

AGA KHAN UNIVERSITY EXAMINATION BOARD

SECONDARY SCHOOL CERTIFICATE

CLASS IX

ANNUAL EXAMINATIONS 2022

English Compulsory Paper I

Time: 1 hour Marks: 30

**INSTRUCTIONS**

1. Read each question carefully.
2. Answer the questions on the separate answer sheet provided. DO NOT write your answers on the question paper.
3. There are 100 answer numbers on the answer sheet. Use answer numbers 1 to 30 only.
4. In each question, there are four choices A, B, C, D. Choose ONE. On the answer grid, black out the circle for your choice with a pencil as shown below.

Correct Way				Incorrect Ways					
1	(A)	(B)	●	(D)	1	(A)	(B)	(C)	(D)
					2	(A)	(B)	(C)	(D)
					3	(A)	(B)	(C)	(D)
					4	(A)	(B)	(C)	(D)

Candidate's Signature

5. If you want to change your answer, ERASE the first answer completely with a rubber, before blacking out a new circle.
6. DO NOT write anything in the answer grid. The computer only records what is in the circles.

### **Listening Comprehension Section**

In this section you will hear two passages. Each one will be played two times.

Listen carefully to the first passage, and then read questions 1 to 7. You will have two minutes' reading time.

The passage will then be replayed. You can make notes on your question paper.

When the passage has finished, enter your answers on your separate answer sheet. You will have three minutes to pencil in your answers.

Follow the instructions on the front page of Paper I to show which of the options, A, B, C, or D, you have selected for each question.

### **Listening Passage I**

The speaker talks about King Arthur.

Source: Taken from <http://www.caerleon.net/history/arthur/page2.htm>

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Mark your responses to these questions on your multiple choice answer sheet.

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1. The narrator begins by
  - A. describing England.
  - B. describing Merlin.
  - C. mentioning Arthur's birth.
  - D. mentioning about a sword.
  
2. According to the narrator, what was Merlin's biggest fear?
  - A. Struggle for King Uther's throne
  - B. Lack of magic
  - C. The Saxon invasion
  - D. Being banished from England
  
3. Based on the heard passage, the Knights of the Round Table can be described as
  - A. cunning.
  - B. brave.
  - C. romantic.
  - D. arrogant.
  
4. According to the narrator, Arthur received the Excalibur from
  - A. Morgan le Fey.
  - B. Queen Guinevere.
  - C. the Lady of the Lake.
  - D. Merlin.
  
5. The narrator mentions that Arthur was on the verge of death due to
  - A. old age.
  - B. the battle at Camlam.
  - C. drowning in a river.
  - D. the death of his wife.
  
6. The theme of the heard passage is of
  - A. being courageous in the face of adversity.
  - B. the quest for absolute power.
  - C. fighting for the person you love.
  - D. understanding one's own limitations.
  
7. The heard passage is a/ an
  - A. anecdote.
  - B. story.
  - C. biography.
  - D. autobiography.

PLEASE DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD

Now we will play the second passage. It will also be played two times.

Listen carefully to the passage and then read questions 8 to 14. You will have two minutes' reading time.

The passage will then be replayed. You can make notes on your question paper.

When the passage has finished, enter your answers on the separate answer sheet provided to you.

You will have three minutes to pencil in your answers.

### **Listening Passage II**

The narrator speaks about cats.

Source: Adapted from <https://historyplex.com/significance-of-cats-in-ancient-egypt>

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Mark your responses to these questions on your multiple choice answer sheet.

8. The FIRST information heard about cats in ancient Egypt is in the sphere of
- A. home life.
  - B. religion.
  - C. politics.
  - D. science.
9. The cats were protectors of Egyptian food due to their ability to
- A. hunt rats and snakes.
  - B. be domesticated.
  - C. sense danger.
  - D. see in the dark.
10. The speaker states that ancient Egyptians respected cats for all of the following traits EXCEPT
- A. friendliness.
  - B. intelligence.
  - C. playfulness.
  - D. patience.
11. The Greek historian, Herodotus mentioned that the pet cat in Egypt was considered as
- A. a family member.
  - B. the protector of the house.
  - C. a guardian of the pyramids.
  - D. the head of the clan.
12. The speaker concludes the heard passage by
- A. describing the Underworld.
  - B. elaborating on the various ways to honour cats.
  - C. mentioning the cat's role as a caretaker.
  - D. stating the various representations of Bast.
13. The speaker presents information through
- A. definitions.
  - B. opinions.
  - C. historical evidences.
  - D. scientific data.
14. The heard passage can be classified as a
- A. narrative essay.
  - B. communicative essay.
  - C. descriptive essay.
  - D. persuasive essay.

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## Reading Comprehension Section

You have 35 minutes for the reading comprehension section. This section has two passages, each followed by multiple choice questions. You are advised to spend 17.5 minutes on each of the given passages.

Read the passage carefully and then answer the multiple choice questions which follow.

### Reading Passage I

5 Making a presentation puts you on public display. An audience not only listens to your ideas, it also responds to the way you use your voice and your body. You need more than a well written presentation to make an impact. You will also need to deliver it in a lively, flexible and interesting way. In this leaflet, we suggest many ideas for invoking energy in your presentation style.

To begin with, imagine that you are in the audience for your presentation. What might grab your attention? Stimulate your imagination? Inspire your confidence? Develop your understanding?

10 The more familiar you are with your material, the more you will be able to inspire your audience's trust and confidence. Do more than practise reading through your material to yourself. If possible, stand up in a room and deliver your presentation to the walls. Get used to hearing your own voice filling a room. Familiarise yourself with the words and phrases in your presentation. Play around with different volumes and see how well you can hear your own voice. Above all, familiarise yourself with the main thrust of your argument and explore how the individual elements of your presentation piece together. This will help you to keep to your chosen objectives and avoid distractions when it comes to your actual delivery.

15 It is important to appear confident at all times. Different postures create different moods. A very formal, upright and still posture will create a very different atmosphere from a relaxed and active one. Remember to match your physical behaviour to the objectives underpinning your presentation. If you want to be either formal or informal, make deliberate choices about your physical style and stick to these.

20 Eye contact is part of everyday communication and an audience can feel uncomfortable if they are denied it. Making eye contact with individuals gives them a sense of involvement in your presentation and helps to convey your objectives on a personal level. Use gestures to welcome your audience, to add emphasis to your main points or to indicate an ending. Make sure that all gestures are controlled and precise; too much movement will appear nervous and unfocussed.

25 Try using language that involves your audience. For example, asking questions such as "What can *we* learn from this?" or "How did *we* arrive at this conclusion?" involves your audience in an exploratory process or discussion.

30 Your voice is a very flexible and powerful tool. Play around with the volume, pace and pitch of your voice when practising your presentation. Find different ways of saying the same sentence. Explore different ways of adding emphasis to your main points. Always try to convey enthusiasm and energy through the use of your voice.

- 35 Try to take a few deep breaths before you make your presentation; making a conscious effort to slow your breathing down and taking in more air with each breath. During your presentation, use pauses after questions or at the end of sections to allow comfortable breathing patterns.

Source: Adapted from <https://www2.le.ac.uk/offices/ld/all-resources/presentations/delivering-presentation>

Mark your responses to these questions on your multiple choice answer sheet

15. The nature of the author's questions in paragraph 2 is
- A. empathic.
  - B. rhetorical.
  - C. interrogative.
  - D. argumentative.
16. The author's purpose is to describe
- A. how to deliver a presentation.
  - B. the significance of a good posture.
  - C. ways to improve one's confidence.
  - D. how to be familiar with the contents of a presentation.
17. The author discusses all the following techniques to use during a presentation EXCEPT
- A. drinking water.
  - B. controlling one's voice.
  - C. emphasising on one's objectives.
  - D. getting involved with the audience.
18. It can be inferred from the passage that during a presentation, one must be
- A. cautious.
  - B. engaging.
  - C. spontaneous.
  - D. authoritative.
19. In line 27, the pronoun 'we' is used twice to create
- A. comparison.
  - B. repetition.
  - C. emphasis.
  - D. doubts.
20. The organisational structure of the given passage is MAINLY
- A. compare and contrast.
  - B. problem and solution.
  - C. general to specific.
  - D. cause and effect.
21. The tone of the author is
- A. argumentative.
  - B. monotonous.
  - C. neutral.
  - D. biased.
22. The text type of the given passage is
- A. communicative.
  - B. informative.
  - C. persuasive.
  - D. narrative.

Read the following passage carefully and answer the multiple choice questions which follow.

### Reading Passage II

Children have the strangest adventures without being troubled by them. For instance, they may remember to mention, a week after the event happened, that when they were in the woods, they had met their dead father and had a game with him. It was in this casual way that Wendy one morning made a disquieting revelation. Some leaves of a tree had been found on the nursery floor, which certainly were not there when the children went to bed, and Mrs. Darling was  
5 puzzling over them when Wendy said with a tolerant smile:

“I do believe it is that Peter again!”

“Whatever do you mean, Wendy?”

“It is so naughty of him not to wipe his feet,” Wendy said, sighing. She was a tidy child.  
10 She explained in quite a matter-of-fact way that she thought Peter sometimes came to the nursery in the night and sat on the foot of her bed and played on his pipes to her. Unfortunately, she never woke, so she didn’t know how she knew, she just knew.

“What nonsense you talk, precious. No one can get into the house without knocking.”

“I think he comes in by the window,” she said.

15 “My love, it is three floors up.”

“Were not the leaves at the foot of the window, mother?”

It was quite true; the leaves had been found very near the window.

Mrs. Darling did not know what to think for it all seemed so natural to Wendy that you could not dismiss it by saying she had been dreaming

20 “My child,” the mother cried, “why did you not tell me of this before?”

“I forgot,” said Wendy lightly. She was in a hurry to get her breakfast.

Oh, surely she must have been dreaming.

But, on the other hand, there were the leaves. Mrs. Darling examined them very carefully; they were skeleton leaves, but she was sure they did not come from any tree that grew in England. She  
25 crawled about the floor, peering at it with a candle for marks of a strange foot. She rattled the poker up the chimney and tapped the walls. She let down a tape from the window to the pavement, and it was a sheer drop of thirty feet, without so much as a spout to climb up by. Certainly, Wendy had been dreaming.

But Wendy had not been dreaming, as the very next night showed, the night on which the  
30 extraordinary adventures of these children may be said to have begun.



On the night we speak of all the children were once more in bed. It happened to be Nana's evening off, and Mrs. Darling had bathed them and sung to them till one by one they had let go her hand and slid away into the land of sleep.

All were looking so safe and cosy that she smiled at her fears now and sat down tranquilly by the  
35 fire to sew.

Source: Taken from '*Peter Pan*' by J. M. Barrie

Mark your responses to these questions on your multiple choice answer sheet.

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23. In paragraph 1, the author views children as
- A. enthusiastic.
  - B. compulsive.
  - C. forgetful.
  - D. persistent.
24. In line 7, the exclamation mark indicates Wendy's
- A. annoyance.
  - B. excitement.
  - C. amazement.
  - D. protest.
25. Wendy can be BEST described as
- A. stubborn.
  - B. confused.
  - C. disorganised.
  - D. observant.
26. The mood of the given passage is
- A. mysterious.
  - B. chaotic.
  - C. gloomy.
  - D. scary.
27. Which of the following statements from the given passage FIRST indicates Mrs Darling's disbelief in Wendy?
- A. "Whatever do you mean, Wendy?" (Line 8)
  - B. "What nonsense you talk, precious..." (Line 13)
  - C. "My love, it is three floors up." (Line 15)
  - D. 'Oh, surely she must have been dreaming.' (Line 22)

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28. Based on the information in the given passage, the relationship between Wendy and Mrs Darling is
- A. controlling.
  - B. disconnected.
  - C. accommodating.
  - D. balanced.
29. The author provides information MAINLY through
- A. chronology.
  - B. dialogues.
  - C. contrasts.
  - D. flashbacks.
30. The text type of the given passage is
- A. narrative.
  - B. descriptive.
  - C. communicative.
  - D. expository.

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