

L-Università
ta' Malta

MATSEC
Examinations Board



Statistical Report

Secondary Education Certificate Examinations 2019

FOREWORD

This report coincides with the 250th anniversary since the foundation of the University of Malta (1769 – 2019). The Secondary Education Certificate (SEC) was introduced in 1991 as the national alternative to the British Ordinary level examinations, which at the time catered for approximately the top 25% of 16-year olds. With differentiated examination papers (Paper IIA and Paper IIB), the SEC aimed to cater for 80% of the cohort of 16 year olds. Over the years, new subjects have been introduced and currently 41 subjects are offered at this level. The latest additions are the suite of vocational subjects and Ethics. The varied number of subjects, together with the scheme of assessment has allowed that the target set for SEC was reached and surpassed years ago. Over the years an average of 89% of the cohort applied for at least one subject at SEC level.

A nationwide decision intended to ease the financial burden on families was introduced this year. Registration fees were waived for students sitting for any examination offered by the MATSEC Examinations Board if they register in the first registration period. This measure was introduced by the State to encourage students to further their studies. Consequently, this measure may have been the reason for the increase of over 300 individuals registering for at least one SEC subject. An increase in registrations was also noted when the 16-year-old cohort is taken into consideration. In fact, over 94% of the 2003 cohort registered. This is the highest proportion ever registered. Regrettably, there was also an increase in the number of absentees for any component of an examination.

Throughout this year, work has been going on incessantly with preparations on the new syllabi that will be assessed through a modified assessment model. All subjects will now be assessed through non-examination assessment [coursework] and formal examinations. Moreover, the new SEC will assess a wider range of abilities. While SEC is currently pegged at Level 2 and Level 3, changes will see this range extended to include Level 1. The introduction of the Secondary Education Applied Certificate in 2019 is another measure to increase the possibilities of certification for candidates completing compulsory schooling.

The year 2019 has also seen a change in the Chairperson of the MATSEC Examinations Board. Professor Frank Ventura chaired the MATSEC Board since 2002 during which time MATSEC acquired a respectable recognition both nationally and internationally. Dr Odette Vassallo has now replaced Professor Ventura as chair of the MATSEC Examinations Board.

While thanking all the MATSEC Support Unit for its continued sterling work throughout 2019, special thanks is due to Mr Gilbert Zahra - who authored the statistical reports and coordinated related work - and Ms Margaret Borg, Ms Lara Borg, Ms Sarah Grech, Mr Ramon Grech, and Mr Leander Borg who aided in the compilation and checking of the data and other areas related to this report.

Dario Pirotta
Director MATSEC
February 2020

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LIST OF ABBREVIATIONS

ADSC – Access - Disability Support Committee (at the University of Malta)

AM – Advanced Matriculation

IM – Intermediate Matriculation

EAA – Examination Access Arrangement

MATSEC – Matriculation and Secondary Education Certificate

MQF – Malta Qualifications Framework

SBA – School Based Assessment (assessment used to evaluate candidate learning which is performed during their course and can be set by teachers, schools or the MATSEC Examinations Board depending on the case)

SEC – Secondary Education Certificate

SEC IIA – SEC Paper IIA option

SEC IIB – SEC Paper IIB option

UM – Università ta' Malta

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EXECUTIVE SUMMARY

This document reports on the Main and Supplementary SEC examination sessions of 2019. It provides an overview of the administration of the examination and then reports on the registration and results data in the Main and Supplementary sessions and concludes by comparing some of this year's statistics with those of previous years.

The 2019 SEC examination sessions are the first in which registration costs were paid by the Government of Malta, meaning candidates incurred no registration fees. In contrast to the decreasing number of candidates attributed to a decreasing number of births, this year more candidates applied for the Main session when compared to 2018. In total, 5,475 candidates (2,459 males and 3,016 females) registered for SEC examinations in one or more subjects in the Main session. The majority (3,670 candidates, 67.0%) of candidates were born in 2003, i.e. individuals who turned sixteen in 2019. Moreover, **the highest percentage of 16-year-olds registering for SEC examinations was noted this year (94.1%)**. However, the difference in registrations between male and female candidates is also greater than 2018 (89.7% of males and 98.4% of females). In the Supplementary session, there were 1,544 candidates (697 males and 847 females).

MATSEC statistical reports have been using the number of live births 16 years before the year of assessment as an estimate of the total number of 16-year-olds living in Malta. This year's report suggests the use of another figure published by the National Statistics Office, which is the number of 15-year-olds residing in Malta in 2018. **When this figure is used to work out the percentage of 16-year-olds sitting for SEC examinations, this value changes to 85.5%**. Although this might be a better estimate, it does not allow for comparison with such values presented in previous statistical reports.

Like years following 2002, **most candidates registered for Paper IIA with Mathematics and Italian being the only subjects where the Paper IIB option is preferred** (44.0% and 49.4% option for Paper IIA respectively). The percentage of registrations for Paper IIA was particularly high in Church Schools and Independent Schools, where 77.0% and 79.6% of registrations were for Paper IIA. On the other hand, 54.4% of registrations from state school candidates were for Paper IIA. The difference between male and female candidates in this regard is also notable. Female candidates are more likely to register for Paper IIA, with the difference being less pronounced in independent schools (1.1% difference) and most pronounced in state schools (11.9%). The difference between male and female candidates in this regard, however, is smaller than that reported in 2018.

Another statistic which is noted to increase yearly is the percentage of candidates registering for examination access arrangements (EAAs). **In 2019, 593 candidates were given EAAs which is equivalent to 10.8% of registrations**. A difference between male and female candidates is also pronounced in this regard, as 13.8% and 8.4% of male and female candidates respectively register for EAAs. However, this difference is also less pronounced than that reported in 2018, as are the differences between educational sectors and locality. The percentage of applications for EAAs varies between subjects. A total of 213 registrations were from candidates studying a vocational subject, making up 24.1% of the vocational candidate population.

This year smaller percentages of candidates from 2003 cohort registered for the three science subjects (14.1% made of 11.5% of males and 16.7% of females) and for two foreign language subjects (11.0%). School sector differences are evident here as well, with candidates from church and independent schools being more likely to register for the three science subjects and for two or more foreign language subjects. While the 2018 report noted that the percentage of independent and state school candidates registering for no foreign language subject was particularly high (29.2%), these values have decreased considerably in 2019. In fact, only 1.8% of independent school students registered for no foreign language subject. This percentage stands at 13.3% for state schools and 3.6% for church schools. This might be an effect of the proposed 2019 Matriculation Certificate reform which, although not yet being implemented, emphasises the importance of learning a foreign language. Another possible explanation could be candidates incurring no registration

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costs and thus registering for examinations of all subjects studied at school even if they do not intend to sit for all subjects.

Another notable difference between candidates from the various educational sectors and of different genders is the number of SEC subjects they register for. Most female candidates register for ten SEC subjects, while the majority of male candidates register for nine. Moreover, while 6.3% of female candidates register for five or less SEC subjects, 10.1% of male candidates do so. On average, candidates from church and independent schools registered for more subjects than those from state schools. While 79.3% and 74.4% of candidates from church and independent schools respectively registered for nine SEC subjects or more, 49.0% of candidates from state schools did so. These differences are also manifested in the results. While 52.9% and 59.8% of church and independent school candidates respectively obtained passes in at least nine SEC subjects at Grades 1-7, the percentage of state school candidates who did so is 26.5%. **On average, 40.4% of the 2003 cohort candidates registering for SEC examinations obtained passes in nine SEC subjects if Grades 1 to 7 are considered, while 34.4% did so if Grades 1 to 5 are considered.**

Nineteen SEC subjects required candidates to present coursework as part of the assessment while eight language subjects had an oral component. As noted yearly, candidates do relatively well in these components. However, an increase in absentee rate is well pronounced in 2019. **The percentage of candidates failing to attend their oral examination is of 7.3% (4.1% in 2018) while that of candidates failing to submit any coursework is of 9.8% (6.2% in 2018).** These candidates are not necessarily marked absent for the subject's assessment as candidates are marked absent for an assessment only if they miss all of Paper I, Paper II, and coursework. Nevertheless, the percentage of absent candidates reported in 2019 (5.8%) is nearly double that reported when candidates incurred registration fees. The increase in the percentage of candidates being awarded Grade U is smaller than expected (17.9% in the 2017 SEC Main session, 18.0% in 2018, and 18.8% in 2019).

In 2019, the pass rate of candidates stood at 77.1% when Grades 1 to 7 are considered and 65.9% when Grades 1 to 5 are considered. These percentages are smaller than those reported in last four years. However, the percentages of 16-year-olds¹ with passes in the three main subjects quoted in this report are not smaller than those reported in previous reports. Thus, **although achievement in SEC subjects seems to have decreased amongst applicants due to a large number of candidates being absent for parts of or whole assessments, the same percentage of the population have obtained passes in the main subjects.** Following the examination sessions of 2019, from the children born in 2003 in Malta, 91.2% obtained Grade 1 to 7 in English Language, 83.0% in Maltese and 82.0% in Mathematics. These percentages are some of the highest ever reported. Moreover, 48.0% of 16-year-olds (52.6% of females and 43.5% of males) obtained the necessary entry requirements for Form VI. This percentage not only equals that of 2018, but is marked by a smaller gender difference.

There were a total of 763 (2.2%) registrations for revision of paper following the Main session of which 21 (2.8%) resulted in an upgrade. There were 59 (2.0%) registrations for revision of papers following the Supplementary session of which one resulted in an upgrade. Analysis in Chapter 7 shows that **requests for revision of papers following the Main session are increasing along the years, with the situation being much more pronounced when this value is seen as a percentage of subject registrations.** Thus, increased number of subjects offered with varying modes of assessment, increased number of registrations, increased absenteeism, and increased registrations for revision of papers are all new realities which further stretch MATSEC's resources.

¹ The number of children born in Malta 16 years ago is used to allow for comparison with previous statistical reports.

1. INTRODUCTION

Background

The Matriculation and Secondary Education Certificate (MATSEC) Board was set up to offer local external examinations at two levels: (a) the Secondary Education Certificate (SEC) examination, which replaced the General Certificate of Education Ordinary Level (GCE O-level) offered by English examination boards, and (b) the Matriculation Certificate examination which replaced the GCE A-levels offered by English examination boards. The first meeting of the MATSEC Examinations Board was held on the 4th March 1991. However, before this date, the Matriculation and School Leaving Examinations Board, which met for the first time in August 1988, paved the way for SEC examinations.

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 Supplementary session would be published by the 1st 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 to 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 40 in 2019. Qualifications in five SEC vocational subjects were first awarded in 2017, while qualifications in a sixth SEC vocational subject have been awarded this year. More SEC vocational subjects are in the pipeline. The table overleaf summarises the introduction of SEC subjects along the years.

Registration for SEC examinations 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 2019 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.

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Table 1.1: A timeline of SEC subjects offered

Year	Subjects	Subjects Introduced	Subjects Removed / Rebranded
1988*	6	<ul style="list-style-type: none"> • Arabic • Italian • Maltese • Maltese History • Latin • Social Studies 	
1990*	7	<ul style="list-style-type: none"> • Land surveying 	
1992	13	<ul style="list-style-type: none"> • English Language • Mathematics • Physics • Religious Knowledge • Russian • Classical Culture and Civilisation 	
1993	25	<ul style="list-style-type: none"> • Accounting • Art • Biology • Chemistry • Commerce • Computer Studies • Economics • French • Graphical Communication • Home Economics • Needlecraft & Dress • Spanish 	
1994	30	<ul style="list-style-type: none"> • Business Studies • Environmental Studies • Geography • German • Greek • Technical Design 	<ul style="list-style-type: none"> • Graphical Communication • Land Surveying
1995	29	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Maltese History
1996	29	<ul style="list-style-type: none"> • Textiles and Design 	<ul style="list-style-type: none"> • Needlecraft & Dress
1997	30	<ul style="list-style-type: none"> • English Literature 	
2003	31	<ul style="list-style-type: none"> • European Studies 	
2004	32	<ul style="list-style-type: none"> • Physical Education 	
2008	33	<ul style="list-style-type: none"> • Design and Technology • Graphical Communication 	<ul style="list-style-type: none"> • Technical Design
2014	34	<ul style="list-style-type: none"> • Music 	
2017	39	<ul style="list-style-type: none"> • Agribusiness** • Health and Social Care** • Engineering Technology** • Hospitality** • Information Technology** 	
2018	40	<ul style="list-style-type: none"> • Ethics 	

* Matriculation Ordinary Level examinations before the start of MATSEC

** SEC vocational subjects

Administrative Information

The regulations of the Secondary Education Certificate Examination are available on the MATSEC website².

Main Session of SEC Examinations

The timetable for the Main session was issued in mid-October 2018 (see Appendix A). Registration for the examinations took place either manually or online between the 22nd October and the 6th November 2018. Late applications were received between the 28th and the 30th November 2018. 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 2019. There were 5,475 candidates who registered for the examinations (2,459 males and 3,016 females).

The written examinations took place between 25th April and 8th June 2019. 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,	▪ Ethics	▪ Agribusiness,
▪ Engineering Technology,	▪ Hospitality,	▪ Information Technology,
▪ Health and Social Care.		

Registration for revision of papers took place between 19th and 26th July 2019, at the MATSEC Support Unit, University of Malta.

Supplementary Session of SEC Examinations

The timetable for the Supplementary session was posted on the website in mid-October 2018, concurrently with that of the Main session.

Registration for the examinations was online and took place between the 19th and the 26th July 2019. Candidates could also apply at MATSEC, University of Malta and at the Examinations Centre, Victoria,

² These can be retrieved from here: <http://www.um.edu.mt/matsec/regulations>

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Gozo. Late applications were received between the 30th and 31st July 2019. All applications were received and processed by the MATSEC Support Unit, University of Malta. There were 1,544 candidates who registered for the examinations (697 males and 847 females). The examinations were held between the 29th August and 5th September 2019. The following subjects were offered for examination:

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

In the Supplementary 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 Main 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 2nd and 3rd October 2019 at the MATSEC Support Unit, University of Malta.

Vocational Subjects

Candidates for vocational subjects are registered as school candidates at the beginning of the course (Year 9). A total of 882 candidates (480 males and 402 females) registered for a vocational subject. Of these, 68 (44 males and 24 females) registered for the vocational subject/s of choice as their only SEC examination.

SEC vocational subjects are assessed through two yearly coursework 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. As the first synoptic assessment for a Unit is held in the following year, synoptic assessments for Unit 3 will be first held in 2020.

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

Unit	Year	Controlled Assessment	Synoptic Assessment
1	2017	25, 26, 29 March	1 November
2	2018	28, 29, 30 May	1, 2 November
3	2019	8, 9, 10 April	

Results

The results of the Main session examinations were posted on the 15th July 2019 while those of the Supplementary session examinations were posted on the 27th September 2019. 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. Less than a third of candidates apply for this service in the Main session, but more do so for the Supplementary session.

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

Session	Publication of Results	by SMS		by Registered Mail	
		N	%	N	%
Main	15th July 2019	5351	97.7	1199	21.9
Supplementary	27th September 2019	1450	93.9	615	39.8

Requests for Examination Access Arrangements

Requests for examination access arrangements (EAA) during SEC examinations were received during the period of registration. Candidates needed to fill the required forms³. This year, there were 593 applications for access arrangements (340 males and 253 females). These make up 10.8% of registrations for SEC subjects (13.8% of male registrations and 8.4% of female registrations). A total of 213 registrations were from candidates studying a vocational subject, making up 24.1% of the vocational candidate population. These requests were considered by the ACCESS-Disability Support Committee of the University of Malta.

The Examination Centres

In Malta, the administration of the examinations in the different examination centres was the responsibility of the Examinations Department, Ministry for Education and Employment, Floriana.

Main Session of SEC Examinations

A total of 16 examination centres were used for this session. These are listed below. The services of 22 head of centres and 543 invigilators were used.

St Ġorġ Preca College Blata l-Bajda

St Nicholas College Dingli Secondary School

St Ignatius College Boys' Secondary Ħandaq

St Ignatius College Girls' Secondary Ħandaq

St Michael's Foundation

³ 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>

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St Benedict College Boys Secondary Kirkop

Giovanni Curmi Higher Secondary

St Aloysius College Birkirkara

St Ġorġ Preca College Valletta

St Margaret College Secondary Verdala

St Theresa College Middle School Birkirkara

St Thomas More College Santa Luċija

MCAST Paola

Examinations Department

Maria Regina College Naxxar Middle School

Gozo Exams Centre

Supplementary Session of SEC Examinations

A total of seven examination centres were used for this session. These are listed below. The services of seven head of centres and 95 invigilators were used.

St Nicholas College Secondary School, Dingli

St Ignatius College, Ħandaq

MCAST Institute of Business, Management and Commerce

St Benedict College Boys Secondary, Kirkop

St Michael's Foundation

St Thomas More College, St Luċija

Examinations Centre, Victoria

Candidates sitting for Examinations in 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. In the Main session, some SEC examinations were held in The Hague (Netherlands), Madrid (Spain), Corsica and Montenegro. In the Supplementary session, some SEC examinations were held in Ligliano Sabbiadoro (Italy).

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	20 March	21, 22, 25 March
English Language	16 March	3, 4, 5, 8, 9, 10 April
French	30 March	3, 4, 5, 8, 9, 10 April
German	18 March	21, 22, 25 March
Italian	23 March	26, 27, 28, 29 March, 1, 2 April
Maltese		26, 27, 28, 29 March, 1, 2 April
Russian	18 March	21, 22 March
Spanish	20 March	21, 22, 25 March

SEC Music Paper 1 (Part 1) took place on 27th May 2019. Section A of this paper involves a listening component.

The aural/oral examinations were held in the following four centres:

St Theresa College Birkirkara (Ta' Paris)	Malta
St Ignatius College Ħandaq	
Visual and Performing Arts School (ex-Adelaide Ċini)	Gozo
Examinations Centre Victoria	

A call for applications was issued in order to recruit individuals for the aural/oral examinations⁴. 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 marks an increase over that reported last year.

⁴ These calls are made public on the MATSEC website: <https://www.um.edu.mt/matsec/reports/pressreleases>.

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Table 1.5: Number of Examiners for Orals

Subject	Malta	Gozo	Total
Arabic	4	0	4
English Language	51	6	57
French	13	2	15
German	9	2	11
Italian	21	2	23
Maltese	55	7	62
Russian	3	0	3
Spanish	7	2	9
Total	163	21	184

Coursework

There were 19 SEC subjects that had coursework in 2019. 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*,
▪ Ethics**.		
* Vocational subjects. Awarded for the first time in 2017.		
** Offered for the first time in 2018.		

The coursework marks from the schools were to reach the MATSEC Support Unit by 15th March 2019. Moderation by the Markers' Panels of the above non-vocational subjects took place between 25th March and 17th April. The Chairpersons of the respective panels were asked to collect copies of the school assessment result sheets from the MATSEC Support Unit before organizing school visits by moderators for the moderation of the coursework. 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 by external verifiers appointed by MATSEC. 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 25th February and 15th March 2019. Chairpersons of the respective subjects were asked to collect the coursework of the private candidates from the

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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.

Practical Examinations

In 2019, the Art examinations took place on the 31st May and 2nd June. Music Paper 1 (Part 2) took place on 29th May.

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 (100 m or 800 m), 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	28 March, 2 & 4 April	292	496
	Hockey			22	
	Volleyball			182	
Area 2	Artistic Gym	University Sports Hall	3 April	64	180
	Educational Dance			28 March, 2 & 4 April	
Area 3	Athletics All tests	St Aloysius College, Birkirkara	29 March, 1, 3 and 4 April	492	
Area 4	Swimming All tests	National Swimming Pool, Tal-Qroqq	3, 4, 5 and 6 June	365	

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. There were 763 requests for Revision of Papers after the Main session and 59 further requests after the Supplementary session.

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

Cohort*	Males	Females	Total
2004	3	4	7
2003	1755	1915	3670
2002	307	290	597
2001	75	113	188
2000	45	50	95
1999	21	45	66
1998	18	34	52
Pre-1998	235	565	800
Total	2459	3016	5475

* By Year of Birth

In total, there were 5,475 candidates who registered for SEC examinations in the Main session of 2019 (2,459 males and 3,016 females). The largest numbers of registrations, in total, and for both males and females, belonged to the 2003 cohort (67.0%). This is the cohort that turned sixteen in 2019.

When set up in 1991, MATSEC aimed to attract 80% of sixteen-year olds to SEC (Grima & Ventura, 2006). There were 3,902 infants born in 2003 (NSO, 2010). Ignoring deaths, emigrations and immigrations, this means that 94.1% of the children born in 2002, 89.7% of males and 98.4% of females, registered for SEC examinations in 2019. Live births have served as an estimate of the population of 16-year-olds for previous statistical reports. However, the suitability of this value is increasingly questioned with increasing emigration and immigration. In the year 2018, there were 4,294 15-year-olds living in Malta (NSO, 2018). Using this value as an estimate of the population of 16-year-olds in 2019 means that 85.5% of children residing in Malta, 89.7% of females and 81.3% of males, registered for SEC examinations in 2019.

Table 2.2 provides information on how many candidates, males and females, registered for the different subjects in 2019'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 English Language (4,409), Mathematics (4,355), Maltese (3,885), Physics (3,223), Religious Knowledge (3,123), and English Literature (2,574). Notably, only three candidates registered for SEC Latin while six candidates registered for SEC Classical Culture and Civilisation. There were no registrations for SEC Greek.

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Gender disparities are notable in some subjects, suggesting that some subjects are more attractive to one gender. Male dominated subjects include Engineering Technology (92.9% males), Information Technology (86.1% males), Commerce (84.6% males), Design and Technology (77.7% males), Graphical Communication (74.4% males), and Computing (72.0% males). Female dominated subjects include Health and Social Care (4.5% males), Textiles and Design (5.8% males), Home Economics (25.0% males), Music (26.1% males), and Art (29.1% males)

Candidates from the 2003 cohort form the majority of candidates in most instances. The only cases where less than 80% of candidates are from this cohort are Accounting (79.3%), Commerce (76.9%) Spanish (72.2%), Russian (71.4%), Arabic (63.4%), Latin (33.3%), and Classical Culture and Civilisation (16.7%).

Table 2.3 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). The percentage of private candidates is less than 5% in 27 of the 40 subjects for which there were registrants in 2019.

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Table 2.2: Registration by Subject and Gender

Subject	All Candidates			2003 Cohort		
	Males	Females	Total	Males	Females	Total
Accounting	421	501	922	352	379	731
Agribusiness	15	10	25	13	10	23
Arabic	34	37	71	22	23	45
Art	173	423	596	157	380	537
Biology	444	969	1413	402	875	1277
Business Studies	82	65	147	68	61	129
Chemistry	315	450	765	292	423	715
Classical Culture	3	3	6	1	0	1
Commerce	11	2	13	10	0	10
Computing	536	208	744	504	199	703
Design and Technology	199	57	256	186	51	237
Economics	118	125	243	106	119	225
Engineering Technology	117	9	126	113	9	122
English Language	2049	2362	4411	1699	1885	3584
English Literature	1125	1449	2574	1055	1369	2424
Environmental Studies	548	730	1278	512	689	1201
Ethics	65	88	153	55	70	125
European Studies	39	81	120	35	75	110
French	370	641	1011	340	603	943
Geography	115	68	183	105	62	167
German	236	244	480	214	225	439
Graphical Communication	305	105	410	293	101	394
Health and Social Care	10	211	221	10	204	214
History	145	74	219	133	63	196
Home Economics	137	412	549	125	395	520
Hospitality	120	144	264	108	134	242
Information Technology	223	36	259	210	33	243
Italian	738	992	1730	682	897	1579
Latin	2	1	3	1	0	1
Maltese	1866	2019	3885	1598	1784	3382
Mathematics	1998	2360	4358	1669	1849	3518
Music	6	17	23	6	16	22
Physical Education	304	208	512	273	190	463
Physics	1688	1535	3223	1517	1425	2942
Religious Knowledge	1450	1673	3123	1357	1585	2942
Russian	22	20	42	14	16	30
Social Studies	258	498	756	231	455	686
Spanish	148	212	360	117	143	260
Textiles and Design	3	49	52	3	44	47

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Table 2.3: Registration by Subject, Gender, and Sector

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	84	112	185	183	71	59	5	19	44	92	29	33	3	3	922
Agribusiness	8	10	3	0	0	0	0	0	0	0	4	0	0	0	25
Arabic	23	23	1	0	2	4	1	1	5	8	2	1	0	0	71
Art	66	209	66	95	20	68	1	4	6	19	12	28	2	0	596
Biology	126	317	188	401	77	114	9	27	11	27	32	82	1	1	1413
Business Studies	42	57	31	0	2	0	2	1	4	3	1	4	0	0	147
Chemistry	57	157	161	179	59	42	7	6	5	13	26	53	0	0	765
Classical Culture	1	0	0	0	0	0	0	0	2	3	0	0	0	0	6
Commerce	1	0	0	0	1	0	0	0	0	1	9	0	0	1	13
Computing	196	75	231	94	59	17	1	0	8	4	40	18	1	0	744
Design and Technology	103	38	45	0	0	0	1	0	2	1	48	18	0	0	256
Economics	1	5	66	78	39	32	0	0	4	2	8	7	0	1	243
Engineering Technology	70	8	32	0	0	0	0	0	1	0	14	1	0	0	126
English Language	736	993	691	623	199	164	92	144	164	269	153	159	14	10	4411
English Literature	360	602	495	539	179	151	9	13	9	21	73	121	0	2	2574
Environmental Studies	255	376	181	217	65	71	3	1	6	14	38	51	0	0	1278
Ethics	57	80	0	0	4	2	0	1	3	5	1	0	0	0	153
European Studies	16	59	4	15	14	1	0	0	2	0	3	6	0	0	120
French	76	189	190	320	65	73	5	10	8	11	26	37	0	1	1011
Geography	59	46	24	9	20	7	0	0	4	4	8	2	0	0	183
German	80	109	113	108	14	8	4	7	8	4	17	8	0	0	480
Graphical Comm.	67	43	172	13	36	31	0	1	5	0	25	17	0	0	410
Health and Social Care	9	107	0	90	1	1	0	0	0	2	0	11	0	0	221
History	59	42	43	5	28	17	1	2	4	6	10	2	0	0	219
Home Economics	70	247	32	111	13	28	0	0	3	9	19	17	0	0	549
Hospitality	42	65	51	51	7	9	0	0	0	1	20	18	0	0	264
Information Technology	115	30	76	5	23	0	0	0	0	0	9	1	0	0	259
Italian	291	432	283	352	80	62	3	13	20	47	61	81	0	5	1730
Latin	1	0	0	0	0	0	0	0	1	0	0	0	0	1	3

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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	
Maltese	672	928	687	622	153	127	80	66	124	118	145	153	5	5	3885
Mathematics	719	965	689	619	199	167	92	160	140	264	152	165	7	20	4358
Music	4	12	1	5	1	0	0	0	0	0	0	0	0	0	23
Physical Education	142	92	98	76	42	32	1	0	7	4	14	4	0	0	512
Physics	651	884	642	360	171	92	37	24	60	38	126	136	1	1	3223
Religious Knowledge	499	755	640	603	158	127	5	14	31	43	116	129	1	2	3123
Russian	5	8	3	3	9	6	0	0	5	3	0	0	0	0	42
Social Studies	93	195	137	261	1	1	1	6	17	25	9	10	0	0	756
Spanish	60	121	20	1	21	14	12	22	10	31	25	22	0	1	360
Textiles and Design	1	43	1	3	0	0	0	1	0	0	1	2	0	0	52

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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	291	130	378	123	669	253
Arabic	19	15	26	11	45	26
Art	121	52	283	140	404	192
Biology	325	119	678	291	1003	410
Business Studies	43	39	37	28	80	67
Chemistry	271	44	364	86	635	130
Classical Culture	2	1	2	1	4	2
Commerce	10	1	2	0	12	1
Computing	369	167	157	51	526	218
Design and Technology	112	87	27	30	139	117
Economics	92	26	97	28	189	54
English Language	1263	786	1589	774	2852	1560
English Literature	754	371	1141	308	1895	679
Environmental Studies	339	209	531	200	870	409
Ethics	37	28	60	29	97	57
European Studies	28	11	65	16	93	27
French	258	112	451	190	709	302
Geography	62	53	43	25	105	78
German	169	67	181	63	350	130
Graphical Communication	234	71	78	27	312	98
History	89	56	36	38	125	94
Home Economics	66	71	270	142	336	213
Italian	344	394	510	482	854	876
Latin	1	1	1	0	2	1
Maltese	1028	838	1276	743	2304	1581
Mathematics	916	1082	1000	1361	1916	2443
Music	3	3	14	3	17	6
Physical Education	197	107	168	41	365	148
Physics	1018	670	938	597	1956	1267
Religious Knowledge	911	539	1168	505	2079	1044
Russian	14	8	16	4	30	12
Social Studies	122	136	300	198	422	334
Spanish	92	56	147	65	239	121
Textiles and Design	2	1	24	25	26	26

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 2019, the proportion of candidates opting for Paper

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IIA is more than 50% in all subjects with three exceptions: Mathematics (44.0%), Italian (49.4%) and Textiles and Fashion (50.0%). Mathematics has been the SEC subjects with the lowest ratio of registrations for the IIA option over numerous years.

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 male state school candidates were the only groups where less than 50% applied for Paper IIA.

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 and summarised in Figure 2.i. The percentage of registrations for Paper IIA was particularly high in Church Schools and Independent Schools. State Schools, besides lagging behind in this regard, also show the largest difference between the percentage of males and females registering for Paper IIA. In general, girls are more likely than boys to opt for the more challenging Paper IIA option.

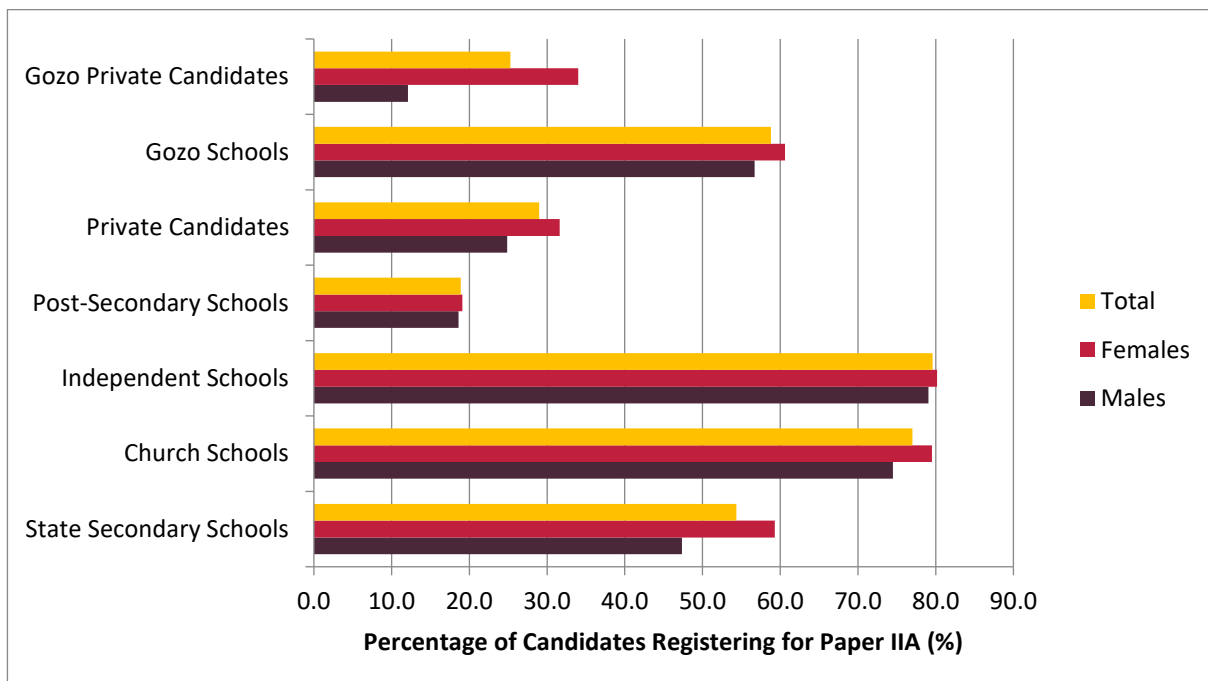


Figure 2.i: Percentage of Candidates Applying for Paper IIA by School and Gender

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

Subject	State Secondary				Church				Independent				Post-Secondary				Private				Gozo Schools				Gozo Private			
	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	48	36	79	33	139	46	158	25	53	18	45	14	2	3	11	8	27	17	59	33	21	8	23	10	1	2	3	0
Arabic	15	8	16	7	1	0	0	0	1	1	3	1	0	1	1	0	1	4	6	2	1	1	0	1	0	0	0	0
Art	36	30	115	94	56	10	76	19	18	2	62	6	0	1	0	4	3	3	8	11	7	5	22	6	1	1	0	0
Biology	76	50	219	98	158	30	296	105	59	18	84	30	3	6	10	17	4	7	9	18	25	7	59	23	0	1	1	0
Business Studies	20	22	35	22	21	10	0	0	2	0	0	0	0	2	0	1	0	4	0	3	0	1	2	2	0	0	0	0
Chemistry	38	19	122	35	149	12	155	24	56	3	35	7	6	1	4	2	3	2	7	6	19	7	41	12	0	0	0	0
Commerce	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	9	0	0	0	0	0	1	0
Computing	105	91	50	25	188	43	80	14	50	9	17	0	0	1	0	0	2	6	1	3	24	16	9	9	0	1	0	0
Design and Technology	50	53	19	19	36	9	0	0	0	0	0	0	0	1	0	0	0	2	0	1	26	22	8	10	0	0	0	0
Economics	1	0	0	5	53	13	66	12	29	10	24	8	0	0	0	0	2	2	1	1	7	1	6	1	0	0	0	1
English Language	367	369	641	353	560	131	556	67	177	22	151	13	24	68	28	116	39	125	93	176	94	59	116	43	2	12	4	6
English Literature	199	161	461	141	373	122	465	74	137	42	127	24	2	7	5	8	1	8	14	7	42	31	68	53	0	0	1	1
Environmental Studies	139	116	240	137	133	48	187	30	47	18	62	9	1	2	0	1	0	6	6	8	19	19	36	15	0	0	0	0
Ethics	31	26	57	24	0	0	0	0	4	0	2	0	0	0	0	1	2	1	1	4	0	1	0	0	0	0	0	0
European Studies	10	6	50	9	4	0	13	2	13	1	0	1	0	0	0	0	2	0	0	1	2	2	4	0	0	0	0	0
French	41	35	119	70	146	44	248	72	49	16	57	16	4	1	6	4	4	4	5	6	14	12	15	22	0	0	1	0
Geography	24	35	24	22	14	10	8	1	17	3	7	0	0	0	0	2	2	2	2	5	3	2	0	0	0	0	0	0
German	50	30	59	50	85	28	99	9	10	4	6	2	2	2	6	1	7	1	3	1	15	2	8	0	0	0	0	0
Graphical Communication	47	20	32	11	135	37	12	1	32	4	26	5	0	0	0	1	1	4	0	0	19	6	8	9	0	0	0	0
History	19	40	17	25	37	6	3	2	24	4	15	2	1	0	0	2	2	2	1	5	6	4	0	2	0	0	0	0
Home Economics	28	42	142	105	22	10	87	24	9	4	26	2	0	0	0	0	0	3	4	5	7	12	11	6	0	0	0	0
Italian	121	170	180	252	131	152	223	129	59	21	46	16	1	2	5	8	8	12	23	24	24	37	30	51	0	0	3	2
Latin	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Maltese	287	385	541	387	531	156	509	113	103	50	90	37	6	74	5	61	20	104	30	88	81	64	100	53	0	5	1	4
Mathematics	234	485	384	582	434	255	391	228	155	44	111	56	7	85	10	150	16	124	23	241	70	82	80	85	0	7	1	19
Music	1	3	9	3	1	0	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Education	79	63	67	26	78	20	71	5	34	8	28	4	0	1	0	0	2	5	1	3	4	10	1	3	0	0	0	0
Physics	288	363	456	428	490	152	301	59	140	31	80	12	5	32	6	18	13	47	6	32	82	44	88	48	0	1	1	0
Religious Knowledge	252	247	477	278	463	177	506	97	118	40	107	20	2	3	4	10	7	24	11	32	69	47	63	66	0	1	0	2
Russian	1	4	5	3	3	0	3	0	6	3	5	1	0	0	0	0	4	1	3	0	0	0	0	0	0	0	0	0
Social Studies	27	66	88	107	86	51	201	60	0	1	0	1	0	1	1	5	4	13	5	20	5	4	5	5	0	0	0	0
Spanish	27	33	78	43	15	5	1	0	15	6	12	2	10	2	20	2	9	1	23	8	16	9	12	10	0	0	1	0
Textiles and Design	0	1	20	23	1	0	2	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2	0	0	0	0	0

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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 (5,077 and 401 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

Locality	Males	Females	Total
Southern Harbour	432	525	957
Birgu	10	17	27
Bormla	22	27	49
Blata l-Bajda	0	0	0
Fgura	70	88	158
Floriana	8	10	18
Isla	11	5	16
Kalkara	14	20	34
Luqa	28	41	69
Marsa	25	30	55
Paola	48	44	92
Santa Luċġja	16	17	33
Tarxien	49	70	119
Valletta	19	25	44
Xgħajra	14	16	30
Żabbar	98	115	213
Northern Harbour	672	825	1497
Birkirkara	109	151	260
Fleur-de-Lys	2	4	6
G`Mangia	0	0	0
Gżira	36	46	82
Ħamrun	46	47	93
Kappara	16	9	25
Msida	42	34	76
Pembroke	28	27	55
Pietà	21	25	46
Qormi	77	106	183
San Ġiljan	34	52	86
San Ġwann	69	69	138
Santa Venera	49	64	113
Sliema	59	85	144
Swatar	26	29	55
Swieqi	53	69	122
Ta' Xbiex	5	8	13

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Locality	Males	Females	Total
South Eastern	385	507	892
Birżebbuġa	52	74	126
Għaxaq	32	33	65
Gudja	15	19	34
Kirkop	12	17	29
Marsascalea	86	102	188
Marsaxlokk	24	24	48
Mqabba	23	30	53
Qrendi	16	20	36
Safi	8	20	28
Żejtun	62	85	147
Żurrieq	55	83	138
Western	338	421	759
Attard	53	78	131
Baħrija	13	13	26
Balzan	21	17	38
Dingli	19	29	48
Iklin	21	22	43
Lija	10	29	39
Mdina	1	0	1
Mrieħel	1	1	2
Mtarfa	21	32	53
Rabat	56	52	108
Siggiewi	41	68	109
Żebbuġ	81	80	161
Northern	435	537	972
Baħar iċ-Ċagħaq	10	8	18
Buġibba	13	8	21
Burmarrad	6	6	12
Għargħur	20	20	40
Madliena	12	11	23
Manikata	4	5	9
Mellieħa	38	77	115
Mġarr	14	24	38
Mosta	131	165	296
Naxxar	78	101	179
Qawra	25	31	56
San Pawl il-Baħar	83	80	163
San Pawl tat-Targa	0	1	1
Xemxija	1	0	1
Total	2262	2815	5077

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Table 2.7: Registration of SEC Candidates by Locality in Gozo

Locality	Males	Females	Total
Fontana	9	5	14
Ghajnsielem	10	12	22
Għarb	4	12	16
Għasri	3	0	3
Kerċem	10	9	19
Marsalforn	4	6	10
Munxar	6	10	16
Nadur	24	20	44
Qala	13	12	25
San Lawrenz	8	3	11
Sannat	16	12	28
Santa Luċija	2	0	2
Victoria	28	39	67
Xagħra	29	36	65
Xewkija	19	16	35
Xlendi	2	0	2
Żebbuġ	12	10	22
Total	199	202	401

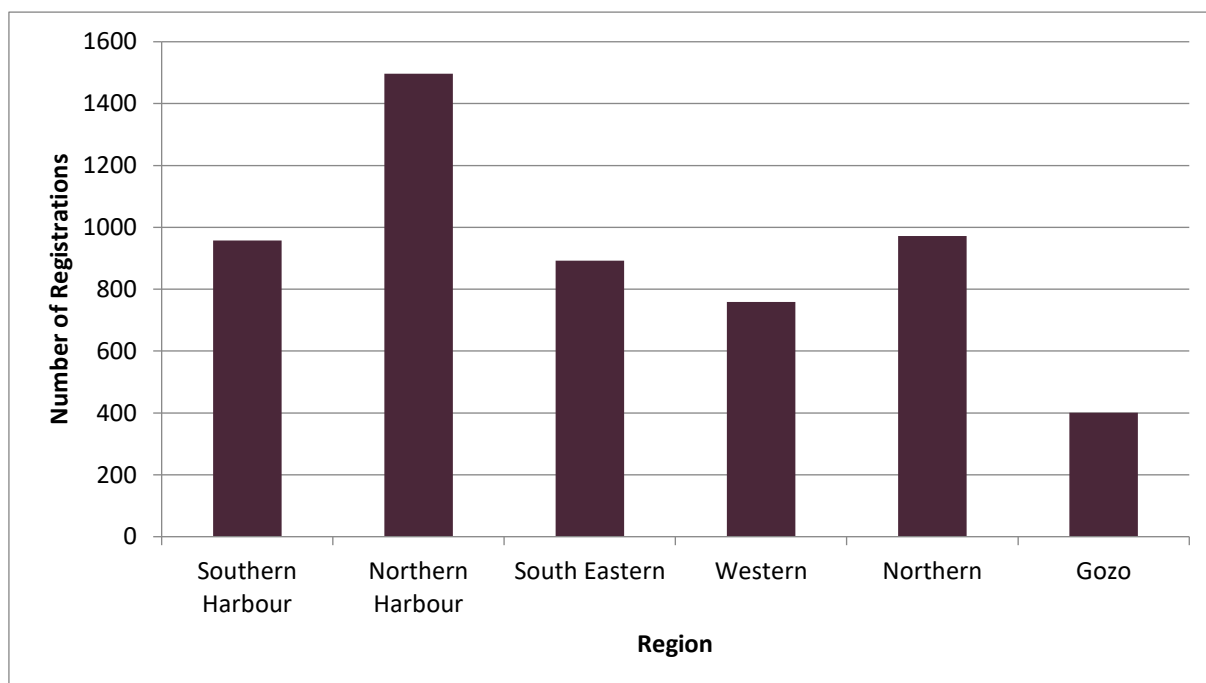


Figure 2.ii: Number of Candidates per Region

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Table 2.8, Table 2.9, and Table 2.10 provide registration information on the 2003 cohort. Most of these candidates were in their final year of secondary education in 2019.

Table 2.8: Number of Subjects Registered by the 2003 Cohort

No. of Subjects	Males	Females	Total
15	1	0	1
14	2	0	2
13	2	2	4
12	17	28	45
11	126	189	315
10	429	629	1058
9	448	442	890
8	264	258	522
7	177	154	331
6	111	93	204
5	61	44	105
4	39	31	70
3	19	14	33
2	12	13	25
1	48	20	68

Table 2.8 provides information on the number of subjects registered by the 2003 cohort. This year the range of subjects was from 1 to 15. The largest category of candidates registered for 9 subjects (24.3%) and 10 subjects (28.8%) respectively. Most females registered for ten subjects while most male candidates registered for nine subjects. Female candidates were more likely than males to sit for more than 10 subjects while male candidates were more likely to sit for 5 subjects or less.

Differences by sector are illustrated in the figure that follows. Candidates from state schools are much less likely to apply for at least 9 SEC subjects when compared to independent and church school candidates (49.0% compared to 79.3% and 74.4% respectively). The percentage of candidates registering for nine or more subjects is higher than 2018 for both state and church schools, suggesting candidates from these sectors were more likely to register for more subjects with registration fees paid by the Government of Malta. Private candidates and those from post-secondary institutions most often sit for one subject.

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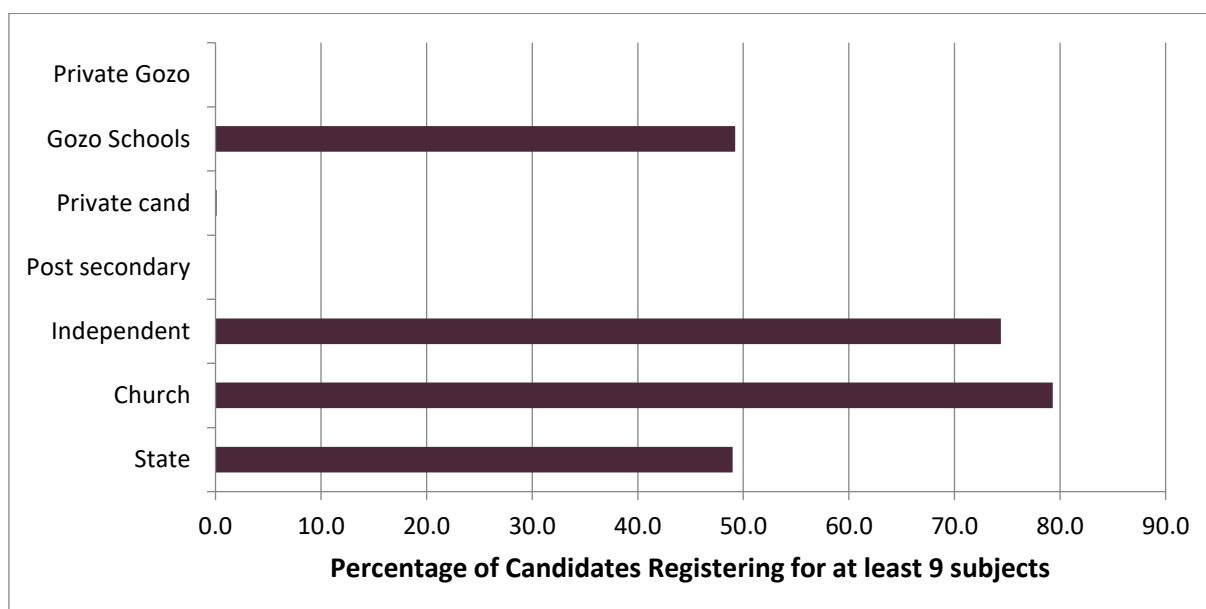


Figure 2.iii: Percentage of candidates sitting for 9 subjects or more, by sector

Table 2.9 and Table 2.10 provide information on the registration numbers of the 2003 cohort for specific subjects. Table 2.9 focuses on the science options whereas Table 2.10 focuses on the languages.

Table 2.9: 2003 Cohort - Science Subjects

Subject	Males	Females	Total
One Science Subject	1156	1104	2260
Biology only	45	256	301
Chemistry only	2	3	5
Physics only	1109	845	1954
Two Science Subjects	190	322	512
Biology and Chemistry	7	67	74
Biology and Physics	125	227	352
Chemistry and Physics	58	28	86
Three Science Subjects	225	325	550
Biology, Chemistry, and Physics	225	325	550

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, most of the candidates who registered for Biology only were 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 candidates who

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studied more than one science subject were females. This year, 14.1% of candidates born in 2003 applied for the three sciences (11.5% of boys and 16.7% of girls).

There are several differences between sectors in this regard. For instance, candidates from state secondary schools are more than three times as likely as church and independent school candidates to apply for no science subject (13.3% compared to 3.6% and 1.8% respectively). Additionally, candidates from state schools are much less likely to apply for the three science subjects. These differences are illustrated in the figure below.

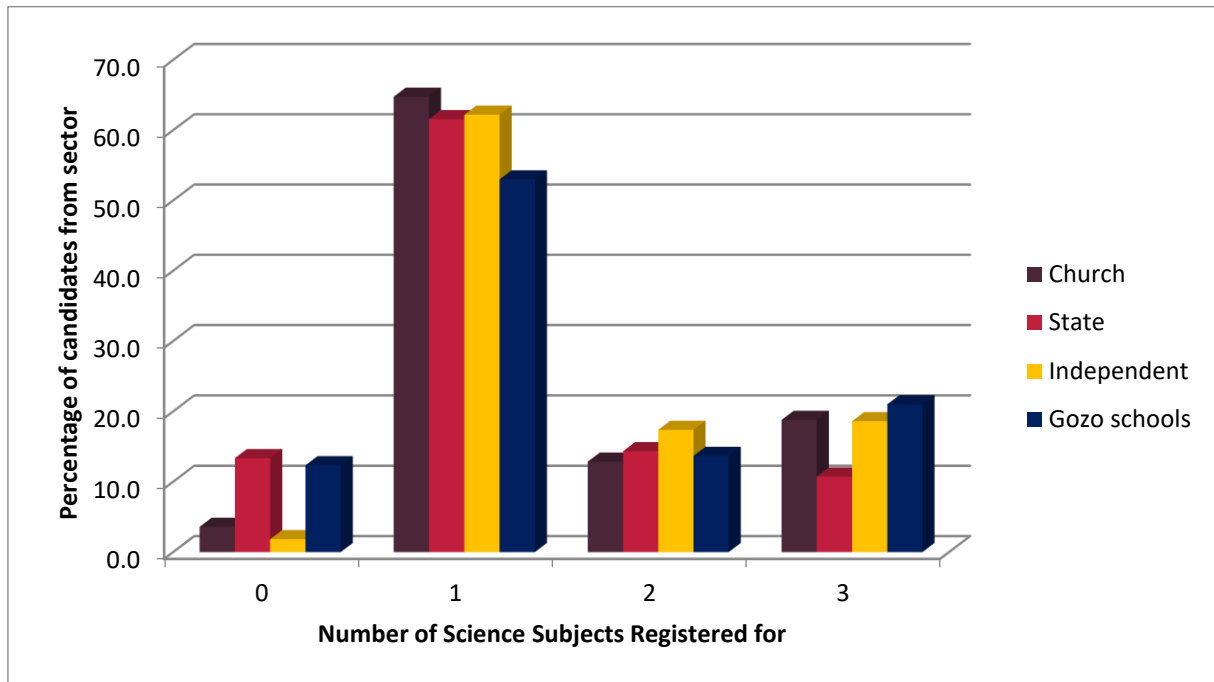


Figure 2.iv: Percentage of candidates sitting for 0, 1, 2, and 3 science subjects, by sector

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Table 2.10: 2003 Cohort - Foreign Languages

Subject	Males	Females	Total
One Language Subject	1186	1258	2444
Arabic	12	13	25
French	272	364	636
German	198	157	355
Italian	609	612	1221
Russian	9	4	13
Spanish	86	108	194
Two Language Subjects	100	305	405
Russian and Spanish	1	0	1
Italian and Spanish	18	21	39
Italian and Russian	2	4	6
German and Spanish	4	1	5
German and Russian	0	1	1
German and Italian	2	45	47
French and Spanish	4	6	10
French and Italian	48	200	248
French and German	9	14	23
Arabic and Italian	2	3	5
Arabic and German	1	1	2
Arabic and Spanish	3	2	5
Russian and French	2	3	5
Arabic and French	4	4	8
Three Language Subjects	2	17	19
French, Italian, and Spanish	1	4	5
French, Italian, and Russian	0	2	2
Russian, Spanish, and French	0	1	1
Italian, German, and French	0	5	5
Italian, Spanish, and French	1	4	5
Italian, German, and Russian	0	1	1

Table 2.10 shows that, with regard to foreign languages, 66.6% of candidates from the 2003 cohort registered for one foreign language (Maltese and English are both official languages of the Maltese islands). This marks a further increase over last year's percentage. Italian remains by far the most popular option, followed by French, among these candidates.

School differences are notable. Candidates from state schools are the most likely to register for no foreign language (27.3%) and the least likely to register for two or more foreign languages (5.8%). Candidates from church schools are the least likely to register for no foreign language (14.3%) and

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the most likely to register for two or more foreign languages (19.3%). These values lie at 22.3% and 14.6% respectively for independent schools. This information is shown in the figure that follows.

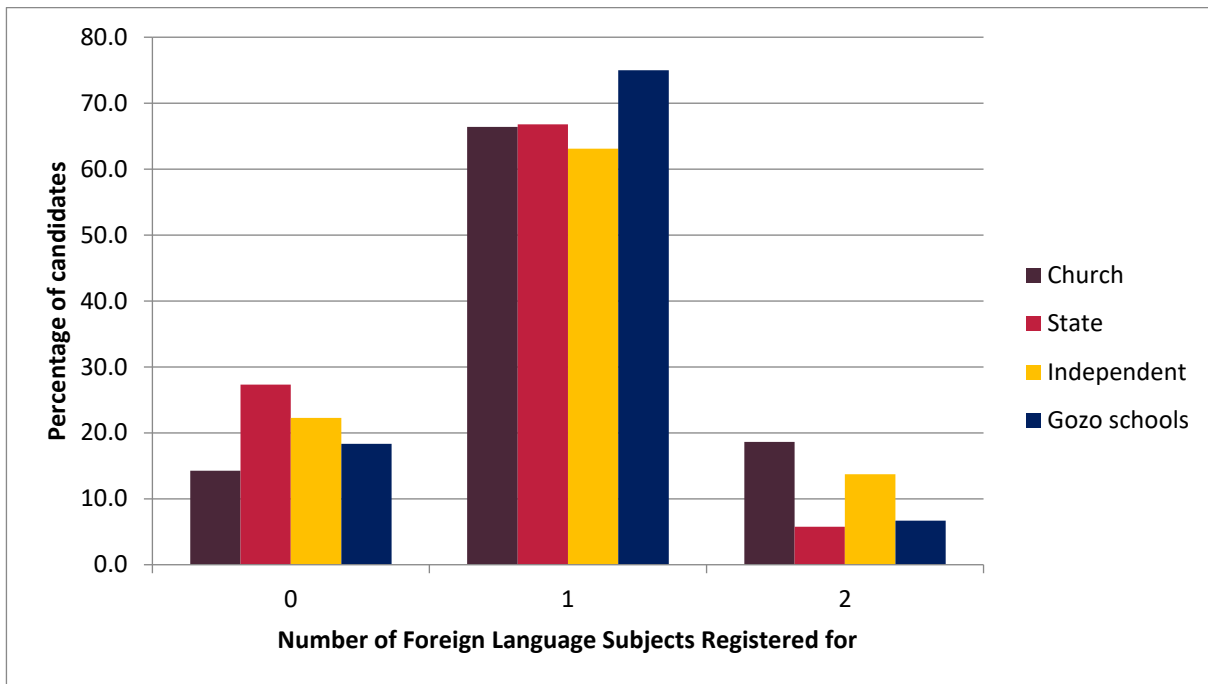


Figure 2.v: Percentage of candidates sitting for 0, 1, and 2 foreign language subjects, by sector

The different school sectors also differ in the popularity of the different languages. This is shown in figure 2.vi. as shown in the figure that follows.

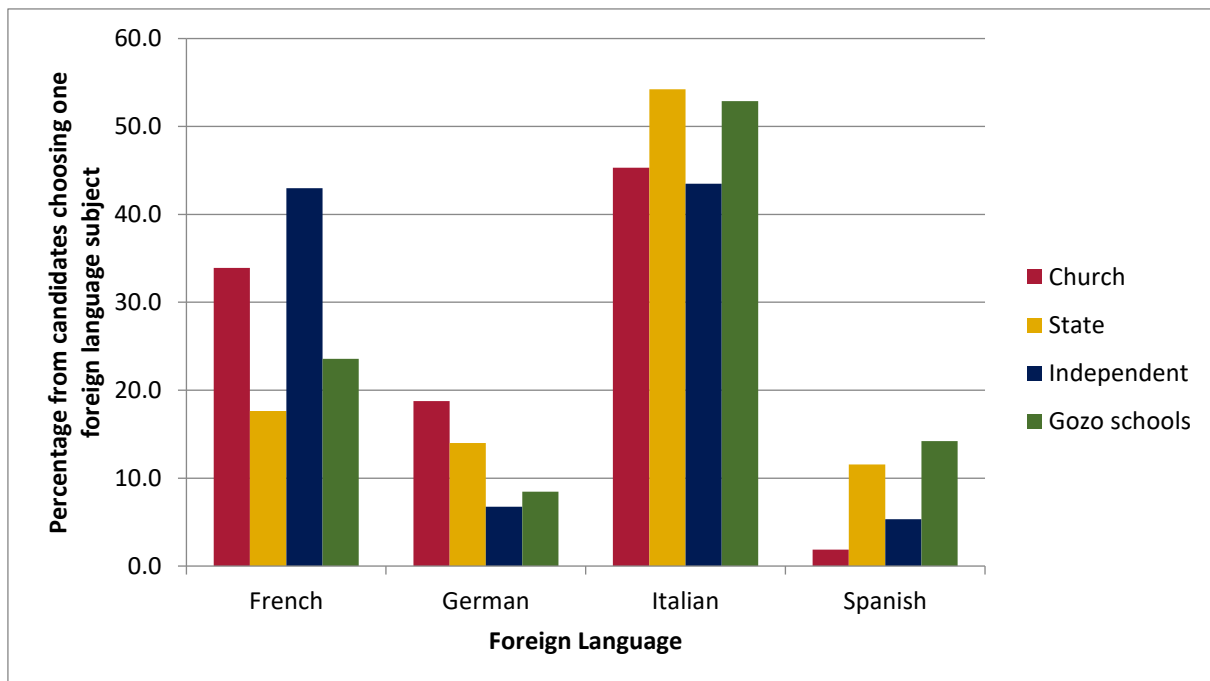


Figure 2.vi: Percentage of candidates sitting for the four commonest foreign language subjects, by sector

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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 ¹	43
DCD/ Dyspraxia	22
Hearing Impairment	15
Last minute Injuries	2
Medical Condition ²	15
Mental Health ³	22
Mobility Problems ⁴	2
SpLD/ADHD	225
SpLD/Dyslexia	189
Stammer	7
Visual Impairment	1
Other	0
Total	593

1. Including Asperger's Syndrome;
 2. Including Diabetes, IBS, ME, Fibromyalgia, Systemic/Discoid 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 2019, examination access arrangements (EAAs) 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 593 candidates (10.8% of the total registrations) applied for access arrangements. Data for this year is stratified by gender, suggesting a gender difference in applications for EAAs. While 13.8% of male candidates applied for EAAs, only 8.4% of female candidates did so.

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 Hospitality (32.6%), Health and Social Care (22.6%), Music (21.7%),

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Information Technology (21.6%), Textiles and Design (19.2%), Home Economics (18.4%), Art (18.0%), Agribusiness (18.0%), and Engineering Technology (16.0%). One can notice that all SEC vocational subjects are noted as subjects with a high ratio of candidates requesting EAAs. In fact, 213 of the 882 candidates (24.1%) registering for one or more SEC vocational subject applied for EAAs. In the majority of the subjects, there were higher registrations for Paper IIB than for Paper IIA (2,388 and 1,280 registrations respectively).

Table 2.12: Registrations for Requests for Access Arrangements for Paper IIA and IIB, by Subject

Subject	Paper IIA	Paper IIB	Total
Accounting	26	29	55
Agribusiness			4
Arabic	0	1	1
Art	58	49	107
Biology	64	78	142
Business Studies	5	13	18
Chemistry	27	13	40
Computing	38	41	79
Design and Technology	15	25	40
Economics	6	5	11
Engineering Technology			20
English Language	194	332	526
English Literature	105	95	200
Environmental Studies	36	74	110
Ethics	3	3	6
European Studies	5	5	10
French	24	27	51
Geography	9	10	19
German	13	14	27
Graphical Communication	26	27	53
Health and Social Care			50
History	13	20	33
Home Economics	41	60	101
Hospitality			86
Information Technology			56
Italian	44	128	172
Latin	0	1	1
Maltese	134	356	490
Mathematics	91	422	513
Music	2	3	5
Physical Education	29	40	69
Physics	105	221	326
Religious Knowledge	131	233	364
Russian	0	2	2
Social Studies	23	47	70
Spanish	8	9	17
Textiles and Design	5	5	10

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

Subject	Malta	Gozo	Total
Art	79	15	94
Biology	41	6	47
Business Studies	9	0	9
Chemistry	28	0	28
Computing	22	3	25
Design and Technology	6	1	7
Environmental Studies	23	3	26
Ethics	15	0	15
European Studies	5	0	5
Geography	14	0	14
Home Economics	16	0	16
Physical Education	17	2	19
Physics	13	0	13
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. Candidates who registered as private candidates but had their mark taken from a previous session in which they had registered as school candidates are not shown in this table. Thus, only the coursework which had to be marked anew by MATSEC examination panels is shown in Table 2.13.

As explained in Section 1.8, candidates who were not satisfied with the grade awarded to them in any subject (except for vocational subjects) could register for the service of a Revision of Papers. Table 2.14 below shows the numbers of these requests in relation to the numbers of registrations for the different subjects. As subjects with no registrations for Revision of Papers are not shown, the total shown in the last row does not necessarily correspond to a summation of registrations shown in the table.

SEC vocational subjects' candidates had the right to appeal and have their assignments' marking revised yearly. There were no such cases. 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.

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Table 2.14: Registration for Revision of Papers

Subject	Registrations	RoP Requests	% Requests
Biology	1413	84	5.9
Design and Technology	256	2	0.8
Chemistry	765	39	5.1
Economics	243	39	16.0
Mathematics	4359	105	2.4
Maltese	3885	117	3.0
Computing	744	10	1.3
Physics	3223	81	2.5
Art	596	22	3.7
Geography	183	2	1.1
English Literature	2574	74	2.9
Physical Education	513	7	1.4
English Language	4412	64	1.5
Accounting	922	11	1.2
Environmental Studies	1279	13	1.0
Graphical Communication	410	8	2.0
Social Studies	756	13	1.7
Religious Knowledge	3123	29	0.9
French	1011	11	1.1
Spanish	360	3	0.8
German	480	1	0.2
History	219	7	3.2
Italian	1730	16	0.9
Home Economics	549	5	0.9

In 2019, the numbers of requests for a Revision of Papers amounted to 763, which equates to 2.1% of the grand total of registrations. Economics (16.0%), Biology (5.9%), and Chemistry (5.1%) 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. Agribusiness, Commerce, Information Technology, Russian, Music, and Latin), the range of grades awarded in the different subjects covered the range of available grades. 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, and 3. Boys were more likely to obtain Grade U. The occurrence of the first four grades (1 to 4) is slightly higher than that of the last four grades (5 to U).

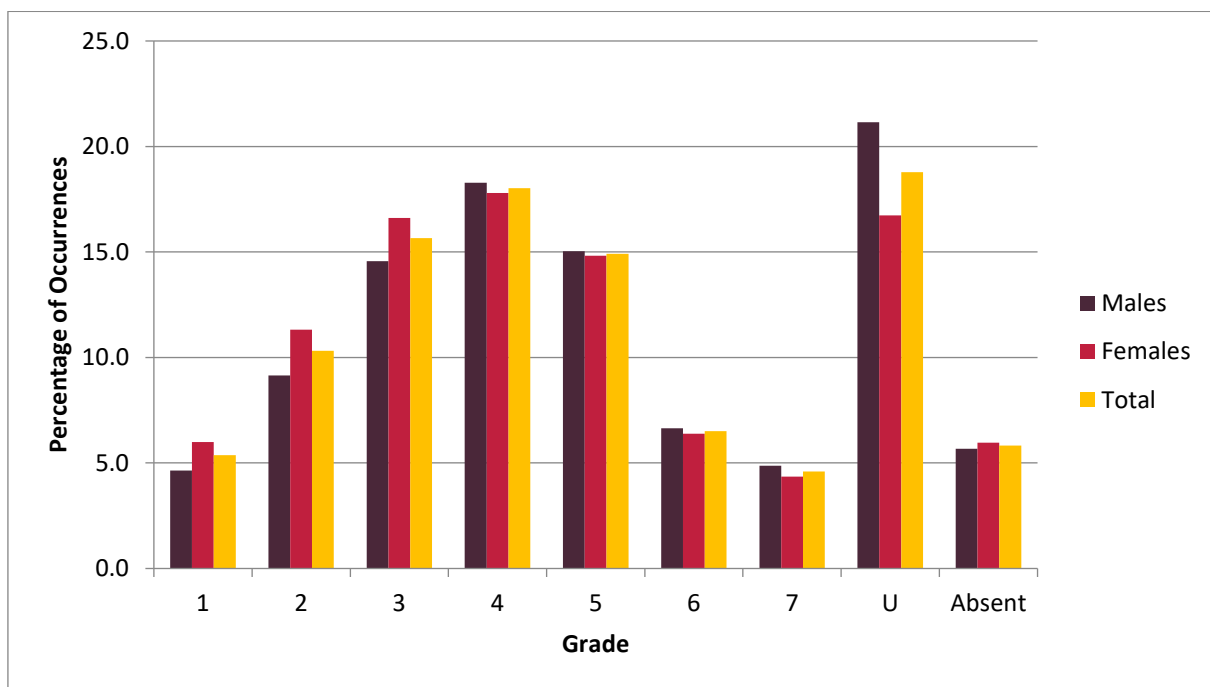


Figure 3.i: Percentage Occurrence of Grades by Gender

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Table 3.1: Distribution of Grades in SEC Subjects

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Accounting	60	100	167	146	83	28	20	208	110	922
%	6.5	10.8	18.1	15.8	9.0	3.0	2.2	22.6	11.9	
Males	25	44	68	63	34	17	12	110	48	421
Females	35	56	99	83	49	11	8	98	62	501
Agribusiness	3	4	4	4	2	0	0	8	0	25
%	12.0	16.0	16.0	16.0	8.0	0.0	0.0	32.0	0.0	
Males	1	2	2	3	1	0	0	6	0	15
Females	2	2	2	1	1	0	0	2	0	10
Arabic	10	11	10	13	5	4	1	12	5	71
%	14.1	15.5	14.1	18.3	7.0	5.6	1.4	16.9	7.0	
Males	4	8	3	2	4	4	0	7	2	34
Females	6	3	7	11	1	0	1	5	3	37
Art	10	54	92	102	98	43	36	128	31	594
%	1.7	9.1	15.5	17.2	16.5	7.2	6.1	21.5	5.2	
Males	3	17	23	25	31	8	16	44	6	173
Females	7	37	69	77	67	35	20	84	25	421
Biology	69	133	213	244	193	65	45	420	31	1413
%	4.9	9.4	15.1	17.3	13.7	4.6	3.2	29.7	2.2	
Males	23	43	73	87	49	19	13	126	11	444
Females	46	90	140	157	144	46	32	294	20	969
Business Stud.	3	7	9	29	33	8	10	38	10	147
%	2.0	4.8	6.1	19.7	22.4	5.4	6.8	25.9	6.8	
Males	1	3	4	15	21	4	3	24	7	82
Females	2	4	5	14	12	4	7	14	3	65
Chemistry	70	134	137	104	113	25	17	144	21	765
%	9.2	17.5	17.9	13.6	14.8	3.3	2.2	18.8	2.7	
Males	33	55	66	43	42	7	8	57	4	315
Females	37	79	71	61	71	18	9	87	17	450
Classical Culture	0	0	0	0	0	0	0	0	6	6
%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
Males	0	0	0	0	0	0	0	0	3	3
Females	0	0	0	0	0	0	0	0	3	3
Commerce	2	1	0	3	0	0	0	2	5	13
%	15.4	7.7	0.0	23.1	0.0	0.0	0.0	15.4	38.5	
Males	2	1	0	3	0	0	0	2	3	11
Females	0	0	0	0	0	0	0	0	2	2
Computing	47	104	158	155	89	35	27	89	40	744
%	6.3	14.0	21.2	20.8	12.0	4.7	3.6	12.0	5.4	
Males	34	70	108	115	65	27	22	68	27	536
Females	13	34	50	40	24	8	5	21	13	208
Design & Tech.	9	19	24	54	38	17	13	67	15	256
%	3.5	7.4	9.4	21.1	14.8	6.6	5.1	26.2	5.9	
Males	6	15	21	46	27	12	8	51	13	199
Females	3	4	3	8	11	5	5	16	2	57
Economics	4	7	30	36	46	6	14	83	17	243
%	1.6	2.9	12.3	14.8	18.9	2.5	5.8	34.2	7.0	
Males	1	4	13	20	15	2	9	48	6	118
Females	3	3	17	16	31	4	5	35	11	125
Engineering Tech.	18	25	29	14	3	8	1	28	0	126
%	14.3	19.8	23.0	11.1	2.4	6.3	0.8	22.2	0.0	
Males	17	23	24	14	3	8	1	27	0	117
Females	1	2	5	0	0	0	0	1	0	9

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
English Lang.	209	541	780	732	849	290	187	598	223	4409
%	4.7	12.3	17.7	16.6	19.3	6.6	4.2	13.6	5.1	
Males	82	209	358	373	404	146	96	287	94	2049
Females	127	332	422	359	445	144	91	311	129	2360
English Lit.	141	206	429	547	411	90	79	537	134	2574
%	5.5	8.0	16.7	21.3	16.0	3.5	3.1	20.9	5.2	
Males	37	63	151	247	192	43	43	288	61	1125
Females	104	143	278	300	219	47	36	249	73	1449
Environ. Studies	40	81	175	279	260	57	44	280	62	1278
%	3.1	6.3	13.7	21.8	20.3	4.5	3.4	21.9	4.9	
Males	10	21	56	124	117	25	18	141	36	548
Females	30	60	119	155	143	32	26	139	26	730
Ethics	8	17	23	18	16	11	4	28	28	153
%	5.2	11.1	15.0	11.8	10.5	7.2	2.6	18.3	18.3	
Males	0	3	10	10	6	5	2	15	14	65
Females	8	14	13	8	10	6	2	13	14	88
European Stud.	13	11	31	24	16	3	4	13	5	120
%	10.8	9.2	25.8	20.0	13.3	2.5	3.3	10.8	4.2	
Males	3	1	9	10	5	1	2	5	3	39
Females	10	10	22	14	11	2	2	8	2	81
French	102	135	206	171	154	68	33	111	31	1011
%	10.1	13.4	20.4	16.9	15.2	6.7	3.3	11.0	3.1	
Males	34	49	60	72	53	21	13	50	18	370
Females	68	86	146	99	101	47	20	61	13	641
Geography	15	9	28	24	14	4	3	25	61	183
%	8.2	4.9	15.3	13.1	7.7	2.2	1.6	13.7	33.3	
Males	7	5	18	16	8	3	2	20	36	115
Females	8	4	10	8	6	1	1	5	25	68
German	23	82	99	92	72	21	23	50	18	480
%	4.8	17.1	20.6	19.2	15.0	4.4	4.8	10.4	3.8	
Males	6	40	49	41	34	12	17	29	8	236
Females	17	42	50	51	38	9	6	21	10	244
Graph. Comm.	26	57	59	75	78	15	11	63	26	410
%	6.3	13.9	14.4	18.3	19.0	3.7	2.7	15.4	6.3	
Males	19	41	46	56	56	15	8	49	15	305
Females	7	16	13	19	22	0	3	14	11	105
Health and S.C.	26	27	47	39	23	23	4	32	0	221
%	11.8	12.2	21.3	17.6	10.4	10.4	1.8	14.5	0.0	
Males	0	1	0	1	1	1	2	4	0	10
Females	26	26	47	38	22	22	2	28	0	211
History	10	21	19	35	24	6	9	50	45	219
%	4.6	9.6	8.7	16.0	11.0	2.7	4.1	22.8	20.5	
Males	7	15	13	29	13	6	5	34	23	145
Females	3	6	6	6	11	0	4	16	22	74
Home Economics	24	90	101	88	72	52	37	74	11	549
%	4.4	16.4	18.4	16.0	13.1	9.5	6.7	13.5	2.0	
Males	1	12	21	24	21	16	12	26	4	137
Females	23	78	80	64	51	36	25	48	7	412
Hospitality	33	76	50	30	21	15	1	38	0	264
%	12.5	28.8	18.9	11.4	8.0	5.7	0.4	14.4	0.0	
Males	6	27	25	14	12	9	1	26	0	120
Females	27	49	25	16	9	6	0	12	0	144

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Info. Tech.	26	47	51	53	28	17	0	37	0	259
%	10.0	18.1	19.7	20.5	10.8	6.6	0.0	14.3	0.0	
Males	24	39	46	46	22	16	0	30	0	223
Females	2	8	5	7	6	1	0	7	0	36
Italian	97	157	249	299	245	156	140	309	78	1730
%	5.6	9.1	14.4	17.3	14.2	9.0	8.1	17.9	4.5	
Males	27	56	100	122	116	58	61	167	31	738
Females	70	101	149	177	129	98	79	142	47	992
Latin	1	0	0	0	0	0	0	0	2	3
%	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	
Males	0	0	0	0	0	0	0	0	2	2
Females	1	0	0	0	0	0	0	0	0	1
Maltese	117	445	545	782	525	293	173	800	205	3885
%	3.0	11.5	14.0	20.1	13.5	7.5	4.5	20.6	5.3	
Males	32	152	224	346	273	150	95	504	90	1866
Females	85	293	321	436	252	143	78	296	115	2019
Mathematics	326	358	532	686	522	421	353	783	374	4355
%	7.5	8.2	12.2	15.8	12.0	9.7	8.1	18.0	8.6	
Males	164	190	255	325	231	174	154	361	143	1997
Females	162	168	277	361	291	247	199	422	231	2358
Music	3	6	2	2	0	0	0	4	6	23
%	13.0	26.1	8.7	8.7	0.0	0.0	0.0	17.4	26.1	
Males	1	0	1	0	0	0	0	3	1	6
Females	2	6	1	2	0	0	0	1	5	17
Physical Education	40	49	97	111	33	45	13	98	25	511
%	7.8	9.6	19.0	21.7	6.5	8.8	2.5	19.2	4.9	
Males	15	27	55	63	20	34	9	61	19	303
Females	25	22	42	48	13	11	4	37	6	208
Physics	188	280	412	652	506	224	144	736	81	3223
%	5.8	8.7	12.8	20.2	15.7	7.0	4.5	22.8	2.5	
Males	98	140	207	354	260	123	74	388	44	1688
Females	90	140	205	298	246	101	70	348	37	1535
Religious Know.	68	286	603	525	536	180	134	575	216	3123
%	2.2	9.2	19.3	16.8	17.2	5.8	4.3	18.4	6.9	
Males	22	101	239	220	272	101	73	329	93	1450
Females	46	185	364	305	264	79	61	246	123	1673
Russian	15	7	4	6	3	2	0	2	3	42
%	35.7	16.7	9.5	14.3	7.1	4.8	0.0	4.8	7.1	
Males	8	3	1	2	1	2	0	2	3	22
Females	7	4	3	4	2	0	0	0	0	20
Social Studies	16	31	90	154	121	59	38	137	110	756
%	2.1	4.1	11.9	20.4	16.0	7.8	5.0	18.1	14.6	
Males	1	10	23	49	35	17	17	54	52	258
Females	15	21	67	105	86	42	21	83	58	498
Spanish	34	39	49	65	58	17	12	53	33	360
%	9.4	10.8	13.6	18.1	16.1	4.7	3.3	14.7	9.2	
Males	10	13	21	26	26	5	4	31	12	148
Females	24	26	28	39	32	12	8	22	21	212
Textiles and Des.	1	2	3	6	4	5	5	22	4	52
%	1.9	3.8	5.8	11.5	7.7	9.6	9.6	42.3	7.7	
Males	0	1	0	0	0	0	0	2	0	3
Females	1	1	3	6	4	5	5	20	4	49

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Table 3.2 presents the results obtained by the 2003 cohort in the different subjects in the 2019 Main session. This table presents overall results as well as the results for males and females as separate subgroups who turned sixteen in 2019. With regard to the results by gender, one observation is that in most subjects there were a higher percentage of females who obtained Grade 1. This difference is present in most large entry subjects (English Literature, English Language, Maltese, Italian, and Religious Knowledge) with the exceptions of Mathematics and Biology.

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Table 3.2: Distribution of Grades in SEC Subjects (2003 Cohort)

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Accounting	55	92	147	122	66	19	14	171	45	731
%	7.5	12.6	20.1	16.7	9.0	2.6	1.9	23.4	6.2	
Males	22	42	63	56	30	11	8	96	24	352
Females	33	50	84	66	36	8	6	75	21	379
Agribusiness	3	3	4	4	2	0	0	7	0	23
%	13.0	13.0	17.4	17.4	8.7	0.0	0.0	30.4	0.0	
Males	1	1	2	3	1	0	0	5	0	13
Females	2	2	2	1	1	0	0	2	0	10
Arabic	3	6	8	10	3	3	1	10	1	45
%	6.7	13.3	17.8	22.2	6.7	6.7	2.2	22.2	2.2	
Males	1	6	3	1	2	3	0	6	0	22
Females	2	0	5	9	1	0	1	4	1	23
Art	10	48	88	92	92	37	33	111	24	535
%	1.9	9.0	16.4	17.2	17.2	6.9	6.2	20.7	4.5	
Males	3	16	21	24	28	6	14	40	5	157
Females	7	32	67	68	64	31	19	71	19	378
Biology	68	133	211	223	185	52	38	351	16	1277
%	5.3	10.4	16.5	17.5	14.5	4.1	3.0	27.5	1.3	
Males	23	43	72	77	44	17	11	108	7	402
Females	45	90	139	146	141	35	27	243	9	875
Business Stud.	3	7	9	26	29	7	10	32	6	129
%	2.3	5.4	7.0	20.2	22.5	5.4	7.8	24.8	4.7	
Males	1	3	4	12	17	4	3	20	4	68
Females	2	4	5	14	12	3	7	12	2	61
Chemistry	69	131	136	99	102	22	15	127	14	715
%	9.7	18.3	19.0	13.8	14.3	3.1	2.1	17.8	2.0	
Males	32	54	65	41	35	6	7	51	1	292
Females	37	77	71	58	67	16	8	76	13	423
Classical Culture	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	100.0	
Males	0	0	0	0	0	0	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0
Commerce	2	1	0	2	0	0	0	2	3	10
%	20.0	10.0	0.0	20.0	0.0	0.0	0.0	20.0	30.0	
Males	2	1	0	2	0	0	0	2	3	10
Females	0	0	0	0	0	0	0	0	0	0
Computing	46	101	152	149	85	33	26	82	29	703
%	6.5	14.4	21.6	21.2	12.1	4.7	3.7	11.7	4.1	
Males	33	68	104	111	61	26	22	61	18	504
Females	13	33	48	38	24	7	4	21	11	199
Design & Tech.	9	18	24	49	38	15	10	63	11	237
%	3.8	7.6	10.1	20.7	16.0	6.3	4.2	26.6	4.6	
Males	6	15	21	43	27	11	6	48	9	186
Females	3	3	3	6	11	4	4	15	2	51

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Economics	4	7	29	36	44	6	10	77	12	225
%	1.8	3.1	12.9	16.0	9.6	2.7	4.4	34.2	5.3	
Males	1	4	12	20	14	2	7	42	4	106
Females	3	3	17	16	30	4	3	35	8	119
Engineering Tech.	18	24	29	12	3	8	1	27	0	122
%	14.8	19.7	23.8	9.8	2.5	6.6	0.8	22.1	0.0	
Males	17	22	24	12	3	8	1	26	0	113
Females	1	2	5	0	0	0	0	1	0	9
English Language	206	526	751	642	674	185	127	423	48	3582
%	5.8	14.7	21.0	17.9	18.8	5.2	3.5	11.8	1.3	
Males	80	204	346	326	331	103	74	208	27	1699
Females	126	322	405	316	343	82	53	215	21	1883
English Literature	139	202	416	521	392	84	74	490	106	2424
%	5.7	8.3	17.2	21.5	16.2	3.5	3.1	20.2	4.4	
Males	35	62	145	236	184	40	41	265	47	1055
Females	104	140	271	285	208	44	33	225	59	1369
Environmental Stud.	40	80	172	270	247	52	39	255	46	1201
%	3.3	6.7	14.3	22.5	20.6	4.3	3.2	21.2	3.8	
Males	10	21	53	121	110	23	15	131	28	512
Females	30	59	119	149	137	29	24	124	18	689
Ethics	8	15	19	15	14	10	4	24	16	125
%	6.4	12.0	15.2	12.0	11.2	8.0	3.2	19.2	12.8	
Males	0	3	10	8	5	5	2	12	10	55
Females	8	12	9	7	9	5	2	12	6	70
European Studies	13	11	30	21	14	3	4	11	3	110
%	11.8	10.0	27.3	19.1	12.7	2.7	3.6	10.0	2.7	
Males	3	1	9	10	4	1	2	3	2	35
Females	10	10	21	11	10	2	2	8	1	75
French	94	129	197	163	149	62	30	97	22	943
%	10.0	13.7	20.9	17.3	15.8	6.6	3.2	10.3	2.3	
Males	29	47	58	68	52	19	11	43	13	340
Females	65	82	139	95	97	43	19	54	9	603
Geography	15	9	26	23	13	4	3	23	51	167
%	9.0	5.4	15.6	13.8	7.8	2.4	1.8	13.8	30.5	
Males	7	5	17	15	7	3	2	19	30	105
Females	8	4	9	8	6	1	1	4	21	62
German	22	75	98	85	65	21	22	46	5	439
%	5.0	17.1	22.3	19.4	14.8	4.8	5.0	10.5	1.1	
Males	6	34	48	37	30	12	17	27	3	214
Females	16	41	50	48	35	9	5	19	2	225
Graphical Comm.	25	56	59	74	73	15	10	60	22	394
%	6.3	14.2	15.0	18.8	18.5	3.8	2.5	15.2	5.6	
Males	18	40	46	56	52	15	7	47	12	293
Females	7	16	13	18	21	0	3	13	10	101

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Health and S.C.	25	26	46	37	23	22	4	31	0	214
%	11.7	12.1	21.5	17.3	10.7	10.3	1.9	14.5	0.0	
Males	0	1	0	1	1	1	2	4	0	10
Females	25	25	46	36	22	21	2	27	0	204
History	10	21	19	34	24	5	8	43	32	196
%	5.1	10.7	9.7	17.3	12.2	2.63	4.1	21.9	16.3	
Males	7	15	13	28	13	5	4	30	18	133
Females	3	6	6	6	11	0	4	13	14	63
Home Economics	24	87	101	85	66	48	36	66	7	520
%	4.6	16.7	19.4	16.3	12.7	9.2	6.9	12.7	1.3	
Males	1	11	21	24	18	13	12	22	3	125
Females	23	76	80	61	48	35	24	44	4	395
Hospitality	32	71	45	27	20	13	1	33	0	242
%	13.2	29.3	18.6	11.2	8.3	5.4	0.4	13.6	0.0	
Males	6	24	23	12	12	8	1	22	0	108
Females	26	47	22	15	8	5	0	11	0	134
Information Tech.	25	46	48	48	27	17	0	32	0	243
%	10.3	18.9	19.8	19.8	11.1	7.0	0.0	13.2	0.0	
Males	23	38	44	42	21	16	0	26	0	210
Females	2	8	4	6	6	1	0	6	0	33
Italian	78	140	239	283	231	149	129	288	42	1579
%	4.9	8.9	15.1	17.9	14.6	9.4	8.2	18.2	2.7	
Males	22	49	97	119	109	55	56	157	18	682
Females	56	91	142	164	122	94	73	131	24	897
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	100.0	
Males	0	0	0	0	0	0	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0
Maltese	116	442	537	706	480	231	137	648	85	3382
%	3.4	13.1	15.9	20.9	14.2	6.8	4.1	19.2	2.5	
Males	32	151	219	316	247	114	73	404	42	1598
Females	84	291	318	390	233	117	64	244	43	1784
Mathematics	324	355	515	623	429	282	253	604	130	3515
%	9.2	10.1	14.7	17.7	12.2	8.0	7.2	17.2	3.7	
Males	162	189	243	296	199	127	120	277	55	1668
Females	162	166	272	327	230	155	133	327	75	1847
Music	3	6	2	2	0	0	0	4	5	22
%	13.6	27.3	9.1	9.1	0.0	0.0	0.0	18.2	22.7	
Males	1	0	1	0	0	0	0	3	1	6
Females	2	6	1	2	0	0	0	1	4	16
Physical Education	39	46	92	103	26	42	10	86	18	462
%	8.4	10.0	19.9	22.3	5.6	9.1	2.2	18.6	3.9	
Males	14	24	52	60	15	32	7	54	14	272
Females	25	22	40	43	11	10	3	32	4	190

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Absent	
Physics	187	277	400	621	462	185	131	622	57	2942
%	6.4	9.4	13.6	21.1	15.7	6.3	4.5	21.1	1.9	
Males	97	137	200	331	238	97	66	323	28	1517
Females	90	140	200	290	224	88	65	299	29	1425
Religious Know.	68	283	598	504	508	168	123	539	151	2942
%	2.3	9.6	20.3	17.1	17.3	5.7	4.2	18.3	5.1	
Males	22	100	237	210	260	92	67	305	64	1357
Females	46	183	361	294	248	76	56	234	87	1585
Russian	11	5	3	3	3	1	0	2	2	30
%	36.7	16.7	10.0	10.0	10.0	3.3	0.0	6.7	6.7	
Males	4	2	1	1	1	1	0	2	2	14
Females	7	3	2	2	2	0	0	0	0	16
Social Studies	16	31	88	146	115	55	36	125	74	686
%	2.3	4.5	12.8	21.3	16.8	8.0	5.2	18.2	10.8	
Males	1	10	23	47	31	16	16	49	38	231
Females	15	21	65	99	84	39	20	76	36	455
Spanish	11	26	36	52	51	14	9	48	13	260
%	4.2	10.0	13.8	20.0	19.6	5.4	3.5	18.5	5.0	
Males	3	10	16	24	24	4	3	27	6	117
Females	8	16	20	28	27	10	6	21	7	143
Textiles and Des.	1	2	2	6	3	5	5	19	3	47
%	2.1	4.3	6.4	12.8	6.4	10.6	10.6	40.4	6.4	
Males	0	1	0	0	0	0	0	2	0	3
Females	1	1	3	6	3	5	5	17	3	44

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Figure 3.ii shows the percentage of grade occurrences across all subjects for the 2003 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, and 3 while male candidates are more likely to obtain Grade U. Comparison of Figure 3.i and Figure 3.ii suggests that the 2003 cohort performed better than other cohorts and candidates from this cohort were more likely than the average candidate to obtain Grades 1, 2, 3, 4 and 5.

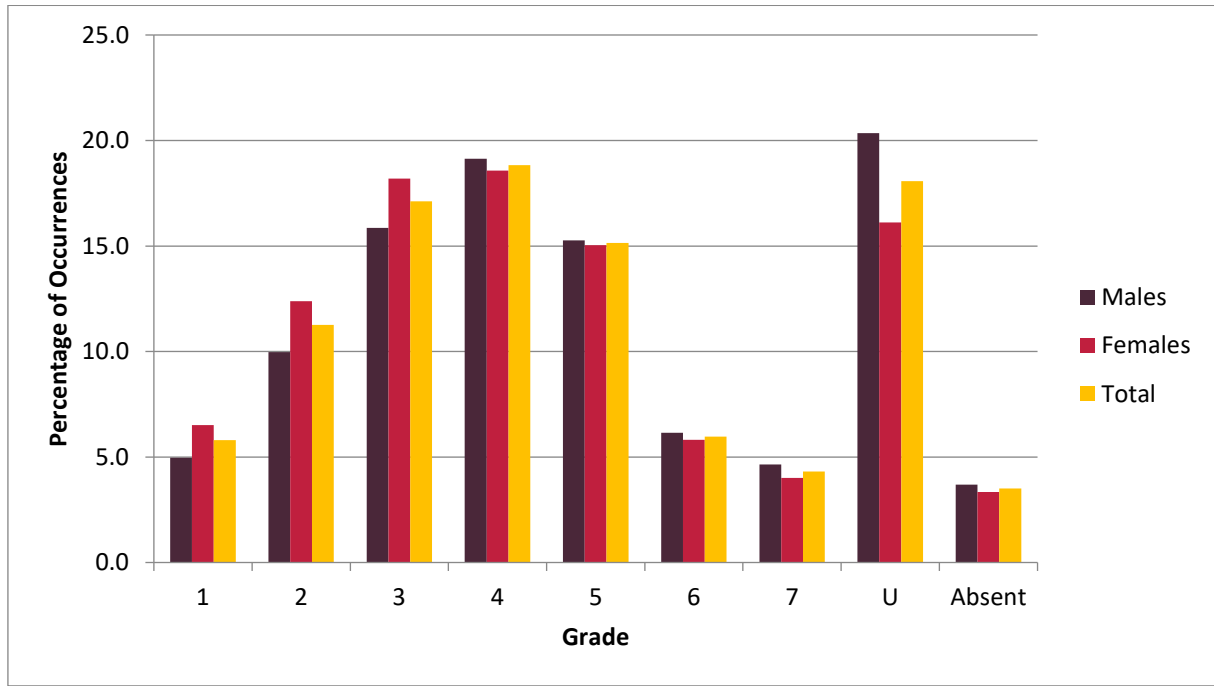


Figure 3.ii: Percentage Occurrence of Grades by Gender (2003 Cohort)

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.

The parts of this table featuring vocational subjects are structured differently because vocational assessments are not tiered as Paper IIA and Paper IIB. Moreover, the tables suggest that there were four candidates who studied vocational subjects as private candidates, which is not possible. This is because these four candidates registered as private candidates when registering for examinations in the Main session.

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

	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ACCOUNTING	60	100	167	115	66	108	53	669	31	17	28	20	100	57	253	922
State Schools – Males	3	4	12	10	7	11	1	48	1	1	5	2	20	7	36	84
State Schools – Females	11	15	16	9	11	14	3	79	2	1	5	2	16	7	33	112
Church Schools – Males	6	24	38	26	8	32	5	139	5	2	5	5	21	8	46	185
Church Schools – Females	14	23	48	30	17	23	3	158	3	1	1	2	16	2	25	183
Independent Schools – Males	10	8	9	12	9	4	1	53	0	4	3	2	9	0	18	71
Independent Schools – Females	5	10	13	8	3	5	1	45	4	1	1	2	3	3	14	59
Post-Secondary Schools – Males	0	0	0	0	0	0	2	2	0	0	1	1	0	1	3	5
Post-Secondary Schools – Females	0	0	3	3	3	0	2	11	5	1	0	0	1	1	8	19
Malta Private Candidates – Males	4	2	4	1	2	3	11	27	3	0	2	0	5	7	17	44
Malta Private Candidates – Females	2	6	11	4	2	12	22	59	4	5	3	2	5	14	33	92
Gozo Schools – Males	2	6	4	4	1	3	1	21	0	0	1	2	2	3	8	29
Gozo Schools – Females	3	2	7	8	3	0	0	23	3	1	1	0	2	3	10	33
Gozo Private Candidates – Males	0	0	1	0	0	0	0	1	1	0	0	0	0	1	2	3
Gozo Private Candidates – Females	0	0	1	0	0	1	1	3	0	0	0	0	0	0	0	3

ARABIC	10	11	10	5	1	5	3	45	8	4	4	1	7	2	26	71
State Schools – Males	2	7	3	0	0	3	0	15	2	0	3	0	3	0	8	23
State Schools – Females	1	0	6	5	1	2	1	16	4	0	0	1	1	1	7	23
Church Schools – Males	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	2
Independent Schools – Females	1	1	1	0	0	0	0	3	1	0	0	0	0	0	1	4
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Post-Secondary Schools – Females	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Males	1	0	0	0	0	0	0	1	0	2	1	0	0	1	4	5
Malta Private Candidates – Females	4	2	0	0	0	0	0	6	1	0	0	0	1	0	2	8
Gozo Schools – Males	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	2
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	1	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

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ART	10	54	92	87	77	77	7	404	15	21	43	36	51	24	190	594
State Schools - Males	0	6	5	7	10	8	0	36	0	3	2	8	13	4	30	66
State Schools - Females	4	10	26	26	19	27	3	115	6	9	25	14	25	13	92	207
Church Schools – Males	2	6	12	11	8	16	1	56	0	1	4	4	1	0	10	66
Church Schools – Females	0	8	23	21	13	10	1	76	4	5	8	2	0	0	19	95
Independent Schools – Males	1	4	4	4	3	2	0	18	0	0	0	2	0	0	2	20
Independent Schools – Females	3	13	16	10	11	9	0	62	1	1	1	3	0	0	6	68
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	1	0	3	0	4	4
Malta Private Candidates – Males	0	0	1	0	1	1	0	3	0	1	1	0	0	1	3	6
Malta Private Candidates – Females	0	2	1	1	1	1	2	8	2	1	0	0	4	4	11	19
Gozo Schools – Males	0	1	1	1	3	1	0	7	1	0	1	2	1	0	5	12
Gozo Schools – Females	0	4	3	6	7	2	0	22	0	0	0	1	3	2	6	28
Gozo Private Candidates – Males	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	2
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

BIOLOGY	69	133	213	216	162	201	9	1003	28	31	65	45	219	22	410	1413
State Schools - Males	1	6	13	19	10	27	0	76	3	2	8	5	29	3	50	126
State Schools - Females	16	20	39	44	47	52	1	219	2	5	8	10	68	5	98	317
Church Schools – Males	19	20	37	37	20	25	0	158	0	4	5	3	17	1	30	188
Church Schools – Females	20	41	70	51	55	59	0	296	7	13	19	9	55	2	105	401
Independent Schools – Males	1	13	18	18	3	5	1	59	2	2	3	2	8	1	18	77
Independent Schools – Females	3	20	17	25	12	7	0	84	7	4	1	6	11	1	30	114
Post-Secondary Schools – Males	0	0	0	0	1	2	0	3	0	1	1	0	4	0	6	9
Post-Secondary Schools – Females	1	0	1	1	0	6	1	10	0	0	6	1	8	2	17	27
Malta Private Candidates – Males	0	0	0	0	1	2	1	4	1	0	0	1	3	2	7	11
Malta Private Candidates – Females	0	0	0	0	1	5	3	9	1	0	5	0	8	4	18	27
Gozo Schools – Males	2	4	5	6	5	2	1	25	1	0	1	2	2	1	7	32
Gozo Schools – Females	6	9	13	15	7	9	0	59	4	0	7	6	6	0	23	82
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	1	1	0	0	0	0	0	0	0	1

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
BUSINESS STUDIES	3	7	9	20	16	24	1	80	9	17	8	10	14	9	67	147
State Schools - Males	0	2	2	6	4	5	1	20	1	7	4	1	7	2	22	42
State Schools - Females	2	4	5	7	7	10	0	35	4	5	3	6	2	2	22	57
Church Schools – Males	1	1	2	5	3	9	0	21	1	4	0	2	2	1	10	31
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	2	0	0	2	0	0	0	0	0	0	0	2
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	1	0	0	0	0	1	2	2
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	1	0	0	1	2	4	4
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	3
Gozo Schools – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Schools – Females	0	0	0	2	0	0	0	2	1	0	0	1	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

CHEMISTRY	70	134	137	97	94	94	9	635	7	19	25	17	50	12	130	765
State Schools - Males	2	6	11	5	7	7	0	38	1	2	2	5	9	0	19	57
State Schools - Females	12	19	20	18	23	28	2	122	1	2	6	5	17	4	35	157
Church Schools – Males	19	31	36	22	16	24	1	149	1	5	1	1	4	0	12	161
Church Schools – Females	21	33	31	29	25	16	0	155	1	5	6	1	8	3	24	179
Independent Schools – Males	10	14	15	10	4	3	0	56	0	0	1	0	1	1	3	59
Independent Schools – Females	1	11	11	5	3	4	0	35	1	1	2	1	2	0	7	42
Post-Secondary Schools – Males	0	0	0	0	1	3	2	6	0	0	0	0	1	0	1	7
Post-Secondary Schools – Females	0	2	0	1	0	1	0	4	1	0	1	0	0	0	2	6
Malta Private Candidates – Males	0	0	0	1	1	1	0	3	0	0	1	1	0	0	2	5
Malta Private Candidates – Females	0	0	0	0	0	3	4	7	0	0	0	1	3	2	6	13
Gozo Schools – Males	2	4	4	3	4	2	0	19	0	2	2	1	2	0	7	26
Gozo Schools – Females	3	14	9	3	10	2	0	41	1	2	3	1	3	2	12	53
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

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
CLASSICAL CULTURE	0	0	0	0	0	0	4	4	0	0	0	0	0	2	2	6
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	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	2	2	0	0	0	0	0	0	0	2
Malta Private Candidates – Females	0	0	0	0	0	0	2	2	0	0	0	0	0	1	1	3
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

COMMERCE	2	1	0	3	0	2	4	12	0	0	0	0	0	1	1	13
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	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	1	1	0	0	0	0	0	0	0	1
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	1	1	0	0	0	0	0	0	0	1
Gozo Schools – Males	2	1	0	3	0	2	1	9	0	0	0	0	0	0	0	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	1	1	0	0	0	0	0	0	0	1

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
COMPUTER STUDIES	47	104	158	124	48	38	7	526	31	41	35	27	51	33	218	744
State Schools - Males	9	18	36	20	11	9	2	105	14	18	13	12	20	14	91	196
State Schools - Females	4	7	19	13	5	1	1	50	4	3	3	2	7	6	25	75
Church Schools – Males	21	32	49	51	16	17	2	188	7	8	11	7	9	1	43	231
Church Schools – Females	6	21	22	14	11	5	1	80	2	3	2	2	3	2	14	94
Independent Schools – Males	4	13	18	11	2	2	0	50	1	2	3	1	2	0	9	59
Independent Schools – Females	3	3	5	5	0	1	0	17	0	0	0	0	0	0	0	17
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	1	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	1	0	0	0	0	1	2	0	0	0	0	3	3	6	8
Malta Private Candidates – Females	0	1	0	0	0	0	0	1	0	0	1	0	0	2	3	4
Gozo Schools – Males	0	6	5	9	2	2	0	24	2	5	0	2	4	3	16	40
Gozo Schools – Females	0	2	4	1	1	1	0	9	1	1	2	1	3	1	9	18
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DESIGN AND TECHNOLOGY	9	19	24	31	21	33	2	139	23	17	17	13	34	13	117	256
State Schools - Males	3	6	9	10	5	16	1	50	9	4	7	5	21	7	53	103
State Schools - Females	2	4	2	1	4	5	1	19	5	2	3	2	6	1	19	38
Church Schools – Males	2	6	9	10	4	5	0	36	1	4	1	1	2	0	9	45
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	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	0	0	0	0	0	0	0	2	2	2
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Schools – Males	1	3	3	9	6	4	0	26	6	4	4	2	3	3	22	48
Gozo Schools – Females	1	0	1	1	2	3	0	8	0	3	2	3	2	0	10	18
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

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ECONOMICS	4	7	30	33	44	65	6	189	3	2	6	14	18	11	54	243
State Schools - Males	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5	5
Church Schools – Males	0	0	7	9	11	24	2	53	1	0	1	4	6	1	13	66
Church Schools – Females	2	2	9	13	23	16	1	66	0	0	3	1	6	2	12	78
Independent Schools – Males	1	4	5	8	1	10	0	29	1	1	1	5	2	0	10	39
Independent Schools – Females	1	1	8	2	6	6	0	24	1	0	1	3	2	1	8	32
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	1	1	2	0	1	0	0	0	1	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	4	0	7	0	0	0	0	1	0	1	8
Gozo Schools – Females	0	0	0	0	2	4	0	6	0	0	0	1	0	0	1	7
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

ENGLISH LANGUAGE	209	541	780	583	436	223	80	2852	149	413	290	187	375	143	1557	4409
State Schools - Males	16	42	94	94	82	36	3	367	41	92	69	47	105	15	369	736
State Schools - Females	36	106	171	139	131	55	3	641	25	97	62	48	101	17	350	991
Church Schools – Males	32	96	184	135	78	35	0	560	14	46	26	22	21	2	131	691
Church Schools – Females	55	142	159	98	70	31	1	556	6	24	14	4	19	0	67	623
Independent Schools – Males	31	51	53	30	6	3	3	177	10	3	5	0	3	1	22	199
Independent Schools – Females	26	48	47	18	8	4	0	151	4	6	1	1	1	0	13	164
Post-Secondary Schools – Males	0	0	0	6	1	6	11	24	5	17	13	5	17	11	68	92
Post-Secondary Schools – Females	0	2	1	4	5	8	8	28	10	22	28	16	22	18	116	144
Malta Private Candidates – Males	0	1	2	2	8	9	17	39	7	26	21	15	31	25	125	164
Malta Private Candidates – Females	0	4	3	13	18	24	31	93	11	39	28	17	35	46	176	269
Gozo Schools – Males	3	19	25	18	22	7	0	94	7	20	11	5	12	4	59	153
Gozo Schools – Females	10	30	41	24	6	5	0	116	6	18	9	5	4	1	43	159
Gozo Private Candidates – Males	0	0	0	1	0	0	1	2	3	3	1	2	2	1	12	14
Gozo Private Candidates – Females	0	0	0	1	1	0	2	4	0	0	2	0	2	2	6	10

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
ENGLISH LITERATURE	141	206	429	436	308	348	27	1895	111	103	90	79	189	107	679	2574
State Schools - Males	5	4	28	58	45	54	5	199	20	26	17	13	45	40	161	360
State Schools - Females	24	51	113	103	77	85	8	461	18	26	20	11	24	42	141	602
Church Schools – Males	15	30	86	90	63	88	1	373	16	20	20	23	41	2	122	495
Church Schools – Females	53	61	116	109	67	56	3	465	20	9	11	12	18	4	74	539
Independent Schools – Males	16	28	34	32	19	7	1	137	22	4	4	4	6	2	42	179
Independent Schools – Females	27	28	38	24	7	3	0	127	7	4	4	1	7	1	24	151
Post-Secondary Schools – Males	0	0	0	0	0	2	0	2	0	2	0	2	1	2	7	9
Post-Secondary Schools – Females	0	0	0	1	1	0	3	5	1	2	2	0	1	2	8	13
Malta Private Candidates – Males	0	0	0	0	0	0	1	1	1	1	0	0	1	5	8	9
Malta Private Candidates – Females	0	1	0	2	3	4	4	14	1	0	0	1	3	2	7	21
Gozo Schools – Males	1	1	3	6	8	22	1	42	2	4	2	1	21	1	31	73
Gozo Schools – Females	0	2	11	11	18	26	0	68	3	5	10	11	21	3	53	121
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	2

ENVIRONMENTAL STUDIES	40	81	175	247	170	143	14	870	32	90	57	44	137	48	408	1278
State Schools - Males	2	3	14	43	31	40	6	139	6	19	10	8	54	19	116	255
State Schools - Females	9	15	53	61	49	49	4	240	9	26	21	16	51	13	136	376
Church Schools – Males	4	14	23	36	33	23	0	133	6	14	8	6	10	4	48	181
Church Schools – Females	14	32	42	49	32	18	0	187	2	11	4	5	7	1	30	217
Independent Schools – Males	3	2	14	18	7	3	0	47	5	5	3	2	3	0	18	65
Independent Schools – Females	6	7	20	19	6	4	0	62	0	4	2	2	1	0	9	71
Post-Secondary Schools – Males	0	0	0	0	0	0	1	1	0	0	0	0	0	2	2	3
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	1	0	0	3	2	6	6
Malta Private Candidates – Females	0	1	0	0	0	2	3	6	0	0	1	1	2	4	8	14
Gozo Schools – Males	1	2	5	7	3	1	0	19	3	4	4	2	4	2	19	38
Gozo Schools – Females	1	5	4	14	9	3	0	36	1	5	4	2	2	1	15	51
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

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
EUROPEAN STUDIES	13	11	31	17	13	7	1	93	7	3	3	4	6	4	27	120
State Schools - Males	0	0	4	2	3	1	0	10	0	0	1	2	1	2	6	16
State Schools - Females	5	9	15	8	9	4	0	50	3	0	1	2	2	1	9	59
Church Schools – Males	2	0	0	1	1	0	0	4	0	0	0	0	0	0	0	4
Church Schools – Females	5	1	5	1	0	1	0	13	0	0	0	0	1	1	2	15
Independent Schools – Males	1	1	5	4	0	1	1	13	1	0	0	0	0	0	1	14
Independent Schools – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	2
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	1	0	0	0	1	1	0	0	0	1	0	2	3
Gozo Schools – Females	0	0	2	0	0	0	0	2	1	2	1	0	0	0	4	6
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FRENCH	102	135	206	125	70	62	9	709	46	84	68	33	49	22	302	1011
State Schools - Males	2	4	10	13	5	6	1	41	4	7	4	5	11	4	35	76
State Schools - Females	23	15	41	20	10	10	0	119	8	20	14	14	9	5	70	189
Church Schools – Males	14	30	34	35	17	15	1	146	5	10	14	6	8	1	44	190
Church Schools – Females	25	46	85	38	28	25	1	248	8	25	24	5	9	1	72	320
Independent Schools – Males	12	12	14	3	4	1	3	49	5	6	1	1	2	1	16	65
Independent Schools – Females	13	15	16	10	3	0	0	57	5	7	2	0	2	0	16	73
Post-Secondary Schools – Males	2	0	0	0	0	1	1	4	0	0	1	0	0	0	1	5
Post-Secondary Schools – Females	1	1	2	0	0	0	2	6	1	0	2	0	0	1	4	10
Malta Private Candidates – Males	2	0	1	1	0	0	0	4	0	0	0	0	1	3	4	8
Malta Private Candidates – Females	1	2	0	0	0	2	0	5	0	2	0	0	2	2	6	11
Gozo Schools – Males	2	3	1	3	3	2	0	14	3	1	1	1	3	3	12	26
Gozo Schools – Females	5	7	2	1	0	0	0	15	7	6	5	1	2	1	22	37
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	1	0	0	0	1	0	0	0	0	0	0	0	1

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
GEOGRAPHY	15	9	28	17	12	9	15	105	7	2	4	3	16	46	78	183
State Schools - Males	0	3	5	3	2	6	5	24	0	1	1	1	9	23	35	59
State Schools - Females	2	2	5	5	4	0	6	24	1	0	0	1	4	16	22	46
Church Schools – Males	2	0	7	2	1	0	2	14	3	1	2	1	1	2	10	24
Church Schools – Females	2	1	1	1	2	1	0	8	0	0	1	0	0	0	1	9
Independent Schools – Males	5	2	5	4	1	0	0	17	3	0	0	0	0	0	3	20
Independent Schools – Females	4	1	1	1	0	0	0	7	0	0	0	0	0	0	0	7
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	1	1	2	0	0	0	0	0	2	2	4
Malta Private Candidates – Females	0	0	1	0	0	0	1	2	0	0	0	0	0	2	2	4
Gozo Schools – Males	0	0	1	1	2	1	0	5	0	0	0	0	2	1	3	8
Gozo Schools – Females	0	0	2	0	0	0	0	2	0	0	0	0	0	0	0	2
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

GERMAN	23	82	99	64	43	28	11	350	28	29	21	23	22	7	130	480
State Schools - Males	1	10	21	11	4	3	0	50	5	4	6	8	5	2	30	80
State Schools - Females	4	16	14	12	7	6	0	59	16	15	7	5	5	2	50	109
Church Schools – Males	3	12	20	19	19	10	2	85	1	3	5	9	10	0	28	113
Church Schools – Females	9	20	32	19	10	9	0	99	1	4	2	1	0	1	9	108
Independent Schools – Males	0	6	3	0	0	0	1	10	4	0	0	0	0	0	4	14
Independent Schools – Females	3	2	0	1	0	0	0	6	0	2	0	0	0	0	2	8
Post-Secondary Schools – Males	0	1	1	0	0	0	0	2	0	1	0	0	0	1	2	4
Post-Secondary Schools – Females	1	0	0	0	0	0	5	6	1	0	0	0	0	0	1	7
Malta Private Candidates – Males	0	5	0	0	1	0	1	7	0	0	0	0	0	1	1	8
Malta Private Candidates – Females	0	1	0	0	0	0	2	3	0	0	0	0	1	0	1	4
Gozo Schools – Males	2	6	4	1	2	0	0	15	0	0	1	0	1	0	2	17
Gozo Schools – Females	0	3	4	1	0	0	0	8	0	0	0	0	0	0	0	8
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
GRAPHICAL COMMUNICATION	26	57	59	67	55	41	7	312	8	23	15	11	22	19	98	410
State Schools - Males	7	7	7	8	7	9	2	47	2	5	3	2	5	3	20	67
State Schools - Females	3	6	4	7	5	6	1	32	0	2	0	1	3	5	11	43
Church Schools – Males	7	20	30	36	24	16	2	135	3	6	10	5	10	3	37	172
Church Schools – Females	1	2	4	1	3	1	0	12	0	0	0	1	0	0	1	13
Independent Schools – Males	3	11	6	2	7	3	0	32	0	1	0	1	2	0	4	36
Independent Schools – Females	2	5	4	7	4	3	1	26	0	4	0	0	0	1	5	31
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates – Males	0	1	0	0	0	0	0	1	0	2	0	0	0	2	4	5
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	2	2	3	4	4	3	1	19	1	0	2	0	1	2	6	25
Gozo Schools – Females	1	3	1	2	1	0	0	8	2	3	0	1	1	2	9	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

HISTORY	10	21	19	28	20	20	7	125	7	4	6	9	30	38	94	219
State Schools - Males	0	4	1	3	4	5	2	19	1	1	3	4	17	14	40	59
State Schools - Females	1	2	3	3	5	1	2	17	0	0	0	2	10	13	25	42
Church Schools – Males	4	3	7	10	6	6	1	37	2	0	1	0	2	1	6	43
Church Schools – Females	0	1	1	0	0	1	0	3	0	1	0	1	0	0	2	5
Independent Schools – Males	3	6	5	8	0	2	0	24	2	0	1	1	0	0	4	28
Independent Schools – Females	2	3	2	2	2	4	0	15	1	1	0	0	0	0	2	17
Post-Secondary Schools – Males	0	0	0	0	0	0	1	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	2	2	2
Malta Private Candidates – Males	0	0	0	1	0	1	0	2	0	0	0	0	0	2	2	4
Malta Private Candidates – Females	0	0	0	0	1	0	0	1	0	0	0	0	0	5	5	6
Gozo Schools – Males	0	2	0	1	2	0	1	6	1	0	1	0	1	1	4	10
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	1	0	1	0	0	2	2
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
HOME ECONOMICS	24	90	101	55	27	38	1	336	33	45	52	37	36	10	213	549
State Schools - Males	0	7	7	6	3	5	0	28	5	8	9	8	10	2	42	70
State Schools - Females	8	29	37	30	16	22	0	142	17	23	29	20	14	2	105	247
Church Schools – Males	1	2	8	5	4	2	0	22	0	2	3	1	3	1	10	32
Church Schools – Females	11	35	30	6	3	2	0	87	3	8	6	3	4	0	24	111
Independent Schools – Males	0	2	2	5	0	0	0	9	2	1	1	0	0	0	4	13
Independent Schools – Females	4	11	7	2	1	1	0	26	1	0	0	0	0	1	2	28
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	2	1	3	3
Malta Private Candidates – Females	0	0	0	0	0	3	1	4	0	0	0	1	1	3	5	9
Gozo Schools – Males	0	1	4	0	0	2	0	7	1	3	3	3	2	0	12	19
Gozo Schools – Females	0	3	6	1	0	1	0	11	4	0	1	1	0	0	6	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

ITALIAN	97	157	249	126	95	116	14	854	173	150	156	140	193	64	876	1730
State Schools - Males	6	17	32	22	16	26	2	121	29	26	24	26	54	11	170	291
State Schools - Females	27	33	48	31	17	23	1	180	41	40	46	49	61	15	252	432
Church Schools – Males	4	15	44	18	23	27	0	131	25	26	28	27	43	3	152	283
Church Schools – Females	14	44	70	36	27	29	3	223	31	23	32	20	21	2	129	352
Independent Schools – Males	13	14	17	3	7	5	0	59	6	3	2	2	5	3	21	80
Independent Schools – Females	16	8	16	5	0	1	0	46	4	4	3	2	2	1	16	62
Post-Secondary Schools – Males	0	1	0	0	0	0	0	1	0	0	0	2	0	0	2	3
Post-Secondary Schools – Females	0	2	1	0	1	0	1	5	2	2	1	0	0	3	8	13
Malta Private Candidates – Males	2	2	0	0	2	1	1	8	2	0	0	1	1	8	12	20
Malta Private Candidates – Females	2	7	4	1	0	3	6	23	5	2	1	2	1	13	24	47
Gozo Schools – Males	2	7	7	5	2	1	0	24	12	11	4	3	4	3	37	61
Gozo Schools – Females	9	6	10	5	0	0	0	30	16	13	15	5	1	1	51	81
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	2	1	0	0	0	0	0	3	0	0	0	1	0	1	2	5

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
LATIN	1	0	0	0	0	0	1	2	0	0	0	0	0	1	1	3
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	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	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1

MALTESE	117	445	545	612	368	188	29	2304	170	157	293	173	612	176	1581	3885
State Schools - Males	4	38	57	82	62	42	2	287	17	29	55	45	209	30	385	672
State Schools - Females	36	118	114	141	89	41	2	541	38	35	80	41	154	39	387	928
Church Schools – Males	23	85	111	143	109	60	0	531	16	13	41	13	69	4	156	687
Church Schools – Females	42	120	150	126	57	14	0	509	14	25	26	15	30	2	112	621
Independent Schools – Males	3	20	34	28	14	4	0	103	4	13	13	7	12	1	50	153
Independent Schools – Females	3	24	22	27	11	3	0	90	10	6	9	5	5	2	37	127
Post-Secondary Schools – Males	0	0	0	0	2	3	1	6	11	6	13	7	23	14	74	80
Post-Secondary Schools – Females	0	0	0	0	0	0	5	5	13	3	10	4	18	13	61	66
Malta Private Candidates – Males	0	0	1	4	2	7	6	20	9	5	14	12	40	24	104	124
Malta Private Candidates – Females	1	2	2	6	3	4	12	30	12	7	8	7	19	36	89	119
Gozo Schools – Males	2	9	21	26	15	8	0	81	6	3	13	10	25	7	64	145
Gozo Schools – Females	3	29	33	29	4	2	0	100	18	12	10	6	6	1	53	153
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	1	1	2	1	5	5
Gozo Private Candidates – Females	0	0	0	0	0	0	1	1	2	0	0	0	0	2	4	5

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
MATHEMATICS	326	358	532	414	137	120	29	1916	272	385	421	353	663	345	2439	4355
State Schools - Males	26	32	56	74	19	25	2	234	39	63	73	79	189	41	484	718
State Schools - Females	44	50	87	106	48	45	4	384	35	74	93	90	225	62	579	963
Church Schools – Males	87	115	131	74	18	9	0	434	59	67	42	30	53	4	255	689
Church Schools – Females	77	81	122	72	27	12	0	391	39	50	47	43	41	8	228	619
Independent Schools – Males	39	24	50	27	9	4	2	155	12	13	9	4	5	1	44	199
Independent Schools – Females	23	23	38	20	5	1	1	111	18	15	9	8	6	0	56	167
Post-Secondary Schools – Males	0	0	0	1	1	3	2	7	7	9	21	10	15	23	85	92
Post-Secondary Schools – Females	0	0	0	2	2	2	4	10	8	23	38	20	25	36	150	160
Malta Private Candidates – Males	1	0	0	1	0	8	6	16	6	11	15	12	24	56	124	140
Malta Private Candidates – Females	0	2	2	4	0	8	7	23	12	23	41	28	38	99	241	264
Gozo Schools – Males	11	19	18	16	4	2	0	70	8	16	14	19	20	5	82	152
Gozo Schools – Females	18	12	28	17	4	1	0	80	27	15	15	8	18	2	85	165
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	1	1	0	0	4	1	7	7
Gozo Private Candidates – Females	0	0	0	0	0	0	1	1	1	5	4	2	0	7	19	20

MUSIC	3	6	2	2	0	1	3	17	0	0	0	0	3	3	6	23
State Schools - Males	0	0	1	0	0	0	0	1	0	0	0	0	3	0	3	4
State Schools - Females	0	4	1	1	0	1	2	9	0	0	0	0	0	3	3	12
Church Schools – Males	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Church Schools – Females	2	2	0	1	0	0	0	5	0	0	0	0	0	0	0	5
Independent Schools – Males	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	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

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
PHYSICAL EDUCATION	40	49	97	82	15	75	6	364	29	18	45	13	23	19	147	511
State Schools - Males	3	7	18	18	5	27	1	79	8	2	24	6	11	11	62	141
State Schools - Females	10	10	9	11	3	21	2	66	4	4	8	3	4	3	26	92
Church Schools – Males	6	13	23	17	3	15	1	78	4	4	7	0	4	1	20	98
Church Schools – Females	11	6	26	18	3	7	0	71	2	1	1	1	0	0	5	76
Independent Schools – Males	6	6	13	6	1	2	0	34	4	1	0	1	0	2	8	42
Independent Schools – Females	4	6	7	8	0	3	0	28	2	1	1	0	0	0	4	32
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Post-Secondary Schools – Females	0	0	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	2	1	0	1	1	5	7
Malta Private Candidates – Females	0	0	0	0	0	0	1	1	1	0	0	0	2	0	3	4
Gozo Schools – Males	0	0	1	3	0	0	0	4	3	2	2	2	1	0	10	14
Gozo Schools – Females	0	0	0	1	0	0	0	1	1	1	1	0	0	0	3	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

PHYSICS	188	280	412	541	339	185	11	1956	111	167	224	144	551	70	1267	3223
State Schools - Males	8	27	43	89	73	46	2	288	20	29	61	45	187	21	363	651
State Schools - Females	24	50	82	121	112	66	1	456	20	50	70	59	204	25	428	884
Church Schools – Males	55	73	117	137	73	35	0	490	26	28	30	14	51	3	152	642
Church Schools – Females	43	53	78	82	30	14	1	301	12	8	13	6	18	2	59	360
Independent Schools – Males	27	24	33	37	14	4	1	140	5	6	6	7	6	1	31	171
Independent Schools – Females	14	20	23	17	5	1	0	80	4	4	2	2	0	0	12	92
Post-Secondary Schools – Males	0	0	0	1	1	2	1	5	7	8	8	1	7	1	32	37
Post-Secondary Schools – Females	0	0	0	1	1	4	0	6	1	3	0	0	11	3	18	24
Malta Private Candidates – Males	0	0	0	1	1	7	4	13	1	3	12	2	21	8	47	60
Malta Private Candidates – Females	0	0	1	1	3	1	0	6	1	5	7	1	14	4	32	38
Gozo Schools – Males	8	16	14	26	16	2	0	82	4	8	6	5	19	2	44	126
Gozo Schools – Females	9	17	21	28	10	3	0	88	10	15	9	2	12	0	48	136
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
RELIGIOUS KNOWLEDGE	68	286	603	376	333	368	45	2079	149	203	180	134	207	171	1044	3123
State Schools - Males	3	11	52	47	56	71	12	252	17	30	48	33	82	37	247	499
State Schools - Females	16	52	125	77	96	101	10	477	29	49	51	42	51	56	278	755
Church Schools – Males	16	66	122	82	80	96	1	463	20	49	36	24	35	13	177	640
Church Schools – Females	23	105	164	106	45	58	5	506	24	27	17	7	13	9	97	603
Independent Schools – Males	2	15	49	24	19	8	1	118	7	13	8	6	4	2	40	158
Independent Schools – Females	6	19	44	21	14	3	0	107	4	7	0	4	2	3	20	127
Post-Secondary Schools – Males	0	0	0	0	0	1	1	2	0	0	1	0	0	2	3	5
Post-Secondary Schools – Females	0	0	0	0	0	3	1	4	1	2	0	0	3	4	10	14
Malta Private Candidates – Males	0	0	0	0	1	2	4	7	2	3	3	1	1	14	24	31
Malta Private Candidates – Females	0	0	2	0	0	2	7	11	3	3	3	1	1	21	32	43
Gozo Schools – Males	1	9	16	11	14	17	1	69	10	7	5	9	11	5	47	116
Gozo Schools – Females	1	9	29	8	8	6	2	63	31	13	8	7	3	4	66	129
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	2

RUSSIAN	15	7	4	1	1	0	2	30	5	2	2	0	2	1	12	42
State Schools - Males	0	1	0	0	0	0	0	1	1	0	1	0	1	1	4	5
State Schools - Females	1	3	0	0	1	0	0	5	2	1	0	0	0	0	3	8
Church Schools – Males	1	1	0	0	0	0	1	3	0	0	0	0	0	0	0	3
Church Schools – Females	1	0	2	0	0	0	0	3	0	0	0	0	0	0	0	3
Independent Schools – Males	5	0	1	0	0	0	0	6	1	1	0	0	1	0	3	9
Independent Schools – Females	3	1	1	0	0	0	0	5	1	0	0	0	0	0	1	6
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	2	1	0	0	0	0	1	4	0	0	1	0	0	0	1	5
Malta Private Candidates – Females	2	0	0	1	0	0	0	3	0	0	0	0	0	0	0	3
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
SOCIAL STUDIES	16	31	90	103	81	81	20	422	51	40	59	38	56	90	334	756
State Schools – Males	0	1	4	4	5	10	3	27	6	5	5	12	9	29	66	93
State Schools – Females	4	9	19	15	16	19	6	88	14	12	25	16	15	25	107	195
Church Schools – Males	1	9	18	24	13	19	2	86	9	8	11	5	12	6	51	137
Church Schools – Females	11	12	46	54	44	29	5	201	15	12	14	5	9	5	60	261
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Independent Schools – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Post-Secondary Schools – Females	0	0	0	0	0	0	1	1	1	0	0	0	0	4	5	6
Malta Private Candidates – Males	0	0	0	0	1	1	2	4	2	1	1	0	1	8	13	17
Malta Private Candidates – Females	0	0	1	1	0	2	1	5	2	1	3	0	4	10	20	25
Gozo Schools – Males	0	0	1	3	1	0	0	5	1	0	0	0	2	1	4	9
Gozo Schools – Females	0	0	1	2	1	1	0	5	0	0	0	0	4	1	5	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

SPANISH	34	39	49	41	36	24	16	239	24	22	17	12	29	17	121	360
State Schools – Males	1	2	5	6	6	6	1	27	5	3	3	3	14	5	33	60
State Schools – Females	6	9	16	18	18	11	0	78	6	7	10	6	7	7	43	121
Church Schools – Males	2	3	3	2	3	2	0	15	0	2	0	0	3	0	5	20
Church Schools – Females	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Males	2	3	2	5	2	1	0	15	0	4	0	1	1	0	6	21
Independent Schools – Females	2	5	1	2	1	1	0	12	1	0	0	0	1	0	2	14
Post-Secondary Schools – Males	4	2	1	0	0	2	1	10	0	0	1	0	0	1	2	12
Post-Secondary Schools – Females	10	4	3	0	0	0	3	20	2	0	0	0	0	0	2	22
Malta Private Candidates – Males	1	1	3	1	0	0	3	9	0	0	0	0	0	1	1	10
Malta Private Candidates – Females	4	4	5	2	0	0	8	23	4	0	1	0	1	2	8	31
Gozo Schools – Males	0	2	7	5	1	1	0	16	2	5	1	0	1	0	9	25
Gozo Schools – Females	1	3	3	0	5	0	0	12	4	1	1	2	1	1	10	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	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	Paper IIA								Paper IIB							Total
	1	2	3	4	5	U	Absent	Register	4	5	6	7	U	Absent	Register	
TEXTILES AND DESIGN	1	2	3	3	2	14	1	26	3	2	5	5	8	3	26	52
State Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
State Schools – Females	1	1	3	3	0	12	0	20	3	2	5	5	6	2	23	43
Church Schools – Males	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Church Schools – Females	0	0	0	0	2	0	0	2	0	0	0	0	0	1	1	3
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	1	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	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Females	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	2
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ETHICS	8	17	23	11	9	18	11	97	7	7	11	4	10	17	56	153
State Schools – Males	0	3	10	6	6	4	2	31	4	0	5	2	9	6	26	57
State Schools – Females	8	13	13	5	3	12	3	57	3	7	6	2	1	4	23	80
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	1	3	4	0	0	0	0	0	0	0	4
Independent Schools – Females	0	1	0	0	0	0	1	2	0	0	0	0	0	0	0	2
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Malta Private Candidates – Males	0	0	0	0	0	1	1	2	0	0	0	0	0	1	1	3
Malta Private Candidates – Females	0	0	0	0	0	0	1	1	0	0	0	0	0	4	4	5
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	2	3	4	5	6	7	U	Absent	Register
AGRIBUSINESS	3	4	4	4	2	0	0	8	0	25
State Schools – Males	0	0	1	1	1	0	0	5	0	8
State Schools – Females	2	2	2	1	1	0	0	2	0	10
Church Schools – Males	0	1	1	1	0	0	0	0	0	3
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	1	1	0	1	0	0	0	1	0	4
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

	18	25	29	14	3	8	1	28	0	126
ENGINEERING TECHNOLOGY	18	25	29	14	3	8	1	28	0	126
State Schools – Males	6	12	14	6	3	6	1	22	0	70
State Schools – Females	1	2	4	0	0	0	0	1	0	8
Church Schools – Males	10	9	7	4	0	0	0	2	0	32
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	1	0	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	1	2	3	4	0	2	0	2	0	14
Gozo Schools – Females	0	0	1	0	0	0	0	0	0	1
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

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	1	2	3	4	5	6	7	U	Absent	Register
HEALTH AND SOCIAL CARE	26	27	47	39	23	23	4	32	0	221
State Schools – Males	0	0	0	1	1	1	2	4	0	9
State Schools – Females	8	6	22	16	15	15	2	23	0	107
Church Schools – Males	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	16	18	20	19	6	7	0	4	0	90
Independent Schools – Males	0	1	0	0	0	0	0	0	0	1
Independent Schools – Females	1	0	0	0	0	0	0	0	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	1	0	0	0	1	0	2
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	1	2	5	2	1	0	0	0	0	11
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
HOSPITALITY	33	76	50	30	21	15	1	38	0	264
State Schools – Males	1	6	12	4	4	4	1	10	0	42
State Schools – Females	8	22	11	7	5	3	0	9	0	65
Church Schools – Males	4	11	8	8	6	2	0	12	0	51
Church Schools – Females	8	17	11	8	4	2	0	1	0	51
Independent Schools – Males	0	2	1	1	0	0	0	3	0	7
Independent Schools – Females	4	4	1	0	0	0	0	0	0	9
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	1	0	0	0	1
Gozo Schools – Males	1	8	4	1	2	3	0	1	0	20
Gozo Schools – Females	7	6	2	1	0	0	0	2	0	18
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

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	1	2	3	4	5	6	7	U	Absent	Register
INFORMATION TECHNOLOGY	26	47	51	53	28	17	0	37	0	259
State Schools – Males	13	14	23	26	11	12	0	16	0	115
State Schools – Females	2	7	5	5	3	1	0	7	0	30
Church Schools – Males	5	15	16	17	7	4	0	12	0	76
Church Schools – Females	0	0	0	2	3	0	0	0	0	5
Independent Schools – Males	4	8	6	3	0	0	0	2	0	23
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	2	2	1	0	4	0	0	0	0	9
Gozo Schools – Females	0	1	0	0	0	0	0	0	0	1
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

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The figure that follows shows the percentage of candidates obtaining Grades 1, 2, and 3 from the different educational sectors. As in previous years, independent schools have the highest percentage of candidates with Grades 1, 2, and 3 in most subjects with the notable exception of Maltese. State school candidates, on the other hand, are, on average, outperformed by candidates from both church schools and independent schools. The percentage of candidates from Gozo obtaining Grades 1, 2, and 3 in English Literature is much lower than the percentage shown for the other subjects.

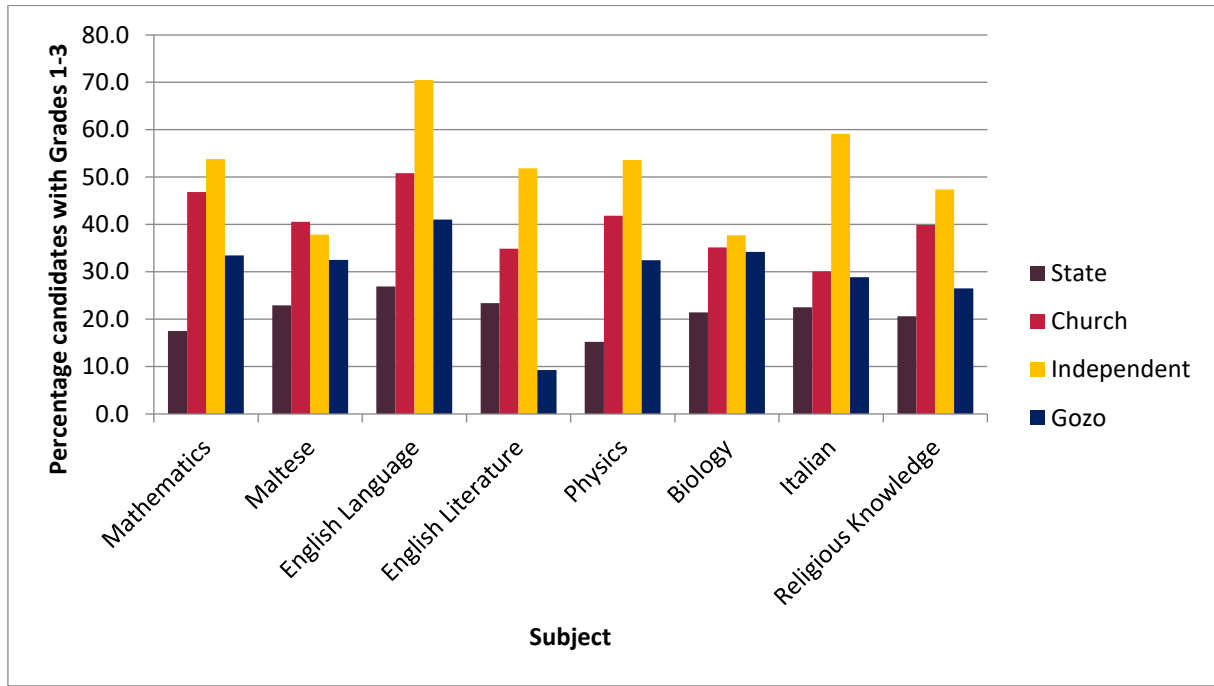


Figure 3.iii: Percentage candidates with Grades 1-3 for the larger SEC subjects, by sector

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

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Table 3.4: Number of Passes of the 2003 Cohort

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
14	2	0	2	0.05	1	0	1	0.03
13	0	0	0	0.05	1	0	1	0.05
12	8	16	24	0.7	7	15	22	0.7
11	67	122	189	5.9	58	107	165	5.1
10	242	408	650	23.6	207	364	571	20.7
9	288	329	617	40.4	243	261	504	34.4
8	199	214	413	51.6	160	169	329	43.4
7	175	154	329	60.6	145	135	280	51.0
6	134	128	262	67.7	104	108	212	56.8
5	125	102	227	73.9	94	94	188	61.9
4	95	112	207	79.5	101	108	209	67.6
3	104	82	186	84.6	104	106	210	73.3
2	82	73	155	88.8	122	131	253	80.2
1	106	77	183	93.8	153	132	285	88.0
0	128	99	227	100.0	255	186	441	100.0

Table 3.4 shows that both for passes with Grades 1 to 7 and Grades 1 to 5, passes in ten subjects were the most common category. Overall, 40.4% of the 2003 cohort who sat for SEC 2019 Main session examinations gained passes in nine or more subjects when passes are taken to include Grades 1 to 7. Moreover, 34.4% of the same cohort gained Grades 1-5 in nine subjects or more. On the other hand, 20.5% of 2003 candidates obtained three or less passes (Grades 1 to 7). Also worth noting is that 73.9% the 2003 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 2019 SEC Main session examinations obtained no other qualification at this level, 69.5% of the children born 16 years ago in Malta obtained passes in at least five subjects (Grades 1-7). This is equal to 63.2% of the 16-year-olds living in Malta⁵.

Table 3.5 is an analysis of the data in table 3.4 by school sector. This table shows that while 53.0% and 59.8% of church and independent school students obtain passes in 9 subjects or more at Grades 1-7, only 26.5% of state school students manage the same. While approximately 90% of candidates from church and independent schools obtain passes in at least 4 subjects at Grades 1-7, 67.7% of state school students stand at this benchmark.

Table 3.5: Percentage Passes of the 2003 Cohort, by sector

⁵ Two values are quoted for reasons stated earlier. One assumes the population of 16-year-olds to be the number of live births 16 years ago while the other looks at population statistics. Both values are published by NSO.

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Number of Passes	Grades 1 – 7				Grades 1 – 5			
	State	Church	Independent	Gozo Schools	State	Church	Independent	Gozo Schools
14	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.3
13	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.6
12	0.1	1.3	0.5	1.8	0.1	1.2	0.5	1.5
11	2.5	10.2	5.4	4.9	2.2	8.9	5.1	4.6
10	13.2	33.8	37.2	14.6	11.3	29.4	34.5	13.1
9	26.5	52.9	59.8	29.5	21.4	46.5	54.2	21.6
8	36.2	63.8	72.0	48.6	27.8	56.2	64.2	38.6
7	44.7	72.7	82.2	60.5	34.4	64.3	73.3	48.0
6	51.9	79.4	89.8	69.9	39.5	70.3	79.5	56.2
5	59.4	85.1	91.4	76.3	44.0	76.0	85.2	63.5
4	67.7	88.9	93.0	83.0	51.1	81.1	88.7	69.0
3	74.5	92.6	95.1	87.5	58.1	85.4	91.4	75.4
2	80.9	95.6	96.2	90.6	67.6	90.4	94.3	82.4
1	89.3	97.9	97.8	95.1	79.9	94.6	97.8	90.0
0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.6 and Table 3.7 present information on particular components of the 2019 SEC Main session examinations. Table 3.6 presents the marks obtained in the oral component in the language subjects while Table 3.7 presents the marks obtained in the coursework component of the subjects with a coursework component referred to in Section 1.6.

With reference to Table 3.6, 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, 65.5% of candidates scored 10 marks or more out of 15. In Italian, 37.3% of all candidates scored 10 marks or more out of 15, while in French and English Language the percentage of candidates who scored at least 13 marks out of 20 were 52.6% and 67.2% respectively. Overall, these percentages are similar to those quoted last year except in Maltese, where the quoted percentage is more than 10% smaller than that quoted in 2018. The number of candidates who were absent for the oral components was significant in all subjects.

Table 3.7 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

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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. Of these, candidates perform best in Physics where 16.9% were awarded full marks in their coursework. The percentages were somewhat lower for the other subjects whose school based assessment amounts to 15% of the global mark. In Art, around half of the candidates were awarded 15 marks or more out of a maximum of 20 marks. While the value for Geography was similar to that for Art in 2018, this year only 36.1% of Geography students obtained at least 15 marks.

In the case of Home Economics, more than half the candidates scored 22 marks or higher out of a maximum of 30 marks. In Computing, more than half of the candidates scored 25 or more out of a maximum of 30 marks. These observations are similar to those made in last year's report. Candidates did well in the coursework component of vocational subjects. In Engineering Technology, for instance, 54.0% of candidates obtained a mark higher than 51/60.

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 particularly high in Geography where 47.0% of candidates did not present their coursework. In vocational subjects, for a candidate to be considered to not have handed in coursework, the candidate must submit none of the two coursework assignments assigned yearly. Of the 895 registrations for vocational candidates, 136 (15.2%) obtained less than 30/60 in their coursework.

Notes for Tables 3.6, 3.7, and 3.8

- * 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
-

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Table 3.6: 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	21	29.6														
34	1	31.0														
33	3	35.2														
32	5	42.3														
31	2	45.1														
30	2	47.9	40	8.3												
29	6	56.3	42	17.1												
28	1	57.7	42	25.8												
27	1	59.2	30	32.1												
26	2	62.0	32	38.8												
25	2	64.8	27	44.4	25	59.5										
24	1	66.2	25	49.6	6	73.8										
23	3	70.4	23	54.4	2	78.6										
22	0	70.4	21	58.8	2	83.3										
21	1	71.8	20	62.9	1	85.7										
20	3	76.1	24	67.9	0	85.7	120	2.7	22	2.2						
19	0	76.1	11	70.2	0	85.7	190	7.0	12	3.4						
18	1	77.5	20	74.4	0	85.7	347	14.9	65	9.8						
17	0	77.5	11	76.7	0	85.7	412	24.2	62	15.9						
16	0	77.5	15	79.8	0	85.7	492	35.4	81	23.9						
15	1	78.9	18	83.5	0	85.7	516	47.1	83	32.1	0	0.0	122	3.1	38	10.6
14	0	78.9	10	85.6	0	85.7	472	57.8	100	42.0	141	8.2	359	12.4	35	20.3
13	0	78.9	9	87.5	0	85.7	416	67.2	107	52.6	110	14.5	466	24.4	44	32.5
12	0	78.9	7	89.0	0	85.7	337	74.9	88	61.3	112	21.0	550	38.5	28	40.3
11	0	78.9	4	89.8	0	85.7	305	81.8	76	68.8	135	28.8	544	52.5	27	47.8
10	0	78.9	3	90.4	0	85.7	204	86.4	83	77.1	147	37.3	502	65.5	31	56.4
9	0	78.9	4	91.3	0	85.7	116	89.1	45	81.5	151	46.0	369	75.0	23	62.8
8	0	78.9	3	91.9	0	85.7	63	90.5	41	85.6	173	56.0	299	82.7	24	69.4
7	0	78.9	1	92.1	0	85.7	36	91.3	30	88.5	168	65.7	172	87.1	16	73.9
6	0	78.9	1	92.3	0	85.7	23	91.8	20	90.5	128	73.1	108	89.9	15	78.1
5	0	78.9	2	92.7	0	85.7	13	92.1	21	92.6	120	80.1	65	91.5	17	82.8
4	1	80.3	0	92.7	0	85.7	9	92.3	14	94.0	109	86.4	28	92.3	2	83.3
3	0	80.3	1	92.9	0	85.7	5	92.4	5	94.5	69	90.3	11	92.5	4	84.4
2	0	80.3	3	93.5	0	85.7	4	92.5	5	95.0	36	92.4	7	92.7	4	85.6
1	0	80.3	0	93.5	0	85.7	0	92.5	1	95.1	7	92.8	1	92.7	2	86.1
0	1	81.7	2	94.0	0	85.7	0	92.5	1	95.2	2	92.9	2	92.8	0	86.1
PR ^a	0	81.7	0	94.0	0	85.7	1	92.6	0	95.2	0	92.9	1	92.8	1	86.4
Present	58	81.7	451	94.0	36	85.7	4080	92.5	962	95.2	1608	92.9	3605	92.8	310	86.1
Absent	13	18.3	29	6.0	6	14.3	328	7.4	49	4.8	122	7.1	279	7.2	49	13.6
Register	71	100	480	100	42	100	4409	100	1011	100	1730	100	3885	100	360	100

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Table 3.7: Results of the Coursework Component in Subjects where this makes up no more than 30% of the Assessment mark

Mark ^b	Computing		Home Economics		Art		Geography		Biology		Business Studies		Chemistry		Environmental Studies		European Studies		Physical Education		Physics	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
30	95	12.8	4	0.7																		
29	49	19.4	22	4.7																		
28	78	29.8	31	10.4																		
27	71	39.4	48	19.1																		
26	68	48.5	39	26.2																		
25	46	54.7	54	36.1																		
24	40	60.1	37	42.8																		
23	28	63.8	30	48.3																		
22	40	69.2	30	53.7																		
21	25	72.6	29	59.0																		
20	24	75.8	29	64.3	45	7.6	4	2.2														
19	12	77.4	24	68.7	39	14.1	9	7.1														
18	12	79.0	24	73.0	63	24.7	13	14.2														
17	16	81.2	22	77.0	64	35.5	15	22.4														
16	16	83.3	21	80.9	46	43.3	15	30.6														
15	13	85.1	17	84.0	47	51.2	10	36.1	215	15.2	13	8.8	92	12.0	152	11.9	9	7.5	57	11.2	544	16.9
14	9	86.3	9	85.6	42	58.2	6	39.3	368	41.3	24	25.2	263	46.4	167	25.0	23	26.7	55	21.9	1204	54.2
13	3	86.7	10	87.4	42	65.3	4	41.5	255	59.3	11	32.7	153	66.4	138	35.8	25	47.5	58	33.3	524	70.5
12	8	87.8	8	88.9	38	71.7	4	43.7	136	68.9	7	37.4	68	75.3	132	46.1	15	60.0	47	42.5	261	78.6
11	5	88.4	7	90.2	29	76.6	7	47.5	87	75.1	3	39.5	43	80.9	105	54.3	15	72.5	47	51.7	130	82.6
10	2	88.7	10	92.0	32	82.0	4	49.7	64	79.6	8	44.9	31	85.0	90	61.3	12	82.5	30	57.5	92	85.5
9	2	89.0	5	92.9	13	84.2	2	50.8	45	82.8	8	50.3	21	87.7	77	67.4	8	89.2	29	63.2	63	87.4
8	1	89.1	5	93.8	19	87.4	1	51.4	33	85.1	5	53.7	15	89.7	49	71.2	2	90.8	24	67.9	52	89.0
7	2	89.4	4	94.5	11	89.2	1	51.9	27	87.0	5	57.1	12	91.2	44	74.6	1	91.7	18	71.4	40	90.3
6	1	89.5	3	95.1	8	90.6	1	52.5	24	88.7	4	59.9	4	91.8	35	77.4	0	91.7	11	73.6	26	91.1
5	2	89.8	8	96.5	6	91.6	0	52.5	16	89.9	9	66.0	4	92.3	25	79.3	1	92.5	16	76.7	25	91.9
4	3	90.2	1	96.7	1	91.8	0	52.5	13	90.8	2	67.3	4	92.8	13	80.4	0	92.5	11	78.9	19	92.5
3	0	90.2	2	97.1	4	92.4	0	52.5	11	91.6	5	70.7	5	93.5	12	81.3	0	92.5	3	79.5	13	92.9
2	0	90.2	1	97.3	1	92.6	1	53.0	11	92.4	3	72.8	0	93.5	14	82.4	0	92.5	6	80.6	13	93.3
1	0	90.2	2	97.6	0	92.6	0	53.0	7	92.9	4	75.5	2	93.7	3	82.6	0	92.5	2	81.0	4	93.4
0	5	90.9	0	97.6	0	92.6	0	53.0	1	92.9	0	75.5	0	93.7	0	82.6	0	92.5	3	81.6	1	93.4
PR ^b	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	1	0.2	1	0.0
NP ^c	68	9.1	13	2.4	44	7.4	86	47.0	100	7.1	36	24.5	48	6.3	222	17.4	9	7.5	93	18.2	211	6.5
Total	744	100	549	100	594	100	183	100	1413	100	147	100	765	100	1278	100	120	100	511	100	3223	100

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Table 3.8: Results of the Coursework Component in Subjects where this makes up more than 30% of the Assessment mark

Mark ^b	Agribusiness		Health and Social Care		Engineering Technology		Hospitality		Information Technology		Ethics		Design and Technology		Textiles and Design	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
56-60	6	24.0	43	19.5	41	32.5	57	21.6	60	23.2	0	0.0				
51-55	3	36.0	49	41.6	27	54.0	70	48.1	69	49.8	9	5.9				
46-50	4	52.0	46	62.4	12	63.5	47	65.9	50	69.1	17	17.0	5	2.0		
41-45	4	68.0	23	72.9	9	70.6	31	77.7	30	80.7	28	35.3	34	15.2		
36-40	0	68.0	16	80.1	6	75.4	13	82.6	12	85.3	16	45.8	48	34.0	3	5.8
31-35	0	68.0	11	85.1	5	79.4	7	85.2	8	88.4	19	58.2	38	48.8	9	23.1
26-30	1	72.0	9	89.1	5	83.3	8	88.3	5	90.3	13	66.7	38	63.7	15	51.9
21-25	0	72.0	5	91.4	4	86.5	10	92.0	3	91.5	2	68.0	20	71.5	7	65.4
16-20	3	84.0	3	92.8	5	90.5	4	93.6	7	94.2	3	69.9	16	77.7	7	78.8
11-15	0	84.0	6	95.5	6	95.2	5	95.5	9	97.7	6	73.9	12	82.4	5	88.5
6-10	0	84.0	6	98.2	2	96.8	4	97.0	5	99.6	6	77.8	8	85.5	0	88.5
1-5	0	84.0	0	98.2	2	98.4	4	98.5	1	100.0	1	78.4	2	86.3	1	90.4
0	4	100.0	4	100.0	2	100.0	4	100.0	0	100.0	0	78.4	6	88.7	0	90.4
PR ^b	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0.0	0	0.0
NP ^c	0	0.0	0	0.0	0	0.0	0	0.0	0	0	33	21.6	29	11.3	5	9.6
Total	25	100	221	100	126	100	264	100	259	100	153	100	256	100	52	100

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Table 3.9 presents information on the outcome of the requests for revision of papers. Data for subjects for which requests were made is shown. Requests were made in 24 subjects and upgrades were awarded in 10 of these. Table 3.8 shows that out of the 763 requests for a revision of papers, 21 (2.8%) had their grade revised upwards.

Table 3.9: Main Session Results of Revision of Papers

Subject	Registrations	Requests	Upgrades	%
Accounting	923	11	1	9.1
Art	595	22	0	0.0
Biology	1414	84	4	4.8
Chemistry	766	39	0	0.0
Computing	745	10	0	0.0
Design and Technology	257	2	0	0.0
Economics	244	39	3	7.7
English Language	4410	64	0	0.0
English Literature	2575	74	0	0.0
Environmental Studies	1279	13	0	0.0
French	1012	11	1	9.1
Geography	184	2	0	0.0
German	481	1	0	0.0
Graphical Communication	411	8	0	0.0
History	220	7	0	0.0
Home Economics	550	5	1	20.0
Italian	1731	16	0	0.0
Maltese	3886	117	0	0.0
Mathematics	4356	105	1	1.0
Physical Education	512	7	1	14.3
Physics	3224	81	5	6.2
Religious Knowledge	3124	29	3	10.3
Social Studies	757	13	1	7.7
Spanish	361	3	0	0.0
Total	34613	763	21	2.8

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Table 3.10 and Table 3.11 present the results of the candidates who requested access arrangements in 2019. The first table presents the results of the dyslexic candidates and the second presents the results of the other candidates. Table 3.10 shows that the largest numbers of registrations of the dyslexic candidates were for English Language (367), Mathematics (355), Maltese (346), Religious Knowledge (248) and Physics (222). This is expected given that these are the subjects with the largest numbers of candidates. However, a considerable number of candidates asked for access arrangements for dyslexia for Italian (106), Art (90), Biology (82), and Home Economics (78). In English Language, 29.4% of the candidates obtained Grades 1-5 while 49.5% passed with Grades 1-7. In Maltese, the rate was lower as 20.5% of the candidates obtained passes with Grades 1-5 while 44.2% obtained Grades 1-7. These percentages are lower than those quoted in 2018. Candidates with dyslexia performed notably well in Home Economics (85.9%), Economics (75.0%), Design and Technology (73.5%), and German (70.0%) where the number in brackets indicates the percentage of candidates obtaining Grades 1-7.

Table 3.11 shows the results of the other candidates who requested access arrangements. Trends in registrations are similar to those in Table 3.10, with candidates registering for both Paper IIA and Paper IIB, the large entry subjects being the ones with highest registrations, and the candidates obtaining a range of grades in the different subjects. However, attainment of these candidates is generally higher than that of dyslexic candidates. For example, when Grades 1 to 7 are considered, 87.4% and 72.9% of these candidates obtained passes in English Language and Maltese respectively. These values are higher than those reported in 2018.

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Table 3.10: Results of Candidates with Dyslexia⁶

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	0	1	2	1	1			4	0	9	31
	IIB				3	0	1	4	11	3	22	
Arabic	IIA	0	0	0	0	0			0	0	0	1
	IIB				0	0	1	0	0	0	1	
Art	IIA	0	1	8	13	7			16	1	46	90
	IIB				4	6	14	8	11	1	44	
Biology	IIA	1	0	4	6	6			12	0	29	82
	IIB				2	5	4	5	34	3	53	
Business Studies	IIA	0	0	0	0	1			1	0	2	10
	IIB				0	0	3	0	4	1	8	
Chemistry	IIA	1	0	4	0	2			3	1	11	17
	IIB				0	1	1	1	2	1	6	
Computer Studies	IIA	0	0	4	6	2			1	1	14	41
	IIB				1	4	7	4	7	4	27	
Design & Technology	IIA	0	1	3	2	4			1	0	11	34
	IIB				6	5	1	3	6	2	23	
Economics	IIA	0	0	0	1	0			0	0	1	4
	IIB				0	0	1	1	1	0	3	
English Language	IIA	0	0	14	30	25			19	3	91	367
	IIB				8	55	53	45	103	12	276	
English Literature	IIA	1	0	3	9	10			16	1	40	109
	IIB				5	4	13	9	26	12	69	
Environmental Studies	IIA	0	1	1	2	3			7	1	15	69
	IIB				1	7	8	10	25	3	54	
Ethics	IIA	0	0	0	0	0			0	0	0	3
	IIB				0	1	1	0	1	0	3	
European Studies	IIA	1	0	1	0	0			1	0	3	6
	IIB				0	0	1	0	1	1	3	
French	IIA	0	1	0	1	0			3	1	6	21
	IIB				1	3	5	1	4	1	15	
Geography	IIA	0	1	0	1	1			1	0	4	13
	IIB				1	0	0	0	4	4	9	
Agribusiness	VOC	0	0	0	2	0	0	0	1	0		3
Engineering Tech.	VOC	0	0	3	2	1	2	0	6	0		14
Health & S.C.	VOC	1	3	4	8	10	3	0	14	0		43

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	0	1	0	2	2			5	0	10	20
	IIB				0	4	3	2	0	1	10	
Graphical Communication	IIA	0	1	2	3	3			7	0	16	38
	IIB				3	2	6	2	6	3	22	
History	IIA	0	0	0	1	2			1	0	4	19
	IIB				1	1	2	1	6	4	15	
Home Economics	IIA	0	6	8	6	2			3	0	25	78
	IIB				7	15	14	9	8	0	53	
Italian	IIA	1	1	2	4	4			3	0	15	106
	IIB				13	11	13	15	35	4	91	
Latin	IIA	0	0	0	0	0			0	0	0	1
	IIB				0	0	0	0	0	1	1	
Maltese	IIA	0	0	5	12	19			19	1	56	346
	IIB				21	14	51	31	158	15	290	
Mathematics	IIA	3	3	8	13	4			11	1	43	355
	IIB				22	30	44	53	139	24	312	
Music	IIA	0	0	0	1	0			0	0	1	4
	IIB				0	0	0	0	2	1	3	
Physical Education	IIA	2	0	6	5	0			8	1	22	53
	IIB				6	3	11	3	6	2	31	
Physics	IIA	2	2	12	12	9			13	1	51	222
	IIB				9	19	25	19	97	2	171	
Religious Knowledge	IIA	0	2	10	8	10			33	3	66	248
	IIB				22	36	34	23	35	32	182	
Russian	IIA	0	0	0	0	0			0	0	0	1
	IIB				0	0	0	0	0	1	1	
Social Studies	IIA	0	0	0	1	2			7	0	10	46
	IIB				1	4	6	4	12	9	36	
Spanish	IIA	0	0	0	2	0			3	0	5	12
	IIB				0	1	3	0	2	1	7	
Textiles and Design	IIA	0	0	0	0	0			2	1	3	7
	IIB				0	1	0	0	2	1	4	
Hospitality	VOC	1	14	15	13	8	7	0	9	0		67
Information Tech.	VOC	1	0	2	9	3	5	0	10	0		30

⁶ 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).

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Table 3.11: Results of the Other Candidates who requested Access Arrangements⁷

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
Accounting	IIA	1	6	5	3	1			0	1	17	24
	IIB				0	0	1	0	1	5	7	
Art	IIA	0	0	2	3	3			4	0	12	17
	IIB				0	2	1	2	0	0	5	
Biology	IIA	0	1	3	9	11			10	1	35	60
	IIB				1	3	2	5	13	1	25	
Business Studies	IIA	0	0	0	2	0			1	0	3	8
	IIB				0	3	1	1	0	0	5	
Chemistry	IIA	1	1	2	5	2			5	0	16	23
	IIB				0	1	1	2	3	0	7	
Computer Studies	IIA	1	4	8	8	1			2	0	24	38
	IIB				4	7	0	1	2	0	14	
Design & Technology	IIA	0	0	0	3	0			1	0	4	6
	IIB				0	0	0	1	1	0	2	
Economics	IIA	0	0	0	1	2			2	0	5	7
	IIB				0	0	1	0	1	0	2	
English Language	IIA	2	21	24	22	22			12	0	103	159
	IIB				8	17	16	7	7	1	56	
English Literature	IIA	3	4	10	8	12			27	1	65	91
	IIB				5	5	7	0	6	3	26	
Environmental Studies	IIA	0	2	0	8	6			5	0	21	41
	IIB				2	4	2	2	7	3	20	
Ethics	IIA	0	0	2	0	0			1	0	3	3
	IIB				0	0	0	0	0	0	0	
European Studies	IIA	0	0	0	1	1			0	0	2	4
	IIB				0	0	0	1	0	1	2	
French	IIA	2	3	3	3	3			4	0	18	30
	IIB				2	4	4	0	2	0	12	
Geography	IIA	1	0	2	2	0			0	0	5	6
	IIB				1	0	0	0	0	0	1	
Agribusiness	VOC	0	1	0	0	0	0	0	0	0		1
Engineering Tech.	VOC	2	0	1	0	0	0	1	2	0		6
Health & S.C.	VOC	1	1	1	3	0	1	0	0	0		7

SUBJECT	Paper	1	2	3	4	5	6	7	U	Abs.	Reg.	Total
German	IIA	1	0	0	0	1			1	0	3	7
	IIB				0	2	1	1	0	0	4	
Graphical Communication	IIA	0	1	1	4	1			2	1	10	15
	IIB				0	0	0	1	2	2	5	
History	IIA	0	2	1	0	2			4	0	9	14
	IIB				1	1	0	1	0	2	5	
Home Economics	IIA	0	2	8	4	2			0	0	16	23
	IIB				1	2	2	1	1	0	7	
Italian	IIA	0	5	7	10	3			3	1	29	66
	IIB				10	8	4	4	10	1	37	
Maltese	IIA	1	7	12	25	21			11	1	78	144
	IIB				5	11	17	6	22	5	66	
Mathematics	IIA	5	7	19	10	5			2	0	48	158
	IIB				16	27	20	13	29	5	110	
Music	IIA	1	0	0	0	0			0	0	1	1
	IIB				0	0	0	0	0	0	0	
Physical Education	IIA	1	4	0	2	0			0	0	7	16
	IIB				1	2	1	1	1	3	9	
Physics	IIA	5	7	12	15	13			2	0	54	104
	IIB				6	10	11	5	15	3	50	
Religious Knowledge	IIA	1	4	22	10	16			12	0	65	116
	IIB				14	14	11	4	4	4	51	
Russian	IIA	0	0	0	0	0			0	0	0	1
	IIB				0	0	0	0	1	0	1	
Social Studies	IIA	0	0	1	5	3			4	0	13	24
	IIB				4	4	0	1	1	1	11	
Spanish	IIA	0	1	1	0	1			0	0	3	5
	IIB				1	1	0	0	0	0	2	
Textiles and Design	IIA	0	0	1	0	0			1	0	2	3
	IIB				0	1	0	0	0	0	1	
Hospitality	VOC	3	6	4	2	2	0	0	2	0		19
Information Tech.	VOC	0	5	7	7	4	2	0	1	0		26

⁷ 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 Main 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 any one of these three subjects.

There were 1,544 candidates (697 males and 847 females) who registered for the Supplementary session of 2019. In total, 28.2% of the candidates (28.3% male and 28.1% of 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	513	580	1093
2002	99	113	212
2001	29	34	63
2000	5	13	18
1999	6	9	15
1998	2	3	5
Pre-1998	43	94	137
Total	697	846	1543

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*	561	34	150	184	32.8
Chemistry*	207	3	3	6	2.9
English Language	1298	275	289	564	43.5
Maltese	1471	422	293	715	48.6
Mathematics	1931	390	575	965	50.0
Physics*	1185	247	198	445	37.6

* 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, English Language and Maltese. More of the eligible candidates applied for Mathematics. In the science subjects, the largest category of candidates opted to register for Physics in the Supplementary session.

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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, as expected given the higher population of candidates in state schools. A relatively large number of candidates were from church schools.

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

		Biology	Chemistry	English Language	Maltese	Mathematics	Physics
State	Males	10	0	119	172	188	125
	Females	30	1	131	170	292	152
Church	Males	15	1	77	130	99	81
	Females	81	0	51	57	106	32
Independent	Males	6	0	5	23	12	10
	Females	7	0	3	18	13	1
Post-Secondary	Males	2	2	19	23	29	7
	Females	11	0	31	13	54	1
Private Candidates	Males	0	0	36	43	33	16
	Females	8	2	53	17	73	4
Gozo Schools	Males	0	0	16	28	28	8
	Females	11	0	15	16	28	8
Gozo Private Candidates	Males	1	0	3	3	1	0
	Females	2	0	5	2	9	0

Table 4.4 shows that in the Supplementary session, the registrations of the 2003 cohort followed the same trends as for the overall registrations. Approximately an equal number of registrations was received from male and female candidates. However, while more males applied for Maltese and Physics, more females applied for Mathematics and Biology.

Table 4.4: September Registration of the 2003 Cohort

Subject	Males	Females	Total
Biology	30	121	151
Chemistry	1	2	3
English Language	206	190	396
Maltese	337	245	582
Mathematics	299	410	709
Physics	209	178	387

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 2.0%. This percentage is lower than the percentage of requests following the Main session (2.2%). This contrasts with data of previous years, where the larger percentage of candidates registered for revision of papers in the Supplementary session was attributed to this being the candidates' final opportunity to obtain passes

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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	184	6	3.3
Chemistry	6	0	0.0
English Language	564	2	0.4
Maltese	715	19	2.7
Mathematics	965	25	2.6
Physics	445	7	1.6
Total	2879	59	2.0

Candidates who register for SEC vocational subjects can sit for a synoptic assessment if they fail a unit or do 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

Subject	Unit	Eligible to apply	1 st Sits	2 nd Sits
Agribusiness	1	1	0	0
	2	3	1	0
	3	1	0	0
Engineering Technology	1	14	5	0
	2	20	3	0
	3	13	0	0
Information Technology	1	18	10	4
	2	30	18	0
	3	18	1	0
Health and Social Care	1	27	15	5
	2	18	4	1
	3	37	2	0
Hospitality	1	30	14	5
	2	27	10	0
	3	18	0	0

Candidates have the right for appeal and have the marking of their work revised. One candidate from this cohort applied for this service for both the Synoptic of Unit 1 and Unit 2 of Information Technology.

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 between the different subjects and no consistent patterns were observed.

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

Subject	4	5	6	7	U	Absent	Registered
Biology	17	26	27	27	80	7	184
%	9.2	14.1	14.7	14.7	43.5	3.8	100
Males	2	7	1	8	15	1	34
Females	15	19	26	19	65	6	150
Chemistry	1	2	1	0	1	1	6
%	16.7	33.3	16.7	0.0	16.7	16.7	100
Males	1	2	0	0	0	0	3
Females	0	0	1	0	1	1	3
English Language	14	215	152	70	103	10	564
%	2.5	38.1	27.0	12.4	18.3	1.8	100
Males	6	93	81	36	52	7	275
Females	8	122	71	34	51	3	289
Maltese	43	107	180	106	259	20	715
%	6.0	15.0	25.2	14.8	36.2	2.8	100
Males	24	52	109	63	165	9	422
Females	19	55	71	43	94	11	293
Mathematics	27	143	249	162	253	131	965
%	2.8	14.8	25.8	16.8	26.2	13.6	100
Males	7	55	99	71	119	39	390
Females	20	88	150	91	134	92	575
Physics	3	33	105	61	230	13	445
%	0.7	7.4	23.6	13.7	51.7	2.9	100
Males	1	18	64	37	116	11	247
Females	2	15	41	24	114	2	198
Total	105	526	714	426	926	182	2879
%	3.6	18.3	24.8	14.8	32.2	6.3	100

Table 5.2 presents the Supplementary session results by subject of the 2003 cohort. The overall results are followed by a breakdown by gender. The observations made for the total cohort are replicated here. Overall, the 2003 cohort seems to have performed at par with the other candidates.

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Table 5.2: September Results of the 2003 Cohort

Subject	4	5	6	7	U	Absent	Registered
Biology	12	25	23	25	61	5	151
%	7.9	16.6	15.2	16.6	40.4	3.3	100
Males	2	7	1	8	11	1	30
Females	10	18	22	17	50	4	121
Chemistry	0	1	0	0	1	1	3
%	0.0	33.3	0.0	0.0	33.3	33.3	100
Males	0	1	0	0	0	0	1
Females	0	0	0	0	1	1	2
English Language	8	162	108	53	63	2	396
%	2.0	40.9	27.3	13.4	15.9	0.5	100
Males	4	76	63	27	34	2	206
Females	4	86	45	26	29	0	190
Maltese	33	91	147	88	215	8	582
%	5.7	15.6	25.3	15.1	36.9	1.4	100
Males	19	42	92	48	132	4	337
Females	14	49	55	40	83	4	245
Mathematics	23	103	185	122	199	77	709
%	3.2	14.5	26.1	17.2	28.1	10.9	100
Males	6	40	76	58	93	26	299
Females	17	63	109	64	106	51	410
Physics	3	28	89	56	201	10	387
%	0.8	7.2	23.0	14.5	51.9	2.6	100
Males	1	16	49	34	100	9	209
Females	2	12	40	22	101	1	178
Total	79	410	552	344	740	103	2228
%	3.5	18.4	24.8	15.4	33.2	4.6	100

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 different subjects in the Supplementary session. Since state school candidates make up the majority of SEC candidates, most candidates for the Supplementary session also originated from state schools. However, Biology was a noticeable exception with most candidates originating from church schools. This might be because some church schools offer students the option to select the science subject of their choice while in state schools Physics is a compulsory subject.

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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	
BIOLOGY	2	7	1	8	15	1	34	15	19	26	19	65	6	150	184
State Schools	0	3	0	3	4	0	10	0	2	8	5	13	2	30	40
Church Schools	2	3	1	1	7	1	15	9	13	12	10	36	1	81	96
Independent Schools	0	1	0	4	1	0	6	1	0	1	0	5	0	7	13
Post-Secondary Schools	0	0	0	0	2	0	2	3	1	2	2	2	1	11	13
Malta Private Candidates	0	0	0	0	0	0	0	0	0	2	0	5	1	8	8
Gozo Schools	0	0	0	0	0	0	0	1	3	1	2	3	1	11	11
Gozo Private Candidates	0	0	0	0	1	0	1	1	0	0	0	1	0	2	3

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

ENGLISH LANGUAGE	6	93	81	36	52	7	275	8	122	71	34	51	3	289	564
State Schools	3	39	33	21	22	1	119	1	52	34	18	26	0	131	250
Church Schools	0	29	30	5	13	0	77	3	25	11	6	6	0	51	128
Independent Schools	1	3	0	0	1	0	5	0	1	2	0	0	0	3	8
Post-Secondary Schools	0	5	3	4	7	0	19	0	13	8	3	6	1	31	50
Malta Private Candidates	1	7	11	4	7	6	36	2	22	13	4	10	2	53	89
Gozo Schools	0	9	4	1	2	0	16	0	7	3	2	3	0	15	31
Gozo Private Candidates	1	1	0	1	0	0	3	2	2	0	1	0	0	5	8

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	Males							Females							Total
	4	5	6	7	U	Absent	Register	4	5	6	7	U	Absent	Register	
MALTESE	24	52	109	63	165	9	422	19	55	71	43	94	11	293	715
State Schools	5	19	42	27	75	4	172	7	33	36	27	61	6	170	342
Church Schools	6	19	37	21	45	2	130	4	10	16	9	18	0	57	187
Independent Schools	2	3	14	1	3	0	23	3	4	6	1	4	0	18	41
Post-Secondary Schools	1	3	5	5	9	0	23	0	3	4	0	3	3	13	36
Malta Private Candidates	3	5	8	8	17	2	43	2	2	6	3	2	2	17	60
Gozo Schools	6	2	3	1	15	1	28	2	2	3	3	6	0	16	44
Gozo Private Candidates	1	1	0	0	1	0	3	1	1	0	0	0	0	2	5

MATHEMATICS	7	55	99	71	119	39	390	20	88	150	91	134	92	575	965
State Schools	2	22	42	37	70	15	188	9	39	72	44	85	43	292	480
Church Schools	1	14	27	18	31	8	99	6	19	30	19	26	6	106	205
Independent Schools	0	3	4	1	4	0	12	0	1	7	2	2	1	13	25
Post-Secondary Schools	0	7	10	3	5	4	29	0	7	11	11	6	19	54	83
Malta Private Candidates	1	4	7	6	7	8	33	3	14	20	11	9	16	73	106
Gozo Schools	3	5	9	6	2	3	28	2	6	6	3	6	5	28	56
Gozo Private Candidates	0	0	0	0	0	1	1	0	2	4	1	0	2	9	10

PHYSICS	1	18	64	37	116	11	247	2	15	41	24	114	2	198	445
State Schools	1	7	25	19	65	8	125	2	10	30	18	90	2	152	277
Church Schools	0	6	27	12	35	1	81	0	4	9	4	15	0	32	113
Independent Schools	0	2	3	2	3	0	10	0	0	1	0	0	0	1	11
Post-Secondary Schools	0	1	3	0	3	0	7	0	0	0	0	1	0	1	8
Malta Private Candidates	0	1	6	1	6	2	16	0	1	0	1	2	0	4	20
Gozo Schools	0	1	0	3	4	0	8	0	0	1	1	6	0	8	16
Gozo Private Candidates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Table 5.4 provides information on the outcome of the requests for revision of papers following the Supplementary session. There was one upgrade out of a total of 59 requests. This upgrade was in Mathematics which was the subject with the highest numbers of registrations and requests for revision of papers.

Table 5.4: Supplementary Session Results of Revision of Papers

Subject	Registrations	Requests	Percentage Requests	Upgraded
Biology	184	6	3.3	0
Chemistry	6	0	0.0	0
English Language	564	2	0.4	0
Maltese	715	19	2.7	0
Mathematics	965	25	2.6	1
Physics	445	7	1.6	0
Total	2879	59	2.0	1

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 2003 cohort.

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Table 5.5: Review of Grades: Main – Supplementary Sessions

Grade in Main Session	Number of Candidates	Applied for Supplementary Session	Percentage from Eligible	Grade in Supplementary Session					
				4	5	6	7	U	Absent
BIOLOGY*									
6	65	27	41.5	4	6	10	3	4	0
7	45	15	33.3	2	2	3	4	4	0
U	420	138	32.9	10	18	14	20	70	6
Abs	31	2	6.5	1	0	0	0	0	1
Total	561	182	32.4	17	26	27	27	78	7
CHEMISTRY*									
6	25	0	0.0	0	0	0	0	0	0
7	17	0	0.0	0	0	0	0	0	0
U	144	4	2.8	0	2	1	0	1	0
Abs	21	2	9.5	1	0	0	0	0	1
Total	207	6	2.9	1	2	1	0	1	1
ENGLISH LANGUAGE									
6	290	170	58.6	1	88	62	7	12	0
7	187	101	54.0	0	22	39	26	13	1
U	598	258	43.1	8	95	46	34	75	0
Abs	223	8	3.6	0	0	0	0	2	6
Total	1298	537	41.4	9	205	147	67	102	7
MALTESE									
6	293	197	67.2	22	56	75	20	24	0
7	173	100	57.8	4	17	29	20	30	0
U	800	384	48.0	12	32	71	63	198	8
Abs	205	17	8.3	0	1	1	1	4	10
Total	1471	698	47.5	38	106	176	104	256	18
MATHEMATICS									
6	421	310	73.6	18	89	145	34	5	19
7	353	240	68.0	0	12	64	83	52	29
U	783	369	47.1	7	34	32	43	189	64
Abs	374	27	7.2	1	3	4	0	5	14
Total	1931	946	49.0	26	138	245	160	251	126
PHYSICS*									
6	224	125	55.8	0	22	61	22	20	0
7	144	62	43.1	0	2	9	13	38	0
U	736	245	33.3	3	9	31	26	166	10
Abs	81	4	4.9	0	0	1	0	1	2
Total	1185	436	36.8	3	33	102	61	225	12
TOTAL									
6	1318	829	62.9	45	261	353	86	65	19
7	919	518	56.4	6	55	144	146	137	30
U	3481	1398	40.2	40	190	195	186	699	88
Abs	935	60	6.4	3	4	6	1	12	34
Total	6653	2805	42.2	94	510	698	419	913	171

* Candidates could only register for one of Biology, Chemistry or Physics and only if they had not obtained Grade 5 or higher in any of the three subjects in the May session.

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Table 5.6: Review of Grades: Main – Supplementary Sessions (2003 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
BIOLOGY*									
6	52	21	40.4	2	6	7	3	3	0
7	38	13	34.2	1	2	3	4	3	0
U	351	116	33.0	9	17	13	18	54	5
Abs	16	0	0.0	0	0	0	0	0	0
Total	457	150	32.8	12	25	23	25	60	5
CHEMISTRY*									
6	22	0	0.0	0	0	0	0	0	0
7	15	0	0.0	0	0	0	0	0	0
U	127	2	1.6	0	1	0	0	1	0
Abs	14	1	7.1	0	0	0	0	0	1
Total	178	3	1.7	0	1	0	0	1	1
ENGLISH LANGUAGE									
6	185	114	61.6	1	62	38	5	8	0
7	127	76	59.8	0	15	34	19	8	0
U	423	202	47.8	7	84	36	29	46	0
Abs	48	3	6.3	0	0	0	0	1	2
Total	783	395	50.4	8	161	108	53	63	2
MALTESE									
6	231	159	68.8	17	48	58	17	19	0
7	137	85	62.0	4	11	27	18	25	0
U	648	331	51.1	12	31	62	53	167	6
Abs	85	6	7.1	0	0	0	0	4	2
Total	1101	581	52.8	33	90	147	88	215	8
MATHEMATICS									
6	282	216	76.6	16	63	103	24	5	5
7	253	177	70.0	0	9	51	65	39	13
U	604	301	49.8	6	29	29	33	153	51
Abs	130	14	10.8	1	1	2	0	2	8
Total	1269	708	55.8	23	102	185	122	199	77
PHYSICS*									
6	185	108	58.4	0	19	54	20	15	0
7	131	59	45.0	0	2	9	11	37	0
U	622	216	34.7	3	7	26	25	146	9
Abs	57	2	3.5	0	0	0	0	1	1
Total	995	385	38.7	3	28	89	56	199	10
TOTAL									
6	957	618	64.6	36	198	260	69	50	5
7	701	410	58.5	5	39	124	117	112	13
U	2775	1168	42.1	37	169	166	158	567	71
Abs	350	26	7.4	1	1	2	0	8	14
Total	4783	2222	46.5	79	407	552	344	737	103

* Candidates could only register for one of Biology, Chemistry or Physics and only if they had not obtained Grade 5 or higher in any of the three subjects in the May session.

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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 (62.9%), lower for those who obtained Grade 7 (56.4%) and even lower for those who obtained Grade U (40.2%) or were absent (6.4%). These percentages are slightly higher than 2018. Patterns are repeated for the 2003 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.

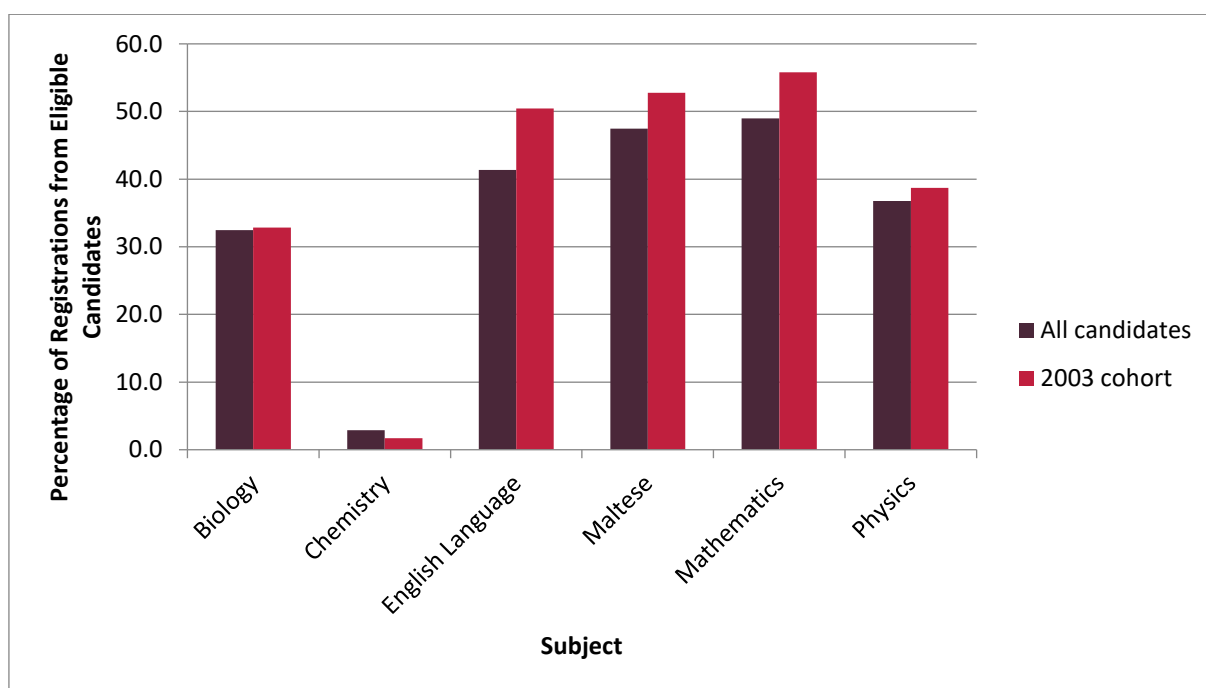


Figure 5.i: Percentage of Eligible Candidates Registering for the Supplementary Session, by Subject

The number of candidates who managed to upgrade their grades in the Supplementary session varied in the different subjects. The percentages of candidates from those who applied for the Supplementary session who managed to obtain Grades 4 or 5 in descending order were the following: English Language (39.9%), Biology (23.6%), Maltese (20.6%), Mathematics (17.3%), and Physics (8.3%). Chemistry is not included in this list as very few candidates register for this subject in the Supplementary session. For the 2003 cohort, while the order of subjects is unchanged, these percentages were generally higher: English Language (42.8%), Biology (24.7%), Maltese (21.2%), Mathematics (17.7%), and Physics (8.1%). Thus, candidates from the 2003 cohort were more likely to register for the Supplementary session and to better their grade, compared to other candidates. This is shown in Figure 5.ii.

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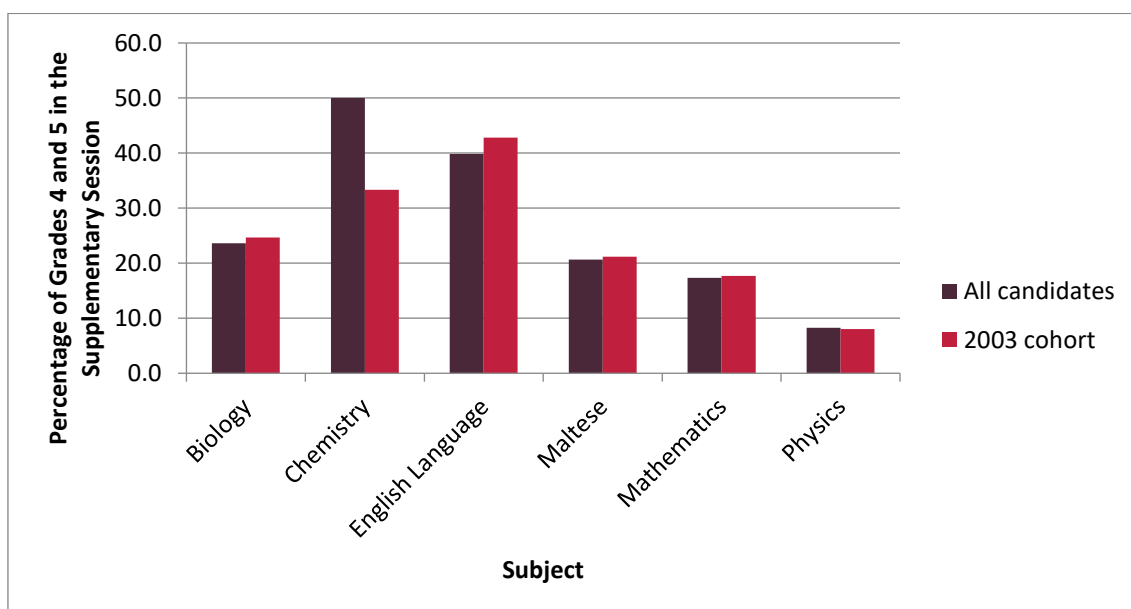


Figure 5.ii: Percentage of Candidates from Supplementary Session Registrations obtaining Grades 4 and 5, by Subject

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 any assessment/s in Main session of 2019. The total number of candidates sitting for an assessment in the Supplementary session without sitting for the assessment in the Main session of that year is roughly equal to that of the previous two years. To be able to register for the Supplementary session, however, these candidates must have sat the assessment in a preceding Main session and failed to obtain Grade 5 or better. In addition to the cases reported below, a candidate registered for SEC English Language in the 2019 Supplementary session but in the 2019 Main session they had applied for other subjects not including English Language. They were allowed to register because they had registered for English Language in the 2018 Main session.

Table 5.7: Review of Grades: Supplementary Session (Candidates who did not register for examinations in the Main Session of 2019)

Subject	Register	Grade in Supplementary Session					
		4	5	6	7	U	Absent
Biology	2	0	0	0	0	2	0
Chemistry	0	0	0	0	0	0	0
English Language	26	4	10	5	3	1	3
Maltese	17	5	1	4	2	3	2
Mathematics	18	1	5	4	2	2	4
Physics	7	0	0	3	0	3	1
Total	70	10	16	16	7	11	10

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Table 5.8 shows the information about the synoptic assessments for vocational subjects. For most subjects and units there were no registrations. Where there were registrations, these made up a small percentage of those eligible to apply. A total of 22 candidates qualified for a pass in that unit following one or more synoptic assessments.

Table 5.8: Results for Vocational Subjects Synoptic Assessment

Subject	Unit	Eligible to apply	1 st Sits	2 nd Sits	Pass
Agribusiness	1	1	0	0	0
	2	3	1	0	0
	3	1	0	0	0
Engineering Technology	1	12	5	0	5
	2	22	3	0	0
	3	25	0	0	0
Information Technology	1	18	10	4	0
	2	31	17	1	2
	3	25	1	0	0
Health and Social Care	1	26	14	6	7
	2	18	4	1	2
	3	44	2	0	0
Hospitality	1	31	14	5	3
	2	28	10	0	3
	3	21	0	0	0

6. PASSES IN 2019

Table 6.1 shows how many candidates passed in the different SEC subjects in 2019, when considering overall passes (Grades 1-7) as well as passes that qualify candidates for Form VI (Grades 1-5). Note that this table takes into consideration the results for both the Main and Supplementary sessions.

When overall passes (Grades 1 to 7) are considered, the mean pass rate is 77.1%. Table 6.1 shows the pass rate (Grades 1-7) in different subjects. One can note that certain subjects, such as Commerce, Greek, Classical culture and Civilisation, and Latin are subjects with a few registrations.

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

When passes Grades 1 to 5 are considered, the mean pass rate was 65.9%. When passes with Grades 1-5 are considered, the pass rate in the various subjects was as shown below. The mean pass rate in 2019 is smaller than that reported in 2018 when considering both passes at Grades 1 to 7 and at Grades 1 to 5. This is attributed to the larger percentage of absent candidates in most subjects.

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

Table 6.2 presents the same information as Table 6.1, but for the candidates who turned sixteen in 2019 only. This table shows the percentage passes in relation to the number of 16-year-old candidates who sat for the examinations of 2019 as well as the percentage passes in relation to the

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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 6.1: SEC Passes in 2019

Subject	Registrations	Passes: Grades 1-7		Passes: Grades 1-5	
		N	%	N	%
Accounting	922	604	65.5	556	60.3
Agribusiness	25	17	68.0	17	68.0
Arabic	71	54	76.1	49	69.0
Art	594	435	73.2	356	59.9
Biology	1415	1025	72.4	895	63.3
Business Studies	147	99	67.3	81	55.1
Chemistry	765	604	79.0	561	73.3
Classical Culture	6	0	0.0	0	0.0
Commerce	13	6	46.2	6	46.2
Computing	744	615	82.7	553	74.3
Design and Technology	256	174	68.0	144	56.3
Economics	243	143	58.8	123	50.6
Engineering Technology	126	98	77.8	89	70.6
English Language	4435	3794	85.5	3340	75.3
English Literature	2574	1903	73.9	1734	67.4
Environmental Studies	1278	936	73.2	835	65.3
Ethics	153	97	63.4	82	53.6
European Studies	120	102	85.0	95	79.2
French	1011	869	86.0	768	76.0
Geography	183	97	53.0	90	49.2
German	480	412	85.8	368	76.7
Graphical Communication	410	321	78.3	295	72.0
Health and Social Care	221	189	85.5	162	73.3
History	219	124	56.6	109	49.8
Home Economics	549	464	84.5	375	68.3
Hospitality	264	226	85.6	210	79.5
Information Technology	259	222	85.7	205	79.2
Italian	1730	1343	77.6	1047	60.5
Latin	3	1	33.3	1	33.3
Maltese	3902	3073	78.8	2564	65.7
Mathematics	4373	3334	76.2	2594	59.3
Music	23	13	56.5	13	56.5
Physical Education	511	388	75.9	330	64.6
Physics	3230	2479	76.7	2074	64.2
Religious Knowledge	3123	2332	74.7	2018	64.6
Russian	42	37	88.1	35	83.3
Social Studies	756	509	67.3	412	54.5
Spanish	360	274	76.1	245	68.1
Textiles and Design	52	26	50.0	16	30.8

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Table 6.2: SEC Passes 2019 of the 2003 Cohort

Subject	Registrations	Passes: Grades 1-7				Passes: Grades 1-5			
		N	%	% from cohort*	% from cohort**	N	%	% from cohort*	% from cohort**
Accounting	731	515	70.5	13.2	12.0	482	65.9	12.4	11.2
Agribusiness	23	16	69.6	0.4	0.4	16	69.6	0.4	0.4
Arabic	45	34	75.6	0.9	0.8	30	66.7	0.8	0.7
Art	535	400	74.8	10.3	9.3	330	61.7	8.5	7.7
Biology	1277	967	75.7	24.8	22.5	857	67.1	22.0	20.0
Classical Culture	1	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Business Studies	129	91	70.5	2.3	2.1	74	57.4	1.9	1.7
Chemistry	715	575	80.4	14.7	13.4	538	75.2	13.8	12.5
Commerce	10	5	50.0	0.1	0.1	5	50.0	0.1	0.1
Computing	703	592	84.2	15.2	13.8	533	75.8	13.7	12.4
Design and Technology	237	163	68.8	4.2	3.8	138	58.2	3.5	3.2
Economics	225	136	60.4	3.5	3.2	120	53.3	3.1	2.8
Engineering Technology	122	95	77.9	2.4	2.2	86	70.5	2.2	2.0
English Language	3582	3268	91.2	83.8	76.1	2969	82.9	76.1	69.1
English Literature	2424	1828	75.4	46.8	42.6	1670	68.9	42.8	38.9
Environmental Studies	1201	900	74.9	23.1	21.0	809	67.4	20.7	18.8
European Studies	110	96	87.3	2.5	2.2	89	80.9	2.3	2.1
French	943	824	87.4	21.1	19.2	732	77.6	18.8	17.0
Geography	167	93	55.7	2.4	2.2	86	51.5	2.2	2.0
German	439	388	88.4	9.9	9.0	345	78.6	8.8	8.0
Graphical Communication	394	312	79.2	8.0	7.3	287	72.8	7.4	6.7
Health and Social Care	214	183	85.5	4.7	4.3	157	73.4	4.0	3.7
History	196	121	61.7	3.1	2.8	108	55.1	2.8	2.5
Home Economics	520	447	86.0	11.5	10.4	363	69.8	9.3	8.5
Hospitality	242	209	86.4	5.4	4.9	195	80.6	5.0	4.5
Latin	1	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Information Technology	243	211	86.8	5.4	4.9	194	79.8	5.0	4.5
Italian	1579	1249	79.1	32.0	29.1	971	61.5	24.9	22.6
Maltese	3382	2808	83.0	72.0	65.4	2405	71.1	61.6	56.0
Mathematics	3515	2883	82.0	73.9	67.1	2372	67.5	60.8	55.2
Music	22	13	59.1	0.3	0.3	13	59.1	0.3	0.3
Physical Education	462	358	77.5	9.2	8.3	306	66.2	7.8	7.1
Physics	2942	2324	79.0	59.6	54.1	1978	67.2	50.7	46.1
Religious Knowledge	2942	2252	76.5	57.7	52.4	1961	66.7	50.3	45.7
Russian	30	26	86.7	0.7	0.6	25	83.3	0.6	0.6
Social Studies	686	487	71.0	12.5	11.3	396	57.7	10.1	9.2
Spanish	260	199	76.5	5.1	4.6	176	67.7	4.5	4.1
Textiles and Design	47	25	53.2	0.6	0.6	15	31.9	0.4	0.3

* Total Cohort: Births in 2003, i.e. 3902 (NSO, 2010)

** Total Cohort: Number of 15-year-olds residing in Malta in 2018, i.e. 4294 (NSO, 2019)

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Table 6.3 below provides information on the number of subject passes obtained by the 2003 cohort after the 2019 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 6.3: Number of Passes of the 2003 Cohort after the 2019 Examination Sessions

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
14	2	0	2	0.1	1	0	1	0.0
13	0	0	0	0.1	1	0	1	0.1
12	9	16	25	0.7	8	15	23	0.7
11	66	123	189	5.9	57	109	166	5.2
10	244	422	666	24.0	209	373	582	21.1
9	294	330	624	41.0	246	268	514	35.1
8	215	234	449	53.3	169	185	354	44.7
7	191	155	346	62.7	146	131	277	52.2
6	148	130	278	70.3	113	112	225	58.4
5	120	105	225	76.4	103	98	201	63.9
4	81	108	189	81.5	104	111	215	69.7
3	97	72	169	86.1	102	94	196	75.0
2	69	61	130	89.7	118	128	246	81.7
1	96	69	165	94.2	143	118	261	88.9
0	123	91	214	100.0	235	174	409	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, 40.4% of the 2003 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, 34.4% of the same cohort gained passes in nine subjects or more when passes are taken to include Grades 1 to 5. On the other hand, 20.5% of 2003 candidates obtained three or less passes (Grades 1 to 7). All these three values are higher than those reported in 2018. When the results of the Supplementary session are also taken into consideration, 41.0% of the 2003 cohort who sat for SEC examinations gained passes in nine subjects (Grades 1-7); 35.1% at Grades 1 to 5; and 18.5% obtained passes in three or less subjects (Grades 1-7).

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 2019 SEC examinations 2,804 16-year-olds are already excluded from becoming early school leavers

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as they have five or more SEC passes. Thus, 28.1% of the children born in the year 2003 have the possibility to be considered as early school leavers if they do not participate in further education or training. This percentage changes to 34.7% if number of 15-year-olds residing in Malta in 2018 is taken as an estimate of the population of 16-year-olds. These percentages of individuals at the risk of becoming early school leavers are higher than that reported in 2018.

School sector differences are noticeable when it comes to number of passes. While 27.9% of state school candidates obtained passes in at least 9 SEC subjects (Grades 1-7), the percentages for church and independent school candidates are much higher, standing at 55.7% and 65.5% respectively. Moreover, 36.4% of state school candidates obtained passes in four or less subjects, thus risking becoming classified as early school leavers if they do not pursue education or training. The percentage of candidates obtaining four or less passes is much smaller for church and independent schools, standing at 10.5% and 5.2% respectively. These differences are summarised in the figure that follows, suggesting that while church and independent school candidates perform on a comparable level, state school candidates lag behind.

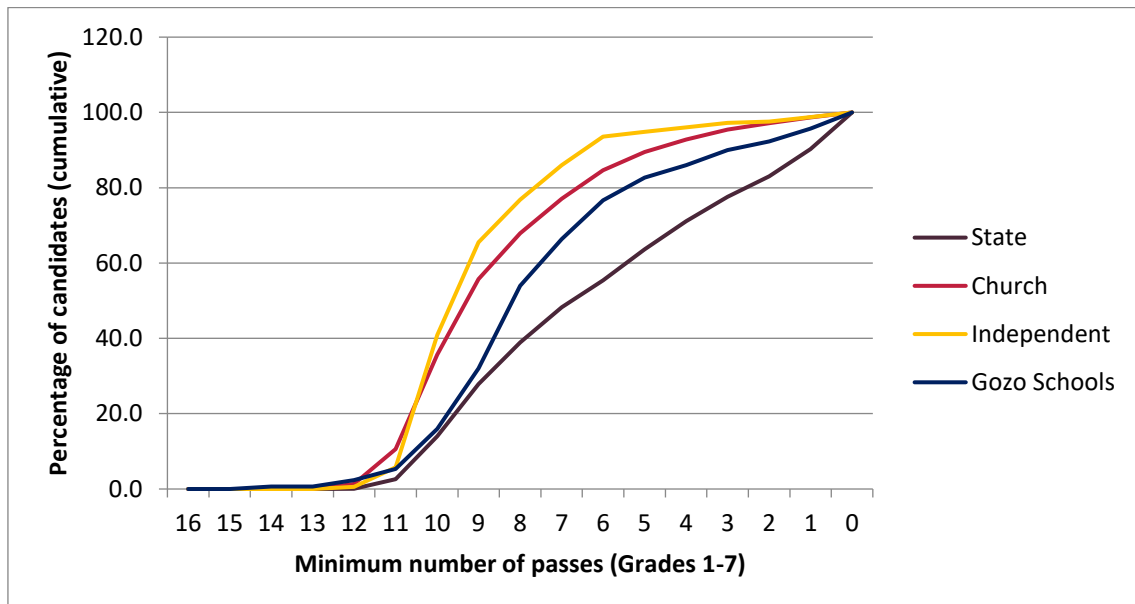


Figure 6.i: Percentage of Candidates with minimum number of SEC passes, by sector

Tables 6.4 and 6.5 below present the results of the analysis carried out in order to identify the proportion of the 2003 cohort who obtained the required passes for entry into sixth form for further study after the 2019 SEC examination sessions. Data for the 2002 cohort are also given to indicate how many of the 17-year-olds candidates obtained the required passes for entry into sixth form in 2019. 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 2018-19.

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Table 6.4: Number of Candidates with 6 Passes* (Grades 1-5) – Main session 2019

Cohort	Males	Females	Total
2003	809	933	1742
2002	10	5	15

*

- (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 6.4 shows that following the SEC 2019 Main session, 44.6% of the children born in 2003 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 41.4% of males and 47.9% of females born in 2003 obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies. If the number of 15-year-olds residing in Malta in 2018 is taken as an estimate of the population of 16-year-olds in 2019, the percentage of 16-year-olds with entry requirements to Form VII following the Main session changes to 40.6%.

The data in Table 6.5 determines that following the SEC 2019 Supplementary session, 3.4% of children born in 2003 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 2.1% of males and 4.6% of females born in 2003 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. If the number of 15-year-olds residing in Malta in 2018 is taken as an estimate of the population of 16-year-olds in 2019, the percentage of 16-year-olds with entry requirements to Form VII following the Supplementary session changes to 3.1%.

Table 6.5: Number of Candidates with 6 Passes (Grades 1-5) – Supplementary session 2019

Cohort	Males	Females	Total
2003	42	90	132
2002	1	0	1

Table 6.6 presents the overall results of the analysis carried out in order to find out what proportion of the 2003 cohort who turned sixteen in 2019 obtained the required passes for entry into Form VI in 2019. Data for the 2002 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 6.6: Candidates with Entry Requirements for Form VI in 2019

Cohort	Males	Females	Total
2002	851	1023	1874
2001	11	5	16

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The data in Table 6.6 show that in 2019, 48.0% of infants born in 2003 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 43.5% of males and 52.6% of females born in 2003 obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies. If the number of 15-year-olds residing in Malta in 2018 is taken as an estimate of the population of 16-year-olds in 2019, the percentage of 16-year-olds with entry requirements to Form VII following the Supplementary session changes to 43.6%.

Table 6.7 stratifies the data in Table 6.6 by school type. The percentage of Church school candidates who achieved the entry requirements for Form VI was larger than that of other sectors. However, this percentage pass rate is decreasing and this year 63.0% of church school candidates gained the entry requirements for Form VI. This figure is much smaller for state schools. Figure 6.ii, illustrates trends in this data from 2014. The percentages for independent schools vary more haphazardly, possibly due the smaller student population.

Table 6.7: Candidates with Entry Requirements for Form VI in 2019, by School Type

Cohort	Gender	State		Church		Independent		Gozo Schools	
		N	%	N	%	N	%	N	%
2003	Males	222	28.3	445	63.0	111	54.7	73	45.1
	Females	394	38.5	430	67.9	98	58.3	101	60.5
2002	Males	3	0.4	5	0.7	2	1.0	1	0.6
	Females	4	0.4	1	0.2	0	0.0	0	0.0
Total		624	34.5	881	65.8	213	57.4	175	53.2

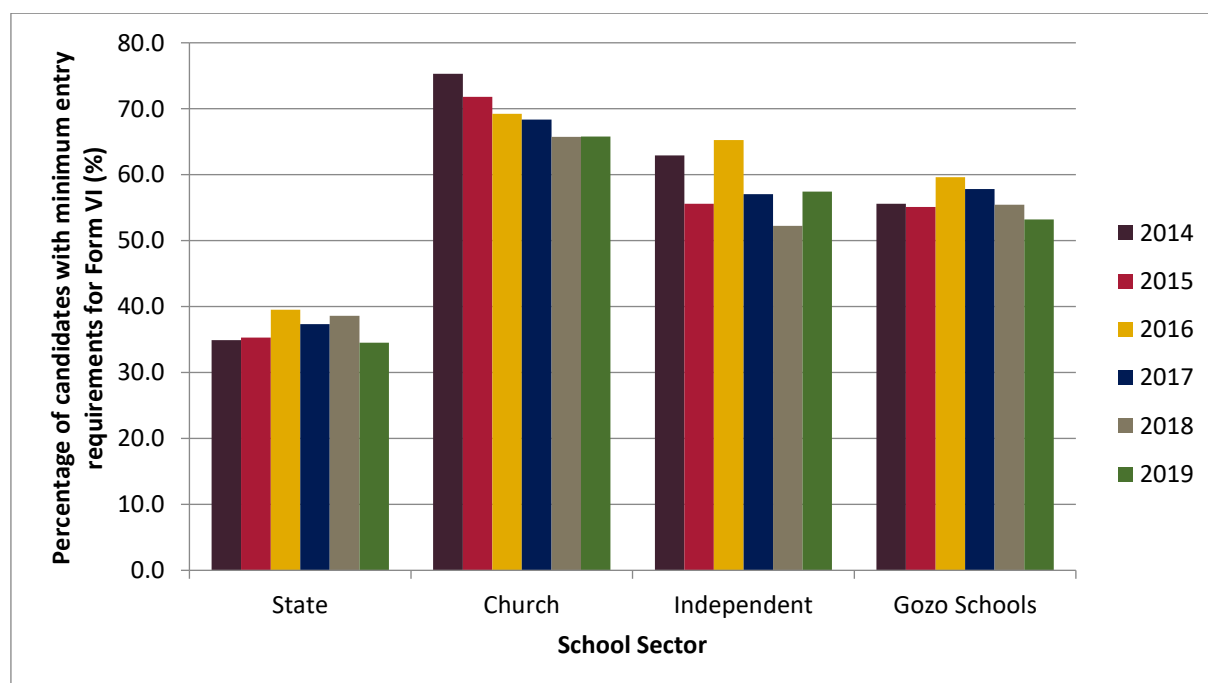


Figure 6.ii: Percentage of Candidates with Entry Requirements for Form VI, by School Type

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 1994-2019

Year	Total	Males	Females	Percentage of Cohort
1994	5278	2440	2838	
1995	5803	2686	3117	
1996	6009	2733	3276	
1997	6835	3145	3690	
1998	7303	3386	3917	
1999	7754	3559	4195	
2000	7962	3660	4302	
2001	7628	3568	4060	
2002	7978	3832	4146	
2003	7764	3584	4180	
2004	7861	3560	4301	78.6
2005	8038	3664	4374	81.3
2006	7983	3727	4256	81.5
2007	7942	3617	4325	84.1
2008	7879	3633	4246	80.5
2009	7378	3424	3954	82.9
2010	7492	3535	3957	86.6
2011	7177	3342	3835	88.8
2012	7295	3390	3905	82.7
2013	6694	3181	3513	82.8
2014	6599	3056	3543	87.7
2015	5878	2727	3151	85.4
2016	5830	2619	3211	87.3
2017	5497	2521	2975	90.3
2018	5145	2403	2742	90.3
2019	5475	2459	3016	94.1

Statistical Report (2019): Secondary Education Certificate Examinations

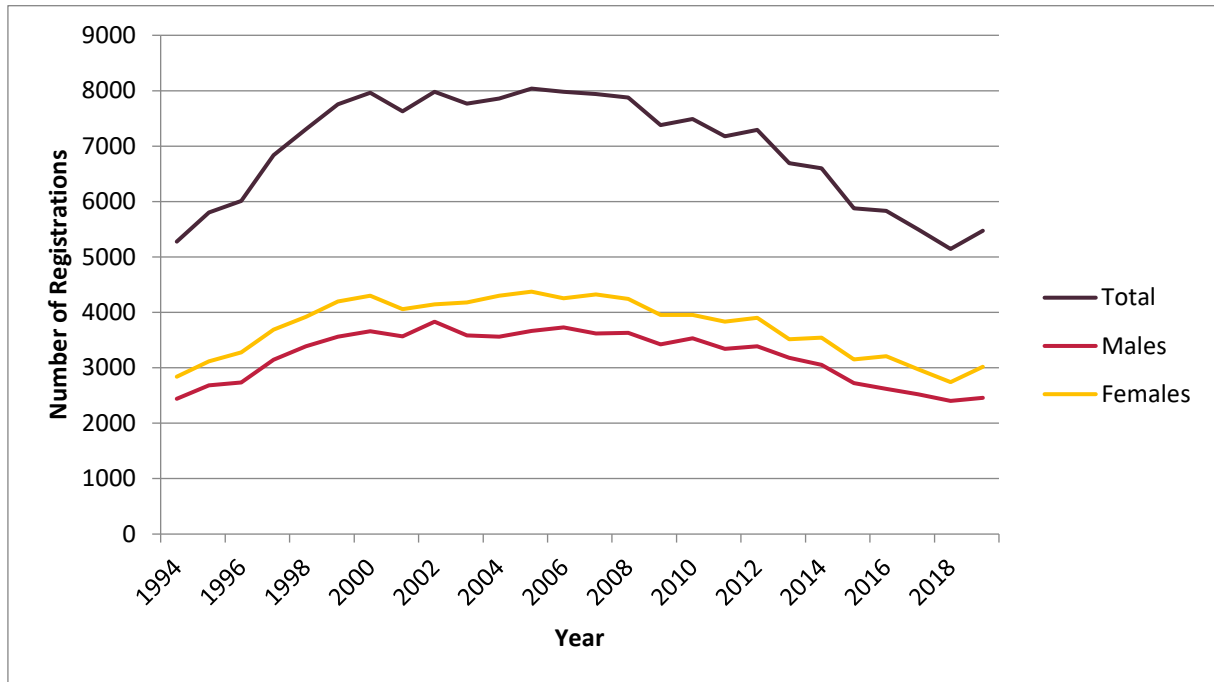


Figure 7.i: Registrations, by year of examination

Figure 7.i shows that, in general, the total number of SEC registrations has been decreasing since 2005. However, the number of registrations in 2019 was higher than that in 2018. This is likely because candidates incurred no registration fees as 2019 was the first year when such fees were paid by the Government of Malta. Figure 7.ii shows that the percentage of 16-year-olds sitting for SEC examinations has been increasing. Additionally, 2019 is the third year in which more than 90% of 16-year-olds registered for SEC examinations. This figure shows that SEC has reached and surpassed by 14% its original target of attracting 80% of the population (marked).

Statistical Report (2019): Secondary Education Certificate Examinations

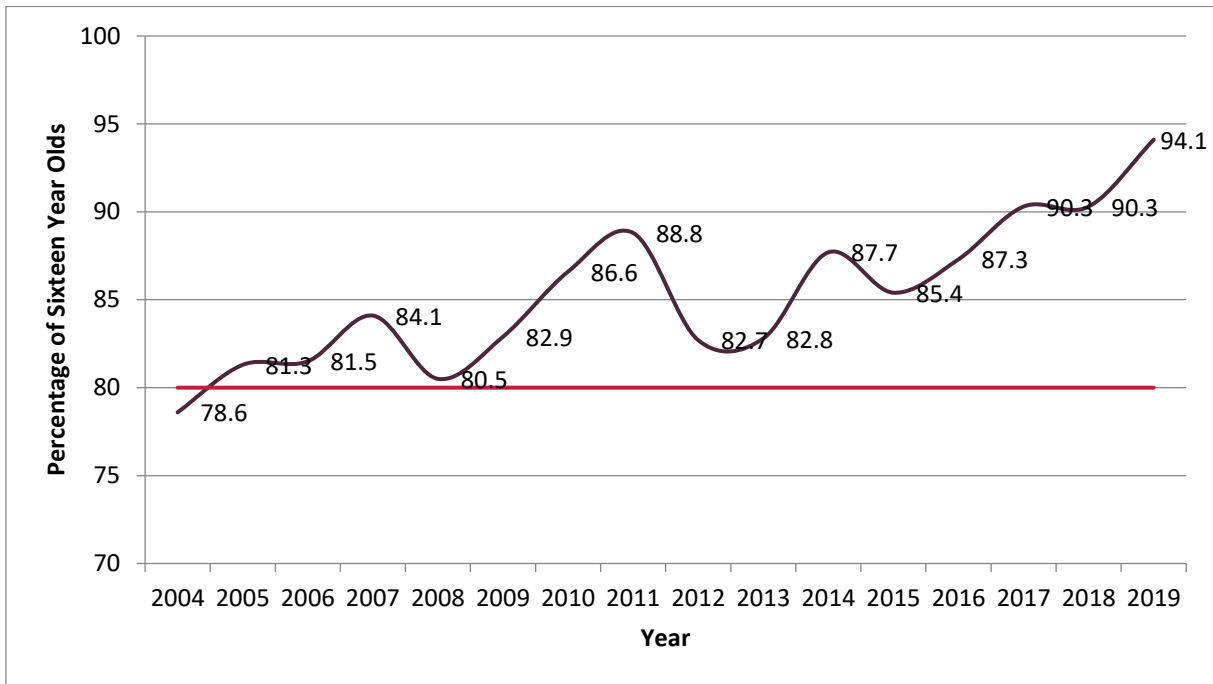


Figure 7.ii: Percentage of children born sixteen years earlier applying for SEC, by year of examination

Figure 7.iii shows the number of examiners used for oral examinations in the main session. The number of examiners for oral examinations has decreased after a relatively high number in 2009. The number of examiners used in the last three sessions is again comparable to those before 2009, following an increase starting from 2013. This year, a total of 184 examiners were used, which number is equivalent.

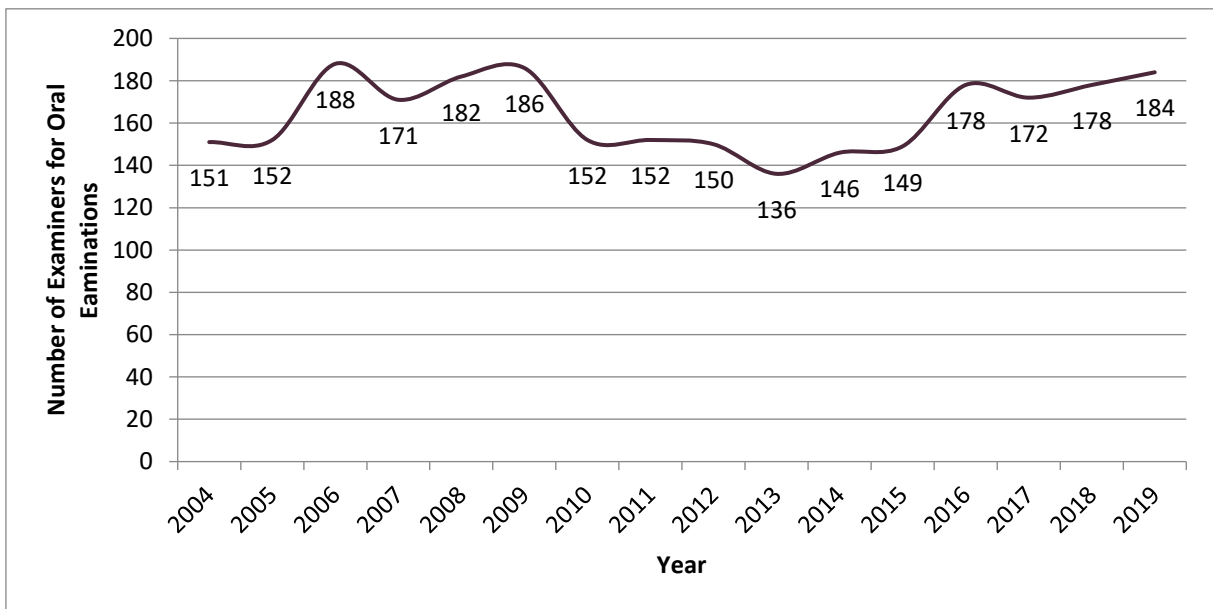


Figure 7.iii: Number of Examiners whose services were required for Oral Examinations, by year of examination

Statistical Report (2019): Secondary Education Certificate Examinations

Figure 7.iv 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 decreasing for the past four years. As noted earlier and shown in Table 2.9, sector differences in this regard are large but are smaller than those reported last year as a larger percentage of state school students have registered for the three science subjects.

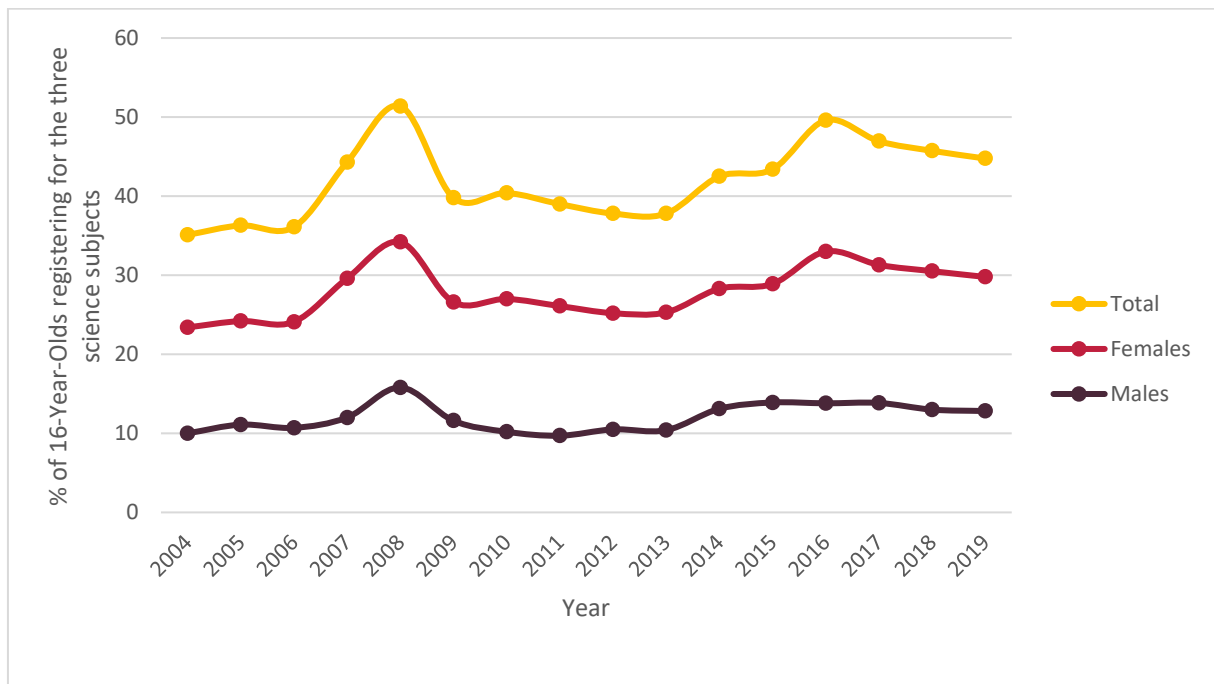


Figure 7.iv: Percentage of 16-year-olds registering for three science subjects, by year of examination

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 candidates registering for one language subject has been generally increasing along the years. This year, 66.6% of registered candidates opted for one foreign language subject. The percentage of 16-year-olds registering for two language subjects is seen to gradually decrease along the years along with those (not shown) of candidates sitting for more than two foreign language subjects. Sector differences are, again, well-pronounced. Candidates from state schools are the most likely to register for no foreign language (27.3%) and the least likely to register for two or more foreign languages (5.8%). Candidates from church schools are the least likely to register for no foreign language (14.3%) and the most likely to register for two or more foreign languages (19.3%). These values lie at 22.3% and 14.6% respectively for independent schools.

Statistical Report (2019): Secondary Education Certificate Examinations

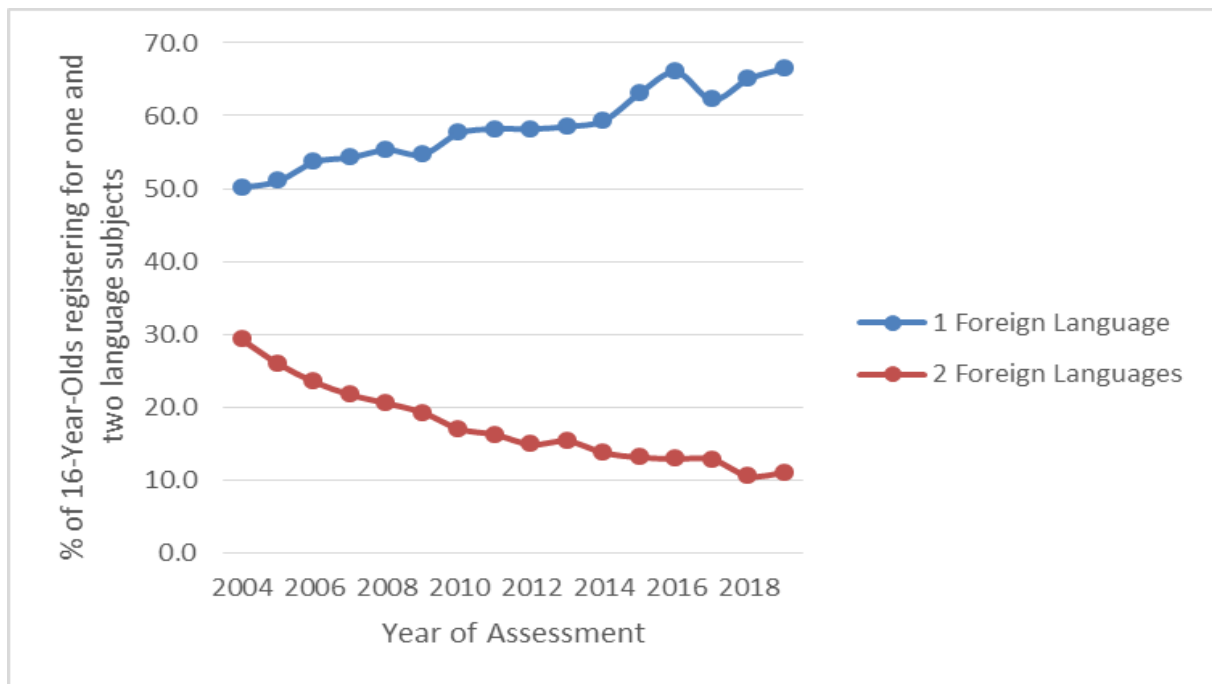


Figure 7.v: Percentage of 16-year-olds registering for one and two language subjects, by year of examination

This year there were 593 registrations for access arrangements. Figure 7.vii shows that the percentage of candidates requesting access arrangements has been increasing since 2004. This year's statistical report also suggests a gender difference when registering for examination access arrangements as male candidates (13.8%) were much more likely than female candidates (8.4%) to register for examination access arrangements. Moreover, candidates who registered for at least one SEC vocational subject were much more likely to register for examination access arrangements (24.1%).

Statistical Report (2019): Secondary Education Certificate Examinations

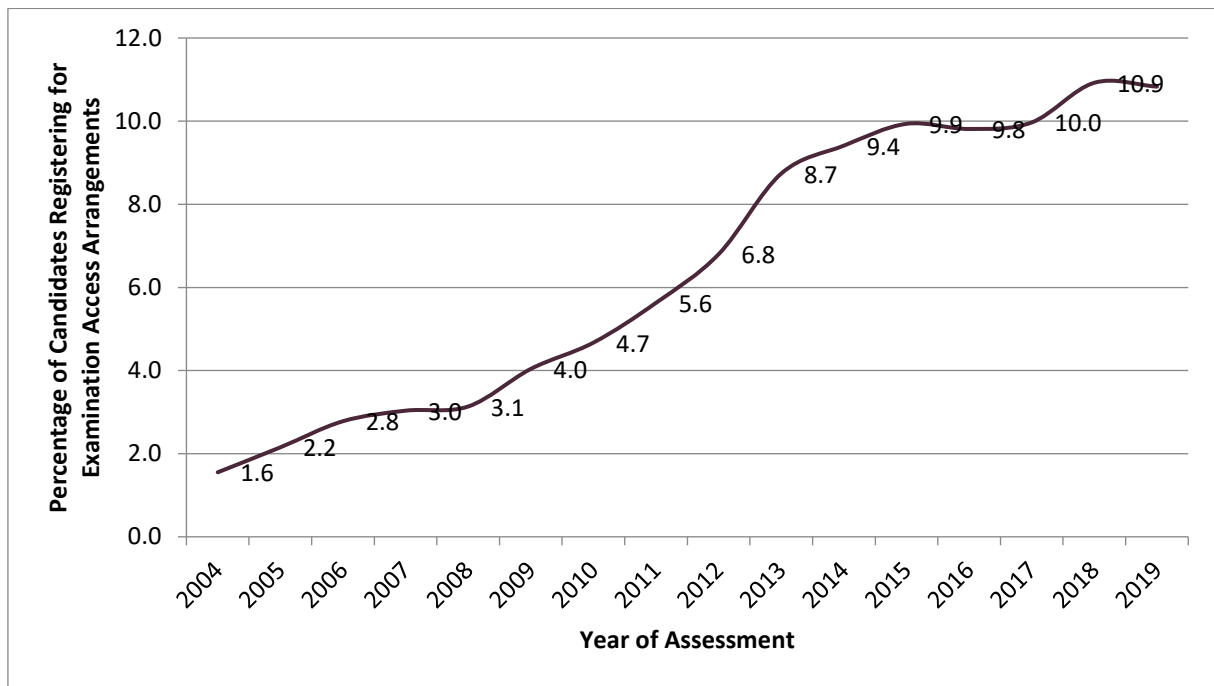


Figure 7.vi: Percentage of Candidates Requesting for Access Arrangements, by year of examination

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 five years. The data suggests that a fewer percentage of private and post-secondary candidates tend to apply for examination access arrangements than school candidates. This could be due to support structures in schools for candidates to request EAAs, which structures are absent once candidates leave secondary schooling. While in previous sessions candidates from Gozo schools were more likely to qualify for EAAs, this trend was not repeated in 2019.

Statistical Report (2019): Secondary Education Certificate Examinations

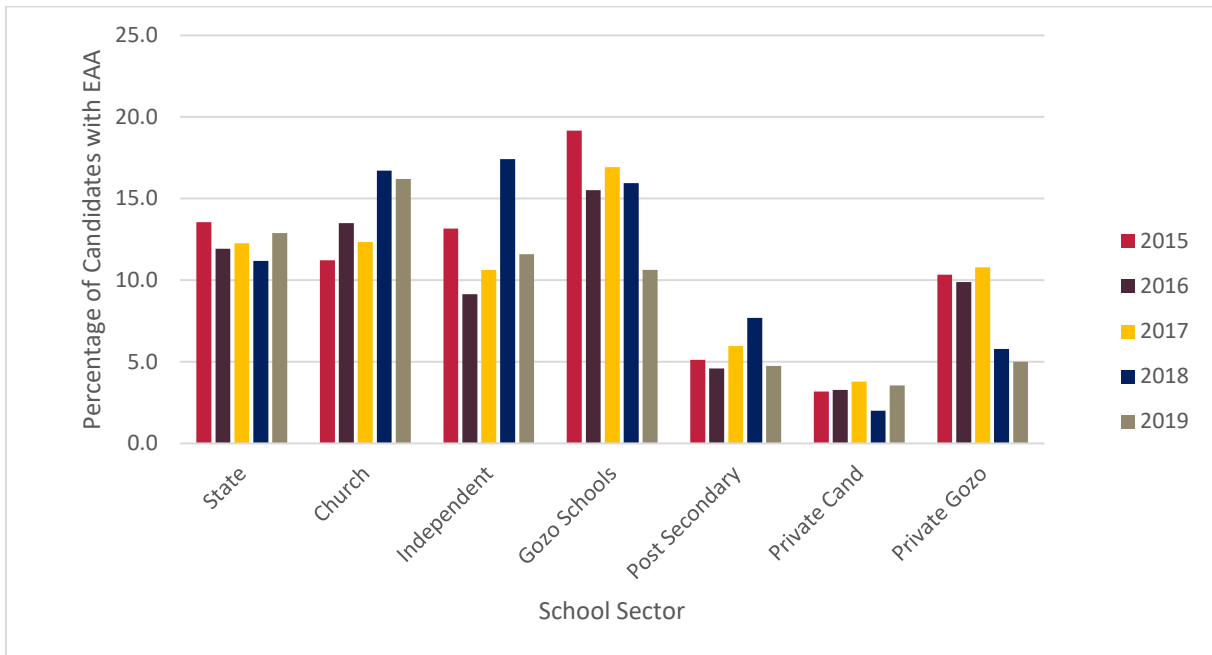


Figure 7.vii: Percentage of Candidates with Examination Access Arrangements, by school sector and year of examination

This year 5,351 (97.7%) of the Main session candidates and 1,450 (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. 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.

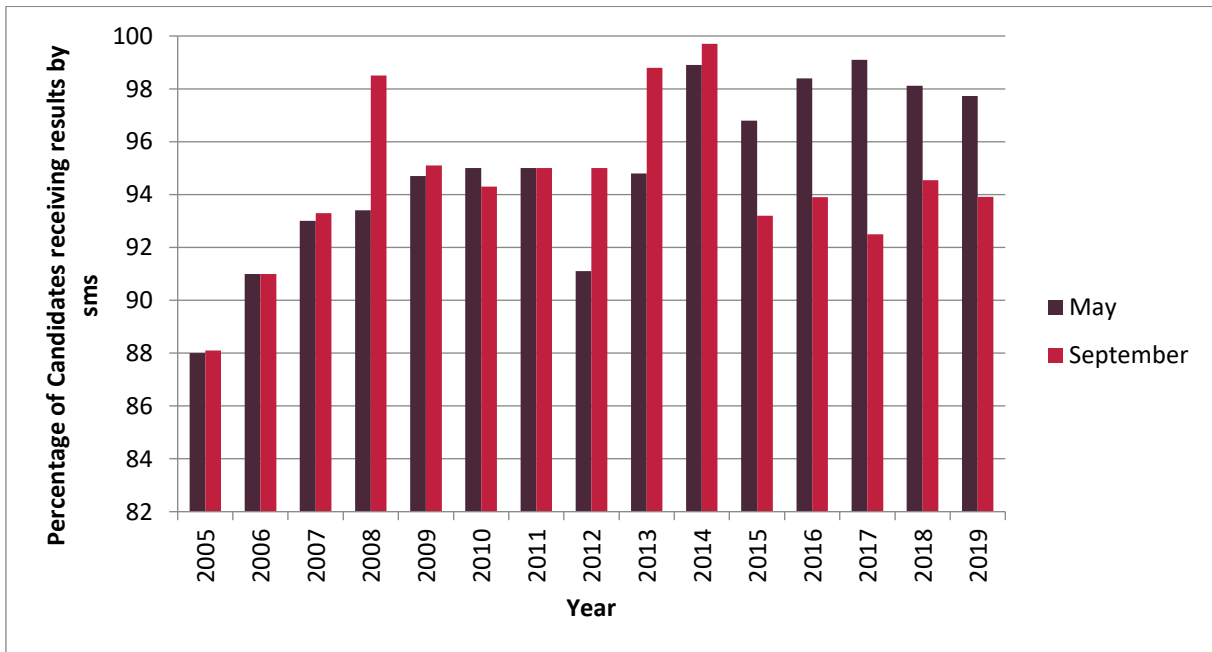


Figure 7.viii: Percentage of Students receiving Results by sms, by year and session

Following the 2019 examination sessions, 763 and 59 candidates respectively applied for revision of papers for the Main and Supplementary sessions. The percentage of candidates requesting this service has increased as predicted in last year’s report. In fact, the ratio of registrations for revision of paper to the number of candidates is the largest ever recorded. The number of candidates applying for revision of papers following the Supplementary session follows a different, rather irregular, pattern (Figure 7.ix).

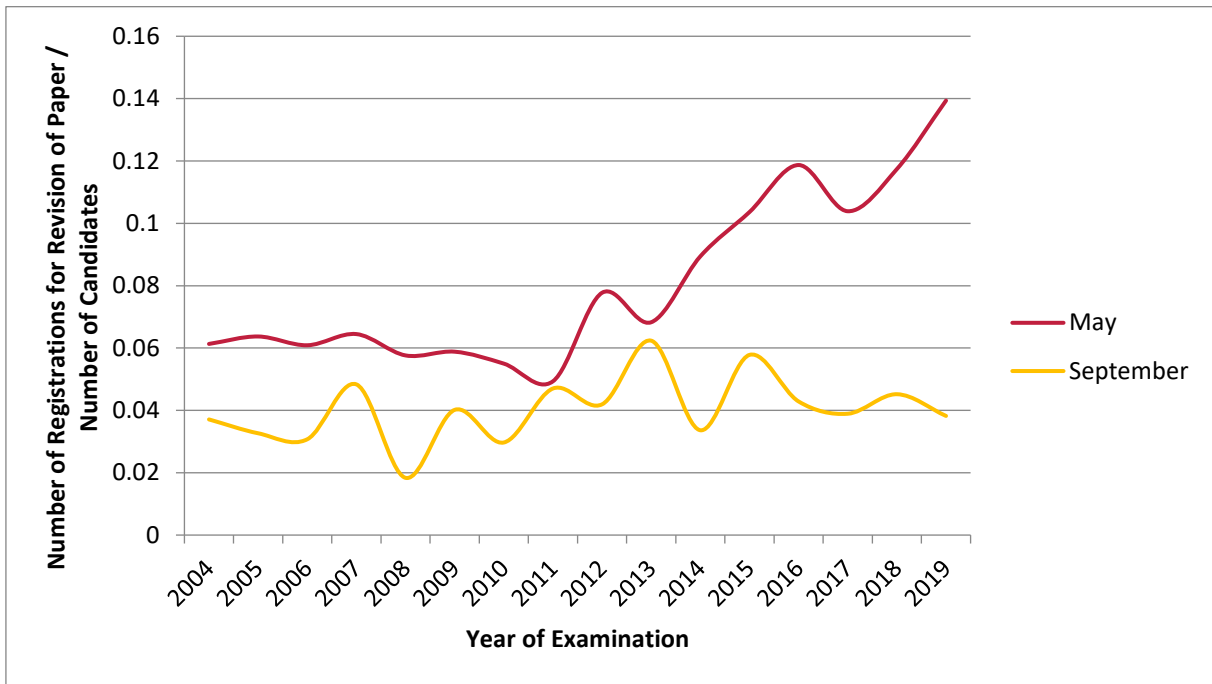


Figure 7.ix: Number of Candidates applying for Revision of Papers, by Year of Examination

Table 7.2 shows that while the number of registrations for the Supplementary session has been decreasing along with that for the Main session, this year there were more registrations for both sessions. The percentage of candidates from the Main session who apply for the Supplementary session, represented in Figure 7.x, has been generally decreasing, although it does so erratically. This year, 28.2% of the Main session candidates registered for the Supplementary session. Following, Figure 7.xi shows how the percentage of eligible candidates that apply to sit for the Supplementary session in non-science subjects.

Statistical Report (2019): Secondary Education Certificate Examinations

Table 7.2: 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
	Supplementary	Main	
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
2018	1483	5145	28.8
2019	1544	5475	28.2

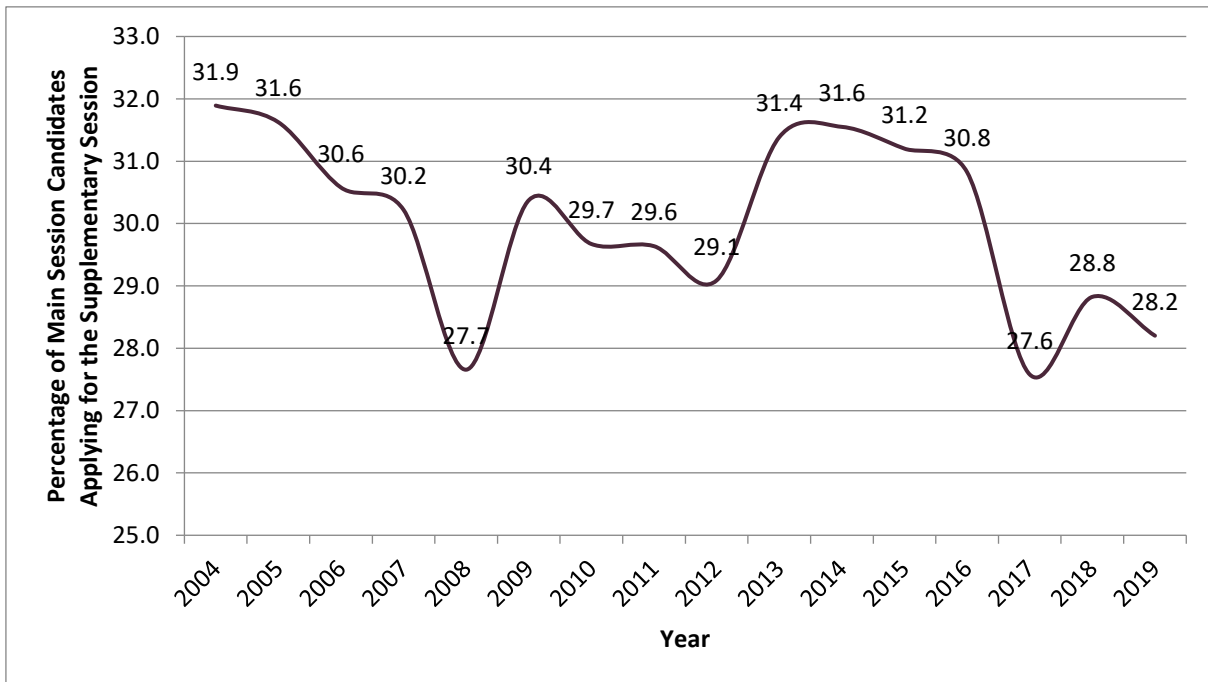


Figure 7.x: Percentage of Candidates Applying for the September Session

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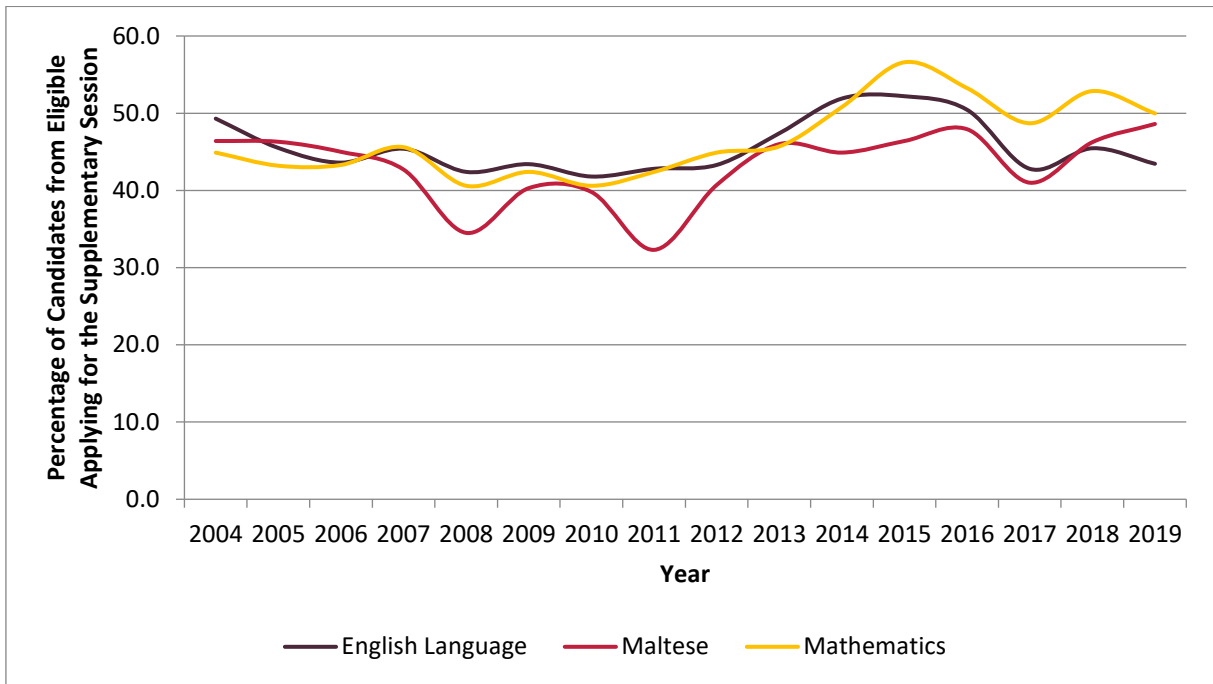


Figure 7.xi: Percentage of September Registrations from Eligible Candidates, by Year of Examination

In 2019, the pass rate of candidates stood at 77.1% when Grades 1 to 7 are considered and 65.9% when Grades 1 to 5 are considered. Figure 7.xii shows that these percentages are smaller than those reported in last four years.

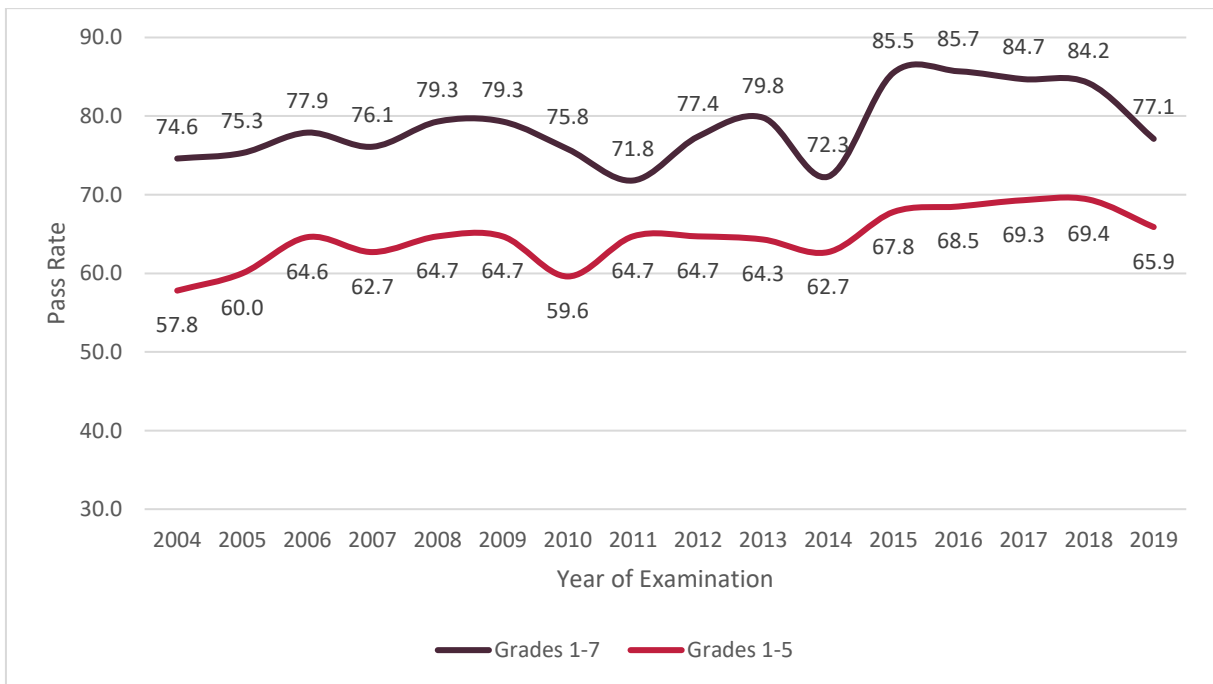


Figure 7.xii: Percentage Pass Rate of Candidates, by Year of Examination

Statistical Report (2019): Secondary Education Certificate Examinations

A considerably higher occurrence of absent candidates was noted by examiners in 2019 and this was attributed to candidates paying no registration fees in 2019. The average percentage of absent candidates is higher in 2019 than in previous years, as shown in Figure 7.xiii. Candidates are marked absent for an assessment only if they miss all of Paper I, Paper II, and coursework. Thus, those who are absent for one or more parts of an assessment, can be expected to be more likely to be awarded Grade U. The average percentage of candidates obtaining Grade U is also included in Figure 7.xiii. This shows that the percentage of candidates obtaining Grade U has not increased substantially in 2019, while that of absent candidates is nearly double that recorded in previous years.

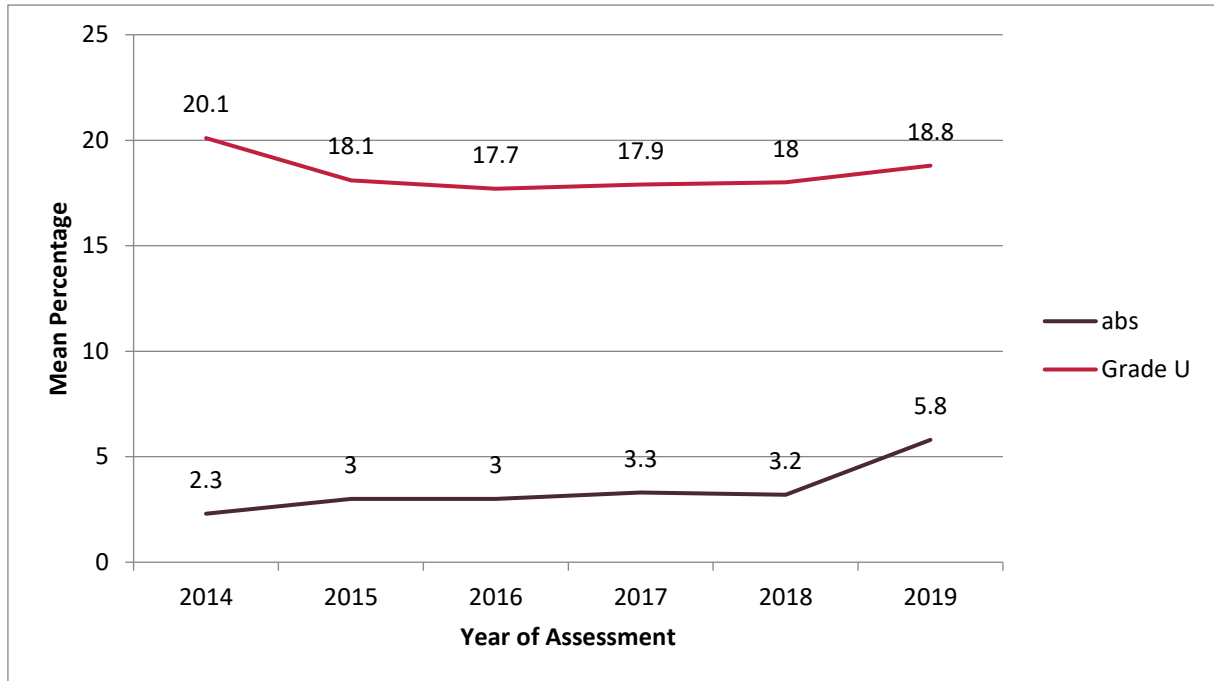


Figure 7.xiii: Mean percentage of candidates who were absent or obtained Grade U, by year of assessment

Following the Main session, from the children born in 2003 in Malta, 79.7% obtained Grade 1 to 7 in English Language, 67.9% in Maltese and 71.3% in Mathematics. Following the Supplementary session, from the children born in 2003 in Malta, 91.2% obtained Grade 1 to 7 in English Language, 83.0% in Maltese and 82.0% in Mathematics. Figure 7.xiv shows the percentage of the cohort obtaining passes with Grades 1-7 in these three main subjects following the Main sessions since 2008. Thus, while the performance of candidates has deteriorated when seen as percentage pass rate, it has not when passes in the three main subjects by the 16-year-old cohort are considered.

Statistical Report (2019): Secondary Education Certificate Examinations

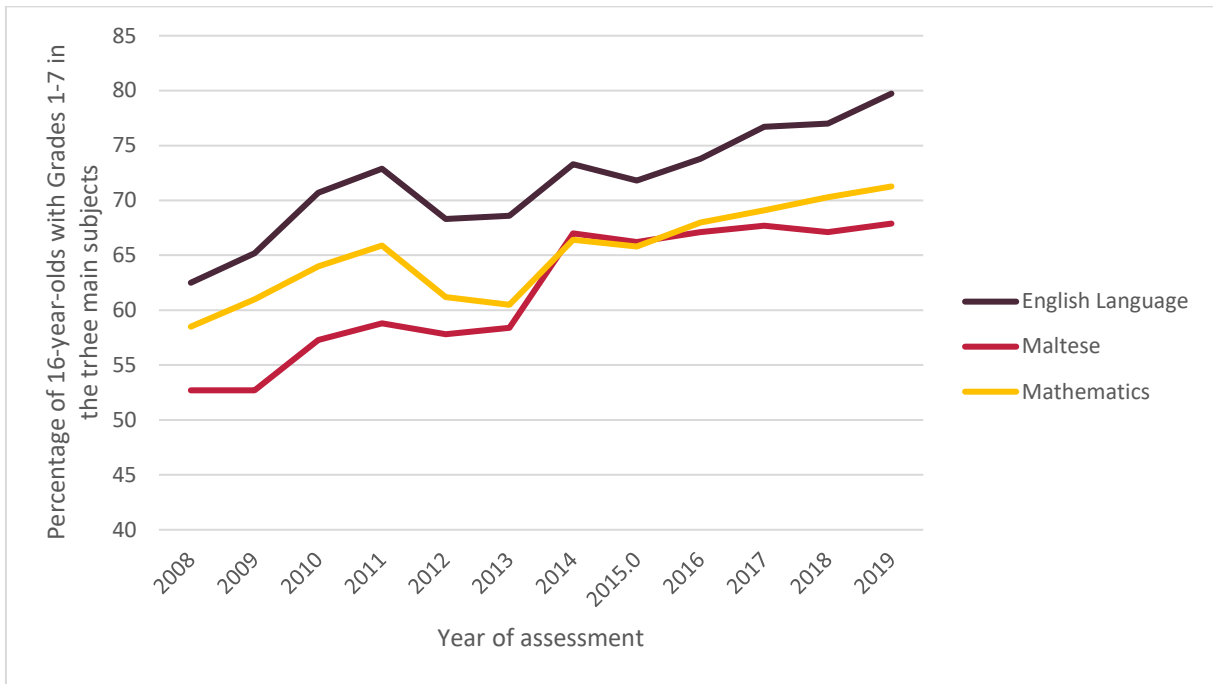


Figure 7.xiv: Percentage of 16-year-old cohort with Grades 1-7 in English Language, Maltese, and Mathematics following the Main Session, by year of Examination

Following the 2019 Main and Supplementary sessions, 48.0% of 16-year-olds (52.6% of females and 43.5% of males) had obtained the necessary entry requirements for Form VI (Table 7.3). Figure 7.xv 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, although this has decreased in the past two years. Figure 7.xvi shows the difference between the percentages of males and females who qualify for entry in sixth form. Although analysis of the trend suggests that this difference is decreasing along the years, this year, 9.1% more females than males qualified for entry in Form VI.

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Table 7.3: Percentage of the 16-year-old 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
2018	43.1	53.4	48.0
2019	43.5	52.6	48.0

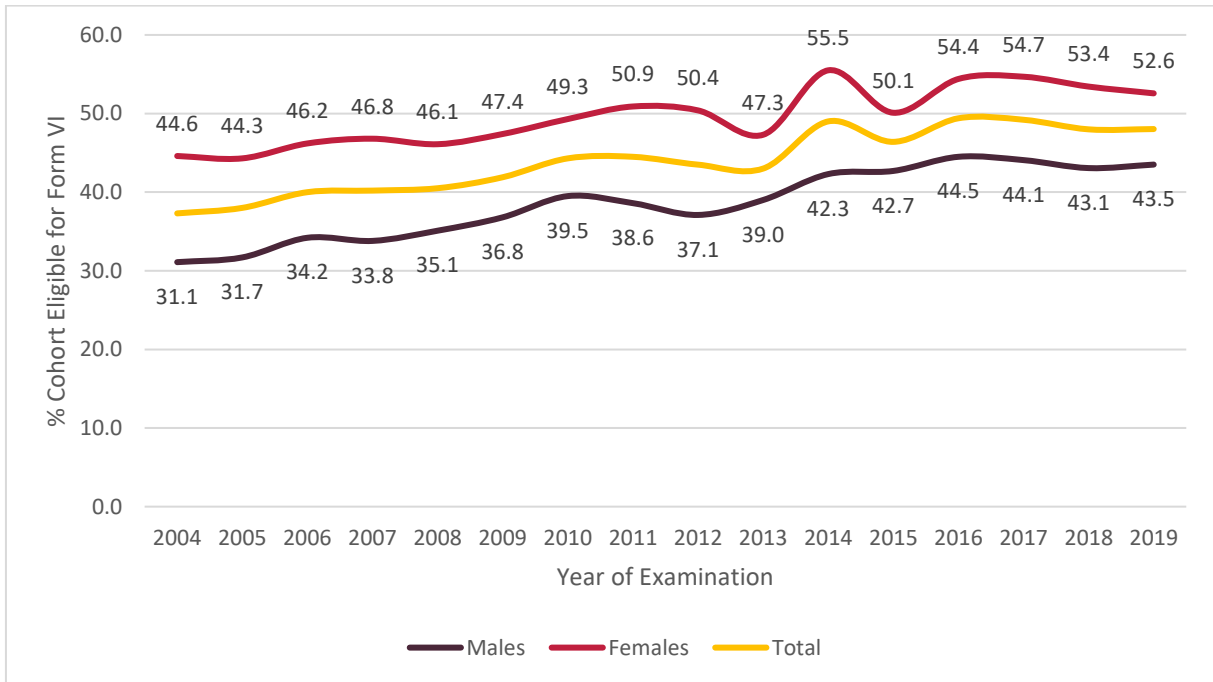


Figure 7.xv: Percentage from Cohort Eligible for Sixth Form, by Year of Examination and Gender

Statistical Report (2019): Secondary Education Certificate Examinations

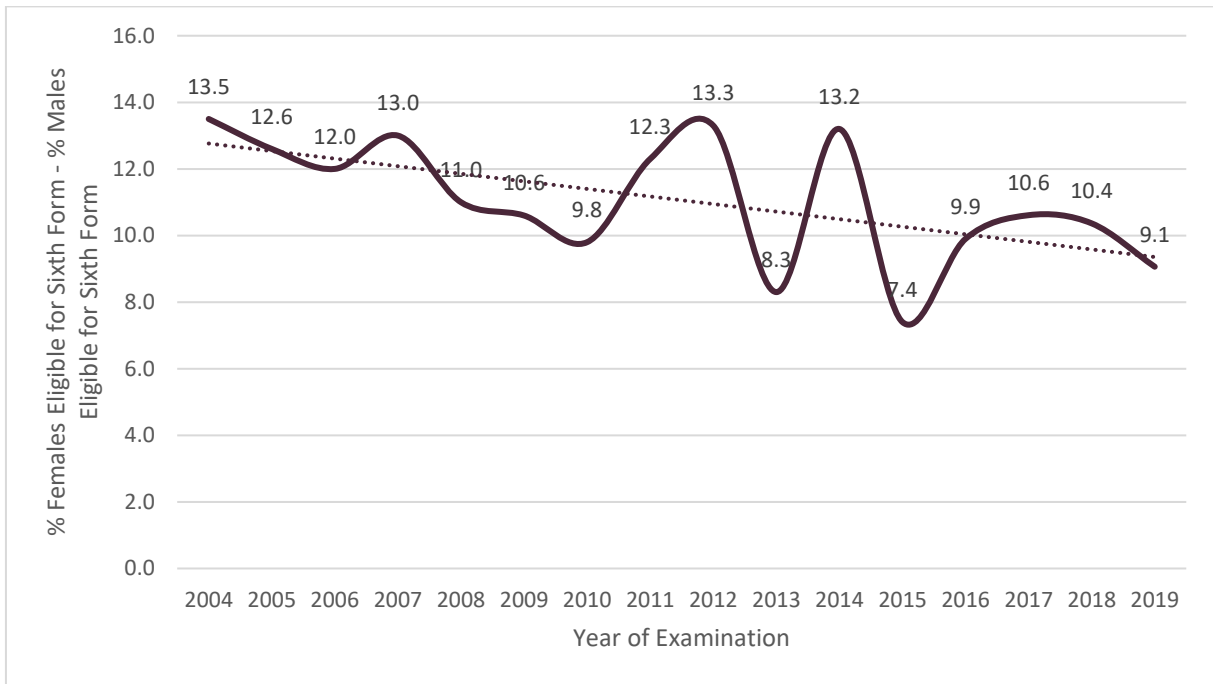


Figure 7.xvi: Difference between the Percentage of Females Eligible for Sixth Form and the Percentage of Males Eligible for Sixth Form, by Year of Examination

8. CONCLUSION

This report has been produced with the intention of providing important and valid information about various aspects of the SEC examination of 2019. This is the seventeenth year that such a report has been produced by the MATSEC Support Unit, although, before that, 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. 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, who collates and analyses data for these reports, through email: gilbert.j.zahra@um.edu.mt.

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APPENDIX A

Time Tables for the 2019 MATSEC Examination Sessions

Statistical Report (2019): Secondary Education Certificate Examinations



Main/First 2019 Session Timetable

	ADVANCED MATRICULATION		INTERMEDIATE MATRICULATION		SECONDARY EDUCATION CERTIFICATE	
	FIRST SESSION		FIRST SESSION		MAIN SESSION	
	09:00	16:00	09:00	16:00	09:00	16:00
Thursday 25 April	Economics I	Home Economics I	Economics		Economics I	Home Economics I
Friday 26 April	Economics II			Systems of Knowledge	Economics II	
Saturday 27 April	Physics I	Physics II	Environmental Science	Physics	Physics I	Physics II
Monday 29 April	Home Economics II	Russian I/Spanish (List.) (15:00)	Home Economics	Spanish (List.) (16:00)	Home Economics II	Environmental Studies I
Tuesday 30 April	Marketing I	Marketing II		Marketing	Design & Technology II	Environmental Studies II
Thursday 2 May	History I	French IV & I	History	French	History I	French I
Friday 3 May	History II	French II	Physical Education		Physical Education II	French II
Saturday 4 May	Pure Mathematics I	History III	Pure Mathematics		Mathematics I	Mathematics II
Monday 6 May	Pure Mathematics II	Biology I		Biology	History II	Biology I
Tuesday 7 May	Maltese I/Applied Mathematics I	Arabic II/Russian II/ Italian I Part I (15:00)	Applied Mathematics	Italian (List.) (17:00)	Ethics II	Biology II
Wednesday 8 May	Biology II			Psychology	Commerce I	Greek I/Russian I/ Class. Cult. & Civil. I
Thursday 9 May	Accounting I/Arabic III	Biology III	Arabic		Arabic II/Commerce II	Accounting I/ Business Studies I
Friday 10 May	Russian III	Accounting II	Russian	Accounting	Greek II/Russian II/ Class. Cult. & Civil. II	Accounting II/ Business Studies II
Saturday 11 May	Maltese II/Applied Mathematics II	Maltese III	Maltese		Maltese I	Maltese II
Monday 13 May	Computing I/Info Tech I	French III			Computing I	English Literature I
Tuesday 14 May	Philosophy I	Computing II/Info Tech II		Computing/Info Tech		Computing II
Wednesday 15 May	German I	German II/Greek I	German	German (List.) (15:00)	German I	English Literature II
Thursday 16 May	Philosophy II	German III/Greek II	Philosophy	Greek		German II
Friday 17 May	Theatre and Performance I	Italian II	Theatre and Performance	Italian	Geography I	Italian I
Saturday 18 May	English I	English II			English Language I	English Language II
Monday 20 May	Geography I	English III	Geography	English	Geography II	Italian II
Tuesday 21 May	Geography II	Theatre and Performance II				Social Studies I
Wednesday 22 May	Chemistry I	Italian III	Chemistry		Chemistry I	
Thursday 23 May	Chemistry II	Italian IV			Chemistry II	Social Studies II
Friday 24 May	Spanish I/Latin II	Art III	Music (Parts I & III)	Music (Part III cont.)	Spanish I/Latin I	
Monday 27 May	Sociology I	Music I	Sociology		Music I (Part I)	European Studies I/Textiles & Design I
Tuesday 28 May	Spanish II	Latin I	Spanish	Latin/Classical Studies	Music I (Part II)	Music I (Part II) (cont.)
Wednesday 29 May	Music III (performance/composition)/ Spanish III	Music II (Part II)		Music (Part II)	Spanish II/Latin II	Music II
Thursday 30 May	Eng Draw/Graph Comm I	Eng Draw/Graph Comm II		Eng Draw & Graph Comm	Graphical Communication I	Graphical Communication II
Friday 31 May	Sociology II	Sociology III			European Studies II/Textiles & Design II	Art II
Saturday 1 June	Religious Knowledge I	Religious Knowledge II	Religious Knowledge		Religious Knowledge I	Religious Knowledge II
Saturday 8 June	Art I	Art II	Art		Art I	Art I (cont.)

Main/First 2019 Session Timetable

Oral Examinations

Advanced Matriculation Orals	
French	Tuesday 26 March
English	Monday 18 March
	Wednesday 20 March
	Thursday 21 March
	Friday 22 March
	Monday 25 March
Maltese	Thursday 4 April
	Friday 5 April
	Monday 8 April
	Tuesday 9 April
Arabic/German/Spanish/Russian	Thursday 11 April
Italian	Saturday 13 April
Intermediate Matriculation Orals	
English	Wednesday 27 March
	Thursday 28 March
	Friday 29 March
	Monday 1 April
	Tuesday 2 April
Italian	Saturday 30 March
Maltese	Saturday 6 April
Arabic/German/Russian/Spanish	Monday 15 April
French	Tuesday 16 April

SEC Listening Comprehension/Dictation	
English	Saturday 16 March
German/Russian	Monday 18 March
Arabic/Spanish	Wednesday 20 March
Italian	Saturday 23 March
French	Saturday 30 March
SEC Reading & Conversation	
Arabic/German/Russian/Spanish	Thursday 21 March
	Friday 22 March
	Monday 25 March
Maltese/Italian	Tuesday 26 March
	Wednesday 27 March
	Thursday 28 March
	Friday 29 March
	Monday 1 April
English/French	Tuesday 2 April
	Wednesday 3 April
	Thursday 4 April
	Friday 5 April
	Monday 8 April
Tuesday 9 April	
Wednesday 10 April	

Practical Examinations

Advanced Matriculation Practicals	
Physics	Tuesday 4 June
Theatre and Performance	Monday 3 June
	Tuesday 4 June
	Wednesday 5 June
	Thursday 6 June
	Monday 10 June
	Tuesday 11 June
	Wednesday 12 June
	Thursday 13 June
	Thursday 6 June
	Thursday 13 June
Biology	Thursday 6 June
Chemistry	Thursday 13 June
Intermediate Matriculation Practicals	
Theatre and Performance	Monday 3 June
	Tuesday 4 June
	Wednesday 5 June
	Thursday 6 June
	Monday 10 June
	Tuesday 11 June
	Wednesday 12 June
	Thursday 13 June

Physical Education Activities

Intermediate Matriculation Activities	
All activities	Thursday 28 March
	Friday 29 March
	Thursday 4 April
	Friday 5 April
SEC Activities	
Athletics, Games, Gym and Dance	Thursday 28 March
	Friday 29 March
	Monday 1 April
	Tuesday 2 April
	Wednesday 3 April
Swimming	Thursday 4 April
	Friday 5 April
	Monday 3 June
	Tuesday 4 June
	Wednesday 5 June
Thursday 6 June	
SEC Physical Education	
SEC P.E. candidates are to indicate their choice of activities on the on-line form.	

Following registration, candidates will be informed individually about:

1. SEC Listening Comprehension/Dictation (Group Examinations)
2. SEC Reading, Conversation, Role Play, etc. (Individual Oral Examinations)
3. SEC Physical Education Activities
4. Advanced Matriculation Oral Examinations
5. Advanced Matriculation Music Oral/Aural examinations
6. Advanced Matriculation Biology, Chemistry, Physics and Theatre and Performance Practicals
7. Intermediate Matriculation Physical Education Activities
8. Intermediate Matriculation Theatre and Performance Practicals

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

Main/First 2019 Session Notices

Advanced Matriculation

Heads of School are to send the coursework assessment marks for Computing, Information Technology, Geography and Home Economics and Human Ecology to MATSEC by Friday 15 March 2019.

Moderation of coursework in schools will take place between Monday 25 March 2019 and Wednesday 17 April 2019 both dates inclusive.

All candidates sitting for Art and Private candidates sitting for Computing, Information Technology, Geography and Home Economics and Human Ecology are to present their project to MATSEC or the Examinations Centre Victoria, Gozo between Monday 25 February 2019 and Friday 15 March 2019 both dates inclusive from 8:00 – 12:00 or 14:00 – 16:00.

The starting points of the **AM Art Thematic Project Work** will be published in the Notices section of the MATSEC website by Wednesday 3 April 2019. Candidates are to hand in this work at the end of the AM ART Paper I (Extended Thematic Project) examination session in a folder.

Candidates sitting for Music are to present two copies of the composition (if chosen) to MATSEC or the Examinations Centre Victoria, Gozo by Friday 26 April 2019.

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

Coursework Notice

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 25 March 2019 and Tuesday 23 April 2019 both dates 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 22 August 2019 and Friday 23 August 2019 from 08:00 – 12:30.

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

Intermediate Matriculation

Heads of School are to send the coursework assessment marks for Computing, Information Technology and Systems of Knowledge to MATSEC by Friday 15 March 2019. Moderation of coursework in schools will take place between Monday 25 March 2019 and Wednesday 17 April 2019 both dates 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 Centre Victoria, Gozo between Monday 25 February 2019 and Friday 15 March 2019 both dates inclusive from 8:00 – 12:00 or 14:00 – 16:00.

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 a form on which to indicate their choice from the Examinations Department.

The starting points of the **IM Art Thematic Project Work** will be published in the Notices section of the MATSEC website by Wednesday 3 April 2019. Candidates are to present this work on Monday 10 June 2019 from 08:00 – 12:00 or 14:00 – 16:00 at MATSEC or the Examinations Centre Victoria, Gozo.

Candidates sitting for Music are to present two copies of the composition (if chosen) to MATSEC or the Examinations Centre Victoria, Gozo by Friday 26 April 2019.

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

Access Arrangements - Candidates are to apply for Exam Access Arrangements by Tuesday 6 November 2018. Late applications for Exam Access Arrangements will only be accepted with late examination registrations on the 28, 29 and 30 November 2018. Late fees will apply. Applications for Exam Access Arrangements beyond the 30 November 2018 will be accepted. Very late fees will apply.

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 22 OCTOBER 2018 AND 6 NOVEMBER 2018. TO REGISTER, CANDIDATES ARE TO APPLY ONLINE ON www.exams.gov.mt Request for any Changes/Cancellations in registration will only be accepted between the 7 and 13 November 2018. Changes to candidates' details after the 13 November will incur additional charges. LATE APPLICATIONS WILL BE ACCEPTED ON 28, 29 AND 30 NOVEMBER 2018. ADDITIONAL FEES APPLY. A CANDIDATES' HANDBOOK IS AVAILABLE TO DOWNLOAD FROM: <https://bit.ly/2JXH8kj>

Secondary Education Certificate

Heads of School are to send the coursework assessment marks for the subjects outlined below to MATSEC by Friday 15 March 2019. 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 25 March 2019 and Wednesday 17 April 2019 both dates inclusive.

Private candidates are to present their coursework for the subjects outlined below to MATSEC or the Examinations Centre Victoria, Gozo between Monday 25 February 2019 and Friday 15 March 2019 both dates inclusive from 8:00 – 12:00 or 14:00 – 16:00.

Subjects:

Art | Biology | Business Studies | Chemistry | Computer Studies | Design and Technology | Environmental Studies | Ethics | 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 their choice on the online application choice at the time of registration.

The Art General Themes will be published in the Notices section of the MATSEC website by the Friday 10 May 2019.

Statistical Report (2019): Secondary Education Certificate Examinations



Supplementary/Second Session - 2019 Timetable

	ADVANCED MATRICULATION SECOND SESSION		INTERMEDIATE MATRICULATION SECOND SESSION		SECONDARY EDUCATION CERTIFICATE SUPPLEMENTARY SESSION	
	09:00	16:00	09:00	16:00	09:00	16:00
Thursday 29 August	Biology/Chemistry/Physics Practical Exams (am/pm)		Physical Education Practical Exam (am/pm)		Biology/Chemistry/Physics Paper I	Biology/Chemistry/Physics Paper II
Friday 30 August			Group I Subjects	Group II Subjects		
Saturday 31 August					Mathematics I	Mathematics II
Monday 2 September	Paper I (All Subjects)			Systems of Knowledge		
Tuesday 3 September	Paper II (All Subjects)				Maltese I	Maltese II
Wednesday 4 September	Paper III (All Subjects) (where applicable)				English Language I	English Language II
Thursday 5 September			Group III Subjects	Group IV Subjects		

ADVANCED MATRICULATION NOTICES		
Subject/Paper	Date	Time
Italian		
Paper I (Listening Comprehension and Dictation)	Monday 2 September	To be announced
Paper II	Monday 2 September	To be announced
Paper III	Tuesday 3 September	09:00
Paper IV	Wednesday 4 September	09:00
French		
Paper IV (Dictation)	Wednesday 28 August	To be announced
Spanish		
Listening Comprehension	Wednesday 28 August	To be announced
German		
Listening Comprehension	Tuesday 3 September	To be announced
Music		
Paper I Part I and II	Monday 2 September	To be announced
Paper III	Wednesday 4 September	To be announced
TWO copies of the music composition (if chosen) are to be presented to MATSEC or the Examinations Centre, Victoria Gozo by Friday 23 August from 08:00 – 12:00		

INTERMEDIATE MATRICULATION NOTICES		
Subject/Paper	Date	Time
German		
Listening Comprehension	Tuesday 27 August	To be announced
Italian		
Listening Comprehension	Tuesday 27 August	To be announced
Spanish		
Listening Comprehension	Tuesday 27 August	To be announced
Music		
TWO copies of the music composition (if chosen) are to be presented to MATSEC or the Examinations Centre, Victoria Gozo by Friday 23 August from 08:00 – 12:00		

GROUP SUBJECTS	
Group I	
Maltese	Greek
Arabic	Italian
English	Latin
French	Russian
German	Spanish
Group II	
Accounting	Marketing
Classical Studies*	Philosophy
Economics	Psychology*
Geography	Religious Knowledge
History	Sociology
Group III	
Applied Mathematics (Mechanics)	Environmental Science*
Biology	Physics
Chemistry	Pure Mathematics
Group IV	
Art	Information Technology
Computing	Music
Engineering Drawing	Physical Education*
Graphical Communication	Theatre and Performance
Home Economics and Human Ecology	
Systems of Knowledge* *Offered at Intermediate Level (IM) only	

Supplementary/Second Session - 2019 Timetable

Advanced Matriculation

Orals

Arabic/English/French/German/Italian/Maltese/Russian/Spanish	Wednesday 28 August
Music II Part I	Friday 6 September

Practicals

Theatre and Performance	Friday 6 September
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Art | All candidates

Presentation of Coursework (Portfolio, Personal Study and Visual Journal) by **Monday 12 August 2019** at **MATSEC** or **Examination Centre in Victoria, Gozo**.

Starting points of **Thematic Project Work** will be published in **Notices** section of **MATSEC website** by **Tuesday 23 July 2019**. Candidates are to hand in this work **at the end of the AM Art I (Extended Thematic Project) examination session in a folder**.

Computing, Information Technology, Geography, Home Economics and Human Ecology | Private Candidates

Presentation of Project by **Monday 12 August 2019** at **MATSEC** or the **Examination Centre in Victoria, Gozo**.

Coursework/Project Interviews: Wednesday 21 August 2019 – Friday 13 September 2019 both dates inclusive. All candidates may be called for an interview. 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.

Secondary Education Certificate

Biology, Chemistry, Physics | Private Candidates

Presentation of Project by **Monday 12 August 2019** at **MATSEC** or the **Examination Centre in Victoria, Gozo**.

Coursework/Project Interviews: Wednesday 21 August 2019 – Friday 13 September 2019 both dates inclusive. All candidates may be called for an interview. 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.

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 CENTRE, VICTORIA GOZO AS INDICATED ABOVE.

Coursework presented to MATSEC is to be collected during the week starting **Monday 28 October 2019** from **08:00 – 12:00** and **14:00 – 16:00**.

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

Intermediate Matriculation

Orals

English	Tuesday 27 August
	Saturday 31 August
Arabic/French/German/Italian/Maltese/Russian/Spanish	Tuesday 27 August
Music PI and PIII	Friday 6 September

Practicals

Theatre and Performance	Friday 6 September
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Art | All candidates

Presentation of Coursework (Portfolio, Personal Study and Visual Journal) by **Monday 12 August 2019** at **MATSEC** or **Examination Centre in Victoria, Gozo**.

Starting points of **Thematic Project Work** will be published in **Notices** section of **MATSEC website** by **Friday 9 August 2019**. Candidates are to present this work on **Friday 6 September 2019** from **08:00 – 12:00** at **MATSEC** or the **Examination Centre in Victoria, Gozo**.

Computing, Information Technology, Systems of Knowledge | Private Candidates

Presentation of Project by **Monday 12 August 2019** at **MATSEC** or **Examination Centre in Victoria, Gozo**.

Coursework/Project Interviews: Wednesday 21 August 2019 – Friday 13 September 2019 both dates inclusive. All candidates may be called for an interview. 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.

REGISTRATIONS WILL BE OPEN BETWEEN 19 JULY 2019 AND 26 JULY 2019.

LATE APPLICATIONS WILL BE ACCEPTED ON 30 AND 31 JULY 2019. ADDITIONAL FEES APPLY.