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

**SUBJECT: ENGLISH - II (L)**

| **Q.# /Part #** | **Criteria** | **Level 1 (Marks)** | **Level 2 (Marks)** | **Level 3 (Marks)** | **Level 4 (Marks)** | **Level 5 (Marks)** | **Level 6 (Marks)** |
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|  | 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) |  |
|  | The self-esteem of the youth | 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 that does not meet the given parameters to a fair extent. (1) | Wrong answer (0) |  |
|  | The Youth of RASOOL (PBUH) | 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) |  |
|  | The saying of The RASOOL (PBUH) about modesty (Haya) | 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) |  |
|  | Youth and the importance of modesty | 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) |  |
|  | Duties of Youth | 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 that does not meet the given parameters to a reasonable extent (1) | Wrong answer (0) |  |
|  | Importance of following the teachings of RASOOL (PBUH) | 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) | Meanings of the under-lined 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) |  |
| (I) |  |  |  |  |  |  |  |
| (i) | Explanation of the given line | Relevant interpretation of the given line 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 the given word, with flaws of grammar and language (0.5) | Wrong/irrelevant (0) |  |  |
| (ii) | Significance of the word “if” | Excellent attempt, interpreting the correct significance of the word ‘If’ as per the context of the given stanza with maximum precision of grammar and language (2) | An attempt with the most appropriate interpretation of the contextual significance of the word ‘If’ with accuracy of grammar and language (1) | An attempt with inappropriate interpretation of the given word, with flaws of grammar and language (0.5) | Wrong/irrelevant (0) |  |  |
| (iii) | Theme of the given stanza | An attempt based on inference of theme which is relevant to the text with grammatically and lexically the most correct structure (2) | An attempt that covers the given parameters to the best possible extent (1) | An attempt that meets the given criteria to some extent (0.5) | Wrong attempt (0) |  |  |
| (II) |  |  |  |  |  |  |  |
| (i) | The attitude of the people | 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) | Reaction of the people | An attempt that is most relevant to the context of the given stanza with maximum accuracy of grammar and language (2) | An attempt which is fairly relevant to context of the given stanza with appropriate standard of grammatical and lexical structure. (1) | An attempt which meets the given parameter to a nominal extent (0.5) | Wrong/irrelevant (0) |  |  |
| (iii) | Theme of the given stanza | An attempt based on inference of theme which is relevant to the text with grammatically and lexically the most correct structure (2) | An attempt that covers the given parameters to the best possible extent (1) | An attempt that meets the given criteria to some extent (0.5) | Wrong attempt (0) |  |  |
| ) (i) | Enlisting the genres of English literature and explaining any one (06) | Correct enlistment of genres, giving at least four different types of genres of literature. (2) | Partially correct enlistment of genres, giving at least three different types of genres of literature. (1.5) | An attempt enlisting any two different types of genres of literature. (1) | An attempt enlisting any one of the genres of literature. (0.5) | Wrong response (0) |  |
| A well-organized attempt with most relevant content, pertaining to the particular genre of literature with appropriate illustrations from a work of literature along with maximum precision of grammar, syntax, and vocabulary (4) | An attempt with relevant content, pertaining to the particular genre of literature with appropriate illustrations from a work of literature along with appropriate precision of grammar, syntax, and vocabulary. (3) | An attempt with relevant content, pertaining to the particular genre of literature with appropriate illustrations from a work of literature along with the accuracy of grammar, syntax, and vocabulary. (2) | An attempt that meets the given parameters to a nominal extent. (1) | Wrong/irrelevant (0) |  |
| ) (ii) | Conflict in the story (06) | An attempt containing brief introduction/description of conflict coupled with the most relevant content and its excellent organization/coherence. (4) | An attempt with relevant content and its most appropriate organization/coherence (3) | An attempt that meets the given parameter to a fair extent. (2) | An attempt that meets the given parameter to a nominal extent. (1) | Wrong/irrelevant (0) |  |
| An attempt with maximum precision of Grammar, syntax, and vocabulary (2) | An attempt that meets the given parameters of language and structure to most appropriate extent. (1.5) | An attempt that meets the given parameters of language and structure to fair extent. (1) | An attempt that meets the given parameters of language and structure to a nominal extent (0.5) | Wrong/irrelevant (0) |  |
| 4 | Essay | An excellent attempt with most relevant content meeting the given criterion of length and other requirements as per the given topic and outline together with excellent and most logical development of ideas. (5) | A very good attempt with relevant content as aligned with the given topic and outline along most logical development of ideas. (4) | An appropriate attempt with relevant content as per the given topic and outline along with an appropriate and logical development of ideas. (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) |
| Excellent Organization/ coherence and sequence among various paras. (4) | An attempt with an appropriate standard of organization/ coherence and sequence among various paras. (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) |  |
| Excellent display of grammatical/lexical structure and expression. (3) | An appropriate display of grammatical/lexical structure and expression. (2) | An attempt that meets the given parameters to a fair extent. (1) | Wrong/irrelevant (0) | Wrong/irrelevant (0) |  |
| (a) | Correction of errors | A response with correction of any five errors (5) | A response with correction of any four errors (4) | A response with correction of any three errors (3) | A response with correction of any two errors (2) | A response with correction of any one error (1) | Wrong/irrelevant (0) |
| 5 (b) | Use of idioms in sentences | Correct usage of any five idioms in sentences (5) | Correct usage of four idioms in sentences (4) | Correct usage of three idioms in sentences (3) | Correct usage of two idioms in sentences (2) | Correct usage of one idiom in sentence (1) | Wrong/irrelevant (0) |
| 5 (c) | Change of narration | A response with all correct narrations of the given conversation. (5) | A response with 1 – 2 minor errors (4) | An attempt with 3 – 4 errors. (3) | Attempt with more than 4 errors (2) | Attempt with multiple errors (1) | Wrong/irrelevant (0) |
| 6 | **REPORT 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) |  |  |  |
| Body (4) | Correctly composed body of report i.e., containing a proper display of facts/findings, suggestions and conclusion aligned with all the given aspects with an excellent display of organization, grammatical and lexical expression (4) | An attempt covering most of the given parameters of language, content, and format of the body. (3) | An attempt covering the given parameters to a fair extent (2) | An attempt covering the given parameters to a nominal extent (1) | Wrong attempt (0) |  |
| 7 | Use of transitional devices | Correct use of any five of the given transitional devices. (5) | Correct use of any four of the given transitional devices. (4) | Correct use of any three of the given transitional devices. (3) | Correct use of any two of the given transitional devices. (2) | Correct use of any one of the given transitional devices. (1) | Wrong attempt (0) |