General Notice No. 571 of 2016

THE EDUCATION ACT

Annual Programme for the Certificate of Primary Education Examinations (CPE) 2016

Notice is hereby given that pursuant to regulation 10(5)(d) of the Education Regulations 1957, the Minister of Education and Human Resources, Tertiary Education and Scientific Research has approved the annual programme for the Certificate of Primary Education Examinations (CPE) 2016 set out hereunder.
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ANNUAL PROGRAMME FOR THE CERTIFICATE OF PRIMARY EDUCATION EXAMINATIONS (CPE) 2016

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CPE Regulations & Syllabuses

Mauritius Examinations Syndicate

Annual Programme for the Certificate of Primary Education Examinations (CPE) 2016

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

24 February 2016

Programme for the CPE Examinations

Regulations and Syllabuses

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REGULATIONS

1. GENERAL INTRODUCTION

1.1.1 The Certificate of Primary Education (CPE) examination is conducted annually by the Mauritius Examinations Syndicate (MES).

1.1.2 In these regulations –

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

"core subjects" means English, Mathematics and French.

1.2 School Candidates

1.2.1 The examination is designed primarily as a school examination. Candidates may be presented as school candidates if they satisfy the Education Regulations 1957 made by the Minister under the Education Act.

1.2.2 Candidates above the age of 13 on 1 January following the last CPE examination, and who are attending Government, aided or registered primary schools, or registered secondary schools, may be entered as school candidates only if they have been permitted to repeat any class under regulation 11 of the Education Regulations 1957.

1.3 Private Candidates

1.3.1 Candidates below the age of 13 on 1 January following the last CPE examination may be entered for the examination on producing evidence of having taken the examination previously as a school candidate.

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

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

1.3.4 Candidates above the age of 13 on 1 January following the last CPE examination may enter for the examination without any restriction.

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

2. SUBJECTS FOR THE EXAMINATION

2.1 Compulsory Subjects

Subject Code No.	Name of Subject
110	English
120	Mathematics
130	French
141	Science
142/142R*	History & Geography

*142R is a paper set for candidates from Rodrigues

2.2 Optional Subjects (Asian Languages & Arabic)

Subject Code No.	Name of Subject
150	Hindi
160	Urdu
170	Tamil
180	Telugu
190	Marathi
200	Arabic
210	Modern Chinese

3.   **ENTRY REQUIREMENTS**

Candidates taking the examination must enter for the **5** compulsory subjects and may enter for not more than **one** optional subject.

4.   **CONDITIONS FOR THE AWARD OF THE CERTIFICATE OF PRIMARY EDUCATION**

The minimum requirements to obtain the Certificate of Primary Education are as follows –

<u>Either</u>

(a)   Grade E in the 3 core subjects;

<u>and</u>

(b)   Grade E in one of the 3 following subjects –

(i)   Science;

(ii)   History & Geography;

(iii)   One Asian language or Arabic, as the case may be.

<u>Or</u>

(a)   Grade E in the 3 core subjects;

<u>and</u>

(b)   an aggregate of 35% 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, as the case may be, taken altogether.

5.   **GRADING**

5.1   Each subject will be graded on a seven-point grade system, namely

A+, A, B, C, D, E, U (unclassified).

5.2   These grades bear the following units and represent the following performances –

Grade	Unit	Marks
A+	6	90 and above up to 100
A	5	75 and above but below 90
B	4	60 and above but below 75
C	3	50 and above but below 60
D	2	40 and above but below 50
E	1	30 and above but below 40
U	-	Below 30

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

6.   GRADE AGGREGATE

The Grade Aggregate is the sum total of the units obtained in the best 4 subjects.

7.   METHOD OF ENTRY

7.1   **Entry Forms**

7.1.1 All entries by schools recognised by the Ministry of Education & Human Resources, Tertiary Education & Scientific Research and the Private Secondary Schools Authority (PSSA) must be made on the forms provided by the MES. These can be submitted electronically or in hard copies by such date as shall be directed by the MES (see MES website http://mes.intnet.mu)

7.1.2 Pupils who are below the age of 13 on 1 January following the last CPE examination and –

(a)   are admitted to a pre-vocational course; or

(b)   have passed the CPE examination and wish to improve their results,

may be allowed to sit again for the CPE examination.

7.2   **Private Candidates**

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

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 **end of September** against payment of a late entry fee.

7.4   **Transfer of Entry**

(applicable to Government/aided primary schools only)

Candidates may not change their examination 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 Teacher of the school agreeing to accommodate the candidate and a transfer certificate from the Ministry of Education & Human Resources, Tertiary Education & Scientific Research.

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 –

(a)   permanent or long-term impairments; or

(b)   a temporary impairment during the examination.

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 examination.

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 examination in Braille.

8.5   **Candidates with other impairments**

If a candidate suffers from an injury, such as a fractured arm, that prevents the writing of answers, the MES may provide the necessary assistance to him/her during the examination.

8.6   **Hospitalised Candidates**

The MES shall make arrangements for candidates to take the examination 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 examination.

10.   **DISQUALIFICATION OF CANDIDATES**

10.1   Attention is drawn to the "*Instructions to Candidates*" issued before each examination.

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 examination 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 examination 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 examination or any of the papers, he may be expelled from the examination and be refused further admission thereto. His papers or the results thereof may be cancelled and he may be refused entry in subsequent examinations.

10.4   If breaches of the "*Instructions to Candidates*" are widespread at any examination centre, or if the circumstances in which the examination is held at any examination centre are unsatisfactory, the entire examination 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, STATEMENTS OF ATTAINMENT AND STATEMENTS OF RESULTS

12.1   **Result slips** are issued to all candidates taking part in the CPE examination.

12.2   A **Certificate of Primary Education** is awarded to candidates who pass the examination.

12.3   A **Statement of Attainment** is awarded to candidates who pass in at least one subject.

12.4   For school candidates, result slips, certificates and statements of attainment are sent to the Heads of institutions concerned.

12.5   For private candidates, result slips, certificates and statements of attainment are sent to them by post.

12.6   The MES reserves the right to correct the information given on the result slips, which are sent out before the issue of certificates.

12.7   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 is required –

(a)   full name and address;

(b)   name of centre and candidate's index number;

(c)   name of school (if any);

(d)   year of examination.

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 original National Identity Card.

13. REVIEW OF SCRIPTS

13.1   A candidate who is not satisfied with his examination results may apply to the Director of the MES for a review of his scripts.

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 the 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 or damage or any inconvenience caused to the candidate, consequent to the review of scripts or delay in communication for reasons beyond 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 resit examinations.

14.   RESIT EXAMINATION

14.1   After the issue of results, a resit examination will be organised by the MES for candidates who have failed the CPE examination and require, subject to paragraph 14.2, a pass in only one "additional" subject in order to obtain the Certificate of Primary Education.

14.2   To be eligible to take part in the resit examination, a candidate must have passed in at least 3 subjects including 2 core subjects.

14.3   Candidates will be informed of their eligibility to participate in the resit examination when they receive their result slips.

14.4   Candidates will be allowed a resit in only one subject as follows –

(a)   where a candidate has passed in the 3 core subjects, he may have a resit in one of the remaining subjects in which he did not pass;

(b)   where a candidate has passed in 2 core subjects and in one of the remaining subjects in which he took part in the examination, he shall have a resit in the core subject in which he did not pass.

14.5   In the case of a candidate who qualifies for a resit 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 resit examination shall rest with the candidate.

14.6   The resit examination will be organised for all subjects simultaneously.

14.7   Results of the resit examination will be communicated to candidates within two weeks of the examination.

14.8   New result slips will be issued to candidates after the resit examination.

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 last CPE examination.

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 examination; or

(ii)   in the case of a private candidate, a letter written by the candidate or by the responsible party, as the case may be.

15.1.3 No application will be entertained after 1 March of the year following the last CPE examination.

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 in writing immediately so that necessary amendments may be made before the examination. Additionally, the following documents shall be produced –

(a)   the original birth certificate; and

(b) the birth certificate showing the annotation relating to the change of name.

15.2.2 No amendment will be made after the examination.

16. EXAMINATION REPORTS

16.1 Examination reports on the performance of candidates are produced after the examination.

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   These 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 these Regulations and Syllabuses may be obtained upon request at the Syllabus/Records Section of the MES against payment.

18. PAST EXAMINATION PAPERS

18.1   Papers set at recent examinations are available on the MES website or may be consulted at the Syllabus/Records Section of the MES.

18.2   The copyright of the question papers shall rest with the MES.

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SYLLABUSES

INTRODUCTION

The following subjects will be examinable:

- English
- Mathematics
- French
- Science
- History & Geography
- Asian Languages/Arabic

The first **five** subjects are compulsory for all candidates.

For each subject, the syllabus spells out the general objectives of the examination, the domains/areas/topics, learning competencies and assessment objectives.

The specification of levels of performance in terms of competencies is meant to facilitate teaching and learning and to contribute to the improvement of standards of performance in schools.

A description of each paper, with details about the types of questions to be set, is also given.

In each of the subjects English, Mathematics, French, Asian Languages/Arabic, there is **one paper of 1 hour 45 minutes**. For each of the subjects Science and History & Geography, there is **one paper of 1 hour**.

Each paper consists of two sections as follows:

(i) Section A, carrying 60% of the marks, assesses Essential Learning Competencies (ELC). Questions set in this section assess the acquisition of basic skills and abilities.

(ii) Section B, carrying 40% of the marks, assesses mainly Desirable Learning Competencies (DLC). Questions set in this section assess higher order skills.

It must be emphasised that the examination syllabus indicates only the areas and competencies that are assessed in the CPE examination. It is derived from the teaching syllabus (National Curriculum Framework – Primary), which is broader and more comprehensive and which includes all the skills and attitudes that learners should be helped to develop.

ENGLISH

Subject Code No. 110

A.   GENERAL OBJECTIVES

The general objectives of the examination are to assess candidates' ability to:

1.   read with understanding a range of materials suitable for 10-11 year olds – texts, stories, news items, instructions, poems, songs, posters – and respond in writing;

2.   communicate thoughts, feelings and experiences in sentences and short coherent pieces of prose;

3.   use the elements of English effectively.

B.   DOMAINS / AREAS

The following domains/areas in English will be assessed in the examination:

1.   Reading with understanding
2.   Written expression
3.   Grammar
4.   Vocabulary

C.   ASSESSMENT OBJECTIVES

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
	Candidates should be able to:	**Candidates should be able to**:
1. READING WITH UNDERSTANDING	- demonstrate understanding of short unseen texts of different types (narrative, documentary, factual, etc.)	- read with understanding texts of a higher level of difficulty
	- demonstrate the ability to grasp the main idea of a paragraph/a short text	- recognise relationships between ideas
	- extract and convey specific and relevant information	- draw more complex inferences

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- identify relationships between actions, people and events in logical and/or chronological order	- recognise the tone of a text, e.g. use of humour and irony
- make simple comparisons	- express opinions, feelings
- draw simple inferences	- demonstrate the ability to interpret events and ideas
- demonstrate understanding of words in short passages	- demonstrate the ability to synthesise

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
2. **WRITTEN EXPRESSION**	- sequence sentences to form a short paragraph	- demonstrate ability to: (a) write complex sentences (b) link sentences to form a paragraph (c) write a coherent and continuous piece of prose of about 150 words
	- carry out writing tasks requiring words, phrases and simple sentence structures	
3. **GRAMMAR** 4. **VOCABULARY**	- show the ability to understand and use the basic grammatical structures and vocabulary of the language	- demonstrate the ability to use a wider range of vocabulary, and use of grammatical and syntactical components suitable for that age-group

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Refer to the following documents:
- National Curriculum Framework – Primary
- Learning Competencies for All.

D.   DESCRIPTION OF PAPER

SECTION A

Q1   Knowledge and recognition of proper grammatical structures and vocabulary will be assessed through multiple-choice/ fixed-response/open-ended items. *(20 marks)*

(Please note that this question can be broken down into 2 or 3 sub-questions, all assessing knowledge of grammar and vocabulary)

Q2   Understanding will be assessed through multiple-choice or open-ended items set on an unseen passage which could be a text, a poem, a letter, a conversation, a newspaper article, a poster, etc or through a simple cloze test. *(30 marks)*

Q3   The ability to write will be assessed in any of these ways:

- form to be filled in
- a few simple sentences to be written on a given picture
- a few sentences to be made with given words
- jumbled sentences to be rearranged and completed
- short text / guided conversation / letter to be completed *(10 marks)*

SECTION B

Q4   Ability to apply and use knowledge of grammar and vocabulary will be assessed through a fixed-response or an open-ended exercise. *(10 marks)*

Q5   Reading with understanding will be assessed through multiple-choice or open-ended items set on an unseen text or through a cloze test of a higher level of difficulty. *(10 marks)*

Q6   Writing skills will be assessed *either* through a picture composition with / without clues *or* a guided composition on a given canvas/ outline requiring coherent continuous prose of about 150 words. *(20 marks)*

MATHEMATICS

Subject Code No. 120

A.   GENERAL OBJECTIVES

The examination will assess candidates' ability to:

1.   perform calculations involving whole numbers, fractions (vulgar and decimal), percentages, using the basic arithmetical operations;

2.   recall and use mathematical symbols, formulae and conventions;

3.   understand current systems of measurement and make use of appropriate units of measurement in the solution of problems;

4.   understand and apply knowledge of properties of geometrical shapes;

5.   apply mathematical knowledge, skills and techniques in the solution of problems;

6.   interpret mathematical data and graphs and make use of same in the solution of problems;

7.   set out mathematical calculations in a clear and logical form, using appropriate symbols.

B.   TOPICS

1.   Numbers (whole and fractional)
2.   Measures
3.   Geometry
4.   Graphs

C.   ASSESSMENT OBJECTIVES

Topics	Essential Learning Competencies	Desirable Learning Competencies
	Candidates should be able to:	Candidates should be able to:
1. NUMBERS		
1.1 Whole Numbers	- write numbers up to 1 000 000 in figures and in words	
	- state the value of a digit in a given number	
	- use expanded notation for numbers up to 6 digits	

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Topics	Essential Learning Competencies	Desirable Learning Competencies
Whole Numbers *(continued)*	- add 2 numbers (up to 6 digits) whose sum does not exceed 999 999	- add up to 4 numbers whose sum does not exceed 1 000 000
	- perform subtraction involving up to 6-digit numbers	
	- multiply a 3-digit number by multiples of 10, 100 and 1 000 up to 9 000	
	- multiply a number by a 2-digit number (product not to exceed 1 000 000)	
	- divide a number by a 2-digit number	
	- divide numbers by 10, 100 and 1 000 and their multiples, up to 9 000	
	- solve word problems involving not more than two of the four operations (addition, subtraction, multiplication, division)	- solve word problems requiring the use of a suitable combination of the four operations (addition, subtraction, multiplication, division)
	- use even, odd, prime, rectangular (composite), and square numbers	
	- use factors and multiples	- find the factors of any number up to 150
	- find the HCF and LCM of two numbers	- find the LCM of three numbers (each number not exceeding 100)
		- solve word problems involving HCF and LCM
	- express a number as a power of a given number	- understand and use the laws of exponents, excluding $(a^m)^n = a^{mn}$
	- find the value of a simple expression involving powers of numbers (up to 3rd power)	
	- calculate the average of a set of numbers	
	- solve word problems on averages	- solve harder word problems on averages
	- solve word problems involving direct proportion	- solve harder word problems involving direct proportion
	- continue a number pattern or sequence involving (i) whole numbers (ii) ordered pairs	- solve word problems on inverse proportion
1.2 Fractions		
1.2.1 Vulgar Fractions	- identify and record as fractions parts of a whole shape	- divide a fraction by another fraction
	- recognise and use equivalent fractions	

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Topics	Essential Learning Competencies	Desirable Learning Competencies
Vulgar Fractions *(continued)*	- perform the four fundamental operations on fractions (excluding division of a fraction by a fraction)	
	- order not more than 3 fractions	
	- understand the concept of 'reciprocal'	
	- perform addition and subtraction involving two mixed numbers	- perform multiplication and division involving mixed numbers
		- understand and use ratio
		- express a vulgar fraction as a ratio and vice-versa
		- express a ratio in its simplest form
		- solve word problems on ratio
	- solve word problems on fractions, involving not more than two of the four operations (addition, subtraction, multiplication, division)	
	- continue a number pattern or sequence involving vulgar fractions and mixed numbers	
1.2.2 Decimal Fractions	- use decimal fractions (up to thousandths)	
	- use expanded notation involving numbers of not more than 3 decimal places	
	- order not more than 3 decimal fractions	
	- perform the four fundamental operations on decimal fractions	- multiply a number of not more than 2 decimal places by a number of 1 decimal place
	- solve word problems involving decimal fractions	
	- continue a number pattern or sequence involving decimal fractions	
	- convert a vulgar fraction into a decimal fraction and vice-versa	
1.2.3 Percentages	- perform simple calculations involving percentages	
	- solve simple word problems involving percentages (including profit and loss and simple interest)	- solve harder word problems on percentages (including profit and loss and simple interest)
	- express percentage as a decimal fraction or as a vulgar fraction and vice-versa	

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Topics	Essential Learning Competencies	Desirable Learning Competencies
2. MEASURES		
2.1 Length	- use the units: millimetre, centimetre, metre, kilometre	
	- convert units of length from one to another	
	- perform the four fundamental operations on lengths	
	- solve word problems involving length and perimeter	- solve harder word problems on length and perimeter
2.2 Area	- calculate the area of rectangles, squares, parallelograms, triangles	- find the length of the edge of a cube when the surface area is given
	- calculate the surface area of a cube	- find the area of composite shapes
	- use the units: cm^2, m^2, km^2, hectare	
	- convert units of area from one to another	- find the surface area of a cuboid
	- perform the four fundamental operations on areas	- work out problems on tiling
	- solve word problems involving area	- solve harder word problems involving area
2.3 Capacity/Volume	- use the units: millilitre, centilitre, litre, cubic centimetre, cubic metre	- find the volume of a cube and of a cuboid
	- convert units of volume/capacity from one to another	- solve word problems involving volume
	- perform the four fundamental operations on capacity/volume	
	- solve word problems involving capacity	- solve harder word problems involving capacity
2.4 Mass	- use the units: gram, kilogram, tonne	
	- convert one unit of mass into another	
	- perform the four fundamental operations on masses	
	- solve word problems involving masses	- solve harder word problems involving masses
2.5 Money	- use the units of currency: Rupees (R/Rs) and cents (c)	- solve word problems involving wages
	- work out shopping problems	- convert Mauritian currency into foreign currencies (Pounds Sterling, American Dollars, Euro) and vice-versa
	- solve word problems involving sharing, profit and loss	- solve word problems involving local and foreign currencies

Topics	Essential Learning Competencies	Desirable Learning Competencies
2.6 Time	- use the units: year, week, day, hour, minute, second	- use Greenwich Mean Time
	- use time on the 12-hour and 24-hour clocks	
	- convert units of time from one to another	
	- use the calendar	- solve harder word problems on time
	- understand the terms: common and leap years	
	- perform the four fundamental operations on time	
	- solve word problems involving (i) time (ii) the calendar	
2.7 Speed		- understand and use the term speed
		- use the units: metres/second (m/s) and kilometres/hour (km/h). Conversion from km/h to m/s and vice versa is not required.
		- solve word problems on speed
3. GEOMETRY		
	- use and interpret the terms: angles (acute, obtuse, straight, reflex, right), degrees, turns	- use the properties that sum of angles of a triangle is 180° and sum of angles of a quadrilateral is 360^0
	- understand the term bilateral (line or mirror) symmetry	
	- recognise and name isosceles, equilateral and right-angled triangles	
	- recognise and name quadrilaterals (rectangle, square, parallelogram, rhombus, trapezium, kite), pentagons and hexagons	
	- solve simple word problems involving angles and bilateral symmetry	- solve harder problems involving angles
	- recognise and name 3D objects (cube, cuboid, pyramid, prism, cylinder)	
	- understand and use the terms faces, edges and vertices.	

Topics	Essential Learning Competencies	Desirable Learning Competencies
4. GRAPHS	- use, draw and interpret pictograms, bar charts and pie charts - solve word problems involving pictograms, bar charts and pie charts	- understand the terms: axis (axes), origin, coordinates, ordered pairs - state coordinates of a given point in a plane - locate a point with given coordinates - interpret and draw line graphs - solve harder word problems on charts/ graphs

D.   DESCRIPTION OF PAPER

SECTION A

There will be 50 questions worth 60 marks as follows:

15 very-short-answer questions
(15 marks)

30 multiple-choice items
(30 marks)

5 short-answer questions
(15 marks)

SECTION B

There will be 5 open-ended/structured questions which may consist of more than one part. The questions will not necessarily carry the same weightings.
(40 marks)

FRENCH

Subject Code No. 130

A. GENERAL OBJECTIVES

The general objectives of the examination are to assess the ability of the candidates to:

1. read different types of texts and respond appropriately to what they have read;

2. communicate accurately in writing through short sentences or continuous prose;

3. appreciate the language and use it to complement other areas of study.

B. DOMAINS / AREAS

The four domains/areas in which the candidate will be assessed are:

1. Reading with understanding
2. Grammar
3. Vocabulary
4. Writing

C. ASSESSMENT OBJECTIVES

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
	Candidates should be able to:	**Candidates should be able to**:
1. READING WITH UNDERSTANDING	- show understanding of a variety of short texts (narrative, descriptive and factual)	- show understanding of extended texts
	- demonstrate understanding of words within short texts	- find appropriate words to complete a passage
	- locate key words/specific information/ details	- interpret details and make comparisons
	- identify main and subordinate topics	- find the central idea of a passage
	- draw simple inferences	- draw inferences
	- recognise relationships between persons /actions/events	- recognise relationships between ideas
	- follow the logical and chronological sequence of events in narratives	- give reasons and examples to support one's answers

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
2. GRAMMAR	- exercise care over punctuation and spelling	- demonstrate accuracy in punctuation and spelling
	- recognise and write different types of simple sentences (for e.g. affirmative, negative, interrogative)	- transform simple sentences into complex ones
	- produce grammatically correct sentences with	- produce a variety of complex sentences with
	• appropriate determiners, prepositions, coordinating conjunctions, adverbs	• subordinating conjunctions and relative pronouns
	• pronouns used as subject or direct/ indirect object	• possessive and interrogative pronouns and other pronouns such as 'en', 'y'
	• correct agreement of nouns and adjectives	• correct use/agreement of present/past participles
	• correct form and tenses of verbs	• correct use and sequence of tenses
	- Indicatif Présent - Indicatif Passé Composé - Indicatif Futur - Indicatif Imparfait - Impératif Présent - Infinitif Présent - Participe Présent	- Indicatif Passé Simple - Indicatif Imparfait - Indicatif Plus-que-Parfait - Conditionnel Présent - Subjonctif Présent
3. VOCABULARY	- understand and use an adequate range of vocabulary	- understand and use a wide range of vocabulary
	- find the meaning of words in context	- find the different meanings of words
	- transform words, e.g. verb ↔ noun noun ↔ adjectives	- transform words, e.g. verb ↔ noun ↔ adjectives ↔ adverb
		- expand a noun by using an adjective, a phrase or a clause
4. WRITING	- exercise care over punctuation and spelling	- demonstrate accuracy in punctuation and spelling
	- use appropriate vocabulary	- use imaginative and varied vocabulary
	- write accurate simple sentences	- write complex sentences
	- sequence sentences to form a paragraph	- write a coherent piece of narrative prose using correct verb tenses, varied sentence structures and link words

D. DESCRIPTION OF PAPER

SECTION A

Q1A   Knowledge of basic elements of grammar will be assessed through 15 multiple-choice items. *(15 marks)*

Q1B   Knowledge of words in context will be assessed through 5 multiple-choice items. *(5 marks)*

Q2   Reading with understanding will be assessed through multiple-choice / very short / short-answer questions set on 1 *or* 2 short unseen texts. *(20 marks)*

Q3A   The ability to find the logical and/or chronological sequence in a paragraph will be assessed through a series of jumbled sentences which will have to be re-ordered. *(4 marks)*

Q3B   The notion of syntax and meaning will be assessed through the production of 3 sentences by matching two given parts, and copying them out. *(6 marks)*

Q4A   Knowledge of different types of sentences will be assessed through the transformation of 2 simple sentences into the affirmative / negative / interrogative / declarative forms. *(4 marks)*

Q4B   The ability to write grammatically correct, simple and logical sentences will be assessed through the production of 3 sentences based on a series of given words. *(6 marks)*

SECTION B

Q5   Reading with understanding will be assessed *either* through open-ended questions based on a text *or* through a cloze test without words provided. *(10 marks)*

Q6   The application of specific grammatical rules will be assessed through 5 sentence completion items requiring the transformation of a given word. *(10 marks)*

Q7   The ability to use appropriate link words will be assessed through the transformation of 5 pairs of simple sentences into complex ones. *(5 marks)*

Q8   The ability to write a coherent piece of continuous prose will be assessed through a guided composition *or* a composition based on a series of pictures (of about 120 words). *(15 marks)*

SCIENCE

Subject Code No. 141

A.   GENERAL OBJECTIVES

The syllabus places emphasis on the assessment of facts, concepts and principles under three main objectives of the cognitive domain which are knowledge, understanding and application along with the acquisition of process skills. Objective skills under psychomotor domain will also be assessed. The broad assessment objectives are listed below. The examination will assess candidates' ability to:

1.   recall facts and concepts related to their environment;

2.   explain and interpret scientific concepts and principles related to their environment;

3.   extract information from materials presented in the form of charts, graphs, tables, diagrams, pictures, etc;

4.   give reasons for the need to maintain good health habits and conserve natural resources;

5.   apply knowledge of scientific concepts and principles to new situations;

6.   draw and label a diagram related to the course content.

B.   TOPICS

1.   Water
2.   Air
3.   Living Things (Plants and Animals)
4.   Materials
5.   Energy
6.   Food and Health
7.   The Human Body
8.   Earth and the Environment

C.   ASSESSMENT OBJECTIVES

Topics	Essential Learning Competencies	Desirable Learning Competencies
	Candidates should be able to:	Candidates should be able to:
1. WATER		
1.1 Sources of Water	- describe various sources of water (salt water, fresh water)	
1.2 Properties of Water	- name the three physical states of water	

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Topics	Essential Learning Competencies	Desirable Learning Competencies
Properties of Water *(continued)*	- explain how water can be changed into ice, ice into water, water into steam, steam into water, water into water vapour and water vapour into water	- infer that water exists as water vapour in the air
	- cite examples of common substances which dissolve in water	
	- explain how salt is obtained by evaporation of sea water	
1.3 **Uses of Water**	- list four common uses of water	
	- explain the importance of water for living things	- infer that water is essential for living things
	- cite examples of how to avoid wastage of water	
	- explain the need to avoid wastage of water	
1.4 **Water Pollution**	- cite examples of how water can be polluted	- explain the causes of water pollution
	- mention the harmful effects of water pollution on humans and the environment	- infer causes and effects of water pollution from given data
2. AIR		
2.1 **Existence of Air**	- interpret the presence of air in the environment	- conclude that air is present all around us, even in 'empty space'
	- state that wind is air in motion	
	- list objects which depend on wind to move	
	- state different uses of wind	
2.2 **Properties of Air**	- state that air is a mixture of many gases such as oxygen, carbon dioxide and water vapour	
	- name some common fuels	
	- name items which easily catch fire	
	- state that oxygen is used up during burning and carbon dioxide is given out	
	- interpret that oxygen is necessary for burning	
	- list some of the ways to extinguish different types of fires	
	- list certain precautions to be taken to prevent fires	

Topics	Essential Learning Competencies	Desirable Learning Competencies
AIR *(continued)*		
2.3 **Air is Essential for Life**		- explain how air is essential for living things
2.4 **Air Pollution**	- state that polluted air contains toxic gases and small particles	
	- explain the causes of air pollution	- infer causes and effects of air pollution from given data
	- state the harmful effects of air pollution	- suggest ways of controlling air pollution
3. LIVING THINGS		
3.1 **Differences between Plants and Animals**	- list the differences between plants and animals	- compare the main characteristics of plants and animals
3.2 **Parts of a Plant**	- identify the main parts of a plant	
	- draw and label the main parts of a plant	
	- state functions of the main parts of a plant	- infer the importance of different parts of a plant
	- list the conditions necessary for seed germination	
	- state that plants need light and water to grow	
3.3 **Importance of Plants**	- explain the usefulness of plants to humans, animals and the environment	
3.4 **Variety of Animals**	- recognise animals from drawings/pictures	
	- identify the main physical characteristics of a given animal	- compare the main characteristics of different animals
	- classify animals into various groups according to common characteristics	
	- mention habitats of different animals	- explain the importance of different habitats to animals
	- describe feeding habits of different animals found in Mauritius/Rodrigues	
	- recognise and name some rare/exotic/ extinct/ endemic birds in Mauritius/Rodrigues	- give reasons why these birds (rare birds) have become rare
	- list some steps taken to protect the rare birds	
3.5 **Importance of Animals**	- explain the importance of animals to humans and to the environment	

	Topics	Essential Learning Competencies	Desirable Learning Competencies
4.	**MATERIALS**		
4.1	**Natural Materials**	- list some common useful materials in the environment and their uses	- distinguish between natural and man-made materials in the environment
		- list advantages and disadvantages of some common materials	
		- list materials which get wet and which do not get wet and their uses	
		- list some materials obtained from the earth and the sea	
		-state how soil is important to plants	
		- state conditions that favour the growth of coral polyps	
		- state the origin and uses of sand	- give reasons why too much sand should not be removed from the sea-bed
		- list some common metals, their properties and uses	
		- list some materials obtained from plants and their uses	
		- explain the advantages and disadvantages of cotton	
		- list some materials obtained from animals and their uses	
4.2	**Man-Made Materials**	- name objects made of plastic/glass	- state that plastic and glass are man-made materials
		- list some common uses of plastic/glass	
		- explain the advantages and disadvantages of plastic/glass	
5.	**ENERGY**		
5.1	**Forms of Energy**	- list some common forms of energy	
		- illustrate with examples how energy may be changed from one form to another	
5.2	**Electricity**	- describe a complete electric circuit	- infer that electricity can only flow in a complete circuit
		- identify some common electrical symbols	
		- state that switches can be used to control the flow of electricity	

Topics	Essential Learning Competencies	Desirable Learning Competencies
Electricity *(continued)*	- list some precautions that should be observed while using electrical appliances	
	- differentiate between conductors and non-conductors/ insulators of electricity	
5.3 Sources of Energy	- list some common sources of energy	
	- state that fossil fuels are not renewable	- distinguish between renewable and non-renewable sources of energy
	- distinguish between sources of energy which cause pollution and which do not	- explain the need for using non-polluting sources of energy
5.4 Uses and Conservation of Energy	- list some uses of energy in everyday life	
	- list ways of conserving energy in everyday life	- give reasons for conserving energy
6. FOOD & HEALTH		
6.1 Nutrition and Health	- mention the different food groups/ nutrients	
	- list some common food items from each food group mentioned above	- classify foodstuffs based on their nutrient contents
	- define the term 'balanced meal' and give some examples	- give some advantages of having a balanced meal
	- generalise that good habits of personal hygiene, balanced meal, adequate rest and regular physical exercise are essential for maintaining good health	
	- state that microbes are present all around us	
	- state that some microbes may cause diseases	
	- state that microbes can contaminate our food	
6.2 Food Preservation	- list some ways of preserving food	- infer that microbes cause food spoilage
	- cite examples of different methods of preserving foods	- describe how preservation of food prevents microbes from spoiling the food
7. THE HUMAN BODY		
7.1 Teeth	- describe the dentition of a child and an adult	
	- name the different types of teeth namely; incisors, canines, premolars and molars	- Give the function of the different types of teeth
	- give the importance of dental care	

Topics	Essential Learning Competencies	Desirable Learning Competencies
THE HUMAN BODY *(continued)*		
7.2 Sound	- state that there are many kinds of sounds	- infer that a loud sound can be a source of noise pollution
	- state that there are many sources of sounds	
8. EARTH AND THE ENVIRONMENT		
8.1 Light	- name some sources of light	
	- infer that light enables us to see	
	- infer that light passes through transparent objects	- infer that light cannot pass through certain objects and this results in the formation of shadows
	- give examples of transparent and opaque objects	
	- infer that light travels in a straight line	
8.2 Characteristics of Living Things	- list the characteristic features of living things	
	- interpret given data to determine whether a plant/an animal is a living thing	
8.3 Environment		- state the changes that living things bring to the composition of air
		- give the importance of different organisms/living things
	- name the different sources of dangers to planet Earth	- explain the effects of pollution on humans, animals, plants and the environment

D.   DESCRIPTION OF PAPER

The questions in this paper will assess candidates':

(i)   knowledge with understanding in relation to science topics;

(ii)   ability to handle written/diagrammatical/graphical information in relation to science topics and everyday experiences.

SECTION A

Q1   *(20 marks)*

It will comprise 10 multiple-choice items.

Q2   *(40 marks)*

This question will consist of **two** parts:

Part A   *(20 marks)*
Part B   *(20 marks)*

Each part will comprise **two** or **more** very short and/or short-answer sub-questions.

The sub-questions may require candidates to complete tables, Fill-in-the-blanks in sentences and/or supply answers in simple sentences. Words may be provided for the blanks.

Candidates may also be required to draw/complete/label a simple diagram.

SECTION B

Q3 and Q4 *(20 marks each)*

Each question will comprise **two** or **more** sub-questions, which will aim at assessing candidates' knowledge, understanding and the ability to apply the concepts and principles of science to solve problems.

The sub-questions may require candidates to draw/complete/label a simple diagram.

HISTORY & GEOGRAPHY

Subject Code Nos. 142 / 142R

A. GENERAL OBJECTIVES

The syllabus places emphasis on the assessment of facts, concepts and principles under three main objectives of the cognitive domain which are knowledge, understanding and application along with the acquisition of process skills. Objective skills under psychomotor domain will also be assessed. The broad assessment objectives are listed below. The examination will assess candidates' ability to:

1. recall facts and concepts related to the natural and social environments;

2. explain, classify and interpret concepts and principles related to the natural and social environments;

3. handle* information from materials presented in the form of maps, charts, tables, graphs, diagrams, pictures, etc;

4. give reasons for the need to preserve the natural environment and historical heritage;

5. apply concepts and principles related to the natural and social environments to new contexts;

6. draw and label a diagram related to the course content.

B. TOPICS

1. Map Skills
2. Our Natural Environment
3. Our Weather
4. Land use
5. Economic Activities
6. Our Land, Our Environment
7. The Dutch Settlement
8. French Settlement in Ile de France
9. British Period and Independence

C. ASSESSMENT OBJECTIVES

Topics	Essential Learning Competencies	Desirable Learning Competencies
	Candidates should be able to:	Candidates should be able to:
1. MAP SKILLS		
1.1 Simple Map Skills -	locate places on a map using simple grid and direction – 4 cardinal points (N, S, E,W) and 4 intermediate points (NE, NW, SE , SW)	

* handle: read, extract, select, classify and interpret.

Topics	Essential Learning Competencies	Desirable Learning Competencies
Simple Map Skills *(continued)*	- measure distances on a map using the scale - read a map with contour lines, symbols and key, and scale	- interpret a map using a key and symbols - extract information from larger scale maps of Mauritius and Rodrigues
1.2 The Globe	- recognise outline maps of the Mascarene islands, Agalega, Madagascar and of the continents - locate and name the main global features on a globe/world map (continents, oceans, mountain ranges, rivers) - locate and name the main lines of latitude and longitude - locate countries, capital cities and ports in the Indian Ocean and wider region using latitude and longitude	
1.3 The Indian Ocean	- locate and name main islands, countries, continents and seas of the Indian Ocean	
2. OUR NATURAL ENVIRONMENT		
2.1 Volcanoes	- Draw and label the main parts of a volcano and name its main products - locate and name volcanoes in Mauritius (dormant) and in the south-west Indian Ocean (active)	- state how a volcano is formed and describe its main features
2.2 Broad Relief Features of Mauritius/ Rodrigues	- state that mountain ranges, plains, river valleys and other physical features form the broad relief features of Mauritius/ Rodrigues - identify examples of relief features (mountain range, isolated mountain, hill, plateau, plain, river valley, gorge) from a diagram/map - locate and name relief features and main rivers on maps of Mauritius and Rodrigues *	- interpret simple relief maps of Mauritius/Rodrigues

* Main rivers of Mauritius: GRSE, GRNW, Rivière du Tombeau, Rivière du Rempart (North and West), Rivière des Créoles, Black River, Rivière Savanne, Baie du Cap River, Rivière du Poste.

Rivers for Rodrigues: Rivière Mourouk, Rivière Cocos, Rivière Banane, Rivière Baie aux Huîtres, Rivière Cascade Victoire, Rivière Malgache.

Relief features for Rodrigues   Mounts above 300m ; Central Ridge, coastal plains

- draw and label diagrams showing relief features (mountain range, isolated mountain, plateau, plain, waterfall, gorge, river valley, hill, volcanic cone, crater);coastal landforms (cliff, bay, beach); coral reef and lagoon	- interpret pictures/diagrams showing different relief features/landforms

3.   OUR WEATHER

- read the temperature from a thermometer	
- explain how rain is formed	
- define the term " prevailing winds" and name the prevailing winds blowing over the Mascarene islands	
- name the summer and winter months and state their weather characteristics	
- read a temperature graph and a rainfall histogram	- infer that temperature decreases with height (altitude)
- describe using diagrams the main types of rainfall	- infer that rainfall distribution is related to relief, seasons and the South East Trade Winds
- read a map (Mauritius/Rodrigues) with isotherms/isohyets	- interpret (i) isotherm/isohyet maps (ii) tables and graphs with data on temperature and rainfall (iii) a cyclone bulletin

4.   LAND USE

- define the term land use	
- recognise and name the different types of land use	- give reasons to account for different types of land use
- read a land use map/diagram	- Interpret data, maps and diagrams on land use and changes in land use

5.   ECONOMIC ACTIVITIES

5.1   What is Agriculture?

- define the term agriculture	
- name some crops grown and some animals reared in Mauritius and Rodrigues	
- give the meaning of (i) a 'plantation' and (ii) 'mixed farming' and give examples	- explain why terrace farming is practised in Rodrigues
- locate and name sugar cane growing areas and sugar mills	
- Explain the importance of agriculture	- interpret data, maps, and diagrams related to agriculture

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Topics	Essential Learning Competencies	Desirable Learning Competencies
5.2 What is Manufacturing Industry?	- using examples show that a factory uses inputs such as raw materials, power and labour to produce outputs (products and wastes)	
	- list the main factors necessary for the setting up of a factory	- explain the concept of an industrial estate and give examples
	- list some facilities provided by the Government to manufacturing industries	- give reasons for the location of industrial estates
		- explain the importance of manufacturing industries
	- name some imports and exports of Mauritius	
5.3 The Tourist Industry	- using examples, explain the meaning of the term 'tourist'	
	- give examples of jobs in the tourist industry	explain the geographical location of tourist hotels
	- give reasons why tourists come to Mauritius and Rodrigues	- state the benefits of the tourist industry
	- locate and name the countries from which tourists come to Mauritius	
	- locate and name some areas of tourist activity	- interpret simple data and diagrams related to economic activities (agriculture, manufacturing and tourism) in Mauritius / Rodrigues
6. OUR LAND, OUR ENVIRONMENT		
6.1 Natural hazards	- define a 'natural hazard' and give examples	
	- with the help of diagrams, describe the weather characteristics associated with a cyclone	
	- list the effects of cyclones on the people and the environment	
6.2 Our land, Our environment	- name some features which make up the natural and man-made environment	
	- identify people's activities which may damage the environment	- explain how manufacturing industries affect the environment

Topics	Essential Learning Competencies	Desirable Learning Competencies
7. THE DUTCH SETTLEMENT	- locate and name the place where the Dutch first landed in Mauritius	- give reasons why the Dutch left Mauritius
	- locate the place of the first Dutch settlement in Mauritius and list some of its advantages	- describe the settlement of François Leguat in Rodrigues
	- describe the main activities of the Dutch in Mauritius	
8. THE FRENCH SETTLEMENT		
8.1 The French in Ile de France	- recall that after the Dutch had left, sailors and pirates visited Mauritius	
	- give reasons why the French took possession of Mauritius	
	- locate and name the place where the French first settled in Ile de France	- explain why the French left Grand Port to settle in Port Louis
	- state the contributions of Mahé de Labourdonnais	- explain how under Mahé de Labourdonnais Port Louis became an important town and port
	- state how people travelled in Ile de France	
8.2 Life in Ile de France	- locate and name the different places where slaves and free workers came from	- explain why the life of a slave was a difficult one
	- name some crops cultivated and locate the countries from which they were brought	
	- state the contributions of Pierre Poivre	
	- give reasons why Governor Charles Decaen is remembered today	- extract information from an old map of Ile de France/ Rodrigues
		- interpret data in the form of tables, maps, pictures, diagrams and time-lines related to the French rule
8.3 The British conquered the Mascarene Islands	- give reasons why the British decided to conquer Ile de France	- suggest reasons why the British lost the Battle of Grand Port
	- recall the date and place of the British landing	- explain the importance of Rodrigues for the British to capture Ile de France
9. BRITISH PERIOD AND INDEPENDENCE		
9.1 Mauritius: a British Colony	- name and locate the dependencies of Mauritius during the British period	

Topics	Essential Learning Competencies	Desirable Learning Competencies
	- state some of the advantages that the British allowed the inhabitants to keep	
	- recall the contributions of Sir Robert Farquhar	
	- recall some basic historical facts about the abolition of slavery and Indian Immigration	- give reasons why slavery was abolished
	- name some places where ex-slaves went to live and their occupations	
	- identify and name some factors responsible for the development of the sugar industry	- give reasons why Indian immigrants came to Mauritius during the British period
		- explain why the conditions of life of the Indian labourer were difficult
		- compare the advantages and disadvantages of different means of transport in the development of the country during the British period
		- interpret data, maps, diagrams and pictures on the main developments during the British period (1810 - 1968)
9.2 **Life during the British period**	- locate and name places (countries/ ports) from which people came during the British period	
	- give reasons why many people left Port Louis to settle in Plaines Wilhems in the 19th Century	- explain why Port Louis became an important port in this part of the Indian Ocean
9.3 **Independence and Republic**	- recall some basic facts* about (i) Independence (1968); (ii) Accession of Mauritius to the status of Republic (1992) and (iii) Rodrigues Regional Assembly (2002)	
	- identify and recognise sequence (chronological order) of main events during the British period and Independence (e.g. on a time line)	

NOTE: * Basic facts such as: date of event (year), names of important personalities (for e.g. first and present Prime Minister, first and present President of the Republic, first and present Chief Commissioner of Rodrigues).

D. DESCRIPTION OF PAPER

SECTION A

Q1   *(32 marks)*

This question will consist of *two* parts.

*   **Part A** *(16 marks)*

It will comprise 8 multiple-choice questions which will aim at assessing basic map reading skills such as reading direction, measuring distance using a scale, interpretation of symbols and data, recognition of latitudes and longitudes and location of physical and human features on a map of Mauritius / Rodrigues and on the Indian Ocean / world map.

Part B *(16 marks)*

It will comprise 8 multiple-choice questions which will aim at assessing knowledge and understanding of facts, terms, concepts and principles related to History & Geography.

Q2   *(28 marks)*

It will comprise completion-type (sentences/table formats, diagram-based), Fill-in-the-Blanks and very short/short answer sub-questions assessing knowledge and understanding in History & Geography.

These questions may assess:

(i) map skills such as reading a scale and direction, measuring distance and interpretation of symbols and information given on a plan/map;

(ii) skills such as drawing, labelling, completing a diagram, measuring and interpreting a graph;

(iii) skills of handling information: extracting, selecting and classifying information.

SECTION B

Q3   *(20 marks)*

Question 3 will assess candidates' knowledge, understanding and ability to apply concepts and principles acquired in **History**.

Q4   *(20 marks)*

Question 4 will assess candidates' knowledge, understanding and ability to apply concepts and principles acquired in **Geography**.

These questions will comprise **two** or **more** sub-questions which may be structured questions based on stimuli given in the form of statements, maps, diagrams, pictures tables/graphs and time-lines and may therefore also assess skills of handling information (extracting and interpreting).

* Note: *For subject code 142, a map of Mauritius is set. For subject code 142R, a map of Rodrigues is set.*

ASIAN LANGUAGES & ARABIC

Subject	Subject Code No.
Hindi	150
Urdu	160
Tamil	170
Telugu	180
Marathi	190
Arabic	200
Modern Chinese	210

A.   GENERAL OBJECTIVES

The general objectives of the examination are to assess candidates' ability to:

1.   read with understanding materials suitable for 10-11 year olds – texts, stories, etc – and react to them in writing;

2.   communicate thoughts, feelings and experiences in sentences and short coherent pieces of prose;

3.   use the elements of the particular Asian Language / Arabic effectively.

B.   DOMAINS / AREAS

The following domains/areas in the Asian Languages & Arabic will be assessed in the examination.

1.   Reading with understanding
2.   Written Expression
3.   Grammar
4.   Vocabulary

C.   ASSESSMENT OBJECTIVES

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
	Candidates should be able to:	Candidates should be able to:
1. READING WITH UNDERSTANDING	- demonstrate understanding of simple unseen texts	- read with understanding a wider range of unseen texts
	- demonstrate understanding of words in short passages	- recognise relationships between ideas
	- extract and convey specific and relevant information	- draw inferences

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CPE Regulations & Syllabuses

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
READING WITH UNDERSTANDING *(continued)*	- identify relationships between people/ events/actions in logical or chronological order	- express opinions, feelings - demonstrate the ability to grasp the central idea, to relate facts/events/ideas and to interpret - demonstrate the ability to synthesise
2. WRITTEN EXPRESSION	- carry out writing tasks requiring words, phrases and simple sentence structures	- demonstrate the ability to write a coherent and continuous piece of prose of about 120 words
3. GRAMMAR **4. VOCABULARY**	- show the ability to recognise appropriate grammatical structures and vocabulary of the language	- demonstrate the ability to use the grammatical and syntactical components of the language suitable for that age-group

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D.   DESCRIPTION OF PAPER

SECTION A

Q1   Knowledge and recognition of proper grammatical structures and vocabulary will be assessed through multiple-choice items. *(20 marks)*

Q2   Understanding will be assessed through multiple-choice and short-answer type items set on an unseen passage. (15 *marks*)

Q3   Reading with understanding will be assessed through a simple cloze test with words provided. *(10 marks)*

Q4   The ability to find logical sequence in a paragraph will be assessed through a series of jumbled sentences to be rearranged. *(5 marks)*

Q5   The ability to write will be assessed through given pairs of words to be used in constructing simple sentences. *(10 marks)*

SECTION B

Q6   Ability to apply and use knowledge of grammar will be assessed through sentence completion items requiring the trans-formation of given words. *(5 marks)*

Q7   Reading with understanding will be assessed through open-ended items set on a more complex unseen text. *(15 marks)*

Q8   Writing skills will be assessed *either* through a picture composition with/ without clues *or* a guided composition of about 120 words requiring coherent continuous prose. *(20 marks)*

Minister of Education and Human Resources, Tertiary Education and Scientific Research
     24 February 2016