**RUBRICS: HSSC 1st ANNUAL EXAMINATION 2022**

 **SUBJECT: ENGLISH -I (L) Final 30-06-2022 Time: 2:00PM**

| **Q.# /Part #** | **Criteria**  | **Level 1 (Marks)** | **Level 2 (Marks)** | **Level 3 (Marks)** | **Level 4 (Marks)** | **Level 5 (Marks)** | **Level 6 (Marks)** |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| $$2\left(i\right)$$ | Title | Correct Title i.e., Relevant to the gist of the given passage with correct structure/mechanics (Capitalization/Punctuation) (1) | Relevant but incomplete/incorrect structure (0.5) | Wrong title i.e., not relevant to the given passage (0) |  |  |  |  |  |  |
| Summary of the passage(content and its organization) | Substantial/excellent attempt i.e., to the point generation of the content with excellent organization, exhibiting logical transition across the body of the summary reflecting thorough grasp of the given text. (4) | Sustainable/sufficient attempt i.e., covering most of the parameters (3) | Limited/mediocre attempt i.e., covering some of the parameters (2) | Nominal attempt i.e., covering a few of the parameters (1) | Wrong answer (0) |  |  |  |  |
| Summary of the passage(use of language, expression and length of the summary) | An attempt which is grammatically and lexically correct to the maximum extent with the length not exceeding half of the given passage. (3) | An attempt which covers the given passage to a sufficient extent (2) | An attempt with some aspects of the given parameters being met (1) | An attempt that meets just a few of the given parameters (0.5) | Wrong answer (0) |  |  |  |  |
| $$2(ii)$$ | Attitude of the Botany Teacher | An attempt with the most relevant content as per the context and language structure with maximum command of grammatical and lexical aspects (4) | An attempt that covers the given parameters to the most appropriate extent (3) | An attempt with a limited display of the given parameters (2) | An attempt which meets the given parameters to a nominal extent. (1) | Wrong answer (0) |  |  |  |  |
| $$2(iii)$$ | Reasons of Failure | An attempt that is grammatically and lexically correct to the maximum extent as per the context of the passage. (4) | An attempt that meets the given parameters of language and content to the most appropriate extent. (3) | An attempt reflecting a limited display of the given parameters (2) | An attempt with a nominal display of the given parameters (1) | Wrong answer (0) |  |  |  |  |
| $$2(iv)$$ | Final observation through the Microscope | An attempt with the most relevant content as per the context of the given passage and language structure with excellent command of grammatical and lexical aspects (4) | An attempt that covers the given parameters to the maximum extent. (3) | An attempt with a limited display of the given parameters (2) | An attempt with a nominal display of the given parameters (1) | Wrong answer (0) |  |  |  |  |
| $$2(v)$$ | Causes of instructor’s irritation | An attempt that is grammatically and lexically the most correct as per the context of the passage. (4) | An attempt that meets the given parameters of language and content to the maximum extent. (3) | An attempt that displays a limited standard of the given parameters (2) | An attempt with a nominal display of the given parameters (1) | Wrong answer (0) |  |  |  |  |
| $$2(vi)$$ | Meanings of underlined words | Correct meanings of any four of the underlined words conveying the correct sense as per the context of the given passage. (4) | Correct meanings of any three of the underlined words conveying the correct sense as per the context of the given passage. (3) | Correct meanings of any two of the underlined words conveying the correct sense as per the context of the given passage. (2) | Correct meanings of any one of the underlined words conveying the correct sense as per the context of the given passage. (1) | Wrong answer (0) |  |  |  |  |
| $$2\left(vii\right)$$ | Object likely to be seen through the Microscope | An attempt that is grammatically and lexically the most correct as per the context of the given passage. (4) | An attempt that meets the given parameters of language and content to a maximum extent. (3) | An attempt with a limited display of the given parameters (2) | An attempt with a nominal display of the given parameters (1) | Wrong answer (0) |  |  |  |  |
| 22 (viii) | Liking/disliking of the story | An attempt with the most relevant content as per the context and overall aesthetic appeal of the given passage from the story with excellent command of grammatical and lexical aspects. (4) | An attempt that covers the given parameters to the maximum extent (3) | An attempt with a limited display of the given parameters (2) | An attempt that does not meet the given parameters to some extent (1) | Wrong answer (0) |  |  |  |  |
| $3\left(a\right)$ (I) |  |  |  |  |  |  |  |  |  |  |
| (i) | Dominant theme of the given lines | Relevant interpretation of the theme from the given lines with utmost accuracy of language and structure (2) | An attempt that meets the given criterion to an appropriate extent. (1) | An attempt with inappropriate interpretation of theme with flaws of language and structure. (0.5) | Wrong/irrelevant (0) |  |  |  |  |  |
| (ii) | Meaning of underlined words | Correct meanings of both the underlined words (2) | Correct meaning of any of the underlined words (1) | Wrong answer (0) |  |  |  |  |  |  |
| (iii) | Rhyme scheme | Writing the correct rhyme scheme of the whole stanza. (2) | Writing partially correct rhyme scheme (1) | Wrong answer (0) |  |  |  |  |  |  |
| $3\left(a\right)$ (II)  |  |  |  |  |  |  |  |  |  |  |
| (i) | The poet questioning the skylark | An attempt that is most relevant to the context of the given stanza with maximum accuracy of grammar and language (2) | An attempt that is fairly relevant to the context of the given stanza with accuracy of grammar and language (1) | An attempt with meets the given parameters to a nominal extent (0.5) | Wrong/irrelevant (0) |  |  |  |  |  |
| (ii) | Meaning of underlined words | Correct meanings of both the underlined words (2) | Correct meaning of any of the underlined words (1) | Wrong answer (0) |  |  |  |  |  |  |
| (iii) | Rhyme scheme | Writing the correct rhyme scheme of the whole stanza. (2) | Writing partially correct rhyme scheme (1) | Wrong answer (0) |  |  |  |  |  |  |
| 3(b) (i) | Climax and its illustration | A well-organized attempt with most relevant content, pertaining to the particular genre of literature with appropriate illustrations from any play you have gone through recently along with maximum precision of grammar, syntax, and vocabulary (6) | An attempt with relevant content, pertaining to the particular genre of literature with appropriate illustrations from any play you have gone through recently work of literature along with precision of grammar, syntax, and vocabulary. (5) | An attempt with relevant content, pertaining to the particular genre of literature with proper illustrations from any play you have gone through recently along with the accuracy of grammar, syntax, and vocabulary. (4) | An attempt with relevant content, pertaining to the particular genre of literature with an acceptable illustrations from any play you have gone through recently along with the accuracy of grammar, syntax, and vocabulary. (3) | An attempt which is partially relevant, and synchronized information with correct expression (2) | An attempt that meets the given parameters to a nominal extent. (1) | Wrong/irrelevant (0) |  |  |
| $3(b$) (ii) | Definition of plot and its explanation |  Correct definition of plot (2) | Partially correct definition of plot (1) | Wrong/irrelevant (0) |  |  |  |  |  |  |
| Excellent organization/sequence of relevant content with maximum accuracy of language structure. (4) | An attempt that meets the given parameters to an appropriate level. (3) | An attempt that meets the given parameters to a fair extent. (2) | An attempt that meets the given parameters to a nominal extent. (1) | Wrong/irrelevant (0) |  |  |  |  |
| 4  | **Resume writing** Personal profile | Complete personal profile with all the requisite entries (2) | Partially complete personal profile with some of the requisite entries (1) | Wrong/irrelevant (0) |  |  |  |  |  |  |
| Aim/objective | Creative, relevant, error free expression (1) | Nominal attempt (0.5) | Wrong/irrelevant (0) |  |  |  |  |  |  |
| Qualification & work experience (in the relevant field) | Relevant, synchronized information with correct expression and organization. (3) | Partially relevant, and synchronized information with correct expression (2) | An attempt which meets the given parameters to a nominal extent (1) | Wrong/irrelevant (0) |  |  |  |  |  |
| Language & Expression | Correct expression with impressive layout and organization (1) | An attempt with partially correct expression and layout. (0.5) | Wrong/irrelevant (0) |  |  |  |  |  |  |
| Skills & Reference | An appropriate reference with proper details of relevant skills. (1) | General reference, skills with no particular detail (0.5) | Wrong/irrelevant (0) |  |  |  |  |  |  |
| 4 OR | Application writing (main body)Note: Marks of the format shall only be awarded if the body of Application is written relevantly.  | Correctly composed body of application i.e. containing proper opening, main body and conclusion with excellent display of the content, organization and the most correct grammatical correct grammatical / lexical description. (5) | An attempt which follows the given parameters to an appropriate extent. (4)  | An attempt covering parameters of language and structure to a decent extent. (3) | An attempt covering the given parameters to a fair extent. (2) | A mediocre attempt which displays just one or two parameters of language and content. (1) | Wrong attempt (0) |  |  |  |
| Application writing (opening/closing) | Correct subject, salutation, date and closing (2) | Any three correct contents of the format (1.5) | Any two correct contents of the format (1) | Any one correct content of the format (0.5) | Wrong answer (0) |  |  |  |  |
| Application writing (inside address) | Correct / complete inside address (1) | Incorrect / incomplete inside address (0) |  |  |  |  |  |  |  |
| $5$ (a) | Correct use of tenses (Phrasal Verbs) | Correct use of tenses (Phrasal Verbs) in any six sentences (6) | Correct use of tenses (Phrasal Verbs) in any five sentences (5) | Correct use of tenses (Phrasal Verbs) in any four sentences (4) | Correct use of tenses (Phrasal Verbs) in any three sentences (3) | Correct use of tenses (Phrasal Verbs) in any two sentences (2) | Correct use of tenses (Phrasal Verbs) in any one sentence (1) | Wrong/irrelevant (0) |  |  |
| 5 (b) | Use of correct form of verb | Correct form of verb in any six sentences (6) | Correct form of verb in any five sentences (5) | Correct form of verb in any four sentences (4) | Correct form of verb in any three sentences (3) | Correct form of verb in any two sentences (2) | Correct form of verb in any one sentence (1) | Wrong/irrelevant (0) |  |  |
| 5 (c) | Punctuation  | Error free attempt (4) | Attempt with one or two errors (3) | Attempt with three to four errors (2) | Attempt with five to six errors (1) | Wrong/irrelevant (0) |  |  |  |  |
| 6 | **LETTER WRITING**Format (Date, To, From, Subject) (0.5+0.5+0.5+0.5= 02) | An attempt with correct display of all contents of the given format. (2) | An attempt with correct display of any three contents of the given format (1.5) | An attempt with correct display of any two contents of the given format (1) | An attempt with correct display of any one of the contents of the given format (0.5) | Wrong/irrelevant (0) |  |  |  |  |
| Format (introduction + closing) (1+1=02) | An attempt with correct display of both the contents of the given format (2) | An attempt with correct display of any one of the contents of the given format (1) | Wrong/irrelevant (0) |  |  |  |  |  |  |
| **Letter writing** (main body) (4)Note: Marks of the format shall only be awarded if the body of Letter is written relevantly. | Correctly composed body of letter i.e., containing proper opening, main body and conclusion/closing with excellent display of grasping the content, organization and grammatical structure/expression (4) | An attempt covering most of the parameters of language and content (3) | An attempt covering the given parameters to a fair extent (2) | An attempt covering a few of the parameters (1) | Wrong attempt (0) |  |  |  |  |
| 7 | Translation into Urdu | Correct interpretation of English text and its most precise idiomatic translation into Urdu with no grammatical and lexical errors. (8) | An attempt which meets the given parameters to a maximum extent. (7) | An attempt which meets the given parameters to the most appropriate extent. (6) | An attempt which meets the given parameters to an appropriate extent. (5) | An attempt which meets the given parameters to a fair extent with accuracy of language and expression. (4) | An attempt which meets the given parameters to some extent with accuracy of language and expression. (3) | A partially correct attempt with flaws of language and expression. (2) | An attempt which meets the given parameters to a nominal extent with flaws of language and expression. (1) | Wrong attempt (0) |
| Dialogue | An attempt which displays the best possible standard of structural organization and fluency along with the most correct use of language, expression, and the parameter of length having at least eight sets of conversation.(8) | An attempt which adheres to the parameters of content and expression to the maximum extent with at least six to seven sets of conversation. (7) | An attempt which displays a level of the given parameters to most appropriate extent with at least five sets of conversation. (6) | An attempt which displays an appropriate standard of following the given parameters with at least four sets of conversation. (5) | An attempt which displays a fair stander of following the given parameters with at least three sets of conversation.(4) | A flawed attempt with poor quality of following the given parameters of language/content with just one or two sets of conversation. (3) | A partially correct attempt with flaws of language and expression. (2) | A nominal attempt which hardly meets any of the given parameters. (1) | Wrong attempt (0) |