End of Primary Benchmark 2013 Report

DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
FLORIANA – MALTA

DEPARTMENT OF CURRICULUM MANAGEMENT
EDUCATIONAL ASSESSMENT UNIT

MINISTRY FOR EDUCATION AND EMPLOYMENT

NOVEMBER 2013
Table of Contents

List of Appendices ........................................................................................................ii
Minister’s Message ........................................................................................................vii
Foreword ..........................................................................................................................viii
Executive Summary ........................................................................................................ix
Introduction ......................................................................................................................1
1. Information on the End of Primary Benchmark 2013 .............................................3
2. Registrations for the End of Primary Benchmark 2013 ..........................................5
3. National Results of the End of Primary Benchmark 2013 .....................................9
4. Performance Reports .................................................................................................21
   4.1 Il-Malti ..................................................................................................................22
   4.2 English ..................................................................................................................32
   4.3 Mathematics ..........................................................................................................40
5. Item Analysis ..............................................................................................................45
6. Conclusion ...................................................................................................................53
List of Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td><strong>CMeLD 42/2013</strong>&lt;br&gt;Expression of Intent to Participate in the End of Primary Benchmark 2013</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Application Form – Expression of Intent to Participate in the End of Primary Examinations June 2013</td>
<td>60</td>
</tr>
<tr>
<td>Appendix 2</td>
<td><strong>CMeLD 44/2013</strong>&lt;br&gt;End of Primary Benchmark (June 2013 – First Session)&lt;br&gt;1) Request for Multiplication Tables and/or Reader in Mathematics&lt;br&gt;2) Request for Enlarged Print for Visually Impaired Children&lt;br&gt;3) Request for Communicator for Hearing Impaired Children&lt;br&gt;Application Form for Access Arrangements</td>
<td>63</td>
</tr>
<tr>
<td>Appendix 3</td>
<td><strong>CMeLD 45/2013</strong>&lt;br&gt;Request for Exemption – End of Primary Benchmark (June 2013 – First Session)&lt;br&gt;Application Form for Exemption</td>
<td>73</td>
</tr>
<tr>
<td>Appendix 4</td>
<td><strong>CMeLD 43/2013</strong>&lt;br&gt;Markers for the End of Primary Examination 2013&lt;br&gt;Application Form – Markers for the End of Primary Examination June 2013</td>
<td>83</td>
</tr>
<tr>
<td>Appendix 5</td>
<td><strong>CMeLD 46/2013</strong>&lt;br&gt;1) Timetable for the End of Primary Benchmark – June 2013 (First Session)&lt;br&gt;2) Guidelines for the End of Primary Benchmark 2013</td>
<td>89</td>
</tr>
<tr>
<td>Appendix 6</td>
<td><strong>DQSE 01/2013</strong>&lt;br&gt;Update to the End of Primary Benchmark (June 2013 – 1st and 2nd Session)&lt;br&gt;1) Request for Reader in Mathematics&lt;br&gt;2) Request for Reader in Maltese and/or English – Reading Components&lt;br&gt;3) Request for Scribe (Transcription of Illegible Words) in Maltese and/or English – Writing Components</td>
<td>99</td>
</tr>
<tr>
<td>Appendix 7</td>
<td><strong>DQSE 07/2013</strong>&lt;br&gt;The End of the Primary Benchmark 2013 – A Public Meeting</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td><strong>DQSE 08/2013</strong>&lt;br&gt;The End of the Primary Benchmark 2013 – A Public Meeting – Gozo</td>
<td>116</td>
</tr>
</tbody>
</table>
Appendix 7  **CMeLD 127/2013**
Meetings for Heads of School re:
1) Social Studies Assessment Reorganization (SSAR) in Year 5
2) End of Primary Benchmark – June 2013

**DQSE 12/2013**
Training Sessions re Provision of Access Arrangements during the End of the Primary Benchmark 2013

**CMeLD 166/2013**
Meeting for Peripatetic Staff re Access Arrangements

Appendix 8  **DQSE 09/2013**
The End of Primary Benchmark 2013: Guidelines for Students and Parents

**DQSE 11/2013**
Pubblikazzjonijiet bil-Malti - Linji Gwida ghall-Istudenti u l-Ġenituri dwar il-Benchmark ta’ Tmiem il-Primarja 2013 u l-Qafas tal-Kurrikulu Nazzjonali ghal Kulhadd 2012

Appendix 9  **CMeLD 150/2013**
The End of Primary Benchmark – June 2013
(Second Session) Call for Application and Timetable

Appendix 10  End of Primary Report 2012 – 2013

Appendix 11  **12/2013 (Educational Assessment Unit Memorandum)**
1) Statistical Information Regarding the End of Primary Benchmark 2013
2) Returning of Scripts

Appendix 12  End of Primary Benchmark 2013 – Resources on CD
List of Tables

Table 1: End of Primary Benchmark 2013 - Archived Scripts by Subject and Component ...............4
Table 2: Participation in the End of Primary Benchmark 2013 ..................................................5
Table 3: Participation in the End of Primary Benchmark 2013 - The Second Session ................5
Table 4: Exemptions End of Primary Benchmark 2013 .................................................................6
Table 5: Participation in the End of Primary Benchmark 2013 by Component .........................7
Table 6: Access Arrangements for Children with Learning Difficulties .....................................8
Table 7: National Results of the End of Primary Benchmark 2013 ..............................................10
Table 8: National Results of the End of Primary Benchmark 2013 - Percentiles by Component ....11
Table 9: National Results of the End of Primary Benchmark 2013 - Percentiles by Gender ........12
Table 10: Maltese - A List of Items and their Facility and Discrimination Indices .......................47
Table 11: Levels of Difficulty and Discrimination (Malti) .............................................................48
Table 12: English - A List of Items and their Facility and Discrimination Indices .........................49
Table 13: Levels of Difficulty and Discrimination (English) .........................................................50
Table 14: Mathematics - A List of Items and their Facility and Discrimination Indices ...............51
Table 15: Level of Difficulty and Discrimination (Mathematics) ..................................................52
List of Figures

Figure 1: Il-Malti – It-Tahdit ........................................................................................................... 14
Figure 2: Il-Malti – Is-Smigh ........................................................................................................ 14
Figure 3: Il-Malti – Il-Fehim mill-Qari ....................................................................................... 15
Figure 4: Il-Malti – Il-Kitba .......................................................................................................... 15
Figure 5: English – Speaking ........................................................................................................ 16
Figure 6: English – Listening ......................................................................................................... 16
Figure 7: English – Reading with Understanding .......................................................................... 17
Figure 8: English – Writing ........................................................................................................... 17
Figure 9: Mathematics – Mental ................................................................................................... 18
Figure 10: Mathematics – Written ................................................................................................ 18
Figure 11: Il-Malti – Total ............................................................................................................ 19
Figure 12: English – Total ............................................................................................................ 19
Figure 13: Mathematics – Total ................................................................................................... 20
Minister’s Message

The End of Primary Benchmark assessments carried out in June 2013 are a continuation of the assessment framework over the past few years. This year’s Benchmark assessments were more inclusive and widened in scope due to a more expanded access arrangement. This has allowed a student-oriented approach to education and these are changes that can only help our children progress in their studies.

The publication of the 2013 End of Primary Benchmark Report allows educators and students to evaluate the performance but also to pave the way for policy measures which will need to be introduced in the coming years. It should not be seen as a measurement of students’ performance, without context, but as a building block of an overall evaluation of the education system.

This document also plays a role in the implementation of policy as the middle school concept is being introduced, which will allow educators to build bridges between Primary and Secondary education.

Hon. Evarist Bartolo
Minister for Education and Employment
Foreword

The 2013 End of Primary Benchmark consisted of two sessions held in June 2013. This year, we had 3,595 candidates from Year 6 classes in state and non-state schools participating in this assessment which is designed, implemented and reported on in such a way as to inform students, parents and schools about the achievement of learners in the different skills areas in Maltese and English and also in Mathematics.

The End of Primary Benchmark continues to make use of different modes of assessment. In Maltese and English, students communicate orally during the Speaking tasks which are led by classroom teachers and are assessed by means of contextual real life situations during the Listening tasks. They are also required to communicate in writing during the Reading with Understanding and Writing tasks. In the case of Mathematics, a standardised oral mental test complements the written assessment. The results of these different components are reported separately for each and every student and ensure a comprehensive snapshot of achievement that better informs families and schools.

This year, the range of access arrangements also included assistance during the Reading with Understanding and the Writing components. In effect, we had 319 candidates who benefitted from the new arrangement during the Reading with Understanding component in Maltese and English which included audio recordings of the texts. The texts also had a synchronised highlighting function and were projected on screen. Furthermore, we had 98 candidates who benefitted from the services of a scribe who transcribed illegible words for candidates after they had completed their writing tasks. This enabled the markers to gain better access to these candidates’ ideas and writing and therefore helped in their judgment of the Writing component.

Benchmark assessments also serve to assist learners and schools in focusing their energies on areas that need reinforcement and/or additional support. In this respect, we encourage all educators to refer to the performance reports written by the different subject panels after the marking process and after reflecting on the performance of this year’s candidates. We are once again making all the resources that were used during the two sessions of the June 2013 Benchmark available on the CD which accompanies this report and also online on the website of the Department of Curriculum Management (www.curriculum.gov.mt) within the Directorate for Quality and Standards in Education.

As a final note, I wish to express my genuine appreciation to all those involved in the processes of this Benchmark assessment. Professionals from the Directorates of Education, the Faculty of Education of the University of Malta, Church Schools and Independent Schools have worked together in close collaboration with the staff at the Educational Assessment Unit to make this experience another success story. My sincere thanks also go to the Heads of Primary Schools and to all the teachers who help in the administration of this assessment as well as to all primary schools teachers and other professionals who work hard over the years to ensure that our students get their entitlement of a quality education during the primary cycle.

Prof Grace Grima
Director General – Directorate for Quality and Standards in Education
Executive Summary

This summary gives an overview of:

i) the administration of the End of Primary Benchmark 2013;

ii) the registration of the main and second sessions;

iii) the results data of the main and second sessions.

i) Administration Information

- In the End of Primary Benchmark 2013, there were 88 schools that participated in the main session. These included all 61 State Primary Schools, 19 (out of 22) Church Schools and 8 (out of 12) Independent Schools.

- In the main session, the Listening, Reading with Understanding and Writing components of Maltese and English, and the Mental and Written components of Mathematics were held between the 31st May and 5th June 2013. The Speaking components of Maltese and English were held on the 29th and 30th May 2013 respectively. For the first time, the English and Maltese Reading with Understanding components were held on the same day, the 31st May 2013. This was due to the new access arrangement where the reading comprehension was read electronically whilst been projected on a screen. All participants sat for this session in their respective schools.

- The second session was held during the week starting 17th June 2013. All candidates who were absent from one or more of the components during the main session were eligible to sit for this second session. This session was also open to children from the Non-State Schools that did not participate in the main session of the Benchmark 2013. All components in the second session were held in the afternoon at the Floriana Primary School in Malta and at the Examination Centre in Gozo.

ii) Registrations

- The total number of participants in both the main and second sessions was 3595 (1779 females and 1816 males). This represents 92.8% of the national Year 6 student cohort eligible for the End of Primary Benchmark 2013.

- The number of participants for the different components in the second session of the Benchmark varied for the different components. This was due to the fact that there were candidates who were eligible to sit for any component if they had been absent for the main session and others who applied for the second session from a Non-State School which did not participate in the main session.

- In 2013, there were 629 candidates who applied for exemptions and access arrangements. After processing the applications, 82 children were exempted from all components of the three subjects and 402 were given access arrangements.
iii) Results

- Scores for Maltese ranged from 1 to 98, with a median mark of 76, (Mean=72.74, S.D.=15.17). Comparative performance data of female and male candidates showed that the middle 50% (from the 25th to the 75th percentile) of girls performed slightly better than the middle 50% of boys in Maltese. Scores ranged from 70 to 84 for girls and from 64 to 82 for boys.

- For English, scores ranged from 5 to 97, with a median mark of 70, (Mean=67.23, S.D.=15.60). Comparative performance data of the middle 50% of candidates (from the 25th to the 75th percentile) showed that girls performed slightly better in English than boys. Scores ranged from 62 to 80 for girls and from 56 to 78 for boys.

- In Mathematics, scores ranged from 3 to 100 with a median mark of 75 (Mean=69.20, S.D.=22.88). The range of marks for girls and boys was close. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 56 to 87 for girls and from 54 to 89 for boys.

- Detailed performance reports are included in this report. These indicate that:

  - In the Speaking component, the candidates obtained high marks in both Maltese and English. The median mark was 17 out of a maximum of 20 (Mean=16.61, S.D.=3.01) in Maltese and 17 out of 20 (Mean=15.86, S.D.=3.40) in English.

  - In the Listening component in Maltese and English, the candidates obtained high marks. The median mark for Maltese was 17 out of a maximum of 20 (Mean=16.86, S.D.= 2.48) and the median mark for English was 17 out of a maximum of 20 (Mean=16.14, S.D.=3.00).

  - In the Reading with Understanding component, candidates did better in Maltese than in English. This was reflected in the scores obtained where the median mark for Maltese was 24 out of a maximum of 30 (Mean=22.58, S.D.=5.23) and for English it was 21 out of a maximum of 30 (Mean =19.93, S.D.=4.99).

  - In the Writing component, the candidates’ performance was also better in Maltese than in English. In fact, the Maltese writing component median mark was 18 out of a maximum of 30 (Mean=17.49, S.D.=5.62), whilst in English the median mark was 16 out of a maximum of 30 (Mean=16.06, S.D.=5.23).

  - In the Mental Mathematics paper, the median mark was 18 out of a maximum of 20 (Mean=15.91, S.D.=4.43), whereas in the Mathematics Written paper, the median mark was 58 out of a maximum of 80 (Mean=53.43, S.D.=18.74).

- This report provides a section on Item Analysis and further statistical information which gives a more detailed picture of the performance of the candidates.
Introduction

This report provides a detailed account of the End of Primary Benchmark that was held in June 2013. It gives information about the way this process was conducted and provides statistics on registrations for the 2013 sessions including data on applications for exemptions and access arrangements. This section is followed by the performance reports of the three subjects that formed part of the Benchmark in 2013. In each of the performance reports for Maltese, English and Mathematics, details are given on the candidates’ performance in the different components. These reports highlight strengths and weaknesses identified in the different components and provide suggestions for potential improvement in certain areas. The report concludes with a technical section where the results of the process of an item analysis for each subject are presented. The report also includes a CD with the resources used in both sessions of the End of Primary Benchmark 2013.
1. Information on the End of Primary Benchmark 2013

- In November 2012, the Director General of the Directorate for Quality and Standards in Education (DQSE) set up three paper setters’ panels, for Maltese, English and Mathematics. Each panel was made up of subject experts from the following: the Directorates of Education, the Faculty of Education of the University of Malta, Church Schools and Independent Schools. Each of the paper setters’ panels was requested to draw up two sets of papers, one set for the first (main) session in the beginning of June 2013 and another set for the second (afternoon) session held in mid-June.

- On the 31st January 2013 a number of Letter Circulars on the End of Primary Benchmark 2013 were issued:

  - A Letter Circular issued by the Curriculum Management and eLearning Department (CMeLD) was sent to all Non-State Schools inviting Heads of School to register their school for the End of Primary Benchmark held between 29th May and 5th June 2013 (Appendix 1).

  - Two CMeLD Letter Circulars were sent to all State and Non-State Schools on the procedures required to register for exemptions and access arrangements (Appendices 2 and 3).

  - A Call for Applications was issued by the CMeLD for teachers who wished to act as markers in the End of Primary Benchmark (Appendix 4). Letters of appointment to markers were sent on the 2nd May 2013.

  - A CMeLD Letter Circular was sent to all State and Non-State Schools informing them of the timetable and guidelines to be followed during the End of Primary Benchmark 2013 (Appendix 5).

- On the 4th April 2013, a DQSE Letter Circular (Appendix 6) was issued to inform Heads of School about a second call to register for exemptions and access arrangements as well as the addition of two new access arrangements, that is: the electronic reader for English and Maltese Reading with Understanding component and the Scribe for English and Maltese Writing component.

- Information meetings were held with Heads of School, teachers and parents to explain the new procedures for the newly introduced access arrangements. Personnel in schools were also provided with the necessary training to provide the required access arrangements during the End of Primary Benchmark 2013 (Appendix 7).

- The DQSE Letter Circular 09/2013 informed the public about guidelines in Maltese and English for Heads of School, teachers, students and parents that answer questions related to the End of Primary Benchmark 2013. The updated End of Primary Benchmark timetable for both sessions was also provided as part of these guidelines. The Educational Assessment Unit, within the CMeLD produced and uploaded these guidelines on the curriculum website (www.curriculum.gov.mt) (Appendix 8).

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1 Curriculum Management and eLearning Department has changed its name to Department of Curriculum Management as from November 2013.
All candidates sat for the End of Primary Benchmark in their own school. There were 88 Benchmark centres distributed as follows:

| Centres in State Primary Schools, Malta | 51 |
| Centres in State Primary Schools, Gozo | 10 |
| Centres in Church Primary Schools, Malta | 15 |
| Centres in Church Primary Schools, Gozo | 4 |
| Centres in Independent Primary Schools, Malta | 8 |
| **Total** | **88** |

On the 6th May 2013, a CMeLD Letter Circular was sent to all Heads of State and Non-State Primary Schools with details of the second session which was to be held during the week starting 17th June 2013. Sessions took place in the afternoon between 17.00 and 20.30 at the Floriana Primary School and at the Examination Centre in Gozo (Appendix 9).

On the 3rd July 2013, results were sent in electronic format to the candidates’ respective school. Schools were instructed to post these results to all students on the 5th July 2013. As can be seen from the End of Primary Report Template in Appendix 10, results were given for the separate components, together with the subject total mark and the respective national median. National Performance Data and School Performance Data were also sent to all participating schools in October 2013 (Appendix 11). Candidates who applied privately for the second session had their Benchmark result sent directly to their residence by the Educational Assessment Unit.

Four requests for a review of performance were received by the Educational Assessment Unit in the five day period indicated in the Letter Circular CMeLD 46/2013 dated 31st January 2013 (Appendix 5). None of the results were changed.

A number of scripts were kept for archiving and research purposes as indicated in Table 1 below. The rest of the scripts were sent back to schools by the Educational Assessment Unit. Double blind marking was used during the marking process and therefore the returned scripts were unmarked.

Table 1: End of Primary Benchmark 2013 - Archived Scripts by Subject and Component

<table>
<thead>
<tr>
<th>Subject and Component</th>
<th>Number of Scripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-Malti: Il-Fehim mis-Smigh</td>
<td>50</td>
</tr>
<tr>
<td>Il-Malti: Il-Fehim mill-Qari</td>
<td>50</td>
</tr>
<tr>
<td>Il-Malti: Il-Kitba</td>
<td>50</td>
</tr>
<tr>
<td>English: Listening Comprehension</td>
<td>50</td>
</tr>
<tr>
<td>English: Reading with Understanding</td>
<td>50</td>
</tr>
<tr>
<td>English: Writing</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics: Mental and Written</td>
<td>100</td>
</tr>
</tbody>
</table>
2. Registrations for the End of Primary Benchmark 2013

This section gives information about the candidates who sat for the End of Primary Benchmark in 2013. In total, 88 schools participated in 2013: 61 State Primary Schools, 19 (out of 22) Church Schools and 8 (out of 12) Independent Schools. Table 2 below shows that the total number of students sitting for the End of Primary Benchmark 2013 was 3595 (1779 females and 1816 males) amounting to 92.8% of the whole cohort (3833) of children in Year 6. This represents an increase of 0.9% in the participation rate when compared to 2012.

Table 2: Participation in the End of Primary Benchmark 2013

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Female</th>
<th>Male</th>
<th>Total Applicants</th>
<th>Total Eligible Population</th>
<th>Percentage Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>1035</td>
<td>1262</td>
<td>2297</td>
<td>2297</td>
<td>100 %</td>
</tr>
<tr>
<td>Church</td>
<td>620</td>
<td>304</td>
<td>924</td>
<td>1169</td>
<td>79.0 %</td>
</tr>
<tr>
<td>Independent</td>
<td>121</td>
<td>238</td>
<td>359</td>
<td>439</td>
<td>81.8 %</td>
</tr>
<tr>
<td>Private Candidates (Second Session)</td>
<td>3</td>
<td>12</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1779</td>
<td>1816</td>
<td>3595</td>
<td>3905</td>
<td><strong>92.8 %</strong></td>
</tr>
</tbody>
</table>

Table 3 below provides information on the number of candidates who sat for the second session of the End of Primary Benchmark during week starting 17th June 2013. All candidates who were absent for one or more of the components during the first session were eligible to sit for this second session. This session was also open to children from the Non-State Schools who did not participate in the main session of the Benchmark 2013. The number of applications received from Non-State Schools (Private Candidates) totalled to 15. All the components of the second session were held in the afternoon at the Floriana Primary School in Malta and at the Examination Centre in Gozo.

Table 3: Participation in the End of Primary Benchmark 2013 - The Second Session

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of students who sat for the Second Session (Number of Eligible Candidates)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Schools</td>
</tr>
<tr>
<td><strong>Il-Malti</strong></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit</td>
<td>13 (34)</td>
</tr>
<tr>
<td>Is-Smigh</td>
<td>29 (46)</td>
</tr>
<tr>
<td>Il-Qari</td>
<td>41 (58)</td>
</tr>
<tr>
<td>Il-Kitba</td>
<td>31 (46)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>11 (34)</td>
</tr>
<tr>
<td>Listening</td>
<td>28 (41)</td>
</tr>
<tr>
<td>Reading</td>
<td>43 (59)</td>
</tr>
<tr>
<td>Writing</td>
<td>27 (39)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>33 (50)</td>
</tr>
<tr>
<td>Written</td>
<td>33 (49)</td>
</tr>
</tbody>
</table>
Exemptions and Access Arrangements

There were 629 applications for exemptions and access arrangements in 2013. After processing, 82 children were exempted from all components of the three subjects and 402 were given access arrangements. A total of 51 students were not eligible for the access arrangement/exemption they applied for.

Exemptions

There were two types of exemptions:

- Children of returned migrants and expatriates were given the opportunity to apply for an exemption in English and/or Maltese if they were not studying the subject during the last two years of Primary school in Malta or Gozo.

- Children who were following an alternative learning programme and/or were functioning at or below Year 3 Primary Level or children with a severe disability were given the possibility to request an exemption from all or particular components of the different subjects (Maltese, English, Mathematics).

Table 4 below provides a breakdown of the exemptions granted in the different components.

Table 4: Exemptions End of Primary Benchmark 2013

<table>
<thead>
<tr>
<th>Component</th>
<th>Children of Returned Migrants and Expatriates</th>
<th>Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-Malti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit</td>
<td>60</td>
<td>97</td>
</tr>
<tr>
<td>Is-Smigh</td>
<td>60</td>
<td>103</td>
</tr>
<tr>
<td>Il-Qari</td>
<td>60</td>
<td>130</td>
</tr>
<tr>
<td>Il-Kitba</td>
<td>60</td>
<td>136</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>7</td>
<td>96</td>
</tr>
<tr>
<td>Listening</td>
<td>7</td>
<td>101</td>
</tr>
<tr>
<td>Reading</td>
<td>7</td>
<td>128</td>
</tr>
<tr>
<td>Writing</td>
<td>7</td>
<td>133</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>-</td>
<td>108</td>
</tr>
<tr>
<td>Written</td>
<td>-</td>
<td>113</td>
</tr>
</tbody>
</table>
Table 5 below presents details of the number of exemptions, absent and present candidates in the different components for the three subjects in the 2013 sessions.

**Table 5: Participation in the End of Primary Benchmark 2013 by Component (N=3595)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Exempted Candidates</th>
<th>Absent Candidates</th>
<th>Present Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Il-Malti</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit</td>
<td>157</td>
<td>37</td>
<td>3401</td>
</tr>
<tr>
<td>Is-Smīgh</td>
<td>163</td>
<td>50</td>
<td>3382</td>
</tr>
<tr>
<td>Il-Qari</td>
<td>190</td>
<td>47</td>
<td>3358</td>
</tr>
<tr>
<td>Il-Kitba</td>
<td>196</td>
<td>48</td>
<td>3351</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>103</td>
<td>25</td>
<td>3467</td>
</tr>
<tr>
<td>Listening</td>
<td>108</td>
<td>30</td>
<td>3457</td>
</tr>
<tr>
<td>Reading</td>
<td>135</td>
<td>30</td>
<td>3430</td>
</tr>
<tr>
<td>Writing</td>
<td>140</td>
<td>28</td>
<td>3427</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>108</td>
<td>42</td>
<td>3445</td>
</tr>
<tr>
<td>Written</td>
<td>113</td>
<td>41</td>
<td>3441</td>
</tr>
</tbody>
</table>

* N represents the total number of students registered for the 2013 Benchmark.

**Access Arrangements**

Students with learning difficulties could request multiplication tables and/or a reader for Mathematics. Visually impaired children could request an enlarged print of the Benchmark papers while the hearing impaired could request a communicator. For the End of Primary Benchmark 2013, two additional access arrangements (reading assistance and a scribe) were introduced to make the assessments more accessible. More detailed information about these two new access arrangements can be found below.

**Reading Assistance** in the Maltese and English Reading with Understanding Component. During the Reading with Understanding component, the tasks/texts and the related questions were read twice electronically. Whilst being read, the text was highlighted and projected on an interactive whiteboard or on a laptop. Pauses during the reading allowed students to complete their answers. The students were also given a script which they could access any time. Since this was the first time that this access arrangement was offered, recorded samples of the Reading with Understanding component were made available on YouTube for easy access from school and home.

Another new access arrangement available for the End of Primary Benchmark 2013 was the **Scribe**. The scribe was available to transcribe illegible words in the Maltese and English Writing component after the students had completed their writing tasks. Using a green pen, the scribe wrote words which would otherwise not be legible in order to assist markers to comprehend the handwriting and the ideas of the student.
Table 6 provides information about the number of students who were given access arrangements in 2013.

**Table 6: Access Arrangements for Children with Learning Difficulties**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader (for Mathematics)</td>
<td>335</td>
</tr>
<tr>
<td>Multiplication Tables (for Mathematics)</td>
<td>300</td>
</tr>
<tr>
<td>Enlarged Print</td>
<td>6</td>
</tr>
<tr>
<td>Communicator</td>
<td>8</td>
</tr>
<tr>
<td>Reading Assistance (Il-Malti: Il-Fehim mis-Smigh)</td>
<td>315</td>
</tr>
<tr>
<td>Reading Assistance (English: Reading with Understanding)</td>
<td>319</td>
</tr>
<tr>
<td>Scribe (Il-Malti: Il-Kitba)</td>
<td>98</td>
</tr>
<tr>
<td>Scribe (English: Writing)</td>
<td>95</td>
</tr>
</tbody>
</table>
3. National Results of the End of Primary Benchmark 2013

This section presents information on the national performance of the candidates who sat for the End of Primary Benchmark in 2013. The descriptive statistics presented include the median, the mean, the standard deviation, percentiles and cumulative frequency curves.

It is important to point out that every school received details of the performance of its candidates per component in addition to the national performance presented in this section.

The glossary below is intended to assist the reader with the interpretation of the data presented in this section.

| **Median** | – the middle mark in a list of marks sorted in ascending or descending order. It is not affected by extreme mark values in the list. |
| **Mean** | – another word for average. It is calculated by adding the total of the different marks in the list and dividing by the total number of candidates. |
| **Standard Deviation** | – this value shows how tightly the marks are clustered around the mean (average) in a set of data. When the marks are tightly grouped together, the standard deviation is small. This means that the candidates have a similar academic ability. When the marks are spread apart, the standard deviation is large, indicating that candidates have a very different academic ability. |
| **Percentile** | – an indication of a candidate’s relative position in the group in terms of the percentage of group members scoring lower than the candidate’s score. |
Table 7 presents data of the different components of the End of Primary Benchmark 2013. Column ‘N’ indicates the number of candidates who sat for the particular component in 2013. This table gives a snapshot of the national performance of candidates in the third year of the End of Primary Benchmark.

**Table 7: National Results of the End of Primary Benchmark 2013**

<table>
<thead>
<tr>
<th>Components (Percentage Weighting)</th>
<th>N</th>
<th>Min Mark</th>
<th>Max Mark</th>
<th>Median Mark</th>
<th>Mean Mark</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Il-Malti</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit (20%)</td>
<td>3401</td>
<td>0</td>
<td>20</td>
<td>17</td>
<td>16.62</td>
<td>3.01</td>
</tr>
<tr>
<td>Is-Smigh (20%)</td>
<td>3382</td>
<td>1</td>
<td>20</td>
<td>17</td>
<td>16.86</td>
<td>2.48</td>
</tr>
<tr>
<td>Il-Qari (30%)</td>
<td>3358</td>
<td>0</td>
<td>30</td>
<td>24</td>
<td>22.58</td>
<td>5.24</td>
</tr>
<tr>
<td>Il-Kitba (30%)</td>
<td>3351</td>
<td>0</td>
<td>30</td>
<td>18</td>
<td>17.49</td>
<td>5.62</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>3411</td>
<td>1</td>
<td>98</td>
<td>76</td>
<td>72.74</td>
<td>15.17</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking (20%)</td>
<td>3467</td>
<td>0</td>
<td>20</td>
<td>17</td>
<td>15.86</td>
<td>3.40</td>
</tr>
<tr>
<td>Listening (20%)</td>
<td>3457</td>
<td>2</td>
<td>20</td>
<td>17</td>
<td>16.14</td>
<td>3.00</td>
</tr>
<tr>
<td>Reading (30%)</td>
<td>3430</td>
<td>0</td>
<td>30</td>
<td>21</td>
<td>19.93</td>
<td>4.99</td>
</tr>
<tr>
<td>Writing (30%)</td>
<td>3427</td>
<td>0</td>
<td>29</td>
<td>16</td>
<td>16.05</td>
<td>5.22</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>3484</td>
<td>5</td>
<td>97</td>
<td>70</td>
<td>67.23</td>
<td>15.60</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental (20%)</td>
<td>3445</td>
<td>0</td>
<td>20</td>
<td>18</td>
<td>15.91</td>
<td>4.43</td>
</tr>
<tr>
<td>Written (80%)</td>
<td>3441</td>
<td>1</td>
<td>80</td>
<td>58</td>
<td>53.43</td>
<td>18.74</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>3450</td>
<td>3</td>
<td>100</td>
<td>75</td>
<td>69.20</td>
<td>22.88</td>
</tr>
</tbody>
</table>
Table 8 provides information about the distribution of marks in the different components. This table shows the distribution of the scores of candidates in terms of percentiles. For example, Table 8 shows that the top 25% of candidates obtained a score of 83 or higher in Maltese, 79 or higher in English and 88 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 76 or less in Maltese, 70 or less in English and 75 or less in Mathematics. The bottom 25% of the candidates scored 67 or less in Maltese, 59 or less in English, and 55 or less in Mathematics.

Table 8: National Results of the End of Primary Benchmark 2013 - Percentiles by Component

<table>
<thead>
<tr>
<th>Components (Percentage Weightings)</th>
<th>Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Il-Malti</td>
<td></td>
</tr>
<tr>
<td>It-Tahdit (20%)</td>
<td>11</td>
</tr>
<tr>
<td>Is-Smigħ (20%)</td>
<td>12</td>
</tr>
<tr>
<td>Il-Qari (30%)</td>
<td>12</td>
</tr>
<tr>
<td>Il-Kitba (30%)</td>
<td>7</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>40</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Speaking (20%)</td>
<td>9</td>
</tr>
<tr>
<td>Listening (20%)</td>
<td>10</td>
</tr>
<tr>
<td>Reading (30%)</td>
<td>11</td>
</tr>
<tr>
<td>Writing (30%)</td>
<td>7</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mental (20%)</td>
<td>6</td>
</tr>
<tr>
<td>Written (80%)</td>
<td>17</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 9 on page 12 provides comparative data on the performance of female and male candidates in the different components. For example, the middle 50% (from the 25th to the 75th percentile) of girls fared better than the middle 50% of boys in Maltese. Scores ranged from 70 to 84 for girls compared to 64 to 82 for boys. In English, girls also scored higher than boys with scores ranging from 62 to 80 for girls compared to 56 to 78 for boys. In Mathematics, the range of marks for girls and boys was very similar. Marks ranged from 56 to 87 for girls and from 54 to 89 for boys.

In Maltese, the top 25% of girls scored 84 or higher whilst the top 25% of boys scored 82 or higher. In English, the top 25% of girls scored 80 or higher whilst the top 25% of boys scored 78 or higher. In Mathematics the top 25% of girls scored 87 or higher whilst the top 25% of boys scored 89 or higher.
In Maltese the bottom 25% of girls scored 70 or lower whilst the bottom 25% of boys scored 64 or lower. In English, the bottom 25% of girls scored 62 or lower whereas the bottom 25% of boys scored 56 or lower. In Mathematics, the bottom 25% of girls scored 56 or lower whereas the bottom 25% of boys scored 54 or lower.

Similar comparisons are possible for the different components in the three subjects.

**Table 9: National Results of the End of Primary Benchmark 2013 - Percentiles by Gender**

<table>
<thead>
<tr>
<th>Component</th>
<th>Gender</th>
<th>Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Il-Malti: It-Tahdit (20%)</td>
<td>Female</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
</tr>
<tr>
<td>Il-Malti: Is-Smigh (20%)</td>
<td>Female</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>12</td>
</tr>
<tr>
<td>Il-Malti: Il-Qari (30%)</td>
<td>Female</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>11</td>
</tr>
<tr>
<td>Il-Malti: Il-Kitba (30%)</td>
<td>Female</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>6</td>
</tr>
<tr>
<td>Il-Malti: Total (100%)</td>
<td>Female</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>37</td>
</tr>
<tr>
<td>English: Speaking (20%)</td>
<td>Female</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>9</td>
</tr>
<tr>
<td>English: Listening (20%)</td>
<td>Female</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
</tr>
<tr>
<td>English: Reading (30%)</td>
<td>Female</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
</tr>
<tr>
<td>English: Writing (30%)</td>
<td>Female</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>6</td>
</tr>
<tr>
<td>English: Total (100%)</td>
<td>Female</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics: Mental (20%)</td>
<td>Female</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics: Written (80%)</td>
<td>Female</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics: Total (100%)</td>
<td>Female</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>22</td>
</tr>
</tbody>
</table>
Performance in the End of Primary Benchmark 2013

The figures on the following pages present a series of cumulative frequency curves which give a visual representation of the performance of candidates in the different components. These figures are built on the data presented in Table 8 (page 11).

These cumulative frequency graphs provide information on each candidate’s mark in comparison to the marks obtained by the whole cohort.

The graphs for the different Maltese components show that candidates obtained their lowest marks in the writing component. This conclusion emerges from the graph in Figure 4. Schools need to work on improving the candidates’ writing skills as recommended in the Maltese performance report (page 22).

The graphs for the different English components show similar results to Maltese, with candidates obtaining their lowest marks in the writing component. This conclusion emerges from the graph in Figure 8. Schools need to work on improving the candidates’ writing skills as recommended in the English performance report (page 32).

The graphs for the mental and written Mathematics components show that overall candidates scored higher marks in the mental than in the written component. Schools are advised to read the Mathematics performance report (page 40) for more information.
Figures 1 and 2 below can be used to calculate the percentage of candidates who obtained a particular score in the Maltese speaking (Figure 1) and listening (Figure 2) components. For example, a student who obtained 12 out of 20 marks in the Maltese speaking component falls within the bottom 10% of the student population (Figure 1). A student who obtained 14 out of 20 marks in the Maltese listening component falls approximately within the bottom 15% of the same population (Figure 2).
Figures 3 and 4 below show the percentage of candidates who obtained a particular score in the Maltese Reading with Understanding (Figure 3) and the writing (Figure 4) components. For example, a student who obtained 22 out of 30 marks in the Maltese Reading with Understanding component falls approximately within the bottom 40% of the student population, whereas a student who obtained 20 out of 30 marks in the writing component falls approximately within the top 35% of the same population.
Figures 5 and 6 below can be used to calculate the percentage of candidates who obtained a particular score in the English speaking (Figure 5) and listening (Figure 6) components. For example, a student who obtained 12 out of 20 marks in the English speaking component falls within the bottom 15% of the student population (Figure 5). A student who obtained 17 out of 20 marks in the English listening component falls approximately within the top 40% of the same population (Figure 6).
Figures 7 and 8 below show the percentage of candidates who obtained a particular score in the English Reading with Understanding (Figure 7) and writing (Figure 8) components. For example, a student who obtained 24 out of 30 marks in the English Reading with Understanding component falls approximately within the top 20% of the student population, whereas a student who obtained 16 out of 30 marks in the writing component falls approximately within the top 50% of the same population.
Figures 9 and 10 below show the percentage of candidates who obtained a particular score in the Mathematics mental (Figure 9) and written (Figure 10) components. For example, a student who obtained 12 out of 20 marks in the Mathematics mental component falls approximately within the bottom 20% of the student population, whereas a student who obtained 70 out of 80 marks in the written component falls approximately within the top 20% of the same population.
Figure 11 above shows that approximately 50% of the student cohort obtained 75 marks or less whilst 10% of the cohort obtained 50 marks or less in Maltese. Figure 12 below shows that approximately 50% of the students scored 70 marks or less in English. In total, about 10% of the student cohort obtained 45 marks or less.
Figure 13 above shows that in Mathematics approximately 10% of the student cohort obtained 30 marks or less whilst approximately 20% of the cohort obtained 50 marks or less.
4. **Performance Reports**

This section presents the performance reports of the three subjects included in the End of Primary Benchmark 2013. These reports are intended for classroom use as they provide valuable feedback that informs the teaching and learning processes. For Maltese and English, feedback is given on the four components: speaking, listening, reading with understanding and writing whereas for Mathematics feedback is given on both the mental and written papers.
4.1 Il-Malti

A. Dahla


L-edukatur jista’ juża r-riżultati tal-`Benchmark` biex jirfina t-tagħlim tieghu.

B. Ħarsa ġenerali fuq il-`Benchmark` tal-Malti tal-2013

It-taqsimiet tal-`Benchmark` tal-Malti tal-2013 u t-tqassim ta’ marki minn marka globali ta’ mija kienu hekk:

1. It-Tahdit - 20% tal-marka globali
2. Il-Fehim mill-Qari - 30% tal-marka globali
3. Il-Fehim mis-Smigh - 20% tal-marka globali
4. Il-Kitba - 30% tal-marka globali


Il-bord ħadem il-karti fuq dawn il-principji:

- Il-kitbiet kollha li jidhru jkunu oriġinali.
- Ikun hemm gradazzjoni fil-mistoqsijiet.
- It-testi kollha, fosthom ir-rittatri, ma joffendu lil ħadd.

Č. Kummenti u analiżi ta’ kull komponent tal-`Benchmark`

Fit-taqsim ġejja se nħarsu fid-dettall lejn kull komponent u tahriġ li kien hemm fil-`Benchmark` tal-Malti.

Č1. It-Tahdit

Dan il-komponent kien fih erba’ taqsimiet:

1. **It-Thejjija (minuta, bla marki):** Din il-parti kien fiha sett ta’ mistoqsijiet ġenerali. Ghalija ma nghatawx marki u ntużat biex l-istudenti joqoghdu ftit u jibdew iħollu Isienhom.


3. **Stampa Wahda (3 minuti):** F’din il-parti l-interlokutur wera stampa wahda u kull student intalab iwieġeb sett ta’ mistoqsijiet marbutin magħha.
4. **Stampi dwar Tema (3 minuti):** F’din it-taqsim ma l-istudenti ntwerew stampa kbira u disa’ stampi żgħar. L-istudenti ntalbu jaqbdu stampa, jghidu jekk din ghandhiex x’taqsam mal-kbira, u jaghtu raġuni.

L-interlokuturi ghamlu l-mistoqsijiet taghhom skont l-iskript. Kull sessjoni damet 10 minuti. Dawn huma kummerenti mogħtija minn xi interlokuturi:

**It-Thejjija:** Xi studenti ma hassewhomx kunfidenti jiwieġbu mistoqsijiet fuq suġġetti hfief u marbutin ma’ ħajjithom.


**Stampa Wahda:** Xi studenti batew meta ġew biex jghidu x’qed jaraw fl-istampi li ntwerewlhom u whud batew meta ntalbu jiwieġbu mistoqsijiet fejn kien mistenni jghidu x’jahsbu, jaghtu opinjoni, u jkunu ipotetiċi.

**Stampi dwar Tema:** Kien hemm studenti li ma kinux kapaċi jsostnu l-għażla tagħhom b’raġunijiet validi, kif ukoll studenti li ma kinux prećiżi fl-għażla ta’ kliem li użaw.

**Kummenti ġenerali dwar it-Taḥdit**

Xi studenti użaw espressjonijiet bl-Ingliż u qalu *Good morning* u *Thank you*. Għalkemm dawn huma forom tajbin ta’ etikett, madankollu fit-taḥdit bejn il-Maltin, huwa mistenni li jintużaw l-espressjonijiet Maltin.

Bosta interlokuturi ġibdulna l-attenzjoni wkoll li xi studenti użaw kliem, fosthom in-numri, il-kuluri u x-xħur bl-Ingliż flok ma użawhom bil-Malti.

**Č2. Il-Fehim mis-Smigh**


Fl-ewwel tliet tahriġiet l-istudenti ntalbu jimmarkaw biss filwaqt li fl-ahhar tahriġ intalbu jimlew kelma wahda fil-voit. L-istudenti ma ġewx penaltizzati ġhal nuqqasijiet bażiċi tal-ortografija, imma ġew penaltizzati kull darba li naqsu minn wahda minn dawn:

- Kitbu kliem li ma jingharafx;
- Kienu grammattikament skorretti;
- Bil-mod kif kitbu l-kliem biddlu tifsirietu;
- Il-kliem li kitbu ma kienx jaghmel sens fil-binja tas-sentenza.

---

Performance Reports
Dawn huma xi kummenti tal-markaturi dwar dan il-komponent:

**L-Ewwel Silta (kwarta)**

L-ewwel silta kienet avviż. L-istudenti ntalbu jwieġbu sett ta’ mistoqsijiet f’żewġ tahriġiet.

**Tahriġ A:** L-istudenti ntalbu jimmmarkaw it-tweġiba t-tajba u kull darba kellhom tliet ghażliet: veru, falz jew ma ssemmiex. Xi studenti ghadhom ihalltu l-falz ma’ ma ssemmiex.

**Tahriġ B:** L-istudenti ntalbu jifformaw sentenzi minn żewġ kolonni, skont is-sens tas-silta. Xi studenti ma qabblux tajjeb iż-żewġ frażijiet fil-kolonni skont is-sens tas-silta.

**It-Tieni Silta (kwarta)**

It-tieni silta kienet konverżazzjoni u l-istudenti kellhom iwieġbu sett ta’ mistoqsijiet f’żewġ tahriġiet.

**Tahriġ A:** L-istudenti ntalbu jimmarkaw it-tweġiba t-tajba. Xi studenti thawdu fl-idjoma li nghataw. L-idjoma nghatat fis-silta.

**Tahriġ B:** L-istudenti ntalbu jimlew il-vojt skont is-sens tas-silta. Xi studenti ma qrawx l-istruzzjoni sew u ghal kemm intalbu jimlew b’kelma wahda, kien hemm min ta’ żewġ kemm li, ghal kemm kienu jagħmel sens, it-tweġiba kellha tingħadd mal-hżiena xorta wahda.


Xi studenti ma qrawx is-sentenza sħiħa u meta dahlhu l-kelma n-nieqsa fiha, is-sentenza ma ġietx tagħmel sens. Eżempju: 4. *Il-kuccier rikkeb lil Ryan u lil ommu bil-karozzin*. Minhabba li fis-sentenza hemm il-partiċella *bil-karozzin* (u mhux *fuq il-*) il-kelma n-nieqsa ma setghetx tkun rikkeb, imma *wassal / ha / akkumpanja / tella’ / niżzel*.


**Kummenti ġenerali dwar il-Fehim mis-Smigh**


**Č3. Il-Fehim mill-Qari**

Il-komponent tal-qari kien fih żewġ taqsimiet. L-ewwel taqsima kien fihaattività qasira tal-qari u t-tieni taqsima kien fiha silta ta’ 500 kelma b’sett ta’ mistoqsijiet magħluqin u miftuħin fuqha. L-istudenti ntalbu jlestu dan il-komponent f’50 minuta, filwaqt li dawk li kellhom l-arrangements ingħataw 30 minuta aktar.
Dawn huma xi kummenti tal-markaturi:

**L-Ewwel Taqsima**

L-istudenti ntalbu jwieġdu mistoqsijiet miġburin fi tliet tahriġiet fuq erba’ riklami.

**Tahriġ A:** L-istudenti ntalbu jaqtgħu sing taht it-tweġiba t-tajba. Numru ta’ studenti żbaljaw fit-tielet mistoqsija. Jidher li ma nxewx skont is-sens tar-riklama li nghata iżda wieġbu x’hasb u huma. Xi studenti żbaljaw fir-raba’ mistoqsija. Huma ntalbu jagħżlu bejn tliet kelmiet u kellhom jibbażaw l-għażla tagħhom fuq il-preċiżjoni tat-tifsira.

**Tahriġ B:** L-istudenti ntalbu jqabblu frażi m’oħra biex jiffurmaw sentenzi skont is-sens tar-riklami. Xi studenti żbaljaw fit-tqabbil ta’ xi frażijiet. Kien hemm min ħaseb li huwa biżżejjed li jgħaqqad frażi ma’ oħra u joħloq sens tajjeb bil-Malti, mingħajr ma ta kas tas-sens proprju tar-riklami.

**Tahriġ Ċ:** L-istudenti ntalbu jimlew il-vojt bil-kelma t-tajba. Xi studenti ma tawx tweġiba preċiż. Ngħidu aħna, uħud żiedu nn rajhom l-artiklu mal-isem proprju Puliti. Kien hemm bosta oħrajn li semmew l-ism proprju mingħajr ma bdew b’ittra kbira.

**It-Tieni Taqsima**

**Tahriġ A:** F’din it-taqsima l-istudenti ntalbu jwieġdu sett ta’ mistoqsijiet fuq test informativ. It-test kien maqsum f’żewġ partijiet u b’kollox l-istudenti kellhom tmintax-il mistoqsija, sebgħa minnhom tal-grammatika.

Mistoqsija 1. Xi studenti taw aktar minn raġuni wahda.
Mistoqsija 2. Xi studenti ma fehmux sew il-mistoqsija sib u ikteb. Kien hemm min kiteb is-sentenza shiha, jew ta verżjoni tieghu tal-espressjoni li kellu jikkopja mit-test.
Mistoqsija 3. Xi studenti ma fehmux sew id-differenza bejn *kien se jitlef hajtu u miet.*
Mistoqsija 4. Xi studenti ma tawx ir-raġuni t-tajba ghax ma qrawx sew il-paragrafu kollu.
Mistoqsija 5. Xi studenti ma kinu preċiżi fit-tweġiba ta’ referenza. F’hafna każijiet l-istudenti dehru li kienu jafu t-tweġiba imma tilfu l-marki minħabba n-nuqqas ta’ preċiżjoni.

**Tahriġ B:**

Mistoqsija 3. Xi studenti ma fehmux l-idjoma fuq rasna. Uhud kitbu fuq *id-dażra / fuq is-shab* u ohrain reġghu kitbu fuq *rasna.*
Mistoqsija 5. Xi studenti ma jafux in-numri. Xi whud wieġbu *mija / miet / mit / mija sena / mija l-sena.*


**Tahriġ Ċ:**


**Kommenti ġenerali dwar il-Fehim mill-Qari**


**Ċ4. Il-Kitba**

Il-komponent tal-kitba kien fih żewġ taqsimiet. L-ewwel taqsim kien fihaattività ta’ kitba qasira u t-tieni kienetattività ta’ kitba twila, flimkien mal-pjan taghha. L-istudenti ntalbu jlestu dan il-komponent f’siegħa.

Dawn huma xi kummenti tal-markaturi:

**L-Ewwel Taqsim**

F’din it-taqsim l-istudenti ntalbu jiktbu avviż ta’ bejn 50 u 60 kelma.

**Tahriġ A:**

Xi studenti kitbu l-avviż fil-passat, waqt li ohrajn kitbu avviż ta’attività li kellha ssir dakinar stess. Xi studenti ntilfu f’dettalji mhux importanti (eż. Se jkun hemm pizza, pastizzi, sausage rolls, zalzett, hobż bit-tomn. Drinks se jkun hemm Coca, Seven Up, Kinnie, Fanta u aktar) biex hallew barra dettalji essenjali, jiġifieri, id-data, il-hin u fejn se ssir l-attività. Xi studenti taw tagħrif irrelevanti jew hażin ghalkollox. Hekk, nghidu aħna, wiehed student kibeb: L-attività tal-Karnival se ssir fil-25 ta’ Diċembru.
**It-Tieni Taqsima**

Din it-taqsima kellha żewġ partijiet: il-kitba ta’ pjan ta’ djalogu u l-kitba ta’ djalogu.

**Il-pjan:** Xi studenti kkupjaw kelma b’kelma l-ghajnuniet li nghatawilmhom fil-karta. Studenti oħrajn kitbu l-abbozz tad-djalogu, u meta ġew biex jiktib d-djalogu proprju, ikkupjaw l-abbozz. Xi studenti hażżew suriet li ma jinffehumx.

**Id-djalogu:** Xi studenti kitbu komponent normali, folq djalogu, u l-kitba tagħhom qasmuha f’paragrafi. Xi studenti dħahlu narratur u l-partijiet tiegħu kienu ħafna itwal mill-partijiet l-oħra. Xi studenti kitbu djalogu qasir ħafna, b’inqas kliem milli kien mitlub waqt li oħrajn ġjar ħarġu barra mis-suggest."n

**Kummenti ġenerali dwar il-Kitba**


L-istudenti ġew penalizzati ghall-iżbalji grammatikali u ortografiċi.


Kien hemm oħrajn li halltu l-Ingliż u l-Malti: *canari flok kanarin, colouri flok kuluri, kostume flok kostum, Junu flok Ġunju, hadt ghost flok hadt gost*  

L-istudenti li ġamalu dawn l-iżbalji ġew penalizzati.

**Implikazzjonijiet ghat-Tagħlim**

**It-Tahdīt**

- L-ghalliema ghandhom jishqu fuq l-espressjonijiet ta’ etikett bil-Malti waqt it-tahdīt bejn il-Maltin, bhal, nghidu ġinna: Boņgu / L-għodwa t-tajba, il-waranożinhar it-tajjeb, il-ġurnata t-tajba, jekk jogħbok, grażzi, m’hemmx imniex / Xejn, evviva / Il-Bambin miegħek, skużi / skużani / niskuża ruħi, saħħa / ċaw, u oħrajn ...
- Ghandu jinghata aktar hin u spazju lill-istudenti biex jittellmu u jiddiskutu bejniethom, ma’ individwi, u ma’ udjenzi differenti.
L-għalliema għandhom jishqu li fid-diskors, kliem bħal chewing gum, computer u telephone għandu jintera b’mod naturali mill-kellijema, minhabba li dak huwa kliem li integra ruhu fi lsienna, u m’hemmx kliem iehor floku bil-Malti.

L-istudenti għandhom jiġu mharrga li waqt li jkunu qed jithaddtu bil-Malti għandhom joqogħdu lura milli jużaw kliem jew espressjonijiet b’xi lingwa ohra.

Ghaldaqstant, meta jkunu qed jittikellmu bil-Malti, sew b’mod formali kif ukoll b’mod informal, il-partijiet tal-ġisem, in-numri, il-kuluri, l-istaġuni, ix-xħur u l-гранet tal-ġimgħa għandhom jingħadu dejjem bil-Malti.

L-għalliema huma mudelli ħajjin tal-lingwi mal-istudenti u għalhekk għandhom juruhom li kemm jista’ jkun, meta jkunu qed jittikellmu bil-Malti, jużaw kliem u espressjonijiet Maltin biss.

L-għalliema jeħtieġ li jiċċagt lill-istudenti b’mistoqsijiet li jitolbu raġuni u jghinuhom jibqgħu konstanti mat-tweġibiet/taghrif li jkunu taw. L-istudenti għandhom jinharrgħu aktar b’sitwazzjonijiet ipotetiċi u jasaqsuhom mistoqsijiet bil-kelma kieku.


L-għalliema għandhom jaghmlu aktar mistoqsijiet miftuħin li jitolbu l-opinjoni, ipoteżi, u raġuni/jiet. Dan jista’ jsir billi l-istudenti jingħataw tahrīq spesifiku li jintalbu jesprimu ruhom tajjeb, skont is-sitwazzjoni, bi kliem preċiż u b’espressjonijiet xierqa.


Il-Fehim mis-Smigh

L-għalliema tal-ahħar snin tal-Primarja għandhom iħarrgħu aktar lill-istudenti fuq mistoqsijiet li jitolbuhom jiddistingwu bejn xi haġa li waqt storja ma tkunx issemmit u xi haġa li tkun issemmit imma ma tkunx minnha.

L-istudenti għandhom jaghtu t-tweġibiet skont is-sens tas-silta, mhux iwieġbu skont dak li jahsbu huma.

L-istudenti importanti li jiħmu l-idjomi u l-espressjonijiet skont il-kuntest, kemm meta jkunu miktubin, kif ukoll waqt id-diskors.

Jehtieġ li l-istudenti jaqraw, jifħmu u jwieġbu skont l-istruzzjonijiet li jinghatawlhom.
L-ghalliema ghandhom jishqu aktar fuq il-preċiżjoni meta l-istudenti taghhom jkunu qed iwieġbu l-mistoqsijiet; icket u icket meta jintalbu jwieġbu b’kelma wahda biss. Iridu jaqraw is-sentenza shiha, u mhux jaqbd u jimlew il-vojt bla ma jaghtu kas x’hemm qabel u wara. Hekk jassiguraw ruħhom li l-kelma li jkunu dahhlu tkun taghmel sens mal-bqija tas-sentenza.


Il-Feiħim mill-Qari

L-istudenti jridu jitharrġu biex f’kull tahriġ tal-feiħim jimxu dejjem mat-taghrif li jingħatalhom fit-test, u mhux iwieġbu skont dak li jahsbu huma.

L-ghalliema ghandhom jishqu aktar fuq il-preċiżjoni tal-vokabularju.

Ghandu jinghata tahriġ lill-istudenti fuq kif iwieġbu b’mod xieraq il-mistoqsijiet li jingħatalhom biex (i) jifhmu sew it-test, u (ii) jirriflettu qabel jiktbu. Bi ftit aktar reqqa setghu ġew evitati ghadd ta’ żbalji.


L-ghalliema ghandhom jishqu aktar mal-istudenti fuq xi tfisser sib u ikteb. Barra minn hekk ghandhom jinsistu wkoll biex meta l-istudenti jintalbu jaghtu frażi jew espressjoni (i) jiktbu lilha biss, mhux is-sentenza kollha li tkun fiha, u (ii) jikkupjawha bla żbalji.

L-istudenti ghandhom bżonn aktar tahriġ fejn jintalbu jagħżlu tweġiba wahda korretta f’sett ta’ tweġibiet ohra li jkunu jixxiebhu. Dan it-tahriġ iquanqalhom ikunu aktar preċiżi fit-tweġibiet taghhom.


L-ghalliema ghandhom jinq Dew b’aktar mistoqsijiet ta’ referenza. It-tweġibiet ghandhom ikunu eżatti.


Ghandu jinghata tahriġ lill-istudenti fejn jidentifikaw aspetti grammaticali (skont is-sillabu uffiċjali tal-Malti) minn ghadd ta’ testi, fittizji u reali, kemm miktuba jew bil-fomm.
L-istudenti ghandhom jitghallmu jesprimu ruhhom tajjeb u konċiż, bil-fomm u bil-kitba. Minn xi tweeġibiet li nghataw deher li l-istudenti kienu jafu xi tfisser l-espressjoni, imma weħlu meta prruvaw ifissruha bil-kitba.

L-ghalliema ghandhom iharrġu aktar lill-istudenti biex jidentifikaw il-vantaġġi u l-iżvantaġġi ta’ argomenti partikolari ta’ testi differenti.


L-istudenti ghandhom jingħataw aktar tahrir fejn isibu l-mamma u l-gherq ta’ verbi differenti, fosthom dawk li ghandhom l-gh u l-h.

L-ghalliema, sa mill-ewwel sena tal-Primarja, ghandhom jishqu fuq l-ittri tal-alfabett Malti u jghallmu lill-istudenti jiktbuhom kif suppost.

L-ghalliema għandhom iharrġu iktar lill-istudenti kif iwieġbu mistoqsijiet li jitolbu identifikar. L-ghalliema għandhom jagħmlu tahrir bhal dan f’kull fehim mill-qari li jagħtu. L-ghalliema għandhom jishqu li t-tweġibiet li jagħtu t-tfal għandhom ikunu miktubin b’Malti tajjeb u li jagħmel sens.


L-ghalliema għandhom jishqu mal-istudenti li huma għandhom jużaw il-lingwa korrettament dejjem u f’kull każ, kemm bil-kitba u kif ukoll bil-fomm. F’kull tahrir li jagħtu l-ghalliema għandhom jijbda l-attenzjoni lill-istudenti fuq is-sens li jiktbu bih. Il-Malti li jiktbu bih ghandu jkun tajjeb u sabih.

Il-Kitba

L-ghaliema għandhom ikomplu jinsistu mal-istudenti li għandhom jaqraw l-istruzzjonijiet sew u jimxu skonthom.

L-istudenti għandhom jitharrġu jiktbu ġeneri ta’ kitba differenti.


L-istudenti għandhom jevitaw kemm jista’ jkun kliem imqassar u simboli. Għandhom jevitaw ukoll kliem u frażijiet b’xi lingwa ohra.
- Students have various types of assignments, if real, we will discuss this with different departments and institutions.

- Students need to be informed about assignments that will suit them better with additional information. The latter is essential in helping students to better understand their tasks. Students should be given the opportunity to improve their skills in subjects they are interested in (fosthom, fl-Istudji Soċjali) and apply Malti for all. At this level, students need to express their ideas in real Malti.

- The draft can be written in different ways. Teachers should help students to write their drafts in the next primary year. The latter have to be presented in Malti in accordance with the curriculum.

- Students observe the draft and the different dialogue. Teachers should help students to participate in the narration with them.

- Teachers should help students, both in terms of Malti, so that they can express their ideas in specific subjects they are interested in.
4.2 English

A: General comments about the Benchmark papers

The 2013 English End of Primary Benchmark consisted of four assessment papers, each focusing on a language component. The candidates’ ability to speak English was tested in the Speaking component. The Listening and Reading with Understanding components assessed the candidates’ comprehension skills, while the Writing component evaluated the candidates’ linguistic competence and writing skills.

The weightings of marks were distributed as follows:

1. SPEAKING – carrying 20% of the global mark
   (The tests were prepared by the paper setters’ panel and administered by teachers).

2. LISTENING – carrying 20% of the global mark
   (The procedures were recorded professionally on CD.)

3. READING WITH UNDERSTANDING – carrying 30% of the global mark
   (The texts and questions were recorded for the first time this year for access arrangement purposes).

4. WRITING – carrying 30% of the global mark

When planning and designing the components, the panel avoided using gender and / or racial bias and promotional material in the illustrations and in the audio and written texts set. The authentic texts were adapted to suit the competence level of the age-group. The length of written texts was based on the predetermined recommendations in the End of Primary Benchmark Guidelines 2013. The pictures used for the speaking and reading with understanding components were carefully selected to ensure their relevance to the life experience of the age-group.

Great care was taken to produce recordings of good quality for the Listening Component, so that candidates would follow the instructions, texts and questions without any difficulty. Moreover, the Board set graded tasks in the different components of the Benchmark so that the papers would cater for the widest possible range of ability within the age-group.

The following section of the report focuses on the candidates’ performance and gives detailed reference to the different levels of attainment in the items set in the four components.

B: Comments regarding the candidates’ performance

B1: The Speaking Component

20% of the global mark; time allotted – 10 minutes

Assessment of candidates’ oral competences was school-based. The tasks included 15 tests composed of the Warmer; the Interview; Compare and Contrast and Inverted Interview. The following is a brief breakdown of each task:
Task 1: The Warmer  
**Time allotted: 1 minute**

The Warmer was not assessed. The purpose of the task was to help the candidates feel at ease so that they could perform at their best. The questions were simple and candidates could be prompted if they hesitated.

Task 2: The Interview  
**Time allotted: 3 minutes**

The Interview assessed the candidates’ ability to narrate, describe and give opinions about two topics. A number of questions were set for the following topics: the weather, free time and entertainment, places, school activities, school life, helping at home, sports, food and drink, you and others, pets and animals, and the environment.

Task 3: Compare and Contrast  
**Time allotted: 3 minutes**

Two pictures were presented for candidates to compare and contrast. The candidates took turns to answer set questions about each pair of pictures, focusing on the similarities and differences of the items presented.

Task 4: Inverted Interview  
**Time allotted: 3 minutes**

The candidates had to ask questions about a picture helped by prompts. They had to look carefully at the picture and ask questions about the different aspects it portrayed or suggested, such as the location, the event, and the relationship between the people.

Tasks 2, 3 and 4 assessed the candidates’ range of vocabulary (0 - 5 marks); range of grammatical structures (0 - 5 marks); fluency and interaction (0 - 4 marks); task achievement (0 - 2 marks); pronunciation, intonation and stress (0 - 2 marks). Tasks 3 and 4 also assessed the candidates’ use of appropriate qualifiers to describe points of comparison and contrast, and question formation (0 - 2 marks).

Most of the candidates did generally well in the Speaking Component.

**B2: The Listening Comprehension Component**  
20% of the global mark; time allotted – 30 minutes

Markers deemed the questions in the Listening Component to be very suitable for the age-group. The comments that follow give an overall view of the listening tasks, highlighting the candidates’ strengths and weaknesses.

Listening Task 1  
Candidates had to listen to two dialogues between a policewoman and a pedestrian. In each conversation, the policewoman helped the pedestrian by giving him/her directions to a specific location.
Questions 1 to 8
Candidates had to answer multiple-choice questions by underlining the correct word or phrase in the brackets.

The task was graded with four questions set at a low level of difficulty and four at a medium level of difficulty. The task assessed the candidates’ ability to listen for specific information, understand key words, follow a sequence, deduce meaning from context and infer from context.

Most of the questions were within the candidates’ ability and a high proportion of candidates accomplished this task. However, questions 7 and 8 proved to be quite challenging for some candidates. Candidates, who found difficulties with question 7 did not follow the sequence of the directions and underlined “chemist’s” instead of “stationer’s”. A few candidates failed to recognise the synonym of “near”, “next to”, in the options given in question 8 and lost the mark.

Listening Task 2
The second text was a monologue where Nicole recalled her visit to two cities in Italy.

Questions 1 a-e
Candidates had to listen to statements and tick True, False, or No Information Given. One item was set at a low level of difficulty, two items at a medium level of difficulty and two items targeted the high-ability candidates. The exercise assessed the candidates’ ability to understand spoken text, listen for specific information, understand key words and infer from context. The majority of candidates were able to successfully complete this task. However, a few confused False with No Information Given and lost marks.

Questions 2 a-d
This exercise was made up of multiple-choice questions where the candidate had to underline the correct word or phrase in the brackets. Two items were set at a low level of difficulty, one item at a medium level of difficulty and one item at a high level of difficulty. In this exercise candidates had to demonstrate that they could listen for specific information, understand key words, recognise cohesive devices and infer from context. Most candidates fared well in this exercise but some did not associate “travelled around … on foot” in question 2d with “walked” in the text and underlined an incorrect option.

Question 3 a-b
Exercise 3 consisted of two sentences with multiple-choice options. The candidates had to tick to show the correct phrase. One item was set at a medium level of difficulty and the other at a high level of difficulty. The exercise assessed the candidates’ ability to infer from context and make use of cohesive devices. Many candidates found this exercise quite challenging.

Question 4 a-c
Exercise 4 required candidates to complete sentences set at a high level of difficulty. Candidates responding correctly to the set questions were able to understand key words, deduce meaning from context and make inferences. However, most of the candidates found this task challenging. Candidates, who failed to insert a suitable word in item 4a, wrote words like “people” or “squares” showing that they had not understood the meaning of “traffic-free streets”. In questions 4b and 4c, many candidates found it difficult to interpret context clues when listening to the text and to identify a suitable word from their repertoire of vocabulary to complete the sentences.
B3: The Reading with Understanding Component
30% of the global mark; time allotted – 50 minutes

Markers considered the reading texts very suitable for the age-group. They also commented that the reading comprehension questions were graded.

The texts of the first reading comprehension, three children’s book blurbs, helped to engage the candidates in reading a familiar text type and answering related comprehension questions. The second reading comprehension, which included episodes from the life of Amelia Earhart, presented candidates with a creative non-fiction text, divided in two sections. The questions were set at different levels of difficulty and the tasks were well-graded. The questions assessed a range of comprehension skills. They were generally clear and the text included the relevant information to answer them.

The focus of the assessment was reading with understanding. Spelling, punctuation and grammar mistakes were not penalised as long as the responses showed that the candidate had sufficiently understood the text and as long as the marker could get the gist of what the candidate was trying to say.

Candidates, who had well developed skills as readers, did well in this component. They were able to engage with the texts and answer all or most of the questions correctly. Candidates, who had not mastered reading comprehension skills, did poorly in this component.

The comments that follow give an overall view of the reading comprehension questions, highlighting the candidates’ strengths and weaknesses.

Reading Comprehension 1
The candidates had to read the blurbs carefully and answer the set tasks. These consisted of underlining the correct answer in a multiple-choice exercise, reading statements and writing True (T), False (F) or No Information Given (N), and completing sentences.

The exercises were set at a low to medium level of difficulty and assessed the candidates’ ability to follow written instructions, identify main ideas and key words, deduce meaning from context, use prior knowledge (including knowledge of vocabulary and print conventions), locate specific information, and infer from context.

Questions 1 a-f
In the multiple-choice task, three questions were set at a low level of difficulty and three at a medium level of difficulty. The majority of candidates did well in this task. Some candidates ignored the negative “no” in the text and underlined “ordinary” instead of “extraordinary” in item 1b.

Questions 2 a-d
In exercise 2, three questions were set at a low level of difficulty and one at a medium level of difficulty. Some of the candidates did not read the title of Marie Smith’s book which referred to other stories and wrote T instead of F in item 2b.

Questions 3 a-b
In exercise 3, questions were set at a medium level of difficulty. When completing the sentence with information taken from the text, some candidates lost the mark in question 3b because they gave an incomplete answer, writing “mysteriously” instead of “mysteriously taken away”.
Reading Comprehension 2

Section 1
Candidates had to read the first section of the text, and answer the set questions.

The questions, which were balanced and set at a low, medium and high level of difficulty, targeted the candidates’ ability to locate specific information, use prior knowledge, deduce meaning from context and infer from context.

Many candidates answered questions 1, 2 and 6 correctly. Some candidates found it difficult to write how the nickname “Nicey” suited Uncle Carl in their answer to question 3, associating the name with nice as “attractive” rather than nice as “kind and thoughtful”. In question 4, some candidates wrote the noun “cruel” as the opposite of “cared for” instead of the correct verb “abused”. Some candidates failed to connect Amelia’s love for animals to how upset she felt when an animal was abused, and simply reproduced part of question 5.

Section 2
Candidates had to read the second section of the text, and answer the set questions.

The questions were set at a medium and high level of difficulty. Candidates had to follow written instructions, locate specific information, use prior knowledge, and respond to literal and inferential questions.

Most of the candidates gave suitable answers to questions 8, 10, and 11. Questions 7 and 9 posed difficulties and candidates lost marks because they did not read between the lines and only gave the literal answer.

Questions on the whole passage
Candidates had to engage with both sections of the text to answer the questions set. The questions were set at a medium level of difficulty and candidates had to follow written instructions, locate specific information and follow a sequence.

Some candidates encountered difficulties in question 13, failing to follow the sequence of events in the passage and to give due importance to the time reference in the passage. In questions 12 and 14, candidates, who did well earned marks because they wrote the relevant information from the text in their responses.

B4: The Writing Component
30% of the global mark; time allotted – 60 minutes

The Writing component included writing a short note which carried 10 marks and writing an article about an event that carried 20 marks. The latter included planning for writing which was allocated 4 marks. In both writing tasks, two different content areas were given for candidates to choose one. As specified in the Benchmark Guidelines 2013, all the candidates were expected to produce the same text type in each writing task. Markers commented favourably on the suitability of the writing tasks for the age-group. They also remarked that the prompts given were helpful.

Each candidate’s linguistic competence and ability in performing the tasks impinges on the level attained in the writing tasks. These tasks assessed the candidates’ ability to plan their writing, write coherently and cohesively, write accurately, vary sentence structure, organise writing in paragraphs,
write for different purposes with a sense of audience, use task-appropriate presentational features, use a range of vocabulary effectively and write relevantly.

Markers regarded the planning exercise as suitable. Candidates, who did well, wrote relevant and detailed plans and used different strategies for planning. However, some candidates failed to produce an effective plan for writing. They either copied the title and the suggested prompts or wrote questions with very little detail.

Excellent writings were coherent, relevant and cohesive, characterised by syntactically complex sentences, accurate structures, spelling and punctuation, an excellent range of vocabulary effectively conveying the intended meaning and suitable style to fit the genre. Very poor scripts were marked by disjointed sentences, spelling and punctuation mistakes, very simple range of vocabulary and failure to adopt the appropriate style to fit the genre.

The following comments give an overall view of the writing tasks, highlighting the candidates’ strengths and weaknesses.

**Task 1 – Write between 50 and 60 words**

The first option was chosen by most of the candidates. Many candidates had a clear notion of what a “Car Wash” entails and selected information from the poster to write a note to ask a friend to join in helping the Sports Club. However, some candidates misinterpreted information given in the poster, thinking the helpers in the first poster were the ones who had to donate 5 euro a car; others ignored the reference to “popular band marches” in the poster of the second option and wrote about “local singers”.

Candidates, who did well in the first task, wrote concisely and effectively communicated the requested message to a friend. However, some candidates went over the word limit and wrote irrelevantly. Some ignored the rubric which specifically asked them to write a short note and instead wrote a long paragraph about the event with details reproduced from the poster.

Candidates who did poorly in this task could not express themselves well in writing. Some wrote in the past tense and the writing was characterised by too many spelling mistakes, wrong use of punctuation and misuse of prepositions.

**Task 2 – Write between 140 and 200 words**

In the second writing task candidates were given prompts that guided them to write an article. Candidates had to write an article either about an exhibition of crafts made by students for the school magazine or about an annual Pet Show in the village square for the Local Council newsletter. The candidates were familiar with the topics and the prompts given were very useful. The titles were both popular tasks and were successfully attempted by the majority of candidates. Some candidates excelled in their command of the English language. They used a good range of vocabulary and grammatically and syntactically correct sentences. Some writings were characterised by brilliant ideas, detailed descriptions and use of original comments to express personal opinions.

Some of the candidates, who chose the first option, gave very good descriptions of materials like felt, glass, mosaics, ceramics and origami. Others did not understand the meaning of “exhibition” and either gave instructions on how to make crafts or wrote about an “Open Day” eliminating crafts altogether and describing models of Science and History. Some ignored the keywords in the title
and focused on details suggested in the prompts – the people and the place; giving trivial information and ignoring the purpose of writing the article. In such cases, the writing lacked coherence.

Some of the candidates who chose the second option described tricks performed by the animals, writing about a “Circus Performance” rather than a “Pet Show”. A few misread the title and wrote about ‘a pet shop’. Others gave endless lists of animals that were in the show but found it difficult to describe the event. Some failed to use the correct style to fit the genre. Most wrote factual and descriptive narratives. However, some wrote exclusively personal narratives or used the letter format. These write-ups failed to achieve the task.

Candidates, who lost marks in the longer writing task, lacked the skills to develop an article effectively and wrote irrelevantly. Generally, their writings exceeded the stipulated number of words and were replete with incorrect and inconsistent tense usages, inaccurate sentence structures, spelling and punctuation errors or omissions, inappropriate use of memorised idioms, and wrong use of prepositions. These candidates had limited vocabulary and lacked paragraph writing skills and their writings were incoherent.

Implications for teaching and learning

- An effective approach to the teaching of English is one that integrates oracy, reading and writing skills. These skills can be developed in ways that engage learners through meaningful communicative and written contexts.

- Daily use of spoken English in class is encouraged. Teachers should consciously expose learners to meaningful oral language by expressing instructions, commands and explanations in a variety of appropriate and accurate ways. It is recommended that teachers use a range of stimuli to motivate and involve learners actively in asking questions purposefully. Learners should be encouraged to produce elaborate contributions with the help of prompts. It is essential to model proper use of a range of vocabulary and idiomatic language to help learners express themselves better, and to engage them in practising different functions of language such as discussing, comparing and contrasting, narrating, describing, and hypothesising.

- Class libraries and supplementary reading should include a range of reading material of different genres, including creative non-fiction as well as informational non-fiction. Discussion on read-aloud texts is ideal for modelling strategies to enhance understanding, including visualising, activating prior knowledge, predicting while reading, making inferences, justifying inferences, sequencing and retelling, and evaluating.

- Learners improve their writing skills through regular in-class opportunities to explore the use of writing for different audiences and purposes. Writing experiences that engage learners actively in the writing process help learners to develop their prewriting, drafting, editing and revising skills. These skills need to be enhanced during English writing lessons that focus on the learning outcomes of the syllabus. These lessons are ideally characterised by the active engagement of learners in writing tasks and the constant and dedicated support and encouragement of class teachers. As learners become confident users of English and are able to vary their writing to fit the genre they should be led to complete written tasks independently.
Learners should be encouraged to notice links between vocabulary items. They need to learn how words interact with other words in a dynamic way and how the same word can mean different things. They also need to learn to use connectors to link together isolated sentences and paragraphs into coherent texts. Opportunities should be given to learners to use new language in meaningful situations where they have control over the choice of vocabulary and grammatical structures.

Assessment of learners’ performance and progress in English can foster positive self-image and self-esteem and should be an integral part of teaching and learning the language. Evidence from on-going assessment should be used to inform planning for teaching so that learning experiences address learners’ needs.
4.3 Mathematics

A: General comments about the Benchmark papers

In the End of Primary Benchmark 2013, mathematical knowledge and skills, conceptual understanding and application in Mathematics were assessed through a Mental Paper and a Written Paper. The Mental Paper tested mental mathematics strategies. However candidates were not penalised when they resorted to written methods to support their reasoning. The Written paper tested the candidates’ competences across the four strands outlined in the Year 6 Mathematics Primary Syllabus, namely: Number and Algebra; Measures; Shape and Space; Data Handling and Problem Solving. The Written Paper gave credit to those candidates who were able to reason mathematically. It also rewarded those candidates who were able to solve non-routine problems (within the parameters of the syllabus) related to their everyday experience. Questions in both the Mental and the Written Papers also assessed the understanding of mathematical vocabulary which plays an integral role in the understanding and learning of Mathematics. In both papers, candidates had the opportunity to answer questions by applying any strategies, methods or procedures with which they felt most comfortable. A marking scheme was created which rewarded every attempt toward a solution.

The marks were distributed as follows:

1. MENTAL PAPER - carrying 20% of the global mark
2. WRITTEN PAPER - carrying 80% of the global mark

The examiners used a specification grid when drawing up the Mathematics Paper in order to ensure that the test items provide a representative sample of a range of syllabus outcomes and that the paper allows demonstration of performance across all levels in the performance scale. The candidates were therefore presented with a graded paper with questions that catered for a wide range of abilities. Each question was mapped against syllabus outcomes. The marks for each strand were distributed as follows:

- Number & Algebra 30% ± 2%
- Measures, Shape & Space 30% ± 2%
- Data Handling 5% ± 2%
- Problem Solving 35% ± 2%

In order to make the questions more accessible to candidates, the choice of pictures and diagrams used in the paper was given due consideration during the planning and designing phase. The examiners used simple and clear language in the wording of questions so that students understand what they were expected to do. Questions and parts of questions were sequenced in order of difficulty and allowed the candidates to demonstrate what they know, understand and are able to do. Furthermore, examiners were careful to present a selection of questions which were free of any culture or gender bias, stereotyping, tokenism or any promotional material.
B: The Mental Paper

The Mental Paper was well-balanced and the level of difficulty was adequate. Hence, it was tackled successfully by the majority of candidates. Questions were meant to be worked out mentally but candidates were given the possibility to jot down any working on the answer sheet for which they were not penalised.

Though Question 2 was rather straightforward, a number of candidates scored no marks for it because they wrote only the next number in the sequence given instead of the next two numbers. In Question 4 some students confused the number of vertices in a cuboid with the number of edges or faces. Other candidates had difficulties with Question 12 and found converting a fraction to a decimal number challenging. Typical answers given were 15·05 and 15·02 instead of 15·5.

The last group of questions (Questions 15 - 20) in the Mental Paper proved to be the most demanding for the candidates. In Question 16 a number of candidates worked out the exact total rather than the estimate (to the nearest whole number) and in Question 17 the main challenge was using the 24-hour clock notation. Typical incorrect answers to Question 19 were 50, 75 or 100 pupils, while €10, €15 and €25 were the most common incorrect answers to Question 20.

C: The Written Paper

Question 1: In this question candidates fared well. The main difficulties outlined by the markers were in parts (b) and (d). In (b) the most common error was that candidates added the 243 to 1000 instead of subtracting 243 from 1000, while in (d) many omitted the zero in the answer for 714 ÷ 7.

Question 2: A substantial number of candidates answered this question correctly. The most frequent mistake was noted in part (b) where candidates did write the largest possible number using all the digits outlined in the question but not the largest possible even number as required.

Question 3: Once again the majority of candidates scored full marks in this question which was fairly straightforward. Most of the candidates who got this question wrong did so either because they confused all the metric units of measurement or confused the units to measure length.

Question 4: This question did not merely assess the ability of candidates to add and subtract but also their ability to reason and apply the skills acquired whilst adhering to the instructions given. Some students attempted to solve part (a) by adopting the trial and error strategy rather than by applying the strategy following-on from the relationship between addition and subtraction. Another strategy, outlined in the Year 6 syllabus but was rarely applied, was adding or subtracting to the nearest hundred and then adjusting i.e. (300 – 45) - 1. In this question, part (b) proved to be the most difficult. A number of candidates scored no marks in this question because they used digits other than those displayed on the number cards.

Question 5: Despite being stated clearly in the question that the use of a ruler was required in both part (a) and part (b), a substantial number of candidates did not use a ruler to complete the drawing of a pentagon and to complete the drawing to make a symmetrical shape. Drawing a pentagon was the other challenge in this question. A common error was that of drawing a quadrilateral instead of a pentagon.
Question 6: Solving this question required a good understanding of the relationship between percentages, decimals and fractions. Since the question was designed as a matching task, the papers’ setter board decided to put two extra cards to add to the reliability of the question. Pairing up for the 10% and the 100% proved to be the most demanding. Another recurring incorrect answer was 80% = 3/4.

Question 7: While most of the candidates chose to add all the items in the bag in order to calculate the total weight of the five items in the bag, many still did not succeed in obtaining a correct answer. Some of these candidates either did not convert all weights to the same unit or else they did so incorrectly. The most common error was that of converting 1kg 15g to 1150g.

Question 8: The main difficulty in this question was not in working with fractions of quantity but rather in adding or particularly in multiplying to work the total cost of the flowers. Some candidates also failed to convert from Euro to cents correctly.

Question 9: The majority of candidates measured Angle A using their protractor correctly and were able to select the two correct statements about the triangle, thus scoring full marks for (ai) and (aii). However, some lost marks in part (b), where some candidates struggled to calculate an angle around a point.

Question 10: This question turned out to be one of the most difficult questions in the paper. The main difficulty in part (a) was in working out 12 laps × 400 metres and then converting the answer to kilometres as requested (e.g. 12 × 400 = 4800 m = 48 km). Some candidates made mistakes when converting, while others did not convert the units at all. This difficulty was present through all the parts in this question. However, parts (bi) and (bii) proved to be most demanding and some candidates did not even understand what they had to do to answer the question. Some students confused the terms ‘kilometres’ and ‘laps’.

Question 11: Multiplying a three-digit number by a two-digit number was the main difficulty in this question. In part (a), though most of the students knew they needed to multiply to work out the total cost of all the chocolate bars, some students were not confident with the procedure. The same occurred in part (b) when dividing 350 by 25. However, it is worth noting that a number of students got the second part correct by adopting the subtraction method or by grouping in 25s. The same difficulties as in (a) were encountered in part (c) which was the most challenging part of the question.

Question 12: It was noted by the markers that some candidates still confuse perimeter and area. Even though the diagram of Paul’s garden gate in part (c) was labelled clearly, a considerable number of candidates encountered difficulties in calculating the width of each gap. For some the major difficulty was working with decimals, while for others the greatest difficulty was identifying and using the appropriate combination of operations to solve the problem.

Question 13: This graded question was approached successfully by many candidates. A common error was noted in part (c) where candidates wrote the number of tourists instead of months when they were asked to identify the months in which the least and the greatest number of tourists came to Malta. Another common mistake was noted in part (d) when whilst working out the average number of Italian tourists in the last five months of the year, some candidates did calculate the total of tourists in the months outlined but did not carry out the division by five to find the average.
**Question 14:** Showing 09:35 on the clock face by drawing the hour hand and the minute hand was rather challenging for many candidates. The main difficulty in part (a) was met in drawing the hour hand. While the majority responded correctly to part (b), parts (c) and (d) were worked incorrectly by a large number of students. The poor marks obtained in the is question were mostly due to the fact that students failed to show any working on either the timeline or in the space provided when calculating the duration in (c) and the starting time in (d).

**Question 15:** Many candidates succeeded in working out the correct value of the three unknowns A, B and C following the hints given. A lot of students did not show any working.

**Question 16:** Working out the cost of each of the five cameras in Question 16 proved to be the most challenging task in the paper for most of the candidates. Figuring out which clue to take into consideration first was the initial hurdle for some candidates. Many only scored marks for working the cost of Cameras E and D. It was noted by markers that finding the cost of Camera A was the most common difficulty encountered. Many doubled the cost of Camera B to work out the cost of Camera A instead of halving. Furthermore, some of the candidates who carried out the halving correctly, got confused in working out the half of €168·10 and a common answer was €84·50.

**Implications for Teaching and Learning**

The following recommendations should be promoted in the Mathematics classroom:

- Students should be given ample opportunities to consolidate the multiplication tables up to 10 × 10 and the division facts corresponding to them. They need to explore (understand and use) the relationship between the four operations. While consolidating mental calculation strategies for these four operations (some of which would have been covered in previous years), students should be invited to talk about these strategies and perhaps come up with some strategies of their own.

- Students should be regularly engaged in challenging Mathematics activities. Developing a problem-solving culture in the classroom will help to make problem solving a regular and consistent part of classroom practice. This is quite an arduous process and requires a strategic selection of appropriate tasks and meticulous planning of classroom discourse to maximise learning opportunities. The use of problem-solving tasks (routine and non-routine) that stretch over different concepts is strongly encouraged.

- Textbooks are an excellent teaching aid, a resource for both teachers and students, but not the only resource. No textbook is complete and thus textbooks need to be used judiciously to the best interest of each student in class. While using the textbooks as an official guide, teachers are encouraged to modify, change, eliminate, and extend the material in the textbooks to make Mathematics learning current and relevant to the students’ lives and interests. Learning is not simply a collection of facts, figures and correct answers.

- Processes in Mathematics should not be sacrificed for content. Posing questions that open up conversation between the teacher and the student, and also between students within the classroom learning community are indispensable. This should be accompanied by proper waiting time for students to answer.
Students learn Mathematics better when they construct their own mathematical understanding. Thus students need to be exposed to learning experiences that are: hands-on, minds-on and authentic.

Though it should not replace hands-on opportunities, the use of information technology is recommended. Web resources which can be integrated in Mathematics lessons are numerous.

At the discretion of the teacher, students should sometimes be given the opportunity to work on mathematical tasks without first being shown how to solve them. By giving students a chance to approach a new topic in this way, the students themselves learn to draw upon what they already know. Furthermore, students' errors and misconceptions (a normal part of the learning process) emerge when adults let them go on their own. It is suggested that after students have had a chance to explore a task on their own, the teacher brings the class together for a discussion to build on the ideas that have emerged in the students' work, and move towards the key mathematical goals of the lesson.
5. Item Analysis

In this final section, the results of the process of an item analysis are presented. This technical session is included in the report in order to check whether the different question items functioned as intended in this third Benchmark session. This section allows the reader to observe which items were deemed easy, moderate or difficult by the candidates. The data may be used diagnostically as well as formatively by classroom teachers. Over time, this technical analysis may provide insight on change in trends. However, it is important to acknowledge that items used in the Benchmark cannot be pre-tested and therefore the standard will be calibrated over time. In order to make sense of this section, it is important to use the resources that are presented in the CD attached to this report.

The Facility Index

The facility index for an item is a value that indicates the proportion of students that get the item correct. Since the mean (average) mark should roughly be half of the marks available, a facility level of 0.5 is desirable, particularly if a question carries a good number of marks (e.g. an essay). Lower or higher facility levels are desirable for other items. Facility levels greater than 0.85 or below 0.15 should be avoided.

\[
\text{Facility Index of Item} = \frac{\text{Mean Mark on Item}}{\text{Maximum Mark on Item}}
\]

For example, for an item that carries 5 marks, and the average score earned on the item is 3.6, the facility index then works out as \(\frac{3.6}{5}\), that is, 0.72 or 72%.

The Discrimination Index

The discrimination index for an item is a measure of how the candidates perform on the item as opposed to another measure of performance. In other words, it measures how well the question distinguishes between learners. This is usually found by measuring the correlation (relationship) between the score on the item and the total test score.

Item discrimination can vary from +1 (a perfect relationship between those who score high marks on the item and those who score high marks on the test) to \(-1\) (a perfect inverse relationship between those who score high marks on the item and those who score low marks on the test).

Ideally, the discrimination index should always be positive. The higher the discrimination index, the better the item is. In general, values below 0.2 are weak whereas values above 0.4 are desirable.
The discrimination index may be computed as follows:

\[ d = p(UG) - p(LG) \]

where \( p(UG) \) and \( p(LG) \) are the proportions of correct answers by Upper Group (top 27%) and Lower Group (bottom 27%) respectively. The maximum value of \( d \) is 1.0 and this occurs when all the candidates in the Upper Group reply correctly and all the candidates in the Lower Group fail on the item.

The following is an item analysis of the question papers used this session of the Benchmark. The analysis consists of the study of a sample of 200 scripts in Maltese, English and Mathematics. The analysis is limited to the objective items only.

The facility and discrimination indices for the Maltese and English listening and reading with understanding components are shown in Tables 11 and 13 below. In each case, the analysis is carried out per question. Since the speaking and the writing components are subjective, item analysis is inappropriate. Table 15 below presents the results of the same analysis carried out for the Mathematics mental and written papers.

Tables 10, 12 and 14 below indicate the accessibility of the different questions per subject to the candidates in 2013 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2013.
Table 10: Maltese - A List of Items and their Facility and Discrimination Indices

<table>
<thead>
<tr>
<th>Item</th>
<th>Indices</th>
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<tr>
<td></td>
<td>Facility (F)</td>
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<td><strong>Il-Fehim mis-Smigh</strong></td>
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<td>1A</td>
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<td>3</td>
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<td>4</td>
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<td>6</td>
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<td>2A</td>
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<td>7a</td>
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<td></td>
<td>7b</td>
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</table>
### Item Analysis

<table>
<thead>
<tr>
<th>Item</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facility (F)</td>
</tr>
<tr>
<td>2B</td>
<td>1 76%</td>
</tr>
<tr>
<td>2</td>
<td>91%</td>
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<tr>
<td>3</td>
<td>59%</td>
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<tr>
<td>4</td>
<td>66%</td>
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<tr>
<td>5</td>
<td>79%</td>
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<tr>
<td>6</td>
<td>59%</td>
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<tr>
<td>7</td>
<td>51%</td>
</tr>
<tr>
<td>8</td>
<td>92%</td>
</tr>
<tr>
<td>2C</td>
<td>1 i 45%</td>
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<tr>
<td></td>
<td>1 ii 14%</td>
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<tr>
<td></td>
<td>2 i 90%</td>
</tr>
</tbody>
</table>

### Table 11: Levels of Difficulty and Discrimination (Malti)

<table>
<thead>
<tr>
<th>No. of items</th>
<th>Levels of Difficulty and Discrimination (Malti)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)</td>
</tr>
<tr>
<td></td>
<td>F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)</td>
</tr>
<tr>
<td></td>
<td>F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)</td>
</tr>
<tr>
<td></td>
<td>F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)</td>
</tr>
<tr>
<td></td>
<td>F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)</td>
</tr>
<tr>
<td></td>
<td>F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The above values indicate that students found many of the Maltese questions relatively easy, but at the same time these questions managed to differentiate well between students of different abilities. Thus, the questions set in the Maltese papers successfully targeted students of different abilities and this was shown by students obtaining different marks according to their different linguistic skills.
Table 12: English - A List of Items and their Facility and Discrimination Indices

<table>
<thead>
<tr>
<th>Item</th>
<th>Indices</th>
<th>Facility (F)</th>
<th>Discrimination (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 1</td>
<td>1</td>
<td>97%</td>
<td>0.28</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>94%</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>95%</td>
<td>0.23</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>96%</td>
<td>0.39</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>99%</td>
<td>0.28</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>96%</td>
<td>0.23</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>69%</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>80%</td>
<td>0.42</td>
</tr>
</tbody>
</table>

|       | 1 | a | 91% | 0.25 |
|       |   | b | 73% | 0.30 |
|       |   | c | 67% | 0.18 |
|       |   | d | 88% | 0.35 |
|       |   | e | 66% | 0.27 |

|       | 2 | a | 97% | 0.15 |
|       |   | b | 93% | 0.42 |
|       |   | c | 87% | 0.40 |
|       |   | d | 83% | 0.36 |

|       | 3 | a | 71% | 0.28 |
|       |   | b | 54% | 0.36 |

|       | 4 | a | 51% | 0.34 |
|       |   | b | 74% | 0.40 |

| **Reading Comprehension** |       |              |                    |
| Task 1 | 1 | a | 83% | 0.25 |
|        | b | 67% | 0.32 |
|        | c | 93% | 0.35 |
|        | d | 88% | 0.30 |
|        | e | 98% | 0.28 |
|        | f | 98% | 0.28 |

|        | 2 | a | 96% | 0.27 |
|        | b | 35% | 0.27 |
|        | c | 92% | 0.29 |
|        | d | 93% | 0.27 |

|        | 3 | a | 83% | 0.37 |
|        | b | 79% | 0.49 |

| Task 2 | 1 | 93% | 0.19 |

<p>|       | 2 | a | 93% | 0.30 |
|       | b | 72% | 0.20 |
|       | c | 80% | 0.18 |
|       | d | 70% | 0.09 |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Facility (F)</th>
<th>Discrimination (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>e</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>75%</td>
</tr>
<tr>
<td>3</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>53%</td>
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</tr>
<tr>
<td>5</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>a</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>87%</td>
</tr>
<tr>
<td>7</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>a</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>68%</td>
</tr>
<tr>
<td>11</td>
<td>a</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>34%</td>
</tr>
<tr>
<td>12</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>a</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>25%</td>
</tr>
<tr>
<td>14</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

Table 13: Levels of Difficulty and Discrimination (English)

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)</td>
<td>1</td>
</tr>
<tr>
<td>F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)</td>
<td>4</td>
</tr>
<tr>
<td>F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)</td>
<td>2</td>
</tr>
<tr>
<td>F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)</td>
<td>21</td>
</tr>
<tr>
<td>F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)</td>
<td>2</td>
</tr>
<tr>
<td>F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)</td>
<td>8</td>
</tr>
<tr>
<td>F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>

The values above show that students found many of the English questions relatively easy, but at the same time these questions managed to differentiate well between students of different abilities. However, a limited number of questions were on the difficult side and did not provide enough evidence to differentiate between students of different abilities. Since in Malta we do not have the facility to sample the questions beforehand, this is bound to occur.
Table 14: Mathematics - A List of Items and their Facility and Discrimination Indices

<table>
<thead>
<tr>
<th>Item</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facility (F)</td>
</tr>
<tr>
<td><strong>Mental Paper</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>84%</td>
</tr>
<tr>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td>4</td>
<td>77%</td>
</tr>
<tr>
<td>5</td>
<td>91%</td>
</tr>
<tr>
<td>6</td>
<td>85%</td>
</tr>
<tr>
<td>7</td>
<td>83%</td>
</tr>
<tr>
<td>8</td>
<td>93%</td>
</tr>
<tr>
<td>9</td>
<td>86%</td>
</tr>
<tr>
<td>10</td>
<td>85%</td>
</tr>
<tr>
<td>11</td>
<td>92%</td>
</tr>
<tr>
<td>12</td>
<td>73%</td>
</tr>
<tr>
<td>13</td>
<td>84%</td>
</tr>
<tr>
<td>14</td>
<td>72%</td>
</tr>
<tr>
<td>15</td>
<td>89%</td>
</tr>
<tr>
<td>16</td>
<td>65%</td>
</tr>
<tr>
<td>17</td>
<td>59%</td>
</tr>
<tr>
<td>18</td>
<td>78%</td>
</tr>
<tr>
<td>19</td>
<td>67%</td>
</tr>
<tr>
<td>20</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Written Paper</strong></td>
<td></td>
</tr>
<tr>
<td>1 a</td>
<td>98%</td>
</tr>
<tr>
<td>b</td>
<td>72%</td>
</tr>
<tr>
<td>c</td>
<td>86%</td>
</tr>
<tr>
<td>d</td>
<td>78%</td>
</tr>
<tr>
<td>2 a</td>
<td>93%</td>
</tr>
<tr>
<td>b</td>
<td>54%</td>
</tr>
<tr>
<td>c</td>
<td>77%</td>
</tr>
<tr>
<td>3 a</td>
<td>94%</td>
</tr>
<tr>
<td>b</td>
<td>95%</td>
</tr>
<tr>
<td>c</td>
<td>92%</td>
</tr>
<tr>
<td>d</td>
<td>94%</td>
</tr>
<tr>
<td>4 a</td>
<td>91%</td>
</tr>
<tr>
<td>b</td>
<td>57%</td>
</tr>
<tr>
<td>5 a</td>
<td>73%</td>
</tr>
<tr>
<td>b</td>
<td>90%</td>
</tr>
<tr>
<td>6 a</td>
<td>95%</td>
</tr>
<tr>
<td>b</td>
<td>83%</td>
</tr>
<tr>
<td>c</td>
<td>95%</td>
</tr>
<tr>
<td>d</td>
<td>82%</td>
</tr>
<tr>
<td>e</td>
<td>85%</td>
</tr>
<tr>
<td>7 a</td>
<td>27%</td>
</tr>
<tr>
<td>b</td>
<td>28%</td>
</tr>
<tr>
<td>c</td>
<td>46%</td>
</tr>
<tr>
<td>8 a</td>
<td>77%</td>
</tr>
<tr>
<td>b</td>
<td>56%</td>
</tr>
<tr>
<td>c</td>
<td>40%</td>
</tr>
</tbody>
</table>
Table 15: Level of Difficulty and Discrimination (Mathematics)

<table>
<thead>
<tr>
<th>Item</th>
<th>Facility (F)</th>
<th>Discrimination (D)</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 a i</td>
<td>81%</td>
<td>0.49</td>
<td></td>
</tr>
<tr>
<td>a ii</td>
<td>80%</td>
<td>0.50</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>60%</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>10 a</td>
<td>56%</td>
<td>0.63</td>
<td></td>
</tr>
<tr>
<td>b i</td>
<td>28%</td>
<td>0.50</td>
<td></td>
</tr>
<tr>
<td>b ii</td>
<td>24%</td>
<td>0.49</td>
<td></td>
</tr>
<tr>
<td>11 a</td>
<td>42%</td>
<td>0.56</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>66%</td>
<td>0.69</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>24%</td>
<td>0.46</td>
<td></td>
</tr>
<tr>
<td>12 a</td>
<td>73%</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>66%</td>
<td>0.69</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>28%</td>
<td>0.52</td>
<td></td>
</tr>
<tr>
<td>13 a</td>
<td>93%</td>
<td>0.36</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>91%</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>83%</td>
<td>0.45</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>42%</td>
<td>0.49</td>
<td></td>
</tr>
<tr>
<td>14 a</td>
<td>52%</td>
<td>0.57</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>86%</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>64%</td>
<td>0.52</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>53%</td>
<td>0.55</td>
<td></td>
</tr>
<tr>
<td>15 a</td>
<td>71%</td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>70%</td>
<td>0.55</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>77%</td>
<td>0.61</td>
<td></td>
</tr>
<tr>
<td>16 a</td>
<td>31%</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>38%</td>
<td>0.57</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>45%</td>
<td>0.62</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>61%</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>69%</td>
<td>0.61</td>
<td></td>
</tr>
</tbody>
</table>

The above values show that students found many of the Mathematics questions relatively easy, but at the same time these questions managed to differentiate well between students of different abilities. A number of questions were neither too easy nor too difficult, yet they differentiated well between students of different abilities. Only a small number of questions were on the easy side and did not differentiate well between students of different abilities.
6. Conclusion

This third report of the End of the Primary Benchmark provides information that is directly related to the teaching and learning processes in schools. The philosophy of the End of Primary Benchmark is to inform the learners as well as their teachers and parents about performance in the different skills at the end of the Primary Education cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the philosophy of the End of Primary Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

Feedback on the content of this report as well as recommendations for improvement are welcome and will be received by the Educational Assessment Unit within the Curriculum Management and eLearning Department on the following email address (eau@gov.mt). Any clarifications may also be addressed to the same unit. The Educational Assessment Unit personnel, upon invitation by schools, may provide further support and information about the End of Primary Benchmark 2013 and assessment of learning.
Please note that due to the transition to a new curriculum website, the links provided in the Letter Circulars found in the appendices might not work. Please refer to and access directly the curriculum website on www.curriculum.gov.mt to search the relevant Letter Circulars links.
APPENDIX 1
LETTER CIRCULAR

Information: X Date: 31st January 2013
Action Required: X Ref: CMeLD 42/2013
To: All Heads of Non-State Primary Schools and Sections
From: Director, Curriculum Management and eLearning
Subject: Expression of Intent to Participate in the End of Primary Benchmark 2013

Church and Independent Schools are being invited to enrol students for the June 2013 End of Primary Benchmark.

Schools that enrol and participate in these Benchmark assessments will be obliged to register all students in Year 6. Exemptions will only be allowed for exceptional cases after a professional review.

Heads of School are therefore kindly requested to express their intention to participate in the June 2013 Benchmark by filling in the attached form which has to reach the Educational Assessment Unit by not later than Friday 15th February 2013. The completed form is to be sent to the following address:

Directorate for Quality and Standards in Education
Educational Assessment Unit
(Attn. Mr G. Bugeja – Assistant Director)
Great Siege Road
Floriana VLT 2000


Thank you for your attention.

Sandro Spiteri
Director
Curriculum Management and eLearning
Expression of Intent to Participate in the End of Primary Examinations

June 2013

NAME OF SCHOOL:

EXPRESSION OF INTENT TO PARTICIPATE IN THE JUNE 2013 END OF PRIMARY BENCHMARK

(Please tick where applicable)

YES

NO

The information below is required only if the school intends to participate.

SCHOOL ADDRESS:

TELEPHONE/MOBILE NUMBER:

EMAIL ADDRESS:

NUMBER OF YEAR 6 STUDENTS ON SCHOOL REGISTER:

BELOW PLEASE WRITE ANY COMMENTS YOU WOULD LIKE TO MAKE:

Kindly send this form by post to the address below by not later than Friday 15th February 2013.

Directorate for Quality and Standards in Education
Educational Assessment Unit
(Attn. Mr G. Bugeja – Assistant Director)
Great Siege Road
Floriana VLT 2000
APPENDIX 2
LETTER CIRCULAR

Information: X Date: 31st January 2013
Action Required: X Ref: CMeLD 44/2013
To: All Heads of Primary Schools (State and Non-State) and Sections
From: Gaetano Bugeja, Assistant Director
Subject: End of Primary Benchmark (June 2013 – First Session)
        1) Request for Multiplication Tables and/or reader in Mathematics
        2) Request for Enlarged Print for Visually Impaired Children
        3) Request for Communicator for Hearing Impaired Children

1. The Educational Assessment Unit, in collaboration with the Specific Learning Difficulties Unit and the School Psychological Service, invites schools to apply for the above requests according to the following regulations. Heads of School are to bring these regulations to the notice of teachers and parents of children sitting the End of Primary Benchmark in June 2013 (First Session).

2. Heads of School are therefore requested, in conjunction with the school INCO and the class teacher, to identify those children in Year 6 who, for any of the above requests, have been assessed by SpLD, SPS or other professional bodies and have a relevant report identifying a learning difficulty.

3. Request (1) above applies for children who have scored below the 8-year reading level on a recognized standardized reading accuracy test carried out after 31 December 2011.

4. In the case of children with hearing impairment, Heads of School may apply for the service of a Communicator for all components in Maltese, English and Mathematics.

5. Heads of School are to include children in Year 6 who have been referred to SPS and SpLD before January 2013 for an assessment in connection with the above requests but have not yet been assessed.

6. The attached application form must be filled in for each student for whom a request is made.

7. Heads of School are to note that the Readers for the Mathematics examination will have to be provided by the school.
8. All requests, duly entered on the attached Application Form, should be addressed to:

   Mr G. Bugeja, Assistant Director
   Directorate for Quality and Standards in Education
   Educational Assessment Unit
   Great Siege Road – Floriana VLT 2000

9. ALL APPLICATION FORMS ARE TO REACH THE EDUCATIONAL ASSESSMENT UNIT BY NOT LATER THAN FRIDAY 15th February 2013.

10. In all cases, the decision of the Reviewing Board for Requests is final.

11. Schools will eventually be informed by the Educational Assessment Unit whether their requests have been accepted prior to the Benchmark date.


   Thank you for your collaboration.

   Sandro Spiteri
   Director
   Curriculum Management and eLearning
EDUCATIONAL ASSESSMENT UNIT

APPLICATION FORM to REQUEST:

- MULTIPLICATION TABLES and/or A READER IN MATHEMATICS
- AN ENLARGED PRINT FOR VISUALLY IMPAIRED CHILDREN
- A COMMUNICATOR FOR HEARING IMPAIRED CHILDREN

Examination for which application is made: End of Primary Benchmark

<table>
<thead>
<tr>
<th>Examining Authority</th>
<th>Session</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Assessment Unit</td>
<td>June 2013 (First Session)</td>
<td>Year 6</td>
</tr>
</tbody>
</table>

Please refer to the guidelines on page 5 before filling in this application form

Name of student …………………………………………………………… (in block letters)
ID Card No. ……………………………
Date of birth …………………….. □ Male □ Female [Tick ✓ as applicable]
Address ……………………………………………………………………………
Name of parent/guardian ……………………………………………………………
Mobile No. …………………….. Home Tel. No. …………………………
College…………………………………………………………
School……………………………………………………… Tel. No. ……………………

N.B. If an application for Exemption has also been completed for this student, tick here. □

REQUEST FOR: [tick ✓ as applicable]

□ READER (for Mathematics)
□ ENLARGED PRINT
□ MULTIPLICATION TABLES
□ COMMUNICATOR (for Hearing Impaired children)

REASON FOR REQUEST:
_____________________________________________________________________
_____________________________________________________________________

Please indicate and attach any relevant documentation to substantiate this request.

Document 1: __________________________________________________________
Document 2: __________________________________________________________

Appendices
It is the responsibility of the Head of school:

- To attach **all the relevant documentation** to the completed form.
- To verify **all evidence correct** by endorsing a copy of the documents.

*In case of difficulty, please contact SpLD (Specific Learning Difficulties) and SPS (School Psychological Service) units on Tel 21234965 and 21242882 respectively.*

---

### DECLARATION (to be signed by the Head of school)

I confirm that the information provided on this form is accurate.

Name (Head of school) ………………………………………………….

*(in block letters)*

Signed ……………………………..         Date …………………………

School Stamp

---

**For office use only**

Received on : ______________         Acknowledged on : __________

Missing Documents:

____________________________________________________________

Remarks :

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
STATEMENT OF CONSENT

I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:
- by opting out, my application cannot be processed.
- authorised personnel who are processing this information may have access to this data in order to supply me or any member of my family with the service being applied for.
- edited information that would not identify me or any member of my family may be included in statistical reports.

I know that I am entitled to see the information related to me or any member of my family, should I ask for it in writing.

I am aware that, for the purpose of the Data Protection Act, the Data Controller is:
The Director, Curriculum Management & eLearning, DQSE, Floriana.
(e-mail: dcmel@gov.mt)

NAME OF STUDENT: ___________________________    DATE: _____________

I have read and understood this statement of consent myself.  

This statement of consent was read and explained to me.  

(tick ✓ as applicable)

<table>
<thead>
<tr>
<th>DATA SUBJECT</th>
<th>READER (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME of Parent /Guardian (in block letters)</td>
<td>NAME of Reader (in block letters)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTHER ☐ FATHER ☐ GUARDIAN ☐</th>
<th>PROFESSION / GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(tick ✓ as applicable)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIGNATURE</th>
<th>SIGNATURE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ID CARD no.</th>
<th>ID CARD no.</th>
</tr>
</thead>
</table>
DIJKARAZZJONI TA’ KUNSENS


Jiena nifikem li:

- jekk ma naghtix din l-infornazzjoni, l-aplikazzjoni tieghi ma tistax tiġi pproċessata.
- sabiex jiena jew xi membru tal-familja tieghi ninghata/jinghata s-servizz mitlub, persuni awtorizzati jistgħu jkollhom aċċess ghal din l-infornazzjoni personali u sensittiva.
- ċerti dettalji li bl-ebda mod ma jikxfu l-identità tieghi jew ta’ xi membru tal-familja tieghi jistgħu jiġu pproċessati għal skopijiet ta’ statistika.

Jiena naf li, jekk naghmel talba b-il-miktub, għandi d-dritt li nkun naf x’informazzjoni qiegħed iżomm id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tieghi.

Jiena konxju/a li, għall-fini tal-Att Dwar il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta’ data personali huwa:

Id-Direttur tal-Kurrikulu u t-Taghlim Elettroniku
Id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni, Floriana.
(e-mail : dcmel@gov.mt)

ISEM L-ISTUDENT/A : _________________________ DATA : _____________

Jiena nikkonferma li din id-dikjarazzjoni qrajtha jiena stess u fhimt kollox.  
Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

<table>
<thead>
<tr>
<th>MIN QIEGHED JAGHMEJ</th>
<th>IL-QARREJ/JA (jekk inhu l-każ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIN ID-DIKJARAZZJONI</td>
<td>ISEM il-Ġenitur / Kustodju (b’ittri kbar)</td>
</tr>
<tr>
<td></td>
<td>ISEM il-Qarrej/ja (b’ittri kbar)</td>
</tr>
<tr>
<td>OMM □ MISSIER □ KUSTODJU □</td>
<td>PROFESSJONI / GRAD</td>
</tr>
<tr>
<td>(immarka ✓ fejn suppost)</td>
<td></td>
</tr>
<tr>
<td>FIRMA</td>
<td>FIRMA</td>
</tr>
<tr>
<td>Numru tal-Karta tal-Identità</td>
<td>Numru tal-Karta tal-Identità</td>
</tr>
</tbody>
</table>

Direttorat ghal Kwalità u Standards fl-Edukazzjoni – Ministeru tal-Edukazzjoni u Xoghol
Guidelines on how to complete the application form for Request

a) All the information on this application form should be entered by the school administration ONLY.

b) Ensure that the correct application form (i.e. Session: June 2013 – First Session) is completed and sent to the Educational Assessment Unit.

c) This application form should be sent in duplicate and the original application form is required.

   Remember to keep a copy of whatever you send to the Educational Assessment Unit.

d) The service of a Communicator in the case of children with hearing impairment may be requested for all components in Maltese, English and Mathematics.

e) Complete the details of the ‘DECLARATION’ on page 2. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of school. It is the responsibility of the Head of school to make the request and to supply the information required on the form.

f) It is important that the STATEMENT OF CONSENT is duly completed in English, on page 3, or in Maltese, on page 4.

g) In cases where an application for Exemption has also been completed for the same student, it is important to tick where applicable on page 1. Both this application for Request and that for Exemption should be sent together.
APPENDIX 3
LETTER CIRCULAR

Information: X  Date: 31st January 2013

Action Required: X  Ref: CMeLD 45/2013

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Gaetano Bugeja - Assistant Director

Subject: Request for Exemption - End of Primary Benchmark (June 2013 - First Session)

1. The Educational Assessment Unit invites schools to apply for requests for exemption according to the following regulations. Heads of School are to bring these regulations to the attention of teachers and parents of children sitting the End of Primary Benchmark (June 2013 - First Session).

2. Exemptions

   There are two types of exemptions:

   2.1 Children of returned migrants and expatriates may apply for an exemption in English and/or Maltese if they have not followed the subject curriculum during the last two years of Primary school in Malta or Gozo. This request needs to be supported by an authenticated copy of the official Letter of Admission to School of a Foreign Pupil/Student or other relevant documentation necessary for this exemption.

   2.2 Children following an alternative learning programme and/or functioning at, or below, Year 3 Primary standard OR children with a severe disability may request an exemption from particular components in the different subjects. (For these children a school-based assessment is recommended). Evidence to substantiate the request is necessary. The evidence required is that provided by the class teacher in collaboration with the INCO and/or Complementary Teacher, or their equivalent, and endorsed by the Head of School.

3. All requests, duly entered on the attached Application Form, should be addressed to:

   Mr G. Bugeja, Assistant Director
   Directorate for Quality and Standards in Education
   Educational Assessment Unit
   Great Siege Road – Floriana VLT 2000

   ALL APPLICATION FORMS ARE TO REACH THE EDUCATIONAL ASSESSMENT UNIT BY NOT LATER THAN FRIDAY 15th February 2013.
5. **In all cases the decision of the Reviewing Board for Requests for Exemption is final.**


Thank you for your collaboration.

Sandro Spiteri  
**Director**  
Curriculum Management and eLearning
APPLICATION FORM
FOR EXEMPTION

Examination for which application is made: End of Primary Benchmark

<table>
<thead>
<tr>
<th>Examining Authority</th>
<th>Session</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Assessment Unit</td>
<td>June 2013 (First Session)</td>
<td>Year 6</td>
</tr>
</tbody>
</table>

Please refer to the guidelines on page 6 before filling in this application form.

Name of student ....................................................... (in block letters)
ID Card No. .................................
Date of birth .......................  □ Male □ Female [Tick ✓ where applicable]
Address .............................................................
Name of parent/guardian ................................... 
Mobile No. ................. Home Tel. No. ......................
College ............................................................
School ............................................................ Tel. No. .................
Date of admission into Primary school ..................

All Subsections in the following boxes refer to Letter Circular CMeLD 45/2013 dated 31 January 2013.

EXEMPTION FROM ENGLISH and/or MALTESE for Returned Migrants and Expatriates (Subsection 2.1)

[Tick ✓ as applicable]

☐ All components    ☐ Maltese  ☐ English

Or the following components:

☐ The SPEAKING component    ☐ Maltese  ☐ English

☐ The LISTENING COMPREHENSION component    ☐ Maltese  ☐ English

☐ The READING with Understanding component    ☐ Maltese  ☐ English

☐ The WRITING component    ☐ Maltese  ☐ English

Appendices
REASON FOR EXEMPTION – ALP’s and Disabilities (Subsection 2.2)

N.B. If an application for REQUEST (for Reader / Multiplication Tables / Enlarged Print / Communicator) has also been completed for this student, tick here. □

[Tick ✓ as applicable]

☐ Student is following an alternative learning programme and/or functioning at, or below, Year 3 Primary standard. Give details.
___________________________________________________________________________________
_________________________________________________

☐ Student has a severe disability that prevents access to the different components of the Benchmark. Give details.
___________________________________________________________________________________
_________________________________________________

An exemption is being requested for: [Tick ✓ as applicable]

☐ All components    ☐ Maltese    ☐ English    ☐ Mathematics

Or the following components:

☐ The SPEAKING component    ☐ Maltese    ☐ English

☐ The LISTENING COMPREHENSION component    ☐ Maltese    ☐ English

☐ The READING with Understanding component    ☐ Maltese    ☐ English

☐ The WRITING component    ☐ Maltese    ☐ English

☐ MATHEMATICS    ☐ Mental/Aural    ☐ Written

Please indicate and attach any relevant documentation to substantiate this request.

Document 1 : ______________________________________________________

Document 2 : ______________________________________________________
It is the responsibility of the Head of school:

- To attach **all the relevant documentation** to the completed form.
- To **verify all evidence correct** by endorsing a copy of the documents.
- To state clearly (on page 1) **the exact date of the student’s admission into Primary school**.

In case of difficulty, please contact SpLD (Specific Learning Difficulties) and SPS (School Psychological Service) units on Tel 21234965 and 21242882 respectively.

---

**DECLARATION** (to be signed by the Head of school)

I confirm that the information provided on this form is accurate.

Name (Head of school) ……………………………………………………………..  
*(in block letters)*

Signed ………………………………… Date …………………………………

School Stamp

---

For office use only

*Received on:* ______________  *Acknowledged on:* ______________

*Missing Documents:*

____________________________________________________________________

*Remarks:*

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
STATEMENT OF CONSENT

I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:

- by opting out, my application cannot be processed.
- authorised personnel who are processing this information may have access to this data in order to supply me or any member of my family with the service being applied for.
- edited information that would not identify me or any member of my family may be included in statistical reports.

I know that I am entitled to see the information related to me or any member of my family, should I ask for it in writing.

I am aware that, for the purpose of the Data Protection Act, the Data Controller is:
The Director, Curriculum Management & eLearning, DQSE, Floriana.
(e-mail: dcmel@gov.mt)

NAME OF STUDENT: ___________________________ DATE: _____________

I have read and understood this statement of consent myself. ☐

This statement of consent was read and explained to me. ☐

(Tick ✓ as applicable)

<table>
<thead>
<tr>
<th>DATA SUBJECT</th>
<th>READER (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME of Parent/Guardian (in block letters)</td>
<td>NAME of Reader (in block letters)</td>
</tr>
<tr>
<td>MOTHER ☐ FATHER ☐ GUARDIAN ☐</td>
<td>PROFESSION / GRADE</td>
</tr>
<tr>
<td>(Tick ✓ as applicable)</td>
<td></td>
</tr>
<tr>
<td>SIGNATURE</td>
<td>SIGNATURE</td>
</tr>
<tr>
<td>ID CARD no.</td>
<td>ID CARD no.</td>
</tr>
</tbody>
</table>

Directorate for Quality & Standards in Education – Ministry of Education and Employment
DIJKJARAZZJONI TA’ KUNSENS

Jiena naghti l-kunsens tiegħi lid-Direttorat ghal Kwalità u Standards fl-Edukazzjoni biex jipproċesssa u jżomm taħt il-harsien tiegħu l-informazzjoni personali u sensittiva li ħawn f’din l-applikazzjoni biex ikun jista’ jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

- jekk ma nagħtix din l-informazzjoni, l-applikazzjoni tiegħi ma tistax tiġi pproċessata.
- sabiex jiena jew xi membru tal-familja tiegħi jingħata s-servizz mitlub, persuni awtorizzati jistghu jkollhom aċċess ghal din l-informazzjoni personali u sensittiva.
- ċerti dettalji li bl-ebda mod ma jikxfu l-identità tiegħi jew ta’ xi membru tal-familja tiegħi jistghu jiġu pproċessati ghal skopijiet ta’ statistika.

Jiena naf li, jekk nagħmel talba bil-miktub, gHANDI d-dritt li nkun naf x’informazzjoni qiegħed iżomm id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tiegħi.

Jiena konxju/a li, ghall-fini tal-Att Dwar il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta’ data personali huwa:

Id-Direttur tal-Kurrikulu u t-Tagħlim Elettroniku
Id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni, Floriana.
(e-mail : dcmel@gov.mt)

ISEM L-ISTUDENT/A : _________________________ DATA : _____________

Jiena nikkonferma li din id-dikjarazzjoni qrajtha jiena stess u fhimt kollox.  

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.
(Immarka ✓ fejn suppost)

<table>
<thead>
<tr>
<th>MIN QIEGHED JAGHMEL DIN ID-DIKJARAZZJONI</th>
<th>IL-QARREJ/JA (jekk inhu l-każ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISEM il-Ġenitur / Kustodju (b’ittri kbar)</td>
<td>ISEM il-Qarrej/ja (b’ittri kbar)</td>
</tr>
<tr>
<td>OMM □  MISSIER □  KUSTODJU □</td>
<td>PROFESSJONI / GRAD</td>
</tr>
<tr>
<td>(Immarka ✓ fejn suppost)</td>
<td></td>
</tr>
<tr>
<td>FIRMA</td>
<td>FIRMA</td>
</tr>
<tr>
<td>Numru tal-Karta tal-Identità</td>
<td>Numru tal-Karta tal-Identità</td>
</tr>
</tbody>
</table>

Direttorat ghal Kwalità u Standards fl-Edukazzjoni – Ministeru tal-Edukazzjoni u Xogħol

Appendices
Guidelines on how to complete the application form for Exemption

a) All the information on this application form should be entered by the school administration ONLY.

b) Ensure that the correct application form (i.e. Session: June 2013 – First Session) is completed and sent to the Educational Assessment Unit.

c) In the case of a request for an exemption from a language or any of its components (Returned Migrants and Expatriates - on page 1), this application form should NOT be sent in duplicate.

In the other cases (ALP’s and Disabilities - on page 2), this application form should be sent in duplicate.

However, in ALL Requests for exemption, the original application form is required.
Remember to keep a copy of whatever you send to the Educational Assessment Unit.

d) In the case of children with severe coordination difficulties, a report from an occupational therapist is required for the purpose of an exemption from a particular component.

e) Complete the details of the ‘DECLARATION’ on page 3. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of school. It is the responsibility of the Head of school to request the Exemption/s and to supply the information required on the form.

f) It is important that the STATEMENT OF CONSENT is duly completed in English, on page 4, or in Maltese, on page 5.

g) In cases where an application for Request has also been completed for the same student, it is important to tick where applicable on page 2. Both this application for Exemption and that for Request should be sent together.
APPENDIX 4
Curriculum Management and eLearning Department

Tel: 2598 2449 / 2598 2478 / 2598 2480
Fax: 2598 2149

LETTER CIRCULAR

Information: X Date: 31st January 2013
Action Required: X Ref: CMeLD 43/2013
To: All Heads of Primary and Secondary Schools (State and Non-State) and Sections
From: Gaetano Bugeja, Assistant Director
Subject: Markers for the End of Primary Benchmark 2013

Applications are invited from all teaching grades in possession of a permanent Teacher’s Warrant and performing duties in State, Church and Independent Schools who wish to be considered to act as markers in the June 2013 Benchmark. Primary Year 6 teachers are also encouraged to participate in this process.

Teachers are to note that the candidates’ details will be removed from these scripts.

The subjects to be marked are: **English, Maltese and Mathematics**. More than one subject may be applied for, but selected applicants will be asked to act as markers in one subject only.

Markers will be remunerated at the following rates:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension + Reading Comprehension (Languages)</td>
<td>€0.93</td>
</tr>
<tr>
<td>Creative Writing (Languages)</td>
<td>€0.93</td>
</tr>
<tr>
<td>Mental + Written Mathematics Paper</td>
<td>€0.93</td>
</tr>
</tbody>
</table>

**Conditions**

The selected markers:

- must be available to fulfil their duties from the first week of June 2013 till the publication of the results;
- must regard the whole exercise as **strictly confidential** (including the notification of their appointment to act as markers);
- must not mark scripts in schools or in any public place;
- will be subject to monitoring and will have their marked scripts moderated during the marking process;
- may be precluded from continuing to mark if their marking is found to be unreliable and inconsistent.
Duties

Markers will be required to:

- attend two Co-ordination Meetings. Those who fail to attend these meetings will normally not be allowed to mark any scripts;
- collect and return scripts on the appointed date and at the appointed time;
- mark scripts allocated to them and record marks in accordance with instructions;
- write short reports on certain aspects of the examination as required;
- perform any other duties assigned that are related to the marking exercise.

Failure to abide by the above conditions, and/or failure to carry out the duties assigned to a marker, may result in the termination of his/her employment as marker and forfeiture of payment due for work already performed.

Officers wishing to be considered to act as markers are asked to fill in a copy of the attached Application Form.

All applications are to reach:

Mr Gaetano Bugeja, Assistant Director
(Attn. Ms J. Gatt)
Directorate for Quality and Standards in Education
Educational Assessment Unit
Great Siege Road
Floriana VLT 2000

by not later than noon of Friday 15th February 2013. Late applications will not be considered.

The decision of the Directorate for Quality and Standards in Education in the selection of markers is final.


Thank you for your attention.

Sandro Spiteri
Director
Curriculum Management and eLearning
Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Educational Assessment Unit

APPLICATION FORM
MARKERS FOR THE END OF PRIMARY BENCHMARK JUNE 2013

Subjects you are applying for:
1st preference
2nd preference
3rd preference

Personal details

Title
Surname
First Name
Grade
Permanent Warrant No.
(Teacher, Asst. Head, Head, etc.)

ID Number
NI Number
Home Tel. No.
School Tel. No.
Mobile No.

Address

Present posting, including name of school, years/forms and subject/s being taught

<table>
<thead>
<tr>
<th>School</th>
<th>Year/Form</th>
<th>Subject/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 1

Appendices
### Teaching experience

<table>
<thead>
<tr>
<th>Number of years teaching in Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years teaching in Secondary Schools</td>
</tr>
</tbody>
</table>

### *Qualifications in subject/s applied for*

<table>
<thead>
<tr>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>A Level</td>
</tr>
<tr>
<td>O Level</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

(* Qualifications must be supported with an authenticated copy of qualification/certificate.)

### Experience in marking examination scripts in National Examinations


### Other relevant experience


### Statement of Consent (in accordance with the Data Protection Act)

I hereby give my consent to the Curriculum Management and eLearning Department to process the information being supplied with this application.

I fully understand that by opting out, this application cannot be processed.

Signature: ______________________  Date: _______________

The Curriculum Management and eLearning Department within the Ministry of Education and Employment collects and processes information to carry out its functions under the Education Act. All data is collected and processed in accordance with the Data Protection Act 2001, the Education Act, other subsidiary legislation and the Privacy Policy of the Department, a copy of which is available on demand.
APPENDIX 5
LETTER CIRCULAR

Information: X  Date: 31st January 2013
Action Required: X  Ref: CMeLD 46/2013
To: All Heads of State, Church and Independent Primary Schools and Sections
From: Prof. Grace Grima, Director General DQSE
Subject: 1. Timetable for the End of Primary Benchmark – June 2013 (1st Session)
2. Guidelines for the End of Primary Benchmark 2013

1. The first session of the End of Primary Benchmark will be held according to the attached timetable. Please ensure that this timetable is brought to the attention of all teachers and parents concerned.

2. In order to ensure the smooth running of the End of Primary Benchmark, Heads of School are to take note of the End of Primary Guidelines, which have been updated for the June 2013 session, thanks to the feedback from the different stakeholders. A copy of these guidelines is attached.


Thank you for your attention.

Prof. Grace Grima
Director General DQSE
## END OF PRIMARY BENCHMARK (Year 6)
### JUNE 2013 (1st Session)

<table>
<thead>
<tr>
<th>Wednesday 29 May</th>
<th>Thursday 30 May</th>
<th>Monday 3 June</th>
<th>Tuesday 4 June</th>
<th>Wednesday 5 June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maltese Oral Examination</strong></td>
<td><strong>English Oral Examination</strong></td>
<td>8.45 – 9.15</td>
<td>8.45 – 9.15</td>
<td>8.45 – 9.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
<td>(15 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maltese</td>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Comprehension</td>
<td>Listening Comprehension</td>
<td>Mental Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.15 – 9.30</td>
<td>9.15 – 9.30</td>
<td>9.00 – 9.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 min Break</td>
<td>15 min Break</td>
<td>15 min Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(50 minutes)</td>
<td>(50 minutes)</td>
<td>(1h 15min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maltese</td>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>Reading</td>
<td>Written Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension</td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.20 – 10.45</td>
<td>10.20 – 10.45</td>
<td>10.30 – 11.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 min Break</td>
<td>25 min Break</td>
<td>30 min Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.45 – 11.45</td>
<td>10.45 – 11.45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(60 minutes)</td>
<td>(60 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maltese</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

N.B. Friday 31 May is a normal school day for Year 6. However, this day may be used as a contingency day for Oral Examinations.
1. The Head of School is the Head of Centre and is fully responsible for the smooth running of the Benchmark in his/her school.

2. On each day of the Benchmark, schools will be receiving the relevant examination papers together with a CD which will be used during the Listening component of Maltese and English. **Schools are to ensure beforehand that the necessary electronic apparatus for playing the CD is fully functional in every classroom and that teachers are familiar with its operation.** Kindly ensure that the electronic apparatus is MP3 compatible since the recording provided will only be available in MP3 format.

3. The examination papers will be packed in envelopes containing the number of papers needed for each particular class. An envelope containing additional papers to replace any faulty ones will also be provided to the Head of School. At the end of the session, the scripts must be sorted according to the Attendance List. **All scripts, used and unused, must be put back in the appropriate envelope and sealed.**

4. Schools are to ensure that an authorised person is at the school from 7.00am onwards to receive the Benchmark material. At the end of the session, personnel should be available to hand over the envelopes containing the scripts, including the extra papers, to the authorised driver calling for their collection.

5. The Oral component will be assessed by two teachers, preferably the class teachers, in case the number of classes is even. If the number of classes is odd, then the class teacher has to be accompanied by a Complementary or Literacy teacher or a teacher nominated by the Head of School.

6. The Benchmark sessions will take place as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 29 May</td>
<td>Maltese Oral</td>
</tr>
<tr>
<td>Thursday 30 May</td>
<td>English Oral</td>
</tr>
<tr>
<td>Friday 31 May</td>
<td>Contingency day for Oral session</td>
</tr>
<tr>
<td>Monday 3 June</td>
<td>Maltese Listening, Reading and Writing</td>
</tr>
<tr>
<td>Tuesday 4 June</td>
<td>English Listening, Reading and Writing</td>
</tr>
<tr>
<td>Wednesday 5 June</td>
<td>Mathematics – Mental and Written</td>
</tr>
</tbody>
</table>
7. In the case of Mathematics, the Mental paper has to be read out by the class teacher of the respective class. It is important that the teacher reads and follows the instructions on the Teacher’s Paper to ensure that the reading of the questions is carried out in a consistent way and in a way that enables children’s understanding.

8. During the Benchmark sessions, teachers are to ensure that students write in blue or black ink. However, work can be crossed out in pencil. **The use of biros with erasable ink, correcting fluid and correcting rolls are not allowed.**

9. **ACCESS ARRANGEMENTS**

   - The duration of each component includes **Extra Time**. This implies that Extra Time is being provided to all candidates.
   
   - The class teacher has to act as a **Prompter** in the classroom being invigilated, if and whenever required.
   
   - For children with writing difficulties due to physical conditions (e.g. broken arm) the **Amanuensis** has to be provided by the school.
   
   - **Enlarged prints** and other special examination requirements will be provided as per Letter Circular CMeLD 44/2013.
   
   - In the case of Mathematics, a **Reader** for the Written session may be provided as per Letter Circular CMeLD 44/2013. This Reader, if needed, will have to be provided by the school. There will be no provision for a Reader in Maltese and English.
   
   - Hearing impaired candidates may be assigned a **Communicator** as per Letter Circular CMeLD 44/2013. The Communicator will be provided by the Students’ Services Section.

10. **EXEMPTIONS**

    All children are expected to sit the Benchmark examinations. However, children who fulfil certain requirements may be exempted from all or parts of the Benchmark examinations as per Letter Circular CMeLD 45/2013.

    Class invigilators are to ensure that children who are exempted or absent from any component should be marked as such on the attendance sheet and the word ‘Absent’ or ‘Exempted’ written on the front cover page on both the top and bottom sections.
11. EXAMINATION SYLLABI

The Benchmark will be based on the State Primary Syllabi for Maltese, English and Mathematics. These syllabi may be retrieved from www.curriculum.gov.mt/primary_syllabi.htm. In addition, the following guidelines regarding the format of the Benchmark examination papers are to be noted:

**ENGLISH and MALTESE**

The language papers will consist of four components, as shown in the table below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Duration of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening / Smigh</td>
<td>20 %</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Speaking / Tahdit</td>
<td>20 %</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Reading / Qari</td>
<td>30 %</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Writing / Kitba</td>
<td>30 %</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

**Listening (20%)**

There will be two listening tasks:

- The first task will consist of a small number of short texts such as: dialogues; conversations; announcements; monologues; instructions; directions; descriptions; and news bulletins, including weather reports.
- The second task will consist of a: monologue; dialogue; or conversation.

Students will be asked to: write words or numbers in gaps; mark a statement as True, False, or No Information Given; underline, circle, or tick the correct answer; match; complete grids with information; and label pictures or simple diagrams.

- Students will listen twice to the recordings of both texts, including questions. Students will be asked to:
  1. listen to the text and they may begin to work out the task/s as they listen;
  2. listen to the questions and answer as they listen;
  3. listen to the text for a second time;
  4. listen to the questions for a second time and complete the task/s as they listen.

Students will be allowed some time to check their answers.
Speaking (20%)

Students will be assessed in pairs. Each student will work on four speaking tasks.

- The first is the Warmer / it-Thejjija which is not assessed.
- The second is an Interview / l-Intervista and each student will be asked questions on two topics.
- The third and fourth tasks will consist of two of the following: Compare and Contrast / Qabbel; Inverted Interview / Staqsini Inti; Single Picture / Stampa Wahda; Picture Story / Stampa Storja; or Thematic Picture / Stampa dwar Tema.


Reading (30%)

The reading component will comprise two parts:

- The first part will consist of one of the following texts: a diagram or picture or set of pictures with some text; simple timetables and schedules; short texts such as notices, signs, posters, instructions, directions, advertisements, blurbs, and messages.

Students will be asked to carry out any of the following tasks: write words or numbers in gaps, underline, circle, tick, match, complete grids with information, and label pictures or simple diagrams.

- The second part will consist of a text, fiction or non-fiction, of approximately 500 words. The text will be split up into sections with questions set on each section. Questions will also be set on the whole text.

Students will be asked to answer a range of comprehension questions requiring them to write words or numbers in gaps; underline, circle, or tick the correct answer; match; mark a statement as True, False, or No information given; complete a grid; and construct a response. Knowledge about language may also be assessed. For the constructed response questions, answers need not be in full but they have to be sufficient to show comprehension.
Writing (30%)

There will be a short writing task (10%) and a long writing task (20%). Conventions of spelling, punctuation, and grammar apply in both writing tasks and will be assessed accordingly. The pre-writing task (the plan) will not be assessed for accuracy.

The short writing task will require students to write between 50 and 60 words on one of the following: a note / message; an informal email; an invitation; a notice; an advertisement; a short dialogue; instructions; directions; or a short paragraph about a topic.

- Students will choose one of two writing tasks. Both writing tasks will be of the same text type (for example, a short dialogue) but will consist of two content areas (such as, a dialogue about a missed school outing or a dialogue about planning to meet for sport practice).

The long writing task will require students to write between 140 and 200 words on one of the following: an informal letter; a write-up of an event; an article; or a short story for the school magazine or a similar publication intended for young students.

In the case of Maltese, in line with the current official primary syllabus, the long writing task may also include a dialogue.

- Students will also choose from two writing tasks both representing the same text type but having a different content area. Students will be asked to plan their writing. The pre-writing task (the plan) is to allow students to use the range of strategies available to them to plan their work. The pre-writing task carries a maximum of 4 marks out of a total of 20 marks allotted to the long writing task. (More information on the pre-writing task can be found on http://www.curriculum.gov.mt/docs/prewriting.pdf)
The Mathematics Benchmark examination is made up of two papers:

- **a mental paper** which carries 20% of the marks and is 15 minutes long;
- **a written paper** which carries 80% of the global mark and is 1 hour and 15 minutes long.

### The Mental Paper (20%)

The Mental paper is made up of twenty short questions which are read twice, in succession, by the class teacher. Code-switching is permitted **only** for giving out instructions before reading out the Mental paper. Instructions will therefore be read in both English and Maltese. The questions must be read out in English **exactly as written**. The questions are graded and divided into three sections. There are some easy questions at the beginning and some harder ones at the end.

The time interval between one question and another for answering each question in each section is as follows:

- the first 5 questions ..... 5 second intervals
- the next 10 questions ..... 10 second intervals
- the remaining 5 questions ..... 20 second intervals

**The class teacher reading the mental paper must strictly adhere to these set intervals.** The paper will be read out in English and no code-switching/mixing is allowed.

### The Written Paper (80%)

The written paper covers all the four strands of the mathematics curriculum, that is, Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving.

The paper is made up of 16 questions. The first four questions carry a total of 16 marks and test simple basic skills. The following eight questions carry a total of 40 marks and test the pupils’ mathematical competences in the four strands of the syllabus. The last four questions have a total of 24 marks and are more demanding non-routine questions. These questions require the application of mathematical knowledge and reasoning to solve more challenging problems.

### 12. RETURN OF SCRIPTS

A sample of scripts will be kept by the Educational Assessment Unit for archiving and research purposes. The rest of the scripts will be returned to schools in October 2013 to be used formatively by each school.

The school may request a review of performance if there is evidence of a discrepancy between the student’s performance throughout the year and the performance in the Benchmark, (at least a 25% performance discrepancy). Such request for the review of the performance must be received by the Educational Assessment Unit within **five working days** after the school receives the result.
DIRECTOR GENERAL

LETTER CIRCULAR

Information: X Date: 4th April 2013

Action Required: X Ref: DQSE 01/2013

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Prof Grace Grima
Director General DQSE
Tel: 2598 2404
Fax: 2598 2504
E-mail: dg.dqse.educ@gov.mt

Subject: Update to the End of Primary Benchmark (June 2013 – 1st and 2nd Session)

1) Request for Reader in Mathematics
2) Request for Reader in Maltese and/or English – Reading Components
3) Request for Scribe (Transcription of Illegible Words) in Maltese and/or English – Writing Components

This Letter Circular is being issued as an update to CMeLD 44/2013 in respect of the End of Primary Benchmark – June 2013.

1. The Educational Assessment Unit, in collaboration with the Specific Learning Difficulties Unit and the School Psychological Service, invites schools to apply for the above requests according to the following regulations. Heads of School are to bring these regulations to the notice of teachers and parents of students sitting the End of Primary Benchmark in June 2013.

2. Students who had applied for Access Arrangements as per Letter Circular CMeLD 44/2013 do not need to reapply.

3. Students who have already applied for a Reader in Mathematics will automatically have the Maltese and English Reading Comprehensions read out to them (see point 8) unless they complete Form A indicating that they do not wish to avail themselves of this arrangement. Those students availing themselves of a Reader in the Maltese Reading Comprehension (Il-Fehim mill-Qari) and in the English Reading Comprehension will have the statement, ‘Component carried out with Access Arrangements’ printed on their End of Primary Report.

4. Applications are again open for those students in Year 6 who have not previously applied for Access Arrangements as per Letter Circular CMeLD 44/2013 and have been assessed by SpLD, SPS or other professional bodies and have a relevant report identifying a learning difficulty. Requests (1) and (2) above apply for students who have scored below the 8-year reading level on a recognized standardized reading accuracy test carried out after 31 December 2011.

5. Request (3) above applies for students who have indicated in their report (SpLD, SPS or other professional bodies) the need for a Scribe to transcribe illegible words. Form B has to be completed for this provision in Maltese and/or English.

Appendices
6. In the case of students with hearing impairment, Heads of School may apply for the service of a Communicator for all components in Maltese, English and Mathematics (Form C).

7. Heads of School are to include students in Year 6 who have been referred to SPS and SpLD before January 2013 for an assessment in connection with the above requests but have not yet been assessed. Form C must be filled in for each student for whom a request is made.

8. It is to be noted that the Maltese Reading Comprehension (Il-Fehim mill-Qari) and the English Reading Comprehension will be read electronically in a group context (not on a one-to-one basis) for students who are assigned a Reader. This service will make use of technology available in schools with the support of the DQSE. In case of difficulty, the DQSE will provide an alternative arrangement for the Maltese Reading Comprehension (Il-Fehim mill-Qari) and the English Reading Comprehension.

9. Heads of School are to note that if a Reader is requested for Mathematics and a Scribe (to transcribe illegible words) for the English and Maltese writing component, this service has to be provided by the school. A training session for those who will be performing duties to provide the above Access Arrangements will take place on Wednesday 15th May at 1.00pm at the NCC.

10. All requests, duly entered on the attached Application Forms, should be addressed to:

   Mr G. Bugeja, Assistant Director  
   Directorate for Quality and Standards in Education  
   Educational Assessment Unit  
   Great Siege Road – Floriana VLT 2000

11. All Application Forms are to reach the Educational Assessment Unit by not later than **Monday 15th April 2013. Late applications will not be considered.** Application Forms should be sent in duplicate (the original application form is required). Heads of School should keep a copy of whatever is sent to the Educational Assessment Unit.

12. In all cases, the decision of the Reviewing Board for Requests is final.

13. Schools will eventually be informed by the Educational Assessment Unit prior to the Benchmark whether their requests have been accepted.

14. For further clarification, please contact the Educational Assessment Unit on 2598 2139 or eau@gov.mt

   For your information the End of Primary Benchmark Report 2012 is available online at:  

   Thank you for your co-operation.

   **Prof. Grace Grima**  
   **Director General**  
   **Directorate for Quality and Standards in Education**
Application Form to refuse a Reader for Maltese and/or English Reading Comprehensions

To be completed only for candidates who have already applied for a Reader in Mathematics in February 2013.

Examination for which application is made: **End of Primary Benchmark**

<table>
<thead>
<tr>
<th>Examining Authority</th>
<th>Session</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Assessment Unit</td>
<td>June 2013</td>
<td>Year 6</td>
</tr>
</tbody>
</table>

Name of student ................................................................. (in block letters)
ID Card No. .................................
Date of birth ......................... Male  Female  [Tick ✓ as applicable]
Address ........................................................................................
Name of parent/guardian ..............................................................
Mobile No. .........................  Home Tel. No. .............................
College.................................................................
School............................................................ Tel. No. .................

**I refuse the Reader Provision for:**  [tick ✓ as applicable]

☐ MALTESE  ☐ ENGLISH

Please note that the Maltese Reading Comprehension (Il-Fehim mill-Qari) and the English Reading Comprehension will be read electronically in a group context (not on a one-to-one basis).
DECLARATION (to be signed by the Head of school)

I confirm that the information provided on this form is accurate.

Name (Head of school) ………………………………………………………………………
(in block letters)

Signed ……………………………..         Date ……………………………..

School Stamp

For office use only

Received on: ____________ Acknowledged on: ____________

Remarks:

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Application Form for the Request of a Scribe (for Transcription of Illegible Words for Maltese and/or English Writing Components)

Examination for which application is made: End of Primary Benchmark

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</table>

Please refer to the guidelines on page 5 before filling in this application form

Name of student …………………………………………………… (in block letters)
ID Card No. …………………………………
Date of birth …………………….. Male ☐ Female ☐ [tick ✓ as applicable]
Address …………………………………………………………………………………
Name of parent/guardian …………………………………………………………………
Mobile No. …………………….. Home Tel. No. ………………………
College………………………………………………..
School………………………………………………. Tel. No. ……………………
I have already applied for Access Arrangements in February 2013  Yes / No

REQUEST FOR:

☐ Scribe – Maltese Writing Component (for transcription of illegible words)

☐ Scribe – English Writing Component (for transcription of illegible words)

REASON FOR REQUEST:

_____________________________________________________________________
_____________________________________________________________________

Please indicate and attach any relevant documentation to substantiate this request.

Document 1: __________________________________________________________

Document 2: __________________________________________________________

Appendices
Appendices

It is the responsibility of the Head of school:

- To attach all the relevant documentation to the completed form.
- To verify all evidence correct by endorsing a copy of the documents.

- In case of difficulty, please contact SpLD (Specific Learning Difficulties) and SPS (School Psychological Service) units on Tel 21234965 and 21242882 respectively.

---

**DECLARATION (to be signed by the Head of school)**

I confirm that the information provided on this form is accurate.

Name (Head of school) ………………………………………………………………..

*(in block letters)*

Signed ……………………………..         Date ……………………………..

School Stamp

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For office use only

Received on: ______________  Acknowledged on: ______________

**Missing Documents:**

________________________________________________________________________________________

**Remarks:**

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
STATEMENT OF CONSENT

I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:
- by opting out, my application cannot be processed.
- authorised personnel who are processing this information may have access to this data in order to supply me or any member of my family with the service being applied for.
- edited information that would not identify me or any member of my family may be included in statistical reports.

I know that I am entitled to see the information related to me or any member of my family, should I ask for it in writing.

I am aware that, for the purpose of the Data Protection Act, the Data Controller is:

The Director, Curriculum Management & eLearning, DQSE, Floriana.
(e-mail: dcmel@gov.mt)

NAME OF STUDENT: ___________________________ DATE: _____________

I have read and understood this statement of consent myself. ☐

This statement of consent was read and explained to me. ☐
 (tick ✓ as applicable)

<table>
<thead>
<tr>
<th>DATA SUBJECT</th>
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<tbody>
<tr>
<td>NAME of Parent / Guardian (in block letters)</td>
<td>NAME of Reader (in block letters)</td>
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<tr>
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<td>PROFESSION / GRADE</td>
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<td>ID CARD no.</td>
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Directorate for Quality and Standards in Education – Ministry for Education and Employment
DIJKJARAZZJONI TA’ KUNSENS

Jiena naghti l-kunsens tieghi lid-Direttorat ghal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jżomm taht il-harsien tieghu l-informazzjoni personali u sensitiva li hawn f’din l-applikazzjoni biex ikun jista’ jaghti lili jew lil xi membru tal-familja tieghi s-servizz li qed nitlob.

Jiena nifhem li:

- jekk ma naghtix din l-informazzjoni, l-applikazzjoni tieghi ma tistax tiġi pproċessata.
- sabiex jiena jew xi membru tal-familja tieghi ninghata/jinghata s-servizz mitlob, persuni awtorizzati jistgħu jkollhom aċċess għal din l-informazzjoni personali u sensitiva.
- ċerti dettalji li bl-ebda mod ma jikxfu l-identità tieghi jew ta’ xi membru tal-familja tieghi jistgħu jigu pproċessati għal skopijiet ta’ statistika.

Jiena naf li, jekk naghmel talba bil-miktub, għandi d-dritt li nkun naf x’informazzjoni qiegħed iżomm id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tieghi.

Jiena konxju/a li, għall-fini tal-Att Dwarf il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta’ data personali huwa:

Id-Direttur tal-Kurrikuла u t-Taghlim Elettroniku
Id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni, Floriana.
(e-mail: dcmel@gov.mt)

ISEM L-ISTUDENT/A: _________________________ DATA: _____________

Jiena nikkonferma li din id-dikjarazzjoni qrajtha jiena stess u fhimt kollox. ☐

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox. ☐
(Immarka ✓ fejn suppost)

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<th>MIN QIEGĦED JAGĦMEL DIN ID-DIKJARAZZJONI</th>
<th>IL-QARREJ/JA (jekk inhu l-każ)</th>
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<tr>
<td>ISEM il-Ġenitur / Kustodju (b’ittri kbar)</td>
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<tr>
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Direttorat ghal Kwalità u Standards fl-Edukazzjoni – Ministeru għall-Edukazzjoni u Xoghol
Appendices

Guidelines on how to complete the application form for Request

a) All the information on this application form should be entered by the school administration ONLY.

b) Ensure that the correct application form (i.e. Session: June 2013) is completed and sent to the Educational Assessment Unit.

c) This application form should be sent in duplicate and the original application form is required.

d) Remember to keep a copy of whatever you send to the Educational Assessment Unit.

e) Complete the details of the ‘DECLARATION’ on page 2. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of school. It is the responsibility of the Head of school to make the request and to supply the information required on the form.

f) It is important that the STATEMENT OF CONSENT is duly completed in English, on page 3, or in Maltese, on page 4.
Appendices

EDUCATIONAL ASSESSMENT UNIT

FORM C

Application Form to Request:

- A Reader for Maltese and/or English Reading Comprehensions and/or Mathematics Written
- An Enlarged Print for Visually Impaired Children
- Multiplication Tables for Mathematics
- A Communicator for Hearing Impaired Children

Examination for which application is made: End of Primary Benchmark

<table>
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<tr>
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Please refer to the guidelines on page 5 before filling in this application form

Name of student ................................................................. (in block letters)
ID Card No. ..............................................
Date of birth ...................... □ Male □ Female [Tick ✓ as applicable]
Address ..........................................................................................
Name of parent/guardian ...............................................................
Mobile No. ...................... Home Tel. No. ......................
College.......................................................................................
School....................................................................................... Tel. No. ......................

REQUEST FOR: [tick ✓ as applicable]

☐ READER (for Maltese Reading) ☐ READER (for English Reading)

☐ READER (for Mathematics) ☐ ENLARGED PRINT

☐ MULTIPLICATION TABLES ☐ COMMUNICATOR
(for Hearing Impaired children)

REASON FOR REQUEST:

________________________________________________________________________
________________________________________________________________________

Please indicate and attach any relevant documentation to substantiate this request.

Document 1: ___________________________________________________________

Document 2: ___________________________________________________________
It is the responsibility of the Head of school:

- To attach **all the relevant documentation** to the completed form.
- To verify **all evidence correct** by endorsing a copy of the documents.

- In case of difficulty, please contact SpLD (Specific Learning Difficulties) and SPS (School Psychological Service) units on Tel 21234965 and 21242882 respectively.

### DECLARATION (to be signed by the Head of school)

I confirm that the information provided on this form is accurate.

Name (Head of school) ……………………………………………………………………………

*(in block letters)*

Signed ……………………………..         Date …………………………

School Stamp

---

**For office use only**

*Received on: * ____________  *Acknowledged on: * ____________

*Missing Documents:*

________________________________________________________________________

*Remarks:*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:

- by opting out, my application cannot be processed.
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The Director, Curriculum Management & eLearning, DQSE, Floriana.
(e-mail: dcmel@gov.mt)

NAME OF STUDENT: ___________________________  DATE: ______________

I have read and understood this statement of consent myself. □

This statement of consent was read and explained to me. □
(tick ✓ as applicable)

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Directorate for Quality and Standards in Education – Ministry for Education and Employment
DIKJARAZZJONI TA’ KUNSENS

Jiena naghti l-kunsens tieghi lid-Direttorat ghal Kwalità u Standards fl-Edukazzjoni biex jiprocessa u jżomm taħt il-harsien tieghu l-informazzjoni personali u sensittiva li hawn f’din l-applikazzjoni biex ikun jista’ jaghti lili jew lil xi membru tal-familja tieghi s-servizz li qed nitlob.

Jiena nifhem li:

□ jekk ma nagħtix din l-informazzjoni, l-applikazzjoni tieghi ma tistax tiġi pproċessata.

□ sabiex jiena jew xi membru tal-familja tieghi ningħata/jingħata s-servizz mitlub, persuni awtorizzati jistgħu jkollhom aċċess ghal din l-informazzjoni personali u sensittiva.

□ ċerti dettalji li bl-ebda mod ma jikxfu l-identità tieghi jew ta’ xi membru tal-familja tieghi jistgħu jigu pproċessati għal skopijiet ta’ statistika.

Jiena naf li, jekk nagħmel talba bil-miktub, ghandi d-dritt li nkun naf x’informazzjoni qiegħed iżomm id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tieghi.

Jiena konxju/a li, ghall-finij tal-Att Dwar il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta’ data personali huwa:

Id-Direttur tal-Kurrikulu u t-Taghlim Elettroniku
Id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni, Floriana.
(e-mail: dcmel@gov.mt)

ISEM L-ISTUDENT/A: _________________________ DATA: _____________

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Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

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Direttorat ghal Kwalità u Standards fl-Edukazzjoni – Ministeru għall-Edukazzjoni u Xogħol
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b) Ensure that the correct application form (i.e. Session: June 2013) is completed and sent to the Educational Assessment Unit.

c) This application form should be sent in duplicate and the original application form is required.

d) Remember to keep a copy of whatever you send to the Educational Assessment Unit.

e) The service of a Communicator in the case of children with hearing impairment may be requested for all components in Maltese, English and Mathematics.

f) Complete the details of the ‘DECLARATION’ on page 2. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of school. It is the responsibility of the Head of school to make the request and to supply the information required on the form.

g) It is important that the STATEMENT OF CONSENT is duly completed in English, on page 3, or in Maltese, on page 4.
APPENDIX 7
LETTER CIRCULAR

Information: X

Action Required: X

Date: 9th April, 2013

Ref: DQSE 07/2013

To: All Heads of School (State & Non-State) and Sections

From: Prof Grace Grima
    Director General DQSE

Tel: 2598 2404
Fax: 2598 2504
E-mail: dg.dqse.educ@gov.mt

Subject: The End of the Primary Benchmark 2013 – A Public Meeting

The Minister of Education is organising a meeting for the general public on the End of Primary Benchmark 2013.

Date: Saturday 20th April 2013
Venue: Floriana Primary School
Time: 9.30am

The meeting will focus on the different components of the Benchmark examinations including the following:
Maltese: listening, speaking, reading with understanding and writing.
English: listening, speaking, reading with understanding and writing.
Mathematics: mental paper and written paper.

During the meeting, demonstrations will include the access arrangements that will be available for the first time this year. These include a reader for the Maltese and English Reading Comprehension components and the provision of a scribe on request for the transcription of illegible words for the Maltese and English writing components.

A consultation process has also been launched re access arrangements during examinations. Parents, students, teachers and the general public are encouraged to submit their suggestions to access.mede@gov.mt

Prof. Grace Grima
Director General
Directorate for Quality and Standards in Education

Appendices
The Minister of Education is organising a meeting for the general public on the End of Primary Benchmark 2013.

Date: Thursday, 2\textsuperscript{nd} May 2013  
Venue: Boys’ Secondary School, Rabat, Gozo  
Time: 6:00pm

The meeting will focus on the different components of the Benchmark examinations including the following:  
Maltese: listening, speaking, reading with understanding and writing.  
English: listening, speaking, reading with understanding and writing.  
Mathematics: mental paper and written paper.

During the meeting, demonstrations will include the access arrangements that will be available for the first time this year. These include a reader for the Maltese and English Reading Comprehension components and the provision of a scribe on request for the transcription of illegible words for the Maltese and English writing components.

A consultation process has also been launched re access arrangements during examinations. Parents, students, teachers and the general public are encouraged to submit their suggestions to access.mede@gov.mt

Prof. Grace Grima  
Director General  
Directorate for Quality and Standards in Education
LETTER CIRCULAR

Information: X  Date: 19th April 2013
Action Required: X  Ref: CMeLD 127/2013

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Josephine Vassallo and Gaetano Bugeja, Assistant Directors

Subject: Meetings for Heads of School re:
1) Social Studies Assessment Reorganization (SSAR) in Year 5 (refer to Letter Circular CMeLD 102/2013)
2) End of Primary Benchmark – June 2013

Kindly note that meetings for Heads of Primary Schools re above will be held as follows, so as to minimize time away from school:

For Heads of Primary Schools in Gozo:
Date: 9th May 2013
Venue: Gozo College Boys’ Secondary School
SSAR meeting: 9.30 – 10.30
End of Primary Benchmark meeting: 10.45 – 12.15

For Heads of Primary Schools (State) in Malta:
Date: 10th May 2013
Venue: National Curriculum Centre, Hamrun.
SSAR meeting: 11.30 – 12.30
End of Primary Benchmark meeting: 13.00 – 14.15

For Heads of Primary Schools (Non-State) in Malta:
Date: 10th May 2013
Venue: National Curriculum Centre, Hamrun.
End of Primary Benchmark meeting: 11.30 – 12.30

During the End of Primary Benchmark meetings Heads of School will be given details about the Access Arrangements together with information concerning the second session.

Thank you for your attention.

Sandro Spiteri
Director
Curriculum Management and eLearning
As per Letter Circular DQSE 01/2013 (Point No 9), training sessions for those who will be performing duties to provide Access Arrangements during the End of the Primary Benchmark 2013, are being organized in Malta and Gozo.

Details of the training session in Gozo:

Date: 9th May 2013
Time: 12.45pm
Venue: Gozo College, Boys’ Secondary School, Victoria

Updated details of the training session in Malta:

Date: 15th May 2013
Time: 1.00pm
Venue: St Ignatius College, Siggiewi Primary School Hall

Heads of Schools are to ensure that those responsible for providing these access arrangements attend these training sessions.

Thank you for your co-operation

Prof. Grace Grima
Director General
Directorate for Quality and Standards in Education
LETTER CIRCULAR

Information: X Date: 14th May 2013
Action Required: X Ref: CMeLD 166/2013
To: All Heads of State Primary Schools and Sections
From: Director, Curriculum Management and eLearning
Subject: Meeting for Peripatetic Staff re Access Arrangements

A meeting about the provision of Access Arrangements during the End of Primary Benchmark, 2013, is going to be held for all Primary Peripatetic Teachers. This meeting will be held on:

Friday 17th May at 1.00 p.m. at St Clare College, San Gwann Primary School Hall.

All Peripatetic Teachers are requested to attend.

Thank you for your collaboration.

Sandro Spiteri
Director
Curriculum Management and eLearning
APPENDIX 8
The Directorate for Quality and Standards in Education is issuing guidelines for students and parents to inform them about the End of Primary Benchmark 2013.

Heads of Schools are kindly requested to ensure that students and parents are informed about these guidelines which can also be downloaded from:

http://www.curriculum.gov.mt

Thank you for your co-operation.

Prof. Grace Grima
Director General
Directorate for Quality and Standards in Education
Informazzjoni:  X  Data:  2 ta’ Mejju, 2013
Azzjoni:  X  Ref:  DQSE 11/2013
Lill-: Kapijiet tal-Iskejjel tal-Istat, Knisja u Indipendenti u Sezzjonijiet
Minn:  Prof Grace Grima
       Direttur Ġenerali
Tel:  2598 2404
Fax:  2598 2504
E-mail: dg.dqse.educ@gov.mt


Id-Direttorat ghal Kwalità u Standards fl-Edukazzjoni ghadu kemm ippubblika dawn id-dokumenti:

   Linji Gwida ghall-Istudenti u l-Ġenituri dwar il-Benchmark ta’ Tmiem il-Primarja 2013

   https://www.education.gov.mt/curriculum2

   u

   Ċl-Qafas tal-Kurrikulu Nazzjonali ghal Kulhadd 2012


Il-Kapijiet tal-Iskejjel mitluba jinfurmaw il-ġenituri, l-istudenti u l-ghalliema b’dawn id-dokumenti.

Grazzi tal-kooperazzjoni.

Prof. Grace Grima
Direttur Ġenerali
Direttorat ghal Kwalità u Standards fl-Edukazzjoni

Appendices
GUIDELINES FOR STUDENTS AND PARENTS

REGARDING THE

END OF PRIMARY BENCHMARK 2013
When and where will the First Session of the Benchmark assessments take place?

The First Session of the End of Primary Benchmark will take place between the 29 May and 5 June 2013. Please refer to the attached time table.
All students sit for the Benchmark assessments at their respective schools.

Do I need to apply for the First Session of the End of Primary Benchmark?

State School students do not need to apply. However, Church and Independent Schools are invited to enrol their Year 6 students. The application is available through a Letter Circular in January and applications are to be sent in by February.

When and where will the Second Session of the Benchmark assessments take place?

The Second Session of the End of Primary Benchmark will take place between the 17 and 21 June 2013 between 5:00pm and 8:00pm. Please refer to the attached time table.

All the components of the Second Session will be held at St Gorg Preca College Floriana Primary School in Malta and the Gozo Education Office, Victoria, Gozo.

Who is eligible for the Second Session of the End of Primary Benchmark?

The Second Session of the Benchmark is available for:

(a) Students who will have completed Year 6 in a State, a Church or an Independent School that will have participated in the First Session of the Benchmark but, during the First Session, were either sick or absent for any component or for all components.

After the end of the First Session of the Benchmark, these students must submit to their school a passport-sized photo which has been signed by a professional, verifying that the photo is a true image of the applicant. This photo needs to be affixed to the Identity Card that will be provided to the school by the Educational Assessment Unit. Candidates are to hand in the photo to the Head of School by the 12 June 2013.

(b) Students who have completed Year 6 in a Church or Independent School that will not be participating in the First Session of the End of Primary Benchmark. These students need to complete an Application Form that can be collected as from 6 May 2013 from the Customer Care Unit, Education Directorates, Floriana or the Education Office, Victoria, Gozo. This application form is also available for downloading from the website http://www.curriculum.gov.mt All completed application forms must be returned to the Customer Care Unit in Floriana, or the Education Office, Victoria, Gozo, by not later than 17 May 2013.

A passport-sized photo is to be submitted together with the Application Form. The photo needs to be signed by a professional, verifying that it is a true image of the applicant.
What are the different components of the Benchmark assessments?

ENGLISH and MALTESE
The language papers consist of four components, as shown in the table below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
<th>Duration of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening / Smingh</td>
<td>20</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Speaking / Tahdit</td>
<td>20</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Reading / Qari</td>
<td>30</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Writing / Kitba</td>
<td>30</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

Listening (20 marks)

There are two listening tasks, both of which are recorded on a CD.

- The first task consists of a small number of short texts such as: dialogues; conversations; announcements; monologues; instructions; directions; descriptions; and news bulletins, including weather reports.
- The second task consists of a: monologue, dialogue, or conversation.
  Students are asked to: write words or numbers in gaps; mark a statement as True, False, or No Information Given; underline, circle, or tick the correct answer; match; complete grids with information; and label pictures or simple diagrams.
- Students listen twice to the recordings of both texts, including questions. Students are asked to:
  1. Listen to the text and they may begin to work out the task/s as they listen;
  2. Listen to the questions and answer as they listen;
  3. Listen to the text for a second time;
  4. Listen to the questions for a second time and complete the task/s as they listen.

Students are given time to check their answers.

Speaking (20 marks)

The class teacher asks questions to his/her own students whilst another teacher gives marks. Students are generally assessed in pairs, however the school can decide to assess students individually if it is deemed to be more beneficial to a particular student. Students are addressed individually by name during the interview and are given equal time to speak.

Each student works on four speaking tasks.
- The first is the Warmer / it-Thejjiija which is not assessed.
- The second is an Interview / l-Intervista and each student is asked questions on two topics.
- The third and fourth tasks consist of two of the following: Compare and Contrast / Qabel; Inverted Interview / Staqsini Intii; Single Picture / Stampa Wahda; Picture Story / Stampa Storja; or Thematic Picture / Stampa dwar Tema.

More information can be found on http://www.education.gov.mt/curriculum2

Reading (30 marks)

The reading component consists of two texts:
- The first text may be: a diagram or picture or set of pictures with some text; simple timetables and schedules; short texts such as notices, signs, posters, instructions, directions, advertisements, blurbs, and messages.
Students are asked to carry out any of the following tasks: write words or numbers in gaps, underline, circle, tick, match, complete grids with information, and label pictures or simple diagrams.

- The second text may be fiction or non-fiction, of approximately 500 words. The text is divided into sections with questions set on each section. Questions are also set on the whole text.

Students are asked to answer a range of comprehension questions requiring them to write words or numbers in gaps; underline, circle, or tick the correct answer; match; mark a statement as True, False, or No information given; complete a grid; and construct a response. Knowledge about language may also be assessed. For questions that require written answers, answers need to show sufficient understanding.

Writing (30 marks)

There is a short writing task (10 marks) and a long writing task (20 marks). Spelling, punctuation, and grammar are important in both writing tasks and are assessed accordingly. It is important for students to complete the pre-writing task (the plan) which carries 4 marks.

- The short writing task requires students to write between 50 and 60 words on one of the following: a note / message; an informal email; an invitation; a notice; an advertisement; a short dialogue; instructions; directions; or a short paragraph about a topic.

- Students choose one of the two long writing tasks. Both writing tasks are of the same text type (for example, a short dialogue) but consist of two content areas (such as, a dialogue about a missed school outing or a dialogue about planning to meet for sport practice).

The long writing task requires students to write between 140 and 200 words on one of the following: an informal letter; a write-up of an event; an article; or a short story for the school magazine or a similar publication intended for young students. In Maltese, the long writing task may also include a dialogue.

- Students are free to choose how to plan their long writing task. The plan may be as simple as a list of points, and as complex as a 'squashed spider' or any other form of associative web. Drawings may also be used. However, a first draft (the ‘rough’) of the final writing task is NOT considered a prewriting exercise.

The plan needs to be completed BEFORE the long writing task as it helps the student remain focused on the writing task.

More information on the pre-writing task can be found on http://www.curriculum.gov.mt under the Benchmark section.

MATHEMATICS

The Mathematics Benchmark assessment is made up of two papers:

- A mental paper which carries 20 marks and is 15 minutes long;
- A written paper which carries 80 marks and is 1 hour and 15 minutes long.

The Mental Paper (20 marks)

The Mental paper is made up of twenty short questions which are read twice by the class teacher. Instructions will be read in both English and Maltese. The questions are read out in English only. There are some easy questions at the beginning and some difficult ones at the end.

The time interval between one question and another for answering each question in each section is as follows:

- the first 5 questions ..... 5 second intervals
- the next 10 questions ..... 10 second intervals
- the remaining 5 questions ..... 20 second intervals
The Written Paper (80 marks)

The written paper covers Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving. The paper is made up of 16 questions. Students are expected to answer all the questions.

Can a calculator be used during the Mathematics session?

Calculators cannot be used during any part of the Mathematics papers.

Can students write down their working in the Mathematics Mental paper?

Yes, students can write down their working during the Mathematics Mental paper. However, the answer to each question must be clearly written in the box provided. The use of rough paper is NOT allowed.

Where can students find resources for the End of Primary Benchmark?

Resources for the Benchmark are available at http://www.curriculum.gov.mt. These include past papers and marking schemes for Maltese, English and Mathematics and the recorded listening comprehensions for Maltese and English.

Which provisions are available for all students during the Benchmark?

- Extra time is provided to all candidates to avoid disruptions to those students who require extra time.
- The class teacher acts as a Prompter in the classroom as required.

Which Access Arrangements are available for the Benchmark?

Children can be given Access Arrangements if stipulated in the professional report presented to the Educational Assessment Unit, and/or after being assessed by the Specific Learning Difficulties (SpLD) Service, School Psychological Service or any other professional body.

- For children with writing difficulties due to physical conditions (e.g. a fractured arm in plaster) the Amanuensis is provided by the school. This is the person who writes on behalf of the student.
- Multiplication Tables for Mathematics Written paper.
- Enlarged Print (for visually impaired students).
- Communicator (for hearing impaired students).
- Reader for Mathematics Written paper – for those students who have a reading age below eight years.

Additional Access Arrangements as from June 2013:

- Reading assistance for Maltese and English Reading Comprehensions: During the reading component, each of these papers will be read twice, electronically. The questions will also be read twice. Whilst the text is being read, it is also projected on the interactive white board, (on the wall, or on a laptop), and the text is highlighted as it is read. There will be some time for the students to complete the answers required. A recorded sample of the reading comprehension (Maltese and English) is available on the Youtube at http://youtu.be/Ouh-k6Rnx4M and http://youtu.be/9eTeVnE-1kw

- A scribe will transcribe illegible words for Maltese and English Writing Components after the student completes the writing tasks. The scribe will write, using a green biro, any words which cannot be understood so that the marker of the script will have access to the ideas and writing of the student.

Students who are provided with Reading Assistance will have ‘Component with Access Arrangement’ written on their final Results Report.
Are Exemptions available for the End of Primary Benchmark?

All children are expected to sit for the different components of the Benchmark. However, children may be exempted from all or parts of the Benchmark examinations if they satisfy certain criteria.

There are two types of exemptions:

(a) Children of returned migrants and expatriates may apply for an exemption in English and/or Maltese if they have not followed the subject curriculum during the last two years of Primary school in Malta or Gozo. This request needs to be supported by an authenticated copy of the official Letter of Admission to School of a Foreign Pupil/Student or other relevant documentation necessary for this exemption.

(b) Children following an alternative learning programme and/or functioning at, or below, Year 3 Primary standard OR children with a severe disability may request an exemption from particular components in the different subjects. (For these children a school-based assessment is recommended).

What can a student do if s/he makes a mistake during the examination?

Whenever a student makes a mistake and needs to cross out something, this is best done by crossing out the text (word/number) and rewriting it neatly.

Can tippex be used during the Benchmark?

Correcting fluids and correcting rolls are NOT allowed.

Can a student write using a pencil?

It is recommended that all writing is done using a ball point. Students are required to write in blue or black ink. The use of a ball point with erasable ink is NOT allowed.

How and when will students receive the Benchmark results?

The Educational Assessment Unit in Floriana sends the results of the Benchmark to the respective schools. Each school will input the results of Religion and Social Studies (and Science in some of the schools) together with the teachers’ assessment. The schools will then post the results to the students’ addresses. Results will be posted received by the first week of July.

How will the results be displayed?

The End of Primary Report will include marks for each of the four components (Listening Comprehension, Speaking, Reading Comprehension and Writing) for Maltese and English and the two components in Mathematics (Mental and Written), together with the total mark for each subject. The national median will be given in a separate column.

What is the Median?

The median represents the middle mark in a list of all marks of all the students arranged in ascending order. The median is useful to compare a student’s result with the middle mark obtained by all the students in a particular component.

How does the marking process work?

The class teachers are in charge of marking the Speaking component in Maltese and English. However, they use the marking criteria and the marking sheets provided by the Educational Assessment Unit.
All other components are marked centrally twice, using blind marking. This means that two markers mark the script but they do not write anything on the script so as not to influence one another. In case of a discrepancy, a third marker is asked to remark the script. Markers do not see the names of the students and the schools during the marking process.

**Can a student request a revision of paper?**

If a student feels that a revision of paper is necessary, s/he is to inform the school immediately. The school then checks if there is evidence of a discrepancy between the student's performance throughout the year and the performance in the Benchmark, and makes a request to the Educational Assessment Unit for a revision of paper. Such a request must be received by the Educational Assessment Unit by the 15 July 2013.

**Conclusion**

The result of the Benchmark is intended to inform the teaching and learning process. It gives feedback to students, parents, teachers and schools of the achievement in the different skills tested. This information is useful for Primary and Secondary Schools and helps in the setting in Maltese, English and Mathematics in State Secondary Schools.
# Revised Timetable

**END OF PRIMARY BENCHMARK (Year 6)**  
**JUNE 2013 (1st Session)**

<table>
<thead>
<tr>
<th>Wednesday 29 May</th>
<th>Thursday 30 May</th>
<th>Friday 31 May</th>
<th>Monday 3 June</th>
<th>Tuesday 4 June</th>
<th>Wednesday 5 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.35 – 10.40</td>
<td>(50 minutes)* Maltese Reading Comprehension</td>
<td>(60 minutes) Maltese Writing</td>
<td>(60 minutes) English Writing</td>
<td>(15 minutes) Mathematics Mental Paper</td>
<td></td>
</tr>
<tr>
<td>1h 05min Break</td>
<td>9.45 – 10.15</td>
<td>9.45 – 10.15</td>
<td>9.00 – 9.15</td>
<td>15 min Break</td>
<td></td>
</tr>
<tr>
<td>(50 minutes)* English Reading Comprehension</td>
<td>(30 minutes) Maltese Listening Comprehension</td>
<td>(30 minutes) English Listening Comprehension</td>
<td>(1h 15min) Mathematics Written Paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Students with a Reader will have an additional 30 minutes  
N.B. On Friday 31 May, the school may use the remaining time after 11.30 as a contingency for the Maltese and English Oral Components.
# END OF PRIMARY BENCHMARK (Year 6)
## JUNE 2013 (2nd Session)

<table>
<thead>
<tr>
<th>Monday 17 June</th>
<th>Tuesday 18 June</th>
<th>Wednesday 19 June</th>
<th>Thursday 20 June</th>
<th>Friday 21st June</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.00 – 18.00</td>
<td>17.00 – 18.00</td>
<td>17.00 – 17.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(60 minutes)</em> Maltese Writing</td>
<td><em>(60 minutes)</em> English Writing</td>
<td><em>(15 minutes)</em> Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(30 minutes)</em> Maltese</td>
<td><em>(30 minutes)</em> English</td>
<td><em>(1h 15min)</em> Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>Listening Comprehension</td>
<td>Written Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.00 - 18.25</td>
<td>18.00 - 18.25</td>
<td>17.15 - 17.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25min Break</td>
<td>25min Break</td>
<td>30min Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.25 – 18.55</td>
<td>18.25 – 18.55</td>
<td>17.30 – 18.45</td>
<td>17.00 – 20.00</td>
<td>17.00 – 20.00</td>
</tr>
<tr>
<td><em>(50 minutes)</em> Maltese</td>
<td><em>(50 minutes)</em> English</td>
<td><em>English Oral Component</em></td>
<td></td>
<td><em>English Oral Component</em></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.55 – 19.10</td>
<td>18.55 – 19.10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15min Break</td>
<td>15min Break</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19.10 – 20.00</td>
<td>19.10 – 20.00</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* Students with a Reader will have an additional 30 minutes
LINJI GWIDA GĦALL-ISTUDENTI U L-ĠENITURI

DWAR ĠIL-BENCHMARK TA’

TMIEM IL-PRIMARJA 2013
Meta u fejn se ssir l-Ewwel Sessjoni tal-Benchmark?


Hemm bżonn napplika għall-Ewwel Sessjoni tal-Benchmark?


Meta u fejn issir It-Tieni Sessjoni tal-Benchmark?

It-Tieni Sessjoni tal-Benchmark se ssir bejn is-17 u l-21 ta’ Gunju 2013 bejn il-5.00 u t-8.00 ta’ filghaxija. Ara l-orarju tal-hinijiet mehmuz ma’ dawn il-linji gwida. Il-komponenti kollha tat-Tieni Sessjoni, l’Malta se jsiru fl-Iskola Primarja, il-Furjana (Kullegġ San Gorġ Precà) u f’Gawdex fl-Uffiċċju tal-Edukazzjoni tar-Rabat.

Min jista’ jaghmel It-Tieni Sessjoni tal-Benchmark?

It-Tieni Sessjoni tal-Benchmark jistgħu jagħmluha:

(a) studenti li jkunu temmew is-Sitt Sena fi skola Statali, tal-Knisja jew Indipendenti li jkunu hadu sehem fl-Ewwel Sessjoni tal-Benchmark idza kienu morda jew assenti waqt xi komponent jew il-komponenti kollha tal-Ewwel Sessjoni.


Ritratt tal-istudent/a daqs ta’ passaport, iffirma minn professjonist li jiddikikara li r-ritratt huwa awtentiku, għandu jigi pprezentat mal-applikazzjoni.
Liema huma l-komponenti differenti tal-Benchmark?

L-INGLIŻ u L-MALTU

Il-karti tal-lingwi fihom erba’ komponenti, kif muri f’din it-tabella:

<table>
<thead>
<tr>
<th>Il-Komponent</th>
<th>Il-Marki</th>
<th>Il-Hin tal-Eżami</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is-Smigh/ Listening</td>
<td>20</td>
<td>30 minuta</td>
</tr>
<tr>
<td>It-Taħdit/ Speaking</td>
<td>20</td>
<td>10 minuti</td>
</tr>
<tr>
<td>Il-Qari/ Reading</td>
<td>30</td>
<td>50 minuta</td>
</tr>
<tr>
<td>Il-Kitba/ Writing</td>
<td>30</td>
<td>60 minuta</td>
</tr>
</tbody>
</table>

Is-Smigh (20 marka)

Jinghataw żewġ testi bit-tahriġ magħhom irrekordji fuq diska kompatta.
- L-ewwel test jista’ jkun djalogu, konversazzjoni, avvività, monologu, istruzzjonijiet, direzzjonijiet, deskriżzjoni jew bullettin tal-ahbarijiet festhom rapport tat-temp.
- It-tieni test jista’ jkun monologu, djalogu, jew konversazzjoni.

L-istudenti jintalbu bież: jimlew il-vojt bi kliem jew numri; jimmankaw jekk sentenza hijiex Veru, Falt jew Ma ssemmiet; jaqtghu linja taht, jagħmlu cirku madwar jew jimmankaw it-twiegba t-tajba; iqabblo frasż ma’ oħra; ikomplu jimlew tablli b’informazzjoni; u jagħtu tikketta lil stampi jew tpinjijja sempliċi.
- L-istudenti jisimghu ż-żewġ testi u l-mistoqsijiet irrekordji darbejn. L-istudenti jintalbu:
  1. Jisimghu t-test, u waqt li jisimghuh, ikunu jistgħu jahdmu t-tahriġ fuqu;
  2. Jisimghu l-mistoqsijiet u jweġbuhom waqt li jisimghuhom;

3. Jisimghu t-test għat-tieni darba;

L-istudenti jinghataw il-hin biex jiċċekkaż il-tweġibiet taghhom.

It-Taħdit (20 marka)

Kull student irid jagħmel erba’ eżerċizzji tat-taħdit.
- L-ewwel ikun hemm it-Thejjiż, li ma tkunx assessorata.
- It-tieni tkun l-Intervista u l-istudenti jkollhom mistoqsijiet fuq żewġ temi.
- It-tielet u r-raba’ eżerċizzju jistgħu jkunu tnejn minn dawn: Qabbel; Staqsini Inti; Stampa Wahda; Stampa Storja; Stampi dwar Tema.


Il-Qari (30 marka)

Il-komponent tal-Qari fih żewġ taqsimiet:
- L-ewwel taqsimta jista’ jkolha: tpinjijja, stampa jew sett stampi b’silta marbuta magħhom; orari jew skedi hfej; testi qosra bħal avvività, tablli, posters, istruzzjonijiet, direzzjonijiet, riklami, ‘blurbs’; u messaġġi.
L-istudenti jintalbu jahdmu eżercizzji minn dawn: jimlew il-vojt bikiem jew numri; jaqtghu linja taht it-tajba; jaghmul ċirku madwar, jimmarkaw it-twegiba t-tajba; iqabblu; ikomplu jimlew tabelli ‘binformazzjoni, u jaghtu tikketta lil stampa jew tpingija semplici.

- It-tieni taqsima tista‘ tkun test, fittijju jew fattvali, ta‘madwar 500 kelma. It-test jinqasam f'partijiet, b'mistoqsijiet fuq kull parti. Ikun hemm ukoll mistoqsijiet fuq it-test shih.

L-istudenti jkunu mistennija jwieqgbru firxa ta‘ mistoqsijiet fuq il-fehim billi jimlew il-vojt bi kliem jew numri; jaqtghu linja taht it-tajba, jaghmul ċirku madwar, jew jimmarkaw it-twegiba t-tajba; iqabblu; jimmarkaw jekk sentenza hijjex Vener, Falz, jew Ma ssemniet; ikomplu tabella; u jaghtu tugibija. Jistgħu jiġu assessjati wkoll fuq għarfien il-lingwa. Meta jiġu biex jaghtu tugibija bil-miktub, l-istudenti jridu juru li fehum dak li qraw.

**Il-Kitba (30 marka)**


- **Il-Kitba l-Qasira titlob lill-istudenti jiktbu bejn 50 u 60 kelma fuq wiehed minn dawn:** nota/messaġġ; ittra elettronika informali; stedina; avviż; riklam; djalogu qasir; istruzzjonijiet; direzzjonijiet; jew paragrafu qasir dwar tema.

- **L-istudenti jagħżul waħda minn żewġ titli ta‘kitba twila. Dawn ikunu tal-istess ġeneru (nghidu ahna, djalogu qasir) izda jittrattaw temi differenti (bhal, nghidu ahna, djalogu dwar ċarġa ma‘tal-iskola, jew djalogu dwar attività sportiva).**

Fil-Kitba t-Twila l-istudenti jintalbu jiktbu bejn 140 u 200 kelma fuq wiehed minn dawn: ittra informali; kitba dwar avveniment; artiklu; jew storja qasira għar-rivista tal-iskola jew pubblikazzjoni simili għal studenti żgħar. Fil-Malti, il-Kitba t-Twila tista‘ tinkludi wkoll djalogu.


Il-pjan għandu jsir QABEL il-Kitba t-Twila biex l-istudent jibqa’ ffukat fuq dak li għandu jikteb.


**IL-MATEMATIKA**

**Il-Benchmark tal-Matematika fih żewġ karti:**

- **Il-Karta Mentali jkolha 20 marka u tiehu kwarta (15-il minuta);**
- **Il-Karta Miktuba jkolha 80 marka u tiehu siegħa u kwart (75 minuta).**

**Il-Karta Mentali (20 marka)**

Il-hin biex jitwiegħu l-mistoqsijiet wahda wahda f’kull taqsima jkun hekk:
-l-ewwel 5 mistoqsijiet ... intervall ta’ 5 sekondi wara kull mistoqsija
-l-10 mistoqsijiet ta’wara ... intervall ta’10 sekondi wara kull mistoqsija
-l-ahhar 5 mistoqsijiet ... intervall ta’20 sekonda wara kull mistoqsija

Il-Karta Miktuba (80 marka)

Fil-Karta Miktuba l-mistoqsijiet ikunu dwar in-Nummer u l-Algebra; Kejjijiet, Forom u Spazji; It-Thaddim tad-Data u s-Soluzzjoni ta’ Problemi. (Number and Algebra; Measures, Shape and Space; Data Handling u Problem Solving.) Il-karta jkun fiha sittax-il mistoqsija li l-istudenti huma mistennija jweġbuhom kollha.

Waqt is-sessjoni tal-Matematika, l-istudenti jistghu jużaw kalkulatur?

L-istudenti ma jistghux jużaw kalkulatur ghall-ebda parti tal-karti tal-Matematika.

Fil-Karta Metali tal-Matematika, l-istudenti jistghu juru xogholhom kif waslu ghas-soluzzjoni?

Iva, l-istudenti jistghu juru xogholhom fil-Karta Mentali. Madanakollu, it-tweġiba ghał kull mistoqsija għandha tintiżżel b’mod car fil-kaxxa pprovduża. MA JISTGHUX jintużaw karti ohra hlief dawk ipprovduți.

Fejn jistghu l-istudenti jsibu r-rizorsi tal-Benchmark?


Xi provvedimenti hemm ghall-istudenti kollha li jagħmula l-Benchmark?

• L-istudenti kollha ghandhom il-hin zejzed biex jagħmula l-eżami u ma jtekkal l-istudenti li jeħtieġu.
• L-għalliem tal-klassi jiġied l-attenzjoni ta’ min ikun jeħtieġ jiffoka fuq l-eżami (Prompter).

Liema arrangamenti se jingħataw biex l-eżami jkun aktar aċċessibblu?

L-arrangamenti t’hawn taht jistgħu jingħataw lill-istudenti jekk ikunu mniżża fir-rapport professjoni tal taghhom mogħti lit-Taqsim tal-Assessjjar Edukattiv, u jew wara li l-istudenti jkunu jew assessjati mill-SpLD (Specific Learning Difficulties Service), mill-SPS (School Psychological Service), jew minn xi entità professjoni oħra:

• Li studenti li għandhom diffikultà biex jiktkbu minħabba xi impediment fiziku (pereżempi, idhom fil-ġibs), l-iskola tipprovdihom amanwensi li jikteb dak li jiddettalu l-istudent.
• L-istudenti jistgħu jingħataw it-tabelli tal-multiplikazzjoni ghall-Karta Miktuba tal-Matematika.
• Il-karti jistgħu jkunu stampati b’tipa ikbar għal studenti li jebatu mill-vista.
• L-istudenti li jebatu mis-smigh jingħataw konunikatur.
• L-istudenti li għandhom livell ta’ qari iktar baxx minn dak ta’ tfal ta’ 8 snin jingħataw qarrej għall-Karta Miktuba tal-Matematika.

Arrangamenti Addizzjonali biex l-eżami jkun aktar aċċessibblu minn Gunju 2013:

• Assistenza waqt il-qari tal-karti tal-Fehim mill-Qari tal-Malti u tal-Ingliż: waqt il-Fehim mill-Qari, kull wahda mill-karti tingqara darbejn, b’mod elettroniku. Il-mistoqsijiet jiinqraw darbejn ukoll. Waqt li s-silta tkun qed tingqara, tiċċ-

Appendices


Dawk l-istudenti li jinghataw assistenza waqt il-qari, fir-rapport tar-rizultati finali jittizzlihom li l-komponent tal-qari sar b’arranġament biex l-eżami jkun aċċessibbli.

**Jinghataw eżenzjonijiet fil-Benchmark?**

L-istudenti kollha huma mistennija li jagħmul l-komponenti differenti tal-Benchmark. Madanakollu, xi studenti jistgħu jiġu eżentati mill-komponenti kollha jew uħud minnhom jekk jissodisfaw ċerti kriteri.

Hemm żewġ tipi ta’ eżenzjonijiet:

(a) Tfal ta’ emigranti Maltin jew barranin jistgħu japplikaw ghal eżenzjoni mill-Inglīż u/jew mill-Malti jekk ma jkunux tghallmu s-suqgiet/i fl-aħħar sentejn tal-iskola Primarja f’Malta jew f’Ghawdex. Mat-talba triq tintbagħat kopja ffirmata tal-Itra Uffizzjali għad-Dhul fl-Iskola għal Studenti Barranin jew xi dokumentazzjoni ohra rilevanti għal din l-eżenzjoni.

(b) Tfal li jkunu qed isegwju programm alternattiv ta’ taghlim u/jew li ghandhom livell ta’ skola iktar baxx minn tat-Tielet Sena tal-Primarja JEW tfal b’dizabilità severa jistgħu jitolbu eżenzjoni minn komponenti partiċulari ta’ suqgjetti differenti. (Huwa rakkomandat li l-assessjar ta’ dawn it-tfal isir mill-iskola).

**X’jista’ jaghmel student jekk jiehu żball waqt l-eżami?**

Meta student jiehu żball u jkollu bżonn jaqtqa’ t-tweġiba, l-ahjar jaqtaghha (il-kelma/in-numru) u jiktibha pulit mill-gdid.

**Jista’ student juża t-tipex biex ihassar xi tweġiba waqt il-Benchmark?**

It-tipex u jew mezzi ohra ta’ korrezzjoni simili ma JISTGĦUX jintużaw.

**Jista’ student jiktek bil-lapes?**

Huwa rakkomandat li kull kitba ssir bil-biro. L-istudenti ghandhom jiktekbu b’biro blu jew sewda. L-istudenti ma JISTGĦUX jiktekbu b’biro li tithassar.

**Kif u meta l-istudenti jirċievu r-rizultati tal-Benchmark?**


**Kif ser jidhru r-rizultati?**

Ir-Rapport ta’ Tmiem il-Primarja jkun fiż-żball il-marke ta’ kull wiehed mill-erba’ komponenti tal-Malti u l-Inglīż (il-Fehim mis-Smigh, it-Tahdit, il-Fehim mill-Qari, u l-Kitba) u taż-żewġ komponenti tal-Matematika (il-Karta Mentali u l-Karta Miktuba), kif ukoll il-marke totali ta’ kull suqġett. F’kolonna separata tinghata l-marke medjana nazzjonali.
X’inhil l-Marka Medjana?


Kif jinghataw il-marki?


Jista’ student jitalb ghal reviżjoni tal-karta?


Gheluq

## Tqassim il-Hin Rivedut

**IL-BENCHMARK TA’ TMIEM IL-PRIMARJA (Is-Sitt Sena) ĠUNJU 2013 (L-Ewwel Sessjoni)**

<table>
<thead>
<tr>
<th>L-Erġħa 29 ta’ Mejju</th>
<th>Il-Ħamis 30 ta’ Mejju</th>
<th>Il-Ġimgħa 31 ta’ Mejju</th>
<th>It-Tnejn 3 ta’ Ġunju</th>
<th>It-Tlleta 4 ta’ Ġunju</th>
<th>L-Erġħa 5 ta’ Ġunju</th>
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<td>Il-Fehim mis-Smigh</td>
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</table>

* Studenti li ghandhom Qarnej ikollhom 30 minuta miżjuda.
N.B. Nhar il-Ġimgħa 31 ta’ Mejju, jekk ikun mehtieg, l-iskola tista’ tkompli l-komponenti tat-Tahdit fil-Malti u l-Ingliż, wara l-11.30.
<table>
<thead>
<tr>
<th></th>
<th>It-Tnejn 17 ta’ Ġunju</th>
<th>It-Tileta 18 ta’ Ġunju</th>
<th>L-Erbgha 19 ta’ Ġunju</th>
<th>Il-Hamis 20 ta’ Ġunju</th>
<th>Il-Gimgha 21 ta’ Ġunju</th>
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<td>L-Ingliż</td>
<td>L-Ingliż</td>
<td>Il-Matematika</td>
<td>Il-Karta Miktuba</td>
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<td>Il-Fehim mill-Qari</td>
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* Studentl li ghandhom Qarrej ikollhom 30 minuta miżjudu
APPENDIX 9
LETTER CIRCULAR

Information: X  Date: 6th May 2013
Action Required: X  Ref: CMeLD 150/2013
To: All Heads of State, Church and Independent Primary Schools and Sections
From: Director, Curriculum Management and eLearning
Subject: The End of Primary Benchmark - June 2013 (Second Session)
          Call for Application and Timetable

1. The second session of the End of Primary Benchmark will be held during the week of the
   17th to 21st June 2013 between 5.00pm and 8.00pm. The Second Session of the End of Primary
   Benchmark will take place at Floriana Primary School for Maltese candidates and
   at the Education Office in Victoria, Gozo, for Gozitan candidates.

2. This Second Session is being held for children who fall in one of the following two
categories:

   Category A – includes candidates who will have completed Year 6 in a Church or
   Independent School that will not be participating in the First Session of the End of Primary
   Benchmark. These candidates are eligible to apply for the second session. The candidates
   must complete an Application Form that can be collected from the Customer Care Unit,
   Ministry of Education and Employment, Floriana or the Education Office, Victoria, Gozo as
   from 6th May 2013. This application form is also available for downloading from the
   website http://www.curriculum.gov.mt. All completed application forms have to be
   returned to the Customer Care Unit in Floriana, or the Education Office, Victoria, Gozo, by
   not later than 17 May 2013.

   A passport-sized photo is to be submitted together with the Application Form. The photo
   needs to be signed by an authoritative person (such as the Head of School), verifying that it
   is a true image of the applicant.

   Category B – includes candidates who will have completed Year 6 in a State, a Church or
   an Independent School that will have participated in the First Session of the Benchmark but,
   who during the First Session, were either sick or absent from any component or all
   components.
In the case of candidates falling in Category B, the Educational Assessment Unit will automatically assume that children who were sick or absent in the First Session for any components will be sitting the missed component/s in the Second Session. These children therefore need not apply. However, on returning to school, after the end of the First Session of the Benchmark, these candidates need to submit to their school a passport-sized photo which has been signed by an authoritative person (such as the Head of School), verifying that the photo is a true image of the applicant. This photo needs to be affixed to the Identity Card that will be provided to the school by the Educational Assessment Unit. Heads of School are to ensure that these cards are filled in and sent to the Educational Assessment Unit by not later than 14 June 2013.

Heads of School are kindly requested to inform the parents of all candidates concerned about the venue and the timetable indicated below. All examinations start at 5.00pm and therefore candidates will have to be seated by 4.45pm.

Please ensure that this timetable of the Second Session of the End of Primary Benchmark is brought to the attention of all parents and students concerned.

<table>
<thead>
<tr>
<th>JUNE 2013</th>
<th>Second Session</th>
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<tbody>
<tr>
<td>17 JUNE</td>
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<td>Mathematics</td>
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<td>Written Paper</td>
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<tr>
<td>(50 minutes)</td>
<td>(50 minutes)</td>
</tr>
<tr>
<td>Maltese</td>
<td>English</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
</tr>
<tr>
<td>17.00 – 20.00</td>
<td>17.00 – 20.00</td>
</tr>
<tr>
<td>Maltese</td>
<td>English</td>
</tr>
<tr>
<td>Oral Component</td>
<td>Oral Component</td>
</tr>
</tbody>
</table>

3. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi may be downloaded from the website http://www.curriculum.gov.mt together with the guidelines. (Please refer to Letter Circular DQSE 01/2013 for these guidelines.)

Appendices
4. Requests for exemptions from any component of the End of Primary Benchmark or requests for the provision of Access Arrangements will be considered on the submission of the requested evidence provided for the First Session. For more information contact the Educational Assessment Unit on 2598 2139.

Candidates who are applying for the Second Session as private candidates (Category A) may wish to be considered for any of the following Access Arrangements (provided that they are able to produce a professional report indicating the need of such Access Arrangements):

- Reader for Mathematics Written paper;
- Reading Assistance for Maltese and English Reading Comprehensions;
- Scribe to transcribe illegible words for Maltese and English Writing Components;
- Multiplication Tables for Mathematics Written paper;
- Enlarged Print (for visually impaired students);
- Communicator (for hearing impaired students)

These candidates are to contact the Educational Assessment Unit on 2598 2139 by 17 May 2013.

Thank you for your co-operation.

Sandro Spiteri
Director
Curriculum Management and eLearning
APPENDIX 10
Name: XXXXXXXX XXXXXXX  
ID: XXXXXXXX  
Class: XXXX

<table>
<thead>
<tr>
<th>Subject</th>
<th>Student's Result</th>
<th>National Median*</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orali (20 marka)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fehim mis-Smigh (20 marka)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tahriġ il-Fehim (30 marka)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitba (30 marka)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral (20 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension (20 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension (30 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing (30 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Paper (20 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Paper (80 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion (100 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies (100 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science (100 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Median is the middle mark after sorting all the marks in ascending order.

Additional Information: ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Class Teacher  
Head of School

Name Surname  
House Name & Number  
Street Name  
Locality, Malta/Gozo

Appendices
APPENDIX 11
MEMORANDUM

Information: X  Date: 2 October 2013  Ref: 14/2013

To: All Heads of State Primary Schools B/C
From: Mr Gaetano Bugeja ADE
Subject: 1. Statistical Information Regarding the End of Primary Benchmark 2013
          2. Returning of Scripts

1. Enclosed please find a sheet with statistical information on your school’s performance in the 2013 Benchmark against national performance.

   To help you understand and interpret the information in the enclosed sheet, please refer to the list below which contains simplified explanations of the statistical terms used:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>It is another word for ‘average’.</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>It is a statistic that shows how tightly the marks are clustered around the mean (average) in a set of data. When the marks are tightly grouped together, the standard deviation is small and when the marks are spread apart, the standard deviation is large.</td>
</tr>
<tr>
<td>Median</td>
<td>It is the middle mark in a list of marks sorted in ascending or descending order. It is not affected by extreme values.</td>
</tr>
</tbody>
</table>

   Please note that in the Mathematics paper, the Mental paper carried 20% of the total mark and the Written paper 80%. In the case of English and Maltese, the Oral carried 20% of the total mark, the Listening Comprehension 20%, the Reading Comprehension 30%, and the Written 30%.

2. In the coming days, the June 2013 Benchmark scripts of your students will be returned to your school. You might find that some scripts are missing; this is due to the fact that some are being kept at the Educational Assessment Unit for archiving and research purposes. The returned scripts may only be used internally by the school (or by the Secondary Schools that form part of your college, should they need them) and are not to be shown or given to parents. The scripts are to be archived by the school and should not be disposed of before a period of one year.

   Thank you for your co-operation.

_________________
Mr Gaetano Bugeja
Assistant Director
Specimen of Statistical Information Sent to Schools Regarding the End of Primary Benchmark 2013

<table>
<thead>
<tr>
<th></th>
<th>Malti Oral</th>
<th>Malti Smigh</th>
<th>Malti Fehim</th>
<th>Malti Kitba</th>
<th>Malti Total</th>
<th>English Oral</th>
<th>English Listening</th>
<th>English Reading</th>
<th>English Writing</th>
<th>English Total</th>
<th>Maths Mental</th>
<th>Maths Written</th>
<th>Maths Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Median</td>
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<td>17.0</td>
<td>24.0</td>
<td>18.0</td>
<td>77.0</td>
<td>17.0</td>
<td>17.0</td>
<td>21.0</td>
<td>16.0</td>
<td>70.0</td>
<td>18.0</td>
<td>58.0</td>
<td>75.0</td>
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<tr>
<td>Particular School Median</td>
<td>17.00</td>
<td>18.00</td>
<td>25.00</td>
<td>19.00</td>
<td>78.00</td>
<td>16.00</td>
<td>17.00</td>
<td>21.00</td>
<td>16.50</td>
<td>70.00</td>
<td>18.00</td>
<td>57.00</td>
<td>74.50</td>
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<tr>
<td>National Mean</td>
<td>16.6</td>
<td>16.9</td>
<td>22.6</td>
<td>17.6</td>
<td>72.7</td>
<td>15.9</td>
<td>16.1</td>
<td>19.9</td>
<td>16.0</td>
<td>67.2</td>
<td>16.0</td>
<td>53.4</td>
<td>69.2</td>
</tr>
<tr>
<td>National Std Deviation</td>
<td>3.0</td>
<td>2.5</td>
<td>5.2</td>
<td>6.0</td>
<td>15.2</td>
<td>3.4</td>
<td>3.0</td>
<td>4.9</td>
<td>5.2</td>
<td>15.6</td>
<td>4.4</td>
<td>18.7</td>
<td>22.9</td>
</tr>
<tr>
<td>Particular School Mean</td>
<td>16.51</td>
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<td>23.76</td>
<td>18.25</td>
<td>75.51</td>
<td>5.08</td>
<td>16.60</td>
<td>20.12</td>
<td>16.00</td>
<td>67.79</td>
<td>16.87</td>
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</tr>
<tr>
<td>Particular School Std Deviation</td>
<td>2.78</td>
<td>1.69</td>
<td>4.06</td>
<td>4.30</td>
<td>11.11</td>
<td>2.88</td>
<td>2.45</td>
<td>4.63</td>
<td>4.35</td>
<td>13.20</td>
<td>4.12</td>
<td>16.20</td>
<td>19.86</td>
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</table>
APPENDIX 12