MAURITIUS
EXAMINATIONS
SYNDICATE

NCE 2023
GRADE 9
Kreol Morisien

Subject code: N670

EXAMINERS' REPORT

Key Messages

- The number of candidates who have reached the recommended level in basic vocabulary, basic grammar, basic reading, and basic writing is very encouraging.

- Candidates are encouraged to vary the sentence types used in narrative writing.

- Candidates should be cautious about using the correct register in the functional writing task.

- Candidates continue to struggle with the following in Spelling and 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.
    - Difficulties in writing the contracted form with the apostrophe. (mo'nn, to'nn, nou'nn etc)

- In Reading Comprehension,
    - Candidates often lost marks because of indiscriminate lifting.
    - Only a small number could provide personal responses and give the meaning of words in context in the extended reading passage.

- In writing,
    - Candidates should be more careful with their grammar, spelling and punctuation. Weaker students struggle significantly with sentence separation as well. They tend to narrate without commas or full stops.
    - Candidates for narrative essays must create a plot, employ a wide vocabulary, and use a variety of sentence structures to capture and keep the reader's interest.
    - Candidates for descriptive essays must demonstrate a very broad vocabulary in order to create an atmosphere. Very often, candidates drifted into narrative writing when writing narrative essays.

> ➤ Argumentative essays require 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. 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.

> ➤ 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.

General Comments

The NCE 2023 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 on the whole. The great majority of candidates managed to perform well on 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 functional writing, 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 are able to answer questions with direct answers easily located. However, candidates had more difficulty with testing inferential understanding (where candidates need to read between the lines and show a deeper understanding of the text). Indiscriminate lifting was also noted in some scripts.

In general, the performance of candidates in writing was satisfactory It was noted that candidates are more comfortable attempting the narrative writing task. They have greater difficulty in the production of other types of writing such as argumentation or description. Although the spelling of Kreol Morisien is mastered by many, sentence structure and vocabulary remains rather simple..

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 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 pronoun '*twa'* and was one of the items correctly answered by most candidates.

Item 2   This item tested the use of the preposition '*pou'* and was one of the items correctly answered by most candidates.

Item 3   This item tested the use of the right pronoun representing 'bann dimounn'. Candidates should have chosen '*zotmem*'.

Item 4   This item tested the use of the preposition '*lor'*.

Item 5   This item tested the use of the subordinating conjunction '*mem*'. Candidates were expected to use the proper conjunction, knowing that there was a main action and a subordinate action.

Item 6 - 8   These items tested the ability of students to choose the sentence without any spelling, grammar or punctuation mistakes out of four possible answers,. 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 spelling.

Item 9   For this item, candidates were expected to recognize the different types of sentences so that they would choose the declarative sentence by checking the

correct box. The majority did not manage to identify the correct one and chose the imperative sentence instead.

Item 10   Candidates were asked to circle the adverb in a simple sentence. This item was wrongly done by the almost half of them and some circled more than one answer and were penalized as there was only one adverb in the sentence and the question was intended to identify only this adverb.

Item 12   This item tested the ability of candidates to re-write a sentence by including the adjective '*sinp*' and was one of the items correctly answered by most candidates.

Item 15   This item tested the ability of candidates to re-write a sentence by correcting the wrongly written word "*pavyon*". A few had some difficulties but the majority answered correctly.

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

Item 11   Candidates were expected to show that they could transform a sentence into itsimperative 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 changed the type of sentence and could not be given credit.

Item 13   This item tested the ability of candidates to link two sentences by using "*parski*". However, a considerable number misused the connector and incorrectly added a comma, as shown in the example below.

Ex: *Mo mars inpe traver parski, mo soulie sere'.*

The right answer was *'Mo mars inpe traver parski mo soulie sere'.*

Item 14   This item tested the use of a pronoun but this time candidates did not have to choose between multiple answers. They were expected to write the correct answer '*li*' by themselves.

Question 2

Most candidates were able to respond to Question 2, which assessed knowledge of common vocabulary in KM. Candidates were asked multiple-choice questions to identify which word would fit into the sentences to give them meaning. As a result, most candidates had little difficulty addressing each component in this question.

Among the best-done items:

Item 1   Mo sertifika finn desire. Mo bizin _kol_ li.

Item 2   Mo pe extra abriti. Boukou fami finn vinn kot mwa par _sirpriz_!

Nevertheless, the last item for question 2 posed difficulty to some candidates.

Item 5   Bann lapolis-la finn reponn Sam avek _polites_. Li finn touse par zot zantiyes.

Maybe the fact that they focused on the verb "_touse_" and automatically linked it to "_tristes_" instead of "_polites._"

Question 3

Question 3 evaluates candidates' knowledge of grammar and spelling skills by correcting errors in a short paragraph.
The difficulty for the candidates was not limited to correcting spelling errors, but also determining the tense to use for verbs. A high percentage of candidates were able to answer all the items in this question.

One of the words that was frequently misspelled was the name "prodwi" where the letter "w" was omitted from this word. It has been observed that using the "w" may be problematic for some candidates who prefer to use the "i" without the "w" in front. However, this entirely changes the spelling of the word and is incorrect.

Question 4

Question 4 assesses functional reading. In this year's session, a poster on road traffic was set. Candidates were required to read a poster and show understanding. The goal was to provide accurate and precise information. On the whole this question was well attempted, but candidates are reminded of the need to be accurate in giving out answers. Indiscriminate lifting will be penalized.

Here are some examples of common mistakes made by candidates:

Item 1   *Sa kominike-la adrese a kisann-la?*

The right answer was "a bann otomobilis", although some candidates answered "*dimounn ki res Rozil*" or "*bann abitan Rose-hill*." Both answers were rejected since the poster was not addressed solely to Rose-Hill residents, but rather any vehicle driver who had to travel down this road. Some candidates even mentioned "*Mauritius Police Force*" because they didn't pay attention to the question, which was "*a kisann-la*" rather than "*par kisann-la*."

Item 2   *Kifer pe bizin ena bann deviasion larout?*

The right answer was, "akoz bann travo konstriksion drin." Even though some candidates got that part right, they added "par Minister Infrastriktir Piblik" as it was printed on the poster, which can be considered excess information. Candidates should concentrate on what is requested and avoid providing too much information or lifting the entire sentence where the answer is located.

Item 4   *Ki parti Rose-Hill ki konserne par sa bann deviasion-la?*

Here candidates were expected to be more specific in their answers. The correct answer was "ant Lari Napoleon ek Lari Old Temple" but many candidates omitted the "ant" in their answers. Despite the fact that it seems like an apparent oversight, leaving out this word causes the answer to be incorrect since it provides a different indication of the location.

Question 5

Question 5A

The Cloze text assesses the overall linguistic abilities of candidates. For Question 5A, one specific word has to be chosen by candidates.

Correct answers :

Item 1   *Le 6 Avril 2023 pou res enn zour bien **tris** pou lamizik lokal.*

Item 2   *Serge Lebrasse, **konsidere** kouma lerwa sega, ti mor laz 92 an.*

Item 3   *Pandan so karyer, Serge Lebrasse finn fer plizier **zenerasion** Morisien danse.*

Item 4   *So bann sante rakont bann laspe lavi **toulezour** dan so lepok.*

Item 5   *Zot pas bann mesaz ki **alafwa** profon ek komik lor nou sosiete.*

Performance on this part of the question was, on the whole, satisfactory. Items 1 and 4 were the best done.

Some common wrong answers are given below:

Item 2   *Serge Lebrasse, **alafwa** kouma lerwa sega, ti mor laz 92 an.*

Item 3   *Pandan so karyer, Serge Lebrasse finn fer plizier **kiltir** Morisien danse.*

Item 5   *Zot pas bann mesaz ki **konsidere** profon ek komik lor nou sosiete.*

It appears that the candidates did not consider the entire text before providing their answers, but rather took each sentence independently. It is important to note that in cloze texts, the most appropriate word in the given context must be chosen.

Question 5B

To complete the open Cloze Text, candidates are required to understand the second part of the text, which follows question 5A, and fill in the blanks with their own words.

Here, the correct spelling of the word was also important.

Item 1   *Lavi pa ti touzour **fasil** pou Serge Lebrasse.*

The majority of candidates scored well on this item.

Item 2   *Dan koumansman so karyer, enn bann dimounn pa ti **kontan/apresie/le/anvi** ki li sant sega.*

Most candidates managed to find an acceptable answer for this gap.

Item 3   *Sega finn **fer/permet** li vwayaze pou fer lemond dekouver nou lamizik.*

Item 4   *Serge Lebrasse ti enn patriot ki ti souvan sant **santiman/lazwa** ki li ena dan so leker pou so pei.*

Item 4 was found more challenging by candidates. Many of them answered "*se*" because "*ki*" followed, although "*seki*" is written as a single word in Kreol Morisien. Some of them also chose "*sante*" as the response.

Item 5   *Lavwa Serge Lebrasse pou **kontign/touzour** rezonn dan lakaz tou Morisien!*

This item was well-done on the whole.

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:

Biento pou ena eleksion Class Captain ek to pe poz kandida. Ekrir enn let bann zelev

to klas pou konvink zot vot pou twa.

Ekrir ant 50 ek 75 mo. To let bizin koz lor sa bann pwin-la:

- *Kifer to finn desid pou poz kandida pou Class Captain?*
- *Ki bann proze to ena?*
- *Ki to pou fer pou ed to bann kamarad?*
- *Kouma to pou kolabor avek bann profeser?*

For the first bullet point, it was necessary to include the rationale behind their desire to be elected as the class captain.

For the 2nd bullet point, candidates were expected to list down the projects they had in mind once they will be elected. The listing of ideas in a coherent way is important. The fact that the question mentioned '*bann proze*' meant that more than one activity was expected.

For the 3ʳᵈ bullet point, candidates were expected to elaborate on how were they going to help their friends. The complexity of the sentences is not expected in this question as we are testing basic writing skills.

And for the final bullet, the challenge was to elaborate on how they were going to collaborate with their teachers after being elected. Some candidates did not understand the scope of the verb "collaborate" and thus developed their thoughts inadequately, while others omitted this point completely.

For this question several candidates struggled to develop their ideas because they did not know how to develop the points that they had been asked to make in this letter. There were often repetitions of ideas for the last three bullets. Sometimes the word limit was also exceeded because candidates did not know where to stop in their writing. This was often self-penalizing as they left more spelling mistakes in their work.

Some did not understand the fact that the letter was talking about persuading their classmates to vote for them.

Sample 1

Banzour zot tou,

Mo pe propoz zot pou poz kandida pou "Class Captain" parski nou pe tro gagn problem ek ki nou reputasion pe gate. Zot bien trouve kouma nou "Class Captain'' pa pe fer so travay kouma li bizin. Bann seki pe rod poz kandida met zot nom dan enn ti papier ek met li dan sa ti boit ki mo pou met lor nou "form teacher'' so latab.

Lafileuso.

This candidate found it really challenging to write this letter. There are several spelling and punctuation errors. It is clear that the candidate understood the assignment that he/she should write a letter. However, the provided answer is irrelevant and therefore no points were developed. Therefore, this essay will be categorised as a Band 4 piece of work.

Sample 2

> *Bonzour mo bann kamarad*
>
> *de klas mo pe anons zot ki mo finn post candida pou elir komm class captain. Mo finn desid pou fer class captain parski lane dernier ti ena tro bokou rapor kont nou klas. Mo pou fer kolaborasion avek profeser pou ki nou kapav gagn enn profeser Maths.*
>
> *Vot pou mwa*

The candidate recognised the assignment's requirements. However, they mentioned briefly two points. Additionally, there are some spelling errors. It is a Band 3 sample.

Sample 3

> *Bonzour Mo bann kamarad,*
>
> *Mo prezant Mo mem ma apel Bina, mo ena 15 ans en mo res rose-hill. Mo pe ekrir zot sa ti let la pou anonce zot ki mo pe poz kandida pou vinn class capitain. Monn pran sa decision la kan monn koummanse trouve ki nou klass pe gagn problem souvan ek ki li mank disipline. Mo pe pans pou aplik enn bann regle ek met lord dan sa klass la. Apart sa mo pou kav aide zot kote academic. Mo assez bon dan Maths, angle ek francais ek osi dan sms. Nou bann professer pou aide mwa kan ena lagir ou kiksoz pe manke dan klass vot la dan zot lame me touzour met enn ti vote pou mwa..*

It is expected for this question that the text be brief but precise. The candidate has concisely developed all the necessary elements while still responding to the task. The right verb tense was used, and there is coherence in the writing flow. However, there are many spelling errors that have cost him/her marks. This writing falls into the Band 2 category.

Sample 4

> *Bonzour...zot tou.*
>
> *Zordi nou pou koz lor eleksion Class Captain. Mo pe poz kandida.pou mo vinn Class Captain. Mo finn desid pou poz kandida pou Class Captain pou mo kapav fer enn bann sanzman dan klas e pou ki leta nou klas ameliore. Premierman, mo pou fer enn demann pou ki nou gagn bann latab pli apropie ek bann sez pli konfortab. Deziemman, mo pou ed tou mo bann kamarad kan zot pou ena enn problem. Trwaziemman, mo pou kolabor avek bann profeser pou ki zot pa donn nou..... tro bouhou devwar pou fer lakaz. Me a enn kondision, nou klas bizin res prop ek silansie. Si zot anvi nou klas ameliore, vot pou mwa...*
>
> *Alicia*

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 flow is cogent, and the verb tense is suitable. The writing is 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 to KM.

Some candidates were unable to provide accurate translations, leading to a poor performance in this task. They translated depending on their understanding of the English text. Several words were omitted during translation. Candidates were penalised for ambiguous vocabulary and poor writing.

There are numerous considerations in the translation. Examples of replies are shown below.

Here is the original text in English:

The people waiting at the bus stop were angry because the bus was late. When it finally arrived, they shouted at the driver. But even before he had time to answer, the passengers on the bus explained that the lateness was due to a traffic jam.

Examples from samples:

> **Sample 1**
>
> *Bann dimoune ti pe atn encoler kot bis stop parski bis ti en retarde. Kan li finalment arriv zot kriy lor zauffeur me avant zot gagn zot responce, bann passegers ki ti dan bis in expliq ki acause enn traffic jam ki bis la ti enretarde.*

In **sample 1** the candidate clearly does not master the standard spelling of Mauritian Creole. To note that spelling is one of the main elements that is taken into consideration in the marking of the translation exercise. We see that the candidate prompted the use of a literal translation.

We can note that the spelling is closer to French for some words which was therefore penalized. Unfortunately, many candidates had this tendency.

Sample 2

Enn dimounn pe al kot bis stop, li tris parski li finn ariv tar kot bis.

Note:

In sample 2, the candidate has been penalized for spelling but also for 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 recognise and that the work was incomplete.

Question 8

(Reading Comprehension)

Question 8 asks students to read a passage and fully comprehend it. Some questions demand direct information from the text, while others require a deeper knowledge of the content.

This time, the story was about a student with learning disabilities whom everyone underestimated, including her classmates, teachers, and even her own father. We eventually learned that, despite her academic disabilities, she had an aptitude for spelling words. The questions assessed literal understanding, inferential understanding, vocabulary in context and the ability of candidates to provide a personal response to the text read.

The majority of candidates answered direct questions correctly. When it comes to locating implicit information, some candidates found the answer but did not know when to stop, resulting in indiscriminate lifting of information from the text. Some candidates struggled with suitable expression and language explanations. Some candidates struggled with vocabulary, indicating a lack of familiarity with particular terminology and expressions.

Most candidates had basic reading skills, as seen by their well-prepared responses to this question. One issue with this question is that candidates tend to lift indiscriminately from the offered text. Educators should be aware that answers that extract entire phrases and include excessive information will not be given much credit.

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 an event where there is a crowd, a great percentage of candidates who attempted it had a tendency to narrate rather than to describe. 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 also important to note that in descriptive essays, the focus should be on the use of sensory language (describing what you see, hear, smell, taste etc.). It is therefore advised that more work be done on the difference between a descriptive text and a narrative text.

The second writing task is an **argumentative writing task** which required candidates to express an opinion on a given topic. This year, the views of candidates on the fact that some people think that today's youngsters are not interested in contributing in the society were sought. This topic 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 they had some difficulties to write on the subject. Moreover, 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. Emphasis should be put on the argumentative writing 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 '*Samem pli gro risk ki mo finn pran, me mo pa regrete…*'. 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 the most attempted. Many of those who attempted this question 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 show the ability to use narrative techniques
- 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

> Bonzour mo rakont zot enn levenman ki mo finn pase.
>
> Ti enn Samdi mo ti al all black ti enn aswar sa ti ena enn gran lafoul ti ena plizir santer kouma
> Bomboclack, big frankii, Joker Carter sa zour la samem ki ti mo pli gran zour sa latmosfer ti ena la
> ti extra zoli ti fer sa Eben ti koumase depi 7hr tanto ziska demin gramatin tout inn bien decore

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 poor. The work seems incomplete and the vocabulary as well as the sentences are mostly simple. This work deserves to be in a band 5.

Sample 2

> Zour fet lamizik, ti ena konser lor enn terin vak tti trouv pre avek mo lakaz. Sa zour-la tou ti dimounn ti groupe koumadir bann mouton.
>
> Sete premie fwa ki mo trouv enn gro lafoul koumsa. Ti ena anviron 500 dimounn parla. Pa bizin dir ki ti ena boukou tapaz. Latmosfer-la ti ase korek parski zot tou ti dan lazwa. Ti ena boukou aktivite kouma 'sato gonflab, karaoke, dans sega' ek enn ta lezot enkor. Bann santer kouma 'Ti Alexandre, Bomboklak, Abel, Donovan Bts, 666 Armada, Joker Carton etc ti vinn met lanbians laba. Sa zour-la pa kapav dir ki pa finn bien amize. Preske tou zafer ti grati zis dan bann laboutik ki ti bizin paye kan aste kiksoz.
>
> Kan fet ti pre pou fini, ti ena enn bann dimounn ki ti pe donn bann gro bwat zi, gro pake gato e bann dimounn-la ti pe fer koumadir zot pena manir zot tou ti pe pous zot kamarad ek ti ena enn vie granmer ki ti tonbe.
>
> Lerla organizater-la ti pran mikro pou dir ki tou dimounn pou gagne pa bizin pouse. Me malgre sa ti insidan-la zot tou ti bien amize sa zour-la.

Note: This piece of work is relevant but is of some interest to the reader. There are some variations in the sentence structures and the vocabulary is accurate. Meaning is not in doubt but a few errors are occasional thus, this deserves to be in a band 2 category.

Sample 3

> Oui se vrai ki sertin bann zenn azordi pa interese kontribie dan sosiete. Parski zot pense kan pe dir zot kontribie dan sosiete ki nou pe dir zot bizin donn kass. Mais li pa vrai, kontribie dan sosiete li kapav bann ti action ki nou fer pou nou ran nou sosiete pli agreable pou viv.
>
> Mais ena aussi bann zen kontan pou kontrie dan sosiete. Beaucou bann dimoune aster pe koumanse perdi confiance dan la zeness azordi. Kapav ki ena beacoup plis crime ek bann lezot move kitsoz. Mais seulment zot tou pa parey. Se devwar sak Maurisien pou kontribie dan nou sosiete. Parski si nou pa kontribie dan sosiete lil Maurise pou kouller.

Relevant piece of writing. However, only a few points are recognisable and simple sentences dominate. The grammar and spelling are not always accurate and the candidate does not master the language. This kind of work thus deserves to be in a band 4.

Sample 4

> Bann zenn azordi se nou grandimounn de demain. Sertin dimounn panse ki bann zenn azordi pa interese kontribie dan Sosiete me eski li vre?
>
> Bann zenn azordi Se nou lavenir. Si pena bann zenn pa pou ena enn Sosiete de demain. Zordi zour zenn pense ki amize zordi li pli bon ki pans pou demain ek Sela ki fer nou dir ki za pa kontribie dan nou Sosiete.
>
> Ena zenn ki form enn gran parti ek.. donn gran kontribision dan la Sosiete. Ena zenn ki ed nou Sosiete aster parski zot kone ki se de Sa Sosiete lamem ki zot pou form parti demain. Zenn fer benevol. Bann Zenn fer donasion. Bann zenn pren en konsiderasion lanatir ek plis enkor pou ki demain zot kapav profit Sa Sosiete ki zot inn ed a konstrir.
>
> Me ena zenn ki pa interese kontribie dan la Societe, Ena zenn ki pa pren an konsiderasion nou Societe. Ena zenn ki fer la pollision, ena zenn ki drogue, ena zenn ki riss so kamarad dan la drogue ena zenn ki fer Obstrikson a la lwa ek ena zenn ki fer Crim. Tou Sa bann aksion la li form nou Sosiete. Sa bann Zenn la Zot pa le kontribie a fer nou Sosiete meyer me zot pe kontribie fer li vinn enn Societe ki pa bon.
>
> Kontribision enn Zenn dan nou Societe, li depann lor dimoun (Zenn) ki pou envi pren aksion pou kontribie Me Zamais nou bizin bliye ki tou zenn pa pareil

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. We can note some variation in the sentence structures but there still exist slips that will keep this work in a band 2.

Sample 5

Se kan mo finn sorti deor net ki mo finn realize kantite disan lor mo linz. Bann tras lamin kouler rouz vif ti bien vizib lor peron ek sirtou so kouto enkor lor gazon…

Ti enn aswar bien trankil ver onz-er. Mo ti tousel dan so salon, kan enn sek kout mo finn tand mo vwazinn kriye. Keryez, mo finn sorti dan mo lakaz ek finn mars dan direksion pou li. Kan mo finn ouver so laport, mo leker ti kapav arete. Mo vwazinn ti mezote ek ti ena enn misie dan so trantenn parla akote li avek enn kouto dan so lamin.

San perdi letan, mo finn larg mo vwazinn ek misie-la finn galoup ver nou. Mo vwazinn finn donn li enn koutpwin, ki finn fer li baskile inpe me li finn releve avek so kouto dan so lamin. Kouto-la ti pe vinn ver mwa e dan enn fraksion segonn, mo finn tourn so kouto kont limem. Mo finn donn li enn kout kouto et li finn toutswit galoupe.

Mo finn sorti deor ek finn trouv li disparet dan marenwar. Ti ena disan deor partou e mem lor mwa. Samem pli gro risk ki mo finn pran, me mo pa regrete.

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 spelling spelling rules for Kreol Morisien.