



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

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

**NCE 2021- 2022**

**GRADE 9**

**Kreol Morisien**

Subject code: N670

***EXAMINERS' REPORT***

April 2023

## Key Messages

- The number of candidates who have reached the recommended level in basic vocabulary, basic grammar, basic reading, and basic writing is more than satisfactory.
- Candidates are encouraged to vary their writing style and sentence construction in response to the different questions.
- Candidates should be more careful with their spoken and written language use because the tone and vocabulary of Mauritian Creole vary depending on the context.
- Candidates continue to struggle with the following in Grammar:
  - duplication of the consonants (\* de “n” pou *onn ek ann*)  
(\* enn sel “f” dan *diferan*)  
(\* enn sel “s” dan *pas*)
  - Transforming interrogatives into declarative sentences properly.
  - Using appropriate pronouns to complete sentences.
- In Reading Comprehension,
  - Candidates had difficulty determining an appropriate lifting limit.
  - A minority attempted to provide personal responses and predict the meaning of words in context.
- In writing,
  - candidates should be more careful on their grammar, spelling and punctuation. Weaker students struggle significantly with sentence separation as well. They tend to narrate same without commas or full stops.
  - candidates for narrative essays must create a plot, employ a broad vocabulary, and use a variety of sentence structure to capture and keep the reader's interest.
  - candidates for descriptive essays must demonstrate a very broad vocabulary in order create an atmosphere. Many narrative writings were produced instead of descriptive ones.
  - Argumentative essays necessitate the organization of proper and pertinent information and the flow of ideas should be smooth and logical.

## 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.

## Paper Description

---

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 particularly given that is the first time that students are sitting for KM at this level. 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 aptitude 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 the spelling is mastered by many, sentence structure and vocabulary remains 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 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 (KM) 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.

**Item 1** This item tested the use of the preposition ‘*dan*’ and was one of the item correctly answered by most candidates.

**Item 2** This item tested the use of the time indicator ‘*pe*’. Candidates were expected to link it to ‘*depi gramatin*’ than indicated the tense.

**Item 3** This item tested the use of the article ‘*so*’ to complete a sentence.

**Item 4** This item tested the use of the subordinating conjunction ‘*si*’. Candidates were expected to use the proper conjunction, knowing that there was a main action and a subordinate action.

**Item 5** This item tested the use of the right pronoun representing ‘*lisien*’. Candidates should have choose ‘*li*’.

The following items were the best done:

**Item 1** *Boukou dimounn pe met lake pou mont **dan** bis.*

**Item 4** *Zot pa pou fini **si** zot pa travay pli vit.*

**Item 5** *Sa fer trwa mwa ki mo lisien finn fer enn aksidan. **Li** ankot pe bwate.*

- Item 6 - 8** tested the ability of students to choose between four possible answers, the sentence without any spelling, grammar or punctuation mistakes. These items were correctly answered by most of the candidates but there was still a percentage of them who have shown signs of weakness in identifying mistakes in writing.
- Item 9** Candidates were asked to circle the verb in a simple sentence. This item was correctly done by the majority of them except for those who circled more than one answer and were penalize as there was only one verb in the sentence and the question was intended to identify only this verb and nothing else.
- Item 10** For this item, candidates were expected to recognize the different types of sentences so that they would choose the imperative sentence by checking the correct box.
- Item 12** This item tested the use of a proper pronoun but this time candidates did not have to choose between multiple answers. They were expected to write the correct answer ‘*mo*’ by themselves.
- Item 15** This item tested the ability of candidates to re-write a sentence by including the adjective ‘*gro*’.
- Sa gro lisien-la bien kontan zwe.*

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

- Item 11** This item tested the ability of candidates to link two sentences by using “*akoz*”. However, a considerable percentage misused the connector and deconstructed the sentence by also adding a comma, for example.
- Ex: *Akoz mo finn fer tou mo devwar, mo finn gagn kriye ek mo papa.*
- The right answer was ‘*mo finn fer tou mo devwar akoz mo pa anvi gagn kriye ek mo papa*’.
- Item 13** 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.

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

Ex: *Li pou al sante devan klas !*

**Item 14** *Tanto mo bizin al **kinkayri** pou aste inpe zouti.*

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 fact that Mauritian Creole is a phonetic language, and each letter counts because it can change the morphology of a word as well as its phonetics. Thus, they misspelled the word “*kinkayri*”.

## Question 2

---

The majority of the candidates were able to answer question 2 which tests the ability to find the correct vocabulary. Through multiple choice questions, candidates had to determine which word would fit in, in order to give meaning to the sentences. Therefore, most candidates had no trouble addressing the items for this question.

Among the best-done item:

**Item 2** *Mo **boulwar** finn kase. Mo pa pe kapav bwi delo.*

It was all about using logic to complete five sentences while choosing between four answers.

## Question 3

---

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

The challenge for the candidates was not only to correct the spelling mistakes but also to know what tense to use for the verbs. The great majority of candidates were able to answer this question. Nevertheless, it was noticed that some candidates still confused the syllables "an" and "en" who do not have the same phonetics in Mauritian Creole.

Ex: *zeneralman* was written with "en" instead of "an".

There is still this phonetic connection between French and Mauritian Creole which mislead candidates when they write

## 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. The challenge with this question was figuring out how to get the correct information from the poster without being persuaded to get too much.

Here are some examples of mistakes that candidates could have avoided:

**Item 1**      *Dan ki lang pou ena bann kour dapre sa poster-la?*

The right answer was "Kreol Morisien", but some candidates answered only 'morisien' or mentioned the institution promoting the course instead. This suggest that some candidates don't read questions properly.

**Item 4**      *Kour Media adrese a kisann-la?*

The right answer was "a bann zournalis" or simply 'zournalis', but some candidates lifted all the paragraph taking about *Kour Media*. There was an excess lifting for this item. They misinterpreted the question.



**Item 5** *Nomm enn oter morisien ki bann partisipan pou dekouver dan Kour Literatir.*

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

**Item 7** *Komie fwa par semenn pou ena kour?*

Candidates lost mark by lifting the sentence as given in the poster; *pou ena kour 3 fwa par semenn pandan 4 semenn*. They did not only give the number of days per week but also the number of weeks than the course will last. They were not able to take only the required information.

However, on a total of 10 items for this question, the rest 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 to identify the most appropriate word from the list for the given gaps. The tricky part of this question is that there are only 5 blanks in the text but 6 potential responses are offered. The candidates had to refrain from using one particular word.

**Item 1**        *Maskaregn, li enn arsipel ki **forme** par trwa zil prinsipal: Larenion, Moris ek Rodrig.*

**Item 2**        *Zot trov dan Losean Indien, pa lwin **depi** Madagaskar.*

Some candidates were tricked for this item where they choosed ‘losean’, which was the extra word given in the list, instead of ‘depi’. They interchanged the answers, which could not be accepted as the answers were to be written in the appropriate gaps for the correct reading of the whole text.

**Item 3**        *Sa bann lil-la finn forme kan enn **volkan** ti rant an eripsion.*

**Item 4**        *Ti ena enn **navigater** portige ki ti apel Pedro de Mascarenhas.*

**Item 5**        *Dapre listwar, se li ki finn **dekouver** sa bann lil-la dan bann lane 1500.*

Candidates also tend to make mistakes like a slip of an alphabet. They can miss the ‘e’ in ‘forme’ where the word is transformed into ‘form’ or they added a “r” that gave “former” instead of “forme”. The word is still recognizable. Spelling errors were not penalized for this question as the aim was to see if the candidate could place 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 orthograph.

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 candidates 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. Here, the proper spelling of word was tested.

Examples:

**Item 1** *Moris finn **gagn** so lindepandans an 1968...*

This item of the cloze text resulted in a number of different answers on behalf of the candidates. Some of the answers were: ‘fet’, ‘selebre’.

**Item 2** *Rodrig osi fer parti Repiblik Moris ek **so** lekonomi baze prinsipalman lor lagrikiltir ek lapes.*

**Item 3** *Rodrig sirtou fer exportasion pwason sale, ourit **ek** bann prodwi agrikol.*

For item 2 and 3, they were not satisfactorily tackled, with most candidates failing to come up with a plausible answer.

**Item 4** *Rodrig finn ousi fer boukou zefor pou **devlop/agrandi/mont/revolisionn** so lindistri tourism.*

A panoply of answers were acceptable for item 4 thus, making it scoring for a great majority of candidates.

**Item 5** *Azordi, boukou fami rodrige depann lor lindistri tourism **pou** zot gagn zot lavi.*

*Kot* was also given by a number 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. In some cases, the words must respect the verb tenses too. 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 an informal letter.

The criteria to assess this type of writing are:

- Awareness of audience and purpose
- Grammar accuracy
- Development of points
- Vocabulary
- Organisation and coherence

This time the question was:

*To bann fami ki res enn lot pei finn fek vinn pas vakans kot twa.*

*To desid pou ekri enn let to kouzin pou rakont li sa vizit-la.*

Candidates must develop the given points:

- *Ki fami ti vini?*
- *Kan zot ti vini?*
- *Kouma ti to santi twa kan zot ti vini?*
- *Ki bann zafer interesan zot finn fer pandan zot vizit?*
- *Kan bann fami-la pou revini?*

Expected ideas to be developed for the different bullets:

For the 1<sup>st</sup> bullet, it was essential to mentionned who was coming to visit. Candidates could list all members as long as they were family. It could be uncle, aunts or cousins.

For the 2<sup>nd</sup> bullet, candidates were expected to indicate a day or a month. They had to take into consideration this event already happened and choose the correct time indicator in their writing.

For the 3<sup>rd</sup> bullet, the ability to express a feeling in a complete sentence was more than necessary. The complexity of the sentences are not really expected in this question as we are testing basic writing skills.

For the 4<sup>th</sup> bullet, listing of ideas in a coherent way is important. The fact that the question mentioned 'bann zafer' expect that there will be more than one activity.

And for the final bullet, the task was simply to evoke a date or a month.

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 self-penalizing as they left more spelling mistakes while over-writing.

Some did not understand the fact that the letter was talking about family members from a foreign country who came to visit them and it turns out that they did not read the question properly. They wrote about them living in a foreign country.

### Sample 1

*Ki fami sa zot la zot ti vini dan Loto sa zot la ti samdi ki zot ti vini sa zot la ti ena mo Kouzin ek tiena mo matann ek tiena mo kouzinn ek mo Tonton sa zot la mo mama ti lakal mo ti travay li trouv sa fami li patietan si so fami ti pou vinn lin kontan ki so fami inn rant li vizin apre kan zot fini ale me mo papa touzour kontan.*

Note:

This candidate found it really challenging to write this letter. There are several spelling errors and no punctuation. It leads us to believe that the candidate is unacquainted with proper punctuation. The writing ends with a full stop and the candidate utilised capital letters where they weren't supposed to. However, it is clear that the candidate comprehended the assignment and provided answers to some of the mentioned points to develop. Therefore, this essay will be categorised as a Band 4 with the minimum points due to the excessive number of mistakes that had to be dealt with.

## Sample 2

*Koze mo kouzin,*

*Mo pe dir toi mo ser inn ariv mo mari kontan mo ser inn vini avek linn vinn avek so bann zanfan. Zot in rentre Moris zordi gramatin. Bon mo pou dir toi tou zordi, nou ti al sinema demain nou pou al Port-Louis avek nou pou al get mo mama Mardi avek nou pou fer boukou bann zafer interesan enkor.*

*Selman le problem, zot pe re aller Zerdi mone dir mo ser kan to pou re aller inn dir moi Zerdi.*

*Enfin linn dir moi ti pou re vini ek li pou amen so kopin mari top.*

*To ti bizin avek nou kouzin.*

*Bisous,*

*Ronal*

Note:

The candidate recognised the assignment's requirements and organised their writing accordingly. The verb tense utilized, however, is incorrect. The assignment was to write about an event that has already occurred, yet it is clear that the candidate struggled with choosing the right verb tenses to utilise in their writing. Additionally, there are consequent spelling errors. It is a Band 3 sample.

## Sample 3

*Coucou Tom sava?*

*Mo esperer to bien. Mo le partaz enn bann zafer avek twa. Mo bann fami depi lafrance ti vini. Zot ti vini samedi le 12 zanvier. Zot in fer nou enn ti sirpriz. Mo ti santi mwa bien zoiye. Mo ti extra kontan. Nou ti bien promne. Nou ti al lamer, kaskad ek lotel. To ti pe bien mank mwa. Nou ti pass enn bann bon moman ensam. Zot in aler le 20 fevrier me zot pou revini dan oktob.*

Note:

It is expected for this question that the text be brief but precise. The candidate has concisely developed all the necessary elements while still comprehending the task. The right verb tense

was used, and there is coherence in the writing flow. However, there are spelling errors that have cost him/her points, therefore this writing would fall into the Band 2 category.

#### Sample 4

*14 Zèlè 2022*

*4 coco*  
*Moris*

*Alo Warren,*

*Mo espere to bien mwa mo korek.*

*Mo pe ekri twa pou rakont twa seki finn pase kan bann fami mwama ti vinn lakaz. Zot ti rant Moris le premie Mars e zot ti fer zis 3 semenn Moris akòz travay tousala. Mo ti bien kontan kan zot ti vini, zot ti amenn inpe lazwa dan mo lakaz. Nou ti al pass enn zourne bien interesan lamer akòz nou ti fer boukou aktivite dan delo.*

*Mo matant ti dir li pou revini Desam me aster pa kone akòz kas tousala.*

*Mo espere to reponn mwa vite.*

*Bizou*

*Eva*

Note:

The points are completely developed and the structure is done correctly. Even if there are some errors, it is clear that the candidate fully understood the assignment and had good writing skills. The literary flow is cogent, and the verb tense is suitable. Even though this is an informal letter, it is still necessary to react to a national examination, so the vocabulary needs to be polished. Therefore, the term "mwama" is inappropriate. The writing is still classified as Band 1 for the entire piece.

Educators are advised to work on short writings also as letters and postcards so that students can better answer these types of questions.

## Question 7

---

### 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 have been quite a lot of problems because some candidates have not been able to do a correct translation. They have made a translation based on what they have understood while reading the text in English. Omission of many words has been noted at some point in the translation. The candidates have been 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.

Here is the original text in English:

*Even after many days, nobody knew where the boys were. Many people had gathered outside the cave. The world watched the news on television and prayed for a miracle. There was very little chance that the boys has survived such a difficult situation.*

Examples from samples:

#### Sample 1

*Aprè pa kone komie zour, personn pa ti kone kot sa bann garson-la ti ete. Boukou dimounn ti atann devan enn kavenn. Lemond entie ti pe get laformasion lor television ek ti pe priye pou enn mirak arrive. Ti ena enn tigit lespwar pou sa bann garson-la viv dan enn difisil situasion.*



Note:

In **sample 1** we see that the candidate prompted the use of a literal translation and there is also a lots of misspelling. We can note that the spelling is closer to French for some words which was therefore penalized. The candidate also added words as “*entie*” or “*arrive*”. The two words are not only misspelt, but they also serve no purpose. Unfortunately, many candidates have had this tendency.

### **Sample 2**

*Aprè boukou zour ti konne banne garcons. Boukou dimounne ti dehor lakour. Tou dimounn ti pe guet linformation et ti pe espere enn mirakl. Bann garcons inn mor.*

Note:

In **sample 2** the candidate clearly does not master the standard spelling of Mauritian Creole. 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 the text properly. We can see that the candidate translated only the words that he/she could recognised and that there was a lot of interpretations.

NB: The word ‘*gathered*’ was the difficult word of the paragraph. Many candidates found it extremely difficult to translate the word accurately, but they gave in to the deduction because they knew what the word “*outside*” meant.

## Question 8

---

### **(Reading Comprehension)**

Question 8 asks students to read a comprehension and understand it in its entirety. There are questions that required the retrieval of direct information from the given text but there are also some questions which require a better understanding of the text.

This time the text was a narrative story about two sisters who were meeting after a while. Because they didn't have the same opportunities in life and as a result, they had two different ways of thinking, this text as a whole also discusses the varied characteristics of the two sisters. It also discusses how women are viewed in society and how similar their vulnerability is to that of a plant. The fact that this text is split into implicit and explicit writing makes it understandable to a good number of candidates to some extent, but it also necessitates a deeper comprehension on the side of candidates more skilled at analytical reading.

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. In terms of writing there were three types; 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 a person who inspire 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 this person without actually describing the person and what inspired them 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. However, it should be highlighted that this essay was much more attempted this time because several candidates felt more driven by the title.

The second writing is an **argumentative one** which aimed at knowing the opinion of the candidates on the fact that leaving animals in zoo was not a good idea. Although interesting and contextual, this second essay 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. 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.

The last essay was about narrating a story based on a given sentence ‘*Mo leker ti bien lour parski mo ti kone nou pa ti pou rezwenn...*’. For this question, the performance was satisfactory because it dealt with the narrative aspect that candidates are more used in producing. It was the question that was more attempted. It should be emphasised that a very large number of candidates opted for this piece of writing. Many of those who did seem to have been inspired by the title and had to express themselves. Therefore, it was easier for them to produce more coherent and imaginative pieces of writing. These candidates 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 the fact that it should be based on a particular sentence, were restricted in relation to the vocabulary and the sentence structures which therefore penalised them to a certain point. As a result, they strayed from the subject as the writing progressed.

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 elaborated 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 strong piece of writing that will sustain readers’ interest throughout

## Sample 1

Ban zaimo aussi ena droit reste libre pareil couma ba humain. Ban zaimo ena zot liberte pareil kouma tou dimoune lor planet la.

Mais nou dimoune lor sa latere la nou pa konprend akoze ban zaimo bizin reste libre, li pa bon quand nou gard zot enferme dan enn lakaz. Tou ban zaimo dans Casela enferme, Banla fer kass par dimoune vin geut li ek en retour banla gagn kass, Li koumadir enn business.

Parfois dimoune pa rentre kont qui zaimo aussi zot lavie. Banla aussi bizin gagne zot lavie. Zot aussi zot ena zot droit pou vivre ek zot pa bizin reste dans enn lakaz enferme ladan.

Ena boukou type znimo ena seki trankil mais ena aussi ki danzere, ki kav blesse dimoune.

Ban zaimo bien kokass, mais m bien kontan zaimo mais ena aussi ki mo gagne peur akoze ena kout zot vin move. Ena kout banla vin aggressive saem ki mo pa kontant r banla.

Apart ha banla bien kokass et korek. Mais ban zaimo aussi bizin ena zot droit vivre lor planet et gagne enn lavie kot dimoune pas chasse banla ek meme enferme banla pou vende.

Note: There are many mistakes in grammar, spelling, punctuation and syntax which make meaning unclear at some point. It can be noted that the candidate does not master the language as the quality of KM is very poor. The work seems incomplete and the vocabulary as well as the sentences are mostly simple. Those inaccuracies give less interest to the reader thus, this work deserves to be in a band 5.

## Sample 2

Mo bien pasione dans bann zafer "entrepreneur" et "psychology growth". Mo finn lir boukou liv ek get boukou dokimanter lor sa me ceki plis inspir moua se loter "Jah Brown"

Li finn ekrir plizir liv ek finn fer plizir dokimanter pou explike ki ena enn fason panse diferan lor lavi ek bann routinn pa enn problem. Li finn explike ou si pa neser fer kouma tou lezot ek santi apar kar nu diferan.

Mo bien apresie so bann liv kar li explike ou si kouma inn resi dans so biznes ek kouman ress for mantalman kav itil dan la sosiete avek tou sa bann kritik ki ena.

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

“Fode pa gard bann zanimo dan zou”.

Dan nou zeneration, ena bokou zou pe ouver. Ena boukou dimounn pa pe dakor pou ouver enn zou me ena ki interesse. Gard bann zanimo dans enn zou li pli an sekirite pou les zot koumsa mem.

Dan Moris, dan bann zou, zot gard bann zanimo la bien. Zot pran zot kont. Donn zot zot manze. Ena bokou zanimo ki ena lattension pou esseye sove. Zot pe rod laliberte. Zot envi viv sans ki zot kouma dir dan enn prizon. Me enn kote li danzere... pou less bann zanimo lib. Ena zanimo ki ena lintation pou bless enn dimounn me ena ki konpran.

Prefer gard enn zanimo dans lafore ki dan enn zou. Bann zanimo, zot si zot ena fami kanto pe pran zot, to pe amenn li dan enn zoo, to pe separ li depi so fami. Ena zanimo kan zot separe avec zot fami zot kapav tob malad ek ena ki zot vinn pli move kan zot ti deza move. Gard enn zanimo dan enn zou li pa fasil me li bon parfoi pou evit problem.

Bizin pa fer bann zanimo mizir, malgre ki zot pe res dan enn zou me bizin mazine ki pou nou prop bien mem ki bann-la pe viv koumsa ek nou bizin tret zot bien.

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.

#### Sample 4

Dimounn ki inspir mwa se mo mama. Pou sertain dimounn se bann star, bann dimounn sportif, bann santer ki inspir zot me mwa mo pa bizin al lwin pou rod mo idol, mo pran linspiration de enn dimounn ki pros ek mwa ek ki mo kontan boukou.

Mo inspire par so kouraz parski, mem li malad ou an bonn sante, li lev boner toulezour pou kwi manze pou zot tou, rod nou linz ek nou bann leres zafer ek apre li al so travay sizer. Li travay mason, li vinn tar, ena fwa mo fini al dormi.

Li pa gagn boukou kas, me li kontan travay, mem sa li reisi trase pou ki nou pa mank nanie ek ki nou vinn enn gran dimounn dime. Li travay pou li kapav nourir nou. Ena fwa kan li pa travay dan Samdi Dimans, nou al fer letour lamer, swa nou al fer shopping ek li aste enn kado pou nou.

#### 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

Lemond se enn plas enorm pou gete. Ena plizir organism vivan ki inposib ki tou dimounn reisi gete. Sirtou pou bann imin ki fasine par bann zanimo. Pou enn sa bann rezon-la, ki bann zou finn kree kot bann imin kapav interazir ek bann zanimo me ena bann sertin reg a swiv pou asir zot sekirite ek zot kontinwite. Me eski li vremem pas koumsa dan tou pei?

Bann zou li set enn parmi bann sours lamizman bann zanfan ek bann adilt, me pou rann sa posib, zot finn bizin ras sa bann zanimo-la depi zot abita natirel. Zot explwat sa bann zanimo-la pou lamizman bann imin. Eski zot kapav imazinn bann imin dan bann kaz ek bann zanimo pe admir zot. Mem pou mazinn sa li paret telman kriyel. Ek anplis bann zanimo-la pena lavwa pou exprim zot. Boukou proprieter zou pa pran an konsiderasion klima kot bann zanimo-la sorti. Par konsekan se zot kadav ki fini par sorti depi bann zou-la.

Me nou pa kapav pa rekonet ki se gras a bann zou ki plizir bann zanimo ki ti an eta disparision zot finn kapav et sove ek finn reisi asir zot reproduksion. Ena sertin zou ki fer tou zot posib pou ki bann zanimo-la pa mank nanie. Zot gagn bann repa ekilibre ek dan ler. Tandji ki dan zot abita natirel zot pa sir ki zot ti pou gagn manze toulezour.

Mem si bann zoo li benefik pou imin ek oussi bann zanimo, zot bizin touletan an reg e fer desort ki bann zanimo-la an sekirite. Bizin met kadna dan bann zou ki pa etik e ki pa met sekirite zanimo an priorite.

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. It could be noted that the candidate masters KM. The mentioned reasons attribute this work a band 1.

## Note to Educators:

---

Educators are advised that they should 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.