ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

ENGLISH(Compulsory)

Grade IX-X

NATIONAL CURRICULUM
2022-23



FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, ISLAMABAD

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FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION

H-8/4, ISLAMABAD

ASSESSMENT FRAMEWORK

FOR

ENGLISH (COMPULSORY) GRADE-IX & X

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-IX & X. 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-IX & X 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. Mrs. Saman Akbar, Coordinator (English), Army Public School & College, FWO, Rawalpindi
5. Mr. Nasir Mahmood, HoD English, Pak Turk Maarif School & College H-8/1, Islamabad
6. Mrs. Huma Farhan, Coordinator (English), Army Public School & College Secretariat, Rawalpindi
7. 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-IX & X, 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-IX & X (SSC-I & II)
Details of Content Areas/ SLOs

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
A: Oral Communication Skills	**[SLO: E-09-A1-01]** Explore simple to complex ideas and issues in a two to three-act play. **[SLO: E-09-A1-02]** Respond to text through discussion, short stories and plays. **[SLO: E-09-A2-01]** Demonstrate attentive listening' skills to respond orally with standard pronunciation. **[SLO: E-09-A2-02]** Ask and answer questions of personal relevance, information and a variety of communicative purposes **[SLO: E-09-A2-03]** Use rhetorical questions for a range of audiences. **[SLO: E-09-A2-04]** Perform a drama/ role play/play script. **[SLO: E-09-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-09-A3-02]** Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners. **[SLO: E-09-A4-01]** Engage in extended discussions.	**[SLO: E-10-A1-01]** Analyse and present complex ideas and issues in a short drama. **[SLO: E-10-A1-02]** Respond to the text by giving arguments and opinions. **[SLO: E-10-A2-01]** Demonstrate attentive listening' skills while working in pairs and taking turns to speak with standard pronunciation. **[SLO: E-10-A2-02]** Ask and answer questions of personal relevance, information and a variety of communicative purposes **[SLO: E-10-A2-03]** Apply the use of rhetorical questions for a range of audiences. **[SLO: B-10-A2-04]** Perform a drama/ role play/play script showing different roles and scenarios. **[SLO: E-10-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.).	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
		[SLO: E-09-A3-02] Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners. **[SLO: B-10-A4-01]** Engage in extended discussions and critique taking into account others' viewpoints.		
B1: Reading and Critical Thinking	**[SLO: E-09-Bl-01]** Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	**[SLO: E-10-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 Annual Examinations.
	[SLO: E-09-Bl-02] Ask and answer simple and 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-10-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-09-B2-0l]** Discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own reading critically.	**[SLO: E-10-B2-0l]** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss their own and others' reading critically	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	[SLO: E-09-B2-02] Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.	**[SLO: E-10-B2-02]** Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	[SLO: E-09-B2-03] Make recommendations and develop an interest in fiction and poetry.	**[SLO: E-10-B2-03]** Make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry.		
	[SLO: E-09-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-10-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-09-B3-01] Provide an objective summary of fiction and poetry texts. [SLO: E-09-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. [SLO: E-09-B3-03] Explain whether predictions about the content	[SLO: E-10-B3-01] Provide an objective summary of fiction, non-fiction and poetry texts. [SLO: E-10-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.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in Annual Examinations.

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	of a text are acceptable or should be modified and why [SLO: E-09-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-09-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	[SLO: E-10-B3-03] Explain whether predictions about the content of a text are acceptable or should be modified and why [SLO: E-10-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-10-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		
	[SLO: E-09-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-10-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 Annual Examinations.
	[SLO: E-09-B3-07] • Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).	[SLO: E-10-B3-07] • Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).	Summative	This SLO is part of regular teaching and learning. However, only the identification of

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	• Identify rhyme schemes and figurative language in poems. • Examine stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Analyse 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.	• Identify rhyme schemes and figurative language in poems. • Examine stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Analyse 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.		rhyming scheme and figurative language in a poetic extract will be assessed in the Annual Examination.
	[SLO: E-9-B3-08] Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	[SLO: E-10-B3-08] Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Use summary skills to extract salient points and develop a mind map to summarize a variety of informational text.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
		[SLO: E-10-B3-09] Examine the mechanics of precis writing	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination of SSC-II.
	[SLO: E-09-B3-10] Give an informed personal and analytical	[SLO: E-10-B3-10] Give an informed personal and analytical	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
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	response to a descriptive and informative text.	response to a descriptive and informative text and poetry.		learning. It will be assessed in the Annual Examination.
	[SLO: E-09-B3-l1] Reading to analyse descriptive/argumentative essays. Examine different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others.	[SLO: E-10-B3-l1] Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/ biography. Examine different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others	Summative	This SLOs is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-09-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-10-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. It will be assessed in the Annual Examination.
	[SLO: E-09-B3-13] Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	[SLO: E-10-B3-13] Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Summative	These SLOs are part of regular teaching and learning. These will be

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	[SLO: E-09-B3-14] Analyze various types of biographies and autobiographies 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. [SLO: E-09-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 h. Drama / playscript i. Explanation j. expositions [SLO: E-09-B3-16] Cite strong and thorough textual evidence to	[SLO: E-10-B3-14] Analyze various types of biographies and autobiographies 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. [SLO: E-10-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 h. Drama / playscript i. Explanation j. Expositions [SLO: E-10-B3-16] Cite strong and thorough textual evidence to	Summative	assessed in the Annual Examination. This SLO is part of regular teaching and learning. It will be

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	support analysis of what the text says explicitly as well as inferences drawn from the text.	support analysis of what the text says explicitly as well as inferences drawn from the text.		assessed in the Annual Examination.
C1: VOCABULARY	SLO: E-09-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-10-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 Annual Examination. However, the following SLO is part of 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

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
				meaning in context or in a dictionary.
	SLO: E-09-C1-02] Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	SLO: E-10-C1-02] Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination. However it will be assessed at HSSC level.
	SLO: E-09-Cl-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	SLO: E-10-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-09-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-10-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-09-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-10-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. Only Simile, metaphor, imagery, personification, alliteration will be part of the final examination.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	simile, metaphor, imagery, personification, alliteration	Simile, metaphor, imagery, personification, alliteration		
	SLO: E-09-Cl-06] Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	SLO: E-10-Cl-06] Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
C2. GRAMMAR	SLO: E-09-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. SLO: E-09-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-10-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. SLO: E-10-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-09-C2-03] Identify and use compound prepositions and prepositional phrases in writing.	SLO: E-10-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.
	[SLO: E-09-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	[SLO: E-10-C2-04] Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination. However, Transitional

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	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.	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.		Devices will be part of Class 9 while Conjunctions will be part of Class 10.
C3. PUNCTUATION	SLO: E-09-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-10-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 Class 9.
C4. TENSES	SLO: E-09-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-10-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.
C5. SENTENCE STRUCTURE	SLO: E-09-C5-02] Construct sentences using the sentence patterns and structures learnt in earlier classes.	SLO: E-10-C5-02] Construct sentences using the sentence patterns and structures learnt in earlier classes.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	SLO: E-09-C5-03] Construct complex sentences and paragraphs	SLO: E-10-C5-03] Construct complex sentences and paragraphs	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.	using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.		learning. It will be assessed in the Annual Examination of Class 9.
	SLO: E-09-C5-04] Change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.	SLO: E-10-C5-04] Change tense in indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in narrative paragraphs.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
Dl. Writing Readiness and Fluency	SLO: E-09-D1-01] Apply editing and proofreading skills to a range of different texts and contexts	SLO: E-10-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.
	SLO: E-09-D1-02] Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.	SLO: E-10-D1-02] Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.
D2. Writing for Understanding	SLO: E-09-D2-0l] Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.	SLO: E-10-D2-01] Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	SLO: E-09-D2-02] Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	SLO: E-10-D2-02] Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination of Class 9.
	SLO: E-09-D2-03] Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	SLO: E-10-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 may be assessed in the Annual Examination.
	SLO: E-09-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-10-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 may be assessed in the Annual Examination.
D3. Writing for Meaning	SLO: E-09-D3-01] Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	SLO: E-10-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.
	SLO: E-09-D3-02] Write narratives to develop real or imagined	SLO: E-10-D3-02] Write narratives to develop real or imagined	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	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. • Produce clear and coherent writing in which the development, organization, and	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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task,		learning. It may be assessed in the Annual Examination of Class 10.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	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.	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-09-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 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	SLO: E-10-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 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.	Summative	This SLO is part of regular teaching and learning. It may be assessed in Annual Examinations of Class 10.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	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).	• 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).		
	SLO: E-09-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	SLO: E-10-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	Formative	This SLO is part of formative assessment at SSC level while it will fall in the category of summative assessment at HSSC level.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	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.	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-09-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-10-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.	Formative	This SLO is part of formative assessment at SSC level while it will fall in the category of summative assessment at HSSC level.
	SLO: E-09-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 will only be assessed in the Annual Examination of Class 9.
	SLO: E-09-D3-07] Research for short projects to answer a question (including a self- generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.	SLO: E-10-D3-07] Research for short projects to answer a question (including a self- generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
		presenting their assignment.		
	SLO: E-09-D3-08] • Examine the mechanics of developing a book review report. • Write a book review report.	SLO: E-10-D3-08] • Examine the mechanics of developing a book review report. • 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-10-D3-09] Develop precis writing skills. Write precis effectively.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination of Class 10.
	[SLO: E-09-D3-10] Use paraphrasing skills to paraphrase a poem.	[SLO: E-10-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-09-D3-11] Use summary skills to write an objective summary of the given text and poems.	[SLO: E-10-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 passage of comprehension.

Competency	Student Learning Outcomes (SLOs)			
	IX	**X**	**Type of Assessment**	**Remarks**
	[SLO: E-09-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-10-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

Paper Pattern and Distribution of Marks
(Curriculum-2022-23)
English SSC-I

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

SECTION – A(Marks 15)

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 will consist of a comprehensionpassage of 250 to 350 words having similar levels of difficulty, complexity, essence, and relevance as well as compatibility with the content taught in the classroom. There will be five questions appended to it based on various SLOs and Cognitive Levels as specified in the Curriculum. The students are required to answer five parts including compulsory Question (i) about summary writing bearing six marks. The other parts will be of three marks each. The passage of the SSC-I level will be aligned with text types, themes and subthemes mentioned in the curriculum 2022-23. The religious, ethnic, cultural and gender biases must be avoided while selecting / setting the passage in line with the guidelines for appropriate ethical and social development mentioned in the curriculum.	6 +4x3=18
Q.3	a. Students are required to paraphrase any one of the given stanzas with a difficulty level of SSC-I.	3 Marks
	b. Students are required to answer variety of questions based on any one of the given stanzas aligned with assessable SLOs given in the Curriculum 2022-23.	6 Marks
Q.4	a. This part of the question consists of a short para with multiple blanks with any four to be filled correctly with appropriate conjunctions / transitional devices given in the list. However, it may be noted that other grammatical items of identical nature mentioned in SLOs for SSC-I may also be asked in the question.	4 Marks
	b. This part of the question consists of eight sentences; each of the sentences is followed by a direction based on different grammatical items with particular focus on the use of tenses and other structural aspects. Candidates are required to correct / fill any six of the given sentences as per directions given in the parenthesis. It may be noted that this part of the question may include other grammatical items of identical nature.	6 Marks
	c. This part of the question requires the students to punctuate correctly and rewrite the given para/lines containing six mistakes/omissions of punctuation. **Note:** Other grammatical items may also be asked.	3 Marks

SECTION – C (Marks 20)

<table>
<tr><td>Q.5</td><td colspan="3">Students are required to write a formal letter in extended academic and professional environments for various purposes.</td><td>8 Marks</td></tr>
<tr><td colspan="5">Note:
1. A response with only the format and without any content/body of the letter will not be awarded any marks.
2. This question will be evaluated as per the format given below:</td></tr>
<tr><td colspan="2">Sender’s Address 0.5</td><td colspan="2">Date</td><td>0.5</td></tr>
<tr><td colspan="4">Receiver’s Address</td><td>0.5</td></tr>
<tr><td colspan="2">Subject</td><td>0.5</td><td>Salutation</td><td>0.5</td></tr>
<tr><td colspan="2">Body of the Letter</td><td>5</td><td>Complementary Closing: e.g
Yours Sincerely,
X.Y.Z.</td><td>0.5</td></tr>
</table>

Q.6	Students are required to write a paragraph of approximately 80 to 100 words on any one of the given topics.	6 Marks
Q.7	Students are required to write a dialogue between multiple people on any one of the two given topics. **Note:** A candidate should produce at least six sets of conversations relevant to the topic other than the opening & closing remarks. The dialogue must cover the following: i. Multiple people (from different walks of life) ii. Settings/background details must be written in brackets iii. The use of vocabulary, tone and style should be appropriate to the context and relationship between the addresser and the addressee.	6 Marks

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

Section - A (Marks 15)

Time Allowed: 20 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.*

ROLL NUMBER						Version No.			
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

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

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

Sr	Question	A	B	C	D	A	B	C	D
1.	Which of the following sentences illustrates the use of an adverb?	The cat is furry.	She sang beautifully at the concert.	The book on the table is new.	He is a fast runner.	O	O	O	O
2.	Pick out the sentence with correct use of main and subordinate clause alongwith appropriate transitional device.	She went to the store because she needed milk.	Because she needed milk, she went to the store.	She went to the store; she needed milk.	Because she needed milk; she went to the store.	O	O	O	O
3.	The red car sped down the highway. The underlined part of the sentence is:	Descriptive adjective	Demonstrative adjective	Possessive adjective	Interrogative adjective	O	O	O	O
4.	Choose the option illustrating the use of the Present Participle.	He loves to read short stories.	The children are laughing uproariously.	Swimming is a healthy activity.	Laughing is a tonic for broken hearts.	O	O	O	O
5.	Which one of the following options contains a clause?	He was running down the street.	He has been studying for hours.	Why they left early is known to us?	He greeted me with a smile.	O	O	O	O
6.	Choose the option illustrating the correct connotative meaning of the word luxury?	Home	Palace	Hut	Cottage	O	O	O	O
7.	Pick out the option which demonstrates the use of metaphor.	Time is money.	The wind whispered through the trees.	Her smile was as bright as the sun.	The leaves rustled in the autumn breeze.	O	O	O	O
8.	Which of the following sentences is imperative?	After finishing your homework, will you go out and play?	Running through the meadow, the dog chased butterflies.	The old book with the worn-out cover had beautiful pictures.	Go straight and turn left.	O	O	O	O
9.	Choose the option which illustrates the use of an abstract noun.	The cat chased the mouse across the yard.	The children built a sandcastle on the beach.	She felt a surge of happiness when she heard the news.	Plants are the prime source of Oxygen.	O	O	O	O
10.	The correct synonym of the word ‘elated’ is:	delighted	confused	depressed	dejected	O	O	O	O
11.	Either stay here or go out. This sentence illustrates the use of:	subordinating conjunction	coordinating conjunction	correlative conjunction	adversative conjunction	O	O	O	O

Sr	Question	A	B	C	D	A	B	C	D
12.	Choose the sentence which illustrates the use of compound preposition?	He went to the store.	They will meet after lunch.	She was happy due to her promotion.	She arrived at the party in spite of heavy rain.	O	O	O	O
13.	She worked throughout the year. The underlined part of the given sentence is a/an:	Adverbial phrase	Adjectival phrase	Prepositional phrase	Adverb of manner	O	O	O	O
14.	The sentence illustrating the correct use of tense and aspect of time is:	He had come to see me yesterday.	He has come to see me yesterday.	He came to see me yesterday.	He used to come to see me yesterday.	O	O	O	O
15.	There was _____cow grazing in the field. Choose the correct article to complete the sentence.	the	a	an	No article	O	O	O	O

Federal Board SSC-I Examination Model Question Paper English (Compulsory)

(Curriculum 2022-23)

Time allowed: 2.40 hours **Total Marks: 60**

Note: Answer all parts from Section 'B' and all questions from Section 'C' on the **E-sheet**. Write your answers on the allotted /given spaces.

SECTION–B (Marks 40)

Q-2: **Read the following passage carefully and answer any FIVE questions including Question No. (i) appended to it.** **[6+4×3=18]**

Note: **Question (i) about summary writing is compulsory carrying 06 marks while the rest of the questions carry 03 marks each.**

We frequently observe garbage in our streets and neighborhood, creating unhygienic conditions. Moreover, massive quantity of trash and industrial waste is often disposed of **recklessly**, ending up in streams, canals, rivers, and seas. This not only leads to unsanitary environment but also adversely impacts marine life by **contaminating** water bodies. Additionally, all forms of pollution contribute to health issues such as cholera, typhoid, asthma, and skin cancer.

Plastic bags pose a particular threat to our environment. They are excessively used in daily life and can **detrimentally** affect land, waterways, sanitation systems, and oceans. Furthermore, these bags release toxic chemicals, posing serious health risk to humans. Efforts are underway to minimise their consumption and promote recycling.

Noise pollution, caused by machinery, airplanes, road traffic and crowded public places like bazaars, is another pressing concern. The constant noise from vehicles, horns, and machines in cities and industrial areas disrupts peace and harms hearing ability. The misuse of amplifiers for music further **aggravates** this issue.

Immediate action is necessary to address these types of pollution. Measures should include controlling population growth and reducing emissions of carbon dioxide and other harmful gases. Vehicles emitting excessive smoke and carbon particles must be restricted from roads. Proper disposal practices for garbage and industrial waste are essential to prevent further contamination of rivers and seas. Governments should enforce strict regulations, including banning factories that contribute significantly to pollution. Additionally, efforts should focus on promoting the growth of plants and trees and **curtailing** deforestation by declaring it a criminal act.

Questions: **(5+1=6)**

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

ii. What are some of the consequences of improper disposal of garbage and industrial waste mentioned in the passage?

OR

How do plastic bags add to environmental pollution, according to the passage?

iii. What measures are suggested in the given passage to minimize environmental pollution?

OR

What has been suggested to dispose of garbage and industrial waste?

iv. Describe the impact of noise pollution on our environment as mentioned in the given passage.

v. Write the contextual meaning of any three of the underlined words.

OR

How does the writer make it obligatory upon the individuals, communities, and governments to play their role in implementing the measures to control pollution?

Q-3: **a.** **Paraphrase any ONE of the following stanzas:** **(3)**

i) He claps the crag with crooked hands;
Close to the sun in lonely hands,
Ring'd with the azure world, he stands.

ii) And in my ear a whispering breath,
Wake from the nightmare Look and see
That life is naught but ecstasy
In spite of war, in spite of death!

b. **Read the following stanza carefully and answer the questions given at the end:** **(6)**

(I) Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breaths
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

Questions:

i. Explain the meaning of the line "Beneath all uniforms, a single body breathes." (2)

ii. What is the significance of the phrase "the land our brothers walk upon" in the context of the stanza (2)

iii. Discuss the idea of common humanity as expressed in the stanza. (2)

OR

(II) Raindrops play on leaves so fine,
Nature's orchestra, a serenade divine.

Rippling streams with a silvery sheen,
A liquid poetry within the soul of Wonder Green.

Questions:

i. How imagery is used in the given stanza, explain with two examples? (2)
ii. What elements of nature are depicted in the stanza that contribute to the lush and vibrant landscape of Wonder Green? (2)
iii. Identify the rhyming scheme of the given stanza? (2)

Q-4: **a.** **Fill any four of the blanks in the passage cited below using appropriate transitional devices given in the bar.** **(4)**

As a result	**which**	**Eventually**	**where**	**In addition**	**First**

_____, we embarked on our journey through the dense forest, _____sunlight filtered through the canopy. ___, the path ahead seemed both mysterious and inviting, making us eager to explore further. _____, the air was thick with the earthy scent of damp moss, _____added to the sense of adventure. _____, we reached a clearing where a gentle stream trickled over smooth stones, marking a peaceful pause in our expedition.

b. **Attempt any six of the given sentences as per the direction given in the bracket.** **(6)**

i. Sara saw the Prime Minister yesterday. (Future Continuous Tense)
ii. The team worked on the project for three months. (Past Perfect Continuous Tense)
iii. The girl sings beautifully. (Simple Past Tense)
iv. He had to bear _____all the hardships alone. (Insert Correct Preposition)
v. The planet was moving _____ the sun. (Insert Correct Preposition)
vi. The weather changes frequently here in this town. (Change into Negative)
vii. The assignment has been completed in time. (Change into Interrogative)
viii. The work (finish) in time. (Convert the verb into passive form)

c. **Punctuate the following para/line(s):**
A candidate is supposed to spot at least six mistakes of punctuation and rewrite the para/lines after correcting the mistakes. **(3)**

Well there is still some hope once I've got the money together to pay off my parents debt to him – another five or six years I suppose – that**'**s definitely what I'll do that s when I'll make the big change.

SECTION – C (Marks 20)

Q-5: Write a letter to the Principal of your school requesting him/her to organize a career counselling workshop for students of Class IX and X. **(8)**

OR

Write a letter to the Editor to highlight the drawbacks of excessive use of social media by the youth.

Q-6: Write a paragraph of about 80 to 100 words on any ONE of the following topics: **(6)**

A Memorable Journey

OR

The Role of Technology in Education

Q-7: Write a dialogue between a librarian and a student on 'The Benefits of Reading'. **(6)**

OR

Write a dialogue between two friends on 'The Choice of Career'.

Federal Board SSC-I Examination

English Compulsory Model Question Paper

(Curriculum 2022-23)

Alignment of Questions with Student Learning Outcomes

Sr No	Section: Q. No. (Part no.)	Competency/ Content Area	Student Learning Outcomes	Cognitive Domain *	Allocated Marks in Model Paper
1	A: Q1(i)	Competency C	SLO: E-09-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	U	1
2	A: Q1(ii)	Competency C	SLO: E-09-CS-03] Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.	U	1
3	A: Q1(iii)	Competency C	SLO: E-09-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)	Competency C	SLO: E-09-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.	K	1
5	A: Q1(v)	Competency C	[SLO: E-09-C2-04] Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause	K	1
6	A: Q1(vi)	Competency C	SLO: E-09-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.	A	1
7	A: Q1(vii)	Competency C	SLO: E-09-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. simile, metaphor, imagery, personification, alliteration Simile, metaphor, imagery, personification	K	1
8	A: Q1(viii)	Competency C	SLO: E-09-C5-02] Construct sentences using the sentence patterns and structures learnt in earlier classes	K	1
9	A: Q1(ix)	Competency C	SLO: E-09-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)	Competency C	SLO: E-09-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.	K	1

11	A: Q1(xi)	Competency C	[SLO: E-09-C2-04] Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," neither/nor," "not/but" and" not only/but also." etc.	K	1
12	A: Q1(xii)	Competency C	SLO: E-09-C2-03] Identify and use compound preposition and prepositional phrases in writing.	K	1
13	A: Q1(xiii)	Competency C	SLO: E-09-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	K	1
14	A:Q1(xiv)	Competency C	SLO: E-09-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.	U	1
15	A: Q1(xv)	Competency C	SLO: E-09-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1
Sections B and C					
14	B: Q2(i)	Competency D	[SLO: E-09-B3-01] Provide an objective summary of fiction and poetry texts.	U	5+1=6
15	B: Q2(ii)	Competency D	[SLO: E-09-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.	K	3
			[SLO: E-09-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.	U	
16	B: Q2(iii)	Competency D	[SLO: E-09-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	K	3
			[SLO: E-09-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	K	
17	B: Q2(iv)	Competency D	**[[SLO: E-09-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.	U	3
18	B: Q2(v)	Competency D	**[SLO: E-09-B3-02]** Use reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.	U	3

			[SLO: E-10-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?	U	
19	B: Q3(a)	Competency D	[SLO: E-09-D3-10] Use paraphrasing skills to paraphrase a poem	U	3
20	B: Q3(b) I (i, ii and iii)	Competency B	[SLO: E-09-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.	U	2+2+2=6
			OR		
	II (i) II (ii) II (iii)	Competency B	[SLO: E-09-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. [SLO: E-09-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. [SLO: E-09-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.	U U K	2+2+2=6
21	B: Q4(a)	Competency C	[**SLO: E-09-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.	K	4
22	B: Q4(b)	Competency C	[SLO E-09-C4-01] Use all types of tenses correctly in speech and writing. SLO: E-09-C2-03] Identify and use compound prepositions and prepositional phrases in writing.	U	6
23	B: Q4(c)	Competency C	SLO: E-09-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.	U	3
24	C: Q5	Competency D	[SLO E-09-D3-06]: Write formal letters to people in extended academic and professional environments for various purposes.	A	8

25	C: Q6	Competency D	**SLO: E-09-D2-0l]** Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. **[SLO: E-09-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.	A	6
26	C: Q7	Competency D	[SLO E-09-D2-02] Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	A	6

Table of Specification of the Model Paper English SSC-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	Q3-part b II (iii) (2)	Q 1 (iii, iv, v, vii, viii, ix, x, xi, xii, xiii, xv) (11) Q 4-part a (4)	Q 2 (iif, iii) (6)	23	27%
Understanding	Q3-part b I (i, ii, iii) (6) Q3-part b II (i, ii, iii) (4)	Q1 (i, ii, xiv) (3) Q4-part b (6) Q4 Part c (3)	Q2 (i, iis, iv, v) (15) Q3-part a (i, ii) (3)	40	48%
Application		Q1-(vi) (1)	Q5 (8) Q6 (6) Q7 (6)	21	25%
Total Marks	12	28	44	84	---
Percentage	14%	34%	52%	---	100%

Q 2 ii f/s = Question No 2, Sub-Part ii, f stands for first choice while s stands for the second choice.

Note:

1. This TOS does not reflect policy, but it is particular to this model question paper.
2. Proportionate/equitable representation of the content areas may be ensured.
3. The percentage of cognitive level 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:
   - Cognitive level of two alternative questions of the internal choice will be the same.
   - Difficulty levels of two alternative questions of the internal choice will be the same.



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