

AGA KHAN UNIVERSITY EXAMINATION BOARD

HIGHER SECONDARY SCHOOL CERTIFICATE

CLASS XII

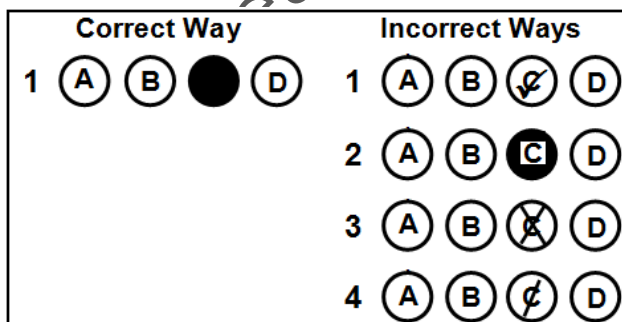
ANNUAL EXAMINATIONS 2022

English Compulsory Paper I

Time: 55 minutes Marks: 40

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 40 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.



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 10. You will have two minutes' reading time.

The passage will be played one more time. 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 record 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 of the passage talks about job interviews.

Source: Adapted from, 'Are You Getting Interviews, But Not the Job? How to Diagnose Where You Might Be Going Wrong' by John Rossheim

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

1. The speaker begins the heard passage by
 - A. applauding the listener about the interviews they have given.
 - B. describing how to attempt an interview.
 - C. mentioning how to dress properly for an interview.
 - D. stating a concern about the economy.
2. According to the heard passage, people fail to land jobs even after exhibiting professionalism because they
 - A. give an impression of knowing everything.
 - B. have not properly researched the companies.
 - C. lack complexity and creativity.
 - D. were very dramatic during the interview.
3. The speaker says that when we make a video of our mock interview, it aids us in improving our
 - A. influence over the employer.
 - B. job application skills.
 - C. performing arts abilities.
 - D. video making skills.
4. '...consider how your manner and words will affect the interviewer's state of mind.'

The underlined words, in the given phrase, from the heard passage are used in the context of

 - A. emphasis.
 - B. questioning.
 - C. recommendation.
 - D. thoughtfulness.

5. Based on the information in the heard passage, Stephen Balzac suggests
- A. brushing up on your mannerisms.
 - B. conversing with your interviewer.
 - C. showing ambition in front of your employer.
 - D. taking tips from performing arts.
6. According to the speaker, the employing manager views an applicant's innate qualities as
- A. monotone.
 - B. limitless.
 - C. meaningful.
 - D. undervalued.
7. The speaker mentions Laurie Davis and Stephen Balzac in order to
- A. criticise their viewpoints.
 - B. praise them.
 - C. promote them.
 - D. validate her own viewpoints.
8. The speaker states that by creating questions for a prospective employer, we show our
- A. accomplishments.
 - B. artistic skills.
 - C. interviewing skills.
 - D. potential.
9. The information in the passage is given through
- A. comparisons.
 - B. interview.
 - C. approaches.
 - D. arguments.
10. What is the text type of the heard passage?
- A. Abstract
 - B. Magazine article
 - C. Report
 - D. Research article

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

Listen carefully to the first playing, and then read questions 11 to 20. You will have two minutes' reading time.

The passage will be played one more time. 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 record your answers.

Listening Passage II

In this passage, the speaker discusses about time management skills.

Source: Adapted from 'Why Time Management is Important' as published on appointmentplus.com

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

11. The speaker compares a dollar to
- A. efforts.
 - B. objectives.
 - C. time.
 - D. treasured goods.
12. The reason behind the speaker's comparison between colleagues is to
- A. highlight the importance of healthy competition.
 - B. justify an unhealthy workplace environment.
 - C. show that colleagues are very ambitious.
 - D. suggest managing time to get more work done.
13. According to the information in the heard passage, by developing stress we are MOST likely to
- A. become depressed.
 - B. become undisciplined.
 - C. get fired.
 - D. reach bad decisions.
14. All of the following ways of effective time management have been discussed in the heard passage EXCEPT
- A. dismissing one's limitations.
 - B. learning to utilise limited time.
 - C. managing one's life effectively.
 - D. removing needless burdens.
15. The speaker concludes the heard passage by emphasising on
- A. accomplishing tasks.
 - B. avoiding procrastination.
 - C. being determined and strategic.
 - D. getting a good night's sleep.
16. The intended audience of the speaker are MAINLY
- A. all working personnel.
 - B. only housekeeping staff.
 - C. students.
 - D. unmotivated people.

17. It could be inferred from the heard passage that time management makes a person
- A. ambitious.
 - B. authoritative.
 - C. creative.
 - D. efficient.
18. The tone of the heard passage is
- A. argumentative.
 - B. persuasive.
 - C. provocative.
 - D. speculative.
19. The information in the heard passage is given MAINLY through
- A. comparisons.
 - B. facts and figures.
 - C. opinions.
 - D. strategies.
20. The text type of the heard passage is
- A. analytical.
 - B. communicative.
 - C. informative.
 - D. reflective.

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Reading Comprehension Section

You have 30 minutes' time for this section. This section has two reading passages; each followed by 10 multiple choice questions. You are advised to spend approximately 15 minutes on each of the given passages.

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

Reading Passage I

Young children often have a hard time with Science subjects. When they are young and full of energy, they have difficulty focusing on basic concepts in Chemistry which is a completely new subject to them. Parents often wonder how they could help their children develop an interest in such a dry subject. Not only do young students find the subject uninspiring, but they also build it
5 up in their heads and seem daunted by the prospect of working on it.

Chemistry can be a dry subject if children are introduced to it theoretically. They will find it very difficult to understand and grasp theoretical concepts without anecdotes and illustrative examples.

Children are curious about the world around them so try to get them talking and thinking about the interesting chemical phenomenon they see taking place around them. Ask them about things
10 they have noticed in their daily lives, like a cut apple that browns upon contact with air or the fact that water takes the shape of any vessel that it is poured into and yet can be frozen into ice cubes. Once you get the conversation flowing, their curiosity will take over, and soon they will be asking you questions which you can answer with factual detail in a manner that gets them interested in chemistry and its processes.

15 Children do not like being pushed into anything. If you want them to take an interest in Chemistry, you have to be subtle, or they will instinctively reject your attempts. Teach them new concepts that are interesting and relevant to them.

Do not focus on grades. Instead, encourage children on aspects of progress, interest and initiative. You do not just want your children to be good at Chemistry; you want them to develop a love for
20 it. You must create a nurturing environment to help them develop an interest in learning about Chemistry.

Research shows that children praised for attributes like intelligence and ability feel more pressurised than students encouraged for displaying interest and initiative. These children displayed a growth mind-set that helped them achieve further, later in life. While a little
25 competition is healthy, do not focus too much on grades as it can pressurise your children and put them off the subject completely.

Food Science is the best way to get children hooked to Chemistry. Food is an aspect of their life that they cannot avoid. So encourage them to spend time with you when you are cooking in the kitchen. Read up on chemical reactions during cooking so that you are prepared to answer their
30 questions.

Introduce them to popping candy and try to get them curious about why the candy pops in their

mouth, but not in the packet. Your options are endless so take the pressure off and just have fun with it.

If you need to convince the most reticent child to take an interest in Chemistry, get creative and turn this into a bonding opportunity. There are a number of interesting home experiments you could try that are sure to pique your child's interest. You can teach your children with interesting experiments at home. Just look up the internet for fun ideas, but remember to try it yourself first. Read all the safety instructions carefully so that you do not have to rush to the emergency room (ER) for chemical burns.

40 Finally, if you want to ensure that you are not just mucking around and actually making tangible progress, find ways to link your experiments to things that your child is learning at school. With these innovative tips in mind, you should have no trouble getting your children interested in Chemistry.

Source: Adapted from a writing piece published on <https://universityhomeworkhelp.com/5-ways-to-get-your-child-interested-in-chemistry/>

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

21. At the beginning of the given passage, the author mentions that young children often find Chemistry to be
- A. difficult.
 - B. important.
 - C. interesting.
 - D. theoretical.
22. In line 4, the underlined word is BEST used as a/ an
- A. adjective.
 - B. feeling.
 - C. season.
 - D. verb.
23. In line 12, the word 'conversation' is BEST used in the context of a/ an
- A. classroom discussion.
 - B. formal meeting.
 - C. informal dialogue.
 - D. professional discussion.
24. It can be inferred from the passage that the concepts in subjects should be introduced to students in such a way that is
- A. complex.
 - B. ethical.
 - C. philosophical.
 - D. stimulating.

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25. According to the research in the given passage, children that are under pressure are MOST likely to develop
- A. anxiety.
 - B. creativity.
 - C. disinterest.
 - D. rivalry.
26. Paragraphs 7 and 8 are organised to show
- A. comparison.
 - B. elaboration.
 - C. experimentation.
 - D. summarisation.
27. The underlined term in the last paragraph is BEST used in the context of
- A. contempt.
 - B. suggestion.
 - C. disinterest.
 - D. optimism.
28. It can be inferred from the given passage that Chemistry, as a subject, is
- A. boring.
 - B. challenging.
 - C. confusing.
 - D. entertaining.
29. The target audience of the author is MAINLY
- A. chemists.
 - B. parents.
 - C. students.
 - D. teachers.
30. The given passage can be included in a
- A. campaign literature.
 - B. commentary.
 - C. magazine article.
 - D. research journal.

Now read the following passage carefully and answer the questions that follow.

Reading Passage II

As I opened the giant doors, the sun pierced my eyes, forcing me to squint just to make sense of the parking lot. It was a hot day, almost 90 degrees, but it still felt cool compared to the smoldering 110 degrees of my workstation. I tried to look down the seemingly endless rows of cars, shielding my eyes from the tremendous glare that reflected off the windshields. I had
5 blocked the sun with mild success, but my vision had become blurry from the sweat dripping into my eyes. It felt like I had been swimming in the ocean with my eyes open all day and based on my appearance an observer would have thought I had done this in my clothes...

Unfortunately, Lincoln Electric has a parking lot that would rival most major amusement parks. It wouldn't be a problem if I were an executive or an actual employee, but welding
10 school students had reserved parking at the very back of the lot, three quarters of a mile from the building. I had been walking for what felt like an eternity, yet I didn't feel any closer to my car because of the stifling heat that I could see and feel. Eventually, I saw my jeep through the thick haze, which was what I needed to reassure myself that this parking lot did end and that it didn't just fade into the horizon. When I finally arrived at my car, I hesitantly got in. Fatigue
15 had consumed my body, and any excitement I felt about leaving was dampened because I knew I would have to return early the next morning.

Becoming a welder*, I am convinced, is one of the hardest things any 18-year-old can do. My summer of factory work and school was the best and worst experience of my life. I learned more about life in 90 days than I had learned in the past 18 years, though this did not come
20 easily. While my friends were sleeping, at 6:45, I was showered and dressed. I often wanted to call in sick and just catch up on all my sleep, and at times, I couldn't see the benefit in going to work, especially when I looked at my arms and examined the burns on them. By this point, my protective leathers had become worn and the molten metal spitting from the arc had begun to burn my skin. Yet, these days when I didn't want to work were the days when I learned the
25 most...

My newfound appreciation for education alone was worth the grueling experience, but welding gave me so much more. My whole life I had fit in, but on the first day of work I was the outsider. Not only had I not had any welding experience, but I also had not been exposed to factory life on that level. I had no idea what it was like to be up every morning before dawn,
30 and I had no idea what manual labour was all about...Fortunately, the other employees at Lincoln Electric didn't know of my sheltered work experience...To them kids like me didn't have any idea what it is like to walk in their shoes. After my experiences there, I would have to agree. I had no idea about the commitment, dedication and perseverance it takes to show up for factory work every day.

35 By the end of the summer, I learned what welding was all about. It is not about 'gluing' metal together, it is about the pride and the bonds you form with your partners. It's about being able to look at your partner, not saying a word, and knowing what they're going through. It's about the pride we take knowing that without us ships would sink, pipes wouldn't fit, and bridges

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40 would crumble. One summer of welding changed my life. I experienced something most people never will. I went from being the outsider to one of the guys. The intangible lessons welding has taught me couldn't possibly be matched by any high school, and for these reasons and because of these experiences, I am proud to call myself a certified welder.

*welder: a person who repairs and joins metals

Source: Adapted from an essay published on <https://learning.hccs.edu/>

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

31. The author begins the given essay by describing the

- A. parking lot.
- B. sun.
- C. weather.
- D. workstation.

32. The temperature of the author's workstation was

- A. 200 degrees.
- B. 110 degrees.
- C. 90 degrees.
- D. 20 degrees.

33. The literary device underlined in line 8 is

- A. hyperbole.
- B. metaphor.
- C. motif.
- D. personification.

34. In paragraph 2, the author's condition is

- A. delusional.
- B. heroic.
- C. monotonous.
- D. pitiful.

35. The author refers to his friends in order to

- A. describe his superiority over them.
- B. highlight his life.
- C. illustrate his professional struggle.
- D. ridicule them for laziness.

36. It could be inferred from the author's experience that one must be
- A. determined.
 - B. egoistic.
 - C. stubborn.
 - D. well-educated.
37. In the last paragraph, the term 'welding' has been BEST used
- A. literally.
 - B. metaphorically.
 - C. rhetorically.
 - D. sarcastically.
38. The author's tone is
- A. apologetic.
 - B. appreciative.
 - C. bitter.
 - D. cynical.
39. Which of the following strategies does the author apply throughout the essay?
- I. Ethos
 - II. Pathos
 - III. Logos
- A. I and II
 - B. I and III
 - C. II only
 - D. III only
40. The given reflective essay is identified as a/ an
- A. comedy.
 - B. critique.
 - C. evaluation.
 - D. tragedy.

Please use this page for rough work

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