

## Aga Khan University Examination Board

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

#### Introduction

This document has been produced for the teachers and candidates of Secondary School Certificate (SSC-I) English Compulsory. It contains comments on candidates' responses to the 2017 SSC-I 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	<ul style="list-style-type: none"><li>- Literal understanding of a reading text</li><li>- Inferential understanding of a reading text</li><li>- Reasoning skills</li></ul>
2 (a,b)	Letter/ Email Writing (informal)	<ul style="list-style-type: none"><li>- Ability to write an informal letter/ email to friends/ family</li><li>- Ability to use accurate sentence structure, connective devices, spellings, etc.</li><li>- Ability to develop and organise information in a familiar everyday context</li></ul>
3 (a,b,c)	Essay Writing	<ul style="list-style-type: none"><li>- Ability to develop a piece of writing with appropriate focus, organisation and purpose</li><li>- Ability to narrate and describe ideas and real/ imaginary events</li><li>- Ability to use accurate sentence structure, connective devices, spellings, etc.</li></ul>

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:**

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

Question 1 was based on a reading passage. It had 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. 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 ‘*You are Now Entering the Human Heart*’ by Janet Frame. 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 insightful opinions, and demonstrated astute understanding of the text and questions.

**Part a:**

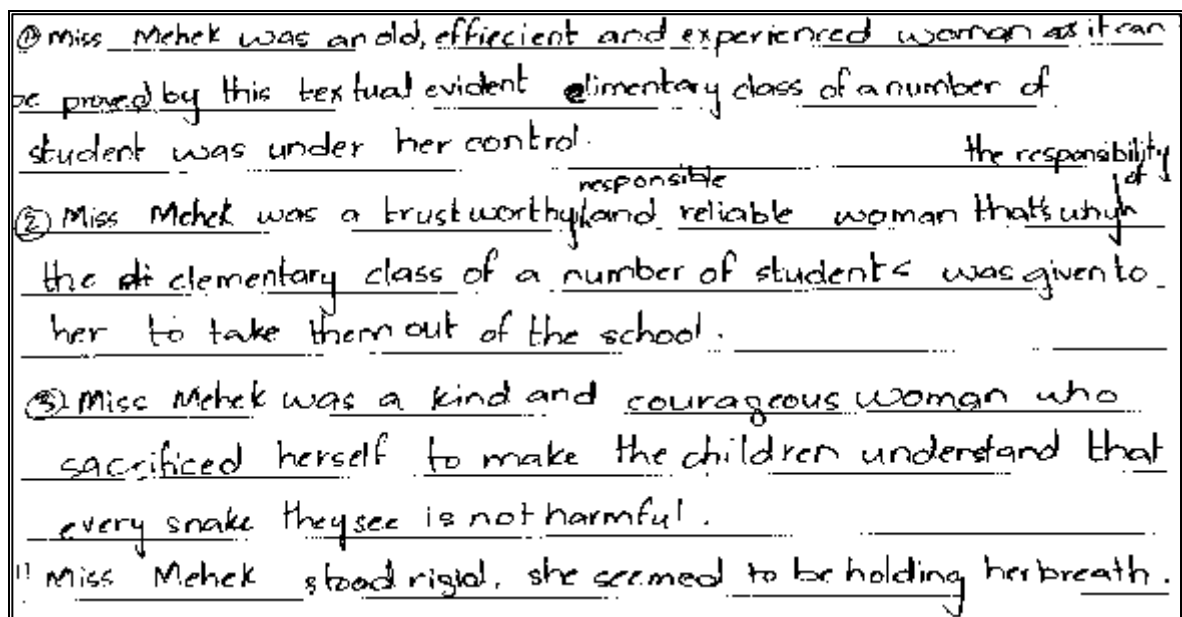
Describe THREE personality traits of Miss Mehek. Give TWO textual evidences to support your answer.

The question was a good discriminator of the candidates who understood the author's purpose of writing this story thoroughly, and those who struggled with it. A few candidates were able to offer insights into Ms Mehek's character and supported these with relevant textual points. Whereas, it was also observed that candidates who did not fare well offered either generalised or completely unrelated details that would befit any person; hence, such cases did not reflect an in-depth understanding of the reading text.

Those candidates who made a good attempt to answer the question focused on the progression of the story and the use of vocabulary.

Majority of the *better responses* presented adjectives like hardworking, elderly, urban, defiant, nervous and easily frightened, etc. to describe Ms Mehek. Appropriate textual evidences were cited for each personality trait; among these, some oft-cited evidences were: she was holding her breath as she was scared of snakes/ tried to hide her fear/ she is very old and yet she works which shows that she is hardworking/ she does not want others to see her as weak or afraid which proves her defiance. Occasionally, few candidates did not give specific adjectives/ phrases to cite the personality traits but presented their valid insights about Ms Mehek's personality in descriptive form. All such responses were considered for full marks.

**Example:**



In *weaker responses* of 1a, candidates were not able to interpret what Ms Mehek's actions revealed about her and what the overall situation revealed about her. In most cases, some textual details were copied without any added value or paraphrasing.

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. Occasionally, a few responses presented a vague relevance to the passage which indicated misunderstanding on the candidate's part. Such responses that were partially correct, hence received limited credit. An example is shared as follows.

**Example:**

i- Miss Mehek was hated such kinds of lessons
in class which causes fear for her.
ii- She thought herself as a brave woman but
actually isn't it like when the children watching her, she
whispered, and says that she is not afraid from the <sup>snake</sup>
ii- She was always trying to persuade or convince
others by making excuses. Like she was trying
<del>The textual evidences are as under</del>
to remain stand in front of the class bravely
or without any fear but it is not happened.

**Part b:**

- i. Discuss the reasons given by the author to justify Ms Mehek's fear.
- ii. If you were in her place, would you be equally afraid? Give a reason for your answer.

*Better responses* presented the reasons that were explicitly mentioned in the passage in the first part of the question. Some ideas included inferences like 'she was afraid because she was a city woman and has never handled snakes before' or 'she was unfamiliar with snakes'. In the second part of the question, most candidates affirmed that they will also behave in similar manner as snake-handling is new for them as well. A few candidates opined that their reaction would be different and that they would behave 'bravely', 'maturely', and 'rationally' as they know through this story that all snakes are not poisonous/ harmful.

It was observed that an overwhelming majority of the candidates (even those who received good marks) did not pay any attention to the command word 'discuss' and the answers indicated that the candidates have merely mentioned/ gave a short description of/ listed the reasons given by the author. A better quality answer would elicit attention to the requirement of the word 'discuss'. This means to examine which reason in the story is more plausible and which details count as author's justification for Ms Mehek's fear. Similar observations have been reported each year. The ever growing tendency to ignore the requirement of command words is concerning. In order to give advantage to the candidates, marks were not deducted for such cases, however, it must be communicated

that different command words cater to different levels of cognition and require varying attitudes, details and comprehension.

**Example:**

The reasons given by the author to justify Miss Mehek fear were that she was a simple city women and was nearly of retiring age and of course if a person had never ~~hand~~ handled a snake before he/she would be scared of it. if i was in her place.. i would be too, scared of the snake as i would thought that it's creepy and has a bunch of sharp and pointy teeth's.

Weaker responses displayed that candidates have misunderstood the requirement of the question. Phrases involving the words 'fear', 'afraid' were randomly copied. This shows the tendency of word-matching amongst the candidates without an attempt to understand the passage.

**Example:**

A)i) The author justify it's like a elderly teacher she just look the fear. She seems that the Green Grass snake is killed so it exit light blinked as hooded. Therefore Miss Mehek draped it around her neck and stepped back and hide its fear. And she pronouncing judgment on her that she is not afraid. If I would on her place I equally afraid because In my opinion the few type of snake were killed and I equally afraid that type of situation.

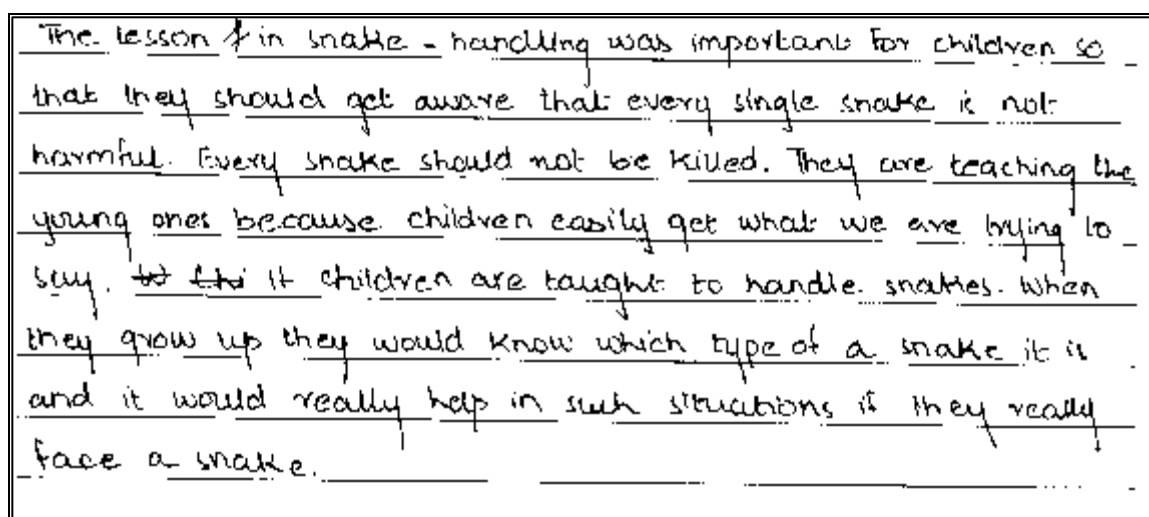
**Part c:**

Why was a lesson in snake-handling important for the children? Explain in detail.

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

In *better responses*, candidates focussed the focal point of the text, i.e. the lesson in snake-handling was important to demonstrate that all snakes are not harmful and hence should not be killed. Some responses added that the author wants to raise awareness about the reasons snake-handling lesson may prove fruitful for youngsters because it helps identify which snakes are harmless/ all life is valuable/ to eradicate the fear of snakes.

**Example:**



The lesson in snake-handling was important for children so that they should get aware that every single snake is not harmful. Every snake should not be killed. They are teaching the young ones because children easily get what we are trying to say. ~~to do~~ If children are taught to handle snakes. When they grow up they would know which type of a snake it is and it would really help in such situations if they really face a snake.

*Weaker responses* demonstrated the tendency to copy textual details. Most candidates copied relevant section and were considered for limited credit as they did not edit the answer as per the requirement of the question. A few completely irrelevant responses received no credit. Close tracking of textual details and the ability to read between the lines seemed to be lacking in the skill-set of the low-scoring candidates.

Though, in reading comprehension, marks are not deducted for spelling/ grammatical mistakes, yet it is concerning to observe that candidates mention 'snak' instead of 'snake'; the word 'snake' occurs several times in the story and, mistakes such as these, reflect the non-serious attitude with which candidates approach the exam paper. Such trends need to be arrested through classroom practice.

**Example:**

The snake handling is very important for the children because if they are in some problem because of snake so they can handle the snake by his own selves. And protect this from this snake which can be the harmful for the children so that's why it is very important lesson for children.

**Part d:**

Cite any TWO textual evidences that have been used to indicate Miss Mehek's fear.

The question was generally attempted well.

In *better responses*, the candidates demonstrated the ability to track textual evidences. Some common answers included details about Miss Mehek's behaviour, i.e. she stood rigid/ her face turned pale/ she seemed to be holding her breath. Her eyes faced the lighted exit and her fear was obvious/ she suddenly jerked her head and lifted her hands in panic to get rid of the snake. Some candidates paraphrased the textual evidences whereas others gave direct quotes. As the requirement of the question is citation, all of them were considered for full marks.

**Example:**

We can say that Miss Mehek was scared because.

- 1) her face had turned all pale.
- 2) She held her breath and stood rigidly when the attendant wrapped the snake around her neck.

*Weaker responses* showed that the candidates did not understand the question. Instead of citing evidences which demonstrate Ms Mehek's fear, most candidates wrote 'she was a city woman', 'she had never handled a snake', etc. The reason for misunderstanding the question may be superficial reading of the question and/ or the lack of skill to cite textual evidences.

**Example:**

Miss Mehek's was a city women born and bred.  
Miss Mehek's has never handled a live snake in her life so she became frightened.

**Part e:**

Summarise the passage in no more than 100 words.

Only a handful of responses displayed the knowledge that summarising a factual/opinionated essay is different from summarising a short story or an excerpt of a short story. A few candidates catered to each paragraph separately where they copied a statement/sentence thinking it to be the topic statement of that paragraph. Teachers need to communicate that it is absolutely crucial to paraphrase main idea and actions of the entire story rather than quoting/ copying/ using the words of the text while summarising an excerpt of a short story. It is also important to include where, what, who and when of the story. Few responses displayed this knowledge. The marking scheme was hence adjusted and marks were allotted for mentioning any three ideas from the text and taking care of word limit, while 1 mark was allotted for paraphrasing/ use of one's own words.

*Better responses* presented three main points, i.e. why a lesson in snake-handling is important, why Ms Mehek seemed afraid and Ms Mehek trying to hide her fear. Some candidates scoring full marks paraphrased the details and limited their writing to the required word count. It should also be noted that the better scoring responses offered no personal opinion/ interpretation and limited the details to what was present in the text. These points are important for summarising and should be considered in classroom practice.

**Example:**

This passage revolves around a lesson of snake handling held in a class. The reason behind this lesson was to remove the fear of children for numerous snakes as all the snakes are not worth killing. However, the elderly teacher was afraid but the attendant was brave as he/she had dealt with snakes previously and the students were excited to learn something new. However, teacher didn't show her fear as the snake was wrapped around ~~his~~ <sup>her</sup> neck, but she didn't react much <sup>as</sup> because she wanted to give lesson to the children.

Weaker responses quoted few extracts of the original text and mostly exceeded word limit by more than 20 words. Hence, it clearly showed that the low scoring candidates did not have enough practice of summarising a story.

**Example:**

Summary of the passage is that we should not be afraid of small small creature. School was teaching the students that we should not be afraid and thought through the afraid out of our life. ~~teacher~~ Teacher are responsible of teaching students because that is our teacher job to tell and do every acting from which young students will learn some thing.

**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. Informality should not be mistaken for slang.

**Part a:**

Write an email to a friend of yours who is visiting your city for the first time. Mention the following in your email:

- Which places should be visited and why (at least two places)
- Where they should stay
- What the total cost of the visit should be

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

- elaborated on the places that should be visited. Most of the candidates offered the friend to stay with them; a few indicated that hotel-stay would be appropriate and mentioned an approximate cost of stay.
- mentioned format of an email (To/ From/ Date/ Subject/ Greeting/ Body/ Complimentary Close).
- used informal register/ conversational style. However, sentence structure and other grammatical aspects were accurate.
- used accurate spelling and punctuation.

**Example:**

To: abc.123@gmail.com
From: xyz.456@yahoo.com
Subject: Hey ho! Hey ho! On a trip you go!
Date: 11 <sup>th</sup> May, 2017
Dearest Friend,
I am dancing a jig right <sup>now</sup> from sheer happiness that you are finally coming to Karachi. I am so excited. I have amazing days planned for us, packed with fun, with not a tinge of boredom! And let the plan unfold!

So I was thinking you could easily stay at my place. Your parents and younger brother can share the guest room and you can sleep with me! I have a list of places you can visit, while in Karachi: Quaid-e-Azam's Mausoleum, to pay your respects (Not to mention it's beautiful), Feroze Hall (Sadequain has painted the roof of the hall and it's amazing), Maritime Museum can also be visited as it has ~~a~~ really interesting things on display (Including a submarine). For your little brother I thought we could visit Sindbad or Safari Park. Both of them have rides which are extreme<sup>ly</sup> (Also a 3D movie theatre <sup>in Sindbad</sup> and a safari trip in Safari Park).

I talked to my father and he thought that Rs. 50,000 should be more than enough as you ~~to~~ are travelling by train and ~~to~~ staying with us. This amount should cover the travel expenses inside the city and to and from the city as well.

Regards.

P.S: Can't wait to see you XX

In weaker responses for Questions 2a, the candidates

- misunderstood the question/ stimuli and wrote irrelevant details; for example: a few responses spent too much time elaborating on the places to visit and ignored the other necessary parts that should have been included, i.e. where should the friend stay and what should be the approximate cost. It was also observed that a few candidates mentioned possible cost which was highly unlikely for the said situation.
- wrote incorrect sentence structure with serious and persistent grammatical errors. Unfortunately, a number of candidates let themselves down with inaccurate expression: weak spelling, ('frand' for friend and Khi for Karachi for example was all too common – inexcusable, when the word formed part of the question), clumsy phrasing, inaccurate or missing punctuation. The importance of paragraphing was ignored.
- used an incorrect or incomplete format of informal letters. At times, the format was entirely missing.
- used clichés, slangs or internet language.

**Example:**

The image shows a handwritten example of an informal letter on lined paper. The text is written in cursive and includes the following elements:

- TO : abc @ gmail . Com
- FROM : xyz @ gmail . Com
- IC : 123 @ . Yahoo . Com
- CCC : abc @ hot . mail . Com
- My friend who is visite in My City for First time
- Dear friend
- Hey bro! How are you I hoped you are fine and I am also fine kicking and alive I has have listened that you have get 84.1.

in Your exams Congratulation oh! I am  
forget to tell about my friend who is  
visiting my country on first time  
in Pakistan

My friend name is Uzair who  
is live in Bangkok. I am too much  
excited that we going out for picnic  
Her flight on 8:00 clock am when he  
went on Airport. he put hand on her pocket for  
passport the passport was not found  
he scream. He immediately go to  
the car where he coming from home  
to Airport when we find the car shouted the  
driver stop the car. He opened the car door.  
he find the passport on the car back seat  
where he seating. he give a big breath. after all  
he went on plane and the plane fly  
after some time.

afterwards a lady come and ask the  
uzair for a drink. uzair say <sup>say</sup> yes. a lady give  
a Juice polystyrene Cup. when he take a  
Zip uzair say what is this, what a taste honey  
like, brilliant. lady and say thank you.

And her stay on london for One  
night stand in london hotel. uzair enjoy  
the hotel also doing shopping. and her  
last flight direct stay on pakistan.

~~when uzair~~ and uzair totally went on  
pakistan. I went on Airport for pick  
up to uzair. when come out from Air port  
we hug and sit on car. we talk too much.  
uzair say that they total amount to ~~stay~~ <sup>come here</sup> is  
35000 but I enjoyed too much. and then we went <sup>here</sup> to  
Your Faithfull.

**Part b:**

A friend of yours is very afraid of animals. You want to invite your friend to visit your home after exams for a party that you are throwing for all your friends. However, she/ he is reluctant to visit your home because you keep many pets, including dogs, cats, etc.

Write a letter to your friend inviting her/ him to your party. In your letter:

- Explain that her/ his fear is irrational
- Suggest how to befriend or handle all the pets

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

- discussed that most pet animals are approachable and friendly and hence one should not fear them. A few interesting responses indicated tips to handle pets, for instance, avoiding panic situations, handling with care and caution, avoid startling the pets, keeping an open mind, recognising that the fear is irrational and using a journal/ diary to write about your fear in general etc.
- 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:**

Lisa Hamilton,
XYZ house, ABC road,
Examination hall, Karachi.
11 <sup>th</sup> May '2017,
Dear friend,
Hello. Hope that you are good and in high spirits. I heard about your visit to Australia and hope that you have enjoyed alot.

I have been meaning to write this letter for ~~you~~ a long time but things kept popping out. It is just to tell you that my exams have finished and I am throwing a party. I convinced my sister to message you and she said that your visit may be cancelled as there are a lot of animals at my house and you hate animals. My dear friend, I know you from a very long time but I have not been able to guess the reason for the hatred of animals. Animals are loving creatures and demand love as other humans do. They are also loving creatures and there is no apparent reason to hate them. I really want to tell you that this fear of animals is

completely weird and makes no sense. There must be a reason for hating these creatures and you apparently do not seem to have one. I know that you hate animals but they are not hateful. They are cute and have some habits just like us. You can stop hating animals by applying some ways so they could get closer to you. You can feed them on proper time, take them to walks, play and enjoy with them and talk to them so they could come closer and get attached. Animals are cute creatures deserving love as we love are fellow beings rather than being hated. I also wanted to add that I have birds at my home mostly with some cats and dogs. So get over your fear quickly so we can enjoy the party together.

I hope that as a friend I have done my best to ease  
the fear of animals and hope that you will listen to  
my advice. Always remember that fear is your fear  
itself. Take care and good luck with animals. I hope  
I will see you at the party. Till then bye.

With lots of love,

Your truly and haunting friend,

PQR.

In weaker responses for Question 2b, the candidates

- described that the pets are friendly; however, did not dwell much on the tips to overcome the fear of pets.
- reflected serious and persistent grammatical errors in their essay.
- used clichés, slangs or internet language.

Example:

11 <sup>th</sup> May - 2017
Examination Hall, XYZ School, Karachi.
Dear Friend,
I hope you are alright and I think now you must be grown up. I think you will come to a party held after exam at my home.
I think now you did not afraid of any animals and if you afraid so be a man not afraid like a child so please come to the party. The best friend is that who do every thing for a friend so be a best friend and come to
I knew that you came so please don't break my hopes and come to a party like a best friend.
Your sincerely XYZ

**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:**

"Give a man a fish and you will feed him for a day. Teach a man to fish and you will feed him for a lifetime."

How does this quote relate to your life? Narrate an incident from your life (real or imaginary) describing the relevance and accuracy of the quote given above.

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

- showed a clear understanding of the quote and elaborated on it by using real and imaginary information. Mostly candidates quoted interesting events which revealed humorous and serious instances of how an event made them look bad despite good intentions.
- used creative techniques, i.e. anecdotes and flashback techniques were used to good effect by a few candidates. An attempt was made to create humour by elaborating on unusual behaviour and strange occurrences.
- used connectors and cohesive devices were used to create coherence in the writing.
- displayed correct use of tenses and subject-verb agreement and tenses, spelling and punctuation, except for occasional slips.

Example:

"OH! Angela, it really was a tiring weekday. This meeting made me nervous the whole week and now it seems that it was not that difficult to attend it." said Emily.

"I understand, Ms. Napoli. Oh no, sorry." Angela apologized.

"How many times do I have to tell you dear, call me Emily."

"Well, now I should better go home and rest. Enough of the office work." said Emily. "I may remind you Emily that your schedule is still booked by a wedding of your friend's sibling." Emily had totally forgotten about it. Her friend, Jenny was the special one as she was the one who upgraded Emily's status and made her successful.

Emily ran home and quickly withdrew her clothes which was hung for more than a week. After being ready, she threw herself in the car and drove recklessly. When she arrived at the meet ceremony, she was surrounded<sup>ed</sup> by many unknown personalities to whom<sup>m</sup> Emily didn't know personally. It was her first attendance to a party full of wealthy hands and pockets. She felt nervous, after all she was the new intern in that type of com<sup>m</sup>unity. Jenny saw her and welcomed her from a far distance, as she was there for the photoshoot on the stage.

Jenny's father, Ben came towards Emily. Emily is the manager of Jenny's father's office. Emily met him the first time <sup>at</sup> after the interview. She remembers the day when Ben and Emily met, when Emily's father was caught as a thief in Ben's office and was put in jail. Emily

had begged towards Ben for the acceptance for bail but Emily was given a stack of money which she refused to receive. Emily belonged to a poor family but were respected people. Due to poverty, her father became a criminal but Emily lost no hope and tended to raise money for her family but as she wasn't so educated, she ~~became~~ became a beggar and survived with the money provided by the pedestrians.

Fortunately, Emily met Jenny who ~~was~~ was a whole-hearted and open-minded person. They met at the police station where Jenny felt pity for her and Emily described her situation and background gloomily. From that day onwards, Jenny provided Emily with business techniques and provided money for Emily to

~~acquire~~ acquire education. For continuous 2 years, Emily worked hard and passed through thick and thin to achieve her goals which she finally did. She was called for the interview by Ben who was surprised to see Emily highly educated.

Emily had been hired since a year and the business has faced many profits. She has proved herself as a benefit to Ben's business.

Tears coursed down Emily's face when Ben's appearance reminded her of her past. She was reminded of how she begged for money and now people are dependant on her to pay them their money. She quickly swifited her tears from her face and stepped forward to greet him.

"Give a man a fish and you'll feed him for a day, teach him to fish and you'll feed him for lifetime."

In weak responses for Question 3a, the candidates

- did not understand the quotation and explained it in literal sense. Hence, the life-event quoted also offered limited relevance to the requirement of the question.
- displayed serious and persistent grammatical errors.
- used clichés, slangs or internet language.
- presented random ideas with no connective devices; the story lacked organisation/ planning.

Example:

Once a time me and my brothers was coming to the college he is my routine we were coming to the college in daily life but one day I was late and was that want to we were ran a bike with high speed and I was attend a class with timely but this thing was not want to Allah and we were ran a bike with high speed and in the center of the garden and the dog was running high speed on the road and frontly came a car when this situation looked to me and I was confusion, and worried that what I do? but if want to Allah and he was done when car was came shortly and dog was ran left side and when my bike and car was nearst to each other the dog was ran right side the car and me was attached to each other and I was Ex Accident and my left leg was broken and my brother were mental

and me was also mental after few minutes some people come and he want to ~~we~~ are human and these are human but I don't know that what he doing these are my villiger and my nearest persons he was take me in take care and take in hospital when I was open our eyes see that which ~~thing~~ place we are present and asked to our cousins where you are take to me but where is my brother's he said he was in our school and I said that these are not present in our school when our Accident in my brother's was present in this place please you are gone and take my brother's front in my eyes. This incident was not destroy in our mind in hole life time.

So once a wise man said that "Give a man a fish and you will feed him for a day. Teach a man to fish and you will feed him for a lifetime". This Incident was this coat was true that fish was feed a day and man was feed lifetime.

**Question 3b:**

As I gazed out of my bedroom window I could not neglect the scenery all around my brown and green garden. It was the season of autumn and temperatures had begun to fall after a hectic summer. Clouds drifted across the sky leisurely and looked like a huge mass of cotton...

Write a narrative story on the given situation. Include the following details.

- Details of autumn
- What you did and how the season affects you?

Most candidates recognised 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/ explained a vivid description of the autumn season; many examples were of visual imagery, auditory and olfactory senses in the description of the season and the effect it has on the writer's perceptions and subsequent actions.
- displayed considerable accuracy in the use of tenses and subject-verb agreement.
- mostly used a simple structure of story writing, i.e., beginning, rising action, leading to some sort of resolution. At times, the structure of narrative essay, instead of story, was used.
- used appropriate vocabulary and correct spellings.
- inserted punctuation marks and cohesive devices where needed.

### Example:

As I gazed out of my bedroom window, I couldn't neglect the scenery all around my brown & green garden. It was the season of autumn & temperatures had begun to fall after a hectic summer. Clouds drifted across the sky leisurely and looked like a huge mass of cotton ball. The clock struck ~~at~~ eleven in the morning. I rushed to the toilet, fixed my hair, brushed my teeth, washed my pale and spot free face and tried on a royal blue colored ~~garment~~ gown that exactly fit according to the respective season's liking. Along with the new season, new fashion and fresh colors arrive, and the old outfits have to be packed up in large, heavy suitcases to be used in the next summer. Well! I never just wish that summers arrive again as it had been exhausting and tormenting this year. The temperature rised up to 45°C one afternoon. ~~It~~ I also encountered lots of squabbles amongst notheads due to such a high temp. Well, with the arrival of autumn, its all settled now.

The arrival of autumn is an indication of winters to arrive soon, so I also made sure that I have ~~up~~ unpacked all the warm sweaters and blankets. I also bought packets of coffee and dry fruits. Autumn is such a dry but beautiful reason. The view of falling leaves add spice to the sight. But it had cultivated problems for me like, now ~~I~~ I need to mow the garden and clean up the mess created by the oak tree, fallen variegated leaves.

It was a quiet and ~~colorless~~ euphoric autumn evening when a man with thick beards, undernourished, ~~pep~~ salt and pepperish colored haired walked to my door asking for a warm & cozy sweater along with a bun as he had been stiff to death due to such a low and dry temperature. The sight that gave me pleasure was not really eye-pleasing to others. I offered him both and then after he left, I continued staring him and it was not long before I witnessed that the items I've offered him ~~has been taken~~ have been taken and offered to a guy sitting under a bridge and appeared even more malnourished than that man was. After watching that sight, I couldn't control my gestures & emotions to myself & that a man poor and hungry himself, not even capable to earn a living has given the piece of bun and clothing to a man ~~even~~ in even worse condition was an act of pure kindness. After all, who would like to sacrifice such an amazing offer in such a cold and dry breezy condition for another person.

I was mesmerised by ~~this~~ this sign and ~~walked~~ walked to them so I could appreciate them and give them things, they don't have but need. I also concluded that no weather is free of problems i.e every season ~~at~~ brings issues either its the fights, poverty, shivers etc along with it.

In weaker responses for Question 3b, the candidates

- showed a limited skills of description and lack of planning and ideas. Mostly, the focus was on the actions and what the candidates wanted to do; hence, the description of the season was ignored. 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:**

As I gazed out of my bedroom window I could not neglect the scenery all around my brown and green garden. It was the season of the autumn and temperature had begun to fall after a hectic summer. Clouds drifted across the sky leisurely and looked like a huge mass of cotton. This is a very beautiful scene of nature. It is a crisp evening of the year. The winds are blowing and the clouds of the sky like a cotton the huge on the sky. Some time to start to rainfall. I saw the rainfall the very deeply. In my garden there are some flowers when the rainfall pass the flowers are like that the flowers are beating. Some a new minutes.

The rainfall is stop. And  
start wind blowing. when the  
wind pass the flowers of I like  
that the flowers are fluttering  
and clanking. And it is  
the very beautiful scene of  
the flowers of the nature.

After a few hours the  
wind blow also stop. when the  
wind blow stop the cloud  
of the sky come <sup>down</sup> on the  
earth. when the cloud reach out

earth. when the cloud reach out  
side of my window I am  
try to see out side the  
things but I do not  
see the out sides things  
because the cloud are  
very come on the earth. Sometime  
the cloud go on the sky. when  
I say out sides my window  
the flower are shining that  
like the stars of the shining.  
It is a very beautiful  
scene of nature.

**Question 3c:**

You have recently been invited by your friend to attend the wedding of his/ her sibling. Describe the wedding ceremony in detail. Include the following:

- Sights and sounds
- Description of your feelings at the occasion
- An account of the interesting moments of the ceremony

Most candidates chose to attempt this part of Question 3. The question was generally well-attempted.

In *better responses* for Question 3c the candidates

- mentioned receiving an invitation for the wedding ceremony, followed by detailed description of their efforts in the ceremonies, description of events/ ceremonies spanning one to several days and all the traditional practices observed during the wedding days. Many candidates mentioned how they participated and felt.
- used appropriate sentence structure, tenses and accurate subject-verb agreement.

Example:

On a warm Saturday, I saw myself lying on my friend's bed with gift boxes ~~was~~ messed up in the room. I stretched my hands, yawned with my mouth wide opened and gazed at the sky. The sun seemed like winking at me with a golden eye behind the mask of a gray cloud. I was staying at my friend's house, as it was her wedding day. As soon as I realized that, I ~~took~~ a rapped out of the bed, took a shower and went downstairs to look at all the preparations.

I saw girls playing drums, clapping, singing dancing and ~~chuckling~~ chuckling-in their usual ~~dress~~ dresses in a circle, with the bride-my friend, sitting in the center. I rushed down to her, took her hand and started dancing with her. I don't

know why, but everyone started ~~laughing~~ guffawing with their mouths wide opened, and their voices, ~~it~~ I felt as if their ~~tongue~~ lungs were going to burst out. I still laughed with them. I then marched to the kitchen as I felt as if someone's frowning heavy iron balls in my stomach from above. I then noticed ~~a~~ tremendous flowers and lights whirled up on the pillars. Whenever my eyes could let me watch, I observed everyone in their brightest modes, with sparkles in their eyes. Especially the bride and her mother. After getting something to eat, I started wandering off and exploring other things.

As time passed, everyone started to hustle and bustle for their dressings and other preparations. I too got dressed up in an elegant manner, and helped the bride get ready too. She was wearing a purple blouse with peach skirt. With very detailed and heavy work. She wore a peach dupatta of net, silver, pencil heel with a decent makeup. And I couldn't get my eyes off her. It was that moment when the guests started arriving, with gifts in their hands and meeting the bride's family members. I felt more excited than the bride. But when the groom entered, I could see my friend's all thirty two teeth sparkling. I was quite amazed. The bride and the groom then sat on special seats arranged for them. Before anyone could start taking selfies, the bride's relatives and I started protesting in front of the groom for money in exchange of his shoe. Which we had already. He then agreed to give us \$50,000 in exchange of his shoe while the groom's relatives were refusing. We thanked him, gave him his shoe as promised and started dancing and having fun later, my bride left with his husband happily and not crying - though I've never seen it before. But I was really happy for her and was eager to attend another friend's wedding.

In weaker responses for Question 3c the candidates

- wrote letters instead of essay. Some students did not fully engage with the elements of the topics and prompts. Greater care needs to be taken during classroom practice to ensure that candidates engage with specific, rather than generalised ideas. Some responses showed formulaic approach, some wrote pre-prepared responses which is worrying for the examiner.
- 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.).

Example:

Recently i were come from my friend wedding i enjoyed alot there. There had a good and we setup for wedding. There were a manarable people, buffers for music and well ecosystem interested functions and interested enjoyment on the different functions.

I went there before one week iam so interese for the ocasion i do my all shopping with there my friend was so happy that i came. With the presence of Allah on every step of my life we also enjoyed on every ocasion with the name of allah. I feel good and i am so ~~excite~~ excited

to attend all the function and i attend all the ocasion. On mehndi we complete are all rasm's and then we all friend do dance and more enjoyment on mehndi at next ocasion ~~at~~ barat we also enjoyed next but at ~~at~~ the end of the ocasion when the rukhsati begin we still crying. we came to home still feeling bored just because of my friend because she was not at home and at next ocasion at valima we all enjoyed well and be happy. after valima

i came to home i can not miss this ceremony from my ~~account~~ <sup>mind</sup> these moments are so interesting. we also want to remind this moments.