



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on SSC-II English Compulsory Annual Examinations 2025

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 2025 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 fulfil 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

Most candidates achieved success in constructing good responses. Especially it was observed that the candidates performed well on Extended Responses Questions (ERQs) that highlighted their comprehension skills. Whereas in the Constructed Response Questions (CRQs), the candidates struggled with discussing relevant points from the passage to support their answers and mentioned unrelated terms when referring to cohesive devices in the passage. It was also observed that candidates copied directly from the passage. It is important for candidates to write in their own words to show their comprehension of the passage.

A clear division between the designated sections to address each area in CRQs as well as ERQs should be maintained.

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)	Letter/ Email Writing (Informal)	*Ability to write an informal letter/ e-mail *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	*Ability to reflect on familiar everyday context. *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	
Question Text	Discuss any TWO ways in which the author has provided information about Sindh in the given passage.
SLO No.	5.1.11
SLO Text	Discuss familiar events, situations and processes by identifying: a. relational process: relationship of cause and effect, comparison and contrast, problem and solution; b. opinions, facts, evidences and reasons and anticipating outcomes; c. the relevance of an issue by relating it to personal or generalised experiences.
Max Marks	4
Cognitive Level	*U
Checking Hints	1 mark for identifying each way (2) required 1 for discussing each way (2) required.
Overall Performance	Overall, the question was challenging for the candidates. It was found that most candidates copied directly from the passage without discussing the ways in which information was provided such as through descriptions or valid reasoning.
Description of Better Responses	<i>Better responses</i> generally captured the strategies through which the information about Sindh was conveyed such as the author's intent to develop an interest in exploring Sindh's culture and also highlighting historical context, descriptions of cultural traditions, and details about the province in the passage.

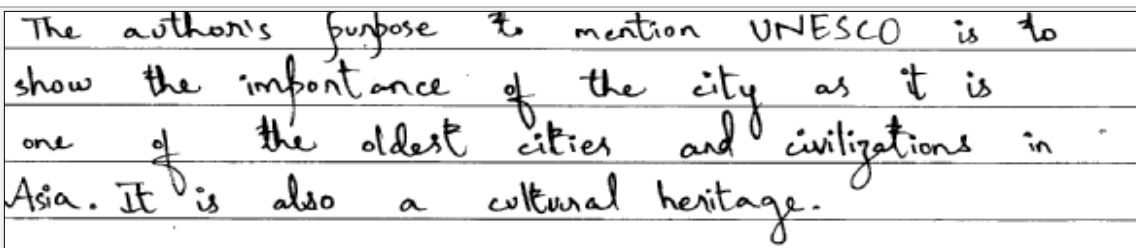
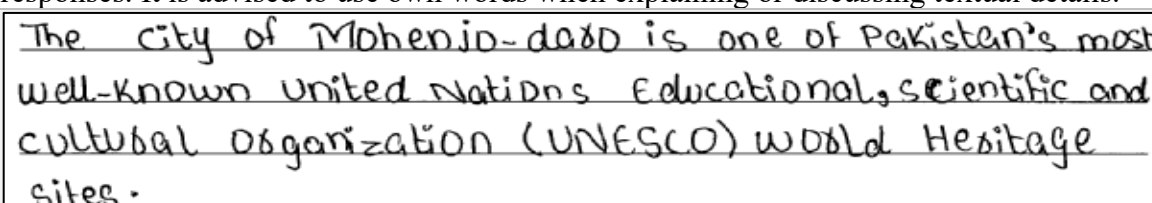
Image of Better Responses	<p>1. First of the author started by telling the most prominent tourist sites is Mohenjo-daro. The author told us that it is located near the city of Larkana. And also told us the history of Mohenjo-daro e.g. Many ancient artefacts have been discovered there. And the artefacts are on display at Mohenjo-daro Museum. 2. The author also told us about the celebrations done in Sindh like Sindhu Desh Mela, An annual festival held in Hyderabad that celebrates the heritage of Sindh. And Urs is another festival that is celebrated to commemorate the death of Sufi saints.</p>
Description of Weaker Responses	<p>It was noted in <i>weaker responses</i>, that the candidates did not fully comprehend the nature of the question. Instead, they provided their own opinions about the passage and how the author could have provided the information. Some of the weaker responses repeated the same point.</p>
Image of Weaker Responses	<p>Ans. The author give the information through description he provide and use the words like for describing the place that reader not reading but he is showing. for instance: Rainkot fort he tell reader that It is very remote area along with top place he is describing the place like showing. 2. The second way is by giving examples like he describe by giving examples of its places.</p>

Suggestions for improvement (Highlight all that apply)


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

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

Question No. 1b

Question Text	Describe the author's purpose in including UNESCO in the given passage
SLO No.	5.1.2
SLO Text	Skim the given text to get the gist, general idea, thesis statement and/ or topic sentences.
Max Marks	2
Cognitive Level	U
Checking Hints	2 marks for describing (1 mark for only stating)
Overall Performance	The candidates effectively explained the concept of historical preservation with respect to the function/ objective of UNESCO. This was a well-attempted question in which the responses were clearly expressed and well-structured.
Description of Better Responses	<i>Better responses</i> were able to validate and authenticate the author's purpose to inform readers of Mohenjo-Daro's cultural significance internationally.
Images of Better Responses	
Description of Weaker Responses	It was noted in <i>weaker responses</i> that candidates copied directly from the passage and did not refer the author's purpose. Some only elaborated the abbreviation of UNESCO in their responses. It is advised to use own words when explaining or discussing textual details.
Images of Weaker Responses	

Suggestions for improvement (Highlight all that apply)

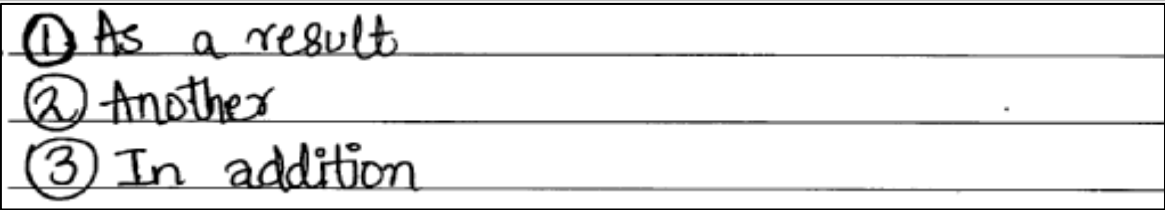
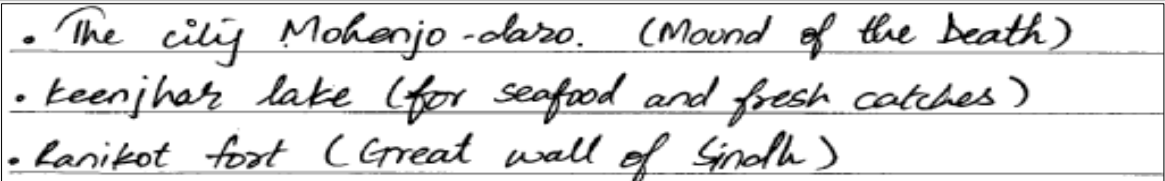
Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts)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

Any Additional Suggestion:


Reading Response Journals: The students can keep a reading journal where they reflect on their reading experiences.

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

Question No. 1c

Question Text	Identify any THREE cohesive (connective) devices from the passage
SLO No.	5.1.12
SLO Text	Comprehend connective and transitional devices and their use in a given text.
Max Marks	2
Cognitive Level	U
Checking Hints	1 mark for each device (3 required) Note: Marks will not be awarded for cohesive devices which are not mentioned in the passage.
Overall Performance	Overall, the candidates' responses concentrated on the three cohesive devices mentioned in the passage. However, many found the question challenging and instead mentioned list of places, or terms which were not cohesive devices.
Description of Better Responses	In <i>better responses</i> , candidates focused on the three cohesive devices highlighted in the passage, such as "From its," "As a result," "Another," and "In addition".
Image of Better Responses	
Description of Weaker Responses	In <i>weaker responses</i> , it was observed that the candidates did not comprehend the cohesive devices. They used definitions to define the term and most mentioned the names of places in the passage.
Image of Weaker Responses	

Suggestions for improvement (Highlight all that apply)

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

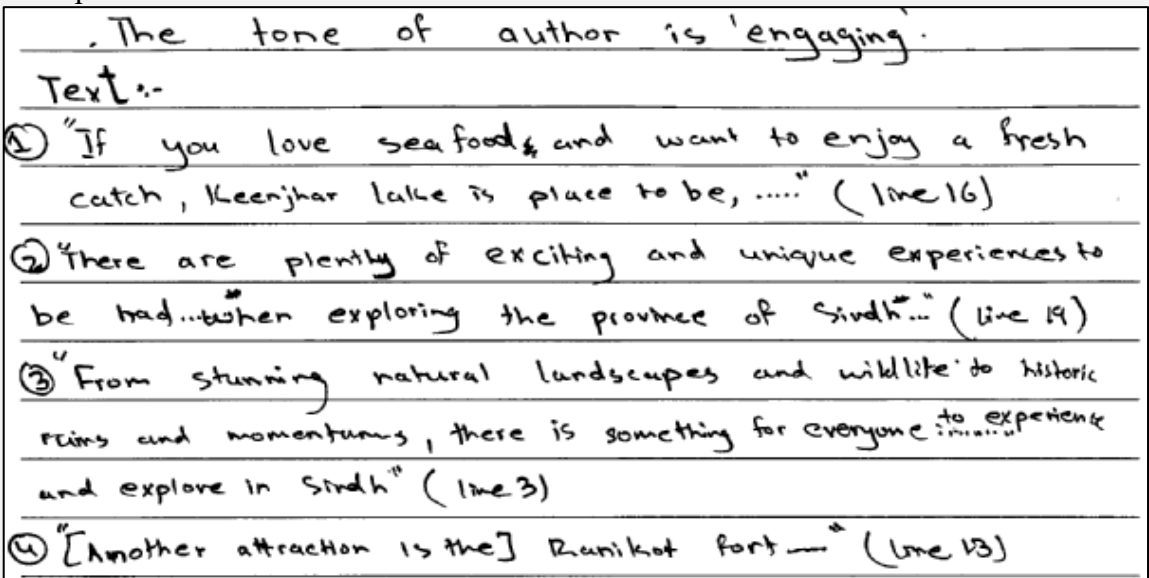
Any Additional Suggestion:

Active Reading: Encourage students 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 students maintain a reading response journal where they reflect on their reading experiences.

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

Question No. 1d

Question Text	Identify the author's tone in the given passage. Provide any FOUR textual references to support your answer
SLO No.	5.1.10
SLO Text	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).
Max Marks	5
Cognitive Level	U
Checking Hints	1 mark for identifying tone 1 mark for each reference (any 4 required)
Overall Performance	Overall, this question was generally well-attempted, with candidates correctly identifying the tone of the passage and providing appropriate evidence from the passage.
Description of Better Responses	<i>Better responses</i> identified the correct tone of the author which was neutral yet engaging. They included relevant facts from the passage that aligned with the tone of the passage and effectively paraphrased key aspects in their own words. Examples of such responses included references to the history of Mohenjo-Daro dating back to the 26 th century BC, the prominence of Islamic architecture in the province, and the mention of outdoor activities such as swimming, boating, jet skiing, in addition to fishing.
Images of Better Response	<p>Example 01:</p>  <p>The tone of author is 'engaging'. Text:-</p> <ol style="list-style-type: none"> ① "If you love seafood and want to enjoy a fresh catch, Keenjhar lake is place to be," (line 16) ② "There are plenty of exciting and unique experiences to be had...when exploring the province of Sindh..." (line 19) ③ "From stunning natural landscapes and wildlife to historic ruins and monuments, there is something for everyone to experience and explore in Sindh" (line 3) ④ "[Another attraction is the] Ranikot fort..." (line 13)

Example 02:

The Author's tone is ^{explanatory} ~~explanation~~ documentary and explanatory.
 1) The Author documents and give Explanation about Mohenjo-daro. "The city of Mohenjo-daro is Pakistan's well known city UNESCO world heritage site" in paragraph 3
 2) "Ranikot fort is located in one of the most remote areas of Si Jamshoro district in Sindh and is also known as top places in Sindh 3) "Keenjhar is a place to be of well known fishing places near Karachi" The Author documents about Keenjhar 4) "The Sindh Desh Mela is an annual festival held in Hyderabad that celebrates culture and heritage of Sindh"


Description of Weaker Responses

In weaker responses, the candidates failed to understand the passage. Most of the candidates have given a vague response, whereas others mistook informative or neutral tone as narrative and chose to mention their own opinions about the passage such as critiquing the author's writing style.

Image of Weaker Response

The Author's tone on the given passage is Narrative. Because the Author did not explained about the specific thing in detail like:
 1) Line 13-15: Where he did not explain the history of Ranikot.
 2) Line 18-22: He did not tell why those festivals are celebrated and who are those Sufis.
 3) Line 16-18: He did not tell why Keenjhar lake is actually famous.
 4) Line 7-12: Where he did not tell Mohenjo-Daro was city from Indus valley civilization or more about it.
 So basically He did not Explained any thing in detail & Just narrated.

Suggestions for improvement (Highlight all that apply)

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

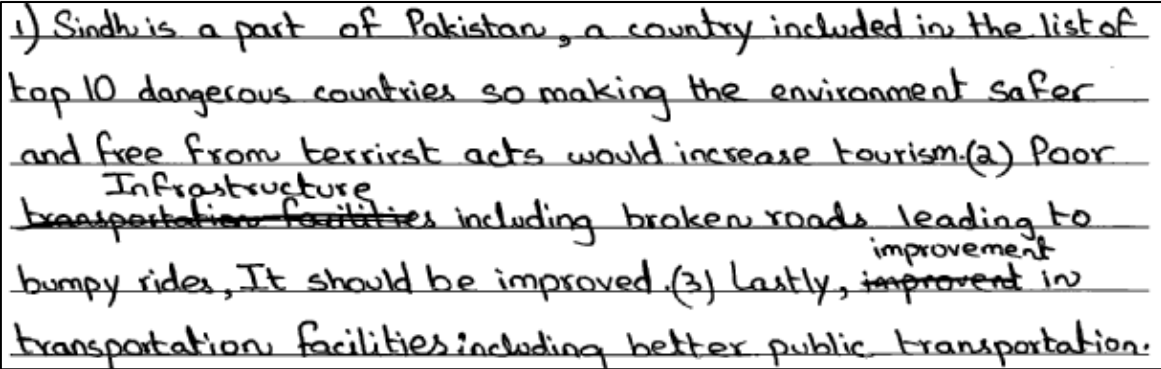
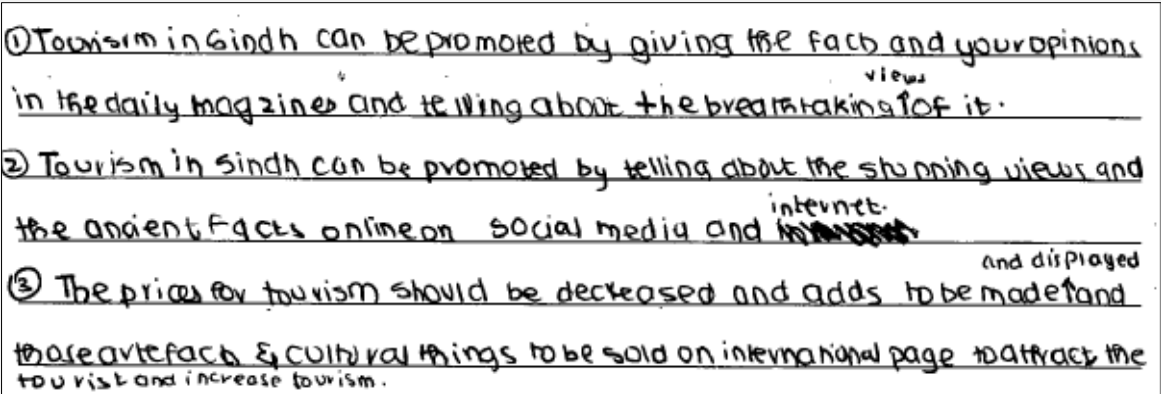
Any Additional Suggestion:

Main Idea Graphic Organiser: Teach students 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 students 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.

Question No. 1e

Question Text	With reference to the information in the given passage, suggest any THREE ways in which tourism in Sindh can be promoted.
SLO No.	5.1.4
SLO Text	Evaluate the following meanings of a text with the help of some basic contextual clues: a. Surface/ explicit meaning: respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. b. Implied meaning: respond to questions like why, how, to what extent i.e. underlying message and motivation of author/ characters, possible outcomes/ solutions/ suggestions.
Max Marks	3
Cognitive Level	U
Checking Hints	1 mark for each suggestion (any 3 required) Note: Marks will be awarded to any other relevant suggestion. Marks will not be awarded if the candidate has copied from the text.
Overall Performance	This was a better attempted questions where the candidate gave insightful suggestions on improving tourism in Sindh with relevant reasoning.
Description of Better Responses	<i>Better responses</i> included improving road infrastructure to make travel easier for tourists, raising awareness about Sindh's cultural and traditional values, and enhancing basic amenities by developing family-friendly hotels and public washrooms. Other common suggestions were the construction of well-maintained resorts, creating engaging social media content to highlight must-visit destinations, and offering ticket concessions based on specific months or group sizes to attract more visitors.
Images of Better Responses	<p>Example 01:</p>  <p>Example 02:</p> 

Description of Weaker Responses	<i>Weaker responses</i> copied sentences from the passage that included terms synonymous with tourism without giving their suggestions.
Images of Weaker Response	<p>Example 01:</p> <p>The tourism in Sindh can be promoted as: To promote "Ranikot Fort" To promote festival like "The Sindh AT Desh Mela" and "Uts". To promote "Mohenjo-daro". The historical place in Sindh.</p> <p>Example 02:</p> <p>1) Sindh has numerous tourist sites with the most prominent being the ruins of Mohenjo-daro near the city of Larkana. 2) In Sindh annual festival held in Hyderabad that celebrate the culture and heritage of Sindh. 3) Sindh is a province that offers a wealth of cultural attractions.</p>

Suggestions for improvement (Highlight all that apply)

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

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support students 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 between parts ‘a’, ‘b’, and ‘c’ in Q.3.**

Question No. 2a	
Question Text	Recently it has been observed that many students are dropping out of school. Write a report on the given issue. In your report discuss ONE <ul style="list-style-type: none"> - reason why students are dropping out of school. - ways in which schools can retain the students.
SLO No.	6.1.3
SLO Text	Compose a report of an experiment, investigation, incident or event.
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 Marks</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>Language Accuracy: 4 Marks</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>Impression Marking: 3 Marks</p> <p>Good (3)</p> <p>*Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence.</p> <p>*Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient.</p> <p>*A variety of sentence structures is used, mostly with control, in all paragraphs.</p> <p>*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.</p> <p>Average (2)</p> <p>*Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases.</p> <p>*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.</p> <p>*A variety of sentence structures is used with moderate accuracy/ internal consistency.</p> <p>*Few connectives are used to provide details and expand ideas.</p> <p>Below Average (1)</p> <p>*Sentence structures and language are repetitive or unclear and there are various errors.</p> <p>*Content represents generalized, redundant or disconnected ideas.</p> <p>*The style, tone and vocabulary are inappropriate.</p> <p>*Ideas are difficult to interpret because of flawed language.</p> <p>*No internal cohesion or consistency observed.</p>
Overall Performance	This was a generally well-attempted question with candidates offering insightful commentary and fact-based opinions on the reasons behind the students dropping out of

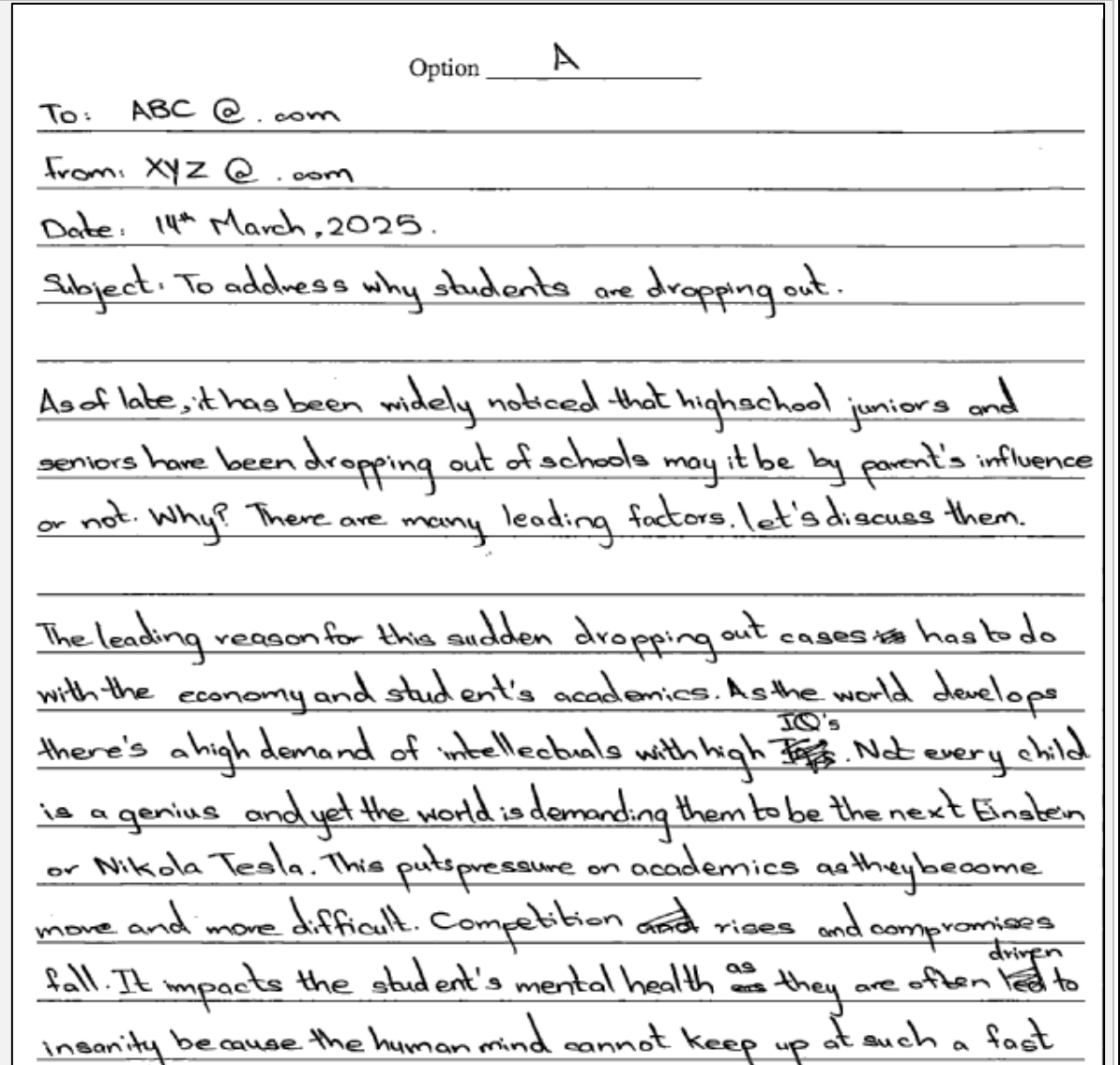
school.

Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or addresses. 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.

Description of Better Responses

Better responses presented well-structured reports that clearly expressed concern over the issue of student dropouts. These responses not only identified the problem but also explored the underlying reasons and offered practical solutions. The reports followed the correct format, using open punctuation and block style, and demonstrated accurate use of punctuation marks. Common reasons mentioned for school dropouts generally include financial constraints, lack of interest in academics, and family responsibilities. They also wrote that many students are forced to leave school to support their families, while others struggle to stay motivated in rigid educational systems

Image of Better Responses



pace. In extreme cases, students give up and drop out. There's another factor which is school fees and tuition. Not everyone is a millionaire who can pay such absurd fees. Often times, international students ^{or} even locals cannot pay so much and decide to ~~rather~~ ^{instead} drop out to work minimum wage jobs to pay off student loans and debts or go to community schools. School boards and directors should reflect on this and instead allow students free loans

or fees or at least not let high student ^{debts} ~~fees~~ build up. This puts less pressure on students as they actually concentrate more on their academics and degrees rather than earning to get basic education which is already a basic act of human rights. The schools can also tone down how much they're teaching the kids per semester and find ~~profess~~ professors that make it easier for them rather than ~~may~~ blaringly difficult.

I hope these reasons are considered and that school boards and directors actually retain themselves which will lead to students not dropping out.

Regards,

XYZ.

Description of Weaker Responses

In *weaker responses* candidates were not able to understand the term 'dropout'. They wrote about students' weak comprehension skills without linking it to the term. Moreover, in terms of language and structure the writings overall lacked appropriate sentence structure. 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.

Image of
Weaker
Responses

Option _____ a _____

~~For~~ ~~is~~ ~~the~~ ~~ground~~ ~~Examination~~ ~~hall~~

~~Address~~ ~~supp~~ ~~at~~ ~~ground~~ ~~class~~ ABC

subject Date: 14-May-2025 Karachi

Subject: Reccent it is been observed that school bus dropping student out of the school.

Dear principle, I request you I beg to you that ^{I hope} your health is very well. I am also fine

today I request that please solve our one problems. In all parents observed some day that school bus dropping student out of the school.

What is the reason why student drop out of school. We dont know. ~~and~~ We are set in home student

~~from~~ come to school. God ~~pe~~ don't do but student did understand. One outsider person said student

to come with me so student should go. What would you do please ~~as~~ you see that problem. Student

are not sharp mind ~~at~~ they didn't understand these generation crime. would I request you to

do some new rule and said teacher in morning time duty out of class set in ground see that


all students are in school are not. and ~~pe~~ make sure you school camera would be working

are not.

If our children would not save your school so we all would take action and said strictly that follow the rules. Thank you sir

Yours sincerely!

Suggestions for improvement (Highlight all that apply)

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

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support students 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

Question Text	<p>Assume you are an intern in a reputable organisation. During your internship, you are not allowed to go on any leaves. However, a personal issue must be addressed with urgency, and this requires you to take a day's leave.</p> <p>Write a letter to your supervisor. In your letter, explain</p> <ul style="list-style-type: none"> the reason for taking the leave. how will you make up for the day you went on leave?
SLO No.	6.1.2
SLO Text	Compose a formal letter or email to school authorities, newspaper editors, etc. (follow block style with open punctuation).
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 Marks</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>Language Accuracy: 4 Marks</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.

Overall Performance

This question was a popular choice amongst the candidates and was also generally well-attempted with candidates giving proper reasoning behind taking a leave off from work, fully understanding of the fact that during internship they are not allowed to do so.

Note: It was observed that even in better responses a few candidates wrote their names, schools and/ or addresses. 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.

Description of Better Responses

Better responses demonstrated a solid understanding of their job responsibilities but also showcased their ability to propose meaningful and practical solutions to manage their absence. Overwhelmingly, the reasons cited for taking leave centered around medical issues involving family members. Others mentioned reasons for taking leave including academic commitments and personal health concerns. To compensate for their time off, they offered to take measures like proactively completing pending work in advance or remotely when possible, and ensuring a smooth handover of their responsibilities to colleagues where required.

Images of
Better
Responses

Example 01:

Option b

ABC street,

Down Town,

Karachi.

Date: 14-11-25

MNO company,

Q street,

Karachi.

Subject: Regarding leave demand for personal emergency.

Dear Supervisor,

I hope this message reaches you well. I am an intern from your respected company, writing to request a 4-day leave from work. I am a committed trainee who values her new job, however, there is a matter that must be resolved as soon as possible.

We and my family own a house in Islamabad, which is fully furnished. We recently got to know that a big scale theft took place in our house during midnight. To catch the thieves, we need to actively work with the police & share our stuff's information so that we can find our belongings.

My brother is abroad & it's nearly impossible for him to

stop his work, so me & my father are the only people
~~left~~ left to go. If you fulfill my request, I guarantee that
I will work for extra hours, work from home during weekends,
or nearly do anything, to complete my pending tasks.
I humbly demand your attention to this matter & look forward
to your response.
Thank you for your valuable time,
Yours sincerely,
PAR.

Example 02:

Option b

Examination Hall

ABC

Karachi

XYZ

Supervisor

AFM Road

Karachi

Date: 14th May, 2025

Subject: Request ^{for} ~~for~~ one day's leave

Respected Sir,

I hope this missive finds you well. I am writing this letter to submit my request for ~~one~~ permission to take one day's leave on Friday, 16th May.

The reason for taking leave is that my grandmother, who was in the hospital for an operation due to a sudden heart attack is going to be discharged on the morning of Friday. The doctor has given strict instructions regarding post operations care and has strongly emphasised that someone will have to stay with her for at least a week following the discharge, because

even after making full recovery, there is still a risk of sudden relapse etc.
Considering that she lives alone, it is necessary that someone stays
with her. However, my parents cannot, due to my one year old sibling,
which will make things difficult for them. Therefore, I kindly request
you to accept my request for a day's leave, as my ~~only other~~
aunt, who lives in another city, will arrive on the ~~morning of Sat~~^{night of Friday}
~~urday~~, so I only need to stay with my grandmother for one day
to ensure she arrives home safe and takes her medicine on time.

I am aware that ~~I am still only an inter~~ and of the policy that
interns are not ~~allowed~~^{granted} leaves, but I hope you understand that
the situation offers no alternatives, ~~and I~~ I also promise to
compensate and even work overtime, if required, to make up for
the day I take the leave.

I hope that you will acknowledge the necessity of the leave, and
I ~~will await a favor~~ hope for a favorable response from your side.

Yours sincerely,

ABC

Intern

**Description of
Weaker
Responses**

Weaker responses candidates struggled with broken English and displayed frequent errors in punctuation, spelling, and grammar. Additionally, some gave vague or superficial reasons for taking leave, such as simply stating 'personal reasons' without further explanation or context.

Image of
Weaker
Responses

The Examination Hall

X.Y.Z Road

Nabi

14. November 2025

Textile Company

Arbic Road

Karachi

Subject:
~~Dear Sir~~ taking a one day leave in emergency

Dear Supervisor

I write you letter about the one day leave in
last weekend I write you a letter to taking about the leave but
you are busy in a work meeting your answer not returned
to me I waiting for your answer hope you are learn my
emergency situation.

In a last month my mother are operate in a hospital
the condition are so painful and she surrounded not any one to
hospital. I one child of my mother and my brother and
sister in my life I would request to you one day leave
I will check my mother condition because I will try

the medical and other expenses of admission to my hospital
and take off mother in hospital to home and I will set any
other Problems that faces my Mother in these condition


I will very very Thank you for you have & give one
day leave in emergency.

Thank you

Yours Complying mother

X, Y, Z.

Suggestions for improvement (Highlight all that apply)

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

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support students 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

Question Text	A lot of people enjoy travelling domestically and internationally for various reasons. Write an essay on the importance of travelling. In your essay, discuss <ul style="list-style-type: none"> - TWO reasons why people travel. - THREE impacts of travelling on a person's life.
SLO No.	6.1.8
SLO Text	Analyse a given situation, issue, opinion and/ or process by: a. using relationship of cause and effect, comparison and contrast, problem and solution; b. relating a situation to other events or phenomenon/ real life events; c. elaborating and itemising steps (firstly... secondly... next... finally); d. deducing the causes and consequences/ advantages and disadvantages/ strengths and limitations of a given happening or phenomenon.
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 Marks</p> <p>1 mark for only identifying. 1 mark for each way of dealing with the situation as an individual (2 required) 1 mark for a way in which the government can support the people</p> <p>Language Accuracy: 4 Marks</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> <p>Impression Marking: 9 Marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none"> * 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. <p>Average (4-6)</p> <ul style="list-style-type: none"> * 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. <p>Below Average (3-1)</p> <ul style="list-style-type: none"> * 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.
Overall Performance	Overall, this was a popular choice among the candidates who responded to this question by expressing their love for traveling, explaining their reasons for it and describing the impact it had on their lives.
Description of Better Responses	<i>Better responses</i> from the candidates presented a well-drafted essay on traveling and its importance demonstrating good use of their grammar skills. In their essays, they highlighted reasons behind traveling such as exploring other countries and cultures, gaining new knowledge, experiences, and personal improvement.

Images of
Better
Responses

Example 01:

Option _____

It is hundred and ten percent true that in this world a lot of people enjoy and they are really fascinated about travelling. Yes you heard me right! travelling is a sense of exploration, beauty, natural wonder and it can be a wealth of historical attractions for many of us. Travelling is not just about moving to a popular destination, but its a all about connection, exploration, attraction and having a long lasting experience on one's life.

Travelling can be a great way to explore the wonders of nature. People usually travel because they want to see how the world is gathered through God's natural beauty. How is life, out of our comfort zone and how God has blessed us with his amazing blessing especially nature (environment), birds and animals, humans and lakes etc. In addition, people travel "to encounter and explore historical and vibrant places and landscapes, in the world. To see how amazing and stunning the world is, people visit different areas, and cities. Furthermore, travelling can have an indible impact on a person life.

Firstly,

travelling can impact us as " offering us to explore ancient/historical places around the world, to have the information and knowledge about different places. Secondly it encourage us to explore the beauty of our surrounding/environment, landscapes and connect with God's creation. Thirdly travelling can benefits us as it enable us to move out of our comfort zone and explore things by yourself which can be a way of pleasure, joy and happiness in an individual lives. Last but not the least "it can be a way to create a long lasting and memorable experience through exploring breathtakingly sites with friends and families.

From this experience we now get to know how travelling can be a way of joy/happiness, explorations, knowledge, experience, bonds and a sense of deep connection.

Example 02:

Option A

Leaving your home and exploring new places is travelling. Most of ^{the} people's dream is travelling, ~~mine~~ ^{mine} is too. Exploring and experiencing new places gives you joy and hardships both. Travelling is also important in your life. While exploring new places gives you happiness it also gives peace to your mind. You don't have to worry about the chores, homework or presentation etc. You don't have to plan your entire day just like you do in your normal life.

There are several reasons to travel but here I will mention two reasons why people travel. Firstly, business trips. People travel to organize a corporate event to expand their business in different countries to get profit and revenue and popularity to their company. It is also good for the country as exports increased which brings stability to balance of trade. It also increases the Gross Domestic Product (GDP)

Secondly, those who have a dream to travel the whole world. Those who want to some break of their ~~see~~ daily routine. They want to leave all their worries at home and want to start a day with a fresh mind. Exploring new places, making new friends etc. Basically they want to refresh their lives.

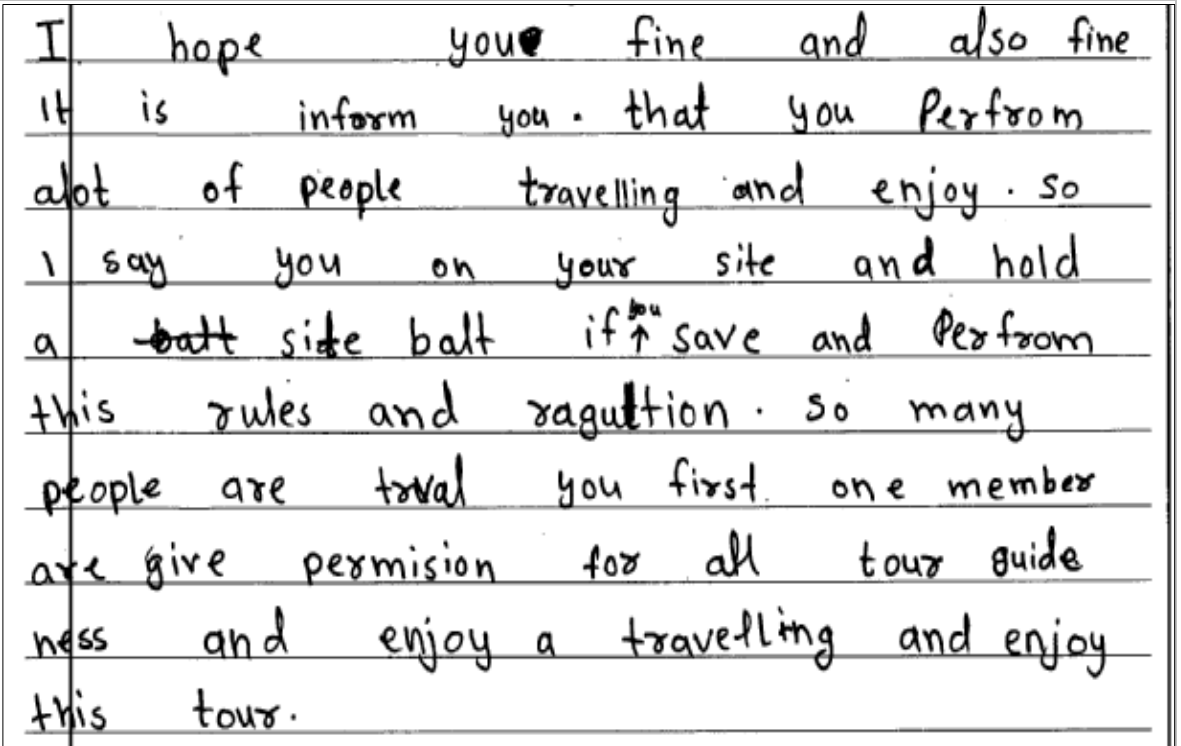
Travelling can have a great impact on a person's ~~life~~ life. It can be positive or negative but I'll say that most of the time it is positive. And now I'll discuss three positive impacts of travelling on a person's life. Firstly, it gives you a peace of mind and you don't have to ~~about~~ worry about tomorrow. It just refreshes your mind and life both. Hanging ^{out} with some random people to becoming friends with them and exploring new places really gives you joy and delightfulness. Secondly, if you explore new places you will have knowledge about it and guide someone who wants to travel or it becomes a good topic for your conversations. Thirdly, it also reminds you of the God who created this and he wants everybody to see his creation and thank him for the life he has given to us.

At last I would say travelling is really important in every person's life. It boosts your mental health, change your way of thinking and many more. Everyone should travel atleast once in their life to see the nature's creation and thank God for all the opportunities they get in their life and to see such mesmerizing places. Travelling also enforces you to think that how can this be made and to think out of the blue.


Description of Weaker Responses

Weaker responses revealed a clear lack of focus throughout the writing task, with candidates showing little cohesiveness as they jumped abruptly between unrelated ideas. Many struggled to maintain a logical flow, making their essays difficult to follow. Grammar mistakes were frequent and often hindered the clarity of their message. Additionally, several responses were vague and superficial when discussing traveling, offering general statements of the importance of travelling without meaningful details or personal insights. This lack of depth made it challenging to understand the candidates' true reasons or feelings about travel.

Image of Weaker Responses



Suggestions for improvement (Highlight all that apply)

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

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support students 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. 3b

Question Text	<p>Some studies have shown that students often perform better on exams if music is played softly in the background at the exam centre. However, some students may find the music distracting.</p> <p>Write an argumentative essay on the given issue. In your essay</p> <ul style="list-style-type: none">- explain your stance whether schools should play music during exams or not.- support your stance by discussing THREE reasons. <p>Note: Your stance can either be in favour or counter the opposing stance.</p>
SLO No.	6.1.7
SLO Text	Analyse and defend opinions regarding social and current issues by: a. structuring ideas and evidence in a logical fashion; 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. c. using specific rhetorical devices to persuade (appeal to emotion, logic, ethics, use of analogies, examples, reasons and/ or by relating a personal experience).
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 Marks 1 mark for explaining each reason (2 required) 1 mark for discussing each advantage (3 required)</p> <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)</p> <p>Impression Marking: 9 Marks</p> <p>Good (7-9)</p> <ul style="list-style-type: none">* 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. <p>Average (4-6)</p> <ul style="list-style-type: none">* 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. <p>Below Average (3-1)</p> <ul style="list-style-type: none">* 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.
Overall Performance	Overall, it was evident that most candidates were not in favour of music being played in the background during exams, expressing concerns that it could be distracting and negatively impact concentration. They felt that the quiet environment was essential for maintaining focus and performing well. It was also observed that this question was also generally well attempted by the candidates.

**Description of
Better
Responses**

Better responses clearly indicated that candidates generally did not prefer taking exams with music playing in the background. These candidates effectively communicated their viewpoints using appropriate punctuation, which helped convey their ideas clearly and coherently. Additionally, most demonstrated a good command of grammar, strengthening the overall quality of their writing. Their responses thoughtfully reflected an understanding of how a quiet environment is often essential for concentration and optimal performance during exams.

**Image of
Better
Responses**

Have you ever imagined an examination hall with a continuous music played softly in the background during exams? Some studies have shown that students perform better in exams if music is played ~~softly~~ softly in the background during exams. However, some students may find it distracting. Though, in ~~the~~ ^{this} era many parents prioritize the mental health and happiness of their students over the grades achieved by them nevertheless, in this fast paced world universities and multinational companies still value the grades which are achieved by performing well in exams. I firmly believe that playing music during exam is a huge distraction as it attracts attention, causes feeling sleepy and can fly ideas away.

Firstly, playing music during exams serves as a huge distraction by attracting the attention of students towards a more soothing, shallow and soft music. ~~Instead~~ ^{Secondly,} ~~Additionally~~ the verses, tune and instrumental voices diverts the attention of brain towards the music causing students to repeat questions and taking more time in understanding and interpreting the commands of papers. A research says that multitasking is a myth. Making our brain work hard can sometimes exhaust it. While giving exams we are already using our sense of touch and getting involved in listening can divert our attention and mostly fly ideas away.

Lastly, soothing music ~~is~~ played in the background softly can cause feeling sleepy. Medical researches have showed that patients ~~suffering from~~ ^{who die} ~~depr~~ sleep deprived due to stress or disorders like post traumatic stress disorders are most likely suggested to play music softly in background while sleeping as it helps in relaxing your brain and making you fall asleep. Feeling sleepy during exams can cause distraction and sometimes makes it hard to focus.

Critics argue that, ~~soft~~ playing soft music in background can cause students to relax when they are exhausted by sitting in one place continuously without talking and ^{continuously} writing for straight 3 hours. I believe that maybe soft and soothing music serves space to relief from exhaustion it may cause waste of time as a student have dot 3 hours for completion of exams and bad grades can cause future permanent stress.

In conclusion, playing soft music during exams serves as a huge distraction attracting attention, causing feel sleepy and flying ideas away. ~~Sometimes~~ Therefore, sometimes going through temporary exhaustion and stress can save your life time stress because of bad quality of life.

Description of Weaker Responses

Weaker responses also suggested that music should not be played in the background during exams, mainly because it caused distraction and disrupted their focus. However, these responses were often hindered by insufficient language skills, including inconsistent use of tense and poor sentence structure.

Images of
Weaker
Responses

Example 01:

Yes, I agree that student perform better in exams. if slowly music is played in back ground. In my opinion music should play in back ground so I can do paper easily and become relax. so i will be able to do exams with a no pershure

If we use to play music in background we will be able to be-relax during exams and we can recall answer in mind and be able to do exam ~~peace~~ peacefully with enjoying the paper. we will enjoy music and it's beats with fully enjoyment. Our mind will be relax and cool.

However, There are some reason that why should we use music in back ground. Student have too much stress of exam. if there will be music in background. The stress of ~~the~~ student will be low after listening the music during exams so he can do better in exam. music make mind cool and relax.

In conclusion, every ~~man~~ ~~set~~ student have there own rights i have my own opinions and there should be music in background.

Example 02:

In exam, teacher or invigilator should play a music that ~~relax~~ calm human mind and it's health.


Because research show that ~~less~~ listening to calm music not the noise music that ~~pr~~ ^{cause} noise pollution and disturb the student ~~s~~ from doing there paper. ~~calm music~~ Studies reveal that listening to ~~soft~~ music that is played softly reduce the chances of heartattack, pressure on our head and depression. Relax music reduce the ~~the~~ blood pressure ^{by} which chances of heartattack is less. The reason why relax music should be play during exam is because of the pressure when we get ^{the} question paper ~~and~~ ^{or} the answer of the question we can't remember give student a lot of pressure and could be hospitalize. music will calm our stress and the student will do the paper good.

While some student may not like the music idea, because of ~~some~~ ^{those} student who didn't like the taste of music or those ~~who~~ like noisy music or those who

need complete ^{silence} ~~quiet~~ during there ~~paper~~ paper, may not like the idea.

But it's a great ^{idea} for me because when I get the paper I start to get stressed.

Suggestions for improvement (Highlight all that apply)

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

Any Additional Suggestion:

Question No. 3c

Question Text	Write an essay about an unusual hobby you have. In your essay <ul style="list-style-type: none"> mention your hobby. explain the reason for having the hobby. describe TWO ways in which the hobby impacts your personal life.
SLO No.	6.1.6
SLO Text	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.
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 Marks 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>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)</p> <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.</p>

	<p>Average (4-6)</p> <ul style="list-style-type: none"> * 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. <p>Below Average (3-1)</p> <ul style="list-style-type: none"> * 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.
Overall Performance	Overall, it was evident that many candidates did not clearly understand the difference between a habit and a hobby. Numerous responses mistakenly used the terms interchangeably, leading to confusion in their answers.
Description of Better Responses	<i>Better responses</i> showcased solid grammar skills, which helped convey their ideas effectively. Many described hobbies such as reading, sports, music, or art, explaining how these activities provided relaxation, improved their skills, or offered a creative outlet. They also highlighted the positive impact hobbies had on their mental well-being and personal growth.

Image of
Better
Responses

Hobbies are the things we do on our daily ^{Option} ~~times~~ ^{basis} which shapes our personality. I have ^{got a ton of} ~~many~~ hobbies which are ~~really~~ helpful, which make ^{up a} ~~an~~ crucial part of my life. But, one thing I do every day ^{that} ~~and~~ my parents and siblings find very strange to locking myself in my room for ^{exactly} ~~a~~ forty-five minutes. I have been doing this thing for over two and half years now, and I love it. In my family, the concept of locking doors was introduced by me. And they hate it when I ~~do~~ shut myself in my room. But now they are used to it.

This very unusual hobby of mine came into existence two and half years ago, when my friends ditched me and I was left alone. And before this event, I used to hate the idea of anonymity and loneliness because I thought the only thing it gives you is depression and low self-esteem. I always wanted people to be by my side. Everytime. Because of which I never thought what would happen if I end up alone one day. I was just too cheerful and happy to think about such things.

Not until it actually happened and I was in fact left all alone as I mentioned earlier. I was too afraid to face the bitter reality so I did what I feared the most. Shut myself in my room. I cried, cried, and cried but crying never helps. At the same time, I heard a knock on the door

and it was my mom. she said "loneliness adds beauty to life".
 I never thought about it like that. So, when my mom left. I decided
 to give it a try. I listened to some sad songs to let my grievances out.
 And then suddenly switched to pop songs and danced like there was
 no tension at all. I never felt so good before. I was genuinely happy
 because I was being myself. ~~Some things~~.

Since then, my life has changed. I am the most confident
 person out there. I am not afraid to share my opinions and
 thoughts which I obviously never did before. people like me
 because I am a true version of myself and not a fake person
 anymore. And it is not like I got no friends but the ones
 I have now are truly special because they like me for who
 I am and so do I. And that is the reason why I devote
 forty-five minutes to myself everyday. In these forty-five
 minutes, I try different things, learn different things,
 talk to myself. Talking to myself turned out to be the best
 thing that ever happened to me. It insanely improved that
 way I think of the world and myself. ~~to the increase~~

It is crazy how one hobby changed me as a whole person
 and changed me ~~the~~ in the best way possible. I am grateful
 to god that those selfish people who I used to call friends are
 no where near me anymore.

**Description of
Weaker
Responses**

Weak responses failed to fulfil the requirement. They presented generalised habits such as nail biting and sleeping. This was not the requirement of the question. It was noticed that their scripts showed lack of comprehension, weak usage of grammar, inadequate use of language, tense structure, and cohesion.

Image of
Weaker
Responses

Option C

Every person have their own hobby.
Which may be same or some time different
from others. Hobby is one of the
important thing in our life.
My habby is to be a foot ball player.


There are many advantages of playing
on our health. The reason for
having this hobby is more impor
important for me. firstly it help
us in many fields. like educational
or any ~~thin~~ where in our life.
secondly in educational field it
help us in geting scolarship on
the bases of sport.

Thirdly it is also good for our
~~het~~ health beacause our brain become
fresh beause of playing and we can
~~be~~ easily able to study and underst
understand what we studied.

In addition, it also impact more on our life what I experience is I feel fresh every time and I can understand what I study. or beacuse of playing good I got full scholar ship in my school and I wish I will get full scholarship in college and university life.

It also impact on our health, we don't feel more tension or any other problems.

Suggestions for improvement (Highlight all that apply)

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

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support students 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.

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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