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

MAURITIUS EXAMINATIONS SYNDICATE

NATIONAL CERTIFICATE OF EDUCATION

LIFE SKILLS AND VALUES EDUCATION

SCHOOL BASED ASSESSMENT GUIDELINES FOR EDUCATORS

JANUARY 2026

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1.0 Introduction

The National Curriculum Framework (NCF) for Grades 7, 8 and 9 (MIE 2016) emphasises the importance of non-core subjects in imparting life skills to our young students and contributing to their holistic education and all-round development. There are 3 non-core subjects:

- Performing Arts
- Physical Education
- Life Skills and Values Education (LSVE)

The non-core subjects will be assessed through School-Based Assessment (SBA) at the level of Grade 9.

Educators will be required to keep a record and report on the progress of learners. Towards the end of the academic year, schools will report on the overall proficiency level attained by each learner in Grade 9 for Life Skills and Values Education to the Mauritius Examinations Syndicate (MES).

This booklet sets out the modalities for the assessment in Life Skills and Values Education (LSVE). It includes:

- Guidelines for Educators
- The Assessment Criteria for the various activities
- The Overall Assessment Criteria
- The SBA Observation Record Sheet
- The SBA Progress Record Sheet
- The Result Sheet

2.0 Rationale

Life Skills and Values Education plays an important role in the social, cognitive and emotional development of students. It equips students with a broad set of social and behavioural skills which will enable them to face and deal with the challenges of modern society.

The National Curriculum Framework (NCF) emphasises the development of life skills and values through activity-based learning. Such an approach would help students to acquire knowledge, experience, skills, and values by carrying out diverse activities including, inter alia, project work, brainstorming, debates and discussions, creation of artifacts, posters or slogans, and role play. According to the NCF, the aims of the Life Skills and Values Education curriculum are to ensure learners will develop the following ten core competencies or skills:

The Social Skills domain

- **Self-awareness** whereby they will learn to recognise themselves, to identify their strengths and weaknesses, their likes and dislikes and their rights and responsibilities and to further develop their self-control.
- **Effective communication** whereby they will be trained to express themselves by using basic verbal and non-verbal communication skills.
- **Interpersonal relationship** whereby they will be taught how to relate and to interact positively with people, how to build new relationships and value them.
- **Empathy** which will allow them to share someone else's experiences and feelings, to understand and appreciate the differences and similarities between people and to avoid prejudice.

The Cognitive Skills domain

- **Critical thinking** which will enable them to analyse information objectively and to think clearly and rationally about what to do or what to believe.
- **Creative thinking** which will help them in conceiving and elaborating new ideas and adapting to changes more easily.
- **Problem-solving skills** whereby they will be prepared to identify the nature of a problem and to find solutions to difficult or complex issues.
- **Decision-making skills** that will empower them to make the right choices among possible alternatives.

The Emotional Skills domain

- **Ability to manage stress** by identifying its sources, understanding how it affects them and others and by devising means to control its levels.
- **Ability to cope with emotions** by understanding how emotions influence their behaviour and how to respond to these appropriately.

To encourage the development of the Social, Cognitive and Emotional skills, the School-Based Assessment (SBA) in Life Skills & Values Education is conducted mainly through practical activities.

3.0 The School-Based Assessment in LSVE

The NCE Assessment for the non-core subjects aims at assessing the level of participation and the level of performance of students in Life Skills & Values Education. The progress of the learners should also be taken into consideration when the overall proficiency level is given for the purpose of certification within the NCE.

The following is an extract from the Annual Programme for the National Certificate of Education in connection with the conditions for the award of the NCE at the National Qualifications Level 2:

Conditions for National Qualifications Framework (NQF) Level 2 Qualification

(1) The NCE shall be recognised as a Level 2 qualification on the National Qualifications Framework provided that candidates have achieved the following minimum requirements:

Either

*Numerical grade 6 in **SIX** core subjects including English, French and Mathematics and at least Intermediate Level in **TWO** Non-core subjects;*

Or

*Numerical grade 6 in **SEVEN** core subjects including English, French and Mathematics and at least Intermediate Level in **ONE** Non-core subject*

Or

*Numerical grade 6 in **EIGHT** core subjects including English, French and Mathematics.*

Life Skills and Values Education has the status of a non-core subject within the NCE and the subject code is N720. The Annual Programme for the NCE states that the assessment will be conducted through school-based assessment throughout Grade 9.

A variety of methods should be used to assess and evaluate students' level of performance (including participation in activities).

The assessment should be seen as an integral part of classroom activities. It is expected that there will be no break in teaching to start the assessment. However, the activities being carried out during the normal teaching-learning process will be used to make a judgement on the overall proficiency level of students. It is also envisaged that the progress of students will be taken into consideration at the time of the final grading of students as specified in the **Overall Assessment Criteria** table found at Annex 2.

The assessment should be in line with the Teaching and Learning Syllabus (MIE, 2017) as well as the National Curriculum Framework (MIE, 2016). Students should be given ample opportunities to show their proficiency levels in a variety of activities based on the following themes:

- Intercultural Education
- Values Education (including civic education)
- Sexuality Education
- Human Rights Education
- Substance Abuse
- Road Safety Education
- Sustainable Development
- Socio-emotional Well-being

There will be no assessment in Life Skills and Values Education for private candidates.

A grading system with three levels of competence will be used.

Level of Competence
Proficient
Intermediate
Basic

4.0 Guidelines for Educators

1. The assessment is school-based, which means that Educators are responsible for planning the assessment, using appropriate assessment tasks and making the assessment judgements.

2. Educators will use the assessment criteria provided in this booklet to make assessment judgements about the performance of their learners. Educators will refer to the **Assessment Criteria** document at Annex 1 to make judgements on the performance of the learners in specific activities and refer to the **Overall Assessment Criteria** at Annex 2 to make judgements on the progress made by the learners for the final grading.

3. The assessment tasks/activities can be based on those found in the curriculum materials (textbooks) or appropriate tasks can be developed by the Educator(s). The assessment activities can be based, inter alia, on the learning activities that are found in the MIE Grade 9 Educator's Book for LSVE and/or the SeDEC curriculum materials for Grade 9 students. They can also be based on appropriate learning activities developed by the Educator(s). Participation of Grade 9 students in school and extra-curricular activities such as 'Get Connected', Environmental clubs, Drama club (planning and staging a drama piece), Human Rights education and neighbourhood/community-based projects can also be used for the assessment of the core skills/competencies.

4. Educators should ensure that each student has the opportunity to be assessed on at least **one** activity **covering each of the ten core competencies** based on the following themes during Grade 9:

    - Intercultural Education
    - Values Education (including civic education)
    - Sexuality Education
    - Human Rights Education
    - Substance Abuse
    - Road Safety Education
    - Sustainable Development
    - Socio-emotional Well-being

5. Educators are encouraged to use more than one task/activity per competency for the assessment. For instance, at least 2 or 3 tasks/activities can be used over the year. This will enable learners to demonstrate the progress they are making.

6. The range of tasks/activities used must give the learner the opportunity to show his full potential and meet the assessment criteria at the highest proficiency level.

7. The assessment is carried out by the Educator during normal teaching hours.

8. The assessments must be carried out, at a time chosen by the Educator, once learners have already been exposed to the activity.

9. All assessments must be completed by the end of the academic year of Grade 9.

10. Educators should keep a portfolio of the activities used for the SBA. This portfolio should include all the pieces of evidence gathered from students' performances on the tasks carried out.

11. Educators will keep an SBA Observation Record Sheet for each student. They are requested to keep a record of the tasks/activities that have been used to assess the ten competencies for the SBA. This will ensure that the tasks/activities carried out over the year meet the assessment objectives as broadly as possible.

    They will use the SBA Observation Record Sheets to make a judgement on the overall proficiency level of each student. Educators should sign and authenticate their SBA Observation Record Sheets.

12. Educators are also requested to fill in the SBA Progress Report Sheet (PRS) and submit the filled-in form as indicated per communiqué issued by the MES. This PRS is part of the Quality Assurance Mechanism process.

13. Educators will fill in the final Result Sheet to be submitted to the MES. This should be done by the end of the academic year in Grade 9. The final Result Sheet should indicate the overall proficiency level of all learners in LSVE.

5.0 Assessment Criteria for LSVE activities

Educators will use the assessment criteria provided by the MES in this document at Annexes 1 and 2 to make assessment judgements about the participation and performance of their students.

The assessment criteria found at Annex 1 will be applied to evaluate students' learning achievement on learning activities, including inter alia:

- Working in pairs, or in groups on scenarios of issues or case studies/short stories
- Brainstorming/class discussion/debates
- Group work on a project
- Design and execution of an artwork/production of an artefact such as a poster, a logo or slogan, a newspaper/newsletter front page
- Role play
- Group or individual presentation (written or oral)
- Personal Reflection on activities

When devising activities which will be used as evidence for the assessment, Educators should ensure that these are in line with the assessment criteria so that a judgement of the attainment level can be made.

6.0 Overall Grading

Educators will evaluate their learners' performance and award an overall grade at the end of the academic year. This grade will be reported on the National Certificate of Education as the grade achieved by the candidate in Life Skills & Values Education. In order to reach the overall grade, Educators are expected to make a judgement on the level attained in each of the different activities based on each competency within the different themes.

Educators are also requested to take into consideration the following general criteria before reaching an overall grade:

- Interest and participation in the activities
- Following instructions, taking initiative and showing respect for agreed rules and during peer interaction
- Creative and innovative ways to solve a problem and propose a solution
- Making the right choice/decision for a course of action
- Completion of the task/activity
- Reflection on own/pair/group performance/action
- Effective communication of ideas and opinions
- Ability to work independently

The overall grade will be the one which best fits the learner's achievement and progress and the grade which the learner has achieved the most in the different activities.

The overall grade descriptors found at Annex 2 of this document can help Educators make the final judgement of the grade attained by each student.

7.0 SBA Observation Record Sheet

Educators should keep a record of all the activities and assessment tasks that they have used for the school-based assessment (SBA). **An SBA Observation Record Sheet must be kept for each learner**. This document serves to keep track of the assessment tasks carried out by the Educator as well as to provide documentary evidence of how learners have progressed over the academic year. Educators will have to record which tasks/activities have been used as well as the level at which the learners performed.

The SBA Observation Record Sheet **should be kept confidential** and made available during the monitoring process at school level and to the MES. In addition, the **SBA Observation Record Sheets should be kept securely at school for at least 6 months after the issue of results**.

An example of the **SBA Observation Record Sheet** can be found at Annex 3 of this document which can be used as a means to keep track of the activities for each learner. It is to be noted that more than one activity can be used within each theme provided that learners are given the opportunity to fulfill the assessment criteria defined for each activity at proficient level.

8.0 Quality Assurance Mechanism

As the assessment in Life Skills & Values Education forms an integral part of the NCE certification process, a quality assurance mechanism has been set up to ensure that all schools implement the school-based assessment in a fair and consistent manner.

8.1 At School Level

There will be a monitoring process carried out at school level.

The objectives of the monitoring process are to ensure that Educators are:

- encouraging students to participate in the activities;
- providing a fair chance to all learners to demonstrate what they can do and are being assessed throughout the year;
- using the assessment criteria to make judgements;
- keeping a record of the tasks used in their portfolio;
- keeping the SBA Observation Record Sheets properly and
- keeping the SBA Progress Record Sheet.

The monitoring should also ensure that proper support is provided to Educators where required.

8.2 At MES Level

The Quality Assurance Mechanism set up by the MES will require schools to:

a) submit an SBA Progress Record Sheet (PRS). The PRS will detail the activities/tasks carried out over a specific period.

b) The template of the SBA PRS will be downloadable from the MES website *mes.intnet.mu*. Once filled in, the SBA PRS should be signed and certified by the Educator/s concerned and the Head of School.

c) submit duly filled-in SBA PRS forms to the MES through the following email addresses:

sbag9lsve@mesonline.mu or *sbalifeskills@mesonline.mu*

d) keep evidence of students' work and activities carried out at school and make it available to the MES when required.

MES will visit schools in the context of the implementation of this Quality Assurance Mechanism.

A sample of a blank SBA Progress Record Sheet and filled-in SBA PRS can be found at Annexes 5 and 6 of this document.

9.0 The Result Sheet

A Result Sheet will be provided to all schools by the MES. Educators will have to record the **overall level of proficiency achieved** in the Result Sheet. Heads of Schools will authenticate and sign the Result Sheet before it is submitted to the MES. The deadline to submit the Result Sheet to the MES shall be communicated to all schools.

A sample of the **Result Sheet** can be found at Annex 7 of this document.

Annex 1

Assessment Criteria				
Domain	**Competencies**	**Code**	**Descriptors**	
Social Skills	**Self-Awareness**	**SS1**	P	Demonstrates good understanding of personal strengths and weaknesses
			I	Demonstrates some understanding of personal strengths and weaknesses
			B	Demonstrates limited understanding of personal strengths and weaknesses
	Effective Communication	**SS2**	P	Communicates clearly, expresses and shares ideas well
			I	Communicates with some hesitation and shares ideas when asked/prompted
			B	Has difficulties to communicate and share ideas
	Interpersonal Relationship	**SS3**	P	Participates actively, listens to others and shows respect for others and works cooperatively in group
			I	Shows some initiative to participate and work in a group
			B	Shows little interest to participate and work in group
	Empathy	**SS4**	P	Shows positive understanding of others' feelings and points of view in a variety of situations
			I	Shows some ability to understand others' feelings and points of view in a variety of situations
			B	Shows little understanding of others' feelings and points of view
Cognitive Skills	**Critical Thinking**	**CS1**	P	Shows good ability to analyse situations
			I	Shows some competence in analysing situations
			B	Shows limited ability to analyse situations
	Creative Thinking	**CS2**	P	Regularly shows creative, innovative and original ideas
			I	Occasionally shows creative and original ideas
			B	Rarely shows creative and innovative ideas
	Problem Solving	**CS3**	P	Shows admirable ability to solve a problem
			I	Shows some ability to solve a problem
			B	Shows little ability to solve a problem
	Decision Making	**CS4**	P	Demonstrates commendable ability to make the right choice
			I	Demonstrates some ability to make the right choice
			B	Demonstrates little ability to make the right choice
Emotional Skills	**Coping with Stress**	**ES1**	P	Shows great ability to manage stress
			I	Shows some ability to manage stress
			B	Shows little ability to manage stress
	Coping with Emotions	**ES2**	P	Shows excellent confidence in expressing feelings and emotions
			I	Shows some confidence in expressing feelings and emotions
			B	Shows little confidence in expressing feelings and emotions

Overall Assessment Criteria

The following table gives the assessment criteria to judge the overall proficiency level of the student.

Proficiency level	Descriptors
Proficient	• Shows interest and participates actively • Takes the lead and initiative • Demonstrates skills to work in a team and cooperates with others • Shows systematic and coherent development of creative and innovative ideas • Shows confidence in communicating opinions and expresses ideas clearly • Needs only minimal prompting from teacher to complete the task
Intermediate	• Shows some interest in the activities and participates only when asked • Demonstrates some initiative • Shows the ability to work in a team, only when encouraged by peers and/or teacher • Carries out some research but lacks new ideas and creativity • Shows hesitation in communicating ideas and opinions, communication is not always clear and precise • Listens to and follows instructions but some prompting/guidance by the teacher is required to complete the task
Basic	• Shows little or no interest in activities • Demonstrates low level of initiative to complete the task • Shows low level of cooperation and teamwork • Shows limited or no creativity and originality • Has difficulty communicating and expressing opinions, speaks mainly in isolated words or phrases • Needs constant help and guidance from teacher and yet fails to complete the task

Annex 3

Mauritius Examinations Syndicate

SBA Observation Record Sheet

Please read the SBA guidelines for Life Skills & Values Education before you fill in this form.

School Name		**Centre Number**	
Student Name		**Index Number**	
Subject		**Examination series**	
Class			

Theme Covered	**Activity**	**Competencies assessed (Codes)**	**Date**	**Performance Level**		
				Basic	**Intermediate**	**Proficient**
Intercultural Education						
Values Education						
Sexuality Education						
Human Rights Education						
Substance Abuse						
Road Safety Education						
Sustainable Development						
Socio-emotional Well-being						
Overall Proficiency Level						

Comments on overall proficiency level (based on level descriptors)
Name of Educator:
Signature of Educator:

Mauritius Examinations Syndicate

SBA Observation Record Sheet (Filled-in)

School Name	**XXXXXXXX**	**Centre Number**	**XXXX**
Student Name	**XXXXX**	**Index Number**	**XXXXXXX**
Subject	***LSVE***	**Examination series**	**2026**
Class	***Grade 9 Red***		

Theme Covered	**Activity**	**Competencies assessed (Codes)**	**Date**	**Performance Level**		
				Basic	**Intermediate**	**Proficient**
Intercultural Education	Project work	SS2, SS3, SS4, CS3, ES1, ES2	05/02/26		✓	
Values Education	Brainstorming	SS1, SS2, CS1, CS2	19/02/26	✓		
Sexuality Education	Debate	SS1, SS2, SS3, SS4, CS1, CS4, ES2	05/03/26			
Human Rights Education	Poster	SS3, CS1, CS2, CS4, ES1, ES2	26/03/26			✓
Substance Abuse	Role Play	SS1, SS2, SS3, SS4, CS2, CS4, ES1, ES2	21/05/26		✓	
Road Safety Education	Brainstorming	SS1, SS2, CS1, CS2	18/06/26		✓	
Sustainable Development	Slogan	SS2, CS1, CS2	23/07/26	✓		
Socio-emotional Well-being	Discussion	SS1, SS2, SS3, SS4, CS1, CS4, ES2	27/08/26		✓	
Overall Proficiency Level		**INTERMEDIATE**				

Comments on overall proficiency level (based on level descriptors)
• Shows some interest in the activities and participates only when asked. • Shows the ability to work in a team. • Hesitates to communicate.
Name of Educator:
Signature of Educator:

Mauritius Examinations Syndicate

SBA Progress Record Sheet for Life Skills & Values Education

Please read the SBA guidelines for Life Skills & Values Education before you fill in this form. This form should be submitted to the MES via email at *sbag9lsve@mesonline.mu* or *sbalifeskills@mesonline.mu* at the end of each term.

School:		**Centre Number:**	
Name of Educator:		**Examination Series**	
Class:		**Number of students:**	

Theme:	**Term**	1 ☐	2 ☐	3 ☐	
Domain:	Social Skills ☐	Cognitive Skills ☐	Emotional Skills ☐		

Date	**Activities carried out**				**Notes/Remarks**
	Competency: **Activity:**				
	No of students	**Proficient:**	**Intermediate:**	**Basic:**	
	Competency: **Activity:**				
	No of students	**Proficient:**	**Intermediate:**	**Basic:**	

Signature of Educator: _____ Date: ___/___/_

Name of Head of School: _____

Signature of Head of School: _____

Date: ___/___/___

Seal of school

Mauritius Examinations Syndicate

SBA Progress Record Sheet for LSVE (Filled-in)

Please read the SBA guidelines for Life Skills & Values Education before you fill in this form. This form should be submitted to the MES via email at sbag9lsve@mesonline.mu or sbalifeskills@mesonline.mu at the end of each term.

School: Martin Luther King Jr. SSS		**Centre Number:**	MU 326/453
Name of Educator: yyyyyyyyyyy		**Examination Series**	2025
Class: xxxxxxx		**Number of students:** 20	

Theme: Values education (Civic responsibilities and duties)	**Term**	1 ☑	2 ☐	3 ☐		
Domain:	Social Skills ☑	Cognitive Skills ☑	Emotional Skills ☐			

Date	**Activities carried out**				**Notes/Remarks**
13 Jan	**Competency:** SS3 Participate and work in a Group CS2 Show creative and original ideas SS2 Communicate and share ideas **Activity:** Brainstorming				Page 6 MIE Educator's Book. Whole class activity. This activity was not assessed. Instructions given to think about group activity.
	No of students	**Proficient:**	**Intermediate:**	**Basic:**	
20, 27 Jan	**Competency:** SS3 – CS2 – SS2 **Activity:** Groups of 5 students to think creatively and present sustainable ways of civic and social engagement at the level of the school/locality				Group activity 20 students in 4 groups of 5 were assessed on 20 and 27/01/25
	No of students	**Proficient:** 10	**Intermediate:** 5	**Basic:** 5	

Signature of Educator: _____Date: ___/___/___

Name of Head of School:

_____

Signature of Head of School: _____

Date: ___/___/__

Seal of school

Annex 7

MAURITIUS EXAMINATIONS SYNDICATE

NCE Assessment 2026

RESULT SHEET FOR GRADE 9 – Non-Core Subjects

School: _____

◄---------- COMPETENCY LEVEL ----------►

	Index Number	Candidate Name	Gender	Physical Education	Performing Arts	Life Skills & Values Education
1	0	XXXXX, YYYYYY	M	P	I	B
2	1004/00000/00	XXX,YYY	M	B	B	I
3	0	XXX, YYYYYY	F	I	I	I
4	0	XXX, YYYYYY	M	I	P	P
5	0	XXX, YYYYYY	F	P	P	P

Total:	5

Seal of School

I certify that the above competency levels have been verified and found correct.

Name of Head of School: _____ Signature: _____ Date: ___/___/____