

Aga Khan University Examination Board

Notes from E-Marking Centre SSC-II English Compulsory Annual Examination 2023

Introduction

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

E-Marking Notes

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

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed by studying the course.

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

Candidates need to be familiar with the command words which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with, or contain, any key word from the glossary. Questions such as 'how?', 'why?' or 'what?' may be asked, and verbs which are not included in the list may be used, such as 'elaborate', 'analyse' or 'state'.

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.

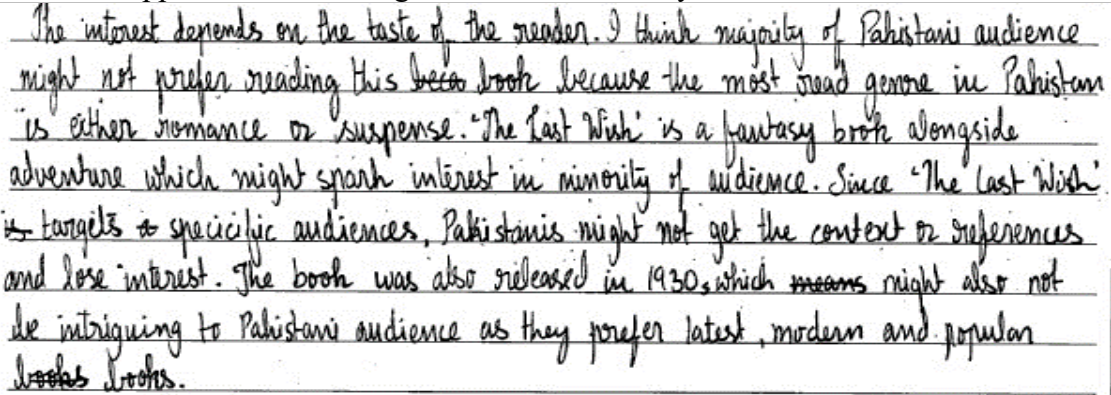
The following is a description of the tasks and skills required for fulfilment of those tasks.

Question No	Question Type	Skills Assessed
1 (a, b, c, d)	CRQs on a reading passage	Literal understanding of a reading text Inferential understanding of a reading text Reasoning skills
2 (a, b)	Letter/ Report Writing (formal)	Ability to write a formal letter/ report Ability to use accurate sentence structure, connective devices, spellings, etc. Ability to develop and organise information in a familiar everyday context.
3 (a, b, c)	Essay Writing	Ability to develop a piece of writing with appropriate focus, organisation and purpose Ability to persuade, analyse, express and reflect on familiar everyday life situations and ideas Ability to use accurate sentence structure, connective devices, spellings, etc.

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


DETAILED COMMENTS

Constructed Response Questions (CRQs)

Question No. 1a	
Question Text	<p><i>'The Last Wish'</i> targets Polish or Eastern European audiences (readers) as mentioned in the given passage.</p> <p>Based on the information in the given passage, will the book interest Pakistani audiences? Mention FOUR reasons to justify your opinion.</p>
SLO No.	5.1.11
SLO Text	<p>Discuss familiar events, situation and processes by identifying:</p> <p>a. relational process: relationship of cause and effect, comparison and contrast, problem and solution;</p> <p>b. opinion, facts, evidences and reasons and anticipating outcomes;</p> <p>c. the relevance of an issue by relating it to personal or generalized experience;</p>
Maximum Marks	4 marks
Cognitive Level	A*
Checking Hints	<p>1 mark for each point (4 required)</p> <p>Note: Any other point should also be accepted. If the candidate has given a neutral opinion, it should be taken into account.</p>
Overall Performance	Remarkably, a substantial number of candidates demonstrated a profound understanding of the question, effectively formulating their responses accordingly. Candidates showcased their critical thinking skills by relating the text to their own context. Hence, they presented a diverse array of well-reasoned arguments and viewpoints.
Description of Better Responses	The responses to the question regarding the appeal of the Polish book to the Pakistani audience were notably impressive, given the candidates' freedom to present arguments either in favour or against it. Those who agreed stated that the availability of a niche audience for such books along with passionate readers who love to immerse themselves in the books they read. Others who disagreed mentioned the difference in Pakistani and Polish cultures as the main reason for the book to not interest Pakistani audiences. Another reason for disagreeing was the disappearance of reading culture in the country.
Image of Better Responses	 <p>The interest depends on the taste of the reader. I think majority of Pakistani audience might not prefer reading this book because the most read genre in Pakistan is either romance or suspense. 'The Last Wish' is a fantasy book alongside adventure which might spark interest in minority of audience. Since 'The Last Wish' is targeted to specific audiences, Pakistanis might not get the context or references and lose interest. The book was also released in 1930, which means might also not be intriguing to Pakistani audience as they prefer latest, modern and popular books.</p>

Description of Weaker Responses	The presence of weak responses indicates that certain candidates failed to grasp the essence of the question, leading them to provide incongruous and unrelated answers. Their inability to establish a relevant connection between the question concerning the Pakistani audience's reaction to the Polish book hindered the overall efficacy of their responses. An examination of these responses reveals a lack of comprehension regarding the key cultural elements presented in the passage. Many candidates repeated sentences from the passage.
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 expectation 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 Techniques (Socratic approach) • Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> • Past paper questions • Discussion on E -Marking Notes • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Active Reading: Encourage students to actively engage with the content by highlighting key points, underlining important information, reflecting on implied meaning, relevance to one's own context and taking notes. This strategy promotes critical thinking and helps them identify the main ideas and supporting details.

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

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

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

Question No. 1b

Question Text	Describe any three ways in which the author has used logic (reasons) in the given passage.	
SLO No.	5.1.10	
SLO Text	<p>a. Identify how author(s) present/s an opinion in an effective way;</p> <p>b. Discuss explicit evidences, comprehensiveness of detail and the way in which the author's intent affects the structure and tone of the text;</p> <p>c. Identify the use of specific rhetorical devices to support views (appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience);</p>	
Max Marks	6	
Cognitive Level	U	
Checking Hints	<p>1 mark for stating each way (3 required)</p> <p>1 mark if each way is described (3 required)</p>	
Overall Performance	The overall response of the question was observed to be challenging for the candidates particularly with regards to the comprehension of the text and derive reasoning solely from the provided material, rather than relying on overarching personal opinions.	
Description of Better Responses	<p>The better responses were observed to gauge the different ways through which the author of the passage has used logic to strengthen her opinion of the book. The three ways that candidates generally focused on were the author's</p> <ul style="list-style-type: none"> - description of the details of the book such as its original language. - understanding of Geralt's personality. - Comprehension of what the story represents. 	
Image of Better Responses	<p>(1) While, describing character Geralt, author uses logic in explaining the personality of Geralt. That his strength doesnot lie in fighting but at how is he able to take keener look at what is at stake.</p> <p>(2) While comparing Salvic mythologies and westren mythologies codes of behaviours. She explain why this mythology is mysterious to her</p> <p>3). Andrzej Sapkowoski first work to published in english book 'The last wish'. The author explains that this book is not original but apparently it was has an excellent introduction to chracter and to The type of story writer wants to tell.</p>	
Description of Weaker Responses	The observation reveals that a significant number of candidates struggled to discern the three ways in which logic (reasons) is used in the passage. Their responses exhibited vagueness and an apparent lack of understanding regarding the core elements of the question.	


This indicates a need for candidates to enhance their analytical skills and textual comprehension abilities. To better address similar questions in the future, candidates should practice identifying explicit and implicit information within the provided text.

Image of Weaker Responses

Ans: ① Never be published in English I don't know why but they can't warn that any one from other countries use this.
② 'The Witcher' game.

③ mention on a couple of non-English-language sites that I frequent on occasion.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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> 
<p>Any Additional Suggestions:</p>		

Question No. 1c

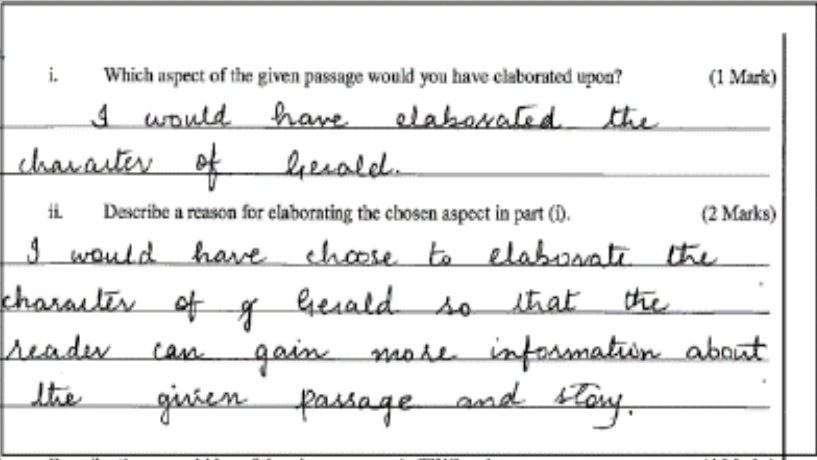

Question Text	i. Which aspect of the given passage would you have elaborated upon? ii. Describe a reason for elaborating the chosen aspect in part (i).
SLO No.	5.1.4
SLO Text	Evaluate the following meanings of text with the help of some basic contextual clues: a. surface/explicit meaning: respond to questions like who what, where, when i.e. apparent phenomenon, issues or ideas. b. implied meaning: respond to question like why, how, to what extent i.e. underlying message and motivation of author/characters, possible outcomes/solutions/suggestions.
Max Marks	3
Cognitive Level	U
Checking Hints	(i) 1 mark for the aspect to be elaborated (ii) 2 marks for describing a reason for elaborating the chosen aspect (1 mark for only stating the reason) Note: Any other VALID answer is to be awarded marks.
Overall Performance	The question required an open-ended exploration of the text, giving candidates the liberty to delve into various aspects and expound upon their chosen themes or elements. Overall, the candidates performed well on this question.
Description of Better Responses	Better responses showed candidates adeptly interpreting the text's intent, such as fostering interest in Slavic mythology, embracing humor based on personal preferences, elaboration of Geralt's character amongst other aspects of the passage and the book itself.
Image of Better Responses	
Description of Weaker Responses	In weaker responses, candidates faltered in selecting a specific aspect of their choice from the text and instead delved into unrelated topics such as the high cost of the book and assumptions about Pakistani people's reading habits. Such responses exhibited a lack of focused analysis and critical thinking, deviating from the demand of the question.

Image of Weaker Responses

i. Which aspect of the given passage would you have elaborated upon? (1 Mark)
 I look into buying spanish edition Books.

ii. Describe a reason for elaborating the chosen aspect in part (i). (2 Marks)
 In this author wants to buy spanish edition books but he can't afford because it cost so much to import from Spain and that Books is not available in the American stores.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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> 
<p>Any Additional Suggestion:</p>		

Question No. 1d

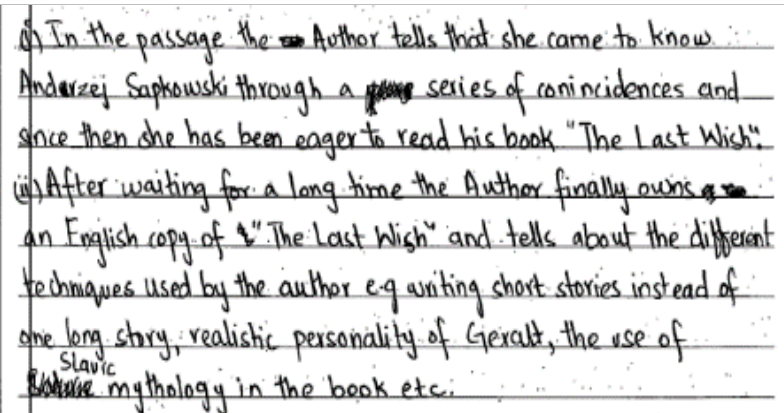

Question Text	Describe the general idea of the given passage in two points.	
SLO No	5.1.2	
SLO Text	Skim the given text to get the gist, general idea, thesis statement and/or topic sentences;	
Max Marks	4 marks	
Cognitive Level	U	
Checking Hints	1 mark for stating each point (2 required) 1 mark for describing each point (2 required)	
Overall Performance	The overall response on this question was encouraging as most candidates effectively understood the general idea of the passage.	
Description of Better Responses	Better responses were observed to include the general idea of the given passage in two points which could be the reason to create an interest to read about other cultures and how do people interpret the text from their own perspective. The answers showed a comprehensive understanding of the reading passage by the candidate. It was a well-attempted question and candidates mostly received full marks.	
Image of Better Responses		
Description of Weaker Responses	In weaker responses, candidates provided an overall reflection unrelated to the text, failing to establish a connection. Their weak analytical skills were evident as they did not relate their responses to the specific content in the text as required. Strengthening textual analysis and staying focused on the given material will enhance the academic quality of their responses.	

Image of Weaker Responses

The general idea of the passage is that we should have some skills that can help us in any difficult type of situation.

We should build up our knowledge so that we can be more informative.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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:

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

Extended Response Question

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

Question No 2a	
Question Text	<p>During your school’s break time, you decided to visit the school canteen to buy food. Upon eating it, you found a fly in it. Write an email of complaint to your school principal. In your email,</p> <ul style="list-style-type: none"> - describe incident and the consequence. - propose a solution to the problem.
SLO No.	6.1.2
SLO Text	Compose a formal letter or email to school authorities, newspaper editors, etc (Follow block style with open punctuation);
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Marking Scheme</p> <p>Content Relevance: 3 marks</p> <p>1 mark for following the format of an email (To/ From/ CC/ BCC Subject/ Greeting/ Body/ Complimentary Close/ Pseudonym) Note: If the candidate satisfies 3/4th criteria of the email, marks should be awarded. 1 mark for describing the incident and the consequence (0 marks for only stating the incident and not the consequence or vice versa) 1 mark for proposing a solution to the problem (0 marks for proposing an irrelevant solution)</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 3 Marks</p> <p>Good (3)</p> <ul style="list-style-type: none"> • Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence. • Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient. • A variety of sentence structures is used, mostly with control, in all paragraphs. • A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

	<p>Average (2)</p> <ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy/ internal consistency. • Few connectives are used to provide details and expand ideas. <p>Below Average (1)</p> <ul style="list-style-type: none"> • Sentence structures and language are repetitive or unclear and there are various errors. • Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. • Ideas are difficult to interpret because of flawed language. • No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
Overall Performance	<p>The question emerged as a popular choice among candidates, with a significant majority opting to attempt it. Candidates offered thoughtful and practical recommendations to present to the school authorities, thereby demonstrating their capacity for critical thinking and problem-solving in real-life situations.</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>In better responses candidates composed formal emails to school authorities addressing the incident in the canteen. They adhered to proper format and punctuation, displaying strong grammar skills. Notably, candidates offered innovative solutions, including regular deep-cleaning routines, improved staff training, student feedback systems, and health authority partnerships. These concise yet comprehensive emails showcased effective communication, critical thinking, and a commitment to enhancing the canteen's hygiene for the students' well-being.</p>

Image of Better Responses

Option a

To: ~~pr@pechsgs.edu.pl~~ pri@pechsgs.edu.pl
 From: abc@pechsgs.edu.pl
 Date: May 26, 2023
 Subject: COMPLAIN REGARDING SCHOOL CANTEEN

Dear Sir/Mam,

I am a student of grade 10 and I am writing this email to report the incident that happened to me yesterday at the school canteen.

After three consecutive hours of studying ~~and lectures~~, it was finally break time and starving I went towards the canteen. I bought myself a chicken roll and upon eating it, midway, I found a dead fly inside it. I immediately threw the roll away. It was so disturbing that I ~~am~~ still do not feel like eating anything although it has already been ^{whole} a day to this incident.

I am extremely grateful to have seen the fly instead of eating it. But what worries me is that ~~per~~ probably other students were not lucky enough and have munched on a dead fly, ^{or} and if not already then maybe in the future.

Therefore, I request you to kindly take strict measures against it as this is a serious matter. In my opinion, the workers should ~~be~~

strictly be warned to do their work properly and ensure that such incidents do not take place. The school management should also keep a ~~check~~ strict check on the workers to see how they prepare the food and what ingredients ~~they use~~ do they use.

I hope that in the future, no one would face something like this again and the ~~in~~ school would consider it as its responsibility to ensure the health of its students.

Yours sincerely,
 ABC

Description of Weaker Responses

Weak responses exhibited incorrect email format, grammar, and punctuation errors, along with inconsistent spelling. Additionally, no suggestions were provided for improvement. Improvement requires attention to format, language skills and offering viable solutions.

Image of
Weaker
Responses

Option A

To: @The head teacher@gmail.com

From: @A.B.C@ABC@gmail.com


26 May 26-2023

Dear Sir/Madam

I hope you are fine. Sir today I visit our school canteen and I purchase one juice, two sandwiches and one small pizza. I am went toward the table and sit in chair and I open the packet of sandwich ^{bread} slices are totally expired sandwich breads change our colour the breads colour are dark green and breads smell very dirty. Small same the I take one bite in pizza. Pizza bread are very hard like wood and vegetables are very simple. I take one bite and I vomit it in the last I drink the juice the juice taste is very deadly life sad taste. I read the expired date on the juice the date expired date is 4/4/2022 So should be I text the email to you Sir. Sir I tell the solution of these problems Sir we put ^{fresh} fruits in canteen like bananas, apple, etc. Sir we

we put ^{fresh} fresh items in canteen like boiled egg and some healthy food. We purchase new juice machine and cook make fresh juice and serve to student. Sir I hope you take action to ~~to~~ against to fat food and oily food good by and have a nice day.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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:

Collaborative Writing: Foster collaborative writing exercises where students work in pairs or small groups to compose formal communication.

Model Examples: Begin by providing students with model examples of formal communication in various formats.

Question No. 2b

Question Text	<p>There has been a rise in cyber bullying in recent times. Cyber bullying is a form of bullying or harassment using electronic means.</p> <p>Write a report to the editor of your school magazine. In your report, describe a</p> <ul style="list-style-type: none">- consequence of cyber bullying.- way in which cyber bullying can be controlled.
SLO No.	6.1.3
SLO Text	Compose a report of an experiment, investigation, incident or event;
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Marking Scheme</p> <p>Content Relevancy 3 marks</p> <p>1 mark for following the format of a report (To/ From/ Subject/ Date/ Introductory Paragraph/ Body Paragraphs/ Conclusion)</p> <p>Note: If the candidate satisfies 3/4th criteria of the report, marks should be awarded.</p> <p>1 mark for describing the consequence of cyberbullying</p> <p>1 mark for describing a way in which cyberbullying can be controlled</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 3 Marks</p> <p>Good (3)</p> <ul style="list-style-type: none">• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.• A variety of sentence structures is used, mostly with control, in all paragraphs.• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

	<p>Average (2)</p> <ul style="list-style-type: none"> • Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. • Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. • A variety of sentence structures is used with moderate accuracy/ internal consistency. • Few connectives are used to provide details and expand ideas. <p>Below Average (1)</p> <ul style="list-style-type: none"> • Sentence structures and language are repetitive or unclear and there are various errors. • Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. • Ideas are difficult to interpret because of flawed language. • No internal cohesion or consistency observed. <p>Give 0 if the answer script is blank/ completely irrelevant/ illegible</p>
<p>Overall Performance</p>	<p>Overall, these responses not only showcased the candidates’ knowledge of the topic but also underscored their ability to propose meaningful solutions to address and combat cyberbullying effectively.</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>
<p>Description of Better Responses</p>	<p>In the exemplary better responses, candidates demonstrated a comprehensive understanding of cyberbullying and provided insightful suggestions to prevent it. Their reports were formatted correctly and well-organised, showcasing their proficiency in structuring written content. Additionally, candidates exhibited strong grammar skills, ensuring clear and coherent communication. Their adept use of good vocabulary further emphasised their capacity to articulate ideas effectively.</p>

Image of Better Responses

Option "B"

To: School Magazine Editor

From: XYZ Student

Date: May 26, 2023

Subject: The rising crime Cyber bullying

There has been rise in cyber bullying in recent time. It is a bullying by the help of internet, computer or any electrical means. This is all is done by the computer hackers which are specialized in computer ~~hack~~ techniques. ~~and~~ This type of bullying has many consequences and it can affect the person ^{if he/she} who is bullied by this means of bullying.

As we know this bullying is increasing day by day at the high rate. Cyber bullies ~~hack~~ ^{use} the computers of a common people by these hacking tools and by the help of some specialized apps. By this ~~and~~ they can easily get access to other computers and get there all person information like the credit card number, here in, password, here debit card number and ^{other} ~~useful~~ important personal information. When the cyber bullies get these all they start ~~to~~ bullying the person by saying that they get there all information from A to Z. They also send them prove of that. Hence by this the bullied person is get stressed and scared from them. That they can leak their information. By this bullying the cyber bullies offer them to give money to them ^{otherwise} they leak ^{their} ~~there~~ information and because of that all they became to much stressed and

get involved in hyper tension. They also do suicides because of this pressure and lost their confidence for standing against him to remove the curtain of this issue. In pressure they have to give him money. To close their mouths. Because of this they start to get depressed and get involved in depression which is not good for the health because of this their health does not remain good they slowly get un healthy and ^{get} heart attacks. ^{These all are} ~~caused by~~ ^{caused by} cyber bullying.

So this action is demanding an immediate action to control this activity if we can't do it will ~~spoil~~ ^{spoil} our society. It will be tough to handle this in future if we can't take any stance over this here are some ways to control that ^{activity:} ~~work~~

1) We have to aware people about that and stop him to download unsecured file. 2) Do ^{not} click on any links without any information. 3) Take advise from computer specialist ^{about} ~~and~~ ^{and} him login on any web site. 4) Make the password strong as possible and don't share this to anyone. This ^{are} ~~are~~ ^{are} some ways to ^{get} ~~get~~ ^{get} control over this issue.

I ^{know you} ~~know you~~ will take immediate stance and print that on the magazine. This will help many people to get aware about this.

KYZ

May 26, 2023.

Description of Weaker Responses

In weaker responses, candidates exhibited misconceptions regarding school bullying or cyberbullying. The use of an informal tone and fragmented sentences contributed to disorganisation in their letters. These issues hampered the clarity and coherence of their messages, indicating a need for improved understanding and formal writing skills to address such sensitive topics effectively. A comprehensive grasp of the subject matter and adherence to formal writing conventions are essential for producing well-structured and impactful letters on bullying-related matters.

Image of
Weaker
Responses

Option B


* Report Writing:

Cyberbullying is one of the major and there has been a rise in cyberbullying in recent times. Cyberbullying is a form of bullying or harassment using electronic means.

If these kind of activities or you can say incidents goes on, it will have consequences. Cyberbullying is major problem but never been part of discussion when it comes to problems. Most of the people isolate themselves after cyberbullying and they get depressed. And take wrong decisions like suicide and some other things. However, some of them stands tall and do protest against them. But it always results in violence and problems. What would we benefit from cyberbullying. It has to be controlled until it gets out of control. Some major steps, one can take against cyberbullying, is inform the state about cyberbullying, take all the

safety measures against them. Always respect others because if you give respect to others even cyberbullying people they will respect you.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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:

Collaborative Writing: Foster collaborative writing exercises where students work in pairs or small groups to compose formal communication.

Question No. 3a

Question Text	Write an essay reflecting on your childhood. In your essay, describe <ul style="list-style-type: none">- an important event from your childhood.- the surroundings you spent your childhood in.- how the events and/ or surroundings developed you as a person.
SLO No.	6.1.6
SLO Text	a. Recall and reiterate an event from personal experience (what happened, feelings, thoughts, emotions); b. Analyse causes and consequences/thoughts and emotions e.g. how an event has influenced or changed a person;
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks</p> <p>2 marks for describing the event from childhood 1 mark for only stating the event</p> <p>2 marks for describing the surroundings 1 mark for only stating the surroundings</p> <p>1 mark for describing how the events and/ or surroundings developed the candidate as a person 0 marks for only stating the event and/ or surroundings but not describing how the place developed the candidate as a person</p> <p>(Note: The development of personality can either be negative or positive depending on the context. Marks should not be deducted if the candidate has mentioned a negative personality development in the essay.)</p> <p>Language Accuracy: 4 marks</p> <p>1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses (at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 Marks</p> <p>Good (9-7)</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 (6-4)</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	The essay prompt garnered a favourable response from the candidates, with many choosing to reflect on their childhood experiences.
Description of Better Responses	The essay prompt received a substantial response from candidates who skillfully recalled an impactful childhood incident within an appropriate atmosphere. One such event was participating in a school talent show, fostering self-confidence and a passion for dance. The supportive surroundings nurtured personal growth and camaraderie. Conversely, facing rejection in a sports team tryout left feelings of dejection and self-doubt, inhibiting future pursuits. In both types of incidents, candidates discussed how they shaped the individual's character, emphasising determination and resilience while revealing the lasting influence of childhood experiences on personal growth and development.
Image of Better Responses	

Option a

Childhood, is a small word composed of 9 simple ~~words~~ ^{letters}.
But, if we are to interpret this simple word, it would take years, but we won't be able to put ~~that~~ those experiences, memories, those laughs, sorrows in words.

There are events in your life that you would remember, but those dreadful childhood memories are something which just can't get out of your mind no matter how distant you leave them.

A memory like this is in my head which made life unbearable for me. I, my elder sister Zainab, Amna my younger sister and my mom and dad is what my family consists of. No burden in this life can tire you that much that disturbance in family life causes. My father and my mom used to fight since when we were kids, but gradually it worsened.

My father began hitting my mom violently, by pulling her hair, slapping her into face. Little did I know that watching my mom crying was the biggest weakness of mine. I just never could help me to see that crying face of my mom.

One day, my mom just couldn't take it and took me and my 2 siblings to our maternal aunt's house. We went there and planned to never come back.

Our father didn't try to contact us for a single time.

~~hours~~ Seconds passed, minutes passed, hours passed, days passed, weeks passed, months passed and so on...

I started in being a depressed version of me, not eating anything for days, limiting my desires, losing interest in education & eventually losing interest in me.

Just desiring to die...

I spent that time resisting my desire to end my life because my mom wanted me, she wanted to see me at the height of success. For her, I tried to live but just couldn't help, (plus, my relatives were not that much stable so it was difficult to spend life.)

After period of 6 months my dad called us and we went back to our house. Circumstances are never same always, Time passes, Situations also change. If I would've ended up ~~die~~^{being} dead, Situations would've been normal but I would've been punished and my mom's life would've become unbearable.

I am grateful for this experience, as this taught me to live through sorrows. This taught me to hold on to life when you can't find a way. This taught me to hold on to lord and trust him, as "he never burdens a soul more than they can bear".

Description of Weaker Responses

Weaker responses revealed a lack of focus during the writing task, as candidates exhibited disjointed ideas and improper grammar usage. The absence of cohesiveness hindered the clarity and effectiveness of their responses, leading to inconsistent and disconnected explanations. To improve, candidates should strive for a structured approach, ensuring their ideas flow logically and coherently. Addressing grammar issues and maintaining a clear, concise expression of their thoughts will enhance the overall quality of their writing. Developing a disciplined writing style and adhering to proper

grammar conventions will contribute to more effective communication and a higher level of academic proficiency.

Image of Weaker Responses

Option A.

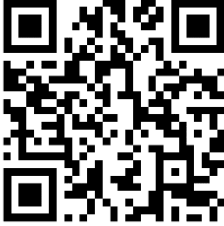
~~Dear~~

I am Jared, I am 17 years old and
I born on "13 Jan 2001" in ^{village near} ~~London~~.

That was the day of
my ~~birth~~ 8th birthday which
was important day for me because
every person of my family join this
~~for~~ birthday ~~is~~. The reason ^{son} ~~some~~ of importance
is every person live out of country
and ~~my~~ on birth they were surprised
me that's why it was my
important ~~event~~ event. in childhood.

I live in a little village and its
surrounding only ~~the~~ Greenery
The Greenery teach us and make
me as a person like mother. and
that event of my make me
a good person like friend and
father. The greenery is one of
the most special place in world
who live in it had were ~~not~~
learn how ~~to~~ can enjoy the life.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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:

It is important to provide students with instruction on incorporating support details into paragraphs. This can be achieved through reading activities that involve identifying the main idea and supporting details. By engaging in such academic practices, students can develop the necessary skills to effectively include relevant and well-structured supporting information within their paragraphs.

Question No. 3b

Question Text	<p>In recent times, people are often found looking into their smartphones texting others, playing games and browsing through various sites. This is believed to be causing communication gaps among people.</p> <p>Compose an essay. In your essay,</p> <ul style="list-style-type: none">- state your opinion on the use of smartphones.- justify your opinion in TWO points.- discuss whether the use of smartphones is creating communication gaps between people in TWO points.
SLO No.	6.1.6
SLO Text	<p>a. Recall and reiterate an event from personal experience (what happened, feelings, thoughts, emotions);</p> <p>b. Analyse causes and consequences/thoughts and emotions e.g. how an event has influenced or changed a person;</p>
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks</p> <p>1 mark for stating opinion</p> <p>1 mark for each point of justification (2 required)</p> <p>1 mark for discussing each point of whether the use of smartphones is creating communication gaps (2 required)</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 (9-7)</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 (6-4)</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	This was a popular choice among the candidates as this is a rising issue in our society and is causing much concern amongst all people involved in the use of smartphones.
Description of Better Responses	The candidates demonstrated adept communication skills in expressing their views on smartphones, highlighting their usefulness in daily life and showcasing knowledge of internet phenomena. They displayed a remarkable understanding of the issue, addressing the detrimental impact of social media, including online bullying, blackmailing, and access to compromising websites. Moreover, some candidates elaborated on the negative consequences of reduced communication leading to the end of relationships.

Image of Better Responses

Option b

Mobile phones were invented for the ease of people around the world, so that they could communicate easily if certain person is far away from a specific person. But people these days are taking advantage of the great advanced technology in the wrong way. ~~It~~ It can be elaborated by saying that mobile phone users are now addicted to their phones, they are unable to sleep without scrolling social media, unable to eat food without having screen time and moreover they are getting lazy because of provision online games ~~delivery services~~ ~~on their~~ and various other applications.

Sleeping is also a basic necessity of a human being to gain energy, recharge their ~~but~~ body other than food. Keeping in mind the statement stated before, a human being must leave all the social activities, or any activity before 30 minutes of sleep so that their eyes and mind can relax.

~~In~~ In a previous years where mobile phones were not invented people used to talk to their family members before sleeping, and everyone used to share their stories about all the things that had happened in their whole day. This ~~is~~ is the point which creates communication gap within

the family members.

In past years, you could see all the family members sitting on a dining table enjoying their food together and talking to each other and sharing things. But these days moments like these are very rare to be seen. The cause of this is the mobile phone and technological gadgets. No one except the elders in these days can eat their food without having screen time due to which everyone gets busy in watching these even shows while eating food resulting in communication gap between them.

Games are the basic entertainment source for the ^{kids} ~~parents~~ whenever cousins in a family, gather, it ^{is seen} mostly seen that every one is busy in playing games instead of talking to each other and discussing about each other. This can also be substituted ^{as} a reason for a communication gap.

In conclusion, mobile phones are the main reason of communication gap in today's generation which results in distance in every family member and no emotional attachment.

Description of Weaker Response

Weaker responses lacked clarity in explaining their stance on smartphones and exhibited discrepancies in justifying their opinions. Some candidates vaguely mentioned the unethical use of smartphones without providing valid explanations, either agreeing or disagreeing without proper validation. Furthermore, issues with punctuation and incorrect grammar detracted from the overall coherence of their responses. To improve, candidates should focus on providing clear and well-supported explanations for their stance ensuring proper punctuation and grammar to enhance the effectiveness of their arguments and overall communication.

Image of Weaker Responses

Option B

Smart phone are digital smart phone. smart phone use the typing, watching, searching the phone. What means by smart phone? Smart phone are very digital phone. smart phone search the website, playing games. smart phone are very important smart phone camera. smart phone opinion on the use fingerprint smart phone smart phone most likely face lock. smart phone are most apps in smart phone

My opinion smart phone are very important are like just ~~but~~ pakistani tout smart phone are picture, video, etc. My opinion smart phone are very expensive. smart phone are company just oppo, redmi etc. smart phone are very important are home, office, etc. smart phone are calling the smart phone smart phone most like whatsapp, facebook, twitter, youtube smart phone are apps. Folowing the apps the smart phone


smart phone are use weather condition are smart phone. smart phone are working the

youtube. smart phone are use youtube channel
people are the ~~se~~ smart phone use Facebook
smart phone are most likely point on the
smart phone. people are chating the whatsapp.
Smart phone most likely screen shot the
picture

Smart phone are playing pbug are best smart
phone playing very smooth game smart
phone is very best company. company very
Fast Iphone 12 pro pbug is very smooth
Smart phone are company is very expensive

Smart phone creating the people use Face book,
Youtube, etc. people communication are the
Smart phone are the best company use the
Smart phone. people are online shopping
in smart phone. smart phone are the
back camera is very clean.

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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: It is important to provide students with instruction on incorporating support details into paragraphs. By engaging in such academic practices, students can develop the necessary skills to effectively include relevant and well-structured supporting information within their paragraphs.

Question No. 3c

Question Text	The best way for a society to prepare its young people for success in government, industry, or other fields is by instilling in them a sense of cooperation, not competition. Compose an essay. In your essay, <ul style="list-style-type: none">- take a stance on the importance of cooperation and/ or competition.- justify your stance by giving FOUR reasons and/ or examples.
SLO No.	6.1.7
SLO Text	Analyse and defend opinions regarding social and current issues by: <ul style="list-style-type: none">a. structuring ideas and evidence in a logical fashion;b. introducing precise claim(s), counterclaims, reasons, and evidence.c. using specific rhetorical devices to persuade (appeal to emotion, logic, ethics use of analogies, examples, reasons and/or by relating a personal experience);
Max Marks	18 marks
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 marks 1 mark for taking stance 1 mark for each reason and/ or examples to justify stance (4 required)</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 (9-7)</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 (6-4)</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	Overall, the candidates' logical reasoning about cooperation and competition displayed their critical thinking skills and problem solving approach towards life showed that this question was well attempted.
Description of Better Responses	A limited number of candidates effectively analysed the opinionated use of cause and effect in the cooperation and competition in relationships. Encouragingly, those who did, displayed insightful perspectives, recognising the significance of these elements in fostering positive dynamics. To further enhance their understanding, candidates can delve deeper into the nuanced interplay between cause and effect, exploring how cooperation contributes to healthy relationships.

Image of Better Responses

Option C

Mankind has evolved by staying with their close ones, finding and exploring while keeping each other safe, but then they competed against each other advancing, growing and developing at a faster rate. This competition caused problems in societies since people believe that competition cannot exist with cooperation. What if I told you that it can. There can be cooperative societies that help each other in many ways like. However, there can be competitions in between of these societies making both of them advance further without society problems.

Firstly, a society with cooperation would deny competition since they lead to victory, defeat, corruption, betrayal and then wars. However, there can be cooperative competitions that not only saves us from corruption and wars but it also helps us advance in a friendly way. This is because societies will make sure that there is minimum damage, no back stabbing or sabotaging while the competitors will make sure to advance in a faster way, making a balance and making this a perfect way for humanity to become a 2nd class civilization or beyond. One example is the space race between Russia and the US. Although the US won, Russia never sabotaged their mission, and neither did the US, making a faster and healthier way to advance.

Another reason for using both as a powerful weapon is because this weapon helps the entire humanity. As long as cooperation exists, no cooperative society will take the measure to hurt or damage or even sabotage another society, making this a perfect way to become stronger globally, thinking about advancement not as a Pakistani, Indian, ...

... American, Chinese, etc but thinking as a human collectively for other humans. Thirdly, this will help us in acceptance since this world is a very diverse world, without cooperation it won't exist for long because of wars.

Lastly, competition will also help each culture, religion and stereotype to advance further ~~etc~~ making them more stronger and better. ~~Altho~~ On the other hand, this competition could lead to wars, ~~re~~ revolutions, sabotage, etc. But with the help of cooperation, advancements would continue without ~~even~~ thinking about wars and battles and struggles.

In conclusion, it is not a bad thing to say that there will be many people going only for competitions since it benefits them, however if a person wants to save humanity and help it advance, then cooperative societies with friendly competitions is a must! It is all about growing, not growing further but also growing closer and more connected with others.

Description of Weaker Responses

In weaker responses the candidates failed to completely understand the requirement of the question by suggesting the importance of industries in our country and suggested that these two modes of interaction will contribute to an individuals' success without justifications. Furthermore, such responses displayed error of punctuation, spelling and incorrect use of tenses.

Image of Weaker Responses


Option (C)

The making ~~of~~ best way for a society
How we should prepare its young
people for success. Young people is
doing hard working and go through
so they are gain success we should
best way for a society how in them
a sense of cooperation, not competition
we should success in the world so
we are doing cooperating so we should
success in the world. Prepare its
young people for success like surroundings
developed and not using of ~~west~~
materials like smartphones, play games,
motorbikes and etc he is westing of
time and your life so this things to
side ~~more~~ than gain success.
We should best way for a society to
prepare its young people on the
importance of cooperation like one
~~boy~~ boy slept girl and girls is not
talking not ~~abuzing~~ ~~tolerance~~ and
she is smiling this is tolerance so
she is cooperate and not return
sleep, she is very happy so I am

PLEASE TURN OVER THE PAGE

cooperating in our life than young people gain success in government, industry or other fields and sense of cooperation, not competition and young people up in the world in the our life last we should using smartphone, moterbike etc in our life on time. So ~~was~~ making best way for a society and ~~prepare~~ prepare young people for success

Suggestions for Improvement (Highlighted part):

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectation 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 analyzing 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 Techniques (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:

It is important to provide students with instruction on incorporating support details into paragraphs. By engaging in such academic practices, students can develop the necessary skills to effectively include relevant and well-structured supporting information within their paragraphs.

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.)

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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.

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