BOARD OF INTERMEDIATE & SECONDARY EDUCATION, GUJRANWALA

PRINCIPAL EXAMINER REPORT FOR TEACHERS

ENGLISH (COMPULSORY) — 9th Grade (New Course) Annual Examination 2026

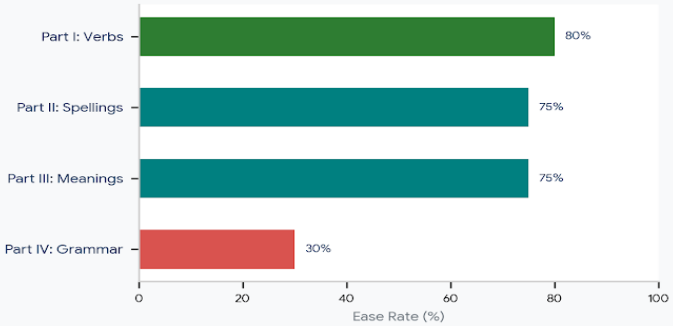
Paper Code:	5018	**Total Objective Marks:**	19 (Time: 20 Mins)
Subject:	English (Compulsory)	**Total Subjective Marks:**	56 (Time: 2 Hours 10 Mins)

BISE GUJRANWALA — ANNUAL EXAMINATION 2026

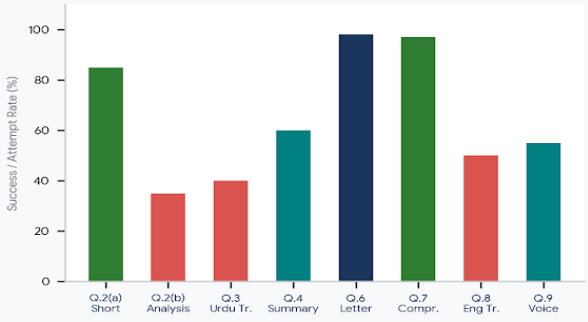
Principal Examiner Report Summary | English (Compulsory) 9th Grade

60%	70%	98%	High
Objective Ease	Subjective Ease	Letter Choice	Summary Error Rate

Objective Paper Breakdown (Paper Code: 5018)



Subjective Question Analysis



⚠ TOP 5 RECURRING STUDENT ERRORS & WEAKNESSES

1. Summary Writing (Q.4):	Copied direct lines/quotations from the poem; excessive length.
2. Translation Gaps (Q.3 & Q.8):	Literal word-for-word translation instead of translating for contextual meaning.
3. Format Over-Reliance (Q.6):	98% chose letter-writing due to rote memorisation; story/dialogue neglected.
4. Conceptual Grammar (Part IV):	Weak grasp on participle/adverbial phrases, gerunds, and metaphors.
5. Sentence Construction (Q.5):	Knew word/idiom meanings but failed to construct grammatically sound sentences.

✅ ACTIONABLE RECOMMENDATIONS ROADMAP FOR TEACHERS & STUDENTS

FOR STUDENTS

- Write summaries strictly in own words (never quote poem lines).
- Practice meaning-based translation, not word-by-word.
- Prepare story & dialogue formats alongside letters.

FOR TEACHERS

- Dedicate specific lesson time to conceptual grammar & figurative language.
- Conduct regular active-to-passive voice drills across all tenses.
- Design classroom activities for conceptual/analytical reasoning (Q.2b).

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SECTION A: OBJECTIVE TYPE PAPER (Paper Code: 5018)

1. General Comments

The objective paper consisted of 19 multiple-choice questions divided into four parts: correct forms of verbs (Q.1–Q.5), correct spellings (Q.6–Q.9), correct meanings of underlined words (Q.10–Q.14), and correct options according to grammar, including figurative language (Q.15–Q.19).

Overall performance in the objective paper was encouraging. Approximately 60% of candidates found the first three parts of the paper — verb forms, spellings, and word meanings — easy to attempt, reflecting sound vocabulary recall and familiarity with commonly tested word forms. However, performance declined noticeably in the fourth part of the paper (Q.15–Q.19), which tested grammatical concepts and figurative language. Candidates found this portion considerably more difficult, indicating a gap in conceptual grammar understanding as compared to rote recall.

Objective Paper Performance Breakdown

Part & Question Range	Tested Skill / Concept	Performance Level	Key Observation / Feedback
Part I (Q.1–Q.5)	Correct Form of Verb	High (~60% Ease)	Comfortably attempted; reasonable command over verb tense selection in context.
Part II (Q.6–Q.9)	Correct Spellings	High (~60% Ease)	Good performance; reflects adequate exposure to vocabulary lists and classroom drills.
Part III (Q.10–Q.14)	Meanings of Words	High (~60% Ease)	Successfully identified words like triumph, crucial, solitude, native, bliss.
Part IV (Q.15–Q.19)	Grammar & Figurative Language	Low (Noticeable Decline)	Difficulty with participle, adjectival, adverbial phrases, gerunds, and metaphors.

2. Question-by-Question Analysis

Part I: Correct Form of Verb (Q.1–Q.5): This part was comfortably attempted by most candidates, who showed reasonable command over verb tense selection in context. This was among the easiest sections of the objective paper for students.

Part II: Correct Spellings (Q.6–Q.9): Candidates generally performed well in identifying correctly spelled words, suggesting adequate exposure to vocabulary lists and spelling drills during classroom preparation.

Part III: Correct Meanings of Underlined Words (Q.10–Q.14): Most candidates were able to correctly identify meanings of common vocabulary words such as triumph, crucial, solitude, native, and bliss. This part, along with Parts I and II, contributed to the roughly 60% of candidates who found the first three parts of the paper manageable.

Part IV: Correct Option According to Grammar (Q.15–Q.19): This was the weakest-performing part of the objective paper. Questions requiring identification of grammatical structures (participle phrases, adjectival and adverbial phrases, gerunds) and figurative language (e.g., identifying metaphor) proved difficult for a majority of candidates. This reflects a broader gap in the conceptual teaching of grammar and figurative language, rather than a vocabulary-based weakness.

3. Overall Advice for Students and Teachers (Objective)

• **For Students:** Do not rely only on vocabulary and spelling drills — dedicate equal attention to grammar rules and structures.

• **For Students:** Practise identifying phrases (adjectival, adverbial, participle) and figurative devices (metaphor, simile, imagery, alliteration) using example sentences from the textbook.

• **For Teachers:** Allocate dedicated lesson time specifically to grammar concepts and figurative language, rather than treating them as a minor part of test preparation.

• **For Teachers:** Use short, regular grammar-identification drills so that students build familiarity with grammatical terminology, not just correct usage.

SECTION B: SUBJECTIVE TYPE PAPER (Total Marks: 56)

1. General Comments

The subjective paper is largely text-based, drawing directly on content prescribed in the syllabus, which allows a significant portion of it to be prepared through focused revision. Reflecting this, approximately 70% of candidates found the paper easy to attempt overall. Performance was strongest in the letter-writing option of Q.6 and the comprehension passage of Q.7, both of which were attempted by nearly all candidates. Performance was weakest in Q.3 (translation into Urdu), where a considerable number of candidates left the question unattempted, and in Q.8 (translation into English) and Q.9 (voice change), which a smaller proportion of candidates were able to solve correctly.

Subjective Paper Attempt & Performance Analysis

Question / Component	Attempt Rate	Performance Level	Key Insights & Common Errors
Q.2: Short Answer Questions	High	Part (a) High / Part (b) Low	Part (a) well attempted (factual recall); Part (b) difficult (conceptual/analytical, e.g., satire/hypocrisy).
Q.3: Translation into Urdu	Low (~40% struggled)	Weak / High Unattempted	One of the most difficult questions; word-for-word translation issues and high unattempted rate.
Q.4: Summary / Stanza	High	Moderate	Preparation easy (2 poems); major error of including copied lines/quotations and excess length.
Q.5: Words, Phrases & Idioms	High	Moderate	Recall of meanings was good, but struggled to construct grammatically sound sentences.
Q.6: Letter / Story / Dialogue	Letter: ~98% Story/Dialogue: Very Low	Letter: High Others: Low	Overwhelming preference for letters due to memorisation (15 total); story/dialogue neglected.
Q.7: Comprehension Passage	Very High (97-98%)	Strong / High Performance	Most confidently and widely attempted question on the paper with strong overall results.
Q.8: Translation into English	Moderate (~50% correct)	Weak to Moderate	Difficulty in structure and syntax; points to need for structured translation practice.
Q.9: Voice Change	Moderate (50-60%)	Moderate	Needs consistent drilling of active-to-passive formulas across all tenses.

2. Question-by-Question Analysis

Q.2: Short Answer Questions (Section I): Part (a) of this question was generally well attempted, with most candidates able to answer the required three short-answer questions competently, as this portion draws on direct, recall-based content. Part (b), however, proved considerably more difficult, as it required conceptual engagement — for instance, analysing satire or hypocrisy in the prescribed play — rather than straightforward recall. Candidates showed a clear gap between their ability to reproduce factual content and their ability to reason through conceptual, analysis-based questions.

Q.3: Translation into Urdu: This was one of the more difficult questions on the paper. Approximately 40% of candidates found this question difficult, and a notable number of candidates left it unattempted altogether. This suggests candidates require further guided practice in translating for meaning rather than attempting word-for-word translation.

Q.4: Summary / Stanza with Reference to Context: Since the textbook contains only two poems from which a summary may be set, this question was comparatively easy for candidates to prepare for and attempt, and was generally well answered. However, examiners noted a recurring and significant error: many candidates wrote summaries that were too long and, more seriously, included direct lines or quotations copied from the poem itself. A summary must always be written concisely and entirely in the candidate's own words; the inclusion of quoted text is a serious error that should be specifically corrected in classroom teaching.

Q.5: Words, Phrases and Idioms: Candidates attempted this question widely, but a considerable number of sentence-construction and grammatical errors were observed. Many candidates were able to recall the meaning of the given words or idioms but struggled to embed them correctly within a grammatically sound sentence.

Q.6: Letter / Story / Dialogue: Letter writing was overwhelmingly the preferred choice, attempted by approximately 98% of candidates, largely because the textbook contains only fifteen letters, from which one is set in the examination — making this option easy to prepare through memorisation. Story writing and dialogue writing were attempted by very few candidates by comparison, suggesting these formats require more deliberate classroom attention to build candidate confidence and reduce over-reliance on the letter option alone.

Q.7: Comprehension Passage: This was the most confidently and widely attempted question on the paper, with approximately 97–98% of candidates attempting it, and performance here was strong overall.

Q.8: Translation into English: This question was found to be difficult, with approximately 50% of candidates able to solve it correctly. As with Q.3, this points to a need for more structured translation practice in both directions (Urdu-to-English and English-to-Urdu).

Q.9: Voice Change: Performance here was moderate, with approximately 50–60% of candidates able to correctly change the voice of the given sentences. Candidates would benefit from more consistent drilling of the active-to-passive formula across different tenses.

3. Summary of Common Errors

1. Conceptual Errors: Candidates performed well on recall-based and text-derived content but struggled with questions requiring conceptual reasoning, such as Q.2(b) and passages requiring analysis rather than reproduction.

2. Summary Writing Errors: In Q.4, a recurring and serious error was the inclusion of direct quotations or lines copied from the poem within the summary, along with summaries that were longer than required. A summary must be concise, original in wording, and approximately one-third the length of the source text.

3. Translation Errors: In both Q.3 (Urdu translation) and Q.8 (English translation), candidates frequently attempted literal, word-for-word translation rather than translating for overall meaning, and a considerable number left Q.3 unattempted.

4. Grammar and Sentence Construction Errors: In Q.5, candidates often understood the meaning of the given words or idioms but could not use them correctly within a complete, grammatically sound sentence.

5. Over-reliance on a Single Format: In Q.6, the overwhelming preference for letter writing over story and dialogue writing suggests limited candidate confidence in formats that are less frequently practised in the classroom.

4. Overall Advice for Students and Teachers (Subjective)

• **For Students:** Write summaries strictly in your own words. Never copy lines or phrases directly from the poem — this is treated as a serious error, not a stylistic choice.

• **For Students:** Keep summaries concise, in the third person, and in the simple present tense.

• **For Students:** For translation questions (Q.3 and Q.8), focus on conveying overall meaning rather than translating word by word.

• **For Students:** Practise story and dialogue writing, not only letter writing, so you are not limited to a single option if the letter topic is unfamiliar.

• **For Students:** When using idioms or phrases in Q.5, write a complete, grammatically correct sentence that clearly demonstrates the word's meaning in context.

• **For Students:** Prepare conceptual and analytical sub-questions (such as those in Q.2(b)) with the same seriousness as recall-based questions, rather than depending solely on cramming.

• **For Teachers:** Explicitly teach and reinforce the rule against quoting from the poem in summary writing, as this remains a persistent and serious error.

• **For Teachers:** Dedicate specific lessons to meaning-based translation technique, in both directions, rather than leaving it to rote practice.

• **For Teachers:** Provide equal practice opportunities in letter, story, and dialogue writing so that candidates are not overly dependent on the letter format alone.

• **For Teachers:** Design classroom activities that build conceptual and analytical reasoning skills, particularly for play- and theme-based questions such as Q.2(b).

• **For Teachers:** Reinforce the active-to-passive voice formula across all tenses through regular practice drills.

5. CONCLUSION

The 2026 English (Compulsory) examination for 9th Class was, on the whole, comfortably attempted by candidates, reflecting the strongly text-based and syllabus-anchored nature of the paper. Candidates performed particularly well in areas that reward direct preparation — vocabulary, spellings, comprehension, and letter writing — but performance declined in sections requiring conceptual grammar knowledge, meaning-based translation, and independent, analytical writing.

The areas of weakness identified — grammar and figurative language, translation, conceptual reasoning, and over-reliance on a single writing format — are readily addressable through focused classroom attention and targeted practice. With the strategies outlined above, it is expected that candidate performance in these specific areas will show measurable improvement in the 2027 session.

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