

# **End of Primary Benchmark 2022 Report**

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

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

**MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND  
INNOVATION**

**OCTOBER 2022**



## Table of Contents

List of Tables .....	iv
List of Figures .....	v
Foreword .....	vi
Executive Summary .....	vii
Introduction.....	1
1. Information on the End of Primary Benchmark 2022 .....	3
2. Registrations for the End of Primary Benchmark 2022.....	6
3. National Results of the End of Primary Benchmark 2022 .....	10
4. Performance Reports .....	23
4.1 Il-Malti.....	24
4.2 English .....	35
4.3 Mathematics.....	50
5. Item Analysis .....	58
6. Conclusion .....	65
Appendices.....	67

## List of Tables

Table 1: Participation in the End of Primary Benchmark 2022 .....	6
Table 2: Participation in the End of Primary Benchmark 2022 – Second Session.....	6
Table 3: Exemptions: End of Primary Benchmark 2022 .....	8
Table 4: Participation in the End of Primary Benchmark 2022 by Component (N = 3676)* .....	8
Table 5: Access Arrangements for Children with Learning Difficulties .....	9
Table 6: National Results of the End of Primary Benchmark 2022.....	12
Table 7: National Results of the End of Primary Benchmark 2022 – Percentiles by Component ....	13
Table 8: National Results of the End of Primary Benchmark 2022 – Percentiles by Gender .....	14
Table 9: Il-Malti – A List of Items and their Facility and Discrimination Indices .....	60
Table 10: Levels of Difficulty and Discrimination (Il-Malti).....	60
Table 11: English – A List of Items and their Facility and Discrimination Indices .....	61
Table 12: Levels of Difficulty and Discrimination (English) .....	62
Table 13: Mathematics – A List of Items and their Facility and Discrimination Indices .....	63
Table 14: Levels of Difficulty and Discrimination (Mathematics).....	64

## List of Figures

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

## Foreword



After surviving the challenges incurred by the Covid-19 pandemic in 2021 and doing our utmost to ensure that the End of Primary Benchmark Assessments takes place nonetheless, we can therefore claim that as DLAP we strive in securing the successful set up of benchmark assessments on a regular basis. The performance of students' attainment is key.

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 2022, the speaking component was resumed.

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 persisted with the launch of a 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](http://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.

Special thanks go to all 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 2022;
- ii) The registration for the main and second sessions;
- iii) The results data of the main and second sessions.

### i) Administration Information

- A total of 86 schools participated in the main session of the End of the Primary Benchmark 2022 (hereafter referred to as ‘the Benchmark’). These included 64 State Primary Schools, 19 Church Schools and 3 Independent Schools.
- The main session, which comprises the Speaking, Listening, Reading Comprehension and Writing components of Maltese and English, and the Mental and Written components of Mathematics, was held between 24<sup>th</sup> and 31<sup>st</sup> May 2022. On 27<sup>th</sup> May, the Maltese Writing, Reading, and Listening components were held, whilst the same components for English were held on 31<sup>st</sup> May. The Speaking components of Maltese and English were held on the 26<sup>th</sup> and 30<sup>th</sup> May, respectively. 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 24<sup>th</sup> May 2022. This was followed by a normal school day, which was another recommendation of the Benchmark Review Board. All participants sat for these assessments in their respective schools.
- A second session was held between the 13<sup>th</sup> to 17<sup>th</sup> June 2022. All candidates who were absent from one or more of the components during the main session were eligible to sit for this second session. This session was also open to students from the Non-State Schools who did not participate in the main session. All components in the second session were held in the afternoon at San Gorg Preca College Floriana Primary and at the Education Office, Victoria Gozo.

### ii) Registrations

- The total number of participants in both the main and second sessions was 3676 (1854 females, 1821 males and one other). This represents 80.6% of the national Year 6 student cohort that was eligible to sit for the Benchmark 2022.
- 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 34 students.
- In 2022, there were 1319 candidates who applied for exemptions and access arrangements. After processing the applications, 90 students were exempted from all components of the three subjects while 795 were granted one or more access arrangements during these assessments.

### iii) Results

- Scores for Maltese ranged from 6 to 98, with a median mark of 67 (Mean = 64.1, S.D. = 15.9). Comparative performance data of female and male candidates showed that the middle 50% (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile) of girls performed better than the middle 50% of boys in Maltese. Scores ranged from 56 to 77 for girls and from 52 to 75 for boys.
- For English, scores ranged from 7 to 97, with a median mark of 73 (Mean = 70.7, S.D. = 14.1). Comparative performance data of the middle 50% of candidates (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile) showed that girls performed better than boys in English. Scores ranged from 65 to 83 for girls and from 60 to 79 for boys.
- In Mathematics, scores ranged from 2 to 100 with a median mark of 70 (Mean = 66.3, S.D. = 23.1). The range of marks for girls and boys showed a better performance for boys. In the middle 50% of candidates (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile), marks ranged from 48 to 84 for girls and from 53 to 86 for boys.
- Detailed performance analyses are included in this report. These indicate that:
  - In the Speaking component, students fared slightly better in English than in Maltese. The median mark for Maltese was 17 out of a maximum of 20 (Mean = 16.2, S.D. = 3.5) and the median mark for English was 18 (Mean = 16.9, S.D. = 3.1)
  - In the Listening component, students fared slightly better in English than in Maltese. The median mark for Maltese was 14 out of a maximum of 20 (Mean = 13.7, S.D. = 3.6) and the median mark for English was 15 out of a maximum of 20 (Mean = 14.9, S.D. = 3.2).
  - In the Reading Comprehension component, candidates did better in English than Maltese. This was reflected in the scores obtained where the median mark for Maltese was 18 out of a maximum of 30 (Mean = 17.1, S.D. = 6.0) and for English it was 23 out of a maximum of 30 (Mean = 22.3, S.D. = 5.1).
  - 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 = 16.7, S.D. = 5.8) and English (Mean = 16.3, S.D. = 6.0).
  - 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 2022. 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 2022. These are available on the website of the Directorate for Learning and Assessment Programmes at [www.curriculum.gov.mt](http://www.curriculum.gov.mt).



## 1. Information on the End of Primary Benchmark 2022

- In October 2022, 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 Speaking component did not take place in the Benchmark 2021 session, the papers prepared for the 2020 session (which did not take place) were used with some amendments.
- Letter circular DLAP 222/2021 was issued by DLAP to inform schools that Benchmark 2022 Listening components of both Maltese and English will be administered as audio-visual clips rather than audio recordings (Appendix 1). Students sitting for these components will hear and see the narrators and actors reading the listening comprehension texts and questions. The letter circular included hyperlinks to the listening components for the past Benchmark examinations (from 2015 to 2019) that were filmed in the new format, providing audio-visual recording samples to be used in classrooms so students can familiarize themselves with the new format.
- On 19<sup>th</sup> October 2021, EAU Memo 07/2021 was sent to all Non-State Schools inviting Heads of School to register their school for the main session of the Benchmark 2022 (Appendix 2).
- On 25<sup>th</sup> November 2021, Letter Circular DLAP 338/2021 was issued by DLAP to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendix 3).
- Letter Circular DLAP 357/2021 was sent to all State and Non-State Schools on 17<sup>th</sup> December 2021, informing them of the timetable and guidelines to be followed during the Benchmark 2022 (Appendix 4).
- An expression of interest for Applications (Letter Circular DLAP 007/2022) was issued on 11<sup>th</sup> January 2022 for teachers who wished to act as markers for Benchmark 2022 to 2025 (Appendix 5).
- On 2<sup>nd</sup> February 2022 a Letter Circular DLAP 039/2022 titled: End of Primary Benchmark 2022 – Training for Assessors and Interlocutors for the Speaking Components (Appendix 6) was issued. Following the absence of training for the Benchmark speaking component for two years, due the pandemic, the letter circular requested Heads of School to identify members of staff who needed this training. Members of Senior Leadership Teams (SLTs) and other teaching grades who never had training in this area were encouraged to attend for the training workshops. Four online training sessions were held between 4<sup>th</sup> and 9<sup>th</sup> March 2022, The number of participants for these online training session was 102.
- On 24<sup>th</sup> April 2022, Letter Circular DLAP 120/2022 was issued providing details for the Second Session of the Benchmark which was held from 13<sup>th</sup> to 17<sup>th</sup> June 2022. Sessions took place in the afternoon between 15:00 and 18:30hrs at San Ġorg Preca College Floriana Primary and Education Office, Rabat Gozo (Appendix 7).

- 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](http://www.curriculum.gov.mt).
- All candidates sat for the Benchmark 2022 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	11
Centres in Church Primary Schools, Malta	15
Centres in Church Primary Schools, Gozo	4
Centres in Independent Primary Schools, Malta	3
<b>Total</b>	<b>86</b>

- On 4<sup>th</sup> July 2022, 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 6<sup>th</sup> July 2022. Information in Appendix 8 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.
- For the second-time round, 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. This qualitative feedback was introduced in Benchmark 2021 following a recommendation of the Benchmark Review Board. 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 9).
- National Performance Data and School Performance Data were also sent to Heads of College Networks to pass on to all participating schools in July 2022 (Appendix 10). The Benchmark results of private candidates for the second session were sent directly to candidates' residences by the Educational Assessment Unit.
- A total of 12 requests for a review of performance were received by the EAU in the five-day period indicated in the Letter Circular DLAP 357/2021 dated 17<sup>th</sup> December 2021 (Appendix 4).
- A total of 100 scripts of each subject and component were retained for archiving and research purposes. All scripts were sent back to Middle Schools in the case of primary state schools and to the respective non-state primary 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 2022

This section gives information about the candidates who sat for the Benchmark 2022. Table 1 shows that the total number of students was 3676, with 1857 being females (50.5%) and 1819 being males (49.5%). This total amounted to 80.6% of the whole cohort of Year 6 children.

**Table 1: Participation in the End of Primary Benchmark 2022 – First Session**

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2646	1277	1369	2646	100%
Church	1341	542	373	915	68.2%
Independent	573	30	51	81	14.1%
Private Candidates (Second Session)	-	8	26	34	-
<b>Total</b>	<b>4560</b>	<b>1857</b>	<b>1819</b>	<b>3676</b>	<b>80.6%</b>

Table 2 provides information on the number of candidates who sat for the second session of the Benchmark 2022 over a five-day period, 13<sup>th</sup> to 17<sup>th</sup> June 2022. 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 34 such applications from private candidates were received.

**Table 2: Participation in the End of Primary Benchmark 2022 – Second Session**

Component	Number of students who sat for the Second Session (Number of Eligible Candidates in brackets*)			
	State Schools	Non-State Schools	Private Candidates	Total
<b>II-Malti</b>				
It-Taħdit	4 (33)	0 (3)	32 (34)	<b>36 (70)</b>
Is-Smigh	25 (42)	5 (11)	31 (34)	<b>61 (87)</b>
II-Qari	23 (36)	5 (12)	31 (34)	<b>59 (82)</b>
II-Kitba	21 (32)	5 (9)	31 (34)	<b>57 (75)</b>
<b>English</b>				
Speaking	16 (43)	3 (5)	32 (34)	<b>51 (82)</b>
Listening	28 (53)	2 (4)	32 (34)	<b>62 (91)</b>
Reading	26 (48)	2 (4)	32 (34)	<b>60 (86)</b>
Writing	26 (49)	3 (5)	32 (34)	<b>61 (88)</b>
<b>Mathematics</b>				
Mental	14 (39)	4 (10)	32 (34)	<b>50 (83)</b>
Written	14 (39)	4 (9)	32 (34)	<b>50 (82)</b>

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

## Exemptions and Access Arrangements

There were 1319 applications for exemptions and access arrangements in 2022, an 18.83% increase when compared to 2021. After processing all applications, 90 students were exempted from all components of the three subjects and 795 were granted access arrangements. A total of 144 students were exempted from one component or more on grounds that they were migrants. A total of 31 students were not eligible for the access arrangement they applied for. Whilst five students declined the access arrangements provisions they were granted, three 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 and forward the application to either the Specific Learning Difficulties Service (SpLD), the School Psychological Service (SPS) or the Psychological Service and the Dyslexia Specialist within the Secretariat for Catholic Education. With this new procedure, EAU received no applications for new cases.

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. It was highly emphasised, that students following the alternative learning programme must still sit for the speaking and listening components of both Maltese and English.

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 144 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 2022**

<b>Component</b>	<b>Migrant Students</b> (Number of applications received)	<b>Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities</b> (Number of applications received)
<b>Il-Malti</b>		
It-Taħdit	130 (131)	164 (164)
Is-Smigh	128 (129)	174 (174)
Il-Qari	144 (144)	299 (300)
Il-Kitba	144 (144)	318 (319)
<b>English</b>		
Speaking	15 (16)	88 (88)
Listening	13 (15)	102 (102)
Reading	15 (17)	200 (201)
Writing	16 (17)	215 (216)
<b>Mathematics</b>		
Mental	15 (18)	190 (192)
Written	15 (17)	198 (200)

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 2022 sessions.

**Table 4: Participation in the End of Primary Benchmark 2022 by Component (N = 3676) \***

<b>Component</b>	<b>Exempted Candidates</b>	<b>Absent Candidates</b>	<b>Present Candidates</b>
<b>Il-Malti</b>			
It-Taħdit	294	34	3348
Is-Smigh	302	26	3348
Il-Qari	443	23	3210
Il-Kitba	462	18	3196
<b>English</b>			
Speaking	103	31	3542
Listening	115	29	3532
Reading	215	26	3435
Writing	231	27	3418
<b>Mathematics</b>			
Mental	205	33	3438
Written	213	32	3431

\* N represents the total number of students registered for Benchmark 2022



## 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.

In Benchmark 2022, those students who qualified for the provision of the Electronic Reader provision, were also given the possibility to follow digital audio-recording of the rubrics and titles of the Maltese and/or English Writing Benchmark papers. These audio-recordings were accessible on the students' tablets (One Tablet/Child Scheme).

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 2022.

**Table 5: Access Arrangements for Children with Learning Difficulties**

Provision	Number of children granted provision
Reader (for Mathematics)	514
Multiplication Tables (for Mathematics)	508
Enlarged Print	6
Communicator	6
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	667
Reading Assistance (English: Reading Comprehension)	631
Scribe (Il-Malti: Il-Kitba)	345
Scribe (English: Writing)	335
Digital Recording for Maltese Writing Rubrics and Titles	667
Digital Recording for English Writing Rubrics and Titles	631

During the Benchmark 2022, 11 students were given *amanuensis* provisions. Eight of these students had fractures or injury to the dominant hand, whilst the other three students had dexterity issues and the amanuensis provision was recommended by the occupational therapists or psychologists. Five 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 students used Reader Pens during the Reading and Writing Benchmark components, and one student sat for the Benchmark examinations at hospital.

### **Changes Introduced in the End of Primary Benchmark 2022 Session**

This year, the Speaking component for Maltese and English took place. This component did not take place in Benchmark 2021 as a Covid-mitigation measure.

As in the past three 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 those students who had reports in place (psychological, ACTU, SpLD), the SLT completed an e-template by ticking the access arrangements that were stipulated in the report/s and listed the entity that had produced the report. For those students whose reports were issued prior to July 2019, 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. Schools simply filled in the respective entity form (which were provided in the e-Handbook as appendices) and sent it directly to the entity concerned without the need to send a copy to EAU.

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. These are to be completed following the same procedure as Benchmark 2021.

A new access arrangement provision was introduced for Benchmark 2022. Students who qualified for the provision of the Electronic Reader in the Reading comprehensions in Maltese and/or English, also followed a Digital audio-recording of the rubrics and titles of the Maltese and/or English Writing Benchmark papers. These audio-recordings were accessible on the students' tablets (One Tablet/Child Scheme) using a QR code. The students could hear the recordings as many times as necessary using headphones so as not to disturb other students in class. Each task had a separate recording.

The Maltese and English Listening components were administered as audio-visual clips rather than audio recordings. Students sitting for these components were able to hear and see the narrators and actors reading the listening comprehension texts and questions. Pauses were included between each recorded question, allowing students to write their answers to the questions.

### 3. National Results of the End of Primary Benchmark 2022

This section presents information on the performance of the candidates who sat for the Benchmark 2022. 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 2022. 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 2022 and provides a snapshot of the national performance of candidates.

**Table 6: National Results of the End of Primary Benchmark 2022**

<b>Components (Percentage Weighting)</b>	<b>Min. Mark</b>	<b>Max. Mark</b>	<b>Median Mark</b>	<b>Mean Mark</b>	<b>Standard Deviation</b>
<b>Il-Malti</b>					
It-Taħdit (20%)	0	20	17	16.2	3.5
Is-Smigh (20%)	0	20	14	13.7	3.6
Il-Qari (30%)	0	30	18	17.1	6.0
Il-Kitba (30%)	0	30	17	16.7	5.8
Total (100%)	6	98	67	64.1	15.9
<b>English</b>					
Speaking (20%)*	0	20	18	16.9	3.1
Listening (20%)	0	20	15	14.9	3.2
Reading (30%)	0	30	23	22.3	5.1
Writing (30%)	0	29	17	16.3	6.0
Total (100%)	7	97	73	70.7	14.1
<b>Mathematics</b>					
Mental (20%)	0	20	17	15.6	4.5
Written (80%)	1	80	53	50.7	19.1
Total (100%)	2	100	70	66.3	23.1

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 76 or higher in Maltese, 81 or higher in English, and 85 or higher in Mathematics. The median, or 50<sup>th</sup> percentile, shows that 50% of the candidates scored 67 or less in Maltese, 73 or less in English, and 70 or less in Mathematics. The bottom 25% of the candidates scored 54 or less in Maltese, 63 or less in English, and 51 or less in Mathematics.

**Table 7: National Results of the End of Primary Benchmark 2022 –Percentiles by Component**

Components (Percentage Weightings)	Percentiles						
	5 <sup>th</sup>	10 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup>	75 <sup>th</sup>	90 <sup>th</sup>	95 <sup>th</sup>
<b>Il-Malti</b>							
It-Taħdit (20%)	9	11	15	17	19	20	20
Is-Smigh (20%)	7	8	12	14	16	18	19
Il-Qari (30%)	6	8	13	18	22	24	26
Il-Kitba (30%)	6	9	13	17	21	24	25
Total (100%)	35	41	54	67	76	83	86
<b>English</b>							
Speaking (20%)	11	13	16	18	19	20	20
Listening (20%)	9	10	13	15	17	19	19
Reading (30%)	12	15	20	23	26	28	29
Writing (30%)	5	8	12	17	21	24	25
Total (100%)	43	51	63	73	81	87	89
<b>Mathematics</b>							
Mental (20%)	6	8	13	17	19	20	20
Written (80%)	15	22	37	53	66	74	77
Total (100%)	21	31	51	70	85	93	97

Table 8 provides comparative data on the performance of female and male candidates in the different components. Thus, the middle 50% (from the 25<sup>th</sup> to the 75<sup>th</sup> percentile) of girls fared better than the middle 50% of boys in Maltese and English. In this band, scores in Maltese ranged from 56 to 77 for girls compared to 52 to 75 for boys. In English, the middle 50% of girls scored between 65 and 83, whilst boys' scores ranged from 60 to 79. In Mathematics, boys fared better than girls with scores ranging from 49 to 84 for girls and 53 to 86 for boys.

In Maltese, the top 25% of girls scored 77 or higher whilst the top 25% of boys scored 75 or higher. In English, the top 25% of girls scored 83 or higher whilst the top 25% of boys scored 79 or higher. As for Mathematics, the top 25% of girls scored 84 or higher and boys scored 86 or higher. This shows that in the Benchmark 2022, boys performed better than girls in Mathematics, with a difference of 3 marks between the medians (50<sup>th</sup> percentile). In both Maltese and English, girls performed better than boys.

In Maltese, the bottom 25% of girls scored 56 or lower whilst the bottom 25% of boys scored 52 or lower. In English, the bottom 25% of girls scored 65 or lower whereas the bottom 25% of boys scored 60 or lower. In Mathematics, the bottom 25% of girls scored 49 whilst the bottom 25% of boys scored 53 or lower. Similar comparisons are possible for the different components in the three subjects.

**Table 8: National Results of the End of Primary Benchmark 2022 – Percentiles by Gender**

Component	Gender	Percentiles							
		5 <sup>th</sup>	10 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup>	75 <sup>th</sup>	90 <sup>th</sup>	95 <sup>th</sup>	
Il-Malti: It-Taħdit (20%)	Female	10	12	15	17	19	20	20	
	Male	8	11	14	17	19	20	20	
Il-Malti: Is-Smigh (20%)	Female	7	9	12	14	16	18	19	
	Male	7	8	11	14	16	18	19	
Il-Malti: Il-Qari (30%)	Female	6	8	13	18	22	24	26	
	Male	6	8	12	17	21	24	26	
Il-Malti: Il-Kitba (30%)	Female	7	10	14	18	22	24	25	
	Male	5	7	12	16	20	23	25	
Il-Malti: Total (100%)	Female	37	44	56	68	77	83	87	
	Male	33	40	52	64	75	82	86	
English: Speaking (20%)	Female	12	14	16	18	19	20	20	
	Male	10	12	15	17	19	20	20	
English: Listening (20%)	Female	9	11	13	16	17	19	19	
	Male	8	10	13	15	17	19	19	
English: Reading (30%)	Female	12	16	20	24	27	28	29	
	Male	12	14	19	23	26	27	28	
English: Writing (30%)	Female	6	9	14	18	21	24	26	
	Male	4	7	11	16	20	23	25	
English: Total (100%)	Female	46	54	65	75	83	88	90	
	Male	42	49	60	71	79	85	88	
Mathematics: Mental (20%)	Female	5	8	13	17	19	20	20	
	Male	6	9	14	17	19	20	20	
Mathematics: Written (80%)	Female	14	21	36	52	65	73	76	
	Male	15	23	39	55	67	75	77	
Mathematics: Total (100%)	Female	20	28	49	69	84	92	96	
	Male	22	32	53	72	86	94	97	

## **Performance in the End of Primary Benchmark 2022**

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).

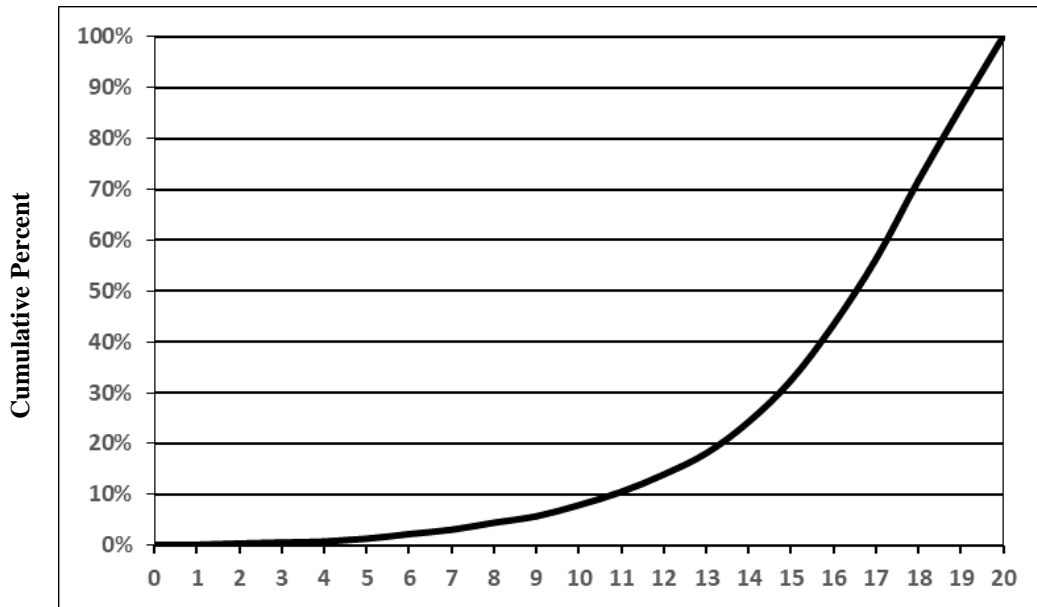
These cumulative frequency graphs provide information on a candidate's mark in comparison to the marks obtained by the whole cohort.

The graphs for the different components of Maltese show that candidates obtained their lowest median mark in the writing component. This conclusion emerges from the graph in Figure 4. Recommendations as to how schools can improve their teaching and learning strategies in the Maltese language can be found in the Maltese performance report (page 24).

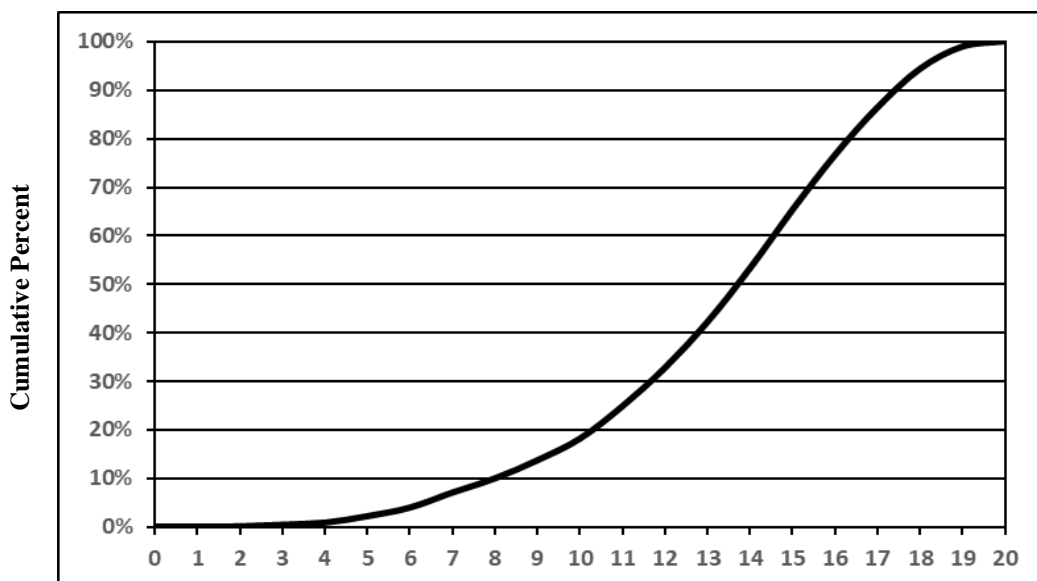
The graphs for the different components of English show similar results to Maltese, with candidates obtaining their lowest median mark in the writing component. This conclusion emerges from the graph in Figure 8. The English performance report (page 39) recommends how students can improve the different 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 50) for more information.

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



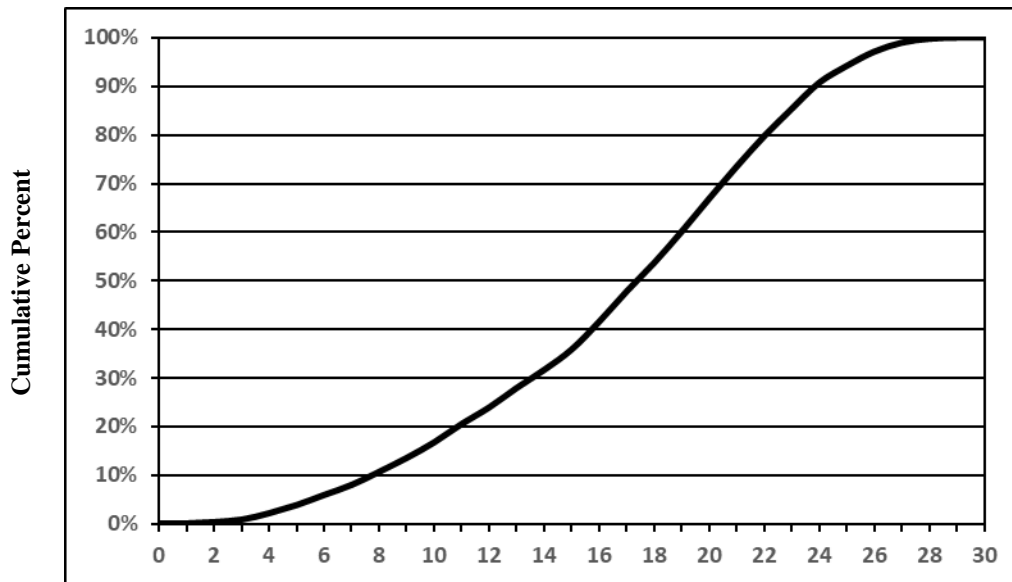
**Figure 1: Il-Malti – It-Tahdit**



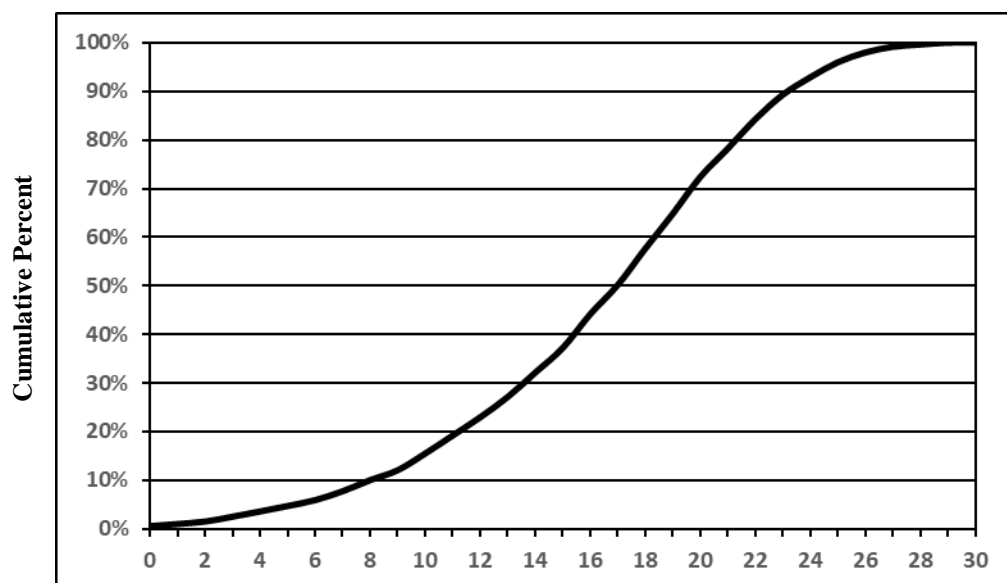
**Figure 2: Il-Malti – Is-Smigh**



Figures 3 and 4 below show the percentage of candidates who obtained a particular score in the Maltese reading comprehension (Figure 3) and writing (Figure 4) components. Thus, a student who obtained 24 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 10% of the student population, whereas a student who obtained 11 out of 30 marks in the writing component falls approximately within the bottom 20% of the same population.

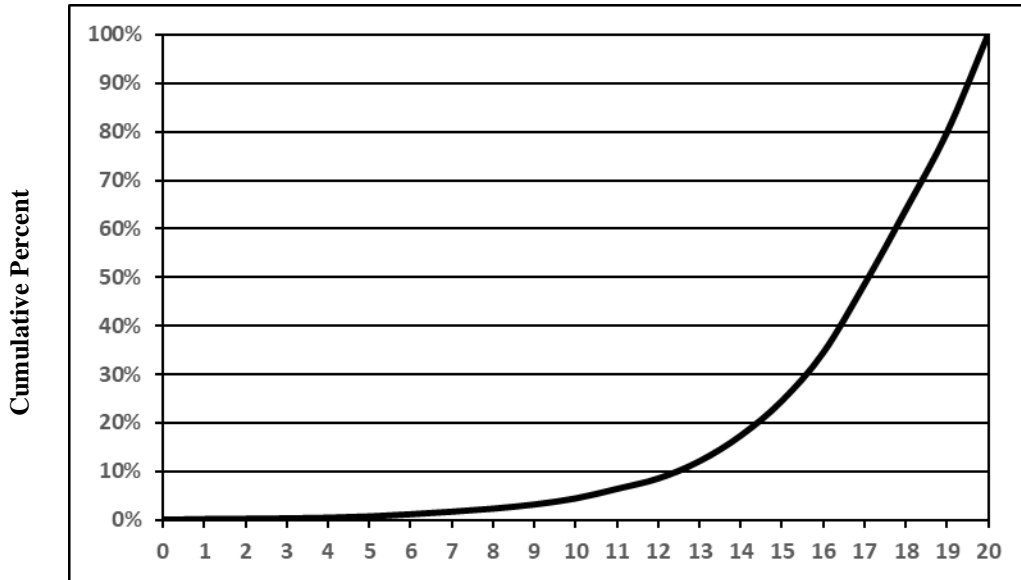


**Figure 3: Il-Malti – Il-Fehim mill-Qari**

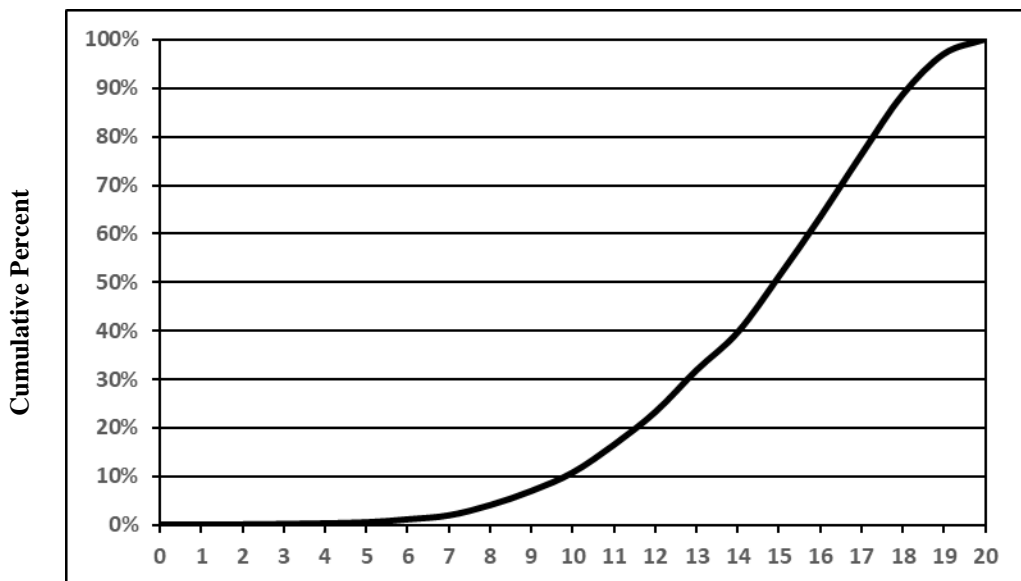


**Figure 4: Il-Malti – Il-Kitba**

Figures 5 and 6 below can be used to calculate the percentage of candidates who obtained a particular score in the English speaking (Figure 5) and listening (Figure 6) components. For example, a student who obtained 16 out of 20 marks in the English-speaking component falls within the bottom 35% of the student population (Figure 5). A student who obtained 17 out of 20 marks in the English listening component falls approximately within the top 25% of the same population (Figure 6).

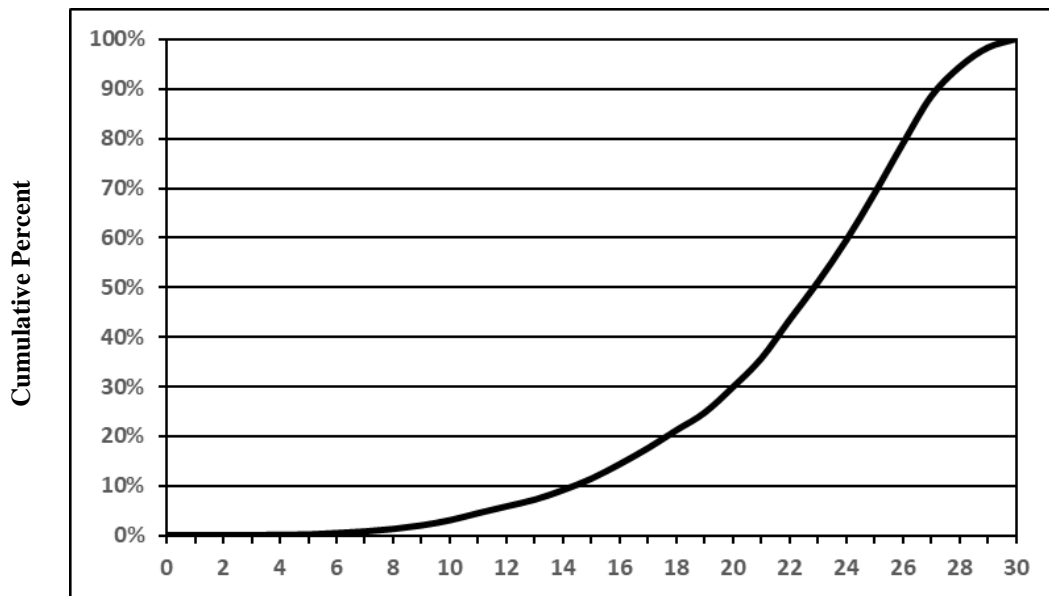


**Figure 5: English – Speaking**

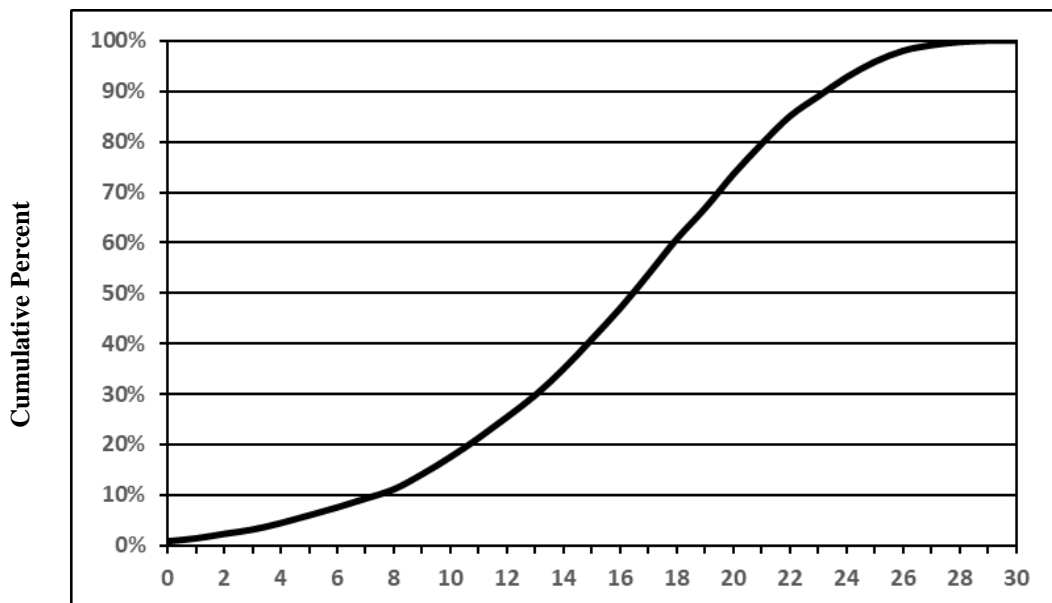


**Figure 6: English – Listening**

Figures 7 and 8 below show the percentage of candidates who obtained a particular score in the English reading comprehension (Figure 7) and writing (Figure 8) components. For example, a student who obtained 24 out of 30 marks in the English reading comprehension component falls approximately within the top 40% 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.

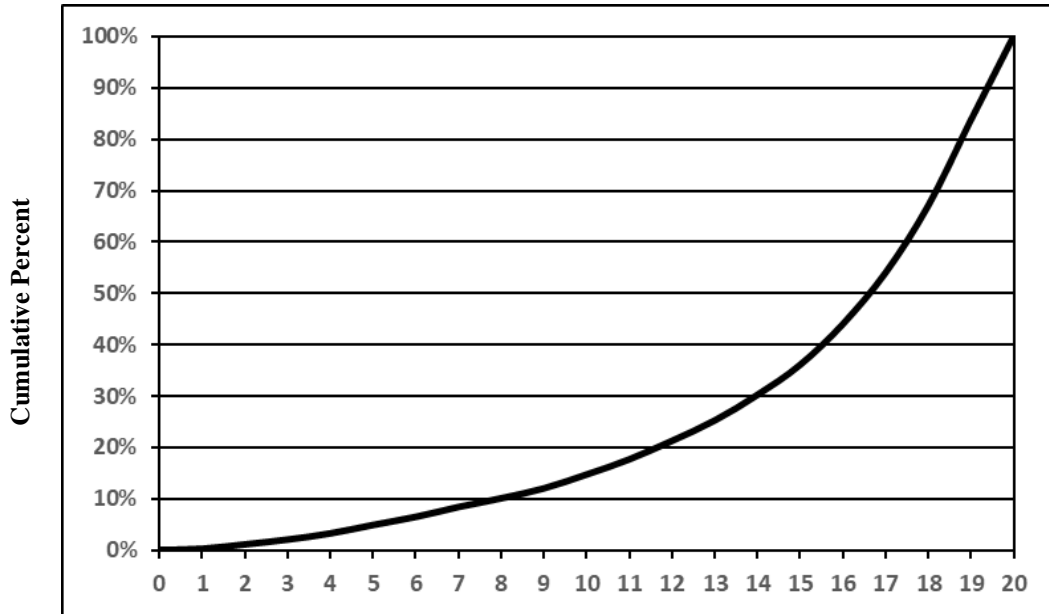


**Figure 7: English – Reading Comprehension**

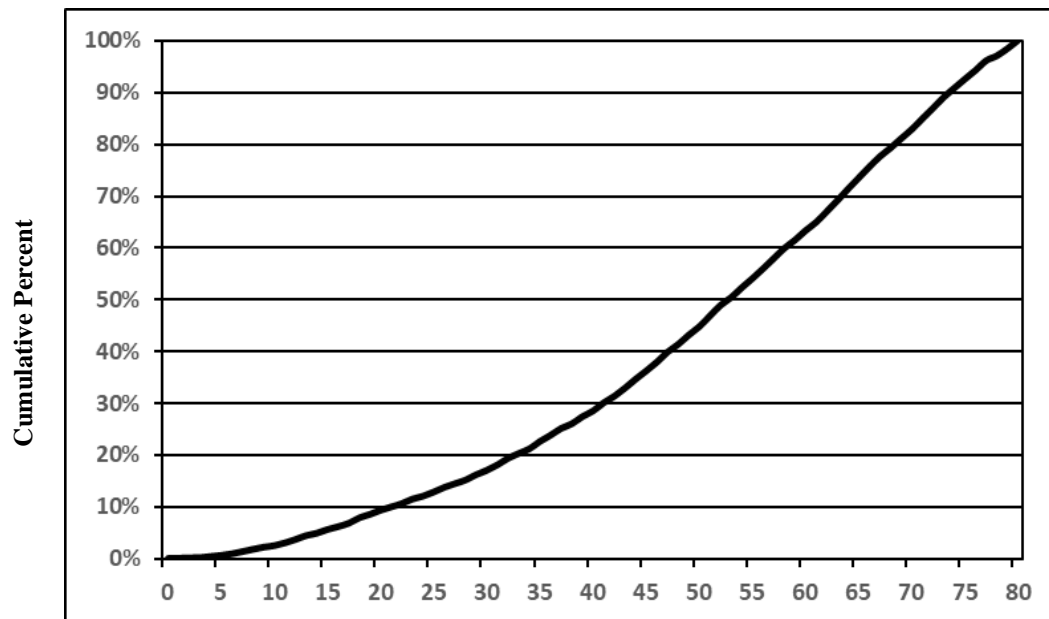


**Figure 8: English – Writing**

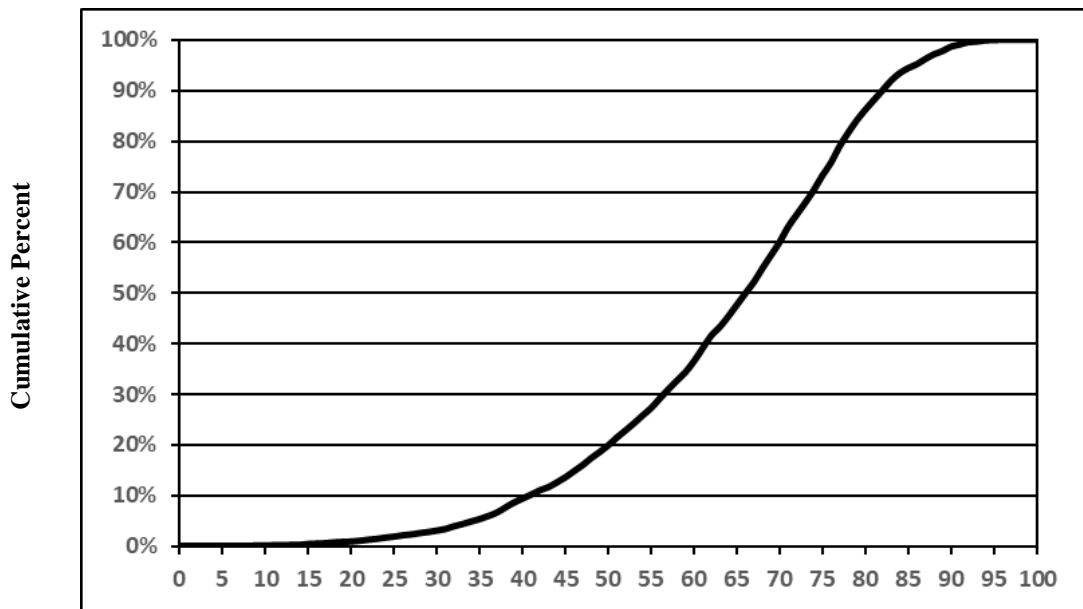
Figures 9 and 10 below show the percentage of candidates who obtained a particular score in the Mathematics mental (Figure 9) and written (Figure 10) components. For example, a student who obtained 8 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 70 out of 80 marks in the written component falls within the top 20% of the same population.



**Figure 9: Mathematics – Mental**

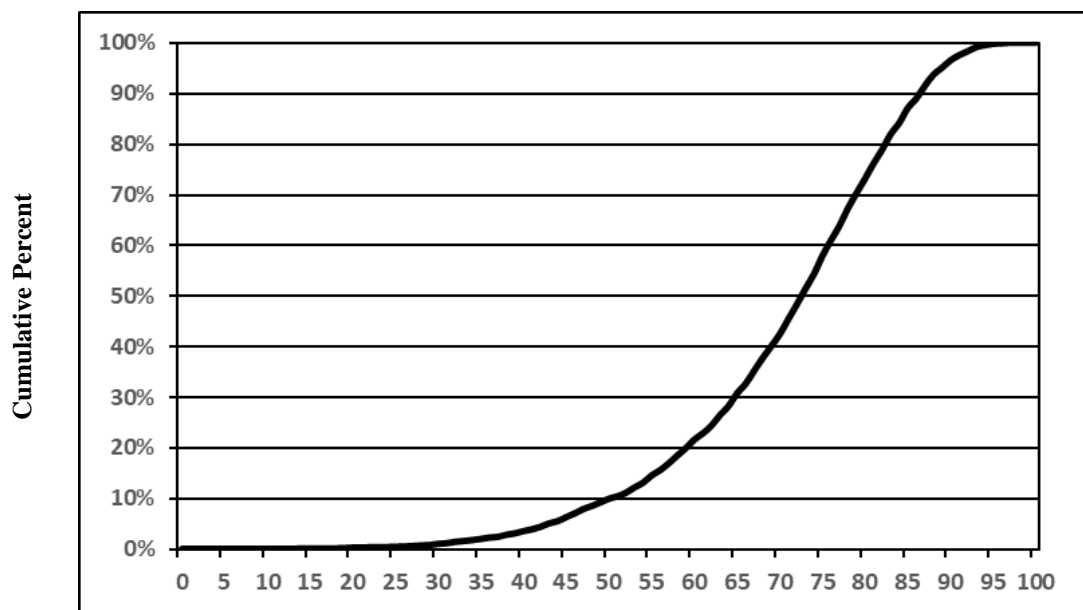


**Figure 10: Mathematics – Written**

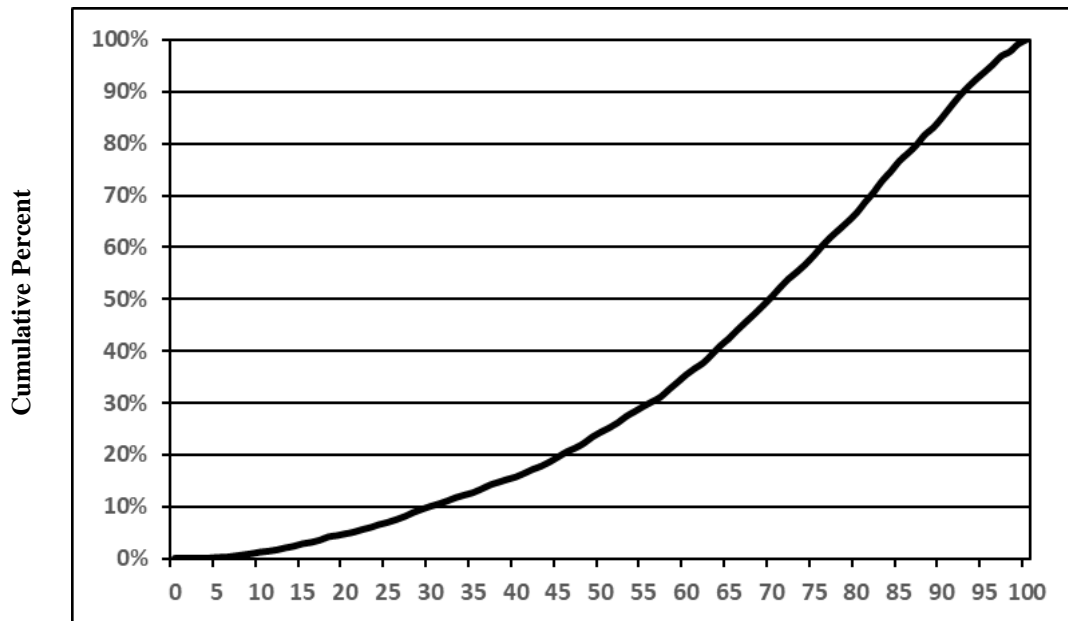


**Figure 11: Il-Malti – Total**

Figure 11 above shows that approximately 40% of the student cohort obtained 61 marks or more whilst 10% of the cohort obtained 40 marks or less in Maltese. Figure 12 below shows that approximately 20% of the students scored 83 marks or more in English. In total, about 10% of the student cohort obtained 50 marks or less.



**Figure 14: English – Total**



**Figure 15: Mathematics – Total**

Figure 13 above shows that in Mathematics approximately 20% of the student cohort obtained 45 marks or less whilst approximately 20% of the cohort obtained 87 marks or more.

## **4. Performance Reports**

This section presents the performance reports of the three subjects included in the Benchmark 2022. These reports are intended for school and classroom use as they provide valuable feedback that informs the teaching and learning processes during the Primary Years Cycle. For Maltese and English, feedback is given on the four components: speaking, listening, reading comprehension and writing whereas for Mathematics feedback is given on both the mental and written papers.

## 4.1 Il-Malti

### A. Dahla

L-iskop tal-Benċmark huwa l-assessjar tal-izvilupp 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-riżultati tal-Benċmark biex jirfina t-tagħlim tiegħu.

### B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2022

It-tabella t'hawn taht turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2022.

It-Taqsimit	Il-Marki	Il-Ħin
It-Taħdit	20%	10 minuti (kull par)
Il-Fehim mis-Smigh	20%	30 minuta
Il-Fehim mill-Qari	30%	50 minuta
Il-Kitba	30%	60 minuta

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 ħadd.

### 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 ċ-Chairperson tal-Bord inkarigat/a mit-tfassil tal-karta tal-Benċmark tal-Malti. Is-suġġerimenti u r-rakkomandazzjonijiet mogħtija f'dan ir-rapport huma maħsuba għall-għalliema kollha tal-Primarja u mhux għal dawk biss li jgħallmu s-sitt sena.

#### Ċ1. It-Taħdit

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



Dan il-komponent kien fih erba' taqsamiet:

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

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

### **Kummenti ġenerali**

Il-maġġoranza tal-istudenti għandhom Malti mexxej u m'għandhomx diffikultà biex jifhmu l-Malti mithaddet u jwieġbu b'mod xieraq b'Malti tajjeb. Jidher ukoll li l-interazzjoni tal-istudenti mal-interlokutori kienet waħda tajba. Dan ħareġ l-iktar fit-tieni taqsima meta l-istudenti kellhom **L-Intervista**.

Ġie nnutat li fit-tielet taqsima **Qabbel l-Istampi**, l-istudenti ma sabux diffikultà biex jiddeskrivu l-istampi b'mod individwali. L-ikbar diffikultà dehret li kienet biex iqabblu stampa m'ohra b'mod kreattiv u jiddiskutu s-similaritajiet u d-differenzi ta' bejniethom. Qajla kien hemm studenti li rnexxielhom jimirħu lil hinn minn dak li qed jaraw u jirreferu anki għal esperjenzi personali marbutin mal-istampi murija.

Fir-raba' taqsima **Stampa fuq Tema** ġie nnutat li hafna studenti kienu kreattivi u daħlu fid-dettall billi raw oltre l-istampi ta' quddiemhom. Madanakollu kien hemm oħrajn li sabu diffikultà biex jesprimu ruħhom minħabba limitazzjoni fil-vokabularju tagħhom. Jidher ukoll li xi studenti sabu diffikultà biex jagħtu l-opinjoni tagħhom minħabba nuqqas ta' kunfidenza u Prattika fil-lingwa Maltija fil-ħajja ta' kuljum.

Minkejja li ġie nnutat li l-maġġoranza assoluta tal-istudenti qagħdu attenti biex ma jaqilbux għall-Ingliż huma u jtkellmu, inhass li ċertu vokabularju huwa iktar familjari bl-Ingliż milli bil-Malti. Dan qed jingħad għal kliem li għadu mifruż fil-Malti u mhux għal kliem ta' nisel Ingliż li illum hu parti integrali mil-lingwa Maltija.

## Ċ2. Il-Fehim mis-Smigh

Il-komponent tas-smigh kien fih żewġ taqsimiet. L-ewwel taqsima kien fiha silta u żewġ taħriġiet filwaqt li t-tieni taqsima kien fiha silta u tliet taħriġiet. L-istudenti semgħu s-siltiet irrekordjati permezz ta' filmat awdjo-viżiv.

### Kummenti ġenerali

#### L-ewwel silta tas-smigh

Is-silta kienet bullettin tal-aħbarijiet. 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-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

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

Ftit ħafna kienu l-istudenti li wiegħbu tajjeb għall-mistoqsijiet kollha. Kien hemm numru sew ta' studenti li żbaljaw f'numru 4 u 5. Donnu li f'dawn iż-żewġ mistoqsijiet partikolari, l-istudenti tfixxli għax ma kinux jafu xi jfisser il-kliem 'thaddan' (numru 4) u 'thares' f'sens ta' 'tipproteġi' (numru 5). Ma kienx hemm diffikultajiet partikolari f'numri 2, 3 u 6.

Dan it-tip ta' taħriġ jintlaqa' tajjeb mill-istudenti u huwa xieraq ħafna biex jittestja l-ħila tas-smigh. L-istudenti għandhom jitgħallmu jisimghu b'aktar attenzjoni waqt li t-test ikun qed jinqara. Għandhom jiġu mħarrġa 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. L-istudenti għandhom ukoll jiġu mħarrġa fil-ħila tar-raġunar. M'għandhomx jistennew li kull tweġiba se tkun diretta billi f'dan it-taħriġ huwa mistenni li l-istudenti jifhmu s-sens kollu tas-silta li qed jisimghu.

**Fit-tieni eżerċizzju** l-istudenti kellhom jimlew il-vojt f'għadd ta' sentenzi b'kelma waħda. F'dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Ma kitbu ebda kelma,
- Kitbu kelma li ma tagħmilx sens skont dak li semgħu,
- Kitbu kelma li grammatikalment u sintattikament ma toqgħodx fis-sentenza mogħtija.

L-iżbalji tal-ortografija ma ġewx ippenalizzati.

Ftit ħafna kienu l-istudenti li wiegħbu tajjeb għall-mistoqsijiet kollha. Kien hemm numru sew ta' studenti li żbaljaw f'numru 3 u 6. Ir-risposti tal-mistoqsijiet numru 2, 4 u 5 kienu fil-maġġoranza tagħhom tajbin. Għal mistoqsija numru 3 *Skont Tanaka biex tgħix ħajja twila ma tridx tittraskura*

*l-irquad* xi studenti kitbu ‘raqda’ minflok ‘irquad’ billi qabdu u kitbu l-kelma skont kif semgħuha fis-silta bla ma taw kas is-sura tas-sentenza u l-artiklu li ppreċeda l-ispazju vojta. Mistoqsija numru 6 *Alex Wislow u shabu ddecidew li jisparaw bi zbandola blalen tat-tafal fis-sigar* ukoll fixklet numru sew ta’ studenti. Jista’ jkun li l-kelma ‘zbandola’ mhix familjari mal-istudenti. Ohrajn kitbu l-kelma ‘slingshot’ minflok ‘zbandola’.

L-istudenti għandhom jitgħallmu biex jaqraw is-sentenza kollha qabel ma jimlew il-vojt. L-istudenti għandhom ukoll jitgħallmu biex jisimgħu u jixtarru fid-dettall ta’ dak li qed jisimgħu u mhux għax semgħu kelma partikolari fit-test, bħal ‘raqda’ jiktbu l-kelma eżatt kif semgħuha u jinjoraw dak li qed titlob minnhom il-mistoqsija. Għandna ninkoraġġixxu lill-istudenti jerġgħu jaqraw is-sentenzi wara li jkunu mlew il-vojt sabiex jintebħu jekk il-kelma li ziedu huma tagħmilx sens mal-bqija tas-sentenza. Għandhom ukoll joqogħdu iktar attenti għall-artiklu ta’ qabel il-kelma vojta, għax dan jista’ jgħin biex jimlew il-vojt bil-kelma t-tajba.

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

Din is-silta kienet informattiva filwaqt li tagħti istruzzjoni dwar kraft li jistgħu jagħmlu t-tfal biex johlqu spettaklu ta’ dellijiet mill-pupazzi. L-istudenti kellhom jaħdmu tliet 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-hażina,
- Ma mmarkaw l-ebda twegiba,
- Immarkaw iktar minn twegiba waħda.

Ftit hafna kienu l-istudenti li wiegħbu tajjeb għall-mistoqsijiet kollha. L-iktar mistoqsija li zbaljaw fiha l-istudenti kienet fin-numru 5 *Dan il-programm tal-krafts jixxandar fi tmiem il-gimgha*. Kienu hafna studenti li għazlu (b) *nhar ta’ Gimgha*. Jista’ jkun li peress li fis-silta semgħu “Bħalma nagħmlu kull gimgha, niltaqgħu s-Sibt li ġej...” hafna tfal immarkaw b) għax semgħu il-kelma ‘gimgha’. Anki f’dan il-każ spikka l-fatt li numru ta’ studenti Maltin qed ibatu fl-aspett semantiku tal-Malti.

Kien hemm ukoll studenti li ġew ippenalizzati għaliex immarkaw aktar minn twegiba waħda.

**Fit-tieni eżerċizzju** l-istudenti kellhom jimmarkaw żewġ oġġetti li hemm bżonn għall-kraft minn fost dawk li ssemew fis-silta minn lista mogħtija. F’dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f’xi waħda minn dawn:

- Immarkaw it-twegiba l-hażina,
- Ma mmarkaw xejn,
- Immarkaw iktar minn tliet oġġetti.
- Immarkaw oġġett wieħed biss.

Dawk l-istudenti li mmarkaw tliet oġġetti u tnejn minnhom kienu tajbin, ingħataw marka. Dawk li mmarkaw iktar minn tliet oġġetti, ma ngħataw l-ebda marka anki jekk fosthom kien hemm it-tajbin.

Minkejja s-semplicità ta' dan it-taħriġ, xorta waħda kien hemm numru ta' studenti li ma qrawx l-istruzzjonijiet tajjeb biex jimmarkaw żewġ oġġetti biss u allura tilfu l-marki. Kienet ċara fis-silta li fost l-affarijiet meħtieġa biex jagħmlu dan il-kraft kien hemm *pakkett vojt taċ-ċereali*. Numru sew ta' studenti jafu li fis-silta semgħu l-kelma ċereali u għalhekk immarkaw dik il-kelma bħala risposta, mingħajr ma hasbu biex jagħmlu distinzjoni bejn iċ-ċereali li nieklu u l-pakkett li fih ikun hemm merfugħ f'borża ssiġillata ċ-ċereali. Hawnekk jerga' joħroġ fid-deher li numru ta' studenti ma jisimghux id-dettall tas-silta u jimmarkaw kelma, sempliċement għax ikunu semgħuha bla ma jaħsbu.

**Fit-tielet eżerċizzju** l-istudenti kellhom iqabblu kolonna A ma' kolonna B billi jimlew il-vojt permezz tan-numri biex iqabblu żewġ partijiet li jagħmlu sentenza waħda. F'dan it-taħriġ l-istudenti ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Kitbu t-twegiba l-ħażina,
- Ma kitbu l-ebda numru,
- Irrepetew l-istess numru/i.

Il-maġġoranza assoluta tal-istudenti marru tajjeb ħafna f'dan it-taħriġ u ma kienx hemm diffikultajiet partikolari.

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

### Ċ3. Il-Fehim mill-Qari

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

Is-silta magħżula għall-fehim mill-qari kienet tikkonsisti minn Ħarsetta. Wara l-istudenti ngħataw erba' eżerċizzji fejn kellhom (a) jagħżlu t-twegiba t-tajba minn tliet għażliet, (b) jimlew il-vojt skont is-sens tas-sentenza, (ċ) jagħżlu bejn veru u falz, (d) jagħtu risposta qasira li tirrikjedi ħsieb u kreattività.

F’**Tahriġ A**, l-istudenti marru tajjeb ħafna u ma kienx hemm diffikultajiet partikolari. Dan kien ukoll il-każ f’**Tahriġ B** fejn ħafna studenti wiegħbu tajjeb. Kien hemm xi studenti li ma kinux jafu xi tfisser il-kelma *dixxendent* li dehret fil-ħarsetta u allura fin-numru 2 *Pietru huwa raġel anzjan li jiġi mill-bogħod minn kavallier*, bosta kitbu *dixxendent* billi hi kelma li dehret fis-silta imma ma fehmuhiex. Hawnhekk ukoll jidher ċar li l-istudenti għandhom jiġu esposti aktar għal firxa lessikali iktar wiesgħa. L-għalliema għandhom ukoll jiġbdu l-attenzjoni tal-istudenti li f’tahriġ bħal dan jaraw li l-kelma li kitbu tagħmel sens fis-sentenza.

F’**Tahriġ Ċ**, ftit kienu l-istudenti li wiegħbu tajjeb għall-mistoqsijiet kollha. L-ikbar diffikultà dehret fin-numru 3 u 4. Fin-numru 3, l-istudenti ngħataw is-sentenza *Il-familja tal-aħwa kienet fqira*. Din kellha tiġi ‘veru’ billi fis-silta kien hemm miktub li kienu ġejjin minn familja li ‘jaqilgħuha u jikluha’. Fin-numru 4, l-istudenti ngħataw is-sentenza *L-iskoperta seħhet fi nżul ix-xemx*. Din kellha tiġi ‘falz’ billi fis-silta hemm miktub li l-iskoperta seħhet ‘tard billejl’. Fiż-żewġ każijiet jidher li numru ta’ studenti ma jafux xi jfissru espressjonijiet bħal ‘jaqilgħuha u jikluha’ u ‘nżul ix-xemx’. L-istudenti għandhom jiġu esposti iktar għall-Malti idjomatiku.

F’**Tahriġ D** kien hemm varjetà ta’ twegibiet. Kien hemm twegibiet li jagħmlu sens u li juru li l-istudenti fehmu xi ntab minnhom. Xi wħud kitbu deskrizzjoni veru tajba tal-palazz b’vokabularju li jaqbel max-xeni xokkanti msemmija fis-silta. Dawk li fehmu tajjeb dak li qed jintalab minnhom semmew id-dlam li kienu mdawrin bih, marki fuq il-ħitan, tpingijiet tal-biża’, ħġieġ imkisser, grieden jiġru u firien, tiċpis tad-demem eċċ. Ghalkemm intwera ammont ta’ kreattività, mill-banda l-oħra deher ċar li xi studenti kienu neqsin mill-ideat, tant li xi kandidati rrepetew kelma b’kelma dak li kien hemm miktub fil-ħarsetta u ma kienu immaginattivi xejn. Oħrajn flok kitbu x’raw fil-palazz, intilfu jiktbu dwar dak li għamlu qabel u wara daħlu fil-palazz. Xi studenti injoraw l-istruzzjoni ‘iddeskrivi x’rajt’ u kitbu biss dwar dak li semgħu.

L-għalliema jagħmlu sewwa li jiġbdu l-attenzjoni tal-istudenti fil-klassi li meta jagħtu twegiba għal domanda simili, iridu jaraw li dak li kitbu jintrabat mas-sens tas-silta u mhux jaqbd u jniżżlu l-ewwel haġa li tiġi f’moħħhom. L-edukaturi għandhom jgħinu lill-istudenti jagħrfu l-atmosfera tas-silta mogħtija; f’dal-każ kienet tal-biża’. U mbagħad, jiktbu sentenza oriġinali marbuta mal-atmosfera u li permezz tagħha jiddeskrivu x’raw. L-istudenti għandhom jitharrġu biex ma jaqtgħux fil-qasir. Jekk fl-iskript tal-eżami hemm tliet linji fejn wieħed jista’ jikteb, tajjeb li wieħed jużah dan l-ispazju. Iridu jifhmu li l-marki massimi jingħataw lil min jaħdem għalihom u jwieġeb sew u f’ċertu dettall dak li qed jiġi mistoqsi.

## Kummenti ġenerali

Qabel ma jwieġbu, l-istudenti jeħtieġ ikollhom aktar Prattika kif jieqfu u jaħsbu eżatt x’inhom mitlub minnhom wara li jaqraw il-mistoqsija, u jekk l-istudenti jingħallmu jaqraw u jiċċekkjaw xogħolhom 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. Tkun perspettiva żbaljata jekk naħsbu li t-twegibiet kollha fil-fehim mill-qari jistgħu jinstabu direttament fis-silta. Se jkun hemm twegibiet li jikxu wkoll dawk l-istudenti li fehmu s-silta u lil hinn minnha.

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

### It-Tieni Taqsuma

Is-silta t-twila kienet silta narrattiva maqsuma fi tnejn. Fis-silta niltaqgħu mal-personaġġ ta' Vido, il-vajrus li qaleb id-dinja ta' taħt fuq f'dawn l-aħħar snin, li jirrakkonta l-esperjenza tal-pandemija mill-perspettiva tiegħu. Fl-ewwel parti tas-silta, il-mikrobu jirrakkonta kif infirex mad-dinja kollha filwaqt li jiftaħar bid-dehra u l-orġini tiegħu. Imbagħad fit-tieni parti tas-silta, il-voċi fl-ewwel persuna tal-vajrus tirrakkonta kif il-bniedem irreaġixxa għat-theddida u prova jsib rimedju f'dan iż-żmien ta' kriżi, fosthom bit-tilqim u miżuri oħra biex jipprova jxejjen dejjem aktar is-saħħa tal-Covid-19.

Din it-taqsuma kien fiha tliet taħriġiet:

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

### Taqsuma A

Mistoqsija 1: F'din il-mistoqsija ma jidhirx li kien hemm problemi partikolari għall-istudenti. Ftit ħafna kienu l-istudenti li ma mmarkawx ir-risposta t-tajba. Dawk li ma weġbux tajjeb, x'aktarx li huwa minhabba li ma jafux li 're' u 'sultan' huma sinonimi. Kienet mistoqsija ċara u diretta.

Mistoqsija 2: Il-maġġoranza tal-istudenti wiegħbu tajjeb. Madanakollu dawk li weġbux tajjeb, jidher li ma fehmux x'inhuma 'mezzi tax-xandir' u allura ma setgħux iwiegħbu tajjeb. Hasra li minkejja s-semplicità ta' din il-mistoqsija, il-problema tal-limitazzjoni tal-vokabularju qed ittellef daqshekk lill-istudenti.

Mistoqsija 3: Kien hemm min wieġeb tajjeb għal din il-mistoqsija imma kien hemm oħrajn li ma kinux jafu xi tfixx l-espressjoni '*Mal-erbat irjieħ tad-dinja*' Jista' jkun li dawn qatt ma jkunux semgħuha. Kien hemm twegħibiet li ma kellhom x'jaqsmu xejn mal-frazi bħal pereżempju *għandu pjan għal xi hadd jew xi haġa, ġera ħafna, f'daqqa waħda, li huwa r-raġel li jgħidilhom x'jagħmlu eċċ.*

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 jigu esposti għal espressjonijiet bil-Malti kemm fit-taħdit u 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.

Meta l-istudenti jiltaqgħu ma' mistoqsija bħal din, importanti li jmorru lura fis-silta u jerggħu jaqraw il-parti fejn hemm din l-espressjoni. Forsi wieħed ma jkunx jaf xi tfixx eżatt imma jekk tqiegħed il-frazi fil-kuntest minn fejn ittiegħdet, wieħed jista' jasal biex jifhimha u jagħti t-twegħiba t-tajba.

Mistoqsija 4: F'din il-mistoqsija, l-istudenti ntalbu jiktbu s-singular tal-kelma 'żgħażaġh' f'kuntest ta' sentenza li fiha s-singular kellu jkun fil-maskil. Kien hemm numru ta' studenti li wiegħbu tajjeb u kitbu l-kelma b'ortografija tajba għax għamlu użu minn mudell. Ohrajn, għalkemm kienu jafu li s-singular maskil huwa 'żagħżuġh', ma kitbux il-kelma tajjeb u allura ma ngħataw l-ebda marka.

Mistoqsija 5: F'din il-mistoqsija, l-istudenti ntalbu jiktbu espressjoni mit-tielet paragrafu li tfisser 'nixbah'. Numru konsiderevoli ta' studenti ma wegħbux tajjeb. Kien hemm min flok l-espressjoni sħiħa ta' biss il-kelma 'lemħa' u ohrajn għażlu espressjoni għalkollox ħażina. Dan minkejja l-fatt li l-mistoqsija indikatilhom il-paragrafu minn fejn għandhom jisiltu l-espressjoni. Id-differenza bejn *kelma* u *espressjoni* għandha tiġi mfissra iktar mill-għalliema.

Waqt il-qari l-għalliema għandhom jagħtu kas aktar tal-espressjonijiet li jiltaqgħu magħhom, jieqfu u jistaqsu lill-istudenti dwar it-tifsira tal-espressjonijiet. Ma nistgħux nikkonkludu li l-istudenti jkunu fehmu xi espressjoni partikolari. Il-lingwa tevolvi l-ħin kollu. Il-lingwa espressiva m'għadhiex tiġi daqshekk użata fit-taħdit mill-poplu għalhekk l-għalliema jridu jagħmlu sforz doppju biex dawn l-espressjonijiet li qabel bħala tfal Maltin konna nitgħallmuhom b'mod naturali, illum iridu jiġu mgħallma mill-qari.

Mistoqsija 6: Jidher li din il-mistoqsija nħasset tqila minn bosta studenti, minkejja li kien hemm studenti li wiegħbu tajjeb għaliha. Kien hemm studenti li waslu għat-twegħiba t-tajba - dik li Vido jiġi n-neputi ta' Wenza l-influwenza. Kien hemm ukoll min kiteb li Vido jiġi 'bin it-tifel tagħha' minflok 'it-tifel tat-tifla tagħha' u dan juri li għandna studenti li jafu jhaddmu tajjeb ċertu vokabularju. Dawn kienu tweġibiet tajbin. Sfortunatament, ohrajn baqgħu strettament fuq l-informazzjoni li ngħataw u kitbu li Vido *jiġi mill-bogħod* minn Wenza l-Influwenza. Jista' jkun li anki f'dan il-każ, l-espressjoni 'jiġi minn' mhix familjari għal xi wħud mill-istudenti.

Għandna nhegħgu lill-istudenti jifhmu lil hinn minn dak li hemm miktub direttament fis-silta u ngħallmuhom ihaddmu aktar rashom meta jiġu biex iwiegħbu mistoqsijiet inferenzjali.

Mistoqsija 7: Il-maġġoranza l-kbira tal-istudenti taw ir-risposta tajba għal din il-mistoqsija sempliċi u diretta.

Mistoqsija 8: Anki hawnhekk, il-maġġoranza tal-istudenti wiegħbu tajjeb. Tweġibiet tajbin kien hemm ħafna – Vido, il-vajrus, mikrobu u mikrobu malizzjuż. Ta' min ninnotaw li waħdiet kienu dawk li kitbu l-'Covid-19'. Minkejja li l-mistoqsija kienet ċara, kien hemm numru ta' studenti li kitbu li ħarbilhom 'sigriet' sempliċement għax fis-silta l-kelma 'ħrabtilhom' kienet qrib il-kelma 'sigriet'.

## **Kumment Ġenerali**

Għalkemm l-istudenti kellhom esperejnza diretta u fit-tul tal-pandemija, xorta xi wħud m'għamlux il-konnessjoni. Minkejja li l-esperjenza tal-Covid-19 kienet waħda attwali u l-istudenti għexuha direttament f'ħajjithom, xorta kellna studenti li s-silta ma fehmuhiex. Qisu għall-istudent, dak li jiġri fl-iskola, m'għandu l-ebda konnessjoni ma' dak li jsir fid-dinja ta' barra u bil-kontra. Tajjeb li

t-tagħlim fil-klassijiet ikun verament relevanti, topiku u li jwassal l-istudenti jifhmu u jippreparaw ruħhom għad-dinja li hemm barra mill-iskola.

## Taqsimha B

Mistoqsija 1: Il-bieċa l-kbira tal-istudenti wiegħbu din il-mistoqsija tajjeb. Kien hemm twegibiet differenti li setgħu jisiltu mill-ewwel linja tas-silta. L-iktar twegiba komuni kienet ‘jisogħlu’.

Mistoqsija 2: Ftit kienu dawk li wiegħbu tajjeb. Il-maġġoranza rrepetew dak li kien hemm miktub fil-mistoqsija u kitbu: “għax jaqbeż minn sodda għal oħra”. Il-kuncett ta’ tixrid tal-marda mqabbel ma’ ballun tal-ping pong ftit waslu għalih. Hemm bżonn li ngħinu lill-istudenti jaħsbu iktar. L-istudenti għandhom jiġi mgħallma, għalkemm skont l-età tagħhom, it-tħaddim ta’ diskors figurattiv u jiġu mgħallma jagħtu b’mod ċar it-tifsir tax-xebh. Hawnhekk il-ballun tal-ping pong ixxebbah mal-virus għax dan infirex ma’ kullimkien b’ċerta heffa u bla ebda direzzjoni speċifika, hekk kif jaf jagħmel ballun tal-ping pong. Naturalment, meta l-istudenti wrew li fehmu l-idea bażika li l-vajrus infirex ma’ kullimkien, kien biżżejjed biex it-twegiba tqieset tajba u ngħataw il-marki kollha.

Mistoqsija 3: Il-maġġoranza tal-istudenti wiegħbu din il-mistoqsija b’mod korrett. Ħafna rnexxielhom jaslu għall-fatt li l-bnedmin huma ħlejjaq meraviljużi għax isibu tarf ta’ kollox. Oħrajn ma fehmux għaliex u kitbu twegibiet bħal ‘għax huma sbieħ biex tħares lejhom’. Fil-każ ta’ dawn tal-aħħar ikun jidher ċar li l-kandidati ma jkunux fehmu s-silta b’mod ġenerali u mhux din il-mistoqsija partikolari biss.

Mistoqsija 4: Kien hemm varjetà ta’ twegibiet u mhux il-kandidati kollha waslu biex jifhmu li l-pronom ‘hom’ fil-kelma ‘umbrajthom’ qed jirreferi għall-maskri. L-għalliema għandhom iħarrġu lill-istudenti tagħhom billi meta jiltaqgħu ma’ pronomi mehmuzin f’siltiet tal-qari li jkunu qed jaqraw flimkien mal-istudenti fil-klassi, jistaqsuhom għal-liema nom qed jirreferu.

Mistoqsija 5: Ħafna mill-istudenti wiegħbu tajjeb għal din il-mistoqsija u ma jidhirx li kien hemm diffikultajiet partikolari.

Mistoqsija 6: F’din il-mistoqsija ftit kienu li kitbu t-twegiba t-tajba. Il-maġġoranza iżjed bdew jaħsbu li hija xi haġa li għandha x’taqsam ma’ xi habel u ħaduha letteralment u mhux idjomatikament. L-espressjonijiet Maltin fihom minjiera ta’ tagħlim u għalhekk l-istudenti għandhom jitharrġu fihom ħalli mhux biss jifhmuhom imma wkoll ikunu jistgħu jużawhom fil-kitbiet tagħhom biex verament jarrikixxu l-kitba tagħhom.

Din il-mistoqsija ħarġet iktar fil-beraħ in-nuqqas ta’ qari mill-istudenti Maltin minn fejn jistgħu jkabbru l-għarfien tagħhom ta’ għadd ta’ espressjonijiet/idjomi. L-għalliema għandhom isibu l-ħin u l-modi kif l-istudenti jkabbru l-vokabularju tagħhom biex jagħmlu tajjeb għan-nuqqas ta’ qari.



Mistoqsija 7: Għalkemm kien hemm hafna studenti li wiegħbu din il-mistoqsija b’mod tajjeb, kien hemm numru sostanzjali li wiegħbu hażin. It-twegħiba kellha tkun ‘Le, għax Vido jgħid li kull saltna tispicċa xi darba jew oħra.’ Madanakollu, xi studenti wehlu mal-aħħar sentenza tas-silta meta jgħid

li mhux se jkun faċli neħilsu mill-mikrobu. Għandna nheggu lill-istudenti biex jaħsbu u jergħu jaqraw sew qabel jaqbd u jiktbu twegħiba billi ċertu mistoqsijiet jirrikjedu aktar ħsieb minn oħrajn.

## Taqsimi Ċ

F’din l-aħħar taqsima tal-fehim mill-qari, l-istudenti jintalbu jirriflettu dwar dak kollu li jkunu qraw biex wara jwiegħbu għal mistoqsijiet ta’ natura generali. 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:

Il-maġġoranza tal-istudenti wiegħbu b’mod tajjeb u kitbu żewġ affarijiet li bdew jagħmlu n-nies biex jehilsu minn Vido bħal: jaħslu jdejhom bis-sapun u jilbsu l-maskra. Fost dawk li ma wegħbux tajjeb, gie nnutat li dawn kitbu twegħiba bl-addoċċ bħal pereżempju ‘jarmuh ’l hemm’ jew ‘ma jużawhx’. Oħrajn kitbu twegħibiet li m’għandhomx x’jaqsmu mas-silta bħal “joqtluh b’sikkina”, “igarawh” jew “ivvintaw”. Sfortunatament fil-każijiet li ssemmev l-aħħar, huwa ċar li dawn l-istudenti partikolari ma jkunux fehmu dak li qraw.

Din il-mistoqsija kienet waħda diretta u marbuta mal-esperjenza tal-istudenti u għalhekk hafna studenti kisbu ż-żewġ marki li kellha din il-mistoqsija meta ssemmev żewġ punti.

### Kummenti fuq il-mistoqsija Ċ2:

Bil-kontra għal mistoqsija Ċ1, din il-mistoqsija offriet sfida ikbar għall-istudenti. Kienet mistoqsija tat-taħbil il-moħħ. Minkejja din l-isfida, ġew innutati numru ta’ twegħibiet interessanti u intelligenti. Hafna studenti taw raġuni valida u twegħiba raġonevoli. Din il-mistoqsija kienet opportunità għall-istudenti biex juru l-opinjoni tagħhom. Mistoqsijiet hekk hafna drabi jxekklu lill-istudenti għax isibuha diffiċli biex jesprimu ruħhom iżda permezz ta’ din il-mistoqsija rajna li hafna studenti rnexxielhom jegħlbu d-diffikultajiet li sabu matul is-silta u taw twegħiba korretta u li tagħmel sens. Mill-banda l-oħra, kien hemm studenti li kienu xotti fit-twegħiba tagħhom u li ma wrewx il-hila li tippreżenta raġuni u ssostni l-validità tagħha. Mistoqsija ta’ din in-natura tagħti ċans lill-istudenti biex jimirħu billi m’hemmx risposta waħda u fissa. L-għalliema għandhom jgħallmu lill-istudenti sabiex meta jiġu biex jagħtu twegħiba jkunu ċari u loġiċi fil-ħsieb tagħhom, u jesprimu ruħhom b’lingwaġġ ċar u li jagħmel sens.

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, joħorgu bi twegħiba 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-twegħiba tagħhom jindika wkoll li ma jridux jagħtu risposti xotti. Anki minħabba l-fatt li dawn ikunu mistoqsijiet li jiddistingwu student minn ieħor.

## **Kummenti u Rakkomandazzjonijiet generali fuq il-Fehim mill-Qari**

Sentiment komuni fost l-eżaminaturi kien id-diffikultà li jiltaqgħu magħha l-istudenti meta jiġu biex jellaboraw jew iwiegħbu fit-tul u b'mod dettaljat. Din hija hila li tiddistingwi student minn ieħor minhabba l-fatt li mistoqsijiet ta' ċertu tip jitolbu iktar impenn u allura juru maturità. Sfortunatament, diversi studenti għandhom ħabta jaqbd u jiktbu dak li jiġi f'moħħhom li, għalkemm mhux neċessarjament dejjem ikun ħazin, dan ma jirriflettix maturità.

Deher evidenti ħafna li l-iktar mistoqsijiet li ħabtu lill-istudenti kienu dawk marbutin ma' espressjonijiet jew idjomi Maltin. Irridu nishqu l-fatt li t-tagħlim tal-Malti idjomatiku ma jistax ikun marbut biss ma' lista limitata ta' espressjonijiet li jridu 'jistudjaw' l-istudenti. Dan jinkiseb permezz ta' espożizzjoni xierqa għall-Malti, li fuq kollox huwa l-Ilsien Nazzjonali u Uffiċjali ta' pajjiżna.

Allura, fit-tagħlim għandna bżonn niffukaw iżjed fuq l-espressjonijiet u l-Malti idjomatiku. Għandna bżonn ukoll inrawmu fl-istudenti l-hila tal-ħsieb kritiku biex ikollna ġenerazzjoni futura li tara lil hinn minn dak li jidher jew li jkun hemm miktub. Huwa importanti li t-tfal jibdeu jaħsbu b'mod kritiku minn età żgħira għax inkella jikbru mingħajr ma jkunu jafu jaħsbu.

Huwa importanti wkoll li nrawmu studenti li jafu jagħtu opinjoni b'saħħitha...li ma tkunx artifiċjali, imma turi riflessjoni attenta fil-ħsieb. Ħafna drabi, l-istudenti għandhom it-tendenza li l-ewwel ħsieb li jiġi f'moħħhom jiktub. L-għalliema għandhom jishqu mal-istudenti li mhux bilfors li l-ewwel ħsieb li jiġihom ikun tajjeb jew l-aħjar.

Spikkat ukoll it-traskuraġni fil-prezentazzjoni tax-xogħol tal-istudenti. Anke din is-sena, bħas-snin l-imghoddija, il-markaturi ħassew li għandhom jikkumentaw dwar il-kaligrafija li ħafna drabi ma tintgħarafx. Ikkumentaw dwar kliem ingassat b'mod traskurat għall-aħhar. 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 prattici li qed ixejnu din il-hila fosthom il-bosta karti tat-taħriġ li ma jhallux lill-istudenti jiktbu sentenzi sħaħ u jiżviluppaw il-kitba tagħhom fit-tul. Diġà ma jitnaqqas marki għall-ortografija f'ħafna mit-tweġibiet; allura rridu nishqu fuq il-punt li l-istudenti jiktbu ċar u pulit. Jeħtieġ li l-għalliema jibqgħu jishqu wkoll fuq l-importanza tal-punteġġatura.

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

## Ċ4. Il-Kitba

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

L-istudenti ngħataw żewġ titli biex jagħzlu wiehed, u li jitolbu kitba ta' riklam. L-ewwel titlu kien jitlob li jiktbu riklam ta' logħba li ivvintaw huma stess minn materjal riċiklabbli, filwaqt li t-tieni titlu kien jitlob li jiktbu riklam ta' ġakketta maġika li ħolqu huma stess. Ma' kull titlu ta' riklam, l-istudenti ngħataw xi għajjuniet permezz ta' xi ideat sabiex jgħinuhom jibnu r-riklam u jzidu ideat oħra magħhom.

L-aktar riklam li ntgħazel kien dak tal-ġakketta maġika. Għalkemm kien hemm studenti li kienu mharrġa tajjeb fil-kitba ta' riklam, kitbu b'Malti tajjeb u taw attenzjoni għad-dettall fit-titlu u l-għajjuniet, kien hemm oħrajn li kellhom numru ta' nuqqasijiet. Dawn huma xi aspetti li ġew innutati:

- Għadd imdaqas ta' studenti ma użawx il-format ta' riklam u ġew ippenalizzati. L-aktar telf ta' marki kien fl-ortografija u l-punteġġjatura.
- Kien hemm numru ta' studenti li ħallew barra t-titlu/slogan.
- Kien hemm għadd ta' studenti li għazlu Riklam 1 li ddeskrivew xi logħba partikolari mingħajr ma semmew li l-logħba hija magħmula minn materjal riċiklabbli. Kien hemm ukoll min sempliċiment kiteb il-kitba bbażata fuq il-bejgħ ta' logħba mingħajr ma semma li l-logħba hija originarjament magħmula minnu nnifsu.
- Għall-għażla ta' Riklam 2 kien hemm bosta ideat sbieħ ta' affarijiet maġiċi differenti. Kien hemm il-maġġoranza tal-istudenti li minflok il-kelma “maġiċi” kitbu “maġiki”, Eż. “Mela ejjew sal-ħanut sabiex tixtru din il-ġakketta b'affarijiet maġiki”
- L-iżbalji grammatikali/ortografiċi ma naqsux. Kien hemm ukoll ħafna żbalji sintattiċi u użu żbaljat tal-punteġġjatura. Uħud kitbu riklam bla ma użaw il-punteġġjatura.
- Intuża ħafna kliem mill-Ingliż li floku għandna kliem ieħor mifruż bil-Malti bħal ‘size’ flok ‘qies’ jew ‘daqs’ u ‘20% off’ flok ‘roħs/skont ta’ 20%’.
- 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.

- L-għalliema għandhom iħarrġu aktar lill-istudenti sabiex jagħmlu użu aħjar mill-għajnuniet jew eżempji li jingħataw. L-istudenti għandhom jiġu mgħallma kif jinqatgħu mis-suggerimenti mogħtija (bla ma jitbiegħdu minn dak li qed jintalbu jiktbu) jekk iħossu li l-ideat tagħhom huma superjuri minn daww 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.
- L-istudenti jiġu megħjuna biex isiru aktar familjari mal-proċess tal-kitba: (il-pjan, l-ewwel abbozz, ir-reviżjoni tal-ewwel kitba, it-tagħlim ta' daww l-istrategġiji li jistgħu jgħinu lill-istudent biex jagħmel l-editjar neċessarju fl-ewwel abbozz qabel il-kitba finali).
- L-istudenti għandhom isiru aktar konxji tad-differenza bejn kitba ta' reklam u kitbiet oħra. X'inhu dak li jurina li l-kitba hi reklam u mhux xi tip ta' kitba oħra? Liema vokabularju, stil u ideat jiġu użati? X'forma jista' jieħu reklam biex jattira l-għajn? Hemm aspetti li huma importanti li jiġu mħaddma f'reklam u oħrajn li għandhom jiġu evitati?
- L-istudenti għandhom ikunu esposti għal riklami differenti bil-Malti biex jitgħallmu l-fatturi prinċipali li fuqhom ikun mibni reklam. Kien jinħass li ċerti studenti ma kinux esposti għal dan it-tip ta' ġeneru u għalhekk ma laħqux il-miri li jirrikjedi reklam.

## Tahriġ B: Il-kitba ta' rakkont

L-istudenti ngħataw żewġ titli biex jagħzlu wieħed, u li jitolbu kitba narrattiva.

### Il-pjan

Bosta studenti għamlu pjan ta' dak li kellhom jiktbu, anke meta kitbu barra mis-sugġett. Ħafna studenti huma ppreparati tajjeb biex jagħmlu pjan. Kien hemm diversi tipi ta' pjanijiet 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 ngħatawlihom fil-karta. Oħrajn sempliciment kitbu ffit kliem li ġewhom f'moħħom 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'ħafna kliem imqassam f'sezzjonijiet u min b'għanqbuta bi friegħi ta' ideat.

Ta' min wieħed jagħti aktar importanza lill-proċess tal-kitba. Fil-fatt żball komuni huwa li xi studenti ma tawx wisq attenzjoni lill-pjan għax dan għandu żewġ marki biss jew għax aktar ikun moħħom biex jibdeu jiktbu l-kitba twila, forsi għax jibzgu li ma jlaħqux.

## Kummenti ġenerali fuq il-kitbiet

- Il-maġġoranza tal-istudenti għażlu it-tieni rakkont dwar meta hađu sehem f'attività sportiva. Kienu bosta l-kitbiet li taw deskrizzjonijiet tajbin. Kien hemm studenti li ma kinux daqshekk ċari fuq kif sehhew l-avvenimenti b'mod kronologiku.
- L-istudenti li għażlu l-ewwel rakkont kienu inqas. Kien hemm min kiteb rakkont kreattiv u tajjed. Kien hemm min kiteb fuq serqa imma l-biċċa tal-kelb daħlet fl-aħħar u allura hekk bħal donnu injoraw parti ewlenija tat-titlu mogħti.
- Kien hemm numru ta' kitbiet neqsin mill-kreattività. Mill-banda l-oħra, kien hemm studenti li jafu jqassmu l-kitba f'paragrafi u jibnu sentenzi tajbin. Kapaċi wkoll jiktbu espressjonijiet sbieħ u jiktbu sentenzi deskrittivi bħal: “Ġurnata mpittra b'sema blu”, u jiktbu Malti idjomatiku bħal: “qabadni ferħ ta' ġenn”, “nigri daqs għafriid” u “kuraġġ ta' ljun”.
- Hareġ biċ-ċar kemm hemm numru kbir ta' studenti li 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* mhollija barra bħal, ngħidu aħna fil-kelma *mhux*; pronomi meħmużin miktubin ħażin 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*; il-kitba tal-ittra ‘q’ flok l-‘għ’ pereżempju *qaddejthom* flok *għaddejthom*, *qarqan* flok *għarqan*; żbalji oħra bħal: jitolqu *l'* hemm (*l* hemm); f'ħakka *tajn* (t'għajn); *għallura* (allura); *inhaltu* (inhalltu) u għadd ta' żbalji fil-punteġġjatura.
- Kien hemm ħafna repetizzjoni ta' ideat u deher ukoll nuqqas ta' Malti mirqum u espressiv. Dan juri li għadd ta' studenti ma jesponux ruħhom għal ċertu realtazjet.
- Ġie nnutat ukoll in-nuqqas ta' użu tajjed ta' paragrafi u tqassim tal-kitba. Dawk li qassmu f'paragrafi, mhux dejjem qassmu b'mod li jagħmel sens. Tajjed li l-istudenti jkunu jafu kif jorbtu paragrafu m'ieħor biex b'hekk il-kitba tkun aktar mexxejja.
- Irid jingħad ukoll li kien hemm studenti li mhux biss żammew mas-sugġett imma kitbu b'ċertu ħila u dan juri kemm huma fil-fatt jaqraw u li qed jitharrġu sew kemm mill-edukaturi u kif ukoll mill-ġenituri.
- Jidher biċ-ċar li ħafna studenti tgħallmu lista ta' idjomi u espressjonijiet u li dawn riedu jdeffsuhom akkost ta' kollox fir-rakkont tagħhom anke jekk mhux fil-kuntest.

L-eżaminaturi jirrakkomandaw li:

- L-għalliema jenfasizzaw iktar dwar difetti fil-kitba bħal, ngħidu aħna, nuqqas ta' qbil bejn is-suġġett u l-verb; nuqqas ta' kongunzjonijiet u l-għarfien tal-użu tagħhom; u nuqqas ta' rabta bejn sentenza u oħra.
- Għandu jsir enfasi fuq it-tħaddim tajjeb tal-grammatika u s-sintassi.
- Hu importanti li l-istudenti jaqraw sew l-istruzzjonijiet tal-bidu halli jifhmu x'inhom mistenni minnhom.
- L-istudenti jridu wkoll jaqraw halli jkollhom ideat fuq haġna suġġetti. L-ideat iridu jiffukaw sew fuq is-suġġett u jkun tajjeb jekk l-istudenti jaqraw sew l-istruzzjonijiet halli jzommu mas-suġġett.
- L-istudenti għandhom isiru aktar konxji tal-influenza tal-Ingliż fuq il-Malti mhux biss mitkellem, imma anki miktub. Fejn għandna kliem li jaqdina sew bil-Malti, għandna niktbu lilu u mhux niktbu dejjem kif nitkellmu. L-istudenti jridu jiġi mgħallma li bejn il-Malti miktub u l-Malti mitkellem hemm differenza.
- Meta jiġu biex jesprimu ruħhom, l-istudenti għandhom ikunu ċari. Għe nnutat li għadd ta' studenti, fil-pjan, kitbu l-idjomi/l-espressjonijiet li se jużaw fil-kitba. L-għalliema għandhom ifissru lill-istudenti li l-użu jrid ikun f'postu u mhux sfurzati. Ftit kienu dawk li għamlu użu tajjeb minnhom biex setgħu jżewqu l-kitba tagħhom.
- Fl-aħħar nett, l-għalliema għandhom jgħinu kemm jifilhu biex l-istudenti jtejjbu l-kitba tagħhom sa ma jilħqu l-eċċellenza għax fuq kollox għandna r-responsabbiltà li nrawmu persuni li jafu jhaddmu tajjeb l-ilsien Malti!

## 4.2 English

### A: General comments about the Benchmark papers

The English assessment forming part of the End of Primary Benchmark 2022 consisted of four assessments, one for each language component. The Listening and Reading components assessed the students' receptive skills, while the Speaking and Writing components assessed the students' productive skills. The Specification Grid focused on the four language modes that are reflected in the objectives and standards set by the Primary English Syllabus (2006). The weightings of marks were distributed as follows: the Speaking and Listening components were each allotted 20% of the global mark, while the Reading and Writing components each carried 30% of the marks.

The Paper Setting Board for English selected age-appropriate texts and situations, adjusting the difficulty levels of the constructed assessment tasks in all the components, to present students 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 2019. Furthermore, the listening and reading texts were modified and aligned with the competence level of Year Six students.

The listening texts and tasks were professionally recorded, and this impacted positively on the quality of the soundtracks. The writing tasks, 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 students' performance and the different levels of attainment in the four Benchmark papers.

#### B1: The Speaking Component

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

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

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

#### Task 1: The Warmer

Time allotted: 1 minute

The warmer allowed the interlocutor flexibility to create conditions for the students to feel at ease from the onset, so as to produce spoken language to the best of their ability. This task was not assessed, as its main aim was to ease the students into a conversation. The interlocutor could ask simple questions in a natural way about topics the students could relate to and use prompts if / when hesitation occurred.

**Task 2: The Interview**

Time allotted: 3 minutes

The interview assessed the students' ability to interact and respond to questions and prompts, by recounting, describing and giving opinions. Two topics, one per student, were set for each test. The topics were selected from the range of topics stipulated in the Benchmark Guidelines 2019 and included sports, helping at home, shopping, places, free time and entertainment, school, pets and animals, and food and drink. Most students felt at ease and answered the questions confidently by recounting, describing in detail and giving their opinions about the topics. However, a few students found expressing an opinion rather challenging.

**Task 3: Single Picture**

Time allotted: 3 minutes

Students were presented with a picture depicting people in a particular situation. Students were then expected to answer questions about the people and the situation. The task-specific mark was awarded to students who referred to the content of the picture while answering their questions and supported their suggestions with valid reasons. The range of questions asked by the interlocutor included close and open-ended questions. Generally, students answered the variety of questions correctly, but some found it difficult to answer creatively and performed better in answering questions which required factual answers.

**Task 4: Compare and Contrast**

Time allotted: 3 minutes

Students were shown two pictures which they had to compare and contrast. The task-specific mark was given to students who used a range of appropriate qualifiers, including comparative and superlative forms to describe points of comparison and contrast, and identified and described similarities and differences of set pictures by observing details and making connections to prior knowledge. The task also required students to engage with the topic by using the pictures as a springboard, to express personal ideas. In general, most students managed the task well by sharing their thoughts, preferences and opinions.

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

**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 texts were age-appropriate, the rubrics of the tasks were clear, and the set text-based items were highly suitable. Students 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 students’ strengths and weaknesses.

### **Listening Task 1**

Students had to listen to a recipe, note the ingredients and required items, and understand the instructions. Two exercises were set on this first task.

#### **Exercise 1 – Tick items mentioned in the Text**

This exercise was made up of eight pictures and students had to identify the four items mentioned in the recipe and tick the correct box. The four items were set at a low level of difficulty. This exercise assessed the students’ ability to listen for specific information.

Most students performed very well in this exercise, scoring full marks. However, some students confused “spatula” with “whisk”, or “mug” with “measuring jug”.

#### **Exercise 2 – True or False**

Students were presented with four statements and were required to tick whether the information was true or false. This exercise was set at a medium level of difficulty. Most students found this exercise straightforward and marked the statements correctly. Some students did not understand the difference between “in under 30 minutes” and “in as quickly as 30 minutes” and marked statement 2a) as True, when the response should have been False. Some others did not understand the meaning of “keep aside” and marked statement 2c) “should be added all at once” as True, when the correct answer should have been False.

However, the majority of students did very well in this task and the markers’ feedback was very positive.

### **Listening Task 2**

Students had to listen to a radio programme called Museum Stories and complete three exercises.

#### **Exercise 1- Underline the Correct Answer.**

In this exercise students had to listen for specific information and underline the three correct words. This exercise assessed the students’ comprehension at word level. Most students did very well in this exercise. However, some students did not know the meaning of the word “dairy” and did not associate it with “cow, goat or buffalo”.

#### **Exercise 2 – Match the places to the correct information.**

The exercise included four places and four corresponding statements. Students had to match the information to the correct place. This exercise assessed the students’ ability to listen for specific information at phrase level, and identify key words, such as, “ranking highest on the list”.

Markers noted that the exercise was fair and the information given was unambiguous. The exercise required a certain level of understanding, but the majority of students found the statements straightforward, matched them correctly and performed well.

**Exercise 3 - True or False**

This exercise was made up of five statements and students had to decide whether each statement was True or False. The five items were set at a high level of difficulty, as they included items testing comprehension of ideas. Students had to follow main ideas, deduce meaning and make inferences from the context.

Most students did well in this exercise. It was surprising that question 3c) proved to be the most difficult, as it was a straightforward question based on the difference in meaning between “salt was added to the ice around the ice cream mixture” and “salt was added to the ice cream mixture”.

**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 students related well to the content of the set texts. The markers acknowledged 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, an infographic about bears, included facts about the Polar Bear and the Grizzly Bear. The infographic presented information about appearance, weight, speed, life span, population and threats. The text of the second reading comprehension was an adapted extract from *The Last Bear* by Hannah Gold.

The layout of the texts included relevant illustrations and information organised in paragraphs and sections. The reading texts were presented separately so students could place them next to the corresponding questions in the writing booklet, thus making it easier for the students 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, students 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. Students 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 students who lacked mastery of reading comprehension skills encountered difficulties in fully understanding 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 students’ strengths and weaknesses.

**Reading Comprehension 1**

The students had to read an infographic and answer questions on it. In the first exercise, students had to look up information in the text, in order to complete a table by ticking the correct answer, while in the second exercise students had to tick a number of statements as True or False.

The questions assessed the students’ ability to understand key words and locate specific information.

## **Exercise 1 – Complete the Table**

In this exercise, six items were set at a low level of difficulty, requiring students to process single items of information. Students had to compare and determine which bear is taller, faster, etc. In this exercise, no particular difficulties were noted by the markers, who deemed the questions easy and straightforward. All questions were appropriate, and the wording was clear. Students did well and many got full marks.

## **Exercise 2 – True or False**

The five statements in this True or False exercise were set at a medium and high level of difficulty, requiring students to process multiple items of information. Students had to interpret the visual representation of literal and numerical data.

Most students answered the items correctly, but some did not do well in questions involving inferencing skills, for instance, some students found interpreting the meaning of “the majority of the population will be lost” challenging, and incorrectly marked Question 2c) “only a small part of the population will survive” as False.

## **Reading Comprehension 2**

### **Section 1**

Students 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; establishing through detailed reading of the text whether statements were True or False, and making straightforward inferences with evidence from the text. 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.

#### **Question 1**

This question tested the students’ ability to identify one word which represented a sound. Most students had no difficulties providing the word, but some students found it difficult to select just one word and instead, wrote a phrase or a whole sentence.

#### **Question 2**

This was a multiple choice question. Students had to rely on the context to determine the meaning of a quoted phrase. The question presented four options and the majority of the students answered correctly.

#### **Question 3**

In this question, students had to underline the correct answer. Question 3a) was tricky and set at a high level of difficulty. Students did not identify the difference between “watchful” and “scared”. Question 3b) was straightforward and set at a medium level of difficulty. Most students answered this part correctly.

#### Question 4

This was a True or False exercise. Students did mostly well in Question 4, although there were some students who found Question 4c) challenging because they weren't familiar with the words "dull" (in the statement) and "matted" (in the text).

#### Question 5

In this question, students were asked to find one word in the text, which is the opposite of the word given in the rubric. Most students answered correctly but there were some who were not well-practised in replacing an adverb with another adverb and wrote the word "permanent" when they should have answered "permanently".

#### Question 6

This question required students to make straightforward inferences. This proved to be one of the most challenging questions. In Question 6a) the time of day had to be identified. Responses were varied. Valid answers included "late afternoon", "early evening", "evening", "sunset", "sundown" and "dusk". Question 6b) required an explanation of how they know this and depended on the answer given in 6a). Answers had to correspond to each other and students were awarded for the second part, only if they made a clear and direct connection to the first part.

#### Question 7

Students were to retrieve specifically stated information from the text. They had to identify aspects of the bear's face that showed that he was friendly. It was not enough to list the bear's features, but responses had to imply friendliness, such as "tickly whiskers", "soft nose" and "gentle eyes". Markers noted that some students did not give importance to the adjectives used by the author and failed to include the description in their answers.

## Section 2

Students 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. Students were asked to select the correct information, locate specific information from the text and understand key words and phrases, deduce meaning from context, relate personally to the text and come up with ideas of their own, and put events in a sequence.

#### Question 8

Response included five statements and students had to choose the two that are true. Markers noted that almost everyone got 8a) correct, as this was set at a low level of difficulty. A considerable number of students had trouble identifying 8e) as True, as the information required was not explicit. Some students did not make the connection between "our cabin" in the text and "April and her dad were staying in a cabin" in the question. It was also noted that 8c) proved to be a good distractor as a number of students marked it as True, which suggests they did not read the whole statement, probably stopping at "hot chocolate".

#### Question 9

This question required students to quote a phrase from the text and was set at a medium level of difficulty. Students had to focus on and retrieve explicitly stated information. The answer depended on the students' understanding of the words "looked at" and "bafflement". Due to lack of vocabulary, students failed to identify the synonyms "gazed" and "puzzlement". Markers also noted that some students missed the instruction "find a phrase" and only gave one word.

### Question 10

This question was set at a high level of difficulty because students had to interpret and integrate ideas and information from the text and link this to a feeling. Students had to explain clearly what April saw that made her exclaim “Oh my!” in horror. Responses required specific details and full marks were awarded to those students who identified the words “tightly wrapped”. Responses that explained what April saw but did not include these two specific words, were considered partially correct.

### Question 11

In this question, students had to personally relate to what is happening in the story and come up with suitable suggestions on how April could help the bear. Valid answers were “call animal rescue”, “find a sharp object and cut the plastic”, “ask her dad to help”, etc. Students’ ideas were mostly plausible. Many students mentioned “feed him” and “give him a big hug” which were considered correct. The majority of students could answer this type of question well.

### Question 12

This question was set at a medium level of difficulty and required students to put events in the order in which they happened. The task assessed the students’ ability to follow a sequence, read for specific detail, understand key words, and follow main ideas. Markers noted that students did well in this question and most of them got full marks.

## Questions on the two sections

Students 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

The response needed to show awareness of a change in April’s feelings towards the bear, from the beginning of the story to the end. Markers commented that high ability students were able to identify a change and explain it well. However, low ability students struggled to pinpoint two different feelings and only mentioned one. Other responses clearly showed that students did not understand the difference between feeling and behaviour. It was also evident that some learners lacked the vocabulary to express themselves. Rather than identifying two separate feelings, others wrote “scared” and “not scared” and such similar words to explain the change. Answers that did not include two separate feelings but still showed a change in April’s feelings, such as “wasn’t scared of the bear anymore” were considered partially correct.

### Question 14

This question required a deeper interpretation of the text and markers commented that many students were not able to interpret and integrate ideas and information from the text. Many students answered at a superficial level. They might not have understood the complexity of the question and answered “describe what she is like” by giving explicit facts from when April introduced herself to the bear, such as, “she is eleven years old” or “she likes hot chocolate”. Markers noted that some students answered in the past tense, for example “helped the bear” or “saved the bear” when there was no evidence of these things actually happening. Some students were able to include a character trait, feeling or attitude but failed to support this by adding a relevant example of behaviour or action from the text. However, many students answered well and supported their description of April’s character with good examples from the text.

**B4: The Writing Component**

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

The first writing task was an advert, between 50 and 60 words long, which carried 10 marks. The second writing task, which required planning and writing a short story for a magazine 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 students had to choose and write about one of the two titles offered in each task, as specified in the End of Primary Benchmark Guidelines 2022. According to the markers, the tasks set were appropriate to the targeted level and the topics offered were suitable for the age group. Students who were familiar with the contexts presented, 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 student's linguistic competence and ability in performing the tasks.

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

**Task 1 – Write between 50 and 60 words****Advert**

The task assessed the students' ability to write an advert. It required students to use language showing their ability to be concise, communicate clearly and produce an attractive message to the reader in a coherent and cohesive way, as well as write fluently and accurately. Students were assessed on their ability to convey meaning and to write relevantly and briefly.

Relevance was based on the student's ability to include features of an advert, such as, a catchy title, a short but detailed description of the item for sale, exaggeration of the positive points, appropriate use of rhetorical questions, persuasive language that appeals to the reader, purpose, contact details and possibly an offer.

Both titles One and Two, stated that the school was collecting money for charity. In option one, students were to sell their collection of board games and puzzles and in option two, their kite. The advert was to be published on the school website.

Markers noted that some students did not know how to write an advert and produced a short narrative, a letter or a message instead. Others did not include the key features, such as a title, while others had difficulty writing within the word limit. The tendency was to write more.

Markers also noted that some students did not read the title carefully and did not mention that the money was going to charity or that the item belonged to them. Some instructed the reader to go to a shop and buy the item brand new. Others failed to describe the item entirely.

Other points remarked upon by the markers, were the lack of vocabulary, which tended to be very basic and repetitive, incorrect use of punctuation marks or complete lack of, and poor spelling.

The most common issues, however, were related to the format and structure of an advertisement. A significant number of students seemed unfamiliar with the task.

## Task 2 – Write between 140 and 200 words

In the second writing task, students were presented with a clear context, informing them that *Fantastic Fiction* magazine was holding a short story competition, which students had decided to enter. The rubrics depicted two situations. In each option, the scene was distinctly set and students were asked to continue the story.

The longer writing task assessed the students' 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 short story writing, and write relevantly and within the specified range of words. Since the introduction was provided, students were expected to write the main body organized in paragraphs, and a conclusion.

### Planning

Students were to write their plan on a blank page, giving them the freedom to use the method that they felt most comfortable and familiar with. Markers remarked that some students succeeded in producing an organized plan which included many details, including vocabulary and expressions. Others wrote questions to be answered in the writing. Some put down words at random, which showed that they were not used to planning. Others used drawings instead of words to express their ideas. In some cases, there was no correlation between what they wrote in the plan and what they later wrote in the short story. Some plans were completely irrelevant.

### Short Story

Markers commented that both options provided the students with an interesting setting that encouraged students to be creative and imaginative. However, option One proved to be the more popular choice.

The rubric stated that students should continue the story, but some students still copied the introduction. In such cases, the introduction was not considered in the word count. Others started the story with an introduction of their own or inserted the introduction at a later stage in their writing. This showed that some students were not familiar with the concept of continuing a story. It also showed some students' inability to follow instructions.

Those students who performed well, wrote in the narrative style and organized their writing in paragraphs introduced by a topic sentence, and included varied, complex and accurate grammatical structures, accurate spelling and punctuation. Students who obtained high marks demonstrated their ability to use a variety of cohesive devices and linking words, wide-ranging vocabulary appropriate to the topic, as well as a number of suitable expressions and idioms. Some students also made use of direct speech, effectively revealing the tone and moods of the characters. Markers remarked that some stories were very imaginative and entertaining.

Common issues of concern were poor grammar, spelling and punctuation, as well as lack of vocabulary. Markers remarked that some students used the present tense throughout or used verb tenses at random. Markers also commented on inappropriate use of articles, capital letters used in the middle of words, and sentences that were a paragraph long. Some students tried to include expressions, but these were either used in the wrong context or students had trouble remembering

them accurately, for example, “was over the earth”, “all of the sudden” or “I said to my head”. In some cases, students showed surprise by using swear words, evidently not aware that the use of such words is inappropriate and unacceptable.

Although the rubric stated that students should write between 140 and 200 words, no marks were deducted if students went over the word limit. On the other hand, marks were deducted if the number of words was significantly less than the required minimum.

### **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:

- Exposing students to authentic input, such as, news segments, video clips, short documentaries, photographs and artwork; creating opportunities for students to connect to their previous knowledge and integrate new vocabulary and grammatical structures; scaffolding tasks that cater for the different learning abilities of the students in the classroom; nurturing an environment that encourages language interaction; letting students express their opinions about various topics, in a collaborative manner.
- Giving students more opportunities to listen to authentic texts with a purpose, such as, listening for gist, sequence and detail; showing them how to respond appropriately and relevantly to a range of audio texts; exposing students to various speakers; guiding students to listen closely and follow the meaning of words and phrases in discourse.
- Introducing students to vocabulary, including idiomatic use of language, such as, word collocations and expressions, as well as synonyms and antonyms, always within meaningful contexts; modelling learning strategies, such as, identifying meaning in context, by using clues to help guess and predict meaning; using a dictionary to facilitate comprehension, spelling and parts of speech; aiding students to identify the key words in questions and rubrics; stressing the importance of following instructions carefully.
- Involving students in discussions about the writer’s selection of words, sentence types and the way information is presented; engaging students in activities that require them to find, classify and highlight information in a text or diagram; creating opportunities where students identify main ideas and put them in a meaningful sequence, respond to inferential questions, think critically and answer higher order questions.
- Giving students ample opportunities to interact with a range of text types; allowing them to select and read texts from an array of reading material, including classic texts, poetry and drama; creating a classroom library that inspires the students and nourishes a love for reading; exposing students to a variety of non-fiction and informational texts, such as biographies, reports, instruction manuals, magazines and newspapers.



- Modelling various reading comprehension strategies, such as, skimming and scanning, deducing meaning from context, using prior knowledge, making inferences and understanding subtleties of language, so that students will be able to draw on a bank of acquired skills while reading.
- Eliciting a set of success criteria for writing and encouraging students to refer to these criteria to revise, edit and improve their writing; guiding students on how to write appropriately – in a short writing task, be concise, stick to the relevant points, use the most effective words and present in the appropriate features of the particular genre; in a long writing task, use the planning stage to organise ideas, develop these ideas into coherent paragraphs, include an introduction, body and conclusion and use the appropriate features of the writing genre.
- Analysing text features and through shared writing activities, guide students to write their own version of the text and discuss the innovations they made; presenting vocabulary and grammar in a meaningful context to help students write more accurately; using feedback from self/peer/teacher assessment to help students reflect on what they have written, recognise their weaknesses and strengths, discuss difficulties, evaluate their work and make decisions on ways they can improve their writing.

## 4.3 Mathematics

### A: General comments about the Benchmark papers

In the 2022 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 nonroutine problems (within the parameters of the syllabus), most of which were related to everyday contexts. In fact, 44% of the total marks were allocated for application of knowledge and understanding in a variety of relatively complex routine and non-routine 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. 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 covering learning outcomes from the Year 3 to the Year 6 learning programmes. In preparation, each question was mapped against syllabus outcomes, mainly those at Year 6 level. The marks were distributed as follows:

Learning Outcomes related to the number system, numerical calculations, and algebra	21%
Learning Outcomes related to measurement	51%
Learning Outcomes related to shapes and space	17%
Learning Outcomes related to data handling	11%
	<b>100%</b>

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.1: The Mental Paper

All twenty questions in the Mental Paper were described by the markers as appropriate and fair. 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 which could be worked mentally. 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. A few markers commented on the clarity of Question 16. Accordingly, the question could have read 'What is the least amount of boxes that Jane needs for fifty eggs?' to be more clear.

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. Below are observations regarding misconceptions and/or common errors noted by the markers in the Mental Mathematics Paper.

In **Question 3** candidates were asked to write a whole number which is nearest to six point four. A common error was giving six point zero (6.0) as an answer, instead of six (6).

**Question 7** provided further evidence that many candidates encounter difficulties with the concept of time.

In **Question 8** candidates were asked to subtract half of seventy from seventy. A common incorrect answer was 140 (double 70) instead of 35 (half of 70). The markers noted a few other candidates who understood the question well, but made an error when calculating 'half of seventy'.

In **Question 12** candidates were asked to write a number that when multiplied by itself gives a product of forty-nine. This question proved to be challenging for a number of candidates. Some of these candidates may have difficulty with the meaning of the term 'product'. A common error was an answer of 24 r 1, which the candidates obtained by dividing forty-nine by two.

In **Question 17** candidates had to calculate the amount of twenty-cent coins there are in fifteen euro. Common incorrect answers were 125 and 750.

In **Question 18**, candidates were asked to calculate the duration (in minutes) of a bus ride from Ċirkewwa to Valletta. The bus left Ċirkewwa at eight twenty a.m. and arrived in Valletta at nine twelve a.m.. A common incorrect answer was 92 minutes, that candidates obtained when subtracting 820 from 912.

In **Question 19** candidates had to write the amount of numbers from one to ninety that have the digit 'two' in the units position. Some candidates counted all the numbers containing the digit '2' rather than the '2' in the 'units' position. Other candidates looked at the numbers from one to hundred, other than from one to ninety.

### C. The Written Paper

This section presents the markers' observations regarding improvements noted, misconceptions and/or common errors in the Written Component.

In **Question 1** most candidates performed well. Many candidates obtained full marks in this question. When candidates did not obtain full marks, mistakes were mostly noted in **Questions 1c and 1d**.

In **Question 2a** the greatest challenge for the candidates who did not obtain a full score was not following all the criteria. Some candidates focused on the lines of symmetry and the perimeter only, thus not all candidates drew a rectangle. In some instances, diagrams with a slant edge were drawn, ignoring the fact that the slant of 1 square is greater than 1 cm. Some other candidates drew a square of sides 6 cm, hence not following the instruction regarding the lines of symmetry. Other mistake noted was when candidates mistook the perimeter for area, hence they drew a rectangle of sides 8 cm by 3 cm. In the above cases (or similar), marks were awarded for each satisfied criteria in accordance with the marking scheme.

Many incorrect answers were mainly noted in **Question 3b**. Some candidates worked out the length of the rubber by subtracting, while others counted up from 9 cm to 13.2 cm. Common errors noted were 4.2, 402, 420, 5.2 and 52. This shows that some candidates overlooked that the measurement had to be given in mm, some incorrectly converted the measurement from cm to mm, and other worked out the measurement incorrectly. Markers noted that candidates who used the diagrams provided on the exam paper to show working were less prone to mistakes.

**Question 4** tested learning outcomes related to capacity and was well within the grasp of the majority of the candidates. Accordingly, many candidates scored full marks in **Question 4**, especially in part a. However, the main error noted in the first part of the question was overlooking that Karl drank two glasses and not one. In this regard, markers commented that candidates should be further encouraged to underline the key information in the question, while some suggested that the inclusion of a diagram by the paper setters might also have helped. In part b, some candidates used repeated subtraction, others used division.

**Question 5a** focused on working out the mean. A common incorrect answer noted was 60. However, 60 is the total score of the five teams, and not the mean. Other candidates divided 60 by 4, instead of by 5. This is due to the fact that one of the five teams obtained zero points. Hence some candidates ignored this team when they were working the mean. **Question 5b** presented a greater challenge to the candidates. Only a few candidates used pictorial representations such as the bar model as working. In order to work out the number of players in the tournament, knowing that  $\frac{2}{3}$  of the players were girls and 21 were boys, some candidates did  $\frac{2}{3}$  of 21 to work out the amount of girls in the tournament. Others did  $\frac{1}{3}$  of 21. Only a few candidates equated  $\frac{1}{3}$  to 21. Another common error noted was working out  $\frac{2}{3}$  of 60 and then adding 21 to the answer. In the latter procedure, candidates made no distinction between the ‘points’ and the ‘players’.

**Question 6** was accessible to many students and it focused on mass. The majority of the candidates worked out Questions 6a and 6b correctly. In **Question 6a** a few candidates ignored that the answer was to be given in grams, and not in kilograms. **Question 6c** was the most challenging. Many candidates were successful in working out the mass of package B. The difficulty then was faced when calculating the mass of package C. Some opted for subtraction from 3500 grams, but did not include the mass of package A in the subtraction process.

**Question 7** assessed learning outcomes related to angles. For some candidates it was clear that angles on a straight line add up to 180o, and that all angles in any triangle add up to 180o. However, some candidates assumed that the triangle was an isosceles triangle. Another common mistake noted was when candidates added 43o to 86o and then they subtracted the answer from 180o. The markers also noted that candidates who got the first answer wrong, marked angle a to be acute. This shows that they do not recognize that where there are two angles on a straight line, one is obtuse, and the other is acute, unless both are right angles. In some cases, although part ai was correct, candidates marked angle a as a right angle.

**Question 8** tested learning outcomes related to time. In general, candidates performed well in this question. In **Question 8a**, a common error noted was when candidates gave the answer in hours, rather than in minutes as requested. Furthermore, the performance of candidates in **Question 8b** shows that many candidates still find it difficult to draw the hands of the clock accurately, even though markers noted a marked improvement from previous years. **Question 8c** further shows that many candidates equate  $\frac{3}{4}$  hour to 75 minutes.

In **Question 9** many candidates obtained a full score. Mistakes were mostly noted in **Question 9c**. For some candidates the major difficulty was distinguishing between factors and multiples, hence were confused between the second and the third option.

Many candidates obtained full marks in **Question 10**, thus were able to work out the questions related to money in a correct manner. A few candidates encountered difficulties in **Question 10c**, when dividing by 0.4 or by 40. In this regard, students who converted every price to cents simplified their work. Markers also noted that a substantial number of candidates used repeated subtraction instead of division. Other even opted for repeated addition.

**Question 11a** proved to be rather challenging. In **Question 11a**, candidates were asked to calculate the length of the rectangle. Many candidates did not divide 27 by 3 to calculate the length of 1 small square. Few candidates used the diagram provided on the exam paper for working. In **Question 11b** candidates were asked to work out the area of the rectangle. Being a routine question, the majority of candidates were prepared to answer the second part of **Question 11** correctly. In **Question 11b**, follow through was applied. Hence, even candidates, who had miscalculated the length in **Question 11a**, could be awarded full marks, if there were no other mistakes.

Most candidates performed well in **Question 12a**, however the majority encountered difficulty in **Question 12b**. Markers noted a marked improvement in such type of questions which require abstract reasoning. Many students who got an incorrect answer in **Question 12b**, usually managed to solve the first step correctly i.e. they subtracted €3.40 from €5.70, hence calculating the cost of 1 notebook. Some stopped at that stage, while others proceeded in an incorrect manner. However, others managed to work out the cost of 1 pen correctly. The markers also noted that a key component to solving this question correctly was the ability to organise working in an orderly manner.

**Questions 13** tested learning outcomes related to fractions. **Question 13a** proved to be very challenging. Only a few candidates used a common denominator to work with  $\frac{3}{8}$  and  $\frac{2}{5}$  or used percentages correctly. Some other candidates who used a common denominator or used percentages correctly, then did not work out the fraction / percentage showing the pages written on Sunday. Pictorial representations such as the bar model, were used but not in the majority of cases. When used, candidates were prone to less errors in making the necessary comparisons to show that Peter wrote most of the words on Saturday. **Question 13b** provided a further challenge. Many candidates who attempted the question were able to calculate the number of pages read by Amy on Friday and Saturday which amount to 300 pages. But very few candidates equated the 300 pages to  $\frac{3}{4}$  of the book. Some even added 25 pages to the 300 pages read on Friday and Saturday. This is due to the fact that Amy read  $\frac{1}{4}$  of the book on Sunday, and to many students, a quarter is equal to 25 pages.

**Question 14a** focused on angles and turns, and a common error noted was in working out the fraction of a turn. Furthermore, a common error noted in **Question 14b** was equating  $\frac{3}{4}$  hour to 75 minutes. Other candidates made an error in the computation when adding 45 minutes to 18:25. Markers also noted that many candidates used the timeline in **Question 14b**. This and other such pictorial representations facilitate understanding (procedural and conceptual).

**Question 15** was accessible to most of the candidates. Accordingly, many candidates scored full marks in **Question 15a**. The most common errors noted appeared when candidates showed working to explain that there are 151 days were the following: confusing the number of days in a month [e.g. a month having 32 or 33 days or 29 February 2022 having 29 days]. Markers noted the lack of working shown for **Question 15b**. Most candidates worked out this part of the question

mentally. A common error noted was related to Rob’s age, as a number of candidates wrote that Rob was 17 years.

**Question 16** was attempted and solved correctly or partially correctly by many candidates. The major difficulties noted in this question were working the length of a side of a square from its area. To work out the length of John’s square of area 36 cm<sup>2</sup>, many candidates divided 36 by 2. Some candidates supported their reasoning in **Question 16a** with pictorial representations, and this is commendable. **In Question 16bi**, the major misconception was confusing perimeter for area. Another common error was forgetting to add one side of the shape to work out the perimeter.

**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.

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 Marks’ 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 2022 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 connections, 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 to 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.

Students are intellectually engaged in learning by reasoning, predicting, evaluating, concluding and solving problems. Such skills are fundamental not only to Mathematics but also to lifelong learning. 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 and orally 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.

Furthermore, techniques like the *Jigsaw technique* also promote mathematics understanding and communication, and help students make connections across mathematical skills and concept, and other disciplines.

**3. The Concrete, the Pictorial and the Abstract are all essential to ensure Deep Understanding.**

Teaching concepts using different manipulatives 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 mathematical problems. It is important to note that pictures of concrete objects do not provide students with a concrete experience. 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 in a systematic manner. These concrete and pictorial experiences facilitate understanding of abstract concepts and provide students with a tool to visualise abstract problems. When students are working at an abstract level it means that they are 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. For example, a student working at Year 6 level, can revert to use a number line, number grid or a timeline when solving challenging questions. Another student may need to manipulate a tangible resource to unpack a challenging question.

**4. 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.

**5. Explore different Classroom Assessment Techniques (CATs).**

Assessment needs to be formative and ongoing. 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 and allow for immediate intervention.



**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, 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 teaching, learning and assessing Mathematics.

At College / School level, vertical meetings, are also commendable. Vertical meetings engage educators working at various year groups (and may also include teachers from middle / secondary) to collaborate. Such vertical meetings ensure collaboration and consistency in the teaching, learning and assessment procedures across year groups.

**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 for Year 1 to Year 6, 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 2022. 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 Benchmark resources that are available online on the DLAP's website at [www.curriculum.gov.mt](http://www.curriculum.gov.mt).

### The Facility Index

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

The facility index for an item is calculated by dividing the mean (average) mark on the item by the maximum mark that can be scored on the item.

$$\text{Facility Index of Item} = \frac{\text{Mean Mark on Item}}{\text{Maximum Mark on Item}}$$

For example, for an item that carries 5 marks, and the average score earned on the item is 3.6, the facility index then works out as  $\frac{3.6}{5}$ , that is, 0.72 or 72%.

### The Discrimination Index

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

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

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

The discrimination index may be computed as follows:

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

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

The following is an item analysis of the questions used in the Benchmark 2022. 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 2022 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2022.

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

Question Number	Mark allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
<b>Il-Fehim mis-Smigh</b>					
Silta 1 – Tahrig A	5	4	3.63	73%	0.44
Silta 1 – Tahrig B	5	3	2.84	57%	0.79
Silta 2 – Tahrig A	4	2	2.18	55%	0.50
Silta 2 – Tahrig B	2	2	1.54	77%	0.46
Silta 2 – Tahrig C	4	4	3.50	87%	0.60
<b>Fehim mill-Qari</b>					
Silta 1 – Tahrig A	2	2	1.90	95%	0.44
Silta 1 – Tahrig B	2	1	1.17	59%	0.51
Silta 1 – Tahrig Ċ	4	3	2.78	70%	0.51
Silta 1 – Tahrig D	2	2	1.46	73%	0.55
Silta 2 – Tahrig A	8	4	3.62	45%	0.84
Silta 2 – Tahrig B	8	4	4.02	50%	0.82
Silta 2 – Tahrig Ċ	4	3	2.49	62%	0.77
<b>Kitba</b>					
Djalogu	10	6	5.55	-	-
Ittra Informali - Pjan	2	2	1.65	-	-
Ittra Informali	18	10	9.80	-	-

**Table 10: Levels of Difficulty and Discrimination (Il-Malti)**

	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)	0
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)	7
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)	0
<b>Total</b>	<b>12</b>

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 questions that did discriminate sufficiently between different ability students, which indicates that the paper was 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)
<b>Listening Comprehension</b>					
Task 1: Question 1	4	4	3.46	87%	0.47
Task 1: Question 2	4	3	2.92	73%	0.48
Task 2: Question 1	3	3	2.39	80%	0.61
Task 2: Question 2	4	4	2.88	72%	0.66
Task 2: Question 3	5	3	3.21	84%	0.43
<b>Reading Comprehensions</b>					
<b>Reading Comprehension 1</b>					
Question 1	3	3	2.87	96%	0.53
Question 2	5	4	3.52	70%	0.58
<b>Reading Comprehension 2</b>					
Question 1	1	1	0.77	77%	0.49
Question 2	1	1	0.85	85%	0.41
Question 3	1	1	0.88	88%	0.28
Question 4	2	2	1.76	88%	0.43
Question 5	1	1	0.81	81%	0.46
Question 6	2	1	0.97	49%	0.53
Question 7	2	1	0.64	32%	0.48
Question 8	2	2	1.76	88%	0.55
Question 9	1	1	0.61	61%	0.45
Question 10	2	1	1.32	66%	0.52
Question 11	2	2	1.61	81%	0.58
Question 12	2	2	1.71	86%	0.56
Question 13	2	2	1.42	71%	0.63
Question 14	2	2	1.56	78%	0.59
<b>Writing</b>					
Task 1	10	5	4.92	-	-
Task 2 – Plan	2	2	1.57	-	-
Task 2 – Write-up	18	11	10.20	-	-

**Table 12: Levels of Difficulty and Discrimination (English)**

	<b>No. of items</b>
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)	18
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
<b>Total</b>	<b>21</b>

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 easy 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, except for one question.

Table 11 indicates that the students performed well in the paper with students attaining the maximum mark as the median mark in 15 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 approximately average marks in both the short and long tasks. Students fared well also in the planning of the long writing task.

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

Question Number	Mark Allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
<b>Mental Paper</b>					
1	1	1	0.96	96%	0.38
2	1	1	0.90	90%	0.35
3	1	1	0.80	80%	0.50
4	1	1	0.96	96%	0.32
5	1	1	0.82	82%	0.63
6	1	1	0.83	83%	0.61
7	1	1	0.61	61%	0.59
8	1	1	0.83	83%	0.59
9	1	1	0.89	89%	0.50
10	1	1	0.85	85%	0.63
11	1	1	0.68	68%	0.63
12	1	1	0.76	76%	0.57
13	1	1	0.80	80%	0.32
14	1	1	0.88	88%	0.54
15	1	1	0.87	87%	0.51
16	1	1	0.72	72%	0.43
17	1	1	0.53	53%	0.60
18	1	1	0.72	72%	0.63
19	1	0	0.45	45%	0.50
20	1	0	0.75	75%	0.58
<b>Written Paper</b>					
1	4	4	3.59	90%	0.67
2	4	3	3.08	77%	0.61
3	4	3	2.99	75%	0.70
4	4	4	3.15	79%	0.73
5	5	3	3.19	64%	0.76
6	5	3	2.90	58%	0.80
7	5	2	2.69	54%	0.69
8	5	4	3.70	74%	0.78
9	5	4	4.12	82%	0.62
10	5	5	3.87	77%	0.79
11	5	2	2.64	53%	0.78
12	5	3	2.99	60%	0.74
13	6	1	1.45	24%	0.66
14	6	4	3.76	63%	0.86
15	6	4	3.95	66%	0.73
16	6	3	2.96	49%	0.77

**Table 14: Levels of Difficulty and Discrimination (Mathematics)**

	<b>No. of Items</b>
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	7
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	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)	28
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)	0
<b>Total</b>	<b>36</b>

The above values show that students found many of the Mathematics questions relatively easy and that these questions did differentiate well between students of different abilities. Seven questions were found to be of the correct levels of difficulty and discrimination. Only one question in the assessment tool was on the difficult side but it still discriminated sufficiently. Overall, the paper was well set.

Table 13 shows that students found most difficult Question 13 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 2022 Report provides information directly related to the teaching and learning processes in schools. The rationale for the Benchmark is to inform the learners as well as their teachers and parents and other stakeholders about performance in the different skills at the end of the Primary cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the underlying principle of the Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

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

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



# **APPENDICES**

## List of Appendices

Appendix 1	<b>Letter Circular DLAP 222/2021</b> Introduction of Audio-Visual clips for Benchmark 2022 Listening Component	69
Appendix 2	<b>EAU Memo 07/2021</b> Expression of Intent to Participate in the End of Primary Benchmark 2022 Link to Online Form – Expression of Intent to Participate in the End of Primary Benchmark 2022	72
Appendix 3	<b>Letter Circular DLAP 338/2021</b> End of Primary Benchmark 2022 Provision of Access Arrangements and Exemptions The Online e-Information Handbook with e-templates and application forms	74
Appendix 4	<b>Letter Circular DLAP 357/2021</b> Guidelines and Timetable for the End of Primary Benchmark 2022 (First Session)	97
Appendix 5	<b>Letter Circular DLAP 007/2022</b> Expression of Interest – Markers for the End of Primary Benchmark (2022 to 2025)	120
Appendix 6	<b>Letter Circular DLAP 039/2022</b> End of Primary Benchmark 2022 – Training for Assessors and Interlocutors for the Speaking Components	125
Appendix 7	<b>Letter Circular DLAP 120/2022</b> End of Primary Benchmark 2022 (Second Session) – Call for Applications and Timetable Application Form	129
Appendix 8	End of Primary Benchmark Report Template 2021 – 2022 Record of Achievement - Annual Report	140
Appendix 9	Qualitative Feedback (Levels of Outcomes) for the three Benchmark subjects	149
Appendix 10	Specimen of Statistical Information sent to Schools regarding the End of Primary Benchmark 2022	152
Appendix 11	<b>Memo 05/2022 (Educational Assessment Unit Memorandum)</b> Delivery of the Benchmark 2022 Scripts to Middle Schools	154

---

# **APPENDIX 1**



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

### LETTER CIRCULAR

**Date:** 30<sup>th</sup> September 2021 **Ref:** DLAP 222/2021  
**To:** All Heads of College Network and Heads of Primary Schools (State and Non-State)  
**From:** Carmen Muscat – Education Officer, Assessment of Learning  
**Subject:** Introduction of Audio-Visual clips for Benchmark 2022 Listening Components

---

Following feedback the Benchmark Review Board received from various stakeholders, the End-of-Primary Benchmark 2022 Listening components will be administered as audio-visual clips rather than audio recordings. Students sitting for these components will be able to hear and see the narrators and actors reading the listening comprehension texts and questions. Pauses will be made between each question allowing students to write their answers to the questions.

In preparation for this introduction, the listening components for the past Benchmark examinations (from 2015 to 2019) have been filmed in the new format, providing audio-visual recording samples to be used in classrooms so students can familiarize themselves with the new format.

These are the links to the various samples:

<b>2015</b>	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
<b>2016</b>	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
<b>2017</b>	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
<b>2018</b>	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
<b>2019</b>	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>

These links are also found on the DLAP website [www.curriculum.gov.mt](http://www.curriculum.gov.mt) under the tab 'Benchmark'.

Heads of School are to ensure that Year 6 teachers are informed about the introduction of this change for the coming Benchmark 2022 examinations.

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:** 30 ta' Settembru 2021 **Ref:** DLAP 222/2021  
**Lill-:** Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Indipendenti  
**Minghand:** Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Tagħlim  
**Suġġett:** L-introduzzjoni ta' clips Awdjo-Viżivi bħala komponent tas-Smigh għall-Benċmark 2022

Wara rispons li ngħata lill-Benchmark Review Board minn diversi partijiet ikkonċernati, il-komponent tal-Fehim mis-Smigh tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2022 se jiġi ppreżentat bħala clip awdjo-viżiv minflok recording awdjo. L-istudenti li jkunu qed jagħmlu dan il-komponent se jkunu jistgħu jisimgħu u jaraw in-narraturi u l-atturi jaqraw il-testi u l-mistoqsijiet tal-Fehim mis-Smigh. Bejn mistoqsija u oħra se jkun hemm pawżi biex l-istudenti jkollhom ċans jiktbu t-tweġibiet tagħhom.

Bi preparazzjoni għal din l-introduzzjoni, il-komponenti tas-Smigh tal-eżamijiet tal-Benċmark tas-snin imghoddija (mill-2015 sal-2019) ġew iffilmjati b'dan il-format ġdid, bl-għan li jkun hemm kampjuni ta' clips awdjo-viżivi li jkunu jistgħu jintużaw fil-klassijiet sabiex l-istudenti jiffamiljarizzaw ruħhom ma' dan il-format ġdid.

Dawn huma l-holoq tad-diversi kampjuni:

2015	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
2016	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
2017	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
2018	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>
2019	<a href="#">Session 1 English</a>	<a href="#">Session 2 English</a>
	<a href="#">Session 1 Maltese</a>	<a href="#">Session 2 Maltese</a>

Dawn il-holoq jinsabu wkoll fil-websajt tad-DLAP [www.curriculum.gov.mt](http://www.curriculum.gov.mt) taħt it-titlu 'Benchmark'.

Il-Kapijiet tal-Iskejjel għandhom jinfurmaw lill-għalliema tas-Sitt Sena dwar din il-bidla fl-eżamijiet tal-Benċmark 2022.

Grazzi tal-kooperazzjoni.

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

## **APPENDIX 2**



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

**Tel:** 25982727

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

**MEMORANDUM**

**Date:** 19<sup>th</sup> October 2021

**Ref:** Memo 07/2021

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

**Subject:** Expression of Intent to Participate in the End of Primary Benchmark 2022

---

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 2022.

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 Friday 29<sup>th</sup> October 2021.**

The link to the online form is [End of Primary Benchmark 2022: Intent to Participate Form](#)

Thank you for your cooperation.

Louis Scerri

Assistant Director  
Directorate for Learning and Assessment Programmes

## **APPENDIX 3**



MINISTRY FOR EDUCATION  
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

### LETTER CIRCULAR

**Date:** 25<sup>th</sup> November 2021 **Ref:** DLAP 338/2021  
**To:** All Heads of College Network and Heads of Primary Schools (State and Non-State)  
**From:** Carmen Muscat – Education Officer  
**Subject:** End of Primary Benchmark 2022 – Provision of Access Arrangements and Exemptions

---

In preparation for the End of Primary Benchmark 2022 sessions, schools may apply for the provision of access arrangements for 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:

1. Reader for Mathematics and/or Multiplication Tables.
2. Electronic Reader for Maltese and/or English Reading with Understanding.
3. Digital recording for Maltese and/or English Writing (Rubrics and Titles) – This is a new access arrangement which will be available to students granted access arrangement number 2.
4. Scribe for Maltese and/or English Writing.
5. Enlarged Print for Visually Impaired Children.
6. 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 provisions and/or exemptions:

[https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm\\_2022\\_acc\\_arrang\\_exemptions\\_handbook.pdf](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_acc_arrang_exemptions_handbook.pdf)

**All applications and duly filled in e-templates are to be submitted to the Educational Assessment Unit ([benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt), cc: [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt)) by Tuesday 21<sup>st</sup> December 2021.** 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.

**Sandra Ebejer**  
**Director**  
**Directorate for Learning and Assessment Programmes**



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

## ĊIRKULARI

**Data:** 25 ta' Novembru 2021 **Ref:** DLAP 338/2021  
**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 2022 – L-Għoti ta' Arranġamenti t'Access u Eżenzjonijiet

Bi tnejnija għall-Benċmark ta' Tmiem il-Primarja 2022, l-iskejjel jistgħu japplikaw għall-għoti ta' arranġamenti t'access lil dawk l-istudenti li għandhom bżonn dan is-servizz u lil dawk l-istudenti li jistgħu jiġu eżentati minn xi komponent/i tal-Benċmark. Il-proċess preżenti għandu l-għan li jassigura li l-arranġamenti t'access u l-eżenzjonijiet ikunu meqjusa bħala parti integrali mill-proċess tat-tagħlim.

L-iskejjel jistgħu japplikaw għal dawn l-arranġamenti ta' access:

1. Qarrej għall-Matematika u/jew Multiplication Tables.
2. Qarrej Elettroniku għall-Fehim mill-Qari fil-Malti u/jew fl-Ingliż.
3. Rikording diġitali għall-Kitba (Rubriki u Titoli) fil-Malti u/jew fl-Ingliż. Dan hu arranġament ta' access ġdid u li ħa jkun jista' jingħata lil dawk l-istudenti li jingħataw l-arranġament ta' access numru 2.
4. Skriba għall-Kitba fil-Malti u/jew fl-Ingliż.
5. Tipa kbira għal studenti neqsin mill-vista.
6. 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 dawn l-arranġamenti u/jew eżenzjonijiet:

[https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm\\_2022\\_acc\\_arrang\\_exemptions\\_handbook.pdf](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_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](mailto:benchmark@ilearn.edu.mt), cc: [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt)) sat-Tlieta 21 ta' Diċembru 2021.** Għal iktar tagħrif, jekk jogħġbok ikkuntattja lil Carmen Muscat (Uffiċjal Edukattiv) fuq 25982186.

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

Grazzi tal-kooperazzjoni tagħkom.

**Sandra Ebejer,**  
**Direttur**  
**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 2022

Educational Assessment Unit

End of Primary Benchmark 2022

Procedures  
for  
Access Arrangements and Exemptions

---

# Contents

	<b>Page</b>
Rationale	3
Map of Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2022	4
<b>Section A: Requests for</b> <ul style="list-style-type: none"> <li>• Reader for Mathematics</li> <li>• Multiplication Tables</li> <li>• Electronic Reader for Maltese and/or English Reading with Understanding + Digital Recording for Maltese and/or English Writing (Rubrics &amp; Titles) <b>NEW</b></li> <li>• Scribe for Maltese and/or English Writing</li> <li>• Enlarged Print for Visually Impaired Children</li> <li>• Communicator for Hearing Impaired Children</li> </ul>	5
<b>Section B: Exemptions (Students with Learning Difficulties)</b>	7
<b>Section C: Exemptions (Migrants)</b>	8
<b>Appendix 1: Specific Learning Difficulties Service (SpLD) Examination Access Arrangements Referral Form</b>	9
<b>Appendix 2: School Psychological Service (SPS) Examination Access Arrangements Referral Form</b>	16

## Rationale

This procedural handbook gives an overview of application to the provision of Access Arrangements and Exemptions for the End of Primary Benchmark 2022 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. These examination access arrangements provisions for Benchmark examinations 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 2022

#### Section A:

- Reader for Mathematics
- Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding + Digital Recording for Maltese and/or English Writing Rubrics and Titles **NEW**
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

Fill in Access Arrangements in Place e-template, only if:

- Documentation is available and valid (report conducted in July 2019 or more recently).
- School has already applied for an assessment/review from Dyslexia or SPS Units.
- Parents provide proof of an imminent private report to be presented to the school by end of February 2022.

e-Template accessed at [http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm\\_2022\\_acc\\_arrang\\_template.xlsx](http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_acc_arrang_template.xlsx) or [click here](#)

#### Section B:

Exemptions: Students with Learning Difficulties

Fill in Exemptions in Place e-template, if:

- Student functions at/or below Year 3 Primary standard (Therefore, currently on Checklist 1 or 2)
- Student is following an alternative learning programme
- Students' professional report (dated July 2019 or more recent) explicitly states that student is to be exempted from subject/s.
- Student has a severe disability (Example: Autism Spectrum Disorder)

e-Template accessed at [http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm\\_2022\\_exemptions\\_template.xlsx](http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_exemptions_template.xlsx) or [click here](#)

#### Section C:

Exemptions: Migrants

Fill in Exemption for Migrants e-template (p.8) accessed at [https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm\\_2022\\_exemp\\_migrants\\_template.xlsx](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_exemp_migrants_template.xlsx) or [click here](#)

Appel

## Section A: Requests for

- Reader for Mathematics
- Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding + Digital Recording for Maltese and/or English Writing (Rubrics & Titles) - **NEW**
- 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\\_2022\\_acc\\_arrang\\_template.xlsx](http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_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 2019) 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 2019 or more recently.**

The **new access provision – Digital Recording for the Maltese and / or English Writing (Rubrics and Titles)** is to be given to those students who **have the Reader provision recommended** in the professional report dated July 2019 or more recently.

- b) Students who have been referred to the SpLD or SPS<sup>1</sup>, or the Psychology Service or the Dyslexia Specialist within the Secretariat for Catholic Education before December 2021 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 professional, occupational therapist or any other professional report 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 2022.

---

\* Copies of the SpLD and SPS Examination Access Arrangements referral forms are found as appendices on pages 9 to 19.

**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 2022 – Access Arrangements e-Template** to Ms Carmen Muscat at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) and cc Ms Julie Attard at [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt) by **Tuesday 21st December 2021**.

## 2. 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 will be provided by the EAU on OneDrive, 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.
- **Heads of School** who are referring students for the first time to the Special Learning Difficulties Service (SpLD) and/or to the School Psychological Service (SPS) are kindly asked to use the **Examination Access Arrangements Referral Forms** found in the Appendix 1 and 2 (pages 9 to 19) of this e-Handbook. These forms are to be completed by the school, obtain the parents/legal guardians' consent and sent to the respective service unit (SpLD or SPS) before December 2021.

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

## Section B: Exemptions (Students with Learning Difficulties)

### Completing the Exemptions in Place e-template.

While 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. A note endorsed by the Head of School is also requested for such exemptions.*

- 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\\_2022\\_exemptions\\_template.xlsx](http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_exemptions_template.xlsx)

and email it, with subject title: **BM 2022 – Exemption (Learning Difficulties) e-Template**, to Ms Carmen Muscat at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) and cc Ms Julie Attard at [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt) by **Tuesday 21st December 2021**.

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.

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

## 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\\_2022\\_exemp\\_migrants\\_template.xlsx](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2022_exemp_migrants_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/Gozo.
3. The completed e-Template is to be emailed, with subject title: **BM 2022 – Exemption (Migrants) e-Template**, to Ms Carmen Muscat at [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt) and cc Ms Julie Attard at [julie.attard@ilearn.edu.mt](mailto:julie.attard@ilearn.edu.mt) by **Tuesday 21st December 2021**.
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 1**

# **SPECIFIC LEARNING DIFFICULTIES SERVICE (SpLD)**

## **Referral Form**

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



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

## Directorate for Learning and Assessment Programmes

### SPECIFIC LEARNING DIFFICULTIES SERVICE

Sarria Street, Floriana FRN 1460

Tel: 21234965

---

*All personal data is processed in accordance with the Education Act (Cap. 327) and the Data Protection Act (Cap. 586) and subsidiary legislation S.L586.04 Processing of Personal Data (Protection of Minors) Regulations; and S.L.586.07 Processing of Personal Data (Education Sector) Regulations. All personal data will be used solely for the purpose it is being requested and will not be shared with any other entity except as provided in the law. This personal data will only be retained until it is necessary*

### **REFERRAL FORM**

#### **CONFIDENTIAL**

The Specific Learning Difficulties Service (SpLD) evaluates the performance of students who appear to be encountering specific learning difficulties and offers advice and support to teachers, parents and students regarding appropriate intervention.

The SpLD Service aims at:

- discussing concerns about a student's literacy development through consultation with the student, legal guardian and school personnel;
- presenting and explaining assessment findings;
- supporting and advising schools re the appropriate intervention.

*NB:*

*The legal guardian reserves the right to withhold information or to terminate professional involvement at any point in the process. Termination of involvement must be forwarded in writing.*

*The conclusions of the SpLD Service are based on the information provided by the legal guardian and/or school.*

*The SpLD Service reserves the right to discuss the student's needs with other professionals working within the school set-up.*

*Referrals will ONLY be accepted when consent of legal guardian is obtained. Due to this requirement, referrals can ONLY be effected using this form.*

**Kindly fill in the attached form and send to the Specific Learning Difficulties Service, Sarria Street, Floriana FRN 1460.**

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

**SPECIFIC LEARNING DIFFICULTIES SERVICE  
REFERRAL FORM**

**CONFIDENTIAL**

Date of referral:	Ref. no. <i>(for office use)</i> :
-------------------	------------------------------------

**Demographic Information**

Name of child:	ID no:
Date of birth:	Gender:

Name of parent/s or legal guardian/s:	
Home address:	
Mailing address <i>(if different from home address)</i> :	
email address:	
Kindly specify to whom correspondence should be addressed:	
Home tel. no:	Mob. no:

Name of school:	School telephone number:
Class:	
Teacher:	



**Referral Information**

Reason for referral (*tick where applicable*):

- assessment for the identification of dyslexia
- information regarding parental courses, use of library and other activities at SpLD Service
- re-assessment (student already assessed at SpLD Service)

What action has been taken by the school to address the difficulties?

Has the Core Competences checklist been carried out? If yes, please attach a copy.

Yes  No

Has the child been referred to / or assessed by any other agency or professional/s? Kindly attach a copy of relevant reports if available.

Yes  No

Does the student have a Statement of Needs?

Yes  No

Please specify and attach a copy of the Statement of Needs.

Has the child been previously referred to the SpLD Service? If yes, state when.

Class teacher's comments (*a brief description of type of difficulties noted within the classroom situation*):

Parent/Caregiver's comments (*indicate reasons why you would like your child to be assessed*):

List of documents to be attached to this application:

- sample of work indicating student's difficulties (English and/or Maltese)
- *Dyslexia Checklist* for parents
- *Dyslexia Checklist* for teachers
- copy of all professional reports (*if available*)
- a copy of *Core Competencies Checklist* (*if available*)
- a copy of the *Statement of Needs* (*if applicable*)

Referred by:

Relation to child:

Signature of Parents / Legal Guardian/s:

Name of Head of School:

Signature:

**Checklist for parents** *(Tick as appropriate)*

	<b>Yes</b>	<b>No</b>
1. Is there a family history of <i>Specific Learning Difficulties</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Were you concerned about your child's speech development?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does s/he encounter difficulty when pronouncing longer words?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the child enjoy nursery rhymes?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did s/he have any difficulty remembering:		
the names of colours?	<input type="checkbox"/>	<input type="checkbox"/>
the alphabet sequence?	<input type="checkbox"/>	<input type="checkbox"/>
the days of the week?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the child have difficulty:		
catching a ball?	<input type="checkbox"/>	<input type="checkbox"/>
swimming?	<input type="checkbox"/>	<input type="checkbox"/>
cycling?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does s/he have difficulty with any of the following:		
front/back?	<input type="checkbox"/>	<input type="checkbox"/>
up/down?	<input type="checkbox"/>	<input type="checkbox"/>
left/right?	<input type="checkbox"/>	<input type="checkbox"/>
8. Can the child organize items in sequence?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did s/he have any difficulty in learning the names/sounds of the alphabet?	<input type="checkbox"/>	<input type="checkbox"/>
10. Does s/he confuse similar looking letters, eg. 'p', 'd', 'b', 'q'?	<input type="checkbox"/>	<input type="checkbox"/>
11. Is reading practice carried out regularly at home?	<input type="checkbox"/>	<input type="checkbox"/>
12. Is homework completed quietly or is it considered to be a daily challenge for the child?	<input type="checkbox"/>	<input type="checkbox"/>

Any other comments:

**Checklist for teachers** (*Tick as appropriate*)

	<b>Yes</b>	<b>No</b>
1. Does the child attend school regularly?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the child able to understand and communicate in both Maltese and English?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the child have difficulty following instructions?	<input type="checkbox"/>	<input type="checkbox"/>
4. What difficulties do you note in spelling ( <i>tick as applicable</i> ):		
totally indecipherable?	<input type="checkbox"/>	<input type="checkbox"/>
is generally able to identify sounds within word?	<input type="checkbox"/>	<input type="checkbox"/>
omits parts of the word?	<input type="checkbox"/>	<input type="checkbox"/>
writes words haphazardly – many versions for the same word?	<input type="checkbox"/>	<input type="checkbox"/>
5. What difficulties do you note in reading ( <i>tick as applicable</i> ):		
phonic decoding?	<input type="checkbox"/>	<input type="checkbox"/>
mainly guess work?	<input type="checkbox"/>	<input type="checkbox"/>
slow and hesitant – lacks fluency?	<input type="checkbox"/>	<input type="checkbox"/>
reasonably good but below expected level?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you consider the kind of errors made in reading and spelling to be peculiar?	<input type="checkbox"/>	<input type="checkbox"/>
7. Can the child cope with classwork independently?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the child given adapted work? If yes, can he cope with work independently?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is homework completed satisfactorily?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are you satisfied with the kind of progress the child has made during the last months?	<input type="checkbox"/>	<input type="checkbox"/>
11. Does s/he have difficulty copying from the Interactive White Board?	<input type="checkbox"/>	<input type="checkbox"/>
12. Does s/he tend to isolate him/herself from peers?	<input type="checkbox"/>	<input type="checkbox"/>
13. What subject does the child enjoy most?		

---

14. What are the child's main strengths and interests?

---

Any other comments:

## **Appendix 2**

### **School Psychological Service (SPS) Examination Access Arrangements Referral Form**



GOVERNMENT OF MALTA  
MINISTRY FOR EDUCATION  
NATIONAL SCHOOL SUPPORT SERVICES

## **SCHOOL PSYCHOLOGICAL SERVICE**

### **EXAMINATION ACCESS ARRANGEMENTS REFERRAL FORM**

When a learner is referred solely for Examination Access Arrangements, the School Psychological Service (SPS) follows the following procedure:

- Discusses concerns about the learner’s development and learning through consultation with the child, parents or legal guardians and the school personnel;
- Identifies a child’s needs through consultation and assessment as appropriate;
- Presents and explains findings to the parents or legal guardians of the minor, the relevant educational authorities and when necessary with other public welfare and/or health services.

The relevant details provided will facilitate the processing of the referral in a more efficient and effective way. It is thus of utmost importance to provide as much relevant information as possible on this referral form. The psychologist’s conclusions and decisions are based on the information given by the parents and/or the school..

**NB:**

**Referrals will be accepted ONLY when consent of the parents or other legal guardians of the minor is obtained. However, by virtue of regulation 2 (2) of the Subsidiary Legislation 440.04 Processing of Personal Data (PROTECTION OF MINORS) Regulations, such consent shall not be required if this may be prejudicial to the best interest of the minor.**

**Subject to the provisions of any other law, the parents or the legal guardians reserve the right to terminate professional involvement at any point in the process.**

DETAILS OF THE STUDENT REFERRED			
Name & Surname of the Student Referred:			
Date of Birth:	Gender:	ID Card No.:	Nationality:
College:	School:	Class:	
Student's Address:			
Home Telephone No.:			
Legal Guardian mobile number:			
Legal Guardian email address:			

SECTION TO BE COMPLETED BY THE SCHOOL DELEGATE	
Please indicate, by marking the appropriate box, for which examinations is this application being submitted:	
School Examinations	<input type="checkbox"/>
Benchmark	<input type="checkbox"/>
VET	<input type="checkbox"/>
SEAC	<input type="checkbox"/>
SEC	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>
If applicable, please indicate the access arrangements currently being provided to the student for school-based examinations:	
_____	
_____	
With this form please attach copies of related documents (e.g. reports or certificated issued by psychologists or other specialists). Please give details of the attached documents:	
•	_____
•	_____
•	_____
Signature of Head of School or delegate: _____	

<b>GENERAL DATA PROTECTION POLICY</b>
<p>The General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act (Cap 586.07 of the Laws of Malta) regulate the processing of personal data whether held electronically or in manual form. The School Psychological Service is set to fully comply with the Data Protection Principles as set out in the data protection legislation (kindly refer to: Article 21, A, B and D).</p> <p>The personal data included in this Referral, or such personal data collected during the rendering of service, shall only be used for the purposes of, or in connection with the rendering of service or in the exercise of rights and obligations arising under the same service.</p> <p>The personal data can be recorded, stored and administered by the School Psychological Service in fulfilment of the service and as required under any applicable law. Legal Guardians are entitled to ask for information, related to this referral, should they ask for it in writing.</p> <p>Electronic and Manual data will be available to restricted SPS personnel and data administrators.</p> <p>Data might be used for statistical reports. In this event, data will be edited to omit information that would identify the student or any member of his/her family.</p> <p>Legal guardians have the right to request in writing the withdrawal of this Referral, at any time.</p> <p>All personal data would be kept until the person referred reaches the age of 25.</p>

<b>PARENTAL / LEGAL GUARDIAN CONSENT</b>	
<p>I/we have read Pages 1 – 3 of this referral and understood this statement of consent and declare that my / our child will be sitting for the examinations as indicated by the school. I understand that my child's needs will be reviewed by the School Psychological Service and assessed if necessary for examination purposes only.</p>	
<b>Parent / Legal Guardian 1</b>	<b>Parent / Legal Guardian 2</b>
Name & Surname:	Name & Surname:
I.D. Card no.:	I.D. Card no.:
Signature:	Signature:
Date:	



# APPENDIX 4



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

### LETTER CIRCULAR

**Date:** 17<sup>th</sup> December 2021 **Ref:** DLAP 357/2021  
**To:** All Heads of College Network and Heads of Primary Schools (State and Non-State)  
**From:** Carmen Muscat – Education Officer, Assessment of Learning  
**Subject:** Guidelines and Timetable for the End of Primary Benchmark 2022 (First Session)

---

The first session of the End of Primary Benchmark 2022 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 2022 session.

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:** 17 ta' Diċembru 2021 **Ref:** DLAP 357/2021  
**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 2022 (L-Ewwel Sessjoni)

---

L-ewwel sessjoni tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2022 ser tinżamm skont it-timetable mehmuża. Il-Kapijiet tal-Iskejjel huma mitluba li jgħaddu din t-timetable lill-għalliema 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 2022.

Grazzi tal-kooperazzjoni.

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

## End of Primary Benchmark Guidelines

2022

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. Nominated School Leadership Team (SLT) members will receive a link to a **OneDrive folder** which will include the Listening component audio-visual recordings of Maltese and English and the audio-recording of the Mental Mathematics paper. These recordings are to be downloaded and copied on all the laptops that will be used during the assessments. Schools are to ensure beforehand that the necessary apparatus for playing the electronic files is fully functional in every classroom and that teachers are familiar with its operation. If, on the day of the test, the electronic files 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 made to inform the Educational Assessment Unit why this has been opened.

The OneDrive folder will also include the audio-visual recording of the Reading Comprehensions for Maltese and English, for those students requiring a Reader as part of their access arrangements.

A day before the Benchmark language examinations the nominated SLT members will also receive a QR code that is to be passed on to the students who will be granted the Digital Reader for the Writing component. The students will need to swipe the QR code to access the audio recording from their tablet to hear the rubrics and titles of the Maltese and English writing component tasks.

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, whether used or not, 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 Speaking component will be assessed by two trained teachers, preferably the class teachers in case the number of classes is even. If the number of classes is odd, the class teacher will be accompanied by a teacher nominated by the Head of School. Teachers or other personnel who have not attended a training session on the Speaking component in the past two years, are to inform the Educational Assessment Unit.
6. The Benchmark Assessment sessions will take place as follows:

Tuesday 24 May 2022	—	Mathematics Mental Mathematics Written
Wednesday 25 May 2022	—	School Day
Thursday 26 May 2022	—	Maltese Speaking
Friday 27 May 2022	—	Maltese Writing Maltese Listening Comprehension Maltese Reading Comprehension
Monday 30 May 2022	—	English Speaking
Monday 31 May 2022	—	English Writing English Listening Comprehension English Reading Comprehension

The End of Primary Benchmark 2022 assessments will be spread over six days, with some ‘breathing space’ in the exam sessions from one subject to the next. The aim is to make the assessment more student-friendly, giving students more time to prepare themselves better from one subject to the next and thereby help reduce unnecessary anxiety.

7. During the 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.**
8. 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.

## 9. 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 338/2021.
- Hearing-impaired candidates may be assigned a **Communicator** (provided by the Students' Services Section).as per Letter Circular DLAP 338/2021.
- For students with reading difficulties, an electronic reader will be provided for the Reading Comprehension (in both Maltese and English). A file with the audio-visual recording will be provided by the Educational Assessment Unit on OneDrive but the school needs to provide the personnel to operate the equipment and invigilate the students (as per Letter Circular DLAP 338/2021).

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.

- As from the 2022 Benchmark session, students who qualify for the provision of the Electronic Reader in the Reading comprehensions in Maltese and/or English, will also be able to follow a digital audio-recording of the rubrics and titles of the Maltese and/or English Writing papers. The digital recordings will be accessible to the students on the tablets using a QR code. The recording can be heard as many times as necessary by the student using headphones so as not to disturb other students in class. Each task will have a separate recording.
- In the Maltese and English Writing components, a **Scribe** (to transcribe illegible words) may be provided as per Letter Circular DLAP 338/2021. 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 green ink, 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 338/2021. 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 to. Check the following link for the policy:  
[https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/reader\\_pens\\_policy.pdf](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/reader_pens_policy.pdf)

## 10. EXEMPTIONS

All students are expected to sit the assessments. However, students who fulfil specific criteria may be exempted from all or parts of the End of Primary Benchmark as per Letter Circular DLAP 338/2021.

Class invigilators are to ensure that students 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, indicating which component/s the student is ‘Absent’ or ‘Exempted’ from. 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.

## 11. 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>

and

[https://curriculum.gov.mt/en/guidelines/Documents/Primary\\_Guidelines/MATHEMATICS\\_primary\\_guidelines\\_2021\\_2022.pdf](https://curriculum.gov.mt/en/guidelines/Documents/Primary_Guidelines/MATHEMATICS_primary_guidelines_2021_2022.pdf)

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 / Smiġh	20%	30 minutes
Speaking / Tahdit	20%	10 minutes
Reading / Qari	30%	50 minutes
Writing / Kitba	30%	60 minutes

#### Listening (20%)

There will be **two** listening tasks:

- The first task will consist of a short text or a small number of short texts of about 300 words such as: *dialogues; conversations; announcements; monologues; instructions; directions; descriptions; and news bulletins, including weather reports.*
- The second task will be about 500 words long and will consist of a: *monologue; dialogue; or conversation.*

Students will be asked to: *write words or numbers in gaps; mark a statement as True 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%)

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

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

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

### Reading (30%)

The reading component will comprise two parts:

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

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

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

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

## **12. RETURN OF SCRIPTS**

All scripts will be passed on to the respective college Middle Schools in September 2022.

### 13. 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 5 Annual Summative assessment and the performance in the Benchmark, (at least a 25% 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 2022**

- This year the Speaking component for Maltese and English will be taking place.
- The **Listening components** will be administered as **audio-visual clips** rather than audio recordings. Students sitting for these components will be able to hear and see the narrators and actors reading the listening comprehension texts and questions. Pauses will be made between each question allowing students to write their answers to the questions.
- Students who qualify for the provision of the Electronic Reader in the Reading comprehensions in Maltese and/or English, will also be able to follow a **Digital audio-recording** of the **rubrics and titles of the Maltese and/or English Writing** Benchmark papers. These audio-recordings will be accessible on the tablets (One Tablet/Child Scheme).

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

2022

1. Il-Kap tal-Iskola huwa l-Kap taċ-Ċentru u huwa responsabbli għalkollox fit-tmexxija minghajr xkiel tal-Benċmark fl-iskola tiegħu/tagħha.

2. Fi għranet differenti qabel u waqt il-Benċmark, l-iskejjel se jirċievu l-karti tal-eżamijiet relevanti. Membri nominati tal-amministrazzjoni tal-iskola se jirċievu ukoll aċċess tal-**OneDrive folder** li fiha ssibu l-komponent tas-Smigh tal-karti tal-Malti u tal-Ingliż u għall-karta Mentali tal-Matematika. Il-fajls awdjo/ awdjo-viżivi għandhom jiġu kkupjati fuq il-laptops kollha li se jintużaw waqt l-eżami. L-iskejjel għandhom jiżguraw minn qabel li l-apparat neċessarju għall-fajls elettronici qed jaħdem sew f'kull klassi u li l-għalliema huma familjari ma' kif jithaddem dan l-apparat. Jekk f'dik il-għurnata l-fajls elettronici 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.

L-OneDrive folder se jinkludi ukoll fajls awdjo-viżivi għall-Fehim mill-Qari għal dawk l-istudenti li jeħtieġu Qarrej bħala parti mill-arrangamenti tagħhom.

Għurnata qabel l-eżamijiet tal-lingwi tal-Benċmark il-membri nominati tal-amministrazzjoni tal-iskola se jirċievu ukoll kodici tal-QR biex jgħadduh lill-istudenti li jingħataw il-provizzjoni tal-Qarrej Diġitali fil-komponenti tal-Kitba. L-istudenti ikollhom bżonn jiskanjaw il-kodici tal-QR biex jaċċessaw ir-rekording tal-awdjo minn fuq it-tablet biex jisimghu ir-rubriki u t-titoli tal-karti tal-Kitba tal-Malti u tal-Ingliż.

3. Il-karti tal-eżamijiet se jitpoġġew f'enveloppi li jkun fihom in-numru ta' karti li kull klassi għandha bżonn. Se jiġi pprovdut ukoll envelopp lill-Kap tal-Iskola li se jkun fih karti addizzjonali sabiex tinbidel xi karta difettuża. Fl-aħħar tas-sessjoni, il-karti tal-eżami għandhom jitqiegħdu fl-enveloppi **skont il-Lista tal-Attendenza. Il-karti tal-eżami kollha, kemm dawk li ntuzaw u dawk li ma ntuzawx, għandhom jitpoġġew lura fl-envelopp tagħhom u wara jiġi ssiġillat.**

4. L-iskejjel jirċievu l-materjal tal-Benċmark minn persuna awtorizzata. Fl-aħħar 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-komponent tat-Taħdit se jiġi assessjat minn żewġ għalliema mharrġa, preferibilmint l-għalliema tal-klassi f'każ li n-numru ta' klassijiet huwa biż-żewġ. Jekk in-numru ta' klassijiet huwa bil-fard, l-għalliem/a tal-klassi għandu/għandha jkun/tkun akkumpanjat/a minn għalliem/a mqabba/mqabba mill-Kap tal-Iskola. Għalliema u membri oħra tal-istaff tal-iskola li ma attendewx għat-taħriġ tat-Taħdit tal-Benċmark f'dawn l-aħħar sentejn, għandhom jinfurmaw lit-Taqsima tal-Assessjar Edukattiv.
6. Is-sessjonijiet tal-Benċmark se jsiru kif ġej:

It-Tlieta 24 ta' Mejju 2022	–	Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika
L-Erbgħa 25 ta' Mejju 2022	–	Ġurnata tal-Iskola
Il-Ħamis 26 ta' Mejju 2022	–	It-Taħdit bil-Malti
Il-Ġimgħa 27 ta' Mejju 2022	–	Il-Karta Miktuba tal-Malti Il-Fehim mis-Smigh bil-Malti Il-Fehim mill-Qari bil-Malti
It-Tnejn 30 ta' Mejju 2022	–	It-Taħdit bl-Ingliż
It-Tlieta 31 ta' Mejju 2022	–	Il-Karta Miktuba tal-Ingliż Il-Fehim mis-Smigh bl-Ingliż Il-Fehim mill-Qari bl-Ingliż

7. Waqt is-sessjonijiet tal-Benċmark, l-għalliema għandhom jiżguraw li l-istudenti jiktbu b'linka **blu** jew **sewda**. Madankollu, ix-xogħol żbaljat jista' jinqata' bil-lapes. **Linka li tithassar, tippex u mezz oħra ta' korrezzjoni simili ma jistgħux jintużaw.**
8. 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.

## 9. L-ARRANĠAMENTI TA' AĊĊESS

- It-tul ta' kull komponent jinkludi **I-Ħin Żejjed**. Dan ifisser li l-Ħin Żejjed qed jiġi pprovdut lill-kandidati kollha.
- Jekk u meta jkun meħtieġ, l-ġhalliem 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 338/2021.
- Studenti li jbatu mis-smiġh jistgħu jingħataw **Komunikatur** skont iċ-Ċirkulari DLAP 338/2021. Il-Komunikatur jiġi pprovdut mit-Taqsima tas-Servizzi għall-Istudenti.
- Għal studenti b'diffikultajiet fil-qari se jiġi pprovdut qarrej elettroniku għall-Fehim mill-Qari (kemm fil-Malti kif ukoll fl-Ingliż). It-Taqsima tal-Assessjar Edukattiv se tipprovdi rekording ta' fajl awdjo-viziv iżda l-iskola jeħtieġ li tipprovdi impjegat biex iħaddem l-apparat u jissorvelja lill-istudenti (skont iċ-Ċirkulari DLAP 338/2021).

Huwa importanti li għal dan l-arranġament partikolari:

- It-testi se jinqraw darbtejn b'mod elettroniku, aktar bil-mod minn kif jinqraw is-soltu.
- Il-mistoqsijiet se jinqraw darbtejn u se jkun hemm waqfiet twal sabiex l-istudenti jkunu jistgħu jwieġbu l-mistoqsijiet.
- It-test se jkun ipprogettat fuq skrin u jinxtegħel waqt li qed jinqara. Il-kulur tal-isfond għat-test li jkun qed jidher fuq l-iskrin huwa kulur il-krema.

- Mis-sessjoni tal-Benċmark tal-2022 'il quddiem, l-istudenti li jikkwalifikaw għall-qarrej elettroniku għall-Fehim mill-Qari fil-Malti u/ jew fl-Ingliż, se jkunu jistgħu jissewju rekording diġitali tar-rubriki u t-titoli tal-karti tal-Kitba tal-Malti u/jew tal-Ingliż. Ir-rekording diġitali se jkunu aċċessibli għall-istudenti minn fuq it-tablet permezz ta' kodiċi QR. L-istudenti jistgħu jisingħu r-rekording kemm-il darba huwa neċessarju bl-użu tal-headphones biex ma jtellfux lil shabhom fil-klassi. Kull kitba (il-qasira u t-twila) se jkollha rekording għaliha.
- Fil-komponenti tal-Kitba tal-Malti u tal-Ingliż, jista' jkun ipprovdut **Skriba** (biex jikteb il-kliem li ma jintgħarafx) skont iċ-ċirkulari DLAP 338/2021. 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 338/2021. 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 taġrif dwar din il-politika, iċċekkja l-ħolqa t' hawn taħt:

[https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/reader\\_pens\\_policy.pdf](https://curriculum.gov.mt/en/Benchmark/General-Information/Documents/reader_pens_policy.pdf)

## 10. 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 338/2021.

L-inviġilaturi tal-klassijiet għandhom jiżguraw li daww l-istudenti li huma eżentati jew assenti minn kwalunkwe komponent jiġu mmarkati hekk fuq il-karta tal-attenzenza u jiktbu l-kelma 'Assenti' jew 'Eżentat/a' fuq il-qoxra ta' quddiem fil-partijiet ta' fuq u ta' isfel. Għandu jiġi ndikata għal liema komponent/i l-kandidat kien assenti jew eżentat. 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 tiddaħhal fl-envelopp mal-karti tal-eżami l-oħra skont in-Numri tal-Indiċi.



## 11. 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> u

[https://curriculum.gov.mt/en/guidelines/Documents/Primary\\_Guidelines/MATHEMATICS\\_primary\\_guidelines\\_2021\\_2022.pdf](https://curriculum.gov.mt/en/guidelines/Documents/Primary_Guidelines/MATHEMATICS_primary_guidelines_2021_2022.pdf)

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

#### Is-Smigh (20%)

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 jwegħuhom waqt li jisimghuhom;
3. jisimghu t-test għat-tieni darba;
4. jisimghu l-mistoqsijiet għat-tieni darba u jtemmu t-taħriġ waqt li jkun qed jisimghuh.

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

### It-Taħdit (20%)

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

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

- L-ewwel ikun hemm *it-Thejjija / the Warmer* li ma tkunx assessjata.
- It-tieni tkun *l-Intervista / an Interview* u l-istudenti jkollhom mistoqsijiet fuq tema waħda.
- It-tielet u r-raba' eżerċizzju jistgħu jkunu tnejn minn dawn: *Qabbel / Compare and Contrast; Staqsini Inti / Inverted Interview; Stampa Waħda / Single Picture; Stampa Storja / Picture Story; jew Stampa dwar Tema / Thematic Picture.*

### Il-Qari (30%)

Il-komponent tal-qari fih żewġ partijiet:

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

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

- It-tieni parti tkun test, fittizju jew fattwali, ta' madwar 500 kelma. It-test jinqasam f'partijiet, b'mistoqsijiet fuq kull parti. Ikun hemm ukoll mistoqsijiet fuq it-test sħiħ.

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

## II-Kitba (30%)

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

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

L-istudenti jagħzlu wieħed minn żewġ titli ta' kitba twila. Dawn it-tnejn ikunu tal-istess ġeneru (ngħidu aħna, djalogu qasir) iżda jittrattaw temi differenti (bħal, ngħidu aħna, djalogu dwar haġġa ma' tal-iskola, jew djalogu dwar attività sportiva).

- Fil-kitba t-twila l-istudenti jintalbu jiktbu bejn 140 u 200 kelma fuq wieħed minn dawn: *ittra informali; kitba dwar avveniment; artiklu; jew storja qasira għar-rivista tal-iskola jew pubblikazzjoni simili għal studenti żgħar.*

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

L-istudenti jridu wkoll jagħzlu minn żewġ eżerċizzji ta' kitba tal-istess 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 jipplanaw 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-tnejn 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:

- **II-Karta Mentali** jkollha 20% tal-marki u tiegħu kwarta (15-il minuta);
- **II-Karta Miksuba** 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 meħtieġ biex juru xogħolhom (*working*). Il-kandidati huma mheġġa jużaw l-ispazju pprovdut għal xogħolhom.

### **Il-Karta Mentali (20%)**

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

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

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

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

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

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

### **Il-Karta Miktuba (80%)**

Il-Karta Miktuba tkopri l-erba' oqsma tal-kurrikulu tal-Matematika li huma: in-Numri u l-Algebra; Kejljiet; Forom u Spazji; it-Thaddim tad-Data u s-Soluzzjoni ta' Problemi. (*Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving*). Il-karta jkun fiha 16-il mistoqsija. L-ewwel erba' mistoqsijiet fihom total ta' 16-il marka u jeżaminaw ħiliet bażiċi sempliċi. It-tmien mistoqsijiet ta' wara fihom total ta' 40 marka u jeżaminaw il-ħiliet Matematiċi tal-istudenti fl-erba' oqsma tas-sillabu. L-aħħar erba' mistoqsijiet fihom total ta' 24 marka. 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.

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

Il-karti kollha tal-Benċmark se jintbagħtu lura fl-iskejjel Medji tal-kulleġġ rispettiivi tagħhom f'Settembru 2022.

### 13. REVIŻJONI TAL-KARTI

L-iskola tista' tagħmel talba għal revizjoni tal-karti jekk ikun hemm evidenza ta' diskrepanza bejn kif mar/marret l-istudent/a fl-assessjar Annwali Summativ tal-Ħames Sena u l-marka tiegħu/tagħha fil-Benċmark (ikun hemm tal-inqas diskrepanza ta' 25% fil-marki). Din it-talba għar-revizjoni 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 2022**

- Din is-sena il-komponenti tat-Taħdit fil-Malti u l-Ingliż se jsiru.
- Il-komponent tal-Fehim mis-Smigh se jiġi pprezentat bħala clip awdjo-viżiv minflok recording awdjo. L-istudenti li jkunu qed jagħmlu dan il-komponent se jkunu jistgħu jisimgħu u jaraw in-narraturi u l-atturi jaqraw it-testi u l-mistoqsijiet tal-Fehim mis-Smigh. Bejn mistoqsija u oħra se jkun hemm pawzi biex l-istudenti jkollhom ċans jiktbu t-tweġibiet tagħhom.
- Studenti li jikkwalifikaw għall-qarrej elettroniku għall-Fehim mill-Qari fil-Malti u/ jew fl-Ingliż, se jkunu jistgħu jissegwu rekording digitali tar-rubriki u t-titoli tal-karti tal-Kitba tal-Malti u /jew tal-Ingliż. Ir-rekording digitali se jkunu aċċessibli għall-istudenti minn fuq it-tablet li ngħataw mill-iskema One Tablet/Child.

## END OF PRIMARY BENCHMARK 2022 – TIMETABLE (First Session)

<i>Tuesday 24 May</i>	<i>Wednesday 25 May</i>	<i>Thursday 26 May</i>	<i>Friday 27 May</i>	<i>Monday 30 May</i>	<i>Tuesday 31 May</i>
8.45 – 9.00	<b>School Day</b>	<b>Maltese Oral Component</b>	8.40 – 9.45	<b>English Oral Component</b>	8.40 – 9.45
<b>(15 minutes) Mathematics Mental Paper</b>			<b>(5 minutes) Read the questions</b>		<b>(5 minutes) Read the questions</b>
			<b>(60 minutes) Maltese Writing</b>		<b>(60 minutes) English Writing</b>
9.00 – 9.15 <i>15 min Break</i>			9.45 – 10.15 <i>30 min Break</i>		9.45 – 10.15 <i>30 min Break</i>
9.15 – 10.50			10.15 – 10.50		10.15 – 10.50
<b>(5 minutes) Read the questions</b>			<b>(5 minutes) Read the questions</b>		<b>(5 minutes) Read the questions</b>
<b>(1h 30min) Mathematics Written Paper</b>			<b>(30 minutes) Maltese Listening Comprehension</b>		<b>(30 minutes) English Listening Comprehension</b>
			10.50 – 11.05 <i>15 min Break</i>		10.50 – 11.05 <i>15 min Break</i>
	11.05 – 12.00	11.05 – 12.00			
	<b>(5 minutes) Read the questions</b>	<b>(5 minutes) Read the questions</b>			
	<b>(50 minutes)* Maltese Reading Comprehension</b>	<b>(50 minutes)* English Reading Comprehension</b>			

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

N.B. On Friday 27 May and Tuesday 31 May, the school may use the remaining time after 12.00 hours as a contingency for the Maltese and English Speaking Components.

## II-BENĊMARK TA' TMIEM IL-PRIMARJA 2022 - L-Orarju (L-Ewwel Sessjoni)

End of Primary Benchmark 2022 – Report

<i>It-Tlieta 24 ta' Mejju</i>	<i>L-Erbgħa 25 ta' Mejju</i>	<i>Il-Hamis 26 ta' Mejju</i>	<i>Il-Ġimgħa 27 ta' Mejju</i>	<i>It-Tnejn 30 ta' Mejju</i>	<i>It-Tlieta 31 ta' Mejju</i>
8.45 – 9.00	<b>Ġurnata tal-Iskola</b>	<b>Il-Malti It-Taħdit</b>	8.40 – 9.45	<b>L-Ingliš It-Taħdit</b>	8.40 – 9.45
<b>(15-il minuta) Il-Matematika Il-Karta Mentali</b>			<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba</b>		<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliš Il-Kitba</b>
9.00 – 9.15 <i>Waqfa ta' kwarta</i>			9.45 – 10.15 <i>Waqfa ta' nofs siegħa</i>		9.45 – 10.15 <i>Waqfa ta' nofs siegħa</i>
9.15 – 10.50			10.15 – 10.50		10.15 – 10.50
<b>(5 minuti) Qari tal-mistoqsijiet (Siegħa u nofs) Il-Matematika Il-Karta Miktuba</b>			<b>(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh</b>		<b>(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliš Il-Fehim mis-Smigh</b>
			10.50 – 11.05 <i>Waqfa ta' kwarta</i>		10.50 – 11.05 <i>Waqfa ta' kwarta</i>
			11.05 – 12.00		11.05 – 12.00
					<b>(5 minuti) Qari tal-mistoqsijiet (50 minuta) * Il-Malti Il-Fehim mill-Qari</b>

\* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

- N.B. L-iskola tista' tkompli l-komponenti tat-Taħdit fil-Malti u fl-Ingliš wara nofsinhar ta' nhar il-Ġimgħa 27 u t-Tlieta 31 ta' Mejju.

# **APPENDIX 5**





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

### LETTER CIRCULAR

**Date:** 11<sup>th</sup> January 2022 **Ref:** DLAP 007/2022  
**To:** All Heads of College Network and Heads of Primary, Middle and Secondary Schools (State and Non-State)  
**From:** Carmen Muscat – Education Officer, Assessment of Learning  
**Subject:** Expression of Interest – Markers for the End of Primary Benchmark (2022 to 2025)

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. 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 pre-defined options. 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.

#### Conditions

The selected markers:

- must be available to fulfil their duties from the first week of June 2022 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 fixed 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.



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

DLAP 007/2022

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 Expression of Interest form by clicking on the link below:

[Application Link](#)

Expressions of Interest are to be submitted electronically by **noon of Wednesday 19<sup>th</sup> January 2022**. **Late submissions will not be considered**. In case of any difficulties, kindly contact Ms Carmen Muscat on 25982186 or email [carmen.muscat@ilearn.edu.mt](mailto:carmen.muscat@ilearn.edu.mt). Individuals who have never acted as Benchmark markers are to send scanned copies of relevant qualifications and claimed experience after completing the online Expression of Interest form to [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt).

The list of markers drawn up following this Expression of Interest will be valid up till the Benchmark 2025 sessions.

The decision of the Educational Assessment Unit, within the Directorate for Learning and Assessment Programmes, in the selection of the markers is to be considered as final.

Thank you for your cooperation.

**Sandra Ebejer**  
Director,  
Directorate for Learning and Assessment Programmes



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

## ĊIRKULARI

**Data:** 11 ta' Jannar 2022 **Ref:** DLAP 007/2022  
**Lill-:** Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji, Medji u Sekondarji tal-Istat, tal-Knisja u Independenti  
**Mingħand:** Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Tagħlim  
**Suġġett:** Espressjoni ta' Interess – Markaturi tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja (2022-2025)

Ha jkunu qegħdin jintlaqgħu applikazzjonijiet mill-gradji kollha tal-ġhalliema li għandhom Warrant Permanenti u li jgħallmu fi skola tal-Istat, tal-Knisja jew Independenti u li jixtiequ jiġu kunsidrati bħala markaturi tal-karti tal-Benċmark. L-ġhalliema tas-Sitt Sena huma b'mod partikolari m'hegħa jipparteċipaw f'dan il-proċess.

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

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

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

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

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

- Il-Fehim mill-Qari u I-Kitba (fil-Malti u fl-Ingliš);
- Il-Matematika.

Meta jkunu qegħdin ihejju r-rapport, il-markaturi ha jindikaw kif mar l-istudent billi jittikkjaw għażliet minn diġà mhejjija. Dawn ir-rapporti ha jkunu qegħdin jimtlew mit-tieni markatur: għalhekk il-markaturi ha jkunu qegħdin jifformulaw rapporti għal nofs il-karti assenjati. Ir-rata tal-hlas hija ta' 50c għal kull rapport apparti r-rata indikata fit-tabella.

### Kundizzjonijiet

Il-markaturi magħżula:

- għandhom ikunu disponibbli biex jaqdu dmirijiethom mill-ewwel ġimgħa ta' Ġunju 2022 sal-pubblikazzjoni tar-riżultati;
- għandhom iżommu **kunfidenzjalità stretta** f'dan l-eżerċizzju (inkluża n-notifika tal-hatra 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' mmarkar;
- 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 mwaqqfa milli jkomplu jimmarkaw jekk l-immarkar 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-hin speċifikati;



**GVERN TA' MALTA**  
**MINISTERU GHALL-EDUKAZZJONI**  
**U L-ISPORT**  
 ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGHLIM U ASSESSJAR

DLAP 007/2022

- jimmarkaw l-iskritti allokati lilhom u jdaħħlu l-marki mogħtija lill-istudenti b'mod elettroniku skont l-istruzzjonijiet li jingħataw;
- jifformulaw rapport tal-istudent fuq formola speċifika (billi wiehed jikklikkja fuq 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 billi jidhlu fil-fohqa t'hawn taħt:

**Molqa għall-Applikazzjoni**

L-applikazzjonijiet għandhom jintbagħtu elettronicament sa **nofsinhar tal-Erbgħa 19 ta' Jannar 2022**. **Sottomissjonijiet li jaslu tard ma jiġux ikkunsidrati.** F'każ ta' diffikultà, ikkuntattja lil Carmen Muscat fuq in-numru 25982186 jew ibgħatt emajl lil [carmen.muscat@ilearn.edu.mt](mailto:carmen.muscat@ilearn.edu.mt). 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](mailto:benchmark@ilearn.edu.mt).

Wara din is-Sejha ta' Interess il-lista ta' markaturi li jintgħažlu tibqa' valida sas-sessjonijiet tal-Benċmark tal-2025.

Id-deċiżjoni tat-Taqsima tal-Assessjar Edukattiv, fi hdan id-Direttorat għall-Programmi ta' Tagħlim u Assesjar, fi-għażla tal-markaturi hija finali.

Grazzi tal-kooperazzjoni.

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

## **APPENDIX 6**





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

### LETTER CIRCULAR

**Date:** 2<sup>nd</sup> February 2022 **Ref:** DLAP 039/2022  
**To:** All Heads of College Network and Heads of Primary Schools (State and Non-State)  
**From:** Carmen Muscat – Education Officer  
**Subject:** End of Primary Benchmark 2022 –  
Training for Assessors and Interlocutors for the Speaking Components

---

Heads of School are kindly asked to identify teachers to attend a training course intended for new assessors and interlocutors for the Speaking components of Maltese and English in the End of Primary Benchmark 2022.

Four online training sessions will be taking place on 4, 7, 8 and 9 March 2022 from 13.00 to 14.30. Participants are to attend **only one of these sessions**.

The course is compulsory for newly qualified teachers of Year 6 classes and other teachers who are teaching Year 6 students for the first time and have never received training. Complementary Education teachers and any other members of staff who will be involved in the Speaking components of the End of Primary Benchmark for the first time in 2022 should also attend.

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

Kindly complete the online application form to book your session by clicking on this link:

[Training sessions for Assessors and Interlocutors BM2022](#)

**Applications are to be submitted by Friday, 18 February 2022.**

Thank you for your cooperation.

**Sandra Ebejer**  
**Director,**  
**Directorate for Learning and Assessment Programmes**



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

## ĊIRKULARI

**Data:** 2 ta' Frar 2022 **Ref:** DLAP 039/2022  
**Lill-:** Kapijiet tan-Netwerk tal-Kulleġġi u Kapijiet tal-Iskejjel Primarji tal-Istat, tal-Knisja u Independenti  
**Mingħand:** Carmen Muscat – Uffiċjal Edukattiv  
**Suġġett:** Il-Benċmark 2022 – Sessjoni ta' Taħriġ għall-Assessuri u l-Interlokuturi għall-Komponent tat-Taħdit

Il-Kapijiet tal-Iskejjel huma ġentilment mitluba biex jidentifikaw għalliema biex jattendu sessjoni ta' taħriġ immirata għall-assessuri u l-interlokuturi ġodda għall-komponenti tat-Taħdit tal-Malti u tal-Ingliš fl-eżamijiet tal-Benċmark 2022.

Se jsiru erba' sessjonijiet ta' taħriġ onlajn fl-4, 7, 8 u 9 ta' Marzu 2022 bejn is-13:00 u 14:30. Il-partecipanti jridu jattendu għal **sessjoni waħda biss** minn dawn.

Il-kors ta' taħriġ huwa obligatorju għall-għalliema tas-Sitt Sena li għadhom kif ikkwalifikaw u għal għalliema oħra li qegħdin jgħallmu s-Sitt Sena għall-ewwel darba u li qatt ma rċevew taħriġ f'dan il-qasam. L-għalliema Komplimentari u membri oħra tal-istaff li se jkunu involuti fil-komponent tat-Taħdit tal-Benċmark għall-ewwel darba fl-2022, għandhom ukoll jattendu dan it-taħriġ.

It-taħriġ se jingħata mill-Uffiċjali Edukattivi tal-Malti u tal-Ingliš, flimkien mas-Sa Carmen Muscat, Uffiċjal Edukattiv fit-Taqsima tal-Assessjar Edukattiv. It-taħriġ se jiffoka fuq l-elementi li jiffurmaw parti mill-komponent tat-Taħdit, il-proċeduri li jridu jiġu segwiti u linji gwida fuq il-proċess tal-immarkar.

Jekk jogħġbok imla l-formola tal-applikazzjoni onlajn sabiex tiriserva s-sessjoni tiegħek billi tagħfas fuq din il-holqa: [Sessjonijiet ta' Taħriġ għall-Assessuri u l-Interlokuturi BM2022](#)

**L-applikazzjonijiet għandhom jiġu sottomessi sal-Ġimgħa, 18 ta' Frar 2022.**

Grazzi tal-kooperazzjoni.

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



# APPENDIX 7



GOVERNMENT OF MALTA  
 MINISTRY FOR EDUCATION, SPORT, YOUTH  
 RESEARCH AND INNOVATION  
 DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES

### LETTER CIRCULAR

**Date:** 24<sup>th</sup> April 2022 **Ref:** DLAP 120/2022  
**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 2022 (2<sup>nd</sup> Session) – Call for Applications and Timetable

1. The second session of the End of Primary Benchmark is going to be held in the afternoon between **13 and 17 June 2022**. 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, 25 April 2022** 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](http://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. Applicants may also scan and send their application via email to [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt).

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.

These applications are to be submitted by not later than **Friday, 6 May 2022**.

#### 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, 6 June 2022**.

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

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

<b>END OF PRIMARY BENCHMARK (Year 6) - JUNE 2022 (2<sup>nd</sup> Session)</b>				
<i>Monday 13 June</i>	<i>Tuesday 14 June</i>	<i>Wednesday 15 June</i>	<i>Thursday 16 June</i>	<i>Friday 17 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00  Maltese <i>Oral Component</i>	15.00  English <i>Oral Component</i>
(5 minutes) Reading the questions	(5 minutes) Reading the questions	(15 minutes) <b>Mathematics</b> <i>Mental Paper</i>		
(60 minutes) <b>Maltese</b> <i>Writing</i>	(60 minutes) <b>English</b> <i>Writing</i>			
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
(5 minutes) Reading the questions	(5 minutes) Reading the questions	(5 minutes) Reading the questions		
(30 minutes) <b>Maltese</b> <i>Listening Comprehension</i>	(30 minutes) <b>English</b> <i>Listening Comprehension</i>	(1h 30min) <b>Mathematics</b> <i>Written Paper</i>		
17.00 – 17.15 <i>15 min Break</i>	17.00 – 17.15 <i>15 min Break</i>			
17.15 – 18.10	17.15 – 18.10			
(5 minutes) Reading the questions (50 minutes)* <b>Maltese</b> <i>Reading Comprehension</i>	(5 minutes) Reading the questions (50 minutes)* <b>English</b> <i>Reading Comprehension</i>			

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

4. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi, together with the relative guidelines, may be downloaded from [www.curriculum.gov.mt](http://www.curriculum.gov.mt). (Please refer to Letter Circular DLAP 357/2021 for these guidelines.)
5. Requests for exemptions from any component of the End of Primary Benchmark or requests for the provision of Access Arrangements will be considered on the submission of the requested evidence provided for the First Session. For more information please contact the Educational Assessment Unit on 2598 2186.

Candidates who are applying for the Second Session as private candidates (Category A) may wish to be considered for any of the following Access Arrangements (provided that a professional report indicating the need of such Access Arrangements is produced):

- Reader for Mathematics Written paper;
- Reading Assistance for Maltese and English Reading Comprehensions;
- Digital recording for Maltese and/or English Writing (Rubrics and Titles)
- 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, 6 May 2022**.

Thank you for your cooperation.

**Sandra Ebejer**  
Director, Directorate for Learning and Assessment Programmes



## ĊIRKULARI

**Data:** 24 ta' April 2022 **Ref:** DLAP 120/2022  
**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 2022 (It-Tieni Sessjoni) – Sejha għall-Applikazzjonijiet u l-Iskeda

1. It-tieni sessjoni tal-Benċmark ta' Tmiem il-Primarja ser issir bejn **it-13 u s-17 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-Uffiċċju tal-Edukazzjoni, ir-Rabat, Għawdex.
2. It-tieni sessjoni qed issir għal studenti li jaqgħu taħt waħda minn dawn il-kategoriji:

### Kategorija A

Kandidati 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, 25 ta' April 2022** mit-Taqsima tal-Assessjar Edukattiv (32, Triq Joseph Abela Scolaro, il-Ħamrun li jinsab fil-kumpless tal-eks Skola Sekondarja Maria Assumpta) jew mill-Uffiċċju tal-Edukazzjoni, ir-Rabat, Għawdex. Il-formola tal-applikazzjoni tista' wkoll titniżżel mis-sit [www.curriculum.gov.mt](http://www.curriculum.gov.mt). Wara li jimtlew, l-applikazzjonijiet jistgħu jittieħdu fit-Taqsima tal-Assessjar Edukattiv, il-Ħamrun (bejn it-8:00am u l-4:00pm) jew fl-Uffiċċju tal-Edukazzjoni, ir-Rabat, Għawdex. L-applikanti jistgħu wkoll jiskennjaw u jibagħtu l-applikazzjoni tagħhom b'email fl-indirizz elettroniku [benchmark@ilearn.edu.mt](mailto:benchmark@ilearn.edu.mt).

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.

L-applikazzjonijiet jridu jaslu sa mhux aktar tard mill-**Ġimgħa, 6 ta' Mejju 2022**.

### 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 għall-komponenti kollha.

Fil-każ ta' kandidati li jaqgħu taħt Kategorija B, it-Taqsima tal-Assessjar Edukattiv ser 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 (pereżempju l-Kap tal-Iskola) sabiex jivverifika li r-ritratt verament juri lill-kandidat. Dan ir-ritratt irid jitwaħħal mal-Karta tal-Identità li t-Taqsima tal-Assessjar Edukattiv tipprovdi lill-iskejjel. Il-Kapijiet tal-Iskola għandhom jaraw li dawn il-karti jkunu mimlija u mibgħuta lit-Taqsima tal-Assessjar Edukattiv sa mhux aktar tard mit-**Tlieta, 6 ta' Ġunju 2022**.

**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 bilqiegħda f' posthom sat-2:45pm.**

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

<b>IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) - ĠUNJU 2022 (It-Tieni Sessjoni)</b>				
<i>It-Tnejn 13 ta' Ġunju</i>	<i>It-Tlieta 14 ta' Ġunju</i>	<i>L-Erbgħa 15 ta' Ġunju</i>	<i>Il-Ħamis 16 ta' Ġunju</i>	<i>Il-Ġimgħa 17 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	15.00	15.00
(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	Il-Malti It-Taħdit	L-Ingliš It-Taħdit
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

4. Is-sillabi tal-Benċmark ta' Tmiem il-Primarja jgħoddu kemm għall-Ewwel kif ukoll għat-Tieni Sessjoni. Dawn is-sillabi, flimkien mal-linji gwida, jistgħu jtnizzlu mis-sit [www.curriculum.gov.mt](http://www.curriculum.gov.mt) (Jekk jogħġbok irreferi għaċ-Ċirkulari DLAP 357/2021 għal dawn il-linji gwida.)
5. Talbiet għal eżenzjonijiet minn xi komponent tal-Benċmark ta' Tmiem il-Primarja jew talbiet għall-provizjoni 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 juru x-xewqa li jiġu kkunsidrati għall-Arranġamenti ta' Aċċess li ġejjin (sakemm ikun ipprezentat rapport minn professjonist li juri l-bżonn ta' dan l-Arranġament ta' Aċċess).

- Qarrej għall-karta tal-Matematika (Kitba);
- Assistenza ta' Qarrej għall-karti tal-Fehim mill-Qari tal-Malti u tal-Ingliš;
- Rikording diġitali għall-Kitba (Rubriki u Titoli) fil-Malti u/jew fl-Ingliš.
- Kittieb li jikteb kliem li ma jistax jingħaraf għall-komponenti tal-Kitba tal-Malti u tal-Ingliš;
- 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, 6 ta' Mejju 2022.**

Grazzi tal-kooperazzjoni.

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

**END OF PRIMARY BENCHMARK 2022  
APPLICATION FORM FOR THE SECOND SESSION  
13 June – 17 June 2022**

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 ( <i>Underline the applicable option</i> )	
Student's Signature: _____	Parent's/Guardian's Signature: _____
<b>Statement of Consent (in accordance with the Data Protection Act)</b>	
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: _____
<i>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.</i>	

**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: 6 May 2022**

**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 2022  
TIMETABLE**

<b>END OF PRIMARY BENCHMARK (Year 6) - JUNE 2022 (2<sup>nd</sup> Session)</b>				
<i>Monday 13 June</i>	<i>Tuesday 14 June</i>	<i>Wednesday 15 June</i>	<i>Thursday 16 June</i>	<i>Friday 17 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00  Maltese <i>Oral Component</i>	15.00  English <i>Oral Component</i>
(5 minutes) Reading the questions	(5 minutes) Reading the questions	(15 minutes) Mathematics <i>Mental Paper</i>		
(60 minutes) Maltese <i>Writing</i>	(60 minutes) English <i>Writing</i>			
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
(5 minutes) Reading the questions	(5 minutes) Reading the questions	(5 minutes) Reading the questions		
(30 minutes) Maltese <i>Listening Comprehension</i>	(30 minutes) English <i>Listening Comprehension</i>	(1h 30min) Mathematics <i>Written Paper</i>		
17.00 – 17.15 <i>15 min Break</i>	17.00 – 17.15 <i>15 min Break</i>			
17.15 – 18.10	17.15 – 18.10			
(5 minutes) Read the questions	(5 minutes) Read the questions			
(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 2022**

- In Malta, all components of the Second Session of the End of Primary Benchmark will be held at Floriana Primary School. A second centre might be necessary, if the number of students sitting these assessments in this second session exceed the maximum 90 candidate capacity of this venue. 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 357/2021 are to contact the Educational Assessment Unit on 25982186 by 6 May 2022.
- No calculators will be allowed in Mathematics. A protractor may be required.

## **IL-BENĊMARK TA' TMIEN L-EDUKAZZJONI PRIMARJA 2022**

- F'Malta, il-komponenti kollha tat-Tieni Sessjoni tal-Benċmark ta' Tmien l-Edukazzjoni Primarja se jsiru fl-Iskola Primarja, il-Furjana. Jista' jagħti l-kaz li jekk in-numru ta' kandidati jkun aktar minn 90, jinfetaħ post ieħor. 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 ingħatat fl-Ewwel Sessjoni. Dawk il-kandidati li se japplikaw għat-Tieni Sessjoni bħala kandidati privati (Kategorija A) u li huma eligibbli għal *Access Arrangements* skont kif indikat fl-Ittra Ċirkulari DLAP 357/2021 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sas-6 ta' Mejju 2022.
- L-użu tal-*calculators* mhux permess waqt il-Matematika iżda wiehed jista' jiġi bżonn l-użu ta' *protractor*



<b>END OF PRIMARY BENCHMARK (Year 6) - JUNE 2022 (2<sup>nd</sup> Session)</b>				
<i>Monday 13 June</i>	<i>Tuesday 14 June</i>	<i>Wednesday 15 June</i>	<i>Thursday 16 June</i>	<i>Friday 17 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00  Maltese <i>Oral Component</i>	15.00  English <i>Oral Component</i>
<b>(5 minutes)</b> Reading the questions <b>(60 minutes)</b> <b>Maltese</b> <i>Writing</i>	<b>(5 minutes)</b> Reading the questions <b>(60 minutes)</b> <b>English</b> <i>Writing</i>	<b>(15 minutes)</b> <b>Mathematics</b> <i>Mental Paper</i>		
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>		
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05		
<b>(5 minutes)</b> Reading the questions <b>(30 minutes)</b> <b>Maltese</b> <i>Listening Comprehension</i>	<b>(5 minutes)</b> Reading the questions <b>(30 minutes)</b> <b>English</b> <i>Listening Comprehension</i>	<b>(5 minutes)</b> Reading the questions <b>(1h 30min)</b> <b>Mathematics</b> <i>Written Paper</i>		
17.00 – 17.15 <i>15 min Break</i>	17.00 – 17.15 <i>15 min Break</i>			
17.15 – 18.10	17.15 – 18.10			
<b>(5 minutes)</b> Reading the questions <b>(50 minutes)*</b> <b>Maltese</b> <i>Reading Comprehension</i>	<b>(5 minutes)</b> Reading the questions <b>(50 minutes)*</b> <b>English</b> <i>Reading Comprehension</i>			

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

<b>IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) - ĠUNJU 2022 (It-Tieni Sessjoni)</b>				
<i>It-Tnejn 13 ta' Ġunju</i>	<i>It-Tlieta 14 ta' Ġunju</i>	<i>L-Erbgha 15 ta' Ġunju</i>	<i>Il-Hamis 16 ta' Ġunju</i>	<i>Il-Ġimgħa 17 ta' Ġunju</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00	15.00
(5 minuti) Qari tal-mistoqsijiet (Siegħa) <b>Il-Malti</b> <i>Il-Kitba</i>	(5 minuti) Qari tal-mistoqsijiet (Siegħa) <b>L-Ingliš</b> <i>Il-Kitba</i>	(15-il minuta) <b>Il-Matematika</b> <i>Il-Karta Mentali</i>		
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) <b>Il-Malti</b> <i>Il-Fehim mis-Smigh</i>	(5 minuti) Qari tal-mistoqsijiet (30 minuta) <b>L-Ingliš</b> <i>Il-Fehim mis-Smigh</i>	(5 minuti) Qari tal-mistoqsijiet (Siegħa u 30 minuta) <b>Il-Matematika</b> <i>Il-Karta Miktuba</i>		
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)* <b>Il-Malti</b> <i>Il-Fehim mill-Qari</i>	(5 minuti) Qari tal-mistoqsijiet (50 minuta)* <b>L-Ingliš</b> <i>Il-Fehim mill-Qari</i>		Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda	



# APPENDIX 8



Department for Curriculum,  
Lifelong Learning & Employability

<Name of School>

# Record of Achievement Annual Report

Year 2021-22

**<Student's Name and Surname>**

<Student's ID Card No.>

<Class>

<Class Teacher's Name>

---

**ADDRESS**

<School Address>

Published on the 06/07/2022

**CONTACT**

<School phone number>  
<School email address>

### 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.

Please note that the calculation of the total amount of absent days is based on the total number of absent days without justification, excused absences and absences on medical grounds. Parents can use the MySchool Parental Portal to identify how the student attendance was marked on a particular date.

### Maltese 6

Continuous Assessment (CA)	67
It-Taħdit (20 marka) - Exam	18
Il-Fehim mis-Smigh (20 marka) - Exam	15
Il-Fehim mill-Qari (30 marka) - Exam	17
Il-Kitba (30 marka) - Exam	18
Exam Total (AE)	68

### English 6

Continuous Assessment (CA)	81
Speaking (20 marks) - Exam	20
Listening Comprehension (20 marks) - Exam	15
Reading Comprehension (30 marks) - Exam	27
Writing (30 marks) - Exam	22
Exam Total (AE)	84

Mathematics 6	
Continuous Assessment (CA)	80
Mental Paper (20 marks) - Exam	18
Written Paper (80 marks) - Exam	59
Exam Total (AE)	77

Science 6	
Continuous Assessment (CA)	100
Annual Exam (AE)	67
Global Mark (40% CA + 60% AE)	80

Religion 6	
Continuous Assessment (CA)	80
Global Mark	80

Social Studies 6	
Continuous Assessment (CA)	88
Global Mark	88

Art 6	

Drama 6	

**Music 6**

**Physical Education 6**

**PSCD 6**


**Benchmark Markers Report - English**


**Benchmark Additional Info**


**Reading**

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

**Writing**

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




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

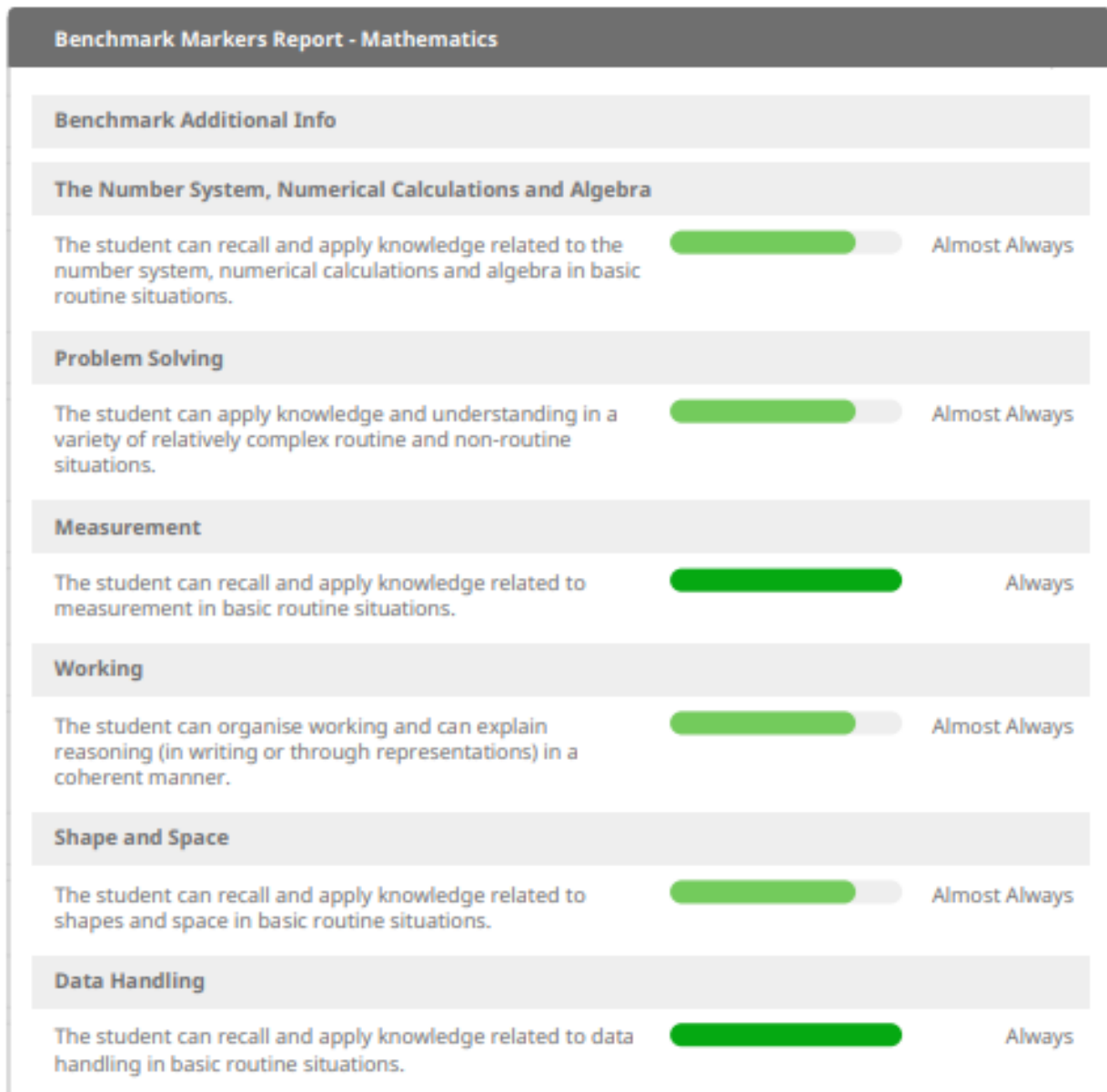
The candidate can write accurately, using correct grammar, spelling and punctuation.  Almost Always

**Listening**

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



Benchmark Markers Report - Maltese		
<b>Benchmark Additional Info</b>		
<b>Qari</b>		
Il-kandidat kapaċi jaqra u jifhem il-kontenut u d-dettall ta' silta.		Almost Always
<b>Kitba</b>		
Il-kandidat huwa kapaċi jikteb b'Malti tajjeb ix-xogħol tal-kitba mistenni minnu.		Sometimes
Il-kandidat kapaċi jikteb bla tbatija billi juża espressjonijiet u vokabularju xieraq u varjat.		Almost Always
Il-kandidat kapaċi jikteb b'mod preċiż billi jkun korrett fil-grammatika, fl-ortografija u fil-punteġġjatura.		Sometimes
<b>Smigh</b>		
Il-kandidat kapaċi jisma' u jifhem il-kontenut u d-dettall ta' silta.		Almost Always



### Benchmark Median Marks 2021 - 2022

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

<b>Maltese</b>	<b>National Median Mark</b>
▪ It-Taħdit (20 marka)	17
▪ Il-Fehim mis-Smigh (20 marka)	14
▪ Il-Fehim mill-Qari (30 marka)	18
▪ Il-Kitba (30 marka)	17
<b>Total</b>	<b>67</b>

<b>English</b>	<b>National Median Mark</b>
▪ Speaking (20 marks)	18
▪ Listening Comprehension (20 marks)	15
▪ Reading Comprehension (30 marks)	23
▪ Writing (30 marks)	17
<b>Total</b>	<b>73</b>

<b>Mathematics</b>	<b>National Median Mark</b>
▪ Mental Paper (20 marks)	17
▪ Written Paper (80 marks)	53
<b>Total</b>	<b>70</b>

### Attendance

Days Present	147
Days Absent	4
Days Late	0

### School Administration Comment

\_\_\_\_\_  
<Name of Head of School>  
**Head of School**  
<Date>

## **APPENDIX 9**

## **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 kapaçi jisma' u jifhem il-kontenut u d-dettall ta' silta.

### Qari

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

### Kitba

L-istudent huwa kapaçi jikteb b'Malti tajjeb ix-xogħol tal-kitba mistenni minnu.

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

L-istudent kapaçi jikteb b'mod preçiż 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 10



Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2022

	Malti Orali	Malti Smigh	Malti Fehem mill-Qari	Malti Kitba	Malti Total	English Oral	English Listening	English Reading	English Writing	English Total	Maths Mental	Maths Written	Maths Total
<b>National Median</b>	17.0	14.0	18.0	17.0	<b>67.0</b>	18.0	15.0	23.0	17.0	<b>73.0</b>	17.0	53.0	<b>70.0</b>
<b>School Median</b>	19	16	21.5	19.5	<b>77</b>	20	17	26	22	<b>81</b>	19	67	<b>87</b>
<b>National Mean</b>	16.2	13.7	17.1	16.7	<b>64.1</b>	16.9	14.9	22.3	16.3	<b>70.7</b>	15.6	50.7	<b>66.3</b>
<b>National Std Deviation</b>	3.5	3.6	6.0	5.8	<b>15.9</b>	3.1	3.2	5.1	6.0	<b>14.1</b>	4.5	19.1	<b>23.1</b>
<b>School Mean</b>	19.1	15.4	19.4	19.2	<b>73.1</b>	19.1	16.5	24.1	19.7	<b>79.4</b>	17.9	62.1	<b>80.0</b>
<b>School Std Deviation</b>	0.9	3.4	5.6	5.5	<b>14.1</b>	1.5	2.3	4.6	5.6	<b>12.3</b>	3.0	15.3	<b>17.8</b>

# **APPENDIX 11**

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

**Tel:** 25982727

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

**MEMORANDUM**

**Information:** X

**Date:** 1<sup>st</sup> Seetember 2022

**Action Required:**

**Ref:** 05/2022

**To:** All Heads of Middle Schools

**From:** Carmen Muscat (Education Officer)

**Subject:** Delivery of the Benchmark 2022 scripts to Middle Schools

---

During the week starting 3<sup>rd</sup> September 2022, the Benchmark 2022 scripts of primary schools in your college, will be delivered to your school. This was a recommendation of the Benchmark Review Board. 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.

Thank you for your co-operation.

Carmen Muscat

Education Officer  
Educational Assessment Unit

Soft Versions of all Resources related to  
the End of Primary Benchmark 2022  
are found on  
the Directorate for Learning and Assessment Programmes  
website  
[www.curriculum.gov.mt](http://www.curriculum.gov.mt)