



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2024
GRADE 9
Kreol Morisien**

Subject code: N670

EXAMINERS' REPORT

April 2025

Contents

Key Messages.....	3
The Assessment	4
Performance	4
Specific Comments.....	5
Questions 1 to 3.....	5
Question 1.....	5
Question 2.....	7
Question 3.....	7
Question 4.....	7
Question 5.....	8
Question 6.....	10
Question 7.....	13
Question 8.....	14
Question 9.....	15
Note to Educators:.....	23

Key Messages

- Similar to past years, a satisfactory number of candidates have attained the required level in basic vocabulary, grammar, reading, and writing.
- Candidates are advised to use a variety of writing styles and sentence structures.
- Considering that the tone and vocabulary of Kreol Morisien vary depending on the context, candidates should be careful when expressing themselves in written form.
- Candidates continue to struggle with the following in Grammar:
 - duplication of the consonants (* de “n” pou *enn*)
(* enn sel “s” dan *res*)
 - Awareness of declarative sentences.
 - Usage of the appropriate preposition.
 - Transformation of declarative sentences into the interrogative.
 - Usage of the appropriate pronoun when replacing a nominal group.
- In Reading Comprehension,
 - Candidates struggled to identify the appropriate word equivalents.
 - The responses were either irrelevant or too brief
 - Indiscriminate lifting from the text remains an issue.
- In writing,
 - Candidates should be more mindful of their writing; they have a tendency to write as they speak. As a result, punctuation marks are not used effectively.
 - In many instances, the language remains simple, with a limited vocabulary. It is expected that candidates use sophisticated vocabulary to write narratives.
 - Candidates should vary their sentence structures and they should be encouraged to use adjectives and adverbs to enrich their writing.
 - Candidates must learn how to write original and creative stories and to maintain consistency throughout their work. Story twists and climaxes will render their stories more captivating.

- To create an inviting atmosphere and engage the reader in their descriptive writing, candidates should go into greater detail about what they see, hear, and feel. They should avoid simply making a list and they should not narrate.
- The arguments provided must be relevant and logically organised. The flow of idea should be coherent.

The Assessment

The National Certificate of Education (NCE) Assessment comes at the end of the Nine-Year-Continuous-Basic-Education. The NCE assessment is based on the National Curriculum Framework Grades 7, 8 and 9 (*MIE, 2017*) and the Teaching and Learning Syllabus Grades 7, 8 and 9 (*MIE, 2020*).

In Kreol Morisien (KM), the focus of the learning is on **six** main areas:

- Interact with confidence and relevance in a wide range of situation and for a variety of purposes.
- Demonstrate mastery of KM in terms of clarity, accuracy and creativity and use it to enhance proficiency in other taught languages.
- Demonstrate understanding of the overall linguistic structure of KM, thereby gaining some insight into how languages work.
- Respond confidently and effectively to an array of situations that require various modes of communication in KM, or in a bi/tri/tetra-lingual mode, including KM or other creoles.
- Use knowledge and appreciation of texts in other languages to enhance the understanding of works in KM and vice-versa.

Performance

The NCE 2024 Kreol Morisien paper consisted of nine questions that assessed different competencies acquired by students throughout their learning of this subject over nine consecutive years. The performance in Kreol Morisien was satisfactory. The vast majority of candidates were able to cope with questions that assessed spelling, grammar, and sentence

structure. However, some challenges were felt in comprehension as well as in questions 6 (email writing), 7(translation), and 9(extended writing).

As regard the reading comprehension questions, it was observed that many candidates have the ability to answer explicit questions. However, they fared less well in questions that assessed implicit understanding and required them to demonstrate a deeper understanding of the content. Many found it difficult to express themselves with clarity and preferred to copy long sentences from the text. When indiscriminately lifting from the text, candidates take the risk of lifting excessive information. Consequently, they are not able to show proper understanding of the text.

In terms of writing, it was found that candidates are more at ease with narrative writing. They face difficulty to produce argumentative and descriptive essays. Overall, the candidates' performance in the writing tasks was adequate.

The following highlights the performance of candidates in specific questions in the KM NCE question paper 2024.

Specific Comments

Questions 1 to 3

Questions 1, 2, and 3 predominantly assess grammar, vocabulary, and spelling. These skills are required to achieve an acceptable level of competency in Kreol Morisien (KM) and are therefore expected to be mastered by the majority of candidates.

Question 1

Question 1 and 2 assess knowledge of basic KM grammar, spelling and punctuation. Multiple choice items, matching, fill-in-the blanks, ticking the right option and open-ended items are set to elicit the required information from candidates.

Item 1 This item tested the use of the conjunction '*kouma*' and was one of the items correctly answered by most candidates.

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

- Item 3** This item tested the use of the right pronoun representing ‘mo ser’. Candidates should have chosen ‘*li*’.
- Item 4** This item tested the use of the indefinite pronoun ‘*sak*’.
- Item 5** This item tested the use of the pronoun ‘*noumem*’. Candidates were expected to use the proper pronoun, knowing that there was the use of the pronoun ‘*nou*’ in the sentence.
- Item 6** The correct answer was ‘*Jason pe atas so lase*’ but some candidates opted for the answer ‘*Jason pe atass so lase*’. As stated above, some struggle with writing the sound *s*. In the case of the word *atas*, no duplication of *s* is required.
- Item 9** For this item, candidates were expected to recognise the different types of sentences and choose the declarative sentence. The majority chose the imperative sentence instead.
- Item 10** Candidates were asked to write the correct preposition to complete a sentence. This item was wrongly done by a few but some also gave other possible answers which were accepted when correct.
- Item 11** This item was challenging for many candidates. It tested their ability to link two simple sentences by using ‘*ki*’. Even though it is a basic skill, a significant number of candidates were not able to answer this question correctly.
- Item 12** The aim was to rewrite a given sentence without any errors, whether grammatical or in spelling. The word to be rectified was ‘*sak*’, which was spelled ‘*sac*’ in the given sentence. Even though a large percentage provided the correct answer, many made additional errors such as forgetting the full stop or changing the verb tense.
- Item 13** This item tested the ability of candidates to re-write a sentence by including the adverb ‘*bien*’ and was one of the items correctly answered by most candidates.
- Item 14** This item asked to transform a declarative sentence into an interrogative sentence. A large number of candidates gave the correct answer: ‘*Eski mo koup pom-la an kat?*’

Item 15 This item tested the ability of candidates to re-write a sentence by correcting the wrongly written word “*pavyon*”. A few had some difficulties but the majority answered correctly except some who did not complete the sentence with a full stop.

Question 2

Most of the candidates were able to respond to question 2, which tested vocabulary skills. Candidates had to provide the answer to multiple choice questions to identify which word would fit into the sentences to give them meaning. Most candidates had no trouble addressing each component in this question.

Among the best-done items:

Item 1 Bann *mason* pe fer maximum pou terminn konstriksion mo lakaz avan lane.

Item 5 Lapolis finn aret enn voler. Aster li divan *lazistis*.

Item 3 Mo ofer zot mo servis *gratwitman*. Zot pena nanye pou peye.

Question 3

Question 3 evaluates candidates' grammar and spelling skills by fixing errors in a short paragraph. Candidates had to correct spelling errors and determine the appropriate verb tenses. A high percentage of candidates were able to answer this question.

One of the words that was frequently misspelled was the verb “*observe*” which needed to be corrected in its short form ‘*observ*’ or ‘*obzerv*’ as both spelling is acceptable.

Candidates did not simply use the short form, but they changed the verb tense and this was a mistake.

Question 4

Question 4 assesses functional reading. Candidates were requested to read a poster and extract the relevant information. Answers are expected to be clear and concise and there should not be any additional information that might hinder understanding.

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

Item 4 *Kisann-la gagn drwa partisip dan sa evennman-la?*

The right answer was "*tou dimounn apartir laz 12 an*", although some candidates gave the right answer, most of them only answered "*tou dimounn.*" The answer was rejected because the poster clearly stated that participants should be at least 12 years old.

Item 5 *Ki kote lekours-la pou koumanse?*

The right answer was, "*lor laplaz Blue Bay*". Some candidates who added "*9h*" in their answer were not allotted any mark this addition is considered as "excess information". Candidates should first understand what is requested and avoid providing surplus of information.

Item 9 *Apar fre anrezistremman, par ki lot mwayin asosiasion-la pou kapav rekolte larzan?*

Here candidates were expected to be more specific in their answers. The correct answer was "par bann sponsor" but many candidates again went for full lifting of the information given on the poster. They have written "plis ena partisipan, plis bann sponsor pou ed nou lasosiasion finansierman." Even though they were able to locate the answer, they were required to be more precise and extract only the part relevant to the question.

It appears that, out of ten, some candidates made a number of errors because they provided excessive information or were not specific enough in their responses. Nonetheless, several candidates managed to achieve 9 out of 10.

Question 5

Question 5A

The closed Cloze text is designed to allow students to show reading with understanding. Candidates choose 5 words out of six that are given.

Correct answers :

Item 1 *Bann spektater ti **ankoler** parski konser ti pe tarde pou koumanse..*

- Item 2** *Lorla, personn pa ti pe donn zot okenn **explikasion**.*
- Item 3** *Pou **exprim** zot inpasians,*
- Item 4** *bann spektater finn koumans kriye nom santer-la **deplizanpli** for.*
- Item 5** *Me **malerezman** pou zot, lasenn ti res vid.*

Candidates did not have much difficulty in finding the correct answers. As a result, a considerable number of candidates scored the highest possible marks for this question.

Question 5B

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

- Item 1** *Se lerla ki bann lalimier lor lasenn **alime** ek lamizik koumans zwe.*

The majority of candidates scored well on this item because the answer appeared straightforward and clear.

- Item 2** *Zot dir "**anfin**" konser-la koumanse!"*

Item 2 scored well for the majority of candidates due to a wide range of acceptable answers. The following answers were given: "aster", "ala", "omwin".

- Item 3** *Me alala, enn timama apre, lamizik bese ek enn **lavwa** anonse.*

For this item also, a wide range of acceptable answers were considered. Mainly : *dimounn, misie/madam, kikenn ...*

- Item 4** *"Madam, Misie, nou bien **sagrin** pou anons zot ki zot santer prefere finn gagn enn problem"*

- Item 5** *Pa reisi tann lafin fraz-la, **telman** dimounn pe proteste.*

This item posed some challenge to the majority.

In general, many candidates found the appropriate words, but struggled with the spelling.

Question 6

Functional Writing

Candidates were required to write a short piece of writing- an informal letter.

The criteria to assess this type of writing are:

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

The question was:

To gran frer finn fek al travay dan enn lot pei. Ekrir li enn email, ant 50 ek 75 mo, pou demann li:

- *Kouma so vwayaz finn pase*
- *Kouma landrwa kot li reste ete*
- *Kouma klima ete dan so nouvo pei*
- *Kouma so nouvo travay pe pase*

The email needed to include the four main points given in the instructions.

First, the email had to start with a greeting, such as "*Bonzour mo frer*".

This followed by a short opening line showing care or curiosity, like "*Mo ti anvî ekrir twa pou kone kouma....*"

In the main body of the email, candidates were expected to write about the four prompts.

The email also had to include a closing line, such as "*Mo espere to reponn mwa biento.*" It had to end with a friendly sign-off, like "*To ti frer/To ti ser*".

Candidates were expected to write in Kreol Morisien, using a friendly and respectful language appropriate for a family member. The questions had to be well-structured. The whole text needed to stay within the 50 to 75 word limit.

Most candidates demonstrated a clear understanding of the task requirements. They were generally able to identify and include the four key content areas as instructed: the journey, the living environment, the climate, and the new job. However, the overall development of ideas was limited. Responses tended to follow a list-like structure, with minimal elaboration or cohesion between the questions. As a result, the emails lacked fluidity and personal expression, which are essential features of this genre. This suggests a need for further emphasis on text organisation, use of linking devices, and expanding ideas within a defined word limit.

Below are some examples of candidates' responses:

Sample 1

Zordi vandredi ek zordi se dernie zour mo frer pou moris asoir witer so vol noun
nal kit li ek ki mo frer pe al pei langleter pe al travay apre so douzer-tan vol linn
bien arive ek li pe travay enn bon plass ki trouv dan londre li dir nou laba lavi li
enn lot ki mori sek laba li extra gran ziska kav perdi tou plis laba fer mwins ki de
degre mo fier ki mo frer inn gagn enn bon travay langleter.

Note: The candidate's response demonstrates an attempt to write about the brother's departure and experiences abroad. However, the response is not appropriate for the assigned task, which specifically required an email addressed to the brother. Instead of adopting the correct email format and asking the required questions, the candidate provided a narrative account directed at the reader rather than the brother. As a result, the response is largely irrelevant and does not meet the task's communicative purpose. Furthermore, the lack of punctuation and sentence separation significantly impacts clarity. This response would fall into a lower band, primarily due to lack of relevance and task misinterpretation.

Sample 2

Bonzour mo frer,

Sinon to vol Kouma in pase mo ti anvì kone sipa tonn bien manze. Kan tonn desan. Sinon mo tann dir fer mari so kot to ete-la. Ek kot to pe reste la mari bon zafer ena laba. Ek pe fer mari so la bizin pran bann zafer pou al naze. ek kot to rest la banla kontan zwe fizi delo. ek to nouvo travay kouma ete. Tonn fer kannarde boukou ou tonn bezz tousel kouma touzour enfin tou pase pour toi seyer tpo.

Note: This candidate encountered significant challenges in completing the task. The response contains numerous spelling and punctuation errors, which hinder overall clarity. While it is evident that the candidate understood the general nature of the task—namely, that an email was required—the response is largely irrelevant to the specific content and purpose outlined in the prompt. As a result, almost no key points were appropriately addressed or developed. Given the lack of relevance and the limited demonstration of task fulfilment, this response falls within Band 3, receiving the minimum marks allocated for this level.

Sample 3

***@gmail.com

13 Oktob

2024

Ser Leon,

Mo pe ekrire twa pou pran to nouvel, mo espere to vwayaz inn bien pase, eski landrwa kot to pe reste zoli e ena bann zoli peizaz? Mo ti pe anvì kone si klima laba korek, mo espere to pa gagn tro fre. Tou fami pe anvì kone osi si to nouvo travay inn byin pase e ki to pe pas enn bon moman kot to ete. Mo pe atann to let avek inpasians.

To ser *****

Note: The candidate has effectively addressed the task by providing a concise yet comprehensive response. All essential elements have been clearly articulated, ensuring precision while maintaining a thorough understanding of the subject matter. This approach demonstrates both clarity and depth, fulfilling the expectations of the task with brevity and accuracy. Despite the presence of some minor errors, the response reflects sound writing skills

and a clear grasp of the assignment requirements. The overall flow of the writing is coherent, with appropriate use of verb tenses and a logical progression of ideas. Based on the quality and relevance of the response, the writing is classified in Band 2.

Recommendation

It is recommended that educators place greater emphasis on **short-form writing tasks**, such as letters and postcards, during classroom practice. This will help students gain confidence and competence in addressing these formats during assessments.

Question 7

Question 7A

Question 7A assesses students' ability to translate simple sentences from English into KM through MCQs.

Most of the candidates have been able to make the correct translation by circling the correct option.

Question 7B

This question assesses students' ability to translate a short paragraph from English to KM.

Here is the original text in English:

I was very happy when the Rector chose me to raise the flag for the Independence Day. But at the same time, I was a bit stressed, as something unexpected could happen. Fortunately, everything went well and it was a memorable experience.

Examples from samples:

Sample 1:

Mo bein kontan kan Rector la inn chose mwa pou rais sa flag-la pou sa independence day-la. Be sa ler la men, mo ti bien stressed, mo

Note: In Sample 1, the candidate has been penalised for frequent spelling errors as well as for an inadequate translation of the text. It is evident that the candidate translated only the words they could recognise, resulting in numerous misinterpretations and inaccuracies. The candidate did not demonstrate mastery of the standard orthography of Mauritian Creole. It is important to highlight that spelling is one of the key criteria in the assessment of the translation exercise. The translation lacks coherence and suggests a limited understanding of both the source and target languages. These weaknesses significantly affect the overall quality of the work.

Sample 2

*Mo ti extra kontan kan rekter ti swazir mwa pou lev pavion pou Lindepandans.
Me an mem tan mo ti enn tipe strese, akoz enn zafer pa atann kapav arrive.
Erezman tou ti pas bien ek sa ti enn lexperyans memorab.*

Note: In sample 2, the candidate demonstrated a strong performance in the translation task, with minimal linguistic inaccuracies.

Question 8 (Reading Comprehension)

Question 8 requires students to read a passage and fully comprehend it. Candidates are expected to answer explicit, implicit/inference and vocabulary questions.

The comprehension text was about a young inventor who contributes to the development of his country by recycling plastic bottles and transforming them into lights powered by solar energy. The text is an uplifting story that teaches students that huge things may be accomplished with tiny steps. The text's use of implicit and explicit writing makes it accessible to many candidates.

A significant number of candidates answered explicit questions accurately. When it came to locating implicit information, certain candidates identified the answer but did not know how to make a wise selection of information thus resulting in the excessive extraction of information from the text. Some candidates struggled with vocabulary which show that they are not able to use the information given in the text to guess the meaning of an unknown word.

One difficulty with this question was that candidates lifted randomly from the provided text rather than formulate their answer in a relevant way. Educators should be aware that answers that extract full statements and contain superfluous information will not be positively marked.

Question 9

(Extended Writing)

This question assesses the ability of students to produce a longer piece of writing on a given topic. Candidates could opt for either a descriptive, a narrative or an argumentative writing.

The criteria to assess this type of writing are:

- Grammar/Spelling/Punctuation accuracy
- Wide and precise vocabulary
- Organisation and coherence
- Varied sentence structures
- Complexity and sophistication
- Creativity

Regarding the descriptive writing, a high percentage of candidates who attempted it, had a tendency to narrate rather than to describe. The essay lacked several key grammatical elements expected in a descriptive writing, such as the use of adjectives, adverbs, and other descriptive devices. This indicates a need for further emphasis on the distinction between descriptive and narrative text types. Nevertheless, it is important to acknowledge that the essay reflects a marked improvement in effort and engagement, likely due to the motivational appeal of the given title, which appeared to resonate more strongly with the candidates.

The second writing is an argumentative one which aimed at knowing the opinion of the candidates on school regulations: *Bizin pran lopinion zelev an konsiderasion kan pe fer bann regleman dan kolez.* Although interesting and contextual, this second essay did not generate much interest. This may suggest that candidates were not adequately prepared to tackle an argumentative essay. Among those who did attempt this option, limitations in argumentation were observed, along with difficulties in addressing the topic effectively. Furthermore, the structural conventions of argumentative writing were not well understood. Candidates often struggled to develop each idea within a distinct paragraph and to organise their essays

coherently. Greater emphasis should therefore be placed on the argumentative writing genre, particularly on its structure, to ensure that future cohorts are equipped with the necessary skills and strategies to approach such task with confidence.

The last essay was about narrating a story integrating a given sentence '*Mo ti kone li dan erer, me malgre tou, mo finn oblize obeir li...*'. This was the most commonly attempted question, with a significant number of candidates choosing this writing task. It is worth emphasising that many candidates appeared inspired by the title, which enabled them to express themselves more freely. Consequently, these candidates were able to produce more coherent and imaginative texts. Their use of appropriate and relevant vocabulary contributed to the overall quality of their writing.

Conversely, candidates who are typically more comfortable with narrative writing but were unfamiliar with the requirement to base their text on a specific sentence encountered certain challenges. Their limited use of vocabulary and restricted sentence structures hindered their ability to develop their ideas effectively. As a result, some digressed from the central theme as their writing progressed.

While essay writing continues to pose challenges for many, a considerable number of candidates demonstrated a satisfactory command of language, employing precise vocabulary and maintaining good sentence structure, with minimal grammatical and spelling errors. This indicates a sound grasp of writing conventions among several candidates. However, aspects such as originality, creativity, and sophistication were frequently lacking.

To help candidates attain above-average marks in extended writing tasks, educators should focus on developing the following key skills:

- Reading the question carefully and understanding what the focus of the essay is on
- Using original ideas in essay writing
- Generating elaborate sentence structures and avoiding repetitive ideas
- Developing the ability to express themselves in a clear, coherent and logical manner
- Employing suitable vocabulary in relation with the focus of the essay
- Producing a strong piece of writing that will sustain readers' interest throughout.

Sample 1

Zordi nou pou koz lor mo meyer kamad! Mo finn kon li depi lanfans, nou kamarad depi primer e depi zordi. Li appel *****, li enn tifi bien long, ena bien zoli ceve ki noir e bien long si. Ek li ena enn mari zoli lizie ki kouler hazel parla. Li al lekol q**** SSS avek moi.dan mem klas si. A lekol liem li sorti premie dan klas, li enn zenfan bien disipline e respektab.

***** enn mari bon dimounn li zame li fer fosa r mwasi ni mwa ! li kontan ed bann dimounn dan besoin kouma so granmere, bann dimounn ki pena manze, bwar tousa. Li bien poli, genereu ek gentil.

Se pou sa ki li mo meryer kamarad depi lanfans ! Mo kontan mo kamarad bokoup e mo pou touzour-la pou li.

Note: The text contains numerous errors in grammar, spelling, punctuation, and syntax, which at times obscure the intended meaning. It is evident that the candidate does not yet demonstrate mastery of the language, as the overall quality of the Kreol Morisien used is poor. The candidate did not adhere to the required word limit, and the text contains very few descriptive elements. The use of vocabulary is limited, with simple and repetitive words dominating the piece. These shortcomings impact the overall quality and effectiveness of the writing. Given these limitations, this piece of writing is placed within Band 5.

Sample 2

Nou tou dan nou lavi bizin ena enn dimounn ki kontan nou ek konpran nou plis ki noumem, li kapav enn dimounn dan nou prop fami ou enn dimounn andeor nou fami ek sa dimounn-la vinn nou meyer kamarad. Mwasi mo ena enn meyer kamarad ek li appel ****.

Depi tipti mo konn li. ****, li enn tifi bien long li anviron 1m70 ek li bien meg, li kapav manz boukou me li res meg. Li ena enn gro lazou avek li, so lizie inpe kouma bann sinoua, koumadir toultan li dan somey. So nene inpe long ek so seve boukle ek long koumadir repons. Li ena enn ti lame ek lipie ar li kouma enn ti baba.

**** enn tifi bien zanti me si to koz ar li kan li dan koler li pa kontan. Li respekte seki pli gran mem seki pli tipti ki li. Li kontan ed lezot ek so pli gran kalite se kan li zwe lagitar, tou dimounn leve danse, sante ek amize. Li ena enn zoli lavwa ek li bien pasione par lamizik.

**** ti anvi vinn enn santer kan li vinn pli gran me li finn koumans ekrir so sante, sante-la appel « I smile everyday for you angel » linn pou tir sa sante la pou so mama ki finn desede kan li ti ena zis sis an.

Mo bien kontan so manier kouma li viv so lavi. Parfwa li gagn detrwa difikilte me li kontinn so lavi avek enn sourir.

Note: This piece of work is relevant and manages to capture the reader's interest. There is noticeable variation in sentence structures, and the vocabulary used is generally accurate and well-chosen. Occasional errors are present but do not hinder comprehension. The candidate demonstrates a good command of descriptive language, including the use of metaphors. Given these strengths, this work merits placement in Band 1.

Sample 3

Regleman li enn zafer ki zot tou bizin swiv me ena zelev ki pa dakor avek sertin regleman.

Ena bann zelev ki dir kan rant 30 minit an retar pa enn ofens me bann profeser pa dakor ar zot.

Bann zelev pe dir pa gagn drwa gard okenn zelev apre ki lekol inn large. Inpe profeser inn aksepte me ena kip e dir non.

Sertin zelev pe donn lot lopinion me person dakor ar sa bann-la.

Ena sertin zelev kip a dakor ki nek zot ki bizin swiv bann regleman. Bann profeser si bizin swiv zot ou si.

Sa bann regleman la pou zot tou pou swiv dan kolez.

Note: The candidate did not fully grasp the requirements of the question. Only a few relevant points are identifiable, and the response is largely composed of simple sentences. The candidate did not respect the word limit and lacked understanding of the structure and conventions of argumentative writing. Additionally, grammar and spelling are inconsistent, further indicating a limited command of the language. Based on these observations, this piece of work is appropriately placed in Band 4.

Sample 4

Souvan, ena boukou manifestasion zelev. Laplipar pa dakor ar fonksionman kolez ek zot reklam zot partisipasion kan fer nouvo regleman.

KOlez enn plas kot bann zelev ale pou zot aprann ek grandi. Zot sipoze santi zot konfortab ek an sekirite laba. Me malerezman, zot panse ki sa bann lalwa-la inn fer pou zot detriman. E se lor-la ki zot dirk i bizin exprim zot lopinion ek konsider zot bann sanzman pou lekol. Zelev dimann sanzman me zot pa gagne. Si nou get li dan enn lot fason, li ena so bon kote. LI anpes zelev gagn pie ek met enn bar ki zot pa kav depase. Ousi, li pa les gagn tro pouvwar ek vinn inkontrolab aköz lopinion konte.

Me, kan nou sipres zelev so lopinion nou anpes li exprim limem ek 'voice out' ek souvan li santi ki lekol inn vinn enn plas fad ki ena tro boukou kontrol kouma prizon.

Lopinion zelev dan regleman kolez ena so bon kote kouma so move. So lavantaz se ki li develop fason zelev exprim limem me li donn li tro pouvwar ek kapav rann zot inkontrololab. Li anpes bon deroulman lekol ek laprantisaz olistik bann zelev-la ousi li diminie kontrol ki minister ek lezot institision ena lor zot.

Note: This sample generally maintains the reader's interest, presenting a strong and accurate piece of writing. The vocabulary is generally precise, and there is some variation in sentence structures. However, the writing lacks a degree of complexity and sophistication, and occasional slips are present. These factors limit the overall effectiveness of the piece. As such, this work is best placed in Band 2.

Sample 5

Enn zour mo ti ti pe al lamer ek mo bann kamarad. Nu extra kontan parski ti premier fois ki nou ti al lamer ansam.

Nou ti loue enn mini van pou al kit nou ek retourn nou kot nou ek retourn nou kot nou. Van la ti ble so zan ti bien zoli. Nou finn monte dan van midi ek nunn ariv lamer 12.30 misie la ti roul mari vit. Pendan nou traze nou ti pe ekout sante ek mo bann kamarad ti pe sant extra for. Mo ti mari kontan lanbians la. Kan nou ariv laplaz nou desan dan van ek mo kamarad finn pren bafol ek li. Nunn met sante for ek nounn al naze.

Enn kamarad inn desid pou fer sanblan li pe nwaye pou ki coastguard vinn tir-li. Linn dir kriye for mo ti kone li dan erer, me malgre tou, mo finn oblize obeir li pou ki li paret realit. Linn koumans fer so simulation ki ti mari realis de plis li ti pe vinn pli realis. Apre enn moman nunn trouv bato coast guard pe vin ikan mwa ek mo bann kamarad inn vire pou get mo kamarad nou realiz ek vrem li ti pe nwaye.

Mo naze pou al tir li heresman ki monn resi tir li. Cost guard la inn donn li bann soin necesair. Linn dir nou ki so lipie finn tas dan enn ross ek vren kan nunn get nou trouv disan.

Note: The text contains numerous errors in grammar, spelling, punctuation, and syntax, which affect the clarity and coherence of the writing. The candidate does not yet demonstrate mastery of the language, as reflected in the generally poor quality of Kreol Morisien used. The vocabulary is limited, with frequent use of simple and repetitive words. The narrative tends to unfold as a series of events with little to no impact or depth. These shortcomings significantly reduce the overall effectiveness of the writing. In light of these observations, this piece is placed within Band 4.

Sample 6

Semenn dernie mo frer ek mwa nou ti pe asize trankil pe get enn fim. Ti lavey lexame NCE. Apre enn ti mama li lev enn kout brit ek li dir ki linn gagn enn lide. So lide ti ki li pou gore dan lexame SMS parski li tro difisil. Mo dir li ki sa pa enn bon lide parski li kanmem lexame NCE. Li fini tou prepar so bann zafer pou li gore. Li finn kol bann bout dan so kasket ek li finn ousi kol bann ti bout papie anba so semel. Kouma mo frer ti deza enn vakabon, li dir koumsa li li pa per nanie ariv li. Li dir mwa koumsa si mo pa ed li, li pou so bann kamarad vinn bat mwa dan lekol. Mo finn per donk mo ti oblize ed li. 'Mo ti kone li dan erer, me malgre tou, mo finn oblize obeir li' Landemin kouma nou kouman konpoze, li ousi li kouman gore. Apre trant minit enn profeser ki ti pe mars-marse. Me mo frer pann remark li parski li ti pe konsantre ar gore. Letan profeser-la inn trouv , linn al gete ki mo frer pe louke. Letan profeser-la li trouve ki bann papie-la an rapor avek size ki li pe konpoze. Profeser-la direkteman amenn li dan biro rektris. Enn ti mama apre bann-la appel mwa si dan biro rektris. Kan bann in poz kestion kifer monn ed mo frer mo dir bannla linn obliz mwa sinon li pou fer so bann kamarad ek li bat mwa. Apre sink minit kan li fini koz ar manager, rektris vinn dir mwa ki li pou donn mwa enn dernie sans me mo frer pa pou kapav konpoz ankore. Lerla monn retourn dan lasal lexame ek monn rekoumans konpoze normalman.

Note: This sample generally maintains the reader's interest and reflects an accurate piece of writing. The vocabulary is mostly precise, and there is some variation in sentence structures, which contributes to the overall fluency of the text. However, the writing lacks complexity and sophistication, and occasional language slips are evident. These factors limit the full effectiveness of the piece. Therefore, this work is appropriately placed in Band 2.

Note to Educators:

Educators are strongly encouraged to promote intensive reading within the classroom, as it plays a crucial role in helping students organise their ideas effectively and maintain consistency in their writing. Regular reading practice also supports writing development, particularly in enhancing grammatical accuracy, spelling, and punctuation. It is therefore advisable to remind students of the importance of reviewing and editing their work upon completion to minimise language-related errors.

The quality of language is important. Exposure to rich and varied vocabulary enables students to strengthen their linguistic repertoire and apply it more confidently in their own writing.

Essay writing forms an essential component of language learning. It extends beyond the production of lengthy texts to include shorter compositions and begins with the ability to construct well-formed sentences. To nurture creativity and expression, students should be encouraged to share their ideas with peers during classroom discussions and, when possible, present their writing collaboratively in groups. Educators also have a role in guiding students on how to engage their readers effectively from the outset of their writing.

While grammar, punctuation, and spelling are introduced at the primary level, it is vital that these elements continue to be prioritised in secondary education, beginning from Grade 7. Educators are encouraged to supplement textbook materials with texts sourced from outside the prescribed syllabus. This approach offers learners greater exposure to diverse linguistic structures and stylistic frameworks while adhering to the official orthographic norms of Kreol Morisien.

Through these pedagogical strategies, educators can better equip students with the tools necessary to improve both the technical and creative aspects of their writing, thereby fostering more competent and confident writers.