



*Let the mind manage the body
Que l'esprit gère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2020-2021
GRADE 9
Kreol Morisien**

Subject code: N670

EXAMINERS' REPORT

April 2022

General Comments

The National Certificate of Education (NCE) Assessment comes at the end of the Nine-Year-Continuous-Basic-Education and is the second important national assessment that candidates take after the Primary School Achievement Certificate (PSAC). As with the PSAC assessment, the NCE assessment is based on the National Curriculum Framework Grades 7, 8 and 9 (*MIE, 2017*) and the Teaching and Learning Syllabus Grades 7, 8 and 9 (*MIE, 2020*).

In Kreol Morisien (KM), the focus of the learning is on **six** main areas:

- Interact with confidence and relevance in a wide range of situation and for a variety of purposes.
- Demonstrate mastery of Mauritian Kreol in terms of clarity, accuracy and creativity and use it to enhance proficiency in other taught languages.
- Demonstrate understanding of the overall linguistic structure of the Mauritian Kreol, thereby gaining some insight into how languages work.
- Respond confidently and effectively to an array of situations that require various modes of communication in Mauritian Kreol, or in a bi/tri/tetra-lingual mode, including Mauritian Kreol or other creoles.
- Use knowledge and appreciation of texts in other languages to enhance the understanding of works in Mauritian Kreol and vice-versa.

The paper is divided into three main parts to cater for the important grammar, reading and writing skills as well as for all groups of different abilities of students.

The NCE 2021 Kreol Morisien paper consisted of nine questions, testing the different skills acquired by the students throughout their learning of this subject during these nine consecutive years. The performance in Kreol Morisien was satisfactory. The great majority of candidates managed to read and understand instructions of questions which tested spelling, grammar, and sentence structures. This is encouraging because it shows that students have mastered the language in its written form. Nevertheless, some difficulties in comprehension as well as in questions 6, 7 and 9 which respectively tested the writing of a postcard, the translation of a paragraph and different types of extended writing were noted. Basic reading comprehension and basic writing skills seem to have been acquired by the great majority of candidates who could produce a simple piece of writing.

In reading comprehension, many candidates have the ability to answer questions with direct answers easily located. However, when questions are testing inferential understanding where candidates need to show a deeper understanding of the text, it is difficult for them to answer without directly copying from the text. There is also often an excessive lifting of information.

In terms of writing, candidates are more comfortable attempting the narrative writing. They have shown lower proficiency in the production of other types of writing such as argumentation or description. Although spelling is mastered by many, sentence structure and vocabulary remain rather simple. In general, the performance of candidates in writing was satisfactory.

This report highlights the difficulties faced by the students of Grade 9 in this first national assessment of Kreol Morisien but is not only meant for Kreol Morisien Educators in Secondary Schools as it can also be beneficial to all Educators teaching KM at different levels.

SPECIFIC COMMENTS

Question 1 to 3

Questions 1, 2, and 3 essentially test grammar, vocabulary and spelling. These competencies are necessary in order to obtain an acceptable level of proficiency in Kreol Morisien and as such are expected to be acquired by the majority of candidates.

Question 1

Question 1 and 2 assess knowledge of basic KM grammar, spelling and punctuation. Multiple choice items, matching, fill-in-the blanks, ticking the right option and open-ended items are set to elicit the required information from candidates.

The following items were the best done:

Item 2 *Mo finn bliye mo kaye lekol yer.*

Item 4 *Mo ena trwa ser ek mo finn aste trwa brasle. Sak ser kapav gagn enn.*

Item 5 *Kan nou kone enn siklonn pe vini, nou bizin pran tou prekosion nesaser.*

The following items were found difficult by an important number of candidates:

Item 9 *Nou bizin pran kont nou lanvironnman.*

To re-write this sentence without leaving any mistake proved to be difficult with candidates misspelling some words.

A non-negligible number of candidates skipped the repetition of the 'n' in the word "lanvironnman". Yet, this small but significant oversight cost them a mark because Kreol Morisien is a phonetic language, and each letter counts because it can change the morphology of a word as well as its phonetics.

Item 10 *Mo kamarad inn aste enn zoli semiz*

Candidates were misled by the nominal group where the adjective was located and could not select the adjective as asked in the question. Some candidates underline the nominal group as well entirely which proves that they have not correctly read the instructions where it is specified to underline only the adjective.

Item 13 *To kontan manz mang.*

Candidates were expected to show that they could transform a sentence into a declarative form, but there were errors in the punctuation and the syntax of the sentence.

Ex: *Mang to kontan manze?*

In some cases, candidates wrote the sentence correctly, but added punctuation like a question mark or an exclamation mark which totally changed the type of sentence and it cost them a point.

Ex: *To kontan manz mang ?*

Question 2

The majority of the candidates were able to answer Question 2 which tests basic vocabulary.

Question 3

Question 3 assesses candidates' ability to deal with grammar and spelling by correcting mistakes in a small paragraph.

For verbs, the challenge for the candidates was not only to correct the spelling mistakes but also to know what tense. The great majority of candidates were able to answer this question. Nevertheless, it was noticed that some candidates still confused the syllables "tion" and "sion" as well as the use of letters 'C' and 'K' in Kreol Morisien.

Question 4

Question 4 assesses functional reading through a poster that candidates must read, and extract the required information. The focus was to give the correct but also precise information required.

Item 4 *Ki pizza ena zis Fromaz?*

The right answer was "Mt Quatres Vents", but some candidates listed all the types of cheese found on this pizza.

Item 5 *Kouma Sef pizzeria-la so pizza spesial apele?*

Candidates lost mark by lifting the sentence as given in the poster. They did not only give the name of the pizza but also the ingredient list or they only listed the ingredients.

Ex: *Mourgat sek, limon konfi.*

The right answer was 'Pizza Rodrige'.

Item 6 *Ki bann ler louvertir pizzeria-la ?*

Some candidates did not take into consideration the article ‘bann’ and only wrote part of the answer that is: 11:00 am whereas the right answer was ‘11:00 am ziska 8:00 pm’.

Item 8 *Donn enn nouvote ki pizzeria-la pou amene biento.*

Candidates failed to pay due attention to the instructions here, which was to give **one** example from the list given on the poster. Many lost marks by lifting all the examples as they were listed on the poster.

On the whole, this question was well attempted, and this suggests that basic reading skills have been acquired by the great majority of candidates. Even though some gave excess information on certain questions, most candidates were able to give accurate answers.

Question 5

Question 5A

The closed Cloze Text aims at allowing students to apply their understanding of a text and draw on their overall linguistic competencies in Kreol Morisien to identify the most appropriate vocabulary item for the given gaps.

Item 4 *Samem ti **premie** sours reveni pou Moris.*

Item 5 *Nou ti export nou disik ver **bann** pei Lerop.*

These items were challenging to some candidates as they chose the word ‘bann’ for item 4 and ‘premie’ for item 5. They interchanged the answers which could have been accepted if they were two distinct sentences but as a whole text, the answers were to be written in the appropriate gaps for the correct reading of the whole text.

Candidates tend to make spelling mistakes. They can miss the ‘e’ in ‘premie’ where the word transforms into something like ‘premi’ or they added a ‘r’ that gave ‘premier’ instead of

‘premie’. The word is still recognizable. Spelling errors were not penalized for this question as the aim was to see if the candidate could choose the appropriate word in the correct place in the short text. However, students should be encouraged to write or recopy, words given using the correct spelling.

Overall the candidates gave a good performance for this question which is encouraging and suggests that they know how to target the answers, eliminate the extra word and fill in the blanks.

Question 5B

The open Cloze Text requires that students understand the second part of the text which follows from question 5A and use the most appropriate word of their own for the given gaps.

Examples:

Item 2 *Dabor, bizin koumans/antam/gagn/ rekolt.*

This item of the cloze text resulted in a number of different answers from candidates. Some answers were ‘ena’, ‘atann’, ‘pran’.

Item 4 *Laba, se enn lot long prosesis ki bizin met anplas.*

This item was not satisfactorily tackled, with most candidates failing to come up with a plausible answer.

Item 5 *Apré, kan disik finn/inn/fini/resi/ava pare, bizin fer so packing an fonksion so textir, depandan si disik-la an-poud ou an-morso.*

A panoply of answers was acceptable for this item which made the item scoring for a majority of candidates.

Overall, the majority of candidates were able to score good marks for this question. In this part, the candidates need to find the words by themselves. The spelling, grammar and vocabulary are to be respected. Candidates are penalised if they have not written the words correctly or the

official orthography has not been respected as this question is also testing spelling and grammar.

Question 6

Functional Writing

Functional writing aims at testing the production of a short piece of writing of students through a postcard. Candidates must develop the given points.

The criteria to assess this type of writing are:

- Awareness of audience and purpose
- Accuracy of grammar, spelling and punctuation
- Development of points
- Vocabulary
- Organisation and coherence

For this question several candidates did not know how to develop their ideas because they did not know how to develop the points that they had been asked to evoke in this postcard. There were often repetitions of ideas. Sometimes the word limit was also exceeded because candidates did not know where to stop in their writing. This sometimes resulted in more mistakes from candidates.

Some did not understand the fact that the postcard was addressed to someone who had moved to a foreign country and it turns out that they did not read the question properly. Educators are advised to focus on writing letters and postcards so that students can better answer these types of questions.

Question 7

Translation

Question 7A

Question 7A assesses students' ability to translate simple sentences from English into KM through MCQs.

Most of the candidates have been able to make the correct translation by circling the correct option.

Question 7B

This question assesses students' ability to translate a short paragraph from English into KM.

In this exercise, there were quite a lot of problems because some candidates have not been able to do a correct translation. They made a translation based on what they have understood while reading the text in English. Omission of many words was noted at some point in the translation. The candidates were penalized for inaccurate vocabulary where the meaning tends to change and the orthograph are not well written.

There are many considerations within the translation. Some examples of answers are given below.

Text in English:

Zova, an old man, was going to work in the fields with his bag over his shoulder. Suddenly, he heard a sound a bit like a child crying. Zova looked everywhere and found an alligator under a tree. The animal was lost.

Examples from samples:

Sample 1

Zova enn vie misier, ti pe al travay dan karo avek so sak lor so zepol. Soudain, li tann enn son kouma dir enn ti baba pe plore. Zova rod partou ek trouv enn krokodil anba enn pie. Zanimola finn perdi.

Note:

In this example we see that the candidate prompted the use of a literal translation for the word ‘suddenly’ and there is also a misspelling. There was also confusion for the word ‘child’ which the candidate translated as ‘ti baba’, which is not the correct term and therefore judged as a mistake.

Sample 2

Zova, enn vier misier, in al travay dan enn chan avek so sak lor so ledos. Enn sel kout, li tann enn son enn tigit couma enn zenfant p plore. Zova get partou ek trouv enn aligator lor enn pie. Zanimò la ti perdi.

Note:

In this example the candidate clearly does not master the standard spelling of Kreol Morisien. Spelling is one of the main elements that is taken into consideration in the marking of the translation exercise. So, in this example the candidate will be penalized for spelling but also on the fact that he did not know how to translate words like ‘shoulders’.

Sample 3

Zova enn vey monsieur, ti pe al travay dan chan avek so sake lor so ledò. Enn kou, ti tan enn son enn zenfant ki pe plorer. Zova inn get partout ek trouv enn alligator amba enn pier. Zanima la ti perdi.

Note:

In this example we see several errors such as the use of French for the word ‘monsieur’ but also the fact that the candidate does not master the standard spelling of Kreol Morisien. We can note that the spelling is closer to French and it will be penalised.

Question 8

Reading Comprehension

Question 8 is the extended reading comprehension task. There are questions that required the retrieval of direct information from the given text but there are also some questions which assess higher-order reading skills.

This year the text was about the life of a great, Ronnie Coleman, who is particularly known in the world of bodybuilding and who achieved the world feats in weightlifting. This text talks about his sports and academic career as well as the difficulties he encountered, in particular because of his skin color but also his financial status.

In the context of the direct questions, most of the candidates succeeded in answering the questions. However, when it comes to finding implicit information, it was noted that several candidates managed to locate the elements of answer but did not know where to stop taking the information from the text which gave indiscriminate lifting with excess information. Regarding the question of vocabulary, it was noted that some candidates could not express themselves correctly or explain the different words and expressions. There was a certain challenge in terms of vocabulary for a number of candidates thus showing that these words and expressions were not part of their lexicons.

On the whole, this question was well attempted by candidates, which suggests that basic reading skills have been acquired by the great majority of candidates. A particular issue with this question has been candidates' tendency to lift indiscriminately from the given text. Thus, it is useful to remind Educators that little credit can be given to answers that pick out whole sentences and give excess information.

Question 9

Extended Writing

This question assesses the ability of students to produce a longer piece of writing on a given topic. The three types of writing tasks are a descriptive writing, a narrative writing and an argumentative one.

The criteria to assess this type of writing are:

- Grammar/Spelling/Punctuation accuracy
- Wide and precise vocabulary
- Organisation and coherence
- Varied sentence structures
- Complexity and sophistication
- Creativity

Regarding the **descriptive writing** which aimed to describe the preferred place of the candidate, a great percentage of candidates who attempted it, had a tendency to narrate rather than to describe. Some of them listed the things they liked about a particular place without actually describing the place as such. The grammatical elements necessary for the description such as adjectives and adverbs among others, were not really present in this type of writing. It is therefore advised that more work be done on the difference between a descriptive text and a narrative text.

The second writing tasks, the narrative task, is about imagining yourself as an astronaut who was part of the first team going to Mars and therefore you had to narrate this experience. For this question, the performance was satisfactory because it dealt with the narrative aspect that candidates are more used in producing. It should be emphasised that not a very large number of candidates opted for this piece of writing. Many of those who did seem to already have a familiarity with the world of science and space were able to produce more coherent and imaginative pieces of writing. These students had the appropriate lexicon for this question, and it was easier for them to express themselves. On the other hand, those who are used to **narrative writing** but who were not familiar with this topic were restricted in relation to the vocabulary and the sentence structures which therefore penalised them to a certain point. It would therefore be important to provide types of narrative writing in a larger repertoire in order

to accustom students to writing on subjects and contexts which are not primarily local, but which go beyond the country.

The last essay is an **argumentative one** which aimed at knowing the opinion of the candidates on the fact of leaving the adolescents free of their actions. Although interesting and contextual, this task did not generate much interest. This may mean that candidates were not prepared to write an argumentative essay. On the other hand, for those who attempted this option, it was noticed that there was a limit in the argumentation and that the structure of the argumentative writing was not really mastered. They often did not know how to develop each of their ideas in a separate paragraph and structure their work correctly. It is also worth pointing out that some candidates were giving advice rather than arguing if a teenager should be free to do whatever he wants. Emphasis should be put on the argumentative type as well as the structure of an argumentative writing in order to allow the next cohort of candidates to have the necessary resources to attempt this kind of question.

Essay writing gives rise to some difficulties but several candidates were able to demonstrate their ability to write with a precise vocabulary and good sentence structure with little grammatical and spelling errors. It shows that the writing is mastered by a good number of candidates although originality, creativity and sophistication were often not present. To attain above average marks in extended writing, Educators should try to develop the skills below:

- To read the question carefully and to understand what the focus of the essay is on
- To use original ideas in essay writing
- To generate elaborate sentence structures and to avoid repetitive ideas
- To develop the ability to express themselves in a clear, coherent and logical manner
- To employ suitable vocabulary in relation with the focus of the essay
- To produce a piece of writing that will sustain readers' interest throughout

Sample 2

En l'année 2020 la ~~NASA~~ NASA ti
chosir mwa ~~equipe~~ pou al lor Mars
lekip ki ti ale ti ena mwa, Captain
Josh ~~ek~~ astronaut Sarah. Nou ti bann
premie kinn pou lipie lor Mars.

Noune kit ~~ki ter~~ le 2 novembre 2020
Nou verso ti mari gran mwa mo ti
Scientific ek mechanic lor verso la.
Mo mem ki ti repar bann masin
ek fer bann ~~experienc~~ experiance. Nou voyaz
me dir 6 mois pou al la bas. Nou
Verso ti apel apolo 13. Ti ena boukou
zaf la dan dan mo la sam ti
ena enn photo la fer ek mo bann
pros.

Kan noune ariv lor Mars li ti manifik.
Li ti ~~orange~~ ^{orange} couma enn mandarin. Noune
intal enn campement nou ti suppose.

Mar

rest la bas pendan 2 mois mo ti
 amenn mo drapo Mais ar maver kan
 noune fer non premier exploration mone plant
 mo ~~drapo~~ la bas. Noune fer em decouvert
 ki fi ena delo avant la bas, noune
 aussi essay plant bann frit ek legim.
 Mo ti kontant la bas mais la ter ti
 pe manke mwa boukou.⁷⁹

Après a 2 mois la noune retourne
 la ter sa fois la li ti pli long noune
 pran 11 mois pou revinn lor la ter
 akor so dekalaz kan noune rentr lor
 la ter ki fi magic tou dimoune ti
 pe applaudi nou. Mais seulement mo ti
 pe senti mwa faibl etait akor graviter
 ki fi plus Parbi lor la ter.

101
 79
 70
 33

 245

Note: This piece of work is relevant but gives only little interest to the reader as the sentence structures are generally simple and the vocabulary is not always accurate. Meaning is not in doubt but errors are quite frequent thus, this deserves to be in a Band 4 category.

Sample 3

zardi le 18 mai 1998 enn gran zour pou ~~l'annet~~ later ek
lespas. zardi mwa ek mo bann colleg nou pe al lor mars
pou dekouvri bann sekt~~er~~ lemond antier. inn ariv 7:47 Nou pe
Kauma ~~la~~ met nou konpizasyon lor nou, mo mam ti kommandan
Sa lekip la, 7:50 noum Koumansant dan vaisseau Spatial la
dan ~~na~~ bann baboul ki ti ena dan vaisseau pe dir ras
la minit avan dekolaz.

7:59 mo Kauma alim tou bann motor la lerla bann la
Koumans enn dekont ava dekolaz, 8:15 Nou travu nou dan
~~la~~ lespas diraksion mars, ~~la~~ anmam tan ki nou pe Kostur
Nou pe prepar tou nou bann zafar pou ~~la~~ poz lor mars.
se enn lazwa parski nou mam premie lekip ki ~~al~~ lor
mars, vaisseau inn poz lor mars. Nou desann dan vaisseau poz
Nou lipie lor mars, mo ~~an~~ek dir dan mo micro ~~la~~ a ~~station~~
Nasa ki nou ~~an~~ resti poz nou lipie. Mo get dan mo
montre 8 ter aswar. Kinn noum resti poz lor mars. Sa ti
enn lazwa ki mo lekip ek mwa finn poz lor mars.

noum ras apre 1. Semann lor mars nou finn dekouwe enn
sours delo lor mars. minit pli nou dekolaz pou retourn lor later
voyaz la ti asse rapid. Kinn nou finn retourner inn ariv
3:15 dimatin nou rant ~~la~~ lor later nou finn poz nou vaisseau
ek tant andan banka inn far nou enn surpriz pou ti mari
ere de sa ~~la~~ ^{surpris} la parski ~~la~~ nou bann fami ti la.

(252) mo

Note: Relevant piece of writing that gives some interest to the reader as there are instances of sentence variety even though simple sentences dominate. The grammar and spelling are mostly accurate but we can note that errors occur when complexity is attempted. This kind of work thus deserves to be in a Band 3.

Ma ena astronaut ek ma ber parti premie lekip
 ki al paz lor planet Mars. Ma ti hiso saka ek ma
 pa ti le kroir ^{ki} ma ti pan ber parti lekip ki ti pan
 al lor Mars. Avan neu rian lor Mars neu fiao pao
 bou ekipman ki bizin.

Kan neu bi akasi, me ti pe ber mwa ki k neu ti fiao
 akasi tra Pasilman ~~sa~~ san akasa problem. Me ma pa pe pbrag
 kas ma labet ar sa me plika kantan ki ban fiao pas
 bien. Mwa ek me lekip ti pe met neu ~~una~~ kabin^{zon}
 ek neu fiao fixe neu ena mission. Mission-la se ki
 ti bizin setranu robo ki ti transport lor Mars ek
 repas li paraki ~~apacaman~~ apacaman, fiao asdi ~~smm~~ sial
 robo-la. Kan neu seti neu remark ena ba neu zafer
 parat ena bano plant ~~inkou~~ ki k ~~paran~~ danzere ek a bano
 lespezadima inkou ti pe karat saka later. Neu pa ti pe
 pran kot seki ena gubur neu ek neu ~~ba~~ pe avanse fan kan
 neu setranu ~~sa~~ au milie ena gre ~~dua~~ bapet me neu ti
 pe kantiqa avanse malgre sa. Ena ^{serbin} ~~serbin~~ pe der ki set
 auu ber demi tanr dask ma lor set. Mwa ek de-krwa.



dimana dan me lekip, nan pe kantiya awaia ver deoie
simal ki robe-la bi dane nan Per plizier paz akaz
sa ~~tan~~ tanpek-la ek kan lina firi ver anusan de-zer
tan lamace nan fira cisi catranu robe-la ki ~~pe~~ zaps komet
ar leber ek soo dimana dan lekip ia ora repse li sub
sa talan ki li ora. Apre nan sebana ver ~~hawa~~ fize-la parki
nan bira labige.

Nan repnan anker soo ban lekan mas nan cisi orix kat
fize-la kat nan troux bann leber ~~ke~~ dan lekip la ia firi
indat tou bann ekipman pan nan kpar ~~hawa~~ apran bann zafar
les Mass.

257 ma

Note: This sample generally sustains reader's interest as it is a strong and accurate piece of writing though it somehow lacks complexity and sophistication. The vocabulary is generally precise as well as the grammar, the spelling and the syntax. We can note some variation in the sentence structures but there still exist occasional slips that will keep this work in a Band 2 instead of a Band 1.

Sample 5

Mwa mo apei wilona kamasci wmy mlgab mo ena astronat
... Ek mo form parti promie group ki finn poz lor planet
Mars... Sa group la apei wla "WACABM" ki uedir
"kamen can also be men" koumci makhon bamom dir
... medim ou si hapau fer mem travay ki kann misie :
... mo pa zis travay boukou ankou. Ek zistaman
dan sa group la ena zis medim. E mamom ki leader
mo group. Alor zardi mo pou rakont zot kouma sa
... proze la inn debite ek kouma sa la ventir inoubialb
... la inn pase. Tou inn koumanse kan kann edan sientifik
... inn dehouer ena sibat Sibans ki resamble delo lor
Mars gras a kann satelit ki zot finn allage.

Apra plizier resas ek travay kann la finn trouwe
... ek ki ti ena 80% de posibilite ki ti delo sa. Me pou
... ki hapau konfirm sa informasion la ti bizin al
... gote. Me zame personn inn al lor Mars sete gras
a satelit ki ti pe trouwe ki ti pe pase laba mo pa
... ti nono ki sete Group "WACABM" ki ti pou al fer sa
... miston la, tetan monn aprann sa mo ti belman eksite.

...lam si nou ti chwa extra bien forme bann la finn.
 ...citoy nou lor enn formation trwe semenn.
 Apre sa trwa semenn la bann la desid pou met
 anplis loperact loperasion la nou achadidibereon
 combinezon ti fini pare, tou ti bien instale dan
 fizik la, ti ena mem enn masinn pou fer
 manzo astronot sa masinn la tir tou
 dela ki ena dan manzo ek fer li linn sek net.

Le 28 Septem daia 10h30 gramatin nou
 dekode Tou ti pe pais bien nou ratsi
 citoy lor mars ek fer trouay ki bizin
 sete enn moman inoubliab ek fer an emosion
 nou finn retour lor la ter 4h pliter sin ek
 sef sou. Dan televison, lagazet, radio
 partou ki a trayer lemond ti pedifiz
 sa moman la.

Note: This is an example of an elaborate piece of work with highly accurate grammar, spelling and syntax. Varied sentence structures are used consistently and for particular effects. We note the use of a wide and precise vocabulary that sustains the reader's interest throughout this complex and sophisticated piece of writing. These reasons justify this work being awarded a Band 1 mark.

Note to Educators:

Educators are encouraged to promote intensive reading in their class so that students can better organise their ideas and be more consistent in their writing. Reading practice is also important for writing and it would be important to remind students to review their work when they have finished to avoid grammatical errors, spelling errors and punctuation errors.

The quality of the language is also very important for the question of comprehension as well as for essays. In this sense, it would therefore be good to review the vocabulary level in the types of reading given to students in order to allow them to enrich their vocabulary.

Essay writing is an integral part of learning because it not only allows you to write long texts but also short texts and it begins with simple sentence writing. It is advisable to stimulate students' creativity by sharing their writing ideas in class with their classmates and to allow them to present their work in groups when possible. Educators should also show students how to capture readers' attention through writing.

Mastery of grammar, punctuation and spelling is done from the primary school level, but it is essential it continues to be given due importance at the secondary level as from Grade 7. It would be interesting for Educators to find texts outside the textbook or syllabus in order to offer a wide choice to students in terms of language level, sentence structure and frame without forgetting to respect the official orthographic for Kreol Morisien.