

It was easy for Bhutto's executioner and successor Zia-ul-Haq to portray his administration as the antithesis of Bhutto's, since he himself was Bhutto's personal antithesis. Zia was Pakistan's first ruler from the middle class, born into the family of a junior British civil servant from east Punjab. Zia himself entered the officer corps of the British Indian army in the Second World War. In 1947 his family became refugees from India, something that strongly marked his world view. In sharp contrast not only to Bhutto but to Pakistan's other military rulers to date, he was a deeply pious Muslim.

Unlike both Bhutto and his military predecessor Ayub and successor Musharraf, Zia attempted to change Pakistan along Islamist lines. This reflected not only Zia's own profound personal religious convictions, but also a nationalist belief (which has been shared by some more secular figures within the military and civilian establishment) that religion is the only force which can strengthen Pakistani nationalism and national identity, keep Pakistan from disintegrating, and motivate its people to give honest and dedicated service to the nation and society.

The regime of Zia ✓

The writer ~~described~~ that Zia, the hangman of Bhutto, cheated his administration. He convinced his own anti-thoughts to administration and people of Pakistan. On the other hand, Zia was more religious than Bhutto and other rulers of Pakistan. Moreover, he ~~was having~~ ^{had} a different vision than Bhutto, Ayub and Musharraf. This sight was to establish Islamic system in the country. This projected the most powerful religious views of Zia. Hence, he believed that under the umbrella of Islam, the isolation of the country could be lessened. Thus, he motivated the people to serve the Pakistani society.

there is no sense of this sentence

contrarily

different

last part of main passage is not interpreted properly
main idea is picked and discussed word count is missing

Remarks by Examiner

In main précis

	Yes	No
1. Main idea is picked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Main aspect(s) of an idea is/are covered	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Written in student's own language structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Cohesion/rhythm/orgnization needs improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Spelling(s) mistakes are found	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Need for improvement in grammar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Is length per Requirement?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

In Title

	Yes	No
1. Title matches with précis/main idea	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Language of title is weak/incorrect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Length of title as per standard	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Marks

Main Précis: 5 / 15

Title: 1 / 5

Remarks

need improvement in expression
 over all there is issue of clarity
 be precise and write clear points in the content
 content is average

6/20