

End of Primary Benchmark 2018

Report

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Table of Contents

List of Tables	ii
List of Figures	iv
Foreword	v
Executive Summary	vii
Introduction	1
1. Information on the End of Primary Benchmark 2018	3
2. Registrations for the End of Primary Benchmark 2018.....	6
3. National Results of the End of Primary Benchmark 2018	11
4. Performance Reports	23
4.1 Il-Malti	24
4.2 English	35
4.3 Mathematics.....	44
5. Item Analysis	51
6. Conclusion	59
Appendices.....	60

List of Tables

Table 1: End of Primary Benchmark 2018 – Archived Scripts by Subject and Component.....	5
Table 2: Participation in the End of Primary Benchmark 2018.....	6
Table 3: Participation in the End of Primary Benchmark 2018 – Second Session.....	6
Table 4: Exemptions: End of Primary Benchmark 2018.....	8
Table 5: Participation in the End of Primary Benchmark 2018 by Component (N = 3571)*	8
Table 6: Access Arrangements for Children with Learning Difficulties	9
Table 7: National Results of the End of Primary Benchmark 2018.....	12
Table 8: National Results of the End of Primary Benchmark 2018–Percentiles by Component	13
Table 9: National Results of the End of Primary Benchmark 2018 – Percentiles by Gender	14
Table 10: Il-Malti – A List of Items and their Facility and Discrimination Indices	53
Table 11: Levels of Difficulty and Discrimination (Il-Malti).....	54
Table 12: English – A List of Items and their Facility and Discrimination Indices	55
Table 13: Levels of Difficulty and Discrimination (English).....	56
Table 14: Mathematics – A List of Items and their Facility and Discrimination Indices.....	57
Table 15: Levels of Difficulty and Discrimination (Mathematics).....	58

List of Figures

Figure 1: Il-Malti – It-Taħdit	16
Figure 2: Il-Malti – Is-Smigh	16
Figure 3: Il-Malti – Il-Fehim mill-Qari	17
Figure 4: Il-Malti – Il-Kitba	17
Figure 5: English – Speaking	18
Figure 6: English – Listening	18
Figure 7: English – Reading Comprehension	19
Figure 8: English – Writing	19
Figure 9: Mathematics – Mental	20
Figure 10: Mathematics – Written	20
Figure 11: Il-Malti – Total	21
Figure 12: English – Total	21
Figure 13: Mathematics – Total	22

Foreword



This year's End of Primary Benchmark Assessment comes at a time when the education system in Malta is passing through a change in teaching, learning and assessment methods. The teaching and learning programmes have been changed into a learning outcomes framework while the half-yearly examinations have been substituted with continuous assessment through which parents will be receiving more detailed information about their children. These changes require a commitment for change by the class teacher, the support educators, the school senior management team members, heads of department and education officers. All changes must also be supported by parents, who are key stakeholders in all change processes. This is a concerted effort that educators, students and parents must conduct together to attain the four aims of the Education Strategy for Malta 2014-2024.

A review of the End of Primary Benchmark has taken place in recent months. This review board met and discussed issues related to all the stakeholders and is now in the phase of drawing an implementation plan for the changes that have been agreed to. The planned changes will be implemented gradually over several years, so as to have a more inclusive, valid and reliable assessment. The End of Primary Benchmark should continue to not be considered as a high stakes examination.

The Maltese and English assessments consist of speaking, listening, reading and writing components. In Mathematics, the written assessment is complemented by a mental test. All components help to provide a detailed picture of the learner's achievement in different areas of the core subjects. Students are given their result and national median of every component together with the total mark and national median for each subject. This underlines our commitment to ensure a fair and reliable assessment. It also complements our constant efforts to provide students who require access arrangements the support they need without impacting the rigour and validity of the exercise.

The performance reports authored by the different chairpersons of the paper setters' panels are included in this report. They provide a resource which all stakeholders should make use of. The Directorate for Learning and Assessment Programmes (DLAP) within the Department of Curriculum, Lifelong Learning and Employability (DCLE) also provides numerous online resources available at www.curriculum.gov.mt. A wealth of resources, ready to be explored and utilized by teachers, parents and students, can be accessed at this website.

Finally, I must thank all those involved in the End of Primary Benchmark. The DCLE, the Directorate for Educational Services (DES), the Faculty of Education (University of Malta), Church Schools, Independent Schools and the staff at the Educational Assessment Unit, who collaborate to make the End of Primary Benchmark a learning experience for all. I would also like to thank the Education Officers, Heads of Primary Schools, all the primary school teachers who help in the administration of this assessment and the other professionals who work hard to give our students the quality education they deserve.

Gaetano Bugeja

Director – Directorate for Learning and Assessments Programmes

Executive Summary

This summary gives an overview of:

- i) The administration of the End of Primary Benchmark 2018;
- ii) The registration for the main and second sessions;
- iii) The results data of the main and second sessions.

i) Administration Information

- A total of 86 schools participated in the main session of the End of the Primary Benchmark 2018. These included all 62 State Primary Schools, 20 Church Schools and 4 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 28th May and 1st June 2018. The Speaking components of Maltese and English were held on 28th and 29th May 2018 respectively. On 30th May, the Maltese Writing Reading, and Listening components were held, whilst the same components for English were held on 31st May. The two components of Mathematics (Mental and Written) took place on 1st June 2018. All participants sat for this session in their respective schools.
- A second session was held during the week starting 11th June 2018. All candidates who were absent from one or more of the components during the main session were eligible to sit for this second session. This session was also open to students from the Non-State Schools who did not participate in the main session. All components in the second session were held in the afternoon at San Gorg Preca College Floriana Primary and at the Gozo Education Office in Rabat.

ii) Registrations

- The total number of participants in both the main and second sessions was 3484 (1698 females and 1786 males). This represents 85% of the national Year 6 student cohort that was eligible to sit for the End of Primary Benchmark 2018.
- The number of participants in the second session varied for the different components. This was because there were candidates who sat only for those components in which they were absent during the main session and others who sat for all components as their school did not participate in the main session. The latter amounted to a total of 43 students.
- In 2018, there were 796 candidates who applied for exemptions and access arrangements. After processing the applications, 86 students were exempted from all components of the three subjects while 424 were granted one or more access arrangements during these assessments.

iii) Results

- Scores for Maltese ranged from 4 to 98, with a median mark of 69 (Mean = 64.7, S.D. = 18.1). 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 59 to 79 for girls and from 52 to 76 for boys.
- For English, scores ranged from 3 to 96, with a median mark of 70 (Mean = 66.4, S.D. = 15.6). 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 62 to 79 for girls and from 57 to 76 for boys.
- In Mathematics, scores ranged from 1 to 100 with a median mark of 75 (Mean = 69.4, S.D. = 21.5). The range of marks for girls and boys was close with boys performing slightly better. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 57 to 85 for girls and from 56 to 87 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 = 16.3, S.D. = 3.5) in Maltese and 17 out of 20 (Mean = 16.4, S.D. = 3.2) in English.
 - In the Listening component students fared better in English than in Maltese. The median mark for Maltese was 13 out of a maximum of 20 (Mean = 13.0, S.D. = 4.0) and the median mark for English was 16 out of a maximum of 20 (Mean = 15.0, S.D. = 3.4).
 - In the Reading Comprehension component, candidates did better in Maltese than English. This was reflected in the scores obtained where the median mark for Maltese was 21 out of a maximum of 30 (Mean = 19.8, S.D. = 5.9) and for English it was 20 out of a maximum of 30 (Mean = 19.3, S.D. = 4.7).
 - In the Writing component, the candidates' performance was slightly better in Maltese when compared to English. In fact, the median mark for the writing component of Maltese was 18 out of a maximum of 30 (Mean = 16.9, S.D. = 5.4). In English the median mark was 17 out of a maximum of 30 (Mean = 16.8, S.D. = 5.3).
 - In the Mathematics Mental paper, the median mark was 16 out of a maximum of 20 (Mean = 15.0, S.D. = 4.6), whereas in the Mathematics Written paper, the median mark was 58 out of a maximum of 80 (Mean = 54.5, S.D. = 17.3).
- This report provides an Item Analysis section and further statistical information which together give a more detailed picture of the performance of the candidates.

Introduction

This report provides a detailed account of the End of Primary Benchmark held in June 2018. It starts by giving information about the way this assessment was conducted and provides statistical data on registrations for the two sessions, including data on applications for exemptions and access arrangements. This section is followed by the performance reports of the three subjects forming part of the Benchmark. In each of the performance reports for Maltese, English and Mathematics, details are given on the candidates' performance in the different components. These reports highlight strengths and weaknesses identified in the different components and provide suggestions for potential improvement in certain areas. The report concludes with a technical section where the results of an item analysis for each subject are presented. Together with this report, readers have online access to all the resources used in both sessions of the End of Primary Benchmark 2018. These are available on the website of the Directorate for Learning and Assessment Programmes at www.curriculum.gov.mt.

1. Information on the End of Primary Benchmark 2018

- In October 2017, three paper setters' panels, for Maltese, English and Mathematics, were set up by the Director General of the Directorate for Curriculum, Research, Innovation and Lifelong Learning (DCRILL). Each panel was made up of subject experts from the Education Directorates, Church Schools and Independent Schools and the Faculty of Education of the University of Malta. Each of the paper setters' panels was requested to draw up two sets of papers with one set for the main session and another set for the second session.
- On 15th October 2017, Letter Circular DLAP 119/2017 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 2018 (Appendix 1).
- Following the national training workshops held during the previous scholastic year (2016/17) for all assessors and interlocutors of the Speaking components of the End of Primary Benchmark 2017, a need was felt for a repeat of these training session for the new intake of newly qualified teachers (NQTs) and first-time teachers of Year 6. Heads of Schools were asked in October 2017 to inform the Educational Assessment Unit (EAU) about any members of staff who need this training. Members of Senior Management Teams (SMTs) and other teaching grades who never had training in this area and wanted to attend the training workshops were encouraged to do so. Training workshops were held in Gozo and in Malta, on the 27th and 30th November 2017, respectively. The number of participants was 5 in Gozo and 65 in Malta. The workshops were held prior to the Half Yearly examination session so that trained personnel could follow the appropriate procedures when conducting the Half Yearly speaking component assessment.
- On the 15th December 2018, Letter Circular DLAP 184/2017 was issued by the Directorate for Learning and Assessment Programmes (DLAP) to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendix 2).
- A Call for Applications (Letter Circular DLAP 024/2018) was issued on the 22nd January 2018 for teachers who wished to act as markers in the End of Primary Benchmark 2018 (Appendix 3).
- Letter Circular DLAP 026/2018 was sent to all State and Non-State Schools on 22nd January 2018, informing them of the timetable and guidelines to be followed during the End of Primary Benchmark 2018 (Appendix 4).
- Information meetings for parents were organised under the auspices of College Principals. The first meeting was held on 20th November 2017, at Gozo College Boys' Secondary School. The meeting was held at 5:00pm and the turn-up was very positive. Colleges in Malta were clustered in four groups with the College Principals of each group identifying a suitable date and venue for each meeting. The meetings were held between 21st and 27th November 2017 at St Clare College Pembroke Primary School, St Ignatius College Qormi St Sebastian Primary School, St Margaret College Marsaxlokk Primary School and Maria Regina College Mosta Secondary School (Zokrija). The aim of these meetings was to explain the Benchmark assessments to parents, inform them about changes that were to be introduced, and answer any difficulties or queries that arose. The PowerPoint presentation and the leaflets distributed

during these sessions, together with information about other Benchmark-related material, were made available to the public on the Directorate for Learning and Assessment Programmes' website (www.curriculum.gov.mt).

- All candidates sat for the End of Primary Benchmark 2018 in their own school. The 86 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	16
Centres in Church Primary Schools, Gozo	4
Centres in Independent Primary Schools, Malta	4
Total	86

- On 25th April 2018, Letter Circular DLAP 112/2018 was issued providing details for the second session which was to be held during the week starting 11th June 2018. Sessions took place in the afternoon between 15:00 and 18:30hrs at San Ġorg Preca College Floriana Primary and at Gozo College Boys' Secondary Rabat, Gozo (Appendix 5).
- On 4th July 2018, results were sent in electronic format to the candidates' respective schools. Schools were instructed to post these results to all students on 7th July 2018, and upload them on the school portal on the 9th July 2018. Information in Appendix 8 illustrates how the End of Primary Report Template provided results and national medians for the separate components, together with the subject's total mark and its respective national median. National Performance Data and School Performance Data were also sent to College Principals to pass on to all participating schools in August 2018 (Appendix 6). The Benchmark results of private candidates for the second session were sent directly to candidates' residences by the Educational Assessment Unit.
- A total of 24 requests for a review of performance were received by the EAU in the five-day period indicated in the Letter Circular DLAP 026/2018 dated 22nd January 2018 (Appendix 4).
- A number of scripts were kept for archiving and research purposes as indicated in Table 1. The rest of the scripts were sent back to schools by the EAU. Blind marking (that is, when no markings whatsoever are made by markers on the scripts) was used during the marking process and therefore the returned scripts were unmarked.

Table 1: End of Primary Benchmark 2018 – 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 2018

This section gives information about the candidates who sat for the End of Primary Benchmark 2018. Table 2 below shows that the total number of students was 3484, with 1698 being females (49%) and 1786 being males (51%). This total amounted to 85% of the whole cohort of Year 6 children.

Table 2: Participation in the End of Primary Benchmark 2018

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2327	1094	1233	2327	100%
Church	1316	579	456	1035	79%
Independent	475	14	65	79	17%
Private Candidates (Second Session)	-	11	32	43	-
Total	4118	1698	1786	3484	85%

Table 3 provides information on the number of candidates who sat for the second session of the End of Primary Benchmark 2018 during the week starting 11th June 2018. All candidates who were absent for one or more of the components during the first session were eligible to sit for this second session. The second session was also open to children from the Non-State Schools which did not participate in the main session of the Benchmark. A total of 43 such applications from Private candidates were received.

Table 3: Participation in the End of Primary Benchmark 2018 – Second Session

Component	Number of students who sat for the Second Session (Number of Eligible Candidates in brackets*)			
	State Schools	Non-State Schools	Private Candidates	Total
Il-Malti				
It-Taħdit	6 (21)	0 (4)	39 (42)	45 (67)
Is-Smigh	18 (35)	0 (5)	39 (42)	57 (82)
Il-Qari	18 (31)	0 (4)	39 (42)	57 (77)
Il-Kitba	16 (30)	0 (4)	39 (42)	55 (76)
English				
Speaking	9 (25)	0 (4)	40 (43)	49 (72)
Listening	21 (37)	5 (8)	40 (43)	66 (88)
Reading	21 (33)	5 (8)	40 (43)	66 (84)
Writing	22 (34)	4 (7)	40 (43)	66 (84)
Mathematics				
Mental	26 (42)	2 (7)	40 (43)	68 (92)
Written	26 (42)	2 (7)	40 (43)	68 (92)

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

Exemptions and Access Arrangements

There were 796 applications for exemptions and access arrangements in 2018, a 1.63% decrease when compared to 2017. After processing all applications, 86 children were exempted from all components of the three subjects and 424 were granted access arrangements. A total of 10 students were not eligible for the access arrangement they applied for. Whilst nine children declined the access arrangements provisions they were granted, a total of fourteen children renounced exemptions they were given.

Procedures for Access Arrangements and Exemptions

The new procedures for schools to apply for access arrangements and exemptions, introduced in 2017, were continued and extended to the immigrants' exemptions. This change was implemented to ensure that access arrangements and exemptions are perceived as an integral part of the learning process. The procedure proved to reduce the paperwork involved and was less time consuming for both the schools' Senior Management Teams and EAU personnel. An e-handbook on the procedures was developed and uploaded on the DLAP's website at www.curriculum.gov.mt.

For those children who had already been assessed and had an updated psychological report, schools had to simply fill in an e-template with the details of the students and indicate which access arrangement/s the child qualified for according to the available report. On the other hand, schools had to complete the required form for students who had never been assessed. The number of applications for new cases amounted to ten, a sharp drop from the 42 applications received in 2017.

A similar e-template was to be completed for children who were following an alternative learning programme and/or were functioning at or below the level of primary Year 3 or children with a severe disability. These children were given the possibility to request an exemption from all or particular components of the three subjects.

For the second type of exemptions, that is migrants' children, students 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. For this exemption the school had to complete a separate new e-template and forward it electronically to the EAU.

Table 4 gives a breakdown of the exemptions granted in the different components. It should be noted that a number of students renounced the exemptions that they had applied for and so the number of applications and number of students availing themselves of exemptions do not tally.

Table 4: Exemptions: End of Primary Benchmark 2018

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-Taħdit	113 (114)	107 (111)
Is-Smigh	114 (115)	115 (118)
Il-Qari	123 (124)	193 (200)
Il-Kitba	124 (125)	209 (216)
English		
Speaking	9 (9)	96 (97)
Listening	10 (10)	106 (108)
Reading	14 (14)	173 (181)
Writing	15 (15)	182 (190)
Mathematics		
Mental	0 (0)	160 (163)
Written	0 (0)	159 (164)

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 2018 sessions.

Table 5: Participation in the End of Primary Benchmark 2018 by Component (N = 3484) *

Component	Exempted Candidates	Absent Candidates	Present Candidates
Il-Malti			
It-Taħdit	220	67	3197
Is-Smigh	229	82	3173
Il-Qari	316	77	3091
Il-Kitba	333	76	3075
English			
Speaking	105	72	3307
Listening	116	88	3280
Reading	187	84	3213
Writing	197	84	3203
Mathematics			
Mental	160	92	3232
Written	159	92	3233

* N represents the total number of students registered for the 2018 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*.

As from this year, students with a Reader provision recommended in their psychological report or any other relevant professional report, qualified for the provision of *Reading Assistance* in the Maltese and English Reading Comprehensions. This measure was introduced since a number of students have challenges when reading for understanding even though their ability to read text is excellent. This is particularly so for students on the autism spectrum.

During the electronic Reading Comprehension provision given in the End of Primary Benchmark, the texts and the related questions were read twice electronically, with a slightly slower reading speed than normal. As in the End of Primary Benchmark 2017, 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 were granted 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 2018.

Table 6: Access Arrangements for Children with Learning Difficulties

Provision	Number of Children granted provision (Number of applications received)
Reader (for Mathematics)	405 (412)
Multiplication Tables (for Mathematics)	386 (391)
Enlarged Print	4 (4)
Communicator	8 (8)
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	405 (412)
Reading Assistance (English: Reading Comprehension)	398 (405)
Scribe (Il-Malti: Il-Kitba)	146 (153)
Scribe (English: Writing)	146 (153)

During the End of Primary Benchmark 2018, five students were given *amanuensis* provisions due to fractures to the dominant hand.

Changes Introduced in the End of Primary Benchmark 2018 Session

Following the success of the new procedure introduced last year when schools submit applications for access arrangements and exemptions for the End of Primary Benchmark, the procedure was extended for the applications of exemptions for migrant students.

With the new procedure, students who had reports in place (psychological, ACTU, SpLD), the school SMT only had to complete an e-template by ticking the access arrangements that were stipulated in the report/s and to list the entity that had produced the report. For those students whose reports were issued prior to July 2016, the school in agreement with parents, opted to have a review conducted either by a State/Church entity (SpLD or SPS) or a private professional. This new simplified measure led to a reduction in paperwork and saved time for both the school SMT as well as EAU personnel. It is also in line with the Ministry's policy to move to paperless procedures as much as possible.

As for exemptions, schools had two e-templates for their disposal: one for exemptions for students following Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities; and the second one for migrant students. Completing these e-templates was simplified by requesting SMT personnel to simply enter the students' required data and then tick the component/s students were to be exempted from and the reason for the exemption. A comment/remarks column was also included, just in case SMT personnel felt the need to include a comment/remark on the student.

It was observed that the introduction of such new procedures when applying for access arrangement provisions and exemptions, brought a decline in the number applications as well as a lower rate of absenteeism in these assessments.

3. National Results of the End of Primary Benchmark 2018

This section presents information on the performance of the candidates who sat for the End of Primary Benchmark 2018. The descriptive statistics presented include the median, the mean, the standard deviation, percentiles and cumulative frequency curves.

In addition to the national performance presented in this section, every participating school received details of the performance of its candidates for each component. State Middle Schools then received the standardised scores of students progressing to Year 7 and who would have sat for the End of Primary Benchmark 2018. These scores are required by Middle Schools for the setting of students for the core subjects and to make the banding exercise more precise. Standardised scores are more useful measures than raw scores as they enable researchers/educators to meaningfully compare or add together scores from different tests.

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

Median – the middle mark in a list of marks sorted in ascending or descending order. It is not affected by extreme mark values in the list.

Mean – another word for ‘average’. It is calculated by adding the total of the different marks in the list and dividing by the total number of candidates.

Standard Deviation – this value shows how tightly the marks are clustered around the mean in a set of data. When the marks are tightly grouped together, the standard deviation is small. This signifies that the candidates have a similar academic ability. When the marks are spread out, the standard deviation is large thus indicating that candidates have a very different academic ability.

Percentile – an indication of a candidate’s relative position in the group in terms of the percentage of group members scoring lower than the candidate’s score.

Table 7 presents data for the different components of the End of Primary Benchmark 2018 and provides a snapshot of the national performance of candidates. Column ‘n’ indicates the number of candidates who sat for the particular component in 2018.

Table 7: National Results of the End of Primary Benchmark 2018

Components (Percentage Weighting)	n	Min. Mark	Max. Mark	Median Mark	Mean Mark	Standard Deviation
Il-Malti						
It-Taħdit (20%)	3197	0	20	17	16.3	3.4
Is-Smigh (20%)	3173	0	20	13	13.0	4.0
Il-Qari (30%)	3091	0	30	21	19.8	5.9
Il-Kitba (30%)	3075	0	29	18	16.9	5.4
Total (100%)	3074	3	98	69	64.7	18.1
English						
Speaking (20%)	3307	0	20	17	16.4	3.2
Listening (20%)	3280	0	20	16	15.0	3.4
Reading (30%)	3213	0	30	20	19.3	4.7
Writing (30%)	3203	0	30	17	16.8	5.3
Total (100%)	3197	3	96	70	66.4	15.6
Mathematics						
Mental (20%)	3232	0	20	16	15.0	4.6
Written (80%)	3233	0	80	58	54.5	17.3
Total (100%)	3232	1	100	75	69.4	21.5

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 total score of 78 or higher in Maltese, 77 or higher in English, and 86 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 69 or less in Maltese, 70 or less in English, and 75 or less in Mathematics. The bottom 25% of the candidates scored 55 or less in Maltese, 59 or less in English, and 56 or less in Mathematics.

Table 8: National Results of the End of Primary Benchmark 2018–Percentiles by Component

Components (Percentage Weightings)	Percentiles						
	5 th	10 th	25 th	50 th	75 th	90 th	95 th
II-Malti							
It-Taħdit (20%)	9	12	15	17	19	20	20
Is-Smigh (20%)	6	7	10	13	16	18	19
II-Qari (30%)	9	11	16	21	24	27	28
II-Kitba (30%)	7	10	14	18	21	23	25
Total (100%)	27	39	55	69	78	85	88
English							
Speaking (20%)	10	12	15	17	19	20	20
Listening (20%)	9	10	13	16	18	19	20
Reading (30%)	11	13	16	20	23	25	26
Writing (30%)	7	10	14	17	20	23	25
Total (100%)	36	46	59	70	77	83	87
Mathematics							
Mental (20%)	5	8	13	16	18	20	20
Written (80%)	21	28	44	58	68	74	77
Total (100%)	26	36	56	75	86	93	96

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 Maltese and English. In this band, scores in Maltese ranged from 59 to 79 for girls compared to 52 to 76 for boys. In English, the middle 50% of girls scored between 62 and 79, whilst boys' scores ranged from 57 to 76. In Mathematics, the difference between boys and girls is marginal with scores ranging from 57 to 85 for girls and 56 to 87 for boys.

In both Maltese and English, the top 25% of girls scored 79 or higher whilst the top 25% of boys scored 76 or higher. In Mathematics the top 25% of girls scored 85 or higher and boys scored 87 or higher. This shows that in the End of Primary Benchmark 2018, boys performed better than girls in Mathematics, with a difference of 1 mark between the medians (50th percentile).

In Maltese, the bottom 25% of girls scored 59 or lower whilst the bottom 25% of boys scored 52 or lower. In English, the bottom 25% of girls scored 62 or lower whereas the bottom 25% of boys scored 57 or lower. In Mathematics, the bottom 25% of girls scored 57 or lower whereas the bottom 25% of boys scored 56 or lower. Similar comparisons are possible for the different components in the three subjects.

Table 9: National Results of the End of Primary Benchmark 2018 – Percentiles by Gender

Component	Gender	Percentiles						
		5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti: It-Taħdit (20%)	Female	10	12	15	17	19	20	20
	Male	8	11	15	17	19	20	20
Il-Malti: Is-Smigh (20%)	Female	6	8	11	14	16	18	19
	Male	5	7	10	13	16	18	19
Il-Malti: Il-Qari (30%)	Female	10	12	17	21	25	27	28
	Male	8	10	15	20	24	26	27
Il-Malti: Il-Kitba (30%)	Female	9	11	15	18	22	24	25
	Male	6	8	12	17	20	23	24
Il-Malti: Total (100%)	Female	36	44	59	71	79	86	88
	Male	23	34	52	66	76	83	87
English: Speaking (20%)	Female	11	12	15	17	19	20	20
	Male	10	11	14	17	19	20	20
English: Listening (20%)	Female	9	11	14	16	18	19	20
	Male	8	10	13	15	17	19	19
English: Reading (30%)	Female	11	13	17	20	23	25	27
	Male	11	12	16	19	22	25	26
English: Writing (30%)	Female	8	11	15	18	21	24	25
	Male	6	9	13	17	20	22	24
English: Total (100%)	Female	41	50	62	72	79	85	88
	Male	29	43	57	67	76	82	85
Mathematics: Mental (20%)	Female	5	8	13	16	18	19	20
	Male	5	7	13	17	19	20	20
Mathematics: Written (80%)	Female	21	30	44	58	68	74	77
	Male	20	27	43	58	68	75	77
Mathematics: Total (100%)	Female	29	38	57	74	85	93	96
	Male	26	35	56	75	87	94	96

Performance in the End of Primary Benchmark 2018

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 median mark in the writing component. This conclusion emerges from the graph in Figure 4. Recommendations as to how schools can improve their teaching and learning strategies in the Maltese language can be found in the Maltese performance report (page 24).

The graphs for the different components of English show similar results to Maltese, with candidates obtaining their lowest median mark in the writing component. This conclusion emerges from the graph in Figure 8. The English performance report (page 35) recommends how students can improve the different skills assessed.

The graphs for the mental and written Mathematics components indicate that overall candidates scored higher marks in the mental than in the written component. Schools are advised to read the Mathematics performance report (page 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 15 out of 20 marks in the Maltese speaking component falls within the bottom 30% of the student population (Figure 1). A student who obtained 15 out of 20 marks in the Maltese listening component falls approximately within the top 30% of the same population (Figure 2).

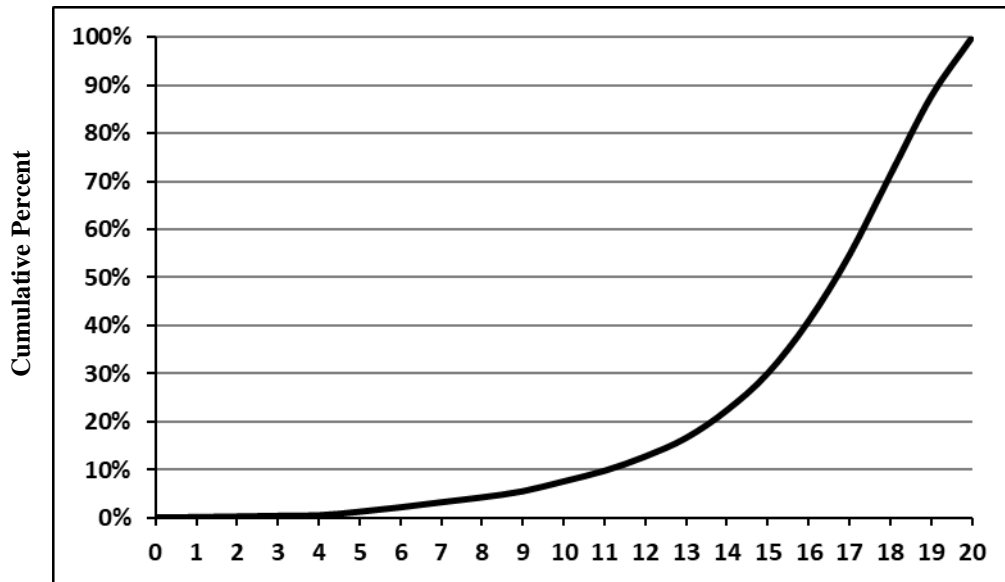


Figure 1: Il-Malti – It-Taħdit

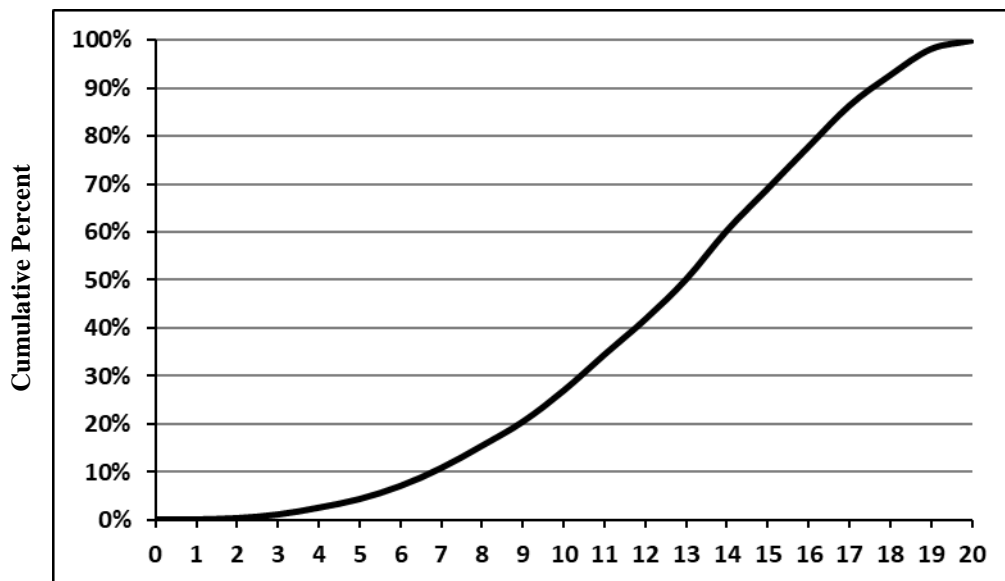


Figure 2: Il-Malti – Is-Smigh

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 26 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 10% of the student population, whereas a student who obtained 14 out of 30 marks in the writing component falls approximately within the bottom 30% of the same population.

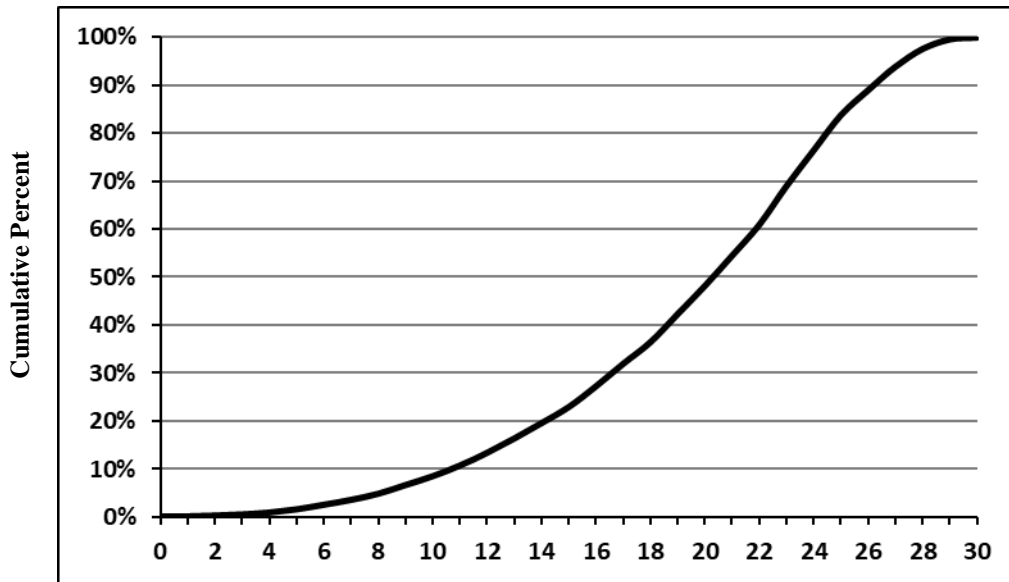


Figure 3: Il-Malti – Il-Fehim mill-Qari

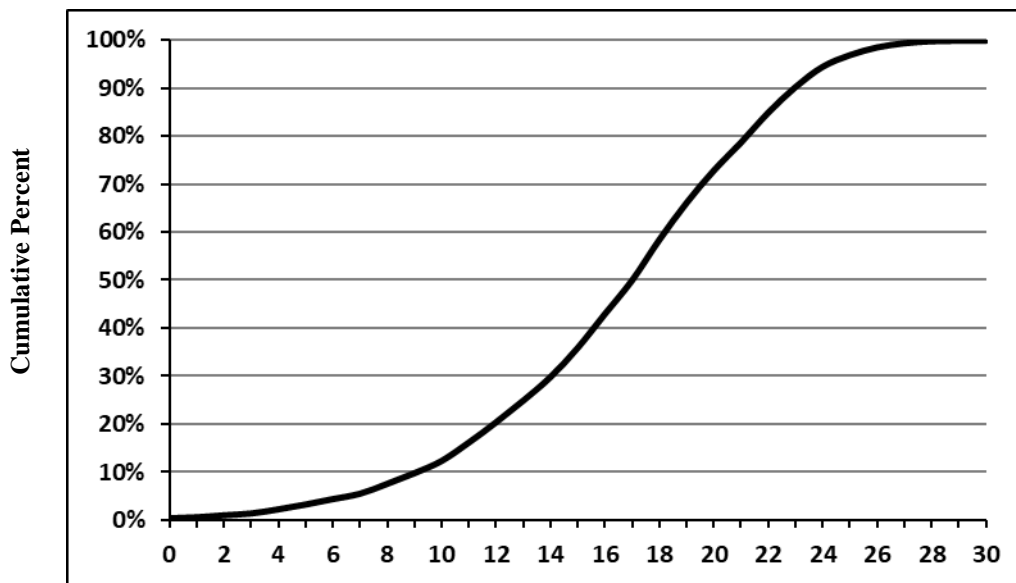


Figure 4: Il-Malti – Il-Kitba

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 17 out of 20 marks in the English-speaking component falls within the top 40% of the student population (Figure 5). A student who obtained 14 out of 20 marks in the English listening component falls approximately within the bottom 40% of the same population (Figure 6).

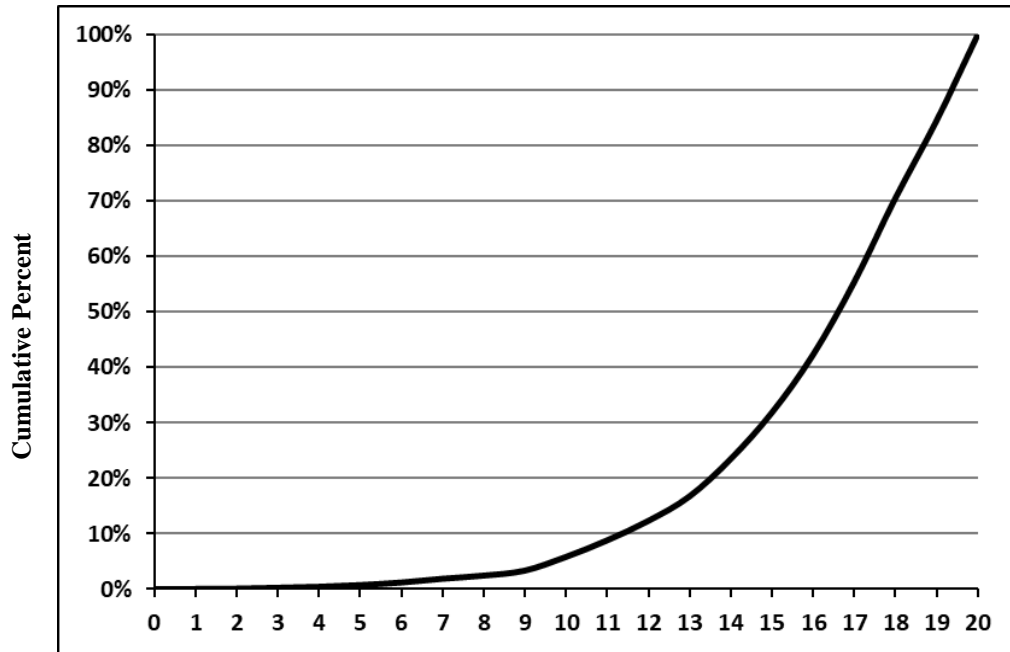


Figure 5: English – Speaking

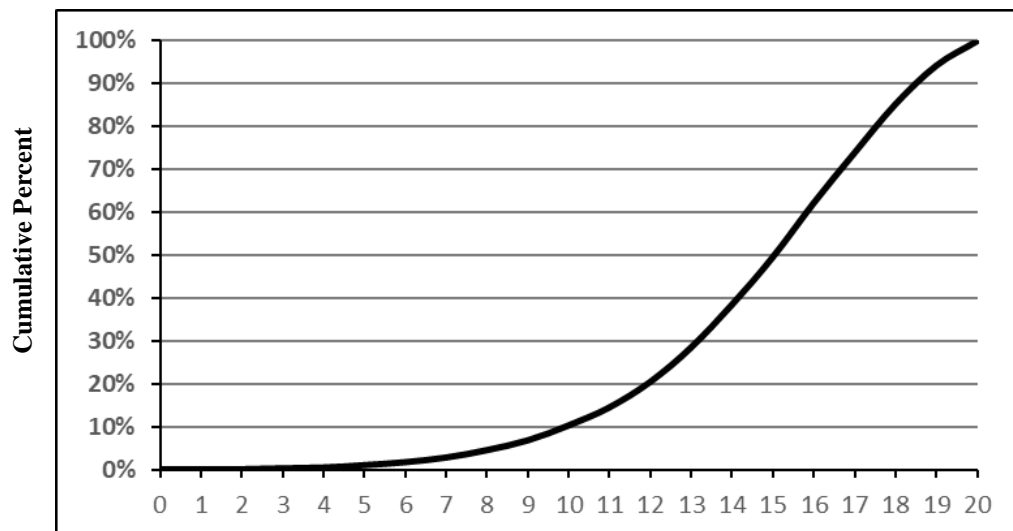


Figure 6: English – Listening

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 17 out of 30 marks in the English reading comprehension component falls approximately within the top 30% of the student population, whereas a student who obtained 25 out of 30 marks in the writing component falls approximately within the top 10% of the same population.

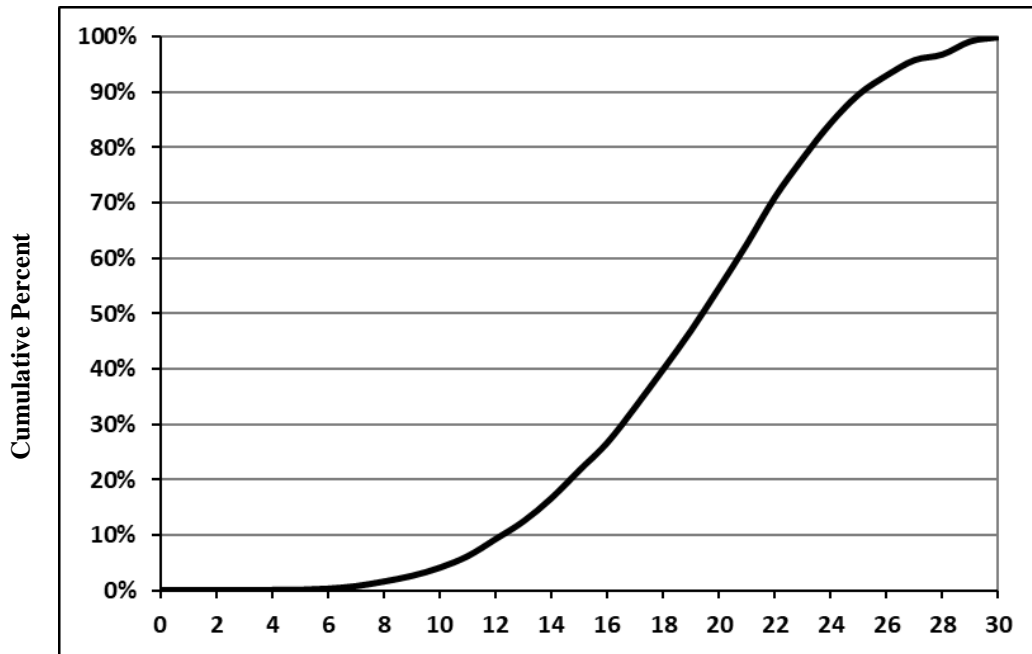


Figure 7: English – Reading Comprehension

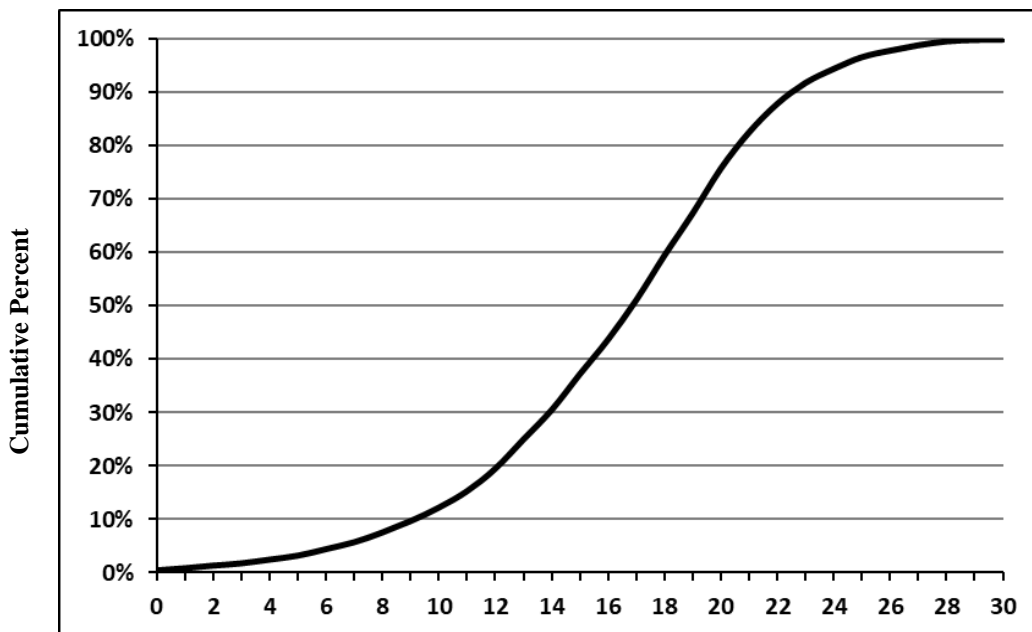


Figure 8: English – Writing

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 7 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 68 out of 80 marks in the written component falls approximately within the top 20% of the same population.

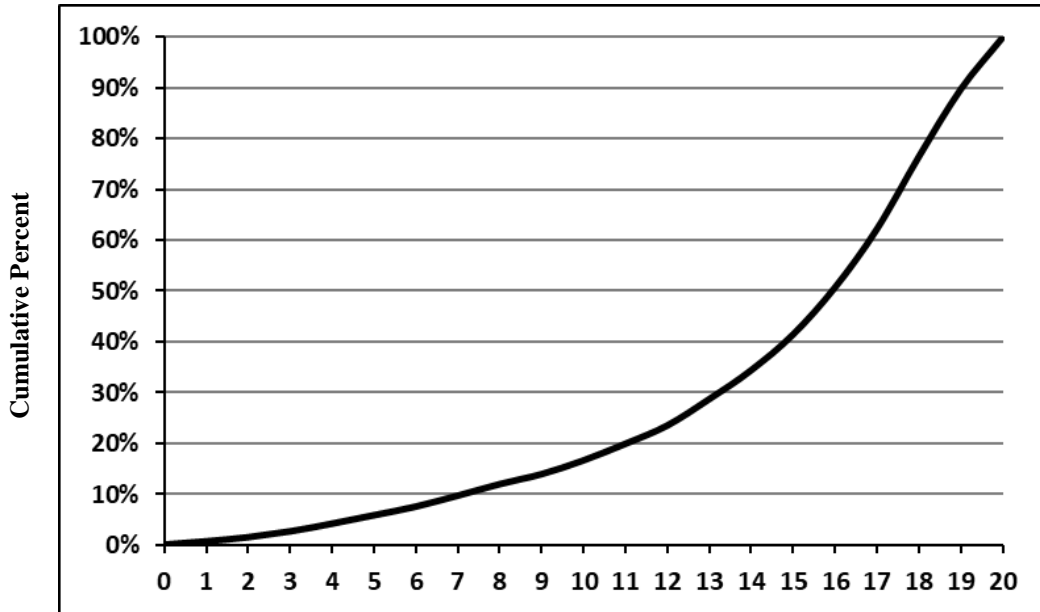


Figure 9: Mathematics – Mental

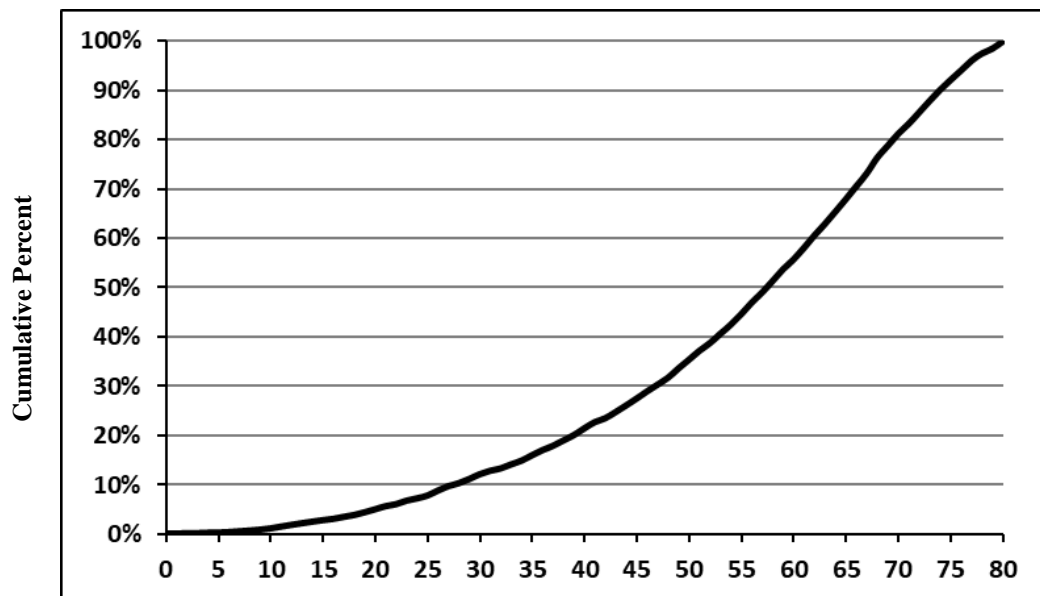


Figure 10: Mathematics – Written

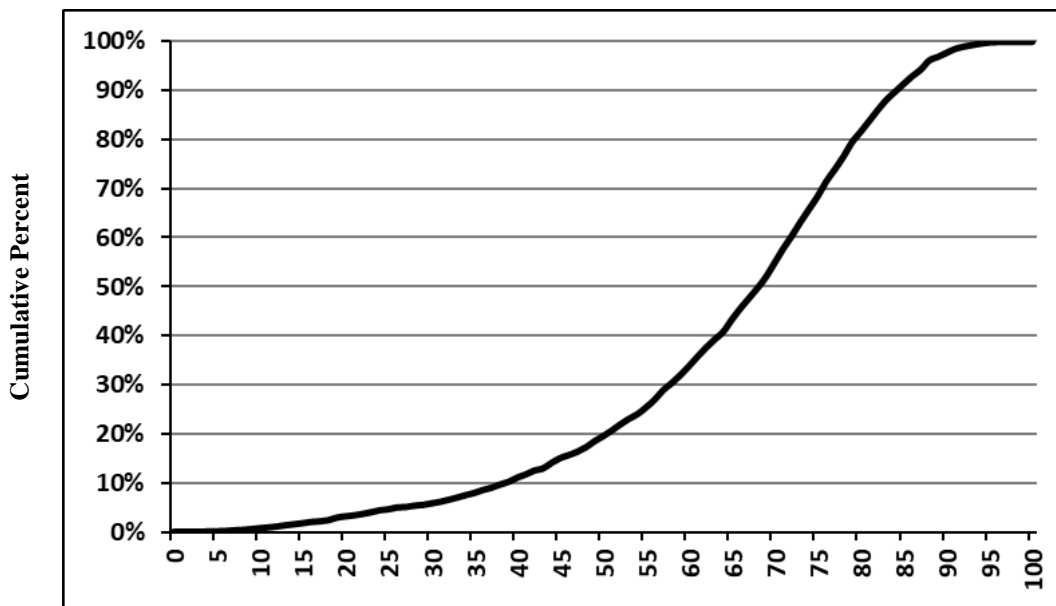


Figure 11: Il-Malti – Total

Figure 11 above shows that approximately 40% of the student cohort obtained 72 marks or more whilst 10% of the cohort obtained 39 marks or less in Maltese. Figure 12 below shows that approximately 10% of the students scored 83 marks or more in English. In total, about 10% of the student cohort obtained 45 marks or less.

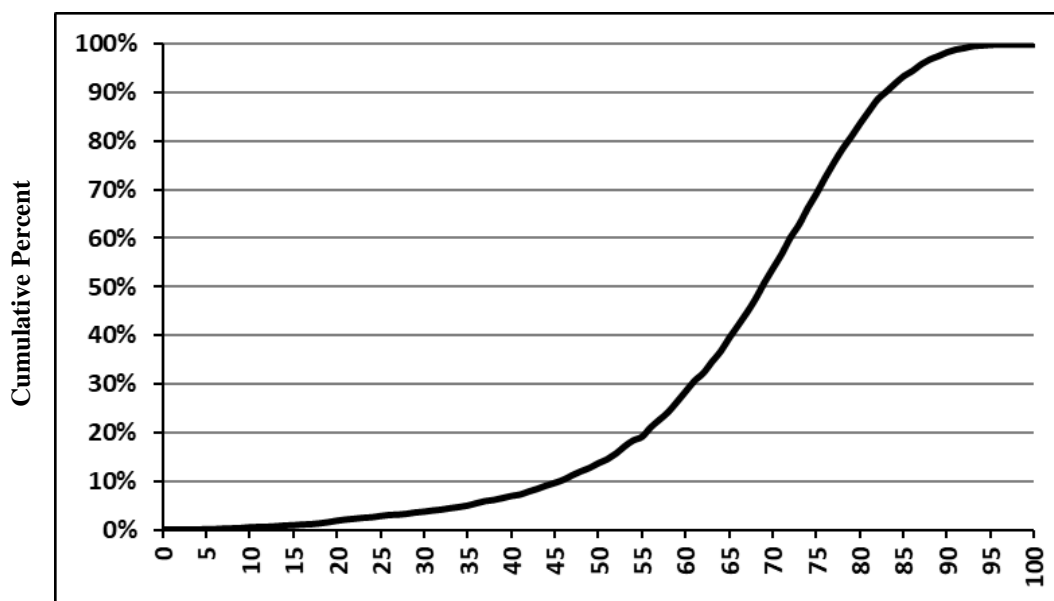


Figure 12: English – Total

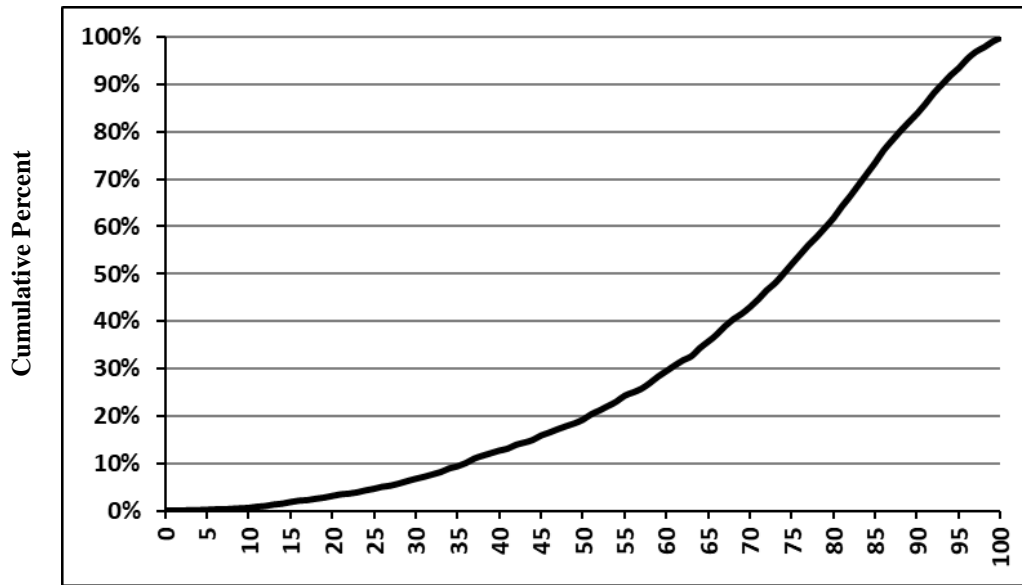


Figure 13: Mathematics – Total

Figure 13 above shows that in Mathematics approximately 10% of the student cohort obtained 30 marks or less whilst approximately 20% of the cohort obtained 88 marks or more.

4. Performance Reports

This section presents the performance reports of the three subjects included in the End of Primary Benchmark 2018. 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 fil-klassi jista' juża r-riżultati tal-Benċmark biex jirfina t-tagħlim tiegħu.

B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2018

It-tabella t'hawn taht turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2018.

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

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

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

- Il-kitbiet kollha li jidhru jkunu oriġinali;
- Ikun hemm gradazzjoni fil-mistoqsijiet;
- Il-mistoqsijiet għandhom ikunu kemm diretti kif ukoll inferenzjali;
- It-testi kollha, fosthom ir-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-markaturi tal-karti tal-Benċmark u l-Uffiċjal Edukattiv tal-Malti inkarigat mill-istess Benċmark. Is-suggerimenti u r-rakkomandazzjonijiet mogħtija f'dan ir-rapport huma maħsuba għall-għalliema kollha tal-Primarja u mhux għal dawk biss li jgħallmu s-sitt sena.

Ċ1. It-Taħdit

Wara li kien sar eżerċizzju ta' moderazzjoni tal-proċess tal-assessjar tat-taħdit, sar taħriġ obligatorju mill-ġdid lill-għalliema u lil dawk kollha li jagħmluha ta' interlokutori u assessuri fil-Benċmark.

Dan il-komponent kien fih erba' taqsimiet:

1. **It-Thejjija** (minuta, bla marki): F'din it-taqsimi l-interlokutor kellu jagħmel għadd ta' mistoqsijiet u jtkellem b'mod informali fuq temi li jaf li l-istudenti ta' quddiemu jkunu midhla tagħhom jew għal qalbhom. Dan biex titnaqqas jew titneħħa t-tensjoni li jista' jkollhom fuqhom l-istudenti qabel jibda l-eżami. Għal din it-taqsimi l-istudenti ma jingħatawx marki.
2. **L-Intervista** (3 minuti): It-tieni taqsimi kien fiha eżerċizzju fejn l-istudenti ntalbu jaqraw żewġ numri bil-Malti f'kuntest ta' stampa. Wara ngħataw sett ta' mistoqsijiet fuq żewġ temi differenti, waħda għal kull student, u kellhom iweġbuhom fid-dettall.
3. **Qabbel l-istampi** (3 minuti): It-tielet taqsimi kien fiha żewġ stampi u l-istudenti kellhom jtkellmu fuqhom billi jqabbluhom u jikkontrastawhom.
4. **Stampi fuq tema** (3 minuti): Ir-raba' u l-aħħar taqsimi kien fiha stampa ċentrali kbira b'għadd ta' stampi żgħar madwarha u l-istudenti kellhom jtkellmu u jagħtu l-interpretazzjoni tagħhom dwar dak li jaħsbu li jaqbel jew ma jaqbilx mal-istampa ċentrali.

L-interlokutori kellhom jagħmlu l-mistoqsijiet tagħhom skont l-iskript. Kull sessjoni tiegħu madwar 10 minuti. L-assessor kellu għadd ta' kriterji stabbiliti biex fuqhom jagħti l-marka finali.

Ċ2. Il-Fehim mis-Smigh

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

Kummenti ġenerali

L-ewwel silta tas-smigh

Is-silta kienet magħmula minn avviż. L-istudenti kellhom jaħdmu żewġ eżerċizzji wara li jkunu semgħuha tinqara darbtejn.

Fl-ewwel eżerċizzju l-istudenti kellhom jimlew il-vojt bil-kelma t-tajba skont is-silta li jkunu semgħu. F'dan it-tahrig l-istudenti ma ġewx ippenalizzati għal nuqqasijiet bażiċi tal-ortografija, imma ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Kitbu kliem li ma jingħarafx,
- Kienu grammatikalment skorretti bħal ngħidu aħna fir-raba' vojti li kellhom jimlew kitbu *shuni* minflok *shan*.
- Bil-mod kif kitbu l-kliem biddlulu tifsiritu, bħal ngħidu aħna fit-tielet vojti li kellhom jimlew kitbu *pjanti* minflok *pjaneti*.
- Il-kliem li kitbu ma kienx jagħmel sens fis-sentenza.

Dawn l-eżempji msemmija hawn fuq kienu rikorrenti u kkummentaw dwarhom hafna mill-markaturi li kkkoregħew dan l-eżerċizzju.

L-iktar żbalji komuni saru b'nuqqas ta' attenzjoni propju fl-ewwel vojt li kellhom jimlew f'dan l-eżerċizzju. Ħafna studenti ma tawx kas għall-artiklu 'tal-' billi taw risposti bħal *riciklagg*.

Diversi studenti rrepetew il-kelma *gassużi* fir-raba' vojt meta din kienet ġa fis-sentenza.

Jeħtieġ għalhekk li l-għalliema jfissru lill-istudenti biex f'taħriġ fejn iridu jdaħħlu kelma jaraw li:

- Il-kelma li jdaħħlu tkun taqbel mal-artiklu
- Ma tkunx imsemmija ġa fis-sentenza
- Il-kelma li jiktbu tkun grammatikalment korretta u b'ortografija tajba għax jekk il-kelma tingħata b'għerq differenti, it-twegiba ma tkunx tista' tiġi aċċettata.

L-għalliema, għalhekk, għandhom jinsistu li l-istudenti jerggħu jaqraw is-sentenzi mill-ġdid biex jiċċekkjaw li jagħmlu sens u li jkunu verament fehmu dak li semgħu. Iridu juru wkoll lill-istudenti kemm huwa importanti u ta' għajnunha li f'eżerċizzji bħal dawn japplikaw tajjeb dak li jkunu tgħallmu f'ħiliet oħra bħalma hija l-grammatika.

Fit-tieni eżerċizzju l-istudenti kellhom jagħzlu t-twegiba t-tajba minn għażla multipla skont dak li semgħu. Dan kien l-aktar taħriġ li marru tajjeb fih l-istudenti. Madanakollu, il-parti l-kbira tal-istudenti żbaljaw mistoqsija nru 6. L-għalliema jridu jgħallmu lill-istudenti biex jirriflettaw aktar meta jiġu biex jagħzlu bejn żewġ twegibiet li jkunu simili. Id-dettalji huma importanti. F'dan il-każ id-differenza bejn alternattivi (b) u (ċ) kienet li f'(b) id-dhul f'mużew kien **b'xejn**, filwaqt li f'(ċ) kien hemm **roħs** fuq il-biljett tad-dhul.

Risposta oħra li kienet qrib fil-ħsieb kienet risposta 2a. Li tagħzel id-dinosawri flok kreaturi estinti wera kemm l-istudenti donnhom jinjoraw l-attenzjoni għad-dettall fis-smiġħ. Għalhekk hu importanti li l-istudenti jitharrġu fil-Fehim mis-Smiġħ halli huma jiżviluppaw il-ħila li jisimigħu fid-dettall u li jibqgħu ffukati fuq dak li qed jinqara.

F'dan l-eżerċizzju ma naqsux l-istudenti li mmarkaw aktar minn twegiba waħda.

It-tieni silta tas-smiġħ

Din is-silta kienet rakkont awtobijografiku fejn it-tritun tal-funtana jieħu l-ħajja u jirrakkonta l-ġrajja tiegħu. L-istudenti kellhom jaħdmu żewġ eżerċizzji wara li jkunu semgħu l-qari tas-silta darbtejn.

L-ewwel eżerċizzju kien jikkonsisti fl-immakar tas-sentenzi jekk l-informazzjoni li kien fihom kinitx veru, falz jew ma ssemmietx fis-silta mismugħa. Ħafna markaturi kienu tal-fehma li dan kien l-aktar taħriġ li thawdu fih l-istudenti.

Għal darb'oħra, f'dan l-eżerċizzju rega' deher kemm l-istudenti ma jiffukawx biżżejjed fuq dak li qed jisimigħu u ma jagħtux kas tad-dettall. Hekk, ngħidu aħna, *tifel* (f'sentenza numru 2) u *ġuvni* (li ssemmiet fis-silta moqrija) mhumiex l-istess haġa. F'sentenza numru 4 ħafna studenti mmarkawha VERU għax bi żball ħalltuha mal-fatt li l-Maltin daħlu bi ħgarhom il-Belt għall-ftuħ uffiċjali tagħha bħala l-Belt Kapitali Ewropea tal-Kultura.

Fit-tieni eżerċizzju fuq din is-silta, l-istudenti kellhom jagħzlu t-twegiba t-tajba minn tliet għażliet mogħtija. B'mod ġenerali, ma kienx hemm problemi ħlief fil-mistoqsijiet li jitolbu t-tifsir tal-espressjonijiet.

F'mistoqsija 3 jidher li l-kelma *jaħfirha* fixklet lil xi studenti li assoċjawha mal-kelma *dnu* f'alternattiva (a). Il-ħsieb wara l-espressjoni *ż-żmien ma jaħfirha lil hadd* kien veru ċar imma lanqas hawn, numru sew ta' studenti ma waslu. Ma jifhmux il-kunċett li biċċa opra tal-arti bħal dik tiegħu żmien twil biex titlesta. Forsi dan huwa wkoll rifless tas-soċjetà tal-lum li kolloxx irridu immedjat. Forsi huwa wkoll nuqqas tal-mod kif kull sugġett huwa mgħallem f'kompartimenti u kemm il-kuxjenza kulturali mhix ħajja fost l-istudenti.

Tajjeb li l-għalliema jhegġu aktar lill-istudenti biex jaqraw u, meta jsibu xi espressjoni partikolari, jiddiskutuha flimkien fil-klassi. Dan jgħin biex l-istudenti jwessgħu r-registru tagħhom ta' espressjonijiet li għandhom ikunu jafu. Barra dan, għandhom jurhom kif jaslu biex jagħtu t-tifsira ta' espressjoni li qatt ma jkun semgħu qabel billi jippruvaw jieħdu t-tifsira mill-kuntest.

Ċ3. Il-Fehim mill-Qari

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

L-Ewwel Taqsima

Is-silta magħzula għall-istħarriġ kienet messaġġ minn tfal għal tfal. Wara l-istudenti ngħataw żewġ eżerċizzji fejn kellhom (i) jimmarkaw jekk it-tagħrif mogħti fis-sentenzi kienx veru, falz jew ma ssemmiex u (ii) jagħzlu t-twegiba t-tajba minn tliet għażliet.

Kummenti ġenerali

Fl-ewwel eżerċizzju kienu ftit ħafna l-istudenti li ġabu kolloxx tajjeb. L-aktar li żbaljaw kienet in-numru 2 għax assumew li Kelly tattendi l-iskola ta' Ħal Karfusa peress li tissellef il-kotba mill-librerija t'hemmhekk. Waqt il-Fehim mill-Qari l-istudenti jkollhom is-silta quddiemhom. Il-passaġġ ma kienx twil u għalhekk wieħed li jieħu l-affarijiet bis-serjetà seta' faċilment isib jekk frazi jew sentenza ssemmiex jew le.

Fit-tieni taħriġ jidher li Mistoqsija numru 9 fixklet l-aktar għadd ta' studenti fejn il-kelma *baxx* fl-espressjoni *baxx baxx* ħalltuha mal-kelma *tbaxxi* fl-ewwel alternattiva li ngħatatilhom.

Mill-ġdid, l-istudenti reġgħu wrew kemm huma nieqsa milli jużaw l-espressjonijiet.

F'mistoqsija numru 6, numru ta' studenti għażlu *Jason* u mhux il-librar. F'mistoqsija Numru 7, intagħżlet li jmorru *r-Riserva Naturali tal-Għadira* u f'mistoqsija Numru 8, hafna studenti fehmu li l-maskra kienet ta' *Mark* u mhux ta' *Jason*.

Kienet ċara daqs il-kristall li fil-librerija kien hemm ukoll il-librar. L-isem ta' *Jason* kien instab fuq in-nota li sabet *Kelly*. L-istedina ta' *Jason* lil *Mark* kienet biex imorru jgħumu. Jekk in-nota nkitbet minn *Jason*, allura l-maskra kienet tiegħu u mhux ta' *Mark*.

L-għalliema jridu jishqu iżjed mal-istudenti li għandhom jiddedikaw aktar hin biex jaqraw u jifhmu sewwa s-silta, jaqraw sew l-għażliet li jingħataw, u jagħrfu jagħmlu differenza bejn għażla u oħra. Wisq nibżgħu li l-istudenti jaqdbu u jwiegħbu l-mistoqsija mill-ewwel, bla ma jiflu u jirriflettu.

L-istudenti għandhom jiġu mheggin aktar biex jużaw espressjonijiet bil-Malti kemm fit-taħdit kif ukoll fil-kitba. Hekk l-istudenti jiffamiljarizzaw ruħhom aktar ma' dawn l-espressjonijiet u mhux biss jitgħallmu xi jfissru iżda wkoll jitgħallmu jużawhom fil-kuntest propju tagħhom b'mod naturali u mhux sfurzati għall-eżami.

It-Tieni Taqsima

Is-silta t-twila kienet fattwali u tittratta l-istorja ta' kif gie żviluppat il-kompjuter ibbażata fuq ricerka li għamlu t-tfal stess protagonisti ta' din l-istorja. Kien fiha tliet taħriġiet

- Taħriġ A: tmien mistoqsijiet fuq l-ewwel parti tat-test;
- Taħriġ B: tmien mistoqsijiet fuq it-tieni parti;
- Taħriġ Ċ: żewġ mistoqsijiet fuq it-test kollu.

Kummenti ġenerali

Taqsima A

Mistoqsija 1: Għalkemm mal-ewwel daqqa t'għajn jidher li r-risposta kienet faċli, l-istudenti riedu jifhmu l-fatt li s-Sinjura Schembri jekk semgħet il-ħoss ta' żewġ pari saqajn neżlin jiġru mit-taraġ, dan kien ifisser li t-tfal kienu xi mkien fuq u la taħt it-taraġ u lanqas fis-sular t'isfel (għax kieku ż-żewġ pari saqajn kienu jkunu telgħin). L-istudenti fehmu sew dan il-kunċett. Jekk kellhom juruna li huma kapaci jqumu għall-okkażjoni, dan żgur kien mument minnhom.

Mistoqsija 2: Kienu diversi l-istudenti li assumew x'setgħu kienu qed jagħmlu t-tewmin f'kamrithom bħal *jilagħbu*, *ipingu*, *jieħdu xi ritratti*, *jistrieħu*, *jqorqu*. L-għalliema għandhom ifakkru lill-istudenti li minkejja li l-mistoqsija tista' tkun tibda bil-kelma '*X'taħseb...?*', it-twegħiba għandha tkun relatata mas-silta skont kif indikat ukoll fl-istruzzjoni tal-bidu (... *skont is-silta li qrajt*).

Mistoqsija 3: Hawn ukoll sar l-istess żball ta' mistoqsija 2 fejn ċerti studenti ma baqgħux ma' dak li kien hemm fis-silta imma wiegħbu skont dak li assumew huma, pereżempju billi wiegħbu *'Il-kompjuter ma jaħdimx sew/ ma jaħdimx mill-ewwel...'*. B'hekk tbiegħdu minn dak li kien hemm fis-silta fejn ingħad li l-kompjuter kien *iħabbatha* (lin-nanna) waqt li tkun qed tittajpja.

Barra dan diversi studenti kkupjaw kelma kelma mis-silta biex jagħtu t-twegiba. B'dan il-mod it-twegiba ma kinetx qed tirreferi għan-nanna u għalhekk ma setgħetx tiġi aċċettata bħala korretta, hlief jekk għamluha bejn virgoletti.

Importanti li l-għalliema jfiehmu lill-istudenti l-prinċipju li dak li jiktbu jkun ibbażat fuq is-silta u mhux invvintat minn moħħhom. Ma ninsewx li dan it-taħriġ hu Fehim **mill-qari**.

L-istudenti jridu jifhmu li meta jagħtu twegiba għandha tkun fil-persuna adatta (f'dan il-każ, *in-nanna*) u mhux jikkupjaw eżatt mis-silta. Dan ifisser li l-għalliema għandhom iħarrġu aktar lill-istudenti biex iwiegħbu b'diskors indirett. L-istudenti għandhom jagħtu kwotazzjoni diretta BISS meta u jekk jintalbu.

Mistoqsija 4: Xi studenti żbaljaw għax jew dak li jħobb jagħmel Luke (*jilgħab bil-ballun*) applikawh għal Lara wkoll; jew għax semmew lil Luke jew lil Lara **biss**; jew għax ma għamlux differenza bejn dak li kien iħobb jagħmel Luke u dak li kienet tħobb Lara (*Luke u Lara jħobbu jilagħbu bil-ballun u jieħdu ħsieb il-pjanti*).

Importanti li l-istudenti jkunu ċari u preċiżi fit-twegiba li jagħtu. F'dan il-każ, dak li kien iħobb jagħmel Luke kien differenti minn dak li tħobb tagħmel oħtu; u dan ried johroġ fit-twegiba.

Mistoqsija 5: Kienet mistoqsija li twiegħbet tajjeb mill-maġġoranza tal-istudenti. Li taħzen l-informazzjoni kienet l-iktar risposta mogħtija.

Mistoqsija 6: Ftit kienu dawk l-istudenti li taw twegiba ċara u kompluta ta' xi tfisser l-espressjoni *'titlaq minn idha'* – dik li tieqaf minn dak li qed tagħmel biex tagħmel xi haġa oħra. *'Tlesti dak li kienet qed tagħmel'* ma toħroġ l-idea li **tieqaf minn xogħolha b'intenzjoni**. Barra dan, kien hemm xi wħud li taw tifsira litterali tal-espressjoni bħal *'Titlaq ogġett minn idejk u tpoġġih xi mkien ieħor.'*

Jidher ċar li l-istudenti ma tantx jafu l-użu tal-espressjonijiet u t-tifsira tagħhom. Irridu ndaħħlu fil-klassi siltiet li jirriflettu l-lingwa mitkellma mill-Maltin. B'hekk biss nistgħu nitharrġu fid-dettall fl-użu tal-kelma u l-espressjonijiet Maltin.

Mistoqsija 7: Minkejja li l-istruzzjoni kienet tgħid b'mod ċar u miktuba b'tipa skura biex l-istudenti jagħtu kelma oħra *marbuta mal-ilbies*, xorta waħda kien hemm uħud li taw partijiet tal-gisem bħal *riġlejn, widnejn...*, jew taw *ilbies* bħala twegiba, jew taw il-kelma fis-singular eż. *żarbun*.

L-għalliema għandhom jenfasizzaw mal-istudenti biex jaqraw sew l-istruzzjoni, iktar u iktar meta din tkun miktuba b'tipa skura.

Mistoqsija 8: Jidher li din hi l-aktar twegiba li l-istudenti zbaljaw fiha ghax hallew barra l-akka u kitbu *ma kelliex* (flok *ma kellhiex*).

Taqsima B

Mistoqsija 1: Din il-mistoqsija twiegbet tajjed mill-maggorparti tal-istudenti. Ftit kienu l-istudenti li kitbu l-Amerika flok New York.

Mistoqsija 2: Xi studenti fehmu tajjed din il-mistoqsija. Ikkummentaw fuq kif il-magna baqghet tizviluppa u fuq kif il-kompjuter sar izomm hafna informazzjoni. Izda l-idea ta' zvilupp mhux dejjem harget. F'certi kazijiet fehmuha li issa l-kompjuter qed jintuza f'kollox, u dan ma jesprimix il-frazi moghtija.

L-ghalliema jridu jghallmu lill-istudenti li f'mistoqsija fejn iridu jghidu x'jahsbu, fit-twegiba ghandhom jispegaw l-idea principali tal-frazi li tinghatalhom u mhux il-konsegwenza. F'dan il-kaz l-idea kienet li l-kompjuter baqa' jizviluppa u mhux li nistghu ngorruh maghna kullimkien.

Hafna studenti fehmu l-espressjoni pero meta gew biex ifissru l-espressjoni regghu uzaw il-kelma *jikber*, allura t-twegiba giet ripetizzjoni tal-mistoqsija.

Mistoqsija 3: Hafna studenti wiegbu tajjed ghal din il-mistoqsija. L-iktar risposta komuni kienet li l-kompjuter jghinna fl-istudju. Xi whud qalu l-komunikazzjoni. Madanakollu kien hemm xi studenti li taw uzu tal-kompjuter li mhux imsemmi fis-silta. Dan ma setax jigi kkunsidrat bhala tajjed ghax fil-mistoqsija l-istruzzjoni kienet tgħid car u tond li l-uzu jrid ikun imsemmi fis-silta.

L-ghalliema ghandhom jishqu mal-istudenti li jaqraw u jifhmu sew x'nhu mitlub minnhom.

Mistoqsija 4: Kienet mistoqsija li twiegbet tajjed mill-maggoranza tal-istudenti. Xi studenti kitbu *batterija, charge u internet* bhala twegiba meta setghu facilmont hadu t-twegiba taghhom mis-silta, kif suppost kellhom jaghmlu ghax l-istruzzjoni tal-bidu kienet cara: *'skont is-silta li qrajt'*. Mis-silta setghu ghazlu minn *mohh, magna, dawl* jew kliem iehor flok dawn.

Mistoqsija 5: Hafna mill-istudenti wiegbu sew. Kien hemm xi studenti, izda, li ma kitbux tliet postijiet; ohrajn semmew tliet postijiet li mhumiex fis-silta. Minflok *'postijiet tax-xoghhol'* specifkaw l-post bhala *fabbriki, ufficcji, skejjel, sptar...* it-twegiba nghaddet bhala tajba, basta semmew ukoll *banek u ajruporti*. Xi studenti taw bhala twegiba *bankijiet* minflok *banek*. L-ghalliema ghandhom juru kemm hu importanti li l-istudenti jaqraw u jiflu sew il-kliem kollu tal-mistoqsija, iktar u iktar meta kelma/xi kliem ikun miktub b'tipa skura. Hawnhekk l-istudenti riedu jsemmu tliet postijiet ghax il-kelma **tliet** kienet tenfasizza dan.

Mistoqsijiet 6/7/8: Jidher li l-isforz tal-ghalliema biex l-istudenti jitjiebu fl-gharfien grammatikali qed ihalli l-frott. Fil-fatt il-maggoranza tal-istudenti marru tajjed f'dawn it-tliet mistoqsijiet.

Sahansitra kien hemm min, minn din it-taqsima, ha l-marki kollha tal-grammatika u mar hazin fil-mistoqsijiet ta' qabel. Filwaqt li dan huwa pozittiv, ta' min nenfasizzaw li grammatika tajba

għandha wkoll tirrifletti ruħha f'kull aspett ieħor tal-lingwa, l-aktar fil-kitba, xi haġa li mhux dejjem qed tidher. Huwa inutli li l-istudenti jkollhom għarfien tajjeb tar-regoli grammatikali bla ma japplikawhom fl-oqsma l-oħra tal-lingwa.

Taqsimi Ċ

Kummenti fuq il-mistoqsija Ċ1:

Fit-tweġiba għal din il-mistoqsija l-istudenti riedu joħorġu l-kuntrast ta' kif inbidlu l-kompjuters maż-żmien billi jagħtu informazzjoni mlaħħma. Min wieġeb b'mod xott u ta kelma waħda biss bħal *ċkienu* jew *ħfiefu*, ma setax jingħata l-marki.

L-istudenti żbaljaw meta kitbu dwar il-kompjuter illum u f'kitbiethom ma ħarġux id-differenza minn qabel. Xi kliem bħal *sar iċken* jistgħu jinftehm u li qabel kien ikbar imma li tgħid biss li l-kompjuter tista' tiehdu kullimkien u ma tagħmilx referenza għall-fatt li qabel kien kbir ferm u żgur li ma stajtx iġġorru tpoġġi lil min qed jimmarka f'pożizzjoni li ma jkunx jista' jagħti l-marka. Xi studenti kitbu punt wieħed biss jew jekk kitbu tnejn, reġġu rrepetew dak li qalu fl-ewwel punt bi kliem differenti.

L-istudenti jridu jifhmu li meta domanda jkollha żewġ marki minflok waħda u aktar minn linja waħda biex jiktbu, dan ifisser li r-risposta trid tkun aktar miftuħa u elaborata.

L-għalliema għandhom jispjegaw kif mistoqsijiet bħal dawn għandhom jitwieġbu b'ċertu għadd ta' kliem u mhux xott xott.

Kummenti fuq il-mistoqsija Ċ2:

Ħafna studenti fehmu l-ispirtu tal-mistoqsija. Fehmu li n-nanna wara li fi tfulitha ma kellhiex l-opportunità li titgħallem il-kompjuter, issa xtaqet issir taf iktar dwaru u riedet tattendi l-lezzjonijiet. Izda ħafna naqsu milli jispjegaw kif din l-informazzjoni tat-tewmin affettwat lin-nanna, jiġifieri li n-nanna *xtaqet/thajret/interessat ruħha* li titgħallem il-kompjuter jew li *xtaqitu* kien jintuża fi żmienha.

L-għalliema jagħmlu tajjeb li jfiehmu lill-istudenti biex jaqraw u jifhmu sew il-mistoqsija qabel ma jiffurmaw it-tweġiba tagħhom. Għandhom ukoll jaqraw mill-ġdid il-parti mis-silta li tkun relatata mal-mistoqsija għax ħafna drabi jkun nsew xi qraw. Finalment għandhom jishqu mal-istudenti biex it-tweġiba tkun ċara u elaborata.

Kummenti u Rakkomandazzjoni ġenerali fuq il-Fehim mill-Qari

B'mod ġenerali spikkat id-diffikultà li jiltaqgħu magħha l-istudenti meta jiġu biex jelaoraw jew iwiegħbu fit-tul. L-istudenti mhux biss qed ibatu biex ifissru l-espressjonijiet Maltin, imma anke biex iħaddmu espressjonijiet sempliċi u naturali tal-kelliem nattiv fit-twegibiet tagħhom.

Spikkat ukoll it-traskuraġni fil-prezentazzjoni tax-xogħol tal-istudenti. Anke din is-sena, bħas-snin l-imghoddija, il-markaturi hassew li għandhom jikkummentaw dwar il-kaligrafija li hafna drabi ma tintgħarafx. Ikkummentaw dwar kliem ingassat b'mod traskurat għall-aħħar. Jidher li dawn il-ħiliet bażiċi tal-kitba qegħdin jintefgħu fil-ġenb fit-tagħlim tal-primarja. Hija hasra kbira li bosta studenti jħarbxu mhux jiktbu. Jista' jkun hemm bosta raġunijiet, imma tajjeb li l-għalliema jaraw li regolarment l-istudenti jitharrġu fl-elementi ewlenin tal-kitba fil-klassi. Ta' min jirrevedi ċerti prattiċi li qed ixejnu din il-ħila fosthom il-bosta karti tat-taħriġ li ma jhallux lill-istudenti jiktbu sentenzi sħaħ u jizviluppaw il-kitba tagħhom fit-tul. Diġà ma jitnaqqasux marki għall-ortografija f'ħafna mit-twegibiet; allura rridu nišqu fuq il-punt li l-istudenti jiktbu ċar u pulit. Jehtieg li l-għalliema jibqgħu jishqu wkoll fuq l-importanza tal-puntegġjatura.

F'kull klassi tal-primarja, l-istudenti għandhom jiġu mhegġa u mharrġa fl-espressjoni, l-elaborazzjoni u t-fassil tal-fehmiet individwali tagħhom (kemm miktuba kif ukoll mitkellma) imsaħħa b'argumenti u evidenzi mit-testi mistharrġa. L-għalliema jridu jfiehmu lill-istudenti li meta jagħtu tweġiba, din għandha tkun elaborata u li tinftiehem u twiegeb b'mod sħiħ dak li ntab fil-mistoqsija.

Ċ4. Il-Kitba

Il-komponent tal-kitba kien fih żewġ taqsimiet. Fl-ewwel taqsima l-istudenti ntabu jiktbu struzzjonijiet ta' bejn 50 u 60 kelma. Fit-tieni taqsima ntabu jfasslu pjan u jiktbu ittra informali immaġinattiva imnebaħ minn magna taż-żmien li tieħdok fil-futur f'mhux inqas minn 140 kelma u mhux aktar minn 200 kelma. Il-ħin għal din it-taqsima kien ta' siegħa.

Kummenti ġenerali

Taħriġ A: Il-kitba ta' struzzjonijiet

L-istudenti ingħataw żewġ titli biex jagħzlu wieħed li jitolbu kitba ta' struzzjonijiet biex jidhru fuq magazin tal-iskola. L-ewwel titlu kien jitlob struzzjonijiet dwar xarba friska bil-frott u l-yoghurt u l-ieħor kif tagħmel kartolina b'materjal riċiklat.

L-istudenti ngħataw ukoll għadd ta' għajnuniet li setgħu jużaw f'kitbithom fosthom dwar x'hemm bżonn li jkollhom biex jagħmlu dawn l-affarijiet u x'jehtieg li tagħmel l-ewwel.

L-aktar titlu li ntgħażel kien dak dwar ix-xarba. Għalkemm kien hemm studenti li kienu mħarrġa tajjeb fil-kitba ta' stuzzjonijiet, kitbu b'Malti tajjeb u taw attenzjoni għad-dettall fit-titlu u l-għajjniet, kien hemm hafna oħrajn li għamlu dawn l-iżbalji:

- Qatgħu fil-qasir u ma kitbux l-ammont ta' kliem mitlub.
- Għalkemm tintuża sekwenza tajba jinqabzu hafna stadji importanti mill-istruzzjoni.
- Użu ħażin jew nuqqas ta' thaddim tal-Imperattiv.
- Ma tawx kas li l-istruzzjonijiet huma dwar xarba u spiċċaw il-kitba jgħidu li lesta biex ticolha.
- Ma rrealizzawx li jekk il-frott ma tagħsrux jew titfgħu fil-blender ma jkollokx xarba.
- Ma nqarax it-titlu tajjeb u minflok *yoghurt* użaw ħalib.
- Malti miktub b'ammont kbir ta' żbalji grammatikali u ortografiċi f'kitba pjuttost qasira. Żbalji kbar fil-konjugazzjoni tal-verbi u nuqqas ta' qbil tan-nommal-aġġettiv fejn jidhol il-ġens u l-għadd.
- Kitba f'forma ta' reklam jew paragrafu minflok kitba ta' struzzjonijiet.
- Nuqqas ta' attenzjoni għat-titlu u nuqqas ta' fehim ta' x'jiġifieri materjal riċiklat. Hafna studenti li għażlu dan it-titlu ma semmewx materjal riċiklat.
- Nuqqas ta' thaddim ta' Malti idjomatiku.

Tahriġ B: Il-kitba ta' ittra informali

Il-pjan

Fl-eżerċizzju tal-pjan, l-istudenti marru fl-estrematijiet. Min għamel pjan bi ftit kliem mingħajr l-ebda tip ta' struttura dwar kif l-ideat se jidhlu fit-taqsimiet differenti tal-komponent, u min kiteb wisq dettall. Kien hemm każijiet fejn l-istudenti kkupjaw l-eżempji li jingħataw mill-eżaminatur bla ma jifhem jew iżidu fuqhom. Xi studenti għamlu pjan li ma kienx relevanti mat-tema tal-komponent.

Kummenti ġenerali fuq il-kitbiet

- Għalkemm jidher li b'mod ġenerali t-titli ntgħoġbu, kien hemm numru ta' studenti mhux hażin li ħargu barra mis-sugġett għax tkellmu dwar il-passat minflok il-futur. Kien hemm ħafna li tkellmu fuqhom infushom jew fuq darhom jew fuq xi pajjiż ieħor minflok dwar ir-raħal tagħhom. Il-qofol tal-kitba għal ħafna studenti kien kif sabu l-magna u kif waslu fil-futur u mhux x'raw. Kien hemm min kien ġeneriku wisq, tant li l-qarrej ma jkunx jaf jekk il-kittieb huwiex jitkellem fuq ir-raħal jew fuq Malta iġġenerali. L-aħħar biċċa tat-titlu fejn kellhom jagħtu l-opinjoni tagħhom ta' liema żmien jippreferu tħalliet barra ta' spiss. Kienu ħafna l-istudenti li semmew ir-robots, karozzi li jtiru, bini għoli u użu ta' affarijiet teknoloġiċi fl-iskejjel. Xi studenti li spikkaw fost l-oħrajn, semmew l-enerġija solari u l-immaniġjar aħjar tal-iskart.
- Ħafna studenti ma kitbux l-indirizz fil-bidu. Ħafna wkoll ma kitbux it-tislijiet fl-aħħar.
- F'dan it-taħriġ deher ċar li numru ta' tfal ma jafux iqassmu l-paragrafi u lanqas jafu jagħmlu użu tajjeb mill-puntegġjatura. Saħansitra kien hemm min kiteb kollox f'paragrafu wieħed.
- Il-binja tas-sentenza f'ħafna mill-ittri kienet batuta. Il-binja ta' sentenzi ħżiena jwasslu wkoll għal paragrafi dgħajfa fin-narrattiva.
- Kien hemm kandidati li għamlu użu minn espressjonijiet b'mod sfurzati. Ġie nnutat li xi kandidati bdew idawru l-istorja b'tali mod li jdaħħlu l-idjomi li studjaw u minħabba dan ġieli ddevjaw mis-sugġett.
- Għadd ta' studenti kellhom kitbiet fqar fl-ideat u ma jafux jesprimu ruħhom b'Malti tajjeb.
- Ħafna studenti wrew li għandhom firxa limitata ta' vokabolarju hekk li jispicċaw dejjem jirrepetu l-istess haġa.
- Minn sena għall-oħra qiegħed dejjem jiżdied l-użu ta' kliem bl-Ingliż fil-kitbiet tal-Malti. Għadd sostanzjali ta' studenti jużaw kliem bl-Ingliż meta għandna kelma għalih bil-Malti. Kien hemm saħansitra kitbiet li kellhom aktar kliem bl-Ingliż milli bil-Malti u bi struttura tas-sentenza li turi biċ-ċar li min qed jikteb qed jahseb bl-Ingliż biex jikteb bil-Malti.
- Ħafna kienu dawk li ma żammewx man-numru ta' kliem mitlub minnhom. Numru sostanzjali ta' kitbiet kienu qosra ħafna.
- Ħafna mill-kandidati tilfu bosta marki fl-ortografija speċjalment fejn jidhlu: il-verbi bl-'għ', il-partiċelli 'lil', 'bħal' u 'għal' mal-artiklu u l-pronomi meħmużin u kliem użat frekwentament bħall-kelma 'mbagħad'.

4.2 English

A: General comments about the Benchmark papers

The English assessment forming part of the End of Primary Benchmark 2018 consisted of four assessments, one for each language component. The Listening and Reading Components assessed the candidates' receptive skills, and the Speaking and Writing Components assessed their productive skills.

The Specification Grid focused on the four language modes that are reflected in the objectives and standards set by the Primary English Syllabus (2006). The weightings of marks were distributed as follows: the Speaking and Listening Components were each allotted 20% of the global mark while the Reading and Writing Components each carried 30% of the marks.

The Paper Setting Board for English selected age-appropriate texts and situations, adjusting the difficulty levels of the constructed assessment tasks in all the components so as to present candidates with well-graded items. In the planning and design phase, the board selected genres from the list specified in the End of Primary Benchmark Guidelines 2018. Furthermore, the listening and reading texts were modified and aligned with the competence level of Year Six students. Great care was taken to ensure that texts were free of promotional material as well as gender and racial bias.

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

B: Comments regarding the candidates' performance

This section defines the items set, focusing on the 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

The eight oral tests included four tasks: the Warmer, Interview, Single Picture and Thematic Picture. The candidates' oral competences were assessed using a rating scale with the following assessment criteria: range of vocabulary (0 – 5 marks), range of grammatical structures (0 – 5 marks), fluency and interaction (0 – 4 marks), task achievement (0 – 2 marks), pronunciation, intonation, and stress (0 – 2 marks); and, task-specific criteria (2 marks), pegged to Tasks 3 and 4 and indicating the oral sub-skills necessary for a candidate to achieve each mark.

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

Task 1: The Warmer

Time allotted: 1 minute

The Warmer allowed the interlocutor flexibility to create conditions for the candidates to feel at ease from the onset so as to produce spoken language to the best of their ability. This task was not assessed. The interlocutor could ask simple questions in a natural way about topics the candidates could relate to and use prompts if they hesitated.

Task 2: The Interview

Time allotted: 3 minutes

The Interview assessed the candidates' ability to interact and respond to questions and prompts by recounting, describing and giving opinions. Two topics, one per candidate, were set for each test. The topics were selected from the range of topics stipulated in the Benchmark Guidelines 2018: 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

Candidates were presented with a picture depicting people in a particular situation. Students were then expected to answer a set of questions related to the picture. The task-specific mark was awarded to candidates who referred to the content of the picture whilst answering the questions and supported their response by giving valid reasons to substantiate this hypothesis.

Task 4: Thematic Picture

Time allotted: 3 minutes

The candidates were presented with a large thematic picture and a number of smaller pictures. They had to match items depicted in the smaller pictures to the thematic picture and answer questions about them. The task-specific mark was given to candidates who demonstrated that they could identify which item would or would not be found in a particular place and gave valid reasons to substantiate this opinion.

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

B2: The Listening Comprehension Component

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

Markers deemed the input of the listening assessment apposite and authentic. The recorded text was age-appropriate, the rubrics of the tasks were clear, and the set text-based items were highly suitable. Candidates who had mastered their listening comprehension skills performed significantly well in this component.

The following comments describe the set texts, provide an overall view of the listening tasks and emphasise the candidates' strengths and weaknesses.

Listening Task 1

Candidates had to listen to and understand two announcements, the first of which was a shopping centre announcement and the second was a school announcement.

Announcement 1: Six items

In this grid-filling exercise, candidates had to fill in the table with the correct information. The words in bold helped candidates understand what information was being requested.

The task was valid and fairly graded. The task assessed the candidates' ability to understand spoken language, listen for specific information, understand key words, and deduce meaning from context.

The majority of candidates demonstrated a good level of understanding and performed well in this listening task. Some candidates found items (c) and (e) difficult. Candidates who answered these incorrectly did not understand what information was being asked of them and some confused *votes* with *euros*. Those candidates who failed to answer (d) correctly, failed to write a date and simply wrote a day and number instead.

Announcement 2: Six items

In this sequencing task, candidates had to write the numbers in the correct order under the pictures provided. The task assessed the candidates' ability to follow a sequence, understand spoken language, listen for specific information, follow instructions accurately, understand key words, follow main ideas, deduce meaning from context, and infer from context. Some candidates found this task difficult and failed to answer it correctly. Some candidates lost marks for using the same number twice or for skipping numbers.

Listening Task 2

Candidates had to listen to a conversation between Sue and Mike and complete four exercises.

Exercise 1 – Three items

Candidates had to select the key option in a multiple-choice exercise. Two items were set at a low level of difficulty and one item at a high level of difficulty. The exercise assessed the candidates' ability to listen for specific information and understand key words. Most of the candidates understood the statements and answered most of these items correctly. Some of the candidates failed to understand the word *dusk* and answered item 1(a) incorrectly.

Exercise 2 – One item

Candidates were presented with four pictures and they had to tick the picture which best described the kittens mentioned in the text. This exercise was set at a low level of difficulty. It assessed the candidates' ability to listen for specific information. Most candidates selected the correct picture. However, a number of candidates ignored the instructions and ticked more than one picture and lost the two marks.

Exercise 3 – Six items

This exercise was made up of six statements and candidates had to show whether each statement was True, False or No Information Given by ticking the correct box. Three items were set at a medium level of difficulty and three at a high level of difficulty. Overall, candidates performed well in this exercise. Only a few candidates found item 3(b) challenging, ticking True or False though the text had no information on whether the vet charged a small fee or not.

Exercise 4 – Two items

Candidates were presented with eight items and they had to underline four items Sue and Mike needed to buy for the kittens. This exercise was set at a low level of difficulty. It assessed the candidates' ability to listen for specific information and deduce meaning from context. The majority of the candidates selected the correct items. However, a number of candidates ignored the instructions and underlined more than four items. Some candidates found (g) challenging because they had to deduce *toy mouse* in the text to underline this answer.

B3: The Reading Comprehension Component

30% of the global mark. Time allotted: 50 minutes

Markers considered the Reading Comprehension paper well-structured and suitable for the age group. They stated that the candidates could easily relate to the contents of the set texts and noted that the set tasks were varied, valid, fairly graded and authentic. Moreover, the allocation of marks reflected the level of difficulty.

The text of the first reading comprehension, an advertisement, advertised two passes which people could buy to visit top attractions in Malta and Gozo. The text of the second reading comprehension, a narrative text with dialogue, recounted the time when Omri discovered he had a talking toy Indian in his cupboard which he had just received as a birthday present from his best friend and sibling respectively. The layout of the texts included relevant illustrations and information organised in paragraphs and / or sections. The graded questions were presented on pages adjacent to the text to make it easier for the candidates to follow and answer the set items.

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

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

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

Reading Comprehension 1

The candidates had to read two advertisements and answer questions on both of them. In the first exercise, candidates had to find information in the text and underline the correct word or phrase and in the second exercise, candidates had to tick a number of statements as True, False or No Information Given.

The questions assessed the candidates' ability to understand key words and locate specific information.

Exercise 1

In this exercise, two items were set at a low level of difficulty, two were set at a medium level and two were set at a high level of difficulty. Most candidates performed well in this task. For some candidates, 1(c) proved challenging. This item tested the quantifier *many* which was confused with *a couple of*. Some candidates failed to understand the word *complementary* in the text and underlined the word *discounted* instead of *free* in question 1(e) and some candidates did not understand the phrase *priority entry* and failed to answer 1(f) correctly.

Exercise 2

This True, False, No Information Given exercise was set at a low to medium level of difficulty. Most of the candidates answered the items correctly. Some candidates ignored the text when answering item 3(a); they ticked True instead of No Information Given and lost the mark. The question which most candidates found challenging in this exercise was 2(d) which tested the words *cannot* and *available online* in the text.

Reading Comprehension 2

Section 1

The candidates had to read the narrative text and respond to a range of comprehension questions by following the written instructions, giving short answers to literal and inferential questions, selecting the correct synonym from given options, referring to the text and answering multiple-choice items, establishing through detailed reading of the text whether a number of statements are True, False or No Information Given, ticking the correct picture and items and making connections to different parts of the text to provide relevant reasons.

The questions were set in chronological order according to the text and graded with items set at a low, medium and high level of difficulty. The questions targeted the candidates' ability to answer literal questions, deduce meaning from context, use their knowledge of vocabulary, locate specific information, and make inferences. Candidates also had to recognise cohesive devices and make connections.

Many candidates overlooked the first question and left it blank. Question 2 proved challenging as most candidates failed to understand the word *fumbling* and underlined the incorrect answer. Most candidates answered questions 3 and 4 correctly but failed to answer question 5 correctly or fully. In fact, in question 5, most candidates failed to mention that "*Omri planned on having another look at the toy Indian*" and focused more on "*Omri brushing his teeth*". Moreover, some candidates found question 6(a) difficult and misconstrued the meaning of the word *row* in the phrase "there was a *row* in the kitchen" and chose "*noise*" instead of "*quarrel*" as a synonym of "*row*" in

item 6(a). Most candidates performed well in exercise 7. Some found item 7(b) difficult as they selected the False option failing to deduce meaning from context.

Section 2

Candidates had to read and understand the second part of the text to answer the set questions, which were set at a medium to high level of difficulty. Candidates had to deduce meaning from context, locate specific information from the text and understand key words and phrases. They also had to understand referring words, make connections and inferences, respond to evaluative questions and give relevant reasons.

Most of the candidates gave suitable answers to questions 8 and 9. In item 10(b), some of the candidates failed to refer to the text to answer this question and therefore, did not give a valid reason for their answer in 10(a).

Most candidates copied the text directly to answer questions 11 and 12 and failed to substantiate their answer with their own interpretation of it. In item 13(a), most candidates wrote “*sad*” rather than “*scared*” as was clearly written in the text. Most also failed to give a valid reason for him feeling this way and simply copied the question and lost the mark.

Most candidates performed well in item 14. Some candidates found item 14(b) difficult either because they could not infer that Omri preferred the toy Indian more than the skateboard or they overlooked the importance of the words “turned out” and the usage of the comparative in the sentence, “*Yours turned out to be more exciting*”.

Questions on the two sections

Candidates had to refer to the whole text to answer questions 15(a-g). These items were set at a medium to high level of difficulty. Candidates had to tick four sentences which were true about Omri.

Most candidates performed well in this exercise. Others mistakenly ticked more than 4 sentences for which half a mark was deducted per wrong answer.

B4: The Writing Component

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

The first writing task, writing an email of between 50 and 60 words to their friend/s, carried 10 marks while the second writing task, planning and writing a story between 140 and 200 words long, carried 20 marks.

Two different content areas were set for Task 1 and Task 2 and candidates had to choose and write about one of the two titles offered in each task, as specified in the End of Primary Benchmark Guidelines 2018. According to the markers, the tasks set were appropriate to the targeted level and the topics offered were suitable for the age group. Most candidates were familiar with the contexts presented and they could focus on demonstrating their ability to use English to write purposefully and for an audience. The level of attainment in the writing tasks was determined by each candidate’s linguistic competence and ability in performing the tasks.

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 invite and use persuasive language, communicate ideas in a coherent and cohesive way, write fluently and accurately particularly descriptive language and to write relevantly and briefly.

A relatively high number of candidates understood the instructions and were able to meet most of the set requirements.

The weaker candidates who chose the first option, writing an email to invite their friend Tom to join them for a hike seemed to have failed to understand what a hike is, at times confusing hike with a picnic or a bike ride and so, these candidates lost marks for relevance. Others, failed to mention the details included in the rubric and marks were lost for task achievement.

Candidates who selected the second option, writing an email to invite friends to a barbecue, did generally well. The situation presented was a realistic one with which they could identify with and this helped them to complete the task. However, some candidates ignored the prompts and failed to mention the details included in the rubric including the time and venue and so, marks were lost for task achievement.

Many candidates wrote coherently, albeit few made use of a range of cohesive devices. Fluency in some of the writings was stilted. However, many managed to invite their friend/s even though not all described the activity.

A number of candidates lost marks for their inability to use the correct email format and not include a salutation and a closing to end their email. Some candidates lost marks on spelling and punctuation mistakes. Stronger candidates used a variety of vocabulary and persuasive language. Some lacked ideas and produced repetitive utterances.

Markers noted that, in their response to the short writing task, many candidates ignored the specified range of words – 50 to 60 words, with most exceeding the word limit and some writing very short emails.

Task 2 – Write between 140 and 200 words

In the second writing task, the candidates were presented with clear rubrics depicting realistic and suitable situations. They could either write a short story for their school magazine which had to start using the following: "It was my big day. Sam woke me up at five o'clock in the morning..." or candidates could opt for the second title where they could write a short story for their school magazine "about a costume party that went wrong".

The first option was a very popular choice. Most candidates gave a good description of their big day, with most candidates describing their birthday party in detail. However, most candidates failed to achieve the task in full as they failed to narrate a short story and include some of the basic elements narrative writing should include, namely, a plot, conflict and resolution thereby losing marks for relevance and task achievement.

Markers noted that some of the accounts were outstanding, written in fluent and idiomatic English, while other writings were satisfactory but required the effective use of expressions and idioms necessary to rate them at a level above adequate.

Fewer candidates chose the second option, writing about a costume party. The topic was within the candidates' experience which was evident from the quality of scripts of candidates who selected this title. Markers remarked that several candidates mentioned the costume party at the beginning but then focused on the problem which ruined the party, which mostly included spillage on costumes or injuries. These were described in detail whilst failing to narrate a short story.

Some candidates performed exceptionally well, using rich vocabulary and idiomatic expressions to vividly narrate the event.

The longer writing task assessed the candidates' ability to plan for writing, including relevant details, organised in a logical way, write structured paragraphs, use linking words to help the reader make connections within and between paragraphs, vary sentence length effectively, produce accurate sentences, proof read and edit where necessary, make precise and interesting word choices to engage the intended audience, and write relevantly and within the specified range of words.

Writings which scored high marks demonstrated the candidates' ability to write a short story which included all the basic elements in story writing, including the following five components: characters, setting, plot, conflict, and resolution. Candidates who performed well organised their writing in paragraphs, wrote ideas coherently and used a range of cohesive devices. They wrote purposefully, fluently and accurately, using a wide range of vocabulary and a combination of sentence structures. They achieved the task by writing relevantly and adopting the appropriate style.

Candidates who produced very weak writings briefly described the event and wrote disjointed sentences, repeating ideas or writing them in an illogical sequence. Their writing lacked the use of linking words and phrases and had limited vocabulary which did not always convey the intended meaning. Sentence writing was characterised by mistakes in grammar, including misuse of prepositions and incorrect use of tenses.

Markers noticed that overall candidates seem to plan their writing tasks better than in previous years with more organised and detailed planning; however, they also noted the following areas of concern: spelling and punctuation errors, incoherent and fragmented writing, misuse of tenses, limited vocabulary, haphazard use of memorised proverbs and idiomatic expressions, failure to follow instructions and lack of knowledge of the basic elements in story writing.

C: Implications for teaching and learning

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

Primary teachers can play a significant role in:

- Providing ample opportunities to engage learners in authentic yet scaffolded speaking tasks which might include a range of input including visual stimuli and prompts. Eliciting from and presenting learners with a set of success criteria might help them assess and hone their speaking skills. Also, exposing learners to chunks of language in context which they can then reproduce in their own speech might help improve their range of vocabulary.

- Enhancing learners’ listening skills by exposing them to authentic texts with different speakers and varieties of the language. Giving learners a reason for listening by assigning tasks in context which help improve their listening skills including listening for gist, detail and sequencing.
- Discussing and modelling learning strategies, such as picking on semantic and content clues to help guess and predict meaning, identifying the key words in questions and rubrics and highlighting the importance of following instructions.
- Modelling reading comprehension strategies including skimming, scanning, deducing meaning from context, inferencing and evaluative responses. Giving learners the opportunity to interact with a range of text-types whilst addressing lower-order as well as higher-order thinking skills which might include asking learners to give their personal response whilst substantiating this with valid reasons from the text.
- Creating ample opportunities for students to self- and peer-assess their writing and edit accordingly by referring to success criteria. Eliciting this same criterion from the learners would help them own it and develop their proof-reading, editing and writing skills further.
- Discussing ways of writing succinctly and precisely is critical when writing for specific purposes within a limited range of words. Short writing tasks demand only the salient points, using the most effective words and register whilst using the appropriate presentational features of the genre.
- Guiding students to develop and organise their ideas accordingly in the planning stage and highlighting the fact that copious writing at this stage would not leave them enough time for the actual writing task and the editing it might require.
- Giving learners the opportunity to interact with exemplar texts whilst analysing the features of the different genres and comparing and contrasting effective and less-effective pieces of writing. Teaching grammar and vocabulary through these meaningful contexts would also help learners write more accurately

4.3 Mathematics

A: General comments about the Benchmark papers

In the Mathematics End of Primary Benchmark 2018, mathematical knowledge, application and reasoning were assessed through a Mental Paper and a Written Paper.

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

The Written Paper tested the candidates' competences across the four strands outlined in the Revised Primary Mathematics Syllabus (2014), namely: Number and Algebra; Measurement; Shape and Space and Data Handling. 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), most of which were related to everyday contexts.

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

The marks' scheme was clear, unambiguous and easy to follow. It included the mark allocation for each question and parts of the question and half marks were avoided. The Board ensured that there was a fair mark allocation and that the marks were allocated in proportion with the demands of the question. To further guide the candidates the marks allocated per question were also clearly indicated on both Mental and Written Papers.

The marks were distributed as follows:

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

The Benchmark Board for Mathematics was composed of representatives from the University of Malta, state and non-state schools and the Directorate for Learning and Assessment Programmes. The board members used a specification grid when setting the Mathematics Paper in order to ensure both content and face validity. Through the use of a specification grid, the board sought to ensure that the test items, as a whole, are constructed in such a way that provides a representative sampling of a range of syllabus outcomes and that allows demonstration of performance across all levels in the performance scale. The candidates were therefore presented with a graded Mathematics paper

with questions that catered for a wide range of abilities. In preparation, each question was mapped against syllabus outcomes, mainly those at Year 6 level. The marks for each strand were distributed as follows:

- Number and Algebra (including problem solving) 45% \pm 2%
- Measures (including problem solving) 30% \pm 2%
- Shape and Space (including problem solving) 20% \pm 2%
- Data Handling (including problem solving) 5% \pm 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 questions were drafted, edited, vetted and only finalised after a rigorous process. The examiners preferred the use of simple and unambiguous language in the wording of questions so that candidates understand clearly what they are expected to do. Questions and parts of questions were sequenced in order of difficulty and allowed the candidates to demonstrate what they know, understand and can do.

Furthermore, examiners were careful to present a selection of questions which were free of any culture or gender bias, stereotyping, tokenism or any promotional material.

Detailed comments about each of the components

B: The Mental Paper

All twenty questions in the Mental Paper were described by the markers as clear and appropriate. Furthermore, according to the markers the Mental Paper was fair, well graded and assessed a variety of learning outcomes across all the strands in the syllabus. Markers also appreciated the design of the candidates' answer sheets which contained the right number of diagrams and information. These diagrams and the provided information were intended to encourage each candidate to focus more on the questions being asked, rather than on remembering all the information heard.

In Question 17, a number of candidates worked out the difference between three kilograms and six hundred grams correctly [mostly 3000 – 600] but omitted the unit in their answer [giving 2400 or 2.4 as answer], thus were not awarded the mark. All markers commented that writing the unit is highly important and that an answer would not be complete and precise without a unit [when necessary].

Consequently, they suggested that the latter should be reinforced in class. Some markers suggested that all units should be readily printed on an answer sheet in the mental paper. When not, it should be included in the question read to the candidates that the unit is required.

Question 18 proved to be particularly difficult for a number of candidates. A common incorrect answer was 40%. Similarly, Question 19 presented candidates with a challenge and a common incorrect answer was 0.5.

Other common mistakes were noted in Questions 3, 13, 15 and 16. Surprisingly, in Question 3 a considerable number of candidates shaded 1.5 parts. In Question 13 some candidates worked out the area of the square by multiplying 8 by 4 instead of 8 by 8. In Question 15, some candidates

ticked 08:10 instead of 07:50. A common incorrect answer in Question 16 was 10 instead of 100. Candidates who selected 10 as an answer, may not have converted €10 into cents properly.

As in previous years, markers observed that at times there was a lot of scribbling in the answer box, thus making it difficult for the marker to identify which part was the answer.

C. The Written Paper

Question 1: Most of the candidates obtained full marks in this set of four questions. A few candidates encountered difficulty in working 1c correctly and gave an answer of 160 instead of 1600. However, from the incorrect responses to question 1d, it is clear that dividing HTU by TU is a difficult learning outcome to master successfully for a substantial number of students working at Year 6 level.

Question 2: This question assessed number work. It was described as well-graded by the markers as it allowed candidates of various abilities to gain marks, but was challenging enough to high fliers. A common mistake was interchanging the last clue, i.e. some candidates wrote a digit in the hundreds place that was half the digit in the tens place (whereas they were asked to do the contrary). Other candidates did not write a number that when rounded to the nearest 100 becomes 9,400.

Question 3: Part ‘a’ of this question tested understanding of the fact that the sum of the angles of a triangle is equal to 180° and candidates did very well in this part. Part ‘b’ then assessed the ability of candidates to measure and draw angles in degrees to the nearest 5° using a protractor. In part ‘b’ ‘i’ a substantial number of candidates gave 70° as an answer. The probability is that candidates measured the angle by reading the scale on the protractor in the wrong direction. The most common mistakes encountered in part ‘b’ ‘ii’ was that some candidates drew an angle of 45° but did not label it and some others drew an angle of 135° instead. A general comment from the markers was that students should be encouraged to draw the angles in pencil. A number of candidates have drawn the angle in ink and then made a mess when they realised that the line that they had drawn was not correct. Other markers noted the importance of using estimation prior to actually measuring an angle or to check whether a measured angle is correct or not.

Question 4: This question focused on number and algebra. A substantial number of candidates obtained full marks in questions ‘a’ and ‘b’. The most challenging part was part ‘c’. It is evident that division is the hardest of the four basic operations of arithmetic for many Year 6 students.

Question 5: This question tested symmetry. The majority of candidates scored very well in parts ‘a’ ‘i’ and ‘a’ ‘ii’. It was noted that many candidates did use a ruler in drawing the line of symmetry however, some were inaccurate especially when drawing the lines of symmetry of the square. Surprisingly, part ‘b’ proved to be one of the most challenging questions in this Benchmark Paper. There were in fact some candidates who only lost marks in this question. One of the most common errors was ignoring any one of the instructions given. For example, some candidates shaded more than two squares to make a figure with one line of symmetry. Some others forgot to draw the line of symmetry. Many other candidates did not consider the figure as a whole, hence ignored the last row and/or the last column in the figure.

Question 6: This question was clear and simple, yet tested the cardinal knowledge and skills related to compass directions. Candidates performed very well in part ‘a’. Some candidates then encountered slight difficulties in part ‘b’ of the question. While incorrect spelling of the compass directions led to no loss of marks, some of the markers remarked that it was somewhat disappointing that many candidates did not write the compass directions correctly.

Question 7: This question assessed learning outcomes related to fractions and percentages. The most common errors noted by markers in this question were: forgetting to simplify the fraction in part ‘a’ or doing so incorrectly, and incorrect shading of boxes in of part ‘c’. The symmetrical shading in the given grid might have misled the candidates, especially since they had to draw an odd number of squares then. Candidates performed best in part ‘b’. Some candidates gave a correct answer to part ‘b’ without showing any working whatsoever. It was also noted that an incorrect answer in part ‘a’ did not necessarily lead to an incorrect answer in part ‘b’. Common feedback from the markers focused on the fact that a substantial number of students did not do the shading in pencil in part ‘c’, or else very lightly in pencil. Some candidates who shaded an incorrect number of squares in pen, then had to cross out in order to fix a mistake. In some cases, this was confusing.

Question 8: In this question candidates were asked to write some missing numbers in two particular sequences: one related to triangular numbers [part ‘a’] and one to square numbers [part ‘b’]. It was evident that many candidates did not recognise the numbers as triangular numbers and/or square numbers immediately, but had to identify a pattern and identify a rule themselves. However, many candidates did manage to understand the pattern and complete the missing numbers in the sequence. Some other candidates who also identified the correct pattern/rule, added incorrectly at some point and got some or all of the terms wrong.

Question 9: While many candidates performed well in this question, one common mistake was taking the number of students who took part in the survey to be 100 (the highest number marked on the y axis scale). It is evident that some candidates did not use the pictorial representations (by comparing the heights of the bars) to check their calculations. In part ‘c’ many candidates were able to explain their answer correctly, but more accurate, simple mathematical language could be encouraged, such as the use of $<$, $=$ and $>$.

Question 10: The majority of the candidates completed most or all of the magic square successfully. The mistakes which were made were basic, computational errors. Some candidates did not keep in mind that the sum of each row, column and diagonal must be 50. A few students did not show any working and gave random numbers to complete the magic square.

Question 11: Mistakes were noted by the markers mainly in part ‘a’ of this question. Moreover, markers noted that even some high scoring candidates lost marks in this question. The main two mistakes were not making a distinction between the hour-hand and the minute-hand in their diagrams, and/or placing the hour-hand exactly on the 3 o’clock mark (whereas it should have been exactly half way between 3 and 4). In part ‘b’ ‘i’ some candidates named Manuel as the fastest student. With regard to part ‘b’ ‘ii’, a number of candidates converted the timings of Jack and Manuel to seconds, and then worked out the difference. Candidates who used this method, and did the conversion well, most often got a correct answer. However, candidates who left the timings in minutes and seconds were making mistakes in the subtraction, mostly getting 60 seconds as an answer. In part ‘b’ ‘ii’, the timeline was very rarely used. When a timeline was used, answers given were mostly right too.

Question 12: This question assessed learning outcomes related to mean. Many candidates were able to work out the total number of passengers in part ‘a’ and then calculate the mean in part ‘b’ correctly, however many found part ‘c’ difficult. It is evident that while the majority of candidates who sat for the Benchmark were able to perform the procedure to calculate the mean, most of them

have not yet grasped the concept. A very common mistake in part ‘c’ was that candidates multiplied 10788 by 4 instead of by 5, but there were many other incorrect attempts which show lack of understanding.

Question 13: Candidates did rather well in part ‘a’ of this question. Most incorrect answers were noted in part ‘b’. This question gave further evidence that some students do not pay attention to units (in this case, of capacity). The most common mistakes were the assigning of 90 millilitres for the bathtub and 0.25 litres for the mug, even amongst some high-performing students.

Question 14: The markers noted that many candidates could name the 3-d shapes in this question correctly, however it is evident that some still confuse 3-d with 2-d shapes. For example, some students wrote ‘square’ instead of ‘cube’, and others answered ‘triangle’ instead of ‘pyramid’. On the other hand, a few students could even use terms like ‘triangular-based pyramid’ and ‘tetrahedron’. A few confused the cube for a cuboid. The most common error noted in part ‘a’ ‘ii’ was that a substantial number of candidates calculated the area of one face of the cube (3×3) rather than the total area of the net. Another common error was noted in part ‘b’ ‘i’ where some candidates gave 20 cm or 45 cm as an answer.

Question 15: This question assessed learning outcomes related to mass. It proved to be a challenging question for a considerable number of candidates. A common error noted in part ‘a’ ‘i’ was that some candidates divided the total mass (720 grams) by the number of marbles (90) without first subtracting 450g. A wrong method noted in part ‘a’ ‘ii’, which resulted to be the hardest part of this question, was that students subtracted 585 grams from 720 grams, instead of subtracting 450 grams from 585 grams. Many students did well in question ‘b’ ‘ii’.

Question 16: Many candidates obtained full marks in part ‘a’. However, some gave €129.05 as an answer, which is incorrect, even though they did the correct working. Other candidates gave answers like €129.5. While the latter answer was accepted as correct, some markers remarked that this may show lack of precision. Part 16b proved to be rather challenging for many candidates. Markers noted that the trial and error/improvement method was the strategy most opted for. Markers also noted lack of structure in working. Some candidates arrived at the right conclusion, but their reasoning and their working did not clearly add up. Others had good reasoning but omitted the fact that 60 chairs were bought, so they did not arrive to the correct solution. Then, very few other students obtained a correct answer in 16b without showing any working, and some other students rubbed off all the working they had carried out.

Overall comments: The markers noted that both the Mental and Written Papers were fairly graded and tested various mathematical concepts, 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 most of the markers. Markers have also commended the fact that a substantial number of questions posed were connected to real-life contexts. Most of the markers have noted that working, at times, lacks structure as to how and where it is presented. Other times working to questions which couldn’t be done solely in the head, was missing. To date, according to the guidelines on the Marking Scheme, ‘a correct answer scores full marks, even if no working is shown’. The markers recommend a change in this guideline at least in some questions which require some working that goes beyond mental computations.

C: Implications for Teaching and Learning

Drawing on the candidates' performance in the Mathematics End of Primary Benchmark 2018, it is recommended that the reflections below are taken into consideration.

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

Mathematical tasks (or problems/stories/challenges) assigned in class should vary from routine to non-routine ones. Some tasks should require the students to make connection/s, while other tasks should call for application of procedures. It is highly important that the non-routine tasks are presented as such, and are not transformed in lower-level routine tasks or procedural exercises. Such problem-solving tasks do not only hone students' mathematical abilities but also foster resilience through productive struggle. When given the opportunity to engage in mathematical tasks in which the process is more valued than getting the right answer, students also learn to tolerate uncertainties, how to capitalise on mistakes and above all learn to make meaning and devise a plan to attempt to address a challenge.

2. **A fundamental goal is to raise the bar in mathematical proficiency for all students.**

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

Exploring mathematical concepts in greater depth means that students need:

- to see the contexts in which mathematical ideas arise,
- to wrestle with those ideas in problems that take some time to solve.
- to have opportunities to represent and communicate what they learn.

3. **Teach from the Concrete to the Pictorial to the Abstract to ensure Deep Understanding.**

Teach concepts using different manipulatives. Students need to be provided with various opportunities to physically manipulate objects to understand a concept or to solve maths problems. Once students understand the concept at the concrete level, they need to be encouraged to move to the pictorial stage. At this stage visual representations (e.g. pictures, diagrams and models) are used to replace/represent the concrete objects. This will facilitate understanding of abstract concepts and provide students with a tool to visualise abstract problems. Bar Modelling is an example of a pictorial approach. This approach holds the huge benefit of helping students decide which operations to use and to visualise problems. It is recommended that teachers only move to the abstract level (using only symbols and numbers) when students have mastered the pictorial level. If a student is struggling, s/he needs to go back to the pictorial and/or concrete level. This three-tier process should not be rushed and should allow ample time for each student to make the necessary connections, build on what they already know and to give them time to process the information before moving on to the next level.

4. Explore different Classroom Assessment Techniques (CATs).

Techniques such as the ‘hinge point question’, the ‘one-minute paper’, the ‘muddiest point’, ‘traffic lights’, ‘think – pair – share’, ‘corners’, ‘exit ticket’ and maths journal writing provide teachers and students immediate feedback regarding students’ understanding. Such techniques are commendable and enhance the teaching and learning experience for both the teacher and the student.

5. Learning the language of maths is Fundamental.

Mathematics is a language of its own. Students should be provided with opportunities to speak mathematics and to engage in mathematical discussions.

6. The ability to recall basic mathematics facts fluently is essential for students to attain higher-order mathematical skills.

Quick recall of addition and subtraction facts, as well as facts related to multiplication and division and fractions is essential. Equally important is an awareness of number names, values, and the relationships among numbers. Students with a strong number sense understand the relative differences in number quantity and how those differences can be represented. Number sense gives meaning both to facts and procedures.

While challenging, learning mathematics should not be boring. It may involve a certain amount of pencil and paper drill and rote memorisation, but it should also involve hands-on ‘messy’ tasks and meaningful fun. All educators interested in primary mathematics are encouraged to visit <http://primarymaths.skola.edu.mt/>.

5. Item Analysis

This section presents the results of the process conducted for the item analysis which process aims to check whether the different items functioned as intended in the End of Primary Benchmark 2018. 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 Directorate for Learning and Assessment Programmes' 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 questions used in the End of Primary Benchmark 2018. 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 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 2018 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2018.

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	41%	0.53
	3	78%	0.59
	4	75%	0.52
	5	70%	0.54
	6	81%	0.51
1B	2	58%	0.42
	3	96%	0.38
	4	66%	0.57
	5	84%	0.33
	6	38%	0.40
2A	2	74%	0.26
	3	63%	0.38
	4	32%	0.33
	5	54%	0.24
	6	82%	0.48
2B	2	46%	0.52
	3	66%	0.37
	4	73%	0.39
	5	74%	0.32
	6	91%	0.60
Fehim mill-Qari			
1A	1	83%	0.36
	2	49%	0.43
	3	96%	0.30
	4	71%	0.38
1B	5	99%	0.06
	6	92%	0.49
	7	81%	0.38
	8	80%	0.26
	9	76%	0.35
	10	96%	0.30
2A	1	81%	0.64
	2	55%	0.64
	3	57%	0.50
	4	59%	0.54
	5	69%	0.55
	6	30%	0.37
	7	54%	0.47
	8	27%	0.38

Item		Indices	
		Facility (F)	Discrimination (D)
2B	1	93%	0.48
	2	51%	0.51
	3	70%	0.65
	4	71%	0.55
	5	70%	0.63
	6	67%	0.50
	7	82%	0.47
	8	75%	0.43
2C	1	66%	0.59
	2	44%	0.59

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)	10
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	0
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	4
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	30
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	1
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)	3
Total	48

The above values in Table 11 show that students found questions rather easy. Yet, these questions differentiated well between different ability students. The results above also reveal that the Maltese paper had a total of four questions that did not discriminate sufficiently between different ability students, which indicates that the paper was well set to discriminate between levels of ability.

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

Item		Indices		
		Facility (F)	Discrimination (D)	
Listening Comprehension				
Task 1	1	b	82%	0.26
		c	73%	0.42
		d	60%	0.35
		e	84%	0.36
		f	92%	0.36
	2	1	66%	0.42
		2	67%	0.42
		3	72%	0.41
		4	78%	0.34
		5	94%	0.34
		6	63%	0.41
Task 2	1	a i	87%	0.20
		a ii	40%	0.31
		b	73%	0.17
		c	97%	0.20
	2		67%	0.21
	3	a	94%	0.20
		b	89%	0.37
		c	60%	0.09
		d	68%	0.22
		e	55%	0.16
		f	92%	0.19
	4	i	97%	0.21
		ii	94%	0.14
iii		93%	0.25	
iv		77%	0.42	
Reading Comprehensions				
Reading Comprehension 1				
1	a	88%	0.22	
	b	94%	0.20	
	c	58%	0.25	
	d	58%	0.18	
	e	72%	0.08	
	f	46%	0.09	
2	a	89%	0.15	
	b	95%	0.20	
	c	81%	0.15	
	d	81%	0.17	
	e	79%	0.22	
	f	83%	0.06	
Reading Comprehension 2				
1		94%	0.33	
2		77%	0.37	
3		86%	0.33	
4		87%	0.33	

Item		Facility (F)	Discrimination (D)
Reading Comprehension 2/conti...			
5		25%	0.30
6	a	60%	0.29
	b	73%	0.36
	c	85%	0.42
7	a	37%	0.39
	b	57%	0.40
	c	86%	0.35
	d	66%	0.37
	e	77%	0.40
	f	27%	0.31
8		58%	0.40
9	a	51%	0.27
	b	83%	0.36
10	a	71%	0.38
	b	25%	0.14
11		29%	0.48
12		48%	0.44
13	a	50%	0.35
	b	13%	0.39
14	a	78%	0.27
	b	29%	-0.09
	c	83%	0.24
	d	80%	0.37
	e	46%	0.18
	f	53%	0.31
15	a	60%	0.15
	c	74%	0.12
	d	61%	0.21
	f	83%	0.27

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)	3
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	4
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	5
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	23
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	9
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	2
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	25
Total	71

The values above show that students found many of the questions relatively easy, with 49% of all questions set in the paper managing to differentiate between different ability students. The results also indicate that the English paper had four questions that were of a correct difficulty level, yet the questions did not discriminate between different ability students. A total of 25 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	
Mental Paper		Facility (F)	Discrimination (D)
1		94%	0.44
2		89%	0.45
3		91%	0.52
4		92%	0.50
5		93%	0.55
6		91%	0.60
7		74%	0.63
8		88%	0.62
9		80%	0.65
10		80%	0.57
11		74%	0.53
12		90%	0.58
13		64%	0.62
14		95%	0.51
15		81%	0.53
16		80%	0.39
17		51%	0.46
18		29%	0.44
19		37%	0.49
20		66%	0.49
Written Paper			
1	a	99%	0.03
	b	99%	0.11
	c	89%	0.53
	d	77%	0.53
2		59%	0.61
3	a i	86%	0.57
	a ii	83%	0.67
	b i	75%	0.38
	b ii	63%	0.54
4	a	93%	0.33
	b	80%	0.67
	c	57%	0.61
5	a i	92%	0.31
	a ii	89%	0.45
	b i	34%	0.40
	b ii	34%	0.40
6	a i	89%	0.45
	a ii	94%	0.34
	a iii	100%	0.21
	b i	83%	0.45
	b ii	71%	0.57
7	a	56%	0.46
	b	83%	0.38
	c	57%	0.48
8	a	85%	0.39
	b	65%	0.63

Item		Indices	
		Facility (F)	Discrimination (D)
9	a	87%	0.31
	b	79%	0.35
	c	53%	0.52
10	i	91%	0.57
	ii	81%	0.68
	iii	70%	0.66
	iv	65%	0.61
	v	74%	0.53
11	a	53%	0.44
	b i	92%	0.23
	b ii	56%	0.53
12	a	80%	0.32
	b	67%	0.58
	c	18%	0.41
13	a	83%	0.46
	b i	92%	0.29
	b ii	84%	0.40
	b iii	61%	0.39
14	b iv	97%	0.41
	a i	89%	0.33
	a ii	43%	0.59
	b i	49%	0.41
15	b ii	82%	0.44
	a i	54%	0.63
	a ii	40%	0.58
16	b	86%	0.53
	a	76%	0.60
	b	18%	0.39

Table 15: Levels of Difficulty and Discrimination (Mathematics)

	No. of Items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	12
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	0
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	6
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	51
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	0
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	0
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	5
Total	74

The above values show that students found many of the Mathematics questions relatively easy and that these questions did differentiate well between students of different abilities. A total of five items in the assessment tool did not differentiate between students of different abilities.

6. Conclusion

The End of Primary Benchmark 2018 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 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 may be submitted to the Educational Assessment Unit at benchmark@ilearn.edu.mt. Any requested clarifications may also be addressed to the same unit.

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

APPENDICES

List of Appendices

Appendix 1	Letter Circular DLAP 119/2017 Expression of Intent to Participate in the End of Primary Benchmark 2018 Application Form – Expression of Intent to Participate in the End of Primary Benchmark 2018	62
Appendix 2	Letter Circular DLAP 184/2017 End of Primary Benchmark 2018: Provision of Access Arrangements and Exemptions The Online e-Information Handbook with e-templates and application forms	65
Appendix 3	Letter Circular DLAP 024/2018 Markers for the End of Primary Benchmark 2018	91
Appendix 4	Letter Circular DLAP 026/2018 Timetable and Guidelines for the End of Primary Benchmark 2018 (First Session)	94
Appendix 5	Letter Circular DLAP 112/2018 End of the Primary Benchmark 2018 (2nd Session) – Call for Applications and Timetable Application Form	114
Appendix 6	End of Primary Benchmark Report Template 2016 – 2017	122
Appendix 7	Specimen of Statistical Information sent to Schools regarding the End of Primary Benchmark 2018	124
Appendix 8	Memo 12/2017 (Educational Assessment Unit Memorandum) Returning the End of Primary Benchmark 2018 Scripts	126

APPENDIX 1

DIPARTIMENT GHALL-KURRIKULU, TAGHLIM
TUL IL-HAJJA U IMPJEGABILITA
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DEPARTMENT FOR CURRICULUM, LIFELONG
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FLORIANA VLT 2000
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Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X **Date:** 15th October 2017
Action Required: X **Ref:** DLAP 119/2017
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 End of Primary Benchmark 2018

Church and Independent Schools are being invited to enrol students for the End of Primary Benchmark 2018.

Schools that enrol and participate in the End of Primary Benchmark will be obliged to register **all Year 6 students**. 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 End of Primary Benchmark 2018 by filling in the attached form and sending it to the Educational Assessment Unit by **not later than Tuesday 31st October 2017**. The completed form is to be emailed to Clare Wigg on benchmark@ilearn.edu.mt.

Thank you for your collaboration.

Gaetano Bugeja
Director, Learning and Assessment Programmes

Directorate for Learning and Assessment Programmes**EDUCATIONAL ASSESSMENT UNIT**
Expression of Intent to Participate in the
End of Primary Benchmark 2018

Kindly complete and forward this form via email to **Clare Wigg** on benchmark@ilearn.edu.mt by not later than **Tuesday, 31st October 2017**.

In case of difficulty, please contact the Educational Assessment Unit on 2598 2137 / 2186 / 2735.

Name of School:

Expression of intent to participate in the End of Primary Benchmark 2018
(Please tick where applicable)

YES

NO

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

School Address:

Telephone/
Mobile Number/s:

Email Address:

Number of Year 6 students on school register:

Below please write any comments you would like to make:

APPENDIX 2

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
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Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426/ 2598 2427

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X **Date:** 15th December 2017
Action Required: X **Ref:** DLAP 184/2017
To: All Heads of Primary Schools (State and Non-State) and Sections
From: Louis Scerri, Assistant Director
Subject: End of Primary Benchmark June 2018:
Provision of Access Arrangements and Exemptions

In preparation for the End of Primary Benchmark June 2018 sessions, schools may apply for the provision of access arrangements to students requiring such a service or for students to be exempted from components of the Benchmark. The process currently in place aims to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process.

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

- Reader for Mathematics and/or Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

Kindly ensure to refer to the e-handbook (accessed through the link below) **since the procedure to be followed has been modified** (for example, with regards to the introduction of an e-template for the exemption of migrants).

http://curriculum.gov.mt/en/Benchmark/General-information/Documents/bm_2018_acc_arrang_exemptions_handbook.pdf

All applications and e-templates duly filled in, are to be submitted to the Educational Assessment Unit by **Friday 19th January 2018**. For any clarifications, kindly contact:

- Ms Carmen Muscat (Education Officer) on 25982186 for general queries
- Ms Marina Quattromani on 25982173 for Access Arrangements & Exemptions (Students with Learning Difficulties)
- Mr Nicholas Bezzina on 25982129 for Exemptions (Immigrants)

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

Thank you for your cooperation.

Gaetano Bugeja
Director, Learning and Assessment Programmes

The online e-Information Handbook for the
New Procedures for
Access Arrangements and Exemptions
for
the End of Primary Benchmark 2017

Educational Assessment Unit

End of Primary Benchmark 2018

Procedures
for
Access Arrangements and Exemptions

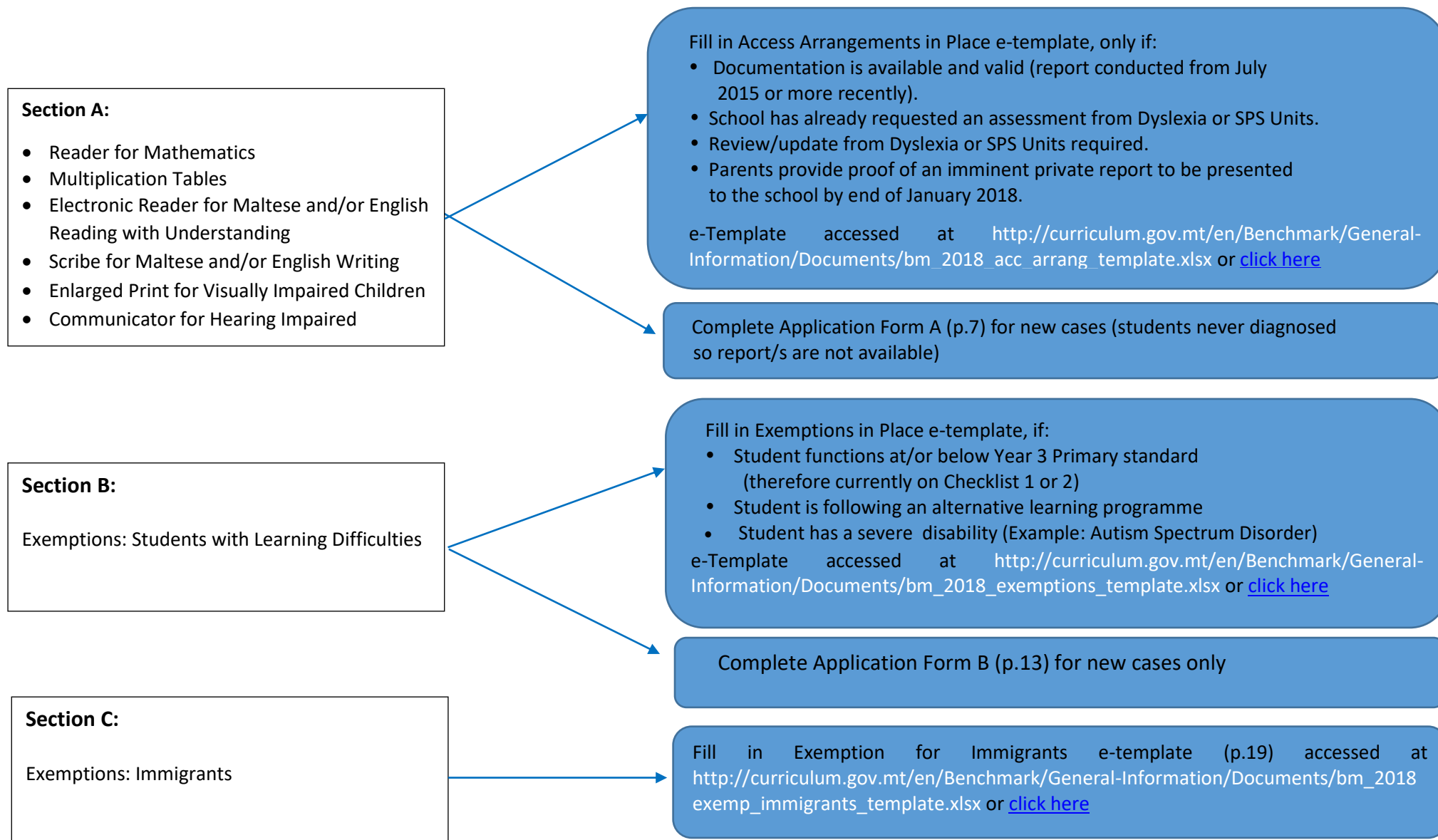
Contents

	Page
Rationale	3
Map of Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2018	4
Section A: Requests for <ul style="list-style-type: none"> • Reader for Mathematics • Multiplication Tables • Electronic Reader for Maltese and/or English Reading with Understanding • Scribe for Maltese and/or English Writing • Enlarged Print for Visually Impaired Children • Communicator for Hearing Impaired Children 	5
Application Form A	7
Section B: Exemptions (Students with Learning Difficulties)	12
Application Form B	13
Section C: Exemptions (Immigrants)	19

Rationale

As from scholastic year 2016/7, the Educational Assessment Unit (EAU) in collaboration with the state Specific Learning Difficulties Service (SpLD) and the School Psychological Service (SPS), and the Psychological Service within the Secretariat for Catholic Education and the Dyslexia Specialist within the Secretariat for Catholic Education, adopted a new procedure for the provision of Access Arrangements and Exemptions for the End of Primary Benchmark. This change ensures that access arrangements and exemptions are acknowledged as an integral part of the learning process and not given solely for summative assessments.

Map of Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2018



Section A: Requests for

- Reader for Mathematics
- Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

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

Heads of School are to complete an **Access Arrangements in Place** e-Template, accessed at http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2018_acc_arrang_template.xlsx for Year 6 students classified in one of the following five categories:

- a) Students who have already been assessed by SpLD or SPS, or the Psychology Service within the Secretariat for Catholic Education and the Dyslexia Specialist within the Secretariat for Catholic Education or any other professional entity and have a relevant report/s (conducted in July 2015 or more recently) identifying a learning difficulty and a recommended access arrangement/s specified above is/are regularly provided in the everyday learning process.

The Reader provision is to be given to all students who have this provision written in **the recommendation section of a recognised professional report or from literacy updates from the above entities carried out in July 2015 or more recently.**

- b) Students who have been referred to the SpLD or SPS, or the Psychology Service within the Secretariat for Catholic Education or the Dyslexia Specialist within the Secretariat for Catholic Education before December 2017 for an assessment in connection with the above access arrangements even though they have not yet been assessed, or who require an update or a review.
- c) Students with a hearing impairment and who already have regular assistance from a Teacher of the Hearing Impaired or a Learning Support Assistant. These students will be given the services of a Communicator for all components in Maltese, English and Mathematics.
- d) Students who have an ophthalmic report by a professional stating the need for enlarged print and are already given this provision in assessments and in their regular learning process.
- e) Students whose parents have informed the school that they will be having the relevant documentation privately drawn and presented to the school by end of January 2018.

For students who have been assessed by SpLD and have not been given Access Arrangements, but the school was asked to refer the students to another professional entity, kindly fill in the particulars of the students in the e-template and tick the appropriate box.

Heads of School are asked to complete the Excel template by providing all the information being requested. Additionally, Heads of School are to inform EAU when assessments, reviews and/or updates are made for these identified students.

Once completed, the template is to be sent by email with subject title: **BM 2018 – Access Arrangements e-Template** to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Marina Quattromani at marina.quattromani@ilearn.edu.mt by **Friday 19th January 2018**.

2. Completing Application Form A for new cases only

Applications by Heads of School for the access arrangements for the End of Primary Benchmark are **ONLY** to be submitted for **new cases** who have **never been diagnosed** with a learning difficulty **and so have no report/s** drawn up by professionals in the field.

Application Form A, together with guidelines for its completion, a consent form and the relevant declaration, are available on pages 7 to 11. All new requests, duly entered on Application Form A, are to be submitted by **Friday 19th January 2018** and addressed to:

Ms M. Quattromani, Support Teacher
Educational Assessment Unit
32, Joseph Abela Scolaro Street
Hamrun HMR 1304

The new cases as per No. 2 above should not be included in the Access Arrangements in Place e-Template.

Points to be noted:

- Heads of School are to note that the Readers for Mathematics will have to be provided by the school. In the case of the Reading with Understanding (in both Maltese and English), a recorded text on a USB stick will be provided by the EAU but the school needs to provide the personnel to operate the equipment and invigilate the students.
- **Heads of School** are to ensure that **parents are informed** that the students, who have the **Electronic Readers** for the language Reading with Understanding, will have their **result endorsed** as such.

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

DQSE/01/01/18

EDUCATIONAL ASSESSMENT UNIT

Form A

Application Form for NEW CASES (never diagnosed) to Request:

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

Examination for which application is made: End of Primary Benchmark 2018

Examining Authority	Session	Level
Educational Assessment Unit	June 2018	Year 6

Please refer to the guidelines 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]*

Address

Date of admission into Primary schooling in Malta/Gozo

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

REQUEST FOR:

[Tick ✓ as applicable]

Reader for Mathematics	
Multiplication Tables	
Electronic Reader for Maltese Reading	
Electronic Reader for English Reading	
Scribe for Maltese Writing (To include samples of writing tasks)	
Scribe for English Writing (To include samples of writing tasks)	
Enlarged Print for Visually Impaired Children	
Communicator for Hearing Impaired Children	

REASON FOR REQUEST:

DECLARATION (to be signed by the Head of School)

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

AND

I confirm that I have notified the parent/s or guardian/s that the student, having the Electronic Reader/s for the language Reading with Understanding, will have the result endorsed as such.

Name (Head of School)
(in block letters)

Signature Date

School Stamp

For office use only

Remarks _____

STATEMENT OF CONSENT

I hereby give my consent to the Department for Curriculum, Research, Innovation and Lifelong Learning (DCRILL) 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, Learning and Assessment Programmes, DCRILL, Floriana.
(e-mail: dlap@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>
PARENT <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

Department for Curriculum, Research, Innovation and Lifelong Learning – Ministry for Education and Employment

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Dipartiment għall-Kurrikulu, Riċerka, Innovazzjoni u Tagħlim tul il-Ħajja, biex jipproċessa u jżomm 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-Dipartiment għall-Kurrikulu, Riċerka, Innovazzjoni u Tagħlim tul il-Ħajja 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-Direttorat għall-Programmi ta' Tagħlim u Assessjar
Id-Dipartiment għall-Kurrikulu, Riċerka, Innovazzjoni u Tagħlim tul il-Ħajja
(L-Indirizz elettroniku: dlap@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)
ĠENITUR <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
Application Form A 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 writing tasks (Half Yearly in case of absenteeism) of Maltese and/or English, depending for which written component the application is being made.
- c) Complete the details of the 'DECLARATION'. 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.
- d) It is important that the STATEMENT OF CONSENT is duly completed in English **or** in Maltese.
- e) **The original form together with another copy** of this application should be sent to the Educational Assessment Unit.
- f) Schools should keep a copy of this application for their perusal.
- g) In case of difficulty, please contact the Educational Assessment Unit on 25982186/ 25982173

Section B: Exemptions (Students with Learning Difficulties)

1. Completing the Exemptions in Place e-template.

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

- The student functions at, or below, Year 3 Primary standard (on Checklist 1 or 2);
Students on Checklists are generally able to sit for the Listening and Speaking components. Therefore, exemptions from these two components should be kept to a minimum and justified in the Comments column.
- The student is following an alternative learning programme;
- The student has a severe disability (Example: Autism Spectrum disorder).

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

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

http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2018_exemptions_template.xlsx

and email it, with subject title: **BM 2018 – Exemption (Learning Difficulties) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Marina Quattromani at marina.quattromani@ilearn.edu.mt by **Friday 19th January 2018**.

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

2. Completing Application Form B for new cases only

For **new cases**, Heads of School may opt to apply for a Request for Exemption. The application form (**Form B**) with guidelines for its completion, a consent form and declaration are available on pages 13 to 18.

All new cases for exemptions, duly entered on Application Form B, should be addressed to:

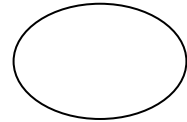
**Ms M. Quattromani, Support Teacher
Educational Assessment Unit
32, Joseph Abela Scolaro Street
Hamrun HMR 1304**

Application forms are to reach the Educational Assessment Unit by **Friday 19th January 2018**.

These new cases should not be included in the e-Template mentioned in Point 1 above.

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

DCRILL/01/01/17



For office use

EDUCATIONAL ASSESSMENT UNIT

Form B

Application Form for Exemption – NEW CASES

(Students with Learning Difficulties)

Examination for which application is made: End of Primary Benchmark

Examining Authority	Session	Level
Educational Assessment Unit	June 2018	Year 6

**Please refer to the guidelines 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]*

Address

Date of admission into Primary Schooling in Malta/Gozo

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

REASON FOR EXEMPTION – Learning Difficulties

[Tick ✓ as applicable]

Student functioning at Year 4 or 5 Primary standard and not following an alternative learning programme. Give details.

Other reasons. (Please specify).

An exemption is being requested for the following component/s: [*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

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 Department for Curriculum, Research, Innovation and Lifelong Learning (DCRILL) 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, Learning and Assessment Programmes, DCRILL, Floriana.

(e-mail: dlap@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>
PARENT <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-Dipartiment għall-Kurrikulu, Riċerka, Innovazzjoni u Tagħlim tul il-Ħajja biex jipproċessa u jżomm 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-Dipartiment għall-Kurrikulu, Riċerka, Innovazzjoni u Tagħlim tul il-Ħajja, 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-Direttorat għall-Programmi ta' Tagħlim u Assessjar

Id-Dipartiment għall-Kurrikulu, Riċerka, Innovazzjoni u Tagħlim tul il-Ħajja, Floriana.

(L-Indirizz elettroniku: dlap@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>)
ĠENITUR <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

Id-Dipartiment għal Kurrikulum, Riċerka, Innovazzjoni u Tagħlim Tul il-Ħajja – Ministeru għall-Edukazzjoni u x-Xogħol

***Guidelines on how to complete
Application Form B for Exemption
(Students with Learning Difficulties)***

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

- b) Complete the details of the 'DECLARATION'. 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.

- c) It is important that the STATEMENT OF CONSENT is duly completed in English **or** in Maltese.

- d) **The original form together with another copy** of this application should be sent to the Educational Assessment Unit.

- e) Schools should keep a copy of this application for their perusal.

- f) In case of difficulty, please contact the Educational Assessment Unit on 25982186/25982173.

Section C: Exemptions (Immigrants)

1. Heads of School are to complete the Exemptions (Immigrants) e-Template, accessed at http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2018_exemp_immigrants_template.xlsx for Year 6 students classified in one of the following two categories:
 - a) Immigrant students who have not followed the subject curriculum during the last two scholastic years of Primary school in Malta or Gozo.
 - b) Students who are following an alternative language programme at school.
2. The completed e-Template is to be emailed, with subject title: **BM 2018 – Exemption (Immigrants) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Mr Nicholas Bezzina at nicola.bezzina@ilearn.edu.mt by **Friday 19th January 2018**.
3. Heads of School are requested to identify on the template the reason for which the student is being exempted. Parents'/ Guardians' consent for exemptions should be sought by the school. The impact of the exemption on the child's future educational path should be clearly explained to parents or guardians.
4. In all cases the decision of the Reviewing Board for Requests for Exemption is final.

APPENDIX 3

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
MALTA

Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 22nd January 2018

Action Required: X

Ref: DLAP 024/2018

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

From: Louis Scerri, Assistant Director

Subject: Markers for the End of Primary Benchmark 2018

Applications are invited from all teaching grades in possession of a Permanent Teacher's Warrant and performing duties in State, Church and Independent Schools who wish to be considered to act as markers in the End of Primary Benchmark 2018. Year 6 teachers are particularly encouraged to participate in this process.

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

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

Markers will be remunerated at the following rates per script:

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 2018 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 duty as marker and forfeiture of payment due for work already performed.

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

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

or on the Directorate for Learning and Assessment's website at <http://curriculum.gov.mt> (by clicking on "Markers" under the tab "Benchmark – Year 6").

All online applications are to be submitted electronically by not **later than noon of Friday 23rd February 2018**. **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 Attard (25982132) or Ms Carmen Muscat (25982186). Applicants who have never acted as Benchmark markers are to attach scanned copies of relevant documentation of their qualifications and experience when completing the online application.

The decision of the Department for Curriculum, Research, Innovation and Lifelong Learning in the selection of markers is final.

Thank you for your cooperation.

Gaetano Bugeja
Director, Learning and Assessment Programmes

APPENDIX 4

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
MALTA

Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X **Date:** 22nd January 2018
Action Required: X **Ref:** DLAP 026/2018
To: All Heads of Primary Schools (State and Non-State) and Sections
From: Louis Scerri – Assistant Director
Subject: Timetable and Guidelines for the End of Primary Benchmark 2018 (First Session)

1. The first session of the End of Primary Benchmark Assessment will be held according to the attached Timetable. **Heads of School are requested to ensure that this timetable is brought to the attention of all teachers and parents concerned.**
2. In order to ensure the smooth running of the End of Primary Benchmark, Heads of School are to take note of the attached Guidelines which have been updated for the June 2018 session

Please note that the End of Primary Benchmark 2017 Report is available online and may be accessed at:

http://curriculum.gov.mt/en/Benchmark/reports-presentations/Documents/benchmark_report_2017.pdf

Thank you for your attention.

Gaetano Bugeja
Director, Curriculum Management

Timetable

Monday 28 May	Tuesday 29 May	Wednesday 30 May	Thursday 31 May	Friday 1 June
Maltese Speaking Component	English Speaking Component	8.45 – 9.45	8.45 – 9.45	8.45 – 9.00
		(60 minutes) Maltese Writing	(60 minutes) English Writing	(15 minutes) Mathematics Mental Paper
		9.45 – 10.15 <i>30 min Break</i>	9.45 – 10.15 <i>30 min Break</i>	9.00 – 9.15 <i>15 min Break</i>
		10.15 – 10.45	10.15 – 10.45	9.15 – 10.45
		(30 minutes) Maltese Listening Comprehension	(30 minutes) English Listening Comprehension	(1h 30min) Mathematics Written Paper
		10.45 – 11.00 <i>15 min Break</i>	10.45 – 11.00 <i>15 min Break</i>	
		11.00 – 11.50	11.00 – 11.50	
		(50 minutes) * Maltese Reading Comprehension	(50 minutes) * English Reading Comprehension	

* Students with a Reader will have an additional 30 minutes

N.B. On Wednesday 30 May and Thursday 31 May, the school may use the remaining time after 11.50am as a contingency for the Maltese and English Speaking Components.

Benchmark Assessment Guidelines

June 2018

1. The Head of School is the Head of Centre and is fully responsible for the smooth running of the End of Primary Benchmark in his/her school.
2. On 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 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 will receive the Benchmark material from an authorised person. At the end of each session, school personnel should be available to hand over the envelopes containing the scripts, including any extra papers, to the authorised driver calling for their collection.
5. Once again, the paper used will be cream in colour and the font 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, the class teacher will 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 Assessment sessions will take place as follows:

Monday 28 May 2018	–	Maltese Speaking
Tuesday 29 May 2018	–	English Speaking
Wednesday 30 May 2018	–	Maltese Writing Maltese Listening Comprehension Maltese Reading Comprehension
Thursday 31 May 2018	–	English Writing English Listening Comprehension English Reading Comprehension
Friday 1 June 2018	–	Mathematics Mental Mathematics Written

8. During the End of Primary Benchmark sessions, teachers are to ensure that students write in **blue** or **black** ink. However, work can be crossed out in pencil. **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 needs to act as a **Prompter** in the classroom being invigilated, if and whenever required.
- For children with writing difficulties due to physical conditions (e.g. broken arm) the **Amanuensis** needs to be provided by the school.
- **Enlarged prints** and other special examination requirements will be provided as per Letter Circular DCM 184/2017.

- Hearing impaired candidates may be assigned a **Communicator** as per Letter Circular DCM 184/2017. The Communicator will be provided by the Students' Services Section.
- 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 184/2017).

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 184/2017. 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 184/2017. This Reader, if needed, will have to be provided by the school.

11. EXEMPTIONS

All children are expected to sit the assessments. However, children who fulfil certain requirements may be exempted from all or parts of the End of Primary Benchmark as per Letter Circular DCM 184/2017.

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 End of Primary 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/Year-1-to-6/Pages/default.aspx>

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

ENGLISH and MALTESE

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

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.*

Students will listen **twice** to the recordings of both texts, including questions. Students will be asked to:

1. listen to the text and they may begin to work out the task/s as they listen;
2. listen to the questions and answer as they listen;
3. listen to the text for a second time;
4. listen to the questions for a second time and complete the task/s as they listen.

Students will be allowed some time to check their answers.

Speaking (20%)

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

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

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

Reading (30%)

The reading component will comprise two parts:

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

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

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

Students will be asked to answer a range of comprehension questions requiring them to *write words or numbers in gaps; underline, circle, or tick the correct answer; match; mark a statement as True, 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 need to show comprehension.

Writing (30%)

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

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

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

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

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

Students will also choose from two writing tasks both representing the same text type but having a different content area. Students will be asked to plan their writing. The pre-writing task (the plan) is to allow students to use the range of strategies available to them to plan their work. The pre-writing task carries 2 marks out of a total of 20 marks allotted to the long writing task.

In English only, a change in format occurred in 2016 in the marking scheme of the writing component.

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 Assessment is made up of two papers:

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

At the beginning of the Mental Paper, there is a practice question which is not awarded marks. This is to help students focus on the speaker's voice and familiarise themselves with the test. Additional time is allocated for this question.

In the Written Paper, working space has been introduced in questions that require working. Candidates are encouraged to use this space for their working.

The Mental Paper (20%)

The Mental paper is made up of a practice question and twenty short questions which are read twice, in succession. The questions are graded and divided into three sections. There are some easy questions at the beginning and some harder ones at the end.

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

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

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

The Written Paper (80%)

The written paper covers all the four strands of the mathematics curriculum, that is, Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving. The paper is made up of 16 questions. The first four questions carry a total of 16 marks and test simple basic skills. The following eight questions carry a total of 40 marks and test the pupils' mathematical competences in the four strands of the syllabus. The last four questions have a total of 24 marks 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 2018 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

II-BENĊMARK TA' TMIEM IL-PRIMARJA 2018 - L-Orarju L-Ewwel Sessioni

It-Tnejn 28 ta' Mejju	It-Tlieta 29 ta' Mejju	L-Erbgha 30 ta' Mejju	Il-Hamis 31 ta' Mejju	Il-Ġimgħa 1 ta' Ġunju
Il-Malti It-Taħdit	L-Ingliz It-Taħdit	8.45 – 9.45	8.45 – 9.45	8.45 – 9.00
		(60 minuta) Il-Malti Il-Kitba	(60 minuta) L-Ingliz Il-Kitba	(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>	9.00 – 9.15 <i>Waqfa ta' 15-il minuta</i>
		10.15 – 10.45	10.15 – 10.45	9.15 – 10.45
		(30 minuta) Il-Malti Il-Fehim mis-Smigh	(30 minuta) L-Ingliz Il-Fehim mis-Smigh	(Siegħa u 30 minuta) Il-Matematika Il-Karta Miktuba
		10.45 – 11.00 <i>Waqfa ta' 15-il minuta</i>	10.45 – 11.00 <i>Waqfa ta' 15-il minuta</i>	
		11.00 – 11.50	11.00 – 11.50	
		(50 minuta) * Il-Malti Il-Fehim mill-Qari	(50 minuta) * L-Ingliz Il-Fehim mill-Qari	

* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

N.B. Nhar l-Erbgha 30 u l-Hamis 31 ta' Mejju, l-iskola tista' tkompli l-komponenti tat-Taħdit fil-Malti u fl-Ingliz, wara l-11:50 ta' filgħodu.

Gwida għall-Benċmark ta' Tmiem il-Primarja

Ġunju 2018

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-Smiġħ 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-kompjuters 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-ghalliema 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 jehtieġu Qarrej bhala parti mill-arranġamenti tagħhom.

Se jintbagħtu USBs żejda lil kull ċentru biex ikun żgurat li, f'każ ta' emerġenza, ikun hemm biżżejjed. Il-USBs kollha se jiġu ċċekkjati qabel ma jintbagħtu fl-iskejjel; madankollu, jekk skola ssib 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 tas-sessjoni, il-karti tal-eżami għandhom jitqiegħdu fl-enveloppi **skont il-Lista tal-Attenzenza. 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 jirċievu l-materjal tal-Benċmark minn persuna awtorizzata. Fl-aħħar ta' kull sessjoni, l-impjegati tal-iskola 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 se jkun kulur il-krema, bit-tipa Andika ta' daqs 13 verżjoni 1.004. Din tista' titniżżel minn:
http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx

6. Il-komponent tat-Taħdit se jiġi assessjat minn żewġ għalliema, preferibbilment 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 jingħataw il-pakkett tal-Komponent tat-Taħdit fiit minuti qabel il-bidu tal-eżamijiet sabiex huma jkollhom hin biżżejjed biex jiffamiljarizzaw ruħhom mal-eżerċizzji.
7. Is-sessjonijiet tal-Benċmark se jsiru kif ġej:

It-Tnejn 28 ta' Mejju 2018	–	It-Taħdit bil-Malti
It-Tlieta 29 ta' Mejju 2018	–	It-Taħdit bl-Ingliż
L-Erbgħa 30 ta' Mejju 2018	–	Il-Karta Miktuba tal-Malti Il-Fehim mis-Smigh bil-Malti Il-Fehim mill-Qari bil-Malti
Il-Ħamis 31 ta' Mejju 2018	–	Il-Karta Miktuba tal-Ingliż Il-Fehim mis-Smigh bl-Ingliż Il-Fehim mill-Qari bl-Ingliż
Il-Ġimgħa 1 ta' Ġunju 2018	–	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 jistgħux 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-ARRANĠAMENTI 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 tipprovdni **Amanwensi**.

- **Karti b'tipa kbira** u provvedimenti speċjali għall-eżami se jkunu pprovduti skont iċ-Ċirkulari DCM 184/2017.
- Studenti li jbatu mis-smiġh jistgħu jingħataw **Komunikatur** skont iċ-Ċirkulari DCM 184/2017. Il-Komunikatur jiġi pprovdut mit-Taqsima tas-Servizzi għall-Istudenti.
- 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 tipprovdni l-USB iżda l-iskola jehtieg li tipprovdni impjegat biex ihaddem l-apparat u jissorvelja lill-istudenti (skont iċ-Ċirkulari DCM 184/2017).

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 DCM 184/2017. 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 hadra, 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 184/2017. 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-Ċirkulari DCM 184/2017.

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 tiddaħħal 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/Year-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 jisimghu ż-żewġ testi u l-mistoqsijiet irrekordjati **darbtejn**. L-istudenti jintalbu:

1. jisimghu t-test u, waqt li jisimghuh, ikunu jistgħu jaħdmu t-taħriġ fuqu;
2. jisimghu l-mistoqsijiet u jwegbuhom waqt li jisimghuhom;
3. jisimghu t-test għat-tieni darba;
4. jisimghu l-mistoqsijiet għat-tieni darba u jtemmu t-taħriġ waqt li jkun qed jisimghuh.

L-istudenti jingħataw il-ħin biex jicċekkjaw 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 tema waħda.
- It-tielet u r-raba' eżerċizzju jistgħu jkun tnejn minn dawn: *Qabbel / Compare and Contrast; Staqsini Inti / Inverted Interview; Stampa Waħda / Single Picture; Stampa Storja / Picture Story; jew Stampa dwar Tema / Thematic Picture.*

Il-Qari (30%)

Il-komponent tal-qari fih żewġ partijiet:

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

L-istudenti jintalbu jaħdmu eżerċizzji minn dawn: *jimlew il-vojt bi kliem jew numri, jaqtgħu linja taħt it-tajba, jagħmlu ċirku madwar, jimmarkaw it-twegiba t-tajba, iqabblu, ikomplu jimlew tabelli b'informazzjoni, u jagħtu tikketta lil stampa jew tpingija 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-punteġġjatura, u l-grammatika jiġu assessjati minħabba l-importanza tagħhom. L-eżerċizzju tat-thejjija għall-kitba (il-pjan) ma jkunx assessjat għall-preċiżjoni.

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

L-istudenti 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 haġġa 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 uffiċjali 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 jippjanaw ix-xogħol. L-eżerċizzju ta' thejjija għall-kitba jkollu 2 marki minn total ta' 20 marka tal-eżerċizzju tal-kitba t-twila.

Fl-Ingliż biss, fis-sena 2016 kien hemm bidla fil-format tal-iskema tal-marki tal-komponent tal-kitba.

IL-MATEMATIKA

Il-Benċmark 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).

Fil-bidu tal-Karta Mentali hemm mistoqsija ta' thejjija (*Practice Question*) li ma tiswiex marki. L-għan tagħha huwa li l-istudenti jiffokaw fuq il-lehen tal-kelliem u jsiru familjari mat-test. Jingħata hin 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.

Il-Karta Mentali (20%)

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

Il-waqfiet 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 jehtieġu t-thaddim ta' gharfien Matematiku u raġunar biex l-istudenti jsolvu problemi Matematiċi li joffru sfiċa 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 2017 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 għanda tasal għand it-Taqsima tal-Assessjar Edukattiv sa **hamest ijiem** wara li l-iskola tirċievi r-riżultati.

APPENDIX 5

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
MALTA

Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: gaetano.bugeja@ilearn.edu.mt

Information: X

Date: 25th April 2018

Action Required: X

Ref: DLAP 112/2018

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

From: Louis Scerri – Assistant Director

Subject: End of Primary Benchmark June 2018 (2nd Session) –
Call for Applications and Timetable

1. The second session of the End of Primary Benchmark is going to be held in the afternoon between **11 and 15 June 2018**. Maltese candidates will sit for this session at San Ġorġ Preca College Floriana Primary School while Gozitan candidates will have the session at the Education Office in Victoria, Gozo.
2. This second session is being held for children who fall under one of the following two categories:

Category A – candidates who will have completed Year 6 in a Church or Independent School that will not be participating in the First Session of the End of Primary Benchmark. Candidates should complete an Application Form that may be collected as from **Monday, 30 April 2018** from the Educational Assessment Unit, 32 Joseph Abela Scolaro Street, Ħamrun (located within the grounds of the ex-Maria Assumpta Girls' Secondary School) or from the Education Office, Victoria, Gozo. The application form may also be downloaded at www.curriculum.gov.mt. Completed application forms need to be returned to the Educational Assessment Unit, Ħamrun (between 8:00 to 16:00hrs) or the Education Office, Victoria, Gozo, by not later than **Friday, 11 May 2018**.

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

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

In the case of candidates falling under Category B, the Educational Assessment Unit will assume that children who were absent in the First Session for any components will be sitting the missed component/s in the Second Session. **These children therefore need not re-apply**. However, on returning to school after the end of the First Session of the Benchmark, these candidates need to submit to their school a passport-sized photo endorsed by an authoritative person (such as the Head of School), verifying that the photo is a true image of the applicant. This photo needs to be affixed to the Identity Card that will be provided to the school by the Educational Assessment Unit. Heads of School are to ensure that these cards are filled in and sent to the Educational Assessment Unit by not later than **Tuesday, 5 June 2018**.

Heads of School are kindly requested to inform the parents of all candidates of the venue and the timetable indicated below. All examinations start at 3.00pm and therefore candidates will have to be seated by 2.45pm.

3. The components of the Second Session of the End of Primary Benchmark will be held according to the following timetable. Please ensure that this timetable is brought to the attention of all parents concerned.

JUNE 2018 Second Session				
11 JUNE	12 JUNE	13 JUNE	14 JUNE	15 JUNE
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
15.00 – 16.00 (60 minutes) Maltese <i>Writing</i>	15.00 – 16.00 (60 minutes) English <i>Writing</i>	15.00 – 15.15 Mathematics Mental Paper (15 minutes)	15.00 Maltese Oral	15.00 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 <i>Listening Comprehension</i>	16.25 – 16.55 (30 minutes) English <i>Listening Comprehension</i>	15.30 – 17.00 Mathematics Written Paper (1 hour 30 minutes)		
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 <i>Reading Comprehension</i>	17.10 – 18.00 (50 minutes) English <i>Reading Comprehension</i>			

4. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi, together with the relative guidelines, may be downloaded from www.curriculum.gov.mt. (Please refer to Letter Circular DLAP 026/2018 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 **Wednesday, 9 May 2018**.

Thank you for your cooperation.

Gaetano Bugeja
Director, Curriculum Management

DIPARTIMENT GHALL-KURRIKULU
TAGHLIM TUL IL-HAJJA U IMPJEGABILITÀ
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
FLORIANA VLT 2000
MALTA

END OF PRIMARY BENCHMARK 2018
APPLICATION FORM FOR THE SECOND SESSION
11 June - 15 June 2018
(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 Directorate for Learning and Assessment Programmes for processing the information being supplied with this application. I fully understand that by opting out, this application cannot be processed.

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

The Directorate for Learning and Assessment Programmes within the Ministry for Education and Employment, collects and processes information to carry out its functions under the Education Act. All data is collected and processed in accordance with the Data Protection Act 2001, the Education Act, other subsidiary legislation and the Privacy Policy of the Department, a copy of which is available on demand.

PLEASE FILL IN AND RETURN, TOGETHER WITH A PASSPORT-SIZED PHOTO, TO THE:
EDUCATIONAL ASSESSMENT UNIT, 32 JOSEPH ABELA SCOLARO STREET, HAMRUN
(within the grounds of the ex-Maria Assumpta Girls' Secondary School)
OR: EDUCATION OFFICE, VICTORIA, GOZO
BY 11 MAY 2018.

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 2018

TIMETABLE

JUNE 2018				
Second Session				
11 JUNE	12 JUNE	13 JUNE	14 JUNE	15 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 Maltese Oral	15.00 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 2018

- 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 DLAP 184/2017 are to contact the Educational Assessment Unit on 25982186 by 9 May 2018.
- 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' TMIEM L-EDUKAZZJONI PRIMARJA 2018

- 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 ingħatat 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 DLAP 184/2017 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sad-9 ta' Mejju 2018.
- L-użu tal-*calculators* mhux permess waqt il-Matematika iżda wieħed jista' jiġi bżonn l-użu ta' *protractor*.
- Malli jispiċċaw mill-orali, il-kandidati jkunu jistgħu jmorru lura d-dar.

(120)

END OF PRIMARY BENCHMARK (Year 6)
JUNE 2018 (2nd Session)

<i>Monday 11 June</i>	<i>Tuesday 12 June</i>	<i>Wednesday 13 June</i>	<i>Thursday 14 June</i>	<i>Friday 15 June</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00 Maltese Oral Component	15.00 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 2018 (It-Tieni Sessjoni)**

<i>It-Tnejn 11 ta' Ġunju</i>	<i>It-Tlieta 12 ta' Ġunju</i>	<i>L-Erbgħa 13 ta' Ġunju</i>	<i>Il-Ħamis 14 ta' Ġunju</i>	<i>Il-Ġimgħa 15 ta' Ġunju</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15		
(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>	15.00 Il-Malti <i>It-Taħdit</i>	15.00 L-Ingliz <i>It-Taħdit</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 6

XXXXXXX College

XXXXXX College, XXXXXX Primary


**End of Primary Report
2017 – 2018**

Name: XXXXXXXXXXX XXXXXXX

ID:XXXXXXXX

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"/>
Tahrig 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						
Project (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						
Science						
Investigation (40 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment (60 marks)						
Total						
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

APPENDIX 7

Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2018

	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	13.0	21.0	18.0	69.0	17.0	16.0	20.0	17.0	70.0	16.0	58.0	75.0
Particular School Median	18	13	21	18.5	70.5	19	17	19	16	70	16	59.5	75.5
National Mean	16.3	13.0	19.8	16.9	64.7	16.4	15.0	19.3	16.8	66.4	15.0	54.5	69.4
National Std Deviation	3.4	4.0	5.9	5.4	18.1	3.2	3.4	4.7	5.3	15.6	4.6	17.3	21.5
Particular School Mean	17.0	12.3	19.5	18.5	68.1	18.5	16.0	18.5	16.2	69.9	14.6	54.6	69.1
Particular School Std Deviation	2.4	4.0	5.4	5.5	14.1	1.7	3.0	4.8	5.3	11.2	4.9	16.5	21.0

APPENDIX 8

DIPARTIMENT GHALL-KURRIKULU, TAGHLIM
TUL IL-HAJJA U IMPJEGABILITA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, LIFELONG
LEARNING AND EMPLOYABILITY
FLORIANA VLT 2000
MALTA

**Directorate for Learning and Assessment Programmes
Educational Assessment Unit**

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MEMORANDUM

Information: X

Date: 4th October 2018

Action Required:

Ref: 12/2018

To: All Heads of State Primary Schools

From: Louis Scerri (Assistant Director)

Subject: Returning of the End of Primary Benchmark 2018 and Science Annual Written Scripts, and the Delivery of Social Studies Fieldwork booklets for Years 3, 4, 5 and 6

In the coming days, the End of Primary Benchmark 2018 scripts and the Science Annual Written scripts of your students will be returned to your school. It is intended that schools make internal use of these scripts so as to review the students' performance and identify areas where improvements in the teaching and learning process can be made.

You may find that some Benchmark scripts are missing; this is because a sample is kept at the Educational Assessment Unit for research and archiving purposes. Schools may dispose of the returned scripts after a period of one year.

Delivery will also be made of the Social Studies Fieldwork booklets to be used in this school year. Kindly ensure that these booklets are distributed to the respective classes so that teachers can make immediate use of them.

Thank you for your co-operation.

Louis Scerri
Assistant Director
Educational Assessment Unit

Soft Versions of all Resources related to
the End of Primary Benchmark 2018
are found on
the Directorate for Learning and Assessment Programmes
website
www.curriculum.gov.mt