

End of Primary Benchmark 2021 Report

**EDUCATIONAL ASSESSMENT UNIT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES**

**DEPARTMENT FOR CURRICULUM, LIFELONG LEARNING AND
EMPLOYABILITY**

MINISTRY FOR EDUCATION

OCTOBER 2021

Table of Contents

List of Tables	iv
List of Figures	vi
Foreword	vii
Executive Summary	ix
Introduction.....	1
1. Information on the End of Primary Benchmark 2021	3
2. Registrations for the End of Primary Benchmark 2021.....	6
3. National Results of the End of Primary Benchmark 2021	10
4. Performance Reports	22
4.1 Il-Malti.....	23
4.2 English	34
4.3 Mathematics.....	46
5. Item Analysis	54
6. Conclusion	61
Appendices.....	63

List of Tables

Table 1: Participation in the End of Primary Benchmark 2021	6
Table 2: Participation in the End of Primary Benchmark 2021 – Second Session.....	6
Table 3: Exemptions: End of Primary Benchmark 2021	8
Table 4: Participation in the End of Primary Benchmark 2021 by Component (N = 3528)*	8
Table 5: Access Arrangements for Children with Learning Difficulties	9
Table 6: National Results of the End of Primary Benchmark 2021.....	12
Table 7: National Results of the End of Primary Benchmark 2021–Percentiles by Component	13
Table 8: National Results of the End of Primary Benchmark 2021 – Percentiles by Gender	14
Table 9: Il-Malti – A List of Items and their Facility and Discrimination Indices	56
Table 10: Levels of Difficulty and Discrimination (Il-Malti).....	56
Table 11: English – A List of Items and their Facility and Discrimination Indices	57
Table 12: Levels of Difficulty and Discrimination (English)	58
Table 13: Mathematics – A List of Items and their Facility and Discrimination Indices.....	59
Table 14: Levels of Difficulty and Discrimination (Mathematics).....	60

List of Figures

Figure 1: Il-Malti – Is-Smigh	15
Figure 2: Il-Malti – Il-Fehim mill-Qari.....	16
Figure 3: Il-Malti – Il-Kitba	16
Figure 4: English – Listening.....	17
Figure 5: English – Reading Comprehension	18
Figure 6: English – Writing	18
Figure 7: Mathematics – Mental	19
Figure 8: Mathematics – Written	19
Figure 9: Il-Malti – Total	20
Figure 10: English – Total	20
Figure 11: Mathematics – Total	21

Foreword



Notwithstanding the challenges faced in 2021, the End of Primary Benchmark Assessments did take place. Even though the Covid pandemic did impact the different sphere of our lives, it had minimal impact on the performance of students' attainment in benchmark assessments.

Yet, changes in teaching, learning and assessment methods that were being phased in gradually in the Maltese education system, had to be put on hold. But hopefully, these will regain their momentum and be implemented over the coming years for the benefit of all stakeholders.

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

The Maltese and English assessments consist of speaking, listening, reading and writing components. As a pandemic mitigation measure, the speaking component was not assessed in Benchmark 2021 and students were awarded full marks. In Mathematics, the written assessment is complemented by a mental test. All components help to provide a detailed picture of the learner's achievement in different areas of the core subjects. Students are given their result and national median of every component together with the total mark and national median for each subject. This Benchmark saw the introduction of the markers' feedback form where a set of criteria for each subject provided formative feedback to the students on their performance in the different components. This was another recommendation the Benchmark Review Board put forth. The End of Primary Benchmark should not be considered as a high stakes examination even though learners get an indication of their level of achievement.

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

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

Sandra Ebejer

Director – Directorate for Learning and Assessments Programmes

Executive Summary

This summary gives an overview of:

- i) The administration of the End of Primary Benchmark 2021;
- 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 85 schools participated in the main session of the End of the Primary Benchmark 2021 (hereafter referred to as ‘the Benchmark’). These included 63 State Primary Schools, 18 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 24th and 26th May 2021. The Speaking components of Maltese and English were not held in this Benchmark session due to Covid-19 mitigation measures. On 25th May, the Maltese Writing, Reading, and Listening components were held, whilst the same components for English were held on 26th May. Following one of the recommendations of the Benchmark Review Board, the two components of Mathematics (Mental and Written) were the first Benchmark assessments held. These took place on 24th May 2021. All participants sat for these assessments in their respective schools.
- A second session was held on the 9th to 11th June 2021. 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. There were no students who were registered for the Second session of the Benchmark in Gozo.

ii) Registrations

- The total number of participants in both the main and second sessions was 3528 (1796 females and 1732 males). This represents 81.2% of the national Year 6 student cohort that was eligible to sit for the Benchmark 2021.
- 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 36 students.
- In 2021, there were 1,110 candidates who applied for exemptions and access arrangements. After processing the applications, 91 students were exempted from all components of the three subjects while 664 were granted one or more access arrangements during these assessments.

iii) Results

- Scores for Maltese ranged from 23 to 97, with a median mark of 69 (Mean = 69.5, S.D. = 14.9). Comparative performance data of female and male candidates showed that the middle 50% (from the 25th to the 75th percentile) of girls performed better than the middle 50% of boys in Maltese. Scores ranged from 60 to 80 for girls and from 55 to 77 for boys.
- For English, scores ranged from 20 to 99, with a median mark of 77 (Mean = 72, S.D. = 11.7). Comparative performance data of the middle 50% of candidates (from the 25th to the 75th percentile) showed that girls performed better than boys in English. Scores ranged from 70 to 84 for girls and from 66 to 82 for boys.
- In Mathematics, scores ranged from 3 to 100 with a median mark of 66 (Mean = 78.5, S.D. = 20.6). The range of marks for girls and boys showed a better performance for boys. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 48 to 78 for girls and from 50 to 80 for boys.
- Detailed performance analyses are included in this report. These indicate that:
 - In the Listening component students fared better in English than in Maltese. The median mark for Maltese was 12 out of a maximum of 20 (Mean = 13, S.D. = 3.6) and the median mark for English was 17 out of a maximum of 20 (Mean = 16.0, S.D. = 2.8).
 - 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 20 out of a maximum of 30 (Mean = 19, S.D. = 6.3) and for English it was 22 out of a maximum of 30 (Mean = 20.5, S.D. = 4.6).
 - In the Writing component, the candidates' performance fared equally well in both languages. In fact, the median mark for the writing component of Maltese and English was the same, 17 out of a maximum of 30. Some variance was found in the mean and standard deviation (S.D.) values; Maltese (Mean = 17.5, S.D. = 6.2) and English (Mean = 15.5, S.D. = 5.8).
 - In the Mathematics Mental paper, the median mark was 16 out of a maximum of 20 (Mean = 17, S.D. = 4.4), whereas in the Mathematics Written paper, the median mark was 50 out of a maximum of 80 (Mean = 61.5, S.D. = 16.8).
- This report provides an Item Analysis section and further statistical information which together give a more detailed picture of the performance of the candidates.

Introduction

This report provides a detailed account of the End of Primary Benchmark 2021. The first section of this report gives information about the way this assessment was conducted and provides statistical data on registrations for the two sessions, including data on applications for exemptions and access arrangements. This section is followed by the performance reports of the three subjects forming part of the Benchmark. In each of the performance reports for Maltese, English and Mathematics, details are given on the candidates' performance in the different components. These reports highlight strengths and weaknesses identified in the different components and provide suggestions for potential improvement in certain areas. The report concludes with a technical section where the results of an item analysis for each subject are presented.

Together with this report, readers have online access to all the resources used in both sessions of the Benchmark 2021. These are available on the website of the Directorate for Learning and Assessment Programmes at www.curriculum.gov.mt.

1. Information on the End of Primary Benchmark 2021

- In October 2021, three paper setters' panels, for Maltese, English and Mathematics, were set up by the Director for Learning and Assessment Programmes. Each panel was made up of subject experts from the Education Directorates, Church Schools, Independent Schools and the Faculty of Education of the University of Malta. Each of the paper setters' panels was requested to draw up two sets of papers with one set for the main session and another set for the second session. Since the Benchmark 2020 session did not take place as schools were closed due to the Covid pandemic, the papers prepared for the 2020 session were used with slight amendments.
- On 28th October 2020, Letter Circular DLAP 241/2020 was issued and sent to all Non-State Schools inviting Heads of School to register their school for the main session of the Benchmark 2020 (Appendix 1).
- On 19th November 2020, Letter Circular DLAP 257/2020 was issued by DLAP to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendix 2).
- Letter Circular DLAP 006/2021 was sent to all State and Non-State Schools on 15th January 2021, informing them of the timetable and guidelines to be followed during the Benchmark 2021 (Appendix 3).
- On 15th February 2021 Letter Circular DLAP 047/2021 titled: Procedure and Timeframe for Benchmark Assessment 2021 Results was issued that included a process map which laid out the procedure and timeframes of the Benchmark assessments, the Year 6 Science Annual Exam and the inputting of the continuous assessment marks and with these marks being made available to Middle Schools (Appendix 4).
- On 16th April 2021, Letter Circular DLAP 113/2021 was issued providing details for the Second Session of the Benchmark which was held from 9th to 11th June 2021. Sessions took place in the afternoon between 15:00 and 18:30hrs at San Ġorg Preca College Floriana Primary (Appendix 5).
- Letter Circular DLAP 117/2021 was issued on 27th April 2021 to inform schools about change of dates of the Benchmark (First session). Original dates had to be changed due to Covid-19 pandemic mitigation measures to have papers quarantined before the exam and then before marking can begin, and to ensure that Middle Schools receive the standardised Benchmark scores in time to conduct the classification exercise. The original dates of the First Session of the Benchmark assessment had to be condensed to three consecutive days (Appendix 6).
- A Call for Applications (Letter Circular DLAP 109/2021) was issued on 23rd April 2021 for teachers who wished to act as markers in the Benchmark 2021 (Appendix 7).

- Letter Circular DLAP 124/2021 was issued on 2nd May 2021 to inform stakeholders that students attending the Virtual School (Primary) will be sitting for the Benchmark and Annual Examinations online (Appendix 8). The procedure of how this was to take place was explained in the circular. However, further online meetings and sessions with the Primary Virtual School administration, Year 6 teachers and EAU personnel took place to ensure that the procedure ran smoothly on the Benchmark session days. Three mock sessions were held to ensure that all involved in this exercise knew what needed to be done on the day.
- Information meetings for parents were organised by the Heads of College Networks and Education Officers (Curriculum) posted in the different colleges. EAU personnel assisted in some of these meetings. Meetings were held both in the mornings and in the evenings depending on the preference of the college administration. A positive turn-up was noted in each meeting. The aim of these meetings was to explain the Benchmark assessments to parents, inform them about changes that were to be introduced, and answer any difficulties or queries that arose. The PowerPoint presentation and the leaflets distributed during these sessions, together with information about other Benchmark-related material, were made available to the public on www.curriculum.gov.mt.
- All candidates sat for the Benchmark 2021 in their own school. The 85 Benchmark centres were distributed as follows:

Centres in State Primary Schools, Malta	53
Centres in State Primary Schools, Gozo	10
Centres in Church Primary Schools, Malta	14
Centres in Church Primary Schools, Gozo	4
Centres in Independent Primary Schools, Malta	4
Total	85

One of the schools registered as State Primary School, Malta was in fact the Virtual Primary School. A total of 88 students attending Year 6 in this school were registered to sit for the Benchmark examinations online. In total, 76 students sat for these examinations online in the first session.

- On 2nd July 2021, results were uploaded on the MySchool portal for state schools, whilst non-state schools received them in via email. Schools were instructed to publish these results for parents on MySchool (for state schools) or upload them on the school portal (for non-state schools) on 5th July 2021. Information in Appendix 9 illustrates how the End of Primary Benchmark Report Template provided results and national medians for the separate components, together with each subject's total mark and its respective national median.
- Following a recommendation of the Benchmark Review Board, this year students who sat for the Benchmark, besides receiving their scores in each component and subject, also received qualitative feedback in the form of levels of outcomes reached. For the Maltese and English papers, the students had five criteria set whilst for Mathematics six criteria were identified. Markers identified the level students reached for each criterion set (Appendix 10).

- National Performance Data and School Performance Data were also sent to Heads of College Networks to pass on to all participating schools in July 2021 (Appendix 11). The Benchmark results of private candidates for the second session were sent directly to candidates' residences by the Educational Assessment Unit.
- A total of 11 requests for a review of performance were received by the EAU in the five-day period indicated in the Letter Circular DLAP 006/2021 dated 15th January 2021 (Appendix 3).
- A total of 100 scripts of each subject and component were photocopied and retained for archiving and research purposes. All 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.

2. Registrations for the End of Primary Benchmark 2021

This section gives information about the candidates who sat for the Benchmark 2021. Table 1 shows that the total number of students was 3528, with 1796 being females (50.9%) and 1732 being males (49.1%). This total amounted to 81.2% of the whole cohort of Year 6 children.

Table 1: Participation in the End of Primary Benchmark 2021 – First Session

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2490	1230	1260	2490	100%
Church	1297	511	406	917	70.7%
Independent	559	35	50	85	15.2%
Private Candidates (Second Session)	-	20	16	36	-
Total	4346	1796	1732	3528	81.2%

Table 2 provides information on the number of candidates who sat for the second session of the Benchmark 2021 over a three-day period, 9th to 11th June 2021. 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 36 such applications from private candidates were received.

Table 2: Participation in the End of Primary Benchmark 2021 – 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
II-Malti				
It-Taħdit	N/A	N/A	N/A	N/A
Is-Smigh	18 (103)	3 (15)	32 (35)	53 (153)
II-Qari	17 (91)	3 (15)	32 (35)	52 (141)
II-Kitba	17 (92)	3 (15)	32 (35)	52 (142)
English				
Speaking	N/A	N/A	N/A	N/A
Listening	21 (107)	4 (12)	33 (36)	58 (155)
Reading	21 (97)	4 (12)	33 (36)	58 (145)
Writing	21 (96)	4 (12)	33 (36)	58 (144)
Mathematics				
Mental	16 (94)	3 (10)	33 (36)	52 (140)
Written	15 (92)	3 (10)	33 (36)	51 (138)

* 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 1110 applications for exemptions and access arrangements in 2021, a 1.16% increase when compared to 2019. After processing all applications, 91 students were exempted from all components of the three subjects and 664 were granted access arrangements. A total of 164 students were exempted from one component or more on grounds that they were migrants. Eight students were not eligible for the access arrangement they applied for. Whilst 11 students declined the access arrangements provisions they were granted, a total of 12 students renounced exemptions they were given. Moreover, there were other students who did not inform EAU about renouncing exemptions given and sat for the examination/s on the examination day.

Procedures for Access Arrangements and Exemptions

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

For those children who had already been assessed and had an updated psychological report, schools simply filled in an e-template with the details of the students and indicated the access arrangement/s the child qualified for according to the available report. On the other hand, schools had to complete the required form for students who had never been assessed. The number of applications for new cases amounted to six, a decrease of five applications when compared to applications received in 2019.

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

For the second type of exemptions, that is migrant children, students were given the opportunity to apply for an exemption in English and/or Maltese if they had not been studying the subject/s during the previous two years of Primary school in Malta. For this exemption the school had to complete a separate new e-template and forward it electronically to the EAU. A total of 164 students were exemptions on these grounds.

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

Table 3: Exemptions from the End of Primary Benchmark 2021

Component	Migrant Students (Number of applications received)	Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities (Number of applications received)
II-Malti		
It-Taħdit	N/A	N/A
Is-Smigh	148 (150)	132 (133)
Il-Qari	155 (157)	255 (262)
Il-Kitba	164 (167)	265 (272)
English		
Speaking	N/A	N/A
Listening	13 (15)	110 (111)
Reading	16 (18)	186 (192)
Writing	17 (19)	195 (201)
Mathematics		
Mental	3 (3)	184 (189)
Written	2 (2)	187 (191)

Table 4 below presents details of the number of candidates who were exempted, absent or present in the different components for the three subjects in the 2021 sessions.

Table 4: Participation in the End of Primary Benchmark 2021 by Component (N = 3528) *

Component	Exempted Candidates	Absent Candidates	Present Candidates
II-Malti			
It-Taħdit	N/A	N/A	N/A
Is-Smigh	280	100	3148
Il-Qari	410	89	3029
Il-Kitba	430	90	3008
English			
Speaking	N/A	N/A	N/A
Listening	123	97	3308
Reading	202	87	3239
Writing	212	86	3230
Mathematics			
Mental	187	88	3253
Written	189	87	3252

* N represents the total number of students registered for Benchmark. 2021

Access Arrangements

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

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

During the electronic Reading Comprehension provision given in the Benchmark, the texts and the related questions were read twice electronically, with a slightly slower reading speed than normal. Whilst being read, the text was highlighted and projected on an interactive whiteboard or on a laptop. Pauses during the reading allowed students to complete their answers. The students were also given a script which they could access at any time. Those students who needed Reading Assistance were granted an additional 30 minutes to complete the component.

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

Table 5 provides information about the number of students who were granted access arrangements in 2021.

Table 5: Access Arrangements for Children with Learning Difficulties

Provision	Number of children granted provision
Reader (for Mathematics)	516
Multiplication Tables (for Mathematics)	532
Enlarged Print	13
Communicator	7
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	541
Reading Assistance (English: Reading Comprehension)	533
Scribe (Il-Malti: Il-Kitba)	263
Scribe (English: Writing)	259

During the Benchmark 2021, four students were given *amanuensis* provisions. Two of these students had fractures to the dominant hand, another student has a dexterity disorder and the fourth student is blind. Two students used a word processor to conduct the writing components. Other special accessibility cases were: A blind student whose benchmark papers had to be modified so as to allow the student to tactile feel and decode: images, mathematical figures, graphic presentations, and symbols set in the paper; two visually impaired students made use of a special hardware (Prodigy Connect 12 - a high-performance digital magnifier) to magnify images and figures on the examination paper; a student had Benchmark exam papers printed on white sheets and two students sat for the Benchmark examinations at hospital.

Changes Introduced in the End of Primary Benchmark 2021 Session

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

For 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 2018, 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.

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. To complete these e-templates, SLT personnel simply entered the students' required data and then ticked 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. In 2019, the timetable was 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. Originally this was planned also for Benchmark 2021 and the first timetable issued followed on these lines (Appendix 3). However, due to Covid-19 pandemic mitigation measures to have papers quarantined before the exam and then before marking can begin, and to ensure that Middle Schools received the standardised Benchmark scores in time to conduct the classification exercise, the timetable had to be reset. The original dates of the First Session of the Benchmark assessment had to be condensed to three consecutive days (Appendix 6).

Since teachers and parents had commented favourable to the short period of reading time (five minutes) introduced in the Benchmark 2019 papers, this provision was retained. This short reading time enabled students to settle down and to go over the examination paper before starting to attempt the questions. Students who had the Reading access provision (Electronic Reader and Human Reader for the Mathematics Written paper) began the examination in this extra reading time period as there was no scope of allowing the students to flip through the papers without being able to read themselves.

3. National Results of the End of Primary Benchmark 2021

This section presents information on the performance of the candidates who sat for the Benchmark 2021. 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 2021. These scores are required by Middle Schools for the setting of students for the core subjects and to make the banding exercise more precise. Standardised scores are more useful measures than raw scores as they enable researchers/educators to meaningfully compare or add together scores from different tests.

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

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

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

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

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

Table 6 presents data for the different components of the Benchmark 2021 and provides a snapshot of the national performance of candidates.

Table 6: National Results of the End of Primary Benchmark 2021

Components (Percentage Weighting)	Min. Mark	Max. Mark	Median Mark	Mean Mark	Standard Deviation
Il-Malti					
It-Tahdit (20%)*	20	20	20	20	0.0
Is-Smigh (20%)	0	20	12	13	3.6
Il-Qari (30%)	0	30	20	19	6.3
Il-Kitba (30%)	0	30	17	17.5	6.2
Total (100%)	23	97	69	69.5	14.9
English					
Speaking (20%)*	20	20	20	20	0.0
Listening (20%)	0	20	17	16.0	2.8
Reading (30%)	0	30	22	20.5	4.6
Writing (30%)	0	29	17	15.5	5.8
Total (100%)	20	99	77	72	11.7
Mathematics					
Mental (20%)	0	20	16	17	4.4
Written (80%)	0	80	50	61.5	16.8
Total (100%)	3	100	66	78.5	20.6

* This year the Maltese and English Speaking components examinations were not held due to Covid-19 mitigation measures. All students were awarded the full marks for these components.

Table 7 provides information about the distribution of scores in the different components in terms of percentiles. For example, Table 7 illustrates that the top 25% of candidates obtained a total score of 79 or higher in Maltese, 83 or higher in English, and 79 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 69 or less in Maltese, 77 or less in English, and 66 or less in Mathematics. The bottom 25% of the candidates scored 57 or less in Maltese, 68 or less in English, and 49 or less in Mathematics.

Table 7: National Results of the End of Primary Benchmark 2021–Percentiles by Component

Components (Percentage Weightings)	Percentiles						
	5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti							
It-Taħdit (20%)	20	20	20	20	20	20	20
Is-Smigh (20%)	6	7	9	12	15	16	17
Il-Qari (30%)	7	10	15	20	24	26	27
Il-Kitba (30%)	5	7	12	17	21	24	25
Total (100%)	40	46	57	69	79	84	87
English							
Speaking (20%)	20	20	20	20	20	20	20
Listening (20%)	11	12.5	15	17	18	19	20
Reading (30%)	13	15	19	22	25	27	28
Writing (30%)	6	9	13	17	21	24	25
Total (100%)	52	58	68	77	83	88	90
Mathematics							
Mental (20%)	5	8	12	16	18	19	20
Written (80%)	17	23	36	50	61	69	72
Total (100%)	24	31	49	66	79	87	91

Table 8 provides comparative data on the performance of female and male candidates in the different components. Thus, the middle 50% (from the 25th to the 75th percentile) of girls fared better than the middle 50% of boys in Maltese and English. In this band, scores in Maltese ranged from 60 to 80 for girls compared to 55 to 77 for boys. In English, the middle 50% of girls scored between 70 and 84, whilst boys' scores ranged from 66 to 82. In Mathematics, boys fared better than girls with scores ranging from 48 to 78 for girls and 50 to 80 for boys.

In Maltese, the top 25% of girls scored 80 or higher whilst the top 25% of boys scored 77 or higher. In English, the top 25% of girls scored 84 or higher whilst the top 25% of boys scored 82 or higher. As for Mathematics, the top 25% of girls scored 78 or higher and boys scored 80 or higher. This shows that in the Benchmark 2021, boys performed better than girls in Mathematics, with a difference of 2 marks between the medians (50th percentile). In both Maltese and English, girls performed better than boys.

In Maltese, the bottom 25% of girls scored 60 or lower whilst the bottom 25% of boys scored 55 or lower. In English, the bottom 25% of girls scored 70 or lower whereas the bottom 25% of boys scored 66 or lower. In Mathematics, the bottom 25% of girls scored 48 whilst the bottom 25% of boys scored 50 or lower. Similar comparisons are possible for the different components in the three subjects.

Table 8: National Results of the End of Primary Benchmark 2021 – Percentiles by Gender

Component	Gender	Percentiles							
		5 th	10 th	25 th	50 th	75 th	90 th	95 th	
Il-Malti: It-Taħdit (20%)	Female	20	20	20	20	20	20	20	20
	Male	20	20	20	20	20	20	20	20
Il-Malti: Is-Smigh (20%)	Female	6	7	9	13	15	16	17	17
	Male	5	7	9	12	15	16	17	17
Il-Malti: Il-Qari (30%)	Female	8	11	16	21	24	27	28	28
	Male	6	8	14	19	23	26	27	27
Il-Malti: Il-Kitba (30%)	Female	6	9	14	18	22	24	26	26
	Male	4	6	11	16	20	23	24	24
Il-Malti: Total (100%)	Female	44	49	60	71	80	85	88	88
	Male	37	42	55	67	77	83	86	86
<hr/>									
English: Speaking (20%)	Female	20	20	20	20	20	20	20	20
	Male	20	20	20	20	20	20	20	20
English: Listening (20%)	Female	11	13	15	17	18	19	20	20
	Male	10	12	15	17	18	19	20	20
English: Reading (30%)	Female	13	16	19	23	25	27	28	28
	Male	12	15	18	22	25	27	28	28
English: Writing (30%)	Female	8	10	14	18	22	25	26	26
	Male	5	7	12	16	20	23	24	24
English: Total (100%)	Female	55	61	70	78	84	89	91	91
	Male	51	57	66	75	82	86	89	89
<hr/>									
Mathematics: Mental (20%)	Female	5	8	12	16	18	19	20	20
	Male	5	8	12	16	18	19	20	20
Mathematics: Written (80%)	Female	16	23	35	50	60	68	72	72
	Male	18	23	37	51	62	69	73	73
Mathematics: Total (100%)	Female	23	31	48	66	78	87	91	91
	Male	24	32	50	68	80	88	92	92

Performance in the End of Primary Benchmark 2021

The figures on the following pages present a series of cumulative frequency curves which give a visual representation of the performance of candidates in the different components. These figures are built on the data presented in Table 7 (page 13).

These cumulative frequency graphs provide information on a candidate's mark in comparison to the marks obtained by the whole cohort. Since the students did not sit for the Speaking component due to Covid-19 pandemic mitigation measures and all students were awarded full marks for this component, the cumulative frequency graphs for the Maltese and English Speaking components are not given in this report as they do not give the true representation of the students' performance.

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 3. 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 23).

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 6. 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.

Figure 1 below can be used to calculate the percentage of candidates who obtained a particular score in the Maltese listening component. For example, a student who obtained 14 out of 20 marks in this component falls within the top 40% of the student population. Whilst a student who scored 11 out of 20 marks in the same component falls within the bottom 40% of the same population.

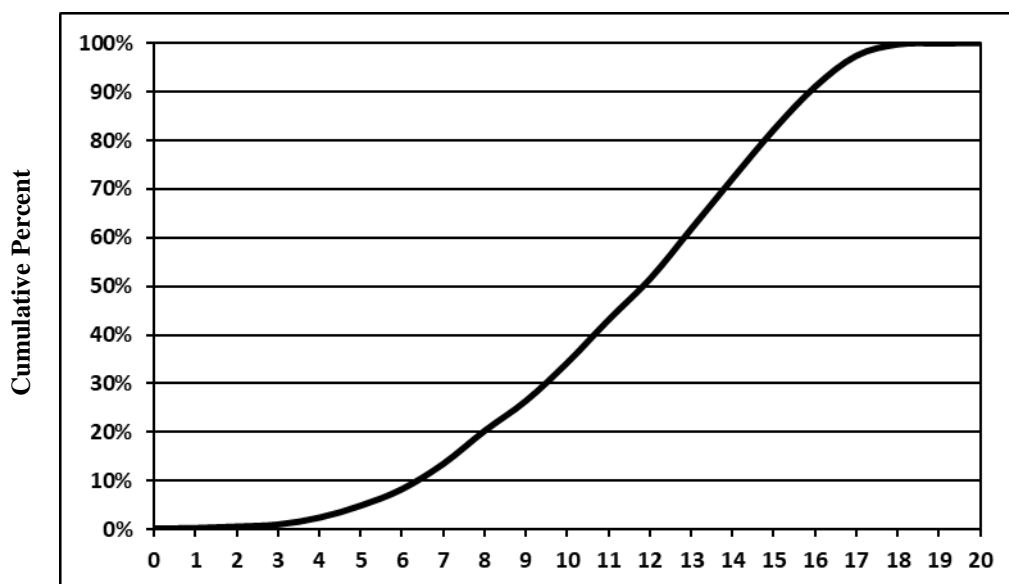


Figure 1: Il-Malti – Is-Smigh

Figures 2 and 3 below show the percentage of candidates who obtained a particular score in the Maltese reading comprehension (Figure 2) and writing (Figure 3) components. Thus, a student who obtained 26 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 10% of the student population, whereas a student who obtained 10 out of 30 marks in the writing component falls approximately within the bottom 20% of the same population.

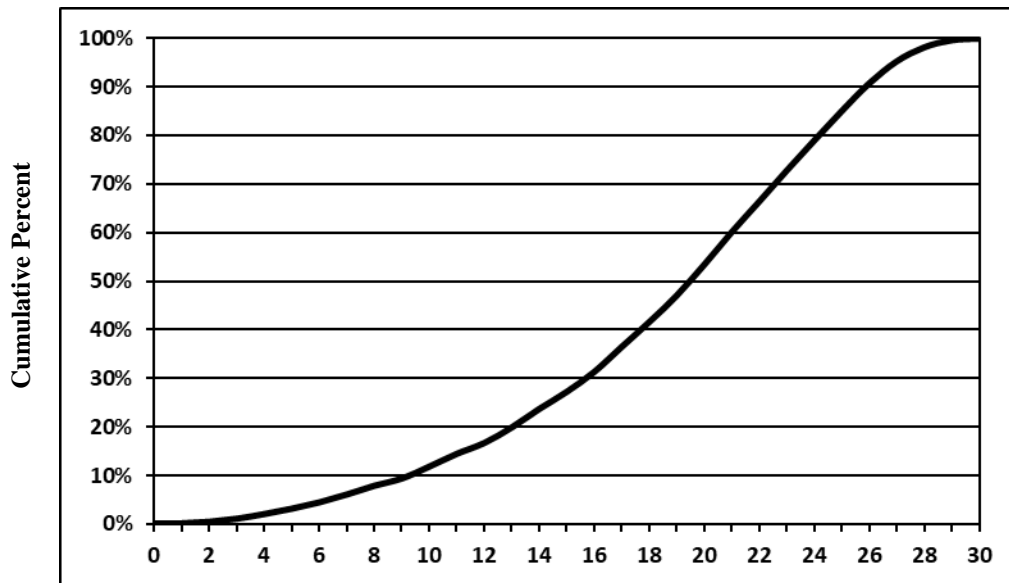


Figure 2: Il-Malti – Il-Fehim mill-Qari

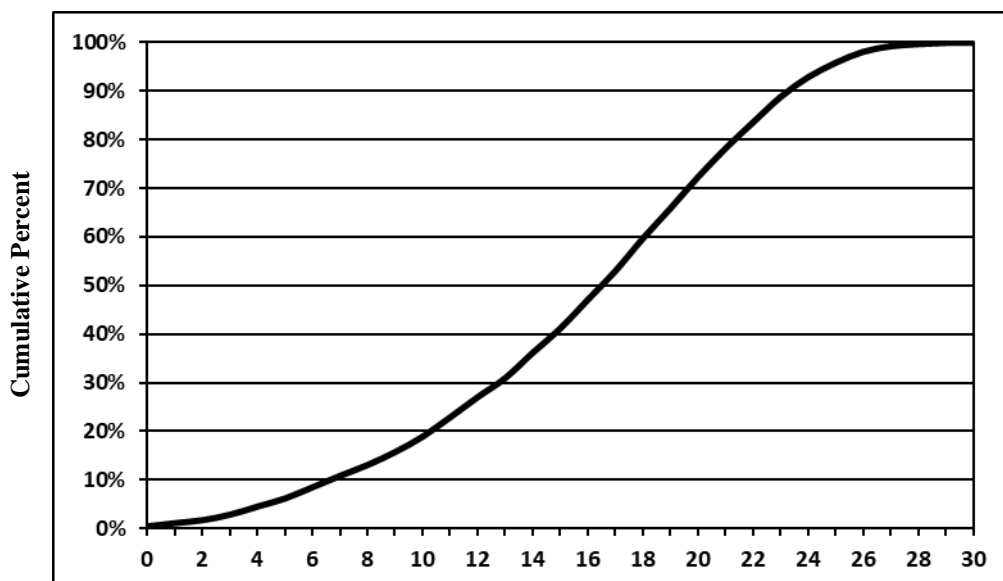


Figure 3: Il-Malti – Il-Kitba

Figure 4 below can be used to calculate the percentage of candidates who obtained a particular score in the English listening component. For example, a student who obtained 15 out of 20 marks in the English-listening component falls within the bottom 30% of the student population. On the other hand, a student who obtained 18 out of 20 marks falls approximately within the top 20% of the same population.

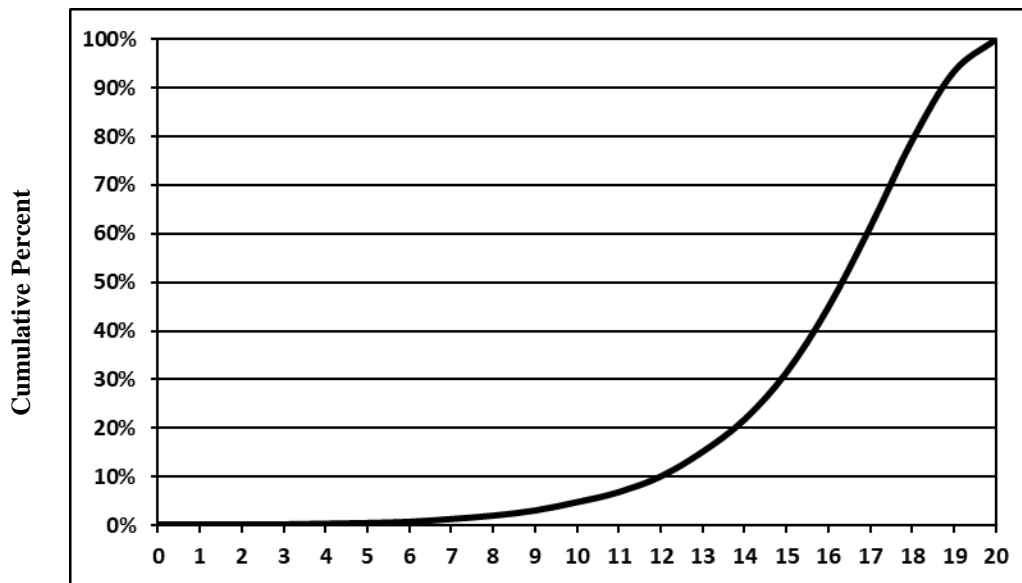


Figure 4: English – Listening

Figures 5 and 6 below show the percentage of candidates who obtained a particular score in the English reading comprehension (Figure 5) and writing (Figure 6) components. For example, a student who obtained 24 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 (24 out of 30 marks) in the writing component falls approximately within the top 10% of the same population.

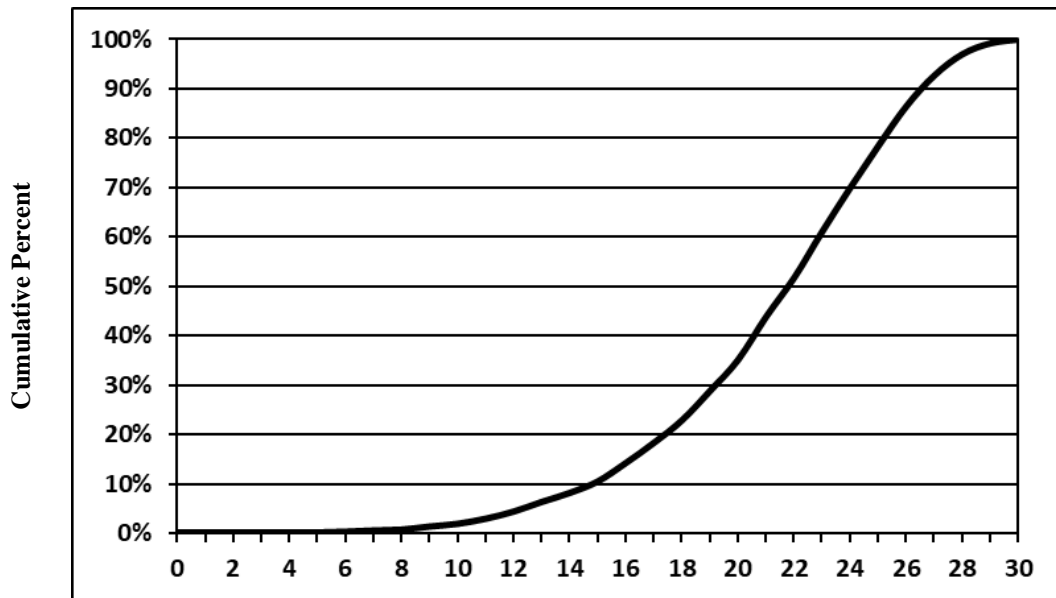


Figure 5: English – Reading Comprehension

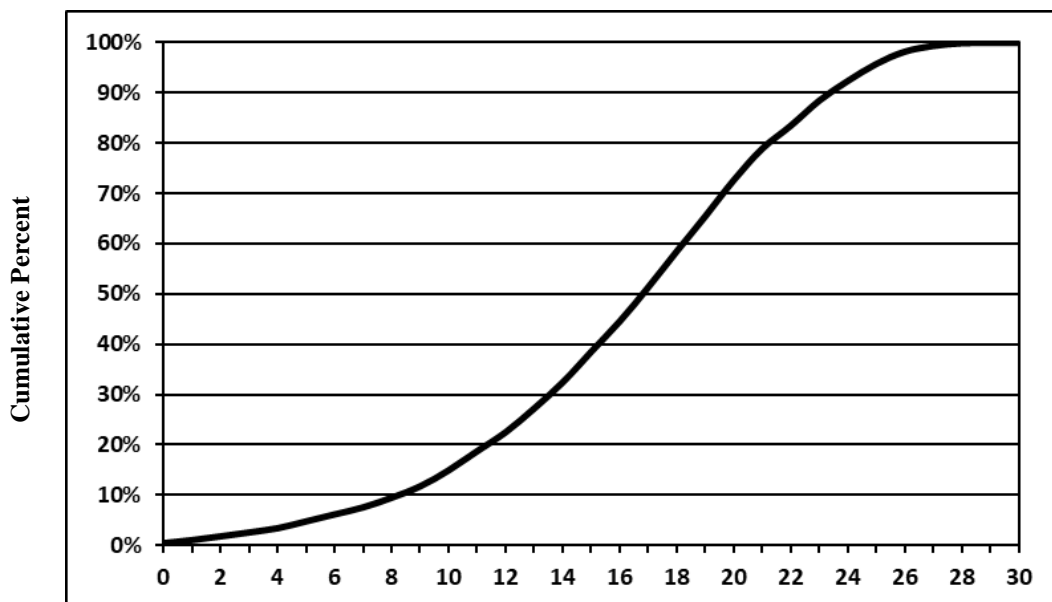


Figure 6: English – Writing

Figures 7 and 8 below show the percentage of candidates who obtained a particular score in the Mathematics mental (Figure 7) and written (Figure 8) components. For example, a student who obtained 7 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 70 out of 80 marks in the written component falls within the top 10% of the same population.

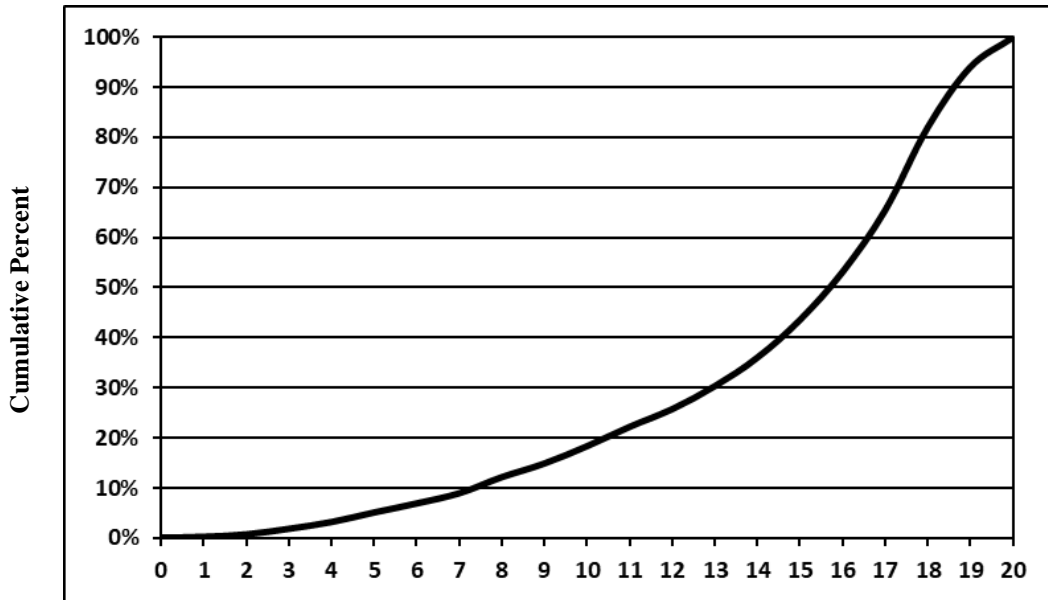


Figure 7: Mathematics – Mental

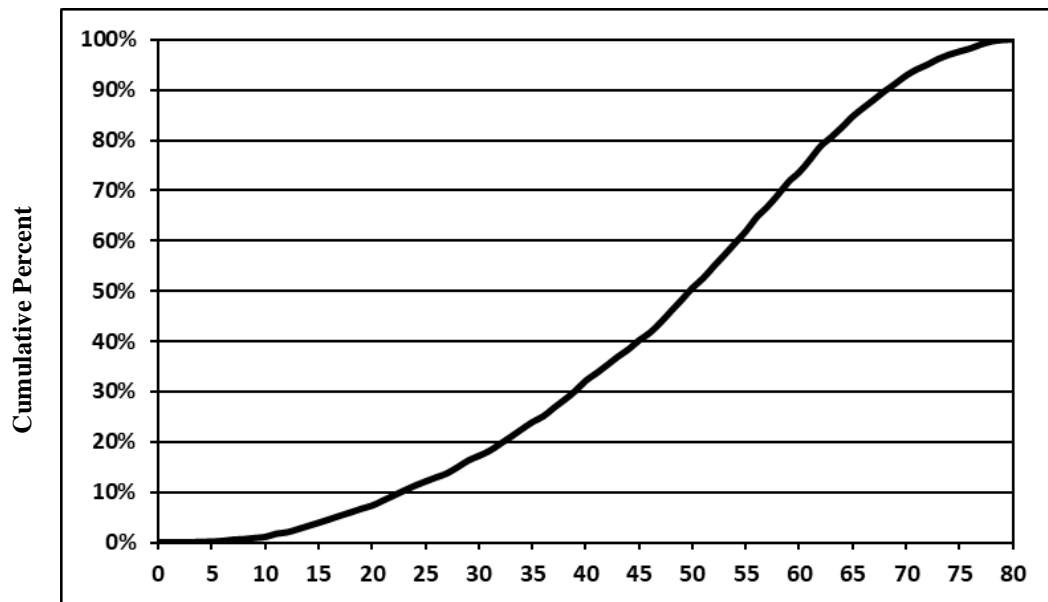


Figure 8: Mathematics – Written

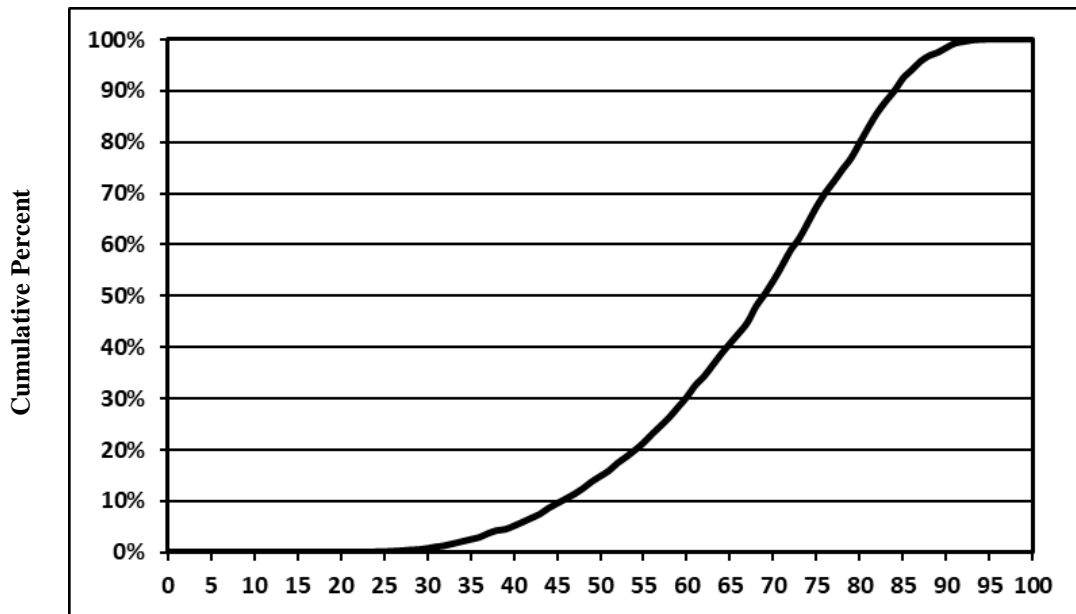


Figure 9: Il-Malti – Total

Figure 9 above shows that approximately 40% of the student cohort obtained 65 marks or more whilst 10% of the cohort obtained 45 marks or less in Maltese. Figure 10 below shows that approximately 20% of the students scored 85 marks or more in English. In total, about 10% of the student cohort obtained 58 marks or less.

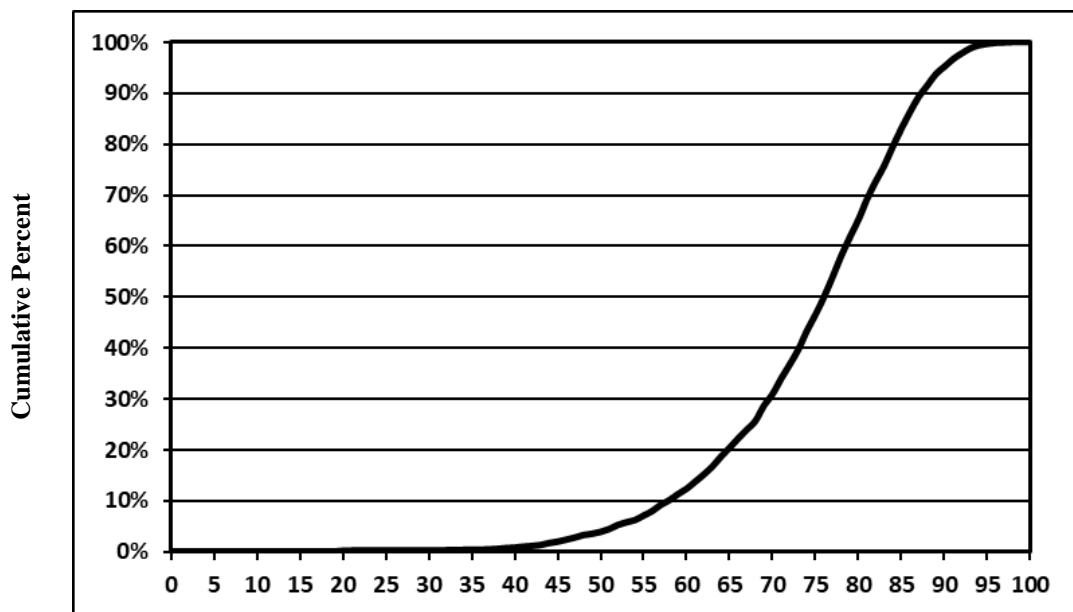


Figure 10: English – Total

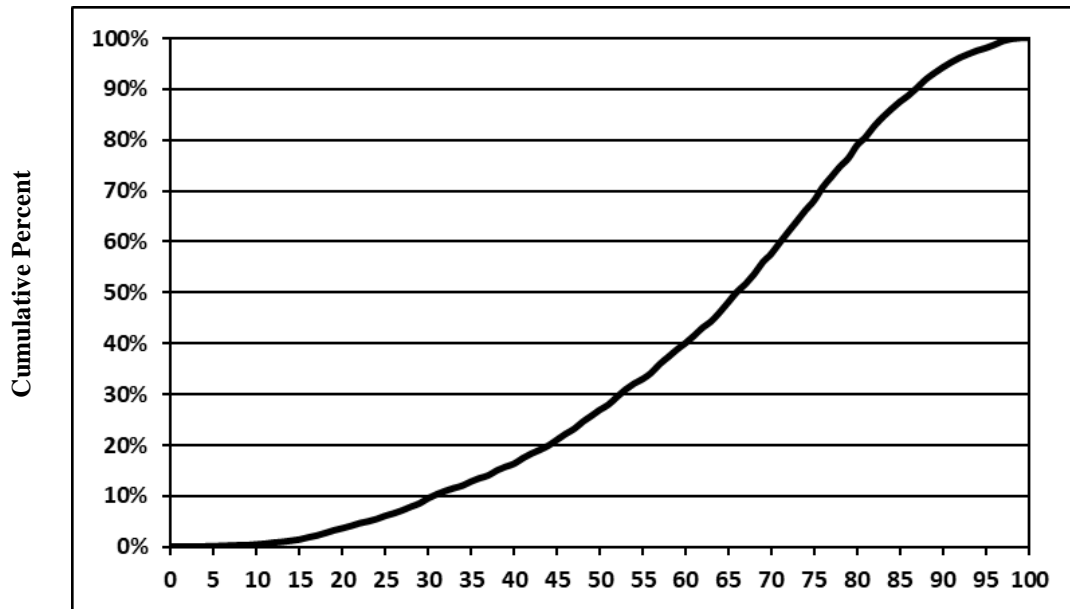


Figure 11: Mathematics – Total

Figure 11 above shows that in Mathematics approximately 20% of the student cohort obtained 45 marks or less whilst approximately 20% of the cohort obtained 80 marks or more.

4. Performance Reports

This section presents the performance reports of the three subjects included in the Benchmark 2021. 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 three components only this year (listening, reading comprehension and writing) since the speaking component did not take place due to pandemic mitigation measures. Whereas for Mathematics, feedback is given on both components, that is 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 taċ-ċiklu 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-rizultati tal-Benċmark biex jirfina t-tagħlim tiegħu.

B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2021

It-tabella t'hawn taht turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2021.

It-Taqsimiet	Il-Marki	Il-Hin
It-Taħdit	20%	Ma japplikax*
Il-Fehim mis-Smigh	20%	30 minuta
Il-Fehim mill-Qari	30%	50 minuta
Il-Kitba	30%	60 minuta

* Din is-sena l-komponent tat-Taħdit fil-Malti ma sarx minhabba mizuri tal-mitigazzjoni tal-pandemija. L-istudenti ngħataw il-marki massimi għal dan il-komponent.

It-taqsimiet kollha tal-Benċmark inħadmu minn bord ta' edukaturi li jispeċjalizzaw fl-ilsien Malti. Il-bord ħadem il-karti fuq dawn il-prinċipji:

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

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

Fit-taqsimi li ġejja se nħarsu lejn kull komponent u taħriġ li kien hemm fil-Benċmark tal-Malti. L-analiżi saret mill-markaturi tal-karti tal-Benċmark u l-Uffiċjal Edukattiv tal-Malti inkarigat mill-istess Benċmark. Is-suggerimenti u r-rakkomandazzjonijiet mogħtija f'dan ir-rapport huma maħsuba għall-ghalliema kollha tal-Primarja u mhux għal dawk biss li jgħallmu s-sitt sena.

Ċ1. It-Taħdit

Kif diġa ġie indikat dan il-komponent ma sarx fil-Benċmark 2021 u għalhekk ma jista' jingħata l-ebda suggeriment jew rakkomandazzjoni f'dan ir-rapport. Pero l-għalliema jistgħu jaraw ir-rapport tal-Benċmark 2019 għal informazzjoni u suggerimenti f'dan il-komponent.

Ċ2. Il-Fehim mis-Smigh

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

Kummenti ġenerali

L-ewwel silta tas-smigh

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

Fl-ewwel eżerċizzju l-istudenti kellhom jimmarkaw jekk it-tagħrif mogħti kienx veru jew falz. F'dan it-taħrig l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Immarkaw it-twegiba l-ħażina,
- Ma mmarkaw l-ebda twegiba,
- Immarkaw iktar minn twegiba waħda.

Ftit hafna kienu l-istudenti li wiegħbu tajjeb għall-mistoqsijiet kollha. Għalkemm kien hemm numru sew ta' studenti li żbaljaw f'numru 2, l-iktar li l-istudenti żbaljaw kien f'numru 6. Ma kienx hemm diffikultajiet partikolari f'numri 3, 4 u 5.

Dan it-tip ta' taħrig jintlaqa' tajjeb mill-istudenti u huwa xieraq hafna biex jittestja l-ħila tas-smigh. L-istudenti għandhom jitgħallmu jisimgħu b'aktar attenzjoni waqt li t-test ikun qed jinqara. Għandhom jiġu mharrġa li fl-ewwel qari tas-silta jimmarkaw bil-lapes ir-risposti b'mod proviżorju. Mat-tieni qari tas-silta l-istudenti għandhom jew jikkonfermaw ir-risposta li għażlu jew jikkoreġu r-risposta proviżorja tagħhom.

Fit-tieni eżerċizzju l-istudenti kellhom jagħzlu t-tajba minn tliet twegibiet. F'dan it-taħrig l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Immarkaw it-twegiba l-ħażina,
- Ma mmarkaw l-ebda twegiba,
- Immarkaw iktar minn twegiba waħda.

F'dan it-taħriġ l-istudenti marru aħjar minn Taħriġ A. Kien hemm xi studenti li, il-mod ta' kif qatgħu twegiba wara li rrealizzaw li mmarkawha hażina, ma kienx ċar, tant li titħawwad biex tagħraf it-twegiba li riedu jindikaw. Jidher imma li l-maġġoranza tal-istudenti għamlu dan it-taħriġ sew u kien hemm ammont kbir li gābuh kollu tajjeb.

Ir-risposti tal-mistoqsijiet numru 2, 4, 5 u 6 kienu fil-maġġoranza tagħhom tajbin. L-unika mistoqsija li bħal donnu fixklet lill-istudenti kienet in-numru 3 fejn għażlu risposta *a* jew *c* minflok *b* li hija t-tajba. Kien hemm studenti li ġew penalizzati għax immarkaw aktar minn twegiba waħda.

L-istudenti għandhom jitgħallmu li ma jistgħux jimmarkaw aktar minn twegiba waħda u jekk jieħdu xi żball għandhom jimmarkaw ċar liema hi t-twegiba t-tajba. L-istudenti għandhom ukoll jifharrgu biex jisimgħu u jixtarru fid-dettall ta' dak li qed jisimgħu u mhux għax semgħu kelma partikulari fit-test, bħal *zmattata* jew *leħjet ix-xiħ*, jagħzlu r-risposta li fiha dawn il-kelmiet.

It-tieni silta tas-smigh

Din is-silta kienet informattiva u fattwali dwar kif issawret il-ħajja ta' mara astronawta. L-istudenti kellhom jaħdmu żewġ eżerċizzji wara li jkunu semgħu l-qari tas-silta darbtejn.

Fl-ewwel eżerċizzju l-istudenti kellhom jagħzlu t-tajba minn tliet twegibiet. F'dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Immarkaw it-twegiba l-ħażina,
- Ma mmarkaw l-ebda twegiba,
- Immarkaw iktar minn twegiba waħda.

Minkejja li dan it-taħriġ ta' għażla multipla kien bħal Taħriġ B tal-ewwel silta, hafna mill-istudenti ma marrux daqshekk tajjeb daqs tal-ewwel silta. Il-mistoqsijiet numru 3, 5 u 6 kienu l-iktar li kien hemm risposti ħżiena fihom. F'numru 3 l-istudenti għażlu l-iktar risposta *b* mhux dik *c*, f'numru 5 għażlu risposta *a* mhux *c*, waqt li f'numru 6 għażlu kemm *a* kif ukoll *c*. Minn dawn, l-aktar mistoqsija li l-istudenti gābu hażina kienet in-numru 5, li kienet tinkludi l-qari ta' numru. Kienu hafna studenti li għażlu (*a*) *174 siegħa* meta r-risposta kellha tiġi (*c*) *147 siegħa*. Għal darb'ohra kien hemm studenti li ġew penalizzati għaliex immarkaw aktar minn twegiba waħda.

Xi drabi l-immarkar tat-twegiba kien ambigwu. Għalhekk hu importanti li l-għalliema jharrgu lill-istudenti jimmarkaw it-twegibiet b'mod ċar.

Għar-risposta ta' mistoqsija numru 3, is-silta kienet ċara: kont intgħażilt u fi ftit żmien kont se nibda nifharreg biex insir astronawta. Għalhekk, jiddependi hafna kemm student ikun tharreg u żviluppa s-sens tas-smigh! Dan jgħodd ukoll għall-mistoqsija numru 5.

In-numri, fil-lingwa Maltija, l-istudenti jkunu ilhom jitgħallmuhom u għalhekk għalkemm 174 u 147 għandhom l-istess numri fihom, madankollu kif jinqraw bil-Malti huwa differenti. Forsi tajjeb li jsir iktar enfasi dwar in-numri fil-lingwa Maltija. Mistoqsija numru 6 fixklet mhux ħażin lill-istudenti għax donnhom ir-risposti kollha kienu veri u tajbin. Imma dejjem ikun hemm dik li l-iktar li tispikka u l-iktar li tqarreb lejn dak li nqara fit-test.

Fit-tieni eżerċizzju l-istudenti kellhom jimlew il-vojt b'mod kronologiku fit-tabella permezz tan-numri. F'dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Immarkaw it-tweġiba l-ħażina,
- Ma kitbu l-ebda numru,
- Irrepetew l-istess numru/i.

Il-maġġoranza assoluta tal-istudenti innumeraw l-ewwel żewġ sentenzi bil-kontra. Dawn kienu jirreferu għall-fatt li Sally iggradwat mill-università fl-1978 filwaqt li n-NASA bdiet tfittex numru ta' astronawti fl-1977. Xi studenti kienu intelligenti biżżejjed biex jiktbu bil-lapes is-snin fl-istadju ta' ħajjet Sally u b'hekk setgħu jagħmlu tajjeb il-kronologija tal-fatti. It-tlieta tal-aħħar fil-lista ma kinux ta' ostaklu għall-istudenti.

L-għalliema għandhom jenfasizzaw l-importanza li l-istudenti jisimgħu sew is-silta, jifflu u jixtarru dak li jisimgħu. Ċertu mistoqsijiet ikunu jirrikjedu li wiehed mhux biss jisma' imma jisma' b'mod attiv u joqghod attent għal kull dettall. Bħal kull taħriġ ieħor ikun hemm mistoqsijiet ta' livell ogħla u għalhekk l-għalliema għandhom iħarrġu lill-istudenti għal dawn it-tip ta' mistoqsijiet u jaraw li l-Fehim mis-Smigħ ikun gradat u li jżid fil-ħila li wiehed ikun irid jilhaq b'fehim u assimilazzjoni. B'dan il-mod is-smigħ ikun qed juri differenza bejn student u ieħor u titneħħa l-perċezzjoni li kulhadd igib il-marka massima f'din it-taqsimha. Il-prattika għal din il-ħila hija dejjem meħtieġa.

Ċ3. Il-Fehim mill-Qari

Il-komponent tal-qari kien fih żewġ taqsimiet. L-ewwel taqsimha kien fiha s-silta l-qasira tal-qari u t-tieni taqsimha 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 Taqsimha

Is-silta magħżula għall-fehim mill-qari kienet tikkonsisti minn Reklam. Wara l-istudenti ngħataw erba' eżerċizzji fejn kellhom (a) jagħzlu t-tweġiba t-tajba minn tliet għażliet, (b) jimlew il-vojt skont is-sens tas-sentenza, (ċ) iqabblu l-kolonna permezz tan-numri u (d) jagħtu risposta qasira li tirrikjedi ħsieb u kreattività.

Fl-ewwel eżercizzju ma kienx hemm problemi partikolari għall-istudenti. Kien hemm xi studenti li ma kinux jafu eżattament xi tfisser il-kelma *ragonevoli* fin-numru 3. Dan peress li fis-silta jgħidlek biss li *l-prezzijiet jilħqu l-but ta' kulhadd*. Dan jagħti x'jifhem li hemm studenti li ma jafux xi tfisser l-espressjoni 'jilħqu l-but ta' kulhadd'. Kien hemm min żbalja fin-numru 3 għax aktarx li xi studenti ma jafux li Triq il-Kbira (hafna drabi l-aktar triq dejqa fir-raħal) tkun f'nofs ta' raħal. Dan juri li l-istudenti għandhom jiġu esposti aktar għall-Malti idjomatiku.

Anki fit-tieni eżercizzju ma jidhirx li kien hemm problemi partikolari għall-istudenti, tant li hafna gābu dan it-taħriġ tajjeb. L-għalliema għandhom jishqu mal-istudenti biex kelma tinkiteb tajjeb speċjalment meta qiegħda miktuba fir-reklam u l-istudent kulma jrid jagħmel hu li jikkuppjaha. L-għalliema għandhom ukoll jiġbdu l-attenzjoni tal-istudenti li f'taħriġ bħal dan jaraw li l-kelma li daħħlu tagħmel sens fis-sentenza.

Bhall-ewwel u t-tieni eżercizzji, anki fit-tielet taħriġ ma jidhirx li kien hemm problemi partikolari għall-istudenti għax kienu bosta dawk li għamlu tajjeb, għalkemm kien hemm ftit li numru 6 u 5 qalbuhom. Li kieku dawn iċċekkjaw jekk kinux jagħmlu sens, kienu jindunaw li żbaljati. L-għalliema għandhom iħarrġu lill-istudenti jerrġu jaqraw is-sentenzi li jkunu għaqqdu flimkien biex jaraw jagħmlu sens u jgħinu biex inaqqsu l-iżbalji.

Fir-raba' taħriġ kien hemm varjetà ta' twegibiet li jagħmlu sens u li juru li l-istudenti fehmu xi ntab minnhom. Xi wħud mit-twegibiet kienu jirriflettu wkoll iż-żmien partikolari li għaddejna minnu fi żmien il-pandemija bħal, ngħidu aħna, '*Nagħti l-indirizz elettroniku/l-email; ingibulek kollox id-dar aħna u b'xejn*'. Xi studenti kitbu li jzidu r-ritratti jew li r-reklam ikollu iktar kulur. Oħrajn qalu li jiktbu l-prezzijiet tas-saqqijiet. Għalkemm intwera ammont ta' kreattività, mill-banda l-oħra deher ċar li xi studenti kienu neqsin mill-ideat, tant li xi kandidati reġġu rrepetew l-istess offertà li hemm fir-riklam jew semmew xi offerti li mhumiex realistiki. L-għalliema jagħmlu sewwa li jiġbdu l-attenzjoni tal-istudenti fil-klassi li meta jagħtu twegiba għal domanda simili, jaraw li tkun realistika mhux jaqbd u jniżżlu l-ewwel haġa li tigi f'moħħom. Għandhom ikunu mharrġa li meta jagħtu suggeriment jagħtu wiehed b'ċertu ħsieb, meqjus u realistiku.

Kummenti ġenerali

Silta diretta u li tgħin lil kulhadd f'kull livell. Kienet magħmula b'ċerta mod dirett u sempliċi li għenet lit-tfal kollha. Qabel ma jwieġbu, l-istudenti jeħtieġ ikollhom aktar Prattika kif jieqfu u jaħsbu eżatt x'inhu mitlub minnhom wara li jaqraw il-mistoqsija, u jekk l-istudenti jitgħallmu jaqraw u jiċċekkjaw ix-xoġhol tagħhom ikun iktar probabbli li huma jsibu fejn ikunu żbaljaw. L-għalliema jridu jishqu 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 jaqbd u jwieġbu l-mistoqsija mill-ewwel, bla ma jiflu u jirriflettu.

Dan hu tip ta' taħriġ tajjeb biex tibda t-taqsim tal-qari u li juru li l-karta hija gradata biex tilhaq studenti ta' ħiliet differenti.

It-Tieni Taqsima

Is-silta t-twila hija fattwali u narrattiva, u hija maqsuma fi tnejn. Fl-ewwel parti naraw l-esperjenza ta' żewġ aħwa li sabu album tar-ritratti li kienu ilhom ifittxu u li permezz tiegħu jidhlu fid-dinja tal-imghoddi, filwaqt li t-tieni parti tittratta dwar is-sejba ta' ritratti minn fuq il-mowbajl ta' wiehed mill-aħwa. B'kuntrast għall-ewwel parti, din il-parti turina d-dinja kontemporanja.

Din it-taqsima kien fiha tliet taħriġiet:

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

Kummenti ġenerali

Taqsima A

Mistoqsija 1: F'din il-mistoqsija ma jidhirx li kien hemm problemi partikolari għall-istudenti. Ftit hafna kienu l-istudenti li ma mmarkawx ir-risposta t-tajba. Hawnhekk it-tfal ghenithom hafna li kellhom jagħzlu bejn tliet risposti u li t-twegiba kienet tinsab fis-silta. Kienet mistoqsija ċara u diretta.

Mistoqsija 2: Ma' xi hbieb tiegħu kienet ir-risposta naturali tal-istudenti. Kien hemm xi wħud li kitbu ma' sħabu. Fil-fatt hafna studenti wegħbuha b'mod tajjeb din il-mistoqsija għalkemm kien hemm min wieġeb fis-singular (ma' xi habib). Kien hemm xi studenti oħrajn li wieġbu li n-nannu kien qed jitkellem ma' tfajjel b'saħħtu, jigiġifieri ma rnexxilhomx jindunaw li t-tfajjel b'saħħtu kienet frazi li qed tiddiskrivi lin-nannu. Importanti li l-għalliema jishqu mal-istudenti tagħhom li l-mistoqsija għandha tinqara tajjeb qabel jinktibu r-risposti.

Mistoqsija 3: Kien hemm min wieġeb tajjeb għal din il-mistoqsija imma kien hemm oħrajn li ma kinux jafu xi tfisser l-espressjoni '*X'kellhom mid-dinja?*' Jista' jkun li dawn qatt ma jkunu semgħuha. Din il-mistoqsija għamlet differenza bejn dawk l-istudenti li jafu jhaddmu l-espressjoni u dawk li jieħdu kollox kelma b'kelma. L-istudenti għandhom jiġu esposti għal espressjonijiet bil-Malti kemm fit-taħdit kif ukoll fil-kitba. Hekk l-istudenti jiffamiljarizzaw ruħhom aktar ma' dawn l-espressjonijiet; mhux biss jitgħallmu xi jfissru iżda wkoll jitgħallmu jużawhom fil-kuntest proprju tagħhom b'mod naturali.

Mistoqsija 4: Kien hemm numru sostanzjali ta' studenti li waslu għal twegiba tajba billi qalu iva u taw raġuni valida. Numru sostanzjali ieħor waslu għal iva biss u ma tawx raġuni. Numru ieħor qalu le u jidher biċ-ċar li s-silta ma fehmuhiex. Kien hemm oħrajn li rrispondew din il-mistoqsija mil-lenti ta' kif jaħsuha huma aktar milli minn dak li kien hemm propja fis-silta. Kien hemm min ha l-marka tal-ewwel parti billi wieġbu iva imma mbaġħad dawn l-istess studenti taw raġuni żbaljata. Huwa importanti li jinqara sew it-test tal-qari. Kien hemm miktub direttament li l-awtur kien għaraf il-hbieb tal-bużnannu. Hasra li l-istudenti mhux dejjem jieqfu u jaħsbu dwar dak li tgħid is-silta.

Mistoqsija 5: Hawnhekk kien hawn xalata ta' twegibiet li jagħmlu sens. Meta l-istudenti jingħataw mistoqsijiet 'open-ended' qed jingħataw l-opportunità li jimirhu u allura t-twegibiet ikunu varji u li jistgħu jiġu aċċettati. Innutajna li f'din il-mistoqsija, fejn l-istudenti ntalbu jesprimu x'jaħsbu, fit kienu l-istudenti li wrew hila kif mis-silta jgħaddu biex iwiegbu fi kliemhom dak li ntalab minnhom. Donnu xi whud beżgħu li joħorġu barra mill-kuntest tas-silta għax ma jafux jesprimu ruħhom sew. Xi whud taw ukoll twegibiet pjuttost frivoli li juru li ma rriflettewx biżżejjed, bħal ngħidu aħna, '*għax il-karozza tefgħet hafna duħħan*'. Oħrajn kienu aktar attenti fil-valutazzjoni tal-ħsieb tagħhom u wiegbu b'aktar sens bħal, ngħidu aħna, '*għax kien rari li jaraw karozza fi żmienhom*', u allura hemm sens ta' kurzità. Hawn tidhol l-importanza li l-istudenti jingħataw l-opportunità li jiktbu b'ċerta liberta' filwaqt li juru, iżda, li dak li qed jgħidu hu bbażat fuq l-informazzjoni li tagħti s-silta. Barra minn hekk, importanti li l-opinjoni ma tkunx artifiċjali, imma turi riflessjoni attenta fil-ħsieb. Hafna drabi, l-istudenti għandhom it-tendenza li l-ewwel ħsieb li jiġi f'moħħhom jiktubuh. L-għalliema għandhom jishqu mal-istudenti li mhux bilfors li l-ewwel ħsieb li jiġi ikun tajjeb jew l-aħjar. Għalhekk għandhom jirriflettu aktar qabel jagħtu l-fehma tagħhom. Din hija hila li tgħin lill-istudenti tagħna biex jiffurmaw opinjonijiet infurmati.

Mistoqsija 6: Bħal f'mistoqsija 3, fejn l-istudenti riedu jagħtu t-tifsira ta' espressjoni/idjoma, anki hawn kien hemm ammont ta' studenti li ma rrispondewx tajjeb jew setgħu rrispondew aħjar. F'xi whud mill-istudenti, l-idea kienet hemm f'moħħhom. Hafna rnexxielhom jispjegawha tajjeb, għalkemm xott xott.

Dan jurina li l-għalliema għandhom jinkoraġġixxu aktar il-qari bil-Malti għax hafna drabi huwa fil-kitba (u fil-Malti mitkellem) li l-aktar jistgħu jiltaqgħu ma' espressjonijiet f'kuntest u jsiru jafu xi jfissru bl-għajnuna ta' xi hadd ikbar minnhom. L-istudenti jidhru li qed jiġu mgħallma l-idjomi u mħegga biex jagħmlu użu tagħhom, u dan deher fil-kitba fejn kienu diversi l-istudenti li użawhom (saħansitra fil-pjan dahħluhom biex żgur ma jinsewhomx!). Imma ta' min jinnota li jidher li l-idjomi mhux dejjem qegħdin jiġu mgħallma f'kuntest, tant li xi studenti ma użawhomx tajjeb fil-kitba.

Mistoqsija 7: Dan it-topik ma sarx mal-istudenti tas-sitt sena u għalhekk inħass il-bżonn li l-marka tingħata lil kulhadd. Hekk l-istudenti ma għewx penalizzati. Madanakollu, xorta kien hemm ammont sostanzjali ta' studenti li wiegbu b'mod tajjeb.

Taqsim B

Mistoqsija 1: Din hija mistoqsija li tittratta dwar xi haġa familjari mal-istudenti li qed jgħixu f'era teknoloġika, era li fiha kulhadd iżomm r-ritratti fil-mowbajl u mhux tant aktar f'album tar-ritratti. Fil-fatt ma kienx hemm problemi partikolari għall-istudenti f'din il-mistoqsija li kienet diretta, skjetta u ma kienx hemm lok għal tidwir tal-kantuniera. Il-bicċa l-kbira tal-istudenti wiegbu din il-mistoqsija tajjeb għalkemm kien hemm xi whud li tfixklu u għażlu "*fuq il-mezzi soċjali*" minflok fuq il-mowbajl.

Mistoqsija 2: Il-maġġoranza tal-istudenti waslu biex jagħtu risposta tajba għal din il-mistoqsija. Kien hemm studenti li taw risposta fid-dettall. Dan juri li huma fehmu eżatt is-silta filwaqt li oħrajn taw risposta xotta xotta. Wiehed għandu jiġi mhegġeg jagħti spjega sew għar-risposta.

Mistoqsija 3: Il-maġġoranza tal-istudenti wiegħbu din il-mistoqsija b'mod korrett. Hafna wiegħbu b'risposti bħal: “*iddecidew li jiltaqgħu*” jew “*iddecidew li jiltaqgħu dakinhar stess*”. Għalkemm ir-risposta kienet ċara fit-test, kien hemm xi studenti li wiegħbu li Monika u shabha marru party. Naturalment, wiehed ried jaqra t-test sew biex ikollu risposta tajba. Sfortunatament issib studenti li ma jagħtux biżżejjed informazzjoni. Għalhekk nishqu li l-għalliema għandhom jinkoraġġixxu lill-istudenti sabiex ma jkunux xotti fir-risposti tagħhom imma jagħtu spjegazzjonijiet ċari.

Mistoqsija 4: Il-biċċa l-kbira tal-istudenti wiegħbu din il-mistoqsija tajjeb fejn ried joħroġ il-fatt li l-awtur kien iżgħar. Hafna mill-istudenti fehmu li l-awtur kien iżgħar minn oħtu u għalhekk kellu jitlob permess. Kien hemm min kiteb li ħutu ma kinux iridu li joħroġ magħhom jew għax beza' li jdejjaq lil oħtu (affarijiet li l-istudenti jkun qed iġarrbu). Bħal fil-każ ta' mistoqsijiet oħrajn, anki hawn kien hemm studenti li ma tawx biżżejjed informazzjoni.

Mistoqsija 5: Fir-risposta għal din il-mistoqsija, wiehed ried jaqra bejn il-linji. Minn hajja trankwilla fejn wiehed jista' jimxi f'nofs ta' triq, b'kampanja li ssahhrek u li fiha tisma' biss il-ħoss tan-natura u tal-għasafar għal dinja fejn l-istorbju u l-ġenn tal-ħajja moderna hu l-ordni tal-ġurnata, in-nannu żgur kien se jhossu mifxul, imdejjaq li qed jara l-ħajja tiddeterjora fil-kwalità tagħha! Għalkemm kien hemm hafna li wiegħbu tajjeb, kien hemm ukoll min ma fehemhiex biżżejjed u li qalu li kieku l-bużnannu kien iħossu ferħan jara lin-neputijiet jidhqu flimkien. Hawn l-istudenti ma fittxewx sew kif seta' ħassu l-bużnannu kieku llum kien għadu ħaj. Kieku qraw b'attenzjoni, kienu jaslu biex jaraw li l-bużnannu ma setax jifhem x'kien ġara minn żmienu għal-lum u, allura, ħassu mifxul. Il-frazi, “*Mur ġib lill-bużnannu tiegħi llum...*” kellha tkun indikazzjoni għal risposta xierqa.

L-istudenti għandhom jitharrġu mhux biss biex iwiegħbu u jagħtu lura dak li hemm miktub quddiemhom imma aktar minn hekk billi jaqraw bejn il-linji u jifhmu sew dak li qed jingħad.

Mistoqsija 6: Filwaqt li diversi studenti taw risposta tajba għal din il-mistoqsija, mhux kulhadd ta r-raġuni għaliex il-ħajja hija mgħaġġla. Dan għax kien hemm studenti li ma rawx it-tifsira ta' ħajja mgħaġġla mad-diversi għajnuniet li kien hemm fis-silta. U kien hemm diversi punti x'setgħu jsemmu mis-silta. Twegibiet bħal 'għax kulhadd mgħaġġel' kienet wisq ġenerali, mentri l-istudenti ntalbu jagħtu raġuni waħda mis-silta, fejn kien hemm lista sħiħa.

L-għalliema għandhom jishqu aktar mal-istudenti biex għal mistoqsija bħal din ikunu speċifiċi, aktar u aktar meta fis-silta kien hemm għadd ta' raġunijiet li juru li l-ħajja hi mgħaġġla.

Mistoqsija 7: Għalkemm kien hemm hafna studenti li rrispondew din il-mistoqsija b'mod tajjeb, kien hemm numru sostanzjali li wiegħbu ħażin jew ħallewha barra. Dan juri nuqqas ta' għarfien ta' ċertu vokabularju bil-Malti. L-istudent irid jara wkoll li f'eżami, jekk jista' jkun, ma jhalli xejn barra imma jipprova jagħti r-risposta f'kollox. Li tipprova aħjar milli taqta' fil-qasir u ma tikteb xejn.

Mistoqsija 8: F'din il-mistoqsija ma jidhirx li kien hemm problemi partikolari għall-istudenti imma kien hemm min ma tax il-plural miksor u rrisponda bi “*triqat*”. Xi wħud mhux talli mhumiex familjari mal-plural miksor, imma lanqas huma familjari mal-kunċett tal-plural, tant li kien hemm min kiteb l-għerq jew id-diminuttiv.

Taqsimi Ċ

Kummenti fuq il-mistoqsija Ċ1:

F'din l-aħħar taqsima għall-fehim mill-qari, l-istudenti jintalbu jirriflettu dwar dak kollu li jkunu qraw biex wara jwieġbu għal mistoqsijiet ta' natura ġenerali. Dawn ikunu mistoqsijiet li jiddistingwu student minn ieħor minħabba li jitolbu iktar impenn għax wieħed irid iżomm quddiem għajnejh is-silta kollha.

Kummenti fuq il-mistoqsija Ċ1:

Għalkemm kien hemm studenti li rnexxilhom jiktbu żewġ sentenzi dwar kif inbidlet il-kampanja maż-żmien, hafna oħrajn ma ħadux iż-żewġ marki f'din il-mistoqsija jew għax taw raġuni waħda jew għax irrepetew ir-raġunijiet. Oħrajn ma ħadux marki għax ma tkellmu fuq ebda bidla jew għax ma rabtux it-tweġiba mal-kampanja. Anki hawn trid issir enfasi biex l-istudenti jaqraw il-mistoqsija kollha u sew. Kien hemm min ma fehemx li kellu jikteb dwar kif inbidlet il-kampanja u tkellem dwar il-bidla fit-teknoloġija. Oħrajn kitbu tweġibiet irrilevanti bħal: “*nies jużaw aktar il-mowbajl*” jew “*kulhadd mgħagġel*”. Bħal donnu qed iwahħlu għall-fatt li illum il-ġurnata nagħmlu użu mit-teknoloġija u għalhekk hawn inqas għelieqi u sigar.

Problema ta' għadd ta' studenti kienet li ma kitbux żewġ sentenzi shaħ biex jesprimu ħsibijietom imma frażi ta' tlieta/ erbgħa/ ħames kelmiet. L-istudenti riedu jispjegaw il-ħsibijiet tagħhom bis-sens u joħorġu b'mod ċar il-kuntrast kbir li jeżisti bejn il-ħajja tal-lum u l-ħajja ta' qabel imżejna u msebħa b'dawk il-wesgħat ta' kampanja. F'eżerċizzju bħal dan tintebaħ li hafna studenti jwieġbu mistoqsijiet bħal dawn b'mod superficjali. L-għalliema jridu jharrġu lill-istudenti f'eżerċizzji bħal dawn fejn wieħed jingħata l-opportunità li jesprimi ruħu halli jwassal il-ħsibijiet tiegħu fuq sugġett b'mod li jinftiehem.

Kummenti fuq il-mistoqsija Ċ2:

Anki hawnhekk, hafna studenti kienu xotti fit-tweġiba tagħhom, fejn ġew mitluba l-ewwel jagħtu l-preferenza tagħhom għal perjodu mit-tnejn li kellhom fis-silta kollha, u wara jagħtu żewġ raġunijiet għall-għażla tagħhom. Kienu diversi l-istudenti li ma taw ebda raġuni jew ma tawx raġuni bis-sens għall-għażla tagħhom. Kien hemm min ta raġuni waħda biss. Kif kien mistenni, hafna studenti għażlu l-ewwel perjodu għax il-ħajja kienet aktar kalma u t-tfal kellhom aktar fejn jilagħbu bil-kwiet.

Tajjeb ngħidu iżda, li kien hemm min hu aktar riflessiv fi ħsiebu bħal, ngħidu aħna, student/a li t-twegiba tiegħu/tagħha kienet hekk: ‘Nagħzel it-tieni perjodu għax il-ħajja hija qasira u għalhekk l-affarijiet iridu jsiru iktar malajr u anki għaliex nista’ nikkomunika bil-mezzi soċjali.’

L-għalliema għandhom ikomplu jishqu mal-istudenti biex fl-aħħar taqsima l-ewwel jaraw eżatt x’qed jiġi mitlub minnhom u, wara li jirriflettu sew fuq dak li jkunu qraw, johorġu bi twegiba adattata u f’forma ta’ sentenza, b’mod speċjali fejn ikunu mitluba biex jagħtu kritika, suggerimenti u l-opinjoni tagħhom. Il-fatt li qed jingħataw diversi linji għat-twegiba tagħhom jindika wkoll li ma jridux jagħtu risposti xotti. Anki minhabba l-fatt li dawn ikunu mistoqsijiet li jiddistingwu student minn ieħor.

Kummenti u Rakkomandazzjoni ġenerali fuq il-Fehim mill-Qari

Sentiment komuni fost l-eżaminaturi kien id-diffikultà li jiltaqgħu magħha l-istudenti meta jiġu biex jelaboraw jew iwiegħu fit-tul u b’mod dettaljat. Din hija ħila li tiddistingwi student minn ieħor minhabba l-fatt li mistoqsijiet bħal dawn jitolbu iktar impenn u allura juru maturità. Sfortunatament, diversi studenti għandhom ħabta jaqbdu u jiktbu dak li jiġi f’moħħhom li, għalkemm mhux neċessarjament dejjem ikun ħażin, dan ma jirriflettix maturità.

Spikkat ukoll it-traskuraġni fil-prezentazzjoni tax-xogħol tal-istudenti. Anke din is-sena, bħas-snin l-imghoddija, il-markaturi hassew li għandhom jikkumentaw dwar il-kaligrafija li ħafna drabi ma tintgħarafx. Ikkumentaw 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 ħasra kbira li bosta studenti jħarbxu mhux jiktbu. Jista’ jkun hemm bosta raġunijiet, imma tajjeb li l-għalliema jaraw li regolarment l-istudenti jitharrġu fl-elementi ewlenin tal-kitba fil-klassi. Ta’ min jirrevedi ċerti prattiċi li qed ixejnu din il-ħila fosthom il-bosta karti tat-taħriġ li ma jhallux lill-istudenti jiktbu sentenzi sħaħ u jizviluppaw il-kitba tagħhom fit-tul. Diġà ma jitnaqqasux marki għall-ortografija f’ħafna mit-twegibiet; allura rridu nişqu fuq il-punt li l-istudenti jiktbu ċar u pulit. Jeħtieġ li l-għalliema jibqgħu jishqu wkoll fuq l-importanza tal-punteġġjatura.

F’kull klassi tal-primarja, l-istudenti għandhom jiġu mħegġa u mħarrġa fl-espressjoni, l-elaborazzjoni u t-fassil tal-fehmiet individwali tagħhom (kemm miktuba kif ukoll mitkellma) imsaħħa b’argumenti u evidenzi mit-testi mistħarrġa. L-għalliema jridu jfiehmu lill-istudenti li meta jagħtu twegiba, din għandha tkun elaborata u li tinftiehem u twieġeb b’mod sħiħ dak li ntalab fil-mistoqsija.

Ċ4. Il-Kitba

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

Kummenti ġenerali

Tahriġ A: Il-kitba ta' djalogu

L-istudenti ingħataw żewġ titli biex jagħzlu, u li jitolbu kitba ta' djalogu. L-ewwel titlu kien jitlob li jiktbu djalogu ma' ħabib/a dwar ħolma li l-kandidat/a ħolom/ħolmot, filwaqt li t-tieni titlu kien jitlob li jiktbu djalogu mad-dell tagħhom. Ma' kull titlu ta' djalogu, l-istudenti ngħataw xi għajjniet permezz ta' xi ideat sabiex jgħinuhom jibnu d-djalogu u jzidu ideat oħra fuqhom.

L-aktar djalogu li ntgħazel kien dak mal-ħabib/a dwar ħolma. Ghalkemm kien hemm studenti li kienu mharrġa tajjeb fil-kitba ta' djalogu, kitbu b'Malti tajjeb u taw attenzjoni għad-dettall fit-titlu u l-għajjniet, kien hemm oħrajn li għamlu dawn l-iżbalji:

- Għadd imdaqas ta' studenti ma użawx il-format ta' djalogu u ġew penalizzati. L-aktar telf ta' marki kien fl-ortografija u l-punteġġjatura.
- Xi djalogi kienu tassew tajbin u l-istudenti wrew ħila kreattiva meta tqis li ma kienx faċli li toħloq djalogu f'50-60 kelma. F'xi djalogi kien hemm saħansitra min, barra ż-żewġ interlokutori, daħħal ukoll in-narratur fid-daħla u fl-għeluq.
- Xi studenti wrew ħila fl-espressjoni billi użaw kliem/espressjonijiet bħal: '*Il-aħwa!*', '*F'ħakka t'għajn...*', u '*qabeż quddiem bħal iljun li ħasadni*'.
- L-iżbalji grammatikali / ortografiċi ma naqsux.
- Kien hemm ftit studenti li ma kitbux min huma l-kelliema u xi ntqal minnhom u kitbu f'paragrafu minflok f'sentenzi separati li juru li ma kellhomx għarfien tas-sura ta' djalogu. Importanti li l-istudent ikun jaf id-differenza bejn djalogu u rakkont.
- Importanti wkoll li l-istudenti jiġu ggwidati dwar kif għandu mhux biss jinkiteb il-kliem iżda anki kif għandhom jesprimu ruħhom sew b'Malti korrett.

L-eżaminaturi jirrakkomandaw li:

- Tingħata aktar attenzjoni għall-kreattività fit-tfal tagħna. In-nuqqas ta' għażla ta' djalogu numru 2 turi li t-tfal ma tantx qed ikunu kreattivi u fejn ikun hemm titlu fittizju jevitawh.
- L-għalliema għandhom iħarrġu aktar lill-istudenti sabiex jagħmlu użu aħjar mill-għajjniet 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.

Tahriġ B: Il-kitba ta' ittra

Il-pjan

Bosta studenti għamlu pjan ta' dak li kellhom jiktbu, anke meta kitbu barra mis-sugġett. Hafna studenti huma ppreparati tajjeb biex jagħmlu pjan. Kien hemm diversi tipi ta' pjanijiet li jagħmlu sens u li setgħu jgħinu lill-istudenti fil-kitba tagħhom. Kien hemm xi studenti li ffittaw wisq u għamlu pjan elaborat wisq. Dan seta' xi ftit jew wisq telf il-ħin mill-kitba propja tal-ittra. Madankollu xorta waħda kien hemm xi studenti li kitbu kelma b'kelma l-għajnuniet li ngħatawllhom fil-karta. Oħrajn sempliċiment kitbu ffit kliem li għewhom f'moħħhom mingħajr ma tawhom struttura. Xi studenti kitbu għadd ta' mistoqsijiet jew kliem u tefgħuhom bl-addoċ bla ma organizzawhom b'xi mod. Dan ma jistax jitqies bħala pjan tajjeb u li jgħin fit-tiswir tal-kitba. Kien hemm studenti li kellhom pjan tajjeb u qassmuh b'introduzzjoni, żvilupp u konkluzjoni. Kien hemm min esprima ruħu bi tpingija, min b'hafna kliem imqassam f'sezzjonijiet u min b'għanqbuta bi friegħi ta' ideat.

Ta' min wiehed jagħti aktar importanza lill-proċess tal-kitba. Fil-fatt żball komuni huwa li l-istudent ma tantx jagħti attenzjoni lill-pjan għax jara li dan għandu żewġ marki biss jew għax aktar ikun moħħu biex jibda jikteb il-kitba twila, forsi għax jibza' li ma jlaħħaqx.

Kummenti ġenerali fuq il-kitbiet

- B'mod ġenerali, l-istudenti li kitbu ittra marru tajjeb.
- Hareġ biċ-ċar kemm l-istudenti qed ibatu fl-istruttura tas-sentenza, fil-grammatika u fl-ortografija. Dan juri kemm l-istudenti ma jaqrawx. Anke l-mod kif jesprimu ruħhom huwa tassew batut.
- Ta' min jiġbed l-attenzjoni għall-għadd kbir ta' żbalji ortografiċi, fosthom tikek neqsin fuq ċerti ittri bħal *ċ*, *ġ*, *ż*; il-konsonanti *ħ* mhux maqtugħa; il-konsonanti *h* mħollija barra bħal, ngħidu aħna fil-kelma *mhux*; pronomi meħmużin miktubin hażin jew meta mhux suppost, ngħidu aħna *narakhom*, *intkom*; *-aw* flok *-għu* fit-tarf ta' kliem bħal *nergaw*, *nitilaw*; iż-żieda għalxejn tal-vokali tal-lehen bħal *aħna inkunu*; u għadd ta' żbalji fil-puntegġjatura.
- Kienu diversi l-istudenti li hallew barra dettalji importanti f'ittra bħalma huma l-indirizz (li ngħatalhom), id-data, it-tislima u t-tislija.
- Ġie nnutat in-nuqqas ta' ideat li juri li għadd ta' studenti ma jesponux ruħhom għal ċertu realtajiet u neqsin mill-qari.
- Ġie nnutat ukoll in-nuqqas ta' użu tajjeb ta' paragrafi u tqassim tal-kitba.
- Kien hemm min mar barra mis-sugġett fl-ewwel titlu fejn kien hemm min kiteb dwar min isewwi l-ambulanzi tal-animali jew inkella dwar il-professjoni ta' veterinarju.
- Irid jingħad ukoll li kien hemm studenti li mhux biss żammew mas-sugġett imma kitbu b'ċertu hila u dan juri kemm huma fil-fatt jaqraw u li qed jitharrġu sew kemm mill-edukaturi u kemm mill-ġenituri
- Jidher biċ-ċar li hafna studenti tgħallmu lista ta' idjomi u espressjonijiet u li dawn riedu jdeffsuhom akkost ta' kollox fir-rakkont tagħhom anke jekk mhux fil-kuntest.

- It-ton użat f'ċerti ittri ma kienx wieħed li jhajar imma xi minn daqqiet kien bħal qisu jobbliga lil dak li jkun sabiex jieħu sehem bilfors minflok li jagħtih l-ispazju biex jieħu sehem b'mod edukat u jekk jista'.

Il-markaturi, li huma wkoll għalliema, jishqu li għandu jsir enfasi dwar difetti fil-kitba bħal, ngħidu aħna, nuqqas ta' qbil bejn is-sugġett u l-verb; nuqqas ta' kongunzjonijiet/konnetturi u l-għarfien tal-użu tagħhom; u nuqqas ta' rabta bejn sentenza u oħra. Għandu wkoll isir enfasi dwar il-grammatika u s-sintassi. Hu importanti li l-istudenti jaqraw sew l-istruzzjonijiet tal-bidu halli jifhmu x'inhom mistenni minnhom. Jekk il-kitba tirrigwarda stedina, din trid tohroġ ċara fil-kitba. L-istudenti jridu wkoll jaqraw halli jkollhom ideat fuq hafna sugġetti. L-ideat iridu jiffukaw sew fuq is-sugġett u jkun tajjeb jekk l-istudent kull tant hin jerga' jaqra l-istruzzjonijiet halli jara għadux iżomm mas-sugġett.

Fl-aħħar nett, l-għalliema għandhom jgħinu kemm jifilħu biex l-istudenti jtejbu l-kitba tagħhom sa ma jilħqu l-eċċellenza. Dawn jaf ikunu l-kittieba ta' għada!

4.2 English

A: General comments about the Benchmark papers

Due to the pandemic restrictions, the English assessment of Speaking, forming part of the End of Primary Benchmark 2021, could not take place. Thus, the 2021 assessment consisted of three components, one each for Listening, Reading and Writing. The Listening and Reading Components assessed the candidates' receptive skills, and the Writing Component assessed their productive skills. The Specification Grid focused on these three language modes as they are reflected in the objectives and standards set by the primary English Syllabus (2006). The weightings of marks were distributed as follows: the Listening Component was allotted 20% of the global mark while the Reading and Writing Components each carried 30% of the marks. The 20% weighting allotted to Speaking was retained and candidates were awarded full marks for this component which could not be assessed due to the pandemic.

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 in order to present candidates with well-graded items. In the planning and design phase, the board selected genres from the list specified in the End of Primary Benchmark Guidelines 2021. Furthermore, the listening and reading texts were edited and aligned with the competence level of Year six students. Great care was taken to ensure that texts were free of promotional material as well as gender and racial bias.

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

B: Comments regarding the candidates' performance

This section defines the items set, focusing on the candidates' performance and the different levels of attainment in the three Benchmark components assessed this year.

B1: The Speaking Component

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

This component was not assessed due to pandemic restrictions. Candidates were awarded full marks.

B2: The Listening Comprehension Component

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

Markers deemed the input of the listening assessment suitable and authentic. The recorded 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 dialogue between two teachers as they discussed the Fun Day their school was organising in May. Two exercises were set on this first task.

Exercise 1 - True or False

This exercise was made up of four statements and candidates had to show whether each statement was True or False by ticking the correct box. The four items were set at a medium level of difficulty. The fact that the No Information Given (NIG) option was removed, reduced the level of difficulty in this exercise.

Most candidates performed very well in this exercise, scoring full marks. However, some candidates got confused in questions c and d. They must have picked up the phrase *professional photographer* and wrongly assumed that such a photographer was hired for the event. Since the teacher was mentioned, they could have erroneously linked this to question d. This shows that candidates need to be more focussed and trained to listen attentively for detail.

Exercise 2 – Four pictures

Candidates were presented with eight pictures and they had to tick four pictures depicting activities which the teachers were planning for *Fun Day*. 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 four correct activities.

Listening Task 2

Candidates had to listen to a news item on *Global News* about a young person's surprising find and complete three exercises.

Exercise 1- Fill in the blanks

In this exercise candidates had to listen for specific information in order to fill in four blanks with the correct number. Most candidates did very well in this exercise. However, some candidates referred to the diameter of the *largest dinosaur egg* (20 cm) and not to the *diameter of the 11 eggs found by Zang* (9 cm). A few other candidates filled in the blanks with a word from the text rather than a number. Numbers were accepted both as digits and in word form.

Exercise 2 – Underline the correct answer.

Candidates had to underline the correct option from three given possibilities in a multiple-choice task. Markers noted that the task was valid and fairly graded, with four questions set 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. However, a few found questions c and d, which assessed understanding of prepositions and other words related to place, rather challenging. The most frequent wrong choice was *at* in question c, since some

students did not grasp the meaning of the phrase *in the vicinity*. Adverbs of frequency also posed a difficulty as in question b not all students could relate *often* to *frequently* and chose *sometimes* instead.

Exercise 3 - True or False

This exercise was made up of four statements and candidates had to show whether each statement was True or False by ticking the correct box. The four items were set at a medium level of difficulty. The fact that the No Information Given (NIG) option was removed reduced the level of difficulty in this exercise.

Most candidates performed well in this exercise, although some found questions a and d quite challenging. In the case of question d, this could be because some candidates might not have understood the word *intact* in the text and therefore they marked d as False.

B3: The Reading Comprehension Component

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

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

The text of the first reading comprehension, a page from a brochure, advertised a visit to *Oakland Woods*, a place where one can join various organised trails in the woods. The text of the second reading comprehension was an adapted extract from *The Lion, the Witch and the Wardrobe* by C.S. Lewis. The layout of the texts included relevant illustrations and information organised in paragraphs and/or sections. The reading texts were presented separately so candidates could place them next to the corresponding questions in the writing booklet, thus making it easier for the candidates to follow and answer the set items.

The focus of the assessment was on understanding the set texts. Language inaccuracies in constructed responses were not penalised. However, 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 partially succeeded in answering the items correctly.

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

Reading Comprehension 1

The candidates had to read a page from a brochure and answer questions on it. In the first exercise, candidates had to look up information in the text in order to underline the correct word or phrase,

while in the second exercise candidates had to tick a number of statements as True or False. Lastly, in the third exercise, candidates had to tick the six activities one can do at *Oakland Woods*.

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

Exercise 1 – Underline the correct word or phrase

In this exercise, four items were set at a low level of difficulty and two were set at a medium level. No particular difficulty was noted by markers in this exercise, where most candidates scored full marks. However, a few encountered difficulties in questions c and d and wrongly selected *hide* and *suggested* respectively. The word *inhabit* in the text proved to be rather challenging for some students who chose *sleep* instead of *live* in question c.

Exercise 2 – True or False

The six statements in this True or False exercise were set at a medium to high level of difficulty. As in the Listening component described above, the No Information Given (NIG) option was removed from this True/False exercise, marginally reducing the level of difficulty.

Most candidates answered the items correctly, but a number failed to get full marks because some questions involved using inferencing skills. Question 2c, for instance, was incorrectly ticked as *True* by some candidates, because they did not infer that *take any rubbish with you* implies you are not to throw your rubbish in bins at *Oakland Woods*.

Exercise 3 – Tick the six activities

Candidates were presented with ten phrases describing activities and they had to tick the six which one can do at *Oakland Woods*. This exercise was set at a medium level of difficulty. It assessed the candidates' ability to listen for specific information.

The majority of candidates selected the six correct activities. Nonetheless, markers noted that some candidates incorrectly ticked *climb trees* rather than *ask for information* and some others chose *feed the squirrels* or *pat rabbits* rather than *ride a zip line*.

Reading Comprehension 2

Section 1

Candidates had to read the narrative text and respond to a range of comprehension questions by following the written instructions. These included locating specific information from the text and understanding key words and phrases; selecting the correct synonym from given options or from the text; answering multiple-choice items; and establishing through detailed reading of the text whether a number of statements are True or False.

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.

The majority of candidates answered Question 1 correctly. This question tested their ability to infer since the text mentioned that *the moon had come out* which clearly indicated that the narrative was taking place *at night*.

Question 2 a and b assessed candidates' ability to follow the instructions given, locate specific information and understand vocabulary. In Question 2a, a number of candidates lost the mark because their quoted phrase had more than three words. Candidates fared much better in Question 2b where they had to quote the word 'wonder', although a few incorrectly changed the form of the verb and wrote 'wondered'.

Candidates did mostly well in Question 3, where they had to tick the statements as True or False. However, a few did not relate *a rough sort of path* to *bumpy* and marked b as false. Overall, statements c and d seemed to be the difficult ones for those students who did not get full marks in this question. In Questions 4a and 4b candidates had to select the correct synonym for a word in the text from given options. Candidates fared very well in 4b. However, in 4a some candidates found the word *glaring* challenging and some opted for *dim* or *dark*. In Question 5 candidates had to tick the three correct sentences about the description of the journey in the text, from a selection of six. Markers noted that in the majority of scripts 5a and 5e were rightly marked as correct. Some candidates encountered difficulties in marking 5c, even though in the text it was clear that the characters walked through a valley.

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 were asked to deduce meaning from context, select the correct synonym or antonym from given options or from the text, 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.

In Question 6 candidates had to look for evidence from the text which shows that Lucy was feeling tired. Although most candidates showed an understanding of the targeted phrasal verb *was nodding off*, a few lost the mark because they wrote *nodded*, which has a completely different meaning. The most common mistake in this question was that *Lucy was carrying a heavy bag which was getting heavier*, which referred to Section 1 of the text.

In Question 7 candidates had to select the correct word in a multiple-choice question which tested comprehension and vocabulary. Markers reported that there were numerous incorrect answers in this question. In 7a it was evident that some candidates did not relate *misty* to *foggy* and opted for *dry* instead. Candidates who got statement 7b wrong, usually chose *completely* instead of *barely*.

Question 8 assessed understanding of meaning and vocabulary. Some candidates ignored the instructions and wrote down more than one word. Others incorrectly quoted *stooped* instead of *crawled*.

In Question 9 candidates had to tick the statements as True or False. Candidates performed mostly well in this question, although a few incorrectly marked 9d as correct.

Question 10 was a high ability question where candidates were assessed on whether they understood the meaning of the phrase *rather snug* in the text and if they could relate it to *they were all a bundle of clothes*. They also needed to understand the linking phrase *and what with that* to identify the second reason - *being warmed up by their long walk*. Only a few candidates submitted the two valid reasons. A number of candidates did not specify why the children were feeling warm. A considerable number gave literal answers such as *the children were a bundle of clothes* and that the floor of the cave was not smooth. Some repeated the word *snug* in their answer. Few candidates identified the second reason – the fact that the children were warmed up after their long walk.

In Question 11 candidates were asked to find the opposite of *sweet* in the text. Most fared well and identified *bitter* but a few wrote *sour* which is not included in the text. A few other incorrect answers were *splutter* and *stung*. Candidates who wrote a phrase instead of a word, such as *bitter syrup* lost the half mark allotted to this question.

In Question 12 candidates had to tick the two correct answers from a selection of six. Most candidates identified the two correct answers. The incorrect answers which some of the candidates ticked were 12a, 12b and 12f. The majority of candidates correctly ticked 12e.

Questions on the two sections

Candidates had to refer to both Section 1 and Section 2 to answer questions 13 and 14. These items were set at a medium to high level of difficulty.

Question 13 was a sequencing task, in which candidates had to put a set of sentences in the correct order to show how Lucy felt throughout the journey. The first sentence (1) was worked out. Candidates had to continue writing the correct sequence number (from 2 – 5) 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, read with understanding, read for specific detail, understand key words, follow main ideas, deduce meaning from context, and infer from context. Many candidates did not perform well in Question 13. The majority only managed a sequence of two statements, scoring half the marks. Markers noted that the most common mistakes involved mixing up two of either 2, 3 or 4.

The last question, Question 14, assessed candidates' understanding of audience, as well as the genre/type of writing the text pertains to. The majority correctly identified the genre as fantasy, however, most could not give a valid reason for their answer. Some simply said that it was due to the scenery or the fact that it was an interesting story or that they like fantasy stories. Some candidates wrote that it was neither horror nor science-fiction, yet they could not give a valid reason to support their statement. A number of candidates mistakenly wrote that this was a horror story and then either quoted a reason directly from the film adaptation or referred to the initial darkness in the cave. This indicates that many candidates cannot differ between the genre of fantasy and horror stories.

Candidates are more inclined to lift information directly from the text and they encounter difficulties when it comes to inference. Paraphrasing is rarely used. Explaining in one's own words is still very challenging for candidates as can be seen from Question 14, where many managed to identify the genre in a multiple-choice question but could not explain their choice in their own words.

B4: The Writing Component

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

The first writing task was a short informal email of thanks, between 50 and 60 words long, which carried 10 marks. The second writing task, which required planning and writing an article for the school website, with a word count ranging between 140 and 200 words, carried 20 marks.

Two different content areas were set for Task 1 and Task 2 and 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 2021. 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 short informal email of thanks. It required candidates to use language showing their appreciation and giving reasons for this. Candidates were assessed on their ability to communicate ideas in a coherent and cohesive way, and to write fluently and accurately to convey meaning and to write relevantly and briefly.

Markers noted that a relatively high number of candidates understood the instructions and were able to meet most of the set requirements.

The first option – Rob writing an email to aunt Pat to thank her for the great time they had on a picnic on Sunday, including what Rob enjoyed most and why s/he liked aunt Pat's company so much - was chosen by the majority of candidates.

Most candidates were able to thank their aunt and indicate what they had enjoyed most during the picnic. A few candidates did not understand the meaning of *her company*, even though the context should have helped them grasp the meaning, while some others never referred to the picnic in their writing.

The most common issues were related to the format and structure of an informal email. A number of candidates did not include a greeting and a closing phrase, and presented their writing as one paragraph. Some others included an appropriate greeting but continued writing on the same line. Similarly, there were candidates who wrote the closing phrase in one line rather than skipping a line before writing down the sender's name. The most common erroneous closing phrase started with *from*. A number of candidates showed a lack of appropriate punctuation, especially capital letters, commas and full stops. There was also evidence of a lack of planning, manifested by disjointed ideas and a lack of cohesion. Some candidates showed a limited grasp of grammar, struggling especially with their use of verb tenses. Present perfect tenses were hardly used. Instead, candidates mistakenly resorted to the past simple such as, *we didn't meet in ages*. L1 interference was also noted, such as: *I'm writing to you to thank you* or *we went to picnic/for picnic*. Some candidates ignored the prescribed word length, many of whom exceeding 70 words.

Fewer candidates, chose the second option – Chris writing an email to his/her friend Matt to thank him for the great time they had helping on Matt’s farm on Saturday, including what Chris enjoyed most and why s/he liked Matt’s company so much. Although some candidates showed more familiarity with vocabulary associated with farm animals, some others’ reference to farm activities were rather vague. Markers noted the same issues with informal email format and structure, punctuation, grammar and L1 interference, such as *in your farm you have many cute animals*.

Task 2 – Write between 140 and 200 words

In the second writing task, candidates were presented with clear rubrics depicting two realistic and suitable situations, which involved writing an article for the school website. The first option was an article about ways one can lead a healthier lifestyle. The second was an article about ways in which one’s school can promote a love for animals. Each option included prompts in bullet form as suggestions.

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

The first option was the more popular choice, probably due to the fact that most candidates tried to adapt, to varying degrees of success, an activity or discussion that had been held in class about healthy living. However, although most candidates referred to the given prompts, there was a tendency to focus mostly on healthy eating.

Most of the candidates who opted for the second option did not write an article that was relevant to the title. Instead, they wrote about a *Bring your pets to school activity*, which had already taken place or was being planned by the school. Others wrote an essay about why we should love animals and did not write about *ways in which the school can promote a love for animals*.

Candidates who obtained high marks demonstrated their ability to use correct article writing format. They included a title, organised their writing in paragraphs introduced by a topic sentence, 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 a few 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.

The weaker candidates did not observe the article format, with many writing a chunk of text which did not address the requested purpose and audience. Some others resorted to writing a narrative. A number of candidates failed to add a title to their article when the rubric specified in bold: *Remember to write a suitable title and organise your ideas into paragraphs*. A number of weak candidates struggled with text organisation, showing uncertainty related to paragraph content.

The development of ideas and the use of cohesive devices were often limited. In such instances, candidates hardly made use of linking words to connect their ideas but only used basic conjunctions such as *and* to join sentences. Evidence of unstructured writing included repetition of the same idea throughout with a fleeting reference to a few other ideas, as well as reference to an idea which one returned to at various stages in the text, even when not related to the actual paragraph. Plans for both articles ranged from very detailed and elaborate to a few points. However, few candidates planned their paragraphs and indicated how they intended to organise their ideas accordingly. At sentence level, weak candidates showed evidence of weakness in punctuation, writing sentences that flowed into each other, in a way that fluency and coherence were impaired. Inaccurate sentence structures also reflected grammatical mistakes such as noun-verb disagreement. A number of candidates showed evidence of limited and repetitive vocabulary, as well as L1 interference.

Overall, markers noted the following areas of concern: unorganised planning, especially in relation to paragraph organisation; incoherent and fragmented writing; misuse of tenses, limited vocabulary, failure to follow instructions and incorrect article writing format. Markers also noted that generally there were fewer spelling and punctuation mistakes than in previous years.

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:

- Scaffolding tasks by selecting 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 assimilate new vocabulary and grammatical structures; giving students time and space for language interaction while encouraging them to express opinion and work collaboratively.
- Giving students more opportunities to listen to authentic texts with a purpose (e.g. for gist, for a sequence, for detail) and showing them 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.
- Introducing students to vocabulary, including word collocations and expressions, as well as synonyms and antonyms, within meaningful contexts; modelling learning strategies such as identifying semantic and content clues to help guess and predict meaning; using a dictionary to check meaning, spelling and to classify words. Helping students to identify the key words in questions and rubrics and emphasizing the importance of following instructions.
- Discussing the writer's selection of words and sentence types and engaging students in tasks that require them to find, classify and mark information in a text or diagram (e.g. underlining parts of the text that have a particular meaning or contain particular information, and matching questions to parts of text). Engaging them in reconstructing the text (e.g. by filling in missing words, phrases or sentences or by sequencing jumbled parts of a text);

encouraging students to avoid lifting parts of the text without giving due consideration to meaning when constructing their written response.

- Demonstrating how readers use what they know about language and the world to interact with what they are reading and enhance their understanding; exploring a variety of texts effectively by extending students' level of understanding through lower-order and higher-order questioning techniques while supporting students in decoding meaning, understanding subtleties of language and inferencing.
- Eliciting a set of success criteria for writing and encouraging students to refer to these criteria when revising their writing. Checking writing for cohesion would require thinking about how meaning is carried forward from one sentence to the next. This entails exploring the use of linking words (e.g. so, since, although) and the range of cohesive devices that refer to ideas from one part of a text to another (e.g. referring-pronouns, synonyms or word repetition).
- Showing students how to write clearly and concisely when writing for specific purposes within a limited range of words. Short writing tasks demand only the relevant points, using the most effective words, and presented in the appropriate features of the genre.
- Guiding students to develop ideas in the planning stage and organise them into coherent paragraphs throughout longer pieces of writing, paying special attention to introductions and conclusions.
- Creating discussions and using questioning and prompting techniques about different exemplar text types to help students analyse the features of the different genres. By modifying texts through shared writing activities, students gradually learn to write their own versions of the text and discuss with peers the innovations they made. It is important to engage students in learning grammar and vocabulary through these meaningful contexts so that they will be able to write more accurately.
- Using feedback from teacher's assessment as well as students' self-/peer-assessment to help students reflect on their writing, increase highlighted strengths, talk about any difficulties they are encountering and make decisions on ways they can further improve their writing.

4.3 Mathematics

A: General comments about the Benchmark papers

In the 2021 Mathematics End of Primary Benchmark, mathematical knowledge, application, and reasoning were assessed through a Mental Paper and a Written Paper.

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

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

The Revised Primary Mathematics Syllabus views problem solving as the connection between the four strands outlined above. Hence, problem solving was given its due importance in the questions set and the Written Paper gave credit to those candidates who were able to reason mathematically. Credit was also given to those candidates who were able to solve non-routine problems (within the parameters of the syllabus), most of which were related to everyday contexts. In fact, 33% of the total marks were allocated for application of knowledge and understanding in a variety of relatively complex routine and nonroutine situations across all strands.

Questions in both the Mental and the Written Papers also assessed understanding of mathematical vocabulary which plays an integral role in understanding Mathematics. In both papers the candidates had the opportunity to answer questions by applying any strategies, methods or procedures with which they felt most comfortable. Through the use of 'Show 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. For the first time four marks (two marks in Question 15 and two marks in Question 16) were awarded for the process (method marks).

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

The marks were distributed as follows:

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

The Benchmark Board for Mathematics was composed of representatives from the University of Malta, state and non-state schools and the Directorate for Learning and Assessment Programmes. The board members used a specification grid when setting the Mathematics Paper in order to ensure both content and face validity. Through the use of a specification grid, the board sought to ensure that the test items, as a whole, are constructed in such a way that provides a representative sampling of a range of syllabus outcomes and that allows demonstration of performance across all levels in the performance scale. The candidates were therefore presented with a graded Mathematics paper with questions that catered for a wide range of abilities. In preparation, each question was mapped against syllabus outcomes, mainly those at Year 6 level. The marks were distributed as follows:

Can recall and apply knowledge related to the number system, numerical calculations, and algebra in basic routine situations.	30%
Can recall and apply knowledge related to the measurement in basic routine situations.	50%
Can recall and apply knowledge related to shapes and space in basic routine situations.	15%
Can recall and apply knowledge related to data handling in basic routine situations.	5%
	100%

In order to make the questions more accessible to candidates, the choice of pictures and diagrams in questions was given due consideration during the planning and designing phase of both papers, as were the use of the words and the construction of sentences and questions. The questions were drafted, edited, vetted, and only finalised after a rigorous process. The examiners preferred the use of simple and unambiguous language in the wording of questions so that candidates understand clearly what they are expected to do. Questions and parts of questions were sequenced in order of difficulty and allowed the candidates to demonstrate what they know, understand, and can do. Furthermore, examiners were careful to present a selection of questions which 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.

It was also noted that many candidates showed their working on the Mental Paper. This may raise the discussion as to what extent the Mental Paper is assessing mental mathematics skills in the best manner.

Overall, the candidates did quite well in this component, with the greatest challenge encountered in Questions **18**, **19** and **20**.

In **Question 2** the candidates were asked to write about the number of lines of symmetry in a rectangle. A common error was 4 lines of symmetry instead of 2.

In **Question 3** some candidates marked 10 g as the best estimate for the mass of an orange instead of 100 g.

A common error noted in **Question 9** was writing 93 as the next number in the sequence, other than 103. The rule was adding 20 every time.

In **Question 11** candidates were asked to write the four factors of twenty-one. The most common mistake was writing multiples instead of factors. Some other candidates were not able to write all the four factors correctly, and wrote only one, two or three correct factors.

In **Question 15** the candidates were asked to indicate the direction Sara was facing after a clockwise turn of one and a half right angles, starting from a North direction. Most common mistakes were confusing clockwise with anticlockwise. It was also noted that some candidates wrote East South (ES) instead of South East (SE).

In **Question 19** candidates had to write the amount of tenths there are in two wholes and a half. Many students found it very hard to change from a mixed number to an improper fraction, and then to an equivalent fraction with a denominator of ten. It was also noted that a common answer was 5 tenths. A number of candidates converted the fraction into a decimal and wrote 2.5. Then in the answer box these candidates wrote 5 as the answer, as 5 was the digit in the tenths place.

In **Question 20** many candidates encountered difficulty in working out the size of the angle when the clock hands are pointing at two different numbers on a clock face. A common wrong answer noted was 225° .

C. The Written Paper

In **Question 1** most candidates performed well. A common mistake noted by the markers was in **Question 1d** (14 given as an answer instead of 104).

In **Question 2a** the greatest challenge for many candidates was not encountered in converting 14:30 to half past 2 / 2:30, but in drawing the hands on the analogue clock face to show this time. The most common mistakes noted were the positioning of the hour hand (as many placed the hour hand directly on 2), and the length of the hands (some students did not distinguish between the two hands). In **Question 2b** the most common mistake noted was converting 149 minutes to 1 hour and 49 minutes, and a few converted 149 minutes to 1 hour 29 minutes.

Many incorrect answers were noted in **Question 3**. Most candidates showed no working to support their choices, so markers could not understand clearly what the main misconceptions were. A few markers noted that some candidates failed to answer correctly because they could not use the symbols '<' and '>' well. Other markers noted the following common errors:

- $\frac{7}{10} \text{ m} = 700 \text{ cm}$ ($\frac{7}{10} \text{ m} = 0.7 \text{ m} = 700 \text{ cm}$)
- $6.3 \text{ l} + 0.05 \text{ l} = 6.8 \text{ l}$

Question 4a posed no difficulty to most of the candidates who were able to read the length of a pencil in centimetres. However, **Question 4b** was rather challenging for many candidates. The task of the candidates was still to read the length of a pencil, however in this diagram the pencil was not placed on the 0 cm mark on the ruler. Even though many candidates did read both measurements correctly (7.9 cm and 2.4 cm), they were not able to figure out what to do with the measurements. Some candidates added the two measurements. Some other candidates who did the subtraction to calculate the length of the pencil, made mistakes when writing the answer e.g. 5cm 50 mm or 5 cm 55 mm. The markers noted that many candidates did not show any working, and from those who did only a few used the diagram as a working area.

Most candidates got **Question 5** correct, all or in part. A few common mistakes noted in **Question 5a and 5b** shows lack of knowledge regarding the Directions. Some candidates switched East with West and a few wrote South East (SE) as East South (ES). A few candidates left **Question 5c** out. They might not have noted it was a question. Most candidates were able to indicate that the angle in **Question 5d** was acute. Only a few students chose ‘an obtuse angle’ as the correct answer, and fewer opted for ‘a right angle’.

The majority of the candidates who worked out **Question 6ai and aii** could tell that it is the teaspoon which has a capacity of 5 millilitres when full, but many were not able to indicate that it is the bucket that has a capacity of 10 litres when full (as many opted for the bathtub). In **Question 6aiii**, most common mistake noted was equating the capacity of the bathtub to that of 5 buckets. However, many candidates were then able to solve **Question 6b** correctly.

Most candidates performed well in **Question 7** which was about shapes. The few common mistakes noted were in **Question 7aiii** because some candidates mistook the net of a cube for the net of a cuboid. Also, only a few students were not able to identify the isosceles triangle in **Question 7b**. Markers commented that some of the candidates got **Question 7b** wrong because they did not measure the sides of each of the three triangles given.

Question 8 was about data handling. It had two distinct parts. The first part, Question 8a, focused on Carroll Diagrams. Most candidates were able to indicate that the missing label ★ represented ‘even numbers’ or ‘multiples of 2’. Many candidates were also able to indicate that the missing label ◆ represented ‘not factors of 30’ and a few others noted that it represented ‘square numbers’. There were some other students who were not able to tell correctly what the missing label ◆ represented. **Question 8b** proved to be a challenging question for different reasons. Some candidates encountered difficulty in reading tally marks correctly. Yet, the most common mistake was noted in the calculation of the mean because many candidates divided the total number of pets by 8, instead of by 7.

In **Question 9a candidates** were asked to convert four different masses to grams. Several candidates struggled with the conversions. Some examples of common errors are the following: 4 $\frac{3}{4}$ kg written as 4250 g; 5 kg 20 g written as 5200 g and 5.05 kg written as 5005 g. Many candidates got Question 9b incorrect, with many opting for Christina as the participant with the closest estimate. The markers commented that it was evident that many candidates did not test / check the other estimates, but they rested on the fact that at first glance Christina’s estimate seemed to be the closest.

Most candidates obtained full marks in **Question 10a**, thus were able to work out the perimeter of a rectangle in a correct manner. A few candidates added only L + B, to work out the perimeter, and a few others worked out the area instead. In **Question 10b**, candidates were asked to identify the rectangle (which was a classroom floor) with the largest area, and to show working to explain their

decision. One common error noted in this part was candidates confusing perimeter and area, for example comparing the area of one classroom with the perimeter of another classroom. Another common mistake was using the perimeter of both classrooms to check which of the two classrooms had the largest area. A few candidates made a mistake when multiplying sides to find the area and some candidates chose the room with the larger area, just because one of the rooms seemed bigger according to them.

Question 11 was described as a good question by the markers. In **Question 11a** candidates were asked to write four fractions in ascending order. All the fractions had different denominators. Many candidates succeeded to order these fractions correctly. The most common error noted in this part was that some candidates decided that $\frac{3}{4}$ is smaller than $\frac{1}{2}$. Some candidates used percentages to compare the fractions. However, the markers noted that there was a substantial number of candidates who did not show any working. **Question 11b** proved to be the most challenging. The markers noted that the candidates who divided the diagram in tenths, were more likely to perform well in this question.

Question 12 focused on sequences and patterns. Understanding a pattern, identifying the rule and extending the pattern were all important processes in this question. **Question 12a** was accessible to many candidates. **Questions 12b** and **12c** were more challenging. Candidates who got this question correct, used the drawing strategy to work out **Question 12b** and working in a list or table to work out **Question 12c**. Some candidates used arithmetic computations in the last part of the question. The markers noted that a key component to solving this question correctly was the ability to organise working in an orderly manner.

Candidates performed quite well in **Questions 13a and 13b**. A common error noted in **Question 13b** was when candidates multiplied 250 g by 50 to calculate the amount of flour needed to make 50 buns. This was not correct because 250 g of flour is the amount needed to make 10 buns. In **Question 13c** the most common error noted was related to the conversion of the units and not to the operation chosen. Some candidates disregarded the units completely. The following were common errors: $10,000 \div 25$, or $100 \div 25$. **Question 13d** was intended to assess candidates' understanding and ability to use a calendar, but it turned out to be rather challenging for a number of candidates. The markers have noted that many candidates did not show working and that some others misread the calendar they prepared by choosing an incorrect day.

Question 14ai was accessible to majority of the candidates. This was a routine task which many performed well in. However, in **Questions 14aii and 14b** several candidates encountered difficulties. From their working it was evident that many do not read the question well and do not pay attention to the keywords to understand better what they are being asked for. The markers have noted that the candidates who opted for pictorial representations such as use of the bar model, were less prone to making mistakes.

Question 15a did not pose much challenge to many candidates. Candidates either multiplied the cost of one bag of cookies by 7, or resorted to repeated addition. Some errors related to the multiplication or addition were noticed, but it was evident that candidates understood this part of the question and were able to identify a way to solve it. **Question 15b** was accessible to many candidates too. However common errors were noted. For example, some candidates did not write the value of the coin (writing 2, but not stating whether it is a €2 or 2c), and others used Euro coins that do not exist (such as using a 25 c or a €3 coin). Some other candidates did not count up exactly to €7.65. **Question 15c** was the most challenging. This question required clear and organised thinking to be solved. While some candidates understood it well and solved it with a simple division ($\div 2$), some others came up with complicated calculations and got lost along the way, and

some did not understand the question well. The latter mainly ignored the fact that the cost of 1 fruit kebab was equal to that of 3 pizza slices.

Question 16a was solved correctly by the candidates who applied the knowledge that the area of a right-angled triangle is half of the area of a rectangle (composed of two identical right-angled triangles). However, several candidates ignored this and either divided 45 by 10, multiplied 45 by 10 or even divided 45 by 5. **Question 16b** was a challenging non-routine question which required a lot of attention. Even though the size of each square was given information, several candidates did not consider that the area of each square was 4 cm^2 , and assumed it was 1 cm^2 . Another instruction which was at times disregarded was about the number of sides to be added to the incomplete shape. Markers also noted that a number of candidates did not show working in this question.

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

It was also noted that due to the fact that a number of Learning Outcomes from the Year 6 Syllabus were not tested, as per adapted syllabus for scholastic year 2020 – 2021, the spread of marks was less wide across topics than usual. Just to mention one significant example, more marks than usual were allocated to learning outcomes related to Fractions. This may have impacted the overall performance in the End of Primary Mathematics Benchmark.

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

C: Implications for Teaching and Learning

Drawing on the candidates' performance in the 2021 Mathematics End of Primary Benchmark, it is recommended that the reflections below are taken into consideration.

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

Mathematical tasks (or problems/stories/challenges) assigned in class should vary from routine to non-routine ones. Some tasks should require the students to make 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. The ability to organise and present one's mathematical thinking in writing is a skill which needs to be learned, and learning is a process.

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

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

Exploring mathematical concepts in greater depth means that students need:

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

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 necessary linear. A student can start/be working at an abstract level and then go back to the concrete or to the pictorial stage to support or to extend his/her own learning.

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. Educators are encouraged to visit MLounge. MLounge is a local Primary Maths Webinars' Network accessible through <https://primarymaths.skola.edu.mt/m-lounge/>.

Professional Development opportunities which go beyond the primary curriculum or which are not directly related to Mathematics, may also be beneficial for 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/> and <https://teleskola.mt/>. Through these links one can access recorded lessons for all learning outcomes in the Primary Mathematics Syllabus, Mathematics Lesson Plans, Quizzes, WebQuests, Maths Trails, Problem Solving Tasks and Low Floor High Ceiling Tasks and other exciting resources and learning opportunities.

5. Item Analysis

This section presents the results of the procedure conducted for the item analysis. This item analysis aims to check whether the different items functioned as intended in the Benchmark 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.

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 2021. The analysis is based on the all the Benchmark scripts of Maltese, English and Mathematics.

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

The facility and discrimination indices for the Maltese and English listening and reading components are shown in Tables 9 and 11. Since the writing components are subjective, item analysis is inappropriate. Table 13 below presents the results of the same analysis carried out for the Mathematics mental and written papers.

Tables 10, 12 and 14 below indicate the accessibility of the different questions per subject to the candidates in 2021 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2021.

Table 9: II-Malti – List of Questions and their Median, Facility and Discrimination Indices

Question Number	Mark allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
II-Fehim mis-Smigh					
Silta 1 – Tahrig A	5	3	2.98	60%	0.31
Silta 1 – Tahrig B	5	3	3.28	66%	0.56
Silta 2 – Tahrig A	5	3	2.88	58%	0.51
Silta 2 – Tahrig B	5	3	2.49	50%	0.13
Fehim mill-Qari					
Silta 1 – Tahrig A	2	2	1.56	78%	0.60
Silta 1 – Tahrig B	2	2	1.75	87%	0.56
Silta 1 – Tahrig Ċ	5	5	3.87	77%	0.64
Silta 1 – Tahrig D	1	1	0.73	73%	0.54
Silta 2 – Tahrig A	8	5	4.60	57%	0.31
Silta 2 – Tahrig B	8	5	4.60	58%	0.48
Silta 2 – Tahrig Ċ	4	2	1.95	49%	0.53
Kitba					
Djalogu	10	6	5.79	-	-
Ittra Informali - Pjan	2	2	1.48	-	-
Ittra Informali	18	9	8.98	-	-

Table 10: 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)	0
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	5
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	1
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	0
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	0
Total	11

The above values in Table 10 show that students found questions rather easy. Yet, these questions differentiated well between different ability students. The results above also reveal that the Maltese paper had a high percentage of 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 9 reveals that the students fared averagely in the writing tasks. The writing tasks given seemed to be rather challenging for the students, even though they did well when planning their long writing task.

Table 11: English – List of Questions and their Median, Facility and Discrimination Indices

Question Number	Mark Allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
Listening Comprehension					
Task 1: Question 1	4	3	3.05	76%	0.40
Task 1: Question 2	4	4	3.72	93%	0.48
Task 2: Question 1	4	4	3.53	88%	0.60
Task 2: Question 2	4	3	2.85	71%	0.47
Task 2: Question 3	4	3	3.02	76%	0.37
Reading Comprehensions					
Reading Comprehension 1					
Question 1	2	2	1.92	96%	0.51
Question 2	3	3	2.65	88%	0.55
Question 3	3	3	2.82	94%	0.53
Reading Comprehension 2					
Question 1	1	1	0.88	88%	0.42
Question 2	2	2	1.54	77%	0.63
Question 3	2	2	1.71	85%	0.54
Question 4	1	3	0.93	93%	0.42
Question 5	3	2	2.27	76%	0.40
Question 6	1	1	0.70	70%	0.51
Question 7	1	1	0.89	89%	0.35
Question 8	1	1	0.69	69%	0.53
Question 9	2	2	1.52	76%	0.44
Question 10	2	1	0.69	35%	0.29
Question 11	1	1	0.72	72%	0.64
Question 12	2	2	1.67	84%	0.54
Question 13	2	1	1.07	54%	0.43
Question 14	2	0	0.67	34%	0.45
Writing					
Task 1	10	6	5.54	-	-
Task 2 – Plan	2	2	1.70	-	-
Task 2 – Write-up	18	11	10.57	-	-

Table 12: Levels of Difficulty and Discrimination (English)

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	1
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	0
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	1
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	19
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)	1
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	0
Total	22

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

Table 11 indicates that the students performed well in the paper with students attaining the maximum mark as the median mark in 14 questions. This means that more than 50% of the students answering the question obtaining the maximum mark allotted to the question.

The English writing tasks questions set also proved to be appropriate for the students' level with students scoring above average marks in both the short and long tasks.

Table 13: Mathematics: List of Questions and their Median, Facility and Discrimination Indices

Question Number	Mark Allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
Mental Paper					
1	1	1	0.87	87%	0.54
2	1	1	0.74	74%	0.51
3	1	1	0.78	78%	0.37
4	1	1	0.95	95%	0.36
5	1	1	0.91	91%	0.47
6	1	1	0.74	74%	0.63
7	1	1	0.97	97%	0.26
8	1	1	0.88	88%	0.38
9	1	1	0.93	93%	0.38
10	1	1	0.79	79%	0.63
11	1	1	0.61	61%	0.65
12	1	1	0.70	70%	0.64
13	1	1	0.72	72%	0.69
14	1	1	0.84	84%	0.46
15	1	1	0.77	77%	0.59
16	1	1	0.82	82%	0.60
17	1	1	0.68	68%	0.65
18	1	1	0.64	64%	0.68
19	1	0	0.25	25%	0.40
20	1	0	0.20	20%	0.48
Written Paper					
1	4	4	3.41	85%	0.61
2	4	4	3.21	80%	0.64
3	4	2	2.32	58%	0.51
4	4	2	2.26	57%	0.53
5	5	4	3.82	76%	0.55
6	5	4	3.50	70%	0.33
7	5	5	4.20	84%	0.49
8	5	3	2.99	60%	0.51
9	5	3	3.02	60%	0.46
10	5	5	3.56	71%	0.61
11	5	3	2.70	54%	0.50
12	5	3	2.66	53%	0.38
13	6	3	2.92	49%	0.36
14	6	2	2.45	41%	0.34
15	6	4	3.72	62%	0.47
16	6	1	1.96	33%	0.44

Table 14: Levels of Difficulty and Discrimination (Mathematics)

	No. of Items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	5
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	3
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	3
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	24
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)	1
Total	36

The above values show that students found many of the Mathematics questions relatively easy and that these questions did differentiate well between students of different abilities. Three questions were found to be difficult but still discriminated among different abilities. Only one question in the assessment tool did not differentiate between students of different abilities.

Table 13 shows that students found most difficult Question 16 in the Written paper with 50% of the students scoring only 1 mark in this question. In the Mental paper, Questions 19 and 20 were on the difficult side, with more than 50% of the students not scoring any marks in these two questions.

6. Conclusion

The End of Primary Benchmark 2021 Report provides information directly related to the teaching and learning processes in schools. The rationale for the Benchmark is to inform the learners as well as their teachers and parents and other stakeholders about performance in the different skills at the end of the Primary cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the underlying principle of the Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

Feedback on the content of this report as well as recommendations for improvement are welcome and may be submitted to the Educational Assessment Unit at benchmark@ilearn.edu.mt. Any requested clarifications may also be addressed to the same unit.

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

APPENDICES

List of Appendices

Appendix 1	Letter Circular DLAP 241/2020 Expression of Intent to Participate in the End of Primary Benchmark 2021 Application Form – Expression of Intent to Participate in the End of Primary Benchmark 2021	66
Appendix 2	Letter Circular DLAP 257/2020 End of Primary Benchmark 2021 Provision of Access Arrangements and Exemptions The Online e-Information Handbook with e-templates and application forms	69
Appendix 3	Letter Circular DLAP 006/2021 Timetable and Guidelines for the End of Primary Benchmark 2021 (First Session)	92
Appendix 4	Letter Circular DLAP 047/2021 Procedure and Timeframe for Benchmark Assessment 2021 Results	117
Appendix 5	Letter Circular DLAP 113/2021 End of the Primary Benchmark 2021 (Second Session) – Call for Applications and Timetable Application Form	121
Appendix 6	Letter Circular DLAP 117/2021 Amended Timetable for the End of Primary Benchmark 2021 (First Session)	131
Appendix 7	Letter Circular DLAP 109/2021 Markers for the End of Primary Benchmark 2021	136
Appendix 8	Letter Circular DLAP 124/2021 Virtual School students doing the Benchmark and the Primary Schools' Annual Examinations June 2021 online	141
Appendix 9	End of Primary Benchmark Report Template 2020 – 2021	146
Appendix 10	Qualitative Feedback (Levels of Outcomes) for the three Benchmark subjects	154
Appendix 11	Specimen of Statistical Information sent to Schools regarding the End of Primary Benchmark 2021	158
Appendix 12	Memo 06/2021 (Educational Assessment Unit Memorandum) Returning the End of Primary Benchmark 2021 Scripts	160

APPENDIX 1



MINISTRY FOR EDUCATION AND EMPLOYMENT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

LETTER CIRCULAR

Date: 28th October 2020 **Ref:** DLAP 241/2020
To: All Heads of Non-State Primary Schools
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: Expression of Intent to Participate in the End of Primary Benchmark 2021

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 2021.

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

Kindly fill in the online form by Monday 16th November 2020.

The link to the online form is [Benchmark 2021: Participation of Intent Form](#).

Thank you for your cooperation.

Directorate for Learning and Assessment Programmes



MINISTERU GHALL-EDUKAZZJONI U X-XOGHOL
ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGHLIM U ASSESSJAR

ĊIRKULARI

Data: 28 ta' Ottubru 2020 **Ref:** DLAP 241/2020
Lill-: Kapijiet tal-Iskejjel Primarji tal-Knisja u Indipendenti
Minghand: Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Tagħlim
Suġġett: Espressjoni tal-Intenzjoni ta' Parteċipazzjoni fil-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2021

Il-Kapijiet tal-Iskejjel Primarji mis-setturi mhux statali huma ġentilment mitluba jesprimu l-intenzjoni tagħhom rigward il-parteċipazzjoni tal-iskola tagħhom fil-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2021.

Eventwalment dawk l-iskejjel li ser jieħdu sehem fil-Benċmark 2021 se jintalbu jirreġistraw **l-istudenti kollha tas-Sitt Sena**. L-eżenzjonijiet minn dawn l-eżamijiet ikunu permessi biss għal dawk l-istudenti li għandhom rapport professjonali li jesiġi dan.

Il-formola onlajn jeħtieġ li timtela sa nhar it-Tnejn 16 ta' Novembru 2020.

Dan huwa l-link tal-formola onlajn: [Benchmark 2021: Participation of Intent Form](#).

Grazzi tal-kooperazzjoni.

Id-Direttorat għall-Programmi ta' Tagħlim u Assessjar

APPENDIX 2



MINISTRY FOR EDUCATION AND EMPLOYMENT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

LETTER CIRCULAR

Date: 19th November 2020 **Ref:** DLAP 257/2020
To: All Heads of College Network and Heads of Primary Schools (State and Non-State)
From: Louis Scerri – Assistant Director
Subject: End of Primary Benchmark 2021 – Provision of Access Arrangements and Exemptions

In preparation for the End of Primary Benchmark 2021 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_2021_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, cc: julie.attard@ilearn.edu.mt) by Friday 18th December 2020. 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.

Directorate for Learning and Assessment Programmes



MINISTERU GHALL-EDUKAZZJONI U X-XOGHOL
ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGHLIM U ASSESSJAR

ĊIRKULARI

Data: 19 ta' Novembru 2020 **Ref:** DLAP 257/2020
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Minghand: Louis Scerri – Assistent Direttur
Suġġett: Il-Benċmark 2021 – L-Għoti ta' Arranġamenti t'Aċċess u Eżenzjonijiet

Bi tnejn għall-Benċmark ta' Tmiem il-Primarja 2021, l-iskejjel jistgħu japplikaw għall-għoti ta' arranġamenti t'aċċess lil dawg l-istudenti li għandhom bżonn dan is-servizz u lil dawg l-istudenti li jistgħu jiġu eżentati minn xi komponent/i tal-Benċmark. Il-proċess preżenti għandu l-għan li jassigura li l-arranġamenti t'aċċess u l-eżenzjonijiet ikunu meqjusa bħala parti integrali mill-proċess tat-tagħlim.

L-iskejjel jistgħu japplikaw għal dawn l-arranġamenti addizzjonali:

- Qarrej għall-Matematika u/jew Multiplication Tables
- Qarrej Elettroniku għall-Fehim mill-Qari fil-Malti u/jew fl-Ingliż
- Skriba għall-Kitba fil-Malti u/jew fl-Ingliż
- Tipa kbira għal studenti neqsin mill-vista
- Komunikatur għal studenti neqsin mis-smiġħ

Jekk jogħġbok, irreferi għall-e-handbook (aċċessibbli mill-foġġa t'hawn taħt) sabiex timxi mal-proċedura korretta meta tapplika għal dan l-għoti ta' arranġamenti addizzjonali u eżenzjonijiet:

http://curriculum.gov.mt/en/Benchmark/General-information/Documents/bm_2021_acc_arrang_exemptions_handbook.pdf

L-applikazzjonijiet kollha u l-e-templates mimlijin kif suppost iridu jintbagħtu lit-Taqsima tal-Assessjar Edukattiv (benchmark@ilearn.edu.mt, cc: julie.attard@ilearn.edu.mt) sal-Ġimgħa 18 ta' Diċembru 2020. Għal iktar tagħrif, jekk jogħġbok ikkuntattja lis-Sa Carmen Muscat (Uffiċjal Edukattiv) fuq 25982186.

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

Grazzi tal-kooperazzjoni.

Id-Direttorat għall-Programmi ta' Tagħlim u Assessjar

The online Information e-Handbook on
Registration Procedures for
Access Arrangements and Exemptions
for the End of Primary Benchmark 2021

Educational Assessment Unit

End of Primary Benchmark 2021

Procedures
for
Access Arrangements and Exemptions

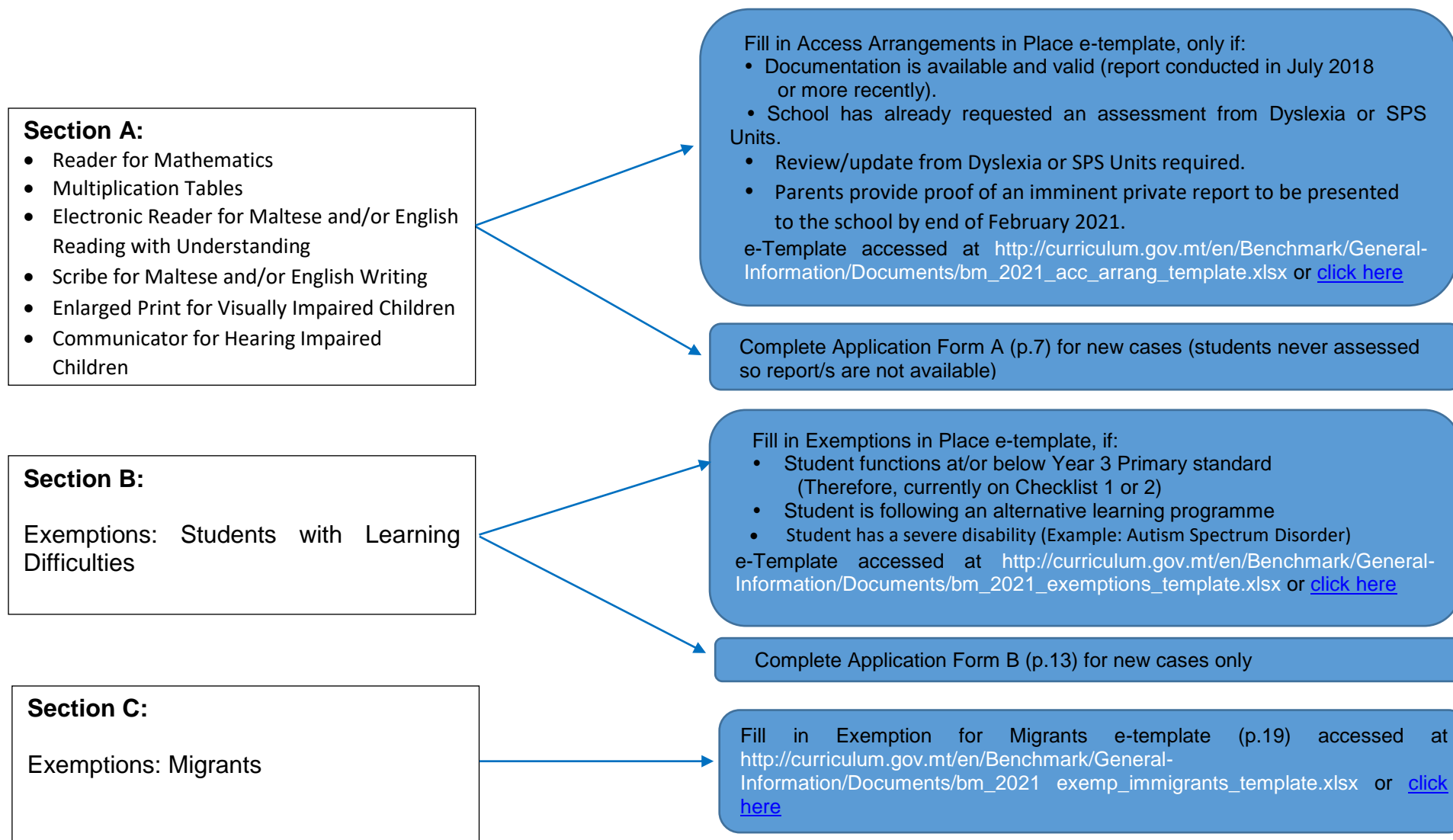
Contents

	Page
Rationale	3
Map of Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2021	4
Section A: Requests for <ul style="list-style-type: none"> • Reader for Mathematics • Multiplication Tables • Electronic Reader for Maltese and/or English Reading with Understanding • Scribe for Maltese and/or English Writing • Enlarged Print for Visually Impaired Children • Communicator for Hearing Impaired Children 	5
Application Form A	7
Section B: Exemptions (Students with Learning Difficulties)	12
Application Form B	13
Section C: Exemptions (Migrants)	19

Rationale

This procedural handbook gives an overview of application to the provision of Access Arrangements and Exemptions for End of Primary Benchmark 2021 assessments. These provisions are meant to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process and not provided solely for summative assessments, 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 2021



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_2021_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 2018) 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 2018 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 December 2020 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 February 2021.

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 2021 – Access Arrangements e-Template** to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Friday 18th December 2020**.

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 18th December 2020** 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.

EDUCATIONAL ASSESSMENT UNIT

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

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

Examination for which application is made: End of Primary Benchmark 2021

Examining Authority	Session	Level
Educational Assessment Unit	May/June 2021	Year 6

Please refer to the guidelines before filling in this application form.

Please fill this application in Blue Ink.

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

ID Card No.

Date of birth Male Female [Tick ✓ as applicable]

Address.....

Date of admission into Primary schooling in Malta/Gozo

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

REQUEST FOR:

[Tick ✓ as applicable]

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

REASON FOR REQUEST:

DECLARATION (to be signed by the Head of School)

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

AND

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

Name (Head of School)
(in block letters)

Signature Date

School Stamp

For office use only

Remarks _____

STATEMENT OF CONSENT

I hereby give my consent to the Department for Curriculum, 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)

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

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Dipartiment għall-Kurrikulu, Tagħlim tul il-Ħajja u Impjegabilità, biex jipproċessa u jzomm taht il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

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

Jiena naf li, jekk nagħmel talba bil-miktub, għandi d-dritt li nkun naf x'informazzjoni qiegħed iżomm id-Dipartiment għall-Kurrikulu, 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)

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

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

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

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

Id-Dipartiment għal Kurrikulum, 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 handwritten writing tasks 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_2021_exemptions_template.xlsx and email it, with subject title: **BM 2021 – Exemption (Learning Difficulties) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Friday 18th December 2020**.

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.

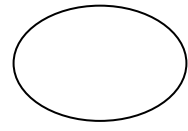
All new cases for exemptions, duly entered on Application Form B, should be addressed to:

**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 18th December 2020**. **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.

DCLE/01/01/20



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 2021

Examining Authority	Session	Level
Educational Assessment Unit	May/June 2021	Year 6

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

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

ID Card No.

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

Address

Date of admission into Primary Schooling in Malta/Gozo

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

REASON FOR EXEMPTION – Learning Difficulties

[Tick ✓ as applicable]

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

- Other reasons. (Please specify).

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

Maltese

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

English

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

Mathematics

- MENTAL (Aural)
- WRITTEN

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

For office use only
Remarks

STATEMENT OF CONSENT

I hereby give my consent to the Department for Curriculum, 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)

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

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

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

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-ħarsien tiegħu l-informazzjoni personali u sensittiva 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 sensittiva.
- 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)

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

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

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

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

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 (Migrants)

1. Heads of School are to complete the Exemptions (Migrants) e-Template, accessed at https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2021_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 2021 – Exemption (Migrants) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Friday 18th December 2020**.
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 3



MINISTRY FOR EDUCATION AND EMPLOYMENT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

LETTER CIRCULAR

Date: 15 January 2021 **Ref:** DLAP 006/2021
To: All Heads of College Network and Heads of Primary (State and Non-State)
From: Carmen Muscat, Education Officer (Assessment of Learning)
Subject: Guidelines and Timetable for the End of Primary Benchmark 2021 (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 May/June 2021 session.

Thank you for your cooperation.

Sandra Ebejer
Director
Directorate for Learning and Assessment Programmes



MINISTERU GHALL-EDUKAZZJONI U X-XOGHOL
ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGHLIM U ASSESSJAR

ĊIRKULARI

Data: 15 ta' Jannar 2021 **Ref:** DLAP 006/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Minghand: Carmen Muscat – Uffiċjal Edukattiv, Taqsima tal-Assessjar Edukattiv
Suġġett: Linji Gwida u t-Timetable għall-Benċmark 2021 (L-Ewwel Sessjoni)

L-ewwel sessjoni tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2021 ser tinzamm skont it-timetable mehmuża. **Il-Kapijiet tal-Iskejjel huma mitluba li jghaddu din t-timetable lill-ghalliema u lill-ġenituri kkonċernati kollha.**

Sabiex jiġi żgurat li l-proċess tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja jimxi bla xkiel, il-Kapijiet tal-Iskejjel għandhom jieħdu nota tal-Linji Gwida mehmuża li ġew aġġornati għas-sessjoni ta' Mejju/Ġunju 2021.

Grazzi tal-kooperazzjoni tagħkom.

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

Benchmark Assessment Guidelines

June 2021

1. The Head of School is the Head of Centre and is fully responsible for the smooth running of the End of Primary Benchmark in his/her school.
2. On specific days prior and during the Benchmark assessments, schools will be receiving the relevant examination papers 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 of the test, 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. The paper used will be cream in colour and the font will be Andika size 13 version 1.004. It can be downloaded from:

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

6. The Speaking component will not be taking place this year due to Covid-19 mitigation measures. Students will be awarded full marks.
7. The Benchmark Assessment sessions will take place as follows:

Monday 24 May 2021	—	Mathematics Mental Mathematics Written
Tuesday 25 May 2021	—	Maltese Writing Maltese Listening Comprehension Maltese Reading Comprehension
Wednesday 26 May 2021	—	English Writing English Listening Comprehension English Reading Comprehension

8. During the End of Primary Benchmark sessions, teachers are to ensure that students write in **blue** or **black** ink while work can be crossed out in pencil. **Pens with erasable ink, correcting fluid and correcting rolls are not allowed.**
9. Before each Benchmark session, teachers are to instruct students to check their scripts to ensure that they have all the pages and that no pages are unprinted.

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. a broken arm) the **Amanuensis** needs to be provided by the school.
- Enlarged prints** and other special examination requirements will be provided as per Letter Circular DLAP 257/2020.
- Hearing-impaired candidates may be assigned a **Communicator** (provided by the Students' Services Section).as per Letter Circular DLAP 257/2020.
- 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 257/2020).

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.

- In the Maltese and English Writing components, a **Scribe** (to transcribe illegible words) may be provided as per Letter Circular DLAP 257/2020. 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 257/2020. This Reader, if needed, will have to be provided by the school.
- Reading pens are allowed as long as the student has used it as part of his/her learning process in Year 6. The permitted examination reading pen should not have any in-built dictionary or thesaurus, or data storage facility. The EAU Reading Pens in Examination Policy needs to be adhered. Check following link for policy:

https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/reading_pens_policy.pdf

11. EXEMPTIONS

All children are expected to sit the assessments. However, children who fulfil specific criteria may be exempted from all or parts of the End of Primary Benchmark as per Letter Circular DLAP 257/2020.

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 / Smiġħ	20%	30 minutes
Speaking / Tahdit	20%	<i>Not applicable this year</i>
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 or False; underline, circle, or tick the correct answer; match; complete grids with information; and label pictures or simple diagrams.*

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

Students will be asked to:

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

Students will be allowed some time to check their answers.

Speaking (20%)

Not applicable in Benchmark 2021 due to Covid-19 mitigation measures

Reading (30%)

The reading component will comprise two parts:

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

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

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

Students will be asked to answer a range of comprehension questions requiring them to *write words or numbers in gaps; underline, circle, or tick the correct answer; match; mark a statement as True or False, complete a grid; and construct a response.* Knowledge about language may also be assessed. For the constructed response questions, answers need not be in full, but they need to show comprehension.

Writing (30%)

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

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

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

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

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

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

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

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

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

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 2021 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 in Year 6 Annual Continuous assessment and the performance in the Benchmark, (at least a 35% performance discrepancy). Such request for a review must be received by the Educational Assessment Unit within **five working days** after the school receives the result.

Summary of Changes introduced in the End of Primary Benchmark 2021

- The **Speaking components** in Maltese and English will not be taking place due to Covid-19 mitigation measures. Students will be awarded full marks in these components.
- The option 'No Information Given' will no longer feature in the **Listening** and in the **Reading components**. Therefore, if such a task features in the paper, students will be asked to state whether a statement is True or False.
- In the **Mathematics paper**, the six marks awarded for Questions 15 and 16 will now be awarded as follows: four marks for a completely correct answer and two marks for the working shown. This change will also be

Gwida għall-Benċmark ta' Tmiem il-Primarja

Ġunju 2021

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-Smigh 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 jehtieġu 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-aħhar tas-sessjoni, il-karti tal-eżami għandhom jitqiegħdu fl-enveloppi **skont il-Lista tal-Attenzenza. Il-karti tal-eżami kollha, kemm dawk li ntuzaw u dawk li ma ntuzawx, għandhom jitpoġġew lura fl-envelopp ix-xieraq u wara jiġi ssiġillat.**
4. L-iskejjel jirċievu l-materjal tal-Benċmark minn persuna awtorizzata. Fl-aħhar ta' kull sessjoni, personal tal-iskola għandhom ikunu lesti sabiex jgħaddu l-enveloppi bil-karti tal-eżamijiet maħduma, inkluż l-envelopp bil-karti ż-żejda, lis-sewwieq awtorizzat li jiġi jiġborhom.
5. 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
6. Il-komponent tat-Taħdit din is-sena mhux se jsir minhabba il-Covid. L-istudenti se jingħataw il-marki kollha għal dan il-komponent.

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

It-Tnejn 24 ta' Mejju 2021	–	Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika
It-Tlieta 25 ta' Mejju 2021	–	Il-Karta Miktuba tal-Malti Il-Fehim mis-Smigh bil-Malti Il-Fehim mill-Qari bil-Malti
L-Erbgħa 26 ta' Mejju 2021	–	Il-Karta Miktuba tal-Ingliz Il-Fehim mis-Smigh bl-Ingliz Il-Fehim mill-Qari bl-Ingliz

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 titħassar, 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 **l-Hin Żejjed**. Dan ifisser li l-Hin 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 257/2020 .
- Studenti li jbatu mis-smigh jistgħu jingħataw **Komunikatur** skont iċ-Ċirkulari DLAP 257/2020. 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-Ingliz). 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 257/2020).

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 ipproġettat fuq skrin u jinxtegħel waqt li qed jinqara. Il-kulur tal-isfond għat-test li jkun qed jidher fuq l-iskrin huwa kulur il-krema.

- Fil-komponenti tal-Kitba fil-Malti u fl-Ingliż, jista' jkun ipprovdut **Skriba** (biex jikteb il-kliem li ma jintgħarafx) skont iċ-ċirkulari DLAP 257/2020. 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 257/2020. Jekk ikun hemm hteġa ta' Qarrej, dan għandu jingħata mill-iskola.
- *Reading pens* huma permissibbli waqt il-Benċmark. Dawn jistgħu jintużaw jekk l-istudent ikun diġà għamel użu minnhom waqt il-proċess tat-tagħlim tiegħu matul is-Sitt Sena. Ir-*Reading pens* li huma permissibbli m'għandhomx ikollhom fihom id-dizzjunarju jew it-teżawru, jew xi faċilità oħra ta' hażna tad-data. Il-politika dwar l-Użu tar-Reading Pens waqt l-Eżamijiet maħruġa mit-Taqsima tal-Assessjar Edukattiv għandha tiġi osservata. Għal aktar tagħrif dwar din il-politika, iċċekkja l-holqa t'hawn taħt:

https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/reading_pens_policy.pdf

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 257/2020.

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 shiħ u n-numru tal-indiċi tal-kandidat/a għandhom jinkitbu fil-parti ta' fuq tal-paġna ta' quddiem. Il-karta tal-eżami għandha tiddaħħal fl-envelopp mal-karti tal-eżami l-oħra skont in-Numri tal-Indiċi.

12. IS-SILLABI TAL-EŻAMIJIET

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

<http://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

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

L-INGLIŻ u L-MALTI

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

Il-komponent	Il-piż	Il-hin tal-eżami
Is-Smigh / Listening	20%	30 minuta
It-Taħdit / Speaking	20%	<i>Ma tapplikax din is-sena</i>
Il-Qari / Reading	30%	50 minuta
Il-Kitba / Writing	30%	60 minuta

Is-Smigh (20%)

Jingħataw **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 frazi jew sentenza hijiex Veru jew Falz; jaqtgħu linja taħt; jagħmlu ċirku madwar jew jimmarkaw it-twegiba t-tajba; iqabblu; ikomplu jimlew tabelli b'informazzjoni; jagħtu tikketta lil stampi jew tpingija sempliċi.*

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

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

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

It-Taħdit (20%)

Ma tapplikax għal Benċmark 2021 minhabba l-miżuri ta' mitigazzjoni kontra l-Covid-19.

II-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 messagġi.*
L-istudenti jintalbu jaħdmu eżerċizzji minn dawn: *jimlew il-vojt bi kliem jew numri, jaqtgħu linja taħt it-tajba, jagħmlu ċirku madwar, jimmarkaw it-twegiba t-tajba, iqabblu, ikomplu jimlew tabelli b'informazzjoni, u jagħtu tikketta lil stampa jew tpingija sempliċi.*
- It-tieni parti tkun test, fittizju jew fattwali, ta' madwar 500 kelma. It-test jinqasam f'partijiet, b'mistoqsijiet fuq kull parti. Ikun hemm ukoll mistoqsijiet fuq it-test sħiħ.

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

II-Kitba (30%)

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

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

L-istudenti jagħzlu wieħed minn żewġ titli ta' kitba twila. Dawn it-tnejn ikunu tal-istess ġeneru (ngħidu aħna, djalogu qasir) iżda jittrattaw temi differenti (bħal, ngħidu aħna, djalogu dwar harġa 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 jagħżlu minn żewġ eżerċizzji ta' kitba tal-istess ġeneru iżda li jittrattaw temi differenti. L-istudenti jintalbu jagħmlu pjan għall-kitba tagħhom. L-eżerċizzju ta' thejjiġa għall-kitba (il-pjan) jippermetti lill-istudenti jużaw il-firxa ta' strateġiji disponibbli għalihom biex jippjanaw ix-xogħol. L-eżerċizzju ta' thejjiġa għall-kitba jkollu 2 marki minn total ta' 20 marka tal-eżerċizzju tal-kitba t-twila.

Tagħrif ieħor dwar it-thejjiġa 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' thejjiġa (*Practice Question*) li ma tiswiex marki. L-għan tagħha huwa li l-istudenti jiffokaw fuq il-lehen tal-kelliem u jsiru familjari mat-test. Jingħata hin apposta għal din il-mistoqsija.

Fil-Karta Miktuba l-kandidati qegħdin jingħataw l-ispazju mehtieg biex juru xogħolhom (*working*). Il-kandidati huma mhegġa jużaw l-ispazju pprovdut għal xogħolhom.

Il-Karta Mentali (20%)

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

Il-waqfiet bejn mistoqsija u oħra biex jitwiegħbu l-mistoqsijiet waħda waħda f'kull taqsima jkunu kif ġej:

l-ewwel 5 mistoqsijiet ... waqfa ta' 5 sekondi wara kull mistoqsija

l-10 mistoqsijiet ta' wara ... waqfa ta' 10 sekondi wara kull mistoqsija

l-aħħar 5 mistoqsijiet ... waqfa ta' 20 sekonda wara kull mistoqsija

L-istudenti ma jkunux penalizzati u lanqas ma jingħataw marki żejda jekk jiktbu xi noti u juru x-xogħol tagħhom fuq il-Karta Mentali.

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 hiliet bażiċi sempliċi. It-tmien mistoqsijiet ta' wara fihom total ta' 40 marka u jeżaminaw il-hiliet Matematiċi tal-istudenti fl-erba' oqsma tas-sillabu. L-aħħar erba' mistoqsijiet fihom total ta' 24 marka. Għall-mistoqsijiet numri 15 u 16, se jingħataw 2 marki għal kull mistoqsija, meta l-istudenti juru l-working tagħhom. Dan il-working jista' jkun anke tpingija.

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

13. L-IRRITORNAR TAL-KARTI TAL-EŻAMI

Kampjun tal-karti tal-eżami maħduma se jinżamm mit-Taqsima tal-Assessjar Edukattiv għall-arkivjar u għal skopijiet ta' riċerka. Il-kumpliment jintbagħtu lura fl-iskejjel f'Ottubru 2021 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 fl-assessjar Annwali kontinwu tas-Sitt Sena u l-marka tiegħu/tagħha fil-Benċmark (ikun hemm tal-inqas diskrepanza ta' 35% fil-marki). Din it-talba għar-reviżjoni tal-karti għandha 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 2021

- Il-Komponenti tat-Taħdit fil-Malti u l-Ingliz mhumiex se jsiru din is-sena minhabba l-miżuri ta' mitigazzjoni kontra l-Covid-19. L-istudenti se jingħataw il-marki kollha f'dawn il-komponenti.
- Fil-komponenti tal-Fehim mis-Smigh u mill-Qari se titneħħa l-għażla fejn l-istudenti jistgħu jimmarkaw bhala twegiba 'Ma ssemmietx'. Għalhekk jekk l-istudenti jkollhom dawn l-eżerċizzi jridu jagħzlu jekk s-sentenza hijiex Veru jew Falz.
- Fil-karta tal-Matematika, is-sitt marki għall-mistoqsijiet numru 15 u 16 se jitqassmu hekk: erba' marki għal twegiba kompletament tajba u żewġ marki għall-working. Din il-bidla se tiġi riflessa wkoll fl-Iskema tal-Marki.

END OF PRIMARY BENCHMARK 2021 – TIMETABLE (First Session)				
<i>Monday 24 May</i>	<i>Tuesday 25 May</i>	<i>Wednesday 26 May</i>	<i>Thursday 27 May</i>	<i>Friday 28 May</i>
8.45 – 9.00	School Day	8.40 – 9.45	School Day	8.40 – 9.45
(15 minutes) Mathematics <i>Mental Paper</i>		(5 minutes) Read the questions (60 minutes) Maltese Writing		(5 minutes) Read the questions (60 minutes) English Writing
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
(5 minutes) Read the questions (1h 30min) Mathematics <i>Written Paper</i>		(5 minutes) Read the questions (30 minutes) Maltese <i>Listening Comprehension</i>		(5 minutes) Read the questions (30 minutes) English <i>Listening Comprehension</i>
		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
		(5 minutes) Read the questions (50 minutes)* Maltese <i>Reading Comprehension</i>		(5 minutes) Read the questions (50 minutes)* English <i>Reading Comprehension</i>

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

II-BENĊMARK TA' TMIEM IL-PRIMARJA 2021 - L-Orarju (L-Ewwel Sessjoni)

End of Primary Benchmark 2021 – Report

<i>It-Tnejn</i> 24 ta' Mejju	<i>It-Tlieta</i> 25 ta' Mejju	<i>L-Erbgha</i> 26 ta' Mejju	<i>Il-Ħamis</i> 27 ta' Mejju	<i>Il-Ġimgħa</i> 28 ta' Mejju
8.45 – 9.00	Ġurnata tal-Iskola	8.40 – 9.45	Ġurnata tal-Iskola	8.40 – 9.45
(15-il minuta) Il-Matematika Il-Karta Mentali		(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba		(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliš Il-Kitba
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
(5 minuti) Qari tal-mistoqsijiet (Siegħa u nofs) Il-Matematika Il-Karta Miktuba		(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh		(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliš Il-Fehim mis-Smigh
		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
		(5 minuti) Qari tal-mistoqsijiet (50 minuta) * Il-Malti Il-Fehim mill-Qari		(5 minuti) Qari tal-mistoqsijiet (50 minuta) * L-Ingliš Il-Fehim mill-Qari

* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

APPENDIX 4



MINISTRY FOR EDUCATION
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

LETTER CIRCULAR

Date: 15th February 2021 **Ref:** DLAP 047/2021
To: All Heads of College Network and Heads of State Primary and Middle Schools
From: Carmen Muscat – Education Officer, Assessment of Learning
Louis Scerri – Assistant Director
Subject: Procedure and Timeframe for Benchmark Assessment 2021 Results

Heads of Primary and Middle Schools are asked to note the Benchmark assessments process map in the attached document. This lays out the procedure and timeframes of the Benchmark assessments, the Year 6 Science Annual Exam and the inputting of the continuous assessment marks and concludes with these marks being made available to Middle Schools.

The time schedule may be subject to change due to unforeseen circumstances.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



MINISTERU GHALL-EDUKAZZJONI U X-XOGHOL
ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGHLIM U ASSESSJAR

ĊIRKULARI

Data: 15 ta' Frar 2021 **Ref:** DLAP 047/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji u Medji tal-Istat
Minghand: Carmen Muscat – Uffiċjal Edukattiv
Louis Scerri – Assistent Direttur
Suġġett: Proċedura u Terminu ta' Żmien għar-Riżultati tal-Assessjar tal-Benċmark 2021

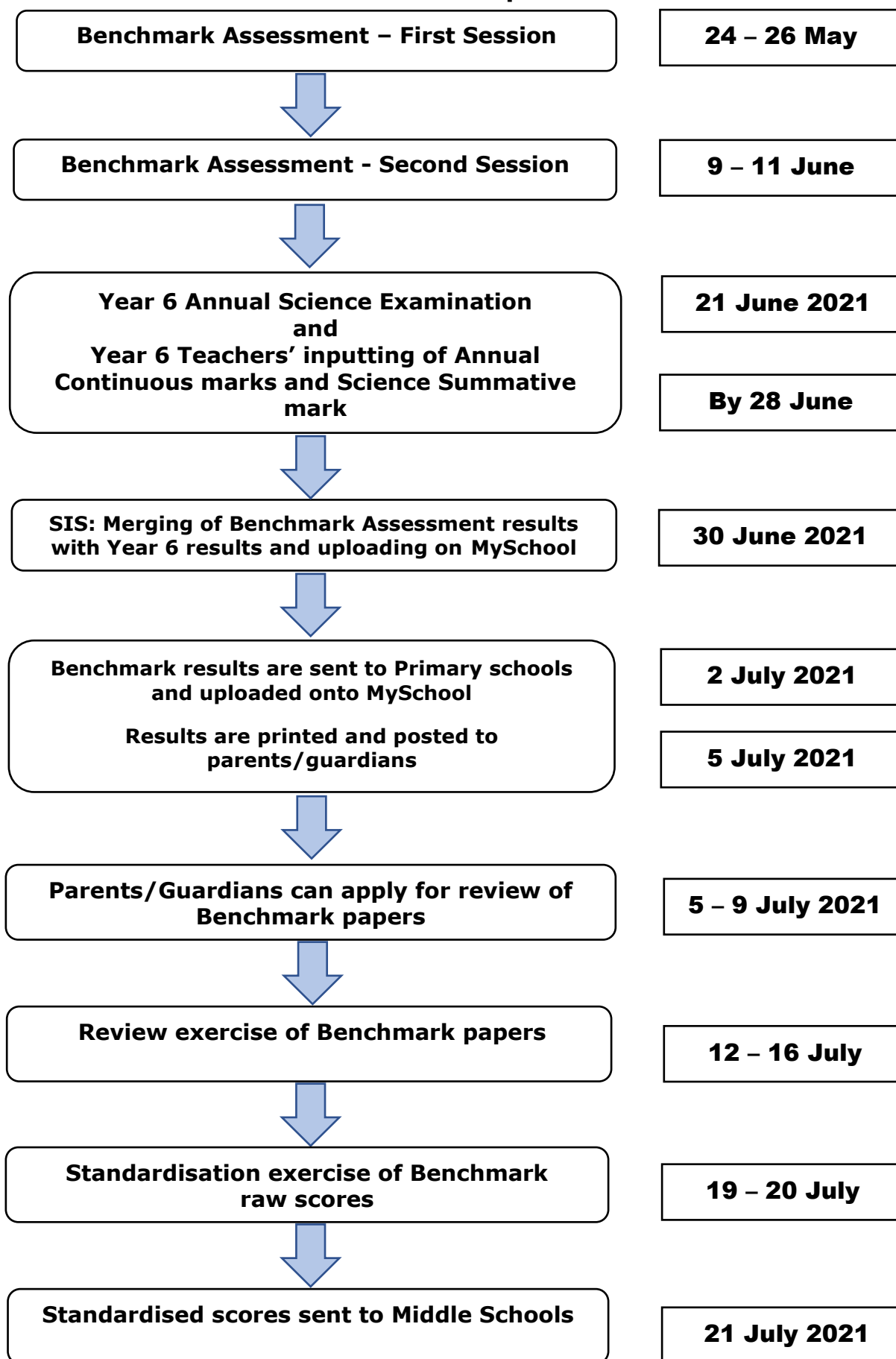
Il-Kapijiet tal-Iskejjel Primarji u Medji għandhom jinnotaw il-mappa tal-proċess tal-assessjar tal-Benċmark fid-dokument mehmuż. Din turi l-proċedura u t-terminu ta' żmien tal-assessjar tal-Benċmark, tal-eżami annwali tax-Xjenza għas-Sitt Sena u tad-dhul tal-marki tal-assessjar kontinwu u tagħlaq meta dawn il-marki jintbagħtu lill-Iskejjel Medji.

L-iskeda ta' żmien tista' tinbidel minħabba ċirkustanzi imprevisti.

Grazzi tal-kooperazzjoni.

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

Procedure & Schedule for Benchmark Assessment - 2021 Process Map



APPENDIX 5



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION
DIRECTORATE FOR LEARNING AND ASSESSMENT
PROGRAMMES

LETTER CIRCULAR

Date: 26th April 2021 **Ref:** DLAP 113/2021
To: All Heads of College Network and Heads of Primary Schools (State and Non-State)
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: End of Primary Benchmark June 2021 (2nd Session) – Call for Applications and Timetable

1. The second session of the End of Primary Benchmark is going to be held in the afternoon between **9 and 11 June 2021**. 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, 26 April 2021** from the Educational Assessment Unit, 32 Joseph Abela Scolaro Street, Hamrun (located within the grounds of the ex-Maria Assumpta Girls' Secondary School) or from the Education Office, Victoria, Gozo. The application form may also be downloaded at www.curriculum.gov.mt. Completed application forms need to be returned to the Educational Assessment Unit, Hamrun (between 8:00 to 16:00hrs) or the Education Office, Victoria, Gozo, by not later than **Friday, 7 May 2021**.

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, 1 June 2021**.

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.

END OF PRIMARY BENCHMARK (Year 6) JUNE 2021 (2nd Session)		
<i>Monday 9 June</i>	<i>Tuesday 10 June</i>	<i>Wednesday 11 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15
(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 <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) 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 <i>15min Break</i>	17.00 – 17.15 <i>15min Break</i>	
17.15 – 18.10	17.15 – 18.10	
(50 minutes)* Maltese Reading Comprehension	(50 minutes)* English Reading Comprehension	

* Students with a Reader will have an additional 30 minutes

- The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi, together with the relative guidelines, may be downloaded from www.curriculum.gov.mt. (Please refer to Letter Circular DLAP 006/2021 for these guidelines.)
- 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, 7 May 2021**.

Thank you for your cooperation.

Sandra Ebejer
Director, Directorate for Learning and Assessment Programmes



ĊIRKULARI

Data: 26 ta' April 2021 **Ref:** DLAP 113/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Tagħlim
Suġġett: Il-Benċmark ta' Tmiem il-Primarja Ġunju 2021 (It-Tieni Sessjoni) – Sejha għall-Applikazzjonijiet u l-Iskeda

1. It-tieni sessjoni tal-Benċmark ta' Tmiem il-Primarja ser tinzamm bejn **id-9 u l-11 ta' Ġunju**, wara nofsinhar. Kandidati f'Malta joqogħdu għal din is-sessjoni fl-Iskola Primarja tal-Furjana (Kulleġġ San Ġorġ Preca) filwaqt li kandidati f'Għawdex ikollhom is-sessjoni tagħhom fl-Uffiċju tal-Edukazzjoni, ir-Rabat, Għawdex.
2. It-tieni sessjoni qed tinzamm għal studenti li jaqgħu taħt waħda minn dawn il-kategoriji:

Kategorija A

Kkandidati li jkunu lestew is-Sitt Sena fi Skola tal-Knisja jew Indipendenti li mhix ħa tkun qed tipparteċipa fl-Ewwel Sessjoni tal-Benċmark ta' Tmiem il-Primarja. Dawn il-kandidati jridu jimlew Formola tal-Applikazzjoni li tista' tingabar minn nhar **it-Tnejn, 26 ta' April 2021** mit-Taqsima tal-Assessjar Edukattiv (32, Triq Joseph Abela Scolaro, il-Ħamrun li jinsab fil-kumplex tal-eks Skola Sekondarja Maria Assumpta) jew mill-Uffiċju tal-Edukazzjoni, ir-Rabat, Għawdex. Il-formola tal-applikazzjoni tista' wkoll titniżżel mis-sit www.curriculum.gov.mt. Wara li jimtlew, l-applikazzjonijiet iridu jittieħdu fit-Taqsima tal-Assessjar Edukattiv, il-Ħamrun (bejn it-8:00am u l-4:00pm) jew fl-Uffiċju tal-Edukazzjoni, ir-Rabat, Għawdex sa mhux aktar tard mill-**Ġimgħa, 7 ta' Mejju 2021**.

Flimkien mal-Formola tal-Applikazzjoni jkun hemm bżonn ukoll ta' ritratt daqs ta' passaport li jrid ikun iffirmit minn persuna ta' awtorità (bħal Kap tal-Iskola jew tabib tal-familja) li tivverifika li r-ritratt verament juri lill-kandidat.

Kategorija B

Kandidati li jkunu lestew is-Sitt Sena fi Skola tal-Istat, tal-Knisja jew Indipendenti li tkun ħadet sehem fl-Ewwel Sessjoni tal-Benċmark imma li, matul l-Ewwel Sessjoni, ma attendewx għal xi wiehed mill-komponenti jew għal komponenti kollha.

Fil-każ ta' kandidati li jaqgħu f'Kategorija B, it-Taqsima tal-Assessjar Edukattiv tkun qed tassumi li studenti li ma attendewx għal xi komponent tal-Ewwel Sessjoni ħa jkunu qegħdin joqogħdu għall-komponenti li tilfu fit-Tieni Sessjoni. **Dawn l-istudenti għalhekk m'għandhomx għalfejn jerġgħu japplikaw.** Madankollu, meta jerġgħu lura l-iskola wara l-Ewwel Sessjoni tal-Benċmark, dawn il-kandidati jridu jagħtu lill-iskola tagħhom ritratt daqs ta' passaport iffirmit minn persuna ta' awtorità (per eżempju l-Kap tal-Iskola). Dan ir-ritratt irid ikun imwaħħal mal-Karta ta' Identità li t-Taqsima tal-Assessjar Edukattiv tippovdi lill-iskejjel. Il-Kapijiet tal-Iskola jridu jaraw li dawn il-karti jkunu mimlija u mibgħuta lit-Taqsima tal-Assessjar Edukattiv sa mhux aktar tard mit-**Tlieta, 1 ta' Ġunju 2021**.

Il-Kapijiet tal-Iskola huma ġentilment mitluba jinfurmaw lill-ġenituri/kustodji tal-kandidati bil-post u l-iskeda kif tidher hawn isfel. Kull eżami jibda fit-3:00pm; għalhekk il-kandidati għandhom ikunu bilqegħda f'pothom sat-2:45pm.

3. Il-komponenti tat-Tieni Sessjoni tal-Benċmark ta' Tmiem il-Primarja ħa jinżamm skont l-iskeda li ġejja. Jekk jogħġbok ara li din l-iskeda tingiebb għall-attenzjoni tal-ġenituri/kustodji konċernati.

IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) ĠUNJU 2021 (It-Tieni Sessjoni)		
<i>It-Tnejn 9 ta' Ġunju</i>	<i>It-Tlieta 10 ta' Ġunju</i>	<i>L-Erbgha 11 ta' Ġunju</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15
(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba	(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliż Il-Kitba	(15-il minuta) Il-Matematika Il-Karta Mentali
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
(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliż Il-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (Siegħa u 30 minuta) Il-Matematika Il-Karta Miktuba
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	
(5 minuti) Qari tal-mistoqsijiet (50 minuta)* Il-Malti Il-Fehim mill-Qari	(50 minuta)* L-Ingliż Il-Fehim mill-Qari	

* Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda

- Is-sillabi tal-Benchmark ta' Tmiem il-Primarja jgħoddu kemm għall-Ewwel kif ukoll għat-Tieni Sessjoni. Dawn is-sillabi, flimkien mal-linji gwida, jistgħu jitniżżlu mis-sit www.curriculum.gov.mt (jekk jogħġbok irreferi għaċ-Ċirkulari DLAP 006/2021 għal dawn il-linji gwida).
- Talbiet għal eżenzjoni minn xi komponent tal-Benchmark ta' Tmiem il-Primarja jew talbiet għall-proviżjoni ta' Arranġamenti ta' Aċċess ikunu kkunsidrati jekk ikollhom magħhom id-dokumentazzjoni rikjesta li kienet ipprezentata għall-Ewwel Sessjoni. Għal aktar informazzjoni jekk jogħġbok ikkuntattja lit-Taqsima tal-Assessjar Edukattiv fuq 2598 2186.

Kandidati li qegħdin japplikaw għat-Tieni Sessjoni bħala kandidati privati (Kategorija A) jistgħu jixtiequ li jkunu kkunsidrati għall-Arranġamenti ta' Aċċess li ġejjin (sakemm ikun ipprezentat rapport minn professjonist li juri l-bżonn tal-Arranġament ta' Aċċess).

- Qarrej għall-karta tal-Matematika (Kitba);
- Assistenza ta' Qarrej għall-karti tal-Fehim mill-Qari tal-Malti u tal-Ingliż;
- Kittieb li jikteb kliem li ma jistax jingħaraf għall-komponenti tal-Kitba tal-Malti u tal-Ingliż;
- Multiplication Tables għall-karta tal-Matematika (Kitba);
- Tipa Kbira (għal studenti neqsin mid-dawl);
- Communicator (għal studenti neqsin mis-smigh).

Dawn il-kandidati għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq 2598 2186 sal-**Ġimgħa, 7 ta' Meju 2021.**

Grazzi tal-kooperazzjoni.

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



**END OF PRIMARY BENCHMARK 2021
APPLICATION FORM FOR THE SECOND SESSION
9 June – 11 June 2021 (3.00pm – 6.10pm)**

Surname: _____

Name: _____ Male/Female: _____

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

Telephone: _____ Mobile: _____

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

Surname and Name of Parent/Guardian: _____

Present School: _____ Year/Grade: _____

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

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

Statement of Consent (in accordance with the Data Protection Act)
I hereby give my consent to the Department 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 Department for Curriculum, Lifelong Learning and Employability collects and processes information to carry out its functions under the Education Act. All data is collected and processed in accordance with the Data Protection Act 2001, the Education Act, other subsidiary legislation and the Privacy Policy of the Department, a copy of which is available on demand.

**PLEASE FILL IN AND RETURN, TOGETHER WITH A PASSPORT-SIZED PHOTO,
TO: EDUCATIONAL ASSESSMENT UNIT, 32 JOSEPH ABELA SCOLARO STREET, HAMRUN
(within the grounds of the ex-Maria Assumpta Girls' Secondary School)**

OR: THE EDUCATION OFFICE, VICTORIA, GOZO

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

Closing Date: 7 May 2021

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 2021

TIMETABLE

END OF PRIMARY BENCHMARK (Year 6) JUNE 2021 (2nd Session)		
<i>Monday 9 June</i>	<i>Tuesday 10 June</i>	<i>Wednesday 11 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15
(5 minutes) Reading the questions (60 minutes) Maltese <i>Writing</i>	(5 minutes) Reading the questions (60 minutes) English <i>Writing</i>	(15 minutes) Mathematics <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) Maltese <i>Listening Comprehension</i>	(5 minutes) Reading the questions (30 minutes) English <i>Listening Comprehension</i>	(5 minutes) Reading the questions (1h 30min) Mathematics <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)* Maltese <i>Reading Comprehension</i>	(50 minutes)* English <i>Reading Comprehension</i>	

* Students with a Reader will have an additional 30 minutes

END OF PRIMARY BENCHMARK 2021

- In Malta, the Second Session of the End of Primary Benchmark will be held at Floriana Primary School. Should the number of applicants exceed the maximum that can be housed at Floriana Primary School a second centre will be used. If this is the case, parents/guardians will be informed in good time. In Gozo, these examinations will be held at the Education Office in Victoria.
- All sessions start at 3.00pm. Candidates have to be seated by 2.45pm.
- Requests for Exemptions from any Benchmark component, or requests for the provision of Access Arrangements, will be considered on the submission of the requested evidence provided for the First Session.
- Private candidates applying for the Second Session as Category A candidates and who may be eligible for Access Arrangements indicated in Letter Circular DLAP 257/2020 are to contact the Educational Assessment Unit on 25982186 by 7 May 2021.
- No calculators will be allowed in Mathematics. A protractor may be required.

IL-BENĊMARK TA' TMIEN L-EDUKAZZJONI PRIMARJA 2021

- F'Malta, il-komponenti kollha tat-Tieni Sessjoni tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja se jsiru fl-Iskola Primarja, il-Furjana. Jekk in-numru ta' applikanti jaqbeż il-massimu li jistgħu joqogħdu fl-Iskola Primarja tal-Furjana jkun hemm il-bżonn li jintuża ċentru ieħor. Jekk jiġri hekk il-ġenituri/kustodji jkunu mgħarrfa b'dan minn kmieni. F'Għawdex l-eżamijiet tal-Benċmark se jsiru fl-Uffiċċju tal-Edukazzjoni, ir-Rabat.
- Is-sessjonijiet kollha jibdew fit-3.00pm. Il-kandidati jridu jkunu f'posthom sat-2.45pm.
- Kull talba għal Eżenzjoni minn xi komponent tal-Benċmark jew għal *Access Arrangements* tiġi kkunsidrata skont l-evidenza li tkun inġhatat fl-Ewwel Sessjoni. Dawk il-kandidati li se japplikaw għat-Tieni Sessjoni bhala kandidati privati (Kategorija A) u li huma eliġibbli għal *Access Arrangements* skont kif indikat fl-Ittra Ċirkulari DLAP 257/2020 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sas-7 ta' Mejju 2021.
- L-użu tal-*calculators* mhux permess waqt il-Matematika iżda wieħed jista' jiġi bżonn l-użu ta' *protractor*.

END OF PRIMARY BENCHMARK (Year 6)
JUNE 2021 (2nd Session)

<i>Monday 9 June</i>	<i>Tuesday 10 June</i>	<i>Wednesday 11 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15
(5 minutes) Reading the questions (60 minutes) Maltese <i>Writing</i>	(5 minutes) Reading the questions (60 minutes) English <i>Writing</i>	(15 minutes) Mathematics <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) Maltese <i>Listening Comprehension</i>	(5 minutes) Reading the questions (30 minutes) English <i>Listening Comprehension</i>	(5 minutes) Reading the questions (1h 30min) Mathematics <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	
(5 minutes) Reading the questions (50 minutes)* Maltese <i>Reading Comprehension</i>	(5 minutes) Reading the questions (50 minutes)* English <i>Reading Comprehension</i>	

* Students with a Reader will have an additional 30 minutes

**IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena)
ĠUNJU 2021 (It-Tieni Sessjoni)**

<i>It-Tnejn 9 ta' Ġunju</i>	<i>It-Tlieta 10 ta' Ġunju</i>	<i>L-Erbgha 11 ta' Ġunju</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15
(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba	(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliš Il-Kitba	(15-il minuta) Il-Matematika Il-Karta Mentali
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
(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliš Il-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (Siegħa u 30 minuta) Il-Matematika Il-Karta Miktuba
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	
(5 minuti) Qari tal-mistoqsijiet (50 minuta)* Il-Malti Il-Fehim mill-Qari	(5 minuti) Qari tal-mistoqsijiet (50 minuta)* L-Ingliš Il-Fehim mill-Qari	

* Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda

APPENDIX 6



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION
DIRECTORATE FOR LEARNING AND ASSESSMENT
PROGRAMMES

LETTER CIRCULAR

Date: 27th April 2021 **Ref:** DLAP 117/2021
To: All Heads of College Network and Heads of Primary Schools (State and Non-State)
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: End of Primary Benchmark 2021 – First Session – Updated timetable

Heads of School are kindly informed that due to the Covid-19 pandemic mitigation measures to have papers quarantined before the exam and then before marking can begin, and to ensure that Middle Schools receive the standardised Benchmark scores in time to conduct the classification exercise, the dates of the First Session of the Benchmark assessment had to be condensed to three consecutive days.

The Benchmark assessment (First Session) will now be administered on 24, 25 and 26 May 2021 as per attached timetable.

Kindly notify the parents/guardians of Year 6 students about this change and that they can download the timetable from the following links:

English version:

https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2021_timetable_ev.pdf

Maltese version:

https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2021_timetable_mv.pdf

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



GVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI
ID-DIRETTORAT GĦALL-PROGRAMMI TA' TAGĦLIM
U ASSESSJAR

ĊIRKULARI

Data: 27 ta' April 2021 **Ref:** DLAP 117/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat, Uffiċjal Edukattiv, Assessjar tat-Tagħlim
Suġġett: Il-Benċmark ta' Tmiem il-Primarja 2021 – L-Ewwel Sessjoni – Orarju emendat

Nixtiequ ngħarrfu lill-Kapijiet tal-Iskejjel li minħabba l-miżura ta' mitigazzjoni tal-pandemija Covid-19 fejn il-karti tal-eżamijiet iridu jinżammu kwarantina qabel l-eżami u mbagħad qabel ma jiġu kkoreġuti, u biex ikun żgurat li l-iskejjel Medji jirċievu l-marki standardizzati tal-Benċmark fi żmien tajjeb ħalli jsir l-eżerċizzju tal-klassifikazzjoni, id-dati tal-Ewwel Sessjoni tal-Benċmark kellhom jinbidlu għal tlett ijiem konsekuttivi.

Għalhekk id-dati l-ġodda tal-Benċmark (l-Ewwel Sessjoni) se jkunu l-24, 25 u 26 ta' Mejju 2021, kif indikat fl-orarju mehmuż.

Jekk jogħġbokom nitolbukom tinfirmaw lill-ġenituri/kustodji tal-istudenti tas-Sitt Sena b'din il-bidla u li l-orarju emendat jista' jitniżżel minn dawn il-ħoloq:

Verżjoni bil-Ingliż:

https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2021_timetable_ev.pdf

Verżjoni bil-Malti:

https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2021_timetable_mv.pdf

Grazzi tal-kooperazzjoni.

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

END OF PRIMARY BENCHMARK 2021 TIMETABLE (First Session)

Amended Timetable

<i>Monday 24 May</i>	<i>Tuesday 25 May</i>	<i>Wednesday 26 May</i>
8.45 – 9.00	8.40 – 9.45	8.40 – 9.45
(15 minutes) Mathematics <i>Mental Paper</i>	(5 minutes) Read the questions (60 minutes) Maltese Writing	(5 minutes) Read the questions (60 minutes) English Writing
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
(5 minutes) Read the questions (1h 30min) Mathematics <i>Written Paper</i>	(5 minutes) Read the questions (30 minutes) Maltese <i>Listening Comprehension</i>	(5 minutes) Read the questions (30 minutes) English <i>Listening Comprehension</i>
	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
	(5 minutes) Read the questions (50 minutes)* Maltese <i>Reading Comprehension</i>	(5 minutes) Read the questions (50 minutes)* English <i>Reading Comprehension</i>

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

**II-BENĊMARK TA' TMIEM IL-PRIMARJA 2021 -
L-Orarju (L-Ewwel Sessjoni)**

Orarju Emendat

<i>It-Tnejn 24 ta' Mejju</i>	<i>It-Tlieta 25 ta' Mejju</i>	<i>L-Erbgħa 26 ta' Mejju</i>
8.45 – 9.00	8.40 – 9.45	8.40 – 9.45
(15-il minuta) II-Matematika II-Karta Mentali	(5 minuti) Qari tal-mistoqsijiet (Siegħa) II-Malti II-Kitba	(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliż II-Kitba
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
(5 minuti) Qari tal-mistoqsijiet (Siegħa u nofs) II-Matematika II-Karta Miktuba	(5 minuti) Qari tal-mistoqsijiet (30 minuta) II-Malti II-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliż II-Fehim mis-Smigh
	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
	(5 minuti) Qari tal-mistoqsijiet (50 minuta) * II-Malti II-Fehim mill-Qari	(5 minuti) Qari tal-mistoqsijiet (50 minuta) * L-Ingliż II-Fehim mill-Qari

* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

APPENDIX 7



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION
 DIRECTORATE FOR LEARNING AND ASSESSMENT
 PROGRAMMES

LETTER CIRCULAR

Date: 23rd April 2021 **Ref:** DLAP 109/2021
To: All Heads of College Network and Heads of Primary, Middle and Secondary Schools (State and Non-State)
From: Carmen Muscat – Education Officer
Subject: Markers for the End of Primary Benchmark 2021

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 2021. Year 6 teachers are particularly encouraged to participate in this process.

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

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

Markers will be remunerated at the following rates per script:

English: Listening + Reading Comprehensions + Creative Writing	€3.00
Maltese: Listening + Reading Comprehensions + Creative Writing	€3.00
Mathematics: Mental Paper + Written Paper	€1.50

Additionally, markers are to formulate reports for:

- The Reading and Writing paper components (Maltese and English);
- The Mathematics paper.

When formulating the reports, markers will indicate the student's performance by ticking options from five/six drop-down lists. These reports are filled in by the second marker: thus, markers will formulate reports for half of the scripts assigned. The remuneration rate for each report is an additional 50c to the above rates.

For further information (Conditions and Duties) and online application kindly access the following link:

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

All applications are to be submitted electronically by **noon of Friday 30th April 2021**. **Late applications will not be considered**. 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 send scanned copies of relevant qualifications and claimed experience after completing the online application to benchmark@ilearn.edu.mt.

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

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION
DIRECTORATE FOR LEARNING AND ASSESSMENT
PROGRAMMES

Markers for the End of Primary Benchmark 2021: Conditions and Duties

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 2021. Year 6 teachers are particularly encouraged to participate in this process.

Conditions

The selected markers:

- must be available to fulfil their duties from the first week of June 2021 till the publication of the results;
- must regard the whole exercise as **strictly confidential** (including the notification of their appointment to act as markers);
- must not mark scripts in schools or in public places;
- will be subject to monitoring and will have their marked scripts moderated during the marking process;
- who are employed in state schools must provide the Educational Assessment Unit with their **@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;
- formulate a student's report using a specified form (consisting of five/six items to be clicked from drop-down menus), which report will be passed on to the student and the school;
- write short reports on aspects of the examination as required;
- perform any other duties assigned that are related to the marking exercise.

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

Officers wishing to be considered to act as markers are asked to fill in this online application form by **noon of Friday 30th April 2021**. **Late applications will not be considered.**

[Application Link](#)

In case of any difficulties, kindly contact Ms Julie Attard (2598 2132) or Ms Carmen Muscat (2598 2186). Applicants who have never acted as Benchmark markers are to send scanned copies of relevant qualifications and claimed experience after completing the online application to benchmark@ilearn.edu.mt.

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



GVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI
 ID-DIRETTORAT GĦALL-PROGRAMMI TA' TAGĦLIM
 U ASSESSJAR

ĊIRKULARI

Data: 23 ta' April 2021 **Ref:** DLAP 109/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji, Medji u Sekondarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat – Uffiċjal Edukattiv
Suġġett: Markaturi għall-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2021

Ħa jkunu qegħdin jintlaqgħu applikazzjonijiet mill-gradji kollha tal-għalliema li għandhom Warrant Permanenti u li jgħallmu fi skola tal-Istat, tal-Knisja jew Indipendenti u li jixtiequ jiġu kkunsidrati bħala markaturi tal-karti tal-Benċmark 2021. L-għalliema tas-Sitt sena huma b'mod partikolari m'hegħa jipparteċipaw f'dan il-proċess.

L-għalliema huma mgħarrfa li d-dettalji tal-kandidati se jitneħħew mill-karti tal-eżami.

Is-suġġetti li se jiġu mmarkati huma **I-Ingliż, il-Malti u I-Matematika**. L-applikanti jistgħu japplikaw għal aktar minn suġġett wieheġ, iżda l-applikanti magħżula se jintalbu jimmarkaw suġġett wieheġ biss.

Il-markaturi se jithallsu bir-rati li ġejjin għal kull skritt:

L-Ingliż: Il-Fehim mis-Smigh + Il-Fehim mill-Qari + Il-Kitba + Rapport	EUR 3.00
Il-Malti: Il-Fehim mis-Smigh + Il-Fehim mill-Qari + Il-Kitba + Rapport	EUR 3.00
Il-Matematika: Il-Karta Mentali + Il-Karta Miktuba + Rapport	EUR 1.50

Barra minn hekk, il-markaturi jridu jifformulaw rapport għal dawn il-komponenti:

- Il-Fehim mill-Qari u l-Kitba (fil-Malti u fl-Ingliż);
- Il-Matematika.

Meta jkunu qegħdin ihejju r-rapport, il-markaturi ħa jindikaw kif mar l-istudent billi jittikkjaw għażliet minn ħames/sitt listi drop-down. Dawn ir-rapporti ħa jkunu qegħdin jimtlew mit-tieni markatur: għalhekk il-markaturi ħa jkunu qegħdin jifformulaw rapporti għal nofs il-karti assenjati. Ir-rata tal-ħlas hija ta' 50c għal kull rapport apparti r-rata indikata fit-tabella.

Għal aktar informazzjoni (Kundizzjonijiet u Obbligi) u l-applikazzjoni onlajn, idhol fil-link t'hawn taħt:

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

L-applikazzjonijiet għandhom jintbagħtu elettronikament sa **nofsinhar tal-Ġimgħa 30 ta' April 2021**. **Applikazzjonijiet li jaslu tard ma jiġux ikkunsidrati**. F'każ ta' diffikultà, ikkuntattja lil Julie Attard (25982132) jew lil Carmen Muscat (25982186). L-applikanti li qatt ma kienu markaturi tal-Benċmark u jixtiequ japplikaw, għandhom jibagħtu kopji skennjati ta' kwalifiki rilevanti u esperjenza mistqarra wara li jimlew l-applikazzjoni onlajn lil benchmark@ilearn.edu.mt.

Id-deċiżjoni tad-Dipartiment għall-Kurrikulu, Tagħlim Tul il-Ħajja u Impjegabilità fl-għażla tal-markaturi hija finali.

Grazzi tal-kooperazzjoni.

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



GVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI
 ID-DIRETTORAT GĦALL-PROGRAMMI TA' TAGĦLIM
 U ASSESSJAR

Markaturi għall-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2021: Kundizzjonijiet u Obbligi

Il-gradji kollha tal-għalliema li għandhom Warrant Permanenti u li jgħallmu fi skola tal-Istat, tal-Knisja jew Indipendenti, qegħdin jiġu mistiedna biex, jekk jixtiequ, ikunu markaturi tal-karti tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2021. L-għalliema tas-Sitt sena huma b'mod partikolari mhegga jipparteċipaw f'dan il-proċess.

Kundizzjonijiet

Il-markaturi magħżula:

- għandhom ikunu disponibbli biex jaqdu dmirijiethom mill-ewwel ġimgħa ta' Ġunju 2021 sal-pubblikazzjoni tar-riżultati;
- għandhom iżommu **kunfidenzjalità stretta** f'dan l-eżerċizzju (inkluża n-notifika tal-ħatra tagħhom bħala markaturi);
- m'għandhomx jikkoreġu karti tal-Benċmark fl-iskejjel jew f'postijiet pubbliċi;
- se jkunu soġġetti għal monitoraġġ u l-karti kkoreġuti minnhom se jkunu mmoderati matul il-proċess ta' mmarrar;
- li huma impjegati fl-iskejjel statali għandhom jipprovdu lit-Taqsima tal-Assessjar Edukattiv **l-indirizz elettroniku tal-ilearn tagħhom**. Markaturi oħra għandhom jipprovdu indirizz elettroniku li jużaw ta' spiss;
- jistgħu jiġu prekluzi milli jkomplu jimmarkaw jekk l-immarrar tagħhom jinstab li huwa inaffidabbli u inkonsistenti.

Obbligi

Il-markaturi jridu:

- jattendu żewġ laqgħat ta' koordinazzjoni. Dawk li ma jattendux dawn il-laqgħat mhux se jithallew jimmarkaw l-iskritti;
- jiġbru u jirritornaw l-iskritti fid-data u fil-ħin speċifikati;
- jimmarkaw l-iskritti allokatu lilhom u jdaħħlu l-marki mogħtija lill-istudenti b'mod elettroniku skont l-istruzzjonijiet li jingħataw;
- jiformulaw rapport tal-istudent fuq formola speċifika (billi wieħed jikklikkja fuq ħames/sitt listi drop-down) li wara jingħata lill-iskola u lill-istudent/a;
- jiktbu rapporti qosra dwar aspetti tal-eżami kif meħtieġ;
- iwettqu kull dmir ieħor assenjat lilhom li huwa relatat mal-eżerċizzju tal-immarrar.

In-nuqqas ta' osservanza tal-kundizzjonijiet imsemmija hawn fuq, u/jew in-nuqqas tat-twettiq tad-dmirijiet assenjati lilhom, jista' jgħib fi tmiemu l-irwol tagħhom bħala markaturi u ma jithallsux tax-xogħol li jkunu diġà wettqu.

L-uffiċjali li jixtiequ jkunu markaturi huma mitluba jimlew din il-formola tal-applikazzjoni onlajn sa **nofsinhar tal-Ġimgħa 30 ta' April 2021. Applikazzjonijiet li jaslu tard mhux se jiġu kkunsidrati.**

[Holqa għall-Aplikazzjoni](#)

F'każ ta' diffikultà, ikkuntattja lil Julie Attard (25982132) jew lil Carmen Muscat (25982186). L-applikanti li qatt ma kienu markaturi tal-Benċmark u jixtiequ japplikaw, għandhom jibagħtu kopji skennjati ta' kwalifiki rilevanti u esperjenza mistqarra wara li jimlew l-applikazzjoni onlajn lil benchmark@ilearn.edu.mt.

Id-deċiżjoni tad-Dipartiment għall-Kurrikulu, Tagħlim tul il-Ħajja u Impjegabilità fl-għażla tal-markaturi hija finali.

APPENDIX 8



LETTER CIRCULAR

Date: 2nd May 2021 **Ref:** DLAP 124/2021
To: All Heads of College Network and Heads of Primary Schools (State and Non-State)
From: Carmen Muscat – Education Officer, Assessment of Learning
Subject: Virtual School students doing the Benchmark and the Primary Schools' Annual Examinations June 2021 online

Heads of School are requested to bring the following information to the attention of parents/guardians whose students are following lessons through the Virtual School and who will be sitting for the Benchmark and Annual Examinations online.

1. Students in Years 4 and 5 will be sitting for exams in English, Maltese, Maths and Science while students in Year 6 will be sitting for the Benchmark assessment in May and for the Science exam in June.
2. Students will have two options to choose from when sitting for these exams:
 - a. Either to print the exam papers and write their answers on it; or
 - b. To write their answers on blank sheets of A4 paper.
3. Students are to log on to MS Teams following the procedure used for virtual lessons.
4. The teacher will make available to students a soft copy of the examination paper. Students will then either write their answers on the exam paper they have printed or follow the questions from the soft version on the screen and write their answers on the blank sheet of paper.
5. Students are to clearly write their name and class at the top of each side of the papers used (whether printed or not). Students sitting for the Benchmark are to include their Index Number which would have been passed on to them by the administration of the Virtual School.
6. Before the start of each exam students will have 10 minutes to print the exam paper or to prepare the blank sheets of paper.
7. Students doing the exam on blank paper are to clearly write the question number.
8. For the Listening Comprehension examinations, audio-recordings will be made available to students by the class teacher. Students are to play the audio-recording while viewing the questions displayed on the screen. Students will write their responses on the printed sheet or a blank sheet.
9. Once examination time is over, students are to stop writing and have 30 minutes to upload their answer sheets on MS Teams following the procedure below:
 - a. Students will use their tablet to take photos of each page of the exam paper;
 - b. Students will then upload the photos on MS Teams in the Assignment folder.
10. Students sitting for online examinations will have available the following access arrangement provisions:
 - a. For the Benchmark examinations, students may have the Electronic Readers for the Reading Comprehensions in Maltese and English and the Multiplication tables. (Extra Time is incorporated as part of each exam.)
 - b. For the annual examinations, students may have the Number grid and the Multiplication tables (which are to be made by the students themselves) and Extra Time (25% of the total time).
11. The tablet's camera and audio are to be switched on throughout the whole examination.

DLAP 124/2021

12. Toilet breaks are allowed, but permission needs to be sought from the virtual invigilator.
13. Mobile phones are not permitted in the room where the examination is being held.
14. No adults are to be present in the room.
15. It is to be noted that most students following lessons on the Virtual Schools are already familiar with the processes described above. Students are often asked by their teachers to view work on the tablet, download files, photograph their work and upload files to the Assignments folder of MS Teams. Notwithstanding this, it is planned that in the coming weeks students will be presented with short exercises where they will practice the process they will be asked to follow when doing exams online.
16. The Educational Assessment Unit is coordinating with the Secretariat for Catholic Education for the possible online administration of the Benchmark assessment by vulnerable students attending Church Schools.
17. Parents/Guardian are to note that Year 6 students who wish to apply for entry into the National Sport School need to sit for the Benchmark assessment in person and not online.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



ĊIRKULARI

Data: 2 ta' Mejju 2021 **Ref:** DLAP 124/2021
Lill-: Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti
Mingħand: Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Tagħlim
Suġġett: Studenti tal-Iskola Virtwali li ħa jagħmlu l-Benċmark u l-Eżamijiet Annwali tal-Iskejjel Primarji ta' Ġunju 2021 onlajn

Il-Kapijiet tal-Iskejjel huma mitluba jwasslu din l-informazzjoni lill-ġenituri/kustodji tal-istudenti li jattendu l-Iskola Virtwali u li se joqgħodu għall-eżamijiet tal-Benċmark u għall-eżamijiet Annwali ta' Ġunju 2021 onlajn.

1. L-istudenti tar-Raba' u l-Ħames Sena ħa jkollhom l-eżamijiet tal-Ingliš, tal-Malti, tal-Matematika u tax-Xjenza filwaqt li l-istudenti tas-Sitt Sena se jkollhom il-Benċmark f'Mejju u l-eżami tax-Xjenza f'Ġunju.
2. Meta jiġu biex jagħmlu l-eżamijiet, l-istudenti ħa jagħzlu minn żewġ modi kif jagħmluhom:
 - a. Jew jiprintjaw il-karti tal-eżamijiet u jiktbu fuqhom; jew
 - b. Jiktbu t-tweġibiet tagħhom fuq karti A4 vojta.
3. L-istudenti għandhom jidhlu fuq MS Teams billi jsegwu l-proċedura li jużaw għal-lezzjonijiet virtwali.
4. L-għalliem jagħti l-karta tal-eżami lill-istudenti b'mod virtwali. L-istudenti mbagħad iridu jew jiktbu t-tweġibiet tagħhom fuq il-karta tal-eżami li jkunu printjaw jew inkella jsegwu l-mistoqsijiet minn fuq l-iscreen u jiktbu t-tweġibiet tagħhom fuq il-karta vojta li jkollhom.
5. L-istudenti għandhom jiktbu b'mod ċar isimhom u l-klassi fuq kull faċċata tal-karti li ħa jużaw (kemm jekk printjati kif ukoll jekk vojta). Studenti li ħa jagħmlu l-Benċmark għandhom jiktbu wkoll l-Index Number tagħhom li ħa jagħtuhom l-amministrazzjoni tal-Iskola Virtwali.
6. Qabel ma jibda eżami l-istudenti jkollhom għaxar minuti ċans biex jiprintjaw il-karta tal-eżami jew inkella jippreparaw il-karti vojta.
7. Studenti li jagħmlu eżami fuq karti vojta jridu jiktbu b'mod ċar in-numru ta' kull mistoqsija.
8. Għall-eżamijiet tal-Fehim mis-Smigħ, l-istudenti se jingħatalhom ir-rekording mill-għalliem tal-klassi. L-istudenti jridu jisingħu r-rekording filwaqt li jaraw il-mistoqsijiet fuq l-iscreen. L-istudenti jiktbu t-tweġibiet tagħhom fuq il-karta printjata jew fuq il-karta vojta.
9. Malli jgħaddi l-ħin tal-eżami, l-istudenti għandhom jieqfu jiktbu. Imbagħad ikollhom nofs siegħa ċans biex itellgħu t-tweġibiet tagħhom fuq l-MS Teams billi jsegwu din il-proċedura:
 - a) L-istudenti jużaw it-tablet biex jieħdu ritratt ta' kull paġna tal-karta tal-eżami;
 - b) L-istudenti mbagħad itellgħu dawn ir-ritratti għal fuq MS Teams fil-folder jismu Assignment.
10. L-istudenti li jagħmlu l-eżamijiet onlajn jista' jkollhom għad-dispożizzjoni tagħhom dawn l-Arranġamenti ta' Aċċess:
 - a) Għall-eżamijiet tal-Benċmark jista' jkollhom il-Qarrej elettroniku fil-Fehim tal-Qari tal-Malti u l-Ingliš, u l-Multiplication tables. (Il-Ħin Miżjud diġà hu parti minn kull karta tal-eżami.)
 - b) Għall-eżamijiet annwali jista' jkollhom in-Number grid u l-Multiplication tables (li jridu jagħmluhom l-istudenti stess), u l-Ħin Miżjud (25% tal-ħin totali tal-karta).
11. Il-camera u l-awdjo tat-tablet iridu jkunu mixgħulin matul l-eżami kollu.

DLAP 124/2021

12. L-istudent jistgħu jieħdu toilet breaks bil-permess tal-inviġilatur li jkun qed jissorvelja l-istudenti virtwalment.
13. Mowbajls mhumiex permessi fil-kamra fejn qed isir l-eżami.
14. Ma jstax ikun hemm adulti preżenti fil-kamra.
15. Ta' min wieħed jgħid li ħafna mill-istudenti li qegħdin isegwu l-lezzjonijiet fl-Iskejjel Virtwali huma diġà familjari mal-proċessi deskritti hawn fuq. L-istudenti spiss ikunu mitluba mill-għalliema tagħhom biex jaraw xogħol minn fuq l-iscreen tal-kompjuter, iniżżlu fajls, jieħdu ritratti tax-xogħol tagħhom u jtellgħu fajls fil-folder Assignments ta' MS Teams. Minkejja dan, hu ppjanat li fil-ġimgħat li ġejjin l-istudenti jingħataw eżerċizzji qosra fejn huma jipprattikaw il-proċess li ħa jintalbu jsegwu meta jkunu qegħdin jagħmlu l-eżamijiet onlajn.
16. It-Taqsima tal-Assessjar Edukattiv qiegħda tikkordina mas-Segretarjat tal-Edukazzjoni Kattolika biex studenti vulnerabbli li jattendu l-Iskejjel tal-Knisja possibbilment joqogħdu għall-Benċmark onlajn.
17. Il-ġenituri/kustodji huma mitluba jinnutaw li studenti tas-Sitt Sena li jixtiequ japplikaw biex jidhlu fl-Iskola Nazzjonali tal-Isport ma jistgħux jagħmlu l-Benċmark onlajn imma jridu jagħmluh fi skola/post ieħor.

Grazzi tal-kooperazzjoni.

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

APPENDIX 9



Department for Curriculum,
Lifelong Learning & Employability

<Name of College>

Record of Achievement Annual Report

Year 2020-21

<Name and Surname of Student>

< Student ID Number >

< Class Name >

< Class Teacher >

ADDRESS

Published on the 02/07/2021

CONTACT

General Information

This report includes

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

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

Maltese 6

Continuous Assessment	60
It-Taħdit (20 marka) - Exam	20
Il-Fehim mis-Smigh (20 marka) - Exam	17
Il-Fehim mill-Qari (30 marka) - Exam	16
Il-Kitba (30 marka) - Exam	18
Exam Total	71

English 6

Continuous Assessment	85
Speaking (20 marks) - Exam	20
Listening Comprehension (20 marks) - Exam	17
Reading Comprehension (30 marks) - Exam	23
Writing (30 marks) - Exam	20
Exam Total	80

Mathematics 6

Continuous Assessment	80
Mental Paper (20 marks) - Exam	18
Written Paper (80 marks) - Exam	62
Exam Total	80

Science 6

Continuous Assessment	78
Annual Exam	87
Global Mark	83

Religion 6

Continuous Assessment	62
Global Mark	62

Social Studies 6

Continuous Assessment	65
Global Mark	65

Art 6**Drama 6**

Music 6

Physical Education 6

PSCD 6

Benchmark Markers Report - English

Benchmark Additional Info

Listening

The candidate can listen and understand a text for gist and detail.  Always

Reading

The candidate can read and understand a text for gist and detail.  Almost Always

Writing

The candidate is able to achieve the set writing task.  Almost Always

The candidate can write fluently, using appropriate and varied expressions and vocabulary.  Almost Always

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

Benchmark Markers Report - Maltese

Benchmark Additional Info

Smigh

Il-kandidat kapaċi jisma' u jifhem il-kontenut u d-dettall ta' silta.



Always

Qari

Il-kandidat kapaċi jaqra u jifhem il-kontenut u d-dettall ta' silta.



Sometimes

Kitba

Il-kandidat kapaċi jikteb b'mod preċiż billi jkun korrett fil-grammatika, fl-ortografija u fil-punteġġatura.



Almost Always

Il-kandidat huwa kapaċi jikseb ix-xogħol tal-kitba mistenni minnu.



Almost Always

Il-kandidat kapaċi jikteb bla tbatija billi juża espressjonijiet u vokabularju xieraq u varjat.




Almost Always

Benchmark Markers Report - Mathematics

Benchmark Additional Info

The Number System, Numerical Calculations and Algebra

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


Measurement

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

Shape and Space

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


Data Handling

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

Problem Solving

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

Working

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

Benchmark Median Marks 2020 - 2021

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

Maltese	National Median Mark
▪ It-Taħdit (20 marka)	20
▪ Il-Fehim mis-Smigħ (20 marka)	12
▪ Il-Fehim mill-Qari (30 marka)	20
▪ Il-Kitba (30 marka)	17
Total	69

English	National Median Mark
▪ Speaking (20 marks)	20
▪ Listening Comprehension (20 marks)	17
▪ Reading Comprehension (30 marks)	22
▪ Writing (30 marks)	17
Total	77

Mathematics	National Median Mark
▪ Mental Paper (20 marks)	16
▪ Written Paper (80 marks)	50
Total	66

Attendance

Days Present	154
Days Absent	3

School Administration Comment

APPENDIX 10

Qualitative Feedback (Levels of Outcomes) for the three Benchmark Subjects

The Criteria set for each Benchmark Subject

These criteria were introduced this year to provide qualitative feedback to students about their performance in the different components as evident in the work performed in these assessments.

Benchmark Markers' Report - Malti

Smigh

L-istudent kapači jisma' u jifhem il-kontenut u d-dettall ta' silta.

Qari

L-istudent kapači jaqra' u jifhem il-kontenut u d-dettall ta' silta.

Kitba

L-istudent huwa kapači jikseb ix-xogħol tal-kitba mistenni minnu.

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

L-istudent kapači jikteb b'mod preċiż billi jkun korrett fil-grammatika, fl-ortografija u fil-puntegġjatura.

Benchmark Markers' Report - English

Listening

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

Reading

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

Writing

The student is able to achieve the set writing task.

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

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

Benchmark Markers' Report - Maths

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

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

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

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

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

The student can organise working and can explain reasoning (in writing or through representations) in a coherent manner.

APPENDIX 11

Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2021

	Malti Orali	Malti Smigh	Malti Fehem mill-Qari	Malti Kitba	Malti Total	English Oral	English Listening	English Reading	English Writing	English Total	Maths Mental	Maths Written	Maths Total
National Median	20.0	12.0	20.0	17.0	69.0	20.0	17.0	22.0	17.0	77.0	16.0	50.0	66.0
School Median	20	13	22	18	73	20	17	23	18	79	15	52	67
National Mean	20	13	19	17.5	69.5	20	16	20.5	15.5	72	17	61.5	78.5
National Std Deviation	0.0	3.6	6.3	6.3	14.9	0.0	2.8	4.6	5.8	11.7	4.5	16.8	20.6
School Mean	20.0	12.9	21.0	17.7	71.5	20.0	16.9	22.5	17.8	77.2	14.8	49.1	63.9
School Std Deviation	0.0	3.1	5.1	5.0	12.0	0.0	2.4	3.7	5.1	9.5	3.6	13.5	16.6

APPENDIX 12

Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Tel: 25982727

Email: eau@ilearn.edu.mt

MEMORANDUM

Information: X

Date: 30th September 2021

Action Required:

Ref: 06/2021

To: All Heads of State Primary Schools

From: Louis Scerri (Assistant Director)

Subject: Returning of the Benchmark 2021 and Science Annual scripts and the delivery of Social Studies fieldwork booklets

As from the 4th October, the Benchmark 2021 and the Science Annual 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. Scripts are to be retained at school for a period of one year.

Delivery will also be taking place of the Social Studies Fieldwork booklets to be used during this school year. Kindly ensure that these booklets are distributed to the respective class teachers. A number of English version of these booklets will also delivered. If more copies are required, please send an email to eau@ilearn.edu.mt indicating the number of booklets required.

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 2021
are found on
the Directorate for Learning and Assessment Programmes
website
www.curriculum.gov.mt