

End of Primary Benchmark 2016

Report

**DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
FLORIANA – MALTA**

**DEPARTMENT OF CURRICULUM MANAGEMENT
EDUCATIONAL ASSESSMENT UNIT**

MINISTRY FOR EDUCATION AND EMPLOYMENT

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Foreword



The constructivist alignment model of teaching and learning emphasises the importance of coherence between assessment, teaching strategies and intended learning outcomes in any educational programme. It is well researched that the curriculum, the classroom pedagogy and assessment, whether ongoing or summative must all be aligned in a rational manner for the benefit of the learner. It is the intention of the benchmark assessment to reflect the curriculum and the pedagogy that teachers adopt in the classroom. Frequently, the assessment and the curriculum drive the pedagogy. However this should not occur in totality and feedback from teachers and other critical stakeholders, including learners, parents, industry and the wider society, will continue instigating change in the curriculum and the assessment.

Assessment is intended to help students, their families and educators to know what has been achieved, to identify areas for further learning whilst developing teaching and learning strategies both by the teacher and the learners. The End of Primary Benchmark is a national benchmark which need not be considered as high stakes even though learners do get an indication of the level of understanding that has developed in the learner.

The Maltese and English Benchmark assessment consists of an oral, speaking, listening and writing tasks. In the case of Mathematics, the written assessment is complemented by an oral mental test. All components serve to provide a detailed picture of the learner's achievement in different aspects of the core subjects. Students are provided with the results of every single component of the Benchmark. This approach underlines our total commitment to ensuring a fair and reliable assessment, which is also backed up by the constant efforts to provide students who need access arrangements the support they need without impacting the rigour and validity of the exercise. This is an area on which we will continue to focus, building on our evolving experience and the growing body of international research on the subject.

The performance reports written by the different subject panels and included in this report, in particular, provide a resource which all stakeholders should make use of. The Department of Curriculum Management within the Directorate for Quality and Standards in Education (DQSE) also provides numerous online resources at www.curriculum.gov.mt. There is a wealth of resources ready to be explored and utilized.

Finally, I must thank all those involved in the End of Primary Benchmark Assessment. The DQSE, 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, collaborate together to make Benchmark a learning experience for all. My sincere thanks also go to the Education Officers, Heads of Primary Schools and to all the educators who help in the administration of this assessment and to the primary school teachers and other professionals who work hard to give our primary students the quality education they surely deserve.

Ian Mifsud

Director General – Directorate for Quality and Standards in Education

Executive Summary

This summary gives an overview of:

- i) the administration of the End of Primary Benchmark 2016;
- ii) the registration of the main and second sessions;
- iii) the results data of the main and second sessions.

i) Administration Information

- A total of 91 schools participated in the main session of the End of the Primary Benchmark 2016. These included all 62 State Primary Schools, 22 (out of 25) Church Schools and 7 (out of 12) Independent Schools.
- The main session, which comprises the Listening, Reading Comprehension and Writing components of Maltese and English, and the Mental and Written components of Mathematics, was held between 30th May and 2nd June 2016. The Speaking components of Maltese and English were held on 26th and 27th May 2016 respectively. On 30th May, the Maltese Writing and Reading components were held, whilst the same components for English were held on 31st May. The English and Maltese Listening Comprehension components were both held on 1st June 2016 whilst the two components of Mathematics (Mental and Written) were held on 2nd June 2016. All participants sat for this session in their respective schools.
- A second session was held during the week starting 13th June 2016. All candidates who were absent from one or more of the components during the main session were eligible to sit for this second session. This session was also open to children from the Non-State Schools that did not participate in the main session of the Benchmark 2016. All components in the second session were held in the afternoon at the San Gorg Preca College Primary School Floriana in Malta and at the Gozo College Secondary School Rabat.

ii) Registrations

- The total number of participants in both the main and second sessions was 3627 (1812 females and 1815 males). This represents 93.2% of the national Year 6 student cohort that was eligible for the End of Primary Benchmark 2016.
- The number of participants in the second session varied for the different components. This was due to the fact that 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.
- In 2016, there were 765 candidates who applied for exemptions and access arrangements. After processing the applications, 93 students were exempted from all components of the three subjects while 450 were granted one or more access arrangements during these assessments.

iii) Results

- Scores for Maltese ranged from 8 to 97, with a median mark of 73, (Mean = 68.9, S.D. = 16.6). 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 66 to 83 for girls and from 57 to 78 for boys.
- For English, scores ranged from 6 to 97, with a median mark of 73, (Mean = 68.8, S.D. = 15.9). 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 64 to 82 for girls and from 57 to 79 for boys.
- In Mathematics, scores ranged from 1 to 100 with a median mark of 78 (Mean = 72.4, S.D. = 22.4). The range of marks for girls and boys was close with the girls performing slightly better. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 61 to 91 for girls and from 57 to 91 for boys.
- Detailed performance analyses are included in this report. These indicate that:
 - In the Speaking component, the candidates obtained high marks in both Maltese and English. The median mark was 17 out of a maximum of 20 (Mean = 16.4, S.D. = 3.4) in Maltese and 17 out of 20 (Mean = 16.3, S.D. = 3.3) in English.
 - In the Listening component students fared better in English than in Maltese. The median mark for Maltese was 15 out of a maximum of 20 (Mean = 13.9, S.D. = 3.6) and the median mark for English was 18 out of a maximum of 20 (Mean = 17.0, S.D. = 2.9).
 - In the Reading Comprehension component, candidates did better in Maltese than in English. This was reflected in the scores obtained where the median mark for Maltese was 23 out of a maximum of 30 (Mean = 21.6, S.D. = 5.6) and for English it was 21 out of a maximum of 30 (Mean = 20.2, S.D. = 4.7).
 - In the Writing component, the candidates' performance was better in Maltese than in English. In fact, in the writing component for Maltese, the median mark was 19 out of a maximum of 30 (Mean = 17.9, S.D. = 5.0), whilst in English the median mark was 17 out of a maximum of 30 (Mean = 16.0, S.D. = 6.2).
 - In the Mental Mathematics paper, the median mark was 17 out of a maximum of 20 (Mean = 15.6, S.D. = 4.4), whereas in the Mathematics Written paper, the median mark was 61 out of a maximum of 80 (Mean = 56.9, S.D. = 18.3).
- This report provides a section on Item Analysis 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 that was held in June 2016. It starts by giving information about the way this assessment was conducted and provides statistical data on registrations for the two sessions that took place in 2016, including data on applications for exemptions and access arrangements. This section is followed by the performance reports of the three subjects that formed part of the Benchmark in 2016. 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 End of Primary Benchmark 2016. These are available on the Department of Curriculum Management's website at www.curriculum.gov.mt

1. Information on the End of Primary Benchmark 2016

- In October 2015, the Director General of the Directorate for Quality and Standards in Education (DQSE) set up three paper setters' panels, for Maltese, English and Mathematics. Each panel was made up of subject experts from the following: the Directorates of Education, the Faculty of Education of the University of Malta, Church Schools and Independent Schools. Each of the paper setters' panels was requested to draw up two sets of papers with one set for the main session and another set for the second session.
- Information meetings for parents were organised under the auspice of college principals. The first meeting was held on 28th October 2015, at Gozo College Boys' Secondary School. Since this was held in the morning, a number of parents asked to have another meeting organised in the evening and this was held in December 2015. Colleges in Malta were clustered in four groups and the college principals of each group identified a suitable date and venue for the meeting. The meetings were held between 29th February and 4th March 2016 at St Theresa College Secondary School Mrieħel, San Ġorg Preca College Secondary School Blata l-Bajda, St Margaret College Marsaxlokk Primary School and St Nicholas College Attard Primary School. These meetings aimed 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 the new changes and other Benchmark-related material, were made available to the public on the Department of Curriculum Management's website (curriculum.gov.mt).
- On 19th October 2015, the Department of Curriculum Management (DCM) issued Letter Circular DCM 220/2015 (Appendix 1) to inform Heads of Schools about training workshops that were to be held on 23 and 25 November 2015 for prospective markers of the End of Primary Benchmark 2016. The training was specifically aimed for teachers and members of Senior Management Team interested in applying as markers for the Writing Component (Maltese and English). Those who attended the training were given preference in the Benchmark 2016 markers' selection process.
- On 9th December 2015, Letter Circular DCM 261/2015 was issued and sent to all Non-State Schools inviting Heads of School to register their school for the main session of the End of Primary Benchmark 2016 (Appendix 2).
- On the same day, 9th December 2015, three letter circulars (DCM 262, 263 and 264) were issued by the DCM to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendices 3, 4 and 5).
- A Call for Applications (Letter Circular DCM 54/2016) was issued on the 24th February 2016 for teachers who wished to act as markers in the End of Primary Benchmark 2016 (Appendix 6).
- Letter Circular DCM 58/2016 was sent to all State and Non-State Schools on 29th February 2016, informing them of the timetable and guidelines to be followed during the End of Primary Benchmark 2016 (Appendix 7). The changes that were being introduced (more details on page 8) were also highlighted in this Letter Circular.

- All candidates sat for the End of Primary Benchmark in their own school. The 91 Benchmark centres were distributed as follows:

Centres in State Primary Schools, Malta	51
Centres in State Primary Schools, Gozo	11
Centres in Church Primary Schools, Malta	18
Centres in Church Primary Schools, Gozo	4
Centres in Independent Primary Schools, Malta	7
Total	91

- On 18th April 2016, Letter Circular DCM82/2016 was sent to all Heads of State and Non-State Primary Schools with details of the second session which was to be held during the week starting 13th June 2016. Sessions took place in the afternoon between 15:00 and 18:30 at San Ġorg Preca College Floriana Primary School and at Gozo College Boys' Secondary School Rabat, Gozo (Appendix 8).
- On 4th July 2016, results were sent in electronic format to the candidates' respective schools. Schools were instructed to post these results to all students on 7th July 2016. Information in Appendix 9 illustrates how the End of Primary Report Template provided results for the separate components, together with the subject total mark and the respective national median. National Performance Data and School Performance Data were also sent to college principals to pass on to all participating schools in September 2016 (Appendix 10). The Benchmark results of candidates who applied privately for the second session were sent directly to candidates' residences by the Educational Assessment Unit.
- A total of 13 requests for a review of performance were received by the Educational Assessment Unit in the five-day period indicated in the Letter Circular DCM 58/2016 dated 29th February 2016 (Appendix 7).
- A number of scripts were kept for archiving and research purposes as indicated in Table 1 below. The rest of the scripts were sent back to schools by the Educational Assessment Unit. Blind marking was used during the marking process and therefore the returned scripts were unmarked.

Table 1: End of Primary Benchmark 2016 – Archived Scripts by Subject and Component

Subject and Component	Number of Scripts
Il-Malti: Il-Fehim mis-Smigh	50
Il-Malti: Il-Fehim mill-Qari	50
Il-Malti: Il-Kitba	100
English: Listening Comprehension	50
English: Reading Comprehension	50
English: Writing	100
Mathematics: Mental and Written	100

2. Registrations for the End of Primary Benchmark 2016

This section gives information about the candidates who sat for the End of Primary Benchmark in 2016. Table 2 below shows that the total number of students sitting for the End of Primary Benchmark 2016 was 3627 (1812 females and 1815 males), amounting to 93.2% of the whole cohort of children in Year 6.

Table 2: Participation in the End of Primary Benchmark 2016

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2197	1061	1136	2197	100 %
Church	1275	612	477	1089	85.4 %
Independent	421	138	191	329	78.1 %
Private Candidates (Second Session)	-	1	11	12	-
Total	3893	1812	1815	3627	93.2 %

Table 3 provides information on the number of candidates who sat for the second session of the End of Primary Benchmark during week starting 13th June 2016. 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 2016 Benchmark. A total of 12 applications from Private candidates who attend Non-State Schools were received.

Table 3: Participation in the End of Primary Benchmark 2016 – Second Session

Component	Number of students who sat for the Second Session (Number of Eligible Candidates)			
	State Schools	Non-State Schools	Private Candidates	Total
Il-Malti				
It-Taħdit	5 (17)	2 (34)	9 (12)	16 (63)
Is-Smigh	12 (27)	7 (43)	9 (12)	28 (82)
Il-Qari	16 (34)	4 (43)	9 (12)	29 (89)
Il-Kitba	17 (35)	4 (43)	9 (12)	30 (90)
English				
Speaking	4 (18)	2 (22)	10 (12)	16 (52)
Listening	13 (33)	7 (31)	10 (12)	30 (76)
Reading	15 (31)	5 (29)	10 (12)	30 (72)
Writing	15 (32)	5 (29)	10 (12)	30 (73)
Mathematics				
Mental	19 (40)	9 (39)	11 (12)	39 (91)
Written	19 (40)	10 (39)	11 (12)	40 (91)

Exemptions and Access Arrangements

There were 765 applications for exemptions and access arrangements in 2016, a 6.6% decrease when compared to 2015. After processing all applications, 93 children were exempted from all components of the three subjects and 450 were granted access arrangements. A total of 52 students were not eligible for the access arrangement they applied for while two students declined the exemptions they were granted.

Exemptions

There were two types of exemptions:

- Children of returned migrants and immigrants were given the opportunity to apply for an exemption in English and/or Maltese if they had not been studying the subject during the previous two years of Primary school in Malta or Gozo.
- 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 were given the possibility to request an exemption from all or particular components of the three subjects.

Table 4 gives a breakdown of the exemptions granted in the different components. It should be noted that the number of students exempted sometimes superseded the number of applications. This occurred because specialists assessing students identified some students who needed an exemption which they had not applied for.

Table 4: Exemptions: End of Primary Benchmark 2016

Component	Children of Returned Migrants and Immigrants (Number of applications received)	Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities (Number of applications received)
Il-Malti		
It-Tahdit	98 (98)	118 (120)
Is-Smigh	99 (99)	127 (114)
Il-Qari	99 (99)	150 (147)
Il-Kitba	99 (99)	165 (163)
English		
Speaking	13 (13)	110 (106)
Listening	15 (15)	117 (112)
Reading	15 (15)	149 (145)
Writing	15 (15)	161 (158)
Mathematics		
Mental	0 (0)	143 (134)
Written	5 (5)	149 (140)

Table 5 below presents details of the number of candidates who were exempted, absent or present in the different components for the three subjects in the 2016 sessions.

Table 5: Participation in the End of Primary Benchmark 2016 by Component (N = 3627)*

Component	Exempted Candidates	Absent Candidates	Present Candidates
Il-Malti			
It-Taħdit	216	47	3364
Is-Smigh	226	54	3347
Il-Qari	249	60	3318
Il-Kitba	264	60	3303
English			
Speaking	123	36	3468
Listening	132	46	3449
Reading	164	42	3421
Writing	176	43	3408
Mathematics			
Mental	143	52	3432
Written	154	51	3422

* N represents the total number of students registered for the 2016 Benchmark.

Access Arrangements

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

Students with a Reading Age level of 8 years and below qualified for the provision of *Reading Assistance* in the Maltese and English Reading Comprehensions. During the Reading Comprehension, the tasks/texts and the related questions were read twice electronically, with a slightly slower reading speed than normal. As in the End of Primary Benchmark 2015, the reading speed was kept the same for both readings. 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 had an additional 30 minutes to complete the component.

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 6 provides information about the number of students who were granted access arrangements in 2016.

Table 6: Access Arrangements for Children with Learning Difficulties

Provision	Number of Children granted provision (Number of applications received)
Reader (for Mathematics)	335 (451)
Multiplication Tables (for Mathematics)	308 (356)
Enlarged Print	5 (6)
Communicator	11 (12)
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	319 (474)
Reading Assistance (English: Reading Comprehension)	338 (465)
Scribe (Il-Malti: Il-Kitba)	101 (170)
Scribe (English: Writing)	101 (169)

During the End of Primary Benchmark 2016, six students were given *amanuensis* provisions due to fractures to the dominant hand. One of these students was totally blind and hence required an adult to write his answers on the script. However, for the Maltese and English writing components, the student typed his responses on a special word processor with an audio facility that read out what the student typed. After finishing his tasks, a member of the School Management Team printed the work on special paper provided by the Educational Assessment Unit. Since the spell-checker was switched on when the student was typing in his task (otherwise the audio facility would not be able to read the text), the student was asked to spell every tenth word. This ensured that the student did not lose marks for originality and spelling was marked on the words he spelled out.

The Educational Assessment Unit also made provisions for two students who took their End of Primary Benchmark assessments in a non-school setting, since they were not attending school. The Directorate of Students' Services assisted in the administration and supervision of these two assessments.

Changes Introduced in the End of Primary Benchmark 2016 Session

In order to make the End of Primary Benchmark 2016 assessment papers more student-friendly and make the marking process fairer, after receiving feedback from various stakeholders, the following changes were introduced:

- The plan for the second task in the Maltese and English writing components was awarded 2 not 4 marks. The other 2 marks were added to the actual writing task.
- The marking scheme for English writing was amended to be more similar to the Maltese marking scheme having criteria rather than bands.

- The End of Primary Benchmark papers and other related material were delivered to the schools a day or two before the actual examination day. This measure was taken to lessen the pressure on the drivers caused by the same day delivery.
- Since teachers had new laptops and All-in-One devices which do not have CD drives, all recordings that in past years were sent on CDs, were as from this year copied on USB sticks. Each recording was protected with a password, which was communicated to the schools by means of a note together with the Benchmark assessment material.

3. National Results of the End of Primary Benchmark 2016

This section presents information on the national performance of the candidates who sat for the End of Primary Benchmark in 2016. The descriptive statistics presented include the median, the mean, the standard deviation, percentiles and cumulative frequency curves.

Every school participating received details of the performance of its candidates per component in addition to the national performance presented in this section. Middle Schools then received the standardised scores of students progressing to Year 7 and who would have sat for the End of Primary Benchmark 2016. These scores are required by Middle Schools in 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 7 presents data of the different components of the End of Primary Benchmark 2016 and provides a snapshot of the national performance of candidates. Column ‘n’ indicates the number of candidates who sat for the particular component in 2016.

Table 7: National Results of the End of Primary Benchmark 2016

Components (Percentage Weighting)	n	Min. Mark	Max. Mark	Median Mark	Mean Mark	Standard Deviation
Il-Malti						
It-Taħdit (20%)	3364	1	20	17	16.4	3.4
Is-Smigh (20%)	3347	1	20	15	13.9	3.6
Il-Qari (30%)	3318	0	30	23	21.6	5.6
Il-Kitba (30%)	3303	0	29	19	17.9	5.0
Total (100%)	3378	8	97	73	68.9	16.6
English						
Speaking (20%)	3468	0	20	17	16.3	3.3
Listening (20%)	3449	1	20	18	17.0	2.9
Reading (30%)	3421	4	29	21	20.2	4.7
Writing (30%)	3408	0	29	17	16.0	6.2
Total (100%)	3474	6	97	73	68.8	15.9
Mathematics						
Mental (20%)	3432	0	20	17	15.6	4.4
Written (80%)	3422	2	80	61	56.9	18.3
Total (100%)	3437	1	100	78	72.4	22.4

Table 8 provides information about the distribution of scores in the different components in terms of percentiles. For example, Table 8 illustrates that the top 25% of candidates obtained a score of 81 or higher in Maltese and in English, and 91 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 73 or less in Maltese and in English, and 78 or less in Mathematics. The bottom 25% of the candidates scored 61 or less in Maltese, and 60 or less in both English and in Mathematics.

Table 8: National Results of the End of Primary Benchmark 2016–Percentiles by Component

Components (Percentage Weightings)	Percentiles						
	5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti							
It-Taħdit (20%)	9	12	15	17	19	20	20
Is-Smigh (20%)	7	9	12	15	17	18	19
Il-Qari (30%)	10	13	19	23	26	28	28
Il-Kitba (30%)	8	11	15	19	21	24	25
Total (100%)	34	45	61	73	81	86	89
English							
Speaking (20%)	10	12	15	17	19	20	20
Listening (20%)	11	13	16	18	19	20	20
Reading (30%)	11	14	17	21	24	26	27
Writing (30%)	4	7	12	17	21	23	25
Total (100%)	37	47	60	73	81	86	89
Mathematics							
Mental (20%)	6	9	14	17	19	20	20
Written (80%)	20	27	46	61	72	77	79
Total (100%)	26	37	60	78	91	96	98

Table 9 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 all the three subjects. In this band, scores in Maltese ranged from 66 to 83 for girls compared to 57 to 78 for boys. In English, the middle 50% of girls scored between 64 and 82, whilst boys' scores ranged from 57 to 79. In Mathematics, the difference is marginal with scores ranging from 61 to 91 for girls and 57 to 91 for boys.

In Maltese, the top 25% of girls scored 82 or higher whilst the top 25% of boys scored 79 or higher. In English, the top 25% of girls scored 83 or higher whilst the top 25% of boys scored 80 or higher. Conversely, in Mathematics the top 25% of both girls and boys scored 91 or higher.

In Maltese, the bottom 25% of girls scored 66 or lower whilst the bottom 25% of boys scored 57 or lower. In English, the bottom 25% of girls scored 64 or lower whereas the bottom 25% of boys scored 57 or lower. In Mathematics, the bottom 25% of girls scored 61 or lower whereas the bottom 25% of boys scored 57 or lower.

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

Table 9: National Results of the End of Primary Benchmark 2016 – Percentiles by Gender

Component	Gender	Percentiles						
		5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti: It-Tahdit (20%)	Female	10	13	16	18	19	20	20
	Male	9	11	14	17	19	20	20
Il-Malti: Is-Smigh (20%)	Female	7	10	12	15	17	18	19
	Male	7	8	11	14	16	18	19
Il-Malti: Il-Qari (30%)	Female	11	15	20	24	26	28	29
	Male	9	12	17	22	25	27	28
Il-Malti: Il-Kitba (30%)	Female	10	13	16	20	22	24	26
	Male	7	9	14	17	20	23	24
Il-Malti: Total (100%)	Female	39	51	66	76	83	87	90
	Male	29	40	57	70	78	84	87
English: Speaking (20%)	Female	11	13	15	17	19	20	20
	Male	9	11	14	17	19	20	20
English: Listening (20%)	Female	12	14	16	18	19	20	20
	Male	11	13	15	18	19	20	20
English: Reading (30%)	Female	12	14	18	22	24	26	27
	Male	11	13	16	20	23	25	27
English: Writing (30%)	Female	5	8	14	18	22	24	25
	Male	3	5	10	16	20	22	24
English: Total (100%)	Female	42	51	64	74	82	87	89
	Male	34	44	57	70	79	85	87
Mathematics: Mental (20%)	Female	7	9	14	17	19	20	20
	Male	5	8	13	17	19	20	20
Mathematics: Written (80%)	Female	21	29	47	61	72	77	79
	Male	19	26	44	61	72	77	79
Mathematics: Total (100%)	Female	27	39	61	79	91	96	98
	Male	25	35	57	78	91	96	98

Performance in the End of Primary Benchmark 2016

The figures on the following pages present a series of cumulative frequency curves which give a visual representation of the performance of candidates in the different components. These figures are built on the data presented in Table 8 (page 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 mark in the writing component. This conclusion emerges from the graph in Figure 4. Schools, therefore, need to work on improving the candidates' writing skills as recommended 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 mark in the writing component. This conclusion emerges from the graph in Figure 8. This again demonstrates that schools need to work on improving the candidates' writing skills as recommended in the English performance report (page 35).

The graphs for the mental and written Mathematics components show that overall candidates scored higher marks in the mental than in the written component. Schools are advised to read the Mathematics performance report (page 44) 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 16 out of 20 marks in the Maltese speaking component falls within the bottom 40% of the student population (Figure 1). A student who obtained 12 out of 20 marks in the Maltese listening component falls approximately within the bottom 30% of the same population (Figure 2).

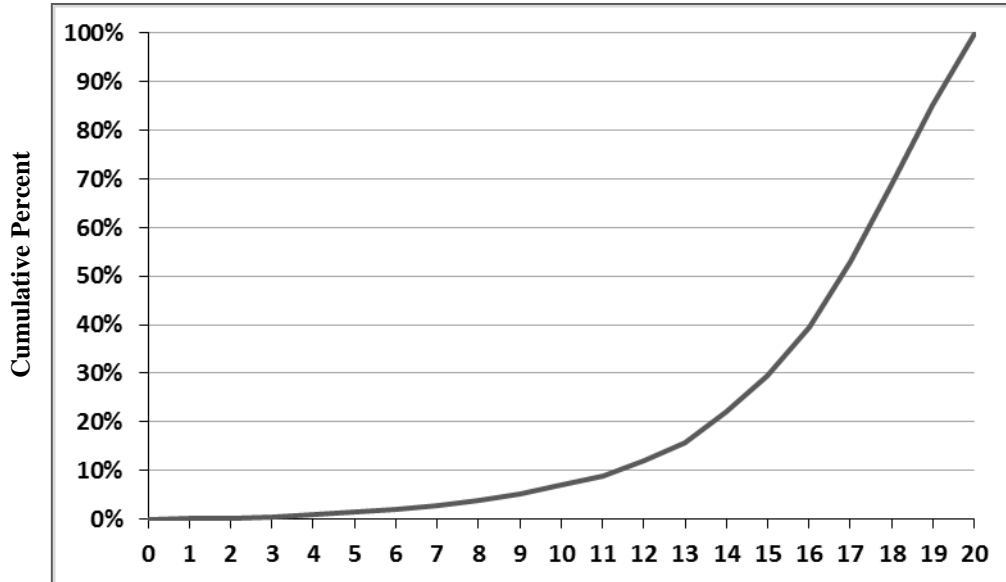


Figure 1: Il-Malti – It-Taħdit

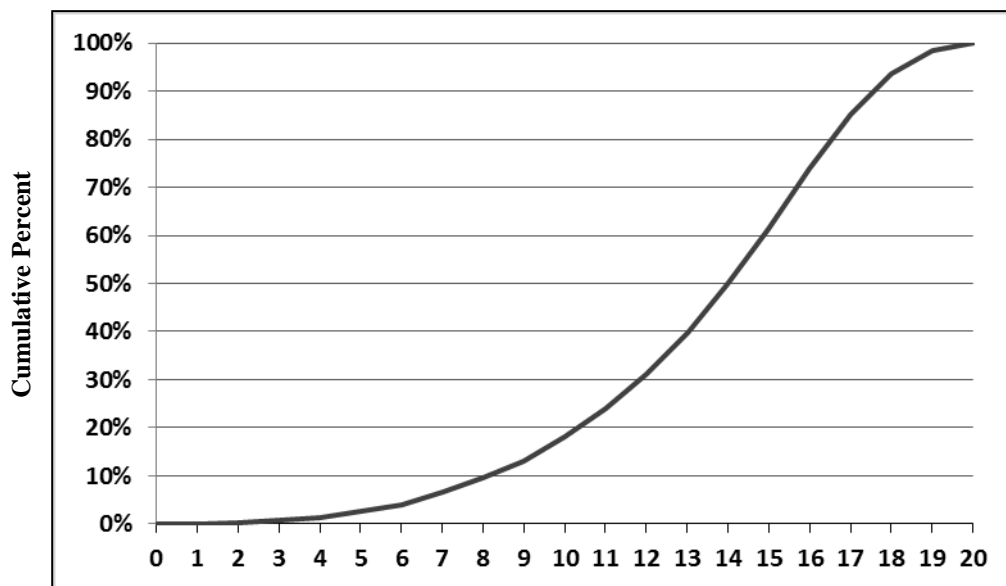


Figure 2: Il-Malti – Is-Smigh

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 22 out of 30 marks in the Maltese reading comprehension component falls approximately within the bottom 45% of the student population, whereas a student who obtained 23 out of 30 marks in the writing component falls approximately within the top 10% of the same population.

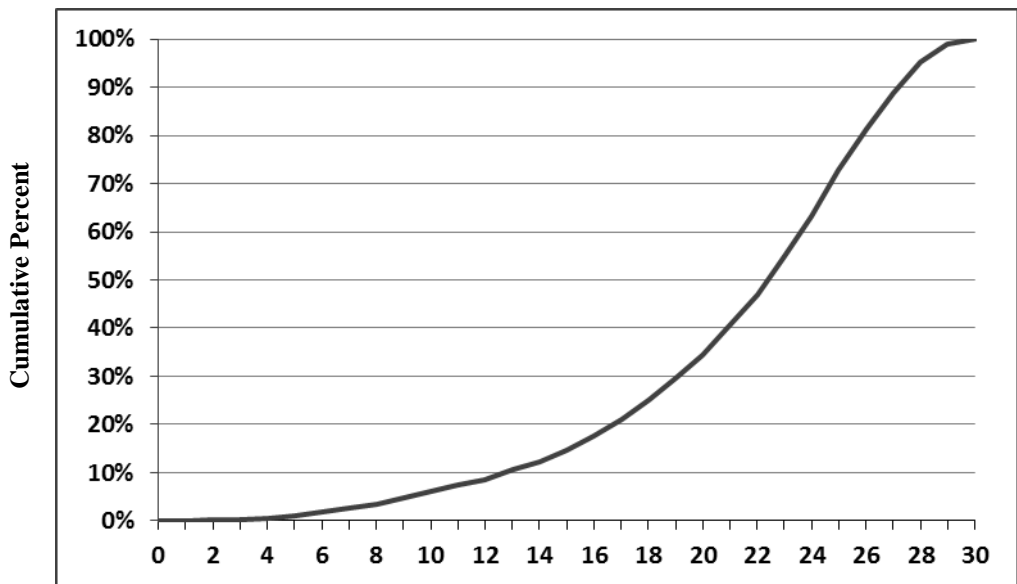


Figure 3: Il-Malti – Il-Fehim mill-Qari

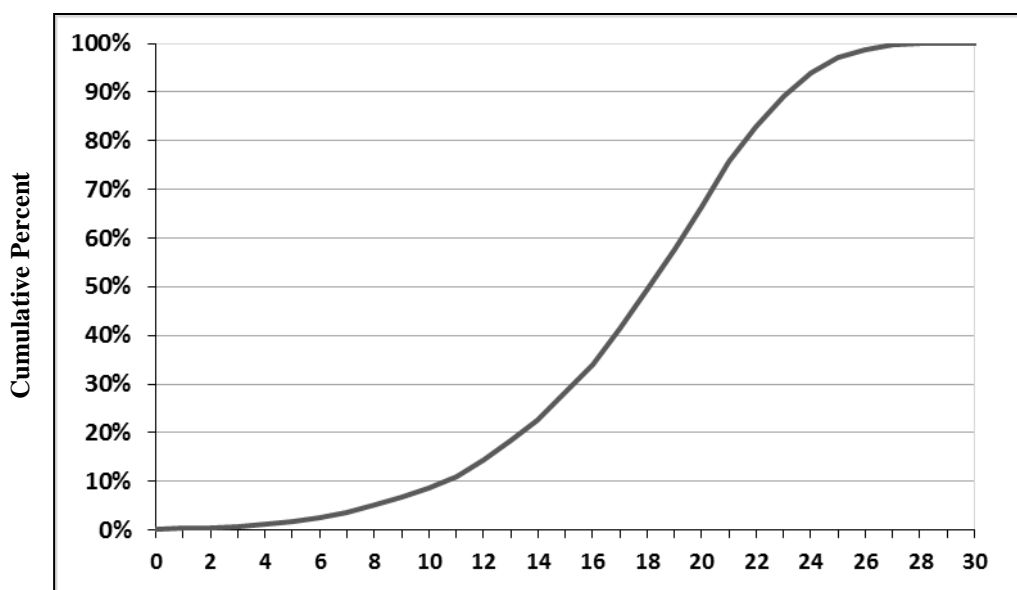


Figure 4: Il-Malti – Il-Kitba

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 40% of the student population (Figure 5). A student who obtained 19 out of 20 marks in the English listening component falls approximately within the top 20% of the same population (Figure 6).

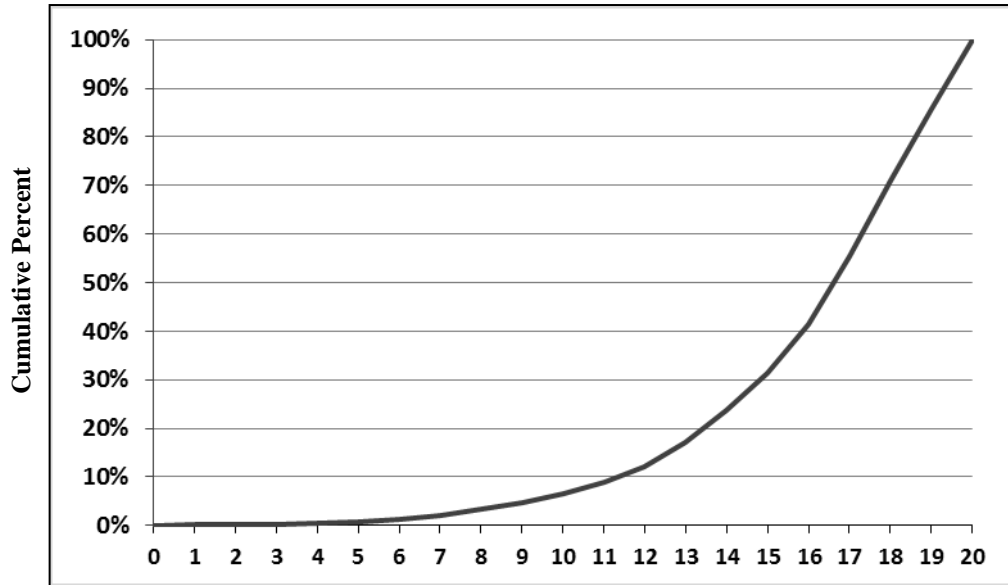


Figure 5: English – Speaking

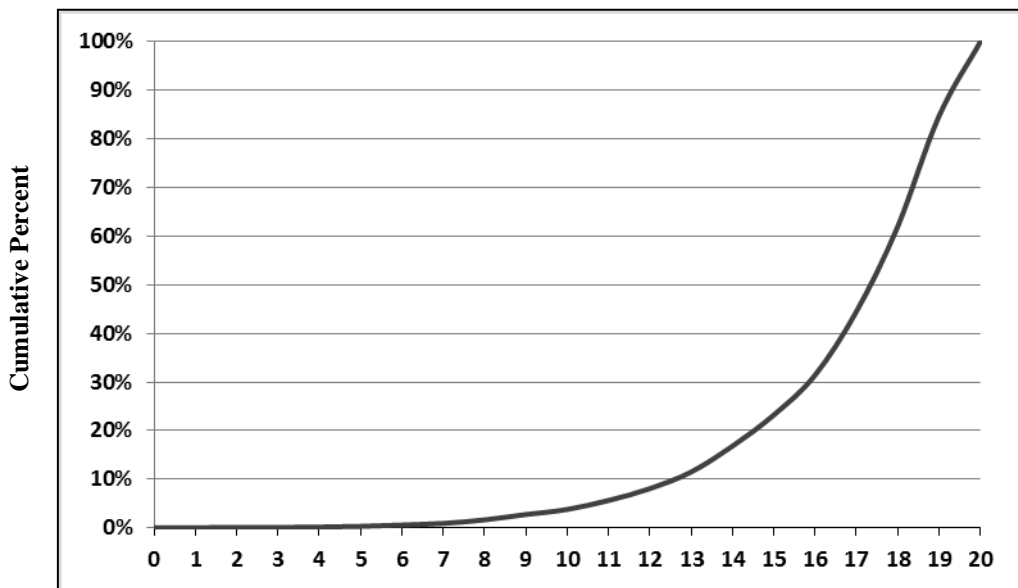


Figure 6: English – Listening

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 20% of the student population, whereas a student who obtained 23 out of 30 marks in the writing component falls approximately within the top 13% of the same population.

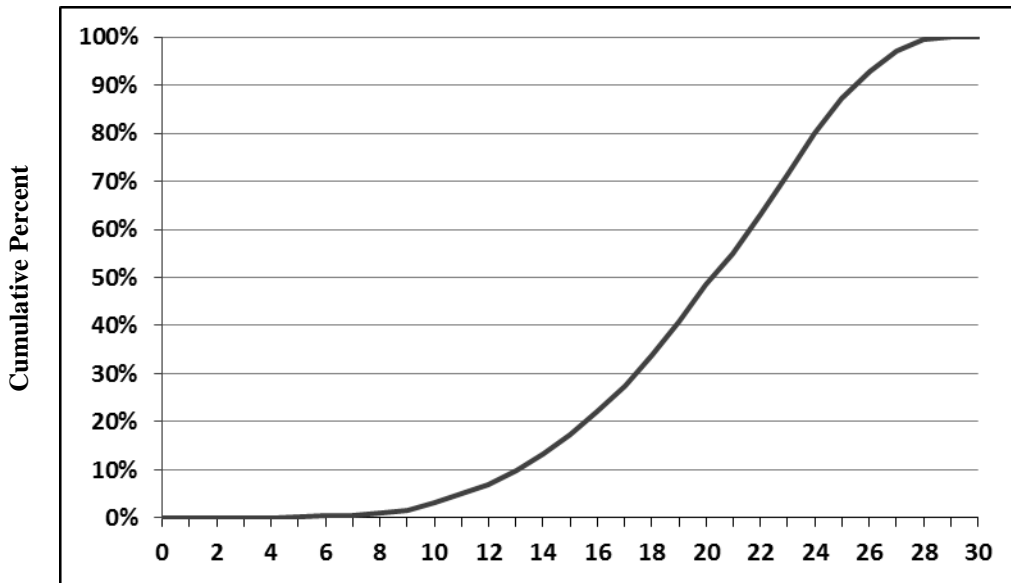


Figure 7: English – Reading Comprehension

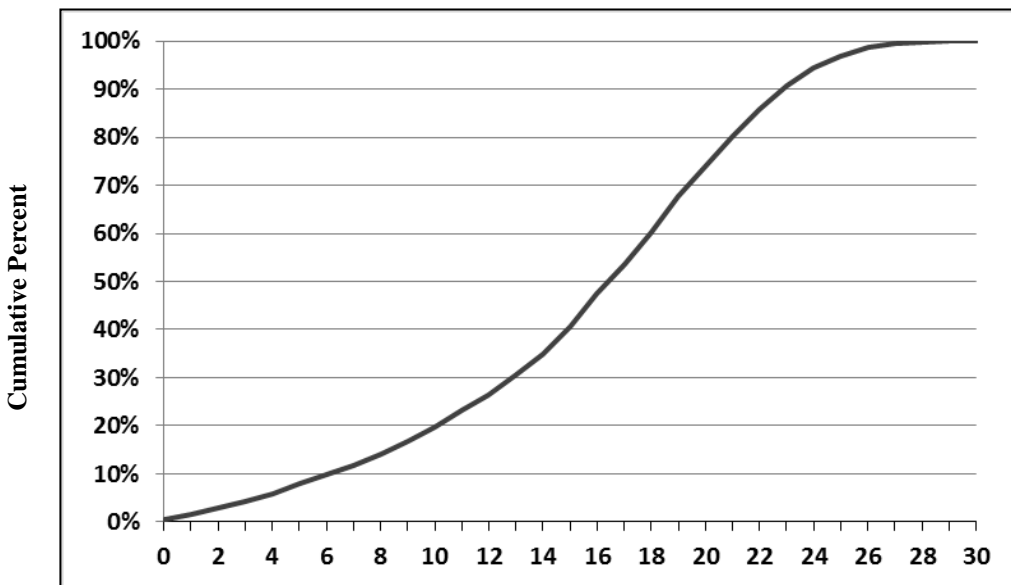


Figure 8: English – Writing

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 approximately within the top 30% of the same population.

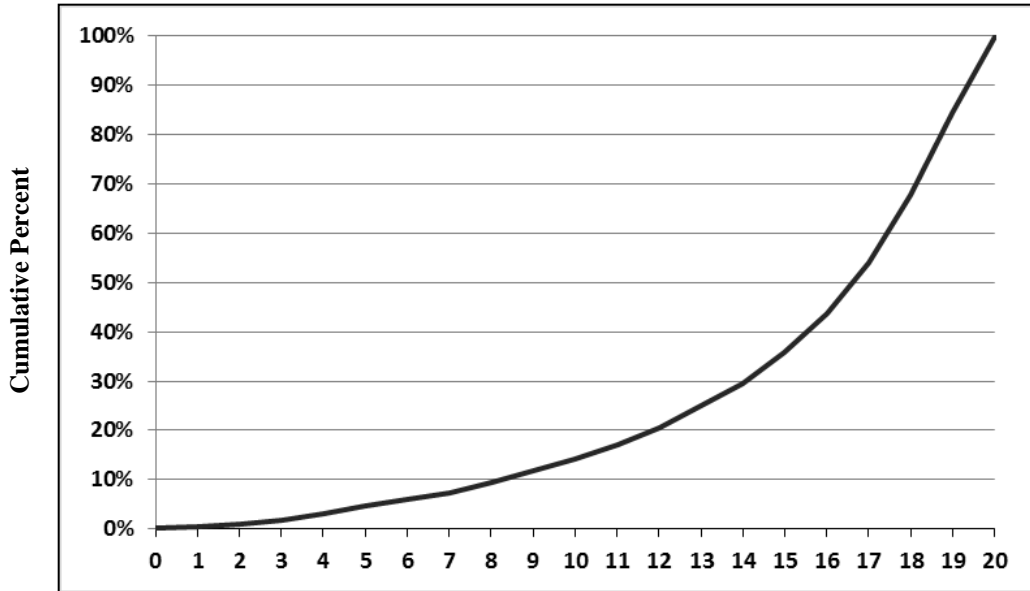


Figure 9: Mathematics – Mental

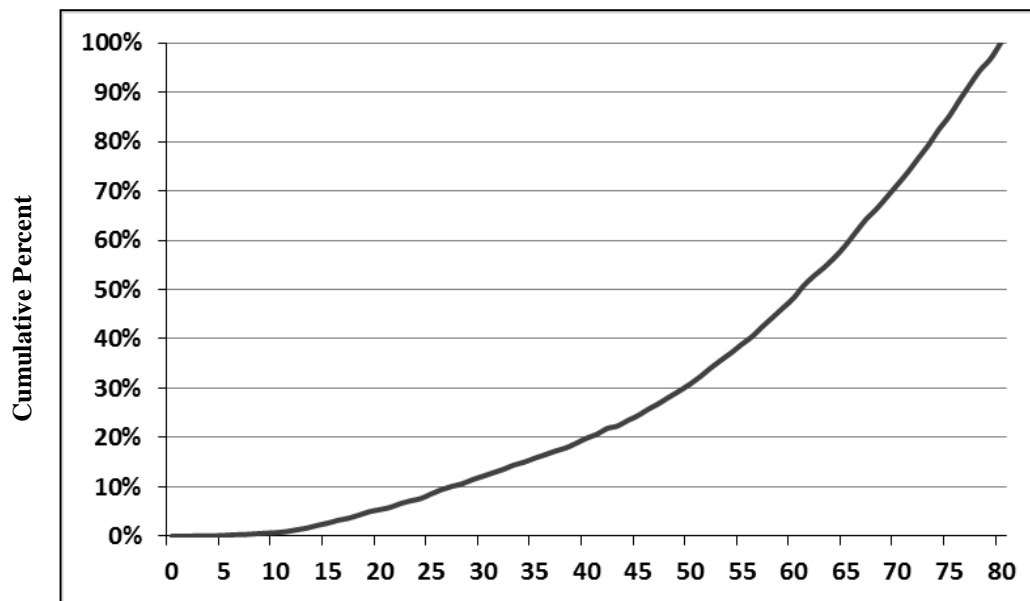


Figure 10: Mathematics – Written

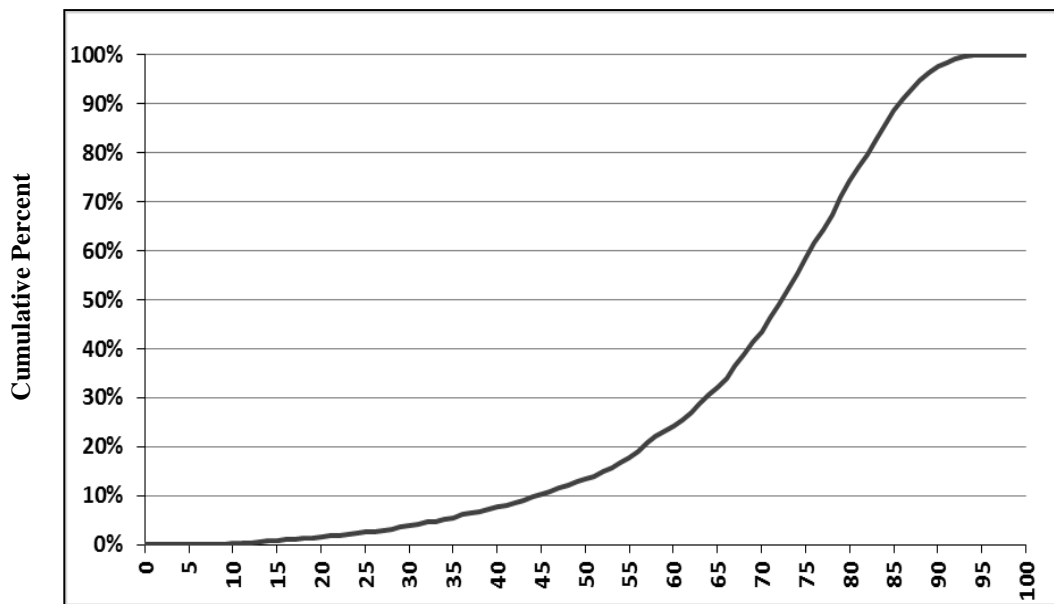


Figure 11: Il-Malti – Total

Figure 11 above shows that approximately 40% of the student cohort obtained 76 marks or more whilst 10% of the cohort obtained 45 marks or less in Maltese. Figure 12 below shows that approximately 50% of the students scored 73 marks or more in English. In total, about 10% of the student cohort obtained 47 marks or less.

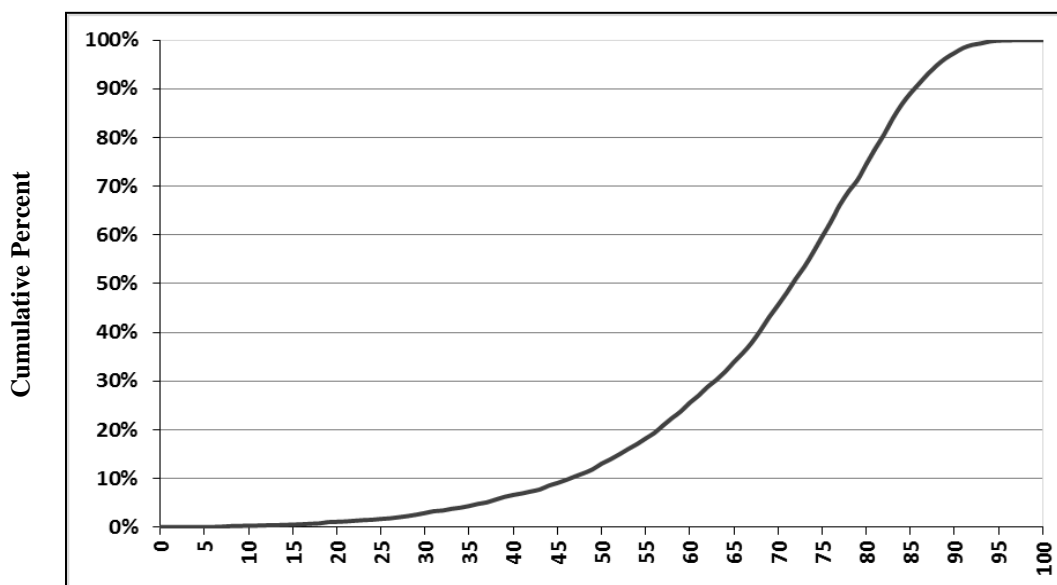


Figure 12: English – Total

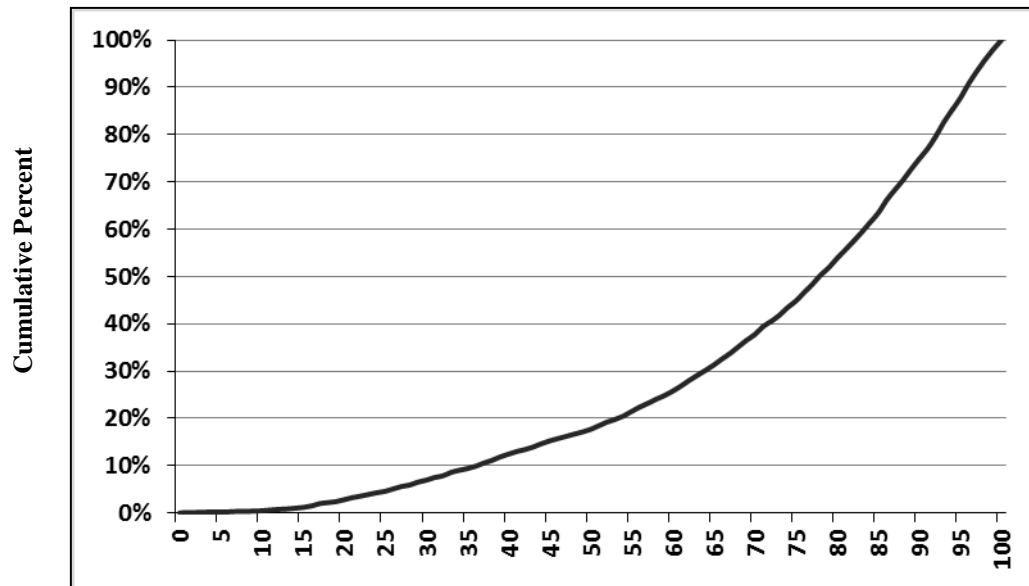


Figure 13: Mathematics – Total

Figure 13 above shows that in Mathematics approximately 10% of the student cohort obtained 35 marks or less whilst approximately 20% of the cohort obtained 92 marks or more.

4. Performance Reports

This section presents the performance reports of the three subjects included in the End of Primary Benchmark 2016. 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-iżvilupp edukattiv tal-istudenti fl-aħħar tal-livell primarju. Bis-saħħa tiegħu l-edukatur ikollu:

1. stampa reali ta' fejn jinsab l-istudent, u
2. stampa reali ta' fejn tinsab il-komunità edukattiva nazzjonali tagħna.

L-edukatur jista' juża r-riżultati tal-Benċmark biex jirfina t-tagħlim tiegħu.

B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2016

It-tabella t'hawn taht turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2016.

It-Taqsimit	Il-Marki	Il-Ħin
It-Taħdit	20%	10 min. (Kull par)
Il-Fehim mill-Qari	30%	50 min.
Il-Fehim mis-Smigh	20%	30 min.
Il-Kitba	30%	60 min.
B'kollox	100%	150 min.

It-taqsimiet kollha tal-Benċmark inħadmu minn bord ta' edukaturi li jispeċjalizzaw fl-ilsien Malti.

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

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

Ċ. Kummenti u analiżi ta' kull komponent tal-Benċmark

Fit-taqsimi li ġejja se nħarsu lejn kull komponent u taħriġ li kien hemm fil-Benċmark tal-Malti. L-analiżi saret mill-eżaminaturi u l-markaturi tal-karti tal-Benċmark u mill-Uffiċjali Edukattivi tal-Malti li kienu inkarigati mill-istess Benċmark.

L-istruzzjonijiet huma maħsuba għall-ghalliema kollha tal-Primarja.

Ċ1. It-Taħdit

Dan il-komponent kien fih erba' taqsimiet:

1. **It-Thejjija** (minuta, bla marki): L-ewwel taqsimi kien fiha sett ta' mistoqsijiet ġenerali. Għaliha l-istudenti ma ngħatawx marki għax l-għan tagħha huwa li l-istudenti jingħataw ħin joqogħdu u jhollu lsienhom.

2. **L-Intervista** (3 minuti): It-tieni taqsima kien fiha mistoqsijiet fuq żewġ temi differenti, u l-istudenti kellhom iwieġbu l-mistoqsijiet li sarulhom.
3. **Qabbel l-istampi** (3 minuti): It-tielet taqsima kien fiha żewġ stampi u l-istudenti kellhom jikkellmu fuq id-differenzi jew ix-xebh ta' bejniethom.
4. **Stampa fuq tema** (3 minuti): Ir-raba' u l-aħħar taqsima kien fiha stampa ta' kamra/post vojta f'dar u għadd ta' stampi żgħar. L-istudenti kellhom jagħzlu l-oġġetti li skonthom imorru l-aktar fil-kamra u filwaqt li jgħidu fejn l-aħjar jittqiegħdu fil-kamra jagħtu r-raġuni tal-għażla tagħhom. Setgħu jagħzlu wkoll xi oġġetti li fil-fehma tagħhom ma joqogħdux f'dak il-post u jagħtu r-raġuni għaliex.

L-interlokutori għamlu l-mistoqsijiet tagħhom skont l-iskript. Kull sessjoni damet 10 minuti.

Kummenti ġenerali dwar it-Tahdit

Hawnhekk se nħarsu lejn xi kummenti tal-interlokutori u l-markaturi flimkien ma' xi istruzzjonijiet għall-għalliema.

1. Xi studenti ma kinux kapaċi jgħidu n-numri bil-Malti, speċjalment dawk minn hax sa dsatax (li jieħdu l-particella “-il”) meta jkollhom nom warajhom. L-għalliema għandhom jaraw li l-istudenti jkunu jafu n-numri bil-Malti kif jistipula s-sillabu ufficjali tal-Malti.
2. Xi studenti ma kinux kapaċi jwieġbu mistoqsijiet li jitolbu raġuni. Għaldaqstant, l-għalliema, sa mis-snin bikrin, għandhom iħarrġu aktar lill-istudenti b'mistoqsijiet li jkun fihom “għaliex”, filwaqt li jibqgħu dejjem konsistenti fl-argumentazzjoni tagħhom.
3. Xi studenti tħawdu bil-mistoqsijiet ipotetiċi. L-għalliema, sa mis-snin bikrin, għandhom iħarrġu aktar lill-istudenti b'sitwazzjonijiet ipotetiċi u jsaqsuhom mistoqsijiet bil-kelma “kieku”.
4. Xi studenti waqfu meta ġew biex isaqsu l-mistoqsijiet huma fit-taħriġ Staqsini Inti. Dan ifisser li l-għalliema, sa mis-snin bikrin, għandhom jagħtu aktar spazju lill-istudenti biex ikunu kurjużi u analitiċi, u dak li jaraw u dak li jingħatalhom jistaqsuh b'mod edukat.

Ċ2. Il-Fehim mis-Smigh

Il-komponent tas-smigh kien fih żewġ taqsimiet. Kull taqsima kien fiha silta u żewġ taħriġiet. L-istudenti semgħu s-siltiet irrekordjati.

Kummenti ġenerali

1. Tahriġ A tal-Ewwel Silta (*Veru, Falz jew Ma ssemmiex*)

Numru ta' studenti għadhom ma jafux eżatt x'timplika t-tweġiba *Ma ssemmiex*. (Eż nru 3 li bosta mmarkawha *Falz* flok *Ma ssemmiex*). Bosta drabi huma jimxu fuq l-għażla ta' veru jew falz u t-tielet għażla ma jikkalkulawhiex. Jeħtieġ li fil-klassi jingħataw spjegazzjoni ċara li huma jridu jwieġbu skont dak li jisimgħu fis-silta. Iridu jagħrfu jiddistingwu l-informazzjoni fit-test mismugħ minn informazzjoni oħra li jkunu jafuha jew tagħmel sens imma ma tkunx issemmiet fis-silta u allura jridu jimmarkawha *Ma ssemmiex*.

Numru ta' studenti żbaljaw ukoll fit-tieni mistoqsija għax ma fehmux li 'terġa' timtela bil-ħlejjaq' u 'terġa' tieġu r-ruħ' qed jirreferu għall-istess haġa skont is-sens tat-test. Dan għaliex il-mistoqsija użat kliem sinonimu għat-tifsira ta' dak użat fit-test. Jeħtieġ li l-istudenti jitharrġu jagħrfu mhux biss sinonimi ta' kliem imma wkoll t'espressjonijiet u frażijiet li nużaw il-ħin kollu fid-diskors tagħna ta' kuljum. Wara kolloxx dan hu fehim mis-smiġh u fih l-istudenti mistennija juru li fehmux u pprocessaw dak li semgħu u mhux sempliċiment ftakruh kelma b'kelma.

Dan ifisser li l-għalliema, sa mis-snin bikrin, għandhom jagħmlu taħriġ mal-istudenti tagħhom fuq dawn is-sinonimi (ta' frażijiet u espressjonijiet li nużaw kuljum) fejn wiehed jgħid l-istess kuncett jew frazi bi kliem differenti speċjalment meta jkunu semgħu lil xi hadd jithaddet jew jirakkonta.

2. Tahriġ B tal-Ewwel Silta (*Aqta' linja taht it-tweġiba t-tajba*)

Numru ta' studenti wieġbu hażin ir-raba' mistoqsija għaliex ma segwewx l-informazzjoni li ngħatat fit-test imma marru għal dak li kienu jafu. Huma assoċjaw il-qabru mal-granċ komuni tal-baħar u allura għażlu t-tweġiba *a* flok *b*.

Dan ifisser li l-għalliema għandhom ikomplu jishqu mal-istudenti kemm huwa importanti li jifhmu sew il-mistoqsija qabel ma jwieġbu.

Jeħtieġ ukoll li fil-klassi l-istudenti jingħataw siltiet tas-smiġh fuq sugġetti varjati u mhux dejjem fuq dawk li l-għalliema jhossu li jinteressaw u jolqtu l-gosti tal-istudenti tagħhom. L-għalliema għandhom jagħzlu wkoll siltiet b'temi li l-istudenti ffit li xejn ikunu hasbu/qraw/semgħu fuqhom għax permezz tagħhom ikunu jistgħu jhaddmu ahjar u jirfinaw il-ħiliet meħtieġa għall-fehim mis-smiġh.

3. Tahriġ A tat-Tieni Silta (*Aqta' linja taht it-tweġiba t-tajba*)

Fit-tielet sentenza xi studenti wrew li ma jafux id-distinzjoni bejn *qraba* u *ħbieb*. Infatti huma mmarkaw it-tweġiba *a* (*ħbieb*) flok *d* (*qraba*) li kellha tkun it-tajba. Dan juri li fil-klassi għandu jingħata taħriġ kontinwu fit-twessigħ tal-ħażna tal-vokabularju li jrid

ikollhom l-istudenti. Barra li tiġi mill-qari, jeħtieġ li l-għalliema jharrġu lill-istudenti jkunu kapaci jsibu l-kelma preċiża li jkunu jeħtieġu u li toqgħod l-aħjar fil-kuntest.

Dan ifisser ukoll li trid tingħata aktar importanza lit-tiftix f' dizzjunarji jew teżawri addattati għat-tfal tal-primarja waqt ix-xogħol fil-klassi/għad-dar.

4. Tahriġ B tat-Tieni Silta (*Imla l-vojt b'kelma waħda*)

F'dan it-tahriġ l-istudenti ma ġewx ippenalizzati għal nuqqasijiet bażiċi tal-ortografija, imma ġew ippenalizzati kull darba li naqsu minn waħda minn dawn:

- kitbu kliem li ma jingħarafx,
- kienu grammatikament skorretti,
- bil-mod kif kitbu l-kliem biddlu tifsiritu,
- il-kliem li kitbu ma kienx jagħmel sens fis-sentenza.

Bosta kienu daww li ma qrawx sewwa jew ma tawx kas tal-istruzzjoni u kitbu aktar minn kelma waħda, bħal pereżempju *immorru bil-mixi, ma nużawx*. L-għalliema għandhom jenfasizzaw hafna mal-istudenti biex jaqraw, jgħarblu u jifhmu sewwa l-istruzzjoni qabel jibdedw jaħdmu. Jeħtieġ li l-istudenti jagħrfu li jridu jkunu preċiżi fil-kliem li jużaw.

Xi studenti ma tawx kas li l-kelma li kellhom jiktbu kellha taqbel mas-sens tas-sentenza (kemm fit-tifsira kif ukoll fil-grammatika). Kien hemm min l-ewwel kelma li ftakar jew giet f'rasu dak il-hin waddabha fil-vojt bla ma ra jekk toqgħodx mal-kumpliment tas-sentenza biex tagħmel sens. Xi żbalji innutati: *li jagħmlu l-velenuż* flok *l-velenu/l-ħsara*; *pannelli alternattiva* flok *energija alternattiva*; *nistgħu nimxi* flok *nimxu*; *is-separazzjoni tal-karozzi/l-ħmieġ* flok *tal-iskart*.

Huwa rakkomandat li l-għalliema jharrġu lill-istudenti biex f'eżerċizzji bħal dan jaqraw il-paragrafu mill-ġdid wara li jkunu mlew il-vojt kollu biex jaraw jekk ikunx jagħmel sens. F'dan il-qari jkunu jistgħu jinqabdu għadd ta' żbalji marbutin mal-konkordja (qbil grammatikali) u jitrangaw it-tweġibiet kif meħtieġ.

Ċ3. Il-Fehim mill-Qari

Il-komponent tal-qari kien fih żewġ taqsimiet. L-ewwel taqsima kien fiha attività qasira tal-qari u t-tieni taqsima kien fiha silta ta' madwar 500 kelma maqsuma f'żewġ partijiet b'sett ta' mistoqsijiet magħluqin u miftuħin fuqha.

L-istudenti ntalbu jlestu dan il-komponent f'50 minuta.

L-Ewwel Taqsima

Din it-taqsima kien fiha skeda li turi l-proċess kif isir il-hobż. Wara, l-istudenti kellhom iwieġbu:

- Tahriġ A: Imla l-vojt bil-kelma t-tajba (tliet mistoqsijiet)
- Tahriġ B: Immarka t-tweġiba t-tajba (tliet mistoqsijiet)
- Tahriġ Ċ: Qabbel il-kolonna (erba' mistoqsijiet).

Kummenti ġenerali

Għadd ta' studenti ma tawx kas li kellhom jiktbu kelma waħda fil-vojt u għalhekk kitbu tnejn jew tlieta. Din tqieset bħala tweġiba żbaljata. Pereżempju kitbu *xhur shaħ* flok *xhur biss*, *siegħa u kwart* flok *siegħa* biss. Dan juri l-importanza li għandha tingħata fil-klassi lill-qari bir-reqqa u fehim sewwa tal-istruzzjonijiet ta' kull taħriġ.

Għadd ta' studenti mmarkaw it-tweġiba skont l-impressjoni tagħhom u mhux skont l-informazzjoni mogħtija fit-test. Dan juri wkoll li xi studenti ma flewx sewwa t-test u ma fehmux għalkollox l-informazzjoni kollha mogħtija fil-proċess. Hekk kien hemm min f'taħriġ B, numru 3, għażel *siegħa* flok *sagħtejn* (tħawwad bejn kemm l-għagina tithalla toqgħod u kemm iddum il-hobża tinhema fil-forn); numru 4, għażel *sikkina apposta/riġa* flok *mizien* bħala t-tweġiba t-tajba.

Dan ifisser li l-għalliema għandhom jishqu aktar mal-istudenti li f'eżerċizzji bħal dawn l-istudenti għandhom jiddedikaw il-hin xieraq biex jaqraw u jifhmu sewwa t-test informattiv (li kien meġħjun ukoll mill-istampi); jaqraw sew il-mistoqsija u jfittxu bir-reqqa t-tweġiba li jridu jagħtu. Jidher li xi studenti bdew iwieġbu l-mistoqsijiet mill-ewwel bla ma jkunu qraw imqar għal darba t-test kollu qabel.

Għaldaqstant, l-għalliema għandhom iħarrġu aktar lill-istudenti fuq kif iwieġbu b'mod xieraq il-mistoqsijiet li jingħataw lhom biex (i) jifhmu sew it-test, u (ii) jirriflettu sew qabel ma jwieġbu. Bi f'tit aktar attenzjoni setgħu jġigu evitati għadd ta' żbalji.

It-Tieni Taqsima

Din it-taqsima kienet bijografija qasira ta' Mahatma Gandhi. Wara, l-istudenti kellhom iwieġbu:

- Tahriġ A: tmien mistoqsijiet fuq l-ewwel parti tal-bijografija
- Tahriġ B: tmien mistoqsijiet fuq it-tieni parti tal-bijografija
- Tahriġ Ċ: żewġ mistoqsijiet fuq il-bijografija kollha.

Kummenti ġenerali

Taqsim A u B

L-istudenti tilfu l-marki minhabba li ma kinux preċiżi u speċifiċi fit-tweġibiet li kitbu; hekk pereżempju, f'mistoqsija A3 għadd ta' studenti rreferew għal x'għamel Gandhi u mhux għad-drawwa li kien hemm; għal mistoqsija A4 bosta wieġbu *jaqbeż għalihom* (għal min?) meta kellhom jispeċifikaw ir-raġuni tal-arrest ta' Gandhi.

Dan ifisser li għandha ssir enfasi qawwija mill-għalliema biex l-istudenti jitgħallmu jagħtu t-tweġiba għal dak li jintalbu u li jagħzlu l-kliem sewwa, jitqiegħed b'mod korrett u jaraw li jwieġbu bl-eżatt u bis-sħiħ dak kollu mitlub. L-istudenti jridu jkunu dirett u preċiżi fit-tweġibiet tagħhom u dak li jkunu fehmu jkunu kapaċi jiktubuh ċar u dirett.

Importanti wkoll li l-istudenti ma jkunux impersonali fit-tweġibiet tagħhom imma jagħtu l-fehma tagħhom. Bosta kienu dawk li qalu x'kienu jagħmlu huma flok ma wieġbu skont il-kuntest. Pereżempju f'mistoqsija A5, xi studenti qalu li kieku kienu huma flok il-ħabib sinjur ta' Gandhi *ma kinux jixtruha l-karozza u l-flus jagħtuhom lill-foqra*. Din ma kinitx it-tweġiba mistennija.

Għadd ta' studenti għadhom jirrepetu fit-tweġiba li jagħtu l-parti l-kbira tal-kliem tal-mistoqsija, jikkupjaw mit-test innifsu kelma b'kelma mingħajr ma jagħtu t-tweġiba mitluba, għax ma jkunux fehmu sewwa l-implikazzjonijiet tal-mistoqsija. Pereżempju, mistoqsija A5, kienet titlob tweġiba inferenzjali li joħorġu huma mit-test innifsu (it-tweġiba sħiħa kellha tkun: *Gandhi ma ħax gost li l-flus intefqu ħażin meta setgħu ingħataw għajjnuna lill-foqra*) u mhux kif wieġbu għadd ta' studenti (*għax nefaq ħafna flus*). Dawn l-istudenti m'għarfux jagħtu tweġiba t-tajba u waqfu biss billi taw il-fatt li kellhom fis-silta. F'mistoqsijiet bħal din, l-għalliema jridu jgħallmu lill-istudenti biex jagħmlu inferenza loġika mis-silta li jkunu qraw u jagħtu tweġibiet skont dak li jkun ġew mistoqsija. B'hekk juru li fehmu tassew it-test moqri.

Fil-mistoqsijiet grammatikali xi studenti reġġu wrew nuqqasijiet kbar fejn tidhol l-ortografija. Hekk pereżempju, f'mistoqsija A7, bosta kienu dawk li wrew li ma jafux isawru sewwa n-negattiv bażiku fil-Malti. Bosta kitbu *l-ma bl-apostrofu* (*ma'*) filwaqt li oħrajn tgerfxu u qalbu *ż-ż* ta' *taqbeż* għal *s* u kitbuha *ħażin - taqbix*; meta kulma kellhom jagħmlu kien li jzidu *x* fuq wara: *taqbiżx*. Fil-mistoqsija A8 ħarġu wkoll għadd ta' żbalji tal-punteġġjatura fejn xi studenti ma bdewx it-tweġiba b'ittra kapitali jew m'għalqux is-sentenza bil-punt. Fil-mistoqsija B6 xi studenti kitbu n-numru 78 *ħażin*, speċjalment il-kelma *sebgħin* (bosta kitbuha *sebgħajn*)

Dawn huma kollha elementi bażiċi li l-għalliema fil-klassi għandhom itamburu dejjem fuqhom u jgħassu u jikkoreġuhom bir-reqqa u b'konsistenza **f'kull xogħol ta' kitba bil-Malti** li jagħmlu t-tfal. Jekk inhallu lill-istudenti jiktbu biex *'jieħdu gost jiktbu'* biss bla ma naraw li jiktbu tajjeb ortografikament, inkunu qed inħottu b'idejna stess dak li jkunu bnew ta' qabilna u/jew aħna stess f'lezzjonijiet oħra. Jekk l-istudent se jikteb għandu jikteb dejjem b'Malti.

Taqsimha Ċ:

B'mod ġenerali bosta kienu daww l-istudenti li kienu xotti fit-tweġibiet tagħhom u taw kelma waħda biss meta kienu mitluba jiktbu idea jew hsieb.

Kummenti fuq il-mistoqsija Ċ1:

Xi studenti kitbu kelma waħda biss, bħal *rispett*, *vjolenza*, *faqar* jew *paċi* bħala ż-żewġ kwalitajiet li l-mexxejja dinjin għandhom jitgħallmu minn Gandhi biex ikollna dinja aħjar bla ma elaboraw fit it-tweġiba tagħhom biex rabtuha mal-mistoqsija.

Uħud taw żewġ kelmiet li jirreferu għall-istess kunċett, *kontra l-vjolenza* u *favur il-paċi*. Xi studenti ma fehmux il-mistoqsija u kitbu dwar x'għamel Gandhi u mhux fuq x'għandhom jagħmlu l-mexxejja tad-dinja.

Xi studenti ma fehmux it-tifsira tal-kelma *mexxejja* u taw is-suggerimenti tagħhom għal x'għandu jagħmel kulhadd b'mod ġenerali.

Kummenti fuq il-mistoqsija Ċ2:

Ħafna studenti wiegħbu din il-mistoqsija minn dak li ftakru, mingħajr ma reġġu taw titwila lis-silta kollha. Waqfu fuq idea waħda, ġebbd u fiha kemm felħu biex jimlew il-linji meta bi ftit attenzjoni setgħu kitbu tal-anqas fuq żewġ ideat. L-istudenti li żbaljaw ma ħadux iż-żewġ marki kollha jew għax kitbu fuq fuq (meta kellhom erba' linji fejn jiktbu) jew għax ma rrelataw il-kelma magħzula ma' ħajjet Gandhi, kif intalbu fil-mistoqsija.

Oħrajn żbaljaw ukoll għax taw interpretazzjoni personali tal-kelma li kellhom jiktbu dwarha bħal '*M'għandniex niġġieldu bejnieta għax Alla ma jridx hekk*' jew sempliciment fissru l-kelma li għażlu bħal '*Paċi tfixser li thobb lil xulxin u ma tiggilidx*', u kien hemm saħansitra xi wħud li spiċċaw biex kitbu fuq l-esperjenzi personali tagħhom u riflessjonijiet dwar il-kelma magħzula.

F'domanda bħal din l-istudenti għandhom jiġu mgħallma jaqraw u jifhmu sew il-mistoqsija u jagħtu tweġiba skont dak li jintalbu jagħmlu. Ħafna kienu daww li kitbu b'mod ġenerali fuq il-faqar jew il-paċi bla ma rabtuha ma' ħajjet Gandhi. Għalhekk min ma rabatx il-kelma magħzula mal-ħajja ta' Gandhi, ma setax jingħata l-marki kollha. Dan juri li l-istudenti għandhom ħabta jaqbd u jwiegħbu b'mod xott bla ma jikkunsidraw x'qed jintalab minnhom.

Kien hemm ukoll daww l-istudenti li minkejja li għażlu tema waħda ħalltu u kitbu wkoll fuq it-tnejn l-oħra, bħal daww li għażlu *faqar* u kitbu wkoll fuq *paċi*. Dan juri li dawn l-istudenti ma ħasbux u għarblu biżżejjed it-test biex minnu jisiltu dak biss li kien relevanti u meħtieġ għal tweġiba tajba u sħiħa.

Rakkomandazzjoni ġenerali:

L-analizi ta' din it-taqsimha turi li għad għandna wisq studenti li jifixklu meta jiġu mitluba jagħtu opinjoni u jispjegaw għaliex għandhom dik l-opinjoni. Dan jixhed li għad għandna min għadu ma

jafx jesprimi ruġu sew bil-Malti. Studenti ta' għaxar snin, wara sitt snin taġġim fl-edukazzjoni primarja, għandhom ikollhom bażi tajba biżżejjed biex jiktbu b'Malti tajjeb. Għalhekk huwa importanti li l-istudenti, sa mill-bidu nett tal-edukazzjoni taġġim, jibdeu jingħataw taħriġ fl-espressjoni tal-kliem miktub b'enfasi fuq mistoqsijiet fejn fihom iridu jinħallu ftit mit-test u joffru opinjoni dwar diversi temi. Il-kitba għandha tkun kreattiva u mfissra b'mod li taġġim sens fil-kuntest. F'kull klassi l-istudenti għandhom jiġu mhegġa u mharrġa fl-espressjoni, l-elaborazzjoni u t-fassil tal-fehmiet individwali taġġim (kemm miktuba kif ukoll mitkellma) imsaħħa b'argumenti u evidenzi mit-testi mistharrġa.

Ċ4. Il-Kitba

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

Kummenti ġenerali

Taħriġ A: Il-kitba ta' stedina

Jidher li l-ewwel titlu ta' stedina kien aktar popolari mit-tieni għax ingħazel l-aktar. Fost l-iżbalji komuni li ġew innotati ta' min isemmi:

- Xi studenti ħalltu u gerfxu l-kunsill tal-istudenti mal-kunsill lokali.
- Fl-għeluq tal-istedina, ħafna studenti kitbu l-isem biss, Paul u mhux Paul Mifsud. Kien hemm ukoll min kiteb ismu u mhux l-isem li ngħata u oħrajn ma kitbu xejn.
- Xi studenti għalqu l-ittra bil-kelmiet *Dejjem tiegħek* daqslikieku kienet ittra.
- Numru mhux ħażin ta' studenti għamli l-istedina fl-ewwel persuna, daqslikieku huma personali qed jorganizzaw l-attività u mhux f'isem il-kunsill tal-istudenti.
- Għall-ewwel mistoqsija kien hemm min għamel festa tar-raħal minflok festin u kien hemm min kiteb dwar il-festin tiegħu personali ta' għeluq sninu.
- Kien hemm studenti li ma kitbux l-għan tal-attività.
- Numru mhux ħażin ħallew dettalji importanti bħal fejn se jsir, meta se jsir, u x'se jkun hemm.
- Kien hemm ħafna studenti li bdew jikkellmu mill-ewwel daqslikieku l-għan kien biex jingħabru fondi għal għaqdiet volontarji.
- Kliem ewlieni fit-titli, bħal *lejla ta' talenti* u *fl-aħħar tas-sena skolastika* ma nftehmux sewwa mill-istudenti u xi wħud ma tawx kashom u kitbu fuq festin f'Jannar u f'attività ta' talenti li tibda filgħodu.
- Kien hemm studenti li kitbu stedina fil-forma ta' punti minkejja li ngħataw il-linji biex jiktbu sentenzi shaħ.
- Dwar stedina numru 2 kien hemm min ma fehemx il-kelma talenti u għaldaqstant ma tax taġġim li għandu x'jaqsam mas-sugġett.
- Xi studenti ma qrawx it-titli sew u kitbu fuq festin li fih se jkun hemm lejla ta' talenti.
- Kien hemm ħafna li fehm li t-talenti mhux se jkunu tal-istudenti iżda ta' nies minn barra l-iskola li se jattendu l-festin biex juru t-talenti taġġim lill-istudenti.
- Kien hemm xi studenti li ma fehmux li din hija stedina biex jipparteċipaw fil-lejla imma sempliċiment biex jattendu ... m'għarfux jinterpretaw sewwa t-titlu u xi t-fisser tiegħu sehem.

Kienu ħafna dawk l-istudenti li m'għarfux jagħlqu l-ittra b'mod xieraq bħala rappreżentant/a tal-kunsill tal-istudenti. Infatti dawn għalquha billi ffirmaw isimhom biss bla ma taw xi indikazzjoni li huma qed jirrapreżentaw il-kunsill studentesk.

Kummenti ġenerali dwar żbalji ortografiċi/grammatikali u sintattiċi:

Dawn kienu xi żbalji komuni:

- Żbalji ta' g u ġ; z u ż; h u ħ
- Żbalji fil-ġens eż *din il-festin*
- Żbalji fis-singular/plural eż *il-kunsill se jorganizzaw*
- Żbalji fil-pronomi mehmużin eż *nistedinkhom, narakhom*
- Nuqqas ta' għarfien tar-regoli ġodda tal-Malti tal-2008 (eż *kunsill ta' l-istudenti, fil-biċċa ta' l-iskola*)
- Żbalji oħrajn eż. ma jwaqqgħux il-vokali meta taħbat wara vokali oħra; nuqqas ta' ittri kapitali fejn hemm bżonn, *Junju* flok *Ġunju*
- Nuqqas ta' espressjoni ċara u idjomatika li tigi naturali u tikkwalifika aktar il-kitba.

Kummenti ġenerali dwar il-ġeneru:

Bosta kienu dawk l-istudenti li ħalltu l-kitba ta' stedina ma' dik ta' avviż. Kien hemm dawk li, minkejja li ngħataw l-għajnuna billi ġew ippreżentati bil-format kemm jimlewh, xorta kitbu kollox qisu avviż fil-qosor u bid-dettalji ewlenin bħad-data, il-post u l-ħin.

Taħriġ B: L-istorja

Il-pjan

Ħafna studenti huma ppreparati tajjeb biex jagħmlu pjan. Kien hemm diversi tipi ta' pjanijiet u li rajniehom jagħmlu sens u li setgħu jgħinu lill-istudenti fil-kitba tagħhom. Kien hemm xi studenti li ffitaw wisq fil-pjan u għamlu elaborat wisq bil-konsegwenza li setgħu tilfu l-ħin mill-kitba propja tal-komponent.

Madankollu xorta waħda kien hemm għadd ta' studenti li kkupjaw kelma b'kelma l-għajnuniet li ngħatawlihom fil-karta.

Kien hemm għadd żgħir ta' studenti li l-pjan m'għamlu u ma niżzlu xejn.

Oħrajn sempliċiment kitbu ftit kelmiet li ġewhom f'moħħhom mingħajr ma tawhom struttura. Xi studenti kitbu għadd ta' mistoqsijiet jew kliem u tefgħuhom bl-addoċċ fil-post tal-pjan bla ma organizzawhom b'xi mod. Dan ma jistax jitqies bħala pjan tajjeb li jgħin fit-tiswir tal-kitba.

Kien hemm studenti li kellhom pjan tajjeb u qassmu b'introduzzjoni, żvilupp u konkluzjoni.

Minkejja li fil-karta jingħataw għajnuniet, madankollu dawk ma jistgħux jitqiesu bħala pjan.

Għaldaqstant l-għalliema għandhom jishqu aktar mal-istudenti li jibnu l-pjan tagħhom skont it-titlu li jkunu għażlu, biex dan jgħinhom fit-tqassim tal-kitba proprja.

Il-kitba tal-istorja

Kummenti ġenerali fuq il-kitbiet

- Bosta studenti batew ħafna fl-ideat meta ġew biex jimmaginaw li huma qattusa jew għasfur.
- Bosta kienu dawk l-istudenti li ma tawx kas tal-kliem ċavetta fit-titli, jiġifieri *imfissda* u *abbandunat*. Ħafna ma fehmux li riedu jikkoncentraw fuq qattusa mfissda u għasfur abbandunat u kitbu daqslikieku kien hemm biss il-kliem *qattusa* u *għasfur*.
- Kien hemm min kiteb fit-tielet persuna dwar qattusa jew għasfur li għandu.
- Uħud irrakkuntaw ħajjithom jew ġurnata tipika ta' qattusa/għasfur u m'għamlux referenza għal xi episodji partikulari.
- Kien hemm min kiteb kollox f'paragrafu wiehed jew m'għamilx differenza fit-tul tal-paragrafu jekk ikunx il-bidu, il-qalba/in-nofs jew l-għeluq.
- Fil-karti kien hemm ħafna żbalji ortografiċi u grammatikali minħabba traskuraġni. Ħafna studenti ma jerġgħux jiċċekkjaw ix-xogħol meta jlestu. Ġieli l-istess kelma jiktuba l-ewwel tajba u mbagħad ħażina.
- Nuqqas ta' idjomi, qwiel u espressjonijiet li juru nuqqas kbir ta' qari. Xi studenti qabdu u tefgħu xi idjomi li tgħallmu fil-klassi bl-addoċċ basta juru li użawhom.
- Kien hemm studenti li għamlu użu minn ħafna idjomi b'mod sfurzati. Xi wħud saħansitra bdew idawru l-istorja b'tali mod li jipprovaw idaħħlu kemm jista' jkun idjomi milli tgħallmu. Xi studenti għamlu linja jew ċirku mal-idjomi li użaw halli jispikkaw mill-kumplement tal-kitba.
- Minkejja li kien komponiment narrattiv, kien hemm xorta għadd ġmielu ta' studenti li ma kitbux il-minimu ta' kliem mistenni. Dan jixhed nuqqas ta' ideat u kreattività fl-istudenti li dejjem jibqgħu jirriċiklaw l-istess erba' ideat tas-soltu.
- Il-bidu ta' ħafna mill-istejjer kien xott bħal *Bongu/Ħelow jien qattus/għasfur tal-bejt*.
- Kien hemm studenti li minflok irrakkuntaw episodji sbieħ/koroh, kitbu x'jagħmlu kuljum u użaw l-imperfett.
- Kien hemm studenti li minflok irrakkontaw l-istorja ta' għasfur tal-bejt *abbandunat*, irrakkontaw l-istorja ta' għasfur tal-bejt imfissda li jinsab f'gagga mal-familja għax ħawdu t-titlu ma' dak ta' qattusa mfissda.
- Xi wħud li għażlu l-istorja tal-għasfur tal-bejt, irreferew xi drabi għall-għasfur bħala *fellus* jew *pappagall*.
- Kien hemm studenti li kitbu biss fuq grajja waħda meta fit-titlu kien hemm "*Irrakkonta xi grajjiet...*".
- Ħafna mill-istudenti tilfu bosta marki fl-ortografija speċjalment fejn jidhlu: il-verbi bl-'għ', il-partiċelli '*lil*', '*bħal*' u '*għal*' mal-artiklu, il-partiċelli *ma* u *ta* mal-pronomi meħmużin.
- Bosta studenti użaw għadd ta' kliem Ingliż li fil-Malti għandna kliem floku li għadu ħaj bħal *hunter* u *owner* għal *kaċċatur* u *sid*.

- Uħud mill-istudenti li kitbu fuq l-għasfur tal-bejt, ma fehmux li dan huwa isem ta' tip komuni ta' għasfur u ħasbu li dan huwa għasfur li jgħix fuq bejt u kitbu fuq kif dan iqatta' ħajtu fuq il-bejt ta' dar abbandunata.

Rakkomandazzjonijiet għall-ġhalliema

- L-istudenti għandhom joqogħdu attenti li malli jaraw il-kelma “Irrakkonta”, jużaw it-temp Perfett u mhux Imperfett.
- L-istudenti għandhom jitharrġu aktar fil-kitba ta' introduzzjonijiet u konkluzjonijiet aktar effettivi.
- L-istudenti għandhom jiġu mhegġa jużaw il-mudelli biex jiktbu l-verbi/kliem bl-‘għ’.

It-tagħlim tal-idjomi huwa importanti. Madanakollu l-ġhalliema għandhom jenfasizzaw li dawn għandhom jintużaw b'mod kreattivi u naturali biex tassew ikun effettiv

4.2 English

A: General comments about the Benchmark papers

The 2016 English End of Primary Benchmark assessed the candidates' listening and reading comprehension skills and their linguistic competence and performance in speaking and writing. 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 of the Benchmark each carried 20% of the global mark; and, the Reading and Writing Components of the Benchmark were allotted 30% of the marks respectively.

The Benchmark Board for English set graded tasks in the four components in order to provide for the widest possible range of ability within the age group. The End of Primary Benchmark Guidelines 2016 informed the choice of genres during the planning and design phase of the Benchmark 2016. The Board avoided using promotional material and ensured that the selection of age-appropriate visual, audio and reading texts was free of gender and racial biases. Moreover, the authentic texts were adapted to match the competence level of Year Six students.

The listening and reading texts and tasks were recorded professionally and transferred to data storage devices. This contributed to the presentation of good quality recordings free from distortion or interference. The recording of the reading texts and questions was used for access arrangement purposes.

B: Comments regarding the candidates' performance

This section of the report delineates the items set, focusing on the candidates' 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

Tasks 2, 3 and 4 of the Speaking Component assessed the candidates' oral competences. The assessment criteria comprised the candidates' ability to use a range of vocabulary (0 – 5 marks), interact and speak fluently (0 – 5 marks), use a range of grammatical structures (0 – 4 marks), achieve tasks set (0 – 2 marks), and make good use of pronunciation, intonation and stress (0 – 2 marks). Additionally, candidates' performance in task specific criteria (0 – 2 marks), pegged to tasks 3 and 4, included their ability to hypothesize and organize speech.

The eight oral tests consisted of four tasks: the Warmer; Interview; Single Picture, and Picture Story. The oral tests were administered in primary schools and each test was of 10 minutes duration. The following is a brief outline of each task.

Task 1: The Warmer

Time allotted: 1 minute

The purpose of the Warmer was to assist the interlocutor in establishing the proper conditions for the candidates to feel at ease from the onset and then produce spoken language to the best of their ability. This task did not carry any marks. Questions were simple and candidates could be prompted if they hesitated.

Task 2: The Interview

Time allotted: 3 minutes

The Interview assessed the candidates' ability to respond to questions by narrating, describing and giving opinions. Four topics (two per candidate), were predetermined for each test during the planning and design phase. The topics were in accordance with the Benchmark Guidelines 2016 and included: the weather, free time and entertainment, shopping, places, house and home environment, school activities, school life, school outings, helping at home, people who help us, sports, food and drink, health and body care, you and others, pets and animals, and the environment.

Task 3: Single Picture

Time allotted: 3 minutes

A single picture depicted a topic or situation familiar to candidates. The candidates were asked a number of questions. They had to describe the picture and the people in it, the event portrayed and the activity people in the picture were engaged in. They also had to hypothesize and give an opinion about the picture.

Task 4: Compare and Contrast

Time allotted: 3 minutes

Each pair of candidates was presented with two different picture stories. Candidates had to describe the setting, organize and present ideas in a chronological order, and conclude the story by making plausible predictions.

Most of the candidates did generally well in the Speaking Component. Candidates, who performed well, spoke clearly, fluently and relevantly. They used a range of appropriate and varied vocabulary and complex grammatical structures linked with a range of connectors. Prompts and paraphrasing had to be used to encourage candidates who encountered difficulties in responding to tasks that were aimed at engaging candidates in spoken interaction. During the Picture Story task, some of the candidates were unable to describe the pictures in detail and some stories lacked coherence and cohesion.

B2: The Listening Comprehension Component

20% of the global mark. Time allotted: 30 minutes

Markers considered the listening texts age-appropriate and the tasks and items set very suitable. The performance of candidates, who had mastered their listening comprehension skills, was outstanding in this component.

The following comments specify the set texts, give an overall view of the listening tasks and highlight the candidates' strengths and weaknesses.

Listening Task 1

Candidates had to listen to and understand two different news items and a weather report. The first news item was about a new video on healthy eating and the second on a Dutchman who broke a world record.

Questions 1 to 8

Candidates had to select and underline the correct answer in a multiple-choice exercise.

The task was graded with two questions set at a low level of difficulty, four at a medium level of difficulty and two at a high level of difficulty. The task assessed the candidates' ability to understand spoken language, listen for specific information, understand key words, follow instructions accurately, understand the main ideas, and deduce meaning from context.

The majority obtained full marks in this exercise. Nonetheless, a number of candidates found Questions 7 and 8 difficult. Candidates who selected the wrong answer “all” in item 7, failed to identify the corresponding phrase “*a few parts*” – “*several parts*”. Many candidates did not understand the function of the adverb “*However*” in the text, or link the phrase “*may have a downpour*” to “*might rain heavily*” in item 8 and chose a wrong option – *might “stop raining”* or “*rain lightly*”.

Listening Task 2

The second text was a speech about the environment. Candidates listened to a speaker from Eco Club talking about World Environment Day and how we can help the environment by taking part in a beach clean-up.

Exercise 1 – Three items

Candidates had to read and complete a gap-fill task with words from the listening text. The items were graded with one item set at a low level of difficulty and two items set at a medium level of difficulty. The exercise assessed the candidates' ability to understand instructions, listen for specific information, understand key words, and follow a sequence.

Most of the candidates understood the instruction and performed well in this task.

Exercise 2 – Five items

Candidates were presented with nine pictures and they had to tick the five items found on the beach during the beach clean-up. The task was set at a low to high level of difficulty. In this exercise candidates had to demonstrate that they could understand spoken language, identify specific information, understand key words, follow instructions accurately, comprehend the main ideas and understand referring words.

Very few of the candidates ticked the wrong items. A few ignored the instructions and ticked more than five items.

Exercise 3 – Four items

This exercise was made up of four statements and candidates had to show whether each statement was True, False or No Information Given by ticking the appropriate box. This task was graded with one item set at a low level of difficulty, one item set at a medium level of difficulty, and two items set at a high level of difficulty.

Overall, candidates performed well in this task. Some encountered difficulty with item 3b, incorrectly ticking False instead of No Information Given. A number of students misinterpreted “*from 9.30 till noon*” and considered the beach clean-up as being organized in the afternoon.

B3: The Reading Comprehension Component

30% of the global mark; time allotted – 50 minutes

Markers considered the Reading Comprehension paper child-friendly and well presented. They commented positively on the selected texts, stating that they were age-appropriate, stimulating and appealing. The markers also noted that the tasks set were appropriate with suitably graded questions that included a variety of types.

The reading comprehension texts included the relevant information to answer set questions. The texts of the first reading comprehension – “Mid-day Break Activities” and “Sports Day Activities”, which presented the candidates with factual information in a schedule and a timetable respectively – were age-appropriate. Similarly, the second reading comprehension appealed to the candidates’ interests. The text, an extract from a children’s story, was divided into two sections and accompanied by three sets of questions based on each of the two sections and on the whole text. The questions were graded, targeting a range of abilities. Besides, a variety of comprehension skills, including questions that required inferential and evaluative responses, were assessed.

The focus of the assessment was on comprehending the set texts. Although language inaccuracies in constructed responses were not penalized, provided the written answers demonstrated that the candidate had correctly grasped the meaning of the text, some marks were lost when candidates copied irrelevant parts of the text in their answers.

Candidates who understood written language, followed written instructions accurately and had mastered the range of reading comprehension skills, performed well in the Reading Component. The weaker candidates were unable to give relevant and accurate responses and only achieved some parts of the paper.

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

Reading Comprehension 1

The candidates had to read a schedule of Mid-day Break Activities and answer multiple-choice questions; and read a timetable of Sports Day Activities and tick to show whether the given statements are True, False or No Information Given.

The exercises were set at a low to medium level of difficulty and assessed the candidates’ ability to understand written instructions and locate specific information. Candidates also had to use prior knowledge and identify key words.

Questions 1 a to f

In the multiple-choice exercise, three items were set at a low level of difficulty and three items at a medium level of difficulty.

Most of the candidates did well in this task. Candidates who answered Question 1d incorrectly confused “*tennis*” with “*table tennis*” and lost the mark.

Questions 2 a to f

In the True, False or No Information Given exercise, two questions were set at a low level of difficulty and four at a medium level of difficulty.

The majority obtained full marks in this task.

Reading Comprehension 2

Section 1

Candidates had to read about Mark’s visit to Miss Pride’s shop in the first part of the narrative text adapted from “*The Serial Garden*” by Joan Aiken, and answer the set questions.

The questions were graded with five questions set at low level of difficulty, five at a medium level of difficulty and five at a high level of difficulty. The questions targeted the candidates’ ability to respond to literal questions, deduce meaning from context, make inferences, locate specific information, use prior knowledge, and read beyond the lines. Candidates also had to follow written instructions, identify main ideas and key words, recognize cohesive devices, identify the writer’s purpose, and follow a sequence.

Many candidates answered Questions 1, 2, 3 and 4 correctly. A few of the candidates found vocabulary Question 2a challenging. These candidates failed to deduce the meaning of “*worn*” from context and selected a distractor from the three given options. Similarly, some of the candidates did not underline the correct answer in Question 4a. These candidates did not deduce that Miss Pride’s “*sudden burst of salesmanship*” meant her attempt to sell “*a jar of Ovo*” to Mark.

Some candidates, who answered items 5c and 5e inaccurately, did not use their knowledge of vocabulary to connect words in the statements to words in the passage – “*always bought*” – “*never bought*”; “*one kind of cereal*” – “*Nothing left, only Brekkfast Brikks*”. Other candidates did not infer from context and answered Question 5f incorrectly.

Many candidates gave a plausible reason to justify their answer to Question 6. However, some did not understand the phrase “*dummy packet*”. These candidates did not think beyond the lines and lost the marks.

Section 2

Candidates had to read the second part of the narrative text, and answer the set questions. Two questions were set at low level of difficulty, eleven at medium level of difficulty, and two at a high level of difficulty. Candidates had to respond to literal questions, deduce meaning from context, make inferences, locate specific information, and use prior knowledge. They also had to follow written instructions, identify main ideas and key words, recognize cohesive devices, and follow a sequence.

Most of the candidates gave suitable answers to Questions 7, 11, 12 a-b, 13 and 15 a-f. Some of the candidates mistakenly read “*Mrs Armitage*” as “*Mr Armitage*” in the question and gave the wrong answer, “*grass*” instead of “*doormats*” in Question 7 and lost the mark. The majority of the candidates did not deduce meaning from context and failed to give a correct synonym of “*shovelled*” in Question 8.

Many gave a suitable answer to Question 9 clearly showing Mark’s intention to finish the packet of cereal quickly so that he would build the model garden. However, a number of candidates erroneously lifted “*persuaded his father to try them*” from the text and lost the mark. Similarly, a

number of candidates copied “*It looks like a very old German painting*” from the text instead of justifying Mr Armitage’s insightful comments – “*It certainly was a stroke of genius putting it on the packet. No one would ever buy these things to eat for pleasure*”. These candidates did not realize that the picture was an incentive to buy the cereal which did not taste good.

Candidates, who answered Question 14 correctly, understood that “*once every six months or so*” meant “*around twice a year*”. This question proved to be challenging for some. A number of candidates did not attempt it. Others chose the wrong option “*once a month*” and lost the mark.

Questions on the two sections

Candidates had to refer to both sections of the text to answer Questions 16 a-b and 17. These questions were set at medium to high level of difficulty and candidates had to identify main ideas and key words, locate specific information, identify and describe the genre. They also had to follow written instructions, use prior knowledge, recognize cohesive devices, and understand the writer’s purpose.

Many candidates answered Question 16b correctly. Most of the candidates chose the wrong phrasal verb in Question 16a and lost the mark.

Many candidates found multiple-choice Question 17 quite challenging. Some were unable to identify the correct text-type and selected “*gardening book*”. Others underlined “*story*”, but could not explain their choice by mentioning at least one feature of a story book.

B4: The Writing Component

30% of the global mark; time allotted – 60 minutes

The Writing Component included writing a short paragraph between 50 and 60 words on a topic, which carried 10 marks; and, planning and writing an article for a children’s magazine between 140 and 200 words that carried 20 marks. The End of Primary Benchmark Guidelines 2016 specified that the same text type is set in each writing task. Two different content areas were set for Task 1 and Task 2 and candidates had to choose and write about one title offered in each task. According to the markers, all the topics were age-appropriate and the instructions given were child-friendly and easy to follow.

The level of attainment in the writing tasks was determined by each candidate’s linguistic competence and ability in performing the tasks. The writing paper assessed the candidates’ ability to:

Task 1 – write coherently and cohesively; write fluently and accurately; use a range of vocabulary and idiomatic language to convey the intended meaning; use the correct form demanded by the genre; write relevantly and succinctly;

Task 2 – produce detailed, organized and relevant planning; organize writing in paragraphs; use a range of linking words correctly and effectively; use a combination of sentence types purposefully; produce accurate sentences; make precise word choices and collocation that fully support purpose and maintain interest; use content words and function words effectively; write for different purposes with a sense of audience; use task-appropriate presentational features; write relevantly and within the specified range of words.

Markers noted that, in their response to the short writing task, many candidates ignored the specified range of words – 50 to 60 words. These candidates exceeded the word limit and wrote irrelevantly.

Candidates, who chose the first title, wrote about technological toys as well as traditional toys; while those who wrote about their favourite neighbour focused more on describing the character than portraying appearance.

Markers also commented that only a small percentage of the planning presented was detailed. Many plans were well-organized and relevant to the title; however, most of the candidates merely wrote a few words or listed prompts with no detail. Markers also pointed out that some candidates included memorized expressions and idioms in their plans which they used inappropriately in their writing.

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

Task 1 – Write between 50 and 60 words

The task assessed the candidates' ability to write a short paragraph about a favourite toy or a favourite neighbour. Both titles were popular with the candidates.

Candidates, who have mastered the ability to write a short paragraph, did well in the short writing task. These candidates followed the given instructions, wrote concisely, described their toy or their neighbour vividly and substantiated their preference with clearly written reasons.

Candidates, who failed to achieve the task, ignored the instructions. These candidates produced writings that lacked coherence, cohesion, and sentence accuracy. Such writings were characterized by very simple vocabulary that failed to render the intended meaning. Marks were deducted for irrelevant writing and writing that did not adhere to the stipulated word range.

Task 2 – Write between 140 and 200 words

In the second writing task, the candidates could write an article for a children's magazine either about an Open Day at a water park or about a concert organized by the Local Council to raise money for charity. Markers observed that the first title was by far the most popular with candidates. They noted that the majority of candidates were familiar with article writing and most gave a suitable title and wrote for the intended audience. These candidates were able to express a range of ideas effectively.

Writings which scored high marks demonstrated the candidates' ability to write an article for a children's magazine, using remarkable vocabulary, vivid descriptions and sound sentence structures. These candidates came up with a suitable title and organized their ideas skilfully into paragraphs, communicated effectively with the intended audience, used a combination of sentence types purposefully and fluently, composed grammatically accurate sentences with minimal errors in spelling and punctuation, and used a range of vocabulary and idiomatic language effectively.

Candidates, who produced very weak writings, did not attempt paragraph writing, made poor or mistaken use of linking words and phrases, and wrote inaccurate grammatical structures. Their writings were replete with punctuation and spelling mistakes and characterized by very poor use of vocabulary that failed to render the intended meaning. Besides, such writings demonstrated the candidates' inability to meet the requirements of the genre.

Many candidates failed to adhere to the instructions given in the title and wrote irrelevantly. Some candidates, who chose the first title, ignored a sufficient part of the title and wrote about a day at the water park instead of "*an Open Day at the water park*". Some candidates, who chose the second

title about “*a concert organized by the Local Council*”, either wrote about fund-raising activities to raise money for charity, such as football and volleyball tournaments; or, about a concert organized by their school. Other candidates ignored the time reference ‘*Last week*’ in the titles and wrote about a typical day at a water park, about events that happened years ago or activities which may happen in the future.

C: Implications for teaching and learning

Primary teachers can effectively help learners improve their listening and reading comprehension skills, their linguistic competence and their performance in speaking and writing by:

- Providing a variety of meaningful learning experiences, such as class presentations of age-appropriate project work, group discussions, dialogues and role play, to enhance learners’ spoken production, spoken interaction and listening skills.

Activities that integrate listening and speaking are optimal for learners to engage actively in the learning process and improve their understanding of and ability to use English. During these activities, learners encounter vocabulary in different contexts and understand the range of usage of words and phrases, learn to use specific vocabulary to express meaning appropriate to the context, pay attention to detail when observing and commenting on visual prompts, speak coherently and cohesively when recounting stories, and give elaborate descriptions to help the listener visualize events and understand clearly. Teachers can use such activities effectively to give learners qualitative and helpful feedback, challenge learners, note learners’ progress and set targets to address learners’ difficulties.

- Modelling explicitly to the class-specific reading comprehension strategies – skimming and scanning, deducing meaning from context, using prior knowledge, making inferences, visualizing, evaluative responses – so that learners will have a bank of skills to draw on while reading.

Learners should be encouraged to use these strategies because they can help them become better readers. Besides this, learners need to interact with reading texts during reading sessions organized regularly to promote purposeful reading; for example, reading for pleasure or reading to research a topic.

It is also essential that learners are given ample opportunities to interact with a range of text-types. Classroom libraries should be a source of inspiration for learners. Allowing learners to select and read texts from an array of reading material – including newspapers, classic texts, poetry, reference books, as well as children’s own published stories – would help to nourish a love for reading. Furthermore, learners can be taught how to identify and describe the features of the different genres they read through class discussions.

- Making learners more aware of the importance of following given instructions and understanding the purpose of writing when attempting specific writing tasks.

Showing learners how to write concisely, by making effective word choice and revising their writing tasks to ensure that their writing is relevant and meets the requirements of the genre, is necessary for learners to perform better in short writing tasks. Moreover, learners need to be taught how to improve their paragraphing skills so that they will learn to produce writings that are coherent and cohesive.

Linking the teaching of grammar through meaningful contexts to writing lessons would help learners produce more accurate structures in their writing. When integrating all the aspects of the writing process in writing lessons, teachers offer learners opportunities to practise revising, proof-reading and editing writings and with effective support guide them gradually towards using these skills independently.

4.3 Mathematics

A: General comments about the Benchmark papers

In the 2016 Mathematics End of Primary Benchmark, mathematical knowledge, skills, conceptual understanding and application were assessed through a Mental Paper and a Written Paper.

A total of 15 minutes were allocated for the Mental Paper. This paper tested mental mathematical strategies, however candidates were not penalised when they resorted to written methods to support their reasoning. As in the past two years, the questions of the Mental Paper were professionally recorded. The first question was a practice question, thus carried no marks. When the practice question was introduced last year it 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. 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. The Revised Primary Mathematics Syllabus views problem solving as the connection between the four strands outlined above. Accordingly, 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 non-routine problems (within the parameters of the syllabus) related to their everyday experience.

Questions in both the Mental and the Written Papers also assessed understanding of mathematical vocabulary which plays an integral role in the understanding and learning of 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.

A marks' scheme which rewarded every attempt toward a solution supported the candidates' effort. 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 Department of Curriculum Management. The board members used a specification grid when drawing up 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. In preparation, each question was mapped against syllabus outcomes, mainly those at Year 6 level. The marks for each strand were actually distributed as follows:

- Number & Algebra (inc. problem solving) 45% ± 2%
- Measures (inc. problem solving) 30% ± 2%
- Shape & Space (inc. problem solving) 20% ± 2%
- Data Handling (inc. problem solving) 5% ± 2%

In order 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 examiners preferred the use of simple and clear 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 are able to 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: The Mental Paper

The markers have stated that the questions in the Mental Paper were age-appropriate, clear and graded. Most of the markers have also commended the idea of including small diagrams next to the answer boxes as in the case of Questions 8, 10, 11 and 14. These diagrams help the candidates to understand the questions better and further give them the opportunity to focus on what is being assessed.

While no major difficulties were noted and the majority of candidates did well in the Mental Paper, Questions 9, 11, 15, 17, 19 and 20 were described as the most demanding questions. A common incorrect answer in Question 9 was 75 and in question 20 many candidates gave an answer with a decimal point or worked out the exact calculation rather than an estimation. Mistakes in Question 17 support the argument that the concept of percentages is a rather challenging concept for students at Year 6 level to grasp.

It was suggested that in future Mental Papers another instruction should be included in the guidelines for the conduct of the Mathematics Mental Paper. This should state that in the answer box candidates are to write the answers only and nothing more. This is due to the fact that at times there is a lot of scribbling in the answer box, thus making it difficult for the marker to identify which part is the answer.

C. The Written Paper

Question 1: This set of questions, four in all, tested the four basic mathematical operations (addition, subtraction, multiplication and division) and was set at Year 6 level. The majority of candidates obtained full marks in this question. However, as in previous years, some candidates encountered difficulty in using a written method for $HTU \div TU$ successfully (reference to Question 1d)

Question 2: The majority of candidates responded correctly to this question, which assessed 3-d shapes and their properties. Some markers noted that some candidates confused vertices with edges and other markers noted that some candidates ignored the fact that question 2c referred to a 3-d shape and chose circle as an answer.

Question 3: Feedback from markers show that this question was confusing for a substantial number of candidates. Some markers have outlined that many candidates either got this question completely correct or completely wrong. A number of markers have attributed errors to the

diagram and suggested that substituting the diagram with a map would have helped. However, mistakes can also be attributed to the lack of relational understanding. One of the markers have even noted that s/he has encountered a number of scripts were candidates filled in the blanks with prepositions rather than with compass directions.

Question 4: Markers have described this question as a well-balanced question connected to a real-life context. A common mistake noted was that of candidates who worked out $\frac{3}{4}$ of 1.5 kg. Other candidates encountered difficulty in converting the $\frac{3}{4}$ kg into g.

Question 5: The markers have remarked that this question was rather challenging. The most common error was forgetting that in order to recognise a fraction, the shape has to be split into equal parts. Question 5c proved to be the most difficult part in this question and the most common incorrect answer was $\frac{1}{5}$ instead of $\frac{1}{8}$. Other incorrect answers were $\frac{0.5}{4}$ or $\frac{0.5}{8}$.

Question 6: The markers have noted that the majority of candidates seem to be confident when working with angles and can distinguish between obtuse and acute angles. Markers further noted that the majority of candidates know how to use a protractor, know the names of the different types of triangles well and can recall and apply the fact that the sum of all angles in a triangle is equal to 180° . In fact, the majority of the candidates obtained full marks for this question.

Question 7: The majority of candidates completed this question successfully. Markers appreciated this question and its structure. They had also positive feedback about the fact that the number cards were displayed in each part. No common mistakes were outlined by markers.

Question 8: It was noted that many candidates successfully completed the table showing the capacity of the four containers. A common difficulty was encountered in Question 8b, where candidates were asked to work out the number of cups needed to fill the saucepan. A common incorrect answer was 4 cups instead of 40 cups.

Question 9: The markers have observed that a substantial number of candidates are not able to show the correct time on a clock face, by drawing the hour and minute hand properly. This difficulty is pointed out by markers, year after year. Many of the above mentioned candidates were then able to work out more complex questions related to time (reference to Question 9b and 9c). It was further noted that the distinction between the 24-hour clock format and the 12-hour clock format is not clear for a number of candidates who sat for this paper.

Question 10: In accordance with their performance in question 17 in the mental paper, many candidates did not do well in this question, especially in Question 10b. A number of candidates failed to work out 20% of the given amount correctly. Few connected percentages to fractions ($20\% = \frac{1}{5}$). Besides outlining the difficulty of working with percentages, some markers commented on the fact that the amounts used (reference to tourists coming to Malta during the winter season) were large. Some candidates found it difficult to work with large numbers and others even interpreted 200,140 tourists as 200 tourists and 140 tourists.

Question 11: This was a good, well-posed question according to the markers. The most common error was noted in question 11b, when candidates worked out the breath of the rectangle which was representing the pool. At times the breath calculated was larger than the perimeter. This shows that some candidates do not evaluate the reasonableness of their answers once obtained.

Question 12: This question was the most challenging, non-routine question in this written paper according to most of the markers. While some candidates did solve it successfully, the most common incorrect answer was 22. This means that many candidates simply added all the numbers given in the question. Not only is 22 an incorrect answer, but it satisfies none of the instructions given in the question.

Question 13: The markers described this question as a typical and graded question. In fact, the majority of candidates completed this bar chart question successfully.

Question 14: In this question many candidates managed to work out the mean height of the boys and girls correctly, but some had trouble with the conversion of lengths. In the second part of the question many candidates managed to work out the totals and the mean correctly and could choose the statement which was true. It was noted by some of the markers that at times the statement chosen and the explanation were not in accordance.

Question 15: The first part of this question, which was also connected to a real-life context, was rather straightforward. In fact, the majority of candidates did opt for multiplication (23×12). A few then made mistakes when multiplying. However, many got a correct answer. The most challenging part of the question was the second part. The candidates were asked to calculate the best price for a family of 10 people who wanted to go on the roller coaster. It was noted that some candidates who got a wrong answer, either ignored the fact that they had to calculate the best price (thus chose more expensive options), or may have misunderstood the phrase ‘best price’. Furthermore, some candidates ignored the group ticket. Others who considered the group ticket, forgot/ignored that there were seven adults in total, thus did not add another ticket for an adult to the group ticket.

Question 16: A substantial number of candidates managed to work out the three parts in this question correctly, but many of them showed no working. Some markers have noted that there was lack of space for candidates to show their working. The markers noted that the most challenging part of this question was part b.

Overall comments: The markers noted that this Written Paper was fairly graded, and thus gave the opportunity to the candidates to show what they had learnt. The design of the paper, the flow of the questions and the marking scheme were appreciated by the majority of the markers. Some markers have also noted an improvement in candidates’ working and they have commented on the fact that candidates included their working more. However, some have added that working, at times, still lacks structure as to how and where it is presented. Other markers have commended the fact that a substantial number of questions posed were connected to real-life contexts.

Implications for Teaching and Learning

Drawing on the candidates’ performance in the 2016 Mathematics End of Primary Benchmark, it is recommended that the reflections below are taken into consideration.

- **Problem-solving contexts and inquiry-based situations/projects give the opportunity to all students to deepen their understanding** by reinforcing their conceptual understanding, mathematical thinking, language and communication skills.

- **Educators can help the students to be more aware of different approaches to solving problems in mathematics.** Students need to be encouraged to try alternative methods and furthermore to evaluate their solutions.
- Undoubtedly, problem solving requires patience, persistence, risk taking and cooperation. **Accordingly, educators have the responsibility to employ teaching approaches that foster positive attitudes towards mathematics and problem solving, thus developing mathematical resilience.** Mathematical resilience is crucial to students' success in mathematics (in examinations and beyond).
- **Knowledge and skill in themselves do not guarantee understanding.** Students can acquire knowledge and routine skills without understanding of concepts.
- **Caution: problems can become exercises.** Both problems and exercises are valid opportunities for learning mathematics. An exercise is intended for practice in the development of a skill, but a problem solving task should go beyond and at minimum it should require the student to reason through a situation that is challenging.
- **Educators are encouraged to offer the possibility to the students in their classrooms to explore mathematical concepts through multiple representations, in order to enable all students to learn mathematics successfully and enjoyably.** Possibly, the approach adopted should allow for a variety of entry points into mathematical content.
- **Changing the way a question is asked can make significant difference.** E.g. "Is 37 a multiple of 5?" or "37 is not a multiple of 5. How do you know?" Purposeful questions check for understanding and scaffold children's learning. Questions are powerful assessment tools.
- Besides questioning, **there are many informal assessment techniques which educators can employ during mathematics lessons.** These techniques allow educators, and students themselves, to track learning regularly. The Minute Paper, Rubrics, Journals, KWL charts, the Muddiest Point, Think-Pair-Share, Quizzes and Graphic Organizers are just some examples.
- **Mistakes are opportunities for growth and learning.** It is recommended that educators encourage students to see mistakes as an opportunity for growth and deeper understanding.
- **All students benefit from having manipulatives as a component of the mathematics lesson.** The use of manipulatives helps students to see patterns and relationships and to make connections between the concrete and the abstract. It prompts discussions about mathematical ideas and concepts and allows teachers to see students at work doing mathematics. Use of manipulatives increases engagement, accommodate various learning styles and leads to conceptual learning.
- **Through digital technology educators can present mathematics is a more stimulating way** which takes into account the modern world and students' interest. Digital technology gives further opportunities to students to boost their creativity and problem solving skills e.g. through basic coding tasks.

5. Item Analysis

This section presents the results of the process conducted for the item analysis. The purpose of item analysis is to check whether the different question items functioned as intended in the End of Primary Benchmark 2016. 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 resources that are available online on the Department of Curriculum Management website at www.curriculum.gov.mt.

The Facility Index

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

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

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

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

The discrimination index may be computed as follows:

$$d = p(\text{UG}) - p(\text{LG})$$

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

The following is an item analysis of the question papers used in the End of Primary Benchmark 2016. The analysis consists of the study of a sample of 200 scripts in Maltese, English and Mathematics. The analysis is limited to the objective items only.

The facility and discrimination indices for the Maltese and English listening and reading with understanding components are shown in Tables 10 and 12 below. In each case, the analysis is carried out per question. Since the speaking and the writing components are subjective, item analysis is inappropriate. Table 14 below presents the results of the same analysis carried out for the Mathematics mental and written papers.

Tables 11, 13 and 15 below indicate the accessibility of the different questions per subject to the candidates in 2016 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2016.

Table 10: Il-Malti – A List of Items and their Facility and Discrimination Indices

Item		Indices	
		Facility (F)	Discrimination (D)
Il-Fehim mis-Smigh			
1A	2	76%	0.37
	3	41%	0.25
	4	53%	0.10
	5	69%	0.49
	6	69%	0.27
1B	2	85%	0.44
	3	92%	0.40
	4	44%	0.33
	5	84%	0.48
	6	87%	0.29
2A	2	95%	0.40
	3	52%	0.47
	4	93%	0.43
	5	88%	0.42
	6	71%	0.43
2B	2	62%	0.62
	3	84%	0.56
	4	40%	0.39
	5	75%	0.58
	6	41%	0.44
Fehim mill-Qari			
1A	2	78%	0.54
	3	89%	0.58
	4	78%	0.53
1B	2	95%	0.37
	3	77%	0.45
	4	86%	0.46
1Ċ	2	92%	0.51
	3	92%	0.55
	4	78%	0.45
	5	82%	0.37
2A	1	91%	0.43
	2	88%	0.51
	3	68%	0.53
	4	69%	0.46
	5	63%	0.48
	6	87%	0.55
	7	47%	0.49
	8	35%	0.47

Item		Indices	
		Facility (F)	Discrimination (D)
2B	1a	96%	0.46
	1b	92%	0.45
	2	58%	0.59
	3	51%	0.42
	4	49%	0.55
	5	83%	0.48
	6	64%	0.50
2C	7	63%	0.57
	1	67%	0.56
	2	51%	0.51
	1a	96%	0.46

Table 11: Levels of Difficulty and Discrimination (II-Malti)

	No. of items
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)	2
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)	34
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	2
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)	2
Total	48

The above values show that students found questions rather easy. Many of these questions differentiated well between different ability students, with only four questions that did not. Since in Malta we do not have the facility to pilot the questions beforehand, this is bound to occur.

Table 12: English – A List of Items and their Facility and Discrimination Indices

Item		Indices			
		Facility (F)	Discrimination (D)		
Listening Comprehension					
Task 1	1	85%	0.20		
	2	95%	0.44		
	3	94%	0.23		
	4	66%	0.50		
	5	90%	0.39		
	6	78%	0.49		
	7	91%	0.40		
	8	34%	0.23		
Task 2	1	i	89%	0.49	
		ii	93%	0.49	
		iii	70%	0.51	
	2	i	98%	0.22	
		ii	96%	0.31	
		iii	100%	0.00	
		iv	97%	0.33	
		v	98%	0.31	
	3	a	97%	0.34	
		b	59%	0.41	
		c	74%	0.43	
		d	84%	0.50	
	Reading Comprehension				
Task 1	1	a	100%	0.05	
		b	100%	0.00	
		c	99%	-0.06	
		d	83%	0.15	
		e	99%	0.02	
		f	100%	0.00	
	2	a	98%	0.26	
		b	87%	0.28	
		c	94%	0.23	
		d	91%	0.37	
		e	92%	0.21	
	Task 2	1		93%	0.33
		2	a	63%	0.12
			b	84%	0.36
3		a	74%	0.50	
		b	76%	0.43	
4		a	82%	0.33	
		b	92%	0.32	
5		a	84%	0.29	
		b	62%	0.32	

Item		Facility (F)	Discrimination (D)
5	c	80%	0.43
	d	91%	0.45
	e	71%	0.34
	f	48%	0.26
6		50%	0.52
7		68%	0.56
8		0%	0.00
9		38%	0.33
10		43%	0.38
11		76%	0.48
12	a	56%	0.43
	b	41%	0.47
13		42%	0.42
14		58%	0.17
15	a	54%	0.12
	b	93%	-0.01
	c	60%	0.22
	d	36%	0.13
	e	78%	0.09
	f	55%	0.13
16	a	23%	0.02
	b	47%	0.15
17		42%	0.06

Table 13: Levels of Difficulty and Discrimination (English)

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	5
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	1
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)	7
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	4
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	18
Total	64

The values above show that students found many of the questions relatively easy, with a relatively good number of these questions managing to differentiate well between different ability students. The results above also reveal, the English paper had a number of questions (11 in total) that were of a correct or high difficulty level yet the questions did not discriminate between different ability students. A total of 18 items in the paper were relatively easy and these questions did not discriminate sufficiently between different ability students.

Table 14: Mathematics – A List of Items and their Facility and Discrimination Indices

Item		Indices	
		Facility (F)	Discrimination (D)
Mental Paper			
1		96%	0.12
2		89%	0.35
3		95%	0.23
4		90%	0.24
5		93%	0.23
6		94%	0.13
7		92%	0.22
8		85%	0.32
9		71%	0.46
10		86%	0.28
11		71%	0.48
12		82%	0.29
13		75%	0.42
14		74%	0.32
15		52%	0.40
16		74%	0.17
17		56%	0.33
18		52%	0.29
19		74%	0.21
20		54%	0.31
Written Paper			
1	a	96%	0.18
	b	89%	0.48
	c	75%	0.64
	d	69%	0.60
2	a i	96%	0.21
	a ii	96%	0.29
	a iii	78%	0.35
	b	83%	0.41
3	a	61%	0.54
	b	85%	0.25
	c	64%	0.56
	d	64%	0.42
4		54%	0.71
5	a	96%	0.29
	b	79%	0.34
	c	46%	0.58
6	a	71%	0.51
	b	84%	0.51
	c i	81%	0.56
	c ii	83%	0.62
7	a	72%	0.45
	b	75%	0.64
	c	81%	0.60
	d	85%	0.53
8	a i	93%	0.45
	a ii	96%	0.41

Item		Indices	
		Facility (F)	Discrimination (D)
8	a iii	87%	0.48
	a iv	87%	0.50
	b	55%	0.62
9	a	85%	0.48
	b	69%	0.59
	c	65%	0.59
10	a	62%	0.63
	b	35%	0.56
	c i	55%	0.67
	c ii	51%	0.57
11	a i	80%	0.67
	a ii	80%	0.48
	a iii	78%	0.69
	b i	56%	0.66
	b ii	71%	0.69
12		37%	0.54
13	a i	68%	0.60
	a ii	86%	0.47
	b	94%	0.37
14	a	49%	0.73
	b	53%	0.72
15	a	71%	0.66
	b	42%	0.58
16	a	85%	0.45
	b	54%	0.17
	c	71%	0.31

Table 15: Level of Difficulty and Discrimination (Mathematics)

	No. of Items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	10
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	2
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	2
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	41
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	2
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)	15
Total	72

The above values show that students found many of the Mathematics questions relatively easy, and these questions did differentiate well between students of different abilities. A number of questions were of the correct level of difficulty and did differentiate well between different ability students. A total of 17 items in the assessment tool did not differentiate between students of different abilities.

6. Conclusion

The 2016 End of the Primary Benchmark Report provides information directly related to the teaching and learning processes in schools. The rationale for the End of Primary 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 Education cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the underlying principle of the End of Primary Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

Feedback on the content of this report as well as recommendations for improvement are welcome and will be received by the Educational Assessment Unit within the Department of Curriculum Management on the following email address (eau@gov.mt). Any clarifications may also be addressed to the same unit.

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

APPENDICES

APPENDIX 1

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 19th October 2015

Action Required: X

Ref: DCM 220/2015

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

From: Ms Joanne Grima – Assistant Director

Subject: Training workshops for prospective Markers' of the English and Maltese Writing Component in the End of Primary Benchmark 2016

Heads of School are kindly asked to note that training sessions for marking the language (Maltese and English) Writing Component scripts of the End of Primary Benchmark 2016 will be held for those teachers and members of the Senior Management Team interested in applying as markers for the coming Benchmark session 2016.

The training sessions will be held as follows:

Maltese Writing Component: Monday, 23rd November 2015 at National Curriculum Centre (NCC)

English Writing Component: Wednesday, 25th November 2015 at Educational Assessment Unit

Time for both sessions: **15:00 to 17:00**

Individuals who in the past have already acted as markers are encouraged to apply, as those attending this training will be given preference in the selection process.

Interested individuals in any one of the training workshops are to send an email to Ms Carmen Muscat (Education Officer) at carmen.muscat@ilearn.edu.mt by not later than Thursday, 15th November 2015, indicating which language training workshop they are interested in. Thank you for your attention.

Thank you for your collaboration.

Gaetano Bugeja
Director, Curriculum Management

APPENDIX 2

DIRETTORAT GHAL
KVALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 9th December 2015

Action Required: X

Ref: DCM 261/2015

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

From: Clare Wigg – Education Officer, Assessment of Learning

Subject: Expression of Intent to Participate in the June 2016 End of Primary Benchmark

Church and Independent Schools are being invited to enrol students for the June 2016 End of Primary Benchmark.

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

Heads of School are therefore kindly requested to express their intention to participate in the June 2016 Benchmark by filling in the attached form which has to reach the Educational Assessment Unit by **not later than Friday, 18th December 2015**. The completed form is to be emailed to Clare Wigg (Education Officer) on clare.marie.wigg@ilearn.edu.mt.

Thank you for your collaboration.

Gaetano Bugeja
Director, Curriculum Management

Department of Curriculum Management

Expression of Intent to Participate in the End of Primary Benchmark
June 2016

NAME OF SCHOOL:

EXPRESSION OF INTENT TO PARTICIPATE IN THE JUNE 2016 END OF PRIMARY BENCHMARK:

(Please tick where applicable)

YES

NO

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

SCHOOL ADDRESS:

TELEPHONE/MOBILE NUMBER:

EMAIL ADDRESS:

NUMBER OF YEAR 6 STUDENTS ON SCHOOL REGISTER:

BELOW PLEASE WRITE ANY COMMENTS YOU WOULD LIKE TO MAKE:

Kindly send this form by email to Clare Wigg on clare.wigg@ilearn.edu.mt by not later than Friday, 18th December 2015.

In case of difficulty, please contact the Educational Assessment Unit on 2598 2137 / 80 / 86.

APPENDIX 3

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 9th December 2015

Action Required: X

Ref: DCM 262/2015

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

From: Director, Curriculum Management

Subject: End of Primary Benchmark, June 2016:

1. Request for Multiplication Tables and/or Reader in Mathematics
2. Request for Enlarged Print for Visually Impaired Children
3. Request for Communicator for Hearing Impaired Children
4. Request for Electronic Reader in Maltese and/or English Reading with Understanding
5. Request for Scribe in Maltese and/or English Writing

1. The Educational Assessment Unit, in collaboration with the Specific Learning Difficulties (SpLD) Unit and the School Psychological Service (SPS), invites schools to apply for the above requests according to the following regulations. Heads of School are to bring these regulations to the notice of teachers and parents of children sitting the June 2016 End of Primary Benchmark.
2. Heads of School are therefore requested, in conjunction with the school INCO and the class teacher, to identify those children in Year 6 who, for any of the above requests, have been assessed by SpLD, SPS or other professional bodies and have a relevant report identifying a learning difficulty.
3. Requests for Readers apply for children who have scored below the 8-year reading level on a recognized standardized reading test carried out after 31st December 2014.
4. In the case of children with hearing impairment, Heads of School may apply for the service of a Communicator for all components in Maltese, English and Mathematics.
5. Heads of School are to include children in Year 6 who have been referred to SPS and SpLD before December 2015 for an assessment in connection with the above requests but have not yet been assessed.
6. Heads of School are to note that the Readers for Mathematics and the Scribes for Maltese and English will have to be provided by the school. In the case of the Reading with Understanding (in both Maltese and English), a CD will be provided by the Educational Assessment Unit but the school needs to provide the personnel to operate the equipment and invigilate the students.

(72)

7. All requests, duly entered on Application Form A, should be addressed to:

**Ms M. Quattromani, Support Teacher
Educational Assessment Unit
c/o San Ġorġ Preca College
Joseph Abela Scolaro Street
Hamrun**

8. All schools are kindly requested to email a list of all the students (Name, Surname, ID Card Number) who have applied for Access Arrangements (Form A) to marina.quattromani@ilearn.edu.mt. A **hard copy** of this list should also reach Ms Quattromani (Tel No. 2598 2173) **together with the applications.**

9. All application forms are to reach the Educational Assessment Unit by **not later than Wednesday, 13th January 2016.**

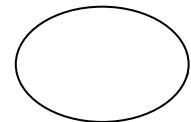
10. In all cases, the decision of the Reviewing Board for Requests for Access Arrangements is final.

The application form (**Form A**) with guidelines for its completion, a consent form and declaration are available online at:

http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/bm_access_arrangments.aspx

Thank you for your collaboration.

**Gaetano Bugeja
Director, Curriculum Management**



FORM A: APPLICATION FORM to REQUEST:

- MULTIPLICATION TABLES AND/OR A READER IN MATHEMATICS
- AN ENLARGED PRINT FOR VISUALLY IMPAIRED CHILDREN
- A COMMUNICATOR FOR HEARING IMPAIRED CHILDREN
- AN ELECTRONIC READER IN MALTESE AND/OR ENGLISH READING WITH UNDERSTANDING
- A SCRIBE IN MALTESE AND/OR ENGLISH WRITING

Examination for which application is made: End of Primary Benchmark 2016
(Refer to Letter Circular DCM262/2015)

Examining Authority	Session	Level
Educational Assessment Unit	June 2016	Year 6

**Please refer to the guidelines on page 5 before filling in this application form.
(Please fill this application in Blue Ink)**

Student's NameStudents' Surname (Use block letters)

ID Card No.

Date of birth Male Female [Tick ✓ as applicable]

Admission Date in local Primary School

Address

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

School email address.....

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

REQUEST FOR: [Tick ✓ as applicable]

READER FOR MATHEMATICS ENLARGED PRINT
(for Visually Impaired children)

MULTIPLICATION TABLES COMMUNICATOR
(for Hearing Impaired children)

ELECTRONIC READER FOR MALTESE

ELECTRONIC READER FOR ENGLISH

SCRIBE FOR MALTESE SCRIBE FOR ENGLISH

REASON FOR REQUEST:

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

Document 1: _____

Document 2: _____

It is the responsibility of the Head of School:

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

- ❖ In case of difficulty, please contact SpLD (Specific Learning Difficulties) and SPS (School Psychological Service) Units on Tel 21234965 and 21242882 respectively.
- ❖ Church Schools are to contact the Secretariat for Catholic Education, School Psychological Service on Tel 27790060.

DECLARATION (to be signed by the Head of School)	
I confirm that the information provided on this form is accurate.	
Name (Head of School) <i>(in block letters)</i>	
Signature	Date
School Stamp	
For office use only	
Remarks _____	

STATEMENT OF CONSENT

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

I fully understand that:

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

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

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

NAME OF STUDENT: _____ **DATE:** _____

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

DATA SUBJECT	READER <i>(if applicable)</i>
NAME of Parent /Guardian <i>(in block letters)</i>	NAME of Reader <i>(in block letters)</i>
MOTHER <input type="checkbox"/> FATHER <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

Directorate for Quality and Standards in Education – Ministry for Education and Employment

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Direttorat għal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jzomm taħt il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

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

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

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

Id-Direttur tat-Tmexxija tal-Kurrikulu

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni, Floriana.

(L-Indirizz elettroniku: dcm@gov.mt)

ISEM L-ISTUDENT/A: _____ **DATA:** _____

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

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

MIN QIEGHED JAGHMEL DIN ID-DIKJARAZZJONI	IL-QARREJ/JA <i>(jekk inhu l-każ)</i>
ISEM il-Ġenitur / Kustodju <i>(b'ittri kbar)</i>	ISEM il-Qarrej/ja <i>(b'ittri kbar)</i>
OMM <input type="checkbox"/> MISSIER <input type="checkbox"/> KUSTODJU <input type="checkbox"/> <i>(immarka ✓ fejn suppost)</i>	PROFESSJONI / GRAD
FIRMA	FIRMA
Numru tal-Karta tal-Identità	Numru tal-Karta tal-Identità

Direttorat għal Kwalità u Standards fl-Edukazzjoni – Ministeru għall-Edukazzjoni u x-Xogħol

***Guidelines on how to complete this application form for
Request***

- a) All the information on this application form should be entered by the school administration ONLY.
- b) When applying for a **SCRIBE**, schools are requested to send photocopies of the applicant's Year 5 Annual examination (Half Yearly in case of absenteeism) writing scripts of Maltese and/or English, depending for which written component the application is being made.
- c) The service of a **Communicator** in the case of children with hearing impairment may be requested for all components in Maltese, English and Mathematics.
- d) Complete the details of the 'DECLARATION' on page 2. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of School. It is the responsibility of the Head of School to make the request and to supply the information required on the form.
- e) It is important that the STATEMENT OF CONSENT is duly completed in English, on page 3, **or** in Maltese, on page 4.
- f) When a **student has applications for both a n Exemption and a Request**, Heads of school are to ensure that:
- The box found on the front page of the Request application (Form A) is ticked.
 - Both the Request (Form A) and Exemption (Form B) applications are to be signed by the parent/guardian.
 - Documents for EACH application are to be attached.
 - The applications (with the relevant and stapled documents) are to be sent together, attached with a paper clip (not stapled).
- g) **The original form together with another copy** of this application should be sent to the Educational Assessment Unit. **EACH** application form (original and copy) should have attached (preferably stapled) copies of all the documents relevant to the application. Remember to keep a copy of whatever you send to the Educational Assessment Unit.

APPENDIX 4

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 9th December 2015

Action Required: X

Ref: DCM 263/2015

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

From: Director, Curriculum Management

Subject: End of Primary Benchmark June 2016 –
Request for Exemption (Students with Learning Difficulties and Disabilities)

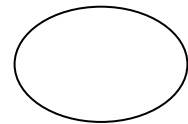
1. The Educational Assessment Unit invites schools to apply for requests for exemption for:
 - Children following an alternative learning programme.
 - Children functioning at, or below, Year 3 Primary standard.
 - Children with a severe disability may request an exemption from particular components in the different subjects. For these children a school-based assessment is recommended.
2. These regulations are to be brought to the attention of teachers and parents. Evidence to substantiate the request is necessary. The evidence required is that provided by the class teacher in collaboration with the INCO and/or Complementary Teacher, or their equivalent, and endorsed by the Head of School.
3. All requests, duly entered on Application Form B, should be addressed to:

Ms M. Quattromani, Support Teacher
Educational Assessment Unit
c/o San Ġorġ Preca College
Triq Joseph Abela Scolaro
Hamrun
4. All schools are kindly requested to email a list of all the students (Name, Surname, ID Card Number) who have applied for Exemption (Form B) to marina.quattromani@ilearn.edu.mt. A **hard copy** of this list should also reach Ms M. Quattromani (Tel. 25982173) **together with the applications**.
5. All application forms are to reach the Educational Assessment Unit by **not later than Wednesday, 13th January 2016**.
6. In all cases the decision of the Reviewing Board for Requests for Exemption is final.

The application form (**Form B**) with guidelines for its completion, a consent form and declaration are available online at: http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/bm_2016.aspx

Thank you for your collaboration.

Gaetano Bugeja
Director, Curriculum Management



For office use

EDUCATIONAL ASSESSMENT UNIT

FORM B: APPLICATION FORM FOR EXEMPTION

(Students with Learning Difficulties and Disabilities)

Examination for which application is made: End of Primary Benchmark

Table with 3 columns: Examining Authority, Session, Level. Row 1: Educational Assessment Unit, June 2016, Year 6

Please refer to the guidelines on page 6 before filling in this application form. (Please fill this application in Blue Ink.)

Student's Name..... Student's Surname..... (Use block letters)

ID Card No.

Date of birth [] Male [] Female [Tick ✓ as applicable]

Admission date in local Primary School

Address

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

School email address.....

Refer to Letter Circular DCM 263/2015 dated 9 December 2015.

REASON FOR EXEMPTION – Learning Difficulties and Disabilities

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

[Tick ✓ as applicable]

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

Two horizontal lines for providing details for the first exemption reason.

[] Student has a severe disability that prevents access to the different components of the Benchmark. Give details.

Two horizontal lines for providing details for the second exemption reason.

An exemption is being requested for the following components: *[Tick ✓ as applicable]*

Maltese

- The SPEAKING component
- The LISTENING COMPREHENSION component
- The READING COMPREHENSION component
- The WRITING component

English

- The SPEAKING component
- The LISTENING COMPREHENSION component
- The READING COMPREHENSION component
- The WRITING component

Mathematics

- MENTAL (Aural)
- WRITTEN

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

- Core Competencies Checklists: Maltese English Mathematics

Document 1: _____

Document 2: _____

It is the responsibility of the Head of School:

(84)

- ❑ To attach **all the relevant documentation** to the completed form.
- ❑ To **verify all evidence correct** by endorsing a copy of the documents.
- ❖ In case of difficulty, please contact SpLD (Specific Learning Difficulties) and SPS (School Psychological Service) units on Tel 21234965 and 21242882 respectively.
- ❖ Church Schools are to contact the Secretariat for Catholic Education, School Psychological Service on Tel 27790060.

DECLARATION (to be signed by the Head of School)	
<p>I confirm that the information provided on this form is accurate.</p> <p>Name (Head of School)</p> <p><i>(in block letters)</i></p> <p>Signature Date</p> <p>School Stamp</p>	

For office use only
<p>Remarks</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

STATEMENT OF CONSENT

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

I fully understand that:

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

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

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

NAME OF STUDENT: _____ **DATE:** _____

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

DATA SUBJECT	READER <i>(if applicable)</i>
NAME of Parent /Guardian <i>(in block letters)</i>	NAME of Reader <i>(in block letters)</i>
MOTHER <input type="checkbox"/> FATHER <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Direttorat għal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jzomm taħt il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

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

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

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

Id-Direttur tat-Tmexxija tal-Kurrikulu

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni, Floriana.

(L-Indirizz elettroniku: dcm@gov.mt)

ISEM L-ISTUDENT/A: _____ **DATA:** _____

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

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

MIN QIEGĦED JAGHMEL DIN ID-DIKJARAZZJONI	IL-QARREJ/JA (jekk inhu l-kaz)
ISEM il-Ġenitur / Kustodju (b'ittri kbar)	ISEM il-Qarrej/ja (b'ittri kbar)
OMM <input type="checkbox"/> MISSIER <input type="checkbox"/> KUSTODJU <input type="checkbox"/> (Immarka ✓ fejn suppost)	PROFESSJONI / GRAD
FIRMA	FIRMA
Numru tal-Karta tal-Identità	Numru tal-Karta tal-Identità

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni – Ministeru għall-Edukazzjoni u x-Xogħol

***Guidelines on how to complete this application form:
Exemption (Students with Learning Difficulties and Disabilities)***

- a) All the information on this application form should be entered by the school administration ONLY.
- b) For children with severe coordination difficulties, a report from an occupational therapist is required for the purpose of an exemption from a particular component.
- c) In the case of students in state schools who have checklists, schools are requested to attach a copy of these checklists with their application.
- d) Complete the details of the 'DECLARATION' on page 3. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of School. It is the responsibility of the Head of School to request the Exemption/s and to supply the information required on the form.
- e) It is important that the STATEMENT OF CONSENT is duly completed in English, on page 4, **or** in Maltese, on page 5.
- f) When a **student has applications for both a Request and an Exemption**, Heads of school are to ensure that:
- The box found on the front page of the Exemption application (Form B) is ticked.
 - Both the Request (Form A) and Exemption (Form B) applications are to be signed by the parent/guardian.
 - Documents for EACH application are to be attached.
 - The applications (with the relevant stapled documents) are to be sent together, attached with a paper clip (not stapled).
- g) **The original form together with another copy** of this application should be sent to the Educational Assessment Unit. **EACH** application form (original and copy) should have attached (preferably stapled) copies of all the documents relevant to the application. Remember to keep a copy of whatever you send to the Educational Assessment Unit.

APPENDIX 5

DIRETTORAT GHAL
KVALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X **Date:** 9th December 2015
Action Required: X **Ref:** DCM 264/2015
To: All Heads of Primary Schools (State and Non-State) and Sections
From: Director, Curriculum Management
Subject: End of Primary Benchmark June 2016 –
Request for Exemption (Expatriates and Returned Migrants)

1. The Educational Assessment Unit invites schools to apply for requests for exemption from English and/or Maltese for children of expatriates and returned migrants.
2. Heads of school may ONLY apply for an exemption if the student has not followed the subject curriculum during the last two scholastic years of Primary school in Malta or Gozo.
3. This request needs to be supported by an authenticated copy of the official Letter of Admission to School of a Foreign Pupil/Student or other relevant documentation necessary for this exemption.
4. Heads of school are to bring these regulations to the attention of teachers and parents of children sitting the June 2016 End of Primary Benchmark.
5. All requests, duly entered on Application Form C, should be addressed to:

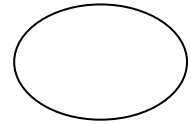
Mr N. Bezzina, Support Teacher
Educational Assessment Unit
c/o San Ġorġ Preca College
Triq Joseph Abela Scolaro
Hamrun
6. All application forms are to reach the Educational Assessment Unit by **not later than Wednesday, 13th January 2016.**
7. In all cases the decision of the Reviewing Board for Requests for Exemption is final.

The application form (**Form C**) with guidelines for its completion, a consent form and declaration are available online at:

http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/bm_access_arrangements.aspx

Thank you for your collaboration.

Gaetano Bugeja
Director, Curriculum Management



For office use

EDUCATIONAL ASSESSMENT UNIT

FORM C: APPLICATION FORM FOR EXEMPTION (Expatriates and Returned Migrants)

Examination for which application is made: End of Primary Benchmark 2016

Table with 3 columns: Examining Authority, Session, Level. Row 1: Educational Assessment Unit, June 2016, Year 6

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

Student's Name..... Surname.....(Use block letters)

ID Card/Passport No.

Date of birth [] Male [] Female [Tick ✓ where applicable]

Address

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

School email address.....

Date of admission into Primary schooling in Malta/Gozo

EXEMPTION FROM ENGLISH and/or MALTESE for Expatriates and Returned Migrants as per Letter Circular DCM 264/2015 dated 9th December 2015

[Tick ✓ as applicable]

[] All components [] Maltese [] English

Or the following components:

[] The SPEAKING component [] Maltese [] English

[] The LISTENING COMPREHENSION component [] Maltese [] English

[] The READING COMPREHENSION component [] Maltese [] English

[] The WRITING component [] Maltese [] English

It is the responsibility of the Head of School:

- ❑ To attach a copy of the **Letter of Admission to School of a Foreign Pupil/Student** and/or **any other relevant documentation** to the completed form.
- ❑ To **verify all evidence correct** by endorsing the document/s attached.
- ❑ To state clearly (on page 1) **the exact date when the student started primary schooling in Malta or Gozo.**

DECLARATION (to be signed by the Head of School)	
<p>I confirm that the information provided on this form is accurate.</p> <p>Name (Head of School)</p> <p><i>(in block letters)</i></p> <p>Signed Date</p> <p>School Stamp</p>	

<p>For office use only</p> <p>Received on _____ Acknowledged on _____</p> <p>Missing Documents</p> <p>_____</p> <p>Remarks</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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STATEMENT OF CONSENT

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

I fully understand that:

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

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

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

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

NAME OF STUDENT: _____ **DATE:** _____

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

DATA SUBJECT	READER <i>(if applicable)</i>
NAME of Parent /Guardian <i>(in block letters)</i>	NAME of Reader <i>(in block letters)</i>
MOTHER <input type="checkbox"/> FATHER <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Direttorat għal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jzomm taħt il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

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

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

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

Id-Direttur tat-Tmexxija tal-Kurrikulu

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni, Floriana.

(L-indirizz elettroniku: dcm@gov.mt)

ISEM L-ISTUDENT/A: _____ **DATA:** _____

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

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

MIN QIEGHED JAGHMEL DIN ID-DIKJARAZZJONI	IL-QARREJ/JA (jekk inhu l-każ)
ISEM il-Ġenitur / Kustodju (b'ittri kbar)	ISEM il-Qarrej/ja (b'ittri kbar)
OMM <input type="checkbox"/> MISSIER <input type="checkbox"/> KUSTODJU <input type="checkbox"/> (Immarka ✓ fejn suppost)	PROFESSIONI / GRAD
FIRMA	FIRMA
Numru tal-Karta tal-Identità	Numru tal-Karta tal-Identità

***Guidelines on how to complete
this application form***

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

- b) Ensure that the **correct** application form (i.e. **Session: June 2016**) is completed and sent to the Educational Assessment Unit.

- c) This application form should **NOT** be sent in duplicate. **The original application form** is required by the Educational Assessment Unit. Remember to keep a copy of whatever you send to the Educational Assessment Unit.

- d) Complete the details of the 'DECLARATION' on page 2. It is the responsibility of the Head of School to request the Exemption/s and to supply the information required on the form. **In order to be accepted by the Educational Assessment Unit, the application and all relevant documentation must be endorsed by the Head of School.**

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

- f) Schools should **NOT** apply if a student does not qualify for an exemption (according to Letter Circular DCM 264/2015 dated 9 December 2015).

APPENDIX 6

DIRETTORAT GHAL
KVALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 24th February 2016

54

Action Required: X

Ref: DCM 054/2016

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

From: Director, Curriculum Management

Subject: Markers for the June 2016 End of Primary Benchmark

Applications are invited from all teaching grades in possession of a permanent Teacher's Warrant and performing duties in State, Church and Independent Schools who wish to be considered to act as markers in the June 2016 End of Primary Benchmark. Primary Year 6 teachers are also encouraged to participate in this process.

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

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

Markers will be remunerated at the following rates:

Listening Comprehension + Reading Comprehension (Languages)	€1.25
Creative Writing (Languages)	€1.25
Mental + Written Mathematics Paper	€1.25

Conditions

The selected markers:

- must be available to fulfil their duties from the first week of June 2016 till the publication of the results;
- must regard the whole exercise as **strictly confidential** (including the notification of their appointment to act as markers);
- must not mark scripts in schools or in any public place;
- will be subject to monitoring and will have their marked scripts moderated during the marking process;
- who are employed in state schools must provide the Educational Assessment Unit with their **ilearn 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;
- write short reports on certain aspects of the examination as required;
- perform any other duties assigned that are related to the marking exercise.

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

Officers wishing to be considered to act as markers are asked to fill in the relevant online application form, which can be accessed **either** directly on this link:

<https://curriculum.gov.mt/en/Benchmark/General-Information/Pages/application-form-for-markers.aspx>

or on the Department of Curriculum Management website: <http://curriculum.gov.mt> under the section End of Primary Benchmark General Information – 2016.

All online applications are to be submitted electronically to Ms Julie Gatt by not **later than noon of Friday 11th March 2016**. **Late applications will not be considered**. Applicants will receive an automatically generated electronic acknowledgement when they submit their application. In case of any difficulties, kindly contact Ms Julie Gatt (25982132) or Ms Carmen Muscat (25982186). Applicants who have never acted as Benchmark markers are to attach scanned copies of relevant documentations of their qualifications and experience with the online application.

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

Thank you for your attention.

Gaetano Bugeja
Director, Curriculum Management

APPENDIX 7

DIRETTORAT GHAL
KVALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X **Date:** 29th February 2016
Action Required: X **Ref:** DCM 058/2016
To: All Heads of State, Church and Independent Primary Schools and Sections
From: Clare Wigg – Education Officer, Assessment of Learning
Subject: 1. Timetable for the June 2016 End of Primary Benchmark (First Session)
 2. Guidelines for the June 2016 End of Primary Benchmark

1. The first session of the End of Primary Benchmark will be held according to the attached timetable. **Please ensure that this timetable is brought to the attention of all teachers and parents concerned.**
2. In order to ensure the smooth running of the End of Primary Benchmark, Heads of School are to take note of the End of Primary Guidelines, which have been updated for the June 2016 session thanks to the feedback from the different stakeholders. A copy of these guidelines is attached.

The changes that will take place as from this year are as follows:

- Whereas the plan for the long task in the writing component for Maltese and English used to be awarded 4 marks, from this year's End of Primary Benchmark, it will be awarded 2 marks. The remaining 2 marks will be allocated to the long writing task.
- The marking scheme of the writing component for English will change format. A sample will be available on:
<http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/default.aspx>

For your information the End of Primary Benchmark Report 2015 is available online through the link above.

Thank you for your attention.

Gaetano Bugeja
Director, Curriculum Management

Timetable

END OF PRIMARY BENCHMARK JUNE 2016 FIRST SESSION

Thursday 26 May	Friday 27 May	Monday 28 May	Tuesday 29 May	Wednesday 1 June	Thursday 2 June
Maltese Speaking Component	English Speaking Component	8.45 – 9.45	8.45 – 9.45	8.45 – 9.15	8.45 – 9.00
		(60 minutes) Maltese Writing	(60 minutes) English Writing	(30 minutes) Maltese Listening Comprehension	(15 minutes) Mathematics Mental Paper
		9.45 – 10.15 <i>30 min Break</i>	9.45 – 10.15 <i>30 min Break</i>	9.15 – 10.00 <i>45 min Break</i>	9.00 – 9.15 <i>15 min Break</i>
		10.15 – 11.05	10.15 – 11.05	10.00 – 10.30	9.15 – 10.45
		(50 minutes)* Maltese Reading Comprehension	(50 minutes)* English Reading Comprehension	(30 minutes) English Listening Comprehension	(1h 30min) Mathematics Written Paper

* Students with a Reader will have an additional 30 minutes

N.B. On Monday 30 May and Tuesday 31 May, the school may use the remaining time after 11.10 am as a contingency for the Maltese and English Speaking Components.

End of Primary Benchmark Guidelines

June 2016

1. The Head of School is the Head of Centre and is fully responsible for the smooth running of the Benchmark in his/her school.
2. On each day of the Benchmark, schools will be receiving the relevant examination papers together with USBs which will be used during the Listening component of Maltese and English and for the Mental Mathematics paper. The audio files on the USB are to be copied on all the computers that will be used during the assessments. **Schools are to ensure beforehand that the necessary electronic apparatus for playing the audio files is fully functional in every classroom and that teachers are familiar with its operation.** If, on the day, the audio file 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 written to inform the Educational Assessment Unit of the reason why this has been opened.

USBs will also be provided for the Reading Comprehension for those students requiring a Reader as part of their access arrangements.

Spare USBs are sent to each centre to ensure that there are enough spares for emergencies. All USBs will be checked before being sent to schools; however if a school finds a fault with a USB, the EAU is to be informed immediately.

3. The examination papers will be packed in envelopes containing the number of papers needed for each particular class. An envelope containing additional papers to replace any faulty ones will also be provided to the Head of School. At the end of the session, the scripts must be sorted **according to the Attendance List. All scripts, used and unused, must be put back in the appropriate envelope and sealed.**
4. Schools are to ensure that an authorised person is at the school from 7.00am onwards to receive the Benchmark material. At the end of the session, personnel should be available to hand over the envelopes containing the scripts, including the extra papers, to the authorised driver calling for their collection.
5. Once again, the paper used will be cream and the font that will be used in the 2016 End of Primary Benchmark will be Andika size 13 version 1.004. It can be downloaded from:
http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx

6. The Speaking component will be assessed by two teachers, preferably the class teachers, in case the number of classes is even. If the number of classes is odd, then the class teacher has to be accompanied by a Complementary or Literacy teacher or a teacher nominated by the Head of School. The teachers are to be given the Speaking Component pack a few minutes prior to the start of the assessments so that they have enough time to familiarise themselves with the tasks.

7. The Benchmark sessions will take place as follows:

Thursday 26 May 2016	–	Maltese Speaking
Friday 27 May 2016	–	English Speaking
Monday 30 May 2016	–	Maltese Writing Maltese Reading Comprehension
Tuesday 31 May 2016	–	English Writing English Reading Comprehension
Wednesday 1 June 2016	–	Maltese Listening Comprehension English Listening Comprehension
Thursday 2 June 2016	–	Mathematics Mental Mathematics Written

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

9. Before each Benchmark session, teachers are to instruct students to check their scripts to ensure that they have all the pages and that all have been printed.

10. ACCESS ARRANGEMENTS

- The duration of each component includes **Extra Time**. This implies that Extra Time is being provided to all candidates.
- The class teacher has to act as a **Prompter** in the classroom being invigilated, if and whenever required.
- For children with writing difficulties due to physical conditions (e.g. broken arm) the **Amanuensis** has to be provided by the school.
- **Enlarged prints** and other special examination requirements will be provided as per Letter Circular DCM 262/2015.
- Hearing impaired candidates may be assigned a **Communicator** as per Letter Circular DCM 262/2015. The Communicator will be provided by the Students' Services Section.

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- For students with reading difficulties, an electronic reader will be provided for the Reading Comprehension (in both Maltese and English). A USB will be provided by the Educational Assessment Unit but the school needs to provide the personnel to operate the equipment and invigilate the students (as per Letter Circular DCM 262/2015).

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. The background colour for the text that will appear on screen is cream.

- In the Maltese and English Writing components, a **Scribe** (to transcribe illegible words) may be provided as per Letter Circular DCM 262/2015. 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 a green pen, 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 DCM 262/2015. This Reader, if needed, will have to be provided by the school.

11. EXEMPTIONS

All children are expected to sit the Benchmark examinations. However, children who fulfil certain requirements may be exempted from all or parts of the End of Primary Benchmark as per Letter Circulars DCM 263/2015 and Letter DCM 264/2015.

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

12. EXAMINATION SYLLABI

The Benchmark will be based on the State Primary Syllabi for Maltese, English and Mathematics. These syllabi may be retrieved from: <http://curriculum.gov.mt/en/Curriculum/Years-1-to-6/Pages/default.aspx>

In addition, the following guidelines regarding the format of the Benchmark examination papers are to be noted:

ENGLISH and MALTESE

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

Component	Weighting	Duration of Examination
Listening / Smigh	20%	30 minutes
Speaking / Taħdit	20%	10 minutes
Reading / Qari	30%	50 minutes
Writing / Kitba	30%	60 minutes

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 it will consist of a: *monologue; dialogue; or conversation.*

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

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- 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 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 two topics. Some additional topic were introduced as from 2015. These include: Shopping, School Outings, House and Home Environment, Health and Body Care, and People Who Help Us.
- The third and fourth tasks will consist of two of the following: *Compare and Contrast / Qabbel; Inverted Interview / Staqsini Inti; Single Picture / Stampa Waħda; Picture Story / Stampa Storja; or Thematic Picture / Stampa dwar Tema.*

More information can be found on:

<http://curriculum.gov.mt/en/Benchmark/orals-and-listening/Pages/default.aspx>

Reading (30%)

The reading component will comprise two parts:

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

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

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

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

Writing (30%)

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

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

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

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

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

- Students will also choose from two writing tasks both representing the same text type but having a different content area. Students will be asked to plan their writing. The pre-writing task (the plan) is to allow students to use the range of strategies available to them to plan their work. As from 2016, the pre-writing task will start carrying 2 marks out of a total of 20 marks allotted to the long writing task.
- In English only, a change in format will occur in the marking scheme of the writing component. A sample will be available on:

<http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/default.aspx>

More information on the pre-writing task can be found on:

<http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/prewriting.pdf>

MATHEMATICS

The Mathematics Benchmark examination is made up of two papers:

- a **Mental paper** which carries 20% of the marks and is 15 minutes long;
- a **Written paper** which carries 80% of the global mark and is 1 hour and 30 minutes long.

As from 2015, a Warmer was introduced in the Mental Paper. This is an extra question at the beginning of the test that 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. However, the use of this space is not compulsory.

The Mental Paper (20%)

The Mental paper is made up of a warmer 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 and are more demanding non-routine questions.

These questions require the application of mathematical knowledge and reasoning to solve more challenging problems.

13. RETURN OF SCRIPTS

A sample of scripts will be kept by the Educational Assessment Unit for archiving and research purposes. The rest of the scripts will be returned to schools in October 2016 to be used formatively by each school.

14. **REVIEW OF PERFORMANCE**

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

Summary of Changes for the End of Primary Benchmark 2016

- The marks awarded to the plan of the long task in the writing component for Maltese and English - whereas the plan used to be awarded 4 marks, from this year's End of Primary Benchmark, it will be awarded 2 marks. The remaining 2 marks will be allocated to the long writing task.
- The marking scheme of the writing component for English will change format. A sample will be available on:
<http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/default.aspx>

L-Orarju

II-BENĊMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) ĠUNJU 2016 L-Ewwel Sessjoni

Il-Hamis 26 ta' Mejju	Il-Ġimgħa 27 ta' Mejju	It-Tnejn 30 ta' Mejju	It-Tlieta 31 ta' Mejju	L-Erbgħa 1 ta' Ġunju	Il-Hamis 2 ta' Ġunju
Il-Malti It-Taħdit	L-Ingliz It-Taħdit	8.45 – 9.45	8.45 – 9.45	8.45 – 9.15	8.45 – 9.00
		(60 minuta) Il-Malti Il-Kitba	(60 minuta) L-Ingliz Il-Kitba	(30 minuta) Il-Malti Il-Fehim mis-Smigh	(15-il minuta) Il-Matematika Il-Karta Mentali
		9.45 – 10.15 <i>Waqfa ta' 30 minuta</i>	9.45 – 10.15 <i>Waqfa ta' 30 minuta</i>	9.15 – 10.00 <i>Waqfa ta' 45 minuta</i>	9.00 – 9.15 <i>Waqfa ta' 15-il minuta</i>
		10.15 – 11.05	10.15 – 11.05	10.00 – 10.30	9.15 – 10.45
		(50 minuta)* Il-Malti Il-Fehim mill-Qari	(50 minuta)* L-Ingliz Il-Fehim mill-Qari	(30 minuta) L-Ingliz Il-Fehim mis-Smigh	(Siegha u 30 minuta) Il-Matematika Il-Karta Miktuba

* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

N.B. Nhar it-Tnejn 30 u t-Tlieta 31 ta' Mejju, l-iskola tista' tkompli l-komponenti tat-Taħdit fil-Malti u fl-Ingliz, wara l-11:05 ta' filgħodu.

Linji Gwida għall-Benċmark ta' Tmiem il-Primarja

Ġunju 2016

1. Il-Kap tal-Iskola huwa l-Kap taċ-Ċentru u huwa responsabbli għalkollox fit-tmexxija mingħajr xkiel tal-Benċmark fl-iskola tiegħu/tagħha.
2. F'kull ġurnata tal-Benċmark l-iskejjel se jirċievu l-karti tal-eżamijiet relevanti flimkien mal-USBs li se jkun qad jintużaw waqt il-komponent tas-Smigh tal-karta tal-Malti u tal-Ingliż u għall-karta Mentali tal-Matematika. Il-fajls tal-awdjo fuq il-USB għandhom jiġu kkupjati fuq il-komputers kollha li se jintużaw waqt l-eżami. **L-iskejjel għandhom jiżguraw minn qabel li l-apparat elettroniku neċessarju għall-fajls tal-awdjo qed jaħdem sew f'kull klassi u li l-għalliema huma familjari ma' kif jithaddem dan l-apparat.** Jekk f'dik il-ġurnata l-fajl tal-awdjo jew l-apparat ma jaħdimx sew, l-iskola tista' tuża t-traskrizzjoni li se tiġi pprovduta mit-Taqsima tal-Assessjar Edukattiv. Jekk l-envelopp li fih din it-traskrizzjoni jinfetaħ, għandha tinkiteb nota biex tinforma lit-Taqsima tal-Assessjar Edukattiv bir-raġuni għaliex l-envelopp infetaħ. Se jingħataw ukoll USBs għall-Fehim mill-Qari għal dawk l-istudenti li jeħtieġu Qarrej bħala parti mill-arrangamenti tagħhom.

Se jintbagħtu USBs żejda lil kull ċentru biex ikun żgurat li, f'każ ta' emerġenza, ikun hemm biżżejjed. Il-USBs kollha se jiġu ċekkjati qabel ma jintbagħtu fl-iskejjel; madankollu, jekk skola issib xi ħsara f'xi USB, it-Taqsima tal-Assessjar Edukattiv għandha tiġi infurmata minnufih.

3. Il-karti tal-eżamijiet se jitpoġġew f'enveloppi li jkun fihom in-numru ta' karti li kull klassi partikolari għandha bżonn. Se jiġi pprovdut ukoll envelopp lill-Kap tal-Iskola li se jkun fih karti addizzjonali sabiex tinbidel kwalunkwe karta difettuża. Fl-aħħar as-sessjoni, il-karti tal-eżami għandhom jitqiegħdu fl-enveloppi **skont il-Lista tal-Attendenza. Il-karti tal-eżami kollha, kemm dawk li ntuzaw u dawk li ma ntuzawx, għandhom jitpoġġew lura fl-envelopp ix-xieraq u wara jiġi ssiġillat.**
4. L-iskejjel għandhom jiżguraw li mis-7.00 ta' filgħodu 'l quddiem ikun hemm persuna awtorizzata biex tirċievi l-materjal tal-Benċmark. Fl-aħħar tas-sessjoni, l-impjegati għandhom ikunu disponibbli sabiex jgħaddu l-enveloppi bil-karti tal-eżamijiet maħduma, inkluż l-envelopp bil-karti ż-żejda, lis-sewwieq awtorizzat li jiġi jiġborhom.
5. Għal darba oħra, il-karti li se jintużaw għall-Benċmark ta' tmiem il-Primarja 2016 se jkun kulur il-krema, bit-tipa Andika ta' daqs 13 verzjoni 1.004. Din tista' titniżzel minn: http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx

6. Il-komponent tat-Taħdit se jiġi assessjat minn żewġ għalliema, preferibilmint l-għalliema tal-klassi f'każ li n-numru ta' klassijiet huwa biż-żewġ. Jekk in-numru ta' klassijiet huwa bil-fard, l-għalliem/a tal-klassi għandu/għandha jkun/tkun akkumpanjat/a minn għalliem/a kumplimentari jew tal-Litteriżmu jew għalliem/a mqabbad/mqabbda mill-Kap tal-Iskola. L-għalliema għandhom jinghataw il-pakkett tal-Komponent tat-Taħdit fit minuti qabel il-bidu tal-eżamijiet sabiex huma jkollhom hin biżżejjed biex jiffamiljarizzaw ruħhom mal-eżercizzji.
7. Is-sessjonijiet tal-Benċmark se jsiru kif ġej:

Il-Ħamis 26 ta' Mejju 2016	–	It-Taħdit bil-Malti
Il-Ġimgħa 27 ta' Mejju 2016	–	It-Taħdit bl-Ingliż
It-Tnejn 30 ta' Mejju 2016	–	Il-Karta Miktuba tal-Malti Il-Fehim mill-Qari bil-Malti
It-Tlieta 31 ta' Mejju 2016	–	Il-Karta Miktuba tal-Ingliż Il-Fehim mill-Qari bl-Ingliż
L-Erbgħa 1 ta' Ġunju 2016	–	Il-Fehim mis-Smigh bil-Malti Il-Fehim mis-Smigh bl-Ingliż
Il-Ħamis 2 ta' Ġunju 2016	–	Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika

8. Waqt is-sessjonijiet tal-Benċmark, l-għalliema għandhom jiżguraw li l-istudenti jiktbu b'linka **blu** jew **sewda**. Madankollu, ix-xogħol żbaljat jista' jinqata' bil-lapes. **Linka li tithassar, tipex u/jew mezzi oħra ta' korrezzjoni simili ma jistghux jintużaw.**
9. Qabel kull sessjoni tal-Benċmark, l-għalliema għandhom jgħidu lill-istudenti biex jiċċekkjaw il-karti tagħhom sabiex jiżguraw li għandhom il-paġni kollha u li kull paġna hija stampata.

10. L-ARRANGAMENTI ADDIZZJONALI

- It-tul ta' kull komponent jinkludi **I-Ħin Żejjed**. Dan ifisser li l-Ħin Żejjed qed jiġi pprovdut lill-kandidati kollha.
- Jekk u meta jkun meħtieġ, l-għalliem tal-klassi għandu jiġbed l-attenzjoni ta' min ikun jeħtieġ jiffoka fuq l-eżami (iservi ta' **Prompter**) fil-klassi li jkun qed jissorvelja.
- Għal studenti b'diffikultajiet fil-kitba minhabba impediment fiżiku (eż. idhom fil-ġibs), l-iskola għandha ttipprovi **Amanwensi**.
- **Karti b'tipa kbira** u provvedimenti speċjali għall-eżami se jkunu pprovduti skont iċ-Ċirkulari DCM 262/2015.
- Studenti li jbatu mis-smigh jistgħu jinghataw **Komunikatur** skont iċ-Ċirkulari DCM 2262/2015. Il-Komunikatur jiġi pprovdut mit-Taqsima tas-Servizzi għall-Istudenti.

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- Għal studenti b'diffikultajiet fil-qari se jiġi pprovdut qarrej elettroniku għall-Fehim mill-Qari (kemm fil-Malti kif ukoll fl-Ingliż). It-Taqsima tal-Assessjar Edukattiv se tipprovdi l-USB iżda l-iskola jehtieġ li tipprovdi impjegat biex iħaddem l-apparat u jissorvelja lill-istudenti (skont iċ-Ċirkulari DCM262/2015).

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 jwieġbu l-mistoqsijiet.
- It-test se jkun ipprogettat fuq skrin u jinxtegħel waqt li qed jinqara. Il-kulur tal-isfond għat-test li jkun qed jidher fuq l-iskrin huwa kulur il-krema.

- Fil-komponenti tal-Kitba fil-Malti u fl-Ingliż, jista' jkun ipprovdut **Skriba** (biex jikteb il-kliem li ma jintgħarafx) skont iċ-ċirkulari DCM262/2015. Jekk ikun hemm hteieġa ta' Skriba, dan għandu jiġi pprovdut mill-iskola.

Huwa importanti li l-proċedura li għandha tiġi segwita meta jingħata skriba tkun kif ġej:

- L-ewwel l-istudent għandu jithalla jlesti x-xogħol tal-kitba tiegħu.
- Wara, l-iskriba jista' jsaqsi lill-istudent biex jaqra l-kliem kollu li ma jintgħarafx.
- L-iskriba jikteb, b'linka ħadra, il-kelma li l-istudent kellu f'moħħu jikteb, billi jispelli b'mod korrett.

- Fil-każ tal-Matematika, jista' jingħata **Qarrej** għas-sessjoni tal-Kitba skont iċ-Ċirkulari DCM 262/2015. Jekk ikun hemm hteieġa ta' Qarrej, dan għandu jingħata mill-iskola.

11. EŻENZJONIJIET

L-istudenti kollha huma mistennija jagħmlu l-eżamijiet tal-Benċmark. Madankollu, studenti li jissodisfaw ċerti kriterji jistgħu jiġu eżentati milli jagħmlu partijiet jew l-eżamijiet kollha tal-Benċmark ta' Tmiem il-Primarja skont iċ-Ċirkularijiet DCM 263/2015 u DCM 264/2015.

L-inviġilaturi tal-klassijiet għandhom jiżguraw li daww l-istudenti li huma eżentati jew assenti minn kwalunkwe komponent jiġu mmarkati hekk fuq il-karta tal-attendenza u jiktbu l-kelma ‘Assenti’ jew ‘Eżentat/a’ fuq il-qoxra ta’ quddiem fil-partijiet ta’ fuq u ta’ isfel. L-isem sħiħ u n-numru tal-indiċi tal-kandidat/a għandhom jinkitbu fil-parti ta’ fuq tal-paġna ta’ quddiem. Il-karta tal-eżami għandha tiddaħhal fl-envelopp mal-karti tal-eżami l-oħra skont in-Numri tal-Indiċi.

12. IS-SILLABI TAL-EŻAMIJIET

Il-Benċmark se jkun imfassal fuq is-Sillabi tal-Primarja tal-Istat għall-Malti, l-Ingliż u l-Matematika. Dawn is-sillabi jistgħu jinkisbu mis-sit: <http://curriculum.gov.mt/en/Curriculum/Years-1-to-6/Pages/default.aspx>

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

L-INGLIŻ u L-MALTI

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

Il-komponent	Il-piż	Il-hin tal-eżami
Is-Smigh / Listening	20%	30 minuta
It-Taħdit / Speaking	20%	10 minuti
Il-Qari / Reading	30%	50 minuta
Il-Kitba / Writing	30%	60 minuta

Is-Smigh (20%)

Jinghataw **żewġ** eżerċizzji tas-smigh:

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

L-istudenti jintalbu biex: *jimlew il-vojt bi kliem jew numri; jimmarkaw jekk frazi jew sentenza hijiex Veru, Falz jew Ma Ssemmietx; jaqtgħu linja taħt; jagħmlu ċirku madwar jew jimmarkaw it-twegiba t-tajba; iqabblu; ikomplu jimlew tabelli b'informazzjoni; jagħtu tikketta lil stampi jew tpingija sempliċi.*

- L-istudenti jisingħu ż-żewġ testi u l-mistoqsijiet irrekordjati **darbtejn**.

L-istudenti jintalbu:

1. jisingħu t-test u, waqt li jisingħuh, ikunu jistgħu jaħdmu t-taħriġ fuqu;
2. jisingħu l-mistoqsijiet u jwegħbuhom waqt li jisingħuhom;
3. jisingħu t-test għat-tieni darba;
4. jisingħu l-mistoqsijiet għat-tieni darba u jtemmu t-taħriġ waqt li jkunu qed jisingħuh.

L-istudenti jingħataw il-ħin biex jiċċekkjaw it-twegibiet tagħhom.

It-Taħdit (20%)

Fil-komponent tat-Taħdit, kemm fil-Malti kif ukoll fl-Ingliż, se jkun hemm tmien settijiet ta' taħriġ għall-ewwel sessjoni u żewġ settijiet godda għat-tieni sessjoni. Dan ifisser li fejn ikun hemm aktar minn 16-il student/a fi klassi, l-istess eżerċizzju se jintuża ma' żewġ pari studenti. **Iż-żewġ pari għandhom isegwu lil xulxin mill-ewwel.**

L-istudenti jiġu assessjati **f'pari**. Kull student irid jagħmel **erba'** eżerċizzji tat-taħdit.

- 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 żewġ temi. Xi temi oħra ġew introdotti mill-2015. Dawn jinkludu: ix-Xiri, il-Ħargiet ma' tal-Iskola, l-Ambjent tad-Dar, il-Kura tal-Ġisem u tas-Saħħa, u Nies li Jgħinuna.
- It-tielet u r-raba' eżerċizzju jistgħu jkunu tnejn minn dawn: *Qabbal / Compare and Contrast; Staqsini Inti / Inverted Interview; Stampa Waħda / Single Picture; Stampa Storja / Picture Story; Stampa dwar Tema / Thematic Picture.*

Tagħrif ieħor jista' jinkiseb mis-sit:

<http://curriculum.gov.mt/en/Benchmark/orals-and-listening/Pages/default.aspx>

II-Qari (30%)

Il-komponent tal-qari fih żewġ partijiet:

- L-ewwel parti tkun waħda minn dawn it-testi: *tpiġġja, stampa jew sett stampi bi ffit test; orarji jew skedi ħfief; testi qosra bħal avvizi, tabelli/sinjali, powsters, istruzzjonijiet, direzzjonijiet, riklami, 'blurbs', u messagġi.*

L-istudenti jintalbu jaħdmu eżerċizzji minn dawn: *jimlew il-vojt bi kliem jew numri, jaqtgħu linja taħt it-tajba, jagħmlu ċirku madwar, jimmarkaw it-tweġiba t-tajba, iqabblu, ikomplu jimlew tabelli b'informazzjoni, u jagħtu tikketta lil stampa jew tpiġġja 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 sħiħ.

L-istudenti jkunu mistennija jwieġbu firxa ta' mistoqsijiet fuq il-fehim billi *jimlew il-vojt bi kliem jew numri; jaqtgħu linja taħt it-tajba; jagħmlu ċirku madwar, jew jimmarkaw it-tweġiba t-tajba; iqabblu; jimmarkaw jekk sentenza hijiex Veru, Falz, jew Ma ssemmietx; ikomplu tabella; u jagħtu tweġiba.* Jistgħu jiġu assessjati wkoll fuq għarfien il-lingwa. Meta jiġu biex jagħtu tweġiba bil-miktub, it-tweġibiet jistgħu ma jkunux sħaħ, iżda fihom l-istudenti jridu juru li fehmu dak li qraw.

II-Kitba (30%)

Ikun hemm kitba qasira (10%) u kitba twila (20%). Fiż-żewġ kitbiet, l-ortografija, il-puntegġjatura, u l-grammatika jiġu assessjati minhabba l-importanza tagħhom. L-eżerċizzju tat-tnejja 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 / messagġ; ittra elettronika informali; stedina; avviz; riklam; djalogu qasir; istruzzjonijiet; direzzjonijiet; jew paragrafu qasir dwar tema.*

- L-istudenti jagħzlu wieħed minn żewġ titli ta' kitba twila. Dawn it-tnejn ikunu tal-istess generu (ngħidu aħna, djalogu qasir) iżda jittrattaw temi differenti (bħal, ngħidu aħna, djalogu dwar ħarġa ma' tal-iskola, jew djalogu dwar attività 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 pubblikazzjoni simili għal studenti żgħar.*

Fil-Malti, skont is-sillabu ufficjali tal-Primarja, il-kitba t-twila tista' tinkludi wkoll *djalogu*.

- L-istudenti jridu wkoll jagħzlu minn żewġ eżerċizzji ta' kitba tal-istess generu iżda li jittrattaw temi differenti. L-istudenti jintalbu jagħmlu pjan għall-kitba tagħhom. L-eżerċizzju ta' thejjija għall-kitba (il-pjan) jippermetti lill-istudenti jużaw il-firxa ta' strateġiji disponibbli għalihom biex jipplanaw ix-xogħol. Mill-2016, l-eżerċizzju ta' thejjija għall-kitba se jibda jkollu 2 marki minn total ta' 20 marka tal-eżerċizzju tal-kitba t-twila.
- Fl-Ingliż biss, se jkun hemm bidla fil-format tal-iskema tal-marki tal-komponent tal-kitba. Kampjun ta' dan se jkun aċċessibbli mis-sit:
<http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/default.aspx>

Tagħrif iehor dwar it-thejjija għall-kitba jista' jinkiseb mis-sit
<http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/prewriting.pdf>

IL-MATEMATIKA

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

- **Il-Karta Mentali** jkollha 20% tal-marki u tiegħu kwarta (15-il minuta);
- **Il-Karta Miktuba** jkollha 80% tal-marki u tiegħu siegħa u nofs (90 minuta).

Mill-2015, mal-Karta Mentali żdiedet mistoqsija ta' thejjija (*warmer*). Din hija mistoqsija żejda fil-bidu tat-test li ma tiswiex marki. L-għan tagħha huwa li l-istudenti jiffokaw fuq il-lehen tal-kelliem u jsiru familjari mat-test. Jingħata ħin apposta għal din il-mistoqsija.

Fil-Karta Miktuba l-kandidati qegħdin jingħataw l-ispazju meħtieġ biex juru xogħolhom (*working*). Il-kandidati huma mhegġa jużaw l-ispazju pprovdut għal xogħolhom, imma mhux bilfors jagħmlu hekk.

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 ħfief u lejn l-aħħar ikun hemm mistoqsijiet itqal.

Il-waqqfiet bejn mistoqsija u oħra biex jitwieġbu l-mistoqsijiet waħda waħda f'kull taqsima 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-aħħar 5 mistoqsijiet ... waqfa ta' 20 sekonda wara kull mistoqsija

L-istudenti ma jkunux penalizzati u lanqas ma jingħataw marki żejda jekk jiktbu xi noti u juru x-xogħol tagħhom 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-Algebra; 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 ħiliet bażiċi sempliċi. It-tmien mistoqsijiet ta' wara fihom total ta' 40 marka u jeżaminaw il-ħiliet Matematiċi tal-istudenti fl-erba' oqsma tas-sillabu. L-aħħar erba' mistoqsijiet fihom total ta' 24 marka u jinkludu mistoqsijiet mhux tas-soltu li joffru sfida akbar.

Dawn il-mistoqsijiet jeħtieġu t-thaddim ta' għarfien Matematiku u raġunar biex l-istudenti jsolvu problemi Matematiċi li joffru sfida akbar.

13. L-IRRITORNAR TAL-KARTI TAL-EŻAMI

Kampjun tal-karti tal-eżami maħduma se jinżamm mit-Taqsima tal-Assessjar Edukattiv għall-arkivjar u għal skopijiet ta' riċerka. Il-kumpliment jintbagħtu lura fl-iskejjel f'Ottubru 2016 biex jintużaw b'mod formattiv minn kull skola.

14. REVIŻJONI TAL-KARTI

L-iskola tista' tagħmel talba għal reviżjoni tal-karti jekk ikun hemm evidenza ta' diskrepanza bejn kif mar/marret l-istudent/a matul is-sena u l-marka tiegħu/tagħha fil-Benċmark (ikun hemm tal-inqas diskrepanza ta' 25% fil-marki). Din it-talba għar-reviżjoni tal-karti għandna tasal għand it-Taqsima tal-Assessjar Edukattiv sa **hamest ijiem** wara li l-iskola tirċievi r-riżultati.

It-tibdiliet fil-qosor għall-Benċmark ta' Tmiem il-Primarja 2016

- Il-marki mogħtija għall-pjan fl-eżerċizzju tal-kitba t-twila fil-komponent tal-kitba fil-Malti u l-Ingliż – fejn qabel għall-pjan kienu jingħataw erba' marki, mill-Benċmark ta' Tmiem il-Primarja ta' din is-sena se jingħataw żewġ marki.
- Iż-żewġ marki l-oħra se jiżdiedu mal-eżerċizzju tal-kitba twila. L-iskema tal-marki tal-komponent tal-kitba għall-eżami tal-Ingliż se jkollha format differenti. Kampjun tagħha se jkun aċċessibbli mis-sit:
<http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/default.aspx>

APPENDIX 8

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 18th April 2016

Action Required: X

Ref: DCM 082/2016

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

From: Louis Scerri – Assistant Director

Subject: June 2016 End of Primary Benchmark (2nd Session) – Call for Application 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 2016**. Maltese candidates will sit for the second session at 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 – includes candidates who will have completed Year 6 in a Church or Independent School that will not be participating in the First Session of the End of Primary Benchmark. The candidates should complete an Application Form that may be collected as from **Monday, 2 May 2016** from the Educational Assessment Unit, c/o Maria Assumpta Girls' Secondary School, Joseph Abela Scolaro Street, Hamrun (the block behind the National Curriculum Centre - NCC) or from the Education Office, Victoria, Gozo. The application form can be downloaded at www.curriculum.gov.mt. Completed application forms need to be returned to the Educational Assessment Unit, Hamrun (8:00 to 16:00hrs), or the Education Office, Victoria, Gozo, by not later than **Monday, 16 May 2016**.

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

Category B – includes candidates who will have completed Year 6 in a State, a Church or an Independent School that will have participated in the First Session of the Benchmark but who, during the First Session, were either sick or absent from any or all components.

In the case of candidates falling under Category B, the Educational Assessment Unit will assume that children who were sick or absent in the First Session for any components will be sitting the missed component/s in the Second Session. These children therefore need not 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 **Thursday, 9 June 2016**.

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.

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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.

JUNE 2016				
Second Session				
13 JUNE	14 JUNE	15 JUNE	16 JUNE	17 JUNE
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
15.00 – 16.00 (60 minutes) Maltese Writing	15.00 – 16.00 (60 minutes) English Writing	15.00 – 15.15 Mathematics Mental Paper (15 minutes)	15.00 – 18.00 Maltese Oral	15.00 – 18.00 English Oral
16.00 – 16.25 <i>25 min Break</i>	16.00 – 16.25 <i>25 min Break</i>	15.15 – 15.30 <i>15 min Break</i>		
16.25 – 16.55 (30 minutes) Maltese Listening Comprehension	16.25 – 16.55 (30 minutes) English Listening Comprehension	15.30 – 17.00 Mathematics Written Paper (1h 30min)		
16.55 – 17.10 <i>15 min Break</i>	16.55 – 17.10 <i>15 min Break</i>			
17.10 – 18.00 (50 minutes) Maltese Reading Comprehension	17.10 – 18.00 (50 minutes) English Reading Comprehension			

4. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi may be downloaded from www.curriculum.gov.mt together with the guidelines. (Please refer to Letter Circular DCM 58/2016 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;
- 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, 13 May 2016**.

Thank you for your cooperation.

Gaetano Bugeja
Director, Curriculum Management

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

**THE END OF PRIMARY BENCHMARK 2016
APPLICATION FORM FOR THE SECOND SESSION
13 June – 17 June 2016
(3.00pm – 6.00pm)**

Surname: _____

Name: _____ Male/Female: _____

Date of Birth: ____ / ____ / ____ Student's ID No: _____

Telephone: _____ Mobile: _____

Address: Door Number/Name & Street Name: _____
Town/Village & Postcode: _____

Surname and Name of Parent/Guardian: _____

Present School: _____ Year/Grade: _____

Centre where the candidate will be sitting for the examination: Malta / Gozo (*Underline the applicable option*)

Student's Signature: _____ Parent's/Guardian's Signature: _____

Statement of Consent (in accordance with the Data Protection Act)
I hereby give my consent to the Department of Curriculum Management for processing this information being supplied with this application. I fully understand that by opting out, this application cannot be processed.

Parent's/Guardian's Signature: _____ Date: _____

The Department of Curriculum Management within the Directorate for Quality and Standards in Education 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: THE EDUCATIONAL ASSESSMENT UNIT, TRIQ JOSEPH ABELA SCOLARO, HAMRUN
(behind the National Curriculum Centre NCC)
OR: THE EDUCATION OFFICE, VICTORIA, GOZO
BY 16 MAY 2016**

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

Application Form Number

Application received on / /

Application received by

**This timetable is to be handed to the applicant
together with the acknowledgement note.**

SECOND SESSION OF THE END OF PRIMARY BENCHMARK 2016

TIMETABLE

JUNE 2016				
Second Session				
13 JUNE	14 JUNE	15 JUNE	16 JUNE	17 JUNE
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
15.00 – 16.00 (60 minutes) Maltese Writing	15.00 – 16.00 (60 minutes) English Writing	15.00 – 15.15 (15 minutes) Mathematics Mental Paper	15.00 – 18.00 Maltese Oral	15.00 – 18.00 English Oral
16.00 – 16.25 <i>25 min Break</i>	16.00 – 16.25 <i>25 min Break</i>	15.15 – 15.30 <i>15 min Break</i>		
16.25 – 16.55 (30 minutes) Maltese Listening Comprehension	16.25 – 16.55 (30 minutes) English Listening Comprehension	15.30 – 17.00 (1h 30min) Mathematics Written Paper		
16.55 – 17.10 <i>15 min Break</i>	16.55 – 17.10 <i>15 min Break</i>			
17.10 – 18.00 (50 minutes) Maltese Reading Comprehension	17.10 – 18.00 (50 minutes) English Reading Comprehension			

END OF PRIMARY BENCHMARK 2016

- In Malta, all components of the Second Session of the End of Primary Benchmark will be held at Floriana Primary School. In Gozo, these 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 DCM 262/2015 are to contact the Educational Assessment Unit on 25982186 by 13 May 2016.
- No calculators will be allowed in Mathematics. A protractor may be required.
- During the Orals, candidates will be allowed to go home as soon as they finish the interview.

IL-BENĊMARK TA' TMIEN L-EDUKAZZJONI PRIMARJA

- F'Malta, il-komponenti kollha tat-Tieni Sessjoni tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja se jsiru fl-Iskola Primarja, il-Furjana. F'Għawdex, se jsiru fl-Uffiċċju tal-Edukazzjoni, ir-Rabat.
- Is-sessjonijiet kollha jibdew fit-3.00pm. Il-kandidati jridu jkunu f'posthom sat-2.45pm.
- Kull talba għal Eżenzjoni minn xi komponent tal-Benċmark jew għal *Access Arrangements* tiġi kkunsidrata skont l-evidenza li tkun inġhatat fl-Ewwel Sessjoni. Dawk il-kandidati li se japplikaw għat-Tieni Sessjoni bħala kandidati privati (Kategorija A) u li huma eliġibbli għal *Access Arrangements* skont kif indikat fl-Ittra Ċirkulari DCM 262/2015 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sat-13 ta' Mejju 2016.
- L-użu tal-*calculators* mhux permess waqt il-Matematika iżda wiehed jista' jiġi bżonn l-użu ta' *protractor*.
- Malli jispiċċaw mill-orali, il-kandidati jkunu jistgħu jmorru lura d-dar.

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END OF PRIMARY BENCHMARK (Year 6)
JUNE 2016 (2nd Session)

<i>Monday 13 June</i>	<i>Tuesday 14 June</i>	<i>Wednesday 15 June</i>	<i>Thursday 16 June</i>	<i>Friday 17 June</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00 – 18.00 Maltese Oral Component	15.00 – 18.00 English Oral Component
(60 minutes) Maltese <i>Writing</i>	(60 minutes) English <i>Writing</i>	(15 minutes) Mathematics <i>Mental Paper</i>		
16.00 - 16.25 <i>25min Break</i>	16.00 - 16.25 <i>25min Break</i>	15.15 - 15.30 <i>15min Break</i>		
16.25 – 16.55	16.25 – 16.55	15.30 – 17.00		
(30 minutes) Maltese <i>Listening Comprehension</i>	(30 minutes) English <i>Listening Comprehension</i>	(1h 30min) Mathematics <i>Written Paper</i>		
16.55 – 17.10 <i>15min Break</i>	16.55 – 17.10 <i>15min Break</i>			
17.10 – 18.00	17.10 – 18.00			
(50 minutes)* Maltese <i>Reading Comprehension</i>	(50 minutes)* English <i>Reading Comprehension</i>			

* Students with a Reader will have an additional 30 minutes

**IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena)
ĠUNJU 2016 (It-Tieni Sessjoni)**

<i>It-Tnejn 13 ta' Ġunju</i>	<i>It-Tlieta 14 ta' Ġunju</i>	<i>L-Erbgħa 15 ta' Ġunju</i>	<i>Il-Hamis 16 ta' Ġunju</i>	<i>Il-Ġimgħa 17 ta' Ġunju</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00 – 18.00	15.00 – 18.00
(60 minuta) Il-Malti <i>Il-Kitba</i>	(60 minuta) L-Ingliz <i>Il-Kitba</i>	(15-il minuta) Il-Matematika <i>Il-Karta Mentali</i>		
16.00 - 16.25 <i>Waqfa ta' 25 minuta</i>	16.00 - 16.25 <i>Waqfa ta' 25 minuta</i>	15.15 - 15.30 <i>Waqfa ta' 15-il minuta</i>		
16.25 – 16.55	16.25 – 16.55	15.30 – 17.00		
(30 minuta) Il-Malti <i>Il-Fehim mis-Smigh</i>	(30 minuta) L-Ingliz <i>Il-Fehim mis-Smigh</i>	(Siegħa u 30 minuta) Il-Matematika <i>Il-Karta Miktuba</i>		
16.55 – 17.10 <i>Waqfa ta' 15-il minuta</i>	16.55 – 17.10 <i>Waqfa ta' 15-il minuta</i>			
17.10 – 18.00	17.10 – 18.00			
(50 minuta)* Il-Malti <i>Il-Fehim mill-Qari</i>	(50 minuta)* L-Ingliz <i>Il-Fehim mill-Qari</i>			

* Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda

APPENDIX 9

XXXXXXX College

XXXXXX College, XXXXXXX Primary


**End of Primary Report
2015 – 2016**

Name: XXXXXXXXXX XXXXXXX

ID: XXXXXXXXX

Class: XXXXX

Subject	Student's Result	National Median*	Teacher Assessment			
			Excellent	Good	Fairly Good	Needs to improve
Malti						
Orali (20 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fehim mis-Smigh (20 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taħriġ il-Fehim (30 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitba (30 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total						
English						
Oral (20 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension (20 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension (30 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (30 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total						
Mathematics						
Mental Paper (20 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Paper (80 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total						
Religion (100 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies (100 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science (100 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Additional Information: _____

Class Teacher

Head of School

Name Surname

House Name & Number

Street Name

Locality, Malta/Gozo

APPENDIX 10

Specimen of Statistical Information Sent to Schools Regarding the End of Primary Benchmark 2016

	Malti Orali	Malti Smigh	Malti Fehem mill-Qari	Malti Kitba	Malti Total	English Oral	English Listening	English Reading	English Writing	English Total	Maths Mental	Maths Written	Maths Total
National Median	17.0	15.0	23.0	19.0	73.0	17.0	18.0	21.0	17.0	73.0	17.0	61.0	78.0
Particular School Median	17.0	14.0	22.0	17.0	69.0	17.0	17.0	19.0	15.0	68.0	17.0	56.0	73.0
National Mean	16.4	13.9	21.6	17.9	68.9	16.3	17.0	20.2	16.0	68.8	15.6	56.9	72.4
National Std Deviation	3.4	3.6	5.6	5.0	16.6	3.3	2.9	4.7	6.2	15.9	4.4	18.3	22.4
Particular School Mean	16.4	13.1	20.0	16.1	64.7	15.9	16.1	18.6	14.2	64.2	15.2	52.3	67.5
Particular School Std Deviation	3.3	3.7	6.1	5.0	17.0	3.6	3.1	4.9	6.1	16.4	4.6	19.1	23.1

APPENDIX 11

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
IL-FURJANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

**Department of Curriculum Management
Educational Assessment Unit**

Tel: 25982727

Email: eau@gov.mt

MEMORANDUM

Information: X

Date: 3 October 2016

Action Required:

Ref: 14//2016

To: All Heads of State Primary Schools B/C

From: Mr Louis Scerri (Assistant Director)

Subject: Returning of the End of Primary Benchmark 2016 Scripts

In the coming days, the End of Primary Benchmark 2016 scripts of your students will be returned to your school.

You might find that some scripts are missing; this is due to the fact that some are being kept at the Educational Assessment Unit for archiving and research purposes.

The returned scripts should ideally be used internally by the school to review students' performance and identify areas where improvements in the teaching and learning process can be made.

The scripts are to be archived by the school and should not be disposed of before a period of one year.

Thank you for your co-operation.

Mr Louis Scerri
Assistant Director

Soft Versions of all Resources related to
the End of Primary Benchmark 2016
are found on
the Department of Curriculum Management website
www.curriculum.gov.mt