

End of Primary Benchmark 2023 Report

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DEPARTMENT FOR CURRICULUM, LIFELONG LEARNING AND
EMPLOYABILITY

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Foreword



This year's End of Primary Benchmark marks the end of a fruitful learning experience for everyone involved in the process. For students, the End of Primary Benchmark was an opportunity to showcase what they had learnt during their primary education. The focus was never on whether a student passed or failed - in fact, no pass mark was issued at any point. Instead, the Benchmark provided a holistic picture of each student's achievements. This approach was revolutionary within the context of Maltese examinations. Importantly, it also signalled the end of high-stakes exams at primary level, as the Benchmark was no longer used to determine school placements.

For stakeholders, the End of Primary Benchmark quickly became a trusted assessment tool, evidenced by the growing number of non-state schools choosing to participate each year. Independent studies carried out over the course of its 12-year existence consistently recognised it as a strong and reliable assessment. This trust was no coincidence. It was the result of a sustained annual effort by many dedicated individuals within the Educational Assessment Unit and beyond. From the team of paper setters who designed and refined the assessments, to the educators who reviewed every paper to ensure validity, reliability, fairness, and age-appropriateness - every step was taken with care. Behind the scenes, the logistics were just as meticulous: managing access arrangements, recording tasks, printing and distributing papers, organising second sessions, coordinating blind marking process with trained markers, and issuing results - each step executed with precision, attention to detail, and strict adherence to deadlines.

The Benchmark introduced several firsts in national assessment. It was the first summative assessment at Year 6 to evaluate all four language skills and include both mental and written tasks in Mathematics. It also pioneered a system where skills were assessed through a variety of tasks to promote differentiation and fairness. Each year, new materials were carefully designed to ensure relevance, range, and balance. Transparency remained a key priority for the Department for Curriculum, Lifelong Learning and Employability. All assessment papers were made public immediately after each session, and open channels were maintained for schools, parents, and stakeholders to raise questions or concerns. Students received not only marks for each component but also a subject total, national median, and, in recent years, qualitative feedback in the form of outcome levels. This was another first in Maltese national exams. Parents were encouraged to request paper reviews when necessary, with a third blind marking and a report provided by the final marker to justify the result.

As Malta's assessment system continues to shift away from relying solely on exams, the End of Primary Benchmark will be transformed. The new model will assess students more holistically throughout the year in all subjects. It will also include an annual national examination in core subjects worth 60% of the final mark, complemented by 40% based on continuous assessment carried out by class teachers. Science will now be recognised as a core subject within annual exams - an important and timely step. This important shift will also extend to secondary education, with the introduction of school-based assessment (SBA). From Year 9 to Year 11, SBA will contribute to students' annual reports, feed into the school leaving certificate – SSC&P - in Year 11, and play a role in achieving a SEC level. This creates a more connected and consistent approach to assessment across the years. Looking ahead, we will be placing greater emphasis on digital literacy in assessment, supporting students in building the skills essential for tomorrow's world.

So, while this chapter, the End of Primary Benchmark, comes to a close, the lessons learned throughout its journey will continue to guide and inspire those working to strengthen assessment practices for years to come.

Clare Wigg

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Executive Summary

This summary gives an overview of:

- i) The administration of the End of Primary Benchmark 2023;
- 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 2023 (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 24th and 31st May 2023. On 29th May, the Maltese Writing, Reading, and Listening components were held, whilst the same components for English were held on 31st May. The Speaking components of Maltese and English were held on the 26th and 30th 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 24th May 2023. 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 12th to 16th June 2023. 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 in Gozo College Zebbug Primary School, Gozo.

ii) Registrations

- The total number of participants in both the main and second sessions was 3601 (1822 females, 1779 males). This represents 79.0% of the national Year 6 student cohort that was eligible to sit for the Benchmark 2023.
- 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 24 students.
- In 2023, there were 1,443 candidates who applied for exemptions and access arrangements. After processing the applications, 104 students were exempted from all components of the three subjects while 794 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, S.D. = 16.8). Comparative performance data of female and male candidates showed that the middle 50% (from the 25th to the 75th percentile) of girls performed better than the middle 50% of boys in Maltese. Scores ranged from 57 to 79 for girls and from 51 to 75.5 for boys.
- For English, scores ranged from 13 to 99, with a median mark of 71 (Mean = 69, S.D. = 13.4). Comparative performance data of the middle 50% of candidates (from the 25th to the 75th percentile) showed that girls performed better than boys in English. Scores ranged from 63 to 80 for girls and from 60 to 78 for boys.
- In Mathematics, scores ranged from 1 to 100 with a median mark of 74 (Mean = 68, S.D. = 22.6). The range of marks for girls and boys showed a better performance for boys. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 51 to 86 for girls and from 56 to 89 for boys.
- Detailed performance analyses are included in this report. These indicate that:
 - In the speaking component, the students fared slightly better in English than in Maltese. The median mark for Maltese was 17 out of a maximum of 20 (Mean = 16, S.D. = 3.9) and the median mark for English was 18 (Mean = 17, S.D. = 2.9)
 - In the Listening component students fared slightly better in Maltese than in English. The median mark for Maltese was 14 out of a maximum of 20 (Mean = 14, S.D. = 3.4) and the median mark for English was 13 out of a maximum of 20 (Mean = 13, S.D. = 2.8).
 - 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 20 out of a maximum of 30 (Mean = 19, S.D. = 6.2) and for English it was 23 out of a maximum of 30 (Mean = 22, S.D. = 5.2).
 - In the Writing component, the candidates' performance fared better in English than in Maltese. In fact, the median mark for the writing component of Maltese was 16 out of a maximum of 30 marks (Mean = 15, S.D. = 6.4) and that of English was 17 out of 30 marks (Mean = 17, S.D. = 5.9).
 - In the Mathematics Mental paper, the median mark was 14 out of a maximum of 20 (Mean = 13, S.D. = 4.9), whereas in the Mathematics Written paper, the median mark was 59 out of a maximum of 80 (Mean = 55, S.D. = 18.2).
- 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 2023. 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 2023. These are available on the website of the Directorate for Learning and Assessment Programmes at www.curriculum.gov.mt.

1. Information on the End of Primary Benchmark 2023

- In October 2023, 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.
- On 7th October 2022, Letter Circular DLAP 222/2022 was issued inviting Heads of Non-State Schools to register their school for the main session of the Benchmark 2023 (Appendix 1).
- On 8th November 2022, Letter Circular DLAP 268/2022 was issued by DLAP to inform Heads of School on the procedures to be followed when registering students for exemptions and access arrangements (Appendix 2).
- Letter Circular DLAP 283/2022 was sent to all State and Non-State Schools on 28th November 2022, informing them of the timetable and guidelines to be followed during the Benchmark 2023 (Appendix 3).
- On 17th February 2023 a Letter Circular DLAP 008/2023 title: End of Primary Benchmark 2023 – Training for Assessors and Interlocutors for the Speaking Components (Appendix 4) was issued. 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 13th and 16th February 2023. The number of participants for these online training sessions was 103.
- On 24th April 2023, Letter Circular DLAP 095/2023 was issued providing details for the Second Session of the Benchmark which was held from 12th to 16th June 2023. Sessions took place in the afternoon between 15:00 and 18:30hrs at San Ġorg Preca College Floriana Primary and Gozo College, Zebbug Primary School (Appendix 5).
- Information meetings for parents were organised by the Heads of College Networks and Education Officers (Curriculum) posted in the different colleges. EAU personnel assisted in some of these meetings. Meetings were held both in the mornings and in the evenings depending on the preference of the college administration. A positive turn-up was noted in each meeting. The aim of these meetings was to explain the Benchmark assessments to parents, inform them about changes that were to be introduced, and answer any difficulties or queries that arose. The PowerPoint presentation and the leaflets distributed during these sessions, together with information about other Benchmark-related material, were made available to the public on www.curriculum.gov.mt.

- All candidates sat for the Benchmark 2023 in their own school. The 86 Benchmark centres were distributed as follows:

Centres in State Primary Schools, Malta	54
Centres in State Primary Schools, Gozo	11
Centres in Church Primary Schools, Malta	14
Centres in Church Primary Schools, Gozo	4
Centres in Independent Primary Schools, Malta	3
Total	86

- On 4th July 2023, results were uploaded on the MySchool portal for state schools, whilst non-state schools received them 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 7th July 2023. Information in Appendix 6 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.
- 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 7).
- National Performance Data and School Performance Data were also sent to Heads of College Networks to pass on to all participating schools in July 2023 (Appendix 8). The Benchmark results of private candidates for the second session were sent directly to candidates' residences by the Educational Assessment Unit.
- A total of 9 requests for a review of performance were received by the EAU in the five-day period indicated in the Letter Circular DLAP 283/2022 dated 28th November 2022 (Appendix 3).
- 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 2023

This section gives information about the candidates who sat for the Benchmark 2023. Table 1 shows that the total number of students was 3601, with 1822 being females (50.6) and 1779 being males (49.4%). This total amounted to 79.0% of the whole cohort of Year 6 children.

Table 1: Participation in the End of Primary Benchmark 2023

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2653	1265	1388	2653	100%
Church	1275	532	305	837	65.7%
Independent	630	16	67	83	13.2%
Private Candidates (Second Session)	-	9	19	28	-
Total	4558	1822	1779	3601	79.0%

Table 2 provides information on the number of candidates who sat for the second session of the Benchmark 2023 over a five-day period, 12th to 16th June 2023. 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 28 such applications from private candidates were received.

Table 2: Participation in the End of Primary Benchmark 2023 – Second Session

Component	Number of students who sat for the Second Session (Number of Eligible Candidates in brackets*)			
	State Schools	Non-State Schools	Private Candidates	Total
II-Malti				
It-Taħdit	2 (7)	3 (3)	20 (28)	25 (38)
Is-Smigh	7 (17)	9 (9)	20 (28)	36 (54)
Il-Qari	6 (14)	9 (9)	20 (28)	35 (51)
Il-Kitba	6 (14)	8 (8)	20 (28)	34 (50)
English				
Speaking	3 (10)	8 (8)	20 (28)	31 (46)
Listening	15 (22)	9 (10)	20 (28)	44 (60)
Reading	13 (17)	9 (10)	20 (28)	42 (55)
Writing	13 (17)	9 (10)	20 (28)	42 (55)
Mathematics				
Mental	16 (22)	2 (3)	20 (28)	38 (53)
Written	16 (22)	2 (3)	20 (28)	38 (53)

* 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 1443 applications for exemptions and access arrangements in 2023, a 9.2% increase when compared to 2022. After processing all applications, 104 students were exempted from all components of the three subjects and 794 were granted access arrangements. A total of 269 students were exempted from one component or more on grounds that they were migrants. A total of 15 students were not eligible for the access arrangement they applied for. Whilst six students declined the access arrangements provisions they were granted, two 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 269 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.

It should also be noted that 24 students who are registered as migrants in Table 3, attended a Migrant Learners' Induction Hub. These students do not follow the mainstream learning programme and hence are exempted from Benchmark assessments.

Table 3: Exemptions from the End of Primary Benchmark 2023

Component	Migrant Students (Number of applications received)	Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities (Number of applications received)
Il-Malti		
It-Taħdit	268 (272)	115 (117)
Is-Smigh	263 (267)	123 (125)
Il-Qari	269 (273)	252 (254)
Il-Kitba	269 (273)	268 (270)
English		
Speaking	42 (43)	80 (82)
Listening	42 (43)	90 (92)
Reading	44 (45)	177 (179)
Writing	44 (45)	188 (190)
Mathematics		
Mental	34 (34)	167 (169)
Written	34 (34)	166 (168)

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 2023 sessions.

Table 4: Participation in the End of Primary Benchmark 2023 by Component (N = 3601) *

Component	Exempted Candidates	Absent Candidates	Present Candidates
Il-Malti			
It-Taħdit	369	29	3203
Is-Smigh	372	42	3186
Il-Qari	506	34	3061
Il-Kitba	522	34	3045
English			
Speaking	113	35	3453
Listening	122	38	3441
Reading	209	34	3358
Writing	219	33	3349
Mathematics			
Mental	189	35	3377
Written	189	35	3377

* N represents the total number of students registered for Benchmark 2023

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 2023, 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 2023.

Table 5: Access Arrangements for Children with Learning Difficulties

Provision	Number of children granted provision
Reader (for Mathematics)	639
Multiplication Tables (for Mathematics)	620
Enlarged Print	6
Communicator	8
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	714
Reading Assistance (English: Reading Comprehension)	634
Scribe (Il-Malti: Il-Kitba)	409
Scribe (English: Writing)	383
Digital Recording for Maltese Writing Rubrics and Titles	714
Digital Recording for English Writing Rubrics and Titles	634

During the Benchmark 2023, 10 students were given *amanuensis* provisions. Six of these students had fractures or injury to the dominant hand, whilst the other four students had dexterity issues and the amanuensis provision was recommended by the occupational therapists or psychologists. One student 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, two students had Benchmark papers printed on white paper due to visual impairment, whilst another student had to have Benchmark examinations papers printed on light blue paper.

Changes Introduced in the End of Primary Benchmark 2023 Session

Benchmark 2023 followed last year's procedure with no changes introduced.

As in the past four 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 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 2021 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 2022.

The access arrangement provision introduced for Benchmark 2022, where 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, was implemented in Benchmark 2023. 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.

As for Benchmark 2023, 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 2023

This section presents information on the performance of the candidates who sat for the Benchmark 2023. 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 2023. 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 2023 and provides a snapshot of the national performance of candidates.

Table 6: National Results of the End of Primary Benchmark 2023

Components (Percentage Weighting)	Min. Mark	Max. Mark	Median Mark	Mean Mark	Standard Deviation
Il-Malti					
It-Taħdit (20%)	0	20	17	16	3.9
Is-Smigh (20%)	0	20	14	14	3.4
Il-Qari (30%)	0	30	20	19	6.2
Il-Kitba (30%)	0	30	16	15	6.4
Total (100%)	6	98	67	64	16.8
English					
Speaking (20%)*	1	20	18	17	2.9
Listening (20%)	2	20	13	13	2.8
Reading (30%)	4	30	23	22	5.2
Writing (30%)	0	29	17	17	5.9
Total (100%)	13	99	71	69	13.4
Mathematics					
Mental (20%)	0	20	14	13	4.9
Written (80%)	1	80	59	55	18.2
Total (100%)	1	100	74	68	22.6

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 77 or higher in Maltese, 79 or higher in English, and 87 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 67 or less in Maltese, 71 or less in English, and 74 or less in Mathematics. The bottom 25% of the candidates scored 54 or less in Maltese, 61 or less in English, and 53 or less in Mathematics.

Table 7: National Results of the End of Primary Benchmark 2023–Percentiles by Component

Components (Percentage Weightings)	Percentiles						
	5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti							
It-Taħdit (20%)	8	11	15	17	19	20	20
Is-Smigh (20%)	7	9	11	14	16	17	18
Il-Qari (30%)	8	10	15	20	24	26	28
Il-Kitba (30%)	4	6	11	16	20	23	25
Total (100%)	33	40	54	67	77	84	88
English							
Speaking (20%)	12	13	16	18	19	20	20
Listening (20%)	9	10	11	13	15	17	19
Reading (30%)	12	14	18	23	26	28	28
Writing (30%)	6	9	13	17	21	24	25
Total (100%)	43	51	61	71	79	85	88
Mathematics							
Mental (20%)	4	6	10	14	17	19	19
Written (80%)	20	27	42	59	70	76	78
Total (100%)	25	33	53	74	87	94	97

Table 8 provides comparative data on the performance of female and male candidates in the different components. Thus, the middle 50% (from the 25th to the 75th percentile) of girls fared better than the middle 50% of boys in Maltese and English. In this band, scores in Maltese ranged from 57 to 79 for girls compared to 51 to 75.5 for boys. In English, the middle 50% of girls scored between 63 and 80, whilst boys' scores ranged from 60 to 78. In Mathematics, boys fared better than girls with scores ranging from 51 to 86 for girls and 56 to 89 for boys.

In Maltese, the top 25% of girls scored 79 or higher whilst the top 25% of boys scored 75.5 or higher. In English, the top 25% of girls scored 80 or higher whilst the top 25% of boys scored 78 or higher. As for Mathematics, the top 25% of girls scored 86 or higher and boys scored 89 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 (50th percentile). In both Maltese and English, girls performed better than boys.

In Maltese, the bottom 25% of girls scored 57 or lower whilst the bottom 25% of boys scored 51 or lower. In English, the bottom 25% of girls scored 63 or lower whereas the bottom 25% of boys scored 60 or lower. In Mathematics, the bottom 25% of girls scored 51 whilst the bottom 25% of boys scored 56 or lower. Similar comparisons are possible for the different components in the three subjects.

Table 8: National Results of the End of Primary Benchmark 2023 – Percentiles by Gender

Component	Gender	Percentiles						
		5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti: It-Taħdit (20%)	Female	9	11	15	17	19	20	20
	Male	7	10	14	17	19	20	20
Il-Malti: Is-Smigh (20%)	Female	8	9	12	14	16	18	18
	Male	7	8	11	14	16	17	18
Il-Malti: Il-Qari (30%)	Female	9	11	16	20	24	27	28
	Male	7	9	14	19	24	26	27
Il-Malti: Il-Kitba (30%)	Female	5	8	12	17	21	24	26
	Male	3	5	10	14	19	23	24
Il-Malti: Total (100%)	Female	37	44	57	69	79	85	89
	Male	30	37	51	65	75.5	83	86
<hr/>								
English: Speaking (20%)	Female	12	14	16	18	19	20	20
	Male	11	13	16	18	19	20	20
English: Listening (20%)	Female	9	10	12	13	15	17	19
	Male	9	10	11	13	15	17	19
English: Reading (30%)	Female	12	15	19	23	26	28	29
	Male	11	14	18	23	26	27	28
English: Writing (30%)	Female	7	10	14	18	22	24	26
	Male	5	8	12	16	20	23	25
English: Total (100%)	Female	46	53	63	73	80	85	88
	Male	41	48	60	70	78	84	87
<hr/>								
Mathematics: Mental (20%)	Female	3	5.2	10	14	17	18	19
	Male	4	6	11	15	18	19	20
Mathematics: Written (80%)	Female	20	27	40	58	69	75	77
	Male	20	27	45	60	71	76	78
Mathematics: Total (100%)	Female	25	33	51	72	86	93	96
	Male	25	34	56	75	89	95	97

Performance in the End of Primary Benchmark 2023

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 12).

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 23).

The graphs for the different components of English show similar results to Maltese, with candidates obtaining their lowest median mark in the writing component. This conclusion emerges from the graph in Figure 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 51) for more information.

Figures 1 and 2 below can be used to calculate the percentage of candidates who obtained a particular score in the Maltese speaking (Figure 1) and listening (Figure 2) components. For example, a student who obtained 16 out of 20 marks in the Maltese speaking component falls within the bottom 40% of the student population (Figure 1). A student who obtained 16 out of 20 marks in the Maltese listening component falls approximately within the top 20% of the same population (Figure 2).

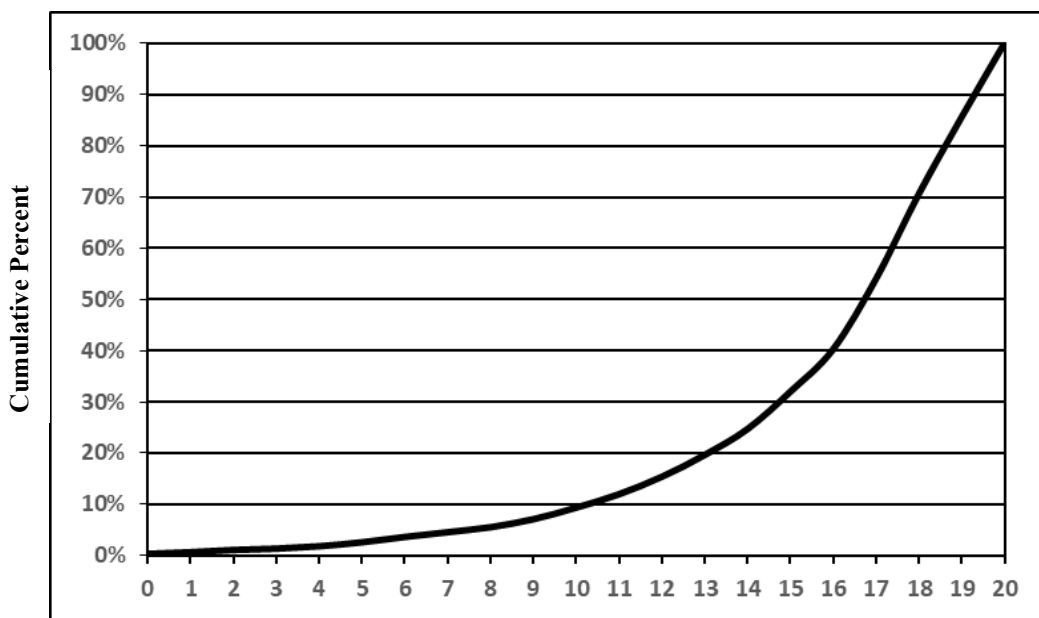


Figure 1: Il-Malti – It-Tahdit

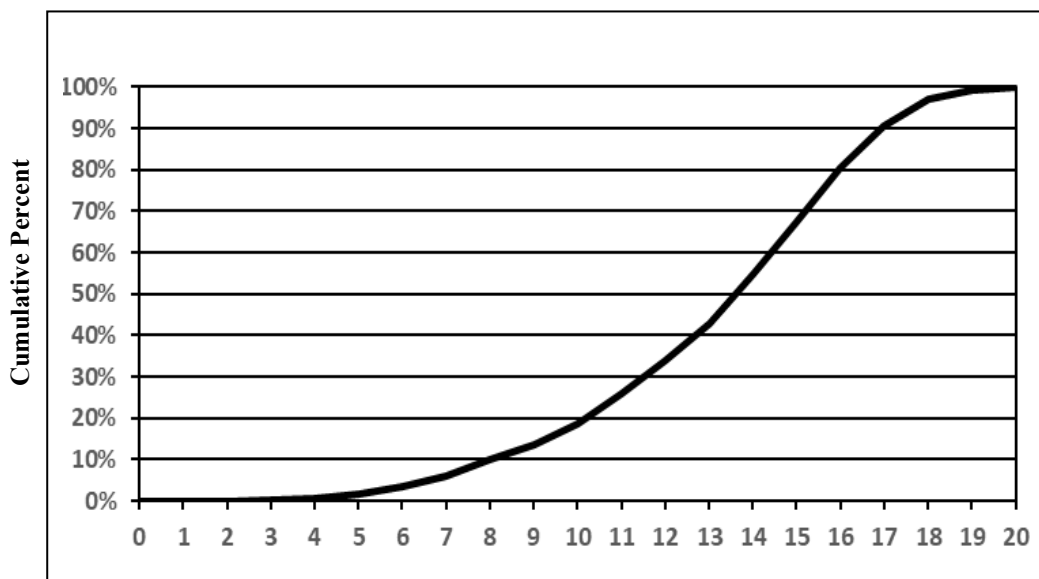


Figure 2: Il-Malti – Is-Smigh

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 26 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 10% of the student population, whereas a student who obtained 13 out of 30 marks in the writing component falls approximately within the bottom 20% of the same population.

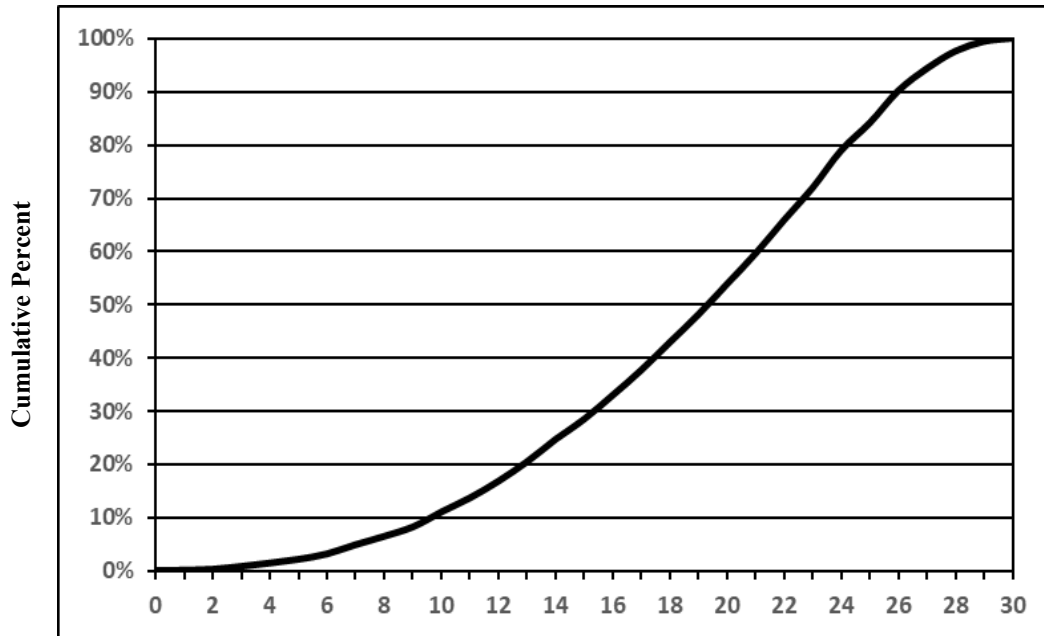


Figure 3: Il-Malti – Il-Fehim mill-Qari

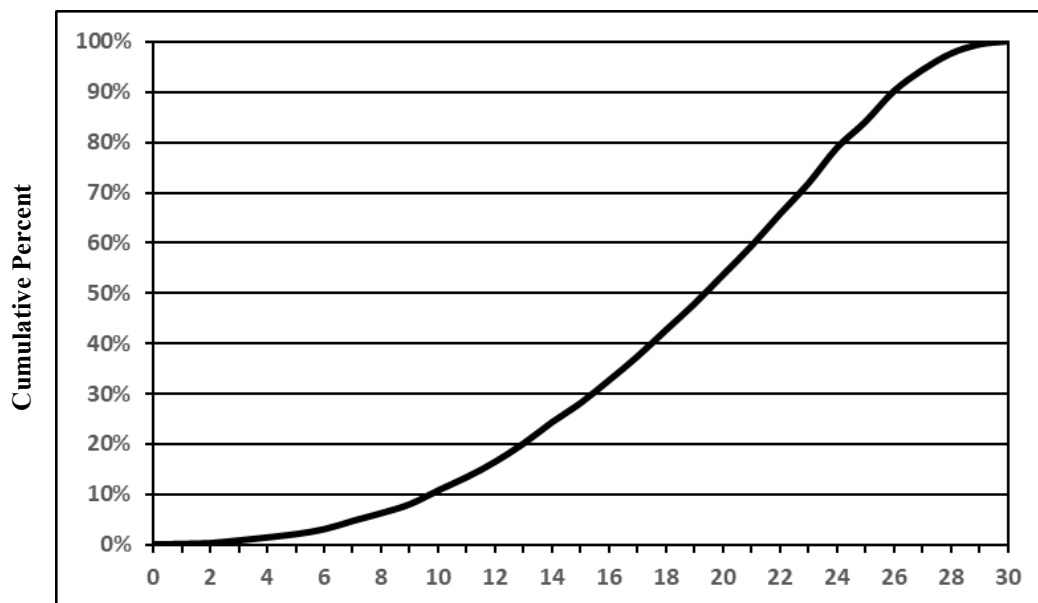


Figure 4: Il-Malti – Il-Kitba

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 30% of the student population (Figure 5). A student who obtained 16 out of 20 marks in the English listening component falls approximately within the top 10% of the same population (Figure 6).

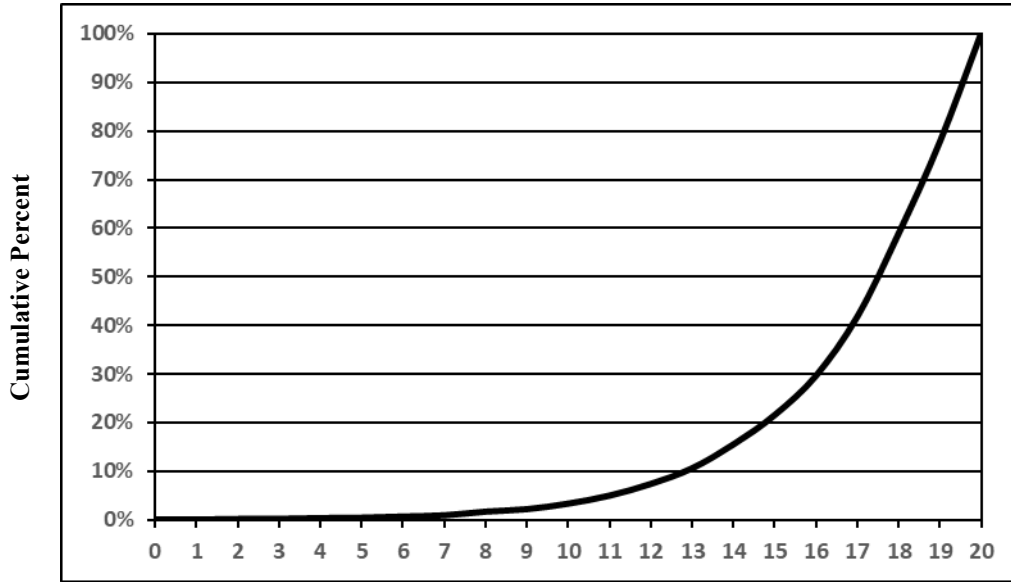


Figure 5: English – Speaking

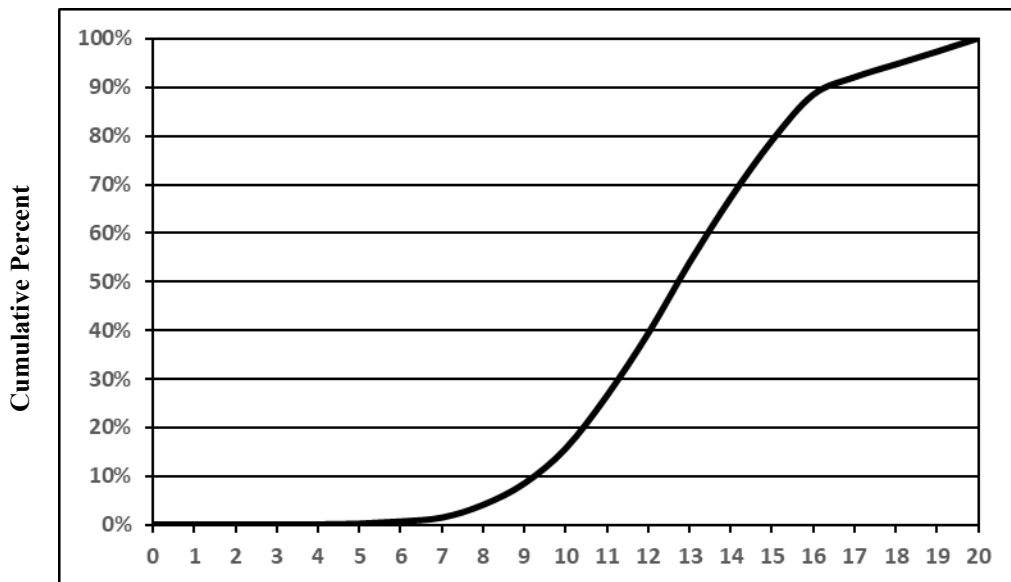


Figure 6: English – Listening

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.

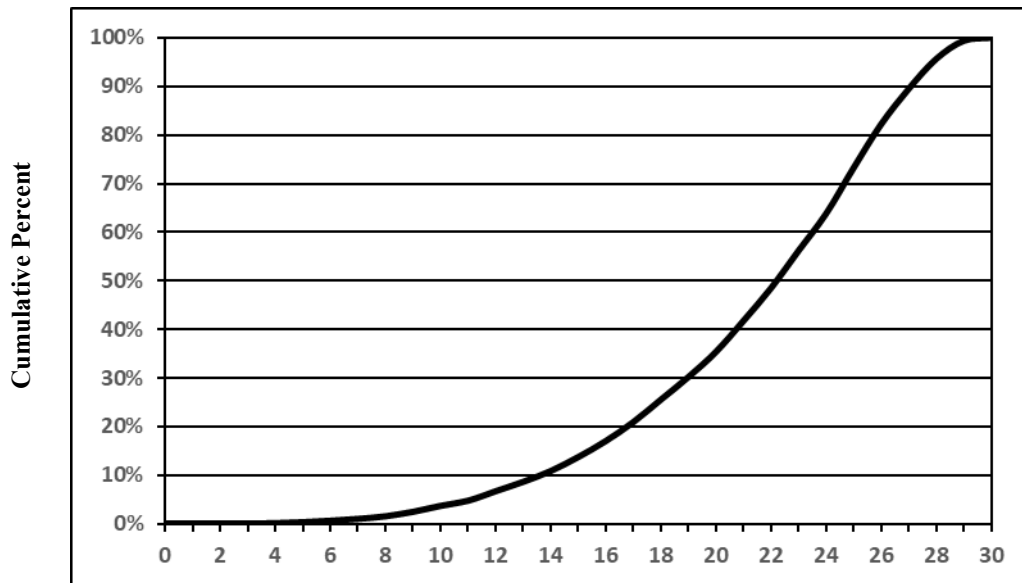


Figure 7: English – Reading Comprehension

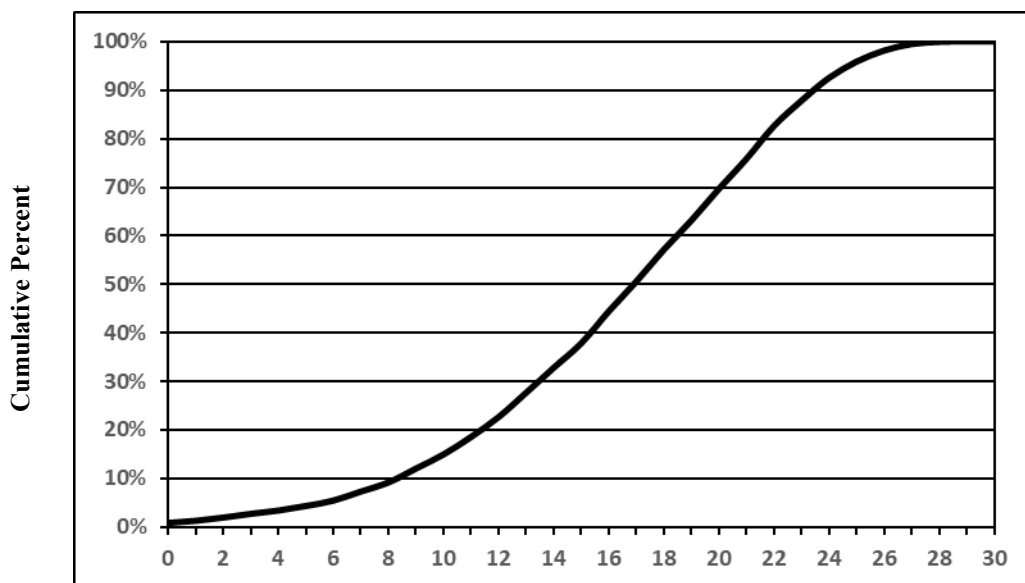


Figure 8: English – Writing

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 5 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 75 out of 80 marks in the written component falls within the top 10% of the same population.

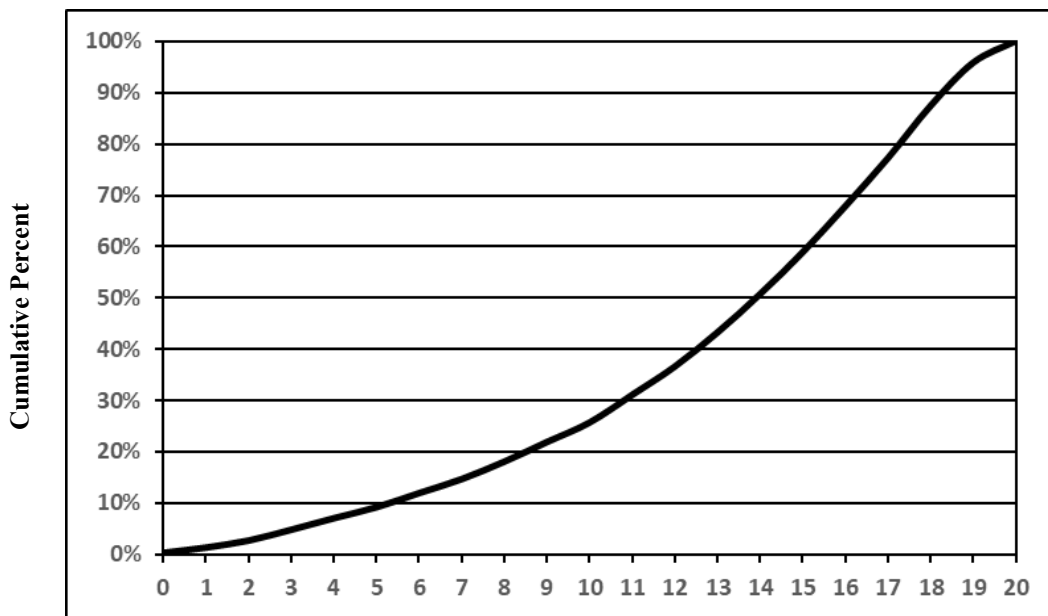


Figure 9: Mathematics – Mental

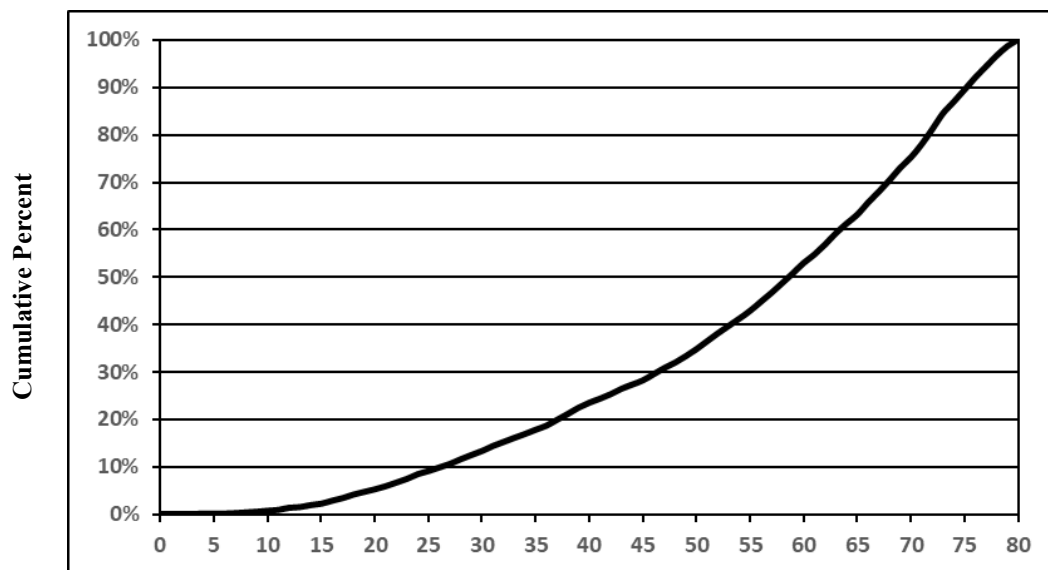


Figure 10: Mathematics – Written

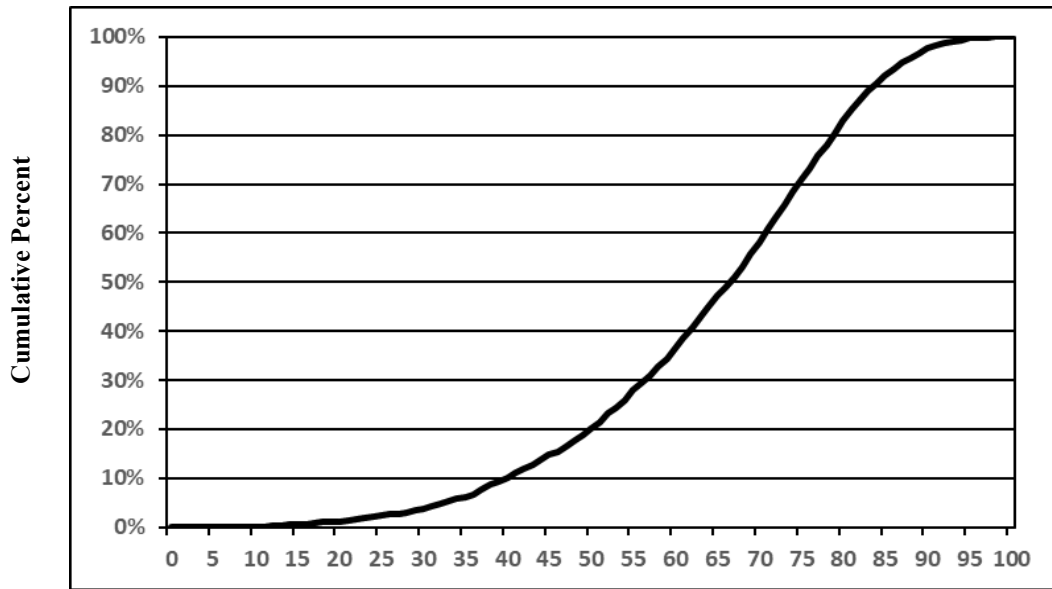


Figure 11: Il-Malti – Total

Figure 11 above shows that approximately 40% of the student cohort obtained 70 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 80 marks or more in English. In total, about 10% of the student cohort obtained 50 marks or less.

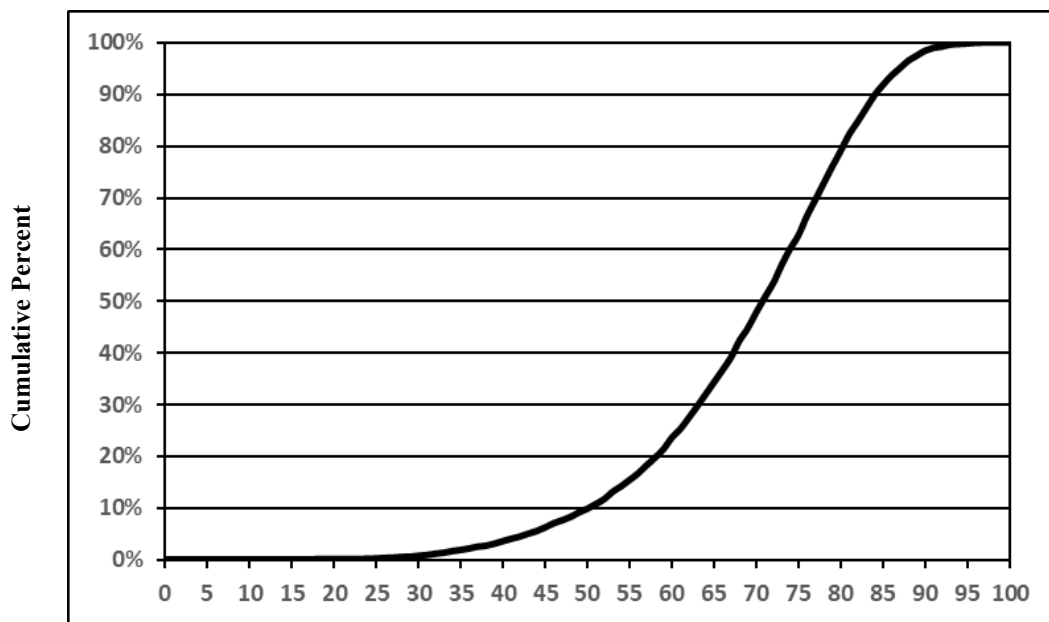


Figure 2: English – Total

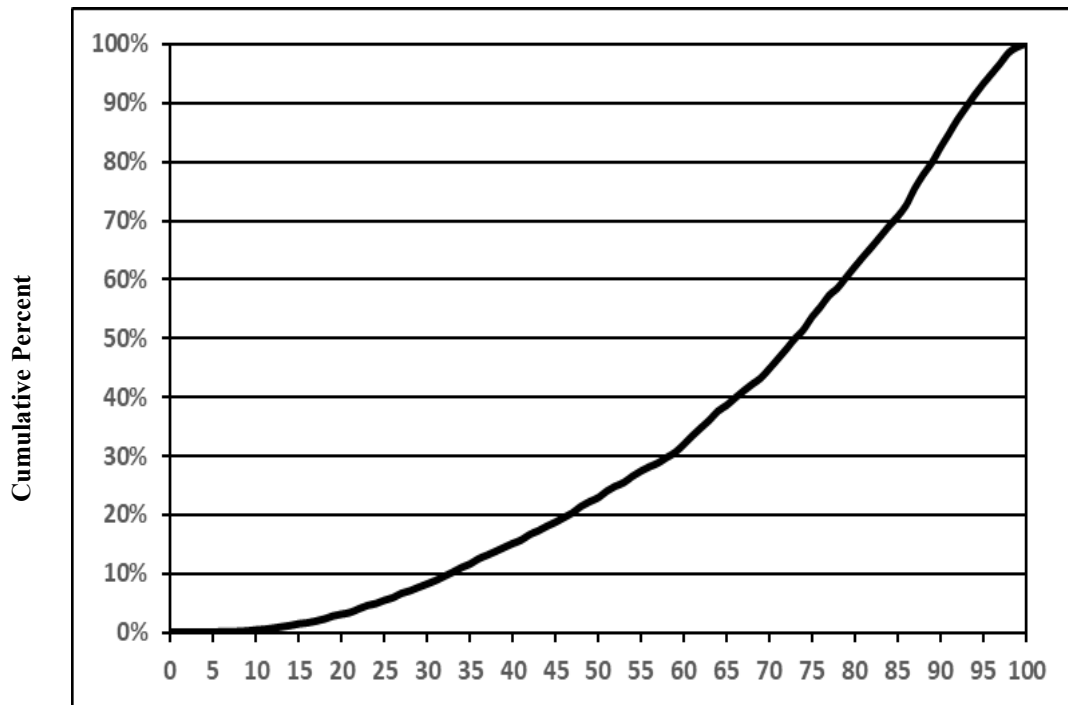


Figure 3: Mathematics – Total

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 88 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 li jsir assessjar tal-iżvilupp u tal-ħiliet edukattivi tal-istudenti fl-aħħar taċ-ċiklu primarju. Bis-saħħa tiegħu l-edukatur ikollu:

1. Stampa aktar realistika ta' fejn jinsab l-istudent, u
2. Stampa ċara ta' fejn tinsab il-komunità edukattiva nazzjonali tagħna.

L-edukatur fil-klassi jista' juża r-rizultati tal-Benċmark biex jifhem aħjar kif jista' jtejjeb l-aspett pedagoġiku fit-tagħlim. Mis-sena skolastika 2023-2024, se jkun hemm tibdil fil-proċedura ta' kif isir l-assessjar fis-sitt sena tal-primarja.

B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2023

It-tabella t'hawn taħt turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2023.

It-Taqsimiet	Il-Marki	Il-Ħin
It-Taħdit	20%	10 min. (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 u li b'xi mod jew iehor għandhom konnessjoni mas-sugġett.

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

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

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

Fit-taqsimi li ġejja se nħarsu lejn kull komponent u taħriġ li kien hemm fil-Benċmark tal-Malti. L-analiżi saret mill-markaturi tal-karti tal-Benċmark flimkien maċ-Chairperson tal-Bord inkarigat/a mit-tfassil tal-karta tal-Benċmark tal-Malti. Is-suggerimenti u r-rakkomandazzjonijiet mogħtija f'dan ir-rapport huma maħsuba għall-għalliema kollha tal-Primarja. B'dan il-mod ikun jista' jsir eżerċizzju ta' riflessjoni li jwassal għal titjib fl-operat.

Ċ1. It-Taħdit

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

Dan il-komponent kien fih erba' taqsimiet:

1. **It-Thejjija** (minuta, bla marki): F'din it-taqsimi l-interlokutor kellu jagħmel għadd ta' mistoqsijiet u jikkellem b'mod informali fuq temi li jaf li l-istudenti ta' quddiemu jkunu midhla tagħhom jew għal qalbhom. Dan biex kemm jisa' jkun titnaqqas jew tiġi eliminata t-tensjoni li jista' jkollhom fuqhom l-istudenti minhabba l-fatt li se jkunu deħlin biex jagħmlu eżami. Għal din it-taqsimi l-istudenti ma jingħataw l-ebda marki.
2. **L-Intervista** (3 minuti): It-tieni taqsimi kien fiha eżerċizzju fejn l-istudenti ngħataw sett ta' mistoqsijiet fuq żewġ temi differenti, waħda għal kull student/a, u kellhom iwegħbuhom fid-dettall.
3. **Stampa Wahda** (3 minuti): It-tielet taqsimi kien fiha stampa waħda u l-istudenti kellhom iwegħbu għad-domandi li jsiru dwar dik l-istampa.
4. **Staqsin Int** (3 minuti): Ir-raba' u l-aħħar taqsimi kien fiha stampa b'numru ta' persuni fejn l-istudenti ġew mitluba biex iħarsu sew lejn l-istampa u jistaqsu l-mistoqsijiet li jixtiequ huma.

L-interlokutori kellhom jagħmlu l-mistoqsijiet tagħhom skont l-iskript. Kull sessjoni tiegħu madwar 10 minuti. L-assessur 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 taqsimi meta l-istudenti kellhom **L-Intervista**.

Ġie nnutat li fit-tielet taqsimi **Stampa Wahda** l-istudenti ma sabux diffikultà biex jikkellmu fuq l-istampa li kellhom quddiemhom. Madanakollu, kien hemm problema għal uħud mill-istudenti li bdew iwegħbu b'mod xott u fil-qasir.

Fir-raba' taqsimi **Staqsin Int** ġie nnutat li hafna studenti kienu kapaci jgħolqu mistoqsijiet tajbin u interessanti. Madanakollu kien hemm oħrajn li sabu diffikultà biex jistaqsu l-mistoqsijiet minhabba limitazzjoni fil-vokabularju tagħhom u minhabba nuqqas ta' kunfidenza u Prattika fil-lingwa Maltija.

Minkejja li ġie nnutat li l-maġġoranza assoluta tal-istudenti qagħdu attenti biex ma jaqilbux għall-Ingliż huma u jtkellmu, inħass 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 lllum hu parti integrali mil-lingwa Maltija. Ġie nnutat ukoll li kien hemm studenti li għamlu użu minn Malti żbaljat għax ħafna drabi użaw kliem Ingliż maqlub għall-kuntest Malti (Eżempju: 'jisserċjaw' minflok ifittxu, jew, 'jipplejjaw' minflok idoqqu [referenza għall-istrumenti tad-daqq]).

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 iġġib l-isem 'Kieku l-karozza tal-linja setgħet titkellem!' 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-twegiba l-ħażina,
- Ma mmarkaw l-ebda twegiba,
- Immarkaw iktar minn twegiba waħda.

Kien hemm numru ta' studenti li wiegħbu tajjeb għall-mistoqsijiet kollha. Waħda mill-aktar mistoqsijiet li żbaljaw fiha kienet l-aħħar mistoqsija għax l-istudenti bħal nistħajluhom li beżgħu jimmarkaw l-aħħar erba' infila bħala 'Veru!' Seta' wkoll ġralhom li ma fehmux il-kelma 'inklussiva'.

Dan it-tip ta' taħriġ jintlaqa' tajjeb mill-istudenti u huwa xieraq ħafna biex jittestja l-hila tas-smigh. Eżerċizzji bħal dawn jindirizzaw ukoll lil dawk l-istudenti li jsibu diffikulta' meta jiġu biex jesprimu ruħhom bil-kitba. L-istudenti għandhom jitgħallmu jisimġu 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-hila tar-raġunar. M'għandhomx jistennew li kull twegiba se tkun diretta billi f'dan it-taħriġ huwa mistenni li l-istudenti jifhemu s-sens sħiħ tas-silta li qed jisimġu. L-għalliema għandhom iħarrġu lill-istudenti biex ma joqogħdux jibzġu li f'taħriġ ta' Veru/Falz jista' jagħti l-każ li minn sitt domandi ħamsa jkunu Veru u waħda biss tkun Falz, kif fil-fatt kien il-każ hawnhekk. Importanti li jimxu ma' dak li jisimġu fit-test.

Fit-tieni eżercizzju 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.

Ma kienx hemm ħafna studenti li wiegħbu tajjeb għall-mistoqsijiet kollha. Numru konsiderevoli ta' studenti żbaljaw fin-numri 2, 3 u 4. Jekk nieħdu n-numru 2, kienu diversi l-istudenti li ma kinux jafu li t-tarġa li titla' fuqha hekk kif tirkeb tal-linja tissejjaħ 'staffa'. Apparti hekk għall-kelma 'staffa', kien hemm numru ta' studenti li kitbuha b'f waħda. Mill-banda l-oħra kien hemm varjetajiet ta' kliem li t-tfal kitbu għal risposta numru 4. Rajna kliem bħal 'post, spazju, vojta'.

L-istudenti għandhom jifhmu l-kuntest tas-sentenza kollha qabel ma jibdew jimlew il-vojt. Iridu wkoll jitharrġu biex jisimgħu aħjar u jifhmu dak li qed jisimgħu u mhux għax semgħu kelma partikolari fit-test, jaqdbu u jiktbuha eżatt kif semgħuha u jinjoraw dak li qed titlob minnhom il-mistoqsija. Għandna ninkoraġġixxu lill-istudenti jerrgħu jaqraw is-sentenzi wara li jkunu mlew il-vojt sabiex jintebħu jekk il-kelma li ziedu huma tagħmilx sens fil-kuntest u mal-bqija tas-sentenza. Għandhom ukoll joqogħdu iktar attenti għall-artiklu ta' qabel il-kelma vojta, għax dan jista' jgħinhom biex jimlew il-vojt bil-kelma t-tajba.

It-tieni silta tas-smigh

Din is-silta kienet djalogu bejn Clare u Mark biex jippjanaw iċ-ċelebrazzjoni tal-anniversarju taż-żwieġ tal-ġenituri tagħhom. L-istudenti kellhom jaħdmu tliet eżercizzji wara li jkunu semgħu l-qari tas-silta darbtejn.

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

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

Dan kien taħriġ li tista' tgħid ġie maħdum mill-istudenti kollha. Ovvja li hu ftit iktar diffiċli minn 'Veru u Falz' minħabba li l-possibilità tal-għażla hija bejn tliet twegibiet. Ħafna studenti rrispondew tajjeb għall-maġġoranza tad-domandi. Madanakollu, kien hemm min tħawwad fin-numru 5 għax minħabba li jsemmi 4 portijiet, kien hemm min ma tax każ li tnejn minnhom huma fl-istess pajjiż.

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

Fit-tieni eżerċizzju l-istudenti kellhom jaqtgħu sing taħt is-sentenzi li huma foloz.

Minkejja s-semplicità ta' dan it-taħriġ, xorta waħda kien hemm numru ta' studenti li ma qrawx l-istruzzjonijiet tajjeb biex jaqtgħu sing taħt is-sentenzi li kienu foloz.

Ftit kienu dawk li għamlu sing taħt il-linja jekk kienet Falza. Ghadd ta' studenti mmarkaw waħda biss jew it-tlieta li huma . Kienu ffit li mmarkaw it-twegiba t-tajba. Numru ta' studenti mmarkaw waħda biss għax ma fehmux li jridu jimmarkaw tnejn minhabba li mbagħad kellhom miktub aqta' sing taħt is-sentenza jekk hi falza. F'dan it-taħriġ hafna studenti hadu marka biss għax immarkaw sentenza waħda.

Mill-istess feedback li hadna, nahseb li f'dan l-eżerċizzju stajna tajna istruzzjonijiet aktar ċari biex jinftehm u ahjar mill-istudenti. Eżempju, stajna tlabna lill-istudenti biex jagħmlu sing taħt kull sentenza li ma taqbilx ma dak li kienu semgħu waqt il-qari tat-test.

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 gew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

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

Il-maġġoranza assoluta tal-istudenti marru tajjeb hafna f'dan it-taħriġ u ma kienx hemm diffikultajiet partikolari. Punt ta' riflessjoni huwa li jista' jkun hemm studenti li ma jkunux fehm u t-test imma xorta jirrispondu tajjeb għax jaslu għar-risposta minn tagħrif li jkunu jafuh minn qabel jew minn sens loġiku li t-tieni parti tas-sentenza (Kolonna B) twasslek għalih.

L-għalliema għandhom jenfasizzaw l-importanza li l-istudenti jisimgħu sew is-silta, jaħsbu, u jixtarru dak li jisimgħu. Bħal kull taħriġ ieħor, għandu jkun hemm mistoqsijiet ta' livell ogħla u għalhekk l-għalliema għandhom iharrġu lill-istudenti għal dawn it-tip ta' mistoqsijiet u jaraw li l-Fehim mis-Smigħ ikun gradat u li jżid fil-ħila li wieħed ikun irid jilħaq b'fehm u assimilazzjoni. B'dan il-mod is-smigħ ikun qed juri differenza bejn student u ieħor u titneħħa l-perċezzjoni li kulhadd iġib il-marka massima f'din it-taqsim. Il-prattika għal din il-ħila hija dejjem meħtieġa.

Ċ3. Il-Fehim mill-Qari

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

L-Ewwel Taqsima

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

F'**Taħriġ A**, l-istudenti marru tajjeb ħafna u ma kienx hemm diffikultajiet partikolari. Dan kien ukoll il-każ f'**Taħriġ B** fejn ħafna studenti wieġbu tajjeb. Kien hemm numru ta' studenti li kitbu l-indirizz kollu minflok ma kitbu l-lokalita' ta' fejn tinsab iċ-ċinema. Jista' jagħti l-każ li ma fehmux xi tfisser il-kelma lokalita', jew inkella assumew li lokalita' tfisser indirizz.

F'**Taħriġ Ċ**, ħafna studenti wieġbu tajjeb u kien evidenti li fehmu dak li kien hemm fl-iskeda.

F'**Taħriġ D** kien hemm varjetà ta' tweġibiet. Kien hemm tweġibiet li jagħmlu sens u li juru li l-istudenti fehmu xi ntab minnhom. Xi wħud iddeskrivew tajjeb il-karattru li għażlu u oħrajn kienu xotti ħafna fit-tweġibiet tagħhom. Ftit kienu l-istudenti li, flok iddeskrivew il-karattru li għażlu mill-films mogħtija fl-iskeda, kitbu fuqhom infushom. Il-fatt li kien hemm tliet linji x'jimlew kien indikazzjoni li riedu jiddeskrivu iktar minn dettall wieħed. Min-naħa l-oħra, kien hemm studenti li deheru li huma midħla sew tal-karattri ta' dawn il-films tant li għarfu sew x'kien mistenni minnhom. Kien hemm ukoll ftit studenti li ddeskrivew karattru ta' xi film ieħor li ma kienx imsemmi fl-iskeda mogħtija.

Kummenti ġenerali

Qabel ma jwieġbu, l-istudenti jeħtieġ ikollhom aktar Prattika kif jieqfu u jaħsbu eżatt x'inhu mitlub minnhom wara li jaqraw il-mistoqsija, u jekk l-istudenti jidgħallmu jaqraw u jiċċekkjaw xogħolhom 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 nibzġhu li l-istudenti jaqbd u jwieġbu l-mistoqsija mill-ewwel, bla ma jaħsbu, jiflu u jirriflettu. Tkun perspettiva żbaljata jekk naħsbu li t-tweġibiet kollha fil-fehim mill-qari jistgħu jinstabu direttament fis-silta. Se jkun hemm tweġibiet li juru wkoll dawk l-istudenti li fehmu s-silta u lil hinn minnha.

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

It-Tieni Taqsima

Is-silta t-twila kienet silta narrattiva maqsuma fi tnejn dwar il-film Amerikan ta' fantaxjenza bl-isem ta' Jurassic World Dominion.

Din it-taqsima 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.

Taqsim A

Mistoqsija 1: F'din il-mistoqsija ma jidhirx li kien hemm problemi partikolari għall-istudenti. Ftit kienu l-istudenti li ma mmarkawx ir-risposta t-tajba. Il-fatt li l-ewwel mistoqsija kienet aqta' linja taht it-twegiba t-tajba għenet biex l-istudenti kollha jibdew dan l-eżercizzju mingħajr il-htiega li jiktbu frażijiet jew sentenzi.

Mistoqsija 2: Il-maġġoranza tal-istudenti wiegħbu tajjeb. Madanakollu kien hemm studenti li wiegħbu *The Fallen* biss pero għax ma komplewx jaqraw fit-test għax it-twegiba kienet ċara.

Mistoqsija 3: Kien hemm min wiegħeb tajjeb għal din il-mistoqsija imma kien hemm oħrajn li ma kinux jafu xi tfisser l-espressjoni '*tiskatta xena spettakolari*'. Hafna kandidati fessru t-tieni parti ta' din il-frazi bħala 'xena sabiħa' biss kienu ftiit li taw it-tifsira sħiħa. Għalkemm kien hemm ftiit li spegawha tajjeb, kien hemm hafna li batew milli jispjegaw il-kelma '*tiskatta*'.

Din il-mistoqsija għamlet differenza bejn dawk l-istudenti li jafu jhaddmu l-espressjoni u dawk li jispjegaw kelma kelma mingħajr ma jharsu lejn il-frazi kollha. Il-kuntest taż-żmien huwa wkoll fattur li jagħmel id-differenza. Forsi llum huwa aktar diffiċli li l-istudenti jifhmu jew jersqu viċin li jinterpretaw kliem li mhumiex familjari miegħu.

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

Mistoqsija 4: Il-maġġoranza tal-istudenti rrispondew tajjeb. Oħrajn deher biċ-ċar li ma fehmux x'kien mistenni minnhom u ħadu xi sentenza mis-silta li ma kellhiex x'taqsam mal-mistoqsija. Numru ta' studenti oħra minfok taw 'gurati' jew 'gurati preistoriċi' bħala t-twegiba t-tajba, kitbu, 'il-ġenetika tal-gurati'.

L-għalliema għandhom juru lill-istudenti u jishqu fuq l-importanza li jifflu sew id-dettalji grammatikali fil-mistoqsija. Il-pronomi meħmużin kollha għandhom karatteristiċi differenti minn xulxin li l-istudenti jridu jitgħallmu jidentifikaw. Din hija tip ta' mistoqsija li hija komuni hafna kemm fl-eżamijiet tal-iskejjel medji u sekondarji, u saħansitra fiċ-ĊES. Għaldaqstant tkun idea tajba li l-għalliem iħarreg lill-istudenti tiegħu billi jiġbed l-attenzjoni tagħhom huma u għaddejjin f'siltiet ta' proża għall-qari jew f'xi fehim it-test.

Mistoqsija 5: F'din il-mistoqsija, l-istudenti ntalbu jiktbu espressjoni mit-tieni paragrafu li tfisser 'mingħajr waqfien'. Hafna għabuha tajba, anki studenti li fil-kitba kienu jidhru pjuttost batuti. Kien hemm uħud li kitbu 'tkompli mat-tmiem' li għalkemm tagħti l-idea ta' kontinwazzjoni, mhix espressjoni, u ma tfissirx eżatt 'mingħajr waqfien'.

L-għalliema għandhom jgħallmu lill-istudenti li mhux mal-ewwel frazi li jiltaqgħu magħha, jagħtu t-twegiba. It-tieni paragrafu kien twil u għaldaqstant l-istudenti riedu jkomplu jfittxu biex jaraw hemmx xi espressjoni oħra li tfisser aħjar 'bla waqfien'. Fil-fatt, kien hemm tnejn; 'bla heda' u 'bla rażan'.

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 tigi 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: Ħafna studenti ġabu din il-mistoqsija tajba pero kien hemm min ikkopja xi sentenza u m'għamilhiex kollha allura ma kinitx biżżejjed. Rajna wkoll numru ta' studenti li assolutament ma fehmux il-mistoqsija. Għandna nheggu lill-istudenti jifhmu lil hinn minn dak li hemm miktub direttament fis-silta u ngħallmuhom iħaddmu aktar rashom meta jiġu biex iwiegħbu mistoqsijiet inferenzjali.

Mistoqsija 7: Ħafna studenti taw ir-risposta tajba għal din il-mistoqsija, għalkemm kien hemm numru ta' studenti li ma tawx ir-risposta sħiħa. Innutajna wkoll li xħin qraw l-ismijiet ta' Owen u Claire, xi studenti kkopjaw ir-risposta mit-tieni paragrafu u ma tawx spjegazzjoni eżatta ta' x'kien mitlub minnhom. Rajna wkoll risposti fejn l-istudenti semmew li Maisie nħatfet, imma ma semmewx li ġew Malta biex ifittxuha.

Mistoqsija 8: Anki hawnhekk, il-maġġoranza tal-istudenti wiegħbu tajjeb. Biss, innutajna wkoll li xi studenti semmew aspett wiehed biss mix-xena spettakolari - dik li jtiru fuq il-knejjes - u hallew barra l-ġiri sfrenat bil-karozzi u l-muturi fit-toroq, li hi karatteristika ewlenija fil-films ta' James Bond.

L-istudenti għandhom jitharrġu biex jaħsbu sew qabel ma jaqbd u jiktbu r-risposta tagħhom. L-għalliema għandhom ifissrullhom kif għandhom iwiegħbu b'tali mod li t-twegiba tkun eżawrjenti u mhux jagħtu biċċa biss, kif tfal ta' din l-età għandhom it-tendenza li jagħmlu. Il-fatt li kellhom 3 linji għat-twegiba wkoll kien indikatur tal-ħtieġa ta' risposta ftit twila.

Kumment Ġenerali

Tajjeb li t-tagħlim fil-klassijiet ikun verament relevanti, topiku u li jwassal lill-istudenti jifhmu u jippreparaw ruħhom għad-dinja li hemm barra mill-iskola. Daqstantiehor huwa importanti li l-għalliema joffru l-ghodda neċessarja biex l-istudenti jiżviluppaw aħjar il-ħsieb kritiku, li fl-aħħar mill-aħħar hija hila importanti li se jiġu bżonnha l-ħin kollu fil-ħajja ta' kuljum.

Taqsim B

Mistoqsija 1: Ħafna studenti ġabu din il-mistoqsija tajba imma kien hemm numru mhux ħażin li flok erba' postijiet semmew tlieta u ma ħadux il-marka. Fil-fatt, kien hemm studenti li hallew barra l-Belt Valletta.

Mistoqsija 2: Ħafna studenti ġabu din il-mistoqsija tajba. Kienu diversi l-istudenti li tilfu l-marka għax taw nofs twegiba bla ma qalu li l-gebla tal-Belt tikkumplimenta l-qedem tal-annimali preistoriċi. F'dan il-kuntest, ninnotaw li l-għalliema għandhom jishqu aktar dwar l-importanza ta' twegiba sħiħa.

Mistoqsija 3: Il-maġġoranza tal-istudenti wieġbu din il-mistoqsija b'mod korrett, għalkemm mhux dejjem b'mod komplut kif kien jitlob l-ispazju ta' 2 linji għat-tweġiba. Innutajna li dawk l-istudenti li ma weġbux b'mod korrett, ħafna drabi kienu studenti li ma fehmux it-test u żbaljaw ukoll f'numru ta' mistoqsijiet oħra.

Mistoqsija 4: F'din il-mistoqsija ħafna kandidati marru ħażin. Huma ma kinux kapaci jagħtu l-plural tal-kelma 'għan' u lanqas tal-kelma 'speċifiku'. Kien hemm numru ta' studenti li rrispondew 'speċifiċi' imma kienu anqas dawk li waslu biex taw għanijiet. Kien hemm numru ta' studenti li ħasbu li l-kelma kienet 'għanja' u mhux 'għan' għax imbagħad taw il-kelma 'għanjiet' bħala plural. Kienu waħdiet dawk li għabu l-plural ta' din il-frazi kollu tajjeb. Kien hemm varjetajiet ta' kif il-kandidati wieġbu fosthom: għani speċifiki, għanjiet speċifiki, għan speċifiċi u l-bqija. Huwa evidenti li hemm bżonn jiddied il-qari bil-Malti u jissahhu aktar l-eżercizzji tal-grammatika.

Mistoqsija 5: Din il-mistoqsija kien hemm ħafna studenti li ħadu biss marka tagħha għax wieġbu biss l-ewwel parti (jew it-tieni parti) tal-mistosija. Għe nnutat ukoll li kien hemm ftit tal-konfużjoni bejn l-ismijiet tal-films.

Mistoqsija 6: Għalkemm kien hemm numru ta' studenti li wieġbu tajjeb, kien hemm oħrajn li ħasbu li din l-espressjoni għandha x'taqsam mal-baħar u ħaduha letteralment u mhux idjomatikament. L-espressjonijiet Maltin fihom minjiera ta' tagħlim u għalhekk l-istudenti għandhom jitharrġu fihom halli mhux biss jifhmuhom imma wkoll ikunu jistgħu jużawhom fil-kitbiet tagħhom biex verament itejbu 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: Il-maġġoranza tal-istudenti wieġbu tajjeb għal din il-mistoqsija. Nemmu li kien hemm studenti li wieġbu b'mod korrett għax fehmux sew it-test imma naħsbu wkoll li kien hemm numru ta' studenti oħra li wieġbu tajjeb għax il-kelma muzika kienet lejn l-aħħar tas-silta, allura ma kienx hemm diffikultajiet peress li kienet l-aħħar mistoqsija tas-silta ukoll.

Għandna nibqgħu nheggu lill-istudenti biex jaħsbu u jerġgħu jaqraw sew qabel jaqbd u jiktbu tweġiba peress li ċertu mistoqsijiet jirrikjedu aktar ħsieb minn oħrajn.

Taqsimat

F'din l-aħħar taqsima tal-fehim mill-qari, l-istudenti jintalbu jirriflettu dwar dak kollu li jkun qraw biex wara jwieġbu 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:

Numru ta' studenti tkellmu dwar il-mużika u l-effetti, u ħadu l-marki marbuta ma' din il-mistoqsija. Għalkemm kienu ħafna li semmew differenzi, mhux kulhadd semma differenza dwar il-produzzjoni. Kien hemm min saħansitra semma ż-żminijiet differenti ta' meta ngibdu l-films li m'għandux x'jaqsam ma dak li kien mistenni mill-istudenti. Ta' min jinnota wkoll li min ta twegiba tajba kien xott wisq fi kliemu, meta ngħataw żewġ linji għal kull differenza biex ifissru ruħhom sew. Min-naħa l-oħra, hija dibattibli li jkollok studenti li jfissru ruħhom b'mod korrett b'kelma jew tnejn u jingħataw l-istess marki daqs xi hadd li jagħti tifsira aktar fit-tul.

Kummenti fuq il-mistoqsija Ċ2:

Bil-kontra għal mistoqsija Ċ1, din il-mistoqsija offriet sfida ikbar għall-istudenti. Kienet mistoqsija tat-tahbil il-moħħ. Minkejja din l-isfida, ġew innutati numru ta' twegibiet interessanti u intelligenti. Ħafna studenti taw raġuni valida u twegiba raġonevoli. Din il-mistoqsija kienet opportunità għall-istudenti biex juru l-opinjoni tagħhom. Mistoqsijiet hekk ħafna drabi jxekklu lill-istudenti għax isibuha diffiċli biex jesprimu ruħhom iżda permezz ta' din il-mistoqsija rajna li ħafna studenti rnexxielhom jegħlbu d-diffikultajiet li sabu matul is-silta u taw twegiba korretta u li tagħmel sens. Mill-banda l-oħra, kien hemm studenti li kienu xotti fit-twegiba tagħhom u li ma wrewx il-ħila li tippreżenta raġuni u ssostni l-validità tagħha. Mistoqsija ta' din in-natura tagħti ċans lill-istudenti biex jimirġu peress li m'hemmx risposta waħda u fissa. L-għalliema għandhom jgħallmu lill-istudenti sabiex meta jiġu biex jagħtu twegiba 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 jirriflettew fuq dak li jkunu qraw, joħroġu bi twegiba adattata u f'forma ta' sentenza, b'mod speċjali fejn ikunu mitluba biex jagħtu kritika, suggerimenti u l-opinjoni tagħhom. Il-fatt li qed jingħataw diversi linji għat-twegiba tagħhom jindika wkoll li ma jridux jagħtu risposti xotti. Anki minħabba l-fatt li dawn ikunu mistoqsijiet li jiddistingwu student minn ieħor.

Kummenti u Rakkomandazzjonijiet ġenerali fuq il-Fehim mill-Qari

Ħsieb komuni fost il-markaturi kien id-diffikultà li jiltaqgħu magħha l-istudenti meta jiġu biex jesprimu ruħhom fit-tul u b'mod dettaljat. Din hija ħila li tiddistingwi student minn ieħor minħabba 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 ħażin, dan ma jirriflettix maturità.

Għandna bżonn inrawmu fl-istudenti l-ħila 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. Din hija ħila importanti li trid tibda tiġi żviluppata mis-snin bikrin. Jekk ma jkunx hemm pedament tajjeb għall-iżvilupp tagħha minn età żgħira, tkun aktar diffiċli li l-istudenti jiksibu din il-ħila 'l quddiem.

Huwa importanti wkoll li nrawmu studenti li jafu jagħtu opinjoni b'saħħitha, li ma tkunx artifiċjali, imma turi riflessjoni attenta fil-ħsieb. Hafna 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 baziċi tal-kitba qegħdin jintefgħu fil-ġenb, fil-primarja. Hija ħasra kbira li numru ta' studenti jħarbxu minflok 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-ħila fosthom il-bosta karti tat-taħriġ li ma jhallux lill-istudenti jiktbu sentenzi sħaħ u jiżviluppaw il-kitba tagħhom fit-tul. Digà ma jitnaqqasux 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 tintfiehmu u twieġeb b'mod sħiħ dak li jkun mitlub fil-mistoqsija.

Ċ4. Il-Kitba

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

Kummenti ġenerali

Taħriġ A: Il-kitba ta' ittra elettronika informali

L-istudenti ngħataw żewġ titli biex jagħzlu wiehed. Fl-ewwel titlu, l-istudenti kienu mhegġa li jibagħtu s-suggerimenti tagħhom lit-tim tal-programm biex jinkludu xi rokna ġdida fil-programm. It-tieni titlu kien jittratta il-ħidma fuq proġett tal-iskola dwar il-Kultura u l-Identita' Maltija, fejn l-istudenti ġew imhegġa biex permezz ta' ittra jitolbu lill-Aġenzija tat-Turiżmu jibagħtu materjal promozzjonali li jista' jintuża għall-proġett li qed isir fil-klassi. Ma' kull titlu, l-istudenti ngħataw l-indirizz elettroniku tagħhom (fittizju) u l-indirizz elettroniku ta' fejn se jibagħtu l-korrispondenza.

Għalkemm kien hemm studenti li kienu mharrġa tajjeb fil-kitba, kien hemm oħrajn li kellhom numru ta' nuqqasijiet. Dawn huma xi aspetti li ġew innutati:

- Ħafna mill-istudenti kitbu l-parti ta' fuq b'mod korrett. Madanakollu kien hemm numru konsiderevoli ta' studenti li ma kitbux it-Tislija. L-iżvilupp kien wieħed tajjeb u l-istudenti dehru li fehmu x'riedu jagħmlu.
- L-ideat li nkitbu biex jgħinu lit-tfal kienu tajbin u ħafna tfal fehmuhom u għamlu użu minnhom. Kien hemm oħrajn li ma fehmux it-tifsira tal-kliem 'materjal promozzjonali'.
- Ħafna studenti ma fethux l-ittra bit-tislima u ħafna ma għalqux bit-tislija. Kien hemm min ħareġ barra mis-sugġett speċjalment min għażel l-ewwel waħda peress li 'rokna ġdida' ħasbuha litteralment rokna fiżika fil-programm bħal pereżempju jiżbgħu l-ħitan jew iżejnu l-istudio sabiex jiġbed l-għajn.
- Kien hemm studenti li għamlu t-tieni ittra elettronika u ma speċifikawx x'materjal promozzjonali għandhom bżonn. Daqshekk ieħor kien hemm min tfixkel fil-kliem materjal promozzjonali, tant li ħadha li l-materjal huwa l-affarijiet bħal kartonċin, plastik, gloj, injam, eċċ...
- Fl-għażla ta' ittra numru 2, ħafna studenti naqsu milli jgħidu x'inhuma jitolbu mill-Aġenzija. Bdew jirrepetu biss il-kliem tat-titlu, jiġifieri li jridu materjal mingħajr ma jgħidu x'inhu.
- Kien hemm xi studenti li ħallew barra jew tfixklu fejn kellhom ipogġu l-informazzjoni lil min u mingħand min.
- B'mod ġenerali diversi studenti ma żviluppawx ħafna ideat la fl-ewwel ittra u lanqas fit-tieni. Kien hemm min kemm ikkopja dak li kien hemm miktub fuq il-karta tal-eżami u gabar daqs 40 kelma bi ftit żidiet.
- Ġie nnutat ukoll li t-ton ta' kif inkitbu ċerti ittri kienu ftit goffi u li ma tantx juru ħlewwa jew paċenzja. Eżempju, 'irrid li dawn jaslu malajr', jew 'il-materjal iridu jaslu sa nhar l-Erbgħa għax inkella nitilfu l-marki'.
- Fl-ewwel titlu, l-istudenti ftit li xejn għamlu użu mill-kelma telespettaturi, imma minflok użaw 'nies, tfal jew poplu'.
- L-akbar telf ta' marki kien fl-ortografija u l-puntegġjatura. Ta' min jiġbed l-attenzjoni dwar l-influenza ta' kliem Inġliż fuq l-istudenti eż. tissendjali (flok tibgħatli); biex nagħmlu promotion (flok promozzjoni); fil-square (flok fil-pjazza); gruppi jipperformjaw (flok idoqqu).
- 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 għamli dawn l-osservazzjonijiet:

- Il-fatt li kellhom it-tabella x'jimlew kienet ta' għajna għall-istudenti. Kienu ftit li hallewha barra. Xi eżaminaturi ssuġġerew li la kellhom it-tabella fil-bidu kien ikun aħjar li tinghata wkoll il-kelma 'għażiż ...' kif ukoll għajna lejn l-aħħar billi jinkiteb il-kliem bħal 'tisljiet ...'.
- Tinħass il-ħtieġa ta' ħafna qari bil-Malti. It-tfal batew ħafna fil-kitba kif ukoll fl-espressjoni. L-influenza tal-Ingliz inħasset bil-kbir.
- Jidher li l-istudenti huma pjuttost xotti mill-ideat. Ftit kienu daww il-kitbiet li kienu verament mexxejja u b'ideat u vokabularju estensiv. Dan jgħodd kemm għall-ewwel għażla kif ukoll għat-tieni għażla.
- L-ikbar haġa li għandna bżonn niffukaw fuqha hawnhekk hija l-lingwa miktuba tal-istudenti bħala mezz ta' komunikazzjoni; l-iktar meta għandna ittra elettronika li hi maħsuba biex tikkomunika man-nies. Għahekk qabel kif se tinkiteb l-ittra elettronika u x'inhuma l-karatteristiċi tagħha, għandha tinghata aktar importanza lill-ortografija, lill-grammatika u lill-punteggjatura minn età żgħira fit-tagħlim tal-Malti.
- Trid tingħied l-attenzjoni dwar x'niktbu meta rridu nindirizzaw, u x'informazzjoni rridu niktbu f'ittra elettronika. L-ideat kienu ftit fjakki fil-kitba tal-materjal promozzjonali. L-importanza tal-kreattività u l-originalità għandha tinghata iktar attenzjoni.
- 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-espressjoni u l-vokabularju ta' ċerti studenti juri nuqqas ta' qari bil-Malti. Għalhekk, għandu jsir 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.
- Importanti ħafna li tinghata aktar attenzjoni għall-kreattività. Dan huwa sintomatiku għall-fatt li ħafna studenti mhumiex jaqraw biżżejjed.

Taħriġ B: Il-kitba ta' avveniment

L-istudenti ngħataw żewġ titli biex jagħzlu wiehed, u ġew mitluba jiktbu kitba deskrittiva.

Il-pjan

Kienu bosta daww il-kandidati li meta ġew għall-pjan, ikkupjaw l-għajnuniet li ngħataw biss. Ftit kienu daww li ħargu bi pjan originali kemm f'forma ta' punti kif ukoll f'forma ta' għanqbuta bl-ideat. Ħafna tfal mhux jifhmu l-importanza tal-pjan. Ftit li xejn kitbu pjan maħsub. Pjan għalihom ifisser li jew jiktbu kwazi l-kitba sħiħa jew jikkuppjaw l-għajnuniet li ngħatawlihom.

Min-naħa l-oħra, kien hemm studenti li fehmu u kienu jafu kif iridu jagħmlu l-pjan rilevanti u organizzat, kif mitlub, u f'suriet varji. F'ħafna mill-kitbiet li kienu validi, l-istudenti mxew mal-pjan. Kien hemm xi studenti li ffittaw wisq u għamlu pjan elaborat wisq. Dan seta' xi ftit jew wisq telf il-ħin mill-kitba proprja. Ġie nnutat ukoll li xi studenti kitbu għadd ta' mistoqsijiet jew kliem u tefgħuhom bl-addoċċ bla ma organizzawhom b'xi mod. Dan ma jistax jitqies bħala pjan tajjeb li jgħin fit-tiswir tal-kitba. Kien hemm ukoll xi studenti li esprimew ruħhom bi tpingija u b'ħafna kliem imqassam f'sezzjonijiet differenti. Fil-fatt żball komuni li deher huwa li xi studenti ma tawx wisq attenzjoni lill-pjan għax dan għandu żewġ marki biss jew għax aktar ikun moħħhom biex jibdedw jiktbu l-kitba t-twila, forsi għax jibzġhu li ma jlahħqax.

Kummenti ġenerali fuq il-kitbiet

- Ħafna studenti jafu x'inhu avveniment imma ma tawx biżżejjed importanza dwar kif ingabru l-flus jew l-isem tal-għaqda fil-bżonn.
- Kien hemm studenti li ma jafux x'inhu kultura u l-eżempji li taw ma kinux avvenimenti kulturali.
- Dawk l-istudenti li għażlu komponiment numru (1) marru mhux ħażin. Huna fehmu x'riedu jagħmlu u l-kitba tagħhom kienet waħda tajba fejn tidhol it-tema.
- Dawk l-istudenti li għażlu komponiment numru (2) ma marrux tajjeb daqs dawk li għażlu komponiment numru (1) għax uħud minnhom ma tawx kas li dan kellu jkun avveniment kulturali u ħafna kitbu dwar avveniment tal-Milied li sar fil-Belt u semmew l-ice skating u l-Ferris Wheel, imma xejn, jew ftit li xejn li hu kulturali.
- Fejn tidhol l-ortografija u l-grammatika ħarġu numru konsiderevoli ta' żbalji. Ħafna urew ċar li ma jafux jispellu sew bil-Malti kif ukoll mhux midhla tar-regoli tal-grammatika u tar-regoli l-godda tal-ortografija.
- L-istudenti batew ħafna fl-espressjoni hekk li xi drabi kitbu sentenzi li ma jagħmlux sens, ħafna drabi mingħajr il-puntegġjatura.
- Fl-ewwel kitba, li probabilmment kienet l-iktar kitba li ntgħażlet mill-istudenti, kien hemm għadd ta' kitbiet fejn il-komponiment ma tqassamx b'mod tajjeb, bil-konsegwenza li mbagħad is-sugu tal-komponiment ġie miġbur f'paragrafu wiehed.
- F'komponiment numru (1), xi studenti ma tawx kas il-kelma lokalità jew il-fatt li kienu qed jingabru fondi għal xi għaqda fil-bżonn. F'dawn il-każijiet, il-kitbiet kienu barra mis-sugġett.
- Kien hemm ħafna repetizzjoni ta' ideat u deher ukoll nuqqas ta' Malti mirqum u espressiv. Dan juri li għadd ta' studenti ma jaqrawx u ma jesponux ruħhom għal ċertu realtaziet.

- Ġie nnutat ukoll in-nuqqas ta' użu tajjeb ta' paragrafi u tqassim tal-kitba. Dawk li qassmu f'paragrafi, mhux dejjem qassmu b'mod li jagħmel sens. Tajjeb 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.
- Oqsma fejn hemm bżonn ħafna enfasi:
 - (1) L-ortografija – l-iżbalji tal-ortografija donnhom li qed jizdiedu minn sena għal oħra u jidher ukoll li mhux isir progress għax rajna anki kliem sempliċi miktub żbaljat.
 - (2) Il-grammatika – din ukoll qed tkun problema li qed tiżdied fil-kitbiet. Pakketti shaħ ta' skripts fejn ma ssirx distinzjoni bejn femminil u maskil, singular u plural.
 - (3) Il-puntegġjatura – paragrafi u ġieli anki komponimenti shaħ bla ebda sinjal wieħed ta' puntegġjatura.
 - (4) Is-sintassi – apparti li ġieli lanqas issib sentenza waħda, hemm studenti li jagħmlu sentenzi li ma jagħmlux sens minħabba l-binja żbaljata tas-sentenza.
 - (5) L-espressjoni – din is-sena rajna wkoll nuqqas fl-użu tal-espressjonijiet meta fir-realtà konna qed nistennew iktar minħabba li rakkont/deskrizzjoni jagħtuk iktar lok biex timraħ u tuża l-idjomi.

L-eżaminaturi jirrakkomandaw li:

- Tinħass il-ħtieġa ta' ħafna qari bil-Malti. It-tfal bategħ ħafna fil-kitba kif ukoll fl-espressjoni. L-influwenza tal-Ingliż inħasset bil-kbir.
- It-titli kienu wisq miftuħin, seta' per eżempju t-titlu fit-tieni kitba jkun avveniment tal-karnival/teatru u b'hekk qed tindika x'jista' jkun avveniment kulturali.
- Importanti li l-istudenti jitharrġu kif għandhom jerggħu jirrevedu l-kitba tagħhom. Qed naraw wisq żbalji tal-ortografija, tal-puntegġjatura, u żbalji tal-grammatika li jistgħu jiġu evitati. L-għalliema għandhom jenfasizzaw iktar dwar difetti fil-kitba, bħal ngħidu aħna, nuqqas ta' qbil bejn is-sugġett u l-verb; nuqqas ta' kongunzjonijiet u l-għarfien tal-użu tagħhom; u nuqqas ta' rabta bejn sentenza u oħra.
- Huwa importanti li l-istudenti jaqraw sew l-istruzzjonijiet tal-bidu halli jifhmu x'inhom mistenni minnhom.

- Jidher li ċerti studenti ma jaqrawx dak kollu li jkun hemm fil-paġna. Li kieku, ma kinux jiktbu dwar tema li mhix avveniment. Kien hemm bosta dettalji li jindikaw li riedu jiddeskrivu avveniment, fosthom it-titlu tat-taqsim (Il-kitba ta' avveniment), l-istruzzjoni (Aghżel avveniment...; Iddeskrivi avveniment...). Għalhekk, l-għalliema għandhom ikomplu jishqu dwar l-importanza tal-għamla tal-kitba.
- L-istudenti għandhom jitgħallmu iżjed dwar kif għandhom jesprimu ruħhom billi jkunu ċari f'dak li jgħidu u jridu jiktbu l-għadd ta' kliem mitlub għax kien hemm numru ta' studenti li kitbu ħafna anqas minn 140 kelma. Dan hu nuqqas li jiġi penalizzat.
- Fl-aspett ta' tqassim, l-istudenti għandhom jiġu mgħallma kif u meta għandhom jibdedw jiktbu paragrafu ġdid u mhux, kif għamli xi wħud, kitbu kollox f'paragrafu wieħed biss.
- Naħseb li jekk inħarsu lejn il-kitbiet u lejn il-marki tal-kitba ta' ħafna mill-istudenti, naraw li l-mira tagħna għandha tkun biex naħdmu ħafna iktar fuq il-lingwa miktuba. L-iktar ħaġa importanti hi li l-istudenti jkunu kapaċi jiktbu kitba tajba b'Malti kemm jista' jkun tajjeb. Għalhekk ikun aħjar li jitnaqqas il-kontenut ta' forom differenti ta' kitbiet bil-Malti. L-istudenti jilhqqu jagħmlu forom oħra ta' kitbiet differenti fis-sekondarja bħal ngħidu aħna rapport, djalogu, ittra u l-bqija. F'dan il-livell, l-istudenti għandhom ikollhom bażi tajba li fuqha jistgħu jibnu matul is-snin.
- L-istudenti jridu wkoll jaqraw ħalli jkollhom ideat fuq ħafna sugġetti. L-ideat iridu jiffukaw sew fuq is-sugġett u jkun tajjeb jekk l-istudenti jaqraw sew l-istruzzjonijiet ħalli jzommu mas-sugġett.
- 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.
- L-għalliema għandhom jagħmlu dak kollu possibli biex joħroġu l-potenzjal sħiħ tal-istudenti; partikolarment fl-element tal-kitba. B'dan il-mod jista' jkollok studenti li jkunu kapaċi jhaddmu tajjeb l-ilsien Malti. Dawn l-istudenti jafu jkunu l-kittieba ta' għada!

4.2 English

A: General comments about the Benchmark papers

The English assessment forming part of the End of Primary Benchmark 2023 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, Inverted Interview, and Thematic Picture. 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 free time and entertainment, pets and animals, food and drink, places, school life, shopping, sports, the weather, jobs and occupations, relationships, the home environment, health and body care, and the environment. Most students felt comfortable 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: Inverted Interview

Time allotted: 3 minutes

Students were presented with a picture depicting a particular situation. Some pictures portrayed people, while others illustrated places. Students were expected to ask the interlocutor questions about the people and the situation. In cases where students had difficulties coming up with appropriate questions, the interlocutor used a set of prompts provided in the examiner's booklet. The task-specific mark was awarded to students who referred to the content of the picture and accurately formed a range of questions to elicit information and successfully obtain a wide range of responses from the interlocutor. The range of questions asked by the students contained close and open-ended questions, such as polar questions, tag questions, and 'wh' questions including 'how' and 'why'. Generally, students were able to produce a variety of questions, but some had difficulties with structure and their ideas were rather limited.

Task 4: Thematic Picture

Time allotted: 3 minutes

Students were shown a set of pictures, made up of one large picture and eight small pictures. Students had to decide whether or not there was a connection between the items in the small pictures and the main picture. Students were expected to identify which item would or would not be found in a particular place and support their answers. Successful students were able to provide valid reasons that substantiated their opinion. In general, most students managed the task well and were successful in sharing their thoughts, inclinations and views.

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 weather forecast and note the diverse weather on different days of the week. The text opened with three short introductory sentences, followed by a body of three paragraphs, and closed with four brief concluding sentences. Three exercises were set on this first task.

Exercise 1 – Tick True or False.

The first exercise focused on the weather on Monday. This allowed the students to concentrate on one day. All answers were taken from the first paragraph of the listening text. This exercise was made up of four statements and students had to identify which ones were true and which ones were false. This exercise assessed the students' ability to listen for specific information. The majority of students found this exercise straightforward and answered correctly. However, some had difficulties understanding the words 'hazy' and 'exceed' in statements 1a) and 1c). The items in this exercise were set at a low level of difficulty. Markers deemed this exercise fair.

Exercise 2 – Underline the correct answer.

The second exercise focused on the weather on Tuesday. Once again, this allowed the students to focus on one day. All answers were taken from the second paragraph of the listening text.

Students were presented with four statements with missing information. They were given the choice of three words or phrases and instructed to underline the option that would best complete the sentence. Most students found this exercise straightforward, although some had difficulties interpreting the phrases 'cool things down' and 'heavy cloud cover' in the text and answered 2a) and 2b) incorrectly. This exercise was set at a medium level of difficulty. Markers deemed this exercise fair.

Exercise 3 – Match the weather to the corresponding days.

The third exercise focused on the weather on the remaining days of the week and all answers were taken from the third paragraph. Markers noted that some students failed to read the instructions properly and instead of writing a letter, wrote a number in the space provided. In the markers' coordination meeting it was agreed that numbers corresponding to the letters would be accepted. Students did generally well in this exercise and answered correctly. Others either got two right answers or none at all. In some cases, students failed to understand the word 'drizzle' and the phrases 'cooling down', 'will clear' and 'bright, scorching weekend' in the text. This exercise was set at a high level of difficulty. Markers deemed this exercise challenging but fairly set.

Listening Task 2

Students had to listen to a conversation between two friends discussing a thunderstorm.

Exercise 1- Tick the three items.

In this exercise, students were presented with six pictures, and they had to tick the three items that were useful to Sam when he was caught in the storm. This was a very straightforward exercise, with

very clear pictures and set at a low level of difficulty. Markers deemed this exercise fully inclusive. The majority of students obtained full marks.

Exercise 2 – Put the statements in the order they happened.

This exercise included five statements and students had to determine the sequence of events in the conversation. This exercise was set at a high level of difficulty. Based on the markers' comments, students found this exercise quite challenging, even though statements were clear and unambiguous. Many students had difficulties putting the statements in a chronological order. This might have stemmed from the misinterpretation of certain vocabulary. Failure to link phrases such as 'completely drenched' in the text with 'soaked to the skin' in the question 2d), would result in incorrect sequencing.

Exercise 3 – Tick the five statements that are correct.

This exercise was made up of eight statements. Students had to read all the statements carefully and decide which five were true according to the text. This exercise was set at a medium level of difficulty, and tested comprehension of ideas. Students had to follow main ideas, deduce meaning and make inferences from the context. Most students did well in this exercise and had no difficulties at all in identifying the correct statements. Markers considered this exercise direct and fair.

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 presentation of the informational text was deemed by markers as very reader friendly. The fact that information was grouped in boxes and each box included a title and a picture and focused solely on one invention or toy, helped students to remain focused.

The text of the first reading comprehension was information about Victorian Inventions, taken from an exhibition display in a museum. The text started with a brief introduction to the Victorian era, followed by information about three inventions, namely, the telephone, the light bulb and the radio. Each paragraph included dates, names and interesting facts.

The text of the second reading comprehension focused on Victorian toys, and included information about the zoetrope, the whip and top, dolls' houses, tin soldiers, tea sets and rocking horses.

The Year 6 teachers' feedback on both texts was very positive. Students found the information interesting, and they enjoyed reading about the various inventions and toys. The pictures complimenting each paragraph helped students visualize each item and aided comprehension. The layout of the text with information organised in separate sections helped the students navigate through the text with ease and find the required information quickly.

As in previous years, 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 penalized. 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: *Victorian Inventions*

Students had to read the information about Victorian inventions and complete three exercises. The questions assessed the students' ability to understand key words and locate specific information.

Exercise 1 – Underline the correct answer.

In this exercise, students were given three statements and required to complete each sentence by choosing and underlining the right word or phrase. Each item included three choices. Each sentence dealt with information about one invention: 1a) about the telephone, 1b) about the light bulb and 1c) about the radio. To answer correctly, students had to understand 'muffled', 'never really caught on' and 'claimed' in the text and find their corresponding meaning in the exercise. This exercise was set at a low to medium level of difficulty and many students answered all three items correctly. Markers commented that all statements were explicit. However, some students underlined more than one option and lost marks in this way. Others were not familiar with the term 'to take credit for'.

Exercise 2 – True or False

In the second exercise, students were presented with a combination of six true and false statements, set at a medium level of difficulty and asked to mark them accordingly. Answers required students to use inference skills, and although the majority did well in this exercise, some found interpreting the meaning of certain phrases difficult. In some cases, the phrase 'had previously come up with their own versions' was misunderstood and item 2e) which included the phrase 'the sole inventor' was marked as true.

Exercise 3 – Match the year with the information.

In the third exercise, students were required to match the year in column A with the information in column B. This task was set at a medium level of difficulty and the majority of students performed well. Markers deemed this exercise appropriately challenging.

Reading Comprehension 2

Section 1

Students had to read the informational 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, making straightforward inferences with evidence from the text, and interpreting and integrating ideas and information. 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.

Questions 2, 3, 4 and 5 were all about the zoetrope and all answers could be found in box one, while questions 6 and 7 were about the whip and top in box two.

Question 1

This question tested the students' ability to identify and retrieve one word from the text which suggested that Victorian toys 'were fun to play with'. Most students had no difficulties identifying the word, but some students wrote 'enjoyed' instead of 'enjoyable'. This question required the learners to be attentive to language choice and to use their knowledge of grammar and vocabulary to make appropriate substitutions that fit the context.

Question 2

This was a True or False exercise. The fact that the rubric stated clearly that the statements were about the zoetrope helped the students concentrate on one paragraph, thus making it easier to find the answers.

Question 3

This was a multiple-choice question. Students had to rely on the context to determine the meaning of a quoted phrase. The question presented three options and most students answered correctly. However, some students failed to understand that 'an early form of' implied that animation technology continued to develop in later years.

Question 4

Here the students needed to tick the correct illustration showing a rotating movement. The arrows in the three illustrations were very clear and markers deemed the question easy. In fact, almost all students got this question correct.

Question 5

In this question, students were asked to find one word in the text, which shows that 'something is not what it seems to be'. According to the markers' feedback this was a difficult question, and a high percentage of students did not come up with the word 'illusion'. The question assessed understanding of the word 'illusion' and the students' ability to derive meaning from the text using context clues.

Question 6

This question consisted of six statements about the whip and top. Students were required to refer closely to the text and make inferences in order to tick the two correct statements. Markers' comments were varied. Some stated that many students answered correctly, while others noticed that many students found this question rather difficult and failed to get full marks. All markers deemed this question fair but challenging.

Question 7

In order to obtain the allotted mark, students had to mention two ways boys could show off their skills while playing with the whip and toy. This proved to be another challenging question. Markers commented that many students seemed unfamiliar with the phrase 'the palm of one's hand' in the text and mistook palm for a leaf. Others did not grasp the meaning of 'show off' and just explained how the toy functioned.

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, understand key words and phrases, and deduce meaning from context.

Questions 8 and 9 were about dolls' houses and all answers could be found in box three. Question 10 was about tin soldiers in box four, question 11 about tea sets in box five, and questions 12 and 13 about rocking horses in box six. Questions 14 and 15 were general questions about section 2.

Question 8

Students were given a quotation from the text and asked to underline a phrase that suggested that dolls' houses were used 'to educate girls about housekeeping duties'. The correct answer was 'teach domestic skills (to young girls)'. Markers commented that some students underlined only one word or more words than necessary. Some underlined the word 'teach' only, which suggests that they stopped reading the question after 'educate'. Other students underlined additional unrelated pieces of information such as 'to show off wealth'. In such cases, the level of comprehension could not be determined as the response might be an indication that the student was unsure of how to respond and simply attempted to provide a range of answers to the question.

Question 9

This was a multiple-choice question which focused on the word 'cherished'. Students were given four choices and required to choose the correct synonym. The majority of students seemed to be familiar with this word and chose correctly.

Question 10

In this question, students were given the meaning of a word and asked to find the word in the text. Markers deemed this question very straightforward. However, some students failed to identify the word 'mass-produced'. This implied that some students were not aware that a hyphenated word is one word. Instead, they wrote 'mass' or 'produced' only.

Question 11

To answer this question correctly, students had to mention one similarity and one difference. Although most students did well, markers noted that for some students it was easier to come up with a difference than a similarity. Some others wrote 'resembled regular tableware' as a similarity, failing to realize that 'to resemble' and 'be similar to' mean the same thing.

Question 12

This question targeted students' ability to answer literal questions. It was set at a low level of difficulty and almost all students answered correctly.

Question 13

Students were presented with a table listing the features of a rocking horse and asked to complete the table by adding information about each feature. This question required students to categorize information provided in the text and to choose the appropriate words for their answers. Most students answered correctly.

Question 14

This question included three pictures and students were asked to tick the two toys that according to the text were expensive. Most students got this right. Markers commented that the fact that the word

'wealthy' featured in the information about the tea sets and the rocking horses, helped students to easily recognize their value. A few students ticked one toy instead of two and obtained half the mark.

Question 15

Students were presented with another table and asked to write the correct box number in the spaces next to the captions. This required students to make a connection between the caption and the information they had read about each toy. Students did very well in this question.

Questions on the two sections

Students had to refer to both Section 1 and Section 2 to answer questions 16 and 17. These items were set at a medium to high level of difficulty and assessed students' ability to go beyond a literal understanding of the text and make inferences, interpretations and evaluations as required by the question.

Question 16

This question was set in two parts. In the first part, students were meant to reflect on what they had read and say where they think the information was taken from. They were given four choices. Although most students showed that they were familiar with the different genres and had no difficulty choosing 'history magazine', there were some who chose 'storybook' instead. Markers noted that 'diary' and 'comic' were not chosen, which suggests that students are becoming increasingly more aware of text genre features. In the second part, a common incorrect answer was 'wooden toys of the Victorian era'. This meant that students ignored the word 'wooden' in the question or forgot that soldiers were made of 'tin' and tea sets were made of 'porcelain'.

Question 17

This question, which was set at a high level of difficulty, required students to relate personally to the text and come up with ideas based on what they read. In the first part of the question, students needed to choose one toy they would like to own. In the second part of the question, they needed to write two reasons, using ideas and information from the text to support their choice. This proved to be a difficult task for many, with markers noting that responses lacked adequate textual support or provided vague information, such as 'nice', 'great', 'fun' and 'entertaining'. Markers appreciated the fact that the last question in the reading comprehension task was aimed at the high achievers. In fact, this question was appropriately challenging.

B4: The Writing Component

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

The first writing task was an email, between 50 and 60 words long, which carried 10 marks. The second writing task, which required planning and writing a story 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 presented in each task, as specified in the End of Primary Benchmark Guidelines 2021. According to the markers, the tasks set were appropriate to the targeted level and the topics offered were suitable for the age group. 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

Genre: email

Audience: classmate / cousin

Purpose: to decline an invitation

The task assessed the students' ability to write an email in order to decline an invitation to attend a birthday party or play tennis. It required students to use language that showed their ability to be concise, communicate clearly in a coherent and cohesive way, as well as write fluently and accurately. Students were assessed on their skill to convey meaning and to write relevantly and briefly.

Relevance was based on the student's ability to include the appropriate features of an email, namely the recipient's email address, salutation, greeting, ending and signature, as well as politely decline an invitation and give a plausible reason for not being able to attend.

Markers deemed both titles fair and level and age appropriate. More students chose number one (invitation to attend a birthday party) than number two (an invitation to play tennis). This implies that students are more familiar with and relate better to certain situations. Their choice reflects the type of contexts that are commonly set for writing tasks by the class teachers.

Markers also noted that some students were not familiar with the layout of an email, leaving out the salutation and starting the email with the name Val/Jon only, not asking after the other person, ending the email abruptly with no closure, not signing off with the proper salutation, such as best wishes, and not writing the name Danny/Robby at the bottom.

Other points remarked upon by the markers were very basic and repetitive vocabulary, incorrect use of punctuation marks and poor spelling. Some students also wrote in the past tense, as though the party/tennis match had already taken place. In some cases, students did not decline the invitation or declined but did not give a reason.

Task 2 – Write between 140 and 200 words

Genre: story

Audience: readers / judges

Purpose: to enter a story writing competition

In the second writing task, students were presented with a clear context: Your local library is holding a story writing competition for budding authors, and you have decided to enter. The rubrics depicted two situations. In each option, the scene was distinctly set, and students were asked to write a story about what happened.

The longer writing task assessed the students' ability to plan their writing, include relevant details organized 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 story writing, and write relevantly and within the specified range of words. Students were expected to write an introduction, a 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 approach that they felt most comfortable and familiar with. This resulted in a variety of methods, such as web diagrams, mind maps, questions, bullet lists, story outlines, and in some cases illustrations.

Markers remarked that some students succeeded in producing an organized plan with many details, including vocabulary and expressions. Others wrote questions to be answered in the writing. Noticeably, there were several plans relating to the five senses. Common questions in the plan included “What did I see/hear/smell/taste/touch?” as well as “How did I feel?” Some others included the words, build-up, climax and resolution, showing a good understanding of story writing. In some cases, the plan was extremely detailed and included expressions, such as, nook and cranny, on cloud nine, seventh heaven, in the blink of an eye, my jaw dropped, etc. Some students put down words at random, which showed that they were not used to planning. Sometimes there was no correlation between what they wrote in the plan and what they later wrote in the story. A few did not write a plan at all. Markers commented that in some cases, although no plan was written, students still managed to produce a well-structured story.

Story

Markers commented that both options provided the students with an interesting setting that encouraged students to be creative and imaginative. The first option was set in a magical bookshop and asked students to imagine witnessing something extraordinary, while the second option asked students to imagine receiving a new pair of shoes and have something remarkable happen when they wore them. Option Two proved to be the more popular choice. The rubric stated that students should write a story about what happened, reminding them to organize their ideas into paragraphs.

Those students who performed well, wrote in the narrative style, organized their writing in paragraphs introduced by topic sentences, 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 several 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 lasted a whole paragraph. Some students tried to include expressions, but these were sometimes used in the wrong context or students had trouble remembering them accurately.

Students who chose the first option described books flying off the shelves, entering another world after pulling out a book, becoming the character they were reading about in the book, witnessing scenes with fairies and magical creatures, dwellings made of chocolate and sweets, etc. Some students completely ignored the part in the rubric which stated, ‘you witnessed something extraordinary from your hiding place’. Others wrote they were in a library, instead of a bookshop.

Markers noticed that some students who went for the second option entirely missed the word ‘received’ in the rubric and instead started their story by visiting a shoe shop and buying the shoes

themselves. The most common ‘remarkable’ thing was the ability to fly, followed by teleportation and invisibility. Students travelled to far away destinations and explored exciting places. Most of them had a very positive experience, while some were scared and confused and wanted to get rid of the shoes as soon as possible.

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 maximized to further enhance students’ receptive and productive skills and help them improve their performance in English language tasks.

Primary class 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 the appropriate features of the writing 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 2023 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, 29% 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	26%
Learning Outcomes related to measurement	47%
Learning Outcomes related to shapes and space	16%
Learning Outcomes related to data handling	11%
	100%

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

Most candidates performed well in the Mental Paper. The markers described this paper as a “good” and “equitable” paper. The questions included were adequate and provided the necessary amount of challenge. Furthermore, it was noted that the questions were concise, the reading was well-paced and included only the necessary information. The clarity in the language used and the diagrams provided were also commended by the markers. 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.

While the majority of candidates did well in the Mental Paper, some candidates encountered a challenge in different questions. Here are some common mistakes/challenges noted:

- Question 3:** Some candidates gave 1 as an answer to the question about the lines of symmetry in an equilateral triangle.
- Question 5:** When asked to write all the factors of four, many incorrect answers included the multiples rather than the factors.
- Question 15:** A quarter was taken as 250 millilitres by some candidates, meaning they did not realise that it was a quarter of two litres. Accordingly, a common incorrect answer was 1.75 litres. Another common incorrect answer was 1500 millilitres. These candidates did not provide their answer to litres as requested by the question.
- Question 18:** The scale was ignored, misread or misunderstood by many candidates.
- Question 19:** Common errors in this question were 20 or 4000.
- Question 20:** This question proved to be one of the most challenging. A common wrong answer was €24.

C. The Written Paper

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

Question 1 was answered correctly by most of the candidates. This question tested basic routine procedural skills related to addition, subtraction, multiplication, and division. Many of the candidates showed full working.

While many candidates performed well in **Question 2**, an error noted was related to a common misconception, namely that a diagonal in a rectangle is also a line of symmetry. In **Question 2b**, some candidates wrote that the square has 2 lines of symmetry and 4 right angles.

Question 3 focused on Money. Most common mistake noted was in **Question bii** where candidates added the four items (including the laptop), when they only needed to find the total cost of the tablet, mobile phone and television set.

Question 4 was described as a good and clear question by the markers. While many of the candidates performed well in most parts of **Question 4**, **part d** proved to be very challenging the majority of candidates. Many candidates did not indicate the correct position of angles C after a half turn.

Question 5 was about Capacity. While a few candidates struggled with inequalities, most candidates performed well in **part a**. Almost all candidates paid attention to the instruction saying that each card could only be used once. However, more candidates encountered difficulties in the second part of the question, in which they had to tick the best estimate for the capacity of a teacup and a kettle. There were for example candidates who chose 17 litres as the best estimate for the capacity of a kettle.

Many candidates performed well in **Question 6** which focused on Mass. A few candidates found difficulties in reading the scale and a few did not know that $\frac{1}{4}$ kg is equal to 250 g. However, most errors were noted in **part b**, mainly due to the conversion of units to work out the subtraction.

Question 7a assessed candidates on Angles and Directions. Most difficulties were noted in **Question 7a** probably due the term ‘anticlockwise’. **Part b** proved to be more challenging, than the first part of the question. Some candidates failed to calculate the angle of ‘sausages’ part of the pizza (i.e. a quarter of a circular pizza). The markers noted that some candidates did not read the question well. For example, some candidates thought that the sector for eggs had an angle of 45 degrees. Some used a protractor to measure the angles. It was also noted that a substantial number of candidates forgot or did not know that angles in a circle add up to 360 degrees.

Question 8 assessed learning outcomes related to Time and was described as a fair question by the markers. Most candidates did not encounter difficulties in **part a**. In **part b**, one difficulty noted was in giving the answer in 24-hour clock format: some gave a wrong time [in 24-hour clock format] and some other missed this instruction. Another difficulty was converting 125 minutes to hours and minutes. Some candidates considered 125 minutes as 1.25 minutes. Another challenge was noted in **part C**. The following was a common mistake: $12:35 - 10:35 = 01:90$. Many candidates used a timeline to support their working, and this is commendable.

Question 9a asked the candidates for the type of graph shown in the question. Pictograph, Pictogram and Picture Graph were all accepted as correct answers. However, many candidates mistook this for a Bar Graph. A few also wrote the title of the Pictograph instead i.e. “Our Toy Cars”. **Part b** and **part c** presented some difficulties to some candidates. One common error which was noted by markers is that a number of candidates did not realise that the answer to **part C** was to be a fraction, and they wrote a quantity instead.

Question 10 was manageable for many candidates, however **Question 10a (ii)** was challenging for many candidates. Most common error noted was the following procedure: $\frac{3}{4}$ of €6.40. In **Question 10a (i)** a common incorrect answer was €6.4, instead of €6.40 for the total Lara pays for the 2 sandwiches and the drink.

Many candidates did well in **Question 11**. The few errors noted were mostly done in **part b**. This is where the candidates were asked to tick the correct net of a cube.

Question 12 focused on Data Handling. Most common errors were noted in **part c**. Many candidates did not understand the concept of finding the total number of cars from the given mean. Markers also noticed that a good number of candidates instead of working 45×7 and then subtracting, arrived to the answer using trial and improvement i.e. adding different values to 290 and then dividing to check of the answer is 45. This may show that they knew the concept of mean but could not work it out as a 'reverse operation'.

Question 13 assessed Fractions and Decimals. The markers described this question as good question which is well within the grasp of the candidates, and which included open-ended parts that required more reasoning. Some errors noted were the following: incorrectly converting $\frac{1}{2}$ to decimal, and not taking notice of all the instructions in **part b**. A common incorrect answer in **part e** was 4.

Question 14 assessed Mass, Capacity and Time. While some candidates still struggle with accurately drawing hands on a clock (**part c**), a marked improvement was noted from previous years. Another positive fact that was noted is the organisation of working. The most common error noted was in **part c**, where many candidates considered a quarter of an hour as 25 minutes and not as 15 minutes.

In **Question 15a** some candidates did not take notice that the fraction had to be equivalent to $\frac{3}{4}$. A similar error due to lack of focus was seen in **Question 15bi**, where candidates did not give their answer in its simplest form. In **part bii**, some candidates stopped at 10 and did not specify how many more squares had to be shaded.

Question 16 was attempted by many candidates. Candidates did fairly well in this question, or at least in parts of it. The main difficulties noted by markers were the following: working out the area of the door which involved multiplication of a whole by a decimal (**part a**); not subtracting the area of the door (in **part b**); conversion of units (in **parts a and b**).

Overall comments: This paper was described by the markers as “very balanced”, “fair”, “of the required standard” and “student-friendly”. This was attributed to clarity in questions, straightforward language used (free of ambiguity), good use of diagrams and easy to follow marking scheme. According to the markers this written paper assessed a comprehensive range of topics with a well-balanced distribution of questions based on their difficulty level. The markers acknowledged that the difficulty level of the questions was appropriate for candidates working at Year 6 level, aligning with the expected knowledge and skills of the candidates.

This paper included a variety of question types, such as “YES / NO” answers, short answers, and problem-solving questions (routine and non-routine). It also included questions where candidates were asked to provide a reason to justify their answer/s. Hence, the paper included both straightforward questions that tested fundamental concepts and more challenging questions that required candidates to apply their knowledge in a creative way. This balance ensured that the exam evaluated a student's overall mathematical proficiency.

C: Implications for Teaching and Learning

Drawing on the candidates’ performance in the 2023 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 and 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 necessarily linear. A student can start/be working at an abstract level and then go back to the concrete or to the pictorial stage to support or to extend his/her own learning. 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:

- <https://www.sciencecentrepembroke.mt/subjects/mathematics/>
- <http://primarymaths.skola.edu.mt/>
- <https://teleskola.mt/> .

Through these links one can access recorded lessons for all learning outcomes in the Primary Mathematics Learning Programmes 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 2023. 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.

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 2023. 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 2023 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2023.

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

Question Number	Mark allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
II-Fehim mis-Smigh					
Silta 1 – Tahrig A	6	5	4.41	74%	0.40
Silta 1 – Tahrig B	4	2	1.81	45%	0.64
Silta 2 – Tahrig A	4	3	2.56	64%	0.49
Silta 2 – Tahrig B	2	1	1.14	57%	0.28
Silta 2 – Tahrig C	4	4	3.56	89%	0.56
Fehim mill-Qari					
Silta 1 – Tahrig A	2	2	1.61	80%	0.48
Silta 1 – Tahrig B	2	2	1.73	86%	0.62
Silta 1 – Tahrig Ċ	4	4	3.34	84%	0.58
Silta 1 – Tahrig D	2	2	1.68	84%	0.56
Silta 2 – Tahrig A	8	4	4.20	53%	0.88
Silta 2 – Tahrig B	8	4	4.30	54%	0.91
Silta 2 – Tahrig Ċ	4	3	2.53	63%	0.75
Kitba					
Ittra elettronika informali	10	6	5.35	-	-
II-kitba ta' avveniment - Pjan	2	2	1.54	-	-
II-kitba ta' avveniment	18	9	8.53	-	-

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

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	3
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	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)	8
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	1
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	0
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	0
Total	12

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 faired averagely in the writing tasks. The writing tasks given seemed to be rather challenging for the students, even though they did well when planning their long writing task.

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

Question Number	Mark Allocated	Median	Mean	Indices	
				Facility (F)	Discrimination (D)
Listening Comprehension					
Task 1: Question 1	2	2	1.60	80%	0.17
Task 1: Question 2	2	2	1.56	78%	0.46
Task 1: Question 3	4	2	2.16	54%	0.52
Task 2: Question 1	3	3	2.64	88%	0.44
Task 2: Question 2	4	0	1.02	25%	0.24
Task 2: Question 3	5	4	4.29	86%	0.45
Reading Comprehensions					
Reading Comprehension 1					
Question 1	3	2	1.93	64%	0.67
Question 2	3	3	2.55	85%	0.52
Question 3	2	2	1.80	90%	0.49
Reading Comprehension 2					
Question 1	1	0	0.36	36%	0.40
Question 2	2	2	1.92	96%	0.44
Question 3	1	1	0.67	67%	0.38
Question 4	1	1	0.91	91%	0.21
Question 5	1	0	0.39	39%	0.48
Question 6	2	1	1.18	59%	0.48
Question 7	1	1	0.73	73%	0.54
Question 8	1	0	0.49	49%	0.50
Question 9	1	1	0.77	77%	0.38
Question 10	1	1	0.61	61%	0.58
Question 11	1	1	0.75	75%	0.54
Question 12	1	1	0.85	85%	0.52
Question 13	2	2	1.88	94%	0.47
Question 14	1	1	0.98	98%	0.21
Question 15	1	1	0.93	93%	0.45
Question 16	2	2	1.43	71%	0.50
Question 17	2	1	0.36	52%	0.50
Writing					
Task 1: An Email	10	6	5.71	-	-
Task 2: A Story: Plan	2	2	1.69	-	-
Task 2: A Story: Write-up	18	11	10.06	-	-

Table 12: Levels of Difficulty and Discrimination (English)

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	4
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)	2
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	16
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	0
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	1
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	3
Total	26

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 two questions that was on the easy side and it did not discriminate between different ability students. A total of 19 items (73%) in the paper were relatively easy but these questions did discriminate sufficiently between different ability students, except for three questions.

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

The English writing tasks questions set also proved to be appropriate for the students' level with students scoring 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)
Mental Paper					
1	1	1	0.90	90%	0.34
2	1	1	0.87	87%	0.54
3	1	1	0.65	65%	0.47
4	1	1	0.73	73%	0.61
5	1	1	0.73	73%	0.57
6	1	1	0.89	89%	0.52
7	1	1	0.51	51%	0.56
8	1	1	0.74	74%	0.57
9	1	1	0.83	83%	0.57
10	1	1	0.66	66%	0.60
11	1	1	0.80	80%	0.53
12	1	1	0.83	83%	0.46
13	1	1	0.56	56%	0.49
14	1	1	0.74	74%	0.59
15	1	0	0.31	31%	0.37
16	1	1	0.72	72%	0.62
17	1	1	0.74	74%	0.58
18	1	1	0.52	52%	0.57
19	1	0	0.43	43%	0.55
20	1	0	0.23	23%	0.39
Written Paper					
1	4	4	3.79	95%	0.53
2	4	4	3.18	80%	0.60
3	4	4	3.23	81%	0.71
4	4	3	3.23	81%	0.49
5	5	5	4.03	81%	0.74
6	5	5	3.86	77%	0.82
7	5	3	2.95	59%	0.81
8	5	4	3.29	66%	0.81
9	5	4	3.09	62%	0.73
10	5	3	3.34	67%	0.75
11	5	5	4.16	83%	0.58
12	5	3	3.19	64%	0.76
13	6	4	3.35	56%	0.82
14	6	4	3.74	62%	0.84
15	6	4	3.55	59%	0.82
16	6	4	3.69	61%	0.80

Table 14: Levels of Difficulty and Discrimination (Mathematics)

	No. of Items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	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)	2
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	27
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
Total	36

The above values show that students found many of the Mathematics questions relatively easy and that these questions did differentiate well between students of different abilities. Seven questions were found to be of the correct levels of difficulty and discrimination. Only two questions 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 Questions 13 in the Written paper. In the Mental paper, Questions 15, 19 and 20 were on the difficult side, with more than 50% of the students not scoring any marks in these three questions.

6. Conclusion

The End of Primary Benchmark 2023 Report provides information directly related to the teaching and learning processes in schools. The rationale for the Benchmark is to inform the learners as well as their teachers and parents and other stakeholders about performance in the different skills at the end of the Primary cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the underlying principle of the Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

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

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

APPENDICES

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APPENDIX 1



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

LETTER CIRCULAR

Date: 7th October 2022 **Ref:** DLAP 222/2022
To: Heads of Primary Schools (Church and Independent)
From: Carmen Muscat (Education Officer, Assessment of Learning)
Subject: Expression of Intent to Participate in the End of Primary Benchmark 2023

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 2023.

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 21st October 2022.

The link to the online form is: [Expression of Intent to Participate in the End of Primary Benchmark 2023](#)

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



GVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI, L-ISPORT
IŻ-ŻGĦAŻAĠĦ, IR-RIĊERKA U L-INNOVAZZJONI
ID-DIRETTORAT GĦALL-PROGRAMMI TA' TAGĦLIM U ASSESSJAR

ĊIRKULARI

Data: 7 t'Ottubru 2022 **Ref:** DLAP 222/2022

Lill-: Kapijiet tal-Iskejjel Primarji (tal-Knisja u Independenti)

Mingħand: Carmen Muscat (Uffiċjal Edukattiv, Assessjar tat-Tagħlim)

Suġġett: Espressjoni tal-Intenzjoni ta' Parteċipazzjoni fil-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2023

Il-Kapijiet tal-Iskejjel Primarji mis-setturi mhux statali huma ġentilment mitluba jesprimu l-intenzjoni tagħhom rigward il-parteċipazzjoni tal-iskola tagħhom fil-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2023.

Eventwalment dawk l-iskejjel li ser jieħdu sehem fil-Benċmark 2023 se jintalbu **jirreġistraw l-istudenti kollha tas-Sitt Sena**. L-eżenzjonijiet minn dawn l-eżamijiet ikunu permessi biss għal dawk l-istudenti li għandhom rapport professjonali li jesigi dan.

Il-formula onlajn jenħtieġ li timtela' sa nhar il-Ġimgħa 21 t'Ottubru 2022.

Il-ħolqa għall-formula onlajn hija:

[Espressjoni tal-Intenzjoni ta' Parteċipazzjoni fil-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2023](#)

Grazzi tal-kooperazzjoni.

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

APPENDIX 2



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

LETTER CIRCULAR

Date: 8 November 2023 **Ref:** DLAP 268/2022

To: Permanent Secretary, Directors General, CIO, Directors, Heads of College Network and Heads of Schools (State and Non-State), Education Officers and Heads of Entities.

From: Carmen Muscat – Education Officer (Assessment of Learning)

Subject: End of Primary Benchmark 2023 – Provision of Access Arrangements and Exemptions

In preparation for the End of Primary Benchmark 2023 sessions, primary 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)
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_2023_acc_arrang_exemptions_handbook.pdf

All applications and duly filled in e-templates are to be submitted to the Educational Assessment Unit (benchmark@ilearn.edu.mt, cc: julie.attard@ilearn.edu.mt) by **Friday 16th December 2022**. 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



GVVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI, L-ISPORT
IŻ-ŽĠHAŻAĠĦ, IR-RIĊERKA U L-INNOVAZZJONI
ID-DIRETTORAT GĦALL-PROGRAMMI TA' TAGĦLIM U ASSESSJAR

ĊIRKULARI

Data: 8 ta' Novmbru 2022

Ref: DLAP 268/2022

Lill-: Segretarju Permanenti, Diretturi Generali, CIO, Diretturi, Kapijiet tan-Netwerk tal-Kulleġġi, I-Kapijiet tal-Iskejjel (tas-Setturi kollha), EOs, Kapijiet ta' Entitajiet

Mingħand: Carmen Muscat – Uffiċjal Edukattiv (Assessjar tat-Tagħlim)

Suġġett: Il-Benċmark 2023 – L-Għoti ta' Arranġamenti ta' Aċċess u Eżenzjonijiet

Bi tnejn għall-Benċmark ta' Tmiem il-Primarja 2023, l-iskejjel jistgħu japplikaw għall-għoti ta' arranġamenti t'aċċess 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'aċċess u l-eżenzjonijiet ikunu meqjusa bħala parti integrali mill-proċess tat-tagħlim.

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

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.
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-ħolqa 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_2023_acc_arrang_exemptions_handbook.pdf

L-applikazzjonijiet kollha u l-e-templates mimlijin kif suppost iridu jintbagħtu lit-Taqsima tal-Assessjar Edukattiv (benchmark@ilearn.edu.mt, cc: julie.attard@ilearn.edu.mt) sal-Ġimgħa 16 ta' Diċembru 2022. 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'Aċċess 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 2023

Educational Assessment Unit

End of Primary Benchmark 2023

Procedures
for
Access Arrangements and Exemptions

Contents

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Rationale

This procedural handbook gives an overview of application to the provision of Access Arrangements and Exemptions for the End of Primary Benchmark 2023 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 2023

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
- 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 2020 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_2023_acc_arrang_template.xlsx

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 2020 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_2023_exemptions_template.xlsx

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_2023_exemp_migrants_template.xlsx

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)
- 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_2023_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 2020) 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 2020 or more recently.**

The **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 2020 or more recently.

- b) Students who have been referred to the SpLD or SPS¹, or the Psychology Service or the Dyslexia Specialist within the Secretariat for Catholic Education before December 2022 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.

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

- e) Students whose parents/guardians have informed the school that they will be having the relevant documentation privately drawn and presented to the school by end of February 2023.

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 2023 – Access Arrangements e-Template** to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Friday 16th December 2022**.

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 Specific 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) by the end of November 2022.

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_2023_exemptions_template.xlsx

and email it, with subject title: **BM 2023 – Exemption (Learning Difficulties) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Friday 16th December 2022**.

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_2023_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/Goza.
 3. The completed e-Template is to be emailed, with subject title: **BM 2023 – Exemption (Migrants) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Julie Attard at julie.attard@ilearn.edu.mt by **Friday 16th December 2022**.
 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: 25981660

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.

Directorate for Learning and Assessment Programmes

**SPECIFIC LEARNING DIFFICULTIES SERVICE
REFERRAL FORM**

CONFIDENTIAL

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

	Yes	No
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)*

	Yes	No
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: _____	

GENERAL DATA PROTECTION POLICY
<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>

PARENTAL / LEGAL GUARDIAN CONSENT	
<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>	
Parent / Legal Guardian 1	Parent / Legal Guardian 2
Name & Surname:	Name & Surname:
I.D. Card no.:	I.D. Card no.:
Signature:	Signature:
Date:	

APPENDIX 3



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

LETTER CIRCULAR

Date: 28 November 2022 **Ref:** DLAP 283 /2022

To: Permanent Secretary, Directors General, CIO, Directors, Heads of College Network, Heads of School (State and/or Non-State), EOs, Heads of Entities

From: Carmen Muscat (Education Officer, Assessment of Learning)

Subject: Guidelines and Timetable for the End of Primary Benchmark 2023 (First Session)

The first session of the End of Primary Benchmark 2023 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 2023 session.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



GVERN TA' MALTA
MINISTERU GHALL-EDUKAZZJONI, L-ISPORT
IŻ-ŻGHAŻAGĦ, IR-RIĊERKA U L-INNOVAZZJONI
ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGĦLIM U ASSESSJAR

ĊIRKULARI

Data: 28 ta' Novembru 2022

Ref: DLAP 283/2022

Lill-: Segretarju Permanenti, Diretturi Generali, CIO, Diretturi, Kapijiet tan-Netwerk tal-Kulleġġi, I-Kapijiet tal-Iskejjel (tas-Setturi kollha), EOs, Kapijiet ta' Entitajiet

Minghand: Carmen Muscat (Uffiċjal Edukattiv, Assessjar tat-Tagħlim)

Suġġett: Linji Gwida u t-Timetable għall-Benċmark 2023 (L-Ewwel Sessjoni)

L-ewwel sessjoni tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja 2023 ser tinzamm 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 2023.

Grazzi tal-kooperazzjoni.

Is-Sa Sandra Ebejer

Direttriċi

Id-Direttorat għall-Programmi ta' Tagħlim u Assessjar

End of Primary Benchmark Guidelines

2023

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:

Wednesday 24 May 2023	—	Mathematics Mental Mathematics Written
Thursday 25 May 2023	—	School Day
Friday 26 May 2023	—	Maltese Speaking
Monday 29 May 2023	—	Maltese Writing Maltese Listening Comprehension Maltese Reading Comprehension
Tuesday 30 May 2023	—	English Speaking
Wednesday 31 May 2023	—	English Writing English Listening Comprehension English Reading Comprehension

The End of Primary Benchmark 2023 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 268/2022.
- Hearing-impaired candidates may be assigned a **Communicator** (provided by the Students' Services Section).as per Letter Circular DLAP 268/2022.
- 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 268/2022).

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.

- 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. This was a new provision introduced in Benchmark 2022. 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 268/2022. 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 268/2022. 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-nformation/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 268/2022.

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://primarymaths.skola.edu.mt/>

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

ENGLISH and MALTESE

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

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

Listening (20%)

There will be **two** listening tasks:

- The first task will consist of a short text or a small number of short texts of about 300 words such as: *dialogues; conversations; announcements; monologues; instructions; directions; descriptions; and news bulletins, including weather reports.*
- The second task will be about 500 words long and 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-Theyjija* which is not assessed.
- The second is *an Interview / l-Intervista* and each student will be asked questions on one topic.
- The third and fourth tasks will consist of two of the following: *Compare and Contrast / Qabbel; Inverted Interview / Staqsini Inti; Single Picture / Stampa Waħda; Picture Story / Stampa Storja; or Thematic Picture / Stampa dwar Tema.*

Reading (30%)

The reading component will comprise two parts:

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

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

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

Students will be asked to answer a range of comprehension questions requiring them to *write words or numbers in gaps; underline, circle, or tick the correct answer; match; mark a statement as True 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 and Data Handling. 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 2023.

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.

Linji Gwida għall-Benċmark ta' Tmiem il-Primarja

2023

1. Il-Kap tal-Iskola huwa l-Kap taċ-Ċentru u huwa responsabbli għalkollox fit-tmexxija mingħajr xkiel tal-Benċmark fl-iskola tiegħu/tagħha.
2. Fi granet differenti qabel u waqt il-Benċmark, l-iskejjel se jirċievu l-karti tal-eżamijiet relevanti. Membri nominati tal-amministrazzjoni tal-iskola se jirċievu ukoll aċċess tal-**OneDrive folder** li fiha ssibu l-komponent tas-Smiġħ tal-karti tal-Malti u tal-Ingliš 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-gurnata 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.

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

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 ntużaw u dawk li ma ntużawx, 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, preferibilmment 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 mqabbad/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:

L-Erbgħa 24 ta' Mejju 2023	–	Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika
Il-Ħamis 25 ta' Mejju 2023	–	Ġurnata tal-Iskola
Il-Ġimgħa 26 ta' Mejju 2023	–	It-Taħdit bil-Malti
It-Tnejn 29 ta' Mejju 2023	–	Il-Karta Miktuba tal-Malti Il-Fehim mis-Smigh bil-Malti Il-Fehim mill-Qari bil-Malti
It-Tlieta 30 ta' Mejju 2023	–	It-Taħdit bl-Ingliż
L-Erbgħa 31 ta' Mejju 2023	–	Il-Karta Miktuba tal-Ingliż Il-Fehim mis-Smigh bl-Ingliż Il-Fehim mill-Qari bl-Ingliż

L-eżamijiet tal-Benċmark 2023 se jkunu mifruxa fuq sitt ijiem, b'waqfa bejn eżami u ieħor. L-għan hu li dawn l-eżamijiet jgħinu lill-istudenti billi jagħtuhom aktar ħin biex jippreparaw lilhom infushom aħjar bejn eżami u ieħor u b'hekk tonqos l-ansjetà żejda.

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 mezzi ohra ta' korrezzjoni simili ma jistghux 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 **l-Ħin Żejjed**. Dan ifisser li l-Ħin Żejjed qed jiġi pprovdut lill-kandidati kollha.
- Jekk u meta jkun meħtieġ, l-għalliema 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 268/2022.
- Studenti li jbatu mis-smiġħ jistgħu jingħataw **Komunikatur** skont iċ-Ċirkulari DLAP 268/2022. 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-viżiv izda l-iskola jeħtieġ li tipprovdi impjegat biex iħaddem l-apparat u jissorvelja lill-istudenti (skont iċ-Ċirkulari DLAP 268/2022).

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.

- L-istudenti li jikkwalifikaw għall-qarrej elettroniku għall-Fehim mill-Qari fil-Malti u/ jew fl-Ingliż, se jkunu jistgħu jissegwu rekording diġitali tar-rubriki u t-titoli tal-karti tal-Kitba tal-Malti u/jew tal-Ingliż. Dan l-arrangament t'access kien introdott fis-sessjoni tal-Benchmark tal-2022. 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 sħabhom 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 268/2022. 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 ħadra, il-kelma li l-istudent kellu f'moħħu jikteb, billi jispelli b'mod korrett.

- Fil-każ tal-Matematika, jista' jingħata **Qarrej** għas-sessjoni tal-Kitba skont iċ-Ċirkulari DLAP 268/2022. Jekk ikun hemm hteġa ta' Qarrej, dan għandu jingħata mill-iskola.
- *Reading pens* huma permissibbli waqt il-Benchmark. Dawn jistgħu jintużaw jekk l-istudent ikun diġà għamel użu minnhom waqt il-proċess tat-tagħlim tiegħu matul is-Sitt Sena. Ir-*Reading pens* li huma permissibbli m'għandhomx ikollhom fihom id-dizzjunarju jew it-teżawru, jew xi faċilità oħra ta' hażna tad-data. Il-politika dwar l-Użu tar-Reading Pens waqt l-Eżamijiet maħruġa mit-Taqsima tal-Assessjar Edukattiv għandha tiġi osservata. Għal aktar tagħrif dwar din il-politika, iċċekkja l-ħolqa t' hawn taħt:

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 268/2022.

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

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://primarymaths.skola.edu.mt/>

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

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

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

L-istudenti jingħataw il-ħin biex jiċċekkjaw it-tweġibiet 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.*

II-Qari (30%)

Il-komponent tal-qari fih żewġ partijiet:

- L-ewwel parti tkun waħda minn dawn it-testi: *tpiġġija, stampa jew sett stampi bi ftiit test; orarji jew skedi ħfief; testi qosra bħal avvizi, tabelli/sinjali, powsters, istruzzjonijiet, direzzjonijiet, riklami, 'blurbs', u messagġi.*
L-istudenti jintalbu jaħdmu eżerċizzji minn dawn: *jimlew il-vojt bi kliem jew numri, jaqtgħu linja taħt it-tajba, jagħmlu ċirku madwar, jimmarkaw it-tweġiba t-tajba, iqabblu, ikomplu jimlew tabelli b'informazzjoni, u jagħtu tikketta lil stampa jew tpiġġija 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%). Fiż-żewġ kitbiet, l-ortografija, il-puntegġjatura, u l-grammatika jiġu assessjati minħabba l-importanza tagħhom. L-eżerċizzju tat-tnejn għall-kitba (il-pjan) ma jkunx assessjat għall-preċiżjoni.

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

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

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

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

IL-MATEMATIKA

Il-Benċmark tal-Matematika fih żewġ karti:

- **Il-Karta Mentali** jkollha 20% tal-marki u tieħu kwarta (15-il minuta);
- **Il-Karta Miktuba** jkollha 80% tal-marki u tieħu 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 mħegġa jużaw l-ispazju pprovdut għal xogħolhom.

Il-Karta Mentali (20%)

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

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

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

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

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

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

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 u t-Thaddim tad-Data (*Number and Algebra; Measures, Shape and Space u Data Handling*). 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 ħafna mill-mistoqsijiet jeħtiegu t-thaddim ta' għarfien matematiku u raġunar biex l-istudenti jsoġvu 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 rispettivi tagħhom f'Settembru 2023.

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 tircievi r-riżultati.

END OF PRIMARY BENCHMARK 2023 – TIMETABLE (First Session)					
<i>Wednesday 24 May</i>	<i>Thursday 25 May</i>	<i>Friday 26 May</i>	<i>Monday 29 May</i>	<i>Tuesday 30 May</i>	<i>Wednesday 31 May</i>
8.45 – 9.00	School Day	Maltese Oral Component	8.40 – 9.45	English Oral Component	8.40 – 9.45
(15 minutes) Mathematics Mental Paper			(5 minutes) Read the questions (60 minutes) Maltese Writing		(5 minutes) Read the questions (60 minutes) English Writing
9.00 – 9.15 <i>15 min Break</i>			9.45 – 10.15 <i>30 min Break</i>		9.45 – 10.15 <i>30 min Break</i>
9.15 – 10.50			10.15 – 10.50		10.15 – 10.50
(5 minutes) Read the questions (1h 30min) Mathematics Written Paper			(5 minutes) Read the questions (30 minutes) Maltese Listening Comprehension		(5 minutes) Read the questions (30 minutes) English Listening Comprehension
			10.50 – 11.05 <i>15 min Break</i>		10.50 – 11.05 <i>15 min Break</i>
			11.05 – 12.00		11.05 – 12.00
			(5 minutes) Read the questions (50 minutes)* Maltese Reading Comprehension		(5 minutes) Read the questions (50 minutes)* English Reading Comprehension

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

N.B. On Monday 29 May and Wednesday 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 2023 - L-Orarju (L-Ewwel Sessjoni)					
<i>L-Erbgħa 24 ta' Mejju</i>	<i>Il-Ħamis 25 ta' Mejju</i>	<i>Il-Ġimgħa 26 ta' Mejju</i>	<i>It-Tnejn 29 ta' Mejju</i>	<i>It-Tlieta 30 ta' Mejju</i>	<i>L-Erbgħa 31 ta' Mejju</i>
8.45 – 9.00	Ġurnata tal-Iskola	Il-Malti It-Taħdit	8.40 – 9.45	L-Ingliż It-Taħdit	8.40 – 9.45
(15-il minuta) Il-Matematika Il-Karta Mentali			(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti Il-Kitba		(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliż Il-Kitba
9.00 – 9.15 <i>Waafa ta' kwarta</i>			9.45 – 10.15 <i>Waafa ta' nofs siegħa</i>		9.45 – 10.15 <i>Waafa ta' nofs siegħa</i>
9.15 – 10.50			10.15 – 10.50		10.15 – 10.50
(5 minuti) Qari tal-mistoqsijiet (Siegħa u nofs) Il-Matematika Il-Karta Miktuba			(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh		(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliż Il-Fehim mis-Smigh
			10.50 – 11.05 <i>Waafa ta' kwarta</i>		10.50 – 11.05 <i>Waafa ta' kwarta</i>
			11.05 – 12.00		11.05 – 12.00
			(5 minuti) Qari tal-mistoqsijiet (50 minuta) * Il-Malti Il-Fehim mill-Qari		(5 minuti) Qari tal-mistoqsijiet (50 minuta) * L-Ingliż Il-Fehim mill-Qari

* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

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

APPENDIX 4



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

LETTER CIRCULAR

Date: 17 January 2023

Ref: DLAP 008/2023

To: Permanent Secretary, Directors General, Directors, CIO, Heads of College Network, Education Officers, Heads of Primary Schools (State and Non-State)

From: Carmen Muscat (Education Officer, Assessment of Learning)

Subject: End of Primary Benchmark 2023 – 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 2023.

Four online training sessions will be taking place on 13, 14, 15, and 16 February 2023 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 2023 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 BM2023](#)

Applications are to be submitted by **Friday, 27 January 2023**.

Thank you for your cooperation.

Sandra Ebejer
Director,
Directorate for Learning and Assessment Programmes



GVERN TA' MALTA
MINISTERU GĦALL-EDUKAZZJONI, L-ISPORT
IŻ-ŽGĦAŽAĠĦ, IR-RIĊERKA U L-INNOVAZZJONI
ID-DIRETTORAT GĦALL-PROGRAMMI TA' TAGĦLIM U ASSESSJAR

ĊIRKULARI

Data: 17 ta' Jannar 2023

Ref: DLAP 008/2023

Lill-: Segretarju Permanenti, Diretturi Ġenerali, Diretturi, CIO, Kapijiet tan-Netwerk tal-Kulleġġi, EOs, Kapijiet tal-Iskejjel Primarji tal-Istat, Knisja u Indipendenti

Mingħand: Carmen Muscat (Uffiċjal Edukattiv, Assessjar tat-Tagħlim)

Sugġett: Il-Benċmark 2023 – Sessjoni ta' Taħriġ għall-Assessuri u l-Interlokuturi għall-Komponent tat-Taħdit

Il-Kapijiet tal-Iskejjel huma ġentilment mitluba biex jidentifikaw għalliema sabiex jattendu sessjoni ta' taħriġ immirata għall-assessuri u l-interlokuturi godda għall-komponenti tat-Taħdit tal-Malti u tal-Ingliš fl-eżamijiet tal-Benċmark 2023.

Se jsiru erba' sessjonijiet ta' taħriġ onlajn fit-13, 14, 15 u 16 ta' Frar 2023 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-2023, 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-ħolqa:

[Sessionijiet ta' Taħriġ għall-Assessuri u l-Interlokuturi BM2023](#)

L-applikazzjonijiet għandhom jiġu sottomessi sal-Ġimgħa, 27 ta' Jannar 2023.

Grazzi tal-kooperazzjoni.

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

APPENDIX 5



LETTER CIRCULAR

Date: 24^h April 2023 **Ref:** DLAP 095/2023

To: Permanent Secretary, Directors General, CIO, Directors, Heads of College Network, Heads of School (State and/or Non-State), EOs, Heads of Entities

From: Carmen Muscat – Education Officer, Assessment of Learning

Subject: End of Primary Benchmark June 2023 (Second 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 **12 and 15 June 2023**. 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, 24 April 2023** from the Educational Assessment Unit, 32 Joseph Abela Scolaro Street, Hamrun (located within the grounds of the ex-Maria Assumpta Girls' Secondary School) or from the Education Office, Victoria, Gozo. The application form may also be downloaded at www.curriculum.gov.mt. Completed application forms need to be returned to the Educational Assessment Unit, Hamrun (phone 25982186 for an appointment) or the Education Office, Victoria, Gozo. Applicants may also scan and send their application via email to 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, 5 May 2023**.

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 2023**.

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

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

END OF PRIMARY BENCHMARK (Year 6) - JUNE 2023 (2nd Session)			
<i>Monday 12 June</i>	<i>Tuesday 13 June</i>	<i>Wednesday 14 June</i>	<i>Thursday 15 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00 – 18.30
(5 minutes) Reading the questions (60 minutes) Maltese Writing	(5 minutes) Reading the questions (60 minutes) English Writing	(15 minutes) Mathematics Mental Paper	Maltese Oral Component and English Oral Component
16.05 - 16.25 20 min Break	16.05 - 16.25 20 min Break	15.15 - 15.30 15 min Break	
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05	
(5 minutes) Reading the questions (30 minutes) Maltese Listening Comprehension	(5 minutes) Reading the questions (30 minutes) English Listening Comprehension	(5 minutes) Reading the questions (1h 30min) Mathematics Written Paper	
17.00 – 17.15 15 min Break	17.00 – 17.15 15 min Break		
17.15 – 18.10	17.15 – 18.10		
(5 minutes) Reading the questions (50 minutes)* Maltese Reading Comprehension	(5 minutes) Reading the questions (50 minutes)* English Reading Comprehension		

* 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. (Please refer to Letter Circular DLAP 283/2022 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, 5 May 2023**.

Thank you for your cooperation.

Sandra Ebejer
Director
Directorate for Learning and Assessment Programmes



GVERN TA' MALTA
 MINISTERU GHALL-EDUKAZZJONI, L-ISPORT
 IŻ-ŻGĦAŻAĠĦ, IR-RIĊERKA U L-INNOVAZZJONI
 ID-DIRETTORAT GHALL-PROGRAMMI TA' TAGĦLIM U ASSESSJAR

ĊIRKULARI

Data: 24 ta' April 2023

Ref: DLAP 095/2023

Lill-: Segretarju Permanenti, Diretturi Generali, CIO, Diretturi, Kapijiet tan-Netwerk tal-Kulleġġi, I-Kapijiet tal-Iskejjel (tas-Setturi kollha), EOs, Kapijiet ta' Entitajiet

Minghand: Carmen Muscat – Uffiċjal Edukattiv, Assessjar tat-Tagħlim

Suġġett: Il-Benċmark ta' Tmiem il-Primarja Ġunju 2023 (It-Tieni Sessjoni) – Sejha għall-Applikazzjonijiet u l-Iskeda

1. It-tieni sessjoni tal-Benċmark ta' Tmiem il-Primarja ser issir bejn **it-12 u l-15 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, 24 ta' April 2023** 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. Wara li jimtlew, l-applikazzjonijiet jistgħu jittiehdu fit-Taqsima tal-Assessjar Edukattiv, il-Ħamrun (ċempel għal appuntamenti fuq 25982186) 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.

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, 5 ta' Mejju 2023**.

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 wieħed 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 2023**.

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'pothom 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.

IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) - ĠUNJU 2023 (It-Tieni Sessjoni)			
<i>It-Tnejn 12 ta' Ġunju</i>	<i>It-Tlieta 13 ta' Ġunju</i>	<i>L-Erbgħa 14 ta' Ġunju</i>	<i>Il-Hamis 15 ta' Ġunju</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	
(5 minuti) Qari tal-mistoqsijiet (Siegħa) Il-Malti <i>Il-Kitba</i>	(5 minuti) Qari tal-mistoqsijiet (Siegħa) L-Ingliż <i>Il-Kitba</i>	(15-il minuta) Il-Matematika <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	Il-Malti <i>It-Tahdit</i>
(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti <i>Il-Fehim mis-Smigh</i>	(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliż <i>Il-Fehim mis-Smigh</i>	(5 minuti) Qari tal-mistoqsijiet (Siegħa u 30 minuta) Il-Matematika <i>Il-Karta Miktuba</i>	U
17.00 – 17.15 <i>Waqfa ta' 15-il minuta</i>	17.00 – 17.15 <i>Waqfa ta' 15-il minuta</i>		L-Ingliż <i>It-Tahdit</i>
17.15 – 18.10	17.15 – 18.10		15.00
(5 minuti) Qari tal-mistoqsijiet (50 minuta)* Il-Malti <i>Il-Fehim mill-Qari</i>	(5 minuti) Qari tal-mistoqsijiet (50 minuta)* L-Ingliż <i>Il-Fehim mill-Qari</i>		

* 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 jitnizzlu mis-sit www.curriculum.gov.mt (Jekk jogħġbok irreferi għaċ-Ċirkulari DLAP 283/2022 għal dawn il-linji gwida.)
5. Talbiet għal eżenzjonijiet minn xi komponent tal-Benċmark ta' Tmiem il-Primarja jew talbiet għall-proviżjoni ta' Arranġamenti ta' Aċċess ikunu kkunsidrati jekk ikollhom magħhom id-dokumentazzjoni rikjesta li kienet ipprezentata għall-Ewwel Sessjoni. Għal aktar informazzjoni jekk jogħġbok ikkuntattja lit-Taqsima tal-Assessjar Edukattiv fuq 2598 2186.

Kandidati li qegħdin japplikaw għat-Tieni Sessjoni bħala kandidati privati (Kategorija A) jistgħu 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-Ingliż;
- Rikording diġitali għall-Kitba (Rubriki u Titoli) fil-Malti u/jew fl-Ingliż.
- Kittieb li jikteb kliem li ma jistax jingħaraf għall-komponenti tal-Kitba tal-Malti u tal-Ingliż;
- Multiplication Tables għall-karta tal-Matematika (Kitba);
- Tipa Kbira (għal studenti neqsin mid-dawl);
- Communicator (għal studenti neqsin mis-smigh).

Dawn il-kandidati għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq 2598 2186 sal-**Ġimgħa, 5 ta' Mejju 2023.**

Grazzi tal-kooperazzjoni.

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

**END OF PRIMARY BENCHMARK 2023
APPLICATION FORM FOR THE SECOND SESSION
12 June – 15 June 2023**

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: _____	
Email Address 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: _____
Statement of Consent (in accordance with the Data Protection Act)	
I hereby give my consent to the Department for Learning and Assessment Programmes for processing the information being supplied with this application. I fully understand that by opting out, this application cannot be processed.	
Parent’s/Guardian’s Signature: _____	Date: _____
<small><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></small>	

**PLEASE FILL IN AND RETURN, TOGETHER WITH A PASSPORT-SIZED PHOTO,
TO: EDUCATIONAL ASSESSMENT UNIT, 32 JOSEPH ABELA SCOLARO STREET, HAMRUN
(by appointment call 25982186)**

OR: THE EDUCATION OFFICE, VICTORIA, GOZO

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

Closing Date: 5 May 2023

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 2023
TIMETABLE**

END OF PRIMARY BENCHMARK (Year 6) - JUNE 2023 (2nd Session)			
<i>Monday 12 June</i>	<i>Tuesday 13 June</i>	<i>Wednesday 14 June</i>	<i>Thursday 15 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	Maltese Oral Component 15.00 and English Oral Component
(5 minutes) Reading the questions (60 minutes) Maltese Writing	(5 minutes) Reading the questions (60 minutes) English Writing	(15 minutes) Mathematics Mental Paper	
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>	
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05	
(5 minutes) Reading the questions (30 minutes) Maltese Listening Comprehension	(5 minutes) Reading the questions (30 minutes) English Listening Comprehension	(5 minutes) Reading the questions (1h 30min) Mathematics Written Paper	
17.00 – 17.15 <i>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)* Maltese Reading Comprehension	(5 minutes) Reading the questions (50 minutes)* English Reading Comprehension		

* Students with a Reader will have an additional 30 minutes

END OF PRIMARY BENCHMARK 2023

- 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 must 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 268/2022 are to contact the Educational Assessment Unit on 25982186 by 5 May 2023.
- No calculators will be allowed in Mathematics. A protractor may be required.

IL-BENĊMARK TA' TMIEN L-EDUKAZZJONI PRIMARJA 2023

- F'Malta, il-komponenti kollha tat-Tieni Sessjoni tal-Benċmark ta' Tmiem 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 eliġibbli għal *Access Arrangements* skont kif indikat fl-Ittra Ċirkulari DLAP 268/2022 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sal-5 ta' Mejju 2023.
- L-użu tal-*calculators* mhux permess waqt il-Matematika iżda wieħed jista' jiġi bżonn l-użu ta' *protractor*.

END OF PRIMARY BENCHMARK (Year 6) - JUNE 2023 (2nd Session)			
<i>Monday 12 June</i>	<i>Tuesday 13 June</i>	<i>Wednesday 14 June</i>	<i>Thursday 15 June</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00 – 18.30
(5 minutes) Reading the questions (60 minutes) Maltese <i>Writing</i>	(5 minutes) Reading the questions (60 minutes) English <i>Writing</i>	(15 minutes) Mathematics <i>Mental Paper</i>	<p style="text-align: center;">Maltese Oral Component</p> <p style="text-align: center;">and</p> <p style="text-align: center;">English Oral Component</p>
16.05 - 16.25 <i>20 min Break</i>	16.05 - 16.25 <i>20 min Break</i>	15.15 - 15.30 <i>15 min Break</i>	
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05	
(5 minutes) Reading the questions (30 minutes) Maltese <i>Listening Comprehension</i>	(5 minutes) Reading the questions (30 minutes) English <i>Listening Comprehension</i>	(5 minutes) Reading the questions (1h 30min) Mathematics <i>Written Paper</i>	
17.00 – 17.15 <i>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)* Maltese <i>Reading Comprehension</i>	(5 minutes) Reading the questions (50 minutes)* English <i>Reading Comprehension</i>		

* Students with a Reader will have an additional 30 minutes

IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) - ĠUNJU 2023 (It-Tieni Sessjoni)			
<i>It-Tnejn 12 ta' Ġunju</i>	<i>It-Tlieta 13 ta' Ġunju</i>	<i>L-Erbgħa 14 ta' Ġunju</i>	<i>Il-Hamis 15 ta' Ġunju</i>
15.00 – 16.05	15.00 – 16.05	15.00 – 15.15	15.00 – 18:30
(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	Il-Malti It-Tahdit U L-Ingliš It-Tahdit
16.05 - 16.25 <i>Waqfa ta' 20 minuta</i>	16.05 - 16.25 <i>Waqfa ta' 20 minuta</i>	15.15 - 15.30 <i>Waqfa ta' 15-il minuta</i>	
16.25 – 17.00	16.25 – 17.00	15.30 – 17.05	
(5 minuti) Qari tal-mistoqsijiet (30 minuta) Il-Malti Il-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (30 minuta) L-Ingliš Il-Fehim mis-Smigh	(5 minuti) Qari tal-mistoqsijiet (Siegħa u 30 minuta) Il-Matematika Il-Karta Miktuba	
17.00 – 17.15 <i>Waqfa ta' 15-il minuta</i>	17.00 – 17.15 <i>Waqfa ta' 15-il minuta</i>		
17.15 – 18.10	17.15 – 18.10		
(5 minuti) Qari tal-mistoqsijiet (50 minuta)* Il-Malti Il-Fehim mill-Qari	(5 minuti) Qari tal-mistoqsijiet (50 minuta)* L-Ingliš Il-Fehim mill-Qari		

* Studenti li għandhom Qarrej ikollhom 30 minuta mizjuda

APPENDIX 6



Department for Curriculum,
Lifelong Learning & Employability

<Name of School>

Record of Achievement Annual Report

Year 2022-23

<Student's Name and Surname>

<Student's ID Card No.>

<Class>

<Class Teacher's Name>

ADDRESS

<School Address>

Published on the 07/07/2023

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.

Parents can use the MySchool Parental Portal to identify how the student attendance was marked on a particular date.

Maltese 6

Continuous Assessment (CA)	85
It-Taħdit (20 marka) - Exam	20
Il-Fehim mis-Smigh (20 marka) - Exam	15
Il-Fehim mill-Qari (30 marka) - Exam	24
Il-Kitba (30 marka) - Exam	22
Exam Total (AE)	81

English 6

Continuous Assessment (CA)	85
Speaking (20 marks) - Exam	20
Listening Comprehension (20 marks) - Exam	14
Reading Comprehension (30 marks) - Exam	26
Writing (30 marks) - Exam	20
Exam Total (AE)	80

Mathematics 6	
Continuous Assessment (CA)	82
Mental Paper (20 marks) - Exam	18
Written Paper (80 marks) - Exam	68
Exam Total (AE)	86

Science 6	
Continuous Assessment (CA)	100
Annual Exam (AE)	73
Global Mark (40% CA + 60% AE)	84

Religious Education 6	
Continuous Assessment (CA)	100
Global Mark	100

Social Studies 6	
Continuous Assessment (CA)	100
Global Mark	100

Art 6	

Drama 6	

Music 6

Teacher Comment

It was great to have you in my Music Class Emma!

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.  Almost 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.  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


Benchmark Additional Info


Qari

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


Kitba







Il-kandidat kapaċi jikteb bla tbatija billi juża espressionijiet 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

Il-kandidat huwa kapaċi jikteb b'Malti tajjeb ix-xogħol tal-kitba mistenni minnu.  Almost Always

Smigh

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

Benchmark Markers Report - Mathematics		
Benchmark Additional Info		
The Number System, Numerical Calculations and Algebra		
The student can recall and apply knowledge related to the number system, numerical calculations and algebra in basic routine situations.		Always
Problem Solving		
The student can apply knowledge and understanding in a variety of relatively complex routine and non-routine situations.		Always
Measurement		
The student can recall and apply knowledge related to measurement in basic routine situations.		Almost Always
Working		
The student can organise working and can explain reasoning (in writing or through representations) in a coherent manner.		Always
Shape and Space		
The student can recall and apply knowledge related to shapes and space in basic routine situations.		Almost Always
Data Handling		
The student can recall and apply knowledge related to data handling in basic routine situations.		Always

Benchmark Median Marks 2022 - 2023	
Median is the middle mark after sorting all the marks in ascending order.	
Maltese	National Median Mark
▪ Il-Tahdit (20 marka)	17
▪ Il-Fehim mis-Smigh (20 marka)	14
▪ Il-Fehim mill-Qari (30 marka)	20
▪ Il-Kitba (30 marka)	16
Total	67
English	National Median Mark
▪ Speaking (20 marks)	18
▪ Listening Comprehension (20 marks)	13
▪ Reading Comprehension (30 marks)	23
▪ Writing (30 marks)	17
Total	71
Mathematics	National Median Mark
▪ Mental Paper (20 marks)	14
▪ Written Paper (80 marks)	59
Total	74
Attendance	
Days Absent excused	9
Days Absent not excused	0
Days Late	0
Days Present	121
School Administration Comment	

<Name of Head of School>
Head of School
<Date>

APPENDIX 7

The Criteria set for each Benchmark Subject

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

Benchmark Markers' Report - Malti

Smigh

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

Qari

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

Kitba

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

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

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

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 8

Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2023

	Malti Orali	Malti Smigh	Malti Fehem mill- Qari	Malti Kitba	Malti Total	English Oral	English Listening	English Reading	English Writing	English Total	Maths Mental	Maths Written	Maths Total
National Median	17.0	14.0	20.0	16.0	67.0	18.0	13.0	23.0	17.0	71.0	14.0	59.0	74.0
School Median	19.5	15.5	21	19.5	75.5	19	13	24	18	75	14	63	75
National Mean	16	14	19	15	64	17	13	22	17	69	13	55	68
National Std Deviation	3.9	3.4	6.2	6.4	16.8	2.9	2.8	5.2	5.9	13.4	4.9	18.2	22.6
School Mean	20	15	21	20	75	19	13	25	19	76	14	63	77
School Std Deviation	0.5	1.8	1.8	2.9	6.6	0.7	1.9	1.8	4.4	5.5	1.6	8.6	9.8

APPENDIX 9



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH
RESEARCH AND INNOVATION
DEPARTMENT FOR CURRICULUM, LIFELONG LEARNING AND EMPLOYABILITY

Educational Assessment Unit

Tel: 25982727

Email: eau@ilearn.edu.mt

MEMORANDUM

Information: X

Date: 13 September 2023

Action Required:

Ref: 04/2023

To: All Heads of Middle Schools

From: Carmen Muscat (Education Officer)

Subject: Delivery of the Benchmark 2023 scripts to Middle Schools

During the week starting 18th September 2023, the Benchmark 2023 scripts of primary schools within your College, will be delivered to your school. This was a recommendation of the Benchmark Review Board. It is intended that schools make internal formative use of these scripts. Students' performance can be reviewed and areas for the improvement in the teaching and learning process can be identified. Scripts need to be retained at school for a minimum period of one year.

Thank you for your co-operation.

Clare Wigg

Assistant Director
Educational Assessment Unit

Soft Versions of all Resources related to
the End of Primary Benchmark 2023
are found on
the Department for Curriculum, Lifelong Learning and
Employability website
www.curriculum.gov.mt
