



PSAC 2020- 2021

English

Subject code : **P110**

Examiners' Report

Introduction

In 2021, a fourth cohort of students sat for the Primary School Achievement Certificate (PSAC) Assessment, as part of the ongoing Nine-Year Continuous Basic Education (NYCBE) reform.

The assessment for English focusses on the following linguistic competencies:

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

A variety of tasks were set at different levels to allow pupils from the whole spectrum of the ability range to demonstrate their proficiency levels.

Key messages

- Candidates should read instructions attentively.
- In grammar, the following areas should be consolidated:
 - Subject-verb agreement (Example: Robin and his friends are going on a tour.)
 - Use of modal verbs (Example: Did you go to the school last week?)
 - Relative pronouns (Example: The man who is cooking is my Dad.)
 - Conjunctions (Example: Despite the danger, he appeared relaxed.)
- Candidates should be encouraged to read widely to build their vocabulary.
- In Intermediate Reading (Question 4A), candidates should be reminded to keep their answer to information given in the text and not lift indiscriminately from the text.
- In the Extended Reading task (Question 4B), an important number of candidates are still having difficulty with higher-order reading skills like making inferences and using context to guess the meaning of unfamiliar words.
- In writing, candidates are encouraged to:
 - develop their storyline
 - pay attention to grammar, spelling and punctuation
 - vary the sentence types used (simple, complex, direct speech, etc...)
 - use appropriate vocabulary

General Comments

The performance of candidates in this year's examination session saw a slight improvement with nearly 81% achieving at least numerical Grade 5. Based on the performance, it could be observed that most candidates have acquired the fundamentals for further learning. Most of the candidates have displayed the ability to read with understanding and to write basic sentences in English, although a disparity can be seen in levels of achievement.

In reading, whether at an elementary or advanced level, candidates perform well when questions are related to location of explicit information. However, as often noted in the past, some candidates still struggle with tasks requiring higher order skills such as making inferences, offering a personal response to the text or giving the meaning of vocabulary words in context.

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

Writing, as noted in previous years, remains the most challenging skill for most of our pupils. A significant number of candidates have difficulty with writing tasks, be it at a basic level where they have to produce syntactically correct sentences using negative or interrogative structures, positioning adverbs and adjectives; or at a higher level, where they have to write composition creatively using correct grammar, rich and varied vocabulary and a variety of sentence structures.

Specific Comments

Question 1

The purpose of this question is to assess candidates' ability to read at a basic level. This year, a matching exercise was set requiring candidates to match a sentence to its corresponding sentence.

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

Item (v) *I lost my pen. Can you please lend me yours?*

and

Item (vi) *Rita is very proud. Her son has won the competition.*

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

Question 2

Question 2 assesses a range of grammatical structures through multiple-choice items. This year, the grammatical items tested were the use of tenses (simple past and past continuous), prepositions, pronouns (reflexive and relative), quantifiers, comparative and superlative forms of adjectives, structures involving the use of 'do' support and conjunctions.

The best done items were:

- Item 1** Last week, my uncle gave me a new bag.
- Item 2** Please switch on the lights. It's getting dark.
- Item 3** The gardener hurt himself while cleaning the yard.
- Item 4** How much time will you take to reach Port Louis?
- Item 6** The fastest boy in the school won the race.

It is encouraging to see that candidates can do items testing the use of past tense, prepositions, reflexive pronoun, quantifiers and comparative and superlative forms of adjectives correctly.

The following items were found challenging:

- **Item 5** My friends and I eat snacks during recess.

Some candidates wrongly gave **while* as an answer.

- **Item 7** When Sara reached home, her father was cutting the vegetables.

A common wrong answer was **is cutting* which suggests that candidates did not pay attention to the first verb which is in the past tense. Candidates are advised to use the grammatical clues given to decide on which tense to use.

- **Item 8** The car which was here belongs to Sheena.

An important number of candidates still struggle with the use of relative pronoun, often using 'who' for objects and 'which' for human beings. Educators are advised to practise such items more often to bring more clarity in the use of both.

- **Item 9** Did you enjoy your book?

The correct use of do-support continues to be a problem although this has been highlighted in previous reports. A common wrong answer was **enjoyed* which shows that candidates overlooked the fact that the auxiliary *do* carries tense.

- **Item 10** Despite the rain, they played football.

This item was wrongly answered by a significant number of candidates. **Although* proved to be a strong distractor in this item. Educators are advised to practise more items related to the use of conjunctions since candidates often seem to be struggling with this, as depicted in Question 8B as well.

Question 3A

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

The best done items were:

Item (i) A place where vegetables and fruits are sold Market

Item (ii) You throw waste in this Bin

Item (iii) The meal you eat at mid-day Lunch

The following items posed some difficulty:

Item (iv) The place from where you borrow books Library

Although a common word in English, several candidates wrongly wrote **Librery*, resulting in loss of marks.

Item (v) Someone who makes clothes Tailor

Many candidates mistakenly considered **Tshirt* as an answer. Alternatively, **Taiyer* was given as a wrong answer. A few candidates offered **Taylor* as an answer and lost marks due to the wrong spelling.

Question 3B

The purpose of this question is to assess candidates' ability to deal with vocabulary in context. This year, a Multiple Choice Question exercise was set. On the whole, this question was satisfactorily done by most candidates.

However, some candidates had difficulty tackling the following items:

Item 2 I forgot my purse at home. I don't have any money on me.

Many candidates were misled by the strong distractor **gave* probably due to an excessive familiarity with the word and did not rely on the given context to make an informed guess.

Item 5 The stadium was so noisy that the players could not hear their coach.

Several candidates wrongly answered **dark*, possibly because they did not read the sentence in full carefully. Again, the clue in 'hear' was not picked up.

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 'Jaguars' was set. On the whole, performance was encouraging with most candidates showing that the basic reading skill of literal understanding has been acquired. Moreover, it was encouraging to see limited cases of indiscriminate lifting.

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

The expected answers here were:

- (i) North America
- (ii) South America

Question 4B

This year, a narrative text was set assessing candidates' ability in reading comprehension. The purpose of this Extended Reading Comprehension task is to assess comprehension skills in diverse ways. This year, the text invited locating explicit information, guessing the meaning of unfamiliar words from the context, identifying central themes and ideas, analysing aspects of character, providing a personal response to the text and following the sequence of events types of questions.

The passage was adapted from *The Selfish Giant*, written by Oscar Wilde. Cases where candidates failed to understand the passage completely were rare. On the whole, performance was similar to that in previous examination sessions. As usual, questions requiring literal understanding of explicitly stated information were well-tackled by most. However, quite a few struggled with questions requiring higher order reading skills. Only candidates from the higher ability groups could demonstrate their ability of making inferences, reading between the lines, providing a developed personal response to the text and following the chronology of events.

The following items were problematic for some candidates:

Item 7 *Although summer came, the flowers in the giant's garden did not blossom. Explain why.*

The expected answer was:

Children were not playing in the garden anymore.

Common wrong answers included:

**The giant's garden did not get sunlight because of the high walls.*

**Because winter was coming.*

**When summer came, the plants flowered everywhere in the village except in the giant's garden.*

Since this task assesses candidates' ability to read with understanding, it is important for candidates to be able to read between the lines and make inferences.

- Item 9** *How does the giant feel about children*
 (i) *at the beginning of the story?*
 (ii) *at the end of the story?*

Any valid response showing the contrast in the feelings of the giant was given credit.
Possible answers included:

- (i) He did not like children at all; he was angry at the children; he was mean to the children.
- (ii) He started liking the children; he felt sorry for having stopped the children from playing in his garden; his heart melted; he felt children were magical.

Several candidates lost marks by focussing on the actions of the giant rather than the feelings of the giant. Common wrong answers included:

- (i) **He built a children's playground in his garden.*
- (ii) **He decided to knock down the wall.*

Question 5

This question evaluates candidates' knowledge of sentence structures and their ability to apply syntactic rules in English. A variety of tasks was set including, inter alia, removing surplus words from a sentence, adding punctuation marks, transforming into the negative and interrogative forms, positioning of adverbs and writing a sentence using given words.

As noted in previous years, only a small number of candidates could score the best marks. The influence of Kreol Morisien or French syntax was seen in the transformation into the negative and interrogative forms as well as in sentence writing.

The following items were found challenging by a significant number:

Item (ii) kevin went to the shop he bought a copybook

In this item, candidates had 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 and omitting to capitalise 'he'.

Item (v) The player scored two goals.

In this item, candidates had to transform the given sentence into the interrogative form. The expected answer was *Did the player score two goals?*

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

**Does the player scored two goals?*

**Does the player two goals scored?*

**Is the player score two goals?*

**Can the player scored two goals?*

As in previous years, it was also noted that candidates often simply add a question mark to the given sentence, resulting in loss of marks since the purpose of this item is to assess whether candidates can transform a sentence in its interrogative form, using the correct syntax, verb and punctuation mark.

Item (vi) to rain – slippery

Candidates were asked 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 was: As it was raining, the floor was slippery.

This year, the following issues were noted:

- Several candidates made use of the given verb 'to rain' as a noun or an adjective, leading to a loss of marks as the incorrect word class was used.

✗ **When there is rain, the road was slippery.*

✗ **When it is rainy, inside is very slippery.*

- In a few instances, candidates used the adjective 'slippery' incorrectly as a verb.

✗ **While Sarfaraz was running fast in the rain, he slippery down.*

- A few candidates failed to conjugate the verb correctly.

✗ **As it has raining, the road is slippery.*

- Some candidates were penalised since they made use of the given words in different sentences instead of one sentence only.

✗ **Be careful it is raining, the floor may be slippery.*

✗ **It is raining, the floor is slippery.*

Question 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 a substantial grasp of receptive and productive vocabulary.

This year, the passage set was an adaptation of Aesop's popular fable *The Lion and the Mouse*.

In Part A, candidates had to fill in the gaps with appropriate words from the list of given words. A satisfactory performance, with a vast majority scoring 5 marks or close, was noted in this part of the question.

As for Part B, several candidates struggled to find the missing words from their own knowledge. The lack of a wide and varied repertoire of vocabulary words and the inability to draw on contextual and grammatical clues to make educated guesses could explain this difficulty.

Question 6B

Item 1

Suddenly, a net fell on / upon / over him.

This item was found to be difficult. Several candidates gave incorrect prepositions such as: *with / down / of / out / to / in / into / for.

Item 2

He tried hard to get / come / break / step / move / walk, but in vain. While some candidates were penalised due to the incorrect tense provided, others lost marks due to wrong answers provided: *escape / remove / look / knock / put / catch / take / run / be.

Item 3

He saw the lion trapped / caught / imprisoned in the net. A number of options were acceptable here: crying / shouting / yelling / moaning / wriggling / roaring / tangled / struggling / suffering. Common wrong answers included: *tired / angry / near / tied / blocked / closed which did not fit in the structure of the sentence.

Item 4

He quickly used his sharp teeth to / and / which cut the net open. This item was one which was done satisfactorily. Common wrong answers included: *then / it / was.

Item 5

The grateful lion got out and thanked / hugged / befriended / kissed the mouse. Candidates who answered *opened / killed / saw / apologised / played / ate / shocked lost marks since these were contextually inappropriate.

Question 7A

Question 7A assesses candidates' ability to deal with 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 found challenging by a vast majority of candidates.

Item 1 They were speaking among themselves.

This item tested the knowledge of reflexive pronouns. Although this was satisfactorily done by many, some candidates had difficulty understanding that they had to correct the spelling of the given reflexive pronoun.

Item 2 There plan was to steal the juicy litchis.

This item assessed whether candidates clearly understood the difference among *there*, *their* and *they're* which are homophones but differ in meaning.

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 or are still unsure about the difference between *their*, *there* and *they're*.

Item 3 They wanted to sell them to make some money.

This item tested whether candidates would be able to use the correct infinitive form of the irregular verb. The answer required was *sell* in this context. Several candidates struggled with the spelling of the infinitive form of the verb, giving **sale* as answer.

Item 4 Chris immediately informed his parents who called the police.

This item assessed the knowledge of the spelling of the word. Although a relatively common word in English, a significant number had trouble finding the correct spelling, giving **imidiately* or **imediately* as answers.

Item 5 The men runned away when they heard the siren of a police jeep.

This item tested whether candidates could make the difference between the simple past of regular and irregular verbs.

Few candidates failed to realise that the simple past of 'to run' is *ran*.

Question 7B

Question 7B assesses candidates' knowledge and application of word transformation rules in English. A short text was set with the words requiring transformation given within brackets.

A small number of candidates scored full marks in this question, showing that a vast majority still find it challenging to tackle items assessing word formation rules.

Item 1 Chamarel is one of the most (fascinate) places in Mauritius.

For this item, the transformation of the verb *fascinate* into the adjective *fascinating* was required.

This was well done on the whole, although some candidates offered **fascinated* as an answer which was not the correct adjective in this context.

Item 2 How the place got so many colours is one of the (mystery) of nature.

This item tested whether candidates could transform the singular noun *mystery* into the plural noun *mysteries*, given the phrase '*one of the*' preceding it.

An important number of candidates carried out the wrong transformation from noun to adjective or adverb while others offered incorrect spelling such as: **mysterys*, **misteries*.

Item 3 Many people go to Chamarel (day).

For Item 3, the transformation of the noun *day* into the adverb *daily* was required.

This item proved to be the most challenging to candidates. Several candidates offered options like **everyday* which did not fit the structure as an adjective.

It is noteworthy that *everyday* (as one word) is an adjective. An example to illustrate the use of the word as an adjective would be: "I wash my everyday clothing." The underlined words then refer to the ordinary clothes you wear on regular days, as opposed to outfits designated for special events or holidays. On the other hand, *every day* means "each day." For instance, I wash my clothes every day.

Item 4 They find it to be a (wonder) place.

This item required candidates to transform the noun *wonder* into the adjective *wonderful*.

This item was well attempted by a vast number of candidates.

Item 5 It is a popular tourist (attract).

Item 5 tested whether candidates could transform the verb *attract* into the noun *attraction*.

An important number of candidates managed to carry out the transformation properly while others struggled, offering incorrect options like **attractive*, **attracting*, or incorrect spelling **attracktion*.

Question 8A

This question assesses 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 with a set of words alongside were given. Candidates were required to use the given words in order to write one sentence on each picture while ensuring that their three sentences made up a coherent story.

Certain issues were noted:

- Some candidates used the given words in different sentences.
- In some cases, candidates wrote correct sentences but omitted one of the given words.
- In other instances, equivalent words were used such as instead of *suddenly*, some candidates used *all of a sudden* or *quickly* or *in the end* instead of *finally*. Such practices should be discouraged.
- Several candidates struggled with vocabulary words and the correct tenses or even prepositions to be used.

Item 1 **one day – hide and seek**

This item posed some difficulty to candidates who struggled with the use of tenses given the phrase 'one day' which warranted a tense in the past. In a few cases, although candidates used the correct tenses, other grammatical and syntactic mistakes were noted. Some candidates wrote short but correct sentences, such as:

- ✓ One day, three friends were playing hide and seek.
- ✓ One day, Tom and his friends were playing hide and seek in a garden.

Examples of flawed sentences included:

- ✗ **One day, Tom and his friend in the park to play hide and seek.*
- ✗ **One day, I play hide and seek with my two brothers and me.*
- ✗ **One day, Tom and his two friends called Jim and Jean was playing hide and seek.*

Item 2 **suddenly – dog**

This was the best done item in this question, with sentences such as:

- ✓ Suddenly, a dog started barking at them.
- ✓ Suddenly, a big dog started running after them.

Some candidates lost marks by attempting to write complex sentences which were grammatically and syntactically incorrect. Examples included:

- ✗ **When suddenly they saw a fierce dog who want to attack them.*
- ✗ **Suddenly a stray dog with pointy teeth come.*
- ✗ **Suddenly a dog was afraid the three boys.*

Item 3 finally – to escape

Many candidates found it challenging to write syntactically correct sentences with the given words. Many candidates struggled with the correct preposition to be used: to escape from.

A few candidates produced simple but correct sentences:

- ✓ Finally, they escaped from the dog.
- ✓ Finally, they wanted to escape.
- ✓ Finally they tried to escape.

Examples of incorrect sentences included:

- ✗ **Finally at the end they escape from it and returned back home.*
- ✗ **They finally escaped to the fierce dog.*
- ✗ **Finally I will escape with the dog.*
- ✗ **Finally they escape the dog was purchasing them.*
- ✗ **Finally they have escaped to run away.*

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 correct sentences and meaningful sentences.

Certain issues which led to loss of marks have been observed:

- Candidates omitted key words.
- Some candidates left full stops between clauses.
- In certain instances, capital letters in the middle of a sentence could be seen, suggesting that these candidates struggle with separation of sentences.
- Repetition of clauses could be seen in some cases which shows that the required transformations are not being made.
- Candidates wrote syntactically correct sentences using the linking words but changed the meaning of the original sentences. Little credit can be given to such responses.

Item 1 **The turtle was trying to swim back to the sea. The turtle could not do so. (but)**

The expected answer here was:

- The turtle was trying to swim back to the sea but (it) could not do so.

This item was generally well done. A few candidates, however, lost marks having produced answers such as:

**The turtle was trying to swim back to the sea but the turtle could not do so. (repetition of clauses/transformations incorrectly made)*

**But the turtle was trying to swim back to the sea, it could not do so. (wrong syntax)*

Item 2 **Zaheer and his mum picked the turtle up. Zaheer and his mum took the turtle to the sea. (and)**

This item was generally well done, with

- Zaheer and his mum picked the turtle up and they took it to the sea.
- Zaheer and his mum picked the turtle up and took it to the sea.

as acceptable propositions.

A few candidates, however, gave incorrect sentences such as:

**Zaheer and his mum took the turtle to the sea and they picked the turtle up. (change of meaning)*

**Zaheer and his mum picked the turtle up and his mum took the turtle to the sea. (change of meaning)*

**Zaheer and his mum picked the turtle up and it to the sea. (omission of key information)*

**Zaheer and his mum picked the turtle up and took it turtle to the sea. (wrong syntax)*

Item 3 Zaheer and his mum placed the turtle in the water. The turtle started swimming. (when)

The expected answer here was:

- When Zaheer and his mum placed the turtle in the water, it started swimming. OR
- The turtle started swimming when Zaheer and his mum placed it in the water.

This item proved to be the most difficult one in this question. Some common wrong answers noted for this item were:

**Zaheer and his mum placed the turtle in the water when he started swimming. (change of meaning)*

**When Zaheer and his mum placed the turtle in the water. it started swimming. (wrong syntax)*

**Zaheer and his mum placed the turtle in the water the turtle starts swimming. (link word not used)*

Item 4 Zaheer was happy. Zaheer had saved the turtle. (as)

The acceptable answers for item 4 were:

- Zaheer was happy as he had saved the turtle.
- As he had saved the turtle, Zaheer was happy.
- Zaheer was happy as the turtle had been saved.

This item was satisfactorily done. Yet, wrong answers could be seen:

**Zaheer was happy as had saved the turtle. (omission of key word)*

**As Zaheer had saved the turtle, was happy. (omission of key word)*

**As Zaheer was happy he had saved the turtle. (wrong syntax)*

Question 9

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

- develop a storyline creatively and coherently
- make use of accurate grammar
- use varied sentence structures
- express themselves using rich and appropriate vocabulary

This year, a guided composition was given:

You were walking back home when you noticed a bag under a tree.

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

The following prompts had been given to guide candidates:

- **What did you find in the bag?**
- **How did you react?**
- **What did you do with it?**
- **What happened in the end?**

As has been noted for past few years, there is room for improvement in this task. Being able to write a continuous piece of prose in accurate English remains a skill which has not been mastered by a vast majority. It is noteworthy that this skill offers candidates the foundation to be able to continue their secondary education successfully.

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

Other pertinent issues noted were:

- Lack of development of the storyline
- Linguistic issues that candidates struggled with:
 - coherence of tenses
 - subject-verb agreement
 - correct use of direct-indirect speech
 - spelling and punctuation
 - lack of a rich repertoire of vocabulary words
 - appropriate syntax due to mother-tongue or French interference

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

Essay 1

One Sunday morning, Rita mother was cleaning the cupboard and she see a bag and he start looking what has inside she seen a letter that have all the family name and started reading and she react very happy and she keep it a secret and go tell: 'Rita quickly and say: "I know this but I was kept it my secret so don't tell anyone: "Ok. Mum." And we continue cleaning. But after some times, we have got a paper that our family has written for us. So I decided to tell my mother than me I see a paper. When I tell my mother my mother tell me: "So let's go and see it. Ok Mum." When I finish read it and then I go and tell my mother. Rita and her mother was very happy.

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

Essay 2

Last Monday. I were walking back home when I noticed a bag under a tree. I find a cat in the bag and The cat is so cute and I cipe the cat I go home and talk to my mother to got the cat. My mother said yes. merci.

This essay is relevant despite little attempt at developing the storyline. However, on linguistic aspects, it is problematic. The vocabulary is elementary and some interference of French can be seen. In grammar, the incoherence of tenses is glaring as is the poor control over subject-verb agreement and punctuation. Therefore, while deserving some marks for being relevant, this work scores very low marks, particularly due to the insecurity shown in the use of language.

Essay 3

One Thursday, it was a bright and sunny day. I was walking back home and I saw a bag. I opened the bag and I saw money and a key.

When I came back home, I told all my neighbours to help me.

Finally, The person got his bag and she thanks me and my neighbours.

This essay is relevant despite little attempt at developing the storyline. This work scores slightly higher than Essay 2. However, an effort at writing more elaborate sentences with additional details while cutting down the avoidable grammatical mistakes would have earned this essay more marks.

Essay 4

It was a friday afternoon. I was walking back home from school. When suddenly I noticed a bag under a tree.

I took the bag and quickly ran to my house. My mother was surprised as it was not my bag. Inside it there were a purse that was full of money.

My mum phoned my dad and told him about the bag, he told to go to a police station and to do a lost and found report.

After one week later, someone came to the police station and told that it was his bag. My family and I were very happy as the person that lost his bag found it.

He said that a dog was chasing him and his bag fell down while he was running.

This essay gets a mid-range score. The story is complete, with enough relevant details. The vocabulary is satisfactory. However, this essay does not score higher because the language is not secure enough. Punctuation mistakes and mistakes in sentence separation are quite glaring.

Essay 5

One Friday afternoon, I was walking back home from school, thinking happily of the delicious chocolate cake which mother prepared for me. Suddenly, while passing in the nearby forest, I noticed a shiny bag under a tree. Curious by nature, I went to see what was actually in it. To my surprise, I saw a purse, a phone and an identity card in it. the purse and the phone cover was same as the bag. I was quite shocked thinking of how could it be under a tree. I brought it to the village's police station. After some minutes, I reached my destination. There I saw a gorgeous middle-age lady dressed in a similar dress as the bag. She was the rightful owner of the bag. When she saw me entering the station, she ran to me and said: "Hello I'm Mina, the bag which you are holding is mine. Can you please give it back to me?" I replied, "Yes, of course" to her with a cute smile. At the end, she thanked me heartily and gave me a small chocolate as gift. When I returned home, I told my parent what happened. They were very proud of me and said that I have done a very good action today.

Essay 5 scores quite highly. It can be seen that the storyline has been elaborately developed, with the candidate bringing details arousing interest in the story. The use of a variety of sentence types can be seen. The vocabulary used is mainly correct. This is clearly a candidate who can develop narratives with proper sequencing of sentences with ease, and as such deserves a high mark. Yet, the grammatical mistakes (incorrect use of tenses, difficulty in subject-verb agreement, unsound punctuation) cannot be overlooked. With fewer mistakes, this essay could have scored very highly.

Essay 6

It was a bright Monday afternoon. I was walking back home when I noticed a bag under a tree. As I was curious by nature, I went towards the bag and opened it. I could not believe my eyes when I saw that there were drugs in the bag. I started panicking. Then, I got back to my senses and went to report the matter to the police station. The police officers were astonished. They asked me several questions about the bag.

After an hour of interrogation, I was finally able to return home peacefully. A week later, the police called. They called to inform me about the matter. In fact, some people were selling drugs in the region and had left the bag there. They managed to catch the group of thugs, red-handed.

I heaved a sigh of relief when I heard the news.

This essay is a sophisticated piece of work at this level, with mastery of grammar, spelling and punctuation. It fulfils the objectives of this question which is to produce a piece of work using creativity and imagination while making use of appropriate and varied vocabulary such as: *“curious by nature, could not believe my eyes, an hour of interrogation, thugs, red-handed, heaved a sigh of relief”* although a further enriched vocabulary would be to the advantage of a candidate. A variety of sentence structures have been used consistently and in a very natural way. This essay scores very highly for these reasons.