

10.10.00 (1)

CPE EXAMINATIONS - RANKING PURPOSES

(No. B/23) **Dr. S. Chady (Second Member for Port Louis Maritime and Port Louis East)** asked the Minister of Education and Scientific Research whether, in regard to the CPE examinations, he will state the measures that Government proposes to take to eliminate ranking thereat and indicate how the introduction of oriental languages will fit in the new system.

Mr Obeegadoo: Mr Speaker, I thank the hon. Member for giving me the opportunity of explaining the stand of Government, but I cannot help wondering whether the question put never crossed the hon. gentleman's mind during the five long years when he was a senior Minister in Government and had the opportunity of doing something about it.

As you are well aware, Mr Speaker, precisely because the previous Government did nothing, absolutely nothing to address the issue of CPE ranking, we are in the mess we are in today with some 11,000 of the 31,000 candidates who will be sitting for CPE next week, expected to fail and with all the candidates having been engaged since joining primary school in a rat race to suit the purposes of CPE ranking and to try and secure a place in a so-called star school.

Mr Speaker, to do away with CPE ranking, Government will, as soon as possible, within the next five years, regionalise admission to secondary schools, provide a choice of secondary educational institutions of a good standard and replace ranking by a fair and objective grading system.

In parallel, the primary school curriculum is being revised to allow for a broader range of subjects to be taught at primary level. In the process, oriental languages will be given their rightful place in a manner that ensures that no prejudice is caused to any children and that all children are encouraged to master as many languages as possible and are exposed to the full richness of our cultural heritage.

I can assure the hon. Member that contrary to what prevailed in the past, we mean business and preparatory work is already under way to ensure the timely implementation of our plans for educational reform.

However, should the hon. Member have any bright ideas to which the previous Government was not receptive, I shall be delighted to meet with him to discuss that.

Dr. Chady: Mr Speaker, Sir, well, that gives us an idea of the arrogance *d'un ministre du gouvernement!* That is their style anyway, he sets the trend.

I am glad to hear that the Minister is going to come with regionalisation and the phasing out of ranking within five years. Why five years, can't all this be done earlier?

Mr Obegadoo: Mr Speaker, here again, I won't embarrass the hon. gentleman by quoting from 1996 Presidential Address, but ranking should not have been with us if the measures proposed in the Presidential Address had been implemented. So, I say and repeat again, we are already working actively to get rid of CPE ranking as soon as possible, but certainly within the mandate of the present Government.

Dr. Chady: Would the Minister agree that to find solutions to this problem of ranking - we need infrastructures, human resources and there is also a need for a consensus? Would the Minister tell me how many SSS have been built from 1995 till now?

Mr Obegadoo: Mr Speaker, if the hon. gentleman wishes to come with a substantive question, I shall be glad to answer, but what I can tell him is that in January next year, we do not have one single new secondary institution which is there ready to greet the new Form I intake.

Dr Chady: The Minister has been meeting many people of the education sector over the last few days, I am a bit shocked that he does not even know how many schools have been constructed from 1996 till now. There are about 12 schools which have been constructed since then. In the Presidential address, it is said that Government would consider grading and the Minister confessed that there are a lot of difficulties. Can I remind him as well that he had been putting questions for the last three years? I would like to ask him now what are his difficulties? About ranking, he said a solution will be found immediately, what about the oriental languages?

Mr Obegadoo: Mr Speaker, I did not refer to any difficulties, I said we mean business; the work is under way, the reforms will soon be there for the hon. gentleman to see.

Dr Chady: Mr Speaker, Sir, the Minister is not giving us a time frame. The Minister means business, he should give a time frame since he seems to know the dossier better than we do; he has been handling that dossier as a Member of the Opposition. He has got a solution for each and everything at the

28.11.04

**CPE EXAMINATIONS - DOUBLE FAILURES - EDUCATIONAL
SUPPORT**

(No. B/353) Mrs F. Labelle (Second Member for Beau Bassin and Petite Rivière) asked the Minister of Education and Scientific Research whether he will say if he has a plan to cater for the children who are leaving primary school at the end of the present year after a double failure at the CPE examinations.

Mr Obeegadoo: Yes, Sir. My Ministry is actively working on a plan to offer appropriate educational support to so-called 'double CPE failures' as from next year. In line with Government's commitment in favour of 11-year schooling, the idea is to ensure that the 3,200 or so children, who are left to their own devices, be accommodated within existing secondary schools or departments of existing secondary schools in special classes.

To that end, officials of my Ministry have over the past months been meeting regularly with the Federation of Managers of Private Secondary Schools, the *Bureau D'Education Catholique* and the Union of Private Secondary Education Employees to discuss the modalities thereof in terms of curriculum, teacher provision and training, equipment and administrative and financial arrangements. The preparatory work is nearing the end and subject to a final formula being agreed upon with the educational partners and approval of Government, the public will be informed of the details in a few weeks' time.

I am sure the hon. lady will agree that if implemented this programme will constitute a historic step forward laying the foundation for State provision of 11 years of free and compulsory education while offering a new chance to our children for them to master numeracy and literacy and acquire skills ensuring employability and a life of dignity in the future.

Dec. 12

12.12.00

(3)

**GUY ROZEMONT & SUNEE SURTEE GOVT. SCHOOLS - CPE
EXAMINATION RESULTS - 1995 TO 2000**

(No. B/452) Dr. M. Maudarbocus (Third Member for Port Louis South and Port Louis Central) asked the Minister of Education and Scientific Research whether, in regard to the Guy Rozemont Government School of Tranquebar and to the Sunnee Surtee Government School of Vallée Pitot, he will state in respect of each of the last 5 years-

- (a) the number of candidates at the CPE examinations,
- (b) the number who were successful, and
- (c) the number who were ranked among the first 3,000 to 3,500 candidate

Mr Obeegadoo: Sir, the information is being circulated. (Appendix IV)

Attached.

Appendix IV

PQ B/452 CPE EXAMINATIONS

Year	1996	1997	1998	1999	2000
Guy Rozemont G.S.					
No. examined	60	46	59	62	63
No. Passed	26	15	20	12	18
No. ranked (3000-3500)	NA	0	1	0	2
Surtee Sunnee G.S					
No. examined	160	155	152	157	162
No. Passed	80	65	63	65	81
No. ranked (3000-3500)	NA	11	12	6	10

CPE FAILURES – NEW PROGRAMME

(No. B/500) Mrs F. Labelle (Second Member for Beau Bassin & Petite Rivière) asked the Minister of Education & Scientific Research whether, in view of the new programme for the CPE failures, he will –

- (a) circulate a list of schools where such classes will be run ~~together~~ with their addresses and number of seats available; and
- (b) say if it is contemplated –
 - (i) to have in each such school one responsible officer to monitor the implementation thereof; and
 - (ii) to make available counselling services to the concerned.

Mr Obeegadoo: Mr Speaker, Sir, as the hon. lady is aware, the new Government has taken the historic and unprecedented step of opening up secondary schools to 3,500 students who fail the CPE examinations at their second attempt every year. Until now, the vast majority of such students were, at the age of 12 or 13, thrown out onto the streets, to become the ideal victims for the social ills associated with drugs, drinks and prostitution while perpetuating child labour. Eventually, such children joined the pool of unemployed or unemployable unskilled labour.

Henceforth, all of our children will be offered access to pre-vocational education in secondary schools, with the prospect of either acquiring skills leading to employment and a life of dignity or eventually rejoining the traditional academic stream within education.

Through this scheme, Government has taken a first step towards implementation of the 11-year schooling, and has shown that we mean business.

Sir, a list of schools which have expressed their willingness to run pre-vocational classes, together with their addresses and the number of seats offered is being tabled. → attached.

As regards part (b) of the question, pre-vocational classes are being run at State secondary schools (Vocational) and by private secondary schools. The officer responsible for each of these categories of schools, that is the officer in charge of the SSS Vs, as the case may be, the principal manager of the *Bureau d'Education Catholique* department or private secondary school, will effect the necessary monitoring at ground level. Regarding units functioning as outstations, they will be under the direct responsibility of the designated officer from the institution itself. Furthermore, heads of schools and responsible

officers will be sensitised as to the specific nature of monitoring required in pre-vocational education.

As far as counselling services are concerned, this is inbuilt in pre-vocational project, itself, given the pastoral nature of the teaching process. Each parent will have to deal with only one teacher who would be following the pupil throughout the 3-year course. In addition, steps have been taken for counselling services to be provided to the pupils by social workers and officers of the Ministry of Women's Rights, Child Development & Family Welfare.

B/500/19/12/00

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Private Secondary Schools willing to start pre-vocational courses (2001)

Region 1

Name of school	Address	No. of seats available
Soondur Manrakhan College (Boys and Girls)	Montagne Longue	50
London College (Boys and Girls)	Port Louis	25
D.A.V. College (Boys and Girls)	Port Louis	25
MEDCO SS (Boys)	Abercombe	50
MEDCO Cassis (Girls)	Cassis	50
Bradley College (Boys and Girls)	Montagne Longue	50
Islamic College (Boys)	Port Louis	25
Loreto Convent Port Louis (Girls)	Mary Ward, Development Centre, Port Louis	50

Region 2

Name of school	Address	No. of seats available
Friendship College (Girls)	Goodlands	50
Universal College (Boys and Girls)	Rivière du Rempart	50
Merton College (Boys and Girls)	Pamplemousses	50
Ideal College (Boys and Girls)	Rivière du Rempart	50
Friendship College (Boys)	Goodlands	25
SSS V Triolet (Boys and Girls)	Triolet	150
SSS V Goodlands (Boys and Girls)	Goodlands	75
SSS V Riviere du Rempart (Boys and Girls)	Rivière du Rempart	150

Region 3

Name of school	Address	No. of seats available
New Educational College (Boys and Girls)	Bel Air Riviere Seche	50
Byron College (Boys and Girls)	Centre de Flacq	50
Modern College (Boys and Girls)	Centre de Flacq	50
Darwin College (Boys and Girls)	Centre de Flacq	25
Mayflower College (Boys and Girls)	Brisée Verdier	50
Royal Holloway College (Boys and Girls)	Montagne Blanche	50
SSS V Ripailles (Girls)	St. Pierre	25

Region 4

Name of school	Address	No. of seats available
Hamilton College (Boys and Girls)	Mahebourg	100
Thanacody College (Boys and Girls)	Souillac	50
Loreto Convent Mahebourg (Girls)	Centre Technique, Bambous Virieux	50
SSS V Ferney (Girls)	Ferney	75
SSS V Rose Belle (Boys)	Rose Belle	100
SSS V St. Aubin (Boys and Girls)	St. Aubin	125

Region 5

Name of School	Adresse	No. of seats available
St. Joseph College (Boys)	Curepipe	25
Notre Dame College (Girls)	Salle Paroissiale St. Helene, Curepipe Road	50
Loreto Convent College Curepipe (Girls)	Les Casernes, Curepipe	25
Mauritius College (Boys)	Curepipe Road	25
Mauritius College (Girls)	Curepipe Road	25
Lycée Mauricien (Boys and Girls)	Phoenix	50
Aleemiah College (Boys and Girls)	Phoenix	50
St Helena College (Boys and Girls)	Curepipe	50
SSS V Icery (Boys and Girls)	Forest Side	100

Region 6

Name of School	Adresse	No. of seats available
St Mary's College (Boys and Girls)	Centre Technique St. Sauveur, Bambou	75
BPS (Girls)	Parish Hall, Tamarin	25
Loreto Convent Rose Hill (Girls)	Salle Paroissiale St. Vincent de Paul, Pailles	25
Collège des Villes Soeurs (Boys and Girls)	Beau Bassin	25
SSS V Mont Roches (Girls)	Mont Roches	100
Lycée de Beau Bassin (Girls)	Beau Bassin	50
Collège de La Confiance (Boys)	Beau Bassin	25

3/20/01

(5)

CONSTITUENCY NO. 17 - CPE STUDENTS - PERFORMANCE

(No. A/25) Mr M. Dowarkasing (Third Member for Curepipe and Midlands) asked the Minister of Education and Scientific Research whether he will state the performance of the students of the different primary schools located in constituency No. 17 at the 2000 CPE examinations and indicate the number of repeaters who came out successfully at same.

Reply: The performance of the students of the different primary schools located in constituency No. 17 at the 2000 CPE examinations is as shown below -

S.N.	Schools in Constituency No. 17	No. who sat for CPE (including repeaters)	No. of passes	% of Passes
1	Cité Atlee GS	115	59	51.3
2	Dubreuil GS	58	25	43
3	Henrietta GS	50	30	60
4	James Toolsy GS	160	118	73.75
5	Midlands GS	66	39	59
6	La Confiance RCA	168	145	87.5
7	Robinson Rd GS	71	49	69
8	St. Esprit RCA	171	101	59
9	St Jean Bosco RCA	134	87	70.4
10	Ste Therese RCA	102	68	66.6
11	Wooton GS	97	55	56.8

The number of repeaters who came out successfully at same exams is as follows -

S.N.	Schools in Constituency No. 17	No. of Repeaters who sat for CPE	No. of Repeaters who passed	% of Passes
1	Cité Atlee GS	35	20	57.1
2	Dubreuil GS	21	4	19
3	Henrietta GS	11	1	9
4	James Toolsy GS	26	15	57.6
5	Midlands GS	10	3	30
6	La Confiance RCA	17	11	64.7
7	Robinson Rd GS	18	11	61
8	St. Esprit RCA	33	9	27
9	St Jean Bosco RCA	31	1	3
10	Ste Therese RCA	23	17	73.9
11	Wooton GS	16	6	37.5

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Debate No. 34 of 18.12.01



WRITTEN ANSWER TO QUESTION

CUREPIPE/MIDLANDS – CPE PASSES

(No. A/101) Mr M. Dowarkasing (Third Member for Curepipe and Midlands) asked the Minister of Education and Scientific Research whether he will, for the benefit of the house, give details of the number of CPE passes in all schools in the constituency of Curepipe/Midlands.

Reply: The details regarding the number of passes at CPE Examinations for 2001 in all schools in the Constituency of Curepipe/Midlands are as follows -

A. Primary Schools (Government & Aided)

SN	Name of School	No. Examined	No. Passed	% Passed
1	Dubreuil GS	52	33	63.5
2	Midlands GS	63	32	50.8
3	Robinson GS	84	57	67.9
4	Cite Atlee GS	111	46	41.4
5	Wooton GS	100	43	43
6	Ste Therese RCA	111	63	56.8
7	James Toolsy GS	176	124	70.5
8	St. Jean Bosco RCA	152	95	62.5
9	N.D. de La Confiance RCA	172	142	82.6
10	St. Esprit RCA	161	105	65.2
11	Loreto Convent Curepipe	90	90	100.0

B. Private Primary Schools + State and Private Secondary Schools

SN	Name of School	No. Examined	No. Passed	% Passed
1.	St. Patrick's Primary School	19	19	100.0
2.	Ambassador College	19	18	94.74
3.	Dunpath Lallah SSS	11	11	100.00
4.	Mauritius College	71	67	94.37
5.	Notre Dame College	6	6	100.00
6.	Presidency College	55	52	94.55
7.	Renaissance College	34	29	85.29

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CPE EXAMINATIONS - INTRODUCTION OF STREAMING

Seen
(No. B/899) Mr D. Roopun (Second Member for Mahebourg and Plaine Magnien) asked the Minister of Education and Scientific Research whether, being given that ranking at the CPE examinations has been abolished, he will consider the advisability of reintroducing streaming in primary schools, and whether he will make a statement thereon.

Mr Obeegadoo: Sir, the practice of streaming pupils in all primary schools in standards IV, V and VI was discontinued as from January 1998.

Such a measure, which is in line with modern pedagogical thinking and practice, was taken on the basis of recommendations of a report from the Senior Inspectors, Primary Education Level dating back to December 1996. The report emphasised the need to discourage labelling of pupils and to promote cooperative peer learning.

As there is no evidence that destreaming in schools has adversely affected the performance of children and as my Ministry has not received any representations for its reintroduction the question of reintroducing streaming in primary schools, therefore, does not arise at this stage.

However, at secondary level, the Ministry of Education and Scientific Research remains very open to the reintroduction of streaming as from 2003 in consultation with PTAs and management of schools.

PRIMARY CURRICULUM DEVELOPMENT PROJECT
HEALTH AND PHYSICAL EDUCATION

Health Education has become a must in the formal school system all over the world, and is directly linked with Physical Education. Health Education Programme promotes not just knowledge but behaviours that contribute to healthful lifestyle for all students. When the concepts of both Health Education and Physical Education are integrated and well taught, the health and well being of students can be enhanced significantly. It is also common knowledge that health behaviour skills and physical activities are becoming more and more essential for a healthy society. It is imperative that all students be given the opportunity to study significant health issues and participate in daily physical activities.

Research has shown that physically fit and healthy students learn better and have usually good academic performance. The purpose of this project is to provide instruction for the acquisition of behaviours, which contribute to a healthy lifestyle for all students.

Health Education programme is most effective and efficient when it

- Focuses on health-related behaviours;
- Has a positive, wellness orientation;
- Is based on student skill development;
- Promotes positive peer influences;
- Has adequate teaching time devoted to it;
- Has continuity through the grade levels.

As Health Education and Physical Education complement each other, students should experience a sequential educational programme that will involve a variety of skills – such as healthy eating, ability to manage personal growth and development, promoting personal safety and injury prevention, proper use of substances, and active participation in physical activities.

At the end of Standard III, the child should be able to:

- Understand the function and care of the different body parts.
- Demonstrate healthy eating practices.
- Apply simple safety skills.

At the end of Standard VI, the child should be able to:

- Understand the relationship between food intake, health and physical activity.
- Inculcate positive behaviour pattern in lifestyle.
- Recognise sources of health hazards on school premises and playgrounds.
- Apply injury prevention skills.
- Apply basic First Aid knowledge and skills.
- Understand the changes occurring during puberty.

HEALTH AND PHYSICAL EDUCATION

COMPETENCIES			
TOPIC	STANDARD I	STANDARD II	STANDARD III
MYSELF	<ul style="list-style-type: none"> The child should be able to Identify body parts Recognise functions of body parts 	<ul style="list-style-type: none"> The child should be able to Care for body parts (simple preventive measures) 	<ul style="list-style-type: none"> The child should be able to Understand concept of growth through measurement activities: weight, height, head circumference
FOOD	<ul style="list-style-type: none"> Identify different sources of food Be aware of the importance of mealtimes 	<ul style="list-style-type: none"> Discuss the content of the main meals 	<ul style="list-style-type: none"> Classify food into 3 main Groups Understand the importance of food variety in meals Know/about food safety (packed lunch)
SAFETY	<ul style="list-style-type: none"> Demonstrate simple safety measures of body parts 	<ul style="list-style-type: none"> Identify common dangers (accidents and injuries) at home and the safety precautions to take. 	<ul style="list-style-type: none"> Identify further common dangers at home and safety precautions to take
Body awareness	Know body parts	<ul style="list-style-type: none"> Know Body parts body systems and caring for body 	Know about his/her capabilities, potentials and limitations
Discrimination between body parts and their functions. Locomotor and Non-locomotor skills	Perform basic skills e.g walking, running, rolling, etc ... Locomotor & Non-Loocomotor skills	Know jumping, pivoting, creeping etc ... Locomotor and Non-Loocomotor skills	Perform combined movements and co-ordinated movements (callisthenics) Locomotor and Non-Loocomotor skills
Awareness of senses	Discriminate signals and senses	Discriminate, analyse and combine signals and senses	Develop awareness of the effects of exercises on the body Benefit of participation (fun ...)

Spatial awareness	Situate themselves in a specific area	Know limitations of movements in a specific area	Analyse qualities of movements in relation to other locomotor and non-locomotor skills - in a specific area (personal and general space)
Directions	Move forward, backward, sideward, up, down, etc.....	Move in different directions alone and in groups	Create co-ordinated movements and acquire skills like freezing shrinking
Levels	Make himself/herself high, medium and low	Know motion of air/floor	Perform movements in the air and on the floor - (high, medium, low)
Pathways	Travel in a straight line, curved line and in a zigzag	Develop correct positioning alone and in groups	Develop correct positioning in relation to other children in team games
Planes	Know moving along planes	Perform different movements alone and in groups along planes (gymnastics)	Apply knowledge of basic skills for correct positioning in games e.g movement of performers and trajectory of equipment and tactics involving use of space.
Qualities of movement			Recognise consequence of behaviour & develop self-confidence
Weight awareness	Discriminate heavy, light, (weight bearing)	Know potentialities and limitations of body in applying force	Know weight transfer and resistance to muscular force or tension
Effort awareness	Know firm, gentle, fine movements	Know flexibility/directness support	Identify flow of movement, free flow, bound flow
Time awareness	Know quickness, sustainment	Know quickness, neutral, sustainment	Know static & dynamic balances
RELATIONS			Apply time factor in games (individually and in groups)
(A) Fundamental relationships with objects	Perform skills like throwing and catching alone and with partner	Know how to apply force, tension in manipulative skills during games	Perform in groups and use skills in games e.g target hitting ball throwing- how fast, how far, etc....
(i) Manipulative			

TOPIC	STANDARD IV	STANDARD V	STANDARD VI
LIFESTYLE	<ul style="list-style-type: none"> - Understand the importance of food - Develop awareness of balanced diet and diet-related conditions. - Perform physical exercise. 	<ul style="list-style-type: none"> - Understand benefits of physical activities. - Understand importance of sleep and rest. - Understand the health implications of alcohol and tobacco. 	<ul style="list-style-type: none"> - Acquire awareness of habits - Be aware of Hard drugs HIV/AIDS Diabetes Mellitus Hypertension Heart diseases
BODY SYSTEMS	<ul style="list-style-type: none"> - Know how to feel pulse rate and respiratory rate - Identify body temperature - Fever - Understand how to apply good posture 	<ul style="list-style-type: none"> - Understand how to count pulse rate - Be aware of the body changes at puberty. 	<ul style="list-style-type: none"> - Understand the changes that take place in the body at puberty. - Acquire basic first aid skills.
SAFETY	<ul style="list-style-type: none"> - Identify common dangers at school and the safety precautions to take. - Acquire knowledge in proper choice of garments for personal comfort and safety. - Discriminate food safety measures. 	<ul style="list-style-type: none"> - Identify common dangers (poisonous substances) at home and the safety precautions to take. - Be aware of personal safety. 	<ul style="list-style-type: none"> - Further awareness of personal safety.

(ii) Non-Manipulative	Obstacle relationship	Acquire concepts like on, under, over, near, far	Perform movements in relation to objects e.g going near, far, towards, between, along	Develop strategies in games and know skills such as dodging, leaping etc.
	Target relationship	Run over low obstacles.	Develop confidence in clearing obstacles.	Develop critical thinking and problem solving skills.
B. Relationship to people	Alone in space	Develop dexterity	Play accurately in individual games	Develop good tactics in handling objects in games.
	Alone in groups	Know other friends at school with whom they play.		
Partner relationships	Acquire some notions of teams		<ul style="list-style-type: none"> - describe some people in his/her environment e.g youngsters in clubs who play together.. - acquire team building spirit and play for fun. 	<ul style="list-style-type: none"> - know who are those who help him/her everyday quest for play.
Formational relationship				<ul style="list-style-type: none"> - acquire physical abilities for athletics, football, handball and other individual and team games.
Small group relationship				

Relay team	<ul style="list-style-type: none"> - find partners for relay team and to perform relay without loss of time. 	<ul style="list-style-type: none"> - show good technique of baton pass (upsweep method) and to perform a relay race (4 x 50m) and baton pass, without loss of time. 	<ul style="list-style-type: none"> - form a relay team 4x50 m depending on space, and show good technique of baton pass (upsweep methods blind pass) and compete in a relay race 4x50m or 4x60m.
Obstacle race	<ul style="list-style-type: none"> - perform 8 strides up to the first hurdle and 3 strides up to the second hurdle and to run over three obstacles. 	<ul style="list-style-type: none"> - perform 8 strides up to first obstacle and 3 strides in between. 	<ul style="list-style-type: none"> - run over 5 hurdles 40cm high. - Perform 8 strides in between and be able to compete in an obstacle race over 5 hurdles.
Cross country/Middle and long distance.	<ul style="list-style-type: none"> - perform slow runs in groups and run for 9 to 10 minutes without stopping. 	<ul style="list-style-type: none"> - perform slow runs in group over set distances with short acceleration in between. 	<ul style="list-style-type: none"> - Participate in cross country, middle doing distance races. - Perform slow runs in groups and to perform a set distance in a given time.
Long jump	<ul style="list-style-type: none"> - take off and achieve horizontal movement (Take off action to be performed in take off zone). 	<ul style="list-style-type: none"> - achieve take off action in a specific area (take off zone of 30 cm). - Perform the take off action after a short approach of two to four strides. 	<ul style="list-style-type: none"> - Participate in Long Jump competition using an approach of 6-12 strides.
Triple Jump	<ul style="list-style-type: none"> - hop, step and jump and perform standing triple jump. 	<ul style="list-style-type: none"> - Perform a standing triple jump. - Perform a triple jump after a short approach run (2-4 strides). 	<ul style="list-style-type: none"> - Perform a triple jump from a 2-4 stride approach and compete in a triple jump competition using (6-12) stride approach.

CPE EXAMINATIONS - STUDENTS - ABSENCE

STUDENTS - ABSENCE

(No. B/579) Dr. R. Beebeejaun (Second Member for Port Louis South and Port Louis Central) asked the Minister of Education and Scientific Research whether he will state what measures have been taken or state what measures are taken to examine, assess and ensure admission to a secondary school of students unable to take the CPE examinations at examination centres or anywhere else by reason of ill health on the days of the examination.

The Minister of Training, Skills Development and Productivity Skills (Mr. S. Fowdar): Mr. Speaker, Sir, I am informed by the Mauritius Examinations Syndicate that special arrangements are made for CPE candidates who by reason of ill health are unable to take part in the examination at the official examination centre.

The arrangements are as follows -

as -

(1) All hospital administrators are requested by a circular letter well before the examinations to inform the Syndicate of any in-patient candidate.

Once the Syndicate is informed, arrangements are made for the candidates to sit for the examination in the hospital itself, under the same security conditions as in the other centres.

(2) Candidates who are unable to write due to accident/handicap or are unable to read on account of injury in the eyes, are given the assistance of a writer/reader.

(3) Partially blind candidates are provided with enlarged Question Papers.

(4) Blind candidates are provided with Braille version of the Question Papers.

(5) Those who are absent or are unable to sit for examination for some reasons are examined or assessed at the next examination session, provided they are entered for the examination.

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(No. B/579) contd.

I am further informed that for CPE examinations this year, five candidates sat for the examinations in hospitals. There was one blind candidate who was provided with the Braille version of the Question Papers. 10 partially blind candidates were provided with enlarged version of the Question Papers.

25 cases of dyslexia were reported by SENS (Special Educational Needs Society) and upon recommendation of doctors, additional time of 15 minutes was given to the candidates.

Such special arrangements are made every year.

Dr. Beebeejaun: Mr Speaker, Sir, the answer is long, but there is only one line in it which is relevant. On the day of the examinations, the students cannot take part.....

(Interruptions)

Of course, it is irrelevant!

Mr Speaker: Order! This is why I have said that hon. Members putting questions should put their questions and not make comments.

Dr. Beebeejaun: Mr Speaker, Sir, the question is very specific. It is on details of the CPE examinations ...

Mr Speaker: Hon. Dr. Beebeejaun, do you have any supplementary question? Put your question, please.

Dr. Beebeejaun: Mr Speaker, Sir, the purpose of the question is not to make the few students, who are totally unable to take the exam, wait for another year. And, this is the purpose of the question. I would like to know whether there is any measure not to make the students sit at the next exam which is a year later.

Mr Fowdar: I have already replied to this question, Mr Speaker, Sir.

17/12/02 (9)

17/12/02 (9)

CPE EXAMS 2002 - GRADING & MARKING

(No. B/772) Dr. A. Boolell (Second Member for Vieux Grand Port & Rose Belle) asked the Minister of Education & Scientific Research whether he will state if the grading and marking of pupils who sat for the CPE examinations this year will be made available to parents on request.

Mr Obeegadoo: Sir, I sincerely hope that the question from the hon. Member is not a veiled attempt to question the integrity of the Mauritius Examinations Syndicate which has earned the trust and respect of one and



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all in the organisation and conduct of examinations for almost two decades now.

As I have had the opportunity of explaining in reply to previous Parliamentary Questions, the educational reforms aim at reducing the existing inequalities in the present system of education. Taking the interests of the children at heart, my Ministry has abolished the much decried ranking system which has since long exerted tremendous psychological pressure on both students and their parents through intense competition to secure a few places in the star schools. The democratisation of access to education through the construction of additional secondary schools and the abolition of the ruthless ranking system and its replacement by a fair and objective grading system has done away with the rat race competition in primary schools and the focus is now shifting to the overall development of the child.

Mr Speaker, Sir, contrary to the former ranking system, the present grading system is more transparent in that on the results slips which have been issued to candidates since Saturday last, the grade obtained in each subject and the grade aggregate are clearly indicated. The question of parents requesting same does not therefore arise. As regards marking, it has never been the practice neither for the CPE examinations nor for the Cambridge School Certificate and Higher School Certificate Examinations to provide marks to candidates. The *status quo* is therefore being maintained. However, should any particular candidate wish to have a remarking of his papers, he may do so in line with the existing practice.

Dr. Chady: Sir, as a matter of clarification. From what I understand, when we were debating the whole reform about one and a half year ago, there was a paragraph in one of the publications of the Minister wherein it was stated that the outstanding performance of certain candidates, whose marks would be an A+ 90, will be given a certificate of competency. Does that still stand and on what basis?

Mr Obegadoo: Mr Speaker, Sir, in the sense that we believe that just as the required attention must be given to low performers, children with learning difficulties, in due course, the MES will indicate to us who are the students who have demonstrated an outstanding performance. Then appropriate measures such as certificates of merit, another idea mentioned

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was gold medals, would be envisaged to, in fact, reward and identify the medals, specially gifted for which a special programme will be mounted for they also fitted to deserve special attention.

Dr. Chady: This will be based, I am sure, on the marks of those Chady students and somehow these will be made available to the candidates and the public probably...

Mr. Obegadoo: Mr Speaker, Sir, as everybody knows, in each State Obegadoo Secondary school the best performer at School Certificate obtains a prize school certificate. At the Higher School Certificate, X, marks Y and Z can be proclaimed laureates without their marks being made public. So, in the same manner, those who have shown an outstanding performance at CPE can be appropriately rewarded without marks being made public. Otherwise, I am sure the hon. gentleman would understand the danger of opening the floodgates should we tell each and every one of the 30,000 CPE candidates that marks are freely available. So, let us be realistic and try to manage the whole complex CPE exercise in a fair manner.

Dr. Chady: A last question, Sir. The fact that the "A" grading has a wide range of marks, that is, between 75 to 100 and as this is the bone of contention, I am sure these questions have been raised to him and the classification must be very wide. That's why I am putting that question. Can they be provided, at least, what their grade "A" is worth?

Mr. Obegadoo: I understand the question to be the number of students who have obtained five As. Is that the question?

(Interruptions)

(Interruptions)

Dr. Chady: I mean the details of the marks obtained by grade A students.

students.

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CPE EXAMS 2002 - SUCCESSFUL CANDIDATES NOT
ATTENDING SCHOOL

CPE EXA

(No. B/199) Dr. J. B. David (Fourth Member for GRNW and Port Louis West) asked the Minister of Education and Scientific Research whether he will inform the House of the number of students who have passed the 2002 CPE exams, but who cannot attend school because of poverty.

Mr Obeegadoo: Sir, according to latest available statistics, 18,079 school students passed the CPE examinations in 2002. Of those, 17,647 are presently attending secondary schools and 136 repeating Std VI, which totals 17,783, i.e. 98.3 % of those who have passed.

In comparison for the CPE examinations in 1999, it is estimated that 94 % of CPE passes remained in schooling thereafter.

According to the figures I have just quoted, it is therefore estimated that some 296 children successful at the CPE exams in 2002 are no longer attending schools. It is quite impossible to state the reasons thereof with any degree of certainty since there are no personal records for those children and no tracer study has as yet been carried out.

It is noteworthy that beneficiaries of basic pensions and/or social aid are entitled to a child's allowance for children up to age 15, irrespective of whether the children are in education or not. Children over 15, if in full-time education, continue to qualify for payment of child's allowance.

The hon. gentleman will be pleased to learn that as from 2005, it is expected that with the coming into force of compulsory education up to age 16, all children whether they pass or fail CPE, will continue to attend school. It stands to reason that the State would then need to put into place a mechanism to ensure compliance and provide support to parents as appropriate.

Dr. David: Mr Speaker, Sir, will it, therefore, be possible for the Ministry of Education to find out the reason why these 296 CPE students, those who passed the CPE in 2002, are not attending school? There must be a reason why they are not going to school. Can we have a survey carried out to find out the reason why?

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(No. B/199 Cont'd)

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(No. B/199 Cont'd)

Mr Obeegadoo: Yes, eventually there could be a survey and it would be interesting to have such a survey, but as the hon. gentleman was the Minister of Education, he is well aware that we are very.....

*(Interruptions)**(Interruptions)*

Mr Speaker: Order, please!

Mr Speaker: Order, please!

Mr Obeegadoo: We are very hard-pressed with numerous commitments in connection with the reforms right now and we neither have the expertise nor the human resources to carry out such surveys, but I shall look into it.

YEAR 2003

CPE STUDENTS – ADMISSION (03/06/03)

(No. A/24) Mr M. Chumroo (First Member for Port Louis North and Montagne Longue) asked the Minister of Education and Scientific Research whether he will table a list of schools which have admitted in Form I this year pupils who have passed the CPE with an aggregate of 25 and indicate the number admitted in each school.

Reply: The information requested for is being compiled and will be placed in the Library of the National Assembly.

CPE - RESULTS 2000-2003

12 27/7/04

(No. B/621) **Dr. R. Jeetah** (First Member for Piton and Rivière du Rempart) asked the Minister of Education and Scientific Research whether he is aware that the CPE results in 2000, 2002 and 2003 have constantly been on the decline and, if so, will he state what measures he proposes to take or has taken to reverse the trend in 2004.

Mr Obegadoo: Mr Speaker, Sir, in response to the question put by the hon. gentleman, I would like to make the following points -

- (i) the Certificate of Primary Education (CPE) as we know it, has existed since 1980. Since that date, and abstraction being made of changes in certification criteria, there has been a gradual improvement in results. Using the CPE pass rate to mean the percentage of passes as amongst school candidates of the Republic of Mauritius, one may observe that the average pass rate during the 1980s was 55% and during the 1990s 63%.
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(No. B/621 Cont'd)

- (ii) The results in year 2000, were 66.4%, in 2001 65.3%, in 2002 64.9% and in 2003 62.6%. It is considered that results in 2000, 2001 and 2002 represent fluctuations around an average of 65%, but there is a 2% drop in 2003 which has been fully analysed by the Ministry of Education.
 - (iii) It has been observed that the pass rate amongst students sitting the CPE for the first time remains more or less constant between 2000 and 2003, the first timers, between 70 and 71%, pass rate first timers constant. However, the percentage of passes amongst those at their second sitting, drops dramatically from 55.9% in year 2000 to 37.3% in 2003 which represents about 2000 students. Interestingly, the number of students having passed at their first sitting and who choose to re-sit also falls by a corresponding number during the same period. Therein lies what I have called the paradox of the reforms process. In very simple terms, students who have passed their CPE are no longer made by their parents to repeat Std VI for the mere sake of improving their ranking, ranking having been abolished and the so called star secondary schools having been converted. That is obviously a positive development arising directly from the reforms. However, inevitably it leads to a drop in the overall pass rate. I would appeal to the hon. gentleman, if he has a genuine interest in the successful schooling of our children not to play party politics on insignificant statistical fluctuations, but to realise that the fundamental problem remains that 21% or so of a school cohort still does not obtain a CPE at the end of their primary schooling. Unfortunately, in former years, this problem was not addressed. The present Government has embarked upon many new initiatives including the Zones d'Education Prioritaires Project, the National Literacy and Numeracy Strategy on the basis of an extension of school hours and more recently the ongoing elaboration of the pedagogical project resting upon the use of the mother tongue to promote primary school achievement. At the same time, entry qualifications of Trainee Teachers have been upgraded and their training programme revisited. The outcomes of all these initiatives will become obvious to all in a few years time as the reform process
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DR/D25/P11/5**(No. B/621 Cont'd)**

translate into better results at both primary and secondary levels.

Dr. Jeetah: Mr Speaker, Sir, with your permission, I will ignore the Minister's comments on the insignificance of the figures. I would like to ask the hon. Minister why is it that for the last two years there have been large estimates for construction and improvement of primary schools, and I would like to quote figures here; for the year 2002/2003, it was Rs225 m. and the revised estimate was merely Rs30 m. and the same goes for 2003/2004 where the estimate was Rs215,000 and the revised estimate was only Rs49 m. I would like to ask the Minister why is it that year in, year out primary schools have been neglected and they are suffering because of under funding.

Mr Obeegadoo: For a minute, I thought the hon. gentleman was asking another question. But if the hon. gentleman wants to put a substantive question as regards infrastructural developments in the primary sector, I shall be delighted, Mr Speaker, Sir, to provide to the House ample evidence of all the developments taking place in primary schools.

Dr. Jeetah: Mr Speaker, Sir, can I point out to the hon. Minister that under this present Government the results today are the same they were ten years back, that is, this Government has brought us ten years backwards.

Mr Obeegadoo: Mr Speaker, Sir, I have provided figures truthfully and honestly. I repeat, in 1980s pass rate 55%, 1990s 63%, but even if it were 70% or 75% or 80%, it would just not be good enough. The problem with our educational system is, I repeat, that some 20% of any cohort do not obtain the CPE. That is the fundamental problem which needs to be addressed and which we are in the business of addressing, Mr Speaker, Sir.

Dr. Jeetah: Mr Speaker, Sir, I would like to make a last comment. In 2003, we had 62.6% CPE pass rate and it has gone down to the same level as 1994 when it was 62%.

Mr Obeegadoo: Mr Speaker, Sir, I have explained again and again. Let me provide statistics.

(Interruptions)

Mr Speaker: Order!

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(No. B/621) contd.

Mr Obeegadoo: From 2002 to 2003, the percentage of first timers remains constant at around 70%. We all know that until ranking was abolished, a lot of children passed the CPE, but repeated to obtain a better ranking. Now, the percentage of passes among second timers drops from 47% in 2002 to 37% in 2003, a 10% drop in the pass rate of second timers, between 2002 and 2003. Now, when we probe deeper, we found that the percentage of students who having already passed, repeat Std VI likewise dropped by 10% between 2002 and 2003. And, do you know, Mr Speaker, Sir, before the abolition of ranking, some 2000 children were made to repeat Std VI unnecessarily, just to improve their ranking?

(Interruptions)

Today, only around 80 students having passed, repeat standard VI. That is a success of which we are very proud.

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CPE EXAMINATIONS (2004) - SCHEDULED DATES

(No. B/746) **Dr. R. Jeetah (First Member for Piton and Rivière du Rempart)** asked the Minister of Education and Scientific Research whether he will state if there has been a change in the dates for the CPE examinations and, if so, will he give the reasons thereof.

The Minister of Industry, Financial Services and Corporate Affairs (Mr K. Khushiram): Mr Deputy Speaker, Sir, I would like, with your permission, to reply to this question. The dates for the CPE examinations may vary slightly from year to year taking into consideration public holidays, religious festivals and major events. Thus, in 2002, the CPE examinations were held from 15 to 17 October and in 2003, these were held from 20 to 23 October.

This year, Mr Deputy Speaker, Sir, the CPE examinations will be held slightly earlier, from 11 to 14 October in view of the Durga Pooja, which will be celebrated during the period 15 to 22 October and the Ramadan Fast, which begins on 15 October and ends on 13 November. The Trade Unions and other parties concerned, which have been consulted, have agreed to the timing of the examinations inasmuch as this will not cause prejudice or inconvenience to pupils and parents concerned with these religious festivals.

YEAR 2005

CPE EXAMINATIONS 2004 – FAILURES (08/02/05)

(No. B/54) **Dr. R. Jeetah (First Member for Piton and Rivière du Rempart)** asked the Minister of Education and Scientific Research whether he will state the number of students who failed the CPE examinations for the year 2004.

Reply: The CPE results for Mauritius and Rodrigues were 62.60% in 2003 and 63% in 2004. It is observed that the pass rate amongst students sitting the CPE for the first time was 71% in 2004 as compared to 69.9% in 2003. However, the percentage of passes amongst those at their second sitting remains more or less the same, that is 37%.

In 2004, out of the 27,332 candidates examined 17,217 passed the CPE examinations, representing 63%. It follows, therefore, that 10,115 repeaters failed the CPE examinations. According to statistics, 37% of those 222 who failed at the first attempt passed at the second attempt indicating that approximately 21% of a school cohort do not manage to obtain the CPE after 6 or 7 years of primary schooling.

**CPE EXAMINATIONS - PERCENTAGE PASS MARK -
2001 TO 2004 (22/02/05)**

(No. B/133) Dr. R. Jeetah (First Member for Piton and Rivière du Rempart) asked the Minister of Education and Scientific Research whether in regard to the CPE examinations, he will, for each of the years 2001, 2002, 2003 and 2004, state -

- (a) the overall percentage pass mark, and
- (b) the percentage pass mark per subject.

The Minister of Training, Skills Development, Productivity and External Communications (Mr S. Fowdar): Mr Speaker, Sir, with your permission, I am going to reply to PQ B/133. The overall percentage pass mark for the years 2001 to 2004 was 35% and the percentage pass mark per subject was 30%.

Dr. Jeetah: Mr Speaker, Sir, the hon. Minister has been a bit quick in answering. Can I ask him whether there has been an increase in the performance of the students since 2001?

(Interruptions)

Mr Fowdar: I don't have the relevant information, Mr Speaker, Sir.

Dr. Jeetah: I'll come back with another question next week, Mr Speaker, Sir.

CPE EXAMS 2005 – HINDI PAPER – MISTAKES (08/11/05)

(No. I B/465) Mr G. Gunness (Third Member for Montagne Blanche and GRSE) asked the Minister of Education and Human Resources whether, in regard to the CPE Examinations 2005, he is aware

that there have been mistakes in the Hindi Paper and, if so, will he state if an inquiry has been carried out in connection therewith and, if so the outcome thereof.

Mr Gokhool: Mr Speaker, Sir, on Thursday 20 October 2005, pupils of Standard VI sat for the Hindi Paper for the CPE Examinations 2005. On the same day, I was informed by the Mauritius Examinations Syndicate (MES) that the Hindi Paper contained mistakes and this was subsequently reported in various press articles. It was alleged that there were seven (7) mistakes in the paper.

On Tuesday 25 October 2005, following the press articles, the MES had set up a Technical Committee to, *inter alia*, scrutinize the mistakes in the Question Paper, assess the impact on the performance of candidates, and to provide guidelines to the Chief Examiners in connection with the briefing of markers.

At its meeting of 28 October 2005, the Technical Committee noted that there were seven mistakes in the paper. After scrutinizing the mistakes, the Technical Committee concluded that the nature of six of the seven mistakes is such that it will not impact the performance of candidates.

As regards the seventh mistake, which emanated from a problem with the software in use, and which related to a dot not being printed legibly, the Committee considered that both singular and plural forms of the answer should be accepted as correct. Thus, no students will be penalised for this mistake.

In order to avoid the problem of mistakes in Question Papers in future, the following measures are being envisaged by the MES –

- (i) setting-up of a panel of at least three persons for the setting and moderation of Question Papers (i.e. one Paper Setter and two Moderators);
- (ii) developing an Item Bank/Question Paper Bank, with moderated items stored in the bank which can be picked up and used;
- (iii) making use of the “latest” software which would detect spelling and grammatical errors, for Asian Language/Arabic Question Papers, and
- (iv) looking into the whole process of appointment of Setters and Moderators for CPE Examinations, 2006 onwards.

The hon. Member may rest assured that all necessary adjustments will

be made to the Marking Scheme so that candidates are not unduly penalised.

**CPE EXAMINATIONS (2004) - STUDENTS –
PERFORMANCE (15/11/05)**

(No. I B/515) Mr S. Dayal (Second Member for Quartier Militaire and Moka) asked the Minister of Education & Human Resources whether, in regard to the CPE Examinations and in the light of the Report of the Mauritius Examinations Syndicate regarding the performance of students at the 2004 CPE Examinations who did not attempt at composition writing, he will state –

(a) what steps he has taken or proposes to take, and

(b) if he will consider the advisability of further splitting grading at CPE into A+, A, B+, B, etc and make a statement thereon.

The Minister of Local Government (Dr. J. B. David): Mr Speaker, Sir, with your permission I shall reply to this question.

Mr Speaker, Sir, regarding part (a) of the question, I wish to inform the House that I have read with much concern the report of the Mauritius Examinations Syndicate which was issued in May 2005 regarding CPE Examinations and unfortunately, the recommendations have not received due consideration. The Ministry of Education and Human Resources is reconsidering the inspection strategies to monitor practices and motivate the pupils to increase their interest and improve their performance in composition writing.

As regards part (b) of the question, the Ministry of Education and Human Resources does not propose, at this stage, to make major changes in the grading system as review of the current system will have to be undertaken in a holistic manner after consultation, with all the stakeholders concerned and any change to assessment requires concurrent action in various fields, namely: the syllabus, the format of the CPE question papers, the marking/grading system, the teacher's workbook and above all prior notice of at least one academic year will have to be given to candidates.

Mr Dayal: Mr Speaker, Sir, is the hon. Minister aware that composition markers have expressed their worries regarding ...

(Interruptions)

Mr Speaker: Order!

Mr Dayal: ... a large number of candidates who simply did not attempt question No. 6, that is, the composition? Let me read one sentence from that report -

“Composition markers were worried by the large number of candidates who made no effort to even attempt the question. Most involved in the marking had the feelings that the candidates had been told not to attempt the question.”

Can I know what is being done to redress this situation?

(Interruptions)

Mr Speaker: Order!

Dr. David: Well, in fact, hon. Dayal has raised an important issue and I would like, Mr Speaker, Sir, with your permission, just to read one or two sentences and show how telling it is in terms of standard and performance of CPE candidates.

The report has been submitted by the MES to the Ministry -

"Composition markers for the English Paper -

Composition markers were worried by the large number of candidates who made no effort to even attempt the composition question. It is indeed very worrying that after six years of schooling a great number of students are not able to write coherent sentences, let alone composition".

As regards French essays, this is what the examiners have to write in the report –

"Constat très alarmant. 49% des candidats ont obtenu zéro, ce qui révèle que les élèves mauriciens, en général, éprouvent beaucoup de difficultés à rédiger en français. Toutefois, on déplore qu'un bon nombre de candidats n'ont même pas essayé de faire la rédaction. Il est important de rappeler aux futurs candidats qu'ils doivent

impérativement répondre à toutes les questions du questionnaire."

After having made their remarks, which I have mentioned, are very telling as they show the poor performance of the students, they write -

"The examiners would like to end by proposing yet again.. which means it has been proposed before, but nothing was done. "...yet again that intensive workshops be carried out with standards IV, V and VI teachers on the teaching, reading and writing strategies".

This is, in fact, what the Ministry of Education is, at present, doing, but unfortunately we've seen the very low performance of the students.

YEAR 2006

CPE EXAMINATIONS (2004 & 2005) – PUPILS – SUBJECTS (04/04/06)

(No. B/165) Mrs D. Perrier (Fourth Member for Savanne and Black River) asked the Minister of Education and Human Resources whether, in regard to the CPE Examinations for each of the years 2004, 2005 and 2006, he will state the number of pupils taking –

- (a) five subjects, and
- (b) six subjects, indicating in each case the subjects offered.

Reply: A list of the number of pupils taking five subjects and six subjects in details at the CPE Examinations for the years 2004 and 2005 is being tabled.

As regards CPE Examinations 2006, figures are not presently available as entries have not yet been received at the Mauritius Examinations Syndicate.

CPE EXAMINATIONS - NOVEMBER-DECEMBER 2005 – PERCENTAGE PASS RATE (09/05/06)

(No. B/446) Mr G. Gunness (Third Member for Montagne Blanche and GRSE) asked the Minister of Education & Human Resources whether, in regard to the November-December 2005 CPE Examinations, he will state the percentage –

- (a) pass rate;
- (b) pass rate subject-wise;
- (c) pass rate with an “A” subject-wise;
- (d) pass rate with a “B” subject-wise, and

(e) failure in the English language

Mr Gokhool: Mr Deputy Speaker, Sir, with regard to the November-December 2005 CPE examinations -

- (a) the overall percentage pass rate was 62.24%;
- (b) statistics pertaining to percentage pass rate subject-wise, the percentage pass rate with “A” subject-wise, and the percentage pass rate with a “B subject-wise is being tabled;
- (c) the percentage failure in the English language was 25.6%

Mr Guinness: Since the hon. Minister is tabling the document, I am sure he must have the information; I don't have it. Can the Minister confirm that since 1998, exception made to year 2001, the 2005 result pass rate with an “A” in all subjects, including English, is higher?

Mr Gokhool: Mr Deputy Speaker, Sir, if we look at the statistics, it is true that the pass rate is slightly higher over all the years that have been mentioned by the hon. Member.

Mr Guinness: When I say, exception made to 2001, can the hon. Minister say, at that point in time, what were the marks for an “A” in 2001, and what were the marks to be obtained to get an “A” in 2005?

Mr Gokhool: The hon. Member is going back to 2001. I have for 2002 and 2003, and I have to check the marks. But all I am saying is that, if we look at the statistics, there has been a slight improvement, and if the hon. Member is looking at the statistics for English, even there, the improvement has not been very significant.

Mr Guinness: What the hon. Minister said on the education reform, he based himself on the supposedly failures, that is, the down trend in English and other subjects. Now that the results are out, we see that this is not true. As I said, since 1998, the best result has been in 2005. Can the Minister now confirm that the education reform that we have brought is now bearing the fruits?

Mr Gokhool: Mr Speaker, Sir, if we look at the analysis made by the MES over the last few years, even during the time when the previous Government was in power, the results have not improved significantly. The overall result has been around 70% and the failure rate is around 30%. Apart from the MES report, it would be interesting for the hon. Member to know that, at the last ADEA Conference in March, where my predecessor was present, a scientific report was presented by Dr. Sukon on the performance

over the past few years. I will read an extract from the report because education is a national issue and we should look at it as such. This report should be available to my predecessor. I quote an extract from the report - "The reforms don't seem to have helped the schools to do better."

Because, as a matter of fact, Mr Deputy Speaker, Sir, 70%, 30% have not moved the statistics. We should go beyond statistics and look at the quality of performance to which we are addressing. Let me read out the extract - "The reforms don't seem to have helped the schools to do better. What is even more surprising is the grade distribution at CPE level as shown in Figures 1-5."

I am going to table this document.

"The "U-Shape" shows a trend which is exactly opposite to that of a normal curve which governs the distribution of intelligence."

I am not a statistician, but if the hon. Member knows a little bit of statistics, he can make out what has happened over the last few years.

Mr Guinness: I know statistics.

(Interruptions)

Mr Gokhool: I am here to teach you any time!

(Interruptions)

The Deputy Speaker: Order! Order, please!

Mr Guinness: Mr Deputy Speaker, Sir, how can we see whether there has been an improvement? I don't agree with the hon. Minister. When it serves his purpose, he uses statistics, he uses percentage. When it does not serve his purpose, he does not use it. We agree today that the 2005 result has been the best since 1998.

Mr Gokhool: Mr Deputy Speaker, Sir, the vision of this Government is to improve the quality of education. This is what we are trying to do. I can also inform the hon. Member that if we look at the CPE examination papers, there are two sections - the Essential Learning Competencies and the Desirable Learning Competencies. This is where the problem lies because most students

(Interruptions)

The Deputy Speaker: Please, resume your seat, hon. Minister! I won't tolerate Members making remarks from a sedentary position.

(Interruptions)

The hon. Member should stop. He should not debate with me. He has to stop for the peace of mind of everybody in the House.

Mr Gokhool: What I was saying, Mr Deputy Speaker, Sir, is that it is true that there has been a slight improvement, but a large number of students have not acquired the higher order skills tested in section (b) of question papers. Let me also add for the benefit of the House, that only yesterday the British Council presented a preliminary report on the level of English. I can tell you, Mr Deputy Speaker, Sir, that there is a lot of concern about the level of English. Once the final report is there, we will inform the country about the level of English which has been going down and these are issues that we have to address.

At 1.00 p.m. the sitting was suspended.

On resuming at 2.30 p.m. with the Deputy Speaker in the Chair

**MIMOKA PRE-PRIMARY SCHOOL, TERRE ROUGE –
MASTER V.A. – POLICE ENQUIRY (27/06/06)**

(No. B/829) Mrs S. Grenade (Second Member for GRNW and Port Louis West) asked the Prime Minister, Minister of Defence & Home Affairs, Minister of Civil Service & Administrative Reforms and Minister of Rodrigues & Outer Islands whether he will, for the benefit of the House, obtain from the Commissioner of Police, information as to whether any case has been reported to the Police to the effect that on or about Monday 12 June 2006, at the Mimoka Pre-primary School at Terre Rouge, one master V. A., aged three, was ill-treated and injured and, if so, if an inquiry has been carried thereinto and the outcome thereof.

The Prime Minister: Mr Speaker, Sir, I am informed by the Commissioner of Police that on 14 June 2006, a certain Mrs. V. A, aged 32 and residing at Terre Rouge, reported at the Terre Rouge Police Station, that on 12 June 2006 at about 2100 hrs, she had to take her 3 year old son to SSRN hospital for medical treatment as he had been bleeding at his chin and

also noticed some scratch marks on the face. On the following day, on 13 June, she learnt from one of the pupils, according to her, attending the same pre-primary as her son, that her son had been assaulted by the teacher's husband.

I am further informed that, on 15 June, a statement was given at Terre Rouge Police Station by the Director of the Pre-primary school. Therein, she stated that on the day of the incident, the child got injured when he fell down after knocking against a chair. He was taken to Terre Rouge Health Centre for treatment and brought back to the school thereafter. On the same day, her husband also gave a statement to the Terre Rouge Police Station wherein he denied having beaten the child and averred that at the time of the incident he was at his site of work at Riche Terre.

I must say, there is a Police enquiry that is still is ongoing and we want to ensure, because this involves a small child, that we get to the truth in this matter.

Mrs Grenade: Mr Speaker, Sir, doesn't the hon. Prime Minister feel that the child would need some psychological support or follow-up?

The Prime Minister: Well, first of all, we want to establish what has happened, that is why the Police inquiry is going on and doing everything to find out what exactly happened.

Mr Dowarkasing: Mr Speaker, Sir, in the light of the inquiry that is being carried out, we find out that there has been foul play somewhere, what will happen eventually? Will the hon. Prime Minister take severe actions against this pre-primary school?

The Prime Minister: First of all, I have just said there is a Police inquiry. We can't just have the conclusion before the inquiry, we'll cross the bridge when we reach it. The inquiry must finish first to know what has happened.

Mr Speaker: Next question!

Mrs Grenade: One more supplementary, Mr Speaker, Sir. Is the hon. Prime Minister aware that there has been adverse report concerning the same person who ill-treated the child?

The Prime Minister: This is being looked into in the inquiry as well.

Mr Speaker: Next question, hon. Lauthan.

Oral Answers
Debate no. 27 of

21/10/66.

CPE EXAMINATIONS – TRADE UNIONS – CONSULTATION

(No. B/1178) Mr G. Guinness (Third Member for Montague Blanche and GRSE) asked the Minister of Education and Human Resources whether he will state if the dates for the forthcoming CPE Examinations have been fixed and, if so, will he state if prior consultations have been held with the trade unions.

(Withdrawn)

D05/W04/mt/1

CPE – STRATEGY FOR CURRICULUM REFORM

244 (21)
written answers
debate no 5 of 27/02/07.

(No. B/51) Mrs F. Labelle (Third Member for Vacoas and Floreal) asked the Minister of Education and Human Resources whether, in regard to the strategy for curriculum reform approved by Government, he will state if it is proposed to abolish the Certificate of Primary Education both as a certification and a selection tool and, if so –

- (a) the time frame that has been set down, and
- (b) the steps that have been or will be taken to attain this objective

Reply: I wish to remind the House that the Curriculum Reform which is at the heart of the Government programme 2005-2010 is a long drawn process which started with the national debate in December 2005 and led, as a first step to the document “Towards a Quality Curriculum-Strategy for Reform”. The document was approved by Cabinet on 29 September 2006 and thereafter made public.

One has to remember that the said document is a strategic one which sets out the long term objectives of developing an education system which responds to the needs of the country while at the same time redefining society and shaping the future responsible citizens of our country.

Admittedly, the document “Towards a Quality Curriculum-Strategy for Reform” does make reference to the abolition of the CPE as the last phase of a long-term plan premised on four phases as set out in the document that I am tabling. The proposed timeframe is 3 to 4 years which will, in fact, coincide with the new assessment framework in respect of which work has already begun and is expected to be completed by 2010 or so.

After the national debate, the next step for my Ministry was the elaboration of the National Curriculum Framework. In this respect, a National Curriculum Steering Committee was set up under the chairmanship of the Director, MIE, and the Committee has submitted a first report on the Primary sector which is being examined by my Ministry. The Committee has been requested to work on the secondary sector.

.../...

D05/W04/mt/2

(No. B/51) contd.

A National Curriculum Advisory Committee under the chairpersonship of the Chief Technical Officer of my Ministry has also been set up. Independently of the question of curriculum and assessment, there is a Committee under the Chairmanship of the Director (Planning) of my Ministry which is considering the different options for the transition of students from primary to secondary once the new assessment framework comes into force.

The House may wish to note that Curriculum Reform is a complex exercise which normally takes a cycle of 8 to 10 years to be completed. The new process has to be properly planned and has to be trialed and tested before a full scale implementation.

YEAR 2007

CPE ENGLISH PAPER 2007 – “ERROR FREE CERTIFICATE” (20/11/07)

(No. B/1139) Mrs F. Labelle (Third Member for Vacoas and Floreal) asked the Minister of Education and Human Resources whether, in regard to the CPE English Paper 2007, he will, for the benefit of the House, obtain from the Mauritius Examinations Syndicate, information as to it –

- (a) the setter or the chief examiner has submitted an “error proof certificate”, and
- (b) a blueprint for the said examination paper had been duly submitted.

Mr Gokhool: Mr Speaker, Sir, I am informed by the Director of the Mauritius Examinations Syndicate that for each Question Paper examined at the CPE Examination, the Paper Setter and the Moderator are required to submit an “Error Free Certificate” before the papers are sent for printing.

For the English Language Paper 2007, this was submitted on 05 July 2007.

As regards the “blueprint” referred to in part (b) of the question, I am informed by MES that every Paper Setter is provided by the Syndicate with a series of documents including a design for each question paper as well as a grid or template to guide the Paper Setter for the preparation of a blueprint in the first instance and the question paper itself subsequently.

The blueprint is a personal plan to ensure that there is a well-balanced approach to paper setting. As such, the blueprint constitutes the basis upon which the question paper will be set and is not a formal document which is required to be submitted by the Paper Setter to the MES. In the case under reference, i.e., the CPE 2007 English Paper no blueprint was therefore submitted by the Paper Setter.

I am informed by the MES that it is satisfied that requirements of the paper setting and moderation have been complied with.

Mrs Labelle: Mr Speaker, Sir, may I ask the hon. Minister whether he has received some explanation from the MES regarding the main discrepancy in the technicalities of paper setting? If the hon. Minister wants, I can give several examples of these discrepancies, but I am sure MES must be aware of these discrepancies.

Mr Gokhool: I think the question is related to “Error Free

Certificate” and the blueprint. As regards the problem relating to technicalities, I am sure that MES must have received representations and MES will deal with those representations.

Mrs Labelle: Mr Speaker, Sir, these discrepancies resulted in many problems regarding this paper and this shows that either the blueprint was not submitted or was not abided by. Regarding the “Error Free Certificate”, how can we account for the several errors in this paper?

Mr Gokhool: The hon. lady is making assumptions that there have been discrepancies and errors. This is an assumption about which I am not aware. If there has been a formal representation made to the MES, then, the MES will deal with those representations.

Mrs Labelle: Mr Speaker, Sir, the hon. Minister has referred to assumptions. For example, regarding Question 1, there is a total imbalance of items to be tested in this question. Out of 20 items to be tested, Mr Speaker, Sir, six are text verb, three are vocabulary, three are grammar and this resulted that preposition, comparison and so on have been left out; this is a discrepancy, and I can go on. These are not assumptions, these are just facts.

Mr Gokhool: Mr Speaker, Sir, I need to know the source of this information. If the MES has received a formal representation to which the hon. Member is referring, then the MES will have to look into it and make a reply to the person or the organisation which has made the representation. In any case, concerning the discrepancies to which reference is being made, this is a matter of appreciation. I am not competent to pronounce on the imbalancing...

(Interruptions)

Why is MES there for? Just shut up!

Mr Speaker: Order! Order!

Mr Gokhool: I don't interfere with the work of MES. It is for the MES to look into the matter...

Mr Speaker: I think the best course of action would be for the hon. Member to lay down on the Table of the Assembly all the documents that she has in her possession and the hon. Minister will look into them and make a statement, if need be.

Mrs Labelle: Mr Speaker, Sir, I know that the hon. Minister does not have the information. That's why in my question, I asked the hon. Minister to seek the information from the MES. Regarding the source of information, it is the Question Paper. If we go through the question paper, we are going to see it. I can lay a copy on the Table of the Assembly.

Mr Speaker: Please lay it on the Table of the Assembly. The hon. Minister will look into it and ask the MES for information. Perhaps he can make a statement thereafter.

Mrs Dookun-Luchoomun: May I ask the hon. Minister whether there is a delegation from the MES which regularly goes to England to check whether papers are being set according to the norms, papers are being printed before they come back for the exams?

Mr Gokhool: I think there are standard arrangements for the MES to ensure that the set of procedures which are laid out are complied with.

Mrs Dookun-Luchoomun: Is there any report from these people when they come back to state whether they go according to norms or not?

Mr Gokhool: At this stage, I can't answer this question. If the hon. Member comes with a substantive question, I will certainly answer it.

CPE EXAMS 2007 – QUESTION PAPERS – ERRORS (27/11/07)

(No. B/1219) Mrs L. D. Dookun-Luchoomun (Third Member for La Caverne and Phoenix) asked the Minister of Education and Human Resources whether in regard to the Question Papers for the Certificate of Primary Education Examinations 2007, he will, for the benefit of the House, obtain from the Mauritius Examinations Syndicate, information as to whether errors have been noted therein and, if so –

- (a) the number thereof, and
- (b) the remedial measures that have been taken to ensure that the students be not penalised as a result thereof.

(Withdrawn)

CPE 2007 – QUESTION PAPERS

11/12/07 24

(No. B/1323) Mrs L. D. Dookun-Luchoomun (Third Member for La Caverne and Phoenix) asked the Minister of Education & Human Resources whether, in regard to the Question Papers for the Certificate of Primary Education Examinations 2007, he will, for the benefit of the House, obtain from the Mauritius Examinations Syndicate, information as to whether errors have been noted therein and, if so –

- (a) the number thereof, and
- (b) the remedial measures that have been taken to ensure that the students be not penalized as a result thereof.

Mr Gokhool: Mr Speaker Sir, before I reply to the question, I wish to point out that there is a clear distinction to be made between factual errors and mistakes on the one



hand and comments of appreciation and discussions on semantics on the other. This clarification is of paramount importance in view of the growing number of people who claim to be specialists in matters related to education, assessment and examinations.

Views and opinions picked up by the media can often give a distorted picture of the examination process, which should be avoided. Genuine errors and mistakes need to be addressed through institutional procedures. I need to point out that no examination system is totally free from errors and mistakes. Our examination system is no exception. I have insisted in this House that MES should work towards a zero defect, error free examination.

Having said that, I am informed by the Director of the Mauritius Examinations Syndicate that only three factual errors were noted in the Question Papers for the 2007 CPE Examinations. These involved three subjects namely: (i) History & Geography (ii) Tamil and (iii) Urdu. These errors are admitted by the Mauritius Examinations Syndicate and relate to the following –

- (i) For the "History and Geography" Paper, a typing error occurred in Section A, Question 1 A, item 4, where the letter "u" was missing in the word "mountain". It is to be noted that as part of the inbuilt control mechanism on the computer a spell check was run, but in view of the fact that "Lion Mountain" was a proper name, the missing "u" was not disclosed and detected.
- (ii) For 'Urdu' paper, the symbol of the question mark was missing in three of the comprehension items at Question 4, Section B. Again, in spite of verification and moderation, the absence of the question marks were unnoticed.
- (iii) As regards the "Tamil" paper, in Question 1, section A, item 16 which was a multiple choice question, I am informed that three options seemed possible answers and that all three have been accepted as correct answers.

(Interruptions)

Benefit of doubt!

In all these cases the mistakes were investigated and the explanations of the officers concerned were obtained. The MES has taken necessary steps to ensure that these errors do not have any incidence on the marking of the papers. Hence, no student would be penalised.

There was no mistake in the Question Papers for the other subjects.

As regards the CPE 2007 English paper which formed the basis of a Parliamentary Question at our sitting on 20 November 2007, I need to again repeat, in spite of what has been said by the hon. Member representing Vacoas and Floreal that the paper did not contain any factual error or mistake and that the points raised are merely issues of appreciation. For example, whether OK should not have been written with a capital O and a small k instead of a capital O and a capital K as it was in the question paper?

Mrs Dookun-Luchoomun: Mr Speaker, Sir, on a point of order, instead of answering my question, the hon. Minister is answering the question of hon. Mrs Labelle set last week.

Mr Speaker: I have said I have no control on answers given by Ministers except that they must be pertinent to the question.

Mr Gokhool: Mr Speaker, Sir, the question is in regard to Question Papers for the Certificate of Primary Education Examinations 2007 and it relates to Questions Papers. Or whether "Black River" should not have been written instead of "Rivière Noire" as it was in the Question Paper?

Mr Speaker Sir, nearly everyone can have his or her own view about such issues, but that does not mean that he or she is right simply by stating that. What is important is that there has been no factual error or mistake in the English Paper and that the MES is satisfied that the requirements of paper setting and moderation have been fully complied with.

Although mistakes are human and do occur from time to time, the objective of the MES remains to ensure an error free examination. The MES has been requested to reinforce its processes and the system of checks and balances to avoid mistakes in Question Papers and ensure a zero defect situation.

Mrs Dookun-Luchoomun: May I ask the hon. Minister whether he could confirm that the misprint errors which have occurred in the papers of the Multiple Choice questions and, in spite of the fact that he says that the students will not be penalised, in an examination, especially a Multiple Choice one, this would have a negative effect on the performance of the student?

Mr Gokhool: The MES has got a sampling and standardisation process and such mistakes are taken into account so that students are not penalised.

Mrs Dookun-Luchoomun: May I ask the hon. Minister whether there is a mechanism which has been set up for the control of papers at the MES and whether the papers for CPE are printed in UK or not?

Mr Gokhool: Mr Speaker, Sir, there are controlled mechanisms and papers are printed in UK.

Mrs Dookun-Luchoomun: May I ask the hon. Minister whether there is a delegation every year which goes to England to check papers and verify any printing error?

Mr Gokhool: The whole process is to have a quality control and MES has this responsibility. And, if they travel to Cambridge, I am sure that they must look after this issue, because what is the purpose of travelling to UK, if they don't have to check that.

Mrs Dookun-Luchoomun: Can I know from the hon. Minister how many officers from the MES have gone to UK this year for the checking and verification of papers?

Mr Gokhool: I don't have the complete information. All I know is that the Director of MES does go to Cambridge for the purpose.

Mrs Dookun-Luchoomun: Mr Speaker, Sir, my information is that a delegation of officers do go....

(Interruptions)

Then, I am going to ask the hon. Minister whether he considers it to be proper to send the Director to check the papers when someone else has sat and written the papers and there is a whole section, the Subject Advisory Committee, and whether these people were not supposed to be those who should go and check the papers and verify correctly that no misprints or errors occur?

Mr Gokhool: Mr Speaker, Sir, when the Director of the MES travels, he has got other matters to address apart from looking at the examination papers, because there are so many other issues that have to be discussed.

Mrs Dookun-Luchoomun: May I ask the hon. Minister whether he was referring to that particular delegation which I mentioned and not a delegation to go and assess and evaluate other problems at Cambridge?

Mr Gokhool: What I said is that when the MES sends a delegation, whether it is the Director or others, they have to attend to a number of issues, which includes, of course, the quality control of papers.

Mrs Dookun-Luchoomun: Will the hon. Minister, therefore, agree that the MES has, once again, failed in the conduct of examination be it for SC and HSC or CPE?

Mr Gokhool: The short answer is: I do not share the opinion of the hon. lady.

CPE EXAMINATIONS 2007 – RESULTS

1/4/08
25

(No. B/102) Mr S. Soodhun (Fifth Member for La Caverne and Phoenix) asked the Minister of Education and Human Resources whether, in regard to the Certificate of Primary Education examinations for the year 2007, he will table –

- (a) the results thereof, and
- (b) the pass rate recorded by each school.

Reply: The information asked for are already available on the website of the Mauritius Examinations Syndicate (MES). I am nevertheless tabling the results of the Certificate of Primary Education examinations 2007 globally and school-wise for the information of the House and the hon. Member in particular.

CPE EXAMINATIONS 2008

20/07/08

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(No. B/538) Mrs M. Martin (Second Member for Curepipe and Midlands) asked the Minister of Education and Human Resources whether, in regard to the Certificate of Primary Education, he will state the dates of the examinations thereof.

Reply: The Certificate of Primary Education (CPE) examinations will be held on four days from Tuesday 21 to Friday 24 October this year. I am herewith tabling the calendar of examinations.

**CPE EXAMINATIONS- INVIGILATORS' ALLOWANCES
(19/08/08)**

(No. B/1161) Mr P. Jhugroo (Third Member for Port Louis North and Montagne Longue) asked the Minister of Education and Human Resources whether he will state if he has received any representation from the Government Teachers Union, regarding an increase in the payment of the invigilators' allowances for the Certificate of Primary Education Examinations and, if so, will he, for the benefit of the House, obtain from the Mauritius Examinations Syndicate, information as to if their request will be acceded to and, if not, why not.

Mr Gokhool: Mr Speaker, Sir, the Ministry has received a request dated 06 August 2008 from the Government Teachers Union for a meeting regarding an increase in payment of invigilation fees. I understand that on 06 August 2008 itself the Director of the MES had a meeting with the GTU on

the issue.

According to the MES, the GTU has requested for a 25% increase in the invigilation fees for the CPE examinations 2008 involving additional expenditure to the tune of Rs5 m. On account of budgetary constraints, the MES could not accede to the request of GTU.

It is worth pointing out that the invigilation fees have been increased as from 2002 up to 2006 which reached a percentage increase of 58.4%. It was then tacitly agreed that the fees would be maintained for a period of at least two years.

Quite apart from the question of increase in allowance, my Ministry will pursue discussions with the unions and the MES with a view to ensuring that there is no impediment to the organization and conduct of the CPE examinations.

27/7/12 (18)

The Minister of Public Infrastructure, National Development Unit, Land Transport and Shipping (Mr A. Bachoo): Mr Deputy Speaker, Sir, the hon. Member of Black River and Savanne had already raised the issue and I will convene definitely the plea of the hon. Member and his request to the Minister of Housing and Lands.

(10.30 p.m.)

(1) **ALBION GOVERNMENT SCHOOLS – TEACHERS**

(2) **BARKLY GOVERNMENT SCHOOL – CPE EXAMS**

Mr R. Bhagwan (First Member for Beau Bassin and Petite Rivière): Mr Deputy Speaker, Sir, the first problem concerns my good friend, the Minister of Education. Last time I raised the issue of Albion Government School. It is a brand new school and I even congratulated the Minister who had been there. There are some practical problems over there concerning teachers, discipline and so on. I think it is a bad start for that new school. Can I appeal to the Minister to remedy the situation?

I would also appeal to him concerning Barkly Government School. There are some infrastructural works which had been started since I raised the issue with him, but there are some practical problems in that particular area. Barkly is a very delicate region where at the last CPE exams, only two or three schoolchildren succeeded. I appeal to the Minister if he can convene, even in his office, all the responsible persons as well as the PTA. I think it is very important to convene the PTA and the head teacher and teachers of the school.

The Minister of Education and Human Resources (Dr. V. Bunwaree): Mr Deputy Speaker, Sir, I am aware of the problem at Albion Government School. Many things are being done already, but I will call the stakeholders together to find the best solution. It applies to Barkly Government School also.

The Minister of Public Infrastructure, National Development Unit, Land Transport and Shipping (Mr A. Bachoo): Mr Deputy Speaker, Sir, I have taken note of the request of the hon. Member and I'll transmit it to the Minister of Housing and Lands.

(10.33 p.m.)