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*General Notice No. 257 of 2020*

#### LEGAL SUPPLEMENT

The undermentioned Proclamation and Government Notices are published in the Legal Supplement to this number of the *Government Gazette*:

Assumption of Office by the Acting President of the Republic, His Excellency Mr. Marie Cyril Eddy BOISSÉZON, G.O.S.K.

(Proclamation No. 4 of 2020)

The Legal Fees and Costs (Amendment) Rules 2020.

(Government Notice No. 40 of 2020)

The Supreme Court (Jury Lists and Panels) (Amendment) Rules 2020.

(Government Notice No. 41 of 2020)

Prime Minister's Office,  
Port Louis.

This 27<sup>th</sup> February, 2020.

*General Notice No. 258 of 2020*

**THE EDUCATION ACT**

**Annual Programme for the National Certificate of Education (NCE)  
Assessment for 2020**

Notice is hereby given that pursuant to Regulation 18A (3) of the Education Regulations, the Minister of Education, Tertiary Education, Science and Technology has approved the following Annual Programme for the National Certificate of Education (NCE) Assessment 2020 set out hereunder.

**L. D. DOOKUN-LUCHOOMUN**  
*Minister of Education, Tertiary  
Education, Science and Technology*



*Let the mind manage the body  
Que l'esprit gère le corps*

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**Mauritius Examinations Syndicate**

**Annual Programme for the  
National Certificate of Education (NCE)  
Assessment for 2020**

# **PROGRAMME FOR THE NCE ASSESSMENT**

## **CONDITIONS, RULES AND SYLLABUSES**

*Correspondence should be addressed to:*

**The Director  
Mauritius Examinations Syndicate  
Réduit – 80834**

Tel no.        4546487, 4038400  
Fax no.        4547675  
Email         [info@mesonline.mu](mailto:info@mesonline.mu)  
Internet       <http://mes.intnet.mu>



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## 1. General introduction

(1) The National Certificate of Education (NCE) assessment shall be conducted annually by the Mauritius Examinations Syndicate (MES).

(2) In this document—

“Asian language” means Hindi, Urdu, Tamil, Telugu, Marathi, or Modern Chinese;

“Continuous basic education” means nine years of continuous education which comprises 6 years of primary schooling in a Government, aided or registered primary school or equivalent; and 3 years of lower secondary schooling inclusive of Grades 7, 8 and 9 in a government or registered secondary school, or equivalent;

“compulsory core subjects” means English, Mathematics, French, Science, Information and Communications Technology, Technology Studies, Business and Entrepreneurship Education, Social and Modern Studies and Art and Design.

“Ministry” means the Ministry of Education, Tertiary Education, Science and Technology;

“non-core subjects” means Performing Arts, Physical Education and Life Skills and Values;

“optional core subject” means any Asian Language, Arabic or Kreol Morisien.

## 2. School candidate

(1) A candidate may be presented as school candidate where he satisfies the requirements of the Education Regulations 1957 made under the Education Act.

(2) A candidate may be entered as a school candidate provided that he satisfies the following conditions —

- (a) he is below the age of 16 in the year in which the NCE is held;
- (b) he is attending a Grade 9 class in a Government or registered secondary school in the year in which is held the NCE and shall be following for the whole year the schedule of studies equivalent to that of Grade 9; and
- (c) he shall have completed the 9 years of continuous basic education at the end of that year.

(3) Any pupil who would otherwise be excluded from the NCE assessment under paragraph (2) may, under exceptional circumstances, on a request made and after consideration of such request and the nature of those exceptional circumstances, be allowed to sit for that assessment, with the approval of the Minister.

### 3. Private candidate

(1) A candidate above the age of 16 who is not attending a Government or registered school may enter for the NCE assessment as a private candidate.

(2) A candidate below the age of 16 who is attending a Government or registered school and has completed the nine years of continuous basic education may enter for the NCE assessment as a private candidate.

(3) A mention shall be made in the certificate issued to the private candidate accordingly.

(4) The interpretation of the terms used in this document shall rest with the Director of the MES.

### 4. Subjects for the assessment

(1) Each core subject shall be assessed through a single written paper at the end of Grade 9 based principally on the Learning outcomes in the Teaching and Learning Syllabus of Grade 9 of the MIE.

#### (2) Compulsory Core Subjects

Subject	Paper Code	Period of Assessment
English	N500	At the end of Grade 9
Mathematics	N510	
French	N520	
Science	N530	
Information and Communications Technology	N540	
Technology Studies	N550	
Business and Entrepreneurship Education	N560	
Social and Modern Studies	N570	
Art and Design	N580	

**(3) Optional core subjects (Asian languages/Arabic/ Kreol Morisien)**

Subject	Paper Code	Period of Assessment
Hindi	N600	At the end of Grade 9
Urdu	N610	
Tamil	N620	
Telugu	N630	
Marathi	N640	
Modern Chinese	N650	
Arabic	N660	
Kreol Morisien	N670	

**(4) Non-core subjects**

Subject	Paper Code	Period of Assessment
Performing Arts	N700	Through School-Based Assessment throughout Grade 9
Physical Education	N710	
Life Skills and Values	N720	

**5. Entry requirements for school and private candidates**

(1) A school candidate taking part in the assessment shall enter for all the compulsory core subjects and at least 2 non-core subjects and may enter for not more than one optional language.

(2) A private candidate shall enter for all compulsory core subjects and may enter for not more than one optional language.

**6. Modes of assessment**

(1) The NCE assessment shall comprise a combination of –

- (a) external assessment conducted by MES for the compulsory and optional core subjects and
- (b) school-based assessment for the non-core subjects.(except for private candidates)

(2) All core subjects shall be assessed through written assessments at the end of Grade 9.



(3) Students at the end of Grade 9 from the regular and extended programmes (as from year 2021) shall take the same assessment paper in each compulsory and optional core subject, as may be applicable.

(4) For the non-core subjects, there shall be school-based assessment which shall be monitored by the MES.

## 7. Grading

(1) The numerical grades for the core subjects at the end of Grade 9 and their corresponding ranges of marks shall be as follows –

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Less than 35

(2) Competency in the non-core subjects shall be based on a three-level scale as follows –

- Proficient
- Intermediate
- Basic

(3) It is the policy of the MES not to disclose marks.



**8. Conditions for National Qualifications Framework Level 2 Qualification**

(1) The NCE shall be recognised as a Level 2 qualification on the National Qualifications Framework provided that candidates have achieved the following minimum requirements –

**Either**

Numerical grade 6 in **six** core subjects including English, French and Mathematics and at least Intermediate Level in **two** non-core subjects

**or**

Numerical grade 6 in **seven** core subjects including English, French and Mathematics and at least Intermediate Level in **one** non-core subject

**or**

Numerical grade 6 in **eight** core subjects including English, French and Mathematics

**9. Method of entry**

(1) Entry as a school candidate

- (a) All entries by schools recognised by the Ministry or the Private Secondary Education Authority (PSEA) shall be made on the forms provided by the MES. These shall be submitted electronically or in hard copies by such date in 2020 for the NCE 2020 as shall be directed by the MES.

(2) Entry as private candidate

- (a) Entry as private candidate shall be made on approved forms at the MES in the month of March/April 2020.
- (b) Subject to paragraph 3, a private candidate under the age of 18 shall be accompanied by his responsible party and produce his original birth certificate and 2 passport-sized photographs for an MES Identity Card.
- (c) A candidate who is 18 years and above shall call in person and produce his national identity card and his original birth certificate.

(3) Late entries

For the NCE, late entries for candidates may be accepted until the 15 of June of the year and the entry is made against payment of a late entrance fee.

(4) Transfer of entry

Candidates may not change their assessment centre once the timetables are issued. However, consideration may be given to special cases supported by evidence which shall include a signed statement made by the Rector of the school certifying the admission of the candidate and a transfer certificate from the school concerned.

**10. Arrangements for a candidate who has an impairment or is affected by adverse circumstances**

(1) Special arrangements

(a) The MES shall endeavour to make special arrangements for any candidate who suffer from –

(i) permanent or long-term impairment; or

(ii) a temporary impairment during the assessment.

(b) These provisions are intended to remove, as far as possible, any adverse effects of the impairment on the candidate's performance and thus enable him to demonstrate his level of attainment. However, the special arrangement shall not give an unfair advantage to such candidate over others.

(c) Applications for special arrangements shall be submitted to the MES together with the entries on the approved form available at the MES. Such requests shall be supported by a medical certificate from a Government Medical Officer.

(d) No special arrangement may be made unless prior approval in writing has been obtained from the MES.

(2) Additional time

A candidate suffering from an impairment may be given additional time where appropriate.

(3) Candidates with a hearing impairment

A candidate with a hearing impairment shall be allowed to use his hearing aids during the assessment.

(4) Candidates with a visual impairment

(a) The MES shall make arrangements to provide a visually impaired candidate with enlarged print question papers.

- (b) In other situations, arrangements shall be made for the candidate to take the assessment in Braille.

(5) Candidates with other impairments

Where a candidate is handicapped by an injury, such as a fractured arm, that impairs the writing of answers, the MES may provide necessary assistance to him during the assessment.

(6) Hospitalised candidate

The MES shall make arrangements for the candidate to take the assessment in hospitals or clinics. Such arrangements may be made only where the institution concerned gives the authorisation and provides the necessary facilities.

### 11. Special consideration

A committee set up at the MES shall consider cases that require special consideration, following applications received from or on behalf of a candidate who –

- (a) suffers from health problems;
  - (b) has been admitted to hospitals/clinics;
  - (c) has suffered bereavement;
  - (d) has language related issues (applicable to newly settled expatriates);
- or
- (e) suffers from any other impairment or disadvantage.

### 12. Timetable

The timetable which includes detailed instructions shall be issued to every candidate well before the assessment.

### 13. Disqualification of candidates

- (1) Attention is drawn to the “*Instructions to Candidates*” issued before each assessment.

- (2) Attention is drawn to the **Important Notice** included in the “*Instructions to Candidates*” –

*“You are responsible for your behaviour. Disciplinary action may be taken by persons in charge of the assessment centre in case of misbehaviour at the centre. The possible disciplinary measures that may be taken against a candidate who engages in behaviour which is substantially disruptive may range from a severe verbal warning to being*



*required to take the assessment in a separate classroom and in extreme cases, disqualification of the candidate."*

(3) Where a candidate has been involved in any breach of the "*Instructions to Candidates*", in any irregularity, misconduct or dishonesty, whatsoever, in connection with the assessment or any of the papers, he may be expelled from the assessment and be refused further admission thereto. His papers or the results thereof may be cancelled and he may be refused entry in subsequent assessments.

(4) Where breaches to the "*Instructions to Candidates*" are widespread at any assessment centre, or where the circumstances in which the assessment is held at any assessment centre are unsatisfactory, the entire assessment at that centre or any one or more papers or the results thereof, in relation to all the candidates at that centre, may be cancelled.

(5) The attention of candidates, teachers and the public in general is drawn to the Mauritius Examinations Syndicate Regulations 1984 made under section 14 of the Mauritius Examinations Syndicate Act and to section 111 of the Criminal Code (Supplementary) Act.

#### **14. Issue of result slips, certificates and statements of results**

(1) Result slips shall be issued to all candidates taking part in the NCE assessment.

(2) A National Certificate of Education shall be issued to all candidates who sit for the assessment.

(3) For school candidates, result slips and certificates shall be sent to Heads of institutions concerned.

(4) For private candidates, result slips and certificates shall be sent to them by post.

(5) The MES reserves the right to amend, if need be, the information given on the result slips, which are sent out before the issue of certificates.

(6) (a) Duplicate copies of certificates and result slips shall not be issued. A statement of results may be obtained, on application, from the syllabus/records section of the MES against payment of such fee as may be determined by the MES.

(b) The following information shall be required –

- (i) full name and address of candidate;
- (ii) name of centre and candidate's index number;
- (iii) name of school (if any);

(iv) year of assessment.

(c) An applicant who is below the age of 18 shall produce his original birth certificate/student's identity card.

(d) An applicant who is 18 and above shall produce his original national identity card.

## **15. Review of scripts**

(1) A candidate who is not satisfied with his assessment results in the core subjects may apply to the Director of the MES for a review of his scripts.

(2) Such application shall be made by the candidate or responsible party, as the case may be, within one week from the date of the release of the results.

(3) Such application shall be made on the official forms available at the MES, and the appropriate fee shall be paid for the review of scripts.

(4) Any review of scripts shall not be done in the presence of candidates concerned or their representatives, nor will the scripts be shown to them or their representatives.

(5) The outcome of the review of the scripts shall be communicated to the candidate or his responsible party, as the case may be, within a reasonable period of time.

(6) A candidate shall be entitled to a refund of the fee if, after the review of his scripts, his results are modified.

(7) The MES shall not be responsible for any loss, damage or inconvenience caused to the candidate, consequent to the review of scripts or delay in communication, owing to reasons beyond its control.

(8) The decision of the MES on the result of the review of scripts shall be final.

## **16. Correction/change of name**

(1) Correction of name

(a) An application for correction of name shall be made to the MES by 1 March of the year following the NCE assessment 2020.

(b) The following documents shall be produced in support –

(i) the original birth certificate;

(ii) a letter from the Head of the institution where the candidate was entered for the assessment; or



(iii) in the case of a private candidate, a letter written by the candidate or by the responsible party (where applicable).

(c) No application shall be entertained after 1 March of the year following NCE assessment 2020.

**(2) Change of Name**

(a) Where a change of name has been made after the entries have been processed, the MES shall be notified immediately so that necessary amendments may be made before the assessment.

(b) No amendment shall be made after the assessment.

**17. Assessment reports**

(1) Reports on the performance of candidates shall be produced after the assessment.

(2) These reports shall be available on the MES website or may be consulted at the Syllabus/Records Section of the MES.

(3) These reports shall also be available for photocopying, against payment of the appropriate fee, at the Syllabus/Records Section of the MES.

**18. Conditions, rules and syllabuses**

(1) The conditions, rules and syllabuses shall be available on the MES website or may be consulted at the Syllabus/Records section of the MES.

(2) Copies of the conditions, rules and syllabuses document may be made available upon request against payment.

# Assessment Syllabuses

## Introduction

The main objectives of the National Certificate of Education (NCE) assessment, which takes place at the end of the Nine-Year Continuous Basic Education (NYCBE) cycle, are to:

1. assess the learning that has taken place and inform all stakeholders about the levels attained;
2. certify the level of attainment of learners in different learning areas;
3. provide evidence for:
  - a. the orientation of students in their choice of subjects and on their education pathways after Grade 9;
  - b. promotion to Grade 10 and
  - c. admission to academies.

At the end of the NYCBE cycle, all students (regular and extended programmes) take the NCE assessment. It is in line with the philosophy defined in the *National Curriculum Framework Grades 7, 8 & 9 (MIE 2016)* and the learning outcomes detailed in the *Teaching & Learning Syllabus Grades 7, 8 & 9 (MIE 2017)* in all the different subjects. These documents published by the Mauritius Institute of Education (MIE) can be accessed on its website at [mie.ac.mu/curriculum.html](http://mie.ac.mu/curriculum.html)

One end-of-year written assessment is set in each of the core subjects while the non-core subjects are assessed through School-Based Assessment (SBA).

The assessment syllabuses give, among others, details on the aims, purpose and assessment objectives in the different subjects. They also give a description of the design of the assessment papers including the duration, total number of marks and weighting of the different assessment objectives.

## ENGLISH

### Introduction

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The NCE assessment in English aims at developing the ability of learners to communicate clearly, accurately and effectively in English. It is designed to encourage learners to read widely and critically and write accurately and coherently, using Standard English. It also seeks to promote the accurate use of grammar, spelling and punctuation, and the acquisition and use of a wide range of vocabulary. It also aims at supporting the development of literary appreciation.

The NCE assessment aims at providing learners with a solid grounding in English, whether they carry on with academic study or move to technical education.

### Purpose of the Assessment

The purpose of the English assessment is to principally assess learners' achievement in English based on the learning outcomes stated in the *National Curriculum Framework Grades 7, 8 & 9 (MIE 2016)* and detailed in the *English Teaching and Learning Syllabus Grades 7, 8 & 9 (MIE 2017)* document.

### Assessment Objectives

Candidates will be assessed on their ability to:

- read a range of texts with understanding;
- express their thoughts and ideas in writing, using the register and tone appropriate to audience and context;
- make accurate use of spelling, grammar and punctuation;
- use a range of appropriate vocabulary;
- use English appropriately;
- show appreciation of literary texts.

### Paper Description

The assessment will be carried out in a single written paper of 2 hours and 15 minutes. It will carry a total of 100 marks. The paper will comprise 10 questions, including a literature component, graded in terms of difficulty.

**Table 1** illustrates the weighting given to the different competencies in English.

**Table 1:** Weighting of Competencies in English

Competency	Weighting
Reading Comprehension	30%
Writing	25%
Grammar and Use of English	35%
Literature	10%



## FRANÇAIS

### Introduction

Le programme d'évaluation du français, dans le cadre de l'obtention du diplôme du National Certificate of Education (NCE), repose intrinsèquement sur le programme d'enseignement et d'apprentissage du français (*Teaching and Learning Syllabus Grades 7, 8 et 9, MIE 2017*), un document qui trouve ses fondements dans le National Curriculum Framework (*MIE 2016*) et qui détaille les compétences à développer pendant les 3 dernières années du cycle du NYCBE.

### Les objectifs du programme d'évaluation

Le programme d'évaluation du français dans le cadre du NCE vise à permettre aux apprenants de démontrer leur maîtrise de la langue et leur appréciation des textes écrits dans la langue au bout de neuf années d'apprentissage de la langue. L'objectif est également de faire des apprenants des utilisateurs confiants et autonomes de la langue.

L'évaluation a pour but de mesurer les acquis des apprenants, après neuf années de *Continuous Basic Education*, en compréhension écrite, expression écrite, grammaire et littérature selon le NCF et le programme d'enseignement et d'apprentissage du français (*MIE, TLS Grades 7, 8 et 9, 2017*).

Seront évaluées, les capacités de l'apprenant à:

- lire, comprendre et apprécier différents types de textes;
- communiquer de façon claire, concise, structurée et efficace;
- maîtriser la grammaire, l'orthographe et la ponctuation;
- faire usage, selon le contexte, d'un ton et d'un registre soutenus et d'un vocabulaire riche et approprié;
- développer sa créativité et esprit de synthèse et d'analyse;
- apprécier la littérature écrite en français.

### Description du questionnaire d'évaluation

Le questionnaire d'évaluation comprendra 10 questions, sera noté sur 100 points et sera d'une durée de 2 heures et 15 minutes. Le **Tableau 2** ci-après illustre la répartition en pourcentage des compétences évaluées dans le questionnaire:

**Tableau 2:** Pourcentage des compétences évaluées en français

Compétence	%
Compréhension Ecrite	30
Expression Ecrite	25
Grammaire	35
Littérature	10

## MATHEMATICS

### Introduction

The learning of Mathematics throughout the NYCBE cycle aims at providing learners with essential mathematical knowledge and skills they need to succeed in their studies and to function in society.

The NCE Assessment in Mathematics is in line with the National Curriculum Framework Grades 7, 8 & 9 (MIE 2016) and with the general philosophy underpinning the Nine Year Continuous Basic Education. In particular, the assessment is based on the learning outcomes stated in the *National Curriculum Framework Grades 7, 8 & 9* (MIE 2016) and detailed in the *Mathematics Teaching & Learning Syllabus Grades 7 to 9* (MIE 2017).

It is important to highlight that the Mathematics curriculum is spiral in nature. The same content strands - Numbers, Geometry, Measures, Algebra, Statistics and Probability - are developed and expanded from Grade 7 to Grade 9. In this way, learners acquire and develop increasingly more complex and refined mathematical knowledge, understanding and skills as they progress through the Grades. Particular emphasis is laid on sense-making and reasoning.

### Aims of the Assessment

The aims of the NCE assessment in Mathematics are to evaluate learners':

- knowledge, conceptual understanding, problem-solving skills and sense-making in the following content strands: Numbers, Geometry, Measures, Algebra, Statistics and Probability;
- ability to apply their mathematical knowledge and skills acquired in various contexts;
- ability to reason logically and communicate their mathematical understanding effectively;
- ability to make meaningful connections between mathematical concepts;
- mastery attained in Mathematics in order to pursue further studies;
- attainment in Mathematics at the end of the Nine-Year Continuous Basic Education programme.



## Purpose of the Assessment

The purpose of the National Certificate of Education Assessment (NCE) in Mathematics is to assess learners' achievement in Mathematics, in terms of the mathematical knowledge and skills they have acquired by the end of the NYCBE cycle. It serves as a basis for reporting on learners' attainment in the subject.

## Assessment Objectives

Learners' attainment in Mathematics will be assessed on the basis of three Assessment Objectives (AOs), namely **Knowing**, **Applying**, and **Reasoning**.

**Knowing** covers the facts, concepts, rules and procedures which learners need to solve problems. In general, questions assessing **Knowing** will require candidates to carry out standard mathematical procedures. These questions may be with or without a context.

**Applying** focuses on learners' ability to apply their mathematical knowledge and skills to solve routine problems. In questions assessing **Applying**, a candidate will be required to think of an appropriate method that can be used in a given context.

**Reasoning** will require candidates to deal with routine and non-routine problems which may be multi-step and may be set in complex contexts. Under **Reasoning**, candidates will be expected to demonstrate their ability to devise their own strategies to solve mathematical problems. Such strategies may encompass more than one method that will lead to a correct solution. The context of these questions may be unfamiliar to candidates. Questions assessing **Knowing**, **Applying** and **Reasoning** may require low, average or high order thinking skills and, thus, can vary in terms of difficulty level.

More specifically, the skills and competencies which candidates will be required to demonstrate under each **AO** are as detailed in Table 3:

**Table 3:** Assessment objectives and their Respective Weighting in the Mathematics Paper

ASSESSMENT OBJECTIVES (AOs)			APPROX. WEIGHTING
AO1	Knowing	Candidates should be able to: <ul style="list-style-type: none"> <li>recall and use specific facts, concepts, rules and formulae;</li> <li>classify numbers, expressions and shapes by common properties;</li> <li>read and interpret simple statements or information;</li> <li>perform simple mathematical operations and routine procedures in varied contexts;</li> </ul>	55 %

		<ul style="list-style-type: none"> <li>• retrieve information from graphs, tables, texts or other sources;</li> <li>• use measuring instruments and choose appropriate units of measurement;</li> <li>• solve simple word problems.</li> </ul>	
<b>AO2</b>	<b>Applying</b>	Candidates should be able to: <ul style="list-style-type: none"> <li>• interpret, use and display data in tables or graphs;</li> <li>• form expressions, equations, inequalities to model problem situations;</li> <li>• draw geometric figures or diagrams that model problem situations;</li> <li>• apply concepts, rules and formulae, appropriate skills, procedures and strategies to solve routine problems.</li> </ul>	35 %
<b>AO3</b>	<b>Reasoning</b>	Candidates should be able to: <ul style="list-style-type: none"> <li>• analyse and use relationships to solve problems;</li> <li>• make sense of multi-faceted information;</li> <li>• develop appropriate strategies to solve non-routine problems in varied contexts;</li> <li>• demonstrate logical reasoning in solving routine and non-routine problems;</li> <li>• interpret information, make inferences and explain their reasoning with clarity;</li> <li>• explain whether results make sense in the context of the problems.</li> </ul>	10 %

### Paper Description

The Mathematics assessment paper will be set as a single written paper. It will carry a total of 100 marks and will be of a duration of 2 hours. The use of calculators will **not** be allowed.

The Mathematics paper will be graded in terms of difficulty across the paper and within sub-questions. Various types of questions will be used in this context such as objective-type questions (e.g., MCQs, Fill-in-the-blanks, True-False, Matching), short-answer questions and structured / long-answer questions.



## **SCIENCE**

### **INTRODUCTION**

According to the National Curriculum Framework, Nine-Year Continuous Basic Education Grades 7, 8 & 9 (NCF) “Science in the curriculum for basic education enhances students’ curiosity, but also helps to develop an inquisitive mind through questioning and investigating” (MIE 2016).

Additionally, the NCF emphasises the development of scientific inquiry skills, relevant attitudes and values in Science, and the understanding of the role of science and technology in society.

The National Certificate of Education (NCE) assessment in Science is in line with the philosophy adopted in the NCF and detailed in the *Teaching and Learning Syllabus (TLS) Grades 7, 8 and 9* (MIE 2017). Furthermore, the assessment is grounded in UNESCO Sustainable Development Goal Four (SDG-4) to ensure inclusive education for all as articulated in the NCF and the *Science Teaching and Learning Syllabus (TLS) Grades 7, 8 and 9* (MIE 2017).

### **AIMS OF THE ASSESSMENT**

The aims of the assessment in Science are to assess the:

- learning that has taken place in Science, inform on the level attained and the ability to pursue further learning in Science;
- development of relevant scientific inquiry skills;
- application of scientific knowledge in everyday life and in problem-solving;
- development of analytical, critical and logical-thinking skills;
- understanding and application of the scientific method;
- understanding of the importance and limitations of Science in society and its use in technology.

### **PURPOSE OF THE ASSESSMENT**

The purpose of the assessment in Science is to assess learners’ achievement in Science based on the learning outcomes stated in the NCF and detailed in the Science TLS. More particularly, the assessment is based on the sub-themes (topics) and specific learning outcomes detailed in the NCF and the TLS at Grade 9 level.

## **ASSESSMENT OBJECTIVES**

### **Knowledge with Understanding**

Learners should be able to demonstrate knowledge with understanding in the following:

- scientific facts, concepts, processes, laws, definitions and phenomena;
- scientific vocabulary and terms linked to the topics being assessed;
- scientific instruments and experimental techniques;
- safety measures and precautions;
- scientific and technological applications in society and in the environment.

### **Application**

Learners should be able to:

- apply their knowledge in everyday life situations;
- use and interpret numerical and other forms of data;
- identify, select, organise and classify relevant information;
- observe and report on given contexts, situations and diagrams;
- use information to identify patterns, report trends and draw inferences;
- present reasoned explanations based on knowledge acquired for scientific phenomena, patterns and relationships.

### **Scientific Inquiry**

Learners should be able to demonstrate their understanding of the scientific method and their ability to apply inquiry skills in:

- following scientific procedures;
- planning and designing a simple scientific experiment;
- making simple hypotheses and predictions;
- drawing conclusions and providing explanations in respect of evidence shown or gathered;
- evaluating solutions to a given problem;
- reporting and communicating findings in a scientific manner;
- supporting ideas with appropriate justifications and evidence;
- demonstrating knowledge of safety precautions that need to be observed.

The assessment objectives and their respective weighting in the Science paper are given in **Table 4**.

**Table 4:** Weighting of the Assessment Objectives in Science

<b>Assessment Objectives</b>	<b>Weighting (%)</b>
Knowledge with Understanding	45 – 50
Application	25 – 35
Scientific Inquiry	20 – 25

### **PAPER DESCRIPTION**

- Science will be assessed in 3 separate papers, Biology, Chemistry and Physics. The order in which candidates will sit for the 3 papers may change from year to year.
- Each of the Biology, Chemistry and Physics papers will be of a duration of 45 minutes and will carry 50 marks.
- Each paper will be graded in terms of difficulty level and will comprise the following types of questions: objective-type, short-structured and open-ended.

## SOCIAL & MODERN STUDIES

### Introduction

Social and Modern Studies (SMS) is a lively and dynamic subject which encourages learners to think about people, society and places and to understand the contemporary world and their place in it through the lens of three social sciences, namely History, Geography, and Sociology.

It provides learners with opportunities to develop attitudes such as respect for others, a sense of responsibility and openness to new thinking and ideas within a three-dimensional framework: temporal, spatial and societal.

### Aims of the Assessment

The aims of the assessment syllabus in Social and Modern Studies are aligned with the Learning Outcomes of the *National Curriculum Framework Grades 7, 8 and 9 (MIE 2016)* and the *Teaching and Learning Syllabus* based on NCF Grades 7, 8 & 9 (MIE 2017).

Candidates will be encouraged to:

- develop a lifelong interest in the ways Social and Modern Studies contribute to a broader and deeper understanding of the world in which they live;
- develop the ability to think about, analyse and evaluate local and global issues;
- understand the importance of envisioning the future by studying the past and present;
- appreciate the importance and significance of change, social and environmental trends and possible alternatives;
- realise the need to care for the diversity of people, places and cultures as well as for the national and international heritage;
- acquire citizenship skills to foster attitudes which uphold democratic values and effective participation in society;
- understand that sustainable development and a just and fair society depend upon an informed citizenship.

### Purpose of Assessment

The purpose of the assessment is to measure the learning achievements of Grade 9 learners in the development of knowledge, skills and values and attitudes in Social and Modern Studies.



## Assessment Objectives

The assessment objectives describe the knowledge, skills and 21<sup>st</sup> century competencies, as outlined in the NCF, which learners are expected to acquire. Learners will be encouraged to develop knowledge and understanding of local and global issues, and to apply a variety of skills in different social, geographical and historical contexts.

For the Grade 9, learners will be assessed on their ability to:

### AO1: Knowledge and Understanding

- demonstrate knowledge of relevant facts, terms and concepts;
- demonstrate understanding of key concepts such as time and space, continuity and change, cause and effect, significance, perspectives and empathy;
- show development of knowledge and understanding of events, societies and places, past and present;
- demonstrate awareness of different issues that influence our local environment.

### AO2: Application Skills

- construct explanations using relevant data and information;
- select and apply knowledge in contexts;
- identify patterns, trends and relationships in information/data presented;
- interpret and use relevant information, data and evidence;
- make inferences and/or find information to support ideas.

### AO3: Analysis, Critical and Creative Thinking Skills

- recognise and distinguish between facts, opinions and values;
- compare and interpret sources and evidence;
- identify and analyse implications or consequences of situations or actions on society and the environment;

- bring together (synthesise) information and ideas/arguments from different sources;
- consider different perspectives objectively and with empathy;
- justify personal positions/opinions and perspectives using evidence and reasoning.

**Table 5** shows the assessment objectives and their respective weighting.

**Table 5:** Weighting of the Assessment Objectives in the Social & Modern Studies Paper

Assessment Objective	Weighting %
Knowledge and Understanding	60
Application Skills	30
Analysis, Critical and Creative thinking Skills	10

### Content Overview

The assessment of Social and Modern Studies will be based on the following content units:

**Unit 1:** Social and economic developments in Mauritius since 1968: achievements and challenges

**Unit 2:** Welfare State, social change and environmental impact

**Unit 3:** Mauritius and its historical links with Europe, Africa and Asia

**Unit 4:** Population Study

**Unit 5:** Thinking about the future

### Paper Description

The Social and Modern Studies Assessment Paper will be of a duration of **2 hours** and will carry a total of **100 marks**. It will consist of two sections. Section A will consist of 5 questions and will carry 50 marks. Section B will consist of 5 questions and will also carry 50 marks.

The paper will consist of the following types of questions: objective type questions such as multiple choice items, alternate response, ticking boxes, fill-in-the-blanks, matching type, word association, drawing and labelling a map/ diagram/picture/graph, completing a diagram or graph, very short answer and short answer questions; structured short answer questions.

The structured short answer questions may be based on stimulus materials such as primary and secondary sources presented in various formats. The questions may therefore also assess subject-specific skills such as map reading and interpretation; reading, completing and interpreting a timeline, reading and interpreting geographical, historical and sociological information as well as critical understanding and analysis/evaluation of such information. The questions may be set using an interdisciplinary approach.

## TECHNOLOGY STUDIES

### Introduction

The assessment in Technology Studies will be based on the Expected Learning Outcomes stated in the *National Curriculum Framework (NCF) Grades 7, 8 & 9 (MIE 2016)* and detailed in the *Technology Studies Teaching and Learning Syllabus Grades 7, 8 & 9 (MIE 2017)*.

### Purpose of Assessment

The purpose of the Technology Studies Assessment in the context of the Nine-Year Continuous Basic Education is to assess the understanding of a range of concepts and skills related to Design & Technology and Food & Textiles Studies.

### Aims of the Assessment

In line with the above, the aims of the NCE Assessment in TS are to ensure that learners are able to:

- demonstrate knowledge of concepts, principles, systems and terminologies in TS;
- apply critical thinking and decision making in solving problematic design situations;
- plan and communicate design ideas by using a variety of methods;
- show understanding of properties and applications of materials;
- demonstrate understanding of nutrition and its relation to health;
- demonstrate a knowledge of fashion and textiles with an enquiring approach in everyday life;
- show understanding of self, family and consumer awareness; instead of.
- demonstrate understanding of organisational and manipulative skills in the design and making of artefacts/food items;
- recognise safe work practices in TS.

### Assessment Objectives

Grade 9 learners will be assessed on the following **three Assessment Objectives (AOs)**:

1. Knowledge and Understanding
2. Application Skills
3. Analysis & Evaluation



**AO1 Knowledge and Understanding**

- Demonstrate knowledge of concepts, principles and terminologies in TS
- Demonstrate basic knowledge and skills in TS
- Identify and use proper tools and equipment for specific task
- Read and interpret information related to TS
- Demonstrate an understanding of the interplay of culture, values and ethics within Technology

**AO2 Application Skills**

- Apply decision-making and problem-solving skills
- Demonstrate creative thinking in the design and making of artefacts
- Apply principles and conventions in communicating ideas and information in TS
- Develop and plan a course of action for the preparation/making of a product
- Adopt safe work practices.

**AO3 Analysis & Evaluation**

- Analyse the impact of Technology in everyday life
- Show the ability to evaluate artefacts
- Make critical judgements about issues related to TS

**Table 6:** Weighting of the Assessment Objectives in the Technology Studies paper.

Assessment Objectives	Weighting %	
	Design & Technology (D&T)	Food and Textiles Studies (FTS)
Knowledge & Understanding	50	50
Application Skills	40	40
Analysis & Evaluation	10	10
Analysis & Evaluation	10	10

### Paper Description

The Technology Studies paper will consist of **two** components, namely:

- **Component 1:** Design and Technology which will consist of 8 – 10 questions.
- **Component 2:** Food and Textiles Studies which will consist of 10 – 12 questions.

The duration for **each** component is 1hr 15 mins.

The paper will be graded and will include Objective-type questions (Multiple Choice, fill-in-the blanks, true and false, matching), very short-answer questions, short-answer questions, open-ended questions, case studies and questions requiring drawing and sketching.

**Table 7:** Weighting of the components in the Technology Studies Paper

Paper	Weighting
Component 1 Design & Technology	50%
Component 2 Food and Textiles Studies	50%

## ART & DESIGN

### Introduction

Art & Design offers multiple ways to foster art and design skills. The assessment is part of the learning journey and offers considerable potential to develop subject matter competence. It provides opportunities for candidates to learn in, through and about Art, crafts and design, thereby promoting their own artistic development. It also encourages students to engage in research, investigation, design process, experimentation and creation of an artwork through logical, critical and aesthetic considerations.

### Aim of the Assessment

The aims of the assessment syllabus in Art & Design are aligned with the aims of the *National Curriculum Framework Grade 7 to 9 (MIE 2016)* and *Teaching and Learning Syllabus based on the NCF (MIE 2017)*. The assessment will be based on the learning outcomes of Grade 9 and the basic knowledge and skills acquired from Grade 7 to Grade 9. The aim of the assessment should be “to educate and improve student performance, not merely to audit it” (Wiggins, 1998).

### Purpose of the Assessment

The purpose of the assessment in Art & Design is to assess learners’ knowledge, skills, application, understanding and appreciation of various art forms acquired through visual literacy and hands-on activities.

### Assessment Objectives

In Art & Design, both the process of making and responding to artworks will be assessed. Learners are expected to:

- demonstrate skills and competencies in various areas of Art and Design;
- research, plan, develop, organise, create, evaluate and appreciate artworks;
- work from both primary and secondary sources;
- experiment with a variety of media, materials, techniques and processes;
- use traditional and/or technology to research and create;
- express and communicate ideas, feelings and emotions;
- respond critically to Art & Design practices;
- use divergent thinking in problem solving;
- show awareness of art history from both local and international contexts;
- make informed judgments while responding to art;

- understand and use appropriate art terminologies.

Learners will be assessed on the following **four** Assessment Objectives (AOs)

#### **AO1 Research and Investigate**

Research, investigate and record from both primary and secondary sources

#### **AO2 Develop and Organise**

Explore, experiment and select ideas, materials, media, techniques and processes

#### **AO3 Respond**

Express and communicate ideas in making and responding critically to Art & Design

#### **AO4 Present**

Present a relevant, personal and coherent response through and about artworks

#### **Weightings of AOs**

The assessment objectives upon which the question paper will be based and their corresponding overall weighting is shown in **Table 8**.

**Table 8:** Weighting of the components in the Art & Design Paper

Assessment Objectives	Weighting %	
	Component 1	Component 2
Research and Investigate	20	
Develop and Organise	20	
Respond	20	
Present	20	20

#### **Paper Description**

The Art & Design assessment will carry 100 marks and will consist of **two** components as given in **Table 9**.



**Table 9: Weighting of the Components in the Paper**

<b>Paper description</b>	<b>Weightings %</b>
Component 1: Practical Paper	80
Component 2: Written Paper	20

**Component 1: Practical Component (80%)**

Component 1 will comprise 5 questions from 5 areas of study, namely: Drawing, Painting, Printmaking, Design and Creating in 3D. Candidates will have to choose one question. This part of the assessment will be made available to schools 4 weeks prior to the assessment date. Candidates will be expected to engage in preparatory work consisting of a maximum of 3 sides of A3-size paper both for 2D and 3D questions. The preparatory work should be carried out at school under the supervision of the Art & Design Educator.

Educators will need to authenticate the preparatory work of their students. Candidates' preparatory work should bear the seal of the school and the Educator's signature. Preparatory work will be allowed in the examination rooms on the day of the assessment. Candidates will need to produce a final A3-size artwork on the examination day. Both the preparatory work and the final artwork produced will have to be submitted.

Most of the thinking, planning, organisation and research for appropriate solutions happen in the design process and these will be assessed through the preparatory work undertaken by the candidates prior to the assessment. A final work will be undertaken on the day of the assessment. Both preparatory works and final work will be marked as a whole for this component.

**Component 2: Written Component (20%)**

Candidates' knowledge and understanding of art media, techniques and processes as well as art terminologies, artworks and art periods related to the syllabus will be assessed in this component. It will comprise objective questions, short and open-ended questions.

## INFORMATION & COMMUNICATIONS TECHNOLOGY

### Introduction

The assessment of learners' achievement in ICT will be based on the Expected Learning Outcomes stated in the *National Curriculum Framework (NCF) Grades 7, 8 & 9 (MIE 2016)* and detailed in the *ICT Teaching and Learning Syllabus Grades 7, 8 & 9 (MIE 2017)*.

It is important to highlight that the ICT curriculum is **spiral** in nature. It lays the basis for using ICT for the development of learning skills, literacy skills, and problem-solving skills in the use of ICT.

### Purpose of the Assessment

The purpose of the Information and Communication Technology (ICT) Assessment is to assess learners' achievement in ICT in terms of the knowledge and understanding they have acquired through learning theoretical concepts and the skills developed through lab-based tasks at the end of Grade 9.

### Aim of the Assessment

In line with the content areas for ICT defined in the National Curriculum Framework Grades 7 to 9, the assessment will encourage learners to:

- show an understanding of hardware and software, including operating systems and utility programs;
- create, edit and format a word processed document that can be adapted for different recipients;
- handle information using features, formulae and functions of spreadsheet;
- create a presentation using different features;
- show an understanding of the different types of networks and network topologies;
- use Internet features and tools to create a website, communicate, share, and collaborate;
- use an appropriate authoring tool to create comic strips and animated clips;
- show an understanding of social, legal, ethical and economic issues relevant to ICT;
- show an understanding of health and safety issues related to the use of ICT equipment;
- plan, develop, test and modify sets of instructions for a given data model;

- show an understanding of a database and create queries, forms and reports.

### Assessment Objectives

Candidates will be assessed according to three Assessment Objectives (AOs). These are:

- AO1: Knowledge & Comprehension
- AO2: Application
- AO3: Analysis

Under **AO1**, candidates will be assessed on their ability to:

- recall literacy related to media, network and technology;
- outline and discuss the use of ICT hardware and software;
- recognise the importance of health, safety and ethics in ICT;
- explore the use of the Internet and Multimedia;
- show an understanding of basic instructions to perform a simple task.

Under **AO2**, candidates will be assessed on their ability to

- apply knowledge and understanding of facts, terms and concepts with respect to a particular hardware and software;
- propose network components for a particular network;
- show an understanding of how web tools can be used for e-discussion;
- develop a plan for creating comic strips and animated clips;
- write computer programs for simple problems.

Under **AO3**, candidates will be assessed on their ability to:

- make a judgement and formulate appropriate strategies in problem solving;
- use advanced features for application software;
- compare the different types of network and topologies
- analyse, test and modify sets of instructions for a given data model.

### Paper Description

The ICT Assessment Paper will be of a duration of 1 hour 45 minutes and will carry a total of 100 marks.

The questions will be in the form of Multiple Choice Questions, Matching, Alternative Response Type, Very Short Answer type, Short Answer type and Open Ended.

The assessment objectives and their respective weighting in the question paper are shown in **Table 10**.

**Table 10:** Weighting of the Assessment Objectives

<b>Assessment Objectives</b>	<b>Weighting %</b>
Knowledge and Comprehension	50
Application	30
Analysis	20



## BUSINESS & ENTREPRENEURSHIP EDUCATION

### Introduction

The Business and Entrepreneurship Education (BEE) curriculum comprises three distinct and key academic subject areas of the 21<sup>st</sup> Century learning namely Economics, Business & Enterprise and Accounting. It seeks to develop an entrepreneurial thinking and attitude as well as basic competencies in all of our learners from an early age.

The BEE curriculum focuses on the following four domains:

- i. Content knowledge
- ii. Learning and innovative skills
- iii. Information, media and ICT
- iv. Life and career skills

### Aims of the Assessment

The assessment of candidates in Business and Entrepreneurship Education will be based on the learning outcomes stated in the *National Curriculum Framework (NCF) Grades 7, 8 & 9 (MIE 2016)* and detailed in the *BEE Teaching and Learning Syllabus Grades 7, 8 & 9 (MIE, 2017)*. The assessment will be based on the learning outcomes of the Grade 9 syllabus.

In line with the above, the aims of the NCE assessment in Business and Entrepreneurship Education (BEE) are to ensure that learners are able to:

- understand and assess the contribution of businesses and how the main types of businesses are organised, financed and operated in Mauritius and the global economy;
- recall and use relevant basic terminologies, concepts and principles related to Business & Enterprise, Economics and Accounting and apply them in their current environment;
- recognise the leadership characteristics that an entrepreneur should have;
- demonstrate critical thinking, communication skills, creative and innovative entrepreneurial skills within the context of a business;
- demonstrate basic numeracy and literacy skills related to Business & Enterprise, Economics and Accounting;
- demonstrate problem-solving and decision-making skills needed to propose solutions in matters related to the setting and managing of enterprises.

## Purpose of the Assessment

The purpose of the assessment is to measure learners' achievements in the development of knowledge, skills and competencies in Business and Entrepreneurship Education.

## Assessment Objectives

Learners will be assessed under 4 assessment objectives (AOs). These are:

### **AO1: Knowledge and Understanding**

Candidates will be expected to demonstrate knowledge and understanding regarding:

- Entrepreneurship/ Business/Economics/Accounting facts, terms, concepts, conventions, skills, terminologies and definitions;
- business management skills and functions.

### **AO2: Application**

Candidates should demonstrate their ability to:

- apply their knowledge and understanding of facts, terms, concepts and techniques with respect to a particular individual, enterprise or business and country;
- record business transactions in a ledger and balance the accounts;
- draw/prepare a trial balance;
- prepare a simple Income Statement and Statement of Financial Position.

### **AO3: Analysis**

Candidates should demonstrate their ability to:

- analyse the key factors that cause the success/failure of an enterprise;
- order, analyse and interpret information in narrative, numerical and graphical forms using appropriate techniques;
- distinguish between evidence and opinion in a business/enterprise context;
- analyse data and information.

### **AO4: Evaluation**

Candidates should demonstrate their ability to:

- use their knowledge and skills to evaluate situations and problems related to a particular individual, business/enterprise or country;
- present reasoned explanations and understand the implication of business decisions;

- solve problems, make judgements and decisions.

The assessment objectives and their respective weighting in the BEE paper are shown in **Table 11**.

**Table 11:** Weighting of the Assessment Objectives in the BEE paper

<b>Assessment Objectives</b>	<b>Weighting %</b>
Knowledge and Understanding	50
Application	20
Analysis	20
Evaluation	10

### **PAPER DESCRIPTION**

The BEE paper will comprise 2 sections:

- Section A (Economics/Business/Enterprise) – It will comprise 4 to 5 questions.
- Section B (Accounting) – It will comprise 3 to 4 questions.

It will be of a duration of 2 hours and will carry a total of 100 marks.

A range of different types of questions will be proposed which may include, inter alia, multiple choice items, matching, fill-in-the-blanks, alternate response and open-ended questions based on contextualised case scenarios. An interdisciplinary approach may be used in the questions.



## **ASIAN LANGUAGES, ARABIC & KREOL MORISIEN**

### **Introduction**

The NCE assessment in AL, Arabic and KM aims at developing the ability of learners to communicate clearly, accurately and effectively in these languages. It is designed to encourage learners to read widely and critically and write accurately and coherently. It also seeks to promote the accurate use of grammar, spelling and punctuation and the acquisition and application of wide vocabulary, as well as supporting the development of translation skills.

The NCE Assessment aims at providing learners with a solid grounding in the language being acquired, whether going on to further academic study or for technical education.

### **Purpose of the Assessment**

The purpose of the assessment in AL, Arabic and KM is to assess learners' achievement in these languages based on the Expected Learning Outcomes stated in the *National Curriculum Framework* Grades 7, 8 & 9 (Nov 2016) and detailed in the *Teaching and Learning Syllabus* Grades 7, 8 & 9 (2017) document.

### **Assessment Objectives**

Candidates will be assessed on their ability to:

- Read a range of texts with understanding;
- Express their thoughts and ideas in writing, using the register and tone appropriate to audience and context;
- Make accurate use of spelling, grammar and punctuation;
- Use a range of appropriate vocabulary;
- Use the language appropriately;
- Carry out translations

### **Paper Description**

The assessment will be carried out in a single written paper of 2 hours 15 minutes. It will carry a total of 100 marks. The paper will comprise 10 questions, including a translation component, graded in terms of difficulty.



**Table 12** illustrates the weighting given to the different learning areas in AL and Arabic.

**Table 12: Weighting of the learning areas in AL and Arabic**

Competency	Weighting
Reading Comprehension	25%
Writing	25%
Grammar and Use of Language	40%
Translation	10%

## KREOL MORISIEN

### Introduction

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The NCE assessment in Kreol Morisien (KM) aims at developing the ability of learners to communicate clearly, accurately and effectively in the language. It is designed to encourage learners to read widely and critically and write accurately and coherently. It also seeks to promote the accurate use of grammar, spelling and punctuation and the acquisition and application of wide vocabulary, as well as supporting the development of translation skills.

The NCE Assessment aims at providing learners with a solid grounding in KM, whether going on to further academic study or to the TVET Sector.

### Purpose of the Assessment

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The purpose of the assessment in KM is to assess learners' achievement in the language based on the Expected Learning Outcomes stated in the *National Curriculum Framework Grades 7, 8 & 9 (Nov 2016)* and detailed in the *Teaching and Learning Syllabus Grades 7, 8 & 9 (2017)* document.

### Assessment Objectives

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Learners will be assessed on their ability to:

- read a range of texts with understanding;
- express their thoughts and ideas in writing, using the register and tone appropriate to audience and context;
- make accurate use of spelling, grammar and punctuation;
- use a range of appropriate vocabulary;
- use the language appropriately;
- carry out translations.

### Paper Description

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The assessment will be carried out in a single written paper of 2 hours 15 minutes. It will carry a total of 100 marks. The paper will comprise 9 questions, including a translation component, graded in terms of difficulty.

**Table 13** illustrates the weighting given to the different learning areas in KM.

Table 13: Weighting of the learning areas in KM

Competency	Weighting
Reading Comprehension	30%
Writing	25%
Grammar and Use of Language	35%
Translation	10%

## **NON-CORE SUBJECTS – PHYSICAL EDUCATION, PERFORMING ARTS, LIFE SKILLS & VALUES**

### **Introduction**

The NCF for Grades 7, 8 and 9 (MIE 2016) emphasises the importance of non-core subjects in imparting life skills to our students and in contributing to their holistic education, as advocated in the Nine Year Continuous Basic Education (NYCBE) reform.

The non-core subjects will be assessed through School Based Assessment (SBA).

SBA will be carried out in the following non-core subjects:

- Performing Arts
- Physical Education
- Life Skills and Values Education (LSVE)

### **Aims of the Assessment in the Non-Core Subjects**

The aims of the assessment in the non-core subjects are to encourage students to:

1. participate effectively in a range of school activities;
2. develop a broad range of skills, competencies, values and right attitudes to promote their physical and emotional well-being and their social development;
3. acquire core skills, competencies and values which may be useful in real-life situations.

### **Purpose of the Assessment**

The NCE Assessment for the non-core subjects aims at assessing the level of participation and the level of performance of candidates in the Performing Arts and Physical Education and evaluating their individual profiles in Life Skills and Values.

### **Performing Arts**

The NCF makes provision for students to study Music, Dance and Drama/Theatre, providing them with experiences that promote life-long participation and enjoyment of the arts. Through the arts, students learn to:

1. think creatively, take risks and discover a sense of self;



2. explore their passions and in the process realise the value of partnerships in creative endeavours;
3. recognise, celebrate, and develop deep respect for diversity, an ideal that transfers to all aspects of an individual's life.

Students' learning in the Arts is rigorous and built on meaningful and authentic experiences that reflect the mindful and emotional investment of collaboration between educator and learner.

### Physical Education (PE)

Physical Education plays an important role in the physical growth and development of a learner. It provides a range of opportunities for learners to acquire knowledge, skills and right attitudes and values for a lifelong healthy lifestyle.

The *Teaching & Learning syllabus (MIE 2017)* lays emphasis on psychomotor and games skills and the development of games concepts in specific sports and games. The assessment will be conducted through school-based assessment based on assessment guidelines provided by the MES.

### Life Skills and Values Education (LSVE)

Life skills are defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (World Health Organisation).

The aim of Life Skills and Values Education as a curricular subject is to equip learners with a broad set of appropriate social competencies and behavioural skills that will help them to deal effectively and positively with the challenges of modern society. LSVE helps learners to re-shape their beliefs, attitudes and actions by taking into consideration the four themes and the ten core skills in the Teaching & Learning Syllabus (MIE 2017).

Learners will be assessed in three domains: Social Skills, Emotional Skills and Cognitive Skills.

### Modes of Assessment and Evaluation.

A variety of methods will be used to assess and evaluate students. For the level of participation, the following may be used: attendance, records/evidence of participation

such as observation schedules and checklists, production of artefacts, portfolios performance-based tasks and practical activities. For the level of performance the assessment may be carried out through measuring the level of engagement in projects.

### **Monitoring and Moderation**

To ensure the reliability of grades, a monitoring system along with a quality assurance mechanism will be set up by the MES.

General Notice No. 259 of 2020

**THE CUSTOMS TARIFF ACT, 1969***(Act No. 59 of 1969)*

Notice is hereby given that the Director-General has by virtue of the power conferred upon him by Section 7 of the Customs Tariff Act, 1969 as amended by the Finance Act 2006, fixed with effect from Monday 2<sup>nd</sup> March, 2020 the following rates of exchange with regard to the value of goods imported for the purpose of levying ad valorem duty thereon.

2. The General Notice No. 209 of 2020 is hereby cancelled.

Mauritius Revenue Authority  
Port Louis

27<sup>th</sup> February 2020

<i>Country</i>	<i>Currency</i>	<i>Code</i>	<i>Value in Rupees as at 26.02.2020</i>	<i>Country</i>	<i>Currency</i>	<i>Code</i>	<i>Value in Rupees as at 26.02.2020</i>
Argentina	... Peso	... ARS	0.6112	Myanmar	... Kyat	... MMK	0.0262
Australia	... Dollar	... AUD	24.8818	New Zealand	... Dollar	... NZD	23.8513
Bahrain	... Dinar	... BHD	100.1204	Norway	... Krone	... NOK	4.0300
Brazil	... Real	... BRL	8.6024	Oman	... Omani Rial	... OMR	98.0400
Canada	... Dollar	... CAD	28.7400	Pakistan	... Rupee	... PKR	0.2448
China	... Yuan	... CNY	5.3776	Saudi Arabia	... Riyal	... SAR	10.1000
COMESA	... Comesa Dollar	... CMD	37.7454	Seychelles	... Rupee	... SCR	2.7693
Czech Republic	... Koruna	... CZK	1.6251	Singapore	... Dollar	... SGD	27.0232
Democratic Republic of Congo	Congo Franc	... CDF	0.0223	South Africa	... Rand	... ZAR	2.5167
Denmark	... Krone	... DKK	5.4938	Sri Lanka	... Rupee	... LKR	0.2078
Egypt	... Pound	... EGP	2.4274	Sweden	... Krona	... SEK	3.8803
EMU	... Euro	... EUR	41.0017	Switzerland	... Franc	... CHF	38.5000
Hong Kong	... Dollar	... HKD	4.8454	Taiwan	... New Taiwan Dollar	TWD	1.2447
Hungary	... Forint	... HUF	0.1212	Tanzania	... Shilling	... TZS	0.0164
India	... Rupee	... INR	0.5300	Thailand	... Baht	... THB	1.1844
Indonesia	... 100 Rupiah	... IDR	0.2714	Tunisia	... Tunisia Dinar	... TND	13.2626
Israel	... Shekel	... ILS	10.9885	Turkey	... Turkish Lira	... TRY	6.1381
Japan	... 100 Yen	... JPY	34.1100	UA Emirates	... Dirham	... AED	10.3000
Jordan	... Dinar	... JOD	53.3127	U.S.A.	... Dollar	... USD	37.7454
Kenya	... Shilling	... KES	0.3737	Uganda	... Shilling	... UGX	0.0103
Korea	... Won	... KRW	0.0311	United Kingdom	... Pound Sterling	... GBP	48.8597
Kuwait	... Dinar	... KWD	123.2704	Uruguay	... Peso Uruguayo	... UYU	0.9835
Malagasy Republic	100 Ariary	... MGA	1.0160	Vietnam	... 100 Vietnam Dong	VND	0.1623
Malawi	... Kwacha	... MWK	0.0518	Zambia	... Kwacha	... ZMW	2.5634
Malaysia	... Ringitt	... MYR	8.9106				
Mexico	... Peso	... MXN	1.9770				