

## Aga Khan University Examination Board

### Notes from E-Marking Centre on HSSC-I English Compulsory Examination May 2017

#### Introduction

This document has been produced for the teachers and candidates of Higher Secondary School Certificate (HSSC-I) English Compulsory. It contains comments on candidates' responses to the 2017 HSSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

#### E-Marking Notes

This report includes overall comments on candidates' performance on every question and *some* specific examples of candidates' 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.

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

| Question No        | Question Type             | Skills Assessed  |
|--------------------|---------------------------|--|
| 1<br>(a,b,c,d)     | 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></ul>  |
| 2                  | Cloze Passage             | <ul style="list-style-type: none"><li>- Ability to read and understand the given text</li><li>- Ability to provide missing information as per the context of a passage</li></ul>   |
| 3 and 4<br>(a,b,c) | Letter and Essay Writing  | <ul style="list-style-type: none"><li>- Ability to develop a formal piece of writing with appropriate focus, organisation and purpose</li><li>- Ability to narrate, express and write information based (expository) essays</li><li>- Ability to express ideas clearly by using accurate sentence structure, connective devices, spellings, etc.</li></ul> |

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

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

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

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

### **Detailed Comments:**

#### **Question 1:**

**Comprehension skills** are critical for success in the English Compulsory Examinations. Candidates are expected to be able to engage with a diverse range of texts and demonstrate the ability to retrieve information, draw inferences from what they have read, interpret viewpoints and perspectives and question or critically evaluate it, as required.

Question 1 was based on a reading passage. It had four sub-parts. Candidates are required to understand the reading passage and accordingly answer the questions asked on various aspects of the passage. The reading passage was an excerpt from *Interview with the Vampire* by Anne Rice. Candidates who scored high marks tracked carefully through the text and made a range of valid comments. The candidates who copied whole sections unselectively or relied on selecting a line or two, received only limited reward. Better candidates were able to make clear inferences and in some cases gave a clear overview.

#### **Part a:**

Describe briefly the atmosphere of the passage. Cite any TWO details to support your answer.

In some ways this question was anticipated to be challenging. However, it was delightful to see that most candidates attempted it well.

This question required the candidates to consider writer’s craft. However, the writer’s use of expressive vocabulary facilitated the candidates in understanding the ‘atmosphere’. It was reassuring to observe that candidates have tried to understand the writer’s choice of words and its purpose. Many candidates made a good attempt to answer the question by focusing on the progression of the story and the use of vocabulary.

In *better responses*, candidates described the atmosphere of the text by using words like ‘thrilling’, ‘fearful’, ‘scary’, ‘suspenseful’ and ‘frightening’. The mentioned/ identified atmosphere was supported by description of the scene in which the story is set/ elaborately describes the feelings of fear/ excitement in the boy/ appearance of the vampire. The better responses exhibited the understanding of vocabulary used by the author to build up the atmosphere of the story. Some cited textual evidences like: The boy became speechless. Vampire’s brilliant green eyes were like flames in a skull. The vampire was utterly white and smooth, etc. which were used to good effect to justify their answers.

**Example:**

There is suspense in the story because the boy was willing to have interview of the vampire and till the end the interview didn't started.

The atmosphere is too, <sup>horrific, terrible</sup> horrovable because the whole passage reflects <sup>up to some extent</sup> dark, ~~horror~~ horror, scared and vampire. It is a horror story as the boy is scared of the vampire when he see the face of the vampire and the sweat was running down from his face. It is not an easy task to have the interview of the vampire. The boy received sweat running down <sup>the</sup> side of his face and Dear God the boy whispered are the clues to guess about the story.

*Weaker responses* were unable to exhibit specific textual references to indicate the atmosphere. Mostly candidates mentioned a few general details or copied paragraph 5 verbatim without building up the answer. A reason of this may be because the word ‘atmosphere’ occurs in this paragraph. The skill of inference and use of own words were missing. In many cases, the candidates gave generalised details that the use of adjectives etc. has contributed in the creation of atmosphere. While this is true, specific details are needed to gain better reward.

Occasionally, the weaker responses presented the physical description of the scene. The responses displayed the appearance of the room: vampire and the boy are present, they are conversing, etc. However, they did not mention the effect created by these descriptions/ details. Hence, this resulted in limited credit.

### Example:

The atmosphere of the passage is that a dark room in which there was a vampire and a little boy hence he was full of fear of vampire, brief case in which batteries and tapes recorder, some conversations between the boy and vampire, the structure of the room, the profile of the vampire the boy was so afraid but he starts conversation as vampire said to him that he will not hurt him he want him to began.

#### Part b:

- i. Describe the appearance of the vampire.
- ii. What does the appearance tell you about his personality?

The first part of this question was generally attempted well. In the second part, most candidates demonstrated the ability to infer personality traits from the words and actions presented in the text. However, some candidates did not seem to understand the requirement of the second part of the question.

In *better responses*, candidates mentioned two to three points representing the appearance of the vampire. Mostly candidates wrote about physical attributes like ‘two brilliant green eyes’, ‘utterly white and smooth’. At times, a reference was made to his finely tailored black coat, the long folds of the cape, the black silk tie knotted at the throat. In the second part, the high scoring candidates made an attempt at making inference from a fact. For example, ‘politeness, well-groomed/ conscious of his appearance/ wanted to express his feelings/ eager to share his story’ were some common responses by the candidates who scored well. In a few other instances, candidates quoted textual phrases which were indicative of personality traits. All such responses were considered for full marks because of overall understanding and relevance.

### Example:

i- The vampire had wavy full black hair. His <sup>hair were</sup> ~~combed~~ <sup>came</sup> back over the tips of his ears so that the curls barely touched his collar. He was wearing a black finely tailored coat with a black silk tie. His face was expressionless in the beginning but as he ~~turned~~ <sup>switched</sup> the light <sup>on</sup>, he turned white and smooth as if his skin was glowing. His flesh was as white as the white collar.

ii- His appearance tells us that he is well-dressed and well-groomed. It also tells us that he is social and wants to fit in therefore, he mingles at the bar. He also appears professional. It feels like he wears ~~his~~ <sup>the</sup> suit to appear less threatening and wants people to accept him.

Weaker responses reflected that candidates lacked the ability to understand or interpret the devices used by the writer; for example, the conversation between the two characters and the narrator's comments were copied verbatim. Mostly, candidates lost marks in the second part of the question. Most commonly observed tendency was to copy a part of text with limited relevance.

While reading a comprehension text, candidates should attempt to understand how information regarding one main character is developed through several techniques, i.e. the narrator's comments and thoughts, what is reflected through the character's actions and words. Some activities about what that information shows about the character would help candidates with all basic inference questions.

### Example:

⇒ The appearance of vampire is like that the vampire having long nails, and long teeth to cut the body of the living beings and to drink their blood.

⇒ The appearance of vampire tells that the vampire are very dangerous and very much horror.

**Part c:**

The boy appears to be scared of the vampire in the story. Cite FOUR phrases/ sentences from the text to support this statement. (4 marks)

The question was generally attempted well. It was a straightforward question attempting to assess the candidate's understanding of the boy's feelings.

In *better responses*, candidates mentioned phrases/ sentences which represented the shock/ fear of the boy. Some commonly cited phrases were "The boy's mouth was open before the sound came out. / The boy recoiled, sweat running down the sides of his face. / The boy staring up at the vampire, could not repress a gasp." As these phrases/ sentences conveyed the desired feelings, all such responses were considered for full marks.

**Example:**

The boy ~~was~~<sup>appears</sup> to be scared of the vampire in the story.

1- "If you think the dark adds to the atmosphere"

2- And then he sighed with relief when vampire moved towards the table and reached for the over head cord.

3- His fingers danced backwards on the table to grasp the edge. "Dear God!" he whispered and then he gazed, speechless at the vampire.

4- The boy's mouth was open before the the sound came out. He was nodding then he said yes

In *weaker responses*, candidates mentioned random phrases about the boy getting afraid of the vampire. Such responses indicated that candidates were presenting personal opinions about the situation being scary as the vampire is a dangerous creature. Such candidates did not focus on the question or writer's use of language.

**Example:**

~~sta~~ Sentences/phrases from the text.

1. I'm going to turn on the light

2. The vampire was watching him with his back

3. The boy could ~~not~~ make out nothing of his face.

4. The vampire slowly moved towards the table.

These sentences in the story shows that boy was scared because he was comfortable with light and he was so well-dressed and gentle, ~~th~~ so boy thought how could this happen maybe it could create problem.

**Part d:**

Instead of the boy, you are about to interview the vampire. How would you feel and what would you ask him?

The question aimed to assess the thinking skills and viewpoint of the candidates. The requirement of the question was to a) analyse the situation from the viewpoint of the boy b) make plausible suggestions about the feelings and the questions that they may ask from the vampire.

In *better responses*, the candidates gave five reasonable points depicting plausible feelings and relevant questions. The answers indicated close engagement with the text and a keen observation of what the boy was feeling during the story. Mostly, high scoring responses added up to four questions (at times 3) that they would want to ask the vampire. All details were relevant.

**Example:**

If I were ~~to~~<sup>to</sup> interview the vampire, I will feel excited, terrified and will ~~at first because~~<sup>will</sup> have mixed feelings. I will ask him about how is ~~he~~ able to survive? What was the reason in becoming a vampire? What represented their clothes? What is the pleasure in drinking human's blood? And if they get deprive of blood, <sup>then</sup> on which source they will rely on? Why do they like darkness and hide from light? Do they eat anything else other than drinking blood? Can they become a normal human being again?

*Weaker responses* reflected that the candidates misunderstood the requirement of the question. Candidates seemed to be under the impression that they can write anything in application-related questions regardless of relevance and situation. Some of the weak responses copied the questions the boy asks from the vampire in the story hence indicating a flawed understanding of the question.

### Example:

If I would interview the vampire I would be scared from vampire because I always seeing him in evil role and I would be afraid in seeing him in reality. Sweat will running down the side of my face and my heart beat will also faster. I would ask him that why he is always seen in evil roles in movies and why he is ~~being~~ being vampire and did he become vampire.

### Question 2:

This question was a Cloze Test; candidates had to read the passage carefully and fill in the missing words with respect to the situation, grammar and context.

This question could be regarded as 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. Gauging the central idea of the passage will help in inserting appropriate words. The theme of the passage selected for cloze test was 'mass extinction of animal life from Earth'; this was indicated in the first line. In this question, most responses had little bearing on the context of the passage. Though marking scheme was relaxed to accommodate partially correct words, misspelled words/ and at times two words, the performance indicates a need for focus and practice.

*Better responses* displayed appropriate use of words with respect to situation, grammar and context in each of the given blanks. The use of tenses and spellings of the given words were correct. In a few cases, candidates seemed to understand the usage of words but did not spell the words correctly. Marks were not deducted for spelling in such cases. The transition devices used by the high-scoring candidates revealed the understanding of the content.

## Example:

The world is racing towards the first mass extinction of animal life since the dinosaurs were wiped out 65 million years ago, according to the most comprehensive survey of wildlife ever carried out.

By 2020, the populations of mammals, birds, fish, reptiles and other vertebrate species are on course to have fallen by more than two-thirds over a period of just 50 years, the Living Planet report found.

The current rate of extinction is about 100 times 1 greater than is considered normal – greater than during some of the previous five mass extinctions 2 in the Earth's history.

While the dinosaurs probably died out because a giant meteor hit the planet, just one species is the 3 cause of the current problems: humans.

Scientists 4 state that between 1970 and 2012, the average decline in population was 58 percent. And at the current rate this figure will hit 67 percent by 2020, the year by which the world 5 has pledged to stop the loss of wildlife.

Some of the most iconic animals are under severe pressure for multiple different reasons with one common factor.

For example, poachers have slaughtered vast numbers of African elephants with the population falling by 111,000 to 415,000 in only a decade.

Chemical pollution is affecting marine life, 6 from orcas to polar bears. Chemicals used in paints, pesticides and flame retardants have been linked to cancer and weakening the animals' bones to the point they can snap.

And numbers of Himalayan griffons have fallen because of a drug given to cattle 7 that gives the majestic birds kidney failure after they eat the meat of dead animals. The findings are based on long-term monitoring of some 3,700 vertebrate species 8 from across more than 14,000 distinct populations.

Victims 9 like are gorillas and orangutans, rhinos and elephants, tigers and snow leopards, 10 and also faceless species such as corals — a crucial cornerstone not only of marine life but also coastal human communities. Many more animals are threatened in various ways.

*Weaker responses* failed to provide appropriate words for all the blanks. Such responses demonstrated lack of knowledge of sentence structures, prepositions and parts of speech.

Candidates should be instructed to try to understand the context of the given passage and then predict the missing words from contextual clues. The tense used in the text and the overall idea can also provide useful clues for solving a Cloze Test.

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### Question 3:

The candidates were directed to write a letter on any one of the two choices given. Most candidates chose to use formal structure and concise and impersonal language appropriate to examination context. Candidates wrote appropriate reasons and suggestions for their choice of letter. In a few cases, tone and style seemed a bit informal and did not take into account the nature of relationship with, and the interests of, the recipient. The content, in most cases, was relevant and appropriate. In their preparation for the examination, candidates should know the mechanics of writing an effective and a comprehensive letter related to the details of the given prompt.

#### **Part a:**

Students of your class have noticed that litter thrown by various people in and around your school is causing different kinds of pollution and health hazards.

Write a letter to your Principal requesting him/ her to arrange a 'No Litter Week' in your school. In your letter describe:

- why you want this week to be arranged
- how it would be beneficial
- in what ways can it be managed

Most of the candidates scored between average to good on this question.

In *better responses* for Question 3 a, the candidates:

- showed a clear understanding of the stimuli. The responses displayed appropriate understanding of the question. The candidates explained why they want this week to be arranged, what they hope to accomplish, how it would benefit everyone in school, and a few tips on how to manage it. It should be noted that very few candidates paid attention to the last pointer, i.e. in what ways can it be managed.
- wrote the correct format of a formal letter, i.e. date, address of sender/ receiver, salutation, subject, body, complimentary close and name/ signature.
- used formal language and displayed knowledge of conventions of written English.
- displayed correct use of tenses and subject-verb agreement.
- used accurate spellings and punctuation.

**Note:** It was observed that even in better responses a few candidates wrote their real names and/ or address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real name or address in the examination.

Example:

Option a

12 May 2017

The Principal

ABC School

Gharo Road

KARACHI

SUBJECT: REQUEST FOR ARRANGING A 'NO LITTER WEEK'

Respected Sir

I am XYZ, a student of Class XI and I'm writing this letter on behalf of ~~the~~ <sup>the</sup> students in my class. We have been noticing, since quite a few days, that many students frequently throw litter in and around the school premises and we would like to help combat this activity which not only spoils the surroundings but also causes pollution.

We have come up with a 'No Litter Week' plan, a week which encourages students to use dustbins for disposing their litter and ensure <sup>that</sup> the school premises is clean. Dustbins ~~should~~ <sup>would</sup> be set up all over the school during that week and littering would be discouraged. The Cleanliness Society will ensure that there are at least two

trash cans in every classroom and one trash can in every corridor. Students can give speeches on the importance of cleanliness and how it is directly related with health problems. The Dramatics Society can also arrange a short skit portraying the necessity of a clean environment for a better and healthy lifestyle.

The 'No Litter Week' will be really beneficial for the students as it'll teach them the various hazards that come with a dirty environment. It will also be a friendly way to spread awareness so that they will not litter the school premises in the near future. The announcement of this ~~event~~<sup>week</sup> should be made one month prior to the event so that the Students' Council, Cleanliness society and the teachers start preparing for it.

I hope you found our 'No<sup>Litter</sup>Week' proposal attractive and decide to implement it. We will keep suggesting more ideas as they come up.

I hope for a prompt response.

Yours truly

XYZ

Examination Hall

PQR Road  
KARACHI.  
~~Karachi~~

Candidates should attempt to understand a) the focus of the question and b) possible points which can be expanded for the benefit of the write-up.

In *weaker responses* for Question 3 a, the candidates:

- wrote about their wish to organise 'No Litter Week'. However, the explanation of the benefits/ ways to organise was unimpressive or incomplete.
- wrote incomplete format of a letter.
- wrote content which did not adhere with the stimuli.
- used clichés, slangs and internet language (i.e. the short form of the words).
- wrote incorrect sentence structure with serious grammatical errors.
- used ineffective spellings and punctuation.

Option   a  

Our parents, schools and teacher always taught us to help the suffering one as much as we can, as it is the best deed to help the humanity. So me and my friend organized a trust foundation through which we will help the needy student to pay their fees and continue their education.

We firstly talked with our parents and asked them permission as they always support us to do such things this time they also appreciated after getting their permission we started it to spread on social media. We also introduce this in our school as physically we don't look to handle such event so people did not pay attention to us and ignore us. We were very disappointed and about to destroy all this because we don't have much donors and it is impossible to help such student without money. I was very stressed

Example:

and almost lost the hope but as it is said that in the ~~same~~ journey of humanity you will always find a way some happened to me I asked my father to give me advance pocket money of three month and I also have some money in my money box I used my saving ~~and~~ in the trust and successfully able to help two student when others saw me helping the realized that he is able to do this and we should donate money in this trust and by the grace of Almighty we were able to achieve our target and helping as much student as we can and ~~that's~~ thankfully it is still working and whatever I'm and where I stand now it is just because by ~~being~~ <sup>caring</sup> humanity as it is said the "God help those who help his fellow being". and we must contribute some thing as it has a endless reward.

**Part b:**

Citizen Police Liaison Committee (CPLC) conducted a raid in a busy area of the city and arrested various street criminals who were allegedly involved in street crimes like mobile and car snatching. According to The Express Tribune, the raid was conducted after residents of the area informed police about suspicious activities in the neighbourhood.

Write a letter to the Editor of a well-known newspaper appreciating the effort of the Citizen Police Liaison Committee (CPLC). In your letter:

- Mention the need for enhanced cooperation between citizens and police
- How such actions are helpful
- Indicate if such actions are needed elsewhere in your city/ town/ village

In *better responses* for Question 3b, the candidates:

- showed understanding of the recipient: most candidates understood that the letter ought to be addressed to the Editor of a newspaper and the content is about expressing appreciation for CPLC. Candidates mentioned appreciation for CPLC for arresting criminals and indicated how the correspondence is important between citizens and police. They further indicated the areas where more work is needed. However, it was observed that the latter part did not indicate specific areas in most cases, an attempt was made to indicate a city/ a town but there were no specifics to corroborate.
- wrote the correct format of a formal letter, i.e. date, address of sender/ receiver, salutation, subject, body, complimentary close and name/ signature.
- used formal language and displayed knowledge of conventions of written English.
- displayed originality of thought and relevance of content.
- displayed a logical progression of ideas.
- displayed use of subject-verb agreement and tenses with moderate accuracy.
- used accurate spellings and punctuation mostly.

**Note:** It was observed that even in better responses a few candidates wrote their real names and/ or address. It is prohibited to reveal your identity. Teachers need to inform the candidates to avoid using their real name or address in the examination.

**Example:**

Option   b  

Examination Hall

ABC Road

Karachi

May 12, 2017

The Editor

Dawn Newspaper

ABC Road

Karachi

Respected Sir

Subject: To appreciate the fruitful efforts of CPLC

I, MNO, citizen of the country would highly like to appreciate the enthusiastic and well-planned efforts of CPLC through your esteemed newspaper.

It is highly satisfying to the residents of the area that CPLC took strong measures and had paid their utmost assiduity to the complaints and had arrested the black sheep of our society. Eventually, this shows that cooperation

between the police and the people is inevitable. The residents were glad to find that the police force instead of giving a cold shoulder and being oblivious to the complaints, had conducted the raid to arrest the black horses. The steps taken by the members of CPLC are a way of making people aware of this fact that the residents of the area can lead a peaceful and a safe and sound life which is devoid of every crime rather than living in fear of becoming the casualty of that atrocious crime. It is a great profound relief that now these crimes have come to an end i.e. a full dead end. Moreover, there is an area where such crimes are scaling greater heights. I would like the CPLC members to take notice of this PQR area, too.

I hope that the police will take further strong steps to eradicate the crimes completely and continue their appreciative efforts, and maintain the level of excellence.

Yours truly

MNO

MNO

In *weaker responses* for Question 3b, the candidates:

- wrote reasons that were illogical or less probable to the given prompt. Some average scoring candidates digressed after initially appreciating the efforts of CPLC and expressed how corruption has seeped into the police system. At the end, these letters did not look like letter of appreciation. The low scoring candidates wrote a few lines of appreciation and later started rewording the stimuli without any added value. At times, candidates erroneously addressed the ‘CPLC team’ as the recipient and not the Editor of a local newspaper.
- occasionally, wrote material which was irrelevant; however, the expression was fine. One such example is given below. Candidates should be given classroom practice to focus on the topic better; focusing on key words of the question can help.
- understood the topic but used many redundant ideas and phrases.
- displayed serious and persistent errors of grammar, word choice, spelling and diction.

**Example:**

Option   b  

May 12, 2017

To Editor,

Green Road,

Dawn News

Karachi

Subject: Street Crime

Respected Sir.

I am writing this letter to show my concerns regarding street crimes taking place in Karachi. I am very glad to see the current situation in our city. Even though CPLC had worked hard to stop such crimes but still there are few places where actions are not taken.

Recently I heard a story from a relative who <sup>live</sup> in a remote place in Karachi. People there live in fear. These criminals snatch mobiles and money at night when no one witnesses. Due to this situation an accident occurred lately. There was a family who were coming from a wedding while walking towards their home two men came and demanded them to give all they have. The man refused to give due to which the criminals got angry and shot him with their

gun and took everything from everyone and ran.

If CCTV cameras are installed in such remote places and ~~guards~~ ~~to~~ ~~keep~~ hire qualified guards who could keep everyone safe in society. If new guards will be hired in these town, such crimes will not happen. People will not fear to walk alone in night and neither any one will try to commit such crime if strict rules will be applied. Also people should also be ~~the~~ ~~for~~ taught to defense them selves from such incident. Especially womens. People should know to protect their own life. There fore centres should be establish where the people can learn to defend themself from any harmful, dangerous situation like this.

I There fore ask you to ~~to~~ help protect the citizen s of Pakistan. Help to stop the crime. Since it is the duty of the country to defend its citizen. I am very grate ful of what you did with this country but there are still some people who live in fear. Thanking You.

ABC

~~ABC~~

1042, Block 16, Street 2

Green wich Road

Karachi

#### Question 4:

The candidates were directed to write an essay on any of the three choices given. Most candidates chose to use the formal structure and the concise and effective language of any traditional essay in an examination context. In their preparation for the examination, candidates should be taught the mechanics of writing an effective and a comprehensive essay using thesis statements and topic sentences. Candidates should be encouraged to use their imagination and assuming a situation, write a narrative that is detailed, showing insight and originality of thoughts. However, a few candidates used a very informal style of writing; the increase in Americanisms which at times suggests informal register with the use of expressions such as ‘gonna’, ‘wanna’ was also observed in the scripts of the candidates. In the essays, paragraphing should be focused and built around the development of a contestable argument. If paragraphs are overly long and reach to well over a page, it may well be that the line of reasoning is not as controlled as it could be in producing a response that is clear and convincing.

#### Part a:

Write about a time when you tried to help someone but things did not go as per plan and you ended up looking bad. Discuss the details of the following.

- Who were you trying to help?
- What went wrong?
- How did you handle the situation?

In *better responses* for Question 4 a, candidates:

- showed a clear understanding of the stimuli and the prompt. Most candidates chose first person narration, though at times, third person narration was also observed. Most of the high scoring responses presented interesting/ humorous/ sad situation where they had good intentions and wanted to help someone; however, due to unfortunate/ uncontrollable/ unavoidable circumstances, they ended up looking bad. Mostly candidates narrated events where they tried to help a friend in school or tried to help in kitchen, which eventually ended in some bad choices/ results.
- displayed accurate use of subject-verb agreement, tenses and spellings.
- used appropriate vocabulary and connective devices.

Example:

Option a

"Why are you crying? my dear".... asked by my beloved father. I concealed my tears, when I listened my father's voice. He said "I know" well, you are missing your mother." I astonished that "how he knows?" ~~He~~ My father said "only two <sup>days are</sup> remaining, she will come soon, Donot worry, my dear daughter." Moreover, he asked "Can you give me a favour?" I nodded. He said "Can you please cook delicious two dishes for my employes who are coming today at our home." I smiled and said "Why not?"

In spite of the fact that I am unable to cook, ~~even~~ my father gave me more than one dish to cook as well as I agree with this. I ~~decided to bake~~ <sup>planned</sup> two dishes which was soft spongy fudge cake and Spaghetti. I tried my level best to help my father. I started at 2:00pm and guest arrival in the evening near 7:00pm. ~~After~~ Around 6:30, delicious food was ready and employes have arrived at our home.

~~During~~ Moreover, dining table was ready with full-garnished food and meals with soft drinks. They start ~~there~~ their dinner as I served them. Eventually, when they took first spoon of my cake, they all ~~could~~ spitted

out. I astonished and asked "why"? My father tasted ~~as~~ <sup>and</sup> found no sugar in cake which is influential for cake. Moreover, when they tasted spaghetti, they all found no salt in it and gave such a ferocious look to my father and me. "I have forgotten to add these important ~~things~~ ingredients in it." I don't know but I ..... I am so sorry." I justified my self in front of my father. My father without saying something went to ~~the~~ <sup>his</sup> room. Employees have also gone without dinner ~~with~~ with such anger look.

On the whole, I found my self very guilty and unable to do something. "Once, my father gave me a work, asked for help and I did not help ~~ed~~ properly." said to myself. To control the situation I went to my father's room and apologized him. ~~that~~ Moreover, I said, "Today I finished ~~your~~ my domestic father respect." "Please ~~for~~ punish me for my this irrelevant behaviour." my father turned to me and said "No matter.. It was not your mistake, it was the mistake of the situation. I am not cross with you my dear daughter but don't repeat your mistake because mistake is not a mistake, repetition of a mistake is a real mistake. I whipped my tears and hug my father to accept my innocence.

In weaker responses for Question 4 a, the candidates:

- seemed confused; mostly they wrote about an incident where they helped someone. However, they failed to address the requirement of the question completely. They did not mention how they ended up looking bad/ or things did not go as planned. Hence, such responses received limited reward.
- used clichés, slang and internet language (i.e. the short form of the words).
- wrote incorrect sentence structure with serious grammatical errors.
- used ineffective spelling and punctuation.



**Example:**

Option   a  

Our parents, schools and teacher always taught us to help the suffering one as much as we can, as it is the best deed to help the humanity. So me and my friend organized a trust foundation through which we will help the needy student to pay their fees and continue their education.

We firstly talked with our parents and asked them permission as they always support us to do such things this time they also appreciated after getting their permission we started it to spread on social media. We also introduce this in our school as physically we don't look to handle such event so people did not pay attention to us and ignore us we were very disappointed and about to destroy all this because we don't have much donors and it is impossible to help such student without money. I was very stressed

and almost lost the hope but as it is said that in the ~~way~~ journey of humanity you will always find a way same happened to me I asked my father to give me advance pocket money of three month and I also have some money in my money box I used my saving ~~and~~ in the trust and successfully able to help two student when others saw me helping the realized that he is able to do this and we should donate money in this trust and by the grace of Almighty we were able to achieve our target and helping as much student as we can and ~~that's it~~ thankfully it is still working and whatever I'm and where I stand now it is just because by ~~seeing~~ <sup>caring</sup> humanity as it is said the "God help those who help his fellow being". and we must contribute some thing as it has a endless reward.

**Part b:**

Time travel is the concept of movement by humans between certain points in time, analogous to movement between different points in space, typically using a device known as a time machine. Scientists and writers have been obsessed with the idea of time travel. Many people have dreamed of visiting many different moments in history and some even dream of visiting the future.

Imagine you have found a time machine and have decided to travel to some specific time in the past or future. Write a narrative story about time travel. Your story should include:

- What time (country/ city/ year/ date/ event) you have decided to visit?
- What happened when you visited?
- Who else was there and in what ways were they different?

In *better responses* for Question 4 b, the candidates:

- showed a clear understanding of the stimuli. They presented interesting choices for time travel, i.e. the era of Moen-jo-Daro/ Indus valley civilization and the ancient Egyptian civilization were some popular choices. Some candidates mentioned that they would prefer to visit their younger selves; some visited their future selves. The description of people and places also showed effort and craft. A sustained story or narrative essay showed coherence and attention to detail; a commendable feat.
- displayed accurate use of sentence structure, subject-verb agreement and tenses.
- used appropriate word choice and spelling.

Example:

Option b

It was a cloudy day in the subcontinent. The sky was filled with tumultuous and ragged clouds. I gazed at my surroundings. A properly constructed path with trees on its both sides and the royal guards were standing in a row with some distance between each of them, holding a sword and wearing their brown coloured uniform with arms by their side and standing erect. I kept on walking on the path that led to the Lahore fort, where I was heading to attend the Darbar of Mughal emperor Jalaluddin Muhammad Akbar to ~~raise a problem~~ attend a function in celebration of 10 years of rule of the Emperor.

~~As~~ As soon as I step into the fort, the beautiful decor caught my eye. The thing that caught my attention was the picture of the emperor Akbar made with different colourful flowers. The whole fort was decorated. The servants were busy in their jobs. I could see servants carrying drinks, sweets and other goodies for the guests like me. I finally entered the hall where the king was supposed to hold the function. I was directed to my seat. While waiting for the Emperor to arrive, I was looking around the

beautiful and enchanting architecture for which Lahore fort and Lahore is famous. People were wearing heavily embellished frocks with some jewelery.

Then comes the emperor. His royal guards announced and we all stood up in his honour. He came and sat on a luxurious seat wearing a heavily embellished dress and a smile on face. The function started with recitation of Quran followed by a short poetic lingo between the poets. Then beautiful dancers came and got applauses from everyone as they performed very gracefully. I could see the wife of emperor along with her other family members sitting at side. She looked like epitomy of grace and elegance. Later, finally the Emperor gave a short speech in which he thanked his people for their support and cooperation. He further announced his plans. After that we all were served with such a delicious meal that I couldn't stop licking my fingers.

So due to the time machine I enjoyed this day to the utmost. Everything was really different but a sight for sore eyes. I experienced those feelings that one gets in a Darbaar. If I get another chance I would surely go to a royal palace like the beautiful Buckingham palace.

In *weaker responses* for Question 4 b, the candidates:

- seemed less inclined towards making the effort required to answer this type of question. Such responses indicated a generalised or superficial description of their time travel experience. Ideas were redundant and unimaginative; the question was often treated as a simple narration with everyday life/ common place happenings. The register was informal and often, if not always, writing was not complete.
- expressed ideas clearly but the expression was plain or dull.
- wrote incorrect sentence structure with serious grammatical errors.
- used ineffective spellings and punctuation.

**Example:**

Option B

I have decided to the visit  
Dubai → Abu Dhabi → 2025 → fireworks.

And I have visited to the Dubai because  
the Dubai has so beautiful ~~country~~ <sup>city</sup> and  
country so beautiful Abu Dhabi and some  
new work art like a Dancing water and  
soon the Dubai was a beautiful place  
and beautiful city and we have some  
new park and water sliding to the &  
international Dubai the Dubai was some  
famous place and beautiful area and  
Dubai have some desert safari, Mountain  
climbing, water park, snowirland and some  
measuring have beautiful building and in  
most like the building in Burj Khalifa and  
Burj al Arab the 2 most important and  
beautiful building to the Dubai and Dubai  
was anationd across the seas and some  
people around the world in summer  
vication have enjoyed the Dubai city  
when the city is so clean and beautiful to

the city and I have so many event like an rocking dance music night and most beautiful cricket ~~the~~ stadium in Abu dabi stadium an they have somany matche of all over the couentry and somany people ~~to~~ have enjoy to the Dubai city and somany picture of people like the famous building of art and like a most of the building have assined to the mirror building and I have suggest to the summer vication have most-enjoy they have summer vication to the Dubai city.

And they have most have to change the city and the ~~to~~ Dubai have no any city to the Dubai stadium to the summer vication and that why the Dubai was second largest in the world city and don't have no mobile and car snatching and the late ~~to~~ night have a person to the outside the city they have no complibility to the snatching mobile and cars and the onece again the ~~to~~ Dubai have most beautiful building and beautiful city.

**Part c:**

“School will never be the same now as Ms Saima has gone. I remember the first day I saw her. She was carrying a pile of exercise books to the staff room...”

Write a narrative story on the given situation. Include the following in your story:

- Her appearance in detail
- Her impact on the students elaborated by an anecdote/ example
- Her qualities as a teacher

Most candidates chose to attempt this question. In *better responses* for Question 4 c, the candidates:

- chose to present vivid similes to describe Ms Saima's appearance in detail and her qualities as a teacher. Mostly, candidates wrote 3 to 4 generalised points about the impact she had. A better way would have been to quote an incident which gives insights into the kind of impact she had. Most candidates who scored high marks catered carefully to each bullet point of the prompt.
- began their narratives with an interesting anecdote/ quote/ experience.
- used appropriate vocabulary and connective devices.
- displayed accurate use of subject-verb agreement.
- used accurate spellings and punctuation.

**Example:**

Option   c  

School will never be the same now as Ms Saima has gone. I remember the first day I saw her. She was carrying a pile of exercise books to the staff room and I was walking by her when some books fell with a thud on the floor and I helped her to pick them up. That was the first day of new semester and later I got to know she would be my English teacher. That fateful meeting was the beginning of life-changing events.

With her dwarfish height, shoulder length black hair framing her face and olive skin she is the kind of person people gravitate towards her. A button nose and with freckles and laughing lines around brown doe eyes which nearly disappeared when her heart shaped mouth stretched in a beautiful smile. Always an explosion of bright colors with her eccentric choice of clothes and her floral fragrance enveloping a person in her sphere of unwavering attention she became a source of love and affection for not only me but countless others.

Furthermore her patience and understanding nature led many students to praise and appreciate her. but her true value only became known after a ~~tr~~ tragic

incident. One bright summer morning near the end of semester a horrific shooting took place when students and teachers were arriving at school. Just near the gate a motorbike sped by shooting the guard in the process and damaging school property but luckily other than this no casualties took place. After the shots were heard the calm demeanor of Ms Saima stopped the panicking students from further trouble. She herded the students in a classroom with another teacher. Not many students had arrived but the tale of Ms Saima's courage became popular afterward. Along with Ms Saima we visited the injured guard who just had a flesh wound and was already on the road to recovery.

Ms. Saima is just like an angel in my eyes. Her unwavering belief and encouraging attitude helped in improving our English language. Also she did her best to facilitate every student in her class with all the reading material and past papers. Strict and stern but always caring and guiding every student in her class blossomed and became able to achieve good marks in papers.

The time spent with Ms. Saima will forever be a cherished memory in my heart.

In weaker responses for Question 4 c, the candidates:

- used random similes which did not enhance the expression and looked forced. The expression was weak. In most cases, there were generalised details.
- lost marks for technical accuracy in writing. Basic errors in punctuation, grammar and spelling undoubtedly tarnish the quality of the writing. The sequencing of ideas is vital in this sort of prompt and random/ run-on sentences showed lack of attention to detail and unplanned writing.
- wrote irrelevant examples and reasons which did not contribute to the development of their prompt.
- used clichés, slang and internet language (i.e. the short form of the words).

Example:

Option C

School will never be the same now as Ms Saima has gone. I properly remember the first day I saw her she was carrying pile of exercise book to staff room. She was wearing a blue gown wearing glasses, having black straight hairs with short height, she look pretty.

Ms Saima was the best teacher I have ever seen she know the way how to teach every student in class?. Every individual student give respect to her. She taught us in good ways. Her lecture's were not to boring, her way of teaching was too good that we don't get bore. ~~Only Ms Saima~~ All students only pay attention in her Unit. She have manage every thing nicely. There was never any issue arise regarding students. One day she have give us assignment ~~at~~ and every single child have done assignment on time there was no issue regarding it.

Further more, Many teachers teach us and give us homework but every student complete the first Maths then other subject. Ms. Saima taught us Maths subject.

There was many many good quality in my teachers  
~~which are also based~~ she was very punctual,  
she was strict too related to studies, Her motive was to  
build be confidence of every single child in class.  
she treated us like we all our her children.  
she also scold us when we do something wrong.  
related to studies she is very serious.

If she will leave us the school will not same  
no can replace her, she is the best and  
no one can manage ~~the whole~~ every thing like  
her. We all miss her. She was better in managing  
or organizing, ~~and~~ celebrating many things.

I know every single child will miss her.  
~~we don't~~ we the things are with you, you didn't  
value about that when its gone, or miss we start  
valuing about it. I am now getting teachers are  
the hard workers also try these student to make  
good students. Teachers are ladders ~~to~~ through there  
guide ~~we~~ we climb to ladders and clear the way.