



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2021-2022
GRADE 9
TECHNOLOGY STUDIES
(Food & Textiles)**

Subject code: N550

EXAMINERS' REPORT

July 2023

INTRODUCTION

The Nine Year Basic Continuous Education (NYBCE) includes two national assessments namely Primary School Achievement Certificate (PSAC), which is the first assessment at the end of the primary cycle and the National Certificate of Education (NCE), the second assessment which is taken at the end of Grade 9. The second cohort of candidates of Grade 9 sat for the NCE assessment in October 2022.

The NCE assessment in Technology Studies is in line with the philosophy adopted in the National Curriculum Framework (NCF) and detailed in the Teaching and Learning Syllabus (TLS). The Food & Textiles assessment is based on the three assessment objectives as depicted in **Table 1**.

Table 1: Assessment Objectives

Assessment Objectives	Weighting in Component 2 – Food & Textiles
Knowledge & Understanding	50
Application Skills	40
Analysis & Evaluation	10

While the NCE assessment for the year 2021 was based on a ‘deloaded’ specification the 2021-2022 session, covered the whole syllabus.

The examiners’ report in the Food & Textiles component of the Technology Studies assessment offers constructive feedback on candidates’ performance.

This report should be read in conjunction with the question paper for the assessment.

General Comments

A sound knowledge of the syllabus was demonstrated by the students and the majority were able to attempt most questions in the question paper.

Candidates are advised to read and understand every question carefully before attempting to provide an answer. For example, if the question requests a candidate to *'circle the correct answer'*, as in the example provided in the question paper, then candidates should follow the instructions properly. Technical terms related to the syllabus should be used as far as possible when attempting the questions. It is also advised that candidates be guided to identify keywords from the questions set to help them in providing their answers.

Candidates responded well to Section A of the question paper. However, many answers in Creole and some in French were noted this year.

SECTION A

Question 1 (Multiple choice)

Overall the Multiple-Choice Questions were not confusing and were mostly well attempted by the candidates who circled the correct letters as asked.

Many students missed part (a) and did not choose any answer.

Parts (b) and (c) were correctly answered by most candidates.

Many candidates lost marks for parts (d) and (e) where wrong answers were selected.

It was often found that candidates sometimes revisited the answer they provided initially and want to change their answers. Since most of them use pens to answer the question paper and cannot use correction fluid, they changed their answers by using different methods which can be confusing to the examiner. It is recommended that the following method be adopted in case a candidate wants to change his/her answer:

- Cross out the option which was wrongly selected and encircled. The candidate then encircles the option he/she now thinks is correct and indicates this clearly by the use of an arrow and the word 'Answer'

Question 2 (True/False)

True/False were mostly well done by majority of candidates and neatly answered. A few candidates ticked in between True/False line and did not gain any mark.

Question 3 (Matching)

Most candidates correctly matched the care symbols clearly with the help of a straight line drawn using a ruler. Some candidates were confused between "iron at low temperature" and "iron at high temperature". A few candidates presented their answers in a grid which was not as instructed.

Question 4 (Fill in the blanks)

Fairly well-answered question by the majority. For part (a) many candidates confused "loop stitches" and "back stitches" and for parts (c) and (d), "patchwork" and "quilting" were not well entered. Many grammatical mistakes were noted although the words were given.

Question 5 (labelling)

Many candidates failed to recall and identify the different parts of the oven and too many wrong labelling noted. The use of French and Creole language by many candidates and grammatical errors were also very common.

Confusion between A & C, B & D. Some common wrong answers noted were:

A: template, plaque,

B: stand, igniter, fire, gas, stand, cooker stand, plaque, plate.

D: door frame, door handle, grill, vide, baking, shelf.

C: button, switch, power, power level were given.

E - Many candidates could not label it correctly as 'warming cabinet' and left this part blank.

SECTION B

Question 6

Few candidates scored full marks and the average scores were 3 marks out of 5. Many are confused between the functions of vitamins A and E; and sodium and potassium. Iron was correctly inserted for part (e) for most of those who did attempt this question. Many candidates left this question blank.

Question 7

The question was clear and direct and was well answered by a majority of candidates who scored full marks. For part (a) most common answers were freezing, drying and canning, which showed good knowledge of food preservation.

Part (b) few students scored full marks for this part while many left it blank. Many candidates listed personal hygiene practices demonstrating a lack of understanding of this question.

There was a slight confusion in answers pertaining to this part as candidates answered sustainable food **consumption** practices instead of sustainable food **production** practices.

Question 8

Overall question 8(a) was satisfactorily attempted by most candidates stating eggs, sugar and flour as main ingredients for making sponge cake.

Butter, milk, oil and baking powder were common wrong answers given by many candidates from many centres. Grammatical mistakes for flour and sugar were also noted.

Part (b) Many candidates correctly attempted this part. However, there was common spelling mistake for the term '*whisking method*'. The most common incorrect answers were: baking, steaming, creaming and whipping.

Part © Most candidates attempted this part satisfactorily. The most common mistake was creaming and creaming method. The terminology 'method' for decoration was confusing for students. Some students gave garnishes such as tomato rose and carrots as answers.

Question 9

This question proved to be a challenging one and not attempted by many students. Vague answers for end-use included clothes, players, football, firemen, garments, and uniforms. Some students copied the example provided for Nomex for the other fibres/fabrics. Many ambiguous answers were noted. Properties and uses were also mixed up.

Question 10

Many students scored full marks for part (a). The word ‘crumple’ was used again although it was the given example. Much confusion between bullseye and spiral. Painting was the common wrong answer to the last diagram, (correct answer: ‘band’)

For part (b), answers were not specific to safety precautions while dyeing a fabric but rather on general guidelines/points to consider while dyeing a fabric, for example, tie the fabric securely. Use of Creole to explain the precautions was noted in many cases.

Many students did not attempt this part and answers were related to the use of sewing machines or tools used in workshops. Steps for tie and dye techniques were also given in some cases.