



PSAC 2021- 2022

English

Subject code : **P110**

Examiners' Report

Introduction

In 2022, approximately 19 000 students sat for the Primary School Achievement Certificate (PSAC) assessment, as part of the ongoing Nine-Year Continuous Basic Education (NYCBE) reform. 2021-2022 was the fifth year in which the PSAC was administered.

The PSAC English written assessment focusses on the following linguistic competencies:

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

It is noteworthy that the assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education. It is ensured that each linguistic competency is assessed at different levels in order to offer candidates opportunities to demonstrate their achievement levels.

General Comments

It was encouraging to see a rise in the pass rate, notably, 85.4% as compared to approximately 81% in the 2020-2021 session. This demonstrates that a great majority of students have acquired the essential skills, despite the disruptions in their school cycle due to the COVID-19 pandemic.

A significant number of candidates fared well on the basic and intermediate tasks. Yet, performance in higher order items of extended reading and writing shows that improvement is warranted in these higher order skills.

Concerning vocabulary, most candidates performed well in tasks assessing the knowledge and application of basic, everyday language. However, many candidates struggled with the spelling of basic, everyday words. In addition, many candidates found it difficult to use varied and precise vocabulary in tasks requiring them to do so.

As pointed out in previous years' Examiners' reports, writing remains the most challenging skill for most of the candidates.

Key messages

Candidates should:

- Read extensively to build their vocabulary and the use of language in general.
- In grammar, the following areas should be consolidated:
Subject-verb agreement (Example: Neha and her friends are reading.)
Use of modal verbs (Example: Did your brother play football last week?)
- Wh-pronouns (Example: He scared away the birds which came to the field.)
- Conjunctions (Example: You will only succeed if you work hard.)
- In Intermediate Reading (Question 4A), candidates should be reminded to keep their answer to information given in the text only. In addition, they should not lift indiscriminately from the text.
- In the Extended Reading task (Question 4B), most candidates require more practice to deal with higher-order reading skills like making inferences and using context to guess the meaning of unfamiliar words.
- Develop their storyline fully while paying attention to grammar, spelling and punctuation and ensure that they are varying the sentence types and using appropriate vocabulary.

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.

A vast majority of candidates attempted the question successfully.

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), prepositions, pronouns (reflexive and relative), quantifiers, comparative and superlative forms of adjectives, structures involving the use of 'do' support and conjunctions.

The items which were done the best were:

- Item 2** Preety's birthday is on the 29th of May.
- Item 3** My uncle is proud of his daughter.
- Item 5** We are going to hurt ourselves if we are not careful.
- Item 6** Pascal's car is bigger than Sam's car.
- Item 9** This is the place where we stayed last time.
- Item 10** You will only succeed if you work hard.

The following items were found challenging:

- Item 1** Yesterday, Grandma made some cakes for us.

Many candidates were misled by the distractor 'has made' which demonstrates that they do not completely master the use of the present perfect tense.

- Item 4** There has been little rain this month. It is dry everywhere.

A common wrong answer given was **any* which shows that a few candidates did not pay attention to the syntax of the sentence. Candidates need to be reminded that 'any' is generally used in negative sentences and with words that have a negative meaning, such as 'never', 'without', 'refuse', among others and it is also used in questions, and often with 'if'.

For instance,

*"He **never** says **anything**."*

*"We **didn't** stop **anywhere**."*

*"They did it **without any** difficulty."*

*"She **refused** to give him **any** attention."*

*"Did **anyone** understand this?"*

*"Do you know **any** good bars?"*

*"Have you seen **any** good movies lately?"*

*"If they need **any** help, tell them to call me."*

Item 7 When I opened my eyes, I saw someone smiling at me.

A common wrong answer was **am seeing* 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 Did your brother play football last week?

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

Question 3 A

This question assesses candidates' knowledge of basic vocabulary used commonly in 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) | You visit this place to see animals. | <u>Zoo</u> |
| Item (ii) | You use this instrument to draw straight lines. | <u>Ruler</u> |
| Item (iii) | This is a place where people keep their money safely. | <u>Bank</u> |

The following items posed some difficulty:

- | | | |
|------------------|--------------------------|---------------|
| Item (iv) | It is the baby of a cat. | <u>Kitten</u> |
|------------------|--------------------------|---------------|

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

- | | | |
|-----------------|---|----------------|
| Item (v) | This person repairs taps and water pipes. | <u>Plumber</u> |
|-----------------|---|----------------|

The influence of Kreol Morisien or French was noted here as many candidates gave **Plombier* or **Pompier* as a wrong answer.

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 4 The sea is very dangerous here. People who go swimming might drown.

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

Item 5 Mother did not want us to eat a lot of chocolates. She hid them in the cupboard.

Several candidates wrongly answered **cooked*, possibly because they did not read the sentence in full carefully. Again, the given context was overlooked which would have helped in finding the answer.

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 'Spiders' 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.

Nevertheless, marks could not be awarded to candidates who used their background knowledge on the subject to answer some questions rather than answering questions based on the textual information. Candidates are reminded that the information required must come from the text. The instruction 'Based on the text, complete the following' should not be overlooked.

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

Item 2 Number of body parts spiders have

The expected answer was: 2 / Two

Several candidates lost marks since they wrongly answered **3 / Three parts*. This shows that these candidates did not pay attention to the question which asked for the number of body parts of spiders rather than insects. Some other candidates resorted to indiscriminate lifting **The bodies of spiders are made up of two parts whereas the bodies of insects are made up of three parts*, which led to the loss of marks since there was additional information.

Item 6 Way by which spiders catch insects

The expected answer was: They make silk webs. / By making silk webs.

The lift of: Most spiders are known for making webs to catch insects, was accepted here since other elements of answers were not found which would render the answer dubious. Yet, candidates need to be reminded of the need for precise information and that complete sentences are not expected in this question, unless otherwise specified.

Some candidates lost marks since they wrongly answered **By silking webs / Making silk*. Although candidates are not penalised for grammatical or spelling mistakes in this question, they need to be reminded that their language has to be clear, comprehensible and in English to be awarded marks.

Item 10 One way spiders help people

Any of the following was awarded marks:

- They protect our gardens from being filled with mosquitoes.
- By protecting our gardens from being filled with mosquitoes as they feed on these insects.
- They help to keep mosquitoes away from gardens.

A few candidates lost marks due to the indiscriminate lift of: **We should not kill spiders because they protect our gardens from being filled with mosquitoes.*

Some candidates lost marks since they wrongly answered **To kill insects like mosquitoes or *Because they can bite.*

Question 4B

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, identifying central themes and ideas, inference-based, analysing aspects of character, following the chronology of events in the text types of questions.

This year's passage was adapted from "*Swami, in Malgudi Days*" written by R. K. Narayan. 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. As usual, 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.

Candidates poorly performed at the following items:

Item 4 Swami changed his excuses as his father was strict.

A common wrong answer was that Swami changed his excuses as the head teacher was cruel. Candidates who were misled by this strong distractor show that they failed to locate the information explicitly stated.

Item 7 'Swami went to school feeling that he was the worst boy on earth.'
Explain why.

The expected answer was any one of the following:

- He had lied about Mr Samuel.
- Swami knew that Mr Samuel was very kind but lied to his father who complained about Mr Samuel.
- He did not tell his father the truth.
- Swami went to school feeling disappointed with himself for being dishonest.
- He told his father that Mr Samuel was a very angry man and punished children severely when in fact, he was a kind/friendly teacher.

A few candidates lost marks by giving incorrect answers such as:

**Because he thought that Mr Samuel would scold him severely.*

**Because he was late to go to school.*

**Because the head teacher was cruel.*

**Because he was late and had not done his homework.*

Item 8 Circle two adjectives from the list below to describe Swami.

lazy	generous	careful	dishonest	shy
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Some candidates could read through the character traits of Swami. However, a considerable number of candidates encircled less or more than two answers which resulted in loss of marks.

Item 9 Put the following events in the correct order as they happen in the text.
The first one has been done for you.

- | | |
|---|---|
| Mr Samuel lets Swami enter the class. | 3 |
| Swami's father forces him to go to school. | 2 |
| Swami decides not to go to school. | 1 |
| Swami's father refuses to help Swami in the future. | 5 |
| Swami runs away from the head teacher's office. | 4 |

This item demanded the higher order skill of following the sequence of events and an overall understanding of the text which was found to be challenging by many candidates.

Question 5

This question evaluates candidates' knowledge of sentence structures and their ability to apply syntactic rules in English. A variety of tasks were set including, inter alia, separating the words, removing the surplus word from a sentence, putting the words in order to make a meaningful sentence, positioning of adverbs, transforming into the negative and interrogative forms 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 (iii) Putting the words in order.

waited – in – for – Joe – Curepipe – Sara

The expected answers were:

- Joe/Sara waited in Curepipe for Sara/Joe.
- Joe/Sara waited for Sara/Joe in Curepipe.
- In Curepipe Joe/Sara waited for Sara/Joe.

Some candidates lost marks as they omitted certain words, producing incorrect sentences such as:

**Joe waited for Sara.*

**Sara waited in Curepipe.*

Candidates need to be reminded that to be able to score full marks, it is important to make sure that all the given words are used.

Item (v) Transforming into its negative form.

Nina caught a fish.

As mentioned in previous years, quite a significant number of candidates still struggle with carrying out the transformation into the negative correctly.

The expected answer was: *Nina did not catch a fish.* However, many candidates lost marks due to the incorrect use of verb form and syntax, giving incorrect answers such as:

**Nina does not catch a fish.*

**Nina did not caught a fish.*

**Nina not catch a fish.*

**Nina don't caught a fish.*

**Nina ne caught pas a fish.*

Item (vi) Transforming into its interrogative form.

We will clean our rooms.

The expected answer was: Will we clean our rooms?

Transforming into the interrogative continues to be a challenge and it, undoubtedly, requires more work in the classroom. Some candidates gave incorrect answers as follows:

**Did we clean our rooms?*

**Won't we clean our rooms?*

**We will clean our rooms, shall we?*

**Must we clean our rooms?*

**Did we will clean our rooms?*

**We will clean our rooms.*

**Will we clean our rooms.*

As a consequence, these candidates lost marks since they failed to use the correct syntax, verb form and an appropriate punctuation mark.

Item (vii) Write one sentence by using the following words:

book – to sleep – night

Candidates had been asked to write a sentence with the given words and meaningful, syntactically and grammatically correct sentences were positively awarded. An example of such a sentence was: *Every night I read a book before I sleep.*

This year, the following issues were noted:

- **A few candidates changed the given verb ‘to sleep’ to the adjective ‘asleep’, resulting in a loss of marks as the incorrect word class was used.**

✗ **My mother read a book before she fell asleep at night.*

✗ **While reading a book late at night, I felt asleep.*

- **Some candidates failed to conjugate the verb(s) correctly.**

✗ **Last night I sleep when I read a book.*

✗ **At night, I read some interesting books to can sleep.*

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

✗ **I read a book at night. Without realising, I slept.*

✗ **At night I read a book, then I go to sleep.*

- **Some others lost marks since they failed to use one or two of the given words in their sentences.**

✗ **My grandfather tells me stories before going to bed every night.*

Although a syntactically correct sentence, this was not given credit because the given words ‘book’ and ‘to sleep’ had not been used.

- **Some others were penalised due to incorrect syntax.**

✗ **Every night, before I go to sleep, my mother reads me a story book.*

✗ **My mother read a book at the night for me to sleep.*

✗ **At the night, I like reading book before sleeping.*

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.

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

A farmer had filled him with new straw.

This item was found to be difficult. Several candidates gave incorrect prepositions such as: **for / by / to / in / at*

Item 2

However, some pigeons wanted the straw to make / build / construct / fill / complete / beautify / rebuild / reconstruct / create / prepare / decorate / renew / revamp / renovate their nests.

While some candidates were penalized due to the incorrect tense provided, others lost marks due to incorrect spelling or wrong answers that did not suit the context, for instance, **built / maked / get / eat / enjoy*.

Item 3

They flew on the scarecrow and tried to pick some straw.

Although this item was done satisfactorily by most candidates, some gave incorrect answers such as: **to / at / who / then* which were contextually inappropriate.

Item 4

Unfortunately, the scarecrow could not stop/ prevent/ forbid/ prohibit/ disallow them from stealing the straw.

Common wrong answers included: **reward / see / escape / go / scare / allow / tolerate*

Item 5

They helped / encouraged / got / told / asked / requested / wanted / moved / shook / pushed / pulled / pricked / approached / promised / instigated / brainwashed / convinced him to scare away the pigeons.

Candidates who answered **saved / bit / attacked / chased / protected / suggested / frightened / punched* lost marks since these were contextually inappropriate.

Question 7A

This question 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.

It is noteworthy that merely 40% of candidates managed to score full marks in this question.

The following items were considered particularly challenging:

Item 2 As he could not bear the pain, he phoned the dentist and taked (took) an appointment.

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

A small number failed to realise that the simple past of 'to take' is *took*.

Item 5 Some even had swolen (swollen) cheeks.

This item assessed the knowledge of the spelling of the word. A significant number had trouble finding the correct spelling, giving **sold* or **swelling* as answers.

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.

Only a handful scored full marks in this question, showing that a vast majority still find it challenging to tackle items assessing word formation rules.

The following items were considered to be difficult by an important number of candidates.

Item 3 This stamp was bought by some Mauritian companies.

Surprisingly, a significant number of candidates struggled with this item, producing answers such as: **Moritian / Morisien / Mauricienne / Mauritien / Mauricien / Mauritiun*, which resulted in loss of marks.

Item 5 The original stamps are rarely displayed to protect them from light.

Although a commonly used word in English, several candidates came up with incorrect answers such as: **rareli / rarity / rarement*.

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 *ill*, some candidates used *sick* or *food* instead of *dinner*. Such practices should be discouraged since it can result in loss of marks as the instructions are being ignored.
- Several candidates struggled with vocabulary words or correct tenses or pronouns or even prepositions to be used.
- Some students produced syntactically incorrect sentences.

Item 1 **last Saturday – ill**

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

- ✓ Last Saturday, my mother was ill.
- ✓ Last Saturday, Mira was ill and she slept till noon.

Some candidates lost marks since they failed to use verbs in the past tense since 'last Saturday' warranted a tense in the past. In a few cases, grammatical and syntactic mistakes were noted. Examples of flawed sentences included:

- ✗ **Last Saturday Sarah stay in bed because she is ill.*
- ✗ **Last Saturday my mother was severely ill with fiver.*
- ✗ **Last Saturday mother was ill and he sleep the noon.*
- ✗ **Last Saturday mother of Tom and Rita is ill.*

Item 2 without losing time – to help

Quite a significant number found it challenging to write syntactically correct sentences with the given words. While some candidates failed to pay attention to the picture, others did not continue their sentences in the past tense. Some others changed the class of the word 'to help' using it as a noun.

Examples of correct sentences included:

- ✓ Without losing time, my sister and I helped Dad in the kitchen.
- ✓ Without losing time, Tom and Rita helped their father to cook.

On the other hand, examples of flawed sentences included:

- ✗ **Without losing time tom helped his father cooking.*
- ✗ **Without losing time his father was help she in the kitchen.*
- ✗ **Without losing time father and I helps him to cooks.*
- ✗ **Without losing time father get the help two childrens to prepare the dinner.*
- ✗ **Father cook dinner Tom and Mira help him.*
- ✗ **Without losing time my brother Sahil and me started to help our father to do some soup for our mother and dinner for us.*
- ✗ **Without losing time Tom and Rita and farther cooked dinner.*

Candidates need to be reminded of the need to use determiners appropriately in syntactically correct sentences.

Item 3 at night – dinner

Examples of correct sentences included:

- ✓ At night, Tom and his family had their dinner.
- ✓ At night, they had their dinner happily.
- ✓ At night, Sara ate her dinner in order not to get ill again.

However, some candidates produced flawed sentences such as:

- ✗ **At night, she was eating the delicious food that his husband prepare.*
- ✗ **At night o'clock Aimie and there family eat dinner.*
- ✗ **At night we ate the dinner alltogether with mom.*

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 score full marks in this question, candidates were 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 were observed:

- Omission of key words
- Full stops between clauses
- Capital letters in the middle of a sentence, suggesting the difficulty in separation of sentences
- Repetition of clauses, showing that the required transformations are not being made
- Change in the meaning of the original sentences
- Incorrect syntax

Item 1 **Our parents prepared food. My brother and I swam in the sea. (while)**

The expected answer was any of the following:

- While our parents prepared food, my brother and I swam in the sea.
- While my brother and I swam in the sea, our parents prepared food.

Although this item was generally well done on the whole, some candidates produced incorrect answers such as:

**While our parents prepared food. We swam in the sea. (Full stop between clauses and slight change in meaning as 'we' was used instead of 'my brother and I')*

**Our parents prepared food while I swam in the sea. (Change in meaning)*

Item 2 **The food was ready. Our parents called us for lunch. (as)**

The expected answer was any of the following:

- As the food was ready, our parents called us for lunch.
- Our parents called us for lunch as the food was ready.

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

**The food was ready as our parents called us for lunch.*

**As the food was ready, our called for lunch.*

Item 3 My brother and I went to change our clothes. My brother and I realised that we had left our clothes at home. (when)

The expected answer here was:

When my brother and I went to change our clothes, we realised that we had left them at home.

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

**My brother and I went to change our clothes when I realised that we had left our clothes at home.* (This answer is flawed at various levels: incorrect syntax, change in meaning, repetition of clauses)

**When my brother and I went to change our clothes realised that we had left them at home.* (omission of key word 'we')

Item 4 Luckily, our parents had brought their clothes. Their clothes were too big. (but)

The acceptable answer for this item was:

Luckily, our parents had brought their clothes but they were too big.

This item proved to be difficult for some candidates who lost marks by giving answers such as:

**Luckily, our parents had brought their clothes were too big.* (omission of key word)

**But luckily our parents had brought their clothes, their clothes were too big.* (incorrect syntax)

**Our parents had luckily brought their clothes but it was too big.* (no agreement)

**Luckily, our parents had brought their clothes but were too big.* (omission of key word)

**Luckily our parents had brought their clothes but clothes were too big.* (omission of key word and repetition of clause)

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:

While you were in a shop, a fire broke out.

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

The following prompts were given:

- What did you see?
- What had caused the fire?
- How did you and the people around you react?
- What did you do to help?
- What happened in the end?

As mentioned in previous reports, the ability to write a continuous piece of prose in accurate English continues to be a challenge for most of the candidates. The high percentage of overall pass does not really reflect the quality of essays that were produced this year. It should be reiterated that this skill offers the foundation to candidates for them to be able to continue their secondary schooling.

Many candidates could have performed better had they been more ambitious in their writing.

Other pertinent issues noted were:

- Lack of development of storyline
- Omission of instructions in the question given
- Linguistic issues including, inter alia:
 - Incoherence of tenses
 - Trouble with subject-verb agreement
 - Incorrect use of tenses
 - Errors in spelling and punctuation
 - Lack of a rich repertoire of vocabulary words
 - Inappropriate syntax due to the influence of Kreol Morisien or French

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

Essay 1

Last Sunday I run at night. Suddenly I see one children told me to help him on the house in fire I can call the police and the ambulance and pompier I asked people to help me to save the children. Went the policemen and pompier they and I helped the little girl to run under the housefire the little girl kissing me and thanks me to around help she.

70 words

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 did you see a shop get fire broke out all our shop. the shopkeeper was cooking his food. however the people scared to get inside was many people dead.

31 words

This essay is relevant despite little attempt at developing the storyline. However, on linguistic aspects, it is problematic. Incorrect syntax is glaring. Moreover, the vocabulary is elementary. In grammar, the incoherence of tenses is striking as is the poor control over 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

Last Sunday I am going to the shop to brought vegetables and fruits for my mother. I enter in the shop after a few minutes later an old woman "said help" and go outside. Many people go outside. a fire broke out in the shop im going outside immediatly, many people are scared. I called the fire station after twenty minutes a fire man put water on the fire and the fire is turn off. The policeman "asked people who make this" a little boy "said a men make this fire. The men is going with the police. I am very scared to this. after I go at home and on monday my mother and I are going in the super market.

122 words

This work scores slightly higher than Essay 2. The story is complete, with enough relevant details. However, this essay does not score higher because the language is not secure enough, being replete with spelling and grammatical mistakes. In addition, punctuation mistakes and errors in sentence separation are quite glaring.

Essay 4

Last Sunday, my friend and I went to the nearby shop to buy some cakes to ate. While we were in the shop, a fire broke out. A house took fire outside. There were a man and a child. All the people were very scared and they decided to called the fireman. After some minutes, they arrived. They immediately saved the man and the child. After they put fire in the house. The man thanked the fireman. He said that he left the stove open. They told him that this was very dangerous. The man promised that he will never do it again. At the end, we returned home by bus.

111 words

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 some grammatical mistakes are quite glaring. In addition, mostly simple sentences are predominant throughout the essay.

Essay 5

It was a Monday morning during easter holidays. My friend and I decided to go to the nearby shop to buy some new clothes. After few minutes, we arrived at our destination. We were choosing clothes when we saw a kid playing with matches. All of a sudden, a dress caught fire by the matches. The fire became bigger and bigger. All the people who were inside the shop got out immediately. The owner was trying to put out the fire but in vain. Losing no time, I called the fire station. Luckily, they arrived within minutes. They quickly put out the fire. The owner gave me a free t-shirt as I called the fire station. I felt like a hero that day. "Helping people never goes to waste."

129 words

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, some of the grammatical mistakes cannot be overlooked. With fewer mistakes and consistent use of complex sentences, this essay could have scored better marks.

Essay 6

Last Sunday, I had an awful and frightful adventure. I had been sent on errand so I went to the nearby shop. I was about to pay when suddenly I smelled something strange.

A man who had been smoking a cigarette accidentally threw the cigarette near alcoholic drinks. As the cigarette was still lit, a fire broke out. The fire burnt almost everything on its way. People who were inside ran here and there in order to save themselves while the shopkeeper shouted at the top of his lungs to tell everyone in the shop to exit by the nearest door. I used my phone to alert the firemen.

While waiting for them, I helped the ones who were inside to get out. When the firemen came, they immediately extinguished the fire. Fortunately, they reached on time!

However, the shop was not in a good state as the fire had burnt almost everything there. Luckily, many people helped the owner to rebuild the shop.

164 words

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: *“awful and frightful adventure, shouted at the top of his lungs, to exit by the nearest door”* 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.