

English Annual Examination Guidelines

YEAR 5

1. INTRODUCTION

The English Annual Examination – Year 5 targets aspects of language learning set by the Learning Outcomes Framework (2012) and the LOF Supporting Document for Year 5 (Level 6).

The English Annual examination assesses the pupils' receptive and productive language skills. The pupils' ability to understand texts is assessed through the listening and reading comprehension tasks, whereas linguistic competence and performance is measured through the speaking and writing tasks.

Although literature is an integral part of the English curriculum, it is not summatively assessed in the Annual Examination paper. Literature (poetry / prose / drama) is to be assessed throughout the year through regular continuous assessment tasks carried out by the class teacher, as indicated in the LOF Supporting Document for Year 5.

The Language Awareness and Production component, which should be taught implicitly and in a context in the classroom, has been removed from the examination but is still assessed through the productive skills of speaking and writing.

2. THE ENGLISH ANNUAL EXAMINATION IN YEAR 5

The English Examination Paper consists of four components: Speaking, Listening, Reading and Writing. Table 1 below identifies the four different parts of the examination, their duration and weighting.

COMPONENT	DURATION	MARKS (100)	SUMMATIVE EXAM (60%)*
Speaking Task 1: Warmer Task 2: Visual Prompt Task 3: Inverted Interview Task 4: Role Play	8 minutes	20	12%
Listening Task 1: Short audio/audio-visual Task 2: Long audio/audio-visual	30 minutes	20	12%
Reading Task 1: Non-continuous/continuous Task 2: Non-continuous/continuous	45 minutes	30	18%
Writing Task 1: Short Task 2: Long	45 minutes	30	18%

Table 1: The English Year 5 Annual Exam

*The continuous assessment of the five language components (listening, reading, speaking, writing and literature) carried out throughout the scholastic year by the class teacher carry **40%** of the final mark.

3. SPEAKING (20 marks - 12%)

The speaking exam is a face-to-face test with one pupil and the teacher. The exam should take approximately 8 minutes and is issued by the Educational Assessment Unit (EAU). The teacher is to follow the procedures as indicated in the Teacher's Paper, should not improvise and is to refer closely to the Speaking Marking Criteria (page 8) to arrive at a fair and reliable assessment of the pupils' ability to use spoken English.

Table 2 below identifies the four tasks of the speaking examination.

Part	Task	Description	Theme	Resources needed	Duration	Mark
Task 1	Warmer	Pupils share personal information.	Personal Identification and Emotions		1 minute	Not assessed
Task 2	Visual Prompt	Pupils answer a variety of questions.	School and Education Jobs Food and Drink Health and Fitness	Visual Prompts 1 and 2	3 minutes	5 marks
	Inverted Interview	Pupils ask a variety of questions.	Sports and Arts Media Places	Visual Prompts 3 and 4	2 minutes	5 marks
Task 4	Role Play	Pupils act out the part of a character in a dialogue.	Transport Space Travel Shopping The Natural World and Wildlife Feasts and Celebrations	Visual Prompt 5 Prompt Card	2 minutes	10 marks

Table 2: The English Year 5 Speaking Exam

Speaking Task 1: Warmer

The aim of the warmer is to put pupils at ease before the assessed tasks. The pupils are asked to introduce themselves. Pupils may say their name and age and talk about personal things, such as, their families, friends, homes, school, town / village, hobbies, likes and dislikes. Pupils may come prepared for this part of the exam. Prompts for the teacher will be included in the Teacher's Paper.

Speaking Task 2: Visual Prompt

The second task consists of a visual prompt related to the themes identified in Table 2. This task requires pupils to make predictions, describe characters, scenes, objects and pictures, recount events and experiences, express opinion and give clear instructions and directions. Three minutes are allotted for this task.

In Table 3 you will find exemplar questions and the corresponding learning outcomes.

Exemplar Questions	Year 5 Learning Outcomes
<ul style="list-style-type: none">○ What catches your eye when you first look at this picture?○ This is an advert for an event. What do you think this event is going to be about?○ Have you ever used a similar product? Tell me about it.	SR 6.5 I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions.
<ul style="list-style-type: none">○ What is the best thing about living by the sea?○ Do you think this product can really make your life easier? Explain how.○ Would you recommend this book to a friend? Why?	SR 6.9 I can express my own opinions clearly and I can also take turns in a discussion and conversation.
<ul style="list-style-type: none">○ Tell me how you usually spend Sundays.○ Here's a map. How do I get to the cinema from the bakery?○ Can you tell me how to prepare your favourite sandwich?	SR 6.14 I can convey a message containing time sequence and instructions accurately. SR 6.17 I can give clear instructions using a logical sequence to guide an activity.

Table 3: Task 2 Exemplar

Speaking Task 3: Inverted Interview

In the third task, the pupils will be presented with a visual prompt relating to one of the themes identified in Table 2. The task tests the pupils' ability to ask for information, clarification, elaboration and elicit understanding of facts, events or characters. Prompts for the teacher will be included in the Teacher's Paper. Two minutes are allotted for this task and the pupil is expected to ask around 5-8 questions.

Speaking Task 4: Role Play

In the fourth task, the pupils will act out the part of a character in a role play relating to one of the themes identified in Table 2. This task tests the pupils' ability to speak fluently and accurately using the right vocabulary, syntax, pronunciation, intonation and stress in different situations. Prompts for the teacher will be included in the Teacher's Paper. Two minutes are allotted for this task.

4. LISTENING (20 marks – 12%)

The listening exam assesses the pupils' ability to understand audio/audio-visual texts across a range of genres, follow oral instructions and directions and use comprehension skills to respond appropriately. The exam should take approximately 30 minutes and is issued by the Educational Assessment Unit (EAU). The teacher is to follow the procedures as indicated in the Teacher's Paper.

There will be TWO listening tasks. (Refer to Table 1.) Table 4 shows the range of texts and exercises for both tasks.

Text Types			Task Types	
advert	instructions	report	charts (filling)	listing
announcements	interview	short story	circle / underline / tick	matching
conversation	messages	song	drawing	multiple choice
debate	monologue	speech	gaps (filling)	sentences (completion)
description	news bulletin	traffic update	grids (filling)	sequencing
directions	presentation	tourist information	labelling	short answers
film trailer	radio programme	weather forecast	lifting	true or false

Table 4: Listening Text and Task Types

5. READING (30 MARKS - 18%) AND WRITING (30 MARKS - 18%)

The Reading and Writing Examination session is 90 minutes long. Each section takes 45 minutes to complete.

Section A: READING (30 marks – 18%)

The Extracts Booklet contains the short and long reading texts. The texts can be continuous or non-continuous and literary or informational. The short text is approximately 90 to 120 words, while the long reading text is approximately 450 to 600 words. The short reading text may or may not be related to the long reading text. The range of themes is the same as in the Year 5 supporting document. The types of text for short and long reading can be any of the following:

Text 1 (short)	Text 2 (long)
advertisements / blurbs	autobiography
brochure	biography
comic strip/s	diary entry / blog
diagram or set of pictures with some text	excerpt from a novel
infographic	fairy / folk tales
instructions / directions	fantasy
notice/s	historical
pictures with captions	informational
pie chart / graph	legends / myths
postcards	longer formal / informal email
short messages / emails	longer formal / informal letter
short texts, such as tickets, receipts, messages, signs, posters and invitations	newspaper / magazine / website article
timetables / schedules	opinion / viewpoint
	playscript

Table 5: Reading Text Types

The tasks aim to assess the pupils' ability to understand different texts and use a range of comprehension strategies. Constructed responses need not be written in full, but they must demonstrate comprehension. Pupils will not be penalised for punctuation, spelling and grammatical errors, but teachers should still encourage pupils to write legibly and accurately. The range of task types for the short and long reading is the same as outlined in Table 4 (Listening) but in the long reading task, pupils are also expected to produce constructed responses (long answers).

Section B: WRITING (30 marks – 18%)

This part of the exam includes one short writing task and one long writing task. Conventions of spelling, punctuation and grammar apply in both writing tasks and will be assessed accordingly. Pupils are awarded marks for their ability to communicate ideas or information clearly, fluently, accurately, effectively and relevantly. Examples of the marking criteria for Writing Tasks 1 and 2 can be found on pages 9 and 10. The actual marking criteria specific to the relevant writing tasks will be provided to markers as part of the marking scheme. Pupils are encouraged to write a plan but are not to be awarded marks for doing so. Pupils are also encouraged to adhere to the word limit in both writing tasks but will not be penalised for not doing so.

Writing Task 1 (10 marks)

Pupils are given ONE title relating to one of the themes listed in the Year 5 supporting document. They are expected to write between 40 and 50 words.

Writing Task 2 (20 marks)

Pupils are given a choice of two titles and are expected to write between 100 and 140 words about ONE. The genre of these two tasks will be the same but the audience, purpose and theme may differ. The range of themes is the same as in the Year 5 supporting document. The writing should be in paragraph form and should follow the structure determined by the genre.

Short Writing Tasks			Long Writing Tasks	
directions	message	recipe	informal letter / email	story
instructions	poster	short email	non-chronological report	opinion article

Table 6: Writing Genres

Task 2 /Task 3		1	$\frac{1}{2}$	0	Task 2	Task 3	Task 4
Task 4		2	1	0			
Fluency and Interaction		Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.	Can speak slowly using hesitation to rephrase and search for vocabulary.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-corrections.			
Vocabulary		Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.			
Spoken Grammar		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.			
Content and Relevance	Task 2: Visual Prompt	Responses are informative and student shows adequate level of detail in descriptions and retellings.	Responses are generally informative. Student may lack some detail in descriptions and retellings.	Responses are not informative. Student includes little or no information.			
	Task 3: Interview	Can ask relevant wh-questions and open-ended questions to elicit information, clarification, elaboration and understanding of facts, events or characters.	Can ask mostly relevant wh-questions and attempts open-ended questions to elicit information and clarification of facts, events or characters.	Questions are not clear and relevant to the task.			
	Task 4: Role Play	Communicative exchange is clearly relevant to the purpose of the task. Uses body language appropriately and effectively to enhance and support speech. Employs various techniques to enhance oral presentation, such as, pauses, tone and volume.	Communicative exchange is quite relevant to the purpose of the task. Uses some aspects of body language to enhance and support speech. Employs some techniques to enhance oral presentation.	Communicative exchange is not quite relevant (if at all) to the purpose of the task. Uses little or no body language to enhance and support speech. Employs few or limited techniques to enhance oral presentation.			
Pronunciation, intonation and stress		Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.			
Marks per task					/5	/5	/10
Total					/20		

	2	1	0
Content and Relevance	The writing fully satisfies the requirements of the task. It is clear, precise and includes all the relevant information.	The writing addresses some of the requirements of the task. Some of the information is missing.	The writing is unrelated to the task requirements. Content is not focused and is off topic.
Organisation and Structure	Writing is structured and organised in a logical manner, as determined by the genre. Cohesive devices are varied and link together well.	Sentence structure and paragraphs are fairly accurate. Cohesive devices are quite varied and generally correct.	There is little or no attempt to organise the information logically. No or mistaken use of linking words or phrases.
Vocabulary	Vocabulary is wide-ranging and topic-related and suits the audience and purpose.	Vocabulary is limited and mostly inaccurate for the purpose and audience	Vocabulary is inappropriate and inaccurate throughout.
Language Use	Sentences start in different ways, vary in length and express a complete thought. Sentence structure is accurate.	Sentences are basic but complete. Sentence structures sometimes cause difficulties for the reader.	Sentences are incomplete and include many errors.
Spelling and Punctuation	There are no spelling or punctuation mistakes.	1-4 spelling or punctuation mistakes	5 or more spelling or punctuation mistakes

	4	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under-developed. Task is hardly achieved.	Content is irrelevant. Task is not achieved.
Organisation and Structure	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
Vocabulary	Wide-ranging and appropriate vocabulary	Very good range and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
Language Use	Varied and accurate grammatical structures and syntax Excellent choice of expression	Quite varied and mostly accurate grammatical structures and syntax Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax Very poor choice of expression and inaccurate
Spelling and Punctuation	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and hardly any use of punctuation (10 or more different mistakes)

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You may also refer to the official Curriculum website

<https://curriculum.gov.mt/en/Pages/Home.aspx>



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