ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

ENGLISH(Compulsory)

Grade XI-XII

NATIONAL CURRICULUM
2022-23



FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, ISLAMABAD

WE WORK FOR EXCELLENCE

FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION

H-8/4, ISLAMABAD

ASSESSMENT FRAMEWORK

FOR

ENGLISH (COMPULSORY)

GRADE-XI & XII

CURRICULUM 2022-23

ACKNOWLEDGEMENT

It is a great honour that we, at the Federal Board of Intermediate and Secondary Education, have developed the Assessment Framework (AF) for the subject of English for Grade-XI & XII. The primary objective of the AF is to optimize the current curriculum 2022-23. This comprehensive framework has been crafted meticulously by subject matter and assessment experts who conducted an in-depth review of all learning outcomes for Grade-XI & XII English curriculum. They evaluated these outcomes in terms of their scope, cognitive level, and progression across the grade.

This significant undertaking was the result of a series of extensive meetings and collaborative efforts of the subject and assessment experts. Their dedication and expertise have been instrumental in bringing this framework to fruition.

The Assessment Framework will serve as a guiding document for students, teachers and paper setters. Students will receive clear directions for preparing themselves for the annual examination. Similarly, teachers will use it as a guide to understand what to teach in class and to prepare students for the final examinations accordingly. Similarly paper setters will also seek guidance from this document.

Following subject as well as assessment experts/committee members remained constantly engaged in the development of the AF:

1. Mr. Suhail Bin Aziz, Director, Rahmatul lil Aalameen Wa Khatamun Nabiyyin Authority, Islamabad
2. Dr. Maqsood Ahmed, Principal, Islamabad Model College for Boys, G-10/3, Islamabad
3. Mr. Riaz Anjum, Associate Professor, Islamabad Model College for Boys, G-10/4, Islamabad
4. Mr. Muhammad Habibullah, Assistant Professor, Islamabad Model College for Boys (PG), H-9, Islamabad
5. Mrs. Saman Akbar, Coordinator (English), Army Public School & College, FWO, Rawalpindi
6. Mr. Nasir Mahmood, HoD English, Pak Turk Maarif School & College H-8/1, Islamabad
7. Mrs. Huma Farhan, Coordinator (English), Army Public School & College Secretariat, Rawalpindi
8. Mr. Imran Ullah, HOD English, Army Public School & College, Hamza Camp, Rawalpindi
9. Ms. Iqra Shahab, Lecturer, Al-Huda International School, F-8/4 Islamabad

The whole work was successfully accomplished under the able supervision and guidance of Syed Junaid Akhlaq, Chairman, FBISE and due to the hard work and dedication of the staff of Research Section of FBISE, in particular, Syed Zulfiqar Shah, Deputy Secretary, Research and Academics who played a pivotal and leading role in finalizing the AF.

MIRZA ALI
Director (Research & Academics)
FBISE, Islamabad

ASSESSMENT FRAMEWORK FOR ENGLISH (COMPULSORY) GRADE-XI & XII, CURRICULUM 2022-23

To ensure clarity and precision in assessment, the learning outcomes have been categorized into two distinct groups: formative and summative. This classification helps in effectively measuring student progress and understanding. Each Student learning outcome (SLO) has been carefully marked as either formative or summative within the newly developed Assessment Framework. SLOs of Summative Assessment Format will be part of the Final Examination while SLOs of Formative Assessment will although be part of the teaching-learning activity but they will **NOT** be part of Final Examinations. Estimated cognitive levels i.e Knowledge (K), Understanding (U) and Application (A) of all the SLOs have also been indicated. It may be noted that all the higher cognitive levels have been collectively accumulated in the cognitive level of 'Application'. In subjects involving Practicals (Lab work), it has been mentioned categorically whether an SLO is summative for theory or summative for Practical Based Assessment (PBA). If an SLO is summative for PBA, it means that Laboratory work is required in the teaching-learning activity and it will be part of the Practical Examination/ Practical Based Assessment.

The Assessment Framework will act as a comprehensive guide for students, teachers and paper setters. Students will have clear instructions on how to prepare for the annual examinations. Teachers will use the framework to understand the curriculum and effectively prepare their students for the final examination. Additionally, paper setters will refer to this document for guidance in setting examination papers.

A model question paper has also been developed to provide a clear structure and format for upcoming examinations. The model question paper ensures consistency and fairness, offering students a comprehensive understanding of what to expect in their examinations. By aligning the paper with the Student Learning Outcomes (SLOs) of the curriculum, we ensured that the questions accurately reflect the skills and knowledge that students are expected to acquire.

A detailed Table of Specifications (ToS) has been created to ensure equitable coverage of cognitive levels and content domains in order to generate a balanced question paper. The ToS serves as drawing scale and action plan for the question paper, ensuring that all important areas of the curriculum are adequately and proportionately assessed.

Instructions for paper setters have also been included before the model question paper, providing self-explanatory guidance on the selection and nature of each question which is part of the model paper.

FORMATIVE ASSESSMENT: AN ESSENTIAL COMPONENT OF EFFECTIVE LEARNING

Formative assessment is a pivotal element in the educational process, distinguished by its role in providing ongoing feedback to both students and educators. Unlike summative assessments, which evaluate student learning at the end of an instructional period, formative assessments are integrated into the learning process to monitor student understanding and guide instructional decisions.

The primary objective of formative assessment is to identify learning gaps and misunderstandings as they occur, enabling timely interventions. This dynamic approach allows teachers to adjust their teaching strategies to better meet the needs of their students. For instance, if a teacher notices through a quick quiz or class discussion that a significant portion of the class struggles with a particular concept, they can revisit that topic, providing additional explanations or alternative methods of instruction. This adaptability is crucial for fostering a deeper understanding of the material.

Formative assessments come in various forms, ranging from informal methods like classroom discussions, observations, and questioning, to more structured approaches such as quizzes, peer assessments, and self-reflections. These methods are not limited to paper-and-pencil tasks but can include digital tools that provide instant feedback. The versatility of formative assessments allows educators to cater to diverse learning styles and preferences, ensuring that all students are engaged and supported in their learning journey.

Formative assessment plays a significant role in creating a supportive classroom environment. It shifts the focus from merely achieving grades to understanding the learning process. This approach reduces the pressure on students, as they perceive assessments not as a final judgment of their abilities but as a part of their learning journey. Consequently, formative assessment can lead to increased student motivation and engagement.

In conclusion, formative assessment is a powerful tool that, when effectively implemented, can significantly enhance the learning experience. It provides invaluable insights for both teachers and students, promotes a growth-oriented learning environment, and supports the continuous development of essential skills. As education evolves, the role of formative assessment will undoubtedly continue to be central in fostering successful and meaningful learning experiences.

SUMMATIVE ASSESSMENT: EVALUATING LEARNING OUTCOMES IN THE FORM OF TERMINAL/FINAL EXAMINATION

Summative assessment is a fundamental component of the educational process, designed to evaluate student learning at the conclusion of an instructional period. Unlike formative assessment, which provides ongoing feedback during the learning process, summative assessment serves as a final measure of what students have learned. Typically administered at the end of a unit, course, or academic year. Summative assessment aims to determine the extent to which educational objectives have been achieved.

The primary purpose of summative assessment is to assess the overall effectiveness of instruction and learning. It provides a conclusive evaluation of student performance, often in the form of tests, final projects, or standardized exams. These assessments generate grades or scores that reflect a student's achievement in a given subject area over a specific period or time duration.

Summative assessment is often used to make critical decisions regarding student progression, certification, or placement in subsequent educational levels. Additionally, summative assessments provide valuable data that inform curriculum development and instructional strategies. By analyzing summative assessment results, educators can identify trends, strengths, and weaknesses within their instructional approaches, allowing for improvements in future teaching.

In conclusion, summative assessment plays a critical role in the educational process by providing a final evaluation of student learning. While it differs from formative assessment in its focus and application, it is an essential tool for measuring academic achievement. When balanced with formative assessments, summative assessments contribute to a well-rounded and effective approach to evaluating and supporting student learning.

National Curriculum of Pakistan 2022-2023
ASSESSMENT FRAMEWORK English Grade-XI & XII (HSSC-I & II)
Details of Content Areas/ SLOs

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
A: Oral Communication Skills	**[SLO: E-11-A1-01]** Establish roles and apply dramatic approaches with confidence, especially in a four to five-act play. **[SLO: E-11-A1-02]** Respond to texts for different purposes (including arguments and discussions). **[SLO: E-11-A2-01]** Demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation. **[SLO: E-11-A2-02]** Respond to questions on a range of communicative purposes. [**SLO: E-11-A2-03]** Use complex questions for a range of audiences. **[SLO: E-11-A2-04]** Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech. **[SLO: E-11-A3-01]** Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.). **[SLO: E-11-A3-02]** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues	**[SLO: E-12-A1-01]** Apply dramatic approaches with confidence, especially in a drama. **[SLO: E-12-A1-02]** Listen to texts and critically analyse the situations/events. **[SLO: E-12-A2-01]** Demonstrate attentive listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation **[SLO: E-12-A2-02]** Respond to questions on a range of communicative purposes. **[SLO: E-11-A2-03]** Use complex questions for a range of audiences. **[SLO: E-12-A2-04]** Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements. **[SLO: E-11-A3-01]** Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.). **[SLO: E-12-A3-02]** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-A4-01] Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.	led) with diverse partners on grade-level topics, texts, and issues **[SLO: E-12-A4-01]** Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.		
B1: Reading and Critical Thinking	**[SLO: E-11-Bl-01]** Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	**[SLO: E-12-Bl-0l]** Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	[SLO: E-11-Bl-02] Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	**[SLO: E-12-Bl-02]** Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
B2. Reading for Understanding	**[SLO: E-11-B2-0l]** Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.	**[SLO: E-12-B2-0l]** Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-B2-02] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **[SLO: E-11-B2-03]** Critique reading interpretations.	**[SLO: E-12-B2-02]** Analyse how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **[SLO: E-12-B2-03]** Critique reading interpretations, taking account of other's views on reading.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in Annual Examinations.
	[SLO: E-11-B2-04] Analyse organisational patterns in a text: a. list/ sequence of ideas/ events comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion	**[SLO: E-12-B2-04]** Analyse organisational patterns in a text: a. list/ sequence of ideas/ events comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
B3. Reading for Meaning	**[SLO: E-11-B3-01]** Provide an objective summaryof a range of texts including fiction, non-fiction and other types of text. **[SLO: E-11-B3-02]** Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.	**[SLO: E-12-B3-01]** Provide an objective summary of a range of texts. **[SLO: E-12-B3-02]** Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc. **[SLO: E-11-B3-03]** Explain whether predictions about the content of a text are acceptable or should be modified and why **[SLO: E-11-B3-04]** Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts. **[SLO: E-11-B3-05]** Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary	Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc. **[SLO: E-12--B3-03]** Explain whether predictions about the content of a text are acceptable or should be modified and why **[SLO: E-12-B3-04]** Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts. **[SLO: E-12--B3-05]** Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion	summative	

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
		where necessary		
	[SLO: E-11-B3-06] • Examine how an author develops and contrasts point of view of different characters or narrative in text. • Critique the plot development with respect to different aspects of the story.	**[SLO: E-12-B3-06]** • Examine how an author develops and contrasts point of view of different characters or narrative in text. • Critique the plot development with respect to different aspects of the story.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	[SLO: E-11-B3-07] • Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). • Identify rhyme schemes and figurative language in poems. • Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**[SLO: E-12-B3-07]** • Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). • Identify rhyme schemes and figurative language in poems. • Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Summative	This SLO is part of regular teaching and learning. However, components of story and drama will be assessed in the Annual Examination of HSSC-I. Whereas components of fictional text (Novel) will be assessed in the Annual Examination of HSSC-II. However, questions of general nature will be asked in the Final examination.
	[SLO: E-11-B3-08] Evaluate two or more central ideas of a text and	**[SLO: E-12-B3-08]** Evaluate two or more central ideas of a text and	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis Use summary skills to 1. extract salient points and develop a mind map to summarize a variety of informational texts. 2. transfer the written text to a table, diagram, flowchart or work plan.	analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis Use summary skills to 1. extract salient points and develop a mind map to summarize a variety of informational texts. 2. transfer the written text to a table, diagram, flowchart or work plan.		learning. It will be assessed in the Annual Examination.
	[SLO:E-11-B3-09] Practice précis writing skills.		Summative	This SLO is part of regular teaching and learning. However, the skill of precis writing may be assessed based on comprehension of the passage at HSSC-I level.
	[SLO: E-11-B3-10] Give an informed personal and analytical response to a text and provide some supporting textual reference.	**[SLO: E-12--B3-10]** Give an informed personal and analytical response to a variety of texts and provide a textual reference in support.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-11-B3-l 1] Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summ ary/biography/autobiography **[SLO:E-11-B3-11]** Evaluate different points of view (e.g., first-person, third Determine an author's point of view or purpose in a text. person narrative) .Examine an author's point of view or purpose in a text. that of others. Critique how the author distinguishes his or	**[SLO: E-12-B3-l 1]** Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summa ry/biography/autobiography/re views **[SLO:E-12-B3-11]** Evaluate different points of view (e.g., first-person, third Determine an author's point of view or purpose in a text. person narrative) . Examine an author's point of view or purpose in a text. that of others. Critique how the author	Summative	These SLOs are part of regular teaching and learning. These will be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	her position from that of others.	distinguishes his or her position from that of others.		
	[SLO: E-11-B3-12] Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. a. contextual information b. writer's viewpoint c. implied information	**[SLO: E-12-B3-12]** Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. d. contextual information e. writer's viewpoint f. implied information	Summative	This SLO is part of regular teaching and learning. This will be assessed in the Annual Examination.
	[SLO: E-11-B3-13] Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	**[SLO: E-12-B3-13]** Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Summative	This SLO is part of regular teaching and learning. This will be assessed in the Annual Examination.
	[SLO: E-11-B3-14] Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	**[SLO: E-12-B3-14]** Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasised in each type. (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Summative	These SLOs are part of regular teaching both at HSSC I & II levels. However, components of story and drama will be assessed at HSSC-I whereas components of fictional text (Novel) will be assessed at HSSC-II.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-B3-15] Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures f. Interpersonal text (informal/formal letters, notices, emails) g. Factual recounts (e.g. eye-witnessed accounts, news bulletins) h. Drama (playscript) i. Explanation (e.g. how something works) j. Expositions (e.g. reviews, arguments)	**[SLO: E-12-B3-15]** Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures f. Interpersonal text (informal/formal letters, notices, emails) g. Factual recounts (e.g. eye-witnessed accounts, news bulletins) h. Drama (playscript) i. Explanation (e.g. how something works) j. Expositions (e.g. reviews, arguments)	Summative	
	[SLO: E-11-B3-16] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**[SLO: E-12-B3-16]** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
C1: VOCABULARY	**[SLO: E-11-C1-01]** Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**[SLO: E-12-C1-01]** Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Summative & Formative	This SLO is part of regular teaching and learning. It will be assessed in the Examinations. However, the following part of the SLO is included in Formative Assessment: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-C1-02] Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	**[SLO: E-12-C1-02]** Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination at HSSC-I level
	[SLO: E-11-Cl-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	**[SLO: E-12-Cl-03]** Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-11-Cl-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	**[SLO: E-12-Cl-04]** Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examinations
	[SLO: E-11-C1-05] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.	**[SLO: E-12-Cl-05]** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual examination..
	[SLO: E-11-Cl-06] Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary	**[SLO: E-12-Cl-06]** Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary	Summative	This SLO is part of regular teaching and learning. It will be

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	when considering a word or phrase important for comprehension or expression.	when considering a word or phrase important for comprehension or expression.		assessed in the Annual examination.
C2. GRAMMAR	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. **[SLO: E-11-C2-02]** Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	**[SLO: E-12-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. **[SLO: E-12-C2-02]** Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in the Annual Examination.
	[SLO: E-11-C2-03] Identify and use compound prepositions and prepositional phrases in writing.	**[SLO: E-12-C2-03]** Identify and use compound prepositions and prepositional phrases in writing.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-C2-04] Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," neither/nor," "not/but" and" not only/but also." etc.	**[SLO: E-12-C2-04]** Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," neither/nor," "not/but" and" not only/but also." etc.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination. However, Conjunctions may be assessed in HSSC-I & II while Transitional Devices will be the assessed in HSSC-II Examination.
C3. PUNCTUATION	**[SLO: E-11-C3-0l]** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. • Observe hyphenation conventions. • Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.	**[SLO: E-12-C3-0l]** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. • Observe hyphenation conventions. • Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.	Summative	This SLO is part of regular teaching and learning. However, it may be assessed in the Annual Examination of HSSC-I.
C4. TENSES	**[SLO: E-11-C4-01]** Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing.	**[SLO: E-12-C4-01]** Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
C5. SENTENCE STRUCTURE	**[SLO: E-11-C5-01]** Construct sentences using the sentence patterns and structure for grade specific genres	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.
	[SLO: E-11-C5-02] Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade specific genres.	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.
	[SLO: E-11-C5-03] Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation and varying degrees of complexity for grade specific genres	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.
	[SLO: E-11-C5-04] Change tense in indirect/direct speech (present, past and perfect tenses, future, models, time and questions, orders, request, suggestions and advice) in narrative paragraphs	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
Dl. Writing Readiness and Fluency	**[SLO: E-11-D1-01]** Apply editing and proofreading skills to a range of different texts and contexts	**[SLO: E-12-D1-01]** Apply editing and proofreading skills to a range of different texts and contexts	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
D2. Writing for Understanding	**[SLO: E-11--D2-0l]** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	**[SLO: E-12--D2-01]** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-11-D2-03] Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	**[SLO: E-12-D2-03]** Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-11-D2-04] Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	**[SLO: E-12-D2-04]** Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
D3. Writing for Meaning	**[SLO: E-11-D3-01]** Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	**[SLO: E-12-D3-01]** Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-D3-02] Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**[SLO: E-12-D3-02]** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is	Formative	This SLO is part of regular teaching and learning. It is part of summative examination at SSC level; therefore, question will not be asked at HSSC level.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	• Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	experienced, observed, or resolved over the course of the narrative. • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
	[SLO: E-11-D3-03] • Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes. • it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions	**[SLO: E-12-D3-03]** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. • Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes. • it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding	Formative	This SLO is part of regular teaching and learning. It is part of summative examination at SSC level; therefore, question will not be asked at HSSC level.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-D3-04] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.	**[SLO: E-12-D3-04]** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the annual examination of HSSC level.

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
	[SLO: E-11-D3-05] Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.	**[SLO: E-12-D3-05]** Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the annual examination of HSSC level.
	[SLO: E-11-D3-06] Write a formal letter to people in extended academic and (professional) environments for various purposes.	**[SLO:E-12-D3-06]** Write a formal letter to people in extended academic and (professional) environments for various purposes.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination of HSSC – I.
	[SLO: E-11--D3-07] Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment	**[SLO: E-12-D3-07]** Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination of HSSC – I.
	[SLO: E-11-D3-08] • Write a book review report.	**[SLO: E-12-D3-08]** • Write a book review report.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	[SLO:E-11-D3-09] Develop precis writing skills. Write precis effectively	---	Summative	This SLO is part of regular teaching and learning. However, the skill of precis writing may be assessed based on

Competency	Student Learning Outcomes (SLOs)			
	XI	**XII**	**Type of Assessment**	**Remarks**
				comprehension of the passage at HSSC-I level.
	[SLO: E-11-D3-10] Use paraphrasing skills to paraphrase a poem.	**[SLO: E-12-D3-10]** Use paraphrasing skills to paraphrase a poem.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-11-D3-11] Use summary skills to write an objective summary of the given text and poems.	**[SLO: E-12-D3-11]** Use summary skills to write an objective summary of the given text and poems.	Summative	This SLO is part of regular teaching and learning. However, the skill of summary writing will be assessed based on a comprehension of the passage.
	[SLO: E-11-D3-12] Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • reference words, connectives/transitional devices. punctuation and spelling.	**[SLO: E-12-D3-12]** Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • reference words, connectives/transitional devices. punctuation and spelling.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

POLICY GUIDELINES FOR ENGLISH (COMPULSORY) HSSC-I
NATIONAL CURRICULUM OF PAKISTAN (NCP) 2022-23
Paper Pattern and Distribution of Marks

The question paper is divided into three sections: A, B & C. The questions may be framed from any content with the difficulty level of HSSC and aligned with Learning Outcomes of Intermediate level. Distribution of the questions with respect to the cognitive level within each section shall be based on approximately 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 with particular focus on the competency of 'Vocabulary and Grammar'.

SECTION – B (Marks 40)

Q.2	This part of the question paper consists of a comprehension passage of 250 to 350 words having similar levels of difficulty as per the content taught in the classroom appending six questions based on varying SLOs and Cognitive Level of learning. The students are required to answer six parts including compulsory Question (i) about summary writing (may be precis writing) bearing eight marks. The other parts will be of four marks each and will have internal choice in three parts. The passage will be aligned with themes and subthemes mentioned in the curriculum of HSSC-I level. The religious, ethnic and gender biases will be avoided while selecting the passage.	8+5 × 4 = 28 Marks
Q.3	a. This question shall consist of poetic extract appending variety of questions with variable marks allocation. The poetic extract 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 various aspects / elements of drama / short story like setting, plot, characterization, conflict, tone etc. The candidates shall be required to attempt one question.	6 Marks 6 Marks

SECTION – C (Marks 40)

<table>
<tr>
<td>Q.4</td>
<td>
The students shall be required to write formal letter / Job Application without covering letter.
For formal letter, the distribution of eight marks would be as follows:
<table>
<tr><td>Examination Hall
City: A.B.C.</td><td>1</td><td>Receiver Address</td><td>1</td></tr>
<tr><td>Date</td><td>0.5</td><td>Salutation</td><td>0.5</td></tr>
<tr><td>Body of the letter
i. Opening (1-2 Sentences)
ii. Objective of letter writing (3-6 Sentences)
iii. Conclusion/closing (1-2 Sentences)</td><td>4.0</td><td>Yours sincerely/ truly/faithfully</td><td>0.5</td></tr>
<tr><td>X.Y.Z.</td><td>0.5</td><td></td><td></td></tr>
</table>
For job application, the distribution of eight marks would be as follows:
<table>
<tr><td>Receiver Address</td><td>1</td></tr>
<tr><td>Subject</td><td>1</td></tr>
<tr><td>Body of the letter
i. Opening (1-2 Sentences)
ii. Objective of letter writing (3-6 Sentences)
iii. Conclusion/closing (1-2 Sentences)</td><td>5</td></tr>
<tr><td>Yours sincerely/ truly/faithfully</td><td>0.5</td></tr>
<tr><td>X.Y.Z</td><td>0.5</td></tr>
</table>
Note: 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.
</td>
<td>8 Marks</td>
</tr>
<tr>
<td>Q.5</td>
<td>
This question consists of three parts: a, b & c. The candidates are required to:
(a) This part of the question consists of eight sentences comprising the use of different idioms / idiomatic phrases. The students are required to attempt any six. Other identical questions based on grammar may also be asked.
(b) This part of the question consists of a paragraph, asking the students to change its narration (from direct to indirect and vice versa).There will be six changes of narration with one mark each. Other identical questions based on grammar may also be asked.
(c) This part refers to punctuate a passage taken from any piece of prose with 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 half mark for each error of punctuation/capitalization.
</td>
<td>6 + 6 + 4 = 16 Marks</td>
</tr>
<tr>
<td>Q.6</td>
<td>
This question shall require the students to write a report.

i. Candidates are required to write a report on an unseen topic with the help of given points.
<table>
<tr><td>Date</td><td>0.5 Mark</td><td>Introduction</td><td>01 Mark</td></tr>
<tr><td>To:</td><td>0.5 Mark</td><td>Body of the Report</td><td>04 Marks</td></tr>
<tr><td>From:</td><td>0.5 Mark</td><td>Ending/closing</td><td>01 Mark</td></tr>
<tr><td>Subject:</td><td>0.5 Mark</td><td></td><td></td></tr>
</table>
Note: Marks for the format SHALL ONLY BE AWARDED if the body of the report is written properly irrespective of its level of accuracy/correctness.
</td>
<td>8 Marks</td>
</tr>
<tr>
<td>Q.7</td>
<td>The students are required to write a paragraph of about 100 – 120 words on any one of the given two topics.</td>
<td>8 Marks</td>
</tr>
</table>

Federal Board HSSC-I Examination
English Compulsory Model Question Paper
(Curriculum 2022-23)

ROLL NUMBER						X			
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

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*.

Invigilator Sign._____ **Candidate Sign.**_____

Q-1: Fill the relevant bubble against each question according to curriculum.

Ser	Question	A	B	C	D	A	B	C	D
1.	'Gulrukh loves us like ____ mother and guides us like _____ able teacher.' Use appropriate articles from the given options to complete the sentence.	the, a	a, the	a, an	the, an	O	O	O	O
2.	Teachers are always known for their passion for work. The underlined word in the sentence is a/an:	common noun	proper noun	material noun	abstract noun	O	O	O	O
3.	He could manage it all by himself. Which type of pronoun the word 'himself' is?	Personal	Demonstrative	Emphatic	Reflexive	O	O	O	O
4.	There was enough space in the apartment. Identify the type of adjective for the underlined word:	Adjective of Quantity	Adjective of Quality	Numeric Adjective	Demonstrative Adjective	O	O	O	O
5.	Why have you done all this? The underlined word is a/an:	Interrogative Adjective	Interrogative Adverb	Interrogative Pronoun	Demonstrative Adjective	O	O	O	O
6.	Playing under such tough conditions was not easy. The word 'playing' here can grammatically be termed as:	a transitive verb	an intransitive verb	a verbal noun	a verbal adjective	O	O	O	O
7.	'I could not make out how to tackle that matter.' The given sentence is a:	simple sentence	compound sentence	complex sentence	compound complex sentence	O	O	O	O
8.	She hopes that she will travel around the world someday. The sentence illustrates the use of:	noun phrase	noun clause	adjective clause	adverbial clause	O	O	O	O
9.	We stayed in a house **near to the canal.** The underlined part of the sentence is a/an:	noun phrase	adjective phrase	adverb phrase	adjective clause	O	O	O	O

Ser	Question	A	B	C	D	A	B	C	D
10.	Laws were quickly passed so that the child abuse could be checked. The underlined part of the sentence is a/an:	Noun clause	Adjectival clause	Adverbial clause	Independent clause	O	O	O	O
11.	The resolution or the final outcome of the main dramatic complication in a literary work is called:	exposition	climax	anti climax	denouement	O	O	O	O
12.	I was so hungry; I could have eaten a horse. The given sentence exemplifies:	Metaphor	Oxymoron	Hyperbole	Synecdoche	O	O	O	O
13.	'The fair breeze blew, the white foam flew' this poetic verse illustrates the best use of:	alliteration	anaphora	refrain	allusion	O	O	O	O
14.	A repetition of the same word or phrase at the beginning of a line throughout the work is called:	oxymoron	alliteration	apostrophe	anaphora	O	O	O	O
15.	'The waves winked in the sunlight', illustrates the use of:	simile	metaphor	personification	consonance	O	O	O	O
16	Read the given sentence and identify the correct adjective phrase from the given options. "The cabin beside the lake was already occupied when we arrived."	was already occupied	the cabin beside	beside the lake	when we arrived	O	**O**	**O**	**O**
17	Pick the correct synonym for the word 'Retrospection'.	Memorization	Analysis	Contemplation	Correction	**O**	**O**	**O**	**O**
18	The word opposite in meaning to the word 'Tardiness' is:	laziness	idleness	punctuality	negligence	**O**	**O**	**O**	**O**
19	Choose the option with correct spelling:	Entreperneur	Entrepreneur	Entreprenur	Entreprenure	**O**	**O**	**O**	**O**
20	Identify the example of Complex sentence.	I think about what I am doing later in the day and I daydream.	I can't go back to school until I recover from flu.	In The Civil War in America was a turning point.	The dog is black, white and brown.	**O**	**O**	**O**	**O**

ENGLISH COMPULSORY HSSC-I

Time allowed: 2:35 hours **Total Marks Section B and C: 80**

Note: Answer all the questions from sections 'B' and C on the separately provided answer book. Write your answers on specified spaces given in the E-sheet.

SECTION – B (Marks 40)

Q-2: Read the following passage carefully and answer any SIX questions including Question No.(i) appended to it. [8+5x4=28]

Note: Question (i) about summary writing is compulsory carrying 08 marks while rest of the questions carry 04 marks each.

Artificial intelligence (AI), sometimes called machine intelligence, is intelligence demonstrated by machines, in contrast to the natural intelligence displayed by humans and other animals. In computer science AI research is defined as the study of "intelligent agents": any device that **perceives** its environment and takes actions that maximize its chance of successfully achieving its goals. **Colloquially**, the term "artificial intelligence" is applied when a machine **mimics** "cognitive" functions that humans associate with other human minds, such as "learning" and "problem solving". The scope of AI is disputed: as machines become increasingly capable, tasks considered as requiring "intelligence" are often removed from the definition, a phenomenon known as the AI effect, leading to the quip, "AI is whatever hasn't been done yet." For instance, optical character **recognition** is frequently excluded from "artificial intelligence", having become a routine technology. Capabilities generally classified as AI as of 2017 include successfully understanding human speech, competing at the highest level in strategic game systems (such as chess and Go), autonomous cars, intelligent routing in content delivery network and military simulations.

Artificial intelligence was founded as an academic discipline in 1956, and in the years since has experienced several waves of **optimism**, followed by disappointment and the loss of funding (known as an "AI winter"), followed by new approaches, success and renewed funding. For most of its history, AI research has been divided into subfields that often fail to communicate with each other. These sub-fields are based on technical considerations, such as particular goals (e.g. "robotics" or "machine learning"), the use of particular tools ("logic" or artificial neural networks), or deep philosophical differences. Subfields have also been based on social factors (particular institutions or the work of particular researchers).

The traditional problems (or goals) of AI research include reasoning, knowledge representation, planning, learning, natural language processing, perception and the ability to move and manipulate objects. General intelligence is among the field's long-term goals. Approaches include statistical methods, computational intelligence, and traditional symbolic AI. Many tools are used in AI, including versions of search and mathematical optimization, artificial neural networks, and methods based on statistics, probability and economics. The AI field draws upon computer science, mathematics, psychology, linguistics, philosophy and many others.

Questions: **(7+1=8)**

i. Write down the summary of the passage. Also, suggest a suitable title.

ii. What are some of the factors which create standstill situation in AI winter?

OR

How do the subfields become a source of creating AI winter?

iii. Why do we exclude the optical character recognition from the domain of AI?

OR

What are some of the traditional problems and goals of AI research?

iv. What do you know about different tools used in AI as illustrated in the passage?

v. Do you agree with the writer's point of view about individual privacy to be a considered a priority?

OR

Give the contextual meanings of any four of the words highlighted/underlined in the passage.

vi. Can AI be programmed to have morals and values, or do you think these are exclusively human traits?

Q3 **a(I)** Read the following poetic extract carefully and answer the questions appended to it: **(2+2+2=6)**

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

QUESTIONS:

i. In what context does the poet use the expression "I saw you toss the kites on high"?
ii. How has the poet compared the grass and the skirt of a lady?
iii. Illustrate with an example a poetic device used in the given stanza.

OR

(II) I tire so of hearing people say,
Let things take their course.
Tomorrow is another day.
I do not need my freedom when I'm dead.
I cannot live on tomorrow's bread.

QUESTIONS:

i. Why is the poet tired of hearing 'Let things take their course'?
ii. What kind of freedom is not liked by the poet?
iii. What does the phrase 'tomorrow's bread' signify about the main theme of the stanza?

(b) Answer any ONE of the following parts of the question: (6)

i. How is conflict the most important element of a play to make it an interesting piece of writing for the reader? Elaborate.
ii. What are the main elements of a story to make it interesting for the reader? Explain briefly.

SECTION – C (Marks 40)

Q4: Write a job application for the post of an English teacher. (8)

Q5 (a) Choose the correct meanings of **ANY SIX** of the following idioms used in the sentences. (6)

i. She's really **burning the midnight oil** to finish her project. (working till late night / working after midnight)
ii. You should **bite the bullet** and tell him the truth. (to shoot someone /to face a difficult situation with courage)
iii. He **kicked the bucket** last night. (passed over /passed away)
iv. He always **beats around the bush** instead of getting to the point. (to talk irrelevantly / hiding behind the bush)
v. When I told her about the surprise party, she was **over the moon**. (landed on the moon / extremely happy)
vi. He's not feeling well today, so he's decided to **call it a day**. (to stop working / to select a day)
vii. I'm really **in the dark** about their plans for the weekend. (upset / unaware)
viii. It was a difficult situation, but she managed to **weather the storm**. (to survive a difficult situation / to travel in stormy weather)

(b) Change the narration of the following passage. (6)

"Excuse me, I'm in trouble. Could you help me out?" said the traveller to Saleem. "I'm trying to get to the railway station. However, I've been walking around for an hour and can't seem to find it. If I don't get there soon, I'll miss the train and have to stay overnight. Do you know the way?"

(c) Punctuate the following lines/paragraph. (4)

Modern ideas of Government date back to the 1960s when for the first time people began to question a king s right to rule once thought to be god given.

Q6. Suppose you are a member of the disciplinary committee of your college. Write a report to be submitted to your Principal, regarding frequent disciplinary issues being observed in your institution. The report must cover the following points: (8)

a. Nature of the disciplinary issues
b. Causes of indiscipline
c. Impact on the learning environment
d. Remedial measures and conclusion

Q7. Write a paragraph of about 100 to 120 words on **ANY ONE** of the following topics. (8)

i. A Walk in the Woods
ii. The Person I Admire the Most

Federal Board HSSC-I Examination

English compulsory Model Question Paper

(Curriculum 2022-23)

Alignment of Questions with Student Learning Outcomes

Sr No	Section: Q. No. (Part no.)	Domain Title/ Content Area	Student Learning Outcomes	Cognitive Domain *	Allocated Marks in Model Paper
1	A: Q1(i)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1
2	A: Q1(ii)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1
3	A: Q1(iii)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1
4	A: Q1(iv)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1
5	A: Q1(v)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	U	1
6	A: Q1(vi)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	U	1
7	A: Q1(vii)	Domain C	**[SLO: E-11-C2-02]** Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening, and writing	U	1
8	A: Q1(viii)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	A	1
9	A: Q1(ix)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1
10	A: Q1(x)	Domain C	**[SLO: E-11-C2-01]** Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	U	1

11	A: Q1(xi)	Domain B	**[SLO: E-11-B3-07]** • Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). • Identify rhyme schemes and figurative language in poems. • Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	U	1
12	A: Q1(xii)	Domain C	**[SLO: E-11-C1-05]** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.	U	1
13	A: Q1(xiii)	Domain C	**[SLO: E-11-C1-05]** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.	U	1
14	A:Q1(xiv)	Domain C	**[SLO: E-11-C1-05]** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.	U	1
15	A:Q1(xv)	Domain C	**[SLO: E-11-C1-05]** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.	U	1
16	A:Q1(xvi)	Domain C	**[SLO: E-11-Cl-03]** Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	K	1

17	A:Q1(xvii)	Domain C		**[SLO: E-11-C1-01]** Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).		K	1
				Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
18	A:Q1(xviii)	Domain C		**[SLO: E-11-C1-01]** Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		K	1
19	A:Q1(xix)	Domain C		**[SLO: E-11-C3-0l]** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. • Observe hyphenation conventions. • Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.		K	1
20	A:Q1(xx)	Domain C		**[SLO: E-11-C5-02]** Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade-specific genres.		U	1
Section B and C							
21	B: Q2(i)	Domain D		[[SLO: E-11-D3-11] Use summary skills to write an objective summary of the given text and poems.		U	6+2=8

22	B: Q2(ii)	Domain B	***OR*** Domain D	[SLO: E-11-B3-02] Use reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.	***OR*** [SLO: E-11-B3-02] Use reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.	K (f) Or U(s)	4

23	B: Q2(iii)	Domain B	***OR*** Domain D	[SLO: E-11-B3-02] Use reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.	***OR*** [SLO: E-11-B3-02] Use reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.	2 (iii – f) U Or 2 (iii – s) K	4
24	B: Q2(iv)	Domain B	[SLO: E-11-B3-02] Use reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.			K	4

25	B: Q2(v)	Domain B	**[SLO: E-11-B3-05]** Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary	***OR*** **[SLO: E-11-B3-02]** Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.	U	4
26	B: Q2(vi)	Domain B	**[SLO: E-11-B3-05]** Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary		A	4
27	B: Q3(a)I(i,ii,iii)	Domain B	**SLO: E-11-B3-14]** Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.		U	2+2+2=6

28	B: Q3(a)II(i,ii, iii)	Domain B		**SLO: E-11-B3-14]** Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	U	2+2+2=6
29	B: Q3(b)	Domain B		**[SLO: E-11-B3-07]** • Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). • Identify rhyme schemes and figurative language in poems. • Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	K	6
30	C: Q4	Domain D		**[SLO: E-11-D3-06]** Write a formal letter to people in extended academic and (professional) environments for various purposes.	A	8
31	C: Q5(a)	Domain C		**[SLO: E-11-C1-02]** Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	K	6
32	C: Q5(b)	Domain C		**[SLO: E-11-C5-04]** Change tense in indirect/direct speech (present, past and perfect tenses, future, models, time and questions, orders, request, suggestions and advice) in narrative paragraphs	U	6
33	C: Q5(c)	Domain C		**[SLO: E-11-C3-0l]** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. • Observe hyphenation conventions. • Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.	K	4
34	C: Q6	Domain B		**[SLO: E-11--D3-07]** Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment.	A	8

35	C: Q7	Domain D		**[SLO: E-11-D3-05]** Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.	A	8

Table of Specification of the Model Paper English HSSC-I

Cognitive Levels	Competency B: Reading and Critical Thinking [B1,B2,B3]	Competency C: Vocabulary and Grammar [C1,C2,C3,C4,C5]	Competency D: Writing [D1,D2,D3]	Marks	Percentage
Knowledge	Q2 ii –f, iii – s, iv (12) Q3 (b) (6)	Q1 - I, ii, iii, iv, ix, xvi, xvii, xviii, xix (9) Q5 – a (8)		35	31%
Understanding	Q2. i, ii –s , iii – f, v (16) Q3 (a)-I, i, ii, iii (6) Q3 (a)-II, i, ii, iii (6)	Q1 – v, vi, vii, viii, x, xi, xii, xiii, xiv, xv, xx (11) Q5 –b (8) Q5 –c (4)		51	45%
Application	Q2 vi (4)		Q4 (8) Q6 (8) Q7 (8)	28	24%
Total Marks	50	40	24	114	100%

Note:

1 This TOS does not reflect policy but is particular to this model question paper.

2 Proportionate/equitable representation of the content areas may be ensured.

3 The percentage of cognitive domain is 30%, 50%, and 20% for knowledge, understanding, and application, respectively with **± 5%** variation.

4 While selecting alternative questions for Short Response Questions (SRQs) and Extended Response Questions (ERQs), it must be kept in mind that:

- Difficulty levels of two alternative questions of the internal choice will be the same
- SLOs of the two alternative questions of the internal choice must be different

Key: Question Number (part/ first choice) marks. Example: **Q2 (i/f) 3**,
Question Number (part/second choice) marks. Example: **Q2 (i/s) 3**



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