

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre HSSC-I English Compulsory Annual Examination 2023

Introduction

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

E-Marking Notes

This document includes overall comments on students' performance on every question and *some* specific examples of students' responses that 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.

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that require 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 would start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

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

Question No	Question Type	Skills Assessed
1 (a, b, c, d, e)	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)- Reasoning skills
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 (a, b) 4 (a, b, c)	Letter & Essay Writing	<ul style="list-style-type: none">- Ability to develop a formal piece of writing with appropriate focus, organisation and purpose- Ability to describe, narrate, express, present facts/logic, explain the familiar topics/situations- Ability to use accurate sentence structure, connective devices, and spellings, etc.

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

General Observations

The candidates showed good comprehension skills of the passage given the examination by relating it to real-life scenarios and highlighting their critical thinking skills in the Constructed Response Questions (CRQs). The responses in the Extended Response Questions (ERQs) display the candidates exceptional writing skills keeping in mind the organisational structures of the ERQs.

DETAILED COMMENTS

Constructed Response Questions (CRQs)

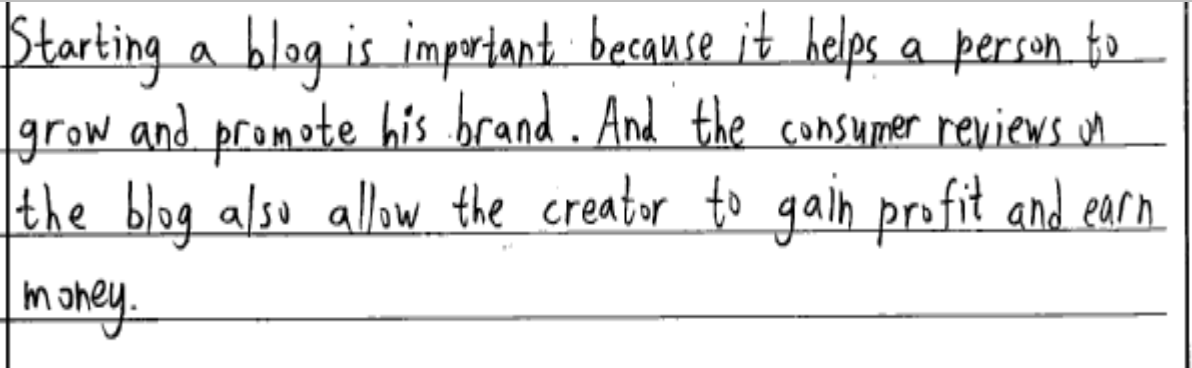
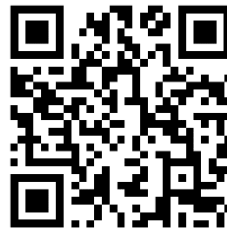
Question No. 1 (a)	
Question Text	By referring to text A, briefly describe the importance of blogging in your OWN words.
SLO No.	2.1.5
SLO Text	Discuss theme, main idea and supporting details
Max Marks	2
Cognitive Level	U*
Checking Hints	2 marks for describing the importance of a blog. (Assign no marks if the candidate has copied directly from the text. 1 mark for using own words.
Overall Performance	Overall, these responses showcased a clearer understanding of the importance of blogging in various contexts. However, only few students copied it directly from the given text for which 1 mark was deducted. The expectations of the question required candidates to describe about blogging i.e., it is a great way to market or promote oneself or one's business, product, or service.
Description of Better Responses	The candidates who demonstrated a stronger grasp of the text and the question at hand were able to articulate the significance of blogging more effectively. They accurately highlighted key aspects such as the ability to share information, write reviews, and earn profits online. Additionally, they acknowledged the promotional value of blogs for building a brand. Some candidates also emphasised the potential to sell products or services through a blog and the informative role it can play.
Image of Better Responses	
Description of Weaker Responses	Many candidates struggled to provide a comprehensive definition of "blogging" in their own words. Instead, they relied on directly copying sentences from the provided text. Furthermore, a significant number of candidates failed to mention important elements and essential information about blogging, such as its purpose and distinctive features. These deficiencies indicate a lack of understanding and insight into the subject matter.

Image of Weaker Responses:

Ans. Blogging is a online ^{Journal} and informative website displaying information in a reverse chronological order. In a blogging one writer are many writer s share there views on different subject. Blogging is also use in different field like business.

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:

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

Question No. 1(b)

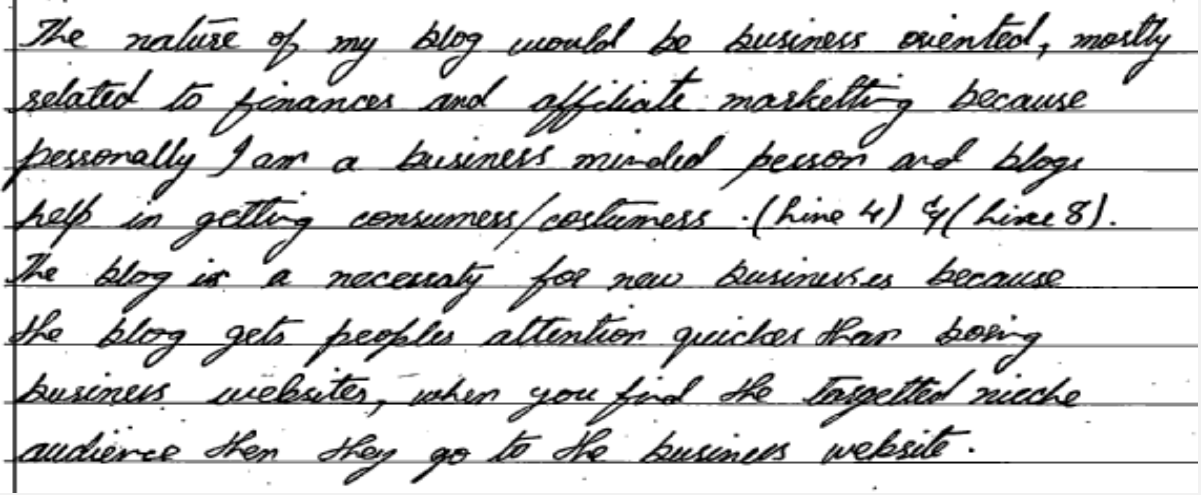

Question Text	If you were to start a blog, what would be the nature of the blog and why? Give TWO references from TEXT A to support your answer.
SLO No.	2.1.14
SLO Text	Analyse and add relevant information from outside the text to the information of a narrative, expressive and/or expository text;
Max Marks	4
Cognitive Level	A
Checking Hints	1 mark for describing the nature of the blog. 1 mark for stating the reason. 1 mark for each reference based on Text. (2 references required)
Overall Performance	The overall response to this question was commendable, as the majority of candidates effectively incorporated references from the text. However, there were a few students who misunderstood the prompt. Instead of discussing the type of blog they would start, they focused on describing how the blog should be structured or formatted. The expected response was for candidates to share their specific interests, such as food or lifestyle, and emphasise their passion for the chosen topic. They were also encouraged to discuss the potential for promoting their interests, motivating others, and creating a community around their blog.
Description of Better Responses	The better responses stood out by effectively incorporating references from the text and showcasing the candidates' personal interests in blogging. They passionately described their chosen areas of focus and demonstrated a clear strategy for promoting their blogs to reach a wider audience. These candidates not only displayed a genuine enthusiasm for their chosen topics but also highlighted their determination to make their blogs visible and engaging for their target audience.
Image of Better Responses	
Description of Weaker Responses	The weaker responses were unable to grasp the question's requirements and failed to address the specific nature of the blog or discuss their personal interests. Instead, they provided generalised information about how blogging should be approached in a general sense. The candidates overlooked these essential elements and focused on a more generic understanding of blogging.

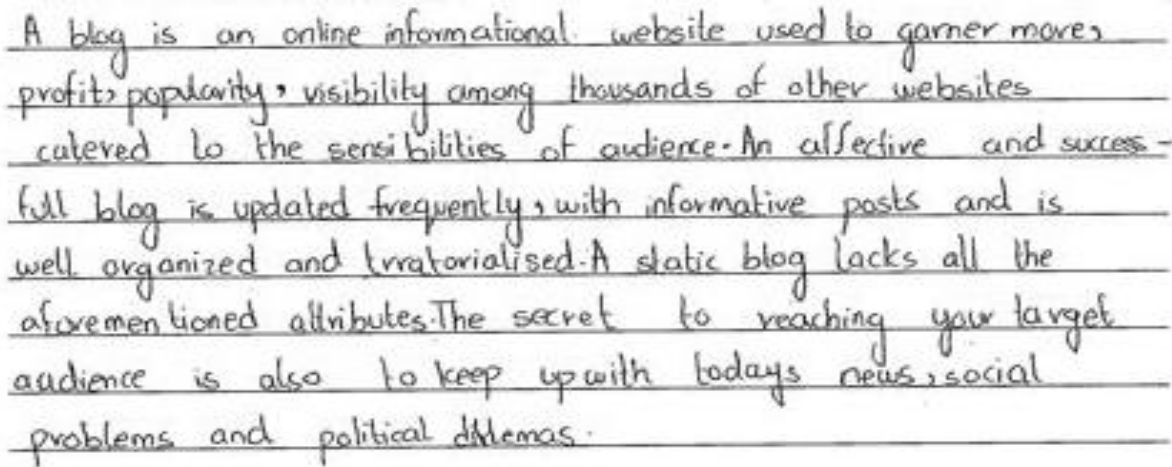
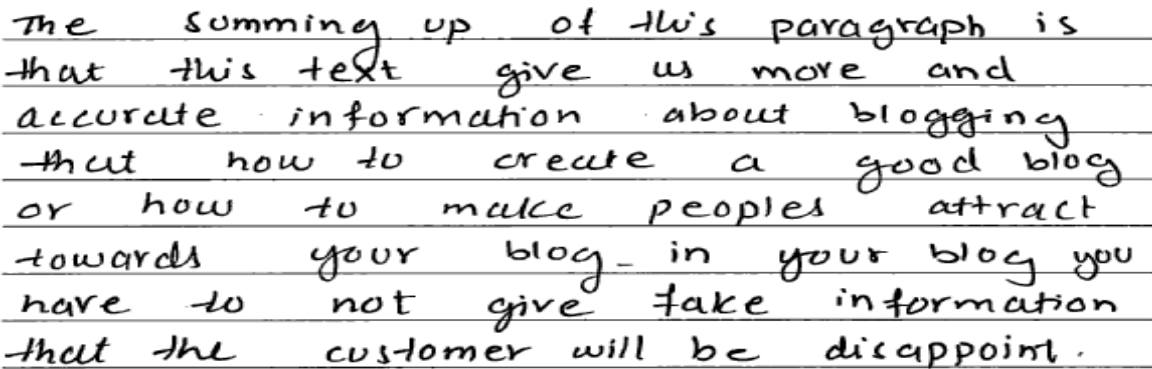
Image of Weaker Responses

Creative blog enhance the interest of the people. If I would start a blog I will remember one thing, how to grab the audience attention, that could contribute to their own interest and a promise result around the world. The purchase of product and services should unique. Creating blog is earn money and increase reputation.


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 https://akueb.knowledgeplatform.com/login 
Any Additional Suggestion:		

Question No. 1(c)

Question Text	Summarise the Text A in no more than 100 words. Note: Use your own words in the summary. Copying entire sentences/ phrases from the text will lead to the deduction of ONE mark.
SLO No.	3.1.6
SLO Text:	Summarise a given text.
Max Marks	4
Cognitive Level	A
Checking Hints	1 mark for not exceeding the word limit (+/- 10 words). 1 mark for mostly using OWN words and not directly copying from the text. 1 mark for mentioning each point from the text as mentioned below. (Any 2 required – definition/ effectiveness/ elements of a good blog)
Overall Performance	Overall, candidates performed well on this question by extracting key ideas from the passage and rephrasing them to create a concise and cohesive summary. A stronger approach would have been to begin with a clear definition of a blog, followed by an exploration of its effectiveness. Furthermore, it would have been beneficial for candidates to include the key elements necessary for creating a successful blog within their summaries.
Description of Better Responses	Better responses, successfully provided a brief definition of a blog, highlighted its effectiveness, and identified the essential elements necessary for a successful blog. Their ability to capture the main points and express them in their own words demonstrated a good understanding of summarising a given text.
Image of Better Responses	
Description of Weaker Responses	Weaker responses in this question revealed a restricted comprehension of the passage content. These responses either focused solely on the central idea of the passage or overly emphasised the 'how' aspect of the information. Additionally, some candidates resorted to copying entire paragraphs from the text instead of providing a concise summary.
Image of Weaker Responses	

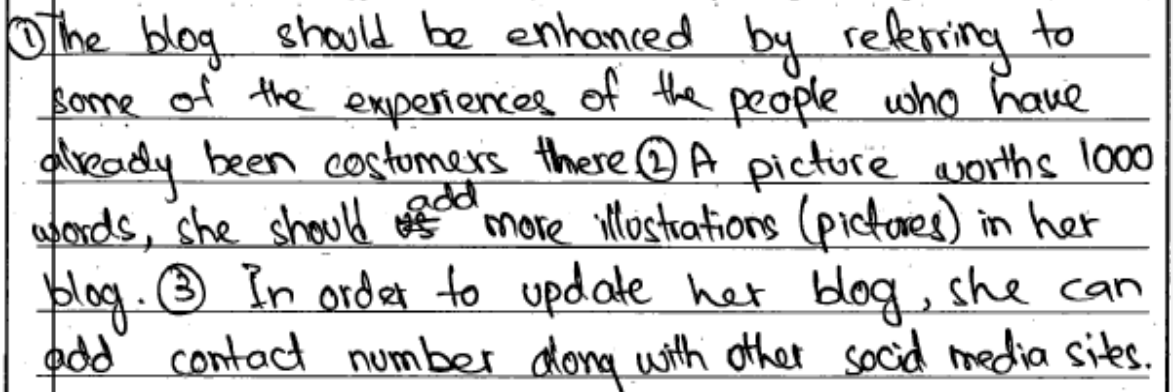
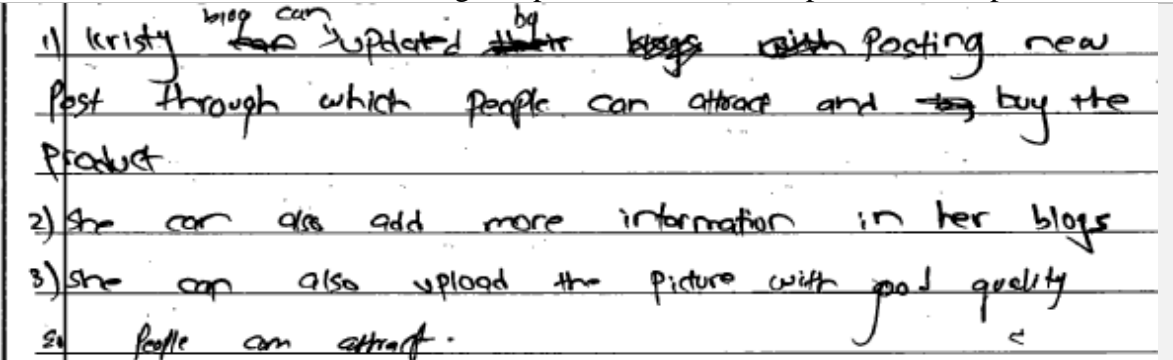
Suggestions for Improvement (Highlighted part)

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:

To improve summary writing skills of students, ensure they practice regularly by summarising articles, chapters, or lectures. Focus on identifying main ideas, key points in a cohesive and concise manner.

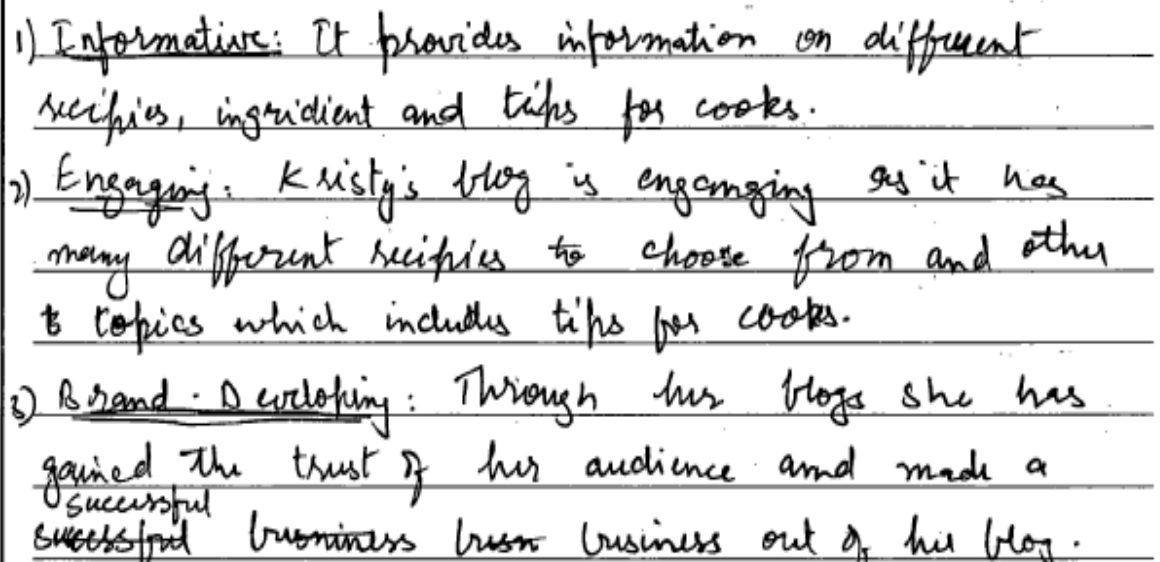
Question No.1 (d)

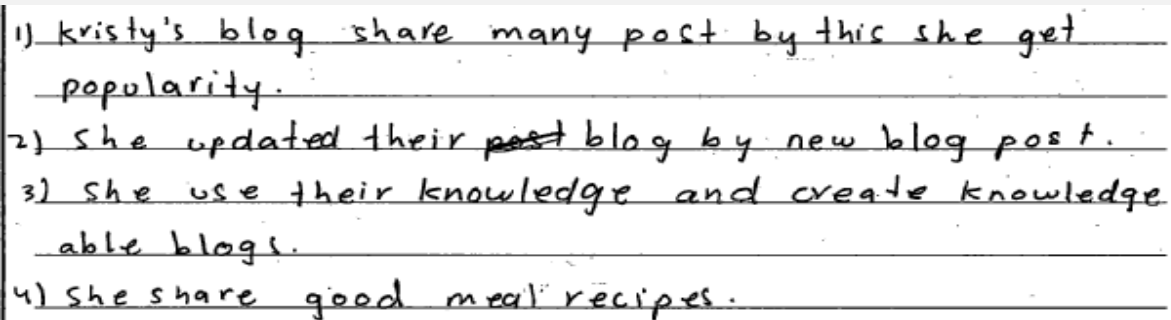
Question Text	By referring to text B, suggest THREE ways in which Kristy's blog can be updated.
SLO No.	2.1.3
SLO Text	Elaborate personal opinion about the text along with justification;
Max Marks	3
Cognitive Level	A
Checking Hints	1 mark for each suggestion (3 required)
Overall Performance	The overall response to this question was commendable, as most candidates demonstrated a good understanding of the purpose of a good blog. Their responses showcased insightful perspectives on why a blog should be well-executed.
Description of Better Responses	The candidates' observations varied, but they all provided similar responses to the question, suggesting valuable ideas on how the author of Text B can update her blog effectively. These ideas encompassed various strategies and approaches to keeping the blog content fresh and engaging for readers.
Image of Better Responses	 <p>① The blog should be enhanced by referring to some of the experiences of the people who have already been customers there. ② A picture worths 1000 words, she should as add more illustrations (pictures) in her blog. ③ In order to update her blog, she can add contact number along with other social media sites.</p>
Description of Weaker Responses	Weaker responses reinstated what the author stated in the article by copying phrases from the Text A. However, it should be noted that there were a few candidates who struggled to elaborate on this concept effectively. To provide more depth and insight, candidates could have expanded on specific examples or shared personal experiences to illustrate the importance of a well-crafted blog. By offering more detailed explanations, they would have enhanced their overall understanding and provided a more comprehensive response.
Image of Weaker Responses	 <p>1) Kristy ^{blog can} can updated their ^{by} blogs with posting new post through which people can attract and to buy the product. 2) She can also add more information in her blogs. 3) She can also upload the picture with good quality so people can attract.</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 https://akueb.knowledgeplatform.com/login 
Any Additional Suggestion:		

Question No. 1(e)

Question Text	Identify THREE qualities of Kristy's blog (Text B) which are aligned to the guidelines of an effective blog as described in Text A.
SLO No.	2.1.4
SLO Text	Synthesise information (treatment, scope and organisation of ideas, common themes and/or message) from two texts based on the same theme/topic;
Max Marks	4
Cognitive Level	A
Checking Hints	1 mark for each quality (3 required). Assign additional mark for referring to both texts.
Overall Performance	It was generally observed that candidates exhibited their in-depth analysis of and synthesised the information from the two texts and applied appropriate descriptions of a blog as mentioned in Text A to the features of the blog in Text B.
Description of Better Responses	Better responses included the references from the text by describing the qualities of Kristy's blog which was aligned to the guidelines of an effective blog as described in Text A which were 'blogs need frequent updates'; the authenticity of the blogs should also be considered such as author's references and other credible aspects of the blog.
Image of Better Responses	

Description of Weaker Responses	It was observed in weaker responses that candidates struggled to synthesise information from both texts and did not align Kristy's blog with the qualities of a blog as mentioned in Text A. Instead, these responses only mentioned the qualities of the blog and the key elements required to maintain a good blog.
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:		

Question No. 2

Question Text	Read the passage carefully and fill in each of the blanks with only ONE suitable word.
SLO No	3.1.13
SLO Text	Use accurate; (subject verb agreement – Tenses – Sentence construction – words / phrases – modal verbs)
Max Marks	10
Cognitive Level	A
Checking Hints	1 mark for each correct answer Note: Deduct mark if the candidate has given more than 1 correct answer in a blank.
Overall Performance	The candidates were given a cloze passage to assess their comprehension skills in grammar. This question could be regarded as the most challenging for the candidates. Most candidates were observed to place incorrect pronouns and prepositions in the blanks which were appropriate to the context.
Description of Better Responses	In the better responses, it was evident that the candidates displayed a strong command of grammar rules by selecting appropriate words, prepositions, and word forms to fill in the blanks. They showcased an understanding of how different parts of speech interact within a sentence and employed accurate grammar usage. These candidates demonstrated their ability to choose the most suitable vocabulary and apply grammatical rules effectively.

**Image of
Better
Responses**

A leader is defined as 'a person who influences a group of people (1) for the achievement of a goal'. We all (2) may know or hear of people who are in positions of leadership but who are not (3) having leadership skills. A position of office is no guarantee of leadership but it helps in the sense that a leadership position usually commands a listening ear from (4) the people and that is a good starting point for anyone who desires to be a leader.

A leader by its meaning is one who goes first and leads by example, so that others are motivated (5) to follow him. This is a basic requirement. To be a leader, a person (6) must have a deep-rooted commitment to the goal that he/ she will strive to achieve it even if nobody follows him/ her. The (7) other requirement is the realisation that the goal cannot be achieved alone, without the help of others. In communicating (8) your goal, bear in mind that it should be achievable inspiring, measurable and shared.

Effectiveness in leadership has been attributed to persuasion skills, leadership styles and personal attributes of the leader. A critical (9) aspect of leadership (influence) is the love for people. When people are convinced of your love for them and that you always have their interests (10) in your heart, they trust you and they will follow you up the highest mountain and into the deepest sea.

**Description
of Weaker
Responses**

Weaker responses showed lack of the candidates' comprehension skills while completing the given cloze passage. Few candidates wrote two words in one given space which was not required by the question. These candidates were not awarded marks. Candidates should focus on the context of the cloze passage to deduce appropriate grammar terminologies to be used in the given spaces. Marks were also deducted if the candidates did not apply the rules of subject-verb agreement within the passage


**Image of
Weaker
Responses**

A leader is defined as 'a person who influences a group of people (1) high the achievement of a goal'. We all (2) leader know or hear of people who are in positions of leadership but who are not (3) correct leadership skills. A position of office is no guarantee of leadership but it helps in the sense that a leadership position usually commands a listening ear from (4) interested people and that is a good starting point for anyone who desires to be a leader.

A leader by its meaning is one who goes first and leads by example, so that others are motivated (5) people follow him. This is a basic requirement. To be a leader, a person (6) quality have a deep-rooted commitment to the goal that he/ she will strive to achieve it even if nobody follows him/ her. The (7) company requirement is the realisation that the goal cannot be achieved alone, without the help of others. In communicating (8) work goal, bear in mind that it should be achievable inspiring, measurable and shared.

Effectiveness in leadership has been attributed to persuasion skills, leadership styles and personal attributes of the leader. A critical (9) hard work of leadership (influence) is the love for people. When people are convinced of your love for them and that you always have their interests (10) love your heart, they trust you and they will follow you up the highest mountain and into the deepest sea.

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:

As mentioned earlier, the internet can be a good resource to practice the cloze passages.

Extended Response Question (ERQs)

Extended Response Questions offer a choice between Parts a and b in Q.3, and Parts a, b, c in Q.4.

Question No. 3 (a) – Personal Statement	
Question Text	<p>You had been planning to apply for a scholarship at a high-ranking university. However, due to a genuine reason, you missed the deadline. Write a letter to the scholarship committee convincing them to consider your application.</p> <p>In your letter, describe</p> <ul style="list-style-type: none"> - why you were late to submit your application. - a reason for applying to the university. - a way in which you would be an asset to the university.
SLO No.	3.1.4
SLO Text	Write effective business letters for various purposes (complain, request, sales/order. Asking for and giving information; (use block style with open punctuation);
Max Marks	15
Cognitive Level	A
Checking Hints	<p><u>Analytical: 09 Marks</u></p> <p><i>*Content Relevance: 5 marks</i></p> <ul style="list-style-type: none"> -1 mark for giving a convincing argument -1 mark for reason behind late submission -1 mark for reason behind applying for the scholarship -1 mark for mentioning reason behind being an asset to the university -1 mark for following the format of a letter (To/ Date/ From/ Salutation/ Paragraphing/ Complimentary Cloze) <p><i>*Language Accuracy: 4 marks</i></p> <ul style="list-style-type: none"> -1 mark for accuracy of spelling (at most 3 errors) -1 mark for the correct use of tenses (at most 3 errors) -1 mark for the agreement of subject and verb (at most 3 errors) -1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most 3 errors) <p><u>Impression: 06 Marks</u></p> <p><i>Good (5-6)</i></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><i>Average (3-4)</i></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 (2-1)</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.
Overall Performance	<p>The candidates followed the format of a letter and demonstrated maturity while responding to the writing task. Overall, these responses demonstrated a clear and compelling personal statement to the university, showcasing the candidates' strengths, aspirations, and their vision for a successful academic journey.</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 Response	<p>In better responses, candidates effectively expressed their ideas using a wide range of language techniques. They employed appropriate vocabulary and adopted an informal tone and style, taking into consideration the recipient of the message. Furthermore, candidates provided their opinion on the main reason for the late submission of the form and made persuasive arguments to justify their situation.</p> <p>In addition, the candidates thoroughly explained how they could be an asset to the university by highlighting their exceptional qualities that set them apart from others. They also expressed their expectations from the university, outlining the opportunities they hope to receive in order to achieve their goals.</p>

Images of
Better
Responses

Image i.

Option a

Examination Hall,

ABC Street, Karachi.

Pakistan.

Date: 28, May 2023

The ^are-manger,

Scholarship Committee, ABC University

Pakistan.

Subject: Proposal to consider my Application.

Respected Madam/ Sir,

Hope this letter finds you in best of health and high spirits. I am penning this minute to formally request the scholarship committee to consider my applications past the deadline.

The reason for not submitting my application on provided time, is that unfortunately three weeks ago my city faced severe flooding, which not only damaged property but displaced numbers of citizens. Being a volunteer for JDC (Non-governmental organisation), I didn't hesitated to provide my services for a good cause. I was a member of

Hope this letter

Re-manger this minute

Re-manger this minute

Have been commendable

Gained exemplary scores

It would be highly advantageous

It would be highly advantageous

offer

their Health care committee, thus facilitated injured people to get correct medical treatment. The purpose of explaining this is not to generate sympathy but reasonat why I was unable to apply. I was greifed about the loss of people that I forgot to apply early.

Furthermore, through Alumni testimonials and reviews, facilitations this university provides to its students, I've conclude that this university boasts off on impeccable academic reputation with over thousands of ent-ambitious students applying every year. The cap-dynamic realm of this university is stopping ^{me} to apply in any other university. I am convinced that management is undestantable enough to consider the application of a willing and dedicated student.

Moving into my academic history, I've been consistently commendable in my school exams and in addition to this I've garnered exemplary sch scores in subjects required to get admission in your esteemed university. Moreover, in terms of extraculliculars; MUNs, Debates and Volunteering are integral part of my life. I beleive ^{these} ~~the~~ activities have honed with me with Public Speaking, Critical thinking and Diplomatic skills. I am also a permanent member of TWWC (The Wilayatam Welfare Community), which is a chaitable organisation runned by my senior. Working with an NGO has instilled in me a sense of making positive impact on my community while also increasing

my own Inter-personal skills. I ~~am comt~~ am sure that my academic and co-curricular reputation has imbued in me effective communication skills and a dedication to grow and standout. I am convinced ~~this~~ these skills will be a cogent compliment to my career, endowing me with the requisite knowledge to embark upon my desired ~~po~~ destination.

I've appended my academic transcripts for your perusal. I also seek information pertaining to other required documents that I must take cognizance of. I will be honoured to offer my skills, talents and dedications to your university along with broadening my horizons.

Thankyou for your time and consideration, I eagerly await your response.

Yours sincerely,

X-Y-Z.

Option A

Examination Hall

ABC Road

13 June 2023

The Head

Scholarship Committee at LUMS

Lahore

Subject: Request to Consider Late Application

Respected Ma'am,

I am writing this letter in order to put forward a request to consider my late application for a scholarship ^{at} your university for the batch of 2024. As I live in a very remote area of the country, I missed the deadline for the application due to electricity shortage and internet network issues which were unforeseen. I am highly interested in your university

WMS is considered to be one of the most prestigious institutions in Pakistan with its cutting-edge technology and highly qualified faculty. The department^{of law} which I have chosen as my major is well-known for ~~the~~ providing undergraduates with extensive research opportunities and a rigorous learning environment. The university ~~is~~ also has a diverse student body and is the best place to make connections ~~and~~ with ^{ambitious} students from not just all over Pakistan but even from overseas.

Most importantly, it can give me ~~a~~ golden opportunity to pursue my dreams by studying law and making it possible for me to become a judge in my hometown and bring back all the amazing learning experiences from the WMS community.

I believe I will be a good asset for the university as well, as I have excellent communication skills ~~and I am already~~ ~~for~~ ~~the~~ along with outstanding credentials and qualifications ~~in~~ my ^{high} school. ~~from~~ ~~the~~ I have also served as the President of the Law Club at our school and ~~have~~ initiated many volunteering projects

with my teammates such as a cleaners project on World Environment Day. As WMS places great importance on community service as much as on academics I am confident that I can serve in that respect to the best of my capability. as well as maintain ~~good~~ ^{good} my academic results.

It will be a huge honor for me to be a part of WMS and a stepping stone in the pursuit of my passion and dreams. Therefore, it is my humble request to you to consider my application.

Thank you for your time and attention.

Yours faithfully

XYZ

**Description
of Weaker
Responses**

Weaker responses exhibited inaccuracies in formatting the letter, employing appropriate language structures, and using proper punctuation marks. Furthermore, these responses lacked a proper conclusion, including the essential complimentary closing. Overall, the ineffective writing tone in these responses hindered their ability to make a strong case for themselves and failed to meet the required standards of a persuasive letter.

Examination hall

ABC city

27 may 2023

The Scholarship Committee LUMS

Subject: Late Submission of Scholarship application

Respected Sir,

Recently your University had published a news where you inform people that the university is going to provide scholarships for the students who scored high in the recent test. You had also aware us about the deadline for the submission of application.

I am one of the student who appears in the recent test. Fortunately I scored well, because I was well-prepared and it is my dream to study at LUMS. Due to some reasons I was unable to submit the application on

the given deadline.

There are two main reasons because of that I was unable to submit the application form on the given deadline.


~~a~~ The first reason is that, my grandfather is recently passed away. Everyone is sad because of the accident and from that day many people including relatives and many more were visiting our house. This accident is happened ten days before the last date of submission. This is the first reason because of which I submit the application late.

The second reason is that I belongs to a backward area of Gilgit-Baltistan. The internet facility is not available in our area. We have to submit the application online but I was not access to internet. After ten days from the given date I visited near by a village where internet facility is available. I spend whole day there and I submit the application at that day.

I am student of Engineering so I really want to the scholarship. I belong to a middle class family. so I cannot assist the fee myself. I want to be an ICT specialist in future. I have many grate skills in ICT. Recently I take part in a competition and I scored well and I was awarded as best student of the Gilgit-Baltistan. I request to you to accept my application so that I can achieve my goal. I try to do my best in my studies and I wanna invent new features in ICT. Hope for the better response.

Yours Sincerely
XYZ

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:		

Question No. 3 (b) – Letter

Question Texts	<p>You recently saw the catalogue of a recently launched Fall Collection of a well-reputed clothing brand. However, when you visited their website to order your selected items, you found that they were unavailable.</p> <p>Write a letter to the clothing brand. In your letter,</p> <ul style="list-style-type: none">- compliment the clothing brand on their collection.- express your displeasure at the unavailability of some items.- identify and request your selected items which are out of stock.
SLO No.	3.1.4
SLO Text	Write effective business letters for various purposes (complain, request, sales/order. Asking for and giving information; (use block style with open punctuation);
Max Marks	15
Cognitive Level	A
Checking Hints	<p><u>Analytical: 09 Marks</u></p> <p><i>*Content Relevance: 5 marks</i></p> <p>1 mark for complimenting the clothing brand</p> <p>1 mark for expressing displeasure (Give 0 marks if the displeasure is only stated.)</p> <p>2 marks for identifying and requesting items (1 mark for only identifying or requesting items OR 1 mark if the items are not clearly identified or requested.)</p> <p>1 mark for following format of business letter (To/ Date/ From/ Salutation/ Paragraphing/ Complimentary Close)</p> <p><i>*Language Accuracy: 4 marks</i></p> <p>1 mark for accuracy of spelling (at most 3 errors)</p> <p>1 mark for the correct use of tenses (at most 3 errors)</p> <p>1 mark for the agreement of subject and verb (at most 3 errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most 3 errors)</p> <p><u>Impression: 06 Marks</u></p> <p><i>Good (5-6)</i></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><i>Average (3-4)</i></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 (2-1)</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.
Overall Performance	<p>The candidates followed the format of a letter and demonstrated maturity while responding to the writing task. They truly understood the requirements of the task as they kept a perfect balance of praising the brand as overall and complaining at the same time on the unavailability of some items. However, a few candidates only reported the complaint and demanded the items to be re-stocked on immediate basis.</p> <p>Overall, the candidates demonstrated an appropriate tone in their requests for items to be restocked on the website, offering constructive feedback and potential solutions while maintaining a positive and helpful approach.</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 better responses effectively expressed their ideas using a wide range of language, demonstrating clarity and coherence. They employed appropriate vocabulary and utilised a variety of sentence structures to convey their message effectively.</p> <p>Moreover, these responses displayed a good control of the topic and exhibited a positive tone throughout. Rather than expressing negativity about the brand, candidates articulated their concerns in a constructive and optimistic manner. This approach showcased their ability to provide feedback in a respectful and helpful way.</p>
Image of Better Responses	

Exam Hall

ABC Road

Karachi

May 27th, 2023

PQR Fashion

XYZ Road

Karachi

Subject: Complain Regarding Unavailability of Stock

Dear Sir/ Ma'am

I am writing to complain about a negative experience I unfortunately encountered when shopping ~~from~~ for clothes at pqr-fashion.com. Recently, I was handed a catalogue of PQR Fashion in a mall ~~for~~ ^{during} a marketing campaign but the same items were out of stock on the website.

As a loyal customer of PQR Fashion, I would first like to express how incredibly obsessed I am with the clothes and accessories I have bought from your store since the past 7

years- Not once have I regretted shopping at PQR Fashion and the store website is the most frequently visited website on my phone- When I came across the newest fall collection, my dearest friend and I couldn't contain our excitement as we imagined owning these latest, trendy designs by PQR Fashion ^{with} the same brilliant quality and durability- However, we were disappointed-

As the catalogue was handed to me on 25th May, 2023, and had the publishing date of the same month, I was delighted I am an early customer- However, upon opening the website, ^{I was displeased to see that} "the category of fall collection for 2023 was displayed as "Out of Stock" although even though this is a relatively new collection- I am somewhat certain it can be a website malfunction-

Being a platinum card member, I humbly request you kindly look into the situation and allowing me to purchase these following beautiful items: "Floral Kurti for Women", "Brown Hat Vintage" and "Nasa T-Shirt Unisex"- I am sure something can be managed in this regard as I would be utterly grateful and be another satisfied customer at PQR Fashion-

I hope my request is considered and my concern acknowledged- I would greatly appreciate a response- Looking forward to your usual cooperation-

Yours Sincerely

~~def~~

DEF

Description of Weaker Responses

The weaker responses exhibited several shortcomings, including weak sentence structures and a lack of coherence among paragraphs. Furthermore, these responses conveyed their dissatisfaction regarding the unavailability of items using an inappropriate and harsh tone. Such a tone is not suitable when writing a complaint and is generally not well-received. These responses failed to effectively convey their concerns and lacked the necessary clarity and organisation to present a coherent argument. It is crucial for candidates to maintain a respectful and constructive tone in their written complaints, ensuring their message is conveyed clearly and professionally.

Examination Hall

ABC road

Karachi

27th May, 2023

The Clothing brand

ABC road

Karachi

Subject: Unavailability of ~~the~~ clothes

~~The~~ Dear Clothing brand

- > I want to draw your attention toward my issue due to your ~~website~~ website. It is the mismanagement of your team.
- > When I saw your catalogue I am very excited to buy your product and take the experience of buying clothes from new launched brand of your companies. You are showing the amazing picture in catalogue and


The totally opposite your website have some item what it is this mismatch if you not have the good product so why you are showing in your catalogue also. I think you have not any idea that how to do bussine online so first understand that how to do online work and how to maintain the stock and then come and launched your clothing brand. through your website I have order red colour Lehanga and white colour Capire which is in your catalogue and I want this till 28 May 2023 and note my address ABC road, 123 Block, XYZ building.

I hope from now onward you will managed brand and take my order as soon as possible because it is urgent I am waiting for your response.

Yours Sincerely

XYZ

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 https://akueb.knowledgeplatform.com/login 
Any Additional Suggestion:		

Question No. 4 (a) – Essay

Question Text	<p>‘I kept staring at the sky, lost in my thoughts and...’</p> <p>Narrate a story starting with the given statement. In your narration, include the</p> <ul style="list-style-type: none">- reason for your state of mind.- description of your surroundings. (use at least 3 adjectives)- description of your feelings. (use at least 3 adjectives)- resolution at the end of the story.
SLO No.	3.1.8
SLO Text	<ul style="list-style-type: none">a. Narrate a sequence of events (real or imagined) and communicate their significance;b. Describe appearances, images, and narrate perspectives in a story;c. Use different styles of narration (chronology, flashbacks, flash forward);d. Apply basic elements of story writing; characterisation, plot, setting;e. Establish coherence within and among paragraphs through effective transitional and connective devices;
Max Marks	18
Cognitive Level	A
Checking Hints	<p><u>Analytical: 09 Marks</u></p> <p><i>*Content Relevance: 5 marks</i></p> <ul style="list-style-type: none">- 1 mark for starting the narration with the given statement- 1 mark for description of the surroundings (3 adjectives required) Note: Deduct mark if the candidate has used irrelevant adjectives.- 1 mark for description of the feelings (3 adjectives required) Note: Deduct mark if the candidate has used irrelevant adjectives.- 1 mark for mentioning the resolution at the end of the story- 1 mark for originality of idea (should not be copied or taken from any external sources) <p><i>*Language Accuracy: 4 marks</i></p> <ul style="list-style-type: none">-1 mark for accuracy of spelling (at most 3 errors)-1 mark for the correct use of tenses (at most 3 errors)-1 mark for the agreement of subject and verb (at most 3 errors)-1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most 3 errors) <p><u>Impression: 09 Marks</u></p> <p><i>Good (9-7)</i></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><i>Average (6-4)</i></p> <ul style="list-style-type: none">• Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.

	<ul style="list-style-type: none"> • 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 (3-1)</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.
Overall Performance	Though it was a less popular choice amongst the candidates but they completely justified with their choice, the topic and its requirement, penned it exceptionally well that one could not resist it reading it again and over. Despite some minor mistakes, the exceptional storytelling abilities of the candidates were recognised, and they were awarded full marks for their remarkable writing skills.
Description of Better Responses	The better responses captivated the readers from the start by skillfully crafting a narrative around the given statement. These candidates demonstrated a complete command of storytelling, seamlessly connecting the story with genuine emotions and utilising appropriate adjectives that resonated with the readers until the very end. The descriptions of the surroundings were vividly portrayed, allowing the readers to easily imagine themselves in the story.
Images of Better Responses	Image i

I kept staring at the sky, lost in my thoughts and stressing out my mind. A breeze of chill air moves across my face. The sun hid behind the clouds and a feeling pensive sadness aroused over me. I was already lost in my thoughts that I could not think of a reason to feel this way. If I had, I would have plenty but I chose peace. Peace with watery eyes, tears dripping down my cheeks and a constant sharp pain in my chest.

However I wasn't able to identify what I felt but these overflowing emotions must have had a reason. I thought of times where I held back from crying, I thought of times when the pain was too much to bear, I thought of times when the world showed its back on me, I thought of times when my insecurities were too much and by thinking about all this, my tears covered my eyes. The sky suddenly turned into a gray blur, it was almost like I couldn't see colors.

anymore and that's where it hit me. For more than 17 years of my life my colors were all but- two and 17 shades of both black and white. It almost felt like a theatre when a drop of rain pulled me back to reality making me realize it wasn't all a dream. But- I forgot that- dreams have colors and meaning and at- this point these thoughts were as dangerous as a time bomb. So I stopped.... Stopped the thoughts and the rain hid my tears but- I couldn't cry. I felt tears dripping as they were warm but I couldn't feel the pain inside. It was like an ecstasy, a drug, a medicine making me numb for all this negativity.

However I realized looking at my hands that these hands are of a toxic person, a person who betrayed, a person who had hurt others, a person who had pain, a person who had desires, a person who had dreams, a Person who was beautiful within but- it was

a person who was late to realize who he had become. A source of negativity, a root of betrayal, a seed of heart break. So I sat down with whatever I had left, the pain that I deserved, the regret that's eating me and a feeling of extreme happiness. So I relaxed and I kept looking at the sky, lost in my thoughts and

Image ii

I kept staring at the sky, lost in my thoughts and hot tears streaming down my cheeks. I tried finding the brightest star, looked ~~the~~ at the moon and kept silently praying to God to make it easier for me and grant me patience. Asking God to forgive my eldest brother, who had just passed away a few days ago, and grant him the highest rank in Jannah.

Indeed, brothers are like father-figures. They are protective, mischievous, and fun to spend time with. But obviously not exactly like fathers, ^{because} they feel like it's their right to annoy their younger sisters, which I now understand why. Losing a sibling can be very heart-breaking, especially when you were close to them.

My ~~bro~~ brother had been ~~diagnosed~~ diagnosed of skin cancer really late. The symptoms had gone ignored by him and he kept reassuring himself, ~~and~~ me, and my parents that he'd ^{be} fine. It was only when he started losing weight ^{and} hair, memories had started to fade away from his mind and he lost consciousness very frequently when ~~we~~ ^{my} father forced him to visit a doctor. Unfortunately, nothing could be done in order to help him fight, and the risk of death was expectedly high, ^{was} he.

already at stage 3. Still the news was heart-breaking for all of us. I ~~still~~ even ^{remember} crying myself to sleep that day.

A few days before his death, he made me promise that I won't cry too much; Even though I begged him to fight the disease and be hopeful but he himself wanted to be set free from the pain and shut his eyes permanently. I didn't keep the promise though. I ^{simply} couldn't, not when he wasn't there to hug me and comfort me and tell me everything will be alright. I could literally hear my heart shatter when I saw him in theasket but stopped crying when I went in Sujood at his funeral. I knew that moment the this happened for the better and god will, without a doubt, help my heart recover ~~if~~ I kept believing in him, just like my brother had assured me

However, here I was ^{at my rooftop} staring at the sky and lost in my thoughts. Cold breeze hitting my face directly and messing up my hair. ^{The} ^{night} ^{was} ~~surroundings~~ ^{was} gloomy as if it was ^{is} ^{over} ~~gripping~~ my brother too. As if it was heart broken like me, the night was cold ^{but calming} ~~and dark~~. Just like I was heartbroken, sad ~~and~~ yet hopeful. I looked up at the brightest star and smiled, missing my brother, this time promising him myself that I'll never cry again and smile

brightly each day.

**Description
of Weaker
Responses**

The weaker responses in this section lacked the necessary storytelling skills, as the candidates approached it more as a mundane task rather than creating an engaging narrative. They failed to incorporate appropriate adjectives to bring the story to life and make it compelling. Furthermore, the sentence structure was often flawed, lacking coherence and clarity. These responses demonstrated weak storytelling abilities and a lack of proficiency in grammar, which affected the overall quality of the writing. It is essential for candidates to work on improving their storytelling techniques and grammar skills to effectively engage readers and convey their ideas.

**Image of
Weaker
Responses**

Option A


I kept staring at the sky, lost in my thoughts and suddenly a heavy sound comes to my ear he just come out from the thoughts he was thinking about Parents because his parents was a live abrot out of the Country. So he was David he is 17 years old and he lives with her elder sister in USA Washington DC. he was in 10 class. he go to his home it's around 12 pm he go and sleep next day he wake up and her sister says that where are you at last night he tells what he was at a birthday party ok so its Sunday he ~~just~~ completis Breakfast and go for Football practice. he comes home again.

and play some video games and then do ~~his~~ his dinner and sleep next day is Monday he go to school. on 3 period teacher said they all students take out the Science project Yeah he go shocked because he didn't have the project he forget to make the science project. The man gives him ~~punishment~~ punishment and give him last chance after 2 hours school get off he go to home eat lunch and go to ~~the~~ Friends house to complete his project he just doing and doing

project. & now the time is 12 pm he going from the way and he again go to ~~the~~ thoughts of his parents. again the dog Barks and then he came out from thoughts and go to home again. next day he go to school and submitted project.

his friend says woaah you done it that good. after the school ~~the~~ is a he goes to house again and he ~~know~~ his elder sister says that tomorrow is your school has been closed. at night around 2:pm he ~~is~~ was seeing her mom's photo and thinking about her and feeling alone. he was missing his parents so so much. Some day ~~gone~~ after that so ~~fast~~ saturday comes at early morning his parents come to give surprise to david when david wake up he saw his parents and he was very happy. after a year he do breakfast with his ~~the~~ full family. The best and good news is that the parent got transfer to VSA Washington D.C they are one VA for forever the David got happy and is emotional and they spend their whole life happily.

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 https://akueb.knowledgeplatform.com/login 

Any Additional Suggestion: Different formats with block style must be practiced.

Question No. 4(b) – Essay

Question Text	Narrate a time when you felt that you had failed in/at something. In your narration, describe - what you failed in/ at. - your reaction to the failure. - your self-reaction on the failure OR actions you took to overcome your failure.
SLO No	3.1.9
SLO Text	a. Relate an event from personal experience (what happened, feelings, thoughts, emotions); b. Analyse causes and consequences / thoughts and emotions how an event has influenced or changed a person (a recount of events with lesson learnt); c. Establish coherence within and among paragraphs through effective transitional and connective devices; d. Use dialogues and conversations as part of a story, exchange, narration;
Max Marks	18
Cognitive Level	A
Checking Hints	<p><u>Analytical: 09 Marks</u></p> <p><i>*Content Relevance: 5 marks</i></p> <ul style="list-style-type: none">- 1 mark for narrating the experience- 1 mark for describing what the candidate failed in- 1 mark for describing the candidate's reaction the failure- 1 mark for self-reflection on the failure OR actions taken to overcome failure.- 1 mark for originality of idea (should not be copied or taken from any external sources) <p>Note: Deduct mark if the candidate has only stated and not described the given points</p> <p><i>*Language Accuracy: 4 marks</i></p> <ul style="list-style-type: none">-1 mark for accuracy of spelling (at most 3 errors)-1 mark for the correct use of tenses (at most 3 errors)-1 mark for the agreement of subject and verb (at most 3 errors)-1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most 3 errors) <p><u>Impression: 09 Marks</u></p> <p><i>Good (9-7)</i></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><i>Average (6-4)</i></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.

	<ul style="list-style-type: none"> • Few connectives are used to provide details and expand ideas. <p>Below Average (3-1)</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.
Overall Performance	The overall response of this question was very good. Many of the candidates described what they failed in, and what was their reaction to this failure. Moreover, they described how they overcame it.
Description of Better Responses	<p>In the better responses, candidates showcased their ability to reflect on their failures and subsequently improve themselves. They employed a variety of sentence structures to effectively communicate their ideas, while also demonstrating proficiency in punctuation, spelling, and grammar.</p> <p>These candidates mentioned techniques such as re-evaluating, reassessing, and critically observing themselves, which played a pivotal role in their personal growth. They described how these introspective practices led to positive changes and enabled them to overcome their shortcomings.</p> <p>Furthermore, the candidates utilised appropriate vocabulary to express their experiences and convey the transformative journey they undertook. Their use of precise and impactful words enhanced the clarity and depth of their reflections on self-improvement.</p>
Images of Better Responses	Image i.

Since I took the admission in my school. I thought I was big enough to understand the world & and the people around me, but actually I was too small to understand the world. I was though enjoying my life because I was of only 4 years old at that time there were no fears no struggles and no tension at all there was the time when I enjoyed my life completely. I was alone in my dreams and in my thought's and always used to think that life is full of beautiful and unforgettable memories, live it fully until your ~~breath~~ end of the breath.

Moreover, when I reached in class five I felt very lonely and I was not so good in studies but eventually there was no one to say me that you can do better and my classmates as well as the teachers started the favourism among the students. I started to hate the people around me. My life was all gone rubbish and eventually I reached the 9th standard where we have to give the board exams, the was ~~at~~ our first experience but then it was the decade of Covid-19 due to which board had already announced that examinations will or will not be conducted is not yet sure and due to which I did not study and my boards result was 59.5% which was not satisfied by me as well as ^{to} my parents although it was all my ~~fault~~ fault that I did not study but thank god that I was passed in all subjects. But I felt that it was the biggest failure of my life and I was just depressed & and always thought that I was a loser. But then, when my new year and the last year of the school means I reached to the 10th standard I met a person ~~at which~~ who was ~~the~~ now my best-

time I was fully lost the hope but then my best friend never gave up on me and she tried her best and me too to improve my results. At that time my parents were not on my side so I worried more and. The most important thing I learned was enjoy your fully and independently there is no one better than you and your company because the life is short and goals are wide so never lose hope and try your best because life does not give the chance again and again to prove yourself. Don't fear for your results, if you have give your best shot you will never lose and till the results come you enjoy your life openly because you ~~not~~ never know what will happen next but for that you can't spoil your life so live it, feel it and enjoy without any fear as earlier you lived ~~when~~ without any stress like a kid when you were actually a kid and you enjoyed your life with your friends and leave it all upon the god as you know you have done the hard work and will sustain the success.

Image ii

Failure, even the word seems to be disappointing then how harsh would be the feeling of failure. Failure, during our childhood was only about getting failed in an exam, fearing of how our parents and teacher would react. But now when we grew up that failure seemed more preferable than failing and disrupting your own life.

During my growing years the only thing I was asked to do was study and not to focus on any other things as I had grown up in a household of broken relationships. And I used to think that I am only supposed to study and never to fail. Because failure will make my parents to unwanted me and that is something I could not afford and I used to pass my every exam with flying colors. But then, when my high school and college years started, I met new people, became friends with them and started growing closer, I realised that I am just not giving them the time and emotions which they are giving me. I used to stay quiet to myself and did not used to talk to people I became distant which they started questioning about me and to my surprise I did not had any answers to their questions.

And that's when I realised that while growing up I lost myself. & Somewhere running behind good grades and the way I was being neglected from my family, now all those

feeling and emotions are being reflected through my personality. I did not know what failure was but when my friends parted their ways from me telling me that you don't deserve anyone. that's when I realised what failure was. While I had no one to listen up to me to spend a little time with me. My feelings and my emotions just escaped out of myself. When my friends used to open up themselves I could just listen but can't utter a word when they asked me to open up. Because I didn't know how to express emotion. I used to be called as a cold person. And then I realised that failed as a human. I realised that why am I behaving coldly with those who are good to me. What happened to me was my past they are not to be blamed for. I should not be behaving like that with them.

Whatever consequences you face in life you should always remember one thing let bygones be bygones. If we kept carrying the darkness of past we would never be able to enter in the fluorescent lights of future. With this motivation I started working on myself. I started jotting down my thoughts so that I can be more expressive. All I had to do was to meet people and talk more. Although that was hard but for me overcoming my failure and redeveloping my personality would be my biggest achievement. It's not that everyone

have led a good life but changing yourselves for good is the best thing you can do for others and your self.

I realised that in order to stay in a community or amongst people you can't stay same from start to end you need to redevelop your self in order to adjust. And the most important thing is accepting failure and then overcoming it though it's hard but not impossible. If you wish to then eventually you can.

**Description
of Weaker
Responses**


The weaker responses in this task lacked internal consistency in their writing, which was evident in their failure to provide a clear and coherent account of the steps taken to change and improve themselves. These responses often lacked focus, with a lack of clarity in the middle of the essay. Additionally, some candidates concluded their responses with outcomes that were entirely irrelevant and not aligned with the requirements of the task. It is essential for candidates to ensure that their writing maintains a logical flow and remains focused on the intended topic, avoiding unnecessary digressions or irrelevant conclusions.

In this Eid every one start giving me eidi so my eidi so much and I start collecting eidi from my relatives and neighbour ~~so I have so I collected~~ so much money so when eid got ended so I start thinking that what would I do ~~o~~ From this money because I for first time I get so much money and ~~I am~~ I want to start a small business so I can earn some ~~for~~ thing from it and also I am unexperienced so I will get experience also so I decided that I will invest my money ~~I~~ and start a business but I get confused that which business can I start so I ask my friends brother and they all are also confused so I am going to a park and ~~for~~ sit in a fresh air and start thinking about it that which business should I get start and suddenly I got some ^{idea} ~~thing~~ that I will go and ask it from my

Father and then I run to my ~~home~~ house and when I ~~entered~~ enter to my house I ask to my mom where is my dad so she tell me that your dad is on work so I sit on the sofa and start waiting for my dad but I get sleep and when I wake up my dad come ~~home~~ home so I go to ~~him~~ him and ask that In 20 thousand what business should I start and he tell me that go buy some clothes and sell it in good price so I go and get some clothes and go to my dad and show him that see this clothes how is it and he say its amazing so I leave it in my ~~bed~~ bed and go when I come back home a mouse sitting in my clothes and get tiny holes of my clothes and my all money get wasted ~~and~~ I got failed In my business I jus sell only one shirt and I ~~got~~ got failed.

The End

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	<ul style="list-style-type: none">• Past paper questions• Discussion on e-marking notes• AKU-EB Digital Learning Solution powered by Knowledge Platform https://akueb.knowledgeplatform.com/login 

Any Additional Suggestion: Brainstorming, paragraphing techniques, thesis statement, topic sentence must be taught for students to organise their idea when writing essays.

Question No. 4 (c) – Essay

Question Text	Volunteering is generally considered to be an activity in which an individual or a group of people provides services to organisations for no financial benefit. Compose an essay. In your essay, include - THREE reasons why volunteering is important. - the identification of a relevant organisation which accepts volunteers. - a description of this organisation.
SLO No.	3.1.10
SLO Text	a. Use a variety of structures to compose information: comparison and contrast, sequencing, cause and effect, problem and solution; b. Synthesise relevant information and discuss its pros and cons; c. Establish coherence within and among paragraphs through effective transitional and connective devices;
Maximum Marks	18
Cognitive Level	A
Checking Hints	<p><u>Analytical: 09 Marks</u></p> <p><i>*Content Relevance: 5 marks</i></p> <ul style="list-style-type: none">- 1 mark for each reason (3 required)- 2 marks for describing reason for volunteering at the organisation (1 mark for only identifying the organisation) <p><i>*Language Accuracy: 4 marks</i></p> <ul style="list-style-type: none">-1 mark for accuracy of spelling (at most 3 errors)-1 mark for the correct use of tenses (at most 3 errors)-1 mark for the agreement of subject and verb (at most 3 errors)-1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most 3 errors) <p><u>Impression: 09 Marks</u></p> <p><i>Good (9-7)</i></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><i>Average (6-4)</i></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 (3-1)</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.
Overall Performance:	Overall, the stronger responses exhibited key aspects of volunteering, including its purpose, significance, benefits for individuals, and its impact on various sectors. Through the effective use of logical reasoning, these candidates provided well-rounded and compelling arguments in favour of engaging in volunteer work.
Description of Better Response:	<p>The stronger responses showcased a commendable use of a variety of sentence structures to effectively convey their ideas. These candidates displayed proficiency in employing proper punctuation, spelling, and grammar, enhancing the overall clarity and coherence of their writing.</p> <p>Moreover, these responses delved into the purpose and significance of volunteering in detail. They not only highlighted the importance of volunteering but also provided a comprehensive understanding of the benefits one can gain from engaging in volunteer work across various sectors and at any level. Additionally, these candidates effectively utilised logical reasoning to support their arguments, making their explanations more persuasive and compelling.</p>

Image of
Better
Responses

Option C

We live in a society that is no doubt a very judgmental and a harsh place, where people or citizens who do not live up to the society's standards are considered worthless and inferior to those who can afford a luxurious lifestyle. Volunteering, a simple task that can change a at least contribute in ~~a~~ making this society a better place where people do not look for their own benefit of any sort, it is just out of their good hearts and goodwill.

How can volunteering contribute in a change? Well, that is pretty simple but while executing, it is quite a great job that requires a lot of courage, patience and funds. Volunteering is a task that involves an individual or a group of people who do multiple tasks like teaching little kids, picking up trash from the streets, helping in packing of food, clothes, sanitary napkins, or other things of need for donation to people in rural areas. From this simple act of kindness, a lot of lives can be changed.

By volunteering,

✓ The cruel society in which we live in can be more accepting towards people who are needy by changing their mindsets so that no ^{class} difference is left and everyone can live peacefully. Moreover, in Pakistan, there is always some sort of economy or inflation crisis and due to that, many people can not ^{even} afford basic life necessities like food, proper sanitation, medical facilities, water or even proper homes. As citizens who are in a much better condition and living a healthy life, it is our duty to

help our fellow citizens. By volunteering, we can donate stuff that we can afford and even if we can not donate, we can at least help in making the resources available to the poor.

As we know, our futures depend upon the young generation so it is vital for children to be educated. However, due to financial issues or narrow mindset of people, they do not have the right to proper education or even homeschooling. By volunteering, a people can teach these little kids in their homes or by donating funds to an authentic organization where education is free for kids who can not afford financial aid.

ICF, The Citizens' Foundation, is an organization that accepts volunteers as well as have made education free for children who need it.

At ICF, a bunch of seminars are held to explain the volunteers about their duties, about the purpose of the organization and how everyone can contribute in making the world a better place. They have programs for every age group ranging from teenagers to adults. Teenagers can participate in summer camp programs when they do not have their own school to worry about.

In conclusion, helping people is always a good thing to do but to help the people who are desperately in need of it, it is our duty. It is our responsibility to make the place healthy in which we live in so that not only a particular class but everyone can thrive and be better people. If you do not know from where to start, you can go visit

any organization like ICF, Dar-ul-Ishaq^{etc.} where you can help in whatever you can. Even a small change matters and even baby steps count. What seems little can result into something big from which lives can be changed.

**Description
of Weaker
Responses**

The weaker responses lacked a clear understanding of volunteering as they focused primarily on sharing their personal experiences without providing a comprehensive explanation of the reasons and importance behind volunteering. These candidates failed to articulate the broader significance of volunteering and its impact on both individuals and communities. Overall, the weaker responses demonstrated a limited understanding of volunteering, as they primarily relied on personal anecdotes rather than providing a broader perspective.

**Image of
Weaker
Responses**


Option C

A volunteering is a good necessity of any person who can not to stand our serious position then volunteering. Process is the group of people can help any kind of matter who can help those people who are needy. The volunteering is so important for those people who are poor or needy person. In our life example the JDC is a volunteering is the best example or chapter, etc. There are many organization also there who can help the people any serious incident or any matter who not solving, so that they can solve the kind of matter or situation task in our hand or solve immediately this people who are needy.

If the relevant organization who have assign to government pass to provide relief for needy person of government or top level person support the organization to finish then they will be continued. A volunteering is a ~~man~~ to be a good power full person who given by god who he help those people who are poor or needy person who the Allah support him or give many benefits to them.

The organization is many people work together one matter to be solve this type of matter should be organization. If do work in the organization ^{many} they have in many ideas of all ideas can collect or make one thing or item to more matter to some one person idea.

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: Brainstorming, paragraphing techniques, thesis statement, topic sentence must be taught for students to organise their idea when writing essays.

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 HSSC-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 Mr Zeeshan Ahmed, Senior Marker, Habib Public 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:

- Dur Nasab, Associate, Curriculum Development, AKU-EB
- Rabia Nisar, Specialist, Assessment, AKU-EB
- Dr Sumera, Lead Specialist, Curriculum and Examination Development, AKU-EB
- Kashif Hussain, Lead Specialist, Curriculum and Examination Development, AKU-EB
- Munira Muhammad, Lead Specialist, Assessment, AKU-EB
- Raabia Hirani, Manager, Curriculum Development, AKU-EB
- Zain Muluk, Manager, Examination Development, AKU-EB
- Ali Aslam Bijani, Manager, Teacher Support, AKU-EB
- Dr Shehzad Jeeva, CEO, AKU-EB