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CHAPTER ONE

1.0 PRIMARY CURRICULUM FRAMEWORK

1.1 INTRODUCTION

The Primary Curriculum Framework has been developed within the broader perspective of the National Curriculum Framework for the Republic of Mauritius along the lines laid down in the document issued in September 2006 by the Ministry of Education & Human Resources entitled "Towards a Quality Curriculum – Strategy for Reform".

The Primary Curriculum Framework provides **teachers, parents and the community at large with a clear statement of what pupils are expected to achieve at the end of their primary schooling and how they can best support the children**. It also makes it possible for curriculum developers and teachers to develop learning and teaching programmes which meet the needs of the pupils while at the same time responding to the needs of the country. The Primary Curriculum Framework will help teachers:

- i). to better understand the process of the national educational endeavour
- ii). to devise and adopt programmes and strategies to meet the specific needs of their pupils
- iii). to measure the effectiveness of their teaching against the outcomes outlined in the document and
- iv). to take appropriate remedial measures whenever this is deemed necessary.

It sets out the **rationale**, the **learning outcomes**, and the **specific learning competencies** for **all learning areas** constituting the primary curriculum of the Republic of Mauritius[1], as well as the implications for assessment, evaluation and teacher training. The Primary Curriculum Framework reflects contemporary educational thinking and up-to-date pedagogical practices regarding what pupils need to learn in our specific context to derive the maximum benefit for their overall growth and development. It also prepares them to embark successfully on their post primary education.

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[1] The specific learning competencies have been compiled separately as an appendix to this document.

The Primary Framework also provides a **basis for the continuous review and restructuring of curricular objectives and pedagogical practices.** It will help generate more focused research in all the domains related to primary education.

1.2   BACKGROUND AND PHILOSOPHY

The Government's Programme (2005 – 2010) states that it will undertake a comprehensive review of the Curriculum at Pre-Primary, Primary and Secondary levels in the light of developments worldwide, and according to our national needs. These were identified in the National Consultative Debate on Curriculum Reforms held on 30 November and 01 December, 2005. Our strategy for reform has taken into consideration a number of changes and issues:

- Major socio-economic and technological changes, both at the national and international levels, have made it necessary for us to re-adjust our educational practices in order to **empower the Mauritian child to face the emerging challenges of the new millennium**.

- Changing trade patterns are driving countries to make their labour force as competitive and flexible as possible. **This means that, as a nation, we have to look beyond mere academic achievement and think more in terms of professionalising our manpower resources and cultivating a spirit of entrepreneurship**. Our youth must be prepared to work in conditions where jobs are no longer permanent, and where they will have to continuously retrain themselves throughout their career. **They must, therefore, be empowered to use productively all the information and technological tools available to become lifelong learners**.

- The **social and cultural fabric is undergoing radical transformations** and, as such, our youth need to be equipped with the necessary knowledge, skills and values to **ensure social cohesion and national unity**.

- Furthermore, because of the constant threat posed to our environment by developmental changes, we need to foster in our people and especially our children, a **commitment to values related to the preservation of the environment** and to the concept of sustainable development.

The Government has decided to invest massively in education and human resources because of the close link which exists between education and empowerment in the broadest sense of the term. We should succeed in equipping our children and young people with the mental, psychological, social, emotional, moral and spiritual resources to face the challenges that confront us. To this end, we shall create an enabling environment to empower the people of this country to think, act, reflect, create and take risks, and by developing a commitment to values such as integrity, responsibility, respect for the workplace, efficiency and creativity.

1.3   EMPOWERING THE CHILD IS EMPOWERING THE NATION

In developing the Curriculum Framework, we have, at all levels of our deliberations, considered that the overall development of <u>ALL</u> our children should be our primary concern. The **primary aim of education** has been conceived with the following considerations:

 i). **to empower children to realize their full potential and to optimize their innate aptitudes.**
 ii). **to develop a keen sense of active citizenship and adequate workforce.**

It is hoped that these preconditions will help the nation to achieve its social, cultural, technological and economic goals and aspirations.

1.4   AN INCLUSIVE, INTEGRATED, HOLISTIC AND COMPREHENSIVE APPROACH

The Curriculum Framework envisages a shift from a **subject-centred to a child-centred**, from a **compartmentalized to an integrated approach** to teaching and learning. This has profound implications for the school curriculum, teachers and all stakeholders. For instance, our approach to the 'teaching' of Human Values, Human Rights, and Education for National Unity is rooted in the conviction that the values they embody can best be 'internalized', not by being 'taught' as separate 'subjects', but by being integrated in subject domains cutting right across the curriculum. This approach, in addition to being in line with modern **pedagogical thinking**, makes it possible to plan a **comprehensive curriculum**

which must be constructively deloaded to make schooling **a joyful experience in the life of all our children**.

By placing the child at the heart of our education, we are convinced that this will bring about a major **paradigm shift in our educational approach and practices**, **preparing the ground for the phasing out of the CPE**, and progressively replacing it with a **child-centred and holistic system of evaluation that will include continuous assessment and diagnostic monitoring, accompanied by appropriate measures for remediation**.

It should be pointed out that the gradual phasing out of the CPE does not mean a levelling down of standards at the expense of those who are more academically 'gifted'. In an age characterised by competition at a global level, high achievers should be given every opportunity to excel to provide the country with the cadres indispensable for its continued growth and well-being, while at the same time paying special attention to learners with difficulties.

Our people are our most precious resource. The optimization of our human resources must ensure that those who are presently unable to pass the CPE must be provided with opportunities to reach a level of achievement for life-long education. We are, therefore, proposing a totally new approach to primary education. The six years of primary schooling seek to develop in all our children competencies and dispositions which would constitute the foundations for subsequent guidance and orientation at the secondary level.

The **curriculum also purports to be an inclusive one** in the sense that all children will be taken on board, enabling each and every child to develop according to their needs and capabilities. It should ensure that **no child should be excluded or disadvantaged** because of ethnicity, culture or religion, home background, special educational needs, disability, gender or differential ability.

The shift from an examination-driven to a curriculum-driven system of education will eventually free the education system from the straightjacket of the end-of-primary examinations and allow teachers, parents and all stakeholders to provide the children with an environment that will facilitate and foster the overall growth and development of our school children.

1.5   DELOADING THE CURRICULUM

The same inclusive and integrated philosophy has prompted the deloading of the curriculum at the primary level. This will enable children, at the most formative phase of their life, to develop and express themselves physically, socially, culturally, aesthetically as well as cognitively, by creating a supportive environment that will motivate them to participate in activities which have long been neglected. While the broad learning areas at the primary level remain the same, the academic content will be re-structured and re-adjusted to encourage children to be involved in activities in domains such as the arts, health and physical education and other life skills. The **deloading** of the curriculum will provide the **teachers with more time** to use interactive, hands-on, innovative teaching strategies, and **more importantly, to attend to the individual learning needs of every student.**

1.6   CONTEXTUALISATION OF CURRICULUM CONTENT AND EVALUATION

The Curriculum Framework seeks to formulate the fundamental principles underpinning the structure and content of school practices and sets guidelines for the development of textbooks and teaching materials. It also makes provision for some flexibility to enable each stakeholder to develop contextualized teaching and learning, particularly Rodrigues, Agalega and the Outer Islands.

1.7   USE OF THE LANGUAGE OF THE ENVIRONMENT AS A FACILITATOR AND SUPPORT LANGUAGE

It is a fact that many teachers use the language of the environment in the classroom throughout the primary cursus and even at secondary level. It should, however, be borne in mind that for the great majority of Mauritian children, the school is the only place where they have the opportunity to be exposed to English, French, Asian languages and Arabic. This is even more so in the case of children coming from deprived areas where the home environment compounds the linguistic difficulties they face in the classroom. Teachers should, therefore, be made aware of the principles underpinning language acquisition, so

that they are able to make judicious use of the language of the environment as a facilitator and support language for improving the children's learning and overall understanding. As the children progress up the educational ladder, the use of the language of the environment needs to be adjusted and the use of the target languages increased progressively.

1.8   EMBEDDING ICT TO IMPROVE THE QUALITY OF TEACHING AND LEARNING

In an audio-visual, technology-rich environment, teaching and learning should take advantage of the benefits of technology, in particular ICT in enhancing the quality of teaching and learning.

CHAPTER TWO

2.0   CURRICULUM DEVELOPMENT GUIDELINES

2.1   GOALS OF THE NATIONAL CURRICULUM

The overarching goals of the National Curriculum are:

1. To promote an all-round development of the individual – physical, intellectual, social and emotional – leading to a balanced, active and productive lifestyle

2. To foster understanding and appreciation of the biological, physical and technological world to enable the learner to arrive at informed decisions about the environment and the changing needs of our society and those of the individual

3. To develop in the learner skills and knowledge to empower her/him to participate meaningfully in an information-driven economy

4. To develop creative thinking skills and learning competencies required for the future

5. To promote equity and social justice by providing opportunities for every learner according to her/his needs, interests and potential

6. To foster national unity by promoting in the individual understanding of and respect for our multicultural heritage

7. To promote in the learner an appreciation of her/his place in an interdependent global context

8. To promote a culture of lifelong learning for greater access to an ever-changing job market.

2.2   GENERIC LEARNING STATEMENTS

The Generic Learning Statements (GLS) have been derived from the National Educational Goals for the Republic of Mauritius. The GLS refer to knowledge, skills and values which students at all levels of the educational system from pre-primary to secondary need to achieve. They cut across all subject areas, and provide teachers, curriculum developers

and teacher educators with guidelines on which learning and teaching materials will be designed, planned and developed.

The Generic Learning Statements (GLS) are useful and worthwhile educative and instructional guidelines that reflect the **overall policy statements** that have been listed in the Goals of the National Curriculum. The Generic Learning Statements refer to the essential and desirable knowledge, skills, values and attitudes which our nation's pupils/students ought to acquire throughout their school learning experiences. Because educational activities must relate to the world of work and the social uplifting of our nation, it is absolutely important to ensure that the generic learning outcomes are integrated across the curriculum. The Generic Learning Statements will require the commitment of all stakeholders and, to a very large and most significant extent, the **full commitment of our teaching profession which will be playing a key role in ensuring that every school learner is able to develop her/his level of achievement and success to her/his highest potential**. The Generic Learning Statements are listed below:

Learners should be able to:

1. acquire language skills for effective communication and meaningful interaction with self and others through listening, speaking, reading and writing. The correct acquisition of language skills is central to the whole process of thinking in every curricular activity
2. derive meaning and understanding from numerical and spatial concepts and engage in the process of developing logical and rational thoughts
3. behave in a responsible manner with regard to everybody's right to feel valued and to live peacefully
4. appreciate the diversity of Mauritian culture and interact positively among themselves
5. engage in thinking processes to develop and construct knowledge
6. recognise desirable and worthwhile values as the foundation of good citizenship
7. understand, appreciate and adapt to change and selectively use new technologies
8. understand and be sensitive to local, regional and global environmental issues

9. develop interpersonal knowledge and skills with a view to the strengthening of positive attitudes, understanding and sharing of common values and also respect for persons and human rights

10. adopt a safe and sound lifestyle by developing physical fitness and proper nutritional habits

11. participate in arts, music, dance, drama and appreciate the different aspects of aesthetic expressions and the diversity of our traditions

12. enjoy learning by experiencing and celebrating success.

2.3 PRIMARY CURRICULUM FRAMEWORK

The Primary Curriculum Framework addresses the main drawbacks of the current system by putting in place a new approach in the structuring of the six years of primary schooling and attempts to:

1) Ensure a smooth transition between pre-primary and primary and between the different stages and standards at the primary level

2) Lay emphasis on proficient language acquisition by the end of standard III

3) Allow the acquisition of fundamental life skills through an integration of Health and nutrition, Moral and Civic values, Physical education, Creative Education, Environmental Education

4) Shift the emphasis from a mainly content-based to a process-based and competency-based learning.

5) Ensure a closer monitoring of the desired learning outcomes at the end of each stage and timely remediation

It is proposed that the primary level be divided into three stages of two-year span each.

STAGES		STANDARDS	APPROXIMATE YEARS
• Stage I	-	Standards I and II	5 – 6
• Stage II	-	Standards III and IV	7 – 8
• Stage III	-	Standards V and VI	9 – 11/12

1) This will enable teachers to ensure that basic skills needed in each stage are indeed successfully acquired, failing which corrective actions can be taken immediately so that mistakes are not cumulated until it is too late. This will help to reduce failure at CPE level

2) Each stage has specific goals and relates better to the pace of individual learners especially the late developers

3) Teachers become more accountable for the learning of pupils

4) Teachers will integrate fundamental life skills across the curriculum.

- **Stage I: Standards I & II**

During this stage, in Standards I and II, the emphasis will be on **preparing the young child to successfully adjust to the school environment**. In Standard I, the 'Bridging the Gap' project will strive to create a smooth transition from the Pre-Primary to the Primary. Std I will contain components of the Pre-Primary curriculum to ensure that every child starts on an equal footing.

Moreover, there is the obligatory need to plan and implement every teaching activity that shall ensure a smooth and soft instructional and educative transition from pre-primary to lower primary.

Both at the level of standards I and II, every teacher should necessarily, through comprehensive profiling, undertake the task of early detection of special and remedial needs of classroom pupils in any subject area.

It is also vital that Primary School Headteachers, Teachers, Social Workers and Educational Psychologists should have working sessions with both PTA and parents, in particular, in order to ensure the overall welfare and academic process of the school children.

During this stage, emphasis will be placed on **Literacy, Numeracy and Health and Physical Education**. Other subjects such as Basic Science, the Environment, the Arts,

History and Geography, will be integrated in the core subjects. Such an approach will **deload the curriculum** to a large extent. Children will learn through activities such as music, singing, drawing and other forms of creative activities and ICT.

- **Stage II: Standards III- IV**

During this stage there will be a **consolidation of elementary skills and key learning competencies in languages and mathematics**. The focus will also be on the development and understanding of basic scientific concepts, environmental issues and values that would **lay the foundations for healthy living**.

In addition to Languages, Mathematics, Health and Physical Education in stage II, students will be introduced to **Basic Science, History & Geography and The Arts**. Other elements like Values, Citizenship Education, ICT and Body Awareness will continue to be **integrated** in the core subjects. This approach will also be guided by the necessity to deload the content part of the curriculum.
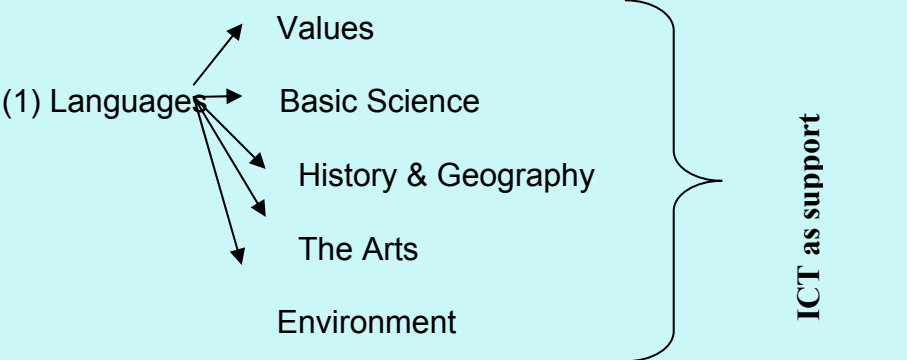
Continuous Assessment and Profiling will be regularly monitored by Primary School Inspectors and Headteachers

- **Stage III: Standards V & VI**

The same core areas will be reinforced during stage III with a view to preparing the pupils for the end of primary cycle evaluation. A component of sex education will be introduced in Stage III with a view to creating an early awareness of life skills.

(*See Table 1 on page 12*)

Table 1:
Proposed subjects to be taught at different phases of the Pre-Primary and Primary Level

Phases	Subjects/Content		
PRE-PRIMARY	The Early Childhood Authority will lay down the foundation programme for Pre-Primary Education		**I N B U I L T R E M E D I A T I O N**
PRIMARY	**Bridging the Gap from Pre-Primary to Primary**		
Stage I (Stds I & II)	(1) Languages → Values, Basic Science, History & Geography, The Arts, Environment } ICT as support (2) Mathematics (3) Health and Physical Education		
Stage II (Stds III & IV)	**Core** Languages Mathematics Basic Science History & Geography Health & Physical Education The Arts	**Integrated Component** **Other Life Skills** Citizenship Education Values Body Awareness } ICT as support	
Stage III (Stds V & VI)	**Core** Languages Basic Science Mathematics History & Geography Health & Physical Education The Arts	**Integrated Component** **Other Life Skills** Values Citizenship Education Sex Education } ICT as support	

2.4 GENERIC LEARNING OUTCOMES REFERS TO THE COMPETENCIES TO BE ACHIEVED BY THE LEARNER AFTER PRIMARY SCHOOLING

At the end of Std VI, pupils will be able to:

1. listen, speak, read and write to **express, share and generate ideas** and feelings through the language acquired

2. engage in the process of **logical thinking** and thereby develop **reasoning skills** to enable them to act as **independent learners**

3. understand, visualize and discriminately apply **numerical and spatial concepts**

4. understand, describe and appreciate **universal values** and engage in appropriate behaviour and activities

5. develop or acquire skills of **self-organisation and responsible behaviour** by caring about themselves, their studies and their interactions with others

6. interact with others by developing **socially acceptable** behavioural patterns

7. acquire skills of communication to construct **meaningful expressions** of their thoughts and to **interact** successfully with others

8. practise motor skills, physical movement and control through free and spontaneous exercise of body functions

9. use **appropriate technologies** so as to maximize learning across all subject areas

10. develop **body awareness and health consciousness** and mind their nutritional habits

11. develop **creativity and appreciation** of aesthetics through participation in **artistic activities and observation of nature**

12. learn to appreciate their **natural environment** and care for its **preservation**

13. develop **self-identity** and an appreciation of the **multi-faceted cultural setting** of Mauritius

14. strive towards **self-actualisation** through a process of **self-discovery**.

The following tables provide an outline of the content, operational framework for learning transactions, the relevant teaching-learning strategies and the type of assessment in primary education:

PRIMARY STAGE I (STDS I & II)

CONTENT	OPERATIONAL FRAMEWORK	TEACHING/LEARNING STRATEGIES	TYPE OF ASSESSMENT*
• Literacy through languages • Numeracy through Elementary Mathematics • Health and Physical Education • Social skills through Civic & Values Education • The Arts • Basic Science • History and Geography • ICT	• Pre-Primary education to be made compulsory for all pupils • Soft transition from Pre-Primary to Lower Primary • Levelling (bridging the gap between pupils of different abilities and levels) • Parental Involvement & Responsibility defined • Assessing basic knowledge, skills and attitudes • No summative assessment • Early detection of Special Needs and Remediation • Automatic promotion to Std II & to Std III • An in-built Remediation Programme during school hours by Remedial Teachers	• Implementation of an early Reading Programme. • Computer Assisted Learning. • Activity Based Learning: role play, story telling, drawing, collage, etc. • Co-operative learning. • Broadcast/Media Assisted Strategy, play and learn, singing, etc.	• Placement Assessment: To determine pupils' levels at the beginning of instruction. • Formative Assessment: To monitor progress during instruction. • Assessment through Anecdotal Notes, Checklists, and Rating Scales. • Reading Skills. • Demonstration of gross and fine motor skills. • Observation of pupils' overall development/profiling.

PRIMARY STAGE II (STDS III & IV)

CONTENT	OPERATIONAL FRAMEWORK	TEACHING/LEARNING STRATEGIES	TYPE OF ASSESSMENT*
- Languages - Mathematics - Basic Science - History and Geography - Health and Physical Education - The Arts - Citizenship Education - Values - Body Awareness - ICT	• Continuous Assessment in Standard III • Formal Assessment of Reading Skills at the end of Std III • Maintenance of Continuous Assessment in Std IV • Summative Assessment only at the end of Std IV • Pupils who do not reach the required standard at the end of Std IV may be made to repeat (decision to be taken jointly by class/remedial teachers/ headmaster/parents) • An in-built Remediation Programme during school hours by Remedial Teacher • Continuous interaction between class and remedial teachers to monitor individual progress (collective responsibility) • Parental Involvement & Responsibility defined	• Activity Based Learning: role play, story telling, etc • Cooperative learning • Broadcast/media assisted strategy, etc • Computer Assisted Learning • Laboratory Demonstration for Science • Educational tours	• Formative assessment • Diagnostic assessment • Summative assessment to assess instruction at the end of Standard IV • Oral/Reading skills test at the end of Std III and Std IV • Demonstration of fine motor skills • Assessment of Physical fitness

PRIMARY STAGE III (STDS V & VI)

CONTENT	OPERATIONAL FRAMEWORK	TEACHING/LEARNING STRATEGIES	TYPE OF ASSESSMENT*
- Languages - Mathematics - Basic Science - History and Geography - Health and Physical Education - The Arts - Citizenship Education - Values - Sex Education - ICT	• Assessment of pupils by continuous assessment • And in-built Remedial Education programme during school hours by Remedial Teacher • Continuous interaction between Class teacher/Remedial Teacher to monitor individual pupils progress • Feedback to pupils and parents • Parental involvement & Responsibility defined • Community involvement • Certification • All pupils will be awarded a Certificate of Achievement at the end of Standard VI level of primary schooling.	• Cooperative learning • Broadcast/media assisted strategy, educational outings, demonstration, hands-on learning/pupils' involvement in practical work, physical activities • Computer Assisted Learning • Educational tours	• Formative assessment • Diagnostic assessment • Summative assessment at Standard VI prepared by MES in collaboration with MIE • Assessment of reading/oral skills • Assessment of Physical fitness

CHAPTER THREE

3.0   ENGLISH

3.1   RATIONALE

The role and importance of English in the global context today and in the near future cannot be overemphasized. An individual today needs to be functionally and critically literate in the English Language to be able to adapt to the exigencies of the new world order and to contribute fully to the development and progress of society.

To this end, the child should be given a good grounding in the language from the earliest stages of her/his schooling so that s/he can move ahead on the path of learning. The new curriculum being proposed for the learning of English aims at developing the language competencies of the child in a progressive yet holistic manner so that s/he emerges as a competent and confident basic user of the language at the end of six years of primary schooling.

3.2   LEARNING OUTCOMES AT THE PRIMARY LEVEL

By the end of primary schooling, learners should:
- reach an appreciable level of proficiency in the language, both in its oral and written forms
- be able to use the language confidently for a range of purposes suitable to their age and in a variety of contexts
- have at their disposal a wide range of vocabulary and a mastery of the simple syntactic structures of the language to enable them to operate successfully in the language
- use the language to satisfy their need for information, communication and leisure.

3.3   GENERIC LEARNING COMPETENCIES FOR ENGLISH AT PRIMARY LEVEL

The generic learning competencies for English at Primary level provide a comprehensive outline for developing the language learning programme. They will also guide the process of assessing and evaluating the pupil's level of attainment in the language. Twelve learning competencies have been identified. These include the four basic language modes of listening, speaking, reading and writing and

skills/competencies/processes that should be developed in association with the development of the four basic language modes.

1. **Listening**

Listen to the English Language with purpose, understanding and critical awareness.

2. **Speaking**

Speak with purpose and effect in a wide range of contexts.

3. **Reading**

Read a wide range of texts with purpose, understanding and critical awareness.

4. **Writing**

Write for a range of purposes and in a range of forms using the conventions of the language that are appropriate to audience, purpose and context.

5. **Viewing**

View a wide range of visual texts in the language with purpose, understanding and critical awareness.

6. **Use of the Conventions of the language**

Use the conventions of Standard English with understanding and critical awareness.

7. **Use of ICT**

Use the computer and other technological tools competently, confidently and creatively to facilitate and enhance the learning of the language and make it more enjoyable and meaningful.

8. **Organisation and Management of Learning**

Use the language to organise, manage and contribute to own learning in a wide range of contexts.

9. **Development of Social Skills**

Use the language to establish and maintain healthy relationships with people in a wide range of contexts.

10. **Development of Thinking Skills**

Develop critical, creative, imaginative, logical and rational thinking as well as multiple intelligences through the language.

11. **Development of Environmental Awareness**

Become aware of environmental issues and use the language as a tool to promote environmental awareness.

12. **Development of Values**

Develop a healthy attitude towards the language, the self and society through the study of the language.

All the learning competencies are interrelated. While the development of one specific competency may be the focus of a learning task or assessment, learning activities invariably allow for the development of a number of competencies simultaneously.

A description of the twelve learning competencies follows. Each description contains a number of selected examples of the ways in which students' learning achievement might be demonstrated progressively through their schooling. However, it is important to bear in mind the fact that students demonstrate achievement in a wide range of ways. Their strengths and needs should be taken into account.

1) **Listening**
   - Listen to obtain information, to reflect on experience, and for pleasure.
   - Understand that listening is an active process; demonstrate skills of active listening; listen effectively.
   - Establish a purpose when listening and use a range of strategies to ensure comprehension.
   - Collect and synthesize information from a range of oral sources.
   - Identify and critically analyse different aspects of aural inputs, e.g. tones of voice, pitch, pause, etc...
   - Contribute appropriately to conversations.

2) **Speaking**
   - Use speaking as a means of communication and to learn.
   - Speak in order to interact socially, communicate ideas and information, tell stories, reflect on experience and values, explore and express thoughts, feelings, ideas, pleasure and enjoyment.
   - Participate in collaborative problem solving, group discussion.
   - Speak with clarity; ask questions to check understanding when appropriate.
   - Use relevant body language, vocabulary and tone of voice.
   - Respect the opinion of others and appreciate alternative points of view.
   - Engage in activities such as dramatic play, story-telling, poetry reading, singing, group discussion, debates, news-telling and class meetings.

- Initiate conversations with class members, seek help when faced with a problem, explain how a task was performed, conduct a telephone interview, and negotiate to achieve desired aims.

3) Reading

- Read a wide range of materials including signs, billboards, notes, messages, instructions, reports, newspapers, magazines, web pages, essays, text books, picture books, fables and stories, poetry and sketches; develop a taste for and a culture of reading.
- Read to obtain information, develop knowledge, for enjoyment and as a means of reflecting on experience.
- Read actively, using background knowledge and experience as well as knowledge of language to make meaning from texts.
- Respond to reading critically. Examine how information, experience and ideas are presented.
- Make meaning from familiar signs and notices; read and follow a set of instructions in order to complete a task; consult different sources for specific information; analyse the use of language in a text.

4) Writing

- Write to communicate ideas and information; share experiences; express thoughts, feelings and ideas; write for pleasure.
- Use a range of techniques for producing texts.
- Use strategies such as note-making, planning, drafting, revising, editing, proof-reading and publishing to shape and present written work.
- Use writing as part of a larger process of producing and presenting texts. Employ writing in combination with other forms of language, such as oral language and visuals, to design, produce and present a wide range of texts.
- Experiment with forms of writing; make up a story; participate in shared writing; recount an experience; write a caption for a picture; produce an account of an excursion; write a letter requesting information; keep a reading journal; publish a magazine; compose an essay; plan, script and produce a play, engage in creative writing.

5) Viewing

- View visual texts including films, television programmes, illustrations, charts, diagrams, posters, signs, picture books, newspapers, magazines, comics, advertising and texts produced by electronic means such as computers.

- Use visual texts as sources of information and enjoyment and as a means of reflecting on experience. Use a range of viewing practices, such as following the plot, looking for themes and specific information.

- Use illustrations to determine the meaning of the written text, interpret information in a chart or diagram, discuss with appreciation the story in a visual text

6) Use of the Conventions of the language

- Use written conventions (such as spelling, grammar, punctuation, layout and appropriate vocabulary), and oral conventions (appropriate vocabulary, tone and mode of address) accurately.

- Understand the way the language is structured.

- Understand, use and interpret the conventions associated with formal correspondence, genres, style.

- Express oneself effectively in plain English.

7) Use of ICT

- Use the computer and other technological devices for learning the language; listen to, view and read texts recorded on CDs, DVDs, disks; use educational softwares; search the web for information; record and save data for later use on the hard disk, floppy disks, CDs, pen drives; type a text and enhance its presentation through appropriate formatting.

- Spell check a written work; make a print out.

- Use the computer and other technological devices for communication; send an e-mail, an SMS; make a phone call; publish a text, make a poster.

- Use the computer and other technological devices for leisure activities; illustrate a text; enhance the presentation of a text; play language games, listen to songs, view films.

8) Organisation and Management of Learning

Self-empowerment through the use of the language:

- use the language to learn better and further own learning: learn from additional sources
- learn and understand better in any domain of learning; reinforce own learning
- develop self-esteem, confidence and experience success in school and later life through the use of the language
- develop a taste for and a culture of learning and organising and managing own learning through the use of the language
- progressively become an autonomous learner.

9) Development of social skills

- use competence in the English language to collaborate and develop friendly relations with peers and other people in the school and social environment
- develop empathy
- value the opinion of others
- view the language as a unifying factor
- use the language for instrumental and integrative purposes.

10) Development of thinking skills

- develop a critical stance; be constructive in criticism; be objective in judgement;
- develop problem solving skills and make informed and intelligent decisions;
- develop a scientific mind, a sense of enquiry
- be creative, tap multiple intelligences.

11) Development of environmental awareness

Through the language:

- Understand the importance of the environment and the need for preserving natural resources
- respect and protect the environment
- develop a love for nature
- care for plants and animals
- keep the environment clean

- sensitize others about the need to keep the environment clean.

12) Development of values

- value the language as an asset
- be value laden
- be polite and respectful towards people in the use of the language
- develop an ethical stance
- develop a sense of patriotism and belonging through the opportunities that the language offers in the wider context.

Note:

The order in which the competencies are listed is not an indication of their relative importance.

3.4 LEVEL DESCRIPTORS

This section outlines the specific competencies to be developed from standard one through to standard six of primary schooling for the four basic language modes of listening, speaking, reading and writing. Provision should be made for the development of the associated competencies to occur within and in conjunction with the development of the four basic language modes.

Note:

1) The Performance Indicators comprise but an indicative list of the ways through which the development of the competencies can be identified. Children may demonstrate the development of the competencies in other additional ways.

2) The term "text" refers to any form of written, spoken or visual communication involving language. Students learn about language and how to use it through their study of texts. It must be borne in mind that the study of texts is not an end in itself but a means to develop the language competencies of the learners.

3.5 SPECIFIC LEARNING COMPETENCIES FOR ENGLISH

STAGE I: STANDARD I	
Specific Competencies	**Performance Indicators**
LISTENING	
• Begin to recognise basic English features, forms and functions and construct meaning in the language in classroom activities, drawing on key words, and visuals, short phrases, simple sentences and non-verbal communication • Show beginning of understanding of English communication and texts • Use basic strategies to engage in language learning activities and to interact with basic texts.	• Demonstrate understanding of and follow simple directions (e.g. open your book, lift your hand) • Understand simple yes/no statements and questions • Listen actively to gain comprehension. • Demonstrate understanding of key vocabulary (e.g. book, pencil) by pointing, using simple non-verbal communication, simple verbal response and/or by drawing pictures • Understand key words • Understand simple sentences that relate to a visual/Use visual clues to respond (e.g. point to an illustration of the sun to indicate type of weather) • Listen to peers for assistance/reinforcement • Recognise rhyming words in a song/poem • Listen to and appreciate a poem, a song and a story.

STAGE I: STANDARD I	
Specific Competencies	**Performance Indicators**
SPEAKING	
• Use basic forms, features and functions of the English language • Express meaning in classroom activities using key words, short phrases, simple sentences, and non-verbal communication • Engage in oral activities	• Use basic forms of politeness (please, thank you). • Use common greetings (e.g Hello, Good morning/Afternoon, goodbye) • Introduce oneself (My name is ……) • Begin to name concrete objects • Name the days of the week • Reply using a grammatically simple sentence • Replace names and nouns with pronouns in an exchange • Express basic needs relevant to the immediate context (e.g. permission to go the toilet) • Begin to interact in English with friends and teacher • Begin to respond to a simple conversation in English • Use simple verbal language to obtain objects and to direct others • Recite nursery rhymes / simple poems/ sing simple songs • Use short patterned questions to seek information • Provide simple responses to prompts

STAGE I: STANDARD I	
Specific Competencies	**Performance Indicators**
READING	
- Derive understanding and create meaning from illustrations, visuals, graphics and simple texts, drawing on basic forms, features and functions of the English language. - Show understanding that print and non-print materials encode meaning and texts have a structure, purpose and a specific point. - Use simple strategies to interact with learning materials.	- Recognise the letters of the alphabet - Recognise words, icons, signs, numbers - Show awareness of one-to-one matching between spoken words and written words on the page - Match pictures to words and words to pictures - Show a personal response to a text, e.g. draw a picture - Understand some basic conventions of text layouts, e.g. directionality, left to right, top to bottom and front to back format - Begin to recognise letter, word and sentence boundaries - Begin to recognise the use and function of common punctuation such as full stops and capital letters - Sequence the events of a story using pictures - Sequence illustrations to retell a story - Engage in choral reading of simple texts - Follow on the page during choral reading - Begin to read aloud with appropriate pronunciation words and short sentences/texts, under guidance and with prompting - Link words to pictures using a bank of examples/options provided - Understand that print contains a message - Use illustrations to discern words/stories - Copy teacher's intonation pattern when reading - Use choral repetition in a group (text, songs, nursery rhymes) - Show an interest in reading / decoding illustration in a story book.

STAGE I: STANDARD I	
Specific Competencies	**Performance Indicators**
WRITING	
• Engage in and express ideas through drawings, labelling, copying, matching, writing • Use some basic strategies to produce simple texts.	• Rely on drawings or visuals to convey meaning • Use illustrations to express a concept • Write the letters of the alphabet • Complete words with missing letters, given clues • Complete simple, modelled sentences with a clear structure • Copy or unite familiar words or short sentences/texts. • Copy simple written information in a left to right, top to bottom format • Complete simple sentences given a word/picture bank • Use some familiar punctuation (full stops, capital letters) • Use illustrations to express a concept • Use the computer to write the letters of the alphabet, words and copy short texts.

STAGE I: STANDARD II	
Specific Competencies	**Performance Indicators**
LISTENING	
• Understand simple English communication and texts • Use strategies to engage in language activities and to interact with simple texts	• Follow directions • Understand and respond to question forms and short sequences of instructions appropriately • Understand vocabulary in simple contexts • Identify key-points of information from a conversation or story using verbal or non-verbal responses • Engage in co-operative learning activities • Listen to others • Listen to and compare input of self and others • Demonstrate understanding of aural texts using verbal responses • Ask for clarification • Listen for main points • Recognise and use articles – a, an, the • Recognise and use simple negative and interrogative forms • Recognise and use some grammatical rules consistently (e.g. plurals, inflection for third person singular in present simple tense, past forms)

STAGE I: STANDARD II	
Specific Competencies	**Performance Indicators**
SPEAKING	
• Express meaning in English using basic language forms, features and functions and drawing on a range of verbal and non-verbal texts • Use strategies to engage in language learning activities and interact with simple texts.	• Participate in short, structured interactions • Express simple opinions • Explain a short sequence of events • Recount key information • Give a short series of instructions • Begin to demonstrate ability to form simple sentences that reflect use of standard English grammatical forms and sounds • Use adjectives to describe or add emphasis • Speak more frequently in simple sentences • Ask clarifying questions or make comments using short phrases and simple sentences • Use verbal and non-verbal cues to respond • Provide responses consisting of more than one word • Use some common prepositions appropriately • Give some basic personal information spontaneously – name, age, family details, address, likes • Recite nursery rhymes, sing songs, tell/retell a simple story

STAGE I: STANDARD II	
Specific Competencies	**Performance Indicators**
READING	
• Derive understanding and create meaning mainly from visuals and basic written texts drawing on basic forms, features and functions of the English language • Use a range of simple strategies to interact with learning materials.	• Understand pictures and words in an age appropriate story book • Show a personal response to a text using non-verbal signs, simple verbal responses and illustrations • Identify recurring common words and simple structures in a text • Sequence illustrations and retell a story • Recognise different text formats – a letter, a book, a poster • Engage in choral reading of texts • Show willingness to respond to a range of simple texts • Read and understand the meaning of words • Recognise some letter patterns in words, e.g. consonant clusters, combinations to express vowel sounds • Use appropriate intonation and phrasing when reading a familiar text aloud • Demonstrate interest in reading simple story books, poems, advertisements, posters.

STAGE I: STANDARD II	
Specific Competencies	**Performance Indicators**
WRITING	
• Express ideas through visuals and increased use of writing; show increased familiarity with written texts • Use a range of strategies to produce simple texts.	• Print the alphabet more confidently • Write complete words with / without prompts • Copy sentences • Complete sentences with more than one word responses • Generate simple descriptions - one word or short phrases • Write or draw appropriately to a simple task • Complete simple sentences using sentence starters and/or a word / picture bank • Complete simple texts with prompts / word books • Show awareness of and use basic punctuation marks and simple spelling • Type simple texts on the computer.

STAGE II: STANDARD III	
Specific Competencies	**Performance Indicators**
LISTENING	
• Construct meaning in familiar contexts, drawing on a range of forms, features, and functions of the English language.	• Listen attentively to songs/stories/spoken input and identify key information • Understand discussions and conversations appropriate to the age group • Respond to unseen speakers e.g. on the telephone • Follow the teacher's normal rate of speech and understand / identify common intonation patterns • Actively listen to gain comprehension engage in activities with peers. • Understand common phrases both in their full and contracted forms (I'm, you're)

STAGE II: STANDARD III	
Specific Competencies	**Performance Indicators**
LISTENING (Contd)	
	• Understand basic sequence markers in speech (e.g. first, then)
	• Follow a series of instructions relating to familiar topics (e.g. procedures for a game)
	• Express understanding or lack of understanding through questions
	• Recognise verb endings (-ed, -ing)
	• Guess meaning based on simple contexts
	• Listen to and appreciate/enjoy songs, poems and stories.
SPEAKING	
• Express meaning in English in familiar classroom activities and contexts using a range of simple features, forms and functions of the English language.	• Explain a short sequence of events
	• Express oneself more and more clearly using short sentences and appropriate vocabulary
	• Follow a classroom discussion about familiar or new topics that are well supported by visual materials
	• Repeat to make oneself understood
	• Engage in a simple conversations
	• Begin to self-correct lexical and grammatical errors
	• Start using present and common past forms consistently.
READING	
• Derive understanding and create meaning from a range of simple texts • Interact meaningfully with simple texts.	• Ask questions about a text
	• Understand main information in a written text
	• Practice reading based on models provided
	• Show willingness to respond to a range of simple texts
	• Begin to read for pleasure as well as for school work
	• Recognise and retell elements in a story
	• Answer who, what, when, where, why questions based upon a simple text
	• Follow simple written instructions
	• Re-read well-known texts
	• Choose appropriate reading material with assistance
	• Participate in shared reading activities.

STAGE II: STANDARD III	
Specific Competencies	**Performance Indicators**
WRITING	
• Express ideas through writing supported texts using simple but appropriate forms, features and functions of the English language.	• Write simple sentences/texts • Begin to compose short texts with prompting/ support • Show awareness of and attend to punctuation and spelling • Read own writing aloud to check meaning • Write for a range of purposes • Type and format simple texts on the computer.

STAGE II: STANDARD IV	
Specific Competencies	**Performance Indicators**
LISTENING	
• Construct meaning in English in familiar and simple unfamiliar routines and contexts, drawing on a range of forms, features and functions of the English language.	• Participate spontaneously in a discussion • Predict the meaning of new texts - e.g. the end of a story • Understand and respond to teacher questions, topics and themes addressed in the classroom • Follow a set of oral instructions or directions, understanding the difference between requirements and suggestions • Recognise structure through word order and vocabulary rather than relying exclusively on intonation • Derive understanding and pleasure in listening to texts e.g. poems, anecdotes, stories, songs.

STAGE II: STANDARD IV	
Specific Competencies	**Performance Indicators**
SPEAKING	
• Express meaning in English in familiar and simple unfamiliar contexts, drawing on a range of forms, features and functions of the English language.	• Engage freely in conversations • Negotiate roles and tasks with peers • Speak in a way that reflects a range of views and experiences • Read aloud confidently and fluently with appropriate pronunciation and intonation, showing awareness of stress patterns • Participate actively in oral presentations and activities like role playing • Recite poems, sing songs, tell anecdotes/short stories more confidently.
READING	
• Derive understanding and create meaning from a range of texts appropriate to the level • Use a range of strategies to interact meaningfully with the texts.	• Generate a personal response to a text • Identify important features of text organisation (e.g. titles, paragraphs) • Draw on graphics, illustrations, diagrams to help interpret meaning • Understand information from a text • Infer meaning of simple vocabulary from the context • Read aloud clearly and fluently • Read a wide range of texts with understanding • Show a liking for reading and derive pleasure from reading a wide range of simple texts.

STAGE II: STANDARD IV	
Specific Competencies	**Performance Indicators**
WRITING	
• Express ideas through writing/representing in English, new supported texts using a range of features, forms and functions of the English language • Use an increased range of textual conventions appropriate to familiar audiences, contexts and purposes.	• Use a writing frame to complete a text • Begin to compose independently with prompting and support • Start using basic punctuation (capital letters, commas, question marks) appropriately • Use common conjunctions to link ideas between sentences (and, but, because) • Begin to self correct lexical and grammatical errors in writing • Initiate writing for own purposes – dairy, letters, e-mail • Spell and write accurately high-frequency words • Use a range of verb tenses to represent temporal concepts in simple situations • Use the media for writing purposes – computer for final draft of a text.

STAGE III: STANDARD V	
Specific Competencies	**Performance Indicators**
LISTENING	
• Construct meaning in English drawing on basic to more complex features, forms and functions of the English language • Understand an increased range of English communication and texts that vary according to familiar audiences, purposes and contexts.	• Understand teacher questions on topics and themes addressed in the classroom • Listen to and understand a wide range of simple texts • Pick specific information from an aural text • Infer meaning from and evaluate a simple aural text • Derive understanding and pleasure from listening to a wide range of aural texts – songs, poems, talks and shows • Show an interest in listening to texts in the English Language.

STAGE III: STANDARD V	
Specific Competencies	**Performance Indicators**
SPEAKING	
• Express meaning in familiar and some supported unfamiliar situations and contexts using a range of features, forms and functions of the English language.	• Give reasons for opinions • Relay messages • Give a short presentation in front of group or class • Ask and answer open-ended questions • Use subject, object and possessive pronouns (I, me, my) with consistency • Use a range of vocabulary to convey shades of meaning (good, excellent) • Use variety of register e.g. when talking to a teacher or to a peer) • Apply information acquired from different sources in new contexts • Self-correct and rephrase to refine meaning • Plan, rehearse and implement language activities.
READING	
• Derive understanding and create meaning from a range of texts appropriate to the age and level drawing on a range of features, forms and functions of the English language • Show greater awareness of texts' varied purposes.	• Understand a simple text without illustration • Infer/predict what can happen when reading • Read and follow a series of instructions to perform a task • Demonstrate understanding of key information in a text when retelling, paraphrasing or answering questions • Follow the meaning of complex sentence patterns • Locate a topic sentence to identify the main idea of a paragraph • Continue reading when unfamiliar words are encountered • Infer meaning of unfamiliar words from context or seek help to clarify meaning • Access information from a range of media (tv, computer, print) • Follow ideas in and between lines and paragraphs • Recognise how conjunctions (because, like, also) express relationships such as cause and effect.

STAGE III: STANDARD V	
Specific Competencies	**Performance Indicators**
WRITING	
• Express a range of ideas through writing a range of texts using a range of features, forms and functions of the English language • Use an increased range of textual and language conventions appropriate to familiar audiences and purposes.	• Initiation into writing process (planning, drafting, revising, editing, proofreading) • Record personal experiences and thoughts in a range of styles • Produce texts in different genres e.g family tree, paragraphs, letters, messages • Create simple imaginative or personal texts • Participate in shared writing activities e.g a group story • Use simple cohesive devices to structure writing (and, but, then, next) • Show interest in writing personal texts (letters, e-mail) • Plan the format of a text according to its purpose – recipe, poster • Select descriptive vocabulary appropriate to context e.g. 'huge' instead of 'big' • Write creative texts based on a model or frame (poem, essay) • Use spell – check and other tools to edit writing on the computer; use formatting to improve presentation.

STAGE III: STANDARD VI	
Specific Competencies	**Performance Indicators**
LISTENING	
• Construct meaning in English in a variety of situations, drawing on a range of features, forms and functions of the English language • Understand English communication and texts that are appropriate to a range of audiences and purposes.	• Identify key information from an age-appropriate aural text • Explore information from an age-appropriate text to interpret, evaluate, reflect • Listen to and invite others' views when examining a topic/issue • Consider different opinions • Enjoy listening to different types of texts • Participate actively and productively in peer discussions • Follow conventions of group interaction: take turns, listen with attention, make constructive criticism.
SPEAKING	
• Express meaning in English in a variety of situations, drawing on a range of features, forms and functions of the language • Participate in interactions that are appropriate to a wide range of audiences and purposes.	• Participate fully in interactions • Use language confidently in a range of contexts and for a range of purposes • Participate in role play, dramatisation, debate, elocution • Conduct a group discussion • Convey a message orally • Participate in a conversation spontaneously.

STAGE III: STANDARD VI	
Specific Competencies	**Performance Indicators**
READING	
• Derive understanding and create meaning from a wide range of texts drawing on features, forms and functions of the English language • Use a wide range of strategies to interact with texts.	• Deduce meaning of unfamiliar words from context • Understand text layout and conventions – title, writer, etc • Demonstrate understanding of key elements and main storyline when retelling, discussing a text or answering questions. • Access information from a range of media (newspapers, books, encyclopaedia, computer) • Follow ideas in and between paragraphs and over a text of reasonable length • Derive information and pleasure through reading a wide range of texts • Demonstrate a liking for engaging in a reading activity.
WRITING	
• Express ideas through writing in more complex English • Use an increased range of textual conventions • Use a range of strategies to produce familiar and new texts.	• Follow the writing process (planning, drafting, revising, editing, proof reading, publishing) • Write sequenced and ordered texts • Write creative texts (imaginative recounts, descriptions, poems) • Write texts that express an opinion • Include appropriate amount of information and detail e.g. recounting events in a balanced way) • Use conventions for organising and separating portions of a text (introduction, paragraphing, main body, conclusion) • Use simple idiomatic language appropriately • Demonstrate a habit of writing • Expand forms of self expression • Anticipate possible consequences • Use the computer confidently to write texts.

CHAPTER FOUR

4.0 FRENCH

4.1 INTRODUCTION: LE FRANÇAIS, UNE LANGUE VIVANTE DYNAMIQUE

Le français a une longue histoire dans notre pays. Il est très visible dans notre environnement et est pratiqué quotidiennement dans un grand nombre de situations. Cette langue est aussi très présente dans la région de l'océan Indien et représente un patrimoine commun à un grand nombre de pays éparpillés sur les cinq continents qui constituent le monde francophone. Dans la plupart de ces pays, et comme chez nous, le français existe à côté d'une ou de plusieurs langues. C'est une langue « de partage » qui contribue à la diversité linguistique et culturelle d'un pays ; elle donne par ailleurs accès à l'information et à la culture qui circulent aujourd'hui dans le monde.

4.2 LE FRANÇAIS DANS LE SYSTÈME SCOLAIRE

Le français occupe une place privilégiée dans l'univers scolaire à Maurice. Il est depuis longtemps et demeure obligatoire durant toute la scolarité de base, depuis la première année de primaire jusqu'à la troisième année de collège. Il n'est toutefois pas la langue d'enseignement officiellement désignée ; c'est à l'anglais que revient ce rôle de première importance. Le français est cependant très utilisé par le personnel enseignant et administratif des écoles. Mais cette langue n'existe pas seulement à côté de l'anglais. La situation existante est beaucoup plus complexe et surtout beaucoup plus riche. Il est important de bien en prendre la mesure pour assigner une place appropriée et un rôle pertinent au français dans le curriculum national, pour définir aussi le type d'enseignement que l'on doit en faire de même que les approches à adopter pour cela.

4.3 LA RÉALITÉ DU FRANÇAIS POUR NOS ENFANTS

Faisons le point : Le français est, pour les enfants, une langue présente dans leur environnement physique et social ; de manière très variable toutefois. C'est aussi une langue présente dans leur environnement scolaire; de manière variable aussi toutefois. C'est une langue enseignée dès la Standard I ; les enseignants l'utilisent aussi souvent

pour communiquer avec eux, soit pour les mille et un moments routiniers de la classe (démarrage de la journée, salutations, contrôle des présences, *etc*.), soit pour réguler la vie de la classe et faire régner une certaine discipline, soit pour échanger avec l'un(e) d'eux/d'elles de manière informelle. En outre, beaucoup d'enseignants l'utilisent, avec une ou d'autres langue(s), pour enseigner et expliquer des parties de leçons de mathématiques, de science, de géographie, bref un peu de tout.

4.4 L'ÉCOLE PRIMAIRE COMME L'ENTRÉE DANS LE MULTILINGUISME

Pour les enfants encore, le français est **l'une** des trois langues qu'ils apprennent à l'école puisqu'ils y apprennent aussi l'anglais et une langue orientale. Sans oublier qu'ils vivent hors de l'école et à bien des moments à l'école en créole, la langue dans laquelle ils sont pour la plupart d'entre eux venus au monde et dans laquelle ils agissent et parlent à la maison. **Ce passage de la vie en une seule langue à une réalité scolaire formelle en trois langues est un passage délicat et difficile** pour la plupart de nos enfants ; c'est aussi en même temps un passage crucial puisque de là dépend largement la qualité de leur évolution à l'école et dans les apprentissages scolaires. Il est donc important de ne jamais perdre de vue la situation langagière précaire de nos élèves du primaire et d'agir de manière à les amener à construire l'ensemble des ressources – tant langagières et linguistiques que psychologiques – nécessaires pour qu'ils réussissent ce passage. Bien engagée, cette étape constituera **le socle sur lequel vont s'ériger les apprentissages ultérieurs** de l'école primaire et du collège.

4.5 LE LANGAGE AVANT L'ÉCOLE

Le français n'est pas la langue dans laquelle nos enfants baignent dès leur naissance. Et la **famille** n'a pas parmi ses responsabilités courantes celle d'initier les enfants au français ou à l'anglais ou à toute autre langue étrangère. La famille a pour responsabilité **d'éveiller l'enfant au langage**, de l'amener à parler dans la ou les langue(s) de la maison pour construire des relations différenciées avec son entourage, pour agir verbalement sur et réagir à cet entourage de manière appropriée et efficace. En lui faisant ainsi vivre en acte la socialisation grâce au langage, la famille initie l'enfant à l'une des fonctions du langage les plus importantes. Mais la famille fait bien davantage ; elle apprend à l'enfant à

s'approprier son environnement en en nommant les éléments de manière à pouvoir y référer *in absentia* ; elle lui apprend tout compte fait, sans généralement en avoir conscience, à développer la capacité de penser avec des mots, une capacité inouïe qui est à la base du développement de l'intelligence formelle. **Le rôle de la famille est donc primordial pour le développement de compétences communicatives et langagières** chez l'enfant, **un rôle déterminant quelle que soit la langue** dans laquelle cela se fait.

4.6   LE LANGAGE A L'ÉCOLE

Ce développement d'ailleurs n'est plus depuis longtemps laissé au seul soin de la famille. Ceci est vrai même quand la langue de la maison est aussi celle de l'école. Pour des raisons d'équité d'abord, car tous les enfants ne sont pas logés à la même enseigne s'agissant des opportunités langagières offertes par la famille ; pour des raisons fonctionnelles ensuite, dans la mesure où le langage s'avère un outil qui permet de noter et de mettre en mémoire, d'observer et d'examiner, de comparer et de mettre en lien, de raisonner, bref d'apprendre et de se construire des connaissances. Ce sont là autant d'opérations que l'on ne pratique pas nécessairement dans la sphère familiale, en tout cas pas de manière systématique et planifiée, mais qui sont indissociables des activités d'apprentissage scolaires, de sorte que l'on parle aujourd'hui de compétences langagières à visée académique.

4.7   LES OBJECTIFS TERMINAUX DE L'APPRENTISSAGE DU FRANÇAIS

Chez nous, à Maurice, l'école ne se voit pas assigner la responsabilité de développer les compétences communicatives et langagières des enfants dans leur langue maternelle. Elle compte en revanche parmi ses responsabilités centrales celle de devoir initier les enfants, *tous* les enfants, au français en tant que langue dans laquelle chacun(e) peut

❖ **développer**, c'est-à-dire étendre, affiner, approfondir, **ses capacités communicatives et langagières** de manière à

⬥ être en mesure de profiter des nombreuses occasions de s'adonner à des activités attrayantes et profitables de son âge qui requièrent une compétence de

compréhension du français, comme par exemple regarder des dessins animés et autres émissions pour enfants à la télévision, regarder des documentaires, des émissions magazine, des films, séries, feuilletons, des journaux d'actualité, *etc.* ; d'écouter des chansons de variété contemporaines, de suivre des événements sportifs régionaux et internationaux, *etc., etc.* ;

- graduellement être capable d'interagir en français avec une efficacité grandissante dans des situations de communication courantes qui l'y invitent, de façon à se sentir à l'aise dans l'environnement social extra-familial (par exemple, avec des enseignants à l'école, à la bibliothèque municipale, avec les médecins et le personnel para-médical dans les centres de santé, dans des magasins, lors d'un atelier ou d'une activité péri-scolaire, *etc.*) ;

- ❖ **construire le savoir-lire et le savoir-écrire** afin de disposer de ce formidable outil qu'est l'écrit pour développer ses capacités intellectuelles, ses capacités d'accès aux connaissances (par exemple en consultant un moteur de recherche sur Internet), aux écrits fonctionnels ou sociaux et aux produits scripturaux de notre ère (livres, journaux, B.D., *etc.*), pour échanger par courrier conventionnel ou électronique ou encore par SMS avec ceux qui lui importent, *etc.* ;

- ❖ **prendre conscience des outils de la langue** de façon à disposer de savoirs et de savoir-faire que chacun(e) peut mettre à profit pour planifier et contrôler ses actes langagiers en français en vue d'arriver à une efficacité optimale ;

- ❖ mieux de familiariser avec et/ou explorer plus avant des savoirs scolaires formels appris en anglais.

4.8 LE FRANÇAIS, UNE INTERFACE ENTRE LA SPHÈRE FAMILIALE ET LA SPHÈRE SCOLAIRE

L'observation de la situation de nos enfants en primaire fait émerger un premier fait : Des quatre langues (le créole, l'anglais, le mandarin/marathi/ourdou/arabe/telougou, hindi/ tamoul/ et le français) qu'ils 'fréquentent' peu ou prou durant leurs années de scolarité, c'est généralement le **français** qui des **trois langues de l'école** leur semble assez rapidement **le moins étrange** et/ou le plus facilement abordable. Ce fait est dû à la fois à

la proximité structurelle (phonologique, lexicale et dans une certaine mesure, syntaxique) de cette langue avec le créole et à l'environnement social – notamment, mais pas seulement, radiophonique et télévisuel – francophone qui existe dans le pays.

4.9 LE FRANÇAIS, VECTEUR D'INTÉGRATION

Le fait évoqué ci-dessus mérite d'être pris en considération, non pas pour revendiquer une quelconque primauté de cette langue sur les autres langues de l'environnement social ou scolaire des enfants mais pour sonder les possibilités qu'elle offre de servir de langue de sensibilisation à des savoirs qui relèvent d'autres disciplines, ou de renforcement et de prolongement de ces savoirs. C'est pour cela qu'une **pédagogie de l'intégration** qui refuse le saucissonnage des contenus d'apprentissage entre des disciplines hermétiques est une chance pour nos enfants-apprenants. D'ailleurs, les manuels de français pour le primaire se sont depuis plusieurs années maintenant inscrits dans cette démarche. Cet exercice de curriculum national nous offre cette fois la possibilité de concevoir cette intégration de manière plus concertée et mieux planifiée.

4.10 LE FRANÇAIS AU SERVICE D'UNE COMPREHENSION UNIFIEÈ DES CONTENUS

Un deuxième fait mérite notre attention : C'est le *même* enfant qui doit, durant la même période de son existence, apprendre – c'est-à-dire devenir conscient de, puis comprendre au point de faire sien et d'agir dorénavant en conséquence – des concepts, des phénomènes ou des règles et des procédures qui relèvent des mathématiques, de la géographie, des langues, des sciences, *etc*. Cette évidence-là, que c'est le **même individu-enfant** doté d'une **intelligence unifiée** qui aborde toute la panoplie des **apprentissages disciplinaires divers et multiples**, en est une que l'on a tendance à négliger. Or la prise en compte de cette identité unifiée de l'apprenant amène la question de savoir comment faire pour respecter cette condition d'une compréhension claire, c'est-à-dire pertinente, valide et constante, nécessaire pour informer des comportements adéquats. D'autant plus que certaines recherches effectuées à Maurice même commencent à nous éclairer sur les difficultés d'apprentissage de nos enfants.

Il semble bien que pour qu'un apprentissage soit internalisé au point de modifier le comportement de l'enfant dans le sens désiré de manière durable, les acquis de l'apprentissage doivent exister ou pouvoir se transposer dans sa/ses langue(s) d'évolution quotidienne. Cela est nécessaire pour que l'enfant ne se contente pas de garder l'élément de savoir dans sa mémoire comme un apprentissage à ranger sur une étagère de connaissances et à exhiber lors d'un test ou d'un examen mais pour qu'il le manipule au contraire dans sa tête et en informe ses comportements.

Voici un exemple pour illustrer cette situation : L'enfant apprend «1, 2, 3, … » en classe de mathématiques ; il/elle sait les tracer, il/elle reconnaît le dessin de ces signes qu'on apprend à l'école ; il/elle sait que ce sont des « *numbers* » et que chacun de ces « *numbers* » a un « *number name* » : le « *number name* » de « 1 » est « *one* », celui de « 2 » est « *two* », *etc.* ; il en connaît aussi la signification: 1 = ♠, 2 = ♠ ♠, 3 = ♠ ♠ ♠, *etc.* Ce savoir sert à l'enfant à répondre aux questions en classe de mathématiques et à faire ses devoirs.

Mais « 1, 2, 3, … » n'est pas un savoir à démontrer pendant la leçon de mathématiques et pour le reste, à mettre en vitrine. « 1, 2, 3, … » sont des concepts numériques de base qui doivent permettre à l'enfant de dénombrer une pléiade d'objets pour mille raisons dans la vie de tous les jours, de prévoir ou de contrôler des quantités d'objets comptables, d'effectuer des opérations de calcul, *etc.* Ce savoir appris en mathématiques demande donc à être internalisé et appliqué. A tel point que, sachant compter, l'enfant **ne puisse plus être comme avant** qu'il n'acquière ce savoir, comme avant qu'il ne sache compter ! Il est, désormais, un enfant « sachant compter », comme il a été à un moment un enfant sachant marcher, ou crier, ou reconnaître la voix de son père, *etc.*, *etc.* Il ne peut plus ... que faire semblant de ne pas savoir compter, c'est-à-dire jouer un rôle ! Un savoir internalisé est quasi irréversible*.

Or, l'application du savoir que constituent « 1, 2, 3, … » dans des situations tant scolaires qu'authentiques de la vie requiert de l'enfant qu'il ait pris conscience de manière forte qu'il s'agit là de chiffres/nombres. Un jeu d'enfant, une évidence, peut-on penser ! Rien de plus erroné ! Nos enfants ont du mal à désigner ces objets comme étant, en créole, «bann *sif* »

*Hormis à la suite d'un accident ou, en apprentissage de savoirs scolaires, à l'issue d'un « conflit sociocognitif » intense....

ou « *chif* »; certains d'entre eux, et pas les moins intelligents, parlent de « *let* » ; à l'inverse, ils désignent un chiffre quand on leur demande de repérer « *a letter* ».

Le choix de l'anglais comme medium d'enseignement met ainsi nos enfants devant des **difficultés de compréhension claire de concepts**. Pour ceux qui pensent que l'enseignement de concepts s'effectue ou doit s'effectuer à un âge plus avancé, il convient de préciser que l'on n'échappe pas aux concepts. Pratiquement toute chose apprise à l'école est ou repose sur un concept**. « Lettre de l'alphabet » est un concept pas si simple que cela puisqu'il se manifeste en vingt-six possibilités d'occurrence : a b c d ..., chacun des éléments de ce « *concept-collection* » recevant même une variante dans certains contextes : A B C D .... « Couleur » est un concept, tout comme l'est « taille » ou « quantité », « mot », « phrase », « ligne », *etc*.

Mais quelle importance que des enfants ne sachent pas identifier « 1, 2, 3, …. » comme des chiffres/nombres et « a b c d …./ AB C D … » ou « b, K, u » comme des lettres s'ils savent s'en servir ? A quoi cela sert-il de savoir catégoriser ces choses ? Ne s'agit-il pas là de savoirs savants qui ne préjugent en rien de la capacité à opérer avec lors de tâches ? Erreur ! Ce qui pourrait suffire pour un conditionnement de surface et souvent, de courte durée, facilement ébranlable et effaçable ne peut suffire pour des apprentissages fondamentaux, c'est-à-dire qui doivent servir de fondements, de soubassements à la construction de savoirs plus avancés, plus complexes, plus « lourds ». Une compréhension claire d'un concept requiert *à la fois* la capacité d'utiliser le concept lors de tâches, d'abord taillées sur mesure puis imprévisibles et atypiques, et la capacité de manipuler le concept en pensée en tant que concept. Ces deux conditions doivent être remplies si l'on veut construire sur le roc et non sur du sable. Nous nous inscrivons ainsi dans une approche à la fois active (constructiviste) et raisonnée (cognitive) des apprentissages académiques …

**Vygotski, un psychologue russe dont la pensée aujourd'hui nourrit et inspire nombre de travaux sur l'apprentissage, parle de développement de « concepts spontanés » dès avant l'entrée à l'école, par l'action de la sphère familiale, et de développement de « concepts scientifiques » par l'action scolaire.

Nous proposons par conséquent, pour contribuer à la dimension holistique du présent curriculum, de guider les enfants dans la transposition de leur(s) langue(s) d'évolution quotidienne en leur offrant de manière explicite et structurée les « étiquettes-mots » du français qui correspondent aux concepts de base centraux enseignés en mathématiques. La démarche consiste au fond à faire le français jouer le rôle de « Zone Proximale de Développement » dans l'appropriation de concepts disciplinaires en provenance des mathématiques. Outre le fait de contribuer aux dimensions intégrative et holistique du curriculum, elle est en accord total avec la conception du langage – manifesté par des langues – comme constituant un outil privilégié de médiation voire de construction de savoirs. La langue, toute langue, sert à dire et à faire des choses. Elle sert à communiquer, mais aussi à exprimer sa pensée, mieux à « réaliser » cette pensée,* notamment à approcher et à s'approprier des savoirs, en d'autres mots à apprendre.

Pour le maître, avoir conscience qu'il enseigne des concepts et avoir une compréhension claire *à la fois* de la nature et de la structure du concept comme de son importance et de sa fonctionnalité, est un avantage - un avantage qu'apporte justement une formation professionnelle avancée de qualité. Mais attention ! cette conscience n'implique pas que ces concepts qui deviennent des contenus d'enseignement soient enseignés de manière 'savante', formelle et abstraite. Le défi pédagogique consiste justement à trouver des méthodes et des procédés pour faire apprendre des contenus au fond complexes et/ou sophistiqués de manière profitable, efficace et ... agréable à des apprenants qui présentent des profils divers.

*Vygotski L.S., Pensée et langage, Paris, La Dispute, (frad f.r.), 1997.

Niveau de scolarité		Compétence 1 Communiquer à l'oral en français	Stade/ Niveau
Std **I - II**	**C 1**	**Capacité 1 Se familiariser avec le français** - Se familiariser avec le français en tant que langue qu'on entend autour de soi - Reconnaître quand quelqu'un parlant en français s'adresse à soi et se comporter alors de manière appropriée (même si on ne répond pas ou pas en français)	**1**
		- Identifier globalement le thème de ce dont on parle et essayer de comprendre en s'aidant de la situation	**2**
	C2	**Capacité 2 Etre attentif aux sons et à la voix** - Reconnaître des bruits et des sons de la vie quotidienne - Distinguer, comparer et reproduire des bruits et sons d'une langue d'autres bruits et sons (*ex* : cri, claquement de doigts, bâillement, *etc.*) - Reproduire des rythmes et des mélodies - Ecouter et produire des sons de manière réglée (frapper des mains /pieds, claquements de doigts, sons de la langue/mots qui imitent des bruits, *etc.*)	**1**
		- Chanter avec les autres des comptines en diverses langues - Jouer avec sa voix à partir de chansons, comptines, poèmes	**2**
	C3	**Capacité 3 Développer peu à peu un vocabulaire pour tous les jours** - Nommer dans des situations de la vie courante des **objets**, des **actions**, des **sentiments** (dans n'importe quelle langue d'abord, puis graduellement en français) - Réagir de manière appropriée à des consignes qui désignent des actions simples (ex : marcher, courir, ramasser, lancer, plier, couper, *etc.*) - Exprimer, par des gestuelles / mimiques, un sentiment	**1**

Niveau de scolarité		Compétence 1 Communiquer à l'oral en français	Stade/ Niveau
	C3	- Reconnaître des objets, connaître leur nom en français et savoir à quoi ils servent - Exprimer en français une action (réelle, vécue ou imaginaire) / un sentiment par des mots précis - Montrer des signes de vouloir s'exprimer en français dans quelques situations courantes (ex : salutations, demander la permission de sortir / la répétition d'une consigne, *etc.*)	**2**
	C4	**Capacité 4 Etre attentif au lexique d'une langue** - Reproduire et comparer des mots, expressions et petites phrases toutes faites de différentes langues - Distinguer des phrases/énoncés en français de phrases/énoncés d'une autre langue - Comparer quelques mots du français avec les mots correspondants dans une autre langue - Deviner, pour quelques des mots du créole, les mots correspondants en français	
Std **I - II**	**C5**	**Capacité 5 Se situer et situer un objet dans un espace** - Réagir de manière appropriée à des instructions comportant des mots comme : devant/derrière, sur/sous, au-dessus/au-dessous, haut/bas, près/loin, dedans/ dehors, à l'intérieur/à l'extérieur, droite/gauche, au milieu/entre, autour, à côté de, *etc*.	**2**
		- Se situer et situer verbalement un objet dans un espace (représenté – par exemple, en image –, imaginaire ou réel) en utilisant des termes spatiaux du français	**3**
	C6	**Capacité 6 Repérer des événements dans le temps** - Utiliser des repères de temps (*cf*. matin, après-midi, …) à l'aide de comptines - Découvrir les rythmes temporels (journée, semaine, mois, année, saisons) - Distinguer le présent du passé au moment où on parle (pas nécessairement en français)	**2**
		- Commencer à utiliser des termes temporels du français (*cf*. hier, demain, après,...) - Utiliser un calendrier - Repérer des événements les uns par rapport aux autres (pas nécessairement en français)	**3**

Niveau de scolarité		Compétence 1 Communiquer à l'oral en français	Stade/ Niveau
Std III	C1	**Capacité 1 S'exprimer en français avec une prononciation compréhensible et en respectant les règles de prise de parole** - Ecouter les autres et l'enseignant(e)	1
		- Prendre la parole à bon escient	2
		-Participer à un dialogue en s'exprimant de manière compréhensible	3
		- Contrôler le niveau de sa voix, son intonation, *etc.* lors d'une discussion animée, d'une doléance ou d'un reproche à un(e) camarade **-** Dire de mémoire une comptine, un poème	4
	C2	**Capacité 2 S'exprimer de manière compréhensible en français en utilisant quelques outils de base de la langue ou en jouant avec la langue** **-** S'exprimer en utilisant les pronoms personnels (« *je, nous* » tout au moins) - Employer des mots de liaison qui relient deux propositions simples (c*f.* et, ou, mais)	4
		- S'exprimer en faisant varier les verbes selon le pronom sujet - Employer des mots de liaison qui relient deux propositions simples (*cf.* puis, ensuite, parce que, …)	5
Std IV	C3	**Capacité 3 Parler graduellement et de plus en plus en français en classe** - Exprimer ses impressions et ses goûts - Réemployer les mots appris lors d'activités faites en classe	3
		- Raconter une visite, un événement vécu **-** Faire des choix et les justifier (ex : colorier avec tel crayon plutôt que tel autre; s'entraîner à l'athlétisme plutôt qu'au football ; choisir une réponse plutôt qu'une autre, *etc.*) - Exprimer ses sentiments à l'écoute d'une chanson, d'un poème, en regardant une photo, un film, *etc.*	4

Niveau de scolarité		Compétence 1 Communiquer à l'oral en français	Stade/ Niveau
Std IV	**C4**	**Capacité 4 Utiliser la langue pour apprendre (*cf.* développer sa mémoire, sa compréhension et son intelligence)** - Demander des explications / des précisions au maître ou à un camarade	**4**
		- Dire de mémoire avec plus ou moins d'aisance et d'expressivité en respectant la prononciation et l'intonation du français un poème ou un texte en prose **-** Faire un compte-rendu d'une observation simple (ex : la forme de divers fruits, la texture de cailloux, la transformation d'un glaçon au soleil, *etc*.) - Emettre des suppositions / hypothèses (ex : pourquoi le glaçon disparaît quand on le met au soleil ; pourquoi le sucre disparaît dans l'eau ; pourquoi on a commencé à inventer/raconter des histoires ; si on restait sans pluie pendant trois ans, *etc*.) - Exprimer ses difficultés par rapport à une leçon, une tâche - Dire comment on a procédé pour accomplir une tâche/résoudre un problème (pour en prendre conscience et pouvoir réemployer la démarche ou la corriger)	**5**
	C5	**Capacité 5 Observer comment la langue fonctionne** - Identifier des éléments de la langue parlée, les isoler/reproduire/associer, *etc*. (jeux de mots, inventions ou détournement de mots, …) - Comparer des mots du français avec les mots correspondants dans une autre langue - Deviner, pour des mots du créole, les mots correspondants en français - Ecouter des textes comparables dans des langues/des variétés de langue proches et repérer des indices qui peuvent servir à identifier la (variété de) langue (*cf*. le créole de Maurice, celui de l'île de La Réunion, celui des Seychelles, le français mauricien, le français dit standard, …	**4**
		- Deviner, pour des mots du créole, les mots correspondants en français et établir quelques règles de correspondance avec leurs limites	**5**

Niveau de scolarité		Compétence 1 Communiquer à l'oral en français	Stade/ Niveau
Std V	**C1**	**Capacité 1 S'exprimer, en français, de manière compréhensible et plutôt correcte** - S'exprimer en français dans des situations variées - en employant une variété de verbes courants - en faisant varier les temps de verbes (*cf.* présent, imparfait, futur, passé composé, présent de l'impératif, présent du conditionnel, présent du subjonctif) - au moyen de phrases bien construites (*cf.* accords sujet-verbe, déterminant-nom, nom-adjectif, ordre des mots dans la phrase, …) - Exprimer le temps et l'espace par une variété de procédés (adverbes, locutions adverbiales, temps des verbes, vocabulaire approprié, …) - Repérer des déroulements chronologiques dans des récits, des histoires, des films, *etc.* et en repérer les indices - Comparer des milieux/environnements familiers avec d'autres milieux et espaces plus lointains (paysages, activités, …)	**5**
		- S'exprimer en français dans des situations variées - au moyen de phrases de longueurs et de niveaux de complexité syntaxique variés (compléments du verbe, groupes nominaux étendus, compléments circonstanciels, phrases avec relatives, complétives et conjonctives, pronoms personnels compléments, *etc.*) - en utilisant un vocabulaire précis d'abord dans des contextes semblables au contexte d'acquisition puis, graduellement, dans des contextes différents	**6**
Std VI	**C2**	**Capacité 2 S'exprimer de manière compréhensible et correcte dans un nombre grandissant de situations** - Ecouter et comprendre un dialogue en français - S'exprimer de manière appropriée au moyen de phrases affirmatives, négatives	**5**

Niveau de scolarité		Compétence 1 Communiquer à l'oral en français	Stade/ Niveau
Std VI		- Dire de mémoire avec une certaine aisance et une certaine expressivité et avec une prononciation et une intonation acceptables en français un poème ou un texte en prose moyennement long - Rapporter des informations entendues ou lues sans les déformer mais sans reproduire étroitement le texte de départ - Camper avec conviction un personnage, une situation dans un texte théâtral - S'exprimer de manière appropriée au moyen de phrases interrogatives, exclamatives - Commencer à passer de la tournure active à la tournure passive	**6**
	C3	**Capacité 3 Participer en classe en prenant la parole en français** - Comprendre une consigne donnée en français et pouvoir la reformuler en français	**5**
		- Participer, en français, à un travail de groupe en collaborant avec les autres et en acceptant des responsabilités - Faire une appréciation personnelle d'une image, d'une histoire, d'une musique, … - Participer en groupe-classe à un débat, une discussion sur l'interprétation d'un texte, d'un document, … - Commencer à argumenter, en français, pour justifier un avis	**6**

LE DEVELOPPEMENT DE LA COMPÉTENCE DE LECTURE/ECRITURÉ

Il est important de concevoir l'apprentissage de la lecture/écriture comme un processus qui s'étend sur toute la durée de la scolarité. Voici un plan pour l'encadrement du développement de cette compétence :

C2	**Compétence 2** **Développer le savoir-lire/écrire en français**		
Maternelle	- Développer le désir d'apprendre à lire/écrire par l'exposition à des histoires et à des livres - Se préparer à entrer dans la langue écrite en développant son vocabulaire et le goût des mots et du langage	Niveau 1	
	- Se familiariser avec les objets imprimés dont les livres - Se familiariser avec les supports (*cf*. ardoise, papier, carton,) et les instruments de l'écrit (craies, crayons de cire, feutres, crayons, …) - Découvrir *quelques* lettres de l'alphabet, leur forme, la manière de les tracer, *etc*. - Avoir une intention de communication (*cf*. désigner une chose, raconter un événement, …) et explorer les moyens de la réaliser (par le dessin, l'écriture, …)		
Std I **&** **Std II**	Développer le goût et des raisons pour devenir lecteur /écrivant - Découvrir différents genres (récit, conte, documentaire, poème, *etc*.) et développer un intérêt pour certains de ces genres - Se familiariser avec des écrits, découvrir quelques procédés d'écriture employés (*cf*. lettres, autres signes, lignes, *etc*.), manipuler les 'objets' de la langue qui servent à produire des textes (découpage/ collage de lettres/ mots, *etc*.) - Découvrir et se familiariser avec le système d'écriture du français (alphabet en minuscules et en capitales d'imprimerie), - Prendre l'habitude de porter attention à la langue orale et d'en distinguer les éléments (*cf*. des syllabes, quelques phonèmes dans des mots) - Prendre l'habitude de produire des textes courts (des vœux sur une carte, une légende sous un dessin fait en prolongement d'une histoire écoutée ou pour relater qqch …) par la dictée à l'enseignant(e) (formuler le texte avec l'aide de l'enseignant(e) qui ensuite l'écrit pour l'élève ou le groupe qui l'observe faire)	Niveau 2	L'aspirant- lecteur/écrivant

Std I **&** **Std II**	- Développer le schéma corporel et la psychomotricité nécessaire pour lire / écrire - Se familiariser avec un éventail de supports et d'instruments de l'écrit	**Niveau 2**	**L'aspirant-lecteur/écrivant**
Std I **&** **Std II**	- Découvrir à quoi sert l'écrit (écrits associés à des objets de la vie courante – *cf*. étiquettes et inscriptions sur les emballages ; écrits sociaux – *cf*. enseignes, courriers, *etc*.; littérature de jeunesse – *cf*. livres de contes, albums d'histoires, B.D. - Prendre l'habitude d'observer des écrits et les procédés d'écriture employés (*cf*. (suites de) mots, des (suites de) lettres dans des mots, des phrases dans un texte, signes de ponctuation, lignes, suite de lignes, *etc*.), manipuler les 'objets' de la langue qui servent à produire des textes (découpage/ collage de lettres/ mots, combinatoire de syllabes, de mots et de groupes, *etc*.) - Se familiariser avec un éventail de supports et d'instruments de l'écrit dont le clavier et l'écran électronique. - Se familiariser avec différents genres (récit, conte, poème, *etc*.) - Découvrir le livre et son organisation (couvertures, page-titre, corps du livre, *etc*. ; orientation et sens des pages, *etc*.) - Distinguer des sons, des syllabes et en identifier la position dans des mots - Se familiariser avec la correspondance oral-écrit et inversement en français - Se constituer un petit stock de mots écrits que l'on reconnaît globalement - Produire des textes brefs (*cf.* mots, groupes de mots, phrases courtes) en inventant les moyens de le faire (*cf.* par l'écriture syllabique et/ou alphabétique,) - Prendre l'habitude de recopier des (groupes de) mots / phrases courtes en manuscrit et/ou sur ordinateur	**Niveau 3**	**L'apprenti-lecteur/écrivant**

Std **III** **&** **Std** **IV**	- Commencer à se constituer une culture de l'écrit (connaître un ou deux noms d'auteurs de littérature de jeunesse et de maisons d'édition, reconnaître des écrits qui relèvent d'un même genre (récit, conte, poème, *etc*.), trouver deux ou trois livres ou textes qui traitent d'un même thème, *etc*.) - Découvrir la composition et la fonction de certaines pages-clés du livre (la 1ère de couverture et la 4ème de couverture, les 1ère et dernière pages du récit, une page au milieu du livre, ...) - Automatiser en partie la correspondance oral-écrit en français - Comparer le système d'écriture du français avec celui d'autres langues que l'on apprend - Se constituer un stock basique mais confortable de mots écrits que l'on reconnaît globalement - Prendre l'habitude d'épeler des mots, d'écrire et de faire écrire sous la dictée de lettres, *etc*. - Prendre l'habitude des dictées de mots préparés et de la recopie de textes de trois à cinq lignes sans erreur, en manuscrit et/ou sur ordinateur. - Développer son langage oral comme ressource pour accéder à l'écrit - Produire des textes brefs, appropriés pour la situation (*cf*. intention de l'écrivant, identité du destinataire, *etc*.), en systématisant l'écriture phonétique (*cf*. écrire en s'appuyant sur ce qu'on entend) et en amorçant l'écriture orthographique	**Niveau 4**	**Le lecteur/écrivant débutant**
	- Développer un vocabulaire écrit élémentaire significatif de manière à reconnaître automatiquement un nombre appréciable de mots - Automatiser les mécanismes de l'écrit en français de manière à lire sans mal en prenant appui sur le principe de correspondance (groupe de) lettre(s)-son pour les mots non immédiatement reconnaissables - Anticiper/Prédire les mots d'un texte de manière à développer sa capacité de lire un texte en prenant appui à la fois sur le texte environnant et sur le sens - Se constituer un stock basique de mots que l'on peut écrire de mémoire - Produire des textes brefs, appropriés pour la situation en recourant pour une part appréciable à l'écriture orthographique	**Niveau 5**	

Std **V** **&** **Std**	- Etendre sa culture de l'écrit et développer un comportement de lecteur (emprunter des livres provenant de collections pour enfants de son âge, en lire régulièrement en semi-autonomie hors de l'école, faire un compte-rendu d'un livre/texte lu, ….) **-** Se familiariser avec la structure du récit et apprendre à la dégager **-** Prendre l'habitude des dictées de mots préparées et de la recopie de textes de quatre à six lignes sans erreur, en manuscrit ou sur ordinateur **-** Etendre de manière substantielle son vocabulaire de mots immédiatement reconnaissables en français **-** Automatiser le traitement des mots par décodage (application du principe de correspondance oral-écrit) **-** Systématiser sa capacité à anticiper les mots d'un texte en prenant appui à la fois sur des indices grammaticaux/syntaxiques et sur des indices de sens **-** Répondre à des questions de compréhension d'un livre/texte/ document en manifestant une compréhension littérale des informations données et une compréhension par inférences lexicales - Lire un texte à haute voix avec une prononciation et une articulation acceptables, en respectant les groupes de souffle et les intonations de phrase **-** Prendre l'habitude de produire en groupe des textes divers entièrement ou partiellement écrits avec l'aide de l'enseignant(e) - Ecrire en démontrant une certaine conscience de l'orthographe de base	**Niveau 6**	**Le lecteur compétent**
VI	- Etendre sa culture de l'écrit et développer un comportement de lecteur autonome (emprunter régulièrement des livres, en lire régulièrement en autonomie hors de l'école, participer à des discussions autour d'un livre, un texte lu, en donner son appréciation, mettre en lien un livre avec un autre, *etc*.) - Répondre à des questions de compréhension d'un livre/texte/ document en manifestant une compréhension littérale des informations données et une compréhension par inférences lexicales de même qu'une sensibilité à la langue - Réagir en écrit à un texte lu (par exemple en répondant par écrit à des questions sur le texte) - Prendre l'habitude de produire seul(e) et/ou en groupe des textes divers (narratifs –*cf*. compte-rendus, récits de fiction ; informatifs et scientifiques –*cf*. rédactions après prise de notes d'informations sur un sujet/thème ; formulation d'un raisonnement, …) - Internaliser le traitement des mots de manière à ressentir un confort de lecture - Lire avec une certaine aisance un texte à haute voix avec une prononciation et une articulation acceptables, en respectant les groupes de souffle et les intonations de phrase	**Niveau 7**	

Dimension de l'intégration avec d'autres disciplines				
Niveau de scolarité	**Compétence 1**	**Compétence 2**	**Comportements langagiers observables** *pas nécessairement ou exclusivement enfrançais initialement mais graduellement de plus en plus dans cette langue durant l'heure de français et danstoute situation qui lerequiert à l'école.*	**P R I M A**
Standard I	Connaître son pays par ses fruits et son patrimoine alimentaire et culinaire, développer une capacité d'apprécia-tion de ce patrimoine	Découvrir les occupations des adultes et développer une appréciation pour les activités productives	Nommer, désigner, décrire, exprimer ses goûts, ses préférences, *etc*. Nommer, désigner, décrire, des métiers/ occupations et exprimer une capacité d'évaluation du travail impliqué	
Standard II	Connaître et développer du respect pour son corps. Apprendre à l'aimer et à en prendre soin notamment en devenir sensible à l'apport nutritionnel de certains (groupes d') aliments. Développer du respect et de l'empathie pour l'Autre, différent de soi.	Connaître la structure de la famille et les liens de parenté de même que d'autres liens sociaux	Nommer, désigner, décrire les parties de son corps et leur fonction ; comparer son physique à celui d'un(e) autre, *etc*. ; exprimer ses sentiments pour l'Autre ; s'imaginer à la place d'un autre et agir verbalement et s'exprimer comme si on était cet autre.	**I R E**

Standard III	Connaître son développement (le 'grandir') et se projeter dans l'avenir	Découvrir les groupes d'âge en fonction des capacités physiques et intellectuelles de ces groupes d'individus et en fonction de leur place et de leur rôle dans la famille et dans la société	Nommer, désigner, décrire les humains selon le stade de développement qui les caractérise; décrire leurs activités/occupations; évoquer ses relations avec (des individus appartenant à) ces groupes et les évaluer/ apprécier	**P** **R** **I**
Standard IV	Se situer dans un environnement spatial précis, élargi aux frontières de notre pays et de la région	Découvrir la mer comme un environnement qui borde notre espace de vie et le définit. Découvrir cet univers de multiples points de vue	Se présenter par rapport à son lieu de vie ; évoquer de différentes manières et dans différentes situations divers points géographiques et lieux de l'île où l'on vit de même que du pays et des îles-pays avoisinants. Nommer, désigner, décrire la mer et les éléments qui composent l'environnement marin ; évoquer différentes activités auxquelles elle donne lieu selon différents styles dans différentes situations	**M** **A** **I** **R** **E**

Standard V	Se situer dans un environnement spatial, social, culturel étendu aux frontières du monde	Se situer dans un environnement spatial élargi aux frontières de notre système galactique	Présenter son lieu de vie de même que sa communauté culturelle et nationale par rapport à la planète Terre et aux cultures qui s'y déploient; évoquer de différentes manières et dans différentes situations divers lieux et peuples/groupes humains de la planète auxquels on est sensible. Décrire, imaginer et évoquer des lieux et environnements situés hors de la zone terrestre et des événements/ histoires s'y déroulant.	P R I M A
Standard VI	Se situer dans un environnement civilisationnel : Les inventions de l'homme et les technologies	Découvrir l'écriture comme invention précurseur des technologies d'aujourd'hui	Evoquer des aventures/ expériences authentiques ou imaginaires ; décrire des objets ou des phénomènes et expliquer leur fonctionnement et/ou leur utilité ; comparer le quotidien d'aujourd'hui à celui des parents/ grands-parents autrefois, *etc*.	I R E

CHAPTER FIVE

5.0   ASIAN LANGUAGES & ARABIC

5.1   INTRODUCTION

In Mauritius, our strength will continue to reside in the sincere effort to allow multilingualism and pluriculturalism to flourish. The multilingual nature of our society opens a number of windows to look at the wider world.   Knowing an additional language is a matter of enrichment, more so when the known languages belong to various and varied cultures. With the emergence of India, China and the Arab countries as global economic players, knowledge of an Indian language/Mandarin/Arabic is a great advantage. It is desirable that the teaching-learning of Asian languages/Arabic be reinforced.

In the context of developing a National Curriculum, we are proposing a common curriculum framework for Asian Languages. While writing this framework we have taken into account proposals formulated in the Ministry of Education and Human Resources document: "*Towards a Quality Curriculum - Strategy for Reform*".

The instructional objectives of Asian languages are based on:
- The needs and interests of the child
- The needs of the society and national goals
- The nature and importance of the subject
- The cultural aspirations of the society.

The content of the curriculum will be guided by the above in terms of the <u>knowledge</u> the child needs to acquire, the <u>skills</u> and <u>abilities</u> the child needs to attain and the <u>attitudes</u> the child needs to manifest.

5.2   LEARNING OUTCOMES FOR ASIAN LANGUAGES

STAGE I (STANDARDS I AND II)

Stage I, comprising listening and speaking, pre-reading/reading and pre-writing/writing skills, will enable the child to:

- understand words, phrases, simple statements
- respond to simple instructions

- sing songs/nursery rhymes

- exchange greetings and words of gratitude

- read simple words, phrases and sentences with understanding, scribble colour to reproduce patterns and draw on dotted lines (objects, letters etc.).

STAGE II (STANDARDS III AND IV)

Pupils will be able to:

- converse in the language

- narrate simple experiences

- respond to simple instructions and associate sounds with symbols

- express likes, dislikes, acceptance, denial, among other things

- read simple texts with understanding, proper diction, stress and intonation and

- recall main points in texts, read as well as write words and simple sentences with correct spelling.

STAGE III (STANDARDS V AND VI)

At this stage, listening and speaking skills will be developed further through group conversation, narration of simple stories as well as the expression of the child's feelings and thoughts.

The child will be able to read with accuracy and speed, proper diction, stress and intonation. He will be able to frame various types of sentences with grammatically correct language and develop composition with the help of clues, canvas and pictures etc.

5.3   MAJOR LEARNING OUTCOMES FOR ARABIC

⊹   LISTENING AND PERCEPTION

This major learning outcome is mainly concerned with the listening ability and listening skills of pupils. It seeks to develop an attentive perception system within the pupil and get her/him accustomed to the different Arabic sounds. Pupils would listen to obtain information and enrich their experiences. They would also listen for pleasure and entertainment. This systematic listening requires paying attention to verbal and non-verbal

signals, sound sequences and transitions. The Arabic primary curriculum is designed to enable pupils to:

- Develop the listening ability of the pupil
- Develop a trend towards purposeful listening and understanding
- Recognise the sounds of Arabic individually
- Develop a further level of sound perception collectively
- Identify the different sounds of Arabic
- Correlate the sounds with their respective graphic presentations
- Recognize the intonation system employed in different situations
- Identify the significance of the sounds by their accompanying intonations.
- Develop a higher level of perceiving compound sounds and changes caused thereby
- Collect information from a range of oral sources.

SPEAKING

Pupils will be trained to speak to interact, communicate and share information and respond effectively to various situations. They will also be enabled to explore ideas, express themselves clearly and reflect on their local and international experiences. The programme will encourage learning through speaking, thus creating a positively constructive approach towards co-operative learning.

Accordingly, pupils will be enabled to:

- Articulate Arabic sounds individually and collectively correctly with all related changes
- Pronounce simple sentence structures
- Produce compound and complex sentence structures
- State numbers in Arabic for the simple mathematical calculations
- State the time in an abridged and long form
- Develop a mastery of intonation levels and employ them properly in conversations and discussions
- Make inquiries
- Engage in small group conversations

- Engage in activities such as dramatic plays, story-telling, singing, news-telling and class meetings
- Use open and closed questions for clarifications
- Use feedback to check understanding
- Report orally their problems, tasks, contributions and results.

♣ VIEWING AND RECOGNIZING

This major skill seeks to get pupils exposed to the audio visual material with purpose, understanding and awareness. Pupils would view a wide range of visual texts including Arabic documentary films, normal movies, programme illustrations, magazines, newspapers, posters and soft texts on the internet. Accordingly, this skill aims to achieve the following specific learning outcomes:

- Pupils will view simple visual material such as songs, short movies and educational programme
- Pupils will use other visual texts as sources of information such as the internet
- Pupils will use a range of viewing practices such as following the plot and looking for the themes
- Pupils will be able to compare experiences
- Pupils will examine the language used in the visual text
- Pupils will be encouraged to manipulate the dialogues given
- Pupils will develop a liking for the visual arts.

♣ READING

This skill takes the pupils from random reading to purposeful reading with understanding and critical awareness. Pupils will use a wide range of reading materials to develop their reading skills. In this regard, pupils will be asked to read simple textbook passages, instructions, pictures, books, songs, poetry and simple reports. Accordingly, they will be enabled to:

- Develop correct reading with the maximum understanding
- Skim and scan
- Locate the topic sentence in a passage and the related information
- Read instructions and responding positively to the expected reactions
- Master reading speed skills with understanding
- Use Arabic dictionary to look up new vocabulary
- Use background knowledge and personal experiences to analyze texts
- Read to obtain information and enrich knowledge
- Use critical reading to examine the language used and presentation of ideas
- Examine the responses produced by the text and the related factors
- Identify the values and assumptions in the text
- Correlate the information given in a text to their personal experience
- Upgrade from accented texts to plain texts with proper understanding.

ⵌ WRITING AND SPELLING

This major competency develops the pupils' writing and spelling skills. First of all, it gets the pupils accustomed to start writing from the right-hand-side. The pupils are also taught the graphical presentations of the Arabic Alphabet. They will identify joined, below-the-line, non-joined and above-the-line letters. They will learn spelling techniques and how to determine the actual letters of a word. In addition, they will learn purposeful writing. Accordingly, this major skill is intended to foster the following specific competencies:

- Pupils will be able to trace straight and curved lines
- They will upgrade from copying simple words and sentences to writing relatively compound phrases
- They will develop a better handwriting by giving patterns and using extra writing activities
- They will be able to write simple paragraphs to communicate information
- They will use punctuation rules
- They will use grammar rules to determine spelling
- They will share their writing with their colleagues and comment on them

- They will be ready to share their writings with a larger audience
- They will be able to draft a short story about their daily practices and sometimes about their communities
- They will be able to take simple notes
- They will use these notes for planning and drafting a simple composition
- They will be able to write a caption for a picture given to them or rather drawn by them
- They will write a simple letter for correspondence with some information and requests.

♣ LANGUAGE UNDERSTANDING

Under this skill, pupils will understand that language is both contextual and socio-cultural. Language style and usage vary according to many factors, such as types of texts, situations, purposes and the persons involved. Society, history and modern technology have their impacts on the development and use of language. Accordingly, this major skill fosters the following specific competencies:

- Pupils will identify the various types of language styles
- They will use various perspectives to understand and interpret texts
- They will take into account the cultural influences on the oral use and meanings of the language used
- Pupils will compare the cultural reservoir of the language to their heritage
- They will try to adapt their own language to the specific types of oral and written texts, purposes and situations
- They will identify the effect of the target audience on the language used in textbooks, T.V. programmes, newspapers, commercials and verbal discourses.

♣ CONVERSATIONS

This major learning outcome seeks to get pupils more accustomed to conversation styles in Arabic. In that way, they will get encouraged to participate in these conversations more actively and constructively. Pupils will become familiar with types of questions, the style, the intonation and the contexts where these questions are posed. On the other hand, they will learn the proper positive, negative and neutral answers to various types of questions. Accordingly, this skill seeks to achieve the following specific learning competencies,

Pupils will develop a positive attitude to take part in conversations. They:

- will be able to use the maximum of their information in dialogues
- will be able to understand various questions
- can provide abridged and lengthy answers to these questions
- can initiate conversation about their own contexts, such as family, school, transport, marketing and tourism
- can initiate simple conversations with Arabs and share information
- can play simple drama in their classes.

⁜ VALUES, ATTITUDES AND BELIEFS

This major competency covers pupils' understanding that language has an important effect on the ways they view themselves and their world. They would understand that language is general. Yet, when used in a specific context, it can influence people's beliefs, attitudes and values. Therefore, this skill aims at achieving the following specific learning outcomes:

- Pupils will develop respect for other people's values, attitudes and beliefs
- They will realize that various texts reflect various opinions and beliefs
- They will recognize how texts and various readings of the same text generate certain attitudes and marginalize others
- Pupils understand that texts and their various readings can affect their world view
- Pupils will express themselves in a way to foster multi-cultural harmony and coherence

They will use a common national language that expresses the needs of their country in Arabic.

CHAPTER SIX

6.0   MATHEMATICS

6.1   DEFINITION OF MATHEMATICS AND RATIONALE

Mathematics is regarded as the queen of sciences and as such it cuts across other learning areas of the school curriculum. Described also as the science of space and numbers, the learner of mathematics seeks patterns in numbers, in space, in science, in computers, and in imagination. Applications of mathematics use these patterns to 'interpret' the world and predict natural phenomena. Since mathematics can enhance our view of the world and the quality of our participation in society, mathematics education should be an integral part of the general education of every member of our society.

This statement is based on four premises:

i.   All pupils have a right to learn mathematics and see that learning mathematics can help them make sense of their world

ii. All pupils are capable of learning the mathematical ideas and skills that underpin a wide range of everyday uses and can benefit from doing so

iii. All pupils perceive that the mathematics curriculum is valuable to meet their future personal and occupational needs

iv. All pupils become confident and capable users of mathematics in solving practical problems and tackling new and unfamiliar situations beyond the classroom.

6.2 KEY LEARNING AREAS IN MATHEMATICS

The **key learning areas** of the **Mathematics Curriculum** for 5 – 14-year olds comprise:

1. **Numbers and numeration**
2. **Geometry**
3. **Measurement**
4. **Algebra**
5. **Probability and Statistics**

6.2.1 KEY LEARNING AREAS FOR LOWER PRIMARY

Key learning areas for the lower primary level will focus on 'concept formation' with the objective to enable children develop basic concepts of numbers, geometry and measurement. The focus on 'concept formation' in the early stages of children development is achievable by prioritizing the use of discovery-oriented, inquiry-oriented and 'learning through play' strategies.

The key learning areas are:

1. **Number, number sense**
2. **Geometry**
3. **Measurement**

6.2.2 KEY LEARNING AREAS FOR UPPER PRIMARY

Key learning areas of the **Upper Primary Mathematics Curriculum** comprise:

1. **Number, numeration/number arithmetic**
2. **Geometry**
3. **Measurement**
4. **Charts**

6.3 GENERIC LEARNING OUTCOMES

Mathematics teaching and learning should focus on development of **mathematical disposition**, **creativity**, and **problem solving** skills of all learners.

- All learners will develop **number sense** and an ability to represent numbers in a variety of forms and use **numbers** in a variety of situations
- All learners will develop the ability to pose and solve mathematical problems in mathematics and **other disciplines**, using commonsense and everyday experiences
- All learners will **communicate** mathematically through written, oral, symbolic, and visual forms of expressions
- All learners will develop **reasoning** ability and will become self-reliant, independent mathematical thinkers
- All learners will regularly and routinely use (from Standard IV onwards) **calculators** and **computers** and other mathematical instruments to self-check and validate results of mathematical computations, and enhance mathematical thinking, understanding and skills
- All learners will develop **spatial sense** and ability to use **geometric** properties and relationships to solve problems in mathematics and in everyday life
- All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena
- All learners will use **estimation** strategies, recognize situations in which estimation is appropriate, and judge the reasonableness of results
- All learners will develop an understanding of **patterns**, **relationships**, and **functions** and will use them to represent and explain real-world phenomena
- All learners will develop an understanding of **algebra** and algebraic concepts and processes in the formal learning domain and will use them to represent and analyze relationships among variable quantities and to solve problems.

New Primary Mathematics

Subject Curriculum Domain

Stage One

		Standard 1	Standard II
Curriculum Standard Indicator (CSI)	Subject content/Topic	Learning outcomes	Learning outcomes
CSI 2: All learners will develop **number sense** and an ability to represent numbers in a variety of forms and use **numbers** in a variety of situations	Number & number sense	• Counting, reading and writing numbers 0 to 10 • Ordering and comparing numbers "more" or "fewer" • Making bonds with numbers 2 – 9 • Writing number bonds • Performing addition of two numbers (sum not exceeding 10) • Naming positions • Naming positions using words • Extending number count 11 - 20	• Counting, reading and writing numbers to 100 • Developing number table 1 to 100 • Using number table to count in 5s and 10s • Comparing and ordering numbers • Adding numbers within 100 (without carrying) • Subtracting numbers within 20 (without borrowing) • Multiplying with addition of equal groups, making multiplication stories, within 40 • Dividing involving sharing

		Standard 1	Standard II
Curriculum Standard Indicator (CSI)	**Subject content/Topic**	**Learning outcomes**	**Learning outcomes**
CSI 7: All learners will develop **spatial sense** and ability to use **geometric** properties and relationships to solve problems in mathematics and in everyday life.	Geometry	• Recognising, naming and tracing circle, rectangle, square, and triangle • Using RGBY (Red, Green, Blue and Yellow) to colour figures, shapes and geometrical objects. • Comparing 2 shapes • Sorting objects/persons according to one attribute (shape, colour, …)	• Comparing two shapes according to size • Sorting objects according to two measurable attributes • Creating patterns using cut-out of 2-D shapes • Sketching circles, square, triangle, rectangle in 2-D
CSI 8: All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena.	Measurement	• Comparing lengths of 2 objects • Comparing the masses of two objects • Recognising and naming coins • Decomposing 5-rupee and 10-rupee coins into smaller coins	• Comparing length of two objects • Comparing masses of two objects • Estimating length of objects with arbitrary units • Comparing capacities of two vessels • Estimating mass of an object using arbitrary units • Recognising notes and coins up to 100 rupees • Adding coins (e.g. 1-rupee, 5-rupees, 10-rupees) • Adding notes and coins (sum not exceeding 100 rupees) • Showing time • Naming days of the week, months of the year

Stage Two

Curriculum Standard Indicator (CSI)	Subject content/ Topic	Standard III	Standard IV
		Learning outcomes	**Learning outcomes**

CSI 2: All learners will develop **number sense** and an ability to represent numbers in a variety of forms and use **numbers** in a variety of situations	Number & number sense	• Counting and writing numbers 0 to 1000
		• Counting by ones, fives, tens
		• Interpreting an abacus picture (3-spike)representing a number up to 999
		• Developing number patterns
		• Comparing and ordering numbers
		• Writing in words numbers 0 to 1000
		• Stating the value of any digit in a 3-digit number
		• Performing addition of two numbers (sum not exceeding 1000)
		   - Adding without carrying
		   - Adding with carrying
			• Recognising, reading and writing numbers up to 10000
			• Interpreting an abacus picture representing a number up to 9999
			• Using a 4-spike abacus to represent numbers
			• Writing numbers in words
			• Stating the value of any digit in a 4-digit number
			• Representing numbers in expanded form and vice versa
			• Comparing and ordering numbers
			• Recognising Number patterns
			• Recognising Odd and even numbers
			• Adding and subtracting numbers within 10000
			• Solving simple word problems (involving addition/subtraction)
			• Recognising roman numerals up to 20 (XX)
			
			• Developing multiplication tables (1 x 1 …10 x 1, 1 x 2 … 10 x 10)
			• Using mental multiplication
			• Solving simple word problems (involving multiplication)

Curriculum Standard Indicator (CSI)	Subject content/ Topic	Standard III	Standard IV
		Learning outcomes	**Learning outcomes**
CSI 2: All learners will develop **number sense** and an ability to represent numbers in a variety of forms and use **numbers** in a variety of situations	Number & number sense	- Subtracting without borrowing - Subtracting with borrowing - Multiplying 1-digit numbers using blocks (flats) - Multiplying 2-digit numbers by repeated addition Dividing involving sharing and grouping	- Forming mixed numbers - Expressing mixed numbers as improper fractions - Dividing a 2-digit number by a 1-digit number - Dividing a 2-digit number by a 2-digit number (using repeated subtraction) - Solve simple word problems (involving division) - Complete number sentences with one/two unknowns - Verify mentally by test of divisibility whether a given number is divisible by 2, 3, or 5. - Finding factors of a number up to 100 - Exploring fractions as a number concept: $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{8}, \frac{1}{10}, etc.$ - Finding equivalent fractions for - halves in quarters, eighths and tenths - quarters in eighths - fifths in tenths - Adding simple fractions (graphically) - Subtracting simple fractions (graphically)

		Standard III	Standard IV
Curriculum Standard Indicator (CSI)	**Subject content/ Topic**	**Learning outcomes**	**Learning outcomes**
CSI 7: All learners will develop **spatial sense** and ability to use **geometric** properties and relationships to solve problems in mathematics and in everyday life.	Geometry	- Recognising vertices, angles and sides of a triangle, rectangle and square - Making tessellations with 2-D shapes - Applying DCP (draw, cut, paste) techniques to geometrical objects - Interpreting picture graphs	- Discovering angle measure (Babylonian method) - Naming angles - Estimating and measuring angles - Using 8-point compass - Drawing angles using ruler and templates - Drawing horizontal and vertical lines - Drawing perpendicular lines using a ruler and a set square (template) - Drawing parallel lines using a ruler and a set square (template) - Recognising symmetry in 2-D shapes - Using tracing and folding methods in symmetry - Recognising the cube, cuboid, sphere, cylinder, and cone
CSI 8: All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena.	Measurement	- Measuring length in standard units (metres, centimetres) - Adding money - Subtracting money - Finding the total value of notes and coins (not exceeding thousand rupees) - Shopping and word problems - Reading clock face, and identifying clock hands (hour hand and minute hand)	- Measuring and recording length of an object using standard units (metres and centimetres) - Using the relation 1metre = 100 centimetres - Measuring and recording mass of an object using standard units (kilograms, grams) - Using the relation 1 kilogram = 1000 grams - Measuring and recording capacity of a container using standard units (litre, centilitre) - Converting rupees and cents into cents and vice versa

		Standard III	Standard IV
Curriculum Standard Indicator (CSI)	Subject content/ Topic	Learning outcomes	Learning outcomes

CSI 8: All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena.	Measurement	• Showing time
		• Telling time
		• Naming and writing days of the week, months of the year
		• Ordering the months of a year
			• Performing addition of two sums of money with conversion
			• Performing subtraction of two sums of money with conversion
			• Performing multiplication of a sum of money in rupees and cents by 1-digit multiplier involving conversion
			• Performing division of a sum of money in rupees and cents by 1-digit divisor involving conversion
			• Solving word problems involving money
			• Reading time at
			  - 'half' past
			  - 'quarter' past
			  - quarter to the hour
			  - five-minute intervals using the word 'past'
			  - 'quarter' to
			  - five-minute intervals using the word 'to'
			    ▪ Showing time on a clock face (and on a drawing of a clock face) related to
			    o quarter to
			    o five minutes interval
			• Use the abbreviations **h** for hour and **min** for minute
			• Use relation 1 h = 60 min
			• Convert $\frac{1}{2}, \frac{1}{4}, and \frac{3}{4}$ of an hour in minutes
			• Performing addition of two given times in hours and minutes (without conversion)
			• Finding the difference between two times in hours and minutes (without conversion)
			• Stating the number of days in each month
			• Reading and recording dates in different equivalent ways
			• Finding the day of a given date from calendar

		Standard III	Standard IV
Curriculum Standard Indicator (CSI)	**Subject content/ Topic**	**Learning outcomes**	**Learning outcomes**
CSI 8: All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena.	Charts		• Reading bar charts • Completing bar charts • Interpreting charts and pictograms
CS 5: All learners will regularly and routinely use (from Standard IV onwards) **computers** to enhance mathematical thinking and development of skills.	ICT		• Using Microsoft Paint for sketching, colouring, etc.

Stage Three

Curriculum Standard Indicator (CSI)	Subject content/ Topic	Standard V	Standard VI
		Learning outcomes	**Learning outcomes**
CSI 2 : All learners will develop **number sense** and an ability to represent numbers in a variety of forms and use **numbers** in a variety of situations	Number & number sense	• Counting, comparing and ordering numbers up to 100 000 • Recognising odd and even numbers • Developing multiplication table (1 x 1 … 12 x 1, … 1 x 12 … 12 x 12) • Multiplying by a 1-digit number • Multiplying by tens • Multiplying by a 2-digit number • Multiplying mentally • Solving word problems • Dividing by a 2-digit number • Recognising quotient and remainder • Dividing mentally • Finding factors of numbers • Finding multiples • Finding common multiples	• Reading and writing numbers up to 1 000 000 • Operation (+, -, x, ÷) with numbers up to 1 million • Solving word problems involving numbers up to 1 million • Recognising patterns in numbers • Identifying prime and composite numbers • Recognising number patterns and sequences • Converting fractions to decimal fractions • Adding decimal fractions • Subtracting decimal fractions • Multiplying decimal fraction by a 1-digit number to 3 d.p. • Multiplying decimal fraction by a 2-digit number to 3 d.p. • Multiplying decimal fraction by decimal fraction • Finding more averages • Using ratio and fraction • Solving word problems involving ratio and fraction

		Standard V	Standard VI
Curriculum Standard Indicator (CSI)	**Subject content/ Topic**	**Learning outcomes**	**Learning outcomes**
CSI 2 : All learners will develop **number sense** and an ability to represent numbers in a variety of forms and use **numbers** in a variety of situations	Number & number sense	• Finding H.C.F. and L.C.M. • Adding unlike fractions • Subtracting unlike fractions • Multiplying fraction by 1-digit number • Converting improper fraction to mixed number • Dividing fractions by 1-digit number • Adding mixed numbers • Subtracting mixed numbers • Solving fraction stories problems • Using ratio to compare two quantities • Listing equivalent ratios • Solving word problems involving ratio • Recognising patterns and sequences • Finding averages • Expanding powers • Filling a 3x3 Magic Square	• Using proportion • Solving word problems involving proportion • Using percentage • Solving word problems involving percentage • Using distance, speed and time • Solving word problems (distance, speed and time) • Finding simple interest •

		Standard V	Standard VI
Curriculum Standard Indicator (CSI)	**Subject content/ Topic**	**Learning outcomes**	**Learning outcomes**
CSI 7: All learners will develop **spatial sense** and ability to use **geometric** properties and relationships to solve problems in mathematics and in everyday life.	Geometry	• Drawing angles (using templates) • Finding unknown angles • Recognising properties of intersecting lines • Finding area of right-angled triangle • Finding area of rectangle • Finding area of square • Exploring symmetry of shapes and geometrical objects • Recognising rotational symmetry	• Recognising symmetry in shapes and geometric objects • Finding unknown angles in plane geometric figures (lines, triangle, square, parallelogram, rhombus and trapezium) • Finding areas of plane geometric figures • Recognising solid figures (cube, cuboid, prism, pyramid and cylinder) • Finding total surface area of cube and cuboid • Finding volume of cube and cuboid
CSI 8: All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena	Measurement	• Measuring length, perimeter in standards units • Measuring masses in standard units • Measuring capacity in standard units • Solving word problems involving money and shopping • Solving word problems involving time • Recognising leap and common year.	• Measuring mass, volume, speed • Managing money • Managing time • Comparing foreign exchange rates • Converting Mauritian rupees to principal decimalized currencies (pound sterling, euro, U.S. dollar, rand) and vice versa

		Standard V	Standard VI
Curriculum Standard Indicator (CSI)	Subject content/ Topic	Learning outcomes	Learning outcomes
CSI 8: All learners will develop an understanding of and will use **measurement** to describe and analyze phenomena	Charts	• Interpreting pictograms • Interpreting bar chart	• Interpreting/drawing bar chart • Interpreting/drawing pictogram • Interpreting pie chart • Interpreting drawing line graph • Solving problems involving charts, pictograms and graphs
CS 5: All learners will regularly and routinely use (from Standard IV onwards) **computers** to enhance mathematical thinking and development of skills.	ICT	• Using LOGO • Using freeware in elementary mathematics	• Using LOGO • Using freeware in elementary mathematics

CHAPTER SEVEN

7.0 HEALTH AND PHYSICAL EDUCATION (HPE)

7.1 INTRODUCTION

Mauritius has undergone rapid economic development during the last few decades and is striving towards maintaining its economic progress. A major threat to the economic development of a nation is the poor health of its work force, more so in a country like Mauritius where human resources are key assets. Poor health status of the nation results in loss of work time and increased medical care costs. It also hinders the quality of life.

It is well known that Mauritius has one of the highest rates of non-communicable diseases (NCDs) such as obesity, diabetes and cardiovascular diseases. Moreover, the prevalence of obesity among our primary school children and adolescents is on the rise. The high prevalence of the NCDs can largely be attributed to the low levels of physical activity, poor eating habits, stress, alcohol, tobacco and other drug use.

Childhood is the best period to learn, shape or change behaviours. It is recognized worldwide that the healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to adopt behaviours that will foster good health throughout life thereby promoting lifelong wellness. The school is being increasingly perceived as the hub of efforts to promote health and well being of our children.

With the growing popularity of private tuitions, multimedia technology and the presence of television in practically all Mauritian homes, today's youngsters are more likely to spend their leisure time in sedentary activities with limited opportunities for social interaction. Hence, there is an urgent need to explore approaches to promote physical activity and social interaction in the daily lives of our younger generation. Health and Physical Education (HPE) in the school curriculum proves to be an effective means to address this need.

Through a life-skills approach to HPE, children can develop the knowledge, skills, attitudes and values to grow into healthy, physically active adolescents and productive adults. HPE is intended to address not only the physical, but also the social and emotional dimensions of health, thus fostering the overall development of the child. There is evidence showing that effective teaching of HPE promotes self-esteem, helps children to develop responsible friendships, enables them to accept personal differences and inculcates in them a sense of respect for others.

The HPE framework presents concepts and ideas for the development of the curriculum and guidelines for instructional strategies and assessment to assist educators in the development of a supportive and effective learning environment. Educators need to select approaches that ensure inclusion, providing every child with opportunities to be actively involved. The learning outcomes have been designed to support an integrated and holistic approach to promote lifelong wellness.

It is recognized that the framework cannot in itself change what happens in our classrooms or on the school playground. It can, however, serve to focus on the critical needs of our children and youth and the role that HPE can play in addressing those needs. Opportunities to promote the health of our children and future generations should be a major and shared goal in our quest for a World Class Quality Education.

7.2   LEARNING OUTCOMES

- **Knowledge**

Pupils will demonstrate sound knowledge and understanding of health and physical activity concepts that will enable them to make informed decisions for a healthy active lifestyle.

This will be achieved when pupils:
- Recognise the different stages of growth and development of their bodies.
- Increase their understanding of the main functions of some body organs and systems.
- Recognise situations, personal and interpersonal behaviours in their everyday lives that might present a risk to their health or safety.
- Increase their understanding of healthy eating.

- Increase their understanding of the benefits of physical activities.
- Gradually incorporate the vocabulary related to health into their speech and writing.

- **Attitudes and Values**

Pupils will develop positive attitudes and values that will encourage them to adopt healthy habits.

This will be achieved when pupils:
- Value physical activity and its contribution to a healthy lifestyle.
- Respect others and appreciate the diversity of our society.
- Demonstrate respect for the needs of their body.
- Value behaviours that contribute to good health.
- Work towards improving their self-esteem.
- Value friendship.
- Have confidence in their ability to make decisions.
- Demonstrate compassion for people suffering from ill health.
- Express emotions comfortably and appropriately.

- **Skills**

Pupils will demonstrate movement skills and strategies to enable them to participate confidently in physical activity. They will also demonstrate life skills such as self-management, decision-making and inter-personal skills that promote the adoption of healthy active lifestyles.

This will be achieved when pupils:
- Participate regularly in physical activities.
- Pursue leisure time activities that promote physical fitness and relieve mental and emotional tension.
- Develop proficiency in human movement and performance.
- Adopt healthy eating habits.
- Establish daily habits for caring for their body in order to maintain or improve health.
- Demonstrate safe behaviours in simulations of dangerous situations.

- Develop assertiveness skills.
- Communicate and cooperate effectively with others.

7.3 SCOPE

This section lists the topics and the related learning competencies that should be addressed at different stages in the primary school curriculum. The sequence of topics to be taught and learned is firmly rooted in public health and educational research. The curriculum addresses a range of health problems and issues of most relevance to the Mauritian society. The selected topics for the different stages are given in the table below.

Health and Physical Education Topics by Stages

STAGE I	STAGE II	STAGE III
Growth and Development	Growth and Development	Sex Education
Nutrition	Nutrition	Nutrition
Substance use and Abuse	Substance use and Abuse	Substance use and Abuse
Personal Care	Mental and Social Health	Mental Social Health
Emotional and Social Health	Safety	Safety
Safety	Disease Prevention	Disease Prevention
Environmental Health		
Movement Education	Movement Education/Athletics	Athletics
Games	Games	Games
Aquatics*	Aquatics*	Aquatics*
Gymnastics/Rhythmic Activities	Gymnastics/Rhythmic Activities	Gymnastics/Rhythmic Activities
Outdoor Adventurous Activities	Outdoor Adventurous Activities	Outdoor Adventurous Activities
Health-related Exercises	Health-related Exercises	Health-related Exercises

*** Subject to access to safe swimming facilities.**

HEALTH EDUCATION – LEARNING COMPETENCIES

STAGE 1

TOPICS	Standard I	Standard II
Growth and Development	• Identify main body parts such as the head, body, arms, legs, nose, eyes, mouth and ears.	• State the importance of main body parts.
Nutrition	• Identify the main meals that should be eaten at different times of the day. • Recognise the importance of eating a variety of healthy foods and drinking clean water daily.	• List food items taken at main meals. • Identify foods that promote growth. • Identify foods that provide energy to perform their daily activities. • Identify foods that protect children from diseases.
Substance Use and Abuse	• List some common substances in their immediate environment that are beneficial to their health. • List some common substances in their immediate environment that can be harmful to their health.	• Identify second-hand smoke from tobacco (passive smoking) as a harmful substance.
Personal Care	• State the importance of hand-washing. • Demonstrate proper hand-washing technique. • List good dental habits. • Demonstrate proper technique for brushing their teeth.	• Identify poor dental habits and their consequences. • State measures to keep oneself clean and fit (daily bath, regular physical activity, good body posture, adequate sleep and rest).
Mental and Social Health	• Recognise that everyone is special. • Be caring towards others.	• Recognise that everyone is special. • Be caring towards others.
Safety	• Recognise the dangers of some common practices that can harm our main body parts., e.g., poking sharp/pointed objects in the eyes and ears, poor posture.	• Identify common dangers and accidental injuries at home. • Demonstrate safety precautions to avoid common accidental injuries at home.
Environmental Health	• Identify safe sources of drinking water.	• Take and share the responsibility for keeping the school environment clean. • Appreciate the importance of a clean environment.

STAGE II

TOPICS	Standard III	Standard IV
Growth and Development	• Demonstrate an understanding of the growth process through changes in weight and height.	• Demonstrate an understanding of the phases of the life cycle of human beings.
Nutrition	• List precautions to ensure that pupils' packed lunch is safe to eat. • Classify food items based on the Basic Three Food Groups guide.	• Plan balanced meals using the Basic Three Food Group guide. • Distinguish between healthy and unhealthy foods (including snacks). • State the importance of eating balanced meals and healthy snacks.
Substance Use and Abuse	• Recognise that several commonly used substances including medicine can be harmful if not used correctly.	• Demonstrate an awareness of alcohol and nicotine in cigarettes as drugs. • List products that contain tobacco, alcohol and other harmful drugs.
Mental and Social Health	• Appreciate the importance of valuing oneself and others. • Show compassion for individuals who are sick or injured.	• Show care and concern for people with impairments.
Safety	• Identify common dangers on the road. • Demonstrate safety precautions to take to avoid common accidental injuries on the road.	• Identify common dangers and accidental injuries at school. • Demonstrate safety precautions to take to avoid common accidental injuries at school. • Distinguish between bullying and teasing. • Describe acceptable ways to deal with bullying.
Disease Prevention	• Demonstrate an awareness of common childhood diseases. • Demonstrate an awareness of germs.	• Demonstrate an awareness of how germs can cause and spread diseases. • List simple preventive measures to prevent common childhood diseases.

STAGE III

TOPICS	Standard V	Standard VI
Sex Education	• Demonstrate an awareness of body changes at puberty. • Differentiate between appropriate and inappropriate touches. • Identify individuals and community resources to seek help regarding child abuse.	• Demonstrate an understanding of the changes that take place at puberty.
Nutrition	• Distinguish between safe and unsafe food handling practices. • Interpret basic information on food labels (e.g., product name, ingredients, expiry date, and storage information).	• State the short-term and long-term health consequences of unhealthy eating. • Demonstrate an understanding of the relationship between food intake and physical activity.
Substance Use and Abuse	• Identify substances in their environment that can be addictive. • Recognise glue-sniffing as a harmful habit.	• State the ill-effects of alcohol, glue-sniffing and tobacco (including passive smoking). • Name the benefits to children and adolescents of NOT taking tobacco, alcohol and other drugs. • Demonstrate skills to resist peer pressure to take alcohol, tobacco and other drugs.
Mental and Social Health	• Recognise the importance of protecting oneself and others from illness and dangerous situations.	• Identify healthy ways to express emotions, manage stress, and manage conflicts. • Identify activities to have fun free of tobacco, alcohol and other drugs.
Safety	• Describe rules for interactions with strangers and people they know to ensure their personal safety.	• Demonstrate an understanding of the importance of First Aid. • Practice first aid techniques for common injuries.
Disease Prevention and Control	• Describe the causes of food poisoning. • State preventive measures against food poisoning.	• Demonstrate an awareness of the causes and prevention of emerging diseases such as Avian Flu. • Demonstrate an awareness of the causes/risk factors and prevention of diabetes, obesity and cardiovascular diseases. • Differentiate between communicable and non-communicable diseases. • Identify ways that HIV/AIDS are transmitted. • Identify misconceptions about HIV/AIDS transmission.

PHYSICAL EDUCATION – LEARNING COMPETENCIES

TOPICS	STD 1	STD II	STD III	STD IV	STD V	STD VI
Movement Education	1. Recognise body parts 2. Situate oneself in space 3. Discriminate effort, weight and time 4. Demonstrate manipulative skills	1. Recognise body parts involved in movement 2. Perform locomotor and non locomotor skills 3. Know directions, levels, pathways	1. Know about his/her capabilities and limitations 2. Perform combined movements 3. Apply force in movements 4. Perform movements in different directions levels and pathways			
Athletics				1. Demonstrate walking, running, jumping and throwing skills 2. Participate in the following activities: -Sprinting -Jumping -Throwing	1. Refine walking, running, jumping and throwing skills 2. Participate in activities e.g. sprints, jumps, throws with proficiency	1. Participate in walking, running, jumping and throwing activities 2. Show proficiency in the above mentioned skills
Games	1. Perform basic movement skills 2. Learn academic concepts 3.Develop socialisation skills	1. Play lead up games 2. Apply simple rules 3. Perform basic movement skills	1. Perform some complex skills 2. Participate in indoor classroom games 3. Apply rules in various games	1. Play games leading to: • Mini football • Mini handball • Mini basket 2. Play lead up racquet games	1. Participate in modified games 2. Develop social skills in modified games	1. Officiate in modified games 2. Apply rules in modified games 3. Create and play modified games

TOPICS	STD 1	STD II	STD III	STD IV	STD V	STD VI
Aquatics	1. Familiarise with water 2. Float and glide 3. Perform breathing exercises	1. Know water safety and hygiene 2. Float and glide 3. Perform breathing exercises	1. Float and glide 2. Perform breathing exercises 3. Propel their body.	1. Perform breathing exercises 2. Learn variety of propulsion using arms and legs 3. Perform swimming strokes	1. Refine swimming strokes 2. Swim up to 25 m 3. Explore simple games in water	1. Refine swimming strokes 2. Learn survival skills 3. Explore simple games in water
Gymnastics/ Rhythmic Activities	1. Perform simple movements 2. Perform simple movements with music	1. Perform simple movement patterns 2. Perform simple movement patterns with music	1. Perform movement patterns with proficiency	1. Perform a combination of complex movement patterns	1. Perform a combination of complex movement patterns with music	1. Perform movement patterns – quick, slow with music
Outdoor and Adventurous Activities	1. Orienteering within classroom 2. Perform challenging activities within school compound	1. Orienteering within school compound 2. Identify map features	1. Demonstrate orienteering skills 2. Follow instructions to locate objects	1. Participate in treasure hunt 2. To locate oneself within school compound 3. Participate in outdoor activities	1. Demonstrate skills for more vigorous activities within school compound – (e.g. rope climbing, etc.) 2. Participate in outdoor activities	1. Locate oneself outside school compound 2. Participate in outdoor activities

Health related exercise and safety	1.Adhere to safety rules and practices
	2. Demonstrate through planned and guided activities:
	  • Warm up and cool down
	  • Cardio vascular endurance
	  • Flexibility
	  • Muscular endurance
				1. Continue to participate in health related activities which maintain fitness and enhance:
				  • Flexibility
				  • Cardio vascular endurance
				  • Muscular endurance
				2. Perform relaxation exercises.		

7.4   TEACHING AND LEARNING

The topics included should be taught using strategies that will provide all children multiple opportunities to use the acquired knowledge and skills in meaningful, authentic and realistic ways. The suggested instructional time is 100-150 minutes per week.

To address sensitive issues such as HIV/Aids, sex education and child abuse, assistance can be sought from resource persons at the Ministry of Health and Quality of Life, Ministry of Women's rights, child welfare and family welfare as well as resource persons working for organizations such as PILS and the Mauritius Family Planning Association

The guidelines below should help educators in selecting appropriate activities for HPE:
- Are student-centred.
- Relate to multiple learning theories and models to support and promote health-enhancing behaviours.
- Are developmentally and age-appropriate.
- Promote social skills.
- Involve peers in mentoring.
- Incorporate reading, writing, speaking, listening and viewing.
- Builds self-esteem and self-efficacy.
- Are culturally, ethnically and gender sensitive.
- Use cooperative and team-building strategies, with emphasis on cooperation rather than competition.
- Develop basic movement and sports skills.
- Assist children to improve their physical fitness.
- Foster participation and enjoyment.
- Involve parent and the community.

7.5   ASSESSMENT

The weighting for assessment should be 70% for continuous assessment and 30% for end-of-year exam. Paper and pencil assessment will be used for end-of year exam. For continuous assessment, performance assessment is the preferred mode in Health and Physical Education for the following reasons:
- Appropriate to assess attitudes, values, life skills and habits.

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- Encourages creativity of pupils.
- Allow teachers to view pupils' growth in a rich and dynamic way.

Performance assessment requires pupils to develop answers, products or performances that demonstrate their proficiency in specific content and skills. It should be integrated in the learning activities, rather than being "extra' or "isolated" tasks for the teacher or pupils. It could take the form of an oral or visual presentation, a portfolio or a role play. Pupils' work is scored using specific scoring criteria.

The criteria for good performance assessment are:
- Matches learning competencies and outcomes.
- Requires evaluation and synthesis of knowledge and skills.
- Emphasizes higher-order thinking skills.
- Clearly indicates what the pupil is asked to do.
- Is at an appropriate reading level.
- Has criteria that are clear to pupils and teachers.
- Is engaging and relevant to students.
- Links to ongoing instruction.
- Provides feedback to students.
- Reflects real-world situations.
- Emphasizes use of available skills and knowledge in relevant problem contexts.

Structured observation involving the use of checklist and rubrics also provide an effective way of assessing skills, attitudes and values. Observation will produce most consistent assessments if standards-based or criterion-based checklists or feedback forms accompany the observations,.

Teachers will need to monitor the learning competencies informally and routinely as part of their daily classroom responsibilities. Such monitoring assists in adapting learning activities.

CHAPTER EIGHT

8.0   VALUES EDUCATION

8.1   INTRODUCTION

There is a pressing need for the introduction of Values Education in our primary curriculum. Though the inculcation of values and attitude has always been implicitly present at primary level, the curriculum reform gives us the opportunity to build an explicit, structured and child-centred programme which will be judiciously included across the primary curriculum.

The purpose of Values Education is to promote good citizenship. Emphasis has been placed on the development of social values, thinking skills and problem solving skills; together with the building up of the children's character, behaviour and self-confidence. It will provide opportunities for them to interact with peers and adults, to become reliable citizens and to know what they want to achieve in life.

8.2   AIMS OF VALUES EDUCATION

The Aims of Values Education are to make the child:

- Value her/his identity and be prepared to play an active role as a citizen
- Develop her/his character, have self confidence and a positive attitude in life
- Develop empathy, good relationships with others and be aware of her/his responsibilities
- Appreciate and respect for the natural environment.

ANNEX I: AIMS AND LEARNING AREAS FOR VALUES EDUCATION

Stage 1 (Standard I and II)

AIMS	LEARNING AREAS
Developing identity and preparing to play an active role as citizen.	**Civic Values** • Myself – self identity: I am a special and unique person • My family – father and mother, sister/brother • My friends – being a friend I am citizen of Mauritius – the national anthem, the Mauritian flag, the head of state and the Prime-Minister.
Developing character, self esteem, confidence and positive attitude	**Living Values** • What I like/what I dislike • What is good/what is wrong • What is fair/what is unfair • Developing positive attitude • Setting goals and doing my best.
Developing empathy, good relationship and responsibility	**Child's Responsibility** • My own responsibilities as a child – taking care of myself, taking care of my personal belongings, taking care of my school clothes • My responsibilities at home – helping, listening, playing together • My responsibilities in the classroom and at school – studying, being attentive, playing and working cooperatively.
Developing appreciation and respect of nature.	**Environmental care and awareness** • The natural environment in my locality (Pets, animals, birds, trees, flowers) • Having a plant at home • Cleanliness - Using the dustbin to throw litter • Good use of water (e.g. closing the tap).

Stage II (Standard III & IV)

Developing identity and preparing to play an active role as citizen	**Civic Values** • Mauritius – a sovereign nation: (an independent republic) • Living in a democracy – the right to vote • Mauritius – a population of many origins, but all united. – Tolerance and respect of others' culture, belief, lifestyle • Ethics of sports and games.
Developing character, self esteem, confidence and positive attitude	**Living Values** • Discovering 5 core living values : Peace, Right Conduct, Non-Violence, Love and Truth • Expressing my views and sharing opinion • Identifying my abilities and strengths • Talking about my dreams and hopes for the future.
Developing empathy, good relationship, and responsibility	**Child's Responsibility** Developing myself into a respectful and responsible child: • towards my parents - towards the elderly - towards my teacher - towards my friends
Developing appreciation and respect of nature.	**Environmental care and awareness** • The natural environment of Mauritius - the living ecosystem in our forests and lagoons • Sources and effects of pollution • Having an aquarium

Stage III: Standard V and VI

Developing identity and preparing to play an active role as citizen.	**Civic values** • Appreciating that we are citizens of the Indian Ocean: • Mauritius: a member of the Indian Ocean Commission. • Learning about our friends living in Comoros, Madagascar, La Reunion and Seychelles. – many cultures, a common goal. • Appreciating the value of sports through the IOIG. (JIOI)
Developing character, self-esteem, confidence and positive attitude	**Living Values** • 5 core living values. • What kind of person am I becoming? • What kind of person do I want to be? • How shall I live with others? (parents, friends, girls/boys, society) • Identifying and exploring feelings.
Developing empathy, good relationship and responsibility	**Child's Rights and Responsibility** Five basic children's rights: i) Right to a name and a nationality ii) Right to love and understanding iii) Right to express his/her opinion iv) Right to free education, special care and health care v) Right to be protected against cruel acts and abuses. A responsible and respectful attitude towards girls/boys Dealing with bullying.
Developing appreciation and respect of nature	**Environmental care and awareness** • Extinct species of Mauritius • Measures taken to protect the endangered endemic fauna and flora of Mauritius • Caring for the environment (embellishment, cleanliness, conservation) • Understanding the need for Recycling, Reducing and Repairing • Getting involved and acting as environmental citizens.

CHAPTER NINE

9.0   SCIENCE

9.1   INTRODUCTION

All pupils in the pre-primary, primary and secondary cycles will be provided with equal opportunities to achieve scientific literacy. The teaching of science shall be with the use of interactive pedagogy.

The science curriculum provides access to equal opportunities and responds to the all-round development needs of the learner, leading to lifelong learning that will promote environmental integrity and sustainability.

For children, learning of science will focus on learning about its nature, organization and processes. Some science process skills are:

Observing: Observing is a fundamental process skill and is important to the development of the other science process skills. During observation, learners will use the senses (sight, hear, touch, taste, smell) to capture information in the immediate environment. Alternately, learners can capture data using instruments (sensors). Learners can resort to analogue and digital devices coupled with ICT to capture information. Learners will need help in order to make good observations and they will need to be prompted in order to make elaborate observations.

Measuring: This involves learners to express the amount of an object in qualitative terms or comparing it to an established standard, such as measuring the length of an object involves comparing the length against the standard metre. Learners should be able to use appropriate instruments including ICT devices to make direct measurements of length, volume, time, temperature.

Classifying: This involves grouping or categorizing items according to predefined characteristics or hierarchical relationships. Learners will learn to identify attributes of an object and soon they will sort these objects according to those attributes. Learners will learn to label different categories and will enjoy generating names for the categories.

Inferring: Based on acquired knowledge from observation, measurement and classification, learners will formulate possible explanations to science processes.

Communication: Communication is a very important process skill as learners have to communicate to share their observations and findings. Communication has to be clear and understandable. One way in doing so is to use *referents*, such as the colour is *sky* blue. Learners will have to communicate either verbally, in written or by drawing pictures. Learners will also resort to ICT to communicate their findings.

The competencies will be related to:

(a) Personality
- Sound Mind and body
- Responsible and creative individual
- Wholesome relationship
- Willingness to share and collaborate with others

(b) Knowledge
- Reading, writing and counting
- Knowledge of life skills (nutrition, physical education) – development of sound body and health
- Knowledge of scientific principles

(c) Skills
- Observing
- Classifying
- Measuring
- Inferring
- Communicating
- Understanding and practicing of values of a good citizen

(d) Attitudes
- Respect self and others
- Know strengths and limitations
- Accept and respect cultural diversity
- Demonstrate and practice good manners, self discipline, personal hygiene

9.2   GUIDING PRINCIPLES OF THE SCIENCE CURRICULUM FRAMEWORK

The science curriculum is based on the following principles:

- Science is accessible to all pupils
- Learning science is an active process that pupils acquire by 'doing science', i.e. primary science is experiential
- Development of science process skills is only possible when pupils are engaged in both *hands on* and *minds on* activities.

9.3   LEARNING AREAS AND CORE COMPETENCIES

9.3.1 KEY LEARNING AREAS IN SCIENCE
1. Earth and Environment
2. Air and Water
3. Materials and Changes
4. Energy and Conservation
5. Animals and Plants
6. Human body, Food and Health

9.3.2 CORE LEARNING COMPETENCIES IN SCIENCE

A comprehensive science curriculum can be built on the foundations elaborated below. For pupils with special needs, these will be adapted to provide inclusive access to all learners.

1. Learners will acquire a core set of competencies in the knowledge, psychomotor skills, attitudes and values domains that are pre-requisite to basic education. These competencies will be defined, learned and assessed and will serve as a mechanism of assessment for success.
2. Learners will be guided to construct purposeful knowledge regardless of their backgrounds and experience.
3. Learners are individual who develop at different rates and they will develop skills and competencies at their own rate.
4. Learners will be provided with opportunities to explore materials, engage in activities and interact with peers and adults to construct their own understanding of the world around them. There will, therefore, be a balance of child-initiated and teacher-initiated activities to maximize learning.
5. Learners will communicate their findings verbally, in written or with diagrams. The use of a variety of technology tools including ICT will be encouraged.

6. Learners will use language, visuals and group work to acquire and communicate scientific information.
7. Schools and parents will work collaboratively and in partnership to ensure that learners are provided with optimal learning experiences. Safe low-cost investigations will help to de-load school science.
8. Learners will develop good habits of feeding, energy conservation, sleep and leisure and physical activities.

(SEE ANNEX II: CORE COMPETENCIES – PRIMARY SCIENCE)

(SEE ANNEX III: LEARNING AREAS IN SCIENCE AT PRIMARY LEVEL)

ANNEX II: CORE COMPETENCIES – PRIMARY SCIENCE

	Stage I		Stage II		Stage III	
	Standard I	**Standard II**	**Standard III**	**Standard IV**	**Standard V**	**Standard VI**
Personality	▪ Sound mind and body ▪ Willingness to share and work together	▪ Sound mind and body ▪ Willingness to work in a team	▪ Sound mind and body ▪ Willingness to collaborate with others	▪ Sound mind and body ▪ Willingness to collaborate with others	▪ Sound mind and body ▪ Responsible individual ▪ Willingness to collaborate with others	▪ Sound mind and body ▪ Responsible and creative individual ▪ Relate with the self and others ▪ Willingness to share and collaborate with others
Knowledge	▪ Very basic reading, writing, counting ▪ Very basic knowledge of life skills (nutrition and physical education) ▪ Basic idea of science processes ▪ Demonstration of values	▪ Very basic reading, writing, counting ▪ Vary basic knowledge of life skills (nutrition and physical education) ▪ Basic knowledge of science processes ▪ Demonstration of values of good citizen	▪ Basic reading, writing, counting ▪ Basic knowledge of life skills (nutrition and physical education) ▪ Basic knowledge of scientific phenomena ▪ Demonstration of good values	▪ Basic reading, writing, counting ▪ Basic knowledge of life skills (nutrition and physical education) ▪ Basic knowledge of scientific phenomena ▪ Demonstration of values of good citizen	▪ Reading, writing, counting ▪ Knowledge of life skills (nutrition and physical education) ▪ Adequate knowledge of scientific phenomena ▪ Qualities and values of good citizen	▪ Reading, writing, counting ▪ Knowledge of life skills (nutrition, physical education) – development of sound body and health ▪ Knowledge of scientific principles ▪ Understanding and practice of values of good citizen

	Stage I		Stage II		Stage III	
	Standard I	**Standard II**	**Standard III**	**Standard IV**	**Standard V**	**Standard VI**
Skills	▪ Observing ▪ Classifying ▪ Measuring	▪ Observing ▪ Classifying ▪ Measuring ▪ Communicating	▪ Observing ▪ Classifying ▪ Measuring ▪ Communicating	▪ Observing ▪ Classifying ▪ Measuring ▪ Inferring ▪ Communicating	▪ Observing ▪ Classifying ▪ Measuring ▪ Inferring ▪ Communicating	▪ Observing, ▪ Classifying ▪ Measuring ▪ Inferring ▪ Communicating
Attitude	▪ Respect for self and others ▪ Demonstrate and care for personal hygiene	▪ Respect for self and others ▪ Respect cultural diversity ▪ Demonstrate good manners and personal hygiene	▪ Respect for self and others ▪ Respect cultural diversity ▪ Demonstrate and care for personal hygiene	▪ Respect for self and others ▪ Accept and respect cultural diversity ▪ Demonstrate good manners and personal hygiene	▪ Respect for the self and others ▪ Accept and respect cultural diversity ▪ Demonstrate good manners, self disciplines and personal hygiene	▪ Respect for the self and others ▪ Knowledge of strength and limitations ▪ Accept and respect cultural diversity ▪ Demonstrate and practice good manners, self disciplines, personal hygiene

Annex III: Learning areas in science at Primary level

LEARNING AREAS IN BASIC SCIENCE	STAGE I **Standards I & II** Integration in English, Maths	STAGE II **Standards III & IV**	STAGE III **Standards V & VI**
Human Body, Food and Health		▪ Identification of body parts and stating their functions ▪ Identification of food groups ▪ Good eating habits	▪ Functions of body parts and care ▪ Balanced diet ▪ Sources of food
Animals and Plants	Elements of concepts will be integrated in the English and mathematics curricula. Activities will be included with a view to enabling pupils develop process skills.	▪ Animals in different habitats ▪ Useful and harmful animals ▪ Care for pets	▪ Animals and plants in different habitats ▪ Living organisms and forests ▪ Care for the living things and the environment
Energy and Conservation		▪ Sources and forms of energy ▪ Transformation of energy ▪ Renewable and non-renewable sources of energy ▪ Energy conservation	▪ Energy conversion ▪ Renewable and non-renewable sources of energy ▪ Energy and motion ▪ Energy conservation
Materials and Changes		(will be taken up in Stage III)	▪ Classification of materials ▪ Uses of materials ▪ Safety habits
Air and Water		▪ Presence of air ▪ Importance of air ▪ Pollution	▪ Importance of air and water ▪ The water cycle ▪ Ways to avoid pollution
Earth and Environment	Elements of concepts will be integrated in the English and mathematics curricula. Activities will be included with a view to enabling pupils develop process skills.	▪ Planet Earth ▪ Day and night ▪ Motion of Earth around the Sun	▪ Earth as a planet ▪ Rotation of the Earth ▪ Solar and lunar eclipses

CHAPTER TEN

10.0 HISTORY/GEOGRAPHY

10.1 INTRODUCTION

Both History and Geography play an important role in the primary curriculum as they prepare children for the world they live in and for their adult life. They seek to promote an understanding of the complex and interdependent world and to impart a broad set of common values such as valuing our own selves, our families and our local communities, other peoples and places, and the environment.

History analyses the changes that happened over time and studies the evolution of places where people lived and worked. Geography develops knowledge of places and its environments throughout the world.

10.2 CURRICULUM ORIENTATIONS

10.2.1 STAGE I (STDS I & II)

At this level the main topics are taught in an integrated way.

To ensure that the continuity of the learning process is maintained, the curriculum is expected to take into consideration prior learning of pupils.

The teaching of History and Geography will be integrated in the languages and in other subjects.

10.2.2 STAGE II (STDS III & IV)

In this stage History and Geography will be taught as a distinct subject where the basic concepts of time and space are developed and reinforced.

Emphasis will be laid on the study of the locality, that is the environment of the child: the house , the school and the wider environment. Links will be made between local and national History and the wider world.

10.2.3 STAGE III (STDS V & VI)

In Std V & VI each subject will have its own scheme of studies while reinforcing the major concepts of time and space. History will concentrate on aspects of both local and national history of Mauritius and the islands while Geography will deal with the physical and economic geography of Mauritius with a special focus on present day environmental issues.

These topics will develop a number of concepts, a wide range of skills and attitude.

10.3   HISTORY

History is an account of events that happened in the past. It explains the decisions, the ideas and activities of men and women who lived in the past. It also analyzes the changes that happened over time and studies the evolution of places where people lived and worked. Since it is difficult to give a complete account of the past at primary level, a selection of topics has been made after careful study. The level of understanding and interest of pupils from different backgrounds and varied abilities have also been considered.

History can contribute to the harmonious development of the child at it involves acquisition of knowledge about past events and at the same time develop thinking skills. The study of the past also provides cross-curricular links with other subjects.   An understanding of the past will contribute to a greater sense of citizenship.

10.3.1 AIMS OF PRIMARY CURRICULUM

The aims of the study of History are to encourage pupils to

-   acquire concepts about the past

-   develop skills in interpreting the past.
-   acquire communication skills: both written and oral
-   show an appreciation of our heritage

10.3.2 OBJECTIVES

At the end of the primary level, pupils will be able to:

- identify and explain changes in personal and family life
- identify and explain changes in the locality and its links with the history of the country
- identify the various stages in the settlement of Mauritius
- explain the major developments of the past
- explain economic activities in the past and present
- identify and explain the achievements of a few important people in the past
- communicate their ideas about the past and the presenting various ways: written, oral, painting, drawing, dramatization and projects
- make effective use of I.C.T

The learning outcomes will be helpful in the understanding of people and events in the past and also in the present. They will be able to explore aspects of socio-economic developments and changes that happened over the years and the contribution of a few administrators in the government of the country. They will recognize the importance of heritage and museums as well as the celebration of important events. A study of the past will enable them to explain the different origin of people and their role in the development of the country and thus realize the need for harmonious co-existence of people with different cultures, languages and values.

(SEE ANNEXE IVA: LEARNING COMPETENCIES FOR HISTORY)

10.4   GEOGRAPHY

From earliest times people have sought to explore, describe and understand the world in which they live. This quest is at the heart of geography and is reflected in the origins of the subject's name in the Greek words *ge* (the Earth) and *grapho* (I write).

Geography is the study of the Earth, its inhabitants and the inter-relationship between them in the context of place, space and environment.

- **Place:** Geography is concerned with the nature of places and it explores and describes the peoples and features (natural and human) which give places their distinctive character.

- **Space**: The concept of space involves the study of spatial patterns, exploring how natural and human features are distributed on the Earth and how and why they relate to each other.

- **Environment:** Geography has always been conceived with the inter relationship of humans and the Earth. And geographers have indeed been among the first to alert us to the potentially serious impact of our actions on the environment at various levels, local, regional and global.

Furthermore Geography also incorporates a distinctive set of skills which allow us to explore and understand the Earth's environments: observation, measurement and collection of data, drawing conclusions about places, events and phenomena and realised the inter-relationships among all these; representation of spatial, locational and other geographical information in plans, maps, models and other forms of graphical representation including through electronic means.

The major concepts and geographical skills outlined above prepare children for the world they live in and for their adult life. They also foster an informed appreciation of environments, a sense of personal and community responsibility for environmental care and the notion of people as custodians of the Earth for future generations.

10.4.1 AIMS OF PRIMARY CURRICULUM

The aims of the study of Geography are related to the development of:

1. an interest in and enthusiasm for the study of self, the family, local community, region and country and their links with the wider world
2. knowledge and understanding of how people and environment interact through time and space
3. an understanding of the basic concepts of space and location and causes and consequences
4. an awareness of the importance of critical enquiry: asking questions, searching for facts and relationships, critical thinking and communication skills.
5. a sense of individual and community responsibility for environments.

10.4.2 OBJECTIVES

During and after 6 years of study it is expected that pupils will be able to:

1. demonstrate a sense of positive self identity.
2. demonstrate a sense of place and location in relation to the locality, region, country and the wider world.
3. show an awareness of simple and observable aspects of and phenomena in the natural and social environments.
4. describe and explain the geographical location and distribution of physical and human features in Mauritius and Rodrigues.
5. undertake fieldwork to understand the natural and social environments.
6. show acquisition of a range of practical and thinking skills :-
   a. observing, collecting, classifying, presenting and representing, and interpreting geographical information in the environment.
   b. sketch map drawing, map reading and interpretation at different scales (local, regional, national and global).
   c. use of ICT to represent geographical information
7. appreciate the interdependence of people and environments.
8. show awareness of the importance for the conservation of natural resources and protection of the natural environment.
9. develop attitudes of social sensitivity like empathy, tolerance, and understanding the richness of a multicultural society.

Based on the learning outcomes, pupils will develop an understanding of the components of the natural landscape of our country and the various processes that contribute to the development of our natural landscapes. These include flora, fauna, physical features and soil.

Through an examination of our natural and built landscapes pupils will recognise that there is a relationship between people and places.

The above learning outcomes will enable pupils to analyse critically our environmental heritage. Through this analysis they will demonstrate values consistent with the values associated with ecological sustainability.

ANNEX IVA: LEARNING COMPETENCIES FOR HISTORY

Standard I

Topic	Competencies
Time and Space	Locate features in the school yard and common objects used in class.
Storytelling	Listen and respond to stories and songs
Drawing, Painting and Modelling	Draw and paint items from personal life, home and school. Make models of different items

Standard II

Topic	Competencies
Time and Space	Name and identify some common buildings: home, shop, school etc. Describe areas within school. Recall place names in home/ school locality
Storytelling	Understand sequence in stories Able to relate a story orally. Able to ask questions on the story. Relate/ Oral, written, short stories Comment on characters in the stories.
Drawing, Painting and Modelling.	Draw and paint items related to the history of Mauritius and Rodrigues (Dodo, sugarcane, palm trees, sailing boats etc) Models making with plasticine, cartons, paper etc… of people, buildings and landscapes. Communicate among themselves while doing these activities.

Standard III

Topic	Competencies
Our Locality	Compare pictures of objects old and new Identify artefacts (photographs). Say possible use of old objects. State how people travel from one locality to another in the present/past.
Myself and my family	List the games I play Find out about old games. Develop a sense of chronology: record important events at school/in family. Draw a simple family tree. Find out about birth place of family members.
History through stories	Respond to short stories of Mauritius, Rodrigues and other countries. Draw information thro' stories, pictures and artefacts of different civilizations.

Standard IV

Topic	Competencies
Our Locality	Draw information from photographs/visuals of localities and discuss changes. Ask questions and gain information from elders. Distinguish aspects of lives in the present and lives in the past. Identify places of cultural and historical interest and draw a plan. Visit places of interest in the locality/region and carry out activities related to the visit: write, draw, communicate in a variety of ways. Extract information from photographs Able to work in groups and respect views of others.

Standard IV

Topic	Competencies
Voyages of Discovery	Show awareness that (i) Mauritius and Rodrigues were covered with forests, (ii) there existed birds and mammals Recognize birds etc... from pictures Locate modern nature reserves and national park Appreciate the need to protect rare birds and plants Explain the discovery of the Mascarenes. Realize that no one lived in Mauritius and in many islands of the Indian Ocean Recall the arrival of the Dutch in Mauritius. List difficulties faced by settlers Appreciate courage and spirit of adventure of travellers. Recall the early visits by Arabs and Portuguese through place names.

Standard V

Topic	Competencies
The Dutch in Mauritius and Rodrigues	Explain factors that led to Dutch settlement Find out what were their activities ***Recall plants and animals that were introduced and say why*** Discuss failure of Dutch settlement Recall the short settlement of Rodrigues by François Leguat and group
The French in Ile de France	Name and locate early French settlement in the South East. Give reasons for the transfer of the port to Port-Louis State the contribution of Governor Labourdonnais to the building of Port Louis Make a list of buildings Find out the importance of Port Louis as a trading port during the French period

Standard V

Topic	Competencies
The French, and Agriculture	State how Labourdonnais and Pierre Poivre developed agriculture. Name crops cultivated in Ile de France and locate the countries from which plants were introduced.
Slavery in Ile de France	Name and locate on a map places of origin of slaves Find out about the work done by slaves and how they were treated
Life in Ile de France	Explain main development at the end of French Rule. State changes in settlement and transport.
British conquest of the Mascarenes	Give reasons why the British conquered Ile de France. Recall the main events and dates related to the conquest.

Standard VI

Topic	Competencies
Mauritius: A British Colony	Explain some of the changes and consequences of early British rule. Name and locate the dependencies of Mauritius.
The First British Governor	Recall the contribution of Governor Farquhar to the development of the Island.
Abolition of slavery and the beginning of indenture	Recall the Abolition of Slavery as an important event. Say what happened to ex-slaves. Locate the places where they lived and worked. Explain the arrival of Indian immigrants as indentured labourers.
The Development of the Sugar Industry	Explain main changes in the Sugar Industry. Show the importance of the following: energy, labour and transport
Life of Indians on sugar estates	Find out the difficulties of Indian immigrants on the sugar estates Extract and explain information regarding monuments and historical sites For example: Pointe Canon, Aapravasi Ghat.

Standard VI

Topic	Competencies
Health, Education and society	Find out the main consequences of diseases in the history of the island
The end of British rule and Independence of Mauritius.	Recall important dates and events in Mauritius, Rodrigues and other islands since 1968. The contribution of a few important personalities in the making of Mauritius before and after 1968
	Draw a time line to place events associated with important personalities. Interpret maps, diagrams, tables and photographs. Investigate and collect information by fieldworks and visits to museums. Extract information from reference books, CD-ROMs as the internet

ANNEX IVB: LEARNING COMPETENCIES FOR GEOGRAPHY
Standard I

Topic	Competencies
Space / Place	Locate features in the school yard and common objects used in class.
Weather	Recall type of weather (e.g sunny, hot, cold etc)
Drawing, Painting and Modelling	Draw and paint items from personal life, house and school. Make models of different items

Standard II

Topic	Competencies
Space / Place	Name and identify some common buildings: house, shop, school etc. Describe areas within school. Recall place names in home/ school locality
Natural Environment	Name a few physical features in the environment (e.g. mountain, river, sea etc..)
Weather	Recall and describe type of weather. Draw symbols for sun, cloud & rain.
Map skills : Working with maps	Draw simple picture maps of home and school. Trace around the base of toys, books or other small items which have been placed on a sheet of paper.
Drawing, Painting and Modelling.	Draw and paint items related to the physical environment of Mauritius and Rodrigues. (Rivers, mountains, volcanoes, beaches…) Models making with plasticine, cartons, paper etc… of people, buildings and landscapes. Communicate among themselves while doing these activities.

Standard III

Topic	Competencies
Natural Environment	Show awareness and name some aspects of the natural environment in the immediate locality of the school
	Observe, collect and compare materials: soils, stones, wood, leaves etc…
	Identify examples of physical features from pictures and line drawings
Weather	Observe and discuss a variety of weather conditions using simple vocabulary
	Record weather observations using a weather chart
	Discuss experiences and observations using pictures.
	Listen to and discuss stories about weather.
Map skills : Working with maps	Make a plan of the classroom and school compound
	Locate features in the classroom/ school compound.
	Use symbols to indicate these features
	Discriminate between picture and plan
	Extract information from a plan by making use of symbols

Standard IV

Topic	Competencies
Natural Environment	Show awareness that volcanic processes have formed Mauritius and Rodrigues.
	Using maps and visuals, identify examples of physical features in Mauritius and Rodrigues (mountain range, hill, plateau, plain, river valley, gorge and ridge)
Weather	Observe and record that weather conditions change with time (daily and seasonally)
	Name and recognize instruments used to measure temperature, rainfall and wind direction
	Make simple models & use them to record weather elements
	Prepare and interpret a weather chart

Standard IV

Topic	Competencies
Map skills : Working with maps	Locate places & features on a map using the grid system and direction (4 cardinal points + 4 intermediate points) Measure distance by using scale. Trace outline maps of Mauritius and Rodrigues and show the districts and the main settlements. Extract information from a map/plan of pupils' locality and district.
Our Locality	Use pictures/plans to describe the physical characteristics and human features of the home or school locality starting from a street plan Use visuals and IT to investigate changes in the locality. Visit and appreciate places of interest in the local environment and carry out activities related to the visit (write, draw, communicate etc)

Standard V

Topic	Competencies
Natural Environment	Describe the formation and the main features of a volcano Show awareness of volcanic activities in the Indian Ocean. Describe and explain the formation and the characteristics of the three main relief features in (i) Mauritius and (ii) Rodrigues. Interpret simple relief maps of Mauritius/Rodrigues. Interpret pictures / diagrams showing different relief features
Weather	Read and interpret climate/data/maps/graphs. Use atlas to explain distribution of temperature and rainfall in Mauritius & Rodrigues Explain with diagrams the formation of relief and convectional rainfall in Mauritius and Rodrigues. Investigate the ways how data are collected, interpreted and transmitted by the Meteorological Station.

Standard V

Topic	Competencies
Map skills : Working with maps	Read and interpret a map with contour lines, symbols and key and scale. Recognise key lines of latitude and longitude on a globe and on a world map. Identify major geographical features on maps of: (i) Mauritus and Rodrigues (ii) Indian Ocean (iii) the world. Extract information from larger scale maps of Mauritius and Rodrigues
Land Use	Define the term land use Name, recognize and account for the different types of land use Realize that land use is the interaction between man and land Realize that changes in land use are taking place because of new development: ICT (cybercity), Business Park, Sea Food Industries, Land-based Oceanic Industry……. Show awareness that changes in land use bring conflicts (case study: Vallée de Ferney)
Economic Activity I : Agriculture	Define the term agriculture and distinguish its various types Show an awareness of some of the difficulties faced by the sugar sector Recognize and appreciate that measures are being taken to bring reform in the sugar sector: i.e. reconversion of sugar land into other uses and production of special sugars, thermal energy and ethanol Realise that modern methods of farming are being used in Rodrigues. Interpret data, maps and diagrams related to agriculture

Standard VI

Topic	Competencies
Map skills : Working with maps	Work with maps on CD-Roms and other electronic sources. Use Google Earth to observe and explore the Earth from above.
Economic activity II : Industries **(i) Manufacturing Industries** **(ii) Sea Food Industries**	Use examples to show that a factory uses inputs such as raw materials, power and labour to produce outputs (products and wastes) List the main factors necessary for the setting up of a factory Show awareness that changes are taking place in the textile sector (case study of a new textile mill) List some industrial activities in Rodrigues : local craft and agro industry Define the term sea food. State the importance of the sea food industry.
Economic Activity III : Services **(i) Tourism** **(ii) Information and Communication Technology (ICT)**	Give reasons why tourists visit Mauritius and Rodrigues Name and locate the main tourist market. Explain the geographical location of tourist hotels. State some positive and negative impact of tourism. List some of the new forms of tourist attractions being developed and state their benefits: e.g. ecotourism and heritage tourism. Give some examples of activities in the ICT sector (BPO, Call Centres etc) Locate the Ebene Cybercity. Explain why the ICT sector is important for the development of the country. Interpret simple data and diagrams related to economic activities in Mauritius and Rodrigues

Standard VI

Topic	Competencies
Natural Hazards	Define the term natural hazard
	Give examples of natural hazards e.g. tropical cyclones, volcanoes and tsunamis
	Describe the main characteristics of each of these three natural hazards
	Discuss their impact on the people and on the environment
	State some measures taken to reduce their impact
Our land Our Environment	Name some features which make up the natural environment
	Show an awareness of the importance of the natural environment
	Identity some of the main environmental issues (e.g. coastal / beach erosion, waste disposal, air and water pollution, conservation of fauna and flora
	Identify people's activities which may damage the environment
	Realize that the environment is fragile and that it needs care and protection
	State and show appreciation for the measures being taken regarding the environmental issues
	Investigate through a field visit one of the affected sites and collect relevant data

CHAPTER ELEVEN

11.0 THE ARTS

11.1 RATIONALE

The Arts is a learning area within the Primary School Curriculum and comprises Art and Design, Music and Drama.

The Arts focuses on the type of knowledge, skills, understanding and attitudes needed to release the overall potential of children.

Through the Arts children develop creative ways and modes of expressing themselves and develop a critical appreciation of their own works and achievements as well as those of others. Pupils develop their ability to communicate by using their senses, perceptions, feelings, values and knowledge.

Initiation to the Arts leads to the development of an understanding of the physical, emotional, intellectual, aesthetic, social and spiritual dimensions of human experience.

The Arts plays an essential role in the life of a community. The influence of the Arts is evident in the design of products we use in society, from packaging materials, items of clothing, interior decorations, machine tools and the built environment. It also has a major industrial and commercial importance. Learning in the Arts will benefit the leisure and tourism industry in Mauritius where artists will find avenues to specific arts careers and other occupations.

Through the Arts pupils develop verbal and physical skills, rational and intuitive thinking, interpersonal skills, rhythmic, visual and kinaesthetic awareness. Involvement and experimentation with a range of traditional and emerging technologies through the Arts, provide opportunities for the development of emotional intelligence, intrapersonal qualities and experiences.

The fundamental strategy to achieve the learning outcomes in the Arts will be by integrating the various domains of the Arts with other learning areas of the primary school curriculum. By this means, children will see the various learning areas or forms of knowledge as related and forming part of a larger perspective. Thus children will acquire the experience in building patterns of interconnectedness which will help them to make sense of their own lives, their personal and cultural identity and of the world.

11.2 THE ARTS – LEARNING OUTCOMES

By the end of primary schooling, pupils should:

- **Be aware of their environment and become conscious of lines, shapes, forms, texture and colour.**

The child's environment includes many visual elements which consist of lines, shapes, forms, textures and colour. It is important that the child becomes aware of and appreciates these basic elements to understand and to make sense of her/his environment and the world.

- **Observe, experiment and use creatively various materials locally available as well as elements of the environment.**

Children improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think.

- **Develop logical and independent thoughts, creative and social attitudes, emotional stability and aesthetic appreciation.**

The Arts provide opportunities for the development of creative thinking and production of artefacts. The child is encouraged to ask and answer questions about the source of ideas for their work, to explore and develop ideas, collect and organize information, develop, investigate and review possibilities to make reasoned judgments. In group work situations, pupils learn to value different ideas and contributions and develop respect for the ideas and opinions of others.

- **Develop the proper skills required in working with various tools, materials and ICT in designing and making creative, functional and decorative items.**

Children solve problems through manipulating materials, processes and technologies, and adapt their thinking to reach diverse solutions.

- **Express herself/himself creatively and confidently through various techniques and media.**

Children acquire and refine practical skills associated with drawing, modelling and making, including working with materials, components and processes. They apply manipulative skills in a purposeful and controlled way while demonstrating application of appropriate health and safety procedures. They also use appropriate computer-related skills for creating information-based products.

- **Develop a desire for personal and group expression through music and a life long love for music.**

Children are provided with the opportunities to sing songs and play instruments with confidence, skill and expression and awareness of their own contribution to a group. They improvise and develop their own musical compositions, in response to a variety of stimuli, with increasing personal involvement and creativity. They have the opportunity to appreciate different kinds of music from different times and cultures.

- **Develop control and co-ordination skills in the basic actions of gestures and body movement to express feelings, moods and ideas.**

Through drama activities children get the opportunities to use contemporary and ancestral languages and modes of communication to experiment with styles of speaking, gestures and mimes. They develop a culturally and contextually rich repertoire to express and communicate moods, feelings and emotions.

- **Develop, respect and appreciate values through arts activities.**

Through Arts activities children have the challenging opportunities to consider their own attitudes and values in relation to images and artefacts, to develop respect for their own work and that of others' together with learning to offer and receive constructive feedback and praise. Children work with others and value different strengths and interests within the groups. They also learn to respect and value materials, resources and the natural and man-made environments.

11.3   SPECIFIC LEARNING OUTCOMES/COMPETENCIES

11.3.1 STAGE I (STANDARDS I AND II)

At this level, the Arts will be integrated with languages whereby children will learn with all their senses through activities such as music, dramatization, drawing and other forms of creative activities and ICT together with environmental awareness and values.

In order to allow a smooth transition from pre-primary to standard I, the first term of Standard I curriculum will contain components of the pre-primary curriculum to ensure that every child starts on an equal footing.

11.3.1.1   LEARNING OUTCOMES

The child should be able to:
* handle and use a range of writing, drawing and painting tools including the use of ICT
* communicate ideas and expressions through puppets
* identify materials in the environment
* mix primary colours
* tear, cut, fold and glue paper
* create textures from natural and man-made materials
* create forms and shapes through modelling
* sing simple songs
* copy and imitate gestures, feelings and moods.

11.3.2 STAGE II (STANDARDS III AND IV)

At this level the Arts will be a core component within the primary school curriculum. Other areas of studies like Values, Citizenship Education, ICT, Body and Environmental Awareness together with Mathematical and Scientific concepts and Communication will be integrated in the Arts.

11.3.2.1   LEARNING OUTCOMES

The child should be able to:
* use lines to create simple patterns and pictures

- use different painting techniques
- express ideas and feelings through drawing and painting according to her/his own perception
- discriminate surface qualities of things through printing techniques
- make a collage work using simple collage techniques
- use simple paper folding techniques to create artefacts
- identify different types of fibres and fabrics
- use fibres and fabrics decoratively
- use simple modelling techniques to make models and artefacts
- create simple puppets and masks for communication
- create simple mobiles
- make gestures and expressions according to instructions
- perform and experience a varied repertoire of music from different cultures and genres.

11.3.3 STAGE III (STANDARDS V AND VI)

Skills and concepts in the Arts will be further reinforced during this stage with a view to preparing the pupils for the end of the primary cycle evaluation. The philosophy of integration with other areas of studies within the primary school curriculum will be maintained.

11.3.3.1   LEARNING OUTCOMES

The child should be able to:
- design patterns and make picture composition using different art techniques
- create composition by using different painting techniques
- create artworks and designs by using various printing techniques
- use collage techniques creatively
- create artefacts by using paper folding, tearing and cutting techniques
- use stitches decoratively
- use fibres and fabrics to make useful and decorative items
- create artefacts by using various modelling media
- create different types of puppets/masks to communicate ideas

- create different types of mobiles/stabiles

- make various models according to a theme

- perform alone and in groups in relation to basic techniques in singing

- listen to music and communicate its basic characteristics

- express feelings, moods and ideas through dramatization

- act and react with regard to stories.

ANNEX V: COMPETENCY INDICATORS FOR THE ARTS

STAGE I (STANDARDS I AND II)

<table>
<tr><td colspan="3" align="center">ART & DESIGN</td></tr>
<tr><td></td><td>TOPIC</td><td>COMPETENCY</td></tr>
<tr>
<td>1</td>
<td>Graphic Exercises</td>
<td>
- Handle writing tools properly
- Complete patterns of lines
- Draw different patterns of lines
- Complete simple linear patterns
- Experiment with thick and thin lines
- Use different types of line in various thicknesses to create patterns
</td>
</tr>
<tr>
<td>2</td>
<td>Picture Making and Painting</td>
<td>
- Handle drawing and painting tools
- Develop an awareness of colour
- Draw and paint pictures freely according to the way the child perceives them
- Draw lines, patterns and bold pictures using candle, wax/wax crayons
- Apply paint all over a surface
- Draw and paint a given theme using a variety of materials and equipment
</td>
</tr>
<tr>
<td>3</td>
<td>Print-Making</td>
<td>
- Identify textures through observation and touch
- Take prints through the rubbing method
- Make prints with thumb and fingers
- Make prints with cut vegetables
- Develop an awareness of shape and colour
- Make handprints
- Make overlapping handprints using two different colours
- Repeat handprints in a sequential way to make a pattern
- Make coin rubbings
- Create patterns with coin rubbings
</td>
</tr>
<tr>
<td>4</td>
<td>Paper Collage</td>
<td>
- Tear, cut and glue paper
- Cut out shapes, match and glue them
- Draw a specific shape (e.g. a fruit, a flower, a house, etc)
- Cut out shapes/pictures
- Arrange shapes to create imaginary animals
- Use cut out pictures to make a composition
- Make a paper mosaic
</td>
</tr>
<tr>
<td>5</td>
<td>Paper Folding and Cutting</td>
<td>
- Use scissors to cut paper
- Fold paper to make decorative items
- Decorate paper work
- Fold, cut and glue paper
</td>
</tr>
</table>

		ART & DESIGN
	TOPIC	**COMPETENCY**
6	**Fibres and Fabrics**	-Identify thin and thick fabric -Cut and glue thin and thick fabrics to make a collage -Make a reef/overhand knot -Thread hollow objects to make decorative items
7	**Flour Dough Modelling**	-Make slabs and pellets -Make simple imprints on flour dough slabs -Squeeze, pinch, roll and coil flour dough -Create simple models using flour dough -Use pellets and coils to create a simple picture -Make models of simple objects to build decorative items
8	**Puppetry**	-Draw features on finger tips to make finger puppets -Make vegetable puppets -Use puppets to communicate -Glue scrap materials such as seeds, buttons, woollen yarns onto a cardboard box or tube to represent facial features -Make a box/tube puppet -Decorate puppets -Use puppets in story telling, conversation, poems, songs, etc.
9	**Mobile**	-Cut round shapes -Make units with the cut out shapes -Mount a mobile with units
10	**Assemblage**	-Sort out boxes according to shape, size and colour -Assemble boxes to create simple models
		MUSIC
11	**Singing**	-Sing simple songs from diverse cultures and languages. -Maintain correct postures, and use basic breathing techniques and verbal articulatim to simple songs. -Apply simple dynamics to simple songs. -Sing songs (in solo or in groups) in various languages and themes
		DRAMA
12	**Mime and Story Telling**	-Copy gestures and expressions - Listen to a story/information over a span of time
13	**Theatre Exercises and Games**	-Use coordinated body movement. -Use vocal techniques to communicate. - React to specific instructions and commands

STAGE II (STANDARDS III AND IV)

	TOPIC	COMPETENCY
		ART & DESIGN
1	**Graphic Exercises**	-Complete patterns of thick and thin lines -Create patterns of lines -Identify different types of lines -Draw horizontal, vertical and slanting lines in sequence
2	**Picture Making & Painting**	-Draw and paint freely -Use leaves and flowers as painting medium -Experiment with different painting tools to create textures -Draw and paint a given theme using different tools -Work out a pattern using batik technique -Express everyday experiences through drawing and painting -Work out a simple picture using graffiti technique -Splatter paint on and around cut shapes
3	**Print-Making**	-Complete a simple pattern -Make simple prints from scrap materials -Create a simple pattern using prints of two different colours -Cut vegetables to obtain printing blocks -Take prints from vegetables blocks and leaves -Make transfer prints -Make a composition pattern with the different prints
4	**Paper Collage**	-Sort out paper according to tones of one colour -Tear paper into bits -Stick bits of paper in a controlled way within a shape -Use paper pellets of different sizes and colours in a logical way to create a picture -Decorate a greeting card using cut out shapes -Use cut or torn paper of different colours to make a mosaic -Glue crushed egg shell to make a mosaic -Cut out regular and irregular shapes -Stick tissue paper of different colours to make a stained picture

		ART & DESIGN
	TOPIC	**COMPETENCY**
5	**Paper Folding and Cutting**	-Fold paper accurately -Cut through layers of paper to create new forms, shapes and patterns -Fold roll, tear and cut various types of paper -Make a paper loom -Weave strips of paper -Make paper models
6	**Fibres and Fabrics**	-Identify different types of textured fabrics -Identify and name different types of fibres -Twist/plait yarns and threads, etc -Cut and combine different pieces of fabrics to make a collage -Wind thread and make loop stitches on a strip of cardboard ruler, pencil or stick -Make a simple fabric collage -Identify different types of fibres -Weave fibres, yarns and fabrics -Plait with fibres and yarns -Cut out fabrics -Work out decorative stitches -Make patterns with straight stitches
7	**Flour Dough Modelling**	-Make coils with coloured flour dough -Make a loop with twisted coils of two different colours -Make models with coloured flour dough e.g. fruit, fish, vegetable etc. -Create textures with flour dough -Make simple models using coloured flour dough -Decorate the models with inbuilt and raised texture -Use flour dough to make a composition
8	**Puppetry**	-Decorate a paper bag to create a puppet -Manipulate the puppet -Make and decorate simple masks -Link puppets/masks with language in communicating, reading poems, stories etc. -Make a simple paper bag puppet and simple mask -Decorate the paper bag puppet and the mask -Use puppets and masks to develop language and communication skills

		ART & DESIGN
	TOPIC	**COMPETENCY**
9	**Mobiles**	- Trace and cut out shapes - Decorate shapes - Thread shapes and secure with knots to obtain a unit - Mount a mobile - Draw and cut geometrical shapes and spirals - Make paper tubes and hollow boxes - Construct the mobile
10	**Assemblage**	- Create models from boxes - Select appropriate pictures - Glue and cut postcards on boxes for puzzle making - Make a model clock - Assemble different types of boxes to make models - Assemble units to make a card sculpture - Glue and cut selected pictures to make jigsaw puzzles - Cut shapes and assemble them to make standing figures
		MUSIC
11	**Singing**	- Sing simple songs in different languages and styles - Sing with feeling to bring out the mood and colour of songs - Sing simple songs from various cultures and styles - Apply contrasts while singing (music dynamics)
12	**Playing basic percussion musical instruments**	- Handle musical instruments - Provide percussion accompaniment to simple songs - Listen to songs and music of diverse cultures - Create simple musical instruments - Play simple percussion instruments - Provide simple percussion instrument accompaniment to songs - Listen to various musical compositions from wind, percussion and string groups of instruments - Create simple rhythmic and melodic patterns - Create appropriate movements based on text of the songs
		DRAMA
13	**Mime and Story Telling**	- Make gestures and expressions in response to instructions and commands - Listen to and narrate stories/information/ events - Develop gestures and expressions with precision according to instructions and commands
14	**Theatre and Story Telling**	- Use coordinated body movements with vocal expression. - React accurately to specific instructions and commands

STAGE III (STANDARDS V AND VI)

	TOPIC	COMPETENCY
	ART & DESIGN	
1	**Graphic Exercises**	- Make a grid - Make simple patterns using regular and irregular shapes within the grid design - Use different kinds of lines for decorative writing - Make a design with geometric and irregular shapes - Use different kinds of line to decorate each shape in the design
2	**Picture Making & Painting**	- Mix primary colours to obtain secondary colours - Make a blob blowing design - Draw and paint according to a given theme/story - Use graffiti technique to make a picture - Illustrate part of a story using the paper batik technique
3	**Print-Making**	- Carve a simple shape on a potato block - Use the potato block for printing - Make a monoprint - Take a bubble print - Make a simple composition using the various printing techniques - Make simple patterns through stenciling - Make a simple composition using leaf prints - Use a variety of scraps to make overlapping prints of different colours
4	**Paper Collage**	- Make a simple collage with dried flowers - Select and cut out pictures from magazines to make a photo montage - Work out a theme using the paper mosaic technique - Use a variety of scraps to make a collage composition - Cut out shapes and glue tissue paper to make a simple stained glass window - Make a collage composition with prints
5	**Paper Folding and Cutting**	- Roll paper to make beads and flowers - Make a greeting card - Prepare a paper loom - Weave strips of different colours - Use paper folding and cutting techniques to produce a textured surface - Create a scenery within a box
6	**Fibres and Fabrics**	- Work out a few basic sewing and embroidery stitches - Sew a button - Stuff a sock to make a soft toy - Create linear pattern with thread - Sew two pieces of fabric together to make a bean bag - Cut out and stitch a motif for appliqué work - Make a cardboard loom for a simple weaving using fibres and fabrics - Make a pompom and a tassel with woollen yarns or raffia

		ART & DESIGN
	TOPIC	**COMPETENCY**
7	**Puppetry**	-Make a sock puppet -Make paper-bag mask -Use masks in story telling, conversation, poems, songs, etc -Create an imaginary character with a sock -Stick layers of paper on an inflated balloon -Decorate the laminated balloon to create a mask -Use puppet in role play, story telling, dramatization, etc
9	**Mobiles**	-Make a stabile using flower units -Make a lantern mobile -Use paper to make a flower mobile -Make a fish mobile with two strips of paper
10	**Assemblage**	-Make various models -Assemble various models to create a compound -Use cardboard to make a puzzle -Make a simple kite
		MUSIC
11	**Listening and Creating Music**	-Listen to songs of diverse cultures -Listen to various groups of instruments(wind, percussion and string) -Manipulate simple musical instruments (percussion) -Sing melodic patterns -Apply contrast while singing -Sing with feeling to depict the mood of the text -Sing songs of various cultures and styles -Play simple percussion instruments -Provide simple percussion instrument accompaniment to simple songs -Create simple musical instruments -Create various rhythmic and melodic patterns -Create appropriate movements based on text of the songs
		DRAMA
12	**Improvisation and Dramatisation**	-Use body movement and facial expression to communicate. -Respond accurately to given instructions and commands -Communicate effectively using vocal modes. -Perform simple mime in pairs and in groups -Narrate and mime simple stories -Recite simple poems with proper diction, intonation and gestures -Improvise on given themes and situations e.g. dental clinic, hairdressing, birthday party

CHAPTER TWELVE

12.0   INFORMATION AND COMMUNICATION TECHNOLOGY

12.1   RATIONALE

Information and Communication Technology (ICT) has developed to become an integral part of everyday life. It influences the lives of everyone, wherever we live or work in the world. Almost every aspect of our daily lives now involves using ICT skills. In the increasingly dynamic world of work, people need to be able to work effectively with ICT, to develop transferable ICT skills and to apply those skills across different contexts using a variety of software packages.

In the context of the current curriculum reform, where the strategy has been rooted in a realistic evaluation of the economic context in which we are evolving, pupils will use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to information, ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning with pupils being able to make informed judgments about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

12.2   TEACHING USING ICT

ICT is being used as a pedagogical support in the primary schools and in the pre-vocational schools. The teacher uses ICT tools, such as productivity software, educational software and the Internet to teach her/his subjects. S/he uses the tools to prepare lessons, to look for lesson ideas and develop class activities, to network and collaborate with other teachers and educators for various teaching-related goals, and as support for teaching. S/he uses ICT as a facilitating tool for her/his pupils to acquire and apply subject-related knowledge and to develop relevant skills, and to perform educational tasks and review them. S/he can design a range of activities for the pupils to do using ICT that also enable them to discuss and reflect on their actions. The teacher teaches the pupils to search for purposeful information using the Internet and helps them develop their skills to critically evaluate web-based materials. Also, s/he

designs collaborative projects that require pupils in the same school or in different schools to work together. These projects can be subject-specific or multi-subject in nature. Moreover, the teacher implements activities with the support of ICT that enable pupils of varying ability to learn at their own pace.

12.3 ICT AS SUPPORT TOOL IN PRIMARY EDUCATION

At primary level, the teacher uses ICT as a support in all three stages (Stage I, II, & III). However, the teacher should ensure that the pupils have the necessary ICT pre-requisites.

12.3.1 STAGE I

The teacher uses the computer in the teaching of Languages, Values, Basic Science, History & Geography, The Arts, Environment, Mathematics, and Health & Physical Education. S/he uses the computer to make teaching aids such as posters, to demonstrate educational game-like software so that pupils learn as they play, and to show video clips that enable pupils to learn visually. The use of headset is recommended so that pupils can listen to audio without disturbing others and to reduce noise level in the classroom.

The teacher can use a simple graphics package such as Ms Paint to develop the creativity and imagination of her/his pupils as they use the mouse to draw, edit, reflect, and discuss. They do this while developing their ICT skills. Subject-specific educational software is given to pupils to familiarise them with their subject through exploration and discovery. The teacher acts as a guide and facilitator in the whole process so that pupils are on-task and make progress in their learning. S/he also uses discretion in deciding when and where to use to ICT as a teaching tool.

12.3.2 STAGE II

The teacher uses the same integrative strategies as in Stage I. S/he uses ICT to teach core subjects such as Languages, Mathematics, Basic Science, History & Geography, Health & Physical Education, The Arts, and integrated components such as Values, Citizenship Education and Body Awareness. The teacher can design simple software to

teach pupils, and for the latter to use at their own pace under her/his guidance. S/he uses a variety of software such as simple graphics software, a word processor, a spreadsheet, and multimedia playing software to develop the pupils' language, mathematical and creative skills, and musical ideas. S/he can also design activities that require the pupils to make simple multimedia elements such as graphic images, sound, and text.

The teacher looks for appropriate web sites for the pupils to visit while learning. He or she has to inform pupils about the dangers that exist while visiting websites and about what is good and what is bad about the Web. S/he has to ensure that pupils visit only those sites that the teacher has approved. Apart from using the Net for appropriate websites for pupils to use, the teacher uses it to look for lesson ideas and lesson plans, and for materials that can serve as handouts or teaching aids. The teacher establishes a network of contacts with people in the educational field to support her/him in teaching. For example, s/he explores avenues for collaborative projects in Stage III.

12.3.3 STAGE III

In addition to the strategies described in Stage I and II, the teacher designs activities that enable the pupils to further develop their analytical, creative skills and critical thinking in all the subjects. Activities that require the pupils to communicate their work to their peers through class presentation, newsletter, brochures or web publishing is explored. The teacher teaches the pupils to integrate various multimedia elements into a holistic product that is then presented to the class or any audience that s/he deems appropriate.

The teacher also designs activities that enable pupils to develop and refine their skills to search and critically analyse web-based materials or any materials that they have collected as part of their learning at school. Group work that requires pupils to work together on an activity that spans one or more periods is also explored by the teacher. The latter can use the Internet for activities such as Treasure Hunts and Web Quests for the pupils to perform. Pupils use the Web to research, collect, analyse, criticise, debate, draw conclusions on a topic related to the primary school syllabus. The teacher also designs collaborative projects that involve pupils from the same school or from other schools as well. Through these activities, which can be interdisciplinary as well; the

teacher provides a platform for pupils to develop their social, problem-solving and critical thinking skills to interpret, analyse, synthesize, evaluate, and draw conclusions.

12.4 GENERIC COMPETENCIES FOR ICT

12.4.1 Generic Competencies for ICT in the Primary Curriculum

The ICT syllabus is designed in such a way that it is integrated across the curriculum. Various subject areas will use ICT as a support in order to enhance the teaching learning process. Its objectives include giving students knowledge of the nature of ICT and the broad range of its applications. It also emphasizes practical skills in using the computer so that pupils can become effective end-users in a technological world. Finally, it emphasises on the use of ICT across a range of subject, that is, ICT enhanced learning in the various subjects.

- **STAGE I**

Students will:

- learn the basic components of a computer system in order to effectively use it in their learning.

- operate a computer as a first step towards further integration of ICT and applications in other subject areas

- identify and describe factors that need to be considered in order to ensure safe use of ICT equipment. They understand the purpose of sitting comfortably, and will adopt proper posture that will allow easy access to all equipment.

- work with multimedia software. This gives them the opportunity to use ICT to develop their creative skills. They learn the various subject disciplines though educational software.

- **STAGE II**

Students will:

- learn more about the computer system. They, thus, effectively use various ICT components in as learning tool.

- work with various kinds of software. This will allow them to enhance both their learning process and their ICT skills.

- organise subject related information effectively on the computer system.

- use ICT tools ethically and correctly.

- use ICT tools to control their environment. They will learn that computers can be used to control things.

- learn that the key pieces of information can be used to describe objects.

- use ICT to represent data graphically. This way they will communicate observation and measurements made during class activities through diagrams and charts created on the computer.

- explore and develop musical ideas by using ICT.

- understand the concept of websites, URL, and the Internet.

- locate and retrieve information from given websites on the Internet.

- produce simple subject-specific multimedia elements such as graphic images, sound, text, and animations

- use input devices or switches to control a process.

- **STAGE III**

Students will:
- collect subject related information using the Internet based on well-formulated search key words

- critically analyse gathered information for their veracity and currency

- send and receive subject-related information electronically

- work collaboratively on subject-related projects among classes in the same school or other schools

- assemble multimedia elements in a coherent manner to produce meaningful and purposeful multimedia products

- become aware of health hazards associated with working with computers and take appropriate preventive measures

- consider ethical issues including access to illegal and unsuitable materials

- identify materials which may be socially or morally unacceptable

- be aware of ICT legislation related to keeping personal information on computers, copyright legislation, etc.

- use ICT tools to represent knowledge, concepts and ideas. They will use specifically designed software to create charts, mind maps, concept maps.

- attach devices such as data logger, to a control box.

- control devices according to a set of instructions

CHAPTER THIRTEEN

13.0   EVALUATION AND ASSESSMENT FRAMEWORK

13.1   INTRODUCTION

The prosperity of our country is dependent to a large extent on its human capital and to succeed in a rapidly changing world, individuals need to develop a lifelong learning culture. Education systems need to lay strong foundations for this, by fostering knowledge and skills and strengthening the capacity and motivation of young adults to engage in effective learning for life according to the range of human needs and conditions. Assessment has a significant role to play in ensuring that these objectives are attained. It provides a framework within which standards may be set and student's achievement and progress charted. **Due to the backwash effect of examinations, the choice of the assessment modes to be employed should judiciously be made to sustain learning**. All the domains of education, i.e., the cognitive, affective and psychomotor, have to be assessed in order to make the teaching-learning process effective.

The assessment of the student's performance has so far been characterised, on the one hand, by external examinations administered at three points in the educational system, namely at 11+, the Certificate of Primary Education (CPE) examinations, at 16+, the SC/CGE 'O' Level examinations; at 18+, the HSC/ GCE 'A' level examinations, and on the other hand, by formal end-of-term test and end-of-year examinations, which are school-based.

However, **the absence of a mechanism to monitor in a systematic way children's progress in the primary cycle leads to serious weaknesses in the system** including the following:

- **Only around 75% of a cohort completes the primary cycle successfully**.
- **The relatively high repetition rate and drop-out rate at different levels, and the fact that only around 55% of a cohort completes successfully the lower secondary and around 27% complete successfully the upper secondary**.
- In spite of the large number of subjects available (46 subjects at SC, 36 subjects at HSC) including many vocational subjects, these courses are criticised for being too academically oriented.
- Lack of flexibility in the provision of alternative qualifications, and not enough pathways for students to choose from.

- Although there is a prescribed curriculum at the level of Forms I, II and III, supported by curriculum materials which have been centrally prepared, commercial textbooks are used extensively. There is, thus, a lack of uniformity and purpose resulting in insufficient preparation for later years.

13.2 ASSESSMENT

Assessment is the process of gathering, interpreting, recording and using information about the learning achievement of children. It gathers information about what learners know and can demonstrate as a result of their learning processes. Assessment and evaluation lie at the heart of a curriculum. Assessment is the means of testing the effective learning abilities and capacities of the learners in order to obtain necessary feedback to reinforce, change or adapt the curriculum and educational efforts that are being used. Appropriate assessment systems would ensure that everyone in the class participates in the teaching and learning process. The system must ensure that every child is given the opportunity to learn and thus has a fair share of the heavy investment that goes in education. However, examinations and class tests, which have for long been the dominating assessment tools in our education system, have a rigid design, which permit only to gauge the extent of academic achievement. An education system in which examinations and class tests are the only indicators of educational achievement inevitably promotes a one-dimensional learning pattern chiefly focused on academic success.

Assessment within education will have to inform and improve teaching programmes and students' on-going learning. **The teacher, the child and the parents should know how much s/he has learnt at the end of a lesson, at the end of a term and at the end of an academic year. The proposed assessment strategies will be mostly curriculum-based**. Therefore it is initially important to define the learning outcomes and then find the suitable ways of ensuring that the children have actually acquired the desired skills and competencies. Assessment should therefore:

I. Reflect and communicate teaching and learning expectations (curriculum-based assessment).
II. Provide a **fair opportunity** to all pupils to show what and how they have learnt (performance-based assessment).

III. **Diagnose learner strengths, weaknesses and needs of the pupils** (the diagnostic role).

IV. Inform and guide instruction by providing **feedback** to teachers and pupils about the progress in order to **support future learning** (the formative role).

V. Motivate and **focus learner attention** and effort (the formative role).

VI. Provide information about the level of **pupils' achievements at different points** during and at the end of school (the summative role).

VII. Provide the means of selecting by qualification (the certification role).

VIII. Contribute to the information on which judgments are made concerning the effectiveness or quality of individuals/ institutions/ instructional programmes (the evaluation role).

There are different methods and approaches that can be used for assessment. These methods will depend on the goals set for the programme and the subject that is being taught. Assessment can be both in the formal or informal modes. Formal assessment is a set of procedures for gathering information about the learners that are created with special care and are closely matched to the competencies in the curriculum. Formal assessment is usually graded and recorded and the ways may include a variety of techniques such as:

- Short tests
- Quizzes
- Oral examinations
- Performance assessment tasks
- Tests and examinations
- Projects
- Portfolios

Informal assessments are procedures for gathering information about learning that teachers frequently use on the spur of the moment or casually during classroom activities. They are not necessarily carefully planned but are meant to provide useful information to help in the teaching and learning process. Informal assessment is not graded or recorded and the ways to carry it out can include the following:

- Questioning a learner
- Observing a learner's work

- Reviewing a learner's homework
- Talking with a learner and listening to a learner during a recitation

When both formal and informal assessments are carried out on a regular and continuous basis they are referred to as **continuous assessment.**

13.2.1 CONTINUOUS ASSESSMENT

Continuous assessment is the **process of gathering information** about the learner's learning disposition and progress in a timely fashion, throughout the educational programme. Continuous assessment is important because it provides regular information about teaching, learning and the achievement of learning objectives and competencies. **Continuous assessment also allows the teacher to assess in a classroom environment, performance-based activities that cannot or are difficult to assess in an examination**. Performance assessment is a testing tool that requires the learner to perform a task rather than select an answer from a ready-made list. Teachers then judge the quality of the task performed based on a set of pre-planned criteria. Continuous assessment allows to better use the **'assessment-feedback-correction' learning cycle** that is missing from the time-limited examination. It encourages the **use of alternative forms of assessment** to make students become **better learners, develop self-confidence** and to **perform autonomously** to enable them to give better performance in examinations. The assessment is in fact continuous because it:

- Occurs at various times as a part of instruction
- May occur following a lesson
- Usually occurs following a topic
- Frequently occurs following a theme

Continuous assessment in the classroom carried out by the teacher may be used both for formative and summative purposes.

13.2.2 SUMMATIVE ASSESSMENT

This assessment is intended to provide information to be used in making judgments about a student's achievement. Such information is given in quantitative terms. The summative assessment is often one test or high-stake exams that are conducted either at the end of a chapter, course or syllabus, usually at the end of the academic year. This type of assessment as its name suggests will sum up the lessons that had to be learnt and the goals of these lessons will be reflected in the questions set. The results obtained from the summative assessment can be used to judge the level of learning of the pupils in a classroom, school or at national level. It will give an idea whether the goals have been reached at the end of the programme. The results obtained are also comparable with other schools or results from previous years.

The summative component of continuous assessment can serve the dual purpose of quantifying educational achievement while at the same time accomplishing a formative role. Giving marks and grades without any advice for improvement and comparing students with each other may demotivate them and lower their self-esteem. In addition, assessing quantity rather than quality and not taking into account students' learning needs may distort the picture of the level of attainment.

13.2.3 FORMATIVE ASSESSMENT

Formative assessment is intended to provide information for both teacher and student about the progress of that student so that corrective/remedial action may be taken to help achieve the desired learning outcomes. Such information is given in qualitative terms and can be used constructively by the learner. The information that is fed back is in the form of notes and comments on the assessment. **The student has thus immediate evidence on her/his performance and remedial actions can be undertaken by both the teacher and the learner**. However, continuous assessment will be formative only if feedback and remedial actions are taken properly, effectively and immediately. Thus continuous assessment must take place on a continuous basis to promote learning, avoid rote memorization, and the use of different learning methods, activities and real-life examples and focus on development of knowledge, skills, attitudes and values based on the content of the curriculum. **The results from formative assessment can be used to improve the quality of student learning and**

the teaching methods thus ensuring that the goals of the instruction and curriculum are achieved. It must be possible to use the performance from the continuous assessments to test the process of knowledge and understanding and to reflect the attitudes, character and interests of the learner. According to the Qualifications and Curriculum Authority (QCA) in England, central to formative assessment is that it:

- Is embedded in the teaching and learning process of which it is an essential part.
- Shares learning goals with pupils.
- Helps pupils to know and to recognize the standards to aim for.
- Provides feedback which leads pupils to identify what they should do next to improve.
- Has a commitment that every pupil can improve.
- Involves both teacher and pupils reviewing and reflecting on pupils' performance and progress.
- Involves pupils in self-assessment.

In fact, the main difference between summative and formative assessment is that the former tends to test the product of learning whereas the latter aims at testing the process of learning to improve the product. Therefore, the inclusion of the formative element in the curriculum has the potential to positively impact on the teaching-learning processes.

13.3   TRENDS IN ASSESSMENT

In order to make an assessment strategy effective and constructive the results have to reflect the goals and must enable the teacher and decision makers to take action in case of negative results. The assessment of students' performances in Mauritius has so far focused on the one hand, on external examinations conducted by the MES at the end of primary education, the Certificate of Primary Education; those prepared and organized by Cambridge International Examinations and administered by the MES locally at the SC/ GCE 'O' level and the HSC/ GCE 'A' level, and on the other hand, by formal end-of –term and end-of-year assessments which are school-based. The CPE examination is both a certification of end of primary school results-based (marks/grades) performance and a selection instrument for admission in secondary

schools. However, the product from these types of testing is often not useful to help remedy a situation where there are instructional or learning problems and they have a 'backwash' effect on the curriculum. In providing results on the performance of the learners it does not give any idea on where the problem was situated, at what particular time and why it was so. The absence of a mechanism to monitor and chart pupils' progress in the primary cycle is a serious weakness of the educational system with the result that one quarter of the cohort of primary school pupils reaches the end of primary education illiterate, a '*constat d'échec*' too late.

Assessment and evaluation coupled with appropriate incentives can motivate students to learn better, teachers to learn more effectively and schools to become more supportive and productive environments. The proposed curriculum aims at moving beyond the traditional teaching and learning process in order to ensure the overall development of our children. Knowledge and skills in school subjects such as languages, mathematics and science are essential foundations for almost any curriculum worldwide. However, there is general consensus among curricular specialists, including most stakeholders in teaching, that our present curriculum is quite restrictive and it may even accelerate serious curriculum divide. Such curriculum divide is very likely to perpetuate the syndrome of predictive failures. With all the financial, instructional and training inputs that our society has consistently invested in the education sector, we can succinctly assume, without having to point fingers to any stakeholder, that it was quite difficult task to bring about a much better and worthwhile paradigm shift that could possibly show evidence of equity and natural justice for all our primary school children, let alone quality curriculum activities. This is why we firmly believe that we can no longer afford not to afford a properly well thought curriculum that will meet both our national goals and at the same time the needs and aspirations of every school child. To achieve this, we need to examine and review our primary curriculum framework. It is also very imperative to ensure that we can plan and implement a more realistic and up to date learning competencies that are broad-based, comprehensive and appropriate so that the pupils' learning outcomes will show clear evidence of the overall visible and measurable achievement of every pupil in our education system. Problem-solving skills, that is, the capacity of pupils to understand problems, to identify relevant information or constraints, to present possible alternatives or solution paths, to develop solution strategies and to solve problems and communicate the solutions are examples of the wider range of competencies all our

pupils should be able to develop. Moreover, as the school system embraces the entire relevant age group, it must provide the education that is best able to meet the varying abilities and interests of the children within it. It is believed that one of the effective way to change pupil's learning is to change the assessment system due to the very close connection between assessment and the teaching and learning process.

The global trend is to move away from looking at the product of learning to looking at the process of learning, that is, looking at how students are learning and what can be done to support their learning activities and experiences. External end of cycle testing, as it is carried out at the moment in the Mauritian system, does not allow teachers to adapt their teaching to the needs of the learners as feedback is not provided during the learning process. Therefore, no opportunity is provided to look at the process of learning.

The international trend in assessment is towards a combination of both external assessment and internal assessment. Internal or school-based assessment is seen as a tool for better learning and as an integral part of the teaching and learning process, where equal importance is attached to diagnostic and formative as well as to summative assessments.

The policy document lays a lot of emphasis on the use of formative assessment. It proposes:
- To use new ways of reporting level of achievement reached rather than simply using of marks, grades and ranks in order to provide information that is more meaningful to teachers, students, employers, training institutions and associated stakeholders
- To provide additional support to teachers in terms of more reliable assessment tools
- To use assessment in both primary and secondary levels not only to award grades but also to provide feedback in order to improve learning outcomes.

It also proposes to make summative assessment more meaningful. Summative assessment can help students in their learning if the following conditions are applied:
- The objectives of the assessment procedures should be clearly explained to the pupils.

- The criteria by which the teacher will judge achievement in relation to these objectives should be explicit and understood by the learners.
- The results of the test/ assessment should be fed back to the learners so that they can have a clear overview of their progress in terms of strengths, opportunities, weaknesses and 'next steps'.

A framework for Curriculum-based Continuous Assessment is proposed as follows:

A Framework for Curriculum-Based Continuous Assessment

(Continuous Assessment that is aligned with the learning outcomes stated
in the official curriculum for each subject)

Continuous Assessment for FORMATIVE PURPOSES
(Provides the teacher with information to guide a student's
learning from day to day.)

Continuous Assessment for SUMMATIVE PURPOSES
(Provides teachers, students, parents, and school officials
with information they may use to draw conclusions about how
well a student has attained the learning targets of the official
curriculum.)

Assessment for Learning
Are mostly

but may include some

Assessment of Learning
Are mostly

Informal Continuous Assessment
(Teachers' casual and impromptu observations and impressions
of students' learning progress in relation to a curriculum's learning targets.)

Formal Continuous Assessment
(Procedures crafted with deliberation and care to
be aligned with the curriculum's targets.)

Include techniques such as

Include techniques such as

Reviewing homework and seat work	Observing students	Talking to students to determine whether they understand	Listening to students' responses during recitations and lessons

Curriculum embedded tests	Tests and quizzes set by an individual teacher for her/his own students	A teacher's systematic evaluation of a student's:	Termly assessments set locally by groups of teacher using

A teacher's systematic evaluation of a student's:
- Project
- Products
- Art/craft
- Performance

assessment plans

Become the basis for

Become the basis for

INSTRUCTIONAL CONTINUOUS ASSESSMENTS
(Formal and informal assessment results are used on an ad hoc
basis for monitoring students' progress through the units of instruction.)

OFFICIAL CONTINUOUS ASSESSMENTS
(Marks are formally weighted and combined according
to a prescribed formula to be used to determine one or
more summative, continuous assessment grades for
a term or for the entire school year.)

Which serve these primary purposes

1. Identifying a student's learning problems on a daily and timely basis.
2. Giving immediate feedback to a student about her/his learning.

(Not used as a basis for termly or yearly grades.)

(Not recorded in a student's official records, but a teacher may wish to record these assessment results for her/his own purposes.)

Which serve these primary purposes

1. May be used in identifying students' strengths and weaknesses on a periodic basis.
2. Periodically reporting to parents a student's progress over a relatively large segment of the official curriculum (i.e. report card).
3. Forming the basis for termly and yearly grades.
4. Officially recording a student's progress in attaining the curriculum's major learning targets (i.e. permanent record card).
5. For certification purposes, combining the summative grades with certification examination results for:
   (a) certifying students
   (b) selecting students for next level of schooling

13.4 MODERATION

Keeping records from continuous assessment and from end-of-cycle summative assessment are two quite different exercises. This is mainly because the assessments are mainly qualitative and are not always reflected in the use of grades or marks. It is very important to keep the results in a concise and comparable way so that they can be used for later inference or certification. The results obtained must also be made available to the different stakeholders, that is, the learner, the parents, the teachers, the inspectors/mentors and the decision-makers. There are different methods that can be used to keep records from continuous assessment. These can be in the form of record cards, portfolios etc, that must be carefully kept so as to be available at the end of the academic year and can be used to judge the performance of a student. Moderation is thus vital. Internal and external moderation are processes designed to ensure that the levels of achievement in selected subjects recorded on the certificate must be structurally corroborative with internal and external moderation. This involves the moderation of teacher judgments that are based on evidence of student achievement matched to criteria measuring learning outcomes. **A moderation system will**:

- Ascertain **fairness, validity and reliability** issues of evaluation procedures
- Ensure **uniformity** in assessment procedures across schools
- Evaluate the performance of assessors
- Set up a **support system to assist and guide** assessors
- Verify the **authenticity of the learner's work**
- Provide an appeal mechanism for dissatisfied learners.

Moderation processes will therefore approve schools' work programmes and study plans from which students' results may be recorded. The criteria used for moderation must stand the test of validity, usefulness and reliability and, therefore, they should be very clear and precise and be made readily available to teachers and students so that they can be properly implemented.

Internal moderation can be in the form of face-to-face, cluster or statistics moderation. The moderators must be able to assess the fairness and validity of the assessments. They must be able to validate the authenticity of the student's work and make sure that s/he did **not receive external help in an unfair manner**. They must also be able to provide support, advice and guidance on the remedial actions that need to be taken and to ensure that the continuous assessment is being carried out on a regular basis throughout the academic year. The internal moderators should be selected principally from the senior educators from among the school staff.

External moderation can be carried out by moderators especially appointed for a region. They can carry out their moderation by choosing a cluster of schools from their region. They can also help the internal moderators through regular meetings and draw up guidelines and standards for the assessment requirements with respect to the curriculum subject domains.

13.5   IMPLEMENTATION

It is proposed that the primary level be divided into three stages of two-years each. This will enable teachers and pupils to develop interpersonal and affective relationships which are the vehicle through which the cognitive development of pupils can take place during this age range. The main assessment modes to be used in each stage and their purpose are described hereafter:

13.5.1 ASSESSMENT AT STAGE I (STDS I & II)

Emphasis will be placed on Literacy, Numeracy and Health and Physical Education. Other domains of learning, emanating from subjects as Basic Science, Arts and History/Geography will be integrated in these core subjects- ICT will be used as a tool for learners.

During the first two years of primary schooling, there should not be any pressure of examination on the young learners. The daily progress should form the basis of assessing performance. All the skills developed should be recorded and continual feedback should be

provided to parents. Recording can be in the form of record cards and very simple portfolios which will provide information on the learners' efforts, progress, achievements and the human capital or their intellectual potential. The progress card can be in the form of a simple card where the cognitive, behavioural and psychomotor developments during the teaching and learning process are noted. A more detailed profiling can give more information on the skills that have been developed by the child. The portfolio can be used for specific subjects to keep records of sample tasks carried out by the learner. These records will help the children to make a smoother transition from one grade to another.

A list of expected/ desirable skills will be provided at the beginning of standard I. It will be used to identify the level of skills the child has acquired. The results will be used and incorporated in teaching.

The MIE, MES and other stakeholders will design a checklist of competencies to be used for that purpose.

13.5.2 ASSESSMENT AT STAGE II (STDS III & IV)

At this stage, in addition to Literacy and Numeracy, Health and Physical Education, Basic Science, History & Geography and the Arts will be introduced as separate disciplines. Life skills, Values, Citizenship Education, ICT, and Body Awareness will be integrated in the core subjects. The content of these core subjects will be deloaded to allow for innovative, inclusive teaching approaches that will cater for the individual needs of learners.

During this stage, the evaluation will be integrated in the teaching through the use of checklists and oral tests. The evaluation will be administered and recorded by the teacher and will help to measure the progress of the child and identify her/his strengths and weaknesses. The results will be used to update the record cards. The continuous assessment tasks and projects which will be used to keep records in the record cards and/or portfolios will also aim to measure:

- Punctuality
- Neatness
- Discipline
- Completion of given task
- Handling of books and equipment

- Working in groups
- Participation in school activities and other events
- Leadership qualities
- Accepting responsibilities
- Initiative
- Persistence
- Self confidence
- Cheerfulness
- Attitude towards school
- Self control
- Attendance
- Conduct
- Etiquette
- Special aptitude
- Emotionally stable
- Hard working
- Interest
- Creativity

At the end of Standard III, there will be a competency-based evaluation/test in Mathematics, Languages and Basic Science. Other Life skills: Values, Arts, Movement Education, Music, Body Awareness will be assessed through Portfolio.

At the end of standard IV, a national test in Languages, Mathematics, Basic Science, History & Geography will be administered. Assessment of Life skills through portfolios will be carried out by the teacher.

The purpose of the tests that will be held at the end of Std III and IV is to keep parents informed of the progress of the child and to detect any gap in her/his learning. The portfolio will also be used to keep the best samples of the pieces of the students' work and will help to remind them of their strengths and weaknesses. These can also be in the form of papers, video tapes, progress reports or related materials. The tests carried out will be recorded by the teachers at the school level. The record cards will also be updated.

The tests will be designed by MES and MIE but the marking and recording will be done by the teachers at the school level.

13.5.3 ASSESSMENT AT STAGE III (STDS V & VI)

The same core areas will be reinforced with a view to preparing pupils for the end of primary cycle assessment. Sex Education will also be introduced at this level.
During the last two years of primary schooling the record cards and portfolios will continue to be used. However, more stress will be laid on formative assessment rather than summative assessment. A gradual redesigning of the CPE will start so that the results provide a better profile of the aptitudes of the children. This is expected to take 3-4 years during which period the use of continuous assessment will be reinforced.

At the end of standard V, a national test in Languages, Mathematics, Basic Science, History & Geography will be administered. Assessment of Life skills through portfolios will be carried out by the teacher. The tests will be designed by MES and MIE but the marking and recording will be done by the teachers at the school level.

At standard VI level, the process of redesigning the CPE will start. It is proposed to have a medium term formula which is broad-based and has the advantage of not only unburdening the examinations but of also taking into consideration those subjects (The Arts, Health & Physical Education etc..) which have until now been ignored. These aptitudes are as important in life and on the job market as any of the other subjects. This will constitute a breakthrough effectively empowering the nation's children. **The CPE Certificate will no longer be based exclusively on a one-off end-of-year written exam, but also on the basis of continuous assessment. Once the medium term mode of assessment for certification has been successfully implemented and validated, it will be possible to implement the long term proposal providing for the inclusion of continuous assessment marks for both certification and selection purposes at the CPE**.

It is only after the successful implementation of the medium term objectives that it will be possible to abolish the CPE altogether as a certification and selection

examination, enabling the nation's children to move on to Form III, when their potential will be measured for diagnostic and orientation purposes. This will further **empower the young generation** while also **enhancing the quality** of their educational activities.

Figure 1.1 shows in tabular form the continuous assessment and National Achievement of primary education

STAGES	STANDARDS	ASSESSMENT & EVALUATION			
Stage One	**Standard 1** **Standard II**	Baseline cognitive profiling Communicative synchrony Literacy and Numeracy evaluation	Bridging the gap Input remediation		
		Continuous assessment		Continuous Assessment (%)	National Achievement (%)
Stages: **Two** **&** **Three**	**Standards:** **III & IV** **V & VI**	➢ Periodic diagnostic and progress testing; ➢ Measuring achievement and potential; ➢ Diagnosing strengths and weaknesses; ➢ Assessing and recording levels of attainment; and ➢ Assessing and recording competencies.	English	30	70
			French	30	70
			Oriental language	30	70
			Basic Science	30	70
			Mathematics	30	70
			History & Geography	30	70
			Health & Physical Ed.	70	30
			The Arts	70	30
		National Achievement Tests at Standards IV and VI			

Figure 1.1: Continuous Assessment and National Achievement

13.6 CONCLUSION

Assessment in education is required to serve many diverse purposes. However, the priority of the government and the aim of ALL reforms are to ensure that no child is left behind. Every child must have a fair share of the huge State's investment in education. The inclusion of continuous assessment in our education system is a step forward to achieve this objective. Continuous assessment, which can be complementary to the end-of-year summative assessment, must help to reduce pupil's anxiety to carry out a high-stake exam at the end of the academic year which on its own might not reflect the aptitudes, skills and knowledge gained by the student throughout the year. The continuous assessment method will empower teachers to use a variety of local and available resources to transmit knowledge and to effectively help the student to extrapolate knowledge to real-life situations. The continuous assessment method will provide a continuous report on the levels reached by the student throughout the year thus providing a means to assist the teachers to remedy the methods of teaching immediately if need be.

It is very important to ascertain the teacher's perception and understanding of continuous assessment, their skills in carrying out different activities and their attitudes towards the curriculum to be able to implement effectively this method of assessment.

(**SEE ALSO ANNEX VI: ASSESSMENT AND EVALUATION**)

ANNEX VI: ASSESSMENT AND EVALUATION

i) Overview

Based on the new vision of the National Curriculum Framework, the mode of assessment and evaluation for Stages 1 – III of the Primary School is premised on the gradual replacement of the CPE examination by a system of **continuous assessment** and summative evaluation which will be more equitable, fair and appropriate. It is generally agreed that effective teaching and learning requires continuous and periodic, standards-based assessment to determine what learners have learned and what they still need to

learn in order to achieve the curriculum learning competencies and subject-based specific learning competencies as set out in the National Curriculum Framework. Such information plays a critical role in planning how and what to teach at every level of classroom and school so as to ensure that no child is left behind in our society.

Additionally, the data resulting from the results of assessment and evaluation would be used to evaluate the quality of current instructional practices and make decisions about suggesting continuous professional development needs for training, re-training and upgrading of teachers in the Primary Education Sector.

Also referred to as formative assessment, the continuous assessment process would be used at the

National level to

I. Monitor student progress relative to curriculum goals and standards and/or the approved instructional sequence, and then plan appropriate school improvement strategies;

II. Provide disaggregated data (profiling and communicative Synchrony i.e non verbal competencies) for a more comprehensive assessment of the pupil's performance during the process of instructional planning, implementation and monitoring of the primary curricular programmes;

III. Identify the needs and challenges of specific schools throughout the educational system in Mauritius, Rodrigues and the 0uter Islands;

IV. Track general trends in student learning for all subject areas;

School level to

I. Track general student progress through the approved domain curriculum and against general standards outlined in the National Curriculum Framework;

II. Create profiles of individual learners, and identify learners with specific needs, and plan instructional sequences that meet their needs;

III. Identify demonstrable effective teaching techniques where sharing instructional and pedagogical activities may help to provide useful experiences for all teachers with a view to developing good and sound teaching competencies;

Classroom level to

IV. Evaluate student learning competencies as an on-going process during classroom instruction, with results used to determine areas of special emphasis and focus before beginning of new instructional lesson activities;

V. Enable teachers adjust content and teaching strategies to address the needs of less talented students so that 'no child is left behind' in the classroom;

VI. Identify strengths and weaknesses of individual student achievements, and, on the basis of this information, to improve the achievement levels of students;

VII. Evaluate student learning competencies towards the end of an instructional unit or term, with results used to measure what students have learned and determine what areas may need further remedial inputs;

VIII. Identify ways and means to improve the achievement levels of pupils;

ii) Assessment and evaluation – Primary School

For the purpose of the National Curriculum Framework the term 'assessment' is defined as a formative assessment activity designed to show what a learner knows or can do. The

assessment goals are intended to be reached through <u>formal</u> and <u>informal</u> modes of assessment implemented jointly by the class teacher and immediate stakeholders to include Zone Directors, Head Teachers, Deputy Head Teachers, Inspectors, MES, MIE and MOEHR. The overall evaluation process would be concerned with appraisal of the individual learner. The pupil-centered learning activities of EACH CHILD shall encompass the real "multiple intelligence" structurally linked with all the specified learning competencies and, which, henceforth, will be assessed continuously and comprehensively in the Primary Education Stages I, II and III. The teacher would also use information derived from such assessment of students to make important and constructive curriculum decisions, such as simplifying and rearranging the scope, sequence and understanding of the curricular content of every descriptive of classroom learning activities.

iii) Continuous assessment

Traditionally, formal assessment, in the form of end-of-term or end-of-year written class tests, have focussed on diagnosing learners' weaknesses and shortcomings, denying teachers the opportunity to reflect on how best they can improve and redirect their own teaching strategies including the implementation of effective remedial activities.

The National Curriculum Framework recognizes the educational potential of the current movement in formative assessment towards integrating **continuous assessment** as a mode of curriculum evaluation and fostering in-built remediation while developing life skills.

In the National curriculum Framework assessment and evaluation would be conducted in areas such as Languages, Mathematics, Basic Science, History and Geography, Health and Physical Education, the Arts with the Life Skills.

iv)   Principles of assessment and evaluation

The following general principles would guide assessment and evaluation in core learning areas:

        (i)   The Content Principle:

Assessment should be anchored in important core elements of the subject domain, and its goals should be to assess tasks that elicit pupils' work on the meaning, process and uses of the competencies developed;

(ii)   The Learning Principle:

Assessment should be an important and integral part of learning and teaching, rather than a culmination of the process, and it should enable pupils to make connections with other subject areas and construct new knowledge from what they know; and

(iii)   The Equity Principle:

Assessment should be used to determine what pupils have learned and what they still need to learn, and it should be based on the premise that all pupils should study the core subject areas, not only the talented few, and it should not be regarded as a 'filter' to stream pupils into other learning pathways, e.g. pre-vocational. Therefore, no child shall be left behind.

v) Assessment of at Stage One

According to the Assessment Framework (page 22) laid out in '**Towards a Quality Curriculum: Strategy for Reform**', assessment for **Standard 1 and Standard II** is based on

     i.   **cognitive profiling;** and
    ii.   **communicative synchrony.**

i.   Cognitive profiling

is done through observation and recording by the classroom teacher (in the **Student Record Card** (SRC)) aptitudes and competencies acquired by the learner during the

'**Bridging the Gap**' phase of the learning process. The teacher would make up for deficiencies to ensure level 'learning' field for all.

ii.   Communicative Synchrony

refers to the non-verbal signals that convey meaning in terms of behaviours, (such as smiles, nods, frowns, raised eyebrows, grimaces, etc.) in dyadic interaction (one-to-one conversation) between the learner and teacher.   For evaluation of communicative **synchrony,** the teacher uses the process of dyadic interaction to identify behavioural deficiencies especially with children with special needs who may need timely remedial to save the child entering the proverbial 'failure-cycle.' Communicative synchrony helps to indicate that the child to whom you are talking is listening and responding, and giving clues through these responses to what is going on in his or her mind.

The importance of profiling and communicative synchrony as modes of early childhood behavioural assessment is to ensure provision of early input remediation in order to level off the chances for every child to develop socially and intellectually in a healthy school environment. Addressing issues of synchrony early during the child's development would also help reduce problems associated with drop-outs in primary schools.

An evaluation grid in the form of a monitoring sheet or checklist for profiling functional competencies in **Literacy** and **numeracy** at Stage One, designed by the MIE (in collaboration with MES), are implemented in 2007 as part of the **National Literacy and Numeracy Strategy** programme.   The evaluation grid is modelled on the curriculum standards as defined in the **National Curriculum Framework**,

 The monitoring sheet/checklist is premised on the *instructional delivery domain*, that is the Stage One workbooks can be used as a source of test of the curriculum, with emphases on content, what is actually taught in the classroom and the competencies acquired by children. Workbook assessment is task-, performance- and curriculum-based and can produce significant information about children's knowledge and abilities if the focus is on

encouraging them to show what they are able to do, rather than diagnosing their shortcomings. An important objective of workbook assessment is that it provides teachers opportunities to assist every child to complete learning tasks with 'leaving no child behind'.

vi) Domain specific assessment and evaluation

In recognizing the fact that each curriculum domain has its own specificity in terms of nature of content and structure, it is critical to incorporate this important consideration in designing and implementing **continuous assessment** schemes at each stage of the school system. In response to this requirement, the following continuous assessment schemes are recommended to be implemented at the primary school level from Stages 1 – III.

- **Assessment in Languages**
- **Assessment in mathematics**
- **Assessment in Basic Science**
- **Assessment in History &Geography**
- **Assessment in Health & Physical Education**
- **Assessment in the Arts**
- **Assessment and Evaluation at Stage Levels – One and Two**
- **Continuous Assessment Stage Two**
- **Continuous Assessment at Stage Three**

CHAPTER FOURTEEN

14.0   TEACHER EDUCATION AND TEACHER TRAINING

14.1   INTRODUCTION

The curriculum framework sets out guidelines for the classroom, and school-related activities, and the major responsibility for translating it into reality rests with the teaching profession.   Teachers will be called upon to display **professionalism, high quality standards and a strong commitment to the values of equity and social justice**. The proposed reform offers to teachers a real opportunity to take the lead and adapt the framework to the realities of their classrooms.   However, the **success of any curricular reform** depends on **provisions made to empower** teachers to effect the transition. Teachers, in their role as a **cognitive, social and moral role model**, should be able to demonstrate those characteristics which will enable children to develop the **desired personal attributes and social and intellectual qualities to face the different challenges of adulthood**. More precisely the teacher will have to develop the following set of values, knowledge and skills:

(i)   Caring for children

(ii)   High **ethical** standards

(iii)   **Enthusiasm** about teaching

(iv)   **Self appraisal** and critical evaluation of own work

(v)   Willingness to continuously **learn and improve practice**

(vi)   A **lively mind** and a broad range of interests

(vii)   Collegiality and **team** spirit

(viii) Good communication

(ix)   Ability to **plan and manage** learning

(x)   Recognition of the **uniqueness of each child**

(xi)   Ability to use ICT as a pedagogical tool.

In line with the proposed changes at the level of pedagogy and assessment, adequate consideration will be given to the re-orientation of teacher education. Immediate arrangements have to be made to enable teachers to deal with the short term implications, especially at the level of continuous assessment at both the primary and secondary levels.

The relevant knowledge, values, skills and attitudes have to be developed with a **greater coherence to facilitate the adoption of an integrated approach** to both the primary and secondary curriculum.

14.2   PRIMARY

Teacher training in the primary sector is crucial for the achievement of **Literacy and Numeracy** targets.   The proposed curriculum innovation, in so far as assessment is concerned, will require both the MIE and MES and other stakeholders to carry out **intensive training sessions** in all zones with teachers, headteachers, pedagogical inspectorate so that a **shared vision of good practice that does justice to the philosophy of equity and fairness is fostered**. Once this phase is completed, teachers will have to follow training courses on Continuous Assessment for the various disciplines/subject areas. A zonal and regional as well as a school-based approach can be adopted. When the guidelines for learning competencies and their performance indicators are finalized for each subject area, the focus should be on enhancing those skills and learning competencies which are considered essential in a competencies-based approach to assessment. The **aim of providing training in assessment** is not to transmit rigid guidelines for teachers to apply but to **enable teachers to understand the purpose and develop** their own tools as per the requirements of their pupils and their profiles. This **approach** recognizes that each **child is unique and has every right to have access to an education** that respects her/his aptitudes, needs, aspirations and learning styles.

Teacher training will be designed to:

(i)   Provide **short term intensive workshop** with inputs from MIE, MES and MCA regarding **continuous assessment** for teachers, headteachers, deputy headteachers, mentors and inspectors

(ii)   Enhance teachers use of language and communication skills

(ii) Help teachers develop lesson plans of activities which **integrate core values across subject areas**

(iii) Enhance teaching strategies and the teachers' commitment to the **activity-based** and **discovery methods** of learning and **co-operative** learning to make **learning fun and enjoyable**

(iv) Enable **early identification** of learning difficulties for **remedial** activities

(v)   Promote the development of ICT skills so that teachers can use **multimedia as a pedagogical tool**

(vi) Help teachers recognize and **value diverse abilities** and devise such activities which promote the **holistic development of each child**.

Special attention in the primary sector will be given to improve the language and communication skills of teachers and to equip them with the relevant scientific knowledge. In a science and technology driven era, teachers must be empowered to use and develop and adapt learning materials to suit their learners' need. Reform requires the transformation of our primary classrooms into busy laboratories where hands-on activities and self-driven learning become current features. Teachers will also be required to emphasise **differential learning techniques, self-directed and child-centered learning**, role play and story telling to further the aims of primary schooling.

Since school teachers will need the collaboration of headteachers, school Inspectorate and parents, ways and means must be devised to run workshops to ensure good practice in classroom activities. Only when all stakeholders have **embraced a common vision of education and have clearly understood the practical** implications of desired changes, will our teachers **perform with the greatest sense of accountability and diligence**.