

L-Università  
ta' Malta

MATSEC  
Examinations Board



## Statistical Report

Secondary Education Certificate Examinations 2020

## FOREWORD

The Secondary Education Certificate (SEC) was introduced in 1991. As we reflect on the 30 years of SEC, we note with pride how much MATSEC has accomplished. It has done so through the collective effort of dedicated individuals throughout the years who were involved in the process that diligently ensured the successful completion of sessions that offered thousands of candidates the opportunity to shine in their educational achievements. Over the years the SEC has successfully replaced the British Ordinary Level examinations and established a strong reputation locally and internationally.

The preparations for the 2020 examination sessions were quite at an advanced stage when the COVID-19 pandemic broke out and this presented MATSEC with unprecedented challenges in all aspects of its operations and qualifications. With the closure of schools in March and an uncertain future ahead, MATSEC was being requested to take swift action by deciding on the examination session and the assessment syllabi. Once a decision was taken to hold a Special examination session in September, the focus was then shifted to the syllabi. Some schools were struggling in transferring all the teaching and learning on virtual platforms. An exercise was conducted across all subjects involving hundreds of experts to evaluate whether changes to syllabi were required to mitigate the effects of the pandemic on this educational stage in the students' lives.

Meanwhile, the MATSEC Examinations Board looked into the possibility of using school assessments, more specifically, school 'mock' examinations as a benchmark to issue a SEC certification, given the circumstances. MATSEC, being well aware that most post-secondary schools required students to have their SEC results before the start of the next scholastic year, opted for this solution in the absence of the May examination session. Not offering the possibility of conducting this exercise would have risked schools' starting at a much later date.

The three pillars of assessment are: validity, reliability and fairness. All three were significantly challenged during this exercise. In the end, we exercised caution and a compromise was secured: a SEC certificate based on the level attained rather than the grade was issued. The rationale for a 'level' instead of 'grade' was based on the assumption – verified by all stakeholders who hold mock examination – that mock examinations were never intended for this purpose because they represent a different aim to each school or sector, as a preparatory assessment. Giving grades on mocks would have been unfair and unjust to candidates. The predicted level exercise in itself was a very complex one which involved representatives from all three sectors. A predicted level was issued for each of the 42 subjects for 44 schools to 3,767 students with 29,396 individual results. In the end, we were delighted that predicted level exercise served its purpose and many students could continue their educational path.

My sincere thanks go to every individual who worked in order for MATSEC to reach once again its target. The dedicated performance of all the staff at MATSEC, the examiners and, not least, the Examinations Department which provides the essential logistical support at the examination centres, and which value should not go unnoticed. Last but not least, I thank the Assessment Research and Development office for the production of the report and all the members of staff who helped in the compilation of the data.

The Director  
MATSEC  
February 2021

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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 SEC examination sessions of 2020. This was a special session held after the Main session was cancelled due to the COVID-19 pandemic and organised for September/October. Before this special session, MATSEC collated information about school candidate's performance in SEC subjects they registered for in order to predict and issue the level they would have been likely to obtain had they sat for examinations. This report provides registration information of the cancelled Main session. It then reports on the administration of the predicted level exercise and the actual examinations before reporting on the registration and results data of 2020.

In total, 5,225 candidates (2,403 males and 2,822 females) registered for SEC examinations in one or more subjects in the cancelled Main Session. The majority (3,567 candidates, 68.3%) of candidates were born in 2004, i.e. individuals who turned sixteen in 2020.

MATSEC statistical reports have been using the number of live births 16 years before the year of an assessment as an estimate of the total number of 16-year-olds living in Malta. This year's report continues the practice introduced last year of also using the figure of 15-year-olds living in Malta in 2019. Both figures are published by the National Statistics Office (NSO). Thus, 84.5% of 16-year olds sat for examinations if estimated from the number of 15-year-olds residing in Malta in 2019 or 91.8% of 16-year-olds if estimated from the number of live births 16 years ago. These figures are similar to those presented in the statistical report of last year.

Like the years following 2002, most candidates registered for Paper IIA with Classical Culture, Latin, Mathematics and Textiles & Design being the only subjects where Paper IIB was preferred. The percentage of registrations for Paper IIA was particularly high in Church and Independent schools, where 73.7% and 80.8% of registrations were for Paper IIA. On the other hand, 53.9% of registrations from state schools were for Paper IIA, with a slight drop from last year. The difference between males and females in this regard is also notable. Females were most likely to register for Paper IIA, with the difference being less pronounced in independent schools (3.8%) and most pronounced in state schools (14.4%). The differences in these two sectors are more pronounced this year compared to last year's figures (1.1% and 11.9% respectively).

Another statistic which is noted to increase yearly is the percentage of candidates registering for examination access arrangements (EAAs). In 2020, 647 candidates were given EAAs which is equivalent to 12.4% of registrations. The difference between males and females is also pronounced, as 15.2% and 10.0% of males and females respectively register for EAAs.

This year, a smaller percentages of 2004 candidates registered for three science subjects (13.0% made up of 9.5% males and 16.7% females), and for two foreign language subjects (11.0% made up of 5.7% males and 17.2% females). School sector differences are evident here as well, with candidates from church and independent schools being more likely to register for three science subjects and for two or more foreign language subjects. Although last year, the percentage of students registering for no foreign languages was low, for this year the figures have risen to the level of previous years, with 13.9%, 24.9% and 21.7% being reported by church, independent and state schools respectively.

Another noticeable difference between candidates from the two genders and the various sectors is the number of subjects they register for. Most females tend to register for ten SEC subjects, while most males tend to register for nine SEC subjects, although this year, the difference between males registering for nine and ten subjects is minor. Moreover, 5.9% of female candidates register for five or less SEC subjects, compared to 9.6% of males who do so. On average, more candidates from church and independent schools registered for more subjects than state schools. While 77.6% and 71.0% of candidates from church and independent schools respectively registered for nine subjects or more, only 51.7% candidates from state schools did so.

Following the press conference held on the 28<sup>th</sup> March 2020 in view of the COVID-19 pandemic by the Minister for Education and Employment, the MATSEC Board cancelled the Main session of examinations. School candidates who were due to sit



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for SEC examinations received a predicted level of achievement, based on school mock examination results after MATSEC ran a calibration exercise to standardize all the data from the different schools. In total, 30 subjects were reviewed, excluding SEC subjects which are either not taught in secondary schools or are vocational in nature. School candidates were issued predicted levels either as Level 3 (equivalent to Grades 1-5) or Level 2 (equivalent to Grades 6-7). School candidates whose work did not meet these standards or who were absent for school mock examinations were Not Awarded (na) a predicted level, comparable to Grade U. Private candidates were not issued a predicted level, amounting to 12.0% of the registrations for the Main Session.

The majority of the subject registrations (59.6%) were awarded a Level 3, consisting of 56.0% of those registered for by males in contrast to 62.9% by females. Of the subject registrations, 9.4% were awarded a Level 2 (10.2% males and 8.7% females subject registrations respectively). Subjects where school candidates who failed to achieve a satisfactory pass after the calibration exercise totalled 18.9% of the subjects registered for the cancelled Main Session (21.7% males and 16.4% female subject registrations respectively). Thus, gender disparities can be noted based on the school's mock examination results. The modal total number of passes at either Level 3 or Level 2 was in ten subjects (14.2%). If passes at Level 3 only are considered, the modal number of passes is still in ten subjects (11.3%). However, most male candidates obtained passes in nine subjects, whether at Level 3 only or at least Level 2. These observations are comparable to those in previous statistical reports, even though the mode of assessment is different.

All candidates could register for the Special September Session. Candidates who had sat for examinations in previous sessions and had planned to sit for the standard Supplementary Session were also allowed to apply. In total, 2,967 candidates registered for the Special September Session for a total of 9,316 subjects. Achievement was reported in the standard Grades.

There were several candidates who despite being awarded a Level 3 during the Predicted Level Exercise still chose to sit for a written examination. This can mostly be observed in the core subjects, where approximately 20% of the candidates registering for these subjects were awarded a Level 3 during after the predicted level exercise. Of the other subjects, SEC Chemistry is particular in this regard as 44.0% of the candidates who applied for the Special September Session had obtained a Level 3 following the predicted level exercise.

When the results of both the predicted level exercise and the September Special Session are amalgamated, 76.3% of the total candidates sitting for examinations in 2020 achieved passes Grade 1-7 (equivalent to Level 3 and 2) in nine subjects, and 65.6% of the candidates obtained passes in nine subjects at Grades 1-5 (equivalent to Level 3). In addition, from the children born in Malta in 2004, 91.2% obtained Grade 1 to 7 in English Language, 83.0% in Maltese, and 82.0% in Mathematics. These figures also compare well with those reported in 2019, 91.0%, 83.6%, and 80.2%, in English Language, Maltese, and Mathematics respectively.

Following the Special September Session, 46.4% of the children born 16 years ago obtained the necessary entry requirements for Form VI. Although this is slightly less than the 48.0% reported in 2019, it should be noted that many post-secondary schools made concessions to entry requirements due to the COVID-19 pandemic.

Following publication of the predicted level exercise, a total of 95 requests were made by 22 schools across 15 subjects. Wherever there were mistakes by schools – such as providing incorrect data to MATSEC or incorrectly working the candidates' mark – the candidates' predicted level was revised accordingly. Of these, 69 resulted in a change in the previously awarded predictive level. Following the September Special Session, there were 146 requests for revision of papers (1.6% of total registered subjects), which resulted in four upgrades (2.7% of original requests).

## 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), 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 4<sup>th</sup> 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, the brochure which advertised 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. Paper IIA is designed for the more

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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 may 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 41 in 2020. 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. SEC examinations are 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 SEC examination session of 2020. This was a special session, held after the Main session was cancelled due to the COVID-19 pandemic. Before a special session of examinations was held in September, MATSEC collated information about school candidates' performance in subjects they registered for in order to predict and issue the level they would likely have attained had they sat for examinations. This report provides an overview of the administration of the predicted level exercise and actual examinations and then reports on the registration and results data of 2020.

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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"> <li>• Arabic</li> <li>• Italian</li> <li>• Maltese</li> <li>• Maltese History</li> <li>• Latin</li> <li>• Social Studies</li> </ul>	
1990*	7	<ul style="list-style-type: none"> <li>• Land surveying</li> </ul>	
1992	13	<ul style="list-style-type: none"> <li>• English Language</li> <li>• Mathematics</li> <li>• Physics</li> <li>• Religious Knowledge</li> <li>• Russian</li> <li>• Classical Culture and Civilisation</li> </ul>	
1993	25	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Art</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Commerce</li> <li>• Computer Studies</li> <li>• Economics</li> <li>• French</li> <li>• Graphical Communication</li> <li>• Home Economics</li> <li>• Needlecraft &amp; Dress</li> <li>• Spanish</li> </ul>	
1994	30	<ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Environmental Studies</li> <li>• Geography</li> <li>• German</li> <li>• Greek</li> <li>• Technical Design</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical Communication</li> <li>• Land Surveying</li> </ul>
1995	29	<ul style="list-style-type: none"> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Maltese History</li> </ul>
1996	29	<ul style="list-style-type: none"> <li>• Textiles and Design</li> </ul>	<ul style="list-style-type: none"> <li>• Needlecraft &amp; Dress</li> </ul>
1997	30	<ul style="list-style-type: none"> <li>• English Literature</li> </ul>	
2003	31	<ul style="list-style-type: none"> <li>• European Studies</li> </ul>	
2004	32	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>	
2008	33	<ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Graphical Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Design</li> </ul>
2014	34	<ul style="list-style-type: none"> <li>• Music</li> </ul>	
2017	39	<ul style="list-style-type: none"> <li>• Agribusiness**</li> <li>• Health and Social Care**</li> <li>• Engineering Technology**</li> <li>• Hospitality**</li> <li>• Information Technology**</li> </ul>	
2018	40	<ul style="list-style-type: none"> <li>• Ethics</li> </ul>	
2020	41	<ul style="list-style-type: none"> <li>• Media Literacy Education**</li> </ul>	

\* Matriculation Ordinary Level examinations before the start of MATSEC

\*\* SEC vocational subjects

## Administrative Information

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

## Main Session of SEC Examinations

The timetable for the Main session was issued in mid-October 2019 (see Appendix A) alongside that of the Supplementary session. Registration for the examinations took place either manually or online between the 22<sup>nd</sup> October and the 6<sup>th</sup> November 2019. Late applications were received between the 28<sup>th</sup> and the 30<sup>th</sup> November 2019. 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 2020. There were 5,225 candidates who registered for the examinations (2,403 males and 2,822 females). 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;	▪ Media Literacy Education.	

Oral and aural examinations were scheduled between the 16<sup>th</sup> March and the 22<sup>nd</sup> April while written examinations were first scheduled to take place between the 23<sup>rd</sup> April and the 30<sup>th</sup> May. Practical sessions for SEC Physical Education were planned for March (all activities) and June (swimming) while the Unit 3 controlled assessment for vocational subjects were to take place between the 20<sup>th</sup> and 22<sup>nd</sup> April.

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

### Vocational Subjects

Candidates for vocational subjects are registered as school candidates at the beginning of the course (Year 9). A total of 857 candidates (458 males and 399 females) registered for a vocational subject. Of these, 67 (40 males and 27 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. The controlled assessment for Unit 3 was cancelled and the mark was pro-rated based on earlier work submitted by the candidates. 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	2018	28 <sup>th</sup> , 29 <sup>th</sup> , 30 <sup>th</sup> May	1 <sup>st</sup> November
2	2019	21 <sup>st</sup> , 22 <sup>nd</sup> , 23 <sup>rd</sup> May	4 <sup>th</sup> November
3	2020		2 <sup>nd</sup> November

### 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 forms<sup>2</sup>. This year, there were 647 applications for access arrangements (366 males and 281 females). These make up 12.4% of registrations for SEC subjects (15.2% of male registrations and 10.0% of female registrations). A total of 208 registrations were from candidates studying a vocational subject, making up 24.3% of the vocational candidate population. These requests were considered by the ACCESS-Disability Support Committee of the University of Malta.

### Predicted Level Exercise

On 28<sup>th</sup> March 2020, the Minister for Education and Employment, the Hon. Minister Dr Owen Bonnici, addressed a press conference and provided details on the 2020 MATSEC examinations in view of the situation created by the COVID-19 pandemic. The MATSEC Board cancelled the Main session of examinations, however, school candidates who were due to sit for SEC examinations would be receiving a predicted level of achievement, instead of grades, based on school mock examination results.

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

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For this purpose, MATSEC communicated with school candidates' schools to collate information deemed pertinent in predicting the candidates' level of achievement had SEC examinations taken place. MATSEC organised panels of subject experts tasked to analyse examination paper and their marking in order to make sense out of the collected data. Eventually, 29,386 individual results for a total 3,767 candidates were published (5,223 candidates had registered for the Main session of examinations).

### Special September Session

Candidates also had the opportunity to sit for their exams during a special examination session which was scheduled for September 2020. Registrations took place between the 22<sup>nd</sup> October and the 6<sup>th</sup> November 2020. Although late applications were not to be accepted, this decision was reverted and very late applications were received between the 28<sup>th</sup> and the 30<sup>th</sup> November 2020.

A total of 2,967 candidates (1,360 males and 1,607 females) registered for the Special September session of SEC examinations. This is equal to 56.8% of the candidates who had registered for the original Main session (56.9% of females and 56.6% of males).

Some components of the assessment of certain subjects' examinations were removed to further mitigate effects of the pandemic. These included oral and practical examinations. Removal of such components also meant the examination session could be scheduled over a shorter period of time, and all SEC examinations took place between the 28<sup>th</sup> and the 30<sup>th</sup> November 2020 (Appendix B).

Results were published on the 30<sup>th</sup> November 2020. Results were sent by mail and, for the 2,766 candidates who registered for this service (93.2%), by sms as well. In addition, 795 candidates (26.8%) opted to receive results by registered mail.

### 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. A total of 16 examination centres were used for the special September session. These are listed below. The services of 27 head of centres and 739 invigilators were used. Furthermore, a number of examinations were held in the UK and Russia.

St Aloysius' College 6th Form  
G F Abela Junior College  
Malta Visual and Performing Arts  
Giovanni Curmi Higher Secondary School  
St Nicholas College Dingli  
St Benedict College Middle School Kirkop  
Maria Regina College Middle School Naxxar  
St Gorg Peca College Valletta (St Elmo)  
Maria Regina College Zokrija Mosta  
St Theresa College Middle School Ta' Paris

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St Ignatius College Handaq

St Margaret College Verdala

Institute of Tourism Studies

Corradino Correctional Facility

Dar Kenn Ghal Sahhtek

Gozo Examinations Centre

A number of obligatory conditions and guidelines for examinations were issued by the Office of the Deputy Prime Minister and the Ministry for Health (Appendix C). The Examinations Department within the Ministry of Education and Employment was responsible for enacting these measures in MATSEC examinations.

### Candidates sitting for Examinations in Foreign Countries

Although travelling was not recommended due to the pandemic, a number of requests to hold some SEC examinations abroad were still received. These requests were not accommodated.

### Coursework

There were 20 SEC subjects that had coursework in 2020. 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**.	▪ Media Literacy Education***	

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

\*\* Offered for the first time in 2018.

\*\*\* Vocational subject. Awarded for the first time in 2020.

The coursework marks from the schools were to reach the MATSEC Support Unit by 15<sup>th</sup> March 2020. Moderation by the Markers' Panels of the above non-vocational subjects did not take place in 2020 due to the COVID-19 pandemic.

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, however Unit 3 marks were not externally verified due to the pandemic.

The coursework of private candidates was to be submitted to the MATSEC Support Unit and the Examinations Centre, Victoria, Gozo between 25<sup>th</sup> February and 15<sup>th</sup> March 2020. Chairpersons of the respective subjects were asked to collect the coursework of the private candidates from the MATSEC Support Unit. The Markers' Panels of the subjects under consideration were responsible for marking the coursework of the private candidates.



It is important to note that candidates could have been called for an interview in relation to the work presented for the coursework component of the subjects under consideration. However, a decision was taken that SEC candidates would not be called for an interview in 2020 due to the circumstances at the time.

### **Revision of Papers and Appeals**

There was no Revision of Papers Candidates who were not satisfied with the predicted level awarded to them were directed to raise the concern with their schools. Wherever there were mistakes by schools – such as providing incorrect data to MATSEC or incorrectly working the candidates' mark – the candidates' predicted level was revised accordingly. A total of 95 requests were made by 22 schools across 15 subjects (64 requests were made by state schools, 21 by church schools and 10 by independent schools). Of these, 69 resulted in a change in the previously awarded predictive level.

Candidates who were not satisfied with the grades awarded to them through the Special September session in any subject could register for the service of a Revision of Papers. Information about the registration period was posted to the candidates with their result slip for the special September session. 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, which fee is refundable in cases where the Board of Examiners recommends a change in the original grade. There were 146 requests for Revision of Papers after the Special September 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 sitting for the September session. 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 original Main session, which was officially cancelled due to the COVID-19 pandemic.

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

Cohort*	Males	Females	Total
2005	1	0	1
2004	1774	1793	3567
2003	268	330	598
2002	85	122	207
2001	32	46	78
2000	16	30	46
1999	16	19	35
1998	13	17	30
Pre-1998	198	465	663
<b>Total</b>	<b>2403</b>	<b>2822</b>	<b>5225</b>

In total, there were 5,225 candidates who registered for SEC examinations in the original Main session of 2020 (2,403 males and 2,822 females). The largest number of registrations, in total, and for both males and females, belonged to the 2004 cohort (68.2%). This is the cohort that turned sixteen in 2020. The date of births of applicants ranged from 2005 (15-years-old) to 1932 (88-years-old). Candidates from the 2004 cohort form the majority of registrants for most subjects. The only cases where less than 80% of candidates are from this cohort are Spanish (79.2%), Russian (70.0%), Commerce (75.0%) and Arabic (67.6%).

When set up in 1991, MATSEC aimed to attract 80% of sixteen-year olds to SEC (Grima & Ventura, 2006). There were 3,887 infants born in 2004 (NSO, 2010). Ignoring deaths, emigrations and immigrations, this means that 91.8% of the children born in 2004, 88.8% of males and 94.9% of females, had registered for SEC examinations in 2020. 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 2019, there were 4,220 15-year-olds living in Malta (NSO, 2020). Using this value as an estimate of the population of this year's 16-year-olds means that 84.5% of children residing in Malta, 87.4% of females and 81.8% of males, registered for SEC examinations in 2020.

Table 2.2 provides information on how many candidates, males and females, registered for the different subjects in the 2020 Main session, which was eventually cancelled due to the pandemic. 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 (4,176), Mathematics (4,290), Maltese (3,759),

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Physics (3,081), Religious Knowledge (2,943), and English Literature (2,447). All these subjects saw a drop in the number registrations compared to last year, in particular in English Language and Religious Knowledge, which saw a drop of approximately 7% and 6% respectively. Notably, only one candidate registered for SEC Latin and SEC Greek respectively, while three registered for SEC Classical Culture and Civilisation.

Gender disparities are notable in some subject registrations, suggesting that some subjects are more attractive to one gender. Male-dominated subjects include Commerce (all 8 candidates are males), Engineering Technology (97.0% males), Information Technology (81.3% males), Computing (74.6% males), Design and Technology (74.2% males), and Graphical Communications (71.4% males). Female-dominated subjects include Textiles and Design (2.9% males), Health and Social Care (5.7% males), European Studies (25.9% males), Home Economics (28.0% males), Biology (30.2% males) and Art (32.2% males). These trends are similar to those reported last year.

Table 2.3 shows the numbers of registrations, for males and females, from the different educational sectors, for the cancelled Main Session of 2020. 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 41 subjects for which there were registrants in 2020.

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*Table 2.2: Registration by Subject and Gender*

Subject	All Candidates			2004 Cohort		
	Males	Females	Total	Males	Females	Total
Accounting	366	433	799	323	357	680
Agribusiness	14	9	23	13	9	22
Arabic	39	29	68	24	22	46
Art	173	365	538	158	326	484
Biology	409	950	1359	375	829	1204
Business Studies	89	55	144	82	51	133
Chemistry	285	443	728	261	414	675
Classical Culture	1	2	3	1	2	3
Commerce	8	0	8	6	0	6
Computing	505	172	677	462	161	623
Design and Technology	224	78	302	214	71	285
Economics	93	103	196	86	100	186
Engineering Technology	130	4	134	124	4	128
English Language	2008	2168	4176	1725	1759	3484
English Literature	1114	1333	2447	1046	1264	2310
Environmental Studies	682	765	1447	648	732	1380
Ethics	107	139	246	90	110	200
European Studies	28	80	108	26	78	104
French	351	637	988	329	595	924
Geography	147	82	229	128	75	203
German	257	241	498	237	219	456
Graphical Communication	327	131	458	314	123	437
Greek	1	0	1	0	0	0
Health and Social Care	12	199	211	11	186	197
History	181	76	257	161	67	228
Home Economics	135	347	482	129	324	453
Hospitality	107	138	245	101	128	229
Information Technology	218	50	268	203	45	248
Italian	728	896	1624	671	811	1482
Latin	1	0	1	0	0	0
Maltese	1854	1905	3759	1600	1659	3259
Mathematics	2013	2277	4290	1709	1737	3446
Media Literacy	0	12	12	0	10	10
Music	16	12	28	16	10	26
Physical Education	284	195	479	256	183	439
Physics	1634	1447	3081	1486	1325	2811
Religious Knowledge	1405	1538	2943	1326	1451	2777
Russian	17	13	30	10	11	21
Social Studies	225	498	723	200	448	648
Spanish	175	252	427	147	191	338
Textiles and Design	1	33	34	1	30	31

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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	65	115	171	172	68	42	7	23	26	45	29	34	0	2	799
Agribusiness	7	6	3	0	0	0	0	0	0	0	4	3	0	0	23
Arabic	20	23	2	0	5	2	2	0	7	3	2	1	1	0	68
Art	71	160	66	111	18	51	2	5	8	9	6	28	2	1	538
Biology	100	272	185	408	78	124	10	44	8	43	28	58	0	1	1359
Business Studies	42	51	36	0	4	1	0	1	4	1	3	1	0	0	144
Chemistry	64	152	138	179	54	65	4	8	6	10	19	29	0	0	728
Classical Culture	0	2	0	0	0	0	0	0	0	0	1	0	0	0	3
Commerce	0	0	0	0	0	0	0	0	2	0	6	0	0	0	8
Computing	196	74	185	70	64	16	7	2	13	3	40	7	0	0	677
Design and Technology	132	47	52	12	0	0	1	1	1	2	38	16	0	0	302
Economics	0	0	53	69	32	16	0	1	3	2	5	15	0	0	196
Engineering Technology	89	4	30	0	0	0	0	0	0	0	11	0	0	0	134
English Language	773	896	692	618	195	173	65	126	151	209	129	138	3	8	4176
English Literature	360	544	479	520	167	156	14	13	14	18	80	81	0	1	2447
Environmental Studies	342	453	249	210	55	46	2	5	6	7	28	44	0	0	1447
Ethics	90	115	1	1	3	2	2	9	5	2	6	10	0	0	246
European Studies	24	56	0	22	0	0	0	0	2	0	2	2	0	0	108
French	97	186	167	332	59	70	4	19	7	9	16	21	1	0	988
Geography	75	34	22	11	40	34	0	0	6	1	4	2	0	0	229
German	98	103	109	94	16	15	8	10	6	3	20	16	0	0	498
Graphical Comm.	88	62	162	11	39	47	0	1	4	1	34	9	0	0	458
Greek	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Health and Social Care	8	83	0	98	4	9	0	1	0	0	0	8	0	0	211
History	84	46	43	6	37	17	1	1	8	5	8	0	0	1	257

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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	
Home Economics	64	202	46	88	8	18	0	1	2	9	15	29	0	0	482
Hospitality	34	78	55	35	6	9	0	0	0	0	12	16	0	0	245
Information Technology	94	26	86	5	29	14	1	0	0	0	8	5	0	0	268
Italian	268	347	295	363	66	57	15	25	26	43	58	61	0	0	1624
Latin	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Maltese	691	822	682	614	157	140	72	74	128	128	119	122	5	5	3759
Mathematics	765	882	685	615	199	172	82	193	151	263	127	139	4	13	4290
Media Literacy	0	0	0	12	0	0	0	0	0	0	0	0	0	0	12
Music	7	7	7	3	1	1	0	0	0	1	1	0	0	0	28
Physical Education	127	61	86	94	47	30	6	2	9	3	8	5	1	0	479
Physics	655	803	615	359	167	97	33	37	49	43	115	108	0	0	3081
Religious Knowledge	483	661	650	590	143	131	9	14	31	40	89	99	0	3	2943
Russian	4	7	2	0	7	4	1	1	3	1	0	0	0	0	30
Social Studies	105	169	98	286	1	0	4	9	15	30	2	4	0	0	723
Spanish	92	161	31	1	17	20	6	23	10	22	19	24	0	1	427
Textiles and Design	0	26	0	4	0	0	0	0	0	1	1	2	0	0	34

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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	231	135	310	123	541	258
Arabic	30	9	18	11	48	20
Art	110	63	258	107	368	170
Biology	287	122	644	306	931	428
Business Studies	55	34	32	23	87	57
Chemistry	232	53	369	74	601	127
Classical Culture	1	0	0	2	1	2
Commerce	5	3	0	0	5	3
Computing	348	157	123	49	471	206
Design and Technology	115	109	48	30	163	139
Economics	68	25	63	40	131	65
English Language	1242	766	1479	689	2721	1455
English Literature	780	334	1065	268	1845	602
Environmental Studies	412	270	513	252	925	522
Ethics	66	41	77	62	143	103
European Studies	18	10	68	12	86	22
French	232	119	444	193	676	312
Geography	82	65	58	24	140	89
German	159	98	180	61	339	159
Graphical Communication	227	100	109	22	336	122
Greek	1	0	0	0	1	0
History	120	61	45	31	165	92
Home Economics	69	66	210	137	279	203
Italian	323	405	501	395	824	800
Latin	0	1	0	0	0	1
Maltese	936	918	1217	688	2153	1606
Mathematics	924	1089	976	1301	1900	2390
Music	14	2	9	3	23	5
Physical Education	182	102	161	34	343	136
Physics	975	659	867	580	1842	1239
Religious Knowledge	815	590	1052	486	1867	1076
Russian	14	3	11	2	25	5
Social Studies	106	119	323	175	429	294
Spanish	112	63	189	63	301	126
Textiles and Design	0	1	12	21	12	22

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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 2020, the proportion of candidates opting for Paper IIA is more than 50% in all subjects with a few exceptions: Textiles and Design (35.3%) and Mathematics (44.3%) are the only subjects with more than five candidates whereby most candidates opted for Paper IIB.

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.

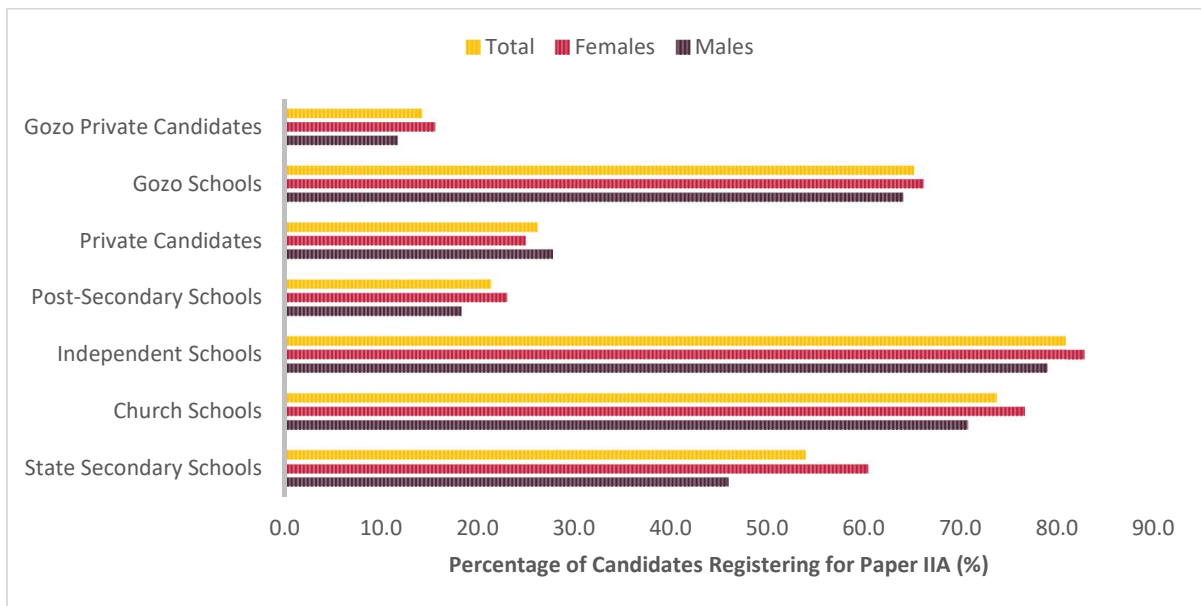


Figure 2.i: Percentage of Candidates Applying for Paper IIA by School and Gender



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

Subject	State Secondary Schools				Church Schools				Independent Schools				Post-Secondary Schools				Private Candidates				Gozo Schools				Gozo Private Candidates			
	Males		Females		Males		Females		Males		Females		Males		Females		Males		Females		Males		Females		Males		Females	
	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB
Accounting	34	31	82	33	109	62	125	47	50	18	34	8	2	5	17	6	13	13	27	18	23	6	24	10	0	0	1	1
Arabic	15	5	13	10	2	0	0	0	4	1	1	1	2	0	0	0	5	2	3	0	2	0	1	0	0	1	0	0
Art	39	32	94	66	49	17	94	17	15	3	46	5	1	1	0	5	1	7	5	4	4	2	18	10	1	1	1	0
Biology	63	37	186	86	141	44	300	108	59	19	98	26	4	7	10	33	3	5	8	35	17	11	42	16	0	0	0	1
Business Studies	22	20	30	21	25	11	0	0	4	0	0	1	0	0	0	1	2	2	1	0	2	1	1	0	0	0	0	0
Chemistry	48	16	117	35	122	16	155	24	43	11	59	6	3	1	6	2	2	4	6	4	14	5	26	3	0	0	0	0
Classical Culture	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Commerce	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	4	2	0	0	0	0	0	0
Computing	111	85	48	26	140	45	58	12	58	6	13	3	0	7	0	2	6	7	0	3	33	7	4	3	0	0	0	0
Design and Technology	50	82	30	17	42	10	12	0	0	0	0	0	0	1	0	1	0	1	0	2	23	15	6	10	0	0	0	0
Economics	0	0	0	0	37	16	49	20	28	4	13	3	0	0	0	1	1	2	1	1	2	3	0	15	0	0	0	0
English Language	368	405	564	332	533	159	537	81	177	18	160	13	19	46	46	80	49	102	68	141	96	33	102	36	0	3	2	6
English Literature	213	147	438	106	370	109	427	93	134	33	135	21	3	11	2	11	3	11	6	12	57	23	56	25	0	0	1	0
Environmental Studies	185	157	272	181	164	85	165	45	41	14	44	2	0	2	0	5	2	4	3	4	20	8	29	15	0	0	0	0
Ethics	57	33	69	46	1	0	0	1	2	1	1	1	1	1	2	7	2	3	2	0	3	3	3	7	0	0	0	0
European Studies	16	8	45	11	0	0	22	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0
French	54	43	122	64	119	48	240	92	47	12	62	8	1	3	7	12	5	2	2	7	6	10	11	10	0	1	0	0
Geography	26	49	19	15	16	6	9	2	38	2	28	6	0	0	0	0	0	6	0	1	2	2	2	0	0	0	0	0
German	51	47	69	34	75	34	77	17	11	5	12	3	5	3	9	1	4	2	2	1	13	7	11	5	0	0	0	0
Graphical Comm.	48	40	48	14	120	42	9	2	36	3	44	3	0	0	1	0	1	3	0	1	22	12	7	2	0	0	0	0
Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
History	41	43	24	22	38	5	4	2	33	4	15	2	0	1	0	1	4	4	2	3	4	4	0	0	0	0	0	1
Home Economics	16	48	98	104	35	11	71	17	7	1	17	1	0	0	1	0	1	1	3	6	10	5	20	9	0	0	0	0

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Subject	State Secondary Schools				Church Schools				Independent Schools				Post-Secondary Schools				Private Candidates				Gozo Schools				Gozo Private Candidates			
	Males		Females		Males		Females		Males		Females		Males		Females		Males		Females		Males		Females		Males		Females	
	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB	IIA	IIB
Italian	93	175	162	185	145	150	239	124	42	24	39	18	9	6	14	11	12	14	17	26	22	36	30	31	0	0	0	0
Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Maltese	267	424	506	316	473	209	488	126	88	69	93	47	3	69	9	65	24	104	29	99	80	39	92	30	1	4	0	5
Mathematics	242	523	365	517	437	248	375	240	152	47	128	44	2	80	6	187	22	129	18	245	69	58	84	55	0	4	0	13
Music	5	2	6	1	7	0	2	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Physical Education	69	58	43	18	62	24	83	11	45	2	30	0	1	5	0	2	3	6	1	2	2	6	4	1	0	1	0	0
Physics	283	372	395	408	457	158	308	51	146	21	80	17	4	29	2	35	11	38	11	32	74	41	71	37	0	0	0	0
Religious Knowledge	209	274	392	269	429	221	462	128	113	30	111	20	1	8	3	11	8	23	10	30	55	34	74	25	0	0	0	3
Russian	3	1	5	2	1	1	0	0	7	0	4	0	1	0	1	0	2	1	1	0	0	0	0	0	0	0	0	0
Social Studies	41	64	91	78	60	38	224	62	0	1	0	0	1	3	1	8	4	11	6	24	0	2	1	3	0	0	0	0
Spanish	52	40	119	42	24	7	1	0	15	2	19	1	3	3	19	4	6	4	18	4	12	7	13	11	0	0	0	1
Textiles and Design	0	0	10	16	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	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 (4,890 and 335 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
<b>Southern Harbour</b>	<b>413</b>	<b>496</b>	<b>909</b>
Vittoriosa	6	15	21
Cospicua	20	30	50
Fgura	59	81	140
Floriana	5	13	18
Isla	16	14	30
Kalkara	17	15	32
Luqa	26	28	54
Marsa	20	34	54
Paola	52	42	94
Santa Luċija	12	16	28
Tarxien	50	67	117
Valletta	22	25	47
Xgħajra	11	10	21
Żabbar	97	106	203
<b>Northern Harbour</b>	<b>645</b>	<b>768</b>	<b>1413</b>
Birkirkara	95	137	232
Fleur-de-Lys	2	2	4
Gżira	30	34	64
Ħamrun	28	48	76
Kappara	12	20	32
Msida	42	36	78
Paceville	2	0	2
Pembroke	25	17	42
Pieta'	17	21	38
Qormi	84	103	187
San Ġiljan	46	42	88
San Ġwann	65	81	146
Santa Venera	47	64	111
Sliema	55	67	122
Swatar	20	24	44
Swieqi	68	60	128
Ta' Xbiex	6	13	19

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Locality	Males	Females	Total
<b>South Eastern</b>	<b>419</b>	<b>490</b>	<b>909</b>
Birzebbuga	53	66	119
Għaxaq	35	35	70
Gudja	11	19	30
Kirkop	16	19	35
Marsascalea	95	110	205
Marsaxlokk	22	34	56
Mqabba	24	35	59
Qrendi	15	12	27
Safi	11	20	31
Żejtun	76	76	152
Żurrieq	61	64	125
<b>Western</b>	<b>328</b>	<b>384</b>	<b>712</b>
Attard	59	69	128
Baħrija	6	7	13
Balzan	21	28	49
Dingli	27	24	51
Iklin	8	12	20
Lija	15	19	34
Mrieħel	1	2	3
Mtarfa	18	31	49
Rabat	50	50	100
Sigġiewi	46	57	103
Żebbuġ	77	85	162
<b>Northern</b>	<b>442</b>	<b>505</b>	<b>947</b>
Baħar iċ-Ċagħaq	5	5	10
Bugibba	14	17	31
Burmarrad	9	12	21
Għargħur	20	27	47
Madliena	12	11	23
Manikata	4	6	10
Mellieħa	56	64	120
Mgarr	19	16	35
Mosta	117	135	252
Naxxar	96	87	183
Qawra	21	29	50
San Pawl il-Baħar	69	96	165

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Table 2.7: Registration of SEC Candidates by Locality in Gozo

Locality	Males	Females	Total
<b>Gozo</b>	<b>157</b>	<b>178</b>	<b>335</b>
Fontana	1	5	6
Għajnsielem	8	16	24
Għarb	5	10	15
Għasri	2	4	6
Kerċem	4	9	13
Marsalforn	4	5	9
Munxar	5	5	10
Nadur	25	17	42
Qala	14	17	31
Rabat	5	1	6
San Lawrenz	4	6	10
Sannat	10	14	24
Santa Luċija	0	1	1
Victoria	26	26	52
Xagħra	26	19	45
Xewkija	13	12	25
Xlendi	1	1	2
Żebbuġ	4	10	14



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 2004 cohort. Most of these candidates were in their final year of secondary education in 2020.

*Table 2.8: Number of Subjects Registered by the 2004 Cohort*

No. of Subjects	Males	Females	Total
13	4	1	5
12	9	24	33
11	116	197	313
10	449	626	1075
9	453	402	855
8	260	237	497
7	199	120	319
6	113	80	193
5	51	33	84
4	30	27	57
3	24	14	38
2	32	8	40
1	34	24	58

Table 2.8 provides information on the number of subjects registered by the 2004 cohort. This year the range of subjects taken by candidates was from 1 to 13. Last year a few candidates had registered for 14 and 15 subjects. The largest category of candidates registered for 9 subjects (24.0%) and 10 subjects (30.0%) 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 church and independent school candidates (51.7% compared to 77.6% and 71.0% respectively). The percentage of candidates registering for nine or more subjects is higher than 2019 for both state and independent schools. Private candidates and those from post-secondary institutions most often sit for one subject.

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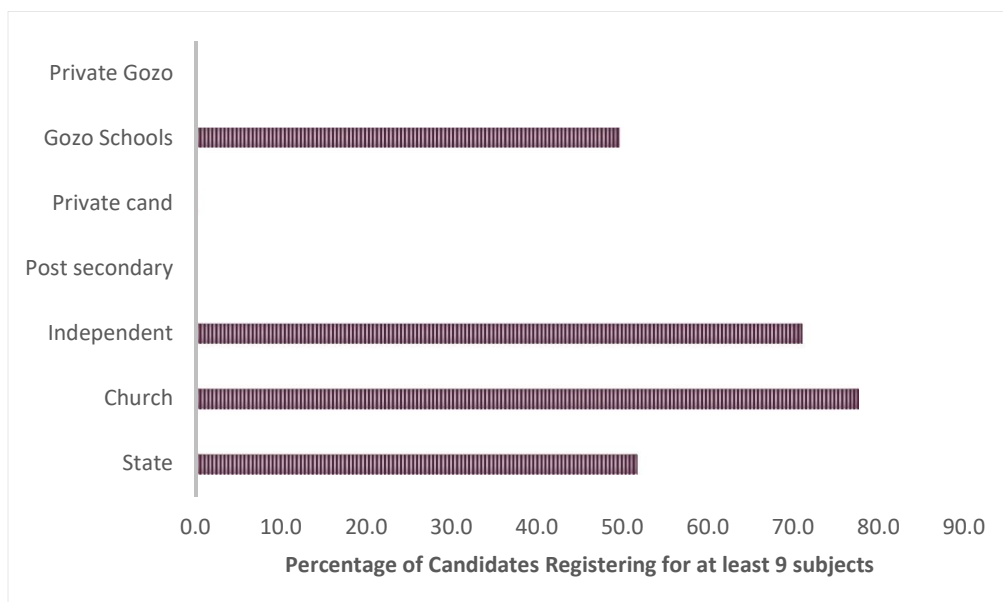


Figure 2.iii: Percentage of candidates sitting for 9 subjects or more, by sector

Table 2.9 and Table 2.10 provide information on the registration numbers of the 2004 cohort for specific subjects for the cancelled Main Session. Table 2.9 focuses on the science options whereas Table 2.10 focuses on the foreign language subjects.

Table 2.9: 2004 Cohort - Science Subjects

Subject	Males	Females	Total
<b>One Science Subject</b>	<b>1170</b>	<b>1039</b>	<b>2209</b>
Biology only	50	254	304
Chemistry only	3	6	9
Physics only	1117	779	1896
<b>Two Science Subjects</b>	<b>191</b>	<b>292</b>	<b>483</b>
Biology and Chemistry	12	61	73
Biology and Physics	123	199	322
Chemistry and Physics	56	32	88
<b>Three Science Subjects</b>	<b>190</b>	<b>315</b>	<b>505</b>
Biology, Chemistry, and Physics	190	315	505

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Table 2.9 shows that the largest category of candidates registers for one science subject. While more males opted for Physics as their single science subject, most of the candidates who registered only for Biology 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 studied more than one science subject were females. All these observations are recurring ones, observed in previous sessions. This year, 13.0% of candidates born in 2004 applied for the three sciences (9.5% of boys and 16.7% of girls). Sector differences in this regard are shown in Figure 2.iv.

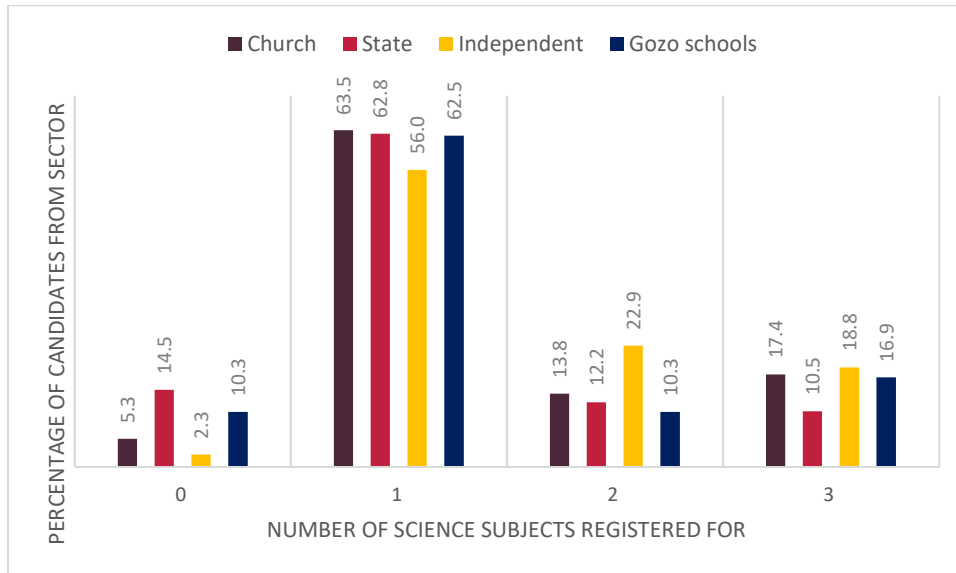


Figure 2.iv: Percentage of candidates sitting for 0, 1, 2, and 3 science subjects, by sector



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Table 2.10: 2004 Cohort - Foreign Languages

Subject	Males	Females	Total
<b>One Language Subject</b>	<b>1199</b>	<b>1210</b>	<b>2409</b>
Arabic	11	7	18
French	265	346	611
German	200	163	363
Italian	598	541	1139
Russian	3	2	5
Spanish	122	151	273
<b>Two Language Subjects</b>	<b>102</b>	<b>309</b>	<b>411</b>
Russian and Spanish	0	2	2
Italian and Spanish	11	20	31
Italian and Russian	2	3	5
German and Spanish	2	2	4
German and Russian	4	0	4
German and Italian	18	34	52
French and Spanish	8	12	20
French and Italian	34	204	238
French and German	10	14	24
Arabic and Italian	4	3	7
Arabic and German	1	1	2
Arabic and Russian	0	0	0
Arabic and Spanish	0	1	1
Russian and French	1	3	4
Arabic and French	7	10	17
<b>Three Language Subjects</b>	<b>5</b>	<b>7</b>	<b>12</b>
Italian, French and Spanish	3	2	5
German, Spanish and Russian	0	1	1
French, German and Russian	0	0	0
Italian, French and German	1	4	5
German, Spanish and Arabic	1	0	1

Table 2.10 shows that, with regard to foreign languages, 67.5% of candidates from the 2004 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. Sector differences are shown in Table 2.v.

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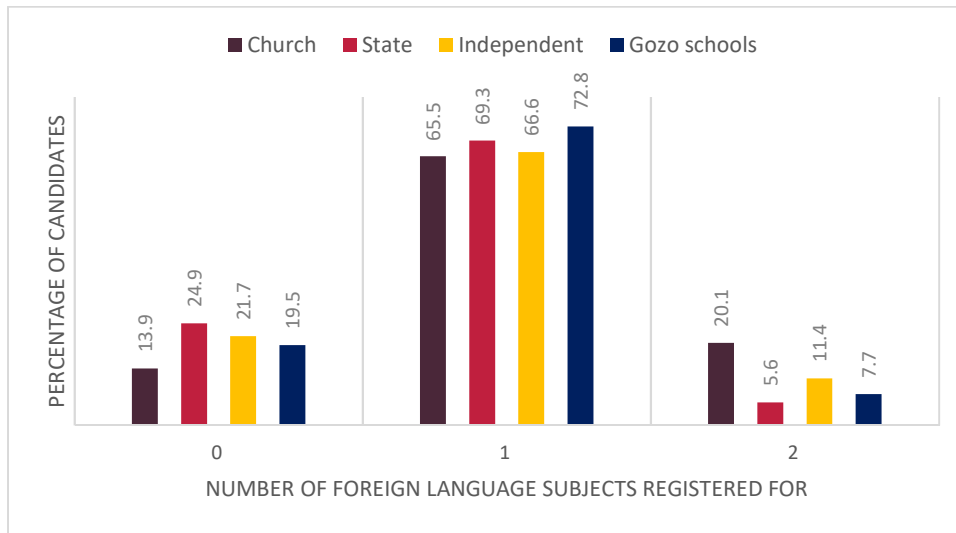


Figure 2.v: Percentage of candidates sitting for 0, 1, and 2 foreign language subjects, by sector

Figures 2.iv and 2.v suggest that there are several differences between school sectors with regards to both number of science subjects and number of foreign language subjects registered for by candidates. 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 (14.5% compared to 5.3% and 2.3% respectively). Candidates from state schools are also more likely to register for no foreign language subject (23.9% compared to 21.7% of independent schools and 13.9% of church schools candidates). Candidates from church schools are most likely to register for two foreign language subjects (20.1% compared to 11.4% of independent school and 5.6% of state school candidates).

The different school sectors also differ in the popularity of the different languages. As shown in the figure that follows, French is the most favoured in Independent schools while Italian is the most favoured option in both Church and State schools.

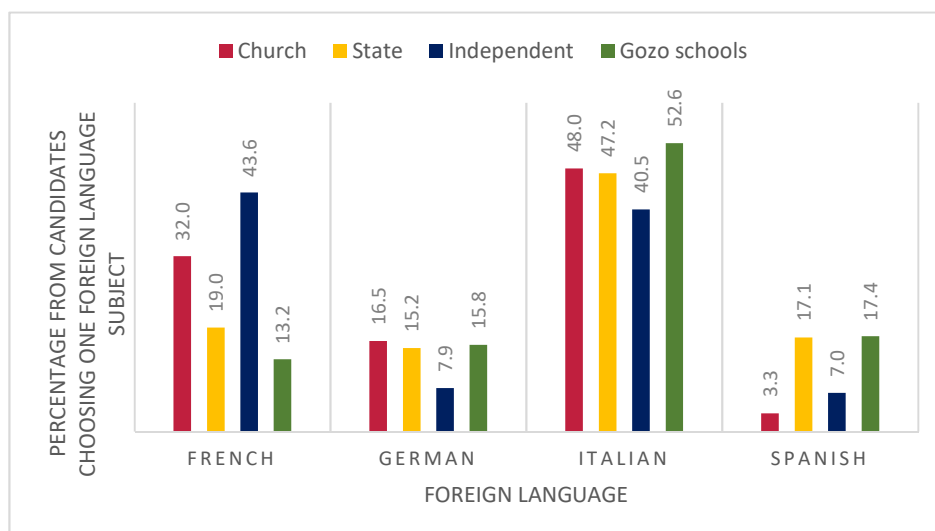


Figure 2.vi: Percentage of candidates sitting for the four commonest foreign language subjects, by sector

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

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 2020, 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 and markers. This year 647 candidates (12.4% of the total registrations) applied for EAAs. When this data is stratified by gender, a gender difference in applications for EAAs is observed: While 15.2% of male candidates applied for EAAs, only 10.0% of female candidates did so.

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

Condition	Number of Candidates
ADD/ADHD	70
Autism Spectrum Disorder <sup>1</sup>	65
DCD/ Dyspraxia	20
Hearing Impairment	13
Last minute Injuries	0
Medical Condition <sup>2</sup>	15
Mental Health <sup>3</sup>	16
Mobility Problems <sup>4</sup>	4
SpLD/ADHD	205
SpLD/Dyslexia	231
Stammer	5
Visual Impairment	3
Other	0
<b>Total</b>	<b>647</b>

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.

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As explained in Section 1.6, the coursework of private candidates is marked by the Markers' Panels of the particular subjects. Table 2.12 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 2.12.

*Table 2.12: Registration of Private Candidates\* in the subjects with a coursework component*

<b>Subject</b>	<b>Malta</b>	<b>Gozo</b>	<b>Total</b>
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.

### 3. OVERVIEW OF THE PREDICTED LEVEL EXERCISE

On 28<sup>th</sup> March 2020, the Minister for Education and Employment, the Hon. Minister Dr Owen Bonnici, addressed a press conference and provided details on the 2020 MATSEC examinations in view of the situation created by the COVID-19 pandemic. The MATSEC Board cancelled the Main session of examinations. However, school candidates who were due to sit for SEC examinations would be receiving a predicted level of achievement, instead of the usual grades, based on school mock examination results. Candidates also had the opportunity to sit for their exams during a special examination session which was scheduled for September 2020.

#### Numerical Data

MATSEC communicated with all SEC candidates' schools to request pertinent information for the exercise. This information was to include:

- copies of the various subject examination papers and respective marking schemes;
- the raw mock mark;
- the examination paper level (whether the school designed the paper such that it compares with SEC Paper IIA, Paper IIB, or to be less challenging than Paper IIB);
- a teacher code to identify different teachers marking the same subjects' scripts.

The numerical data were to be inputted in a file appropriately created by MATSEC showing the list of individuals registered as school candidates from each school. This file was to be uploaded on the MATSEC system using a school username and password - a procedure identical to the yearly submission of coursework marks in April-March. The first data collection deadline was set for 29<sup>th</sup> March 2020. Only one school missed this deadline and arrangements were made so that candidates from this school would not be punished due to their school's actions.

During this process, several schools contacted MATSEC expressing difficulties. Some problems included the following:

- Some schools had not conducted examinations or had missed parts of one or more examinations before school closure;
- The weighting given to non-written components or the method used to work out the total were different to those established in MATSEC syllabi;
- A substantial number of schools had difficulties deducting the coursework mark from the mark provided by teachers;
- Some schools asked about students following alternate programmes, such as Core Competence Programmes (CCP) and Subject Proficiency Assessment (SPA);
- The examination scripts of some subjects were not marked by school staff, and thus it was impossible to identify different assessors marking different papers;
- Some students had registered as school candidates for subjects they did not study at school;

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- The list of school candidates included ex-students, students who studied a subject at a level lower than Level 2, and students' parents<sup>3</sup>;
- Some schools misplaced the username and password previously submitted for uploads onto the MATSEC system.

A total of 29,677 strings of data were collected from 44 schools. Schools were contacted to amend missing or inconsistent values which were outside the permissible range. An initial check was conducted by MATSEC to confirm the subjects which the students had registered for as school candidates. A total of 61 mock marks were provided for private candidates by 20 of the schools involved (this excludes private candidates who were marked 'abs' or '0' by their school). Each of these cases was communicated to the respective schools, advising them that data for such candidates were not accepted as they registered for the subject/s as private candidates.

### Analysis of Examination Papers by Subject Panels

Schools' deadline for the submission of examination paper and marking schemes to MATSEC was the 8<sup>th</sup> April 2020. On comparing this information with the quantitative data collected, it transpired some schools did not provide all examination papers and marking schemes. They were subsequently contacted to provide the missing information.

In total, 30 subjects were to be reviewed. The other SEC subjects are either not taught in secondary schools or are vocational in nature. Vocational subjects have a different assessment model and different mitigation measures were adopted. MATSEC identified and appointed subject experts for each subject, with each subject panel consisting between two and six individuals. The size of the panel depended on the number of schools offering the subjects and the number of school registrations per subject. Each panel had a chairperson to co-ordinate the panel's work.

Each panel was given the examination papers with marking schemes from all schools offering the subject. Panel members had to review the assigned examination papers and rate them using the 2019 MATSEC examination paper as a benchmark. The panel members had to determine whether the difficulty level of the school paper was comparable to the SEC paper: easier, of comparable difficulty or more difficult. When examination papers were deemed easier or more difficult than the SEC paper, the panel members had to submit a brief note justifying the rank. The Chairperson was instructed to moderate the work of the panel members by checking a sample from each panel member. The panels' deadline to complete this part of the exercise was the 24<sup>th</sup> April 2020.

Numerous subject panels noticed that some components of certain papers (eg. oral papers, listening, Paper 1 or Paper 2) or marking schemes were missing. MATSEC contacted the schools again to request

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<sup>3</sup> A list of school candidates was forwarded to the respective school by the Examinations Department for confirmation upon candidate registration

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the missing documents. Others noted that the marking schemes were not detailed enough, limited to providing model answers, and thus were left open to the markers' interpretation.

Subject panels had a number of queries related to the rating that had to be allocated to every school mock paper, as the comparison to the SEC examination paper proved to be more complex than expected. Common issues noted by panels when rating the difficulty level of the paper included:

- Questions which were copied word for word from SEC or other publicly available papers, which is problematic because students may have already accessed or worked out the questions;
- Some components of the assessment did not feature in the mock examination paper;
- The SEC format of assessment was not followed;
- Assessment time did not always reflect the amount of work set;
- Some of the questions asked were not part of the SEC syllabus;
- Some answers provided in marking schemes were inaccurate or incorrect.

### Collection of a sample of students' scripts

Approximately 20% of marked scripts for each subject from each school was selected for this part of the exercise. As much as possible, the selected sample reflected the different student abilities. Schools were requested to submit scanned copies of the selected scripts by 13<sup>th</sup> May 2020.

Some schools adopt the practice of returning the mock examination scripts to their students for revision purposes. Hence, these schools had the added chore of tracking down and contacting students to return the selected scripts.

Following submission of scripts from schools, it was noted that:

- some of the requested scripts were missing and schools were asked to send replacement scripts of MATSEC's choice;
- scanning was not always done appropriately (unclear or disordered pages) and schools were asked to redo the scanning exercise;
- some students (and their examination scripts) were unreachable, mostly because they had left the country;
- some scripts were not identifiable and schools were asked to resend the scripts with names or other means of identifying candidates.

### Analysis of scripts by subject panels

Subject panels were given the selected scripts together with the school numerical data relevant to the script: the mock mark, paper level, and teacher code. The panel had to go through the marked scripts to determine whether the marking in a school was overall fair (i.e. marking reflects the marking scheme), lenient, or strict. Comments were requested when marking was deemed unfair (lenient or

strict). Differences in teacher marking within a school were also to be noted. The deadline to complete this part of the calibration exercise was 31<sup>st</sup> May 2020.

Panels noticed that some components of the scripts had not been submitted. They also noticed that the marks on the scripts did not always tally with the marks previously submitted by the school. MATSEC reviewed all submitted scanned copies of scripts, counted the marks obtained by the candidates in each subject containing a coursework component, and noticed that only two schools out of the 44 involved in the exercise did not have any errors in at least one subject. Some of the errors included the addition of marks and the inclusion of coursework mark with the mock mark, while some errors could not be identified and later, schools explained that, for example, they had pro-rated the mark of candidates who had been absent for certain components. Schools were asked to recalculate the marks of all scripts of the relevant subjects. After discussing the errors with the schools over the phone, numerous schools still resubmitted the data incorrectly. One particular school only provided seemingly correct data on the fifth submission. It was only possible to check for errors in scripts of subjects which either have a coursework component or whose mark does not match the one submitted by the school.

After the panels had completed the second part of the calibration exercise, they noticed that while some schools had claimed that all candidates had sat for a Paper IIA option, students had in fact sat for different paper options. MATSEC got in touch with the schools requesting clarification, schools confirmed that tiered papers were provided, and another update of the data was provided.

### **Producing calibration factors**

While examination panels were comparing mock papers with those of SEC 2019, statistical calibration of raw scores was adopted to produce calibration factors. Calibration factors were to suggest a size to the examination panel's conclusions, that is, if a school's subject examination is more challenging, what numerical effect is this likely to have on the data?

It was also analysed whether predicted levels could be generated based on purely statistical analysis, which would then be used for comparison with those produced by the adopted technique. Three methods of statistical calibration were analysed:

- Z-scoring is a process of changing marks such that they are normally distributed, based on the observed and expected mean and standard deviation;
- Robust scaling is a process of data normalisation that decreases the effects of outliers. While the same statistical measures (mean and standard deviation) are used for the historical data as in z-scoring, the median and first and third percentiles are used for the observed data;
- In another method, data were not normalised but raw marks were reworked such that their average ratio to the school's mean equalled that observed for the same school in the same subject in SEC 2019.



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Analysis of the results produced by these three methods suggested that the z-scoring method was the most appropriate. Nevertheless, upon analysing individual school results, it was evident that some candidates would have been severely disadvantaged or advantaged through a purely statistical model. This corroborated the observation that school mock results are very different to SEC results.

The difference between observed (mock) and expected (z-score) mark for each school and subject was calculated. In any subject, school differences were ranked, and the average and standard deviation was calculated. The mean difference between observed and expected was used as a parameter for papers marked with 'normal' difficulty and marking fairness. This difference with added values depending on observed standard deviation was used as parameters for papers whose difficulty level was marked 'easy' or 'difficult' or whose marking was marked 'lenient' or 'strict'.

Parameters for teacher differences were provided by the examination panels themselves. There were only 15 such differences noted and only in six subjects.

### **Calibration of mock marks and Level Boundaries**

Following the application of the calibration factors to each qualitative piece of information provided by examination panels, it was possible to view the results per subject in their entirety and make a clear comparison to the SEC 2019 results. This included a calibration factor for the 'neutral' markings (which indicate that papers and marking are of the expected SEC level) of a panel. Thus, last year's cut-off points could be used as a starting point for all subjects.

Unlike previous SEC data, candidates could not simply be divided according to their paper choice (A and B) because they may have sat for a paper of a different level in school. Thus, calibration factors for paper level were also included. These were based on the observed differences in results between Paper IIA and Paper IIB in each SEC subject in 2019. This means that candidates who applied for Paper IIA could be awarded a Level 2 through this year's exercise, even though such candidates would have normally been awarded U. This further complicated the comparison of this year's data with that of 2019. In the end, 29,386 individual results for a total 3,767 candidates were published. This means that 73.0% of the 5,158 original registrants who registered for at least one non-vocational SEC subject were awarded at least one predicted level. Thus, of the 33,682 individual non-vocational SEC subject registrations, 87.2% had attainment level predicted through the exercise.

### **Vocational Subjects**

The last two assessments of Unit 3 in vocational subjects were not carried out in most schools. This means that candidates had seven of the nine marks usually collected over three years (three marks for each Unit). A decision was taken by MATSEC to prorate the overall mark of Unit 3 based on these seven assessments. All of the 857 SEC vocational subject candidates were issued a predicted level of achievement in the same format as that of the other candidates. Following the Special September session of SEC examinations, all of the vocational subject candidates were issued a Grade without the need to re-apply for assessment.

## Conclusion

This exercise was only made possible thanks to the commitment, good will and dedication of the individuals involved, including school staff, subject experts, and MATSEC personnel.

A number of assumptions had to be made during the process, some of which are highlighted above. This should not be attributed to the individuals doing the exercise but more due to other factors such as the small sample of scripts being moderated in some schools and the limited time to conduct the whole exercise. Moreover, the assessment conducted in schools was not intended for this purpose. Some schools do not have a synoptic mock, but merely an annual examination, and, at times, this is done before all the syllabus has been covered in class. Feedback that MATSEC received from different stakeholders indicates that students may not prepare themselves adequately for the mock as, ultimately the SEC examinations are the gateway for further education.

The errors discovered during the whole process also indicate that one cannot completely rely on provided data, especially when considering that MATSEC could only check marks for subjects which have a coursework component and of submitted scripts. From communication with schools through Phase 1, it was evident that some schools were manually computing and inputting information.

Considering the above, there is not enough confidence for each level to be split into grades. Nevertheless, the exercise manages to predict the level that would have been attained by students should they have sat for the examination as originally planned prior to the COVID-19 outbreak.

#### 4. PREDICTIVE EXERCISE RESULTS

Table 4.1 shows the attainment of candidates through the predicted level exercise, by gender and for each subject. Only candidates who were registered with schools and for which MATSEC obtained the marks of mock exams held by the schools were awarded a level through the Predicted Level Exercise. These candidates were awarded Level 3, Level 2, or NA (not awarded). NA (Not Awarded) include those candidates who did not sit for the written mock examination held in their respective school, did not present their coursework for assessment where this was a required component, or failed to obtain a satisfactory mark at the end of the Predicted Level Exercise. It is to be noted that no mock exams were held by schools for several small subjects, namely Russian, Latin, Classical Cultural and Civilization and Greek. None of the candidates were studying these subjects at school<sup>4</sup>. Figure 4.i, extrapolated from the data in Table 4.1, shows the percentage occurrence of the levels awarded across all subjects.

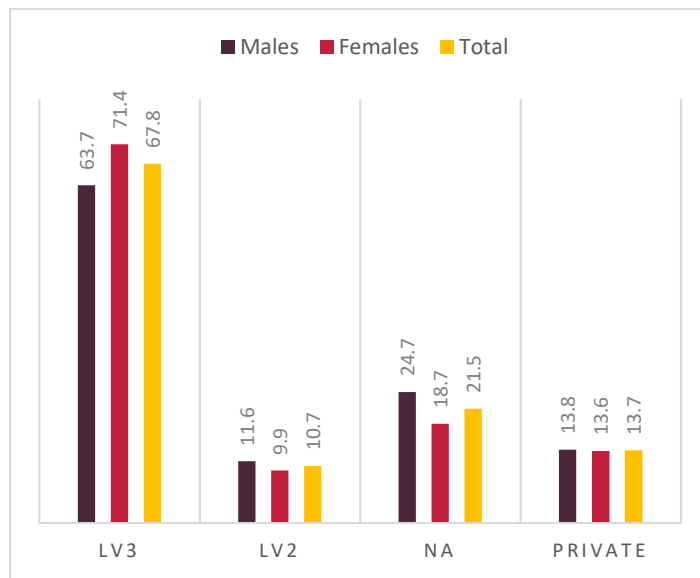


Figure 4.i: Percentage Occurrence of Levels by Gender

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<sup>4</sup> Initially it was claimed but Russian was being offered in one school, but it later transpired this was an error from the school.

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Table 4.1: Distribution of Levels in SEC Subjects

Subject	Grade			Registered
	Lv3	Lv2	na	
Accounting	419	38	194	651
%	64.4	5.8	29.8	
<i>Males</i>	177	16	119	312
<i>Females</i>	242	22	75	339
Agribusiness	13	3	7	23
%	56.5	13.0	30.4	
<i>Males</i>	8	1	5	14
<i>Females</i>	5	2	2	9
Arabic	9	3	2	14
%	64.3	21.4	14.3	
<i>Males</i>	7	1	0	8
<i>Females</i>	2	2	2	6
Art	242	60	93	395
%	61.3	15.2	23.5	
<i>Males</i>	60	24	41	125
<i>Females</i>	182	36	52	270
Biology	734	69	390	1193
%	61.5	5.8	32.7	
<i>Males</i>	236	18	120	374
<i>Females</i>	498	51	270	819
Business Studies	75	18	45	138
%	54.3	13.0	32.6	
<i>Males</i>	44	13	28	85
<i>Females</i>	31	5	17	53
Chemistry	496	31	147	674
%	73.6	4.6	21.8	
<i>Males</i>	191	11	57	259
<i>Females</i>	305	20	90	415
Computing	453	58	90	601
%	75.4	9.7	15.0	
<i>Males</i>	329	43	67	439
<i>Females</i>	124	15	23	162
Design and Technology	154	35	85	274
%	56.2	12.8	31.0	
<i>Males</i>	105	21	73	199
<i>Females</i>	49	14	12	75
Economics	96	15	71	182
%	52.7	8.2	39.0	
<i>Males</i>	41	5	36	82
<i>Females</i>	55	10	35	100

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Subject	Grade			Registered
	Lv3	Lv2	na	
Engineering Technology	112	7	15	134
%	83.6	5.2	11.2	
<i>Males</i>	108	7	15	130
<i>Females</i>	4	0	0	4
English Language	2733	350	508	3591
%	76.1	9.7	14.1	
<i>Males</i>	1297	183	290	1770
<i>Females</i>	1436	167	218	1821
English Literature	1560	144	536	2240
%	69.6	6.4	23.9	
<i>Males</i>	618	78	297	993
<i>Females</i>	942	66	239	1247
Environmental Studies	952	132	328	1412
%	67.4	9.3	23.2	
<i>Males</i>	418	78	169	665
<i>Females</i>	534	54	159	747
Ethics	132	28	51	211
%	62.6	13.3	24.2	
<i>Males</i>	54	12	27	93
<i>Females</i>	78	16	24	118
European Studies	78	6	12	96
%	81.3	6.3	12.5	
<i>Males</i>	16	1	6	23
<i>Females</i>	62	5	6	73
French	706	91	127	924
%	76.4	9.8	13.7	
<i>Males</i>	233	33	58	324
<i>Females</i>	473	58	69	600
Geography	107	19	24	150
%	71.3	12.7	16.0	
<i>Males</i>	66	10	10	86
<i>Females</i>	41	9	14	64
German	355	44	57	456
%	77.9	9.6	12.5	
<i>Males</i>	165	29	41	235
<i>Females</i>	190	15	16	221
Graphical Communication	296	28	85	409
%	72.4	6.8	20.8	
<i>Males</i>	207	23	67	297
<i>Females</i>	89	5	18	112

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Subject	Grade			Registered
	Lv3	Lv2	na	
Health and Social Care	172	5	34	211
%	81.5	2.4	16.1	
<i>Males</i>	6	0	6	12
<i>Females</i>	166	5	28	199
History	101	16	62	179
%	56.4	8.9	34.6	
<i>Males</i>	77	13	39	129
<i>Females</i>	24	3	23	50
Home Economics	288	86	78	452
%	63.7	19.0	17.3	
<i>Males</i>	64	29	31	124
<i>Females</i>	224	57	47	328
Hospitality	193	17	35	245
%	78.8	6.9	14.3	
<i>Males</i>	73	11	23	107
<i>Females</i>	120	6	12	138
Information Technology	217	26	25	268
%	81.0	9.7	9.3	
<i>Males</i>	172	24	22	218
<i>Females</i>	45	2	3	50
Italian	848	249	301	1398
%	60.7	17.8	21.5	
<i>Males</i>	351	114	164	629
<i>Females</i>	497	135	137	769
Maltese	2185	375	723	3283
%	66.6	11.4	22.0	
<i>Males</i>	911	230	440	1581
<i>Females</i>	1274	145	283	1702
Mathematics	2195	571	816	3582
%	61.3	15.9	22.8	
<i>Males</i>	1026	270	417	1713
<i>Females</i>	1169	301	399	1869
Music	7	1	1	9
%	77.8	11.1	11.1	
<i>Males</i>	4	0	1	5
<i>Females</i>	3	1	0	4
Physical Education	307	54	89	450
%	68.2	12.0	19.8	
<i>Males</i>	170	32	59	261
<i>Females</i>	137	22	30	189

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Subject	Grade			Registered
	Lv3	Lv2	na	
Physics	1839	315	689	2843
%	64.7	11.1	24.2	
<i>Males</i>	955	159	370	1484
<i>Females</i>	884	156	319	1359
Religious Knowledge	1945	265	618	2828
%	68.8	9.4	21.9	
<i>Males</i>	824	149	383	1356
<i>Females</i>	1121	116	235	1472
Social Studies	258	55	108	421
%	61.3	13.1	25.7	
<i>Males</i>	52	11	35	98
<i>Females</i>	206	44	73	323
Spanish	242	31	74	347
%	69.7	8.9	21.3	
<i>Males</i>	94	22	34	150
<i>Females</i>	148	9	40	197
Textiles and Design	11	7	13	31
%	35.5	22.6	41.9	
<i>Males</i>	0	0	0	0
<i>Females</i>	11	7	13	31
Media Literacy	9	1	2	12
%	75.0	8.3	16.7	
<i>Males</i>	0	0	0	0
<i>Females</i>	9	1	2	12

The figure that follows shows how the percentage of candidates obtaining Level 3 from the Predicted Level Exercise varies across the different educational sectors in the larger subjects. In previous statistical reports, this table portrayed the percentage of candidates obtaining Grades 1-3. Level 3 is equivalent to Grades 1-5. Nevertheless, the information is somewhat comparable to that in previous reports as independent schools have the highest percentage of candidates with Level 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 Level 3 in English Literature is much lower than the percentage shown for the other subjects, again agreeing with data of previous years which reported Grades 1-3.

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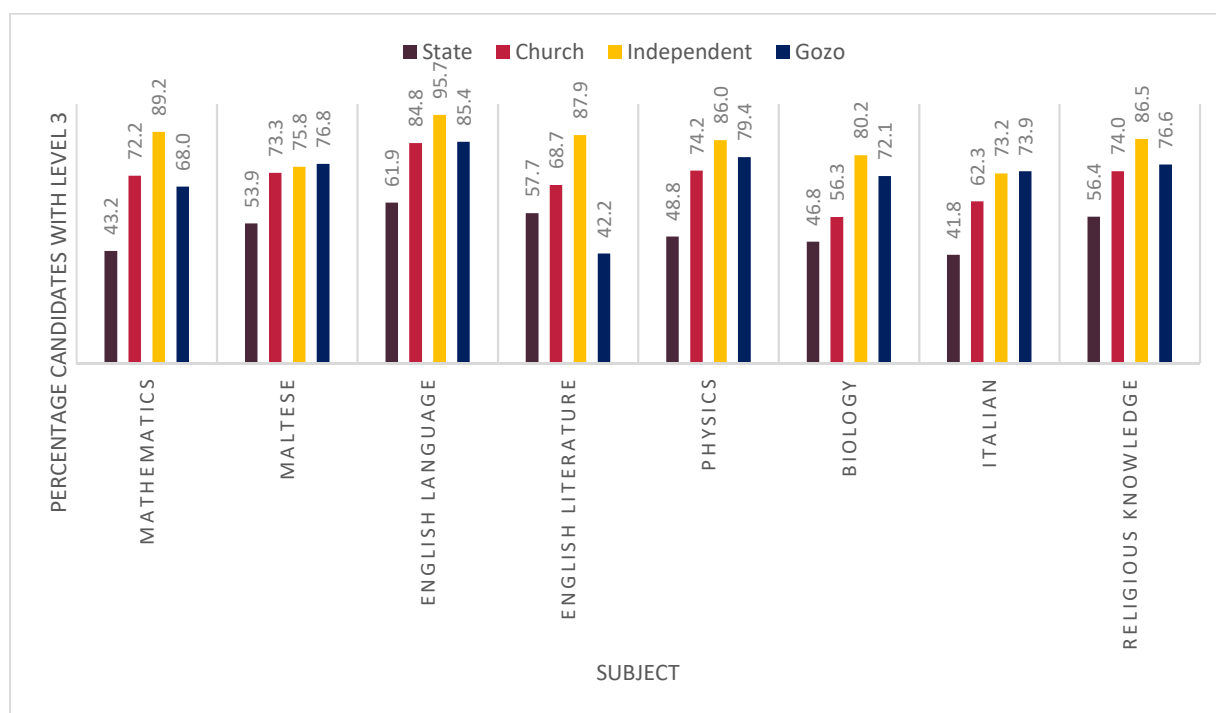


Figure 4.i: Percentage candidates with Level 3 for the larger SEC subjects, by sector

This year's statistical report does not present separate data for the sixteen-year-old cohort and other cohorts in this section. This is as the predicted level was only awarded to school candidates. In fact, 254 candidates who are not part of the 2004 cohort obtained at least one pass through the predicted level exercise (compared to 1099 non-sixteen-year-olds who did so in 2019). These are mostly candidates from post-secondary institutions which prepare students for SEC examinations. The oldest candidate to be awarded a pass through the predicted level was born in 1996.

Table 4.2 shows the total number of candidates who obtained passes from zero to 11 subjects. Two ranges of grades are given as passes: Levels 3 and 2, which are overall passes (Grades 1-7), and Level 3, which is the required level for entry into sixth form (Grades 1-5). It is to be noted that in previous reports, a small number of subjects with more than 11 passes were reported. Usually, these are school candidates who apply for additional subjects to the ones they study at school as private candidates. However, this year it was not possible for candidates to obtain a predicted level for subjects they do not study at school through the predicted level exercise.

Table 4.2 shows that both for passes with Levels 2 and 3 (passing grades) and Level 3 (required passes to enter sixth form), passes in ten subjects were the most common category. This is identical to last and previous years. The relatively large number of candidates with zero passes is due to the nature of the predicted level exercise, as candidates could not have been awarded a level if they do not study the subject at school or if the school did not complete summative assessment before schools were closed in March.



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Such tables in previous statistical reports present data for the sixteen-year-old cohort only, making comparison difficult. Following the predicted level exercise, 38.0% of the 2004 cohort were awarded a predicted level (Grades 1-7) in nine subjects more, with 29.9% obtaining a Level 3 in nine subjects or more. On the other hand, from this exercise only, 18.8% of 2004 candidates obtained three or less passes at either level (Grades 1 to 7). Also worth noting is that 71.5% of the 2004 cohort obtained passes in at least five subjects at either Level 3 or 2 (Grades 1 to 7). If it is assumed that the 16-year-olds who did not register for the 2020 SEC Main session of examinations obtained no other qualification at this level, 65.6% of the children born 16 years ago in Malta obtained passes in at least five subjects (Grades 1-7). This is equal to 60.5% of the 15-year-olds living in Malta in 2019. Again, these are not far from last year's figures, where 69.5% and 63.2% were reported respectively.

Table 4.2: Number of Passes obtained through the predicted level exercise of the 2004 cohort

Number of Passes	Levels 3, 2				Level 3			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
11	10	40	50	1.4	7	34	41	1.1
10	256	439	695	20.9	204	353	557	16.8
9	276	334	610	38.0	214	255	469	29.9
8	206	221	427	50.0	160	217	377	40.5
7	153	157	310	58.6	140	143	283	48.4
6	136	91	227	65.0	117	108	225	54.7
5	139	93	232	71.5	129	100	229	61.1
4	102	88	190	76.8	98	93	191	66.5
3	113	78	191	82.2	125	89	214	72.5
2	106	67	173	87.0	142	102	244	79.3
1	102	77	179	92.1	178	120	298	87.7
0	175	108	283	100.0	260	179	439	100.0

Table 4.3 is an analysis of the data in Table 4.2 by school sector. This table shows that while 45.1% and 45.6% of church and independent school students respectively obtained passes in 9 subjects or more at Levels 2-3, only 23.2% of state school students managed the same. While 84.1% and 89.9% of candidates from church and independent schools respectively obtain passes in at least 4 subjects at Levels 2-3, only approximately 63.1% of state school students stand at this benchmark. This analysis of the distribution of passes obtained through the predicted level exercise is similar to that following the Main session of 2019.

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*Table 4.3: Cumulative Percentage of number of Passes, by sector*

Number of Passes	Levels 3, 2				Level 3			
	State	Church	Independent	Gozo Schools	State	Church	Independent	Gozo Schools
11	0.0	2.9	1.6	2.2	0.0	2.5	1.8	1.1
10	12.9	30.2	25.4	9.9	10.1	25.3	25.2	7.7
9	26.5	48.3	49.5	26.1	19.6	41.1	46.6	21.8
8	36.5	59.0	63.7	52.2	28.1	51.3	61.0	43.3
7	44.5	67.0	76.2	65.4	34.9	58.5	74.5	55.9
6	51.8	72.8	82.6	72.1	40.5	65.4	81.2	64.0
5	58.5	80.1	88.3	77.6	46.8	72.1	87.4	70.9
4	65.1	85.2	90.9	83.1	52.8	77.6	90.6	75.1
3	72.0	90.3	93.3	87.5	59.9	83.3	93.5	80.5
2	79.3	93.7	95.3	91.9	67.7	90.3	96.5	86.2
1	87.1	96.9	97.2	96.7	80.4	95.4	97.9	93.1
0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Oral and practical components could have been included in the mark provided by schools, if this component was carried out. However, no information about marks for these components was collected from individual schools. On the other hand, information about the coursework component, for the subjects with such component as stated in Table 1.6, was collected from schools. An analysis of these is presented in Table 4.4.

Tables 4.4 and 4.5 show that the number of marks carried by coursework component varies from 15% to 60% depending on the subject. This witnesses several changes from a few years ago, when the majority of school-based assessment carried 15% of the global mark. It is important to point out that the nature of the coursework varies considerably between subjects, both in its nature, breadth, skills needed and time required to carry it out. The mark quoted for SEC vocational subjects is an average of six assignment marks.

In Table 4.4, which covers subjects where the coursework mark comprises less than 30% of the global mark, between 79% and 86% of the candidates obtained 10/15 marks or more in Biology, Chemistry and Physics. This is less than the 80% to 90% range reported last year. Of these, candidates perform best in Physics with 18.5% of the candidates being awarded full marks in their coursework. In Art, approximately 45% of the candidates were awarded 15 marks or more out of a maximum of 20 marks, similar to the previous year where almost half the candidates obtained 15 marks or more. Furthermore, in this year 38% of Geography students obtained at least 15 marks. In the case of Home Economics, approximately half the candidates scored 22 marks or higher out of a maximum of 30 marks. Furthermore, in Computing, approximately half of the candidates scored 25 or more out of a maximum of 30 marks.

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As shown in Table 4.5, candidates generally performed well in the subjects where the coursework mark comprised more than 30% of the global mark, with some notable exceptions. In Ethics, for instance, 46.7% of the candidates obtained 30 marks and lower or did not present the coursework project. In Design and Technology, 20% of the candidates obtained 41 marks and above out of the 50 marks attributed to this component, with almost 71% of the candidates obtaining 26 marks and above. In Textiles and Design, where the coursework component comprised 40% of the global mark, almost half the students obtained 31 marks and above, and more than 80% obtaining 21 marks and more.

In general, female candidates obtained better coursework marks than their male counterparts, and candidates from Church and Independent schools performed better than State school candidates. Thus, the unmoderated coursework marks of 2020 compare well with the moderated coursework marks of previous years.

In vocational subjects, where the final grade is calculated based on three separate units (each with their controlled and coursework components), many schools only managed to complete the first assessment of Unit 3 by the time schools were forced to close. The final grade of Unit 3 was calculated based on the candidates' performance in Units 1 and 2 and the first assignment of Unit 3. Candidates generally performed very well in vocational subjects. In Information Technology, half the candidates obtained 56/60 and higher, while in both Engineering Technology and Hospitality, 20% of the candidates obtained that coursework mark. More than 75% of the candidates obtained 31/60 and more in each vocational subject.

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. Overall 15% of all candidates did not present the coursework for their respective registered subjects. Similar to last year, Geography was the subject with the highest number of candidates (34.9%) not presenting 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 893 registrations for vocational candidates, 42 (4.7%) obtained less than 30/60 in their coursework.

Following the publication of results candidates who were dissatisfied with the awarded level were directed to their schools to verify that the correct information was sent to MATSEC. Of the 44 schools involved, 22 contacted MATSEC whereby they noted an error on submitting data to MATSEC. A total of 95 requests for a change were made across 15 subjects (64 requests were made by state schools, 21 by church schools, and 10 by independent schools). Of these, 69 resulted in a change in the previously awarded predictive level. Unlike the exercise of Revision of Papers, the predicted level awarded to some candidates could have been lowered through this procedure.

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### Notes for Tables 4.4 and 4.5

- \* 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 4.4: Results of the Coursework Component in Subjects where this makes up no more than 30% of the Assessment mark*

Mark <sup>b</sup>	Computing		Home Economics		Art		Geography		Biology		Business Studies		Chemistry		Environmental Studies		European Studies		Physical Education		Physics	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
30	87	12.9	2	0.4																		
29	56	21.1	25	5.6																		
28	51	28.7	34	12.7																		
27	63	38.0	33	19.5																		
26	46	44.8	30	25.7																		
25	30	49.2	25	30.9																		
24	42	55.4	27	36.5																		
23	24	58.9	22	41.1																		
22	31	63.5	40	49.4																		
21	24	67.1	18	53.1																		
20	18	69.7	39	61.2	33	6.1	6	2.6														
19	10	71.2	14	64.1	44	14.3	11	7.4														
18	16	73.6	13	66.8	55	24.5	11	12.2														
17	9	74.9	9	68.7	46	33.1	15	18.8														
16	7	75.9	13	71.4	34	39.4	32	32.8														
15	9	77.3	13	74.1	29	44.8	13	38.4	216	15.9	10	6.9	85	11.7	128	8.8	20	18.5	65	13.6	571	18.5
14	10	78.7	8	75.7	25	49.4	17	45.9	336	40.6	15	17.4	254	46.6	168	20.5	21	38.0	77	29.6	1028	51.9
13	8	79.9	15	78.8	23	53.7	11	50.7	239	58.2	22	32.6	150	67.2	157	31.3	15	51.9	56	41.3	529	69.1
12	3	80.4	10	80.9	28	58.9	9	54.6	137	68.3	10	39.6	73	77.2	134	40.6	16	66.7	48	51.4	223	76.3
11	1	80.5	7	82.4	18	62.3	6	57.2	78	74.0	14	49.3	34	81.9	103	47.7	3	69.4	39	59.5	129	80.5
10	3	80.9	17	85.9	18	65.6	8	60.7	70	79.2	9	55.6	30	86.0	111	55.4	5	74.1	29	65.6	91	83.4
9	3	81.4	9	87.8	12	67.8	5	62.9	39	82.0	1	56.3	18	88.5	72	60.3	5	78.7	16	68.9	62	85.5
8	2	81.7	2	88.2	12	70.1	0	62.9	36	84.7	6	60.4	12	90.1	65	64.8	4	82.4	22	73.5	51	87.1
7	4	82.3	10	90.2	8	71.6	2	63.8	32	87.0	2	61.8	12	91.8	33	67.1	3	85.2	17	77.0	40	88.4
6	1	82.4	7	91.7	6	72.7	1	64.2	11	87.9	4	64.6	7	92.7	35	69.5	4	88.9	7	78.5	32	89.5
5	1	82.6	2	92.1	12	74.9	1	64.6	21	89.4	2	66.0	4	93.3	26	71.3	1	89.8	7	80.0	24	90.2
4	2	82.9	4	92.9	1	75.1	1	65.1	16	90.6	2	67.4	5	94.0	14	72.3	0	89.8	3	80.6	23	91.0
3	0	82.9	1	93.2	0	75.1	0	65.1	3	90.8	1	68.1	2	94.2	15	73.3	0	89.8	6	81.8	17	91.5
2	0	82.9	1	93.4	3	75.7	0	65.1	12	91.7	1	68.8	2	94.5	4	73.6	0	89.8	0	81.8	20	92.2
1	0	82.9	5	94.4	2	76.0	0	65.1	8	92.3	1	69.4	1	94.6	2	73.7	0	89.8	1	82.0	8	92.4
0	0	82.9	1	94.6	0	76.0	0	65.1	2	92.4	0	69.4	1	94.8	1	73.8	0	89.8	1	82.3	7	92.7
PR	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	0	0.0	0	0.0
NP	116	17.1	26	5.4	129	24.0	80	34.9	103	7.6	44	30.6	38	5.2	379	26.2	11	10.2	85	17.7	226	7.3
<b>Total</b>	<b>677</b>	<b>100</b>	<b>482</b>	<b>100</b>	<b>538</b>	<b>100</b>	<b>229</b>	<b>100</b>	<b>1359</b>	<b>100</b>	<b>144</b>	<b>100</b>	<b>728</b>	<b>100</b>	<b>1447</b>	<b>100</b>	<b>108</b>	<b>100</b>	<b>479</b>	<b>100</b>	<b>3081</b>	<b>100</b>

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*Table 4.5: Results of the Coursework Component in Subjects where this makes up more than 30% of the Assessment mark*

Mark <sup>b</sup>	Agribusiness		Health and Social Care		Engineering Technology		Hospitality		Information Technology		Media Literature		Ethics		Design and Technology		Textiles and Design	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
56-60	9	39.1	113	53.6	83	61.9	137	55.9	154	57.5	6	50.0	9	3.7				
51-55	4	56.5	31	68.2	18	75.4	35	70.2	42	73.1	2	66.7	30	15.9				
46-50	0	56.5	12	73.9	6	79.9	14	75.9	22	81.3	1	75.0	30	28.0	8	2.6		
41-45	0	56.5	14	80.6	5	83.6	8	79.2	11	85.4	0	75.0	20	36.2	53	20.2		
36-40	1	60.9	7	83.9	3	85.8	10	83.3	8	88.4	0	75.0	19	43.9	52	37.4	3	8.8
31-35	4	78.3	2	84.8	3	88.1	6	85.7	5	90.3	0	75.0	23	53.3	56	56.0	7	29.4
26-30	1	82.6	6	87.7	3	90.3	3	86.9	3	91.4	1	83.3	19	61.0	45	70.9	8	52.9
21-25	0	82.6	6	90.5	0	90.3	1	87.3	3	92.5	0	83.3	11	65.4	27	79.8	2	58.8
16-20	1	87.0	2	91.5	5	94.0	10	91.4	9	95.9	0	83.3	14	71.1	15	84.8	6	76.5
11-15	2	95.7	4	93.4	2	95.5	9	95.1	4	97.4	0	83.3	12	76.0	12	88.7	1	79.4
6-10	1	100.0	6	96.2	5	99.3	8	98.4	2	98.1	1	91.7	7	78.9	5	90.4	2	85.3
1-5	0	100.0	4	98.1	0	99.3	2	99.2	1	98.5	1	100.0	4	80.5	6	92.4	1	88.2
0	0	100.0	4	100.0	1	100.0	2	100.0	4	100.0	0	100.0	0	80.5	0	92.4	0	88.2
PR	0	0.0	0	0.0	0	100.0	0	0.0	0	100.0	0	0	0	0	0	0.0	0	0.0
NP	0	0.0	0	0.0	0	100.0	0	0.0	0	100.0	0	0	48	19.5	23	7.6	4	11.8
Total	23	100	211	100	134	100	245	100	268	100	12	100	246	100	302	100	34	100

## 5. SPECIAL SEPTEMBER SESSION REGISTRATIONS

As explained in Section 1.2, all candidates who had registered for the cancelled Main session could register to sit for the respective subjects in the September Special Session. New candidates who had sat for exams in previous Main Sessions could also sit for examinations, however these 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, these new 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 2,869 candidates (1,321 males and 1,548 females) who registered for the SEC Special session of 2020. Of these, 75 were new candidates. Most of the candidates belonged to the 2004 cohort.

*Table 5.1: Registration by Year of Birth and Gender*

<b>Cohort*</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>2005</b>	1	0	1
<b>2004</b>	1151	1133	2284
<b>2003</b>	207	214	421
<b>2002</b>	53	72	125
<b>2001</b>	18	32	50
<b>2000</b>	12	18	30
<b>1999</b>	9	12	21
<b>1998</b>	4	9	13
<b>1997</b>	5	6	11
<b>&lt;1997</b>	126	284	410
<b>Total</b>	1586	1780	3366

Table 5.2 shows the number of registrations in each subject for the September Special session. The data is presented for males and females and for the two tiers: Paper I + IIA and Paper I + IIB. Table 5.3 that follows then presents subject registrations according to the candidates' attainment, if any, in the predicted level exercise and the paper option they applied for in the Special September session. Table 5.4 then shows the subjects applied for by the 2004 cohort. There were no registrations for Classical Culture and Greek during the September Special Session and only one registration for Latin.

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*Table 5.2: September Special Session Registration by Subject, Gender, and Paper Option*

<b>Applied in September Special Session</b>					
<b>Subject</b>	<b>Males</b>		<b>Females</b>		<b>Total</b>
	<b>PA</b>	<b>PB</b>	<b>PA</b>	<b>PB</b>	
Accounting	57	48	74	47	226
Arabic	16	3	14	6	39
Art	35	37	89	32	193
Biology	67	62	189	189	507
Business Studies	10	16	2	9	37
Chemistry	53	24	114	34	225
Commerce	2	1	0	0	3
Computing	68	58	21	14	161
Design and Technology	25	35	5	10	75
Economics	12	10	12	10	44
English Language	234	360	284	389	1267
English Literature	107	100	125	62	394
Environmental Studies	36	89	37	63	225
Ethics	13	18	16	20	67
European Studies	1	3	13	5	22
French	33	27	65	56	181
Geography	7	18	4	8	37
German	25	30	32	17	104
Graphical Comm.	35	30	29	4	98
History	17	21	6	10	54
Home Economics	9	23	30	45	107
Italian	55	125	100	109	389
Latin	0	1	0	0	1
Maltese	185	538	189	371	1283
Mathematics	196	588	200	720	1704
Music	3	0	3	0	6
Physical Education	25	49	25	22	121
Physics	182	335	186	269	972
Religious Knowledge	67	202	75	136	480
Russian	7	4	8	2	21
Social Studies	15	34	37	64	150
Spanish	22	23	42	30	117
Textiles and Design	0	0	2	4	6



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*Table 5.3: September Registrations by Subject, Paper option, and attainment through the predicted level exercise*

Subject	PAPER A				PAPER B					Total
	Level 3	Level 2	Not Awarded	Private Candidates	Level 3	Level 2	Not Awarded	Private Candidates	New Candidates	
Accounting	50	6	19	56	0	13	52	30	0	226
Arabic	4	1	0	25	0	0	2	7	0	39
Art	25	9	13	77	3	18	23	25	0	193
Biology	109	22	66	59	3	26	160	60	2	507
Business Studies	3	3	4	2	1	10	12	2	0	37
Chemistry	98	12	27	30	1	6	38	13	0	225
Commerce	0	0	0	2	0	0	0	1	0	3
Computing	47	8	6	28	4	24	29	15	0	161
Design and Technology	15	3	4	8	1	9	26	9	0	75
Economics	12	0	8	4	0	3	16	1	0	44
English Language	318	41	68	91	39	204	235	232	39	1267
English Literature	111	19	68	34	3	19	92	48	0	394
Environmental Studies	40	12	18	3	9	34	95	14	0	225
Ethics	12	4	8	5	5	6	13	14	0	67
European Studies	10	1	0	3	0	1	4	3	0	22
French	62	8	9	19	6	19	37	21	0	181
Geography	2	4	4	1	0	3	9	14	0	37
German	33	5	2	17	3	18	20	6	0	104
Graphical Comm.	26	3	6	29	2	4	20	8	0	98
History	7	3	5	8	1	4	11	15	0	54
Home Economics	18	3	6	12	5	36	23	4	0	107
Italian	61	20	8	66	12	64	103	55	0	389
Latin	0	0	0	0	0	0	0	1	0	1
Maltese	202	52	50	70	32	237	395	216	29	1283
Mathematics	284	38	18	56	46	398	451	376	37	1704
Music	0	0	0	6	0	0	0	0	0	6
Physical Education	18	13	13	6	2	19	40	10	0	121
Physics	226	46	34	62	17	160	318	101	8	972
Religious Knowledge	73	19	38	12	8	65	222	43	0	480
Russian	0	0	0	15	0	0	0	6	0	21
Social Studies	9	9	16	18	2	7	26	63	0	150
Spanish	13	5	6	40	2	6	33	12	0	117
Textiles and Design	1	1	0	0	0	2	2	0	0	6

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Table 5.4: September Special Session Registration by Subject and Gender for the 2004 cohort

Subject	Applied in September Special Session		
	Males	Females	Total
Accounting	85	84	169
Arabic	10	15	25
Art	63	109	172
Biology	113	322	435
Business Studies	23	9	32
Chemistry	66	132	198
Commerce	2	0	2
Computing	111	34	145
Design and Technology	57	13	70
Economics	22	21	43
English Language	439	444	883
English Literature	181	163	344
Environmental Studies	112	83	195
Ethics	18	26	44
European Studies	3	18	21
French	50	101	151
Geography	21	10	31
German	45	44	89
Graphical Comm.	61	28	89
History	30	14	44
Home Economics	30	69	99
Italian	151	170	321
Latin	0	0	0
Maltese	548	418	966
Mathematics	602	605	1207
Music	3	2	5
Physical Education	63	43	106
Physics	432	388	820
Religious Knowledge	238	180	418
Russian	6	8	14
Social Studies	41	79	120
Spanish	28	37	65
Textiles and Design	0	6	6

Paper IIA was the most common option in the Special September Session, however, this is considerably less than that reported in previous Main sessions. This is because candidates, such as those who were awarded either Level 2 or NA through the predicted level exercise, were using this session as a Supplementary session to try and improve their attainment. In fact, the percentage of candidates selecting the IIA options shows a negative correlation which is of medium to strong strength (-0.74) with the percentage of candidates awarded NA and Level 2 through the predicted level exercise. The information presented in the Table 5.3 is replicated in the table below as percentages to facilitate this analysis.

Table 5.6 that follows shows how many of the candidates awarded each grade through the Predicted Level exercise registered for the Special September session for each of the subjects offered. In general,

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most of the candidates (89.4%) who were awarded a Level 3 did not register for the special September session. From the other three groups (those awarded Level 2, those not awarded a level, and private candidates) about 50% registered for the Special September session (55.9%, 47.2%, and 55.2% respectively).

*Table 5.5: Percentage of candidates in the Special September session, by subject, paper choice, and attainment through the predicted level exercise*

Subject	% Paper IIA	% Paper IIB	% Level 3	% Level 2	% Not Awarded	% Private Candidate
Accounting	58.0	42.0	22.1	8.4	31.4	38.1
Arabic	76.9	23.1	10.3	2.6	5.1	82.1
Art	64.2	35.8	14.5	14.0	18.7	52.8
Biology	50.5	49.5	22.1	9.5	44.6	23.5
Business Studies	32.4	67.6	10.8	35.1	43.2	10.8
Chemistry	74.2	25.8	44.0	8.0	28.9	19.1
Commerce	66.7	33.3	0.0	0.0	0.0	100.0
Computing	55.3	44.7	31.7	19.9	21.7	26.7
Design and Technology	40.0	60.0	21.3	16.0	40.0	22.7
Economics	54.5	45.5	27.3	6.8	54.5	11.4
English Language	40.9	59.1	28.2	19.3	23.9	25.5
English Literature	58.9	41.1	28.9	9.6	40.6	20.8
Environmental Studies	32.4	67.6	21.8	20.4	50.2	7.6
Ethics	43.3	56.7	25.4	14.9	31.3	28.4
European Studies	63.6	36.4	45.5	9.1	18.2	27.3
French	54.1	45.9	37.6	14.9	25.4	22.1
Geography	29.7	70.3	5.4	18.9	35.1	40.5
German	54.8	45.2	34.6	22.1	21.2	22.1
Graphical Comm.	65.3	34.7	28.6	7.1	26.5	37.8
History	42.6	57.4	14.8	13.0	29.6	42.6
Home Economics	36.4	63.6	21.5	36.4	27.1	15.0
Italian	39.8	60.2	18.8	21.6	28.5	31.1
Latin	0.0	100.0	0.0	0.0	0.0	100.0
Maltese	29.2	70.8	18.2	22.5	34.7	22.3
Mathematics	23.2	76.8	19.4	25.6	27.5	25.4
Music	100.0	0.0	0.0	0.0	0.0	100.0
Physical Education	41.3	58.7	16.5	26.4	43.8	13.2
Physics	37.9	62.1	25.0	21.2	36.2	16.8
Religious Knowledge	29.6	70.4	16.9	17.5	54.2	11.5
Russian	71.4	28.6	0.0	0.0	0.0	100.0
Social Studies	34.7	65.3	7.3	10.7	28.0	54.0
Spanish	54.7	45.3	12.8	9.4	33.3	44.4
Textiles and Design	33.3	66.7	16.7	50.0	33.3	0.0

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*Table 5.6: Candidates registering for the Special September Session as a percentage of all candidates registering for the original Main session, by subject and grade awarded through the predicted level exercise*

	Candidates awarded Lv3			Candidates awarded Lv2			Candidates not qualifying for a level (na)			Candidates not included in exercise		
	Number of whom registered	%		Number of whom registered	%		Number of whom registered	%		Number of whom registered	%	
Accounting	419	50	11.9	38	19	50.0	194	71	36.6	148	86	58.1
Arabic	9	4	44.4	3	1	33.3	2	2	100.0	54	32	59.3
Art	242	28	11.6	60	27	45.0	93	36	38.7	143	102	71.3
Biology	734	112	15.3	69	48	69.6	390	226	57.9	166	119	71.7
Business Studies	75	4	5.3	18	13	72.2	45	16	35.6	6	4	66.7
Chemistry	496	99	20.0	31	18	58.1	147	65	44.2	54	43	79.6
Classical Culture	0	0	0	0	0	0	0	0	0	3	0	0.0
Commerce	0	0	0	0	0	0	0	0	0	8	3	37.5
Computing	453	51	11.3	58	32	55.2	90	35	38.9	76	43	56.6
Design and Technology	154	16	10.4	35	12	34.3	85	30	35.3	28	17	60.7
Economics	96	12	12.5	15	3	20.0	71	24	33.8	14	5	35.7
English Language	2733	357	13.1	350	245	70.0	508	303	59.6	585	323	55.2
English Literature	1560	114	7.3	144	38	26.4	536	160	29.9	207	82	39.6
Environmental Studies	952	49	5.1	132	46	34.8	328	113	34.5	35	17	48.6
Ethics	132	17	12.9	28	10	35.7	51	21	41.2	35	19	54.3
European Studies	78	10	12.8	6	2	33.3	12	4	33.3	12	6	50.0
French	706	68	9.6	91	27	29.7	127	46	36.2	64	40	62.5
Geography	107	2	1.9	19	7	36.8	24	13	54.2	79	15	19.0
German	355	36	10.1	44	23	52.3	57	22	38.6	42	23	54.8
Graphical Comm.	296	28	9.5	28	7	25.0	85	26	30.6	49	37	75.5
Greek	0	0	0	0	0	0	0	0	0	1	0	0.0
History	101	8	7.9	16	7	43.8	62	16	25.8	78	23	29.5
Home Economics	288	23	8.0	86	39	45.3	78	29	37.2	30	16	53.3
Italian	848	73	8.6	249	84	33.7	301	111	36.9	226	121	53.5
Latin	0	0	0	0	0	0	0	0	0	1	1	100.0
Maltese	2185	234	10.7	375	289	77.1	723	445	61.5	476	286	60.1
Mathematics	2195	330	15.0	571	436	76.4	816	469	57.5	708	432	61.0
Music	7	0	0.0	1	0	0.0	1	0	0.0	19	6	31.6
Physical Education	307	20	6.5	54	32	59.3	89	53	59.6	29	16	55.2
Physics	1839	243	13.2	315	206	65.4	689	352	51.1	238	163	68.5
Religious Knowledge	1944	81	4.2	265	84	31.7	618	260	42.1	116	55	47.4
Russian	0	0	0	0	0	0	0	0	0	30	21	70.0
Social Studies	258	11	4.3	55	16	29.1	108	42	38.9	302	81	26.8
Spanish	242	15	6.2	31	11	35.5	74	39	52.7	80	52	65.0
Textiles and Design	11	1	9.1	7	3	42.9	13	2	15.4	3	0	0.0
<b>TOTAL</b>	<b>19822</b>	<b>2096</b>	<b>10.6</b>	<b>3194</b>	<b>1785</b>	<b>55.9</b>	<b>6417</b>	<b>3031</b>	<b>47.2</b>	<b>4145</b>	<b>2289</b>	<b>55.2</b>

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The percentage of candidates awarded a Level 3 registering for the September session was higher in some subjects, mainly Arabic (4 of the 9 candidates), Chemistry (20.0%), Biology (15.3%), and Mathematics (15.0%). Oppositely, a smaller percentage of the candidates being awarded Level 3 through the predicted level exercise registered for the subjects of Business Studies (5.3%), Environmental Studies (5.1%), Social Studies (4.3%), Religious Knowledge (4.2%), Geography (1.9%), and Music (none).

Table 5.7 and 5.8 shows registration information for the different educational sectors. For candidates to feature in this table, they must have applied for at least one subject. One should note that candidates might have registered as school candidates overall but have then registered for a fewer subjects. These candidates are included with the respective school sector in Table 5.7, and Table 5.8 further divides the data by subject and gender. It is to be noted that fewer candidates from independent schools (38.9%) chose to register for the September Special Session when compared to the other sectors, where the percentage of registrations was approximately 55-60% of the candidates.

*Table 5.7: Candidates registering for the Special September Session, by educational sector*

September Special Session				
	M	F	Total	% Sep/Main
State	419	530	949	54.8
Church	416	373	789	59.4
Independent	88	62	150	38.9
Gozo Schools	51	48	99	36.4
Post Secondary	110	224	334	60.3
Private Candidates	275	371	646	67.8

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*Table 5.8: Candidates registering for the Special September Session, by educational sector, subject and gender*

Subject	State Schools		Church Schools		Independent Schools		Post-Secondary Schools		Private Candidates		Gozo Schools		Gozo Private Candidates		Total
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	
Accounting	17	29	63	49	5	2	3	14	14	21	3	5	0	1	226
Arabic	9	17	1	0	2	1	2	0	4	2	0	0	1	0	39
Art	23	40	35	55	5	10	0	2	5	7	3	7	1	0	193
Biology	29	107	69	188	14	21	6	24	7	21	4	16	0	1	507
Business Studies	15	7	7	0	1	1	0	1	2	1	1	1	0	0	37
Chemistry	10	47	49	73	7	10	3	6	3	7	5	5	0	0	225
Commerce	0	0	0	0	0	0	0	0	1	0	2	0	0	0	3
Computing	41	20	58	10	10	4	5	0	6	1	6	0	0	0	161
Design and Technology	27	8	21	3	0	0	1	1	0	1	11	2	0	0	75
Economics	0	0	15	17	3	2	0	0	1	1	3	2	0	0	44
English Language	225	281	193	150	15	14	36	68	108	139	16	15	1	6	1267
English Literature	57	67	107	82	13	10	10	9	7	8	13	11	0	0	394
Environmental Studies	76	62	39	25	5	2	2	5	2	4	1	2	0	0	225
Ethics	24	27	0	0	0	0	2	7	5	0	0	2	0	0	67
European Studies	3	11	0	7	0	0	0	0	1	0	0	0	0	0	22
French	15	34	31	62	6	7	2	14	4	4	1	0	1	0	181
Geography	15	4	3	1	4	6	0	0	3	1	0	0	0	0	37
German	23	17	17	25	3	2	5	2	4	1	3	2	0	0	104
Graphical Comm.	19	13	39	10	3	3	0	1	1	1	3	5	0	0	98
History	19	9	6	4	6	1	0	0	5	2	2	0	0	0	54
Home Economics	17	48	12	21	0	1	0	1	1	3	2	1	0	0	107
Italian	68	76	77	80	6	7	9	15	16	24	4	7	0	0	389
Latin	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Maltese	266	236	237	160	42	23	49	44	100	78	26	15	3	4	1283
Mathematics	309	385	253	198	29	22	55	119	101	156	33	26	4	14	1704
Music	1	1	1	1	1	0	0	0	0	1	0	0	0	0	6
Physical Education	37	20	26	22	3	3	2	0	6	2	0	0	0	0	121
Physics	219	274	194	104	26	15	25	27	36	27	17	8	0	0	972
Religious Knowledge	113	90	114	81	9	6	8	7	15	19	10	5	0	3	480
Russian	2	4	1	0	5	4	1	1	2	1	0	0	0	0	21
Social Studies	20	31	19	50	0	0	3	6	6	14	1	0	0	0	150
Spanish	24	31	4	1	3	3	4	17	9	14	1	5	0	1	117
Textiles and Design	0	5	0	1	0	0	0	0	0	0	0	0	0	0	6

## 6. SEPTEMBER SPECIAL SESSION RESULTS

Table 6.1 below provides information on the results obtained in the different subjects in the Special September session. The overall results are followed by their breakdown by gender for the different subjects. This session is different from sessions normally held in September, which are Supplementary sessions with only the Paper IIB option being offered and where only Grades 4 to 7 are attainable. Furthermore, regulations for the standard Supplementary sessions specify that candidates can apply only for the core subjects Maltese, Mathematics and English Language if they had already sat for it during a previous Main Session, and only if they had previously obtained a grade lesser than Grade 5. Furthermore, these candidates could normally apply for one science subject, from Biology, Chemistry and Physics granted that they had sat for the subject in previous sessions as well that they did not have one pass (Grade 5 or better) in any of the science subjects.

Table 6.1: September Results by Subject for Papers and IIB

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Art	9	33	20	36	26	11	10	40	8	193
%	4.7	17.1	10.4	18.7	13.5	5.7	5.2	20.7	4.1	
Males	2	6	6	15	10	7	5	17	4	72
Females	7	27	14	21	16	4	5	23	4	121
Biology	18	37	43	55	64	23	22	228	17	507
%	3.6	7.3	8.5	10.8	12.6	4.5	4.3	45.0	3.4	
Males	4	11	14	13	19	10	3	48	7	129
Females	14	26	29	42	45	13	19	180	10	378
Business Studies	2	0	0	8	10	3	2	7	5	37
%	5.4	0.0	0.0	21.6	27.0	8.1	5.4	18.9	13.5	
Males	2	0	0	7	6	2	0	6	3	26
Females	0	0	0	1	4	1	2	1	2	11
Chemistry	8	27	29	32	26	10	7	80	6	225
%	3.6	12.0	12.9	14.2	11.6	4.4	3.1	35.6	2.7	
Males	1	8	9	14	7	5	4	27	2	77
Females	7	19	20	18	19	5	3	53	4	148
Commerce	0	0	0	2	0	0	0	0	1	3
%	0.0	0.0	0.0	66.7	0.0	0.0	0.0	0.0	33.3	
Males	0	0	0	2	0	0	0	0	1	3
Females	0	0	0	0	0	0	0	0	0	0
Computing	5	19	28	15	13	17	15	34	15	161
%	3.1	11.8	17.4	9.3	8.1	10.6	9.3	21.1	9.3	
Males	4	16	25	13	9	13	12	21	13	126
Females	1	3	3	2	4	4	3	13	2	35
Design and Technology	4	5	3	11	16	7	4	24	1	75
%	5.3	6.7	4.0	14.7	21.3	9.3	5.3	32.0	1.3	
Males	3	4	3	9	13	7	4	17	0	60
Females	1	1	0	2	3	0	0	7	1	15

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Economics	3	1	4	3	6	2	4	9	12	44
%	6.8	2.3	9.1	6.8	13.6	4.5	9.1	20.5	27.3	
Males	1	0	2	1	3	1	2	5	7	22
Females	2	1	2	2	3	1	2	4	5	22
Engineering Technology	12	28	35	24	13	4	3	15	0	134
%	9.0	20.9	26.1	17.9	9.7	3.0	2.2	11.2	0.0	
Males	11	27	34	23	13	4	3	15	0	130
Females	1	1	1	1	0	0	0	0	0	4
English Language	35	95	121	142	297	172	103	136	166	1267
%	2.8	7.5	9.6	11.2	23.4	13.6	8.1	10.7	13.1	
Males	13	38	60	70	133	82	53	70	75	594
Females	22	57	61	72	164	90	50	66	91	673
English Literature	17	20	35	42	35	25	11	92	117	394
%	4.3	5.1	8.9	10.7	8.9	6.3	2.8	23.4	29.7	
Males	4	8	15	21	21	15	6	57	60	207
Females	13	12	20	21	14	10	5	35	57	187
Environmental Studies	5	2	8	10	17	23	16	119	25	225
%	2.2	0.9	3.6	4.4	7.6	10.2	7.1	52.9	11.1	
Males	1	1	2	8	11	16	11	63	12	125
Females	4	1	6	2	6	7	5	56	13	100
Ethics	1	2	4	6	4	3	3	36	8	67
%	1.5	3.0	6.0	9.0	6.0	4.5	4.5	53.7	11.9	
Males	0	0	0	3	2	2	2	18	4	31
Females	1	2	4	3	2	1	1	18	4	36
European Studies	7	1	1	2	1	1	0	5	4	22
%	31.8	4.5	4.5	9.1	4.5	4.5	0.0	22.7	18.2	
Males	0	0	0	0	0	0	0	3	1	4
Females	7	1	1	2	1	1	0	2	3	18
French	37	6	15	19	16	19	23	5	41	181
%	20.4	3.3	8.3	10.5	8.8	10.5	12.7	2.8	22.7	
Males	10	2	8	7	7	6	8	4	8	60
Females	27	4	7	12	9	13	15	1	33	121
Geography	0	1	0	1	2	3	3	18	9	37
%	0.0	2.7	0.0	2.7	5.4	8.1	8.1	48.6	24.3	
Males	0	0	0	1	1	2	3	12	6	25
Females	0	1	0	0	1	1	0	6	3	12
German	7	20	7	8	12	7	8	8	27	104
%	6.7	19.2	6.7	7.7	11.5	6.7	7.7	7.7	26.0	
Males	3	7	5	3	7	3	4	7	16	55
Females	4	13	2	5	5	4	4	1	11	49
Graphical Comm.	6	10	15	9	10	2	3	19	24	98
%	6.1	10.2	15.3	9.2	10.2	2.0	3.1	19.4	24.5	
Males	3	6	9	7	7	1	3	15	14	65
Females	3	4	6	2	3	1	0	4	10	33



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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Information Technology	31	51	50	54	31	21	5	25	0	268
%	11.6	19.0	18.7	20.1	11.6	7.8	1.9	9.3	0.0	
Males	21	36	40	49	26	19	5	22	0	218
Females	10	15	10	5	5	2	0	3	0	50
History	2	4	1	2	5	5	4	12	19	54
%	3.7	7.4	1.9	3.7	9.3	9.3	7.4	22.2	35.2	
Males	0	2	1	1	2	4	4	9	15	38
Females	2	2	0	1	3	1	0	3	4	16
Home Economics	3	7	6	8	2	17	13	49	2	107
%	2.8	6.5	5.6	7.5	1.9	15.9	12.1	45.8	1.9	
Males	0	1	1	2	0	2	6	19	1	32
Females	3	6	5	6	2	15	7	30	1	75
Hospitality	32	44	54	50	13	16	1	35	0	245
%	13.1	18.0	22.0	20.4	5.3	6.5	0.4	14.3	0.0	
Males	5	15	21	25	7	11	0	23	0	107
Females	27	29	33	25	6	5	1	12	0	138
Health and Social Care	17	29	50	40	36	5	0	34	0	211
%	8.1	13.7	23.7	19.0	17.1	2.4	0.0	16.1	0.0	
Males	1	2	0	2	1	0	0	6	0	12
Females	16	27	50	38	35	5	0	28	0	199
Italian	42	23	14	37	32	50	32	54	105	389
%	10.8	5.9	3.6	9.5	8.2	12.9	8.2	13.9	27.0	
Males	13	8	6	18	12	27	19	30	47	180
Females	29	15	8	19	20	23	13	24	58	209
Maltese	26	72	70	155	200	191	85	287	197	1283
%	2.0	5.6	5.5	12.1	15.6	14.9	6.6	22.4	15.4	
Males	7	32	37	75	120	100	47	197	108	723
Females	19	40	33	80	80	91	38	90	89	560
Mathematics	40	67	70	166	220	271	226	376	268	1704
%	2.3	3.9	4.1	9.7	12.9	15.9	13.3	22.1	15.7	
Males	25	29	41	83	99	103	107	178	119	784
Females	15	38	29	83	121	168	119	198	149	920
Media Literacy	1	3	2	3	0	0	1	2	0	12
%	8.3	25.0	16.7	25.0	0.0	0.0	8.3	16.7	0.0	
Males	0	0	0	0	0	0	0	0	0	0
Females	1	3	2	3	0	0	1	2	0	12
Music	1	2	2	0	0	0	0	0	1	6
%	16.7	33.3	33.3	0.0	0.0	0.0	0.0	0.0	16.7	
Males	0	2	0	0	0	0	0	0	1	3
Females	1	0	2	0	0	0	0	0	0	3
Physical Education	4	8	9	13	8	25	6	32	16	121
%	3.3	6.6	7.4	10.7	6.6	20.7	5.0	26.4	13.2	
Males	0	5	7	8	1	17	5	20	11	74
Females	4	3	2	5	7	8	1	12	5	47

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Physics	24	50	58	75	58	68	62	540	37	972
%	2.5	5.1	6.0	7.7	6.0	7.0	6.4	55.6	3.8	
Males	8	23	27	50	22	39	34	290	24	517
Females	16	27	31	25	36	29	28	250	13	455
Religious Knowledge	8	19	15	43	36	41	43	122	153	480
%	1.7	4.0	3.1	9.0	7.5	8.5	9.0	25.4	31.9	
Males	0	10	8	19	20	26	29	82	75	269
Females	8	9	7	24	16	15	14	40	78	211
Russian	7	4	2	5	1	0	0	1	1	21
%	33.3	19.0	9.5	23.8	4.8	0.0	0.0	4.8	4.8	
Males	3	2	1	3	1	0	0	0	1	11
Females	4	2	1	2	0	0	0	1	0	10
Social Studies	3	2	8	14	21	8	15	30	49	150
%	2.0	1.3	5.3	9.3	14.0	5.3	10.0	20.0	32.7	
Males	1	1	3	4	4	2	5	12	17	49
Females	2	1	5	10	17	6	10	18	32	101
Spanish	11	8	15	12	5	1	5	19	41	117
%	9.4	6.8	12.8	10.3	4.3	0.9	4.3	16.2	35.0	
Males	4	1	2	3	3	0	1	9	22	45
Females	7	7	13	9	2	1	4	10	19	72
Textiles and Design	0	1	0	1	0	1	0	3	0	6
%	0.0	16.7	0.0	16.7	0.0	16.7	0.0	50.0	0.0	
Males	0	0	0	0	0	0	0	0	0	0
Females	0	1	0	1	0	1	0	3	0	6

Table 6.2 presents the September Special Session results by subject for the 2004 cohort. The overall results are followed by a breakdown by gender. Similar to Table 6.1, Classical Culture, Greek and Latin are not included due to having no candidates of the 2004 cohort who registered for these particular subjects. The observations made for the total cohort are replicated here. Overall, the 2004 cohort seems to have performed at par with the other candidates.

Table 6.2: September Special Session Results of the 2004 Cohort

Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Accounting	10	12	22	23	12	3	8	47	32	169
%	5.9	7.1	13.0	13.6	7.1	1.8	4.7	27.8	18.9	
Males	4	7	14	17	6	2	2	24	9	85
Females	6	5	8	6	6	1	6	23	23	84
Agribusiness	3	4	4	2	0	2	1	6	0	22
%	13.6	18.2	18.2	9.1	0.0	9.1	4.5	27.3	0.0	
Males	2	3	3	0	0	0	1	4	0	13
Females	1	1	1	2	0	2	0	2	0	9
Arabic	1	2	4	7	2	0	1	4	4	25
%	4.0	8.0	16.0	28.0	8.0	0.0	4.0	16.0	16.0	
Males	0	0	3	4	1	0	0	1	1	10
Females	1	2	1	3	1	0	1	3	3	15

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Art	8	32	18	31	23	8	8	37	7	172
%	4.7	18.6	10.5	18.0	13.4	4.7	4.7	21.5	4.1	
Males	2	6	6	11	10	5	5	15	3	63
Females	6	26	12	20	13	3	3	22	4	109
Biology	18	37	43	50	61	18	18	180	10	435
%	4.1	8.5	9.9	11.5	14.0	4.1	4.1	41.4	2.3	
Males	4	11	14	12	18	9	2	38	5	113
Females	14	26	29	38	43	9	16	142	5	322
Business Studies	2	0	0	7	8	3	1	7	4	32
%	6.3	0.0	0.0	21.9	25.0	9.4	3.1	21.9	12.5	
Males	2	0	0	6	5	2	0	6	2	23
Females	0	0	0	1	3	1	1	1	2	9
Chemistry	8	26	29	29	22	9	5	66	4	198
%	4.0	13.1	14.6	14.6	11.1	4.5	2.5	33.3	2.0	
Males	1	8	9	13	7	4	3	19	2	66
Females	7	18	20	16	15	5	2	47	2	132
Commerce	0	0	0	2	0	0	0	0	0	2
%	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	
Males	0	0	0	2	0	0	0	0	0	2
Females	0	0	0	0	0	0	0	0	0	0
Computing	5	19	26	14	13	15	11	30	12	145
%	3.4	13.1	17.9	9.7	9.0	10.3	7.6	20.7	8.3	
Males	4	16	23	12	9	11	8	18	10	111
Females	1	3	3	2	4	4	3	12	2	34
Design and Technology	4	5	3	9	15	6	4	23	1	70
%	5.7	7.1	4.3	12.9	21.4	8.6	5.7	32.9	1.4	
Males	3	4	3	8	13	6	4	16	0	57
Females	1	1	0	1	2	0	0	7	1	13
Economics	3	1	4	3	5	2	4	9	12	43
%	7.0	2.3	9.3	7.0	11.6	4.7	9.3	20.9	27.9	
Males	1	0	2	1	3	1	2	5	7	22
Females	2	1	2	2	2	1	2	4	5	21
Engineering Technology	12	26	35	22	13	4	2	14	0	128
%	9.4	20.3	27.3	17.2	10.2	3.1	1.6	10.9	0.0	
Males	11	25	34	21	13	4	2	14	0	124
Females	1	1	1	1	0	0	0	0	0	4
English Language	35	92	107	101	181	104	73	81	109	883
%	4.0	10.4	12.1	11.4	20.5	11.8	8.3	9.2	12.3	
Males	13	35	58	49	89	59	39	44	53	439
Females	22	57	49	52	92	45	34	37	56	444
English Literature	16	20	35	39	29	18	10	82	95	344
%	4.7	5.8	10.2	11.3	8.4	5.2	2.9	23.8	27.6	
Males	4	8	15	19	18	11	6	51	49	181
Females	12	12	20	20	11	7	4	31	46	163

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Environmental Studies	5	2	8	8	16	20	14	102	20	195
%	2.6	1.0	4.1	4.1	8.2	10.3	7.2	52.3	10.3	
Males	1	1	2	7	11	14	10	55	11	112
Females	4	1	6	1	5	6	4	47	9	83
Ethics	1	2	3	3	1	3	2	26	3	44
%	2.3	4.5	6.8	6.8	2.3	6.8	4.5	59.1	6.8	
Males	0	0	0	1	0	2	1	12	2	18
Females	1	2	3	2	1	1	1	14	1	26
European Studies	7	1	1	2	1	1	0	4	4	21
%	33.3	4.8	4.8	9.5	4.8	4.8	0.0	19.0	19.0	
Males	0	0	0	0	0	0	0	2	1	3
Females	7	1	1	2	1	1	0	2	3	18
French	35	5	13	14	12	15	20	4	33	151
%	23.2	3.3	8.6	9.3	7.9	9.9	13.2	2.6	21.9	
Males	9	2	7	5	5	6	8	3	5	50
Females	26	3	6	9	7	9	12	1	28	101
Geography	0	1	0	1	2	3	3	14	7	31
%	0.0	3.2	0.0	3.2	6.5	9.7	9.7	45.2	22.6	
Males	0	0	0	1	1	2	3	9	5	21
Females	0	1	0	0	1	1	0	5	2	10
German	6	18	6	5	10	7	8	8	21	89
%	6.7	20.2	6.7	5.6	11.2	7.9	9.0	9.0	23.6	
Males	2	6	4	1	6	3	4	7	12	45
Females	4	12	2	4	4	4	4	1	9	44
Graphical Comm.	5	10	15	8	9	2	3	18	19	89
%	5.6	11.2	16.9	9.0	10.1	2.2	3.4	20.2	21.3	
Males	3	6	9	6	7	1	3	14	12	61
Females	2	4	6	2	2	1	0	4	7	28
Health and Social Care	17	28	49	37	32	3	0	31	0	197
%	8.6	14.2	24.9	18.8	16.2	1.5	0.0	15.7	0.0	
Males	1	2	0	2	1	0	0	5	0	11
Females	16	26	49	35	31	3	0	26	0	186
History	2	4	1	2	5	4	3	10	13	44
%	4.5	9.1	2.3	4.5	11.4	9.1	6.8	22.7	29.5	
Males	0	2	1	1	2	3	3	8	10	30
Females	2	2	0	1	3	1	0	2	3	14
Home Economics	2	7	6	5	1	17	13	46	2	99
%	2.0	7.1	6.1	5.1	1.0	17.2	13.1	46.5	2.0	
Males	0	1	1	1	0	2	6	18	1	30
Females	2	6	5	4	1	15	7	28	1	69
Hospitality	32	42	50	47	11	15	1	31	0	229
%	14.0	18.3	21.8	20.5	4.8	6.6	0.4	13.5	0.0	
Males	5	15	20	24	6	11	0	20	0	101
Females	27	27	30	23	5	4	1	11	0	128
Italian	29	17	9	25	23	44	31	53	90	321
%	9.0	5.3	2.8	7.8	7.2	13.7	9.7	16.5	28.0	
Males	9	7	3	12	7	26	18	30	39	151
Females	20	10	6	13	16	18	13	23	51	170

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Subject	Grade									Registered
	1	2	3	4	5	6	7	U	Abs	
Maltese	25	68	65	85	152	134	71	225	141	966
%	2.6	7.0	6.7	8.8	15.7	13.9	7.3	23.3	14.6	
Males	6	31	35	48	95	69	40	154	70	548
Females	19	37	30	37	57	65	31	71	71	418
Mathematics	38	67	68	123	150	154	146	298	163	1207
%	3.1	5.6	5.6	10.2	12.4	12.8	12.1	24.7	13.5	
Males	23	29	40	68	73	67	76	148	78	602
Females	15	38	28	55	77	87	70	150	85	605
Media Literacy	1	3	1	3	0	0	0	2	0	10
%	10.0	30.0	10.0	30.0	0.0	0.0	0.0	20.0	0.0	
Males	0	0	0	0	0	0	0	0	0	0
Females	1	3	1	3	0	0	0	2	0	10
Music	0	2	2	0	0	0	0	0	1	5
%	0.0	40.0	40.0	0.0	0.0	0.0	0.0	0.0	20.0	
Males	0	2	0	0	0	0	0	0	1	3
Females	0	0	2	0	0	0	0	0	0	2
Physical Education	4	8	9	11	8	20	6	26	14	106
%	3.8	7.5	8.5	10.4	7.5	18.9	5.7	24.5	13.2	
Males	0	5	7	6	1	13	5	17	9	63
Females	4	3	2	5	7	7	1	9	5	43
Physics	24	49	57	67	54	44	49	448	28	820
%	2.9	6.0	7.0	8.2	6.6	5.4	6.0	54.6	3.4	
Males	8	22	27	45	21	24	25	241	19	432
Females	16	27	30	22	33	20	24	207	9	388
Religious Knowledge	8	18	13	30	29	36	41	113	130	418
%	1.9	4.3	3.1	7.2	6.9	8.6	9.8	27.0	31.1	
Males	0	10	8	17	15	23	27	77	61	238
Females	8	8	5	13	14	13	14	36	69	180
Russian	6	3	1	3	0	0	0	1	0	14
%	42.9	21.4	7.1	21.4	0.0	0.0	0.0	7.1	0.0	
Males	2	2	1	1	0	0	0	0	0	6
Females	4	1	0	2	0	0	0	1	0	8
Social Studies	3	2	8	10	16	6	9	29	37	120
%	2.5	1.7	6.7	8.3	13.3	5.0	7.5	24.2	30.8	
Males	1	1	3	3	2	2	4	12	13	41
Females	2	1	5	7	14	4	5	17	24	79
Spanish	0	1	7	7	2	1	4	15	28	65
%	0.0	1.5	10.8	10.8	3.1	1.5	6.2	23.1	43.1	
Males	0	0	1	3	1	0	0	8	15	28
Females	0	1	6	4	1	1	4	7	13	37
Textiles and Design	0	1	0	1	0	1	0	3	0	6
%	0.0	16.7	0.0	16.7	0.0	16.7	0.0	50.0	0.0	
Males	0	0	0	0	0	0	0	0	0	0
Females	0	1	0	1	0	1	0	3	0	6

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Table 6.3 presents the September Special 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 this session. There were no registrations for Classical Culture and Greek and these subjects have not been included in the table. Latin and Commerce had very few candidates and they are omitted from the table. The parts of the table displaying vocational subjects is structured differently because vocational assessments are not tiered as Paper IIA and IIB. The data for Commerce, Business Studies, Agribusiness and Media Literacy has not been included as only few schools offer these vocational subjects and therefore they can be identified by viewing the data. Differences between the various sectors appear to be rife.

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Table 6.3: Supplementary Session Results by Subject and Type of School for Papers IIA and IIB

	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>ACCOUNTING</b>	11	17	26	19	10	28	20	131	18	3	3	15	32	24	95	226
State Schools - Males	2	0	0	1	2	1	0	6	1	0	0	0	8	2	11	17
State Schools - Females	3	1	1	2	1	3	3	14	1	0	0	2	7	5	15	29
Church Schools – Males	2	7	12	8	2	6	3	40	7	1	2	2	7	4	23	63
Church Schools – Females	3	3	6	2	4	9	7	34	0	0	1	3	5	6	15	49
Independent Schools – Males	0	0	1	0	1	0	0	2	0	0	0	1	2	0	3	5
Independent Schools – Females	0	0	0	1	0	0	1	2	0	0	0	0	0	0	0	2
Post-Secondary Schools – Males	1	0	0	0	0	0	1	2	1	0	0	0	0	0	1	3
Post-Secondary Schools – Females	0	2	3	1	0	4	1	11	0	0	0	0	1	2	3	14
Malta Private Candidates – Males	0	0	0	1	0	3	1	5	3	0	0	4	1	1	9	14
Malta Private Candidates – Females	0	2	1	3	0	1	3	10	5	1	0	2	1	2	11	21
Gozo Schools – Males	0	0	1	0	0	1	0	2	0	0	0	0	0	1	1	3
Gozo Schools – Females	0	1	1	0	0	0	0	2	0	1	0	1	0	1	3	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
<b>ARABIC</b>	2	5	5	7	3	6	2	30	2	0	0	1	1	5	9	39
State Schools - Males	0	0	2	3	1	0	2	8	0	0	0	0	0	1	1	9
State Schools - Females	2	4	1	1	1	3	0	12	1	0	0	1	0	3	5	17
Church Schools – Males	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Church Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Males	0	0	0	2	0	0	0	2	0	0	0	0	0	0	0	2
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	1	0	0	1	0	2	0	0	0	0	0	0	0	2
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	1	1	0	1	0	3	0	0	0	0	0	1	1	4
Malta Private Candidates – Females	0	1	0	0	1	0	0	2	0	0	0	0	0	0	0	2
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
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	Abs	Register	4	5	6	7	U	Abs		Register
<b>ART</b>	9	33	20	18	17	25	2	124	18	9	11	10	15	6	69	193
State Schools - Males	0	1	1	0	3	3	1	9	2	2	2	2	5	1	14	23
State Schools - Females	1	11	1	5	4	3	0	25	2	2	2	2	4	3	15	40
Church Schools – Males	2	5	4	4	2	5	0	22	3	2	2	3	2	1	13	35
Church Schools – Females	5	13	10	6	6	7	0	47	4	1	0	1	2	0	8	55
Independent Schools – Males	0	0	0	1	0	1	0	2	2	1	0	0	0	0	3	5
Independent Schools – Females	1	2	1	0	0	4	0	8	2	0	0	0	0	0	2	10
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	2	0	0	2	2
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	2	0	2	0	0	1	5	5
Malta Private Candidates – Females	0	1	2	0	1	0	0	4	1	1	1	0	0	0	3	7
Gozo Schools – Males	0	0	1	1	0	0	0	2	0	0	1	0	0	0	1	3
Gozo Schools – Females	0	0	0	1	1	2	1	5	0	0	1	0	1	0	2	7
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	0	0	0	0	0	0	0	0
<b>BIOLOGY</b>	18	37	43	41	38	75	4	256	14	26	23	22	153	13	251	507
State Schools - Males	0	3	0	2	4	3	2	14	1	2	0	0	11	1	15	29
State Schools - Females	3	7	8	15	7	21	2	63	5	5	1	2	28	3	44	107
Church Schools – Males	3	7	12	6	5	8	0	41	3	4	4	2	13	2	28	69
Church Schools – Females	9	17	18	15	15	27	0	101	3	8	6	9	59	2	87	188
Independent Schools – Males	1	1	1	0	1	1	0	5	0	2	5	0	2	0	9	14
Independent Schools – Females	1	1	1	0	4	4	0	11	0	3	0	3	4	0	10	21
Post-Secondary Schools – Males	0	0	0	1	0	1	0	2	0	0	1	0	3	0	4	6
Post-Secondary Schools – Females	0	0	0	0	0	3	0	3	1	0	2	3	13	2	21	24
Malta Private Candidates – Males	0	0	0	0	0	3	0	3	0	0	0	1	1	2	4	7
Malta Private Candidates – Females	0	0	0	1	0	2	0	3	1	1	1	0	14	1	18	21
Gozo Schools – Males	0	0	1	0	0	1	0	2	0	1	0	0	1	0	2	4
Gozo Schools – Females	1	1	2	1	2	1	0	8	0	0	2	2	4	0	8	16
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1



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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>CHEMISTRY</b>	8	27	29	27	22	52	2	167	5	4	10	7	28	4	58	225
State Schools - Males	0	1	2	2	1	2	0	8	0	0	0	0	1	1	2	10
State Schools - Females	2	4	6	3	5	14	0	34	0	1	3	1	8	0	13	47
Church Schools – Males	1	7	5	8	5	9	1	36	2	1	3	3	4	0	13	49
Church Schools – Females	5	13	10	10	7	17	0	62	1	1	1	1	5	2	11	73
Independent Schools – Males	0	0	1	1	0	1	0	3	0	0	1	0	3	0	4	7
Independent Schools – Females	0	0	2	0	2	3	0	7	1	0	1	0	1	0	3	10
Post-Secondary Schools – Males	0	0	0	0	0	2	0	2	0	0	0	0	1	0	1	3
Post-Secondary Schools – Females	0	1	0	0	2	0	0	3	0	1	0	1	1	0	3	6
Malta Private Candidates – Males	0	0	0	0	0	2	0	2	0	0	1	0	0	0	1	3
Malta Private Candidates – Females	0	0	0	2	0	0	1	3	0	0	0	0	3	1	4	7
Gozo Schools – Males	0	0	1	0	0	1	0	2	1	0	0	1	1	0	3	5
Gozo Schools – Females	0	1	2	1	0	1	0	5	0	0	0	0	0	0	0	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>COMPUTING</b>	5	19	28	11	6	18	2	89	4	7	17	15	16	13	72	161
State Schools - Males	1	3	2	2	1	5	2	16	0	1	7	6	6	5	25	41
State Schools - Females	1	2	0	0	1	7	0	11	0	1	3	2	1	2	9	20
Church Schools – Males	2	10	17	5	2	1	0	37	3	4	4	3	3	4	21	58
Church Schools – Females	0	1	2	2	0	3	0	8	0	1	1	0	0	0	2	10
Independent Schools – Males	1	3	2	0	1	1	0	8	0	0	0	1	1	0	2	10
Independent Schools – Females	0	0	1	0	1	0	0	2	0	0	0	1	1	0	2	4
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	2	2	1	0	5	5
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	1	1	0	0	0	2	1	0	0	0	1	2	4	6
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Gozo Schools – Males	0	0	3	1	0	1	0	5	0	0	0	0	1	0	1	6
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	Abs	Register	4	5	6	7	U	Abs		Register
<b>DESIGN AND TECHNOLOGY</b>	4	5	3	5	4	9	0	30	6	12	7	4	15	1	45	75
State Schools - Males	1	1	1	0	0	4	0	7	0	6	5	2	7	0	20	27
State Schools - Females	0	1	0	0	0	1	0	2	0	1	0	0	4	1	6	8
Church Schools – Males	2	2	1	5	3	0	0	13	1	3	1	2	1	0	8	21
Church Schools – Females	1	0	0	0	1	1	0	3	0	0	0	0	0	0	0	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	1	0	0	0	0	0	1	1
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	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Schools – Males	0	1	1	0	0	3	0	5	2	1	1	0	2	0	6	11
Gozo Schools – Females	0	0	0	0	0	0	0	0	1	0	0	0	1	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
<b>ECONOMICS</b>	3	1	4	2	3	5	6	24	1	3	2	4	4	6	20	44
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Males	1	0	2	1	1	0	4	9	0	0	1	0	2	3	6	15
Church Schools – Females	2	1	2	1	0	3	1	10	1	0	0	2	1	3	7	17
Independent Schools – Males	0	0	0	0	0	0	0	0	0	1	0	1	1	0	3	3
Independent Schools – Females	0	0	0	0	1	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	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Gozo Schools – Males	0	0	0	0	1	1	0	2	0	0	0	1	0	0	1	3
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2	2
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	PAPER IIA								PAPER IIB							Total
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs	Register	
<b>ENGLISH LANGUAGE</b>	35	95	121	86	81	24	76	518	56	216	172	103	112	90	749	1267
State Schools - Males	3	3	9	12	8	3	7	45	8	50	42	26	26	28	180	225
State Schools - Females	9	24	25	20	14	2	12	106	17	49	43	28	30	8	175	281
Church Schools – Males	6	27	45	26	16	5	10	135	5	10	16	11	9	7	58	193
Church Schools – Females	10	29	25	10	10	1	21	106	4	15	8	9	6	2	44	150
Independent Schools – Males	3	4	2	0	0	0	1	10	0	2	2	0	0	1	5	15
Independent Schools – Females	1	3	1	0	1	0	6	12	0	1	0	0	1	0	2	14
Post-Secondary Schools – Males	0	0	0	1	0	3	1	5	1	11	8	3	7	1	31	36
Post-Secondary Schools – Females	0	0	2	1	11	2	2	18	4	16	10	5	7	8	50	68
Malta Private Candidates – Males	0	2	3	10	8	4	4	31	6	23	13	11	11	13	77	108
Malta Private Candidates – Females	0	0	7	4	11	4	9	35	11	34	25	6	11	17	104	139
Gozo Schools – Males	1	2	1	1	2	0	1	8	0	2	1	2	2	1	8	16
Gozo Schools – Females	2	1	1	1	0	0	1	6	0	1	1	1	2	4	9	15
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	1	1	0	1	3	1	0	0	5	6
<b>ENGLISH LITERATURE</b>	17	20	35	31	22	49	58	232	11	13	25	11	43	59	162	394
State Schools - Males	1	1	1	2	2	3	14	24	2	2	1	1	10	17	33	57
State Schools - Females	3	6	10	8	3	8	9	47	3	0	3	2	3	9	20	67
Church Schools – Males	2	6	13	13	9	23	3	69	1	4	6	4	14	9	38	107
Church Schools – Females	7	6	8	5	4	9	19	58	1	2	6	2	9	4	24	82
Independent Schools – Males	1	1	0	1	0	0	2	5	0	1	2	0	2	3	8	13
Independent Schools – Females	2	0	0	0	2	0	5	9	0	0	0	0	1	0	1	10
Post-Secondary Schools – Males	0	0	0	0	0	1	1	2	1	0	2	0	1	4	8	10
Post-Secondary Schools – Females	0	0	0	1	0	0	0	1	0	1	1	0	0	6	8	9
Malta Private Candidates – Males	0	0	0	0	1	1	1	3	0	0	1	0	1	2	4	7
Malta Private Candidates – Females	0	0	0	0	0	2	1	3	0	1	0	1	1	2	5	8
Gozo Schools – Males	0	0	1	0	1	1	1	4	1	1	3	1	0	3	9	13
Gozo Schools – Females	1	0	2	1	0	1	2	7	2	1	0	0	1	0	4	11
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>ENVIRONMENTAL STUDIES</b>	5	2	8	4	13	37	4	73	6	4	23	16	82	21	152	225
State Schools - Males	0	1	2	1	1	11	2	18	1	0	8	6	36	7	58	76
State Schools - Females	2	0	5	1	0	9	1	18	0	1	6	4	27	6	44	62
Church Schools – Males	1	0	0	2	6	6	0	15	3	0	7	3	8	3	24	39
Church Schools – Females	2	1	1	0	4	8	0	16	1	1	0	0	6	1	9	25
Independent Schools – Males	0	0	0	0	0	1	0	1	0	2	0	2	0	0	4	5
Independent Schools – Females	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	2
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	2
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5	5
Malta Private Candidates – Males	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	2
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	1	0	2	1	4	4
Gozo Schools – Males	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Females	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	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
<b>ETHICS</b>	1	2	4	4	2	15	1	29	2	2	3	3	21	7	38	67
State Schools - Males	0	0	0	1	0	9	0	10	2	1	2	1	6	2	14	24
State Schools - Females	1	2	4	2	1	3	0	13	0	0	1	1	11	1	14	27
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	1	0	1	0	1	0	0	0	0	1	2
Post-Secondary Schools – Females	0	0	0	1	0	0	0	1	0	0	0	0	3	3	6	7
Malta Private Candidates – Males	0	0	0	0	0	1	1	2	0	0	0	1	1	1	3	5
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	1	1	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

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>EUROPEAN STUDIES</b>	7	1	1	2	1	2	0	14	0	0	1	0	3	4	8	22
State Schools - Males	0	0	0	0	0	1	0	1	0	0	0	0	1	1	2	3
State Schools - Females	4	0	1	1	0	0	0	6	0	0	1	0	1	3	5	11
Church Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	3	1	0	1	1	1	0	7	0	0	0	0	0	0	0	7
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>FRENCH</b>	37	6	15	9	7	4	20	98	10	9	19	23	1	21	83	181
State Schools - Males	1	0	3	0	0	0	1	5	1	1	0	5	0	3	10	15
State Schools - Females	5	1	2	2	0	0	3	13	1	3	6	4	0	7	21	34
Church Schools – Males	7	1	3	2	4	2	1	20	2	0	6	2	1	0	11	31
Church Schools – Females	17	2	4	5	1	1	11	41	1	2	2	9	0	7	21	62
Independent Schools – Males	1	1	2	0	0	0	0	4	0	0	0	1	0	1	2	6
Independent Schools – Females	4	0	1	0	1	0	0	6	0	0	1	0	0	0	1	7
Post-Secondary Schools – Males	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	2
Post-Secondary Schools – Females	1	1	0	0	0	0	3	5	2	2	2	2	0	1	9	14
Malta Private Candidates – Males	1	0	0	0	0	0	1	2	1	0	0	0	0	1	2	4
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	2	0	0	1	4	4
Gozo Schools – Males	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>GEOGRAPHY</b>	0	1	0	1	2	7	0	11	0	0	3	3	11	9	26	37
State Schools - Males	0	0	0	1	0	1	0	2	0	0	2	1	5	5	13	15
State Schools - Females	0	0	0	0	0	0	0	0	0	0	1	0	2	1	4	4
Church Schools – Males	0	0	0	0	0	1	0	1	0	0	0	2	0	0	2	3
Church Schools – Females	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Males	0	0	0	0	1	3	0	4	0	0	0	0	0	0	0	4
Independent Schools – Females	0	0	0	0	1	2	0	3	0	0	0	0	2	1	3	6
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	3
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>GERMAN</b>	7	20	7	5	6	2	10	57	3	6	7	8	6	17	47	104
State Schools - Males	1	3	1	0	0	0	0	5	0	2	2	4	2	8	18	23
State Schools - Females	1	3	1	2	2	0	0	9	0	2	3	1	1	1	8	17
Church Schools – Males	1	3	2	0	2	2	2	12	0	1	1	0	1	2	5	17
Church Schools – Females	3	8	1	2	1	0	2	17	0	0	1	3	0	4	8	25
Independent Schools – Males	1	0	0	0	0	0	0	1	1	0	0	0	0	1	2	3
Independent Schools – Females	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	2
Post-Secondary Schools – Males	0	0	0	1	0	0	1	2	1	1	0	0	0	1	3	5
Post-Secondary Schools – Females	0	1	0	0	0	0	1	2	0	0	0	0	0	0	0	2
Malta Private Candidates – Males	0	0	2	0	0	0	1	3	0	0	0	0	1	0	1	4
Malta Private Candidates – Females	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Gozo Schools – Males	0	1	0	0	1	0	0	2	0	0	0	0	1	0	1	3
Gozo Schools – Females	0	1	0	0	0	0	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

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>GRAPHICAL COMM.</b>	6	10	15	5	8	6	14	64	4	2	2	3	13	10	34	98
State Schools - Males	0	1	2	0	1	2	3	9	1	0	0	1	6	2	10	19
State Schools - Females	1	2	2	1	0	2	4	12	0	0	0	0	1	0	1	13
Church Schools – Males	2	5	6	3	4	1	2	23	1	2	1	1	6	5	16	39
Church Schools – Females	1	1	1	0	2	1	3	9	0	0	1	0	0	0	1	10
Independent Schools – Males	1	0	0	0	0	0	1	2	1	0	0	0	0	0	1	3
Independent Schools – Females	1	1	0	0	1	0	0	3	0	0	0	0	0	0	0	3
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	1	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Gozo Schools – Males	0	0	1	0	0	0	0	1	0	0	0	1	0	1	2	3
Gozo Schools – Females	0	0	3	1	0	0	0	4	0	0	0	0	0	1	1	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>HISTORY</b>	2	4	1	1	3	4	8	23	1	2	5	4	8	11	31	54
State Schools - Males	0	0	0	0	0	2	3	5	0	0	2	3	5	4	14	19
State Schools - Females	1	1	0	0	0	1	0	3	0	1	1	0	1	3	6	9
Church Schools – Males	0	0	0	0	1	1	3	5	0	0	1	0	0	0	1	6
Church Schools – Females	0	1	0	0	1	0	0	2	1	1	0	0	0	0	2	4
Independent Schools – Males	0	2	0	1	1	0	0	4	0	0	0	0	0	2	2	6
Independent Schools – Females	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	2	2	0	0	0	1	1	1	3	5
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2
Gozo Schools – Males	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	2
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>HOME ECONOMICS</b>	3	7	6	5	0	17	1	39	3	2	17	13	32	1	68	107
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	5	11	1	17	17
State Schools - Females	1	3	2	2	0	4	0	12	0	1	14	5	16	0	36	48
Church Schools – Males	0	1	1	1	0	5	0	8	0	0	1	1	2	0	4	12
Church Schools – Females	1	3	3	1	0	6	0	14	1	0	1	2	3	0	7	21
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Malta Private Candidates – Females	1	0	0	0	0	1	0	2	0	1	0	0	0	0	1	3
Gozo Schools – Males	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	2
Gozo Schools – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>ITALIAN</b>	42	23	14	22	6	20	28	155	15	26	50	32	34	77	234	389
State Schools - Males	2	1	0	2	0	2	2	9	2	3	11	10	11	22	59	68
State Schools - Females	12	4	2	1	1	3	4	27	1	9	9	7	8	15	49	76
Church Schools – Males	6	5	3	5	2	6	3	30	1	3	13	7	10	13	47	77
Church Schools – Females	5	6	4	9	3	8	12	47	1	1	8	4	4	15	33	80
Independent Schools – Males	1	1	1	1	0	1	1	6	0	0	0	0	0	0	0	6
Independent Schools – Females	3	0	0	1	0	0	1	5	0	0	0	1	0	1	2	7
Post-Secondary Schools – Males	1	1	1	0	0	0	1	4	1	2	0	1	0	1	5	9
Post-Secondary Schools – Females	3	2	0	1	0	0	2	8	2	1	1	0	1	2	7	15
Malta Private Candidates – Males	3	0	1	1	0	0	1	6	4	2	0	1	0	3	10	16
Malta Private Candidates – Females	4	3	2	1	0	0	1	11	2	3	4	1	0	3	13	24
Gozo Schools – Males	0	0	0	0	0	0	0	0	1	0	3	0	0	0	4	4
Gozo Schools – Females	2	0	0	0	0	0	0	2	0	2	1	0	0	2	5	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	0	0	0



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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>MALTESE</b>	26	72	70	56	55	33	62	374	99	145	191	85	254	135	909	1283
State Schools - Males	0	4	6	5	11	6	7	39	10	28	33	25	97	34	227	266
State Schools - Females	6	18	11	12	9	6	13	75	9	27	37	21	48	19	161	236
Church Schools – Males	6	24	26	21	15	13	9	114	11	26	20	12	40	14	123	237
Church Schools – Females	12	17	17	8	8	4	24	90	8	9	22	7	14	10	70	160
Independent Schools – Males	0	3	2	0	1	0	3	9	0	5	12	1	11	4	33	42
Independent Schools – Females	0	0	2	0	1	0	1	4	0	4	9	3	2	1	19	23
Post-Secondary Schools – Males	0	0	0	0	0	1	0	1	5	8	11	3	14	7	48	49
Post-Secondary Schools – Females	0	1	0	1	0	0	0	2	13	8	7	3	6	5	42	44
Malta Private Candidates – Males	1	1	2	4	3	2	3	16	16	14	17	4	11	22	84	100
Malta Private Candidates – Females	0	2	2	4	4	0	1	13	25	8	13	1	7	11	65	78
Gozo Schools – Males	0	0	1	1	3	0	1	6	0	6	6	2	2	4	20	26
Gozo Schools – Females	1	2	1	0	0	1	0	5	0	1	3	2	1	3	10	15
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	2	0	1	0	0	0	3	3
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	1	0	1	1	1	4	4
<b>MATHEMATICS</b>	40	67	70	74	71	18	56	396	92	149	271	226	358	212	1308	1704
State Schools - Males	2	4	4	7	12	3	9	41	15	21	37	51	108	36	268	309
State Schools - Females	7	11	11	17	24	8	8	86	10	29	60	47	116	37	299	385
Church Schools – Males	19	21	33	26	16	2	9	126	14	19	22	24	32	16	127	253
Church Schools – Females	8	22	17	19	5	2	13	86	6	18	28	18	29	13	112	198
Independent Schools – Males	3	2	2	0	1	0	5	13	1	0	4	4	3	4	16	29
Independent Schools – Females	0	3	1	0	0	1	6	11	0	3	4	3	0	1	11	22
Post-Secondary Schools – Males	0	0	0	0	1	0	1	2	2	6	18	10	10	7	53	55
Post-Secondary Schools – Females	0	0	0	0	1	1	0	2	9	11	34	19	18	26	117	119
Malta Private Candidates – Males	1	1	1	1	4	1	0	9	8	14	14	13	15	28	92	101
Malta Private Candidates – Females	0	0	0	1	4	0	4	9	14	22	39	26	16	30	147	156
Gozo Schools – Males	0	1	1	2	1	0	0	5	5	4	7	5	3	4	28	33
Gozo Schools – Females	0	2	0	1	2	0	1	6	1	1	0	6	6	6	20	26
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	2	0	1	0	1	0	4	4
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	5	1	3	0	1	4	14	14

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>MUSIC</b>	1	2	2	0	0	0	1	6	0	0	0	0	0	0	0	6
State Schools - Males	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
State Schools - Females	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
Church Schools – Males	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Church Schools – Females	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Males	0	0	0	0	0	0	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	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>PHYSICAL EDUCATION</b>	4	8	9	3	7	17	2	50	10	1	25	6	15	14	71	121
State Schools - Males	0	1	3	1	0	5	1	11	1	1	5	5	8	6	26	37
State Schools - Females	1	0	1	0	2	2	0	6	2	0	6	0	2	4	14	20
Church Schools – Males	0	4	2	1	0	3	1	11	2	0	10	0	2	1	15	26
Church Schools – Females	3	3	1	1	3	4	0	15	2	0	1	1	2	1	7	22
Independent Schools – Males	0	0	1	0	0	1	0	2	1	0	0	0	0	0	1	3
Independent Schools – Females	0	0	0	0	2	1	0	3	0	0	0	0	0	0	0	3
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	2
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	1	0	0	0	0	1	1	0	1	0	1	2	5	6
Malta Private Candidates – Females	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	2
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	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	Abs	Register	4	5	6	7	U	Abs	Register	
<b>PHYSICS</b>	24	50	58	69	39	125	3	368	6	19	68	62	415	34	604	972
State Schools - Males	2	3	3	8	3	18	1	38	0	3	11	17	140	10	181	219
State Schools - Females	6	9	12	8	14	35	1	85	0	4	19	23	136	7	189	274
Church Schools – Males	5	16	22	33	8	30	1	115	2	5	10	9	47	6	79	194
Church Schools – Females	9	17	14	14	8	16	0	78	0	4	3	2	17	0	26	104
Independent Schools – Males	1	3	2	2	2	5	0	15	0	0	4	1	5	1	11	26
Independent Schools – Females	0	1	2	0	1	7	0	11	0	1	2	0	1	0	4	15
Post-Secondary Schools – Males	0	0	0	0	0	2	0	2	1	0	6	3	12	1	23	25
Post-Secondary Schools – Females	0	0	0	0	1	0	0	1	1	1	4	2	16	2	26	27
Malta Private Candidates – Males	0	0	0	0	1	6	0	7	1	0	7	3	15	3	29	36
Malta Private Candidates – Females	0	0	1	1	0	4	0	6	0	1	1	1	16	2	21	27
Gozo Schools – Males	0	1	0	2	0	2	0	5	1	0	1	1	8	1	12	17
Gozo Schools – Females	1	0	2	1	1	0	0	5	0	0	0	0	2	1	3	8
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>RELIGIOUS KNOWLEDGE</b>	8	19	15	14	13	25	48	142	29	23	41	43	97	105	338	480
State Schools - Males	0	2	0	2	0	9	7	20	4	5	10	13	44	17	93	113
State Schools - Females	2	3	0	4	1	3	6	19	5	4	4	9	21	28	71	90
Church Schools – Males	0	7	7	3	5	8	8	38	6	6	11	10	18	25	76	114
Church Schools – Females	6	3	5	2	6	3	21	46	1	3	7	5	7	12	35	81
Independent Schools – Males	0	1	1	0	0	0	0	2	0	1	1	2	0	3	7	9
Independent Schools – Females	0	1	0	0	0	1	1	3	1	0	1	0	1	0	3	6
Post-Secondary Schools – Males	0	0	0	0	1	0	0	1	0	1	2	1	0	3	7	8
Post-Secondary Schools – Females	0	1	1	0	0	0	1	3	0	1	1	0	0	2	4	7
Malta Private Candidates – Males	0	0	0	1	0	0	3	4	2	1	1	0	1	6	11	15
Malta Private Candidates – Females	0	0	1	1	0	0	1	3	6	1	0	0	4	5	16	19
Gozo Schools – Males	0	0	0	1	0	1	0	2	0	0	1	3	1	3	8	10
Gozo Schools – Females	0	1	0	0	0	0	0	1	1	0	2	0	0	1	4	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	3	0	0	0	0	0	3	3

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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>RUSSIAN</b>	7	4	2	0	0	1	1	15	5	1	0	0	0	0	6	21
State Schools - Males	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	2
State Schools - Females	2	0	0	0	0	0	0	2	2	0	0	0	0	0	2	4
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	1	1	1	0	0	0	0	3	2	0	0	0	0	0	2	5
Independent Schools – Females	2	1	0	0	0	1	0	4	0	0	0	0	0	0	0	4
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	1	0	0	0	0	1	0	0	0	0	0	0	0	1
Malta Private Candidates – Males	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	2
Malta Private Candidates – Females	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>SOCIAL STUDIES</b>	3	2	8	5	15	7	12	52	9	6	8	15	23	37	98	150
State Schools - Males	0	0	0	0	0	0	2	2	0	0	1	2	8	7	18	20
State Schools - Females	1	0	2	0	6	1	0	10	3	1	1	2	6	8	21	31
Church Schools – Males	1	1	3	1	2	1	2	11	1	0	1	2	2	2	8	19
Church Schools – Females	1	1	3	3	5	5	8	26	1	2	3	4	6	8	24	50
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	1	0	0	1	0	0	0	1	0	1	2	3
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	1	1	0	0	4	6	6
Malta Private Candidates – Males	0	0	0	1	0	0	0	1	1	1	0	0	0	3	5	6
Malta Private Candidates – Females	0	0	0	0	1	0	0	1	3	1	1	4	0	4	13	14
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	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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	PAPER IIA							PAPER IIB							Total	
	1	2	3	4	5	U	Abs	Register	4	5	6	7	U	Abs		Register
<b>SPANISH</b>	11	8	15	11	4	0	15	64	1	1	1	5	19	26	53	117
State Schools - Males	0	0	0	1	2	0	5	8	0	0	0	0	5	11	16	24
State Schools - Females	0	1	5	3	1	0	1	11	0	0	1	3	6	10	20	31
Church Schools – Males	0	0	1	1	0	0	0	2	0	0	0	0	2	0	2	4
Church Schools – Females	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1
Independent Schools – Males	0	0	0	1	0	0	1	2	0	0	0	0	0	1	1	3
Independent Schools – Females	0	0	0	1	0	0	1	2	0	0	0	0	1	0	1	3
Post-Secondary Schools – Males	2	0	1	0	0	0	0	3	0	0	0	0	0	1	1	4
Post-Secondary Schools – Females	6	4	5	0	0	0	0	15	0	0	0	0	2	0	2	17
Malta Private Candidates – Males	2	1	0	0	1	0	3	7	0	0	0	1	1	0	2	9
Malta Private Candidates – Females	1	2	2	3	0	0	3	11	0	1	0	0	0	2	3	14
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Gozo Schools – Females	0	0	0	1	0	0	1	2	0	0	0	1	1	1	3	5
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
<b>TEXTILES AND DESIGN</b>	0	1	0	0	0	1	0	2	1	0	1	0	2	0	4	6
State Schools - Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Schools - Females	0	1	0	0	0	1	0	2	1	0	1	0	1	0	3	5
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	1	0	1	1
Independent Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Independent Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-Secondary Schools – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	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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	1	2	3	4	5	6	7	U	Abs	Register
<b>HOSPITALITY</b>	32	44	54	50	13	16	1	35	0	245
State Schools - Males	0	4	6	8	3	5	0	8	0	34
State Schools - Females	10	15	17	18	4	4	1	9	0	78
Church Schools – Males	5	7	13	11	3	4	0	12	0	55
Church Schools – Females	6	10	9	6	2	0	0	2	0	35
Independent Schools – Males	0	2	1	0	0	0	0	3	0	6
Independent Schools – Females	4	0	3	0	0	1	0	1	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	0	0	0	0	0
Gozo Schools – Males	0	2	1	6	1	2	0	0	0	12
Gozo Schools – Females	7	4	4	1	0	0	0	0	0	16
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
<b>HEALTH AND SOCIAL CARE</b>	17	29	50	40	36	5	0	34	0	211
State Schools - Males	1	2	0	0	1	0	0	4	0	8
State Schools - Females	2	8	22	13	13	2	0	23	0	83
Church Schools – Males	0	0	0	0	0	0	0	0	0	0
Church Schools – Females	13	14	25	21	21	2	0	2	0	98
Independent Schools – Males	0	0	0	2	0	0	0	2	0	4
Independent Schools – Females	0	2	1	2	1	0	0	3	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	1	0	0	0	1
Malta Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Malta Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Males	0	0	0	0	0	0	0	0	0	0
Gozo Schools – Females	1	3	2	2	0	0	0	0	0	8
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	Abs	Register
<b>ENGINEERING TECHNOLOGY</b>	12	28	35	24	13	4	3	15	0	134
State Schools - Males	5	14	25	16	11	3	2	13	0	89
State Schools - Females	1	1	1	1	0	0	0	0	0	4
Church Schools – Males	5	11	4	6	2	0	1	1	0	30
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	2	5	1	0	1	0	1	0	11
Gozo Schools – Females	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Males	0	0	0	0	0	0	0	0	0	0
Gozo Private Candidates – Females	0	0	0	0	0	0	0	0	0	0
<b>INFORMATION TECHNOLOGY</b>	31	51	50	54	31	21	5	25	0	268
State Schools - Males	9	7	14	22	15	15	1	11	0	94
State Schools - Females	3	10	5	2	3	2	0	1	0	26
Church Schools – Males	5	20	15	22	10	3	2	9	0	86
Church Schools – Females	0	1	1	1	2	0	0	0	0	5
Independent Schools – Males	5	8	8	4	1	1	1	1	0	29
Independent Schools – Females	6	2	3	1	0	0	0	2	0	14
Post-Secondary Schools – Males	0	0	0	0	0	0	1	0	0	1
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	1	3	1	0	0	0	1	0	8
Gozo Schools – Females	1	2	1	1	0	0	0	0	0	5
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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Table 6.4 shows the results of the Special September Session, by subject and grade according to the level obtained by registrants through the predicted level exercise. Table 6.5 shows the same details but for the 2004 Cohort. It can be observed that in the majority of the subjects, school candidates who had been awarded a Predictive Level 3 and still applied to sit for the subject were more likely to be awarded a Grade between 1 and 5 during the September Special Session. This is especially evident in large subjects like English Language, where 289 of the 295 school candidates awarded a Predicted Level 3, who registered for and attended for the examination obtained Grades 1-5. An additional sixty-two (62) school candidates obtaining a Level 3 and who registered for the examinations were absent. There were several such subjects where a high level of absenteeism was recorded amongst school candidates who had received a Level 3 in a particular subject, and after registering chose not to attend for the September Special Session. Three other similar examples amongst large subjects are Physics, Mathematics and Maltese. In Physics, 179 out of 183 school candidates awarded a Level 3 and who went for the examination for SEC Physics were awarded Grades 1-5, followed by 260 out of 271 school candidates in SEC Mathematics and 158 out of 174 school candidates in SEC Maltese. Additionally, all three subjects reported additional school candidates who had obtained a Level 3 in the respective subjects, registered for the subjects but were absent during the examinations. In Physics, Mathematics and Maltese, absent candidates comprised 24.7%, 25.6% and 17.8% of registered school candidates who had obtained a Level 3. As stated in the previous chapter, many candidates who obtained a Level 2 during the exercise and registered for that particular subject tended to choose Paper B option for these subjects, as this could allow them to improve their grades to 4 and 5, up from Level 2 which is equivalent to 6 and 7. In fact, again taking the major subjects, 126 out of 245 school candidates (51.4%) in English Language who had obtained a Level 2 improved their grades by obtaining either Grade 4 or 5, followed by 131 out of 289 school candidates (45.3%) in Maltese, and 133 out of 436 school candidates (30.5%) in Mathematics. Generally, school candidates who had not performed satisfactorily in their mock examinations and were not awarded (NA) a predicted level still tended to perform poorly during the Special Session. This is especially evident in Physics, where out of 352 candidates who had not been awarded a level and registered for the Special Session, 288 candidates obtained a U and 27 candidates were absent from the exam, or 89.5% of the registrants. Mathematics was similar, with 253 and 94 candidates reported respectively out of 469 candidates (74.0%) and Maltese, with 185 and 65 respectively from 445 candidates who had not been awarded a predicted level (89.5%).



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*Table 6.4: Grades obtained by candidates who had originally registered for the Main Session, by subject, grade and level obtained in the predicted exercises*

Subject	Review of Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Accounting	11	17	26	37	13	3	15	60	44	226
<i>Level 3</i>	7	9	10	4	5	0	0	6	9	50
<i>Level 2</i>	0	0	1	9	0	0	2	3	4	19
<i>Not Awarded</i>	0	1	3	7	5	3	6	29	17	71
<i>May Private Candidates</i>	4	7	12	17	3	0	7	22	14	86
Arabic	2	5	5	9	3	0	1	7	7	39
<i>Level 3</i>	0	0	1	0	1	0	0	1	1	4
<i>Level 2</i>	0	0	0	1	0	0	0	0	0	1
<i>Not Awarded</i>	0	0	0	0	0	0	0	0	2	2
<i>May Private Candidates</i>	2	5	4	8	2	0	1	6	4	32
Art	9	33	20	36	26	11	10	40	8	193
<i>Level 3</i>	2	5	3	3	3	0	0	12	0	28
<i>Level 2</i>	0	1	0	5	6	3	3	9	0	27
<i>Not Awarded</i>	1	1	3	5	3	2	3	11	7	36
<i>May Private Candidates</i>	6	26	14	23	14	6	4	8	1	102
Biology	18	37	43	55	64	23	22	226	17	505
<i>Level 3</i>	18	33	23	12	6	0	0	20	0	112
<i>Level 2</i>	0	0	3	11	20	3	4	7	0	48
<i>Not Awarded</i>	0	0	6	16	24	12	15	142	11	226
<i>May Private Candidates</i>	0	4	11	16	14	8	3	57	6	119
Business Studies	2	0	0	8	10	3	2	7	5	37
<i>Level 3</i>	2	0	0	1	0	0	0	1	0	4
<i>Level 2</i>	0	0	0	5	4	2	0	2	0	13
<i>Not Awarded</i>	0	0	0	1	5	1	1	4	4	16
<i>May Private Candidates</i>	0	0	0	1	1	0	1	0	1	4
Chemistry	8	27	29	32	26	10	7	80	6	225
<i>Level 3</i>	7	20	27	16	6	0	0	22	1	99
<i>Level 2</i>	0	0	0	5	4	2	1	6	0	18
<i>Not Awarded</i>	0	3	0	4	8	5	3	40	2	65
<i>May Private Candidates</i>	1	4	2	7	8	3	3	12	3	43

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Subject	Review of Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Commerce	0	0	0	2	0	0	0	0	1	3
<i>Level 3</i>	0	0	0	0	0	0	0	0	0	0
<i>Level 2</i>	0	0	0	0	0	0	0	0	0	0
<i>Not Awarded</i>	0	0	0	0	0	0	0	0	0	0
<i>May Private Candidates</i>	0	0	0	2	0	0	0	0	1	3
Computing	5	19	28	15	13	17	15	34	15	161
<i>Level 3</i>	5	15	13	5	1	2	1	9	0	51
<i>Level 2</i>	0	0	0	1	5	7	4	14	1	32
<i>Not Awarded</i>	0	0	1	2	2	5	7	8	10	35
<i>May Private Candidates</i>	0	4	14	7	5	3	3	3	4	43
Design and Technology	4	5	3	11	16	7	4	24	1	75
<i>Level 3</i>	4	5	2	0	0	1	0	4	0	16
<i>Level 2</i>	0	0	0	3	4	0	0	5	0	12
<i>Not Awarded</i>	0	0	0	0	6	5	3	15	1	30
<i>May Private Candidates</i>	0	0	1	8	6	1	1	0	0	17
Economics	3	1	4	3	6	2	4	9	12	44
<i>Level 3</i>	2	1	3	2	0	0	0	1	3	12
<i>Level 2</i>	0	0	0	1	0	1	0	0	1	3
<i>Not Awarded</i>	0	0	0	0	5	1	4	7	7	24
<i>May Private Candidates</i>	1	0	1	0	1	0	0	1	1	5
English Language	35	95	121	138	282	164	99	134	160	1228
<i>Level 3</i>	35	86	85	42	41	1	1	4	62	357
<i>Level 2</i>	0	1	1	29	97	49	30	14	24	245
<i>Not Awarded</i>	0	6	23	33	41	65	45	66	24	303
<i>May Private Candidates</i>	0	2	12	34	103	49	23	50	50	323
English Literature	17	20	35	42	35	25	11	92	117	394
<i>Level 3</i>	14	18	23	11	6	1	0	6	35	114
<i>Level 2</i>	0	0	2	6	9	3	4	9	5	38
<i>Not Awarded</i>	0	1	6	15	14	15	6	62	41	160
<i>May Private Candidates</i>	3	1	4	10	6	6	1	15	36	82

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Subject	Review of Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Environmental Studies	5	2	8	10	17	23	16	119	25	225
<i>Level 3</i>	5	2	8	3	9	3	1	18	0	49
<i>Level 2</i>	0	0	0	3	3	9	6	23	2	46
<i>Not Awarded</i>	0	0	0	1	4	9	9	71	19	113
<i>May Private Candidates</i>	0	0	0	3	1	2	0	7	4	17
Ethics	1	2	4	6	4	3	3	36	8	67
<i>Level 3</i>	1	1	4	5	3	0	0	3	0	17
<i>Level 2</i>	0	0	0	0	0	2	1	7	0	10
<i>Not Awarded</i>	0	1	0	0	0	1	1	15	3	21
<i>May Private Candidates</i>	0	0	0	1	1	0	1	11	5	19
European Studies	7	1	1	2	1	1	0	5	4	22
<i>Level 3</i>	7	0	1	1	0	0	0	1	0	10
<i>Level 2</i>	0	0	0	0	0	0	0	2	0	2
<i>Not Awarded</i>	0	0	0	0	0	1	0	1	2	4
<i>May Private Candidates</i>	0	1	0	1	1	0	0	1	2	6
French	37	6	15	19	16	19	23	5	41	181
<i>Level 3</i>	25	5	11	8	3	0	1	0	15	68
<i>Level 2</i>	0	0	2	0	4	8	5	3	5	27
<i>Not Awarded</i>	2	0	0	7	3	6	13	2	13	46
<i>May Private Candidates</i>	10	1	2	4	6	5	4	0	8	40
Geography	0	1	0	1	2	3	3	18	9	37
<i>Level 3</i>	0	1	0	1	0	0	0	0	0	2
<i>Level 2</i>	0	0	0	0	2	1	1	3	0	7
<i>Not Awarded</i>	0	0	0	0	0	1	1	10	1	13
<i>May Private Candidates</i>	0	0	0	0	0	1	1	5	8	15
German	7	20	7	8	12	7	8	8	27	104
<i>Level 3</i>	4	15	4	4	5	0	0	0	4	36
<i>Level 2</i>	0	0	0	1	4	4	3	5	6	23
<i>Not Awarded</i>	0	0	1	1	1	2	5	1	11	22
<i>May Private Candidates</i>	3	5	2	2	2	1	0	2	6	23

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Subject	Review of Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Graphical Communications	6	10	15	9	10	2	3	19	24	98
<i>Level 3</i>	3	4	8	1	2	0	0	1	9	28
<i>Level 2</i>	0	0	0	0	1	0	0	5	1	7
<i>Not Awarded</i>	0	0	1	4	1	0	3	10	7	26
<i>May Private Candidates</i>	3	6	6	4	6	2	0	3	7	37
History	2	4	1	2	5	5	4	12	19	54
<i>Level 3</i>	1	2	0	0	1	0	0	1	3	8
<i>Level 2</i>	0	0	0	0	1	3	1	1	1	7
<i>Not Awarded</i>	1	0	1	1	1	1	0	4	7	16
<i>May Private Candidates</i>	0	2	0	1	2	1	3	6	8	23
Home Economics	3	7	6	8	2	17	13	49	2	107
<i>Level 3</i>	1	2	4	1	0	1	0	14	0	23
<i>Level 2</i>	0	0	0	2	0	13	7	17	0	39
<i>Not Awarded</i>	0	2	1	1	1	3	4	15	2	29
<i>May Private Candidates</i>	2	3	1	4	1	0	2	3	0	16
Italian	42	23	14	37	32	50	32	54	105	389
<i>Level 3</i>	10	15	7	13	8	2	0	4	14	73
<i>Level 2</i>	0	0	0	1	10	27	10	17	19	84
<i>Not Awarded</i>	0	0	0	2	3	16	19	29	42	111
<i>May Private Candidates</i>	32	8	7	21	11	5	3	4	30	121
Maltese	26	72	70	149	195	186	83	284	189	1254
<i>Level 3</i>	23	56	44	22	13	10	1	5	60	234
<i>Level 2</i>	0	0	5	44	87	66	26	40	21	289
<i>Not Awarded</i>	0	5	5	13	54	71	47	185	65	445
<i>May Private Candidates</i>	3	11	16	70	41	39	9	54	43	286
Mathematics	40	67	70	165	219	261	221	370	254	1667
<i>Level 3</i>	36	61	49	72	42	9	0	2	59	330
<i>Level 2</i>	0	0	1	32	101	143	88	49	22	436
<i>Not Awarded</i>	0	1	3	6	16	26	70	253	94	469
<i>May Private Candidates</i>	4	5	17	55	60	83	63	66	79	432

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Subject	Review of Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Physical Education	4	8	9	13	8	25	6	32	16	121
<i>Level 3</i>	3	5	3	1	6	1	0	1	0	20
<i>Level 2</i>	0	1	3	8	0	7	2	9	2	32
<i>Not Awarded</i>	0	0	2	2	2	13	4	19	11	53
<i>May Private Candidates</i>	1	2	1	2	0	4	0	3	3	16
Physics	24	50	58	75	58	66	62	535	36	964
<i>Level 3</i>	23	47	44	49	16	2	2	60	0	243
<i>Level 2</i>	0	0	0	4	23	37	34	106	2	206
<i>Not Awarded</i>	0	0	4	1	6	10	16	288	27	352
<i>May Private Candidates</i>	1	3	10	21	13	17	10	81	7	163
Religious Knowledge	8	19	15	43	36	41	43	122	153	480
<i>Level 3</i>	8	16	9	9	4	1	2	2	30	81
<i>Level 2</i>	0	0	0	6	10	12	13	24	19	84
<i>Not Awarded</i>	0	2	4	15	17	24	27	91	80	260
<i>May Private Candidates</i>	0	1	2	13	5	4	1	5	24	55
Russian	7	4	2	5	1	0	0	1	1	21
<i>Level 3</i>	0	0	0	0	0	0	0	0	0	0
<i>Level 2</i>	0	0	0	0	0	0	0	0	0	0
<i>Not Awarded</i>	0	0	0	0	0	0	0	0	0	0
<i>May Private Candidates</i>	7	4	2	5	1	0	0	1	1	21
Social Studies	3	2	8	14	21	8	15	30	49	150
<i>Level 3</i>	2	0	2	1	0	0	1	0	5	11
<i>Level 2</i>	0	0	0	2	2	0	1	5	6	16
<i>Not Awarded</i>	0	1	1	3	8	4	4	13	8	42
<i>May Private Candidates</i>	1	1	5	8	11	4	9	12	30	81
Spanish	11	8	15	12	5	1	5	19	41	117
<i>Level 3</i>	0	1	4	6	0	0	0	0	4	15
<i>Level 2</i>	0	0	0	0	2	0	0	3	6	11
<i>Not Awarded</i>	0	0	0	1	1	1	3	15	18	39
<i>May Private Candidates</i>	11	7	11	5	2	0	2	1	13	52

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Subject	Review of Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Textiles and Design	0	1	0	1	0	1	0	3	0	6
Level 3	0	1	0	0	0	0	0	0	0	1
Level 2	0	0	0	1	0	0	0	2	0	3
Not Awarded	0	0	0	0	0	1	0	1	0	2
May Private Candidates	0	0	0	0	0	0	0	0	0	0

Table 6.5: Grades obtained by candidates who had originally registered for the Main Session, by subject, grade and level obtained in the predicted exercise for the 2004 cohort.

Subject	Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Accounting	10	12	22	23	12	3	8	47	32	169
Level 3	7	9	10	4	5	0	0	5	9	49
Level 2	0	0	1	9	0	0	2	3	4	19
Not Awarded	0	1	3	7	5	3	5	28	16	68
May Private Candidates	3	2	8	3	2	0	1	11	3	33
Arabic	1	2	4	7	2	0	1	4	4	25
Level 3	0	0	1	0	1	0	0	1	1	4
Level 2	0	0	0	1	0	0	0	0	0	1
Not Awarded	0	0	0	0	0	0	0	0	2	2
May Private Candidates	1	2	3	6	1	0	1	3	1	18
Art	8	32	18	31	23	8	8	37	7	172
Level 3	1	5	3	3	3	0	0	11	0	26
Level 2	0	1	0	5	6	3	3	8	0	26
Not Awarded	1	1	3	4	3	2	3	11	6	34
May Private Candidates	6	25	12	19	11	3	2	7	1	86
Biology	18	37	43	50	61	18	18	180	10	435
Level 3	18	33	23	12	6	0	0	20	0	112
Level 2	0	0	3	10	20	3	3	7	0	46
Not Awarded	0	0	6	15	22	12	14	130	9	208
May Private Candidates	0	4	11	13	13	3	1	23	1	69

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Subject	Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Business Studies	2	0	0	7	8	3	1	7	4	32
<i>Level 3</i>	2	0	0	1	0	0	0	1	0	4
<i>Level 2</i>	0	0	0	5	4	2	0	2	0	13
<i>Not Awarded</i>	0	0	0	1	4	1	1	4	4	15
<i>May Private Candidates</i>	0	0	0	0	0	0	0	0	0	0
Chemistry	8	26	29	29	22	9	5	66	4	198
<i>Level 3</i>	7	19	27	15	6	0	0	22	1	97
<i>Level 2</i>	0	0	0	5	3	2	1	6	0	17
<i>Not Awarded</i>	0	3	0	4	7	5	2	32	2	55
<i>May Private Candidates</i>	1	4	2	5	6	2	2	6	1	29
Commerce	0	0	0	2	0	0	0	0	0	2
<i>Level 3</i>	0	0	0	0	0	0	0	0	0	0
<i>Level 2</i>	0	0	0	0	0	0	0	0	0	0
<i>Not Awarded</i>	0	0	0	0	0	0	0	0	0	0
<i>May Private Candidates</i>	0	0	0	2	0	0	0	0	0	2
Computing	5	19	26	14	13	15	11	30	12	145
<i>Level 3</i>	5	15	13	5	1	2	1	9	0	51
<i>Level 2</i>	0	0	0	1	5	6	4	13	0	29
<i>Not Awarded</i>	0	0	1	2	2	5	5	7	9	31
<i>May Private Candidates</i>	0	4	12	6	5	2	1	1	3	34
Design and Technology	4	5	3	9	15	6	4	23	1	70
<i>Level 3</i>	4	5	2	0	0	1	0	4	0	16
<i>Level 2</i>	0	0	0	3	4	0	0	4	0	11
<i>Not Awarded</i>	0	0	0	0	6	4	3	15	1	29
<i>May Private Candidates</i>	0	0	1	6	5	1	1	0	0	14
Economics	3	1	4	3	5	2	4	9	12	43
<i>Level 3</i>	2	1	3	2	0	0	0	1	3	12
<i>Level 2</i>	0	0	0	1	0	1	0	0	1	3
<i>Not Awarded</i>	0	0	0	0	5	1	4	7	7	24
<i>May Private Candidates</i>	1	0	1	0	0	0	0	1	1	4

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Subject	Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
English Language	35	92	107	101	181	104	73	81	109	883
<i>Level 3</i>	35	85	82	41	40	1	1	4	59	348
<i>Level 2</i>	0	1	1	27	92	46	27	13	23	230
<i>Not Awarded</i>	0	6	23	31	40	55	42	58	23	278
<i>May Private Candidates</i>	0	0	1	2	9	2	3	6	4	27
English Literature	16	20	35	39	29	18	10	82	95	344
<i>Level 3</i>	13	18	23	11	6	1	0	6	35	113
<i>Level 2</i>	0	0	2	6	8	2	4	8	5	35
<i>Not Awarded</i>	0	1	6	14	12	13	6	60	37	149
<i>May Private Candidates</i>	3	1	4	8	3	2	0	8	18	47
Environmental Studies	5	2	8	8	16	20	14	102	20	195
<i>Level 3</i>	5	2	8	3	8	3	1	18	0	48
<i>Level 2</i>	0	0	0	2	3	9	5	20	2	41
<i>Not Awarded</i>	0	0	0	1	4	8	8	62	18	101
<i>May Private Candidates</i>	0	0	0	2	1	0	0	2	0	5
Ethics	1	2	3	3	1	3	2	26	3	44
<i>Level 3</i>	1	1	3	3	1	0	0	3	0	12
<i>Level 2</i>	0	0	0	0	0	2	1	6	0	9
<i>Not Awarded</i>	0	1	0	0	0	1	1	10	3	16
<i>May Private Candidates</i>	0	0	0	0	0	0	0	7	0	7
European Studies	7	1	1	2	1	1	0	4	4	21
<i>Level 3</i>	7	0	1	1	0	0	0	1	0	10
<i>Level 2</i>	0	0	0	0	0	0	0	2	0	2
<i>Not Awarded</i>	0	0	0	0	0	1	0	1	2	4
<i>May Private Candidates</i>	0	1	0	1	1	0	0	0	2	5
French	35	5	13	14	12	15	20	4	33	151
<i>Level 3</i>	25	5	10	8	3	0	1	0	15	67
<i>Level 2</i>	0	0	1	0	4	8	5	3	5	26
<i>Not Awarded</i>	2	0	0	6	3	6	12	1	12	42
<i>May Private Candidates</i>	8	0	2	0	2	1	2	0	1	16



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Subject	Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Geography	0	1	0	1	2	3	3	14	7	31
Level 3	0	1	0	1	0	0	0	0	0	2
Level 2	0	0	0	0	2	1	1	2	0	6
Not Awarded	0	0	0	0	0	1	1	9	1	12
May Private Candidates	0	0	0	0	0	1	1	3	6	11
German	6	18	6	5	10	7	8	8	21	89
Level 3	3	15	4	4	4	0	0	0	4	34
Level 2	0	0	0	0	4	4	3	5	5	21
Not Awarded	0	0	1	0	1	2	5	1	11	21
May Private Candidates	3	3	1	1	1	1	0	2	1	13
Graphical Communications	5	10	15	8	9	2	3	18	19	89
Level 3	2	4	8	1	2	0	0	1	7	25
Level 2	0	0	0	0	1	0	0	5	1	7
Not Awarded	0	0	1	4	0	0	3	10	6	24
May Private Candidates	3	6	6	3	6	2	0	2	5	33
History	2	4	1	2	5	4	3	10	13	44
Level 3	1	2	0	0	1	0	0	1	2	7
Level 2	0	0	0	0	1	2	1	1	1	6
Not Awarded	1	0	1	1	1	1	0	4	7	16
May Private Candidates	0	2	0	1	2	1	2	4	3	15
Home Economics	2	7	6	5	1	17	13	46	2	99
Level 3	1	2	4	1	0	1	0	13	0	22
Level 2	0	0	0	1	0	13	7	17	0	38
Not Awarded	0	2	1	1	1	3	4	14	2	28
May Private Candidates	1	3	1	2	0	0	2	2	0	11
Italian	29	17	9	25	23	44	31	53	90	321
Level 3	10	15	7	13	8	2	0	4	14	73
Level 2	0	0	0	1	10	26	10	17	18	82
Not Awarded	0	0	0	2	3	15	19	29	42	110
May Private Candidates	19	2	2	9	2	1	2	3	16	56

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Subject	Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Maltese	25	68	65	85	152	134	71	225	141	966
<i>Level 3</i>	23	56	43	22	13	10	1	5	57	230
<i>Level 2</i>	0	0	5	38	82	59	25	38	19	266
<i>Not Awarded</i>	0	5	5	10	47	64	43	164	60	398
<i>May Private Candidates</i>	2	7	12	15	10	1	2	18	5	72
Mathematics	38	67	68	123	150	154	146	298	163	1207
<i>Level 3</i>	35	61	48	70	36	8	0	2	57	317
<i>Level 2</i>	0	0	1	31	91	122	77	43	22	387
<i>Not Awarded</i>	0	1	3	6	13	22	63	235	82	425
<i>May Private Candidates</i>	3	5	16	16	10	2	6	18	2	78
Music	0	2	2	0	0	0	0	0	1	5
<i>Level 3</i>	0	0	0	0	0	0	0	0	0	0
<i>Level 2</i>	0	0	0	0	0	0	0	0	0	0
<i>Not Awarded</i>	0	0	0	0	0	0	0	0	0	0
<i>May Private Candidates</i>	0	2	2	0	0	0	0	0	1	5
Physical Education	4	8	9	11	8	20	6	26	14	106
<i>Level 3</i>	3	5	3	1	6	1	0	1	0	20
<i>Level 2</i>	0	1	3	8	0	6	2	7	2	29
<i>Not Awarded</i>	0	0	2	2	2	12	4	16	11	49
<i>May Private Candidates</i>	1	2	1	0	0	1	0	2	1	8
Physics	24	49	57	67	54	44	49	448	28	820
<i>Level 3</i>	23	46	44	47	16	1	2	59	0	238
<i>Level 2</i>	0	0	0	2	23	32	33	104	1	195
<i>Not Awarded</i>	0	0	4	1	6	9	13	266	26	325
<i>May Private Candidates</i>	1	3	9	17	9	2	1	19	1	62
Religious Knowledge	8	18	13	30	29	36	41	113	130	418
<i>Level 3</i>	8	16	9	9	4	0	2	2	30	80
<i>Level 2</i>	0	0	0	6	9	12	13	23	19	82
<i>Not Awarded</i>	0	2	4	14	16	24	26	87	77	250
<i>May Private Candidates</i>	0	0	0	1	0	0	0	1	4	6

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Subject	Grades									Registered
	1	2	3	4	5	6	7	U	Abs	
Russian	6	3	1	3	0	0	0	1	0	14
<i>Level 3</i>	0	0	0	0	0	0	0	0	0	0
<i>Level 2</i>	0	0	0	0	0	0	0	0	0	0
<i>Not Awarded</i>	0	0	0	0	0	0	0	0	0	0
<i>May Private Candidates</i>	6	3	1	3	0	0	0	1	0	14
Social Studies	3	2	8	10	16	6	9	29	37	120
<i>Level 3</i>	2	0	2	1	0	0	1	0	5	11
<i>Level 2</i>	0	0	0	2	1	0	1	5	6	15
<i>Not Awarded</i>	0	1	1	3	8	4	3	12	8	40
<i>May Private Candidates</i>	1	1	5	4	7	2	4	12	18	54
Spanish	0	1	7	7	2	1	4	15	28	65
<i>Level 3</i>	0	1	4	5	0	0	0	0	4	14
<i>Level 2</i>	0	0	0	0	1	0	0	3	5	9
<i>Not Awarded</i>	0	0	0	1	1	1	3	12	15	33
<i>May Private Candidates</i>	0	0	3	1	0	0	1	0	4	9
Textiles and Design	0	1	0	1	0	1	0	3	0	6
<i>Level 3</i>	0	1	0	0	0	0	0	0	0	1
<i>Level 2</i>	0	0	0	1	0	0	0	2	0	3
<i>Not Awarded</i>	0	0	0	0	0	1	0	1	0	2
<i>May Private Candidates</i>	0	0	0	0	0	0	0	0	0	0

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Table 6.6 shows the results obtained by candidates who sat for one or more assessments in the September Special Session but who had not registered for any assessment/s in the (cancelled) Main session of 2020. There were 75 new candidates which is similar to that in the previous years. To be able to register for the Supplementary session, these candidates must have sat the assessment in a preceding Main session and failed to obtain Grade 5 or better. There were no new candidates who registered for SEC Chemistry during the September Special Session.

Table 6.6: Results of new candidates who applied to sit for exams during the Special September Session

Subject	Review of Grades						Registered
	4	5	6	7	U	Abs	
Biology	0	0	0	0	2	0	2
English Language	4	15	8	4	2	6	39
Maltese	6	5	5	2	3	8	29
Mathematics	1	1	10	5	6	14	37
Physics	0	0	2	0	5	1	8

Table 6.7 provides information on the outcome of the requests for revision of papers following the September Special Session. Out of a total of 9,316 subject registrations, there were 146 requests with four upgrades. These upgrades were in Mathematics and Physics.

Table 6.8 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 25 candidates qualified for a pass in that unit following one or more synoptic assessments.

Table 6.7: Results for Vocational Subjects Synoptic Assessment

Subject	Unit	Eligible to apply	1st Sits	2nd Sits	Pass
Agribusiness	1	2	1	0	0
	2	4	1	0	0
	3	2	0	0	0
Engineering Technology	1	12	5	0	3
	2	13	0	0	0
	3	11	0	0	0
Information Technology	1	9	7	2	3
	2	35	21	0	2
	3	17	0	0	0
Health and Social Care	1	23	5	1	1
	2	24	5	0	3
	3	19	0	0	0
Hospitality	1	43	25	8	12
	2	24	6	0	1
	3	19	0	0	0
Media Literacy	1	2	1	0	0
	2	3	0	0	0
	3	0	0	0	0

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*Table 6.8: Supplementary Session Results of Revision of Papers*

Subject	Registrations	Requests	Upgrades	%
Accounting	226	0	0	0.0
Arabic	39	0	0	0.0
Art	193	3	0	0.0
Biology	507	13	0	0.0
Business Studies	37	0	0	0.0
Chemistry	225	5	0	0.0
Classical Culture	0	0	0	0.0
Commerce	3	0	0	0.0
Computing	161	0	0	0.0
Design and Technology	75	0	0	0.0
Economics	44	0	0	0.0
English Language	1267	14	0	0.0
English Literature	394	5	0	0.0
Environmental Studies	225	0	0	0.0
Ethics	67	0	0	0.0
European Studies	22	1	0	0.0
French	181	0	0	0.0
Geography	37	0	0	0.0
German	104	0	0	0.0
Graphical Comm.	98	0	0	0.0
Greek	0	0	0	0.0
History	54	2	0	0.0
Home Economics	107	1	0	0.0
Italian	389	1	0	0.0
Latin	1	0	0	0.0
Maltese	1283	27	0	0.0
Mathematics	1704	50	3	6.0
Music	6	0	0	0.0
Physical Education	121	1	0	0.0
Physics	972	21	1	4.8
Religious Knowledge	480	1	0	0.0
Russian	21	0	0	0.0
Social Studies	150	0	0	0.0
Spanish	117	1	0	0.0
Textiles and Design	6	0	0	0.0

## 7. PASSES IN 2020

Table 7.3 shows how many candidates passed in the different SEC subjects in 2020 as well as passes that qualify candidates for Form VI (Level 3 or Grades 1-5). While several post-secondary schools made special concessions for their entry requirements in view of the COVID-19 pandemic, these were distinct and entirely up to the individual schools. Thus, the usual standard requirements are quoted in this report. Note that this table takes into consideration the results for both the Predicted Level Exercise and the Special September session. The results of the Special September Session are converted to Levels in these tables.

When overall passes, Level 3 and Level 2 (Grades 1 to 7), are considered, the mean pass rate is 76.3%, similar to last year's 77.1%. Table 7.3 shows the pass rate for both Level 3 and 2 (Grades 1-7) and Level 3 only (Grades 1-5) 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. This year, two subjects had a pass rate at 90% and over.

*Table 7.1: Subjects grouped by pass rate at levels 2 and 3*

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

When passes in Level 3 only (Grades 1 to 5) are considered, the mean pass rate was 65.6%, again similar to last year where the mean pass rate was 65.9%. The mean pass rate in both 2019 and 2020 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.

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*Table 7.2: Subjects grouped by pass rate at level 3*

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

Table 7.4 presents the same information as Table 7.3, but for the candidates who turned sixteen in 2020 only. This table shows the percentage passes in relation to the number of 16-year-old candidates who sat for the examinations of 2020 as well as the percentage passes in relation to the age cohort. Therefore, by means of this table it is possible to see what proportion of 16-year-olds finish with certification in the different subjects at the end of compulsory schooling.

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Table 7.3: SEC Passes in 2020

Subject	Registrations	Passes: Level 3 and 2 (Grades 1-7)		Passes: Level 3 (Grades 1-5)	
		N	%	N	%
Accounting	799	532	66.6	488	61.1
Agribusiness	23	16	69.6	13	56.5
Arabic	68	34	50.0	31	45.6
Art	538	413	76.8	350	65.1
Biology	1361	932	68.5	859	63.1
Business Studies	144	104	72.2	92	63.9
Chemistry	728	578	79.4	542	74.5
Classical Culture	3	0	0.0	0	0.0
Commerce	8	2	25.0	2	25.0
Computing	677	564	83.3	494	73.0
Design and Technology	302	220	72.8	182	60.3
Economics	196	124	63.3	105	53.6
Engineering Technology	134	119	88.8	112	83.6
English Language	4215	3550	84.2	3134	74.4
English Literature	2447	1792	73.2	1637	66.9
Environmental Studies	1447	1113	76.9	967	66.8
Ethics	246	166	67.5	135	54.9
European Studies	108	88	81.5	81	75.0
French	988	860	87.0	747	75.6
Geography	229	130	56.8	109	47.6
German	498	424	85.1	377	75.7
Graphical Communication	458	360	78.6	328	71.6
Health and Social Care	211	177	83.9	172	81.5
History	257	131	51.0	111	43.2
Home Economics	482	399	82.8	306	63.5
Hospitality	245	210	85.7	193	78.8
Information Technology	268	243	90.7	217	81.0
Italian	1624	1224	75.4	943	58.1
Maltese	3788	2962	78.2	2550	67.3
Mathematics	4327	3192	73.8	2498	57.7
Media Literacy	12	10	83.3	9	75.0
Music	28	13	46.4	12	42.9
Physical Education	479	394	82.3	331	69.1
Physics	3089	2268	73.4	1925	62.3
Religious Knowledge	2943	2324	79.0	2019	68.6
Russian	30	19	63.3	19	63.3
Social Studies	723	373	51.6	301	41.6
Spanish	427	317	74.2	282	66.0
Textiles and Design	34	19	55.9	12	35.3



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*Table 7.4: SEC Passes 2020 of the 2004 Cohort*

Subject	Registrations	Passes: Level 3 and 2 (Grades 1-7)				Passes: Level 3 (Grades 1-5)			
		N	%	% from cohort*	% from cohort**	N	%	% from cohort*	% from cohort**
Accounting	680	493	72.5	12.7	11.7	457	67.2	11.8	10.8
Agribusiness	22	16	72.7	0.4	0.4	13	59.1	0.3	0.3
Arabic	46	26	56.5	0.7	0.6	23	50.0	0.6	0.5
Art	484	373	77.1	9.6	8.8	319	65.9	8.2	7.6
Biology	1204	890	73.9	22.9	21.1	827	68.7	21.3	19.6
Business Studies	133	98	73.7	2.5	2.3	87	65.4	2.2	2.1
Chemistry	675	556	82.4	14.3	13.2	524	77.6	13.5	12.4
Classical Culture	3	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Commerce	6	2	33.3	0.1	0.0	2	33.3	0.1	0.0
Computing	623	529	84.9	13.6	12.5	471	75.6	12.1	11.2
Design and Technology	285	213	74.7	5.5	5.0	177	62.1	4.6	4.2
Economics	186	122	65.6	3.1	2.9	103	55.4	2.6	2.4
Engineering Technology	128	114	89.1	2.9	2.7	108	84.4	2.8	2.6
English Language	3484	3172	91.0	81.6	75.2	2865	82.2	73.7	67.9
English Literature	2310	1735	75.1	44.6	41.1	1592	68.9	41.0	37.7
Environmental Studies	1380	1082	78.4	27.8	25.6	947	68.6	24.4	22.4
Ethics	200	142	71.0	3.7	3.4	114	57.0	2.9	2.7
European Studies	104	86	82.7	2.2	2.0	80	76.9	2.1	1.9
French	924	823	89.1	21.2	19.5	718	77.7	18.5	17.0
Geography	203	119	58.6	3.1	2.8	101	49.8	2.6	2.4
German	456	404	88.6	10.4	9.6	360	78.9	9.3	8.5
Graphical Communication	437	346	79.2	8.9	8.2	314	71.9	8.1	7.4
Health and Social Care	197	166	84.3	4.3	3.9	163	82.7	4.2	3.9
History	228	122	53.5	3.1	2.9	104	45.6	2.7	2.5
Home Economics	453	380	83.9	9.8	9.0	291	64.2	7.5	6.9
Hospitality	229	198	86.5	5.1	4.7	182	79.5	4.7	4.3
Information Technology	248	226	91.1	5.8	5.4	204	82.3	5.2	4.8
Italian	1482	1152	77.7	29.6	27.3	882	59.5	22.7	20.9
Maltese	3259	2723	83.6	70.1	64.5	2390	73.3	61.5	56.6
Mathematics	3446	2763	80.2	71.1	65.5	2294	66.6	59.0	54.4
Media Literacy	10	8	80.0	0.2	0.2	8	80.0	0.2	0.2
Music	26	11	42.3	0.3	0.3	10	38.5	0.3	0.2
Physical Education	439	371	84.5	9.5	8.8	317	72.2	8.2	7.5
Physics	2811	2169	77.2	55.8	51.4	1871	66.6	48.1	44.3
Religious Knowledge	2777	2262	81.5	58.2	53.6	1970	70.9	50.7	46.7
Russian	21	13	61.9	0.3	0.3	13	61.9	0.3	0.3
Social Studies	648	351	54.2	9.0	8.3	288	44.4	7.4	6.8
Spanish	338	264	78.1	6.8	6.3	233	68.9	6.0	5.5
Textiles and Design	31	18	58.1	0.5	0.4	11	35.5	0.3	0.3

\* Total Cohort: Births in 2004, i.e. 3887 (NSO, 2010)

\*\* Total Cohort: Number of 15-year-olds residing in Malta in 2019, i.e. 4220 (NSO, 2020)

Table 7.5 below provides information on the number of subject passes obtained by the 2004 cohort after the 2020 examination sessions. Two ranges of grades are given as passes: Level 3 and 2 (Grades 1 to 7), which are overall passes, and Level 3 only (Grades 1 to 5), which are the required passes for entry into sixth form. This table joins both the results of the Predicted Level Exercise and the September Special Session and selects the best level attained by the candidates.

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Table 7.5: Number of Passes of the 2004 Cohort after the 2020 Examination Sessions

Number of Passes	Grades 1 – 7				Grades 1 – 5			
	Males	Females	Total	Cumulative Percentage	Males	Females	Total	Cumulative Percentage
12	3	11	14	0.4	3	10	13	0.4
11	40	92	132	4.1	30	77	107	3.4
10	286	459	745	25.0	235	379	614	20.6
9	297	326	623	42.4	229	251	480	34.0
8	232	224	456	55.2	186	213	399	45.2
7	160	146	306	63.8	147	151	298	53.6
6	148	104	252	70.9	132	99	231	60.1
5	115	82	197	76.4	96	90	186	65.3
4	89	85	174	81.3	91	94	185	70.5
3	88	62	150	85.5	115	83	198	76.0
2	85	54	139	89.4	130	95	225	82.3
1	92	58	150	93.6	161	101	262	89.7
0	139	90	229	100.0	219	150	369	100.0

Table 7.5 shows that both for passes with Level 3 and 2 (Grades 1 to 7) and Level 3 (Grades 1 to 5), passes in ten subjects was the most common category, similar to last year. However, while this is true for female candidates at both categories and for males at Level 3 (Grades 1 to 5), passes in nine subjects was the most common category when considering male candidates at the overall passes at Level 3 and 2 (Grades 1 to 7). Moreover, 42.4% of the 2004 cohort who registered for SEC examinations gained passes in nine subjects (Level 3 and 2, Grades 1-7); 34.0% at Grades 1 to 5; and 18.7% obtained passes in three or less subjects (Grades 1-7). These are comparable to last year's figures, which were 41.0%, 35.1%, and 18.5% respectively.

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 7.5 shows that after the 2020 SEC examinations 2,725 16-year-olds are already excluded from becoming early school leavers as they have five or more SEC passes. This is similar to last year where 2,804 16-year-olds obtained five or more SEC passes. Thus, 29.9% of the children born in the year 2004 have the possibility to be considered as early school leavers if they do not participate in further education or training. This percentage changes to 35.4% if number of 15-year-olds residing in Malta in 2019 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 slightly higher than that reported in 2019 (28.1% and 24.7% respectively).

School sector differences are noticeable when it comes to number of passes. While 30.0% of state school candidates obtained passes in at least 9 SEC subjects (Level 3 and 2, Grades 1-7), the percentages for church and independent school candidates are much higher, standing at 56.6% and 61.0% respectively. Further analysis shows that 29.8% 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 8.5% and 4.7% respectively. It is to be noted that these figures are

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smaller than last year, where 36.4%, 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.

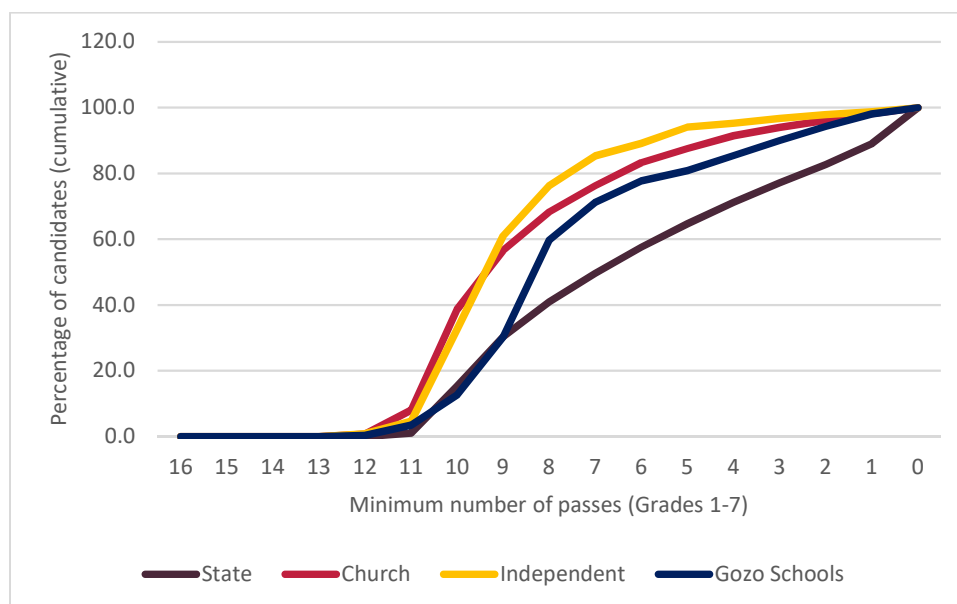


Figure 7.i: Percentage of Candidates with minimum number of SEC passes, by sector

Tables 7.6 and 7.7 below present the results of the analysis carried out in order to identify the proportion of the 2004 cohort who obtained the required passes for entry into sixth form for further study after the 2020 SEC examination sessions. Data for the 2003 cohort are also given to indicate how many of the 17-year-olds candidates obtained the required passes for entry into sixth form in 2020. 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 2019-20.

Table 7.6: Number of Candidates with 6 Passes\* (Grades 1-5) – Predicted Level Exercise

Cohort	Males	Females	Total
2004	658	863	1521
2003	2	7	9

\*

(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 7.6 shows that following the Predicted Level Exercise, 39.1% of the children born in 2004 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 32.9% of males and 45.7% of females born in 2004 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 2019 is taken as an estimate of the population of 16-year-olds in 2020, the percentage of 16-year-olds with entry requirements to Form VI following the 2020 session changes to 36.0%.

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The data in Table 7.7 determines that following the SEC 2020 September Special Session, 7.2% of children born in 2004 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 8.1% of males and 6.4% of females born in 2004 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 this session. If the number of 15-year-olds residing in Malta in 2019 is taken as an estimate of the population of 16-year-olds in 2020, the percentage of 16-year-olds with entry requirements to Form VII following the September Special Session changes to 6.7%.

*Table 7.7: Number of Candidates with 6 Passes (Level 3) – September Special Session 2020*

Males	Females	Total
161	120	281
2	1	3

Table 7.8 presents the overall results of the analysis carried out in order to find out what proportion of the 2004 obtained the required passes for entry into Form VI in 2020. Data for the 2003 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 7.8: Candidates with Entry Requirements for Form VI in 2020*

Males	Females	Total
819	983	1802
4	8	12

The data in Table 7.8 show that in 2020, 46.4% of infants born in 2004 obtained the passes in the required subjects and were therefore eligible for entry into Form VI. In particular, 41.0% of males and 52.0% of females born in 2004 obtained the necessary passes at the end of the secondary education that qualified them for entry into Form VI for further studies, similar to last year which reported figures of 48.0%, 43.5% and 52.6%. 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 7.9 stratifies the data in Table 7.6 by school type. The percentage of Church school candidates who achieved the entry requirements to Form VI was larger than that of other sectors. However, this percentage pass rate is decreasing and this year 64.2% of church school candidates gained the entry requirements for Form VI. This figure is much smaller for state schools, where it stands at 33.9%. 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 7.9: Candidates with Entry Requirements for Form VI in 2019, by School Type*

Cohort	Gender	State Schools		Church Schools		Independent Schools		Gozo Schools	
		N	%	N	%	N	%	N	%
2004	Males	209	25.9	431	61.1	105	51.0	74	56.1
	Females	373	40.4	419	67.1	108	60.0	83	59.3
2003	Males	2	0.2	2	0.3	0	0.0	0	0.0
	Females	2	0.2	4	0.6	1	0.6	1	0.7
Total		586	33.9	856	64.4	214	55.4	158	58.1

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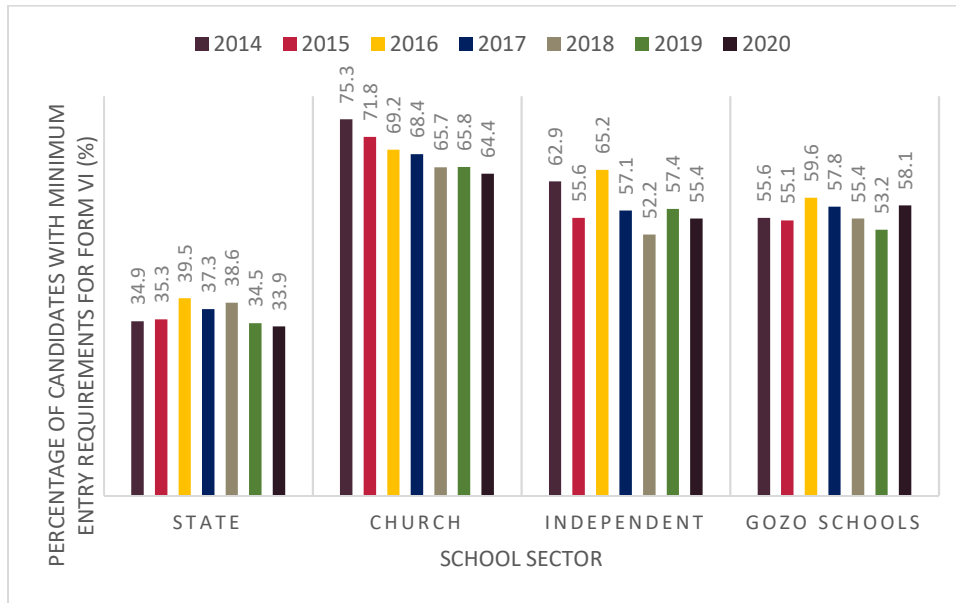


Figure 7.ii: Percentage of Candidates with Entry Requirements for Form VI, by School Type

## 8. 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 8.1 shows the numbers of candidates registering for SEC examinations from 1994 to present. This same information is plotted in Figure 8.i.

*Table 8.1: Registrations 1994-2019*

Year	Total	Males	Females
1994	5278	2440	2838
1995	5803	2686	3117
1996	6009	2733	3276
1997	6835	3145	3690
1998	7303	3386	3917
1999	7754	3559	4195
2000	7962	3660	4302
2001	7628	3568	4060
2002	7978	3832	4146
2003	7764	3584	4180
2004	7861	3560	4301
2005	8038	3664	4374
2006	7983	3727	4256
2007	7942	3617	4325
2008	7879	3633	4246
2009	7378	3424	3954
2010	7492	3535	3957
2011	7177	3342	3835
2012	7295	3390	3905
2013	6694	3181	3513
2014	6599	3056	3543
2015	5878	2727	3151
2016	5830	2619	3211
2017	5497	2521	2975
2018	5145	2403	2742
2019	5475	2459	3016
2020	5225	2403	2822

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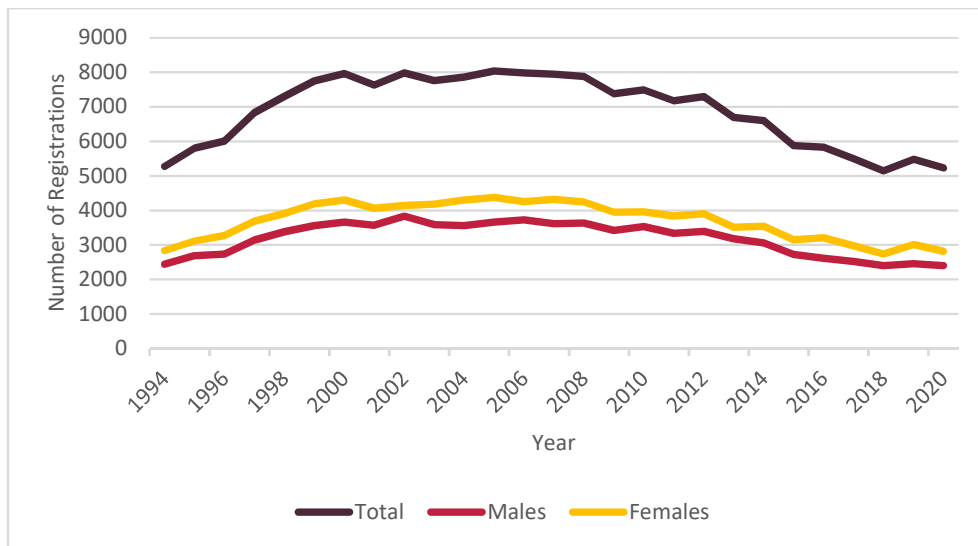


Figure 8.i: Registrations, by year of examination

Figure 8.i shows that, in general, the total number of SEC registrations has been decreasing since 2005. The only recent exception was in 2019 where there was an increase in registrations, likely because that was the first year when registration fees started being paid by the Government of Malta. However, the year 2020 has continued the downward trend. This is the total amount of registrations for the original registrations of the (cancelled) Main Session and therefore the values not affected by the COVID-19 pandemic.

Figure 8.ii shows that the percentage of 16-year-olds sitting for SEC examinations has been increasing. Additionally, 2020 is the fourth year in which more than 90% of 16-year-olds registered for SEC examinations, although at 91.8% less than the figure reported last year of 94.1%. This figure shows that SEC has reached and surpassed by 10% its original target of attracting 80% of the population (marked).

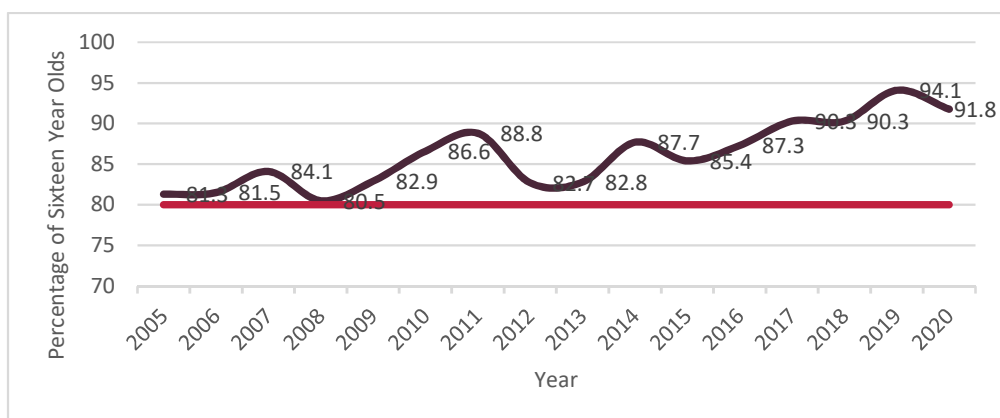


Figure 8.ii: Percentage of children born sixteen years earlier applying for SEC, by year of examination

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Figure 8.iii 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 five years. As noted earlier and shown in Table 2.9, sector differences in this regard are large.

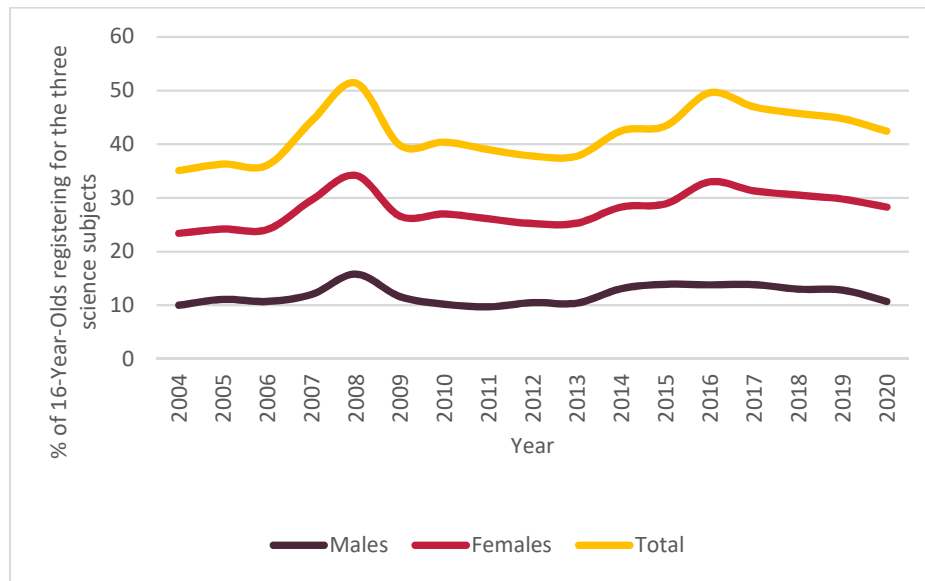


Figure 8.iii: Percentage of 16-year-olds registering for three science subjects, by year of examination

Figure 8.iv 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, 67.5% of candidates opted for one foreign language subject, up from the 66.6% reported last year. 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. However, this is the second consequential year where there has been a minor increase over the reported registrations for two foreign language subjects. Sector differences are, again, well-pronounced. Candidates from state schools are the most likely to register for no foreign language (24.9%) and the least likely to register for two or more foreign languages (5.8%), similar to last year where the two figures were reported at 27.3% and 5.8% respectively. Candidates from church schools are the least likely to register for no foreign language (13.9%) and the most likely to register for two or more foreign languages (20.6%), compared to 14.3% and 19.3% reported last year respectively. These values lie at 21.7% and 11.7% respectively for independent schools.



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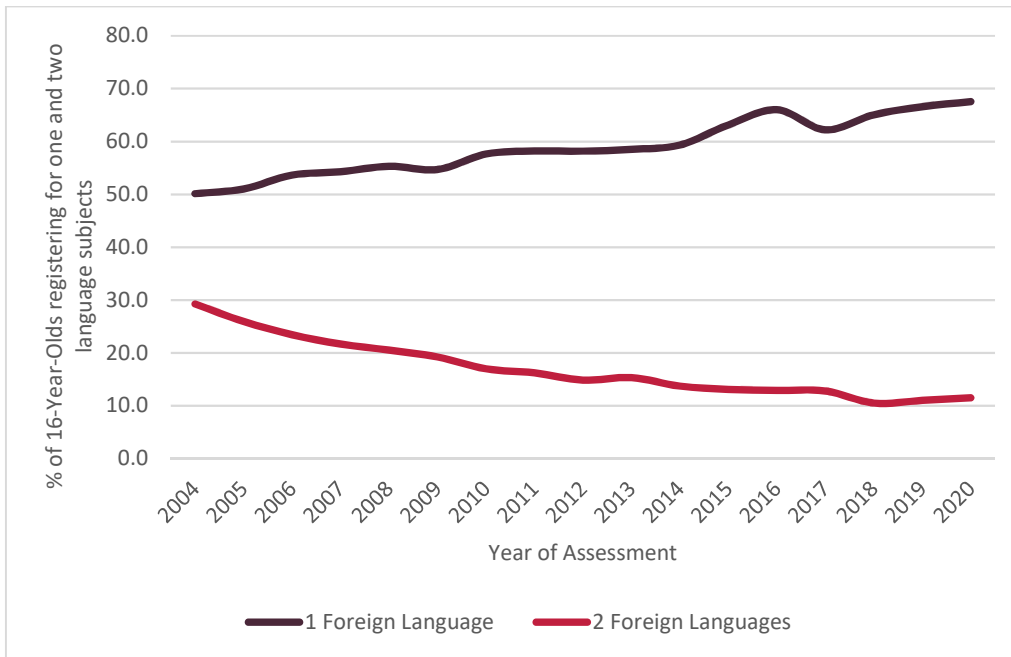


Figure 8.iv: Percentage of 16-year-olds registering for one and two language subjects, by year of examination

This year there were 647 registrations for access arrangements, an increase over the 593 reported last year. As Figure 8.v shows, the percentage of candidates requesting access arrangements has been increasing since 2004. This year’s statistical report confirms the findings reported last year which suggests a gender difference when registering for examination access arrangements as male candidates (15.2%) were much more likely than female candidates (10.0%) 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 (24.3%).

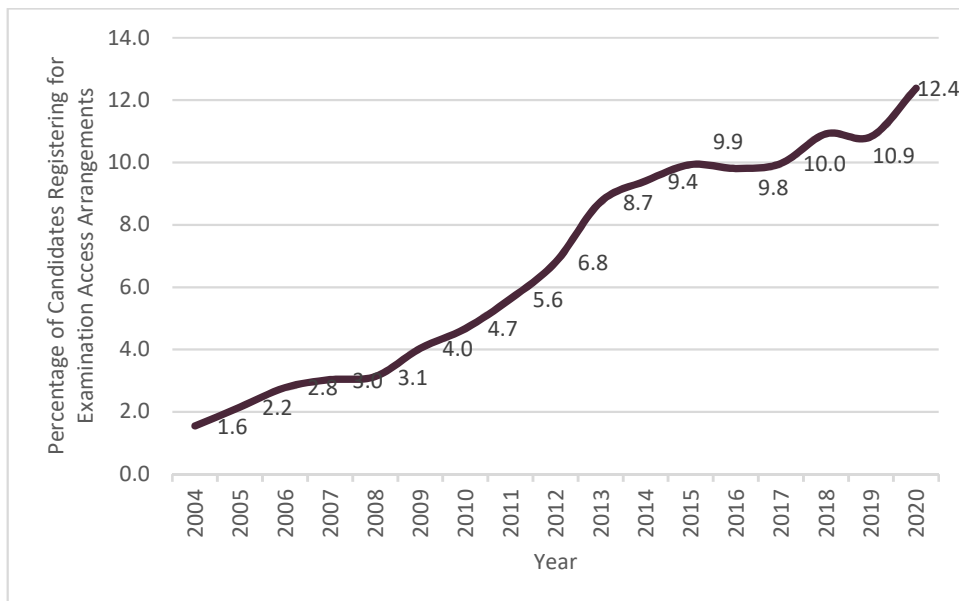


Figure 8.v: Percentage of Candidates Requesting for Access Arrangements, by year of examination

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Figure 8.vi 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.

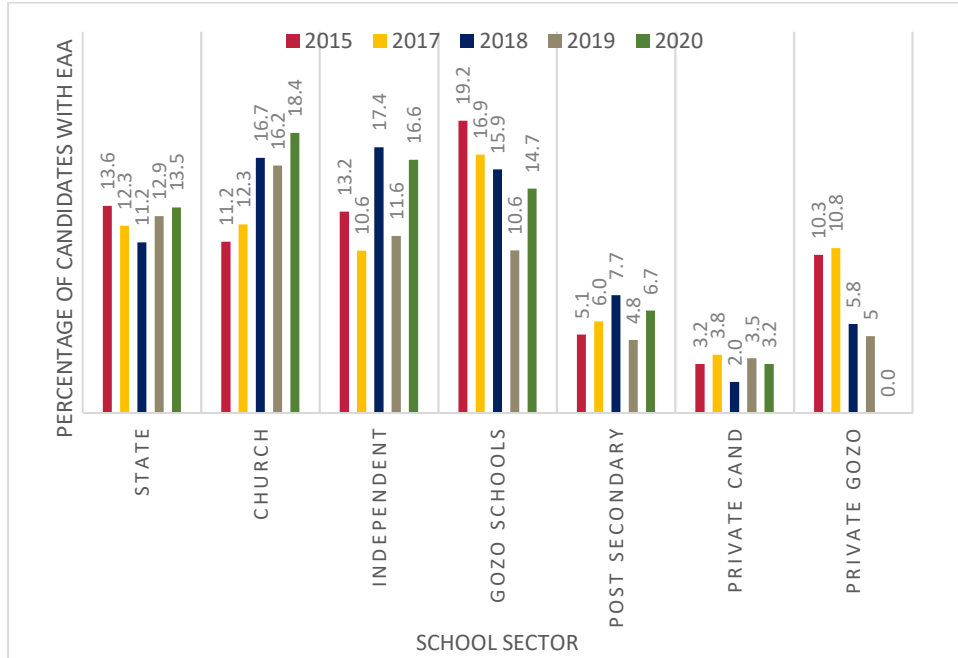


Figure 8.vi: Percentage of Candidates with Examination Access Arrangements, by school sector and year of examination

This year there were 5,095 (97.5%) of the (cancelled) Main session candidates and 2766 (96.3%) of the September Special Session candidates who had given their mobile phone number on registration. These received their results by SMS as well. It is to be noted that this September Special Session was not like the supplementary sessions typically held during this period.

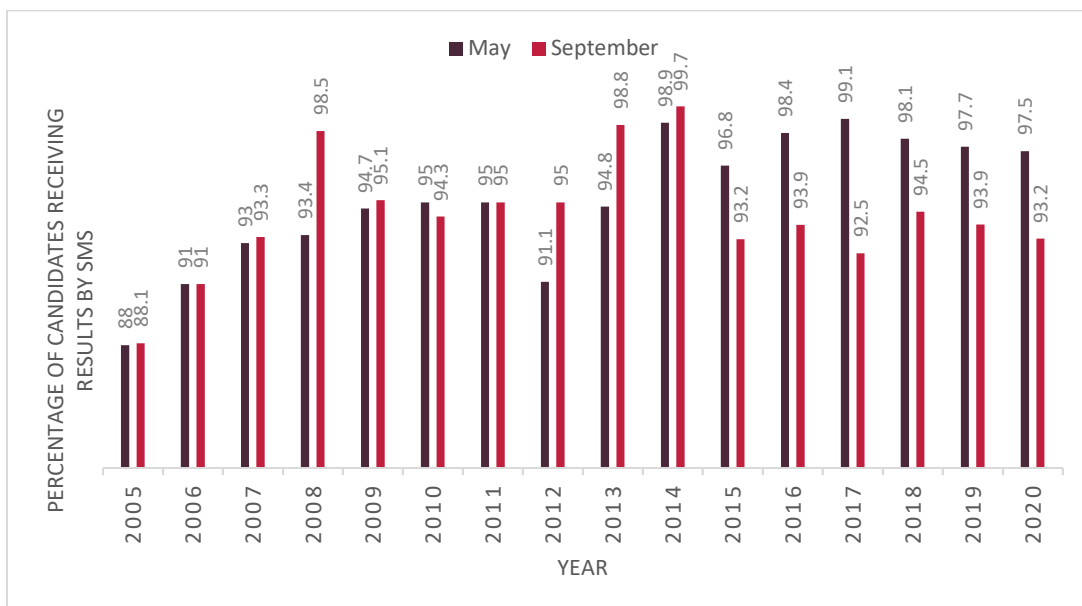


Figure 8.vii: Percentage of Students receiving Results by sms, by year and session

## Statistical Report (2020): Secondary Education Certificate Examinations

Table 8.2 shows the registrations for the (cancelled) Main Session as well as the Special September Session. Given this year's context, the number of registrations for the Special September Session is considerably larger than noted in the previous years.

Table 8.2: Registrations for the September Session as Percentage from the Main session, by Year of Examination

Year of Examination	No of Candidates		Percentage of Candidates Applying for the September Session
	September	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
2020	2967	5225	56.8

In 2020, the pass rate of candidates stood at 76.3% when both Levels 3 and 2 (equivalent to Grades 1 to 7) are considered and 65.3% when Level 3 only (equivalent to Grades 1 to 5) are considered. Although this is very similar to last year's figures of 77.1% and 65.9% respectively, Figure 8.viii shows that these percentages are smaller than those reported in last five years.

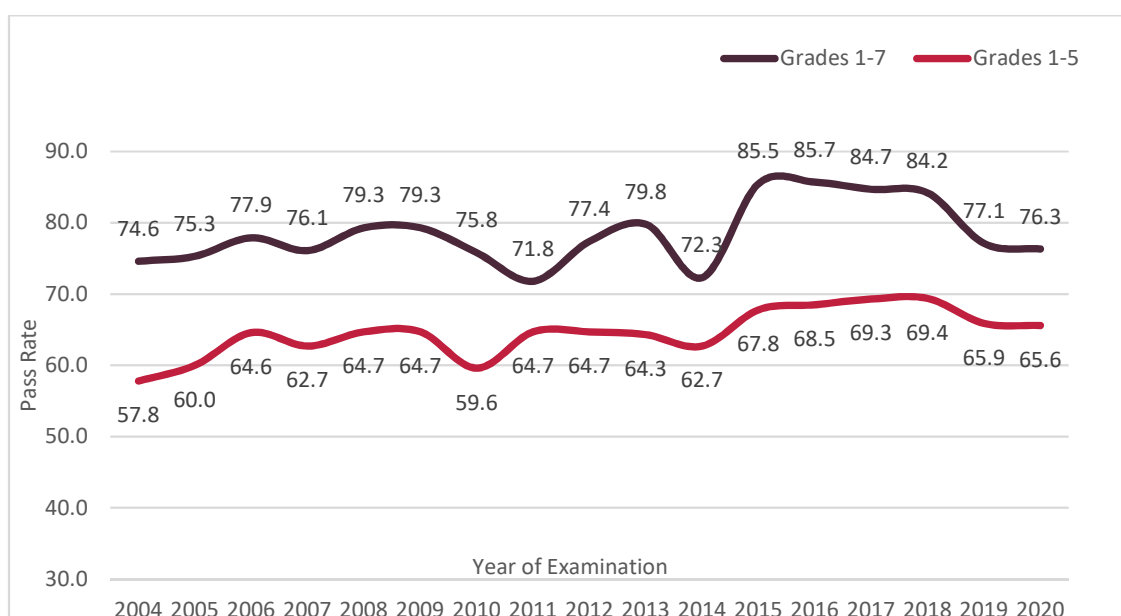


Figure 8.viii: Percentage Pass Rate of Candidates, by Year of Examination

Figure 8.ix compares the percentage of absent and failing candidates in the September Special Session of 2020 with these percentages of the Main sessions of previous years. Both percentages are much larger in this year's session when compared to previous Main sessions.

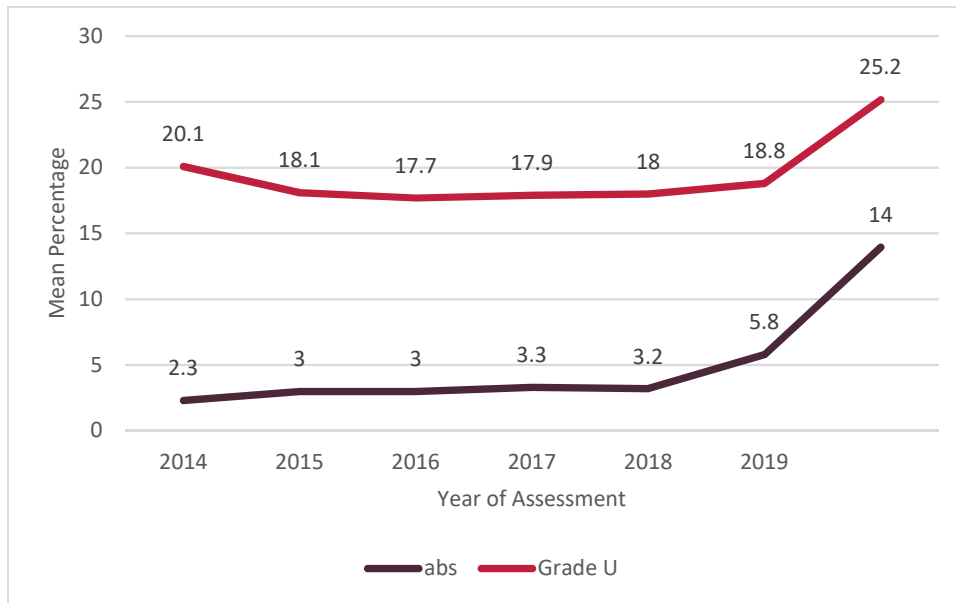


Figure 8.ix: Mean percentage of candidates who were absent or obtained Grade U, by year of assessment

Following the Predicted Level exercise, from the children born in 2004 in Malta, 76.1% obtained a Level 3, equivalent to Grades 1 to 7 in English Language, 64.3% in Maltese and 66.8% in Mathematics. On combining results of both the Predicted Level exercise and September Special Session, from the children born in 2004 in Malta, 91.0% obtained a Level 3, comparable to Grade 1 to 7 in English Language, 83.6% in Maltese and 80.2% in Mathematics, similar to last year. Figure 8.x 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 remained similar to last year when seen as percentage pass rate (Figure 8.viii), passes in each of the three main subjects is lower than reported last year (Figure 8.x).

## Statistical Report (2020): Secondary Education Certificate Examinations

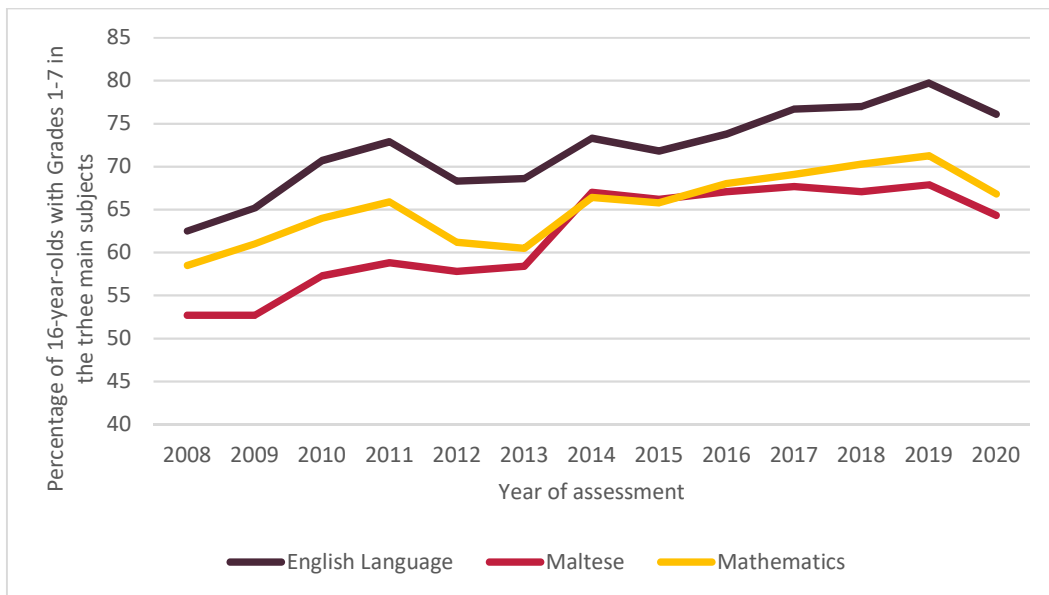


Figure 8.x: Percentage of 16-year-old cohort with Grades 1-7 in English Language, Maltese, and Mathematics following the Main Session, by year of Examination

Following the 2020 Predicted Level exercise and the September Special Session, 46.4% of 16-year-olds (52.0% of females and 41% of males) had obtained the necessary entry requirements for Form VI (Table 8.3), similar to last year where the figures stood at 48.0%, 52.6% and 43.5% respectively. Figure 8.xi 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 three years. Figure 8.xi shows the difference between the percentages of males and females who qualify for entry in sixth form. There were 11% more females than males which qualified for entry in Form VI, an increase of 9.1% of last year and counter to the trend observed in recent years where this gap was gradually decreasing.

Table 8.3: Percentage of the 16-year-old Cohort that is Eligible for Entry in Form VI

Year of Examination	% 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
2020	41.0	52.0	46.4

Statistical Report (2020): Secondary Education Certificate Examinations

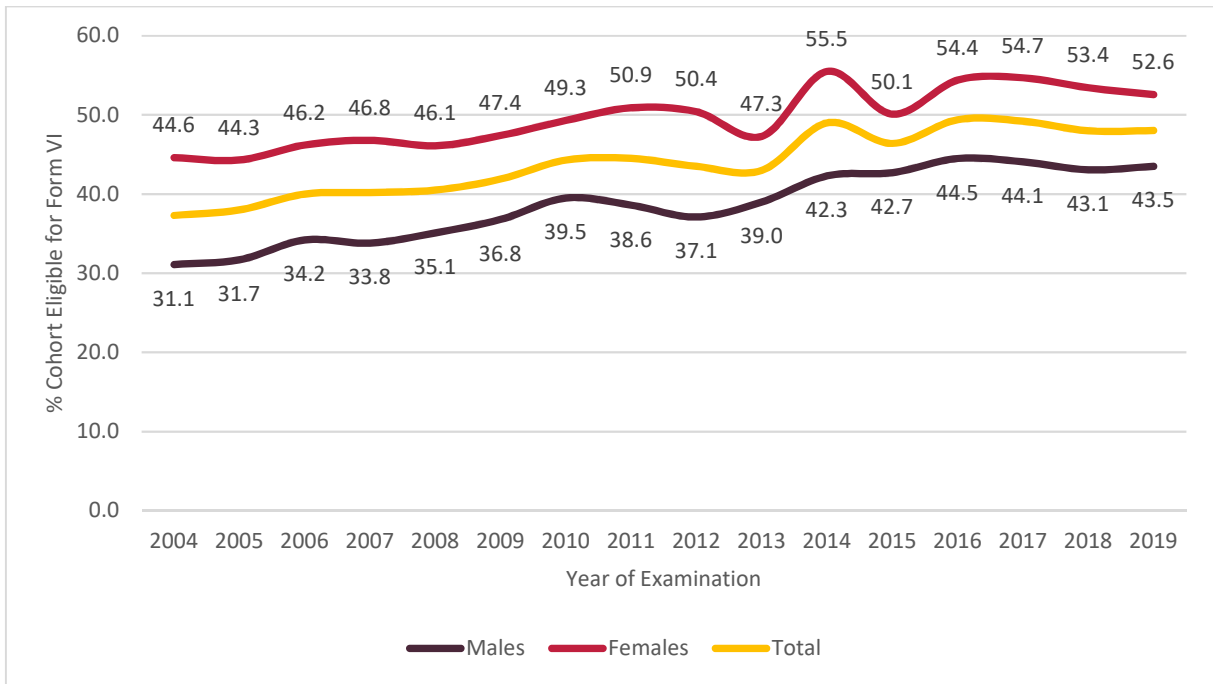


Figure 8.xi: Percentage from Cohort Eligible for Sixth Form, by Year of Examination and Gender

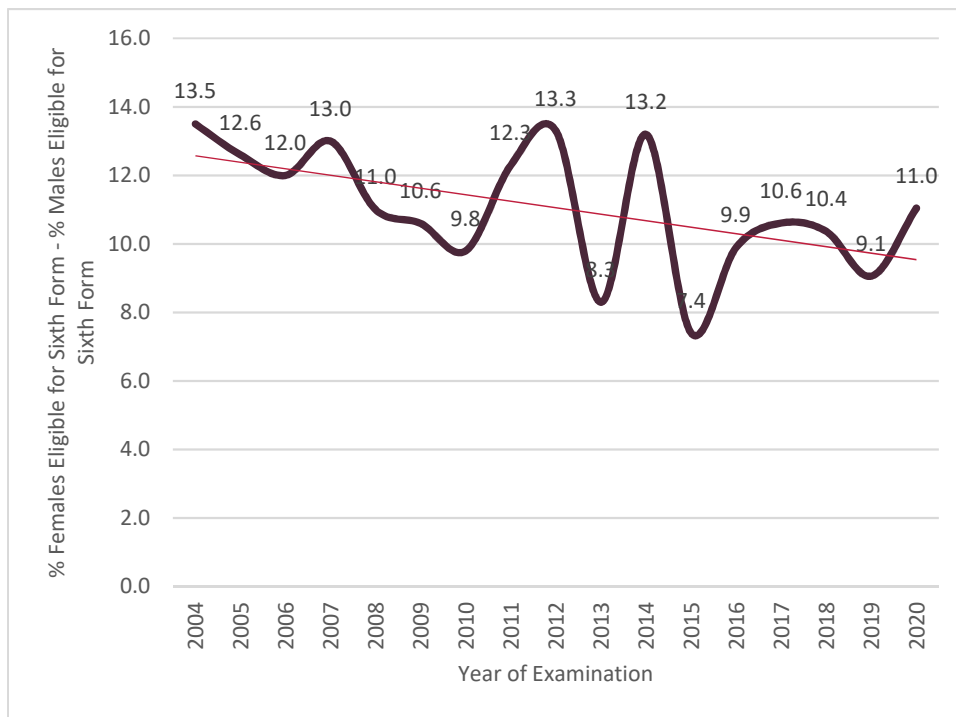


Figure 8.xii: Difference between the Percentage of Females Eligible for Sixth Form and the Percentage of Males Eligible for Sixth Form, by Year of Examination

## 9. CONCLUSION

This report has been produced with the intention of providing important and valid information about various aspects of the SEC examinations of 2020. This is the eighteenth 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 the Assessment Research and Development Office, which collates and analyses data for these reports, through MATSEC's general email: [matsec@um.edu.mt](mailto:matsec@um.edu.mt).

## 10. REFERENCES

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**APPENDIX A**

Time Tables for the 2020 Main Examination Session (cancelled)

Statistical Report (2020): Secondary Education Certificate Examinations

## Main/First 2020 Session Timetable

	ADVANCED MATRICULATION FIRST SESSION		INTERMEDIATE MATRICULATION FIRST SESSION		SECONDARY EDUCATION CERTIFICATE MAIN SESSION	
	09:00	16:00	09:00	16:00	09:00	16:00
Thursday 23 April	Geography I		Geography	Systems of Knowledge	Geography I	Geography II
Friday 24 April	Home Economics I	Geography II			Home Economics I	
Saturday 25 April	Maltese I/Applied Mathematics I	Maltese II	Maltese		Maltese I	Maltese II
Monday 27 April	Home Economics II	Maltese III/Applied Mathematics II	Home Economics	Applied Mathematics	Home Economics II	Environmental Studies I
Tuesday 28 April	Marketing I	Marketing II		Marketing	History I	Environmental Studies II
Wednesday 29 April	History I	Accounting I	History	Accounting	History II	Accounting I/ Business Studies I
Thursday 30 April	History II	Accounting II/Arabic II	Physical Education	Arabic	Physical Education II	Accounting II/ Business Studies II
Saturday 2 May	Pure Mathematics I	History III	Pure Mathematics		Mathematics I	Mathematics II
Monday 4 May	Pure Mathematics II	Arabic III/Russian I/ Italian I Part I (15:00)		Italian (List.) (17:00)	Ethics II	Biology I
Tuesday 5 May	Biology I	Biology II		Biology	Design & Technology II	Biology II
Wednesday 6 May	Biology III	French IV & I		French	Commerce I	French I
Thursday 7 May	French II	Russian II/Spanish (List.) (15:00)		Spanish (List.) (16:00)	Arabic II/Commerce II	French II
Friday 8 May	Russian III	German I/Greek I	Russian	Greek	Greek I/Russian I/ Class. Cult. & Civil. I	German I
Saturday 9 May	Physics I	Physics II	Environmental Science	Physics	Physics I	Physics II
Monday 11 May	Economics I	French III			Economics I	English Literature I
Tuesday 12 May	Economics II	Philosophy I	Economics	Philosophy	Economics II	
Wednesday 13 May	German III	German II/Greek II	German	German (List.) (15:00)	German II	English Literature II
Thursday 14 May	Philosophy II			Psychology		Greek II/Russian II/ Class. Cult. & Civil. II
Friday 15 May	Theatre and Performance I	Italian II	Theatre and Performance	Italian	Computing I	Italian I
Saturday 16 May	English I	English II			English Language I	English Language II
Monday 18 May	Computing I/Info Tech I	English III	Computing/Info Tech	English	Computing II	Italian II
Tuesday 19 May	Computing II/Info Tech II	Theatre and Performance II				Social Studies I
Wednesday 20 May	Chemistry I	Italian III			Chemistry I	
Thursday 21 May	Chemistry II	Italian IV	Chemistry		Chemistry II	Social Studies II
Friday 22 May	Sociology I	Sociology II	Music (Parts I & III)	Music (Part III cont.)	European Studies I/Textiles & Design I	
Saturday 23 May	Religious Knowledge I	Religious Knowledge II	Religious Knowledge		Religious Knowledge I	Religious Knowledge II
Monday 25 May	Sociology III	Music I	Sociology		Music II (Part I)	European Studies II/Textiles & Design II
Tuesday 26 May	Eng Draw/Graph Comm I	Eng Draw/Graph Comm II		Eng Draw & Graph Comm	Graphical Communication I	Graphical Communication II
Wednesday 27 May	Spanish I/Latin I	Latin II		Latin/Classical Studies	Music II (Part II)	Music II (Part II) (cont.)
Thursday 28 May	Music III (performance/composition)/ Spanish II	Music II (Part II)	Spanish	Music (Part II)	Spanish I/Latin I	Music I
Friday 29 May	Spanish III	Art III			Spanish II/Latin II	Art II
Saturday 30 May	Art I	Art II	Art		Art I	Art I (cont.)

## Main/First 2020 Session Timetable

ORAL EXAMINATIONS	
<b>Advanced Matriculation Orals</b>	
Arabic/German/Spanish/Russian	Friday 13 March
Maltese	Monday 16 March
	Tuesday 17 March
	Wednesday 18 March
	Friday 20 March
French	Thursday 2 April
English	Thursday 16 April
	Friday 17 April
	Monday 20 April
	Tuesday 21 April
Wednesday 22 April	
Italian	Saturday 18 April
Music II Part I	Tuesday 26 May
<b>Intermediate Matriculation Orals</b>	
English	Wednesday 25 March
	Thursday 26 March
	Friday 27 March
	Monday 30 March
	Wednesday 1 April
Italian	Saturday 28 March
Maltese	Saturday 4 April
Arabic/German/Spanish/Russian	Monday 6 April
French	Tuesday 7 April
<b>SEC Listening Comprehension/Dictation</b>	
English	Saturday 21 March
Italian	Saturday 28 March
French	Saturday 28 March
German/Russian	Thursday 16 April
Arabic/Spanish	Friday 17 April
<b>SEC Reading &amp; Conversation</b>	
English/French	Monday 16 March
	Tuesday 17 March
	Wednesday 18 March
	Friday 20 March
	Monday 23 March
Maltese/Italian	Tuesday 24 March
	Wednesday 25 March
	Thursday 26 March
	Friday 27 March
	Monday 30 March
Arabic/German/Spanish/Russian	Wednesday 1 April
	Thursday 2 April
	Monday 20 April
Tuesday 21 April	
Wednesday 22 April	

Following registration, candidates will be informed individually about:

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

PRACTICAL EXAMINATIONS		
<b>Advanced Matriculation Practicals</b>		
Theatre and Performance	Monday 1 June	
	Tuesday 2 June	
	Wednesday 3 June	
	Thursday 4 June	
	Friday 5 June	
	Monday 8 June	
	Tuesday 9 June	
	Wednesday 10 June	
	Physics	Tuesday 2 June
	Biology	Friday 5 June
Chemistry	Friday 12 June	
<b>Intermediate Matriculation Practicals</b>		
Theatre and Performance	Monday 1 June	
	Tuesday 2 June	
	Wednesday 3 June	
	Thursday 4 June	
	Friday 5 June	
	Monday 8 June	
	Tuesday 9 June	
	Wednesday 10 June	
	<b>SEC VOCATIONAL SUBJECTS UNIT 3</b>	
	Agribusiness	Monday 20 April
Information Technology	Monday 20 April	
Media Literacy Education	Monday 20 April	
Engineering Technology	Tuesday 21 April	
Health and Social Care	Tuesday 21 April	
Hospitality	Wednesday 22 April	

PHYSICAL EDUCATION EXAMINATIONS	
<b>Intermediate Matriculation Activities</b>	
All Activities	Monday 23 March Tuesday 24 March Wednesday 25 March Thursday 26 March
<b>SEC Activities</b>	
Athletics, Games, Gym and Dance	Friday 20 March Monday 23 March Tuesday 24 March Wednesday 25 March Thursday 26 March Friday 27 March Monday 30 March
Swimming	Monday 1 June Tuesday 2 June Wednesday 3 June Thursday 4 June
<b>SEC Physical Education</b>	
SEC P.E. candidates are to indicate their choice of activities on the on-line form.	

Candidates will receive their Index Number and Venue details for Oral and Written Examinations in due course.

## Main/First 2020 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 13 March 2020. Moderation of coursework in schools will take place between Monday 23 March 2020 and Wednesday 22 April 2020, 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 24 February 2020 and Friday 13 March 2020 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 1 April 2020. Candidates are to hand in this work at the end of the AM ART Paper 1 (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 24 April 2020.

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 23 March 2020 and Tuesday 21 April 2020 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 20 August 2020 and Friday 21 August 2020 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 13 March 2020. Moderation of coursework in schools will take place between Monday 23 March 2020 and Wednesday 22 April 2020, 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 24 February 2020 and Friday 13 March 2020 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 1 April 2020. Candidates are to present this work on Monday 8 June 2020 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 24 April 2020.

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 Friday 8 November 2019.

Late applications for Exam Access Arrangements will only be accepted with late examination registrations on the 26, 27 and 28 November 2019. Late fees will apply. Applications for Exam Access Arrangements beyond the 28 November 2019 will be accepted and 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 28 OCTOBER 2019 AND 8 NOVEMBER 2019. TO REGISTER, CANDIDATES ARE TO APPLY ONLINE ON [www.myexams.gov.mt](http://www.myexams.gov.mt). Request for any Changes/Cancellations in registration will only be accepted between the 11 and 15 November 2019. Changes to candidates' details after the 15 November will incur additional charges.

**LATE APPLICATIONS WILL BE ACCEPTED ON 26, 27 AND 28 NOVEMBER 2019. 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 13 March 2020. 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 23 March 2020 and Wednesday 22 April 2020, 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 24 February 2020 and Friday 13 March 2020 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 Friday 8 May 2020.

**APPENDIX B**

Time Tables for the 2020 First/September and Supplementary/December Special Sessions

## September 2020 Special Session Timetable

	ADVANCED MATRICULATION		INTERMEDIATE MATRICULATION		SECONDARY EDUCATION CERTIFICATE	
	09:00	16:00	09:00	16:00	09:00	16:00
Saturday 29 Aug	English I	English II			English Language I	English Language II
Monday 31 Aug		English III		English		
Tuesday 1 Sept	Geography I		Geography	Systems of Knowledge	Geography I	Geography II
Wednesday 2 Sept	Home Economics I	Geography II			Home Economics I	
Thursday 3 Sept	Home Economics II	Maltese I/Applied Mathematics I	Home Economics	Applied Mathematics	Home Economics II	Environmental Studies I
Friday 4 Sept	Marketing I	Marketing II		Marketing	History I	Environmental Studies II
Saturday 5 Sept	Maltese II/Applied Mathematics II	Maltese III	Maltese		Maltese I	Maltese II
Monday 7 Sept	History I	Accounting I	History	Accounting	History II	Accounting I/ Business Studies I
Wednesday 9 Sept	History II	Accounting II/Arabic II	Physical Education	Arabic	Physical Education II	Accounting II/ Business Studies II
Thursday 10 Sept	Pure Mathematics I	Arabic III/Russian I			Ethics II	Biology I
Friday 11 Sept	Biology I	Biology II		Biology	Design & Technology II	Biology II
Saturday 12 Sept	Pure Mathematics II	History III	Pure Mathematics		Mathematics I	Mathematics II
Monday 14 Sept	Biology III	French I		French	Commerce I	French I
Tuesday 15 Sept	French II	Russian II			Arabic II/Commerce II	French II
Wednesday 16 Sept	Russian III	German I/Greek I	Russian	Greek	Greek I/Russian I/ Class. Cult. & Civil. I	German I
Thursday 17 Sept	Economics I	French III			Economics I	English Literature I
Friday 18 Sept	Economics II	Philosophy I	Economics	Philosophy	Economics II	
Saturday 19 Sept	Physics I	Physics II	Environmental Science	Physics	Physics I	Physics II
Tuesday 22 Sept	German III	German II/Greek II	German		German II	English Literature II
Wednesday 23 Sept	Philosophy II			Psychology	Greek II/Russian II/ Class. Cult. & Civil. II	
Thursday 24 Sept	Theatre and Performance I	Italian II	Theatre and Performance	Italian	Computing I	Italian I
Friday 25 Sept	Computing I/Info Tech I	Italian III	Computing/Info Tech		Computing II	Italian II
Saturday 26 Sept	Religious Knowledge I	Religious Knowledge II	Religious Knowledge		Religious Knowledge I	Religious Knowledge II
Monday 28 Sept	Computing II/Info Tech II	Italian IV				Social Studies I
Tuesday 29 Sept	Theatre and Performance II	Chemistry I				Social Studies II
Wednesday 30 Sept	Art III	Chemistry II		Chemistry	European Studies I/Textiles & Design I	Chemistry I
Thursday 1 Oct	Sociology I	Sociology II	Sociology		European Studies II/Textiles & Design II	Chemistry II
Friday 2 Oct	Sociology III	Music I (Part II)			Music II (Part I)	Art II
Saturday 3 Oct	Art I	Art II	Art		Art I	Art I (cont.)
Monday 5 Oct	Eng Draw/Graph Comm I	Eng Draw/Graph Comm II		Eng Draw & Graph Comm		Graphical Communication I
Tuesday 6 Oct	Spanish I/Latin I	Spanish II/Latin II	Spanish	Latin/Classical Studies	Spanish I/Latin I	Graphical Communication II
Wednesday 7 Oct	Spanish III	Music II (Part II)		Music (Part II)	Spanish II/Latin II	Music I (Part II)

## September 2020 Special Session Timetable

### MATRICULATION REGISTRATIONS

REGISTRATIONS WILL BE OPEN BETWEEN 4 MAY AND 10 MAY 2020. TO REGISTER, CANDIDATES ARE TO APPLY ONLINE ON [www.um.edu.mt/matsec/apply](http://www.um.edu.mt/matsec/apply)

### SEC REGISTRATIONS

REGISTRATIONS WILL BE OPEN BETWEEN 17 JULY AND 24 JULY 2020.

### Advanced Matriculation

#### Art | All candidates

Starting points of **Thematic Project Work** will be published in **Notices** section of **MATSEC website** by **Wednesday 12 August 2020**.

Candidates are to hand in this work **at the end of the AM Art Paper I (Extended Thematic Project) examination session in a folder**.

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

Presentation of Project by **Monday 3 August 2020** at **MATSEC** or the **Examination Centre in Victoria, Gozo**

### Intermediate Matriculation

#### Art | All candidates

Starting points of **Thematic Project Work** will be published in **Notices** section of **MATSEC website** by **Wednesday 9 September 2020**.

Candidates are to present this work on **Monday 12 October 2020** from **08:00 - 12:00** or **14:00 – 16:00** at **MATSEC** or the **Examination Centre in Victoria, Gozo**.

#### Art, Computing, Information Technology, Systems of Knowledge | Private Candidates

Presentation of Project by **Monday 3 August 2020** at **MATSEC** or the **Examination Centre in Victoria, Gozo**

### Secondary Education Certificate

#### Art | All candidates

The **General Themes** will be published in the **Notices** section of the **MATSEC website** by **Friday 18 September 2020**.

**Candidates will receive their Index Number and Venue details of Examinations in due course.**

Coursework presented to **MATSEC** is to be collected during the week starting **Monday 1 February 2021** 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.

Statistical Report (2020): Secondary Education Certificate Examinations

Supplementary/Second Session - 2020 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
Friday 28 August	Biology/Chemistry/Physics Practical Exams (am/pm)		Physical Education Practical Exam (am/pm)		Biology/Chemistry/Physics Paper I	Biology/Chemistry/Physics Paper II
Saturday 29 August					Mathematics I	Mathematics II
Monday 31 August	Paper I (All Subjects)			Systems of Knowledge		
Tuesday 1 September	Paper II (All Subjects)				Maltese I	Maltese II
Wednesday 2 September	Paper III (All Subjects) (where applicable)				English Language I	English Language II
Thursday 3 September			Group I Subjects	Group II Subjects		
Friday 4 September			Group IV Subjects	Group III Subjects		

ADVANCED MATRICULATION NOTICES

Subject/Paper	Date	Time
<b>Italian</b>		
Paper I (Listening Comprehension and Dictation)	Monday 31 August	To be announced
Paper II	Monday 31 August	To be announced
Paper III	Tuesday 1 September	09:00
Paper IV	Wednesday 2 September	09:00
<b>French</b>		
Paper IV (Dictation)	Wednesday 26 August	To be announced
<b>Spanish</b>		
Listening Comprehension	Wednesday 26 August	To be announced
<b>German</b>		
Listening Comprehension	Tuesday 1 September	To be announced
<b>Music</b>		
Paper I Part I and II	Monday 31 August	To be announced
Paper III	Wednesday 2 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 21 August from 08:00 – 12:00		

INTERMEDIATE MATRICULATION NOTICES

Subject/Paper	Date	Time
<b>German</b>		
Listening Comprehension	Thursday 27 August	To be announced
<b>Italian</b>		
Listening Comprehension	Thursday 27 August	To be announced
<b>Spanish</b>		
Listening Comprehension	Thursday 27 August	To be announced
<b>Music</b>		
TWO copies of the music composition (if chosen) are to be presented to MATSEC or the Examinations Centre, Victoria Gozo by Friday 21 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	
*offered at Intermediate Level (IM) only	
Systems of Knowledge*	



## Supplementary/Second Session - 2020 Timetable

### Advanced Matriculation

#### Orals

Arabic/English/French/German/Italian/Maltese/Russian/Spanish	Wednesday 26 August
Music II Part I	Monday 7 September

#### Practicals

Theatre and Performance	Monday 7 September
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#### Art | All candidates

Presentation of Coursework (Portfolio, Personal Study and Visual Journal) by **Monday 3 August 2020** 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 21 July 2020**.

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 3 August 2020** at **MATSEC** or the **Examination Centre in Victoria, Gozo**.

**Coursework/Project Interviews: Wednesday 19 August 2020 – Friday 11 September 2020 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 3 August 2020** at **MATSEC** or the **Examination Centre in Victoria, Gozo**.

**Coursework/Project Interviews: Wednesday 19 August 2020 – Friday 11 September 2020 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 26 October 2020** 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	Thursday 27 August
Arabic/French/German/Italian/Maltese/Russian/Spanish	Saturday 29 August
	Thursday 27 August

#### Practicals

Theatre and Performance	Monday 7 September
Music PI and PIII	Monday 7 September

#### Art | All candidates

Presentation of Coursework (Portfolio, Personal Study and Visual Journal) by **Monday 3 August 2020** 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 7 August 2020**.

Candidates are to present this work on **Monday 7 September 2020** 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 3 August 2020** at **MATSEC** or **Examination Centre in Victoria, Gozo**.

**Coursework/Project Interviews: Wednesday 19 August 2020 – Friday 11 September 2020 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 17 JULY 2020 AND 24 JULY 2020.**

**LATE APPLICATIONS WILL BE ACCEPTED ON 28 AND 29 JULY 2020. ADDITIONAL FEES APPLY.**

## **APPENDIX C**

Obligatory Conditions and Guidelines for Examinations as issued by the Office of the Deputy Prime Minister and the Ministry for Health

## COVID-19 Transitioning – Obligatory Conditions and Guidelines for Examinations

These procedures have been formulated for Examinations to ensure rigid compliance in the fields of social distancing, enhanced hygienic practices and the minimisation of COVID-19 infection risks during the examination process.

The following obligatory conditions are issued under the Public Health Act Chapter 465 of the Laws of Malta and require strict adherence. Failure to adhere to these conditions will result in enforcement procedures as provided by the Act.

As COVID-19 restrictions are gradually relaxed, examiners, invigilators and the general public (namely exam candidates) must work together to adapt and promote safe practices consistent with advice from public health authorities and to ensure that premises are ready for the social distancing and correct hygiene measures that are critical to the success of the transition.

Examiners, invigilators and the general public (namely exam candidates) must prevent the transmission of COVID-19 during the examination process, consistent with updated advice from the public health authorities.

Examiners, invigilators and the general public (namely exam candidates) must prepare for the possibility that there will be cases of COVID-19 in the community and therefore also during an examination and be ready to respond immediately, appropriately, effectively and efficiently, and consistent with specific recommendations from public health authorities.

### Understanding how COVID-19 spreads & the implications

Current research however suggests that the SARSCoV-2 virus (the virus that causes COVID-19) is transmitted from person to person:

- Through respiratory droplets produced when an infected person coughs, sneezes or talks loudly.
- Between people who are in close contact with one another (within about 2 metres). There is also a possibility that a person can get COVID-19 by touching a surface or object that has the COVID-19 virus on it and then touching their own mouth, nose, and eyes.

Most persons infected with COVID-19 experience mild symptoms and recover. However, some people develop more serious complications and may require hospital care. Risk of serious illness increases with age, for people with weakened immune systems and people with conditions such as diabetes, heart disease and lung disease.

## **Mandatory conditions to be observed by Examiners and Invigilators**

- a) exercise the right of refusal of entry onto the premises of exam candidates if they are visibly unwell or have uncertified respiratory symptoms
- b) subject exam candidates to temperature checks at the entrance for the presence of fever (persons with a temperature of 37.2°Celsius or higher will be denied entrance)
- c) provide adequate and easily accessible hand sanitisers with an appropriate 70% alcohol hand-rub at the entrance to the examination venue, the examination room and other common areas and ensure that all persons sanitise their hands prior to entrance
- d) regulate entrance into and exit from the premises adopting crowd management techniques as necessary
- e) invigilators, other members of staff and exam candidates are to wear face masks (covering mouth, nose and chin) or visor when entering and exiting the exam venue. Invigilators and other members of staff are to continue wearing the face masks and/or visors at all times. The wearing of the face mask or visor is optional for the exam candidates during the course of the examination.  
The number of invigilators needs to be kept to the minimum possible
- f) all candidates should wait outside the venue until it is time to enter the examination hall. There should not be an indoor waiting area, if possible. Ensure management of waiting areas to ensure social distancing.
- g) ensure that persons are social distancing and maintaining at least two (2) meters between each other individuals at all times. Indicate with visible markings outside and inside the premises two (2) metre distances that persons shall respect whilst queuing, including queuing for the rest rooms
- h) during written examinations place exam candidates on desks and chairs that are two (2) metres apart
- i) affix visible signage at the entrance of the premises indicating the maximum capacity that the premises can hold at any one time
- j) before the first session and between one exam session and another, all common areas are to be cleaned and disinfected thoroughly. These include the exam room as well as bathrooms and any public spaces used by the candidates
- k) all “high-touch” surfaces, including but not limited to desktops, chairs, doorknobs, bathroom fixtures, toilets, etc, need to be thoroughly cleaned and disinfected before the first session and between each session
- l) exams should be scheduled with sufficient time between each session to allow for cleaning and disinfection of the areas and items mentioned in (i) and (j) above between one session and another
- m) keep records of the contact information (name and a phone number) of the exam candidates, invigilators and other members of staff and the date and time when they were on the premises for up to 28 days. This information will be used if contact tracing will be required

## Materials

- Test papers:
  - o masks/visors and gloves must be worn when the test papers are being unpacked. Gloves should be safely disposed of at the end of the process – they should not be re-used
  - o Staff should have disinfectant (liquid or wipes) readily available to clean the external surface of the boxes, paper bags and shrink wrap (as applicable) before handling them
  - o Staff should sanitize their hands with sanitizing gel or liquid once they have finished handling the test papers, initially upon handing them out and at the end of the session on collecting them from the candidates
- Stationery - Candidates are to bring their own pens, pencils, and any other stationery or personal equipment that may be required for the test.
- Candidates can bring their own sanitizing gel into the examination room provided that they follow the “water bottles rules” (transparent container, transparent gel or liquid, no labels etc.).

## Personal Protective Equipment (PPEs)

- Invigilators should wear PPE such as masks and/or visors as well as latex gloves during each examination sitting.
- bins should be provided so that any PPEs can be disposed of appropriately.

## Procedure

- Since the procedures to enter the examination room may take some time it is advised to ask candidates to start to enter the venue earlier/in a staggered manner to ensure that all procedures are in place in good time prior to the start of the examination.
- Candidates are to maintain social distancing at all time.
- Candidates are to enter the room one by one to allow for the previous candidate to enter the room, use hand sanitizer and find her/his seat.
- If candidates are required to show their identification document, they should be the only ones to handle their own identification document/s.
- Candidates may be required to remove their mask on entering the examination hall until their identification is confirmed.
- Candidates are to exit the room one by one and in an orderly manner to respect physical distancing between persons, using hand sanitizer on the way out. They are to be encouraged not to congregate at the exit of the examination venue but leave the venue immediately.

**Any invigilator, other staff member or candidate who exhibits any symptoms or feels unwell must not be allowed to enter the examination venue at any point.**