

EXTENDED PROGRAMME – ASSESSMENT – METHODOLOGY

(No. B/450) Dr. M. Gungapersad (Second Member for Grand'Baie & Poudre d'Or) asked the Vice-Prime Minister, Minister of Education, Tertiary Education, Science and Technology whether, in regard to the Extended Programme, she will state the methodology devised for the assessment of the Extended Stream students of the 2024 cohort for the end of year National Certificate of Education examinations.

The Vice-Prime Minister, Minister of Education, Tertiary Education, Science and Technology (Mrs L. D. Dookun-Luchoomun): Mr Speaker, Sir, in my reply to the Private Notice Question on 05 December 2023, I informed the House that the mode of assessment for the Extended Programme was being reviewed so as to introduce the School-based Assessment in the evaluation structure as from the Academic Year 2024.

Accordingly, Mr Speaker, Sir, as from this year, the award criteria for the National Certificate of Education Extended Programme has been amended to include this School-based Assessment component.

The School-based Assessment will be conducted by Educators, monitored and moderated by the MES. Technical committees, under the leadership of the MES, have devised tasks and activities subject-wise for implementation by Educators. The evaluation of candidates will be based on these activities. The School-based Assessment will carry a weighting of 40%, while 60% of the marks will be based on the end of year written assessment for NCE. The criteria for grading are as per the annual programme of this year.

Dr. Gungapersad: Thank you, Mr Speaker, Sir. May I ask the Vice-Prime Minister, given that, Educators working with the Extended Programme students received their booklet only a few days ago and they have to prepare the EP students for the School-based Assessment, when we know that candidates have to devote two terms on their project, aren't we penalising the present 2024 cohort EP students by tardily asking them to prepare for the School-based project only a few weeks before the end of the term?

Mrs Dookun-Luchoomun: Mr Speaker, Sir, the teachers have already been briefed and there were training sessions carried out in April this year and the School-based Assessment is based on practicals and has a continuous assessment process. So, teachers have already been engaged in the process earlier. The documents that have been submitted are certain guidelines, certain specimen papers, etc., but the students are being taken care of and there are no projects for end of year. It is a project

that is being done ongoing, all the time, and teachers are supposed to be assessing the competencies and the learning outcomes of the students.

The School-based Assessment is based on learning outcomes, on students' ability to show their critical thinking, and so on and so forth. So, the teachers, the Educators have been made aware long time back and they were trained earlier, Mr Speaker, Sir.

Dr. Gungapersad: May I ask the hon. Minister to explain how come both the Extended Programme students and the mainstream students who sit for the same NCE DT N550 end of year exams, be now assessed differently, that is, the EP students will have an additional School-based Assessment apart from the end of year assessment for the final grading? Why this additional pressure on these EP students?

Mrs Dookun-Luchoomun: Mr Speaker, Sir, the very idea of bringing in a school-based component is to manage, to gage the competencies developed by the students during their schooling. The written paper is the same and has always been the same. Students having passed their NCE EP will get an NCE EP Certificate. Other students, the NCE students, will carry on with the written exam only. This additional component is not to make their life more difficult but to give them the possibility of demonstrating their competencies, skills and knowledge acquired during their schooling.