



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NATIONAL
CERTIFICATE
OF EDUCATION**

KREOL MORISIEN

Specimen paper
for first assessment in October 2020

Acknowledgements:

The MES would like to place on record its gratitude and appreciation to all stakeholders who contributed to the development of the specimen assessment materials - the Educators (from the mainstream and extended stream), academics from the MIE, representatives of the Ministry of Education and HR, TE and SR and representatives of recognised unions - who, at different stages in the development of the assessment, have been members of technical committees, validation committees and Secondary School Examination Committees that were set up by the MES. We are also grateful to the Rectors, Educators and students who took part in the trialling process of the specimen papers. The contribution of all these stakeholders provided us with vital information and feedback which fed into the production of the specimen papers.

1. Background

At the end of the Nine-Year Continuous Basic Education (NYCBE) cycle, all students from the Regular and Extended programmes take the National Certificate of Education (NCE) Assessment. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7, 8 and 9 (MIE, 2016)¹ and the learning outcomes detailed in the Teaching and Learning Syllabus (MIE, 2017)².

The assessment will be carried out in the following subjects:

- English
- Mathematics
- French
- Science
- Information and Communication Technology
- Technology Studies
- Business and Entrepreneurship Education (BEE)
- Social and Modern Studies (SMS)
- Art and Design
- An optional core subject (Asian Languages, Arabic and Kreol Morisien, if chosen by the candidate)

A 7-point grading structure will be used in each subject, as illustrated below:

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Less than 35

¹ Mauritius Institute of Education, 2016, *National Curriculum Framework Nine-Year Continuous Basic Education Grades 7,8 & 9*, Republic of Mauritius

² Mauritius Institute of Education, 2017, *National Curriculum Framework Nine-Year Continuous Basic Education Grades 7,8 & 9*, Republic of Mauritius

2. Purpose of the NCE Assessment

The main purpose of the NCE Assessment is to measure and certify learning that has taken place at the end of the NYCBE cycle. The information gathered from the assessment will be used for:

- **Certification**

Meeting the minimum requirements on the NCE assessment (see the Award Rules in the Annual Programme) will lead to the candidate being conferred an NCE certificate which will be recognised at Level 2 on the National Qualifications Framework.

- **Promotion to Grade 10**

Assessment results from the NCE will guide schools in determining whether students get promoted to Grade 10.

- **Orientation**

The NCE assessment will provide information to guide students as to whether they want to continue in the general or in the technical/vocational stream. Within the general stream, it may guide students in their choice of subjects as from Grade 10.

- **Admission to academies**

Performance in the NCE Assessment will determine whether candidates are admitted to academies. The following extract from the Education Act indicates the criteria for admission to academies:

Priority of admission to Grade 10 in an Academy shall be determined on the basis of the grade aggregate and the relative performance of the eligible pupil in the best 8 core subjects, including English, French and Mathematics, at the NCE assessment and the choice of the responsible party.

3. Guiding principles in Assessment

A number of key principles of assessment guided the development of the NCE assessment.

(i) Validity

Validity is a central concept in assessment. In simple terms, it refers to the extent to which an assessment measures what it is supposed to be measuring. Validity also refers to the extent to which the assessment is providing evidence of candidates' achievement levels. An assessment is considered valid if it meets its purposes. (Edwards et al, 2017)³

(ii) Reliability

Reliability, another crucial concept in assessment, refers to producing reliable, stable and consistent results over time. Ensuring reliability requires clear and consistent processes for the setting, marking and grading of the NCE assessment.

(iii) Impact

The NCE Assessment aims at having positive effects on teaching and learning with positive washback into the curriculum and into the educational system. An important consideration during the development of this assessment was the potential impact that it would have on the life chances of candidates, allowing for maximum inclusion and retention of students in the system while maintaining standards.

(iv) Fairness

Needs and characteristics of learners were considered in the design of the NCE assessment so as not to disadvantage any group or individual. Care has been taken to minimise cultural and gender biases and to accommodate the different abilities and the social, cultural and linguistic backgrounds of candidates.

³ Edwards, M.C., Slagle, A., Rubright, J.D. and Wirth, R.J., 2018. Fit for purpose and modern validity theory in clinical outcomes assessment. *Quality of Life Research*, 27(7), pp.1711-1720

4. Designing the NCE Kreol Morisien Assessment – The key considerations

On top of the fundamental assessment considerations spelt out in the previous section, the following key questions underpinned the design of the NCE Assessment for Kreol Morisien.



(Source: Cambridge Assessment English, 2018)

4.1 Official guidelines

To ensure that all the candidates are given a fair chance of showing they have acquired the necessary knowledge, skills and competencies, the paper has been designed with 50% of items at basic level, 20% at intermediate level and 30% of items at proficient level.

4.2 What will be assessed and how?

The NCE assessment in Kreol Morisien will assess the proficiency of candidates at the end of the NYCBE cycle in reading, writing, grammar, use of Kreol Morisien and in translation.

The tables below give a breakdown of the different learning areas, the kinds of tasks set and the marks allocated.

	Task	Mark Allocation
Reading (30 %)	Task 1 - Reading a short note or short notes, message, letter, poster or a short informative passage and locating explicit information.	10 marks
	Task 2 - Reading of an extended passage. Location of explicit and implicit information, vocabulary in context, personal response, synthesizing information, identifying main ideas, follow chronology of events.	20 marks

	Task	Mark Allocation
Writing (25%)	Task 1 – Functional Writing: a short note, e-mail or card (50-75 words)	10 marks
	Task 2 – Extended Writing. Narrative, argumentative or descriptive composition. 200-250 words.	15 marks

	Task	Mark Allocation
Grammar and Use of Target Language (35%)	Task 1 – Spelling, Punctuation, Grammar (MCQs, Open ended etc...)	15 marks
	Task 2 – Vocabulary (MCQs)	5 marks
	Task 3 – Proofreading task with mistakes identified.	5 marks
	Task 4 – Cloze Text	10 marks

	Task	Mark Allocation
Translation (10%)	Task 1 – Sentence-level translation. Five items to be translated from English and French to Kreol Morisien.	5 marks
	Task 2 – Translation of a short paragraph from English or French to Kreol Morisien	5 marks

4.3 Who will be assessed?

A major consideration in the conception of the paper was to cater for the entire ability range of the entire student population. This, in effect, meant designing a paper that would be fair to all students, whether from the extended stream or the mainstream, while ensuring that Grade 9 standards are maintained.

4.4 How will the assessment be beneficial for learners?

The NCE assessment in Kreol Morisien aims at being beneficial to learners in different ways. Firstly, it will encourage the teaching and learning of the key competencies and skills in Kreol Morisien. It will also provide feedback to learners and stakeholders in general about the overall proficiency level achieved. By assessing functional literacy through a series of authentic tasks, as well as assessing more traditional academic tasks, it aims at providing a firm grounding in Kreol Morisien as students progress through the system, whether they wish to continue to the academic stream or move to the technical/vocational stream.

5. The Paper Description

Question 1: (15 marks)

This question will 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 may all be set to elicit the required information from candidates.

Question 2: (5 marks)

This question will assess knowledge of basic vocabulary in KM in context. MCQ items will be set.

Question 3: (5 marks)

This question will assess candidates' ability to deal with grammar and spelling in context. A short paragraph containing grammatical and spelling mistakes will be set and candidates will be required to correct these mistakes.

Question 4: (10 marks)

This question will assess functional reading at a basic level. Candidates will be required to read a short note or short notes / letter / e-mail / poster / message and show understanding by locating explicit information from the given text(s).

Question 5A: (5 marks)

This task will be a closed Cloze Text. Candidates will be required to complete a text with 5 gaps using one suitable word to be chosen from a given list.

Question 5B: (5 marks)

This task will be an open Cloze Text. Candidates will be required to complete a text with 5 gaps using one suitable word. No list will be given.

Question 6: (10 marks)

This question will assess functional writing. Candidates will be required to write 50-75 words on a given task – writing a short note, e-mail, letter or card. They will be assessed on their ability to complete the task properly and their accurate use of KM.

Question 7A: (5 marks)

This question will assess candidates' ability to translate simple sentences from English and French into KM through MCQs.

Question 7B: (5 marks)

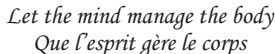
This question will assess candidates' ability to translate a short paragraph from English into the target language.

Question 8: (20 marks)

This question will assess candidates' ability to read an extended passage of a narrative or informative type. Candidates will be assessed, inter alia, on their ability to locate explicit information, make inferences, synthesise information, explain the meaning of words as used in the given context, follow the chronology of events, identify main ideas and offer personal response.

Question 9: (15 marks)

This question will assess candidates' ability to produce an extended piece of writing in 200 - 250 words. They will be required to write one composition out of a choice of a narrative, argumentative or descriptive topics.

[illegible]

Index Number:

NATIONAL CERTIFICATE OF EDUCATION

Specimen paper for first assessment in October 2020

KREOL MORISIEN (N 670)

TIME: 2 HOURS 15 MINUTES

READ THESE INSTRUCTIONS FIRST

1. Write your Index Number in the space provided above.
2. Write in dark blue or black ink.
3. Answer all questions.
4. All answers must be written in the spaces provided.
5. Any rough working should be done in this booklet.
6. Do not use correction fluid.
7. The total of the marks for this paper is **100**.
The number of marks is given in brackets for each question or part question.
8. Check that this assessment booklet consists of **9** questions printed on **15** pages from pages **2** to **16**.
9. Any discrepancy in the document must be immediately notified to the invigilator.

Kestion 1 (15 pwin)

Pou item 1-5 anserkle bon repons.

1. Simla finn bien ankoler so ser.

- A** lor
- B** par
- C** avek
- D** dan

2. Mo ena de gran frer. kontan zwe football ansam.

- A** Zot
- B** Li
- C** To
- D** Ou

3. Taler, kan bann-la retourne, mo kapav sorti.

- A** ti
- B** pou
- C** finn
- D** pe

4. Meteo finn anonse ki tanperatir pe bese. Demin pou fer fre ki zordi.

- A** otan
- B** osi
- C** pli
- D** mwins

5. To kapav amenn delo zi, me pa toule-de.

- A** ouswa
- B** ni
- C** akoz
- D** ek

Pou item 6-8 anserkle fraz ki pena okenn fot gramer, lortograf ou ponktiasion.

6.

- A** Yer mo pou al lekol.
- B** Yer mo ti al lekol.
- C** Yer mo ava al lekol.
- D** Yer mo pe al lekol.

7.

- A** Dan de mwa ziad pou al Lafrans.
- B** Dan de mwa Ziad pou al lafrans.
- C** Dan de mwa ziad pou al lafrans.
- D** Dan de mwa Ziad pou al Lafrans.

8.

- A** Mwa ek mo ser, zot kontan get televizion.
- B** Mwa ek mo ser, to kontan get televizion.
- C** Mwa ek mo ser, nou kontan get televizion.
- D** Mwa ek mo ser, mo kontan get televizion.

Pou item 9-15 swiv instruksion ki finn done.

9. Transform mo ant parantez pou konplet sa fraz-la.

Marcel inn koz (zanti) avek so kamarad.

10. Re-ekrir sa fraz-la san les fot.

Kevin kontan lapès poisson.

.....

11. Anserkle size dan sa fraz-la.

Sendy pou galoupe pou Sports Day.

12. Anserkle prepozision dan sa fraz-la.

Sandrine finn met enn zoli sapo lor so latet.

13. Met enn rayt (✓) akote fraz inperatif la.

- Mo espere pou fer bon letan sa semenn-la.

☐

- Eski pou fer bon letan sa semenn-la?

☐

- Gete si pou fer bon letan sa semenn-la.

☐

14. Re-ekrir sa fraz-la pou met lanfaz lor group mo souligne.

Mo papa finn al Kenya.

.....

15. Relie sa de fraz-la avek mo ki ant parantez.

Mo parapli finn kase. Mo bizin aste enn nouvo parapli. (parski)

.....

Kestion 2 (5 pwin)

Anserkle bon repons.

1. Sa zanfan-la bien Li partaz tou so bann zouzou.
 - A trankil
 - B zenere
 - C dous
 - D rapid

2. Jason finn sorti premie. Tou dimounn finn li.
 - A sagrin
 - B kriye
 - C mok
 - D felisit

3. Bann siporter pe prese pou al Match-la pre pou koumanse.
 - A stad
 - B lapos
 - C lopital
 - D sirk

4. Siklonn-la finn amenn boukou lapli. Tou nou rezervwar finn
 - A gran
 - B sek
 - C move
 - D ranpli

5. Touleswar mo tann enn sat
 - A zape
 - B sante
 - C miole
 - D gazouye

Kestion 3 (5 pwin)

Koriz bann fot (lortograf ouswa gramer) ki finn souligne dan sa text-la. Enn lexanp finn fer pou twa.

Dodo, se ene zanimo ki pou ena dan Moris bien lontan. Aster li finn fini disparet.

.....enn.....

Dapre seki ena dimounn dir, bane dodo ti telman gro ki zot pa ti pe kapav anvole.

.....

Akoz sa, ti bien fasil pou may zot pou manzer. Dodo bien celeb dan lemond antie

.....

ek li finn vinn enn sinbol extinktion.

.....

Kestion 4 (10 pwin)

Lir sa poster-la ek reponn bann keston ki swiv.



Minister Tourism

Dan kad Festival Internasional Sinema
Minister Tourism ena plezir invit zot pou

Sinema anplener!

KATEGORI FIM KOMEDI
Le Gendarme de Saint-Tropez
Dat: Dimans 8 Desam
Ler: 5h30 p.m - 8h30 p.m
Landrwa: Laplaz piblik,
Belle Mare

KATEGORI FIM ZANFAN
Harry Potter à l'école des sorciers
Dat: Merkredi 12 Desam
Ler: 2h00 p.m - 5h00 p.m
Landrwa: Zardin Telfair,
Souillac

KATEGORI FIM AKSION
Fast & Furious 6
Dat: Vandredi 14 Desam
Ler: 8h30 p.m - 11h30 p.m
Landrwa: Citadelle,
Port Louis

PRI LANTRE:
RS 50
DEGAZE VINN
PRAN ZOT BIYE!

Pou plis linformasyon, kontakte komite organizater
lor 243 2522 ou al lor sit www.festivalsinema.mu
Sa levennman-la sponsorize par Mauritius Tourism Promotion Authority.
Minister Tourism, John Kennedy Street, Port Louis

1. Ki levennman pe organize dan kad Festival Internasional Sinema?
.....
2. Ki Minister ki pe organiz sa levennman-la?
.....
3. Nomm de kategori fim ki pou ena.
(i).....
(ii).....
4. Ki landrwa pou zwe *Le Gendarme de Saint-Tropez*?
.....
5. Ki ler *Harry Potter à l'école des sorciers* pou fini?
.....
6. Ki dat pou zwe *Fast & Furious 6*?
.....
7. Komie enn biye lantre koute?
.....
8. Donn **enn** fason to kapav gagn plis linformasyon lor sa levennman-la.
.....
9. Kisann-la ki pe sponsoriz sa levennman-la?
.....

Kestion 5A (5 pwin)

Konplet sa text-la par enn mo apropiye depi lalis ki finn donn twa.

trouv	kouse	manz	foto	depi	ti
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Laplaz Tamarin ranpli ar dimounn. Zot tou finn sorti kat kwin
Moris pou vinn get sa levennman-la. Zame personn pa finn sa
avan. Pou ena enn leklips soler ki pou vizib zordi tanto, zis avan ki soley al
..... . Ena dimounn ki fini prevwar zot
linet spesial pou kapav admir sa zoli spektak-la. Ena ki finn tir zot kamera pou kapav tir
..... .

Kestion 5B (5 pwin)

Aster ranpli sak tire par enn mo apropiye pou konplet text-la.

Aprè inpe, enn gro ron nwar koumans bar soley ek fer partou
nwarsi. dimounn ki ti la ti emerveye.

Leklips soler la koumans perdi deryer brizan. Zetwal koumans paret inpe partou
..... lesiel. Nou finn res lamem, pie filao
pou nou get bann vag vinn kraz disab. Ti enn zour bien
memorab.

Kestion 6 (10 pwin)

To lekol pe organiz enn zourne aktivite (kouma enn konser, enn fennsifer, enn Food Day, etc...) pou ramas kas pou bann zanfan malad. Ekrir ant 50 - 75 mo pou invit to bann kamarad.

Servi sa bann pwin-la:

- Dat, zour, ler ek landrwa kot pe organiz sa aktivite-la.
- Kifer to oule zot vini.
- Ki bann aktivite pou ena.
- Pri tiket lantre.

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Kestion 7A (5 pwin)

Pou sak fraz, swazir bon repons ki pou konplet so tradiksion an Kreol Morisien.

1. *S'il veut nous accompagner, qu'il se dépêche!*

Si li anvinn nou, dir li fer vit!

- A** avek
- B** apre
- C** deryer
- D** avan

2. *Il a baissé les vitres car il faisait très chaud.*

Li finnn bes vit ti pe fer bien so.

- A** me
- B** ek
- C** ouswa
- D** parski

3. *It has been raining since yesterday.*

Lapli tonbe depi yer.

- A** pou
- B** finnn
- C** pe
- D** ti

4. *Can someone lend me an umbrella?*

Eski kikenn kapav mwa enn parapli?

- A** donn
- B** pret
- C** vann
- D** avoy

5. *We have put all our luggage in the boot of the car.*

Nou finn met tou bagaz dan box loto.

- A** zot
- B** to
- C** nou
- D** so

Kestion 7B (5 pwin)

Tradir sa text-la depi Angle an Kreol Morisien.

It was the last day of school and everyone was happy. The pupils had decorated their class with balloons. They had also brought some snacks to share with their friends. Miss Mireille had prepared some lemon juice for everyone.

.....

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.....

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.....

Kestion 8 (20 pwin)

Dan sa pasaz-la, narater-la, enn ners, bizin examinenn enn group dimounn ki finn rant dan Mayot (enn teritwar franse) ilegalman depi Komor.

- 1 Telefonn sone ek resepsionis lopital anons mwa ki gardkot finn aret de ti bato klandestin. Sa bann bato-la, samem mo plis per; zot sarye dimounn malad, bann blese grav, bann madam ansint, bann fou. Zot travers lamer pou vinn Mayot dan lespwar gagn bann swin lopital isi.
- 2 Kan mo ariv dan lasal tir kart, mo trouv enn douzenn dimounn tranpe net. De-trwa 5 madam ki pre pou akouse, enn vie bolfam ki ena enn sel lipie, enn zenn garson ki paret fou. Enn kout mo finn trouv li, enn zennfi avek enn tibaba dan so lebra. Mo remark li toutswit, li ena apenn diset-an. Li an bonn sante me li pa aret get adrwat agos kouma enn zanimo efreye.
- 3 Bann gardkot amenn bann madam ansint dan seksion maternite; enn gardkot 10 demann mwa res ek bann lezot ziska zot retourne. Vie bolfam ek beki la deboute ek al kot laport. Li vire li get mwa enn kout, apre li sorti deor ek li fonn. Mo gard mo lame dan pos mo iniform, mo pa aret li, mo napa dir nanye. Li finn reisi, li finn rant dan enn teritwar franse.
- 4 Mo signal zenn tifi-la vinn ar mwa dan enn lasal konsiltasion. So tibaba anvlope dan 15 enn latwal koton rouz ek zonn. Li pa plore, li pa bouze. Eski li finn mor? Deor, lapli pe sone kouma ti koulou.
- 5 Tifi-la dezabiy tibaba-la. Se enn tibaba fek ne, de-trwa zour apenn; li pa paret malad, li paret normal. Mo sey koze me mama-la fer mwa sign res trankil. Li pa anvi lev tibaba-la depi dan so somey. Mama-la montre mwa so lizie. Mo pa konpran, mo pa 20 trouv nanye. Tibaba-la pe dormi. Mama-la agase. Li montre mwa so lizie, apre li montre pou mwa ek anfin lizie tibaba-la. “An, li pa trouve?” Mama-la sakouy so latet ek ala tibaba-la leve. Li koumans bouze ek fer enn son ar so lalev koumadir li pe rod bwar. Mama-la pran li, donn mwa li kouma enn kiksoz ki li pa kontan ek ki fer gagn per. 25
- 6 Tibaba-la ouver so lizie. So mama kile ek, mwa, seki mo trouve inkrwayab. Zame mo finn trouv sa, mo nek finn lir sa dan mo bann liv medsinn, li ena enn lizie nwar ek enn lizie ver. Li get mwa avek so lizie de kouler, ek mwa, mo koz ek li, mo dir “Bonzour, zoli baba.” Mama-la lerla dir, “Enn tibaba mofinn sa!”

(Tradir ek adapte depi *Tropique de la Violence*, enn roman Natasha Appanah, Edision Gallimard)

1. Kisann-la dir narater-la ki finn aret “de ti bato klandestin”? (lalinn 1)

.....

..... [1]

2. Kifer narater-la ti per bann bato klandestin?
.....
..... [1]
3. Pou ki rezon bann pasaze klandestin la ti anvi vinn Mayot?
.....
..... [1]
4. “Mo trouv enn douzenn dimounn tranpe net.”(lalinn 5). Dapre twa, kifer zot ti tranpe net?
.....
.....[1]
5. “Mo remark li toutswit.” (lalinn 7-8). Dapre twa, kifer narater-la finn remark sa zennfi-la?
.....
..... [1]
6. Dapre twa, kifer enn gardkot demann narater-la “res ek bann lezot”? (lalinn 11).
.....
..... [1]
7. Narater-la les vie bolfam ek beki-la ale. Ki sa montre lor narater-la so karakter?
.....
..... [1]
8. Vie bolfam-la "finn reisi..." (lalinn 13). Ki li finn reisi fer?
.....
..... [1]
9. “Lapli pe sone kouma ti koulou.” (lalinn 16-17). Ki sa fraz-la oule dir?
.....
..... [1]

10. Kifer mama-la fer enn “sign res trankil”? (lalinn 19).

 [1]
11. Kan zennfi-la fini dezabiy tibaba-la, ki problem narater-la finn panse tibaba-la ti ena?

 [1]
12. Kifer mama-la ti pe agase?

 [1]
13. Kan tibaba-la ouver so lizie, ki reaksion
 (i) narater-la?
 (ii) mama-la?
 [2]
14. “Enn tibaba mofinn sa!” (lalinn 29). Ki to resanti kan to lir sa fraz-la? Kifer?

 [1]
15. Explok sinifikasion sa bann mo/expresion-la:
 (i) klandestin (lalinn 2):
 (ii) kouma enn zanimo efreye (lalinn 9):
 (iii) fonn (lalinn 12):
 (iv) inkrwayab (lalinn 26):
 (v) mofinn (lalinn 29):
 [5]

Kestion 9 (15 pwin)

Swazir enn dan bann opzion ki finn done pou ekrir enn konpozision 200 – 250 mo.

1. Dekrir lavil ouswa vilaz kot to viv.
2. Ekrir enn zistwar ki inklir sa bann fraz-la:
“Nou ti pe get televizion dan salon. Enn kout nou finn tann vwazin kriye lor semin...”
3. Ki bann lavantaz ek dezavantaz transpor piblik dan Moris?

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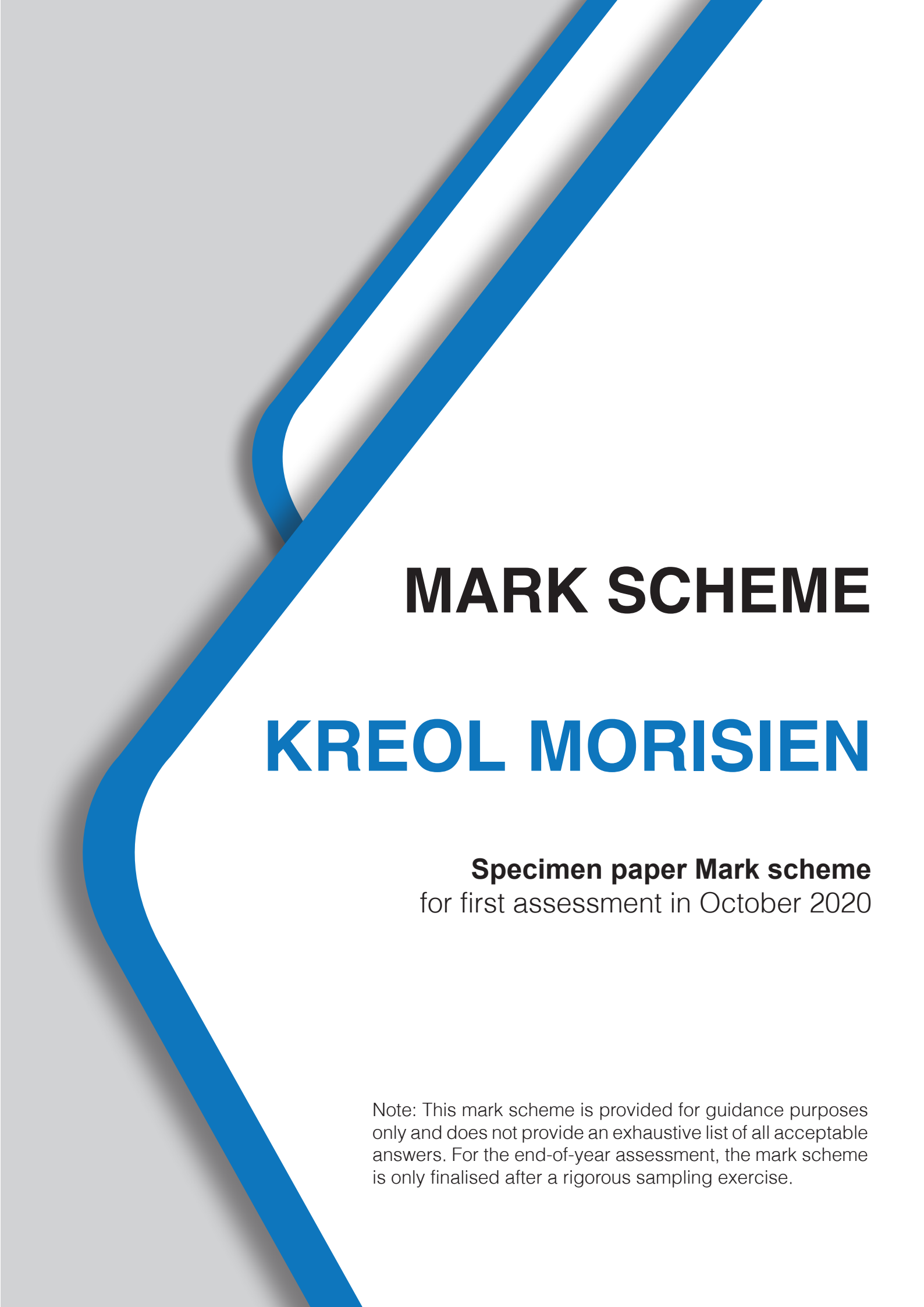
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MARK SCHEME

KREOL MORISIEN

Specimen paper Mark scheme
for first assessment in October 2020

Note: This mark scheme is provided for guidance purposes only and does not provide an exhaustive list of all acceptable answers. For the end-of-year assessment, the mark scheme is only finalised after a rigorous sampling exercise.

Question 1 (15 marks)

1 Mark For Each Correct Answer

1. C	(i) Accept answers which are systematically ticked / encircled / underlined / copied / crossed. (ii) Mark wrong if different answers are ticked / encircled / underlined / copied / crossed. But if two systems are systematically used, one of which is the circle, then consider only the encircled answer.	6. B
2. A		7. D
3. B		8. C
4. C		
5. A		

9. Marcel inn koz *zantiman* avek so kamarad.

10. Kevin kontan lapes *pwason*.

11. Sendy pou galoupe pou Sports Day.

12. Sandrine finn met enn zoli sapo (lor) so latet.

13. **Award 1 mark if the correct sentence only is ticked.**

- Mo espere pou fer bon letan sa semenn-la.

☐

- Eski pou fer bon letan sa semenn-la?

☐

- Gete si pou fer bon letan sa semenn-la.

☒

14. Mo papa, li finn al Kenya. / Se mo papa ki finn al Kenya.

15. **Award 1 mark to any of the following:**

- Parski mo parapli finn kase, mo bizin aste enn nouvo parapli.

.....

or

- Mo bizin aste enn nouvo parapli parski mo parapli finn kase.

.....

Question 2 (5 marks)

1 Mark For Each Correct Answer

1. B	
2. D	
3. A	(i) Accept answers which are systematically ticked / encircled / underlined / copied / crossed. (ii) Mark wrong if different answers are ticked / encircled / underlined / copied / crossed. But if two systems are systematically used, one of which is the circle, then consider only the encircled answer.
4. D	
5. C	

Question 3 (5 marks)

(Note: Award 1 mark for each mistake which has been properly corrected.)

	1 Mark
1.	ti
2.	bann
3.	manze
4.	seleb
5.	extinksion

Question 4 (10 Marks)

Note:

- Candidates **do not** have to answer in full sentences.
- Grammatical and spelling mistakes are **not** penalised if evidence of understanding is clearly shown.

Question	1 mark	Remarks	0 mark
1	Sinema anplener		
2	Minister Tourism		
3	Accept any two of the following: • (Kategori) fim komedi • (Kategori) fim zanfana • (Kategori) fim aksion	One mark each for any two.	
4	Laplaz piblik Belle Mare	Accept 'Belle Mare' only	
5	5h00 p.m	Do not accept '2h00 a 5h00 p.m'	
6	14 Desam	Accept 'Vandredi 14 Desam'	
7	Rs 50		
8	Accept any one of the following: • Telefonn komite organizater lor 2432522 • lor sit www.festivalsinema.mu	Accept any one	
9	Mauritius Tourism Promotion Authority		

Question 5A (5 marks)

(Note: Give 1 mark for a correct answer.)

	1 Mark
1.	depi
2.	trouv
3.	kouse
4.	ti
5.	foto

Question 5B (5 marks)

(Note: Award 1 mark for each correct answer. If there is a spelling or grammatical mistake, give 0.)

	1 Mark	0 Mark
1.	letan/ minit/ segonn	
2.	Tou/ Bann/ Plizir/ Detrwa/ Boukou	
3.	dan	
4.	anba/ kot / akote	
5.	lor	

Question 6 (10 marks)

Band	Descriptors
Band 1 (9-10 marks)	• Clear awareness of audience and purpose. • All required points developed in detail • G/S/P and syntax very accurate. Only very occasional slips • Accurate and appropriate vocabulary • Organised and coherent
Band 2 (6-8 marks)	• Awareness of audience and purpose. • All points developed • G/S/P and syntax essentially accurate but occasional slips • Vocabulary accurate • Organised but may lack the overall fluency of a Band 1 script
Band 3 (3-5 marks)	• Some awareness of audience and purpose • Required points addressed but may lack detail • G/S/P and syntax accurate enough but errors are noticeable • Accurate but simple vocabulary • Some coherence in the flow of ideas
Band 4 (1-2 marks)	• No real sense of audience and purpose. • Points briefly addressed • G/S/P and syntax erratic. Sense can be made but multiple errors confuse meaning. • Simple often inaccurate vocabulary • Disjointed writing
Band 5 (0 marks)	• Meaningless • Irrelevant • Not recognisable as KM

Question 7A (5 pwin)

1 Mark For Each Correct Answer

1. A	
2. D	
3. C	(i) Accept answers which are systematically ticked / encircled / underlined / copied / crossed. (ii) Mark wrong if different answers are ticked / encircled / underlined / copied / crossed. But if two systems are systematically used, one of which is the circle, then consider only the encircled answer.
4. B	
5. C	

Question 7B (5 pwin)

Ti dernie zour lekol ek tou dimounn ti kontan. Bann zelev ti finn dekor zot klas avek bann balon. Zot ti finn ousi amenn detrwa ti-gato pou partaz avek zot bann kamarad. Miss Mireille ti finn prepar inpe zi limon pou tou dimounn.

Question 8 (20 marks)

Note:

- Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

Question	Accept	Marks	Remarks
1	Resepsionis (lopital)	1	
2	Accept any of the following: • Parski ti ena boukou problem avek sa bann bato-la • Accept the lift: "Sa bann bato-la ...bann fou."	1	
3	Accept any of the following: • Pou zot gagn bann swin lopital • Pou zot rant dan Mayot (enn teritwar franse) ilegalman	1	
4	Accept any valid inference, for example: • Parski lapli ti pe tonbe. • Zot finn mouye parski zot finn vwayaz par bato (vag finn kraze lor zot bato)	1	
5	Accept any one of the following: Parski: • li ti bien zenn. • li ti ena enn tibaba dan so lebra. • li ti paret an bonn sante. • li ti pe get agos adrwat kouma enn zaimo efreye (li ti pe per)	1	
6	Accept any valid inference, for example: • Pou anpes zot sove • Parski zot ti bann pasaze klandestin.	1	

7	Accept any valid inference, for example: • Li ti ena bon leker	1	
8	• Li finn reisi rant dan teritwar franse/ dan Mayot ilegalman.	1	
9	Accept any of the following: • Lapli ti pe tonbe for-for • Lapli ti pe fer tapaz	1	
10	• Li pa ti oule ki so tibaba leve.	1	
11	• Li ti panse tibaba-la pa trouv kler.		
12	• Parski ners-la pa ti pe konpran ki li pe rod dir li.	1	
13	Accept any valid inference, for example: Narater-la: • Li sirpri • Li emerveye Mama-la: • Li orifie • Li degoute • Li soke • Li kile	1 mark for each	
14	Accept any valid inference followed by a reasoned explanation, for example: • Mo soke, parski mo pa ti atann enn mama kapav dir enn zafer koumsa. • Mo tris, parski mama-la paret pa kontan so zanfan.	1	

15	Note : Award 1 mark for each correct answer. If more than one answer is given, mark the first one.		Marks
(i)	klandestin (lallinn 2)	Ilegal	5
(ii)	kouma enn zanimo efreye (lalinn 9)	Koumadir li pe gagn per/ li paret abriti/ li pena sime pou li sove	
(iii)	fonn (lalinn 12)	Ale vit-vit/ disparet/ sove	
(iv)	inkrwayab (lalinn 26)	Extraordiner/ pa rod krwar	
(v)	mofinn (lalinn 29)	Ki amenn maler	

Question 9 (15 marks)

Band	Descriptors
Band 1 (13-15 marks)	• Elaborate content. • Highly accurate G/S/P and syntax, only very occasional slips • Varied sentence structures used consistently and for particular effects • Vocabulary wide and precise. • Complex, sophisticated piece of writing • Reader's interest sustained throughout
Band 2 (10-12 marks)	• Accurate G/S/P and syntax, occasional slips • Some variation in sentence structures. • Vocabulary generally precise but may lack sophistication • Strong, accurate piece of writing but may lack complexity and sophistication • Reader's interest generally sustained
Band 3 (7-9 marks)	• Mostly accurate G/S/P and syntax. Errors occur when complexity is attempted. • Instances of sentence variety but simple sentences dominate overall. • Accurate but simple vocabulary. • Relevant piece of writing. Some interest for the reader
Band 4 (4-6 marks)	• G/S/P and syntax – Meaning not in doubt but errors are quite frequent. • Sentence structures are generally simple • Simple vocabulary, not always accurate. • Relevant but little interest for the reader
Band 5 (1-3 marks)	• G/S/P and syntax – Many serious errors which make meaning unclear. • Mostly simple sentences. • Simple vocabulary with many inaccuracies. • Just relevant – no interest for the reader
Band 6 (0 marks)	• Irrelevant • Not KM • Meaningless

