

**AGA KHAN UNIVERSITY EXAMINATION BOARD**

**SECONDARY SCHOOL CERTIFICATE**

**CLASS X**

**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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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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 played again. 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 passage is about Islamic architecture.

Source: Taken from <https://www.maslaha.org/UntoldIslam/Features/ISLAMIC-ARCHITECTURE>

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

1. The speaker begins the heard passage by
- A. describing the characteristics of the Islamic world.
  - B. drawing a map of the Islamic world.
  - C. emphasising on the significance of trading in the Middle East.
  - D. highlighting various tourist destinations around the world.
2. According to the speaker, the merchants and students brought with them the knowledge of all of the following EXCEPT
- A. architecture.
  - B. philosophy.
  - C. religion.
  - D. science.
3. According to the information in the heard passage, the Islamic architectural elements are MOST apparent through
- A. courtyards.
  - B. markets.
  - C. mosques.
  - D. palaces.
4. The speaker mentions, "The elements of the buildings and cities were not only designed for their great beauty..."
- The information given IMMEDIATELY after this is about the
- A. accommodation for large crowds.
  - B. famous palace in Spain.
  - C. individualistic styles of Islamic cities.
  - D. significance of the elements.
5. The theme of the heard passage is
- A. architecture.
  - B. religion.
  - C. spirituality.
  - D. tourism.
6. The speaker provides information MAINLY through
- A. comparisons.
  - B. cultural terminologies.
  - C. historical references.
  - D. research-based opinions.
7. What is the text type of the heard passage?
- A. Communicative
  - B. Expressive
  - C. Informative
  - D. Persuasive

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

The passage will then be played again. 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

In this passage, the speaker talks about the power of confidence.

Source: Adapted from '*The Power of Confidence*' by Nadia Ahmed Uqaili

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

8. The purpose behind the speaker's questions is to
  - A. create interest.
  - B. educate.
  - C. entertain.
  - D. raise concerns.
9. The speaker states that confident people are perceived to be
  - A. knowledgeable.
  - B. magical.
  - C. prophetic.
  - D. proud.
10. According to the heard passage, when we achieve confidence, we become
  - A. relatable.
  - B. self-aware.
  - C. self-righteous.
  - D. systematic.
11. The speaker states that it is challenging to appear confident when
  - A. it is not a part of our personality.
  - B. others exhibit it more often.
  - C. people cross paths with us.
  - D. we try to be courageous.
12. According to the heard passage, the power of one's own belief is a
  - A. logical sequence.
  - B. phenomenon.
  - C. religious experience.
  - D. way to achieve one's goal.

13. The speaker gives information MAINLY through
- A. descriptions.
  - B. examples.
  - C. impressions.
  - D. techniques.
14. What is the text type of the heard passage?
- A. Argumentative
  - B. Communicative
  - C. Comparative
  - D. Persuasive

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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

Animals may not be able to form words, but they can certainly communicate. Birds use songs and calls, and other animals use a combination of sounds and movements to communicate. Primates have an advanced system of communication that includes vocalisation, hand gestures and body language. But even primates stop short of what man has been able to achieve – spoken language.

5 Our ability to form a limitless number of thoughts into spoken word is one of the things that separates us from our less evolved cousins. While we know that language first appeared among *Homo sapiens* somewhere between 30,000 and 100,000 years ago, the secret to how language evolved is still unknown, and mainstream theories fall into two distinctly different camps.

10 One widely held theory is that language came about as an evolutionary adaptation, which is when a population undergoes a change in process over time to better survive. That is where the idea of natural selection comes into play, which is the notion that the specific physical traits of a population make that population more likely to survive its environment – think about the turtle and its shell. The idea here is that language was created to help humans survive. Why? One, humans needed to communicate with each other in order to hunt, farm and defend themselves  
15 successfully from the surrounding harsh environment. Being able to communicate using language gave the human species a distinct survival advantage. And two, language was needed for social interaction, according to those who subscribe to the adaptation theory.

20 In their paper ‘*Natural Language and Natural Selection*’, researchers Steven Pinker and Paul Bloom theorise that a series of calls or gestures evolved over time into combinations, giving us complex communication, or language. As things became more complicated around them, humans needed a more complex system to convey information to one another. Think of it like this: Early man sees a group of deer he wants to hunt. He grunts a sound to his hunting partner that means “deer are nearby.” One day, a storm comes in and the hunter notices that thunder scares the deer away. As a result, the hunter goes hungry until the storm passes. Over time, the same hunter also  
25 learns to recognise the warning signs for bad weather – dark skies and increased wind. Early man realises that when the sky darkens and the wind picks up, he needs to tell his hunting partner to speed up the pursuit of the deer. Therefore, he comes up with a series of grunts that reference both the deer and the bad weather. That series of grunts was the beginning of an evolutionary adaptation that eventually became language. As humans learned more about how to best survive,  
30 they developed a need to communicate these survival methods to their population. And that is the adaptation theory in a nutshell.

Source: Adapted from ‘*How did language evolve?*’ by Charles W. Bryant

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

15. The author begins the given passage by
- A. comparing animals with birds.
  - B. mentioning a fact.
  - C. presenting an opinion.
  - D. tracing how words came to be.
16. The underlined pronoun in line 6 is used for
- I. context
  - II. content
  - III. emphasis
- A. I and II.
  - B. I and III.
  - C. II only.
  - D. III only.
17. At the end of paragraph 1, it can be concluded that the history of language is
- A. at least 100,000 years old.
  - B. immeasurable.
  - C. limited to a few systems.
  - D. still debatable.
18. It can be inferred from paragraph 2 that the function of language is that of
- A. communication.
  - B. emotional expression.
  - C. endurance.
  - D. information.
19. In paragraph 3, the author mentions the deer in order to
- A. compare it with man.
  - B. describe its hunting patterns.
  - C. highlight the process of man's adjustment.
  - D. illustrate the significance of weather.
20. The underlined term in line 31 is a/ an
- A. idiom.
  - B. imagery.
  - C. metaphor.
  - D. prepositional phrase.
21. The author provides information MAINLY through
- A. comparisons.
  - B. discussions.
  - C. figurative expressions.
  - D. historical references.
22. The text type of the given passage is BEST described as a
- A. campaign literature.
  - B. commentary.
  - C. news report.
  - D. research article.

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

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### Reading Passage II

My colleagues and I have been teaching online for two weeks now. It is a new thing for most of us: teachers, administrators and students. I thought I would reflect a little on the experience so far. I hope this will be of help to others as well.

5 Most of my colleagues and I are doing live classes. There was, and still is, a small percentage of students in my class who do not have access to a decent internet connection. We are working on the issue, but some places have no internet coverage, and a small number will need to be accommodated another way. These students have difficulty listening to the full lecture, and sometimes in participating in discussions.

10 I record and share my lectures after each class. This not only allows students to review the lecture whenever they want, it provides access to those who do not have a stable enough connection for live-streaming, since downloading the audio is easier. Some colleagues send recorded lectures to students prior to class as well. The exact practices vary with the needs of each course. I feel my courses need more discussion so I do not record prior lectures; others have more of a lecture-based mode.

15 There are a number of platforms and programmes that allow for live classes to take place through audio and video-streaming, screen-sharing and online blackboards/ whiteboards. There are functions for audio discussions as well as written chats, and people can even 'raise' their hands and be acknowledged in order to speak. So the environment is quite like a physical class — not the same, but it mimics reality pretty well.

20 But faculty will need some training in utilising such technologies effectively, and tailoring the environment according to their needs. What do you use the audio and video for? What do you use the chat for? How do you manage your attention as you are providing a lecture (audio) while students are also raising hands, entering and leaving the class, and writing in the chatbox? The management of various interfaces has to be done by the teacher, which requires some practice as  
25 well as development of standard operating procedures for teachers and students to follow.

A few students did not have access to smartphones, laptops or desktops, or needed hardware/software upgrades. This has also been quite manageable for us. Some faculty faced similar issues, which also needed to be resolved. Having the resources to procure hardware (especially during a lockdown) is difficult, but not impossible to overcome provided that there is access to decent  
30 second-hand markets for computers and smartphones, and that universities provide students in need an allowance and technical support.

Some colleagues and I have also created WhatsApp groups for our students. They can ask questions at any time and they can let us know if any of the instruments have not reached them. I also use the group to remind my students of class timings and assignment deadlines. I have also  
35 been using the phone to hold individual sessions with students. This can be good for one-to-one



communication, holding office hours, and for students who have no or poor internet access.

We need a lot of long term research on individual instruments and individual technologies in the medium to figure out the impact on learning. But this we can do as we move forward. At this point in time, though I plan to return to this topic in a month or so, most of my colleagues and I  
40 feel that the impact of online learning does not seem to be significant.

Source: Adapted from 'The Experience So Far' by Faisal Bari

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

23. The author's teaching style is BEST described as
- A. computer-based.
  - B. discussion-based.
  - C. research-based.
  - D. lecture-based.
24. The author's behaviour towards his students is
- A. controlling.
  - B. demanding.
  - C. friendly.
  - D. helpful.
25. The author concludes that
- A. only lecture-based learning is appropriate for classes.
  - B. students need to be well-equipped with technology.
  - C. there are a lot of unaddressed issues regarding online classes.
  - D. WhatsApp is the most efficient tool of communication with students.
26. Based on the author's experience of online teaching, it can be inferred that he
- A. is hopeful about online teaching.
  - B. is suspicious about online learning.
  - C. will disregard technological advancements.
  - D. will prefer a traditional classroom.
27. The author's tone is
- A. concerned.
  - B. cynical.
  - C. pessimistic.
  - D. sarcastic.
28. The information in the given passage is presented through
- A. analysis.
  - B. arguments.
  - C. flashbacks.
  - D. sequences.
29. An alternative title to the given passage could be
- A. 'Creating Opportunities for Students'.
  - B. 'Facing Challenges'.
  - C. 'Tools for Effective Online Teaching'.
  - D. 'Understanding Online Assessment'.
30. The text type of the given passage is
- A. analytical.
  - B. communicative.
  - C. comparative.
  - D. expressive.

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