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TABLE OF CONTENTS

GENERAL NOTICES

- 732 — Special Legal Supplement
733 — Legal Supplement
734 — Notice to Authorise the World Islamic Mission (Mauritius Branch) to Accept Donation
735 — Acting Attorney General
736 — Post Declared Vacant
737 }
to } Notice under the Land Acquisition Act
744 }
745 — Notice for Public Inspection of Decision on EIA Applications
746 — The Town Planners' Council of Mauritius
747 — Composition of the Medical Council of Mauritius for the period April 2022 to March 2025
748 — Notice of The National Archives Department – Public Records Appraisal Committee
749 }
to } Notice under the Co-operatives Act 2016
758 }
759 }
to } Cancellation of Registration of a Trade Union
760 }
761 }
to } Notice under the Companies Act 2001
764 }
765 }
to } Change of Name
767 }
768 — Annual Programme for the Primary School Achievement Certificate (PSAC) Assessment for 2024
769 }
to } The Clinical Trials Act 2011
772 }
773 — Notice under the National Land Transport Authority
774 }
to } Notice under the Industrial Property Act 2019
778 }

SPECIAL LEGAL SUPPLEMENT

See General Notice No. 732

LEGAL SUPPLEMENT

See General Notice No. 733

General Notice No. 768 of 2024

THE EDUCATION ACT

ANNUAL PROGRAMME FOR PRIMARY SCHOOL ACHIEVEMENT CERTIFICATE (PSAC) ASSESSMENT FOR 2024

Notice is hereby given that pursuant to Regulation 10(5) (e) of the Education Regulations, the Minister of Education, Tertiary Education, Science and Technology has approved the Annual Programme for the Primary School Achievement Certificate (PSAC) Assessment for 2024 as set out hereunder.



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

Mauritius Examinations Syndicate

Annual Programme for the Primary School Achievement Certificate (PSAC) Assessment for 2024

**Programme
for the
PSAC
Assessment**

**Regulations
and Syllabuses**

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C O N T E N T S

Page

Regulations

• General introduction.....	1
• Subjects for the assessment.....	2
• Entry requirements for school and private candidates	4
• Modes of Assessment.....	5
• Grading.....	6
• Conditions for National Qualifications Framework Level 1 Qualification	7
• Method of entry.....	8
• Arrangements for candidates who have an impairment or are affected by adverse circumstances	8
• Special Consideration.....	10
• Time table.....	10
• Disqualification of Candidates	10
• Issue of result slips, certificates and statements of results	11
• Review of scripts.....	11
• Re-assessment	12
• Correction / Change of name	13
• Assessment reports.....	14
• Regulations and syllabuses	14
• Postponement of assessment	14

Assessment Syllabuses

• Introduction	16
• English.....	17
• French.....	19
• Mathematics	21
• Science	23
• History & Geography.....	26
• Asian Languages, Arabic, Kreol Morisien & Kreol Rodrige.....	30
• Communication Skills	33
• ICT Skills	35

REGULATIONS

1.1 GENERAL INTRODUCTION

1.1.1 The Primary School Achievement Certificate (PSAC) assessment 2024 will be conducted by the Mauritius Examinations Syndicate (MES).

1.1.2 In these regulations –

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

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

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

“Non-core subject” means Communication Skills and ICT Skills;

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

“Years of schooling” means academic year as prescribed by the Ministry.

1.2 School candidates

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

1.2.2 Candidates below the age of 14 on 01 January 2024 who are attending Government, Aided or Registered primary schools may be entered as school candidates provided that:-

(a) they have sat for the PSAC Grade 5 Assessment; and

(b) they would have completed six years of schooling inclusive of Grades 1 to 6 by October 2024 to be able to enter for the PSAC Grade 6 Assessment.

1.2.3 Candidates, below the age of 13 on 01 January 2024, who have completed five years of schooling inclusive of Grades 1 to 5 and who are attending Government, Aided or Registered primary schools may be exceptionally entered as school candidates for the PSAC Assessment in October 2024.

1.2.4 Candidates above the age of 14 in 2024 and who are attending Government or Aided primary schools may be entered as school candidates under Regulation 11 of the Education Regulations 1957.

1.2.5 Candidates attending registered specialised schools may be entered as school candidates.

1.3 Private candidates

1.3.1 Candidates who are attending registered secondary schools may be entered as private candidates.

1.3.2 Candidates who are below the age of 14 on 01 January 2024 may be entered as private candidates on producing evidence of having taken the PSAC assessment previously as a school candidate.

1.3.3 Candidates below the age of 14 on 01 January 2024 and who are not attending Government, Aided or Registered primary schools should have completed, in that year, six years of schooling inclusive of Grades 1 to 6, or equivalent, to be able to enter for the PSAC assessment.

1.3.4 Candidates who are above the age of 14 in 2024 and who are attending registered private primary schools may be entered as private candidates.

1.3.5 Candidates above the age of 14 on 01 January 2024 may enter for the assessment without any restriction.

1.3.6 Students who are not eligible to take part in the PSAC assessment may, at the discretion of the Minister, be presented for the assessment as private candidates.

1.3.7 For private candidates, a mention shall be made in the certificate issued to the student accordingly.

1.4 Interpretation of these regulations

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

2. SUBJECTS FOR THE ASSESSMENT

2.1 Compulsory Core Subjects

Subject	Paper Code	Period of Assessment for candidates in Grade 6
English	P110	At the end of Grade 6
Mathematics	P120	At the end of Grade 6

French	P130	At the end of Grade 6
Science	P141/1	First part of the modular assessment at the end of Grade 5
	P141/2	Second part of the modular assessment in July/August 2024
	P141/3	Assessment for Private Candidates Grade 6
History & Geography	P142/1	First part of the modular assessment at the end of Grade 5
	P142/2	Second part of the modular assessment in July/August 2024
	P142R/1	First part of the modular assessment at the end of Grade 5 (Rodrigues)
	P142R/2	Second part of the modular assessment in July/August 2024 (Rodrigues)
	P142/3	Assessment for Private Candidates Grade 6
	P142R/3	Assessment for Private Candidates Grade 6 (Rodrigues)

Subject	Paper Code	Period of Assessment for candidates in Grade 5 who have entered for the PSAC Grade 6 assessment
English	P110	At the end of Grade 5
Mathematics	P120	At the end of Grade 5
French	P130	At the end of Grade 5
Science	P141/1	First part of the modular assessment at the end of Grade 5
	P141/3	At the end of Grade 5
History & Geography	P142/1	First part of the modular assessment at the end of Grade 5
	P142R/1	At the end of Grade 5
	P142/3	At the end of Grade 5
	P142R/3	At the end of Grade 5 (Rodrigues)

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

Subject	Paper Code	Period of Assessment for candidates in Grade 6	Period of Assessment for candidates in Grade 5 who have entered for the PSAC Grade 6 assessment
Hindi	P150	At the end of Grade 6	At the end of Grade 5
Urdu	P160	At the end of Grade 6	At the end of Grade 5
Tamil	P170	At the end of Grade 6	At the end of Grade 5
Telugu	P180	At the end of Grade 6	At the end of Grade 5
Marathi	P190	At the end of Grade 6	At the end of Grade 5
Modern Chinese	P200	At the end of Grade 6	At the end of Grade 5
Arabic	P210	At the end of Grade 6	At the end of Grade 5
Kreol Morisien	P220	At the end of Grade 6	At the end of Grade 5
Kreol Rodrige	P230	At the end of Grade 6	At the end of Grade 5

2.3 Non-Core Subjects

Subject	Paper Code	Period of Assessment
Communication Skills	P350	- For School Candidates – through School-Based Assessment
ICT Skills	P360	- For Private Candidates, and candidates not from registered primary schools - in July/August 2024

3. ENTRY REQUIREMENTS FOR SCHOOL AND PRIVATE CANDIDATES

- 3.1 School candidates, who have completed 6 years of schooling inclusive of Grades 1 to 6, taking part in the assessment must enter for the **5** compulsory core subjects and the two non-core subjects and may enter for not more than one optional core subject. Science and History & Geography should be taken as modular assessments.

- 3.2 School candidates in Grade 5 taking part in the PSAC Grade 6 assessment must enter for the **5** compulsory core subjects and the two non-core subjects and may enter for not more than one optional core subject. Candidates should enter for the papers P141/1 and P141/3 for Science and P142/1 or P142R/1 and either P142/3 or P142R/3 for History & Geography.
- 3.3 Private candidates taking part in the assessment must enter for the 5 compulsory core subjects and at least one non-core subject and may enter for not more than one optional core subject. The modular assessments in Science and History & Geography will not be available to private candidates and candidates not attending registered primary schools. These candidates should take the paper code P141/3 for Science and either paper code P142/3 or P142R/3 for History & Geography.

4. MODES OF ASSESSMENT

- 4.1 The PSAC assessment will comprise a combination of:
- (a) external assessment conducted by MES and;
 - (b) school-based assessment (except for private candidates).
- 4.2 English, Mathematics, French, and Asian Languages, Arabic, Kreol Morisien and Kreol Rodrige will be assessed through written assessments at the end of Grade 6.
- 4.3.1 For school candidates, in Grade 6, Science and History & Geography are assessed through written assessments using a modular approach. The first part of the modular assessment was held at the end of Grade 5 and the second part will be held in July/August 2024.
- 4.3.2 For school candidates in Grade 5 taking the PSAC Grade 6 assessment, Science will be assessed through the papers P141/1 and P141/3 and History & Geography will be assessed through the papers P142/1 or P142R/1 and either P142/3 or P142R/3.
- 4.3.3 For private candidates and candidates not attending registered primary schools, arrangements will be made by MES for them to take a single paper in each of Science (P141/3) and History & Geography (P142/3 or P142R/3). The assessment will be based on the Grades 5 and 6 syllabuses in each subject.
- 4.4 For Communication Skills and ICT Skills, there will be school-based assessments for school candidates that will be moderated by the MES.
- 4.5 For private candidates and candidates not attending registered primary schools, MES will carry out an assessment in Communication Skills and ICT Skills.

5. GRADING

5.1 The numerical grades for the core subjects at the end of Grade 6 and their corresponding ranges of marks will be as follows:

Numerical Grade	Marks
1	75 and up to 100
2	60 and above but below 75
3	50 and above but below 60
4	40 and above but below 50
5	30 and above but below 40
6	Less than 30

5.2 Competence in the non-core subjects will be based on a three-level scale as follows:

- Proficient
- Intermediate
- Basic

5.3 The Numerical grades for PSAC Modular Assessments Grade 5 and Grade 6 in Science and History & Geography are as follows:

Numerical Grade	Marks
1	38 and up to 50
2	30 and above but below 38
3	25 and above but below 30
4	20 and above but below 25
5	15 and above but below 20
6	Less than 15

5.4 It is the policy of the MES not to disclose marks scored by candidates.

6. CONDITIONS FOR NATIONAL QUALIFICATIONS FRAMEWORK LEVEL 1 QUALIFICATION

6.1 The PSAC is recognised as a Level 1 qualification on the National Qualifications Framework provided that candidates have achieved the following minimum requirements: -

Either

(a) Numerical Grade 5 in English, Mathematics and French;

and

(b) Numerical Grade 5 in one of the following three subjects –

(i) Science;

(ii) History & Geography;

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

Or

(a) Numerical Grade 5 in English, Mathematics and French;

and

(b) an aggregate of 30% of the total marks in –

(i) English, French, Mathematics, History & Geography and Science taken altogether; or

(ii) English, French, Mathematics, History & Geography, Science and an Asian language or Arabic or Kreol Morisien or Kreol Rodrige, as the case may be, taken altogether.

Or

(a) Numerical Grade 5 in English, Mathematics and French;

and

(b) At least Intermediate Level in Communication Skills in respect of any two languages

or

at least Intermediate Level in ICT Skills

7. METHOD OF ENTRY

7.1 Entry for School candidates

7.1.1 All entries by schools recognised by the Ministry must be made on the forms provided by the MES. These shall have been submitted electronically and/or in hard copies for Grade 5 candidates in 2023 for the PSAC 2024 as directed by the MES.

7.1.2 All entries for candidates in Grade 5 in schools recognised by the Ministry who will sit for the PSAC Grade 6 assessment must be made on the forms provided by the MES. These shall be submitted as directed by the MES by May 2024.

7.2 Entry for Private candidates

7.2.1 Registration of private candidates shall be made on approved forms at the MES in the month of April/May 2024

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

For the PSAC Grade 5 and 6, late entries for candidates may be accepted until 15 June 2024 against payment of a late entry fee.

7.4 Transfer of entry

(applicable to Government/aided primary schools only)

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

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

8.1 Special arrangements

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

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

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

8.1.3 An application 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 arrangement in respect of any candidate shall be made unless prior approval has been obtained from the MES.

8.2 **Additional time**

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

8.3 **Candidates with a hearing impairment**

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

For Communication Skills, candidates may be assessed in Sign Language.

8.4 **Candidates with a visual impairment**

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

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

8.5 **Candidates with other impairments**

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

8.6 **Hospitalised candidates**

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

9. 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.

10. TIMETABLE

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

11. DISQUALIFICATION OF CANDIDATES

11.1 Attention is drawn to the “*Instructions to Candidates*” issued before each assessment.

11.2 Attention is drawn to the **Important Notice** included in the “*Instructions to Candidates*”:

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

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

11.4 If breaches to the “*Instructions to Candidates*” are widespread at any assessment centre, or if the circumstances in which the assessment is held at any assessment centre are unsatisfactory, the entire assessment at that centre or any one or more papers or the results thereof, in relation to all the candidates at that centre, may be cancelled.

11.5 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.

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

- 12.1 **Result slips** are issued to all candidates taking part in the PSAC assessment. Result slips will also be issued after the modular assessment in Science and History & Geography at the end of Grade 5.
- 12.2 A **Primary School Achievement Certificate** is issued to all candidates who sit for the assessment.
- 12.3 For school candidates, result slips and certificates are sent to Heads of institutions concerned.
- 12.4 For private candidates, result slips and certificates are sent to them by post.
- 12.5 The MES reserves the right to amend, if need be, the information given on the result slips, which are sent out before the issue of certificates.
- 12.6 Duplicate copies of certificates and result slips are **not** issued. However, a **Statement of Results** may be obtained, on application, from the Syllabus/Records Section of the MES against payment of such fee as may be fixed by the MES.

The following information will be required –

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

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

13. REVIEW OF SCRIPTS

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

- 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 the Grade 5 and Grade 6 results respectively.
- 13.3 All such applications must be made on the official forms available at the MES, and the appropriate fee must be paid for the review of scripts.
- 13.4 **In no case will the review of scripts be done in the presence of candidates concerned or their representatives, nor will the scripts be shown to them or their representatives.**
- 13.5 The outcome of the review of the scripts will be communicated to the candidate or his responsible party, as the case may be, within a reasonable period of time.
- 13.6 A candidate shall be entitled to a refund of the fee if, after the review of his scripts, his results are modified.
- 13.7 The MES shall not be responsible for any loss, damage or inconvenience caused to the candidate, consequent to the review of scripts or delay in communication, owing to reasons beyond its control.
- 13.8 The decision of the MES on the result of the review of scripts shall be final.
- 13.9 This paragraph shall not apply to re-assessment

14. RE-ASSESSMENT

- 14.1 After the issue of results, a re-assessment will be organised by the MES in the core subjects for candidates who have not met the minimum requirement at paragraph 6, and require at least Numerical Grade 5 in only one additional subject or an improved performance in one additional subject where he has not attained at least Numerical Grade 5 to obtain an overall of 30%.
- 14.2 To be eligible to take part in the re-assessment, a candidate must have attained:
- (a) Grade 5 in at least 3 subjects including in at least 2 of either Mathematics, English or French; or
 - (b) Grade 5 in 2 of either English, French or Mathematics, and at least Intermediate Level in Communication Skills in respect of any two languages or Intermediate level in ICT Skills.
- 14.3 Candidates will be informed of their eligibility to participate in the re-assessment when they receive their result slips.

- 14.4 Candidates will be allowed to take part in the re-assessment in only one subject as follows-
- (a) where a candidate has attained Numerical Grade 5 in Mathematics, English and French, he may have a re-assessment paper in one of the remaining core subjects in which he did not attain Numerical Grade 5;
 - (b) where a candidate has attained Numerical Grade 5 in 2 of either Mathematics, English or French and in one of the remaining core subjects in which he took part in the assessment, he may have a re-assessment paper in either Mathematics, English or French, whichever applies, wherein he did not attain Grade 5.
 - (c) where a candidate has attained Numerical Grade 5 in two of either English, Mathematics or French and at least Intermediate level in one of the non-core subjects, he may have a re-assessment in either English, Mathematics and French wherein he did not attain Grade 5, whichever applies.
- 14.5 In the case of a candidate who qualifies for a re-assessment paper under paragraph 14.4 (a), the MES may indicate to the candidate the subject (s) in which he/she performed best but the final choice of the subject for the re-assessment shall rest with the candidate.
- 14.6 For the re-assessment in Science and History & Geography, there will be one paper for each subject.
- 14.7 The re-assessment will be organised for all subjects simultaneously.
- 14.8 Results of the re-assessment will be communicated to candidates within two weeks of the assessment.
- 14.9 New result slips will be issued to candidates after the re-assessment.
- 14.10 No re-assessment will be organised:
- (a) at the end of Grade 5 in the subjects being assessed in a modular way, that is, in Science and History & Geography.
 - (b) for candidates in Grade 5 who have been exceptionally allowed to take the Grade 6 PSAC assessment as at paragraph 1.2.3.

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 01 March of the year following the PSAC assessment.

15.1.2 The following documents shall be produced –

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

15.1.3 No application will be entertained after 01 March of the year following PSAC assessment 2024.

15.2 Change of Name

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

15.2.2 No amendment will be made after the assessment.

16. ASSESSMENT REPORTS

16.1 Reports on the performance of candidates are produced after the assessment.

16.2 These reports are available on the MES website or may be consulted at the Syllabus/Records Section of the MES.

16.3 These reports are also available for photocopying, against payment of the appropriate fee, at the Syllabus/Records Section of the MES.

17. REGULATIONS AND SYLLABUSES

17.1 The Regulations and Syllabuses are available on the MES website or may be consulted at the Syllabus/Records Section of the MES.

17.2 Copies of the Regulations and Syllabuses document may be made available upon request against payment.

18. POSTPONEMENT OF ASSESSMENT

In the case of any unforeseen and unpredictable situation (such as cyclone warnings, torrential rain, pandemics etc...) where the holding of the PSAC assessment is compromised, the PSAC assessment may be postponed and held at another convenient date or period.

ASSESSMENT SYLLABUSES

Introduction

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

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

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

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

The PSAC assessment will be based on end of year written assessments in the core subjects and School-Based Assessment in the non-core subjects. As from 2018, Communication Skills and ICT Skills are being assessed as non – core subjects.

English

Purpose of the Assessment

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

Assessment Objectives

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

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

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

Writing

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

Reading

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

Paper Description

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

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

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

Table 1: Weighting of the learning areas in English

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

French

L'évaluation des connaissances et des compétences

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

Objectifs de l'évaluation

Les écoliers doivent être capables :

En compréhension écrite,

- de lire et comprendre une variété de textes avec aisance et confiance;
- de suivre l'ordre logique et chronologique d'un texte;
- de comprendre les idées principales et spécifiques d'un texte écrit;
- de relever des informations explicites;
- d'inférer à partir des données du texte;
- de reconnaître les relations entre les personnages, les actions et les événements;
- de mettre en relation les informations contenues dans les textes écrits;
- de réagir de manière critique à un texte écrit;
- de former et de donner son opinion sur un sujet;
- de justifier sa réponse en donnant des exemples;
- de prédire la suite d'un texte;

En expression écrite,

- de maîtriser l'orthographe, les règles de grammaire, de ponctuation, de conjugaison et d'accord;
- de maîtriser les règles de transformation de phrases d'un mode à un autre, d'une forme à une autre;
- d'écrire des phrases simples et complexes;

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

Description du questionnaire

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

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

Tableau 2: Domaines évalués en français

Domaines	Pondération (%)
Grammaire et vocabulaire	30
Compréhension écrite	40
Expression écrite	30

Mathematics

Purpose of the Assessment

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

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

Assessment Objectives

Learners will be assessed on their ability to:

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

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

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

Paper Description

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

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

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

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

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

Science

Purpose of the Assessment

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

- knowledge with understanding
- inquiry skills and processes
- attitudes and values

Aims of the Assessment in Science

The aims of the assessment in Science are:

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

Assessment Objectives

Knowledge with Understanding

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

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

Application

Learners should be able to:

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

Inquiry Skills

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

- looking for relevant information;
- following instructions;
- observing and reporting on given contexts, situations and diagrams;
- grouping and classifying living and non–living things according to their characteristics, properties, similarities or differences and uses;
- using information to identify patterns, report trends and draw inferences;
- presenting reasoned explanations based on knowledge acquired for phenomena, patterns and relationships;
- reporting and communicating findings in a scientific manner;
- planning and designing a simple scientific experiment;
- making simple predictions and hypotheses;
- evaluating solutions to a given problem and
- supporting ideas with appropriate justifications and evidence.

Attitudes and Values

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

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

Paper Description

The assessment will have a modular approach. The first assessment will be carried out at the end of Grade 5 based on the Grade 5 syllabus and the second assessment will be set at the end of second term/beginning of third term of Grade 6 and will be essentially based on the Grade 6 syllabus in Science. Each paper will be of a duration of 1 hour and will each carry a total of 50 marks. Each assessment paper will carry a weighting of 50%.

The papers will comprise 5 - 6 questions each with a number of items graded in terms of difficulty level. Questions will be set based on the different assessment objectives. Questions may be contextualised. The items will be a mix of objective-type, fixed responses, short-structured and open-ended items.

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

For private candidates and candidates not from registered primary schools, the assessment will be carried out through a single external assessment conducted by the MES. This assessment will cover the Teaching and Learning syllabuses of both Grades 5 and 6.

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

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

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

History & Geography

Purpose of the Assessment

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

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

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

Aims of Assessment

The aims of the assessment in History & Geography are to:

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

General Objectives

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

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

In **Geography** learners are expected to:

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

Assessment Objectives

Learners should be able to:

Knowledge and Understanding

- demonstrate relevant factual knowledge and understanding of concepts

Application of Knowledge

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

Subject Specific skills

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

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

Paper Description

The assessment will have a modular approach. The first assessment will be carried out at the end of Grade 5 based on the Grade 5 syllabus and the second assessment will be set at the end of second term/beginning of third term of Grade 6 and will be essentially based on the Grade 6 syllabus in History & Geography. Each paper will be of a duration of 1 hour and will each carry a total of 50 marks. Each assessment paper will carry a weighting of 50%.

The papers will comprise 7- 8 questions each with a number of items graded in terms of difficulty level.

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

For private candidates and candidates not from registered primary schools, the assessment will be carried out through a single external assessment conducted by the MES. This assessment will cover the Teaching and Learning syllabuses of both Grades 5 and 6.

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

Assessment Objectives	Weighting %
Knowledge	30
Understanding	40
Application	30

Asian Languages, Arabic, Kreol Morisien & Kreol Rodrige

Purpose of Assessment

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

Assessment Objectives

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

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

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

Writing

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

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

Reading

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

Paper Description

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

Learners' acquisition of competencies in the Asian Languages, Arabic, Kreol Morisien and Kreol Rodrige will be assessed through a variety of graded questions. Types of questions will include multiple-choice items, fixed-responses and open-ended items.

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

Table 6: Weighting of the learning areas in the Asian Languages, Arabic, Kreol Morisien and Kreol Rodrige

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

Communication Skills

Purpose of the Assessment

The PSAC assessment in Communication Skills aims at assessing the communicative ability of students in English, French and in one of the optional core subjects (if chosen by the candidate). The assessment is based on the principles spelt out in the *National Curriculum Framework Grades 1 to 6, December 2015* and defined within the syllabuses in the *Teaching and Learning Syllabus, Grades 1 to 6, December 2015* document.

Assessment Objectives

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

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

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

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

Description of the Assessment

For school candidates, Communication Skills will be assessed through school – based assessment.

For private candidates and candidates not from registered primary schools, MES will conduct an assessment in Communication Skills. The assessment will be conducted in each language (English, French and an optional language if applicable) and will be made up of two parts as follows:

- Part 1 – Reading aloud
Candidates will be required to read aloud a short text in the target language.
- Part 2 – Conversation
Candidates will engage in a conversation with the team of examiners.

ICT Skills

Purpose of the Assessment

The PSAC assessment in ICT Skills aims at assessing the ability of students to use the basic tools available through a computer and understand the safety and ethical aspects associated with its use. The assessment is based on the Learning Outcomes under the ICT syllabus in the *National Curriculum Framework Grades 1 to 6, December 2015* and defined within the ICT syllabus in the *Teaching and Learning Syllabus, Grades 1 to 6, December 2015* document. The Learning Outcomes outlined in those documents form the basis of the assessment objectives of the PSAC assessment in ICT Skills.

Assessment Objectives

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

- Knowledge and Comprehension;
- Application and
- Analysis

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

- use computers and other digital devices to organise and store digital contents;
- use word-processor, spreadsheet, paint and PowerPoint for basic tasks;
- use the Internet to search for and share information and to communicate;
- understand the use of ICT beyond schools
- use ICT safely and responsibly.

Description of the Assessment

For school candidates, ICT will be assessed through school – based assessment. Assessment will be based on a selection of tasks that candidates carry out during their school time in Grades 5 and 6. The assessment tasks will be mostly practical based where candidates will have to demonstrate their ability to use a computer.

For private candidates and candidates not from registered primary schools, MES will carry out an external assessment. Candidates will be assessed through a practical paper which they will carry out on a Computer. The objective of the assessment is to give a chance to candidates to show their practical skills in using ICT tools. Candidates will be assessed in the following areas:

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Microsoft Paint