



# MATSEC EXAMINATIONS BOARD SEC EXAMINATIONS 2017

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## Statistical Report



**MATSEC SUPPORT UNIT  
UNIVERSITÀ TA' MALTA**

**January 2018**

## FOREWORD

The 2017 statistical report generally follows the same structure used in previous years with additional information about a new initiative. Besides comprehensive data about student registrations and results in the main and supplementary sessions, the report presents a detailed breakdown of information by gender and by type of school (State, Church, Independent, Post-Secondary, and Private candidates). This data allows a comparison of subject preferences, preferences of sitting for Paper IIA or IIB, general achievement and distribution of pass grades. Furthermore, the report presents trends that have been observed over the years which require understanding and may lead to corrective action. For example, it would be interesting to understand why the number of registrations for SEC examinations has been decreasing beyond what is expected from demographic changes, the percentage of 16-year-olds sitting for the examinations has fluctuated significantly from year to year, the persistent gender differences in favour of females, and why males from State schools shy away from opting for the more challenging Paper IIA.

A new feature of this year's report is the data on the five SEC (Vocational) subjects with a different assessment scheme offered by the MATSEC Examinations Board, namely, Agribusiness, Engineering Technology, Health & Social Care, Hospitality, and Information Technology. These subjects were introduced in Form 3 in 2014 with the collaboration of teachers and lecturers from MCAST and the Institute for Tourism Studies (ITS), who developed the original syllabi. Some adaptations of the syllabi based on the first-hand experiences of teachers who were implementing them were made by syllabus panels coordinated by the MATSEC Support Unit. The assessment of the pilot group of 92 students who have been studying these subjects was spread over the last three years resulting in the award of the certificate in 2017. In each year the students completed two school-based assignments and sat for a controlled assessment set by the MATSEC Examinations Board. All assessments were verified internally and externally to ensure fairness and consistency across schools. The achievement results presented in this report show that this was a successful initiative which offered new opportunities to students with a better aptitude for practical work than abstract knowledge. An evaluation seminar for teachers and external evaluators conducted at the end of the three year course produced evidence that the work carried out by the students was of a high quality. These results were possible with the constant collaboration of teachers, verifiers, schools' administrative staff and MATSEC Support Unit staff. The take-up of vocational subjects by hundreds of students in secondary schools from 2015 onwards is further evidence of the success of the introduction of vocational subjects in the secondary school curriculum though it is expected that this will present new challenges to the MATSEC Board and its Support Unit.

The report also includes information about the management of all aspects of the examinations – oral, aural, practical, written components, access arrangements, and related logistical requirements. Good management is an essential facet of quality assessments which is seldom recognised. In this respect, it is therefore important to acknowledge the commitment, planning, and attention of the Director and staff of the MATSEC Support Unit and also the close collaboration of the Department of Examinations in the smooth-running of the examinations. The author and collaborators in the production of this report also deserve our special thanks, including Gilbert Zahra – who authored and formatted the report, and coordinated the work – and the MATSEC staff who aided in the compilation and checking of the data and other matters related to this report, namely Leander Borg, Margaret Borg, Gianluca Scicluna, Lara Sciberras, and Ramon Grech.

Prof Frank Ventura  
Chairman, MATSEC Examinations Board  
December 2017

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## EXECUTIVE SUMMARY

This document reports on the SEC examination sessions of 2017. It provides an overview of the administration of the examination and then reports on the registration and results data of the main session in the Main and Supplementary sessions before comparing this year's statistics with those of previous years. This is the first report which presents the results of candidates registering for SEC vocational subjects.

This year, 5,497 candidates (2,521 males and 2,976 females) sat for SEC examinations in one or more subjects in the Main session. The majority (3,484 candidates, 63.4%) of candidates were born in 2001, i.e. individuals who turned sixteen in 2017. Although the number of registrations this year was lower than that of previous years, the percentage of 16-year-olds (from those born in 2001 in Malta) applying for SEC examinations seems to be increasing. In fact, **90.3% of the children born in 2001 (88.1% of males and 92.6% of females) registered for SEC examinations.**

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 2017, the majority (63.8%) of registrations were for Paper IIA.** The only subject with most applications for Paper IIB was Mathematics (57.0%). 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. Females were more likely to apply for Paper IIA. This year this trend has expanded to include church schools and Gozo schools, where differences in favour of males in this regard were observed in previous years.

Candidates with access arrangements were more likely to register for Paper IIB (68.1%). While the number of candidates registering for access arrangements has decreased, the percentage of candidates registering for access arrangements has continued to increase. **This year, 9.97% of candidates registered for access arrangements.**

In the Supplementary session, there were 1,516 candidates (691 males and 825 females). **This means that 27.6% of the candidates who applied for the Main session sat for one or more examinations in the Supplementary session.** Less than half of the candidates who in the Main session obtained Grades 6, 7 or U or were absent for examinations of subjects required for entry in Form VI registered for the Supplementary session. The highest percentage of registrations from those eligible was in Mathematics where 48.7% of those eligible applied. There were 67 registrations from candidates who did not sit for examinations in the Main session of 2017.

A total of 39 subjects were offered at this level. The five new subjects for 2017 are vocational in nature. **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. Registrations for Chemistry as a candidate's only science subject are rare. In 2017, 15.6% of 16-year-olds applied for examinations in the three science subjects. As for the foreign languages, most candidates (62.2%) applied for one foreign language examination, with Italian being the most common. For students sitting for two language examinations (12.8%), Italian and French was by far the most prevalent choice.

Eighteen subjects require candidates to present a school-based assessment. **Candidates do reasonably well in school-based assessments and oral components.** This year, between 80-90% of the candidates gained at least 10/15 marks for their coursework in Physics, Chemistry and/or Biology and half the candidates obtained at least 14/20 in Geography and/or Art, 23/30 in Home Economics and 26/30 in Computer Studies. Candidates also did well in the oral examinations, although a considerable number of candidates were absent for this component (between 2.3% and 14.3%). A considerable

number of candidates did not present their coursework (between 1.2% and 15.3%) for subjects demanding this. In vocational subjects, no candidate did not present his/her coursework. In all vocational subjects but Hospitality, 80% of candidates scored an average 40/60 or more in their coursework component.

There was a total of 571 (1.7%) registrations for revision of papers in the Main session. **Requests for Revision of Paper were made in 39 subjects and upgrades were made in nine subjects.** No candidate appealed from any of the marks awarded for vocational subjects. The grades of 23 candidates (4.0% of applicants) were upgraded. Following the Supplementary session, 59 (2.3%) candidates applied for revision of papers. There were two upgrades (3.4% of applicants), both of which were made in Mathematics.

When overall passes (Grades 1 to 7) are considered, the mean pass rate for the SEC subjects offered was 84.7%. If Grades 1 to 5 are considered, this was 69.3%. This is similar to the relatively large percentages following the previous two examination sessions. From the children born in 2001 in Malta, 76.7% obtained Grade 1 to 7 in English Language, 67.1% in Maltese and 69.1% in Mathematics. If Grades 1 to 5 are considered, these last three figures change to 68.1%, 61.5% and 54.9%. Following the 2017 Supplementary session, from the children born in 2001 in Malta, 84.8% obtained Grade 1 to 7 in English Language, 74.7% in Maltese and 82.8% in Mathematics. Apart from the value for Maltese, these values are larger than those reported last year. **Generally, when compared to 2016, 16-year-olds were less likely to obtain Grades 1-7 but more likely to obtain Grades 1-5 in these three basic subjects.**

In 2017, **40.7% of the 2001 cohort who sat for the 2017 SEC Main examinations gained passes in nine subjects or more** (Grades 1 to 7). Moreover, 34.2% of the same cohort gained Grades 1 to 5 in nine subjects or more. These values are a percentage point higher than last year's. The majority of females gained passes in ten subjects while the majority of males gained passes in nine subjects. The same holds true if either Grades 1 to 7 or 1 to 5 are considered. From the 2001 cohort of candidates, 15.9% obtained three or less passes (Grades 1 to 7). This value is larger than that in 2016. **As 2,685 16-year-olds obtained passes in at least five subjects (Grades 1 to 7), 30.4% of the 2001 cohort have the possibility to become early school leavers if they do not participate in further education or training.**

In 2017, **49.2% of children born in 2001 obtained the passes required to pursue their education into sixth form.** This is a high value comparable to last year's. These consist of 54.7% of females and 44.1% of males. This gender gap is larger than that in 2016 and 2015 but smaller than that in 2014. Female candidates outperform male candidates and, in fact, in the majority of subjects, the largest percentage of candidates who obtained Grade 1 were females.

Candidates from church and independent schools outperform the other candidates. **While candidates from independent schools were more likely to be awarded Grade 1 in the majority of subjects, candidates from church schools were more likely to gain the entry requirements for sixth form.** While 37.3% of state school candidates gained the entry requirements for form VI, 68.4% of church school candidates did so. However, one should note that these values are changing gradually and while in 2014, 34.9% (2.4% less than 2017) of state school candidates gained the entry requirements for Form VI, 75.3% (6.9% more than 2017) of church school candidates did so. The percentage of independent school candidates who gained the entry requirements form Form VI stands at 57.1% in 2017 compared to 62.9% in 2014. The overall pass rate in 2017 is roughly similar to that of 2014 (0.2% higher in 2017).

# 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.

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 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).

As from 1993, a September supplementary session replaced the December/January session. Results of the September session would be published by the 1<sup>st</sup> October offering a unique opportunity to those who did not manage to obtain the minimum national entry requirements for Sixth Form.

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).

Gradual changes took place over three years until the board replaced the GCE Ordinary level subjects with a set of subjects at Secondary Education Certificate (SEC) level with a different format to the previous Matriculation subjects and the SEC system of examinations became fully operational in 1994. 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). This target has been reached and maintained since 2005. Considerable importance is awarded to these examinations in the local educational system (Chetcuti & Griffiths, 2002; Pace, 1996; Ventura, 1996; White, 1996).

The list of subjects offered at SEC level has increased from 13 in 1992 to 39 in 2017. Qualifications in five SEC vocational subjects were first awarded in 2017. Although the final assessment of these vocational subjects took place in 2017, continuous assessment, including a yearly centrally set controlled assessment, started in 2014. The table overleaf summarises the introduction of SEC subjects along the years.

Registration for this examination is restricted to students who, at the time of the final assessment in the subject/s applied for, will be 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 present document reports on the 2017 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.

Table 1.1: A timeline SEC subjects offered

Year	Subjects	Subjects Introduced	Subjects Removed / Rebranded
1990	7	<ul style="list-style-type: none"> <li>• Arabic</li> <li>• Classical Culture and Civilisation</li> <li>• Italian</li> <li>• Maltese</li> <li>• Maltese History</li> <li>• Latin</li> <li>• Social Studies</li> </ul>	
1992	13	<ul style="list-style-type: none"> <li>• English Language</li> <li>• Land Surveying</li> <li>• Mathematics</li> <li>• Physics</li> <li>• Religious Knowledge</li> <li>• Russian</li> </ul>	
1993	25	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Art</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Commerce</li> <li>• Computer Studies</li> <li>• Economics</li> <li>• French</li> <li>• Graphical Communication</li> <li>• Home Economics</li> <li>• Needlecraft &amp; Dress</li> <li>• Spanish</li> </ul>	
1994	30	<ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Environmental Studies</li> <li>• Geography</li> <li>• German</li> <li>• Greek</li> <li>• Technical Design</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical Communication</li> </ul>
1995	29	<ul style="list-style-type: none"> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Maltese History</li> <li>• Land Surveying</li> </ul>
1996	29	<ul style="list-style-type: none"> <li>• Textiles and Design</li> </ul>	<ul style="list-style-type: none"> <li>• Needlecraft &amp; Dress</li> </ul>
1997	30	<ul style="list-style-type: none"> <li>• English Literature</li> </ul>	
2003	31	<ul style="list-style-type: none"> <li>• European Studies</li> </ul>	
2004	32	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>	
2008	33	<ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Graphical Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Design</li> </ul>
2014	34	<ul style="list-style-type: none"> <li>• Music</li> </ul>	
2017	39	<ul style="list-style-type: none"> <li>• Agribusiness</li> <li>• Health and Social Care</li> <li>• Engineering Technology</li> <li>• Hospitality</li> <li>• Information Technology</li> </ul>	
2018	40	<ul style="list-style-type: none"> <li>• Ethics</li> </ul>	

## 1.2 Administrative Information

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

### 2017 Main Session

The timetable for the Main session was issued in mid-October 2016 (see Appendix A). Registration for the examinations took place either manually or online between the 31<sup>st</sup> October and 11<sup>th</sup> November 2016. Late applications were received on the 10<sup>th</sup> and the 11<sup>th</sup> January 2017. 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 2017. There were 5,497 candidates who registered for the examinations (2,521 males and 2,976 females).

The written examinations took place between 27<sup>th</sup> April and 3<sup>rd</sup> June 2017. The following subjects were offered for examination:

▪ 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,	▪ Agribusiness**,	▪ Health and Social Care**,
▪ Engineering Technology**,	▪ Hospitality**,	▪ Information Technology**.
* Offered for the first time in 2016.		
** Vocational subjects. Awarded for the first time in 2017.		

Registration for revision of papers took place between 20<sup>th</sup> and 27<sup>th</sup> July 2017, at the MATSEC Support Unit, University of Malta.

### 2017 Supplementary Session

The timetable for the Supplementary session was posted on the website in mid-October 2016.

Registration for the examinations was online and took place between the 20<sup>th</sup> and the 27<sup>th</sup> July 2017. Candidates could also apply at MATSEC, University of Malta and at the Examinations Centre, Victoria, Gozo. Late applications were received on the 1<sup>st</sup> and 2<sup>nd</sup> August 2017. All applications were received and processed by the MATSEC Support Unit, University of Malta. There were 1,516 candidates who registered for the examinations (691 males and 825 females). The examinations were held between the 30<sup>th</sup> August and 6<sup>th</sup> September 2017. The following subjects were offered for examination:

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

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

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 3<sup>rd</sup> and 4<sup>th</sup> October 2017 at the MATSEC Support Unit, University of Malta.

### Vocational Subjects Controlled and Synoptic Assessments

SEC vocational subjects are assessed through two yearly school based assessments and one yearly controlled assessment. Candidates who either fail a unit or are absent for any assessment may sit for a synoptic assessment. For this year's cohort, controlled and synoptic tests were held in the dates shown below.

Table 1.2: Dates for SEC Vocational Subjects Controlled and Synoptic Assessments

Unit	Year	Controlled Assessment	Synoptic Assessment
1	2015	25 <sup>th</sup> May	7 <sup>th</sup> July
2	2016	2 <sup>nd</sup> and 3 <sup>rd</sup> June	1 <sup>st</sup> November
3	2017	25 <sup>th</sup> May	1 <sup>st</sup> and 2 <sup>nd</sup> November

### Results

The results of the Main session examinations were posted on 14<sup>th</sup> July 2017 while those of the Supplementary session examinations were posted on the 27<sup>th</sup> September 2017. Most candidates took the option to give their mobile number on registration, and these received their results by SMS as well. Moreover, following September 2015, candidates had the possibility to apply to receive their results through registered mail. The number of candidate registrations for both options is shown in the table below.

Table 1.3: Publication of 2017 Results by SMS and by Registered Mail

Session	Publication of Results	by SMS		by Registered Mail	
		N	%	N	%
Main	14 <sup>th</sup> July 2017	5447	99.1	1373	25.0
Supplementary	27 <sup>th</sup> September 2017	1402	92.5	1036	68.3

### 1.3 Requests for Access Arrangements

Requests for access arrangements during SEC examinations were received during the period of registration. Candidates needed to fill the required form<sup>2</sup>. This year, there were 548 applications for access arrangements. These requests were considered by the Access Disability Support Committee of the University of Malta.

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

## 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.

### 2017 Main Session

A total of 17 examination centres were used for this session. These are listed below. The services of 22 head of centres and 445 invigilators were used.

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

### 2017 Supplementary Session

A total of four examination centres were used for this session. These are listed below. The services of 3 head of centres and 79 invigilators were used.

St Nicholas College Secondary School Dingli	Malta
St Theresa College Middle (Ta' Paris)	
St Thomas More Girls Secondary	
Examinations Centre Victoria	Gozo

### 2017 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. There were no SEC examinations held overseas in 2017.

## 1.5 The Aural/Oral Examinations

Table 1.4 shows the dates of the aural and oral examinations.

Table 1.4: Dates for Aural and Oral Examinations

Subject	Aural Examinations	Oral Examinations
Arabic	17 March	13, 14, 15 March
English Language	18 March	3, 4, 5, 6, 10, 11 April
French	1 April	3, 4, 5, 6, 10, 11 April
German	16 March	13, 14, 15 March
Italian	25 March	20, 21, 22, 23, 24, 27 March
Maltese	n/a	20, 21, 22, 23, 24, 27 March
Russian	16 March	13 March
Spanish	17 March	13, 14, 15 March

SEC Music Paper 1 (Part 1) took place on 31<sup>st</sup> May 2017. Section A of this paper involves a listening component.

The aural/oral examinations were held at the following centres:

St Gorg Preca Blata I-Bajda	Malta
St Theresa College (ex- Vincenzo Bugeja)	
St Theresa College Girls Junior Lyceum Mriehel	
St Theresa College Middle School Ta' Paris	
St Thomas More College Boys Secondary (Samra)	
Examinations Centre Victoria	Gozo

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

Table 1.5 shows the numbers of examiners involved in the different subjects. The total number of examiners is similar to that of last year's, although there has been an increase when compared to the previous three years.

Table 1.5: Number of Examiners for Orals

Subject	Malta	Gozo	Total
Arabic	3	1	4
English Language	47	4	51
French	14	2	16
German	9	2	11
Italian	16	2	18
Maltese	56	5	61
Russian	2	1	3
Spanish	6	2	8
<b>Total</b>	<b>153</b>	<b>19</b>	<b>172</b>

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

## 1.6 Coursework

There were 18 SEC subjects that had coursework in 2017. These were:

▪ Art,	▪ Biology,	▪ Business Studies,
▪ Chemistry,	▪ Computing,	▪ Design and Technology,
▪ Environmental Studies,	▪ European Studies,	▪ Geography,
▪ Home Economics,	▪ Physical Education,	▪ Physics,
▪ Textiles and Design,	▪ Agribusiness*,	▪ Health and Social Care*,
▪ Engineering Technology*,	▪ Hospitality*,	▪ Information Technology*.

\* Vocational subjects. Awarded for the first time in 2017.

The coursework marks from the schools were to reach the MATSEC Support Unit by 10<sup>th</sup> March 2017. Moderation by the Markers' Panels of the above non-vocational subjects took place between 13<sup>th</sup> March and 4<sup>th</sup> April. The Chairpersons of the respective panels were asked to collect copies of the school assessment result sheets from the MATSEC Support Unit before proceeding to the schools for the moderation of the coursework. This year, moderation was limited to a sample of schools per subject and all candidates' work in those schools was moderated.

All the work submitted as part of SEC vocational subjects was moderated through two processes: internal verification done by each school's subject internal verifier and external verification done by MATSEC external verifiers. External verification visits happen twice a year in February/March and in June.

The coursework of the private candidates was to be submitted to the MATSEC Support Unit and the Examinations Centre, Victoria, Gozo between 27<sup>th</sup> February and 10<sup>th</sup> March 2017. 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 2017, the Art examination took place on 3 June. Music Paper 1 (Part 2) took place on 1st June.

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, Badminton, and Handball.
- 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 1.6 below presents details of these examinations:

Table 1.6: Physical Education Practical Examinations

	Activity	Venue	Date	No. of Candidates	
Area 1	Basketball	University Sports Hall and Pitch	22 <sup>nd</sup> March	136	467
	Badminton		24 <sup>th</sup> March	129	
	Handball		28 <sup>th</sup> March	202	
Area 2	Artistic Gym	University Sports Hall	30 <sup>th</sup> March	52	186
	Educational Dance	University Squash Court	22 <sup>nd</sup> March 24 <sup>th</sup> March 28 <sup>th</sup> March	134	
Area 3	Athletics All tests	St Aloysius College	23 <sup>rd</sup> March 27 <sup>th</sup> March 29 <sup>th</sup> March	453	
Area 4	Swimming All tests	National Swimming Pool, Tal-Qroqq	5 <sup>th</sup> June 6 <sup>th</sup> June 9 <sup>th</sup> June	316	

The figures that follow show candidates' preferences for the SEC Physical Education practical examination. These show that handball was the preferred activity from Area 1; short put, long jump, and 100m sprint are the preferred activities in Area 2; and butterfly stroke is the least preferred activity in Area 4.

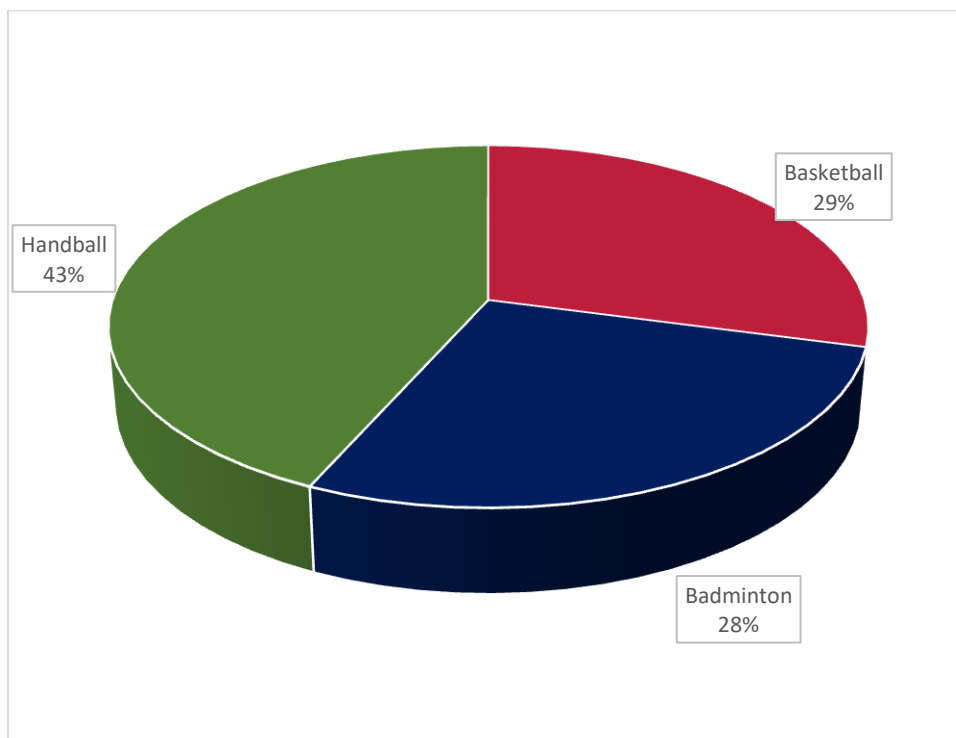


Figure 1.i: Candidates' Preference in SEC Physical Education Area 1



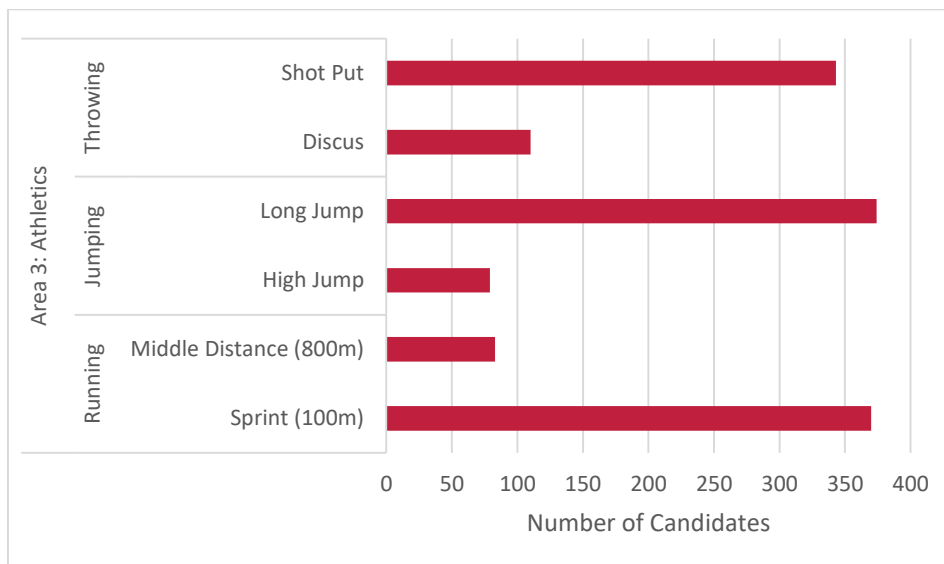


Figure 1.ii: Candidates' Preference in SEC Physical Education Area 3

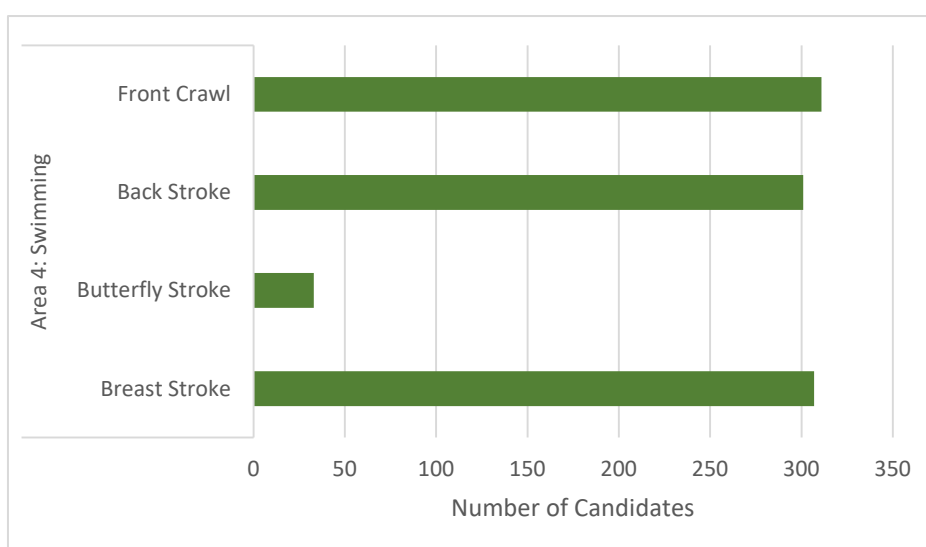


Figure 1.iii: Candidates' Preference in SEC Physical Education Area 4

## 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 571 requests for Revision of Papers after the Main session and 59 further requests after the Supplementary 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 on the MATSEC website (<http://www.um.edu.mt/matsec>).

## 2. MAIN SESSION REGISTRATIONS

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

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

<b>Cohort*</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
2002	3	4	7
2001	1755	1729	3484
2000	297	383	680
1999	123	148	271
1998	50	72	122
1997	25	42	67
Pre-1997	268	598	866
<b>Total</b>	<b>2521</b>	<b>2976</b>	<b>5497</b>

\* By Year of Birth

In total, there were 5,497 candidates who registered for SEC examinations in the Main session of 2017 (2,521 males and 2,976 females). The largest numbers of registrations, in total, and for both males and females, belonged to the 2001 cohort. This is the cohort that turned sixteen in 2017.

When set up in 1991, MATSEC aimed to attract 80% of sixteen-year olds to SEC, which started in 1994 (Grima & Ventura, 2006). There were 3,859 infants born in 2001 (NSO, 2002). Ignoring deaths, emigrations and immigrations, this means that 90.3% of the children born in 2001, 88.1% of males and 92.6% of females, registered for SEC examinations in 2017.

Table 2.2 provides information on how many candidates, males and females, registered for the different subjects in 2017's Main session. Table 2.2 shows the variability in the number of registrations for the different subjects. The subjects with the largest numbers of registrations were Mathematics (4,383), English Language (4,366), Maltese (3,844), Physics (3,107), Religious Knowledge (2,974), and English Literature (2,297).

Notably, larger numbers of females than males (more than 60% of registrations) registered for Health and Social Care, Social Studies, Home Economics, Russian, Biology, and French. All the 56 candidates who registered for Textiles and Design are female. Larger numbers of males than females (more than 60% of registrations) registered for all SEC vocational subjects except for Health and Social Care, Design and Technology, Graphical Communication, Computing, Geography, History, and Physical Education.

Candidates from the 2001 cohort form the majority of candidates in most instances. The only cases where less than 75% of candidates are from this cohort are Russian, Arabic, and Classical Culture and Civilisation. These are subjects with only 13, 29, and 2 registrations respectively.

Table 2.2: Registration by Subject and Gender

Subject	All Candidates			2001 Cohort		
	Males	Females	Total	Males	Females	Total
Accounting	362	478	840	302	347	649
Agribusiness	7	0	7	7	0	7
Arabic	24	24	48	15	14	29
Art	299	365	664	262	319	581
Biology	437	862	1299	382	766	1148
Business Studies	80	78	158	69	69	138
Chemistry	329	400	729	313	369	682
Classical Culture	4	0	4	2	0	2
Commerce	2	0	2	2	0	2
Computing	569	224	793	516	207	723
Design and Technology	223	62	285	214	57	271
Economics	88	103	191	78	95	173
Engineering Technology	36	0	36	36	0	36
English Language	2089	2277	4366	1713	1715	3428
English Literature	965	1332	2297	912	1254	2166
Environmental Studies	529	603	1132	507	572	1079
European Studies	63	84	147	51	73	124
French	372	671	1043	354	636	990
Geography	125	64	189	115	57	172
German	199	211	410	174	193	367
Graphical Communication	322	100	422	303	91	394
Greek	1	0	1	0	0	0
Health and Social Care	2	7	9	2	6	8
History	115	70	185	102	65	167
Home Economics	243	484	727	217	446	663
Hospitality	25	0	25	24	0	24
Information Technology	15	0	15	14	0	14
Italian	732	879	1611	675	782	1457
Latin	1	0	1	0	0	0
Maltese	1923	1921	3844	1644	1653	3297
Mathematics	2055	2328	4383	1658	1682	3340
Music	7	10	17	7	9	16
Physical Education	288	186	474	264	167	431
Physics	1631	1476	3107	1460	1325	2785
Religious Knowledge	1443	1531	2974	1345	1431	2776
Russian	6	15	21	5	8	13
Social Studies	238	497	735	201	450	651
Spanish	114	172	286	97	133	230
Textiles and Design	0	56	56	0	54	54

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

Table 2.3: Registrations 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	78	90	165	187	51	51	3	8	48	108	16	28	1	6	840
Agribusiness	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Arabic	13	10	0	0	6	9	0	1	2	4	1	0	2	0	48
Art	144	175	98	91	26	46	5	5	8	15	17	33	1	0	664
Biology	82	208	211	404	74	127	14	30	18	28	38	64	0	1	1299
Business Studies	37	67	24	0	9	2	1	0	2	4	7	5	0	0	158
Chemistry	67	108	175	178	55	59	4	10	4	9	23	36	1	0	729
Classical Culture & Civ.	1	0	1	0	0	0	1	0	1	0	0	0	0	0	4
Commerce	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Computing	195	83	238	102	77	16	10	2	10	8	37	13	2	0	793
Design and Tech.	103	42	56	0	0	0	0	0	0	3	64	17	0	0	285
Economics	0	2	57	61	24	20	3	3	0	2	4	15	0	0	191
Engineering Tech.	10	0	14	0	0	0	0	0	0	0	12	0	0	0	36
English Language	796	863	677	622	184	179	90	79	166	365	153	143	23	26	4366
English Literature	285	521	441	508	159	169	9	8	5	16	66	110	0	0	2297
Environmental Studies	196	373	235	132	58	62	1	1	2	2	37	33	0	0	1132
European Studies	34	52	0	21	17	0	9	5	1	2	2	4	0	0	147
French	79	192	221	330	44	82	5	3	1	8	21	55	1	1	1043
Geography	46	22	35	9	29	21	1	0	2	2	12	10	0	0	189
German	83	68	81	96	9	13	2	0	5	13	18	20	1	1	410
Graphical Comm.	90	43	160	10	30	25	2	1	3	3	36	18	1	0	422
Greek	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Health and Social Care	0	0	0	0	2	1	0	0	0	0	0	6	0	0	9
History	38	36	38	14	25	18	1	0	4	2	9	0	0	0	185
Home Economics	136	290	57	136	6	26	3	6	2	4	39	22	0	0	727
Hospitality	25	0	0	0	0	0	0	0	0	0	0	0	0	0	25
Information Tech.	14	0	0	0	0	0	0	0	1	0	0	0	0	0	15
Italian	266	326	299	379	68	78	10	12	20	47	68	33	1	4	1611
Latin	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Maltese	757	836	664	616	156	133	73	56	118	132	143	136	12	12	3844
Mathematics	763	841	660	613	184	178	140	209	141	309	154	147	13	31	4383
Music	1	9	3	1	0	0	0	0	0	0	3	0	0	0	17
Physical Education	120	76	112	72	43	31	3	3	2	0	8	4	0	0	474
Physics	632	741	605	417	161	109	59	51	38	37	130	119	6	2	3107
Religious Knowledge	505	650	637	592	145	127	22	18	28	33	103	104	3	7	2974
Russian	4	7	0	2	2	5	0	0	0	0	0	1	0	0	21
Social Studies	72	144	135	318	2	1	10	13	10	19	8	1	1	1	735
Spanish	73	97	17	1	5	22	0	1	11	30	8	20	0	1	286
Textiles and Design	0	54	0	0	0	0	0	0	0	1	0	1	0	0	56

Table 2.4 provides a breakdown of the registration information by subject for Paper IIA and Paper IIB separately. SEC vocational subjects are omitted from this table as their assessments are not tiered.

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

Subject	Males		Females		Total	
	IIA	IIB	IIA	IIB	IIA	IIB
Accounting	263	99	348	130	611	229
Arabic	16	8	15	9	31	17
Art	204	95	254	111	458	206
Biology	338	99	640	222	978	321
Business Studies	51	29	45	33	96	62
Chemistry	274	55	351	49	625	104
Classical Culture & Civ.	3	1	0	0	3	1
Commerce	1	1	0	0	1	1
Computing	411	158	182	42	593	200
Design and Technology	120	103	34	28	154	131
Economics	71	17	64	39	135	56
English Language	1198	891	1547	730	2745	1621
English Literature	670	295	991	341	1661	636
Environmental Studies	383	146	463	140	846	286
European Studies	43	20	70	14	113	34
French	258	114	516	155	774	269
Geography	90	35	49	15	139	50
German	126	73	170	41	296	114
Graphical Communication	230	92	83	17	313	109
Greek	0	1	0	0	0	1
History	69	46	49	21	118	67
Home Economics	109	134	361	123	470	257
Italian	364	368	534	345	898	713
Latin	1	0	0	0	1	0
Maltese	1012	911	1296	625	2308	1536
Mathematics	867	1188	1017	1311	1884	2499
Music	6	1	7	3	13	4
Physical Education	206	82	155	31	361	113
Physics	983	648	999	477	1982	1125
Religious Knowledge	872	571	1121	410	1993	981
Russian	5	1	11	4	16	5
Social Studies	144	94	348	149	492	243
Spanish	82	32	123	49	205	81
Textiles and Design	0	0	29	27	29	27

As from 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 2017, the proportion of candidates opting for Paper IIA is more than 50% in all subjects with three exceptions: Italian (49.7%), Home Economics (44.9%), and Mathematics (42.2%).

Criticism that the choice of Paper IIA or IIB is 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.

Figure 2.i also suggests a gender divide when it comes to paper choice: Except for the case of Gozo private candidates, which is a small group of candidates, girls seem more

likely than boys to opt for the more challenging Paper IIA option regardless of school sector. In previous years, church school boys were more likely than church school girls to apply for Paper IIA, a trend which was not repeated this year. The difference between state school boys and state school girls in this regard has also increased from 2016, with girls being even more likely to apply for Paper IIA in 2016.

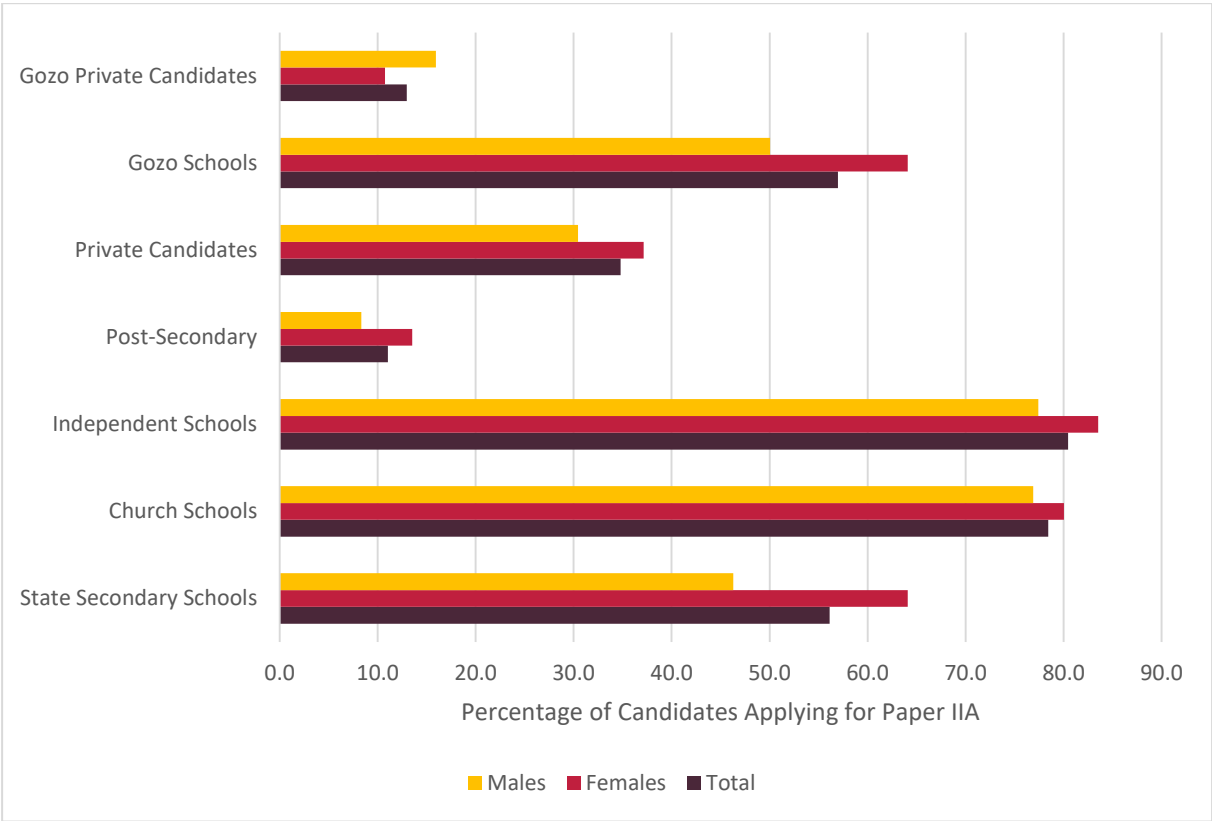


Figure 2.i: Percentage of Candidates Applying for Paper IIA by School and Gender

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	39	39	72	18	137	28	150	37	37	14	43	8	2	1	2	6	34	14	65	43	13	3	13	15	1	0	3	3
Arabic	7	6	3	7	0	0	0	0	5	1	9	0	0	0	1	0	2	0	2	2	1	0	0	0	1	1	0	0
Art	83	61	104	71	78	20	71	20	24	2	45	1	3	2	2	3	4	4	11	4	12	5	21	12	0	1	0	0
Biology	62	20	166	42	179	32	300	104	57	17	108	19	3	11	8	22	7	11	9	19	30	8	49	15	0	0	0	1
Business Stud.	19	18	39	28	20	4	0	0	7	2	1	1	0	1	0	0	1	1	2	2	4	3	3	2	0	0	0	0
Chemistry	51	16	83	25	158	17	169	9	45	10	54	5	1	3	6	4	2	2	8	1	17	6	31	5	0	1	0	0
Classical Cul. & Civ.	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Commerce	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Computing	109	86	61	22	197	41	92	10	74	3	16	0	1	9	0	2	8	2	2	6	21	16	11	2	1	1	0	0
Design and Tech.	57	46	25	17	37	19	0	0	0	0	0	0	0	0	0	0	0	0	0	3	26	38	9	8	0	0	0	0
Economics	0	0	1	1	49	8	39	22	20	4	14	6	0	3	0	3	0	0	1	1	2	2	9	6	0	0	0	0
English Lang.	345	451	575	288	561	116	545	77	162	22	165	14	8	82	15	64	45	121	145	220	75	78	100	43	2	21	2	24
English Lit.	180	105	351	170	338	103	423	85	109	50	139	30	0	9	2	6	2	3	8	8	41	25	68	42	0	0	0	0
Environ. Studies	119	77	280	93	190	45	116	16	50	8	51	11	0	1	0	1	0	2	0	2	24	13	16	17	0	0	0	0
European Stud.	23	11	44	8	0	0	21	0	15	2	0	0	2	7	2	3	1	0	1	1	2	0	2	2	0	0	0	0
French	46	33	151	41	164	57	270	60	31	13	59	23	0	5	1	2	0	1	5	3	16	5	30	25	1	0	0	1
Geography	29	17	14	8	29	6	9	0	26	3	19	2	0	1	0	0	2	0	1	1	4	8	6	4	0	0	0	0
German	47	36	50	18	56	25	86	10	7	2	9	4	0	2	0	0	3	2	12	1	12	6	13	7	1	0	0	1
Graphical Comm.	56	34	37	6	125	35	10	0	29	1	24	1	0	2	0	1	1	2	3	0	19	17	9	9	0	1	0	0
Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
History	11	27	22	14	30	8	11	3	19	6	15	3	1	0	0	0	2	2	1	1	6	3	0	0	0	0	0	0
Home Ec.	51	85	206	84	36	21	112	24	4	2	24	2	1	2	3	3	0	2	1	3	17	22	15	7	0	0	0	0
Italian	117	149	168	158	166	133	253	126	43	25	66	12	3	7	4	8	11	9	25	22	24	44	16	17	0	1	2	2
Latin	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	0
Maltese	299	458	536	300	518	146	503	113	89	67	97	36	7	66	3	53	31	87	61	71	66	77	96	40	2	10	0	12
Mathematics	227	536	375	466	432	228	393	220	132	52	132	46	0	140	6	203	10	131	25	284	64	90	85	62	2	11	1	30
Music	1	0	6	3	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0
Physical Educ.	66	54	62	14	97	15	61	11	41	2	29	2	1	2	0	3	0	2	0	0	1	7	3	1	0	0	0	0
Physics	288	344	451	290	484	121	365	52	136	25	94	15	3	56	1	50	11	27	10	27	61	69	78	41	0	6	0	2
Religious Know.	230	275	435	215	482	155	492	100	109	36	108	19	1	21	6	12	7	21	10	23	43	60	69	35	0	3	1	6
Russian	3	1	3	4	0	0	2	0	2	0	5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Social Studies	23	49	90	54	109	26	237	81	2	0	1	0	2	8	9	4	4	6	10	9	4	4	1	0	0	1	0	1
Spanish	48	25	65	32	17	0	1	0	2	3	17	5	0	0	0	1	9	2	29	1	6	2	10	10	0	0	1	0
Textiles and Des.	0	0	28	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0

Tables 2.6 and 2.7 provide information about SEC candidates' localities in Malta and Gozo. As expected, the numbers of registrations from Malta were significantly larger than those from Gozo (5,078 and 419 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 and suggests that the distribution of candidates by locality is similar to that in previous examination sessions.

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

<b>Locality</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>Southern Harbour</b>	<b>453</b>	<b>490</b>	<b>943</b>
Birgu	13	13	26
Bormla	16	27	43
Blata l-Bajda	0	0	0
Fgura	78	81	159
Floriana	10	11	21
Isla	9	10	19
Kalkara	15	19	34
Luqa	19	35	54
Marsa	24	19	43
Paola	45	51	96
Santa Luċija	18	14	32
Tarxien	58	60	118
Valletta	27	29	56
Xgħajra	17	10	27
Żabbar	104	111	215
<b>Northern Harbour</b>	<b>668</b>	<b>800</b>	<b>1468</b>
Birkirkara	120	150	270
Fleur-de-Lys	3	4	7
G` Mangia	0	0	0
Gżira	30	40	70
Hamrun	40	61	101
Ibraġġ	21	19	40
Kappara	10	11	21
Msida	45	39	84
Pembroke	27	26	53
Pieta`	13	24	37
Qormi	108	123	231
San Ġiljan	35	40	75
San Ġwann	68	79	147
Santa Venera	47	52	99
Sliema	39	64	103
St Andrews	0	0	0
Swatar	19	19	38
Swieqi	36	43	79
Ta' Xbiex	7	6	13



<b>South Eastern</b>	<b>406</b>	<b>513</b>	<b>919</b>
Birżebbuġa	60	73	133
Għaxaq	34	42	76
Gudja	17	30	47
Kirkop	15	16	31
Marsascula	89	111	200
Marsaxlokk	21	35	56
Mqabba	24	27	51
Qrendi	13	21	34
Safi	19	15	34
Żejtun	60	70	130
Żurrieq	54	73	127
<b>Western</b>	<b>367</b>	<b>438</b>	<b>805</b>
Attard	79	87	166
Baħrija	5	6	11
Balzan	18	24	42
Dingli	26	34	60
Iklin	22	15	37
Lija	8	12	20
Mdina	0	1	1
Mrieħel	0	1	1
Mtarfa	24	34	58
Rabat	60	72	132
Sigġiewi	44	71	115
Żebbuġ	81	81	162
<b>Northern</b>	<b>427</b>	<b>516</b>	<b>943</b>
Baħar iċ-Ċagħaq	10	6	16
Buġibba	10	16	26
Burmarrad	6	7	13
Għargħur	22	27	49
Madliena	10	12	22
Manikata	0	0	0
Mellieħa	46	67	113
Mgarr	17	30	47
Mosta	115	145	260
Naxxar	88	89	177
Qawra	27	41	68
San Pawl il-Baħar	74	71	145
San Pawl tat-Tarġa	2	5	7
Xemxija	0	0	0
<b>Total</b>	<b>2321</b>	<b>2757</b>	<b>5078</b>

Table 2.7: Registration of SEC Candidates by Locality in Gozo

Locality	Males	Females	Total
Fontana	4	9	13
Għajnsielem	16	16	32
Għarb	6	11	17
Għasri	3	4	7
Kerċem	13	13	26
Marsalforn	4	4	8
Munxar	5	14	19
Nadur	30	32	62
Qala	13	11	24
San Lawrenz	2	0	2
Sannat	15	12	27
Santa Luċija	2	0	2
Victoria	31	25	56
Xagħra	35	30	65
Xewkija	13	23	36
Xlendi	0	0	0
Żebbuġ	8	15	23
<b>Total</b>	<b>200</b>	<b>219</b>	<b>419</b>

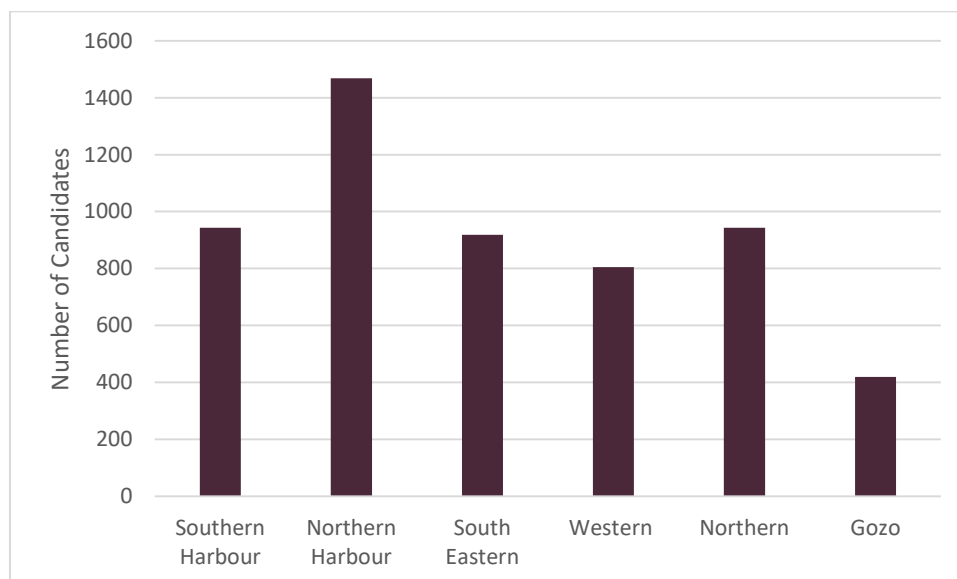


Figure 2.ii: Number of Candidates per Region

Table 2.8, Table 2.9, and Table 2.10 provide registration information on the 2001 cohort. Most of these candidates were in their final year of secondary education in 2016-16.

Table 2.8: Number of Subjects Registered by the 2001 Cohort (N= 3484 candS.)

No. of Subjects	Males	Females	Total
14	1	0	1
13	7	3	10
12	37	22	59
11	114	173	287
10	330	531	861
9	408	392	800
8	244	253	497
7	221	130	351
6	138	89	227
5	86	59	145
4	77	37	114
3	45	18	63
2	20	14	34
1	27	8	35

Table 2.8 provides information on the number of subjects registered by the 2001 cohort. This year the range of subjects was from 1 to 14. The largest category of candidates (24.7%) registered for 10 subjects. This was especially for female candidates as 30.7% registered for 10 subjects. The largest category of males registered for nine subjects (23.2%). 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 2001 cohort for specific subjects. Table 2.9 focuses on the science options whereas Table 2.10 focuses on the languages.

Table 2.9: 2001 Cohort - Science Subjects

Subject	Males	Females	Total
<b>One Science Subject</b>	<b>1092</b>	<b>1006</b>	<b>2098</b>
Biology only	35	212	247
Chemistry only	0	5	5
Physics only	1057	789	1846
<b>Two Science Subjects</b>	<b>167</b>	<b>274</b>	<b>441</b>
Biology and Chemistry	7	40	47
Biology and Physics	97	212	309
Chemistry and Physics	63	22	85
<b>Three Science Subjects</b>	<b>243</b>	<b>302</b>	<b>545</b>
Biology, Chemistry, and Physics	243	302	545

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 (60.2% males, 45.6% females), most of the candidates who registered for Biology only were females (2.0% males, 12.3% females). Chemistry is rarely taken as one's only science subject. The largest category of candidates opting for two science subjects registered for Biology and Physics, suggesting, again, that most candidates shy away from choosing Chemistry.

The majority of these candidates were females. This year, 15.6% of candidates born in 2001 applied for the three sciences (13.8% of boys and 17.5% of girls).

*Table 2.10: 2001 Cohort - Foreign Languages*

<b>Subject</b>	<b>Total</b>
<b>One Language Subject</b>	<b>2167</b>
Arabic	19
French	635
German	259
Italian	1073
Russian	5
Spanish	176
<b>Two Language Subjects</b>	<b>447</b>
Russian and Spanish	1
Italian and Spanish	33
Italian and Russian	3
German and Spanish	5
German and Russian	2
German and Italian	51
French and Spanish	9
French and Italian	289
French and German	44
Arabic and Italian	1
Arabic and German	2
Arabic and French	7
<b>Three Language Subjects</b>	<b>7</b>
German, Spanish, and Russian	1
German, Italian, and Spanish	1
French, Italian, and Spanish	3
French, Italian, and Russian	1
French, German, and Italian	1
<b>Four Language Subjects</b>	<b>1</b>
French, German, Italian, and Spanish	1

Table 2.10 shows that, with regard to foreign languages, 62.2% of the 2001 cohort registered for one foreign language (Maltese and English are both official languages of the Maltese islands). Italian remained the most popular option, followed by French, among these candidates. Among the candidates who registered for two foreign languages, Italian and French were by far the most popular. In comparison, there were very few candidates who opted for three foreign languages and one candidate who registered for four foreign language assessments.

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

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

Condition	Number of Candidates
ADD/ADHD	50
Autism Spectrum Disorder <sup>1</sup>	32
DCD/ Dyspraxia	23
Hearing Impairment	13
Last minute Injuries	2
Medical Condition <sup>2</sup>	14
Mental Health <sup>3</sup>	17
Mobility Problems <sup>4</sup>	3
SpLD/ADHD	212
SpLD/Dyslexia	176
Stammer	3
Visual Impairment	3
<b>Total</b>	<b>548</b>
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 candidates with special needs are processed by the Access Disability Support Committee of the University of Malta that decides on appropriate arrangements so that these candidates are enabled to take the examinations while being, as much as possible, on par with other candidates. In 2017, 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 548 candidates (9.97% of the total registrations) applied for access arrangements. This is the highest percentage of candidates requesting access arrangements ever recorded.

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. Registrations for SEC vocational subjects are not stratified by Paper choice since the assessments of these subjects are a not tiered. Table 2.12 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. Subjects with relatively large percentage applications of candidates with access arrangements are Agribusiness (42.9%), Art (19.1%), Design and Technology (18.9%), Home Economics (18.7%), Textiles and Design (17.9%), and Graphical Communication (14.2%).

In the majority of the subjects, there were higher registrations for Paper IIB than for Paper IIA (2,168 and 1,015 registrations respectively). A higher percentage of registrations for Paper IIA from candidates with access arrangements was noted for Chemistry, European Studies, Physical Education, Computing, and Art, suggesting little trends when compared to previous years of examination.

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

<b>Subject</b>	<b>Paper IIA</b>	<b>Paper IIB</b>	<b>Total</b>
Accounting	15	22	37
Agribusiness			3
Art	66	61	127
Biology	42	63	105
Business Studies	2	8	10
Chemistry	22	15	37
Computing	40	28	68
Design and Technology	12	42	54
Economics	5	5	10
Engineering Technology			4
English Language	144	343	487
English Literature	69	67	136
Environmental Studies	35	36	71
European Studies	3	2	5
French	16	16	32
Geography	9	12	21
German	12	14	26
Graphical Communication	27	33	60
Health and Social Care			1
History	8	14	22
Home Economics	40	96	136
Hospitality			3
Information Technology			1
Italian	43	111	154
Maltese	92	335	427
Mathematics	66	380	446
Music	0	2	2
Physical Education	35	25	60
Physics	87	187	274
Religious Knowledge	97	187	284
Russian	1	0	1
Social Studies	19	47	66
Spanish	7	8	15
Textiles and Design	1	9	10

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

Subject	Malta	Gozo	Total
Art	82	12	94
Biology	62	3	65
Business Studies	5	0	5
Chemistry	17	1	18
Computing	35	6	41
Design and Technology	3	0	3
Environmental Studies	9	1	10
European Studies	3	0	3
Geography	9	1	10
Home Economics	9	0	9
Physical Education	13	0	13
Physics	94	9	103
Textiles and Design	1	0	1

\* 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.

As explained in Section 1.6, the coursework of private candidates is marked by the Markers' Panels of the particular subjects. Table 2.13 above shows the numbers of registrations of private candidates for the subjects that have a coursework component. Table 2.13 shows that Physics had the largest number of private candidates. This marks a return to the trend observed in previous years after last year Art was the subject with the highest number of private candidates. It is important to note that candidates who registered as private candidates for the above subjects in the Main session of 2017 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. SEC vocational subject candidates had the right to appeal and have their assignments' marking revised yearly. There were no such cases. Table 2.14 below shows the numbers of these requests in relation to the numbers of registrations for the different subjects. In addition, the MATSEC Support Unit may assign revisers to re-mark a number of scripts as quality assurance measures. If errors are found in such cases, the Grade of affected candidates may be upgraded even if these did not register for the service. As subjects with no registrations for Revision of Papers are not shown, a summation of the number of registrations in Table 2.14 does not correspond with the total shown in the final row.

Table 2.14: Registration for Revision of Papers

Subject	Registrations	RoP Requests	% Requests
Accounting	840	14	1.7
Art	664	9	1.4
Biology	1299	84	6.5
Business Studies	158	1	0.6
Chemistry	729	27	3.7
Computing	793	9	1.1
Design and Technology	285	3	1.1
Economics	191	14	7.3
English Language	4366	52	1.2
English Literature	2297	26	1.1
Environmental Studies	1132	5	0.4
European Studies	147	2	1.4
French	1043	6	0.6
Geography	189	3	1.6
German	410	1	0.2
Graphical Communication	422	4	0.9
History	185	9	4.9
Home Economics	727	9	1.2
Italian	1611	5	0.3
Maltese	3844	82	2.1
Mathematics	4383	106	2.4
Physical Education	474	7	1.5
Physics	3107	70	2.3
Religious Knowledge	2974	14	0.5
Social Studies	735	6	0.8
Spanish	286	3	1.0
<b>Total</b>	<b>33533</b>	<b>571</b>	<b>1.7</b>

In 2017, the numbers of requests for a Revision of Papers amounted to 571, which equates to 1.7% of the grand total of registrations. Economics (7.3%), Biology (6.5%), History (4.9%), Chemistry (3.7%), and Mathematics (2.4%) 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. MAIN SESSION RESULTS

Table 3.1 provides information on the results obtained in the different subjects, overall and by gender, in the Main session. 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, as in previous sessions, 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. The occurrence of the first four grades (1 to 4) is higher than that of the last four grades (5 to U).

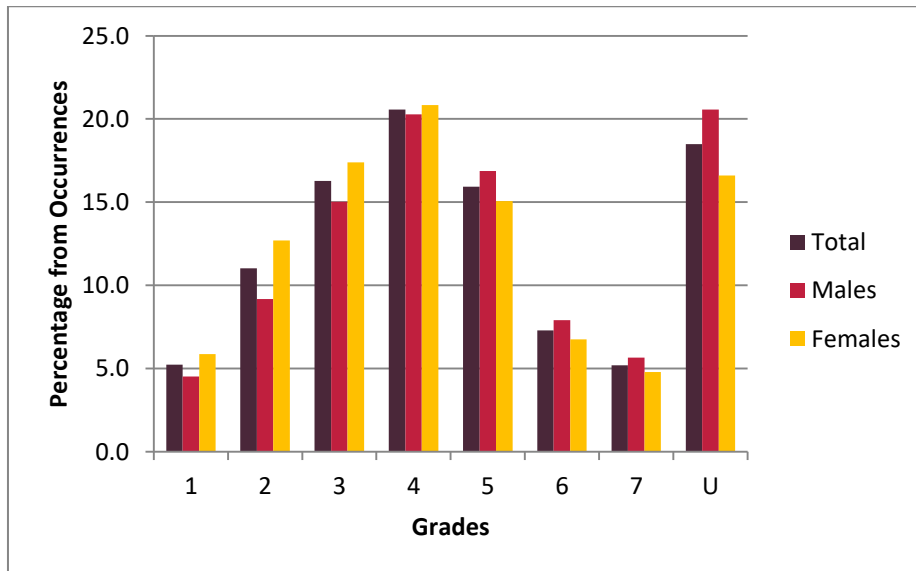


Figure 3.i: Percentage Occurrence of Grades by Gender

Table 3.1: Distribution of Grades in SEC Subjects

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Accounting	35	86	151	148	88	28	26	187	91	840
%	4.2	10.2	18.0	17.6	10.5	3.3	3.1	22.3	10.8	
Males	19	40	54	64	33	13	12	91	36	362
Females	16	46	97	84	55	15	14	96	55	478
Arabic	7	4	4	8	7	0	0	16	2	48
%	14.6	8.3	8.3	16.7	14.6	0.0	0.0	33.3	4.2	
Males	2	3	2	3	5	0	0	8	1	24
Females	5	1	2	5	2	0	0	8	1	24
Art	14	56	89	151	126	47	36	126	19	664
%	2.1	8.4	13.4	22.7	19.0	7.1	5.4	19.0	2.9	
Males	3	16	39	59	62	23	18	70	9	299
Females	11	40	50	92	64	24	18	56	10	365
Biology	65	127	201	250	170	58	33	362	33	1299
%	5.0	9.8	15.5	19.2	13.1	4.5	2.5	27.9	2.5	
Males	25	47	71	79	53	22	9	117	14	437
Females	40	80	130	171	117	36	24	245	19	862
Business Stud.	3	8	14	46	22	21	12	27	5	158
%	1.9	5.1	8.9	29.1	13.9	13.3	7.6	17.1	3.2	
Males	1	3	9	24	15	12	3	11	2	80
Females	2	5	5	22	7	9	9	16	3	78
Chemistry	70	132	137	119	90	11	18	138	14	729
%	9.6	18.1	18.8	16.3	12.3	1.5	2.5	18.9	1.9	
Males	32	53	70	48	40	5	11	63	7	329
Females	38	79	67	71	50	6	7	75	7	400
Class. Cult. & Civ.	0	0	0	1	0	0	0	1	2	4
%	0.0	0.0	0.0	25.0	0.0	0.0	0.0	25.0	50.0	
Males	0	0	0	1	0	0	0	1	2	4
Females	0	0	0	0	0	0	0	0	0	0
Commerce	0	0	0	1	1	0	0	0	0	2
%	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	
Males	0	0	0	1	1	0	0	0	0	2
Females	0	0	0	0	0	0	0	0	0	0
Computing	50	128	173	159	118	52	26	68	19	793
%	6.3	16.1	21.8	20.1	14.9	6.6	3.3	8.6	2.4	
Males	36	91	119	112	94	40	21	43	13	569
Females	14	37	54	47	24	12	5	25	6	224
Economics	10	19	24	45	35	14	9	31	4	191
%	5.2	9.9	12.6	23.6	18.3	7.3	4.7	16.2	2.1	
Males	7	11	10	16	11	5	2	26	0	88
Females	3	8	14	29	24	9	7	5	4	103
English Lang.	200	535	714	729	876	289	256	678	89	4366
%	4.6	12.3	16.4	16.7	20.1	6.6	5.9	15.5	2.0	
Males	69	219	338	341	444	166	137	331	44	2089
Females	131	316	376	388	432	123	119	347	45	2277
English Lit.	109	185	454	542	337	151	104	346	69	2297
%	4.7	8.1	19.8	23.6	14.7	6.6	4.5	15.1	3.0	
Males	31	61	169	217	154	61	51	186	35	965
Females	78	124	285	325	183	90	53	160	34	1332
Environ. Studies	30	94	151	239	251	81	29	236	21	1132
%	2.7	8.3	13.3	21.1	22.2	7.2	2.6	20.8	1.9	
Males	7	40	57	118	126	42	12	118	9	529
Females	23	54	94	121	125	39	17	118	12	603
French	93	152	230	170	151	58	39	137	13	1043
%	8.9	14.6	22.1	16.3	14.5	5.6	3.7	13.1	1.2	
Males	29	44	79	57	60	23	18	55	7	372
Females	64	108	151	113	91	35	21	82	6	671
Geography	16	28	36	32	27	7	3	26	14	189
%	8.5	14.8	19.0	16.9	14.3	3.7	1.6	13.8	7.4	
Males	6	14	26	23	21	3	2	20	10	125
Females	10	14	10	9	6	4	1	6	4	64

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
German	33	64	83	70	75	19	13	45	8	410
%	8.0	15.6	20.2	17.1	18.3	4.6	3.2	11.0	2.0	
Males	14	25	37	31	41	13	12	24	2	199
Females	19	39	46	39	34	6	1	21	6	211
Greek	0	0	0	0	0	0	1	0	0	1
%	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	
Males	0	0	0	0	0	0	1	0	0	1
Females	0	0	0	0	0	0	0	0	0	0
History	6	19	27	27	22	16	9	42	17	185
%	3.2	10.3	14.6	14.6	11.9	8.6	4.9	22.7	9.2	
Males	4	9	15	16	14	9	6	33	9	115
Females	2	10	12	11	8	7	3	9	8	70
Home Ec.	27	123	137	143	71	80	39	104	3	727
%	3.7	16.9	18.8	19.7	9.8	11.0	5.4	14.3	0.4	
Males	3	15	25	49	25	49	18	57	2	243
Females	24	108	112	94	46	31	21	47	1	484
Italian	111	178	284	278	205	178	129	216	32	1611
%	6.9	11.0	17.6	17.3	12.7	11.0	8.0	13.4	2.0	
Males	36	60	126	133	104	91	62	103	17	732
Females	75	118	158	145	101	87	67	113	15	879
Latin	0	0	0	0	0	0	0	0	1	1
%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	
Males	0	0	0	0	0	0	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0
Maltese	102	429	588	891	602	155	148	824	105	3844
%	2.7	11.2	15.3	23.2	15.7	4.0	3.9	21.4	2.7	
Males	34	110	261	422	331	92	94	522	57	1923
Females	68	319	327	469	271	63	54	302	48	1921
Mathematics	271	356	461	733	570	506	414	808	264	4383
%	6.2	8.1	10.5	16.7	13.0	11.5	9.4	18.4	6.0	
Males	146	186	208	362	247	219	185	395	107	2055
Females	125	170	253	371	323	287	229	413	157	2328
Physics	193	306	389	749	452	253	139	576	50	3107
%	6.2	9.8	12.5	24.1	14.5	8.1	4.5	18.5	1.6	
Males	82	141	188	412	265	130	83	305	25	1631
Females	111	165	201	337	187	123	56	271	25	1476
Religious Know.	87	278	575	641	482	173	114	498	126	2974
%	2.9	9.3	19.3	21.6	16.2	5.8	3.8	16.7	4.2	
Males	27	102	240	287	249	98	72	304	64	1443
Females	60	176	335	354	233	75	42	194	62	1531
Russian	6	7	0	6	0	1	0	1	0	21
%	28.6	33.3	0.0	28.6	0.0	4.8	0.0	4.8	0.0	
Males	2	2	0	2	0	0	0	0	0	6
Females	4	5	0	4	0	1	0	1	0	15
Social Studies	24	53	98	157	119	39	24	159	62	735
%	3.3	7.2	13.3	21.4	16.2	5.3	3.3	21.6	8.4	
Males	3	12	25	46	38	19	5	62	28	238
Females	21	41	73	111	81	20	19	97	34	497
Spanish	24	31	40	59	48	17	13	50	4	286
%	8.4	10.8	14.0	20.6	16.8	5.9	4.5	17.5	1.4	
Males	5	7	16	23	20	9	4	28	2	114
Females	19	24	24	36	28	8	9	22	2	172
Graphical Comm.	30	51	66	72	86	19	14	72	12	422
%	7.1	12.1	15.6	17.1	20.4	4.5	3.3	17.1	2.8	
Males	21	35	51	53	71	14	10	60	7	322
Females	9	16	15	19	15	5	4	12	5	100
Textiles and Des.	3	3	7	10	11	8	5	9	0	56
%	5.4	5.4	12.5	17.9	19.6	14.3	8.9	16.1	0.0	
Males	0	0	0	0	0	0	0	0	0	0
Females	3	3	7	10	11	8	5	9	0	56

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
European Stud.	16	30	23	23	16	14	3	16	6	147
%	10.9	20.4	15.6	15.6	10.9	9.5	2.0	10.9	4.1	
Males	7	10	8	12	7	9	1	7	2	63
Females	9	20	15	11	9	5	2	9	4	84
Physical Educ.	22	48	72	104	61	27	12	118	10	474
%	4.6	10.1	15.2	21.9	12.9	5.7	2.5	24.9	2.1	
Males	15	24	34	65	38	19	10	78	5	288
Females	7	24	38	39	23	8	2	40	5	186
Design and Tech.	15	21	26	49	39	40	17	70	8	285
%	5.3	7.4	9.1	17.2	13.7	14.0	6.0	24.6	2.8	
Males	11	15	25	40	31	31	13	53	4	223
Females	4	6	1	9	8	9	4	17	4	62
Music	4	3	1	1	3	1	0	2	2	17
%	23.5	17.6	5.9	5.9	17.6	5.9	0.0	11.8	11.8	
Males	3	2	0	0	1	0	0	0	1	7
Females	1	1	1	1	2	1	0	2	1	10
Agribusiness	1	2	2	1	1	0	0	0	0	7
%	14.3	28.6	28.6	14.3	14.3	0.0	0.0	0.0	0.0	
Males	1	2	2	1	1	0	0	0	0	7
Females	0	0	0	0	0	0	0	0	0	0
Health and S.C.	2	3	2	1	0	0	0	1	0	9
%	22.2	33.3	22.2	11.1	0.0	0.0	0.0	11.1	0.0	
Males	0	2	0	0	0	0	0	0	0	2
Females	2	1	2	1	0	0	0	1	0	7
Engineering Tech.	9	9	10	5	1	1	0	1	0	36
%	25.0	25.0	27.8	13.9	2.8	2.8	0.0	2.8	0.0	
Males	9	9	10	5	1	1	0	1	0	36
Females	0	0	0	0	0	0	0	0	0	0
Hospitality	5	3	5	6	1	2	0	3	0	25
%	20.0	12.0	20.0	24.0	4.0	8.0	0.0	12.0	0.0	
Males	5	3	5	6	1	2	0	3	0	25
Females	0	0	0	0	0	0	0	0	0	0
Information Tech.	3	5	2	3	0	1	0	1	0	15
%	20.0	33.3	13.3	20.0	0.0	6.7	0.0	6.7	0.0	
Males	3	5	2	3	0	1	0	1	0	15
Females	0	0	0	0	0	0	0	0	0	0

Table 3.2 presents the results obtained by the 2001 cohort in the different subjects in the 2017 Main session. This table presents overall results as well as the results for males and females as separate subgroups who turned sixteen in 2017. With regard to the results by gender, one observation is that in two thirds of the subjects there was a much higher percentage of females who obtained Grade 1. This difference was bigger in subjects like Arabic, Geography, German, and Spanish. From the subjects were more male candidates from the 2001 cohort obtained Grade 1, the difference was most notable in Economics and, especially, Music. Female candidates were more likely to obtain Grade 1 in Maltese, English, and Physics, while male candidates were more likely to obtain Grade 1 in Mathematics and Biology.

Table 3.2: Distribution of Grades in SEC Subjects (2001 Cohort)

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Accounting	31	79	132	122	67	23	22	145	28	649
%	4.8	12.2	20.3	18.8	10.3	3.5	3.4	22.3	4.3	
Males	17	39	46	56	28	11	12	78	15	302
Females	14	40	86	66	39	12	10	67	13	347
Arabic	5	1	2	5	4	0	0	10	2	29
%	17.2	3.4	6.9	17.2	13.8	0.0	0.0	34.5	6.9	
Males	1	1	2	2	3	0	0	5	1	15
Females	4	0	0	3	1	0	0	5	1	14
Art	12	50	82	134	110	42	30	108	13	581
%	2.1	8.6	14.1	23.1	18.9	7.2	5.2	18.6	2.2	
Males	3	16	36	54	52	20	17	59	5	262
Females	9	34	46	80	58	22	13	49	8	319
Biology	65	127	196	238	161	45	24	281	11	1148
%	5.7	11.1	17.1	20.7	14.0	3.9	2.1	24.5	1.0	
Males	25	47	70	73	51	17	7	85	7	382
Females	40	80	126	165	110	28	17	196	4	766
Business Stud.	3	8	14	42	18	19	12	20	2	138
%	2.2	5.8	10.1	30.4	13.0	13.8	8.7	14.5	1.4	
Males	1	3	9	22	11	11	3	9	0	69
Females	2	5	5	20	7	8	9	11	2	69
Chemistry	70	129	132	111	88	10	14	121	7	682
%	10.3	18.9	19.4	16.3	12.9	1.5	2.1	17.7	1.0	
Males	32	52	69	46	39	4	9	57	5	313
Females	38	77	63	65	49	6	5	64	2	369
Class. Cult. & Civ.	0	0	0	1	0	0	0	0	1	2
%	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	50.0	
Males	0	0	0	1	0	0	0	0	1	2
Females	0	0	0	0	0	0	0	0	0	0
Commerce	0	0	0	1	1	0	0	0	0	2
%	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	
Males	0	0	0	1	1	0	0	0	0	2
Females	0	0	0	0	0	0	0	0	0	0
Computing	49	124	162	151	104	47	23	52	11	723
%	6.8	17.2	22.4	20.9	14.4	6.5	3.2	7.2	1.5	
Males	35	87	110	107	83	35	19	34	6	516
Females	14	37	52	44	21	12	4	18	5	207
Economics	10	19	23	42	33	12	7	25	2	173
%	5.8	11.0	13.3	24.3	19.1	6.9	4.0	14.5	1.2	
Males	7	11	9	15	9	5	1	21	0	78
Females	3	8	14	27	24	7	6	4	2	95
English Lang.	192	514	668	625	631	168	163	442	25	3428
%	5.6	15.0	19.5	18.2	18.4	4.9	4.8	12.9	0.7	
Males	65	209	326	308	343	105	101	243	13	1713
Females	127	305	342	317	288	63	62	199	12	1715
English Lit.	105	179	437	527	316	134	93	319	56	2166
%	4.8	8.3	20.2	24.3	14.6	6.2	4.3	14.7	2.6	
Males	30	59	163	211	145	56	44	173	31	912
Females	75	120	274	316	171	78	49	146	25	1254
Environ. Studies	30	92	149	229	242	74	26	218	19	1079
%	2.8	8.5	13.8	21.2	22.4	6.9	2.4	20.2	1.8	
Males	7	39	55	114	123	39	11	110	9	507
Females	23	53	94	115	119	35	15	108	10	572

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
French	87	146	225	164	146	53	34	127	8	990
%	8.8	14.7	22.7	16.6	14.7	5.4	3.4	12.8	0.8	
Males	27	43	78	54	58	21	17	52	4	354
Females	60	103	147	110	88	32	17	75	4	636
Geography	14	26	35	30	24	6	3	23	11	172
%	8.1	15.1	20.3	17.4	14.0	3.5	1.7	13.4	6.4	
Males	5	13	25	22	19	3	2	17	9	115
Females	9	13	10	8	5	3	1	6	2	57
German	25	57	77	70	68	18	10	40	2	367
%	6.8	15.5	21.0	19.1	18.5	4.9	2.7	10.9	0.5	
Males	7	24	32	31	36	12	9	23	0	174
Females	18	33	45	39	32	6	1	17	2	193
History	6	15	27	26	21	13	9	39	11	167
%	3.6	9.0	16.2	15.6	12.6	7.8	5.4	23.4	6.6	
Males	4	5	15	15	14	7	6	31	5	102
Females	2	10	12	11	7	6	3	8	6	65
Home Ec.	26	119	129	125	67	71	32	92	2	663
%	3.9	17.9	19.5	18.9	10.1	10.7	4.8	13.9	0.3	
Males	3	14	22	44	22	46	17	48	1	217
Females	23	105	107	81	45	25	15	44	1	446
Italian	82	168	270	252	194	164	124	186	17	1457
%	5.6	11.5	18.5	17.3	13.3	11.3	8.5	12.8	1.2	
Males	25	56	123	125	100	83	62	90	11	675
Females	57	112	147	127	94	81	62	96	6	782
Maltese	101	423	566	789	494	116	126	646	36	3297
%	3.1	12.8	17.2	23.9	15.0	3.5	3.8	19.6	1.1	
Males	34	109	253	382	277	72	79	418	20	1644
Females	67	314	313	407	217	44	47	228	16	1653
Mathematics	267	346	448	621	437	286	261	596	78	3340
%	8.0	10.4	13.4	18.6	13.1	8.6	7.8	17.8	2.3	
Males	142	182	202	310	204	149	125	302	42	1658
Females	125	164	246	311	233	137	136	294	36	1682
Physics	193	301	376	692	396	193	114	495	25	2785
%	6.9	10.8	13.5	24.8	14.2	6.9	4.1	17.8	0.9	
Males	82	136	183	375	233	100	72	268	11	1460
Females	111	165	193	317	163	93	42	227	14	1325
Religious Know.	87	273	563	615	439	153	103	459	84	2776
%	3.1	9.8	20.3	22.2	15.8	5.5	3.7	16.5	3.0	
Males	27	101	235	273	227	87	65	286	44	1345
Females	60	172	328	342	212	66	38	173	40	1431
Russian	3	6	0	3	0	0	0	1	0	13
%	23.1	46.2	0.0	23.1	0.0	0.0	0.0	7.7	0.0	
Males	2	1	0	2	0	0	0	0	0	5
Females	1	5	0	1	0	0	0	1	0	8
Social Studies	24	53	96	141	106	32	20	139	40	651
%	3.7	8.1	14.7	21.7	16.3	4.9	3.1	21.4	6.1	
Males	3	12	24	40	35	14	3	54	16	201
Females	21	41	72	101	71	18	17	85	24	450
Spanish	9	17	33	50	45	15	13	46	2	230
%	3.9	7.4	14.3	21.7	19.6	6.5	5.7	20.0	0.9	
Males	1	3	15	19	20	9	4	25	1	97
Females	8	14	18	31	25	6	9	21	1	133

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Graphical Comm.	28	50	64	67	81	17	11	65	11	394
%	7.1	12.7	16.2	17.0	20.6	4.3	2.8	16.5	2.8	
Males	20	34	49	51	67	12	8	55	7	303
Females	8	16	15	16	14	5	3	10	4	91
Textiles and Des.	3	3	7	9	10	8	5	9	0	54
%	5.6	5.6	13.0	16.7	18.5	14.8	9.3	16.7	0.0	
Males	0	0	0	0	0	0	0	0	0	0
Females	3	3	7	9	10	8	5	9	0	54
European Stud.	16	29	23	20	12	10	2	10	2	124
%	12.9	23.4	18.5	16.1	9.7	8.1	1.6	8.1	1.6	
Males	7	10	8	10	6	5	1	4	0	51
Females	9	19	15	10	6	5	1	6	2	73
Physical Educ.	20	45	69	97	57	24	8	102	9	431
%	4.6	10.4	16.0	22.5	13.2	5.6	1.9	23.7	2.1	
Males	13	23	32	61	36	17	8	69	5	264
Females	7	22	37	36	21	7	0	33	4	167
Design and Tech.	15	21	24	47	38	38	14	66	8	271
%	5.5	7.7	8.9	17.3	14.0	14.0	5.2	24.4	3.0	
Males	11	15	23	40	31	30	11	49	4	214
Females	4	6	1	7	7	8	3	17	4	57
Music	4	3	1	1	3	0	0	2	2	16
%	25.0	18.8	6.3	6.3	18.8	0.0	0.0	12.5	12.5	
Males	3	2	0	0	1	0	0	0	1	7
Females	1	1	1	1	2	0	0	2	1	9
Agribusiness	1	2	2	1	1	0	0	0	0	7
%	14.3	28.6	28.6	14.3	14.3	0.0	0.0	0.0	0.0	
Males	1	2	2	1	1	0	0	0	0	7
Females	0	0	0	0	0	0	0	0	0	0
Health and S.C.	2	3	2	1	0	0	0	0	0	8
%	25.0	37.5	25.0	12.5	0.0	0.0	0.0	0.0	0.0	
Males	0	2	0	0	0	0	0	0	0	2
Females	2	1	2	1	0	0	0	0	0	6
Engineering Tech.	9	9	10	5	1	1	0	1	0	36
%	25.0	25.0	27.8	13.9	2.8	2.8	0.0	2.8	0.0	
Males	9	9	10	5	1	1	0	1	0	36
Females	0	0	0	0	0	0	0	0	0	0
Hospitality	4	3	5	6	1	2	0	3	0	24
%	16.7	12.5	20.8	25.0	4.2	8.3	0.0	12.5	0.0	
Males	4	3	5	6	1	2	0	3	0	24
Females	0	0	0	0	0	0	0	0	0	0
Information Tech.	3	5	2	3	0	0	0	1	0	14
%	21.4	35.7	14.3	21.4	0.0	0.0	0.0	7.1	0.0	
Males	3	5	2	3	0	0	0	1	0	14
Females	0	0	0	0	0	0	0	0	0	0

Figure 3.ii shows the percentage of grade occurrences across all subjects for the 2001 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. Comparison of Figure 3.i and Figure 3.ii suggests that the 2001 cohort performed better than other cohorts.

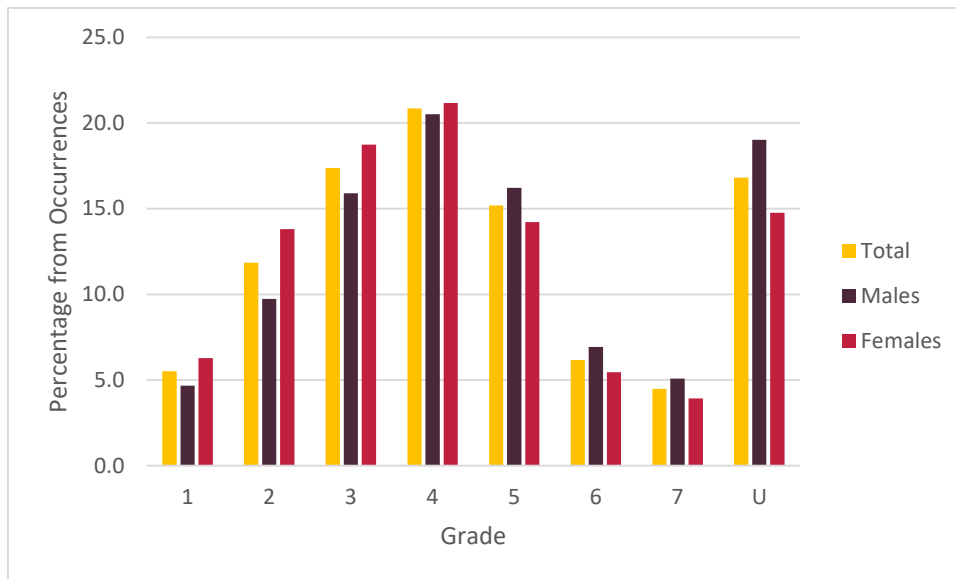


Figure 3.ii: Percentage Occurrence of Grades by Gender (2001 Cohort)

In Table 3.3, the results are separated by educational sector. This table makes it possible to observe how candidates from different sectors performed on particular subjects. Differences between school sectors appear to be rife. As last year, independent schools have the highest percentage of candidates with Grades 1, 2, and 3 in most subjects. State school candidates, on the other hand, are, on average, outperformed by candidates for both church schools and independent schools. From subjects with the largest registrations, independent school candidates were more likely to obtain Grades 1, 2, and 3 in English Language, Mathematics, and Physics while church school candidates were more likely to obtain Grades 1, 2, and 3 in Maltese.



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

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ACCOUNTING</b>	35	86	151	120	61	114	44	611	28	27	28	26	73	47	229	840
State Schools - Males	1	7	8	10	4	9	0	39	4	5	6	3	15	6	39	78
State Schools - Females	2	5	20	18	9	16	2	72	0	0	3	1	10	4	18	90
Church Schools - Males	14	23	27	27	12	31	3	137	0	2	4	7	11	4	28	165
Church Schools - Females	7	22	47	36	16	21	1	150	5	6	5	6	12	3	37	187
Independent Schools - Males	2	6	9	9	3	7	1	37	2	2	2	2	5	1	14	51
Independent Schools - Females	2	7	16	4	6	6	2	43	0	2	2	0	3	1	8	51
Post-Secondary Schools - Males	0	0	1	0	0	0	1	2	0	0	0	0	0	1	1	3
Post-Secondary Schools - Females	0	0	1	0	0	1	0	2	0	2	0	0	2	2	6	8
Malta Private Candidates - Males	2	1	6	4	2	6	13	34	3	1	0	0	4	6	14	48
Malta Private Candidates - Females	1	6	10	6	6	15	21	65	9	2	3	4	8	17	43	108
Gozo Schools - Males	0	3	3	4	2	1	0	13	1	0	1	0	1	0	3	16
Gozo Schools - Females	3	6	2	2	0	0	0	13	3	5	2	3	1	1	15	28
Gozo Private Candidates - Males	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates - Females	1	0	1	0	1	0	0	3	1	0	0	0	1	1	3	6
<b>ARABIC</b>	7	4	4	2	6	6	2	31	6	1	0	0	10	0	17	48
State Schools - Males	0	1	1	0	1	3	1	7	2	1	0	0	3	0	6	13
State Schools - Females	1	0	0	1	0	1	0	3	2	0	0	0	5	0	7	10
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	1	2	1	0	1	0	0	5	1	0	0	0	0	0	1	6
Independent Schools - Females	4	0	1	1	1	1	1	9	0	0	0	0	0	0	0	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	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Malta Private Candidates - Males	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	2
Malta Private Candidates - Females	0	0	1	0	1	0	0	2	1	0	0	0	1	0	2	4
Gozo Schools - Males	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Males	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	2
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ART	14	56	89	120	83	88	8	458	31	43	47	36	38	11	206	664
State Schools - Males	0	7	15	17	17	27	0	83	7	14	16	9	13	2	61	144
State Schools - Females	0	10	24	29	18	22	1	104	5	12	18	12	21	3	71	175
Church Schools - Males	1	8	16	14	16	23	0	78	3	0	5	9	1	2	20	98
Church Schools - Females	6	13	13	26	10	3	0	71	7	7	2	3	0	1	20	91
Independent Schools - Males	1	0	5	8	6	2	2	24	0	1	1	0	0	0	2	26
Independent Schools - Females	3	11	8	10	6	6	1	45	0	1	0	0	0	0	1	46
Post-Secondary Schools - Males	0	0	0	1	0	1	1	3	0	1	0	0	0	1	2	5
Post-Secondary Schools - Females	0	0	0	1	0	0	1	2	2	1	0	0	0	0	3	5
Malta Private Candidates - Males	0	0	0	2	0	1	1	4	0	2	1	0	1	0	4	8
Malta Private Candidates - Females	0	2	4	1	3	1	0	11	2	0	1	1	0	0	4	15
Gozo Schools - Males	1	1	3	4	3	0	0	12	2	2	0	0	1	0	5	17
Gozo Schools - Females	2	4	1	7	4	2	1	21	2	2	3	2	1	2	12	33
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

BIOLOGY	65	127	201	234	141	201	9	978	16	29	58	33	161	24	321	1299
State Schools - Males	5	6	11	16	12	12	0	62	2	2	5	2	8	1	20	82
State Schools - Females	8	20	24	36	34	44	0	166	2	2	5	4	24	5	42	208
Church Schools - Males	15	27	44	30	24	38	1	179	1	2	5	1	19	4	32	211
Church Schools - Females	23	31	62	96	36	52	0	300	6	17	15	9	55	2	104	404
Independent Schools - Males	4	12	12	14	6	7	2	57	1	1	6	1	8	0	17	74
Independent Schools - Females	7	16	26	21	19	19	0	108	0	1	6	2	10	0	19	127
Post-Secondary Schools - Males	0	0	0	1	0	2	0	3	1	0	3	2	5	0	11	14
Post-Secondary Schools - Females	0	0	0	0	1	6	1	8	1	1	3	3	10	4	22	30
Malta Private Candidates - Males	0	0	0	0	0	5	2	7	1	1	2	0	4	3	11	18
Malta Private Candidates - Females	0	0	0	1	0	6	2	9	0	0	2	2	10	5	19	28
Gozo Schools - Males	1	2	4	11	5	6	1	30	1	0	1	3	3	0	8	38
Gozo Schools - Females	2	13	18	8	4	4	0	49	0	2	4	4	5	0	15	64
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>BUSINESS STUDIES</b>	3	8	14	35	18	17	1	96	11	4	21	12	10	4	62	158
State Schools - Males	0	1	1	7	7	3	0	19	2	2	8	2	4	0	18	37
State Schools - Females	2	4	5	13	6	9	0	39	5	1	6	9	4	3	28	67
Church Schools - Males	1	1	3	9	4	2	0	20	0	1	2	1	0	0	4	24
Church Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Males	0	1	4	2	0	0	0	7	0	0	1	0	0	1	2	9
Independent Schools - Females	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	2
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	1	0	0	0	0	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	0	0	0	0	1	1	0	0	0	0	1	0	1	2
Malta Private Candidates - Females	0	0	0	0	0	2	0	2	1	0	1	0	0	0	2	4
Gozo Schools - Males	0	0	1	2	1	0	0	4	1	0	1	0	1	0	3	7
Gozo Schools - Females	0	1	0	1	0	1	0	3	1	0	1	0	0	0	2	5
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>CHEMISTRY</b>	70	132	137	107	74	95	10	625	12	16	11	18	43	4	104	729
State Schools - Males	3	9	12	8	5	13	1	51	0	2	2	2	10	0	16	67
State Schools - Females	9	14	13	14	13	20	0	83	2	1	3	4	14	1	25	108
Church Schools - Males	24	28	36	23	20	25	2	158	2	4	1	3	6	1	17	175
Church Schools - Females	22	40	30	36	19	22	0	169	1	2	0	1	5	0	9	178
Independent Schools - Males	4	12	14	6	4	3	2	45	3	3	0	2	2	0	10	55
Independent Schools - Females	5	14	14	8	8	4	1	54	1	0	2	2	0	0	5	59
Post-Secondary Schools - Males	0	0	0	0	0	1	0	1	1	0	0	1	1	0	3	4
Post-Secondary Schools - Females	0	1	1	1	0	3	0	6	1	0	0	0	1	2	4	10
Malta Private Candidates - Males	0	0	1	0	0	0	1	2	0	0	1	0	1	0	2	4
Malta Private Candidates - Females	0	1	0	0	1	3	3	8	0	0	0	0	1	0	1	9
Gozo Schools - Males	1	4	7	4	1	0	0	17	1	1	1	2	1	0	6	23
Gozo Schools - Females	2	9	9	7	3	1	0	31	0	3	1	0	1	0	5	36
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

<b>COMMERCE</b>	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	2
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools - Males	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	2
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

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
COMPUTER STUDIES	50	128	173	129	61	44	8	593	30	57	52	26	24	11	200	793
State Schools - Males	5	19	44	21	13	7	0	109	10	28	20	11	14	3	86	195
State Schools - Females	5	10	14	19	4	8	1	61	3	4	5	4	4	2	22	83
Church Schools - Males	24	47	45	47	21	12	1	197	3	13	15	8	1	1	41	238
Church Schools - Females	6	16	35	16	10	8	1	92	1	2	7	0	0	0	10	102
Independent Schools - Males	6	17	18	17	11	4	1	74	1	1	1	0	0	0	3	77
Independent Schools - Females	1	7	3	4	0	1	0	16	0	0	0	0	0	0	0	16
Post-Secondary Schools - Males	0	1	0	0	0	0	0	1	2	2	1	1	2	1	9	10
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	2
Malta Private Candidates - Males	0	0	2	0	1	1	4	8	0	0	1	0	0	1	2	10
Malta Private Candidates - Females	0	0	0	0	0	2	0	2	1	1	0	0	2	2	6	8
Gozo Schools - Males	1	7	10	2	0	1	0	21	8	4	2	1	0	1	16	37
Gozo Schools - Females	2	4	2	2	1	0	0	11	1	0	0	1	0	0	2	13
Gozo Private Candidates - Males	0	0	0	1	0	0	0	1	0	0	0	0	1	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	15	21	26	26	10	54	2	154	23	29	40	17	16	6	131	285
State Schools - Males	6	5	9	11	1	24	1	57	6	5	17	8	8	2	46	103
State Schools - Females	3	4	1	4	1	11	1	25	0	2	5	3	4	3	17	42
Church Schools - Males	4	7	8	4	1	13	0	37	2	9	4	2	2	0	19	56
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	2	0	1	0	0	0	3	3
Gozo Schools - Males	1	3	8	7	3	4	0	26	10	12	10	3	2	1	38	64
Gozo Schools - Females	1	2	0	0	4	2	0	9	3	1	3	1	0	0	8	17
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ECONOMICS</b>	10	19	24	37	24	19	2	135	8	11	14	9	12	2	56	191
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	2
Church Schools - Males	5	8	5	7	8	16	0	49	0	1	4	1	2	0	8	57
Church Schools - Females	2	4	10	16	7	0	0	39	5	5	5	4	3	0	22	61
Independent Schools - Males	2	3	5	7	1	2	0	20	1	0	0	1	2	0	4	24
Independent Schools - Females	1	1	2	3	6	0	1	14	1	3	1	0	1	0	6	20
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	1	0	0	2	0	3	3
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	2	0	1	0	3	3
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	1	1	0	0	0	0	0	1	1	2
Gozo Schools - Males	0	0	0	1	0	1	0	2	0	0	1	0	1	0	2	4
Gozo Schools - Females	0	3	2	2	2	0	0	9	1	1	1	3	0	0	6	15
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>ENGLISH LANGUAGE</b>	200	535	714	550	461	262	23	2745	179	415	289	256	416	66	1621	4366
State Schools - Males	8	41	96	82	73	44	1	345	42	100	80	71	147	11	451	796
State Schools - Females	30	92	121	124	123	82	3	575	22	55	49	58	97	7	288	863
Church Schools - Males	36	94	161	121	111	37	1	561	12	31	18	22	33	0	116	677
Church Schools - Females	56	134	157	108	73	17	0	545	15	24	12	12	14	0	77	622
Independent Schools - Males	17	57	53	25	8	1	1	162	4	8	4	3	3	0	22	184
Independent Schools - Females	24	56	41	29	11	4	0	165	6	3	3	1	1	0	14	179
Post-Secondary Schools - Males	0	0	0	0	3	5	0	8	6	26	23	8	14	5	82	90
Post-Secondary Schools - Females	0	0	1	0	6	7	1	15	6	24	13	9	9	3	64	79
Malta Private Candidates - Males	0	4	6	7	13	9	6	45	8	32	24	20	20	17	121	166
Malta Private Candidates - Females	1	2	25	30	24	54	9	145	15	63	39	34	51	18	220	365
Gozo Schools - Males	8	23	21	14	8	0	1	75	20	26	10	10	12	0	78	153
Gozo Schools - Females	20	32	31	10	6	1	0	100	15	11	4	3	8	2	43	143
Gozo Private Candidates - Males	0	0	1	0	0	1	0	2	0	5	7	3	5	1	21	23
Gozo Private Candidates - Females	0	0	0	0	2	0	0	2	8	7	3	2	2	2	24	26

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>ENGLISH LITERATURE</b>	109	185	454	417	250	220	26	1661	125	87	151	104	126	43	636	2297
State Schools - Males	1	8	42	54	31	39	5	180	16	16	22	13	27	11	105	285
State Schools - Females	22	34	85	101	47	56	6	351	31	13	43	28	39	16	170	521
Church Schools - Males	22	30	76	83	61	61	5	338	12	12	22	26	25	6	103	441
Church Schools - Females	31	48	143	102	64	32	3	423	24	16	19	14	11	1	85	508
Independent Schools - Males	7	20	44	19	6	12	1	109	19	10	12	4	4	1	50	159
Independent Schools - Females	22	32	40	24	13	7	1	139	9	5	11	3	2	0	30	169
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	1	1	1	3	1	2	9	9
Post-Secondary Schools - Females	0	0	0	0	0	1	1	2	1	1	3	1	0	0	6	8
Malta Private Candidates - Males	0	0	0	1	1	0	0	2	1	0	1	0	0	1	3	5
Malta Private Candidates - Females	0	1	2	0	2	1	2	8	1	1	1	0	1	4	8	16
Gozo Schools - Males	1	3	7	9	13	6	2	41	2	3	3	5	11	1	25	66
Gozo Schools - Females	3	9	15	24	12	5	0	68	8	9	13	7	5	0	42	110
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>ENVIRONMENTAL STUDIES</b>	30	94	151	206	201	155	9	846	33	50	81	29	81	12	286	1132
State Schools - Males	0	12	18	36	26	26	1	119	6	12	22	5	27	5	77	196
State Schools - Females	13	26	53	52	70	62	4	280	9	10	23	16	30	5	93	373
Church Schools - Males	7	18	25	49	52	36	3	190	3	12	11	6	13	0	45	235
Church Schools - Females	6	15	29	30	22	14	0	116	2	5	5	0	4	0	16	132
Independent Schools - Males	0	8	12	15	11	4	0	50	2	3	2	1	0	0	8	58
Independent Schools - Females	1	7	10	16	11	5	1	51	3	3	4	1	0	0	11	62
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
Malta Private Candidates - Females	0	0	0	0	0	0	0	0	1	0	0	0	1	0	2	2
Gozo Schools - Males	0	2	2	5	8	7	0	24	2	2	6	0	3	0	13	37
Gozo Schools - Females	3	6	2	3	1	1	0	16	5	3	6	0	1	2	17	33
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

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
EUROPEAN STUDIES	16	30	23	19	10	11	4	113	4	6	14	3	5	2	34	147
State Schools - Males	3	2	5	8	2	2	1	23	2	2	5	1	1	0	11	34
State Schools - Females	5	13	9	6	4	5	2	44	0	2	4	1	1	0	8	52
Church Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Females	4	6	6	3	2	0	0	21	0	0	0	0	0	0	0	21
Independent Schools - Males	4	7	2	0	2	0	0	15	0	0	0	0	2	0	2	17
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	1	0	1	0	2	1	1	4	0	1	0	7	9
Post-Secondary Schools - Females	0	0	0	0	0	2	0	2	0	1	0	1	0	1	3	5
Malta Private Candidates - Males	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Malta Private Candidates - Females	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	2
Gozo Schools - Males	0	1	1	0	0	0	0	2	0	0	0	0	0	0	0	2
Gozo Schools - Females	0	0	0	1	0	1	0	2	1	0	1	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

FRENCH	93	152	230	121	91	86	1	774	49	60	58	39	51	12	269	1043
State Schools - Males	3	6	14	8	7	8	0	46	4	7	7	5	9	1	33	79
State Schools - Females	19	27	49	20	19	17	0	151	5	12	5	7	11	1	41	192
Church Schools - Males	17	27	43	31	24	22	0	164	3	15	13	11	12	3	57	221
Church Schools - Females	27	58	79	51	27	28	0	270	13	11	17	7	10	2	60	330
Independent Schools - Males	4	8	17	1	0	1	0	31	6	3	0	0	3	1	13	44
Independent Schools - Females	8	15	11	6	11	7	1	59	6	5	5	3	4	0	23	82
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	1	1	1	1	0	1	5	5
Post-Secondary Schools - Females	0	0	0	0	0	1	0	1	0	0	2	0	0	0	2	3
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates - Females	1	2	2	0	0	0	0	5	1	0	0	0	1	1	3	8
Gozo Schools - Males	4	3	5	3	1	0	0	16	0	2	2	1	0	0	5	21
Gozo Schools - Females	9	6	10	1	2	2	0	30	10	4	6	4	1	0	25	55
Gozo Private Candidates - Males	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1



	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>GEOGRAPHY</b>	16	28	36	21	16	16	6	139	11	11	7	3	10	8	50	189
State Schools - Males	1	3	9	7	3	3	3	29	2	2	2	1	7	3	17	46
State Schools - Females	4	3	4	1	0	2	0	14	0	2	2	0	2	2	8	22
Church Schools - Males	2	5	5	5	6	5	1	29	0	5	0	1	0	0	6	35
Church Schools - Females	0	4	3	1	1	0	0	9	0	0	0	0	0	0	0	9
Independent Schools - Males	3	6	11	1	3	2	0	26	2	1	0	0	0	0	3	29
Independent Schools - Females	5	4	2	4	2	2	0	19	0	0	1	1	0	0	2	21
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	1	0	0	0	0	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	0	0	0	1	1	2	0	0	0	0	0	0	0	2
Malta Private Candidates - Females	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	2
Gozo Schools - Males	0	0	1	2	0	1	0	4	3	1	1	0	1	2	8	12
Gozo Schools - Females	1	3	1	0	1	0	0	6	3	0	1	0	0	0	4	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

<b>GERMAN</b>	33	64	83	51	41	21	3	296	19	34	19	13	24	5	114	410
State Schools - Males	5	8	17	9	6	2	0	47	3	12	9	5	7	0	36	83
State Schools - Females	5	13	16	8	6	2	0	50	7	3	2	0	4	2	18	68
Church Schools - Males	2	9	14	14	10	7	0	56	1	7	4	6	7	0	25	81
Church Schools - Females	9	13	22	16	17	9	0	86	0	4	2	1	3	0	10	96
Independent Schools - Males	2	4	1	0	0	0	0	7	1	1	0	0	0	0	2	9
Independent Schools - Females	2	4	2	0	1	0	0	9	2	0	1	0	1	0	4	13
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	0	0	1	0	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	2	0	1	0	0	0	0	3	0	0	0	0	1	1	2	5
Malta Private Candidates - Females	2	4	1	0	1	1	3	12	0	0	0	0	0	1	1	13
Gozo Schools - Males	2	4	4	2	0	0	0	12	1	5	0	0	0	0	6	18
Gozo Schools - Females	1	5	5	2	0	0	0	13	4	2	1	0	0	0	7	20
Gozo Private Candidates - Males	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>GRAPHICAL COMMUNICATION</b>	30	51	66	62	60	43	1	313	10	26	19	14	29	11	109	422
State Schools - Males	7	9	13	9	13	5	0	56	5	10	4	2	9	4	34	90
State Schools - Females	3	7	10	7	7	2	1	37	0	0	1	2	0	3	6	43
Church Schools - Males	10	16	23	24	28	24	0	125	3	8	7	4	10	3	35	160
Church Schools - Females	1	2	2	1	2	2	0	10	0	0	0	0	0	0	0	10
Independent Schools - Males	1	4	9	6	6	3	0	29	0	0	1	0	0	0	1	30
Independent Schools - Females	2	3	1	10	3	5	0	24	0	0	1	0	0	0	1	25
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	2
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates - Males	0	0	0	1	0	0	0	1	0	0	0	1	1	0	2	3
Malta Private Candidates - Females	0	0	0	1	1	1	0	3	0	0	0	0	0	0	0	3
Gozo Schools - Males	3	6	6	3	0	1	0	19	2	5	1	3	6	0	17	36
Gozo Schools - Females	3	4	2	0	0	0	0	9	0	2	3	2	2	0	9	18
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

<b>HISTORY</b>	6	19	27	24	16	22	4	118	3	6	16	9	20	13	67	185
State Schools - Males	0	1	2	1	2	5	0	11	1	4	6	3	10	3	27	38
State Schools - Females	1	2	7	5	4	3	0	22	0	0	6	2	3	3	14	36
Church Schools - Males	1	3	5	10	5	6	0	30	0	0	2	1	4	1	8	38
Church Schools - Females	0	2	2	3	2	1	1	11	1	0	0	0	0	2	3	14
Independent Schools - Males	3	4	7	1	1	3	0	19	1	1	1	2	1	0	6	25
Independent Schools - Females	1	6	3	2	1	2	0	15	0	1	1	1	0	0	3	18
Post-Secondary Schools - Males	0	0	0	1	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	1	0	0	0	0	1	2	0	0	0	0	0	2	2	4
Malta Private Candidates - Females	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	2
Gozo Schools - Males	0	0	1	1	1	2	1	6	0	0	0	0	2	1	3	9
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

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
HOME ECONOMICS	27	123	137	90	34	58	1	470	53	37	80	39	46	2	257	727
State Schools - Males	0	7	14	9	3	18	0	51	8	9	36	11	21	0	85	136
State Schools - Females	10	58	68	29	19	22	0	206	15	14	22	19	13	1	84	290
Church Schools - Males	2	7	5	15	1	6	0	36	1	2	6	4	8	0	21	57
Church Schools - Females	9	33	31	23	7	9	0	112	10	4	8	0	2	0	24	136
Independent Schools - Males	0	0	0	3	0	1	0	4	1	1	0	0	0	0	2	6
Independent Schools - Females	4	8	7	2	2	1	0	24	2	0	0	0	0	0	2	26
Post-Secondary Schools - Males	0	0	0	1	0	0	0	1	1	1	0	0	0	0	2	3
Post-Secondary Schools - Females	0	0	1	2	0	0	0	3	2	0	0	1	0	0	3	6
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2
Malta Private Candidates - Females	0	0	1	0	0	0	0	1	2	0	0	1	0	0	3	4
Gozo Schools - Males	1	1	6	5	2	1	1	17	5	6	7	3	1	0	22	39
Gozo Schools - Females	1	9	4	1	0	0	0	15	6	0	1	0	0	0	7	22
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

ITALIAN	111	178	284	138	100	78	9	898	140	105	178	129	138	23	713	1611
State Schools - Males	3	17	50	25	15	7	0	117	27	23	36	23	32	8	149	266
State Schools - Females	24	47	38	20	17	21	1	168	24	20	41	32	36	5	158	326
Church Schools - Males	18	29	53	21	25	19	1	166	18	13	35	33	32	2	133	299
Church Schools - Females	25	48	89	46	28	17	0	253	20	20	34	28	24	0	126	379
Independent Schools - Males	5	6	13	11	3	5	0	43	10	7	5	2	1	0	25	68
Independent Schools - Females	14	15	19	9	6	3	0	66	2	2	4	2	2	0	12	78
Post-Secondary Schools - Males	2	0	0	0	0	1	0	3	1	1	1	0	3	1	7	10
Post-Secondary Schools - Females	1	0	1	0	0	2	0	4	4	0	2	1	1	0	8	12
Malta Private Candidates - Males	3	2	2	1	0	0	3	11	1	2	4	0	0	2	9	20
Malta Private Candidates - Females	7	3	6	1	2	3	3	25	9	2	2	2	2	5	22	47
Gozo Schools - Males	5	6	8	1	4	0	0	24	16	11	10	4	3	0	44	68
Gozo Schools - Females	4	4	5	3	0	0	0	16	6	4	4	1	2	0	17	33
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	1	0	0	0	0	1	2	1	0	0	1	0	0	2	4

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>MALTESE</b>	102	429	588	682	305	178	24	2308	209	297	155	148	646	81	1536	3844
State Schools - Males	5	31	65	91	58	47	2	299	35	52	44	46	264	17	458	757
State Schools - Females	30	119	118	155	73	37	4	536	25	58	25	31	151	10	300	836
Church Schools - Males	28	64	136	173	78	37	2	518	14	30	19	24	59	0	146	664
Church Schools - Females	27	138	144	139	37	18	0	503	35	24	16	11	27	0	113	616
Independent Schools - Males	0	7	31	29	18	4	0	89	9	20	6	10	21	1	67	156
Independent Schools - Females	3	26	26	25	12	5	0	97	5	8	6	6	10	1	36	133
Post-Secondary Schools - Males	0	0	0	2	2	3	0	7	3	19	9	3	24	8	66	73
Post-Secondary Schools - Females	0	0	0	0	1	1	1	3	9	8	8	3	18	7	53	56
Malta Private Candidates - Males	0	0	4	7	6	9	5	31	11	18	7	7	27	17	87	118
Malta Private Candidates - Females	1	4	7	21	8	11	9	61	14	21	6	1	14	15	71	132
Gozo Schools - Males	1	8	25	22	6	3	1	66	25	24	6	2	20	0	77	143
Gozo Schools - Females	7	32	32	18	6	1	0	96	18	11	1	1	8	1	40	136
Gozo Private Candidates - Males	0	0	0	0	0	2	0	2	1	0	1	2	2	4	10	12
Gozo Private Candidates - Females		0	0	0	0	0	0	0	5	4	1	1	1	0	12	12

<b>MATHEMATICS</b>	271	356	461	413	265	103	15	1884	320	305	506	414	705	249	2499	4383
State Schools - Males	25	38	53	64	32	14	1	227	50	58	86	69	237	36	536	763
State Schools - Females	28	51	88	87	87	33	1	375	25	32	71	87	220	31	466	841
Church Schools - Males	79	100	101	86	51	12	3	432	50	39	51	38	45	5	228	660
Church Schools - Females	65	72	102	96	50	8	0	393	48	34	53	44	39	2	220	613
Independent Schools - Males	29	29	39	23	8	3	1	132	18	10	8	9	7	0	52	184
Independent Schools - Females	18	30	33	26	14	11	0	132	8	12	15	5	5	1	46	178
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	14	16	34	27	28	21	140	140
Post-Secondary Schools - Females	0	0	0	0	2	4	0	6	19	34	67	31	27	25	203	209
Malta Private Candidates - Males	0	1	0	2	2	3	2	10	20	12	22	19	26	32	131	141
Malta Private Candidates - Females	0	0	1	1	8	9	6	25	28	29	60	49	38	80	284	309
Gozo Schools - Males	13	18	15	12	3	2	1	64	22	14	15	21	15	3	90	154
Gozo Schools - Females	14	17	29	16	7	2	0	85	11	10	13	11	12	5	62	147
Gozo Private Candidates - Males	0	0	0	0	1	1	0	2	1	1	3	2	2	2	11	13
Gozo Private Candidates - Females	0	0	0	0	0	1	0	1	6	4	8	2	4	6	30	31

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>MUSIC</b>	4	3	1	1	1	2	1	13	0	2	1	0	0	1	4	17
State Schools - Males	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
State Schools - Females	1	1	0	1	1	2	0	6	0	1	1	0	0	1	3	9
Church Schools - Males	1	1	0	0	0	0	1	3	0	0	0	0	0	0	0	3
Church Schools - Females	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
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	2	0	0	0	0	0	0	2	0	1	0	0	0	0	1	3
Gozo Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>PHYSICS</b>	193	306	389	589	275	225	5	1982	160	177	253	139	351	45	1125	3107
State Schools - Males	10	29	48	101	53	46	1	288	40	51	59	47	138	9	344	632
State Schools - Females	19	51	70	147	82	82	0	451	18	28	70	31	129	14	290	741
Church Schools - Males	50	74	81	149	76	54	0	484	23	23	25	21	27	2	121	605
Church Schools - Females	56	74	84	94	32	25	0	365	20	6	10	10	5	1	52	417
Independent Schools - Males	14	28	42	40	7	4	1	136	6	9	6	1	3	0	25	161
Independent Schools - Females	18	16	24	25	6	5	0	94	0	6	6	0	2	1	15	109
Post-Secondary Schools - Males	0	0	0	2	1	0	0	3	9	10	16	7	10	4	56	59
Post-Secondary Schools - Females	0	0	0	0	0	1	0	1	5	9	14	7	8	7	50	51
Malta Private Candidates - Males	0	0	0	3	5	1	2	11	3	7	6	2	4	5	27	38
Malta Private Candidates - Females	0	0	1	1	1	6	1	10	4	6	8	3	5	1	27	37
Gozo Schools - Males	8	10	17	19	6	1	0	61	16	17	17	5	13	1	69	130
Gozo Schools - Females	18	24	22	8	6	0	0	78	15	5	14	5	2	0	41	119
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	1	0	1	0	4	0	6	6
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	2

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>PHYSICAL EDUCATION</b>	22	48	72	87	44	84	4	361	17	17	27	12	34	6	113	474
State Schools - Males	1	5	7	24	7	21	1	66	6	9	11	7	17	4	54	120
State Schools - Females	1	6	11	12	7	22	3	62	0	3	2	2	6	1	14	76
Church Schools - Males	8	8	18	17	18	28	0	97	1	3	4	2	5	0	15	112
Church Schools - Females	1	11	16	17	10	6	0	61	4	1	5	0	0	1	11	72
Independent Schools - Males	6	11	8	12	0	4	0	41	1	1	0	0	0	0	2	43
Independent Schools - Females	5	7	10	3	2	2	0	29	1	0	0	0	1	0	2	31
Post-Secondary Schools - Males	0	0	0	0	0	1	0	1	1	0	1	0	0	0	2	3
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	1	0	2	0	3	3
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	2	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	0	0	1	0	0	0	0	1	3	0	3	1	0	0	7	8
Gozo Schools - Females	0	0	1	2	0	0	0	3	0	0	0	0	1	0	1	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

<b>RELIGIOUS KNOWLEDGE</b>	87	278	575	552	212	256	33	1993	89	270	173	114	242	93	981	2974
State Schools - Males	2	17	41	73	28	64	5	230	11	49	55	37	102	21	275	505
State Schools - Females	15	49	114	129	44	73	11	435	11	60	37	28	56	23	215	650
Church Schools - Males	18	66	143	124	68	57	6	482	19	38	21	20	45	12	155	637
Church Schools - Females	29	92	154	143	36	33	5	492	14	40	17	11	14	4	100	592
Independent Schools - Males	5	9	41	28	14	12	0	109	3	12	5	8	7	1	36	145
Independent Schools - Females	4	15	41	28	11	8	1	108	2	7	8	2	0	0	19	127
Post-Secondary Schools - Males	0	0	0	0	0	1	0	1	3	6	4	2	2	4	21	22
Post-Secondary Schools - Females	0	0	2	1	0	1	2	6	2	4	3	0	0	3	12	18
Malta Private Candidates - Males	0	2	0	1	1	2	1	7	1	3	4	2	2	9	21	28
Malta Private Candidates - Females	0	1	1	1	3	2	2	10	0	6	3	1	4	9	23	33
Gozo Schools - Males	2	8	15	12	5	1	0	43	12	25	9	3	9	2	60	103
Gozo Schools - Females	12	19	23	12	1	2	0	69	10	18	5	0	1	1	35	104
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3
Gozo Private Candidates - Females	0	0	0	0	1	0	0	1	1	2	2	0	0	1	6	7

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>RUSSIAN</b>	6	7	0	3	0	0	0	16	3	0	1	0	1	0	5	21
State Schools - Males	2	1	0	0	0	0	0	3	1	0	0	0	0	0	1	4
State Schools - Females	2	0	0	1	0	0	0	3	2	0	1	0	1	0	4	7
Church Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Females	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Independent Schools - Males	0	1	0	1	0	0	0	2	0	0	0	0	0	0	0	2
Independent Schools - Females	2	2	0	1	0	0	0	5	0	0	0	0	0	0	0	5
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	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>SOCIAL STUDIES</b>	24	53	98	109	82	105	21	492	48	37	39	24	54	41	243	735
State Schools - Males	0	1	5	5	1	9	2	23	5	6	11	1	19	7	49	72
State Schools - Females	3	15	20	24	8	14	6	90	9	9	5	3	16	12	54	144
Church Schools - Males	3	11	17	25	23	24	6	109	6	4	3	4	6	3	26	135
Church Schools - Females	18	26	52	47	44	47	3	237	23	14	13	15	11	5	81	318
Independent Schools - Males	0	0	1	1	0	0	0	2	0	0	0	0	0	0	0	2
Independent Schools - Females	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Post-Secondary Schools - Males	0	0	0	1	0	1	0	2	2	1	2	0	1	2	8	10
Post-Secondary Schools - Females	0	0	1	4	2	2	0	9	1	2	0	0	0	1	4	13
Malta Private Candidates - Males	0	0	0	0	1	1	2	4	1	0	1	0	0	4	6	10
Malta Private Candidates - Females	0	0	0	2	2	4	2	10	1	0	2	1	1	4	9	19
Gozo Schools - Males	0	0	2	0	1	1	0	4	0	1	2	0	0	1	4	8
Gozo Schools - Females	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>SPANISH</b>	24	31	40	43	33	30	4	205	16	15	17	13	20	0	81	286
State Schools - Males	1	0	8	14	12	13	0	48	2	4	8	3	8	0	25	73
State Schools - Females	1	6	14	19	14	10	1	65	4	7	5	6	10	0	32	97
Church Schools - Males	0	2	5	2	3	4	1	17	0	0	0	0	0	0	0	17
Church Schools - Females	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools - Males	0	1	0	0	0	0	1	2	2	1	0	0	0	0	3	5
Independent Schools - Females	9	3	1	2	2	0	0	17	2	0	2	1	0	0	5	22
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	1	0	0	0	0	0	1	1
Malta Private Candidates - Males	4	3	1	1	0	0	0	9	1	0	0	0	1	0	2	11
Malta Private Candidates - Females	8	10	5	3	2	1	0	29	1	0	0	0	0	0	1	30
Gozo Schools - Males	0	1	2	1	0	2	0	6	0	0	1	1	0	0	2	8
Gozo Schools - Females	0	5	4	1	0	0	0	10	3	3	1	2	1	0	10	20
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

<b>TEXTILES AND DESIGN</b>	3	3	7	8	4	4	0	29	2	7	8	5	5	0	27	56
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	3	3	7	7	4	4	0	28	2	7	7	5	5	0	26	54
Church Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates - Females	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1
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	1	0	0	0	1	1
Gozo Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
GREEK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Malta Private Candidates - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools - Females	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	1	0	0	1	1

LATIN	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates - Males	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Malta Private Candidates - Females	0	0	0	0	0	0	0	0	0	0	0	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

	1	2	3	4	5	6	7	U	Absent	Register
<b>AGRIBUSINESS</b>	1	2	2	1	1	0	0	0	0	7
State Schools – Males	1	2	2	1	1	0	0	0	0	7
State Schools – Females	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0

<b>HEALTH AND SOCIAL CARE</b>	2	3	2	1	0	0	0	1	0	9
State Schools – Males	0	0	0	0	0	0	0	0	0	0
State Schools – Females	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	2	0	0	0	0	0	0	0	2
Independent Schools – Females	0	0	0	0	0	0	0	1	0	1
Post Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	2	1	2	1	0	0	0	0	0	6
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0

	1	2	3	4	5	6	7	U	Absent	Register
<b>ENGINEERING TECHNOLOGY</b>	9	9	10	5	1	1	0	1	0	36
State Schools – Males	1	3	4	0	0	1	0	1	0	10
State Schools – Females	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	3	5	3	2	1	0	0	0	0	14
Church Schools – Females	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	5	1	3	3	0	0	0	0	0	12
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0

<b>HOSPITALITY</b>	5	3	5	6	1	2	0	3	0	25
State Schools – Males	5	3	5	6	1	2	0	3	0	25
State Schools – Females	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0

	1	2	3	4	5	6	7	U	Absent	Register
INFORMATION TECHNOLOGY	3	5	2	3	0	1	0	1	0	15
State Schools – Males	3	5	2	2	0	1	0	1	0	14
State Schools – Females	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0
Post Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	1	0	0	0	0	0	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	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 13 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 2001 Cohort

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
13	2	3	5	0.1	2	2	4	0.1
12	22	17	39	1.3	22	17	39	1.2
11	82	127	209	7.3	72	111	183	6.5
10	236	385	621	25.1	186	349	535	21.8
9	251	294	545	40.7	195	236	431	34.2
8	200	201	401	52.2	173	157	330	43.7
7	194	145	339	62.0	141	121	262	51.2
6	127	106	233	68.7	110	96	206	57.1
5	116	84	200	74.4	113	102	215	63.3
4	93	74	167	79.2	96	85	181	68.5
3	104	68	172	84.1	95	92	187	73.9
2	87	94	181	89.3	107	84	191	79.3
1	129	72	201	95.1	161	120	281	87.4
0	112	59	171	100	282	157	439	100

Table 3.4 shows that both for passes with Grades 1 to 7 and Grades 1 to 5, passes in ten subjects was the most common category. However, male candidates were more likely to obtain passes in nine subjects rather than ten. Overall, 30.7% of the 2001 cohort (N= 3,716) who sat for SEC 2017 Main session examinations gained passes in nine subjects or more when passes are taken to include Grades 1 to 7. Moreover, 34.2% of the same cohort gained Grades 1-5 in nine subjects or more. On the other hand, 15.9% of 2001 candidates obtained three or less passes (Grades 1 to 7). Also worth noting is that 74.4% the 2001 cohort obtained passes in at least 5 subjects (Grades 1 to 7). If it is assumed that the 16-year-olds who did not sit for 2017 SEC Main session examinations obtained no other qualification at this level, 67.2% of 16-year-olds obtained passes in at least five subjects (Grades 1-7).

Table 3.5 and Table 3.6 present information on particular components of the 2017 SEC Main session examinations. 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, 75.0% of candidates scored 10 marks or more out of 15. In Italian, 43.6% 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 49.8% and 64.4% respectively. One should note that these percentages are smaller than those quoted in the statistical report for the 2016 session. The number of candidates who were absent for the oral component was significant in all.

This is the first year where candidates have been assessed following the implementation of a modified syllabus for SEC Russian. In 2016, the maximum mark attributed to the SEC Russian oral component was 35%, and 65.2% of last year's candidates obtained this maximum mark. As from 2017 the maximum attainable mark in this component is 25%. Seven (33.3%) candidates obtained this maximum mark.

Table 3.6 shows that the number of marks carried by coursework component varies from 15% to 60% 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. The mark quoted for SEC vocational subjects is an average of six assignment marks.

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, a little less 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, more than half the candidates scored 23 marks or higher out of a maximum of 30 marks. In Computing, more than half of the candidates scored 26 or more out of a maximum of 30 marks.

The highest coursework marks seem to be those in vocational subjects where for all subjects but Hospitality, 80% of the candidates obtained at least 41-45 marks out of 60. In Hospitality, 80% of the candidates obtained at least 31-35 out of 60. In all subjects but vocational 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 15.3% of candidates did not present their coursework.

#### Notes for Tables 3.5, 3.6, and 3.7

- \* 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 were changed after being interviewed/moderated
  - c NP means not presented
-

Table 3.5: Results of the Oral Component in Language Subjects

Mark	Arabic		German		Russian		English		French		Italian		Maltese		Spanish	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
35	5	10.4														
34	2	14.6														
33	4	22.9														
32	2	27.1														
31	2	31.3														
30	2	35.4	39	9.5												
29	3	41.7	37	18.5												
28	1	43.8	30	25.9												
27	2	47.9	32	33.7												
26	2	52.1	23	39.3												
25	2	56.3	26	45.6	7	33.3										
24	1	58.3	22	51.0	3	47.6										
23	0	58.3	27	57.6	3	61.9										
22	2	62.5	32	65.4	1	66.7										
21	1	64.6	18	69.8	0	66.7										
20	1	66.7	9	72.0	1	71.4	91	2.1	16	1.5						
19	2	70.8	13	75.1	3	85.7	148	5.5	21	3.5						
18	0	70.8	13	78.3	0	85.7	284	12.0	52	8.5						
17	1	72.9	13	81.5	0	85.7	345	19.9	58	14.1						
16	1	75.0	6	82.9	0	85.7	473	30.7	85	22.2						
15	0	75.0	6	84.4	0	85.7	450	41.0	91	31.0	0	0.0	295	7.7	19	6.6
14	1	77.1	6	85.9	0	85.7	548	53.6	107	41.2	101	6.3	508	20.9	34	18.5
13	1	79.2	7	87.6	0	85.7	474	64.4	89	49.8	97	12.3	533	34.8	40	32.5
12	1	81.3	4	88.5	0	85.7	379	73.1	87	58.1	157	22.0	621	50.9	33	44.1
11	0	81.3	3	89.3	0	85.7	309	80.2	81	65.9	164	32.2	540	65.0	26	53.1
10	2	85.4	1	89.5	0	85.7	282	86.6	78	73.3	184	43.6	385	75.0	29	63.3
9	3	91.7	5	90.7	0	85.7	155	90.2	68	79.9	199	56.0	321	83.3	22	71.0
8	0	91.7	4	91.7	0	85.7	116	92.9	49	84.6	170	66.5	266	90.2	22	78.7
7	2	95.8	2	92.2	0	85.7	79	94.7	34	87.8	159	76.4	110	93.1	13	83.2
6	0	95.8	6	93.7	0	85.7	42	95.6	28	90.5	124	84.1	63	94.7	16	88.8
5	0	95.8	1	93.9	0	85.7	16	96.0	31	93.5	77	88.9	35	95.7	7	91.3
4	0	95.8	5	95.1	0	85.7	10	96.2	18	95.2	69	93.2	17	96.1	6	93.4
3	0	95.8	3	95.9	0	85.7	3	96.3	18	96.9	37	95.5	8	96.3	4	94.8
2	0	95.8	1	96.1	0	85.7	3	96.4	5	97.4	16	96.5	5	96.4	4	96.2
1	0	95.8	2	96.6	0	85.7	0	96.4	3	97.7	4	96.7	1	96.5	0	96.2
0	0	95.8	3	97.3	0	85.7	1	96.4	0	97.7	0	96.7	0	96.5	0	96.2
PR <sup>a</sup>	0	95.8	0	97.3	0	85.7	0	96.4	0	97.7	0	96.7	0	96.5	0	96.2
Present	46	95.8	399	97.3	18	85.7	4208	96.4	1019	97.7	1558	96.7	3708	96.5	275	96.2
Absent	2	4.2	11	2.7	3	14.3	158	3.6	24	2.3	53	3.3	136	3.5	11	3.8
Register	48	100	410	100	21	100	4366	100	1043	100	1611	100	3844	100	286	100

Table 3.6: Results of the Coursework Component in Subjects where this makes up no more than 30% of the Assessment mark

Mark <sup>b</sup>	Computing		Home Economics		Art		Geography		Biology		Business Studies		Chemistry		Environmental Studies		European Studies		Physical Education		Physics	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
30	94	11.9	9	1.2																		
29	94	23.7	22	4.3																		
28	84	34.3	58	12.2																		
27	64	42.4	67	21.5																		
26	63	50.3	61	29.8																		
25	53	57.0	60	38.1																		
24	43	62.4	52	45.3																		
23	31	66.3	58	53.2																		
22	23	69.2	34	57.9																		
21	29	72.9	41	63.5																		
20	26	76.2	40	69.1	42	6.3	4	2.1														
19	15	78.1	39	74.4	35	11.6	14	9.5														
18	14	79.8	19	77.0	69	22.0	18	19.0														
17	18	82.1	23	80.2	63	31.5	24	31.7														
16	15	84.0	25	83.6	47	38.6	17	40.7														
15	8	85.0	19	86.2	70	49.1	15	48.7	246	18.9	12	7.6	111	15.2	105	9.3	8	5.4	64	13.5	541	17.4
14	7	85.9	14	88.2	60	58.1	9	53.4	345	45.5	34	29.1	269	52.1	183	25.4	20	19.0	43	22.6	1120	53.5
13	9	87.0	11	89.7	49	65.5	15	61.4	222	62.6	18	40.5	130	70.0	174	40.8	30	39.5	66	36.5	617	73.3
12	8	88.0	10	91.1	54	73.6	10	66.7	128	72.4	22	54.4	76	80.4	130	52.3	24	55.8	60	49.2	258	81.6
11	4	88.5	13	92.8	29	78.0	5	69.3	77	78.4	10	60.8	35	85.2	118	62.7	16	66.7	34	56.3	124	85.6
10	4	89.0	10	94.2	41	84.2	4	71.4	73	84.0	10	67.1	23	88.3	83	70.1	19	79.6	42	65.2	77	88.1
9	2	89.3	6	95.0	17	86.7	4	73.5	39	87.0	13	75.3	15	90.4	71	76.3	6	83.7	27	70.9	69	90.3
8	4	89.8	7	96.0	18	89.5	7	77.2	34	89.6	10	81.6	15	92.5	50	80.7	5	87.1	20	75.1	41	91.6
7	3	90.2	5	96.7	11	91.1	1	77.8	23	91.4	1	82.3	7	93.4	28	83.2	5	90.5	16	78.5	36	92.8
6	3	90.5	3	97.1	14	93.2	7	81.5	20	92.9	5	85.4	10	94.8	39	86.7	0	90.5	10	80.6	21	93.5
5	2	90.8	2	97.4	6	94.1	1	82.0	8	93.5	2	86.7	2	95.1	22	88.6	0	90.5	10	82.7	15	93.9
4	0	90.8	2	97.7	1	94.3	3	83.6	7	94.1	0	86.7	3	95.5	13	89.8	0	90.5	5	83.8	8	94.2
3	0	90.8	0	97.7	2	94.6	0	83.6	8	94.7	2	88.0	3	95.9	4	90.1	1	91.2	7	85.2	9	94.5
2	1	90.9	2	97.9	3	95.0	1	84.1	6	95.2	0	88.0	1	96.0	7	90.7	0	91.2	3	85.9	10	94.8
1	0	90.9	4	98.5	0	95.0	1	84.7	1	95.2	0	88.0	1	96.2	2	90.9	0	91.2	0	85.9	6	95.0
0	0	90.9	1	98.6	0	95.0	0	84.7	2	95.4	0	88.0	0	96.2	5	91.3	0	91.2	2	86.3	5	95.2
PR <sup>b</sup>	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
NP <sup>c</sup>	72	9.1	9	1.2	33	5.0	29	15.3	60	4.6	19	12.0	28	3.8	98	8.7	13	8.8	65	13.7	150	4.8
<b>Total</b>	<b>793</b>	<b>100</b>	<b>727</b>	<b>100</b>	<b>664</b>	<b>100</b>	<b>189</b>	<b>100</b>	<b>1299</b>	<b>100</b>	<b>158</b>	<b>100</b>	<b>729</b>	<b>100</b>	<b>1132</b>	<b>100</b>	<b>147</b>	<b>100</b>	<b>474</b>	<b>100</b>	<b>3107</b>	<b>100</b>



Table 3.7: Results of the Coursework Component in Subjects where this makes up more than 30% of the Assessment mark

Mark <sup>b</sup>	Agribusiness		Health and Social Care		Engineering Technology		Hospitality		Information Technology		Design and Technology		Textiles and Design			
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*		
56-60	0	0.0	1	11.1	6	16.7	5	20.0	2	13.3						
51-55	2	28.6	4	55.6	15	58.3	2	28.0	6	53.3						
46-50	4	85.7	3	88.9	9	83.3	3	40.0	3	73.3					27	9.5
41-45	0	85.7	0	88.9	4	94.4	2	48.0	1	80.0	59	30.2				
36-40	0	85.7	0	88.9	0	94.4	6	72.0	2	93.3	72	55.4			14	25.0
31-35	0	85.7	0	88.9	1	97.2	2	80.0	0	93.3	55	74.7			15	51.8
26-30	1	100.0	0	88.9	0	97.2	3	92.0	1	100.0	39	88.4	14	76.8		
21-25	0	100.0	0	88.9	0	97.2	0	92.0	0	100.0	7	90.9	7	89.3		
16-20	0	100.0	1	100.0	0	97.2	2	100.0	0	100.0	4	92.3	3	94.6		
11-15	0	100.0	0	100.0	0	97.2	0	100.0	0	100.0	2	93.0	2	98.2		
6-10	0	100.0	0	100.0	0	97.2	0	100.0	0	100.0	2	93.7	1	100		
1-5	0	100.0	0	100.0	0	97.2	0	100.0	0	100.0	0	93.7	0	100		
0	0	100.0	0	100.0	1	100.0	0	100.0	0	100.0	0	93.7	0	100		
PR <sup>b</sup>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
NP <sup>c</sup>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	18	6.3	0	0.0		
<b>Total</b>	<b>7</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>36</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>285</b>	<b>100</b>	<b>56</b>	<b>100</b>		

Table 3.8 presents information on the outcome of the requests for revision of papers. Data for subjects for which requests was made is shown. Requests were made in 39 subjects and upgrades in nine of these. Table 3.8 shows that out of the 571 requests for a revision of papers, 23 (4.0%) had their grade revised upwards.

*Table 3.8: 2017 Main Session Results of Revision of Papers*

<b>Subject</b>	<b>Registrations</b>	<b>Requests</b>	<b>Upgrades</b>	<b>%</b>
Accounting	840	14	1	7.1
Art	664	9	0	0.0
Biology	1299	84	6	7.1
Business Studies	158	1	0	0.0
Chemistry	729	27	0	0.0
Computing	793	9	3	33.3
Design and Technology	285	3	2	66.7
Economics	191	14	1	7.1
English Language	4366	52	0	0.0
English Literature	2297	26	0	0.0
Environmental Studies	1132	5	0	0.0
European Studies	147	2	0	0.0
French	1043	6	1	16.7
Geography	189	3	0	0.0
German	410	1	0	0.0
Graphical Communication	422	4	0	0.0
History	185	9	0	0.0
Home Economics	727	9	0	0.0
Italian	1611	5	0	0.0
Maltese	3844	82	0	0.0
Mathematics	4383	106	3	2.8
Physical Education	474	7	3	42.9
Physics	3107	70	0	0.0
Religious Knowledge	2974	14	3	21.4
Social Studies	735	6	0	0.0
Spanish	286	3	0	0.0
<b>Total</b>	<b>33533</b>	<b>571</b>	<b>23</b>	<b>4.0</b>

Table 3.8 and Table 3.9 present the results of the candidates who requested access arrangements in 2017. 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 (316), Maltese (310), Religious Knowledge (194) and Physics (191). 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 (116), Home Economics (113) and Art (97). Considering passes with Grades 1

to 5, in English Language, 36.4% of the candidates obtained a pass. In Maltese, the rate was lower as 36.1% of the candidates obtained passes with Grades 1 to 5. For both subjects, these percentages are about 10% higher than last year's. If Grades 1 to 7 are considered, the same trend is noted as 63.3% and 50.3% of dyslexic candidates passed the SEC examination of English Language and Maltese respectively.

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, 82.5% and 65.5% of these candidates obtained passes in English Language and Maltese respectively.

Table 3.9: Results of Candidates with Dyslexia<sup>4</sup>

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	0	0	2	1	0			4	0	7	23
	IIB				0	3	3	4	4	2	16	
Arabic	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Art	IIA	0	1	14	12	9			14	1	51	97
	IIB				6	10	13	11	5	1	46	
Biology	IIA	0	0	3	4	2			8	1	18	60
	IIB				2	4	10	3	19	4	42	
Business Studies	IIA	0	0	0	0	0			0	0	0	4
	IIB				0	1	2	1	0	0	4	
Chemistry	IIA	0	0	0	3	0			3	0	6	12
	IIB				2	1	0	0	3	0	6	
Music	IIA	0	0	0	0	0			0	0	0	2
	IIB				0	0	1	0	0	1	2	
Computer Studies	IIA	0	1	4	5	2			4	0	16	37
	IIB				5	8	3	2	2	1	21	
Design & Technology	IIA	0	1	0	3	0			5	0	9	44
	IIB				6	8	13	4	2	2	35	
Economics	IIA	0	0	0	2	0			0	0	2	6
	IIB				0	0	1	1	2	0	4	
English Language	IIA	0	3	13	17	24			16	0	73	349
	IIB				15	55	41	53	106	6	276	
English Literature	IIA	0	0	4	3	5			14	1	27	76
	IIB				3	6	10	10	18	2	49	
Environmental Studies	IIA	0	0	0	3	5			7	1	16	42
	IIB				2	4	4	3	9	4	26	
European Studies	IIA	0	0	1	1	0			0	0	2	3
	IIB				0	0	1	0	0	0	1	
French	IIA	0	0	2	0	1			1	0	4	15
	IIB				0	3	2	1	5	0	11	
Agribusiness	VOC	0	0	2	0	1	0	0	0	0		3
Engineering Tech.	VOC	1	1	1	0	1	0	0	0	0		4

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	0	1	0	0	0			2	0	3	12
	IIB				0	2	3	1	3	0	9	
Graphical Communication	IIA	0	3	3	3	5			6	0	20	45
	IIB				3	5	5	5	6	1	25	
History	IIA	0	0	1	0	0			0	0	1	11
	IIB				0	0	4	0	4	2	10	
Home Economics	IIA	0	1	8	8	7			8	0	32	113
	IIB				14	10	27	12	17	1	81	
Italian	IIA	1	5	9	5	4			2	0	26	106
	IIB				10	6	19	21	22	2	80	
Maltese	IIA	0	1	5	16	12			15	0	49	310
	IIB				32	46	20	24	133	6	261	
Mathematics	IIA	0	4	9	8	8			3	0	32	316
	IIB				26	26	46	44	127	15	284	
Physical Education	IIA	0	1	3	9	2			7	0	22	41
	IIB				2	2	7	2	6	0	19	
Physics	IIA	0	2	10	18	8			12	0	50	191
	IIB				16	16	40	22	45	2	141	
Religious Knowledge	IIA	1	1	13	18	6			13	3	55	194
	IIB				10	31	14	20	54	10	139	
Russian	IIA	0	1	0	0	0			0	0	1	1
	IIB				0	0	0	0	0	0	0	
Social Studies	IIA	0	0	0	3	1			4	0	8	51
	IIB				1	6	6	6	18	6	43	
Spanish	IIA	0	0	1	1	1			2	0	5	10
	IIB				2	0	0	2	1	0	5	
Textiles & Design	IIA	0	0	1	0	0			0	0	1	10
	IIB				0	1	2	4	2	0	9	
Geography	IIA	0	0	3	0	0			0	0	3	11
	IIB				3	0	2	0	3	0	8	
Information Tech.	VOC	0	0	0	0	0	1	0	0	0		1
Hospitality	VOC	1	1	0	0	1	0	0	0	0		3

<sup>4</sup> As from 2017 the data in this table refers to all candidates marked as SpLD. Data prior to 2017 only included candidates marked as 'SpLD/Dyslexia' (see Table 2.11).

Table 3.10: Results of the Other Candidates who requested Access Arrangements<sup>5</sup>

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	0	1	4	1	2			0	0	8	14
	IIB				0	0	2	1	2	1	6	
Arabic	IIA	0	0	0	0	0			0	0	0	0
	IIB				0	0	0	0	0	0	0	
Art	IIA	0	2	1	5	5			2	0	15	30
	IIB				2	6	2	4	1	0	15	
Biology	IIA	3	2	4	3	3			8	1	24	45
	IIB				2	3	4	1	10	1	21	
Business Studies	IIA	0	0	0	1	1			0	0	2	6
	IIB				0	0	1	1	0	2	4	
Chemistry	IIA	1	2	7	2	2			0	2	16	25
	IIB				2	1	1	3	2	0	9	
Computer Studies	IIA	2	4	4	5	5			4	0	24	31
	IIB				2	0	3	2	0	0	7	
Design & Technology	IIA	0	0	1	0	0			2	0	3	10
	IIB				0	3	2	1	1	0	7	
Economics	IIA	0	0	1	1	0			1	0	3	4
	IIB				0	0	0	1	0	0	1	
English Language	IIA	5	16	20	12	12			6	0	71	137
	IIB				9	17	13	9	15	3	66	
English Literature	IIA	0	4	8	8	10			10	2	42	59
	IIB				5	3	2	1	6	0	17	
Environmental Studies	IIA	0	2	4	6	6			0	1	19	29
	IIB				1	2	2	0	4	1	10	
European Studies	IIA	0	0	0	0	0			1	0	1	2
	IIB				0	0	1	0	0	0	1	
French	IIA	2	1	5	1	0			3	0	12	17
	IIB				0	1	1	1	2	0	5	
Health and S.C.	VOC	0	1	0	0	0	0	0	0	0		1

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	1	1	4	1	2			0	0	9	14
	IIB				0	1	1	2	1	0	5	
Graphical Communication	IIA	0	0	1	2	1			3	0	7	15
	IIB				1	1	2	2	2	0	8	
History	IIA	0	0	4	1	0			2	0	7	11
	IIB				1	0	1	0	1	1	4	
Home Economics	IIA	1	0	2	3	2			0	0	8	22
	IIB				3	1	7	1	2	0	14	
Italian	IIA	1	1	8	2	4			1	0	17	48
	IIB				9	6	4	3	8	1	31	
Maltese	IIA	2	2	12	11	8			8	0	43	116
	IIB				13	16	4	8	30	2	73	
Mathematics	IIA	4	5	11	5	4			5	0	34	129
	IIB				12	15	16	19	27	6	95	
Physical Education	IIA	1	1	3	2	2			4	0	13	19
	IIB				2	1	0	2	1	0	6	
Physics	IIA	3	5	8	7	5			9	0	37	83
	IIB				10	10	8	6	11	1	46	
Religious Knowledge	IIA	1	7	12	10	4			6	2	42	89
	IIB				6	12	6	6	16	1	47	
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	4	1			4	1	11	15
	IIB				0	0	0	1	2	1	4	
Spanish	IIA	0	1	1	0	0			0	0	2	5
	IIB				0	1	2	0	0	0	3	
Geography	IIA	1	2	2	1	0			0	0	6	10
	IIB				1	1	0	1	1	0	4	

<sup>5</sup> As from 2017 the data in this table excludes all candidates marked as SpLD. Data prior to 2017 included candidates marked as 'SpLD/ADHD' (see Table 2.11).

## 4. SUPPLEMENTARY SESSION REGISTRATIONS

As explained in Section 1.2, for the Supplementary 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 2017, there were 1,516 candidates (691 males and 825 females). In total, 27.6% of the candidates (27.4% of the male candidates and 27.7% of the female candidates) who applied for the Main 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
2003	0	1	1
2002	505	492	997
2001	87	147	234
2000	33	58	91
1999	14	20	34
1998	9	7	16
Pre-1997	43	100	143
<b>Total</b>	691	825	1516

\* 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 the Supplementary session.

Table 4.2: Supplementary Session Registration by Subject and Gender

Subject	Eligible to apply	Applied in Supplementary Session			
		Males	Females	Total	Percent of eligible
Biology*	486	30	108	138	28.4
Chemistry*	181	0	2	2	1.1
English Language	1312	266	296	562	42.8
Maltese	1232	291	214	505	41.0
Mathematics	1992	398	572	970	48.7
Physics*	1018	200	175	375	36.8

\* 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 about half of the candidates who obtained Grades 6, 7 or U or were absent in the Main session registered for the Supplementary session in Mathematics. For English Language and Maltese, 42.8% and 41.0% of the candidates who were eligible applied. These percentages are smaller than last year's. 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 Supplementary session by subject, for males and females from the different educational sectors. Candidates were more likely to be from state schools (1,117 candidates), as expected given the higher population of candidates in state schools. A relatively large number of

candidates were from church schools (621 candidates) and private candidates (307 candidates).

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

		Biology	Chemistry	English Language	Maltese	Mathematics	Physics
State Schools	Males	1	0	126	136	165	95
	Females	15	1	141	103	224	110
Church Schools	Males	15	0	65	80	101	69
	Females	59	0	41	54	111	26
Independent Schools	Males	7	0	4	29	18	6
	Females	14	0	3	20	24	6
Post-Secondary Schools	Males	4	0	21	12	38	10
	Females	8	1	17	14	76	12
Private Candidates	Males	2	0	26	23	39	5
	Females	5	0	82	17	101	7
Gozo Schools	Males	1	0	17	10	33	15
	Females	6	0	9	4	27	14
Gozo Private Candidates	Males	0	0	7	1	4	0
	Females	1	0	3	2	9	0

Table 4.4 shows that in the Supplementary session, the registrations of the 2001 cohort followed the same trends as for the overall registrations. Considering the whole cohort, females seem more likely to register for Supplementary session examinations, especially for Mathematics. This trend, however, is not observed when considering the 2001 cohort as roughly equal numbers of male and female candidates registered for the Supplementary session.

*Table 4.4: September Registration of the 2001 Cohort*

Subject	Males	Females	Total
Biology	19	91	110
Chemistry	0	1	1
English Language	196	176	372
Maltese	244	168	412
Mathematics	297	353	650
Physics	178	142	320

Table 4.5 shows the numbers of requests for revision of papers in relation to the number of Supplementary session registrations for the different subjects. Following the issuing of results of the Supplementary session, the percentage of requests for revision of papers was 2.3%. Proportionally, this percentage was higher than the percentage of requests following the Main session (1.7%). It is important to note that passes in the Supplementary session are the candidates' 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 in the following section.

*Table 4.5: September Registrations for Revision of Papers*

Subject	Registrations	Requests	Percentage
Biology	138	2	1.4
Chemistry	2	0	0.0
English Language	562	11	2.0
Maltese	505	10	2.0
Mathematics	970	32	3.3
Physics	375	4	1.1
<b>Total</b>	2552	59	2.3

Candidates who register for SEC vocational subjects can sit for a synoptic assessment if they fail a unit or did not submit an assignment. Three synoptic tests, one for each unit, are offered for each vocational subject. As candidates can sit for a synoptic test of the same unit twice, the number of registrations might be larger than the number of eligible candidates. Table 4.6 shows that many candidates did not register for the synoptic assessment they were eligible for.

*Table 4.6: Registrations for SEC Vocational Subjects Synoptic Assessment*

<b>Subject</b>	<b>Unit</b>	<b>Eligible to apply</b>	<b>Register</b>
Agribusiness	1	0	0
	2	0	0
	3	0	0
Engineering Technology	1	1	0
	2	1	0
	3	2	0
Information Technology	1	0	0
	2	3	3
	3	1	0
Health and Social Care	1	1	0
	2	0	0
	3	1	0
Hospitality	1	5	6
	2	3	0
	3	3	0

Candidates have the right for appeal and have the marking of their work revised. No vocational candidate applied for this service in 2017.



## 5. SUPPLEMENTARY SESSION RESULTS

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

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

<b>Subject</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>U</b>	<b>Absent</b>	<b>Registered</b>
Biology	17	23	30	15	53	0	138
%	12.3	16.7	21.7	10.9	38.4	0.0	100
Males	3	7	7	5	8	0	30
Females	14	16	23	10	45	0	108
Chemistry	0	0	0	0	2	0	2
%	0.0	0.0	0.0	0.0	100.0	0.0	100
Males	0	0	0	0	0	0	0
Females	0	0	0	0	2	0	2
English Language	28	186	144	109	94	1	562
%	5.0	33.1	25.6	19.4	16.7	0.2	100
Males	7	84	69	60	46	0	266
Females	21	102	75	49	48	1	296
Maltese	33	157	77	59	176	3	505
%	6.5	31.1	15.2	11.7	34.9	0.6	100
Males	13	87	46	38	107	0	291
Females	20	70	31	21	69	3	214
Mathematics	156	168	304	166	111	65	970
%	16.1	17.3	31.3	17.1	11.4	6.7	100
Males	69	68	109	71	48	33	398
Females	87	100	195	95	63	32	572
Physics	11	76	119	75	89	5	375
%	2.9	20.3	31.7	20.0	23.7	1.3	100
Males	4	45	55	40	51	5	200
Females	7	31	64	35	38	0	175
<b>Total</b>	245	610	674	424	525	74	2552
<b>%</b>	9.6	23.9	26.4	16.6	20.6	2.9	100

Table 5.2 presents the Supplementary session results by subject of the 2001 cohort. Once again the overall results are followed by a breakdown by gender. The observations made for the total cohort are replicated here. Overall, the 2001 cohort seems to have performed at par with the other candidates.

Table 5.2: September Results of the 2001 Cohort

Subject	4	5	6	7	U	Absent	Registered
Biology	16	15	25	13	41	0	110
%	14.5	13.6	22.7	11.8	37.3	0.0	100
Males	3	3	7	3	3	0	19
Females	13	12	18	10	38	0	91
Chemistry	0	0	0	0	1	0	1
%	0	0	0	0	100	0	100
Males	0	0	0	0	0	0	0
Females	0	0	0	0	1	0	1
English Language	18	136	81	76	61	0	372
%	4.8	36.6	21.8	20.4	16.4	0.0	100
Males	5	67	43	44	37	0	196
Females	13	69	38	32	24	0	176
Maltese	25	126	61	55	144	1	412
%	6.1	30.6	14.8	13.3	35.0	0.2	100
Males	12	72	37	35	88	0	244
Females	13	54	24	20	56	1	168
Mathematics	108	104	198	121	85	34	650
%	16.6	16.0	30.5	18.6	13.1	5.2	100
Males	54	51	79	53	38	22	297
Females	54	53	119	68	47	12	353
Physics	10	67	95	68	75	5	320
%	3.1	20.9	29.7	21.3	23.4	1.6	100
Males	4	41	46	37	45	5	178
Females	6	26	49	31	30	0	142
<b>Total</b>	<b>177</b>	<b>448</b>	<b>460</b>	<b>333</b>	<b>407</b>	<b>40</b>	<b>1865</b>
<b>%</b>	<b>9.5</b>	<b>24.0</b>	<b>24.7</b>	<b>17.9</b>	<b>21.8</b>	<b>2.1</b>	<b>100</b>

Table 5.3 presents the Supplementary session 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 2017 Supplementary session also originated from state schools. However, Biology was a noticeable exception.

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

	Males							Females							Total
	4	5	6	7	U	Absent	Register	4	5	6	7	U	Absent	Register	
<b>BIOLOGY</b>	3	7	7	5	8	0	30	14	16	23	10	45	0	108	138
State Schools	1	0	0	0	0	0	1	3	1	1	2	8	0	15	16
Church Schools	2	2	4	2	5	0	15	9	7	13	6	24	0	59	74
Independent Schools	0	0	3	2	2	0	7	1	3	4	1	5	0	14	21
Post-Secondary Schools	0	3	0	1	0	0	4	0	2	3	0	3	0	8	12
Malta Private Candidates	0	1	0	0	1	0	2	1	1	0	0	3	0	5	7
Gozo Schools	0	1	0	0	0	0	1	0	2	1	1	2	0	6	7
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1

<b>CHEMISTRY</b>	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
State Schools	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
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	1	0	1	1
Malta Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>ENGLISH LANGUAGE</b>	7	84	69	60	46	0	266	21	102	75	49	48	1	296	562
State Schools	3	48	21	30	24	0	126	12	49	27	30	23	0	141	267
Church Schools	2	21	20	12	10	0	65	2	19	10	5	5	0	41	106
Independent Schools	0	2	1	0	1	0	4	0	1	2	0	0	0	3	7
Post-Secondary Schools	0	5	11	2	3	0	21	0	6	7	2	2	0	17	38
Malta Private Candidates	2	5	6	8	5	0	26	7	24	26	10	14	1	82	108
Gozo Schools	0	2	6	7	2	0	17	0	2	3	2	2	0	9	26
Gozo Private Candidates	0	1	4	1	1	0	7	0	1	0	0	2	0	3	10

	Males							Females							Total
	4	5	6	7	U	Absent	Register	4	5	6	7	U	Absent	Register	
MALTESE	13	87	46	38	107	0	291	20	70	31	21	69	3	214	505
State Schools	6	41	13	20	56	0	136	4	31	14	8	45	1	103	239
Church Schools	3	21	17	9	30	0	80	4	21	12	9	8	0	54	134
Independent Schools	2	8	9	5	5	0	29	7	6	0	2	5	0	20	49
Post-Secondary Schools	0	4	3	0	5	0	12	1	6	3	1	3	0	14	26
Malta Private Candidates	1	10	4	1	7	0	23	3	4	1	0	7	2	17	40
Gozo Schools	1	3	0	2	4	0	10	0	2	0	1	1	0	4	14
Gozo Private Candidates	0	0	0	1	0	0	1	1	0	1	0	0	0	2	3

MATHEMATICS	69	68	109	71	48	33	398	87	100	195	95	63	32	572	970
State Schools	25	22	44	31	31	12	165	30	25	70	47	41	11	224	389
Church Schools	21	23	22	18	10	7	101	19	18	41	19	12	2	111	212
Independent Schools	0	4	9	3	1	1	18	1	11	9	2	1	0	24	42
Post-Secondary Schools	8	6	11	5	1	7	38	11	19	29	12	4	1	76	114
Malta Private Candidates	5	8	11	5	5	5	39	17	21	33	11	4	15	101	140
Gozo Schools	8	4	11	9	0	1	33	8	3	10	4	1	1	27	60
Gozo Private Candidates	2	1	1	0	0	0	4	1	3	3	0	0	2	9	13

PHYSICS	4	45	55	40	51	5	200	7	31	64	35	38	0	175	375
State Schools	2	19	20	24	28	2	95	6	18	38	22	26	0	110	205
Church Schools	2	16	19	12	17	3	69	1	2	11	6	6	0	26	95
Independent Schools	0	1	3	1	1	0	6	0	3	2	1	0	0	6	12
Post-Secondary Schools	0	1	6	2	1	0	10	0	3	5	1	3	0	12	22
Malta Private Candidates	0	3	1	1	0	0	5	0	2	1	1	3	0	7	12
Gozo Schools	0	5	6	0	4	0	15	0	3	7	4	0	0	14	29
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

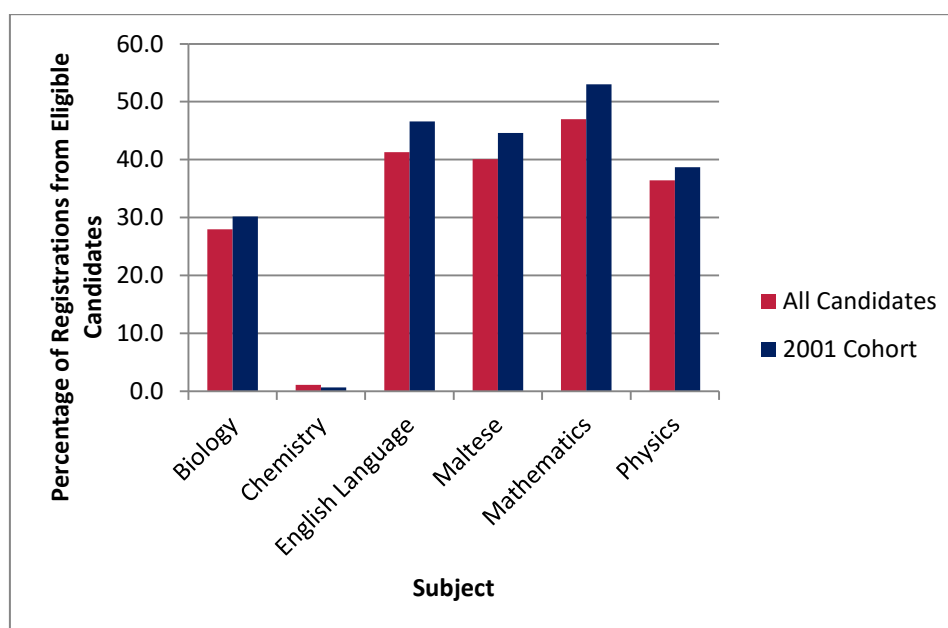
Table 5.4 provides information on the outcome of the requests for revision of papers following the Supplementary session. There were two upgrades out of a total of 59 requests. All of the two upgrades were in Mathematics, which was the subject with the highest number and percentage of requests from registrations.

*Table 5.4: Supplementary Session Results of Revision of Papers*

Subject	Registrations	Requests	Percentage Requests	Upgraded
Biology	138	2	1.4	0
Chemistry	2	0	0.0	0
English Language	562	11	2.0	0
Maltese	505	10	2.0	0
Mathematics	970	32	3.3	2
Physics	375	4	1.1	0
<b>Total</b>	<b>2552</b>	<b>59</b>	<b>2.3</b>	<b>2</b>

Table 5.5 brings together information from the Main and Supplementary 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 Main session registered for the limited range of examinations in the Supplementary session. It is also possible to identify the grades obtained in the Supplementary session. Table 5.6 shows the same information but for the 2001 cohort.

Table 5.5 shows that when considering the four large entry subjects, in English Language, Maltese, and Mathematics more than 40% of the eligible candidates (i.e. those who had obtained Grades 6, 7, U or were absent in the Main session) applied for the supplementary examinations. Overall percentages of eligible applicants are highest for students who obtained Grade 6 (60.4%), lower for those who obtained Grade 7 (51.4%) and even lower for those who obtained Grade U (34.6%) or were absent (4.3%). These percentages are smaller than those of 2016, especially that for Maltese. Patterns are repeated for the 2001 cohort, but 16-year-olds who did not obtain Grades 1-5 were more likely to register for the Supplementary session. This is shown in Figure 5.i. Another interesting observation is the relatively high incidence of absences for Mathematics.



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

Table 5.5: Review of Grades: Main – Supplementary Sessions 2017

Grade in Main Session	Number of Candidates	Applied for Supplementary Session	Percentage from Eligible	Grade in Supplementary Session					
				4	5	6	7	U	Absent
<b>BIOLOGY*</b>									
6	58	29	50.0	6	14	6	2	1	0
7	33	9	27.3	1	1	4	2	1	0
U	362	98	27.1	10	8	19	11	50	0
Abs	33	0	0.0	0	0	0	0	0	0
Total	486	136	28.0	17	23	29	15	52	0
<b>CHEMISTRY*</b>									
6	11	0	0.0	0	0	0	0	0	0
7	18	0	0.0	0	0	0	0	0	0
U	138	2	1.4	0	0	0	0	2	0
Abs	14	0	0.0	0	0	0	0	0	0
Total	181	2	1.1	0	0	0	0	2	0
<b>ENGLISH LANGUAGE</b>									
6	289	151	52.2	3	77	58	5	8	0
7	256	117	45.7	1	14	45	42	15	0
U	678	271	40.0	17	90	37	58	69	0
Abs	89	3	3.4	1	0	0	1	0	1
Total	1312	542	41.3	22	181	140	106	92	1
<b>MALTESE</b>									
6	155	93	60.0	10	43	16	9	15	0
7	148	84	56.8	8	30	18	11	17	0
U	824	315	38.2	12	79	42	38	144	0
Abs	105	2	1.9	0	0	0	0	0	2
Total	1232	494	40.1	30	152	76	58	176	2
<b>MATHEMATICS</b>									
6	506	370	73.1	119	111	119	9	0	12
7	414	254	61.4	10	29	134	64	4	13
U	808	294	36.4	18	20	44	87	102	23
Abs	264	18	6.8	0	2	2	2	4	8
Total	1992	936	47.0	147	162	299	162	110	56
<b>PHYSICS*</b>									
6	253	125	49.4	5	36	53	20	11	0
7	139	54	38.8	0	3	13	19	18	1
U	576	191	33.2	6	33	53	36	59	4
Abs	50	1	2.0	0	1	0	0	0	0
Total	1018	371	36.4	11	73	119	75	88	5
<b>TOTAL</b>									
6	1272	768	60.4	143	281	252	45	35	12
7	1008	518	51.4	20	77	214	138	55	14
U	3386	1171	34.6	63	230	195	230	426	27
Abs	555	24	4.3	1	3	2	3	4	11
Total	6221	2481	39.9	227	591	663	416	520	64

\* 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.

Table 5.6: Review of Grades: Main – Supplementary Sessions 2017 (2001 Cohort)

Grade in Main Session	Number of Candidates	Applied for Supplementary Session	Percentage from Eligible	Grade in Supplementary Session					
				4	5	6	7	U	Absent
<b>BIOLOGY*</b>									
6	45	21	46.7	5	8	5	2	1	0
7	24	5	20.8	1	1	2	1	0	0
U	281	83	29.5	10	6	18	10	39	0
Abs	11	0	0.0	0	0	0	0	0	0
Total	361	109	30.2	16	15	25	13	40	0
<b>CHEMISTRY*</b>									
6	10	0	0.0	0	0	0	0	0	0
7	14	0	0.0	0	0	0	0	0	0
U	121	1	0.8	0	0	0	0	1	0
Abs	7	0	0.0	0	0	0	0	0	0
Total	152	1	0.7	0	0	0	0	1	0
<b>ENGLISH LANGUAGE</b>									
6	168	90	53.6	2	51	27	4	6	0
7	163	81	49.7	1	10	32	30	8	0
U	442	200	45.2	14	75	22	42	47	0
Abs	25	1	4.0	1	0	0	0	0	0
Total	798	372	46.6	18	136	81	76	61	0
<b>MALTESE</b>									
6	116	72	62.1	9	32	11	7	13	0
7	126	76	60.3	6	28	15	10	17	0
U	646	263	40.7	10	66	35	38	114	0
Abs	36	1	2.8	0	0	0	0	0	1
Total	924	412	44.6	25	126	61	55	144	1
<b>MATHEMATICS</b>									
6	286	224	78.3	87	63	63	6	0	5
7	261	178	68.2	8	21	98	42	3	6
U	596	240	40.3	13	19	36	73	81	18
Abs	78	5	6.4	0	1	1	0	1	2
Total	1221	647	53.0	108	104	198	121	85	31
<b>PHYSICS*</b>									
6	193	102	52.8	5	31	42	17	7	0
7	114	46	40.4	0	3	9	18	15	1
U	495	172	34.7	5	33	44	33	53	4
Abs	25	0	0.0	0	0	0	0	0	0
Total	827	320	38.7	10	67	95	68	75	5
<b>TOTAL</b>									
6	818	509	62.2	108	185	148	36	27	5
7	702	386	55.0	16	63	156	101	43	7
U	2581	959	37.2	52	199	155	196	335	22
Abs	182	7	3.8	1	1	1	0	1	3
Total	4283	1861	43.5	177	448	460	333	406	37

\* 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.

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 Supplementary session who managed to obtain Grades 4 or 5 in descending order were the following: English Language (37.5%); Maltese (36.8%), Mathematics (33.0%) and Physics (22.6%). Like those for registrations, while the order of subjects is unchanged these percentages were generally higher for the 2001 cohort: English Language (41.4%); Maltese (36.7%), Mathematics (32.8%) and Physics (24.1%). This is shown in Figure 5.ii.

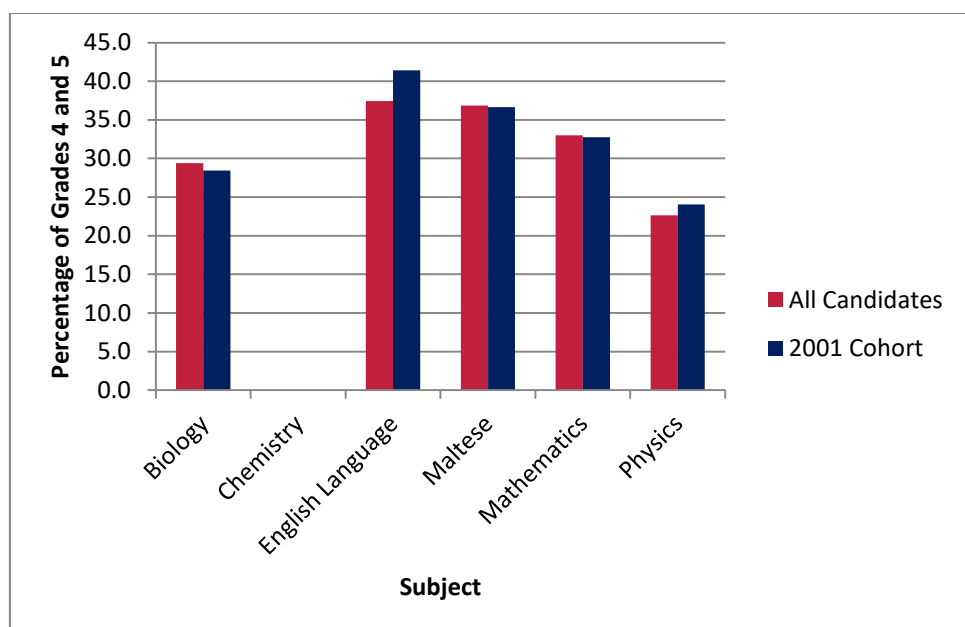


Figure 5.ii: Percentage of Candidates from Supplementary Session Registrations obtaining Grades 4 and 5, by Subject

Table 5.7 shows the results obtained by candidates who sat for one or more assessments in the Supplementary session but who did not register for the assessment/s in Main session of 2017.

Table 5.7: Review of Grades: Supplementary Session 2017 (Candidates who did not sit for examinations in Main Session 2017)

Subject	Register	Grade in Supplementary Session					
		4	5	6	7	U	Absent
Biology	1	0	0	1	0	0	0
Chemistry	0	0	0	0	0	0	0
English Language	20	6	5	4	3	2	0
Maltese	11	3	5	1	1	0	1
Mathematics	31	9	6	5	4	1	6
Physics	4	0	3	0	0	1	0
<b>Total</b>	<b>67</b>	<b>18</b>	<b>19</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>7</b>

Table 5.8 shows the information about the synoptic assessments for vocational subjects. For most subjects and units there were no registrations. Four candidates qualified for a pass following the synoptic assessment, two for Informatin Technology Unit 2 and two for Hospitality Unit 1.



Table 5.8: Results for Vocational Subjects Synoptic Assessment

Subject	Unit	Eligible to apply	Register	Pass
Agribusiness	1	0	0	0
	2	0	0	0
	3	0	0	0
Engineering Technology	1	1	0	0
	2	1	0	0
	3	2	0	0
Information Technology	1	0	0	0
	2	3	3	2
	3	1	0	0
Health and Social Care	1	1	0	0
	2	0	0	0
	3	1	0	0
Hospitality	1	5	6	2
	2	3	0	0
	3	3	0	0

## 6. PASSES IN 2017

Table 6.1 shows how many candidates passed in the different SEC subjects in 2017, 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 Main and Supplementary sessions. The subjects offered in the Supplementary session are marked in bold.

When overall passes (Grades 1 to 7) are considered, the mean pass rate was 84.7%. Table 6.1 shows that when overall passes (Grades 1-7) are considered, the pass rate in different subjects was as shown below. One tough note that certain subjects, such as commerce, Greek, Classical culture and civilisation, and Latin are subjects with a few registrations (two, one, four, and one candidate/s respectively in 2017).

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

When passes Grades 1 to 5 are considered, the mean pass rate was 69.3%. When passes with Grades 1-5 are considered, the pass rate in the various subjects was as shown below.

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

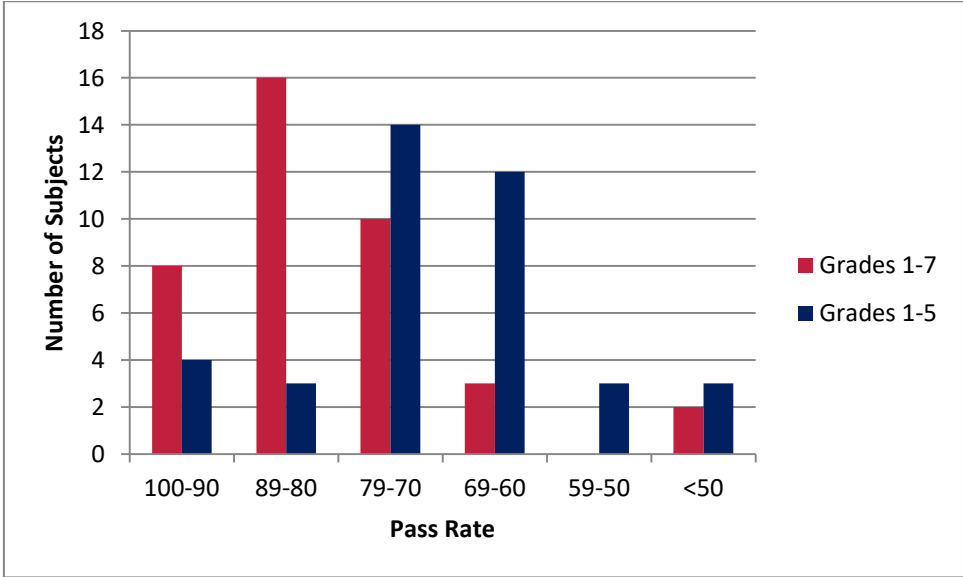
Table 6.1: SEC Passes in 2017

Subject	Registrations	Passes: Grades 1-7		Passes: Grades 1-5	
		N	%	N	%
Accounting	840	562	66.9	508	60.5
Agribusiness	7	7	100.0	7	100.0
Arabic	48	30	62.5	30	62.5
Art	664	519	78.2	436	65.7
<b>Biology</b>	1299	989	76.1	853	65.7
Business Studies	158	126	79.7	93	58.9
<b>Chemistry</b>	729	577	79.1	548	75.2
Classical Culture	4	1	25.0	1	25.0
Commerce	2	2	100.0	2	100.0
Computing	793	706	89.0	628	79.2
Design and Technology	285	207	72.6	150	52.6
Economics	191	156	81.7	133	69.6
Engineering Technology	36	35	97.2	34	94.4
<b>English Language</b>	4366	4066	93.1	3268	74.9
English Literature	2297	1882	81.9	1627	70.8
Environmental Studies	1132	875	77.3	765	67.6
European Studies	147	125	85.0	108	73.5
French	1043	893	85.6	796	76.3
Geography	189	149	78.8	139	73.5
German	410	357	87.1	325	79.3
Graphical Communication	422	338	80.1	305	72.3
Greek	1	1	100.0	0	0.0
Health and Social Care	9	8	88.9	8	88.9
History	185	126	68.1	101	54.6
Home Economics	727	620	85.3	501	68.9
Hospitality	25	22	88.0	20	80.0
Information Technology	15	14	93.3	13	86.7
Italian	1611	1363	84.6	1056	65.5
Latin	1	0	0.0	0	0.0
<b>Maltese</b>	3844	3241	84.3	2802	72.9
<b>Mathematics</b>	4383	4105	93.7	2715	61.9
Music	17	13	76.5	12	70.6
Physical Education	474	346	73.0	307	64.8
<b>Physics</b>	3107	2762	88.9	2176	70.0
Religious Knowledge	2974	2350	79.0	2063	69.4
Russian	21	20	95.2	19	90.5
Social Studies	735	514	69.9	451	61.4
Spanish	286	232	81.1	202	70.6
Textiles and Design	56	47	83.9	34	60.7

Table 6.2 and Figure 6.i show the number of subjects with pass rates falling in each category. Candidates fared well in the vocational subjects they qualified for in 2017 with 80% of the candidates obtaining Grades 1-5. This accounts for the higher number of subjects with high pass rates shown in Figure 6.2 when compared to the same table in last year’s report.

*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	8	16	10	3	0	2
	Grades 1-5	4	3	14	12	3	3



*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 2017. 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 2017 of the 2001 Cohort

Subject	Registrations	Passes: Grades 1-7			Passes: Grades 1-5		
		N	%	% from cohort*	N	%	% from cohort*
Accounting	649	476	73.3	12.3	431	66.4	11.2
Agribusiness	7	7	100.0	0.2	7	100.0	0.2
Arabic	29	17	58.6	0.4	17	58.6	0.4
Art	581	460	79.2	11.9	388	66.8	10.1
<b>Biology</b>	1148	925	80.6	24.0	818	71.3	21.2
Business Studies	138	116	84.1	3.0	85	61.6	2.2
<b>Chemistry</b>	682	554	81.2	14.4	530	77.7	13.7
Classical Culture	2	1	50.0	0.0	1	50.0	0.0
Commerce	2	2	100.0	0.1	2	100.0	0.1
Computing	723	660	91.3	17.1	590	81.6	15.3
Design and Technology	271	197	72.7	5.1	145	53.5	3.8
Economics	173	146	84.4	3.8	127	73.4	3.3
Engineering Technology	36	35	97.2	0.9	34	94.4	0.9
<b>English Language</b>	3428	3272	95.4	84.8	2784	81.2	72.1
English Literature	2166	1791	82.7	46.4	1564	72.2	40.5
Environmental Studies	1079	842	78.0	21.8	742	68.8	19.2
European Studies	124	112	90.3	2.9	100	80.6	2.6
French	990	855	86.4	22.2	768	77.6	19.9
Geography	172	138	80.2	3.6	129	75.0	3.3
German	367	325	88.6	8.4	297	80.9	7.7
Graphical Communication	394	318	80.7	8.2	290	73.6	7.5
Health and Social Care	8	8	100.0	0.2	8	100.0	0.2
History	167	117	70.1	3.0	95	56.9	2.5
Home Economics	663	569	85.8	14.7	466	70.3	12.1
Hospitality	24	21	87.5	0.5	19	79.2	0.5
Information Technology	14	13	92.9	0.3	13	92.9	0.3
Italian	1457	1254	86.1	32.5	966	66.3	25.0
<b>Maltese</b>	3297	2882	87.4	74.7	2524	76.6	65.4
<b>Mathematics</b>	3340	3197	95.7	82.8	2331	69.8	60.4
Music	16	12	75.0	0.3	12	75.0	0.3
Physical Education	431	320	74.2	8.3	288	66.8	7.5
<b>Physics</b>	2785	2505	89.9	64.9	2035	73.1	52.7
Religious Knowledge	2776	2233	80.4	57.9	1977	71.2	51.2
Russian	13	12	92.3	0.3	12	92.3	0.3
Social Studies	651	472	72.5	12.2	420	64.5	10.9
Spanish	230	182	79.1	4.7	154	67.0	4.0
Textiles and Design	54	45	83.3	1.2	32	59.3	0.8

\* Total Cohort: Births in 2001, i.e. 3859 (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 (84.8%), Maltese (74.67%), Mathematics (82.8%), Physics (64.9%), and Religious Knowledge (57.9%). More than half of the 16-year-olds were awarded certification with Grades 1 to 5 in the following subjects: English Language (72.1%), Maltese (65.4%), Mathematics (60.4%), Physics (52.7%), and Religious Knowledge (51.2%). 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 2001 cohort after the 2017 examination sessions. 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 2001 Cohort after the 2017 Examination Sessions

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
13	2	3	5	0.1	2	2	4	0.1
12	22	17	39	1.3	22	17	39	1.2
11	83	131	214	7.4	73	111	184	6.5
10	235	393	628	25.4	191	359	550	22.3
9	246	303	549	41.2	202	249	451	35.2
8	226	211	437	53.7	190	162	352	45.4
7	198	156	354	63.9	137	131	268	53.0
6	133	114	247	71.0	130	106	236	59.8
5	130	82	212	77.1	112	98	210	65.8
4	85	70	155	81.5	100	86	186	71.2
3	103	63	166	86.3	92	75	167	76.0
2	72	69	141	90.3	92	91	183	81.2
1	107	63	170	95.2	149	99	248	88.3
0	113	54	167	100.0	263	143	406	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, 41.2% of the 2001 cohort who sat for SEC examinations in the Main session gained passes in nine subjects or more when passes are taken to include Grades 1 to 7. Moreover, 35.2% of the same cohort gained passes in nine subjects or more when passes are taken to include Grades 1 to 5. These values increased by 1.2% and 0.9% respectively after the September 2017 session. On the other hand, 16.7% of 2001 candidates obtained three or less passes (Grades 1 to 7). This value decreased by 2.1% after the 2017 Supplementary 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 2017 SEC examinations 2,685 16-year-olds are already excluded from becoming early school leavers. Thus, 30.4% of the

children born in the year 2001 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 2001 cohort who obtained the required passes for entry into sixth form for further study after the 2017 SEC examination sessions. Data for the 2000 cohort are also given to indicate how many of the 17-year-olds candidates obtained the required passes for entry into sixth form in 2017. 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 2016-2017.

*Table 6.5: Number of Candidates with 6 Passes\* (Grades 1-5) – Main session 2017*

<b>Cohort</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>2000</b>	14	12	26
<b>2001</b>	782	921	1703

\*

- (1) The Three Basic Subjects: English Language, Maltese, and Mathematics.
- (2) One Science from the following: Biology, Chemistry or Physics.
- (3) Another Two Subjects.

The data in Table 6.5 shows that following the SEC 2017 Main session, 44.1% of the children born in 2001 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 39.3% of males and 49.3% of females born in 2001 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) – Supplementary session 2017*

<b>Cohort</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>2000</b>	1	2	3
<b>2001</b>	96	100	196

The data in Table 6.6 determines that following the SEC 2017 Supplementary session, 5.1% of children born in 2001 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 4.8% of males and 5.4% of females born in 2001 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 2001 cohort who turned sixteen in 2017 obtained the required passes for entry into Form VI in 2017. Data for the 2000 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 2017*

<b>Cohort</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>2000</b>	15	14	29
<b>2001</b>	878	1021	1899

The data in Table 6.7 show that in 2017, 49.2% of infants born in 2001 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 44.1% of males and 54.7% of females born in 2001 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. Church school candidates are more likely to get the entry requirements for Form VI. However, this percentage pass rate is decreasing and this year 68.4% of church school candidates gained the entry requirements for form VI. This figure is much smaller for state schools. Figure 6.ii, which illustrates trends in this data from 2014, suggests that this difference might be slowly decreasing as the percentage of candidates with entry requirements for Form VI seems to be decreasing for church schools and increasing for state schools. The percentages for independent schools vary more haphazardly.

Table 6.8: Candidates with Entry Requirements for Form VI in 2017, by School Type

Cohort	Gender	State		Church		Independent		Gozo Schools	
		N	%	N	%	N	%	N	%
2001	Males	253	30.4	437	63.6	108	57.4	79	49.4
	Females	376	42.8	450	72.0	95	52.8	100	65.4
2000	Males	5	0.6	6	0.9	4	2.1	0	0.0
	Females	4	0.5	4	0.6	3	1.7	2	1.3
<b>Total</b>		<b>638</b>	<b>37.3</b>	<b>897</b>	<b>68.4</b>	<b>210</b>	<b>57.1</b>	<b>181</b>	<b>57.8</b>

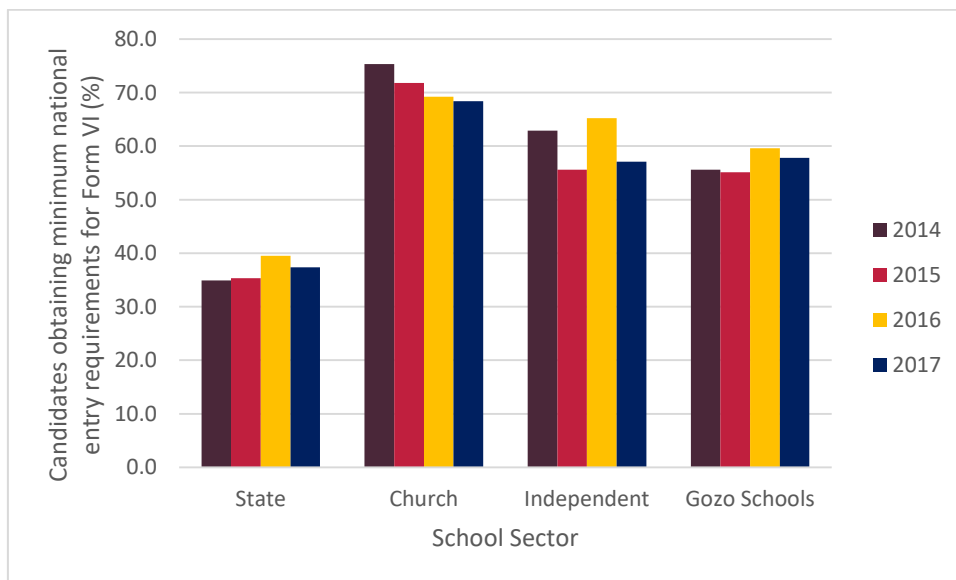


Figure 6.ii: Percentage of Candidates with Entry Requirements for Form VI, by School Type



## 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 1994-2017*

<b>Year</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>
<b>1994</b>	5278	2440	2838
<b>1995</b>	5803	2686	3117
<b>1996</b>	6009	2733	3276
<b>1997</b>	6835	3145	3690
<b>1998</b>	7303	3386	3917
<b>1999</b>	7754	3559	4195
<b>2000</b>	7962	3660	4302
<b>2001</b>	7628	3568	4060
<b>2002</b>	7978	3832	4146
<b>2003</b>	7764	3584	4180
<b>2004</b>	7861	3560	4301
<b>2005</b>	8038	3664	4374
<b>2006</b>	7983	3727	4256
<b>2007</b>	7942	3617	4325
<b>2008</b>	7879	3633	4246
<b>2009</b>	7378	3424	3954
<b>2010</b>	7492	3535	3957
<b>2011</b>	7177	3342	3835
<b>2012</b>	7295	3390	3905
<b>2013</b>	6694	3181	3513
<b>2014</b>	6599	3056	3543
<b>2015</b>	5878	2727	3151
<b>2016</b>	5830	2619	3211
<b>2017</b>	5497	2521	2975

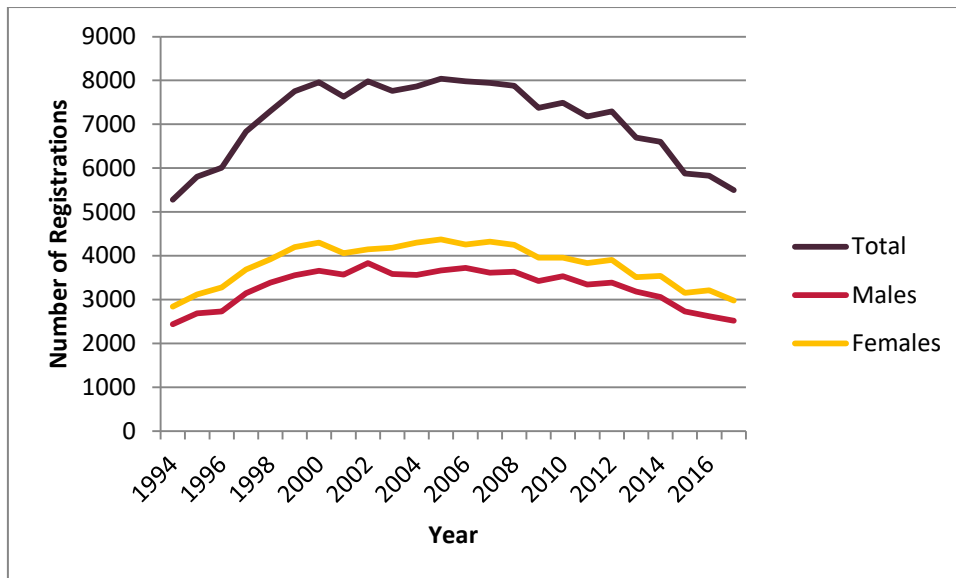


Figure 7.i: Registrations 1994-2017

Figure 7.i shows that, in general, the total number of SEC registrations has been decreasing since 2005. However, Figure 7.ii shows that the percentage of 16-year-olds sitting for SEC examinations has been increasing, although it does so erratically. In fact, 2017 is the first year in which more than 90% of 16-year-olds registered for SEC examinations. Additionally, this figure suggests that SEC has reached and surpassed by 10% its original target of being appropriate for 80% of the population (marked).

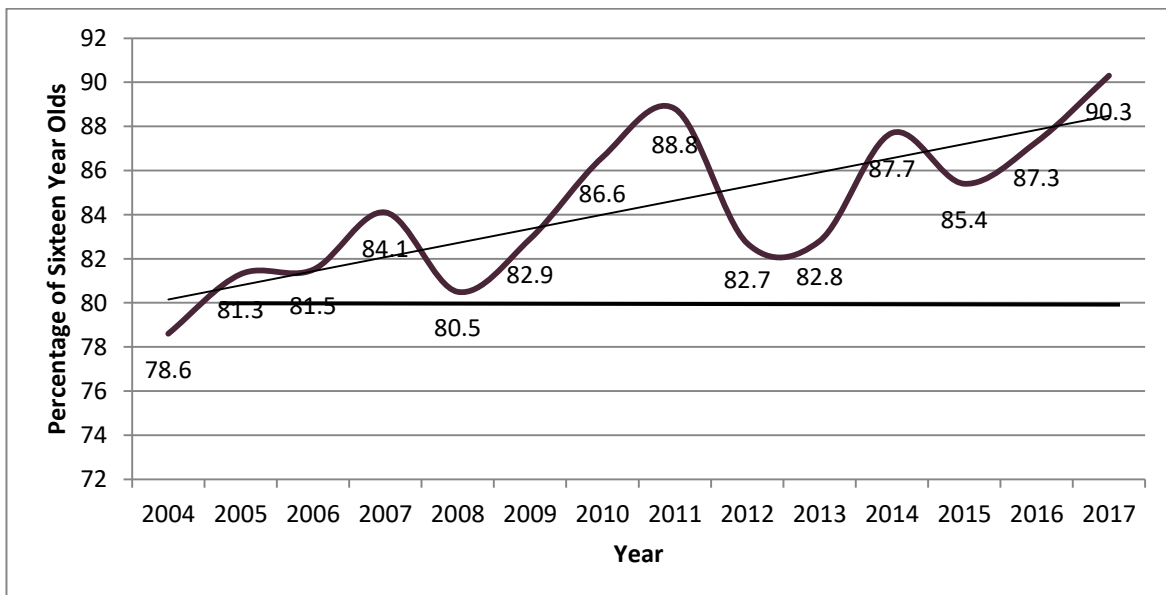


Figure 7.ii: Percentage of children born sixteen years earlier applying for SEC, by year of examination

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, there has been a small decrease in this number. This is shown in Figure 7.iii.

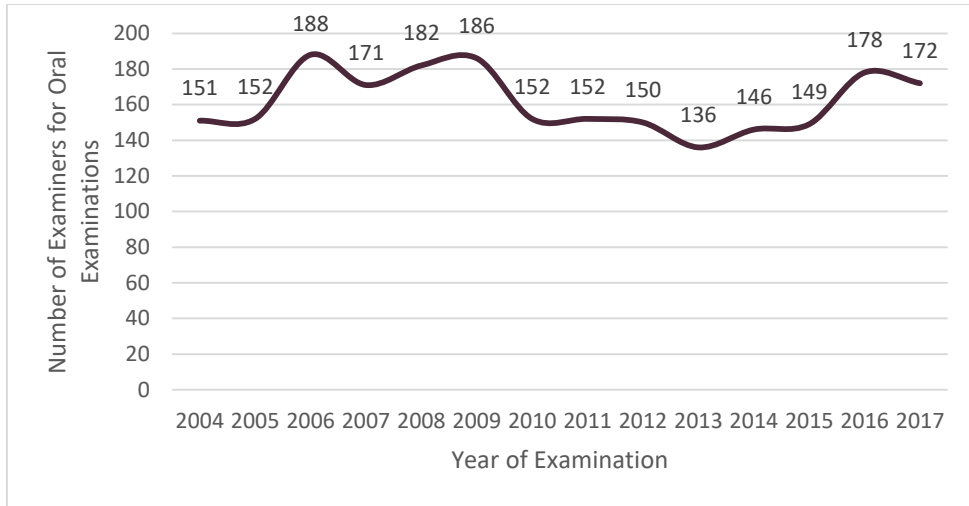


Figure 7.iii: Number of Examiners whose services were required for Oral Examinations by Year of Examination

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. However, less candidates from the 16-year-old cohort opted for three science subjects this year when compared to 2016.

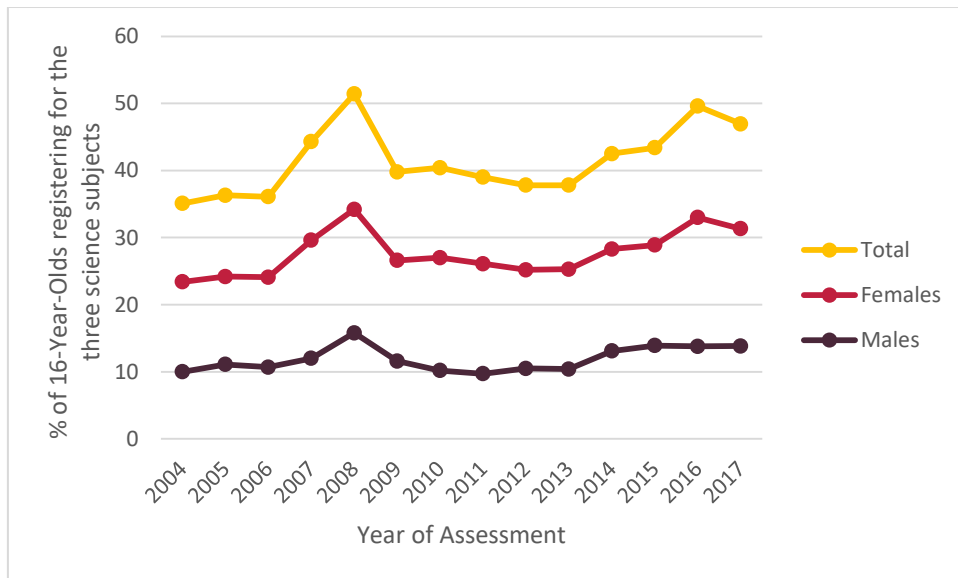


Figure 7.iv: Percentage of 16-year-olds registering for three science subjects, by Year

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 along the years, although the percentage of candidates registering for one language subject in 2017 is of 62.2% which is the highest since 2004. The percentage of 16-year-olds registering for two language subjects is identical to that of last year.

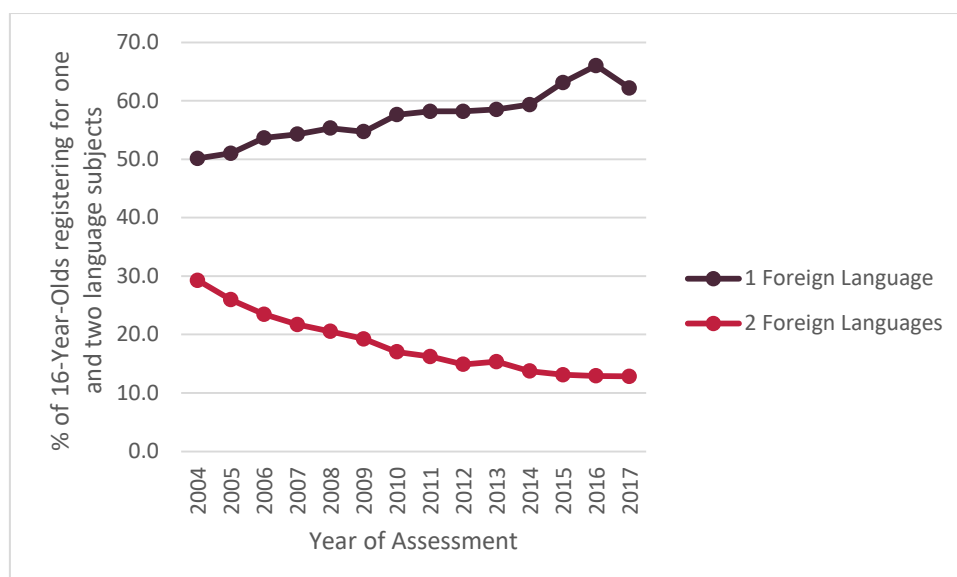


Figure 7.v: Percentage of 16-year-olds registering for one and two language subjects, by Year

This year there were 548 registrations for access arrangements. Table 7.2 and Figure 7.vi show that although the number of candidates requesting access arrangements is smaller than the value in 2013 the percentage of candidates requesting access arrangements has been increasing since 2004.

Table 7.2: Candidates Registering for Access Arrangements by Year

Year	Number of Candidates Registering for Access Arrangements	Percentage of Candidates Requesting Access Arrangements
2004	122	1.55
2005	173	2.15
2006	222	2.78
2007	241	3.03
2008	247	3.13
2009	298	4.04
2010	350	4.67
2011	404	5.63
2012	496	6.80
2013	585	8.74
2014	621	9.41
2015	584	9.94
2016	572	9.81
2017	548	9.97

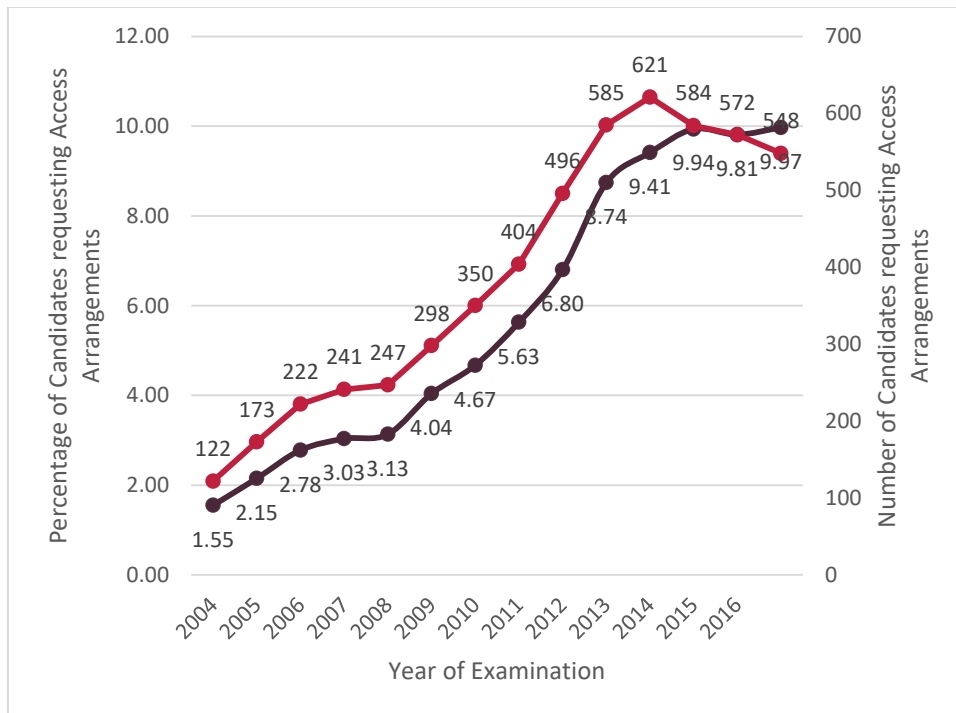


Figure 7.vi: Percentage and Number of Candidates Requesting for Access Arrangements, by Year of Examination

Figure 7.vii below shows the percentage of candidates qualifying for examination access arrangements by school sector in the Main examination sessions of the past three years. 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.

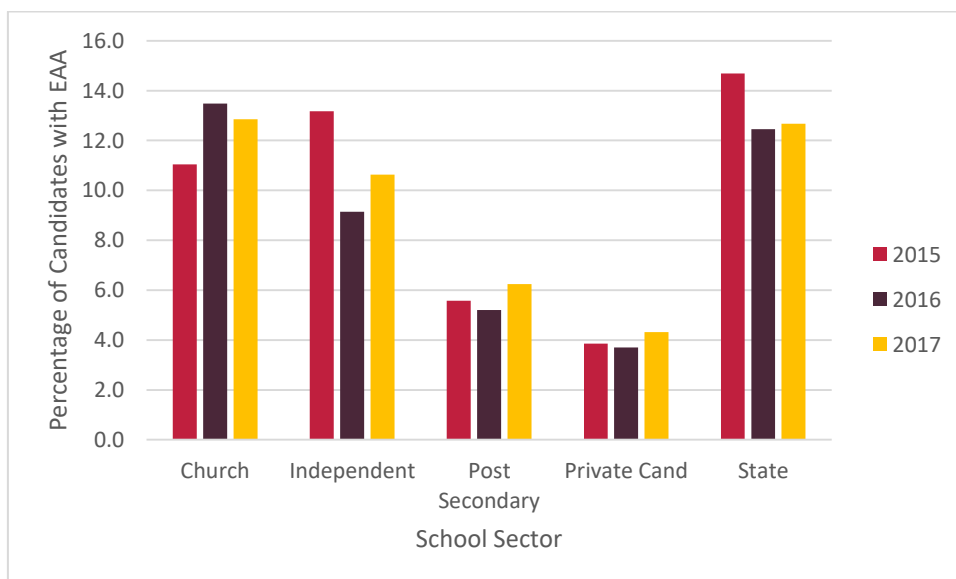


Figure 7.vii: Percentage of Candidates with Examination Access Arrangements, by school sector and year of examination

This year 5,738 (98.4%) of the Main session candidates and 1,687 (93.9%) of the Supplementary session 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). Analysis of Figure 7.viii suggests that the trend that a larger

percentage of Supplementary session candidates register to receive their results by SMS has been reversed.

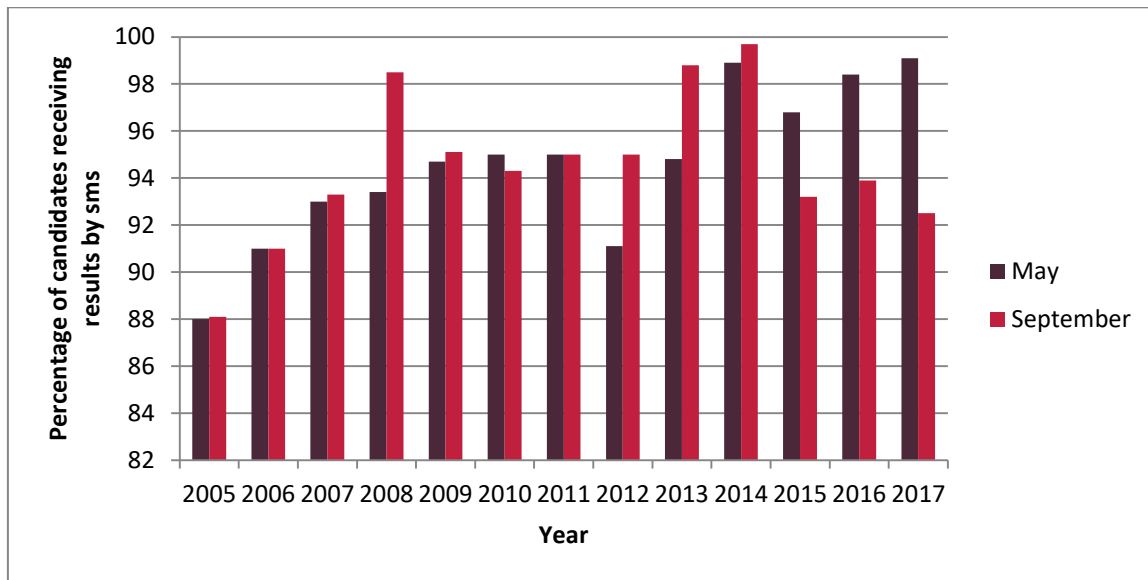


Figure 7.viii: Percentage of Students receiving Results by sms by year and session

Following the 2017 examination sessions, 571 and 59 candidates respectively applied for revision of papers for the Main and Supplementary sessions. The percentage of candidates requesting this service has decreased. This is notable for the Main session given that this percentage has been increasing steadily until a record high value was reached in 2016. The number of candidates applying for revision of papers following the Supplementary session follows a different, rather irregular, pattern (Figure 7.ix).

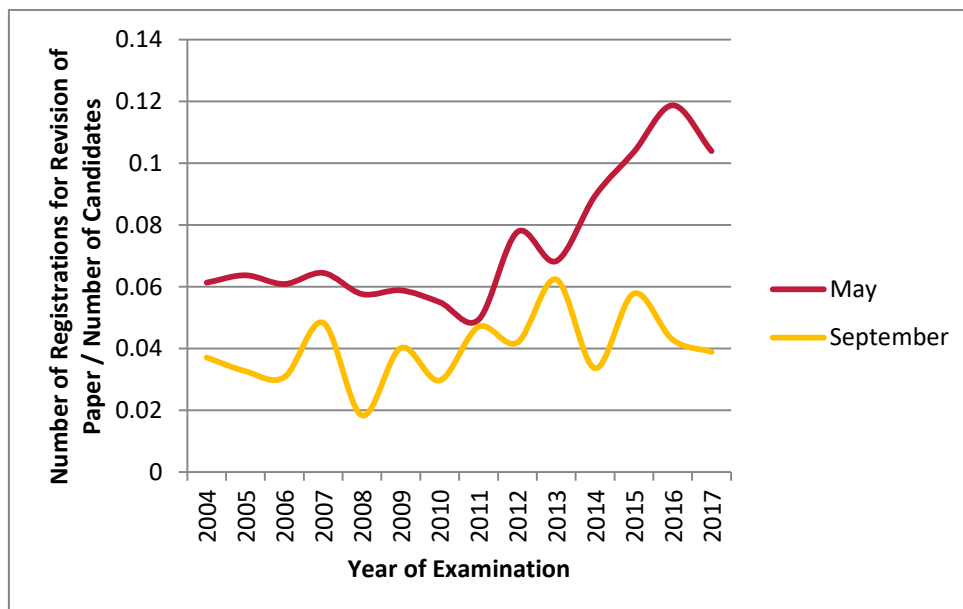


Figure 7.ix: Number of Candidates applying for Revision of Papers, by Year of Examination

Table 7.3 shows that the number of registrations for the Supplementary session has been decreasing along with that for the Main session. Although, the percentage of candidates from the Main session who apply for the Supplementary session, represented in Figure 7.x, changes rather erratically, this year this percentage is the smallest since 2004.

Table 7.3: Registrations for the Supplementary session and Percentage registrations from the Main session, by Year of Examination

Year of Examination	No of Candidates		Percentage of Candidates Applying for the Supplementary 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
2017	1516	5497	27.6

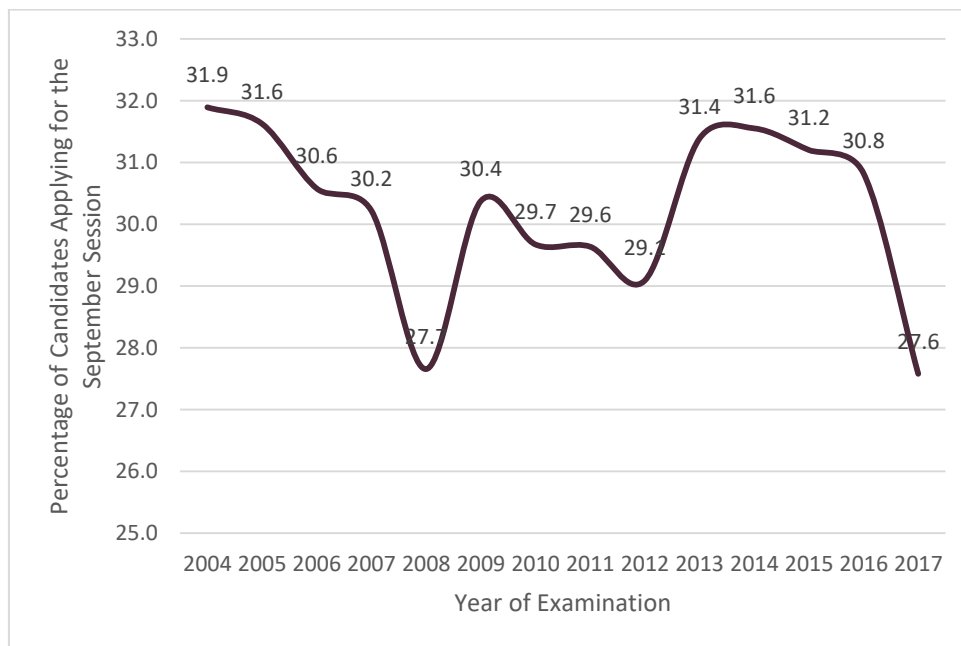


Figure 7.x: Percentage of Candidates Applying for the September Session

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. The percentage of eligible candidates applying for the individual examinations seems to have decreased, probably affected by the decrease shown in Figure x.

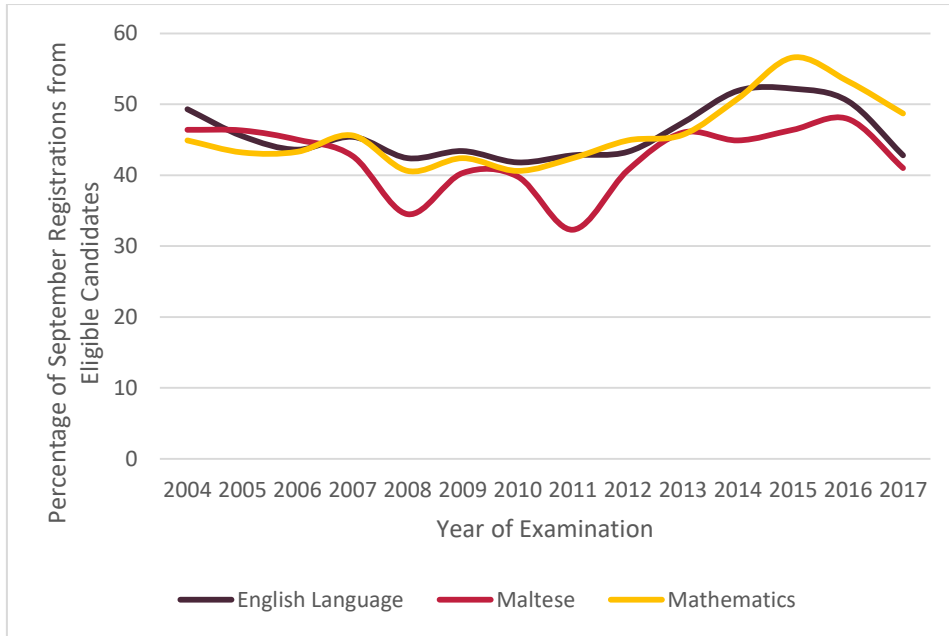


Figure 7.xi: Percentage of September Registrations from Eligible Candidates, by Year of Examination

In 2017, the pass rate of candidates stood at 84.7% when Grades 1 to 7 are considered and 69.3% 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.

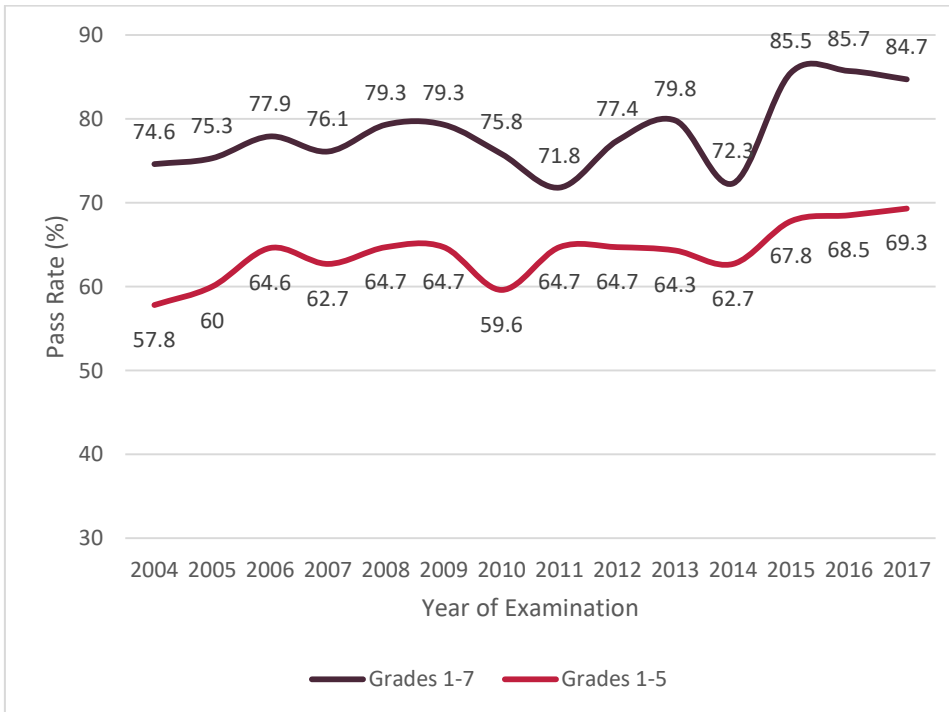


Figure 7.xii: Percentage Pass Rate of Candidates, by Year of Examination

Following the 2017 Main and Supplementary sessions, 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 7.4). Figure 7.xiii shows how these percentages have varied from 2004. In general, an increase in the percentage of 16-year-olds who qualify for entry in Form VI is noted. Figure 7.xiv shows the difference between the percentages of males and females who qualify for entry in sixth form.



Table 7.4: Percentage of the 2000 Cohort that is Eligible for Entry in Form VI

Year	% from Cohort Eligible for Form VI		
	Males	Females	Total
2004	31.1	44.6	37.3
2005	31.7	44.3	38.0
2006	34.2	46.2	40.0
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	39.0	47.3	43.0
2014	42.3	55.5	49.0
2015	42.7	50.1	46.4
2016	44.5	54.4	49.4
2017	44.1	54.7	49.2

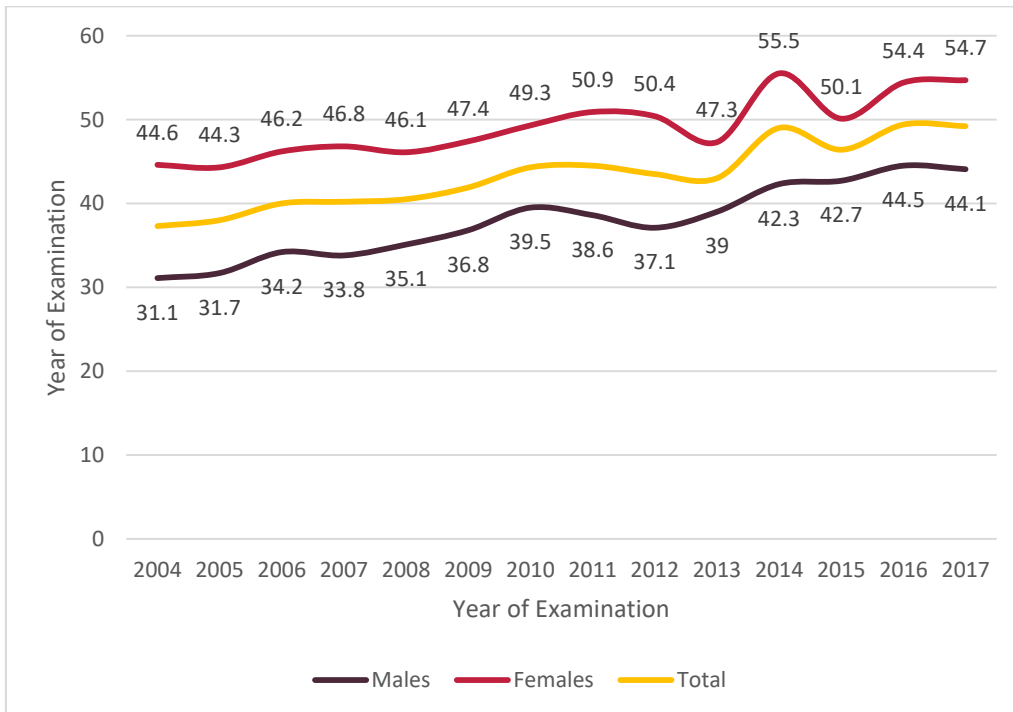


Figure 7.xiii: Percentage from Cohort Eligible for Sixth Form, by Year of Examination and Gender

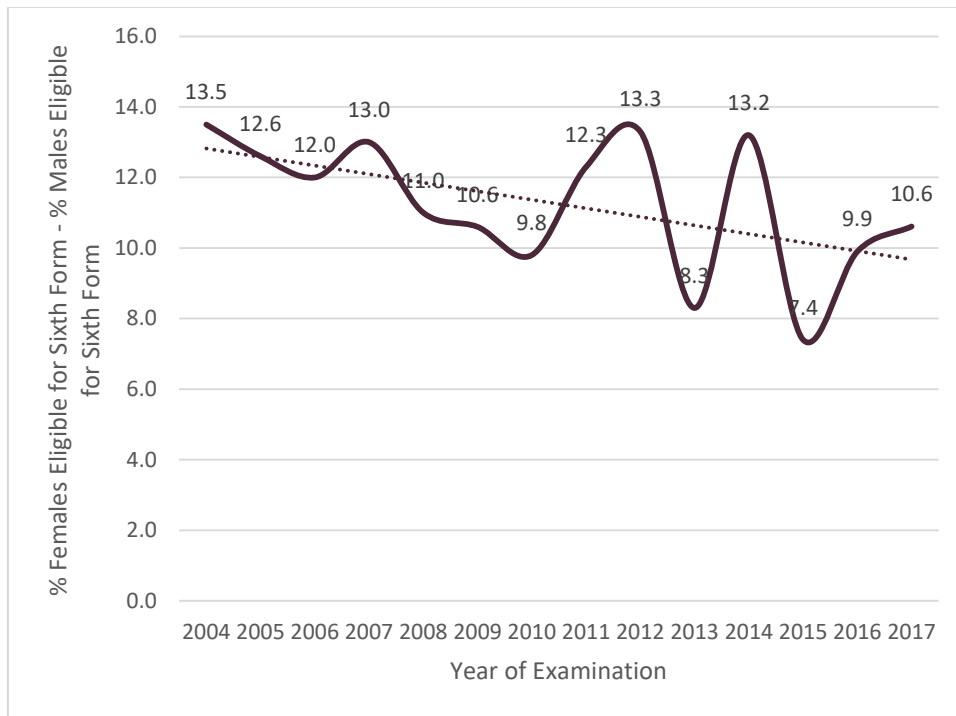


Figure 7.xiv: Difference between the Percentage of Females Eligible for Sixth Form and the Percentage of Males Eligible for Sixth Form, by Year of Examination

## 8. CONCLUSION

This report has been produced with the intention of providing important and valid information about various aspects of the SEC examination of 2017. This is the fifteenth 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 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 through email: [gilbert.j.zahra@um.edu.mt](mailto:gilbert.j.zahra@um.edu.mt).

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## **APPENDIX A**

Time Tables for the 2017 Main and Supplementary Examination Sessions

**UNIVERSITY OF MALTA**  
**Matriculation and Secondary Education Certificate Examinations Board**  
**May 2017 Session Timetable**

Date	Advanced Matriculation		Intermediate Level		Secondary Education Certificate	
	8:00 a.m.	4:00 p.m.	8:00 a.m.	4:00 p.m.	8:00 a.m.	4:00 p.m.
Thursday 27 April	Economics I	Home Economics I	Economics		Economics I	Home Economics I
Friday 28 April	Economics II	Home Economics II		Home Economics	Economics II	Home Economics II
Saturday 29 April	Physics I	Physics II	Environmental Science	Physics	Physics I	Physics II
Tuesday 2 May		Russian (I)/Spanish (List) (3.00 p.m.)	Systems of Knowledge	Spanish (List) (4.00 p.m.)		Design & Technology II
Wednesday 3 May		Eng Draw/Graph Comm I	Theatre and Performance	Eng Draw & Graph Comm	Graphical Communication I	Graphical Communication II
Thursday 4 May	History I, Eng Draw/Graph Comm II	Accounting I		Accounting	History I	Accounting I/Business Studies I
Friday 5 May	History II	Accounting II	History		History II	Accounting II/Business Studies II
Saturday 6 May	Pure Mathematics I	Pure Mathematics II	Pure Mathematics		Mathematics I	Mathematics II
Monday 8 May	History III	Biology I		Biology	Commerce I	Biology I
Tuesday 9 May	French IV & I	Biology II			European Studies I/Textiles & Design I	Biology II
Wednesday 10 May	Arabic II	Biology III	Arabic		Arabic II/Commerce II	French I
Thursday 11 May	Russian II	Arabic III/Russian III/Italian I Part I (3.00 p.m.)	Russian	Italian (List) (5.00 p.m.)	Greek I/Russian I/Class. Cult. & Civil. I	European Studies II/Textiles & Design II
Friday 12 May	Maltese I, Applied Mathematics I	French II	Applied Mathematics	French		French II
Saturday 13 May	Maltese II, Applied Mathematics II	Maltese III	Maltese		Maltese I	Maltese II
Monday 15 May	Computing I, Info Tech I	French III			Computing I	English Literature I
Tuesday 16 May	Computing II, Info Tech II	Philosophy I	Computing/Info Tech		Computing II	
Wednesday 17 May	German I	German II, Greek I	Greek	German (List) (3.00 p.m.)	German I	English Literature II
Thursday 18 May	Philosophy II	German III, Greek II	Philosophy	German	Greek III/Russian I/Class. Cult. & Civil. II	German II
Friday 19 May		Italian II	Psychology	Italian		Italian I
Saturday 20 May	English I	English II	English		English Language I	English Language II
Monday 22 May	Geography I	English III			Geography I	Italian II
Tuesday 23 May	Geography II	Geography III	Geography		Geography II	Environmental Studies I
Wednesday 24 May	Spanish I, Latin I	Italian III	Latin/Classical Studies		Spanish I/Latin I	
Thursday 25 May	Spanish II, Latin II	Italian IV	Spanish		Spanish II/Latin II	Environmental Studies II
Friday 26 May	Spanish III	Chemistry I	Physical Education		Physical Education II	
Saturday 27 May	Religious Knowledge I	Religious Knowledge II	Religious Knowledge		Religious Knowledge I	Religious Knowledge II
Monday 29 May	Music Paper 3 (performance/composition)	Sociology I			Social Studies I	Social Studies II
Tuesday 30 May	Music II (Part II)	Chemistry II		Chemistry	Chemistry I	Chemistry II
Wednesday 31 May	Sociology II	Music I	Sociology	Music (Part II)	Music I (Part I)	Music II
Thursday 1 June	Sociology III	Marketing I		Marketing	Music I (Part II)	Music I (Part III)
Friday 2 June	Marketing II	Art II	Music (Parts I & II)	Music (Part III cont.)		Art II
Saturday 3 June	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: Thursday 16 March - German and Russian; Friday 17 March - Spanish and Arabic; Saturday 18 March - English; Saturday 25 March - Italian; Saturday 1 April - French.  
SEC Reading & Conversation will be held as follows: 13, 14, 15 March - German, Spanish, Russian and Arabic; 20, 21, 22, 23, 24, 27 March - Maltese and Italian; 3, 4, 5, 8, 10, 11 April - English and French.  
Intermediate Matriculation Orals will be as follows: 21, 22, 23, 24, 27 March - English; 28 March - German, Spanish, Russian and Arabic; 30 March - French; 1 April - Italian; 3, 4, 5, 8 April - Maltese; 9, 8, 9, 12, 13 June - Theatre and Performance.  
Advanced Matriculation Orals will be as follows: 11 March - Maltese; 13, 14, 15, 16, 17 March - English; 20 March - French; 29 March - Arabic, German, Spanish and Russian; 8 April - Italian; 30 May - Music Paper 2 Part I.

**Practical Examinations:**  
Advanced Matriculation Practicals will be as follows: 8 June - Physics; 9 June - Biology; 15 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: 22, 23, 24, 27, 28, 29, 30 March - Athletics, Games, Gym and Dance; 5, 6, 8, 9 June - Swimming.  
Intermediate Matriculation activities will be held as follows: 22, 23, 29, 30 March.  
Candidates will receive their index number and Accommodation for Oral and Written Examinations in due course.

**Matriculation and Secondary Education Certificate Examinations Board**  
**MAY 2017 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 10<sup>th</sup> March 2017.

In due course, each respective school will be sent sheets for the candidates' assessment marks to be filled in. Moderation of coursework in schools will take place between Monday 13<sup>th</sup> March 2017 and Tuesday 4<sup>th</sup> April 2017 both days inclusive.

Private candidates are to present their coursework for the subjects outlined below to MATSEC or the Examinations Department Victoria, Gozo between Monday 27<sup>th</sup> February 2017 and Friday 10<sup>th</sup> March 2017 both days inclusive between 8.00 am and 12.00 noon or 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 and Natural forms, or Option (b) the Human Figure. Candidates are to indicate this choice on the application form.

The Art General Themes will be published in the Notices section of the MATSEC website by the 12<sup>th</sup> May 2017.

**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 Friday 28<sup>th</sup> April 2017.

Heads of School are to send the school-based assessment marks for Computing, Information Technology and Systems of Knowledge to MATSEC by Friday 10<sup>th</sup> March 2017. Moderation of coursework in schools will take place between Monday 13<sup>th</sup> March 2017 and Tuesday 4<sup>th</sup> April 2017 both 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 10<sup>th</sup> March 2017 between 8.00 am and 12.00 noon or 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 28<sup>th</sup> April 2017.

Heads of School are to send the school-based assessment marks for Computing, Information Technology, Geography and Home Economics to MATSEC by Friday 10<sup>th</sup> March 2017. Moderation of coursework in schools will take place between Monday 13<sup>th</sup> March 2017 and Tuesday 4<sup>th</sup> April 2017 both 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 10<sup>th</sup> March 2017 between 8.00 am and 12.00 noon or 2.00 pm and 4.00 pm.

### ***INTERMEDIATE MATRICULATION LEVEL ART EXAMINATIONS***

The starting points of the IM Art Thematic Project Work will be published in the Notices section of the MATSEC website by 6<sup>th</sup> April 2017. Candidates are to present this work on Monday 5<sup>th</sup> June 2017 between 8.00 am and 12.00 noon or 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.

### ***ADVANCED MATRICULATION LEVEL ART EXAMINATIONS***

The starting points of the AM Art Thematic Project Work will be published in the Notices section of the MATSEC website by 6<sup>th</sup> April 2017. 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.

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. With the exception of IM and AM Art, 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 27<sup>th</sup> March 2017 and Wednesday 26<sup>th</sup> April 2017 both days inclusive. Specific dates will be scheduled per subject (where applicable). Interviews related to a particular subject cannot be scheduled outside the dates pertaining to the subject concerned.

Coursework presented to MATSEC is to be collected between Thursday 24<sup>th</sup> August 2017 and Friday 25<sup>th</sup> August 2017 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 11<sup>th</sup> November 2016.

Late applications for Exam Access Arrangements will only be accepted with late registrations on the 10<sup>th</sup> and 11<sup>th</sup> January 2017.

No applications for Exam Access Arrangements beyond the 11<sup>th</sup> January 2017 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.**

**REGISTRATIONS WILL BE OPEN BETWEEN 31<sup>ST</sup> OCTOBER 2016 AND 11<sup>TH</sup> NOVEMBER 2016. TO REGISTER CANDIDATES ARE TO APPLY ONLINE THROUGH THE [exams.gov.mt](http://exams.gov.mt) WEBSITE.**

**LATE APPLICATIONS WILL BE ACCEPTED ON 10<sup>TH</sup> AND 11<sup>TH</sup> JANUARY 2017. ADDITIONAL FEES APPLY.**





**TIMETABLE – September 2017 Session**

Date	Secondary Education Certificate			Intermediate Matriculation	Advanced Matriculation	
Wednesday 30-Aug-2017	Biology, Chemistry, Physics	09:00 16:00	PI PII	Physical Education practical exam	a.m. or p.m.	Biology, Chemistry, Physics practical exams a.m. or p.m.
Thursday 31-Aug-2017				Group I subjects Group III subjects	09:00 16:00	
Friday 01-Sep-2017				Group IV subjects Group II subjects	09:00 16:00	
Saturday 02-Sep-2017	English Language	09:00 16:00	PI PII			
Monday 04-Sep-2017	Maltese	09:00 16:00	PI PII			Paper I – All Subjects 09:00
Tuesday 05-Sep-2017				Systems of Knowledge	16:00	Paper II – All Subjects 09:00
Wednesday 06-Sep-2017	Mathematics	09:00 16:00	PI PII			Paper III – All Subjects (where applicable) 09:00

**Intermediate Matriculation level**

Orals: 28<sup>th</sup> August, 2<sup>nd</sup> September – English; 28<sup>th</sup> August – Arabic, French, German, Italian, Maltese, Russian & Spanish; 7<sup>th</sup> September – Theatre and Performance & Music (Parts I & III).

By Monday 14<sup>th</sup> August, 2017, 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 Wednesday 23<sup>rd</sup> August, 2017 and Friday 15<sup>th</sup> September, 2017 both days inclusive. Specific dates will be scheduled per subject (where applicable). Interviews related to a particular subject cannot be scheduled outside the dates pertaining to the subject concerned.

With regard to Art, the starting points of the Thematic Project Work will be published in the Notices section of the MATSEC website by Wednesday 9<sup>th</sup> August, 2017. Candidates are to present this work on Thursday 7<sup>th</sup> September, 2017 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: 29<sup>th</sup> August – Arabic, English, French, German, Italian, Maltese, Russian & Spanish; 7<sup>th</sup> September – Music (Paper 2 Part I).

By Monday 14<sup>th</sup> August, 2017, 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 Wednesday 23<sup>rd</sup> August, 2017 and Friday 15<sup>th</sup> September, 2017 both days inclusive. Specific dates will be scheduled per subject (where applicable). Interviews related to a particular subject cannot be scheduled outside the dates pertaining to the subject concerned.

With respect to Art, the starting points of the Thematic Project Work will be published in the Notices section of the MATSEC website by Monday 24<sup>th</sup> July, 2017. 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 30<sup>th</sup> October, 2017 between 8.00 a.m. and 12.00 noon, and 2.00 p.m. and 4.00 p.m.

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

Paper I (Listening Comprehension and Dictation) and Paper II will take place on the 4<sup>th</sup> September (*time of the examinations will be issued in due course*);

Paper III will take place on the 5<sup>th</sup> September at 9:00 a.m.;

Paper IV will take place on the 6<sup>th</sup> September at 9:00 a.m..

**Candidates registering for AM 12 French should note that:**

Paper IV (Dictation) will be held on the 29<sup>th</sup> August (*time of the examination will be issued in due course*).

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

The Listening Comprehension will take place on the 29<sup>th</sup> August (*time of the examination will be issued in due course*).

**Candidates registering for AM 14 German should note that:**

The Listening Comprehension will take place on the 5<sup>th</sup> September (*time of the examination will be issued in due course*).

**Candidates registering for IM 14 German, IM 20 Italian and IM 31 Spanish should note that:**

The Listening Comprehension will take place on the 28<sup>th</sup> August (*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 4<sup>th</sup> September (*time of the examination will be issued in due course*).

Paper 3 will take place on the 6<sup>th</sup> September (*time of the examination will be issued in due course*).

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