



**MAURITIUS EXAMINATIONS SYNDICATE**

**PSAC 2019**

**ENGLISH**

Subject Code: P110

Examiners' Report

September 2020

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**Introduction**

The Primary School Achievement Certificate (PSAC) Assessment was introduced in 2017 in the context of the implementation of the Nine-Year Continuous Basic Education (NYCBE) reform. 2019 was the third year in which the PSAC was administered.

The assessment of English focuses on different linguistic competencies:

- Reading Comprehension (40%)
- Grammar and Vocabulary (30%)
- Writing (30%)

These assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education. Each linguistic competency is assessed at different levels, ensuring fairness by offering candidates sufficient opportunities to demonstrate their achievement levels.

**General Comments**

The performance of candidates was largely similar to previous sessions, with nearly 78% of candidates achieving at least Grade 5. This shows that, as in previous years, a great majority of students have acquired the essential skills in reading and writing. However, there still exists a minority of candidates who find it difficult to attain even the minimum grade to successfully complete their primary education.

A significant number of candidates performed well on the basic and intermediary tasks across the competencies assessed. However, performance in the higher order skills of extended reading and writing shows that improvement is warranted.

Concerning vocabulary, tasks assessing the knowledge and application of basic, everyday vocabulary words were well-performed by most candidates. However, candidates struggled with tasks requiring varied and precise vocabulary.

In reading comprehension, candidates performed well when it came to retrieving explicit information from a given text and when it came to showing literal understanding. Nevertheless, an important number of candidates found it challenging to deal with higher order reading skills

including, inter alia, making inferences, showing overall understanding of a text, predicting the meaning of unfamiliar vocabulary items and following the chronology of events.

In writing, as noted in previous years, producing simple syntactically correct sentences was within the grasp of most candidates. Nevertheless, a significant number of candidates struggled with writing negative structures correctly as well as sentence separation, interrogative structures, the positioning of adverbs and of adjectives, very often because of the influence of French/KM syntax. In addition, it has been noted that only a handful of candidates were able to write compositions creatively using appropriate grammar, rich and varied vocabulary and complex sentence structures.

## Specific Comments

### Question 1 (Basic Reading)

Question 1 assesses reading comprehension ability at a basic level. The purpose of this question is to judge candidates' command of reading at an elementary level.

A significant number of candidates attempted the question successfully. Yet, some struggled with:

Item (iii) I've missed my bus! *I will have to wait for the next one.*

Item (iv) The lake looks splendid. *Let's take some pictures.*

This could be attributed to the fact that some candidates would focus on specific words rather than deriving meaning from reading the sentences in full, leading to a breakdown in comprehension.

## Question 2

**Question 2** assesses a range of grammatical structures through multiple-choice items. The grammatical items tested were the use of tenses (simple future), prepositions, pronouns (personal, reflexive and relative pronouns), quantifiers, comparative and superlative forms of adjectives, tag questions, structures involving the use of ‘do’ support and conjunctions.

The best done items were:

**Item 1**        Uncle Jack will take us to the cinema next week.

**Item 2**        Every morning, I get up at six o’clock.

**Item 6**        After the cyclone, the pupils removed the broken branches by themselves.

**Item 10**       Although Liam is small, he runs very fast.

It is encouraging to see that candidates can do items testing the use of future tense, prepositions, reflexive pronoun and conjunctions correctly.

The following items were found to be challenging:

**Item 3**        The headmistress is absent because her son is getting married.

A common wrong answer was *\*his* which suggests that candidates did not pay attention to the subject ‘headmistress’ and were misled by the word ‘son’ due to the influence of French syntax. Since this is a very important difference between English and French, it is recommended that this aspect of English grammar be contrasted with its equivalent in French.

**Item 4**        He drank some juice in the morning.

A common wrong answer was *\*few* which suggests that candidates did not pay attention to the fact that although “*few*” and “*some*” both indicate an unspecified number of objects, a major difference between the two lies in their application to nouns. “*few*” is applied to countable objects while “*some*” is applicable to both countable and uncountable objects.

**Item 5** This is the girl whose mother works in our school.

This item tested candidates' ability to deal with relative/wh-pronouns. A common wrong answer was *\*who* which suggests that many candidates lack the ability to discern the circumstances in which they need to use the different relative/wh-pronouns.

**Item 7** We often go running in the afternoon, don't we?

Using tag questions properly is a general challenge for our candidates. Many candidates gave *\*didn't we* as an answer, not having paid attention to the tense 'go' in the sentence.

**Item 8** Jane is the sweetest girl in our class.

This item tested candidates' ability of making correct use of superlative adjectives. Several candidates wrongly gave *\*sweeter* as an answer, not realising that more than two persons were involved in the comparison.

**Item 9** The shirt was too expensive. I did not buy it.

Using structures with the do-support correctly continues to be a problem although this has been highlighted frequently in previous reports. A common wrong answer was *\*bought* which shows that many candidates overlooked the fact that the auxiliary *do* carries tense.

### Question 3A

The purpose of this question is to assess candidates' knowledge of common vocabulary.

The best done items were:

**Item (i)** A place where you buy bread. bakery or baker's

**Item (ii)** You use it to dry yourself after a shower. towel

**Item (iii)** Some people wear these to see better. glasses or goggles

Candidates struggled with the following items:

**Item (iv)** A person who sells flowers. florist

Many candidates confused the spelling of the English word with that of French.

**Item (v)** A house or shelter for a dog. kennel

Several candidates lost marks due to the incorrect spelling of the word. *\*kennle* was a frequently-seen wrong spelling of the word resulting in loss of marks.

### Question 3B

The purpose of this question is to assess candidates' ability to work through vocabulary in context. This year, an MCQ exercise was set.

The following items were successfully tackled by a large number of candidates:

**Item 2** Have you done your homework yet?

**Item 3** My eyes hurt when I watch too much television.

**Item 4** I used this recipe to bake a delicious cake.

Candidates struggled with the following items:

**Item 1** We took the broken tables and chairs to the carpenter to be repaired.

Many candidates were misled by the strong distractor *cobbler* probably due to the unfamiliarity with the meanings of *carpenter* and *cobbler*.

**Item 5** The audience clapped loudly at the end of the concert.

Several candidates wrongly answered *\*played*, possibly due to an excessive familiarity with the word.



## Question 4A

This question assesses reading comprehension at an intermediate level, more specifically the ability to locate information. This year, a factual text on the French footballer Zinedine Zidane was set. On the whole, performance was encouraging with most candidates showing that the basic reading skill of literal understanding has been acquired.

Most items were well answered by candidates. Nevertheless, the following items were found challenging by some:

- Item 2** Country of origin of Zidane's parents:  
The expected answer was: *Algeria*  
Some candidates wrongly gave *\*Marseille in France* as the answer which was in fact the birthplace of Zidane. Others lost marks because of the indiscriminate lifting of *\*France from Algeria*.
- Item 8** Number of goals *Zidane* scored in the 1998 World Cup Final:  
  
*Two /2 / Twice* were awarded marks. Many wrongly answered *3-0* and hence, lost marks.
- Item 9** The team France beat to win the 1998 World Cup:  
  
The expected answer was *Brazil*. Many candidates lost marks by wrong answering *3-0*.

## Question 4B

The purpose of the Extended Reading Comprehension task is to assess comprehension skills in diverse ways. This year, the text was an adapted narrative passage from R V Staff Writer J.C s' *A Puppy for Poppy*. A range of reading comprehension skills were assessed through items testing literal understanding, inference, ability to follow chronology, overall meaning of a passage, among others.

On the whole, candidates could score marks throughout. However, some candidates struggled with items requiring them to guess the meaning of unfamiliar words from the context or develop a personal response or even follow the sequence of events.

The following items were considered problematic for some candidates:

**Item 3**        *We know that Poppy was unhappy because she stopped eating.*

Option D proved to be a strong distractor.

**Item 4**        *“The house was **like a tomb** without Ryan.” This means that the house was very quiet.*

The expected answer was *B quiet*. Many candidates had difficulty understanding this expression.

**Item 7**        *According to you, why was Mum happy to see the dogs playing together?*

The possible answers here included the fact that Poppy was happy; Poppy was not sad or did not feel lonely anymore; the two dogs became friends quickly.

**Item 8**        *How did Ryan feel when he saw Cooky?*

The expected answer was

- He was surprised / amazed / astonished / astounded.

The lift ‘He fell over in surprise’ was also given credit.

Candidates who gave ‘He was excited / happy / cheerful’ as answers put themselves at an undue disadvantage since this is not supported by the text.

### Question 5 (Basic sentence writing)

This question evaluated candidates' knowledge of sentence structures and ability to apply syntactic rules in English. A variety of tasks was set including, inter alia, separation of words, putting words in order, transforming into the interrogative and negative forms, positioning of adjectives and adverbs and writing a sentence using given words.

As noted in previous years, it was relatively rare to see candidates scoring top marks in this question though it is considered to be the basic writing task.

The following items were found challenging by candidates:

**Item ii**      *Putting the words in order*

*Postman – afternoon – the – delivered – in – letters – the – many*

A few options were acceptable here:

- *The postman delivered many letters in the afternoon.*
- *In the afternoon, the postman delivered many letters.*
- *The postman, in the afternoon, delivered many letters.*

Candidates lost marks in cases where words were missing or gave *\*Many postman delivered the letters in the afternoon.* as answer. This was wrong because the word *postman* given was in the singular so the structure *many postman* was clearly incorrect.

**Item iii**      *Putting the following into the interrogative form.*

*He is reading an interesting book.*

In this item, candidates had to transform the given sentence into the interrogative form. The expected answer was *Is he reading an interesting book?*

As in previous years, transforming into interrogative continues to be a challenge. This shows that forming interrogative sentences in English is an area that requires more work in the classroom.

Many candidates had difficulty coming up with the correct verb form and gave answers like:

*\*Can he reading an interesting book?*

*\*Does he is reading an interesting book?*

**Item v**      *Putting the following into the negative form.*  
*She sells vegetables.*

In this task, candidates were asked to transform the sentence into the negative form. At least half of the population of candidates faced difficulties in carrying out the transformation correctly.

While the expected answer was:

*\*She does not / doesn't sell vegetables.*

Many candidates lost marks due to the incorrect use of verb form and syntax.

*\*She do not sell vegetables.*

*\*She not sells vegetables.*

*\*She sells not vegetables.*

**Item vi**      *Adding the adjective 'better' in the right place.*  
*Serena is a player than Maria. (better)*

This task assessed candidates' ability to position adjectives correctly within a sentence.

The expected answer was:

*Serena is a better player than Maria.*

Several candidates wrongly answered:

*\*Serena is a player than better Maria.*

*\*Better Serena is a player than Maria.*

*\*Serena is a player better than Maria.*

In this context, it is strongly recommended that Educators teach the syntactic difference between English and French so that students are clear on the positioning of adjectives.

**Item vii**      *weather-decide-beach*

For item (vii), candidates were asked to write a sentence with the given words. Sentences which were syntactically correct, grammatically accurate and meaningful were given full credit.

One example of such a sentence was: *As the weather was fine, we decided to go to the beach.*

The following issues were noted:

- Several candidates made use of the given words in different sentences instead of one sentence, which was penalised.
- In some cases, candidates failed to conjugate the verb correctly resulting in loss of marks.
- In a minority of cases, candidates omitted the use of one or two of the given words, resulting in loss of marks.

## Question 6A

This question is a higher order reading task which assesses candidates' reading strategies and both receptive and productive vocabulary.

This year, the task was based on a text about a mouse causing havoc in a house.

In Part A, words had been given from which candidates had to choose the appropriate word to complete the text. Candidates on the whole performed satisfactorily on this part of the question.

As for Part B, several candidates struggled to find the missing words from candidates' own knowledge. The lack of a wide and varied vocabulary could explain this kind of performance.

## Question 6B

### Item 1

She took a broom out of the cupboard and searched for/out the animal.

This item was found to be difficult. A preposition was required here and acceptable answers included *for/out*.

### Item 2

At the same time, their little sister woke up due to the noise / sound / chaos / scene made by the children.

Some candidates were penalised due to the incorrect spelling of the acceptable answers.

Common wrong answers were: *\*screams/ voice/ shouts* which did not fit in the structure.

### Item 3

She sat up on her bed, rubbing her eyes sleepily.

Candidates had to give an appropriate personal pronoun as answer.

Frequent wrong answers included: *\*his / their / with / for / here / she*.

#### **Item 4**

Then, she saw the mouse and yelled.

On the whole, this item was found to be the most challenging one.

Frequent wrong answers included: \**who / which / then / that / she* which either did not make sense or did not fit in the structure of the sentence.

#### **Item 5**

Terrified, it ran / rushed out of the house.

A number of options were acceptable here: *hurried / got / went / dashed / was / came / pulled / stepped*.

On the whole, this item was satisfactorily done.

## Question 7A (Grammar and Spelling in context)

Question 7A assessed candidates' ability to deal with grammar and spelling in context. It is a higher order task, and as such, posed difficulty to a significant number of candidates.

A short text containing grammatical and spelling mistakes was set. The mistakes were already identified and candidates were required to correct them.

### Item 1

*First, I think I will go for a walk in the neighbourhood.*

This item tested the knowledge of prepositions. A considerable number of candidates had trouble finding the correct preposition *in* or *around* which shows that candidates require more practice in this area.

### Item 2

*Second, I will prepare a nice breakfast.*

This item tested whether candidates would be able to use the correct tense in this given context. Many wrongly gave *\*prepare* or *\*prepared* as an answer here, without paying attention to the fact that the overall context of the given passage required the simple future tense.

### Item 3

*I also have to go shopping with my mother.*

This item assessed the knowledge of the spelling of the word *shopping*. On the whole, this was satisfactorily attempted.

### Item 4

*I wonder how much time we will take at the shop.....*

This item tested candidates' knowledge of quantifiers and whether candidates would be able to distinguish the kind of determiners accompanying uncountable nouns. The answer required was *much* in this context. This item was satisfactorily attempted.



## Item 5

*... we will take at the shop and if Dad will pick us up from there.*

This item tested whether candidates realised that the pronoun *us* was required rather than the pronoun *\*we*.

Only about a third of candidates managed to do so, suggesting that many candidates do not master which pronoun should be used in which context.

## Question 7B (Word Formation)

Question 7B assessed word formation in context. A short text was set with the words requiring transformation given within brackets.

Although a handful failed to obtain any mark in the question, the majority displayed a grasp of common word formation rules. Item 1 proved to be the most challenging to candidates in this question.

### Item 1

*At the begin of the story, he looks timid and shy.*

This item tested the transformation of the verb *begin* into the noun *beginning*. Although this is a common transformation in English, it posed a major difficulty to a significant number of candidates. Several candidates struggled with the spelling of *beginning*, offering options like *\*beggning* or *\*biginning*.

### Item 2

*However, he gradually to grow into a heroic character.*

For Item 2, the simple present tense of the verb *to grow* in the third person singular was required here. Although few candidates managed to give the correct answer, it is worth pointing out that an important number of candidates found this item difficult, offering wrong answers such as: *\*grow / growes / growing / growed / grow*.

### Item 3

*He often shows a lot of brave.*

For this item, candidates were required to transform the adjective *brave* into the noun *bravery*. Some candidates wrongly gave *\*bravoure / bravely* as answers.

#### **Item 4**

*It is interest to see him ...*

This item required candidates to transform the noun *interest* into the adjective *interesting*. This item was well attempted by a majority of candidates, although the incorrect spelling of the word was commonly noticed.

#### **Item 5**

*...change from a shy little boy into someone who is very courage.*

Item 5 required candidates to transform the noun *courage* into the adjective *courageous*. An important number of candidates managed to carry out the transformation properly while others struggled with the spelling giving as answers: \**coragious* / *corageous* / *courajous* / *courageus* which shows that spelling of common words continues to remain an area which deserves the attention of Educators.

## Question 8A

This question assessed candidates' ability of using simple cohesive devices to write a short, coherent text. Three pictures with a set of words alongside were given. Candidates were required to use the given words in order to write one sentence on each picture while ensuring that their three sentences made up a coherent story.

A number of issues should be noted:

- As observed in previous years, some candidates used the given words in different sentences which led to their loss of marks. They should use all the given words within the same sentence.
- In a few cases, candidates wrote syntactically correct sentences but omitted one of the given words. No credit can be given to such answers.
- In some instances, candidates changed the word class, for instance, instead of using to *help*, candidates made use of *helpful* / *helping* or in some cases, equivalent words were used such as instead of *luckily*, some candidates used *fortunately* or by *chance*. Such practices should be discouraged.

### Item 1 *One morning – road*

This was the best done item in Question 8A, with simple sentences such as:

*One morning, an old man was walking on the road* which was perfectly acceptable. Nevertheless, some candidates struggled with grammar and syntax, giving sentences such as:

*\*One morning Mr Paul walking in the road.*

The use of tenses and prepositions often posed problem to candidates here.

### Item 2 *unfortunately – banana peel*

This item posed some difficulty to candidates who struggled to find the right vocabulary to write correct sentences with the given words. In some cases, candidates failed to grasp the meaning of banana peel, proving sentences such as:

*\*Unfortunately he being banana peel.*

**Item 3**

*luckily – to help*

Many candidates found it challenging to write syntactically correct sentences with the given words, offering sentences like:

*\*Luckily two homme come to help.*

*\*Luckily I saw him felt down. My friend and I help him to get up.*

*\*Two boys came to help the luckily man.*

## Question 8B

This question assessed candidates' ability to use link words appropriately through the transformation of simple sentences into complex ones.

As noted in previous years, candidates still struggle with this question since it often involves the skill of writing complex sentences using relative pronouns and conjunctions. To be able to earn full marks, candidates are expected to demonstrate the correct use of the linking word while focusing on all other transformations required for the sentence to be meaningful and grammatically correct.

Certain issues have been observed:

- Candidates omitted key words leading to loss of marks.
- In some cases, candidates left full stops between clauses.
- In a few cases, capital letters in the middle of a sentence could be seen, suggesting that these candidates struggle with sentence separation.
- At times, candidates wrote syntactically correct sentences using the linking words but changed the meaning of the sentences. Little credit can be given to such responses.

**Item 1**      *Jay decided to go to the nearby community centre. His house was not secure. (as)*

The expected answers here were:

- *Jay decided to go to the nearby community centre as his house was not secure.*
- *As his house was not secure, Jay decided to go to the nearby community centre.*

Some candidates lost marks by giving sentences such as:

*\*As Jay decided to go to the nearby community centre, his house was not secure.*  
This sentence, though syntactically correct, changes the meaning of the original sentences and for this reason, little credit could be given. Other candidates lost marks by not making the necessary changes in the sentence, offering options like:

*\*As his house was not secure. His decided to go to the nearby community centre.*

**Item 2**      *He reached the place. He saw that the place was crowded. (when)*

Here, the expected answer was:

*When he reached the place, he saw that it was crowded.*

This item proved to be the most difficult for candidates in this question.

Several candidates gave wrong answers such as:

*\*When he saw that the place was crowded, he reached the place.*

*\*When he reached the place was crowded.*

These responses were not meaningful in the context given.

**Item 3** *The place was full. He managed to get some space to lie down. (although)*

The expected answers were:

- *Although the place was full, he managed to get some space to lie down.*
- *He managed to get some space to lie down although the place was full.*

Wrong answers such as:

*\*Although he managed to get some space to lie down, the place was full.*

*\*The place was full he managed to get some space although to lie down.*

were relatively common.

**Item 4** *He also made some friends. They gave him food and drinks. (who)*

The expected answer was:

*He also made some friends who gave him food and drinks.*

This item was generally well-done although wrong answers like:

*\*Who also made some friends, they gave him food and drinks.*

*\*He also made some friends who They gave him food and drinks.*

were frequent. Little credit can be given to such answers.

## Question 9

Question 9 assessed candidates' ability to write a coherent piece of continuous prose. This question normally assesses higher order writing skills, in particular candidates' ability to:

- develop a given storyline creatively
- make use of accurate grammar
- use varied sentence structures
- express themselves using rich and appropriate vocabulary
- demonstrate organized and coherent structure in their writing.

In this year's session, candidates were given the opening lines and asked to continue the story:

*I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home...*

Performance on this question was, on the whole, below expectations. Being able to write a continuous piece of prose in accurate English remains a vital skill which offers candidates the foundation to be able to continue their secondary education successfully.

It has been observed that many candidates could have performed better had they been more ambitious in their writing.

Other pertinent issues noted were:

- Lengthy introductions which do not often address the question
- Linguistic issues that candidates struggled with:
  - coherence of tenses
  - subject – verb agreement
  - correct use of direct – indirect speech
  - spelling and punctuation
  - lack of a rich repertoire of vocabulary words
  - appropriate syntax due to mother-tongue/French interference

The following sample of compositions is an illustration of the strengths and weaknesses encountered in this year's paper. Each composition is provided with comments to highlight the strengths and weaknesses of the writing.



### Composition 1

*I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... Hello men we when the telephone yes, why because I am forgotten my money at home. Oh I am sorry My boy why men. It is very important to me. Mother, Mother my money friend looked the bag please because my money is in the bag. No, my bag in the bus. Oh I am sorry to me. Thank you mother Sam look the bus It is arrived yes go to the beach. Tom look my fathe. My father is in the sea. True yes tom, It is very important to me because my father is very angry. No father, No look me.*

This composition is barely relevant and there is a lack of focus on the topic. As for the language, it is very clumsy and uncertain throughout, making it difficult for readers to understand what the candidate wished to express. Sentence separation is particularly flawed, with hardly any punctuation at all. In addition, the essay is replete with numerous grammatical and correct spelling mistakes which means that it can only score very low marks.

### Composition 2

*I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... It was Sunday. i woke up early because i must go to my friend's place, so i've took a bus. After one hour i arrived there. He opened the door and i come in. Then we were talking and he also showed me his new car. He took me for a ride. Then when we came back home he told me to stay for dinner so i stayed. His wife prepared a fried rice. It was very delicious. We also watched television for a few hours. All of a sudden i've realised that i forgot my money at my place. So my friend took me back home. When i opened my door. I searched for it then I saw it in my kitchen.*

This composition verges on irrelevance, with little attempt at developing the storyline towards the end. It also shows that lengthy introductions should be avoided since there is a risk of digression from the topic. In grammar, the incoherence of tenses is glaring in this piece of work. The lack of focus on the topic and the linguistic weaknesses mean that this composition can only score very low marks.

### Composition 3

I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... Then I went to my home. I take my purse. I go to a taxi. There was no money in my purse. There was some cards in my purse. I go the bank and get some money. Then I paid the taxi. Then I go to my friend's home.

Although quite short in length, this composition scores slightly higher than Composition 2. The story is complete, with enough relevant details. An incoherence in tenses can be seen. However, an effort at writing more elaborate and varied sentences with additional details and rich vocabulary while cutting down the avoidable grammatical mistakes would have earned this composition more marks.

### Composition 4

I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... I decided to check in my bag if I really forgot my purse. So I went to told the bus conductor. He told me, "If you want to go, you must pay for it, if you don't pay you must go back home." He left me at a bus stop. I quickly went to my house. I open the door with the help of the key. I ran quickly to my room. I found my parse in another bag. I run to the door and closed it. I went to the bus stop to take another bus. After 30 minutes I get another and went to my friend's place.

This composition manages to get a mid-range score. The story is complete, with enough relevant details. The vocabulary is adequate. However, this composition does not score higher because there has not been an attempt by this candidate to produce a more elaborate story. The content is simple, just like the language used is accurate but not sophisticated. In addition, grammar, spelling and punctuation are not very secure. Mistakes in tenses such as: *\*forgot* instead of *had really forgotten*, *\*to told* instead of *to tell*, *\*open* instead of *opened*, *\*run* instead of *ran* and *\*get* instead of *got*, spelling *\*parse* are quite glaring. Due to the lack of ambition, this composition can only stay in the mid-table range, although the potential to score higher was present.

### Composition 5

I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... I was very scared. I was questioning me a lot like "Will they put me out of the bus?" I was looking at all direction when I saw that there was another friend of my class in the bus. Suddenly an idea crossed my mind. I asked him if I can take some money from him and I will returned him the money on Monday. At my surprised he directly agreed. We were talking all the voyage. We learnt that we have many common points and we became better friend. I invited him to my house the next week. When I arrived at my friend's place I told him the whole story. He burst into laughter.

This composition scores slightly higher than Composition 4 despite the grammatical mistakes. Composition 5 is a lot more elaborate in content than Compositions 3 and 4. There has been a greater effort by this candidate to add details to the given storyline and the language is generally secure, despite some spelling and grammatical issues. Had there been greater variety in the types of sentences used and fewer grammatical mistakes, this composition could have aspired to more marks.

### Composition 6

I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... I was panic-stricken as I did not want to get in trouble. Fortunately I was completely at the back of the bus. I was crawling on the bus floor searching for money but in vain.

I then saw an old man, living in my neighbourhood. So I asked him, "Um. Could you give me some money to pay the bus please? Am fry." He strickly refused.

I suddenly got a brainwave. I tricked the bus driver saying, "Look! A plane is coming towards us!" Everyone looked at the front of the bus, searching for the plane.

At the same time I was already out of the bus. I've sucessefully escaped the bus and I went for my friend's place without even paying the bus!

Composition 6 scores quite highly. It is obvious that the storyline has been elaborately developed, with the candidate bringing details arousing interest in the story. The use of a variety of sentence types can be seen. The vocabulary used is mainly correct but some errors can be observed in more ambitious words (*\*Am fry, strickly, I suddenly got a brainwave, sucessefully*). This is clearly a candidate who can develop narratives with proper sequencing of sentences with ease, and as such deserves a high mark. With fewer mistakes, this composition could have scored very highly.

## Composition 7

I was in the bus going to a friend's place. All of a sudden, I realised I had forgotten my money at home... I had no other choice than to stop the bus. I stepped out of the vehicle and hurried to my house as I did not want to be late to my friend's place. Unfortunately, to make matters worse, it started raining cats and dogs. I was drenched to the skin. Alas, I was miles from suspecting the danger awaiting me. While running on the wet pavement, I slipped and fell down. Blood was oozing from my left leg and I was crying bitterly. Luckily, an old woman who had witnessed the scene, brought me to her house. There, she dressed my wounds and without delay, I called my mother with the lady's mobile phone. Some minutes later, my mother came to fetch me and thanked the woman from the bottom of her heart. I then narrated to her my mishap and informed my friend that I would not come to his place. When I reached home, my mom gave me a hot chocolate drink and then I took a warm bath. Lady Luck was surely not on my side!

Composition 7 is a truly outstanding piece of work at this level. This candidate displays a level of sophistication that demarcates it from the rest. Firstly, it is worth noting the elaborate development of the storyline and the way it flows naturally. Where this is really impressive is when it comes to the rich and varied vocabulary and complexity in sentence types used consistently and in a very natural way. All in all, it is as much as can be expected from a candidate at this level and this composition scores very highly.