



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Notes from E-Marking Centre on SSC-II English Compulsory Annual Examinations 2024**

**Introduction**

This document has been produced for the teachers and candidates of Secondary School Certificate (SSC) Part II English Compulsory. It contains comments on candidates' responses to the 2024 SSC-II Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

**E-Marking Notes**

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses that 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 in this document represent some specific example(s) of the mentioned comments.

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 during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfill the demand of the question.

Candidates need to be aware that the marks allocated to the questions are related to the answer space provided on the examination paper as a guide to the length of the required response. A longer response will not in itself lead to higher marks. Candidates need to be familiar with the command words in the SLOs which contain terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

**General Observations**

It was generally observed that candidate's responses for Constructed Response Questions (CRQs) highlighted their ability to construct answers in their own words. However, it was also noted the candidates struggled with relating the concepts of the given passage in the exam with real life scenarios. They were only able to mention the facts from the passage.

Nonetheless, it is essential for teachers to facilitate candidates in improving their sentence structure and grammar by implementing regular peer review sessions and fostering conceptualised understanding of relevant skills required to attempt CRQs and ERQs.

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

Question No	Question Type	Skills Assessed
1 (a, b, c, d, e)	CRQs on a reading passage	*Literal understanding of a reading text *Inferential understanding of a reading text.
2 (a, b) 3 (a, b, c)	Letter/ Email Writing (Informal) and Essay Writing	*Ability to write an informal letter/email *Ability to use accurate sentence structure, connective devices, spellings etc *Ability to develop and organise information in a familiar everyday context. *Ability to reflect on familiar everyday context, or guided contexts. *Ability to use accurate sentence structure, connective devices, spellings etc.

**Note: Candidates' responses shown in this report have not been corrected for grammar, spelling, format, or information.**


## DETAILED COMMENTS

### Constructed Response Questions (CRQs)

Question No. 1a	
<b>Question Text</b>	Identify any FOUR cohesive (connective) devices used in the given passage.
<b>SLO No.</b>	5.1.12
<b>SLO Text</b>	Comprehend connective and transitional devices and their use in a given text.
<b>Max Marks</b>	4
<b>Cognitive Level</b>	*U
<b>Checking Hints</b>	1 mark for each identification (4 required) Note: Any other VALID cohesive device used in the passage should be awarded marks.
<b>Overall Performance</b>	Overall, the question was challenging for the candidates. However, candidates were able to identify the cohesive devices in the passage.
<b>Description of Better Responses</b>	In <i>better responses</i> , the candidates were able to correctly identify the cohesive devices used by the author in the passage and they also indicated the lines or paragraphs they were used in. These included the following terms: <ul style="list-style-type: none"> <li>- For instance</li> <li>- Furthermore</li> <li>- In a nutshell</li> <li>- As time passes</li> <li>- Although</li> <li>- While</li> </ul>

<b>Image of Better Response</b>	<p>1) "Furthermore" in the line 20.</p> <p>2) "While" in the line 10.</p> <p>3) "As time passes" in the line 16</p> <p>4) For instance in the line 11.</p>
<b>Description of Weaker Responses</b>	<p>It was generally observed that the candidates mistook cohesive devices for literary devices. It was also noted that candidates confused cohesive devices with the subjects mentioned in the passage. In other instances, they also provided random facts discussed by the author of the passage in their answers.</p>
<b>Images of Weaker Response</b>	<p>Example 01:</p> <div data-bbox="341 568 1508 835" style="border: 1px solid black; padding: 5px;"> <p>The Four connective devices are:</p> <p>(i) Metaphor      (iv) Personification</p> <p>(ii) Hyperbole</p> <p>(iii) <del>For</del> Simile</p> </div> <p>Example 02:</p> <div data-bbox="341 913 1508 994" style="border: 1px solid black; padding: 5px;"> <p>economics, politics, humanity and sociology.</p> </div>

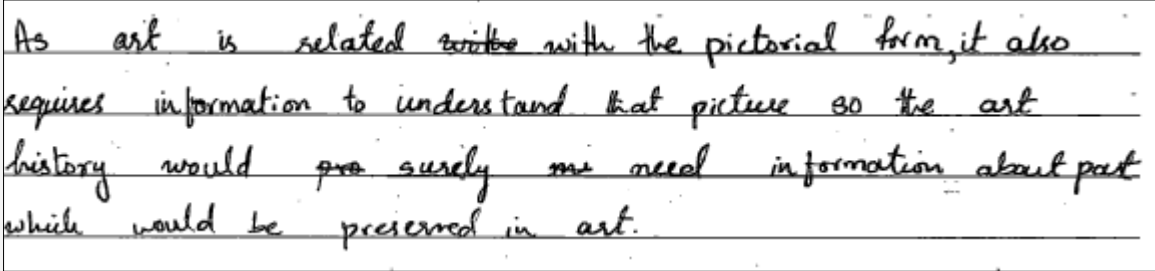
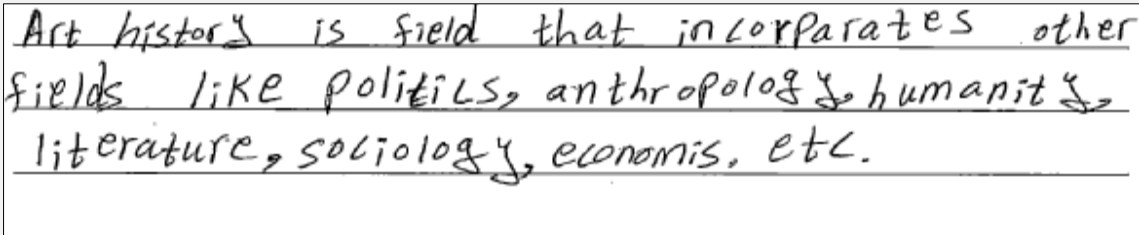
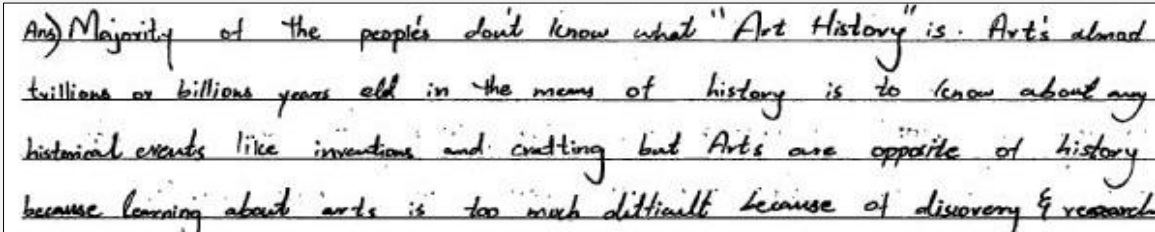
**Suggestions for improvement (Highlight all that apply)**

<b>Maximising SLO Achievement</b>	<b>Preferred Pedagogy** Used for this SLO</b>	<b>Assessment Strategies</b>
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul> <p>** For description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 


**Any Additional Suggestion:** It is advised to familiarise candidates with the terms connectors, cohesive devices and transitional devices as they all mean the same concept, i.e., words/ terms used to provide cohesion to a paragraph or a written text.

\*K = Knowledge U = Understanding A = Application and other higher-order cognitive skills

### Question No. 1b

<b>Question Text</b>	Explain how the given passage supports the preservation of history through learning about art.
<b>SLO No.</b>	5.1.10
<b>SLO Text</b>	a. Identify how author(s) present/s an opinion in an effective way; b. Discuss explicit evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text; c. Identify the use of specific rhetorical devices to support views (appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience).
<b>Max Marks</b>	2
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	2 marks for explaining (1 mark for only stating)
<b>Overall Performance</b>	It was generally noted that candidates understood the demands of the question and were able to explain the preservation of history through art as evident from the information presented by the author. However, many candidates copied directly from the passage. It is advised to use the candidates' own words when explaining, discussing or elaborating any aspect of the passage.
<b>Description of Better Responses</b>	In <i>better responses</i> , candidates were accurately able to explain the preservation of history through art. Candidate's responses included the promotion of our understanding of societal changes in all spheres of life and the changes that go with modernisation and civilisation which are preserved through art.
<b>Images of Better Responses</b>	
<b>Description of Weaker Responses</b>	It was noted in <i>weaker responses</i> , that candidates did not fully comprehend the nature of the question. They instead mentioned how art incorporates other fields of study without mentioning how this supports the preservation of history. They also expressed that art was a difficult subject.
<b>Images of Weaker Responses</b>	Example 01:  Example 02: 

## Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion: Reading Response Journals:** The candidates can keep a reading journal where they reflect on their reading experiences.


**Comprehension Quizzes:** Design quizzes to assess candidates' understanding of the content they have read.

### Question No. 1c

<b>Question Text</b>	With reference to the information in the given passage, discuss any TWO ways in which art is related to an individual's personal experience.
<b>SLO No.</b>	5.1.10
<b>SLO Text</b>	a. Identify how author(s) present/s an opinion in an effective way; b. Discuss explicit evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text; c. Identify the use of specific rhetorical devices to support views (appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience).
<b>Max Marks</b>	4
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	1 mark for stating each way (2 required) Assign an additional mark if each way is well-discussed Note: Any other APPROPRIATE way should be marked accordingly.
<b>Overall Performance</b>	Overall, the question was challenging for most candidates. It was generally noted that candidates did not relate the subject or its essence with individuals, instead they replicated the content from the passage.
<b>Description of Better Responses</b>	In <i>better responses</i> , the candidates were able to draw connections between art and individuals' lives. These responses highlighted the information on what will be studied in the subject, and emphasised how art history is important to preserve history. The candidates also mentioned how art can indicate the significance of occurrences in history that relate to our current events.

<b>Image of Better Response</b>	<p>1) Nowadays, we use photography to replace the use of portraits in the past. Any person entering any field of study has to encounter various arts, pictorial representations. These pieces of art can carry pieces of history otherwise lost. In museums, or any person's life, pictures, or art, it captures the important experience of a person's life. Older civilizations are immortalized this way.</p> <p>2) When studying or promoting aspects of culture, it is via art that this can be done. Art, in music, literature, drawings incorporates a major part of a person's life. While studying a picture, or admiring a piece of nature, it will take an artful eye to appreciate the beauty and symmetry. Comparing cultures or changes in society is only made possible through art.</p>
<b>Description of Weaker Responses</b>	<p>In <i>weaker responses</i>, it was noted that candidates copied directly from the passage without giving any reference regarding its relation to the demand of the question. In some responses, it was observed that candidates included information from the passage that did not satisfy the requirement of the question. For example, the candidates mentioned one's lack of knowledge about art and their understanding of current events.</p>
<b>Image of Weaker Response</b>	<p>1. Art history student would take time to observe the main essence and context of it. like going to museum without any knowledge of art or high or tour guide will not be interesting.</p> <p>2. You with might not be knowledgeable about how to interpret a works in galleries or the cathedral in the museum</p>

**Suggestions for improvement (Highlight all that apply)**

<b>Maximising SLO Achievement</b>	<b>Preferred Pedagogy Used for this SLO</b>	<b>Assessment Strategies</b>
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion:**

**Active Reading:** Encourage candidates to actively engage with the content by highlighting key points, underlining important information, and taking notes. This strategy promotes critical thinking and helps them identify the main ideas and supporting details.

**Reading Response Journals:** Have candidates maintain a reading response journal where they reflect on their reading experiences.

**Comprehension Quizzes:** Design quizzes or short assessments that assess candidates' understanding of the content they have read.

Candidates are advised not to copy entire paragraphs or sentences from the passage in their answers.

**Question No. 1d**

<b>Question Text</b>	Highlight any THREE evidences from the passage that indicate the theme of awareness.
<b>SLO No.</b>	5.1.10
<b>SLO Text</b>	a. Identify how author(s) present/s an opinion in an effective way; b. Discuss explicit evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text; c. Identify the use of specific rhetorical devices to support views (appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience).
<b>Max Marks</b>	3
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	1 mark for highlighting each evidence (3 required). Note: Any other VALID evidence should be marked accordingly
<b>Overall Performance</b>	This question was generally well-attempted by most candidates who gave appropriate evidences from the passage that indicated the theme of awareness.
<b>Description of Better Responses</b>	In <i>better responses</i> , the candidates mentioned relevant facts from the passage (along with the line numbers where they were mentioned) that satisfied the expectation of the question. The candidates also paraphrased the aspects in their own words. The responses included were: <ul style="list-style-type: none"> <li>- Art history preserves historical events and helps to reflect the causes of the events.</li> <li>- By studying art history, one will be able to become aware of their cultural heritage.</li> <li>- Through the study of art history, one learns to interpret historical narratives and links them to current times to determine solutions to existing problems and issues</li> </ul>
<b>Images of Better Responses</b>	<p>Example 01:</p> <div style="border: 1px solid black; padding: 5px;"> <p>The author is awaring the reader by significance of Art history, <sup>①</sup> in line 7 he mentions how Art History gives us sense of past, highlighting way of life of the people in past. <sup>②</sup> In line 10, he awares us about having knowledge about past in order to grasp the main essence and content of art history. <sup>③</sup> In line 21, the author awares us about our duty which is to have good sense of appreciation to world and view things from unique perspective.</p> </div>

Example 02:

Following are the three ~~awareness~~<sup>evidences</sup> from the passage that indicates the theme of awareness:

- 1) It provides data for researchers, a background knowledge for students as well as a full flow professionals in the area.
- 2) An Art History ~~student~~ student would take time to observe the main essence and context of it.
- 3) Art History promotes understanding of changes in our societies and reminds us of important and strategic events in the past.

**Description of Weaker Responses**

In *weaker responses*, the candidates gave general descriptions of awareness and did not provide three evidences. Instead, mostly one evidence was provided. In other instances, candidates provided evidences from outside the text that did not meet the requirement of the question that explicitly stated to provide evidences from the passage only.

**Images of Weaker Responses**


Example 01:

Strategic events in the past.  
promotes our understanding of the change in our society & reminds us for important.  
good sense.

Example 02:

1. Marking out the special events took place by our ancestors by looking and analyzing art's background.
2. To identify the old era, ~~and~~ <sup>and civilization</sup> stone age by analyzing ~~its~~<sup>art's</sup> background and use it for researching.
3. Finding out the struggles took place by our ancestors to gain independence for us and how they overcame ~~challenges~~<sup>challenges</sup>.

## Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

### Any Additional Suggestion:

**Main Idea Graphic Organiser:** Teach candidates to use graphic organisers, such as a main idea and supporting details chart, to visually represent the relationship between the main idea and supporting details.

**Classroom presentation:** Have candidates present their graphic organisers to the class, explaining their main idea and supporting details.

**Scaffolded Activities:** Break down the process into manageable tasks and scaffold the learning. Start with simpler texts or passages and gradually increase the complexity. Focus on close reading of the question to identify key words.

### Question No. 1e

<b>Question Text</b>	Describe TWO reasons why the author mentions other subjects in the given passage.
<b>SLO No.</b>	5.1.10
<b>SLO Text</b>	a. Identify how author(s) present/s an opinion in an effective way; b. Discuss explicit evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text; c. Identify the use of specific rhetorical devices to support views (appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience).
<b>Max Marks</b>	4
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	1 mark for stating each reason (2 required) Assign an additional mark if each reason is well described (2 required)
<b>Overall Performance</b>	Generally, the question was well-attempted by candidates. It was also noted that the candidates copied sentences from the passage.
<b>Description of Better Responses</b>	In <i>better responses</i> , the candidates correctly described the reasons behind the mention of other subjects by the author. The responses described that the author connects other subjects to art history to highlight their importance and to show how understanding these subjects aids in comprehending art.

Images of  
Better  
Responses

Example 01:

- ① One of the reason that author mentioned other subjects in the passage is that we should have a knowledge about the world affairs. And we should ~~teak~~ see the world through a unique perspective, in order to see its true beauty and know about its facts and history.
- ② A second reason is that ~~write~~ Art history field incorporates many subjects like ~~phise~~ politics, literature to know about their writings, sociology to know about their social lifestyle. politics to know how they rule the world. humanity to know about their rules and regulations. Economics to know about how they used to trade. Art connects every single thing happening around us, that's why author mentioned these subjects to know about Art <sup>more</sup>.

Example 02:

The author mentions other subjects in the given passage to provide a better understanding on what Art History is about. They also mention it to grab the attention of people interested in those subjects. By mentioning those subjects, readers will get a better idea on Art History and what type of study it is and if those subjects are familiar, they will feel inclined towards studying Art History.

Description of  
Weaker  
Responses

It was observed in *weaker responses* that the candidates replicated the same reason twice in their answers and highlighted how art has no connection with other subjects apart from history.

**Images of Weaker Responses**

**Example 01:**

① Authors wants to show us the difference b/w Art history and of other subjects because he is describing us that Art history is not not that easily we thinks. In Art history there is a work combo of an artist and of an historian as he image all the scenes and the paint it out

② Another reason is that he is showing that art history is enginly diffenel from other subjects because every subject is interconnect to each other and related to global affairs but art history is most unique one as it has no connection b/w global affairs. It only related to history and the art.


**Example 02:**

-> The author mentions other subjects to highlight its importance as Art History deserves more recognition, as it gives us a sense of our past.

-> The author mentions other subjects to differenciate it from other subjects and promote its individuality and significance in our lives.

-> To distinguish Art History from other subjects.

**Suggestions for improvement (Highlight all that apply)**

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform</li> </ul> <p><a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></p> 

**Any Additional Suggestion:** Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing formal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter.

## Extended Response Questions (ERQs)

Extended response questions offered a choice between parts ‘a’ and ‘b’ in Q.2, and parts ‘a’, ‘b’, and ‘c’ in Q.3.

<b>Question No. 2a</b>	
<b>Question Text</b>	<p>You had recently ordered a clothing item which was on sale from an online store. However, when you received the package, the item was not what you had ordered.</p> <p>Write an email to the manager of the store’s online website. In your email,</p> <ul style="list-style-type: none"> <li>- describe the difference in the item you had ordered and the one that you received.</li> <li>- discuss what could be done to solve the issue.</li> </ul>
<b>SLO No.</b>	6.1.2
<b>SLO Text</b>	Compose a formal letter or email to school authorities, newspaper editors, etc. (follow block style with open punctuation).
<b>Max Marks</b>	10
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p><b>Content Relevance: 3 marks</b></p> <p>1 mark for following the format of an email (To/ From/ CC or BCC/ Subject/ Salutation/ Paragraphing/ Complimentary Close)</p> <p>(Note: If the candidate satisfies the three-fourth criteria of an email ONE mark will be awarded)</p> <p>1 mark for describing the item ordered vs what was received (0 marks if only the item ordered is described)</p> <p>1 mark for discussing on how issue can be resolved</p> <p><b>Language Accuracy: 4 marks</b></p> <p>1 mark for accuracy of spelling (at least three errors)</p> <p>1 mark for the correct use of tenses (at least three errors)</p> <p>1 mark for the agreement of subject and verb (at least three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)</p> <p><b>Impression Marking: 3 Marks</b></p> <p><b>Good (3)</b></p> <ul style="list-style-type: none"> <li>• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.</li> <li>• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.</li> <li>• A variety of sentence structures is used, mostly with control, in all paragraphs.</li> <li>• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.</li> </ul> <p><b>Average (2)</b></p> <ul style="list-style-type: none"> <li>• Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.</li> <li>• Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.</li> <li>• A variety of sentence structures is used with moderate accuracy/ internal consistency.</li> <li>• Few connectives are used to provide details and expand ideas.</li> </ul>

	<p><b>Below Average (1)</b></p> <ul style="list-style-type: none"> <li>• Sentence structures and language are repetitive or unclear and there are various errors.</li> <li>• Content represents generalized, redundant or disconnected ideas.</li> <li>• The style, tone and vocabulary are inappropriate.</li> <li>• Ideas are difficult to interpret because of flawed language.</li> <li>• No internal cohesion or consistency observed.</li> </ul> <p>Give 0 if the answer script is blank/ completely irrelevant / illegible.</p>
<p><b>Overall Performance</b></p>	<p>Overall, the candidates displayed good performance in writing skills indicating clarity in comprehending the stance and highlighted effective understanding of the organisational pattern of the email. The clothing item was generally well-described. It was also noted that candidates incorporated the format of a report in the email. Generally, most candidates attempted this question.</p> <p><b>Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or address. It is prohibited to reveal the identity. Teachers need to inform the candidates to avoid using their real names, schools or addresses in the examination.</b></p>
<p><b>Description of Better Responses</b></p>	<p>In <i>better responses</i>, the candidates presented a formal email to the online store. The style and the tone were intelligently demonstrated while adhering to the appropriate formatting conventions. Most responses were observed to follow appropriate manner and presented understanding in their responses to the stance given in the writing prompt. In addition, they were able to describe the differences in the item ordered and the one which was received. In addition, the solutions were also specified. It was also observed that in <i>better responses</i>, candidates had language and content errors in their writings. Additionally, the responses also incorporated the format of a report into the email.</p>

Image of  
Better  
Response

To: abc@yahoo.com

From: xyz@gmail.com

Date: 24 May '2024

Sub: Mishappen at <sup>the</sup> online store.

Sir

With great regard and honor I, your regular customer of R.S.P Shop scrolled online for visiting new collection of clothes and purchased the dress which I liked. But to my surprise, It was a whole new dress unlike the one I ordered (when I received my parcel)

It was a great disappointment to ~~me~~ see a well renowned brand of yours to cause a mishappen. So, I decided to inform you to prevent others from the shop to be in the same state. Unfortunat

the dress which I ordered was small size purple coloured shalwar kameez with dupatta. It had embroidery<sup>all over</sup> on the front side. But instead I got blue coloured dress with bell bottom which was not upto my liking. The size itself was a big issue. They sent large size, now how can someone small sized (upto 16 years) fit an aunts' dress (large size). We cannot even walk in large sized dress properly but instead hasm ourselves in return. The blue dress was plain (all over), it just had buttons in centre and the ~~sleeves~~<sup>sleeves</sup> had embroidery at edges. This blue dress was not upto my liking but

my sister kept it. So, I want that purple dress badly (it was breathtaking). I hope you can solve this matter and I can get my dress back.

I have some suggestions in mind to improve the mistake <sup>from</sup> ~~out~~ of which some are: ① The dresses set online should have barcode which can be automatically scanned when someone places their order and their order gets sealed with receipt on top which can stop mishappens. ② The workers should be efficient in their jobs and open minded so the dresses don't get mixed. ③ There can be separate areas for online clothes and to go check out (indoor) ourselves.

Keeping my e-mail in consideration, I hope you will come with the solutions to solve the problem as soon as possible and have a nice impression as a renowned brand.

Thanks

Yours Truly

**Description of Weaker Responses**

In *weaker responses*, the execution of candidates' reactions in the question showed errors in both organisation and grammatical proficiency. Their responses portrayed weaknesses in grammar skills including incorrect spellings. Hence, candidates should focus on enhancing their understanding of grammatical rules and sentence structures, as well as practicing effective organisation and coherence in their writing skills. Instead of focusing on the clothing item, the candidates included shoes, jewelry, watches, and other unrelated items in their responses.

24/5/2024

From: gujjar.abdulhaseeb2008@gmail.com  
to : darazofficial@gmail.com


Dear: daraz officials

I have complain that I have order the Iphone 6s but the order I recieved that is Iphone 5s. what is this! this is not a good service. this email I sent you before one month & now A time I order a clothing item which was on sale from daraz. This is a not good behaviour from your this happen second time with me. I have a human power means I have ability to close your online store or website because I have all avidance in form of a vedios. then please improve your service & make a good environment for constumers. If you not improve that. then you are ~~thinks~~ responsible

For your own Lose becaus people say that these are online store helps lot to their home becaus people only order & they get their order in 6 to 7 day & that is very easy go on app & click that think that people need & select cash on delievery that means people have lot of good ~~think~~ thinking about you then make good environment for peoples that are your constomer.

thanks.

## Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul> <p>** For description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion:** Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing formal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter.

### Question No. 2b

<b>Question Text</b>	<p>As part of your school's summer assignment, you had been tasked to research and then write a report on the harmful effects of social media trends on school-going children.</p> <p>In your report, discuss any ONE</p> <ul style="list-style-type: none"> <li>- finding of your report.</li> <li>- way in which educational institutions can help candidates use social media wisely.</li> </ul>
<b>SLO No.</b>	6.1.3
<b>SLO Text</b>	Compose a report of an experiment, investigation, incident or event.
<b>Max Marks</b>	10
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p><b>Content Relevance: 3 marks</b></p> <p>1 mark for format of a report (To, From, Date, Subject, Paragraphing, Complimentary Close) (Note: If the candidate satisfies the three-fourth criteria of an email ONE mark will be awarded)</p> <p>1 mark for discussing the finding</p> <p>1 mark for discussing the way</p> <p><b>Language Accuracy: 4 marks</b></p> <p>1 mark for accuracy of spelling (at least three errors)</p> <p>1 mark for the correct use of tenses (at least three errors)</p> <p>1 mark for the agreement of subject and verb (at least three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)</p>

**Impression Marking: 3 Marks**

**Good (3)**

- Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.
- Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.
- A variety of sentence structures is used, mostly with control, in all paragraphs.
- A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

**Average (2)**

- Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.
- Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.
- A variety of sentence structures is used with moderate accuracy/ internal consistency.
- Few connectives are used to provide details and expand ideas.

**Below Average (1)**

- Sentence structures and language are repetitive or unclear and there are various errors.
- Content represents generalized, redundant or disconnected ideas.
- The style, tone and vocabulary are inappropriate.
- Ideas are difficult to interpret because of flawed language.
- No internal cohesion or consistency observed.

Give 0 if the answer script is blank/ completely irrelevant / illegible.

**Overall Performance**

Generally, the candidates were observed to provide valid reasoning about the harmful effects social media has on school going children. This was less attempted by the candidates.

**Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or address. It will be appreciated not to disclose the identity. Teachers need to inform the candidates to avoid using their real names, schools or addresses in the examination.**

**Description of Better Responses**

In *better responses*, the candidates produced an understanding of research and the effect of social media on the candidates, whereby coming with positive and negative effects in the form of a formal dialogue within the given situation. These individuals adhered to the prescribed format of the report, comprising of the recipient, sender, date, subject, body paragraphs and a concluding statement. Furthermore, the use of appropriate vocabulary and the effective utilisation of grammatical skills were evident in most of the responses. Notably, the candidates effectively incorporated connectors to ensure coherence and organisational structure in their reports. It was also observed that in *better responses*, candidates had adopted an informal tone in the reports. It is advised to use passive voice in report writing.

Images of  
Better  
Responses

To: ABC.

From: XYZ.

Date: 24-5-24

Subject: Harmful effects of social media.

I am writing this report to inform you regarding ~~my~~ the harmful effects of social media on school-going children. It was a part of my school summer assignment thus I will share my findings with you. Social media ~~have~~ has helped a lot in enhancing communication and connection all over the world but has drastic effects on school going children.

First harmful effect of social media ~~comes~~ is <sup>access</sup> ~~excess~~ to harmful sites. Students often while using internet watch things and learn information that is not for their age. According to ~~psye~~ psychologists social media can cause a child to grow up mentally before the correct age that can have a severe psychological effect. It can result in

negative development of his personality. Secondly, ~~the~~ another damaging problem associated with social media is fake beauty standards. It had created a sense of ego. Students have lost trust on their natural beauty standards and believe ~~to~~ that filters are enhancing their beauty. This

lowers their self confidence and self esteem. Lastly, social media has a great potential for addiction. Thus students continue to use it for hours ~~in~~ that affects their health as well as studies because instead of studying they waste their time on social media.

Educational institutes should take some steps to help the students use social media wisely. Firstly, they should guide them with the positive benefits of social media, how they can earn benefit from it e.g e-commerce, e-mail and can create websites and blogs etc. Secondly, they should teach students as well as parents to avoid seeing information that is not for their age. Educational institutes should ask parents to keep a watch on <sup>what</sup> their child <sup>is watching on phone</sup>. Lastly, they should help

students in overcoming addiction ~~of~~ of social media. During studies, they should keep the mobile away to avoid distraction and only use social media for good things.

These steps must be taken by educational institutes otherwise social media instead of ~~benefitting~~ helping us will contribute to <sup>development of</sup> negative personality of youth.

Yours truly

XYZ

**Description of Weaker Responses**

*Weaker responses* exhibited a lack of structure and incorrect use of the prescribed format. Candidates used broken English, along with errors in punctuation, spelling, and grammar, which was evident. Responses highlighted the candidates' praise for their own schools and mentioning subjects they are passionate about.

Image of  
Weaker  
Responses

ABC: gmail. com.


RCB: gmail. com.

Subject: ~~my~~ my school.

Dear, sis

Hope you would be fit and fine  
and I am also fit and fine and with happy  
my school name is that the IBA Public School  
Larkana and my is the very best of the best  
and the beautiful and my school is the two  
board one of the Aga Khan university and  
second board name is that the Sindh board.  
and my school is the three labs, one biology  
2nd Chemistry and 3rd Physics and my  
school is the two staff one staff is the  
male teacher staff room. and 2nd staff  
is the female teacher staff

## Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion:** Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing formal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter.

### Question No. 3a

<b>Question Text</b>	<p>Due to the economic crisis in Pakistan, there is shortage of life saving medicines and basic utilities such as electricity, gas and fuel, and food.</p> <p>Write an essay on the given issue. In your essay,</p> <ul style="list-style-type: none"> <li>explain any TWO ways in which the people of Pakistan are suffering due to the economic crisis.</li> <li>suggest TWO ways in which the individuals can cope in this situation.</li> <li>suggest ONE way in which the government of Pakistan can support its people in this difficult time.</li> </ul>
<b>SLO No.</b>	6.1.8
<b>SLO Text</b>	<p>Analyse a given situation, issue, opinion and/ or process by:</p> <ol style="list-style-type: none"> <li>using relationship of cause and effect, comparison and contrast, problem and solution;</li> <li>relating a situation to other events or phenomenon/ real life events;</li> <li>elaborating and itemising steps (firstly... secondly .. next... finally);</li> <li>deducing the causes and consequences/ advantages and disadvantages/ strengths and limitations of a given happening or phenomenon.</li> </ol>
<b>Max Marks</b>	18
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p><b>Content Relevance: 5 marks</b></p> <p>1 mark for only identifying.</p> <p>1 mark for each way of dealing with the situation as an individual (2 required)</p> <p>1 mark for a way in which the government can support the people</p>

**Language Accuracy: 4 marks**

1 mark for accuracy of spelling (at least three errors)

1 mark for the correct use of tenses (at least three errors)

1 mark for the agreement of subject and verb (at least three errors)

1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)

**Impression Marking: 9 Marks****Good (7-9)**

- Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.
- Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.
- A variety of sentence structures is used, mostly with control, in all paragraphs.
- A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

**Average (4-6)**

- Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.
- Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.
- A variety of sentence structures is used with moderate accuracy / internal consistency.
- Few connectives are used to provide details and expand ideas.

**Below Average (3-1)**

- Sentence structures and language are repetitive or unclear and there are various errors.
- Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate.
- Ideas are difficult to interpret because of flawed language.
- No internal cohesion or consistency observed.

Give 0 if the answer script is blank/ completely irrelevant / illegible.

**Overall Performance**

Overall, the candidates showed awareness regarding the issue, drawing the readers' attention towards the handling of the economic crisis in the country. They also demonstrated cohesion in their writing by using transitional devices.

**Description of Better Responses**

In *better responses*, majority of the candidates comprehended the question correctly. They attempted to provide the necessary details. The responses also detailed appropriate ways individuals can deal with economic crisis by having side business and investing in legal ventures. They also shared the ways the government can support the people by allocating resources properly and raising the budget for the civilian population. It was also observed that candidates' responses had some language errors.

Image of  
Better  
Response

World is developing at a greater rate and every country is in a race to improve the quality of life of people living in country ~~and~~ <sup>by</sup> developing the country. Meanwhile, Pakistan instead of moving forward is going back day by day.

Pakistan is going through an economic crisis which is mainly affecting people of Pakistan. There could be several reasons for this rancorous situation like lack of good governance, under utilisation of resources, lack of quality of education etc.

In this atrocious situation people of Pakistan <sup>are</sup> still <sup>to</sup> progress. Pakistani's are suffering in several ways. Firstly, every child is not getting education and some children are getting bad quality education. How can a country develop if the people who are the future of Pakistan are not getting sufficient education? Secondly, due to this situation inflation is <sup>at</sup> ~~in~~ its peak and the country is facing upward mobility and poor people remain poor. This leads to malnutrition, mental health problems which are not obviously addressed and increased crime rates. It also affects national cohesion and integration among Pakistani's due

to class differences.

However, an individual<sup>s</sup> can cope<sup>with</sup> this situation if they have the will power to make their ~~the~~ <sup>lives</sup> better. It can be done by getting education because if they get well education and become better people they can lead the people in a wonderful way. It is also possible if every person becomes loyal in ~~their~~ <sup>his</sup> respective professions ~~and lead to development by working~~ <sup>and</sup> hard for ~~their~~ <sup>his</sup> country's development.

Government of Pakistan can support its people by creating employment opportunities so that every person could earn for himself and raise his family. By setting up more industries Pakistan can increase its exports and as well as job opportunities will be also created. Government can also support students by providing education that is ~~easy~~ <sup>easily</sup> accessible to every child.

In a nutshell, Pakistan can ~~achieve~~ <sup>expect</sup> development if it ~~is~~ working hard days and nights. It is not an impossible thing. Our country can also become a well developed nation by educating its young generation because they are the future leaders.

**Description of Weaker Responses**

In *weaker responses*, candidates deviated from the main idea/ point along with language impreciseness and exaggeration. Such responses included candidates' inability to express the way of dealing with the situation as an individual. In addition, improper punctuation marks, lack of coherence, and weak sentence structures were also observed.


Image of  
Weaker  
Response

Economic crisis will increase in Pakistan day by day fuel will increase, corruption in medicines electricity unit will increase. rates of food increase. Peoples of Pakistan have not felt better. Peoples Patient of depression. increase the Prices corruption on things original things not available to market. Poor People not buying the things not eat meal not home. any things on corruption Peoples have not afford the money for children education. theaf increase and not good facilities not school not hospitals in hospital not bed room not medicines we all are request to government of Pakistan Plz give the good facilities, hospitals, schools, jobs if it things are available in Pakistan so Peoples of Pakistan.

have very happy if schools are available so children learns the good things and respect to has people and confidence increase. and decrease the corruption on Pakistani Peoples. any things on decrease

the corruption. People buying the things easily and improve the education. So. remove the corruption on things or tax on anythings. Peoples have easily or enjoying the life.

**Suggestions for improvement (Highlight all that apply)**

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Identify the expectation of command words (use Command Word Guide)</li> <li>• Ensure the content is taught at the relevant cognitive level</li> <li>• Identify necessary content required (skills + concepts)</li> <li>• Review past paper questions on the concept</li> <li>• Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual Resources</li> <li>• Think, Pair and Share</li> <li>• Knowledge Platform videos</li> <li>• Questioning Technique (Socratic approach)</li> <li>• Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E-Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion:** Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing formal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback on student responses from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

### Question No. 3b

<b>Question Text</b>	<p>In most societies like Pakistan, humanities or social sciences subjects such as psychology, education, sociology, etc. are not given much attention. Parents also do not prefer that their children study such subjects.</p> <p>Write an essay on the given topic. In your essay,</p> <ul style="list-style-type: none"><li>- explain TWO reasons why social sciences are not given attention.</li><li>- discuss THREE advantages of studying social sciences.</li></ul>
<b>SLO No.</b>	6.1.7
<b>SLO Text</b>	<p>Analyse and defend opinions regarding social and current issues by:</p> <ol style="list-style-type: none"><li>a. structuring ideas and evidence in a logical fashion;</li><li>b. introducing precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>c. using specific rhetorical devices to persuade (appeal to emotion, logic, ethics, use of analogies, examples, reasons and/ or by relating a personal experience).</li></ol>
<b>Max Marks</b>	18
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p><b>Content Relevance: 5 marks</b> 1 mark for explaining each reason (2 required) 1 mark for discussing each advantage (3 required)</p> <p><b>Language Accuracy: 4 marks</b> 1 mark for accuracy of spelling (at least three errors) 1 mark for the correct use of tenses (at least three errors) 1 mark for the agreement of subject and verb (at least three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)</p> <p><b>Impression Marking: 9 Marks</b></p> <p><b>Good (7-9)</b></p> <ul style="list-style-type: none"><li>• Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.</li><li>• Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.</li><li>• A variety of sentence structures is used, mostly with control, in all paragraphs.</li><li>• A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.</li></ul> <p><b>Average (4-6)</b></p> <ul style="list-style-type: none"><li>• Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.</li><li>• Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.</li><li>• A variety of sentence structures is used with moderate accuracy / internal consistency.</li><li>• Few connectives are used to provide details and expand ideas.</li></ul>

**Below Average (3-1)**

- Sentence structures and language are repetitive or unclear and there are various errors.
- Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate.
- Ideas are difficult to interpret because of flawed language.
- No internal cohesion or consistency observed.

Give 0 if the answer script is blank/ completely irrelevant / illegible.

**Overall Performance**

It was observed that the candidates presented various facts alongside well-informed descriptions behind the lack of attention given to social sciences and highlighting its challenges. However, some struggled to compose their thesis about the question's pointers, such as why social sciences are not given importance. This was attempted by few candidates.

**Description of Better Responses**

*Better responses* indicated that candidates remained successful in inviting the readers' attention towards the issue. They outlined the reasons behind the prejudice against social sciences as they are perceived as less practical compared to other fields such as medicine and engineering. They also mentioned that people believe that careers in social sciences do not offer the same financial stability or job security as those in science, technology, engineering, and mathematics. Furthermore, candidates' typical way of discussing the various advantages of studying social sciences.

**Image of Better Response**

Specialization has allowed what were just many groups of cave dwellers and hunters to form the complicated and bizarre society we inhabit today. While some cared for the farms and herded animals, others decided to ~~take~~ take another role and hunted beasts for food. This specialization and distribution of skill<sup>is</sup> what allowed villages to pass even the harshest of times yet there are still those in modern society who reject such ~~ways~~ manners.

Filling niches is the only way of completing the mess of a world we live in. The mind, quite an important resource, one that has shaped what we are today is being constantly ignored, not being nourished. Just because parents decided that psychology doesn't make enough money, or "why be a psychologist when you can become a doctor?" were valid excuses to ignore what someone wants to pursue.

The first limitation that comes to mind when pondering why there just aren't as many social science researchers as there are doctors or engineers is the limitation that we are born with. Most asian parents expect their children to take a life route that they can be proud of and talk to their relatives openly about with pride, the same

Pursuing a career in the social sciences can be incredibly rewarding to those who are willing to take it. They provide a degree of specialization no other course could offer. They serve to nourish one's inner desire to truly seek out and work towards how they really want to leave their mark on the world, be it through teaching kids in less unfortunate places or just researching a very specific and niche facet of the psychology of the human mind. The social sciences are not a solitary discipline either, they interact with other more hands-on professions to like the board of ethics of an engineering firm or the therapy department of a hospital. Every profession is important in ticking the complicated piece of clockwork that is human society.

**Description of Weaker Responses**

Weaker responses demonstrated several inaccuracies and inappropriateness of concepts with reduced concentration on the requirement(s) of the prompt having no exclusive ideas. Moreover, it also showed insufficient use of language, tense structure, and cohesion.


Image of  
Weaker  
Response

I am writing an essay about  
old minded people because  
now days which studying before  
20 years ago. its mind was that  
change about education because  
it learn old stud which  
are revised before 20 years old.  
when people are not advan  
on internet or etc. and when  
not requirement of social  
sciences subject. and one reason  
is that parent are not  
attention on those because already  
income of Pakistan is low.  
then the income of social  
sciences subject is very  
less amount of income. But now

learn of social science subject.  
and advantage is that in  
EUROPE is high demand social  
science subject. after few year  
student of social science is less  
amount government income will  
be increase ~~that~~ those students.

day in subject of social sciences  
very less amount of so  
student are in those subject.  
and the demand is high  
so that student would be

## Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>Identify the expectation of command words (use Command Word Guide)</li> <li>Ensure the content is taught at the relevant cognitive level</li> <li>Identify necessary content required (skills + concepts)</li> <li>Review past paper questions on the concept</li> <li>Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>Story Board</li> <li>Cause and Effect</li> <li>Fish and Bone</li> <li>Concept Mapping</li> <li>Audio Visual Resources</li> <li>Think, Pair and Share</li> <li>Knowledge Platform videos</li> <li>Questioning Technique (Socratic approach)</li> <li>Practical Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Discussion on E-Marking Notes</li> <li>AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion:** Detailed and consistent feedback from the teacher and peers, while also taking some feedback on student responses from AI platforms like ChatGPT under teacher's guidance is likely to be helpful.

### Question No. 3c

<b>Question Text</b>	Imagine that you had been awarded the 'Student of the Year' award by your school. Write an essay about the experience. In your essay, describe <ul style="list-style-type: none"> <li>- your emotions upon finding out that you had been selected for the prize.</li> <li>- TWO reasons why you think you were awarded the prize.</li> <li>- the impact of the award on your life.</li> </ul>
<b>SLO No.</b>	6.1.6
<b>SLO Text</b>	a. Recall and reiterate an event from personal experience (what happened, feelings, thoughts, emotions); b. Analyse causes and consequences/ thoughts and emotions e.g. how an event has influenced or changed a person.
<b>Max Marks</b>	18
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	<p><b>Content Relevance: 5 marks</b></p> <p>2 marks for describing emotions (1 mark for only listing)            1 mark for each reason (2 required)            1 mark for describing the impact</p> <p><b>Language Accuracy: 4 marks</b></p> <p>1 mark for accuracy of spelling (at least three errors)            1 mark for the correct use of tenses (at least three errors)            1 mark for the agreement of subject and verb (at least three errors)            1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at least three errors)</p>

**Impression Marking: 9 Marks**

**Good (7-9)**

- Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.
- Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.
- A variety of sentence structures is used, mostly with control, in all paragraphs.
- A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas.

**Average (4-6)**

- Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.
- Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account.
- A variety of sentence structures is used with moderate accuracy / internal consistency.
- Few connectives are used to provide details and expand ideas.

**Below Average (3-1)**

- Sentence structures and language are repetitive or unclear and there are various errors.
- Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate.
- Ideas are difficult to interpret because of flawed language.
- No internal cohesion or consistency observed.

Give 0 if the answer script is blank/ completely irrelevant / illegible.

**Overall Performance**

The majority of candidates correctly understood the question and made significant efforts to provide relevant and necessary details. However, some failed to address the impact of receiving an award on an individual's life.

**Description of Better Responses**

*Better responses* pictured the essential emotions needed to describe the amazing moment of the announcement. Furthermore, candidates' capturing ideas with exemplified vocabulary and description of that emotional moment proved to be a creative writing technique for enhancing the content. In addition, candidates have also mentioned reasons for being conferred with the award 'Student of the Year'.

Image of  
Better  
Response

Award - an achievement ~~re~~ received as a result of one's efforts and hard work. I had the honour of receiving an award during my high school; the award of 'Student of the Year'. I was picked out of a pool of a hundred genius and talented nominees. I'll further describe the experience including my memorable emotions, two reasons why I think I was chosen and the impacts of this award <sup>on</sup> ~~an~~ my life.

We were all standing in the assembly when the Headmaster announced that the award of 'Student of the Year' was about to be given to a deserving person who excelled in both academics and co-curricular activities. All the hundred nominees, including me, were really nervous; but when the announcement of my name reached my ears, I was in disbelief. I didn't budge from my place because I thought, "Come on, you must be dreaming, they haven't announced a name yet." I

was brought back to my senses when the teachers and the students began chanting my name and a stream of tears of joy began running out of my eyes. I was truly shocked; I was extremely happy that my happiness had no limit! It felt amazing holding the award, even

after receiving the award, I couldn't stop myself from crying.

This award, is a prestigious one. In my opinion, the school would have chosen me for these two reasons. Firstly, I scored the highest percentage in a total of 500 students; I had a 4.5 GPA and my assignments, classwork and homework was on-time and presentable. So, the first reason could be my excellence in academics. The other reason is that, a few months back, I represented my country in The Global Sports 2024 and got the second position in the obstacle race. Due to this achievement, my school gained a lot of reputation and I was also on the news. So, the second reason, could be my recognition in the world.

The impacts of this award were mindblowing. Firstly, I got ~~the~~ letters of acceptance from many top-notch institutes. The institute I chose even gave me a full scholarship on all the expenses like travel, residence, food, books, institute fee etc. which was helpful because my family was facing financial problems and couldn't keep up with the expenses of my education; the scholarship relieved them from this burden, thankfully.

The experience of receiving this award has been ethereal; each moment felt like a dream. Hopefully, I receive such recognitions <sup>in the future</sup> as well.


**Description of Weaker Responses**

In *weaker responses*, candidates failed to fulfil the requirements of the prompt. It was noticed that their scripts showed lack of comprehension, weak usage of grammar, inadequate use of language, tense structure, and cohesion. Instead, the focus was more on the relationship between the recipient of the award with his/ her/ their teacher(s), principal(s), and friend(s).

Image of  
Weaker  
Response

~~To:~~ I was win in my school award the  
~~From:~~ "Student of the Year" you dont now  
how my felling and emotion. My were happy  
for this award on one man on my family  
get this award my family mamber some  
happy and some jelus. Now I am top not  
student in my school. My School Principal,  
teacher, School fellow, Class fellow and my best  
friends get me many congratulation. My  
school give me many scholar ship. Then  
I get scholar now I read free. Now  
my father give gift bike and mother  
making my favorite dishes for me and  
my sister very jelusy look at me how  
ever but my on mind have I am a topper  
that's one thing is motivated then I will win  
every thing.

**Suggestions for improvement (Highlight all that apply)**

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> <li>• Identify the expectation of command words (use Command Word Guide)</li> <li>• Ensure the content is taught at the relevant cognitive level</li> <li>• Identify necessary content required (skills + concepts)</li> <li>• Review past paper questions on the concept</li> <li>• Utilise the resource guide for additional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Story Board</li> <li>• Cause and Effect</li> <li>• Fish and Bone</li> <li>• Concept Mapping</li> <li>• Audio Visual Resources</li> <li>• Think, Pair and Share</li> <li>• Knowledge Platform videos</li> <li>• Questioning Technique (Socratic approach)</li> </ul> <p>Practical Demonstration</p>	<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Discussion on E-Marking Notes</li> <li>• AKU-EB Digital Learning Solution powered by Knowledge Platform <a href="https://akueb.knowledgeplatform.com/login">https://akueb.knowledgeplatform.com/login</a></li> </ul> 

**Any Additional Suggestion:** Throughout the teaching process, provide examples, templates, and guidelines to support candidates in composing formal communication. Encourage creativity, personal expression, and the use of appropriate language and tone. Providing guidance and practice opportunities would help improve the overall quality of responses and promote a deeper understanding of the subject matter. Detailed and consistent feedback from the teacher and peers, while also taking some feedback on student responses from AI platforms like ChatGPT under teacher’s guidance is likely to be helpful.

## Annexure A: Pedagogies Used for Teaching the SLOs

### Pedagogy: Storyboard

**Description:** A visual pedagogy that uses a series of illustrated panels to present a narrative, encouraging creativity and critical thinking. It helps learners organise ideas, sequence events, and comprehend complex concepts through storytelling.

**Example:** In a Literature class, candidates are tasked with creating storyboards to visually retell a novel. They draw key scenes, write captions, and present their stories to the class, enhancing their reading comprehension and fostering their imagination.

### Pedagogy: Cause and Effect

**Description:** This pedagogy explores the relationships between actions and consequences. By analysing cause-and-effect relationships, learners develop a deeper understanding of how events are interconnected and how one action can lead to various outcomes.

**Example:** In a History class, candidates study the causes and effects of the Industrial Revolution. They research and discuss how technological advancements in manufacturing led to significant societal changes, such as urbanisation and labour reform movements.

### Pedagogy: Fish and Bone

**Description:** A method that breaks down complex topics into main ideas (the fish) and supporting details (the bones). This visual approach enhances comprehension by highlighting essential concepts and their relevant explanations.

**Example:** During a Biology class on human anatomy, the teacher uses the fish and bone technique to teach about the human skeletal system. Teacher presents the main components of the human skeleton (fish) and elaborates on each bone's structure and function (bones).

### Pedagogy: Concept Mapping

**Description:** An effective way to visually represent relationships between ideas. Learners create diagrams connecting key concepts, aiding in understanding the overall structure of a subject and fostering retention.

**Example:** In a Psychology assignment, candidates use concept mapping to explore the various theories of personality. They interlink different theories, such as Freud's psychoanalysis, Jung's analytical psychology, and Bandura's social-cognitive theory, to see how they relate to each other.

### Pedagogy: Audio Visual Resources

**Description:** Incorporating multimedia elements like videos, images, and audio into lessons. This approach caters to different learning styles, making educational content more engaging and memorable.

**Example:** In a General Science class, the teacher uses a documentary-style video to teach about the solar system. The video includes stunning visual animations of the planets, interviews with astronomers, and background music, enhancing candidates' interest and understanding of space.

### Pedagogy: Think, Pair, and Share

**Description:** A collaborative learning technique where candidates ponder a question or problem individually, then discuss their thoughts in pairs or small groups before sharing with the entire class. It fosters active participation, communication skills, and diverse perspectives.

**Example:** In a Literature in English class, the teacher poses a thought-provoking question about a novel's moral dilemma. Candidates first reflect individually, then pair up to exchange their opinions, and finally participate in a lively class discussion to explore different viewpoints.

**Pedagogy: Questioning Technique (Socratic Approach)**

**Description:** Based on Socratic dialogue, this method stimulates critical thinking by posing thought-provoking questions. It encourages learners to explore ideas, justify their reasoning, and discover knowledge through a process of inquiry.

**Example:** In an Ethics class, the instructor uses the Socratic approach to lead a discussion on the meaning of justice. By asking a series of probing questions, the candidates engage in a deeper exploration of ethical principles and societal values.

**Pedagogy: Practical Demonstration**

**Description:** A hands-on approach where learners observe real-life applications of theories or skills. Practical demonstrations enhance comprehension, skill acquisition, and problem-solving abilities by bridging theoretical concepts with real-world scenarios.

**Example:** In a Food and Nutrition class, the instructor demonstrates the proper technique for filleting a fish. Candidates observe and then practice the skill themselves, learning the practical application of knife skills and culinary precision.

(**Note:** The examples provided in this annexure serve as illustrations of various pedagogies. It is important to understand that these pedagogies are versatile and can be applied across subjects in numerous ways. Feel free to adapt and explore these techniques creatively to enhance learning outcomes in your specific context.)

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