



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

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

**NCE 2025**

**GRADE 9**

**KREOL MORISIEN**

Subject code: N670

***EXAMINERS' REPORT***

April 2026

## Key Messages

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- A satisfactory number of candidates attained the required level in basic vocabulary, basic grammar, basic reading, and basic writing.
- In extended writing, candidates are advised to use a variety of sentence structures.
- Candidates continue to struggle with the following in Grammar and Spelling:
  - duplication of the consonants (\* de “n” pou *donn*)  
(\* “s” dan plas “t” dan *informaşion*)
  - Identifying sentence types, in particular imperative sentences.
  - Identifying parts of speech (subjects, adjectives, adverbs etc.)
  - Linking two sentences with a given conjunction.
  - Using appropriate pronouns to replace a nominal group.
- In Reading Comprehension,
  - candidates struggled with less familiar vocabulary
  - inferential questions continue to be challenging to many
  - some candidates struggled to give answers with the necessary accuracy
  - Indiscriminate lifting continues to be a problem for weaker candidates
- In Writing,
  - candidates must be more careful in their writing and adjust their tone and register based on the requirements of the question.
  - for weaker candidates, the language is often rudimentary, with a limited vocabulary.
  - stronger candidates demonstrated the ability to use a variety of sentence structures.
  - narrative writing requires complex vocabulary. To captivate readers, the use of narrative techniques such as plot twists, characterisation and creation of a setting and atmosphere is encouraged.
  - In descriptive writing, to engage readers, candidates should include detailed descriptions of what they see, hear, and feel. This technique requires them to use all of their senses. They must differentiate between descriptions and narrations.
  - Arguments must be relevant and logically structured. Argumentative writing necessitates not only accurate word choice, but also good syntax and critical reasoning.

## General Comments

The National Certificate of Education (NCE) Assessment comes at the end of the Nine-Year-Continuous-Basic-Education and is the second important national assessment that candidates take after the Primary School Achievement Certificate (PSAC). As with the PSAC assessment, the NCE assessment is based on the National Curriculum Framework Grades 7, 8 and 9 (*MIE, 2017*) and the Teaching and Learning Syllabus Grades 7, 8 and 9 (*MIE, 2020*).

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

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

[Source: National Curriculum Framework, Grades 7-9]

## Paper Description

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The NCE 2025 Kreol Morisien paper contained nine questions that assessed all of the competencies acquired by the students throughout their learning of this subject over nine consecutive years. The performance in Kreol Morisien was satisfactory on the whole. The vast majority of candidates were able to read and understand the instructions for questions that assessed spelling, grammar, and sentence structure. This is positive since it demonstrates that students have acquired the necessary skills of using the language in its written form. However, considerable challenges were identified in reading comprehension as well as in Questions 6, 7, and 9, which evaluated functional writing, translation, and extended writing.

For the reading comprehension question, many candidates have the ability to answer questions requiring literal understanding. However, questions that assess implicit understanding and which require candidates to demonstrate a deeper understanding of the content proved to be more challenging. There is also generally an excessive indiscriminate lifting of information in the work of weaker candidates.

In terms of writing, candidates are better acquainted with narrative writing. They have shown less ability in producing other sorts of writing, such as argumentation and description. While a majority mastered spelling, sentence structure and vocabulary are still quite straightforward. Overall, candidates' writing performance was adequate.

This report highlights the difficulties faced by the students of Grade 9 in this national assessment of Kreol Morisien but is not only meant for Kreol Morisien Educators in Secondary Schools as it can also be beneficial to all Educators teaching KM at different levels.

## SPECIFIC COMMENTS

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### 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 acquired by the majority of candidates.

### Questions 1

Question 1 assess knowledge of basic KM grammar, spelling and punctuation. Multiple choice items, 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 preposition '*dan*' and was one of the items correctly answered by most candidates.
- Item 2** This item tested the use of the pronoun '*li*' which represented "mo papa" and was one of the items correctly answered by most candidates.
- Item 3** This item tested the use of the right verb tense. Candidates should have chosen '*ti pe*' and most of them did right.
- Item 4** This item tested the use of '*parski*' and was correctly done by the great majority of candidates.
- Item 5** This item tested the use of the conjunction '*me*'. Candidates were expected to use the proper conjunction to complete the sentence and this posed little difficulty to most candidates.
- Item 6 - 8** These items tested the ability of students to choose the sentence without any spelling, grammar or punctuation mistakes. These items were correctly answered by most of the candidates but there was still a percentage of them who have shown signs of weakness in identifying spelling mistakes.
- Item 6** This item tested knowledge of the past tense. The correct answer was '*nou ti al lamer yer*' and most of the candidates opted for the right answer, showing that they master the use of the past tense.

- Item 7** Item 7 tested knowledge of the spelling of 'an' and the correct use of capital letters for the month 'Mars'. This was generally well done by candidates.
- Item 8** Item 8 tested the correct spelling of 'misie' and 'ban'. This was generally well done by candidates.
- Item 9** Candidates had to transform a sentence into the negative form and this was one of the items which posed difficulty to candidates in Question 1. A noticeable number of candidates gave the interrogative form of the sentence instead of the negative form.
- Item 10** Candidates had to identify and rectify the spelling problems in the sentence. This year, the challenge was that there were two spelling errors 'aster' and 'dilait', and some candidates mistakenly focused on only one error and thus failed to answer the question correctly.
- Item 11** The task was to circle the subject of the sentence, which proved to be challenging to many candidates. It seems that many candidates have difficulty with terms like 'size', and 'obze'.
- Item 12** This question was challenging to candidates.] because they had to circle the proper adjective, but the sentence included both an adjective and an adverb, and some candidates circled the adverb rather than the adjective. "*Mo vwazin enn bien bon dimounn*" was the sentence. Candidate circled *bien* instead of *bon*.
- Item 13** This item tested the ability to identify the imperative statement among all the sentences; however, some candidates chose the declarative sentence over the imperative sentence because both sentences ended with a full stop and many struggled to make the distinction between the two.
- Item 14** This item asked to replace a nominal group by the correct pronoun. In this case, candidates should have used "*zo*" to replace "*twa avek to fam*" and most candidates did so successfully.
- Item 15** This item evaluated the capacity of candidates to rewrite a sentence using "kan". Although there were two acceptable options for this item, several candidates used the conjunction incorrectly.

## Questions 2

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

The following items were the best done.

**Item 1** - Zot finn al aste medsinn dan lafarmasi.

**Item 3** - Sa profeser-la bien pasian avek so bann zelev. Li kalm mem si zot pe fer dezord.

**Item 4** - Rita pe koz dousman pou pa lev bann zanfan ki pe dormi.

## Questions 3

Question 3 evaluates candidates' grammar and spelling skills by correcting errors in a short paragraph.

The difficulty for candidates was not limited to correcting spelling errors, but also determining the form of the verbs: *form long* or *form kourt*. A high percentage of candidates were able to answer this question.

One of the words that was frequently misspelled was the noun "*information*" which needed to be corrected in '*informasion*'.

There was also the verb "*trouve*" which needed to be corrected in its short form "*trouv*". Many candidates did not find it easy to use the short form and decided to totally change the verb tense and this was a mistake.

## Questions 4

Question 4 assessed functional reading by asking candidates to read a poster and extract the relevant information. The purpose was to identify precise and reliable information. The challenge with this question was determining how to gather the necessary information from the poster without providing excess information.

The following items were challenging to candidates:

**Item 3**      *Ki ler kour teat **koumanse**?*

The right answer was "9h", although the verb "koumanse" (starts) was written in bold, the candidates still answered the question incorrectly by saying that the theatre course begins on Saturdays from 9 a.m. to noon. The question specifically stated that only the time the course begins should be mentioned; any additional information was considered excess, and therefore the candidates failed to provide the precise information requested.

**Item 7**      *Ki zour ena klas tango ek salsa?*

This question was worth two points because there were two elements to the answer, and once again, instead of providing a precise answer as to the specific days when such a course was held, some candidates provided unnecessary and thus excessive information, such as the tango course being held on Thursdays from 6pm to 8pm and the salsa courses on Sundays from 3pm to 4pm.

**Item 8**      *Ki ler klas Kpop **fini**?*

Again, due to a lack of focus on the question, candidates provided information that was not needed. The verb "**fini**" is boldly written in this question, as it was in item 3, to ensure that candidates consider this precise point. However, it appears that candidates ignored this detail and responded as suggested on the poster, stating that Kpop classes were offered on Saturdays from 10:00 to 11:00 AM.

It would seem that of these nine items, candidates struggled most with those requiring a specific answer, rather than simply searching for the answer on the poster and copying the entire element. This suggests that during exams, candidates either don't pay attention to elements written in bold for a specific reason, or they simply search for the answer element on the poster without considering that only a part of the answer is relevant. Nonetheless, some candidates managed to get very high marks, which is noteworthy and shows that most candidates have acquired basic reading skills.

## Questions 5

### Question 5A

The closed cloze test is designed to allow students to apply their knowledge of KM vocabulary by selecting the best word from a selection to fill in the given blanks.

#### Correct answers :

- Item 1**      *So kamarad Wardah invit li pou enn **plan** pou al grinp montagn ek so bann kouzin.*
- Item 2**      *Me Sindy ti pe **gagn** traka parski li pa fer boukou spor.*
- Item 3**      *Anplis, zame li ti **al** grinp montagn avan.*
- Item 4**      *Wardah ti bien **zanti** ek li finn konn rasir Sindy.*
- Item 5**      *Li dir li ki li pa bizin trakase ek, si zame arive Sindy pa kapav kontinie, **zot** pou redesann toutswit.*

On the whole, candidates did very well on this question.

### Question 5B

To complete the open cloze test, candidates are required to understand the second part of the text, which follows question 5A, and fill in the blanks with **their own words**. As noted in previous years, the open cloze text continue to be challenging to candidates, as it assesses a range of linguistic skills, including reading, knowledge of grammatical and spelling rules and productive vocabulary.

It is worth reminding candidates that the spelling and grammatical form of the word provided are also assessed in this question.

**Item 1**      *Landemin, Sindy finn prepar so sak avek so **boutey** delo ek bann ti gato.*

The majority of candidates scored well on this item. Other possible answers such as “gourd” or “sopinn” were also acceptable.

**Item 2**      *So mama finn akonpagn li kot montagn Lepous ek laba li finn **zwenn** Wardah avek so bann kouzin.*

This item was challenging to candidates, who had to rely heavily on the given context to make an educated guess. Some candidates wrote “atann” but in this case, that answer is not acceptable because the rest of the text states that Wardah and his cousins were already there and that upon Sindy's arrival, they began their ascent without wasting any time.

**Item 3**      ***Dan** apenn dez ertan, zot ti fini ariv lao.*

Many candidates struggled with this item. They did not take into consideration that there was a full stop at the end of the previous sentence and they tried to continue the sentence with “ek”, which does not work in this case.

**Item 4**      Sindy ti **inpresione** par bote ki ti devan so lizie.

This item was found difficult by many candidates, who struggled to come up with an appropriate adjective for this gap.

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

This was one of the most challenging items in Question 5B, with many candidates unable to come up with an appropriate option for the gap.

## Questions 6

### Functional Writing

This year, the functional writing task aimed at testing the production of a short piece of writing by students through a formal e-mail addressed to their rector.

The criteria to assess this type of writing are:

- Awareness of audience and purpose
- Grammar, spelling and punctuation
- Vocabulary
- Development of points
- Organisation and coherence

The question was:

*To ti pe zwe avek enn boul dan klas ek enn karo vit finn kase. Ekrir enn email to rekter pou explik li kouma sa finn arive ek pou demann exkiz. Servi sa bann pwin-la:*

- *Ki zour ek ki ler sa insidan-la finn pase?*
- *Ki twa ek to bann kamarad ti pe fer?*
- *Kouma vit-la finn kase?*
- *Kouma to santi twa?*

Some sample responses are given below, with examiners' comments.

#### Sample 1

Misie Rekter,

Bonzour, mo pe ekrir ou sa email-la pou demann ou exkiz pou seki finn arive lindi le 14 oktob. Mo bann kamarad ek mwa ti pe badine e zwe avek boul dan klas. Kan mo ti pe avoy boul-la lor mo kamarad, li finn eskive e boul-la finn kas sa karo vit dan klas-la. Mo santi mwa mal parski mo kone li difisil pou gagn enn karo vit. Mo prezant ou mo sinser exkiz e mo espere ou pardon mwa.

Avek mo respe,  
Clover

The above text contains very few spelling errors ('lindi', 'oktob' and 'klas-la'). All points are addressed. Overall, it is a good piece of writing that is well presented in a formal manner. This fits in Band 1.

### **Sample 2**

Misie Rekter,

Mo pe ekrir ou sa let la pou demann ou exkiz mwa pou betiz ki mo finn fer dan klas. Sa ti arive pandan rekreasion, mis ti sorti pou al manze lera mwa ek mo bann kamarad finn koumans zve avek enn boul dan klas. nou ti pe fer pas-pas kan mo kamarad finn pas mwa boul-la monn tap dan boul-la ek linn al traver ek monn santi mwa extra mal. Exkiz mwa.

Avek mo respe,  
Milano

Here, the text contains some spelling and punctuation errors. Given it is a formal email, the word 'betiz' is inappropriate in this context. No mention of 'zour' and 'vit finn kase' is made. This text fits in Band 2.

### **Sample 3**

Misie Rekter,

Bonjour! Zordi le 15 mars.

gramatin mo ti pe al lekol monn zwenn mo bann kamarat lor sime nou in pran sime pou vinn lekol ensam dan la pre midi enn garson dan mo class ti pe zve ek enn ros avek so bann lezot kamarad pardant ki zot pe zve zot in avoy sa lor vit - ek vit la in kraze banla in amenn li dan biro avek Rekter misie Rekter in enkoler garson la in al dan biro pou demann exkiz.

Avek mo respe,

In this text, we can notice there are serious language errors and it hardly addresses the question. It looks more like a narration of the event with no focus on writing an email to report an incident that happened. This would fit in Band 4.

**Sample 4**

Misie Rekter,

Bonjour misie Rekter sa insidan-la in pase lundì 8 hr mwa ek mo bann kamarada ti pe zwe  
boul

Avek mo respe,

The above text is too short and incomplete. It addresses only two points and contains serious language errors. This would fit in Band 4 with minimum mark.

## Questions 7

### Question 7A

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

Most of the candidates were 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.

The original text in English is given below:

*Every Saturday, Mita goes to the market with her parents. They like to buy fruits to make fresh juice on Sunday mornings. Mita also enjoys the atmosphere of the market. The kindness and smiles of all the people there make her very happy.*

A sample of candidate responses is given below, with comments from examiners.

#### Sample 1

Toule Samdi, Mita al bazar avek so bann paran. Zot kontan aste fri pou fer zi fre bann Dimans gramatin. Mita kontan ouxi latmosfer bazar-la. Bann zanties ek sourir bann dimounn laba fer li vinn bien erez.

In **sample 1**, the student has made a good attempt at translating the whole text accurately. There are simple errors like word order ('kontan ouxi' instead of 'ouxi kontan'), a grammatical error ('bann zanties' for 'The kindness'), a spelling error ('zanties') and the addition of an extra word ('vinn') for the last segment. Overall, this translation is awarded four out of five marks.

**Sample 2**

Toule Samedi, Mita ale sipermarse ar so parent. Zot kontan fruri pou fer jus toule dimans gramatin. Mita osi profit sa latmosfer la dan sipermarse. Zot zanti ek souri tou dimounn fer mwa bien kontan.

In **sample 2**, the student has made an abrupt translation by choosing the wrong word for 'market', omitting some words in KM and using wrong spelling recurrently. This work would score minimum mark.

**Sample 3**

Tou les samdi, Mita al sipermarse avek so bann parants. Zot kontant aste fruits ek zi pou zot gagn dimans gramatin. Mita ti appersie sa atmosphere dan sipermarse-la. Li ti souriante avek bann dimounn-la ek bann dimounn-la osi ti mari souriante.

In **sample 3**, there are too many serious language errors and most of the words have been inaccurately translated. This work shows that the student has a poor mastery of translation from English to KM. This translation would score no mark given it contains more than one error in every segment.

## **Question 8**

**Question 8** required students to read a passage and show understanding. This year, the comprehension was about a young girl named Noémie who visits her mother at her workplace and sees the condition in which she works. Comprehension was assessed through a range of questions covering literal understanding, inference, writer's craft and vocabulary.

On the whole, candidates performed well on questions requiring literal understanding of the text. However, higher order skills like inferential understanding and vocabulary in context continue to remain challenging to a large number of candidates.

**Questions 1 to 6 and 8** required the students to find the answers directly from the passage. It has been noted that some students often tend to lift whole sentences where there is excess information, and this is usually penalised. Students are required to give the exact answer or may even write it in a complete sentence provided it is not fully lifted from the passage to include details that have not been asked in the question.

The questions which include 'Dapre twa' require students to refer to specific instances in the passage and try to infer from the information given in order to answer the question. Sometimes, it is noticed that students still lift exact information from the passage showing that they have not shown an understanding that would require them to draw out a conclusion by reading between the lines.

**Question 15** tested vocabulary. Definitions were given and students were required to find the corresponding words from the text. This posed difficulty to an important number of candidates, especially item 15 (ii).

The following items were challenging to candidates:

Item 9            *“Mo santi transpirasion koul toutlong mo likou par deryer.” (lalign 15-16).  
Dapre twa kifer ariv sa Noémie?*

Candidates had to infer from the context that Noémie was scared of Mamzel Sophie and that was why she was sweating. Many were misled by the fact that it was hot in the kitchen.

Item 10           *Dapre twa kifer lavwa mama Noémie ti “pe paret fos”?*

For this item, candidates had to infer from the context that Noémie’s mother was careful not to upset Mamzel Sophie, and therefore she was not being herself. Many candidates struggled to give an acceptable answer.

Item 11           *“Kan Marie ti esey defann li kont so bann koutpie, sa ti pest-la ti akiz li ki li  
finn bat li.” (lalign 30). Ki sa dir twa lor Sophie?*

This item required candidates to describe Sophie’s character, based on this specific incident. Acceptable answers included *“Li ti mantez/move”*.

Item 12           *“Mama so lizie ti ranpli ar larm.” (lalign 31). Dapre twa kifer?*

Candidates had to infer that the narrator’s mother was trying to hide her sadness or pain when she remembered the incident involving Marie. Many candidates wrongly stated that she was crying because she had been beaten by Sophie.

Item 15 (ii)    *Soumiz (paragraph 4):* The correct answer was *dosil* but many candidates had difficulty identifying the correct word from paragraph 4. *Vit-vit* was a common wrong answer.

## Question 9

This question assesses the ability of students to produce a longer piece of writing on a given topic. Candidates answer one question out of a choice of narrative, descriptive or argumentative essays.

Responses are assessed according to the following criteria:

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

Regarding **descriptive writing** candidates were required to capture the enthusiasm at a busy market during the holiday season, the question was “*Dekrir enn lafwar ranpli ek dimounn lepok lane.*” The candidates who responded to this question often got confused in their descriptions, since some just mentioned an average market day without connecting it to the celebratory and packed mood of the end-of-year festivities. They somewhat missed the point. A small number, however, was able to describe a very local, very Mauritian atmosphere, with occurrences that are truly ours, such as Port Louis' famous street vendors with merchants showing excellent salesmanship skills.

The second writing task is an **argumentative one** which aimed at knowing the opinion of the candidates on dependence of their generation to technology: “*Bann adolesan tro depann lor teknolozi. Diskite.*” Although interesting and contextual, this second essay did not generate much interest.

The **narrative essay** was about integrating a given sentence “*Zame Axelle ti panse ki li pou reisi...*” It was the most popular choice among candidates.

Here are some of the best samples of the extended writing part:

**Descriptive:**

Boukou dimounn kontan al fer enn ti letour lafwar padan lepok lane. Pandan sa evennman-la, lafwar bien ranpli. Lerla mem ou pou trouv boukou kitsoz interesan. Bann marsan-la vann boukou obze tipik kouma ravann, maravann, triyang, jambe, linz sega ek boukou obze souvenir parski zot kone ki sa bann lepok-la, ena boukou touris parski nou dan lete. Li vre ki ena boukou tapaz me mem sa, dimounn kontan al laba. Ou kapav tann marsan pe kriye par tou kote ek lezot dimounn ki pe met dialog. Li res enn atmosfer bien pezib malgre tapaz. Kan mo al laba avek mo bann fami, mo santi mwa zwaye kan mo trouv tou sa bann dimounn-la ere pou al fet nouvo lane ki pe vini. ek anplis, sa bann lepok-la fer extra so, lerla bann marsan-la amenn zot alouda toutsort kouler avek toukmarya ladan. Mo'nn remarke ki bann touris bien kontan bwar sa. Bann marsan-la travay ziska tar avek sa bann touris-la. Zot mem pa gagn letan pran enn ti poz sitan ena kliyan ki pe vini, sirtou sa bann marsan alouda ek glason rape la. Boukou dimounn manz glason rape avek siro, tamarin ek disel pima lorla. Me bann marsan res zwaye parski zot gagn boukou kas sa bann lepok-la.

This essay scores highly because it focuses on describing the scene consistently. It used sensory language throughout, describing what was seen and heard, and the feelings they evoked. The grammar, spelling and punctuation are also very accurate.

**Argumentative:**

Zordizour, teknolozi inn vinn enn zafer bien inportan dan lavi tou dimounn. Bann vie dimounn souvan dir ki bann adolesan nek konn servi portab. Eski sa vedir ki bann adolesan tro depann lor teknolozi?

An efe, preske tou adolesan ena enn portab pou ki zot kapav koz avek zot bann kamarad, pran foto ek rod bann informasion tousala. Telefonn portab se enn bann zouti teknolozi ki finn ena plis linpak lor lemond. Aster, li plis ki nek enn lavantaz, li osi enn sinbol zot personaite. Selman, kan bann dimounn ki pa finn grandi avek enn portab trouv sa bann adolesan-la servi zot portab souvan, zot gagn tandans dir ki bann-la tro depann lor teknolozi ek ki zot pa kapav viv san sa.

Selman, pa tou adolesan ki depann lor teknolozi sa kantite-la. Boukou paran kone ki teknolozi zordizour danzere, alor zot protez zot zanfan. Zot pa les bann adolesan-la servi zot portab tro boukou. Ena osi boukou adolesan ki prefer pas letan ar zot bann kamarad plito ki ar teknolozi.

Mwa, mo panse ki bann adolesan pa tro depann lor teknolozi. Mo pa pe dir sa aköz momem mo enn adolesan. Wi, nou servi portab boukou. Me kapav osi ki bann gran-dimounn trouv sa boukou aköz zot finn konn lezot zafer ki pa parey kouma aster-la. Plizier adolesan konn balans teknolozi ek zot lavi andeor, mem si ena inpe ki depann tro boukou lor sa.

Pou rezime, nou pa kapav dir ki bann adolesan an zeneral tro depann lor teknolozi aköz pa tou dimounn ki parey ek zot tou servi li diferaman.

This essay scores highly for many reasons. The arguments are relevant and intelligently developed. The organisation makes the work coherent and easy to follow. The paragraphs are clearly linked and the ideas flow in a logical, orderly manner. The G/S/P is very accurate, making this an excellent piece of work.

**Narrative:**

Sa Samdi-la ti enn zour spesial, mo kouzin Axelle ti pe partisip dan so premie konpetision atletism.

Li ti pe galoup 400 met. Li finn antrene pandan trwa mwa pou sa konpetision-la, me gramatin Axelle ti pe dir mwa ki li ti per tansion li blese omilie lapis. Mo'nn dir li pa dekouraze ek al avek enn lespri konbatan. Ariv so seri, li ti dan koulwar kat. Tou mo fami finn vinn get li. "Ale Axelle!" Nou ti pe kriye. Misie Eric donn depar, zot koumans galoupe. Axelle finn koumans dousman me bann lezot partisipan-la finn demar for. Zot finn depas li par enn long distans. Bann partisipan-la ti fini ariv lor lalinn 150 met me Axelle ti ankor lor lalinn 200 met.

Soudin, mo trouv tou partisipan koumans ralanti parski zot lipie ti pe fermal ek enn sel kou, mo trouv Axelle aplike ek apiye pou sa dernie 100 met-la. Finalman, Axelle finn fer premie dan so seri. Nou'nn extra kontan e fier.

Zame Axelle ti panse ki li pou resi me avek perseverans ek disiplinn, li'nn reisi depas sa lalinn-la. Li'nn pran so meday e nou'nn al fet sa lakaz.

This essay scores highly because it has a clear storyline. The plot is well developed, and some narrative techniques such as direct speech are used. Some suspense and tension are created and there is an interesting denouement at the end. The language used is accurate throughout as well.

## Advice to Educators:

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Educators should try to develop the skills below:

1. Consolidation of standardised KM orthography, laying emphasis on the use of hyphens and capital letters.
2. Strengthen functional writing skills through letters, emails and invitations in both formal and informal registers,
3. Reading comprehension skills by teaching the difference between literal understanding and inference with a clear focus on formulating a personal opinion.
4. Distinction between narrative and descriptive topics so that students do not mainly tell stories as part of their descriptions which is quite recurring.
5. Reinforcement of a simple structure for essay writing - introduction, development with two or three paragraphs followed by a conclusion.
6. Development of strong argumentation with a variety of ideas with balanced thinking, showing opposing views with reasoning and not expressing own emotions only.