

**ANNUAL PROGRAMME FOR THE PRIMARY SCHOOL ACHIEVEMENT
CERTIFICATE (PSAC) ASSESSMENT FOR 2017**

Notice is hereby given that the Minister has approved the following Annual Programme for the Primary School Achievement Certificate (PSAC) Assessment 2017.

Date : 30 November 2015

*Ministry of Education and Human Resources,
Tertiary Education and Scientific Research*



Mauritius Examinations Syndicate

**ANNUAL PROGRAMME FOR THE
PRIMARY SCHOOL ACHIEVEMENT CERTIFICATE
(PSAC) ASSESSMENT FOR 2017**

**Programme
for the
PSAC
Assessment**

**Regulations
and Syllabuses**

Correspondence should be addressed to :

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

Tel: 4546487, 4038400
Fax: 4547675
Email: info@mesonline.mu
Internet: <http://mes.intnet.mu>

CONTENTS

<i>Regulations</i>	<i>Page</i>
● General introduction	2
● Subjects for the assessment	3
● Entry requirements	4
● Modes of Assessments	4
● Grading	4
● Conditions for National Qualifications Framework Level 1 Qualification	5
● Method of entry	5
● Arrangements for candidates who have an impairment or are affected by adverse circumstances	6
● Timetable	6
● Disqualification of candidates	7
● Special Consideration	7
● Issue of result slips, certificates and statements of results	7
● Review of scripts	8
● Re- Assessment	8
● Correction / Change of name	9
● Assessment reports	9
● Regulations and syllabuses	10
● Transitional Arrangements during 2016 and 2017	10

Syllabuses

- Introduction
- English
- French
- Mathematics
- Science
- History & Geography
- Asian Languages , Arabic & Kreol Morisien
- Communication Skills

REGULATIONS

1.1 GENERAL INTRODUCTION

1.1.1 The Primary School Achievement Certificate (PSAC) assessment will be conducted annually by the Mauritius Examinations Syndicate (MES) as from 2017.

1.1.2 In these regulations –

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

“Compulsory core subjects” means English, Mathematics, French, Science, History & Geography;

“Ministry” means the Ministry of Education and Human Resources, Tertiary Education and Scientific Research;

“Non-core subject” means Communication Skills;

“Optional core subjects” means any Asian Language, Arabic or Kreol Morisien.

1.2 School Candidates

1.2.1 Candidates may be presented as school candidates if they satisfy the requirements of the Education Regulations 1957 made by the Minister under the Education Act.

1.2.2 Candidates above the age of 13 on 1 January 2017 and who are attending Government, aided or registered primary schools, or registered secondary schools, may be entered as school candidates under Regulation 11 of the Education Regulations 1957.

1.3 Private Candidates

1.3.1 Candidates below the age of 13 on 1 January of the year in which the PSAC assessment is held may be entered for the assessment on producing evidence of having taken the CPE examination previously as a school candidate.

1.3.2 However, in exceptional cases, candidates below the age of 13 on 1 January of the year in which the PSAC assessment is held, who are not attending Government, aided or registered primary schools and who have not taken the CPE examination, may be entered for the assessment at the discretion of the Director of the MES.

1.3.3 Students who are otherwise not eligible to take part in the PSAC assessment may, at the discretion of the Minister, be presented for the assessment and a mention shall be made in the certificate issued to the student accordingly.

1.3.4 Subject to paragraph 3, candidates above the age of 13 on 1 January of the year in which the PSAC assessment is held may enter for the assessment without any restriction.

1.4 The interpretation of these regulations shall rest with the Director of the MES.

2. SUBJECTS FOR THE ASSESSMENT

2.1 Compulsory Core Subjects

Subject Code No.	Name of Subject
P110	English
P120	Mathematics
P130	French
P141	Science
P142	History & Geography (Mauritius)
P142R	History & Geography (Rodrigues)

2.2 Optional Core Subjects (Asian Languages / Arabic / Kreol Morisien)

Subject Code No.	Name of Subject
P150	Hindi
P160	Urdu
P170	Tamil
P180	Telugu
P190	Marathi
P200	Modern Chinese
P210	Arabic
P220	Kreol Morisien

2.3 Non-Core Subject

Subject Code No.	Name of Subject
P350	Communication Skills

3. ENTRY REQUIREMENTS FOR SCHOOL AND PRIVATE CANDIDATES

Candidates taking part in the assessment must enter for the **5** compulsory core subjects and the non-core subject and may enter for not more than **one** optional core subject.

4. MODES OF ASSESSMENT

4.1 The PSAC assessment will comprise a combination of –

- (a) external assessment conducted by MES; and
- (b) school-based assessment (except for private candidates).

4.2 English, Mathematics, French, Science, History & Geography and Asian Languages, Arabic and Kreol Morisien will be assessed through written assessments at the end of Grade 6.

4.3 For Communication Skills, there will be school-based assessment which will be moderated by the MES. Arrangements will be made by MES for private candidates to be assessed in the non-core subject.

5. GRADING

5.1 Each core subject will be graded on a six-point numerical system. The numerical grades and their corresponding ranges of marks will be as follows –

Numerical Grades	Marks
1	75 and above
2	60 and above but below 75
3	50 and above but below 60
4	40 and above but below 50
5	30 and above but below 40
6	Less than 30

5.2 The competency in the non-core subject will be based on a three-level scale as follows –

- Proficient
- Intermediate
- Basic

5.3 It is not the policy of the MES to disclose marks.

6. CONDITIONS FOR NATIONAL QUALIFICATIONS FRAMEWORK LEVEL 1 QUALIFICATION

6.1 The PSAC will be pitched as a Level 1 qualification on the National Qualifications Framework provided that candidates have achieved the following minimum requirements –

Either

- (a) Grade 5 in Mathematics, French and English;
and
- (b) Grade 5 in one of the three following subjects –
 - (i) Science;
 - (ii) History & Geography;
 - (iii) One Asian language or Arabic or Kreol Morisien, as the case may be.

Or

- (a) Grade 5 in Mathematics, French and English;
and
- (b) an aggregate of 30% of the total marks in –
 - (i) English, Mathematics, French, Science and History & Geography taken altogether; or
 - (ii) English, Mathematics, French, Science, History & Geography and an Asian language or Arabic or Kreol Morisien, as the case may be, taken altogether.

Or

- (a) Grade 5 in Mathematics, French and English;
and
- (b) At least Intermediate Level in Communication Skills in respect of any two languages.

7. METHOD OF ENTRY

7.1 Entry Forms

7.1.1 All entries by schools recognised by the Ministry and the Private Secondary Schools Authority (PSSA) must be made on the forms provided by the MES. These can be submitted digitally or in hard copies by such date as shall be directed by the MES.

7.2 Private Candidates

7.2.1 Registration of private candidates shall be made on approved forms at the MES in the month of March/April 2017.

7.2.2 Private candidates under the age of 18 shall be accompanied by their responsible party and produce their original Birth Certificate and two passport-sized photographs for an MES Identity Card.

7.2.3 Candidates who are 18 and above shall call in person and produce their National Identity Card and their original Birth Certificate.

7.3 Late Entries

Late entries may be accepted until the 15th of August 2017 against payment of a late entry fee.

7.4 Transfer of Entry

(applicable to Government/aided primary schools only)

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 Head Master of the school agreeing to accommodate the candidate and a transfer certificate from the Ministry.

8. ARRANGEMENTS FOR CANDIDATES WHO HAVE AN IMPAIRMENT OR ARE AFFECTED BY ADVERSE CIRCUMSTANCES

8.1 Special arrangements

8.1.1 The MES shall endeavour to make special arrangements for candidates who suffer from –

- (a) permanent or long-term impairments; or
- (b) a temporary impairment during the assessment.

8.1.2 These provisions are intended to remove, as far as possible, any adverse effects of the impairment on the candidates' performance and thus enable them to demonstrate their level of attainment. However, the special arrangement is not to give such candidates an unfair advantage over others.

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

8.1.4 No special arrangements may be made unless prior approval has been obtained from the MES.

8.2 Additional Time

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

8.3 Candidates with a hearing impairment

Candidates with a hearing impairment are allowed to use their hearing aids during the assessment.

8.4 Candidates with a visual impairment

The MES shall make arrangements to provide visually impaired candidates with enlarged print question papers.

In severe cases, arrangements will be made for candidates to take the assessment in Braille.

8.5 Candidates with other impairments

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

8.6 Hospitalised Candidates

The MES shall make arrangements for candidates to take the assessment in hospitals/clinics. Such arrangements can be made only if the institution concerned gives the authorisation and provides the necessary facilities.

9. TIMETABLE

The timetable which includes detailed instructions shall be issued to all candidates well before the assessments.

10. DISQUALIFICATION OF CANDIDATES

- 10.1 Attention is drawn to the “*Instructions to Candidates*” issued before each assessment.
- 10.2 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.*”
- 10.3 If 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.
- 10.4 If breaches to the “*Instructions to Candidates*” are widespread at any assessment centre, or if 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.
- 10.5 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.

11. SPECIAL CONSIDERATION

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

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

12. ISSUE OF RESULT SLIPS, CERTIFICATES AND STATEMENTS OF RESULTS

- 12.1 **Results slips** are issued to all candidates taking part in the PSAC assessment.
- 12.2 A Primary School Achievement Certificate is issued to all candidates who sit for the assessment.
- 12.3 For school candidates, result slips and certificates are sent to Heads of institutions concerned.
- 12.4 For private candidates, result slips and certificates are sent to them by post.
- 12.5 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.
- 12.6 Duplicate copies of certificates and result slips are not issued. However, 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 fixed by the MES.

The following information will be required –

- (a) full name and address of candidate;
- (b) name of centre and candidate's index number;
- (c) name of school (if any);
- (d) year of assessment.

Applicants who are below the age of 18 shall produce their original Birth Certificate/Student's Identity Card. Those who are 18 and above shall produce their National Identity Card.

13. REVIEW OF SCRIPTS

- 13.1 A candidate who is not satisfied with his assessment result may apply to the Director of the MES for a review of his scripts, except for the non-core subject.
- 13.2 Such application must be made by the candidate or responsible party, as the case may be, within one week from the date of the release of results.
- 13.3 All such applications must be made on the official forms available at the MES, and the appropriate fee must be paid for the review of scripts.
- 13.4 **In no case will the review of scripts be done in the presence of candidates concerned or their representatives, nor will the scripts be shown to them or their representatives.**
- 13.5 The outcome of the review of the scripts will be communicated to the candidate or his responsible party, as the case may be, within a reasonable period of time.
- 13.6 A candidate shall be entitled to a refund of the fee if, after the review of his scripts, his results are modified.
- 13.7 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.
- 13.8 The decision of the MES on the result of the review of scripts shall be final.
- 13.9 This paragraph shall not apply to re-assessment.

14. RE-ASSESSMENT

- 14.1 After the issue of results, a re-assessment will be organised by the MES in the core subjects for candidates who have not met the minimum requirement at paragraph 6, and require at least Grade 5 in only one 'additional' subject.
- 14.2 To be eligible to take part in the re-assessment, a candidate must have attained:
 - (i) Grade 5 in at least 3 subjects including in at least 2 of either Mathematics, English or French; or
 - (ii) Grade 5 in 2 of either Mathematics, English or French and at least Intermediate Level in the non-core subject.
- 14.3 Candidates will be informed of their eligibility to participate in the re-assessment when they receive their result slips.
- 14.4 Candidates will be allowed to take the re-assessment in only one subject as follows –
 - (a) where a candidate has attained Grade 5 in Mathematics, English and French, he may have a re-assessment in one of the remaining core subjects in which he did not attain Grade 5;

- (b) where a candidate has attained Grade 5 in 2 of either Mathematics, English or French and in one of the remaining core subjects in which he took part in the assessment, he shall have a re-assessment in either Mathematics, English or French, whichever applies, wherein he did not attain Grade 5.
- 14.5 In the case of a candidate who qualifies for a re-assessment under paragraph 14.4 (a), the MES may indicate to the candidate the subject (s) in which he/she performed best but the final choice of the subject for the re-assessment shall rest with the candidate.
- 14.6 The re-assessment will be organised for all subjects simultaneously.
- 14.7 Results of the re-assessment will be communicated to candidates within two weeks of the assessment.
- 14.8 New result slips will be issued to candidates after the re-assessment.

15. CORRECTION / CHANGE OF NAME

15.1 Correction of Name

15.1.1 Applications for correction of name shall be made to the MES by 1 March of the year following the PSAC assessment 2017.

15.1.2 The following documents shall be produced –

- (a) the original birth certificate;
- (b) (i) a letter from the Head of the institution where the candidate was entered for the assessment; or
- (ii) in the case of a private candidate, a letter written by the candidate or by the responsible party (if applicable).

15.1.3 No application will be entertained after 1 March of the year following PSAC assessment 2017.

15.2 Change of Name

15.2.1 If a change of name has been made after the entries have been processed, the MES should be notified immediately so that necessary amendments may be made before the assessment.

15.2.2 No amendment will be made after the assessment.

16. ASSESSMENT REPORTS

- 16.1 Assessment reports on the performance of candidates are produced after the assessment.
- 16.2 These reports are available on the MES website or may be consulted at the Syllabus/Records Section of the MES.
- 16.3 These reports are also available for photocopying, against payment of the appropriate fee, at the Syllabus/Records Section of the MES.

17. REGULATIONS AND SYLLABUSES

- 17.1 The Regulations and Syllabuses are available on the MES website or may be consulted at the Syllabus/Records Section of the MES.
- 17.2 Copies of the Regulations and Syllabuses document may be made available upon request against payment.

18. TRANSITIONAL ARRANGEMENTS DURING 2016 AND 2017

- 18.1 The MES will organise the CPE examinations and the CPE Resit examinations in 2016 for eligible candidates in accordance with prevailing Regulations and Syllabuses for such examinations.
- 18.2 The MES will organise the first PSAC assessment in 2017.
- 18.3 Candidates who have failed the CPE examinations in 2016 will be eligible to enter for the PSAC assessment in 2017.

ASSESSMENT SYLLABUSES

INTRODUCTION

The main purposes of the end of the primary school cycle assessment leading to the *Primary School Achievement Certificate* are to:

1. assess the learning that has taken place and inform all stakeholders about the levels attained and
2. certify the achievement of learners in the different learning areas.

Assessment has a strong impact on the teaching and learning process. For this reason, care has been taken for the assessment to be in line with the *National Curriculum Framework and the teaching syllabuses (Grades 1 to 6), October 2015*. The assessment objectives reflect the learning objectives set in the National Curriculum Framework (Grades 1 to 6). The assessment is based on the following guiding principles:

- allowing all learners to demonstrate their potential and their knowledge;
- encouraging the development of 21st Century skills and
- providing equal opportunities to all our learners.

The PSAC Assessment will be based on end of year written assessments in the core subjects and School – Based Assessment in the non – core subjects. In 2017, Communication Skills will be assessed as a non – core subject.

ENGLISH

Purpose of the Assessment

The PSAC Assessment in English aims at assessing the level of attainment of learners in English Language based on the Learning Outcomes stated in the *National Curriculum Framework Grades 1 to 6, October 2015* and defined in the *English: Teaching and Learning Syllabus, Grades 1 to 6, October 2015* document. The Learning Outcomes outlined in that document form the basis of the assessment objectives of the PSAC Assessment in English.

Assessment Objectives

The assessment objectives are in line with the broad philosophy spelt out in the National Curriculum Framework Grades 1 to 6, namely to:

- encourage learners to communicate effectively and accurately in English;
- develop the skills of listening, speaking¹, reading and writing in English;
- acquire the language skills needed to function effectively in society; and
- cultivate an interest in reading English for enjoyment and personal fulfilment.

¹ Listening and Speaking skills will be evaluated through School Based Assessment (SBA) and will be reported as Communication Skills on the Primary School Achievement Certificate

More specifically, learners will be assessed on their ability to:

Writing

- write accurately, using correct grammar, spelling and punctuation;
- produce a variety of short and longer texts (e.g informal letters, stories, narrative and descriptive compositions) for different purposes (e.g to invite, narrate, inform, explain, express opinion) and audiences;
- write using a variety of sentence types;
- carry out transformation of words;
- write creatively and imaginatively, using the appropriate register and tone;
- use vocabulary appropriate to the situation and topic;
- demonstrate ability to write in a coherent and structured manner;

Reading

- read with understanding a variety of texts (fiction and non-fiction);
- locate explicit information from a given text;
- use contextual clues to guess the meaning of unfamiliar words;
- recognise relationships between persons, actions, events and ideas;
- identify central themes and ideas;
- identify characters and follow the chronological sequence of events;
- infer meaning from a given text;
- derive meaning from grammatical elements;
- provide a personal response to the text;
- read critically and evaluate what they have read;

Listening Comprehension²

- listen with understanding to a variety of spoken texts (conversation, weather forecast, news bulletin etc...);
- identify the main message in a variety of spoken texts;
- identify relevant details;
- infer implied meaning based on phonological clues (pace, tone etc...);
- infer the mood and feelings of speakers (through tone, pitch, pace etc...);

² Listening and Speaking skills will be evaluated through School Based Assessment (SBA) and will be reported as Communication Skills on the Primary School Achievement Certificate

Speaking

- speak clearly and fluently, with grammatical accuracy and using appropriate vocabulary;
- read with good pronunciation, articulation and appropriate intonation;
- engage in meaningful conversations; and
- express opinions, views, ideas, feelings and experiences effectively.

Paper Description

The assessment paper will be of a duration of 1 hour 45 minutes and will carry a total of 100 marks.

Learners' acquisition of competencies in English will be assessed through a variety of graded questions. Types of questions will include multiple-choice items, fixed-responses and open-ended items.

Table 1 shows the weighting given to the different learning areas in English.

Table 1: Weighting of the learning areas in English

Learning Areas	Weighting %
Grammar and Vocabulary	30
Reading	40
Writing	30

FRENCH

L'évaluation de connaissances et de compétences

L'évaluation des acquis des écoliers en français est fondée sur les objectifs d'apprentissage définis dans le *National Curriculum Framework Grades 1 to 6, October 2015* et spécifiés dans le *French Teaching and Learning Syllabus Grades 1 to 6, October 2015*.

Objectifs de l'évaluation

Les écoliers doivent être capables :

En compréhension écrite,

- de lire et comprendre une variété de textes avec aisance et confiance;
- de suivre l'ordre logique et chronologique d'un texte;
- de comprendre les idées principales et spécifiques d'un texte écrit;
- de relever des informations explicites;
- d'apporter des inférences à partir des données du texte;

- de reconnaître les relations entre les personnages, les actions et les événements;
- de mettre en relation les informations contenues dans les textes écrits;
- de réagir de manière critique à un texte écrit;
- de former et de donner son opinion sur un sujet;
- de justifier sa réponse en donnant des exemples;
- de prédire la suite d'un texte;

En expression écrite,

- de maîtriser l'orthographe, les règles de grammaire, de ponctuation, de conjugaison et d'accord;
- de maîtriser les règles de transformation de phrases d'un mode à un autre, d'une forme à une autre;
- d'écrire des phrases simples et complexes;
- de produire des textes courts et longs;
- de trouver les mots en contexte;
- d'utiliser un vocabulaire varié en fonction de la situation de communication et du sujet traité;
- d'utiliser des prépositions, adverbess et adjectifs pour apporter des précisions dans un texte;
- d'employer des mots de liaison pour structurer l'écrit et des conjonctions usuelles pour relier des idées et des phrases;
- d'employer les temps verbaux pour situer une action dans le temps et de maîtriser la concordance des temps;
- de reconnaître les catégories grammaticales et faire des transformations;
- de corriger ses erreurs lexicales et grammaticales;
- de faire preuve de créativité;

En compréhension orale³

- de comprendre une variété de textes oraux avec aisance;
- de comprendre des instructions simples et de pouvoir les suivre;
- de comprendre le but d'un message et de réagir de manière appropriée;
- de suivre une conversation/discussion;
- de reconnaître les variations du registre;
- d'identifier et de retenir des informations clés;
- de deviner l'humeur, les sentiments et les émotions des locuteurs à travers leur intonation;
- de faire montre d'une appréciation personnelle d'un texte oral;

³ L'évaluation des compétences en compréhension et en expression orales se fera à travers SBA et le niveau figurera sous Communication Skills dans le certificat du PSAC.

En expression orale⁴

- de lire couramment à haute voix et avec une prononciation correcte;
- de varier l'intonation et le rythme en s'exprimant;
- de s'exprimer clairement sur divers sujets;
- d'exprimer ses opinions avec conviction;
- d'interagir avec un ou plusieurs locuteurs;
- de faire un compte-rendu d'un texte écouté ou lu;
- de participer activement à une variété d'activités orales.

Description du questionnaire d'évaluation

Le questionnaire d'évaluation sera d'une durée d'une heure quarante-cinq minutes et sera noté sur 100 points. Les acquis des écoliers en français seront évalués à travers différents types de questions incluant des questions à choix multiples, des questions fermées, ouvertes et structurées.

Le tableau 2 illustre les domaines qui seront évalués en français et leur pourcentage.

Tableau 2: Domaines évalués en français

Domaines	%
Grammaire et vocabulaire	30
Compréhension écrite	40
Expression écrite	30

MATHEMATICS

Purpose of the Assessment

The purpose of the Mathematics Assessment is to assess learners' achievement in Mathematics, both in terms of the mathematical knowledge and understanding they have acquired and the skills they have developed, at the end of the primary school cycle.

Assessment of learners' achievement in Mathematics will be based on the Expected Learning Outcomes stated in the *National Curriculum Framework Grades 1 to 6, October 2015* and detailed in the *Mathematics: Teaching and Learning Syllabus Grades 1 to 6, October 2015* document.

⁴ L'évaluation des compétences en compréhension et en expression orales se fera à travers SBA et le niveau figurera sous Communication Skills dans le certificat du PSAC.

Assessment Objectives

Learners will be assessed on their ability to:

- recall specific mathematical facts, concepts, rules and formulae; read and represent simple mathematical statements or information; perform simple mathematical operations and routine procedures (***Knowledge & Comprehension***);
- identify and apply mathematical concepts, rules and formulae, skills and techniques to solve familiar problems in Mathematics (***Application***);
- break down and interpret multi-faceted information and data into their component parts; recognise and use unstated mathematical assumptions in problem solving; formulate appropriate strategies to solve non-routine problems (***Analysis***).

In line with the 8 Components of Mathematical Proficiency defined in the *National Curriculum Framework Grades 1 to 6* – Representation, Communication, Conceptual Understanding, Logical Reasoning, Procedural Fluency, Strategic Thinking, Modelling and Problem Solving – learners should also be able to:

- use and interpret illustrations of mathematical objects such as graphs, tables, pictorial and schematic diagrams;
- explain, display and discuss mathematical information;
- show understanding of mathematical concepts, operations, and relations;
- identify the relationship between different concepts;
- relate problem elements to mathematical concepts in a logical manner;
- perform mathematical operations flexibly, correctly, competently and appropriately;
- interpret mathematical information in relation to the situation represented; and
- translate real world problems into mathematical problems.

Paper Description

The assessment paper will be of a duration of 1 hour 45 minutes and will carry a total of 100 marks.

Learners' acquisition of competencies in Mathematics will be assessed in varied ways and through different types of questions including objective-type questions, short-answer questions, structured questions and long-answer questions.

The assessment paper will comprise a total of 45-50 questions and some questions may have sub-parts. The assessment objectives and their respective weighting in the question paper are shown in table 3.

Table 3: Weighting of the Assessment Objectives in the Mathematics Paper

Assessment Objectives	Weighting %
Knowledge and Comprehension	40
Application	40
Analysis	20

SCIENCE

Purpose of the Assessment

The purpose of the Science assessment is to assess learners' achievement in Science at the Primary level.

The assessment of learners' achievement in Science will be based on the Expected Learning Outcomes stated in the *National Curriculum Framework Grades 1 to 6, October 2015* and detailed in the *Science: Teaching and Learning Syllabus Grades 1 to 6, October 2015* document. The assessment will be based on the competencies developed under the following:

- Knowledge with Understanding
- Inquiry skills and processes
- Attitudes and values

Aims of the Assessment in Science

The aims of the assessment in Science are:

- to provide the basis for further scientific learning;
- to encourage the development of inquiry skills in Science; and
- to encourage the right attitudes and values with respect to Science and to the environment.

Assessment Objectives

Knowledge with Understanding

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

- scientific facts, concepts, processes and phenomena;
- basic scientific vocabulary and terms linked to the topics being assessed;
- basic scientific instruments and experimental techniques; and
- basic safety measures and precautions.

Application

Learners should be able to:

- apply their knowledge to everyday life situations;
- use and interpret simple numerical and other forms of data.

Inquiry Skills

Learners should be able to demonstrate the acquisition of inquiry skills in relation to the following:

- look for relevant information;
- follow instructions;

- observe and report on given contexts, situations and diagrams;
- group and classify living and non–living things according to their characteristics, properties, similarities or differences and uses;
- use information to identify patterns, report trends and draw inferences;
- present reasoned explanations based on knowledge acquired for phenomena, patterns and relationships;
- report and communicate findings in a scientific manner;
- plan and design a simple scientific experiment;
- make simple predictions and hypotheses;
- evaluate solutions to a given problem; and
- support ideas with appropriate justifications and evidence.

Attitudes and Values

Learners should be able to demonstrate that they have acquired the right attitudes and values towards Science by:

- drawing conclusions and explanations in respect to the evidence shown or gathered;
- demonstrating their knowledge on the importance of preserving the environment and respecting and caring for animals and living things in general; and
- demonstrate a knowledge of safety precautions that need to be observed.

Paper Description

The paper at the end of Grade 6 will be of a duration of 1 hour 45 minutes and will carry a total of 100 marks.

The papers will comprise 8 – 10 questions each with a number of items graded in terms of difficulty levels. The questions will be set based on the different assessment objectives. Questions will be contextualised in certain cases where a new situation related to the topics covered is presented to the learners. The items will be a mix of objective-type, fixed responses, short-structured and open-ended items.

Learners may also have to draw, label, fill in tables, complete and interpret simple bar-charts.

Table 4 shows the weighting of the different assessment objectives in Science.

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

Assessment Objectives	Weighting %
Knowledge & Understanding	40
Application	40
Inquiry Skills	20

HISTORY & GEOGRAPHY

Purpose of the Assessment

The aims of the assessment in History & Geography are aligned with those of the *National Curriculum Framework Grades 1 to 6, October 2015* and the *Teaching and Learning History and Geography syllabus Grades 1 to 6, October 2015* which are based on:

- Knowledge and Understanding;
- Inquiry skills and the development of critical thinking and communication skills;
- Positive attitudes and values such as respect for different cultures and heritage;
- A sense of belonging to the nation.

The assessment syllabus is closely linked to the National Curriculum Framework and the Teaching and Learning Syllabus and the Expected Learning Outcomes.

Aims of Assessment

The aims of the assessment in History & Geography are:

- to promote further learning of History & Geography;
- to encourage the development of inquiry skills in exploring events and people in the past and places and their interaction with people and the environment;
- to foster national understanding and develop an appreciation of the country and of the contributions of people and events in the past and the present;
- to encourage care and respect for the natural, social and cultural environment and historical heritage; and
- to participate actively as citizens in the sustainable use of resources and sustainable development of the country.

General Objectives

In **History**, learners are expected to:

- show interest in finding out about the past;
- demonstrate knowledge and understanding of people, events and changes in the past;
- show understanding of the historical concepts of time, sequence & chronology, change, development and cause & consequence;
- use a range of historical evidence and sources to show understanding of the past and the present; and
- show an appreciation for the need to preserve, restore and care for our historical and cultural heritage.

In **Geography** learners are expected to:

- demonstrate an interest in and enthusiasm for the study of places, people in them and the environment at the local, national and global levels;
- demonstrate knowledge and understanding of places, people and their interaction with the environment;
- show understanding of the geographical concepts of place, space, scale, environment and sustainability;
- use a range of geographical data to show understanding;
- apply skills of handling information to a range of geographical contexts; and
- show an appreciation for the need to preserve, restore and care for the natural and social environment.

Assessment Objectives

Learners should be able to:

Knowledge and Understanding

- demonstrate relevant factual knowledge and understanding of concepts.

Application of Knowledge

- construct explanations with relevant and reliable information;
- select and apply knowledge;
- make inferences and/or find information to support ideas; and
- observe patterns and relationships in both content and ideas.

Subject Specific skills

- Use and apply map skills; draw and label a diagram; read, extract and interpret information from materials presented in the form of historical sources, maps, tables, charts/graphs, diagrams, pictures and photographs.

Note: Environmental Education and Subject skills such as map skills which are integrated wherever appropriate in the curriculum units and relevant topics will be assessed in the context of the questions set on given topics/themes.

Paper Description

The Paper, which carries a total of 100 marks, will be of a duration of 1 hour 45 minutes and will comprise 8 – 10 questions on both History and Geography.

The paper will comprise Multiple Choice items, fill-in-the-blanks, word association/matching type, diagram labelling, open-ended/structured short answer questions. The questions will also assess subject specific skills. Table 5 shows the weighting of the assessment objectives in History & Geography.

Table 5: Weighting of the Assessment Objectives in the History & Geography Paper

Assessment Objectives	Weighting %
Knowledge	30
Understanding	40
Application	30

ASIAN LANGUAGES, ARABIC & KREOL MORISIEN

Purpose of Assessment

The PSAC Assessment in Asian Languages, Arabic and Kreol Morisien aims at assessing the level of attainment of learners in the respective languages based on the Learning Outcomes stated in the *National Curriculum Framework Grades 1 to 6, October 2015* and as defined in the *Teaching and Learning Syllabus, Grades 1 to 6, October 2015* for Asian Languages, Arabic and Kreol Morisien, documents. The Learning Outcomes outlined in those documents form the basis of the assessment objectives of the PSAC Assessment in Asian Languages, Arabic and Kreol Morisien.

Assessment Objectives

The assessment objectives are in line with the broad philosophy spelled out in the National Curriculum Framework Grades 1 to 6, namely to:

- encourage learners to communicate effectively and accurately in the respective languages;
- develop the skills of listening, speaking⁵, reading and writing in in the respective languages;
- acquire the language skills needed to appreciate ancestral culture and cultural diversity; and
- cultivate an interest in reading in the respective languages for communication and for personal enrichment/enjoyment.

More specifically, learners will be assessed on their ability to:

Writing

- write accurately, using correct grammar, spelling and punctuation;
- produce a variety of short and longer texts (e.g informal letters, stories, narrative and descriptive compositions) for different purposes (e.g to invite, narrate, inform, explain, express opinion) and audience;

⁵ Listening and Speaking skills will be evaluated through School Based Assessment (SBA) and will be reported as Communication Skills on the Primary School Achievement Certificate

- write using a variety of sentence types;
- write a range of sentence structures to express own ideas;
- use a range of vocabulary appropriate to the situation and topic;
- demonstrate ability to maintain coherence and logical sequence while narrating a story;

Reading

- read with understanding a variety of texts;
- locate explicit information from a given text;
- demonstrate understanding of the main ideas and supporting details in simple unseen texts;
- recognise relationships between persons, actions and events;
- identify main ideas, key details and central themes and respond appropriately;
- identify characters and follow the chronological sequence of events;
- infer meaning from a given text;
- provide a personal response to any question related to the text;
- read critically and with appreciation what they have read;

Listening Comprehension

- enjoy listening with understanding to a variety of texts (greeting, conversation, dialogue, etc....);
- identify the main and key ideas;
- identify relevant details in a variety of spoken texts;
- infer implied meaning based on phonological clues (pace, tone etc....);
- infer the mood and feelings of speakers (through tone, pitch, pace etc....);

Speaking

- speak clearly and fluently, with grammatical accuracy and using appropriate vocabulary;
- read with good pronunciation, articulation and appropriate intonation; and
- express opinions, views, ideas, feelings and experiences effectively.

Paper Description

The assessment paper will be of duration of 1 hour 45 minutes and will carry a total of 100 marks. Learners' acquisition of competencies in the Asian Languages, Arabic and KM will be assessed through a variety of graded questions. Types of questions will include multiple-choice items, fixed-responses and open-ended items.

Table 6 gives the weighting given to the different learning areas in the Asian Languages, Arabic and KM.

Table 6: Weighting of the learning areas in the Asian Languages, Arabic and KM

Learning Areas	Weighting %
Grammar and Vocabulary	30
Reading	40
Writing	30

COMMUNICATION SKILLS

Purpose of the Assessment

The PSAC Assessment in Communication Skills aims at assessing the communicative ability of students in English, French and in one of the optional core subjects (if chosen by the candidate). The assessment is based on the Learning Outcomes under the Speaking and Listening components stated in the *National Curriculum Framework Grades 1 to 6, October 2015* and defined within the syllabuses for languages in the *Teaching and Learning Syllabus, Grades 1 to 6, October 2015* document. The Learning Outcomes under Speaking and Listening outlined in those documents form the basis of the assessment objectives of the PSAC Assessment in Communication Skills.

Assessment Objectives

The assessment objectives are in line with the broad philosophy spelt out in the National Curriculum Framework Grades 1 to 6, namely to:

- encourage learners to communicate effectively and accurately;
- develop the skills of listening and speaking; and
- acquire the language skills needed to communicate effectively in society.

More specifically, learners will be assessed on their ability to:

Listening Comprehension

- listen with understanding to a variety of spoken texts (conversation, weather forecast, news bulletin etc...);
- identify the main message in a variety of spoken texts;
- identify relevant details;
- infer implied meaning based on phonological clues (pace, tone etc...);
- infer the mood and feelings of speakers (through tone, pitch, pace etc...);

Speaking

- speak clearly and fluently, with grammatical accuracy and using appropriate vocabulary;
- read with good pronunciation, articulation and appropriate intonation;
- engage in meaningful conversations; and
- express opinions, views, ideas, feelings and experiences effectively.

Paper Description

For school candidates, Communication Skills will be assessed through school – based assessment. There will be a series of tasks in Grades 5 and 6 assessing Speaking and Listening.

Private candidates will be assessed through an external assessment conducted by the MES. Listening and Speaking will be assessed.

The weighting of the two components of Communication skills will be as follows:

Table 7: Weighting of the components in Communication Skills

Components	Weighting %
Speaking	40
Listening	60