

ASSESSING WRITING SKILLS DEVELOPMENT THROUGH ANALYZING SECTION-C ENGLISH EXAMINATION PAPER CONDUCTED BY BOARD OF SECONDARY EDUCATION 2024, KARACHI

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ABSTRACT

The objective was to assess the writing skills development through Section C of English examination papers conducted by Based on the objectives and research question were formulated. The scope of the study was limited to section c of English examination papers for grade IX and X. Detailed review of the literature were done. A qualitative method research design was adopted for this study. Section-C Examination papers of English conducted in 2024 were selected purposively from the past five year papers by board of secondary education Karachi. The research find that section-c based on essay, letter and application writing, email or diary writing, passage writing with questions. It is reflected through analysis of the nature of the questions. Most of the question were based on creative writing; very few questions were related to comprehension and application of the knowledge while other based on formal structure. The findings suggest that to develop more essential writing skills and improving for better learning outcomes.

Key words: Writing Skills, Karachi Board, Examination, Secondary Education.

INTRODUCTION

Writing skills mean the ability to express ideas clearly and correctly, in written form, writing skills are a core part of English education. The Sindh board Curriculum for secondary grades IX–X highlight that students should develop their creative writing skills, academic knowledge and speaking English with accuracy and fluency. In Karachi, board exams specially section C purpose to develop descriptive writing skills through essay, letters, application, answer comprehensive questions and reports writing. These task help to both language skills development which is grammar and vocabulary and develop higher order skills, develop the critical thinking and higher order skills, however, grade 10th exam paper is mostly traditional based lack of creativity, and repeat text books promoting rote learning instead of quality learning and education.

The capacity to adjust various writing styles, writing structure and audience all are part of the ability to express information, thoughts and ideas in written form in an efficient and clear manner. The writing is crucial it enables the relation with communication between persons who are not every time physical present. Emails, reports, papers, well-written and marketing material are influence to collaborate with an encourage employee, loyalty, and persuade to buy new product. This type of ability is highly sort after every industry. These abilities are assist to leaving a positive, professional environment on at work. Most of the employers are their opinion of potential hiring based on the skills, which they exhibit in email, letter, resume, and application. Clients, people and

customers are want to all detail form an organization and colleagues to assign meaningful writing skills. Five main components of writing are necessary, which are purpose, audience, clarity, unity and coherence.

Purpose: Clear convey the primary ideas or wish to reader and remember that your objectives are easily converted to reader. Usually goals stated in the starting sentences or a professional writing.

Audience: your audience are consisting of people those you want to read work but you might also include wider audience so it is easy to understand the content with different opinion.

Clarity: clarity plays an important role in writing it's a degree in which readers can comprehend the goal and support details with accuracy.

Unity: unity pertains how each sentence, phrase, word, sentence and portion of the written relate and support to each other and help to clear the man idea.

Coherence: A well-structured on all levels has related to the concepts and guide the readers from one section to another.

In English language teaching, Idham et al. (2015) emphasizes that learning should meet students' need so that they would be able to apply their knowledge into their own lives. The creative writing of any project is a main theme. Pakistanis people are very creative in their lives and they have a rich past against literary they have ability and unable to express themselves creatively since writing is a second language. It is a challenges ability to require intensive learning. A main part of education is to teach student that how to read, write, and speak and what are the benefits of it they also provide great benefits in future. A key part of education is teaching children how to write well, and having this skill could benefit them greatly in the future (Bergan, 2006).

In Pakistan, as if writing is required ability and English taught as a second language, students struggle to express themselves in English during their schooling time. According to the researchers, find out the writing instructions in Pakistan place greater emphasis to pre written responses from different reference materials, which is fostering student's creative and communicative skill. The significance and function of creative writing in a western educational system aim order to draw comparisons with the Pakistan classrooms, students and educational institute. Generally, it is a noted that students engaged in creative writing in a different context such as topics or skills, which are help to determine group activity as a self-motivated individual activity, or any project, which is individually as well as in-group, or any class activity, its directly supervised by the teachers. Creative writing includes the many form, its traditionally referred to literature in Pakistani context. Pakistan teachers and students are classrooms emerge which continued confusion creative writing is including traditionally or informatively. Creative writing is the duty of English teachers those have to explain the value of creative writing in the light of trends and benefits. According to Nadeem (2007) "Pakistani teachers should keep in mind the needs and interests of students to enable them to be expressive in writing". It considered that creative writing can be joyful, helpful, resourceful and self-developing in students to expressive and communicative needs encourage us to write.

Research Objectives

To analyze how section c of the 2024 grade 9th and grade 10th English paper asses student writing skills specially creativity and grammar.

To examine each item in Section C for grade 9th and grade 10th identify which writing ability, how much creative thinking demands, and what level of grammar requires.

Research Question

How does section c of the English paper 2024 grade 9th and grade 10th evaluate student's grammar proficiency, creativity and writing skills?

Significance and Scope

The study will be beneficial to share the concrete guidelines for test developers and secondary school teachers. It will be beneficial for secondary school teachers, students, and experts.

The scope of the study was limited to English examination papers for grade 9th and grade 10th held in 2024 conducted by secondary board and analyze only section c of both grades.

LITERATURE REVIEW

The landscape of English language teaching globally emphasizes student-centered learning environments that cater to individual needs, enabling students to apply their knowledge effectively in real-life contexts. This pedagogical approach views writing not merely as a product but as a nuanced craft that demands focused attention, meticulous organization, strategic planning, thoughtful reflection, and iterative revision. This perspective is crucial for producing written work that is appropriate for its intended form, purpose, and audience. Furthermore, educational objectives are often categorized using frameworks such as Bloom's Taxonomy, which distinguishes between lower-order cognitive skills (Knowledge, Comprehension, Application) and higher-order skills (Analysis, Evaluation, Creation). This taxonomy provides a valuable lens through which to assess the cognitive demands of learning and assessment tasks.

English is currently the most widely used language in Pakistan for international communication, trade, commerce, and research. As a result, several government initiatives recognize its vital role in education. More specifically, it is currently mandatory for students in grades 1 through 12 and is used as a teaching medium for numerous other courses across the curriculum. After recognizing the value of English, the government developed and implemented a number of initiatives, including the National Curriculum 2006 for English. "Creative writing has been reduced to a set of formulae taught through a series of exercises" is an intriguing statement (Myhill, 2001). Even if Pakistani schools often accept creative writing. At the matriculation level, a variety of creative writing techniques are taught in textbooks and practiced in the classroom, such as composing letters, essays, stories, and conversation. The primary issues with the Pakistani educational system that hinder students from being inspired to write creatively in a range of genres in the classroom are "the shortcomings in the curriculum, examination, inefficient teachers, methods, and techniques" (Warsi, 2004). It is true that these approaches hinder pupils' ability to gain knowledge and zeal. Supporting creative writing by employing suitable techniques while keeping students' needs in mind is essential for English teachers in Pakistan.

Only the study of classical English literature—which includes works by Wordsworth, Keats, Coleridge, Shakespeare, Dickens, and others—is taught in Pakistan as a creative writing course. However, rather than teaching literature itself, teachers in the classroom typically teach about it. Siddiqui (2007) asserts, "The majority of literature teachers place additional emphasis on the biographical details of the authors and literary movements." So, instead of teaching literature itself, they teach about it. Applying second language learning strategies to first language acquisition strategies is strongly advised. Nonetheless, most colleges and universities continue to prioritize teaching writing skills using the product method over the process genre approach, ignoring the core objectives of writing education (Siddiqui, 2003). Writing instruction still uses the Grammar Translation Method, which ignores the language needs of the pupils. Warsi (2004) claims the

translation technique is used to teach writing in Pakistan. It is ineffective because it ignores creative and communicative skills and overemphasizes English language conventions and exceptions.

Since they determine whether pupils are ready to go on to the next grade, exams are crucial to their development. In an attempt to standardize the process, governments everywhere employ public examination systems to determine if pupils are prepared for the next level of education. Despite much criticism, public examination flourishes in wealthy countries, mainly because of continuous scientific monitoring. However, there is a lack of comprehensive and systematic research in Pakistan to evaluate the effectiveness of public secondary and upper secondary exams as well as their influence on teaching and learning.

Browne and Cudeck (1993) asserts that in order to produce a work that is suitable for its form, purpose, and audience, students must be taught that writing is a craft that calls for focus, organization, planning, reflection, and revision. Students in Pakistan, however, are not aware of the several steps involved in writing. They do not plan, draft, revise, and re-edit their writing. They simply read sample articles and duplicate them rather than relying on sensory descriptions, observation, and actual experiences.

Because they do not get constructive critique, they continue to make the same errors in their graded writings. Interest in essay examinations that addressed the issue of subjective evaluation of the written samples was rekindled. The rater would be able to avoid implicit or impressionistic rating procedures, which frequently lack consistency and provide biased results, by using these materials with their specific evaluative standards, sometimes known as rubrics or range finders. However, writing scales should not be created and used on the fly; otherwise, they will be ineffective, invalid, and/or unreliable. The act of writing creatively is the subject of this endeavor.

The study finds that although Pakistanis are creative in their daily lives and have a rich literary legacy, they are unable to express themselves creatively since learning to write in a second language is a challenging skill that requires a lot of effort.

Bloom's taxonomy makes a distinction between learning that is low and learning that is high (Bloom, Krathwohl & Masia, 1984). In order to categorize learning according to its cognitive complexity, Bloom proposes six levels. Students must memorize data for the first level, which he named Knowledge. At the second level, referred to as comprehension, students understand and interpret information in ways that are specific to them. Students apply what they have learned to the next level. The low order-learning group includes initial three tiers. The fourth level is Analysis, and here Students assess a variety of situations to arrive at their conclusions. Students arrive at the fifth stage, evaluation, where they develop opinions, following a rigorous learning process. At the sixth and final stage, known as Creation, students are expected to provide new information. Course designers to set learning objectives and requirements for specific courses commonly use these learning levels. Students' learning goals, the course material, the teaching strategies, and the assessment techniques usually coincide. For better performance, students are advised to primarily recall the topic and utilize previous exam papers. Since the majority of detractors assert that the exam does not cover the curriculum and that certain topics are repeated often, its validity and trustworthiness are also called into question (Rehmani, 2003). Public exams in Pakistan have long been criticized for putting too much pressure on students, requiring them to attend private lessons in addition to their regular classes to get ready for the tests.

Humanity "possesses the faculty of continuing to improve by its own inherent activity," according to Darwin. It is understood that every generation is concerned about the advancement of future

generations. Erasmus and of passing those advancements on to future generations." (Darwin, 1794). Our school's Assessment Committee is in charge of assessing degree programs and recommending changes to the Academic Coordinators who are in charge of the programs' administrative management. Additionally, the Committee must disclose outcomes to the school's administration, especially when it comes to regional accreditation. This document outlines the committee-developed method for determining the degree of cognitive difficulty in a course. Courses in philosophy were initially chosen for evaluation.

METHODOLOGY

The actual focus of this study is to assess the Writing Skills Development through Section C English examination paper conducted by Board of Secondary Education 2024 Karachi. The researcher performed a qualitative content analysis approach, which allows for detailed analysis of the English paper of secondary education. Researcher use purposive sampling design, for the relevant context.

Population: Past five years English examination paper of grade 9 and grade 10 from the board of secondary education Karachi.

Sample: English examination paper focus on Section C of the 2024 grade 9 and 10.

CONTENT ANALYSIS

Grade 9 Section C:

Question in Q6 based on the fill in the blanks and its marks is five, it is a short passage is given with the blanks with the relevant word for example (mud, slippery etc.). Student fill the blanks with the relevant answer.

Skills: it assess the contextual vocabulary, language mechanics and comprehensive skills.

Creativity: There is no specific creative writing skill development the answer is also given in the form of options student just to select the relevant one.

Question no 7 is based on Essay or Email writing and its marks is 10, write an essay in between 120-150 words on a topic such as "final PSL" and "my favorite personality" so through these topics develop the students descriptive writing skills, further email writing understand the formal procedure.

Skills: Essay writing help to improve students' knowledge, thoughts and creative writing skills, students express their ideas effectively and clearly convey to others.

Creativity: Essay writing mainly develop the writing skills however email writing option is creative or imagine a scenario which is develop the creative writing skills.

Question no 8 is based on Application or diary writing and its marks is 10, student choose one option application or diary writing application is the formal writing to the headmaster for requesting permission for a visit, or diary is based on personal narrative in which student plan something, and describing the excitement.

Skills: the application writing develop the formal writing skills also develop the grammar writing and vocabulary.

Creativity: The diary is highly Creative and ideas based writing it develop students thinking skills, thoughts and imaginations related to picnic or any specific planning.

Question no nine is based on passage writing and its marks is 15 in the passage student identify the answer of the given questions.

Skills: it develops reading, vocabulary, thinking, identifying and writing skills, students also paraphrase the passage according to the question.

Creativity: it develops the creativity of writing and develop thinking ability to find the relevant answer to the given passage.

Grade 10 Section C:

Question no six based on fill in the blanks and its marks is five, a passage is about social media and the relevant words are in the given option section students complete the sentences with the relevant words.

Skills: It develop understanding skills in the context of grammar with the relevance prefixes and correct words form.

Creativity: It is a closed exercise no more specific skills development because answer was also given in the option section students just to select the best or relevant words.

Question no seven is based on Essay writing and its marks is 10, for example parental role in education, a heart wrenching accident or an interesting cricket match. These also develop students writing skills and thinking skills because its unseen, student never know what the specific essay topic was written in the exams, students know how to write the essays.

Skills: These topics are based on different genres, language is formal or informal both were used with correct grammar and vocabulary.

Creativity: its assess students thinking power and capability.

Question no eight is based on letter writing and its marks is 10; letter is related to any family member, editor, or any friend in a formal way.

Skills: formal letter writing skills, public communication skills, personal writing skills also development the persuasive style writing.

Creativity: The letter allows creativity in scenarios and advice content. Therefore, it is a factual or relevant writing so no more other or mainly skill development it is a formal tone,

Question no nine reading the passage and give the answer of the given question and marks is 15, passage is related to historical or any scenario based. Question are based on what, why, make and finding based.

Skills: its develop reading and summary writing skills, its help to make summarized the passage in easy words so also develop the students writing skills.

Creativity: answer is factual and given in the passage no more thinking skills development, it is an original ideas and beyond rephrasing.

Table 1

Comparative Analysis of Grade 9 and 10 Section C Questions

Q. No.	Question Type	Marks	Primary Skills Assessed	Level of Creative Thinking Demanded
Q6	Fill-in-the-blanks	5	Contextual Vocabulary, Language Mechanics, Basic Comprehension	Low/None
Q7	Essay or Email Writing	10	Descriptive Expression, Procedures Writing, Formal Idea Email	Moderate/Constrained

Q8	Application or Diary Writing	10	Formal Writing, Grammar, Vocabulary (Application); Personal Narrative, Imagination (Diary)	High/Open-ended (Diary)
Q9	Passage Writing with Questions	15	Reading Comprehension, Vocabulary, Identifying, Paraphrasing	Low/Constrained
Q6	Fill-in-the-blanks	5	Grammar in Context, Word Forms	Low/None
Q7	Essay Writing		General Writing, Thinking, Formal/Informal Language Use	Moderate/Constrained
Q8	Letter Writing		Formal Letter Writing, Public/Personal Communication, Persuasive Style	Moderate/Constrained
Q9	Passage Reading with Questions		Reading Comprehension, Summary Writing	Low/Constrained

FINDINGS

The finding show that the section c of the English paper 2024 of grade 9 and grade 10 cover a mix of traditional and new writing styles. Letter and application are develop students formal writing skills students know how to write the formal applications and letter to any family members or editor its help to develop creative writing skills. Grammar practices also integrate as well in a form of fill in the blanks by chosen given options which is no helpful to develop any specific skills in student because students select by the given options. Essay writing develop students creative writing skills, thinking skills but the word limit is concise students have no more option to write in detail and express the ideas of the relevant topic. Passage help to develop critical thinking in a minor stage to find the answers, write the summary related to the given paragraph.

CONCLUSION

The Section c of the English paper 2024 of grade 9 and grade 10 test a variety of writing skills. Students are able to write formal and informal texts (essays, letter, and diary) apply their knowledge in context and comprehensive skills. The aim of the given task is to develop purposeful and accurate writing. The Karachi board exams is not to fully develop the writing skills and not to meet the student's requirements. Mostly are based on thinking, creative writing, planning but for defined it is a concise not a large space to express their ideas and thinking in written form.

RECOMMENDATIONS

For the Karachi board is to update the content, avoid the repetition and focus on the development of students creative writing skills, by given open-ended prompts like imaginative scenarios and contemporary issue these are helpful to develop critical thinking.

For Teachers is to emphasize writing as a process, provide practice in letter writing, reports writing and stories writing to develop flexibility. Encourage students creativity by assigning the alternative topics, and then feedback on both content and language, ensuring the grammar and vocabulary are learned in context.

By making Section C is more effective and on the basis of cognitive skills, its helps to improve performance and match the curriculum goals of accurate, creative writing and fluency.

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