



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

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

Introduction

This document has been produced for the teachers and candidates of Secondary School Certificate (SSC) Part I English Compulsory. It contains comments on candidates' responses to the 2025 SSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

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

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfill the demand of the question.

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

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 writing skills. Whereas in the Constructed Response Questions (CRQs), the candidates struggled with relating the concepts of the given passage in the exam with real life scenarios. They were only able to mention the facts from the passage especially in the context of summary writing.

A clear division between the designated sections to address each area in CRQs as well as ERQs should be maintained i.e., candidates should be encouraged to comprehend the textual details of the passage with more focus on implied meaning, and writing skills in ERQs targeting coherence in ideas and maintaining grammatical accuracy.

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, f)	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)

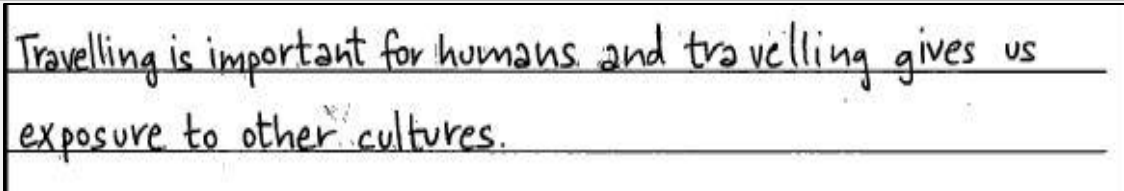

Question No. 1a	
Question Text	Identify the thesis statement from the given passage.
SLO No.	2.1.2
SLO Text	Discuss different parts of a text by identifying the topic sentences, main ideas and their relation with other sentences.
Max Marks	1
Cognitive Level	*U
Checking Hints	1 mark for stating the thesis statement. Mark will be awarded if the candidate has rephrased the thesis statement in their own words.
Overall Performance	It was observed that though few candidates needed an understanding of the term 'thesis statement'. Yet on the other hand, a large number of candidates were able to identify the thesis statement correctly.
Description of Better Responses	<i>Better responses</i> highlighted the importance of the thesis statement, being able to identify in the first two lines of the first paragraph or the last 2 lines of the same paragraph, indicating their understanding like 'travelling is important for humans/ travelling is important to help us continually learn as human beings'.
Image of Better Responses	
Description of Weaker Responses	<i>Weaker responses</i> showed an unclear understanding of the term 'thesis statement' This misconception indicated a lack of comprehension. Moreover, it was seen that the statement was converted into a question.

Image of Weaker Responses

Thesis statement: "Why is it crucial for humans to travel beyond their home town."

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analyzing or evaluating). Review past paper questions on the concept Refer 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 https://akueb.knowledgeplatform.com/login 

Any Additional Suggestion:

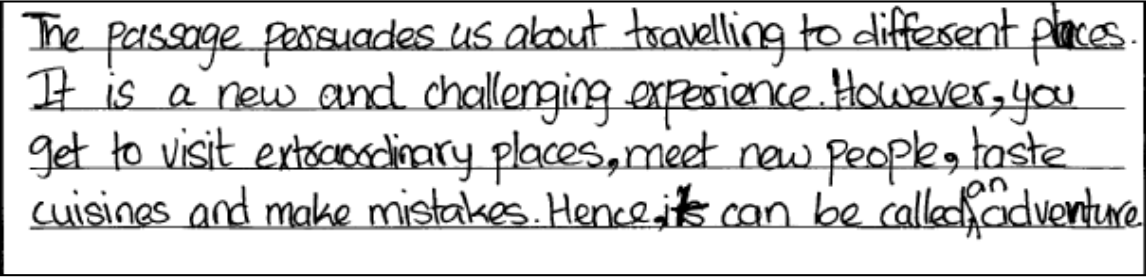
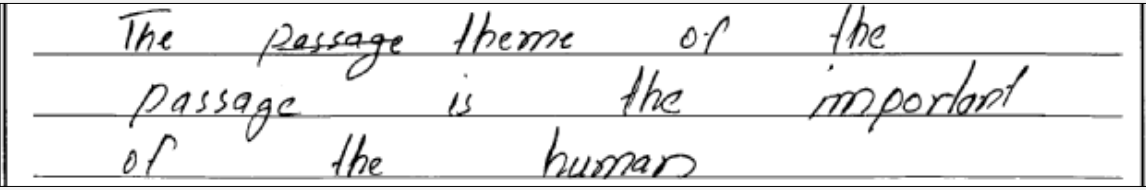
Reading Response Journals: Students can keep a reading journal where they reflect on their reading.

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


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

Question No. 1b

Question Text	Explain a way in which the theme of the passage can be categorised as adventure.
SLO No.	2.1.9
SLO Text	a. Discuss how a topic is introduced, impact of word choice, details and arrangement of texts; b. Discuss how main idea is supported by details, thesis statement and evidences used by the author; c. Identify the organisation of a text (cause and effect, problem and solution, comparison and contrast, general to specific/ vice versa).
Max Marks	2
Cognitive Level	U
Checking Hints	1 mark for describing adventure Assign an additional mark if the answer is well-explained. Note: Marks will not be awarded if the candidate has copied from the text.
Overall Performance	The question prompted thoughtful engagement from the candidates. As a result, most responses demonstrated a solid understanding of the theme of adventure in the passage providing adequate examples and reasoning to support their answers.

Description of Better Responses	<i>Better responses</i> reflected thoughtful engagement, with many highlighting that travel provides opportunities to experience and appreciate diverse cultures. This cultural exposure, in turn, can inspire individuals to reflect on themselves. Several candidates went beyond the surface meaning, interpreting adventure not only as physical exploration but also as a journey of emotional and intellectual discovery, showcasing depth and maturity in their interpretations.
Image of Better Responses	
Description of Weaker Responses	In <i>weaker responses</i> , candidates demonstrated a noticeable lack of clarity in both their interpretation and expression. They struggled to identify adventure as the central theme, often failing to connect their ideas to the broader message of the passage. These responses lacked coherence and depth, and in many cases, the candidates simply copied phrases or sentences directly from the text without demonstrating genuine understanding.
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"> • Understand the expectations of command words (use Command Word Guide) • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analyzing or evaluating). • Review past paper questions on the concept • Refer 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 

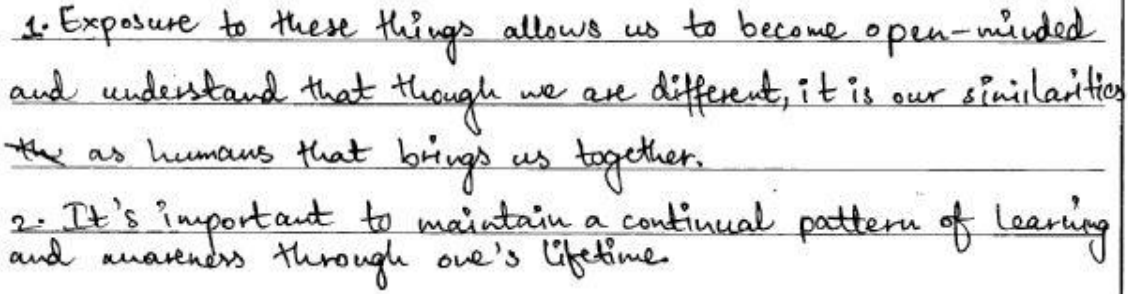
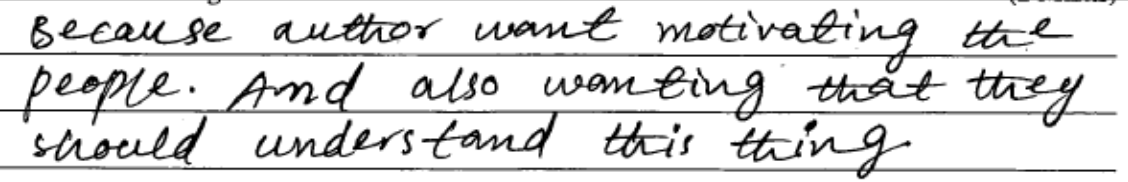
Any Additional Suggestion:

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. 1c

Question Text	Provide TWO evidences from the passage that show the author's neutral tone when discussing about travelling.
SLO No.	2.1.10
SLO Text	Elaborate author's purpose and intention by: a. identifying overall gist, facts and opinions; b. describing details, choice of words and tone.
Max Marks	2
Cognitive Level	U
Checking Hints	1 mark for each evidence (2 required) Note: Marks will be awarded if the candidate has re-phrased the points from the text that show neutral tone.
Overall Performance	Overall, the responses to this question indicated the candidates' understanding of the tone of the passage and ways in which it is reflected through the details provided by the author.
Description of Better Responses	<i>Better responses</i> demonstrated the understanding of the author's neutral tone that indicates the author's refrain from sharing personal opinions about travel and the use of personal pronouns such as 'I', which would have made the passage more subjective. The candidates mentioned references from passage such as the ones in the image below to showcase the author's neutral tone.
Image of Better Responses	
Description of Weaker Responses	In <i>weaker responses</i> , candidates displayed a lack of clarity regarding neutral tone. Instead, they focused on ways in which the author is motivating the reader to become a traveller.
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"> Understand the expectations of command words (use Command Word Guide) Look at the cognitive level Identify the content that is required to answer that question (both in terms of 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share 	<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

understanding of concepts and any skills that may be required like analyzing or evaluating).

- Review past paper questions on the concept
- Refer the resource guide for additional materials

- Knowledge Platform videos
- Questioning Technique (Socratic approach)
- Practical Demonstration



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	Write the summary of the given passage in 100 words using your own words.
SLO No.	2.1.12
SLO Text	Summarise a text by identifying the main idea and supporting details.
Max Marks	5
Cognitive Level	A
Checking Hints	1 mark for keeping to word limit (+/- 10 words) 1 mark for using own words 1 mark for each mentioned point (3 required) Note: Do not award marks if the candidate has copied from the text.
Overall Performance	It was observed that many candidates encountered challenges in their attempts to summarise the passage by exceeding the word limit or copying from the passage.
Description of Better Responses	<i>Better responses</i> demonstrated an understanding of summary writing. The responses of the candidates highlighted their understanding of the given passage which persuaded the readers for travelling and its impact. Generally, it is observed that the candidates use their own words in the summary.
Image of Better Response	<p>From the given passage we understand how thrilling travelling can be. One gets to know how different cultures express diversity. Exposure to other countries can often teach us lessons we do not learn in our own environment. As human beings we are naturally curious and travelling is a way to answer many questions. Since everyone has a TV at home, everyone can see: food, art^{landscapes}, clothings etc, from other countries. This passage persuades its reader to travel and discover various secrets and lifestyles from around the world.</p>

Description of Weaker Responses	In <i>weaker responses</i> , candidates exhibited a lack of clarity in understanding key points of the passage. They also copied directly from the passage and offered opinions about the passage. Therefore, most of these responses repeated sentences from the passage which did not fulfil the requirement of the summary. Some offered vague responses that were incomprehensible.
Image of Weaker Response	

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analyzing or evaluating). Review past paper questions on the concept Refer 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.

Question No. 1e

Question Text	Suppose you are the author of the given passage. Write any THREE features of travelling that you would add to enhance the meaning of the passage.
SLO No.	2.1.1
SLO Text	Apply reading strategies: a. skimming b. scanning c. annotation and note-taking d. use index and headings to navigate within texts e. infer by referring to texts f. predict by contextual clues.
Max Marks	3
Cognitive Level	A
Checking Hints	1 mark for each feature (any 3 required) Note: Do not award marks if the candidate has copied from the text.
Overall Performance	Overall, the responses to the question were varied, with stronger answers demonstrating deeper engagement and critical thinking about additional features of travelling they would add to the text.

Description of Better Responses	<i>Better responses</i> demonstrated the candidates' effective engagement with the passage and conveyed its persuasive message about travel and its impact. Their responses reflected an awareness of various aspects related to travel, such as the cost involved, the process of obtaining a visa, and the different ways individuals can adapt to new cultures. This included learning a new language to better integrate into unfamiliar environments.
Image of Better Response	<p>Ans. 1-If I was the author of the passage I would include that travelling will make you understand how beautiful is the atmo nature.</p> <p>2-Travelling will relief your stress and pressure.</p> <p>3-If a Person is travelling he will learn the different languages of different countries.</p>
Description of Weaker Responses	In <i>weaker responses</i> , candidates demonstrated lack of originality or critical thinking which would have enabled them to add layered meaning to the text. Some offered vague suggestions to the author to improve the passage and others gave irrelevant answers which lacked clarity. Most of these responses repeated sentences from the passage.
Image of Weaker Response	<p>(1) I would add travelling in bike with friends.</p> <p>(2) I would add fishing in the travelling.</p> <p>(3) I would add resting in tands in during travell.</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"> Understand the expectations of command words (use Command Word Guide) Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analyzing or evaluating). Review past paper questions on the concept Refer 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:

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 1f

Question Text	The given passage educates the reader about the importance of travelling, Provide TWO points from the passage to support this statement,
SLO No.	2.1.9
SLO Text	<ul style="list-style-type: none"> a. Discuss how a topic is introduced, impact of word choice, details and arrangement of texts; b. Discuss how main idea is supported by details, thesis statement and evidences used by the author; c. Identify the organisation of a text (cause and effect, problem and solution, comparison and contrast, general to specific/ vice versa).
Max Marks	4
Cognitive Level	A
Checking Hints	<p>1 mark for stating each point (2 required)</p> <p>1 mark for linking each point to the statement (2 required)</p>
Overall Performance	The question focused on educating the reader about the importance of travelling. It was observed that many candidates encountered challenges in their attempts with many copying directly from the passage. Candidates are directed to answer in their own words to show better comprehension of the passages in their examinations.
Description of Better Responses	<i>Better responses</i> reflected the candidates' clear understanding of the passage, as they successfully captured its central idea demonstrating strong comprehension. Many candidates recognised that the author aimed to inform readers about how travel can connect people and broaden their perspectives. It was observed that even better responses copied directly from the passage.
Image of Better Response	
Description of Weaker Responses	In <i>weaker responses</i> , candidates demonstrated a lack of clarity about the importance of travelling or the purpose of the author that was to educate the reader on ways in which travelling can enhance their perspectives. Some gave their own opinions on culture.

Image of Weaker Response

one country are totally different for another country like main things are Food, Religion, Culture. It is important things for all countries. this is things all country shows which country are belongs. we guest sometime this food is national food of this country-

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectations of command words (use Command Word Guide) • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analyzing or evaluating). • Review past paper questions on the concept • Refer 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:

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	Write an email to your friend on trying out a new restaurant over the weekend. In your email, <ul style="list-style-type: none"> - state the name of the restaurant. - discuss the details about the restaurant’s cuisine or ambiance (atmosphere) that fascinated you.
SLO No.	3.1.3
SLO Text	Compose an informal note, e-mail, letter to friends or family and informal dialogue for a given situation.
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 Marks 1 mark for following the format of an email (To/ From/ Subject/ Salutation/ Paragraphing/ Complimentary Close) Note: Mark will be deducted if the candidate has not fulfilled 3/4th requirement of the letter. 1 mark for stating the name of the restaurant. 1 mark for discussing details.</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: 3 Marks</p> <p>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.</p> <p>For 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.</p> <p>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. * 0 will be given if the answer script is blank/ completely irrelevant / illegible.</p>

Overall Performance

Generally, the candidates exhibited good performance in writing skills indicating clarity in comprehending the stance and highlighted effective understanding of the organisational pattern of the email. The name of the restaurant was clearly portrayed as well as the details of the restaurant were clearly portrayed.

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

In *better responses* the candidates demonstrated an informal style in writing an email to their friends. They intelligently employed an informal dialogue style while adhering to the appropriate formatting conventions. Most responses were observed to follow appropriate tone and exhibited understanding in their responses to the stance given in the writing prompt. They were able to communicate the name of the restaurant as well as describe its ambiance and some of its appealing features such as customer service and cleanliness.

Image of Better Responses

To :- abc@gmail.com

From :- xyz@gmail.com.

Subject :- Dinner this weekend.

Dear friend,

Hey there! What's up? I'm doing well, especially after the exams. It's a weight has been lift off my shoulders. Since we both are free from stress, I was wondering if you would like to go dinner with me this weekend? I know you will like it. It's called "Disney wishes".

Okay, I know what you're thinking. It's childish but trust me! It's fun. I read the reviews and people said, it was wholesome environment, the servers were so nice and overall the food amazing. Did you know that you get to watch a movie also? This weekend, they'll play "Toy story!". And the cuisine would be according to the movie! That is so exciting. You get seated in a dark room, the movies plays on a white sheet but a projector. And according to scenes, they bring out food, and drinking too. And according to food reviewer, they are so cute and funny. Like little versions of them but edible. They There are also other movies too, and at the end, they also give a tiny gift as a thank you. That is so sweet!

I hope that you'll join me this weekend for dinner, cause lets be honest, we both deserve it after working dogs. Anyways see you this weekend.

Regards
XYZ


Description of Weaker Responses

In *weaker responses*, the question disclosed flaws in both organisation and grammatical proficiency. Some responses illustrated their desire to open a restaurant and suggested ways to the restaurant's owner on improving its services. Furthermore, the weaknesses in grammar skills, was reflected through the incorrect usage of tenses and verb forms. To improve, 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

Title:- Invitation to come to a nice restaurant with me -
Dear friend,
 I Like you to join in with me we will explore places but the main Place i want you to go is ~~RF~~ restaurant. School is finally over and we got to spend time together if only you got free time otherwise we will plan next time i have my bike and will pick you up at sunday 6 PM you can change the date if you are busy i will bring two other classfelo's so we can enjoy in a group i personally choose this restaurant because the scenery was ~~was~~ great and the place was super neat and clean best of all the food was so ~~de~~ delicious i cannot even discribe how breasty the food was and the manegment was super profession there is nice river view and trees and plants kids playing it is 5 star restaurant we would enjoy so much together it will be wounderfull expreance ~~to~~ together my other class flo's said it is a great idea to go there if you like to come with me it would be great to be with you that's all thanks you from Rashid -

Suggestions for Improvement (Highlighted part)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of command words (use Command Word Guide) Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analyzing or evaluating). Review past paper questions on the concept Refer 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 informal 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	Suppose your cousin had written a letter to you asking for advice on how to improve in his/her studies. Write a letter responding to the request. In your letter, discuss two ways in which your cousin can improve in his/her studies.
SLO No.	3.1.3
SLO Text	Compose an informal note, e-mail, letter to friends or family and informal dialogue for a given situation.
Max Marks	10
Cognitive Level	A
Checking Hints	<p>Content Relevance: 3 Marks 1 mark for following the format of a letter ((To/ Date/ From/ Salutation/ Paragraphing/ Complimentary close) Note: Mark is deducted if the candidate has not fulfilled 3/4th requirement of the letter 1 mark for discussing each way. (2 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: 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.</p> <p>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.</p> <p>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 *.0 will be given if the answer script is blank/ completely irrelevant / illegible.</p>
Overall Performance	This proved to be a popular choice amongst the candidates who gave valid advice for improvement in the studies to their cousin. Appropriate vocabulary was also used for

providing meaning to the letter. The candidates participated enthusiastically demonstrating their letter writing skills.

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

Description of Better Responses

In *better responses*, the candidates who demonstrated stronger abilities in understanding an informal dialogue within the given situation displayed commendable proficiency in language. The candidates adhered to the prescribed format of the letter, comprising a subject line, date, body paragraphs and a concluding statement. Furthermore, the employment of appropriate vocabulary and the effective utilisation of grammatical skills were evident in most of the responses. Notably, the candidates effectively incorporated connectors to ensure coherence and organisational structure in their letters. They gave suggestions to read books, manage their time effectively, and develop curiosity in the subjects he/ she studies.

Image of Better Response

Option b

ABC

Examination Hall

MNO School

XYZ Road

Karachi

May 14, 2025

Dear Cousin

I am fine and hope you are as fit as a fiddle. How's the weather at your place? Not too hot I hope. I received your letter last week. I am sorry for not writing to you because I was a bit busy those days but now as I am free, let me suggest you important ways to improve in your studies.

~~There~~ ^{There} are several ways to improve in studies. I think you are a very intelligent and courageous person. So, if you are weak in studies, don't be dishearted. There may be some mistakes that you are making or some problems you are facing and they are literally very easy to overcome. Just stay serene and relaxed. Do not over stress yourself because that can be a major reason for you not getting good marks. I think first of all you should

reduce your screen time as much as possible. I know it's just like walking on thin ice but believe me, half of your problems would be solved this way. Mobile and tablets just a waste of time. They won't give you anything. And if you are using mobiles use them for positive. Search notes and understand things on it. Second thing you should do is to stay focused while studying. Study with all your dedication. Don't study because your parents want you to or don't just run behind marks. Show your own interest. Life is not a bed of roses that you will enjoy. You need to work hard and strive to achieve what you want. You have to prove yourself. Turn over a new leaf and show the world the real ^{you}. It's time for you to shine. Avail the opportunity and start studying because when life gives ^{you} lemons ^{you} make lemonade.

I hope now you understood that you will have to bite the bullet and face the difficulty. The ball is in your court. Make your parents and ofcourse me happy. I am telling you after ^{following} my ways you will feel over the sky after your success. Let me pen off here. Give my regards to your family.

Your loving cousin

ABC

Description of Weaker Responses

In *weaker responses*, candidates displayed a lack of structure and incorrect use of the prescribed format. Candidates used broken English, along with errors in punctuation, spelling, and grammar, which was evident. To improve, candidates should focus on developing their language skills through consistent practice and attention to improve language rules. They offered no suggestions for improvement and wrote the letter superficially.

Image of Weaker Responses

Examination Hall

School IBA PSL

Date . 14.5.2025


Dear brother

I hope you are health. I request of you and I inderskent. request my friends go to the trip. I hope you are accept my request and you permission me. me and my friends go trip. I hope you see letter and permission me and me with enjoy friend and your permission. I hope wait your answer.

Your love brother

Shafiqe Ahmed.

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 informal 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	Recently thousands of new mobile apps are being developed by many companies to provide their users a wide range of options to play games, shop and interact with others through the apps. Write an essay on the given topic. In your essay <ul style="list-style-type: none">- state your favourite mobile app.- describe TWO reasons for your choice.- suggest a change or modification that you would like the company to make in the app.
SLO No.	3.1.6
SLO Text	a. Write descriptions of everyday events, places, persons by making effective use of language, i.e., use adjectives and some noun phrases; b. Write descriptions with some detail of the sights, sounds and smells of a scene and specific actions, movements and persons.
Max Marks	18
Cognitive Level	A
Checking Hints	Content Relevance: 5 Marks 1 mark for stating the mobile app 1 mark for describing each reason (2 required) 2 marks for suggesting the change (1 mark for only stating the change) Language Accuracy: 4 Marks 1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses (at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors) Impression Marking: 9 Marks Good (7-9) * Ideas are clearly expressed in a wide range of effective and/or interesting language. Ideas are expressed in a logical sequence. * Content reflects appropriate vocabulary, informal tone and style to take into account the nature of relationship with, and the interests of, the recipient. * A variety of sentence structures is used, mostly with control, in all paragraphs. * A range of connectives (if, because, and, but etc.) and cohesive markers (nevertheless, moreover, and therefore etc.) are used to provide details and expand ideas. Average (4-6) * Ideas are expressed clearly but comparatively the expression is plain or there are redundant phrases. * Content reflects appropriate vocabulary, style and tone but usually the ideas are not well-connected or the relationship with the recipient is not taken into account. * A variety of sentence structures is used with moderate accuracy / internal consistency. * Few connectives are used to provide details and expand ideas. Below Average (3-1) * Sentence structures and language are repetitive or unclear and there are various errors. * Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate. * Ideas are difficult to interpret because of flawed language. * No internal cohesion or consistency observed. * 0 will be given if the answer script is blank/ completely irrelevant / illegible
Overall Performance	It was observed that the candidates had good knowledge of mobile apps and they managed to share the wide range of options of the apps. Additionally, the use of connecting devices was observed.

Description of Better Responses

In *better responses*, candidates managed to comprehend the pointers and stated the name of the app in a brilliant way to attract the readers' attention increasing their knowledge. Most responses mentioned social media and gaming apps. Moreover, comprehensive, well-constructed and emotionally connected responses gave the responses an edge over others. However, even in *better responses*, the candidates made grammatical errors especially in punctuation marks and spelling.

Image of Better Responses

Option A

Everyone has a favourite app that they love to spend their hours on without any regret, For me it is Roblox - Roblox is a online games app with millions of games in one app. I love to spend my free time on it and play with my online friend Yeona, Alex, Adam, Ava and me.

Moreover, The reason that has made me fallen in love with this app is the features it has like while playing with your online friends you can easily voice chat and talk to them no matter where in the earth they are. Which is so convenient because roblox is a game where chatting is a must. like while playing teamwork obby helping each other out is very important.

In addition, another reason that has maden me a big fan of roblox is that in this game we can also make our own game and show our talent. IF the game blows up and becomes popular you also get profit. Roblox also helps people to show their creativity and embrace there talent

However, There are some problems that is making this game a little difficult. I have been a roblox player since 2013 and since then it has developed and advanced a lot

which has caused a lot of bugs. The first thing that I hate is the connecting bug, this is the worst. In this when you try to connect to a game it automatically logs you out and shows internet problem when the internet is completely fine and working, this bug has made such a problem and I would suggest the company to fix it.

lastly, one more issue that I personally don't like is the prices of Roblox currency going higher which is making it not affordable to buy avatars or buy a private server of any game rather than these two problems Roblox is a very good app.

To wrap things up, Roblox is a very environmental friendly app, it has no limit it is good for kids and adults both. I am using this app since 2018 and I would 100% suggest it to others.

Description of Weaker Responses


Weaker responses revealed a clear deviation from the main idea, often accompanied by imprecise language and exaggerated statements. These responses lacked the required depth of description related to the topic and showed issues with basic writing skills, such as incorrect use of punctuation, poor sentence structure, and a general lack of coherence. In some cases, candidates included irrelevant details, such as mentioning mobile phone models and their features.

Image of
Weaker
Responses

Option MY favourite mobile app

MY favourite mobile app is Garena free fire
it is a battle ground game where people are alive
to kill each other to get bboyah (victory) for their
rank and glory. free fire was launched in 2017
by company Garena and its Golden era was in
2019 to 2022. It is also an international
esports game. we can play and also make friends
through groups, guilds and social island.
free fire is also known for his collabs and great graphics
for its people. free fire has collabs with
so many celebrities, anime, movies, cartoons and
other games. I love this. It is fun because it's
graphics are not too realistic like PUBG. and
people who play this game also are good and great.
~~free fire~~ It is a battle ground game, but it is also
for making friends in other countries as well. it
always make cultural events for countries and
religions. but still it has to be improved.
MY suggestion are to ban hackers who ruin the
safe environment. stop bringing old and new
items. and improve graphics and make 9 and last
change your alignment for making bundles and items.
thank you.

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 <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Throughout the teaching process, provide examples, templates, and guidelines to support students in composing informal 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	Narrate a time (real or imagined) when you were transported to another time (past or future). In your essay <ul style="list-style-type: none"> mention the time you travelled to. describe your feeling throughout the situation. differentiate between the time you travelled to and the current time in two ways.
SLO No.	3.1.5
SLO Text	a. Narrate a sequence of events (real or imagined) and communicate their significance; b. Discuss appearances and images in a story; c. Use simple style of narration in a chronological and/ or organised manner; d. Comprehend and use basic elements of story writing: characterisation, plot and setting
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 Marks</p> 1 mark for mentioning the time 2 marks for describing the feelings (1 mark for only stating the feeling) 1 mark for describing each way (2 required) <p>Language Accuracy: 4 Marks</p> 1 mark for accuracy of spelling (at most three errors) 1 mark for the correct use of tenses (at most three errors) 1 mark for the agreement of subject and verb (at most three errors) 1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)

Impression Marking: 9 Marks

Good (7-9)

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

Average (4-6)

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

Below Average (3-1)

- * Sentence structures and language are repetitive or unclear and there are various errors.
- * Content represents generalized, redundant or disconnected ideas. The style, tone and vocabulary are inappropriate.
- * Ideas are difficult to interpret because of flawed language.

0 will be given if the answer script is blank/ completely irrelevant/ illegible

Overall Performance

Candidates were constructive as well as creative in holding the interest of the readers' attention towards the extraordinarily drafted scripts encompassing and demonstrating their true skill of narrative writing involving imagination and thoughts on time travel. The responses incorporated features from science-fiction and fantasy genres to showcase the concept of time travel.

Description of Better Responses

Better responses showcased skilful use of figurative language and imaginative vocabulary to bring the planets to life. They creatively wove idioms and transitional phrases to clearly contrast different points in time, vividly distinguishing between past and future time travels, and in some instances interplanetary visits during time travelling. Moreover, candidates stood out by uniquely narrating their imaginary journeys through time and space, unfolding diverse and captivating details observed on these time travels.

Image of Better
Response

Have you ever had an incident that was so unbelievable that you felt like you were dreaming? Well I did, and this incident is so mind-blowing that no one ever believes me when I tell them about it.

A few years ago when my brother was in sixth grade, he had to build a time-machine for his science project. Of course, the time machine wouldn't be real and was just a ~~model~~^{model} made out of old cardboard boxes and some paint. Although it wasn't very eye-catching, it was still very impressive that he had managed to make it within a time span of two days. Once he was done, I jokingly sat into it and closed my eyes. But as I opened them again, I realized that I wasn't in my living room, but a vintage almost ancient cottage! As I went out and explored, I realized that everything looked very old-fashioned. Then it hit me. I travelled to the early 1900s. As I decided to confirm my suspicions with the passer-bys, their heavy accent and advanced vocabulary made me realize that I had in fact time travelled. At this point, I felt very frustrated and

confused, since I had no idea what was happening. I looked around and saw that the people in this era were dressed with fine attire, unlike people in the modern era who usually prefer to dress more casually. Also, most of the people were seen either walking or travelling in a carriage, unlike modern people who mostly travel by the help of cars. After looking around for a while, I decided to sit in the time-machine again and try to time-travel back to the modern era. Fortunately, when I opened my eyes, I was back in my living room. I tried narrating this incident to my family, but they did not believe it at all.

This incident made me understand the differences between the past and the present, and gave me a wonderful experience which I can never forget.

Description of Weaker Responses

Weaker responses showed inaccuracy and inappropriateness of concepts with no/less focus on the requirement(s) of the prompt having no unique ideas. The responses instead focused on their memories of their previous travels to places with no differentiation between that time and the current one. Moreover, it also showed inadequate use of language, tense structure, and cohesion.

Image of
Weaker
Responses

Narrate at time (real or Imagined) when you were transported to another time (past or future). In your Essay.


mention the time you travelled to.

In 2021, 4/5/2021 I am going to travelled it's Big travel I am excited that I am going to travel in Airplan & going for Saudi Arabia I am really excited and then me and my family go and reached in Karachi we are Eat Lunch and then go to Airport we see Airplan I am crying that I am not go my father says the Don't worry Not crying it's not difficult in this time I am in sit seat class. then we sit in Airplan my little brother and me crying my father says that is Not difficult & you sit and drink water then I am laughing that I am going Saudi Arabia. then our mind is fresh we are fine and all are fine.

Describe your feelings and thought the situation in Airplan I am feeling good Not any confusion I say my father that dad that's big travel my father says yes & Dear and then we feel good

I feel that I am not come back I says my mother that man we are come back in our Home my mom say the yes Dear why you're confused I say No mom I Not confused I am feel good I says that we are not come back plz mom my mom says that No Dear after one month we are come Back I says my Dad that Dad plz Not come Back plz says yes yes & we are Not come Back ok Happy know. then we feel good and comfort.

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 informal 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. 3c

Question Text	<p>Everyone has a hobby that they enjoy taking part in. It could be collecting stamps, reading books, or painting.</p> <p>Write an essay about your hobby. In your essay, describe</p> <ul style="list-style-type: none"> a hobby, which you enjoy. It could be different from the hobbies mentioned above. THREE reasons why it became your hobby.
SLO No.	3.1.6
SLO Text	<p>a. Write descriptions of everyday events, places, persons by making effective use of language, i.e., use adjectives and some noun phrases;</p> <p>b. Write descriptions with some detail of the sights, sounds and smells of a scene and specific actions, movements and persons.</p>
Max Marks	18
Cognitive Level	A
Checking Hints	<p>Content Relevance: 5 Marks</p> <p>1 mark for mentioning the time</p> <p>2 marks for describing the feelings (1 mark for only stating the feeling)</p> <p>1 mark for describing each way (2 required)</p> <p>Language Accuracy: 4 Marks</p> <p>1 mark for accuracy of spelling (at most three errors)</p> <p>1 mark for the correct use of tenses (at most three errors)</p> <p>1 mark for the agreement of subject and verb (at most three errors)</p> <p>1 mark for placing punctuation marks appropriately: full stops, capital letters (where needed), commas and colon (at most three errors)</p> <p>Impression Marking: 9 Marks</p> <p>Good (7-9)</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>

	<ul style="list-style-type: none"> * 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. <p>0 will be given if the answer script is blank/ completely irrelevant / illegible</p>
Overall Performance	<p>The majority of candidates opted for this choice demonstrated a clear understanding of the question and made a sincere effort to provide relevant and appropriate details of their hobbies. While many responses addressed the details required by the questions, a few candidates struggled to fully address the requirements of the prompt and choosing to elaborate on habits rather than their actual hobbies.</p>
Description of Better Responses	<p><i>Better responses</i> effectively included all the key elements needed to describe their hobbies such as reading, playing sports supported by impressive reasoning. Moreover, candidates demonstrated a strong command of vocabulary and descriptive language, showcasing creative writing techniques to enrich their content. Additionally, they skilfully used linking devices to connect ideas and communicate meaning clearly.</p>

Image of Better Responses

Everyone has their own favourite hobby in which they like to spend their time. Hobbies can be based on the personality of the person. If a person has a calm/quiet personality so he/she might like to read books, enjoying their own company or to sleep but if a person is extrovert just like me so he/she might like to travel, cook, spending time with others, etc.

My favourite hobby which I enjoy the most is travelling, especially to the northern area of Pakistan but also I've travelled to many more countries in the world. Travelling alone is also fun but travelling with your friends is such a blissful feeling. The art of making memories, capturing every precious moment and sticking those lovely moments in your mind for years is the thing I like the most.

The reason why I love to do travelling is because I like to experience every single adventurous things like my father did like sky diving, rafting and many more. Moreover, travelling to different places beyond our hometown became very important for me because it led me to gain every perspective of the world.

Additionally, I like to explore every culture and tradition of different countries so travelling gives me an exposure to other cultures and it made me believe that one country is totally different from another country. Furthermore, I'm a foodie girl so trying different mouthwatering foods of every country has now become an important part of my travelling journey. Travelling country to country has also made my communication skills better.

In conclusion, I would like to say that exploring different countries is also very important for the relaxation of our mind and it allows us to become open-minded and to learn new different things and to understand every culture and tradition which is also very crucial for us. ~~and also for our mind~~


Description of Weaker Responses

In weaker responses, candidates' scripts showed lack of coherence, repetition of ideas, less focus on the pointers given in the question. Therefore, it is suggested to imply and discuss the main ideas, asked as pointers. In some instances, candidates mistook habit for hobby.

Image of Weaker Responses

My favourite hobby is cricket game
 the cricket game was best game
 in the world iam starting cricket
 from 2018 and playing with cr's
 friend and iam best player in cricket
 some times iam lose and i was
 so upset and training. and iam
 win some matches and win cups, medals
 my favourite cricket players is
 baber Azam, Virat Kohli, and shadab Khan
 these is favourite player
 My hobby is different hobby from
 anyone.
 and three reasons
 1. Cricket is different game
 2. Cricket is national game
 3. Almost people love cricket and iam

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> 
<p>Any Additional Suggestion:</p>		

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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