End of Primary Benchmark 2022

Report

EDUCATIONAL ASSESSMENT UNIT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

DEPARTMENT FOR CURRICULUM, LIFELONG LEARNING AND EMPLOYABILITY

MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION

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Foreword

After surviving the challenges incurred by the Covid-19 pandemic in 2021 and doing our utmost to ensure that the End of Primary Benchmark Assessments takes place nonetheless, we can therefore claim that as DLAP we strive in securing the successful set up of benchmark assessments on a regular basis. The performance of students’ attainment is key.

The scope of conducting assessment is to report to students, families and educators about what has been learnt. Assessments also aim to identify areas for further learning whilst helping teachers and learners to develop teaching and learning strategies. The End of Primary Benchmark is a national benchmark which assesses in different modes, trying to capture the learning that has taken place in the primary cycle.

The Maltese and English assessments consist of speaking, listening, reading and writing components. As a pandemic mitigation measure, the speaking component was not assessed in Benchmark 2021 and students were awarded full marks. In 2022, the speaking component was resumed.

In Mathematics, the written assessment is complemented by a mental test. All components help to provide a detailed picture of the learner’s achievement in different areas of the core subjects. Students are given their result and national median of every component together with the total mark and national median for each subject. This Benchmark persisted with the launch of a markers’ feedback form where a set of criteria for each subject provided formative feedback to the students on their performance in the different components. This was another recommendation the Benchmark Review Board put forth. The End of Primary Benchmark should not be considered as a high stakes examination even though learners get an indication of their level of achievement.

The performance reports, written by the chairpersons of three subjects’ paper setters’ panels are included in this report. These reports provide a resource which all stakeholders should make use of to improve the quality of education for our students. The Directorate for Learning and Assessment Programmes (DLAP) within the Department of Curriculum, Lifelong Learning and Employability (DCLE) also provides numerous digital resources available at www.curriculum.gov.mt. This wealth of resources is ready to be explored and utilized by all stakeholders.

Finally, I must thank all those involved in the End of Primary Benchmark. The DCLE, the Directorate for Educational Services (DES), the Faculty of Education (University of Malta), Church Schools, Independent Schools and the staff at the Educational Assessment Unit, who collaborate to make the End of Primary Benchmark a learning experience for all.

Special thanks go to all Education Officers, Heads of Primary Schools, all the primary school teachers who help in the administration of this assessment and other professionals who work hard to give our students the quality education they deserve.

Sandra Ebejer
Director – Directorate for Learning and Assessments Programmes
Executive Summary

This summary gives an overview of:

i) The administration of the End of Primary Benchmark 2022;

ii) The registration for the main and second sessions;

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

i) Administration Information

- A total of 86 schools participated in the main session of the End of the Primary Benchmark 2022 (hereafter referred to as ‘the Benchmark’). These included 64 State Primary Schools, 19 Church Schools and 3 Independent Schools.

- The main session, which comprises the Speaking, Listening, Reading Comprehension and Writing components of Maltese and English, and the Mental and Written components of Mathematics, was held between 24th and 31st May 2022. On 27th May, the Maltese Writing, Reading, and Listening components were held, whilst the same components for English were held on 31st May. The Speaking components of Maltese and English were held on the 26th and 30th May, respectively. Following one of the recommendations of the Benchmark Review Board, the two components of Mathematics (Mental and Written) were the first Benchmark assessments held. These took place on 24th May 2022. This was followed by a normal school day, which was another recommendation of the Benchmark Review Board. All participants sat for these assessments in their respective schools.

- A second session was held between the 13th to 17th June 2022. 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 students from the Non-State Schools who did not participate in the main session. All components in the second session were held in the afternoon at San Gorg Preca College Floriana Primary and at the Education Office, Victoria Gozo.

ii) Registrations

- The total number of participants in both the main and second sessions was 3676 (1854 females, 1821 males and one other). This represents 80.6% of the national Year 6 student cohort that was eligible to sit for the Benchmark 2022.

- The number of participants in the second session varied for the different components. This was because there were candidates who sat only for those components in which they were absent during the main session and others who sat for all components as their school did not participate in the main session. The latter amounted to a total of 34 students.

- In 2022, there were 1319 candidates who applied for exemptions and access arrangements. After processing the applications, 90 students were exempted from all components of the three subjects while 795 were granted one or more access arrangements during these assessments.
iii) Results

- Scores for Maltese ranged from 6 to 98, with a median mark of 67 (Mean = 64.1, S.D. = 15.9). Comparative performance data of female and male candidates showed that the middle 50% (from the 25th to the 75th percentile) of girls performed better than the middle 50% of boys in Maltese. Scores ranged from 56 to 77 for girls and from 52 to 75 for boys.

- For English, scores ranged from 7 to 97, with a median mark of 73 (Mean = 70.7, S.D. = 14.1). Comparative performance data of the middle 50% of candidates (from the 25th to the 75th percentile) showed that girls performed better than boys in English. Scores ranged from 65 to 83 for girls and from 60 to 79 for boys.

- In Mathematics, scores ranged from 2 to 100 with a median mark of 70 (Mean = 66.3, S.D. = 23.1). The range of marks for girls and boys showed a better performance for boys. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 48 to 84 for girls and from 53 to 86 for boys.

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

  - In the Speaking component, students fared slightly better in English than in Maltese. The median mark for Maltese was 17 out of a maximum of 20 (Mean = 16.2, S.D. = 3.5) and the median mark for English was 18 (Mean = 16.9, S.D. = 3.1).

  - In the Listening component, students fared slightly better in English than in Maltese. The median mark for Maltese was 14 out of a maximum of 20 (Mean = 13.7, S.D. = 3.6) and the median mark for English was 15 out of a maximum of 20 (Mean = 14.9, S.D. = 3.2).

  - In the Reading Comprehension component, candidates did better in English than Maltese. This was reflected in the scores obtained where the median mark for Maltese was 18 out of a maximum of 30 (Mean = 17.1, S.D. = 6.0) and for English it was 23 out of a maximum of 30 (Mean = 22.3, S.D. = 5.1).

  - In the Writing component, the candidates’ performance fared equally well in both languages. In fact, the median mark for the writing component of Maltese and English was the same, 17 out of a maximum of 30. Some variance was found in the mean and standard deviation (S.D.) values; Maltese (Mean = 16.7, S.D. = 5.8) and English (Mean = 16.3, S.D. = 6.0).

  - In the Mathematics Mental paper, the median mark was 16 out of a maximum of 20 (Mean = 17, S.D. = 4.4), whereas in the Mathematics Written paper, the median mark was 50 out of a maximum of 80 (Mean = 61.5, S.D. = 16.8).

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

This report provides a detailed account of the End of Primary Benchmark 2022. The first section of this report gives information about the way this assessment was conducted and provides statistical data on registrations for the two sessions, including data on applications for exemptions and access arrangements. This section is followed by the performance reports of the three subjects forming part of the Benchmark. 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 an item analysis for each subject are presented.

Together with this report, readers have online access to all the resources used in both sessions of the Benchmark 2022. These are available on the website of the Directorate for Learning and Assessment Programmes at www.curriculum.gov.mt.
1. Information on the End of Primary Benchmark 2022

- In October 2022, three paper setters’ panels, for Maltese, English and Mathematics, were set up by the Director for Learning and Assessment Programmes. Each panel was made up of subject experts from the Education Directorates, Church Schools, Independent Schools and the Faculty of Education of the University of Malta. Each of the paper setters’ panels was requested to draw up two sets of papers with one set for the main session and another set for the second session. Since the Speaking component did not take place in the Benchmark 2021 session, the papers prepared for the 2020 session (which did not take place) were used with some amendments.

- Letter circular DLAP 222/2021 was issued by DLAP to inform schools that Benchmark 2022 Listening components of both Maltese and English will be administered as audio-visual clips rather than audio recordings (Appendix 1). Students sitting for these components will hear and see the narrators and actors reading the listening comprehension texts and questions. The letter circular included hyperlinks to the listening components for the past Benchmark examinations (from 2015 to 2019) that were filmed in the new format, providing audio-visual recording samples to be used in classrooms so students can familiarize themselves with the new format.

- On 19th October 2021, EAU Memo 07/2021 was sent to all Non-State Schools inviting Heads of School to register their school for the main session of the Benchmark 2022 (Appendix 2).

- On 25th November 2021, Letter Circular DLAP 338/2021 was issued by DLAP to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendix 3).

- Letter Circular DLAP 357/2021 was sent to all State and Non-State Schools on 17th December 2021, informing them of the timetable and guidelines to be followed during the Benchmark 2022 (Appendix 4).

- An expression of interest for Applications (Letter Circular DLAP 007/2022) was issued on 11th January 2022 for teachers who wished to act as markers for Benchmark 2022 to 2025 (Appendix 5).

- On 2nd February 2022 a Letter Circular DLAP 039/2022 titled: End of Primary Benchmark 2022 – Training for Assessors and Interlocutors for the Speaking Components (Appendix 6) was issued. Following the absence of training for the Benchmark speaking component for two years, due the pandemic, the letter circular requested Heads of School to identity members of staff who needed this training. Members of Senior Leadership Teams (SLTs) and other teaching grades who never had training in this area were encouraged to to attend for the training workshops. Four online training sessions were held between 4th and 9th March 2022. The number of participants for these online training session was 102.

- On 24th April 2022, Letter Circular DLAP 120/2022 was issued providing details for the Second Session of the Benchmark which was held from 13th to 17th June 2022. Sessions took place in the afternoon between 15:00 and 18:30hrs at San Gorg Preca College Floriana Primary and Education Office, Rabat Gozo (Appendix 7).
Information meetings for parents were organised by the Heads of College Networks and Education Officers (Curriculum) posted in the different colleges. EAU personnel assisted in some of these meetings. Meetings were held both in the mornings and in the evenings depending on the preference of the college administration. A positive turn-up was noted in each meeting. The aim of these meetings was to explain the Benchmark assessments to parents, inform them about changes that were to be introduced, and answer any difficulties or queries that arose. The PowerPoint presentation and the leaflets distributed during these sessions, together with information about other Benchmark-related material, were made available to the public on www.curriculum.gov.mt.

All candidates sat for the Benchmark 2022 in their own school. The 85 Benchmark centres were distributed as follows:

| Centres in State Primary Schools, Malta | 53 |
| Centres in State Primary Schools, Gozo | 11 |
| Centres in Church Primary Schools, Malta | 15 |
| Centres in Church Primary Schools, Gozo | 4 |
| Centres in Independent Primary Schools, Malta | 3 |
| **Total** | **86** |

On 4th July 2022, results were uploaded on the MySchool portal for state schools, whilst non-state schools received them in via email. Schools were instructed to publish these results for parents on MySchool (for state schools) or upload them on the school portal (for non-state schools) on 6th July 2022. Information in Appendix 8 illustrates how the End of Primary Benchmark Report Template provided results and national medians for the separate components, together with each subject’s total mark and its respective national median.

For the second-time round, students who sat for the Benchmark, besides receiving their scores in each component and subject, also received qualitative feedback in the form of levels of outcomes reached. This qualitative feedback was introduced in Benchmark 2021 following a recommendation of the Benchmark Review Board. For the Maltese and English papers, the students had five criteria set whilst for Mathematics six criteria were identified. Markers identified the level students reached for each criterion set (Appendix 9).

National Performance Data and School Performance Data were also sent to Heads of College Networks to pass on to all participating schools in July 2022 (Appendix 10). The Benchmark results of private candidates for the second session were sent directly to candidates’ residences by the Educational Assessment Unit.

A total of 12 requests for a review of performance were received by the EAU in the five-day period indicated in the Letter Circular DLAP 357/2021 dated 17th December 2021 (Appendix 4).

A total of 100 scripts of each subject and component were retained for archiving and research purposes. All scripts were sent back to Middle Schools in the case of primary state schools and to the respective non-state primary schools, by the EAU. Blind marking (that is, when no markings whatsoever are made by markers on the scripts) was used during the marking process and therefore the returned scripts were unmarked.
2. Registrations for the End of Primary Benchmark 2022

This section gives information about the candidates who sat for the Benchmark 2022. Table 1 shows that the total number of students was 3676, with 1857 being females (50.5%) and 1819 being males (49.5%). This total amounted to 80.6% of the whole cohort of Year 6 children.

Table 1: Participation in the End of Primary Benchmark 2022 – First Session

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Total Eligible Population</th>
<th>Total eligible population within participating schools</th>
<th>Representative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>2646</td>
<td>Female: 1277, Male: 1369, Total: 2646</td>
<td>100%</td>
</tr>
<tr>
<td>Church</td>
<td>1341</td>
<td>Female: 542, Male: 373, Total: 915</td>
<td>68.2%</td>
</tr>
<tr>
<td>Independent</td>
<td>573</td>
<td>Female: 30, Male: 51, Total: 81</td>
<td>14.1%</td>
</tr>
<tr>
<td>Private Candidates (Second Session)</td>
<td>-</td>
<td>Female: 8, Male: 26, Total: 34</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>4560</td>
<td>Female: 1857, Male: 1819, Total: 3676</td>
<td>80.6%</td>
</tr>
</tbody>
</table>

Table 2 provides information on the number of candidates who sat for the second session of the Benchmark 2022 over a five-day period, 13th to 17th June 2022. All candidates who were absent for one or more of the components during the first session were eligible to sit for this second session. The second session was also open to children from the non-state schools which did not participate in the main session of the Benchmark. A total of 34 such applications from private candidates were received.

Table 2: Participation in the End of Primary Benchmark 2022 – Second Session

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of students who sat for the Second Session (Number of Eligible Candidates in brackets*)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Schools</td>
</tr>
<tr>
<td>Il-Malti</td>
<td></td>
</tr>
<tr>
<td>It-Tahdit</td>
<td>4 (33)</td>
</tr>
<tr>
<td>Is-Smigh</td>
<td>25 (42)</td>
</tr>
<tr>
<td>Il-Qari</td>
<td>23 (36)</td>
</tr>
<tr>
<td>Il-Kitba</td>
<td>21 (32)</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>16 (43)</td>
</tr>
<tr>
<td>Listening</td>
<td>28 (53)</td>
</tr>
<tr>
<td>Reading</td>
<td>26 (48)</td>
</tr>
<tr>
<td>Writing</td>
<td>26 (49)</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>14 (39)</td>
</tr>
<tr>
<td>Written</td>
<td>14 (39)</td>
</tr>
</tbody>
</table>

* For state schools denotes students who were absent for the main session; for non-state schools denotes students who registered to sit for the second session.
Exemptions and Access Arrangements

There were 1319 applications for exemptions and access arrangements in 2022, an 18.83% increase when compared to 2021. After processing all applications, 90 students were exempted from all components of the three subjects and 795 were granted access arrangements. A total of 144 students were exempted from one component or more on grounds that they were migrants. A total of 31 students were not eligible for the access arrangement they applied for. Whilst five students declined the access arrangements provisions they were granted, three students renounced exemptions they were given. Moreover, there were other students who did not inform EAU about renouncing exemptions given and sat for the examination/s on the examination day.

Procedures for Access Arrangements and Exemptions

This system used by schools to apply for access arrangements and exemptions ensures that these are perceived as an integral part of the learning process. The procedure is paperless and less time-consuming for both the schools’ Senior Leadership Teams and EAU personnel. An e-handbook on the procedures was available on the DLAP’s website for SLTs to refer to when completing the e-templates.

For those children who had already been assessed and had an updated psychological report, schools simply filled in an e-template with the details of the students and indicated the access arrangement/s the child qualified for according to the available report. On the other hand, schools had to complete the required form for students who had never been assessed and forward the application to either the Specific Learning Difficulties Service (SpLD), the School Psychological Service (SPS) or the Psychological Service and the Dyslexia Specialist within the Secretariat for Catholic Education. With this new procedure, EAU received no applications for new cases.

A similar e-template was completed for children who were following an alternative learning programme and/or were functioning at or below the level of primary Year 3 or children with a severe disability. These children were given the possibility to request an exemption from single, multiple or all components of the three subjects. It was highly emphasised, that students following the alternative learning programme must still sit for the speaking and listening components of both Maltese and English.

For the second type of exemptions, that is migrant children, students were given the opportunity to apply for an exemption in English and/or Maltese if they had not been studying the subject/s during the previous two years of Primary school in Malta. For this exemption the school had to complete a separate new e-template and forward it electronically to the EAU. A total of 144 students were exemptions on these grounds.

Table 3 gives a breakdown of the exemptions granted in the different components. It should be noted that a number of students renounced the exemptions that they had applied for and so the number of applications and number of students availing themselves of exemptions do not tally.
Table 3: Exemptions from the End of Primary Benchmark 2022

<table>
<thead>
<tr>
<th>Component</th>
<th>Migrant Students (Number of applications received)</th>
<th>Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities (Number of applications received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-Malti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit</td>
<td>130 (131)</td>
<td>164 (164)</td>
</tr>
<tr>
<td>Is-Smigh</td>
<td>128 (129)</td>
<td>174 (174)</td>
</tr>
<tr>
<td>Il-Qari</td>
<td>144 (144)</td>
<td>299 (300)</td>
</tr>
<tr>
<td>Il-Kitba</td>
<td>144 (144)</td>
<td>318 (319)</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15 (16)</td>
<td>88 (88)</td>
</tr>
<tr>
<td>Listening</td>
<td>13 (15)</td>
<td>102 (102)</td>
</tr>
<tr>
<td>Reading</td>
<td>15 (17)</td>
<td>200 (201)</td>
</tr>
<tr>
<td>Writing</td>
<td>16 (17)</td>
<td>215 (216)</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>15 (18)</td>
<td>190 (192)</td>
</tr>
<tr>
<td>Written</td>
<td>15 (17)</td>
<td>198 (200)</td>
</tr>
</tbody>
</table>

Table 4 below presents details of the number of candidates who were exempted, absent or present in the different components for the three subjects in the 2022 sessions.

Table 4: Participation in the End of Primary Benchmark 2022 by Component (N = 3676) *

<table>
<thead>
<tr>
<th>Component</th>
<th>Exempted Candidates</th>
<th>Absent Candidates</th>
<th>Present Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-Malti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit</td>
<td>294</td>
<td>34</td>
<td>3348</td>
</tr>
<tr>
<td>Is-Smigh</td>
<td>302</td>
<td>26</td>
<td>3348</td>
</tr>
<tr>
<td>Il-Qari</td>
<td>443</td>
<td>23</td>
<td>3210</td>
</tr>
<tr>
<td>Il-Kitba</td>
<td>462</td>
<td>18</td>
<td>3196</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>103</td>
<td>31</td>
<td>3542</td>
</tr>
<tr>
<td>Listening</td>
<td>115</td>
<td>29</td>
<td>3532</td>
</tr>
<tr>
<td>Reading</td>
<td>215</td>
<td>26</td>
<td>3435</td>
</tr>
<tr>
<td>Writing</td>
<td>231</td>
<td>27</td>
<td>3418</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>205</td>
<td>33</td>
<td>3438</td>
</tr>
<tr>
<td>Written</td>
<td>213</td>
<td>32</td>
<td>3431</td>
</tr>
</tbody>
</table>

* N represents the total number of students registered for Benchmark 2022
**Access Arrangements**

Students with learning difficulties could request *multiplication tables* and/or a *reader* for Mathematics (Written paper). Visually impaired children could request an *enlarged print* of the Benchmark papers while the hearing impaired could request a *Communicator*.

All students with a Reader provision recommended in their psychological report or any other relevant professional report, qualified for the provision of *Reading Assistance* in the Maltese and English Reading Comprehensions.

During the electronic Reading Comprehension provision given in the Benchmark, the texts and the related questions were read twice electronically, with a slightly slower reading speed than normal. 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 at any time. Those students who needed Reading Assistance were granted an additional 30 minutes to complete the component.

In Benchmark 2022, those students who qualified for the provision of the Electronic Reader provision, were also given the possibility to follow digital audio-recording of the rubrics and titles of the Maltese and/or English Writing Benchmark papers. These audio-recordings were accessible on the students’ tablets (One Tablet/Child Scheme).

Another access arrangement available was the *Scribe*. After the students completed their writing tasks in the Maltese and English Writing components, the scribe transcribed illegible words using a green pen. The scribe wrote words which would otherwise not be legible in order to assist markers in accessing the work of the student.

Table 5 provides information about the number of students who were granted access arrangements in 2022.

**Table 5: Access Arrangements for Children with Learning Difficulties**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Number of children granted provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader (for Mathematics)</td>
<td>514</td>
</tr>
<tr>
<td>Multiplication Tables (for Mathematics)</td>
<td>508</td>
</tr>
<tr>
<td>Enlarged Print</td>
<td>6</td>
</tr>
<tr>
<td>Communicator</td>
<td>6</td>
</tr>
<tr>
<td>Reading Assistance (Il-Malti: Il-Fehim mill-Qari)</td>
<td>667</td>
</tr>
<tr>
<td>Reading Assistance (English: Reading Comprehension)</td>
<td>631</td>
</tr>
<tr>
<td>Scribe (Il-Malti: Il-Kitba)</td>
<td>345</td>
</tr>
<tr>
<td>Scribe (English: Writing)</td>
<td>335</td>
</tr>
<tr>
<td>Digital Recording for Maltese Writing Rubrics and Titles</td>
<td>667</td>
</tr>
<tr>
<td>Digital Recording for English Writing Rubrics and Titles</td>
<td>631</td>
</tr>
</tbody>
</table>
During the Benchmark 2022, 11 students were given *amanuensis* provisions. Eight of these students had fractures or injury to the dominant hand, whilst the other three students had dexterity issues and the amanuensis provision was recommended by the occupational therapists or psychologists. Five students used a word processor to conduct the writing components. Other special accessibility cases were: A blind student whose benchmark papers had to be modified so as to allow the student to tactile feel and decode: images, mathematical figures, graphic presentations, and symbols set in the paper; two students used Reader Pens during the Reading and Writing Benchmark components, and one student sat for the Benchmark examinations at hospital.

**Changes Introduced in the End of Primary Benchmark 2022 Session**

This year, the Speaking component for Maltese and English took place. This component did not take place in Benchmark 2021 as a Covid-mitigation measure.

As in the past three years, schools submitted applications for access arrangements and exemptions for the Benchmark by completing e-templates. E-templates for both access arrangements and exemptions were further simplified from the 2019 versions to require only SLTs ticking from ready-prepared lists.

For those students who had reports in place (psychological, ACTU, SpLD), the SLT completed an e-template by ticking the access arrangements that were stipulated in the report/s and listed the entity that had produced the report. For those students whose reports were issued prior to July 2019, the school in agreement with parents, opted to have a review conducted either by a State/Church entity (SpLD or SPS) or a private professional. Schools simply filled in the respective entity form (which were provided in the e-Handbook as appendices) and sent it directly to the entity concerned without the need to send a copy to EAU.

As for exemptions, schools had two e-templates for their disposal: one for exemptions of students following Alternative Learning Programmes and/or functioning at or below Year 3 or with severe disabilities; and the second one for migrant students. These are to be completed following the same procedure as Benchmark 2021.

A new access arrangement provision was introduced for Benchmark 2022. Students who qualified for the provision of the Electronic Reader in the Reading comprehensions in Maltese and/or English, also followed a Digital audio-recording of the rubrics and titles of the Maltese and/or English Writing Benchmark papers. These audio-recordings were accessible on the students’ tablets (One Tablet/Child Scheme) using a QR code. The students could hear the recordings as many times as necessary using headphones so as not to disturb other students in class. Each task had a separate recording.

The Maltese and English Listening components were administered as audio-visual clips rather than audio recordings. Students sitting for these components were able to hear and see the narrators and actors reading the listening comprehension texts and questions. Pauses were included between each recorded question, allowing students to write their answers to the questions.
3. National Results of the End of Primary Benchmark 2022

This section presents information on the performance of the candidates who sat for the Benchmark 2022. The descriptive statistics presented include the median, the mean, the standard deviation, percentiles and cumulative frequency curves.

In addition to the national performance presented in this section, every participating school received details of the performance of its candidates for each component. State Middle Schools then received the standardised scores of students progressing to Year 7 and who would have sat for the Benchmark 2022. These scores are required by Middle Schools for the setting of students for the core subjects and to make the banding exercise more precise. Standardised scores are more useful measures than raw scores as they enable researchers/educators to meaningfully compare or add together scores from different tests.

The glossary below aims 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 in a set of data. When the marks are tightly grouped together, the standard deviation is small. This signifies that the candidates have a similar academic ability. When the marks are spread out, the standard deviation is large thus 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 6 presents data for the different components of the Benchmark 2022 and provides a snapshot of the national performance of candidates.

**Table 6: National Results of the End of Primary Benchmark 2022**

<table>
<thead>
<tr>
<th>Components (Percentage Weighting)</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>Il-Malti</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit (20%)</td>
<td>0</td>
<td>20</td>
<td>17</td>
<td>16.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Is-Smigh (20%)</td>
<td>0</td>
<td>20</td>
<td>14</td>
<td>13.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Il-Qari (30%)</td>
<td>0</td>
<td>30</td>
<td>18</td>
<td>17.1</td>
<td>6.0</td>
</tr>
<tr>
<td>Il-Kitba (30%)</td>
<td>0</td>
<td>30</td>
<td>17</td>
<td>16.7</td>
<td>5.8</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>6</td>
<td>98</td>
<td>67</td>
<td>64.1</td>
<td>15.9</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking (20%)*</td>
<td>0</td>
<td>20</td>
<td>18</td>
<td>16.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Listening (20%)</td>
<td>0</td>
<td>20</td>
<td>15</td>
<td>14.9</td>
<td>3.2</td>
</tr>
<tr>
<td>Reading (30%)</td>
<td>0</td>
<td>30</td>
<td>23</td>
<td>22.3</td>
<td>5.1</td>
</tr>
<tr>
<td>Writing (30%)</td>
<td>0</td>
<td>29</td>
<td>17</td>
<td>16.3</td>
<td>6.0</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>7</td>
<td>97</td>
<td>73</td>
<td>70.7</td>
<td>14.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental (20%)</td>
<td>0</td>
<td>20</td>
<td>17</td>
<td>15.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Written (80%)</td>
<td>1</td>
<td>80</td>
<td>53</td>
<td>50.7</td>
<td>19.1</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>2</td>
<td>100</td>
<td>70</td>
<td>66.3</td>
<td>23.1</td>
</tr>
</tbody>
</table>
Table 7 provides information about the distribution of scores in the different components in terms of percentiles. For example, Table 7 illustrates that the top 25% of candidates obtained a total score of 76 or higher in Maltese, 81 or higher in English, and 85 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 67 or less in Maltese, 73 or less in English, and 70 or less in Mathematics. The bottom 25% of the candidates scored 54 or less in Maltese, 63 or less in English, and 51 or less in Mathematics.

Table 7: National Results of the End of Primary Benchmark 2022 –Percentiles by Component

<table>
<thead>
<tr>
<th>Components (Percentage Weightings)</th>
<th>5th</th>
<th>10th</th>
<th>25th</th>
<th>50th</th>
<th>75th</th>
<th>90th</th>
<th>95th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Il-Malti</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It-Tahdit (20%)</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Is-Smigh (20%)</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Il-Qari (30%)</td>
<td>6</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td>22</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Il-Kitba (30%)</td>
<td>6</td>
<td>9</td>
<td>13</td>
<td>17</td>
<td>21</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>35</td>
<td>41</td>
<td>54</td>
<td>67</td>
<td>76</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking (20%)</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Listening (20%)</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Reading (30%)</td>
<td>12</td>
<td>15</td>
<td>20</td>
<td>23</td>
<td>26</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Writing (30%)</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>43</td>
<td>51</td>
<td>63</td>
<td>73</td>
<td>81</td>
<td>87</td>
<td>89</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental (20%)</td>
<td>6</td>
<td>8</td>
<td>13</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Written (80%)</td>
<td>15</td>
<td>22</td>
<td>37</td>
<td>53</td>
<td>66</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>21</td>
<td>31</td>
<td>51</td>
<td>70</td>
<td>85</td>
<td>93</td>
<td>97</td>
</tr>
</tbody>
</table>

Table 8 provides comparative data on the performance of female and male candidates in the different components. Thus, the middle 50% (from the 25th to the 75th percentile) of girls fared better than the middle 50% of boys in Maltese and English. In this band, scores in Maltese ranged from 56 to 77 for girls compared to 52 to 75 for boys. In English, the middle 50% of girls scored between 65 and 83, whilst boys’ scores ranged from 60 to 79. In Mathematics, boys fared better than girls with scores ranging from 49 to 84 for girls and 53 to 86 for boys.

In Maltese, the top 25% of girls scored 77 or higher whilst the top 25% of boys scored 75 or higher. In English, the top 25% of girls scored 83 or higher whilst the top 25% of boys scored 79 or higher. As for Mathematics, the top 25% of girls scored 84 or higher and boys scored 86 or higher. This shows that in the Benchmark 2022, boys performed better than girls in Mathematics, with a difference of 3 marks between the medians (50th percentile). In both Maltese and English, girls performed better than boys.
In Maltese, the bottom 25% of girls scored 56 or lower whilst the bottom 25% of boys scored 52 or lower. In English, the bottom 25% of girls scored 65 or lower whereas the bottom 25% of boys scored 60 or lower. In Mathematics, the bottom 25% of girls scored 49 whilst the bottom 25% of boys scored 53 or lower. Similar comparisons are possible for the different components in the three subjects.

### Table 8: National Results of the End of Primary Benchmark 2022 – Percentiles by Gender

<table>
<thead>
<tr>
<th>Component</th>
<th>Gender</th>
<th>Percentiles</th>
<th>5th</th>
<th>10th</th>
<th>25th</th>
<th>50th</th>
<th>75th</th>
<th>90th</th>
<th>95th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-Malti: It-Tahdit (20%)</td>
<td>Female</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Il-Malti: Is-Smigh (20%)</td>
<td>Female</td>
<td>7</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Il-Malti: Il-Qari (30%)</td>
<td>Female</td>
<td>6</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td>22</td>
<td>24</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>24</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Il-Malti: Il-Kitba (30%)</td>
<td>Female</td>
<td>7</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>22</td>
<td>24</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>23</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Il-Malti: Total (100%)</td>
<td>Female</td>
<td>37</td>
<td>44</td>
<td>56</td>
<td>68</td>
<td>77</td>
<td>83</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>33</td>
<td>40</td>
<td>52</td>
<td>64</td>
<td>75</td>
<td>82</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>English: Speaking (20%)</td>
<td>Female</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>English: Listening (20%)</td>
<td>Female</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>19</td>
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<tr>
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<td>10</td>
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<td>15</td>
<td>17</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>English: Reading (30%)</td>
<td>Female</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>27</td>
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<td>14</td>
<td>19</td>
<td>23</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>English: Writing (30%)</td>
<td>Female</td>
<td>6</td>
<td>9</td>
<td>14</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>7</td>
<td>11</td>
<td>16</td>
<td>20</td>
<td>23</td>
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<td></td>
</tr>
<tr>
<td>English: Total (100%)</td>
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<td>46</td>
<td>54</td>
<td>65</td>
<td>75</td>
<td>83</td>
<td>88</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>42</td>
<td>49</td>
<td>60</td>
<td>71</td>
<td>79</td>
<td>85</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Mathematics: Mental (20%)</td>
<td>Female</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
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<td></td>
<td>Male</td>
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<td>9</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mathematics: Written (80%)</td>
<td>Female</td>
<td>14</td>
<td>21</td>
<td>36</td>
<td>52</td>
<td>65</td>
<td>73</td>
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<td>23</td>
<td>39</td>
<td>55</td>
<td>67</td>
<td>75</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Mathematics: Total (100%)</td>
<td>Female</td>
<td>20</td>
<td>28</td>
<td>49</td>
<td>69</td>
<td>84</td>
<td>92</td>
<td>96</td>
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<td>Male</td>
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<td>53</td>
<td>72</td>
<td>86</td>
<td>94</td>
<td>97</td>
<td></td>
</tr>
</tbody>
</table>
Performance in the End of Primary Benchmark 2022

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 7 (page 13).

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

The graphs for the different components of Maltese show that candidates obtained their lowest median mark in the writing component. This conclusion emerges from the graph in Figure 4. Recommendations as to how schools can improve their teaching and learning strategies in the Maltese language can be found in the Maltese performance report (page 24).

The graphs for the different components of English show similar results to Maltese, with candidates obtaining their lowest median mark in the writing component. This conclusion emerges from the graph in Figure 8. The English performance report (page 39) recommends how students can improve the different skills assessed.

The graphs for the mental and written Mathematics components indicate that overall candidates scored higher marks in the mental than in the written component. Schools are advised to read the Mathematics performance report (page 50) 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 17 out of 20 marks in the Maltese speaking component falls within the bottom 55% of the student population (Figure 1). A student who obtained 17 out of 20 marks in the Maltese listening component falls approximately within the top 20% 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 comprehension (Figure 3) and writing (Figure 4) components. Thus, a student who obtained 24 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 10% of the student population, whereas a student who obtained 11 out of 30 marks in the writing component falls approximately within the bottom 20% of the same population.

Figure 3: Il-Malti – Il-Fehim mill-Qari

Figure 4: Il-Malti – Il-Kitba
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 16 out of 20 marks in the English-speaking component falls within the bottom 35% 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 25% 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 comprehension (Figure 7) and writing (Figure 8) components. For example, a student who obtained 24 out of 30 marks in the English reading comprehension component falls approximately within the top 40% of the student population, whereas a student who obtained the same score (24 out of 30 marks) in the writing component falls approximately within the top 10% 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 8 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 70 out of 80 marks in the written component falls within the top 20% of the same population.

Figure 9: Mathematics – Mental

Figure 10: Mathematics – Written
Registrations for the End of Primary Benchmark 2022

Figure 11: Il-Malti – Total

Figure 11 above shows that approximately 40% of the student cohort obtained 61 marks or more whilst 10% of the cohort obtained 40 marks or less in Maltese. Figure 12 below shows that approximately 20% of the students scored 83 marks or more in English. In total, about 10% of the student cohort obtained 50 marks or less.

Figure 14: English – Total
Figure 13 above shows that in Mathematics approximately 20% of the student cohort obtained 45 marks or less whilst approximately 20% of the cohort obtained 87 marks or more.
4. Performance Reports

This section presents the performance reports of the three subjects included in the Benchmark 2022. These reports are intended for school and classroom use as they provide valuable feedback that informs the teaching and learning processes during the Primary Years Cycle. For Maltese and English, feedback is given on the four components: speaking, listening, reading comprehension and writing whereas for Mathematics feedback is given on both the mental and written papers.
4.1 Il-Malti

A. Dahla

L-iskop tal-Benċmark huwa l-assessjar tal-izvilupp edukattiv tal-istudenti fl-ahħar taċ-čiklu primarju. Bis-sahha tiegħu l-edukatur ikollu:

1. Stampa reali ta’ fejn jinsab l-istudent, u
2. Stampa reali ta’ fejn tinsab il-komunità edukattiva nazzjonali taghna.

L-edukatur fil-klassi jista’ juża r-riżultati tal-Benċmark biex jirfina t-tagħlim tiegħu.

B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2022


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<td>It-Tahdit</td>
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<td>10 minuti (kull par)</td>
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<td>Il-Fehim mis-Smigh</td>
<td>20%</td>
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<td>Il-Fehim mill-Qari</td>
<td>30%</td>
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<tr>
<td>Il-Kitba</td>
<td>30%</td>
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It-taqsimiet kollha tal-Benċmark inħadmu minn bord ta’ edukaturi li jispeċjalizzaw fl-ilsien Malti.

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

▪ Il-kitbiet kollha li jidhru jkunu oriġinali;
▪ Ikun hemm gradazzjoni fil-mistoqsijiet;
▪ Il-mistoqsijiet għandhom ikunu kemm diretti kif ukoll inferenzjali;
▪ It-testi kollha, fosthom ir-rittretti, ma joffendu lil hadd.

Č. Kummenti u analiżi ta’ kull komponent tal-Benċmark


Č1. It-Tahdit

Wara li kien sar eżerċizzju ta’ moderazzjoni tal-proċess tal-assessjar tat-tahdit, sar tahriġ obbligatori mill-ġdid lill-ghalliema u lil dawk kollha li jagħmluha ta’ interlokuturi u assessuri fil-Benċmark.
Dan il-komponent kien fih erba’ taqsimiet:


2. **L-Intervista** (3 minuti): It-tieni taqsim ta’ fiha eżerċizzju fejn l-istudenti nghataw sett ta’ mistoqsijiet fuq żewġ temi differenti, wahda ghal kull student/a, u kellhom iweġbuhom fid-dettall.

3. **Qabbel l-Istampi** (3 minuti): It-tielet taqsim ta’ fiha żewġ stampi u l-istudenti kellhom jitkellmu fuqhom biillu jqabbluhom u jikkuntrastawhom.

4. **Stampa fuq Tema** (3 minuti): Ir-raba’ u l-ahhar taqsim ta’ fiha stampa ċentrali kbira b’ghadd ta’ stampi żgħar madwarha u l-istudenti kellhom jitkellmu u jaghlu l-interpretazzjoni taghhom dwar dak li jahsbu li jaqbel jew ma jaqbilx mal-istampa ċentrali.


**Kummenti ġenerali**


Ċie nnutat li fit-tielet taqsim Qabbel l-Istampi, l-istudenti ma sabux diffikultà biex jiddeskrivu l-istampi b’mod individwali. L-ikbar diffikultà dehret li kienet biex iqabblu stampa m’ohra b’mod kreattiv u jiddiskutu s-similaritajiet u d-differenzi ta’ bejniethom. Qajla kien hemm studenti li rmexxielhom jimirju lilhinn minn dak li qed jaraw u jirreferu anki ghal esperjenzi personali marbutin mal-istampi murija.


Ċ2. Il-Fehim mis-Smigh


Kummenti ġenerali

L-ewwel silt tas-smigh
Is-silt kienet bulletin tal-ahbarijiet. L-istudenti kellhom jaħdmu ċewġ eżercizzji worna li ċkunu semgħuha tinqara darbtejn.

Fl-ewwel eżercizzju
l-istudenti kellhom jimmarkaw jekk it-taħriġ mogħti kien veru jew falz. F’dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f’xi wahda minn dawn:

- Immmarkaw it-tweġiba l-hażina,
- Ma mmmarkaw l-ebda tweġiba,
- Immmarkaw iktar minn tweġiba wahda.


Fit-tieni eżercizzju
l-istudenti kellhom jimmlew il-vojt f’ghadd ta’ sentenzi b’kelma wahda. F’dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f’xi wahda minn dawn:

- Ma kitbu ebda kelma,
- Kitbu kelma li ma tagħmilx sens skont dak li semgħu,
- Kitbu kelma li grammaikalment u sintattikament ma toqghodx fis-sentenza mogħtija.

L-iżbalji tal-ortografija ma ġewx ippenalizzati.

Ftit hafna kienu l-istudenti li wieġbu tajjeb għall-mistoqsijiet kollha. Kien hemm numru sew ta’ studenti li żbaljaw f’nnumru 3 u 6. Ir-risposti tal-mistoqsijiet numru 2, 4 u 5 kienu fil-maggiżanża taghhom tajbin. Ghal mistoqsija numru 3 Skont Tanaka biex tghix hajja twila ma tridx tittraskura


It-tieni silta tas-smigh

Din is-silta kienet informativa filwaqt li taghti istruzzjoni dwar kraft li jistgħu jagħmlu t-tfal biex joholqu spettaku ta’ delliżiet mill-pupazzi. L-istudenti kellhom jahdmu tliet eżerċizzji wara li jkunu semghu l-qari tas-silta darbtejn.

Fl-ewwel eżerċizzju l-istudenti kellhom jagħżlu t-tajba minn tliet twieġibiet. F’dan it-tahriġ l-istudenti ġew ippenalizzati kull darba li naqsu f’xi wahda minn dawn:

▪ Immarkaw it-tweġiba l-ħażina,
▪ Ma mmarkaw l-ebda tweġiba,
▪ Immarkaw iktar minn tweġiba wahda.


Kien hemm ukoll studenti li ġew ippenalizzati ghaliex immarkaw aktar minn tweġiba wahda.

Fit-tieni eżerċizzju l-istudenti kellhom jimmarkaw żewġ oġġetti li hemm bżonn għall-kraft minn fost dawk li ssemmnew fis-silta minn lista mogħtija. F’dan it-tahriġ l-istudenti ġew ippenalizzati kull darba li naqsu f’xi wahda minn dawn:

▪ Immarkaw it-tweġiba l-ħażina,
▪ Ma mmarkaw xejn,
▪ Immarkaw iktar minn tliet oġġetti,
▪ Immarkaw oġġett wiehed biss.

Performance Reports
Dawk l-istudenti li mmarkaw tliet oġġetti u tnejn minnhom kienu tajbin, inghataw marka. Dawk li mmarkaw iktar minn tliet oġġetti, ma nghataw l-ebda marka anki jekk fosthom kien hemm it-tajbin.


Il-istudenti kellhom iqabblu kolonna A ma’ kolonna B billi jimlew il-vojt permezz tan-numri biex iqabblu żewġ partijiet li jagħmlu sentenza wahda. F’dan it-tahriġ l-istudenti ġew ippenalizzati kull darba li naqsu f’xi waħda minn dawn:

- Kitbu t-tweġiba l-hażina,
- Ma kitbu l-ebda numru,
- Irrepetew l-istess numru/i.

Il-maġgoranza assoluta tal-istudenti marru tajjeb ħafna f’dan it-tahriġ u ma kienx hemm diffikultajiet partikolari.


Č3. Il-Fehim mill-Qari

Il-komponent tal-qari kien fih żewġ taqsimiet. L-ewwel taqsim kien fiha s-silta l-qašira tal-qari u t-tieni taqsim kien fiha s-silta t-twila ta’ madwar 500 kelma maqsuma f’żewġ partijiet b’mistoqsijiet magħluqin u miftuħin fuqhom. L-istudenti riedu jaħdmu dan il-komponent f’50 minuta.

L-Ewwel Taqsim

Is-silta magħżula ghall-fehim mill-qari kienet tikkonsisti minn Ċarsetta. Wara l-istudenti nghataw erba’ eżerċizzji fejn kellhom (a) jagħżlu t-tweġiba t-tajba minn tliet għażliet, (b) jinmlew il-vojt skont is-sens tas-sentenza, (ċ) jagħżlu bejn veru u falz, (d) jagħtu risposta qasira li tirrikjedi hsieb u kreattività.


Kummenti ġenerali

Dan hu tip ta’ tahriġ tajjeb biex tibda t-taqsim tal-qari u li juru li l-karta hija gradata biex tilhaq studenti ta’ hiliet differenti.

**It-Tieni Taqsim**


Din it-taqsim kien fiha tliet tahriġiet:

- Tahriġ A: Tmien mistoqsijiet fuq l-ewwel parti tat-test;
- Tahriġ B: Seba’ mistoqsijiet fuq it-tieni parti tat-test;
- Tahriġ Ċ: Żewġ mistoqsijiet fuq it-test kollu.

**Taqsim A**


Din il-mistoqsija għamlet differenza bejn dawk l-istudenti li jafu jħaddmu l-espressjoni u dawk li jieħdu kollox kelma b’kelma. L-istudenti għandhom jiġu esposti ghal espressjonijiet bil-Malti kemm fit-tahdit u kif ukoll fil-kitba. Hekk l-istudenti jiffamiljarizzaw ruħhom aktar ma’ dawn l-espressjonijiet; mhux biss jittgħallmu xi jfissru iżda wkoll jittgħallmu jużawhom fil-kuntest proprju tagħhom b’mod naturali.

Meta l-istudenti jiżuqghu ma’ mistoqsija bhal din, importanti li jmorru lura fis-silta u jerġghu jaqraw il-parti fejn hemm din l-espressjoni. Forsi wieħed ma jkunx jaf xi tfisser eżatt imma jekk tqiegħed il-frażi fil-kuntest minn fejn ittieħdet, wieħed jista’ jasal biex jiżimha u jaghti t-tweġiba t-tajba.


Għandna nħeġġu lill-istudenti jifhmu lilhinn minn dak li hemm miktub direttament fis-silta u nghallmuhom ihaddmu aktar rashom meta jiġu biex wieġbux mistoqsijiet inferenzjali.

Mistoqsija 7: Il-maġġoranza l-kbira tal-istudenti taw ir-risposta tajba ghal din il-mistoqsija sempliċi u diretta.


Kumment Ġenerali

t-tagħlim fil-klassijiet ikun verament relevanti, topiku u li jwassal l-istudenti jifhmu u jippreparaw ruhhom ghad-dinja li hemm barra mill-iskola.

Taqsima B


Mistoqsija 5: Hafna mill-istudenti wieġbu tajjeb għal din il-mistoqsija u ma jidhirx li kien hemm diffikultajiet partikolari.


**Taqsima Ċ**


Kummenti fuq il-mistoqsija Ċ1:


Kummenti fuq il-mistoqsija Ċ2:

Kummenti u Rakkomandazzjonijiet ġeneratori fuq il-Fehim mill-Qari

Sentiment komuni fost l-eżaminaturi kien id-diffikultà li jiltaqghu magħha l-istudenti meta jiġu biex jelaboraw jew iwieġbu fit-tul u b’mod dettaljat. Din hija hila li tiddistingwi student minn iehor minhabba l-fatt li mistoqsijiet ta’ ħuntu tipp jitolju ikkolli impenn u allura juru maturità. Sfortunatament, diversi studenti għandhom ħabta jaqbdu u jiktbu dak li jiġi f’mohħhom li, għalkemm mhux neċessarjament dejjem ikun ħażin, dan ma jirriflettix maturità.


F’kull klassi tal-primarja, l-istudenti għandhom jiġu mheġga u mharrgħa fl-espressjoni, l-elaborazzjoni u t-tfassil tal-fehmiet individwali taghhom (kemm miktuba kif ukoll mitkellma) imsaħħa b’argumenti u evidenzi mit-testi mistħarrgħa. L-ghalliema jridu jといって lill-istudenti li meta jagħtu tweġibba, din għandha tkun elaborata u li tinhfiehem u twieġeb b’mod shih dak li ntaqab fil-mistoqsija.
Ċ4. Il-Kitba

Il-komponent tal-kitba kien fih żewġ taqsimiet. Fl-ewwel taqsim l-istudenti ntalbu jiktbu riklam ta’ bejn 50 u 60 kelma. Fit-tieni taqsim l-istudenti ntalbu jfasslu pjan u jiktbu rakkont f’mhux inqas minn 140 kelma u mhux aktar minn 200 kelma. Il-hin għal din it-taqsim kien ta’ siegħa.

Kummenti ġenerali

Tahriġ A: Il-kitba ta’ riklam

L-istudenti nghataw żewġ titli biex jagħżlu wiehed, u li jitolbu kitba ta’ riklam. L-ewwel titlu kien jitlob li jiktbu riklam ta’ logħba li ivvintaw huma stess minn materjal riċiklabbli, filwaqt li t-tieni titlu kien jitlob li jiktbu riklam ta’ ġakketta maġika li holqu huma stess. Ma’ kull titlu ta’ riklam, l-istudenti nghataw xi ġhajnuniet permezz ta’ xi ideat sabiex jgħinuhom jiġu r-riklam u jżidu ideat ohra magħhom.

L-aktar riklam li ntgħażel kien dak tal-ġakketta maġika. Ghalkemm kien hemm studenti li kienu mharrgħa taqjie fil-kitba ta’ riklam, kitbu b’Malti taqjie u taw attenzjoni għad-dettagl fit-titlu u l-ġhajnuniet, kien hemm oħrajn li kellhom numru ta’ nuqqasijiet. Dawn huma xi aspetti li ġew innutati:

- Ghadd imdaqqas ta’ studenti ma użawx il-format ta’ riklam u ġew ippenalizzati. L-aktar telf ta’ marki kien fl-ortografiu u l-punteġġjatura.
- Kien hemm numru ta’ studenti li hallew barra t-titlu/slowgan.
- Intuża ħafna kliem mill-Ingliż li floku għandna kliem ieħor mifrux bil-Malti bhal ‘size’ flok ‘qies’ jew ‘daqs’ u ‘20% off’ flok ‘rohs/skont ta’ 20%’.
- Importanti wkoll li l-istudenti jiġu ggwidati dwar kif għandu mhux biss jinkiteb il-kliem iżda anki kif għandhom jesprimu ruhhom sew b’Malti korrett.

L-eżaminaturi jirrakkomandaw li:

- Tingħata aktar attenzjoni ghall-kreattività fit-tfal tagħna.
• L-ghalliena ghandhom iharrgu aktar lill-istudenti sabiex jaghmu uzu ahjar mill-ghajjuniet jew eżempji li jingħataw. L-istudenti ghandhom jiġu mghallma kif jinqatgħu mis-suġgerimenti mogħtija (bla ma jittieghdu minn dak li qed jintalbu jiktbu) jekk iħossu li l-ideat taghhom huma superjuri minn dawk mogħtija.

• Isir aktar qari fil-klassijiet tal-primarja. Il-kitbiet juru biċ-ċar li hemm bżonn li l-istudenti jiġu esposti għall-Malti (mitkellem, moqri u mikhtub) tajjeb.

• L-istudenti jiġu meghjuna biex isiru aktar familjari mal-proċess tal-kitba: (il-pjan, l-ewwel abbozz, ir-reviżjoni tal-ewwel kitba, it-tagħlim ta’ dawk l-istrateġijji li jistgħu jghinu lill-istudent biex jaghmel l-editjar neċessarju fl-ewwel abbozz qabel il-kitba finali).

• L-istudenti ghandhom isiru aktar konxji tad-differenza bejn kitba ta’ reklam u kitbiet ohra. X’inhu dak li jurina li l-kitba hi reklam u mhux xi tip ta’ kitba ohra? Liema vokabularju, stil u ideat jiġu użati? X’forma jista’ jiehu reklam biex jattira l-għajn? Hemm aspetti li huma importanti li jiġu mhaddma f’reklam u ohrajn li ghandhom jiġu evitati?

• L-istudenti ghandhom ikunu esposti ghal riklami differenti bil-Malti biex jitgħallmu l-fatturi principali li fuqhom ikun mibni riklam. Kien jinħass li ċerti studenti ma kinux esposti ghal dan it-tip ta’ ġeneru u ghalhekk ma lahlqux il-miri li jirrikjedi reklam.

Tahriġ B: Il-kitba ta’ rakkont

L-istudenti nghataw żewġ titli biex jagħżlu wieħed, u li jitolbu kitba narrattiva.

Il-pjan


Ta’ min wieħed jaghti aktar importanta lill-proċess tal-kitba. Fil-fatt żball komuni huwa li xi studenti ma tawx wisq attenzjoni lill-pjan ghax dan għandu żewġ marki biss jew ghax aktar ikun mohhhom biex jibdew jiktbu l-kitba twila, forsi ghax jibżgħu li ma jlahhqux.
Kummenti ġenerali fuq il-kitbiet


  – Ta’ min jiġbed l-attenzjoni ghall-għadd kbir ta’ żbalji ortografiċi, fosthom tikek neqsin fuq ċerti ittri bhal ċ, ġ, ż; il-konsonanti ħ mhux maqtugha; il-konsonanti h mhollija barra bhal, nghidu ahna fil-kelma mlux; pronomi mehużin miktubin ħażin jew meta mhux suppost, nghidu ahna narakhom, intkom; -aw flok -ghu fit-tarf ta’ kliem bhal nergaw, ntilaw; iż-żieda ghalxejn tal-vokali tal-lehen bhal ahna inkunu; il-kitba tal-ittra ‘q’ flok l-‘gh’ pereżempju qaddejthom flok ghaddejthom, qarqan flok għarqan; żbalji ohra bhal: jīlqlu l’ hemm (l’ hemm); f’hakka tajn (t’ghajn); għallura (allura); inhaltu (inhaltu) u għadd ta’ żbalji fil-punteggjatura.

  – Kien hemm hafna repetizzjoni ta’ ideat u deher ukoll nuqqas ta’ Malti mirqum u espressiv. Dan juri li ghadd ta’ studenti ma jesponux ruħhom ghal ċertu realtajiet.

  – Ġie nnutat ukoll in-nuqqas ta’ użu tajjeb ta’ paragrafi u tqassim tal-kitba. Dawk li qassmu f’paragrafi, mhux dejjem qassmu b’mod li jaghmel sens. Tajjeb li l-istudenti jkunu jafu kif jorbtu paragrafu m’ieħor biex b’hekk il-kitba tkun aktar mексejja.

  – Irid jingħad ukoll li kien hemm studenti li mhux biss żammew mas-suġġett imma kitbu b’ċertu hila u dan juri kemm huma fil-fatt jaqraxw u li qed jitharrigu sew kemm mill-edukaturi u kif ukoll mill-genituri.

  – Jidher biċ-ċar li hafna studenti tghallmu lista ta’ idjomi u espressjonijiet u li dawn riedu jdeffsuhom akkost ta’ kollox fir-rakkont tagħhom anke jekk mhux fil-kuntest.
L-eżaminaturi jirrakkomandaw li:

- L-ghalliem jenfasizzaw iktar dwar difetti fil-kitba bhal, nghidu ahna, nuqqas ta’ qbil bejn is-suqggett u l-verb; nuqqas ta’ konqunzjonijiet u l-gharfien tal-użu taghhom; u nuqqas ta’ rabta bejn sentenza u ohra.

- Ghandu jsir enfasi fuq it-thaddim tajjeb tal-grammatika u s-sintassi.

- Hu importanti li l-istudenti jaqraw sew l-istruzzjonijiet tal-bidu halli jifhmu x’inhu mistenni minnhom.

- L-istudenti jridu wkoll jaqraw halli jkollhom ideat fuq hafna suqggett. L-ideat iridu jiffukaw sew fuq is-suqggett u jkun tajjeb jekk l-istudenti jaqraw sew l-istruzzjonijiet halli jżommu mas-suqggett.


- Fl-aħħar nett, l-ghalliem ghandhom jghinu kemm jifilhu biex l-istudenti jtejbu l-kitba taghhom sa ma jilhaq l-eċċellenza ghax fuq kollox ghandna r-responsabbiltà li nrawmu persuni li jafu jhaddmu tajjeb l-ilsien Malti!
4.2 English

A: General comments about the Benchmark papers

The English assessment forming part of the End of Primary Benchmark 2022 consisted of four assessments, one for each language component. The Listening and Reading components assessed the students’ receptive skills, while the Speaking and Writing components assessed the students’ productive skills. The Specification Grid focused on the four language modes that are reflected in the objectives and standards set by the Primary English Syllabus (2006). The weightings of marks were distributed as follows: the Speaking and Listening components were each allotted 20% of the global mark, while the Reading and Writing components each carried 30% of the marks.

The Paper Setting Board for English selected age-appropriate texts and situations, adjusting the difficulty levels of the constructed assessment tasks in all the components, to present students with well-graded items. In the planning and design phase, the board selected genres from the list specified in the End of Primary Benchmark Guidelines 2019. Furthermore, the listening and reading texts were modified and aligned with the competence level of Year Six students.

The listening texts and tasks were professionally recorded, and this impacted positively on the quality of the soundtracks. The writing tasks, reading texts and questions were recorded for access arrangement purposes.

B: Comments regarding the candidates’ performance

This section defines the items set, focusing on the students’ performance and the different levels of attainment in the four Benchmark papers.

B1: The Speaking Component

20% of the global mark. Time allotted: 10 minutes

The eight oral tests included four tasks: the Warmer, Interview, Single Picture, and Compare and Contrast. The students’ oral competencies were assessed using a rating scale with the following assessment criteria: 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); and task-specific criteria (2 marks), pegged to Tasks 3 and 4 and indicating the oral sub-skills necessary for a student to achieve each mark.

The oral tests were administered in primary schools and students were generally assessed in pairs. The following is a brief outline of each task:

Task 1: The Warmer

Time allotted: 1 minute

The warmer allowed the interlocutor flexibility to create conditions for the students to feel at ease from the onset, so as to produce spoken language to the best of their ability. This task was not assessed, as its main aim was to ease the students into a conversation. The interlocutor could ask simple questions in a natural way about topics the students could relate to and use prompts if / when hesitation occurred.
Task 2: The Interview  
Time allotted: 3 minutes  

The interview assessed the students’ ability to interact and respond to questions and prompts, by recounting, describing and giving opinions. Two topics, one per student, were set for each test. The topics were selected from the range of topics stipulated in the Benchmark Guidelines 2019 and included sports, helping at home, shopping, places, free time and entertainment, school, pets and animals, and food and drink. Most students felt at ease and answered the questions confidently by recounting, describing in detail and giving their opinions about the topics. However, a few students found expressing an opinion rather challenging.

Task 3: Single Picture  
Time allotted: 3 minutes

Students were presented with a picture depicting people in a particular situation. Students were then expected to answer questions about the people and the situation. The task-specific mark was awarded to students who referred to the content of the picture while answering their questions and supported their suggestions with valid reasons. The range of questions asked by the interlocutor included close and open-ended questions. Generally, students answered the variety of questions correctly, but some found it difficult to answer creatively and performed better in answering questions which required factual answers.

Task 4: Compare and Contrast  
Time allotted: 3 minutes

Students were shown two pictures which they had to compare and contrast. The task-specific mark was given to students who used a range of appropriate qualifiers, including comparative and superlative forms to describe points of comparison and contrast, and identified and described similarities and differences of set pictures by observing details and making connections to prior knowledge. The task also required students to engage with the topic by using the pictures as a springboard, to express personal ideas. In general, most students managed the task well by sharing their thoughts, preferences and opinions.

Most of the students did generally well in the speaking component. Students who performed well used a range of vocabulary to express meaning appropriate to the context, applied a range of grammatical structures and constructed complex sentences linked with a range of connectors. They spoke clearly, fluently and relevantly while demonstrating an ability to extend their interaction. Conversely, repetition, rephrasing and prompting had to be used to encourage students who encountered difficulties in communicating their ideas.

B2: The Listening Comprehension Component  
20% of the global mark. Time allotted: 30 minutes

Markers deemed the input of the listening assessment suitable and authentic. The recorded texts were age-appropriate, the rubrics of the tasks were clear, and the set text-based items were highly suitable. Students who had mastered their listening comprehension skills performed significantly well in this component.
The following comments describe the set texts, provide an overall view of the listening tasks, and emphasise the students’ strengths and weaknesses.

**Listening Task 1**

Students had to listen to a recipe, note the ingredients and required items, and understand the instructions. Two exercises were set on this first task.

**Exercise 1 – Tick items mentioned in the Text**

This exercise was made up of eight pictures and students had to identify the four items mentioned in the recipe and tick the correct box. The four items were set at a low level of difficulty. This exercise assessed the students’ ability to listen for specific information.

Most students performed very well in this exercise, scoring full marks. However, some students confused “spatula” with “whisk”, or “mug” with “measuring jug”.

**Exercise 2 – True or False**

Students were presented with four statements and were required to tick whether the information was true or false. This exercise was set at a medium level of difficulty. Most students found this exercise straightforward and marked the statements correctly. Some students did not understand the difference between “in under 30 minutes” and “in as quickly as 30 minutes” and marked statement 2a) as True, when the response should have been False. Some others did not understand the meaning of “keep aside” and marked statement 2c) “should be added all at once” as True, when the correct answer should have been False.

However, the majority of students did very well in this task and the markers’ feedback was very positive.

**Listening Task 2**

Students had to listen to a radio programme called *Museum Stories* and complete three exercises.

**Exercise 1- Underline the Correct Answer.**

In this exercise students had to listen for specific information and underline the three correct words. This exercise assessed the students’ comprehension at word level. Most students did very well in this exercise. However, some students did not know the meaning of the word “dairy” and did not associate it with “cow, goat or buffalo”.

**Exercise 2 – Match the places to the correct information.**

The exercise included four places and four corresponding statements. Students had to match the information to the correct place. This exercise assessed the students’ ability to listen for specific information at phrase level, and identify key words, such as, “ranking highest on the list”.

Markers noted that the exercise was fair and the information given was unambiguous. The exercise required a certain level of understanding, but the majority of students found the statements straightforward, matched them correctly and performed well.
Exercise 3 - True or False
This exercise was made up of five statements and students had to decide whether each statement was True or False. The five items were set at a high level of difficulty, as they included items testing comprehension of ideas. Students had to follow main ideas, deduce meaning and make inferences from the context.

Most students did well in this exercise. It was surprising that question 3c) proved to be the most difficult, as it was a straightforward question based on the difference in meaning between “salt was added to the ice around the ice cream mixture” and “salt was added to the ice cream mixture”.

B3: The Reading Comprehension Component
30% of the global mark. Time allotted: 50 minutes

Markers considered the Reading Comprehension paper as well-structured and age appropriate. They noted that students related well to the content of the set texts. The markers acknowledged that the texts were authentic, varied, valid and well graded, with the allocation of marks reflecting the questions’ level of difficulty.

The text of the first reading comprehension, an infographic about bears, included facts about the Polar Bear and the Grizzly Bear. The infographic presented information about appearance, weight, speed, life span, population and threats. The text of the second reading comprehension was an adapted extract from *The Last Bear* by Hannah Gold.

The layout of the texts included relevant illustrations and information organised in paragraphs and sections. The reading texts were presented separately so students could place them next to the corresponding questions in the writing booklet, thus making it easier for the students to follow and answer the set items.

The focus of the assessment was on understanding the set texts. Language inaccuracies in constructed responses were not penalised. However, students had to demonstrate they had correctly grasped the meaning of the text in the constructed answers.

A range of comprehension skills were assessed in the Reading component. Students who were able to read the texts and questions with understanding, follow the given instructions and identify the appropriate comprehension strategy to answer the set questions, performed well. Other students who lacked mastery of reading comprehension skills encountered difficulties in fully understanding the text and interpreting the questions, and only partially succeeded in answering the items correctly.

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

Reading Comprehension 1

The students had to read an infographic and answer questions on it. In the first exercise, students had to look up information in the text, in order to complete a table by ticking the correct answer, while in the second exercise students had to tick a number of statements as True or False.

The questions assessed the students’ ability to understand key words and locate specific information.
Exercise 1 – Complete the Table

In this exercise, six items were set at a low level of difficulty, requiring students to process single items of information. Students had to compare and determine which bear is taller, faster, etc. In this exercise, no particular difficulties were noted by the markers, who deemed the questions easy and straightforward. All questions were appropriate, and the wording was clear. Students did well and many got full marks.

Exercise 2 – True or False

The five statements in this True or False exercise were set at a medium and high level of difficulty, requiring students to process multiple items of information. Students had to interpret the visual representation of literal and numerical data.

Most students answered the items correctly, but some did not do well in questions involving inferencing skills, for instance, some students found interpreting the meaning of “the majority of the population will be lost” challenging, and incorrectly marked Question 2c) “only a small part of the population will survive” as False.

Reading Comprehension 2

Section 1

Students had to read the narrative text and respond to a range of comprehension questions by following the written instructions. These included locating specific information from the text and understanding key words and phrases; selecting the correct synonym from given options or from the text; answering multiple-choice items; establishing through detailed reading of the text whether statements were True or False, and making straightforward inferences with evidence from the text. The questions were set in chronological order according to the text and graded with items set at a low, medium and high level of difficulty.

Question 1
This question tested the students’ ability to identify one word which represented a sound. Most students had no difficulties providing the word, but some students found it difficult to select just one word and instead, wrote a phrase or a whole sentence.

Question 2
This was a multiple choice question. Students had to rely on the context to determine the meaning of a quoted phrase. The question presented four options and the majority of the students answered correctly.

Question 3
In this question, students had to underline the correct answer. Question 3a) was tricky and set at a high level of difficulty. Students did not identify the difference between “watchful” and “scared”. Question 3b) was straightforward and set at a medium level of difficulty. Most students answered this part correctly.
Question 4
This was a True or False exercise. Students did mostly well in Question 4, although there were some students who found Question 4c) challenging because they weren’t familiar with the words “dull” (in the statement) and “matted” (in the text).

Question 5
In this question, students were asked to find one word in the text, which is the opposite of the word given in the rubric. Most students answered correctly but there were some who were not well-practised in replacing an adverb with another adverb and wrote the word “permanent” when they should have answered “permanently”.

Question 6
This question required students to make straightforward inferences. This proved to be one of the most challenging questions. In Question 6a) the time of day had to be identified. Responses were varied. Valid answers included “late afternoon”, “early evening”, “evening”, “sunset”, “sundown” and “dusk”. Question 6b) required an explanation of how they know this and depended on the answer given in 6a). Answers had to correspond to each other and students were awarded for the second part, only if they made a clear and direct connection to the first part.

Question 7
Students were to retrieve specifically stated information from the text. They had to identify aspects of the bear’s face that showed that he was friendly. It was not enough to list the bear’s features, but responses had to imply friendliness, such as “tickly whiskers”, “soft nose” and “gentle eyes”. Markers noted that some students did not give importance to the adjectives used by the author and failed to include the description in their answers.

Section 2
Students had to read and understand the second part of the text to answer the set questions, which were set at a medium to high level of difficulty. Students were asked to select the correct information, locate specific information from the text and understand key words and phrases, deduce meaning from context, relate personally to the text and come up with ideas of their own, and put events in a sequence.

Question 8
Response included five statements and students had to choose the two that are true. Markers noted that almost everyone got 8a) correct, as this was set at a low level of difficulty. A considerable number of students had trouble identifying 8e) as True, as the information required was not explicit. Some students did not make the connection between “our cabin” in the text and “April and her dad were staying in a cabin” in the question. It was also noted that 8e) proved to be a good distractor as a number of students marked it as True, which suggests they did not read the whole statement, probably stopping at “hot chocolate”.

Question 9
This question required students to quote a phrase from the text and was set at a medium level of difficulty. Students had to focus on and retrieve explicitly stated information. The answer depended on the students’ understanding of the words “looked at” and “bafflement”. Due to lack of vocabulary, students failed to identify the synonyms “gazed” and “puzzlement”. Markers also noted that some students missed the instruction “find a phrase” and only gave one word.
Question 10
This question was set at a high level of difficulty because students had to interpret and integrate ideas and information from the text and link this to a feeling. Students had to explain clearly what April saw that made her exclaim “Oh my!” in horror. Responses required specific details and full marks were awarded to those students who identified the words “tightly wrapped”. Responses that explained what April saw but did not include these two specific words, were considered partially correct.

Question 11
In this question, students had to personally relate to what is happening in the story and come up with suitable suggestions on how April could help the bear. Valid answers were “call animal rescue”, “find a sharp object and cut the plastic”, “ask her dad to help”, etc. Students’ ideas were mostly plausible. Many students mentioned “feed him” and “give him a big hug” which were considered correct. The majority of students could answer this type of question well.

Question 12
This question was set at a medium level of difficulty and required students to put events in the order in which they happened. The task assessed the students’ ability to follow a sequence, read for specific detail, understand key words, and follow main ideas. Markers noted that students did well in this question and most of them got full marks.

Questions on the two sections
Students had to refer to both Section 1 and Section 2 to answer questions 13 and 14. These items were set at a medium to high level of difficulty.

Question 13
The response needed to show awareness of a change in April’s feelings towards the bear, from the beginning of the story to the end. Markers commented that high ability students were able to identify a change and explain it well. However, low ability students struggled to pinpoint two different feelings and only mentioned one. Other responses clearly showed that students did not understand the difference between feeling and behaviour. It was also evident that some learners lacked the vocabulary to express themselves. Rather than identifying two separate feelings, others wrote “scared” and “not scared” and such similar words to explain the change. Answers that did not include two separate feelings but still showed a change in April’s feelings, such as “wasn’t scared of the bear anymore” were considered partially correct.

Question 14
This question required a deeper interpretation of the text and markers commented that many students were not able to interpret and integrate ideas and information from the text. Many students answered at a superficial level. They might not have understood the complexity of the question and answered “describe what she is like” by giving explicit facts from when April introduced herself to the bear, such as, “she is eleven years old” or “she likes hot chocolate”. Markers noted that some students answered in the past tense, for example “helped the bear” or “saved the bear” when there was no evidence of these things actually happening. Some students were able to include a character trait, feeling or attitude but failed to support this by adding a relevant example of behaviour or action from the text. However, many students answered well and supported their description of April’s character with good examples from the text.
**B4: The Writing Component**

30% of the global mark. Time allotted: 60 minutes

The first writing task was an advert, between 50 and 60 words long, which carried 10 marks. The second writing task, which required planning and writing a short story for a magazine with a word count ranging between 140 and 200 words, carried 20 marks.

Two different content areas were set for Task 1 and Task 2 and students had to choose and write about one of the two titles offered in each task, as specified in the End of Primary Benchmark Guidelines 2022. According to the markers, the tasks set were appropriate to the targeted level and the topics offered were suitable for the age group. Students who were familiar with the contexts presented, could focus on demonstrating their ability to use English to write purposefully and for an audience. The level of attainment in the writing tasks was determined by each student’s linguistic competence and ability in performing the tasks.

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

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

Advert

The task assessed the students’ ability to write an advert. It required students to use language showing their ability to be concise, communicate clearly and produce an attractive message to the reader in a coherent and cohesive way, as well as write fluently and accurately. Students were assessed on their ability to convey meaning and to write relevantly and briefly.

Relevance was based on the student’s ability to include features of an advert, such as, a catchy title, a short but detailed description of the item for sale, exaggeration of the positive points, appropriate use of rhetorical questions, persuasive language that appeals to the reader, purpose, contact details and possibly an offer.

Both titles One and Two, stated that the school was collecting money for charity. In option one, students were to sell their collection of board games and puzzles and in option two, their kite. The advert was to be published on the school website.

Markers noted that some students did not know how to write an advert and produced a short narrative, a letter or a message instead. Others did not include the key features, such as a title, while others had difficulty writing within the word limit. The tendency was to write more.

Markers also noted that some students did not read the title carefully and did not mention that the money was going to charity or that the item belonged to them. Some instructed the reader to go to a shop and buy the item brand new. Others failed to describe the item entirely.

Other points remarked upon by the markers, were the lack of vocabulary, which tended to be very basic and repetitive, incorrect use of punctuation marks or complete lack of, and poor spelling.

The most common issues, however, were related to the format and structure of an advertisement. A significant number of students seemed unfamiliar with the task.
Task 2 – Write between 140 and 200 words

In the second writing task, students were presented with a clear context, informing them that Fantastic Fiction magazine was holding a short story competition, which students had decided to enter. The rubrics depicted two situations. In each option, the scene was distinctly set and students were asked to continue the story.

The longer writing task assessed the students’ ability to plan their writing, including relevant details organised in a logical way, write structured paragraphs, use linking words to help the reader make connections within and between paragraphs, vary sentence length effectively, produce accurate sentences, proof read and edit where necessary, make precise and interesting word choices to engage the intended audience, use appropriate presentational features for short story writing, and write relevantly and within the specified range of words. Since the introduction was provided, students were expected to write the main body organized in paragraphs, and a conclusion.

Planning
Students were to write their plan on a blank page, giving them the freedom to use the method that they felt most comfortable and familiar with. Markers remarked that some students succeeded in producing an organized plan which included many details, including vocabulary and expressions. Others wrote questions to be answered in the writing. Some put down words at random, which showed that they were not used to planning. Others used drawings instead of words to express their ideas. In some cases, there was no correlation between what they wrote in the plan and what they later wrote in the short story. Some plans were completely irrelevant.

Short Story
Markers commented that both options provided the students with an interesting setting that encouraged students to be creative and imaginative. However, option One proved to be the more popular choice.

The rubric stated that students should continue the story, but some students still copied the introduction. In such cases, the introduction was not considered in the word count. Others started the story with an introduction of their own or inserted the introduction at a later stage in their writing. This showed that some students were not familiar with the concept of continuing a story. It also showed some students’ inability to follow instructions.

Those students who performed well, wrote in the narrative style and organized their writing in paragraphs introduced by a topic sentence, and included varied, complex and accurate grammatical structures, accurate spelling and punctuation. Students who obtained high marks demonstrated their ability to use a variety of cohesive devises and linking words, wide-ranging vocabulary appropriate to the topic, as well as a number of suitable expressions and idioms. Some students also made use of direct speech, effectively revealing the tone and moods of the characters. Markers remarked that some stories were very imaginative and entertaining.

Common issues of concern were poor grammar, spelling and punctuation, as well as lack of vocabulary. Markers remarked that some students used the present tense throughout or used verb tenses at random. Markers also commented on inappropriate use of articles, capital letters used in the middle of words, and sentences that were a paragraph long. Some students tried to include expressions, but these were either used in the wrong context or students had trouble remembering
them accurately, for example, “was over the earth”, “all of the sudden” or “I said to my head”. In some cases, students showed surprise by using swear words, evidently not aware that the use of such words is inappropriate and unacceptable.

Although the rubric stated that students should write between 140 and 200 words, no marks were deducted if students went over the word limit. On the other hand, marks were deducted if the number of words was significantly less than the required minimum.

C: Implications for teaching and learning

Learning experiences offered in primary classrooms can be maximised to further enhance students’ receptive and productive skills and help them improve their performance in English language tasks.

Primary teachers can play a significant role in:

- Exposing students to authentic input, such as, news segments, video clips, short documentaries, photographs and artwork; creating opportunities for students to connect to their previous knowledge and integrate new vocabulary and grammatical structures; scaffolding tasks that cater for the different learning abilities of the students in the classroom; nurturing an environment that encourages language interaction; letting students express their opinions about various topics, in a collaborative manner.

- Giving students more opportunities to listen to authentic texts with a purpose, such as, listening for gist, sequence and detail; showing them how to respond appropriately and relevantly to a range of audio texts; exposing students to various speakers; guiding students to listen closely and follow the meaning of words and phrases in discourse.

- Introducing students to vocabulary, including idiomatic use of language, such as, word collocations and expressions, as well as synonyms and antonyms, always within meaningful contexts; modelling learning strategies, such as, identifying meaning in context, by using clues to help guess and predict meaning; using a dictionary to facilitate comprehension, spelling and parts of speech; aiding students to identify the key words in questions and rubrics; stressing the importance of following instructions carefully.

- Involving students in discussions about the writer’s selection of words, sentence types and the way information is presented; engaging students in activities that require them to find, classify and highlight information in a text or diagram; creating opportunities where students identify main ideas and put them in a meaningful sequence, respond to inferential questions, think critically and answer higher order questions.

- Giving students ample opportunities to interact with a range of text types; allowing them to select and read texts from an array of reading material, including classic texts, poetry and drama; creating a classroom library that inspires the students and nourishes a love for reading; exposing students to a variety of non-fiction and informational texts, such as biographies, reports, instruction manuals, magazines and newspapers.
• Modelling various reading comprehension strategies, such as, skimming and scanning, deducing meaning from context, using prior knowledge, making inferences and understanding subtleties of language, so that students will be able to draw on a bank of acquired skills while reading.

• Eliciting a set of success criteria for writing and encouraging students to refer to these criteria to revise, edit and improve their writing; guiding students on how to write appropriately – in a short writing task, be concise, stick to the relevant points, use the most effective words and present in the appropriate features of the particular genre; in a long writing task, use the planning stage to organise ideas, develop these ideas into coherent paragraphs, include an introduction, body and conclusion and use the appropriate features of the writing genre.

• Analysing text features and through shared writing activities, guide students to write their own version of the text and discuss the innovations they made; presenting vocabulary and grammar in a meaningful context to help students write more accurately; using feedback from self/peer/teacher assessment to help students reflect on what they have written, recognise their weaknesses and strengths, discuss difficulties, evaluate their work and make decisions on ways they can improve their writing.
4.3 Mathematics

A: General comments about the Benchmark papers

In the 2022 Mathematics End of Primary Benchmark, mathematical knowledge, application, and reasoning were assessed through a Mental Paper and a Written Paper.

A total of 15 minutes was allocated for the Mental Paper. The Mental Paper tested mental mathematical strategies and recall of basic facts; however, candidates were not penalised when they resorted to written methods to support their reasoning. The questions in the Mental Paper were professionally recorded. The first question was a practice question, thus carried no marks. The practice question was intended to help students focus on the speaker’s voice and familiarise themselves with the test. The second component was the Written Paper which was allocated 1 hour and 30 minutes. In both Mental and Written Papers there was appropriate time allocation with enough time for candidates to revise their work.

The Written Paper tested the candidates’ competences across the four strands outlined in the Revised Primary Mathematics Syllabus (2014), namely: Number and Algebra; Measurement; Shape and Space and Data Handling. This mentioned syllabus was further adapted to address some of the challenges related to Covid-19. Accordingly, it was agreed that some learning outcomes (which were indicated clearly) would not be assessed during the Mathematics End of Primary Benchmark.

The Revised Primary Mathematics Syllabus views problem solving as the connection between the four strands outlined above. Hence, problem solving was given its due importance in the questions set and the Written Paper gave credit to those candidates who were able to reason mathematically. Credit was also given to those candidates who were able to solve nonroutine problems (within the parameters of the syllabus), most of which were related to everyday contexts. In fact, 44% of the total marks were allocated for application of knowledge and understanding in a variety of relatively complex routine and non-routine situations across all strands.

Questions in both the Mental and the Written Papers also assessed understanding of mathematical vocabulary which plays an integral role in understanding Mathematics. In both papers the candidates had the opportunity to answer questions by applying any strategies, methods or procedures with which they felt most comfortable. Through the use of ‘Show you working here’ boxes in the Written Paper, candidates were encouraged to show their working to questions which required computation and reasoning which couldn’t be solely carried out in the head. Accordingly, a marks’ scheme which rewarded every attempt toward a solution supported the candidates’ effort. Four marks (two marks in Question 15 and two marks in Question 16) were awarded for the process (method marks).

The marks’ scheme was clear, unambiguous, and easy to follow. It included the mark allocation for each question and parts of the question and half marks were avoided. The Board ensured that there was a fair mark allocation and that the marks were allocated in proportion with the demands of the question. To further guide the candidates the marks allocated per question were also clearly indicated on both Mental and Written Benchmark Papers.
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 Benchmark Board for Mathematics was composed of representatives from the University of Malta, state and non-state schools and the Directorate for Learning and Assessment Programmes. The board members used a specification grid when setting the Mathematics Paper in order to ensure both content and face validity. Through the use of a specification grid, the board sought to ensure that the test items, as a whole, are constructed in such a way that provides a representative sampling of a range of syllabus outcomes and that allows demonstration of performance across all levels in the performance scale. The candidates were therefore presented with a graded Mathematics paper with questions that catered for a wide range of abilities covering learning outcomes from the Year 3 to the Year 6 learning programmes. In preparation, each question was mapped against syllabus outcomes, mainly those at Year 6 level. The marks were distributed as follows:

| Learning Outcomes related to the number system, numerical calculations, and algebra | 21% |
| Learning Outcomes related to measurement | 51% |
| Learning Outcomes related to shapes and space | 17% |
| Learning Outcomes related to data handling | 11% |
| **100%** |

To make the questions more accessible to candidates the choice of pictures and diagrams in questions was given due consideration during the planning and designing phase of both papers, as were the use of the words and the construction of sentences and questions. The questions were drafted, edited, vetted, and only finalised after a rigorous process. The examiners preferred the use of simple and unambiguous language in the wording of questions so that candidates understand clearly what they are 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 can do. Furthermore, examiners were careful to present a selection of questions which are free of any culture or gender bias, stereotyping, tokenism, or any promotional material.

**Detailed comments about each of the components**

B.1: The Mental Paper

All twenty questions in the Mental Paper were described by the markers as appropriate and fair. Furthermore, according to the markers the Mental Paper was student-friendly, well-balanced, well graded and assessed a variety of learning outcomes across all the strands in the syllabus which could be worked mentally. Markers also appreciated the design of the candidates’ answer sheets which contained the right amount of diagrams and information. These diagrams and given pieces of information were intended to encourage each candidate to focus more on the questions being asked, rather than on remembering all the information heard. A few markers commented on the clarity of Question 16. Accordingly, the question could have read ‘What is the least amount of boxes that Jane needs for fifty eggs?’ to be more clear.

It was also noted that many candidates showed their working on the Mental Paper. This may raise the discussion as to what extent the Mental Paper is assessing mental mathematics skills in the best manner.
Overall, the candidates did quite well in this component. Below are observations regarding misconceptions and/or common errors noted by the markers in the Mental Mathematics Paper.

In **Question 3** candidates were asked to write a whole number which is nearest to six point four. A common error was giving six point zero (6·0) as an answer, instead of six (6).

**Question 7** provided further evidence that many candidates encounter difficulties with the concept of time.

In **Question 8** candidates were asked to subtract half of seventy from seventy. A common incorrect answer was 140 (double 70) instead of 35 (half of 70). The markers noted a few other candidates who understood the question well, but made an error when calculating ‘half of seventy’.

In **Question 12** candidates were asked to write a number that when multiplied by itself gives a product of forty-nine. This question proved to be challenging for a number of candidates. Some of these candidates may have difficulty with the meaning of the term ‘product’. A common error was an answer of 24 r 1, which the candidates obtained by dividing forty-nine by two.

In **Question 17** candidates had to calculate the amount of twenty-cent coins there are in fifteen euro. Common incorrect answers were 125 and 750.

In **Question 18**, candidates were asked to calculate the duration (in minutes) of a bus ride from Ċirkewwa to Valletta. The bus left Ċirkewwa at eight twenty a.m. and arrived in Valletta at nine twelve a.m.. A common incorrect answer was 92 minutes, that candidates obtained when subtracting 820 from 912.

In **Question 19** candidates had to write the amount of numbers from one to ninety that have the digit ‘two’ in the units position. Some candidates counted all the numbers containing the digit ’2’ rather than the ’2’ in the ‘units’ position. Other candidates looked at the numbers from one to hundred, other than from one to ninety.

**C. The Written Paper**

This section presents the markers’ observations regarding improvements noted, misconceptions and/or common errors in the Written Component.

In **Question 1** most candidates performed well. Many candidates obtained full marks in this question. When candidates did not obtain full marks, mistakes were mostly noted in Questions 1c and 1d.

In **Question 2a** the greatest challenge for the candidates who did not obtain a full score was not following all the criteria. Some candidates focused on the lines of symmetry and the perimeter only, thus not all candidates drew a rectangle. In some instances, diagrams with a slant edge were drawn, ignoring the fact that the slant of 1 square is greater than 1 cm. Some other candidates drew a square of sides 6 cm, hence not following the instruction regarding the lines of symmetry. Other mistake noted was when candidates mistook the perimeter for area, hence they drew a rectangle of sides 8 cm by 3 cm. In the above cases (or similar), marks were awarded for each satisfied criteria in accordance with the marking scheme.
Many incorrect answers were mainly noted in **Question 3b**. Some candidates worked out the length of the rubber by subtracting, while others counted up from 9 cm to 13.2 cm. Common errors noted were 4.2, 402, 420, 5.2 and 52. This shows that some candidates overlooked that the measurement had to be given in mm, some incorrectly converted the measurement from cm to mm, and other worked out the measurement incorrectly. Markers noted that candidates who used the diagrams provided on the exam paper to show working were less prone to mistakes.

**Question 4** tested learning outcomes related to capacity and was well within the grasp of the majority of the candidates. Accordingly, many candidates scored full marks in **Question 4**, especially in part a. However, the main error noted in the first part of the question was overlooking that Karl drank two glasses and not one. In this regard, markers commented that candidates should be further encouraged to underline the key information in the question, while some suggested that the inclusion of a diagram by the paper setters might also have helped. In part b, some candidates used repeated subtraction, others used division.

**Question 5a** focused on working out the mean. A common incorrect answer noted was 60. However, 60 is the total score of the five teams, and not the mean. Other candidates divided 60 by 4, instead of by 5. This is due to the fact that one of the five teams obtained zero points. Hence some candidates ignored this team when they were working the mean. **Question 5b** presented a greater challenge to the candidates. Only a few candidates used pictorial representations such as the bar model as working. In order to work out the number of players in the tournament, knowing that 2/3 of the players were girls and 21 were boys, some candidates did 2/3 of 21 to work out the amount of girls in the tournament. Others did 1/3 of 21. Only a few candidates equated 1/3 to 21. Another common error noted was working out 2/3 of 60 and then adding 21 to the answer. In the latter procedure, candidates made no distinction between the ‘points’ and the ‘players’.

**Question 6** was accessible to many students and it focused on mass. The majority of the candidates worked out Questions 6a and 6b correctly. In **Question 6a** a few candidates ignored that the answer was to be given in grams, and not in kilograms. **Question 6c** was the most challenging. Many candidates were successful in working out the mass of package B. The difficulty then was faced when calculating the mass of package C. Some opted for subtraction from 3500 grams, but did not include the mass of package A in the subtraction process.

**Question 7** assessed learning outcomes related to angles. For some candidates it was clear that angles on a straight line add up to 180o, and that all angles in any triangle add up to 180o. However, some candidates assumed that the triangle was an isosceles triangle. Another common mistake noted was when candidates added 43o to 86o and then they subtracted the answer from 180o. The markers also noted that candidates who got the first answer wrong, marked angle a to be acute. This shows that they do not recognize that where there are two angles on a straight line, one is obtuse, and the other is acute, unless both are right angles. In some cases, although part ai was correct, candidates marked angle a as a right angle.

**Question 8** tested learning outcomes related to time. In general, candidates performed well in this question. In **Question 8a**, a common error noted was when candidates gave the answer in hours, rather than in minutes as requested. Furthermore, the performance of candidates in **Question 8b** shows that many candidates still find it difficult to draw the hands of the clock accurately, even though markers noted a marked improvement from previous years. **Question 8c** further shows that many candidates equate ¾ hour to 75 minutes.
In Question 9 many candidates obtained a full score. Mistakes were mostly noted in Question 9c. For some candidates the major difficulty was distinguishing between factors and multiples, hence were confused between the second and the third option.

Many candidates obtained full marks in Question 10, thus were able to work out the questions related to money in a correct manner. A few candidates encountered difficulties in Question 10c, when dividing by 0.4 or by 40. In this regard, students who converted every price to cents simplified their work. Markers also noted that a substantial number of candidates used repeated subtraction instead of division. Other even opted for repeated addition.

Question 11a proved to be rather challenging. In Question 11a, candidates were asked to calculate the length of the rectangle. Many candidates did not divide 27 by 3 to calculate the length of 1 small square. Few candidates used to diagram provided on the exam paper for working. In Question 11b candidates were asked to work out the area of the rectangle. Being a routine question, the majority of candidates were prepared to answer the second part of Question 11 correctly. In Question 11b, follow through was applied. Hence, even candidates, who had miscalculated the length in Question 11a, could be awarded full marks, if there were no other mistakes.

Most candidates performed well in Question 12a, however the majority encountered difficult in Question 12b. Markers noted a marked improvement in such type of questions which require abstract reasoning. Many students who got an incorrect answer in Question 12b, usually managed to solve the first step correctly i.e. they subtracted €3.40 from €5.70, hence calculating the cost of 1 notebook. Some stopped at that stage, while others proceeded in an incorrect manner. However, others managed to work out the cost of 1 pen correctly. The markers also noted that a key component to solving this question correctly was the ability to organise working in an orderly manner.

Questions 13 tested learning outcomes related to fractions. Question 13a proved to be very challenging. Only a few candidates used a common denominator to work with 3/8 and 2/5 or used percentages correctly. Some other candidates who used a common denominator or used percentages correctly, then did not work out the fraction / percentage showing the pages written on Sunday. Pictorial representations such as the bar model, were used but not in the majority of cases. When used, candidates were prone to less errors in making the necessary comparisons to show that Peter wrote most of the words on Saturday. Question 13b provided a further challenge. Many candidates who attempted the question were able to calculate the number of pages read by Amy on Friday and Saturday which amount to 300 pages. But very few candidates equated the 300 pages to ¾ of the book. Some even added 25 pages to the 300 pages read on Friday and Saturday. This is due to the fact that Amy read ¼ of the book on Sunday, and to many students, a quarter is equal to 25 pages.

Question 14a focused on angles and turns, and a common error noted was in working out the fraction of a turn. Furthermore, a common error noted in Question 14b was equating ¾ hour to 75 minutes. Other candidates made an error in the computation when adding 45 minutes to 18:25. Markers also noted that many candidates used the timeline in Question 14b. This and other such pictorial representations facilitate understanding (procedural and conceptual).

Question 15 was accessible to most of the candidates. Accordingly, many candidates scored full marks in Question 15a. The most common errors noted appeared when candidates showed working to explain that there are 151 days were the following: confusing the number of days in a month [e.g. a month having 32 or 33 days or 29 February 2022 having 29 days]. Markers noted the lack of working shown for Question 15b. Most candidates worked out this part of the question
mentally. A common error noted was related to Rob’s age, as a number of candidates wrote that Rob was 17 years.

**Question 16** was attempted and solved correctly or partially correctly by many candidates. The major difficulties noted in this question were working the length of a side of a square from its area. To work out the length of John’s square of area 36 cm², many candidates divided 36 by 2. Some candidates supported their reasoning in **Question 16a** with pictorial representations, and this is commendable. In **Question 16b**i, the major misconception was confusing perimeter for area. Another common error was forgetting to add one side of the shape to work out the perimeter.

**Overall comments:** The majority of the markers noted that both the Mental and the Written Paper were good well-balanced papers which tested many learning outcomes and a variety of topics. As in previous years, the design of the paper, the flow of the questions and the marking scheme were appreciated by the markers. Markers have also commended the fact that a substantial number of questions posed were connected to real-life contexts. Many also observed an improvement in the students’ mathematics skills along the years. Some markers further noted that the candidates’ working was more structured than in previous years, but also remarked that a few candidates still carried out working solely or mostly in the head. Some candidates have shown pictorial representations as working. This is commendable and should be encouraged.

Markers appreciated that four marks were awarded as method marks, and some of them suggested that more marks should award the working. To date, according to the guidelines on the Marks’ Scheme, except in Question 15 and 16, ‘a correct answer scores full marks, even if no working is shown’.

**C: Implications for Teaching and Learning**

Drawing on the candidates’ performance in the 2022 Mathematics End of Primary Benchmark, it is recommended that the reflections below are taken into consideration.

1. **Rich Mathematical Tasks which are implemented well are essential.**

   Mathematical tasks (or problems/stories/challenges) assigned in class should vary from routine to non-routine ones. Some tasks should require the students to make connections, while other tasks should call for application of procedures. It is highly important that the non-routine tasks are presented as such and are not transformed to lower-level routine tasks or procedural exercises. Such problem-solving tasks do not only hone students’ mathematical abilities, but also foster resilience through productive struggle.

   Students are intellectually engaged in learning by reasoning, predicting, evaluating, concluding and solving problems. Such skills are fundamental not only to Mathematics but also to lifelong learning. When given the opportunity to engage in mathematical tasks in which the process is more valued than getting the right answer, students also learn to tolerate uncertainties, how to capitalise on mistakes and above all they learn to make meaning and devise a plan to attempt to address a challenge. The ability to organise and present one’s mathematical thinking in writing and orally is a skill which needs to be learned, and learning is a process.
2. **A fundamental goal is to raise the bar in mathematical proficiency for all students.**

   This can be achieved by exploring mathematical concepts in great depth. All students need to be given the opportunity to explore (learn a lot about a concept) and its application, at times even prior to learning the algorithm for that concept. This is not necessarily done through more exercises, or by putting a focus on more arithmetic procedures with larger numbers and it does not have to be boring. *Low floor, High Ceiling Tasks* (LFHC tasks) offer a valid opportunity to all students, working at different levels to explore mathematical concepts within the same task.

   Exploring mathematical concepts in greater depth means that students need:
   - to see the contexts in which mathematical ideas arise
   - to wrestle with those ideas in problems that take some time to solve
   - to have opportunities to represent and communicate what they learn.

   Furthermore, techniques like the *Jigsaw technique* also promote mathematics understanding and communication, and help students make connections across mathematical skills and concept, and other disciplines.

3. **The Concrete, the Pictorial and the Abstract are all essential to ensure Deep Understanding.**

   Teaching concepts using different manipulatives and first-hand experiences is commendable. Students need to be provided with various opportunities to physically manipulate objects to understand a concept or to solve mathematical problems. It is important to note that pictures of concrete objects do not provide students with a concrete experience. The pictorial stage, which is also extremely important to learning concepts, is very often bypassed in junior and older years. Use of visual representations (e.g. pictures, diagrams and models) are essential too. Bar Modelling, which is one example of a pictorial approach, holds the huge benefit of helping students decide which operations to use and to visualise problems in a systematic manner. These concrete and pictorial experiences facilitate understanding of abstract concepts and provide students with a tool to visualise abstract problems. When students are working at an abstract level it means that they are working with symbols and numbers. It is important to note that this three-tier process, which should not be rushed, is not necessary linear. A student can start/be working at an abstract level and then go back to the concrete or to the pictorial stage to support or to extend his/her own learning. For example, a student working at Year 6 level, can revert to use a number line, number grid or a timeline when solving challenging questions. Another student may need to manipulate a tangible resource to unpack a challenging question.

4. **Encourage students to show it to grow it.** Independent learners should be able to select their own resources according to the task at hand and reflect on and explain their choices.

5. **Explore different Classroom Assessment Techniques (CATs).**

   Assessment needs to be formative and ongoing. Techniques such as the ‘hinge point question’, the ‘one minute paper’, the ‘muddiest point’, ‘traffic lights’, ‘think – pair – share’, ‘corners’, ‘exit ticket’ and mathematics journal writing provide teachers and students immediate feedback regarding students’ understanding. Such techniques are commendable and enhance the teaching and learning experience for both the teacher and the student and allow for immediate intervention.
6. **Learning the language of Mathematics is Fundamental.**
   Mathematics is a language of its own. Students should be provided with opportunities to speak Mathematics and to engage in mathematical discussions.

7. **Actively teaching about problem solving strategies is of utmost importance if students are to develop the ability to use them in mathematical problem solving.**
   Dialogue, collaborative learning, experiential learning and setting the right tasks are all essential factors when teaching about problem solving strategies and strategy thinking.

8. **The ability to recall basic mathematics facts fluently is essential for students to attain higher-order mathematical skills.**
   Quick recall of addition and subtraction facts, as well as facts related to multiplication, division and fractions is essential. Equally important is an awareness of number names, values, and the relationships among numbers. Students with a strong number sense understand the relative differences in number quantity and how those differences can be represented. Number sense gives meaning both to facts and procedures.

9. **Estimation is an essential skill in our everyday life experiences.**
   Yet many students fail to understand the importance of such a skill and concept. Estimation empowers students to be able to determine the reasonableness of their answer. It also enables students to be able to do mental Mathematics more efficiently. Furthermore, a good grasp of the concept of estimation will go beyond numerical calculations but extends to shape, measurement and data handling. Certainly, estimation does not replace the need for accurate answers. Estimation and accuracy are different, yet complementary.

10. **There should be more professional development opportunities at National, College and/or School level which address mathematics subject knowledge.**
    Professional Development opportunities should go beyond the usual sharing of resources. While the latter is important, there are other aspects to the teaching and learning of Mathematics which are crucial such as subject knowledge and assessment. While the practical aspect in all Professional Development sessions is highly appreciated and commendable, the theoretical aspects should not be forgotten. Educators are encouraged to visit **MLounge. MLounge** is a local Primary Maths Webinars’ Network accessible through [https://primarymaths.skola.edu.mt/m-lounge/](https://primarymaths.skola.edu.mt/m-lounge/).

    Professional Development opportunities which go beyond the primary curriculum or which are not directly related to Mathematics, may also be beneficial for teaching, learning and assessing Mathematics.

    At College / School level, vertical meetings, are also commendable. Vertical meetings engage educators working at various year groups (and may also include teachers from middle / secondary) to collaborate. Such vertical meetings ensure collaboration and consistency in the teaching, learning and assessment procedures across year groups.

    **While challenging, learning Mathematics should not be boring. It may involve a certain amount of pencil and paper drill and rote memorisation, but it should also involve hands-on ‘messy’ tasks and meaningful fun.** All educators interested in Primary Mathematics are encouraged to visit [http://primarymaths.skola.edu.mt/](http://primarymaths.skola.edu.mt/) and [https://teleskola.mt/](https://teleskola.mt/). Through these links one can access recorded lessons for all learning outcomes in the Primary Mathematics Syllabus for Year 1 to Year 6, Mathematics Lesson Plans, Quizzes, WebQuests, Maths Trails, Problem Solving Tasks and Low Floor High Ceiling Tasks and other exciting resources and learning opportunities.
5. Item Analysis

This section presents the results of the procedure conducted for the item analysis. This item analysis aims to check whether the different items functioned as intended in the Benchmark 2022. 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. Eventually, 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 is being calibrated progressively. In order to make sense of this section, it is important to use the Benchmark resources that are available online on the DLAP’s website at www.curriculum.gov.mt.

The Facility Index

The \textit{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.

The facility index for an item is calculated by dividing the mean (average) mark on the item by the maximum mark that can be scored on the item.

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

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 \textit{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 \textit{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 questions used in the Benchmark 2022. The analysis is based on all the Benchmark scripts of Maltese, English and Mathematics.

Tables 9, 11 and 13 show the median and average marks attained in each question set for each subject.

The facility and discrimination indices for the Maltese and English listening and reading components are shown in Tables 9 and 11. Since the writing components are subjective, item analysis is inappropriate. Table 13 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 2022 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2022.
Table 9: Il-Malti – List of Questions and their Median, Facility and Discrimination Indices

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Mark allocated</th>
<th>Median</th>
<th>Mean</th>
<th>Facility (F)</th>
<th>Discrimination (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-Fehim mis-Smigh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silta 1 – TAH</td>
<td>5</td>
<td>4</td>
<td>3.63</td>
<td>73%</td>
<td>0.44</td>
</tr>
<tr>
<td>Silta 1 – TAH</td>
<td>5</td>
<td>3</td>
<td>2.84</td>
<td>57%</td>
<td>0.79</td>
</tr>
<tr>
<td>Silta 2 – TAH</td>
<td>4</td>
<td>2</td>
<td>2.18</td>
<td>55%</td>
<td>0.50</td>
</tr>
<tr>
<td>Silta 2 – TAH</td>
<td>2</td>
<td>2</td>
<td>1.54</td>
<td>77%</td>
<td>0.46</td>
</tr>
<tr>
<td>Silta 2 – TAH</td>
<td>4</td>
<td>4</td>
<td>3.50</td>
<td>87%</td>
<td>0.60</td>
</tr>
<tr>
<td>Fehim mill-Qari</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silta 1 – TAH</td>
<td>2</td>
<td>2</td>
<td>1.90</td>
<td>95%</td>
<td>0.44</td>
</tr>
<tr>
<td>Silta 1 – TAH</td>
<td>2</td>
<td>1</td>
<td>1.17</td>
<td>59%</td>
<td>0.51</td>
</tr>
<tr>
<td>Silta 1 – TAH</td>
<td>4</td>
<td>3</td>
<td>2.78</td>
<td>70%</td>
<td>0.51</td>
</tr>
<tr>
<td>Silta 1 – TAH</td>
<td>2</td>
<td>2</td>
<td>1.46</td>
<td>73%</td>
<td>0.55</td>
</tr>
<tr>
<td>Silta 2 – TAH</td>
<td>8</td>
<td>4</td>
<td>3.62</td>
<td>45%</td>
<td>0.84</td>
</tr>
<tr>
<td>Silta 2 – TAH</td>
<td>8</td>
<td>4</td>
<td>4.02</td>
<td>50%</td>
<td>0.82</td>
</tr>
<tr>
<td>Silta 2 – TAH</td>
<td>4</td>
<td>3</td>
<td>2.49</td>
<td>62%</td>
<td>0.77</td>
</tr>
<tr>
<td>Kitba</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ditaglu</td>
<td>10</td>
<td>6</td>
<td>5.55</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ittra Informali - Pjan</td>
<td>2</td>
<td>2</td>
<td>1.65</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ittra Informali</td>
<td>18</td>
<td>10</td>
<td>9.80</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 10: Levels of Difficulty and Discrimination (Il-Malti)

<table>
<thead>
<tr>
<th></th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>F = 40% - 60%; D = 0.4 or more</td>
<td>5</td>
</tr>
<tr>
<td>F = 40% - 60%; D = more than 0.3 but less than 0.4</td>
<td>0</td>
</tr>
<tr>
<td>F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)</td>
<td>0</td>
</tr>
<tr>
<td>F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)</td>
<td>0</td>
</tr>
<tr>
<td>F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)</td>
<td>7</td>
</tr>
<tr>
<td>F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)</td>
<td>0</td>
</tr>
<tr>
<td>F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

The above values in Table 10 show that students found questions rather easy. Yet, these questions differentiated well between different ability students. The results above also reveal that the Maltese paper had questions that did discriminate sufficiently between different ability students, which indicates that the paper was well set to discriminate between levels of ability. Table 9 reveals that the students faired averagely in the writing tasks. The writing tasks given seemed to be rather challenging for the students, even though they did well when planning their long writing task.
Table 11: English – List of Questions and their Median, Facility and Discrimination Indices

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Mark Allocated</th>
<th>Median</th>
<th>Mean</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>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 1: Question 1</td>
<td>4</td>
<td>4</td>
<td>3.46</td>
<td>87%</td>
<td>0.47</td>
</tr>
<tr>
<td>Task 1: Question 2</td>
<td>4</td>
<td>3</td>
<td>2.92</td>
<td>73%</td>
<td>0.48</td>
</tr>
<tr>
<td>Task 2: Question 1</td>
<td>3</td>
<td>3</td>
<td>2.39</td>
<td>80%</td>
<td>0.61</td>
</tr>
<tr>
<td>Task 2: Question 2</td>
<td>4</td>
<td>4</td>
<td>2.88</td>
<td>72%</td>
<td>0.66</td>
</tr>
<tr>
<td>Task 2: Question 3</td>
<td>5</td>
<td>3</td>
<td>3.21</td>
<td>84%</td>
<td>0.43</td>
</tr>
<tr>
<td><strong>Reading Comprehensions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Comprehension 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td>3</td>
<td>3</td>
<td>2.87</td>
<td>96%</td>
<td>0.53</td>
</tr>
<tr>
<td>Question 2</td>
<td>5</td>
<td>4</td>
<td>3.52</td>
<td>70%</td>
<td>0.58</td>
</tr>
<tr>
<td><strong>Reading Comprehension 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td>1</td>
<td>1</td>
<td>0.77</td>
<td>77%</td>
<td>0.49</td>
</tr>
<tr>
<td>Question 2</td>
<td>1</td>
<td>1</td>
<td>0.85</td>
<td>85%</td>
<td>0.41</td>
</tr>
<tr>
<td>Question 3</td>
<td>1</td>
<td>1</td>
<td>0.88</td>
<td>88%</td>
<td>0.28</td>
</tr>
<tr>
<td>Question 4</td>
<td>2</td>
<td>2</td>
<td>1.76</td>
<td>88%</td>
<td>0.43</td>
</tr>
<tr>
<td>Question 5</td>
<td>1</td>
<td>1</td>
<td>0.81</td>
<td>81%</td>
<td>0.46</td>
</tr>
<tr>
<td>Question 6</td>
<td>2</td>
<td>1</td>
<td>0.97</td>
<td>49%</td>
<td>0.53</td>
</tr>
<tr>
<td>Question 7</td>
<td>2</td>
<td>1</td>
<td>0.64</td>
<td>32%</td>
<td>0.48</td>
</tr>
<tr>
<td>Question 8</td>
<td>2</td>
<td>2</td>
<td>1.76</td>
<td>88%</td>
<td>0.55</td>
</tr>
<tr>
<td>Question 9</td>
<td>1</td>
<td>1</td>
<td>0.61</td>
<td>61%</td>
<td>0.45</td>
</tr>
<tr>
<td>Question 10</td>
<td>2</td>
<td>1</td>
<td>1.32</td>
<td>66%</td>
<td>0.52</td>
</tr>
<tr>
<td>Question 11</td>
<td>2</td>
<td>2</td>
<td>1.61</td>
<td>81%</td>
<td>0.58</td>
</tr>
<tr>
<td>Question 12</td>
<td>2</td>
<td>2</td>
<td>1.71</td>
<td>86%</td>
<td>0.56</td>
</tr>
<tr>
<td>Question 13</td>
<td>2</td>
<td>2</td>
<td>1.42</td>
<td>71%</td>
<td>0.63</td>
</tr>
<tr>
<td>Question 14</td>
<td>2</td>
<td>2</td>
<td>1.56</td>
<td>78%</td>
<td>0.59</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 1</td>
<td>10</td>
<td>5</td>
<td>4.92</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Task 2 – Plan</td>
<td>2</td>
<td>2</td>
<td>1.57</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Task 2 – Write-up</td>
<td>18</td>
<td>11</td>
<td>10.20</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 12: 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>0</td>
</tr>
<tr>
<td>F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)</td>
<td>1</td>
</tr>
<tr>
<td>F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)</td>
<td>18</td>
</tr>
<tr>
<td>F= 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)</td>
<td>0</td>
</tr>
<tr>
<td>F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)</td>
<td>0</td>
</tr>
<tr>
<td>F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

The values in Table 12 show that students found many of the questions to be relatively easy, with the high majority of questions set in the paper managing to differentiate between different ability students. The results also indicate that the English paper had one question that was on the easy side and it did not discriminate between different ability students. A total of 19 items in the paper were relatively easy but these questions did discriminate sufficiently between different ability students, except for one question.

Table 11 indicates that the students performed well in the paper with students attaining the maximum mark as the median mark in 15 questions. This means that more that 50% of the students answering the question obtaining the maximum mark allotted to the question.

The English writing tasks questions set also proofed to be appropriate for the students’ level with students scoring approximately average marks in both the short and long tasks. Students fared well also in the planning of the long writing task.
Table 13: Mathematics: List of Questions and their Median, Facility and Discrimination Indices

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Mental Paper</th>
<th></th>
<th></th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark Allocated</td>
<td>Median</td>
<td>Mean</td>
<td>Facility (F)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.96</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0.90</td>
<td>90%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0.80</td>
<td>80%</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0.96</td>
<td>96%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0.82</td>
<td>82%</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0.83</td>
<td>83%</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0.61</td>
<td>61%</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0.83</td>
<td>83%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>0.89</td>
<td>89%</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0.85</td>
<td>85%</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>1</td>
<td>0.68</td>
<td>68%</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>1</td>
<td>0.76</td>
<td>76%</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>1</td>
<td>0.80</td>
<td>80%</td>
</tr>
<tr>
<td>14</td>
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<td>1</td>
<td>0.88</td>
<td>88%</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
<td>0.87</td>
<td>87%</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>1</td>
<td>0.72</td>
<td>72%</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>1</td>
<td>0.53</td>
<td>53%</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>1</td>
<td>0.72</td>
<td>72%</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>0</td>
<td>0.45</td>
<td>45%</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>0</td>
<td>0.75</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Number</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>
Table 14: Levels of Difficulty and Discrimination (Mathematics)

| F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination) | 7 |
| F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently) | 0 |
| F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently) | 1 |
| F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently) | 28 |
| F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently) | 0 |
| F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently) | 0 |
| F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently) | 0 |
| **Total** | **36** |

The above values show that students found many of the Mathematics questions relatively easy and that these questions did differentiate well between students of different abilities. Seven questions were found to be of the correct levels of difficulty and discrimination. Only one question in the assessment tool was on the difficult side but it still discriminated sufficiently. Overall, the paper was well set.

Table 13 shows that students found most difficult Question 13 in the Written paper with 50% of the students scoring only 1 mark in this question. In the Mental paper, Questions 19 and 20 were on the difficult side, with more that 50% of the students not scoring any marks in these two questions.
6. Conclusion

The End of Primary Benchmark 2022 Report provides information directly related to the teaching and learning processes in schools. The rationale for the Benchmark is to inform the learners as well as their teachers and parents and other stakeholders about performance in the different skills at the end of the Primary 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 underlying principle of the 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 may be submitted to the Educational Assessment Unit at benchmark@ilearn.edu.mt. Any requested clarifications may also be addressed to the same unit.

The Educational Assessment Unit personnel, upon invitation by schools, are willing to provide further support and information about the End of Primary Benchmark and other assessment procedures.
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LETTER CIRCULAR

Date: 30th September 2021  Ref: DLAP 222/2021
To: All Heads of College Network and Heads of Primary Schools (State and Non-State)
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: Introduction of Audio-Visual clips for Benchmark 2022 Listening Components

Following feedback the Benchmark Review Board received from various stakeholders, the End-of-Primary Benchmark 2022 Listening components will be administered as audio-visual clips rather than audio recordings. Students sitting for these components will be able to hear and see the narrators and actors reading the listening comprehension texts and questions. Pauses will be made between each question allowing students to write their answers to the questions.

In preparation for this introduction, the listening components for the past Benchmark examinations (from 2015 to 2019) have been filmed in the new format, providing audio-visual recording samples to be used in classrooms so students can familiarize themselves with the new format.

These are the links to the various samples:

<table>
<thead>
<tr>
<th>Year</th>
<th>Session 1 English</th>
<th>Session 1 Maltese</th>
<th>Session 2 English</th>
<th>Session 2 Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These links are also found on the DLAP website [www.curriculum.gov.mt](http://www.curriculum.gov.mt) under the tab ‘Benchmark’.

Heads of School are to ensure that Year 6 teachers are informed about the introduction of this change for the coming Benchmark 2022 examinations.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes
ČIRKULARI

Data: 30 ta Settembru 2021
Lill: Kapijiet tan-Netwerk tal-Kullegi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat – Uffiċjali Edukattivi, Assessor Tat-Taghhlim
Suġġett: L-introduzzjoni ta’ clips Awdjo-Viżivi bhala komponent tas-Smigh għall-Bencmark 2022


Dawn huma l-holoq tad-diversi kampjuni:

<table>
<thead>
<tr>
<th>Year</th>
<th>Session 1 English</th>
<th>Session 2 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Session 1 Maltese</td>
<td>Session 2 Maltese</td>
</tr>
<tr>
<td>2016</td>
<td>Session 1 English</td>
<td>Session 2 English</td>
</tr>
<tr>
<td>2017</td>
<td>Session 1 Maltese</td>
<td>Session 2 Maltese</td>
</tr>
<tr>
<td>2018</td>
<td>Session 1 English</td>
<td>Session 2 English</td>
</tr>
<tr>
<td>2019</td>
<td>Session 1 Maltese</td>
<td>Session 2 Maltese</td>
</tr>
</tbody>
</table>


Il-Kapijiet tal-Iskejjel ghandhom jinfurmaw lill-ghaliema tas-Sitt Sena dwar din il-bidla il-eżamijiet tal-Bencmark 2022.

Grazzi tal-koopezzjoni.

Sandra Ebejer
Direttur,
Id-Direttorat għall-Programmi ta’ Taghhlim u Assesjar
APPENDIX 2
MEMORANDUM

Date: 19th October 2021
Ref: Memo 07/2021

To: All Heads of Non-State Primary Schools

Subject: Expression of Intent to Participate in the End of Primary Benchmark 2022

Heads of Primary Schools from the non-state sector are kindly requested to express their intention regarding their school's participation in the End of Primary Benchmark 2022.

Schools participating in the Benchmark will eventually be asked to register all Year 6 students. Exemptions will only be allowed for exceptional cases after a professional review.

Kindly fill in the online form by Friday 29th October 2021.

The link to the online form is End of Primary Benchmark 2022: Intent to Participate Form

Thank you for your cooperation.

Louis Scerri

Assistant Director
Directorate for Learning and Assessment Programmes
APPENDIX 3
LETTER CIRCULAR

Date: 25th November 2021

Ref: DLAP 338/2021

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

From: Carmen Muscat – Education Officer

Subject: End of Primary Benchmark 2022 – Provision of Access Arrangements and Exemptions

In preparation for the End of Primary Benchmark 2022 sessions, schools may apply for the provision of access arrangements for students requiring such a service or for students to be exempted from components of the Benchmark. The process currently in place aims to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process.

Schools may apply for the provision of the following access arrangements:

1. Reader for Mathematics and/or Multiplication Tables.
2. Electronic Reader for Maltese and/or English Reading with Understanding.
3. Digital recording for Maltese and/or English Writing (Rubrics and Titles) – This is a new access arrangement which will be available to students granted access arrangement number 2.
4. Scribe for Maltese and/or English Writing.
5. Enlarged Print for Visually Impaired Children.
6. Communicator for Hearing Impaired Children.

Kindly refer to the e-handbook (accessed through the link below) to follow the correct procedure when applying for these provisions and/or exemptions:


All applications and duly filled in e-templates are to be submitted to the Educational Assessment Unit (benchmark@ilearn.edu.mt, cc: julie.attard@ilearn.edu.mt) by Tuesday 21st December 2021. For any clarifications, kindly contact Ms Carmen Muscat (Education Officer) on 25982186.

In all cases, the decision of the Reviewing Board for Requests for Access Arrangements and Exemptions is final.

Thank you for your cooperation.

Sandra Ebejer
Director
Directorate for Learning and Assessment Programmes
ĊIRCULARI

Data: 25 ta’ Novembru 2021  Ref: DLAP 338/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Minghand: Carmen Muscat – Uffiċjal Edukattiv (Assessjar tat-Tagħlim)
Suġġett: Il-Benċmark 2022 – L-Għoti ta’ Arranġamenti t’Aċċess u Eżenzjonijiet

Bi tħejjija għall-Benċmark ta’ Tmiem il-Primarja 2022, l-iskejjel jistgħu japplikaw għall-għoti ta’ arranġamenti t’aċċess lil dawk l-istudenti li għandhom bżonn dan is-servizz u lil dawk l-istudenti li jistgħu jiġu eżentati minn xi komponent/i tal-Benċmark. Il-proċess preżenti għandu l-għan li jassigura li l-arranġamenti t’aċċess u l-eżenzjonijiet ikunu meqjusa bħala parti integrali mill-proċess tat-tagħlim.

L-iskejjel jistgħu japplikaw għal dawn l-arranġamenti ta’ aċċess:
1. Qarrej għall-Matematika u/jew Multiplication Tables.
2. Qarrej Elettroniku għall-Fehim mill-Qari fil-Malti u/jew fl-Ingliż.
5. Tipa kbira għal studenti neqsin mill-vista.


L-applikazzjonijiet kollha u l-templates mimlijin kif suppost iridu jintbaghtu lit-Taqsima tal-Assessjar Edukattiv (benchmark@ilearn.edu.mt, cc: julie.attard@ilearn.edu.mt) sat-Tlieta 21 ta’ Diċembru 2021. Għal iktar tagħrif, jekk jogħġbok ikkuntattja lil Carmen Muscat (Uffiċjal Edukattiv) fuq 25982186.

Fil-każijiet kollha, id-deċiżjoni tal-Bord tar-Reviżjoni għal Talbiet ta’ Arranġamenti t’Aċċess u Eżenzjonijiet, hija finali.

Grazzi tal-kooperazzjoni tagħkom.

Sandra Ebejer,
Direttur
Id-Direttorat għall-Programmi ta’ Tagħlim u Assessjar
The online Information e-Handbook on
Registration Procedures for
Access Arrangements and Exemptions
for the End of Primary Benchmark 2022
End of Primary Benchmark 2022

Procedures for Access Arrangements and Exemptions
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<td>4</td>
</tr>
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<td><strong>Section A: Requests for</strong></td>
<td>5</td>
</tr>
<tr>
<td>• Reader for Mathematics</td>
<td></td>
</tr>
<tr>
<td>• Multiplication Tables</td>
<td></td>
</tr>
<tr>
<td>• Electronic Reader for Maltese and/or English Reading with Understanding + Digital Recording for Maltese and/or English Writing (Rubrics &amp; Titles) <strong>NEW</strong></td>
<td></td>
</tr>
<tr>
<td>• Scribe for Maltese and/or English Writing</td>
<td></td>
</tr>
<tr>
<td>• Enlarged Print for Visually Impaired Children</td>
<td></td>
</tr>
<tr>
<td>• Communicator for Hearing Impaired Children</td>
<td></td>
</tr>
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</tr>
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</tr>
<tr>
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<td>16</td>
</tr>
</tbody>
</table>
Rationale

This procedural handbook gives an overview of application to the provision of Access Arrangements and Exemptions for the End of Primary Benchmark 2022 assessments. These provisions are meant to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process and not provided solely for summative assessments. These examination access arrangements provisions for Benchmark examinations were agreed to as a collaborative effort by the Educational Assessment Unit (EAU), the State Schools’ Specific Learning Difficulties Service (SpLD) and the School Psychological Service (SPS), and the Psychological Service and the Dyslexia Specialist within the Secretariat for Catholic Education.
Map of Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2022

Section A:
- Reader for Mathematics
- Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding
  + Digital Recording for Maltese and/or English Writing Rubrics and Titles NEW
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

Fill in Access Arrangements in Place e-template, only if:
- Documentation is available and valid (report conducted in July 2019 or more recently).
- School has already applied for an assessment/review from Dyslexia or SPS Units.
- Parents provide proof of an imminent private report to be presented to the school by end of February 2022.


Section B:
Exemptions: Students with Learning Difficulties

Fill in Exemptions in Place e-template, if:
- Student functions at/or below Year 3 Primary standard (Therefore, currently on Checklist 1 or 2)
- Student is following an alternative learning programme
- Students’ professional report (dated July 2019 or more recent) explicitly states that student is to be exempted from subject/s.
- Student has a severe disability (Example: Autism Spectrum Disorder)


Section C:
Exemptions: Migrants

Section A: Requests for
- Reader for Mathematics
- Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding
  + Digital Recording for Maltese and/or English Writing (Rubrics & Titles) - NEW
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

1. Completing the Access Arrangements in Place e-template.

Heads of School are to complete an Access Arrangements in Place e-Template, accessed at http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_acc_arrang_template.xlsx for Year 6 students classified in one of the following five categories:

a) Students who have already been assessed by SpLD or SPS, or the Psychology Service or the Dyslexia Specialist within the Secretariat for Catholic Education or any other professional entity and have a relevant report/s (conducted since July 2019) identifying a learning difficulty and a recommended access arrangement/s specified above is/are regularly provided in the everyday learning process.

The Reader provision is to be given to all students who have this provision written in the recommendation section of a recognised professional report or from literacy updates from the above entities carried out in July 2019 or more recently.

The new access provision – Digital Recording for the Maltese and / or English Writing (Rubrics and Titles) is to be given to those students who have the Reader provision recommended in the professional report dated July 2019 or more recently.

b) Students who have been referred to the SpLD or SPS¹, or the Psychology Service or the Dyslexia Specialist within the Secretariat for Catholic Education before December 2021 for an assessment in connection with the above access arrangements even though they have not yet been assessed, or who require an update or a review.

c) Students with a hearing impairment and who already have regular assistance from a Teacher of the Hearing Impaired or a Learning Support Educator. These students will be given the services of a Communicator for all components in Maltese, English and Mathematics.

d) Students who have an ophthalmic professional, occupational therapist or any other professional report stating the need for enlarged print and are already given this provision in assessments and in their regular learning process.

e) Students whose parents have informed the school that they will be having the relevant documentation privately drawn and presented to the school by end of February 2022.

¹Copies of the SpLD and SPS Examination Access Arrangements referral forms are found as appendices on pages 9 to 19.
Heads of School are asked to complete the Excel template by providing all the information being requested. Additionally, Heads of School are to inform EAU when assessments, reviews and/or updates are made for these identified students.

Once completed, the template is to be sent by email with subject title: **BM 2022 – Access Arrangements e-Template** to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Tuesday 21st December 2021**.

### 2. Points to be noted

- **Heads of School** are to note that the Readers for Mathematics will have to be provided by the school. In the case of the Reading with Understanding (in both Maltese and English), a recorded text will be provided by the EAU on OneDrive, but the school needs to provide the personnel to operate the equipment and invigilate the students.

- **Heads of School** are to ensure that parents are informed that students, who have the Electronic Readers for the language Reading with Understanding, will have their result endorsed as such.

- **Heads of School** who are referring students for the first time to the Special Learning Difficulties Service (SpLD) and/or to the School Psychological Service (SPS) are kindly asked to use the Examination Access Arrangements Referral Forms found in the Appendix 1 and 2 (pages 9 to 19) of this e-Handbook. These forms are to be completed by the school, obtain the parents/legal guardians’ consent and sent to the respective service unit (SpLD or SPS) before December 2021.

In all cases the decision of the Reviewing Board for Access Arrangements is final.
Section B: Exemptions (Students with Learning Difficulties)

Completing the Exemptions in Place e-template.

While Heads of School are requested to keep exemptions from the End of Primary Benchmark assessments to a minimum, schools may exempt a student from these assessments or from a particular component without submitting an application if:

- The student functions at, or below, Year 3 Primary standard (on Checklist 1 or 2);

Students on Checklists are generally able to sit for the Listening and Speaking components. Therefore, exemptions from these two components should be kept to a minimum and justified in the Comments column. A note endorsed by the Head of School is also requested for such exemptions.

- The student is following an alternative learning programme;

- The student has a severe disability (example: Autism Spectrum disorder).

For these students, a school-based assessment is recommended.

Heads of School are requested to notify the Educational Assessment Unit about students who will be exempted by completing the Exemptions in Place e-Template, accessed at:


and email it, with subject title: BM 2022 – Exemption (Learning Difficulties) e-Template, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by Tuesday 21st December 2021.

Heads of School are requested to identify on the template the reason for which the student is being exempted. Parents’/Guardians’ consent for exemptions should be sought by the school. The impact of the exemption on the child’s future educational path should be clearly explained to parents or guardians.

In all cases the decision of the Reviewing Board for Requests for Exemption is final.
Section C: Exemptions (Migrants)

1. Heads of School are to complete the Exemptions (Migrants) e-Template, accessed at

   for Year 6 students classified in one of the following two categories:

   a) Migrant students who have not followed the subject curriculum during the last two
      scholastic years of Primary school in Malta or Gozo.

   b) Students who are following an alternative language programme at school.

2. In Column G of the e-Template kindly include the date and the Year group the student started
   his/her schooling in Malta/Gozo.

3. The completed e-Template is to be emailed, with subject title: BM 2022 – Exemption
   (Migrants) e-Template, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc
   Ms Julie Attard at julie.attard@ilearn.edu.mt by Tuesday 21st December 2021.

4. Heads of School are requested to identify on the template the reason for which the student is
   being exempted. Parents’/ Guardians’ consent for exemptions should be sought by the school.
   The impact of the exemption on the child’s future educational path should be clearly explained
   to parents or guardians.

5. In all cases the decision of the Reviewing Board for Requests for Exemption is final.
Appendix 1

SPECIFIC LEARNING DIFFICULTIES SERVICE (SpLD)

Referral Form
Directorate for Learning and Assessment Programmes

SPECIFIC LEARNING DIFFICULTIES SERVICE

Sarria Street, Floriana  FRN 1460
Tel: 21234965

All personal data is processed in accordance with the Education Act (Cap. 327) and the Data Protection Act (Cap. 586) and subsidiary legislation S.L.586.04 Processing of Personal Data (Protection of Minors) Regulations; and S.L.586.07 Processing of Personal Data (Education Sector) Regulations. All personal data will be used solely for the purpose it is being requested and will not be shared with any other entity except as provided in the law. This personal data will only be retained until it is necessary.

REFERRAL FORM

CONFIDENTIAL

The Specific Learning Difficulties Service (SpLD) evaluates the performance of students who appear to be encountering specific learning difficulties and offers advice and support to teachers, parents and students regarding appropriate intervention.

The SpLD Service aims at:

- discussing concerns about a student’s literacy development through consultation with the student, legal guardian and school personnel;

- presenting and explaining assessment findings;

- supporting and advising schools re the appropriate intervention.

NB:

The legal guardian reserves the right to withhold information or to terminate professional involvement at any point in the process. Termination of involvement must be forwarded in writing.

The conclusions of the SpLD Service are based on the information provided by the legal guardian and/or school.

The SpLD Service reserves the right to discuss the student’s needs with other professionals working within the school set-up.

Referrals will ONLY be accepted when consent of legal guardian is obtained. Due to this requirement, referrals can ONLY be effected using this form.

Kindly fill in the attached form and send to the Specific Learning Difficulties Service, Sarria Street, Floriana  FRN 1460.
# Directorate for Learning and Assessment Programmes

## SPECIFIC LEARNING DIFFICULTIES SERVICE

### REFERRAL FORM

**CONFIDENTIAL**

<table>
<thead>
<tr>
<th>Date of referral:</th>
<th>Ref. no. <em>(for office use):</em></th>
</tr>
</thead>
</table>

### Demographic Information

<table>
<thead>
<tr>
<th>Name of child:</th>
<th>ID no:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of birth:</th>
<th>Gender:</th>
</tr>
</thead>
</table>

| Name of parent/s or legal guardian/s: | |
|--------------------------------------| |

| Home address: | |
|--------------| |

| Mailing address *(if different from home address):* | |
|----------------------------------------------------| |

| email address: | |
|---------------| |

**Kindly specify to whom correspondence should be addressed:**

<table>
<thead>
<tr>
<th>Home tel. no:</th>
<th>Mob. no:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of school:</th>
<th>School telephone number:</th>
</tr>
</thead>
</table>

| Class: | |
|--------| |

| Teacher: | |
|----------| |
### Referral Information

**Reason for referral (tick where applicable):**

- ☐ assessment for the identification of dyslexia
- ☐ information regarding parental courses, use of library and other activities at SpLD Service
- ☐ re-assessment (student already assessed at SpLD Service)

**What action has been taken by the school to address the difficulties?**


**Has the Core Competences checklist been carried out? If yes, please attach a copy.**

- Yes ☐
- No ☐

**Has the child been referred to / or assessed by any other agency or professional/s? Kindly attach a copy of relevant reports if available.**

- Yes ☐
- No ☐

**Does the student have a Statement of Needs?**

- Yes ☐
- No ☐

Please specify and attach a copy of the Statement of Needs.

**Has the child been previously referred to the SpLD Service? If yes, state when.**

---

Appendices
Class teacher’s comments (a brief description of type of difficulties noted within the classroom situation):

Parent/Caregiver’s comments (indicate reasons why you would like your child to be assessed):

List of documents to be attached to this application:

- sample of work indicating student’s difficulties (English and/or Maltese)
- Dyslexia Checklist for parents
- Dyslexia Checklist for teachers
- copy of all professional reports (if available)
- a copy of Core Competencies Checklist (if available)
- a copy of the Statement of Needs (if applicable)

Referred by:

Relation to child:

Signature of Parents / Legal Guardian/s:

Name of Head of School:  
Signature:

Appendices
Checklist for parents *(Tick as appropriate)*

1. Is there a family history of *Specific Learning Difficulties*?  
   ![Yes or No]

2. Were you concerned about your child’s speech development?  
   ![Yes or No]

3. Does s/he encounter difficulty when pronouncing longer words?  
   ![Yes or No]

4. Did the child enjoy nursery rhymes?  
   ![Yes or No]

5. Did s/he have any difficulty remembering:  
   - the names of colours?  
     ![Yes or No]
   - the alphabet sequence?  
     ![Yes or No]
   - the days of the week?  
     ![Yes or No]

6. Does the child have difficulty:  
   - catching a ball?  
     ![Yes or No]
   - swimming?  
     ![Yes or No]
   - cycling?  
     ![Yes or No]

7. Does s/he have difficulty with any of the following:  
   - front/back?  
     ![Yes or No]
   - up/down?  
     ![Yes or No]
   - left/right?  
     ![Yes or No]

8. Can the child organize items in sequence?  
   ![Yes or No]

9. Did s/he have any difficulty in learning the names/sounds of the alphabet?  
   ![Yes or No]

10. Does s/he confuse similar looking letters, eg. 'p', 'd', 'b', 'q'?  
    ![Yes or No]

11. Is reading practice carried out regularly at home?  
    ![Yes or No]

12. Is homework completed quietly or is it considered to be a daily challenge for the child?  
    ![Yes or No]

Any other comments:
Checklist for teachers (*Tick as appropriate*)

1. Does the child attend school regularly?  
2. Is the child able to understand and communicate in both Maltese and English?  
3. Does the child have difficulty following instructions?  
4. What difficulties do you note in spelling (*tick as applicable)*:  
   - totally indecipherable?  
   - is generally able to identify sounds within word?  
   - omits parts of the word?  
   - writes words haphazardly – many versions for the same word?  
5. What difficulties do you note in reading (*tick as applicable)*:  
   - phonic decoding?  
   - mainly guess work?  
   - slow and hesitant – lacks fluency?  
   - reasonably good but below expected level?  
6. Do you consider the kind of errors made in reading and spelling to be peculiar?  
7. Can the child cope with classwork independently?  
8. Is the child given adapted work? If yes, can he cope with work independently?  
9. Is homework completed satisfactorily?  
10. Are you satisfied with the kind of progress the child has made during the last months?  
11. Does s/he have difficulty copying from the Interactive White Board?  
12. Does s/he tend to isolate him/herself from peers?  
13. What subject does the child enjoy most?  
14. What are the child’s main strengths and interests?  

Any other comments:
Appendix 2

School Psychological Service (SPS)

Examination Access Arrangements Referral Form
SCHOOL PSYCHOLOGICAL SERVICE

EXAMINATION ACCESS ARRANGEMENTS REFERRAL FORM

When a learner is referred solely for Examination Access Arrangements, the School Psychological Service (SPS) follows the following procedure:

- Discusses concerns about the learner’s development and learning through consultation with the child, parents or legal guardians and the school personnel;
- Identifies a child’s needs through consultation and assessment as appropriate;
- Presents and explains findings to the parents or legal guardians of the minor, the relevant educational authorities and when necessary with other public welfare and/or health services.

The relevant details provided will facilitate the processing of the referral in a more efficient and effective way. It is thus of utmost importance to provide as much relevant information as possible on this referral form. The psychologist’s conclusions and decisions are based on the information given by the parents and/or the school.

NB:

Referrals will be accepted ONLY when consent of the parents or other legal guardians of the minor is obtained. However, by virtue of regulation 2 (2) of the Subsidiary Legislation 440.04 Processing of Personal Data (PROTECTION OF MINORS) Regulations, such consent shall not be required if this may be prejudicial to the best interest of the minor.

Subject to the provisions of any other law, the parents or the legal guardians reserve the right to terminate professional involvement at any point in the process.
### DETAILS OF THE STUDENT REFERRED

<table>
<thead>
<tr>
<th>Name &amp; Surname of the Student Referred:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Date of Birth:</th>
<th>Gender:</th>
<th>ID Card No.:</th>
<th>Nationality:</th>
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<thead>
<tr>
<th>College:</th>
<th>School:</th>
<th>Class:</th>
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</table>

<table>
<thead>
<tr>
<th>Student’s Address:</th>
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<table>
<thead>
<tr>
<th>Home Telephone No.:</th>
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<table>
<thead>
<tr>
<th>Legal Guardian mobile number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal Guardian email address:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

### SECTION TO BE COMPLETED BY THE SCHOOL DELEGATE

Please indicate, by marking the appropriate box, for which examinations is this application being submitted:

- [ ] School Examinations
- [ ] Benchmark
- [ ] VET
- [ ] SEAC
- [ ] SEC
- [ ] Other: ____________________

If applicable, please indicate the access arrangements currently being provided to the student for school-based examinations:

______________________________________________________________

______________________________________________________________

With this form please attach copies of related documents (e.g. reports or certificated issued by psychologists or other specialists). Please give details of the attached documents:

- _______________________________________________________
- _______________________________________________________
- _______________________________________________________

Signature of Head of School or delegate: ____________________________________________
GENERAL DATA PROTECTION POLICY

The General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act (Cap 586.07 of the Laws of Malta) regulate the processing of personal data whether held electronically or in manual form. The School Psychological Service is set to fully comply with the Data Protection Principles as set out in the data protection legislation (kindly refer to: Article 21, A, B and D).

The personal data included in this Referral, or such personal data collected during the rendering of service, shall only be used for the purposes of, or in connection with the rendering of service or in the exercise of rights and obligations arising under the same service.

The personal data can be recorded, stored and administered by the School Psychological Service in fulfilment of the service and as required under any applicable law. Legal Guardians are entitled to ask for information, related to this referral, should they ask for it in writing.

Electronic and Manual data will be available to restricted SPS personnel and data administrators.

Data might be used for statistical reports. In this event, data will be edited to omit information that would identify the student or any member of his/her family.

Legal guardians have the right to request in writing the withdrawal of this Referral, at any time.

All personal data would be kept until the person referred reaches the age of 25.

PARENTAL / LEGAL GUARDIAN CONSENT

I/we have read Pages 1 – 3 of this referral and understood this statement of consent and declare that my / our child will be sitting for the examinations as indicated by the school. I understand that my child’s needs will be reviewed by the School Psychological Service and assessed if necessary for examination purposes only.

<table>
<thead>
<tr>
<th>Parent / Legal Guardian 1</th>
<th>Parent / Legal Guardian 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name &amp; Surname:</td>
<td>Name &amp; Surname:</td>
</tr>
<tr>
<td>I.D. Card no.:</td>
<td>I.D. Card no.:</td>
</tr>
<tr>
<td>Signature:</td>
<td>Signature:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4
LETTER CIRCULAR

Date: 17th December 2021

Ref: DLAP 357/2021

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

From: Carmen Muscat – Education Officer, Assessment of Learning

Subject: Guidelines and Timetable for the End of Primary Benchmark 2022 (First Session)

The first session of the End of Primary Benchmark 2022 will be held according to the attached Timetable. Heads of School are requested to ensure that this timetable is brought to the attention of all teachers and parents concerned.

In order to ensure the smooth running of the End of Primary Benchmark, Heads of School are to take note of the attached Guidelines which have been updated for the May 2022 session.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes
ĊIRKULARI

Data: 17 ta' Diċembru 2021  
Ref: DLAP 357/2021

Lill-: Kapijjiet tan-Netwerk tal-Kulleġġi u Kapijjiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti

Mingħand: Carmen Muscat – Ufficjal Edukattiv, Taqsima tal-Assessjar Edukattiv

Suġġett: Linji Gwida u t-Timetable għall-Benċmark 2022 (L-Ewwel Sessjoni)


Grazzi ta’ kooperazzjoni.

Sandra Ebejer  
Direttur,  
Id-Direttorat għall-Programmi ta’ Tagħlim u Assessjar

Appendices
1. The Head of School is the Head of Centre and is fully responsible for the smooth running of the End of Primary Benchmark in his/her school.

2. On specific days prior and during the Benchmark assessments, schools will be receiving the relevant examination papers. Nominated School Leadership Team (SLT) members will receive a link to a OneDrive folder which will include the Listening component audio-visual recordings of Maltese and English and the audio-recording of the Mental Mathematics paper. These recordings are to be downloaded and copied on all the laptops that will be used during the assessments. Schools are to ensure beforehand that the necessary apparatus for playing the electronic files is fully functional in every classroom and that teachers are familiar with its operation. If, on the day of the test, the electronic files or the equipment do not function properly, the school may use the transcript that will be provided by the Educational Assessment Unit. If the envelope containing this script is opened, a note should be made to inform the Educational Assessment Unit why this has been opened.

The OneDrive folder will also include the audio-visual recording of the Reading Comprehensions for Maltese and English, for those students requiring a Reader as part of their access arrangements.

A day before the Benchmark language examinations the nominated SLT members will also receive a QR code that is to be passed on to the students who will be granted the Digital Reader for the Writing component. The students will need to swipe the QR code to access the audio recording from their tablet to hear the rubrics and titles of the Maltese and English writing component tasks.

3. The examination papers will be packed in envelopes containing the number of papers needed for each 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, whether used or not, must be put back in the appropriate envelope and sealed.
4. Schools will receive the Benchmark material from an authorised person. At the end of each session, school personnel should be available to hand over the envelopes containing the scripts, including any extra papers, to the authorised driver calling for their collection.

5. The Speaking component will be assessed by two trained teachers, preferably the class teachers in case the number of classes is even. If the number of classes is odd, the class teacher will be accompanied by a teacher nominated by the Head of School. Teachers or other personnel who have not attended a training session on the Speaking component in the past two years, are to inform the Educational Assessment Unit.

6. The Benchmark Assessment sessions will take place as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 24 May 2022</td>
<td>Mathematics Mental Mathematics Written</td>
</tr>
<tr>
<td>Wednesday 25 May 2022</td>
<td>School Day</td>
</tr>
<tr>
<td>Thursday 26 May 2022</td>
<td>Maltese Speaking</td>
</tr>
<tr>
<td>Friday 27 May 2022</td>
<td>Maltese Writing Maltese Listening Comprehension Maltese Reading Comprehension</td>
</tr>
<tr>
<td>Monday 30 May 2022</td>
<td>English Speaking</td>
</tr>
<tr>
<td>Monday 31 May 2022</td>
<td>English Writing English Listening Comprehension English Reading Comprehension</td>
</tr>
</tbody>
</table>

The End of Primary Benchmark 2022 assessments will be spread over six days, with some ‘breathing space’ in the exam sessions from one subject to the next. The aim is to make the assessment more student-friendly, giving students more time to prepare themselves better from one subject to the next and thereby help reduce unnecessary anxiety.

7. During the Benchmark sessions teachers are to ensure that students write in blue or black ink while work can be crossed out in pencil. Pens with erasable ink, correcting fluid and correcting rolls are not allowed.

8. Before each Benchmark session, teachers are to instruct students to check their scripts to ensure that they have all the pages and that no pages are unprinted.
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 needs 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. a broken arm) the **Amanuensis** needs to be provided by the school.
- **Enlarged prints** and other special examination requirements will be provided as per Letter Circular DLAP 338/2021.
- Hearing-impaired candidates may be assigned a **Communicator** (provided by the Students’ Services Section) as per Letter Circular DLAP 338/2021.
- For students with reading difficulties, an electronic reader will be provided for the Reading Comprehension (in both Maltese and English). A file with the audio-visual recording will be provided by the Educational Assessment Unit on OneDrive but the school needs to provide the personnel to operate the equipment and invigilate the students (as per Letter Circular DLAP 338/2021).

It is important to note that for this access arrangement provision:

- The texts will be read twice, electronically at a speed which is slightly slower than normal speed.
- Questions will be read twice and there will be long pauses which will allow students to answer the questions.
- The text will be projected on screen and highlighted as it is read.

☐ As from the 2022 Benchmark session, students who qualify for the provision of the Electronic Reader in the Reading comprehensions in Maltese and/or English, will also be able to follow a digital audio-recording of the rubrics and titles of the Maltese and/or English Writing papers. The digital recordings will be accessible to the students on the tablets using a QR code. The recording can be heard as many times as necessary by the student using headphones so as not to disturb other students in class. Each task will have a separate recording.

☐ In the Maltese and English Writing components, a **Scribe** (to transcribe illegible words) may be provided as per Letter Circular DLAP 338/2021. This Scribe, if needed, will have to be provided by the school.
It is important to note that the procedure to be followed when a Scribe is provided is as follows:

- The student must be allowed to complete the task first.
- Then, the Scribe can ask the child to read out all the words which are totally illegible.
- The Scribe writes, in green ink, the word that the child intended to write, using the correct spelling.

- In the case of Mathematics, a Reader for the Written session may be provided as per Letter Circular DLAP 338/2021. This Reader, if needed, will have to be provided by the school.

- Reading pens are allowed as long as the student has used it as part of his/her learning process in Year 6. The permitted examination reading pen should not have any in-built dictionary or thesaurus, or data storage facility. The EAU Reading Pens in Examination Policy needs to be adhered to. Check the following link for the policy:

10. **EXEMPTIONS**

All students are expected to sit the assessments. However, students who fulfil specific criteria may be exempted from all or parts of the End of Primary Benchmark as per Letter Circular DLAP 338/2021.

Class invigilators are to ensure that students 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, indicating which component(s) the student is ‘Absent’ or ‘Exempted’ from. The candidate’s full name and index number should be written on the top part of the front page. The script should be inserted in the envelope with the other scripts in Index Number order.
11. **EXAMINATION SYLLABi**

The End of Primary Benchmark will be based on the State Primary Syllabi for Maltese, English and Mathematics. These syllabi may be retrieved from:


and


In addition, the following guidelines regarding the format of the Benchmark 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 short text or a small number of short texts of about 300 words such as: dialogues; conversations; announcements; monologues; instructions; directions; descriptions; and news bulletins, including weather reports.

- The second task will be about 500 words long and will consist of a: monologue; dialogue; or conversation.

Students will be asked to: write words or numbers in gaps; mark a statement as True or False; 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%) 

In the Speaking Component, in both Maltese and English, there will be eight sets of texts for the first session and two new sets for the second session. This means that when there are more than 16 students in a class, the same task will be used with two pairs of students. The two pairs should immediately follow one another.

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 one topic.
- 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 or False, 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 need 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 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 2 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:

MATHEMATICS

The Mathematics Benchmark Assessment 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 30 minutes long.

At the beginning of the Mental Paper, there is a practice question which is not awarded marks. This is to help students focus on the speaker’s voice and familiarise themselves with the test. Additional time is allocated for this question.
In the Written Paper, working space has been introduced in questions that require working. Candidates are encouraged to use this space for their working.

**The Mental Paper (20%)**

The Mental paper is made up of a practice question and twenty short questions which are read twice, in succession. 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

Students will neither be penalised nor awarded extra marks if they jot down notes and do their working on the Mental paper.

**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. In questions 15 and 16, two marks per question will be awarded for showing the working, which can include pictorial representations.

Grading happens throughout the paper and most questions require the application of mathematical knowledge and reasoning to solve challenging problems.

12. **RETURN OF SCRIPTS**

All scripts will be passed on to the respective college Middle Schools in September 2022.
13. **REVIEW OF PERFORMANCE**

The school may request a review of performance if there is evidence of a discrepancy between the student’s performance in Year 5 Annual Summative assessment and the performance in the Benchmark, (at least a 25% performance discrepancy). Such request for a review must be received by the Educational Assessment Unit within **five working days** after the school receives the result.

### Summary of Changes introduced in the End of Primary Benchmark 2022

- **This year the Speaking component for Maltese and English will be taking place.**

- **The Listening components** will be administered as **audio-visual clips** rather than audio recordings. Students sitting for these components will be able to hear and see the narrators and actors reading the listening comprehension texts and questions. Pauses will be made between each question allowing students to write their answers to the questions.

- **Students who qualify for the provision of the Electronic Reader in the Reading comprehensions in Maltese and/or English, will also be able to follow a Digital audio-recording of the润rics and titles of the Maltese and/or English Writing Benchmark papers. These audio-recordings will be accessible on the tablets (One Tablet/Child Scheme).**
### Linji Gwida ghall-Benċmark ta’ Tmiem il-Primarja 2022

1. Il-Kap tal-Iskola huwa l-Kap taċ-Ċentru u huwa responsabbli ghalkollox fit-tmxija minghajr xkiel tal-Benċmark fl-iskola tiegħu/tagħha.


6. Is-sessjonijiet tal-Benemerk se jsiru kif ġej:

<table>
<thead>
<tr>
<th>It-Tlieta 24 ta’ Mejju 2022</th>
<th>Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-Erbgha 25 ta’ Mejju 2022</td>
<td>Gurnata tal-Iskola</td>
</tr>
<tr>
<td>Il-Hamis 26 ta’ Mejju 2022</td>
<td>It-Tahdit bil-Malti</td>
</tr>
<tr>
<td>Il-Gimgha 27 ta’ Mejju 2022</td>
<td>Il-Karta Miktuba tal-Malti Il-Fehim nis-Smigh bil-Malti Il-Fehim mill-Qari bil-Malti</td>
</tr>
<tr>
<td>It-Tnejn 30 ta’ Mejju 2022</td>
<td>It-Tahdit bl-Ingliż</td>
</tr>
<tr>
<td>It-Tlieta 31ta’ Mejju 2022</td>
<td>Il-Karta Miktuba tal-Ingliż Il-Fehim nis-Smigh bl-Ingliż Il-Fehim mill-Qari bl-Ingliż</td>
</tr>
</tbody>
</table>


9. L-ARRANĠAMENTI TA’ AĊĊESS

- Jekk u meta jkun meħtieġ, l-ghalliem tal-klassi ghandu jiġbed l-attenzjoni ta’ min ikun jeħtieġ jiffoka fuq l-eżami (iservi ta’ ‘Prompter’) fil-klassi li jkun qed jissorvelja.
- Ghal studenti b’diffikultajiet fil-kitba minhabba impediment fiziku (eż. idhom fil-ġibs), l-iskola ghandha tipprovdi Amanwensi.
- Karti b’tipa kbira u provvedimenti speċjali ghall-eżami se jkunu pprovduti skont iċ-Ċirkulari DLAP 338/2021.

Huwa importanti li għal dan l-arranġament partikolari:
- It-testi se jinqraw darbtejn b’mod elettroniku, aktar bil-mod minn kif jinqraw is-soltu.
- Il-mistoqsijiet se jinqraw darbtejn u se jkun hemm waqfiet twal sabiex l-istudenti jkunu jistgħu jinxżejbu l-mistoqsijiet.

Huwa importanti li l-proċedura li ghandha tiġi segwita meta jingħata skriba tkun kif ġej:
- L-ewwel l-istudent ghandu jithalla jlesti x-xogħol tal-kitba tiegħu.
- Wara, l-iskriba jista’ jsaqsi lill-istudent biex jaqra l-kliem kollu li ma jintgharafx.
- L-iskriba jikteb, b’linka hadra, il-kelma li l-istudent kellu f’mohhu jikteb, billi jispelli b’mod korrett.


• Reading pens huma permissibbli waqt il-Benċmark. Dawn jistgħu jintużaw jekk l-istudent ikun diġà għamel uzu minnhom waqt il-proċess tat-tagħlim tiegħu matul is-Sitt Sena. Ir-Reading pens li huma permissibbli m’għandhomx ikollhom fihom id-dizzjunarju jew it-teżawru, jew xi faċilità ohra ta’ hażna tad-data. Il-politika dwar l-Użu tar-Reading Pens waqt l-Eżamijiet mahruga mit-Taqsima tal-Assessjar Edukattiv ghandha tiġi osservata. Ghal aktar taghrif dwar din il-politika, iċċekkja l-ħolqa t’ hawn taħt:

10. EŻENZJONIJET

11. **IS-SILLABI TAL-EŻAMIJET**

Il-Benèmark se jkun imfassal fuq is-Sillabi tal-Primarja tal-Istat għall-Malti, l-Ingliż u l-Matematika. Dawn is-sillabi jistgħu jinkisbu mis-sit


Barra minn hekk, għandhom jiġu kkunsidrati l-linji gwida li ġejjin dwar il-format tal-karti tal-eżamijiet tal-Benèmark:

**L-INGLIŻ u L-MALTI**

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

<table>
<thead>
<tr>
<th>Il-komponent</th>
<th>Il-piż</th>
<th>It-tul tal-eżami</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is-Smigh / Listening</td>
<td>20%</td>
<td>30 minuta</td>
</tr>
<tr>
<td>It-Tahdit / 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%)**

Jinghataw **żewġ** ċezercizzji tas-smigh:

- L-ewwel ċezercizzju jkun test qasir jew numru żgħir ta’ testi qosra ta’ madwar 300 kelma bħal: *djalogi; konverżazzjonijiet; avviżi; monologi; istruzzjonijiet; direzzjonijiet; deskriżjonijiet; u bullettin tal-ahbarijiet li jinkludu r-rapport tat-temp.*
- It-tieni test ikun ta’ madwar 500 kelma u jista’ jkun: *monologu; djalogu; jew konverżazzjoni.*

L-istudenti jitalbu biex: jimpiew il-vojt bi kliem jew numri; jimmmarkaw jekk frażi jew sentenza hijiex Veru jew Falz; jaqtgu linja taht; jagħmlu ċirku madwar jew jimmmarkaw it-twegibba t-tajba; iqbablu; ikomplu jimlew tabelli b’informazzjoni; jagħtu tikketta lil stampi jew tpingija sempliċi.

L-istudenti jisimgħu ż-żewġ testi u l-mistoqsijiet irrekkordjati **darbejn**. L-istudenti jintalbu:

1. jisimgħu t-test u, waqt li jisimgħuh, ikunu jistgħu jahdmu t-tahriġ fuqu;
2. jisimgħu l-mistoqsijiet u jwegbuhom waqt li jisimgħuhom;
3. jisimgħu t-test ghat-tieni darba;
4. jisimgħu l-mistoqsijiet ghat-tieni darba u jtemmu t-tahriġ waqt li jkunu qed jisimgħuh.

L-istudenti jinghataw il-hin biex jieċekkjaw it-twegibiet taghhom.

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Appendices
**It-Tahdit (20%)**

Fil-komponent tat-Tahdit, kemm fil-Malti kif ukoll fi-Ingliż, se jkun hemm tmien settijiet ta’ tahriġ ghall-ewwel sessjoni u żewġ settijiet ġodda ghat-tieni sessjoni. Dan ifisser li fejn ikun hemm aktar minn 16-il student/a fi klasji, l-istess eżerċizzju se jintuża ma’ żewġ pari studenti. **Iż-żewġ pari ghandhom isegwu lil xulxin mill-ewwel.**

L-istudenti jiġu assessjati f’pari. Kull student irid jagħmel erba’ eżerċizzji tat-tahdit.

- L-ewwel ikun hemm it-Thejjija / the Warmer li ma tkunx assessjata.
- It-tieni tkun l-Intervista / an Interview u l-istudenti jkollhom mistoqsijiet fuq tema wahda.
- It-tielet u r-raba’ eżerċizzju jistgħu jkunu tnejn minn dawn: Qabel / Compare and Contrast; Staqsini Inti / Inverted Interview; Stampa Wahda / Single Picture; Stampa Storja / Picture Story; jew Stampa dwar Tema / Thematic Picture.

**Il-Qari (30%)**

Il-komponent tal-qari fih żewġ partijiet:

- L-ewwel parti tkun wahda minn dawn it-testi: tpinġija, stampla jew sett stampi bi fit test; orarji jew skedi htif; testi qosra bħal avviżi, tabelli/sinjali, powsters, istruzzjonijiet, direzzjonijiet, riklami, ‘blurbs’, u messaġġi.

L-istudenti jintelbu jahdmu eżerċizzji minn dawn: jimlew il-vojt bi kliem jew numri, jaqtghu linja taht it-tajba, jagħmlu čirku madwar, jimmarkaw it-twēġiba t-tajba, iqabblu, ikomplu jimlew tabelli b’informazzjoni, u jagħtu tikketta lil stampla jew tpinġija sempliċi.

- It-tieni parti tkun test, fittizju jew fattwali, ta’ madwar 500 kelma. It-test jinqasam f’partijiet, b’mistoqsijiet fuq kull parti. Ikun hemm ukoll mistoqsijiet fuq it-test shiħ.

L-istudenti jkunu mistennija jwieġbu firxa ta’ mistoqsijiet fuq il-fehim billi jimlew il-vojt bi kliem jew numri; jaqtghu linja taht it-tajba; jagħmlu čirku madwar, jew jimmarkaw it-twēġiba t-tajba; iqabblu; jimmarkaw jekk sentenza hiijex Veru jew Falz; ikomplu tabella; u jagħtu tweġiba. Jistgħu jiġu assessjati wkoll fuq għarfien il-lingwa. Meta jiġu biex jagħtu tweġiba bil-miktub, it-twēġibiet jistgħu ma jkunux shah, iżda fihom l-istudenti jridu juru li fehu dak li qraw.
Il-Kitba (30%)

Ikun hemm kitba qasira (10%) u kitba twila (20%). Fiz-żewġ kitbiet, l-ortografiija, il-punteggjatura, u l-grammatika jiġu assessjati minhabba l-importanza taghhom. L-eżerċizzju tat-thejjija għall-kitba (il-pjan) ma jkunx assessjat għall-preċiżjoni.

- Il-kitba l-qasira titlob lill-istudenti jiktbu bejn 50 u 60 kelma fuq wieħed minn dawn: nota / messagg; ittra elettronika informali; stedina; avviż; riklam; djalogu qasir; istruzzjonijiet; direzzjonijiet; jew paragrafu qasir dwar tema.

L-istudenti jagħżlu wieħed minn żewġ titli ta’ kitba twila. Dawn it-tnejn ikunu tal-istess ġeneru (nghidu ahna, djalogu qasir) iżda jitrattaw temi differenti (bħal, nghidu ahna, djalogu dwar harqa ma’ tal-iskola, jew djalogu dwar attivitá sportiva).

- Fil-kitba t-twila l-istudenti jintalbu jiktbu bejn 140 u 200 kelma fuq wieħed minn dawn: ittra informali; kitba dwar avveniment; artiklu; jew storja qasira għar- rivista tal-iskola jew pubblikazzjoniji simili għal studenti ġgħar.

Fil-Malti, skont is-sillabu uffiċjali tal-Primarja, il-kitba t-twila tista’ tinkludi wkoll djalogu.


Tagħrif ieħor dwar it-thejjija għall-kitba jista’ jinkiseb mis-sit

IL-MATEMATIKA

Il-Benċmark tal-Matematika fih żewġ karti:

- **Il-Karta Mentali** jkollha 20% tal-marki u tiehu kwarta (15-il minuta);

- **Il-Karta Miktuba** jkollha 80% tal-marki u tiehu siegha u nofs (90 minuta).

Fil-Karta Miktuba l-kandidati qegħdin jinghataw l-ispazju mehtieġ biex juru xogholhom (working). Il-kandidati huma mheggija jużaw l-ispazju pprovedt għal xogholhom.

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

Il-Karta Mentali jkun fiha mistoqsija ta’ thejjija (warmer) u għoxrin mistoqsija qasira li jinqraw darbtejn wara xulxin. Il-mistoqsijiet huma ggradati u maqsumin fi tliet sessjonijiet. Fil-bidu jkun hemm xi mistoqsijiet hfief u lejn l-ahħar ikun hemm mistoqsijiet itqal.

Il-waqfiet bejn mistoqsija u ohra biex jitwieġbu 1-mistoqsijiet wahda wahda f’ kull taqsimja jkunu kif ġej:

- l-ewwel 5 mistoqsijiet … waqfa ta’ 5 sekondi wara kull mistoqsija
- l-10 mistoqsijiet ta’ wara … waqfa ta’ 10 sekondi wara kull mistoqsija
- l-ahħar 5 mistoqsijiet … waqfa ta’ 20 sekonda wara kull mistoqsija

L-istudenti ma jkunux penalizzati u lanqas ma jinghataw marki żejda jekk jiktbu xi noti u juru x-xoghol taghhom fuq il-Karta Mentali.

**Il-Karta Miktuba (80%)**

Il-Karta Miktuba tkopri l-erba’ oqsma tal-kurrikulu tal-Matematika li huma: in-Numri u l-Alగebra; Kejljiet; Forom u Spazji; it-Thaddim tad-Data u s-Soluzzjoni ta’ Problemi. (Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving). Il-karta jkun fiha 16-il mistoqsija. L-ewwel erba’ mistoqsijiet fihom total ta’ 16-il marka u jeżaminaw hiliet bażiči sempliċi. It-tmien mistoqsijiet ta’ wara fihom total ta’ 40 marka u jeżaminaw il-hiliet Matematiki tal-istudenti fl-erba’ oqsma tas-sillabu. L-ahħar erba’ mistoqsijiet fihom total ta’ 24 marka. Ghall-mistoqsijiet numri 15 u 16, se jinghataw 2 marki għal kull mistoqsija, meta l-istudenti juru l-working taghhom. Dan il-working jista’ jkun anke tpinqiżja.

Il-gradazzjoni hija msensla tul il-karta kollha u hafna mill-mistoqsijiet jehtieġu t-thaddim ta’ għarfien matematiku u raġunar biex l-istudenti jsolvu problemi Matematiki li joffru sfida.

**12. L-IRRITORNAR TAL-KARTI TAL-EŻAMI**

Il-karti kollha tal-Benċmark se jintbagħtu lura fl-iskejjel Medji tal-kullegġ rispettiivi taghhom f’Ssettembru 2022.
13. REVIŻJONI TAL-KARTI


<table>
<thead>
<tr>
<th>Sommarju tat-tibdiliet ghall-Benċmark ta’ Tmiem il-Primarja 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Din is-sena il-komponenti tat-Tahdit fil-Malti u l-Ingliż se jsiru.</td>
</tr>
<tr>
<td>• Il-komponent tal-Fehim mis-Smigh se jiġi ppreżentat bhala clip awdjo-viżiv minflok recording awdjo. L-istudenti li jkunu qed jaghmlu dan il-komponent se jkunu jistghu jisimgħu u jaraw in-narraturi u l-atturi jaqraw it-testi u l-mistoqsijiet tal-Fehim mis-Smigh. Bejn mistoqsija u oħra se jkun hemm pawżi biex l-istudenti jkollhom ċans jiktbu t-tweġibiet tagħhom.</td>
</tr>
<tr>
<td>Tuesday 24 May</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>8.45 – 9.00</td>
</tr>
<tr>
<td>9.00 – 9.15</td>
</tr>
<tr>
<td>15 min Break</td>
</tr>
<tr>
<td>9.15 – 10.50</td>
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<td></td>
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<tr>
<td>8.45 – 9.10</td>
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</tr>
</tbody>
</table>

* Students with a Reader will have an additional 30 minutes.

N.B. On Friday 27 May and Tuesday 31 May, the school may use the remaining time after 12.00 hours as a contingency for the Maltese and English Speaking Components.
### End of Primary Benchmark 2022 – Report

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>8.45 – 9.00</strong></td>
<td></td>
<td><strong>8.40 – 9.45</strong></td>
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<td><strong>8.40 – 9.45</strong></td>
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<tr>
<td><strong>(15-il minuta)</strong></td>
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<td><strong>(5 minuti)</strong></td>
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<td><strong>(5 minuti)</strong></td>
</tr>
<tr>
<td>Il-Matematika</td>
<td></td>
<td></td>
<td>Qari tal-mistoqsijiet</td>
<td></td>
<td>Qari tal-mistoqsijiet</td>
</tr>
<tr>
<td>Il-Karta Mentali</td>
<td></td>
<td></td>
<td>(Siegha)</td>
<td></td>
<td>(Siegha)</td>
</tr>
<tr>
<td><strong>9.00 – 9.15</strong></td>
<td><strong>9.45 – 10.15</strong></td>
<td><strong>10.15 – 10.50</strong></td>
<td><strong>9.45 – 10.15</strong></td>
<td><strong>10.15 – 10.50</strong></td>
<td><strong>10.50 – 11.05</strong></td>
</tr>
<tr>
<td><em>Waqfa ta’ kwarta</em></td>
<td><em>Waqfa ta’ nofs siegha</em></td>
<td><em>Waqfa ta’ nofs siegha</em></td>
<td><em>Waqfa ta’ nofs siegha</em></td>
<td><em>Waqfa ta’ nofs siegha</em></td>
<td><em>Waqfa ta’ nofs siegha</em></td>
</tr>
<tr>
<td><strong>9.15 – 10.50</strong></td>
<td><strong>10.50 – 11.05</strong></td>
<td><strong>11.05 – 12.00</strong></td>
<td><strong>10.50 – 11.05</strong></td>
<td><strong>11.05 – 12.00</strong></td>
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<td><strong>(5 minuti)</strong></td>
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<td>Qari tal-mistoqsijiet</td>
<td>Qari tal-mistoqsijiet</td>
<td>Qari tal-mistoqsijiet</td>
<td>Qari tal-mistoqsijiet</td>
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<tr>
<td><strong>(Siegha)</strong></td>
<td><strong>(Siegha)</strong></td>
<td><strong>(30 minuta)</strong></td>
<td><strong>(30 minuta)</strong></td>
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<tr>
<td>Il-Malti</td>
<td>Il-Malti</td>
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<td>Il-Kitba</td>
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<td><strong>(50 minuta)</strong></td>
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<tr>
<td>Il-Fehim mill-Qari</td>
<td>Il-Fehim mill-Qari</td>
<td>Il-Fehim mill-Qari</td>
<td>Il-Fehim mill-Qari</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Studenti li ghandhom Qarrej ikollhom 30 minuta żejda.
- N.B. L-iskola tista’ tkompli l-komponenti tat-Tahdit fil-Malti u fl-Ingliż wara nofsinhar ta’ nhar il-Ġimgha 27 u t-Tlieta 31 ta’ Mejju.
APPENDIX 5
LETTER CIRCULAR

Date: 11th January 2022
To: All Heads of College Network and Heads of Primary, Middle and Secondary Schools (State and Non-State)
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: Expression of Interest – Markers for the End of Primary Benchmark (2022 to 2025)

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 End of Primary Benchmark. Year 6 teachers are particularly encouraged to participate in this process.

Teachers are to note that the candidates’ details will be removed from the test 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 for only one subject.

Markers will be remunerated at the following rates per script:

<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Listening + Reading Comprehensions + Creative Writing</td>
<td>€3.00</td>
</tr>
<tr>
<td>Maltese: Listening + Reading Comprehensions + Creative Writing</td>
<td>€3.00</td>
</tr>
<tr>
<td>Mathematics: Mental Paper + Written Paper</td>
<td>€1.50</td>
</tr>
</tbody>
</table>

Additionally, markers are to formulate reports for:
- The Reading and Writing paper components (Maltese and English);
- The Mathematics paper.

When formulating the reports, markers will indicate the student’s performance by ticking pre-defined options. These reports are filled in by the second marker: thus, markers will formulate reports for half of the scripts assigned. The remuneration rate for each report is an additional 50c to the above rates.

Conditions
The selected markers:
- must be available to fulfil their duties from the first week of June 2022 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 public places;
- will be subject to monitoring and will have their marked scripts moderated during the marking process;
- who are employed in state schools must provide the Educational Assessment Unit with their @learn email address. Other markers should provide an email address which is frequently used;
- 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 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 electronically in accordance with instructions;
- formulate a student’s report using a specified form (consisting of fixed items to be clicked from drop-down menus), which report will be passed on to the student and the school;
- write short reports on 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 duty 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 this online Expression of Interest form by clicking on the link below:

Application Link

Expressions of Interest are to be submitted electronically by noon of Wednesday 19th January 2022. Late submissions will not be considered. In case of any difficulties, kindly contact Ms Carmen Muscat on 25982186 or email carmen.muscat@ilearn.edu.mt. Individuals who have never acted as Benchmark markers are to send scanned copies of relevant qualifications and claimed experience after completing the online Expression of Interest form to benchmark@ilearn.edu.mt.

The list of markers drawn up following this Expression of Interest will be valid up till the Benchmark 2025 sessions.

The decision of the Educational Assessment Unit, within the Directorate for Learning and Assessment Programmes, in the selection of the markers is to be considered as final.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes
ĊIRKULARI

Data: 11 ta' Jannar 2022
Lillij: Kapijiet tan-Netwerk tal-Kullegji u Kapijiet tal-Iskejjel Primarji, Medji u Sekondarji tal-Istat, tal-Knisja u Indipendi
Mingħand: Carmen Muscat – Uffiċjal Edukattiv, Assessor tal-Tagħlim
Suġġett: Espressjoni ta' Interess – Markaturi tal-Bencmark ta’ Tmiem l-Edukazzjoni Primarja (2022-2025)

L-għallliema huma mharrfa li d-dettalji tal-kandidati se jitnehhew mill-karti tal-eżami.
Is-suqggetti li se jiġu mmarkati huma l-Inglizz, l-Malti u l-Matematika. L-applikanti jistgħu japlikaw għal aktar minn suqgett wieħed, lżda l-applikanti magħżula se jintalbu jimmkar għall suqgett wieħed biss.
Il-markaturi se jithallas bir-rati li ġejjin għal kull skritt:

| L-Inglizz: Il-Fehim mis-Smigh il-Fehim mill-Qari il-Kitba | EUR 3.00 |
| L-Malti: Il-Fehim mis-Smigh il-Fehim mill-Qari il-Kitba | EUR 3.00 |
| Il-Matematika: Il-Karta Mentali il-Karta Miktuba | EUR 1.50 |

Barra minn hekk, il-markaturi jridu jiġformulaw rapport għal dawn il-komponenti:
- Il-Fehim mill-Qari u il-Kitba (fil-Malti u fil-Inglizz);
- Il-Matematika.


Kundizzjonijiet
Il-markaturi magħżula:
• ghandhom ikunu disponibbli biex jaqdu dmirjiethom mill-ewwel gimgħa ta’ Ġunju 2022 sal-pubblikazzjoni tar-riżultat;
• ghandhom żommu kunfidenzjalità strett f’dan l-eżerċizzju (inkluża n-notifika tal-ħatra tagħhom bħala markaturi);
• m’għandhomx jikkoreġġu karti tal-Bencmark fl-iskejjel jew f’postijiet pubbliċi;
• se jkunu suqggetti għal monitoraġġ u l-karti kkoreġġuti minnhom se jkunu mmoderati matul il-process ta’ mmarkar;
• li huma impjegati fl-iskejjel statali ghandhom jipprovdu litt-Taqsima tal-Assessor Edukattiv l-Indirizz eletroniku tal-ilearn tagħhom. Markaturi oħra ghandhom jipprovdu indirizz elektroniku li jżuwa ta’ spiss;
• jistgħu jiġu mwadda milli jkomplu jimmkar jekk l-immarkar tagħhom jinstab li huwa inaffidabbli u inkonsistenti.

Obbligi
Il-markaturi jridu:
• jattendu żewġ laqgħat ta’ koordinazzjoni. Dawk li ma jattendux dawn il-laqgħat mhux se jithallew jimmkar l-iskritti;
• jiġbru u jirritornaw l-iskritti fid-data u fil-ħin speċifikati;

+t 356 2598 2426 e dlap@gov.mt | www.education.gov.mt

Appendices
Appendices
LETTER CIRCULAR

Date: 2nd February 2022

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

From: Carmen Muscat – Education Officer

Subject: End of Primary Benchmark 2022 – Training for Assessors and Interlocutors for the Speaking Components

Heads of School are kindly asked to identify teachers to attend a training course intended for new assessors and interlocutors for the Speaking components of Maltese and English in the End of Primary Benchmark 2022.

Four online training sessions will be taking place on 4, 7, 8 and 9 March 2022 from 13.00 to 14.30. Participants are to attend only one of these sessions.

The course is compulsory for newly qualified teachers of Year 6 classes and other teachers who are teaching Year 6 students for the first time and have never received training. Complementary Education teachers and any other members of staff who will be involved in the Speaking components of the End of Primary Benchmark for the first time in 2022 should also attend.

This training will be conducted by the Education Officers for Maltese and English together with Ms Carmen Muscat, Education Officer at the Educational Assessment Unit. The training will focus on the elements which form part of the Speaking component, the procedures to be followed and guidelines on the marking process.

Kindly complete the online application form to book your session by clicking on this link:
Training sessions for Assessors and Interlocutors BM2022

Applications are to be submitted by Friday, 18 February 2022.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes
ČIRKULARI

Data: 2 ta' Frar 2022
Lill-: Kapijiet tan-Netwerk tal-Kullegji u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat – Ufficjal Edukattiv
Suġġett: Il-Benchmark 2022 – Sessjoni ta’ Taħriġ għall-Assessuri u l-Interlokuturi għall-Komponent tat-Tahdit


Se jsiru etba’ sessjonijiet ta’ taħriġ onlajn ft-4, 7, 8 u 9 ta’ Marzu 2022 bejn is-13:00 u 14:30. Il-partecipanti jridu jattendu għal sessjoni wħanda biss minn dawn.


Jekk joghġbok imla l-formola tal-applikazzjoni onlajn sabiex tirriserva s-sessjoni tieghek billi tagħfas fuq din il-holqa: Sessionijiet ta’ Taħriż għall-Assessuri u l-Interlokuturi BM2022

L-applikazzjonijiet għandhom jiġu sottomessi sal-Ġimgħa, 18 ta’ Frar 2022.
Grazzi tal-kooperazzjoni.

Sandra Ebejer
Direttur,
Id-Direttorat għall-Programmi ta' Tagħlim u Assessjar

Appendices
APPENDIX 7
LETTER CIRCULAR

Date: 24th April 2022
Ref: DLAP 120/2022
To: All Heads of College Network and Heads of Primary Schools (State and Non-State)
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: End of Primary Benchmark June 2022 (2nd Session) – Call for Applications and Timetable

1. The second session of the End of Primary Benchmark is going to be held in the afternoon between 13 and 17 June 2022. Maltese candidates will sit for this session at San Ġorġ Preca College Floriana Primary School while Gozitan candidates will have the session at the Education Office in Victoria, Gozo.

2. This second session is being held for children who fall under one of the following two categories:

Category A

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. Candidates should complete an Application Form that may be collected as from Monday, 25 April 2022 from the Educational Assessment Unit, 32 Joseph Abela Scolaro Street, Ħamrun (located within the grounds of the ex-Maria Assumpta Girls' Secondary School) or from the Education Office, Victoria, Gozo. The application form may also be downloaded at www.curriculum.gov.mt. Completed application forms need to be returned to the Educational Assessment Unit, Ħamrun (between 8:00 to 16:00hrs) or the Education Office, Victoria, Gozo. Applicants may also scan and send their application via email to benchmark@ilearn.edu.mt.

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 or family doctor) verifying that it is a true image of the applicant.

These applications are to be submitted by not later than Friday, 6 May 2022.

Category B

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 absent from any or all components.

In the case of candidates falling under Category B, the Educational Assessment Unit will assume that children who were absent in the First Session for any components will be sitting the missed component/s in the Second Session. These children therefore need not re-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 endorsed 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 Tuesday, 6 June 2022.

Heads of School are kindly requested to inform the parents of all candidates of the venue and the timetable indicated below. All examinations start at 3.00pm and therefore candidates will have to be seated by 2.45pm.
3. The components of the Second Session of the End of Primary Benchmark will be held according to the following timetable. Please ensure that this timetable is brought to the attention of all parents concerned.

<table>
<thead>
<tr>
<th>Monday 13 June</th>
<th>Tuesday 14 June</th>
<th>Wednesday 15 June</th>
<th>Thursday 16 June</th>
<th>Friday 17 June</th>
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</thead>
<tbody>
<tr>
<td>15.00 – 16.05</td>
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<td>15.00 – 15.15</td>
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<tr>
<td>Reading the questions</td>
<td>Reading the questions</td>
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<td>Mathematics</td>
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<tr>
<td>(60 minutes)</td>
<td>(60 minutes)</td>
<td></td>
<td>Mental Paper</td>
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<tr>
<td>Maltese</td>
<td>English</td>
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<tr>
<td>Writing</td>
<td>Writing</td>
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<tr>
<td>16.05 - 16.25</td>
<td>16.05 - 16.25</td>
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<td>20 min Break</td>
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<td>16.25 – 17.00</td>
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<td>Maltese</td>
<td>English</td>
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<td>Mathematics</td>
<td></td>
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<tr>
<td>Listening Comprehension</td>
<td>Listening Comprehension</td>
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<td>Written Paper</td>
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<tr>
<td>17.00 – 17.15</td>
<td>17.00 – 17.15</td>
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<td>15 min Break</td>
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<td>17.15 – 18.10</td>
<td>17.15 – 18.10</td>
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<tr>
<td>Maltese</td>
<td>English</td>
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<td>(50 minutes)</td>
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<tr>
<td>Reading Comprehension</td>
<td>Reading Comprehension</td>
<td></td>
<td>Reading Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

* Students with a Reader will have an additional 30 minutes

4. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi, together with the relative guidelines, may be downloaded from [www.curriculum.gov.mt](http://www.curriculum.gov.mt). (Please refer to Letter Circular DLAP 357/2021 for these guidelines.)

5. 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 please contact the Educational Assessment Unit on 2598 2186.

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 a professional report indicating the need of such Access Arrangements is produced):
- Reader for Mathematics Written paper;
- Reading Assistance for Maltese and English Reading Comprehensions;
- Digital recording for Maltese and/or English Writing (Rubrics and Titles);
- 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 2186 by Friday, 6 May 2022.

Thank you for your cooperation.

Sandra Ebejer
Director, Directorate for Learning and Assessment Programmes

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**END OF PRIMARY BENCHMARK (Year 6) - JUNE 2022 (2nd Session)**

- Monday 13 June
  - 15.00 – 16.05
  - 16.05 - 16.25 (20 min Break)
  - 16.25 – 17.00
  - 17.00 – 17.15 (15 min Break)
- Tuesday 14 June
  - 15.00 – 15.15
  - 15.15 – 15.30 (15 min Break)
  - 15.30 – 17.05
  - 17.00 – 17.15
- Wednesday 15 June
  - 15.00
  - 15 min Break
- Thursday 16 June
  - 15.00
  - 15 min Break
- Friday 17 June
  - English Oral Component
  - 15.00
ĊIRKULARI

Data: 24 ta' April 2022
Ref: DLAP 120/2022
Lill-: Kapijiet tan-Netwerk tal-Kulleġġ u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Taghilim
Suġġett: Il-Benċmark ta’ Tmiem il-Primarja Ġunju 2022 (It-Tieni Sessjoni) – Sejħa għall-Applikazzjonijiet u l-Iskeda

1. It-tieni sessjoni tal-Benċmark ta’ Tmiem il-Primarja ser issir bejn it-13 u s-17 ta’ Ġunju, wara nafsinhar. Kandidati f’Malta joqogħdu għal dīn is-sessjoni fil-Iskola Primarja tal-Furjana (Kulleġġ San Gorg Preca) filwaqt li kandidati f’Għawdex ikollhom is-sessjoni tagħhom fl-Uffiċċju tal-Edukazzjoni, ir-Rabat, Għawdex.

2. It-tieni sessjoni qed issir għal studenti li jaqgħu taħt wahda minn dawn il-kategoriji:

Kategorija A


Flimkien mal-Formola tal-Applikazzjoni jkun hemm bżonn ukoll ta’ ritratt daqs ta’ passaport li jrid ikun iffirmat minn persuna ta’ awtorità (b’ħal Kap tal-Iskola jew tabib tal-familja) li tivarifika li r-ritratt verament juri lill-kandidat.

L-applikazzjonijiet jridu jaslu sa mhux aktar tad mill-Ġimgħa, 6 ta’ Mejju 2022.

Kategorija B


Il-Kapijiet tal-Iskola huma ġentilment mitluba jinfirmaw lill-ġenituri/kustodji tal-kandidati bil-post u l-Iskeda kif tidher hawn isfel. Kull ċezami jibda fit-3:00pm; għalhekk il-kandidati għandhom ikunu bilqiegħda f’posthom sat-2:45pm.

Appendices

### 4.


5. Talbiet għal eżenzjonijiet minn xi komponent tal-Benċmark ta’ Tmiem il-Primarja jew talbiet għall-proviżjonijiet ta’ Arranġamenti ta’ ġżirix ikunu kkunsiderati jekk ikollhom magħhom id-dokumentazzjoni rikjesta li kienet ippreżentata għall-Ewwel Sessjoni. Għal aktar informazzjoni jekk jogħġbok ikkuntattja lita-Taqsima tal-Assessjar Edukattiv fuq 2598 2186.

Kandidati li qedħdin japplikaw għat-Tieni Sessjoni bhala kandidati privati (Kategorija A) jistgħu juri x-xewqa li jiġu kkunsiderati għall-Arranġamenti ta’ ġżirix li ġejjin (sakemm ikun ippreżentata raport minn professjonist li juri l-żonn ta’ dan l-Arranġament ta’ ġżirix).
- Qarrej għall-karta tal-Matematika (Kitba);
- Assistenza ta’ Qarrej għall-karti tal-Fehim mill-Qari tal-Malti u tal-Ingliż;
- Rikording digitali għall-Kitba (Rubriki u Titoli) fil-Malti u/jew fil-Ingliż;
- Kittieb li jikteb kliem li ma jistax jingħaraf għall-komponenti tal-Kitba tal-Malti u tal-Ingliż;
- Multiplication Tables għall-karta tal-Matematika (Kitba);
- Tipa Kbira (għal studenti neqsin mid-dawli);
- Communicator (għal studenti neqsin mis-smigh).

Dawn it-kandidati għandhom jikkuntattjaw il-Taqsima tal-Assessjar Edukattiv fuq 2598 2186 sal-Ġimgħa, 6 ta’ Mejju 2022.

Grazzi tal-kooperazzjoni.
END OF PRIMARY BENCHMARK 2022
APPLICATION FORM FOR THE SECOND SESSION
13 June – 17 June 2022

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname:</td>
<td>______________</td>
</tr>
<tr>
<td>Name:</td>
<td>______________</td>
</tr>
<tr>
<td>Male/Female:</td>
<td>______________</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>__ / __ / __</td>
</tr>
<tr>
<td>Student’s ID No:</td>
<td>______________</td>
</tr>
<tr>
<td>Telephone:</td>
<td>______________</td>
</tr>
<tr>
<td>Mobile:</td>
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<tr>
<td>Address: Door Number/Name &amp; Street Name:</td>
<td>___________ _______________________________________________</td>
</tr>
<tr>
<td>Town/Village &amp; Postcode:</td>
<td>______________</td>
</tr>
<tr>
<td>Surname and Name of Parent/Guardian:</td>
<td>______________</td>
</tr>
<tr>
<td>Present School:</td>
<td>______________________</td>
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<tr>
<td>Year/Grade:</td>
<td>______________</td>
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<tr>
<td>Centre where the candidate will be sitting for the examination:</td>
<td>Malta / Gozo (Underline the applicable option)</td>
</tr>
<tr>
<td>Student’s Signature:</td>
<td>______________</td>
</tr>
<tr>
<td>Parent’s/Guardian’s Signature:</td>
<td>______________</td>
</tr>
<tr>
<td>Statement of Consent (in accordance with the Data Protection Act)</td>
<td>I hereby give my consent to the Department for Learning and Assessment Programmes for processing the information being supplied with this application. I fully understand that by opting out, this application cannot be processed.</td>
</tr>
<tr>
<td>Parent’s/Guardian’s Signature:</td>
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<tr>
<td>Date:</td>
<td>______________</td>
</tr>
</tbody>
</table>

The Directorate for Learning and Assessment Programmes within the Department for Curriculum, Lifelong Learning and Employability 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.

PLEASE FILL IN AND RETURN, TOGETHER WITH A PASSPORT-SIZED PHOTO,
TO: EDUCATIONAL ASSESSMENT UNIT, 32 JOSEPH ABELA SCOLARO STREET, ĦAMRUN
(within the grounds of the ex-Maria Assumpta Girls’ Secondary School)
OR: THE EDUCATION OFFICE, VICTORIA, GOZO

OR email it to: benchmark@ilearn.edu.mt

Closing Date: 6 May 2022

On each day of the examination, please bring with you the acknowledgement note that you were given when handing in your application.

For Office use only

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
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<tbody>
<tr>
<td>Application Form Number</td>
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<td>Application received on</td>
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<td>Application received by</td>
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</tbody>
</table>
SECOND SESSION OF THE END OF PRIMARY BENCHMARK 2022

TIMETABLE

<table>
<thead>
<tr>
<th>END OF PRIMARY BENCHMARK (Year 6) – JUNE 2022 (2nd Session)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 13 June</strong></td>
</tr>
<tr>
<td>15.00 – 16.05</td>
</tr>
<tr>
<td><em>(5 minutes)</em> Reading the questions</td>
</tr>
<tr>
<td><em>(60 minutes)</em> Maltese Writing</td>
</tr>
<tr>
<td>16.05 – 16.25</td>
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<tr>
<td>20 min Break</td>
</tr>
<tr>
<td>16.25 – 17.00</td>
</tr>
<tr>
<td><em>(5 minutes)</em> Reading the questions</td>
</tr>
<tr>
<td><em>(30 minutes)</em> Maltese Listening Comprehension</td>
</tr>
<tr>
<td>17.00 – 17.15</td>
</tr>
<tr>
<td>15 min Break</td>
</tr>
<tr>
<td>17.15 – 18.10</td>
</tr>
<tr>
<td><em>(5 minutes)</em> Read the questions</td>
</tr>
<tr>
<td><em>(50 minutes)</em> Maltese</td>
</tr>
</tbody>
</table>

* Students with a Reader will have an additional 30 minutes
END OF PRIMARY BENCHMARK 2022

- In Malta, all components of the Second Session of the End of Primary Benchmark will be held at Floriana Primary School. A second centre might be necessary, if the number of students sitting these assessments in this second session exceed the maximum 90 candidate capacity of this venue. In Gozo, these examinations will be held at the Education Office in Victoria.

- All sessions start at 3.00pm. Candidates have to be seated by 2.45pm.

- Requests for Exemptions from any Benchmark component, or requests for the provision of Access Arrangements, will be considered on the submission of the requested evidence provided for the First Session.

- Private candidates applying for the Second Session as Category A candidates and who may be eligible for Access Arrangements indicated in Letter Circular DLAP 357/2021 are to contact the Educational Assessment Unit on 25982186 by 6 May 2022.

- No calculators will be allowed in Mathematics. A protractor may be required.

IL-BENĊMARK TA’ TMIEN L-EDUKAZZJONI PRIMARJA 2022


- Is-sessjonijiet kollha jibdew fit-3.00pm. Il-kandidati jridu jkunu f’posthom sat-2.45pm.


- L-użu tal-calculators mhux permess waqt il-Matematika izda wiehed jista’ jiġi bżonn l-użu ta’ protractor
## END OF PRIMARY BENCHMARK (Year 6) - JUNE 2022 (2\textsuperscript{nd} Session)

<table>
<thead>
<tr>
<th>Monday 13 June</th>
<th>Tuesday 14 June</th>
<th>Wednesday 15 June</th>
<th>Thursday 16 June</th>
<th>Friday 17 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.00 – 16.05</td>
<td>15.00 – 16.05</td>
<td>15.00 – 15.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>(5 minutes)</td>
<td>(15 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading the questions</td>
<td>Reading the questions</td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(60 minutes)</td>
<td>(60 minutes)</td>
<td>Mental Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maltese</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.05 - 16.25</td>
<td>16.05 - 16.25</td>
<td>15.15 - 15.30</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>20 min Break</td>
<td>20 min Break</td>
<td>15 min Break</td>
<td>Maltese Oral Component</td>
<td>English Oral Component</td>
</tr>
<tr>
<td>16.25 – 17.00</td>
<td>16.25 – 17.00</td>
<td>15.30 – 17.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>(5 minutes)</td>
<td>(5 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading the questions</td>
<td>Reading the questions</td>
<td>Reading the questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
<td>(1h 30min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maltese</td>
<td>English</td>
<td>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>17.00 – 17.15</td>
<td>17.00 – 17.15</td>
<td>17.15 – 17.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min Break</td>
<td>15 min Break</td>
<td>15 min Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.15 – 18.10</td>
<td>17.15 – 18.10</td>
<td>17.15 – 18.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>(5 minutes)</td>
<td>(5 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading the questions</td>
<td>Reading the questions</td>
<td>Reading the questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(50 minutes)</td>
<td>(50 minutes)</td>
<td>(50 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maltese</td>
<td>English</td>
<td>Maltese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Reading Comprehension</td>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Students with a Reader will have an additional 30 minutes
<table>
<thead>
<tr>
<th>Time</th>
<th>Malti</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.00 – 16.05</td>
<td>Qari tal-mistoqsijiet (Siegħa)</td>
<td>Il-Malti Il-Kitba</td>
</tr>
<tr>
<td>15.00 – 16.05</td>
<td>Qari tal-mistoqsijiet (Siegħa)</td>
<td>L-Ingliż Il-Kitba</td>
</tr>
<tr>
<td>16.05 - 16.25</td>
<td>Waqfa ta’ 20 minuta</td>
<td>Waqfa ta’ 20 minuta</td>
</tr>
<tr>
<td>16.25 – 17.00</td>
<td>Qari tal-mistoqsijiet (30 minuta)</td>
<td>Il-Malti Il-Fehim mis-Smigh</td>
</tr>
<tr>
<td>17.00 – 17.15</td>
<td>Waqfa ta’ 15-il minuta</td>
<td>Waqfa ta’ 15-il minuta</td>
</tr>
<tr>
<td>17.15 – 18.10</td>
<td>Qari tal-mistoqsijiet (50 minuta)*</td>
<td>Il-Malti Il-Fehim mill-Qari</td>
</tr>
<tr>
<td>15.00</td>
<td>Il-Malti Il-Tahdit</td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td>L-Ingliż Il-Tahdit</td>
<td></td>
</tr>
</tbody>
</table>

*Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda
APPENDIX 8
Record of Achievement
Annual Report
Year 2021-22

<Student’s Name and Surname>
<Student’s ID Card No.>
<Class>
<Class Teacher’s Name>
## General Information

This report includes:

- continuous assessment marks,
- performance in the Benchmark,
- the markers' report for each Benchmark subject and
- a comparison with the national median marks for each component.

Abs = Absent; M = Medical; E = Exempted.

Please note that the calculation of the total amount of absent days is based on the total number of absent days without justification, excused absences and absences on medical grounds. Parents can use the MySchool Parental Portal to identify how the student attendance was marked on a particular date.

## Maltese 6

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment (CA)</td>
<td>67</td>
</tr>
<tr>
<td>It-Tahdit (20 marka) - Exam</td>
<td>18</td>
</tr>
<tr>
<td>Il-Fehim mis-Smigh (20 marka) - Exam</td>
<td>15</td>
</tr>
<tr>
<td>Il-Fehim mill-Qari (30 marka) - Exam</td>
<td>17</td>
</tr>
<tr>
<td>Il-Kitba (30 marka) - Exam</td>
<td>18</td>
</tr>
<tr>
<td>Exam Total (AE)</td>
<td>68</td>
</tr>
</tbody>
</table>

## English 6

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment (CA)</td>
<td>81</td>
</tr>
<tr>
<td>Speaking (20 marks) - Exam</td>
<td>20</td>
</tr>
<tr>
<td>Listening Comprehension (20 marks) - Exam</td>
<td>15</td>
</tr>
<tr>
<td>Reading Comprehension (30 marks) - Exam</td>
<td>27</td>
</tr>
<tr>
<td>Writing (30 marks) - Exam</td>
<td>22</td>
</tr>
<tr>
<td>Exam Total (AE)</td>
<td>84</td>
</tr>
</tbody>
</table>
### Mathematics 6
- Continuous Assessment (CA) 80
- Mental Paper (20 marks) - Exam 18
- Written Paper (80 marks) - Exam 59
- Exam Total (AE) 77

### Science 6
- Continuous Assessment (CA) 100
- Annual Exam (AE) 67
- Global Mark (40% CA + 60% AE) 80

### Religion 6
- Continuous Assessment (CA) 80
- Global Mark 80

### Social Studies 6
- Continuous Assessment (CA) 88
- Global Mark 88

### Art 6

### Drama 6
### Music 6

### Physical Education 6

### PSCD 6

#### Benchmark Markers Report - English

<table>
<thead>
<tr>
<th>Benchmark Additional Info</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>The candidate can read and understand a text for gist and detail.</td>
<td>Always</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>The candidate is able to achieve the set writing task.</td>
<td>Always</td>
</tr>
<tr>
<td>The candidate can write fluently, using appropriate and varied expressions and vocabulary.</td>
<td>Almost Always</td>
</tr>
<tr>
<td>The candidate can write accurately, using correct grammar, spelling and punctuation.</td>
<td>Almost Always</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>The candidate can listen and understand a text for gist and detail.</td>
<td>Almost Always</td>
</tr>
</tbody>
</table>
### Benchmark Markers Report - Maltese

<table>
<thead>
<tr>
<th>Benchmark Additional Info</th>
<th>Qari</th>
<th>Kitba</th>
<th>Smigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il-kandidat kapaci jaqra u jifhem il-kontenut u d-detall ta' silta.</td>
<td>Almost Always</td>
<td>Sometimes</td>
<td>Almost Always</td>
</tr>
<tr>
<td>Il-kandidat huwa kapaci jikteb b'Malti tajeb ix-xoghol tal-kitba mistenni minnu.</td>
<td>Sometimes</td>
<td>Almost Always</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Il-kandidat kapaci jikteb bla tbatija billi juża espressjonijiet u vokabularju xieraq u varjat.</td>
<td>Almost Always</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Il-kandidat kapaci jikteb b'mod preciz billi jkun korrett fil-grammatika, fl-ortografija u fil-punteggjatura.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Il-kandidat kapaci jisma' u jifhem il-kontenut u d-detall ta' silta.</td>
<td>Almost Always</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Benchmark Markers Report - Mathematics

### Benchmark Additional Info

### The Number System, Numerical Calculations and Algebra

The student can recall and apply knowledge related to the number system, numerical calculations and algebra in basic routine situations.  
**Rating:** Almost Always

### Problem Solving

The student can apply knowledge and understanding in a variety of relatively complex routine and non-routine situations.  
**Rating:** Almost Always

### Measurement

The student can recall and apply knowledge related to measurement in basic routine situations.  
**Rating:** Always

### Working

The student can organise working and can explain reasoning (in writing or through representations) in a coherent manner.  
**Rating:** Almost Always

### Shape and Space

The student can recall and apply knowledge related to shapes and space in basic routine situations.  
**Rating:** Almost Always

### Data Handling

The student can recall and apply knowledge related to data handling in basic routine situations.  
**Rating:** Always
### Benchmark Median Marks 2021 - 2022

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

<table>
<thead>
<tr>
<th>Maltese</th>
<th>National Median Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>It-Tahdit (20 marka)</td>
<td>17</td>
</tr>
<tr>
<td>Il-Fehim mis-Smigh (20 marka)</td>
<td>14</td>
</tr>
<tr>
<td>Il-Fehim mill-Qari (30 marka)</td>
<td>18</td>
</tr>
<tr>
<td>Il-Kitba (30 marka)</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>National Median Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking (20 marks)</td>
<td>18</td>
</tr>
<tr>
<td>Listening Comprehension (20 marks)</td>
<td>15</td>
</tr>
<tr>
<td>Reading Comprehension (30 marks)</td>
<td>23</td>
</tr>
<tr>
<td>Writing (30 marks)</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>National Median Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Paper (20 marks)</td>
<td>17</td>
</tr>
<tr>
<td>Written Paper (80 marks)</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
</tr>
</tbody>
</table>

### Attendance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Present</td>
<td>147</td>
</tr>
<tr>
<td>Days Absent</td>
<td>4</td>
</tr>
<tr>
<td>Days Late</td>
<td>0</td>
</tr>
</tbody>
</table>

### School Administration Comment
APPENDIX 9
The Criteria set for each Benchmark Subject

These criteria were introduced this year to provide qualitative feedback to students about their performance in the different components as evident in the work performed in these assessments.
### Benchmark Markers’ Report - Malti

**Smigh**
L-istudent kapaċi jisma’ u jifhem il-kontenut u d-dettall ta’ silta.

**Qari**
L-istudent kapaċi jaqra u jifhem il-kontenut u d-dettall ta’ silta.

**Kitba**
L-istudent huwa kapaċi jikteb b’Malti tajjeb ix-xogħol tal-kitba mistenni minnu.

L-istudent kapaċi jikteb bla tbatija billi juża espressjonijiet u vokabularju xieraq u varjat.

L-istudent kapaċi jikteb b’mod preċiż billi jkun korrett fil-grammatika, fl-ortografija u fil-punteġġjatura.

### Benchmark Markers’ Report - English

**Listening**
The student can listen and understand a text for gist and detail.

**Reading**
The student can read and understand a text for gist and detail.

**Writing**
The student is able to achieve the set writing task.

The student can write fluently, using appropriate and varied expressions and vocabulary.

The student can write accurately, using correct grammar, spelling and punctuation.

### Benchmark Markers’ Report - Maths

The student can recall and apply knowledge related to the number system, numerical calculations and algebra in basic routine situations.

The student can recall and apply knowledge related to measurement in basic routine situations.

The student can recall and apply knowledge related to shapes and space in basic routine situations.

The student can recall and apply knowledge related to data handling in basic routine situations.

The student can apply knowledge and understanding in a variety of relatively complex routine and non-routine situations.

The student can organise working and can explain reasoning (in writing or through representations) in a coherent manner.
APPENDIX 10
Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2022

<table>
<thead>
<tr>
<th></th>
<th>Malti Oral</th>
<th>Malti Smigh</th>
<th>Malti Fehem mill-Qari</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><strong>National Median</strong></td>
<td>17.0</td>
<td>14.0</td>
<td>18.0</td>
<td>17.0</td>
<td>67.0</td>
<td>18.0</td>
<td>15.0</td>
<td>23.0</td>
<td>17.0</td>
<td>73.0</td>
<td>17.0</td>
<td>53.0</td>
<td>70.0</td>
</tr>
<tr>
<td><strong>School Median</strong></td>
<td>19.0</td>
<td>16.0</td>
<td>21.5</td>
<td>19.5</td>
<td>77.0</td>
<td>20.0</td>
<td>17.0</td>
<td>26.0</td>
<td>22.0</td>
<td>81.0</td>
<td>19.0</td>
<td>67.0</td>
<td>87.0</td>
</tr>
<tr>
<td><strong>National Mean</strong></td>
<td>16.2</td>
<td>13.7</td>
<td>17.1</td>
<td>16.7</td>
<td>64.1</td>
<td>16.9</td>
<td>14.9</td>
<td>22.3</td>
<td>16.3</td>
<td>70.7</td>
<td>15.6</td>
<td>50.7</td>
<td>66.3</td>
</tr>
<tr>
<td><strong>National Std Deviation</strong></td>
<td>3.5</td>
<td>3.6</td>
<td>6.0</td>
<td>5.8</td>
<td>15.9</td>
<td>3.1</td>
<td>3.2</td>
<td>5.1</td>
<td>6.0</td>
<td>14.1</td>
<td>4.5</td>
<td>19.1</td>
<td>23.1</td>
</tr>
<tr>
<td><strong>School Mean</strong></td>
<td>19.1</td>
<td>15.4</td>
<td>19.4</td>
<td>19.2</td>
<td>73.1</td>
<td>19.1</td>
<td>16.5</td>
<td>24.1</td>
<td>19.7</td>
<td>79.4</td>
<td>17.9</td>
<td>62.1</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>School Std Deviation</strong></td>
<td>0.9</td>
<td>3.4</td>
<td>5.6</td>
<td>5.5</td>
<td>14.1</td>
<td>1.5</td>
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<td>4.6</td>
<td>5.6</td>
<td>12.3</td>
<td>3.0</td>
<td>15.3</td>
<td>17.8</td>
</tr>
</tbody>
</table>
APPENDIX 11
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Tel: 25982727  Email: eau@ilearn.edu.mt

MEMORANDUM

Information: X  Date: 1st September 2022
Action Required:  Ref: 05/2022

To: All Heads of Middle Schools
From: Carmen Muscat (Education Officer)
Subject: Delivery of the Benchmark 2022 scripts to Middle Schools

During the week starting 3rd September 2022, the Benchmark 2022 scripts of primary schools in your college, will be delivered to your school. This was a recommendation of the Benchmark Review Board. It is intended that schools make internal use of these scripts so as to review the students’ performance and identify areas where improvements in the teaching and learning process can be made. Scripts are to be retained at school for a period of one year.

Thank you for your co-operation.

Carmen Muscat
Education Officer
Educational Assessment Unit
Soft Versions of all Resources related to the End of Primary Benchmark 2022 are found on the Directorate for Learning and Assessment Programmes website www.curriculum.gov.mt