

Aga Khan University Examination Board

Notes from E-Marking Centre on SSC I English Compulsory Examination May 2016

Introduction

This document has been produced for the teachers and candidates of SSC Part I (Class IX) English Compulsory. It contains comments on candidate's responses to the 2016 Secondary School Certificate Examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

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

The following is a description of the tasks and skills required for fulfillment 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 Reasoning skills
2 (a,b)	Letter/ Email Writing (informal)	Ability to write an informal letter/ email to friends/ family 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 develop a piece of writing with appropriate focus, organisation and purpose Ability to narrate and describe ideas and real/ imaginary events Ability to use accurate sentence structure, connective devices, spellings, etc.

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

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

Candidates need to be familiar with the command words in the student learning outcomes 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 key words. Questions such as ‘how?’, ‘why?’ or ‘to what extent?’ may also be used.

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

Detailed Comments

Question 1

Question 1 was based on a reading passage. It had five sub-parts. Candidates were required to understand the reading passage and accordingly answer the questions asked on various aspects of the passage. The criteria against which marks were allotted are detailed understanding of the contents of the passage demonstrated appropriately in the responses and authentic interpretation and discussion of different aspects of the passage. The careful reading of a question, or essay topic, is vital if a student is to attain high marks.

The reading passage was adapted from the story ‘Dead Men’s Path’ by Chinua Achebe. Candidates who scored high marks tracked carefully through the text and made a range of valid comments. The candidates who copied whole sections unselectively received only limited reward. Those candidates who scored better marks were able to make clear inferences and, in some cases, gave a clear overview.

Part a:

Describe the personality of Mr Obi with textual evidences.

The question was generally well-attempted. It was interesting to observe that candidates were not hesitant in presenting their interpretation of Mr Obi’s personality. It was reassuring to observe that candidates have tried to understand the writer’s choice of words and its purpose. Many candidates made a good attempt to answer the question by focusing on the progression of the story and the use of vocabulary.

Majority of the *better responses* presented a favourable view of Mr Obi and identified him as brilliant/ determined/ sincere/ hardworking/ practical/ progressive/ liberal/ decisive/ firm and/ or brave person. Appropriate textual evidences were cited for each personality trait. A few candidates presented a different perspective: they identified Mr Obi as ‘a sarcastic person’,

'stubborn, disrespectful, and intolerant of other people's traditional/ religious beliefs'. Such candidates also justified their perspective by citing textual evidences. In both cases, occasionally, few candidates did not give specific adjectives/ phrases to cite the personality traits but presented their ideas in descriptive form. All such responses were considered for full marks.

Example:

* Mr. Obi was a strict person as in the 19th line he says ~~that~~ "what will the education officers think about the this..." it means he cared about his school's reputation.

* He was a practical person because in the last paragraph he clearly said that the idea of ~~practised~~ dead men requiring footpaths is fantastic to laugh upon, so it means he doesn't believe in such beliefs.

* He was confident because he ^{did} deal with that priest calmly, and with a satisfied smile on his face (which people usually don't do).

* He was a hard working person as line 1 said that he put his whole life into the work.

* He was a strong man because he didn't let the priest's words to get over his mind. He stood on his decision and beliefs strongly.

In weaker responses of 1a, candidates mentioned their views about Mr Obi's personality but they were unable to present appropriate textual evidences.

While reading a comprehension text, candidates should attempt to understand how information regarding one main character is developed through several techniques i.e. the narrator's comments/ thoughts and what is reflected through the character's actions and words.

Example:

Mr Obi is a nice person. He was well mannered and little strict. He love education and plants. He feels proud when he gives education to children, but he never give permishen to enter their garden. He was very positive and free from children.

Part b:

If you were the Principal of Ndume School, in place of Mr Obi, what changes would you bring to the school and why?

The question aimed to assess the thinking skills and viewpoint of the candidates. As the question asked for personal viewpoint, the answers were varied and offered freshness of insight.

Better responses presented plausible and relevant ideas for the improvement of Ndume School. Many candidates mentioned that they would hire better staff, give time to the co and extracurricular activities, promote ethical and moral practices, etc. Few candidates mentioned that as Principal of the school, they would like to establish cordial relations with nearby villagers and would make some arrangement to reconcile the conflict between the villagers and school administration. Such candidates further explained the importance of valuing the past and tradition. A few other candidates endorsed Mr Obi's decision to obstruct the entry of the villagers in the school premises and suggested measures to ensure that this does not happen. Some candidates also mentioned about quality assurance measures for the practices and policies of the school.

Example:

If I were the Principal of Ndume School, in place of Mr Obi then first of all I would like to select the best staff, in the sense of their knowledge, their teaching skills, and their ethical values. Then afterwards I would make good relations with the neighbouring people of my school because I would get benefit from them. Then I would like to teach the children the ethics and rituals of our ancestors because it shows our cultures.

If I were the principal of Ndume School, I would have covered the school with high walls to stop the entrance, from this no one will dare to come inside the school compound without my permission. If I were the principal, I would have appointed honest and sincere teachers and other staff who could inform me truly about the matters going on around in time, because of which there would be no disturbance in the school.

Candidates need to understand the demand of the question, i.e. in this case, the question aimed to assess how successfully the candidates can expand on the details of the passage. Some suggestions, corrective measures and/ or plausible plans would show the examiner that the candidates have understood the passage adequately and can add/ offer some additional information and personal viewpoint to it.

In *weaker responses*, most candidates did not show any attempt to think beyond what is written in the text. Such candidates merely mentioned that they would do what Mr Obi has done. Though such candidates were given a bit of leverage in marks, it must be communicated that questions asking for viewpoints should not be treated this superficially.

Example:

If I ~~would~~ ^{was would have been} ~~were~~ the principal of Ndume School in place of Mr. Obi, I would have not change anything because, as mentioned in the text he was a very well-organized person and every thing in the school was going according to him. So, the school ~~doesn't~~ does not require any type of change, because the standard of education was high, his school's physical appearance was also perfect and the teachers were also responsible.

Part c:

By referring to the text, describe THREE details about the society where Mr Obi lived.

The overall impression is that in some ways, candidates found this question to be the most demanding. The question required candidates to closely track the events and conflicts presented in the story and infer what it tells about the society. Candidates seemed confused about the term ‘society’ as many of them seem to think of society as a geographical entity rather than an aggregate of behaviours and attitudes of people belonging to the same geographical area.

In *better responses*, candidates focussed the focal point of the text, i.e. the superstitious beliefs of the villagers and Mr Obi’s reaction to it. Many candidates mentioned that the society is prone to resist change, most schools are backward and need reform, people mostly believe in tradition and superstitions. These points were substantiated with adequate textual details.

Example:

i) The people living in Mr. Obi's society were are superstitious and believes in illogical things, such as a path for dead people is one of their misguided beliefs.

ii) The people are not educated and most probably are not literate as they believe in things no educated person ever would.

iii) They are determined and very possessive over their beliefs as they created uprisings and protests when the path was to be closed a few years ago.

In *weaker responses* of question 1c, candidates failed to show understanding of the term ‘society’. Most candidates who scored less considered ‘society’ to be the physical premises of the school/ place, hence, such candidates failed to accommodate the main idea of the question i.e. the attitude/ belief/ behaviour of individuals and what could be inferred/ understood by it. There were a number of examples of words and phrases that candidates could have selected to address the essence of the question. Close tracking of textual details and the ability to read between the lines seemed to lack in the skill-set of the low-scoring candidates.

Example:

The society where Mr Obi lived had :

- 1) Beautiful Hibiscus and Allamanda hedges in brilliant yellow and red marked out the carefully tended school compound.
- 2) Right across the compound there was a marigold flowerbed.
- 3) The Gardens came to life with the coming of rain and blossomed.

Part d:

- i. Why did Mr Obi object to the villagers who used the path?
- ii. Why was the path important to the villagers

The question was straightforward and required literal understanding of the text. Generally, candidates scored well.

In *better responses*, the candidates elaborated that Mr Obi wanted to secure the newly renovated school premises and to ensure that the District Education Officer's visit could be facilitated in a smooth fashion. Candidates also mentioned that Mr Obi was opposed to the idea/ reason that village priest gave for using that path and it had an impact on his decision. The second part of the question was also attempted correctly by majority of the candidates. Candidates mentioned the reason why the path was important to the villagers, i.e. it connected the village shrine to the graveyard.

Example:

Mr Obi objected to the villagers who used the path because the path was in the school premises. and secondly the government officer was coming to inspect the school, Mr Obi was sure that villagers will use the school room for pagan rituals during inspections.

The path was important for the villagers because it connect the village shrine ^{with} to their place of burial.

In *weaker responses*, most candidates attempted one of the two parts of the question correctly. Candidates were unable to clearly elaborate the details.

Example

Mr obi object to the villagers who used the path because the villagers will be use the class room for a pangrah ritual during the inspection so Mr obi had not give permission to used the path and this path is only for the students and teachers and old man. The path was important to the villagers because before three days, a old man stick had fall down so the son of Mr obi had give the stick to a old man. Mr obi object to the villagers because there was a big cow some time ago when we attempted to close it.

Part e:

“The whole purpose of our school is to eradicate such beliefs as that.”

- i. State what beliefs are referred to in the sentence?
- ii. Do you agree that we should not believe in such ideas? Give reason for your answer.

The question was a good discriminator of the candidates who understood the author’s purpose of writing this story thoroughly. A few candidates, were able to offer insightful overview comments and supported these with relevant textual points.

Better responses reflected clear understanding that the reference is towards superstitious beliefs that the dead and unborn children require an ancient path to pass. Candidates mentioned their stance (agreement/ disagreement) and substantiated it with a reason. A few candidates copied the conversation between the village priest and Mr Obi. Though the conversation indicated correctly the beliefs of the villagers, yet, the answer should have been reworded to clearly indicate the understanding.

Example:

- i. They are talking about the ~~pea~~ belief that people held ~~the~~ at that time. They said that dead bodies need a footpath to ~~me~~ come and meet their loved ones. Ancestors visit us by the help of this path.
- ii. We should not believe in such ideas because until we have not seen. Children may be afraid and imagine things that leads to danger. and harm. They may not become brave.

In weaker responses, the candidates misunderstood the beliefs that are being referred to in the passage. Such candidates did not refer to the superstitions. Instead, they stated that the path was useful for travelling purpose/ it was a short cut/ it was a path for children/ a passageway and a shortcut for villagers. The responses indicated a literal understanding and the lack of ability to read between the lines. A few candidates copied irrelevant text from the passage.

Example

- i) The belief is that the path is very important for visiting purposes ~~as~~ as well as travelling purposes ~~of~~ also it has many old memories which people remember ~~of~~ want to remember.
- ii) We should believe in such ideas because old memories are sometime very precious for old people ~~of~~ it is inspirational to the young coming generation.

Question 2 (a, b)

Question 2 had two parts. Candidates had to write an informal letter/ email on either of the given situations. A key issue here was for candidates to establish the purpose of the letter in the opening sentence to make clear exactly why their letter was important and deserved to be read. Moreover, a letter will help to persuade its recipient more readily if it is written accurately and clearly. A well planned letter should consist of a brief introduction, followed by two to four paragraphs, each pursuing a viewpoint or opinion.

Part a:

It has been observed that for average Pakistanis, wedding ceremonies demand a lot of unnecessary expenditure.

Write an email to your cousin who is about to get married. Express your views regarding how the ceremony can be organised so as to manage the expenses appropriately.

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

- elaborated on the kinds of expenses expected in the wedding ceremony. Useful suggestions were given to curb expenditure on the occasion with advice to save money for future/ importance of simplicity/ having a smaller and less extravagant ceremony.
- used informal register/ conversational style. However, sentence structure and other grammatical aspects were accurate.
- mentioned format of an email (To/ From/ Date/ Subject/ Greeting/ Body/ Complimentary Close)
- used accurate spelling and punctuation.

Example:

To: abc@hotmail.com

From: xyz@gmail.com

Date: 12/05/2016

Subject: Your Wedding's Organization

Dear Cousin,

I hope you're all fine, it has been ages since I have heard from you, recently, got the news of your wedding. Congrats! man, that is the same girl you were telling me about?, yeah, I remember her, but mind you, don't get over excited and spend too much.

I am not saying that be a miser, ofcourse, this is your first and last marriage, spend, but only on the things which you think are important, and you are also going to be raided up by your "susralis" in the "joota chupai" and "doodh pilai". spend wisely. bro

and you know what my mum says about the evil eye,
keep things simple, spend on your and your ^{future} ~~girl's~~ wife's
shopping, but ~~the~~ events are nice, "anikkah", "valima", and
of course, the wedding "shadi", ~~at a smt~~ and a
small "mehndi" function is cool, you can always
~~you~~ use your money later on, in your married life,
keep things simple but don't compromise on quality,
remember that!, I'll soon come and help you in the
managemt, till then you're alone.

love to go, seriously man, so happy for you, my brother,
Take care, and do remember my advices, May Allah
bless you, Remember me in your dua'a, my regard
for uncle and Aunt. Congrats, Once again.

Yours truly,

XYZ

Part b:

Write a letter to your friend commenting on the things that he or she is doing that worry you. Explain why those things are unwise or dangerous and suggest something safer that you and your friend can do together instead.

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

- discussed one, or in some cases, two problems in detail by highlighting pros and cons of the mentioned habit/ occurrence in the friends life. While students were at liberty to propose any type of issue/ problems, most of them chose to write about the common academic/ social issues.
- used appropriate language, including adjectives to describe the difficulties and problems. Modal verbs were used for giving suggestions.
- displayed correct use of sentence structure, tenses and subject-verb agreement. The expression was neither hackneyed nor dull.
- used accurate spelling and punctuation.
- used appropriate connective and transition devices to create cohesion in the text.

Example:

Examination hall,

ABC Road.

Date: 12, may, 2016.

Dear friend,

I hope my letter finds you in a well state. We are all fine too.

Thankyou for the wonderful books you suggested to me.

I loved them all. How is your mother feeling? I hope she is well by now.

In your last letter, you told me about your result. I am not saying that I am dissappointed, but I am not very happy either. You used to be the best student in your class. In the span of the last few months, your grades are going down, and so is your health. I have heard that you are currently not studying much as you used to do. And you have also started to hang out with a few people who don't particularly have a pleasing reputation. And I was stunned to hear that you are participating in serious and dangerous activities like street racing.

A person is defined by the peoples he chooses as his friends. Spending your time with those people is doing you no good. In fact, it is changing you, in a really bad way. You do know, that street racing is among the

most dangerous sports. It is threatening to life and it is also ruining your image you worked so hard for. Think about it. Ask yourself if it all is worth the countless nights you stayed up, studying or the extreme hard work you did for your grades? I care for you and this is why I am saying this, stop indulging in these sort of activities and end your friendship with those people. Because it is not worth it. It's not only drifting you away from your bright future, but also from who you really are.

There is no need to cry over the spilt milk. You need to clean up the mess you created. I know you love computers. So we both can enroll in any web-designing institution. We can also opt out for learning new and helpful things like different languages. We can also volunteer for community service like we did last year. There are a million things we can do, which are much better and safer than what you're doing right now.

I hope you will take all my suggestions into consideration and think about what I said. I am looking forward to your reply. Write back soon and till then take care. Good bye.

Yours truly

X-Y-Z.

In weaker responses for Question 2b, the candidates

- described a problem in detail and requested the friend to stay away from it. However, the expression was plain and the text reflected lack of planning.
- reflected serious and persistent grammatical errors in their essay.
- wrote incorrect spellings, e.g. 'frand' for friend' for example, clumsy phrasing and/ or inaccurate/ missing punctuation.

Example:

X-Y-Z,
Examination Hall,
Kabachi.

Dear friend,

I hope you will found my letter in health and prosperity. I hope you will fine and I am also fine here. There will be so much/many days have been passed without we were not meet with each other and this is not purpose of ^{writing} letters and purpose of ^{my} ^{letter} writing is that ^{why} you were worried for me.

If you will worried for me so you will become weak and powerless. And these things are unwise for you. because it makes people weak and powerless. If you will going worried for me so you will call or contact to me. which can finished your worried ~~you~~ and make you weak and powerless.

I hope you will understood my advice which can resolve your problem and if you don't understood so contact/call or e-mail to me.

Your sincerely,
A-b-c.

Question 3(a,b,c)

The candidates were directed to write an essay on any of the three choices given. The vast majority of candidates chose to attempt parts 'a' and 'b', whereas, part 'c' was chosen by fewer candidates.

Part a:

“Anything is better than lies and deceit!” stressed Leo Tolstoy. Despite knowing the consequences of telling a lie, sometimes people use it as a shield to safeguard themselves from possible complications.

Write a narrative account based on a situation when someone spoke a small lie that got bigger with time. You should include the following points in your story.

- What was the lie and why it was spoken.
- How the situation got worse with time.
- How the matter was resolved.

Most of the candidates attempted this question well. In better responses for Question 3a, the candidates

- showed a clear understanding of the stimuli by using real and imaginary information. Candidates described a situation where they lied to get away/ save themselves from some unpleasant fact and later on due to guilt/ fear/ unavoidable circumstances they were exposed. Interesting situations were presented by most of the candidates. A few of the candidates who scored good marks presented interesting opening paragraphs which kept the examiner's attention rapt on the narrative. Some candidates started their story with
 - a conversation,
 - a few others wrote some interesting quotation/ proverb,
 - occasionally a candidate used some interesting 'hook' line that had shock value
- used creative plot structures i.e. the use of flashback and flash-forward techniques made the stories interesting to read.
- used relevant vocabulary, connectors and cohesive devices.
- displayed correct use of tenses and subject-verb agreement and tenses, except for occasional slips.
- used correct spelling and punctuation.

Example:

Let me put this straight, I hate Mondays, and I hate mornings. Join them together, and it becomes the thing I dread the most: a Monday morning. And adding a result day to that equation will definitely turn into an obvious recipe for disaster. And this is why I am currently locked in my room with a bruised leg, surrounded by a dozen books. Sounds confusing? Wait, let me begin from the very start.

It was a usual Monday morning, when I woke up with a very unpleasant feeling. My conscience was continuously bugging me about something very bad which I was forgetting. Suddenly, the door of my room slammed open, revealing my mother, who for some strange reason, was looking over excited and happy. "Sweetie, get up, it's a big day." She chirped in an overjoyous voice. "What is it, mom?" I asked, completely sure that it isn't something very pleasing for me. And my theory was proved to be true when my mom reminded me that today was the day for my results. The cruel reality dawned upon me as I practically jumped out of my bed and switched on the computer. I scrolled through the list of candidates who had been successfully passed. To my horror (and much to my expectation), my name wasn't there. Now any normal person who failed would panic and begin to cry. But me, being the brainless person I am, made the biggest mistake of my life: I lied.

I told my mom that I passed with flying colours and to say that she was happy to hear this, would be the greatest

understatement ever. She squealed like a little kid and pulled me in for an almost suffocating hug. Thankfully, she released me before I could die due to lack of oxygen. I thought about telling her the truth, but thought against it upon seeing how happy she was. Leaving her to celebrate my little (fake) victory, I went in for a shower. When I came down for breakfast, the sight in front of me almost made me faint. All my relatives, neighbours and friends were standing in the lounge, grinning from ear to ear. So, the news of me passing something in the first attempt had spread like wild fire. Everyone kept giving me gifts and continued to congratulate me as I thanked them, looking happy and calm while I was mentally slapping myself for lying. Lastly, my father entered with a huge gift and a proud smile plastered on his face. As he told me how proud he was, I was swallowed engulfed by guilt and overwhelmed by shame.

"Enough of it, I lied okay? I failed." I suddenly bursted out. Everyone, too stunned to react at first, slowly processed my words as their smiles turned to frowns. My cousin standing next to me, jumped upon my confession, knocking me down as I bruised my leg. Everyone, too angry to care about my injury, kept glaring

at me. After being yelled at by almost everyone, I limped back to my room on one leg, sinking in regret on my stupidity and blurtiness. And that my friends, is how my short period of fame came to an end as a lie turned my life upside down.

In *weak responses* for Question 3a, the candidates

- showed correct understanding of the prompt; however, expression and language were not up to the mark.
- used clichés, slangs or internet language.
- presented random ideas with no connective devices; the story lacked organisation/ planning.
- paragraphing was ignored and so were the connectives/ transition devices.
- displayed serious and persistent grammatical errors.

Example

I agree with the ~~statement~~ statement of Leo Tolstoy ~~that~~ "Anything is better than lies and deceit!" because a small lie can be a big lie ~~with~~ with the time. A lie ~~can~~ sometimes can save us, sometimes can kill us. we speak a lie to hide anything but because of that to one lie sometimes we ~~to~~ have ~~to~~ tell more lies. ~~Because~~ Because of one ~~lie~~ lie we can have bad impression on others. If we are telling a lie to the person and that person already knows that thing and then many questions will raise in his mind and we ~~to~~ will have bad impression and he will think I always told lies and these everything will happen because of ~~the~~ one lie. Because of one lie Zulfikar Ali Bhutto lost his life. He was innocent he did not have done anything wrong but because of some people who told lie about him ~~to~~ and then Zulfikar Bhutto was hanged and first it was only lie but

it became big day by day and Zulfikar Ali Bhutto died and that matter was resolved when he was hanged and ~~Be~~ because of one lie situation can get worse. We can safeguard ourselves by telling a lie but in future we have to pay for the lie we have told.

Question 3b

It was a cold night. You found a homeless person on your doorstep. Without a second thought, you invited him into your home to eat and sleep. However, you eventually regretted your decision.

Write a narrative story based on this situation and include the following points.

- How you felt when you noticed him outside your house.
- Why you regretted your decision.
- What cautions you would take next time while helping someone.

Most candidates recognised the fact that they had been given a topic which provides room for creativity and that they were at liberty to have some fun and engage their audience through both the details included and the style of their writing.

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

- mentioned a vivid description of a character with specific details (mostly in a particular sequence: physical description, manner of speaking, attire etc.). They were able to sustain accuracy, whilst employing a variety of sentence forms and vocabulary to good effect. It was indeed reassuring to observe that a few candidates tried to involve the thoughts of their character (the person they invited was conniving to trick the author all along). This attention to detail made the write-up delightful.
- used appropriate adjectives and adverbs to describe the sights, sounds and feelings. Most candidates explained a shocking revelation at the end about why they regretted their decision.
- displayed considerable accuracy in the use of tenses and subject-verb agreement.
- used appropriate vocabulary and correct spellings.
- inserted punctuation marks where needed.

Example:

Ever since our childhood, our parents have taught us not to interact with strangers and they are obviously right. You don't know what a stranger wants from you and it is better to be safe than sorry. I once made the mistake of letting a man inside my house and ~~at~~ ^{almost} ~~had~~ had to pay the price.

It was a cold ~~dec~~ December night, when I was a 12 year old teenage girl just two years ago. My parents had gone out to dine and I was having a fabulous time, munching popcorn while watching a movie when I heard a knock on the door. I answered it and I saw a man about forty years old, dressed in rags and shivering. He said: "I am wandering around for five days. Can you give me some food and shelter?". I looked at him suspiciously but my ~~kindle~~ kindness got the better of me and I let him in our guestroom. I laid out some of my dad's old clothes and a blanket for him to change into, and I told him to wait while I got him some food. After changing, he handed me his dirty clothes and I decided to wash them while I got some food for him. I put the plate of food in the microwave to heat and went to the laundry room to wash his clothes. While washing them I found some pills in his shirt pocket, which I found out were drugs and he was abusing them. My sixth sense told me to send that man out, ~~but~~ but I couldn't throw a homeless man out in the street, ~~can~~ could I? So instead I just threw his wet clothes in the dryer and took the

platefull of food to the guestroom where I had a whole new scene waiting for me. That man turned to me and said, "Come here. I want to see your face from a short distance." I stood there, frozen my eyes as big as saucers. He said, "You're a nice girl, and you look so cute, won't you come to me? Come here, I have a sweet gift for you." He had a menacing look in his eyes. I immediately thought of opening my parent's safe for him. But although I was 12 years old, I was quite mature and I quickly understood. He didn't want money, he wanted something else. Then my instincts kicked in and I ran to my parent's bedroom and locked myself inside. The man followed me and soon I could hear him pounding furiously on the door. I grabbed the spare phone, dialled the police and told them everything ~~and~~ including my address. "We're right on our way." ^{way} ~~that~~ the reply. In a few minutes I heard someone running and falling and someone saying, "You're under arrest". Thank goodness I was safe. The police then called my parents and after their arrival, told me in their presence that this so called "homeless man" was actually a wanted criminal who had exploited many young girls the same way and was on the list for quite a long time.

This incident has taught me not to trust anyone except my family. I got lucky or else who knows what he could have done to me? The whole purpose of narrating my experience is to inform you all, especially girls, to remain alert and avoid strangers, also to use all means necessary to keep yourself safe.

In weaker responses for Question 3b, the candidates

- showed a limited skills of description and lack of planning and ideas. A number of candidates switched from one idea to the next with little sense of cohesion/ logic. This made their writing increasingly muddled. A few candidates paid less attention and hence were able to address partially the requirement of the prompt.
- displayed inaccurate sentence structure with serious and persistent errors.

- displayed wrong spellings and lack of punctuation and paragraphing. The expression was incoherent and/ or inaccurate.

Example:

Once upon a time. In my city It was a cold night I will site in home. out side the home a cold temperature. In cold night. I am very cold feel so. I don't move from out side windows, doors are lock. than I was sitting a bed than ring the bell on my door. I'm very shokt. who is my door ring the bell. I will move on the door. than I was open the door I see homeless person on your door. the homeless person are very cold by winter season. so. I will invited in house. homeless person are very hungry and feeling coded. In him eat and sleep in my houses.

After night I will see homeless person sleep in my home. and ~~is~~ on my bad. he will feel very good, and easily sleep. If the such as season but we now help to all people. One people to an other. for example. One brother help of second brother. help is good manner for all peoples. we provide facility and protect. after night than morning. I will eat for

homeless person provide breakfast.
homeless person was pray me from God.
and very happy to I was help you.
and he go your home. So. will decide
I will help to all People homeless
person and I will provide help someone.
People, Society. his care good manners.
from all society. I would take next time
while helping someone.
Sharing is caring.

Question 3c

Various schools organise awareness seminars and activities to prepare students to face various natural calamities.

Describe an occasion when an institute conducted various disaster education activities, and soon after, an earthquake struck the region. Many people were trapped in their houses and the rescue was carried out by the students. You should include the following points in your description.

- Description of the earthquake affected region
- Ways in which the rescue took place
- Feelings of students after saving others' lives

In *better responses* for Question 3c the candidates

- began with the description of a day when they experienced an earthquake. Many candidates paid attention to details while describing their feeling and the actions they took to save themselves and others.
- wrote rich descriptions and expressive words to describe feelings. A chronological account of how the rescue took place was narrated as well.
- used appropriate sentence structure, tenses and accurate subject-verb agreement.
- used appropriate vocabulary to describe the day and the feelings.

Example:

All of the students gathered in the auditorium, as they were called by the principal suddenly after the lunch break. When everyone was seated and there was a pin drop silence in the hall, the principal of the school entered through the main door. Everyone stood up in his honour. He first of all greeted the students and then he came on the main topic.

He told his purpose of arranging this gathering. He told the students that "As we are living in a area which is threatened by a lot of natural disasters, one of them is the earthquake, dear students as you know that our past experiences regarding this very hazardous disaster are not very good.

Our area is usually under a bad condition after this disaster takes place. So today to inform you about how to deal with the situation while an earthquake strikes, a special team is here.

Those people will inform and guide you that what ^{measures} you should take if such kind of situation appears to happen. The students very carefully listened to the people who were there to inform them about the majors that must be taken out during an earthquake.

The students very consciously listened to the team and took every point in their mind. They felt that they were now ready to face the challenges which would occur. Soon after one week by that day, when all people in the village were busy in their daily activities and the students were in the school, a huge earthquake shook the ground and everyone unconsciously tried to save his life and ran away. The students of the school also got out of their classes and thankfully all students were safe because of the majors that they took while the earthquake struck, but the village was destructed, many of the houses had fallen and many of the people got trapped in their houses. The students then became very active and participated enthusiastically in rescuing the people who were trapped, they cleaned the mess that was created due to fall of houses and took out many of the people who were trapped under the fallen roofs of their houses. They rescued many of the little children and provided them with necessary health care which they needed and due to the active participation of the students the village soon was re-established and now the people were living a normal life. And this was all because of the students who felt very happy and honoured that they saved a lot of lives.

In weaker responses for Question 3c the candidates

- failed to address the requirement of the prompt: they mentioned about a day when they experienced earthquake and dilled on it for far too long.
- displayed serious errors of grammar, i.e. tenses were incorrectly used, many words were misspelled, etc. The issue of technical accuracy is vital for writing and, unfortunately, it was not uncommon to see scripts littered with technical errors (many of which were very basic - for example, their/there, too/to, where/were, etc.).

Various school organize awareness seminars and activities to prepare student face various face natural climate. Various school, is very helpfull for student becans various school prepare the student and face so many problems. Like earthquake, in earth quake many of people face in problems and many of people were trapped in Their houses. so we should prepare the student. in earth quake effect, is very bad news for every one. in earthquake millions of people finised. in earthquake demage and dostiyed land and a big houses and blding are finised. earthquake is very dangerous for every one.

There are so many bad advantages of earthquake. in earthquake finished people and finished lands and earthquake come landsliding is move, many people are trapped in our homes. and no any thing is available. people are facing so many troubles, and specially facing problems ~~government~~^{government} state. becas government should gives food & every thing gives to people for earthquake.

In earthquake come and every one can not feeling good and every can not happy becans

earthquake come and millions of people finished. and alot of problem is facing, earthquake is very dangerous for every one but specially mountain areas. ~~beams~~ so we should help the earthquake people, we should support the earthquake people we should give food for earthquake people, we should gives mineral water for earthquake people. we should save life our earthquake people and we should provide every thing for earthquake people. we should gives medicines and give special doctor for earthquake people. we should save the life earthquake people as a student. this is good for me and my all family and school beams I save the other life. specially Government should about and provide every thing for earthquake people. as a student I ~~save~~ will saving other life. we should gives ~~resumes~~ for land for earthquake people, as a student we should helpfull for other, as a student I saving life other This is good for me, and my feeling is good beams I save the other ~~life~~ life. Allah never gives earthquake for our ~~our~~ country.