

## AGA KHAN UNIVERSITY EXAMINATION BOARD

### Notes from E-Marking Centre HSSC-II English Compulsory Annual Examinations 2023

#### **Introduction**

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

#### **E-Marking Notes**

This document includes overall comments on students' performance on every question and *some* specific examples of students' responses 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 require candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

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

The following is a description of the 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	<ul style="list-style-type: none"><li>- Ability to understand a reading text on a literal level (main/ sub-ideas)</li><li>- Ability to understand a reading text on inferential level (opinions, evidence, reasoning, cause, and effect reading between the lines)</li><li>- Reasoning skills</li></ul>

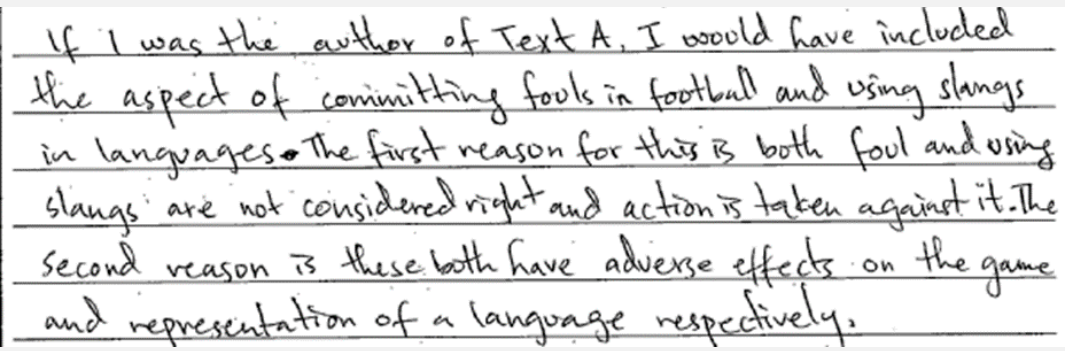
2	Cloze Passage	<ul style="list-style-type: none"> <li>• Ability to read and understand the given text</li> <li>• Ability to provide appropriate vocabulary as per grammar and the context of a passage</li> </ul>
3(a, b)	Resume Writing and Cover Letter, and Report	<ul style="list-style-type: none"> <li>• Ability to develop a formal piece of writing with the appropriate focus, organisation and purpose</li> <li>• Ability to use accurate sentence, structure, connective devices, spellings, etc.</li> </ul>
4 (a, b, c)	Essay	<ul style="list-style-type: none"> <li>• Ability to persuade, argue, reflect and analyse familiar topics/ situations</li> <li>• Ability to utilise accurate sentence structures, cohesive connective devices, and correct spellings for clear and precise expression in writing</li> </ul>

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

#### **General Observations:**

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


**DETAILED COMMENTS**  
**Constructed Response Questions (CRQs)**

<b>Question No. 1a</b>	
<b>Question Text</b>	1a. If you were the author of Text A, which aspect would you have included in it and why? Support your answer by giving TWO reasons.
<b>SLO No.</b>	5.1.8
<b>SLO Text</b>	Evaluate the issues/ ideas presented in the text with examples from everyday life.
<b>Max Marks</b>	3
<b>Cognitive Level</b>	U*
<b>Checking Hints</b>	1 mark for the aspect the candidate would like to include 1 mark for each reason (2 required)
<b>Overall Performance</b>	Many candidates provided compelling supporting details about the fascinating aspects of language and football based on their experiences with the game and its similarities with language. Some focused on the various health benefits associated with both language learning and playing football. Others emphasised the significance of language skills in different contexts, while some explored the intricacies of football rules and gameplay.
<b>Description of Better Responses</b>	In better responses, candidates emphasised on adding the strategies used in playing football and using language. Some added relevant supporting details such as exploring other rules of football to be included in the given passage.
<b>Image of Better Responses</b>	
<b>Description of Weaker Responses</b>	In weaker responses, candidates failed to provide relevant details. Instead, they copied sentences from the text. No plausible reasons were provided to justify the answer. However, in some responses one aspect has been mentioned such as human emotions (psychology) but vague reasoning was given.

**Image of Weaker Responses**

⇒ words and football are the emotions derived from the word and make feel special.  
 ⇒ football is a game where people can entertain show their feelings.

**Suggestions for Improvement (Highlighted part)**

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual Resources</li> <li>• Think, Pair and Share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

**Any Additional Suggestion:**

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

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


### Question No. 1b

<b>Question Text</b>	Identify any FOUR factors in Text A that highlight the author's fondness for football.
<b>SLO No.</b>	5.1.2
<b>SLO Text</b>	Discuss topic sentences/ thesis statement and how they are supported with details;
<b>Max Marks</b>	4
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	1 mark for each way (4 required)
<b>Overall Performance</b>	On average this question was generally attempted well by most of the candidates. Most of the students correctly identified the author's fondness for football.
<b>Description of Better Responses</b>	In better responses, candidates mentioned the author's liking of football. The responses showed candidates' comprehension skills to infer the information from the text. The candidates explained four factors i.e., football is always evolutionary, has its own linguistic identity, is a masterpiece and a work of art and gives sensory pleasure. Candidates answered with proper explanation and description. Some of them also mentioned line numbers as the evidence to support their answer.
<b>Image of Better Responses</b>	<p> <u>1) Capacity for variation:</u> Like language, football is an ever evolving discipline with an immense capacity for variation. In the <sup>writer's</sup> words this 'capacity for remarkable variation' <sup>(along with use of figurative language)</sup> is provocative to humans who innately seek out diverse interests.         </p> <p> <u>2) Imperfection:</u> An imperfect discipline has the capacity for further evolution which is why in the writer's words this 'imperfect masterpiece' is so appealing.         </p> <p> <u>3) Sense provoking:</u> Football is a sensory pleasure <sup>via</sup> and         </p> <p> <u>4) its linguistic identity</u> highlights that. The author's use of descriptive language, in depth analysis of the sport, its evolving patterns, large fanbase and <del>the</del> author's use of figurative speech and rhetoric add onto this.         </p>
<b>Description of Weaker Responses</b>	Weaker responses showed an inability to identify the factors which show author's fondness for football from the given text. Candidates only mentioned the vague comparisons between football and language rather than explaining the factor that highlight the author's love for football.

Image of Weaker Responses

The football is an most Popular game in a country  
 ① the author compare the language and by the fruits  
 football  
 ② the football is teach many things which language  
 also  
 ③ the football is the important for the cultural  
 activities


Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Understand the expectation of the command words</li> <li>Look at the cognitive level</li> <li>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)</li> <li>Go through the past paper questions on that particular concept</li> <li>Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>Story board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual resources</li> <li>Think, pair and share</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>Questioning Techniques (Socratic approach)</li> <li>Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E -Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 
<p><b>Any Additional Suggestion:</b></p>		

### Question No. 1c

<b>Question Text</b>	Describe any TWO ways in which the author of Text A has compared football to disciplines other than language.
<b>SLO No.</b>	5.1.5
<b>SLO Text</b>	Discuss theme, main idea and supporting details.
<b>Max Marks</b>	2
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	1 mark for describing each way (2 required)
<b>Overall Performance</b>	This was a generally challenging question for the candidates. Most of the candidates were unable to comprehend the term 'disciplines' mentioned in the question. Candidates usually misinterpreted the word 'disciplines' as 'controlled behaviour'.
<b>Description of Better Responses</b>	Better responses skilfully drew comparisons between football and other disciplines, such as art and entertainment as evident from the given text. These candidates garnered full marks by seamlessly connecting the two contexts and providing comprehensive explanations to support their comparisons.
<b>Image of Better Responses</b>	<p>① The author has compared football to art. He says that each kick of the ball is another stroke in an imperfect masterpiece! So, he is calling playing football to art in motion. ② football has been compared to a drama, by the way it can invoke so many emotions in viewers just like dramas do.</p>
<b>Description of Weaker Responses</b>	Weaker responses showed a lack of understanding of the word 'disciplines'. Candidates associated the word 'disciplines' with 'controlled behavior'. Most of the responses compared football to shopping lists. In some of the responses, candidates could not draw any comparison. They copied the sentences or phrases from the text instead.
<b>Image of Weaker Responses</b>	<p>The author of Text A has compared football to other sports. In other sports, the ball is restricted to move in a particular direction but in football it can be moved to a variety of directions. The author also compares the shots of football with a shopping list. If it is a deflected shot, then it resembles the scribbled writing at the back of the receipt but if it is a straight shot, it resembles neat ordered writing on a fine paper.</p>

Suggestions for Improvement (Highlighted part)

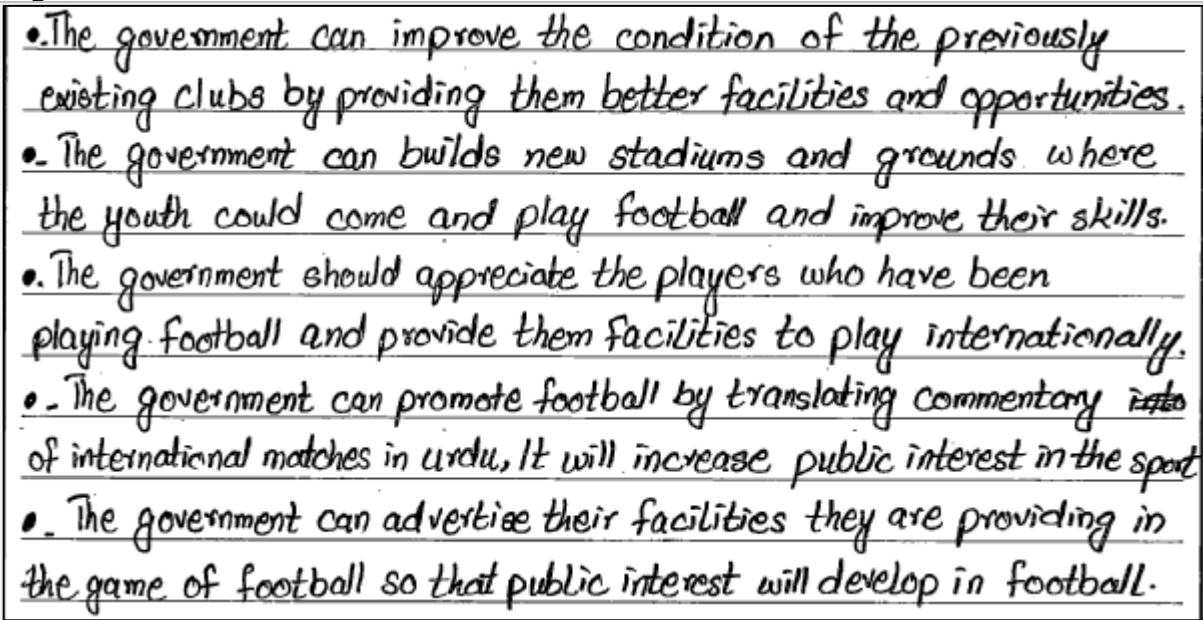
How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• Identify the content that is required to answer that question (both in terms of understanding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

**Any Additional Suggestion:**

Encourage students to enhance their vocabulary skills through engaging in activities such as playing ‘Word Web’. This interactive game promotes the exploration of word connections and associations, enabling students to expand their lexical knowledge and strengthen their ability to express themselves effectively.




### Question No. 1d

<b>Question Text</b>	Based on the data given in Text B, suggest any FIVE measures that the government of Pakistan can take to promote the game of football in the country.
<b>SLO No.</b>	5.1.16
<b>SLO Text</b>	Analyse and add relevant information from outside the text to expressive/ reflective, persuasive/ argumentative and/ or analytical text.
<b>Max Marks</b>	5
<b>Cognitive Level</b>	A
<b>Checking Hints:</b>	1 mark for each measure (5 required)
<b>Overall Performance</b>	This question was very well-attempted. Most of the candidates' responses displayed creative and innovative suggestions on how the government can promote football in Pakistan. Ideas were well-elaborated in connection to the context.
<b>Description of Better Responses</b>	In better responses, candidates proposed very effective and practical suggestions for promoting football by government such as building football stadiums and funding awareness programmes to promote the game. Students fully explained the effective solutions which demonstrated their comprehension of the question. The answers were well written and fulfilled higher-order cognitive demands.
<b>Image of Better Responses</b>	 <p>• The government can improve the condition of the previously existing clubs by providing them better facilities and opportunities.</p> <p>• The government can build new stadiums and grounds where the youth could come and play football and improve their skills.</p> <p>• The government should appreciate the players who have been playing football and provide them facilities to play internationally.</p> <p>• The government can promote football by translating commentary into Urdu of international matches. It will increase public interest in the sport.</p> <p>• The government can advertise the facilities they are providing in the game of football so that public interest will develop in football.</p>
<b>Description of Weaker Responses</b>	In weaker responses, candidates simply reiterated the information presented in the infographic without providing meaningful insights. Instead of discussing how the government of Pakistan can promote the game of football in the country, they focused on the effects of playing football. The suggestions offered were unclear, redundant and directly copied from Text B. Candidates also lost marks for duplicating ideas from Text B or presenting repetitive suggestions.

**Image of Weaker Responses**

\*first is like cricket the <sup>goverment</sup> Pakistan make football team  
 team to play different country.  
 \*goverment of pakistan <sup>organizer</sup> make f football match on school's  
 board level.  
 + consting about the football game for the Pakistan  
 people  
 + ~~different~~ <sup>Pakistan</sup> goverment organized football game  
 sesse in pakistan.  
 \* good empect of body we play football game  
 thro media.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy **Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept mapping</li> <li>• Audio Visual resources</li> <li>• Think, pair and share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

**Any Additional Suggestion:**

### Question No. 1e

<b>Question Text</b>	Draw at least THREE comparisons between Text A and Text B based on the criteria in the given table.		
	<b>Criteria</b>	<b>Text A</b>	<b>Text B</b>
	Thesis Statement/ Caption		
	Organisation		
	Point of View		

**SLO No.** 5.1.4

**SLO Text** Synthesise information (treatment, scope, and organization of ideas) from two text based on the same theme/topic.

**Max Marks** 3

**Cognitive Level** A

**Checking Hints:** 1 mark for each comparison (3 required)

**Overall Performance** Many candidates struggled to identify the correct analogy between Text A and Text B, indicating a lack of understanding regarding how the author of Text A organised the information. Additionally, many responses lacked the utilisation of subject-specific vocabulary. However, there were a few exceptional responses that demonstrated a more thorough comprehension of the texts and effectively incorporated specialised terminology.

**Description of Better Responses** Only a small number of responses successfully compared Text A and Text B based on the given criteria. These responses accurately identified the thesis statement and caption, showcasing their ability to analyse and draw connections between the two texts.

**Image of Better Responses**


Criteria	Text A	Text B
Thesis Statement/ Caption	Its thesis statement highlights the similarities between football and languages.	Its caption represents that the data is about the <sup>football</sup> fans in each country.
Organisation	The idea is explained through description and comparison.	The idea is explained through a picture presenting statistical data.
Point of View	The point of view shows that the author is a big fan of football because of its uniqueness and variety.	The point of view depicts that a lot of people loves football but they are not given enough facilities.

**Description of Weaker Responses** In weaker responses, many students demonstrated a lack of comprehension in identifying the thesis statement from Text A. Instead, they mistakenly wrote the topic sentence as the thesis statement. Furthermore, these responses indicated a limited understanding of the organisation of both Text A and Text B. As a result, many candidates lost marks due to incomplete comparisons between the two texts. It is evident that there is a need for improvement in candidates' ability to accurately analyse and compare the texts.

**Image of Weaker Responses**

Criteria	Text A	Text B
Thesis Statement/ Caption	Similarities of Language and football	Statistical data of Sweden about football
Organisation	Alex Ford	Sweden infographics from Sweden.se
Point of View	Highlights the importance of football by comparing it with language	Sweden, peoples football data (encouraging of football)

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Understand the expectation of the command words</li> <li>Look at the cognitive level</li> <li>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)</li> <li>Go through the past paper questions on that particular concept</li> <li>Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>Story board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual resources</li> <li>Think, pair and share</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>Questioning Techniques (Socratic approach)</li> <li>Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E -Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

**Any Additional Suggestion:**

Provide instruction on text structure and the utilisation of signal words, which aid in comprehending an author's thought pattern and how information is organised within a text. This guidance will enable students to better understand the structural elements of written works and recognise the cues that authors use to convey their ideas effectively. Use of subject related vocabulary can greatly enhance the use of terminologies for the students.

### Question No. 2

<b>Question Text</b>	Read the passage carefully and fill in each of the blanks with ONE suitable word.
<b>SLO No</b>	6.1.14
<b>SLO Text</b>	Use accurately spelling, subject-verb-agreement, tenses, conjunction, adverbs, modal verbs, and adjectives.
<b>Max Marks</b>	10
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	1 mark for each correct answer (10 required)
<b>Overall Performance</b>	The candidates were given a cloze passage to assess their comprehension skills in grammar. This question could be regarded as the most challenging for the candidates. Very few candidates scored full marks. It should be communicated that whilst solving a cloze text, candidates must pay attention to the meaning the passage is trying to convey.
<b>Description of Better Responses</b>	It was observed in better responses that the candidates chose appropriate parts of speech verbs, nouns, prepositions, pronouns, and adjectives to fill in the blanks.

**Image of  
Better  
Responses**

Q.2.

(Total 10 Marks)

Read the passage carefully and fill in each of the blanks with **ONE** suitable word.

Tea culture is defined by the way tea is made and consumed; (1) by the way the people interact with tea and by the aesthetics surrounding tea drinking.

Tea (2) plays an important role in some countries. It is commonly consumed at social events and many cultures have created intricate formal ceremonies (3) for these events. Afternoon tea is a British custom with widespread appeal. Tea ceremonies, with their roots in the Chinese tea culture, differ (4) from East Asian countries, such as the Japanese or Korean versions. Tea may differ widely in preparation, such as in Tibet, where the (5) tea is commonly brewed with salt and butter. Tea may be (6) served in small private gatherings (tea parties) or in public (tea houses designed for social interaction).

The British Empire spread (7) its own interpretation of tea to its dominions and colonies, including regions that today comprise the states of Hong Kong, India, and Pakistan, which had pre-existing tea customs, as well as (8) regions such as East Africa (modern day Kenya, Tanzania and Uganda) and the Pacific (Australia and New Zealand) which did not have tea (9) customs. The tea room or teahouse is found in the United States of America, the United Kingdom and Ireland.

Different regions favour different varieties of tea such as black, green, or oolong and use different flavourings, such as herbs, milk, or sugar. The temperature and strength of the tea, likewise, (10) vary widely.

Source: Adapted from the article, 'Tea culture' as published on en.wikipedia.org

**Description  
of Weakers  
Responses**

Weaker responses showed a lack of the candidates' comprehension skills while completing the given cloze passage. Most candidates wrote two words in one given space which was not required by the question. Hence these responses were not awarded marks. Some of the candidates made spelling and subject-verb-agreement errors. Candidates should focus on the context of the cloze passage to deduce appropriate terminologies to be used in the given spaces. Marks were deducted where the candidates did not apply the rules of subject-verb agreement within the passage.

**Image of  
Weaker  
Responses**

Tea culture is defined by the way tea is made and consumed; (1) and the way the people interact with tea and by the aesthetics surrounding tea drinking.


Tea (2) plays an important role in some countries. It is commonly consumed at social events and many cultures have created intricate formal ceremonies (3) to in these events. Afternoon tea is a British custom with widespread appeal. Tea ceremonies, with their roots in the Chinese tea culture, differ (4) from East Asian countries, such as the Japanese or Korean versions. Tea may differ widely in preparation, such as in Tibet, where the (5) tea is commonly brewed with salt and butter. Tea may be (6) consume in small private gatherings (tea parties) or in public (tea houses designed for social interaction).

The British Empire spread (7) their own interpretation of tea to its dominions and colonies, including regions that today comprise the states of Hong Kong, India, and Pakistan, which had pre-existing tea customs, as well as (8) regions such as East Africa (modern day Kenya, Tanzania and Uganda) and the Pacific (Australia and New Zealand) which did not have tea (9) rooms. The tea room or teshouse is found in the United States of America, the United Kingdom and Ireland.

Different regions favour different varieties of tea such as black, green, or oolong and use different flavourings, such as herbs, milk, or sugar. The temperature and strength of the tea, likewise, (10) differ widely.

Source: Adapted from the article, 'Tea culture' as published on en.wikipedia.org

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual resources</li> <li>• Think, Pair and Share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

**Any Additional Suggestion:**

Additional classroom practice is needed to enhance candidates' skills. Teachers can utilise various websites that offer cloze passage exercises found in the prescribed AKU-EB Resource Guide, allowing students to engage in targeted practice and improve their proficiency.



### Extended Response Questions (ERQs)

Extended response questions offered a choice between part 'a' and 'b' in Q.3, and between 'a', 'b', and 'c' in Q.4.

#### Question No. 3a

##### Question Text

You are interested in the job vacancy advertised in the given image. Write a covering letter with a resume for the given vacancy. In your letter, describe

- your suitability for the job.
- the value that you add to the company

(Note: The content of covering letter and resume should be reflective of your current academic qualification i.e., Grade XII.)



##### SLO No.

6.1.5

##### SLO Text

Write resume and covering letter (in response to a job advertisement).

##### Max Marks

15

##### Cognitive Level

A

##### Checking Hints

Content Relevance: 5 Marks

1 mark for proper format of resume (Objective, Personal Details, Academic Qualification, Professional Work Experience/ Relevant Experience, Extra Curricular Activities)

Marks shall not be deducted if candidate has not mention at least 4 aspects of a resume.

- 1 mark for proper format of the covering letter (From, Date, To Salutation, Paragraphing, Complimentary Cloze)

(Note: Marks shall not be deducted if candidate has not mentioned at least 3 aspects of a letter.)

Do not deduct marks if the candidate has written in another VALID format other than the block format.)

- 1 mark for describing the suitability of the candidate as in the covering letter.
- 1 mark for describing how the candidate will contribute to the organisation.
- 1 mark if the experience, education, and skill mentioned in the resume and covering letter are realistic (0 marks if either the resume or the covering letter is unrealistic / do not match with each other.)

Language Accuracy: 4 marks

- 1 mark for accuracy of spelling (at least 3 errors)
- 1 mark for the correct use of tenses (at least 3 errors)
- 1 mark for the agreement of subject and verb (at least 3 errors)
- 1 mark for placing punctuation marks appropriately: full stops, capital letters, (where needed, commas and colon (at least 3 errors)

**Impression Marking: 6 Marks**

Good  
(5-6)

- 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  
(3-4)

- 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  
(1-2)

- 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.

	<ul style="list-style-type: none"> <li>• <b>No internal cohesion or consistency</b> observed.</li> </ul> <p>Give <b>0</b> if the answer script is blank/ completely irrelevant / illegible</p>
<b>Overall Performance</b>	<p>The candidates exhibited a comprehensive approach to constructing their resumes ensuring they included personal, educational, and professional details, structured with appropriate headings and bullet points.</p> <p><b>Note: It was observed that even in better responses a few candidates wrote their real names, school's name and address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real names or disclose their identities.</b></p>
<b>Description of Better Responses</b>	<p>The better responses exemplified the desired approach to composing a CV and a cover letter, highlighting the candidates' professionalism in their writing. These responses effectively communicated their objectives and reasons for applying for the job, skilfully outlining their relevant skill sets, prior work experience, and suitability for the position. The résumés demonstrated a well-organised presentation, with educational and professional summaries listed in descending order. Furthermore, the students adeptly employed appropriate vocabulary to articulate their suitability for the prospective employment. The cover letters were impressively articulated, featuring logical arrangement of ideas and coherent paragraphing. Notably, these responses showcased a strong command of language structures, including grammar, punctuation, and spelling, thereby enhancing the overall quality of their written submissions.</p>

Image of Better Responses

Option a

Name: Elaine Johnson

Father's Name: Johnson Stuart

D.O.B: 28<sup>th</sup> September, 2006

Marital Status: Single

Email ID: joh.elaine@outlook.com.

❖ Career Objective:

• To seek employment as a sales manager in your reputed company which allows me to showcase my skills to the maximum, also to contribute to the growth of your company by working in a stimulating learning environment

❖ Qualifications:

• Hssc II	Nixa College	(Result Awaited)	2023
• Hssc I	Nixa College	3A*, 2A	2022
• SSC	City School	5A, 4B	2021 2020

❖ Skills / Expertise:

- Public Speaking
- Leadership skills
- Marketing techniques
- Managerial skills
- Computer softwares management

❖ Experiences:

- Business endorser in my school during an international competition.
- Worked as a sales person to advertise the products during the campaign  
Year : 2019 - 2021.

❖ References:

To be furnished on demand.

Examination Hall

AEC Road

Karachi

27<sup>th</sup> May 2023

Woo Makers Company

XYZ Road

Karachi.

Subject: Application for the post of a sales person in your company.

Dear Manager

I would like to propose my candidacy for the post of a sales superhero as advertised by your company. I have been keen to work with a reputed company and utilize my abilities to <sup>help</sup> reap benefits in the long run.

When I was in ~~Grade~~ Grade 9, our school participated in an entrepreneurship competition in which <sup>several</sup> schools participated worldwide. We used organic raw materials to manufacture various cosmetics. I was the head of the sales department. I was in charge of making the most sales per week. With the help of my sugar-coated tongue, <sup>delivering sweet words</sup> and remarkable public speaking skills, we achieved our target. Not only we

had numerous sales, but <sup>product's</sup> demand rose like the temperature of Rasachi. The psychological advertising strategy always helps me to endorse any product. I have a god-gifted ability which plays ~~trick~~ <sup>trick</sup> of the role in convincing the ~~can~~ customers. I can easily analyze the tastes of the customers once I see them, using it as my strength, I then persuade them that they have to buy the product whether it is willingly, reluctantly or out of curiosity. My words are known to be delivered with spears which directly attacks the heart of the listeners.

I ~~we~~ have enclosed my résumé for your perusal along with the copies of my credentials. I sincerely hope to be a part of your successful firm. I assure you that hiring me is a win-win situation for both of us, as I will be receiving my paychecks while your company will have a higher turnover with increased sales and goodwill. It would be an honour if you could give me a ~~advice~~ feedback on my profile, so I can make any change if required. It is my pledge to give ~~scant~~ <sup>scant</sup> percent in my work and put my blood, sweat and tears to prove myself.

Looking forward to a positive response from you. Thanking you in advance.

Yours faithfully,  
*Elaine*  
Elaine Johnson.

**Description of Weaker Responses**

The weaker responses demonstrated a lack of clarity in sentence structures, leading to various grammatical errors. The ideas presented were often generalised, redundant, or disconnected, indicating a lack of coherence. Additionally, there were numerous language errors, including spelling, grammar, and punctuation, which highlighted the students' limited language competency. Many candidates struggled with effectively composing both a cover letter and a resume, as they either focused on one or the other. Moreover, the provided resume and cover letter lacked the mention of required skills for the specific job position, and instead, students wrote lengthy paragraphs under relevant headings in the CV instead of using concise phrases.

Image of Weaker Responses

Option 'A'

The directing manger of the company.  
You are the one  
XYZ city

01 Jun, 2020

Respected sir:

I was reading a news paper yesterday  
were I saw your advertised for a sale man.

I thing I am the one which you looking for because  
I have many skill to sell any thing for example  
when I was studying at <sup>class</sup> ~~coll~~ <sup>7th</sup> I sold my old  
useless cell phone to my ~~neige~~ <sup>bridge</sup> class mate I just  
told him this phone is to expensive because I bought  
it from abroad at the end I have been successful  
to sold the phone to him. I am very intrested in  
this job because in the ~~fora~~ <sup>future</sup> I want to be  
big suppliers and sales this is my life dream  
please give me a chance to shine my self in  
your company. I am hoppful that I will change  
your all time ~~best~~ sales record with my extraordinary

Skills and determination.

I am hopeful that you will understand my skill and you will give me a chance to show my skills at high level.

Resumes:-

XYZ

Examination hall

ABC road

Telephone no: (021) 0007911

cellphone no: 03421000110

XYZ@gmail.com

Academic qualifications: I have done my SAC study from XYZ school at 2018 with a GPA of 4.5.  
I have passed out from H.S.C.II two months before with a excellent GPA of 4.7 from X.Y.Z colleg at Karachi.

Work experiences:

I worked in many formal malls at part time

where I did as a counter main from that part time jobs I learn much about marketing.


Yours sincerely

XYZ





Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual resources</li> <li>• Think, Pair and Share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

**Any Additional Suggestion:**

To improve, students should aim for more constructive and instructional writing by focusing on sentence clarity and grammar accuracy. It is crucial to present ideas in a concise and coherent manner, avoiding redundancy and ensuring logical connections between thoughts. Attention to spelling, grammar, and punctuation is necessary to demonstrate language competency. When creating a resume and cover letter, students should clearly outline the required skills for the job position and utilise appropriate phrases or bullet points instead of lengthy paragraphs. Lastly, utilising the provided space effectively by organising information in a well-structured manner will enhance the overall quality of the resume and cover letter.

### Question No. 3b

**Question Text** You are a researcher who has conducted research on the ways in which waste is disposed of in your area. Your research further tests eco-friendly ways of improving disposal plastic waste products.  
Write a report about the findings of your research to the local governing body of your area. In your report

- describe TWO key findings of your research regarding the current waste disposal methods.
- suggest TWO eco-friendly ways of improving the disposal of waste in your area. (Note: You may use real or imaginary findings and data.)

**SLO No.** 6.1.5

**SLO Text** Write reports demonstrating conventions of report writing.

**Max Marks** 15

**Cognitive Level** A

**Checking Hints** 1 mark for proper format of resume (To/ From/ Subject/ Date)  
(Note: Any other VALID format is accepted.)  
1 mark for describing each finding (2 required)  
1 mark for suggesting each way to properly dispose of waste (2 required)  
Language Accuracy: 4 marks

- 1 mark for accuracy of spelling (at least 3 errors)
- 1 mark for the correct use of tenses (at least 3 errors)
- 1 mark for the agreement of subject and verb (at least 3 errors)
- 1 mark for placing punctuation marks appropriately: full stops, capital letters, (where needed, commas and colon (at least 3 errors).

#### Impression Marking: 6 Marks

Good  
(5-6)

- 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  
(4-5)

- 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  
(2-1)

- 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 of the candidates analysed the key findings accurately and comprehensively with description and evidence. Some of the responses presented the analysis of the finding in pictorial ways i.e., graphs and pie chart. This reflects students' creativity by demonstrating their higher-order thinking. Overall, these responses showcased a constructive and well-thought-out approach, addressing the issue at hand with concise yet comprehensive suggestions for improvement.

**Description of Better Responses**

These responses elaborated on the negative impacts of current waste disposal practices on residents' health, showcasing a comprehensive understanding of the issue. The ideas were expressed clearly and demonstrated a varied and engaging use of language. The content was conveyed in appropriate vocabulary, adopting a formal tone and style that considered the recipient's relationship and interests. The proposed solutions included the implementation of polythene bag bans, the introduction of the 3Rs (reduce, recycle, and reuse) approach, and the promotion of awareness regarding the health hazards associated with improper waste disposal. Additionally, some responses suggested effective solutions such as segregating wet and dry garbage and utilising wet garbage for soil fertilisation.

Image of  
Better  
Responses

Option B

To: Local Government Karachi.

From: A.B.C researcher

Date: 27/May/2023.

Subject:- Waste disposal throughout Karachi.

Respected Manager,

I am writing this report on the concern of current situation of the disposing arrangement in Karachi. Few days back me and my team member did a research ~~to~~ across the area where we found out some uncertain<sup>things</sup> which should be corrected for the betterment of the society.

We started our survey by going to areas where the waste is disposed. To my shock, the methods used for dumping the waste is very unappropriate. The first method we recognized ~~to~~ was the burning of the waste. Garbage collectors were dumping the waste on a stack of garbage and burning it <sup>from</sup> fire which was causing lots of air pollution. The amount of CO<sub>2</sub> gas <sup>it is</sup> released in the atmosphere is causing death of many organisms and even injurious to human health. This is the reason breathing problems and Asthma is very common these days.

Second method was dumping all the trash into sea water. This type of disposal method is creating marine life to extinct which is very

S

hazardous for our environment. An estimate of 8 million \$ waste is found from sea water. Some part of this waste has also been entering rivers and waterfalls which is impurizing the drinking water. An amount of 9765 fishes have <sup>been</sup> found dead due to inorganic materials found in the sea water in which plastic plays an important <sup>and major</sup> role. These findings are the major source of extinction of marine life in Pakistan. Almost 863% of marine life have been finished from our sea.

To resolve this problem, some suggestions and methods we have taken out to help the government. The two eco-friendly ways of improving the disposal waste are listed below:-

Firstly, polythene should be banned across the country because plastic is the major material in inorganic <sup>waste</sup> which gets dumped. ~~95~~ 70% of plastic gets dumped into seawater while 30% is burned yearly. This is the reason air and water pollution is increasing every year by an average of 7%. To reduce this, government needs to make eco-friendly bags which gets disposed in air by themselves after a uncertain period of time. By using such bags the ~~amount~~ amount of plastic will be reduced and our environment will get safe and better.

Second suggestion to this ~~problem~~ problem is distributing waste into 3 ways,

- ① Wet waste such as vegetables and other kitchen's waste.
- ② dry waste such as dust, papers e.t.c



metal..

③ Wooden or glass crockery waste - Including all the glassware and other furnitures or utensils present.

~~By dividing~~ This can be implified by providing 3 different colour dustbins and labelling them. They should be present at every street so that it would be easy for the citizens to dump their garbage there.

By dividing these dustbins, the main purpose is that the wet waste can be dumped into the soil from where fertile soil can be obtained ~~from~~ for growing plants and crops. The dry waste can be decomposed in the water with the help of sunlight. Lastly, the furniture or utensils waste can be recycled. A small amount of garbage will only then be dumped and the amount wastage will be reduced.

These are some concerning points and their solutions. I am expecting that my report analysis ~~are~~ will help the people around and will make a better, safer and cleaner environment for the upcoming generations.

For any queries:-

~~xyz~~ @xyz@gmail.com

**Description of Weaker Responses**

The weaker responses demonstrated a lack of understanding in connecting the effects of climate change with famine. These responses focused on describing various causes of climate change while neglecting to acknowledge its direct impact on agriculture and livestock, which are crucial factors in causing famine. The explanations provided primarily centred around global warming, ozone layer depletion, and greenhouse effects, indicating a lack of careful reading and comprehension of the question's requirements. Moreover, some responses presented ambiguous and vague answers, reflecting candidates' misconceptions regarding the concept of 'famine.'

Image of  
Weaker  
Responses

Option B.

Introduction:

The purpose of writing this report is to discuss the waste dispose in ~~an~~ an area near my ~~locality~~ locality. The report is been written to local governing body.

Main body:

The report is been written to local governing body. The purpose of writing this report is to discuss the waste dispose in an area near my ~~locality~~ locality. The report discuss the current waste disposal method and eco-friendly ways of improving the disposal ~~wast~~ waste.


Finding:-

According to my research the waste which is dispose near my locality include mainly household waste and plastic bottles. Household waste includes ~~paper~~ papers, plastic bags, leftovers etc. The way which improve the disposal of waste is, place specific dustbins for specific good/wastes/items. Recycle the items which are recyclable and should conduct proper maintenance of of dustbins on daily basis.

Suggestions:-

I would like to request please consider the above mentioned ways for making our locality to clean for living.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual Resources</li> <li>• Think, pair and Share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 
<p><b>Any Additional Suggestion:</b></p>		



### Question No. 4a

<b>Question Text</b>	<p>Different people aspire to pursue different careers. Some people want to pursue conventional careers like doctor, engineer or teacher while others would like to choose less common careers such as psychologist, musician or designer.</p> <p>Compose an essay. In your essay, describe</p> <ul style="list-style-type: none"><li>• your dream career.</li><li>• TWO reasons for choosing this career.</li><li>• TWO steps that you can take at this stage of your life to prepare for this career.</li></ul>
<b>SLO No.</b>	6.1.9
<b>SLO Text</b>	<ol style="list-style-type: none"><li>Relate an event from personal experience (what happened, feelings, thoughts, emotions)</li><li>Analyse causes and consequences /thoughts and emotions on how an event has influenced or changed a person (a recount of events with lessons learnt),</li><li>Use exemplification to clarify abstract thoughts/ideas/experiences and lessons learnt.</li></ol>
<b>Max Marks</b>	18
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p>Content Relevance: 5 marks</p> <ul style="list-style-type: none"><li>• 1 mark for describing dream career (Assign 0 marks if the candidate has only stated the dream career)</li><li>• 1 mark for each reason for choosing the career (2 required)</li><li>• 1 mark for describing each reason for choosing the career (2 required)</li></ul> <p>Language Accuracy: 4 marks</p> <ul style="list-style-type: none"><li>• 1 mark for accuracy of spelling (at least 3 errors)</li><li>• 1 mark for the correct use of tenses (at least 3 errors)</li><li>• 1 mark for the agreement of subject and verb (at least 3 errors)</li><li>• 1 mark for placing punctuation marks appropriately: full stops, capital letters, (where needed, commas and colon (at least 3 errors)</li></ul> <p><b>Impression Marking: 9 Marks</b></p> <p>Good (9-7)</p> <ul style="list-style-type: none"><li>• Ideas are <b>clearly expressed</b> in a wide range of effective and/or interesting language. Ideas are expressed in a <b>logical sequence</b>.</li><li>• Content reflects <b>appropriate vocabulary</b>, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.</li><li>• A <b>variety of sentence structures</b> is used, mostly with control, in all paragraphs.</li><li>• A range of <b>connectives</b> (if, because, and, but etc.) and <b>cohesive markers</b> (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.</li></ul> <p>Average (6-4)</p>

- 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

<b>Overall Performance</b>	The responses showcased a clear understanding of the prompt and higher-order thinking skills among the candidates, presenting an opportunity for teachers to foster individuality and guide students towards their chosen career paths.
<b>Description of Better Responses</b>	Better responses fully addressed the question, presenting developed positions with relevant ideas. Unique career choices like architect and pilot were well-elaborated. Strong supporting details, steps for preparation, varied sentence structures, and cohesive devices enhanced the responses. Overall, they demonstrated a constructive approach.

Image of  
Better  
Responses

Option     A    

“THE EUPHORIA OF CRAFTING  
DIMENSIONAL REALMS.”

For as long as I can remember, the idea of generating structures and textured buildings have always fascinated me. The power in your hands when you construct colorful hues of buildings and inhale the aroma of paints around the walls do wonders to me. Personally, Architecture as a major and job is another level of ecstasy.

Additionally, I have always dreamt of becoming an architect one day. The laughter echoing in the background while constructing a structure and the cool breeze caressing my face and neck is the feeling I want to experience in my lifetime. And how could you not love the privilege of crafting realms however you think of, be it buildings, towers, skyscrapers, stations, airports and much more? I can have it in my own hands to change my country or the world from scratch for the betterment of it. Just the thought of creating and bringing my imagination to life brings me a

Sense of serenity and euphoria.

One of the major aspect that have inspired me into architecture is the Seven Wonders of the World. The creative mind to craft pyramids from scratch in Egypt or the Tower in Rome does not fail to amuse me. The fact that I will be entitled to construct something unique and intriguing which will be a place full of memories has immensely captivated me and I will not choose any other option over this. A career is not defined as an occupation only but also something joyful, full of laughter and memories and the overwhelming passion for the projects.

Furthermore, I have decided to choose architecture as my major/field in university after numerous opinions and thoughts. This first step will slowly but surely incorporate me into an architecture life and philanthropy. As of now, my aim is to achieve good percentage and do better in entrance exams for university. The other step I am going to select is to take a graphic designer course because aspects like 3D modelling is extremely important in the architecture major. And I will be certified to do so.

The sensation of textured sand ~~and~~ sliding down ~~on~~ my fingers and the rhythmic sound of drilling is exactly where I find my passion and comfort from. The gliding of pencils around the idea of my design and bringing it to life in a blueprint format is a breathtaking form of dimensions. It does not take a genius to notice the power and the resilience in the hands of an architect.

~~Bringing~~ Breaking it down to one last yet the most significant role, that is to ~~my~~ make my parents proud and my future family happy. My parents are the reason why I am successful and thriving in this age. The least I can do is pay them back in some ways. My mother have always dreamt of one of their children becoming an architect. Hence, this is one of the reasons why I am adamant and adrenaline about the specific major. One day, I would love to fulfill my dream and bring it to life.

“The aim is to craft magical hues into captivating dimensional realities and forgotten memories” is what I aspire to do in my lifetime.

ii.

Option A

Isn't it somewhat magical that some words on paper can describe the sentiments of the deepest dungeons of your heart? Those dungeons, ~~where~~ <sup>that</sup> even you yourself weren't able to comprehend and interpret. Ever since, I was young, students in my class would always say that they want to be a doctor, pilot, teacher, engineer, etc. I could never relate to them. I only loved to read but wasn't sure what I wanted to become. Gradually my passion for reading evolved into ~~the one~~ writing and it has been on fire <sup>ever</sup> since ~~then~~.

~~The~~ A quick throwback to when I was 12, I wanted to write books. I wanted to write ~~some~~ fantasy and thriller stories. That was when I began working on a novel draft that I never completed till today. But the passion once lit, remained lit. My dream career is to become a bestselling author and a content writer. One may ask why? Well, the first reason is that the need for content in the world is inevitable. Irrespective of the field, be it medicine, technology, the entertainment industry, writers are needed everywhere ~~as for~~ writing product descriptions, articles for a tech-blog and scripts for a drama. Not only is writing a promising profession but an escape from your mundane life in attempt to submerge into someone else's.

Secondly, ~~the other~~ <sup>the reason behind</sup> ~~through~~ my writing being my dream career is

to be a voice for people who feel they are alone. Due to inconveniences in life, <sup>many</sup> people may lose their loved ones and become lonely. On the other hand, are people who hesitate to share their feelings or are weighed down by grief, too heavy to decipher and share. For these people, I want to write and heal them through my words. I want to make them feel understood and I want them to relate to my words so that the burden on their hearts can be lessened; partially because at some point I also wished the same for myself and partially because that's what I find contentment, joy and pleasure in doing. I believe that is an ~~ess~~ valid reason on its own.

~~Now, Summin~~ Now the real question arises and that is how can I achieve all this? There are some steps that I believe would help me move closer to my dream career ~~at~~ at this stage of my life. (1) I can start attending workshops, sessions and online courses that will nourish my writing abilities. Through these workshops, and sessions with authors, I ~~can~~ can learn to write, format, <sup>edit,</sup> proofread, ~~publish~~ and market my book. (2) Subscribing to newsletters of blogs such as 'Reedsy' which guide you through all the steps of publishing & marketing a book will certainly ~~help~~ facilitate me in moving closer to my goal. (3) I can also make social media and <sup>and publish little excerpts and writeups</sup> freelancing accounts <sup>to</sup> on respective platforms to gain exposure, experience and review for my work. This <sup>is</sup> feedback from these platforms would help me do better.

To sum it all up, I believe that staying determined, passionate and true to my goal of achieving my dream career and investing my hardest in consistent and little steps would assure me <sup>not</sup> ~~a~~ only a promising career, but also knowledge and fulfillment of my purpose. To understand and be understood is necessary and I am certain that my dream would also contribute to ~~an better so a~~ empathic and helpful society.

**Description of Weaker Responses**

Weaker responses lacked internal consistency and provided minimal or tangential answers to the question. The content was characterised by generalised, redundant, and disconnected ideas, particularly evident in unclear and vague descriptions of dream careers. Reasons for career choices were not well-supported, and repetitive and unclear sentence structures hindered understanding. Flawed language further impeded comprehension. While some responses featured interesting dream careers, consistent language errors hindered effective expression. Improvement is needed in coherence, clarity, and language proficiency.



Option 'a' Essay

I have dream careers from me and my mother.  
I have dream careers. I will achieved in every class  
Crossed A++ Achieve a successful life in my ways.  
I'm so glad of me Because I was a overthinking  
lover. I was thinking about me and my career  
How I'm will my future and it's so hard Because of  
me and you all about thinking of me. Because I'm not  
good in english, like the spoken, written, speaker  
like that. But I have a dream and I good in english  
I will practice for english but I am not done it.


\* I was thinking about me and I decided what I  
have done in my future. I decided a software engineering  
For me and Developer guide. I was done it in paper  
for a diploma, and successful in Aptech. I have no idea  
I'm so proud of me and my parents. For me I was  
Passing a year and good grade achieve of me I am  
so happy. I was find a suitable job of me and  
get information in school hiring a teacher. The principle  
inform me each month your salary is update and check  
your progress. and I was saying okay. in paper  
to send me and I was stucked in seeking this  
paper. then I will decided. I was not job get anywhere

and anyhew. I will do business start from 2021. and Business its so hard. Because its is late of so many people get jealous from me. and slowly slowly. I will Achieve on my goals. My family is supported me in any way and I realise Family is more important to you. She says you get anything achieve and some people are casting of me. I was very thankful to Allah and my family.

I will prepare of my career and about me. when I realise a who love no more and your patience, love, caring..... But I realise every personality about you in your Body language and Finally I will get and achieve my goals. I am so happy in my life and my family. I don't accept anything from wrong people of and otherwise they are all alive and my patience of about me.

I will 2<sup>nd</sup> part of my life and so hardest of me. Because I will complete my own Business and the its so hard of me. I am I person of my Business attend and receive anything get part of me.

Suggestions for Improvement (Highlighted part)

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

**Any Additional Suggestion:**

To enhance their writing abilities, candidates should consider engaging in additional essay writing practice focused on current and relevant topics. Through such exercises, they can improve their skills in organising essays, composing crafting coherent arguments, and effectively supporting their ideas.

### Question No. 4b

<b>Question Text</b>	<p>Stress can motivate you to finish your school work on time or meet deadlines at work. But if you let your stress overpower you, it can seriously interfere with your family life, social life and health. Compose an essay. In your essay,</p> <ul style="list-style-type: none"><li>• discuss any TWO effects of stress on your body and/or mind.</li><li>• suggest any THREE ways to combat the harmful effects of stress on the body and/ or mind.</li></ul>
<b>SLO No.</b>	6.1.11
<b>SLO Text</b>	<p>Analyse a situation or issue (social, economic and scientific):</p> <p>a. relational process: (relationship of cause and effect, comparison and contrast, problem and solution);</p> <p>b. external conjunctions: relate a situation to other events or phenomenon/ real life events;</p> <p>c. internal conjunctions: elaborating and itemising steps (firstly... secondly .. next... finally);</p> <p>d. deducing the causes and consequences/ advantages and disadvantages/ strengths and limitations of a given happening or phenomenon with evidences.</p>
<b>Max Marks</b>	18
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p>Content Relevance: 5 marks</p> <ul style="list-style-type: none"><li>• 1 mark for discussing each effect of stress on the body /or mind (2 required)</li><li>• 1 mark for each way to combat harmful effects of stress on the body /or mind (3 required)</li></ul> <p>Language Accuracy: 4 marks</p> <ul style="list-style-type: none"><li>• 1 mark for accuracy of spelling (at least 3 errors)</li><li>• 1 mark for the correct use of tenses (at least 3 errors)</li><li>• 1 mark for the agreement of subject and verb (at least 3 errors)</li><li>• 1 mark for placing punctuation marks appropriately: full stops, capital letters, (where needed, commas and colon (at least 3 errors)</li></ul> <p><b>Impression Marking: 9 Marks</b></p> <p>Good (9-7)</p> <ul style="list-style-type: none"><li>• Ideas are <b>clearly expressed</b> in a wide range of effective and/or interesting language. Ideas are expressed in a <b>logical sequence</b>.</li><li>• Content reflects <b>appropriate vocabulary</b>, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.</li><li>• A <b>variety of sentence structures</b> is used, mostly with control, in all paragraphs.</li><li>• A range of <b>connectives</b> (if, because, and, but etc.) and <b>cohesive markers</b> (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.</li></ul> <p>Average (6-4)</p>

- 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**

Overall, the candidates discussed various intriguing negative effects on the body, showcasing a clear understanding of the prompt and higher-order thinking. Their well-developed and supported ideas demonstrated a strong grasp of the topic. Teachers can capitalise on this by encouraging further exploration and critical thinking to deepen students' understanding of the subject matter.

**Description of Better Responses**

In better responses, candidates fully addressed all aspects of the question, providing a well-developed position supported by relevant and extended ideas. They discussed various adverse effects of stress on the human body and mind, including hypertension, depression, obesity, suicidal attempts, and brain haemorrhage, with strong statistical data, explanations, and personal observations. The content demonstrated appropriate vocabulary, an informal tone, and a style tailored to the recipient's relationship and interests. The candidates proposed innovative solutions to tackle stress, such as yoga, exercise, meditation, and sufficient sleep. They showcased a wide range of vocabulary and displayed a natural and sophisticated control of lexical features.

Image of  
Better  
Responses

Since the humankind has inhabited the planet earth, they have created many theories and inventions ~~to~~ to resolve their problems. Through the past decades, 'stress' has become one of a major tool in helping students or adults <sup>complete</sup> their respective tasks before deadlines but over-stress is injurious to a person's health and relations.

Stress nevertheless helps a person complete his task but over-stress leads to many health issues. Over-stressing about a condition or a problem causes an increase in a person's blood pressure. Scientific researches have proved that those people who are less conscious or take less stress are less susceptible to hypertension than those who are over-stressed. Hypertension eventually causes heart related diseases and if prolonged can cause brain haemorrhage as well.

In addition to hypertension, over-stressing about a situation can lead to obesity as well. Controlled experiments conducted in the USA showed that 90% of the people who were overweight had stress about a particular problem back in their minds.

Moreover, over stressing about a condition or a situation causes an individual to think that he/she ~~is not~~<sup>has</sup> no worth. They think of themselves as useless which indirectly leads to depression and suicidal thoughts. A person not only lacks interest in his/her life, but also ignores his/her important relations with other.

However, harmful effects of stress can be controlled.

Firstly, a person should stay calm in every situation, and should do work according to his ability.

If a person thinks that he cannot do work more than 5 hours or a student thinks he cannot study more than 6 hours, then they should ~~eventually~~<sup>ultimately</sup> leave that work for some time and should take a power nap or should relax by spending time with their loved ones.

Secondly, people who take stress should wake up early in the morning and perform yoga in an open environment or they should go to a park for a walk. It is scientifically proven, that observing nature (greenery) and breathing in fresh air helps a person relieve stress and feel happy.

P2

~~Also~~ Additionally, a person should always have a go-  
member  
to person, either a family ~~person~~ or a professional  
~~psychiatrist~~ psychiatrist or a close friend to whom  
he/she can share his problems with. It's a person's  
natural psyche that he cannot live alone. He  
needs someone to share his feelings with. So when-  
ever a person feels stressful, he/she should tell  
his problems and feelings to his trusted friend,  
so that he may feel normal, and that stress  
has little or no effect on his body or brain.

In conclusion, people should not let stress  
overpower them and should follow all precau-  
tionary steps while dealing with it. God has created  
the world and people to enjoy in the moment.  
The moment in which <sup>a</sup> person is alive, is  
actually alive by that person.

**Description  
of Weaker  
Responses**

Weak responses demonstrated internal inconsistency in writing. While addressing all parts of the question, some areas received more attention than others. Conclusions became unclear or repetitive, and plain language and redundant phrases were evident. Vocabulary showed an adequate range with attempts at less common words, but inaccuracies were present. Spelling and



word formation errors occurred but did not impede communication. A few responses exhibited generalised content and redundancy due to flawed language usage.

Image of  
Weaker  
Responses

Option 6

Stress is the source of completing tasks on time but it also cause some serious issues ~~that~~<sup>which</sup> are inevitable for our social and Mental health. Stress create due to overthinking and unpunctuality. Stress can even destroy the Human in some seconds by increase Blood pressure of mainly Heart patient. It can cause when ever we were take Burden of tensions, work or any other responsibility. So this can easily enter inside our Brain. Peoples are unable think over on the regarding issues They stuck in the problem deeply. Stress can assign task to Brain of Human that can step on Bad sight other than solution. Moreover Stress is some-  
-to possible our Block work and solve them.

Human body need suitable and Calm environment inside or outside. This will order our body to work efficiently and focurately. But Stress can lead to cause our body to disturb the working order. Stress stop the Brain to think and do his jobs on time. If In case emergency human body effected so there is unable to recognisar and felitself and further proceed itself for

Medication. Peoples should take irrelevant step to overcome it but this can cause major damage and sometime eventually death.

Stress can easily cause the behavior issues such as body functioning properly. Sometime peoples become out of control they start damaging the upcoming stuffs and Machinery etc. Mainly this condition disturb our personality and Body parts. Stress can effect the way of Human thinking, way of Working and Many more.


Stress can also effect Human Capability through which Human can put his Concentration on his goal and Career. They start to do their work on time. They can set remainder and to save them self for future stress. They can follow possible steps to complete their responsibilities.

There are some ways through some which peoples can overcome their stress. People must

- Work on time so they can not face any stress problem

- Peoples are making schedules for their workers which help them to complete the task in limited time
- They must follow the elder instruction

## Suggestions for Improvement

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual resources</li> <li>• Think, Pair and Share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

### Any Additional Suggestion:

To enhance students' writing skills, it is recommended to provide practice on pre-writing and planning strategies. Encourage the use of brainstorming, clustering/ mind mapping, and free writing techniques to organise ideas effectively. Emphasise the importance of paragraphing, where each paragraph focuses on developing one central idea with supporting details.

### Question No. 4c

<b>Question Text</b>	<p>Different people strongly support different causes such as protecting the environment, changing the culture of bullying in educational institutions or even enhancing youth development programmes.</p> <p>Write an essay about a cause that you feel strongly about. In your essay,</p> <ul style="list-style-type: none"><li>• describe the cause.</li><li>• discuss any <b>THREE</b> reasons due to which you support the cause.</li></ul> <p>(Note: You may write about a cause other than the ones mentioned in the question.)</p>
<b>SLO No.</b>	6.1.10
<b>SLO Text</b>	<p>a. Support a thesis/ claim with specific rather than general reasons/ examples;</p> <p>b. Analyse ideas and evidence in a logical sequence;</p> <p>c. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence;</p> <p>d. Evaluate credibility of opinions, facts and stated/ perceived beliefs with logic in argumentative texts; e. use specific rhetorical devices to persuade (appeal to emotion and ethics, along with logic, use of analogies, examples or relating a personal experience);</p> <p>f. Defend opinions regarding social and current issues.</p>
<b>Max Marks</b>	18
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p>Content Relevance: 5 marks</p> <ul style="list-style-type: none"><li>• 2 marks for describing an opinion (can be in agreement or disagreement) (1 mark for only stating the opinion)</li><li>• 1 mark for discussing each reason (3 required)</li></ul> <p>Language Accuracy: 4 marks</p> <ul style="list-style-type: none"><li>• 1 mark for accuracy of spelling (at least 3 errors)</li><li>• 1 mark for the correct use of tenses (at least 3 errors)</li><li>• 1 mark for the agreement of subject and verb (at least 3 errors)</li><li>• 1 mark for placing punctuation marks appropriately: full stops, capital letters, (where needed, commas and colon (at least 3 errors)</li></ul> <p><b>Impression Marking: 9 Marks</b></p> <p>Good (9-7)</p> <ul style="list-style-type: none"><li>• Ideas are <b>clearly expressed</b> in a wide range of effective and/or interesting language. Ideas are expressed in a <b>logical sequence</b>.</li><li>• Content reflects <b>appropriate vocabulary</b>, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.</li><li>• A <b>variety of sentence structures</b> is used, mostly with control, in all paragraphs.</li><li>• A range of <b>connectives</b> (if, because, and, but etc.) and <b>cohesive markers</b> (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.</li></ul>

	<p>Average (6-4)</p> <ul style="list-style-type: none"> <li>• Ideas are expressed clearly but comparatively the <b>expression is plain or there are redundant phrases.</b></li> <li>• Content reflects <b>appropriate vocabulary, style</b> and tone but usually the <b>ideas are not well-connected or the relationship with the recipient is not taken into account.</b></li> <li>• A variety of sentence structures is used with <b>moderate accuracy / internal consistency.</b></li> <li>• <b>Few connectives</b> are used to provide details and expand ideas.</li> </ul> <p>Below Average (3-1)</p> <ul style="list-style-type: none"> <li>• Sentence structures and language are <b>repetitive or unclear and there are various errors.</b></li> <li>• Content represents <b>generalized, redundant or disconnected</b> ideas. The style, tone and vocabulary are inappropriate.</li> <li>• Ideas are difficult to interpret because of flawed language.</li> <li>• <b>No internal cohesion or consistency</b> observed.</li> </ul> <p>Give <b>0</b> if the answer script is blank/ completely irrelevant / illegible</p>
<b>Overall Performance</b>	<p>Most of the responses were exceptionally well-written as students supported some new and unique causes. The candidates presented well-developed responses to the question. wrote fully extended and well supported ideas. A wide range of structures were used with full flexibility and accuracy.</p>
<b>Description of Better Responses</b>	<p>In better responses, candidates comprehensively addressed all aspects of the question and presented a fully developed position supported by relevant and strong details. Their arguments were backed by research evidence, explanations, and personal observations or experiences. The content demonstrated appropriate vocabulary, an informal tone and style, and a wide range of natural and sophisticated lexical features. Information and ideas were logically organised, cohesive, and effectively structured using paragraphs.</p>

Image of  
Better  
Responses

P

Option \*C\*

Body shaming is more common than most of us think. Body shaming is when an individual is called upon and bullied constantly on the way that person looks. Any body that does not match the stereotypical idea of "the perfect body" has at least once in their lifetime been a victim of body shaming. People who are skinny or fat, tall or short is body shamed and the double standards that our society holds for men and women do add fuel to the fire.

#

Moreover the thing that fascinates me the most is that when the bully starts playing the victim by saying "we do it to make you realise about the health issues you might face in the future" or "We are just helping you the world out there is more dangerous." And these are the most ridiculous reasons that these people give because do they think that the skinny person does not know what health problems they might face in the future? or does the fat person not know that their body weight is unhealthy? These comments and constant body shaming just destroys the self confidence of a person.

~~I support this~~ Recently our teacher raised an argument in our classroom that recently a lot of body positivity campaigns are going on in the social media and more fat people are being represented in the modelling industries, is it body positivity or is it just promoting obesity. I ~~am~~ fully stand with this cause and think

that this is body positivity. Body positivity is when a ~~person~~<sup>people</sup> accepts their body with ~~their~~<sup>its</sup> flaws and taking care of it to stay healthy. Now with this definition of body positivity in mind, how can someone say that the extremely underweight models who themselves have complained from decades that they've been starving themselves to fit into the stereotypical model figure healthy?

Additionally, was the previous modelling industry not promoting extremely unhealthy habits? Now that there's more diversity within the size range of people in modelling industry, people raise these points. Everybody deserves to be called beautiful and feel gorgeous. We all are creations of one god and he has not created us in one colour or one shape. We all are different from each other why are people trying to force same standards on different people? As long as ~~the person is healthy~~<sup>that should be</sup> the only concern raised is whether the person is healthy or not and that too is none of our businesses. Some people suffer from eating disorders we never know.

I myself was a victim of body shaming and it crushed my confidence. I was bullied by my own family members and my own friends let alone other strangers. I was never unhealthy my body weight was in the healthy range when I got it checked with my BMI. I was just a little chubby because of some

hormonal changes, I ~~can~~ had no control over my hormones. Although now I am back to normal and people don't bully me anymore, I still feel a lack of self confidence and self love. These comments still haunt me at times. I still have mental and emotional breakdowns over the body shaming I faced. Now even though people don't bully me anymore but due to the body shaming I had to face I now criticize my own self. This is the reason why I stand with body positivity and body acceptance cause my body is not anybody's business to comment on.

Consequently, people often don't realise ~~what~~ how their words or actions affect ~~the~~ someone it is better to be mature and keep your thoughts to your self. Now that all the different sizes of people are starting to get recognition and confidence they deserve please don't ruin it for them. ~~‡~~ These comments do not help with body acceptance or changing for the better. These comments destroy a person's psyche and mental health.

**Description of Weaker Responses**

In weaker responses, students displayed inconsistencies in their writing. While generally addressing all parts of the question, some sections received more attention than others. Relevant discussions were observed, but conclusions were often missing or became unclear and repetitive. Expressions were clear but plain, and there were instances of redundant phrases. Vocabulary usage demonstrated an adequate range, with attempts at less common words, albeit with occasional inaccuracies. Spelling and word formation errors were present but did not significantly hinder communication. However, a few responses exhibited generalised content and redundancy due to flawed language usage.



Image of Weaker Responses

Option   C  

The Earth, Earth is from million of year before human life exist in the earth, initially before the humans earth environment was fully natural or clean because there were only animals, ~~with~~ <sup>their</sup> population was also under control in diet change and no problem were faced by any animal including marine life.

The main reason of today's drawbacks is human because from the time of its birth it disturb the environment in different ways, they cause air pollution by burning of fossil fuels, they cause water pollution in oceans, seas, or in ground water by discharging organic chemicals from industries, they cause land pollution by throwing garbage and dust ~~spread~~ <sup>spread</sup> all over the environment, they cause noise pollution by vehicles, industries, mechanics, etc.


All these factors can affect the environment and cause global warming. Global warming is the main cause of the increment in temperature day by day due to which glaciers started to melt, water level of sea or ocean has been increased, the lakes in polar sites has been disturb due to high temperature.

People should protect the environment as it is essential for our lives. If our ecosystem get disturb so we can't live, people should take some safety features including that they should use public transport

instead of personal vehicles by this implementation less  $O_2$ ,  $CO$  gas will be released in the environment so  $CO_2$ ,  $CO$  content will be less in the air by which we will be safe from acid rain.

People shouldn't throw dust and garbage every where they should make a particular dumping area from trash. Big chemical industries should not dump their chemical waste in the sea by which marine life will be safe and when we eat fishes we will be safe from diseases cause by ill fish.

## Suggestions for improvement

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Understand the expectation of the command words</li> <li>• Look at the cognitive level</li> <li>• 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)</li> <li>• Go through the past paper questions on that particular concept</li> <li>• Refer to the resource guide for extra resources</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual resources</li> <li>• Think, Pair and Share</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> <li>• Questioning Techniques (Socratic approach)</li> <li>• Practical Demonstration</li> </ul> <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E -Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

### Any Additional Suggestion:

Students should practice pre-writing strategies such as brainstorming, clustering/ mind mapping, and free writing to organise their ideas effectively. Additionally, they should focus on developing well-structured paragraphs, where each paragraph centres around a single idea with supporting details. Regular practice in these areas will enhance candidates' writing skills and promote clearer and more coherent expression of their thoughts.

## **Annexure A: Pedagogies Used for Teaching the SLOs**

### **Pedagogy: Storyboard**

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

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

### **Pedagogy: Cause and Effect**

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

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

### **Pedagogy: Fish and Bone**

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

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

### **Pedagogy: Concept Mapping**

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

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

### **Pedagogy: Audio Visual Resources**

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

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

### **Pedagogy: Think, Pair, and Share**

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

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

**Pedagogy: Questioning Technique (Socratic Approach)**

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

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

**Pedagogy: Practical Demonstration**

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

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

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

## **Acknowledgements**

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

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

We particularly thank to Ms Saba Soleha Zia, Senior Marker, Aga Khan Higher Secondary School, Karachi, for evaluating each question's performances, delineating strengths and weaknesses in candidates' responses, and highlighting instructional approaches along with recommendations for better performance.

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

These contributors include:

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