NATIONAL CERTIFICATE OF EDUCATION

PERFORMING ARTS

SCHOOL BASED ASSESSMENT GUIDELINES FOR EDUCATORS

JANUARY 2026

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The MES would like to acknowledge the participation of the Educators who have participated fully in the technical committees and were key in the elaboration of this document. We are also grateful for the participation of the Music Organisers of the Ministry as well as for the contribution of the officers from the MGI and from the Performing Arts Unit of the MIE.

1.0 Introduction

Performing Arts is a non-core subject taught at lower secondary in all state and registered secondary schools of the Republic of Mauritius. At the end of the year, the achievement of learners in Performing Arts will appear on their National Certificate of Education.

There are three broad components that make up Performing Arts. They are:

- Music
- Dance
- Drama / Theatre

In accordance with the National Curriculum Framework (NCF), students *"will have to choose one component only"* (NCF Grades 7, 8 & 9, MIE 2016).

Each component within Performing Arts is further articulated around the following four strands: Performing, Creating, Responding, and Performing Arts & Society.

Performing Arts will be assessed through continuous School-Based Assessment (SBA). Learners will be assessed throughout Grade 9. Educators will be required to keep a record and report on the progress of learners as detailed in Section 7.0 and 9.1. Towards the end of the third term of Grade 9, schools will report on the overall proficiency level attained by each learner in Performing Arts to the Mauritius Examinations Syndicate (MES).

This booklet sets out the modalities for the assessment in Performing Arts. It includes:

- guidelines for Educators
- the Assessment Criteria for each component making up Performing Arts
- the Overall Assessment Criteria
- the SBA Observation Record Sheet
- the Quality Assurance Mechanism
- the SBA Progress Record Sheet

2.0 Rationale for the Assessment of Performing Arts

The NCF Grades 7, 8 & 9 (MIE 2016) emphasises the importance of Performing Arts in developing learners' inter- and intra-personal skills. These are recognised as important skills contributing to the holistic education and all round development of learners. The introduction of Performing Arts in the curriculum seeks to encourage learners to demonstrate creativity, imagination, and communication through artistic expressions.

The aims of the Performing Arts curriculum as outlined in the NCF are to:

- *develop artistic potential / sensibility using cognitive, psychomotor and affective skills in the domain of Performing Arts;*
- *develop an informed and lasting appreciation of Performing Arts as a form of expression;*

- *engage learners in a variety of performances through creative and collaborative processes;*
- *promote understanding and appreciation of one's and other's culture through Performing Arts; and*
- *relate Performing Arts to the immediate environment and society.*

(NCF Grades 7, 8 & 9, MIE 2016)

3.0 The grading structure and the award of the certificate

Performing Arts has the code N700.

A three-level grading structure will be used to gauge the proficiency level of learners as shown in Table 1 below.

Table 1: Grading structure for non-core subjects

Level of Competence
Proficient
Intermediate
Basic

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 National Certificate of Education at the National Qualifications Level 2:

Conditions for National Qualifications Framework 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.*

4.0 Whom to assess?

All school candidates who are in Grade 9 in the year in which the National Certificate of Education (NCE) Assessment is held and who chose to enter for Performing Arts as one of their non-core subjects will be assessed in the subject.

There will be no assessment in Performing Arts for private candidates.

5.0 What to assess?

The assessment in Performing Arts has been developed in line with the NCF and the following curriculum materials:

- Drama & Theatre textbook Grade 9, MIE 2020
- Western Music for Secondary Levels Grade 9
- Performing Arts Indian Music and Dance Teaching and Learning Syllabi, MGI 2017

The assessment in Performing Arts will be based on learners' level of participation and engagement (process) in the different activities that will be proposed to them by the Educators, as well as the quality of their performance in these activities (product).

6.0 How to Assess?

Educators should provide learners with tasks that give them sufficient opportunities to demonstrate what they can do and at what level they can perform in relation to the four strands: Performing, Creating, Responding and Performing Arts & Society. These tasks will provide enough evidence for Educators to make judgement on the proficiency level of their pupils. Educators are required to use the relevant assessment criteria (Section 8.0) and the overall assessment criteria (Section 9.0) to assess learners' performance and judge their proficiency level.

7.0 Guidelines for Educators

(a) The assessment in Performing Arts is school-based, which means that Educators are responsible for

- planning appropriate assessment tasks,
- conducting the assessments,
- assessing the performance of learners, and
- making appropriate judgements about learners' overall level of performance achieved at the end of their learning process.

(b) The assessment will form an integral part of the normal teaching-learning process. This means that:
- the assessment tasks will be based on the curriculum materials. However, Educators are free to use other materials for the assessment provided these are in line with the requirements of the NCF and the TLS.
- any learner or group of learners may be assessed at any point in time during normal class activities throughout the year.
- learners may also be assessed in solo or group performances during school activities (e.g. Music Day, Independence Day etc.).
- Educators may have recourse to a wide range of assessment tasks. These may include performances, posters, projects, aural/PowerPoint presentations etc. However, Educators should ensure that the tasks used are appropriate and provide a fair chance to all learners to demonstrate what they know and what they can do.

(c) Educators will assess learners' performance in the different assessment tasks proposed and will base their judgements on the relevant Assessment Criteria and the Overall Assessment Criteria provided by the MES.

(d) Educators should ensure that each learner has the opportunity to be assessed continuously in all four strands. An assessment task can be used to assess more than one strand.

Learners may be assessed on as many occasions as deemed necessary. Educators should be confident that the overall proficiency level achieved at the end is a fair reflection of learners' ability in the subject.

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

(f) Educators will keep an SBA Observation Record Sheet (see Section 9.1) as documentary evidence of the level of competence of each learner in the subject. They will use this sheet to make a judgement on the overall proficiency level attained by each learner at the end of the year.

(g) Educators should fill in the SBA Progress Record Sheet (PRS) and submit the filled in form to the MES at the end of each term. This PRS is part of the Quality Assurance Mechanism.

(h) Educators should fill in a final Result Sheet indicating the overall proficiency level of all learners in Performing Arts. This should be done by the end of Term 3 in Grade 9.

8.0 The Assessment Criteria

The assessment criteria for Dance, Music and Drama are given in tables 2, 3 and 4 respectively. They define the skills and competencies to be assessed under the four strands.

These should be used to:

1. plan appropriate assessment tasks. Educators should ensure that the assessment tasks which they propose to their learners provide sound evidence of what they can do in relation to the assessment criteria.

2. judge the performance of learners in the assessment tasks.

8.1 Dance

Table 2: Assessment Criteria for Dance				
STRAND	**AO[1] code/ COMPETENCIES**	**PROFICIENCY LEVEL**		
		BASIC	**INTERMEDIATE**	**PROFICIENT**
PERFORMING Practical knowledge / skills & processes	• **D1**: Memorise and perform simple sequences of movements by combining expressive skills • **D2**: Coordinate clear body movements through concepts of space, time, energy and body balance • **D3:** Ability to work in team and perform as a group	• Attempts to memorise and perform simple movement sequence • Limited use of space. Lack of energy, rigor and poor body balance • Limited ability to work in a team	• Performs simple sequence and combine expressive skills but some hesitation regarding techniques • Satisfactory use of space and time. Satisfactory level of energy, rigor and good body balance • Contributes in group performance satisfactorily	• Performs simple sequence of movements using proper techniques confidently and combining expressive skills • Excellent use of space and time. Good level of energy and rigor and excellent body balance and posture • Good integration in team and makes constructive contribution in improving group performance
CREATING Improvisation, ideas and creativity	• **D4**: Create a simple choreography • **D5**: Perform in group through improvisation	• Choreography is basic • Unable to perform through improvisation	• Choreography is well developed but with a satisfactory level of creativity • Is able to perform by improvising through guidance and support	• Choreography is well developed and goes beyond imitating movement to create original work • Is able to perform by improvising without any guidance and support
RESPONDING Response and appreciation	• **D6**: Use appropriate dance vocabulary to describe dance movements • **D7**: Identify dance forms, compare and contrast the features of the dance forms	• Limited use of vocabulary related to dance movements • Unable to differentiate between dance forms	• Use of appropriate vocabulary related to dance movements but some innacuracies • Can relate to some features differentiating dance forms.	• Use of wide range of vocabulary related to dance movements • Relates and responds sensitively to different dance forms
PERFORMING ARTS & SOCIETY Social, cultural and historical contexts	• **D8**: Describe how dance emanates from various cultures and how the social and historical events relate to dance form	• Show inadequate knowledge of dance forms	• Simple description of dance forms emanating from different cultures from a one perspective	• Detailed description of dance forms from both a social and historical perspective

[1] AO stands for Assessment objective.

8.2 Music

Table 3: Assessment Criteria for Music				
STRAND	**AO code / COMPETENCIES**	**PROFICIENCY LEVEL**		
		BASIC	**INTERMEDIATE**	**PROFICIENT**
PERFORMING Practical knowledge / skills & processes	• **M1**: Sing/play a variety of compositions with appropriate expression, technical accuracy, good posture and tone quality individually or in an ensemble • **M2**: Count rhythmic patterns or recite rhythmic cycles accurately	• Sings/plays notes & compositions inaccurately; is hesitant throughout the performance & rhythm is mostly inaccurate; intonation is inconsistent & rarely secure; no phrasing or expression evident • Is not able to count rhythmic patterns or recite rhythmic cycles	• Sings/plays notes with moderate accuracy; shows hesitation through some passages; rhythm is moderately accurate; shows fairly good tone quality with occasional weaknesses; moderately well phrased and fairly effective in expression • Counts rhythmic patterns or recites rhythmic cycles satisfactorily	• Sings/plays notes & compositions accurately maintaining consistency throughout; shows good sense of rhythm; displays consistent pitch with reasonably secure intonation; suitably phrased and fully effective in expression • Counts rhythmic patterns or recites rhythmic cycles accurately
CREATING Improvisation, ideas and creativity	• **M3**: Create simple compositions using vocal or instrumental	• Is unable to create proper melodic or rhythmic lines • Is not able to generate ideas	• Creates satisfactory melodic or rhythmic lines • Generates ideas creatively to some extent	• Successfully creates a variety of rhythmic or melodic patterns • Generates ideas creatively
RESPONDING Response and appreciation	• **M4**: Demonstrate musical literacy through the use of notation & terminology • **M5**: Classify instruments as per their category	• Limited knowledge of notation & terminology • Cannot identify and classify musical instruments	• Average knowledge in the use of notation & terminology • Can identify and classify musical instruments to some extent	• Fully literate in the use of notation & terminology • Prompt response in classifying musical instruments according to their categories
PERFORMING ARTS & SOCIETY Social, cultural and historical contexts	• **M6**: Demonstrate knowledge and respect for the music of diverse cultural groups	• Response to demonstrate knowledge of the music of different cultural groups is limited	• Shows satisfactory knowledge of the music of different cultural groups	• Demonstrates thorough knowledge of the music of diverse cultural groups

8.3 Drama

Table 4: Assessment Criteria for Drama/Theatre				
STRAND	**AO code / COMPETENCIES**	**PROFICIENCY LEVEL**		
		BASIC	**INTERMEDIATE**	**PROFICIENT**
PERFORMING Practical knowledge / skills & processes	• **DT1**: Convey emotions and behaviours of the character • **DT2**: Voice projection • **DT3**: Space management	• Attempts to stay in character but requires more focus • Voice is not always clear audible and articulation is limited • Little physical commitment to the space	• Stays in character in a consistent way • Articulates clearly and varies pitch and tone satisfactorily • Attempts to use space to perform	• Stays in character in a convincing and consistent way throughout the performance • Clear and consistent articulation and adaptive projection of voice, variation of pitch and tone to express character. • Appropriate use of space to perform
CREATING Improvisation, ideas and creativity	• **DT4**: Engagement with theme • **DT5**: Representation of conflict in drama • **DT6**: Creating artistic forms of expression (Tableau, interactive drama, miming…)	• Theme is basic • Conflict of the narrative is elementary • The form of expression conveys the intended message in a vague way	• Theme is satisfactorily developed • Presents simple but sound turning point in the drama • The form of expression conveys the intended message but maybe plain/simple	• Theme is well-developed and creative • Presents effective turning point which highlights the conflict • The form of expression conveys the intended message distinctly
RESPONDING Response and appreciation	• **DT7**: Make constructive criticisms (written or verbal) • **DT8**: Acts upon constructive criticisms	• Criticism is general and not structured • Listens to criticisms but response to feedback is limited	• Criticism is constructive but not wisely structured • Occasionally attempts to act on criticism and feedback to improve performance	• Criticism is constructive and structured to motivate • With motivation, consistently acts on criticism and feedback to improve performance
PERFORMING ARTS & SOCIETY Social, cultural and historical contexts	• **DT9**: Team work skills • **DT10**: Relate their personal experiences to more forms of Arts (Movie, Literature, Actuality, culture)	• Contribution to teamwork is limited • Can relate to some forms of Art	• Integrates team and contributes satisfactorily to teamwork • Can relate to and responds to some forms of Art	• Integrates team and makes significant constructive contribution • Relates and responds sensitively to forms of Art

9.0 Reporting the overall grade

Educators will judge the overall proficiency level of all learners based on learners' performance in the tasks carried out during the year and taking into consideration the level attained at the end of the year. Judgement of this overall proficiency level attained should be reached using the relevant Overall Assessment Criteria. The level of competence attained by each learner should be submitted to the MES towards the end of Grade 9.

The overall grade will be the one which best fits the learner's achievement and progress. The proficiency level achieved will feature on the learner's National Certificate of Education.

Tables 5, 6 and 7 which follow list the Overall Assessment Criteria for Dance, Music and Drama respectively.

TABLE 5: OVERALL ASSESSMENT CRITERIA FOR DANCE	
Proficiency Level	**Descriptors**
Proficient	• Performing simple sequence of movements at a satisfactory level, combining expressive skills, excellent use of space and time and good level of energy and rigor and excellent body balance and posture • Good integration in team through constructive contribution in improving group performance • Original choreography and ability to perform by improvising without any guidance and support • Has a wide range of vocabulary related to dance movements and responds sensitively to different dance forms • Detailed description of dance forms from both a social and historical perspective
Intermediate	• Attempts to memorise and perform simple sequence by combining expressive skills, satisfactory use of space, time, energy, rigor and good body balance and posture • Contributes satisfactorily in group performance • Choreography is developed with satisfactory level of creativity and is able to perform by improvising through guidance and support • Use of appropriate vocabulary related to dance movements and can relate to some features differentiating dance forms • Can describe dance form emanating from different cultures from a one perspective
Basic	• Unable to memorise and perform simple movement sequence, little physical commitment to space and lack of energy, rigor, poor body balance & posture • Limited ability to work in a team • Choreography is basic and is unable to perform through improvisation • Limited use of vocabulary related to dance movements and is unable to differentiate between dance forms • Shows inadequate knowledge of dance forms

TABLE 6: OVERALL ASSESSMENT CRITERIA FOR MUSIC	
Proficiency Level	**Descriptors**
Proficient	• Sings/Plays musical notes and a variety of compositions confidently; shows accurate expressions and techniques; keeps appropriate posture and exhibits an even tone quality consistently; counts rhythmic patterns or recites rhythmic cycles accurately; • Creates and improvises rhythmic/melodic patterns or compositions • Demonstrates firm/strong acquisition of musical literacy; recognises aesthetic qualities in music accurately and can appraise the role of technology in music; identifies and classifies a range of musical instruments • Distinguishes between a wide range of musical styles from a variety of cultures
Intermediate	• Sings/Plays musical notes and variety of compositions satisfactorily; counts rhythmic patterns or recites rhythmic cycles fairly well; expressions shown are not always sharp; demonstrate acquisition of some technical skills; • Creates basic rhythmic/melodic patterns with support • Demonstrates satisfactory acquisition of musical literacy; understands and uses some musical vocabulary, identifies few aesthetic qualities; can classify some musical instruments • Can distinguish between a few musical styles
Basic	• Cannot sing/play musical notes and compositions, count or recite rhythmic cycles/patterns; shows inadequate mastery of technical skills; expressions used and posture are generally inappropriate; does not participate in musical activities • Cannot create or improvise simple compositions/melody and rhythmic patterns • Musical literacy is limited; musical vocabulary is poor and inaccurate; unable to recognise aesthetic qualities in music; cannot classify musical instruments • Cannot distinguish between musical styles

TABLE 7: OVERALL ASSESSMENT CRITERIA FOR DRAMA	
Proficiency Level	**Descriptors**
Proficient	• Can play character convincingly; clear and consistent articulation with appropriate variation of pitch and tone; makes effective use of space • Demonstrates creativity in developing an elaborate theme that highlights a conflict through a form of expression that strongly conveys the intended message • Provides constructive criticism to others and acts on feedback received consistently • Demonstrates excellent team spirit and work; relates and responds sensitively to forms of Art
Intermediate	• Can play character satisfactorily; mostly easy to understand, sometimes with quite good articulation and some variation in pitch and tone; attempts to make good use of space • Ability to put up a theme based on a conflict that conveys the intended message appropriately but lacks elaboration and creativity • Provides basic/general criticism; occasionally acts on feedback received • Works in a team with satisfactory input; relates and responds to some forms of Art
Basic	• Attempts to play a character but is not always consistent; voice is not always audible, articulation could have clearer and vocal variety is limited; use of space is satisfactory but not always effective • Develops basic theme to represent a conflict, with the intended message remaining vague • Provides minimal criticism and attempts to act on feedback received, improvement is limited • Participation in teamwork is minimal – Responds in a limited way to some forms or art

9.1 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. **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 progressed over the year. Educators will have to record which tasks 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 to the MES whenever required. In addition, the **SBA Observation Record Sheets should be kept securely at school for at least 6 months after the issue of results**.

Mauritius Examinations Syndicate

SBA Observation Record Sheet

Read the *School Based Assessment Guidelines* for Performing Arts before you fill in this form.

School Name		**Centre Number**	
Student Name		**Index Number**	
Subject	**Performing Arts**	**Examination series**	

Domain : ☐ Music ☐ Dance ☐ Drama/Theatre

Strands	**AO codes/ competencies assessed**	**Tasks Used**	**Date**	**Performance Level**		
				Basic	**Intermediate**	**Proficient**
Overall Proficiency Level						

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

9.2 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.

The following is a sample result sheet:

MAURITIUS EXAMINATIONS SYNDICATE

NCE Assessment 2025

RESULT SHEET FOR GRADE 9 – Non- Core Subjects

School: _____

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

	Index Number	Candidate Name	Gender	Physical Education	Performing Arts	Life Skills & Values
1	1004/00000/00	XXXXX, YYYYYY	B	P	I	B
2	1004/00000/00	XXXXX, YYYYYY	B	B	B	I
3	1004/00000/00	XXXXX, YYYYYY	G	I	I	I
4	1004/00000/00	XXXXX, YYYYYY	B	I	P	P
5	1004/00000/00	XXXXX, YYYYYY	G	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: ___/___/____

10.0 Quality Assurance Mechanism

As the assessment in Performing Arts 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.

10.1 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 to be 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 Sheet properly and
- keeping the SBA Progress Record Sheet

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

10.2 At MES Level

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

a) submit a Progress Record Sheet (PRS) by the end of each term. This PRS will detail the activities/tasks carried out during the term.

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

b) submit duly filled-in PRS forms to the MES through the following email address: sbag9pa@mesonline.mu

c) keep evidence of students' work and activities carried out at school and make them available to the MES upon request.

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

A sample of the PRS is provided overleaf.

Mauritius Examinations Syndicate

SBA - Progress Record Sheet

Please read the *School-Based Assessment Guidelines* for Performing Arts before you fill in this form. This form should be submitted to the MES via email at sbag9pa@mesonline.mu at the end of each term.

School:		**Centre Number**	
Name of Educator:		**Examination Series**	
Class:		**No. of students**	

Subject: Performing Arts	**Term:**	1 ☐	2 ☐	3 ☐
Domain:	Dance ☐	Music ☐	Drama/Theatre ☐	

Date	**Task /Activities carried out**				**Notes/Remarks**
	Aim / AO: **Task/Activity:**				
	No. of students:	Proficient:	Intermediate:	Basic:	
	Aim / AO: **Task/Activity:**				
	No. of students:	Proficient:	Intermediate:	Basic:	
	Aim / AO: **Task/Activity:**				
	No. of students:	Proficient:	Intermediate:	Basic:	
	Aim / AO: **Task/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

Please read the School-Based Assessment Guidelines for Performing Arts before you fill in this form. This form should be submitted to the MES via email at sbag9pa@mesonline.mu at the end of each term.

School: The Blake Secondary School		**Centre Number**	MU 326/451
Name of Educator: Mallika Sarabha		**Examination Series**	2025
Class: xxxxxxxx		**No. of students**	28

Subject: Performing Arts	**Term:**	1 ☐	2 ☑	3 ☐		
Domain:	Dance ☑	Music ☐	Drama/Theatre ☐			

Date	Task /Activities carried out				Notes/Remarks
20-31 July	**Aim / AO :** Develop hand gestures **Task/Activity:** Perform and practice the 12 basic hand gestures				This activity was not used for assessment purposes
	No. of students:	Proficient:	Intermediate:	Basic:	
3 Aug	**Aim / AO:** D1 **Task/Activity**: A group of 8 students were asked to recite and perform the 12 hand gestures				Whole class activity 8 students assessed during the activity
	No. of students:	Proficient: 2	Intermediate: 1	Basic: 5	
	Aim / AO: **Task/Activity:**				
	No. of students:	Proficient:	Intermediate:	Basic:	
	Aim / AO: **Task/Activity**:				
	No. of students:	Proficient:	Intermediate:	Basic:	

Signature of Educator: Mallika Sarabha Date: 02 / 09 / 2025

Name of Head of School: Mrs. Mridula Bhunjun

Signature of Head of School: M. Bhunjun Date: 22 / 03 / 2025