247	331	123	66	4	1069	51	117	176	91	186	7	628	1697
Religious Knowledge	134	379	666	577	286	200	31	2273	110	148	309	170	257	97	1091	3364
%	4.0	11.3	19.8	17.2	8.5	5.9	0.9	67.6	3.3	4.4	9.2	5.1	7.6	2.9	32.4	100.0
Males	37	127	270	277	157	123	13	1004	40	71	152	98	158	46	565	1569
Females	97	252	396	300	129	77	18	1269	70	77	157	72	99	51	526	1795
Russian	6	8	3	4	0	1	0	22	1	0	0	0	0	0	1	23
%	26.1	34.8	13.0	17.4	0.0	4.3	0.0	95.7	4.3	0.0	0.0	0.0	0.0	0.0	4.3	100.0
Males	3	2	0	2	0	0	0	7	0	0	0	0	0	0	0	7
Females	3	6	3	2	0	1	0	15	1	0	0	0	0	0	1	16
Social Studies	22	52	99	110	121	142	23	569	58	54	47	37	90	37	323	892
%	2.5	5.8	11.1	12.3	13.6	15.9	2.6	63.8	6.5	6.1	5.3	4.1	10.1	4.1	36.2	100.0
Males	2	12	22	35	53	62	10	196	18	20	23	15	35	16	127	323
Females	20	40	77	75	68	80	13	373	40	34	24	22	55	21	196	569
Spanish	20	46	55	52	33	33	3	242	13	17	13	23	37	6	109	351
%	5.7	13.1	15.7	14.8	9.4	9.4	0.9	68.9	3.7	4.8	3.7	6.6	10.5	1.7	31.1	100.0
Males	6	11	23	22	15	15	2	94	5	5	2	9	21	3	45	139
Females	14	35	32	30	18	18	1	148	8	12	11	14	16	3	64	212
Textiles and Design	1	3	11	6	0	9	3	33	9	3	9	4	2	3	30	63
%	1.6	4.8	17.5	9.5	0.0	14.3	4.8	52.4	14.3	4.8	14.3	6.3	3.2	4.8	47.6	100.0
Males	0	0	0	0	0	0	2	2	0	0	0	0	0	2	2	4
Females	1	3	11	6	0	9	1	31	9	3	9	4	2	1	28	59

Table 3.2: Results of the 2000 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	39	68	106	74	46	68	9	410	10	30	16	13	30	8	107	517
%	7.5	13.2	20.5	14.3	8.9	13.2	1.7	79.3	1.9	5.8	3.1	2.5	5.8	1.5	20.7	100.0
Males	21	29	51	30	22	37	4	194	3	9	8	7	15	3	45	239
Females	18	39	55	44	24	31	5	216	7	21	8	6	15	5	62	278
Arabic	5	2	3	1	4	1	0	16	2	2	1	0	3	0	8	24
%	20.8	8.3	12.5	4.2	16.7	4.2	0.0	66.7	8.3	8.3	4.2	0.0	12.5	0.0	33.3	100.0
Males	1	2	1	0	4	1	0	9	1	1	1	0	3	0	6	15
Females	4	0	2	1	0	0	0	7	1	1	0	0	0	0	2	9
Art	18	52	101	74	88	82	7	422	37	39	41	29	47	9	202	624
%	2.9	8.3	16.2	11.9	14.1	13.1	1.1	67.6	5.9	6.3	6.6	4.6	7.5	1.4	32.4	100.0
Males	4	17	25	29	31	36	1	143	16	14	16	12	19	4	81	224
Females	14	35	76	45	57	46	6	279	21	25	25	17	28	5	121	400
Biology	94	134	223	240	140	150	2	983	29	33	65	32	145	8	312	1295
%	7.3	10.3	17.2	18.5	10.8	11.6	0.2	75.9	2.2	2.5	5.0	2.5	11.2	0.6	24.1	100.0
Males	25	52	69	78	45	53	2	324	8	8	24	14	47	3	104	428
Females	69	82	154	162	95	97	0	659	21	25	41	18	98	5	208	867
Business Studies	12	27	37	33	44	32	0	185	7	26	19	21	28	2	103	288
%	4.2	9.4	12.8	11.5	15.3	11.1	0.0	64.2	2.4	9.0	6.6	7.3	9.7	0.7	35.8	100.0
Males	3	6	15	17	25	15	0	81	3	13	10	13	13	1	53	134
Females	9	21	22	16	19	17	0	104	4	13	9	8	15	1	50	154
Chemistry	85	141	145	117	78	85	0	651	11	20	14	31	39	4	119	770
%	11.0	18.3	18.8	15.2	10.1	11.0	0.0	84.5	1.4	2.6	1.8	4.0	5.1	0.5	15.5	100.0
Males	28	58	59	53	37	41	0	276	3	6	5	16	17	0	47	323
Females	57	83	86	64	41	44	0	375	8	14	9	15	22	4	72	447
Classical Culture & Civ.	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
%	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Males	0	1	0	0	0	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	2	2	2	0	1	0	7	0	1	0	0	0	1	2	9
%	0.0	22.2	22.2	22.2	0.0	11.1	0.0	77.8	0.0	11.1	0.0	0.0	0.0	11.1	22.2	100.0
Males	0	2	2	2	0	1	0	7	0	1	0	0	0	0	1	8
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Computer Studies	49	123	165	121	59	35	0	552	31	57	44	25	29	8	194	746
%	6.6	16.5	22.1	16.2	7.9	4.7	0.0	74.0	4.2	7.6	5.9	3.4	3.9	1.1	26.0	100.0
Males	40	84	121	79	44	30	0	398	23	48	37	21	22	6	157	555
Females	9	39	44	42	15	5	0	154	8	9	7	4	7	2	37	191

Table 3.2: Results of the 2000 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	10	22	32	44	13	53	3	177	22	41	48	15	16	5	147	324
%	3.1	6.8	9.9	13.6	4.0	16.4	0.9	54.6	6.8	12.7	14.8	4.6	4.9	1.5	45.4	100.0
Males	6	16	24	36	11	34	2	129	15	34	32	10	11	5	107	236
Females	4	6	8	8	2	19	1	48	7	7	16	5	5	0	40	88
Economics	9	21	37	57	32	20	3	179	8	13	16	1	11	5	54	233
%	3.9	9.0	15.9	24.5	13.7	8.6	1.3	76.8	3.4	5.6	6.9	0.4	4.7	2.1	23.2	100.0
Males	5	10	16	22	22	14	3	92	1	3	4	1	7	2	18	110
Females	4	11	21	35	10	6	0	87	7	10	12	0	4	3	36	123
English Language	218	517	680	580	428	205	6	2634	81	220	208	206	313	12	1040	3674
%	5.9	14.1	18.5	15.8	11.6	5.6	0.2	71.7	2.2	6.0	5.7	5.6	8.5	0.3	28.3	100.0
Males	83	215	303	272	218	109	3	1203	40	101	113	112	173	8	547	1750
Females	135	302	377	308	210	96	3	1431	41	119	95	94	140	4	493	1924
English Literature	111	195	497	473	268	276	16	1836	109	65	116	82	102	32	506	2342
%	4.7	8.3	21.2	20.2	11.4	11.8	0.7	78.4	4.7	2.8	5.0	3.5	4.4	1.4	21.6	100.0
Males	33	56	172	206	122	128	4	721	43	31	48	27	53	18	220	941
Females	78	139	325	267	146	148	12	1115	66	34	68	55	49	14	286	1401
Environmental Studies	49	116	261	196	194	161	8	985	39	66	75	27	101	19	327	1312
%	3.7	8.8	19.9	14.9	14.8	12.3	0.6	75.1	3.0	5.0	5.7	2.1	7.7	1.4	24.9	100.0
Males	8	42	106	76	77	71	4	384	24	35	44	12	40	9	164	548
Females	41	74	155	120	117	90	4	601	15	31	31	15	61	10	163	764
European Studies	20	30	28	16	8	7	1	110	3	5	6	4	2	4	24	134
%	14.9	22.4	20.9	11.9	6.0	5.2	0.7	82.1	2.2	3.7	4.5	3.0	1.5	3.0	17.9	100.0
Males	1	14	12	7	4	4	1	43	0	1	4	0	0	4	9	52
Females	19	16	16	9	4	3	0	67	3	4	2	4	2	0	15	82
French	108	198	249	140	83	85	3	866	36	83	54	53	52	7	285	1151
%	9.4	17.2	21.6	12.2	7.2	7.4	0.3	75.2	3.1	7.2	4.7	4.6	4.5	0.6	24.8	100.0
Males	25	70	90	44	32	42	2	305	13	31	15	24	32	3	118	423
Females	83	128	159	96	51	43	1	561	23	52	39	29	20	4	167	728
Geography	16	29	33	23	13	11	1	126	9	12	7	7	5	10	50	176
%	9.1	16.5	18.8	13.1	7.4	6.3	0.6	71.6	5.1	6.8	4.0	4.0	2.8	5.7	28.4	100.0
Males	6	14	24	16	10	5	1	76	6	10	5	3	4	8	36	112
Females	10	15	9	7	3	6	0	50	3	2	2	4	1	2	14	64
German	33	68	94	51	22	16	2	286	23	28	24	16	10	2	103	389
%	8.5	17.5	24.2	13.1	5.7	4.1	0.5	73.5	5.9	7.2	6.2	4.1	2.6	0.5	26.5	100.0
Males	11	14	40	25	12	10	1	113	10	18	14	13	4	2	61	174
Females	22	54	54	26	10	6	1	173	13	10	10	3	6	0	42	215

Table 3.2: Results of the 2000 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	32	56	80	89	76	45	3	381	9	30	17	20	24	3	103	484
%	6.6	11.6	16.5	18.4	15.7	9.3	0.6	78.7	1.9	6.2	3.5	4.1	5.0	0.6	21.3	100.0
Males	23	39	60	68	54	27	1	272	7	29	15	17	19	2	89	361
Females	9	17	20	21	22	18	2	109	2	1	2	3	5	1	14	123
History	3	23	39	27	18	26	3	139	4	9	11	5	16	10	55	194
%	1.5	11.9	20.1	13.9	9.3	13.4	1.5	71.6	2.1	4.6	5.7	2.6	8.2	5.2	28.4	100.0
Males	1	12	23	15	12	15	1	79	2	6	5	4	10	8	35	114
Females	2	11	16	12	6	11	2	60	2	3	6	1	6	2	20	80
Home Economics	24	133	151	86	7	72	0	473	51	43	88	29	42	2	255	728
%	3.3	18.3	20.7	11.8	1.0	9.9	0.0	65.0	7.0	5.9	12.1	4.0	5.8	0.3	35.0	100.0
Males	0	14	37	24	4	17	0	96	10	24	36	9	27	1	107	203
Females	24	119	114	62	3	55	0	377	41	19	52	20	15	1	148	525
Italian	103	191	292	191	60	86	1	924	147	140	161	114	134	13	709	1633
%	6.3	11.7	17.9	11.7	3.7	5.3	0.1	56.6	9.0	8.6	9.9	7.0	8.2	0.8	43.4	100.0
Males	36	74	132	88	27	36	0	393	74	62	81	61	73	4	355	748
Females	67	117	160	103	33	50	1	531	73	78	80	53	61	9	354	885
Maltese	93	414	574	658	408	207	2	2356	158	239	209	104	474	31	1215	3571
%	2.6	11.6	16.1	18.4	11.4	5.8	0.1	66.0	4.4	6.7	5.9	2.9	13.3	0.9	34.0	100.0
Males	25	149	231	290	216	131	0	1042	58	113	100	67	299	16	653	1695
Females	68	265	343	368	192	76	2	1314	100	126	109	37	175	15	562	1876
Mathematics	287	352	457	436	295	98	3	1928	142	335	324	265	562	52	1680	3608
%	8.0	9.8	12.7	12.1	8.2	2.7	0.1	53.4	3.9	9.3	9.0	7.3	15.6	1.4	46.6	100.0
Males	137	176	200	216	148	43	2	922	76	150	147	113	275	34	795	1717
Females	150	176	257	220	147	55	1	1006	66	185	177	152	287	18	885	1891
Music	6	5	1	0	0	1	1	14	1	2	0	0	0	0	3	17
%	35.3	29.4	5.9	0.0	0.0	5.9	5.9	82.4	5.9	11.8	0.0	0.0	0.0	0.0	17.6	100.0
Males	4	2	1	0	0	0	1	8	1	2	0	0	0	0	3	11
Females	2	3	0	0	0	1	0	6	0	0	0	0	0	0	0	6

Table 3.2: Results of the 2000 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	22	45	61	67	46	54	4	299	10	18	24	6	18	2	78	377
%	5.8	11.9	16.2	17.8	12.2	14.3	1.1	79.3	2.7	4.8	6.4	1.6	4.8	0.5	20.7	100.0
Males	15	27	36	39	28	30	3	178	4	11	19	6	10	2	52	230
Females	7	18	25	28	18	24	1	121	6	7	5	0	8	0	26	147
Physics	173	371	478	674	253	113	2	2064	91	201	269	136	298	8	1003	3067
%	5.6	12.1	15.6	22.0	8.2	3.7	0.1	67.3	3.0	6.6	8.8	4.4	9.7	0.3	32.7	100.0
Males	69	179	236	350	139	61	0	1034	43	96	127	64	151	4	485	1519
Females	104	192	242	324	114	52	2	1030	48	105	142	72	147	4	518	1548
Religious Knowledge	134	375	643	557	272	186	21	2188	101	132	261	147	226	56	923	3111
%	4.3	12.1	20.7	17.9	8.7	6.0	0.7	70.3	3.2	4.2	8.4	4.7	7.3	1.8	29.7	100.0
Males	37	125	260	266	147	114	7	956	36	65	131	84	139	26	481	1437
Females	97	250	383	291	125	72	14	1232	65	67	130	63	87	30	442	1674
Russian	3	1	2	3	0	0	0	9	0	0	0	0	0	0	0	9
%	33.3	11.1	22.2	33.3	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Males	1	0	0	2	0	0	0	3	0	0	0	0	0	0	0	3
Females	2	1	2	1	0	0	0	6	0	0	0	0	0	0	0	6
Social Studies	22	52	95	105	118	134	18	544	46	43	39	28	69	22	247	791
%	2.8	6.6	12.0	13.3	14.9	16.9	2.3	68.8	5.8	5.4	4.9	3.5	8.7	2.8	31.2	100.0
Males	2	12	21	32	51	59	9	186	10	15	20	11	23	12	91	277
Females	20	40	74	73	67	75	9	358	36	28	19	17	46	10	156	514
Spanish	6	24	43	46	30	21	0	170	8	15	11	21	33	0	88	258
%	2.3	9.3	16.7	17.8	11.6	8.1	0.0	65.9	3.1	5.8	4.3	8.1	12.8	0.0	34.1	100.0
Males	0	6	20	19	13	9	0	67	2	4	1	7	21	0	35	102
Females	6	18	23	27	17	12	0	103	6	11	10	14	12	0	53	156
Textiles and Design	1	2	11	5	0	8	3	30	9	3	9	3	2	3	29	59
%	1.7	3.4	18.6	8.5	0.0	13.6	5.1	50.8	15.3	5.1	15.3	5.1	3.4	5.1	49.2	100.0
Males	0	0	0	0	0	0	2	2	0	0	0	0	0	2	2	4
Females	1	2	11	5	0	8	1	28	9	3	9	3	2	1	27	55

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	
ACCOUNTING	51	84	128	95	60	96	74	588	22	42	25	18	43	33	183	771
State Schools - Males	0	1	1	0	1	2	0	5	0	0	0	0	1	0	1	6
State Schools - Females	0	1	1	2	0	1	2	7	0	0	0	0	1	0	1	8
Church Schools – Males	12	18	38	17	14	33	3	135	1	4	3	6	9	4	27	162
Church Schools – Females	15	28	39	32	19	22	2	157	2	18	8	5	12	5	50	207
Independent Schools – Males	7	8	8	7	6	2	0	38	1	4	4	0	5	0	14	52
Independent Schools – Females	3	8	14	10	5	5	0	45	3	4	0	1	2	0	10	55
Post-Secondary Schools – Males	0	0	0	0	0	1	1	2	1	0	0	0	0	0	1	3
Post-Secondary Schools – Females	0	0	1	0	0	2	2	5	0	2	0	2	2	2	8	13
Malta Private Candidates – Males	3	0	5	7	1	3	20	39	4	3	3	2	2	5	19	58
Malta Private Candidates – Females	8	13	15	12	13	19	41	121	7	5	6	1	3	14	36	157
Gozo Schools – Males	2	4	4	6	1	2	0	19	1	1	1	1	2	1	7	26
Gozo Schools – Females	1	3	1	2	0	3	1	11	2	0	0	0	3	1	6	17
Gozo Private Candidates – Males	0	0	0	0	0	1	1	2	0	0	0	0	0	1	1	3
Gozo Private Candidates – Females	0	0	1	0	0	0	1	2	0	1	0	0	1	0	2	4

ARABIC	6	5	5	2	5	2	4	29	4	3	1	1	3	0	12	41
State Schools - Males	0	2	2	0	0	0	0	4	1	1	1	0	2	0	5	9
State Schools - Females	1	0	1	2	0	1	0	5	0	0	0	0	0	0	0	5
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	1	0	1	0	3	1	0	6	1	1	0	0	0	0	2	8
Independent Schools – Females	3	3	1	0	0	0	0	7	1	1	0	0	0	0	2	9
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	1	0	2	4	0	0	0	1	1	0	2	6
Malta Private Candidates – Females	0	0	0	0	0	0	2	2	1	0	0	0	0	0	1	3
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 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ART	20	59	110	87	98	95	8	477	44	51	46	36	54	11	242	719
State Schools - Males	2	7	12	17	25	25	1	89	10	12	12	11	17	3	65	154
State Schools - Females	7	9	32	24	34	25	1	132	12	13	14	14	24	4	81	213
Church Schools – Males	2	5	10	10	7	8	0	42	1	1	2	2	3	0	9	51
Church Schools – Females	2	15	23	12	16	16	1	85	1	9	6	5	3	1	25	110
Independent Schools – Males	1	3	4	3	0	1	0	12	2	0	1	0	0	0	3	15
Independent Schools – Females	5	15	18	8	4	3	2	55	2	6	4	0	0	0	12	67
Post-Secondary Schools – Males	0	0	1	0	0	1	0	2	1	1	0	1	0	0	3	5
Post-Secondary Schools – Females	0	0	1	2	2	0	0	5	2	1	2	1	0	0	6	11
Malta Private Candidates – Males	0	0	1	2	0	6	0	9	0	0	1	0	1	0	2	11
Malta Private Candidates – Females	0	2	0	3	1	3	2	11	1	5	0	1	4	2	13	24
Gozo Schools – Males	0	3	2	2	3	2	0	12	6	1	2	0	0	1	10	22
Gozo Schools – Females	1	0	6	4	6	4	1	22	6	0	2	1	2	0	11	33
Gozo Private Candidates – Males	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	2
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1

BIOLOGY	95	136	226	251	145	186	9	1048	35	40	83	41	201	20	420	1468
State Schools - Males	4	14	15	14	10	17	0	74	3	3	11	6	21	2	46	120
State Schools - Females	7	19	39	49	37	46	0	197	3	9	12	7	40	3	74	271
Church Schools – Males	8	25	34	48	22	31	2	170	3	1	9	4	17	1	35	205
Church Schools – Females	39	35	67	85	48	47	0	321	5	11	18	11	60	2	107	428
Independent Schools – Males	10	12	14	11	8	7	0	62	2	3	7	1	9	0	22	84
Independent Schools – Females	14	17	31	20	9	9	0	100	3	1	4	0	5	1	14	114
Post-Secondary Schools – Males	0	0	0	1	0	2	0	3	0	0	2	1	11	1	15	18
Post-Secondary Schools – Females	1	0	0	0	0	9	1	11	1	3	7	3	17	3	34	45
Malta Private Candidates – Males	0	0	1	0	1	3	1	6	2	0	1	0	3	1	7	13
Malta Private Candidates – Females	0	0	0	3	2	5	5	15	0	1	3	4	9	6	23	38
Gozo Schools – Males	3	2	8	8	6	6	0	33	2	1	0	3	3	0	9	42
Gozo Schools – Females	9	12	17	12	2	3	0	55	11	6	9	1	5	0	32	87
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	1	0	1	0	1	0	0	1	0	2	3

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 3 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
BUSINESS STUDIES	12	30	38	35	47	39	3	204	8	33	27	27	34	7	136	340
State Schools - Males	2	4	10	12	14	10	0	52	1	10	8	11	10	0	40	92
State Schools - Females	9	14	19	14	19	15	0	90	2	8	9	6	12	1	38	128
Church Schools – Males	0	1	4	7	8	3	0	23	0	3	2	2	1	1	9	32
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	1	1	1	0	3	4	0	10	0	1	1	1	2	1	6	16
Independent Schools – Females	0	0	1	0	0	1	1	3	0	0	0	1	0	0	1	4
Post-Secondary Schools – Males	0	0	0	0	0	2	1	3	0	0	2	1	1	1	5	8
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	2	2	1	1	0	6	6
Malta Private Candidates – Males	0	0	0	0	1	0	0	1	0	0	1	1	1	1	4	5
Malta Private Candidates – Females	0	0	0	0	0	1	1	2	1	0	0	1	1	2	5	7
Gozo Schools – Males	0	0	1	0	0	1	0	2	2	3	1	1	2	0	9	11
Gozo Schools – Females	0	10	2	2	2	2	0	18	2	6	1	1	3	0	13	31
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

CHEMISTRY	86	145	149	123	84	95	4	686	11	21	15	33	50	7	137	823
State Schools - Males	4	11	11	11	9	13	0	59	0	0	0	4	8	0	12	71
State Schools - Females	10	15	25	24	17	21	0	112	0	2	4	9	13	3	31	143
Church Schools – Males	13	30	36	32	15	20	0	146	2	1	2	9	7	1	22	168
Church Schools – Females	29	47	36	29	17	20	0	178	1	4	3	4	5	1	18	196
Independent Schools – Males	9	9	11	8	6	5	0	48	0	2	2	2	5	0	11	59
Independent Schools – Females	12	13	12	6	6	4	0	53	1	3	1	0	0	0	5	58
Post-Secondary Schools – Males	0	0	0	1	0	1	1	3	0	0	0	2	1	0	3	6
Post-Secondary Schools – Females	1	0	0	0	1	1	1	4	0	1	0	0	1	1	3	7
Malta Private Candidates – Males	0	1	1	0	2	3	0	7	0	0	0	0	2	0	2	9
Malta Private Candidates – Females	0	1	2	1	0	0	2	6	0	0	1	0	3	1	5	11
Gozo Schools – Males	2	9	2	4	9	4	0	30	1	3	1	1	0	0	6	36
Gozo Schools – Females	6	9	13	7	2	3	0	40	6	5	1	2	5	0	19	59
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 4 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
CLASSICAL CULTURE & CIV.	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	2
State Schools - Males	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	1	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

COMMERCE	0	2	2	2	0	1	0	7	0	1	0	0	0	1	2	9
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	1	1	1
Church Schools – Males	0	0	0	0	0	1	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	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	2	2	2	0	0	0	6	0	1	0	0	0	0	1	7
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 5 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
COMPUTER STUDIES	52	127	174	135	63	41	4	596	34	70	54	33	35	13	239	835
State Schools - Males	2	21	46	29	19	12	0	129	13	29	21	17	19	5	104	233
State Schools - Females	4	13	14	14	7	1	0	53	4	4	6	2	7	1	24	77
Church Schools – Males	26	48	54	50	18	17	0	213	5	16	9	4	3	0	37	250
Church Schools – Females	2	18	23	19	8	4	0	74	2	5	0	0	0	1	8	82
Independent Schools – Males	10	10	18	7	7	3	0	55	1	3	6	4	3	1	18	73
Independent Schools – Females	0	3	2	8	1	0	0	14	1	0	1	1	0	0	3	17
Post-Secondary Schools – Males	0	0	0	2	1	1	0	4	0	7	1	0	2	1	11	15
Post-Secondary Schools – Females	0	0	0	0	0	0	1	1	0	3	0	1	0	0	4	5
Malta Private Candidates – Males	2	1	2	0	0	1	1	7	1	1	3	2	1	3	11	18
Malta Private Candidates – Females	0	0	0	0	0	0	2	2	1	0	0	0	0	1	2	4
Gozo Schools – Males	3	6	10	2	2	1	0	24	5	2	6	0	0	0	13	37
Gozo Schools – Females	3	6	5	4	0	1	0	19	1	0	1	1	0	0	3	22
Gozo Private Candidates – Males	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	2
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DESIGN & TECHNOLOGY	10	22	33	45	13	58	3	184	23	44	53	15	17	6	158	342
State Schools - Males	3	9	10	17	2	16	2	59	6	21	17	8	11	6	69	128
State Schools - Females	3	4	8	6	2	16	1	40	5	4	17	4	4	0	34	74
Church Schools – Males	0	2	11	17	7	19	0	56	0	5	6	0	0	0	11	67
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	1	0	2	2
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	3	5	3	3	2	3	0	19	9	11	11	2	0	0	33	52
Gozo Schools – Females	1	2	1	2	0	4	0	10	2	3	2	1	1	0	9	19
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 6 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ECONOMICS	9	26	37	58	32	21	3	186	9	13	17	2	15	7	63	249
State Schools - Males	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	2
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	3	8	12	16	19	11	3	72	1	1	2	1	7	1	13	85
Church Schools – Females	4	7	17	27	6	4	0	65	4	8	10	0	5	3	30	95
Independent Schools – Males	2	5	2	4	1	1	0	15	0	2	1	0	0	0	3	18
Independent Schools – Females	0	4	4	6	0	0	0	14	3	2	2	0	2	0	9	23
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	1	0	0	1	1
Malta Private Candidates – Males	0	0	0	1	0	1	0	2	0	0	0	0	0	1	1	3
Malta Private Candidates – Females	0	1	0	0	0	0	0	1	1	0	0	0	1	1	3	4
Gozo Schools – Males	0	0	2	2	2	1	0	7	0	0	1	0	0	0	1	8
Gozo Schools – Females	0	1	0	2	4	2	0	9	0	0	1	0	0	0	1	10
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

ENGLISH LANGUAGE	222	537	723	629	492	284	29	2916	106	314	356	348	491	80	1695	4611
State Schools - Males	8	39	108	91	99	53	1	399	20	67	75	97	140	7	406	805
State Schools - Females	31	73	149	152	130	72	1	608	19	64	71	73	127	4	358	966
Church Schools – Males	46	102	152	138	105	57	0	600	7	16	23	17	34	0	97	697
Church Schools – Females	50	146	152	124	70	24	1	567	13	28	24	17	12	1	95	662
Independent Schools – Males	25	61	40	29	13	5	0	173	7	6	8	3	3	1	28	201
Independent Schools – Females	36	49	49	25	11	8	0	178	1	5	1	2	2	0	11	189
Post-Secondary Schools – Males	0	0	0	1	2	3	0	6	1	14	26	12	15	5	73	79
Post-Secondary Schools – Females	0	0	0	0	1	6	1	8	1	13	14	17	14	3	62	70
Malta Private Candidates – Males	0	3	5	5	9	19	10	51	7	18	28	29	42	22	146	197
Malta Private Candidates – Females	0	7	16	19	27	30	14	113	10	34	47	52	55	32	230	343
Gozo Schools – Males	7	17	15	25	16	4	0	84	9	14	18	10	22	1	74	158
Gozo Schools – Females	19	40	37	19	9	1	1	126	11	28	12	8	15	0	74	200
Gozo Private Candidates – Males	0	0	0	1	0	1	0	2	0	2	3	7	4	2	18	20
Gozo Private Candidates – Females	0	0	0	0	0	1	0	1	0	5	6	4	6	2	23	24

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 7 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ENGLISH LITERATURE	113	199	508	487	282	293	20	1902	115	72	133	97	129	49	595	2497
State Schools - Males	4	9	43	52	46	34	2	190	26	16	26	12	19	9	108	298
State Schools - Females	23	33	102	105	70	93	5	431	35	13	39	30	27	10	154	585
Church Schools – Males	11	28	94	111	52	79	2	377	11	15	17	5	32	10	90	467
Church Schools – Females	35	72	139	109	57	41	5	458	18	13	24	18	20	5	98	556
Independent Schools – Males	20	18	29	42	22	10	0	141	7	1	7	8	3	2	28	169
Independent Schools – Females	18	29	54	31	16	10	2	160	4	5	2	3	3	0	17	177
Post-Secondary Schools – Males	0	0	0	0	0	1	0	1	0	0	2	4	0	5	11	12
Post-Secondary Schools – Females	0	0	0	1	1	1	2	5	1	0	5	4	4	2	16	21
Malta Private Candidates – Males	0	0	0	0	1	2	1	4	0	0	2	1	4	1	8	12
Malta Private Candidates – Females	0	0	1	0	0	1	0	2	0	1	0	1	3	3	8	10
Gozo Schools – Males	0	2	10	7	9	12	0	40	2	2	0	4	7	2	17	57
Gozo Schools – Females	2	8	36	29	8	9	1	93	11	6	9	7	7	0	40	133
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

ENVIRONMENTAL STUDIES	50	120	265	200	205	172	8	1020	40	72	87	32	119	22	372	1392
State Schools - Males	4	9	29	23	30	31	3	129	10	22	29	9	30	8	108	237
State Schools - Females	19	31	77	70	92	74	2	365	4	20	28	10	58	9	129	494
Church Schools – Males	2	23	56	48	41	41	1	212	7	9	13	2	13	1	45	257
Church Schools – Females	15	30	45	34	20	9	1	154	7	8	6	2	8	2	33	187
Independent Schools – Males	3	12	19	6	6	5	0	51	5	3	1	1	3	0	13	64
Independent Schools – Females	4	10	23	11	7	1	0	56	3	3	1	2	2	0	11	67
Post-Secondary Schools – Males	0	0	0	0	0	1	0	1	0	0	1	1	2	0	4	5
Post-Secondary Schools – Females	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	2
Malta Private Candidates – Males	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	2
Malta Private Candidates – Females	0	0	0	0	1	0	0	1	1	1	1	0	1	1	5	6
Gozo Schools – Males	0	1	4	2	3	1	0	11	2	3	4	2	1	0	12	23
Gozo Schools – Females	3	4	12	6	4	8	1	38	1	2	2	3	1	1	10	48
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 8 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
EUROPEAN STUDIES	20	31	28	18	9	10	3	119	5	6	7	6	5	6	35	154
State Schools - Males	0	6	8	5	4	6	0	29	0	1	3	0	0	1	5	34
State Schools - Females	10	8	13	7	3	2	0	43	2	2	2	4	2	0	12	55
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	7	6	3	2	1	0	0	19	0	0	0	0	0	0	0	19
Independent Schools – Males	1	9	4	3	0	0	1	18	0	0	1	0	0	3	4	22
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	1	1	0	2	1	0	0	1	0	0	2	4
Post-Secondary Schools – Females	0	0	0	0	0	0	1	1	0	1	0	0	1	0	2	3
Malta Private Candidates – Males	0	0	0	0	0	0	1	1	0	0	0	0	1	1	2	3
Malta Private Candidates – Females	0	0	0	1	0	0	0	1	1	0	0	0	0	1	2	3
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	2	2	0	0	0	1	0	5	1	2	1	1	1	0	6	11
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

FRENCH	111	202	255	145	92	90	3	898	45	87	57	55	64	10	318	1216
State Schools - Males	4	11	22	10	7	4	0	58	2	8	8	5	17	2	42	100
State Schools - Females	21	30	37	27	14	14	0	143	5	13	12	11	9	2	52	195
Church Schools – Males	14	40	48	27	26	32	2	189	5	19	7	16	15	0	62	251
Church Schools – Females	38	58	95	61	36	30	0	318	9	26	22	14	10	2	83	401
Independent Schools – Males	6	15	13	7	2	5	0	48	6	2	1	0	4	1	14	62
Independent Schools – Females	10	24	23	5	3	0	0	65	5	6	5	5	3	0	24	89
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Post-Secondary Schools – Females	0	1	0	2	0	1	0	4	3	2	0	0	2	0	7	11
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	2	0	3	3
Malta Private Candidates – Females	1	1	0	1	1	0	0	4	1	0	0	0	0	2	3	7
Gozo Schools – Males	2	5	10	0	2	4	0	23	0	3	0	3	1	1	8	31
Gozo Schools – Females	14	17	7	5	1	0	1	45	8	7	2	0	1	0	18	63
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Gozo Private Candidates – Females	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 9 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
GEOGRAPHY	17	31	34	23	14	12	4	135	9	15	8	9	10	15	66	201
State Schools - Males	1	2	7	6	6	3	1	26	4	6	2	2	7	8	29	55
State Schools - Females	2	7	4	3	2	4	0	22	0	0	0	5	1	3	9	31
Church Schools – Males	0	5	6	7	3	0	0	21	1	0	0	0	0	1	2	23
Church Schools – Females	2	1	2	1	1	1	0	8	0	0	1	0	0	0	1	9
Independent Schools – Males	6	6	11	3	0	1	1	28	1	5	4	1	0	1	12	40
Independent Schools – Females	5	8	3	3	0	2	1	22	2	3	1	0	0	0	6	28
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	1	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	0	0	0	0	0	0	1	1	0	0	0	1	1	1	3	4
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	2	0	0	2	1	0	5	0	0	0	0	0	0	0	5
Gozo Schools – Females	1	0	1	0	0	0	0	2	1	1	0	0	0	0	2	4
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

GERMAN	35	73	98	54	23	16	2	301	25	33	24	16	14	4	116	417
State Schools - Males	3	5	18	12	6	2	0	46	1	11	6	5	3	2	28	74
State Schools - Females	12	21	21	12	6	4	0	76	8	6	4	1	5	0	24	100
Church Schools – Males	4	4	17	9	6	8	0	48	1	3	5	7	1	1	18	66
Church Schools – Females	3	17	23	13	4	2	1	63	1	2	4	2	2	0	11	74
Independent Schools – Males	3	5	2	2	0	0	0	12	2	2	1	0	0	0	5	17
Independent Schools – Females	4	8	4	1	0	0	0	17	2	0	0	0	0	0	2	19
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Post-Secondary Schools – Females	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Males	0	0	0	0	1	0	1	2	1	1	0	0	0	0	2	4
Malta Private Candidates – Females	2	4	1	1	0	0	0	8	0	0	0	0	1	0	1	9
Gozo Schools – Males	1	2	4	2	0	0	0	9	6	4	2	1	1	0	14	23
Gozo Schools – Females	2	7	7	2	0	0	0	18	3	4	2	0	0	0	9	27
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	2

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 10 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
GRAPHICAL COMMUNICATION	32	58	84	90	84	52	4	404	10	30	20	20	27	3	110	514
State Schools - Males	12	9	19	22	22	6	0	90	2	17	9	8	12	2	50	140
State Schools - Females	8	6	14	6	10	8	2	54	0	1	0	0	4	0	5	59
Church Schools – Males	10	18	31	37	30	16	1	143	2	6	4	8	9	0	29	172
Church Schools – Females	0	1	0	2	1	5	0	9	0	0	0	1	0	0	1	10
Independent Schools – Males	0	6	6	3	4	8	0	27	0	0	0	0	0	0	0	27
Independent Schools – Females	1	5	5	5	8	5	0	29	1	0	2	1	1	1	6	35
Post-Secondary Schools – Males	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
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	1	1	2	1	0	2	0	0	0	3	5
Malta Private Candidates – Females	0	1	0	1	0	0	0	2	0	0	0	0	0	0	0	2
Gozo Schools – Males	1	7	5	7	6	1	0	27	2	6	3	1	1	0	13	40
Gozo Schools – Females	0	5	3	7	3	2	0	20	1	0	0	1	0	0	2	22
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

HISTORY	3	27	41	31	19	27	4	152	6	16	17	7	19	16	81	233
State Schools - Males	0	2	3	6	3	9	1	24	2	4	3	3	8	10	30	54
State Schools - Females	2	4	8	4	2	11	1	32	0	2	4	1	6	2	15	47
Church Schools – Males	0	5	12	5	8	7	0	37	1	0	1	2	3	0	7	44
Church Schools – Females	0	1	0	4	1	0	0	6	0	1	1	0	0	0	2	8
Independent Schools – Males	1	7	8	4	1	0	0	21	0	4	4	0	0	1	9	30
Independent Schools – Females	0	5	7	4	3	0	1	20	3	0	1	0	1	0	5	25
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
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	1	2	0	0	0	3	0	3	2	1	0	1	7	10
Malta Private Candidates – Females	0	0	0	1	1	0	1	3	0	1	0	0	0	2	3	6
Gozo Schools – Males	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Females	0	2	2	0	0	0	0	4	0	0	1	0	0	0	1	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	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 11 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
HOME ECONOMICS	26	136	158	95	7	86	2	510	67	51	104	35	55	4	316	826
State Schools - Males	0	7	20	9	1	11	0	48	6	19	22	4	24	1	76	124
State Schools - Females	14	58	77	47	3	45	0	244	31	12	41	21	13	1	119	363
Church Schools – Males	0	3	13	8	2	10	0	36	3	2	8	5	8	0	26	62
Church Schools – Females	5	42	31	14	0	13	0	105	8	7	6	1	3	0	25	130
Independent Schools – Males	0	3	4	5	1	1	0	14	0	0	3	0	0	0	3	17
Independent Schools – Females	3	10	4	5	0	3	0	25	0	0	0	0	0	0	0	25
Post-Secondary Schools – Males	0	0	0	0	0	1	0	1	0	0	1	0	2	0	3	4
Post-Secondary Schools – Females	0	0	0	1	0	0	0	1	6	0	3	1	1	1	12	13
Malta Private Candidates – Males	0	0	0	0	0	1	0	1	0	0	1	0	1	1	3	4
Malta Private Candidates – Females	0	1	0	0	0	1	1	3	1	1	4	0	2	0	8	11
Gozo Schools – Males	0	2	4	5	0	0	0	11	3	6	7	1	0	0	17	28
Gozo Schools – Females	4	10	5	1	0	0	0	20	9	4	8	2	1	0	24	44
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	1	1	0	0	0	0	0	0	0	1

ITALIAN	124	209	311	202	64	99	2	1011	171	158	167	130	150	27	803	1814
State Schools - Males	21	35	39	29	11	13	0	148	33	31	41	25	44	5	179	327
State Schools - Females	26	35	69	38	13	33	0	214	35	40	47	33	41	6	202	416
Church Schools – Males	10	24	64	49	16	23	0	186	23	19	29	29	30	2	132	318
Church Schools – Females	31	58	70	51	20	20	1	251	14	30	32	25	22	3	126	377
Independent Schools – Males	6	11	19	10	2	3	0	51	5	7	9	2	4	1	28	79
Independent Schools – Females	8	14	12	13	1	2	0	50	9	4	3	2	0	0	18	68
Post-Secondary Schools – Males	0	0	1	0	0	0	0	1	2	3	0	1	1	2	9	10
Post-Secondary Schools – Females	0	0	1	0	0	1	0	2	1	3	0	3	1	0	8	10
Malta Private Candidates – Males	1	4	3	2	0	0	1	11	6	0	1	0	3	3	13	24
Malta Private Candidates – Females	10	9	10	1	0	1	0	31	7	1	1	1	2	5	17	48
Gozo Schools – Males	3	6	12	7	0	1	0	29	18	11	3	9	2	0	43	72
Gozo Schools – Females	6	12	11	2	1	2	0	34	15	9	1	0	0	0	25	59
Gozo Private Candidates – Males	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	2
Gozo Private Candidates – Females	1	1	0	0	0	0	0	2	2	0	0	0	0	0	2	4

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 12 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
MALTESE	95	417	589	684	434	244	12	2475	181	320	291	138	660	101	1691	4166
State Schools - Males	4	35	63	93	77	70	0	342	32	52	59	40	243	11	437	779
State Schools - Females	30	95	131	165	108	61	0	590	34	71	73	26	135	13	352	942
Church Schools – Males	13	82	121	151	120	65	0	552	10	25	27	17	55	3	137	689
Church Schools – Females	24	105	147	146	70	15	1	508	24	35	27	14	45	2	147	655
Independent Schools – Males	6	16	31	30	14	4	0	101	8	18	16	6	22	2	72	173
Independent Schools – Females	7	20	35	37	18	4	0	121	10	8	4	0	10	0	32	153
Post-Secondary Schools – Males	0	0	0	0	1	3	1	5	1	11	22	6	29	7	76	81
Post-Secondary Schools – Females	0	0	0	0	0	2	0	2	2	18	9	4	16	7	56	58
Malta Private Candidates – Males	0	1	3	4	7	10	4	29	4	16	18	10	42	29	119	148
Malta Private Candidates – Females	1	2	3	9	7	8	5	35	12	14	10	5	29	19	89	124
Gozo Schools – Males	3	16	22	23	9	1	0	74	10	24	11	7	19	2	73	147
Gozo Schools – Females	7	45	33	25	3	1	1	115	33	22	10	3	12	1	81	196
Gozo Private Candidates – Males	0	0	0	1	0	0	0	1	0	1	5	0	1	3	10	11
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	1	5	0	0	2	2	10	10

MATHEMATICS	290	361	465	455	312	132	10	2025	167	438	536	440	786	205	2572	4597
State Schools - Males	26	31	50	71	59	30	0	267	25	75	77	73	237	27	514	781
State Schools - Females	43	51	83	85	81	41	1	385	20	83	109	92	236	16	556	941
Church Schools – Males	71	99	103	108	67	15	0	463	35	55	53	33	50	6	232	695
Church Schools – Females	69	75	117	94	41	11	0	407	21	63	51	50	55	5	245	652
Independent Schools – Males	29	34	28	29	18	2	1	141	7	14	21	4	14	3	63	204
Independent Schools – Females	22	27	45	25	13	3	0	135	8	20	10	5	10	1	54	189
Post-Secondary Schools – Males	0	0	0	1	0	2	1	4	1	19	31	24	15	18	108	112
Post-Secondary Schools – Females	0	0	0	0	1	1	0	2	3	20	57	42	39	28	189	191
Malta Private Candidates – Males	0	0	2	0	4	12	4	22	6	18	32	32	38	32	158	180
Malta Private Candidates – Females	0	0	1	1	1	11	3	17	7	24	55	54	44	62	246	263
Gozo Schools – Males	13	19	22	17	10	0	0	81	14	14	11	13	18	1	71	152
Gozo Schools – Females	17	25	14	24	17	4	0	101	19	28	20	11	22	2	102	203
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	2	3	2	2	1	10	10
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	1	3	6	5	6	3	24	24

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 13 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
MUSIC	6	5	1	0	0	1	1	14	1	2	0	0	0	0	3	17
State Schools - Males	2	0	0	0	0	0	0	2	0	1	0	0	0	0	1	3
State Schools - Females	0	2	0	0	0	1	0	3	0	0	0	0	0	0	0	3
Church Schools – Males	2	0	1	0	0	0	0	3	0	0	0	0	0	0	0	3
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	2	0	0	0	0	1	3	1	1	0	0	0	0	2	5
Gozo Schools – Females	2	1	0	0	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

PHYSICS	176	377	491	699	272	139	6	2160	99	235	347	171	387	25	1264	3424
State Schools - Males	14	39	62	123	66	36	0	340	14	47	93	50	138	4	346	686
State Schools - Females	21	56	94	172	91	47	0	481	16	66	108	66	132	4	392	873
Church Schools – Males	29	93	131	172	62	30	0	517	22	26	26	14	21	0	109	626
Church Schools – Females	53	85	85	116	20	7	0	366	14	16	18	9	9	1	67	433
Independent Schools – Males	23	37	35	32	8	0	0	135	4	15	8	2	5	1	35	170
Independent Schools – Females	18	26	40	19	4	3	1	111	6	6	2	2	2	0	18	129
Post-Secondary Schools – Males	0	0	0	0	2	2	0	4	1	10	16	4	15	4	50	54
Post-Secondary Schools – Females	0	0	0	0	0	3	1	4	1	5	19	2	14	1	42	46
Malta Private Candidates – Males	0	0	0	4	1	5	2	12	1	6	9	3	13	7	39	51
Malta Private Candidates – Females	0	0	0	0	2	5	1	8	0	2	9	8	15	1	35	43
Gozo Schools – Males	5	15	16	37	10	0	0	83	6	13	16	7	8	1	51	134
Gozo Schools – Females	13	26	28	24	6	1	1	99	14	20	20	3	14	0	71	170
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	1	3	0	1	1	6	6
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	2	0	1	0	0	3	3

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 14 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
PHYSICAL EDUCATION	23	47	65	71	51	64	6	327	14	26	30	11	28	3	112	439
State Schools - Males	0	2	12	14	12	13	1	54	1	11	13	6	11	1	43	97
State Schools - Females	1	3	13	10	7	15	0	49	5	5	3	0	5	0	18	67
Church Schools – Males	7	12	15	21	12	20	3	90	0	1	5	0	0	1	7	97
Church Schools – Females	5	6	8	10	9	12	1	51	1	2	3	0	4	1	11	62
Independent Schools – Males	9	15	11	7	5	2	0	49	1	1	1	1	1	0	5	54
Independent Schools – Females	1	9	3	5	4	1	0	23	0	0	1	0	0	0	1	24
Post-Secondary Schools – Males	0	0	0	1	0	0	1	2	4	2	0	2	3	0	11	13
Post-Secondary Schools – Females	0	0	0	0	1	0	0	1	0	1	0	1	1	0	3	4
Malta Private Candidates – Males	0	0	2	0	1	0	0	3	0	2	1	1	3	0	7	10
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	1	0	1	2	1	2	0	0	0	5	6
Gozo Schools – Females	0	0	1	3	0	0	0	4	0	0	0	0	0	0	0	4
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	1	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

RELIGIOUS KNOWLEDGE	134	379	666	577	286	200	31	2273	110	148	309	170	257	97	1091	3364
State Schools - Males	9	22	64	78	53	48	1	275	19	37	71	50	96	19	292	567
State Schools - Females	31	81	140	148	57	48	4	509	24	37	88	37	65	26	277	786
Church Schools – Males	12	79	155	140	80	57	5	528	10	20	36	22	35	7	130	658
Church Schools – Females	52	126	170	103	42	20	8	521	19	20	30	20	16	6	111	632
Independent Schools – Males	16	24	42	32	10	4	0	128	2	6	15	8	8	1	40	168
Independent Schools – Females	9	32	51	23	8	2	1	126	4	5	11	2	3	1	26	152
Post-Secondary Schools – Males	0	0	0	1	0	2	0	3	1	2	3	3	4	7	20	23
Post-Secondary Schools – Females	0	0	1	0	0	1	0	2	3	4	6	2	1	7	23	25
Malta Private Candidates – Males	0	0	2	4	0	0	6	12	1	1	5	3	5	10	25	37
Malta Private Candidates – Females	0	0	5	5	1	0	4	15	1	1	5	3	2	6	18	33
Gozo Schools – Males	0	2	7	22	14	12	1	58	7	5	21	12	9	1	55	113
Gozo Schools – Females	5	13	29	21	21	6	1	96	19	10	15	7	12	2	65	161
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	1	0	1	1	3	3
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	2	1	0	3	6	6

Table 3.3: Results by Subject, Gender and Type of School for Paper IIA and IIB (Part 15 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
RUSSIAN	6	8	3	4	0	1	0	22	1	0	0	0	0	0	1	23
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	1	1	2	1	0	0	0	5	1	0	0	0	0	0	1	6
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	3	1	0	2	0	0	0	6	0	0	0	0	0	0	0	6
Independent Schools – Females	1	4	0	0	0	1	0	6	0	0	0	0	0	0	0	6
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	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Females	0	0	1	1	0	0	0	2	0	0	0	0	0	0	0	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	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

SOCIAL STUDIES	22	52	99	110	121	142	23	569	58	54	47	37	90	37	323	892
State Schools - Males	1	5	6	9	16	18	3	58	6	11	15	4	14	8	58	116
State Schools - Females	9	17	27	27	28	27	0	135	12	14	10	8	31	10	85	220
Church Schools – Males	1	7	16	25	35	43	5	132	5	6	6	8	13	2	40	172
Church Schools – Females	11	22	48	48	40	50	8	227	24	16	8	12	20	1	81	308
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	1	0	0	1	3	1	2	1	5	2	14	15
Post-Secondary Schools – Females	0	0	0	0	0	2	1	3	3	2	3	1	1	3	13	16
Malta Private Candidates – Males	0	0	0	0	1	1	2	4	3	1	0	2	2	3	11	15
Malta Private Candidates – Females	0	0	2	0	0	1	2	5	1	1	3	1	3	5	14	19
Gozo Schools – Males	0	0	0	1	0	0	0	1	0	1	0	0	1	0	2	3
Gozo Schools – Females	0	1	0	0	0	0	1	2	0	0	0	0	0	2	2	4
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	2
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 16 of 16)

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
SPANISH	20	46	55	52	33	33	3	242	13	17	13	23	37	6	109	351
State Schools - Males	0	1	14	17	10	5	0	47	2	4	1	7	20	0	34	81
State Schools - Females	5	15	21	24	15	12	0	92	3	5	3	9	12	0	32	124
Church Schools – Males	0	2	3	0	4	1	0	10	0	0	0	0	0	0	0	10
Church Schools – Females	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Males	0	0	1	2	1	1	0	5	1	0	0	0	1	0	2	7
Independent Schools – Females	0	2	1	4	1	1	0	9	0	0	2	2	1	0	5	14
Post-Secondary Schools – Males	0	0	0	0	0	3	0	3	0	0	0	0	0	2	2	5
Post-Secondary Schools – Females	0	0	0	0	1	2	0	3	0	1	1	0	0	1	3	6
Malta Private Candidates – Males	5	5	3	1	0	3	2	19	1	1	0	1	0	1	4	23
Malta Private Candidates – Females	8	16	7	2	0	2	1	36	0	0	0	0	0	2	2	38
Gozo Schools – Males	0	3	2	2	0	2	0	9	0	0	1	1	0	0	2	11
Gozo Schools – Females	0	2	3	0	1	1	0	7	4	6	5	3	3	0	21	28
Gozo Private Candidates – Males	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	2
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1

TEXTILES AND DESIGN	1	3	11	6	0	9	3	33	9	3	9	4	2	3	30	63
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
State Schools - Females	1	3	11	6	0	9	1	31	8	2	9	4	2	1	26	57
Church Schools – Males	0	0	0	0	0	0	2	2	0	0	0	0	0	1	1	3
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	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	1	1	0	0	0	0	2	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 2000 Cohort

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
16	1	0	1	0.0	1	0	1	0.0
15	0	0	0	0.0	0	0	0	0.0
14	0	0	0	0.0	0	0	0	0.0
13	3	3	6	0.2	3	3	6	0.2
12	23	16	39	1.2	23	15	38	1.2
11	80	165	245	7.8	72	156	228	7.3
10	262	456	718	27.2	220	393	613	23.8
9	295	312	607	43.5	224	269	493	37.1
8	222	235	457	55.8	192	175	367	47.0
7	161	177	338	64.9	128	130	258	53.9
6	139	114	253	71.7	112	119	231	60.1
5	116	104	220	77.6	103	89	192	65.3
4	105	87	192	82.8	93	78	171	69.9
3	89	75	164	87.2	97	97	194	75.1
2	88	66	154	91.3	102	99	201	80.5
1	107	71	178	96.1	158	130	288	88.3
0	86	58	144	100.0	249	186	435	100.0

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. However, male candidates were more likely to obtain passes in nine subjects rather than ten. Overall, 38.0% of the 2000 cohort (N= 3,716) who sat for SEC examinations in May 2016 gained passes in nine subjects when passes are taken to include Grades 1 to 7. Moreover, 32.4% of the same cohort gained Grades 1-5 in nine subjects. On the other hand, 15.0% of 2000 candidates obtained three or less passes (Grades 1 to 7). Also worth noting is that 77.6% of 16-year-olds obtained passes in at least 5 subjects (Grades 1 to 7).

Table 3.5 and Table 3.6 present information on particular components of the SEC examinations of May 2016. 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 assumed to be the mother language of the large majority of candidates, 78.6% of them scored 10 marks or more out of 15. In Italian, 40.9% 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 55.7% and 64.6% respectively. It is

worth noting that the number of candidates who were absent for the oral component was significant in all the languages but Russian.

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 50% of the candidates scored 24 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. This was highest in Geography where 16.4% of candidates did not present their coursework.

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	7	17.1	15	65.2												
34	1	19.5	0	65.2												
33	4	29.3	2	73.9												
32	3	36.6	3	87.0												
31	2	41.5	0	87.0												
30	1	43.9	2	95.7	24	5.8										
29	1	46.3	1	100.0	20	10.6										
28	2	51.2	0	100.0	29	17.5										
27	0	51.2	0	100.0	27	24.0										
26	0	51.2	0	100.0	29	30.9										
25	3	58.5	0	100.0	19	35.5										
24	0	58.5	0	100.0	28	42.2										
23	1	61.0	0	100.0	29	49.2										
22	1	63.4	0	100.0	20	54.0										
21	2	68.3	0	100.0	20	58.8										
20	0	68.3	0	100.0	17	62.8	111	2.4	6	0.5						
19	0	68.3	0	100.0	13	65.9	145	5.6	23	2.4						
18	1	70.7	0	100.0	12	68.8	259	11.2	66	7.8						
17	1	73.2	0	100.0	12	71.7	336	18.5	74	13.9						
16	2	78.0	0	100.0	15	75.3	440	28.0	124	24.1						
15	0	78.0	0	100.0	10	77.7	557	40.1	117	33.7	0	0.0	393	9.4	28	8.0
14	1	80.5	0	100.0	9	79.9	611	53.3	138	45.1	85	4.7	546	22.5	37	18.5
13	0	80.5	0	100.0	6	81.3	519	64.6	129	55.7	96	10.0	679	38.8	34	28.2
12	0	80.5	0	100.0	11	83.9	450	74.3	106	64.4	159	18.7	671	54.9	42	40.2
11	1	82.9	0	100.0	8	85.9	343	81.8	91	71.9	180	28.7	515	67.3	35	50.1
10	1	85.4	0	100.0	4	86.8	275	87.7	88	79.1	222	40.9	471	78.6	26	57.5
9	0	85.4	0	100.0	6	88.2	153	91.1	45	82.8	173	50.4	309	86.0	31	66.4
8	0	85.4	0	100.0	5	89.4	110	93.5	43	86.3	200	61.5	201	90.9	29	74.6
7	0	85.4	0	100.0	6	90.9	53	94.6	31	88.9	166	70.6	109	93.5	25	81.8
6	0	85.4	0	100.0	6	92.3	45	95.6	27	91.1	168	79.9	73	95.2	13	85.5
5	0	85.4	0	100.0	5	93.5	26	96.1	34	93.9	117	86.3	24	95.8	14	89.5
4	0	85.4	0	100.0	4	94.5	8	96.3	20	95.6	100	91.8	10	96.0	4	90.6
3	0	85.4	0	100.0	4	95.4	9	96.5	17	97.0	41	94.1	5	96.2	4	91.7
2	0	85.4	0	100.0	4	96.4	3	96.6	5	97.4	27	95.6	2	96.2	6	93.4
1	0	85.4	0	100.0	0	96.4	1	96.6	1	97.5	3	95.8	0	96.2	2	94.0
0	0	85.4	0	100.0	0	96.4	0	96.6	1	97.5	3	95.9	0	96.2	0	94.0
PR ^a	0	85.4	0	100.0	0	96.4	0	96.6	0	97.5	0	95.9	0	96.2	0	94.0
Present	35	85.4	23	100.0	402	96.4	4454	96.6	1186	97.5	1740	95.9	4008	96.2	330	94.0
Absent	6	14.6	0	0.0	15	3.6	157	3.4	30	2.5	74	4.1	158	3.8	21	6.0
Registered	41	100.0	23	100.0	417	100.0	4611	100.0	1216	100.0	1814	100.0	4166	100.0	351	100.0

Table 3.6: Results of the Coursework Component in Specific Subjects

Mark ^b	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	107	12.8	8	1.0																		
29	89	23.5	46	6.5																		
28	99	35.3	63	14.2																		
27	79	44.8	68	22.4																		
26	55	51.4	80	32.1																		
25	48	57.1	90	43.0																		
24	46	62.6	60	50.2																		
23	38	67.2	52	56.5																		
22	41	72.1	53	63.0																		
21	26	75.2	48	68.8																		
20	32	79.0	30	72.4	36	5.0	6	3.0														
19	12	80.5	29	75.9	61	13.5	19	12.4														
18	20	82.9	30	79.5	86	25.5	20	22.4														
17	15	84.7	23	82.3	87	37.6	24	34.3														
16	17	86.7	22	85.0	67	46.9	19	43.8														
15	14	88.4	16	86.9	75	57.3	20	53.7	225	15.3	25	7.4	96	11.7	133	9.6	25	16.2	52	11.8	548	16.0
14	9	89.5	9	88.0	61	65.8	12	59.7	400	42.6	49	21.8	323	50.9	184	22.8	22	30.5	47	22.6	1413	57.3
13	10	90.7	13	89.6	52	73.0	10	64.7	266	60.7	55	37.9	152	69.4	212	38.0	22	44.8	53	34.6	616	75.3
12	5	91.3	13	91.2	39	78.4	9	69.2	145	70.6	50	52.6	85	79.7	185	51.3	21	58.4	55	47.2	266	83.0
11	4	91.7	16	93.1	23	81.6	3	70.6	79	76.0	35	62.9	47	85.4	129	60.6	14	67.5	44	57.2	136	87.0
10	3	92.1	5	93.7	39	87.1	9	75.1	73	80.9	29	71.5	24	88.3	150	71.3	15	77.3	37	65.6	96	89.8
9	1	92.2	4	94.2	17	89.4	6	78.1	51	84.4	20	77.4	12	89.8	89	77.7	9	83.1	23	70.8	62	91.6
8	3	92.6	6	94.9	19	92.1	1	78.6	61	88.6	25	84.7	9	90.9	81	83.5	5	86.4	19	75.2	50	93.1
7	4	93.1	4	95.4	7	93.0	2	79.6	24	90.2	5	86.2	11	92.2	34	86.0	6	90.3	12	77.9	33	94.0
6	4	93.5	4	95.9	5	93.7	3	81.1	20	91.6	4	87.4	4	92.7	33	88.4	2	91.6	11	80.4	16	94.5
5	1	93.7	8	96.9	7	94.7	2	82.1	13	92.4	3	88.2	7	93.6	26	90.2	0	91.6	8	82.2	21	95.1
4	3	94.0	3	97.2	2	95.0	2	83.1	12	93.3	2	88.8	8	94.5	17	91.5	0	91.6	9	84.3	14	95.5
3	0	94.0	3	97.6	3	95.4	0	83.1	9	93.9	3	89.7	7	95.4	5	91.8	0	91.6	8	86.1	13	95.9
2	1	94.1	3	97.9	1	95.5	1	83.6	9	94.5	0	89.7	3	95.7	4	92.1	0	91.6	9	88.2	11	96.2
1	1	94.3	2	98.2	0	95.5	0	83.6	4	94.8	0	89.7	1	95.9	0	92.1	0	91.6	0	88.2	0	96.2
0	0	94.3	0	98.2	0	95.5	0	83.6	1	94.8	0	89.7	0	95.9	0	92.1	0	91.6	5	89.3	1	96.3
PR ^a	0	0.0	1	0.1	0	0.0	0	0.0	1	0.1	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.0
NP ^c	48	5.7	14	1.7	32	4.5	33	16.4	75	5.1	35	10.3	33	4.0	110	7.9	13	8.4	47	10.7	127	3.7
Total	835	100.0	826	100.0	719	100.0	201	100.0	1468	100.0	340	100.0	823	100.0	1392	100.0	154	100.0	439	100.0	3424	100.0

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	1	3	7	2	7	2	6	1	4	2	3	6	2	0	2	0	1	1	1	1	0	
%*	1.6	6.3	17.5	20.6	31.7	34.9	44.4	46.0	52.4	55.6	60.3	69.8	73.0	73.0	76.2	76.2	77.8	79.4	81.0	82.5	82.5	
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	0	0	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	7	63
%*	82.5	82.5	82.5	84.1	87.3	87.3	87.3	87.3	87.3	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	88.9	100.0	63.0

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	3	10	11	11	22	13	15	13	19	26	20	22	17	12	11	9	10	9	13	9	4	5	7	6	9	2
%*	0.0	0.9	3.8	7.0	10.2	16.7	20.5	24.9	28.7	34.2	41.8	47.7	54.1	59.1	62.6	65.8	68.4	71.3	74.0	77.8	80.4	81.6	83.0	85.1	86.8	89.5	90.1
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	4	1	1	1	5	1	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	15	342
%*	91.2	91.5	91.8	92.1	93.6	93.9	94.4	94.7	94.7	94.7	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.6	95.6	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 692 requests for a revision of papers, 36 (5.2%) had their grade revised upwards.

Table 3.7: May 2016 Results of Revision of Papers

Subject	Registrations	Requests	Upgrades (%)	Upgrades (N)
Accounting	771	10	1	10.0
Arabic	41	0	0	-
Art	719	26	1	3.8
Biology	1468	64	4	6.3
Business Studies	340	7	0	0.0
Chemistry	823	35	1	2.9
Classical Culture	2	0	0	-
Commerce	9	0	0	-
Computing	835	13	3	23.1
Design and Technology	342	11	3	27.3
Economics	249	12	1	8.3
English Language	4611	88	0	0.0
English Literature	2497	46	0	0.0
Environmental Studies	1392	16	0	0.0
European Studies	154	1	0	0.0
French	1216	5	3	60.0
Geography	201	2	0	0.0
German	417	3	0	0.0
Graphical Communication	514	6	1	16.7
History	233	5	0	0.0
Home Economics	826	6	0	0.0
Italian	1814	7	0	0.0
Maltese	4166	84	2	2.4
Mathematics	4597	151	9	6.0
Music	17	0	0	-
Physical Education	439	7	1	14.3
Physics	3424	61	1	1.6
Religious Knowledge	3364	15	0	0.0
Russian	23	0	0	-
Social Studies	892	8	4	50.0
Spanish	351	3	1	33.3
Textiles and Design	63	0	0	-
Total	36810	692	36	5.2

Table 3.8 and Table 3.9 present the results of the candidates who requested access arrangements in 2016. 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 (349), Mathematics (331), Maltese (323), Religious Knowledge (219) and Physics (213). 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 Italian (117), Home

Economics (116) and Art (92). Considering passes with Grades 1 to 5, in English, 27.5% of the candidates obtained a pass. In Maltese, the rate was lower as 25.4% of the candidates obtained passes with Grades 1 to 5. If Grades 1 to 7 are considered, the situation is reversed as 58.5% and 48.9% of dyslexic candidates passed the SEC examination of English Language and Maltese respectively. Notably, more than 80% of candidates with Dyslexia registering for Home Economics, Italian, Graphical Communication, Textiles and Design, European Studies, and Design and Technology obtained Grades 1-7.

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, 80.6% and 67.1% of these candidates obtained passes in English Language and Maltese respectively. Interestingly, 92.0% of the 25 candidates applying for French obtained Grades 1 to 5.

Table 3.8: Results of Candidates with Dyslexia⁴

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	0	1	2	0	1			3	0	7	16
	IIB				2	3	0	0	2	2	9	
Arabic	IIA	0	0	0	0	0			0	0	0	1
	IIB				1	0	0	0	0	0	1	
Art	IIA	2	3	5	10	12			14	0	46	92
	IIB				9	9	9	7	11	1	46	
Biology	IIA	0	3	5	6	3			7	0	24	58
	IIB				2	2	5	4	20	1	34	
Business Studies	IIA	0	0	1	0	0			1	1	3	12
	IIB				1	2	0	4	2	0	9	
Chemistry	IIA	1	1	2	1	2			1	0	8	12
	IIB				0	0	0	1	3	0	4	
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	3	5	1			3	0	13	42
	IIB				5	5	9	2	8	0	29	
Design & Technology	IIA	0	0	4	8	1			7	0	20	66
	IIB				5	11	21	3	5	1	46	
Economics	IIA	0	0	0	0	0			1	0	1	3
	IIB				0	1	1	0	0	0	2	
English Language	IIA	0	3	10	18	21			17	0	69	349
	IIB				9	35	52	56	126	2	280	
English Literature	IIA	0	2	8	9	1			11	1	32	86
	IIB				3	6	14	10	14	7	54	
Environmental Studies	IIA	0	1	3	1	8			7	0	20	62
	IIB				1	5	10	5	18	3	42	
European Studies	IIA	0	0	0	0	1			0	0	1	5
	IIB				1	2	0	0	0	1	4	
French	IIA	0	0	0	2	1			3	0	6	19
	IIB				1	2	4	3	3	0	13	
Geography	IIA	0	0	1	1	0			2	0	4	10
	IIB				0	0	0	3	2	1	6	

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	0	1	1	0	0			0	0	2	9
	IIB				1	2	0	2	2	0	7	
Graphical Communication	IIA	0	3	5	5	10			4	0	27	49
	IIB				4	5	5	3	5	0	22	
History	IIA	0	0	0	0	0			2	0	2	13
	IIB				0	3	3	1	1	3	11	
Home Economics	IIA	1	2	13	13	0			11	0	40	116
	IIB				15	12	28	10	11	0	76	
Italian	IIA	2	3	4	16	3			4	0	32	117
	IIB				22	16	15	15	15	2	85	
Maltese	IIA	0	1	3	9	23			17	0	53	323
	IIB				13	33	51	25	145	3	270	
Mathematics	IIA	3	3	6	16	12			3	0	43	331
	IIB				11	36	47	48	136	10	288	
Music	IIA	0	0	0	0	0			0	0	0	1
	IIB				0	1	0	0	0	0	1	
Physical Education	IIA	1	3	2	10	3			11	0	30	50
	IIB				1	4	11	1	2	1	20	
Physics	IIA	0	6	5	29	19			3	0	62	213
	IIB				7	15	38	35	55	1	151	
Religious Knowledge	IIA	1	2	15	18	12			17	2	67	219
	IIB				11	15	46	23	50	7	152	
Russian	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Social Studies	IIA	0	1	3	2	3			7	0	16	46
	IIB				1	6	2	4	13	4	30	
Spanish	IIA	0	1	0	0	0			0	0	1	17
	IIB				2	2	3	3	6	0	16	
Textiles & Design	IIA	0	0	0	0	0			0	0	0	6
	IIB				0	0	3	3	0	0	6	

⁴ As from 2016 the data in this table refers to all candidates marked as SpLD. Data prior to 2016 only included candidates marked as 'SpLD/Dyslexia' (see Table 2.11).

Table 3.9: Results of the Other Candidates who requested Access Arrangements⁵

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	0	0	3	1	0			3	1	8	15
	IIB				1	1	0	3	2	0	7	
Arabic	IIA	0	0	0	0	1			0	0	1	1
	IIB				0	0	0	0	0	0	0	
Art	IIA	0	2	1	2	2			6	0	13	32
	IIB				2	3	3	7	4	0	19	
Biology	IIA	1	3	8	13	4			6	0	35	61
	IIB				4	3	6	2	11	0	26	
Business Studies	IIA	0	2	0	1	0			0	0	3	4
	IIB				0	0	1	0	0	0	1	
Chemistry	IIA	1	3	6	3	4			4	0	21	31
	IIB				1	3	1	3	2	0	10	
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	5	6	3	2			1	0	17	30
	IIB				0	3	4	3	2	1	13	
Design & Technology	IIA	0	3	0	0	1			1	0	5	14
	IIB				3	3	1	1	1	0	9	
Economics	IIA	0	0	1	0	1			0	1	3	6
	IIB				0	0	2	0	1	0	3	
English Language	IIA	5	13	20	28	14			8	0	88	170
	IIB				6	15	22	14	23	2	82	
English Literature	IIA	4	1	9	11	11			8	1	45	74
	IIB				4	8	5	3	8	1	29	
Environmental Studies	IIA	0	2	9	2	5			6	0	24	40
	IIB				3	5	1	1	6	0	16	
European Studies	IIA	0	0	0	0	0			1	0	1	2
	IIB				0	1	0	0	0	0	1	
French	IIA	2	2	5	6	3			1	0	19	25
	IIB				1	4	0	1	0	0	6	
Geography	IIA	1	0	1	1	0			1	0	4	11
	IIB				1	3	0	0	3	0	7	

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	0	0	3	3	1			1	0	8	14
	IIB				1	1	2	1	1	0	6	
Graphical Communication	IIA	2	1	3	3	2			5	0	16	21
	IIB				0	2	2	0	1	0	5	
History	IIA	0	2	2	0	2			1	1	8	14
	IIB				0	1	4	1	0	0	6	
Home Economics	IIA	0	4	8	3	1			4	0	20	37
	IIB				4	5	5	0	3	0	17	
Italian	IIA	0	3	12	7	1			1	0	24	68
	IIB				10	9	7	4	13	1	44	
Maltese	IIA	0	12	9	12	20			5	0	58	152
	IIB				8	18	10	13	43	2	94	
Mathematics	IIA	4	7	11	15	9			4	0	50	167
	IIB				8	21	26	17	38	7	117	
Music	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Physical Education	IIA	2	1	4	2	3			3	2	17	22
	IIB				1	0	2	1	1	0	5	
Physics	IIA	1	10	18	17	9			4	1	60	110
	IIB				5	13	15	5	12	0	50	
Religious Knowledge	IIA	4	5	16	18	10			10	1	64	120
	IIB				6	9	13	7	16	5	56	
Russian	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Social Studies	IIA	0	0	1	1	2			5	0	9	24
	IIB				3	1	0	4	5	2	15	
Spanish	IIA	0	1	4	0	0			3	0	8	9
	IIB				0	0	1	0	0	0	1	
Textiles & Design	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	

⁵ As from 2016 the data in this table excludes all candidates marked as SpLD. Data prior to 2016 included candidates marked as 'SpLD/ADHD' (see Table 2.11).

4. REGISTRATIONS SEPTEMBER 2016

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 2016, there were 1,797 candidates (807 males and 990 females). In total, 30.8% of the candidates (30.8% of the male candidates and 30.8% 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
2002	1	0	1
2001	0	1	1
2000	556	616	1172
1999	154	170	324
1998	42	50	92
1997	22	28	50
1996	5	21	26
Pre-1996	27	104	131
Total	807	990	1797

* 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 2016.

Table 4.2: September Registration by Subject and Gender

Subject	Eligible to apply	Applied in September			Percent of eligible
		Males	Females	Total	
Biology*	540	34	81	115	21.3
Chemistry*	204	0	1	1	0.5
English Language	1588	371	430	801	50.4
Maltese	1446	400	293	693	47.9
Mathematics	2109	443	680	1123	53.2
Physics*	1075	192	203	395	36.7

* 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 (1,457 candidates), as expected given the higher population of candidates in state schools. A relatively large number of candidates were from church schools (637 candidates) and private candidates (366 candidates).

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

		Biology	Chemistry	English Language	Maltese	Mathematics	Physics
State Schools	Males	6	0	169	172	193	104
	Females	10	0	211	158	303	131
Church Schools	Males	10	0	81	103	100	40
	Females	44	0	58	63	114	24
Independent Schools	Males	11	0	10	42	28	8
	Females	8	0	6	14	18	5
Post-Secondary Schools	Males	2	0	26	28	35	11
	Females	7	0	25	15	83	11
Private Candidates	Males	4	0	37	30	57	8
	Females	9	1	88	24	99	9
Gozo Schools	Males	1	0	37	22	26	20
	Females	3	0	28	17	46	22
Gozo Private Candidates	Males	0	0	11	3	4	1
	Females	0	0	14	2	17	1

Table 4.4 shows that in the September session, the registrations of the 2000 cohort followed the same trends as for the overall registrations. Female candidates were more likely to sit for September session in all subjects but Maltese. This holds true for both the whole cohort and the 2000 cohort.

Table 4.4: September Registration of the 2000 Cohort

Subject	Males	Females	Total
Biology	25	57	82
Chemistry	0	0	0
English Language	264	280	544
Maltese	306	232	538
Mathematics	319	451	770
Physics	148	170	318

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 2.5%. Proportionally, this percentage was higher than the percentage of requests for a revision of papers in May (1.9%). 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

Subject	Registrations	Requests	Percentage
Biology	115	5	4.3
Chemistry	1	0	0.0
English Language	801	14	1.7
Maltese	693	10	1.4
Mathematics	1123	41	3.7
Physics	395	7	1.8
Total	3128	77	2.5

5. RESULTS SEPTEMBER 2016

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

Subject	4	5	6	7	U	Absent	Registered
Biology	9	31	28	11	35	1	115
%	7.8	27.0	24.3	9.6	30.4	0.9	100
Males	1	11	13	2	7	0	34
Females	8	20	15	9	28	1	81
Chemistry	0	0	1	0	0	0	1
%	0.0	0.0	100.0	0.0	0.0	0.0	100
Males	0	0	0	0	0	0	0
Females	0	0	1	0	0	0	1
English Language	20	218	268	144	151	0	801
%	2.5	27.2	33.5	18.0	18.9	0.0	100
Males	8	106	123	68	66	0	371
Females	12	112	145	76	85	0	430
Maltese	107	193	134	66	190	3	693
%	15.4	27.8	19.3	9.5	27.4	0.4	100
Males	65	102	72	41	120	0	400
Females	42	91	62	25	70	3	293
Mathematics	24	202	330	272	224	71	1123
%	2.1	18.0	29.4	24.2	19.9	6.3	100
Males	12	84	127	112	85	23	443
Females	12	118	203	160	139	48	680
Physics	5	59	149	77	105	0	395
%	1.3	14.9	37.7	19.5	26.6	0.0	100
Males	4	34	74	36	44	0	192
Females	1	25	75	41	61	0	203
Total	165	703	910	570	705	75	3128
%	5.3	22.5	29.1	18.2	22.5	2.4	100

Table 5.2 presents the September results by subject of the 2000 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 2000 cohort obtained Grades 4 and 5.

Table 5.2: September Results of the 2000 Cohort

Subject	4	5	6	7	U	Absent	Registered
Biology	8	24	18	8	24	0	82
%	9.8	29.3	22.0	9.8	29.3	0.0	100
Males	1	9	10	2	3	0	25
Females	7	15	8	6	21	0	57
Chemistry	0	0	0	0	0	0	0
%	0	0	0	0	0	0	0
Males	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0
English Language	12	161	175	91	105	0	544
%	2.2	29.6	32.2	16.7	19.3	0.0	100
Males	5	79	84	47	49	0	264
Females	7	82	91	44	56	0	280
Maltese	82	150	109	49	145	3	538
%	15.2	27.9	20.3	9.1	27.0	0.6	100
Males	48	76	62	30	90	0	306
Females	34	74	47	19	55	3	232
Mathematics	21	148	217	188	159	37	770
%	2.7	19.2	28.2	24.4	20.6	4.8	100
Males	10	59	89	88	62	11	319
Females	11	89	128	100	97	26	451
Physics	4	47	121	66	80	0	318
%	1.3	14.8	38.1	20.8	25.2	0.0	100
Males	3	26	59	30	30	0	148
Females	1	21	62	36	50	0	170
Total	127	530	640	402	513	40	2252
%	5.6	23.5	28.4	17.9	22.8	1.8	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 2016 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	
BIOLOGY	1	11	13	2	7	0	34	8	20	15	9	28	1	81	115
State Schools	0	5	1	0	0	0	6	1	1	0	2	6	0	10	16
Church Schools	0	1	8	1	0	0	10	4	13	8	3	16	0	44	54
Independent Schools	1	3	2	1	4	0	11	2	1	0	3	2	0	8	19
Post-Secondary Schools	0	1	1	0	0	0	2	0	2	5	0	0	0	7	9
Malta Private Candidates	0	0	1	0	3	0	4	0	2	2	1	3	1	9	13
Gozo Schools	0	1	0	0	0	0	1	1	1	0	0	1	0	3	4
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CHEMISTRY	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
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	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
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

ENGLISH LANGUAGE	8	106	123	68	66	0	371	12	112	145	76	85	0	430	801
State Schools	2	43	57	33	34	0	169	5	57	70	32	47	0	211	380
Church Schools	3	27	24	15	12	0	81	2	21	18	9	8	0	58	139
Independent Schools	1	6	3	0	0	0	10	0	1	2	3	0	0	6	16
Post-Secondary Schools	1	10	9	3	3	0	26	1	5	10	6	3	0	25	51
Malta Private Candidates	0	7	18	6	6	0	37	2	13	37	19	17	0	88	125
Gozo Schools	0	11	8	10	8	0	37	0	10	6	6	6	0	28	65
Gozo Private Candidates	1	2	4	1	3	0	11	2	5	2	1	4	0	14	25

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	
MALTESE	65	102	72	41	120	0	400	42	91	62	25	70	3	293	693
State Schools	21	37	29	19	66	0	172	23	47	36	12	39	1	158	330
Church Schools	24	31	21	8	19	0	103	11	19	13	4	14	2	63	166
Independent Schools	8	11	6	3	14	0	42	2	8	1	2	1	0	14	56
Post-Secondary Schools	5	12	3	2	6	0	28	1	6	4	1	3	0	15	43
Malta Private Candidates	7	8	3	5	7	0	30	4	6	5	3	6	0	24	54
Gozo Schools	0	2	9	3	8	0	22	0	5	3	3	6	0	17	39
Gozo Private Candidates	0	1	1	1	0	0	3	1	0	0	0	1	0	2	5

MATHEMATICS	12	84	127	112	85	23	443	12	118	203	160	139	48	680	1123
State Schools	7	26	44	56	51	9	193	9	54	78	68	71	23	303	496
Church Schools	1	22	36	21	16	4	100	2	24	39	20	23	6	114	214
Independent Schools	2	9	11	4	2	0	28	0	3	7	4	3	1	18	46
Post-Secondary Schools	0	13	12	4	1	5	35	0	12	32	25	11	3	83	118
Malta Private Candidates	1	10	18	15	9	4	57	1	13	32	27	15	11	99	156
Gozo Schools	1	4	5	11	4	1	26	0	11	11	11	13	0	46	72
Gozo Private Candidates	0	0	1	1	2	0	4	0	1	4	5	3	4	17	21

PHYSICS	4	34	74	36	44	0	192	1	25	75	41	61	0	203	395
State Schools	2	23	31	24	24	0	104	1	14	52	25	39	0	131	235
Church Schools	1	6	16	6	11	0	40	0	2	7	6	9	0	24	64
Independent Schools	1	0	6	1	0	0	8	0	0	1	1	3	0	5	13
Post-Secondary Schools	0	1	6	2	2	0	11	0	3	4	2	2	0	11	22
Malta Private Candidates	0	1	4	0	3	0	8	0	1	6	0	2	0	9	17
Gozo Schools	0	3	10	3	4	0	20	0	5	5	6	6	0	22	42
Gozo Private Candidates	0	0	1	0	0	0	1	0	0	0	1	0	0	1	2

Table 5.4 provides information on the outcome of the September requests for revision of papers. There were two upgrades out of a total of 77 requests. All of the two upgrades were in Mathematics, which was the subject with the second highest percentage of requests from registrations after Biology.

Table 5.4: September Results of Revision of Papers

Subject	Registrations	Requests	Percentage Requests	Upgraded
Biology	115	5	4.3	0
Chemistry	1	0	0.0	0
English Language	801	14	1.7	0
Maltese	693	10	1.4	0
Mathematics	1123	41	3.7	2
Physics	395	7	1.8	0
Total	3128	77	2.5	2

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 2000 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 (65.0%), lower for those who obtained Grade 7 (53.5%) and even lower for those who obtained Grade U (37.6%) or were absent (5.3%). Patterns are repeated for the 2000 cohort. 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.

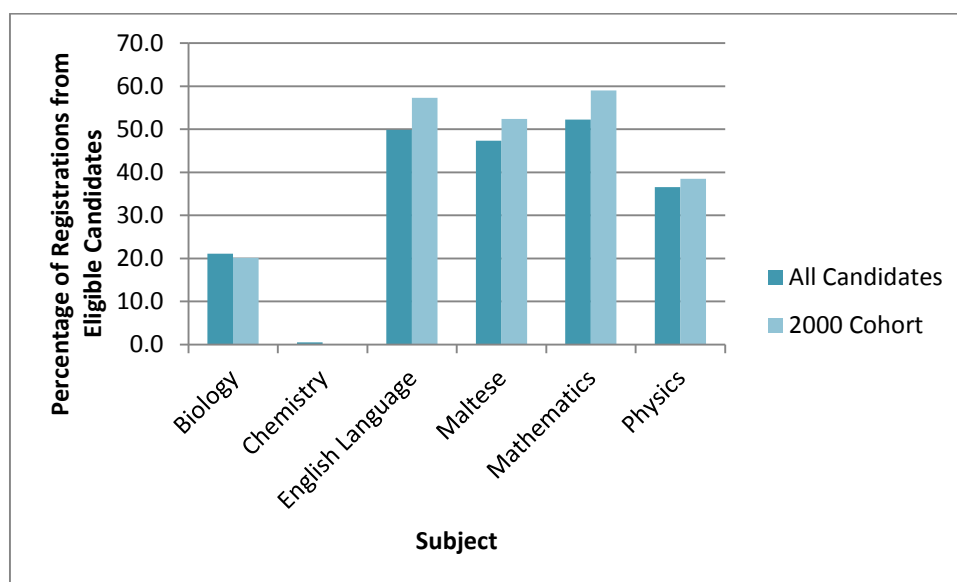


Figure 5.i: Percentage of Eligible Candidates Registering for the September Session, by Subject

Table 5.5: Review of Grades: May – September 2016

Grade in May 2016	Number of Candidates	Applied in September 2016	Percentage from Eligible	Grade in September 2016					
				4	5	6	7	U	Absent
BIOLOGY*									
6	83	29	34.9	3	10	12	1	3	0
7	41	11	26.8	0	4	4	2	1	0
U	387	73	18.9	6	17	12	8	30	0
Abs	29	1	3.4	0	0	0	0	0	1
Total	540	114**	21.1	9	31	28	11	34	1
CHEMISTRY*									
6	15	1	6.7	0	0	1	0	0	0
7	33	0	0.0	0	0	0	0	0	0
U	145	0	0.0	0	0	0	0	0	0
Abs	11	0	0.0	0	0	0	0	0	0
Total	204	1	0.5	0	0	1	0	0	0
ENGLISH LANGUAGE									
6	356	227	63.8	7	127	74	12	7	0
7	348	209	60.1	2	19	105	64	19	0
U	775	355	45.8	9	70	85	68	123	0
Abs	109	1	0.9	0	1	0	0	0	0
Total	1588	792**	49.9	18	217	264	144	149	0
MALTESE									
6	291	194	66.7	49	78	30	16	21	0
7	138	74	53.6	7	21	18	9	19	0
U	904	413	45.7	48	91	83	41	149	1
Abs	113	3	2.7	0	0	1	0	0	2
Total	1446	684**	47.3	104	190	132	66	189	3
MATHEMATICS									
6	536	407	75.9	14	146	179	54	5	9
7	440	272	61.8	1	18	101	113	25	14
U	918	403	43.9	7	30	44	94	190	38
Abs	215	20	9.3	2	3	2	4	2	7
Total	2109	1102**	52.3	24	197	326	265	222	68
PHYSICS*									
6	347	201	57.9	2	46	99	32	22	0
7	171	60	35.1	0	3	18	20	19	0
U	526	130	24.7	3	9	32	25	61	0
Abs	31	2	6.5	0	0	0	0	2	0
Total	1075	393**	36.6	5	58	149	77	104	0
TOTAL									
6	1628	1059	65.0	75	407	395	115	58	9
7	1171	626	53.5	10	65	246	208	83	14
U	3655	1374	37.6	73	217	256	236	553	39
Abs	508	27	5.3	2	4	3	4	4	10
Total	6962	3086	44.3	160	693	900	563	698	72

* 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.

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

Table 5.6: Review of Grades: May – September 2016 (2000 Cohort)

Grade in May 2016	Number of Candidates	Applied in September 2016	Percentage from Eligible	Grade in September 2016					
				4	5	6	7	U	Absent
BIOLOGY*									
6	65	20	30.8	3	6	8	1	2	0
7	32	8	25.0	0	4	2	1	1	0
U	295	53	18.0	5	14	8	6	20	0
Abs	10	0	0.0	0	0	0	0	0	0
Total	402	81**	20.1	8	24	18	8	23	0
CHEMISTRY*									
6	14	0	0.0	0	0	0	0	0	0
7	31	0	0.0	0	0	0	0	0	0
U	124	0	0.0	0	0	0	0	0	0
Abs	4	0	0.0	0	0	0	0	0	0
Total	173	0	0.0	0	0	0	0	0	0
ENGLISH LANGUAGE									
6	208	139	66.8	4	83	41	6	5	0
7	206	134	65.0	1	15	66	42	10	0
U	518	270	52.1	7	62	68	43	90	0
Abs	18	1	5.6	0	1	0	0	0	0
Total	950	544**	57.3	12	161	175	91	105	0
MALTESE									
6	209	141	67.5	35	57	26	11	12	0
7	104	60	57.7	5	18	17	6	14	0
U	681	334	49.0	42	75	65	32	119	1
Abs	33	3	9.1	0	0	1	0	0	2
Total	1027	538**	52.4	82	150	109	49	145	3
MATHEMATICS									
6	324	264	81.5	12	108	108	31	1	4
7	265	190	71.7	1	14	73	82	15	5
U	660	308	46.7	7	26	36	73	142	24
Abs	55	7	12.7	1	0	0	2	1	3
Total	1304	769**	59.0	21	148	217	188	159	36
PHYSICS*									
6	269	159	59.1	1	37	79	26	16	0
7	136	48	35.3	0	2	13	18	15	0
U	411	109	26.5	3	8	29	22	47	0
Abs	10	2	20.0	0	0	0	0	2	0
Total	826	318**	38.5	4	47	121	66	80	0
TOTAL									
6	1089	723	66.4	55	291	262	75	36	4
7	774	440	56.8	7	53	171	149	55	5
U	2689	1074	39.9	64	185	206	176	418	25
Abs	130	13	10.0	1	1	1	2	3	5
Total	4682	2250	48.1	127	530	640	402	512	39

* 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.

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: Maltese (43.0%), Biology (35.1%), English Language (29.7%), Mathematics (20.1%) and Physics (16.0%). Like those for registrations, these percentages were higher for the 2000 cohort: Maltese (43.1%), Biology (39.5%), English Language (31.8%), Mathematics (22.0%) and Physics (16.0%). This is shown in Figure 5.ii.

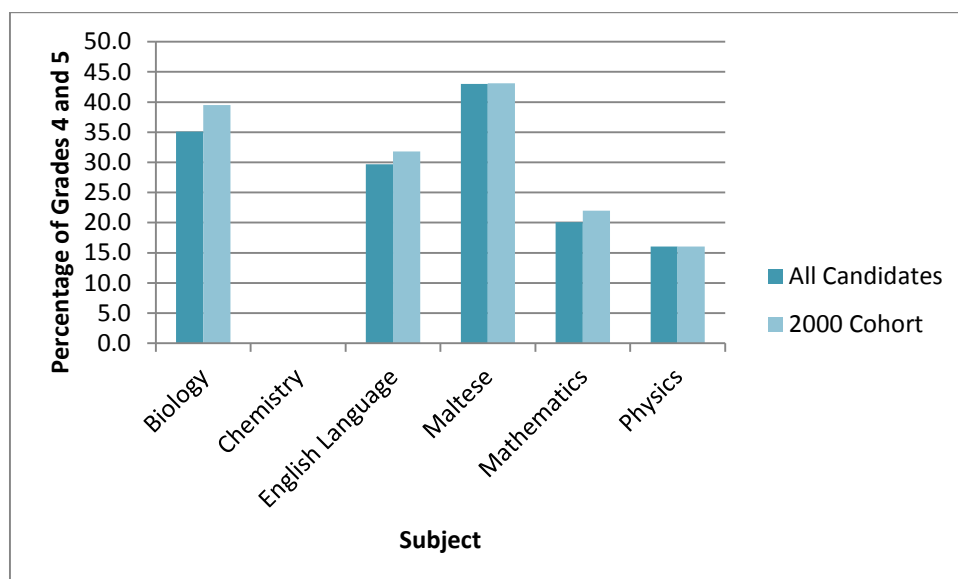


Figure 5.ii: Percentage of Candidates from September Applicants obtaining Grades 4 and 5, by Subject

Table 5.7 shows the results obtained by candidates who sat for one or more assessments in the September session but who did not register for the assessment/s in May 2016.

Table 5.7: Review of Grades: September 2016 (Candidates who did not sit for examinations in May 2016)

Subject	Applied in September 2016	Grade in September 2016					
		4	5	6	7	U	Absent
Biology	0	0	0	0	0	0	0
Chemistry	0	0	0	0	0	0	0
English Language	9	2	1	4	0	2	0
Maltese	9	3	3	2	0	1	0
Mathematics	18	0	5	4	7	2	0
Physics	2	0	1	0	0	1	0
Total	38	5	10	10	7	6	0

6. PASSES IN 2016

Table 6.1 below shows how many candidates passed in the different SEC subjects in 2016, 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. The subjects offered in the September session are marked in bold.

Table 6.1: SEC Passes in 2016

Subject	Registrations	Grades 1 – 7	% Passes	Grades 1 – 5	% Passes
Accounting	771	525	68.1	482	62.5
Arabic	41	32	78.0	30	73.2
Art	719	551	76.6	469	65.2
Biology	1468	1131	77.0	968	65.9
Business Studies	340	257	75.6	203	59.7
Chemistry	823	668	81.2	619	75.2
Classical Culture	2	2	100.0	2	100.0
Commerce	9	7	77.8	7	77.8
Computing	835	742	88.9	655	78.4
Design and Technology	342	258	75.4	190	55.6
Economics	249	203	81.5	184	73.9
English Language	4611	4377	94.9	3261	70.7
English Literature	2497	2006	80.3	1776	71.1
Environmental Studies	1392	1071	76.9	952	68.4
European Studies	154	130	84.4	117	76.0
French	1216	1049	86.3	937	77.1
Geography	201	160	79.6	143	71.1
German	417	381	91.4	341	81.8
Graphical Communication	514	428	83.3	388	75.5
History	233	167	71.7	143	61.4
Home Economics	826	679	82.2	540	65.4
Italian	1814	1536	84.7	1239	68.3
Maltese	4166	3649	87.6	3020	72.5
Mathematics	4597	4292	93.4	2714	59.0
Music	17	15	88.2	15	88.2
Physical Education	439	338	77.0	297	67.7
Physics	3424	3157	92.2	2413	70.5
Religious Knowledge	3364	2779	82.6	2300	68.4
Russian	23	22	95.7	22	95.7
Social Studies	892	600	67.3	516	57.8
Spanish	351	272	77.5	236	67.2
Textiles and Design	63	46	73.0	33	52.4

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
90-100%	Classical Culture (2 candidates), English Language, German, Mathematics, Physics, Russian.
80-89%	Chemistry, Computing, Economics, English Literature, European Studies, French, Geography, Graphical Communication, Home Economics, Italian, Maltese, Music, Religious Knowledge.
70-79%	Arabic, Art, Biology, Business Studies, Commerce, Design and Technology, Environmental Studies, History, Physical Education, Spanish, Textiles and Design.
60-69%	Accounting, Social Studies.

When passes Grades 1 to 5 are considered, the mean pass rate was 68.5%. When passes with Grades 1-5 are considered, the pass rate was:

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

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

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

		Pass Rate					
		100-90	89-80	79-70	69-60	59-50	<50
Number of Subjects	Grades 1-7	6	13	11	2	0	0
	Grades 1-5	2	2	13	11	4	0

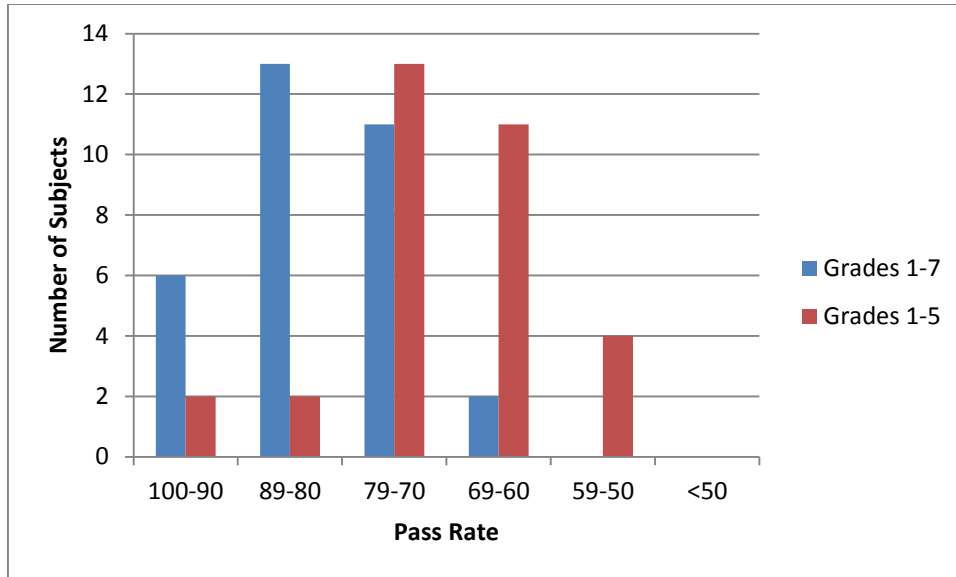


Figure 6.i: Number of Subjects with Pass Rates falling in each category

Table 6.3 presents information on the passes in the different SEC subjects of the candidates who turned sixteen in 2016. 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 2016 of the 2000 Cohort

Subject	Registrations	Grades 1 – 7	% From Cohort*	Grades 1 – 5	% From Cohort*
Accounting	517	402	9.4	373	8.8
Arabic	24	20	0.5	19	0.4
Art	624	479	11.3	409	9.6
Biology	1295	1048	24.6	925	21.7
Business Studies	288	226	5.3	186	4.4
Chemistry	770	642	15.1	597	14.0
Classical Culture	1	1	0.0	1	0.0
Commerce	9	7	0.2	7	0.2
Computing	746	674	15.8	605	14.2
Design and Technology	324	247	5.8	184	4.3
Economics	233	194	4.6	177	4.2
English Language	3674	3577	84.1	2897	68.1
English Literature	2342	1916	45.0	1718	40.4
Environmental Studies	1312	1023	24.0	921	21.6
European Studies	134	120	2.8	110	2.6
French	1151	1004	23.6	897	21.1
Geography	176	149	3.5	135	3.2
German	389	359	8.4	319	7.5
Graphical Communication	484	409	9.6	372	8.7
History	194	139	3.3	123	2.9
Home Economics	728	612	14.4	495	11.6
Italian	1633	1399	32.9	1124	26.4
Maltese	3571	3247	76.3	2776	65.2
Mathematics	3608	3467	81.5	2473	58.1
Music	17	15	0.4	15	0.4
Physical Education	377	299	7.0	269	6.3
Physics	3067	2884	67.8	2292	53.9
Religious Knowledge	3111	2622	61.6	2214	52.0
Russian	9	9	0.2	9	0.2
Social Studies	791	548	12.9	481	11.3
Spanish	258	204	4.8	172	4.0
Textiles and Design	59	43	1.0	31	0.7

* Total Cohort: Births in 2000, i.e. 4255 (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 (84.1%), Maltese (76.3%), Mathematics (81.5%), Physics (67.8%), and Religious Knowledge (61.6%). More than half of the 16-year-olds were awarded certification with Grades 1 to 5 in the following subjects: English Language (68.1%), Maltese (65.2%), Mathematics (58.2%), Physics (53.9%), and Religious Knowledge (52.0%). 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 2000 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 2000 Cohort after the September Session

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
16	1	0	1	0.0	1	0	1	0.0
15	0	0	0	0.0	0	0	0	0.0
14	0	0	0	0.0	0	0	0	0.0
13	3	3	6	0.2	3	3	6	0.2
12	23	16	39	1.2	23	15	38	1.2
11	80	165	245	7.8	73	158	231	7.4
10	266	473	739	27.7	222	406	628	24.3
9	311	324	635	44.8	241	272	513	38.1
8	233	251	484	57.8	200	191	391	48.7
7	182	177	359	67.5	138	151	289	56.4
6	151	111	262	74.5	118	109	227	62.5
5	111	109	220	80.5	101	75	176	67.3
4	89	77	166	84.9	95	88	183	72.2
3	74	66	140	88.7	90	95	185	77.2
2	73	54	127	92.1	105	96	201	82.6
1	100	65	165	96.6	137	118	255	89.5
0	80	48	128	100.0	230	162	392	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, 39.1% of the 2000 cohort who sat for SEC examinations in May 2016 gained passes in nine subjects when passes are taken to include Grades 1 to 7. Moreover, 33.3% of the same cohort gained passes in nine subjects when passes are taken to include Grades 1 to 5. These values increased by 1.2% and 0.9% respectively after the September 2016 session. On the other hand, 13.2% of 2000 candidates obtained three or less passes (Grades 1 to 7). This value decreased by 1.9% after the September 2016 session.

Early school leavers are those individuals aged between 18 and 24 who are no longer in education or training and have not obtained at least five SEC passes (NSO, 2013). Malta's target is to reach a rate of early school leavers which does not exceed 10% by 2025 (Office of the Permanent Secretary Ministry of Education and Employment, 2012). The data provided in Table 6.4 shows that after the 2016 SEC examinations 2,990 16-year-olds are already excluded from becoming early school leavers. Thus, 29.7% of the children born in the year 2000 have the possibility to become early school leavers if they do not participate in further education or training.

Tables 6.5 and 6.6 below present the results of the analysis carried out in order to identify the proportion of the 2000 cohort who obtained the required passes for entry into Form VI for further study in the 2016 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 2016. Possibly, these students had finished secondary school the year before, or had repeated a year or for some other reason were still in Year 11 (form V) during 2015-2016.

Table 6.5: Number of Candidates with 6 Passes (Grades 1-5) in May 2016*

Cohort	Males	Females	Total
1999	10	6	16
2000	840	1036	1876

***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 2016 SEC session, 44.1% of the children born in 2000 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 39.5% of males born in 2000 and 48.7% of females born in 2000 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 2016

Cohort	Males	Females	Total
1999	8	2	10
2000	106	122	228

The data in Table 6.6 determines that in the September 2016 SEC session, 5.4% of children born in 2000, obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 5.0% of males born in 2000 and 5.7% of females born in 2000 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 presents the overall results of the analysis carried out in order to find out what proportion of the 2000 cohort who turned sixteen in 2016 obtained the required passes for entry into Form VI in 2016. Data for the 1999 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: Candidates with Entry Requirements for Form VI in 2016

Cohort	Males	Females	Total
1999	18	8	26
2000	946	1158	2104

The data in Table 6.7 show that in 2016, 49.4% of infants born in 2000 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 44.5% of males born in 2000 and 54.4% of females born in 2000 obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies.

Table 6.8 stratifies the data in Table 6.7 by school type. While the pass rate for candidates originating from Church and Independent schools is similar, with the former being 4% higher, the pass rate of candidates from State schools is much lower. Figure 6.ii, which illustrates trends in this data from 2014, suggests that this difference might be slowly decreasing. However, the relatively small number of years included in this graphical representation leaves much room for caution before such a trend is established.

Table 6.8: Candidates with Entry Requirements for Form VI in 2016, by School Type

Cohort	Gender	State		Church		Independent		Gozo Schools	
		N	%	N	%	N	%	N	%
2000	Males	269	32.8	465	66.0	123	60.0	89	53.6
	Females	425	43.6	469	70.4	131	69.3	133	63.9
1999	Males	13	1.6	11	1.6	3	1.5	1	0.6
	Females	2	0.2	2	0.3	0	0.0	0	0.0
1998	Males	0	0.0	2	0.3	0	0.0	0	0.0
	Females	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL		709	39.5	949	69.2	257	65.2	223	59.6

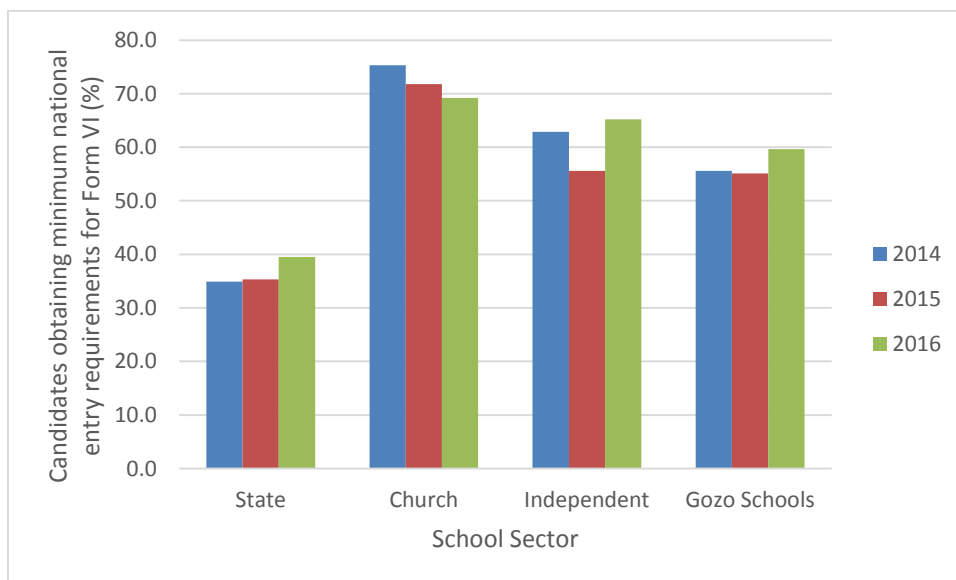


Figure 6.ii: Percentage of Candidates with Entry Requirements for Form VI, by School Type

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 1994-2016

Year	Total	Males	Females
1994	5278	2440	2838
1995	5803	2686	3117
1996	6009	2733	3276
1997	6835	3145	3690
1998	7303	3386	3917
1999	7754	3559	4195
2000	7962	3660	4302
2001	7628	3568	4060
2002	7978	3832	4146
2003	7764	3584	4180
2004	7861	3560	4301
2005	8038	3664	4374
2006	7983	3727	4256
2007	7942	3617	4325
2008	7879	3633	4246
2009	7378	3424	3954
2010	7492	3535	3957
2011	7177	3342	3835
2012	7295	3390	3905
2013	6694	3181	3513
2014	6599	3056	3543
2015	5878	2727	3151
2016	5830	2619	3211

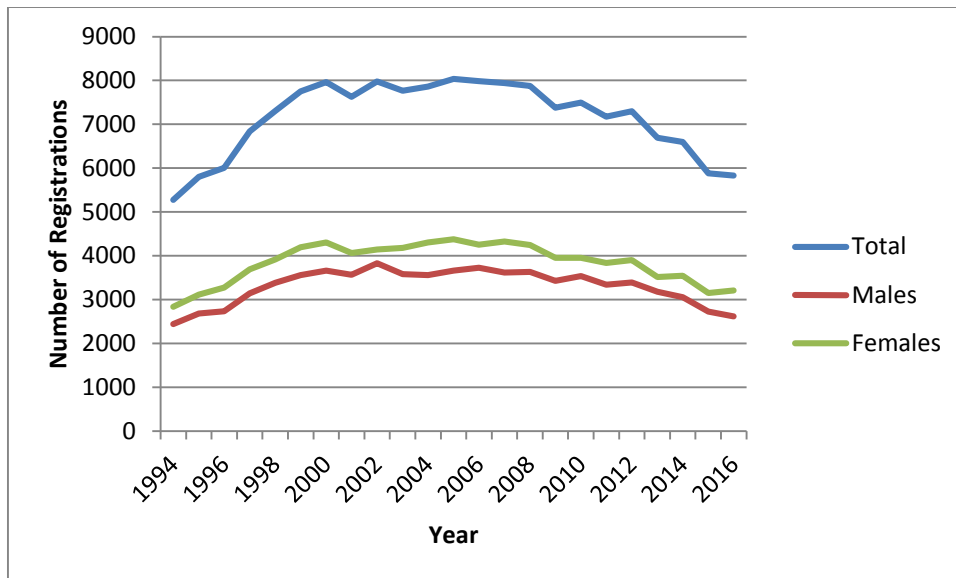


Figure 7.i: Registrations 1994-2016

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 2015, 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).

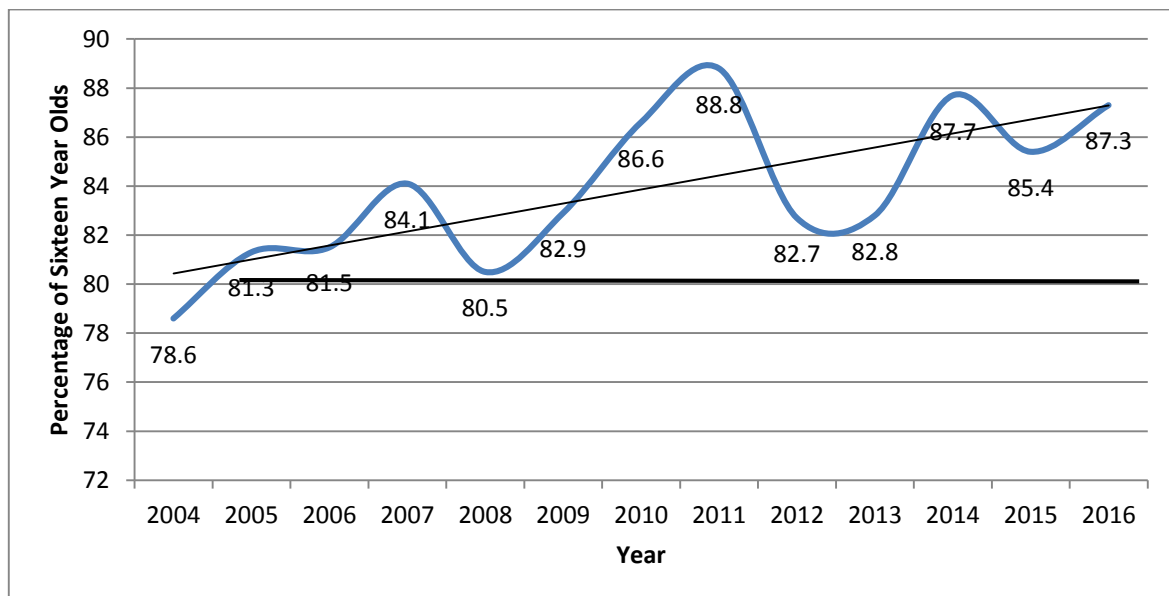


Figure 7.ii: Percentage of children born sixteen years earlier applying for SEC, by year of examination

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 are being required has been increasing since 2013. This year, the increase in the number of examiners for oral examinations was particularly high. This is shown in Figure 7.iii.

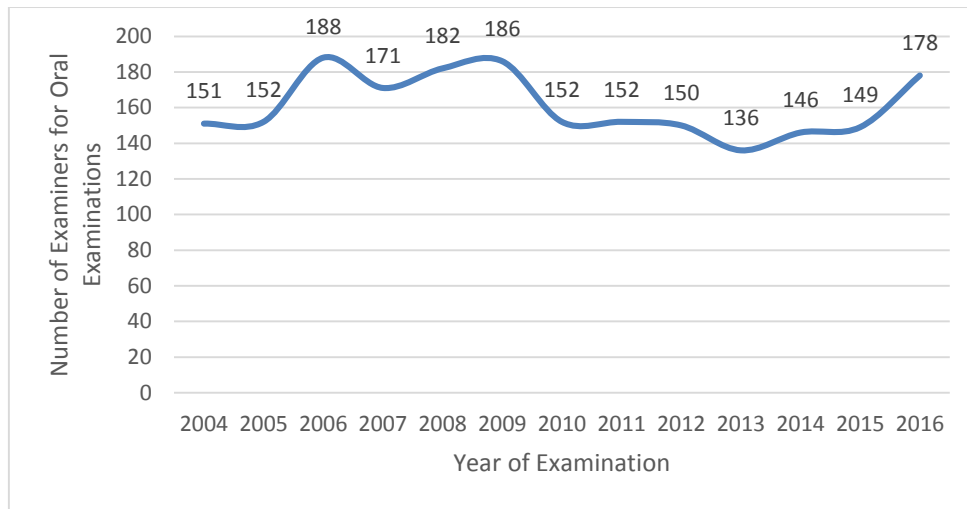


Figure 7.iii: Number of Examiners whose services were required for Oral Examinations by Year of Examination

Figure 7.iv below shows that, following a drop in 2009, the percentage of 16-year-olds registering for the three science subjects (chemistry, biology and physics) has been increasing for the past years. This year, 16.6% of the 2000 cohort registered for the three science subjects. This figure is only second to that in 2008 when 17.2% of 16-year-olds registered for the three science subjects. The percentage of 16-year-old female candidates registering for science subjects this year, 19.2%, is the highest since 2004.

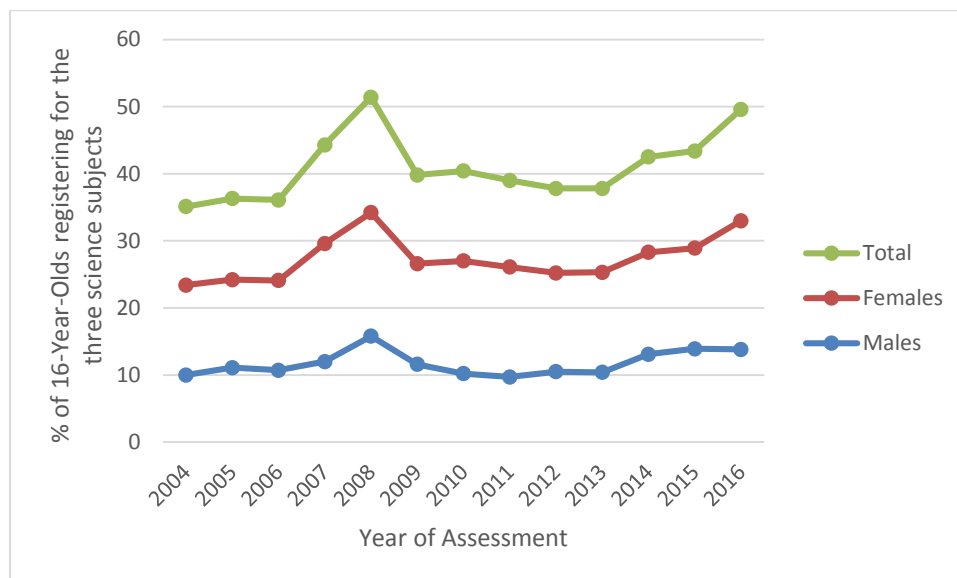


Figure 7.iv: Percentage of 16-year-olds registering for three science subjects, by Year

Figure 7.v shows the trend in the percentage of 16-year-old candidates registering for language subjects. The figure shows that the percentage of these candidates registering for one language subject has been increasing while that of candidates registering for two language subjects has been decreasing along the years. This year the percentage of candidates registering for one language subject is of 66.0% which is the highest since 2004. The percentage of 16-year-olds registering for two language subjects is identical to that of the previous two years.

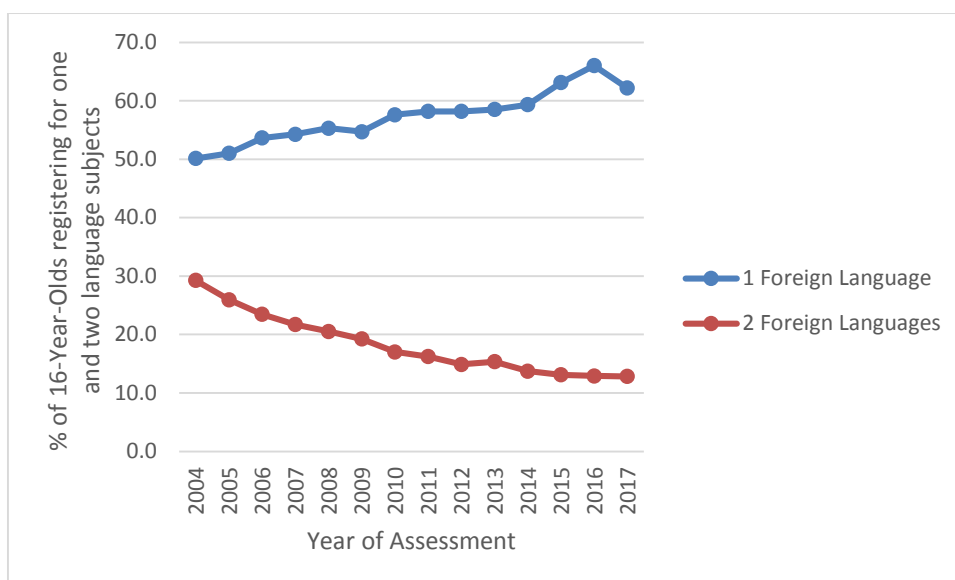


Figure 7.v: Percentage of 16-year-olds registering for one and two language subjects, by Year

This year there were 572 registrations for access arrangements. This is smaller than the record value in 2014 and similar to the number of such registrations in 2015 and 2013. 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. 2016 marks an exception in this regards as the percentage of candidates applying for access arrangements has decreased slightly from 2015, as shown in Table 7.2 and Figure 7.vi.

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
2016	572	5830	9.81

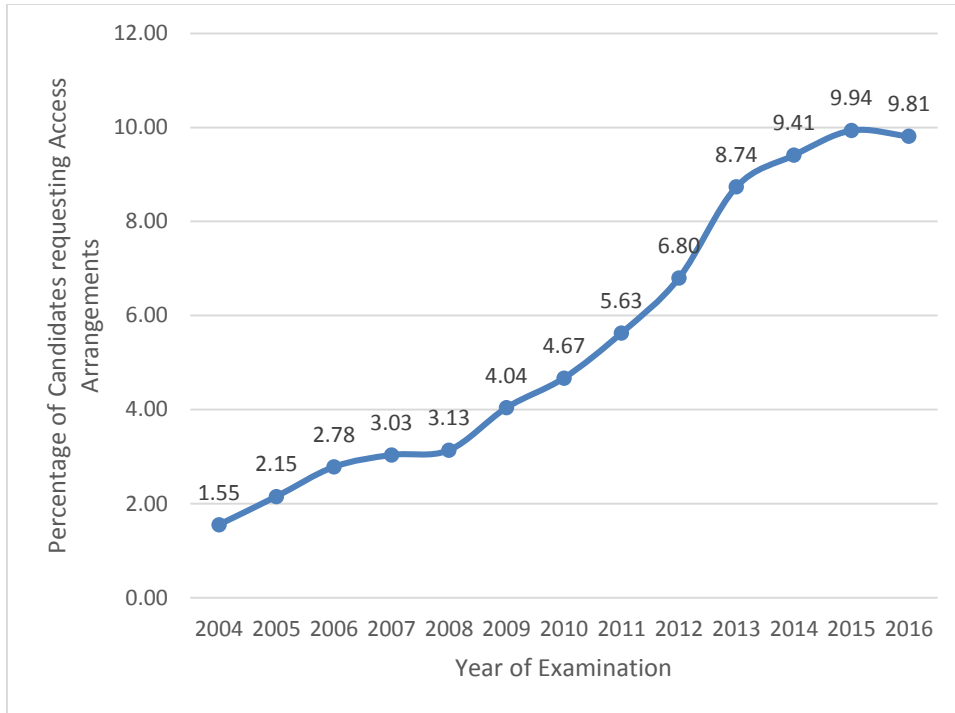


Figure 7.vi: Percentage of Candidates Applying for Access Arrangements, by Year of Examination

Figure 7.vii below shows the percentage of candidates qualifying for examination access arrangements by school sector in May 2016. The data for May 2015 is also shown for comparison. The data suggests that a fewer percentage of private and post-secondary candidates tend to apply for examination access arrangements but shows no consistent difference between the three school sectors.

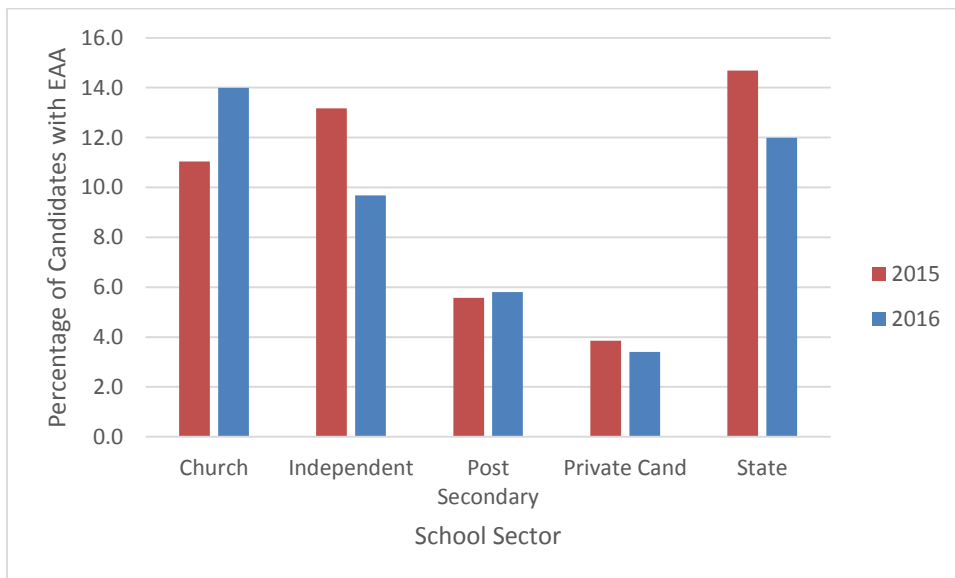


Figure 7.vii: Percentage of Candidates with Examination Access Arrangements, by school sector and year of examination

This year 5,738 (98.4%) of the May candidates and 1,687 (93.9%) of the September candidates who had given their mobile phone number on registration, and these received their results by SMS as well. Both these percentages of candidates registering to receive results by

SMS are larger than those in the previous year (Figure 7.viii). 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.

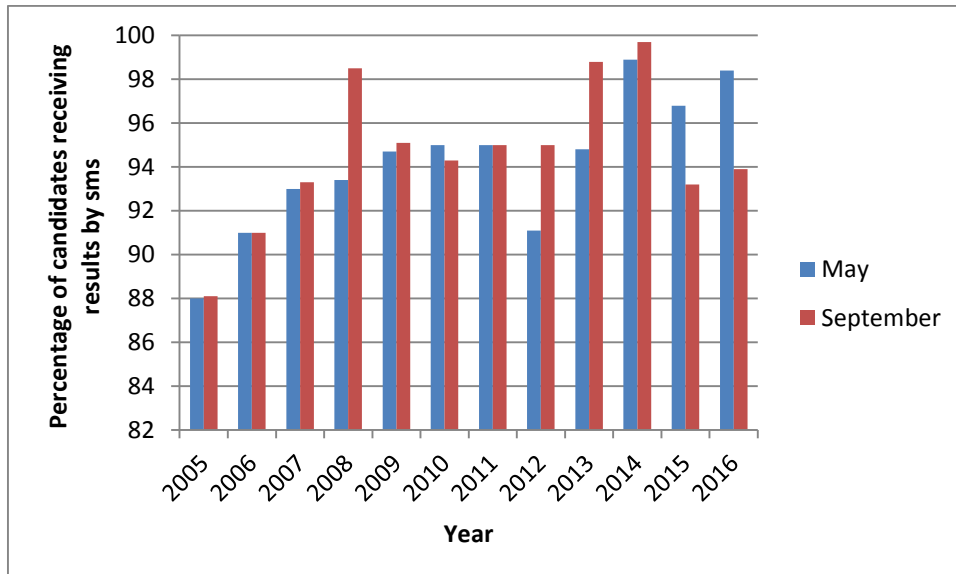


Figure 7.viii: Percentage of Students receiving Results by sms by year and session

The number of candidates applying for revision of papers following the May 2016 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.ix).

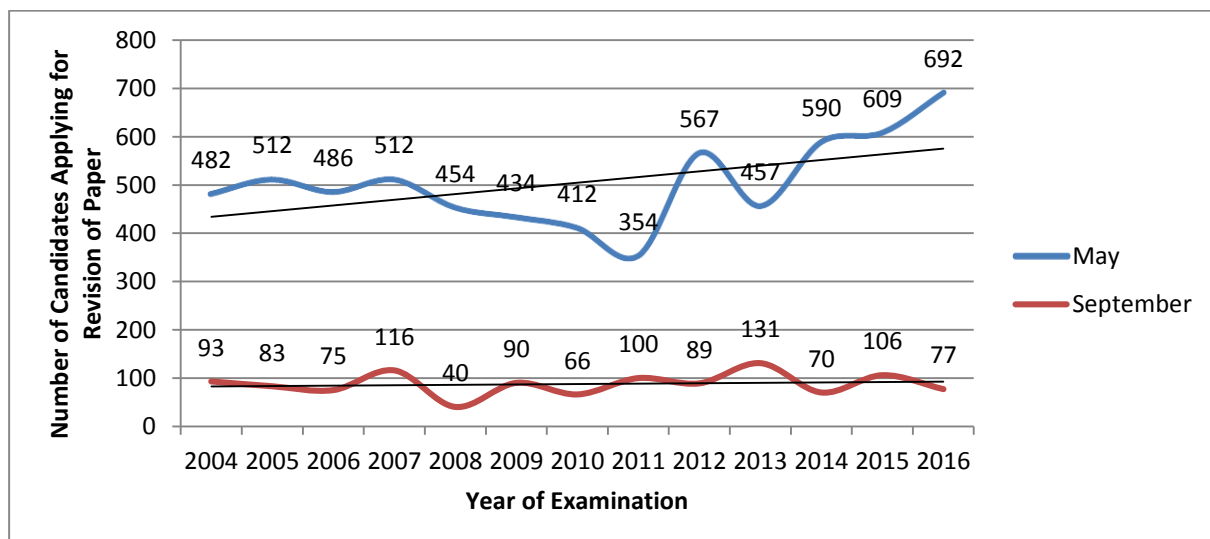


Figure 7.ix: Number of Candidates applying for Revision of Papers, by Year of Examination

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 who apply for the September session, represented in Figure 7.x, has been decreasing for the past three years following a very sharp increase in 2013. Figure 7.xi 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
2016	1797	5830	30.8

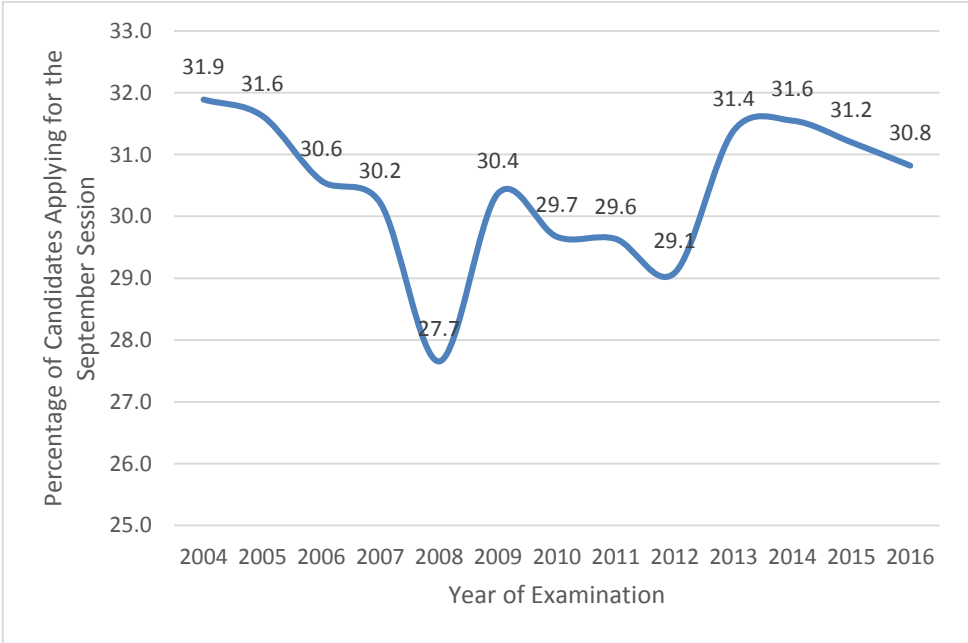


Figure 7.x: Percentage of Candidates Applying for the September Session

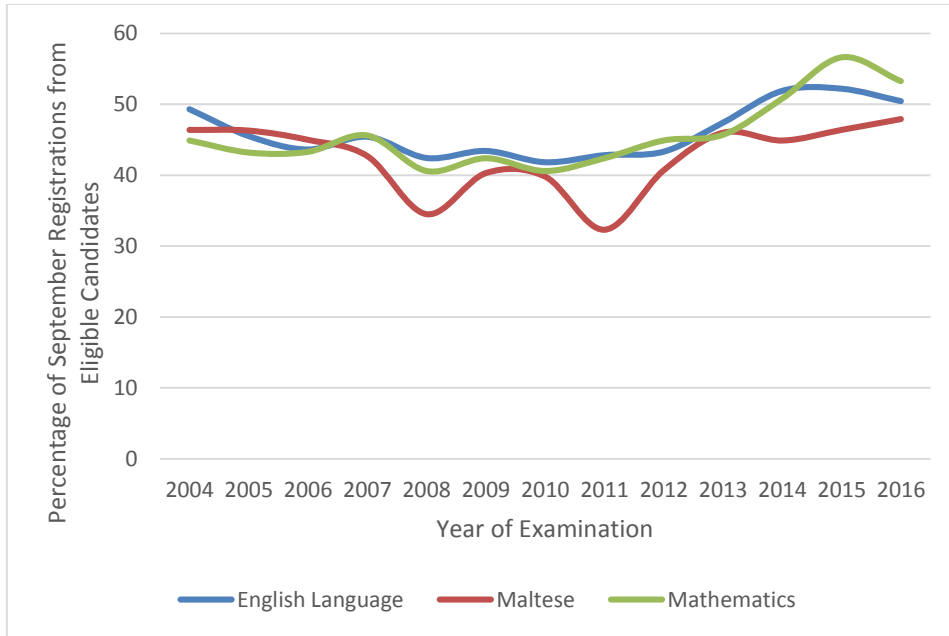


Figure 7.xi: Percentage of September Registrations from Eligible Candidates, by Year of Examination

In 2016, the pass rate of candidates stood at 85.7% when Grades 1 to 7 are considered and 68.5% when Grades 1 to 5 are considered. Figure 7.xii 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.

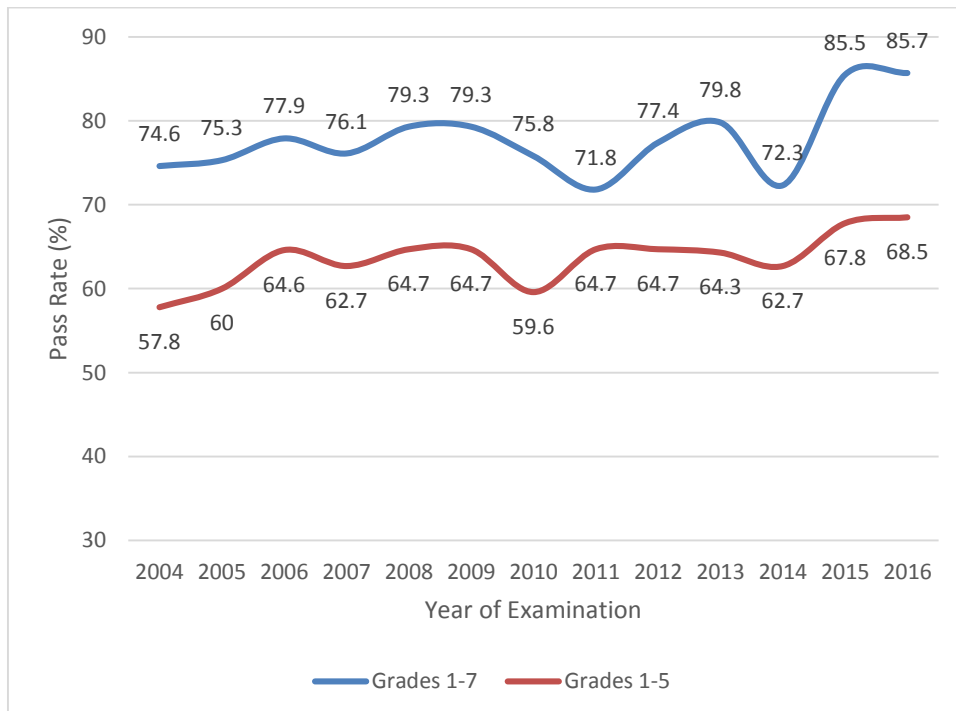


Figure 7.xii: Percentage Pass Rate of Candidates, by Year of Examination

Following the May and September 2016 session, 49.4% of 16-year-olds (54.5% of females and 44.5% of males) had obtained the necessary entry requirements for Form VI. Table 7. Figure 7.xiii shows how these percentages have varied from 2004. The percentage of

candidates qualifying for entry in Form VI in 2016 is the highest since 2004. 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.xiv), although in 2016 this gap has increased when compared to 2015.

Table 7.4: Percentage of the 2000 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
2016	44.5	54.4	49.4

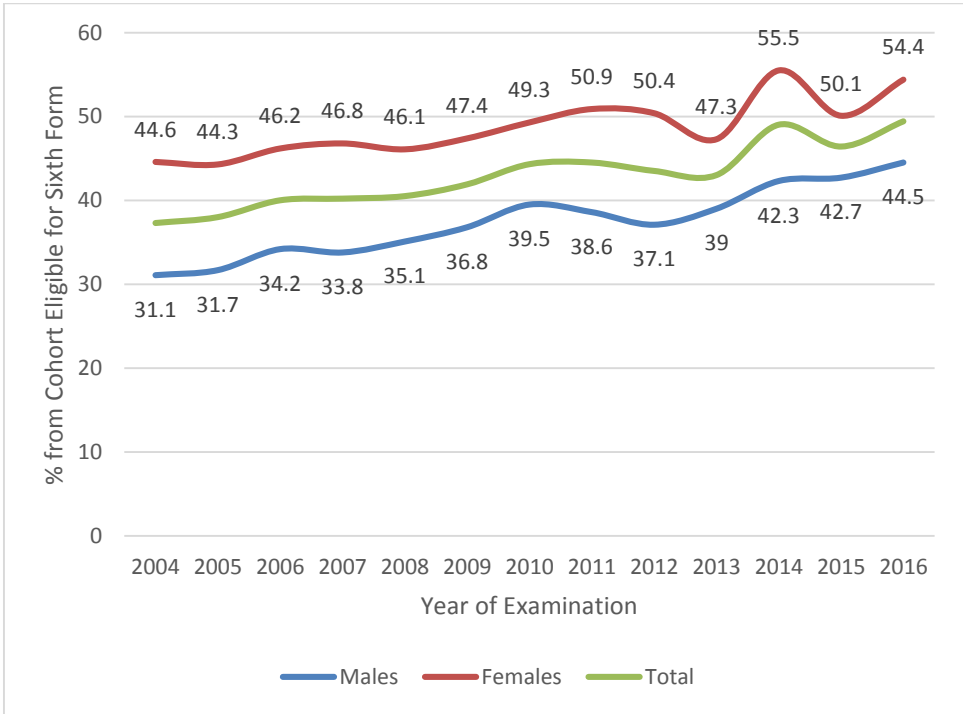


Figure 7.xiii: Percentage from Cohort Eligible for Sixth Form, by Year of Examination and Gender

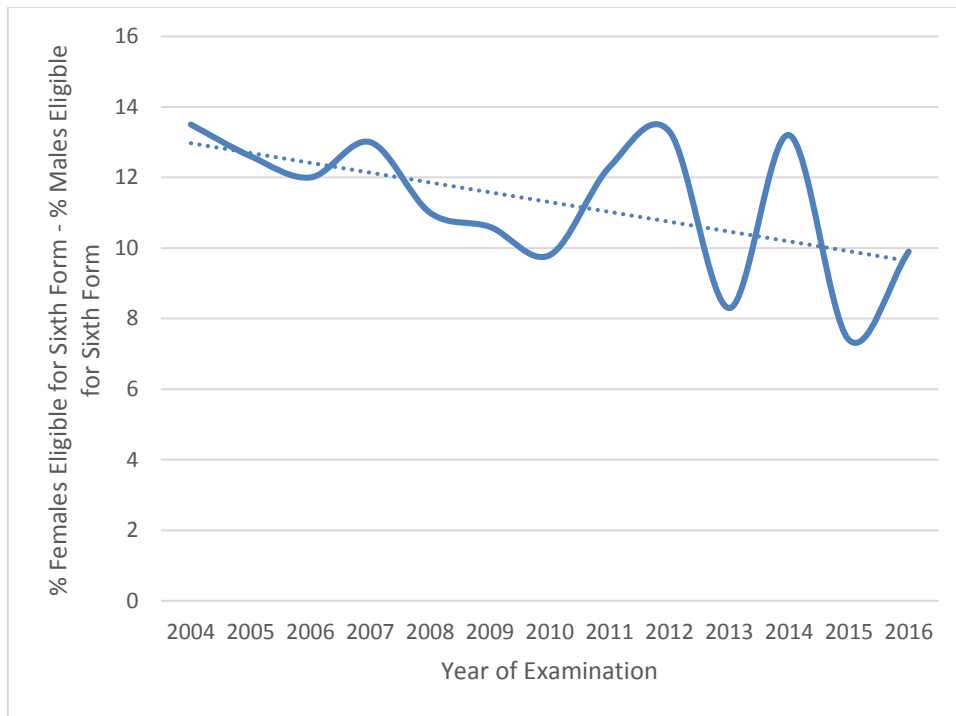


Figure 7.xiv: Difference between the Percentage of Females Eligible for Sixth Form and the Percentage of Males Eligible for Sixth Form, by Year of Examination

8. CONCLUSION

This report has been produced with the intention of providing important and valid information about various aspects of the SEC examination of 2016. 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.

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APPENDIX A

Time Tables for the May 2016 and September 2016 Sessions

UNIVERSITY OF MALTA
Matriculation and Secondary Education Certificate Examinations Board
May 2016 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 22 April		Russian /Spanish (Lat.) (3.00 p.m.)	Systems of Knowledge	Spanish (Lat.) (4.00 p.m.)		Design & Technology II
Saturday 23 April	Physics I	Physics II	Physics	Environmental Science	Physics I	Physics II
Monday 25 April	Eng Draw/Graph Comm I	Eng Draw/Graph Comm II	Theatre and Performance	Eng Draw & Graph Comm	Graphical Communication I	Graphical Communication II
Tuesday 26 April	Accounting I	Home Economics I	Accounting		Accounting /Business Studies I	Chemistry I
Wednesday 27 April	Accounting II	Home Economics II		Home Economics	Accounting /Business Studies II	Chemistry II
Thursday 28 April	History I	Philosophy I	History	Philosophy	History I	Computing I
Friday 29 April	History II	Philosophy II			History II	Computing II
Saturday 30 April	Pure Mathematics I	Pure Mathematics II		Pure Mathematics	Mathematics I	Mathematics II
Monday 2 May	History III	Arabic /Russian /Italian (Lat.) (3.00 p.m.)		Italian (Lat.) (3.00 p.m.)	Latin /Commerce I	Arabic /Latin /Commerce II
Tuesday 3 May	Italian I	Italian III		Italian	European Studies I/Textiles & Design I	Italian I
Wednesday 4 May	Arabic III	Italian IV	Arabic		European Studies II/Textiles & Design II	Italian II
Thursday 5 May	Russian II	Biology I	Russian	Biology	Greek /Russian /Class. Cult. & Civ. I	Biology I
Friday 6 May	Biology II	Biology III				Biology II
Saturday 7 May	Maltese I, Applied Mathematics I	Maltese II	Maltese		Maltese I	Maltese II
Monday 9 May	Economics I, Applied Mathematics II	Maltese III	Applied Mathematics		Economics I	English Literature I
Tuesday 10 May	Economics II	Computing I, Info Tech I	Economics		Economics II	English Literature II
Wednesday 11 May		Computing II, Info Tech II	Psychology	Computing/Info Tech		French I
Thursday 12 May	German I	German II, Greek I	German	German (Lat.) (3.00 p.m.)	German I	German II
Friday 13 May	German III, Greek II	French I & IV	Greek	French	Greek /Russian /Class. Cult. & Civ. II	French II
Saturday 14 May	English I	English II	English		English Language I	English Language II
Monday 16 May	Geography I	English III			Geography I	
Tuesday 17 May	Geography II	Geography III	Geography		Geography II	
Wednesday 18 May	Spanish I	Spanish II, Latin I		Latin/Classical Studies	Spanish I	Environmental Studies I
Thursday 19 May	French I	French III				Environmental Studies II
Friday 20 May	Music Paper 3 (performance/composition)	Spanish III, Latin II	Physical Education	Spanish	Physical Education II	Spanish II
Saturday 21 May	Religious Knowledge I	Religious Knowledge II		Religious Knowledge	Religious Knowledge I	Religious Knowledge II
Monday 23 May	Chemistry I	Chemistry II	Chemistry		Home Economics I	Social Studies I
Tuesday 24 May	Music II (Part II)	Sociology I		Sociology	Home Economics II	Social Studies II
Wednesday 25 May	Sociology II	Music I		Music (Part II)	Music I (Part II)	Music II
Thursday 26 May	Sociology III	Marketing I		Marketing	Music I (Part II)	Music I (Part II)
Friday 27 May	Marketing II	Art III		Music (Parts I & II)	Art II	
Saturday 28 May	Art I	Art II	Art		Art I	Art I (cont.)

Following registration, candidates will be informed individually about:

- SEC Listening Comprehension/Dictation (Group Examinations)
- SEC Reading, Conversation, Role Play, etc. (Individual Oral Examinations)
- Advanced Matriculation Oral Examinations
- Advanced Matriculation Music Oral/Aural examinations
- Advanced Matriculation Biology, Chemistry and Physics Practicals

Oral Examinations:

SEC Listening Comprehension/Dictation will be held as follows: Saturday 12 March - Italian; Thursday 17 March - German and Russian; Friday 18 March - Spanish and Arabic; Saturday 2 April - English; Saturday 9 April - French.
 SEC Reading & Conversation will be held as follows: 1, 4, 5, 6, 7, 8 April - English and French; 11, 12, 13, 14, 15, 18 April - Maltese and Italian; 19, 20, 21 April - German, Spanish, Russian and Arabic.

Intermediate Matriculation Orals will be as follows: 22 March - German, Spanish, Russian and Arabic; 2 April - Italian; 7 April - French; 1, 4, 5, 6 April - Maltese; 8, 11, 12, 13, 14 April - English; 30, 31 May, 1, 2, 3, 6 June - Theatre and Performance.

Advanced Matriculation Orals will be as follows: 17 March - French; 15, 16 March - Maltese; 21 March - Arabic, German, Spanish and Russian; 15, 18, 19, 20, 21 April - English; 16 April - Italian; 24 May - Music Paper 2 Part I.

Practical Examinations:

Advanced Matriculation Practicals will be as follows: 31 May - Physics; 3 June - Biology; 10 June - Chemistry

Physical Education:

SEC P.E. candidates are to indicate their choice of activities on the on-line form.

SEC Activities will be held as follows: 6, 7, 8, 11, 12, 13, 14 April - Athletics, Games, Gym and Dance; 30, 31 May, 1, 2 June - Swimming.

Intermediate Matriculation activities will be held as follows: 6, 7, 13, 14 April.

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

*Matriculation and Secondary Education Certificate Examinations Board
MAY 2016 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 11th March 2016**.

Lists of candidates, where the assessment marks are to be filled, will be forwarded to each respective school in due time. **Moderation of coursework in schools** will take place between **Monday 14th March 2016** and **Tuesday 22nd March 2016**, and between **Friday 1st April 2016** and **Friday 15th April 2016** all days inclusive.

Private candidates are to present their **coursework** for the subjects outlined below to MATSEC or the **Examinations Department Victoria, Gozo** between **Monday 29th February 2016** and **Friday 11th March 2016** 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.

SEC Art candidates are to indicate whether for Paper I – Work from Observation – they will be choosing **Option (a) Still-Life, composed of Man/Made & Natural forms**, or **Option (b) the Human Figure**. If applying online, candidates are to indicate this choice on the online form whereas if applying manually, candidates are to indicate this choice on a form provided to the school by the Examinations Department. Private candidates who apply manually can obtain the form from the Examinations Department.

The **Art General Themes** will be published in the **Notices section of the MATSEC website** by the **6th May 2016**.

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 **29th April 2016**.

Heads of School are to send the **school-based assessment marks** for **Computing, Information Technology and Systems of Knowledge** to MATSEC by **Friday 11th March 2016**. **Moderation of coursework in schools** will take place between **Monday 14th March 2016** and **Tuesday 22nd March 2016**, and between **Friday 1st April 2016** and **Friday 15th April 2016** all days inclusive.

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 11th March 2016** between **8.00 am and 12.00 noon and 2.00 pm and 4.00 pm**.

IM Art candidates are to indicate whether for Part II Section A – Work from Observation – they will be choosing **Option (i) Still-life with Man-made and Natural Forms** or **Option (ii) the Human Figure**. Candidates will receive the form on which to indicate this choice from the Examinations Department by post.

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 **Friday 29th April 2016**.

Heads of School are to send the **school-based assessment marks** for **Computing, Information Technology, Geography and Home Economics** to MATSEC by **Friday 11th March 2016**. **Moderation of coursework in schools** will take place between **Monday 14th March 2016** and **Tuesday 22nd March 2016**, and between **Friday 1st April 2016** and **Friday 15th April 2016** all days inclusive.

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 11th March 2016** 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 1st April 2016. Candidates are to present this work on Monday 30th May 2016 between 8.00 am and 12.00 noon and 2.00 pm and 4.00 pm at MATSEC or the Examinations Department Victoria, Gozo.

Reference should be made to the respective syllabi for further details about each subject including folders required.

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.

All candidates may be called for an interview regarding their coursework. Interviews will be held between Monday 14th March 2016 and Friday 15th April 2016 both days inclusive.

Coursework presented to MATSEC is to be collected between Thursday 25th August 2016 and Friday 26th August 2016 between 8.00 am and 12.30 pm.

The MATSEC Board reserves the right to keep any of the works submitted by candidates.

ACCESS ARRANGEMENTS

Candidates are to apply for Exam Access Arrangements by Friday 6th November 2015.

Late applications for Exam Access Arrangements will only be accepted with late registrations on the 6th and 7th January 2016.

No applications for Exam Access Arrangements beyond the 7th January 2016 will be accepted even if applicants are allowed to register for the May examination session.

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.

REGISTRATION DATES ARE BETWEEN 26TH OCTOBER 2015 AND 6TH NOVEMBER 2015.

LATE APPLICATIONS WILL BE ACCEPTED ON 6TH AND 7TH JANUARY 2016.



TIMETABLE – September 2016 Session

Date	Secondary Education Certificate	Intermediate Matriculation	Advanced Matriculation
Monday 29-Aug-2016	Biology, Chemistry, Physics	09:00 PI Physical Education practical exam	p.m. Biology, Chemistry, Physics practical exams
		16:00 PII	
Tuesday 30-Aug-2016		Group I subjects	
		Group III subjects	
Wednesday 31-Aug-2016		Group IV subjects	
		Group II subjects	
Thursday 01-Sep-2016	English Language	09:00 PI Systems of Knowledge	
		16:00 PII	
Friday 02-Sep-2016	Maltese	09:00 PI	Paper I – All Subjects
		16:00 PII	
Saturday 03-Sep-2016	Mathematics	09:00 PI	Paper II – All Subjects
		16:00 PII	
Monday 5-Sep-2016			Paper III – All Subjects (where applicable)

Intermediate Matriculation level

Orals: 26, 27, 29 Aug – English; 1 Sep – Arabic, Maltese, Russian & Spanish; 2 Sep – Theatre and Performance & Music (Parts 1 & 3); 3 Sep – French, German & Italian.

By **Tuesday 16th August, 2016**, all candidates sitting for Art are to present their Coursework (Portfolio, Personal Study and Visual Journal), 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. All candidates may be called for an interview regarding their coursework. Interviews will be held between **Friday 19th August, 2016** and **Friday 16th September, 2016** both days inclusive.

With regard to Art, the starting points of the Thematic Project Work will be published in the Notices section of the MATSEC website by **Monday 8th August, 2016**. Candidates are to present this work on **Tuesday 6th September, 2016** between 8.00 a.m. and 12.00 noon at MATSEC or the Examinations Department Victoria, Gozo.

Advanced Matriculation level

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

By **Tuesday 16th August, 2016**, all candidates sitting for Art are to present their Coursework (Portfolio, Personal Study and Visual Journal), 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. All candidates may be called for an interview regarding their coursework. Interviews will be held between **Friday 19th August, 2016** and **Friday 16th September, 2016** both days inclusive.

With respect to Art, the starting points of the Thematic Project Work will be published in the Notices section of the MATSEC website by **Friday 22nd July, 2016**. The Thematic Project Work must be handed in at the end of the AM ART Paper I (Extended Thematic Project) examination session in a folder.

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 DEPARTMENT, VICTORIA GOZO AS INDICATED ABOVE.

Coursework presented to MATSEC is to be collected during the week starting **Monday 31st October, 2016** between **8.00 a.m. and 12.00 noon, and 2.00 p.m. and 4.00 p.m.**

Candidates registering for AM 20 Italian should note that:

Paper I (Listening Comprehension) and Paper II will take place on the 2nd September (*time of the examinations will be issued in due course*);

Paper III will take place on the 3rd September at 9:00 a.m.;

Paper IV will take place on the 5th September at 9:00 a.m..

Candidates registering for AM 12 French should note that:

Paper IV (Dictation) will be held on the 1st September (*time of the examination will be issued in due course*).

Candidates registering for AM 14 German and AM 31 Spanish should note that:

The Listening Comprehension will take place on the 3rd 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 1st September (*time of the examination will be issued in due course*).

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

The Listening Comprehension will take place on the 3rd September (*time of the examination will be issued in due course*).

Candidates registering for AM 24 Music should note that:

Paper 1 Part I and II will take place on the 2nd September (*time of the examination will be issued in due course*).

Paper 3 will take place on the 5th September (*time of the examination will be issued in due course*).

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*