

Aga Khan University Examination Board

Notes from E-Marking Centre on HSSC-I English Compulsory Examination May 2018

Introduction:

This document has been produced for the teachers and candidates of Higher Secondary School Certificate (HSSC) Part I course of English Compulsory. It contains comments on candidates' responses to the 2018 HSSC-I, 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 (where deemed necessary) in this document represent some specific example(s) of the mentioned comments.

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

Question No	Question Type	Skills Assessed
1 (a,b,c,d)	CRQs on a reading passage	<ul style="list-style-type: none">- Ability to understand a reading text on a literal level (main/ sub ideas)- Ability to understand a reading text on inferential level (opinions, evidence, reasoning, cause and effect reading between the lines)
2	Cloze Passage	<ul style="list-style-type: none">- Ability to read and understand the given text- Ability to provide missing information as per the context of a passage
3 and 4 (a,b,c)	Letter and Essay Writing	<ul style="list-style-type: none">- Ability to develop a formal piece of writing with appropriate focus, organisation and purpose- Ability to narrate, express and write information based (expository) essays- Ability to express ideas clearly by using accurate sentence structure, connective devices, spellings, etc.

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 by studying the course.

Candidates also need to know that the marks allocated to the question and the answer space (which is provided on the examination paper), are a guide to the length of the required response. A longer response will not in itself lead to higher marks. Writing far beyond the indicated space may reduce the time available for answering other questions.

Candidates need to be familiar with the command words which contain some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with, or contain, any common questioning word like ‘how?’, ‘why?’ or ‘what?’

Note: Student responses reproduced in this report have not been corrected for grammar, spelling, format or factual information.

Detailed Comments:

Question 1

Comprehension skills are critical for success in the English Compulsory Examinations. Candidates are expected to be able to engage with a diverse range of texts and demonstrate the ability to retrieve information, draw inferences from what they have read, interpret viewpoints and perspectives and question or critically evaluate it, as required.

Question 1 was based on a reading passage. It had four sub-parts. Candidates were required to understand the reading passage and accordingly answer the questions asked on various aspects of the passage. The reading passage was an excerpt from ‘*The Hounds of Baskervilles*’ by Sir Arthur Conan Doyle. Candidates who scored high marks tracked carefully through the text and made a range of valid comments. The candidates who copied whole sections unselectively or relied on selecting a line or two, received only limited reward. Better candidates were able to make clear inferences and in some cases gave a clear overview.

Question 1a:

Describe the contextual meaning of the underlined words in the given text.

Four words ‘anguish’, ‘stooping’, ‘menacing’ and ‘halted’ were underlined in the passage and candidates were asked to infer the contextual meaning of those words from the passage.

The question proved to be challenging for the candidates.

Better responses reflected astute ability of inference and presented plausible meaning of the four words. The candidates understood the contextualisation of the words within the text and defined it as demanded by the question. Appropriate synonyms were also given.

Example:

- i) Anguish: This word is used to intensify ^{the effect} the terrible scream ^{had} on the reader. It means that the the scream that was heard was depicted ^{ing the immense} pain of the person.
- ii) Stooping: This word is telling us about the posture of Holmes as he heard the scream. It tells us that Holmes of paying keen interest ^{that where that voice was coming from} to the voice and try to figure out.
- iii) Menacing: This word is used to explain the effect of the new voice that mingled with the screams. The voice was musical but it could still not calm down the two detectives.
- iv) Halted: This word is telling us about their reaction after hearing the fact yet and the heavy to act. It tells us that they stopped ^{stop} for a while after ^{out with it was happening and where was} listening to the sound and tried to make it.

Weaker responses were unable to exhibit specific textual references to gauge the meanings. Mostly candidates found 'halted', and 'stooping' easy to infer. Ability to infer from contextual clues is a much needed skill at HSSC. It was surprising to note candidates' confusion about the vocabulary; especially when the passage has appeared in a past exam paper.

Example:

- ⇒ Anguish: It means fear, especially due to some horror.
- ⇒ Stooping: It means raised, like the shoulder when someone is being very attentive.
- ⇒ menacing: It means "fluctuating" or changing, providing a unusual sensation.
- ⇒ halted: "Halted" means "stopped suddenly", as if due to some shock, fear or anticipation of something bad.

Question 1b:

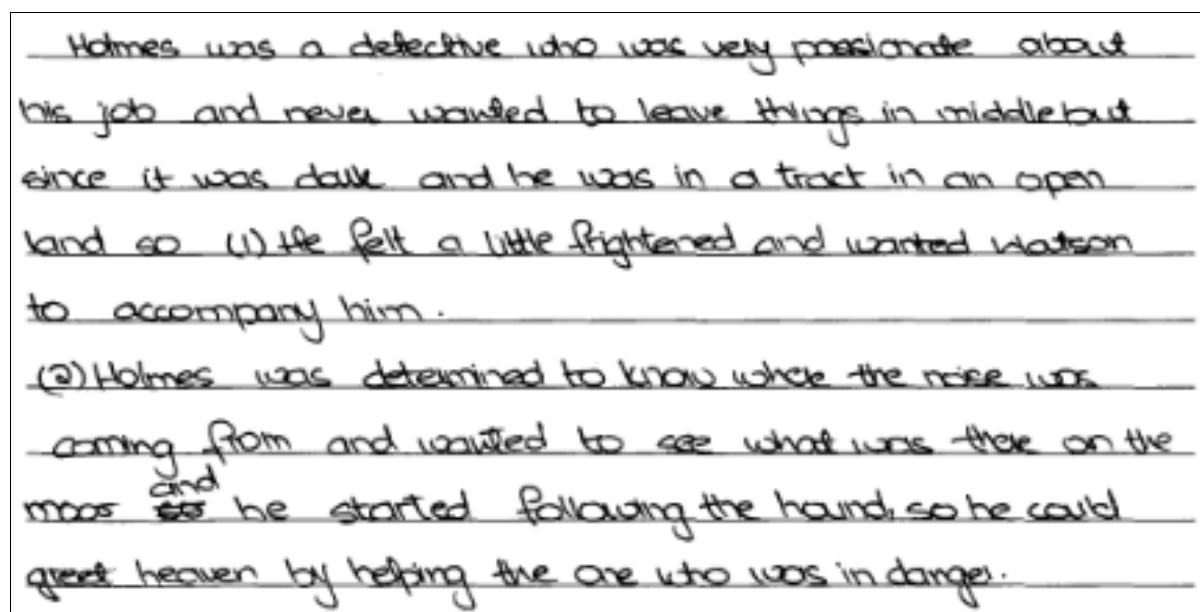
Describe the personality of Holmes as revealed through this passage. Mention TWO textual evidences to support your answer.

The question was generally attempted well.

In *better responses*, most candidates demonstrated the ability to infer personality traits from the words and actions presented in the text. Mostly candidates described that Holmes was a sharp, keen, intelligent and hardworking detective with appropriate textual evidences. In a few other instances, candidates quoted textual phrases which were indicative of personality

character's actions and words. Some activities about what that information shows about the character would help candidates with all basic inference questions.

Example:



Handwritten student response:

Holmes was a detective who was very passionate about his job and never wanted to leave things in middle but since it was dark and he was in a tract in an open land so (1) He felt a little frightened and wanted Watson to accompany him.

(2) Holmes was determined to know where the noise was coming from and wanted to see what was there on the moor ~~so~~ ^{and} he started following the hound so he could ~~quest~~ ^{find} heaven by helping the one who was in danger.

Question 1c:

What effect is created by the following phrases, 'a deep, muttered roar, musical and yet menacing, rising and falling like the low, constant murmur of the sea', and 'Not another sound broke the heavy silence of the windless night'. Compare the two phrases with each other.

In some ways this question might be regarded as relatively challenging among the other questions of the paper. This question required the candidates to consider writer's craft. However, the writer's use of expressive vocabulary facilitated the candidates.

In *better responses*, candidates described the effect created as of the text by using suitable vocabulary. The better responses exhibited the understanding of vocabulary used by the author to build up the atmosphere of the story. The plotline was well-understood by the candidates, i.e. detectives chasing distant cries/ moans and they were able to link these details of plot with the atmosphere.

This question was a good discriminator of those candidates who have used methodical approach of reading and analysing the contents of the passage. A few candidates were able to offer insightful overview/ comments and supported these with relevant textual points. Clarity of thought, focusing the question, careful selection of relevant evidence and thoughtful organisation of the materials were exhibited by those who scored well.

Example:

The first phrase is to describe the voice of hound (a breed of dog). This phrase creates a thrilling ~~of~~ effects. The writer also painted the picture very clear for reader to imagine it vividly. This phrase gives the description of sound by comparing it with the murmur of sea. On the contrary, second phrase gives the description about the silence. It tells that there was a pin drop silence on the moor which is also exude a sense of fright.

In *weaker responses*, candidates mentioned random phrases from the text. At times, the paragraphs where the phrases appeared were copied. Such candidates did not focus on the question or writer's use of language.

Example:

In the first phrase, the author is describing how that sound felt to him. An effect of thrilling noise is created by this phrase. Author has described the sound so effectively that reader can imagine the sound very well and can feel the horror. While the other phrase is describing the calmness after the huge roar. An effect of complete silence in the atmosphere is created by this phrase. Both the phrases are giving a completely opposite effect in an equally brilliant manner.

Question 1d:

If you were the detective Sherlock Holmes, what would you do after making the discovery at the end of the story? Mention any FIVE points.

The question aimed to assess the thinking skills and viewpoint of the candidates. The requirement of the question was to: a) analyse the situation from the viewpoint of the detective; b) make plausible suggestions about the actions that may be required.

In *better responses*, the candidates gave five reasonable points depicting plausible actions. The answers indicated close engagement with the text and a sense of thoughtfulness. All details were relevant and pertained to what a detective should do in that situation. Mostly candidates mentioned that they would look for signs of identification/ cards/ wallets in the victim's belonging, examine signs of trauma and nature of injuries, seclude the crime scene from public access, inform the police, attempt to gather evidences in nearby areas, take

photographs of the crime scene, search for signs/ belongings of the attacker, track the victim's personal life for potential suspects.

Example:

1. First of all, I would have called for help yet the person was dead but he need to get to hospital.
2. I would file a complain in police office about the incident, so that police could start its investigation.
3. I would try to find a mean to communicate ~~for~~ to the person's family and inform them with the tragedy.
4. I would request for his post mortem, to divulge the mystery that how he died.
5. Being a detective, I would take the case in my account and would workout to find who was behind all this.

Weaker responses reflected that the candidates misunderstood the requirement of the question. Candidates seemed to be under the impression that they can write anything in application-related questions regardless of relevance and situation.

In *weaker responses*, the candidates mentioned points irrelevant to the context and situation. The context (i.e. the description of the detective in the passage) describes that Sherlock Holmes is an extremely curious, active and efficient detective. The situation (i.e. discovery of a dead body) should initiate that the answer focuses on the investigation of the crime. In most cases, candidates mentioned irrelevant points like campaigning for awareness of dangerous areas, leaving the dead body unattended, giving the body to a morgue, fleeing the dangerous situation, taking refuge in a nearby area.

Example:

- ① If I was in place of Sherlock Holmes then I will discover many points
- ② In every situation we should have to think wisely ③ we should ~~should~~ control our nervous
- ④ we should help our friends in any difficult situation.
- ⑤ we should have to overcome the fear of any thing before any activity.
- ⑥ we should think freely in difficult situation and we should have to do what our heart tell us.

Question 2:

This question was a Cloze Test; candidates had to read the passage carefully and fill in the missing words with respect to the situation, grammar and context.

This question could be regarded as the most challenging for the candidates. Very few candidates scored full marks. It should be communicated that whilst solving a cloze text, candidates must pay attention to the meaning the passage is trying to convey. Gauging the central idea of the passage will help in inserting appropriate words. The theme of the passage selected for cloze test was ‘mass extinction of animal life from Earth’; this was indicated in the first line. In this question, most responses had little bearing on the context of the passage. Though marking scheme was relaxed to accommodate partially correct words, misspelled words/ and at times two words, the performance indicates a need for focus and practice.

Better responses displayed appropriate use of words with respect to situation, grammar and context in each of the given blanks. The use of tenses and spellings of the given words were correct. In a few cases, candidates seemed to understand the usage of words but did not spell the words correctly. Marks were not deducted for spelling in such cases. The transition devices used by the high-scoring candidates revealed the understanding of the content.

Example:

When painted, they can add a girly sparkle to hands, and for some people they can substitute as a guitar pick or even a backscratcher.

These services, though, are not the reason humans sport the keratin-rich coverings atop our fingertips. "We have fingernails because we are primates," said John Hawks, a biological anthropologist at the University of Wisconsin-Madison.

A nail is a horn-like envelope 1 covering the tips of the fingers and toes in most primates and a few other mammals. Nails 2 are similar to claws in other animals. Fingernails and toenails are made of a tough protective protein called alpha-keratin. This protein is also 3 present in the hooves and horns of different animals.

Fingernails are one of the features that distinguish primates, including humans, from other mammals. They are essentially flattened forms 4 of claws. "Most mammals 5 have claws," Hawks told Live Science. "They use them to grab onto things, to climb things, to scratch things, and to dig holes."

Scientists suspect primates sort of lost their claws and fashioned broad fingertips topped with nails to 6 help in locomotion. While claws would have provided excellent grip as our mammalian ancestors clambered up large tree trunks, they would have been a nuisance for larger-bodied primates trying to grasp smaller branches while scrambling across tree canopies for fruits. Rather, primates developed broader fingertips made for grasping.

About 2.5 million years ago, fossil evidence 7 suggests that early humans first picked up stone tools, which is about the same time our ancestors also developed even broader fingertips than earlier primates. To this day, humans 8 have broader fingertips than other primates.

Whether fingernails are an adaptation that 9 can support broad fingertips or a side effect from the loss of claws is unclear, Hawks said.

Another reason for fingernails: They serve as a visual advertisement of a person's health, he said. For instance, malnutrition 10 can change the colouring of nails, while small pits in fingernails can signal the skin condition psoriasis.

Weaker responses failed to provide appropriate words for all the blanks. Such responses demonstrated lack of knowledge of sentence structures, prepositions and parts of speech.

Candidates should be instructed to try to understand the context of the given passage and then predict the missing words from contextual clues. The tense used in the text and the overall idea can also provide useful clues for solving a Cloze Test.

Example:

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Question 3

The candidates were directed to write a letter on any one of the two choices given. Most candidates chose to use formal structure and concise and impersonal language appropriate to examination context. Candidates wrote appropriate reasons and suggestions for their choice of letter. In a few cases, tone and style seemed a bit informal and did not take into account the nature of relationship with, and the interests of, the recipient. The content, in most cases, was relevant and appropriate. In their preparation for the examination, candidates should know the mechanics of writing an effective and a comprehensive letter related to the details of the given prompt. Candidates chose to attempt both parts equally.

Question 3a:

As the intensity of summer increases, the students of rural and sub-urban areas are facing severe trouble, as they do not have adequate transport facilities to reach their schools and colleges located in nearby cities. Most of the colleges and schools have their own buses but pick and drop facility is available to the students of cities only.

Write a letter to the Editor highlighting the issue stated above. In your letter discuss:

- why this issue is important.
- reasons and/ or examples to support your stance.
- what should be done about the situation.

Most of the candidates attempted the question well.

In *better responses* for Question 3a, the candidates:

- showed a clear understanding of the stimuli. The responses displayed appropriate understanding of the question. The candidates explained the necessity of regular and safe transportation with adequate reasons and examples. Appropriate suggestions were mentioned.
- wrote the correct format of a formal letter, i.e. date, address of sender/ receiver, salutation, subject, body, complimentary close and name/ signature.
- used formal language and displayed knowledge of conventions of written English.
- displayed correct use of tenses and subject-verb agreement.
- used accurate spellings and punctuation.

Note: It was observed that even in better responses a few candidates wrote their real names and/ or address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real name or address in the examination.

Example:

Examination Hall,

ABC Road,

Karachi.

May 09, 2018.

The Editor,

ABC News,

Karachi.

Respected Sir,

I am writing you this letter, to address a very serious issue. These days, the intensity of summer, is increasing rapidly. The temperature is going too high, due to which students are facing difficulties, to reach their respective schools and colleges, mostly of the rural and sub-urban areas. The main reason is, obviously lack of transport facility, provided to them. Nobody, really pays any due attention towards these areas, and ignores these problems, addressed by the people living there. I would like to highlight some of the major concerns related to this issue and would like to share some remedies and solutions.

So here, we see that students trying to come to school from rural areas, towards the city, either come almost walking, or take multiple transports, before reaching their respective destination. Till they reach their destination, they are all wet and sweating, exhausted, and even unable to stand properly.

This is mostly seen in government schools, where transport, and school bus facility, is only provided to city people, and not rural people. There's no sense of educating students in this way, where they are dehydrating due to heat strokes and extreme weather conditions. This is just making them sicker day by day. I once was entering my school in the morning, when I saw two siblings of around 8-9 years old, holding hands and walking towards their school. I asked them why they were walking, and all they said was that, "They wouldn't get bus to catch." The government, and school officials really need to sort out some way, by which transport can be provided to rural areas too. This way they can even come safe and happily to school, and also at the end of the day, when they are tired, they can return back, comfortably. And, as a matter of fact, most kidnappings and physical abuse cases, rise from here only, where children are coming and going alone, without any assistance.

I would appreciate it, if this problem and query is conveyed to trustees and officials of different schools, as soon as possible, so that they can take strict and immediate action, and safeguard the safety and health of their children studying in their school.

Yours Sincerely,

XYZ.

Candidates should attempt to understand a) the focus of the question and b) possible points which can be expanded for the benefit of the write-up.

In *weaker responses* for Question 3a, the candidates:

- wrote about the importance of personal transport/ generic importance of good public transport; this did not match the prompt.
- wrote incomplete format of a letter.
- wrote content which did not adhere with the stimuli.
- used clichés, slangs and internet language (i.e. the short form of the words).
- wrote incorrect sentence structure with serious grammatical errors.
- used incorrect spellings and ineffective punctuation.

Example:

Examination Hall

9th May, 2019

The editor of the
transport system

Subject:- Highlighting the issues
of transport system and solution for it-

Dear Sir,

yesterday, we were going to school by a public transport car- we were having our board paper of English on that day. Due to the car, we got late. Because it stopped working on the half way. Due to which we faced many difficulties and we suffered a lot. Because we were late. The examiner did not allow us to sit in the examination hall. Due to which we missed the paper.

Although, we are having many problems due to the lack of proper transport system. But yesterday's situation compelled me to write a letter to you

and
↑ to remind you the problems which we are facing.

Firstly, we get late to the school. When we are not having our own school bus, we usually get late to the school. Many times our principal warned us on this issue. Secondly, we are not comfortable with the public transport system. There have been many issues due to the public transport system. 1 week ago, one of our classmate was kidnapped. The kidnappers asked her parents for 10 Lac ruppees, which her father could not give and he lost his daughter. Lastly, the hot summer also creates difficulty in our journey and compels us to travel in school bus. We usually wait for the cars in the hot days for one to two hours. In this way we get sick.

Sir, we are having many problems due to the lack of school transport system. You are requested to arrange a school bus for us so that we could study easily. It would be better if you would create some opportunities and facilities in the bus like books should be kept in the bus and there should be a fresh environment in the bus during the hot summer.

Hope and wait for your better response.

yours truly
X-Y-Z

Question 3b:

Pakwheels is the largest automotive classified website in Pakistan that deals with information regarding discussion of new and used cars and motorbikes, and their sale and maintenance. According to an online survey conducted by Pakwheels, 75% of the drivers on Pakistani roads are breaking the law and 24% survey participants drive without license.

Write a letter to the Editor and highlight the issue presented above. In your letter, discuss:

- why this issue is important.
- reasons and/ or examples to support your stance.
- what should be done about the situation.

In *better responses* for Question 3b, the candidates:

- showed understanding of the issue and expressed concerns over lack of focus on following law amongst citizens with reasons and examples.
- wrote the correct format of a formal letter, i.e. date, address of sender/ receiver, salutation, subject, body, complimentary close and name/ signature.
- used formal language and displayed knowledge of conventions of written English.
- displayed originality of thought and relevance of content.
- displayed a logical progression of ideas.
- displayed use of subject-verb agreement and tenses with moderate accuracy.
- used accurate spellings and punctuation mostly.

Note: It was observed that even in better responses, a few candidates wrote their real names and/ or address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real names or address in the examination.

Example:

Wednesday, 9th May 2018
The Editor
Daily Planet
ABC Road
Kanachi
Subject: HIGHLIGHTING THE RISK OF NOT OBEYING TRAFFIC LAWS.
Dear Sir
I read your newspaper everyday and I am extremely happy with the way alot of topics are presented in it. I would be really thankful if you include the following text in the Letters to The Editor column of your esteemed newspaper.
"For what differentiates us from the animals that live in the jungle? We humans, we live with rules, being very sophisticated. We abide the law, the law that we have made for our own benefits. From eating to studying to bathing, we follow specific steps that enable us to perform a specific task. Same is for the way we transport.
We have made a set of rules for driving as well, and these these rules have always caused reduced a great deal of threat. But unfortunately, there are few people among

us that by breaking the law, not only endanger their lives but put high risks on others too.

A recent survey by Pakwheels has shown that 74% of the drivers on Pakistani Roads do not obey the rules and that 24% of them are not even having their licenses. This has caused a lot of menace.

People have died on the spots due to accidents that have occurred by not obeying the law. Families have been destroyed, mothers have lost their little children and all it took was just an overspeed driver coming the wrong way. We should change the way we think, we should really start feeling for other. What will happen if someone else broke the law and someone of your family got in the way. We should ourselves be the first change that we want to see in others.

Government should impose high penalties for all such type of nuisance we should really be implemented Traffic officials should be very careful while doing their jobs. And lastly, we ourselves should avoid breaking the law for the taking a step towards a better society."

I will be very obliged if you include my text in your newspaper.

Yours Sincerely

~~King~~ King T'Challa

XYZ Road

Karachi

In weaker responses for Question 3b, the candidates:

- wrote reasons that were illogical or less probable to the given prompt. Some average scoring candidates digressed. Occasionally, wrote material which was irrelevant; however, the expression was fine. Candidates should be given classroom practice to focus on the topic better; focusing on key words of the question can help.
- understood the topic but used many redundant ideas and phrases.
- displayed serious and persistent errors of grammar, word choice, spelling and diction.

Example:

Examination Hall
City ABC
9 th May 2018
To the Editor of News.
address Jang group head office Cantonment 2 Lahore.
Respected sir,
Violence of traffic laws.
Sir we saw in recent survey there is very filthy condition of driving and traffic in Pakistan. It's directly effected to increase accident rate and too much of traffic. Death cause is the main reason that rapidly growing from all this.
Sir we see a road accident in our routine life which cause of death, financial loss and traffic rush. recently I saw an accident and after that when authority investigate from driver

he tell that he have no awareness
 about this law. and this accident
 seriously damage the other van just
 because of one mistake.

So now government should make strict
 law against all this. make the
 test more strict where the
 license is provided. set a huge
 charges on mistake while the
 person have driving given awareness
 to all drivers by
 spreading pamphlets or by some other
 ways. license checking make strict by
 traffic police. may after all these
 efforts we reduce this survey rate.
 I hope you will take it seriously.

Yours sincerely
 X. Y. Z

Question 4

The candidates were directed to write an essay on any of the three choices given. Most candidates chose to use formal structure and concise and effective language of any traditional essay. In their preparation for the examination, candidates should be taught the mechanics of writing an effective and a comprehensive essay using thesis statements and topic sentences. Candidates should be encouraged to use their imagination and assuming a situation, write a narrative that is detailed, showing insight and originality of thought. A few candidates used a very informal style of writing; the increase in Americanisms which at times suggests informal register with the use of expressions such as 'gonna', 'wanna' was also observed in the scripts of the candidates. In the essays, paragraphing should be focused and built around the development of a contestable argument. If paragraphs are overly long and reach to well over a page, it may well be that the line of reasoning is not as controlled as it could be in producing a response that is clear and convincing.

Question 4a:

Some people think fashion is how you carry yourself, i.e. how you come across to other people, good posture, mannerisms and the feeling of being comfortable in your chosen style. Others think the way you dress and the accessories you carry reflect your approach to life. In some cases, it affects other people's judgments about you.

Write an essay expressing your views about what fashion means to you. In your essay, discuss:

- what you understand by the term 'fashion'.
- should fashion sense affect our judgment of others? Give reasons.
- how does fashion reflect a society's norms and preferences? Give examples.

In *better responses* for Question 4a, candidates:

- showed a clear understanding of the stimuli and the prompt. Most candidates chose to showcase their own definition of the word, 'fashion'. Most of the high scoring responses presented interesting/ humorous tone to describe the topic and covered all pointers of the question.
- displayed accurate use of subject-verb agreement, tenses and spellings.
- used appropriate vocabulary and connective devices.

Example:

Option a "Fashion"

"creativity can't be use up the more you use the more ~~creativity you have~~ you have" (Louis Stevenson)

fashion for ~~me~~^{people} is just a creativity ~~have~~ you do with your self. For me it's not the physical creativity it is the inner creativity which builds your personality.

But if we think about the people around us, the world has changed alot. The time and people's thoughts are changing briskly. People have started judging each other by ~~these~~^{their} appearances. The fashion sense of wearing the appropriate crop top with palazzo's and slipper etc have blown away the people. People have turned out to be so conscious of what they where, ~~either it's of the fashion or it's now old.~~

Fashions are now actually changing day to day and people are running behind it just to look the best and fit into these unusual norms of the society.

"Don't judge a book by it's cover"

I really believe in this quote because I think that judging a person with ~~the~~ his/her fashion ~~sense~~ is stupidity. only the person's personality; the way they take, meet and greet people reflects ~~their~~^{them} personality; not what they

~~wear~~^{wear}, either ~~a~~ branded or local cloths. For me a ~~per~~^{person} should be judged by ~~the~~^{their} personality. But now people use to judge them with what they ~~wear~~^{wear}. sometime the people not even invite ~~them~~^{others} to their ~~@~~ gathering ~~either~~^{although} they ~~are~~ might be their closest relatives, due to their fashion ~~sense~~^{sense}.

Fashion ~~has~~^{has} not only ~~this~~^{changed way of living} but also changes people's preference over other things. If a person is use too of buying branded things then he/she might sit in only the people of their level. They will disrespect every other ~~this~~ thing. Not only this but the youth has also been a trap of this fashion disease. children have started making friend only by appearences and not by a person's nature. ~~It~~^{It has also made} them bold.

~~Every~~^{nowadays} person in ~~this~~^{this} time has become very concious of what they ~~were~~^{wear} and ~~how~~. Though they never know they the really beauty is not in weaving a ~~peatu~~^{beau}tiful dress, but it is in having ~~a~~ beautiful thoughts and ideas. Therefore, we should try to be good; not to look good. This life is really short don't waste it on the things ^{which} will ~~to~~ only give you happiness for short time; we should do good ~~ded~~^{deed} deed to have a peacefull life and ~~happines~~^{happiness} for long lasting happiness

In weaker responses for Question 4a, the candidates:

- seemed confused; mostly they wrote that fashion is culturally inappropriate and should be avoided.
- used clichés, slang and internet language (i.e. the short form of the words).
- wrote incorrect sentence structure with serious grammatical errors.
- used ineffective spelling and punctuation.

Example:

Option a

fashion is just like a polish that shine. fashion mean to groom yourself. It mean how to look different from other. fashion is about to creat yourself. your fashion is every much effect your personality.

A person is know by his fashion which he keeps. I know it is wsong statement but exactly it is is happening. I always being confused that why the people wear Jacket in summer they are not mental they are fashionable. The person is always judge by his fashion. If I wear simple clothes on Eid and other occassioe my sister said me that you look so cheap in this dress.

If you wear too such Jewellery and make^{up} then you are looked like a sick person. Fashionate person are always have their own swage. you are respected by the clothes you wear. The time will come when you are selected by the fashion If you have fashion you become able to do Job

If the Society recognized new ^{fashion} it take step toward it success. our Society become more advance than before it is all because of the fashion Due to this fashion we forget our culture. we forget what we are. Be who you want to be not what other want to see.

Question 4b:

"Huge thunderclouds boiled into formation, but just as rapidly shifted and went. I said to the people in the room that it looked as if a storm was coming.

Write a story about the given situation.

In better responses for Question 4b, the candidates:

- showed a clear understanding of the stimuli. They presented interesting choices of topic and mostly used first person narration. The description of people and places also showed effort and craft. A sustained story or narrative essay showed coherence and attention to detail; a commendable feat.
- displayed accurate use of sentence structure, subject-verb agreement and tenses.
- used appropriate word choice and spelling.

Example:

Option b

Once upon a time, it was a very cloudy weather. Huge thunder clouds were forming but they shifted and went. ~~o~~ Every felt a relief but I still had a feeling that ~~the~~ those clouds will ~~not~~ come back, in the form of huge thunder storm, but everyone refused and nobody believed on me. I quickly went up to my room and started watching news channel as if I was right. But every thing was fine, the weather forecast system said the the storm had changed it's path and is no longer gonna hit our coast. I felt really lucky and started thanking for saving us from that storm

Then, I went outside for playing. I ~~played~~^{was playing} with my friends and family but suddenly I heard huge burst and sound that comes from two huge mountains hitting together. I looked up and a cold shiver went through my head to toe, I was like nailed into the ground because I was so shock I couldn't move my body.

My dad quickly came to me and shook me ~~to~~^{and told} me to come inside. I nodded and ~~ran~~ ran quickly into the house and we turned on our T.V and we couldn't believed what we saw. The storm shifted back towards

us and what was even more frightening was that it was the most powerful thunderstorm ever in the history.

We were watching massive destruction on live T.V because every ~~house~~ house ~~was~~ was being destroyed. We were told to not get out of the houses and shut every window and door. We did everything that was possible to protect ourselves and we went into the basement of our house. Suddenly I burst out crying because I was too afraid that the storm is coming right towards us ~~and~~ and we are going die but my mom hugged me and told me that nothing is going to happen everything will be alright.

Next moment was the moment that I was fearing the most. We heard the thunder and we knew ~~we~~ we are going to be hit by thunder storm and then I woke up. It took me couple of minutes to realise that it was just a dream. I was so happy that I went out just to see everything is fine. It was a really frightening and terrifying ~~dream~~ nightmare I am never going to forget.

In weaker responses for Question 4b, the candidates:

- seemed less inclined towards making the effort required to answer this type of question. Ideas were redundant and unimaginative; the question was often treated as a simple narration with everyday life/ common place happenings. The register was informal and often, if not always, writing was not complete.
- expressed ideas clearly but the expression was plain or dull.
- wrote incorrect sentence structure with serious grammatical errors.
- used incorrect spellings and ineffective punctuation.

Example:

Huge thunderclouds boiled into formation, but just as rapidly shifted and went. I said to the people in the room that it looked as if a storm was coming. my friends are come to my house because today is Sunday we are together to enjoy. my two friends come to my house and I was so happy and enjoying with friends. on 7 or 8 pm at night suddenly thunderclouds boiled and rapidly shifted. I said to my friends that it look as a storm was coming but we want concentrate on this much we are watching horror movie and suddenly light gone and we are scare little much we light up candles and put it on the side table. windows are open and suddenly a wind comes into room and candles are about to flick. my friend go to close the window. when she go close to window she scream and run away. we ask what happens and she tell that she looks a scare one in the window. we together go to window and fastly close it. now we are terrified. suddenly a scary sound comes from a corner. we are now start cry and shout.

loudly but no one comes for help us. a white stress man are stand in the corner. and ~~his~~ he was without head and we start screaming and run away to the room. and run to the stairs. when we go to the kitchen the man without head was standing in the kitchen. we ~~are~~ run back to room.

We are very terrified and fighting. that what was happened to us. and now suddenly lights comes and after a second lights off we are on the bed and vibrate our body with the fear we don't know that what should we do. and storm was come and sound of storm was so scary and we think that it should our last time and the man kill us. we are cry loudly and shouted help but no one come. we get into the blanket. after an hour we come out and lights are on and there isn't any man and the storm was gone. and we don't know how morning come really fast. and we don't know

morning come really fast. and we don't know what happened that night. who was that man. where it goes. we are happy that we are alive. we never forget that dreadful and scary storm.

Question 4c:

Dreams are stories and images that our minds create while we sleep. They can be entertaining, fun, disturbing, frightening, and sometimes bizarre.

Describe any ONE dream that you clearly remember. In your essay, use descriptive details to recount:

- what happened and who was involved.
- what makes this dream unforgettable.
- what do you think your dream represents, i.e., some larger meaning or specific event? Give reasons.

Most candidates chose to attempt this question.

In *better responses* for Question 4c, the candidates:

- chose to present vivid descriptions to articulate what happened and who was involved in the dream. It was delightful to witness that some candidates expressed dreams in a random sequence of images; mostly- this is how dreams occur. Candidates explained why dream was memorable and whether they think that dream had a meaning.
- began their narratives with an interesting anecdote/ quote/ experience.
- used appropriate vocabulary and connective devices.
- displayed accurate use of subject-verb agreement.
- used accurate spellings and punctuation.

Example:

Option C

Dreams are often thought to be half conscious trains of thought during sleep. It is often said that whatever one ~~thoughts~~^{thinks} of and observes deeply one comes across dreams related to that thing. I'm^a keen observer of nature that is why most of my dreams are related to nature, the creatures living around me and sometimes the ruins occurring to nature. I remember one of my dream; so creative, so impressive! It will not be wrong to say that it was not only a dream but a an imotive story. What I saw was that on a sunny and a fresh morning when I went out ~~q~~ towards the backyard I herd a melodius, tuneful note comming from the backyard. I rushed towards the backyard in the direction whence the tuneful sound had come. To my surprise there was a little bird sitting on the titanic evergreen tree and ringing so actively and happily. It seemed that the bird own every happiness of life. Its eyes were full of hope and its voice was full of sweet tune and melody. For a moment my whole body stood rooted to the ground, every thing in the backyard seemed so dramatic that it seemed ~~as that~~ ~~every~~ ~~part~~ every part of nature was changed for me ^{as} just by a magician's touch. The collage pattern on ~~it~~^{scent and} bark of tree, the sound of early morning, the tender blush of colour of fruits and the song sung by the little bird. I felt as if I was in paradise but suddenly I heard an unpleasant voice. What I saw was hunter coming^m towards the tree

where that little bird was sitting. The man caught the bird up and ran away. ~~But~~ I ran after him crying and begged him to free the bird but he payed no heed. After three days I went to that hut where the hunter was living. I saw the little bird in a cage and realized the angry hopelessness in the small eyes. I felt as if the bird was telling the mournful story of ^{its} life as

I'm a bird that born on tree singing smiling and was free clouds trees flowess around me I thought that all belong to me

I cried alot and screamed a person so kind will free me I deemed

④ My heart burst in anger and fear But no one is ^{here} to hear

② But who knows the turn of fate one ^{mos} evening when the time was late Blowing wind, came a huntsman Caught me up then the man ran

⑤ I'm left with nothing ^{to thrive} survive. Nor I want to anymore

Oh! life has played with me havoc found me in a cage when I awoke Neither the trees, nor the beauty I fond

Only there was a darkness all around suddenly I was awoken by the alarm ^{that what which made this dream unforgettable.} ringing and it was when ~~My dream~~ I ^{wrote} ~~put~~ this poem on the paper. "It was infact an impressive dream which made me a poet" I thought, I feel my this dream represent an event which hides a broader lesson and an impressive story about the life of creatures and the ruin occing to nature. ~~that is why I~~

In weaker responses for Question 4c, the candidates:

- used random details which did not enhance the expression and looked forced. The expression was weak. In most cases, there were generalised details.
- lost marks for technical accuracy in writing. Basic errors in punctuation, grammar and spelling undoubtedly tarnish the quality of the writing.
- showed lack of attention to details and organization. The sequencing of ideas is vital in this sort of essay and random/ run-on sentences shows lack of attention to detail and unplanned writing.
- wrote irrelevant examples and reasons which did not contribute to the development of their prompt.
- used clichés, slang and internet language (i.e. the short form of the words).

Example:

Option ~~(a)~~ (b)

I was standing in between a place surrounded by high mountains. The white snow on the tips of the mountains ~~was~~ shining like diamonds. The water flowing between two mountains was giving a sense of freshness. The sounds of birds ~~and~~ and the sound of water in canals was breaking that silence. When I closed my eyes and started to feel the air then I felt like I ~~was~~ ^{am} at the peak of relaxation. The air touched my face smoothly ~~leaving~~ leaving a peace on my face. I had never experienced ~~the~~ beauty of nature before. At that time I was feeling like I ~~was~~ ^{am} escaped from a cage and now I ~~was~~ ^{am} free from every ~~boundary~~ ^{boundary}. This silence was broken when I heard my name echoing around me.

I turned back and shouted with excitement. That was my papa. I run and hugged my papa. Papa and I continued to walk ~~around~~ ^{around} that place. I asked my papa, "papa how beautiful this place is right?". I said papa nature is very beautiful right. There is ~~a~~ peace in this place. No disturbances no noise

of traffic, no horns. My papa smiled and answered me. "Yes, my sweetheart's nature is the most beautiful thing in this universe. ~~The~~ Enjoying nature gives us peace and relaxation".

I and papa reached to the sea shore. The waves of water were moving with a great discipline and silence. I ~~stayed~~ was hanged for a moment while staring at the waves. I got my consciousness back when the water touched my feet.

I will never forget those moments with my father. ^{I experienced a} Strange behaviour of my father. My father was forcing me to ^{cross the sea and go to the next side.} ~~go into the sea and cross it~~. I refused to do so but my father was saying, "I believe you, My daughter, you can do it, you can do as hard work as you can; go!" father said, "I will not be there ^{with you everytime} ~~except when you need me~~ you need me!" you have to do your own work, go my sweetly go!" for the next moment I was at the next side of the sea. I could see my father from there. papa waved his hand and smiled. With a shock my got up from the bed. O my God! it was a dream. I was very happy because of my dream. Our family believe that crossing a sea in dream means that we will surely get a success in our life ahead.