



9/9/2025

# Assessment in FPLNS

Performance Criteria

FPLNS Technical Committee

## *Table of Contents*

1.	Basic English Literacy.....	2
2.	Basic French Literacy .....	3
3.	Kreol Morisien .....	4
4.	Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi and Modern Chinese) .....	5
5.	Arabic.....	6
6.	Basic Numeracy .....	7
7.	Basic Scientific Literacy.....	8
8.	Basic Digital Literacy .....	9
9.	Physical Education and Health .....	11
10.	Citizenship and Values Education.....	12
11.	Art and Design .....	13
12.	Western Music.....	14
13.	Instrumental Music.....	16
14.	Vocal Music .....	17
15.	Dance .....	18
16.	Drama .....	20
17.	Socio-Emotional Well-Being .....	21
18.	Food Preparation and Service .....	23
19.	Initiation to Smart Agriculture .....	24
20.	Basic Woodwork .....	26
21.	Basic Metalwork .....	27
22.	Basic Creative Fashion and Textiles .....	28
23.	Basic Plumbing.....	30
24.	Basic Electricity .....	31
25.	Initiation to Financial Literacy and Entrepreneurship.....	32
26.	Community Service .....	34
27.	Basic Domestic Appliance Maintenance .....	35
28.	Arts and Crafts .....	36

# CLUSTER 1

## 1. Basic English Literacy

SN	Competencies	Basic	Intermediate	Proficient
1.	Listen with understanding	Listens and identifies the sound of alphabets and responds to basic instructions.	Listens and identifies words from oral texts and responds to simple questions.	Listens and responds to questions explicitly.
2.	Respond orally to a conversation	Responds with yes/no or one-word answers.	Responds with short, relevant answers with correct pronunciation and intonation.	Responds with clear, appropriate answers/extended ideas with ease.
3.	Read with understanding	Reads, understands and identifies basic vocabulary words related to specific themes.	Reads sentences smoothly to gather relevant information or to complete specific tasks.	Reads fluently to extract purpose-driven information.
4.	Write coherently	Writes basic vocabulary words correctly.	Writes phrases and simple sentences correctly on a specific theme.	Writes simple sentences to form a coherent short paragraph.

## 2. Basic French Literacy

SN	Competencies	Basic	Intermediate	Proficient
1.	Listen with understanding	Listens and identifies the sound of alphabets and responds to basic instructions.	Listens and identifies words from oral texts and responds to simple questions.	Listens and responds to questions explicitly.
2.	Respond orally to a conversation	Responds with yes/no or one-word answers.	Responds with short, relevant answers with correct pronunciation and intonation.	Responds with clear, appropriate answers/extended ideas with ease.
3.	Read with understanding	Reads, understands and identifies basic vocabulary words related to specific themes.	Reads sentences smoothly to gather relevant information or to complete specific tasks.	Reads fluently to extract purpose-driven information.
4.	Write coherently	Writes basic vocabulary words correctly.	Writes phrases and simple sentences correctly on a specific theme.	Writes simple sentences to form a coherent short paragraph.

### 3. Kreol Morisien

SN	Competencies	Basic	Intermediate	Proficient
1.	Listen with understanding	Listens and identifies the sound of alphabets and responds to basic instructions.	Listens and identifies words from oral texts and responds to simple questions.	Listens and responds to questions explicitly.
2.	Respond orally to a conversation	Responds with yes/no or one-word answers.	Responds with short, relevant answers with correct pronunciation and intonation.	Responds with clear, appropriate answers/extended ideas with ease.
3.	Read with understanding	Reads, understands and identifies basic vocabulary words related to specific themes.	Reads sentences smoothly to gather relevant information or to complete specific tasks.	Reads fluently to extract purpose-driven information.
4.	Write coherently	Writes basic vocabulary words correctly.	Writes phrases and simple sentences correctly on a specific theme.	Writes simple sentences to form a coherent short paragraph.

#### 4. Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi and Modern Chinese)

SN	Competencies	Basic	Intermediate	Proficient
1.	Listen with understanding	Listens and identifies the sound of alphabets and responds to basic instructions.	Listens and identifies words from oral texts and responds to simple questions.	Listens and responds to questions explicitly.
2.	Respond orally to a conversation	Responds with yes/no or one-word answers.	Responds with short, relevant answers with correct pronunciation and intonation.	Responds with clear, appropriate answers/extended ideas with ease.
3.	Read with understanding	Reads, understands and identifies basic vocabulary words related to specific themes.	Reads sentences smoothly to gather relevant information or to complete specific tasks.	Reads fluently to extract purpose-driven information.
4.	Write coherently	Writes basic vocabulary words correctly.	Writes phrases and simple sentences correctly on a specific theme.	Writes simple sentences to form a coherent short paragraph.

## 5. Arabic

SN	Competencies	Basic	Intermediate	Proficient
1.	Listen with understanding	Listens and identifies the sound of alphabets and responds to basic instructions.	Listens and identifies words from oral texts and responds to simple questions.	Listens and responds to questions explicitly.
2.	Respond orally to a conversation	Responds with yes/no or one-word answers.	Responds with short, relevant answers with correct pronunciation and intonation.	Responds with clear, appropriate answers/extended ideas with ease.
3.	Read with understanding	Reads, understands and identifies basic vocabulary words related to specific themes.	Reads sentences smoothly to gather relevant information or to complete specific tasks.	Reads fluently to extract purpose-driven information.
4.	Write coherently	Writes basic vocabulary words correctly.	Writes phrases and simple sentences correctly on a specific theme.	Writes simple sentences to form a coherent short paragraph.



## 6. Basic Numeracy

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Proficient</b>	<ul style="list-style-type: none"> <li>• Solve simple word problems involving numbers in real-life situations.</li> <li>• Draw and measure angles (30, 45, 60 and 90 degrees).</li> <li>• Solve simple real-life problems involving measurement.</li> <li>• Solve problems involving perimeter and area</li> <li>• Show understanding of the concept of capacity and volume</li> <li>• Solve simple problems involving pie charts.</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Identify and perform simple calculations involving simple fractions and decimals.</li> <li>• Solve simple problems involving rate and ratio.</li> <li>• Recognise and name 3-D shapes and calculate unknown angles, including in triangles.</li> <li>• Convert different units of measurement (length, mass, time, capacity).</li> <li>• Find the area of shapes</li> <li>• Draw and interpret a bar chart</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Identify and perform simple calculations involving whole numbers.</li> <li>• Recognise and name basic 2-D shapes and types of angles.</li> <li>• Use appropriate units of measurement (length, mass, time, capacity) in real-life contexts.</li> <li>• Find the perimeter of basic shapes.</li> <li>• Read information from bar charts.</li> </ul>

## 7. Basic Scientific Literacy

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
Proficient	<p><b>Demonstrates a clear and accurate understanding of scientific concepts:</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate scientific terminology consistently</li> <li>• Explains, applies and sometimes connects scientific ideas to both familiar and new situations with accuracy</li> </ul> <p><b>Displays excellent inquiry skills:</b></p> <ul style="list-style-type: none"> <li>• Follows instructions and applies safe practices in conducting investigations independently</li> <li>• Records, analyses and interprets data accurately</li> <li>• Draws logical conclusions supported by evidence</li> </ul> <p><b>Shows firm environmental literacy:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates informed understanding of environmental challenges and sustainability</li> <li>• Recognises the link between human actions and environmental outcomes</li> </ul>
Intermediate	<p><b>Demonstrates a general understanding of key scientific concepts:</b></p> <ul style="list-style-type: none"> <li>• Uses some scientific vocabulary appropriately, though occasionally with errors</li> <li>• Explains and applies scientific ideas to familiar contexts with some accuracy</li> </ul> <p><b>Displays good inquiry skills:</b></p> <ul style="list-style-type: none"> <li>• Follows steps of an investigation with some guidance and assistance</li> <li>• Collects and records data appropriately</li> <li>• Attempts to draw simple conclusions</li> </ul> <p><b>Shows some environmental literacy:</b></p> <ul style="list-style-type: none"> <li>• Shows basic understanding of key environmental issues (e.g., pollution, conservation)</li> <li>• Identifies and suggests simple actions to reduce environmental impact</li> </ul>
Basic	<p><b>Demonstrates basic or fragmented understanding of scientific concepts:</b></p> <ul style="list-style-type: none"> <li>• Struggles to use scientific terms correctly</li> <li>• Requires assistance to explain simple scientific ideas or to apply them to familiar situations</li> </ul> <p><b>Displays limited inquiry skills:</b></p> <ul style="list-style-type: none"> <li>• Shows limited ability to follow instructions</li> <li>• Records observations only when prompted to</li> <li>• Barely interprets data or draws conclusions based on evidence gathered</li> </ul> <p><b>Shows limited environmental awareness:</b></p> <ul style="list-style-type: none"> <li>• Shows minimal understanding of environmental issues and their impact</li> <li>• Needs support to identify ways to care for the environment or connect actions to consequences</li> </ul>

## 8. Basic Digital Literacy

	OVERALL ASSESSMENT CRITERIA
Proficiency level	Descriptors
<b>Proficient</b>	<ul style="list-style-type: none"> <li>Explains clearly a wide range of health hazards (e.g. eye strain, repetitive strain injury, poor posture, mental fatigue) with detailed causes and effects.</li> <li>Provides a comprehensive discussion of various preventive measures (e.g. ergonomic setups, regular breaks, screen filters, posture correction)</li> <li>Defines accurately all three concepts with clear distinctions and examples. Demonstrates understanding of their importance in ICT use and implications for users and organisations.</li> <li>Creates a well-structured document</li> <li>Applies consistent formatting (e.g. headings, spacing, fonts, alignment, bullets/tables) throughout the document.</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Identifies and explains common health hazards associated with ICT use, showing some understanding of their causes and effects.</li> <li>Describes several preventive strategies with some connection to the health issues they address.</li> <li>Provides definitions of the three concepts with some clarity and basic examples. Shows general understanding of their relevance.</li> <li>Creates a document with basic structure and layout but may lack clarity or consistency.</li> <li>Applies basic formatting with some inconsistencies or missing elements.</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>Lists a few health hazards with limited explanation or detail. May show basic awareness but lacks depth in understanding.</li> <li>Mentions a few general preventive actions with minimal explanation or relevance to specific hazards.</li> <li>Gives simple or partial definitions with limited understanding or examples.</li> <li>Creates a document with minimal structure</li> <li>Uses minimal formatting</li> </ul>

# CLUSTER 2

## 9. Physical Education and Health

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
Proficient	<p><b>Skills and games:</b></p> <ul style="list-style-type: none"> <li>• Executes skills efficiently in game situations or competitions</li> <li>• Shows a good understanding of different rules and regulations in any games and sports</li> <li>• Applies strategies in any games and sports</li> </ul> <p><b>Literacy and numeracy:</b></p> <ul style="list-style-type: none"> <li>• Shows a good understanding of complex words/concepts using relevant examples</li> <li>• Answers questions, completes crosswords and explains photos independently</li> <li>• Displays critical thinking in explaining ideas/pictures and in responding to problem solving tasks</li> </ul>
Intermediate	<p><b>Skills and games:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates control and consistency in performing skills</li> <li>• Shows understanding of some basic rules and tactical positioning in any games and sports</li> <li>• Participates in any sports activities</li> </ul> <p><b>Literacy and numeracy:</b></p> <ul style="list-style-type: none"> <li>• Shows some understanding of complex words/concepts</li> <li>• Completes matching and crosswords exercises without assistance</li> <li>• Reflects on pictures shown or questions asked when prompted to</li> </ul>
Basic	<p><b>Skills and games:</b></p> <ul style="list-style-type: none"> <li>• Shows minimum control and consistency in performing skills</li> <li>• Relies on support and guidance in understanding rules and regulations</li> <li>• Requires prompting to participate in games and sports</li> </ul> <p><b>Literacy and numeracy:</b></p> <ul style="list-style-type: none"> <li>• Shows minimum/shallow understanding of simple keywords/concepts</li> <li>• Matches photos to words</li> <li>• Requires support to respond to questions, complete crosswords and solve problems</li> </ul>

## 10.Citizenship and Values Education

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Proficient</b>	<ul style="list-style-type: none"> <li>Communicates opinions and expresses ideas in a confident and clear manner</li> <li>Participates fully and independently in a variety of activities</li> <li>Expresses original ideas and solutions</li> <li>Takes initiatives and collaborates in group settings</li> <li>Demonstrates independence and ownership in learning</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Communicates ideas with growing confidence in most situations.</li> <li>Participates in new activities with enthusiasm and minimal support</li> <li>Is willing to explore new ideas with some guidance</li> <li>Shares ideas and participates in group discussions</li> <li>Shows initiative in familiar situations with some support</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>Demonstrates a willingness to speak up, though may show hesitation or rely on support.</li> <li>Participates in classroom routines when prompted, encouraged and guided</li> <li>Hesitates to try new or imaginative approaches</li> <li>Needs support in group tasks and discussions</li> <li>Waits for others to begin before participating</li> </ul>

## 11. Art and Design

UNIT STANDARD	DESCRIPTORS		
	BASIC	INTERMEDIATE	PROFICIENT
<b>Creative Expression with Drawing Media:</b> Use various drawing media to express ideas, feelings and emotions creatively.	Explores drawing using a few selected drawing media with limited control and minimal experimentation.	Explores drawing using some drawing media with some control and intention.	Explores drawing with confident and skilful manipulation of a variety of drawing media.
<b>Creative Expression in Colour:</b> Apply colour theory and techniques to create visually engaging artworks.	Demonstrates limited application of colour theory and colour mixing.	Applies a range of colour schemes and explores mixing with some control.	Uses colour theory confidently and applies mixing techniques effectively.
<b>Creative Expression in Printing:</b> Use different printmaking techniques to produce original and creative prints.	Uses basic printing techniques to make simple prints.	Uses some printing techniques with some control to create interesting prints.	Applies a variety of printing techniques confidently to produce original and creative prints.
<b>Creative Expression in 3D Media:</b> Create three-dimensional artworks using various materials and construction methods.	Builds simple 3D forms using a few materials and techniques with limited control.	Constructs 3D artworks using some materials and techniques with some control.	Shows confidence in creating 3D artworks using a variety of materials and techniques.
<b>Art and Innovation:</b> Explore new ideas, techniques, and digital tools to create original and innovative artworks.	Uses basic digital tools with limited exploration of new ideas.	Explores digital tools and techniques to create artworks with some originality.	Applies digital tools with confidence to produce original and innovative artworks.
<b>Art and Sustainability:</b> Create artworks using eco-friendly materials and promote environmental awareness.	Uses some recycled materials with minimal consideration for sustainability.	Selects and uses eco-friendly materials with limited creativity and attention to environmental themes.	Carefully chooses and combines different sustainable materials to make artworks with a strong environmental message.

## 12. Western Music

Elements	Basic	Intermediate	Proficient
<b>C1 Competence in Singing and Instrument Playing</b>			
Identify and describe sounds	Limited ability to identify or differentiate sound types (e.g. pitch, duration, volume). Limited ability to identify and classify different musical instruments and their respective sounds.	Identifies basic sound contrasts (e.g., loud/soft, high/low). Has the ability to identify and classify musical instruments to some extent.	Identifies and differentiates between various sound contrasts (e.g., pitch, duration, timbre). Responds promptly in classifying musical instruments according to their category.
Recognise and respond to basic musical elements	Limited ability to identify basic elements such as rhythm, tempo, beat and dynamics.	Identifies and responds to simple rhythms, tempo and dynamic changes.	Applies knowledge of rhythm, tempo, and dynamics in performance.
Sing or play simple melodies with accurate pitch and rhythm	Limited ability to sing or play with accurate pitch and rhythm.	Performs simple melodies with some accuracy and steady beat.	Performs accurately with confident pitch, rhythm, and steady tempo.
Technical and performance skills	Demonstrates limited technical control.	Shows developing coordination, posture, and articulation.	Performs with consistent technique, posture, and musical expression.
<b>C2 Competence in Performing/Presenting Artistic Work</b>			
Perform songs solo or in groups	Participates with hesitation or lack of accuracy.	Performs simple songs with some confidence and control.	Performs fluently with accuracy and expression.
Stage presence and behaviour	Shows limited confidence and engagement on stage.	Demonstrates confidence and engagement on stage.	Conveys emotions and maintains appropriate stage behaviour throughout.



<b>C3 Competence in Creativity</b>			
Create simple music compositions using voice or instruments	Limited capacity to create music compositions.	Creates and presents short, structured compositions.	Composes original and expressive music compositions.
Interpret and modify existing musical pieces to create a unique style	Limited capacity to make minimal changes to existing music.	Adapts music with emerging personal style.	Creatively transforms musical pieces with originality.
<b>C4 Competence in Appreciating Artistic Work</b>			
Identify and describe the characteristics of various styles of music	Limited ability to identify musical styles or artists.	Identifies the basic characteristics of various music styles and their associated artists.	Identifies and describes elements of style and expression across genres.
Recognise and appreciate cultural diversity in music	Limited ability to recognise cultural aspects in music.	Recognises music from local and some world cultures.	Understands and explains the significance of music in cultural contexts.
Identify musical instruments and roles	Limited ability to identify musical instruments and their roles.	Identifies some common instruments and their basic functions.	Identifies most of the musical instruments and their roles within a composition.
Compare and contrast musical works	Limited ability to compare musical works.	Recognises basic similarities and differences in style and expression in musical works.	Compares style, structure, and expressive elements in depth in musical works.
<b>C5 Competence in Communicating Ideas, Feelings and Experiences Through Music</b>			
Express emotions through music	Shows little expression in performance or composition.	Demonstrates some emotional content in performance or composition.	Communicates mood and feeling effectively through performance/composition.
Communicate ideas creatively through solo/group performances	Needs support to participate	Participates in solo/group performances and contributes ideas in performances.	Collaborates creatively and responds effectively during performances.

### 13. Instrumental Music

Unit Standard	Basic	Intermediate	Proficient
<b>Skills Development:</b> Develop instrument playing skills and stage performance skills	Limited ability to play a musical instrument.	Satisfactory ability to play a musical instrument.	Excellent ability to play a musical instrument.
	Unable to follow the rhythm	Ability to clap, tap, or move to a consistent beat.	Ability to consistently maintain a steady beat through various tempi.
	Ability to identify and orally reproduce very short, simple rhythmic patterns.	Ability to accurately reproduce and play rhythmic patterns with good precision.	Ability to accurately play a wide range of common and slightly more complex rhythmic patterns with excellent precision.
<b>Expression:</b> Communicates ideas, feelings and experiences through music.	Ability to identify and name a few common emotions when listening to music.	Ability to identify and describe a broader range of emotions or moods conveyed in musical pieces.	Ability to demonstrate understanding of how music communicates and reflect on feelings conveyed in musical pieces.
<b>Creativity:</b> Generate artistic ideas and mount artistic performances creatively	Identify simple themes or subjects for artistic expression when provided with prompts or examples.	Contribute actively to the planning and execution of a group performance, offering suggestions.	Generate original and insightful artistic ideas that demonstrate a deep understanding of chosen themes or concepts.
<b>Performing:</b> Perform/Present artistic work individually and collaboratively	Participates in group activities by performing/presenting their designated part when prompted.	Perform or present a prepared musical piece with some confidence and expression.	Perform or present musical piece with confidence, expression, and control, demonstrating understanding of the artistic elements.
<b>Connecting:</b> Show appreciation of artistic work and respond sensitively to different artistic works	Express a simple like or dislike for an artwork and provide a very basic reason	Briefly describe the mood or atmosphere of a musical piece.	Appreciates and shows responsiveness to musical performance
	Recognise that different people might have different feelings about the same artwork.	Give a reason for their appreciation that goes beyond simple preference.	Uses a wide range of vocabulary related to instrumental music.
	Listen respectfully when others share their opinions about art.	Can relate to some features of musical forms and can follow a musical performance attentively.	Relates and responds sensitively to various musical forms.

## 14.Vocal Music

Unit Standard	Basic	Intermediate	Proficient
<b>Skills Development:</b> Develop singing skills and stage performance skills	Limited ability to sing the 7 natural notes	Satisfactory ability to sing the 7 natural notes	Excellent ability to sing all musical notes
	Unable to follow the rhythm	Ability to clap, tap, or move to a consistent beat.	Ability to consistently maintain a steady beat through various tempi.
	Ability to identify and orally reproduce very short, simple rhythmic patterns.	Ability to accurately reproduce and sing rhythmic patterns with good precision.	Ability to accurately sing a wide range of common and slightly more complex rhythmic patterns with excellent precision.
<b>Expression:</b> Communicates ideas, feelings and experiences through music.	Ability to identify and name a few common emotions when listening to music.	Ability to identify and describe a broader range of emotions or moods conveyed in musical pieces.	Ability to demonstrate understanding of how music communicates and reflect on feelings conveyed in songs or musical pieces.
<b>Creativity:</b> Generate artistic ideas and mount artistic performances creatively	Identify simple themes or subjects for artistic expression when provided with prompts or examples.	Contribute actively to the planning and execution of a group performance, offering suggestions.	Generate original and insightful artistic ideas that demonstrate a deep understanding of chosen themes or concepts.
<b>Performing:</b> Perform/ Present artistic work individually and collaboratively	Participates in group activities by performing/presenting their designated part when prompted.	Perform or present a prepared song or musical piece with some confidence and expression.	Perform or present songs with confidence, expression, and control, demonstrating understanding of the artistic elements.
<b>Connecting:</b> Show appreciation of artistic work and respond sensitively to different artistic works	Express a simple like or dislike for an artwork and provide a very basic reason	Briefly describe the mood or atmosphere of a song or musical piece.	Appreciates and shows responsiveness to musical performance
	Recognise that different people might have different feelings about the same artwork.	Give a reason for their appreciation that goes beyond simple preference.	Uses a wide range of vocabulary related to vocal music.
	Listen respectfully when others share their opinions about art.	Can relate to some features of musical forms and can follow a musical performance attentively.	Relates and responds sensitively to various musical forms.

## 15.Dance

Unit Standard	Basic	Intermediate	Proficient
<b>Skills Development:</b> Develop dance movement and stage performance skills	Limited ability to use space, time, and coordinate body movements.	Satisfactory use of space and time and coordination of body movements.	Excellent use of space, time and coordination of body movements
	Limited focus, lack of energy and rigour	Satisfactory level of focus, energy and rigour	Good level of focus, energy and rigour
	Lack of clarity of movements and inability to follow rhythm	Satisfactory body balance and ability to follow rhythm	Excellent body balance and posture and able to follow any given rhythm
	Attempt to memorise and perform simple dance movements	Memorise and perform simple dance movements in rhythm with hesitation regarding techniques.	Memorise and perform simple and complex movements using the proper techniques
<b>Expression:</b> Communicate ideas, feelings and experiences through dance	Unable to convey emotions and expressions through facial expressions and body language	Able to convey emotions and expressions through facial expressions and body language	Express emotions creatively and purposefully through facial expressions and body language
<b>Creativity:</b> Generate artistic ideas and mount artistic performances creatively	Create short and simple sequence using one or two elements of dance	Create short sequences using all the elements of dance and in simple rhythm	Create a well-developed dance sequence and be able to integrate any given rhythm into dance movements.
<b>Performing:</b> Perform/ Present artistic work individually and collaboratively	Perform/ present artistic work alone or collaboratively with support and guidance	Can perform alone or collaboratively without support and guidance	Perform/ present confidently in solo and in synchronisation with good integration in a team

<b>Connecting:</b> Show appreciation of artistic work and respond sensitively to different artistic works	Able to engage with other dancers and demonstrate little appreciation for other dance forms or artistic works	Show appreciation and be receptive to elements of dance	Appreciate and show responsiveness to dance performance
	Limited use of vocabulary related to dance forms and shows inadequate knowledge of dance forms	Use of appropriate vocabulary related to dance movement, but some inaccuracies	Use a wide range of vocabulary related to dance
		Can relate to some features of dance forms and can follow a dance performance attentively	Relate and respond sensitively to various dance forms

## 16.Drama

Performance Criteria	Basic	Intermediate	Proficient
<b>Body Awareness and Control Space occupation</b>	Executes simple/ isolated moves and makes limited use of space	Executes a sequence of moves and makes use of space appropriately	Executes a sequence of creative moves and makes purposeful use of space
<b>Emotional display Body language Facial expression Voice projection and modulation</b>	Expresses basic emotions and intentions using body language, facial expression, voice projection and modulation at elementary level	Expresses emotions and intentions satisfactorily using body language, facial expression and voice projection and modulation appropriately	Expresses a range of emotions and intentions convincingly, using body language, facial expression and voice projection and modulation creatively and purposefully
<b>Planning and monitoring a drama performance</b>	Mounts a simple drama performance supported/ monitored by the teacher	Mounts an original drama performance autonomously	Mounts an original and authentic drama performance autonomously, displaying creativity
<b>Characterization</b>	Enacts a simple character displaying age, manner and voice at basic level	Creates and enacts a character displaying age, manner and voice accurately	Creates and enacts a complex character displaying age, manner and voice creatively and purposefully
<b>Critical appreciation and response</b>	Shows basic appreciation of drama performance and responds in an elementary manner to feedback	Shows appreciation of drama performance and responds appropriately to feedback	Shows critical appreciation of drama performance and responds creatively and purposefully to feedback

## 17.Socio-Emotional Well-Being

OVERALL ASSESSMENT CRITERIA	
Proficiency level	Descriptors
<b>Proficient</b>	<ul style="list-style-type: none"> <li>• Demonstrates good understanding of personal strengths and limitations</li> <li>• Confidently expresses emotions and thoughts in various contexts</li> <li>• Consistently respects personal and others' boundaries, actively promotes safe and respectful interactions across diverse settings.</li> <li>• Effectively uses strategies to regulate emotions, manage stress, and control impulses independently across different situations.</li> <li>• Demonstrates a comprehensive understanding of bodily changes</li> <li>• Demonstrate commendable ability to make the right choices</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of personal strength and limitations</li> <li>• Expresses emotions and thoughts with some confidence</li> <li>• Demonstrates understanding of personal and others' boundaries and usually respects them</li> <li>• Demonstrates some strategies to regulate emotions and manage stress; occasionally controls impulses with guidance.</li> <li>• Understands key bodily changes during puberty</li> <li>• Demonstrates some ability to make the right choices</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of personal strengths and limitations</li> <li>• Expresses emotions and thoughts with limited confidence</li> <li>• Identifies personal boundaries with guidance and shows awareness of others' boundaries in familiar situations</li> <li>• Has difficulty regulating emotions and managing stress</li> <li>• Has limited understanding of bodily changes</li> <li>• Demonstrates little ability to make the right choices</li> </ul>

## **CLUSTER 3: Electives**



## 18. Food Preparation and Service

OVERALL ASSESSMENT CRITERIA	
PROFICIENCY LEVEL	DESCRIPTORS
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Read information given in a recipe</li> <li>• Prepare and cook simple dishes independently</li> <li>• Measure ingredients accurately using appropriate equipment</li> <li>• Apply hygiene practices consistently during food preparation</li> <li>• Maintain safety practices throughout food preparation</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Identify the ingredients and the different steps involved in a given recipe.</li> <li>• Apply basic culinary skills such as chopping, slicing, dicing, and peeling using appropriate kitchen equipment.</li> <li>• Use proper measuring equipment and standard units to measure ingredients (gram, millilitre, litre, teaspoon, Tablespoon and Cups)</li> <li>• wear appropriate protective clothing before starting food preparation</li> <li>• Demonstrate safe handling of kitchen equipment, especially sharp and hot equipment</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Recognise and name ingredients used in a recipe</li> <li>• Demonstrate simple culinary skills such as chopping, slicing, dicing and peeling using the proper kitchen equipment</li> <li>• Identify the correct units of measurement for ingredients</li> <li>• Wear an apron and head covering (scarf or hairnet), keep nails short and unpolished, and maintain clean hands.</li> <li>• Interpret basic kitchen safety information presented through visuals, infographics, or pictures.</li> </ul>

## 19. Initiation to Smart Agriculture

Competencies	Basic	Intermediate	Proficient
<b>Conventional vs. Smart Agriculture</b>	Identifies conventional vs. smart agriculture with guidance; names two inputs per approach; notes one difference; lists one challenge, and digital tool benefit	Describes two features per approach; explains three inputs with purpose; details two differences, including automation; matches two scenarios with justification; notes two challenges and one tool solution	Compares approaches with 3+ features, real-world examples; analyses inputs for efficiency/sustainability; evaluates differences for sustainability; matches complex scenarios with justification; analyses three challenges and multiple tools; uses precise terms, creates detailed visual.
<b>Sustainable Practices &amp; Technology</b>	Names one sustainable technique and benefit; identifies one tool and use; lists one AI/automation example with guidance; applies one eco-friendly method with support; uses one tool with supervision; names one renewable energy and use; follows safety with reminders.	Describes two techniques and benefits; explains two tools for efficiency; details two AI/automation examples; applies eco-friendly method; uses two tools; identifies two renewable energies and benefits; follows safety and explains PPE importance.	Evaluates three techniques for impact; analyses three tools for sustainability; evaluates AI/automation for efficiency; designs eco-friendly project.

<b>Climate Resilience</b>	Lists one climate effect with support; names one strategy and purpose; joins guided DIY project; notes one field visit observation; identifies one low-cost solution.	Describes two climate effects and crop impacts; explains two strategies and benefits; completes DIY project.	Analyses multiple climate effects and impacts; justifies three strategies; designs optimised DIY project.
<b>Eco-Friendly &amp; Resource-Efficient Farming</b>	Defines renewable energy simply; identifies one type and use; lists one benefit; matches one farm activity to energy; applies one technique with supervision; identifies one hazard and PPE.	Explains renewable energy vs. fossil fuels; identifies two types and uses; describes two benefits; matches two activities to energy; app; identifies two hazards and PPE, explains importance; follows safety with minimal supervision.	Analyses renewable energy vs. fossil fuels; evaluates 3+ types for farms; justifies benefits; designs energy integration plan; implements complex project; identifies multiple hazards, justifies PPE; leads safety, handles accidents.
<b>Safety Awareness</b>	Identifies one hazard; recognises one safety sign; keeps tidy area with reminders; wears one PPE; states PPE importance; follows simple safety; reports minor accidents with prompts; locates first aid kit with help.	Identifies two hazards and risks; interprets two safety signs; maintains tidy area, explains accident prevention; wears two PPE items; explains PPE importance; follows safety instructions; reports accidents promptly; knows basic first aid.	Analyses multiple hazards and impacts; interprets safety signs; proactively organises work area; wears multiple PPE items, justifies use; evaluates PPE importance; leads safety, ensures peer compliance; responds to accidents with first aid; explains first aid resources.

## 20.Basic Woodwork

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Basic</b>	<p>Identifies orthographic views/oblique projection and draws simple shapes with guidance.</p> <p>Recognises basic safety rules and follows instructions under supervision.</p> <p>Names common materials and describe simple uses.</p> <p>Uses basic hand tools with supervision</p> <p>Shows little display of design abilities.</p> <p>Follows given instructions to complete a simple project with help.</p> <p>Shows minimal workmanship with little attention to detail.</p>
<b>Intermediate</b>	<p>Produces accurate orthographic drawings/ oblique projection with appropriate line types and some dimensioning.</p> <p>Demonstrates safe practices with most tools and identifies common hazards.</p> <p>Understands material properties and describes the uses of some materials.</p> <p>Operates a range of tools with reasonable accuracy and some independence.</p> <p>Shows some creativity and design abilities.</p> <p>Shows fair workmanship with some attention to detail.</p> <p>Completes the project with moderate support.</p>
<b>Proficient</b>	<p>Produces precise and fully dimensioned orthographic/oblique projection drawings.</p> <p>Applies safety procedures independently</p> <p>Has a thorough know-how of a range of materials and their corresponding uses.</p> <p>Demonstrates precision, efficiency, and confidence in using a variety of workshop tools.</p> <p>Exhibits innovation and good designing abilities.</p> <p>Shows excellent workmanship with high precision and finish</p> <p>Independently make a well-executed project.</p>

## 21. Basic Metalwork

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Basic</b>	<p>Identifies orthographic views/oblique projection and draws simple shapes with guidance.</p> <p>Recognises basic safety rules and follows instructions under supervision.</p> <p>Names common materials and describe simple uses.</p> <p>Uses basic hand tools with supervision;</p> <p>Shows little display of design abilities.</p> <p>Follows given instructions to complete a simple project with help.</p> <p>Shows minimal workmanship with little attention to detail.</p>
<b>Intermediate</b>	<p>Produces accurate orthographic drawings/ oblique projection with appropriate line types and some dimensioning.</p> <p>Demonstrates safe practices with most tools and identifies common hazards.</p> <p>Understands material properties and describes the uses of some materials.</p> <p>Operates a range of tools with reasonable accuracy and some independence.</p> <p>Shows some creativity and design abilities.</p> <p>Shows fair workmanship with some attention to detail.</p> <p>Completes the project with moderate support.</p>
<b>Proficient</b>	<p>Produces precise and fully dimensioned orthographic/oblique projection drawings.</p> <p>Applies safety procedures independently</p> <p>Has a thorough know-how of a range of materials and their corresponding uses.</p> <p>Demonstrates precision, efficiency, and confidence in using a variety of workshop tools.</p> <p>Exhibits innovation and good designing abilities.</p> <p>Shows excellent workmanship with high precision and finish</p> <p>Independently make a well-executed project.</p>

## 22. Basic Creative Fashion and Textiles

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
BASIC	<b>1. Identifies basic garment names</b> Can name a limited number of basic garments, such as a shirt or shorts, when prompted, demonstrating initial knowledge of garment types.
	<b>2. Recognises general fashion ideas</b> Has a general understanding that fashion involves clothes and how people dress, and that styles can change with time
	<b>3. Attempts safe handling of tools with constant supervision</b> Makes efforts to use basic sewing tools such as scissors, needles and pins, but requires continuous monitoring and reminders to ensure safety rules are followed.
	<b>4. Works long, uneven tacking stitches with direct guidance</b> Can perform the most basic temporary stitch (tacking) with significant step-by-step instruction, though stitches may be irregular and inconsistent.
	<b>5. Participates minimally in class activities and discussions</b> Requires frequent prompting to engage in group work or answer questions, often relying on individual support.
INTERMEDIATE	<b>1. Identifies a range of basic garments and style features</b> Can name most basic garments such as shirts, T-shirts, skirts, dress, trousers, and identify several style features, such as collars, sleeves, pockets, hem, waistband and fastening.
	<b>2. Understands basic colour concepts and simple outfit matching</b> Can identify warm, cool, and neutral colours and attempts to mix and match garments for general occasions, such as casual wear.
	<b>3. Uses basic sewing tools and equipment with general safety awareness</b> Handles tools such as measuring tape, fabric scissors, needles, pressing equipment and knows how to safely use pressing equipment, but may still need occasional reminders for specific safety precautions.
	<b>4. Works reasonably regular temporary stitches, basic permanent stitches and fabric decoration.</b> Can produce regular tacking and running stitches, and can attempt backstitches, applying these in simple sewing tasks such as making a fabric bracelet and decorating with simple embroidery stitches, such as chain stitch
	<b>5. Participates in most activities and discussions with some motivation</b> Engages in lessons and group work, showing some enthusiasm, though consistency in complex tasks or independent progress may vary.
PROFICIENT	<b>1. Accurately identifies and explains various fashion concepts and garment features</b>

	Can name and describe a comprehensive range of garments, identify style features such as collar and neckline on a garment, and main fashion trends. Can differentiate among accessories and match these to the appropriate occasion.
	<b>2. Applies colour theory and effectively coordinates outfits</b> Independently identifies complementary colours, is able to mix and match garments, and can sketch and select appropriate outfits and accessories for formal, casual, and special occasions.
	<b>3. Consistently uses all basic sewing tools and pressing equipment safely and independently</b> Demonstrates a thorough understanding and consistent application of safety precautions when using tools and equipment, including the electric sewing machine and iron, without reminders, and follows all rules and regulations.
	<b>4. Works neatly and has regular hand sewing stitches and fabric decoration</b> Produces consistently neat and good tacking, running, and backstitches. Successfully works simple embroidery stitches such as whipped running, chain, loop, cross-stitch, and braiding for
	<b>5. Independently plans and creates a customised textile project, such as the fabric bracelet</b> Can measure, cut and sew, including attaching a button securely, and decorate the fabric bracelet, demonstrating creativity and effectively integrating various learned sewing and decoration techniques.

## 23. Basic Plumbing

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Is aware of water distribution locally and plumbing system in our daily life.</li> <li>• Recognises basic safety and health protocols and needs constant supervision.</li> <li>• Can identify common plumbing tools and describe briefly their functions</li> <li>• Can manipulate different plumbing tools under supervision and guidance.</li> <li>• Recognises basic plumbing fittings and control systems.</li> <li>• Demonstrates some skills for winding PTFE seal tape onto threaded parts under supervision</li> <li>• Observes given instructions to complete a simple project with help and guidance.</li> <li>• Displays minimal workmanship with little attention to detail.</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Can explain briefly the residential water distribution in Mauritius and the importance of plumbing system in our daily life.</li> <li>• Demonstrates a proper attitude towards safety and health protocols and can identify some common hazards quite easily.</li> <li>• Can recognise and name different plumbing tools and explain their functions</li> <li>• Can safely use different plumbing tools with minimum supervision.</li> <li>• Differentiates plumbing fittings and control systems quite easily.</li> <li>• Demonstrates proper skills for winding PTFE seal tape onto threaded parts with minimum supervision.</li> <li>• Follows most instructions carefully to complete project work with a certain level of independence while operating various tools and techniques.</li> <li>• Can complete the project with moderate support and with fair workmanship.</li> </ul>
<b>Proficient</b>	<ul style="list-style-type: none"> <li>• Can explain in detail the residential water distribution in Mauritius and the importance of plumbing system in our daily life.</li> <li>• Consistently observes and puts into practice most safety and health protocols independently and displays a positive attitude towards safety in the school workshop.</li> <li>• Demonstrates confidence in using different plumbing tools safely.</li> <li>• Masters knowledge and skills in using different plumbing fittings and control systems</li> <li>• Exhibits confidence in winding PTFE seal tape onto threaded without supervision.</li> <li>• Shows good workmanship with high precision and finish while observing all safety practices.</li> <li>• Independently realises and completes the project on time.</li> </ul>



## 24. Basic Electricity

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Proficient</b>	<ul style="list-style-type: none"><li>• Identifies multiple hazards and safety precautions when using electricity.</li><li>• Uses breadboards for realising electronic circuits.</li><li>• Independently draws electrical schematic diagrams.</li><li>• Confidently wires a 3-pin plug with a switch, lamp holder and lamp.</li><li>• Independently works on a well-executed project.</li></ul>
<b>Intermediate</b>	<ul style="list-style-type: none"><li>• Identifies a few common hazards and safety precautions when using electricity.</li><li>• Uses wiring and breadboards for realising simple electronic circuits.</li><li>• Draws schematic diagrams of electrical circuits under guidance.</li><li>• Wires a 3-pin plug with a switch, lamp holder and lamp with some support.</li><li>• Completes the given project with moderate support.</li></ul>
<b>Basic</b>	<ul style="list-style-type: none"><li>• Recognises simple hazards and safety precautions when using electricity</li><li>• Uses wiring for realising basic electronic circuits.</li><li>• Copies schematic diagrams of electrical circuits.</li><li>• Wires a 3-pin plug with a switch, lamp holder and lamp under guidance.</li><li>• Follows given instructions to complete a simple project with help.</li></ul>

## 25. Initiation to Financial Literacy and Entrepreneurship

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Can identify and list common sources of income, common expenses and different taxes (e.g., income tax, VAT).</li> <li>• Recognises that saving money is important for future needs; shows awareness that spending choices affect savings.</li> <li>• Understands the steps to open a bank account and to perform basic transactions like ATM withdrawals and deposits.</li> <li>• Can recognise common types of borrowing (e.g., credit cards, personal loans, mortgages); understands that loans must be repaid with interest.</li> <li>• Identifies basic consumer rights (e.g., right to safety from scams, right to information, right to make informed choices) and recognises that consumers have responsibilities (e.g., dangers of sharing sensitive financial information).</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Can differentiate between needs and wants; manages income and expenses through a personal budget; explains how taxes are calculated and deducted from income.</li> <li>• Identifies savings goals for future projects (e.g., emergencies, education, retirement) and considers investment options for self /property.</li> <li>• Can describe the features of different account types (e.g., savings vs current); can use ATM and digital banking tools (e.g., Juice, Blink, Myt money) safely with guidance.</li> <li>• Understands how different types of credit (e.g., loans, credit cards) work, including interest rates and repayment terms; identifies risks of over-borrowing.</li> <li>• Can explain key consumer rights (e.g., safety, information, choice) and responsibilities (e.g., safeguarding personal data); recognises signs of scams or unfair practices; knows about Consumer Protection Agencies (e.g., Consumer Affairs Unit, Financial Services Commission, Consumer Association of Mauritius -ACIM).</li> </ul>

<p><b>Proficient</b></p>	<ul style="list-style-type: none"> <li>• Explores various sources of income (part–time work, freelancing, entrepreneurship); makes smart spending choices; sets realistic personal savings goals; differentiates between income and take-home pay/ disposable income.</li> <li>• Recognises the value of savings for future short, medium, and long-term needs (e.g., school fees, emergencies, retirement); can suggest simple ways to save consistently over time.</li> <li>• Demonstrates how to open a bank account, use ATMs, and perform basic online banking safely; explains how to protect personal information when using digital banking tools.</li> <li>• Describes different types of borrowing (e.g., credit cards, loans); explains the importance of repaying borrowed money on time and the consequences of late payments (e.g., extra charges, damaged credit history).</li> <li>• Identifies common consumer rights in realistic situations (e.g., faulty phone, unfair pricing); explains the steps to resolve issues; how Consumer Protection Agencies can be helpful and how to avoid scams or unsafe transactions.</li> </ul>
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## 26.Community Service

<b>Performance Criteria</b>	<b>Basic</b>	<b>Intermediate</b>	<b>Proficient</b>
<b>Describe orally the importance of community service</b>	Shares simple thoughts.	Provides explanation with examples.	Presents opinions and ideas confidently and effectively.
<b>Identify community needs</b>	Identifies a few community needs.	Identifies a few community needs with limited explanation or general reasons.	Identifies community needs and explains their relevance in their context.
<b>Develop and implement a basic plan for a community service project</b>	Creates a simple plan.	Develops a simple plan and partially implements it.	Implements the plan and follows most of the steps.
<b>Demonstrate teamwork, communication and collaboration skills in community service</b>	Engages in simple communication in a team.	Communicates clearly and collaborates with team members.	Communicates and collaborates effectively while actively participating and supporting group efforts.
<b>Reflect on the impact of community service.</b>	Provides simple reflection on the impact of community service.	Reflects clearly on the impact of the community service.	Reflects clearly on the impact of the community service, showing a good understanding of its benefits.

## 27. Basic Domestic Appliance Maintenance

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	Descriptors
<b>Proficient</b>	<ul style="list-style-type: none"> <li>Consistently use basic tools safely and correctly during repair and maintenance tasks.</li> <li>Identify multiple hazards and take clear steps to minimise risks.</li> <li>Recognise and describe the function of common electrical parts/components.</li> <li>Read and interpret basic technical diagrams and appliance manuals independently.</li> <li>Independently perform basic repairs and explain the importance of regular maintenance.</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Use common hand tools with minimal guidance and follow simple safety steps.</li> <li>Identify a few common hazards and take basic precautions.</li> <li>Name and describe the function of some basic electrical parts/components with the help of the teacher.</li> <li>Interpret basic technical diagrams and appliance manuals with little assistance.</li> <li>Carry out simple repair and maintenance tasks under supervision.</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>Hold and use simple tools safely with guidance.</li> <li>Recognise only obvious hazards.</li> <li>Name some basic electrical parts/components.</li> <li>Recognise simple diagrams in appliance manuals with the help of the teacher.</li> <li>Participate passively in basic repair and maintenance tasks.</li> </ul>

## 28.Arts and Crafts

UNIT STANDARD	ASSESSMENT PERFORMANCE CRITERIA		
	BASIC	INTERMEDIATE	PROFICIENT
<b>Creative Expression with Drawing Media:</b> Use various drawing media to express ideas, feelings and emotions creatively.	Explores drawing using a few selected drawing media with limited control and minimal experimentation.	Explores drawing using some drawing media with some control and intention.	Explores drawing with confident and skilful manipulation of a variety of drawing media.
<b>Creative Expression in Colour:</b> Apply colour theory and techniques to create visually engaging artworks.	Demonstrates limited application of colour theory and colour mixing.	Applies a range of colour schemes and explores mixing with some control.	Uses colour theory confidently and applies mixing techniques effectively.
<b>Creative Expression in Printing:</b> Use different printmaking techniques to produce original and creative prints.	Uses basic printing techniques to make simple prints.	Uses some printing techniques with some control to create interesting prints.	Applies a variety of printing techniques confidently to produce original and creative prints.
<b>Creative Expression in 3D Media:</b> Create three-dimensional artworks using various materials and construction methods.	Builds simple 3D forms using a few materials and techniques with limited control.	Constructs 3D artworks using some materials and techniques with some control.	Shows confidence in creating 3D artworks using a variety of materials and techniques.
<b>Art and Innovation:</b> Explore new ideas, techniques, and digital tools to create original and innovative artworks.	Uses basic digital tools with limited exploration of new ideas.	Explores digital tools and techniques to create artworks with some originality.	Applies digital tools with confidence to produce original and innovative artworks.
<b>Art and Sustainability:</b> Create artworks using eco-friendly materials and promote environmental awareness.	Uses some recycled materials with minimal consideration for sustainability.	Selects and uses eco-friendly materials with limited creativity and attention to environmental themes.	Carefully chooses and combines different sustainable materials to make artworks with a strong environmental message.