

Aga Khan University Examination Board

Notes from E-Marking Centre on SSC II English Compulsory Examination May 2015

Introduction

This document has been produced for the teachers and candidates of SSC Part II course in English Compulsory. It contains comments on candidate responses to the 2015 Secondary School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This report includes overall comments on students' performance on every question and *some* specific examples of students' responses which support the mentioned comments. Please note that the descriptive comments represent an overall perception of the better and weaker responses as gathered from the e-marking session. However, the candidates' responses shared (where deemed necessary) in this document represent some specific example(s) of the mentioned comments.

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

Question No	Question Type	Skills Assessed
1 (a,b,c,d,e)	CRQs on a reading passage	<ul style="list-style-type: none">- Literal understanding of a reading text- Inferential understanding of a reading text- Reasoning skills
2 (a,b)	Letter/ Report Writing (formal)	<ul style="list-style-type: none">- Ability to write a formal letter/ report- Ability to use accurate sentence structure, connective devices, spellings, etc.- Ability to develop and organise information in a familiar everyday context
3 (a,b,c)	Essay Writing	<ul style="list-style-type: none">- Ability to develop a piece of writing with appropriate focus, organisation and purpose- Ability to persuade, analyse, express and reflect on familiar everyday life situations and ideas- Ability to use accurate sentence structure, connective devices, spellings, etc.

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. The careful reading of a question, or essay topic, is vital if a student is to attain high marks.

Candidates need to be familiar with the command words which contains 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, spellings or factual information.

Detailed Comments:

Question 1

Question 1 was based on a reading passage. It had five sub-parts. Candidates were required to understand the reading passage and accordingly answer the questions asked on various aspects of the passage. The criteria against which marks were allotted are as follows: detailed understanding of the contents of the passage demonstrated through the responses and authentic interpretation and discussion of different aspects of the passage.

The reading passage was an article about the impact of bullying on bullies, bully-victims and victims of bullying.

Part a:

What do you understand by the term 'bullying'? Explain, with any THREE examples, the negative effect of bullying on one's mental or physical health.

The question was generally attempted well by the candidates. The question assessed fairly straightforward understanding of the text; the definition and the examples were clearly mentioned and most candidates showed accurate understanding of the concept of bullying.

In *better responses*, candidates mentioned the definition of bullying. Several candidates reproduced the information given in paragraph 1 and a few wrote their own understanding of bullying, most of the students understood and mentioned it correctly along with three examples of the negative effects of bullying. The examples were mostly about psychological problems (resulting from bullying) like lack of self-esteem, depression, etc.; a few of the candidates mentioned health problems like obesity as an impact of bullying.

Example:

Bullying is the act of using force, threats or violence to harm another person physically or ~~emotionally~~ mentally and is, in most cases, a habit.

- 1- Bullying can harm a person mentally by making him a victim of a psychiatric disorder.
- 2- 'Bully-victims' become regular smokers. In this way, they are very likely to fall prey to a number of serious illnesses.
- 3- Such people are likely to suffer from obesity which affects their physical health.

In *weaker responses*, candidates did not mention the examples or mentioned incorrect examples of the impact of bullying. A few candidates were able to quote the 1st paragraph of the passage which defines 'bullies'. However, they were not able to define bullying comprehensively and/ or give examples. Such responses were awarded partial or no mark depending on the relevance of the quoted text.

Example:

"Bullying is an unfairly behaviour of some one including making fun of others, name calling, hitting and slapping."

① Bullying had bad effect on mental health, it force people to take severe action which action is not good ② Some students most likely, release the school.

Part b:

Nina has been a victim of bullying for four to five years during her school life. If we meet her 20 years later, what would she be like **socially**? Mention any THREE points with reference to the text.

The question presented a real-life situation and candidates were asked to evaluate the impact of bullying a child has faced in her school life. Answering the question was fairly simple as the passage clarifies how different types of people who were victims of bullying may face some problems in their adult life.

In *better responses*, candidates correctly mentioned text specific and/ or generalised points to define the impact of bullying that Nina may face during her school life. Candidates mentioned generalised points like 'suffering from low self-esteem' and 'lack of confidence' and text-specific reasons like 'poverty, successful in education and ability to make friends'. These reasons were clearly mentioned in the paragraph 7.

Many candidates were not able to decipher the difference between three groups (mentioned in paragraph 3) that were studied in the research regarding the impact of bullying. In order to give leverage, generalised reasons (mentioned in the previous paragraphs) were also accepted.

Example:

- 1- It is likely that Nina will be a poor person in the society.
- 2- ~~Predicted~~ Predictedly, ^{when it comes to} ~~education~~ education, Nina will prosper and will be successful.
- 3- ~~like~~ ^{In contrast to} people who bully, Nina, being a victim of bullying, will have many friends.

Weaker responses indicated that candidates confused the term 'bully-victims' with victims of bullying. The difference between the two aforementioned groups was introduced in the paragraph 3. Paragraphs 4, 5 and 6 defined the impact of bullying on 'bully-victims' and paragraph 7 defined the impact of bullying on 'victims of bullying'; it was observed that candidates perhaps have read the passage superficially.

Example:

- If we meet Nina 20 years later, she socially likes to do that.
- ① "She have left school without any qualification."
 - ② "More likely to obese and have drifted through jobs"
 - ③ "Nina wants less likely to have friends."

Part c:

Have you ever witnessed any incident of bullying? Explain the incident and mention what you feel about it.

In *better responses*, candidates mentioned an incident of bullying that they have seen/ experienced. They also mentioned feelings of sympathy, sadness and/ or anger; a few candidates also mentioned actions/ steps they took to minimise the damage/ impact of the situation.

Example:

Bullying is a trend in our society, people do it just to prove their might or even for the sake of enjoyment. When I was a junior, there was a group of seniors, from whom everyone was afraid. Simply because they were bullies. In summers, during the afternoon break, when it was really hot, we all looked for shade to sit under. This group of seniors came around and demanded us to vacate that place as they always sit under that particular tree. This wasn't all, they took away our lunch, lunch money and spilled the water out of our bottles on the ground. We were left hungry and thirsty. To this day I remember how it feels to be bullied, being seniors now, we took every precaution not to let such incidents happen again.

In *weaker responses*, most of the candidates were able to mention an incident which was negative in some way/ indicated a social evil/ a robbery/ theft; since the incident was not relevant to bullying their marks were deducted. Surprisingly, a few candidates simply mentioned that they have never witnessed bullying. The question provided the scope for imagination/ mentioning a relevant make-believe incident in case they do not remember an incident in the exam situation.

Example:

Yes I have seen an incident of Bullying. I was going to school so in our school a girl is a victim of Bullying. She degraded her friends she was smoking, doing acceleration and any one who stopped so she says no I am not stopped and gives a fight. I say to my father he was in force and then you know what you do I feel bad because she was a bad girl.

Part d:

Give any THREE suggestions to your parents or school Principal to minimize bullying in your home or school.

The question asked candidates to use their thinking skills to go beyond the explicit information of the text and propose suggestions about a common social phenomenon they have read about in the article.

In *better responses*, candidates mentioned three suggestions for minimizing bullying in schools/ homes. Strict rules and punishments, disciplining rowdy students, special proctors/ observers during recess/ break time, heavy fines were some common suggestions. A few candidates also mentioned awareness campaigns against bullying, anti-bullying week, making posters raising awareness of bullying, counselling bullies about appropriate behaviour and counselling parents about how to guide their children who have faced bullying for handling an uncomfortable/ awkward situation with peers and/ or siblings at school.

Example:

The three reasons that can be minimize bullying in my school I like to suggest school Principal are as follows:
① There should be a strick punishment for those whose will caught red-handed by anyone.
② There should be a campaign which is made to create awearness from the results of bullying
③ If the matter of bullying was too serious then police should have to arrest the bullies.

Weaker responses indicated that candidates copied some parts of the text which said that bullying arises from the presence of undisciplined children in schools. Candidates were not able to mention any suggestions about how to minimize bullying. Mostly, weaker responses stated how harmful bullying can be for children but failed to provide suggestions about how it could be avoided.

Example:

There is my big request to dear my parents and school ~~prict~~ principle please minimize the Bullying in school or as well as our home.... Bullying is not Good for student life It break down the life of student It break down the career and without career life is nothing So make your student ^{stop the Bullying} bright ~~fulune to~~

Part e:

"We cannot continue to dismiss bullying as a harmless, almost inevitable, part of growing up. We need to change this mindset and acknowledge this as a serious problem for both the individual and the country as a whole; the effects are long-lasting and significant."

Explain the mentioned quote from the last paragraph of the passage.

In *better responses*, candidates elaborated the meaning of the given quote from the passage. The crux of their explanation was that bullying should not be ignored and that it should be dealt with vigilance and care. Candidates having better responses quoted from their observations that bullying is a 'culture' in schools and at times teachers/ stakeholders think of it as such. However, as indicated through the text, bullying should be recognised as a serious issue having long term effects on a victim's personality. A few responses mentioned the given quote as the purpose/ summary of the entire passage.

Example:

In this quote they are trying to tell people that we should not ignore bullying and think that it has no harm but we should take steps to control bullying in our society because it can cause a serious harm on a person's life. It has a very long lasting effect and its inevitable. We should not think that bullying is harmless. No! It is not it is a serious problem for an individual and for the country we need to change our thinking towards bullying and stop this act from happening.

In *weaker responses*, candidates showed limited or no understanding of the content of the quote. A possible reason behind this may be superficial reading of the passage. Candidate's elaboration of the quote was partially correct: they wrote 'bullying is harmless but it has become a problem for many people.' A few candidates mentioned that it is not easy to control children/ bullying. Most of the weaker responses showed inability to follow cues and keywords in the passage and the question and/ or were unable to make connection between various parts of the text.

Example:

He said the peoples we can not control the bullying in our society. and He said peoples' - Changes our behaviour & be educated this is a very serious problem too whole of the country.

Question 2

In this question, candidates were encouraged to use their imagination and language skills and assuming a situation, they were supposed to write formal letters or reports showing their insight and understanding of the stimuli.

Part a:

Next year your school will update the list of extra-curricular activities allowed for the students. Write a letter to your Principal and request him / her to accommodate at least two of your favourite extra-curricular activities in that list. Try to be persuasive by portraying benefits of those activities. Suggest ways of implementation of those activities.

In *better responses* for Question 2 a, the candidates

- mentioned at least two extra-curricular activities that were not already a part of school's schedule.
- used appropriate persuasion techniques by elaborating the efficacy/ benefits of those activities and also by stating if they are doable in the existing schedule. A few candidates even discussed a plan about how candidates can be given an option to select two to three extra-curricular activities of their own choice which may benefit people having diverse capacities and interests.
- used appropriate format of a letter (mostly block format with open punctuation);
- used appropriate tenses, subject-verb agreement and vocabulary.
- used appropriate punctuation marks.

Example:

Option a

May 16, 2015

The Principal
ABC School
Karachi

Dear Madam

§ Extra-curricular activities

I would be happy if you pay your precious time to ponder upon my words. I am very proud of our school, especially when it is united under your dynamic leadership. Your decision making skills are brilliant which persuades me to trust on you and request some legal things with utmost request as a student of this school

Every year our school hosts a student week after exams to refresh the students. The activities in the week are awesome and enough for a person's social, mental and physical health. I hereby request you to make this year's student week different and unique. It is also told

that I represent the united wish of the students and not for my personal interest. Since two years the school management have been promising for the inclusion of swimming, declamation contests and elocutions in the student week. Actions speak louder than words and now I think that it is the right time to do so. These activities will not only increase verbal ability, confidence, expression of thought, orator skills, thinking and questioning ability but also favour the physical health and mental health of a student. There is an open room at the back of our school which can be utilized for implementation. Economic problems can be overcome by taking extra funds from the student's fees and we are ready to co-operate with the school committee.

I hope you will be a silver lining for us and would definitely think and care about our interests. The ball is in your court. Loving and caring are the important characteristics of a good leader. We trust on you and not anybody else.

Yours faithfully,

XYZ

Examination hall

DEF Road

Karechi.

In weaker responses for Question 2a, the candidates

- mentioned two very common extra-curricular activities which are usually a part of every school's schedule. The mentioned activities were non-specific like sports, debates, etc. As the candidates mentioned the benefits of those activities marks were not deducted for content. However, maximum marks were given to candidates who wrote a comprehensive answer with original/ unique/ interesting ideas.
- used informal tone/ language.
- did not display language accuracy;
- displayed errors of spellings and/ or punctuation.

Example:

Option _____

Ky2

Student

~~Ky2~~ School.

Date : 16 - May - 2014.

Mr principal.

Ky2 School.

Dear Sir.

I am writing this letter to ~~the~~ request you ~~and~~ ~~to~~ include the extra curricula activities which I would suggest. not all. only two Sir.

Sir I want you to apply those activities in school because I think they are good activities, which would help students to build different talents.

The first thing I suggest is to implement an extra period of 20 minutes. we can name ~~it~~ it DEAR period. where all the students will

read any book any article etc with out any other ~~intreption~~ or disturbance.

There ~~sho~~ will be no noise as it stands for drop every thing and read. it will help the students to increase the reading skills. Increase their vocabulary etc.

further more speaking and Question answer ~~clay~~ should be introduced in class. at the end of every chapter. where students will ask their ~~and~~ questions to teacher and they would be clear about the topic. other wise many students tell that class would be disturb if I will ask question now etc. they become hesitate. ~~etc~~.

I will ~~be~~ look forward to your positive response.

Sincerely
N.Y.Z

Part b:

You and your classmates, along with a few teachers, occasionally stay back in school after regular school-hours to complete assignments and take extra classes. Recently, during one of these after-school stays, a few of your classmates were involved in an incident of verbal abuse and physical fight. You have witnessed the entire incident. The incident has been reported to the Principal by the involved parties. In order to have an impartial investigation, the Principal has asked you to report the incident.

Your report should include the following.

- When and what happened?
- How many people were involved?
- Who in your opinion was in the wrong and why?

You may add further details if you wish.

In *better responses* the candidates

- mentioned an opening sentence/ subject to introduce the topic, followed by detailed account of the incident from the viewpoint of an observer. The requirement of each of the mentioned bullet points was fulfilled. The situation mentioned in most responses appeared plausible and provided scope for the development of the overall report.
- used correct format of a report which includes an introduction (To/ From/ Date), body (subject of the report, sources of information, findings) and conclusion (suggestions);
- organised the information under headings, bullets or in paragraphs;
- used appropriate tenses and vocabulary;
- used connectors to demonstrate sequence, cause and effect and subsequent responses of the people involved;
- used appropriate punctuation marks.

Example:

Option b

To: The Principal , XYZ School

From: KLM

Date: May 12, 2015

Subject: Mishap during Science lecture.

✶

Last Tuesday, at about 4:20 pm we, class X-C were having our science extra class in classroom no. 20 second floor. Suddenly ABC and DEF started fighting which disturbed the ^{whole} class.

DEF have been ^{and bullying} abusing ABC for the last one month for being obese.

As ABC is a Maybe its our mistake that we didnot inform you about it .

However ABC is a very cool-minded person and he never fights but on Tuesday DEF has crossed his limits which angered ABC. As I was sitting ^{able to see whole incident.} besides ABC, I was

While we were having our science lessons, DEF started to abuse ABC for being fat. ABC didnot utter a single word as he knew that he would disturb

the class. But when DEF abused ABC's mother, tear rolled down ABC's eye which angered ABC's friends and they ^{all stood up and} started to abuse ^{DEF} each other ^{by using} which angered DEF's friends and they all started to fight ^{and began to use slang} physically.

Our science teacher was pretty shocked to see the whole incident as it ^{such situation} happened first time in our class. Miss Saima tried to stop them by shouting on them and even by banging the desks

but the fight did not stop in fact it grew more.

The whole class seemed like a fish market where everyone ^{was} shouting and screaming. So when miss Saima saw students of other classes gathering at ~~do~~ our class door, she decided to call the peon for help. When the peon came, they made the students to stop their fight. ~~After stop~~ Then afterwards, miss Saima ^{had} scolded them and had given them punishment to do the homework 20 times.

It was really unexpected to see such situation at school, as our school teaches discipline and is famous for it. ^{Moreover} ~~After~~ this incident, fighting using of slang languages ^{has become} ~~is~~ very common in our school. Therefore a proper action should be taken in order to restore our school's discipline.

I think both ABC and DEF and their group members are responsible for this incident as ~~ABC~~ ^{DEF} should not have ~~at~~ bullied ABC and ABC and his friends should not have fight like this. ~~as~~ Moreover I think ~~both~~ all the eleven children including ABC and DEF should get harsh punishment in order to cancel the increasing misbehavior of students in our school.

KLM

May 16, 2015.

In weaker responses for Question 2 b, the candidates

- displayed brief and undeveloped ideas. The answers displayed lack of organization and the objective outlook needed for a report.
- did not display an understanding of the difference between the format of a report and a letter or an essay. Mostly, weaker responses wrote the format of a letter instead of a report.
- did not demonstrate appropriate sentence structure.
- displayed errors of spellings and/ or punctuation.

Example:

Option B

Examination Hall,

A.B.C School,

KARACHI,

Dated as on 05/16/2015

Dear Principal,

On 14 March, 2015, when I and my those classmates stay at school for completed our Assignments with some few teachers. Suddenly some naughty boys entered in the class and did some type of naughty things and produce an incident with fighting and did bad things with teachers and girls. Teachers and girls were afraid from these boys. When I shouted and called the security guard, they suddenly scattered.

I think there were 12 to 13 person which did these some thing and I think security guard also involved in this situation, because these naughty boys were only entered from the main gate. You should investigation on this situation by the police, Rangers or other force, because there is a 80% chances to do this job again.

I think we are the wrong because we ^{not} complete our work in the school curriculum. And such this type of mistake will not occurred again and we will complete our assignments in school curriculum.

Your Sincerely

X-Y-Z.

Question 3

The candidates were directed to write an essay on any of the three choices given. Candidates were assessed on their understanding of the prompt, situation and context of the question and the language proficiency.

Part a:

Parents often expect too much from their children owing to which the young generation has too many worries. While striving to live up to their parents' expectations and surviving in this competitive environment, the youngsters suffer from chronic stress and develop negativism.

Explain what should be done to counter this culture of unhealthy competition which has made life stressful for children.

In *better responses* for Question 3a the candidates

- used interesting anecdotes (humorous/ serious), dialogues or description to begin their essay. Mostly, the beginning emphasised how stressed students usually feel because of parent's pressure to secure good grades.
- gave convincing causes of the unhealthy competition, provided a comparison between the demands and expectations of parents who live in Pakistani cities and those who live abroad regarding the academic achievement of their sons and daughters. Candidates elaborated the stress and tension they face; this was linked with the limited career choices parents often enforce upon their children without considering their interests and calibre. This comparison was effective because of examples/ personal experiences/ observations. The successful responses provided two to three suggestions about how parents can change their behaviour and accept their children the way they are, rather than having unrealistic expectations.
- used clear and lucid language which was relevant to the prompt;
- used appropriate tenses and subject-verb agreement;
- used correct spellings appropriate punctuation marks.

Example:

Option a

A stressful life can cause real misery and depression to the extent that it can destroy's ones life or can make it. Having a stressful routine lessens the talents and capabilities of an individual. To counter this issue parents should give a free life style to their children. they should be given in different sessions and should not expect too much from them.

In the first place, parents should allow their children to have a free life style. "Freedom of living" is one of the articles of the human rights. Then why an individual lives according to his/her parents style. Parents should give some flexibility to their children so that their childrens do not have a stressful life. Ones parents should allow his/her child to make decisions of his/her own. By this an individual will not experience a stressful life. When one will be free he/she will be able to build up his/her personality and will be able to be a good human being.

In the second place, there should be some counselling or sessions for those students who experiance stress. It will provide a platform to the students to share their problems and to tell the counsellor about the reasons behind

their stress. The Parents of the students should attend these types of session, so that they could come to know that why their children have a stressful life. It will also increase the understanding level between the Parents and their children. By this ones parents will come to know about the reasons behind the stressful life of their child.

In the last place, Parents do not expect too much from their children. Because when they have a high expectations their children feel difficulties to come up with his/her parents expectations. It leads to an unhealthy life and destroys the relation between the Parents and their child. Their children take stress and start to make wrong perception about themselves. It also leads to difficulties in their studies as their children can't concentrate on their studies.

In a nut shell a stressful life has a great effect on a children's life. But if they will be supported by their parents or will be given session, they can again enjoy a life without stress.

In weaker responses for Question 3 a, the candidates

- did not fulfil the requirement of the question/ misunderstood the requirement of the task. Such candidates elaborated how their parents help them in various tasks. If the candidates wanted to negate the prompt by saying their parents are helpful and do not pressurise them, they did not mention this in a convincing/ detailed manner.
- wrote incorrect language, i.e. errors of spellings, tenses and run on sentences.

Example:

Option _____

Every parents have a great expectations from their beloved children. They wanted their childrens ~~to~~ comfortable in their future life. Most of childrens thinks that their parents are doing wrong with them ~~but~~ don't know what are reasons for their strictness by their parents with them. Most of the youngsters start using the bad things like smoking and many other bad thing. because actually don't know that their parents were right and these things are wrong. When they enters to their professional lifes then they realize that parents was never wrong and we were always wrong. If we can't do that at that time & listen to our parents we can't ~~waste~~ does day. If we fulfill their ~~the~~ expectations & work hard we get result good nowadays.

Many student get tension & worry about the expectations of their parents that have to fulfill. they get mentally stressful

stressfull life of children & youngsters. We need build strict rules and banned the bad thing like cigarettes. Because youngsters think cigarette is their best partner but they don't think about it side effect which are cancer & disease of lungs.

Part b:

Many students think that the subjects they study in school do not prepare them for facing the challenges of their life.

Think about things you want to change about your school education. Explain what those changes are and why they are necessary in your opinion.

In *better responses* for question 3 b, the candidates

- presented their perspective of the needs and demands of 21st century and whether they are ready for it. Among popular choices were communication and IT skills, budgeting and planning, debating and practical implementation of scientific ideas to make life easy.
- used appropriate tenses and subject-verb agreement.
- used connectors and cohesive markers for achieving coherence;
- organized the information in paragraphs with a clear introduction, body and conclusion;
- used punctuations where required.

Example:

Option 'b'

Teachings of School and Education play a vast role in your hard times and always help you to get rid of that tough times.

In Modern world of 21st century, ^{mostly} schools specifically in Pakistan are teaching subjects like Urdu, English, Science, Pakistan Studies etc. There are very few schools today, who give the teachings of the subjects like psychology, home economics and other such topics. No one can neglect the importance of subjects like science and social but ultimately if we talk about the challenges and difficulties to be faced in our future lives so these subjects and their teachings won't help us to get to a proper solution, like we never use any chemical or mathematical formula when we are undergoing through depression. We never ~~use~~ use Newton's law when we are in a fight with one of our colleagues. But we can surely use the teachings of psychology to tackle a person when he/she is angry. Some people today face the difficulty of being unorganized. They don't know how to carry up their ourselves, their families, they don't how to go around with people,

they don't know how to decorate their homes, settle them properly and make it look attractive so the teachings of physics can't be used here but the teachings of home economics will help to overcome on this lacking.

Subjects that we're taught today are in my opinion are really impractical. Their teachings are just meant to memorize for sometime. Their knowledge and their implementations are just within the schools and laboratory. Their benefits are short-term while teachings of the subjects that can be used and their concepts and techniques can be implemented in real world and in an individual's life. Through the teachings of practical subjects we can help ourselves and everyone else who wishes for our support.

Thus, I'll end up by hoping that subjects that we were not taught in our matriculation will be taught to our upcoming ~~batch~~ batches, the difficulties and the consequences that we'll have to face for not getting the teachings of those subjects I hope and wish my juniors and people who're younger than me won't have to face all this difficulty.

In weaker responses for question 3b, the candidates

- elaborated their favourite subjects and the subjects they do not like without explaining in detail how knowledge of different subjects may or may not prepare them to face the real world challenges.
- demonstrated lack of knowledge of sentence structures: tenses and subject-verb agreement;
- wrote many run on sentences without coherence.

Example:

Option b

Being a student I also think that the subject which we studying in school are not prepare us for the challenge facing in our life.

The thing which I include in the school subject is a book and the name of the book is "Response".

The name of book might be astonishing but when I read only ten pages of the book I feel that this book must include as a general subject in school. This is very big book, I mean to say that I read this book in five months. This is very important book. and this book have many advantages

Advantages of the Book

1) This book make a student able to differentiate between the things in the society which are wrong and which are right.

2) To able a student to create a feeling of self responsibility in the country in which he is living.

Part c

A mascot is any person, animal, object or anything used to represent a group with a common public identity, such as a school, professional sports society, military unit, or brand name. For example, the mascot of Pakistan Air Force is an eagle.

Think about a mascot that you think can represent your school (if your school already has a mascot think of a new one). Explain why you have chosen this mascot for your school.

The question asked for creative thinking where candidates would evaluate the qualities of their schools and suggest a symbol accordingly.

In *better responses* for question 3 c, the candidates

- suggested creative mascots for their school and elaborated reasons about the suitability/choice of that mascot for their school.
- used appropriate language structures: tenses and subject-verb agreement;
- used relevant vocabulary: adjectives or adverbs describing the situation;
- organised the information in paragraphs: however, the introduction was too long and out of proportion
- used correct spellings.

Example:

Option C. A mascot is

What can I possibly think of ^{as} a mascot for an institution so prestigious as my school? An institution that is well-known throughout the whole country, an institution whose ex-students shine like stars wherever they're found in the world, a school that has not only educated us but has made us prepared for almost everything we might face in life.

Yes, a mascot of 'a female angel flying through the heavens' will suit my school the most. The students of my school are of course girls, so this explains why I chose the word 'female'. Calling us angels - I don't mean that we're as innocent as them. But usually, angels are thought of creatures with pride and esteem. They're signs of success and peace. That's exactly what my school makes us. Being a student of my school gives me a feeling of pride and makes me feel very lucky and fortunate.

Flying through the heavens or skies; that's because this indicates achievement and prosperity. Success is usually stated as 'flying through great heights' and my school has

played the most important and the best part in making us successful through everything. I remember what clumsy and horrible children we all were when we entered the school. ~~By~~ A big thanks goes to my school ~~who~~ who transformed those little children into wonderful young ladies - so skilled and taught that we can barely recognize ourselves as the same people who were admitted in our school several years ago. If we try to search the ex-students of my school, each one is successful in her own life ~~and~~ and in her own way because of the role our school has played in polishing and enhancing ~~them~~ ^{them}. ~~They're~~ ^{We're} the angels that ~~spread~~ ^{emit} light of education and guidance. We're the conquerers of the sky since we keep by everything our school has taught us. We're proud to be as honoured as angels and we're as successful as if flying through the skies. And all this is because of the educa^{tion} and the training our school gave us.

~~So~~ In addition to it, the others too think of us as esteemed humans. So I hope the others also agree with me if I suggest the mascot of 'a female angel flying through the skies' for my school i.e. The Mama Parsi Girls' Secondary School!

In weaker responses for question 3 c, the candidates:

- mentioned the good and bad qualities of their school but failed to mention an appropriate mascot. Few of the weak responses mentioned existing mascots of their school and elaborated what those mascots represent.
- demonstrated lack of knowledge of sentence structures: tenses and subject-verb agreement;
- made numerous spellings mistakes.

Example:

Option C

I think my school should be ~~said~~ suited by the name "tiger". We are very good in sports as well as in studying & the people knows that this school is very good & people loves our school. Our school has won many of the trophy in sport & in ~~the~~ education field and tiger is king of jungle but our school is a king of schools.

Our school has taken top position in all of field and Our School has extra ordinary players & student ~~&~~ and Our school is unbeatable in all of the field & Our school was now known as tiger. Tiger never loses in his game

When the opponent hears the

Name of our school he knows that he has loss but they there best to defeat us but they can't. Our School is the best in Karachi.