

NATIONAL SCHOOL CERTIFICATE

KREOL MORISIEN

**NSC 670
Kreol Morisien
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Principal Examiner's Report

Paper NSC 670/02

Reading

Key messages:

- Paper 2 is divided into two sections, A and B, with a total of 40 marks. Section A and B account for 20 marks each.
- Candidates are advised to read both texts in full before they start answering questions. Close reading and attention to details are required when answering questions.
- For Text A, in Question 1(a) and 1(b), candidates should focus on identifying the main points of the text. They should avoid using examples or extensions of points in their answers.
- In Question 1(a), candidates do not need to restrict themselves to a maximum of 10 points. They can offer more than 10 points and each point will be considered on merit by the examiners.
- In Question 1(b), the response of candidates is assessed on relevance, organisation and ability to write clearly and succinctly. Candidates need to be able to combine and synthesise information in an organised manner and write a fluent and coherent paragraph.
- For Questions based on Text B, candidates had more difficulty with items requiring inferential reading. Weaker candidates, in particular, were often unable to go beyond a literal understanding of the text.
- Lifting is allowed unless questions ask candidates to write in their own words.
- Excessive information is penalised.
- The last question, on writer's craft, was beyond the reach of many candidates. Candidates are reminded that this question requires them to say what effect or impact a particular type of sentence or choice of words may have on a reader, and is not merely looking for an explanation of the given lines

Section A - Functional Reading

In Section A, questions were based on the informative passage given in Text A. This year, the text was based on the consequences of technological advances on education. Questions 1(a) and 1 (b) required candidates to identify points about how technology was changing the way students were learning, and the consequences this was having on students, teachers, and schools. Question 1 (b) required candidates to write a summary with the bullet points they had identified in Question 1(a). Question 2 focused on critical reading skills, requiring candidates to identify the author's and to give their own views on the issue being discussed.

Question 1 (a)

In this question, candidates were required to list the information required in bullet points. Here, the ability to identify and write down relevant information from the text was assessed. A total of 10 marks were available for that question, with 1 mark for each relevant piece of information identified.

Candidates are reminded that they should take care to make each point clearly and distinctly and not mix them with other points, which makes it harder for examiners to be certain whether their point is relevant. Candidates are also reminded that examples and extensions of ideas do not count as points to be made.

Question 1(b)

Candidates were required to write a concise summary, using no more than 160 words, that included the material specified in Question 1(a). The summary writing task is marked over 5 marks, which are awarded based on the level of relevance, ability to connect ideas, and coherence in writing.

It was observed that:

- Most summaries included relevant information.
- The work of weaker candidates was characterised by instances of unnecessary details or repetition.
- Overall, candidates demonstrated a cohesive approach to their writing, but there is room for improvement in the way candidates link and synthesize information.

Question 2

Candidates were requested to respond to 4 short answer questions that require critical thinking, such as differentiating between fact and opinion, understanding the writer's viewpoint, and providing a personal response. 5 marks were assigned to these short answer questions.

Question 2 (a)

Candidates were evaluated on their capacity to identify the opinion of the writer and a total of 2 marks was given for this question. The two opinions were:

- **Paragraph 1:** Lines 5-6 “ Nou kapav regrete ki Lafrik pa ti reprezante dan sa bann konsiltasyon-la.”
- **Paragraph 4:** Lines 25-27 “Nou bizin reflesi lor linpakt negatif sa bann metod-la.”

Many candidates had difficulty in identifying the opinions expressed by the writer. Candidates are reminded that one way of identifying an opinion is to ask whether one can disagree with what is being said. If it is possible to disagree, then it is very likely that an opinion is being expressed.

Question 2 (b)

Question 2 (b) assessed candidates' ability to provide a personal response to the text. They were asked to provide an example from their own knowledge or life experiences on the use of technology in Education, for 1 mark. Possible answers included the following:

- *Servi tablet / lekran taktil dan klas.*
- *Servi bann sistem “video conference” dan klas. Zoom, Teams.*
- *Get bann video / ekout bann podcast.*
- *Fer bann video.*
- *Gagn rezilta an-lign*
- *Servi prozjekter dan plas tablo*

Question 2 (c)

This question required candidates to respond to an opinion and defend their views. The question specifically asked them to respond to the view that technology impacts education negatively. There was no right or wrong answer as such, but candidates were assessed on their ability to justify their own opinion. Candidates were equally divided on the issue. Some even argued that they both agreed and disagreed with the opinion expressed, and that it all depended on how the technology is used. Examples of opinions expressed are given below:

Agree - The majority of applicants emphasised the necessity of using technology for research in their projects, the significance of technology for online education, particularly in the wake of the COVID pandemic, and the accessibility of online versions of their textbooks. Additionally, they highlighted the importance of technology in facilitating the sharing of lessons, particularly in cases where pupils were unable to attend school.

Disagree – Those who disagreed with the statement argued that pupils would develop a tendency towards laziness by always relying on the internet for solutions instead of working on their own. Furthermore, several individuals thought that the majority of learners would be inclined to engage in social media usage rather than focusing on their studies; or even develop an addiction.

Question 2 (d)

In question 2 (d), candidates were expected to demonstrate their capacity to understand and illustrate their understanding of the term "bezwin sosial ou emosional". They were asked to provide an example of a social or emotional need that a student may have. Many candidates had difficulty in providing a relevant response to this question, suggesting that they had difficulty understanding the term. The examples provided only addressed certain needs that students may have, but not necessarily social and emotional aspects.

Stronger candidates rightly suggested that learners require human interaction or a sense of belonging, primarily derived from their peer groups, to fulfil their social and emotional requirements to be able to study effectively.

Section B - Extended Reading

Questions in Section B were based on Text B, a narrative extract taken from the novel *Gaspar... anba lonbraz bwadoliv* by Rodriguan author François Patrick Jean Louis. Questions in this section assessed understanding of explicit and implicit meanings, vocabulary, and writer's craft. The questions made a total of 20 points.

From Paragraph 1

Question 1

Candidates were required to identify the expression that indicates Gaspar was not an ordinary man. The majority of the candidates managed to provide the correct response. The respondents who did not score wrongly lifted "*ti enn zom bonavini*" instead of "pa *ti enn zom bonavini*".

Question 2

For question, 2 marks were allocated and the candidates were required to provide two frightening physical attributes of Gaspar. Most of the candidates achieved a minimum of 1 mark. Correct responses pertained to the big nose feature, large shoulders, big lips, or the rare manifestation of a smile on his face.

From Paragraph 2

Question 3

This question required candidates to infer why there weren't many people at the funeral of Misel. Most answers that were accepted mentioned the fact that Misel did not have a good reputation and that he did not have a lot of friends.

Question 4

Here, candidates were required to provide their interpretation of the phrase: "*Pa ti per pou zet so laswer dan later*". A few of the candidates showed difficulties with their responses to the question. Two of the answers that were rejected were that Misel was brave or lacked susceptibility to fear. The expression focused more on the fact that he was a hardworking man.

Question 5

In this question, candidates were expected to infer how the author depicted Misel's affection for his animals. The majority of candidates provided the correct response, namely that he gave each animal a name.

From Paragraph 3

Question 6

Candidates were required to provide an explanation for the death of the animals of Misel. This was a literal understanding question and candidates had little difficulty in identifying the fact that the animals died because of the drought.

Question 7

Question 7 stated "*Larm ek somey ti an defisit dan lekor Misel*". Candidates were expected to show an understanding of this expression regarding Misel's physical state. The accepted answers indicated that Misel was experiencing desperation, sleep deprivation, or fatigue from excessive crying. Nevertheless, certain candidates showed confusion in their responses, as they included references to emotions such as anger, disappointment, or other emotions that were unrelated to the subject at hand.

Question 8

This question was well-tackled by most candidates, who had little difficulty in identifying that Misel comforted his animals by staying with them till the end.

From Paragraph 4

Question 9

Question 9 asked how the death of Misel's wife impacted his life. Correct answers focused on the following line in the text "*Misel finn perdi tou so kouraz.*"

From Paragraph 5

Question 10

Question 10 required candidates to explain how Misel lost all his belongings. While most candidates correctly identified that it was through gambling, some candidates referred to his drinking as well, which was excess information and cost them the mark.

From Paragraph 6

Question 11

Candidates were requested read between the lines and identify the piece of evidence that Zouk was very tense when he reached Misel's place. Most of them answered correctly by saying that that "*so lamaswar ti sere*".

Question 12

Question 12 required candidates to identify the information showing that Zouk travelled a long way to come to Misel's place. Correct answers focused on the following line from the text: "*Li ti bizin travers de vale ek fer plizier lamontan*".

From Paragraph 7

Question 13

The candidates were instructed to provide the reason behind Zouk's visit to Misel. The majority of candidates correctly identified the correct answer, namely that he had come to ask for his money back.

Question 14

The question required the candidates to provide explanations for the following:

- i) the significance of each bead, and,
- ii) the reason for the variation in their sizes.

This was well answered on the whole, with candidates correctly identifying that each bead represented a debt, and the size of each bead was proportional to the size of the debt.

From Paragraph 8

Question 15

Candidates were requested to identify the evident physical manifestations in Zouk that indicated his anger. Most candidates correctly identified the change in his breathing as the sign of his anger.

From the entire text

Question 16

This question required candidates to show understanding of the entire text and provide a personal response on the issue of whether they had sympathy for Misel, with a justification. Any opinion, supported by a reasoned justification from the text, was considered acceptable. For example, the following answers were considered creditworthy: "*Wi, Misel ti perdi tou seki li ti ena akoz li finn pas dan bann sitiasion trazik*" and "*Non, li pa ti bizin pran kas prete pou li gaspiy li dan bann zwe larzan ek dan labwason*"

Question 17

This question, on writer's craft, proved to be beyond the reach of most candidates. Candidates were given an extract and asked to identify an instance where the writer made effective use of language. Several options were available, from the personification found in *Sa set an-la ti ase pou touy kouraz Misel*, to the strong choice of vocabulary in *Li gagn degou pou trap pios ouswa nouri enn zaimo* or the powerful metaphor found in *Sa mem pios ki finn sitan donn li lavi oparavan, zordi ti finn vinn kreyon demon*.

While some candidates were able to identify an instance of effective use of language, very few were able to effectively say what effect it had on them as a reader. Most candidates simply tried to explain the instance chosen, but did not go beyond the literal. Possible answers included :

Lexanp	Lefe
<i>Sa set an-la ti ase pou touy kouraz Misel</i>	Sa montre a ki pwin Misel ti perdi tou so kouraz / li evok pitie dan bann lekter
<i>Li gagn degou pou trap pios ouswa nouri enn zaimo</i>	Mo <i>degou</i> montre intansite so bann emosion
<i>Sa mem pios ki finn sitan donn li lavi oparavan, zordi ti finn vinn kreyon demon</i>	Expresion <i>kreyon demon</i> evok enn zimaz orib, fer lekter-la konpran a ki pwin li ti degoute