


NATIONAL SCHOOL CERTIFICATE

KREOL MORISIEN



**NSC 670
Kreol Morisien
November 2023**

Principal Examiner's Report

Paper NSC 670/01

Writing

KEY MESSAGES

- Paper 1 is divided into two compulsory sections: Functional Writing and Creative Writing. In Creative Writing, candidates have to choose one essay to write out of a choice of two narrative, two descriptive and two argumentative tasks.
- It was encouraging to note that most candidates have acquired the ability to write in standard Kreol Morisien accurately.
- Candidates are advised to familiarise themselves with the descriptors in the assessment criteria for both functional and creative writing. This will give them an indication of the expectations of examiners for the different writing tasks.
- The work of most candidates would improve if they used proper verb tenses and paid more attention to verb forms.
- Weaker candidates have more difficulty with sentence separation. They often write without using full stops correctly.
- In functional writing, candidates should pay particular attention to the purpose of the task (why am I writing this?) and audience (to whom am I writing this?). This will determine the content, tone and register to adopt in their writing.
- In creative writing:
 - For narrative tasks, candidates are expected to show that they write to entertain readers. This requires the use of narrative techniques - plot development, character development, developing an appropriate setting and using techniques like plot twists, flashbacks, and cliffhangers, for example.
 - In descriptive writing, candidates are expected to show that they can use sensory language. They must use rich and varied vocabulary to describe and create an atmosphere consistently.
 - In argumentative writing, candidates need to organise their ideas coherently. Paragraphs should have unity and be linked, and a mature opinion on the given topic should be expressed in a conclusion.

GENERAL COMMENTS

For the first ever session of Kreol Morisien at NSC level, the performance of candidates in the writing component was commendable. The vast majority of candidates can write clearly and accurately in standard Kreol Morisien. The narrative section was the most popular choice among candidates, who were on the whole comfortable with developing a storyline. While most of them are proficient in the standard spelling of KM, there is room for improvement in writing more varied and complex sentences and in using narrative techniques to improve the sophistication of their writing.

The strengths and weaknesses of Grade 11 students who sat for the first edition of KM at National School Certificate are highlighted in this report. This is intended not just for Kreol Morisien educators in secondary schools but also for all educators teaching KM at various levels.

COMMENTS ON SPECIFIC QUESTIONS

Section A: Functional Writing

Question 1

In Section A (the functional writing task) candidates are assessed on their ability to successfully complete the task given (task fulfillment) and on the overall appropriateness and accuracy of the language used (language).

This year, candidates were required to write a formal letter to the local council to protest about the problem of stray dogs in their neighbourhood. Candidates were asked to develop the following points:

- *Depi kan sa problem-la existe*
- *Bann inkonvenian ek danze ki sa bann lisien eran la reprezante*
- *Aksion ki to le Konsey Vilaz ouswa Minisipalite pran pou rezoud sa problem-la*

The better responses developed each bullet point in a separate paragraph, with a logical flow of ideas. These candidates paid attention to text type and their responses included the sender's and recipient's names, addresses, dates, and titles. Furthermore, they recognized that a formal letter needed to start with a suitable salutation and end with a proper closing and signature.

For the first bullet point, candidates were required to provide in the opening paragraph of their letter the reason why they felt the need to write this letter and indicate for how long this problem existed. Most candidates addressed this bullet point very well, with many saying that the problem had existed for a long time and that they had been left with no choice but to complain officially about it.

The second bullet point required candidates to indicate the kinds of consequences that this problem was causing for the neighbourhood. That is, if the stray dogs pose a risk to the community and if their actions were causing significant inconvenience to the locals, then a formal complaint should be made through this formal letter. Candidates were expected to develop this point in detail.

The third bullet point required candidates to indicate the measures they wanted the authorities to take to tackle the issue of stray dogs. Candidates had a lot of suggestions to make, from more regular sterilisation campaigns, pet adoption days and have them taken away to the dog pound.

It is recommended that candidates conclude their letters with a proper valediction and maintain a formal tone throughout. Weaker candidates failed to adhere to the proper format for an official correspondence. Although some candidates did include the date and the recipient's address, they omitted the transmitter's address or a title. Some simply signed the letter, without any proper valediction. It is expected that formal letters should end with '*Avek tou mo respe*'.

Educators are encouraged to focus on the following to improve the performance of their students in the functional writing tasks:

- Focus on achieving the task set (e.g a letter of complaint, a report or an account of an event)
- Use the appropriate tone and register for the task set
- Have an entirely proper text type with adequate addresses, date, title and closing.
- To develop each idea in a coherent and fluid way

Section B: Creative Writing

Argumentative essays:

Argumentative essays were the least popular choice among candidates. In argumentative essays, candidates are expected to show the ability to select relevant ideas and make a coherent argument. Credit is given to relevance, organisation, the ability to link paragraphs properly, and the ability to present a balanced and mature argument.

Question 2

“Pena ase lwazir pou bann zenn dan lil Moris.” Diskite.

This was not a popular option with candidates. Although most of the candidates who chose to attempt this question agreed with this statement, they struggled to come up with relevant ideas to support their argument. Some strayed from the topic in trying to prove their points. They elaborated on the scourge of drugs which affects many young people and associated it with the lack of leisure in the country. But their writing lost focus and they ended up writing irrelevant essays.

A few candidates were able to demonstrate a certain level of intellectual maturity in their writing. They were able to provide balanced arguments and come to a reasoned conclusion. They discussed how Mauritius is still an island in constant expansion and how the quantity of youth activities available increases yearly in line with the nation's overall development. Some even mentioned non-governmental organisations that provide youth with "camps" where they may relax, or the proliferation of indoor football venues.

Question 3

“Bizin les bann paran swazir ki size zot zanfan etidie dan lekol.” Diskite.

This was the more popular of the two argumentative essays on offer. Most candidates were certain that youngsters should be free to choose the subjects they wish to study because it will affect their future. They did, however, also discuss how, in some circumstances, parental advice is still crucial since they have more life experience and are often more knowledgeable because they have already gone through this phase of life. There was a great deal of debate in response to this question, but it also led to more considered responses. However, although many candidates had relevant ideas, they had difficulty developing these ideas properly.

While developing their arguments, a few candidates also struggled to link their ideas to each other. This impacted the overall coherence and flow of their argument. It is important to note that organisation and coherence are vital in argumentative essays. Simply listing ideas in an unorganized manner will not earn credit.

Descriptive essays:

A fair number of candidates attempted the descriptive essay and their performance was satisfactory on the whole. In descriptive essays, candidates are expected to use sensory language to create an atmosphere consistently. This will require them to have an extensive vocabulary to talk of what they see, hear, feel etc. Many candidates drift into narratives without realizing it and end up producing irrelevant pieces of work.

Question 4

Dekrir kouma Lil Moris pou ete dan 100 an, dapre twa.

(To bizin dekrir kouma dimounn pou viv, kouma lanatir pou ete, ki nouvo zafer pou ena, etc.)

This was the less popular of the two descriptive essays. Candidates seemed to have difficulty to relate to the question and very few chose to do it. Those who did had difficulty to imagine themselves in the distant future. Although they had a good command of language, they had difficulty to visualize and describe what the country might look like in 100 years. Those who managed to produce relevant answers focused on a variety of topics like attire, behaviour, lifestyle, advancements in the architecture of the country and what may have happened to green spaces that are still uninhabited.

Question 5

Dekrir enn laboutik ouswa enn sipermares kot to abitie ale dan lafin dimwa.

(To bizin dekrir plas-la, atmosfer ki ena, aktivite bann dimounn, etc.)

This was the more popular option out of the two descriptive essays. Candidates seemed to be more accustomed to questions like this one where they had to give a direct description of a given scene or situation. As a result, a wide range of vocabulary was seen in many scripts. The better candidates were able to describe not just the shop's exterior but also its interior, complete with departments and various shelves, as well as the atmosphere that runs through the establishment at the end of the month when each employee has a distinct job to perform. They used sensory language to describe what they saw, smelled, heard etc.

Weaker candidates struggled with organising their writing properly, often wrongly using commas instead of full stops in their writing. The writing of some weaker candidates was also merely an enumeration of what was observed and the work read like a list, rather than a description that conveyed an atmosphere. They frequently began their sentences with the same words, which led to an excessive amount of repetition.

Narrative essays:

The narrative options were the most popular among candidates. On the whole, most candidates were good at writing a story. Better candidates were aware that writing good stories required the use of narrative techniques to keep the reader entertained. Candidates are reminded that good plot development, creation of atmosphere and setting, use of direct speech character development all contribute to good story writing.

Question 6

Ekrir enn zistwar baze lor sa fraz-la:

“Kan mo’nn trouv zot pe lager, mo’nn bizin intervenir.”

Many good responses were seen for Question 6. Candidates were able to come up with plots involving disputes between friends or family members which required an intervention on their part. As mentioned already, the better pieces of writing were able to maintain the interest of readers by using narrative techniques properly. They also showed high linguistic ability, using a variety of sentence structures accurately and consistently.

Some candidates focused excessively on the fight or argument part of the question and wrote little about the intervention that was required. This led to a certain imbalance in their writing. It is important for candidates to remember that their stories should be well-structured, with an introduction for each character and a careful transition between the fighting and intervention phases.

Furthermore, the best responses came from those who understood how to properly create a situation with a flashback before recounting the fight and intervention.

Question 7

Ekrir enn zistwar kot enn kikenn retrouv li dan enn sitiasion anbarasan.

Those who opted for this question fared better since they skillfully presented the embarrassing situation. While there were a few minor grammar or spelling mistakes, the organisation of thoughts was well thought out and allowed strong narrations. Above all, the challenge with this kind of narration is that the candidates had to employ devices like flashbacks, narrative turns, and plot twists. In order to achieve specific effects in the text, they also needed to possess a certain level of linguistic complexity and the ability vary sentence construction.

It is important to conclude by saying that performance in Section B was overall very satisfactory. It demonstrates that many candidates possess a solid understanding of how to write. Nevertheless, originality, inventiveness, organisation and ability to use narrative techniques in the narrative tasks can still be improved. Educators are encouraged to focus on developing the following abilities in order to improve grades in extended writing:

- Use a range of ideas when writing essays; to attentively study the question and comprehend the essay's main point
- To come up with complex sentence structures and steer clear of cliches to improve their capacity for logical, clear, and coherent communication
- To use varied and rich vocabulary related to the essay's topic