



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on SSC-I English Compulsory Annual Examinations 2024

Introduction

This document has been produced for the teachers and candidates of Secondary School Certificate (SSC) Part I English Compulsory. It contains comments on candidates' responses to the 2024 SSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses 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 in this document represent some specific example(s) of the mentioned comments.

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

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

General Observations

It was generally observed that candidate's responses for Constructed Response Questions (CRQs) highlighted their ability to construct answers in their own words. However, it was also noted the candidates struggled with relating the concepts of the given passage in the exam with real life scenarios. They were only able to mention the facts from the passage. Furthermore, it was observed that even in better responses, candidates made grammatical errors in the Extended Response Questions (ERQs).

Nonetheless, it is essential for teachers to facilitate candidates in improving their sentence structure and grammar by implementing regular peer review sessions and fostering conceptualised understanding of relevant skills required to attempt CRQs and ERQs.

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

Question No.	Question Type	Skills Assessed
1 (a, b, c, d, e)	CRQs on a reading passage	*Literal understanding of a reading text *Inferential understanding of a reading text.
2 (a, b) 3 (a, b, c)	Letter/ Email (Informal) and Essay Writing	*Ability to write an informal letter/ email *Ability to use accurate sentence structure, connective devices, spellings etc. *Ability to develop and organise information in a familiar everyday context *Ability to reflect on familiar everyday context *Ability to use accurate sentence structure, connective devices, spellings etc.

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

DETAILED COMMENTS

Constructed Response Questions (CRQs)

Question No. 1a	
Question Text	i. Describe the theme of the given passage. ii. Discuss how the theme in part (i) is relevant to your life as a student. Give THREE points to support your answer.
SLO No.	2.1.4
SLO Text	Evaluate the following meanings of a text with the help of some basic contextual clues: a. Surface/ explicit meaning: respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. b. Implied meaning: respond to questions like why, how, to what extent i.e. underlying message and motivation of author/ characters, possible outcomes/ solutions/ suggestions.
Max Marks	5
Cognitive Level	*A
Checking Hints	2 marks for describing the theme (1 mark for only identifying) 1 mark for each point (3 required)
Overall Performance	It was observed that many candidates lacked a comprehensive understanding of the given passage. In addition, many of them made the incorrect association of the term 'theme' with the moral of the passage and hence were not able to describe it. On the other hand, it was observed that candidates were able to provide relevant examples which were significant in their lives.
Description of Better Responses	(i) <i>Better responses</i> demonstrated the correct understanding of the theme of the passage which included growth, reflection and courage, as inferred from the passage. (ii) The responses highlighted the importance of the theme indicating the insight of what the first day in a new school is like. The responses included wearing of appropriate attire especially school uniforms (to cater to Pakistani schools' standards) to impress the teacher and the other students, nervousness in meeting new people and, becoming confident with the support of their class fellows.

Images of Better Responses

i. Describe the theme of the given passage.

(2 Marks)

The theme of the given passage can be described as a personal experience of the author 'Isabel Hui' in which she expresses the thought processing of her first day in school, struggling to give an everlasting first impression to her peers.

ii. Discuss how the theme in part (i) is relevant to your life as a student. Give THREE points to support your answer.

(3 Marks)

1) Not entirely, but somehow it is relevant to my life as a student. As a teen girl, I definitely feel concerned over my styling & dressing, keeping it formal as a student. 2) It feels pretty nervous to meet a bunch of new people & teachers, especially during school. 3) As the author said, that these are the times of refreshment, I am living this time & eager to live in the near future as well.

Description of Weaker Responses

Weaker responses showed an imprecise understanding of the term 'theme'. Most responses focused on the message or the moral of the story. This misconception indicated a lack of understanding regarding the information about the given passage. Most of these responses, repeated sentences from the passage which did not fulfil the requirement of the question. In part ii, the candidates provided points from the author's experience of her first day of school rather than giving real-life examples from their own lives as students.

Images of Weaker Responses

i. Describe the theme of the given passage.

(2 Marks)


A billion thoughts raced through my brain as wooden hangers shuffled back and forth in the cramped hotel closet. But as I turned the corner into my first class, my jaw dropped to the floor.

ii. Discuss how the theme in part (i) is relevant to your life as a student. Give THREE points to support your answer.

(3 Marks)

-1 my first day of high school, but it was my first day of school in a new state first impressions are everything and it was imperative for me to impress the people who I would spend the next four years with.
-2 This was my third time changing schools.
-3 Moving so many times does something to a child's development.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) 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 analyzing or evaluating). Review past paper questions on the concept Refer the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

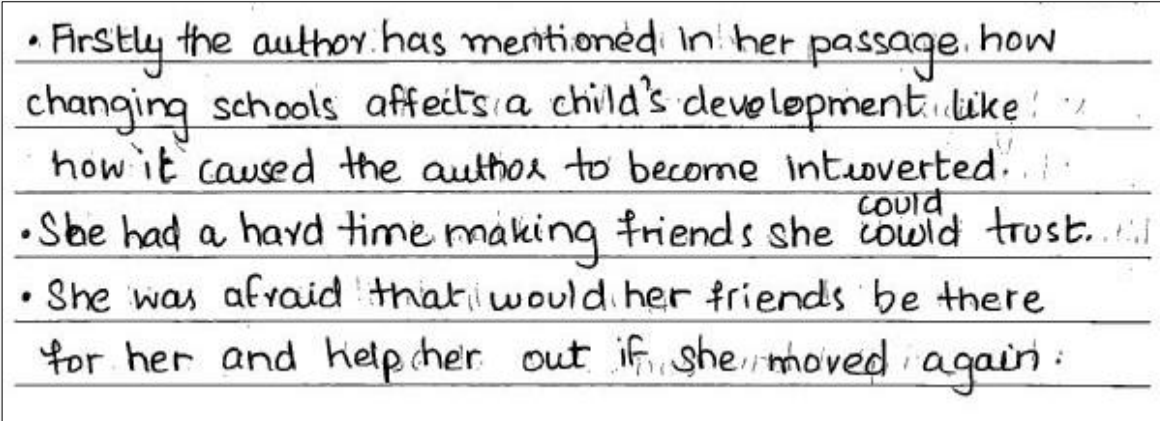
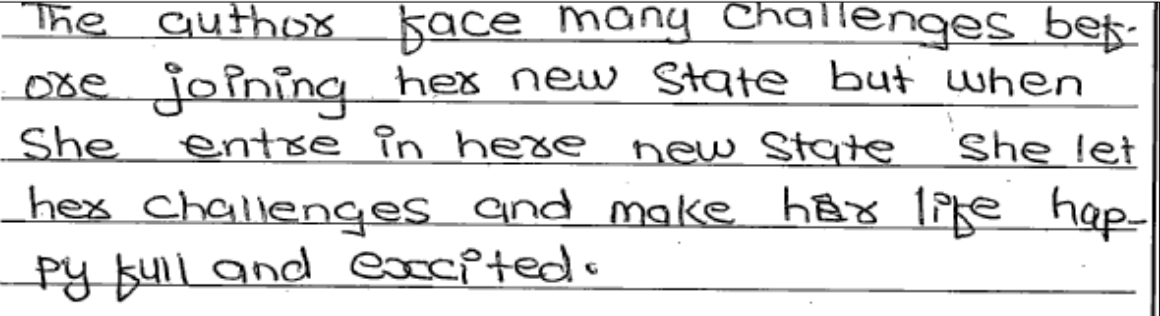
Reading Response Journals: The candidates can keep a reading journal where they reflect on their reading experiences.

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


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

Question No. 1b

Question Text	The author's life before her current school can be described as challenging. Provide THREE textual references from the given passage to support the given statement.
SLO No.	2.1.7
SLO Text	a. Compare characters and relate to their motivations and purpose; b. Describe recurring theme and sub-themes; c. Identify the structural elements of a plot (beginning, rising action, climax, falling action, resolution) in a simple short story; d. Identify narrator and his/ her comments about characters and situations.
Max Marks	3
Cognitive Level	U
Checking Hints	1 mark for each textual reference. (3 required)
Overall Performance	The overall response to the question showed that it was a thought-provoking question for the candidates. The passage provided multiple dimensions for the candidates to elaborate on. Therefore, most candidates' responses exhibited suitable grasp of the author's challenges before her current school.

Description of Better Responses	The candidates displayed the competence in recognising and comprehending the outlined aspects of the author's life before her current school. Their understanding of the aspects was evident through their ability to express their views which included the difficulty faced by the author in forming new friendships or finding new friends, her struggle in leaving old friends behind, and her frequent change of schools.
Images of Better Responses	 <p>• Firstly the author has mentioned in her passage how changing schools affects a child's development like how it caused the author to become introverted.</p> <p>• She had a hard time making friends she ^{could} trust.</p> <p>• She was afraid that would her friends be there for her and help her out if she moved again.</p>
Description of Weaker Responses	In <i>weaker responses</i> , candidates demonstrated a significant lack of clarity regarding the challenges faced by the author before her current life. Many of them mistakenly focused on unrelated aspects such as interaction with her new classmates and teacher showcasing their limited understanding of the core elements such as joining the new state, whereas it was joining another school. Some of the aspects were also repeated.
Images of Weaker Responses	 <p>The author face many challenges before joining her new state but when she enter in here new state she let her challenges and make her life happy full and excited.</p>

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) 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 analyzing or evaluating). 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) 	<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> 

- Review past paper questions on the concept
- Refer the resource guide for additional materials

- Practical Demonstration
- ** For description of each Pedagogy, refer to Annexure A

Any Additional Suggestion:

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

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

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

Question No. 1c

Question Text	The author wore a dress to her class. Describe the significance of this dress in TWO points.
SLO No.	2.1.8
SLO Text	a. Describe the use of sensory details and imagery used for a person, place, or phenomenon; b. Identify the impact of detailed and/ or brief descriptions for various purposes by the author.
Max Marks	4
Cognitive Level	U
Checking Hints	1 mark for listing each significance. (2 required) 1 mark for describing each significance (2 required).
Overall Performance	The question allowed candidates to express their thoughts freely, covering any aspect they wished to discuss. However, it was observed that the candidates chose to concentrate mainly on aspects that were already mentioned in the given text. This lack of diversification in their responses indicated a missed opportunity to explore a broader range of perspectives and ideas to gain maximum marks.
Description of Better Responses	<i>Better responses</i> were observed to think outside of the box and come up with those features that the author did not necessarily elaborate in the passage. These responses included the following features: -The dress signifies the author's desire to be accepted in a new school since it was her third school. It symbolises the nature of the relationship i.e., a healthy relationship between the author and her teacher as evident from her teacher's reaction to the dress. - It also became a source for the author in forming new connections and controlling her anxiety about socialisation.

Images of Better Responses

- 1) The author was really concerned about wearing a dress to her new school after thinking too much she got a perfect dress to wear and she felt comfortable in it (which meant the most).
- 2) After entering the classroom, the author was really surprised to see her English teacher wearing the exact dress. She was glad and with boosted confidence when ~~the~~ her teacher complimented her style which made her way easy to interact with everyone new to her and the dress made her proud.


Description of Weaker Responses

In *weaker responses*, candidates displayed a lack of clarity regarding the dressing. They were unable to describe the significance of the dress which the author had worn to the school instead focusing on the author's thoughts about the dress, often mistaking it for a school uniform.

Images of Weaker Responses

The dressing of my school is very loyal because it is same colour. Many school uniform is bad but my school uniform are loyal all student dressing same uniform.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) 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 analyzing or evaluating). Review past paper questions on the concept Refer the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

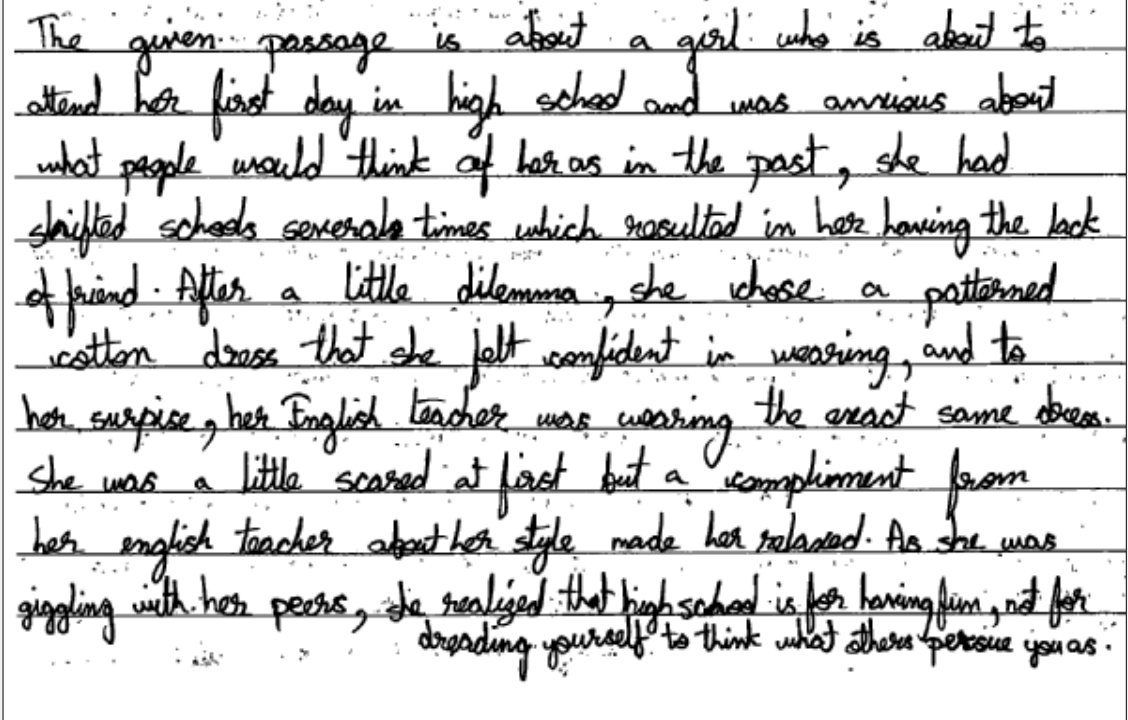
Active Reading: Encourage candidates to actively engage with the content by highlighting key points, underlining important information, and taking notes. This strategy promotes critical thinking and helps them identify the main ideas and supporting details.

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

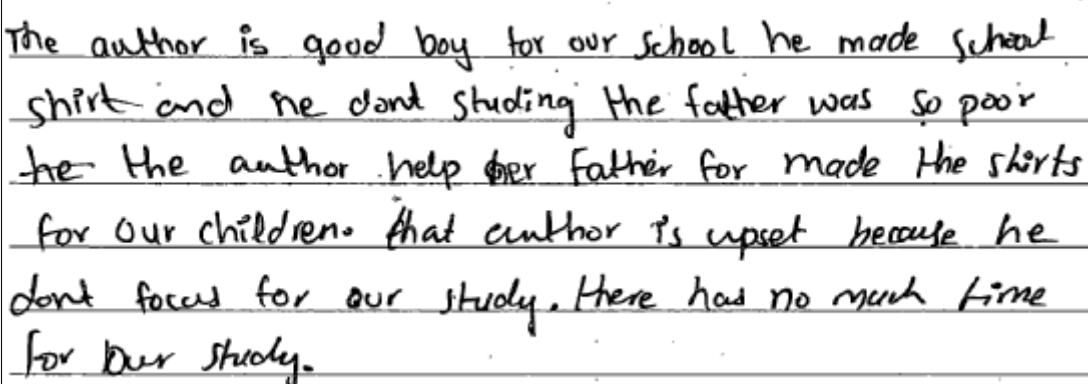
Comprehension Quizzes: Design quizzes or short assessments that assess candidates' understanding of the content they have read.

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


Question No. 1d

Question Text	Summarise the given passage in no more than 100 words. Note: Use your OWN words in the summary. Copying entire sentences/ lines from the passage will lead to a deduction of ONE mark.
SLO No.	2.1.12
SLO Text	Summarise a text by identifying the main idea and supporting details.
Max Marks	5
Cognitive Level	A*
Checking Hints	1 mark for using own words 1 mark for keeping to word limit (+/- 10 words) 1 mark for each mentioned point (3 required)
Overall Performance	It was observed that many candidates encountered challenges in their attempts to summarise the passage. Most candidates used first person pronoun instead of the second-person pronoun to summarise the passage.
Description of Better Responses	<i>Better responses</i> demonstrated the correct understanding of summary writing. The responses of the candidates highlighted their understanding of the given passage which argued the broad nature of the first impression in the school including the interaction and the emotions shared with the teacher. The author's anxiety, interaction with the teacher, past experience and the impact of the first day in school was clearly indicated. Generally, it is observed that the candidates used their own words in the summary.
Image of Better Response	 <p>The given passage is about a girl who is about to attend her first day in high school and was anxious about what people would think of her as in the past, she had shifted schools several times which resulted in her having the lack of friend. After a little dilemma, she chose a patterned cotton dress that she felt confident in wearing, and to her surprise, her English teacher was wearing the exact same dress. She was a little scared at first but a compliment from her english teacher about her style made her relaxed. As she was giggling with her peers, she realized that high school is for having fun, not for dreading yourself to think what others perceive you as.</p>

Description of Weaker Responses	In <i>weaker responses</i> , candidates demonstrated a lack of understanding regarding the nature of summary writing. It was noted that candidates chose to evaluate the author's character which is not a requirement for summary. It was also observed that the candidates repeated sentences or copied paragraphs from the passage.
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Image of Weaker Response	
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Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) 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 analyzing or evaluating). Review past paper questions on the concept Refer the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Teachers are advised to familiarise candidates with concept mapping in which they should be able to connect one topic with other topics. Interconnection of topics within syllabus help the candidates to understand the intensity of knowledge. Productive comment would be a great help to the candidates to practice and develop their ability to identify the main ideas and central theme of a text. They should aim to summarise the information effectively while retaining the key points. In addition, teachers should guide the candidates not to use the first form of the noun and not to copy the passage in summary writing. Teachers may also scaffold the summary writing exercise by first asking the students to extract the main ideas, followed by writing it in their own words and then drafting a coherent and accurate paragraph from it.

Extended Response Questions (ERQs)

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

Question No. 2a	
Question Text	<p>You want to arrange a superhero-themed party for your younger sibling’s birthday. For this purpose: write an e-mail to your sibling’s best friend(s) asking for his/ her/ their help in organising the party.</p> <p>In your e-mail,</p> <ul style="list-style-type: none"> - describe the venue of the party. - discuss the arrangement according to the theme of the party.
SLO No.	3.1.3
SLO Text	Compose an informal note, e-mail, letter to friends or family and informal dialogue for a given situation.
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 marks</p> <p>1 mark for following the format of an email (To/ From/ CC or BCC/ Subject/ Salutation/ Paragraphing/ Complimentary Close)</p> <p>(Note: If the candidate satisfies the three-fourth criteria of an email ONE mark will be awarded)</p> <p>1 mark for describing the venue.</p> <p>1 mark for discussing the arrangement</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at least three errors)</p> <p>1 mark for the correct use of tenses (at least three errors)</p> <p>1 mark for the agreement of subject and verb (at least three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)</p> <p>Impression Marking: 3 Marks</p> <p>Good (3)</p> <ul style="list-style-type: none"> • Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence. • Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient. • A variety of sentence structures is used, mostly with control, in all paragraphs. • A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas. <p>Average (2)</p> <ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy/ internal consistency. Few connectives are used to provide details and expand ideas.

	<p>Below Average (1)</p> <ul style="list-style-type: none"> • Sentence structures and language are repetitive or unclear and there are various errors. • Content represents generalized, redundant or disconnected ideas. • The style, tone and vocabulary are inappropriate. • Ideas are difficult to interpret because of flawed language. • No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant / illegible.</p>
Overall Performance	<p>Generally, the candidates exhibited good performance in writing skills indicating clarity in comprehending the scenario and highlighted effective understanding of the organisational pattern of the email. The venue as well as the theme-based arrangement of the party was clearly portrayed.</p> <p>Note: It was observed that even in better responses, a few candidates wrote their names, schools and/ or addresses. It is prohibited to reveal their 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>In <i>better responses</i>, the candidates demonstrated the aspects of informal email to their sibling's friend. They intelligently employed an informal dialogue style while adhering to the appropriate formatting conventions. Most responses were observed to follow appropriate tone and exhibited understanding in their responses to the stance given in the writing prompt. They were able to describe the venue as well as discuss the planning of the party. It was also observed that even in good responses, candidates incorporated format of a report into the email.</p>

From: abc@gmail.com

To: xyz@gmail.com

Subject: Suggestions for my brother's birthday party

Date: May 24, 2024

Dear friend,

I hope you're doing well. I am also fine here. It's been a long time since I talked to you or we met so I thought to write you. Actually I wanted your suggestion as you're the closest to my brother.

You must be knowing that he has always been a big fan of superheroes since childhood and surprisingly, he still is. Moreover, his birthday is coming soon so I thought to make his this birthday special. I wanted your suggestion that what can I do to make his birthday memorable. He must have shared his opinions with you as he is comfortable with you. I want something affordable that could make him happy. The venue of the party is 'Star' ballroom near our house. I thought of getting superhero themed balloons but won't it get boring? Give me your ideas which will definitely be interesting. Furthermore, I want to invite 50 to 60 people only.

Also, give me an idea what to buy him as a gift.

I would be waiting for your wonderful ideas and smart suggestions. Reply me as soon as possible.

Your Sincerely,
abc.

Description of Weaker Responses

In *weaker responses*, the candidates' performance in the question disclosed flaws in both organisation and grammatical proficiency. Their responses presented weaknesses in grammar skills, which showed incorrect usage of tenses and verb forms. There was no discussion on the venue, rather the repeated use of the term 'arranging a party' was used. It was also observed that the candidates wrote to invite for their own party rather than the sibling's.

Images of Weaker Responses

From: abc@gmail.com

To: Ali 123@gmail.com.

BBC:

cc:

Subject: To Invite To birth day Party

Hi dear:

How are you? How are your family members.
How is the weather there? I am fine doing
well. my birth day Party 10 June 2020.

~~Birth day Party~~ I have I invite for you Plz you come my
my venue I adress degree Collage Thul
Farm house. your adress Problem you. I
Call for me on my Phone number. I see
to each other. So I am very happy.
and you come for family members
I have I invite for all your family
members I hope you come for me.

Call for me on my Phone number. I see
to each other. So I am very happy.
and you come for family members.
I have I write for all your family
members I hope you come for me.
you come my birthday so I am
very Proudly for you. ~~I~~ so you
will come for me. my birth day
is very Special day. my birthday

is new start day. my Life is new start
day. I hope you will come for me.
my birthday Party.
Take Care.


Yours Love brother.

~~At the~~

Singapore



Suggestions for Improvement (Highlighted part)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) 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 analyzing or evaluating). Review past paper questions on the concept Refer the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing informal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

Question No. 2b

Question Text	Imagine you are in a boarding school or hostel. Your school is arranging a summer camp in another city and you want to be a part of it. Write a letter to your parent/ guardian requesting to be a part of it. In your letter, discuss ONE <ul style="list-style-type: none"> activity in the camp that you would like to learn. impact that the learned skill would have on your personality and/ or your academic year.
SLO No.	3.1.3
SLO Text	Compose an informal note, e-mail, letter to friends or family and informal dialogue for a given situation.
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 marks</p> <p>1 mark for following the format of an email (To/ From/ CC or BCC/ Subject/ Salutation/ Paragraphing/ Complimentary Close)</p> <p>(Note: If the candidate satisfies the three-fourth criteria of an email ONE mark will be awarded)</p> <p>1 mark for describing the venue.</p> <p>1 mark for discussing the arrangement</p>

Language Accuracy: 4 marks

1 mark for accuracy of spelling (at least three errors)

1 mark for the correct use of tenses (at least three errors)

1 mark for the agreement of subject and verb (at least three errors)

1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)

Impression Marking: 3 Marks**Good (3)**

- 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.

Average (2)

- 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.

Below Average (1)

- 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.

Give 0 if the answer script is blank/ completely irrelevant / illegible.

Overall Performance

Overall, the candidates showed awareness of a summer camp and its importance. They gave valid reasons for being part of the camp as well as the outcome of the skill to be learnt. Appropriate vocabulary was also used for providing meaning and depth to the letter.

Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or addresses. It will be appreciated not to disclose the identity. Teachers need to inform the candidates to avoid using their real names, schools or addresses in the examination.

Description of Better Responses

In *better responses*, the candidates who demonstrated stronger abilities in understanding an informal dialogue within the given situation displayed commendable proficiency in language. These individuals adhered to the prescribed format of the letter, comprising a subject line, date, body paragraphs and a concluding statement. Furthermore, the employment of appropriate vocabulary and the effective utilisation of grammatical skills were evident in most of the responses. Notably, the candidates effectively incorporated connectors to ensure coherence and organisational structure in their letters. They also gave relevant reasons for attending the camp that can enhance their cognitive abilities, life skills and give them confidence to form new connections.

Examination hall,

ABC School,

Karachi.

Date: 24th, March, 2024.

Dear Mum and Dad,

I hope you are fine and doing well. I really miss you both and my younger siblings too. Now only one year is left to complete my degree and then I will be back to our city. I am fine here and my grades are also really outstanding.

I received your letter last week but due to much hustle and bustle I couldn't write to you back, so I am doing it now. I want to inform you that my institute has arranged a summer camp for students this year. The camp has many activities to choose from and is really affordable, but the problem is that it is in another city. I wanted to request you to please attend the camp. Trust me the camp has really useful activities like public speaking, painting, debating, cooking, martial arts and much more. I want myself to enroll in martial arts. Martial arts is an old thing, which teaches some basic moves and also advanced moves of fighting. Learning this activity will

help me in self defence and defending myself from others. I think this act should be learned by everybody in today's world and especially girls should learn it, for prevention of harassment cases.

I hope you will look into my request and attend the camp. Trust me it will be really beneficial. Give my love to younger siblings and lots of love for you both too.

Yours Sincerely,

KY2.

Description of Weaker Responses

In *weaker responses*, candidates displayed a lack of structure and incorrect use of the prescribed format. Candidates used broken English: errors in punctuation, spelling, and grammar were evident. They failed to mention clearly the reason for going to the camp and the impact it will have on them.

Image of Weaker Response

Nawatake Muhallah.
24-5-2024.


Dear Parents

Assalam-e-Alaikum.

I hope your are a fine and Iam also be fine today Iam write the letter from parent attempt the Champ. I request for parent please attempt the Champ and you are enjoy the Champ and you are happy in this Champ Actually I think I invite all parents and parents enjoy and happy in life So please attempt the Champ today.

Your lovely friend
Syed Ghulam Abbas Shah.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts) Review past paper questions on the concept Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<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 Suggestions:		

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing informal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

Question No. 3a

Question Text	<p>'Rags to riches' refers to any situation in which a person rises from poverty to extreme wealth. For example, the author of Harry Potter, J.K. Rowling was struggling to find work and make a living. After publishing her Harry Potter series, she became a wealthy woman.</p> <p>Compose a story on the theme of rags to riches. In your story,</p> <ul style="list-style-type: none"> - describe the pitiful condition of the protagonist. - explain the moment of crisis that makes the protagonist determined to bring about a change. - elaborate the moment of realisation by the protagonist that victory has been achieved.
SLO No.	3.1.5
SLO Text	<p>a. Narrate a sequence of events (real or imagined) and communicate their significance;</p> <p>b. Discuss appearances and images in a story;</p> <p>c. Use simple style of narration in a chronological and/ or organised manner;</p> <p>d. Comprehend and use basic elements of story writing: characterisation, plot and setting.</p>
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks</p> <p>1 mark for describing the condition</p> <p>2 marks for explaining the moment of crisis (1 mark for only stating)</p> <p>2 marks for elaborating the moment of realisation (1 mark for only stating)</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 Marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none"> • Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence. • Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient. • A variety of sentence structures is used, mostly with control, in all paragraphs. • A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

	<p>Average (4-6)</p> <ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy / internal consistency. • Few connectives are used to provide details and expand ideas. <p>Below Average (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. <p>Give 0 if the answer script is blank/ completely irrelevant / illegible.</p>
Overall Performance	It was observed that the candidates had a good command over the imagination and description of the given story by highlighting the challenges faced by the protagonist. However, it was noted that some candidates struggled to compose their thesis statement with reference to the pointers in the question e.g., explanation and realisation of the moment of crises, etc.
Description of Better Responses	In <i>better responses</i> , candidates established the story in a magnificent way to attract the readers' attention, increasing curiosity to know about what happens next. Moreover, comprehensive, well-constructed and emotionally connected responses as per the requirement were evidently portraying the sense of understanding and grammatical skills of the candidates.

Image of
Better
Response

Have you ever met a teenager who owns a multi-millionaire company? No, right. When we think of the word "teenager", we picture some human beings either wasting their time on social media or attending some fancy parties with friends. Most of the people think that teenagers are useless. Well that is not exactly the case with everyone. There are some teenagers ~~who~~ who think about their future and tends to work hard to achieve that. Vada was also a typical teenage girl with some extraordinary abilities to analyze things differently.

Since childhood, Vada was a competent kid, always scoring straight A's in exams. She never failed to make her parents proud. But it all changed, when she started high school. She was convinced to choose business studies as her core subject but her confidence shattered when her parents forced her to take Science. To keep her parents happy, she chose Science and from that day she started to lose herself. Vada still scored excellent grades but she always felt like she ~~does~~^{did} not have a purpose ~~in~~^{of} her life. A year passed and she still couldn't get her parents convinced nor did she opened up to her parents about it. She just kept punishing herself for her decision. At some point of her s life, she became addicted

to drugs and started harming herself. Her mental health deteriorated rapidly within a year. Soon she found herself in a condition no one ever expected. ~~While she knew she needed to change.~~

While laying silently on the hospital bed, her mind was raving with thoughts like Am I good enough?. Her heart beat kept increasing rapidly until her mom called her. She looked back and found her mom sitting beside her. Vada got so emotional that she opened up to her mom and vented everything to her. Her mom felt guilty of her act and changed Vada's subject from Science to Business. Months passed and now Vada was extremely joyful in her new class studying the subject she liked.

~~She~~ Her curiosity about running a business grew more and more and ~~then~~ then she decided to launch one. She always wanted to bring a change in today's society, so she launched sustainable clothing products. Her business idea was excellent yet she failed to attract the customers.

After a few changes, her business went viral. Everyone started to praise her idea of sustainable clothing and it was not too late when she started getting sponsors. At the age of 17, she


launched a whole business on her own and managed to be the youngest entrepreneur with a million dollar net worth. Last year she turned 21 and was extremely proud of herself. She kept herself as strong as mountain and continued to achieve more success. Her story is an inspiration to me about not giving up and being consistent.

**Description
of Weaker
Responses**

Weaker responses were noted to show deviation from the main idea/ point along with language impreciseness and exaggeration. These responses showed lack of depth in storytelling focusing on less description, using faulty sentence structure and improper punctuation marks, showing lack of coherence among ideas.

~~Four~~ Four years before my friend whose
Name was Sourav in India. He was a
very talented person but his family was
struggling from poverty. His father was
a labour in building construction. He was
living in the small house in Haryana. He^{P1}
was a person with good taste. He
save much money by doing many hard
works & bought an iPhone for start vlogging
on YouTube. First he starts an sketch
channel but it didn't get that much
response from it & he starts doing
daily vlogging & showing the fun he is
doing and his family was doing in fun but^{P2}
suddenly he was getting views on it &
he starts daily vlogging & he move
towards victory. First he bought a
bike for his brothers & for him & then
he get start earning that much he
set his dad in house for relax &
also buy a new car. Then he struggle
more and more than he shift from Haryana
to Delhi & get a great house on rent.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none">• Identify the expectation of command words (use Command Word Guide)• Ensure the content is taught at the relevant cognitive level• Identify necessary content required (skills + concepts)• Review past paper questions on the concept• Utilise the resource guide for additional materials	<ul style="list-style-type: none">• Story Board• Cause and Effect• Fish and Bone• Concept Mapping• Audio Visual Resources• Think, Pair and Share• Knowledge Platform videos• Questioning Technique (Socratic approach)• Practical Demonstration	<ul style="list-style-type: none">• Past paper questions• Discussion on E-Marking Notes• AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support candidates in taking into account essay types. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

Question No. 3b

Question Text	Suppose that you are living in a time when other planets in the universe are found to be inhabited by people and travelling between the planets has become a reality. Compose a story about the time you had gone to another planet for holidays from the Earth. Discuss the following points in your story: <ul style="list-style-type: none">- Feature(s) of the planet- Any TWO differences observed between the planet and the Earth- Your experience on the planet
SLO No.	3.1.5
SLO Text	a. Narrate a sequence of events (real or imagined) and communicate their significance\; b. Discuss appearances and images in a story\; c. Use simple style of narration in a chronological and/ or organised manner; d. Comprehend and use basic elements of story writing: characterisation, plot and setting.
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks 2 marks for discussing the planet's feature(s) (1 mark for only listing) 1 mark for discussing each difference (any 2 required) 1 mark for discussing the experience</p> <p>Language Accuracy: 4 marks 1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses (at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 Marks Good (7-9)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas. <p>Average (4-6)</p> <ul style="list-style-type: none">• Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.• Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.• A variety of sentence structures is used with moderate accuracy / internal consistency.• Few connectives are used to provide details and expand ideas.

Below Average (3-1)

- 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.

Give 0 if the answer script is blank/ completely irrelevant / illegible.

Overall Performance

Most candidates remained successful in captivating the readers' attention towards the extraordinarily drafted scripts encompassing and demonstrating their true skill of narrative writing involving imagination and thoughts.

Description of Better Responses

Better responses depicted the practiced use of figurative language to describe the features of the planet along with creative vocabulary. Additionally, the use of idioms and transitional devices are incorporated to vividly differentiate between the Earth and the planet they visited. Furthermore, candidates' distinctive way of explaining an imaginary visit to their chosen planet by unfolding various aspects was noteworthy.

Image of Better Response

Option b

My friend and I were planning to visit Mars for holidays. & My friend planned the entire trip. We left for Mars on a Saturday night in a spaceship with many other people who wanted to visit Mars. We reached Mars after almost two days. The atmosphere of Mars was very clean, the air was as cool like the air at night after rain.

I observed that everything developed on Mars was labelled with a memory about the person who developed it. The planet was as huge as many football fields. The streets were brown in colour and everything was made with the colour combination of brown, white, offwhite and reddish brown. It seemed as if I ~~am~~ was in an ancient country. There was a unique thing about Mars that

reddish brown. It seemed as if I ~~am~~ was in an ancient country. There was a unique thing about Mars that there were no buildings. Everyone used to live in a single home which was white in colour and had a lollipop like shape. Like the stick of the lollipop was a long white pole with an entrance door ~~at~~ from where the elevator used to take us to the top floor which was the head of the lollipop. The head was ~~to~~ like a huge ball with glass windows. Mars had lower temperatures as compared to Earth because Mars

was not facing green house effect like Earth and the rules & regulations for not throwing ^{litter} around the planet were enforced. Everyone used to oblige the rules so the planet was free from trash, pollution, health problems etc. Earth has one Moon but Mars had no Moon, but the number of stars here were countless. At night time, we used to see Auroras which was my favourite part of the entire trip and also I felt a big bit lighter at Mars maybe because of the difference in atmosphere of Mars and Earth.

In a nutshell, my experience at Mars was adventurous and I enjoyed a lot exploring new places and watching the ~~at~~ Auroras while staying up at night. I ~~would~~ ^{will} surely visit Mars again in the upcoming holidays as there is a lot more to be explored in Mars.


Description of Weaker Responses

Weaker responses showed inaccuracy and inappropriateness of concepts with no/ less focus on the requirement(s) of the prompt having no unique ideas. Instead, candidates focused on discovering new planets without adding depth to the planet's textures or features. Moreover, it also showed inadequate use of language, tense structure, and cohesion.

Image of Weaker Response

Ans: in my future I planned that I will discover any new ~~thing~~ things in new planets and I will discover the plants in the new planets and I will discover the new animals and I will discover the the humans what kind so humans live there and what the do and what the eat and what kind of difference ~~to~~ from us and them and what kind of a difference ~~of~~ of earth and other planets and what is the ~~for~~ shape of the planets and the what kind of human and what kind of colour ~~is~~ of human on that planets were the live.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts) Review past paper questions on the concept Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing informal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

Question No. 3c

Question Text	Write an essay about your favourite teacher. In your essay, describe <ul style="list-style-type: none">- the appearance or personality of the teacher.- any ONE reason why the teacher is your favourite.- a situation with your teacher that left a lasting impact on your life.
SLO No.	3.1.6
SLO Text	a. Write descriptions of everyday events, places, persons by making effective use of language, i.e., use adjectives and some noun phrases\; b. Write descriptions with some detail of the sights, sounds and smells of a scene and specific actions, movements and persons.
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks 2 marks for describing the teacher's personality or appearance (1 mark for only stating) 1 mark for the reason 2 marks for describing the impact (1 mark for only stating)</p> <p>Language Accuracy: 4 marks 1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses (at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 Marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas. <p>Average (4-6)</p> <ul style="list-style-type: none">• Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.• Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.• A variety of sentence structures is used with moderate accuracy / internal consistency.• Few connectives are used to provide details and expand ideas. <p>Below Average (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. <p>Give 0 if the answer script is blank/ completely irrelevant / illegible.</p>

Overall Performance	Majority of the candidates comprehended the question correctly. Candidates had usually come up with relevant and required details. However, some missed to describe the physical appearance or personality of the teacher integrating the particulars asked.
Description of Better Responses	<i>Better responses</i> projected all the features or traits to describe their favourite teacher. Furthermore, candidates used ideas with appropriate vocabulary. The description of the teacher's personality traits are the manifestos of incorporating creative writing techniques for enhancing the content. In addition, candidates mentioned the teacher's support for building confidence as a lasting impact on their lives.
Image of Better Response	<p style="text-align: center;">Option <u>C</u></p> <p>A teacher, can be your support machine or the biggest enemy in your school life. They hold a immense role in a student's personality development. As, it is commonly said that a teacher is your second parent, but some may be toxic or not understanding and others may be like your second parent or support systems.</p> <p>Well, it contrasting through the dilemma in my school life. I found a teacher in grade 3 possessing the 'perfect essence' to beholden to that position. Her appearance was just commendable and meritorious, She took herself with a sweet smile on her old wrinkled face. Nevertheless, she never used to be an old woman. Although she was a laughing, giggly sweet face. With that smile, she had an charming face, blue-greenish eyes, slim and thin body and wrinkles on her face. Moreover, her personality trait used to be famous among peers for knowing her as an charming sweet lady, who was joking and enjoying all the time.</p> <p>In addition, to her great personality and appearance, she never failed to win as an teachers that is why she is my favorite teacher. Her teaching style was very unique and versatile and she always behaved politely and helping to those students who lacked behind in academic curriculum curriculum. She used to know when to be strict and kind to other students. As for me, that</p>

the role I look forward to in a teacher and that is why she holds respect, gratitude and love in the depth of my heart.

To support her kindness with great deal of evidence, I would like add a situation leaving lasting impact on me, that once I was bullied by my school on asserting religious affirmations to my appearance which triggered the young ones. As a teacher, she stood up for me and supported me in front of the whole class and not only that, she used to bring me gifts on any traditional event which increased my confidence on her personality ^{and} how she respected the opinions of the minorities ~~tea~~ living in an area.

Description of Weaker Responses

In weaker responses, candidates failed to fulfil the requirements of the prompt. It was noticed that candidates' scripts showed lack of coherence, repetition of ideas, no/ less focus on the physical appearance or personality traits of teacher as required.

Image of Weaker Response

Option a

my favourite teacher is Hamid Sir
Hamid Sir is very very beauti-
butiful teacher. they very best
~~the~~ teacher. you Hamid sir class
are very first in enjoy in the
class. Hamid Sir is a best
teacher in my school their are
enjoy in English partti is the
very infartible in this teacher

my teacher are very very beautifull
~~the~~ teacher in my school.

my name is Akin school in mg:2
in my best teacher is Hamid
Sir Hamid sir are in my
school best teacher.

to my school all teacher is a best but Hamid Sir are very best teacher in my school in the English teacher - they to going to and I am note enjoy in my school.


they teacher best but Hamid sir very very good teacher

Hamid Sir are also in my school best teacher.

Hamid Sir are my class teacher in a best teacher

Haifza mam are also best teacher but Hamid are very very intelligence to my school teacher.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts) Review past paper questions on the concept Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing informal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

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, candidates 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, candidates 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, candidates 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 candidates' interest and understanding of space.

Pedagogy: Think, Pair, and Share

Description: A collaborative learning technique where candidates 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. Candidates 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 candidates 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. Candidates 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.)

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