

# **End of Primary Benchmark 2019**

## **Report**

EDUCATIONAL ASSESSMENT UNIT  
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

DEPARTMENT FOR CURRICULUM, LIFELONG LEARNING AND  
EMPLOYABILITY

**MINISTRY FOR EDUCATION AND EMPLOYMENT**

OCTOBER 2019



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## Foreword



This year's End of Primary Benchmark Assessment comes at a time when the education system in Malta is continuing to undergo changes in teaching, learning and assessment methods. The teaching and learning programmes have been changed into a learning outcomes framework which started to be implemented in Kinder 1 and in Year 3. The half-yearly examinations have been substituted with continuous assessment which should provide a more varied and authentic manner of assessing children. Technology has continued to change whilst impacting upon the pedagogy taking place in class. These changes are taking place in the primary classroom, requiring the class teacher to change and adapt the pedagogy, supported by the peripatetic teachers, school senior management team members, heads of department and education officers. 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.

The implementation of the review of the End of Primary Benchmark has now started to take place. The changes in the End of Primary Benchmark will be implemented gradually over several years, aiming to have a more inclusive, valid and reliable assessment. Everyone agrees that we should strive not to consider the End of Primary Benchmark as a high stakes examination. Continuous assessment conducted throughout the scholastic year should have an input to the End of Primary Benchmark examination marks when the learning outcomes programmes are implemented in Year 6 in 2021-22.

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 the commitment to ensure a fair, valid and reliable assessment. It also complements the constant efforts being conducted to provide students who require access arrangements with 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. These reports provide a resource for all stakeholders. The Directorate for Learning and Assessment Programmes (DLAP) within the Department of Curriculum, Lifelong Learning and Employability (DCLE) also provides numerous digital resources available at [www.curriculum.gov.mt](http://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 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 2019;
- 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 2019 (hereafter referred to as ‘the Benchmark’). 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 24<sup>th</sup> and 31<sup>st</sup> May 2019. The Speaking components of Maltese and English were held on 28<sup>th</sup> and 30<sup>th</sup> May 2019 respectively. On 29<sup>th</sup> May, the Maltese Writing, Reading, and Listening components were held, whilst the same components for English were held on 31<sup>st</sup> May. Following one of the recommendations of the End of Primary Benchmark Review Board, the two components of Mathematics (Mental and Written) were the first Benchmark assessments held. These took place on 24<sup>th</sup> May 2019. All participants sat for these assessments in their respective schools.
- A second session was held during the week starting 10<sup>th</sup> June 2019. 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 3723 (1811 females and 1912 males). This represents 84% of the national Year 6 student cohort that was eligible to sit for the Benchmark 2019.
- 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 45 students.
- In 2019, there were 957 candidates who applied for exemptions and access arrangements. After processing the applications, 68 students were exempted from all components of the three subjects while 602 were granted one or more access arrangements during these assessments.

### iii) Results

- Scores for Maltese ranged from 2 to 95, with a median mark of 69 (Mean = 65.5, S.D. = 15.2). Comparative performance data of female and male candidates showed that the middle 50% (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile) of girls performed better than the middle 50% of boys in Maltese. Scores ranged from 60 to 78 for girls and from 54 to 75 for boys.
- For English, scores ranged from 3 to 97, with a median mark of 72 (Mean = 69.2, S.D. = 14.4). Comparative performance data of the middle 50% of candidates (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile) showed that girls performed better than boys in English. Scores ranged from 63 to 81 for girls and from 58 to 79 for boys.
- In Mathematics, scores ranged from 1 to 100 with a median mark of 71 (Mean = 65.9, S.D. = 23.3). The range of marks for girls and boys was close with boys performing slightly better. In the middle 50% of candidates (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile), marks ranged from 51 to 84 for girls and from 51 to 86 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 = 16.2, S.D. = 3.5) in Maltese and 17 out of 20 (Mean = 16.4, S.D. = 3.3) in English.
  - In the Listening component students fared slightly better in English than in Maltese. The median mark for Maltese was 16 out of a maximum of 20 (Mean = 15.4, S.D. = 3.5) and the median mark for English was 17 out of a maximum of 20 (Mean = 16.0, S.D. = 3.3).
  - In the Reading Comprehension component, candidates did slightly better in English than Maltese. This was reflected in the scores obtained where the median mark for Maltese was 19 out of a maximum of 30 (Mean = 18.3, S.D. = 5.8) and for English it was 20 out of a maximum of 30 (Mean = 19.5, S.D. = 5.0).
  - In the Writing component, the candidates' performance was better in English when compared to Maltese. In fact, the median mark for the writing component of Maltese was 16 out of a maximum of 30 (Mean = 15.1, S.D. = 5.4). In English the median mark was 18 out of a maximum of 30 (Mean = 16.9, S.D. = 6.2).
  - In the Mathematics Mental paper, the median mark was 17 out of a maximum of 20 (Mean = 15.7, S.D. = 4.6), whereas in the Mathematics Written paper, the median mark was 54 out of a maximum of 80 (Mean = 50.2, S.D. = 19.4).
- 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 2019. 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 Benchmark 2019. These are available on the website of the Directorate for Learning and Assessment Programmes at [www.curriculum.gov.mt](http://www.curriculum.gov.mt).



## 1. Information on the End of Primary Benchmark 2019

- In October 2018, three paper setters' panels, for Maltese, English and Mathematics, were set up by the Director General of the Department for Curriculum, Lifelong Learning and Employability (DCLE). 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 5<sup>th</sup> October 2018, Letter Circular DLAP 251/2018 was issued and sent to all Non-State Schools inviting Heads of School to register their school for the main session of the Benchmark 2019 (Appendix 1).
- Following the training workshops held during the previous two scholastic years for all assessors and interlocutors of the Speaking components of the Benchmark sessions in 2017 and 2018, it was deemed necessary for further training session to be held for newly qualified teachers (NQTs) and Year 6 first-time teachers. Letter circular DLAP 337/2018 (Appendix 2) was issued on 8<sup>th</sup> November 2018 to Heads of School to identify members of staff who needed this training. Members of Senior Leadership Teams (SLTs) and other teaching grades who never had training in this area were encouraged to attend for the training workshops. Three training workshops were held in Malta between the 12<sup>th</sup> and 21<sup>st</sup> February 2019, and another training session was held in Gozo on 1<sup>st</sup> February 2019. The number of participants was 8 in Gozo and 56 in Malta.
- On the 12<sup>th</sup> November 2018, Letter Circular DLAP 339/2018 was issued by DLAP to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendix 3).
- Letter Circular DLAP 374/2018 was sent to all State and Non-State Schools on 4<sup>th</sup> December 2018, informing them of the timetable and guidelines to be followed during the Benchmark 2019 (Appendix 4).
- A Call for Applications (Letter Circular DLAP 104/2019) was issued on the 13<sup>th</sup> March 2019 for teachers who wished to act as markers in the Benchmark 2019 (Appendix 5).
- Information meetings for parents were organised by the Heads of School Networks and Education Officers (Curriculum) posted in the different colleges. EAU assisted in seven college meetings namely Maria Regina College, St Clare College, San Gorg Preca College, St Ignatius College, St Nicholas College, St Theresa College and Gozo College. Meetings were held both in the morning and in the evenings depending on the preference of the college administration. A positive turn-up was noted in each meeting. The aim of these meetings was to explain the Benchmark assessments to parents, inform them about changes that were to be introduced, and answer any difficulties or queries that arose. The PowerPoint presentation and the leaflets distributed during these sessions, together with information about other Benchmark-related material, were made available to the public on DLAP's website ([www.curriculum.gov.mt](http://www.curriculum.gov.mt)).
- All candidates sat for the Benchmark 2019 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
<b>Total</b>	<b>86</b>

- On 4<sup>th</sup> April 2019, Letter Circular DLAP 140/2019 was issued about the change in the First session timetable. The timetable was amended following a recommendation by the Malta Union of Teachers due to the European Parliament elections held on the 25<sup>th</sup> May 2019 (Appendix 6).
- On 4<sup>th</sup> April 2019, Letter Circular DLAP 141/2019 was issued providing details for the second session which was to be held during the week starting 10<sup>th</sup> June 2019. 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 7).
- A new measure that was introduced this year following the one of the recommendations of the Benchmark Reviewing Board was that Benchmark papers will be available for formative use. Letter Circular DLAP 193/2019 informed stakeholders that the Benchmark Assessment papers of the first session were to be made available by mid-June, immediately after the second session of the Benchmark (Appendix 8). The papers were uploaded on the DLAP website.
- On 3<sup>rd</sup> July 2019, results were uploaded on the MySchool portal for state schools, whilst non-state schools received them in an electronic format via email. Schools were instructed to post these results to all students on 5<sup>th</sup> July 2019 and publish them for parents on MySchool (for state schools) or upload them on the school portal (for non-state schools) on the 8<sup>th</sup> July 2019. Information in Appendix 9 illustrates how the End of Primary Benchmark 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 Heads of College School Networks to pass on to all participating schools in August 2019 (Appendix 9). The Benchmark results of private candidates for the second session were sent directly to candidates' residences by the Educational Assessment Unit.
- A total of 35 requests for a review of performance were received by the EAU in the five-day period indicated in the Letter Circular DLAP 374/2018 dated 4<sup>th</sup> December 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 2019 – Archived Scripts by Subject and Component

<b>Subject and Component</b>	<b>Number of Scripts</b>
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 2019

This section gives information about the candidates who sat for the Benchmark 2019. Table 2 shows that the total number of students was 3723, with 1811 being females (48.6%) and 1912 being males (51.4%). This total amounted to 84% of the whole cohort of Year 6 children.

**Table 2: Participation in the End of Primary Benchmark 2019**

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2557	1203	1354	2557	100%
Church	1325	574	476	1050	79.2%
Independent	537	17	54	71	13.2%
Private Candidates (Second Session)	-	17	28	45	-
<b>Total</b>	<b>4419</b>	<b>1811</b>	<b>1912</b>	<b>3723</b>	<b>84%</b>

Table 3 provides information on the number of candidates who sat for the second session of the Benchmark 2019 during the week starting 10<sup>th</sup> June 2019. 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 45 such applications from Private candidates were received.

**Table 3: Participation in the End of Primary Benchmark 2019 – 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
<b>Il-Malti</b>				
It-Taħdit	7 (19)	3 (11)	41 (45)	<b>51 (75)</b>
Is-Smigh	13 (31)	3 (10)	41 (45)	<b>57 (86)</b>
Il-Qari	11 (26)	4 (11)	41 (45)	<b>56 (82)</b>
Il-Kitba	10 (25)	2 (9)	41 (45)	<b>53 (79)</b>
<b>English</b>				
Speaking	8 (24)	1 (4)	42 (45)	<b>52 (73)</b>
Listening	12 (29)	8 (13)	42 (45)	<b>62 (87)</b>
Reading	10 (30)	8 (13)	42 (45)	<b>60 (88)</b>
Writing	9 (29)	8 (14)	42 (45)	<b>59 (88)</b>
<b>Mathematics</b>				
Mental	12 (36)	2 (6)	42 (45)	<b>56 (87)</b>
Written	14 (34)	2 (6)	42 (45)	<b>58 (85)</b>

\* 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 957 applications for exemptions and access arrangements in 2019, a 1.61% increase when compared to 2018. After processing all applications, 68 children were exempted from all components of the three subjects and 602 were granted access arrangements. A total of 13 students were not eligible for the access arrangement they applied for. Whilst five children declined the access arrangements provisions they were granted, a total of five children renounced exemptions they were given.

### Procedures for Access Arrangements and Exemptions

The same procedure introduced in 2017 for schools to apply for access arrangements and exemptions, was followed in 2019. This system ensures that access arrangements and exemptions are perceived as an integral part of the learning process. The procedure is paperless and less time consuming for both the schools' Senior Leadership Teams and EAU personnel. An e-handbook on the procedures was available on the DLAP's website ([www.curriculum.gov.mt](http://www.curriculum.gov.mt)) for SLTs to refer to when completing the e-templates.

For those children who had already been assessed and had an updated psychological report, schools simply filled in an e-template with the details of the students and indicated the access arrangement/s the child qualified for according to the available report. On the other hand, schools had to complete the required form for students who had never been assessed. The number of applications for new cases amounted to eleven, an increase of one application when compared to the applications received in 2018.

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

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

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 2019**

<b>Component</b>	<b>Children of Migrants</b> (Number of applications received)	<b>Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities</b> (Number of applications received)
<b>II-Malti</b>		
It-Taħdit	132 (132)	112 (114)
Is-Smigh	130 (130)	116 (116)
Il-Qari	132 (132)	233 (234)
Il-Kitba	134 (134)	245 (246)
<b>English</b>		
Speaking	34 (35)	88 (89)
Listening	37 (38)	99 (99)
Reading	40 (41)	197 (200)
Writing	42 (43)	198 (211)
<b>Mathematics</b>		
Mental	8 (8)	152 (154)
Written	8 (8)	160 (161)

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 2019 sessions.

**Table 5: Participation in the End of Primary Benchmark 2019 by Component (N = 3723) \***

<b>Component</b>	<b>Exempted Candidates</b>	<b>Absent Candidates</b>	<b>Present Candidates</b>
<b>II-Malti</b>			
It-Taħdit	244	24	3455
Is-Smigh	246	29	3448
Il-Qari	365	26	3332
Il-Kitba	379	26	3318
<b>English</b>			
Speaking	122	21	3580
Listening	136	25	3562
Reading	237	28	3458
Writing	240	29	3454
<b>Mathematics</b>			
Mental	160	31	3532
Written	168	27	3528

\* N represents the total number of students registered for the 2019 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*.

All students with a Reader provision recommended in their psychological report or any other relevant professional report, qualified for the provision of *Reading Assistance* in the Maltese and English Reading Comprehensions. This measure was introduced last year 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 Benchmark, the texts and the related questions were read twice electronically, with a slightly slower reading speed than normal. Whilst being read, the text was highlighted and projected on an interactive whiteboard or on a laptop. Pauses during the reading allowed students to complete their answers. The students were also given a script which they could access at any time. Those students who needed Reading Assistance were granted an additional 30 minutes to complete the component.

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 2019.

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

Provision	Number of Children granted provision
Reader (for Mathematics)	494
Multiplication Tables (for Mathematics)	464
Enlarged Print	9
Communicator	11
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	510
Reading Assistance (English: Reading Comprehension)	483
Scribe (Il-Malti: Il-Kitba)	194
Scribe (English: Writing)	199

During the Benchmark 2019, eight students were given *amanuensis* provisions due to fractures to the dominant hand, and one student used a word processor to conduct the writing components.

## **Changes Introduced in the End of Primary Benchmark 2019 Session**

Following the success of the procedure introduced in 2017 where schools submit applications for access arrangements and exemptions for the Benchmark by completing an e-template, the procedure was continued in 2019, but simplified even further. E-templates for both access arrangements and exemptions were modified to reduce the need for SLTs to write comments but rather tick from ready-prepared lists.

For students who had reports in place (psychological, ACTU, SpLD), the school SLT only completed 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 2017, 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 procedure simplified the application process as well as led to a reduction in paperwork and saved time for both the school SLT as well as EAU personnel.

As for exemptions, schools had two e-templates for their disposal: one for exemptions of students following Alternative Learning Programmes and/or functioning at or below Year 3 or with severe disabilities; and the second one for migrant students. Completing these e-templates was simplified by requesting SLT 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 available, just in case SLT personnel felt the need to include a comment/remark on the student.

Another change that took place this Benchmark session was in the scheduling of the Benchmark assessment sessions. The timetable has been spread out to make these assessments more student-friendly, giving students more time to prepare themselves from one subject to the next and thereby help reduce unnecessary anxiety.

A short period of reading time (five minutes) was also introduced in the Benchmark papers for this Benchmark session. This enabled students to settle down and to go over the examination paper before starting to attempt the questions. This proved to be very effective, and both teachers and parents commented favourable about this introduction.

### 3. National Results of the End of Primary Benchmark 2019

This section presents information on the performance of the candidates who sat for the Benchmark 2019. The descriptive statistics presented include the median, the mean, the standard deviation, percentiles and cumulative frequency curves.

In addition to the national performance presented in this section, every participating school received details of the performance of its candidates for each component. State Middle Schools then received the standardised scores of students progressing to Year 7 and who would have sat for the Benchmark 2019. 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 Benchmark 2019 and provides a snapshot of the national performance of candidates. Column ‘n’ indicates the number of candidates who sat for the particular component in 2019.

**Table 7: National Results of the End of Primary Benchmark 2019**

<b>Components (Percentage Weighting)</b>	<b>n</b>	<b>Min. Mark</b>	<b>Max. Mark</b>	<b>Median Mark</b>	<b>Mean Mark</b>	<b>Standard Deviation</b>
<b>Il-Malti</b>						
It-Taħdit (20%)	3455	0	20	17	16.2	3.5
Is-Smigh (20%)	3448	0	20	16	15.4	3.5
Il-Qari (30%)	3332	0	29	19	18.3	5.8
Il-Kitba (30%)	3318	0	29	16	15.1	5.4
Total (100%)	3316	2	95	69	65.6	15.2
<b>English</b>						
Speaking (20%)	3580	0	20	17	16.4	3.3
Listening (20%)	3562	2	20	17	16.0	3.3
Reading (30%)	3458	0	30	20	19.5	5.0
Writing (30%)	3454	0	30	18	16.9	6.2
Total (100%)	3450	3	97	72	69.2	14.4
<b>Mathematics</b>						
Mental (20%)	3532	0	20	17	15.7	4.6
Written (80%)	3528	0	80	54	50.2	19.4
Total (100%)	3527	1	100	71	65.9	23.3

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 77 or higher in Maltese, 80 or higher in English, and 85 or higher in Mathematics. The median, or 50<sup>th</sup> percentile, shows that 50% of the candidates scored 69 or less in Maltese, 72 or less in English, and 71 or less in Mathematics. The bottom 25% of the candidates scored 57 or less in Maltese, 61 or less in English, and 51 or less in Mathematics.

**Table 8: National Results of the End of Primary Benchmark 2019–Percentiles by Component**

Components (Percentage Weightings)	Percentiles						
	5 <sup>th</sup>	10 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup>	75 <sup>th</sup>	90 <sup>th</sup>	95 <sup>th</sup>
<b>Il-Malti</b>							
It-Taħdit (20%)	9	12	15	17	19	20	20
Is-Smigh (20%)	8	10	14	16	18	19	19
Il-Qari (30%)	7	10	15	19	23	25	26
Il-Kitba (30%)	6	8	12	16	19	22	23
Total (100%)	36	44	57	69	77	82	85
<b>English</b>							
Speaking (20%)	10	12	15	17	19	20	20
Listening (20%)	9	11	14	17	19	20	20
Reading (30%)	10	12	16	20	23	26	27
Writing (30%)	6	8	13	18	21	25	26
Total (100%)	41	49	61	72	80	86	88
<b>Mathematics</b>							
Mental (20%)	5	9	14	17	19	20	20
Written (80%)	13	20	37	54	66	73	76
Total (100%)	20	30	51	71	85	92	95

Table 9 provides comparative data on the performance of female and male candidates in the different components. Thus, the middle 50% (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile) of girls fared better than the middle 50% of boys in Maltese and English. In this band, scores in Maltese ranged from 60 to 78 for girls compared to 54 to 75 for boys. In English, the middle 50% of girls scored between 63 and 81, whilst boys' scores ranged from 58 to 79. In Mathematics, the difference between boys and girls is marginal with scores ranging from 51 to 84 for girls and 51 to 86 for boys.

In Maltese, the top 25% of girls scored 78 or higher whilst the top 25% of boys scored 75 or higher. In English, the top 25% of girls scored 81 or higher whilst the top 25% of boys scored 79 or higher. As for Mathematics, the top 25% of girls scored 84 or higher and boys scored 86 or higher. This shows that in the Benchmark 2019, boys performed better than girls in Mathematics, with a difference of 2 marks between the medians (50<sup>th</sup> percentile). In both Maltese and English, the girls performed better than boys.

In Maltese, the bottom 25% of girls scored 60 or lower whilst the bottom 25% of boys scored 54 or lower. In English, the bottom 25% of girls scored 63 or lower whereas the bottom 25% of boys scored 58 or lower. In Mathematics, the bottom 25% of both girls and boys scored 51 or lower. Similar comparisons are possible for the different components in the three subjects.

**Table 9: National Results of the End of Primary Benchmark 2019 – Percentiles by Gender**

Component	Gender	Percentiles						
		5 <sup>th</sup>	10 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup>	75 <sup>th</sup>	90 <sup>th</sup>	95 <sup>th</sup>
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	9	11	15	17	18	19	20
	Male	7	9	13	16	18	19	19
Il-Malti: Il-Qari (30%)	Female	8	10	16	20	23	25	26
	Male	7	9	14	19	22	25	26
Il-Malti: Il-Kitba (30%)	Female	7	9	13	17	20	22	24
	Male	5	7	11	15	18	21	23
Il-Malti: Total (100%)	Female	38	47	60	71	78	83	86
	Male	34	42	54	66	75	82	84
English: Speaking (20%)	Female	11	13	15	17	19	20	20
	Male	9	11	14	17	19	20	20
English: Listening (20%)	Female	10	12	15	17	19	20	20
	Male	9	11	14	17	18	19	20
English: Reading (30%)	Female	11	13	17	21	24	26	27
	Male	10	12	15	20	23	25	27
English: Writing (30%)	Female	7	10	14	18	22	25	26
	Male	5	7	12	17	21	24	26
English: Total (100%)	Female	46	53	63	74	81	87	89
	Male	39	47	58	70	79	85	88
Mathematics: Mental (20%)	Female	5	9	14	17	19	20	20
	Male	6	9	14	17	19	20	20
Mathematics: Written (80%)	Female	14	21	36	53	65	72	75
	Male	13	19	37	55	67	74	76
Mathematics: Total (100%)	Female	20	30	51	70	84	91	94
	Male	19	29	51	72	86	93	96



## **Performance in the End of Primary Benchmark 2019**

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 36) 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 46) for more information.

Figures 1 and 2 below can be used to calculate the percentage of candidates who obtained a particular score in the Maltese speaking (Figure 1) and listening (Figure 2) components. For example, a student who obtained 17 out of 20 marks in the Maltese speaking component falls within the bottom 55% of the student population (Figure 1). A student who obtained 17 out of 20 marks in the Maltese listening component falls approximately within the top 30% of the same population (Figure 2).

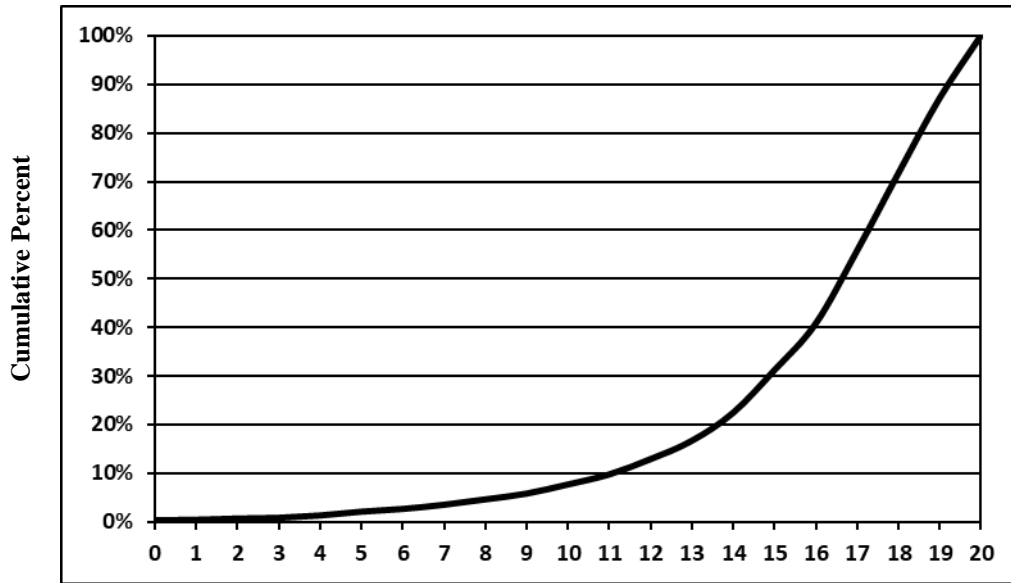


Figure 1: Il-Malti – It-Taħdit

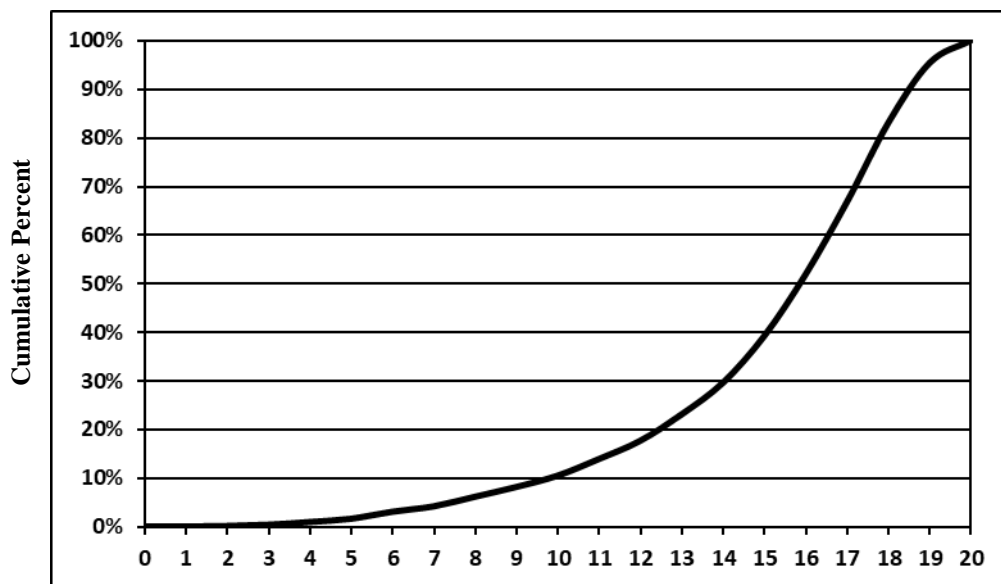


Figure 2: Il-Malti – Is-Smigh

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 24 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 10% of the student population, whereas a student who obtained 12 out of 30 marks in the writing component falls approximately within the bottom 30% of the same population.

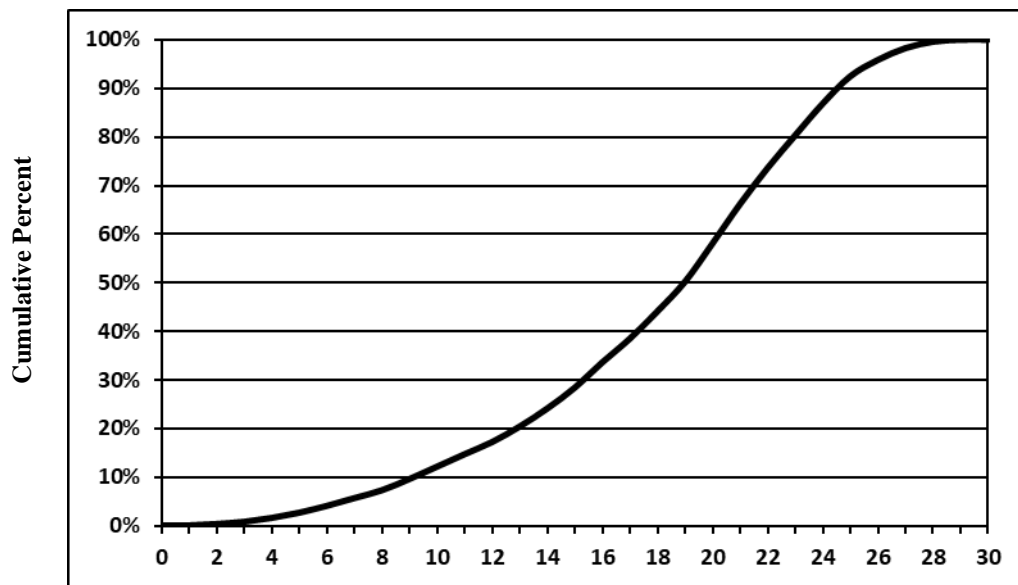


Figure 3: Il-Malti – Il-Fehim mill-Qari

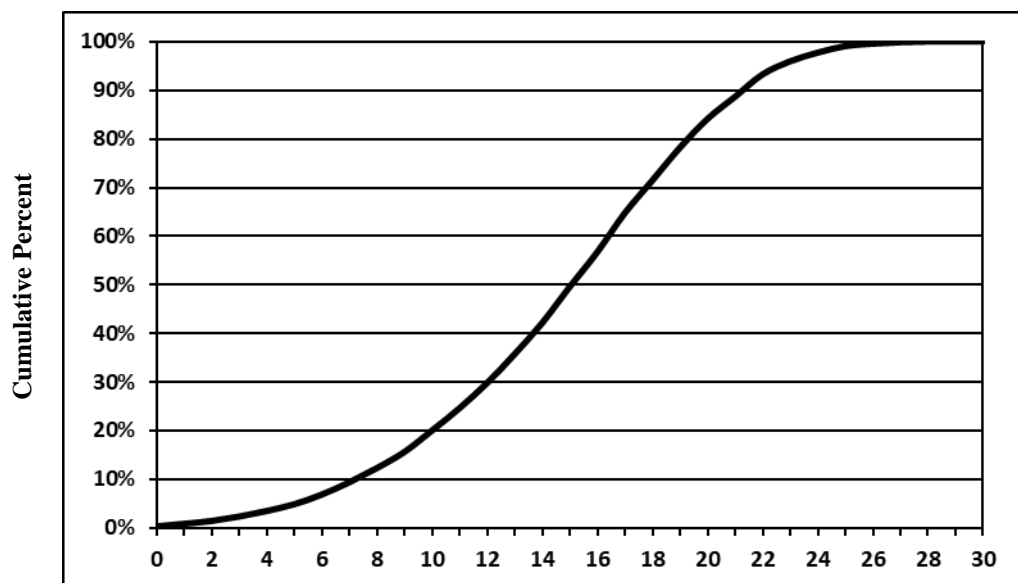
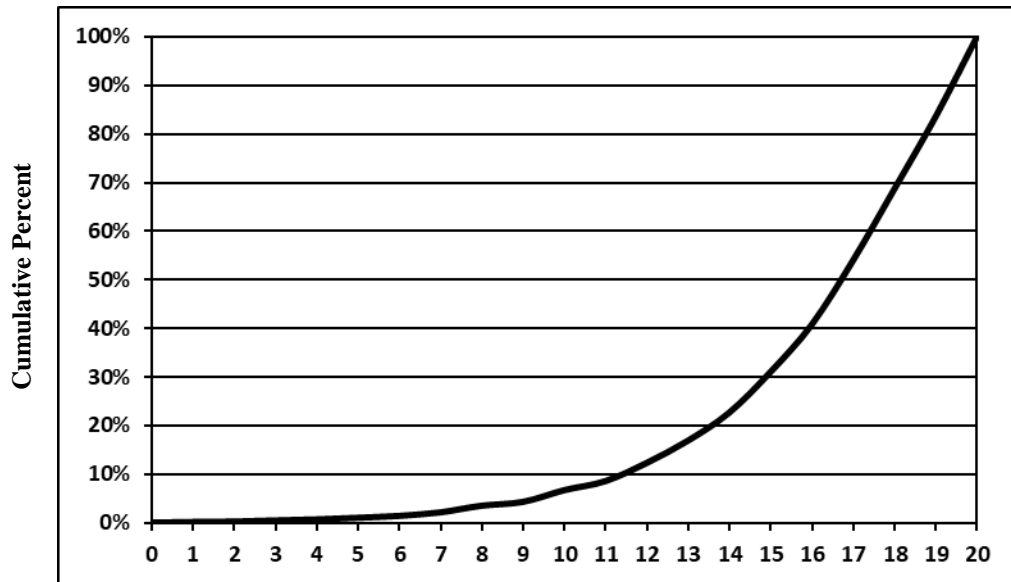
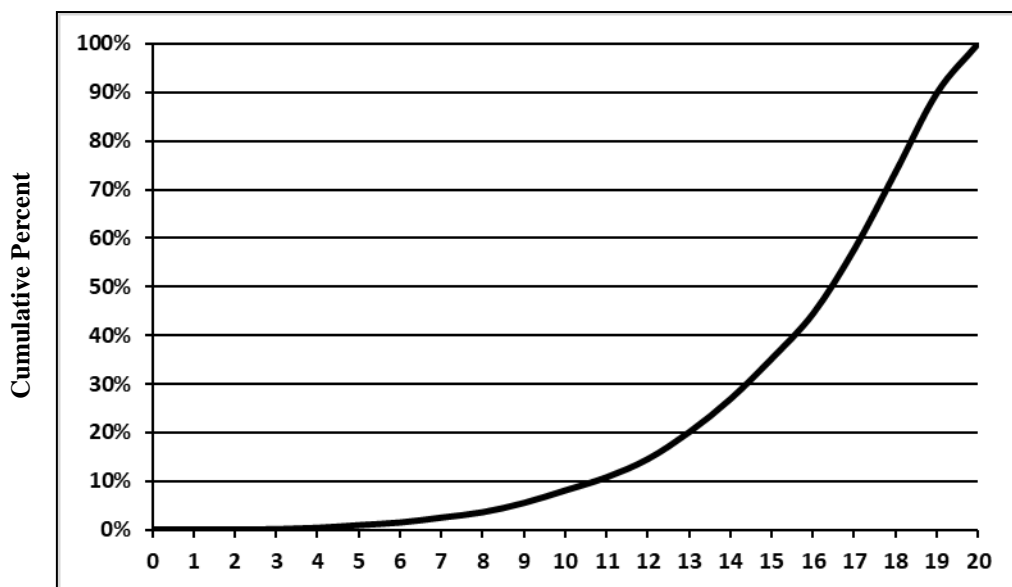


Figure 4: Il-Malti – Il-Kitba

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 16 out of 20 marks in the English-speaking component falls within the bottom 40% of the student population (Figure 5). A student who obtained 18 out of 20 marks in the English listening component falls approximately within the top 30% 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 22 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 the same score (22 out of 30 marks) in the writing component falls approximately within the top 20% of the same population.

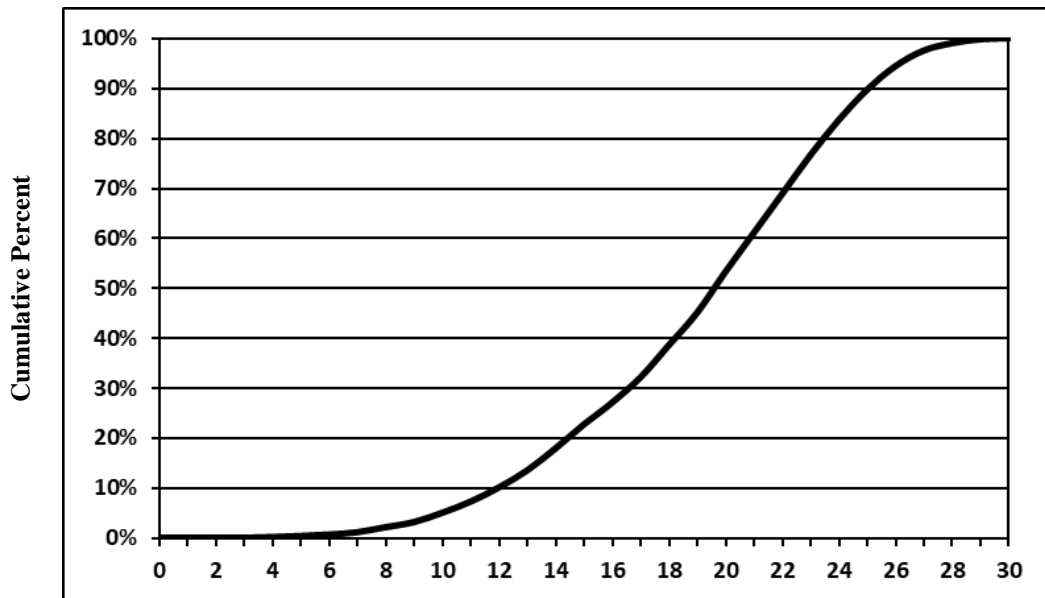


Figure 7: English – Reading Comprehension

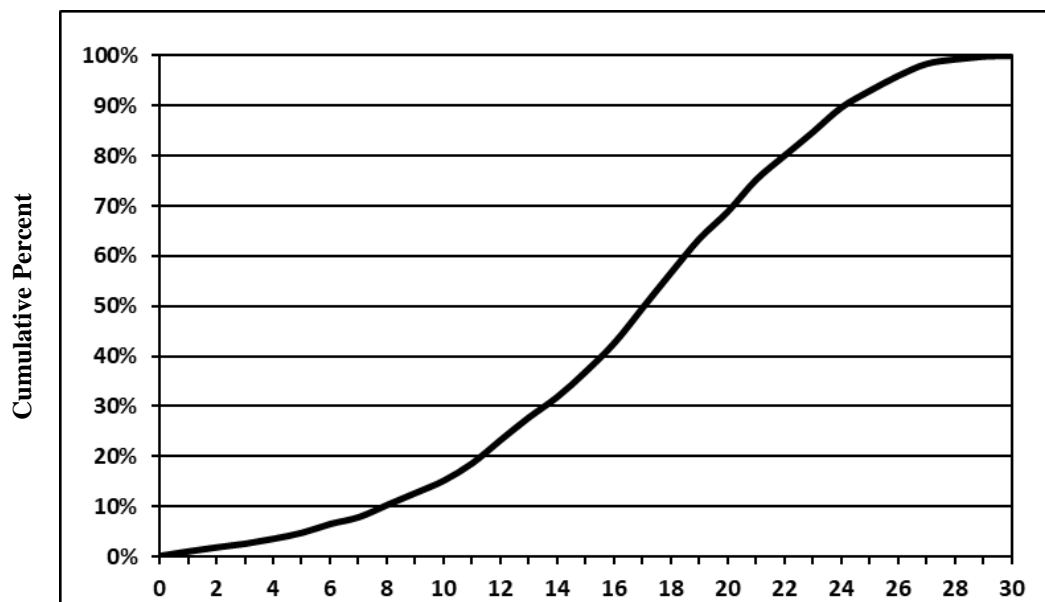
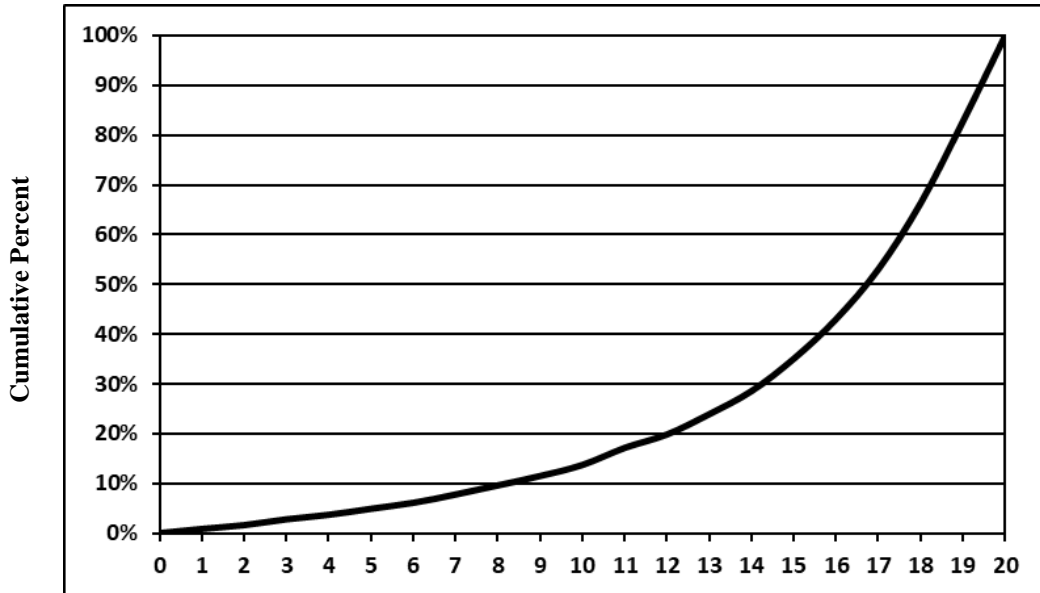
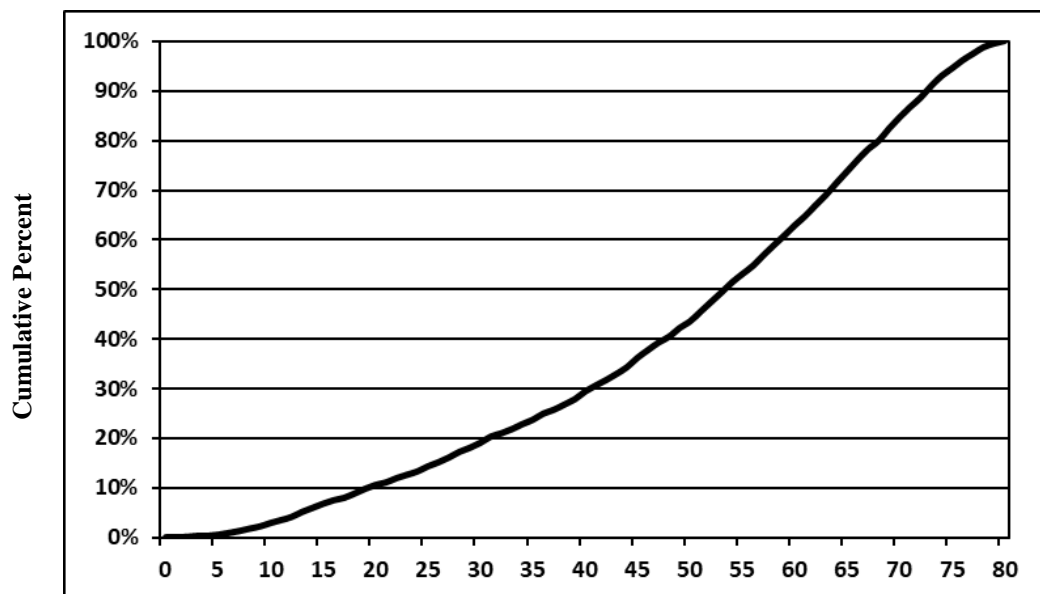


Figure 8: English – Writing

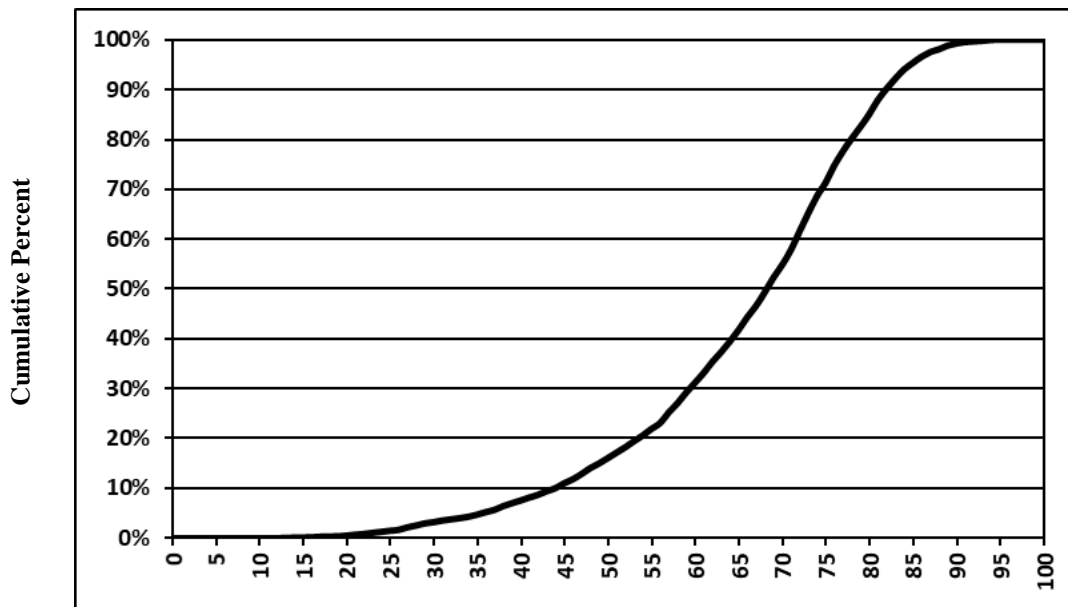
Figures 9 and 10 below show the percentage of candidates who obtained a particular score in the Mathematics mental (Figure 9) and written (Figure 10) components. For example, a student who obtained 8 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 73 out of 80 marks in the written component falls approximately within the top 10% of the same population.



**Figure 9: Mathematics – Mental**

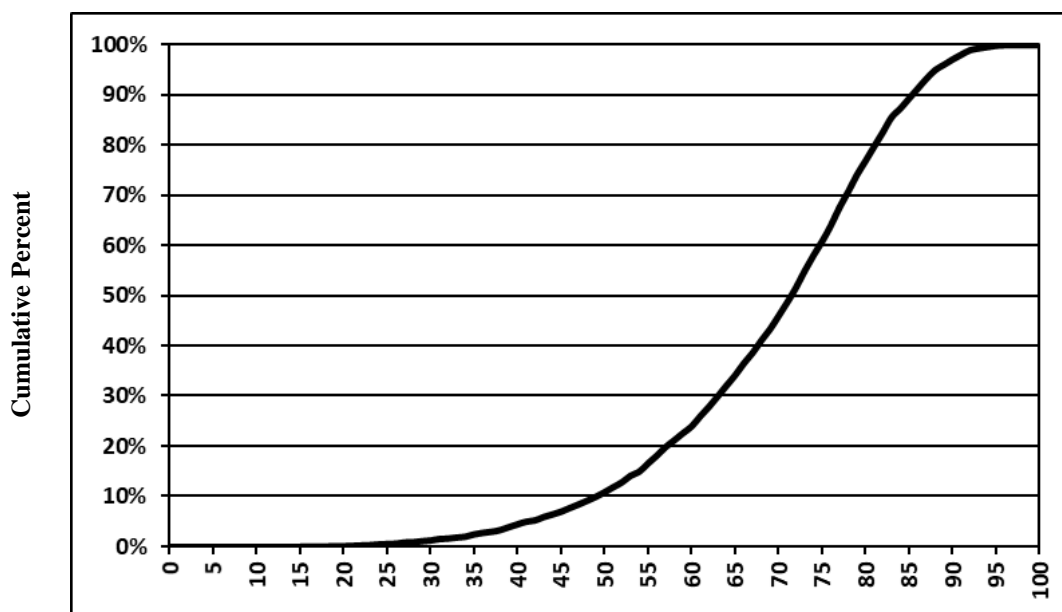


**Figure 10: Mathematics – Written**

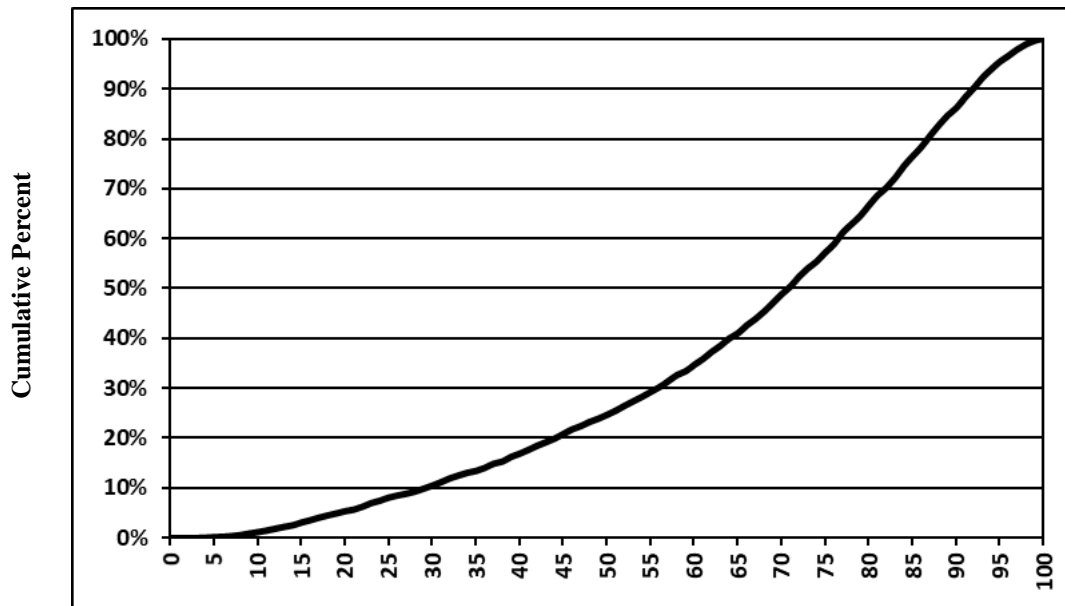


**Figure 11: Il-Malti – Total**

Figure 11 above shows that approximately 40% of the student cohort obtained 65 marks or more whilst 10% of the cohort obtained 44 marks or less in Maltese. Figure 12 below shows that approximately 10% of the students scored 85 marks or more in English. In total, about 10% of the student cohort obtained 49 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 87 marks or more.



## **4. Performance Reports**

This section presents the performance reports of the three subjects included in the Benchmark 2019. 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-2019

It-tabella t'hawn taht turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2019.

<b>It-Taqsimiet</b>	<b>Il-Marki</b>	<b>Il-Ħin</b>
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>B'kollox</b>	<b>100%</b>	<b>150 min.</b>

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-suġġerimenti u r-rakkomandazzjonijiet mogħtija f'dan ir-rapport huma maħsuba għall-ghalliema 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 obbligatorju mill-ġdid lill-ghalliema 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 iwegħbuhom fid-dettall.
3. **Stampa Wahda** (3 minuti): It-tielet taqsimi kien fiha stampi u l-istudenti kellhom jtkellmu fuqha.
4. **Staqsin Int** (3 minuti): Ir-raba' u l-aħħar taqsimi kien fiha stampa waħda u l-istudenti riedu jifluha sewwa. Imbagħad jagħmlu mistoqsijiet lill-eżaminatur.

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 taħriġiet. L-istudenti semgħu s-siltiet irrekordjati.

### Kummenti generali

#### L-ewwel silta tas-smigh

Is-silta kienet narrattiva li tinkludi fiha riċetta. L-istudenti kellhom jaħdmu żewġ eżerċizzji wara li jkunu semgħuha tinqara darbtejn.

**Fl-ewwel eżerċizzju** l-istudenti kellhom eżerċizzju li fih kellhom jagħzlu t-tajba minn tliet twegibiet. F'dan it-taħriġ 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,
- Immarkaw iktar minn twegiba waħda.

Dan kien eżerċizzju li fih numru sew ta' studenti ġabu l-marki massimi. Jidher li l-aktar twegiba li żbaljaw kienet in-numru 2 fejn l-ingredjenti tal-kwareżimal flok kitbu li huma *bażiċi* (ċ) wiegħbu li *ssibhom fir-Randan biss* (b). Dan l-iżball sar għax l-istudenti ma qagħdux attenti biżżejjed għal dak li semgħu fis-silta moqrija lilhom. Għalkemm ir-Randan jissemma, imkien ma jintqal li dawn issibhom fir-Randan biss iżda li huma '**sempliċi u jirriflettu n-nuqqas ta' ikel rikki**'.

L-ghalliema għandhom jgħallmu lill-istudenti biex jiffukaw aktar fuq dak li jkun qed jinqara u jassoċjaw il-vokabularju li jisimghu fis-silta mal-ghazla korretta li tinghata fil-mistoqsija ta' tliet għazliet. F'dan il-każ huma riedu jassoċjaw il-frazi **'sempliċi u jirriflettu n-nuqqas ta' ikel rik'** (fis-silta) mal-kelma **'bażiċi'** (fit-twegiba li kellhom jagħzlu). Hfna eżaminaturi rrimarkaw li f'mistoqsija nru 5, l-istudenti tfixxlu fil-ħin u u n-numru tal-grad tas-sajran.

**Fit-tieni eżerċizzju** l-istudenti kellhom jimlew tabella skont l-informazzjoni li semghu fis-silta. Minkejja li l-istudenti ma gewx ippenalizzati għal nuqqasijiet bażiċi tal-ortografija, xorta ma setghux jiġu aċċettati r-risposti li huma viżwalment 'il bogħod mill-kelma miktuba tajba.

Nru 2. Il-maġġoranza tal-istudenti fehmu li dan l-ingredjent kellu jkun il-marġerina. Minkejja dan huma ma kitbux il-kelma korretta u kitbu, *marcellina*, *marciela*, *malġelina* fost oħrajn.

Nru 3. Hfna mill-istudenti naqsu milli jiktbu l-grammi wara n-numru. Għalhekk ma ngħatawx il-marka.

Nru 4. Jidher li l-maġġoranza tal-istudenti fehmu li biex issajjar l-ixkumvat għandek bżonn 4 qatriet vanilla. Minkejja li ma gewx ippenalizzati għall-iżbalji ortografiċi jidher li mhux kull student jaf jikteb il-kelma tajjeb għaliex xi wħud kitbu *vannilla*, *vanila* u *vanilja*.

Kien hemm ukoll min hawwad dan l-ingredjent mal-*ghasel* u għalhekk ma setghetx tiġi aċċettata tajba.

Nru 5. Ftit kienu l-istudenti li żbaljaw fl-ammont ta' bajd li għandek bżonn għal din ir-riċetta.

Nru 6. L-istudenti li żbaljaw kienu dawk li

1. ma kitbux il-grammi wara n-numru;
2. kitbu li għandek bżonn mgħarfa u nofs vermicelli.

L-ghalliema għandhom jishqu mal-istudenti biex kelma tinkiteb tajjeb. Ma rridux ninsew li s-silta tinqara darbtejn.

L-istudenti jridu joqogħdu attenti għal dak li jisimghu fis-silta li tinqalhom kif ukoll għad-dettalji fit-twegibiet li jkunu ngħatawllhom bhala eżempji. Fin-numri 1 u 2, taħt il-kolonna KWANTITÀ, l-eżempji kienu ċari biżżejjed: 200g (*għad-dqiq*) u 50g (*għall-marġerina*). Li student jikteb il-g wara n-numru juri li hu jkun qed jifhem x'inhil d-differenza bejn għoxrin gramma vermicelli u għoxrin vermicelli! Barra minn hekk il-kolonna tal-kwantitajiet kienet magħmula min-numri flimkien ma' kliem (bħal qatriet) jew ittri (bħall-g) li juru li dawk mhux sempliċi numri. Ftit attenzjoni kienet tgħin lill-istudenti ma jitilfux daqshekk marki bla bżonn.

### **It-tieni silta tas-smigh**

Din is-silta kienet intervista bejn riċerkatur u dulċier. L-istudenti kellhom jaħdmu żewġ eżerċizzji wara li jkunu semghu l-qari tas-silta darbtejn.

**L-ewwel eżerċizzju** kien jikkonsisti fl-immarrar tas-sentenzi jekk l-informazzjoni li kien fihom kinitx veru, falz jew ma ssemmietx fis-silta mismugħa.

L-aktar li żbaljaw kienu l-mistoqsijiet 2 u 3.

Fin-numru 2 hafna studenti m'għażlux it-tweġiba FALZ. Fis-silta ngħad li Mikiel kien **'it-tielet ġenerazzjoni ta' familja ta' dulciera'** u għalhekk Mikiel qatt ma seta' kien l-ewwel dulcier tal-familja.

Barra minn hekk, Mikiel qal: **'Qattajt il-biċċa l-kbira ta' tfuliti nitghallem minghand missieri li kien imexxi dolċerija maghrufa ma' kulhadd'**. Imkien ma jissemma li Mikiel ma tantx mar skola biex jitghallem is-sengħa minghand missieru u għalhekk it-tweġiba għan-numru 3 kellha tkun 'Ma ssemmietx'.

Li dettall ma jkunx issemma f'silta qisha tfixkel lill-istudenti tagħna. Bhal donnu ma jistax ikun li xi informazzjoni ma tkunx ingħatat. Sakemm ir-risposta tkun Veru jew Falz hemmhekk ma tantx ikollna diffikultajiet imma meta l-istudenti jingħataw għażla oħra b'Ma Ssemmietx din dlonk tfixkilhom. L-għalliema huma mhegga jkomplu jispjegaw din ta' Ma Ssemmietx meta eżattament għandha tiġi magħzula.

L-għalliema għandhom jenfasizzaw l-importanza li l-istudenti jisimghu sew is-silta u jiflu dak li jisimghu, speċjalment f'taħriġ bhal dan fejn iridu jagħzlu bejn Veru, Falz u Ma Ssemmietx.

**Fit-tieni eżercizzju** fuq din is-silta, l-istudenti kellhom jagħzlu t-tweġiba t-tajba minn tliet għażliet mogħtija. B'mod ġenerali, ma kienx hemm problemi u kien l-aktar eżercizzju li marru tajjeb fih l-istudenti.

Numru 2 intgħażlet l-a minn xi studenti (Meta Mikiel jipprepara l-helu, juża l-makkinarju tal-lum). Numru 3 - ma kienx hemm diffikultà. Numru 4 - xi wħud għażlu ċ-ċ (ir-riċetti li jxandarhom fuq ir-radju). Numru 5 - ma kienx hemm diffikultà filwaqt li numru 6 hemm min għażel iċ-ċ (tilar qubbajt u biċċa ċikkulata mill-ifjen).

### 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-fehim mill-qari kienet tikkonsisti minn Powster. Wara l-istudenti ngħataw erba' eżercizzji fejn kellhom (a) jagħzlu t-tweġiba t-tajba minn tliet għażliet, (b) jimmarkaw jekk it-tagħrif mogħti fis-sentenzi kienx veru, falz jew ma ssemmiex, (ċ) jimlew il-vojt skont is-sens tas-sentenza u (d) jirrispondu mistoqsija li tirrikjedi hsieb u kreattività skont l-informazzjoni mogħtija fil-powster.

**Fl-ewwel eżerċizzju** kien hemm diversi studenti li fin-numru 3 qatgħu sinjal taht żewġ risposti. Anki jekk waħda minnhom kienet it-tajba, il-marka ma setgħetx tingħata. L-ġhalliema għandhom ifiehem lill-istudenti li għandhom jaqraw u jimxu mal-istruzzjonijiet li jingħataw. F’dan il-każ l-istruzzjoni kienet ċara: **‘Immarka t-twegiba t-tajba billi tagħmel linja taht ir-risposta t-tajba.’** Xi studenti għax ma rawx il-kelma ġiri miktuba tfixklu. Bhal dak li qallu tlielaq u ġiri mhux l-istess! Kemm hu importanti li l-istudenti jaqraw sew it-test u jitharrġu jagħmlu dan. Iridu jaslu f’punt li jifhem anke dak li sentenza jew silta tkun qed timplika.

**Fit-tieni tahrig** L-iktar twegiba żbaljata kienet in-numru 3 fejn l-istudenti wieġbu ‘Veru’ għal **‘Min jattendi għal din l-attività jrid jagħti donazzjoni’**. It-twegiba kellha tkun ‘Falz’ għax fil-powster kien hemm imniżżel: **‘Donazzjoni mad-dhul b’risq il-Kumitat tal-Festa tkun apprezzata’**. L-istudenti ma fehmux il-kelma **‘apprezzata’** li turi li d-donazzjoni ma kellhiex tingħata bilfors. L-istudenti jridu jitharrġu sew biex jifflu sew u jifhem t-tagħrif li jingħata fis-silta miktuba u ma jgħagħglux biex jagħtu t-twegiba tagħhom. L-istudenti kellhom jaqraw u jifhem sew dak li kien hemm miktub fuq il-powster. “Tkun apprezzata” ma tfissirx li bilfors trid tingħata donazzjoni. Numru 5 – kien hemm l-istampa turi li kien se jkun hemm xi logħob bir-roti. L-istudenti jridu jifhem li l-istampi mhux qed jingħataw biex iżejnu l-pagna imma biex iwasslu messaġġ ukoll, li jikkumplimenta dak li jkun qed jingħata fil-kitba.

**Fit-tielet tahrig** xi studenti żbaljaw għax minflok **‘il-kumitat tal-festa’** niżżlu biss **‘il-kumitat’** jew **‘festa’** jew **‘il-karità’**. L-ġhalliema għandhom jishqu mal-istudenti li t-twegiba tingħata kompluta, skont dak li hemm miktub fil-powster. Barra dan, m’għandhom qatt jassumu jew jaslu għal konklużjonijiet li ma jkunux issemmev fis-silta miktuba.

Kieku l-istudenti jerggħu jduru x-xogħol tagħhom żgur li jindunaw b’xi żbalji li jkunu għamli. Jekk f’mistqsija numru 2 kien hemm **għall-** ma tagħmilx sens li wiehed jikteb il-Kumitat tal-Festa. L-istess għall-mistqsija numru 3 ... jingħataw xi ir-rigali! Mhux il-mod kif nitkellmu aħna l-Maltin! Irridu nderru lill-istudenti tagħna li jitgħallmu minn età bikrija jikkoreġu x-xogħol tagħhom

**Ir-raba’ tahrig** kien l-iktar wiehed li marru hażin fih għax l-istudenti ma flewx biżżejjed x’kien qed jintalab minnhom, jiġifieri **‘Ikteb post fejn tista’ tara dan il-powster imwahhal fir-rahal’**. Għadd kbir ta’ studenti ma tawx kas tal-aħħar frażi **‘imwahhal fir-rahal’**, bil-konsegwenza li kitbu: *Ta’ Qali*, xi isem ta’ raħal (eż. *Il-Mosta*), jew kienu vagi (eż. *fit-triq, f’qalb ir-raħal, mal-ħajt, fid-daħla tar-raħal*). Meta speċifikaw it-triq jew il-ħajt (eż. *Fi Triq iċ-Ċawsli, Mal-ħajt tal-każin*), il-marka ngħatat. L-ġhalliema għandhom jenfasizzaw mal-istudenti biex joqogħdu aktar attenti għal dak li jiġi mitlub minnhom u mhux jaqbd u jniżżlu dak li jiġi f’moħħhom.

## Kummenti ġenerali

L-ġhalliema jridu jiŝqu iżjed mal-istudenti li għandhom jiddedikaw aktar ħin biex jaqraw u jifhmu sewwa s-silta, jaqraw sew l-għażliet li jingħataw, u jagħrfu jagħmlu differenza bejn għażla u oħra. Wisq nibzġu li l-istudenti jaqdbu u jwieġbu 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 sfurzat għall-eżami.

## It-Tieni Taqsima

Is-silta t-twila kienet fattwali u narrattiva u tittratta f'forma ta' storja l-esperjenza ta' żewġ itfal li raw bejta tal-fkieren. 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: Ħafna studenti wieġbu din il-mistoqsija tajjeb. Kien hemm xi wħud li għażlu l-b (fil-bajja) imma dawn ma kinux ħafna. La s-silta hija miktuba u l-ewwel mistoqsija r-risposta tagħha tkun fil-bidu (ċara daqs il-kristall) ikun ħasra xi kultant li xi studenti anke hawn jiżbaljaw. Is-silta trid tinqara iktar minn darba u l-istudenti jridu jidraw li mhux jibdeu jiktbu r-risposti meta d-dettalji jkunu għadhom ma nftehmux sew. Iktar ma s-silta tkun familjari iktar wieħed jista' jwieġeb korrettament il-mistoqsijiet li jsirulu jekk wieħed verament irid imur tajjeb.

Mistoqsija 2: Xi studenti, filwaqt li kitbu li kienet Rebecca li għalqet sninha, żbaljaw fl-għadd ta' snin li għalqet. Kien hemm min wieġeb li għalqet 11, 12 u anki 13-il sena meta fuq il-kejk kellha għaxar xemgħat. L-ġhalliema għandhom jiŝqu li l-istudenti jiflu sew dak li hemm fis-silta miktuba u jagħmlu konkluzjonijiet korretti. Jekk kellha għaxar xemgħat fuq il-kejk, żgur li għalqet 10 snin! Xi haġa wkoll li tissorprendi meta l-istudenti jiġu biex iwieġbu dawn it-tip ta' mistoqsijiet huma l-iżbalji tal-ortografija u n-nuqqas min-naħa tal-istudent li jwieġeb f'sentenza sħiħa. M'għandiex tkun ta' diffikultà kbira biex wieħed jikteb *Rebecca għalqet għaxar snin*. L-eżaminaturi ltqagħu ma' twegibiet li fihom anke *snin* ma kinitx miktuba tajjeb.

Mistoqsija 3: L-iktar tliet risposti li taw l-istudenti kienu li t-tfal tellgħu t-tined (kważi kulhadd semmieha), qabbdu l-ħatab (intagħżlet minn ħafna) u li sajru l-laħam u kielu. Numru inqas għażlu li t-tfal marru mixjiet twal. Ftit kienu li semmew li t-tfal iċċelebraw għeluq snin Rebecca.

Kien hemm xi studenti li ma semmewx tliet affarijiet jew semmew affarijiet li mhumiex fis-silta għax assumew hekk huma (eż. *nizlu jghumu; kielu*). Barra minn hekk kienu diversi l-istudenti li flok wiegħbu fit-3et persuna plural, użaw l-ewwel persuna plural. Importanti għalhekk li l-istudenti jitgħallmu jwiegħbu fil-persuna u t-temp korretti. Hawnhekk intalbu jiktbu tliet affarijiet li għamlu t-tfal u mhux x'għamlu huma (l-istudenti).

Mistoqsija 4: Ħafna studenti jafu xi tfisser 'niżlilha għasel'. Mhux kulhadd kiteb niżlilha – ħafna dawruha fuqhom jew ikkwotaw mis-silta – għax qalet niżilli għasel. L-użu tal-espressjonijiet tant jarrikixxi l-kitba. L-istudentighandhom jitharrġu fl-użu tal-espressjoniet halli dawn jużawhom tajjeb fis-siltiet u l-komponenti li jiktbu. L-espressjonijiet Maltin użati f'waqthom tant iħallu togħma tajba u jiddeskrivu fi ftit kliem dak li l-kittieb ikun irid jgħid mingħajr ħafna tidwir mal-lewża. Kienet pożittiva ħafna taqra kemm studenti Maltin jafu xi tfisser din l-espressjoni.

Mistoqsija 5: L-istudenti wiegħbu tajjeb din il-mistoqsija. L-iktar li kitbu kienu *għad-dell* u *għall-fekruna*. Numru ta' studenti li kitbu *għal Samwel*. Hawnhekk l-istudenti jibdeu jersqu lejn mistoqsijiet li jiddistingwu student minn ieħor. Trid tkun qrajt is-sentenza sew biex tifhem għal xi kien qed jirreferi dak il-kliem. Ħafna fehmu għax qraw sew. Oħrajn wiegħbu malajr mingħajr ħsieb ta' xejn. Hawnhekk ix-xogħol tal-edukaturi jista' jagħmel ħafna ġid jekk lill-istudenti tagħna nderruhom mhux biss jaqraw is-siltiet imma jifluhom fid-dettall halli huma stess jaraw ikunux fehmu dak li l-kittieb ikun qed iwasslilhom.

Mistoqsija 6 : Mhux l-istudenti kollha ħarġu l-idea ta' stagħġib u/jew sorpriża għall-espressjoni '**maridniex nemmu lil għajnejna**'. L-għalliema għandhom jgħallmu lill-istudenti biex ma jiddux l-espressjoni b'mod litterali u, meta jiġu biex jagħtu t-tifsira, għandhom jagħmlu dan b'mod ċar u preċiż skont il-kuntest.

Mistoqsija 7: Biex jagħtu l-plural ta' 'baħar', l-istudenti taw firxa wiesgħa ta' twegibiet: **ibhra**, **bħar**, **bħur**, u **bħura** biss ġew aċċettati bħala tajbin għax fil-fatt hekk huma. Filwaqt li normalment nużaw biss **ibhra**, jista' jagħti l-każ li xi studenti użaw mudelli biex ħarġu bil-verżjonijiet l-oħra korretti: (*bħar – xfar; bħur – xhur; bħura – ġmula*). L-għalliema jagħmlu tajjeb li jinkoraġġixxu l-użu ta' mudelli biex jissawwar kliem ieħor. B'hekk toħroġ aktar ir-rikkezza ta' lsienna.

Mistoqsija 8: Hawn ħafna studenti li jafu jagħtu l-għerq (wara li jkunu sabu l-mamma). Ħafna wiegħbu tajjeb. Izda kienu diversi l-istudenti li taw *r-ġ-j* (flok **gh**) bħala l-konsonanti radikali ta' *ergajna*. Dan juri li dawn l-istudenti m'għamlux il-mamma biex joħroġu l-għerq, jew flok **reġa'** kitbu **reġa**. L-għalliema għandhom jenfasizzaw id-differenza bejn verbi shah fejn l-aħħar konsonanti hija **gh** (li tkun indikata bl-apostrofu) u verbi dgħajfa neqsin.

L-eżaminaturi rrimarkaw li għalkemm ħafna drabi r-risposta ingħatat tajjeb kien hemm ħafna li kitbu l-ġ mingħajr tikka jew l-għ ma nqatgħetilhiex rasha. L-alfabett tagħna wieħed hu. L-istudenti jridu jitgħallmu jiktbu sew l-ittri li jsawru tant u tant kliem.



## Taqsimha B

Mistoqsija 1: Xi studenti kienu xotti wisq fit-twegiba tagħhom. Risposti bħal *‘Biex jgħidulhom dak li raw/dak li ġara’* ma kinux biżżejjed biex tingħata l-marka. Riedu jsemmu *l-fekruna/il-bajd/il-bejta/xi tip ta’ protezzjoni* biex tingħadd korretta. Jeħtieġ li l-istudenti jitgħallmu jkunu iktar preċiżi u ċari fit-twegibiet tagħhom. Jekk in-Nature Trust hija għaqda ambjentali (kif kien hemm fis-silta), l-istudenti riedu jiktbu li din issejthet biex toffri protezzjoni lill-fekruna, lill-bajd jew lill-bejta.

Sentiment komuni fost l-eżaminaturi kien : Għalfejn student għandu jagħti risposta nofs sajan? Wieħed irid jagħmel distinzjoni bejn min ta r-risposta preċiża li turi li hu fehem eżatt is-silta u x’qed jiġi mistoqsi u bejn min halla rrispostamhux kompluta. Probabilment iż-żewġ studenti jkunu fehmu l-istess, korrettament it-tnejn imma wieħed ikun spjega sew ir-risposta tiegħu. Irridu ndaħħlu sew f’moħħ l-istudenti li l-mistoqsijiet għandhom jiġu mwiegħba b’mod sħiħ u spjegat sew.

Mistoqsija 2: Din ma kinetx mistoqsija faċli. Mhux l-istudenti kollha ħarġu l-idea bażika għal din il-mistoqsija li kienet li l-fekruna għet tbiid **fl-istess bajja** fejn faqqset hi. L-istudenti għandhom jitgħallmu jixtaru sew dak li titlob minnhom il-mistoqsija u jkunu iktar preċiżi u ċari fit-twegibiet tagħhom.

Mistoqsija 3: Hawnhekk ħafna studenti wiegħbu tajjeb u kitbu dwar l-istorbju, id-dwal tal-bozoz u li n-nies jistgħu jirfsu fuq il-bejta u jagħmlulha l-ħsara. Kien hemm xi studenti li semmew affarijiet li ma kinux fis-silta, imma kitbu minn dak li jesperjenzaw f’ħajjithom. Eż. *iż-żejt ta’ xi dgħajsa*. Għat-taħriġ il-fehim l-istudenti jridu jifhemu li minkejja li s-silta tista’ tkun fuq tema kontemporanja jew fuq ġrajja kurrenti l-informazzjoni xorta trid tittieħed mis-silta u mhux mill-esperjenzi personali.

Mistoqsija 4: Diversi studenti żbaljaw it-twegiba għax ma ħarġux l-idea ta’ premonizzjoni peress li ma fehmux **‘thebber’** xi tfigger, jew ma kinux jafu jesprimu ruħhom sew. Tajjeb li l-għalliema jheggu 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 juruhom kif jaslu biex jagħtu t-tifsira ta’ espressjoni li qatt ma jkunu semgħu qabel billi jippruvaw jieħdu t-tifsira mill-kuntest.

Mistoqsija 5: Mistoqsija b’ħafna risposti tajbin – l-iktar li nkitbu kienu li nies ta’ kull età offrew il-ħin tagħhom biex jgħassu l-bejta u li tpoġġa lqugħ biex jiproteġi l-bejta. Xi studenti żbaljaw it-twegiba għax ir-raġuni li taw kienet ibbażata mhux fuq l-interess tal-pubbliku imma l-interess personali tagħhom (eż. *It-tfal riedu jerggħu jinżlu l-Ġnejna biex jgħassu l-bejta*).

Mistoqsija 6: Filwaqt li kienu bosta li taw twegiba tajba, kien hemm xi wħud li taw risposti ħżiena bħal *mija, għaxra* u wieħed.

Mistoqsija 7: Xi studenti kitbu *nisimaw* (fors i taħt l-effett tal-midja soċjali?) jew *nisimu* (effett djalettali?).

Mistoqsija 8: Il-maġġoranza tal-istudenti wieġbu tajjeb. Peress li l-kelma ngħatat f'kuntest, it-tweġiba *ħdejn* ma ngħadditx bħala korretta għax fil-kuntest ma toqgħodx.

### Taqsima Ċ

Kummenti fuq il-mistoqsija Ċ1:

L-iktar tweġiba komuni u korretta kienet dik li fiha ssemmew *l-istorbju* u *d-dwal*. Kien hemm diversi studenti li taw raġunijiet bħal '*Għax hu post fejn hemm il-baħar*', '*Ma tantx ikun hemm nies*' li ma ġewx ikkunsidrati korretti minħabba li huma assumew hekk u mhux għax kienet fis-silta. Kien hemm ukoll bosta li taw risposti xotti permezz ta' kelma waħda.

Għalkemm l-aħħar mistoqsijiet ikunu dawk li jiddistingwu student minn ieħor minħabba li jitolbu iktar impenn għax wiehed irid iżomm quddiem għajnejh is-silta kollha, però xorta din il-mistoqsija kienet tilhaq firxa wiesgħa ta' studenti. Tant u hekk li ħafna studenti fehmuha u wieġbu tajjeb. Jista' jkun wkoll minħabba l-fatt li s-silta tant kienet miktuba tajjeb li quddiem l-moħħ tal-istudenti kien hemm qisu għaddej film u qed jaraw ħaġa wara l-oħra tiżviluppa. Jista' jkun ukoll li l-istudenti ħassew għal din il-fekruna u ma ridux li jiġri xi ħaġa lill-bejta tagħha u għalhekk qraw sew ċertu dettalji halli jaraw kif l-istorja se tasal sat-tmiem ferrieħi tagħha.

Kummenti fuq il-mistoqsija Ċ2:

Anki hawnhekk, ħafna studenti kienu xotti fit-tweġiba tagħhom. Fil-fatt taw risposti bħal '*Kienu onesti/bil-għaqal/qalbhom tajba/bravi*' mingħajr ma speċifikaw kif waslu għal din il-konklużjoni. Għall-kuntrarju, studenti oħra ħargu bi tweġibiet kompluti bħal '*Kienu responsabbli għax ħadu ħsieb il-bajd*', '*Kienu tfal twajba għax kieku riedu setgħu għaffġu fuq il-bejta*', u '*Kienu tfal intelligenti għax ftakru f'dak li qaltihom l-għalliema u kienu jafu lil min kellhom iċemplu biex jieħdu ħsieb il-bejta*'.

Ħafna oħrajn ppreferew li jhallu din il-mistoqsija barra u ma jagħtu l-ebda risposta. Min wieġeb tajjeb ikkummenta dwar il-fatt li t-tfal kienu jħobbu n-natura u l-animali. Kien hemm min semma' wkoll li t-tfal kienu avventurużi (kif fil-fatt kienu) imma ma qalx għaliex. Jew li jħobbu jgħinu u qalbhom tajba però bl-ebda referenza għas-silta.

Din kienet il-mistoqsija li verament toħroġ il-karattru tal-istudenti. Min wieġeb tajjeb ħa ħsieb jikteb sentenza shiħa u ta r-raġuni għaliex huma kellhom qalbhom tajba. Min imbagħad tilef il-marki għax ma weriex impenn fir-risposta li ta. L-għalliema jridu dejjem ifakkru lill-istudenti li l-linji mmarkati fuq il-karta tal-eżami huma indikazzjoni ċara ta' kemm l-eżaminatur qed jistenna li tingħata informazzjoni f'din it-tweġiba. Żgur li mistoqsija bħal din ma setgħetx titwieġeb b'żewġ kelmiet mingħajr ma jkun hemm referenza għas-silta.

## **Kummenti u Rakkomandazzjoni ġenerali fuq il-Fehim mill-Qari**

B'mod ġenerali spikkat id-diffikultà li jiltaqgħu magħha l-istudenti meta jiġu biex jellaboraw jew iwiegħbu fit-tul. Spikkat ukoll it-traskuraġni fil-preżentazzjoni tax-xogħol tal-istudenti. Anke din is-sena, b'has-snin l-imghoddija, il-markaturi hassew li għandhom jikkomentaw dwar il-kaligrafija li hafna drabi ma tintgħarafx. Ikkomentaw 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 jharbxu 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 jiżviluppaw il-kitba tagħhom fit-tul. Diġà ma jitnaqqasux marki għall-ortografija f'hafna mit-twegibiet; allura rridu nişqu fuq il-punt li l-istudenti jiktbu ċar u pulit. Jehtieg li l-għalliema jibqgħu jishqu wkoll fuq l-importanza tal-punteġġjatura.

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

## **Ċ4. Il-Kitba**

Il-komponent tal-kitba kien fih żewġ taqsimiet. Fl-ewwel taqsima l-istudenti ntabbu jiktbu kitba elettronika ta' bejn 50 u 60 kelma. Fit-tieni taqsima ntabbu jfasslu pjan u jiktbu rakkont narrattiv 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' ittra elettronika**

L-istudenti ingħataw żewġ titli biex jagħzlu wieħed li jitolbu kitba ta' ittra elettronika. L-ewwel titlu kien jitlob kitba ta' ittra lill-kowċ biex javżawh li ma jistgħux jattendu għat-taħriġ filwaqt li l-ittra l-oħra kienet titlob li jiktbu ittra elettronika lill-qraba barra minn Malta.

L-istudenti ngħataw il-format tal-ittra elettronika b'partijiet li kienu mogħtija u oħrajn li kellhom jimlew huma skont l-informazzjoni mogħtija fit-titlu.

L-aktar ittra elettronika li ntgħazlet kienet dik li kellha tinkiteb lill-kowċ. Għalkemm kien hemm studenti li kienu mharrga tajjeb fil-kitba tal-ittra elettronika, kitbu b'Malti tajjeb u taw attenzjoni għad-dettall fit-titlu u l-għajnuniet, kien hemm hafna oħrajn li għamlu dawn l-iżbalji:

- Minkejja li l-istudenti kienu mogħtija struzzjonijiet ċari – bosta studenti kitbu isimhom fl-aħħar tal-ittra elettronika u mhux l-isem li ngħatalhom.
- Kienu bosta studenti li sabuha diffiċli biex jiktbu s-sugġett – Min ħalla s-sugġett barra, min kiteb kelma waħda biss u min għamel sentenza elaborati ħafna – li ma jindirizzax il-kriterju ta' sugġett ta' ittra elettronika.
- Ħafna studenti li għażlu t-titlu tat-taħriġ sportiv, naqsu li jużaw il-kelma taħriġ u flokha użaw il-kelma bl-Ingliż *training*.
- Tilfu l-marki minħabba ortografija ħażina u nuqqas ta' punteġġjatura addattata. Kliem u verbi tal-ġew miktuba ħażin.
- Kien hemm studenti li kitbu ħafna inqas mill-ammont ta' kliem li ntalbu jiktbu.
- Bosta studenti nsew jiktbu t-tislima fl-aħħar tal-ittra elettronika.
- Diversi studenti żbaljaw fl-ortografija, fil-morfologija fis-sintassi u fl-użu tal-idjoma.
- Ħafna studenti tgħallmu numru ta' qwieli u riedu jdaħħluhom f'xogħolhom, anke jekk ma kienx hemm il-bżonn.
- Kien hemm xi studenti li makinux jafu xi tfigħer il-kelma 'qraba'. Kien hemm min ħaseb li huma ġirien.

L-eżaminaturi jirrakkomandaw li:

- Tingħata aktar attenzjoni għall-kitbiet qosra. Hemm bżonn li l-kitba qasira jkollha aktar sens ta' kontinwità bejn sentenza u oħra.
- L-għalliema għandhom iħarrġu aktar lill-istudenti sabiex jagħmlu użu aktar tajjeb mill-għajnuniet jew eżempji li jingħataw. L-istudenti għandhom jiġu mgħallma kif jinqatgħu mis-suggerimenti mogħtija bla ma jiddevjaw jekk iħossu li l-ideat tagħhom huma superjuri minn dawk mogħtija.
- Isir aktar qari fil-klassijiet tal-primarja. Il-kitbiet juru biċ-ċar li hemm bżonn li l-istudenti jiġu esposti għall-Malti (mitkellem, moqri u miktub) tajjeb.

## Taħriġ B: Il-kitba ta' rakkont narrattiv

### Il-pjan

Bosta studenti għamlu pjan ta' dak li kellhom jiktbu, anke meta kitbu barra mis-sugġett. Ħafna studenti huma ppreparati tajjeb biex jagħmlu pjan. Kien hemm diversi tipi ta' pjanijiet u li jagħmlu sens u li setgħu jgħinu lill-istudenti fil-kitba tagħhom. Kien hemm xi studenti li ffittaw wisq fil-pjan u għamluh elaborat wisq. Dan seta' xi ftit jew wisq tallef il-ħin mill-kitba propja tal-komponent. Madankollu xorta waħda kien hemm għadd ta' studenti li kkupjaw kelma b'kelma l-għajnuniet li ngħatawlihom fil-karta. Kien hemm għadd żgħir ta' studenti li l-pjan m'għamluhx u ma nizzlu xejn. Oħrajn sempliċiment kitbu ftit kelmiet li għewhom f'moħħhom mingħajr ma tawhom struttura. Xi studenti kitbu għadd ta' mistoqsijiet jew kliem u tefgħuhom bl-addoċċ fil-post tal-pjan bla ma organizzawhom b'xi mod. Dan ma jistax jitqies bħala pjan tajjeb li jgħin fit-tiswir tal-kitba. Kien hemm studenti li kellhom pjan tajjeb u qassmuh b'introduzzjoni, żvilupp u konkluzjoni.

Ta' min wiehed jagħti aktar importanza lill-proċess tal-kitba. Filwaqt li fi pjan, wiehed huwa mistenni li jorganizza l-ideat tiegħu b'mod strutturat sabiex ikunu jistgħu jgħinu lill-istudent jikteb, ħafna studenti fil-pjan jidhru li jkunu għadhom fil-'brainstorming stage' billi jiktbu kliem li jiġi f'rashom li ħafna drabi l-markatur ma jirnexxilux jara r-rabta bejn dan il-kliem fil-kitba li ssegwi.

### **Kummenti ġenerali fuq il-kitbiet**

- Ammont kbir ta' studenti li għażlu l-ewwel titlu kitbu li l-fabbrika nħarqet waqt li kienu l-iskola u mhux meta kienu d-dar.
- Xi studenti ħarġu barra mis-sugġett għax kitbu li n-nar kien ġej mill-keċina tagħhom stess u ma semmew l-ebda fabbrika.
- Anke fit-tieni titlu ħarġu barra mis-sugġett meta minflok tkellmu dwar il-festin t'għeluq sninhom iffukaw fuq il-festa tar-raħal.
- Il-maġġoranza tal-istudenti li għażlu t-tieni titlu għamlu kważi r-rakkont kollu jirakkuntaw u jiddeskrivu l-festin ta' għeluq sninhom u ma tantx taw importanza li waqt il-festin kellu jinqata' d-dawl. Għalhekk ingħataw marka baxxa.
- Jidher biċ-ċar li ħafna studenti tgħallmu lista ta' idjomi u espressjonijiet li dawn riedu jdeffsuhom akkost ta' kollox fir-rakkont tagħhom anke jekk mhux fil-kuntest.
- Għal darb'ohra, ħareġ biċ-ċar kemm l-istudenti qed ibatu mill-istruttura tas-sentenza, il-grammatika u l-ortografija. Dan juri kemm l-istudenti ma jaqrawx. Anke l-mod kif jesprimu ruħhom huwa tassew batut.
- Xi studenti qed jagħmlu użu minn kliem li ma jeżistix fil-lingwa Maltija u li ma jagħmilx sens fil-kuntest li dwaru kitbu. Barra minn hekk qed ikun hemm nuqqas ta' konkordanza bejn is-sugġett u l-verbi.

L-eżaminaturi, li huma wkoll għalliema, rrimarkaw li minkejja li ssir enfasi lill-istudenti kif għandu jiġi maqsum komponiment, sfortunatament għadek issib uħud li m'għandhomx idea ta' dan. Dan għaliex il-komponiment tagħhom ikun wiehed shiħ mingħajr ħjiel ta' introduzzjoni, żvilupp u għeluq.

## 4.2 English

### A: General comments about the Benchmark papers

The English assessment forming part of the Benchmark 2019 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 Benchmark Guidelines 2019. Furthermore, the listening and reading texts were modified and aligned with the competence level of Year 6 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, Inverted Interview, and Compare and Contrast. The candidates' oral competencies were assessed using a rating scale with the following assessment criteria: range of vocabulary (0 – 5 marks), range of grammatical structures (0 – 5 marks), fluency and interaction (0 – 4 marks), task achievement (0 – 2 marks), pronunciation, intonation, and stress (0 – 2 marks); and, task-specific criteria (2 marks), pegged to Tasks 3 and 4 and indicating the oral sub-skills necessary for a 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 2019: places, food and drink, the weather, helping at home, the environment, pets and animals, school outings, shopping, school life, house and home environment, free time and entertainment, health and body care, sports, people who help us, school activities, and you and others. Most candidates felt at ease and confident when responding to different questions by recounting, describing in detail and giving their opinions about different topics. However, a few candidates found expressing an opinion rather challenging.

**Task 3: Inverted Interview**

Time allotted: 3 minutes

Candidates were presented with a picture depicting people in a particular situation. Students were then expected to ask questions to gain more information about the people and the situation. The task-specific mark was awarded to candidates who formed a range of questions accurately and succeeded in eliciting a wide range of responses by asking 'Wh' questions. Most candidates used a range of questions which included close and open-ended questions to elicit more information. Some students asked a variety of questions which were quite creative while others asked more factual questions. While the majority used grammatically correct questions, some weak candidates tended to use verb forms incorrectly.

**Task 4: Compare and Contrast**

Time allotted: 3 minutes

Candidates were shown two pictures which they had to compare and contrast. The task-specific mark was given to candidates who demonstrated that they could use a range of appropriate qualifiers to describe points of comparison and contrast, and identify and describe vividly similarities and differences of set illustrations by observing details and making connections with prior knowledge.

Generally, candidates used appropriate comparative and superlative forms and identified similarities and differences, giving details about parts of the pictures. A few struggled to understand the word *alike*. However, when the latter were prompted, they observed the pictures closely and managed the task very well.

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 a radio programme presenting three “cool facts” for children. Each fact communicated information to the listeners. The first focused on “Saving the Maltese Cow”; the second on “Plastic in Our Seas” and the third was about a “Museum of Childhood [which opened] locally”.

**Questions 1 to 5**

Candidates had to underline the key option from three given options in a multiple-choice task. The task was valid and fairly graded with two questions set at a low level of difficulty and three at a medium level of difficulty. These questions assessed the candidates' ability to understand spoken language, listen for specific information, understand key words, follow main ideas, deduce meaning from context and infer from context.

Most of the candidates understood the statements and answered these items correctly. The item which proved to be most challenging was the first one, where many underlined ‘extremely’ instead of ‘quite’. This was probably due to the fact that candidates did not understand the meaning of ‘moderately’ when listening to the text.

**True, False or No Information Given**

This exercise was made up of three statements and candidates had to show whether each statement was True, False or No Information Given by ticking the correct box. One item was set at a medium level of difficulty and two items were set at a high level of difficulty.

Overall, candidates performed well in this exercise. Some candidates found item ‘a’ challenging, ticking TRUE or NIG, because they did not understand the part in the listening text which stated that “in the future we’ll see these cows in Malta”.



## Listening Task 2

Candidates had to listen to a writer reading her winning story on a radio programme and complete three exercises.

### Exercise 1 – Four items

Candidates were presented with eight pictures and they had to tick four items the protagonist in the story saw while he was flying. This exercise was set at a low level of difficulty. It assessed the candidates' ability to listen for specific information.

The majority of candidates selected the correct items. However, a number of candidates ticked the picture of the high-rise buildings instead of the one depicting “neat, little houses”. Another option which candidates found tricky was the picture of the lion with the football. The fact that this must have been confused with “two bronze statues of lions” in the text indicates a weakness in listening for specific information and deducing meaning from context.

### Exercise 2 - Four items

In this sequencing task, candidates had to put the actions of the story in the correct order by writing the number (from 1 – 4) in line with the statements provided. This exercise was set at a medium level of difficulty. The task assessed the candidates' ability to follow a sequence, understand spoken language, listen for specific information, understand key words, follow main ideas, deduce meaning from context, and infer from context.

The majority of candidates did well in this exercise. However, there were a few students who got only the first and last one correct.

### Exercise 3 - Four items

This exercise was made up of four statements and candidates had to show whether each statement was True, False or No Information Given by ticking the correct box. The items were set at a high level of difficulty. The task assessed the candidates' ability to understand spoken language, listen for specific information, understand key words, follow main ideas, deduce meaning from context, and infer from context.

Overall, candidates performed well in this exercise. Some candidates found item 3a challenging, ticking True instead of False due to the fact that they did not understand or take note of the phrase “with a bump” in the listening text. A number of candidates ticked 3d as True or NIG rather than False, and thus failed to infer meaning from the last sentence of the text: “What an exciting bedtime story for his grandchild that night!”

**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 texts were varied, valid, fairly graded and authentic. Moreover, the allocation of marks reflected the level of difficulty.

The text of the first reading comprehension, a poster, advertised an “Annual School Book Fair” which was to take place over a weekend in June. The text of the second reading comprehension was an article about the British cream tea tradition. 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 the 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 a poster and answer questions on it. 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, four items were set at a low level of difficulty and two were set at a medium level. A few students found 1a challenging since they underlined “weekends” without paying attention to the plural form, but the main challenge seems to have been 1c where many students did not understand the meaning of “box set” in the text and instead underlined “voucher”, probably because it appeared on the poster. This exercise showed evidence of students rapidly scanning the text without carefully interpreting the given information.

**Exercise 2**

This True, False, No Information Given exercise was set at a medium to high level of difficulty. Most of the candidates answered the items correctly but some did not manage to get all of the questions correct since they involved using some inferencing skills. Question 2a, for instance, was incorrectly ticked as False or NIG by some students because they did not infer that the mention of a ‘side entrance’ on the poster implies that there is more than one entrance.

**Reading Comprehension 2****Section 1**

The candidates had to read the expository 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 or antonym from given options or from the text, 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.

Most candidates answered Question 1 correctly. However, Questions 2 and 3, which required students to deduce meaning from context proved to be challenging. In fact, in Question 2 a number of students selected “important” rather than “rich”, as a synonym of “well-off”. Similarly, in Question 3 many students opted for “interesting” rather than “fashionable” when seeking to identify the meaning of “all the rage”. Although in Question 4, candidates could have easily lifted the answer from the text, a few lost the mark because of inaccuracies in sentence structure or an incomplete answer which led to a change in meaning. Question 5 required candidates to refer closely to the text and understand the process of preparing scones in order to tick the three correct facts in the question, which were presented in different diction. Most students ticked the first fact correctly, but many found “Mix the dry ingredients together” challenging, ticking either “Fry the mixture” or “Stir the clotted cream in the mixture a little at a time” instead. The majority of candidates performed well in Question 6. However, Question 7 proved challenging since most students ticked the second picture (scone with jam) rather than the third picture showing a scone with jam and cream. The question assessed understanding the meaning of the phrase “takes the lead”, which could be construed from the last two sentences of paragraph 4.

**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 8a, 8b, 10, 11, 12, 15 and 17. In Question 9 some of the candidates misunderstood the meaning of “rapid” in “rapid increase” and chose “huge” rather than “fast”. Many students wrote more than four words when answering Question 3 which led to the mark being forfeited. Most students did well when answering Question 14, replacing “relish” with a synonym while others copied the text. However, those who failed to include this key word and just wrote “last drop of jam”, showed a lack of understanding and lost the mark. Some students found Question 16 challenging. This required them to find an antonym of “different” from the text.

### **Questions on the two sections**

Candidates had to refer to the whole text to answer questions 18, 19 and 20. These items were set at a medium to high level of difficulty.

Question 18 assessed candidates’ understanding of text audience and the majority underlined the correct answer. In Question 19 many students managed to select the correct title for the article. However, a few opted for the first two distractors. Most students ticked the two correct facts in Question 20, although some opted erroneously for 20a confounding the meaning of “hotly debated issue” (paragraph 4) and “argue” (paragraph 6) with “often fight fiercely against each other”.

### **B4: The Writing Component**

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

The first writing task, writing a note with instructions of between 50 and 60 words to a friend, carried 10 marks while the second writing task, planning and writing an article 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 2019. 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 write a note of instruction and use language of advice and information, communicate ideas in a coherent and cohesive way, and write fluently and accurately to convey meaning 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 first option – Kyle writing a note to Anne to thank her for accepting to look after his pet rabbit and telling her how to take care of it - was chosen by the majority of candidates. A considerable number of students asked Anne whether she would like to take care of the rabbit, when it was clearly stated in the rubric that she “is going to look after” it. This led to the writing being considered as partially irrelevant and marks were lost for task achievement.

Only a few candidates, chose the second option – Kim writing a note to Sam to thank him for accepting to visit his/her grandmother while s/he is away and suggesting what he can do during this time. However, the few students who opted for this note fared much better than their peers who selected the first option. Markers noted that this could be due to the fact that the subject of the second option may have been considered more complex by candidates and was consequently attempted by the stronger students.

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 write a note of instruction even though not all instructions were clear and concise as required by a short note format.

A number of candidates lost marks on spelling mistakes, punctuation mistakes and omissions. Some of the candidates used a variety of vocabulary while others produced words or phrases which are a direct translation from Maltese, their L1. This reflects a lack of exposure to English, mainly through listening and reading.

Candidates who produced very weak writings did not observe the note format, often leaving out the greeting and signature and disregarded the given names in the rubric.

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

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

In the second writing task, candidates were presented with clear rubrics depicting realistic and suitable situations. The given prompts were helpful and presented in bullet form. Students could either write an article for the school website about a visit to “an Open Day at the new school” or about “Favourite Games Day” organised at their school.

The first option was a very popular choice probably due to the fact that most students had attended an open day in their future Middle school, which they used as inspiration. Some of the candidates who chose this title ignored the instructions and described the organisation of an event which still has to take place, using the future tense, thereby losing marks for irrelevance. In addition, a considerable number of candidates failed to include a title to their article when the rubric specified in bold: “Remember to write a suitable title and organize your ideas into paragraphs”. This led them to lose marks for task achievement.

A good number of candidates chose the second option – an article about “Favourite Games Day” which was held at their school. 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 gave first-hand experience in playing different games. The best write-ups focused on

indoor and outdoor games including different sport activities, Maltese traditional games and technological games. As in the first option, a number of students used the future instead of the past tense, while others did not include a title.

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, use appropriate presentational features for article writing, and write relevantly and within the specified range of words.

Writings which scored high marks demonstrated the candidates' ability to use correct article writing format. Candidates who performed well included a title, organised their writing in paragraphs, wrote 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. Markers noted that some of the accounts were outstanding, written in fluent and idiomatic English, while other writings were satisfactory but lacked the effective use of expressions and idioms necessary to rate them at a level above adequate.

Candidates who produced very weak writings did not observe the article format, often leaving out the title, writing in disjointed sentences and repeating ideas or vocabulary such as “big” and “fun”. Markers noted a lack of idiomatic expression and evidence of L1 interference such as “their hands and face were all red with the sun” rather than “sunburnt”. Sentence writing was characterised by mistakes in grammar, including misuse of prepositions and incorrect use of tenses.

Markers noticed that overall there were fewer spelling and punctuation errors than in previous years; however, they also noted the following areas of concern: unorganised planning that lacked detail, incoherent and fragmented writing, misuse of tenses, limited vocabulary, haphazard use of memorised proverbs and idiomatic expressions, failure to follow instructions and incorrect article writing format.

### **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:

- Using a range of authentic input such as visuals, sentence starters, question sets and language chunks in context to create opportunities for students to connect to their prior knowledge and interact with others; giving students time and space for language interaction while encouraging them to express opinion; extending students' ability to ask a range of questions from close to higher-order questions.
- Showing students how to respond appropriately to a range of oral texts with different speakers by listening closely and following the meaning of words and phrases in discourse; assigning tasks in context which help improve their listening skills such as listening for gist, detail and sequencing.

- Exposing students to vocabulary, including word collocations and idiomatic expressions, as well as synonyms and antonyms, within a meaningful context; discussing and modelling learning strategies such as identifying semantic and content clues to help guess and predict meaning; detecting the key words in questions and rubrics and emphasizing the importance of following instructions.
- Involving students in discussions on the writer’s selection of words and sentence types and engaging them in tasks that require students to find, classify and mark information in a text or diagram; encouraging students to avoid lifting parts of the text without giving due consideration to meaning when constructing their written response.
- Exploiting a variety of texts effectively by extending students’ level of understanding through lower-order and higher-order questioning techniques, asking students to work collaboratively with their peers to come up with questions themselves which include a range of questioning styles; supporting students in decoding meaning, understanding subtleties of language and inferencing.
- Eliciting a set of success criteria for writing and asking students to refer to this criteria during self- and peer-assessment. Encouraging students to become accustomed to edit and improve their writing.
- Guiding students on how to write clearly and concisely when writing for a specific purpose within a limited range of words. Short writing tasks demand only the relevant points, expressed in the most effective words, and presented in the appropriate features of the genre.
- Discussing and modelling how students can organise their ideas in the planning stage and how these ideas can be developed into coherent paragraphs throughout the longer writing task.
- Engaging students in discussions about exemplar texts, analysing the features of the different genres and modifying texts through shared writing activities whereby students learn to write their own versions of the texts and discuss the innovations they made. 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 2019 Mathematics Benchmark, mathematical knowledge, application and reasoning were assessed through a Mental Paper and a Written Paper.

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

The Written Paper tested the candidates' competences across the four strands outlined in the Revised Primary Mathematics Syllabus (2014), namely: Number and Algebra; Measurement; Shape and Space and Data Handling. 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 Benchmark Papers.

#### The marks were distributed as follows:

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

The Benchmark Board for Mathematics was composed of representatives from the University of Malta, state and non-state schools and the Directorate for Learning and Assessment Programmes. The board members used a specification grid when setting the Mathematics Paper in order to ensure both content and face validity. Through the use of a specification grid, the board sought to ensure that the test items, as a whole, are constructed in such a way that provides a representative sampling



of a range of syllabus outcomes and that allows demonstration of performance across all levels in the performance scale. The candidates were therefore presented with a graded Mathematics paper with questions that catered for a wide range of abilities. 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 & Algebra (inc. problem solving) 45%  $\pm$  2%
- Measures (inc. problem solving) 30%  $\pm$  2%
- Shape & Space (inc. problem solving) 20%  $\pm$  2%
- Data Handling (inc. 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 are able to do.

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

## Detailed comments about each of the components

### B: The Mental Paper

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 student-friendly, well-balanced, 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 amount of diagrams and information. These diagrams and given pieces of information were intended to encourage each candidate to focus more on the questions being asked, rather than on remembering all the information heard. Some markers also appreciated the fact that the units of measurement were written in the answer box when necessary.

**Question 5, 10, 15, 18, 19 and 20** proved to be the most challenging questions. Markers added that such questions need to be present in a nationwide exam because these questions help recognise learners who are working at high levels.

In **Question 5**, the candidates were asked to work out/write down the sum of all the angles in any square. Most common incorrect answers were  $90^\circ$  and  $180^\circ$ .

In **Question 10** candidates were asked to round eleven point seven to the nearest whole number. A common mistake noted was 12•0.

In **Question 15** the candidates were asked to write a common multiple of 3, 5 and 15. A common mistake in this question was that some candidates wrote a common factor instead of a multiple.

**Questions 18, 19 and 20** proved to be the most challenging for many candidates, and many failed to give a correct answer. In **Question 20** many candidates managed to work out the discount but did not deduct it from the original price to get the sale price. On the other hand, some other students encountered difficulties immediately and could not work out 20% of €30 correctly. A common mistake noted was deducting 20 from 30.

It was further noted that at times the difficulty in the topic in the above-mentioned questions manifested itself also in the main paper.

### C. The Written Paper

In **Question 1** the majority of candidates obtained full marks. The few mistakes noted by the markers were in **Question 1c** ( $TU \times TU$ ) and in **Question 1d** (12 given as an answer instead of 102).

**Question 2** posed no great challenge to the majority of the candidates. Most candidates worked this question correctly. The question was straightforward and clear. Some markers suggested harder multiples other than 12 and 36. Markers remarked that candidates who continued the “sequence” to 1 and 2 and wrote 3, 4, 5 and 6 as their answers got 3 out of the 4 marks allocated to this question possibly without even understanding the question.

A common mistake noted in **Question 3b** happened when some candidates divided 100 by 36, instead of 36 by 100. Thus, a common error was 2r28 as an answer. Many candidates did not manage to work out **Question 3c** and a common wrong answer was 90 instead of 9.

Markers described **Question 4** as a good straightforward question about fractions and percentages. **Question 4a** provided a challenge to many candidates who failed to choose the two mixed numbers that added to a total of 5. While many candidates answered **Question 4bi** correctly, many failed to answer **Question 4bii** correctly. A common wrong answer given was 20%. Most probably markers counted the 20 shaded boxes but failed to understand that it meant 20 out of 25, thus 80% of the shape was shaded.

Most candidates got **Question 5** correct, all or in part. Yet, a common mistake noted in **Question 5a** shows lack of knowledge regarding the Euro coins. Some candidates chose random values which are not even represented by real Euro coins. Quite a good number of candidates used repeated addition in **Question 5bi** rather than multiplication to work out the cost of 10 tickets. In **Question 5bii** some candidates worked out the cost of 2 tickets and then doubled the amount, while other multiplied by 4 straightaway.

The majority of the candidates worked out **Question 6a** correctly, thus can clearly understand the difference between an equilateral and an isosceles triangle. On the other hand, **Question 6b** proved to be a hard question. Some candidates wrote just 1 letter per box while a few others wrote the same letters in more than 1 box. According to the markers, the responses in **Question 6b** show that many candidates who sat for the Benchmark do not know the difference between regular and irregular polygons.

**Question 7** was structured well, and it tested various aspects which can be considered as important life skills. In **Question 7a** candidates understood that they needed to add the masses of the 4 boxes in order to work out the total mass but failed to do the conversions required correctly e.g. converting  $\frac{1}{4}$  kg to 750 g. In fact even in **Question 7c** many candidates were unable to choose the heaviest box and the lightest box due to the same reason i.e. difficulty in converting from one unit to another. On the other hand, the majority of candidates identified the correct box in **Question 7b**.

**Question 8** was also described as a good question. Many candidates obtained full marks in this question. **Questions 8b and 8c** proved to be the most challenging. In **Question 8b** many candidates wrote 'East' as their answer. This is probably so because they have ignored the word anticlockwise which was actually in bold.

Many candidates obtained full marks in **Question 9** which was described as a good challenging question. Most common mistake noted was using the same number card more than once.

Most candidates obtained full marks in **Question 10a**, thus were able to calculate properly a fraction of a quantity. In **Question 10b**, however, most candidates ignored the word remainder and worked out  $\frac{1}{4}$  of €80 instead of  $\frac{1}{4}$  of €120.

**Question 11** was described as a good question by the markers, yet many of them remarked that Angle E should have been marked as a right angle. Most common errors were noted in **Question 11aii** and **11b**. Many candidates tried to work out the size of the missing angles by using the protractor (even though it was clearly stated not to).

**Question 12a** was a non-routine question which required high order reasoning. Most common mistake noted was multiplying by 25, rather than multiplying by 26. The candidates who multiplied by 25 did not focus on the fact that the poles were arranged in a circular way, even though the term around in the question was highlighted and diagram was given. There were also some candidates who did multiply by 26 but made a mistake in the multiplication process. The markers noted that there were some candidates who multiplied by 13 instead. There were some other candidates who also tried to use the formula  $P = (l + b) \times 2$  by adding the 26 to the 18.5 and then multiplying by 2. The most common error in **Question 12b** was done when converting the 280 minutes to hours and minutes.

Candidates performed quite well in **Questions 13ai, 13aii and 13aiii**. The candidates who made mistakes in this part usually confused perimeter with area and/or vice versa. In **Question 13b** candidates were asked to work out the area of a right-angled triangle which was displayed on a grid on the exam paper. This proved to be a challenging question as many candidates worked out the area of a rectangle instead. Some other candidates who tried to count the squares and parts of squares (through the grid) also encountered difficulty in working out the area due to the small parts.

The markers observed that in **Question 14** the number of candidates who obtained a correct answer or made a valid attempt to a solution was very encouraging. The most common mistake noted in **Question 14a** was assuming that the number of visitors on Thursdays was 0. Then, in **Question 14b** a considerable number of candidates did not use the total of 850 visitors (which was given) to work out the mean. Instead they worked the total number of visitors themselves from the graph, which at times was incorrect. In **Question 14c**, which was undoubtedly the most challenging part of the question, the most common incorrect answer was 25 children ( $75 \div 3$ ).

**Question 15a** did not pose a challenge to many candidates and no particular common errors were noted by the markers. On the other hand, common mistakes noted in **Question 15b** were  $\frac{45}{100}$  or  $\frac{1}{4}$  or  $\frac{60}{100}$  written as a fraction which is equivalent to 45 minutes. Some candidates found it difficult to read the time shown on an analogue clock in **Question 15ci** and a common incorrect answer in **Question 15cii** was cooking. While it is evident that most candidates were able to work out the duration of an activity, many failed to work out the correct duration in minutes in **Question 15d**.

**Question 16** was described by the markers as a good non-routine question, ideal to challenge candidates into something which most probably they were not that familiar with. The level of thought required for such a concluding question seemed to be ‘just right’. Many candidates did well in **Question 16a**. Mostly candidates who jot down working did well in **Question 16b** too. Most challenging part was **Question 16c**. At times, there were candidates who identified the rule of the sequence but did not manage to complete it successfully.

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

To date, according 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 particular questions which require some working which goes beyond mental computations.

### **C: Implications for Teaching and Learning**

Drawing on the candidates’ performance in the Mathematics Benchmark 2019, it is recommended that the reflections below are taken into consideration.

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

Mathematical tasks (or problems/stories/challenges) assigned in class should vary from routine to non-routine ones. Some tasks should require the students to make 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 they 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. The Concrete, the Pictorial and the Abstract are all essential to ensure Deep Understanding.**

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

**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 Mathematics journal writing provide teachers and students immediate feedback regarding students’ understanding. Such techniques are commendable and enhance the teaching and learning experience for both the teacher and the student.

**5. Encourage students to show it to grow it.**

Independent learners should be able to select their own resources according to the task at hand and reflect on and explain their choices.

**6. Learning the language of Mathematics is Fundamental.**

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

**7. Actively teaching about problem solving strategies is of utmost importance if students are to develop the ability to use them in mathematical problem solving.**

Dialogue, collaborative learning, experiential learning and setting the right tasks are all essential factors when teaching about problem solving strategies and strategy thinking.

**8. The ability to recall basic Mathematics facts fluently is essential for students to attain higher-order mathematical skills.**

Quick recall of addition and subtraction facts, as well as facts related to multiplication 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.

**9. Estimation is an essential skill in our everyday life experiences.**

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

**10. There should be more professional development opportunities at National, College and/or School level which address Mathematics subject knowledge.**

Professional Development opportunities should go beyond the usual sharing of resources. While the latter is important, there are other aspects to the teaching and learning of Mathematics which are crucial such as subject knowledge and assessment. While the practical aspect in all Professional Development sessions is highly appreciated and commendable, the theoretical aspects should not be forgotten. Professional Development opportunities which go beyond the primary curriculum or which are not directly related to Mathematics, may also be beneficial for the Mathematics teaching and learning.

**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 procedure conducted for the item analysis. This item analysis aims to check whether the different items functioned as intended in the Benchmark 2019. 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 DLAP’s website at [www.curriculum.gov.mt](http://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 Benchmark 2019. 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 2019 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2019.



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

Item		Indices	
		Facility (F)	Discrimination (D)
<b>Il-Fehim mis-Smigh</b>			
1A	2	79%	0.40
	3	96%	0.19
	4	76%	0.37
	5	63%	0.35
	6	57%	0.21
1B	2	86%	0.39
	3	80%	0.41
	4	89%	0.39
	5	94%	0.38
	6	78%	0.45
2A	2	45%	0.05
	3	58%	0.21
	4	73%	0.42
	5	92%	0.32
	6	69%	0.43
2B	2	92%	0.45
	3	91%	0.49
	4	75%	0.55
	5	98%	0.31
	6	88%	0.33
<b>Fehim mill-Qari</b>			
1A	2	87%	0.40
	3	86%	0.41
1B	2	98%	0.19
	3	21%	0.11
	4	98%	0.42
	5	81%	0.22
	6	68%	0.32
1C	2	67%	0.55
	3	90%	0.44
1D		50%	0.34
2A	1	82%	0.31
	2	83%	0.50
	3	75%	0.50
	4	78%	0.44
	5	61%	0.61
	6	67%	0.45

Item		Indices	
		Facility (F)	Discrimination (D)
2A	7	31%	0.36
	8	40%	0.44
2B	1	49%	0.32
	2	64%	0.52
	3	61%	0.54
	4	16%	0.25
	5	51%	0.47
	6	77%	0.32
	7	39%	0.45
	8	53%	0.46

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

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	3
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	2
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	2
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	31
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	3
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)	3
<b>Total</b>	<b>46</b>

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 thirty-eight questions that did discriminate sufficiently between different ability students, which indicates that the paper was quite 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)
<b>Listening Comprehension</b>				
Task 1	1	1	56%	0.26
		2	97%	0.21
		3	99%	0.17
		4	92%	0.45
		5	96%	0.32
		a	69%	0.53
		b	85%	0.27
		c	95%	0.25
		Task 2	1	i
ii	97%			0.03
iii	71%			0.14
iv	79%			0.46
2	1		82%	0.48
	2		75%	0.46
	3		80%	0.48
	4		86%	0.42
3	a		54%	0.36
	b		93%	0.49
	c		86%	0.45
	d		72%	0.26
<b>Reading Comprehensions</b>				
Reading Comprehension 1				
1	1	a	85%	0.37
		b	81%	0.28
		c	64%	0.33
		d	72%	0.44
		e	87%	0.26
		f	76%	0.23
2	2	a	29%	0.21
		b	80%	0.41
		c	81%	0.38
		d	59%	0.39
		e	45%	0.16
		f	57%	0.22
Reading Comprehension 2				
1	1	1	71%	0.28
		2	80%	0.31
		3	40%	0.16
		4	82%	0.46

Item		Facility (F)	Discrimination (D)
Reading Comprehension 2/conti...			
5	i	79%	0.21
	ii	67%	0.21
	iii	54%	0.22
6	a	67%	0.60
	b	70%	0.29
	c	62%	0.43
	d	56%	0.32
7		50%	0.20
8	a	65%	0.62
	b	72%	0.44
9		56%	0.25
10		73%	0.49
11		72%	0.59
12	a	71%	0.59
	b	71%	0.59
	13	13%	0.33
14		45%	0.43
15	a	34%	0.15
	b	60%	0.25
	c	41%	0.23
	d	53%	0.32
16		80%	0.50
17	a	76%	0.56
	b	58%	0.43
18		94%	0.08
19		83%	0.35
20	b	75%	0.14
	d	70%	0.35

**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)	2
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)	1
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	29
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)	17
<b>Total</b>	<b>64</b>

The values above show that students found many of the questions to be relatively easy, with 56% of all questions set in the paper managing to differentiate between different ability students. The results also indicate that the English paper had nine questions that were of a correct difficulty level, yet the questions did not discriminate between different ability students. A total of 17 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%	0.49
2		95%	0.27
3		97%	0.42
4		92%	0.57
5		59%	0.58
6		95%	0.39
7		84%	0.67
8		75%	0.45
9		96%	0.29
10		91%	0.54
11		84%	0.55
12		77%	0.64
13		91%	0.47
14		83%	0.54
15		77%	0.46
16		78%	0.57
17		84%	0.50
18		53%	0.64
19		67%	0.65
20		43%	0.59
<b>Written Paper</b>			
1	a	100%	0.20
	b	90%	0.43
	c	76%	0.63
	d	92%	0.60
2		73%	0.60
3	a	79%	0.59
	b	76%	0.61
	c	47%	0.55
4	a	41%	0.55
	b i	83%	0.71
	b ii	42%	0.53
5	a	58%	0.50
	b	83%	0.61
	c	75%	0.65
6	a	90%	0.47
	b	29%	0.46
7	a	51%	0.61
	b	76%	0.54
	c	53%	0.61
8	a	95%	0.44
	b	51%	0.51
	c	61%	0.53
9	a	74%	0.46
	b	74%	0.56
	c	57%	0.34
10	a	78%	0.64
	b	57%	0.63

Item		Indices	
		Facility (F)	Discrimination (D)
11	a i	89%	0.51
	a ii	47%	0.55
	b	48%	0.62
12	a	18%	0.30
	b	52%	0.63
13	a i	62%	0.49
	a ii	60%	0.43
	a iii	64%	0.51
	b	36%	0.58
14	a i	57%	0.57
	a ii	81%	0.41
	b	62%	0.65
	c	46%	0.56
15	a	95%	0.47
	b	70%	0.66
	c i	50%	0.52
	c ii	68%	0.60
	d	48%	0.55
16	a	73%	0.64
	b	41%	0.54
	c	12%	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)	20
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	1
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	4
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	40
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)	3
<b>Total</b>	<b>68</b>

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 three items in the assessment tool did not differentiate between students of different abilities.

## 6. Conclusion

The End of Primary Benchmark 2019 Report provides information directly related to the teaching and learning processes in schools. The rationale for the Benchmark is to inform the learners as well as their teachers and parents and other stakeholders about performance in the different skills at the end of the Primary cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the underlying principle of the Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

Feedback on the content of this report as well as recommendations for improvement are welcome and may be submitted to the Educational Assessment Unit at [benchmark@ilearn.edu.mt](mailto: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



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# APPENDIX 1

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



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

### Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427  
[gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

Email:

#### LETTER CIRCULAR

**Information:** X

**Date:** 5<sup>th</sup> October 2018

**Action Required:** X

**Ref:** DLAP 251/2018

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

**From:** Carmen Muscat – Education Officer, Assessment of Learning

**Subject:** Expression of Intent to Participate in the End of Primary Benchmark 2019

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Heads of Primary Schools from the non-state sector are kindly requested to express their intention regarding their school's participation in the End of Primary Benchmark 2019.

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

**The attached form needs to be filled in and returned to the Educational Assessment Unit by Wednesday 31<sup>st</sup> October 2018 at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt).**

Thank you for your cooperation.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**

<b>Directorate for Learning and Assessment Programmes</b>
---

**EDUCATIONAL ASSESSMENT UNIT**  
**Expression of Intent to Participate in the**  
**End of Primary Benchmark 2019**

Kindly complete and forward this form via email to [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) by not later than **Wednesday, 31<sup>st</sup> October 2018**.

In case of difficulty, please contact the Educational Assessment Unit on 2598 2186 / 2727 / 2735.

Name of School:

Expression of intent to participate in the End of Primary Benchmark 2019

*(Please tick where applicable)*

YES

NO

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

Head of School:

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,  
TAGHLIM TUL IL-HAJJA U IMPJEGABILITÀ  
FLORIANA VLT 2000  
MALTA



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

### Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

#### LETTER CIRCULAR

**Information:** X

**Date:** 8<sup>th</sup> November 2018

**Action Required:** X

**Ref:** DLAP 337/2018

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

**From:** Carmen Muscat – Education Officer, Assessment of Learning

**Subject:** End of Primary Benchmark 2019 –  
Training for Assessors and Interlocutors for the Speaking Components

Heads of Schools are kindly asked to identify teachers to attend a training course aimed for new assessors and interlocutors for the Speaking components of Maltese and English in the End of Primary Benchmark 2019. This training session forms part of the 15-hours centrally-driven Community of Professional Educators (COPE) sessions for school year 2018/2019.

**Four training sessions will be taking place on 12, 14, 19 and 21 February 2019 at the Educational Assessment Unit, Hamrun from 13.00 to 14.30.** Participants are **to attend only one** of these sessions.

The course is compulsory for newly-qualified teachers of Year 6 classes and other teachers who are teaching Year 6 students for the first time and have never received training. Complementary Education teachers and any other members of staff who will be involved in the Speaking components of the End of Primary Benchmark for the first time in 2019 should also attend.

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

**Kindly complete the online application form to book your session by clicking on this link: Training sessions for Assessors and Interlocutors BM2019**

Once the maximum number of participants is reached in a session, the online booking form of that session is closed. **The closing date for bookings is Monday, 14<sup>th</sup> January 2019.**

Thank you for your cooperation.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**





## **APPENDIX 3**

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



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

### Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

#### LETTER CIRCULAR

**Information:** X

**Date:** 12<sup>th</sup> November 2018

**Action Required:** X

**Ref:** DLAP 339/2018

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

**From:** Louis Scerri – Assistant Director

**Subject:** End of Primary Benchmark June 2019 –  
Provision of Access Arrangements and Exemptions

In preparation for the End of Primary Benchmark June 2019 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 refer to the e-handbook** (accessed through the link below) **to follow the correct procedure when applying for these access arrangements provisions and exemptions:**

[http://curriculum.gov.mt/en/Benchmark/General-information/Documents/bm\\_2019\\_acc\\_arrang\\_exemptions\\_handbook.pdf](http://curriculum.gov.mt/en/Benchmark/General-information/Documents/bm_2019_acc_arrang_exemptions_handbook.pdf)

**All applications and duly filled in e-templates are to be submitted to the Educational Assessment Unit** ([benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt), cc [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt)) **by Friday 14<sup>th</sup> December 2018**. For any clarifications, kindly contact Ms Carmen Muscat (Education Officer) on 25982186.

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

Thank you for your cooperation.

**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 2019



## Educational Assessment Unit

# End of Primary Benchmark 2019

## Procedures for Access Arrangements and Exemptions

## Contents

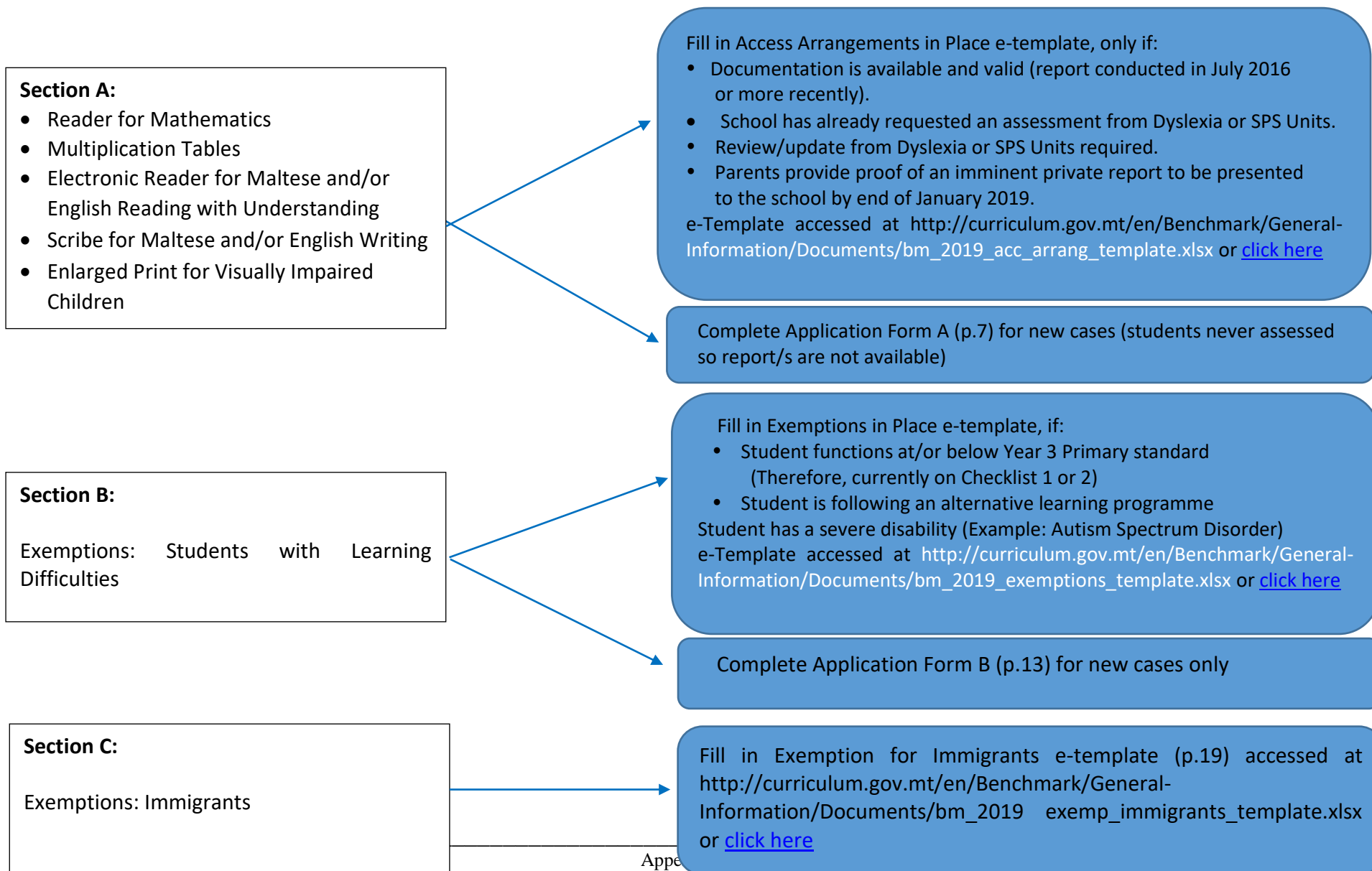
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## Rationale

This procedural handbook gives an overview of the changes to the provision of Access Arrangements and Exemptions for End of Primary Benchmark assessments adopted in school year 2016/2017. These changes, meant to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process and not provided solely for summative assessments, were agreed to as a collaborative effort by the Educational Assessment Unit (EAU), the State Schools' Specific Learning Difficulties Service (SpLD) and the School Psychological Service (SPS), and the Psychological Service and the Dyslexia Specialist within the Secretariat for Catholic Education.



### Map of Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2019



## 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\\_2019\\_acc\\_arrang\\_template.xlsx](http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2019_acc_arrang_template.xlsx) for Year 6 students classified in one of the following five categories:

- a) Students who have already been assessed by SpLD or SPS, or the Psychology Service or the Dyslexia Specialist within the Secretariat for Catholic Education or any other professional entity and have a relevant report/s (conducted since July 2016) 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 2016 or more recently.**

- b) Students who have been referred to the SpLD or SPS, or the Psychology Service or the Dyslexia Specialist within the Secretariat for Catholic Education before November 2018 for an assessment in connection with the above access arrangements even though they have not yet been assessed, or who require an update or a review.
- c) Students with a hearing impairment and who already have regular assistance from a Teacher of the Hearing Impaired or a Learning Support Educator. These students will be given the services of a Communicator for all components in Maltese, English and Mathematics.
- d) Students who have an ophthalmic 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 2019.

**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.**

**Kindly scan the SpLD report, name it with the student's name and attach it to the email when the e-template is sent.**

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 2019 – Access Arrangements e-Template** to Ms Carmen Muscat at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) and cc Ms Julie Attard at [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt) by **Friday 14<sup>th</sup> December 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 assessed** for learning difficulties **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 14<sup>th</sup> December 2018** and addressed to:

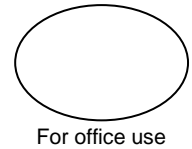
**Ms Julie Attard  
Educational Assessment Unit  
32, Joseph Abela Scolaro Street  
Hamrun HMR 1304**

**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 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.



# 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 2019

Examining Authority	Session	Level
Educational Assessment Unit	June 2019	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:**

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**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 \_\_\_\_\_

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## STATEMENT OF CONSENT

I hereby give my consent to the Department for Curriculum, Lifelong Learning and Employability (DCLE) 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, DCLE, 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)*

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

Department for Curriculum, Lifelong Learning and Employability – Ministry for Education and Employment

## DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Dipartiment għall-Kurrikulu, Tagħlim tul il-Ħajja u Impjegabilità, biex jipproċessa u jzomm taht il-harsien 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, Tagħlim tul il-Ħajja u Impjegabilità 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, Tagħlim tul il-Ħajja u Impjegabilità  
(L-Indirizz elettroniku: [dlap@gov.mt](mailto: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)

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

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

***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/  
25982312



## 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\\_2019\\_exemptions\\_template.xlsx](http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2019_exemptions_template.xlsx)

and email it, with subject title: **BM 2019 – Exemption (Learning Difficulties) e-Template**, to Ms Carmen Muscat at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) and cc Ms Julie Attard at [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt) by **Friday 14<sup>th</sup> December 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.

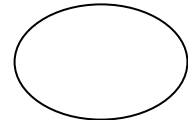
All new cases for exemptions, duly entered on Application Form B, should be addressed to:

**Ms Julie Attard**  
**Educational Assessment Unit**  
**32, Joseph Abela Scolaro Street**  
**Hamrun HMR 1304**

Application forms are to reach the Educational Assessment Unit by **Friday 14<sup>th</sup> December 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.



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 2019

Examining Authority	Session	Level
Educational Assessment Unit	June 2019	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) .....

*(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, Lifelong Learning and Employability (DCLE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:

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

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

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

The Director, Learning and Assessment Programmes, DCLE, Floriana.  
(e-mail: [dlap@gov.mt](mailto: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)*

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

Department for Curriculum, Lifelong Learning and Employability – Ministry for Education and Employment

## DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Dipartiment għall-Kurrikulu, Tagħlim tul il-Ħajja u Impjegabilità biex jipproċessa u jzomm taħt il-harsien 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, Tagħlim tul il-Ħajja u Impjegabilità, 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](mailto: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)

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

Id-Dipartiment għal Kurrikulum, Tagħlim Tul il-Ħajja u Impjegabilità – 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 25982186/25982735.

## Section C: Exemptions (Immigrants)

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

[https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm\\_2019\\_exemp\\_immigrants\\_template.xlsx](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2019_exemp_immigrants_template.xlsx)

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

- a) Migrant students who have not followed the subject curriculum during the last two scholastic years of Primary school in Malta or Gozo.
  - b) Students who are following an alternative language programme at school.
2. In Column G of the e-Template kindly include the date and the Year group the student started his/her schooling in Malta/Goza.
  3. The completed e-Template is to be emailed, with subject title: **BM 2019 – Exemption (Immigrants) e-Template**, to Ms Carmen Muscat at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) and cc Ms Julie Attard at [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt) by **Friday 14<sup>th</sup> December 2018**.
  4. Heads of School are requested to identify on the template the reason for which the student is being exempted. Parents'/ Guardians' consent for exemptions should be sought by the school. The impact of the exemption on the child's future educational path should be clearly explained to parents or guardians.
  5. In all cases the decision of the Reviewing Board for Requests for Exemption is final.





# **APPENDIX 4**

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



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

### Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

#### LETTER CIRCULAR

**Information:** X **Date:** 4<sup>th</sup> December 2018  
**Action Required:** X **Ref:** DLAP 374/2018  
**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 2019 (First Session)

---

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

In order to ensure the smooth running of the End of Primary Benchmark, Heads of School are to take note of the attached Guidelines which have been updated for the June 2019 session.

Please note that the End of Primary Benchmark 2018 Report may be accessed at:  
[http://curriculum.gov.mt/en/Benchmark/reports-presentations/Documents/benchmark\\_report\\_2018.pdf](http://curriculum.gov.mt/en/Benchmark/reports-presentations/Documents/benchmark_report_2018.pdf)

Thank you for your cooperation.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**

# Timetable

<b>END OF PRIMARY BENCHMARK 2019 – TIMETABLE (First Session)</b>					
<i>Friday 24 May</i>	<i>Monday 27 May</i>	<i>Tuesday 28 May</i>	<i>Wednesday 29 May</i>	<i>Thursday 30 May</i>	<i>Friday 31 May</i>
8.45 – 9.00	<b>Maltese Oral Component</b>	8.40 – 9.45	<b>School Day</b>	<b>English Oral Component</b>	8.40 – 9.45
<b>(15 minutes) Mathematics Mental Paper</b>		<b>(5 minutes) Reading the questions</b> <b>(60 minutes) Maltese Writing</b>			<b>(5 minutes) Reading the questions</b> <b>(60 minutes) English Writing</b>
9.00 – 9.15 <i>15 min break</i>		9.45 – 10.15 <i>30 min break</i>			9.45 – 10.15 <i>30 min break</i>
9.15 – 10.50		10.15 – 10.50			10.15 – 10.50
<b>(5 minutes) Reading the questions</b>		<b>(5 minutes) Reading the questions</b>			<b>(5 minutes) Reading the questions</b>
<b>(1hr 30min) Mathematics Written Paper</b>		<b>(30 minutes) Maltese Listening Comprehension</b>			<b>(30 minutes) English Listening Comprehension</b>
		10.50 – 11.05 <i>15 min break</i>			10.50 – 11.05 <i>15 min break</i>
		11.05 – 12.00			11.05 – 12.00
		<b>(5 minutes) Reading the questions</b> <b>(50 minutes)* Maltese Reading Comprehension</b>			<b>(5 minutes) Reading the questions</b> <b>(50 minutes)* English Reading Comprehension</b>

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

N.B. On Tuesday 28 May and Thursday 30 May, the school may use the remaining time after 12.00 hours as a contingency for the Maltese and English Speaking Components.

## Benchmark Assessment Guidelines

June 2019

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 particular days prior and during the Benchmark assessments, 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/laptops that will be used during the assessments. The test is to be run from the file that was copied onto the computer and not from the USB. **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 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](http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx)

6. The Speaking component will be assessed by two trained teachers, preferably the class teachers, in case the number of classes is even. If the number of classes is odd, the class teacher will be accompanied by a Complementary or Literacy teacher or a teacher nominated by the Head of School. Teachers or other personnel who have not attended a training session on the Speaking component, can apply up to the 14<sup>th</sup> January for such training as per letter circular DLAP337/2018 issued on the 8<sup>th</sup> November 2018.

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:

Friday 24 May 2019	–	Mathematics Mental Mathematics Written
Monday 27 May 2019	–	Maltese Speaking
Tuesday 28 May 2019	–	Maltese Writing Maltese Listening Comprehension Maltese Reading Comprehension
Wednesday 29 May 2019	–	School Day
Thursday 30 May 2019	–	English Speaking
Friday 31 May 2019	–	English Writing English Listening Comprehension English Reading Comprehension

The End of Primary Benchmark 2019 assessments will be spread over the same number of days, but with some ‘breathing space’ from the exam sessions in one subject to the next. This aim is to make the assessment more student-friendly, giving students more time to prepare themselves better from one subject to the next and thereby help reduce unnecessary anxiety.

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. **Pens 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 DLAP 339/2018 .
- Hearing-impaired candidates may be assigned a **Communicator** (provided by the Students' Services Section).as per Letter Circular DLAP 339/2018.
- 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 DLAP 339/2018)

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 DLAP 339/2018. 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 DLAP 339/2018. 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 DLAP 339/2018.

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 / Tahdit	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 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 of texts for the first session and two new sets for the second session. This means that when there are more than 16 students in a class, the same task will be used with two pairs of students. **The two pairs should immediately follow one another.**

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

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

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 2019 to be used formatively by each school.

14. **REVIEW OF PERFORMANCE**

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

**Summary of Changes introduced in the End of Primary Benchmark 2019**

- The scheduling of the **Benchmark examination session has been spread out** to make these assessments more student-friendly. This will give students more time to prepare themselves from one subject to the next and thereby help reduce unnecessary anxiety.
- A **short period of reading time** (five minutes) was introduced in the Benchmark papers. This would enable students to settle down and to go over the examination paper before starting to attempt the questions.

## II-BENĊMARK TA' TMIEM IL-PRIMARJA 2019 - L-Orarju

(107)

<b>II-BENĊMARK TA' TMIEM IL-PRIMARJA 2019 - L-Orarju (L-Ewwel Sessjoni)</b>					
<i>Il-Ħamis 24 ta' Mejju</i>	<i>It-Tnejn 27 ta' Mejju</i>	<i>It-Tlieta 28 ta' Mejju</i>	<i>L-Erbgħa 29 ta' Mejju</i>	<i>Il-Ħamis 30 ta' Mejju</i>	<i>Il-Ġimgħa 31 ta' Mejju</i>
8.45 – 9.00	<b>Il-Malti It-Taħdit</b>	8.40 – 9.45	<b>Ġurnata tal-Iskola</b>	<b>L-Ingliż It-Taħdit</b>	8.40 – 9.45
<b>(15-il minuta) Il-Matematika Il-Karta Mentali</b>		<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba</b>			<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliż Il-Kitba</b>
9.00 – 9.15 <i>Waqfa ta' kwarta</i>		9.45 – 10.15 <i>Waqfa ta' nofs siegħa</i>			9.45 – 10.15 <i>Waqfa ta' nofs siegħa</i>
9.15 – 10.50		10.15 – 10.50			10.15 – 10.50
<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa u nofs) Il-Matematika Il-Karta Miktuba</b>		<b>(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh</b>			<b>(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliż Il-Fehim mis-Smigh</b>
		10.50 – 11.05 <i>Waqfa ta' kwarta</i>			10.50 – 11.05 <i>Waqfa ta' kwarta</i>
		11.05 – 12.00			11.05 – 12.00
		<b>(5 minuti) Qari tal-mistoqsijiet (50 minuta) * Il-Malti Il-Fehim mill-Qari</b>			<b>(5 minuti) Qari tal-mistoqsijiet (50 minuta) * L-Ingliż Il-Fehim mill-Qari</b>

\* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

N.B. L-iskola tista' tkompli l-komponenti tat-Taħdit fil-Malti u fl-Ingliż wara nofsinhar ta' nhar it-Tlieta 28 u l-Ħamis 30 ta' Mejju.

## Gwida għall-Benċmark ta' Tmiem il-Primarja

Ġunju 2019

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. Fi granet differenti qabel u waqt il-Benċmark, l-iskejjel se jirċievu l-karti tal-eżamijiet relevanti flimkien mal-USBs li se jkunu qed jintużaw waqt il-komponent tas-Smiġh tal-karti tal-Malti u tal-Ingliż u għall-karta Mentali tal-Matematika. Il-fajls tal-awdjo fuq il-USB għandhom jiġu kkupjati fuq il-kompjuters/laptops kollha li se jintużaw waqt l-eżami. Hu importanti li waqt it-test jintużaw dawn il-fajls li qegħdin fuq il-kompjuter u ma tintużax il-USB. L-iskejjel għandhom jiżguraw minn qabel li l-apparat elettroniku neċessarju għall-fajls tal-awdjo qed jaħdem sew f'kull klassi u li l-għalliema huma familjari ma' kif jithaddem dan l-apparat. Jekk f'dik il-ġurnata l-fajl tal-awdjo jew l-apparat ma jaħdimx sew, l-iskola tista' tuża t-traskrizzjoni li se tiġi pprovduta mit-Taqsima tal-Assessjar Edukattiv. Jekk l-envelopp li fih din it-traskrizzjoni jinfetaħ, għandha tinkiteb nota biex tinforma lit-Taqsima tal-Assessjar Edukattiv bir-raġuni għaliex l-envelopp infetaħ. Se jingħataw ukoll USBs għall-Fehim mill-Qari għal dawk l-istudenti li jeħtieġu Qarrej bħala parti mill-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-Attendenza. Il-karti tal-eżami kollha, kemm dawk li ntuzaw u dawk li ma ntuzawx, għandhom jitpoġġew lura fl-envelopp ix-xieraq u wara jiġi ssiġillat.**
4. L-iskejjel 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 jkunu 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](http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx)

6. Il-komponent tat-Taħdit se jiġi assessjat minn żewġ għalliema mharrġa, 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. Għalliema u membri oħra tal-istaff tal-iskola li ma attendewx għat-taħriġ tat-Taħdit tal-Benċmark jistgħu japplikaw għat-taħriġ li se jsir fi Frar 2019, sal-14 ta' Jannar skont iċ-Ċirkolari DLAP 337/2018 li f'arġet fit-8 ta' Novembru 2018

L-għalliema għandhom jingħataw il-pakkett tal-komponent tat-Taħdit ftit minuti qabel il-bidu tal-eżamijiet sabiex huma jkollhom ħin biżżejjed biex jiffamiljarizzaw ruħhom mal-eżerċizzji.

7. Is-sessjonijiet tal-Benċmark se jsiru kif ġej:

Il-Ġimgħa 24 ta' Mejju 2019	–	Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika
It-Tnejn 27 ta' Mejju 2019	–	It-Taħdit bil-Malti
It-Tlieta 28 ta' Mejju 2019	–	Il-Karta Miktuba tal-Malti Il-Fehim mis-Smigh bil-Malti Il-Fehim mill-Qari bil-Malti
L-Erbgħa 29 ta' Mejju 2019	–	Ġurnata tal-Iskola
Il-Ħamis 30 ta' Mejju 2019	–	It-Taħdit bl-Ingliż
Il-Ġimgħa 31 ta' Mejju 2019	–	Il-Karta Miktuba tal-Ingliż Il-Fehim mis-Smigh bl-Ingliż Il-Fehim mill-Qari bl-Ingliż

L-eżamijiet tal-Benċmark 2019 se jkunu mifruxa fuq sitt ijiem flok hamest ijiem biex jagħtu ċans lill-istudenti jippreparaw aħjar għal dawn l-eżamijiet. B'hekk dawn l-eżamijiet ikunu aktar *student-friendly* billi jkunu aktar spażjati minn xulxin u nnaqsu anżjeta żejda.

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 tipprovdi **Amanwensi**.
- **Karti b'tipa kbira** u provvedimenti speċjali għall-eżami se jkunu pprovduti skont iċ-Ċirkulari DLAP 339/2018 .
- Studenti li jbatu mis-smiġh jistgħu jingħataw **Komunikatur** skont iċ-Ċirkulari DLAP 339/2018. 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 tipprovdi l-USB iżda l-iskola jeħtieġ li tipprovdi impjegat biex iħaddem l-apparat u jissorvelja lill-istudenti (skont iċ-Ċirkulari DLAP 339/2018 ).

Huwa importanti li għal dan l-arrangament 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 jinxteghel 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 DLAP 339/2018. Jekk ikun hemm hteġa 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 DLAP 339/2018 . Jekk ikun hemm hteġa 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 DLAP 339/2018.

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

## 12. IS-SILLABI TAL-EŻAMIJET

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; avvizi; 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 frażi jew sentenza hijiex Veru, Falz jew Ma Ssemmietx; jaqtgħu linja taħt; jagħmlu ċirku madwar jew jimmarkaw it-tweġiba*

*t-tajba; iqabblu; ikomplu jimlew tabelli b'informazzjoni; jagħtu tikketta lil stampi jew tpingija semplici.*

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

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

L-istudenti jingħataw il-ħin biex jiċċekkjaw it-twegġibiet 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 jkunu 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 ftit 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-twegġiba t-tajba, iqabblu, ikomplu jimlew tabelli b'informazzjoni, u jagħtu tikketta lil stampa jew tpingija semplici.*

- 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-twegġiba*

*t-tajba; iqabblu; jimmarkaw jekk sentenza hijiex Veru, Falz, jew Ma ssemmietx; ikomplu tabella; u jagħtu twegiba. Jistgħu jiġu assessjati wkoll fuq għarfien il-lingwa. Meta jiġu biex jagħtu twegiba bil-miktub, it-twegibiet jistgħu ma jkunux shaħ, iżda fihom l-istudenti jridu juru li fehmu dak li qraw.*

## **II-Kitba (30%)**

Ikun hemm kitba qasira (10%) u kitba twila (20%). Fiż-żewġ kitbiet, l-ortografija, il-puntegġjatura, u l-grammatika jiġu assessjati minhabba l-importanza tagħhom. L-eżerċizzju tat-tnejjija għall-kitba (il-pjan) ma jkunx assessjat għall-precizjoni.

- 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 ġeneru (ngħidu aħna, djalogu qasir) iżda jittrattaw temi differenti (bħal, ngħidu aħna, djalogu dwar ħarga 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 ġeneru iżda li jittrattaw temi differenti. L-istudenti jintalbu jagħmlu pjan għall-kitba tagħhom. L-eżerċizzju ta' tnejjija għall-kitba (il-pjan) jippermetti lill-istudenti jużaw il-firxa ta' strategiji disponibbli għalihom biex jipplanaw ix-xogħol. L-eżerċizzju ta' tnejjija għall-kitba jkollu 2 marki minn total ta' 20 marka tal-eżerċizzju tal-kitba t-twila.

Tagħrif ieħor dwar it-tnejjija għall-kitba jista' jinkiseb mis-sit

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

## **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 qeghdin jingħataw l-ispazju mehtieġ biex juru xogħolhom (*working*). Il-kandidati huma mhegga jużaw l-ispazju pprovdut għal xogħolhom.

### **II-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 jitwiegħbu l-mistoqsijiet wahda wahda 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.

### **II-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 hliet bażiċi sempliċi. It-tmien mistoqsijiet ta' wara fihom total ta' 40 marka u jeżaminaw il-hliet 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 jehtiegu t-thaddim ta' għarfien matematiku u raġunar biex l-istudenti jsolvu problemi Matematiċi li joffru sfida akbar.

## **13. L-IRRITORNAR TAL-KARTI TAL-EŻAMI**

Kampjun tal-karti tal-eżami maħduma se jinżamm mit-Taqsima tal-Assessjar Edukattiv għall-arkivjar u għal skopijiet ta' riċerka. Il-kumplament jintbagħtu lura fl-iskejjel f'Ottubru 2019 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.

##### Sommarju tat-tibdiliet għall-Benċmark ta' Tmiem il-Primarja 2019

- L-eżamijiet tal-Benċmark 2019 se jkunu mifruxa fuq aktar granet biex jagħtu ċans lill-istudenti jippreparaw aħjar għal dawn l-eżamijiet. B'hekk dawn l-eżamijiet ikunu aktar *student-friendly* għax ikunu aktar spażjati minn xulxin u nnaqsu anzjeta żejda.
- Se jingħata perjodu qasir ta' madwar 5 minuti fil-bidu tal-eżamijiet tal-Benċmark biex l-istudenti jaraw il-mistoqsijiet u jiffamiljaraw ruħhom mal-karta qabel jibdew jaħdmuha.

# **APPENDIX 5**

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



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

## Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

### LETTER CIRCULAR

**Information:** X

**Date:** 13<sup>th</sup> March 2019

**Action Required:** X

**Ref:** DLAP 104/2019

**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 2019

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 2019. 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 2019 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:

**Application for Markers for the End of Primary Benchmark 2019**

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

All applications are to be submitted electronically by noon of **Friday 5th April 2019**. **Late applications will not be considered**. Applicants will receive an automatically generated acknowledgement upon submission of the 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 qualifications and claimed experience when completing the online application.

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

Thank you for your cooperation.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**



## **APPENDIX 6**



## Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

### LETTER CIRCULAR

**Information:** X

**Date:** 4<sup>th</sup> April 2019

**Action Required:** X

**Ref:** DLAP 140/2019

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

**From:** Louis Scerri – Assistant Director

**Subject:** Amended Timetable for the End of Primary Benchmark 2019 (1<sup>st</sup> Session)

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Heads of School and Year 6 teachers are kindly asked to note that the timetable for the first session of the End of Primary Benchmark 2019 has been amended as per attached final version. In the amended timetable, Monday 27<sup>th</sup> May is now a regular school day for Year 6 students while the Maltese components have been moved to Tuesday and Wednesday, 28<sup>th</sup> and 29<sup>th</sup> May 2019.

A printed version of the final timetable is being delivered to schools in the coming days for distribution to Year 6 students.

Thank you for your cooperation.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**

## END OF PRIMARY BENCHMARK 2019 – TIMETABLE (First Session: Revised Version)

(121)

<i>Friday 24 May</i>	<i>Monday 27 May</i>	<i>Tuesday 28 May</i>	<i>Wednesday 29 May</i>	<i>Thursday 30 May</i>	<i>Friday 31 May</i>
8.45 – 9.00	<b>School Day</b>	<b>Maltese Oral Component</b>	8.40 – 9.45	<b>English Oral Component</b>	8.40 – 9.45
<b>(15 minutes) Mathematics Mental Paper</b>			<b>(5 minutes) Read the questions</b>		<b>(5 minutes) Read the questions</b>
9.00 – 9.15 <i>15 min Break</i>			<b>(60 minutes) Maltese Writing</b>		<b>(60 minutes) English Writing</b>
9.15 – 10.50			9.45 – 10.15 <i>30 min Break</i>		9.45 – 10.15 <i>30 min Break</i>
<b>(5 minutes) Read the questions</b>			10.15 – 10.50		10.15 – 10.50
<b>(1h 30min) Mathematics Written Paper</b>			<b>(5 minutes) Read the questions</b>		<b>(5 minutes) Read the questions</b>
			<b>(30 minutes) Maltese Listening Comprehension</b>		<b>(30 minutes) English Listening Comprehension</b>
			10.50 – 11.05 <i>15 min Break</i>		10.50 – 11.05 <i>15 min Break</i>
	11.05 – 12.00	11.05 – 12.00			
	<b>(5 minutes) Read the questions</b>	<b>(5 minutes) Read the questions</b>			
	<b>(50 minutes)* Maltese Reading Comprehension</b>	<b>(50 minutes)* English Reading Comprehension</b>			

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

N.B. On Wednesday 29 May and Friday 31 May, the school may use the remaining time after 12.00 hours as a contingency for the Maltese and English Speaking Components.

## II-BENĊMARK TA' TMIEM IL-PRIMARJA 2019 - L-Orarju (L-Ewwel Sessjoni: Verżjoni Riveduta)

<i>Il-Ġimgħa 24 ta' Mejju</i>	<i>It-Tnejn 27 ta' Mejju</i>	<i>It-Tlieta 28 ta' Mejju</i>	<i>L-Erbgħa 29 ta' Mejju</i>	<i>Il-Ħamis 30 ta' Mejju</i>	<i>Il-Ġimgħa 31 ta' Mejju</i>
8.45 – 9.00	<b>Ġurnata tal-Iskola</b>	<b>Il-Malti It-Taħdit</b>	8.40 – 9.45	<b>L-Ingliż It-Taħdit</b>	8.40 – 9.45
<b>(15-il minuta) Il-Matematika Il-Karta Mentali</b>			<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba</b>		<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliż Il-Kitba</b>
9.00 – 9.15 <i>Waqfa ta' kwarta</i>			9.45 – 10.15 <i>Waqfa ta' nofs siegħa</i>		9.45 – 10.15 <i>Waqfa ta' nofs siegħa</i>
9.15 – 10.50			10.15 – 10.50		10.15 – 10.50
<b>(5 minuti) Qari tal-mistoqsijiet  (Siegħa u nofs) Il-Matematika Il-Karta Miktuba</b>			<b>(5 minuti) Qari tal-mistoqsijiet  (30 minuta) Il-Malti Il-Fehim mis-Smigh</b>		<b>(5 minuti) Qari tal-mistoqsijiet  (30 minuta) L-Ingliż Il-Fehim mis-Smigh</b>
			<b>(5 minuti) Qari tal-mistoqsijiet  (50 minuta) * Il-Malti Il-Fehim mill-Qari</b>		<b>(5 minuti) Qari tal-mistoqsijiet  (50 minuta) * L-Ingliż Il-Fehim mill-Qari</b>

\* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

N.B. L-iskola tista' tkompli l-komponenti tat-Taħdit fil-Malti u fl-Ingliż wara nofsinhar ta' nhar l-Erbgħa 29 u l-Ġimgħa 31 ta' Mejju.

# **APPENDIX 7**



## Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

### LETTER CIRCULAR

**Information:** X **Date:** 4<sup>th</sup> April 2019  
**Action Required:** X **Ref:** DLAP 141/2019  
**To:** All Heads of Primary Schools (State and Non-State) and Sections  
**From:** Louis Scerri – Assistant Director  
**Subject:** End of Primary Benchmark June 2019 (2<sup>nd</sup> 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 **10 and 14 June 2019**. 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, 29 April 2019** 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](http://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, 10 May 2019**.

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, 4 June 2019**.

**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.

<b>END OF PRIMARY BENCHMARK (Year 6)</b> <b>JUNE 2019 (2<sup>nd</sup> Session)</b>				
<i>Monday 10 June</i>	<i>Tuesday 11 June</i>	<i>Wednesday 12 June</i>	<i>Thursday 13 June</i>	<i>Friday 14 June</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00 Maltese Oral Component	15.00 English Oral Component
(5 minutes) Reading the questions (60 minutes) Maltese Writing	(5 minutes) Reading the questions (60 minutes) English Writing	(15 minutes) Mathematics Mental Paper		
16.05 - 16.25 20 min Break	16.05 - 16.25 20 min Break	15.15 - 15.30 15 min Break		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
(5 minutes) Reading the questions (30 minutes) Maltese Listening Comprehension	(5 minutes) Reading the questions (30 minutes) English Listening Comprehension	(5 minutes) Reading the questions (1h 30min) Mathematics Written Paper		
17.00 – 17.15 15min Break	17.00 – 17.15 15min Break			
17.15 – 18.10	17.15 – 18.10			
(50 minutes)* Maltese Reading Comprehension	(50 minutes)* English Reading Comprehension			

4. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi, together with the relative guidelines, may be downloaded from [www.curriculum.gov.mt](http://www.curriculum.gov.mt). (Please refer to Letter Circular DLAP 374/2018 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 **Friday, 10 May 2019**.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**



**END OF PRIMARY BENCHMARK 2019**  
**APPLICATION FORM FOR THE SECOND SESSION**  
**10 June - 14 June 2019**  
**(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 10 MAY 2019.**

**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 2019

### TIMETABLE

#### END OF PRIMARY BENCHMARK (Year 6) JUNE 2019 (2<sup>nd</sup> Session)

<i>Monday 10 June</i>	<i>Tuesday 11 June</i>	<i>Wednesday 12 June</i>	<i>Thursday 13 June</i>	<i>Friday 14 June</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00  Maltese <i>Oral Component</i>	15.00  English <i>Oral Component</i>
(5 minutes) Reading the questions (60 minutes) <b>Maltese</b> <i>Writing</i>	(5 minutes) Reading the questions (60 minutes) <b>English</b> <i>Writing</i>	(15 minutes) <b>Mathematics</b> <i>Mental Paper</i>		
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
(5 minutes) Reading the questions (30 minutes) <b>Maltese</b> <i>Listening Comprehension</i>	(5 minutes) Reading the questions (30 minutes) <b>English</b> <i>Listening Comprehension</i>	(5 minutes) Reading the questions (1h 30min) <b>Mathematics</b> <i>Written Paper</i>		
17.00 – 17.15 <i>15min Break</i>	17.00 – 17.15 <i>15min Break</i>			
17.15 – 18.10	17.15 – 18.10			
(50 minutes)* <b>Maltese</b> <i>Reading Comprehension</i>	(50 minutes)* <b>English</b> <i>Reading Comprehension</i>			

## END OF PRIMARY BENCHMARK 2019

- 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 339/2018 are to contact the Educational Assessment Unit on 25982186 by 10 May 2019.
- 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'pothom 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 339/2018 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sal-10 ta' Mejju 2019.
- 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.

**END OF PRIMARY BENCHMARK (Year 6)**  
**JUNE 2019 (2<sup>nd</sup> Session)**

(129)

<i>Monday 10 June</i>	<i>Tuesday 11 June</i>	<i>Wednesday 12 June</i>	<i>Thursday 13 June</i>	<i>Friday 14 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00  Maltese <i>Oral Component</i>	15.00  English <i>Oral Component</i>
(5 minutes) Reading the questions	(5 minutes) Reading the questions	(15 minutes) <b>Mathematics</b> <i>Mental Paper</i>		
(60 minutes) <b>Maltese</b> <i>Writing</i>	(60 minutes) <b>English</b> <i>Writing</i>			
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
(5 minutes) Reading the questions	(5 minutes) Reading the questions	(5 minutes) Reading the questions		
(30 minutes) <b>Maltese</b> <i>Listening Comprehension</i>	(30 minutes) <b>English</b> <i>Listening Comprehension</i>	(1h 30min) <b>Mathematics</b> <i>Written Paper</i>		
17.00 – 17.15 <i>15min Break</i>	17.00 – 17.15 <i>15min Break</i>			
17.15 – 18.10	17.15 – 18.10			
(50 minutes)* <b>Maltese</b> <i>Reading Comprehension</i>	(50 minutes)* <b>English</b> <i>Reading Comprehension</i>			

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

**IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena)  
ĠUNJU 2019 (It-Tieni Sessjoni)**

<i>It-Tnejn 10 ta' Ġunju</i>	<i>It-Tlieta 11 ta' Ġunju</i>	<i>L-Erbgha 12 ta' Ġunju</i>	<i>Il-Hamis 13 ta' Ġunju</i>	<i>Il-Ġimgħa 14 ta' Ġunju</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15		
<b>(5 minuti)</b> <b>Qari tal-mistoqsijiet</b> <b>(Siegha)</b> <b>Il-Malti</b> <b>Il-Kitba</b>	<b>(5 minuti)</b> <b>Qari tal-mistoqsijiet</b> <b>(Siegha)</b> <b>L-Ingliz</b> <b>Il-Kitba</b>	<b>(15-il minuta)</b> <b>Il-Matematika</b> <b>Il-Karta Mentali</b>		
16.05 - 16.25 <i>Waqfa ta' 20 minuta</i>	16.05 - 16.25 <i>Waqfa ta' 20 minuta</i>	15.15 - 15.30 <i>Waqfa ta' 15-il minuta</i>		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
<b>(5 minuti)</b> <b>Qari tal-mistoqsijiet</b> <b>(30 minuta)</b> <b>Il-Malti</b> <b>Il-Fehim mis-Smigh</b>	<b>(5 minuti)</b> <b>Qari tal-mistoqsijiet</b> <b>(30 minuta)</b> <b>L-Ingliz</b> <b>Il-Fehim mis-Smigh</b>	<b>(5 minuti)</b> <b>Qari tal-mistoqsijiet</b> <b>(Siegha u 30 minuta)</b> <b>Il-Matematika</b> <b>Il-Karta Miktuba</b>	<b>15.00</b> <b>Il-Malti</b> <b>It-Tahdit</b>	<b>15.00</b> <b>L-Ingliz</b> <b>It-Tahdit</b>
17.00 – 17.15 <i>Waqfa ta' 15-il minuta</i>	17.00 – 17.15 <i>Waqfa ta' 15-il minuta</i>			
17.15 – 18.10	17.15 – 18.10			
<b>(5 minuti)</b> <b>Qari tal-mistoqsijiet</b> <b>(50 minuta)*</b> <b>Il-Malti</b> <b>Il-Fehim mill-Qari</b>	<b>(50 minuta)*</b> <b>L-Ingliz</b> <b>Il-Fehim mill-Qari</b>			

\* Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda

## **APPENDIX 8**



## Directorate for Learning and Assessment Programmes

Tel: 2598 2425 / 2598 2426 / 2598 2427

Email: [gaetano.bugeja@ilearn.edu.mt](mailto:gaetano.bugeja@ilearn.edu.mt)

### LETTER CIRCULAR

**Information:** X

**Date:** 3<sup>rd</sup> June 2019

**Action Required:** X

**Ref:** DLAP 193/2019

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

**From:** Director, Learning and Assessment Programmes

**Subject:** Formative use of the End of Primary Benchmark assessment papers

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Heads of Primary Schools are kindly informed that as from this scholastic year, the End of Primary Benchmark Assessment papers of the 1<sup>st</sup> session will be made available to all schools and teachers of Year 6 by mid-June (immediately after the 2<sup>nd</sup> session of the Benchmark).

Many educators feel that further formative use can be made of the Benchmark papers if they are immediately available to teachers and students, before the end of the scholastic year. The Benchmark papers of the 1<sup>st</sup> session will be sent to all primary schools by email. Teachers of Year 6 are encouraged to work again through the papers, together with their students, providing feedback for students to identify their strengths and weaknesses and areas for improvement.

This further use of the End of Primary Benchmark assessment papers as a tool for formative learning will provide added value to the students at the end of their Primary School experience.

Thank you for your cooperation.

**Gaetano Bugeja**  
**Director, Learning and Assessment Programmes**

## **APPENDIX 9**

School Name



Record of Achievement  
Annual Report  
2018 – 2019

Name:

ID:

Class:

	Subject	Mark	National Median*	Continuous Assessment Mark
<b>End of Primary Benchmark</b>	<b>Il-Malti</b>			
	It-Taħdit (20 marka)			
	Il-Fehim mis-Smigh (20 marka)			
	Il-Fehim mill-Qari (30 marka) †		†	
	Il-Kitba (30 marka)			
	<b>Total</b>			
	<b>English</b>			
	Speaking (20 marks)			
	Listening Comprehension (20 marks)			
	Reading Comprehension (30 marks) †		†	
	Writing (30 marks)			
	<b>Total</b>			
	<b>Mathematics</b>			
	Mental Paper (20 marks)			
	Written Paper (80 marks)			
<b>Total</b>				
	<b>Religion/Ethics</b>			
	<b>Social Studies</b>			
<b>Annual Exam</b>	<b>Science</b>			<b>Global Mark</b>
	Coursework (40 marks)			
	Written Paper (60 marks)			
	<b>Maltese as a Foreign Language (100 marks)</b>			<b>Global Mark</b>
	Continuous Assessment (60 marks)			
Written Paper (40 marks)				

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

† Reading with Assistance

Abs=Absent M=Medical E=Exempted

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Class Teacher

Head of School



## **APPENDIX 10**

Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2019

	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
<b>National Median</b>	17.0	16.0	19.0	16.0	<b>69.0</b>	17.0	17.0	20.0	18.0	<b>72.0</b>	17.0	54.0	<b>71.0</b>
<b>Particular School Median</b>	18	17	22	17	<b>73</b>	18	17	21	20	<b>74.5</b>	19	64	<b>83.5</b>
<b>National Mean</b>	16.2	15.4	18.3	15.1	<b>65.6</b>	16.4	16.0	19.5	16.9	<b>69.2</b>	15.7	50.2	<b>65.9</b>
<b>National Std Deviation</b>	3.5	3.5	5.8	5.4	<b>15.2</b>	3.3	3.3	5.0	6.2	<b>14.4</b>	4.6	19.4	<b>23.3</b>
<b>Particular School Mean</b>	18.2	16.7	21.8	17.5	<b>74.1</b>	17.6	16.9	20.4	19.8	<b>74.7</b>	18.7	63.6	<b>82.2</b>
<b>Particular School Std Deviation</b>	1.0	1.8	2.9	3.6	<b>5.9</b>	2.0	2.1	3.5	3.5	<b>7.8</b>	1.2	10.2	<b>10.9</b>

## **APPENDIX 11**



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

**Tel:** 25982727

**Email:** [eau@ilearn.edu.mt](mailto:eau@ilearn.edu.mt)

**MEMORANDUM**

**Information:** X

**Date:** 14<sup>th</sup> October 2019

**Action Required:**

**Ref:** 10/2019

**To:** All Heads of State Primary Schools

**From:** Louis Scerri (Assistant Director)

**Subject:** Returning of the End of Primary Benchmark 2019 and Science Annual Written Scripts, and the Delivery of Social Studies Fieldwork booklets for Years 3, 4, 5 and 6

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In the coming days, the End of Primary Benchmark 2019 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 2019  
are found on  
the Directorate for Learning and Assessment Programmes  
website  
[www.curriculum.gov.mt](http://www.curriculum.gov.mt)