

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre SSC-I English Compulsory Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Secondary School Certificate (SSC) Part I English Compulsory. It contains comments on candidates' responses to the 2023 SSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses which support the mentioned comments. Please note that the descriptive comments represent an overall perception of the better and weaker responses as gathered from the e-marking session. However, the candidates' responses shared in this document represent some specific example(s) of the mentioned comments.

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

Candidates need to be aware that the marks allocated to the questions are related to the answer space provided on the examination paper as a guide to the length of the required response. A longer response will not in itself lead to higher marks. Candidates need to be familiar with the command words in the SLOs which contain terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

General Observations:

It was observed that the candidates performed well on Extended Responses Questions (ERQs) that highlighted their comprehension skills. In the Constructed Response Questions (CRQs), the candidates struggled with relating the concepts of the given passage in the exam with real life scenarios.

The following is a description of the tasks and skills required for the fulfilment of those tasks.

Question No	Question Type	Skills Assessed
1 (a, b, c, d, e)	CRQs on a reading passage	Literal understanding of a reading text Inferential understanding of a reading text

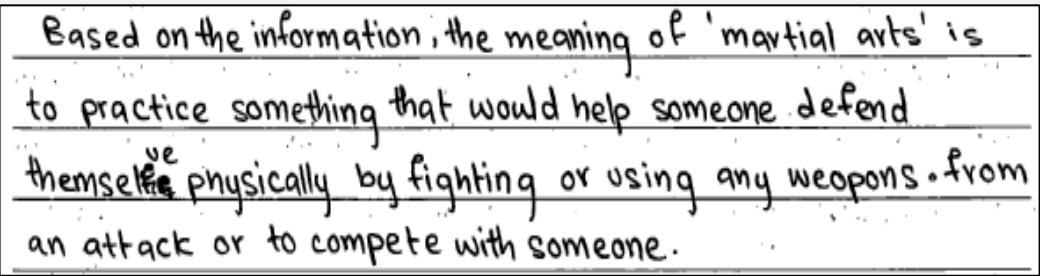
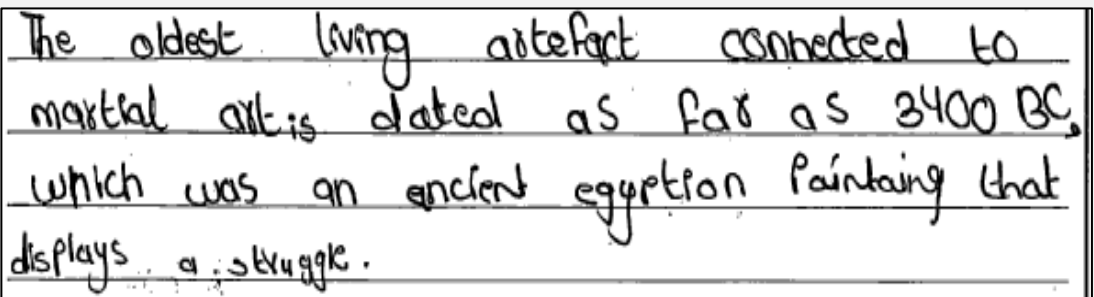
2 (a, b)	Letter/ Email Writing (informal)	Ability to write an informal letter/ email. Ability to use accurate sentence structure, connective devices, spellings, etc. Ability to develop and organise information in a familiar everyday context
3 (a, b, c)	Essay Writing	Ability to persuade, analyse, express and reflect on familiar everyday life situations and ideas Ability to use accurate sentence structure, connective devices, spellings, etc.

Note: Candidates' responses shown in this report have not been corrected for grammar, spelling, format or factual information.


DETAILED COMMENTS

Constructed Response Questions (CRQs)

Question No. 1a	
Question Text	Based on the information in the given passage, define the term, 'martial arts' in your own words.
SLO No.	2.1.10
SLO Text	Develop an understanding of the contents of a given passage, questionnaire, form, leaflet, prospectus and brochure;
Max Marks	2
Cognitive Level	U*
Checking Hints	1 mark for the definition 1 mark for using own words
Overall Performance	It was observed that a significant number of candidates lacked a comprehensive understanding of the given passage. Many of them made the erroneous association of the term 'arts' with the realm of painting, indicating a misconception about what martial arts truly entail.
Description of Better Responses	Better responses demonstrated an understanding of martial arts, as highlighted by the author of the passage, showcasing their grasp of essential concepts such as self-defense, combat techniques, weapon usage, and offensive tactics. Their responses highlighted their understanding of the given passage which discussed the comprehensive nature of martial arts, encompassing not only physical aspects, but also mental discipline and philosophical principles.

Image of Better Responses	
Description of Weaker Responses	<p>Weaker responses displayed an inaccurate understanding of the terminology of martial arts interchangeably with that of fine art, like painting. This misconception indicated a lack of understanding regarding the information about martial arts in the given passage. Most of these responses repeated sentences from the passage which did not fulfil the requirement of the question.</p>
Image of Weaker Responses	

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic Approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Reading Response Journals: Have students maintain a reading response journal where they reflect on their reading experiences.

Comprehension Quizzes: Design quizzes to assess students' understanding of the content they have read.

*K = Knowledge U = Understanding A = Application and other higher-order cognitive skills

Question No. 1b

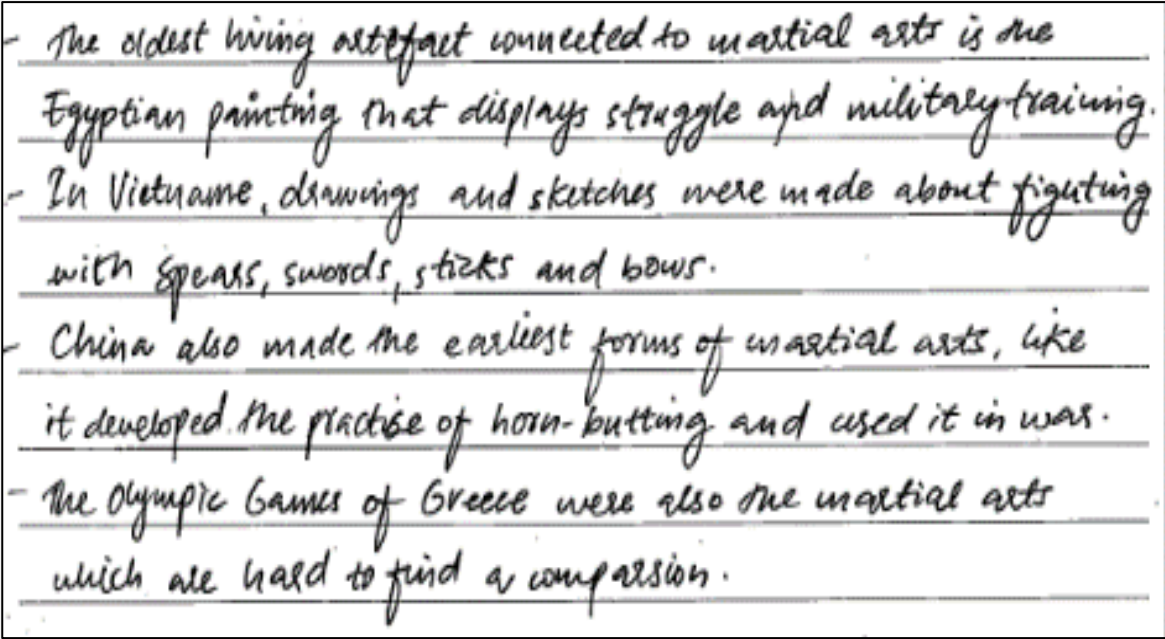

Question Text	Identify any four aspects of martial arts as discussed by the author.
SLO No.	2.1.9
SLO Text.	Summarize a text by identifying the main idea and supporting details;
Max Marks	4
Cognitive Level	A
Checking Hints:	<p>1 mark for each aspect (4 required)</p> <p>Note: Art, literature and artefacts will be considered as ONE point</p> <p>If the candidate repeats the same point again, marks will be given once only.</p>
Overall Performance	The overall response to the question showed that it was a challenging question for the candidates. The passage provided multiple dimensions for the candidate to elaborate on. However, most candidates' responses showed weak comprehension of the given passage.
Description of Better Responses	The candidates displayed adeptness in recognising and comprehending the four outlined aspects of martial arts in the given passage by the author. They showcased a diverse range of choices, effectively establishing connections between each aspect and the act of illustrating, sketching, and portraying weaponry and warfare strategies in martial arts. Their understanding of the aspects was evident through their ability to articulate how self-defense, combat techniques, weapon implementation, and offensive tactics influence the representation of martial arts in visual forms.
Image of Better Responses	
Description of Weaker Responses	In weaker responses, candidates demonstrated a significant lack of clarity regarding the domain of martial arts as explored by the author of the passage. Many of them mistakenly focused on indigenous weaponry and other unrelated aspects, revealing their limited understanding of the core elements such as self-defense, combat techniques, and offensive tactics that constitute martial arts, as elaborated in the given passage. Some of the aspects were also repeated.

Image of Weaker Responses

polaxes: widely used in military
 slings: climbing equipment, sewed loop of webbing
 Epichess: explaining things in large proportion
 pankration: "all force" combination of wrestling & boxing.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

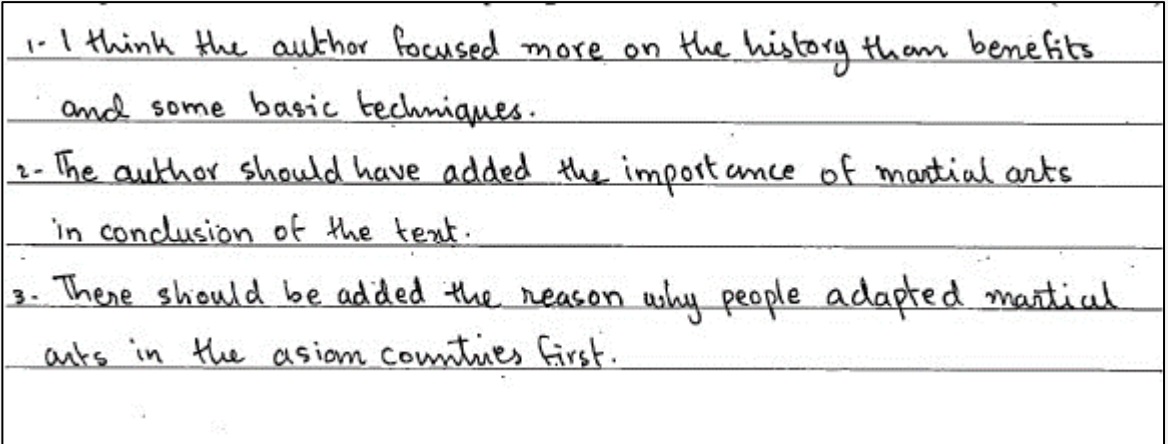
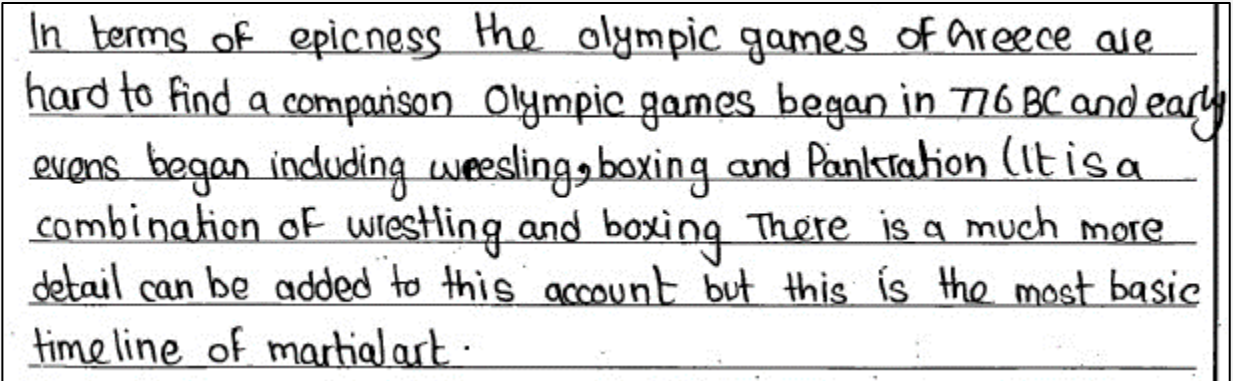
Any Additional Suggestion:

Main Idea Graphic Organiser: Teach students to use graphic organisers, such as a main idea and supporting details chart, to visually represent the relationship between the main idea and supporting details.


Classroom presentation: Have students present their graphic organisers to the class, explaining their main idea and supporting details.

Scaffolded Activities: Break down the process into manageable tasks and scaffold the learning. Start with simpler texts or passages and gradually increase the complexity.

Question No. 1c

Question Text	In your opinion, which THREE additional features of martial arts should the author have further emphasised on and/ or included in the passage?
SLO No.	2.1.10
SLO Text	a. Elaborate author's purpose and intention by: b. Identifying overall gist, facts and opinions; describing details, choice of words and tone;
Max Marks	3
Cognitive Level	U
Checking Hints	1 mark for each feature (3 required)
Overall Performance	The question allowed students to express their thoughts freely, covering any aspect they wished to discuss. However, a notable portion of the candidates chose to concentrate mainly on aspects that were already mentioned in the given text. This lack of diversification in their responses indicated a missed opportunity to explore a broader range of perspectives and ideas to gain maximum marks.
Description of Better Responses	Better responses were observed to think outside of the box and come up with those features that the author did not necessarily elaborate in the passage. Features includes the effects of martial arts on human health and society, some details about weapons and how martial arts can prove beneficial for the society.
Image of Better Responses	 <p>1- I think the author focused more on the history than benefits and some basic techniques.</p> <p>2- The author should have added the importance of martial arts in conclusion of the text.</p> <p>3- There should be added the reason why people adapted martial arts in the asian countries first.</p>
Description of Weaker Responses	In weaker responses, candidates displayed a lack of clarity regarding the components and/or the demands of the question, wherein they replicated the three components such as the origin of martial arts, the various weapons used in the sport and its inclusion in the Olympic Games directly from the provided text.
Image of Weaker Responses	 <p>In terms of epicness the olympic games of Greece are hard to find a comparison Olympic games began in 776 BC and early evens began including wrestling, boxing and Pankration (It is a combination of wrestling and boxing There is a much more detail can be added to this account but this is the most basic timeline of martialart.</p>

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Active Reading: Encourage students to actively engage with the content by highlighting key points, underlining important information, and taking notes. This strategy promotes critical thinking and helps them identify the main ideas and supporting details.

Reading Response Journals: Have students maintain a reading response journal where they reflect on their reading experiences.

Comprehension Quizzes: Design quizzes or short assessments that assess students' understanding of the content they have read.

Question No. 1d

Question Text	Summarise the given passage in no more than 100 words.
SLO No.	2.1.12
SLO Text	Summarize a text by identifying the main idea and supporting details;
Max Marks	5
Cognitive Level	A
Checking Hints:	1 mark for using own words 1 mark for keeping to word limit (+/- 10 words) 1 mark for each mentioned point (3 required)
Overall Performance	The question focused on summarising the essence of the passage. It was observed that many candidates encountered challenges in their attempts. However, there is an opportunity for

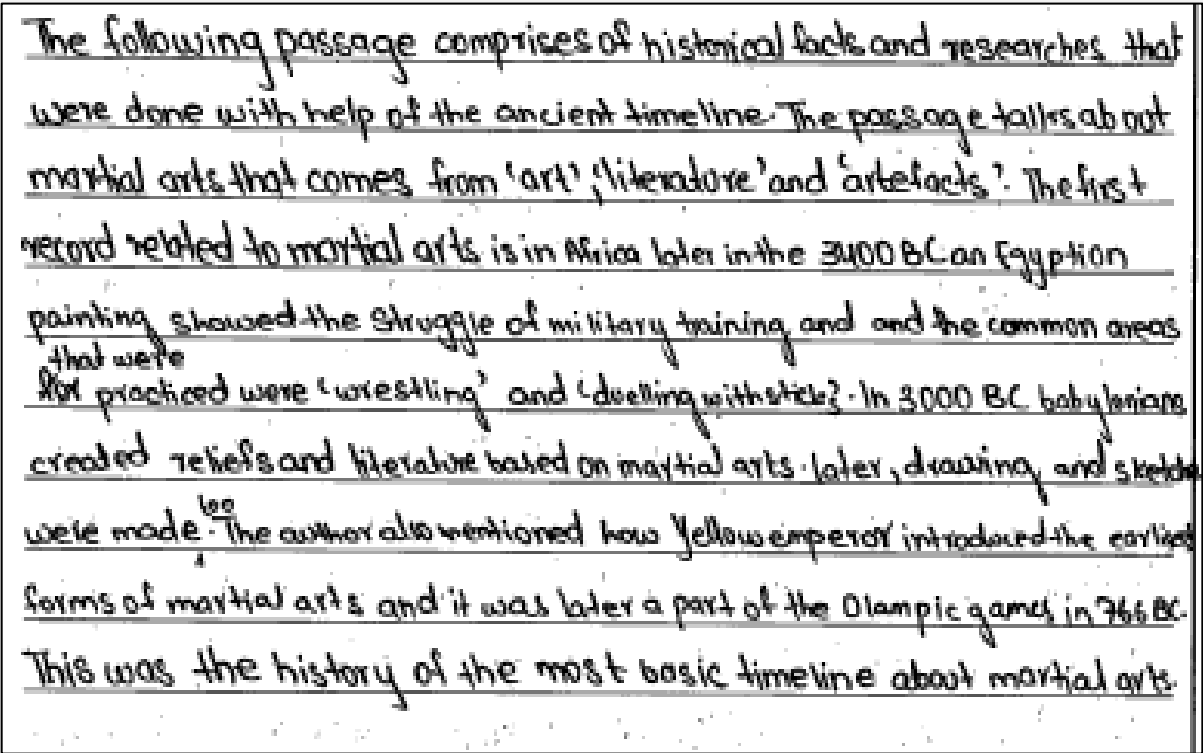

	improvement in their summary writing skills through various annotation and outlining activities.
Description of Better Responses	Better responses demonstrated mastery in summary writing by crafting a meticulous and comprehensive summary that effectively covered the origin, execution, and weaponry aspects associated with martial arts as discussed in the given passage. Their performance highlighted their adeptness in capturing the key points concisely, showcasing a clear understanding of summarising complex topics.
Image of Better Responses	 <p>The following passage comprises of historical facts and researches that were done with help of the ancient timeline. The passage talks about martial arts that comes from 'art', 'literature' and 'artefacts'. The first record related to martial arts is in Africa later in the 3400 BC an Egyptian painting showed the struggle of military training and the common areas that were not practiced were 'wrestling' and 'duelling with sticks'. In 3000 BC babylonians created reliefs and literature based on martial arts. later, drawing and sketches were made. The author also mentioned how Yellow emperor introduced the earliest forms of martial arts and it was later a part of the Olympic games in 766 BC. This was the history of the most basic timeline about martial arts.</p>
Description of Weaker Responses	In weaker responses, candidates showed a lack of clarity and failed to articulate the chronological progression of martial arts. They did not cover the historical journey of martial arts from ancient Egypt to China and Europe, nor did they include information about the incorporation of weaponry in this athletic pursuit. This revealed their limited understanding of summarising key points of a passage.

Image of Weaker Responses

The martial arts, being systems and traditions of combat are not exclusive to asian countries in their history. and also described in this passage that significance of time because it much important and ordinary this text is a positive and special type of text or passage. and important things in this passage we can understand and become smart.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Teachers are strongly recommended to familiarise students with concept mapping in which they should be able to relate one topic with other topics. Interconnection of topics within syllabus helps students to grasp the depth of knowledge. Constructive feedback would be to encourage students to practice and develop their ability to identify the main ideas and central theme of a text. They should aim to condense the information effectively while retaining the key points.

Question No. 1e


Question Text	Discuss any TWO ways in which martial arts can be beneficial for your community.
SLO No.	2.1.4
SLO Text	Evaluate the following meanings of a text with the help of some basic contextual clues: <ol style="list-style-type: none"> Surface/ explicit meaning: respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. Implied meaning: respond to questions like why, how, to what extent i.e. underlying message and motivation of author/ characters, possible outcomes/ solutions/ suggestions.
Max Marks	3
Cognitive Level	A
Checking Hints:	1 mark for each way (2 required) Give an additional mark if the ways are discussed.
Overall Performance	The question was designed to be application-based, providing candidates with the opportunity to draw upon their individual knowledge and expertise to formulate a comprehensive response to how martial arts could benefit their communities. This type of question allowed candidates to showcase their ability to apply theoretical concepts to practical scenarios, thereby assessing their understanding through comprehending the contents of the passage. Overall, the candidates related the concepts of marital arts that could be beneficial for their communities.
Description of Better Responses	Better responses presented a comprehensive view of the potential impact of martial arts on the Pakistani society as per the candidates' own experiences. These responses also highlighted that by fostering discipline, physical fitness, and self-defense skills, martial arts can benefit individuals' personal development. Moreover, it promotes a sense of cultural heritage and mutual respect among practitioners, contributing to community cohesion. These positive attributes of martial arts hold the potential to positively influence both individual well-being and societal harmony in the context of Pakistani culture.
Image of Better Responses	<p>1. Learning martial arts is really important for self-defence. Everyone should learn basic fight moves to defend themselves from any offenders.</p> <p>2. Martial arts also improves our focus, agility and physique. It is like a form of exercise to stay fit and healthy. If you know martial arts you are less likely to get robbed!</p>
Description of Weaker Responses	The candidate's performance in addressing the question showcased a lack of proficiency in articulating the specific advantages of the given concept for the community. Instead, the responses offered a generalised perspective on its benefits.

Image of Weaker Responses

1. It can be beneficial because many people like art, literature and artefacts.

2. It can be beneficial for our community by making arts a person can share their thoughts to other person.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Performance Observation: Observe students' role plays and dramatisations and assess their ability to effectively portray characters, communicate emotions, and engage with the given scenario.

Reflection Assignments: Assign reflective writing tasks where students analyse their experiences in the role plays or dramatisations.

Role-Playing or Dramatisation: Organise role-playing activities where students portray the fictional characters and interact with real-life counterparts or scenarios.

Extended Response Questions (ERQs)

Extended response questions offered a choice between part ‘a’ and ‘b’ in Q.2, and between ‘a’, ‘b’, and ‘c’ in Q.3.

Question No. 2a	
Question Text	<p>You had gone to a relative’s place and broke an expensive decoration piece without anyone noticing. After going home, you felt guilty about the incident and decided to write an email to your relative.</p> <p>Write an email. In your email,</p> <ul style="list-style-type: none"> - apologise for the incident. - discuss how you would make it up to him/ her.
SLO No.	3.1.3
SLO Text	Compose an informal note, email, letters to friends or family and informal dialogue for a given situation;
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 marks</p> <p>1 mark for following the format of an email (To/ From/ CC or BCC/ Subject/ Greeting/ Body/ Complimentary Close/ Pseudonym) (Note: If the candidate satisfies the three-fourth criteria of an email ONE mark will be awarded) 1 mark for apologising for the incident 1 mark for discussing what you will do to make it up to him/ her</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses (at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 3 Marks</p> <p>Good (3)</p> <ul style="list-style-type: none"> • Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence. • Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient. • A variety of sentence structures is used, mostly with control, in all paragraphs. • A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

	<p>Average (2)</p> <ul style="list-style-type: none"> Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. A variety of sentence structures is used with moderate accuracy/ internal consistency. Few connectives are used to provide details and expand ideas. <p>Below Average (1)</p> <ul style="list-style-type: none"> Sentence structures and language are repetitive or unclear and there are various errors. Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. Ideas are difficult to interpret because of flawed language. No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
Overall Performance	<p>Most candidates showcased exceptional clarity in their exposition, displaying commendable writing skills and highlight effective understanding of the organisational pattern of the email.</p> <p>Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real names, schools or addresses in the examination.</p>
Description of Better Responses	<p>The responses skilfully crafted an informal email to a friend or family member. They adeptly employed an informal dialogue style while adhering to the appropriate formatting conventions. Most responses were observed to follow appropriate tone and exhibited empathy in their responses to the incident in the scenario given in the writing prompt.</p>

Image of
Better
Responses

Option a

From: Annie@gmail.com

To: Lexi@gmail.com

Cc: -

Bcc: -

Subject: Apology for my mistake

Dear Aunt,

Greetings!

Hi Aunt, I hope you are doing amazing. I had an astounding day at your villa, it was really fun to ~~me~~ create some memories with my cousins. They are very playful and so are you. You played with me too. Thanks for it! Well now let's stop beating around the bush and get to the point.

I wrote this apology to say sorry about all the mess I created at your villa as well, ^{as} broke your decorative piece.

I know Aunt that it was your ancestor's decorative piece and you were really attached to it. I didn't ^{noticed} ~~see~~ it and my hand touched it. I am really sorry aunt, I apologize for my mistake. When I arrived home I felt ~~very~~ dreadful and I told mom. She was furious at me too that's

why I thought to apologize : I know that it is not easy to forgive me but I promise that I am going to buy a new decorative item for you which will be more beautiful . Trust me aunt , I will never do something like this again and will be more careful .

I will try my level best to remove this bad habit from me but for now please forgive me . I know you are an astonishing person and will forget my mistake . Thanks for your vital time reading my email .

lovingly yours ,
Annie

**Description
of Weaker
Responses**

The candidates' performance in a specific question revealed deficiencies in both organisation and grammatical proficiency. Their responses exhibited inadequacies in grammar skills, evident from incorrect usage of tenses and verb forms. To improve, candidates should focus on enhancing their understanding of grammatical rules and sentence structures, as well as practicing effective organisation and coherence in their writing.

Image of
Weaker
Responses

To: xyz

from: abcd.

date: 26 may 2023

Subject: ~~cy~~ apology to broke an expensive decoration piece.

Dear aunt,

I hope you are fine, and I am also fine.


I want to tell you that I broke your expensive tiger piece above the busie where your busy in guests. ~~I am~~ ~~one~~ ~~of~~ ~~kid~~ suddenly pushed me and the tiger in my hand fell and broke.

I am feeling very guilty and I am so sorry for this. please don't tell to my mum otherwise she may beat me. this is my humble request to you.

and one more thing the pieces of tiger in under the sofa. I hope you will understand my situation. I am looking forward to your responses till then take care.

~~Sincerely~~

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Throughout the teaching process, provide examples, templates, and guidelines to support students in composing informal communication. Encourage creativity, personal expression, and the use of appropriate language and tone.

Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter.

Question No. 2b

Question Text	<p>Your friend had applied for a scholarship programme of a school and was accepted. He/ she had written to you to help him/ her overcome anxiety about the first day at the new school.</p> <p>Write a letter to your friend. In your letter,</p> <ul style="list-style-type: none">- congratulate him/ her for this achievement.- suggest a way to overcome anxiety about the new school.
SLO No.	3.1.3
SLO Text	Compose an informal note, email, letters to friends or family and informal dialogue for a given situation;
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 marks</p> <p>1 mark for following the format of an informal letter (To/ Date/ From/ Subject/ Salutation/ Paragraphing/ Complimentary Close/ Pseudonym)</p> <p>1 mark for congratulating the friend</p> <p>1 mark for suggesting a way to overcome anxiety OR a motivational approach to overcome anxiety</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 3 Marks</p> <p>Good (3)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

	<p>Average (2)</p> <ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy/ internal consistency. • Few connectives are used to provide details and expand ideas. <p>Below Average (1)</p> <ul style="list-style-type: none"> • Sentence structures and language are repetitive or unclear and there are various errors. • Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. • Ideas are difficult to interpret because of flawed language. • No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
Overall Performance	<p>Candidates' familiarity with anxiety pertaining to a new environment especially adjusting to the new school was well addressed. Candidates gave valid suggestions such as socialise with other children who are likeminded, seek mentorship of teachers, amongst others.</p> <p>Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real names, schools or addresses in the examination.</p>
Description of Better Responses	<p>The candidates who demonstrated stronger abilities in understanding an informal dialogue within the given situation displayed commendable proficiency in language. These individuals adhered to the prescribed format of the letter, comprising a subject line, date, body paragraphs and a concluding statement. Furthermore, the employment of appropriate vocabulary and the effective utilisation of grammatical skills were evident in most of the responses. Notably, the candidates effectively incorporated connectors to ensure coherence and organisational structure in their letters.</p>

Image of Better
Responses

Option 6
Letter to my friend

King's Cross Station
Street 32 / B
DHA London UK

26 May 2023, Friday

Gloria Apartments
Street 42 / A
DHA, Karachi

Dear friend

Hola!

How have you been? I hope my letter finds you in
best of spirits and health. Recently I was busy
that's why I was unable to write to you. There
was a new project in my school that we had to
work on it. But now I am free and fresh.

Well first of all congratulations from my heart

to you because of you getting transferred to an amazing school. I hope that you will ~~do~~ perform as best as you can in this school. I have also heard from your parents that you have been nervous and anxious lately. Don't worry it happens to every person when he or she goes to a new place. There are many ^{ways} that you can overcome this problem.

First of all ~~steps~~ try to stay relaxed and calm every time. If you're in a stressful situation try to be patient and observe the situation carefully and take steps while ^{being} ~~reductions~~. Don't think what people will think about you stay confident but don't be an arrogant. Improve your body language and always make an eye contact. Read as much as books about being confident and calm. Last but not least learn from your mistakes as much as possible.

I hope after reading these suggestions you will try to improve ~~yourself~~ yourself. Look it happens to everyone, everyone suffers this problem. Take care of yourself.

your friend,
Daniel.

PLEASE TURN OVER THE PAGE

Description of Weaker Responses

Weaker responses demonstrated a lack of cohesion and proper utilisation of the prescribed format. Candidates' use of broken English, along with errors in punctuation, spelling, and grammar, was apparent. To improve, candidates should focus on developing their language skills through consistent practice and attention to language rules.

Image of Weaker
Responses

Option D.

The Examination Hall,
A.B.C Block #4
Karachi Sindh.

Hall # 9 Block # 2
X, Y, Z
Lahore, Punjab

Date: 26/05/2013.

Subject: Scholarship program and the first day at a new School;


Dear ;

friend Asalam-U-alikum my best friend why are you feeling in your Scholarship program and the first at a new School I hope she is a very good performance to a new Teacher and Sir. she is a very beautiful School good luck for new School study she is a very good girl. I hope your study is very fine my brother and Sister is a very good performance for

coming in Lahore for suggest in your parent me I go to Punjab will be a study. So I wish you examination hall a very good city Bisma. my mother so improve to my new School School and Scholarship so Zahra will be a good luck for your study.

Your best friend
X, Y, Z.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 
Any Additional Suggestion:		

Question No. 3a

Question Text	<p>J. K. Rowling (author of the famous Harry Potter series) has said that when she was looking for a publisher for her book, she was rejected a total of 18 times. Many publishers refused to print her book but she never gave up.</p> <p>Compose an essay about a similar experience from your own life. In your essay, describe</p> <ul style="list-style-type: none">- an idea that you once had but it was rejected.- your reaction to the rejection.- a reason for the rejection.- what has the experience taught you.
SLO No.	3.1.5
SLO Text	<ul style="list-style-type: none">a. Narrate a sequence of events (real or imagined) and communicate their significance;b. Discuss appearances and images in a story;c. Use simple style of narration in a chronological and/ or organised manner; comprehend and use basic elements of story writing: characterisation, plot and setting;
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks</p> <p>2 marks for describing the rejected idea 1 mark for only stating the rejected idea</p> <p>1 mark for describing the reaction 0 marks for only stating the reaction</p> <p>1 mark for describing the reason</p> <p>1 marks for describing the experience 0 mark for only stating the experience</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 Marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.

	<ul style="list-style-type: none"> A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas. <p>Average (4-6)</p> <ul style="list-style-type: none"> Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. A variety of sentence structures is used with moderate accuracy/ internal consistency. Few connectives are used to provide details and expand ideas. <p>Below Average (1-3)</p> <ul style="list-style-type: none"> Sentence structures and language are repetitive or unclear and there are various errors. Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. Ideas are difficult to interpret because of flawed language. No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
Overall Performance	The candidates were observed to have a good command over the visualisation of the experience and underlined the lessons learnt from the rejection. However, some of candidates struggled to draft their answer with reference to the command words in the question which are 'compose' and 'describe'.
Description of Better Responses	In better responses, candidates demonstrated an impressive start that captivated the reader through the establishment of an atmosphere of suspense and drama. The responses also effectively utilised of sensory details, effectively enabling the reader to partake in the author's experiences with a profound depiction the emotions experienced during the imagined situation and exceptional accuracy in grammar and spelling.

Image of
Better
Responses

Option _____

Not every dream is meant to be fulfilled. Sometimes nothing goes according to our plan. We face many hardships, situations which ~~were~~^{are} not the part of our plan. Life is filled with these types challenges on every step. The only thing that can stop us from fulfilling our dreams is our own self.

summer

In the mid-^{summer} vacations of 2022 I had a plan that I will start my own ~~business~~ e-commerce website. My plan was to make it as interactive as possible so that people get attracted towards it. But, there was a problem. It was something which I could not do alone. I need a team. I shared this idea with many people and even with my dog but he also rejected me. I felt disappointment that no one is willing to help me in my idea. I was sad. I got another idea while sitting in my examination hall that I should print some posters and place it all over my neighbourhood saying that if anyone want to help me in my e-commerce website, they are welcomed. I waited for hours, days and weeks no one come. I realised that no one is interested in helping me. I thought that I should give up on my plan and

instead do something else. But, no I was well determined that somethings going to happen. I started creating the website on my own without anyones help. I searched through the internet for ideas. I ~~el~~ worked for 20 hours a day just to fulfill my dream. After whole 6 months of hardwork my e-commerce website was ready to be published. I published it in the hope that it would be really helpful for everyone. On the very next day I starting getting orders. As days went by I ~~started~~ ^{receive} ~~receiving~~ more and more orders. I even found some people who would work for me. Now almost 1 year has passed, my e-commerce website has turned into a company with many ~~ee~~ people working under me.

My Journey taught me one thing that when you need someone ~~is~~ to help you in fulfilling your dream or idea no one is going to help you. You alone have to be the light in darkness. No one can stop you if you are passionate about your dreams. Rejection or failure do not means the end, it means the beginning of a bright future.

Description of Weaker Responses


Weaker responses exhibited inadequacy in the organisation of the essays, along with multiple instances of incorrect language usage, including errors in spelling, verb tenses, sentence structure, and punctuation.

Image of
Weaker
Responses

A day of 24th Oct - 2016, I was thinking about stock market. The idea was different but I have trust on me. Trust is very expensive cheap people can't afford it. Idea was that "I want a broker" but I haven't investors and they all investors hardly 2 brokers invest and then I invest their money and after 2 days they said "I don't want to invest on you". ~~was~~ because they are not agree with my ideas I totally and broke and haven't any second choice. I am totally depressed. But I have trust on me so I go make my own company and then I invest and I invest my all money but it is not enough to invest make me the biggest man of the stock market. I am disappointed and that was my second time and I was crying tonight. I don't come back home tonight. and I like a crazy man shouting on my family members. fight with other peoples all family was depressed look me. that was my second time. and then I will be back to my idea after one year and use another idea I want to become big bull of the stock market. I use sold out my

my house and invest this money to stock market. that was my third time and I have take more experience from my loss. and I than I will make my own company I can changes the rates of the share I bought the share in low rates and sold it at high rates. so that was the time where I am big bull of stock market. All shares are under me. when the bell is ring of stock market I had announce my name with the bell. I have more experience from this incident. The very first is trust if you have trust. you are richest man of the world. Because trust can make zero into hero.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 
Any Additional Suggestion:		

Question No. 3b

Question Text	<p>‘I was walking on a winter’s night and suddenly...’</p> <p>Narrate a story using the given line. In your narration, describe</p> <ul style="list-style-type: none">- your surroundings.- what had happened suddenly.- your reaction to the situation.- what happened afterwards.
SLO No.	3.1.5
SLO Text	<ol style="list-style-type: none">Narrate a sequence of events (real or imagined) and communicate their significance;Discuss appearances and images in a story;Use simple style of narration in a chronological and/ or organised manner; comprehend and use basic elements of story writing: characterisation, plot and setting
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks</p> <p>1 mark for using the given line in the story</p> <p>1 mark for describing the surroundings</p> <p>1 mark for describing what happened suddenly.</p> <p>1 mark for describing the reaction to the situation</p> <p>0 marks for only stating the reaction to the situation</p> <p>1 mark for describing what happened afterwards</p> <p>0 marks for only stating what happened.</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

	<p>Average (4-6)</p> <ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy/ internal consistency. • Few connectives are used to provide details and expand ideas. <p>Below Average (1-3)</p> <ul style="list-style-type: none"> • Sentence structures and language are repetitive or unclear and there are various errors. • Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. • Ideas are difficult to interpret because of flawed language. • No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
Overall Performance	Candidates, skilfully utilised proper narrative techniques to enhance cohesion and captivate the reader. Overall, it was observed that the candidates impressively started the essay to effectively establish an atmosphere of suspense and drama, drawing the reader into the narrative.
Description of Better Responses	Through the adept use of sensory details, candidates enabled the reader to vividly partake in the author's experiences. Furthermore, their ability to profoundly depict emotions during the imagined situation added depth and authenticity to the narrative. Notably, candidates demonstrated exceptional accuracy in grammar and spelling, further contributing to the overall coherence and readability of their responses. These narrative strengths showcased candidates' proficiency in crafting engaging and well-crafted compositions.

Image of Better
Responses

I was walking on a winter's night and suddenly really strong winds started blowing, a snowstorm. I was still two blocks away from my house and I couldn't walk there in that deadly snowstorm. I saw a house nearby and decided to ask for shelter.

I walked towards the door all the while feeling like the wind would blow me off my feet. Luckily, I made it to the door before it could do so. I knocked and waited for someone to open the door. My lips were blue and I could hardly feel my face. An old lady finally opened the door.

Now, don't get me wrong, I'm very grateful but she looked really weird. Long, black dress more like the robe Severus Snape wore. It even billowed like Snape's did when she walked. I

~~was~~ said, "Uhh - hey! There's this storm blowing and I don't want it to blow me too so can I stay here for a while? Just till this storm is over. She didn't say anything and

turned around and walked back inside leaving the door open. "I'll take that as a yes." I ^{muttered} said and walked inside and shut the door. The house was just as weird as the lady. It was mostly dark except for a few yellow lanterns, old sofas with a center table that had cards scattered all over it and a coffee table on which rested an orb. This house had a really eerie vibe to it.

The storm was getting worse. I went and sat down on the sofa. The lady asked me my name in a husky voice, which just straightup startled me. "O- Olivia." I managed to stutter. The lady gathered the cards, shuffled them and scattered them again. "Your fate awaits you." she said and I glared at her all confused. She went on saying, "You'll die a hero. You will save ^{your family} ~~as~~ ~~at~~." Luckily, my ~~husband~~ ^{husband} ~~texted~~ ^{texted} me right that moment that the storm was dying down and it was safe to come

home. I stopped at the lady and told her that she needs help and left. "What a weird lady." I thought.

That night some robbers broke into my house and shot my daughter and husband when they tried to put up a fight but I caught the bullet before they could shoot me. I had super speed but ^{END OF PAPER} ~~that woman was weird.~~ ^{I want a hero. I'll take my revenge.}

Description of Weaker Responses

Weak responses exhibited inadequacy in the organisation of the essays, along with multiple instances of incorrect language usage, including errors in spelling, verb tenses, sentence structure, and punctuation. These responses did not begin their essays with the given line as demanded by the question. The responses also displayed a weak understanding of the structure and flow of a narrative essay.


Image of Weaker
Responses

One day ~~was~~ I was ~~sleepd~~
sleepd in my after some time my
eyes was opened & i ^{was} ~~go~~ go from
window suddenly we a saw a
beatutifall view of the outside of
window we saw a beautifull
sky is covered ~~by~~ by fog
& the ice are falling in the
sky i second i think i saw
dream or ~~film~~ movie but no this
reality this view is a real this
movement is best & beautifull &
enjoyfull movement of my life.

after some time i goto outside
& ~~we~~ i call my friend we ^{were} ~~was~~
played with ice & click some
photos we ^{were} ~~are~~ very enjoying in
this night & in this season after
some time the ~~are~~ snow falling

is heavy and my friend ~~are~~ were
going there & i was goto
my house saw a this beautiful
night.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 
Any Additional Suggestion:		

Question No. 3c

Question Text	<p>We all may have received gifts on occasions such as birthdays, graduation, etc. But there might be some gifts which we may not have liked.</p> <p>Compose an essay. In your essay, describe</p> <ul style="list-style-type: none">- a gift (real, or imaginary) you received and did not like.- the reason why you disliked the gift.- what you did with the gift.
SLO No.	3.1.6
SLO Text	<ol style="list-style-type: none">Write descriptions of everyday events, places, persons by making effective use of language, i.e., use adjectives and some noun phrases;Write descriptions with some detail of the sights, sounds and smells of a scene and specific actions, movements and persons;
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks</p> <p>2 marks for describing the gift (appearance/ presentation/ type of gift) 1 mark for only stating the gift (type of gift)</p> <p>2 marks for describing the reason for disliking the gift 1 mark for only stating the reason</p> <p>1 mark for describing what was done with the gift Assign 0 marks for only stating what was done with the gift.</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas. <p>Average (4-6)</p>

	<ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy/ internal consistency. • Few connectives are used to provide details and expand ideas. <p>Below Average (1-3)</p> <ul style="list-style-type: none"> • Sentence structures and language are repetitive or unclear and there are various errors. • Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. • Ideas are difficult to interpret because of flawed language. • No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
Overall Performance	The given question elicited responses from several candidates, who provided an account of a significant occasion along with the gift received, expressed their discontent towards the gift, and described the course of action taken in case of disapproval.
Description of Better Responses	In better response, the candidates not only delineated but elucidated upon the commemorative occasion of their birthday and the presents they received. Moreover, the candidates conveyed their aversion towards certain gifts while astutely employing them by bestowing them upon individuals in dire circumstances. The candidates displayed commendable organisation, employed appropriate language, and exhibited flawless grammar usage.

Image of Better Responses

Option _____

A gift I received from a distant Aunt of mine ~~was~~ on my 13th birthday was a T-shirt. It doesn't sound as bad unless you hear its description.

Its bright neon colored patterns blinded my eyes the moment I saw it. It shone brighter than the Sun when put under a light source. The color scheme did not match each other at all! A bright green, orange, yellow and pink do not go well together— at least not on that shirt. The irregular patterns on the shirt made me feel some sort of discomfort I can not describe. It was as if someone was dragging a fork on a flat surface, and its screeching sound deafens your ears, but with a T-shirt instead. There was a cartoon character printed on its front. The character was from a childish cartoon I used to watch when I was a toddler. Did my aunt think I was turning eight years old?

She even got my name wrong on the birthday card! It wasn't even close to my ~~original~~ name! The card also had all sorts of stickers pasted all over it, it was a total chaos in there. ~~there was~~

Neon clothing is not even my aesthetic. Seeing clothing like that T-shirt is an eyesore for me. The clothing was not even close to what I actually like. In fact, I already had so much clothing, so I didn't need any more in my closet. It was practically overflowing!

Well, in the end it's the thought that counts... In the end, I ended up giving the shirt to my friend's younger sister, ~~who~~ as a gift, who was interested in that type of clothing. Since I'm quite petite, the shirt almost fit her, so it worked out. Now that I'm thinking about it, I ~~was~~ should have gifted it to my worst enemy instead, such a horrendous gift belongs to someone like my enemy. Never in my entire life had I seen a shirt so... horrid! Even little babies have better clothes!

Description of Weaker Responses

In weak responses, the candidates conveyed their displeasure with the gift and exhibited impolite conduct by either returning it to the sender or discarding it. Additionally, these responses were marked by an inappropriate tone, incorrect grammatical usage, and spelling errors.

Image of Weaker Responses


Option C

Gift are given to make that person happy on the occasion like birthday ~~and~~ graduation to ~~realize~~ realize that you are ~~able~~ able to get gifts in gifts people always give those thing that person like most the accident to happen with me from my first birthday ~~and~~ I am receiving gifts from friends relatives always relative gives me toys in my ~~gifts~~ gifts I live them and play with those toys but on my 10th birthday all my friends give ~~my~~ gift that we books of stories with helps me in education but on of my cousin give a ~~and~~ remote controlling car that didn't like ~~that~~ that because now I was 10 years old

this age was not playing with toys but was study and work hard but I don't realize my cousin that I didn't like your gift in my heart I don't like it I took that gift and in my cupboard. I reason behind I don't take that gift because that was not age to play with ~~give~~ toys and that gift was also a toy.

In past like to play with toys but not now. when the my brothers birthdays came I give gift to my brother because his age was to play with toys.

Suggestions For Improvement (Highlighted Part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share AKU-EB Digital Learning Solution powered by Knowledge Platform Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 
Any Additional Suggestion:		

Annexure A: Pedagogies Used for Teaching the SLOs

Pedagogy: Storyboard

Description: A visual pedagogy that uses a series of illustrated panels to present a narrative, encouraging creativity and critical thinking. It helps learners organise ideas, sequence events, and comprehend complex concepts through storytelling.

Example: In a Literature class, students are tasked with creating storyboards to visually retell a novel. They draw key scenes, write captions, and present their stories to the class, enhancing their reading comprehension and fostering their imagination.

Pedagogy: Cause and Effect

Description: This pedagogy explores the relationships between actions and consequences. By analysing cause-and-effect relationships, learners develop a deeper understanding of how events are interconnected and how one action can lead to various outcomes.

Example: In a History class, students study the causes and effects of the Industrial Revolution. They research and discuss how technological advancements in manufacturing led to significant societal changes, such as urbanisation and labour reform movements.

Pedagogy: Fish and Bone

Description: A method that breaks down complex topics into main ideas (the fish) and supporting details (the bones). This visual approach enhances comprehension by highlighting essential concepts and their relevant explanations.

Example: During a Biology class on human anatomy, the teacher uses the fish and bone technique to teach about the human skeletal system. Teacher presents the main components of the human skeleton (fish) and elaborates on each bone's structure and function (bones).

Pedagogy: Concept Mapping

Description: An effective way to visually represent relationships between ideas. Learners create diagrams connecting key concepts, aiding in understanding the overall structure of a subject and fostering retention.

Example: In a Psychology assignment, students use concept mapping to explore the various theories of personality. They interlink different theories, such as Freud's psychoanalysis, Jung's analytical psychology, and Bandura's social-cognitive theory, to see how they relate to each other.

Pedagogy: Audio Visual Resources

Description: Incorporating multimedia elements like videos, images, and audio into lessons. This approach caters to different learning styles, making educational content more engaging and memorable.

Example: In a General Science class, the teacher uses a documentary-style video to teach about the solar system. The video includes stunning visual animations of the planets, interviews with astronomers, and background music, enhancing students' interest and understanding of space.

Pedagogy: Think, Pair, and Share

Description: A collaborative learning technique where students ponder a question or problem individually, then discuss their thoughts in pairs or small groups before sharing with the entire class. It fosters active participation, communication skills, and diverse perspectives.

Example: In a Literature in English class, the teacher poses a thought-provoking question about a novel's moral dilemma. Students first reflect individually, then pair up to exchange their opinions, and finally participate in a lively class discussion to explore different viewpoints.

Pedagogy: Questioning Technique (Socratic Approach)

Description: Based on Socratic dialogue, this method stimulates critical thinking by posing thought-provoking questions. It encourages learners to explore ideas, justify their reasoning, and discover knowledge through a process of inquiry.

Example: In an Ethics class, the instructor uses the Socratic approach to lead a discussion on the meaning of justice. By asking a series of probing questions, the students engage in a deeper exploration of ethical principles and societal values.

Pedagogy: Practical Demonstration

Description: A hands-on approach where learners observe real-life applications of theories or skills. Practical demonstrations enhance comprehension, skill acquisition, and problem-solving abilities by bridging theoretical concepts with real-world scenarios.

Example: In a Food and Nutrition class, the instructor demonstrates the proper technique for filleting a fish. Students observe and then practice the skill themselves, learning the practical application of knife skills and culinary precision.

(Note: The examples provided in this annexure serve as illustrations of various pedagogies. It is important to understand that these pedagogies are versatile and can be applied across subjects in numerous ways. Feel free to adapt and explore these techniques creatively to enhance learning outcomes in your specific context.)

Acknowledgements

The Aga Khan University Examination Board (AKU-EB) acknowledges with gratitude the invaluable contributions of all the dedicated individuals who have played a pivotal role in the development of the English Compulsory SSC-I E-Marking Notes.

We extend our sincere appreciation to Ms Sania Iqbal Siddiqui, Specialist in English at AKU-EB, for taking subject lead during the entire process of e-marking.

We particularly thank to Ms Noorani Imran, Senior Marker, Sultan Mahomed Shah Aga Khan School, Karachi, for evaluating each question's performances, delineating strengths and weaknesses in candidates' responses, and highlighting instructional approaches along with recommendations for better performance.

Additionally, we express our gratitude to the esteemed team of reviewers for their constructive feedback on overall performance, better and weaker responses, and validating teaching pedagogies along with suggestions for improvement.

These contributors include:

- Dr Sumera, Lead Specialist, Examination and Curriculum Development, AKU-EB
- Afreen Kanwal, Lead Specialist, Examination and Curriculum Development, AKU-EB
- Rabia Nisar, Specialist, Assessment, AKU-EB
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- Dr Shehzad Jeeva, CEO, AKU-EB