



MAURITIUS EXAMINATIONS SYNDICATE

PSAC 2023

ENGLISH

Subject Code: P110

Examiners' Report

April 2024

Introduction

A sixth cohort of students sat for the Primary School Achievement Certificate (PSAC) Examination with the Nine-Year Continuous Basic Education (NYCBE) reform.

The assessment for English focusses on the development of different linguistic competencies:

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

The assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education. A variety of tasks have been set at different levels underpinning the principle of ensuring that students from the whole spectrum of ability range can demonstrate their achievement levels.

General Comments

The performance of candidates in this year's examination session was satisfactory, with nearly 85% achieving at least numerical Grade 5. It is worth pointing out that most candidates have acquired the fundamentals for further learning. Most of them have displayed the ability to read with understanding and to write basic sentences in English, although an obvious disparity can be seen in levels of achievement.

In reading comprehension, be it at an elementary level or advanced level, candidates perform well when it comes to the location of explicit information. However, in tasks requiring higher order skills such as making inferences, offering a personal response to the text or giving the meaning of vocabulary words, candidates still struggle to earn marks.

This year, tasks requiring candidates to deal with common vocabulary were satisfactorily done. Yet, greater focus needs to be placed on the correct spelling of the basic vocabulary words as it was disappointing to see candidates' performance at tasks dealing with vocabulary in context and applying knowledge of vocabulary in writing.

Writing, on the other hand, continues to be the most challenging skill for most of our pupils. Many candidates have shown difficulties in writing tasks, be it at the basic level where they have to produce negative and interrogative structures properly, separate sentences adequately, write individual sentences using given words or at a higher level. Regarding writing of compositions, candidates have difficulty writing creatively using correct grammar, rich and varied vocabulary and sophisticated sentence structures.

Specific Comments

Question 1

The purpose of this question is to assess candidates' ability to read at a basic level. This year, this task was set through candidates requiring to match a sentence to the corresponding sentence. It is to be noted that this question can also require candidates to match a sentence to the correct notice or to the corresponding picture.

While the majority of candidates attempted the question successfully, some struggled with:

Item (iv) *Do not play with matches.* *You will get burnt.*

and

Item (vi) *Do you want to join us?* *We are going to play football.*

This could be attributed to the fact that candidates did not focus on deriving meaning from sentences in complete.

Question 2

A range of grammatical structures are tested through multiple-choice items in this question. This year, the use of tenses (past and future), prepositions, pronouns (personal, relative/wh-pronouns), adjectives (including comparative and superlative forms), quantifiers, modal verbs and conjunctions were assessed.

The best done items were:

- Item 1 Last week, the students missed their class.
- Item 2 My house is found in Port Louis.
- Item 3 Jay and Aaron are always together. They are best friends.
- Item 4 Were there many people at the show?
- Item 5 The song which we sang at the party was wonderful.
- Item 8 If I wake up early, I will have breakfast at home.

The following items were found challenging:

- Item 6 Our cat is white but yours is grey. (Many candidates wrongly gave **your* as an answer.)
- Item 7 Don't do anything which will make you sad. (Many candidates gave **nothing* or **everything* as answers, probably because they did not read the sentence structure properly. Candidates need to be reminded of the rule surrounding negative sentences.)
- Item 9 You have watched this film, haven't you? (A few candidates were misled by **didn't you*.)
- Item 10 Although he tried his best, he could not complete the race. (A common wrong answer was **Despite*.)

Question 3A

This question assesses candidates' knowledge of basic vocabulary used in daily life. The fundamental objective of this question is to encourage the teaching and learning of vocabulary words while reinforcing the correct spelling of the basic vocabulary words.

The best done items were:

- | | | |
|------------|-------------------------------------------------|----------------------|
| Item (i) | Dogs make this sound. | <u>Bark</u> |
| Item (ii) | You use it to sweep the floor. | <u>Broom</u> |
| Item (iii) | This person grows vegetables and rears animals. | <u>Farmer</u> |

Candidates had greater difficulty with the following items:

- | | | |
|-----------|---------------------------------------|--------------------|
| Item (iv) | You use this appliance to bake cakes. | <u>Oven</u> |
|-----------|---------------------------------------|--------------------|

Although a common word in English, several candidates wrongly gave **Ovin* as an answer resulting in loss of marks.

- | | | |
|----------|-------------------------------------------|----------------------|
| Item (v) | You put your head on this when you sleep. | <u>Pillow</u> |
|----------|-------------------------------------------|----------------------|

Many candidates left this item blank possibly due to the lack of familiarity with the word.

Question 3B

The purpose of this question was to assess candidates' ability to deal with vocabulary in context. This was examined through multiple-choice items. On the whole, this question was satisfactorily done by most candidates.

However, some candidates struggled with the following items:

2. We need to call the carpenter to repair the broken chair.
Many candidates wrongly gave **fireman* as an answer.

4. I forgot my purse at home. I could not pay the bus fare.
Quite a few candidates wrongly gave **sell* or **tell* as answers.

5. Tia's mother always tells her not to waste time.
A few candidates wrongly gave **finish* or **throw* as answers.

Educators are advised to encourage the practice of vocabulary-based questions which will help candidates have rich and varied vocabulary in writing.

The answers to the following items were:

Item (1) David lives near a factory which produces electric bulbs.

Item (3) Wow! Your drawings are very beautiful. Everybody loves them.

Question 4A

Question 4A assesses the ability to read and comprehend at an intermediate level, focussing specifically on the skill of location of information. This year, a factual text on 'Dolphins' was set and a satisfactory performance could be noted in general. As far as the basic skill of literal understanding is concerned, candidates show sufficient control.

As compared to the previous year, candidates performed well and limited cases of indiscriminate lifting were observed and that is laudable.

Nevertheless, marks could not be awarded to candidates who used their background knowledge to answer some questions instead of answering the questions based on the information found in the text.

Though most items were generally well answered by candidates, the following items were less well done.

Item 6 Minimum temperature in which dolphins can live:

The expected answer here was 0° C.

Some candidates resorted to indiscriminate lifting of 0° C to around 30° C, resulting in loss of marks.

Item 7 Maximum lifespan of small dolphins:

The expected answer was 30 years.

While some indiscriminately lifted,

'Small dolphins can live for 30 years whereas large dolphins can live up to 80 years.'

a few paid less attention to the word ***small*** in the question and wrongly provided:

80 years, entailing in loss of marks.

Item 9 One trick that dolphins use to hunt for food:

The expected answer was: They use their tail to hit fish to shock them.

Other answers such as They hit fish or They use their tail to shock them were also accepted.

However, answers such as They use their tail or They use their tail to hunt for food were not accepted.

It is important for candidates to provide brief and accurate answers. Resorting to lifting of entire chunks of text is unlikely to be rewarding to candidates. Since the objective of this question is to assess literal understanding, it is only when the candidate gives the exact

relevant answer that the Examiner can infer that reading with understanding has been acquired.

Question 4 B

This year, a narrative text was set assessing candidates' ability in reading comprehension. This Extended Reading Comprehension task goes beyond literal understanding of a text and a range of reading comprehension skills are assessed. This year, the text invited locating explicit information, guessing the meaning of unfamiliar words from the context, analysing aspects of character, inference-based and providing a personal response to the text types of questions.

This year's passage was based on a King who requires a magic fruit which will help his son recover from his illness. Cases where candidates failed to understand the passage completely were rare. On the whole, performance on the extended reading comprehension task reflected the performance of candidates in previous examination sessions. Questions requiring literal understanding of explicitly stated information were well-tackled by most. However, questions requiring analytical skills proved to be problematic to a large number of candidates. Only candidates from the higher ability groups could demonstrate their ability of making inferences and reading between the lines.

The following items were poorly performed:

Item 7 Why did Ancy decide to look for the magic fruit?

The expected answer here included the fact that she wanted to save her brothers or it was the only way to get her brothers released from prison.

Some common wrong answers included:

**The king threw the brothers in prison*

**The king's son was seriously ill.*

These answers were too vague to be awarded marks for understanding.

Item 8 At the end of the story, why did Ancy's family not lack anything?

The expected answer was that the King had rewarded Ancy, as promised.

Several candidates lost marks since they produced vague answers which could not be given due credit.

Item 9 Circle two adjectives from the list below that best describe Ancy.

brave	arrogant	proud	generous	timid
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The expected answers were ***brave*** and ***generous*** which candidates were expected to get from reading between the lines of the text.

It was also noted with concern that a considerable number of candidates encircled less or more than two answers which resulted in loss of marks.

Item 10 Put the following events in the correct order as they happen in the text.

This item is known to be a higher ability one since it focusses on candidates' complete understanding of the text and the events as they happen in the correct order. Several candidates lost marks since they could not get the order right.

Question 5

This question evaluates candidates' knowledge of syntax in writing at sentence level. A variety of tasks were set, including inter alia, separating the words, removing a surplus word from a sentence, positioning of adverbs, adding punctuation marks, transforming into the interrogative and negative forms and writing a sentence using given words.

As noted in the previous years, a minimal number of candidates could score the best marks. The influence of Kreol Morisien or French syntax were visible in the transformation into the negative and the interrogative, in the positioning of adverbs as well as in sentence writing.

Candidates fared well in the following items:

Item (i) **Zaheerloveshisnewbicycle.**

Candidates were expected to separate the given words to make the following meaningful sentence: ***Zaheer loves his new bicycle.***

Item (ii) **We usually for go to Plaine Champagne.**

Candidates were expected to identify and remove the surplus word which was *for* that marred the meaning of the sentence due to the flawed syntax.

Item (iv) **My uncle saw him he was jogging**

In this task, candidates were asked to add capital letters and full stops where required. Quite a few candidates struggled with the separation of sentences, often omitting the full stop between the two sentences.

The following items were found challenging by a significant number of candidates:

Item (iii) ***He gave me the copybook.***

In this item, the correct positioning of the adverb 'quickly' was required by candidates.

Several candidates showed that there was an influence of French and Kreol Morisien which hindered their ability to position the adverb correctly.

Expected answers included:

- *He gave me the copybook quickly.*
- *He quickly gave me the copybook.*
- *Quickly, he gave me the copybook.*

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 adverbs.

Item (v) *Jane filled her glass.*

In this item, candidates had to transform the given sentence into the interrogative form. The expected answer was *Did Jane fill her glass?*

As in previous years, transforming into the interrogative continues to be a challenge which requires more work in the classroom. Quite a few demonstrated a lack of familiarity with the syntax of interrogative structures and also difficulty in the verb form producing answers such as:

Does Jane did fill her glass?

He filled her glass?

Filled Jane her glass?

Jane filled she her glass?

Est-ce que Jane filled her glass?

Do Jane filled her glass?

Candidates should be reminded that merely adding a question mark at the end of a sentence is not given credit since the item is asking for transformation of the sentence.

Item (vi) *They are organising an outing.*

In this task, candidates were asked to transform the sentence into the negative form.

At least half of the total population of candidates assessed were unable to carry out the transformation correctly.

While expected answers were:

- They are not organising an outing.
- They aren't organising an outing.

marks were also awarded to those who changed the article 'an' to 'any'.

- They are not (aren't) organising any outing.

Many candidates had a difficulty in making use of the correct verb form and syntax. This could be observed in answers such as:

- They did not organising an outing.
- They are organising not an outing.
- Are they not organising an outing.
- They doesn't organise an outing.

- They are n'organising pas an outing.
- Est-ce que they are organising an outing.
- They are don't not organising an outing.

Item (vii) *dark – accident – road*

Candidates were expected to write a sentence with the given words in this item. Meaningful, syntactically correct and grammatically accurate sentences were positively awarded. One example of such a sentence is: *As it was dark, there was an accident on the road.*

Certain issues were visibly noticeable:

1. In some cases, candidates failed to conjugate the verb correctly resulting in loss of marks.
2. In a minority of cases, the adjective *dark* was transformed to the noun *darkness* which entailed the loss of marks.
3. Several candidates made use of the given words in different sentences instead of one sentence only which is penalised.
4. Many candidates faced the difficulty of finding the appropriate preposition, often saying *accident in the road* instead of **on**.
5. Some candidates struggled with spelling of driving, violent, occurred, outside, among others.

Questions 6A and 6B

This question is a higher order reading task assessing the use of language which requires the ability to rely on the context to guess the suitable word, to fill in the gaps. Thus, to be able to work out this question, candidates need to have substantial grasp of receptive and productive vocabulary.

In Part A, candidates had to fill in the gaps with appropriate words from the list of words given. A satisfactory performance with the majority scoring about 5 marks could be observed in this segment of the question.

In Part B, the gaps had to be filled in with words from candidates' own knowledge. It was noted with concern that a significant number of candidates failed to obtain even one mark in this task.

Item 1 **“The rabbit returned to the lion and showed him where the donkey was hiding.”**

Frequent wrong answers included: *that* which did not fit in the structure.

Item 2 **The greedy lion thought he would / could eat the donkey later.**

This item was found to be difficult by a large number of candidates who wrongly supplied *should / must / ought* as answers.

Item 3 **He jumped on the rabbit and ate him.**

This item featured as the one done satisfactorily. Yet, frequent wrong answers included: *at / over / to / towards / onto / near / into* which were contextually inappropriate.

Item 4 **Meanwhile, the donkey escaped from there and went to live in another forest.**

Common wrong answers included: *place / forest / habitat / an*.

Item 5 **The donkey realised that the rabbit was not a loyal friend.**

Although a number of answers, including inter alia, *understood / thought / knew / saw / said / learned / believed / noticed / found / concluded / felt / discovered / exclaimed* were accepted, many who provided: *disappointed / was / showed / stood / remembered / hated / agreed / decided / suggested*, lost marks.

Question 7A

This question assessed candidates' knowledge of grammar and spelling in context. A short text with grammatical and spelling mistakes which had been underlined was set and those mistakes had to be corrected.

This question, one of the higher order tasks, was considered challenging by a vast majority.

Item 1 It was a loveli experience...

This item assessed the knowledge of spelling of the word 'lovely'. This was the best done item in this question.

Item 2 The teacher brought some colourfull sheets of paper.

This item too assessed the knowledge of spelling of the word 'colourful'.

This was among the poorly performed items in the question.

Item 3 Each pupil were allowed to choose one sheet.

This item assessed knowledge of subject-verb agreement, a fundamental rule of English grammar. Since the subject each pupil is in singular form, the verb form had to be *was* and not *were*.

Quite a few candidates struggled with this item as they failed to understand that the tense had to be in the past itself wrongly giving *are* as an answer.

Item 4 All of them had plenty of fun decorating there cards.

This item tested whether candidates clearly understood the difference among *there*, *their* and *they're* which are homophones but differing in meaning that are frequently misused.

Only about half of the number of candidates managed to do so, suggesting that many have not yet mastered the correct use of possessive determiners.

Item 5 ... they would gave the cards.

Item 5 assessed the knowledge of the correct verb 'give' accompanying the modal auxiliary verb 'would'. Although a relatively common verb form in English, a significant number had trouble finding the correct word.

Question 7B

This question assessed candidates' knowledge and application of word transformation rules in English. A short text was set with words requiring transformation within brackets.

Although a handful failed to obtain any mark in the question, the majority displayed a grasp of common word formation rules. Items 2, 3 and 5 were regarded as the poorly performed ones.

Item 1 He is very powerful.

This item tested the transformation of the noun 'power' into the adjective 'powerful'.

This item was well attempted by the majority of candidates, although incorrect spelling of the word powerful, **powerfull* was commonly noticed.

Item 2 He becomes very strong when he eats spinach.

In item 2, the transformation of the noun 'strength' into the adjective 'strong' was required.

This was one of the poorly performed items in this question. Some candidates offered **strengthful*, *strongly* as answers which were not the correct transformation.

Item 3 What is more impressive is that ...

For item 3, candidates were required to transform the verb *impress* into the adjective impressive. It is worth pointing out that this was the item that posed the most difficulty in Question 7B. This could be attributed to the fact that wrong spelling of the word was often given or the influence of French could be observed. Certain examples of the wrong answers provided by candidates include: **impressively*, *impressionant*, *impressing*.

Item 4 Moreover, he has amazing forearms.

For this item, the verb 'to amaze' had to be transformed to the adjective 'amazing'. Although a third could give the correct answer, many struggled with its spelling. Some others wrongly gave **amazeing* / *amazingly* / *amazement* as answers.

Item 5 Popeye's fans remember him for his kindness.

For this item, the transformation of the adjective *kind* into the noun *kindness* was sought after. An important number of candidates managed to provide the correct transformation, including the correct spelling of the word. Yet, frequent errors such as **kinder*, *kindnessly*, *kindly* were also observed in many scripts.

Question 8A

The question assessed candidates' ability of using simple cohesive devices such as adverbs of time, manner or place or coordinating conjunctions to write a short but coherent text. Three pictures and 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 making sure that their three sentences made up a coherent story.

A number of issues were noted:

- Some candidates used the given words in different sentences.
- In some cases, candidates wrote correct sentences omitting one of the words given.
- A few candidates wrote syntactically correct sentences with the given words but these did not match the pictures.

Item 1 – yesterday – to catch – river

This was the best done item in Question 8A. Candidates produced simple sentences such as *Yesterday Sam went to the river to catch fish*. Nevertheless, some issues were noted with grammar and syntax. In several cases, candidates produced flawed sentences such as:

- **Yesterday John caught a fish in the river.*
- **Yesterday I went to go to the river and catch a fish.*
- **Yesterday, Sam decide to catch fish in the river.*
- **Yesterday yassin catch a gold fish near her home.*

Candidates need to be reminded of the need to pay attention to the tense used accompanying 'yesterday' and to also focus on the spelling of words.

Item 2 – in the afternoon – home – fish

This item posed some difficulty to candidates, with many struggling to find the right vocabulary or making correct use of suitable prepositions to write grammatically correct sentences. Some examples of sentences produced include:

- **In the afternoon, I brought the fish with me at home.*
- **In the afternoon, I will go home and fish. (Incoherence of tenses noted and the category of the noun 'fish' changed to verb.)*
- **In the afternoon, he was returning to home with his fish. (Incorrect syntax due to the surplus preposition 'to' after returning.)*
- **He took the fish home in the evening. (Equivalent word used)*
- **In the afternoon he returned home. He was carrying his fish. (words used in different sentences.)*

Item 3 – as soon as – aquarium

The given words invited a complex sentence such as: As soon as I reached home, I put the fish in an aquarium.

Many candidates struggled with vocabulary and syntax, giving answers as:

**As soon as I will put the fish in the aquarium.*

**Sam as soon as at the fish aquarium.*

**As soon, Jack will buy an aquarium as the fish is coming big.*

**As soon as he put the Goldfish in the aquarium and called her Inoxlag.*

**He give as soon as food aquarium.*

**As soon as I arrived in my home, I put the fish in the small aquarium and fed it some foods.*

Question 8B

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

The performance on this task suggests that candidates are still struggling with the skill of writing complex sentences using conjunctions. To be able to earn full marks in this question, candidates are expected to demonstrate the correct use of the linking word while focussing on all other transformations required in order to have syntactically and semantically correct sentences.

Certain issues entailing the loss of marks have been observed:

- Several candidates used the linking words correctly and made all the necessary changes but left full stop between clauses.
- In a few cases, linking words were correctly used but capital letters in the middle of a sentence could be seen.
- The omission of key words led to incorrect sentences.
- The repetition of clauses resulted in loss of marks.

Item 1 **I drew the curtains. I wanted to know what the problem was. (because)**

The expected answer here was:

- I drew the curtains because I wanted to know what the problem was.

The following sentence was also given credit:

- Because I wanted to know what the problem was, I drew the curtains.

Some candidates lost marks by having capital letter between clauses.

**I drew the curtains Because I wanted to know what the problem was.*

Little credit could be given to the sentence:

**I wanted to know what the problem was because drew the curtains.*

since 1. The meaning of the sentence has been altered.

2. Omission of the key word 'I' has led to the sentence being incorrect.

Item 2 I saw two men. The two men were stealing some objects. (who)

This item was generally well done, with

- *I saw two men who were stealing some objects.*

as acceptable proposition.

A few candidates, however, failed to earn marks with incorrect sentences as:

**I saw two men who stole some objects.*

**The two men were stealing some objects who saw two men.*

Item 3 I did not know what to do. I went to see my parents. (as)

This item proved to pose some difficulty in this question. The expected answer was:

- *As I did not know what to do, I went to see my parents. or*
- *I went to see my parents as I did not know what to do.*

Wrong answers such as:

**I did not know what to do as I went to see my parents.*

**As I went to see my parents, I did not know what to do.*

**As I did not know what to do, I went to see.*

were often seen.

Item 4 My parents called the police. The police caught the robbers. (and)

The acceptable answers for item 4 were:

- *My parents called the police and they caught the robbers.*
- *My parents called the police and the robbers were caught.*

Some examples of answers which lost marks:

**My parents called the police and caught the robbers. (meaning changed)*

**My parents called the police who catch the robbers. ('and' missing)*

**My parents called the police and the robbers. (meaning changed)*

**My parents called the police and the police caught the robbers. (repetition of clauses)*

Question 9

Question 9 assesses candidates' ability to write a coherent piece of continuous prose. It assesses higher order writing skills, especially, candidates' ability to: develop a given storyline creatively and coherently, use accurate grammar to express themselves, use varied sentence structures and rich and appropriate vocabulary.

This year, a guided composition was given:

One afternoon when you reached home, you could not find the keys and could not get in your house.

Write a story of about 120 words to say what happened on that day.

The following prompts had been given to guide candidates:

- **Where were your parents?**
- **How did you feel?**
- **What did you do?**
- **What happened in the end?**

Performance on this question was, on the whole, disappointing. It was alarming to find a significant number of candidates leaving the question unattempted.

Other pertinent issues came to the forefront:

A significant number of candidates still dwell on lengthy introductions which often do not address the question.

In some cases, rehearsed pieces of writing were produced which could not be given due credit due to lack of relevance.

Candidates struggled with:

- the coherence of tenses (mixing present and past tense inappropriately)
- subject-verb agreement
- the correct use of direct and indirect speech
- repertoire of vocabulary words
- the correct syntax due to L1/French interference
- spelling and punctuation
- structure and paragraphing (producing sentences instead of a composition in continuous prose)

The following sample of compositions is an illustration of the strengths and weaknesses encountered in this year's paper.

Composition 1

One afternoon when I go to home, i could the keys and could not get in your house where my parents? i see 2 men in my home i called the police, and I see hem pull T.V out ben minture later the poloice said "get out" of the robber get out and in prison and i can go in my home.

62 words

This composition is barely relevant. As for the language, it is clumsy and uncertain throughout, making it difficult for readers to decipher what the candidate wished to express. In addition, the essay is replete with numerous grammatical and orthographical mistakes which implies that it can only score very low marks.

Composition 2

1. I could not find the key of my house.
2. My parents were not at home.
3. I was stressed.
4. I climbed to the window to pass in my house.
5. Suddenly I saw my parents came quickly.

40 words

This composition is relevant but written in sentences, rather than in continuous prose. As for the language, it is somewhat secure with occasional syntactical mistakes. Since this essay is below the stipulated word limit and hardly contains a developed storyline, it can only score very low marks.

Composition 3

It was a Sunday afternoon during the summer holidays. My parents were not at home and I had nothing to do. I decided to go to a shop to buy some chips. I left the keys in my pocket, where I kept my purse. I went there by walking. After a while I arrived at the shop I chose the chips and took my purse out to pay. After that I returned home with the chips. After five minutes, I arrived home. I took out my purse and found that the keys were not there. I was worried but Suddenly Someone called me on my phone. It was the shopkeeper I answered the called and he said that the keys were at the shop. At the end I got the keys back and I was happy.

136 words

This composition makes noticeable attempt to develop the storyline. However, the first half of the essay can be considered somewhat irrelevant. Moreover, the essay has numerous mistakes in punctuation and coherence of tenses. To gain high marks, examiners expect candidates to deal with the content relevantly and to have a sound grasp of language, along with variety in sentence structures and rich and varied vocabulary.

Composition 4

One day, I go to the school, but at the afternoon when I reached my home I could not find my key. I realised that I could not enter in my house and my parents went to the cinema. I don't want to call they, but I have to enter in my house. I decided to broke my window, when my parents saw the window broke, they called the police, when I saw the police enter in my house, I said "I broke the window because I lost my key". When my parents finish talk to the police they wanted to kill me. I escape to the house and I rest in my friend house, After one day I decided to repair the window and my parents gave me four spare key and after one week I lost the four key.

141 words

This composition is relevant. However, on linguistic aspects, it is problematic. The vocabulary is elementary and some interference of KM can be seen. In grammar, the incoherence of tenses is glaring as is the poor control over punctuation. Therefore, while deserving some marks for being relevant, this work scores below average marks, particularly due to insecurity shown in the use of language.

Composition 5

My parents was at work. I wanted to call them but I forgot that my phone is in the house. So I ran as fast as I could. I knock on the door but no one answered. I felt sad. I wanted to cry but I could not. Suddenly I heard someone shouting my name "Yuvis, Yuvis, I will help you" When I turn back I saw my neighbour. She gave me the key to my house. And I waited for my parents to come. When they came I hug them a told them what happen to me. What a tirering day.

102 words

Although quite short in length, this composition manages to get a mid-range score. This work scores slightly higher than Composition 4 despite being short in length. The story is complete, with enough relevant details. A variety in sentence types can be seen. However, an effort at writing more elaborate sentences with additional details while cutting down the avoidable mistakes in tenses, punctuation and spelling would have earned this composition more marks.

Composition 6

One peaceful afternoon, the sun was slowly disappearing in the thick and white clouds. I arrived home and let out a sigh of relief when I got to the front porche. I looked in the mailbox to take the keys but it was nowhere to be found. At that precised moment, a sense of anxiousness started to flow in my body. I started to move here and there in hopes of finding the key but in vain. I called my parents but got no respond. I then decided to stay at my friend's house. Later on, I realised that my parents went on a business trip and that the keys just vanished to I ignore where. What happened after was something engraved in my mind forever.

126 words

In comparison to the previous composition, this essay scores above average marks since the storyline has been developed with elaborate details. A variety in sentence structures can be observed. The language is generally secure despite some mistakes in spelling, coherence of tenses and syntax. Richness in vocabulary and fewer grammatical and orthographical mistakes could have earned the candidate even better marks.

Composition 7

One afternoon when I reached home, I could not find my keys. I was at a loss and did not know what to do. "How will I get in?" I wondered. My parents had gone to a meeting and would be back late in the afternoon. The sky was overcast and rain started pouring down. I was soaked to the skin and started to shiver like a leaf. I then remembered that I had a friend living nearby and I decided to go to his place. Fortunately, he was home and opened the door. His parents told me to come in and gave me a hot cup of tea and a towel to dry myself. I stayed at their place until late in the afternoon. Finally, my parents came and thanked my friend and his family for having cared for me. Then, I got into my father's car and we went back home happily.

154 words

This composition is a good piece of work. It fulfils the objectives of this question which is to produce a piece of work using creativity and imagination while making use of rich and varied vocabulary as seen in this composition: *at a loss, soaked to the skin, shiver like a leaf, the sky was overcast*. There are numerous complex sentences used consistently. All in all, it is as much as can be expected from a candidate at this level and this composition scores highly.

Composition 8

The birds were chirping merrily and all the ingredients were aligned to make this day a dazzling one. I was scurrying back home and I had a broad smile. Alas! I did not know that this day would take a pessimistic turn...

When I reached home, I realised that I had forgotten my keys at school. I was perplexed and panic-stricken. My face turned pale and my heart was flooded with despair. My parents were both working in the office. At this point, it was a catastrophe! Out of the blue, a brilliant thought germinated in my mind...

I reminisced that my brother had buried a spare key near a magnificent tree. Yes! You heard it right! It was a queer hiding place, but I rushed towards the area and dug a hole in the damp soil, using a shovel. Within two minutes, I finally found it and heaved a sigh of relief. Despite its filthy coat of dirt, I managed to open the door.

It was a dire but hilarious experience! This day will always be etched in my mind.

181 words

This composition is an outstanding piece of work although it goes beyond the recommended word limit. Candidates are reminded of the fact that writing beyond the recommended word length is self-penalising since they might not have adequate time for revision and leave unnecessary mistakes.

This essay fulfils the objectives of this question which is to produce a piece of work using creativity and imagination while making use of rich and varied vocabulary as seen in this composition: *scurrying back home*, *pessimistic turn*, *my heart was flooded with despair*, *a brilliant thought germinated in my mind*, *reminisced*, *queer hiding place*, *filthy coat of dirt*, *dire but hilarious experience*, *day etched in my mind* as well as making use of a correct structure and paragraphing. There are numerous complex sentences 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.