Training for
the English Speaking Component
of the End of Primary Benchmark
2023
The Training Session

- The elements which form part of the speaking component
- The procedure to be followed
- Tips on the marking process
- Feedback to be given by assessors
The Oral Tests and Assessment Foci
Oral Test Paper Contents

Each oral test is composed of the following parts:

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>1 minute</td>
<td>Warmer - Thejjija</td>
</tr>
<tr>
<td>Task 2</td>
<td>3 minutes</td>
<td>Interview - Intervista</td>
</tr>
<tr>
<td>Task 3</td>
<td>3 minutes</td>
<td>Tasks 3 and 4 will consist of two tasks set from the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Single Picture Task - Stampa Wahda</td>
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<tr>
<td></td>
<td></td>
<td>b. Thematic Picture Task - Stampi dwar Tema</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Inverted Interview Task - Staqsini Int</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Compare and Contrast - Qabbel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Picture Story Task - Stampa Storja</td>
</tr>
</tbody>
</table>
What is assessed in the oral tests?
Assessment Foci

The students’ ability to speak in English about familiar topics

- Interact in a contextually meaningful and appropriate way
- Consistently clear and intelligible speech, using the appropriate intonation and stress
- Range of Vocabulary
- Ability to Form Sentences
- Use of a variety of grammatical structures
- Ask questions correctly
Benchmark 2019

<table>
<thead>
<tr>
<th>ENGLISH (First Session)</th>
<th>ENGLISH (Second Session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking:</td>
<td>Speaking:</td>
</tr>
<tr>
<td>Criteria for Assessing English Speaking Skills</td>
<td>Criteria for Assessing English Speaking Skills</td>
</tr>
<tr>
<td>Teacher's Resources</td>
<td>Teacher's Resources</td>
</tr>
<tr>
<td>Student's Resources</td>
<td>Student's Resources</td>
</tr>
</tbody>
</table>
The Speaking Component

These videos were used during Training Sessions to demonstrate the Benchmark Speaking Component.

- **The Logistics**
- **English Speaking**
- **Malti Tahdit**

**Video**
- Video 1
- Video 2
- Filmat 1
- Filmat 2

You might be interested in:
- Benchmark Information
- Benchmark Past Papers
**Tests 1-8**

**Targeted students**

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Task 1: Warmer</th>
<th>Task 2: Interview: Places</th>
<th>Task 3: Inverted Interview – Learning together</th>
<th>Task 4: Compare and Contrast – Tidy / Messy room</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS 1 AND 2</td>
<td>STUDENTS 3 AND 4</td>
<td>STUDENTS 5 AND 6</td>
<td>STUDENTS 7 AND 8</td>
<td>STUDENTS 9 AND 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test 2</th>
<th>Task 1: Warmer</th>
<th>Task 2: Interview: Food and drink</th>
<th>Task 3: Inverted Interview – Keeping fit</th>
<th>Task 4: Compare and Contrast – Traffic / Cycling</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS 11 AND 12</td>
<td>STUDENTS 13 AND 14</td>
<td>STUDENTS 15 AND 16</td>
<td>STUDENTS 17 AND 18</td>
<td>STUDENTS 19 AND 20</td>
</tr>
</tbody>
</table>

- **Tasks 1-4 for each test:**
  - Task 1: common warmer (not assessed)
  - Task 2: specified interview topics
  - Tasks 3 & 4: specified task and subject
It is important to be flexible and fair. Do not discriminate between students.
Task 2: The Interview (3 minutes)

• two topics from the list are specified for each test from the contents table

• the interlocutor asks questions on ONE topic to ONE student at a time

• each student answers questions about ONE topic

List of Topics
1. Food and Drink
2. Free time and Entertainment
3. Pets and Animals
4. School Life
5. Places
6. The Weather
7. Shopping
8. Sports
9. People who help us
10. Health and Body Care
11. You and Others
12. The Environment
13. The Home Environment
TEST 2 – TASK 2 – INTERVIEW

3 MINUTES TOTAL

The interlocutor asks questions on one topic per student at a time as indicated below.

To Student A:

The interlocutor says: “I’m going to ask you some questions about **The weather**.”

1. How has the weather been like recently?
2. Do you prefer cold wintry days or hot sunny days? Why? What do you usually do on these days?
3. Imagine that you were going on a hike in spring. What would you wear? Why?

To Student B:

The interlocutor says: “I’m going to ask you some questions about **Helping at home**.”

1. How do you help others at home?
2. Tell me about the chore you like least. Why?
3. Imagine you are grown up and have your own home. How would you keep it clean? Why?

Use prompts if/when necessary
Task 3 and Task 4

Two of these tasks are set every year in the End of Primary Benchmark:

- Thematic Picture Task
- Single Picture Task
- Inverted Interview Task
- Compare and Contrast Task
- Picture Story Task
Thematic Picture Task
2018

One large picture and small pictures in each test - same resource for both students
Thematic Picture Task

- Students look at the pictures;
- Choose one of the small pictures and answer set questions;
- Questions are repeated, alternating between the 2 students;
- Questions are rephrased as necessary.
TEST 6 – TASK 4 – THEMATIC PICTURE

3 MINUTES TOTAL

The Interlocutor says: “Look at the large picture. It shows a sports event. Look at the smaller pictures below. Which of these can you find during a sports event? Which of these are not usually found during a sports event?”

To Student A: “Choose one of the small pictures below and tell me why you would or would not find it during a sports event.”

To Student B: “Choose one of the small pictures below and tell me why you would or would not find it during a sports event.”

The Interlocutor then repeats the question, alternating between the two students so that both participate equally. If a student hesitates for too long and seems to be in difficulty, the Interlocutor says: “Would you take this / these (point to one of the small pictures) with you to a sports event? Why? Why not? OR Do we find this / these (point to one of the small pictures) at a sports event? Why? Why not?”
Single Picture Task – Samples of Student Resources

1 picture in each test – same resource for both students
Single Picture Task

• Students look at the picture for 5 seconds;
• Questions are asked to the 2 students in turn so that both students participate equally until the 3 minutes have passed.
Single Picture Task – Sample Instructions

TEST 1 – TASK 3 – SINGLE PICTURE

3 MINUTES TOTAL

The Interlocutor says: “Look at this picture. Then we are going to talk about it.”

The Interlocutor allows the students around 5 seconds to look at the picture. The Interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

To Student A: Tell me what you can see in the picture.
To Student B: Can you describe one of the persons for me?

To Student A: How old do you think he / she is? What is he / she doing?
To Student B: Where do you think he / she is? How can you tell?

To Student A: What do you think happened just before the picture was taken?
To Student B: What do you think happened just after the picture was taken?

To Student A: What was the first thing that you noticed when you saw this picture?
To Student B: When do you think this picture was taken? At what time of the day?
TEST 1 – TASK 3 – SINGLE PICTURE

3 MINUTES TOTAL

The Interlocutor says: “Look at this picture. Then we are going to talk about it.”

The Interlocutor allows the students around 5 seconds to look at the picture. The Interlocutor should ask the questions to the two students in turn so that both students participate equally until the 3 minutes assigned for this task have passed.

Further questions asked:

To Student A: Who do you think took this photo?
To Student B: You could put this picture in a photo album. What else could you do with this picture?

To Student A: What do you like about this picture? Why?
To Student B: How would you feel if you were this boy / girl in the picture?
Inverted Interview Task – Samples of Student Resources

1 picture in each test – same resource for both students
Inverted Interview Task

• Students look at the picture;
• Interlocutor introduces the task and prompts each student to ask questions in turn;
• Interlocutor keeps answers short to allow more time for students to talk.
Inverted Interview Task – Sample Instructions

TEST 3 – TASK 3 – INVERTED INTERVIEW – Fishing

3 MINUTES TOTAL

Interlocutor tells the students while placing the picture in front of them: “I want you to look at this picture. Now, I know the children in the picture. You can ask me questions about them and I will answer. Have you understood? Would you like to know about them? Ask me about…”

Interlocutor prompts each student to ask a question in turn.

- The place
- The event
- The relationship between these children
- Their feelings at this moment
- The moments just before the picture was taken
- What happened after the picture was taken
- What their friends said to them after the event
- Their hobbies; free time; family; home
- My opinion of the event you can see in this picture
- Is there anything else you wish to ask me about this picture?

Use prompts when necessary.
Inverted Interview Task

This task needs to be handled carefully so that the Interlocutor’s prompts do not suggest the words of a question thereby invalidating the exercise.

Interlocutor’s prompt:
Would you like to know this girl’s family?

Note that the Interlocutor’s prompt is neutral and does not give hints of words the student could use when formulating his/her question.
Compare and Contrast Task – Samples of Student Resources

2 pictures in each test – same resource for both students
Compare and Contrast

• 3 Minutes Total;
• Students look carefully at the two pictures;
• Students take turns to answer set questions.

Use the given prompts to encourage students to produce more language

Examples: ‘Can you mention any other differences / similarities?’
‘What else would you do?’
TEST 1 – TASK 4 – COMPARE AND CONTRAST

3 MINUTES TOTAL

The Interlocutor says: “Look carefully at these two pictures and I will ask you both some questions about them.”

1A To Student A: How are these two pictures alike?

1B To Student B: How are they different?

2A To Student A: Look at the first picture.
   a) Where are they playing?
   b) What kind of game is it?
   c) Is it fun to play this game? Why / Why not?

2B To Student B: Look at the second picture.
   a) Where are they playing?
   b) What kind of game is it?
   c) Is it fun to play this game? Why / Why not?
Picture Story Task – Samples of Student Resources

2 sets of pictures in each test – different set of pictures for each student
Picture Story Task

• 3 Minutes Total (Allow 20 seconds for each student to look carefully at his/her set of pictures just before attempting the task);

• Each student tells a story and describes the pictures in detail.

(Students follow the logical sequence of the picture story and use language to link the different stages of the story.)
TEST 2 – TASK 4 – PICTURE STORY

3 MINUTES TOTAL

The Interlocutor says: “I’m going to show you a set of pictures each. Tell me what happens in the story. Remember to describe the pictures. Finally say what you think happened next.”

To Student A: “Here are your pictures. You have 20 seconds to look carefully at them. Then you can start your recount by saying:

“Once upon a time … or
Last Saturday … or
Last week …”

At the end the Interlocutor asks: “What do you think happened next?”

After Student A finishes his / her recount, the Interlocutor repeats the procedure with Student B.
The Procedures to be followed
Use the Interlocutor’s and Assessor’s Materials

- A table showing the contents of each test with an indication of the targeted students
- Tests 1 to 8 – Each test includes:
  - The Warmer
  - Specified Interview topics and related questions
  - Tasks 3 and 4 – specific tasks for each test administered.
- Rating Scale including Assessment Criteria with space for writing notes and marks
- Marking Sheet

View the Materials 5 minutes before the start of the oral tests
Student A / Student B

Alternate between A and B so that each student is given the opportunity to be the first to respond in a set task.
### End of Primary Benchmark 2022

**English – Speaking Component**

<table>
<thead>
<tr>
<th>Class:</th>
<th>Rating Scale</th>
<th>Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

#### Note-taking
- **Write student's name**

#### Task achievement (2 marks)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response is irrelevant in spite of prompting and rephrasing.</td>
<td>Can understand the questions / instructions but need some time / prompting to formulate a relevant response.</td>
<td>Can immediately understand the questions / instructions and response is relevant.</td>
</tr>
</tbody>
</table>

#### Pronunciation, intonation, and stress (2 marks)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.</td>
<td>Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.</td>
<td>Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.</td>
</tr>
</tbody>
</table>

#### Range of vocabulary (5 marks)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

#### Range of grammatical structures (5 marks)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can use basic grammatical structures and construct simple sentence structures.</td>
<td></td>
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</tr>
</tbody>
</table>

#### Fluency and interaction (4 marks)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can interact in a simple way provided the Interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes and Comments

Take down notes
<table>
<thead>
<tr>
<th>Task Specific (2 marks)</th>
<th>Notes and Comments</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Picture (1 mark):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allot the mark if the student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ refers to the content of the picture while answering the questions; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ supports his/her suggestions with valid reasons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture Story (1 mark):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allot the mark if the student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ presents ideas in a chronological order and uses a range of linking words effectively; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ uses non-chronological organisation creatively to emphasise, explain or relate specific elements within the visual text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thematic Picture (1 mark):</td>
<td></td>
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<tr>
<td>Allot the mark if the student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ identifies which item would or would not be found in a particular place; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ supports his/her opinion with valid reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inverted Interview (1 mark)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allot the mark if the student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ accurately forms a range of questions, including polar questions, ‘wh’ questions, and ‘tag’ questions, to elicit information; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ asks ‘why’ questions, including ‘How’ and ‘Why’ questions, to obtain a wide range of responses.</td>
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<tr>
<td>Compare and Contrast (1 mark)</td>
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<tr>
<td>Allot the mark if the student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ uses a range of appropriate qualifiers, including irregular comparative and superlative forms, to describe points of comparison and contrast; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ identifies and describes similarities and differences of set pictures by observing details and making connections to prior knowledge.</td>
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</tbody>
</table>
Procedure

The tests are designed to be carried out by two teachers whose roles will be that of Assessor and Interlocutor respectively who will assess two students in the same test.

The desk/table should be placed off-centre so that the setup is less formal.

As always the reason is so that the learners feel at ease.
What is the role of the Interlocutor during the test?
The Interlocutor:

- follows instructions given in the booklet;
- puts the students at ease;
- gives the instructions;
- asks and answers questions;
- places the students’ materials on the desk;
The Interlocutor:

- checks the time discretely during the test and keeps the time and pace of each task;
- allows students a few seconds’ ‘think time’ as they formulate a response.
The Interlocutor:

- encourages by **nodding** and **when necessary rephrasing** the prompt;

- brings test gently to a close without putting undue pressure on the students who **show very limited linguistic competence** and are unable to carry out the task;

- informs students that the test is over.
The Interlocutor:

- should **not** code-mix during the oral tests;
- should **resist** praising and saying ‘*Good*’ and instead **use neutral language** such as ‘*Yes*’;
- should **avoid** correcting inaccurate language in an examination situation, in such cases the Interlocutor should **make no comment**.
What is the role of the Assessor during the oral test?
The Assessor

- listens carefully;
- takes notes that will help her/him assign marks on the different criteria;
- applies the Rating Scale to assess the students’ spoken language.

Note taking is recommended, including reference to use of prompting – to indicate level of understanding of questions and/or extent of hesitations due to limited vocabulary.
Feedback and Marking

• At the end of each test, the Interlocutor and Assessor must not give students feedback on their performance;

• After each test the Interlocutor and Assessor briefly exchange views on the student’s performance in the test before the total mark is assigned.

Assess. Do not teach!

Assess students immediately after each test (approximately TWO minutes)
Tips on the Marking Process
The Marking Process
– Role of the Interlocutor

• Makes a mental judgement of the students’ performance;

• After each test briefly exchanges views on the students’ performance during the test with the Assessor before the total mark is assigned.
Discussion of marks after each test
The Marking Process – Role of the Assessor

• Carries out the full assessment;

• Listens carefully and applies the Rating Scale to assess the students’ spoken language;

• Takes notes that help in assigning marks on the different criteria;

• After each test briefly exchanges views on the students’ performance with the Interlocutor before the total mark is assigned.
The Rating Scale
0-1-2-3-4-5 / 0-1-2-3-4 / 0-1-2; 1; 1

Range of vocabulary (5 marks)
Range of grammatical structures (5 marks)
Fluency and Interaction (4 marks)
Task Achieved (2 marks)
Pronunciation, Intonation and Stress (2 marks)
Task specific mark for Task 3 (1 mark)
Task specific mark for Task 4 (1 mark)

Total 20 marks

Note that no half marks are allotted.
The Assessment Criteria

- The Criteria for Assessment describe the criteria against which students’ oral performance will be assessed.
- The two marks in the last criterion are tied to Task 3 and 4, and are intended to be specific to the tasks set for the test session. The other criteria will still apply to these tasks.

Apply the other criteria to assess performance in Tasks 2, 3 and 4. In your notes include examples of the language produced in each task. The marks allotted for the general criteria should reflect overall performance in the three tasks.
Feedback to be given by assessors

When the speaking exam is over, please fill in and return the online *Feedback Form* sent to you by the Educational Assessment Unit (EAU).
End of Training Session

Thank you