

Extended Programme Progress Book

Grades 7 - 9+

School: _____

Name of Student: _____



Mauritius Institute of Education
under the aegis of



**Ministry of Education, Tertiary Education,
Science and Technology**

This document is a collaborative effort of a number of Institutions and cadres in Education

Project leader: Prof Vassen Naëck, Head Curriculum Implementation, Textbook Development and Evaluation
Mr Menon Munien, Advisor, MoE HR, TE SR
Mr Carl de Souza, Advisor, MoE HR, TE SR

Institutional collaborators

- MIE Panel Coordinators for the Extended Programme and Members
- Ministry of Education, Human resources, Tertiary Education and Scientific Research
- Mahatma Gandhi Institute
- Quality Assurance Division, Ministry of Education, Human Resources, Tertiary Education and Scientific Research
- Quality Assurance Division, Private Secondary Education Authority

Administrative support team

Mrs Pratima Appadoo

Graphics Section

Mr Rakesh Sookun

COPYRIGHT: This document is the property of the Mauritius Institute of Education (MIE). It should be used strictly for educational purposes and the MIE should be duly acknowledged. For any modification, the MIE's permission should be sought.

Foreword

We have the pleasure to offer you a Progress Book meant to systematically record the progress of students in Grades 7, 8, 9 and 9+ of the Extended Programme (EP). It has been developed by a team of resource persons and curriculum panel coordinators and members, based on consultations and the feedback received during the different sessions of the Community of Practice (CoP) conducted for the Extended Programme.

The progress book has been designed to record student growth over the course of the year. The goal is to effectively communicate how the student is developing, both as an individual and according to the objectives of the curriculum. It will provide an ongoing record of student's progress. It will also serve as a useful reference while writing progress reports for parents. The aim is to review the student's performance and to gauge her/his progression in a holistic manner. It is cumulative in so far as any decision taken about a learner is based on earlier records and decisions. It also seeks to provide guidance to the learners as any data gathered will serve as the basis for planning and implementing initiatives for further academic growth and development.

Progress monitoring has the following benefits: (i) Students learn more quickly because they are receiving more appropriate instruction; (ii) Educators make more informed instructional decisions; (iii) Documentation of student progress is available for accountability purposes; (iv) Communication improves between families and professionals about student progress and (v) Educators have higher expectations for their students.

A record of progress will provide the EP Educator with a clearer idea of where each student is heading and how to provide each student with adequate support to attain the goals set for a particular grade. Thus, the Progress Book allows monitoring of student progress and provides the educator with data on the degree to which the student has mastered the learning targets, who would need re-teaching, additional challenges, and what the next learning target should be.

Progress monitoring also allows the integration of assessment with curriculum and instruction. It departs from traditional approaches to assessment and seeks to reduce confusion while establishing priorities for the learners and the school. We strongly believe that this new way of recording progress will have the effect of qualitatively and globally changing the ecology of instruction and evaluation in ways that will enable better support for student learning. While maintaining a record of progress may demand some additional work on behalf of Educators, it will soon lead to the recognition (on the basis of observations, documentation and learning opportunities) that keeping a Progress Book can improve student achievement and facilitate teaching.

We are extremely thankful to all those who have provided us with constructive feedback thereby enabling us to bring this progress book to fruition. We also acknowledge, with thanks and gratitude, the collaboration of all the academic staff of the MIE, the MGI, the cadres of the Ministry, and particularly the QA division of the Ministry and the PSEA, who devoted their time and effort to make the publication of this document possible. Our thanks also go to all those from the sector who have provided valuable comments and constructive criticism.

We hope that you find this material useful. We would certainly wish to improve it further with the help of your comments and suggestions after the first phase of its implementation.

Dr O. Nath Varma
Director, MIE

CURRICULUM GUIDELINE AND RECORD OF PROGRESS

Record keeping is an essential aid for teaching and learning. It is also important when the student changes schools or when there is a change of educator. The record of progress serves as a reference point for the new educator to begin teaching. A record book provides point-in-time information regarding student progress. It also provides a clear picture of the student's progress at the end of a specified period of schooling.

The progress book has been designed to reflect student growth over the course of the school year. The goal is to effectively communicate how the student is developing, both as an individual and according to curriculum expectations.

Procedure

The charts, for each learning area, are divided into two terms for the first year and three terms for the second year. When a student is evaluated at the end of each term, the educator inserts specific codes in the relevant space to indicate the level of progress. For all learning areas, the following codes(*) will be used as indicated below:

- L1 - Not achieved even with support (1 point)
- L2 - Starts to achieve with support (2 points)
- L3 - Achieved with support (3 points)
- L4 - Achieved without or minimal support (4 points)

The only exception to the above codes are the items marked with an asterism(*) in the Life Skills component where level descriptors should be read as follows:

- L1 - Not willing to demonstrate the behaviour (1 point)
- L2 - Willing to demonstrate the behaviour when required (2 points)
- L3 - Takes the initiative to demonstrate the behaviour (3 points)
- L4 - Eager to demonstrate the behaviour (4 points)

Grade Point Average (GPA)

A Grade Point Average (GPA) is used to report the student's level of performance. For each skill/competency, a student is marked level-wise on a scale of 1 to 4 points as follows:

Level 4 = 4 points.

Level 3 = 3 points.

Level 2 = 2 points.

Level 1 = 1 point.

The **GPA** is the sum of the different levels divided by the number of skills/competencies. The grade is obtained based on the grade point average indicated as below:

$$1 \leq x < 1.6 \rightarrow \mathbf{D}$$

$$1.6 \leq x < 2.4 \rightarrow \mathbf{C}$$

$$2.4 \leq x < 2.8 \rightarrow \mathbf{B}$$

$$2.8 \leq x \leq 4.0 \rightarrow \mathbf{A}$$

An example is provided to show the computation of GPA and the corresponding grade.

Skills / Competencies	Grade 7			
	Term 2*	Grade Average **	Term 3*	Grade Average **
Listening				
Recognise that English is being used	L1	C	L2	B
Identify short and familiar aural texts (e.g. speech, poem, song, story)	L2		L3	
Demonstrate understanding of short messages (e.g. directions, instructions, greetings)	L2		L3	
Listen attentively over a sustained period of time	L2		L3	
Show understanding of key vocabulary	L2		L2	

Term 2

Sum of skills/competencies (5 in all) =

$$1 + 2 + 2 + 2 + 2 = 9 \quad 9 \div 5 = 1.8 \rightarrow C$$

Term 3

Sum of skills/competencies (5 in all) =

$$2 + 3 + 3 + 3 + 2 = 13 \quad 13 \div 5 = 2.6 \rightarrow B$$

This booklet must be kept at school. It should not be sent to the home as it is an ongoing record of the student's progress. It will serve as a useful reference for writing progress reports for the parents. The Progress Book will be kept in the custody of the Rector. Upon transfer of a student, the Rector should ensure that the Progress Book is handed over to the Rector of the receiving school.

It must be emphasised that the completion and use of the assessment and progress record is not a mechanical task of going through the sections, filling in boxes or writing down a few comments. The purpose is to review the student's performance so as to gauge the progress in a holistic manner. This will enable the educator to take appropriate pedagogical decisions and any other person to obtain an appropriate profile of the learner.

Name of Student: _____

Name of Educator: _____

ENGLISH

Skills / Competencies	Grade 7				Grade 8						
Listening	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise that English is being used											
Identify short and familiar aural texts (e.g. speech, poem, song, story)											
Demonstrate understanding of short messages (e.g. directions, instructions, greetings)											
Listen attentively over a sustained period of time											
Show understanding of key vocabulary											
Speaking	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show willingness to participate in oral activities											
Pronounce words accurately											
Demonstrate ability to speak after preparation											
Demonstrate ability to speak spontaneously (e.g. introducing oneself, talking about routine activities)											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Speaking	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate awareness of social norms (e.g. greetings)											
Use simple sentences in the <ul style="list-style-type: none"> - affirmative - negative - interrogative forms 											
Reading	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show interest in reading											
Show understanding of basic conventions of text layout (e.g. directionality)											
Understand short and simple texts (e.g. short stories, poems, menu card, poster, time-table, leaflet, advertisement)											
Identify specific information in texts											
Read aloud with appropriate pace and pronunciation											
Provide some personal response to the text											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Writing	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use capital and small letters											
Copy sentences without mistakes											
Sequence jumbled sentences to produce a logical flow											
Spell familiar and common words correctly											
Write simple sentences											
Produce short and simple texts using a writing frame											
Use basic punctuation marks correctly (full stop, exclamation marks and question marks)											

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

FRENCH

Skills / Competencies	Grade 7				Grade 8						
L'écoute	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identifie l'utilisation du français											
Identifie des textes oraux courts et familiers (par ex. des conversations, une histoire, une chanson...)											
Démontre une compréhension de textes courts (par ex. des instructions, des souhaits...)											
Manifeste une attention soutenue pour pouvoir comprendre les textes écoutés											
Démontre une compréhension des mots-clés											
Compréhension / Expression orale	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Manifeste une volonté à participer aux activités à l'oral											
Prononce les mots de façon appropriée											
Démontre une capacité à prendre la parole après y avoir été préparé											
Manifeste la capacité de prendre la parole de façon spontanée (par ex. pour se présenter, pour parler des choses de son vécu/quotidien)											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Compréhension / Expression orale	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Démontre des capacités sociolinguistiques et pragmatiques basiques de l'oral (par ex. remercier, souhaiter, respecter les tours de parole...)											
Utilise des phrases simples à la forme affirmative, négative et interrogative.											
Manifeste de l'intérêt à lire											
Utilise le découpage syllabique ou la reconnaissance globale pour décoder les mots et les textes courts											
Démontre une compréhension des conventions textuelles de base (par ex. le sens directionnel pour lire...)											
Comprendre des textes courts et simples (par ex. des histoires courtes, des affiches, un pamphlet, un petit texte publicitaire)											
Identifie des informations spécifiques dans des textes écrits											
Lit à voix haute avec le débit et la prononciation qui conviennent											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						Remarks
	Term 2*	Grade Average**	Term 3*	Grade Average**	Term 1*	Grade Average**	Term 2*	Grade Average**	Term 3*	Grade Average**	
Écrire											
Manifeste une appréciation personnelle par rapport au texte lu											
Utilise les lettres minuscules et majuscules											
Recopie des phrases sans laisser des erreurs											
Remettre des mots en place pour le bon ordre syntaxique											
Épèle/écrire des mots familiers correctement											
Écrire des phrases simples											
Produit un texte court et simple en utilisant un canevas											
Utilise une ponctuation de base correctement (point final, points d'interrogation et d'exclamation, accents aigus et graves)											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

KREOL MORISIEN

Skills / Competencies	Grade 7				Grade 8						
Ekoute	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Ekout avek atansyon ek reazir de manier apropiye dan klas ek dan lekòl											
Ekout avek atansyon diferan sours text oral fonksyonel, literer ou odioviziel											
Demontre kapasite enn lekout kritik (rol lokiter ek so postir, diskriminn ek evalie seki pe dir, idantifie striktir enn text,...)											
Koze	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Partisip avek efikasite dan enn esanz avek diferan interlokiter dan enn varyete sitiasyon (servi postir lekor, mouvman ek rezis apropiye, vokabiler pertinan)											
Fer enn resi, lektir ou resitasyon avek fliidite ek ekspresivite											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Ekoute	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Fer enn prezantasyon apre preparasyon											
Servi so profil pliriling pou aprofondi so kapasite langazie											
Demontre kapasite exprim bann resanti (donn so lopinion, partaz enn lexpertyans personel, enn santiman)											
Lir	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Devlop enn gou pou lektir											
Amelior so bann stratezi lektir pou lir a enn bon vites ek bien (avek presizion, ek konpreansion alafwa)											
Adapte so stratezi lektir selon tip text ek fonksion lektir											
Idantifie bann diferan tip text ek zot striktir											
Devlop enn akwite grandisan pou diskriminn ant bann prosedir lir KM ek lezot langaz											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Ekrir	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Fer enn apresiasion personel enn text											
Kopie bann text deplizanpli long vit ek bien a-lamin ek lor ordinator/tablet											
Fer bann dikte prepare ek bann oto-dikte a-lamin ek lor ordinator/tablet avek enn ezans ek enn korek-sion grandisan											
Amelior so kapasite fer konsepsion enn prodiksion selon tip text ek lodians											
Amelior so kapasite organiz enn prodiksion lor ki li pe travay selon lefe ki li oule prodir											
Pas par tou letap ki kapav ede (fer dikte profeser ou enn zelev pli konpetan, anrezistre oralman dabor, tap lor Word, etc.) pou redaksion so prodiksion ek anfin revizion											
Zouti Langaz	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Servi ordinator ek bann fonksion lekritir lor telefonn pou fasilite so rapor avek lekritir											
Devlop enn lintere pou diversifie ek afinn so vokabiler KM											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Zouti Langaz	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demontre enn konesans gramer ek syntax KM fonksionel (ex: servi diferan tip ek striktir fraz; fer bann transformasion, ...)											
Devlop enn konsians lingwistik (ex: kone kan pe servi KM ou enn lot langaz; konpar vokabiler ou bann striktir dan KM avek enn lot langaz)											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

KREOL MORISIEN

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

ASIAN LANGUAGES

Skills / Competencies	Grade 7				Grade 8						
Listening	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify short and familiar aural texts (e.g. speech, poem, song, story)											
Demonstrate understanding of short messages (e.g. directions, instructions, greetings)											
Listen with understanding to simple text											
Listen carefully over a sustained period of time											
Show understanding of basic vocabulary											
Speaking	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show willingness to participate in oral activities											
Pronounce words accurately											
Demonstrate ability to express oneself after preparation											
Demonstrate ability to speak spontaneously (e.g. introducing oneself, talking about routine activities)											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Speaking	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate ability to speak about one's immediate environment (e.g home, school)											
Demonstrate awareness of etiquette											
Use simple sentences											
Reading	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show interest in reading aloud											
Understand short and simple texts (e.g. stories, poems, songs, poster, advertisement)											
Identify key information in texts											
Read and recall ideas in texts											
Read aloud with appropriate pace, correct pronunciation and intonation											
Show willingness to participate in oral activities											
React to situations in the text											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Writing	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Write letters of the alphabet correctly											
Copy sentences without mistakes											
Sequence jumbled sentences to produce a logical flow											
Spell familiar and common words correctly											
Write simple sentences											
Write words and sentences legibly											
Grammar	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Common, proper, abstract nouns											
Personal pronouns											
Verbs (Present, Simple Past, Future Simple Tenses)											
Adjectives											
Masculine, feminine											
Singular/Plural											
Preposition, post position, case											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

MATHEMATICS

Skills / Competencies	Grade 7				Skills / Competencies	Grade 8						
Numbers	Term 2*	Grade Average **	Term 3*	Grade Average **	Numbers	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise, read, count and write numbers up to 1 000					Recognise, read, count and write numbers up to 100 000							
Identify and write the place value of numbers up to 1 000					Identify and write the place value of numbers up to 100 000							
Perform addition and subtraction of two-digit numbers with and without carrying/ borrowing					Perform addition and subtraction of up to 4-digit numbers with and without carrying/ borrowing							
Make sense of multiplication and division					Understand when a problem context requires multiplication/ division							
Perform multiplication of single-digit numbers involving multiplication tables 2 and 3					Perform multiplication involving two-digit multiplier							
Perform division of two-digit numbers in 2 and 3					Perform division involving two-digit divisors							
Recognize the fractions ½, ¼, ¾ and ½					Add, subtract, and multiply fractions involving different denominators							
					Recognize the decimal equivalent of fractions							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

Skills / Competencies		Grade 7				Skills / Competencies		Grade 8						
Numbers	Term 2*	Grade Average **	Term 3*	Grade Average **	Numbers	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks		
					Add and subtract decimals									
					Solve simple problems involving fractions and decimals									
					Make sense of percentages									
Geometry	Term 2*	Grade Average **	Term 3*	Grade Average **	Geometry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks		
Describe the properties of 2-D shapes (square, rectangle, triangle, circle, kite, parallelogram, trapezium and rhombus)					Describe the properties of 2-D shapes (square, rectangle, triangle, circle, kite, parallelogram, trapezium and rhombus)									
Recognise, name and write colours (red, blue, yellow, and green)														
Identify, name and draw lines (horizontal, vertical, parallel and inclined lines)														
Recognise, name and compare angles (acute, obtuse and right angles)														
					Work with angles in degrees									

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Skills / Competencies	Grade 8								
Measures	Term 2*	Grade Average **	Term 3*	Grade Average **	Measures	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks		
Time														
Read and write the days of the week					Read and write the days of the week									
Read and write the months of the year					Represent dates in different formats									
Read a calendar					Solve problems involving a calendar									
Tell time to the hour and half-hour in a clock					Read time on a clockface (past, to)									
Differentiate between hours, minutes and seconds					Differentiate between a.m and p.m									
					Convert hours to minutes and vice versa									
					Read time on a 24-hour clock									
Money														
Recognise and name the coins and notes up to Rs 2000					Solve simple problems involving money									
Decompose notes and coins up to Rs 2000					Decompose notes and coins up to Rs 2000									

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 7			Skills / Competencies		Grade 8					
Measures	Term 2*	Grade Average **	Term 3*	Grade Average **	Measures	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Length												
Distinguish between units of length (mm, cm, m and km)					Find perimeter of shapes							
Convert units of length (kilometres to metres, metres to centimetres, centimetres to millimetres)					Convert units of length (kilometres to metres, metres to centimetres, centimetres to millimetres)							
Perform simple arithmetic operations involving lengths					Solve simple word problems involving lengths							
Area												
					Find area of a square, rectangle and triangle							
					Find total surface area of a cube and a cuboid							
Volume												
					Find volume of a cube and a cuboid							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Skills / Competencies	Grade 8						
Measures	Term 2*	Grade Average **	Term 3*	Grade Average **	Measures	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Mass												
Convert kilogram to gram and vice-versa					Convert kilogram to gram and vice-versa							
Perform simple arithmetic operations involving mass					Solve simple word problems involving mass							
Capacity												
Distinguish between units of capacity (L, cL, mL)					Perform conversion from L to cL, L to mL and cL to mL and vice versa							
Perform simple arithmetic operations involving capacity					Solve simple word problems involving capacity							
Charts												
Interpret a pictogram and a bar chart					Interpret a pictogram, bar chart and a piechart							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

SCIENCE

	Grade 7				Grade 8						
Skills / Competencies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
List a few sources and uses of water											
State the three states in which water exists											
Describe pictorially the changes of state of water											
Demonstrate understanding of the importance of air for plants, animals and for burning											
List a few measures taken to prevent air pollution											
Enact the motion of planets and of the occurrence of day and night											
Differentiate between living and non-living things											
State a few simple characteristics of living things											
List the function(s) of the parts of plants											
Use pictures to indicate the habitats of common animals											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

	Grade 7				Grade 8						
Skills / Competencies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Measure distance, mass, time, volume and temperature using proper instruments and record them appropriately											
Name and categorize the materials that are used in everyday life as solids, liquids and gases											
State a few uses of common materials based on their simple properties											
Describe the forest and the lagoon as ecosystems and how we can protect these ecosystems											
Identify causes of soil and beach erosion and state how we can avoid them											
List common sources and some forms of energy											
Explain the transformation of energy in simple examples											
Differentiate between renewable and non-renewable sources of energy											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

	Grade 7				Grade 8						
Skills / Competencies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State what is global warming and how human activities are contributing to it											
List some effects of global warming on our environment and state how we can prevent global warming											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

LIFE SKILLS

Skills / Competencies	Grade 7				Grade 8						
Myself	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Converse in structured sentences to describe oneself											
Show care & respect for oneself											
Describe different emotions & feelings											
Explain the changes from childhood and adolescence in his/her body											
Show empathy towards others * **											
Show self-confidence when communicating with people * **											
My Family	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Understand that there are different types of families in the Mauritian Society											
Describe the roles & responsibilities of different family members											
Understand that each member of the family is different											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
My Family	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Differentiate between safe & unsafe touches											
Identify different sources of support when one is in danger											
My School	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify oneself as part of a group											
Ability to deal with peer pressure											
Recognise the dangers of drugs											
State, explain and abide by the rules of the class											
Demonstrate understanding of the importance of school community											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
My Country	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify different places in one's country											
Recognise the different features of his/her country											
Demonstrates pride in being a Mauritian *											
Name the important dates & events related to one's country											
Describe the different customs, festivals & celebrations of Mauritius											
Executive Functions & Socio Emotional Skills	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show socially acceptable behaviours *											
Make responsible choices											
Plan forward											
Follow instructions											
Get involved rather than avoiding the task *											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Executive Functions & Socio Emotional Skills	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Make sustained efforts to find a solution * **											
Express in an acceptable way emotional resentment when it occurs * **											
Deal with anger or frustration * **											
Hold information in mind actively while reading, thinking or calculating											
Keep several pieces of information in mind											
Learn from the past behavior											
Focus on relevant information											
Maintain attention while being instructed											
Shift attention from one task to another											
Work independently											
Work cooperatively											
Overcome ones' own weaknesses and become confident											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Executive Functions & Socio Emotional Skills	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Solve different life situations effectively											
Describe one's role and responsibilities in the society											
Demonstrate self respect											
Show respect for others											
Show respect for the environment											
Communicate in a culturally diverse society											
Express own opinion using different means of communication											
Act as a responsible individual											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

DESIGN AND TECHNOLOGY

	Grade 7				Grade 8						
Skills / Competencies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Explain the importance of Design and Technology in everyday life											
Perform basic geometrical constructions											
Draw simple blocks in pictorial projection											
Explore the properties and applications of common materials used in the immediate environment											
Apply appropriate principles and manipulative techniques in the making of artefacts											
Adopt safe working practices in the manipulation of materials, tools and equipment during practical classes											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

FOOD AND TEXTILES

Skills / Competencies	Grade 7				Grade 8						
Food Studies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State why the body needs food											
Identify sources of food: Plant and Animal											
List examples of food items for the following: - Food for growth - Food for health - Food for energy Identify energy giving nutrients (carbohydrates & fats)											
Identify and plan balanced meals for: - Breakfast - Lunch - Dinner Provide examples of meals											
Classify snacks into: - Healthy - Unhealthy											
Identify basic kitchen equipment and their uses											
Weigh ingredients using: - Tablespoons - Measuring jugs - Measuring scales											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Food Studies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate basic culinary skills using appropriate equipment (top and tail, peel, slice, grate, chop, squeeze, mix, scrape, dice, shred, infuse)											
Ability to keep food safe											
Follow instructions to prepare simple dishes											
Self and Family Awareness	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
List simple hygiene rules to keep the body clean (ears, nose, hands and fingernails, feet, teeth, hair) Keeping self and home clean											
Identify ways to build healthy relationship											
Identify risky behaviours and explain how to avoid them											
List and describe the use of first aid equipment											
Explain how to treat small cuts and burns											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Textile Studies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
List textiles items found in the different parts of the home: (bedroom, kitchen, living room, bathroom)											
Identify basic sewing equipment and state their uses: (scissors, needles, needle threader, pins, pin cushion, thread, unpicker, measuring tape, ruler, thimble, tailor's chalk)											
Textiles in everyday life	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Work decorative stitches: tacking, running, loop, chain and back Make simple textile item											
Give the names of items of clothing (at least 5)											
Classify items of clothing suitable for: winter wear and summer wear											
Work samples of decorative techniques: Printing and Collage											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

ART AND DESIGN

	Grade 7				Grade 8						
Skills / Competencies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate basic skills to observe and record art elements (lines, shapes, forms, texture, colour and tone) from the environment and apply them in composition making											
Experiment with a range of selected media techniques and processes (2D and 3D), demonstrate understanding of their characteristic features and use them in art making											
Demonstrate understanding of the form and structure of simple object / sand draw simple object/s and still life compositions											
Draw and shade/paint a simple landscape composition with attention to foreground, middleground and background											
Demonstrate basic skills in lettering (i) drawing letters of the alphabet using simple measurement and proportion, (ii) expressive lettering and (iii) simple calligraphy											
Demonstrate basic knowledge of colour theory (primary, secondary, tertiary, complementary, warm and cool colours) and colour mixing skills											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator:: _____

Skills / Competencies	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Design and organize a simple repeat pattern through simple manipulation and stylisation											
Demonstrate understanding of use of positive and negative spaces in a simple composition.											
Demonstrate understanding of the basic principles of one-point perspective and apply it in drawing simple objects and landscape (in Grade 8)											
Show awareness of the structure and proportion of the human body through drawing of stick figures (in Grade 8)											
Use basic art vocabulary to articulate views, ideas and appreciation of own works, works of peers and artists (i) verbally and in simple written forms (keywords) in Grade 7 (ii) verbally and in written forms (keywords and short phrases) in Grade 8											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

ART AND DESIGN

[illegible]

49

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

PHYSICAL EDUCATION

Skills / Competencies	Grade 7				Grade 8						
Literacy	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Name different body parts used to perform a skill											
Demonstrate understanding of simple terms used in Physical Education											
Sports skills	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate different sports skills in different games											
Perform controlled movements while performing skills											
Differentiate between sports equipment											
Apply simple rules and regulations in different games											
Oral expression	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe a skill											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Numeracy	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Apply basic operations of Mathematics in Physical Education											
Social	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Collaborate with one or more persons in games											
Tactical	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate understanding of basic tactical skills used in different sports											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

PHYSICAL EDUCATION

[illegible]

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

PERFORMING ARTS

VOCAL MUSIC

Skills / Competencies	Grade 7				Grade 8						
Performing	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Sing basic seven notes in ascending and descending order											
Recite and count simple rhythmic cycles (Padhant)											
Sing from memory a thematic song with correct pitch and rhythm											
Interpret simple notation											
Creating	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create simple alankaar											
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show understanding of musical vocabulary											
Identify and classify musical instruments according to their categories											
Ability to reflect on their performances											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Observe and adhere to principle of safety and practice											
Show respect and positive attitude to Music											
Performing Arts and Society	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Distinguish between Musical styles from a variety of cultures of Mauritius											
Develop an understanding of own culture as well as others'											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

PERFORMING ARTS

INSTRUMENTAL MUSIC

Skills / Competencies	Grade 7				Grade 8						
Performing	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Sit in the appropriate posture and handle the instrument correctly											
Execute basic syllables/swaras in appropriate speed and with correct rhythm											
Ability to play basic rhythmic/melodic patterns with the appropriate strokes / bols											
Recite, count and play rhythmic / melodic compositions											
Creating	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create a variety of rhythmic/melodic patterns											
Create simple musical instruments											
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify a musical instrument and label its parts											
State the uses of the parts of the instrument											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify and classify musical instruments according to their category											
Observe and adhere to principles of safety and practice											
Show respect and a positive attitude to music as an art form											
Demonstrate an understanding of musical vocabulary / terminologies											
Communicate using musical vocabulary / terminologies											
Performing Arts and Society	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Distinguish between musical styles from a variety of cultures in Mauritius											
Develop an understanding of own culture and tradition as well as those of others											
Relate the use of instruments in local context											
List the different cultures in Mauritius											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

PERFORMING ARTS INSTRUMENTAL MUSIC

This image shows a full page of a document template designed for writing. It features approximately 20 evenly spaced, thin grey horizontal lines across the entire width of the page. The background is white, and there are no margins, headers, or footers visible.

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Educator: _____

[illegible]

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

PERFORMING ARTS

MUSIC (WESTERN)

Skills / Competencies	Grade 7				Grade 8						
Performing	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Proper posture for the Recorder (whether sitting or standing) and proper breathing techniques											
Play Recorder pieces with a clear tone											
Clap the rhythms of a given piece											
Creating	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create a variety of rhythmic/melodic patterns											
Create simple musical instruments											
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create simple musical instruments											
Identify and classify musical instruments according to their category											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Observe and adhere to principles of safety and practice											
Show respect and a positive attitude to music as an art form											
Demonstrate an understanding of musical vocabulary and terminologies											
Communicate using musical vocabulary and terminologies											
Performing Arts and Society	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Distinguish between musical styles from a variety of cultures in Mauritius											
Relate the use of instruments in local context											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

PERFORMING ARTS MUSIC (WESTERN)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

PERFORMING ARTS

DANCE

Skills / Competencies	Grade 7				Grade 8						
Performing	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Memorise and perform simple dance steps in rhythm											
Demonstrate mental focus while executing the movements											
Demonstrate physical control and an awareness of time, space and energy											
Co-ordinate body movements while maintaining body balance and clarity of movements											
Creating	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create short sequences using the elements of dance											
Create different floor patterns while moving in pairs or in groups in relation to personal and general space											
Integrate any given rhythm to the dance movements											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 7				Grade 8						
Responding	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use and respond to appropriate dance vocabulary											
Observe and adhere to principles of safety and practice											
Demonstrate respect and a positive attitude to dance as an art form											
Performing Arts and Society	Term 2*	Grade Average **	Term 3*	Grade Average **	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify different dance traditions within different cultures											
Demonstrate an understanding of the importance of dance in society											

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

PERFORMING ARTS DANCE

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

SOCIAL & MODERN STUDIES (SMS)

Skills / Competencies		Grade 8					
LITERACY SKILLS IN AND THROUGH SMS							
Listening with comprehension	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Ability to recognise key terms							
Demonstrate understanding of instructions provided							
Show understanding of short passages							
Reading with comprehension and strengthening vocabulary	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify / recognise key terms, words, vocabulary							
Identify specific information in the text							
Show understanding of information provided in short texts and about events							
Communicating orally	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Express ideas orally in L1							
Express ideas in English							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 8						
Reinforcing writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Copy key terms and short notes / texts							
Write key terms correctly							
Demonstrate ability to write / construct short & simple sentences							
Express ideas creatively							
INQUIRY SKILLS & PROCESSES							
Demonstrate acquisition of the following skills:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Listing							
Classifying							
Drawing							
Tracing							
Measuring							
Comparing							
Observing and describing							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Thinking, questioning, finding out, processing information for decision-making and finding solutions							
Discuss and share understanding							
VALUES AND ATTITUDE							
Develop and show:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Responsible attitude, respect, concern							
Cooperation, collaboration, team spirit							
Sense of belonging, pride							
Commitment, motivation, persistence							
CONTENT KNOWLEDGE	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Name and locate on maps the islands forming part of our Republic							
Draw / trace maps showing the islands of the Republic							
Identify and classify the different types of islands in our Republic							
Describe the main characteristics of our islands							
Recall the incidence of voyages of discovery, trade and colonisation on the history of our island							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

CONTENT KNOWLEDGE	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State that people of different origins came to the islands							
Describe the values, beliefs, traditions (culture) of the people who lived on the islands							
Define the term 'culture' & 'diversity'							
Explain 'cultural diversity'							
Define the term 'heritage'							
Classify tangible and intangible heritage.							
Discuss the importance of preserving and promoting our heritage							
Demonstrate the understanding that though we have a specific identity, we have many things in common							
Appreciate all that what we share in common constitutes our 'Mauritian Identity'							
Identify individuals or groups who have contributed in different fields							
Inquire about Mauritians who have contributed in different fields							
Identify and classify the factors that promote settlement							
Identify and classify settlements in our islands							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

CONTENT KNOWLEDGE	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Compare how settlements have evolved over time							
Give a simple definition of the term 'natural resource'							
Inquire about and produce a poster on the natural resources in our islands							
Demonstrate understanding of the importance of water in our islands and in our societies.							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

BUSINESS & ENTREPRENEURSHIP EDUCATION (BEE)

	Grade 8						
Skills / Competencies	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate basic knowledge to differentiate between needs and wants							
Relate needs and wants of individuals to goods and services produced by entrepreneurs							
Demonstrate an understanding of key concepts of scarcity, choice and opportunity cost							
Identify factors of production in enterprises							
Give examples of entrepreneurs operating at different levels of business activity							
Demonstrate an understanding of public and private sectors							
Recognise the qualities of an entrepreneur							
Acquire basic knowledge of business concepts and use them to develop entrepreneurial skills							
Demonstrate basic skills in identifying different business documents							
Differentiate between income and expenses of an enterprise							
Ability to manage their income and expenses on a daily basis							
Identify cash and bank transactions							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

	Grade 8						
Skills / Competencies	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify and list places where computers are used							
State the uses of computers							
Demonstrate an understanding of the importance of health and safety when using ICT							
Demonstrate basic knowledge about hardware and software							
Ability to produce simple drawings and shapes using a graphic software							
Ability to create, edit and format a word processed document							
Ability to perform simple calculations using a spreadsheet software							
Demonstrate basic skills to present data in the form of charts							
Ability to communicate ideas using a presentation software							
Demonstrate basic skills on how to use the Internet to gather specific information							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

ENGLISH

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Listening	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Listening	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Listen to an increasing range of simple texts with understanding							Listen with sustained attention to aural texts of increasing duration on new topics							
Identify main ideas							Listen with sustained attention to aural texts featuring a variety of speakers							
Identify specific information or details according to purpose							Ability to identify information related to character, setting, plot and make predictions							
Follow the progression of ideas							Ability to listen critically (e.g. express likes/dislikes, agreement/disagreement)							
Listen critically (e.g. express likes/dislikes, agreement/disagreement)														

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Speaking	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Speaking	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Vary intonation, pitch, pace and register according to audience, message and purpose							Vary intonation, pitch, pace and register according to audience, message and purpose							
Pronounce correctly most of the time							Pronounce correctly most of the time							
Use appropriate vocabulary to communicate most of the time							Use appropriate vocabulary to communicate most of the time							
Convey ideas with some clarity in familiar situations							Convey ideas with some coherence and clarity in familiar situations							
Interact briefly on familiar topics							Attempt to express views and opinions with justification							
Attempt to overcome communication gaps							Attempt to overcome communication gaps							
Read aloud using prosodic features (e.g. intonation, stress, pace, pause, volume)														

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Reading	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Reading	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Read level appropriate texts with understanding							Use word attack skills (e.g. root word, prefix, suffix) to derive/infer meaning							
Follow development of ideas in texts							Use contextual clues to derive/infer meaning							
Decode visuals (tables, illustrations, pictures, graphics) in different types of texts for information							Explain purpose of text and intended audience							
Provide personal response to texts (e.g. likes, dislikes, opinions, emotions, agreement or disagreement, enjoyment)							Engage in silent reading							
Respond empathetically to texts							Respond empathetically to texts							
Outline the plot of a story							Outline the plot of a story							
Describe characters in a text							Describe characters in a text							
Identify basic literary devices (e.g. rhyme, imagery and repetition) in texts							Identify basic literary devices (e.g. rhyme, imagery and repetition) in texts							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use appropriate vocabulary							Use simple cohesive devices to structure writing (e.g. and, but, or, then, after)							
Write grammatically correct sentences (in the affirmative, negative and interrogative forms)							Compose simple narrative texts (e.g. with character, plot and setting)							
Spell words correctly							Compose short descriptive texts (e.g. Describe a person, animal, place, event using simple descriptive language)							
Sequence ideas to produce short and simple coherent texts (e.g. factual or informative text)							Make use of dialogue in narrative texts							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

ENGLISH

This image shows a full page of a document template designed for handwritten notes or essays. It features approximately 28 evenly spaced, thin grey horizontal lines across the entire width of the page. The margins are consistent on all sides, providing ample space for writing. There are no pre-printed questions, headings, or other markings on the page.

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

FRENCH

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
L'écoute	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	L'écoute	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Écouter et comprendre un nombre grandissant de documents sonores simples							Écouter avec une attention soutenue un nombre grandissant de documents sonores plus longs sur des thèmes nouveaux							
Démontrer la capacité à identifier les idées centrales							Écouter des documents sonores avec une attention soutenue quand il y a différents interlocuteurs							
Démontrer la capacité à identifier des détails/ informations spécifiques selon ce qui lui est demandé							Démontrer la capacité à identifier des détails/ informations spécifiques selon ce qui lui est demandé							
Démontrer la capacité de suivre la progression des idées							Démontrer la capacité d'identifier des informations relevant des interlocuteurs, du contexte, de la trame et de faire des anticipations							
Démontrer la capacité à écouter de façon critique en exprimant son accord/désaccord, par exemple.							Démontrer la capacité à écouter de façon critique en exprimant son accord/désaccord, par exemple.							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Compréhension/ Expression orale/ Lecture (incluant la Littérature)	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Compréhension/ Expression orale/ Lecture (incluant la Littérature)	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Démontrer la capacité à varier son intonation, son débit, son rythme et son registre par rapport à son audience, son message et son intention de communication							Démontrer la capacité à varier son intonation, son débit, son rythme et son registre par rapport à son audience, son message et son intention de communication							
Pouvoir prononcer de façon correcte la plupart du temps														
Pouvoir utiliser le vocabulaire qui convient à la situation de communication la plupart du temps														
Pouvoir transmettre ses idées avec une certaine clarté dans des situations qui lui sont familières														
Pouvoir interagir brièvement sur des thèmes familiers														

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Compréhension/ Expression orale/ Lecture (incluant la Littérature)	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Compréhension/ Expression orale/ Lecture (incluant la Littérature)	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Tenter de combler les écarts de communication dans une conversation							Tenter de combler les écarts de communication dans une conversation							
Lire à voix haute en respectant la prosodie							Pouvoir s'engager dans la lecture silencieuse							
Lire et comprendre des textes appropriés à son niveau							Pouvoir décoder des mots nouveaux afin de dériver/inférer du sens							
Suivre le développement des idées dans les textes							Utiliser les indices contextuels pour dériver/inférer du sens							
Décoder les images dans différents types de textes							Pouvoir expliquer le sens d'un texte et l'audience visée							
Pouvoir donner des réponses personnelles aux textes (opinions, sentiments, appréciation...)							Pouvoir donner des réponses personnelles aux textes (opinions, sentiments, appréciation...)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9						Skills / Competencies		Grade 9+						
Compréhension/ Expression orale/ Lecture (incluant la Littérature)		Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Compréhension/ Expression orale/ Lecture (incluant la Littérature)		Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Pouvoir donner une appréciation et une réponse empathique aux textes								Pouvoir donner une appréciation et une réponse empathique aux textes								
Pouvoir comprendre et faire ressortir la trame d'une histoire								Pouvoir comprendre et faire ressortir la trame d'une histoire								
Pouvoir décrire les personnages d'un texte								Pouvoir décrire les personnages d'un texte								
Pouvoir identifier des procédés stylistiques littéraires de base dans les textes (rimes, métaphores...)								Pouvoir identifier des procédés stylistiques littéraires de base dans les textes (rimes, métaphores...)								

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
L'écrit	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	L'écrit	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Pouvoir utiliser le vocabulaire approprié							Pouvoir utiliser le vocabulaire et l'orthographe appropriés							
Pouvoir écrire des phrases grammaticalement correctes							Pouvoir utiliser des connecteurs logiques pour structurer sa production écrite							
Pouvoir épeler pour écrire des mots correctement							Pouvoir épeler pour écrire des mots correctement							
Utiliser des conversations dans sa production écrite							Utiliser des conversations dans sa production écrite avec la ponctuation qui convient							
Pouvoir mettre ses idées en séquences pour produire un texte cohérent pour raconter et décrire.							Pouvoir produire des textes narratifs (comportant les unités de narration), descriptifs (de personnes et de lieux) et informatifs.							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

KREOL MORISIEN

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Ekoute	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Ekoute	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Ekout ek konpran enn varyete text oral sinp.							Ekout avek enn gran latansion enn varyete text oral deplizanpli long lor bann nouvo tem.							
Demontre kapasite idantifie bann lide prinsipal.							Ekout avek enn gran latansion kan ena diferan interlokiter.							
Demontre kapasite idantifie bann informasion spesifik/bann detay selon lobzektif.							Demontre kapasite idantifie bann detay/informasion spesifik selon lobzektif.							
Demontre kapasite swiv progresion enn lide.							Demontre kapasite idantifie bann informasion an relasion avek personaz, kontext, zistwar ek fer prediksion.							
Demontre kapasite ekoute avek enn lespri kritik. (ex. dakor / pa dakor)							Demontre kapasite ekoute avek enn lespri kritik (ex. dakor / pa dakor)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Koze	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Koze	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demontre kapasite varye lintonasion, ton, ritm, ek rezis selon piblik, mesaz ek lobzektif kominikasion.							Demontre kapasite varye lintonasion, ton, ritm, ek rezis selon piblik, mesaz ek lobzektif kominikasion.							
Demontre kapasite enn bon pronsiasion.							Demontre kapasite enn bon pronsiasion.							
Servi vokabiler apropiye pou kominike laplipar ditan.							Servi vokabiler apropiye pou kominike.							
Transmet bann lide avek klarte dan bann sitiasion toulezour.							Transmet bann lide avek koerans ek klarte dan bann sitiasion toulezour.							
Kapav exprim so lopinion lor bann topik.							Kapav exprim so lopinion lor bann topik ek zistifie zot.							
Servi bann stratezi pou depas bann difikilte kominikasion (ex. mank vokabiler, begeye, volim lavwa)							Servi bann stratezi pou depas bann difikilte kominikasion (ex. mank vokabiler, begeye, volim lavwa)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Lir	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Lir	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Lir for avek bann tre prozodik (ex. intonasion, ritm, poz, volim)							Lir for avek bann tre prozodik (ex. intonasion, ritm, poz, volim)							
Pronons bien laplipar ditan kan lir.							Pronons bien kan lir .							
Lir ek konpran bann text adapte selon nivo.							Lir ek konpran bann text.							
Swiv developman lide dan text.							Interpret seki li pe lir ek met lanfaz lor sinifikasion inplisit.							
Dekod bann viziel (tablo, ilustrasion, zimaz, grafik) dan diferan tip text pou informasion.							Interpret bann viziel (tablo, ilustrasion, zimaz, grafik) dan diferan tip text pou informasion.							
Reponn ek reazir lor bann text (ex. exprim enn lemosion, enn lopinion.)							Reponn ek reazir lor bann text (ex. exprim enn lemosion, enn lopinion.)							
Fer enn apresiasion striktire enn text.							Fer enn apresiasion striktire ek argimante enn text.							
Demontre enn konpreansion diferan tip text (naratif, deskriptif, informatif, argimantatif)							Demontre enn konpreansion aprofondi diferan tip text (atraver zot striktir).							
Idantifie bann zouti stilistik (ex. konparezon, metafor, repetision) dan bann text.							Idantifie bann zouti stilistik (ex. konparezon, metafor, repetision) dan bann text.							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Ekrir	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Ekrir	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Servi lortograf apropiye.							Servi vokabiler ek lortograf apropiye.							
Ekrir bann fraz gramatikal-man korek.							Kapasite servi bann konekter pou fer bann striktir fraz korek.							
Organiz bann lide an sekans ek prodwir bann text.							Organiz bann lide an sekans ek prodwir bann text. .							
Itiliz konversasion dan enn prodksion ekri.							Itiliz konversasion dan enn prodksion ekri avek bon ponktiasion.							
Demontre kapasite tradwir bann text sinp an KM, depi Angle ouswa Franse.							Demontre kapasite tradwir bann text sinp an KM, depi Angle ouswa Franse.							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

KREOL MORISIEN

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

ASIAN LANGUAGES

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Listening	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Listening	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify short and long oral text (e.g. speech, poem, song, story)							Identify short and long oral text (e.g. speech, poem, song, story)							
Demonstrate understanding of short & long messages (e.g. directions, instructions, greetings)							Demonstrate understanding of short & long messages (e.g. directions, instructions, greetings)							
Listen with understanding to simple & complex texts							Listen with understanding to simple & complex texts							
Listen carefully with understanding over a sustained period of time							Listen carefully with understanding over a sustained period of time							
Show understanding of a range of vocabulary							Show understanding of a range of vocabulary							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Speaking	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Speaking	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Participate actively in oral activities							Participate actively in oral activities							
Pronounce words, phrases & sentences accurately							Pronounce words, phrases & sentences accurately							
Demonstrate ability to express oneself after preparation							Demonstrate ability to express oneself after preparation							
Demonstrate ability to speak spontaneously (e.g. talking about routine activities)							Demonstrate ability to speak spontaneously (e.g. talking about routine activities)							
Demonstrate ability to speak about learned themes							Demonstrate ability to speak about learned themes							
Demonstrate awareness of etiquette							Demonstrate awareness of etiquette							
Use simple & complex sentences							Use simple & complex sentences							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+						
Reading	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Reading	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate ability to read aloud							Demonstrate ability to read aloud							
Read with understanding short & simple texts (e.g. stories, poems, reports, emails, letters, posters, advertisements, articles)							Read with understanding short & simple texts (e.g. stories, poems, reports, emails, letters, posters, advertisements, articles)							
Identify key information in texts							Identify key information in texts							
Read and recall ideas in a variety of texts							Read and recall ideas in a variety of texts							
Read aloud with appropriate pace, correct pronunciation & intonation							Read aloud with appropriate pace, correct pronunciation & intonation							
Respond to situations in the text							Respond to situations in the text							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Skills / Competencies	Grade 9+							
Writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks	
Copy sentences neatly without mistakes							Copy sentences neatly without mistakes								
Spell familiar & common words correctly								Spell familiar & common words correctly							
Write words & phrases correctly								Write words & phrases correctly							
Sequence jumbled sentences to produce a logical flow								Sequence jumbled sentences to produce a logical flow							
Write simple sentences legibly								Write simple sentences legibly							

* See Level Table on Page 3

** See Grade Average on Page 4

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					Skills / Competencies		Grade 9+					
Grammar	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Grammar	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Nouns							Nouns							
Pronouns							Pronouns							
Verbs							Verbs							
Adverbs							Adverbs							
Adjectives							Adjectives							
Gender (masculine & feminine)							Gender (masculine & feminine)							
Singular/plural							Singular/plural							
Prepositions, post position, case							Prepositions, post position, case							
Negative, interrogative & imperative forms							Negative, interrogative & imperative forms							

* See Level Table on Page 3

** See Grade Average on Page 4

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

MATHEMATICS

Skills / Competencies		Grade 9					
1.0 Numbers							
1.1 Integers	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Identify triangular and square numbers Find square root of numbers							
Demonstrate an understanding of integers							
Represent positive and negative integers on a number line							
Compare and order integers							
Use of the symbols $<$, $>$, \leq , \geq , $=$, \neq							
Perform arithmetic operations on integers							
Use integers in real-life situations							
Find the square root of perfect squares (e.g. $\sqrt{225}$)							
Perform arithmetic operations mentally							
Identify and complete number patterns							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					
1.0 Numbers							
1.2 Order and properties of operations	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Perform operations according to BODMAS convention							
1.3 Indices	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Identify and use laws of indices (multiplication law, division law, power law) involving positive exponents and zero index							
1.4 Factors and Multiples	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Find H.C.F. and L.C.M.							
Solve word problems involving H.C.F. and L.C.M.							
1.5 Fractions	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of the concept of fractions							
Demonstrate conceptual understanding of operations on fractions							
Solve word problems involving fractions							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					
1.0 Numbers							
1.6 Decimals	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate conceptual understanding of decimals							
Compare and order decimals							
Add, subtract, multiply and divide decimals							
Convert fractions into decimals and vice versa							
Solve word problems involving decimals							
Solve word problems involving H.C.F. and L.C.M.							
1.7 Percentage	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate conceptual understanding of percentages							
Convert a percentage to a fraction and/or a decimal and vice versa							
Solve simple problem involving percentage							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
1.8 Ratio and proportion							
Demonstrate conceptual understanding of ratio and direct proportion							
Solve word problems involving ratio and direct proportion							
1.9 Real Numbers	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of rational and irrational numbers							
Represent real numbers on a number line							
Compare and order real numbers							
Convert a fraction into a decimal to identify the recurring part of non-terminating decimals							
Approximate a given number to required decimal places							
1.10 Number Sequences	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Identify and complete patterns (involving numbers and figures)							
Complete sequence of ordered pairs							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					
2.0 Geometry							
2.1 Geometry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise and use fundamental geometrical terms such as point, line, line segment, ray, plane, angle, vertex, parallel and perpendicular lines and transversal							
Measure and construct angles using geometrical instruments							
Identify parallel lines and transversals							
Identify and find unknown angles using the notions of complementary, supplementary, corresponding, alternate, vertically opposite and co-interior angles							
2.2 Polygons	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Identify and name polygons (up to decagon)							
Find unknown angles in triangles and quadrilaterals							
Demonstrate an understanding of properties of regular polygons							
Identify and determine the interior and exterior angles of a polygon							
Solve problems involving regular polygons							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
2.3 Trigonometry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use and apply Pythagoras' theorem to find an unknown side by identifying a right-angled triangle							
2.4 Coordinates	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Locate and plot points in the Cartesian plane							
Generate and plot points with integer coordinates and draw lines							
Determine the equation of lines parallel to the axes							
Find point of intersection of two lines graphically							
2.5 Geometrical constructions	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Perform simple geometrical constructions using ruler, set squares, protractor, compasses and dividers as well as digital tools							
Construct parallel lines, perpendicular lines, perpendicular bisector and angle bisector							
Use geometrical constructions to solve problems							
2.6 Symmetry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Complete plane figures given line (s) of symmetry (horizontal, vertical and slant)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
2.7 Transformation	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Reflect figures and shapes in vertical, horizontal and slant lines of symmetry							
Locate the line of reflection given object and image							
3.0 Measurement							
3.1 Mass	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Distinguish among different units of mass: mg, g, kg and tonnes							
Perform conversion involving units of mass							
Solve word problems involving mass							
3.2 Length	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Distinguish among different units of length: mm, cm, m and km							
Convert units of length							
Solve real-life problems involving length							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
3.3 Area	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Solve problems related to area							
Differentiate among different units of area: Hectare, 'arpent', 'perche' and "toise"							
Convert between units of area (mm², cm², m², km², hectare)							
3.4 Surface area	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Recognise the nets of a cube and cuboid							
Find the total surface area of a cube and a cuboid							
3.5 Volume	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Find the volume of a cube and a cuboid							
3.6 Speed	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate understanding of the terms speed and average speed							
Convert km/h into m/s and vice versa							
Solve real-life problems involving speed							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
4.0 Algebra							
4.1 Algebraic expressions	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use letters to represent unknown quantities							
Recognise algebraic terms, coefficients and expressions							
Perform addition and subtraction of algebraic expressions							
Expand and simplify algebraic expressions involving brackets of the form							
4.2 Algebraic Equations	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Solve linear equations							
4.3 Inequalities	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of linear inequalities							
Represent linear inequalities on a number line							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
5.0 Statistics							
5.1 Statistics	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Collect, classify and tabulate statistical data							
Calculate the mean, mode and median of a discrete set of raw data							
5.2 Pictograms and bar charts	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Construct and use frequency tables							
5.3 Pie Chart	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Solve problems from information given on a pie chart							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
1.0 Numbers							
1.1 Indices	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Work with negative powers, a^n , $n = -1, -2, -3$ and rational							
Solve problems involving indices							
Solve problems involving square roots and cube roots							
1.2 Patterns and Sequences	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Extend given number patterns and figures and find the general term.							
Find the relation between ordered pairs of a sequence (including positive and negative numbers)							
1.3 Rate and Proportion	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of rate when comparing quantities of two different kinds							
Perform conversion involving compound units (e.g., Rs/kg to c/g)							
Use proportion to solve problems involving scales							
Demonstrate an understanding of indirect proportion							
Solve problems involving indirect proportion							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
1.4 Personal and Household Finance	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Solve simple problems on salaries, wages and hire purchase							
Interpret and use tables and charts (e.g. CEB and CWA bills)							
Perform operations involving percentages (including VAT problems)							
Calculate profit and loss (including percentage profit and percentage loss)							
Demonstrate an understanding of discount and commission							
Solve problems involving discount and commission							
Solve problems involving simple interest							
2.0 Measurement							
2.1 Circles	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify the centre, radius, diameter, chord, segment, arc and sector of a circle							
Use the relationship between radius and diameter							
Demonstrate an understanding of π							
Calculate circumference, length of chord, length of arc and perimeter of sector of a circle							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
2.2 Area							
Calculate area of a circle							
Calculate area of sector of a circle							
2.3 Surface area	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate an understanding of nets of a cylinder and a right prism							
Find the surface area of a cylinder (closed, semi-open and hollow) and a right prism							
Solve problems involving surface area of a cylinder and a right prism							
2.4 Volume	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Find the volume of a cylinder and a right prism							
Solve problems involving volume of a cylinder and a right prism							
Calculate the capacity of given containers							
Solve word problems involving capacity and volume							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
3.0 Algebra							
3.1 Algebraic expressions	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Find the H.C.F and L.C.M. of algebraic terms							
Simplify algebraic fractions							
Perform arithmetic operations on algebraic fractions							
Factorise algebraic expressions							
3.2 Inequalities	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Solve linear inequalities							
3.3 Sets	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Represent information using set notations and Venn diagrams							
Use Venn diagrams and operations on sets to solve problems (2 sets only)							
3.4 Algebraic expressions	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify a binomial expression							
Use area tables and the distributive law to find product of binomial expressions							
Expand and use perfect squares and difference of two squares							
Factorise difference of two squares							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
3.5 Matrices							
Interpret a matrix as a store of information							
Determine the order of a matrix							
Identify types of matrices (null, zero, square, identity, equal and diagonal)							
Perform addition, subtraction and multiplication of matrices							
Solve matrix equation (addition and subtraction)							
Identify a quadratic expression and a quadratic equation							
Factorise a quadratic expression (ax^2+bx+c)							
Solve quadratic equations by factorisation ($a = 1$) including algebraic fractions (e.g. $\frac{x+1}{4} = \frac{5}{x}$)							
Formulate and solve problems involving quadratic equations							
3.6 Algebraic manipulation	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Evaluate an unknown quantity in a given formula/equation							
Change the subject of formula							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
3.7 Simultaneous equations	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify and use simultaneous equations							
Solve simultaneous equations using graphical, substitution or elimination method							
4.0 Geometry							
4.1 Trigonometry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise and apply trigonometric ratios for acute angles (sine, cosine and tangent)							
Solve trigonometric problems in two dimensions to find unknown sides/angles (excluding angle of elevation and depression)							
4.2 Coordinates	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Find and interpret the gradient (slope) of inclined, horizontal and vertical lines							
Find the relationship between parallel lines and their gradients							
Determine and interpret the equation of a straight line in the form $y = mx + c$ (given gradient and a point on the line or given two points on the line)							
Solve problems involving straight line graphs in context							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
4.3 Vectors and Translation	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Distinguish between a scalar and a vector quantity							
Express a vector in column form							
Find the magnitude of a vector							
Describe a translation by using a vector (column vector or in the form							
5.0 Statistics and Probability							
5.1 Statistics	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Use raw data to construct a frequency table							
Determine the mean, median and mode for ungrouped frequency distribution (using frequency table)							
5.2 Probability	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of the terms: probability, sample space, outcome and event (simple, combined, complement)							
Find the probability of simple and combined events							
Construct and use simple possibility diagrams to find probabilities							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

SCIENCE

Skills / Competencies		Grade 9					
1.0 Models and Systems							
1.1 The Atmosphere and Environment around us	Term 1 *	Grade Average **	Term 2 *	Grade Average **	Term 3 *	Grade Average **	
Explain photosynthesis as a process of transforming light energy into chemical energy							
Explain the different steps in the carbon cycle							
Discuss the importance of photosynthesis and respiration in maintaining the composition of air							
Recognise that the absorption of heat by greenhouse gases is responsible for global warming							
Identify carbon dioxide and methane as greenhouse gases							
Recall some causes of global warming and relate it to climate change							
Identify carbon monoxide, oxides of nitrogen, sulfur dioxide, CFCs and smoke as air pollutants							
State the sources and effects of the listed air pollutants							
Explain the causes and harmful effects of acid rain and global warming							
Discuss measures to prevent air pollution							
Explain the causes and effects of water pollution							
Discuss measures to prevent water pollution							
Show understanding of eutrophication and its harmful effects							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
1.2 Light	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Investigate the importance of light for vision							
Describe a simple experiment to show that light travels in straight lines							
Describe the reflection of light							
State the laws of reflection							
Use ray diagrams to demonstrate reflection							
Describe the refraction of light							
Investigate refraction of light from daily life examples							
Use ray diagrams to illustrate refraction							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
1.3 Blood Circulatory System	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State that the human circulatory system consists of blood, heart and blood vessels							
List the four main components of blood as: plasma, red blood cells, white blood cells and platelets							
Outline briefly the function(s) of red blood cells, white blood cells, platelets and plasma							
Compare the structure of the different blood vessels: arteries, veins and capillaries							
Relate the function of each blood vessel to its structure							
Show an awareness that the heart is a pumping organ distributing blood throughout the body							
Define a pulse and locate a pulse point							
Measure pulse rate at rest and after exercise							
Investigate the increasing effect of physical activity on the pulse rate							
List the examples of cardiovascular diseases as: stroke, heart attack and hypertension							
Show an awareness of the different factors that contribute to cardiovascular diseases and their preventive measures							
Interpret data from graphs related to cardiovascular diseases							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
1.4 Language of Chemistry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Define the terms element, symbol and atom							
Recognise the periodic table as an arrangement of elements							
Distinguish between metals and non-metals							
2.0 Diversity							
2.1 Measurement of Physical Quantities	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State the SI units of length, mass, volume, time and temperature							
Describe how to measure a variety of lengths with appropriate accuracy using tapes, rules and a Vernier caliper							
Recognise the main types of errors associated with measurement of length namely parallax error and zero error							
Read electronic balance and spring balance to record mass in their correct units							
Describe how to use a measuring cylinder to measure the volume of a liquid							
Discuss the experimental determination of the volume of a small irregular solid using a measuring cylinder							
Describe how to measure a variety of time intervals using simple pendulum and digital stopwatches							
Record the temperature using a laboratory thermometer							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
2.2 Mixtures and separation Techniques	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Define mixtures and their properties							
Identify solutions and suspensions as mixtures and give examples of both							
Investigate how mixtures can be separated into their respective components by the following separation methods (techniques): use of magnet, decantation, filtration, crystallisation, sublimation, distillation and chromatography							
Draw simple labelled diagrams to demonstrate the steps involved in separation techniques							
Explain the basic principles in filtration, crystallisation, sublimation, distillation and chromatography as separation techniques							
State the applications of chromatography and distillation							
2.3 Light	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Differentiate between luminous and non-luminous objects							
Recognise that stars produce their own light							
Recognise that planets and moons reflect light received from the sun							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
2.4 Motion	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Distinguish between scalars and vectors and give examples of each							
Define distance and displacement							
Calculate distance and displacement in different situations							
Define speed and velocity							
Calculate speed using $\text{speed} = \text{distance travelled} / \text{time taken}$							
Calculate velocity using $\text{velocity} = \text{displacement} / \text{time taken}$							
Define acceleration and use $\text{acceleration} = \text{change in velocity} / \text{time taken}$							
Demonstrate an understanding that deceleration is a negative acceleration							
2.5 Biodiversity	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State the meaning of the term 'biodiversity'							
Demonstrate a simple understanding of biodiversity							
Explain the importance of biodiversity							
Use quadrats to count and record the number of species in an ecosystem							
Recognise that natural calamities such as cyclones and droughts can affect biodiversity							
List and explain how human activities such as deforestation, pollution, degradation of habitat, invasive alien species and global warming affect biodiversity							
Discuss ways to reduce the effects of human activities on biodiversity							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
3.0 Interactions							
3.1 Language of Chemistry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Define the terms molecule, formula, valency and compound							
Work out the formulae of compounds							
Identify the reactants and products in a chemical reaction							
Write down word equations to represent chemical reactions							
4.0 Energy							
4.1 Our atmosphere and the environment	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognizing that absorption of heat by greenhouse gases is responsible for global warming							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
4.2 Energy, Heat and Temperature	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
State the principle of conservation of energy							
Explain the conservation of energy in simple systems, falling objects and simple pendulums							
Describe the production of electricity using renewable and non-renewable sources of energy							
Classify the polluting and non-polluting sources of energy for electricity production							
List the advantages and disadvantages of producing electricity using renewable and non-renewable sources of energy							
Demonstrate and understand the concept of heat and temperature							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9+					
1.0 Models and Systems							
1.1 Reproductive system	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Define reproduction as the process of producing new individuals of the same kind							
State importance of reproduction in living things							
Distinguish between the two modes of reproduction: asexual and sexual							
Identify and label the different parts of the male and female reproductive systems in man							
Describe the major parts of the male and female reproductive systems and their functions in human beings							
Define sexually transmitted diseases as diseases that are spread from one infected individual to another through sexual contact							
List examples of sexually transmitted diseases such as HIV/AIDS and Syphilis							
Interpret data from graph related to sexually transmitted disease							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
2.0 Diversity							
2.1 Measurement	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe how to measure length with appropriate accuracy using vernier calipers							
2.2 Motion	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Plot and interpret speed-time graph for motion in a straight line							
Recognise from the shape of a speed-time graph when a body is: (a) at rest, (b) moving at constant speed, (c) moving with changing speeds							
Interpret and solve problems related to speed-time graph							
2.3 Acids and Bases	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify some common acids and bases							
Recall chemical formulae of some common acids and bases							
Distinguish between bases and alkalis							
Define neutralisation reaction							
Predict the salts that would be obtained from neutralisation reactions							
Show appreciation of the importance of neutralisation reactions							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
2.4 Salts							
Recall the terms solutions and suspension							
Identify soluble and insoluble salts							
State the applications of salts in everyday life							
2.5 Electricity							
Identify symbols of electrical components							
Show an understanding that current is the rate of flow of charge and use the formula $Q = It$ to solve problems							
Measure current using an ammeter							
Define potential difference across a component in a circuit as the work done to drive a charge of one coulomb through the component							
Measure potential difference using a voltmeter							
Define e.m.f. as the work done by the cell in moving a charge of one coulomb round a complete circuit							
Use the formula $W = QV$ to solve problems							
Define resistance as the ratio of the potential difference across a conductor to the current flowing through it and use the formula $R = V/I$ to solve problems							
Draw electric circuits in series and in parallel using appropriate circuit symbols							
Determine the combined resistance of a combination of resistors arranged in series and in parallel							
Solve problems related to electric circuits							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
3.0 Interactions							Remarks
3.1 Language of Chemistry	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Recall the terms element, symbol and valency							
Recognise that some elements have more than one valency							
Work out formulae of compounds containing elements with more than one valency							
Recognise radical as a group of atoms having a formula and a valency							
Identify the following radicals and state their formulae and respective valency: ammonium, nitrate, sulfate, carbonate and hydroxide							
Work out formulae of compounds containing radicals							
Recall the terms chemical reaction, reactant and product							
Write word equations to represent chemical reactions							
Convert word equations to chemical equations							
Write balanced chemical equations							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
3.2 Metals & Reactivity series	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Recall elements, the Periodic Table, metals, and non-metals							
Recall chemical changes and chemical reactions							
Deduce that when metals react with oxygen, a metal oxide is formed							
Deduce that when metals react with dilute acids, a salt and hydrogen gas are formed							
Deduce that when metals react with water, a metal hydroxide and hydrogen gas are formed							
Deduce that when metals react with steam, a metal oxide and hydrogen gas are formed							
Write the word and chemical equations for reactions of metals with oxygen, metals with dilute acids, and metals with water or steam							
Infer that metals differ in their reactivity							
Describe the reaction of metals using the reactivity series							
Explain the term 'displacement reaction'							
Use the reactivity series of metals to predict the products of displacement reactions							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
4.0 Energy							
4.1 Energy, Heat and Temperature	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Explain the concept of work and solve problems on work done							
Relate power to work done and time and solve problems on power							
Describe the expansion of solids, liquids and gases							
Explain some of the everyday uses and dangers of the thermal expansion							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9+						
4.2 Nutrition in Plants	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Explain photosynthesis as a process of producing food in plants							
State the word equation for photosynthesis							
Explain how a leaf is adapted for photosynthesis (large surface area, veins, stomata and chlorophyll)							
Identify the different tissues making a dicot leaf with the help of a diagram							
Investigate that some substances (e.g. particles/water) can move from a region of higher concentration to a region of lower concentration							
Observe vascular bundles in a cross section of root and a stem using microscope/poster							
Recognise vascular bundles using a cross section diagram of a root and stem							
Identify xylem and phloem in a vascular bundle of a root and a stem							
Investigate and state the factors that are important for photosynthesis							
Communicate the proposed experiment/results of experiments on factors which are important for photosynthesis							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

LIFE SKILLS

Skills/Competencies	Grade 9						
1. Coping with Emotions Students are expected to show an understanding of Emotional Management and develop related skills to cope with emotions through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise that emotions are subjective and temporary							
Relate the influence of physical and emotional changes to one's own behaviour							
Use 'I' statements to express one's thoughts and feelings							
Explain emotional changes during adolescence							
Identify emotions linked with one's cultural identity and practices							
Devise strategies to manage different emotions in everyday life							
Deal with emotional changes at different levels: <ul style="list-style-type: none"> • Self • Family • Peers • School • Community 							
Identify one's strengths and weaknesses							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Show socially acceptable behaviours in relation to one's cultural identity and practices <ul style="list-style-type: none"> Interact with others Respect self and others Show courtesy towards others 							
Reflect on one's thought processes							
2. Creative Thinking Students are expected to express creative thinking skills through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Express ideas using different means of communication <ul style="list-style-type: none"> Verbal Non verbal 							
Propose original and viable solutions to challenges							
Approach problems or situations sensibly							
Solve a problem / Address an issue in a novel way							
State ways to enhance interculturality in society							
Promote intercultural ideals to address cultural conflicts							
Enumerate civic responsibilities							
Discuss how civic responsibilities help in the development of the country							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						
3. Critical Thinking Students are expected to express critical thinking skills through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe critical issues / problems comprehensively							
Identify the challenges related to the issues / problems							
Analyse issues / problems in specific contexts							
Justify own views related to the issues / problems							
Communicate ideas effectively							
Differentiate between rational and irrational thoughts							
Discuss the influences of mass media on values and norms							
4. Decision Making Students are expected to show the required skills of making decisions individually and collectively through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Read and analyse case studies pertaining to decision making							
List relevant possible options pertaining to these case studies							
Discuss the potential consequences of these decisions on self and others							
Analyse different options to select the best decision pertaining to these case studies							
Express one's decision using different means of communication							
Justify the final decision taken							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

5. Problem Solving

Students are expected to show problem solving skills through their ability to:

	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify problems							
Identify the factors / variables that influence the problems							
Explain the impact of the problem on self and others							
Identify and justify the solutions to the problems							
Generate multiple solutions to deal with the problems							
Implement the solutions							
Evaluate the outcomes of the solution							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
1. Self-Management Skills Students are expected to show self- management skills through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Exhibit self-confidence while participating in activities							
Express both positive and negative feelings appropriately							
Identify feelings of self and others							
Apply coping strategies to deal with different emotions							
Demonstrate ways to avoid threatening situations and seek help when needed							
Identify causes of stress							
Use variety of strategies to handle stress							
2. Interpersonal and Communication skills Students are expected to show interpersonal and communication skills through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Respond to other's expressions and actions							
Demonstrate attentive listening skills to build and maintain relationships							
Demonstrate appropriate refusal skills to enhance health							
Enumerate characteristics needed to be a responsible friend and family member							
Use verbal and non-verbal communication to express care and concern for others							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Express needs, wants and feeling in a positive and polite manner							
Negotiate in a sustainable way							
3. Decision Making and Problem solving Students are expected to show decision making and problem solving skills through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Show understanding of cause and effect							
Identify and solve problems through exploration							
Apply decision making process to deal with issues and problems individually and collaboratively							
Set short and long term goals and monitor the progress towards its achievement.							
Reflect on the results of choice when making decisions							
4. Personal and Social Behaviour Students are expected to show appropriate personal and social behaviour through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Work cooperatively with other students regardless of personal differences							
Follow simple rules and directions							
Respect self and others							
Adhere to rules of conduct							
Demonstrate awareness of punctuality							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

5. Living in an intercultural society Students are expected to demonstrate appropriate skills to live in an intercultural society :	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate positive attitude towards self and others							
Differentiate between positive and negative behaviours used in conflict situation							
Resolve conflicts using socially acceptable and non-violent ways							
Display cooperation with others when resolving conflict							
Accept constructive criticism from others							
Demonstrate a tolerance for individual differences							
6. Creative and Critical Thinking Students are expected to show creative and critical thinking skills through their ability to:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Generate questions based on available information							
Think logically and clearly							
Approach problems and issues using novel ideas							
Relate multiple ideas and observations and use them to address problems/ issues							
Generate questions based on available information							
Think logically and clearly							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

DESIGN AND TECHNOLOGY

Skills/Competencies	Grade 9						
Green Design	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Explain the principle of Green design							
Describe the strategies for adopting 'Green Design' practices							
Pictorial Projection	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use drafting aids to draw objects in oblique projection							
Apply simple rendering techniques to enhance blocks drawn in oblique projection							
Orthographic projection	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Draw shaped blocks in Orthographic Projection on square gridded paper							
Materials Technology	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe the types, properties and uses of common metal and plastic materials							
List basic tools used to process metals and plastics							
Realise a simple artefact made of metal							
Adopt safe work practices in the processing of metal							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						
Electricity and Electronics	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify and describe the functions of basic electrical and electronic components							
State safe working practices in the use and installation of electrical and electronic components							
Draw simple circuit diagrams using conventions							
Design Process	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe the stages of the design process							
Apply the stages of the design process to solve a design problem							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
Green Design	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Explain the principle of Green design							
Describe the strategies for adopting 'Green Design' practices							
Pictorial Projection	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use drafting aids to draw objects in oblique projection							
Apply simple rendering techniques to enhance blocks drawn in oblique projection							
Use drafting aids to draw objects in isometric projection							
Apply simple rendering techniques to enhance blocks drawn in isometric projection							
Orthographic projection	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Use drafting aids to draw objects in First Angle Orthographic Projection on plain paper							
Insert major dimensions on Orthographic drawings as per conventions							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
Materials Technology	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe the types, properties and uses of common wood, metal and plastic materials in the design and realisation of artefacts							
List common smart materials and state the application of each							
Describe the tools used in the processing of wood, metal and plastic materials							
Apply safely appropriate principles and manipulative techniques in the making of artefacts							
Electricity and Electronics	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify and describe the functions of basic electrical and electronic components							
State safe working practices in the use and installation of electrical and electronic components							
Draw simple circuit diagrams using conventions							
Design Process	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe the stages of the design process							
Apply the stages of the design process to solve a design problem							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Mechanisms							
Identify the different mechanisms used in machines							
Draw mechanisms using appropriate conventions							
Pneumatics and Hydraulics	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe the working principles of pneumatic and hydraulic systems							
State the common applications of pneumatics and hydraulics							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

FOOD AND TEXTILES

Skills/Competencies	Grade 9						
NUTRITION AND HEALTH	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify ways how food get spoilt							
State ways how to prevent food contamination							
List foods that are more likely to get contaminated							
Identify common symptoms of Food poisoning							
Identify the sustainable food production +							
List the common sustainable food consumption practices +							
State the importance and sources of vitamins +							
State the importance and sources of minerals+							
State the importance and sources of water in the body							
List the factors that affect food habits and the choice of foods+							
Identify healthy food habits to prevent NCDs+							
List the eating disorders that affect adolescents+							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						
PRINCIPLES AND METHODS OF FOOD PREPARATION	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Ability to interpret information in recipes							
Ability to modify recipes in line with dietary guidelines to make it healthier							
Ability to prepare healthy dishes by using oven, stove and microwave+							
Label the different parts of oven, stove and microwave+							
Identify and briefly describe the different ways of cooking suitable foods using the oven, stove and microwave+							
State the safety precautions when using the oven, stove and microwave+							
List the examples, advantages and disadvantages of using convenience foods+							
Ability to use convenience foods for preparing healthy dishes +							
Identify body building nutrient (protein)							
State the importance of dietary fibre in the body							
Identify factors influencing food habits and food choices+							
Propose healthy food habits and food choices to reduce the risk of NCDs+							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
SELF AND FAMILY AWARENESS							
Explain how to build strong family relationship+							
Identify factors affecting consumer decisions							
State the influences of media during adolescence							
Identify the influence of technology on family life+							
List the importance of Consumer rights and responsibilities							
Ability to read and interpret labels and manuals (food and clothing) +							
TEXTILES DESIGN AND CREATIVITY							
List the basic performance characteristics (properties) of main textile fibres							
Match the performance characteristics of textile fibres to their end-uses							
Relate fabric construction to performance characteristics and end- uses of textile fibres+							
Match fabric finishes to performance characteristics and end-uses of textile fibres+							
List common uses of smart and modern fabrics+							
State the factors influencing choice of clothes and accessories for adolescents							
Identify how the basic elements of fashion design influence choice of clothing 9 & +							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
NUTRITION AND HEALTH	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify ways how food get spoilt							
State ways how to prevent food contamination							
List foods that are more likely to get contaminated							
Identify common symptoms of Food poisoning							
Identify the sustainable food production +							
List the common sustainable food consumption practices +							
State the importance and sources of vitamins +							
State the importance and sources of minerals+							
State the importance and sources of water in the body							
List the factors that affect food habits and the choice of foods+							
Identify healthy food habits to prevent NCDs+							
List the eating disorders that affect adolescents+							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
PRINCIPLES AND METHODS OF FOOD PREPARATION	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Ability to interpret information in recipes							
Ability to modify recipes in line with dietary guidelines to make it healthier							
Ability to prepare healthy dishes by using oven, stove and microwave+							
Label the different parts of oven, stove and microwave+							
Identify and briefly describe the different ways of cooking suitable foods using the oven, stove and microwave+							
State the safety precautions when using the oven, stove and microwave+							
List the examples, advantages and disadvantages of using convenience foods+							
Ability to use convenience foods for preparing healthy dishes +							
Identify body building nutrient (protein)							
State the importance of dietary fibre in the body							
Identify factors influencing food habits and food choices+							
Propose healthy food habits and food choices to reduce the risk of NCDs+							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
SELF AND FAMILY AWARENESS	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Explain how to build strong family relationship+							
Identify factors affecting consumer decisions							
State the influences of media during adolescence							
Identify the influence of technology on family life+							
List the importance of Consumer rights and responsibilities							
Ability to read and interpret labels and manuals (food and clothing) +							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
TEXTILES DESIGN AND CREATIVITY	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
List the basic performance characteristics (properties) of main textile fibres							
Match the performance characteristics of textile fibres to their end-uses							
Relate fabric construction to performance characteristics and end- uses of textile fibres+							
Match fabric finishes to performance characteristics and end-uses of textile fibres+							
List common uses of smart and modern fabrics+							
State the factors influencing choice of clothes and accessories for adolescents							
Identify how the basic elements of fashion design influence choice of clothing 9 & +							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

ART AND DESIGN

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Use the design process for research, exploration, experimentation and development in view of producing a final artwork.							
Experiment with a range of selected media, techniques and processes (2D and 3D); understand their characteristic features and use them in art making.							
Apply knowledge of art elements and principles of design to draw and paint object/s ,interpretative and thematic compositions							
Use acquired knowledge of colour theory and colour mixing to create expressive compositions.							
Draw and shade/paint a landscape and townscape with attention to composition, layout and colour.							
Understand and apply the basic principles of (i) two-point perspective (Grade 9) and (ii) three-point perspective (Grade 9+) in drawing.							
Develop an understanding of different letter types and use them creatively in Design.							
Demonstrate understanding of combining text and illustration creatively in making posters. (Grade 9 +)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate understanding of the basic principles of logo design to create logos (Grade 9)							
Use acquired knowledge of stylisation and 'repeat system' to produce creative repeat patterns. (Grade 9 +)							
Demonstrate understanding of the basic human body proportions in drawing (i) full human figures (Grade 9) (ii) human figures in movement (Grade 9+).							
Demonstrate understanding of the proportions and features of the human face to draw a portrait (Grade 9 +)							
Observe and analyse the different elements of a chosen artist's painting and replicate it (Grade 9)							
Observe and analyse the elements of a painting as well as the artist style to create an original painting 'à la manière de' of an artist (Grade 9 +)							
Use appropriate art terms to articulate views and ideas to appreciate own works, works of peers and works of artists (i) verbally and in the written form (simple written exercises and short sentences) (Grade 9) (ii) verbally and in the written form (written exercises and sentences) (Grade 9+)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

ART AND DESIGN

This image shows a full page of a document template designed for handwritten notes or essays. It features approximately 28 evenly spaced, thin grey horizontal lines across the entire width of the page. The margins are consistent on all sides, providing ample space for writing. There are no pre-printed questions, headings, or other markings on the page.

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Use the design process for research, exploration, experimentation and development in view of producing a final artwork.							
Experiment with a range of selected media, techniques and processes (2D and 3D); understand their characteristic features and use them in art making.							
Apply knowledge of art elements and principles of design to draw and paint object/s ,interpretative and thematic compositions							
Use acquired knowledge of colour theory and colour mixing to create expressive compositions.							
Draw and shade/paint a landscape and townscape with attention to composition, layout and colour.							
Understand and apply the basic principles of (i) two-point perspective (Grade 9) and (ii) three-point perspective (Grade 9+) in drawing.							
Develop an understanding of different letter types and use them creatively in Design.							
Demonstrate understanding of combining text and illustration creatively in making posters. (Grade 9 +)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate understanding of the basic principles of logo design to create logos (Grade 9)							
Use acquired knowledge of stylisation and 'repeat system' to produce creative repeat patterns. (Grade 9 +)							
Demonstrate understanding of the basic human body proportions in drawing (i) full human figures (Grade 9) (ii) human figures in movement (Grade 9+).							
Demonstrate understanding of the proportions and features of the human face to draw a portrait (Grade 9 +)							
Observe and analyse the different elements of a chosen artist's painting and replicate it (Grade 9)							
Observe and analyse the elements of a painting as well as the artist style to create an original painting 'à la manière de' of an artist (Grade 9 +)							
Use appropriate art terms to articulate views and ideas to appreciate own works, works of peers and works of artists (i) verbally and in the written form (simple written exercises and short sentences) (Grade 9) (ii) verbally and in the written form (written exercises and sentences) (Grade 9+)							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

General Observations & Comments:

[illegible]

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

PHYSICAL EDUCATION

Skills/Competencies	Grade 9						
LITERACY	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Name the different muscles used to perform a skill							
Demonstrate understanding of the effects of exercise on the human body							
Demonstrate understanding of the effects of drugs on the body							
SPORTS SKILLS	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate different sports skills for different games							
Demonstrate sport specific skills and be able to break them down into their components: stance, execution and follow through							
Apply different sports skill learnt in game situations							
ORAL EXPRESSION	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe a sport skill in L 1 /L 2							
Describe good body mechanism and its effects on sports performance in L 1 /L 2							
NUMERACY	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Apply mathematical operations in sports and games activities							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						
SOCIAL	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Participate and collaborate with team mates in sports and games activities							
Respect opponents and abide to rules and regulations of games							
Demonstrate positive personal and behaviours that emphasise discipline and fair play							
TACTICAL	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create and develop game strategies during play							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
LITERACY	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Name the different muscles used to perform a skill							
Demonstrate understanding of the effects of exercise on the human body							
Demonstrate understanding of the effects of drugs on the body							
SPORTS SKILLS	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate different sports skills for different games							
Demonstrate sport specific skills and be able to break them down into their components: stance, execution and follow through							
Apply different sports skill learnt in game situations							
ORAL EXPRESSION	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Describe a sport skill in L 1 /L 2							
Describe good body mechanism and its effects on sports performance in L 1 /L 2							
NUMERACY	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Apply mathematical operations in sports and games activities							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
SOCIAL							
Participate and collaborate with team mates in sports and games activities							
Respect opponents and abide to rules and regulations of games							
Demonstrate positive personal and behaviours that emphasise discipline and fair play							
TACTICAL	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Create and develop game strategies during play							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Student: _____

Name of Educator: _____

PERFORMING ARTS

VOCAL MUSIC

Skills / Competencies	Level				Grade 9		Grade 9+			
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
PERFORMING	D	C	B	A	Average Grade		Average Grade			Remarks
Sing a variety of compositions with appropriate expression, technical accuracy, good posture and tone quality										
Recite and count simple rhythmic cycles (Padhant)										
Perform in solo or group										

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
CREATING	D	C	B	A	Average Grade		Average Grade			Remarks
Improvise simple compositions using vocal skills										
RESPONDING	D	C	B	A	Average Grade		Average Grade			Remarks
Demonstrate musical literacy through the use of notation and terminologies										

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
Identify aesthetic qualities in music										
Classify and describe instruments as per their category										
Sketch the life -history of both musicologists and exponents and recognise their contributions in their related fields										
Notate musical compositions using appropriate signs and symbols										

* See Level Table on Page 3

** See Grade Average on Page 4

Skills / Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
Discuss the role of technology in producing new opportunities for musical expression										
Distinguish between a variety of musical forms										
Show respect and positive attitude to Music										
PERFORMING ARTS & SOCIETY	D	C	B	A	Average Grade		Average Grade			Remarks
Demonstrate knowledge and respect for music of diverse cultural groups										
Develop an understanding of his/her culture as well as others										

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

PERFORMING ARTS VOCAL MUSIC

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

PERFORMING ARTS

INSTRUMENTAL MUSIC

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
PERFORMING	D	C	B	A	Average Grade		Average Grade			
Sit in the appropriate posture and handle the Instrument correctly										
Execute basic syllables/swaras in appropriate speed and correct rhythm										
Play basic rhythmic/melodic patterns with the appropriate strokes/bols										
Recite, count and play rhythmic/melodic compositions										
Perform in solo or group										

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved with-out or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
	D	C	B	A	Average Grade		Average Grade			
CREATING										
Create a variety of rhythmic/melodic patterns through improvisation										
Play compositions with improvised variations										

* See Level Table on Page 3
 ** See Grade Average on Page 4

RESPONDING	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved with- out or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	Remarks
Identify and describe musical instruments according to their categories										
Observe and adhere to principles of safety and practice										
Show respect and a positive attitude to music as an art form										
Demonstrate an understanding of musical vocabulary/terminologies										
Notate musical compositions using appropriate signs and symbols										
Distinguish between a variety of musical forms										
Distinguish between musical styles from a variety of cultures										
Identify aesthetic qualities in music through listening and viewing										
Sketch the life history of both musicologists and exponents and recognise their contributions in their related fields										

* See Level Table on Page 3

** See Grade Average on Page 4

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
PERFORMING ARTS AND SOCIETY	D	C	B	A	Average Grade		Average Grade			
Distinguish between musical styles from a variety of cultures										
Develop an understanding of their own culture and tradition as well as those of others										
Relate the use of instruments in local context										
Describe the use of technology in music										

[illegible]

[illegible]

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

PERFORMING ARTS

MUSIC (WESTERN)

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
PERFORMING	D	C	B	A	Average Grade		Average Grade			
Proper posture for the Recorder (whether sitting or standing) and proper breathing techniques										
Execute rhythmic patterns either by clapping or using unpitched percussion instruments										
Play Recorder pieces with a clear tone and in the appropriate speed										
Perform in solo or group										

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
CREATING	D	C	B	A	Average Grade		Average Grade			
Create a variety of rhythmic patterns (Percussion instruments may be used)										
Create a variety of melodic patterns (Call and response technique or the recorder may be used)										
RESPONDING										
Identify and describe musical instruments according to their categories										
Observe and adhere to principles of safety and practice										
Show respect and a positive attitude to music as an art form										
Demonstrate an understanding of musical terminologies										
Distinguish between musical styles from a variety of cultures										
Identify aesthetic qualities in music through listening and viewing										

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Sup- port	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
PERFORMING ARTS AND SOCIETY	D	C	B	A	Average Grade		Average Grade			
Distinguish between musical styles from a variety of cultures										
Develop an understanding of their own culture and tradition as well as those of others										
Relate the use of instruments in local context										
Describe the use of technology in music										

* See Level Table on Page 3

** See Grade Average on Page 4

General Observations & Comments:

This image shows a full page of a document template designed for handwritten notes or essays. It features approximately 28 evenly spaced, thin grey horizontal lines across the entire width of the page. The margins are consistent on all sides, providing ample space for writing. There are no pre-printed questions, headings, or other markings on the page.

* See Level Table on Page 3
** See Grade Average on Page 4

PERFORMING ARTS

DANCE

Skills/Competencies	Level				Grade 9		Grade 9+			Remarks
	1	2	3	4						
	Not Achieved even with Support	Starts to achieve with Support	Achieved with Support	Achieved without or minimal support	Term 2	Term 3	Term 1	Term 2	Term 3	
PERFORMING	D	C	B	A	Average Grade		Average Grade			
Memorise and perform simple sequences of movements										
Demonstrate mental focus while executing the movements										
Demonstrate increased ability and skills in movement and dance using concepts of space, time and energy										

* See Level Table on Page 3

** See Grade Average on Page 4

										Remarks
Co-ordinate body movements while maintaining body balance and clarity of movements										
Demonstrate the ability to interpret and communicate meaning through dance										
Practise and refine technical and expressive skills in dance										
Collaborate with peers to prepare a dance presentation for an audience										
CREATING	D	C	B	A	Average Grade		Average Grade			Remarks
Create and perform in group a simple choreography through improvisation										
RESPONDING	D	C	B	A	Average Grade		Average Grade			Remarks
Observe and adhere to principles of safety and practice										
Use appropriate dance vocabulary to describe dance movements										
Describe a variety of dance forms within different cultures										
Compare and contrast features of dance forms from different cultures										

* See Level Table on Page 3

** See Grade Average on Page 4

PERFORMING ARTS OF SOCIETY	D	C	B	A	Average Grade		Average Grade			Remarks
Describe how social and historical events relate to dance forms										
Discuss dance as an art form emanating from various cultures										

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

SOCIAL & MODERN STUDIES (SMS)

Skills / Competencies	Grade 9						
LITERACY SKILLS IN AND THROUGH SMS							
1. Listening with comprehension	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise key terms							
Demonstrate understanding of instructions provided							
Show understanding of short passages							
2. Reading with comprehension and strengthening vocabulary	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify/recognise key terms, words, vocabulary							
Identify specific information in the text							
Show understanding of information provided in short text and about events							
3. Communicating orally	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Express/articulate ideas orally in L1							
Express/articulate ideas in English							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9						
4. Reinforcing writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Copy key terms and short notes/texts							
Write correctly key terms							
Demonstrate ability to write/construct short & simple sentences							
Express Ideas creatively							
INQUIRY SKILLS & PROCESSES							
Demonstrate acquisition of the following skills:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
List							
Classify							
Draw							
Trace							
Measure							
Compare							
Observe and describe							
Think, ask question, find out, process information for decision-making and find solutions							
Discuss and share understanding							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies		Grade 9					
Values and Attitude							
Develop and show:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Responsible attitude, respect, concern							
Cooperation, collaboration , team spirit							
Sense of belongingness, pride							
Commitment, motivation, persistence							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills / Competencies	Grade 9	
<p style="text-align: center;">Extended Grade 9: CONTENT KNOWLEDGE</p> <ul style="list-style-type: none"> • describe the different types of labour that existed on the island in the nineteenth century • describe some events that led to the abolition of slavery • describe the arrival of the indentured labourers in Mauritius • describe the composition and conditions of the Mauritian population by the beginning of the twentieth century • understand the measures taken by the government to improve conditions of people • describe the living conditions of the people during the 1940s • name a few personalities who fought for the rights of people and workers • describe how Mauritius obtained its independence • state what is meant by global warming • state what is meant by climate change • outline the impact of climate change in our small islands • appreciate the measures taken to combat climate change • understand what sovereignty means and implies • describe Mauritius as a sovereign country • state what is meant by the constitution of Mauritius • describe the voting process • describe the term 'democracy' • discuss the functioning of democracy in our country • discuss the importance of freedom, representation and equity in a society • appreciate our roles as active citizens 		Remarks

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
LITERACY SKILLS IN AND THROUGH SMS							
1) Listening with comprehension	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Recognise key terms							
Demonstrate understanding of instructions provided							
Show understanding of short passages							
2) Reading with comprehension and strengthening vocabulary	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Identify/recognise key terms, words, vocabulary							
Identify specific information in the text							
Show understanding of information provided in short text and about events							
3) Communicating orally	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Express/articulate ideas orally in L1							
Express/articulate ideas in English							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Skills/Competencies	Grade 9+						
4) Reinforcing writing	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Copy key terms and short notes/texts							
Write correctly key terms							
Demonstrate ability to write/construct short & simple sentences							
Express Ideas creatively							
INQUIRY SKILLS & PROCESSES							Remarks
Demonstrate acquisition of the following skills:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
List							
Classify							
Draw							
Trace							
Measure							
Compare							
Observe and describe							
Think, ask question, find out, process information for decision-making and find solutions							
Discuss and share understanding							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
Values and Attitude							Remarks
Develop and show:	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Responsible attitude, respect, concern							
Cooperation, collaboration, team spirit							
Sense of belongingness, pride							
Commitment, motivation, persistence							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+	
Extended Grade 9+: CONTENT KNOWLEDGE		Remarks
<ul style="list-style-type: none">• describe the socio-economic conditions at the time of independence• describe what is meant by a 'welfare state'• describe some important features of our 'welfare state'• appreciate some measures that have contributed to the welfare of the population• describe the different stages in the economic development of Mauritius since independence• realise the importance and benefits of a diversified economy• show an understanding of the impact of industrialisation in our society• develop an understanding of the need for a just and sustainable society• suggest creative solutions for a just and sustainable society• recall that people came to settle in our islands from different countries• appreciate that our identity is linked with these countries• identify the different historical and contemporary links Mauritius has with other countries• appreciate the importance of membership of Mauritius within different organisations• state the factors that affect population distribution• describe the factors responsible for population change• show an understanding that population structures change for various reasons• describe main types of migration• describe the factors leading to the movement of people		

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

BUSINESS & ENTREPRENEURSHIP EDUCATION (BEE)

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Identify and select the best business idea							
Acquire basic knowledge of steps involved in setting up an enterprise							
Demonstrate an understanding of sole trading and partnership enterprises							
Show an understanding of the production process							
Identify sources of finance in enterprises							
Demonstrate an awareness of government support and assistance to entrepreneurs using appropriate examples							
Differentiate between different types of income and expenses in an enterprise							
Differentiate between costs and revenues							
Perform simple calculations to find profit or loss in an enterprise							
Classify cash and bank transactions							
Perform simple recording of cash and bank transactions							
Recognize the importance of ICT in enterprises							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

[illegible]

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

BUSINESS & ENTREPRENEURSHIP EDUCATION (BEE)

Skills/Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of limited company, franchises and cooperatives							
List advantages of limited company, franchises and cooperatives							
Identify risk(s) in an enterprise and outline the role of entrepreneur							
Show an understanding of the importance of effective communication in an enterprise							
Differentiate between internal and external communication in an enterprise							
Demonstrate an understanding of business plan and its uses							
Describe the concept of demand and supply of goods and services							
Show an understanding of the factors affecting demand and supply of commodities							
Recognize the functions of money and list the characteristics of money							
Distinguish between the functions of central and commercial bank							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	Remarks
Demonstrate an awareness of spending, saving and borrowing and the factors influencing it							
Record cash, bank and credit transactions using double entry							
Perform balancing of accounts							
Prepare a trial balance							
Prepare simple income statement and statement of financial position							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Educator: _____

[illegible]

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Identify components of a computer system							
List input and output devices and their uses							
List examples of primary and secondary storage							
Demonstrate an understanding of the basic troubleshooting techniques							
Ability to manipulate drawings and shapes in a word processed document							
Ability to use formatting features to a word processed document							
Ability to work with master and sub word processed document							
Ability to perform calculations with functions and formulas using a spreadsheet software							
Ability to filter and sort data in a spreadsheet data model							
Ability to create tables and charts using a spreadsheet software							
Ability to import tables and charts from spreadsheet to a presentation software							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Ability to apply design templates in a presentation software							
Demonstrate an understanding of different types of computer network and their differences							
Ability to use refined keywords in Web searches to gather information							
Demonstrate an understanding of E-mail and its common features							
Ability to create a simple website							
Demonstrate an understanding of the social and economic effects of the use of computers							
Demonstrate an understanding of the potential health hazards when using ICT equipment							
Ability to Identify flowcharts symbols and draw simple flowcharts (sequence and selection)							
Ability to create a sequence of instructions in a visual programming language to create shapes							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding of binary data, unit of measurement of storage devices and CPU speed							
Show an understanding to distinguish among input, output and storage devices							
Ability to list examples of operating systems							
Demonstrate an understanding of basic functions of an operating system							
Ability to insert table, date and time, header and footer, page break and section break in a word processed document							
Ability to use mail-merge features in word processing							
Ability to use advanced functions and formulas in a spreadsheet software							
Ability to view presentations in Print Preview in a presentation software							
Ability to create handouts and speaker notes							
Ability to apply slide transitions in a presentation							
Ability to differentiate between Intranet and Extranet							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

Skills/Competencies	Grade 9+						Remarks
	Term 1*	Grade Average **	Term 2*	Grade Average **	Term 3*	Grade Average **	
Demonstrate an understanding to identify computer network topologies (Star, Ring and Bus)							
Ability to list various network components							
Show an understanding of Web tools							
Show an understanding on various computer issues: data security, computer ethics, ownership, copyright, plagiarism, potential dangers of the Internet							
Ability to create simple animated video clip							
Ability to create comic strips using an authoring tool							
Demonstrate an understanding of the structure of a database and to create simple queries							
Ability to draw simple flowcharts (iteration)							
Ability to dry run simple flowcharts							
Ability to write a simple program instructions in a visual programming language							

* See Level Table on Page 3

** See Grade Average on Page 4

Name of Student: _____

Name of Educator: _____

General Observations & Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* See Level Table on Page 3
** See Grade Average on Page 4