

# STUDENT LEARNING OUTCOMES

## For Grade XI

<b>Competency 1: Reading and Thinking Skills</b>
<b>Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.</b>
<b>Benchmark I: Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.</b>
<b>Student Learning Outcomes XI</b>
<ul style="list-style-type: none"> <li>➤ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.</li> <li>➤ Recognize that the theme of a text is carried in a thesis statement.</li> <li>➤ Analyze paragraphs to identify sentences that support the main idea through               <ul style="list-style-type: none"> <li>• definition</li> <li>• example/ illustration</li> <li>• cause and effect</li> <li>• comparison and contrast</li> <li>• facts, analogies, anecdotes and quotations.</li> </ul> </li> <li>➤ Recognize that support can be in the form of a single word, a phrase, a sentence or a full paragraph.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Identify and recognize the functions of               <ul style="list-style-type: none"> <li>• pronoun – antecedent relationships.</li> <li>• anaphoric and cataphoric references.</li> <li>• transitional devices used for coherence and cohesion at discourse level.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Analyze the order of arranging paragraphs:               <ul style="list-style-type: none"> <li>• Chronological or spatial.</li> <li>• General to specific, specific to general.</li> <li>• Most important to least important and vice versa.</li> </ul> </li> </ul>
<b>Benchmark II: Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies.</b>
<ul style="list-style-type: none"> <li>➤ Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.</li> <li>➤ Skim text to               <ul style="list-style-type: none"> <li>• have general idea of the text.</li> <li>• infer theme/ main idea.</li> </ul> </li> <li>➤ Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to               <ul style="list-style-type: none"> <li>• scan to answer short questions.</li> <li>• make simple inferences using context of the text and prior knowledge.</li> <li>• distinguish between what is clearly stated and what is implied.</li> <li>• deduce meaning of difficult words from context.</li> <li>• use context to infer missing words.</li> <li>• read silently with comprehension and extract main idea and supporting detail.</li> </ul> </li> </ul>

- scan to locate an opinion.
- distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.
- locate examples to support an opinion e.g. appeal to emotions, appeal to logic or ethical belief, etc.
- recognize arguments and counter arguments.
- explore viewpoints/ ideas and issues.
- follow instructions in maps or user instruction manuals and forms requiring real life information.
- comprehend/interpret text by applying critical thinking.
- generate questions to understand text.
- explore various options given in a reading text, to decide on a specific course of action relating to work place decision e.g. deciding which job to apply for, etc.

- Use summary skills to
  - extract salient points and develop a mind map to summarize a text.
  - follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph.
- Use critical thinking to respond orally and in writing to the text (post-reading ) to
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - explore causes and consequences of a problem or an issue and propose various solutions.
  - evaluate material read.

- Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:
  - i. Literal/ textual/ factual
  - ii. Interpretive
  - iii. Inferential
  - iv. Evaluative
  - v. Personal response
  - vi. Open ended
- Respond orally and in writing.

**Benchmark III: Analyze and synthesize information from a visual cue or a graphic organizer to summarize, highlighting the key areas and main trends.**

- Interpret the situation in a visual cue and using concrete sensory details of sights, sounds and smells of a scene, and the specific actions, movements, gestures and feeling of characters write a short description. Create a mind map for organizing ideas.
- Analyze complex information in line/bar/circle graphs and diagrams. Synthesize and summarize the information in a written report.
- Highlight the key areas, and the main trends.
- Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.
- Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
- Recognize and use appropriate conventions (format, style, expression).

**Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills.**

- Use dictionaries to
  - locate guide words.
  - locate entry word.
  - choose appropriate word definition.
  - identify pronunciation with the pronunciation key.
  - identify syllable division, and stress pattern.
  - identify parts of speech.
  - identify correct spellings.
  - identify phrases through key words.
  - recognize abbreviations used in a dictionary.
  - locate phrases and idioms.
  - comprehend notes on usage.
  - identify word etymology.
- Locate appropriate synonyms and antonyms in a thesaurus.
- Utilize appropriate informational sources including encyclopedias and internet sources.

- Use library skills to
  - alphabetize book titles, words and names.
  - locate fiction and nonfiction books / books by subject.
  - understand card catalogue.
  - locate and using card catalogue.
  - identify three kinds of catalogue cards i.e. author card, title card, subject card.
  - use Dewey decimal system.
  - use numbers on books and catalogue cards.
  - use case and shelf labels in the library.
  - use the reference section in the library.
  - use computer catalogue.

- Utilize effective study strategies e.g. note taking / note making, writing a summary, creating a mind map to organize ideas.

- Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to
  - comprehend texts.
  - identify and select relevant information in a book.

**Competency 1: Reading and Thinking Skills**

**Standard 2:** All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

**Benchmark I:** Analyze and evaluate short stories, poems, essays and one-act plays; relate how texts affect their lives and connect the texts to contemporary / historical ideas and issues across cultures.

- Make predictions about story line / content, characters, using contextual clues and prior knowledge.
- Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- Identify the speaker or narrator in a selection.
- Recognize the author's purpose and point of view and their effects on the texts.

➤ Identify universal themes present in literature across all cultures
➤ Read a text to <ul style="list-style-type: none"> <li>• make connections between characters, events, motives and causes of conflicts in texts across cultures.</li> <li>• distinguish between flexible and inflexible characters.</li> <li>• describe how a character changes over the course of story.</li> <li>• express justification for change in character.</li> </ul>
➤ Recognize genres of literature e.g. fiction, nonfiction, poetry, legend, one act play, etc.
➤ Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. ➤ Identify and describe the function of set design, dialogue, soliloquies, and asides in one act plays.
➤ Read a given poem and give orally and in writing: <ul style="list-style-type: none"> <li>• Theme and its development.</li> <li>• Personal response with justification.</li> <li>• Recognize literary techniques such as personification and alliteration.</li> </ul> ➤ Analyze how a writer/ poet uses language to <ul style="list-style-type: none"> <li>• appeal to the senses through use of figurative language including similes, metaphors and imagery.</li> <li>• affect meaning through use of synonyms with different connotations and denotations.</li> <li>• set tone.</li> <li>• influence reader for various purposes e.g. propaganda, irony, parody and satire.</li> </ul> Analyze their effect on communication.
<b>Competency 2: Writing Skills</b>
<b>Standard 1:</b> All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process
<b>Benchmark I:</b> Analyze and evaluate a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.
➤ Develop focus for own writing by identifying audience and purpose. ➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
<b>Benchmark III:</b> Write a variety of interpersonal and transactional texts e.g. business letters / applications / job advertisements, resume, forms for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
➤ Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.): <ul style="list-style-type: none"> <li>• Identify the parts of a business letter.</li> <li>• Recognize the audience and purpose.</li> <li>• Provide clear and purposeful information and address the intended audience appropriately.</li> <li>• Use appropriate vocabulary, style and tone according to the relationship with, and the knowledge and the interests of the recipient.</li> <li>• Emphasize the central idea(s).</li> </ul>

<ul style="list-style-type: none"> <li>• Follow the conventions of business letter with formats, fonts, and spacing in order to improve the document's impact and readability.</li> <li>• Write and revise business letters using correct format and style of expression.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter: <ul style="list-style-type: none"> <li>• Identify the skills required for a specific job and match/ organize information to suit that purpose.</li> <li>• Recognize the purpose of writing job applications, resumes' and covering letters.</li> <li>• Follow the conventions and style of resume' / covering letter with format, fonts, and spacing that contribute to the document's readability and impact.</li> <li>• Emphasize the skills and accomplishments.</li> <li>• Give clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application.</li> <li>• Use appropriate vocabulary, style and tone for a covering letter/ job application/ resume'.</li> </ul> </li> </ul>
<p><b>Benchmark IV:</b> Plan, draft, revise edit their own texts in areas such as cohesion and coherence, effectiveness of arguments / opinions, sufficient supporting details, creativity, appropriate punctuation and vocabulary.</p>
<ul style="list-style-type: none"> <li>➤ Develop focus for his or her writing.</li> <li>➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Plan draft and revise writing to ensure that it <ul style="list-style-type: none"> <li>• is focused, purposeful, includes a sense of audience, and shows insight into the writing situation.</li> <li>• has an appropriate writing style (expository, narrative, etc.) for a given purpose.</li> <li>• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>• uses writing strategies as are appropriate to the purpose of writing.</li> <li>• has varied sentence structure and length.</li> <li>• has a good command of language with precision of expression.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Proof read and edit their own, peers', and given texts for errors of usage and style: <ul style="list-style-type: none"> <li>• Faulty sentence structure.</li> <li>• Unclear pronoun reference.</li> <li>• Incomplete comparison.</li> <li>• Misplaced modifiers.</li> <li>• Dangling modifiers.</li> <li>• Subject / verb agreement.</li> <li>• Inconsistencies in verb / tense.</li> <li>• Faulty parallelism.</li> <li>• Confusion of adjectives and adverbs.</li> <li>• Wordy phrases.</li> <li>• Redundancy.</li> <li>• Vague language.</li> <li>• Inappropriate diction.</li> <li>• Clichés.</li> <li>• Conventions of format.</li> <li>• Errors of punctuation and spelling</li> </ul> </li> </ul>

### **Competency 3: Oral Communication Skills**

**Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal setting.**

**Benchmark I: Use a variety of linguistic exponents to communicate appropriately for various functions and co-functions of inquiries, persuasions, arguments, comparisons, evaluations, in a wide range of contexts.**

- Evaluate and use expressions for various functions and co-functions:
  - Recount
  - Describe
  - Inquire
  - Compare
  - Contrast
  - Summarize
  - Suggest
  - Request
  - Encourage
  - Persuade
  - Complain
  - Argue
  - Assess and relate future plans and probability concerning practical and academic goals.

### **Competency 3: Oral Communication Skills**

**Benchmark II: Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas.**

- Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction:
  - Offer and respond to greetings, compliments, invitations, introductions and farewells.
  - Show gratitude, apology, anger and impatience.
  - Demonstrate an understanding of ways to show gratitude, apology, anger and impatience.
  - Ask, restate and simplify directions and instructions.
  - Present and explain one's point of view clearly.
  - Support or modify one's opinions with reasons.
  - Acknowledge others' contributions.
  - Agree and disagree politely at appropriate times.
  - Share information and ideas.
  - Clarify and restate information and ideas.
  - Modify a statement made by a peer.
  - Exhibit appropriate conventions of interruptions.
  - Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
  - Express humour through verbal and non-verbal means.
  - Summarize the main points of discussion for the benefit of the whole group.
  - Join in a group response at the appropriate time.
  - Use polite forms to negotiate and reach consensus.
- Demonstrate use of appropriate conventions to give a job interview:

- Preempt the questions for a job interview.
- Formulate and practice responses.
- Learn proper etiquettes and conventions of dress, appearance, tone and body language.
- Introduce self.
- Demonstrate good listening skills.
- Give appropriate responses using reciprocal ability.
- Request for repetition or restatement of a query.
- Repeat, restate coherently to clarify own opinions and ideas.
- Support ideas and opinions with solid evidence.
- Use clear, concise, cohesive and effective language.
- Avoid statements or gestures showing bias.
- Exhibit a positive attitude and confidence.
- Self-evaluate the effectiveness of the interview.

- Create and deliver simple group/ class presentations on various themes, problems and issues:
  - Present and explain one's point of view clearly.
  - Support or modify one's opinions with reasons.
  - Acknowledge others' contributions.
  - Present with clarity, the main point or subject of the presentation.
  - Support the topic or subject with effective factual information.
  - Structure ideas and arguments in a coherent logical fashion.
  - Exhibit appropriate etiquettes of interacting with audience.
  - Demonstrate appropriate conventions for use of various audio-visual aids.
- Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria:
  - Clear and cohesive main idea.
  - Consistent organization of ideas.
  - Sufficient supporting detail.
  - Effective speaking style.
  - Appropriate body language, dress and posture.
  - Suitable tone.
  - Appropriate interaction with audience.
  - Appropriate selection and use of audio-visual aids.

#### **Competency 4: Formal and Lexical Aspects of Language.**

**Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.**

**Benchmark I: Pronounce (acceptably) new lexical items, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.**

- Use the pronunciation key to pronounce words with developing accuracy.
- Recognize silent letters in words and pronounce them with developing accuracy.
- Recognize, pronounce and represent primary and secondary stress in words with the help of a dictionary.
- Recognize and use varying intonation patterns as aids in spoken and written discourse to



- show attitude.
- highlight focus in meaning.
- divide speech into thought groups.

**Competency 4: Formal and Lexical Aspects of Language**

**Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.**

**Benchmark I: Evaluate different kind of texts to understand how lexical items change meaning and style; use lexical items to show finer shades of meaning and style in their own speech and writing.**

- Use appropriate vocabulary and correct spelling in their own writing:
  - Illustrate the use of dictionary for finding appropriate meaning and correct spellings.
  - Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context.
  - Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.
  - Deduce the meaning of unfamiliar words from the context using contextual clues.
  - Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
  - Understand and use colloquial and idiomatic expressions given in the text / glossary.
  - Explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire.
  - Use various reference sources to refine vocabulary for interpersonal, academic and work place situations, including figurative, idiomatic and technical vocabulary.
- Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.
  - Understand that most phrases and idioms do not translate literally from one language to another.

**Competency 4: Formal and Lexical Aspects of Language**

**Standard 3: Grammar and Structure:**

**All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.**

**Benchmark I: Apply grammatical functions and concepts of tense and aspect, transitional devices and modal verbs in their speech and writing.**

**NOUNS, NOUN PHRASES AND CLAUSES**

- Demonstrate use of collective, countable and uncountable, material and abstract nouns.
- Demonstrate use of nouns, noun phrases and clauses in apposition.
- Apply rules of change of number of nouns.
- Recognize and demonstrate use of words that have double plurals

**PRONOUNS**

- Illustrate use of pronouns.
- Identify, and demonstrate use of relative pronouns.
- Recognize rules for using indefinite pronouns.
- Illustrate use of pronoun-antecedent agreement.
- Illustrate use of cataphoric and anaphoric references.

**ARTICLES**

- Apply rules for the use of a, an and the, wherever applicable in speech and writing



## VERBS AND VERB PHRASES

- Illustrate the use and all functions of modal verbs.
- Illustrate use of regular and irregular verbs.
- Illustrate use of transitive and intransitive verbs.
- Make and use present and past participles.
- Identify, recognize the function and use of perfect participles.
- Illustrate the use of infinitives and infinitive phrases.
- Illustrate the use of gerunds and gerund phrases.

## TENSES

- Illustrate use of tenses.
- Identify, change the form of, and use Future Continuous Tense.
- Identify form and use Future Continuous, Future Perfect and Future Perfect Continuous Tenses.

## ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES

- Classify adjectives into different types. Change and use degrees of adjectives.
- Follow order of adjectives in sentences.
- Identify and use adjective phrases and clauses.

## ADVERBS AND ADVERBIALS

- Illustrate use of adverbs.
- Recognize varying positions of adverbs in sentences according to their kinds and importance.
- Identify and use adverbial phrases and clauses.

## PREPOSITIONS AND PREPOSITIONAL PHRASES

- Illustrate use of prepositions of position, time and movement and direction

## TRANSITIONAL DEVICES

- Use in speech and writing, all the appropriate transitional devices.

**Benchmark II:** Recognize and use punctuation to evaluate complex texts for style and changes in meaning and to use in writing of bibliographies and reference lists.

- Apply rules of capitalization wherever applicable.
- Illustrate use of all punctuation marks wherever applicable.
- Recognize and rectify faulty punctuation in given passages and own work.
- Recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence.
- Recognize and use colon between two independent groups not joined by a connecting word, when the first group points forward to the second.
- Recognize and use semicolon:
  - Before certain expressions when they introduce an illustration that is a complete clause or an enumeration that consists of several items.
  - To separate serial phrases or clauses which have a common dependence on something that precedes or follows.
- Recognize and use quotation marks to enclose titles of published works and titles of their subdivisions.
- Recognize and use hyphen to indicate the division of a word at the end of a line.
- Recognize and use dash to mark a parenthesis or apposition to give strong emphasis, to mark off a contrasting or summarizing statement.
- Recognize and use parenthesis (Square Brackets) to enclose explanation, comment or criticism inserted by someone other than the person quoted.

- Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

**Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.**

**SENTENCE STRUCTURE**

- Analyze sentences for different clauses and phrases; evaluate how their positions in sentences change meaning and affect communicative function.

**TYPES OF SENTENCES**

- Recognize and use sentence inversion for various purposes.
- Analyze and construct simple, compound and complex sentences.
- Identify, analyze and construct conditional sentences.
- Use active and passive voice appropriately in speech and writing according to the required communicative function.

**Competency 5: Appropriate Ethical and Social Development**

**Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.**

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

**Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.**

**Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.**

**Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.**

**POLICY GUIDELINES**  
 Paper Pattern and Distribution of Marks  
 English HSSC-I

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of HSSC-I students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domains shall roughly be: 30% Knowledge (K), 50% Understanding (U) and 20% Application (A).

**SECTION – A (Marks 20)**

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

**SECTION – B (Marks 40)**

Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as lessons taught in classroom appending eight questions based on varying SLOs and Cognitive Domains of learning. The students are required to answer six parts including compulsory Question (i) about summary writing bearing eight marks. The other parts will be of four marks each. The passage of HSSC-I level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.	8+5 × 4 = 28 Marks
Q.3	a. This question shall consist of stanza/stanzas appending variety of questions with variable marks allocation. Stanza of parallel difficulty level will be given. (Questions will be related to content or poetic devices or any other identical item mentioned in bifurcated SLOs of HSSC-I). b. This part shall consist of two general questions based on the variant aspects / elements of one act play like setting, plot, characterization, conflict, tone etc. The candidates shall be required to attempt one question of 6 marks.	6 Marks  6 Marks

**SECTION – C (Marks 40)**

Q.4	The students shall be required to write a Resumé without covering letter. Other items of identical nature like an effective job application etc. mentioned in bifurcated SLOs for HSSC-I may also be asked. Note: The candidates are advised not to mention their real names and address in Resumé.	8 Marks
Q.5	This question shall consist of three parts: a, b&c. The candidates shall be required to: (a) Use six phrasal verbs in sentences/blanks out of eight for 1 mark each. Sentence must clarify the idiomatic meaning of phrasal verbs. (b) Provide the correct form of verbs/degrees of adjectives in six out of seven sentences for 1 mark each.	6 + 6 + 4 = 16 Marks

	<p><b>Note:</b> Other parallel lexical items based on the bifurcated SLOs for HSSC-I may also be asked.</p> <p>(c) Punctuate a passage taken from any piece of prose of similar difficulty level as taught in the classroom. Preferably, the passage may contain eight omissions of punctuation marks including the capitalization mistakes. Four marks will be awarded at the rate of 1 mark for two corrections.</p> <p><b>Note:</b> Other items of identical nature mentioned in bifurcated SLOs for HSSC-I may also be asked.</p>		
Q.6	This question shall require the students to write either an application or a formal letter. Eight marks will be awarded in accordance with the following distribution.	8 Marks	
Examination Hall	0.5	City: A.B.C.	0.5
Date	0.5	Salutation	0.5
Body of the letter/application	5.0	Yours sincerely/ truly/faithfully	0.5
i. Opening		X.Y.Z.	0.5
ii. Main body of the letter/application writing			
iii. Conclusion/closing			

(Marks for the format SHALL ONLY BE AWARDED if the body of the letter/application is written properly irrespective of its level of accuracy/correctness).

Q.7	<p>This question shall require the students to translate the given paragraph from English into Urdu of 8 marks.</p> <p style="text-align: center;"><b>OR</b></p> <p>Write a dialogue on a given topic. (At least Eight sets of conversation relevant to the topic other than the opening and closing)</p>	8 Marks
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Version No.			

ROLL NUMBER							



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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
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6	6	6	6
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9	9	9	9

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1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
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8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Answer Sheet

No. \_\_\_\_\_

Sign. of Candidate

\_\_\_\_\_

Sign. of Invigilator

\_\_\_\_\_

## ENGLISH COMPULSORY HSSC-I

### SECTION – A (Marks 20)

Time allowed: 25 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

#### Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) Majority of our students are following the same rut in term of the choice of their career. The **synonym** of the underlined word is:
- A. track  B. refusal   
 C. denial  D. closure
- (2) O' Wild West Wind, thou breath of Autumn's being. Which one of the following poetic device is used in the poetic line?
- A. personification  B. simile   
 C. metaphor  D. irony
- (3) Which one of the following sentences exemplifies alliteration?
- A. They counsel with the stars whose broken branches show the scars.   
 B. The dancing waves of the sea made him terrified.   
 C. Laughter is the music of the soul.   
 D. He is as innocent as an angel.
- (4) Anti-climax is a situation in a play or a story that releases tension after:
- A. exposition  B. conflict   
 C. climax  D. denouement
- (5) Identify the sentence implying the transitional device of cause:
- A. Since it was raining, we stayed home.   
 B. Above all, you should be responsible.   
 C. In brief, things are not going well.   
 D. At least, you should stay back.
- (6) When he made insolent remarks towards his class mate, the teacher took him to task. Antonym of the word **insolent** is:
- A. disrespectful  B. irreverence   
 C. respectful  D. regret
- (7) Which one of the following sentences has adjective clause?
- A. He wears a tattered coat.   
 B. We reached where two rivers meet.   
 C. They bought a house that needs renovation.   
 D. The landlord has a big house.

- (8) Identify the sentence that has past indefinite tense:
- A. Heavy fog hung over the valley.
- B. They cut the trees for fuel every day.
- C. Tea was being prepared.
- D. I would like to go now.
- (9) Which one of the following sentences contains the example of present participle?
- A. Reading tired him.
- B. He saw a flying horse.
- C. He was served with a written warning.
- D. Plan for some saving.
- (10) Which one of the following sentences carries an emphatic pronoun?
- A. He himself submitted his assignment.
- B. Each of the students was busy.
- C. Neither of the students could do it.
- D. No one enjoyed it.
- (11) Harry's face turned red and he started to yell, balling his hands up into shaking fists. Infer the correct option from the following.
- A. Harry is angry.  B. Harry is playing.
- C. Harry is excited.  D. Harry is hungry.
- (12) In which one of the following sentences all the apostrophes are correctly placed?
- A. The two boy's bags were lying at the river's edge.
- B. The two boy's bags were lying at the rivers' edge.
- C. The two boys' bags were lying at the rivers edge.
- D. The two boys' bags were lying at the river's edge.
- (13) Which one of the following sentences contains an adjective phrase?
- A. He bought a car of a new model.
- B. The dog chased him everywhere.
- C. He wanted to go home.
- D. The kite flies up and up.
- (14) Which one of the following sentences has a transitive verb?
- A. He turned off the light.  B. The soldiers fought bravely.
- C. He returned at night.  D. Did you get tired?
- (15) Which one of the following sentences contains a gerund phrase?
- A. Eating ice cream in winter is not good.
- B. Barking dog seldom bites.
- C. Reading is easier than writing.
- D. He is playing hockey.
- (16) Unless he comes early, I will not wait all day for him. The underlined part of the sentence is:
- A. noun clause  B. adverb clause
- C. adjective phrase  D. adverb phrase
- (17) 'The dog chases him where he goes'. The underlined part of the sentence is:
- A. phrase  B. clause
- C. sentence  D. predicate

- (18) He never quarrels with his playmates. The underlined word is a/an:  
A. adverb of manner  B. adverb of frequency   
C. adverb of degree  D. adverb of time
- (19) His knowledge of many languages elevated him among his companions. The underlined word is a/an:  
A. proper noun  B. material noun   
C. abstract noun  D. collective noun
- (20) The brave soldiers rushed to the battlefield and forced the enemy to flee. The sentence is:  
A. simple  B. complex   
C. compound  D. compound complex
-





## Federal Board HSSC-I Examination English Compulsory Model Question Paper

Time allowed: 2.35hours

Total Marks: 80

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Note: Answer the questions in Sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. No supplementary answer sheet will be provided. Write your answers neatly and legibly.

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### SECTION – B (Marks 40)

**Q.2** Read the following passage carefully and answer any **SIX** questions including **Question No.(i)** appended to it.

**Note:** Question no. (i) about summary writing is compulsory carrying 08 marks while rest of the questions carry 04 marks each. **(8 + 5 × 4 = 28)**

It should, however, be kept in mind that nothing is constant except change. Everybody changes, as do our likes and dislikes. Something we loved doing two years ago may now give us displeasure. Always take time to reflect on the things in your life that you feel most strongly about. Make a list of your likes and dislikes, needs and wants. Reflect on your current career path. If your job and career fall under 'Like,' you know that you are still on the right path. Take time to understand your interest and the motives that drive your sense of success and happiness.

After you've identified your interests, search for occupations. For example, if you like children or reading, explore a career in early education or library sciences. Careers such as day care worker or **paediatric** nurse, elementary or Montessori teacher are also options that allow you to work with children. Similarly, if you take **initiative** in helping others and assist people in their **critical** state, you can opt for medical profession and so on.

Now that you've focused on a specific career based on your interests, identify the education, knowledge and skills it requires. Some careers may be started with a high school diploma; others may require a two-year or four-year degree. Some fields require certification for your chosen path. For example, if you chose a career in project management, you may find that certain positions require a certification. If you want to be engineer you will have to plan your career accordingly. Moreover, if you are good at Mathematics and numeracy better to opt for management accounting or finance.

It is worth noting that you should consider factors beyond personal preferences. What is the current demand for the field that you have chosen? If the demand is low or entry is difficult, are you comfortable with risk? Gather advice from friends, colleagues, and family members and also **interact** with those who are already in this field. Consider potential outcomes and barriers for each of your final options.

#### QUESTIONS:

- i. Write down the summary of the given passage and suggest a suitable title.  
(7+1=8)
- ii. What is the significance of change in real life?
- iii. Why is it necessary to know about your needs and wants before deciding on a profession?
- iv. Explain why it is important to identify your interests before choosing an occupation?
- v. What are the requirements for joining a specific profession?
- vi. How can it be beneficial to gather advice from friends, colleagues and family members?
- vii. Write the underlying message conveyed through the paragraph.
- viii. Deduce meaning of the underlined words from the context.



- b.** Use the correct form of verbs given in parentheses. (**Any SIX**) (6)
- i. Ayesha (watch) television every night.
  - ii. Before the doctor could do anything, the patient (expire).
  - iii. I (write) the reply by tomorrow morning.
  - iv. He told me that he (want) to help me.
  - v. He (live) abroad since 2010.
  - vi. If I had more free time, I (travel) around the world.
  - vii. We often (visit) our grandparents during summer vacation.

- c.** Punctuate the following lines/paragraph: (4)  
as soon as they were brought he tied up the womans throat and struck the swollen part with so much force that the poor old creature instantly expired ah cried the people this fellow is a villain

**Q.6** Write a letter to the manager of a factory, asking permission for a party to visit the factory. (8)

**Q.7** Translate the following passage from English to Urdu: (8)

The profession of teaching has a great and honourable tradition, extending from the dawn of history until recent times, but any teacher in the modern world who allows himself to be inspired by the ideals of his predecessors is likely to be made sharply aware that it is not his function to teach what he thinks, but to instil such beliefs and prejudices as are thought useful by his employers. In former days a teacher was expected a man of exceptional knowledge and wisdom, to whose words men would do well to attend.

**OR**

Write a dialogue between two friends about inflation in Pakistan. (Dialogue must have at least Eight sets of conversation relevant to the topic other than opening and closing)

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**ENGLISH (COMPULSORY) HSSC-I**  
Student Learning Outcomes Alignment Chart

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1 (1)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: • Explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, <b>irony</b> , parody and satire.	U	1
2.	Q-1 (2)	1	2	I	Read a given poem and give orally and in writing: • Recognize literary techniques such as personification and <b>alliteration</b> .	U	1
3.	Q-1 (3)	1	2	I	Read a given poem and give orally and in writing: • Recognize literary techniques such as personification and <b>alliteration</b> .	U	1
4.	Q-1 (4)	1	2	I	Analyze story elements: characters, events, <b>setting, plot, theme, tone, point of view</b> .	K	1
5.	Q-1 (5)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better <b>coherence</b> and <b>cohesion</b> .	U	1
6.	Q-1 (6)	1	1	II	Apply <b>critical thinking</b> to interact with text, use intensive reading strategies ( <b>while-reading</b> ) to • deduce meaning of difficult words from <b>context</b> .	U	1
7.	Q-1 (7)	4	3	I	Identify and use adjective phrase and clauses	K	1
8.	Q-1 (8)	4	3	I	Illustrate the use of tenses	U	1
9.	Q-1 (9)	4	3	I	Make and use present and past participles	K	1
10.	Q-1(10)	4	3	I	Illustrate use of pronouns	K	1
11.	Q-1 (11)	1	1	II	Apply <b>critical thinking</b> to interact with text, use intensive reading strategies ( <b>while-reading</b> ) to • make simple <b>inferences</b> using <b>context</b> of the text and prior knowledge.	U	1
12.	Q-1 (12)	4	3	II	Recognise and rectify faulty punctuation in given passage and own work	U	1
13.	Q-1 (13)	4	3	I	Identify and use adjective phrases and clauses	U	1
14.	Q-1 (14)	4	3	I	Illustrate the use of transitive and intransitive verbs	U	1
15.	Q-1 (15)	4	3	I	Illustrate the use of gerund and gerund phrases	U	1
16.	Q-1 (16)	4	3	I	Identify and use adverbial phrases and clauses	U	1
17.	Q-1 (17)	4	3	III	Analyse sentences for different phrases and	U	1

					clauses: <ul style="list-style-type: none"> <li>• evaluate how their position in sentences change meaning and affect communicative function.</li> </ul>		
18.	Q-1 (18)	4	3	I	Illustrate use of adverbs	U	1
19.	Q-1 (19)	4	3	I	NOUNS, NOUN PHRASES AND CLAUSES <ul style="list-style-type: none"> <li>• Demonstrate use of collective, countable and uncountable, material and abstract nouns.</li> </ul>	U	1
20.	Q-1 (20)	4	3	III	Analyse and construct simple, compound, and complex sentences	U	1
21.	Q-2 (i)	1	1	II	Use summary skills to <i>extract salient points and develop a mind map to summarize a text.</i>	A	8
22.	Q-2 (ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	K	4
23.	Q-2 (iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	4
24.	Q-2 (iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	K	4
25.	Q-2 (v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	4
26.	Q-2 (vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>comprehend/interpret text by applying critical thinking.</i>	K+A	2+2
27.	Q-2 (vii)	1	1	II	Skim text to <ul style="list-style-type: none"> <li>• have general idea of text</li> <li>• infer theme/ main idea.</li> </ul>	U	4
28.	Q-2 (viii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>deduce meaning of difficult words from context.</i>	K	4
29.	Q-3-(a)- (I &II)-(i)	1	2	I	Read a given poem and give orally and in writing: <ul style="list-style-type: none"> <li>• Theme and its development.</li> <li>• Personal response with justification.</li> <li>• Recognize literary techniques such as personification and <b>alliteration</b>.</li> </ul>	U	2
30.	Q-3-(a)- (I &II)- (ii)	1	2	I	Read a given poem and give orally and in writing: <ul style="list-style-type: none"> <li>• Theme and its development.</li> <li>• Personal response with justification.</li> <li>• Recognize literary techniques such as personification and <b>alliteration</b>.</li> </ul>	K	2
31.	Q-3- (a)- (I &II)-	1	2	I	Read a given poem and give orally and in writing:	U	2

	(iii)				<ul style="list-style-type: none"> <li>• Theme and its development.</li> <li>• Personal response with justification.</li> <li>• Recognize literary techniques such as personification and <b>alliteration</b>.</li> </ul>		
32.	Q-3-(b)-(i)	1	2	I	Analyze story elements: characters, events, <b>setting, plot, theme, tone, point of view</b> .	U	6
33.	Q-3-(b)-(ii)	1	2	I	Analyze the <b>conflict</b> in a story or literary selection. Explore options to resolve the <b>conflict</b> . Propose another <b>resolution</b> .	U	6
34.	Q-4	2	1	III	Comprehend various job advertisements to write in response, an effective job application, a resume´ and a covering letter: <ul style="list-style-type: none"> <li>• Use appropriate vocabulary, <b>style</b> and <b>tone</b> for a covering letter/ job application/ resume´.</li> </ul>	K/A	4+4
35.	Q-5 (a)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: <ul style="list-style-type: none"> <li>• Understand and use <b>colloquial</b> and idiomatic expressions given in the text / glossary.</li> </ul>	U	6
36.	Q-5 (b)	4	3	I	Illustrate use of tenses.	U	6
37.	Q-5 (c)	4	3	II	Recognize and rectify faulty punctuation in given passages and own work.	K	4
38.	Q-6	2	1	III	Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.): <ul style="list-style-type: none"> <li>• Write and revise business letters using correct <b>format</b> and <b>style</b> of expression.</li> </ul>	A	8
39.	Q-7	4	2	I	Use the knowledge of literal and figurative meaning, grammatical gender and <b>syntax</b> to translate passages from English to Urdu. <ul style="list-style-type: none"> <li>• Understand that most phrases and idioms do not translate literally from one language to another.</li> </ul>	K/A	4+4
		2	1	4	<p style="text-align: center;"><b>OR</b></p> Plan draft and revise writing to ensure that it <ul style="list-style-type: none"> <li>• is focused, purposeful, includes a sense of audience, and shows insight into the writing situation.</li> <li>• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>• uses writing strategies as are appropriate to the purpose of writing.</li> <li>• has varied sentence structure and length.</li> <li>• has a good command of language with precision of expression.</li> </ul>	K/A	

\*\* K= Knowledge, U= Understanding & A= Application

## ENGLISH COMPULSORY HSSC-I

### Table of Specifications

Assessment Objectives	Competency-1 Reading and Thinking Skills	Competency-2 Writing Skill	Competency-4 Formal and Lexical Aspects of Language	Marks	Percentage
<b>Knowledge Based</b>	1-4(1), 2-ii(4), 2-iv(4), 2-vi(2), 2-viii(4),3-a-(I &II)-ii(2)	4-(4)	1-7(1) 1-9(1), 1-10(1), 5-c(4), 7-(4)	32	27.4%
<b>Understanding Based</b>	1-2(1), 1-3(1), 1-5(1) ,1-6(1), 1-11(1), 2-iii(4), 2-v(4), 2-vii(4), 3-a-(I &II)-i(2),3-a-(I &II)-iii(2), 3- b-1(6),3-b-2(6)		1-1(1), 1-8(1), 1-12(1), 1-13(1), 1-14(1), 1-15(1), 1-16(1), 1-17(1), 1-18(1), 1-19(1), 1-20(1), 5-a (8), 5-b(7)	59	50.4%
<b>Application Based</b>	2 -i(8), 2-6(2)	4-(4), 6-(8)	7-(4)	26	22.2%
<b>Total Marks</b>	61	16	40	117	100%

Key:

1-4(1)

QNo.- Part No.(Allocated marks)