



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School
Certificate (HSC)**

**Examination Syllabus
&
Model Paper
(For the Year 2024)**

COMMERCIAL GEOGRAPHY – XII

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Preface

Ziauddin University Examination Board (ZUEB) was established by the Sindh ACT XLI 2018, with the aim of improving the quality of education. The Board administers examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest Reviewed National Curriculum by Directorate Curriculum Assessment and Research (DCAR) Sindh. ZUEB has a mandate by Ordinance to offer such examination services to English /Urdu and Sindhi medium candidates for SSC and HSSC from private schools in Sindh. This examination syllabus exemplifies ZUEB's commitment to provincial educational goals.

The Examination Board has prepared with the help of subject professors, subject wise syllabus. It is important to make the difference between syllabus and curriculum. The syllabus of a subject is considered as a guide for the subject teacher as well as the students. It helps the students understand the subject in detail. It also helps students to anticipate what is expected from them while preparing for the exams.

This examination syllabus brings together all those cognitive outcomes of the Provincial Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding.

The examination syllabus is uploaded on the ZUEB website. This is done to help affiliated schools in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of the ZUEB examinations. In addition, the ZUEB examination syllabus is used to develop learning support materials for students and teachers. The examination board stand committed to all students who have embarked upon the SSC, and HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.

On the Ziauddin University Examination Board website, a tab e –resource is made available which provides resource material in all subjects both in text form in line with the curriculum and also videos on topics to give students access to learn at their own pace and own time. These 15 to 20 minutes videos are prepared around subject concept / topics. These videos are available to the students for revisiting a lesson taught by their teacher or watch it prior to the lesson and as a reinforcement strategy. The work on videos is in progress and new titles will be uploaded.

Please look out for the videos on the given website.

Humbly Yours;



Shahbaz Nasim
Academic Head

Aims of the syllabus of Commercial Geography.

The Aims of teaching **Commercial Geography** to students at Higher Secondary School Level are to:

- Provide students with the understanding of trading of commodities between different countries.
- Describes how certain goods and services are produced in abundance in certain countries due to advantages in environmental factors, and then traded with countries which cannot produce those goods due to environmental constraints.
- Provide knowledge to students regarding the manufacturing of commodities, and the raw materials required for their production.
- Provides understanding on the factors required for localization of industries.

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
STUDENT LEARNING OUTCOMES (SLO) CATEGORIZATION
XII- COMMERCIAL GEOGRAPHY

Detailed Syllabus

Topics	Sub-Topics	Student Learning Outcomes	Cognitive Levels		
			K	U	A
Economic and Commercial Geography	Commercial Geography Scope. Importance.	Define Economic and Commercial Geography. Differentiate b/w Geography and economic geography. Describe the mutual relationship b/w economic geography and commercial geography. Explain the scope of study of economic geography. Explain which aspects of environment and human life are studied in geography. Describe the kinds of geography. Explain the importance of the study of economic geography.	*	*	
Environment and Human Activities	Environment. Lakes. Rivers. Climate. Soil. Human activities. Vegetation.	Define Environment in the geographical perspective. Explain the influences of physical environment on human activities. Differentiate b/w physical and non-physical environment. Analyze the influences of lakes and rivers on human activities. Explain how human activities are influenced by climate. Explain the relationship b/w soil and human activities. Explain the relationship b/w location and economic activities Analyzed the influence of vegetation on human activities. Explain how oceans and coastal environment influences the human activities. Explain relationship maintained between minerals and the human activities. Explain how physical form and area influence the human activities. Explain how social and cultural environment combining with the physical environment determines the life pattern of man.	*	*	*

		Discuss the relationship b/w trade and geographical environment.		*	
Primitive Economic Activities	Fishing. Hunting. Lumbering. Forests.	Explain the classification of human economic activities. Explain what are primary activities and factors which influence primary services. Explain the concept of fishing Describe the different sources of fish. Discuss the factors of fishing. Discuss different fishing methods. Discuss fishing grounds of North-East Africa, North-West Europe, Central-west coast of south America. Discuss hunting as human occupation. Discuss lumbering as economic activity. Discuss the advantages of forests. Explain the role played by coniferous forests for the business and trade related to wood. Write on deciduous forests. Explain what is ever green forests and where they are found. Write on Mediterranean forests. Discuss wood trade of the world		* * * * * * * * * * * *	
Agricultural Activities	Agriculture. Farming. Herding.	Explain when and how activities began before the start of agriculture. Discuss the organic heap theory of agriculture. Discuss agricultural activities that began during the period of ancient civilizations. Explain the importance of agriculture. Discuss with reference to physical factors how agricultural activities are determined. Discuss how economic and political factors influence agriculture. Discuss plantation, trucks and mechanized farming. Discuss shift farming and mixed farming Discuss the role of cattle in agriculture. Discuss dairy farming, livestock farming and herding. Differentiate b/w commercial agriculture and subsistence agriculture.		* * * * * * * * * *	
Agricultural resources and their distribution.	Factors of agriculture. Crops. Wheat. Rice.	Discuss how and when agricultural activities began. Discuss the factors of agriculture. Differentiate b/w food crop and non-food crop. Discuss wheat as a grain and factors for wheat cultivation.		* * * *	

	Fertilizer.	<p>Explain the kinds of steel.</p> <p>Discuss the role of steel industry for the development of a country.</p> <p>Discuss the factors that play a positive role in the establishment and development of iron and steel industry.</p> <p>Explain where steel industries are located in the world.</p> <p>Discuss the history of textile industry.</p> <p>Explain the causes of location and development of cotton textile industry.</p> <p>Discuss the countries where cotton textile industry has developed.</p> <p>Explain the helping factors for the location and development woolen textile industry.</p> <p>Discuss the centers of woolen textile industry.</p> <p>Discuss the location of natural silk industry in the world.</p> <p>Discuss artificial silk industry and its distribution around the world.</p> <p>Discuss fertilizer industry and how many kinds of chemical fertilizers are there.</p> <p>Discuss the factors which help the location and development of chemical fertilizer industry.</p> <p>Discuss the important fertilizers producing countries.</p>		* * * * * * * * * * * * * * * * * * * *	
Population of the world	<p>Population.</p> <p>Effects of population.</p>	<p>Analyze population from 8000BC to 2000AD.</p> <p>Discuss the economic and social effects of human resources on the economy.</p> <p>Critically analyze the Malthusian theory of population.</p> <p>Differentiate b/w density of population and distribution of population.</p> <p>Discuss the world distribution of population.</p> <p>Explain the regions which have scarce population.</p> <p>Discuss moderately populated, densely populated, and very densely populated regions.</p> <p>Explain the causes why world population is thin in some regions and thick in others.</p> <p>Analyze the nature of pace of increase in population of the world.</p>		* * * * * * * * * *	* *
Mineral Resources and their Reserves.	<p>Iron</p> <p>Gold</p>	<p>Discuss what is Iron and Iron ore and the world distribution of iron.</p> <p>Discuss gold and important gold producing countries.</p>		* *	

	Uranium Nickel Chrome Manganese	Discuss Uranium and important uranium producing countries. Discuss world distribution of nickel and chromite. Discuss the world distribution of Manganese.		*	
Energy Resources and their use.	Coal Electricity Petrol Oil Natural Gas Atomic energy	Write a note on coal. Explain where coal is found in Europe, Asia, South hemisphere, and America. Analyze world trade of coal. Discuss advantages and disadvantages of electricity. Analyze the world situation of electricity. Explain hydroelectricity and its importance. Explain which factors play a crucial role in promoting hydroelectricity. Discuss world distribution of hydroelectricity. Explain basic information on petroleum. Discuss the importance of petroleum. Discuss distribution of mineral oil in Asia, Africa, America and Europe. Explain which countries import and export mineral oil. Explain natural gas, and discuss which countries in the world produce natural gas. Write a note on atomic energy and discuss world distribution of nuclear power.		*	*
<u>Pakistan</u>					
Location and Physical Environment.	Location. Physical environment. Climate.	Describe the history and emergence of Pakistan on the global map, and her location. Discuss the importance of Pakistan with reference to its location. Explain the territorial and provincial division of Pakistan. Explain the physiological characteristics of plateaus of Pakistan. Discuss the mountainous areas of Pakistan and its characteristics. Discuss the desert division of Pakistan. Discuss the upper and lower plains of Indus River. Differentiate between season and climate. Explain the classification of climate and which groups is found in different areas of Pakistan.		*	

		<p>Explain the determinants of the climate of a particular country.</p> <p>Explain the climatic distribution of Pakistan.</p> <p>Analyze the different areas of Pakistan in the light of climate</p> <p>Analyze the influences of climate on the human life</p>		<p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>
Vegetation, Soil & Irrigation system of Pakistan.	<p>Forest.</p> <p>Soil.</p> <p>Irrigation.</p> <p>Water logging & salinity.</p>	<p>Explain in detail, vegetation and forests of Pakistan.</p> <p>Discuss the forests found in different areas of Pakistan.</p> <p>Discuss the industries in Pakistan which depend on forests.</p> <p>Explain why forests are important for a country.</p> <p>Explain the process of soil composition.</p> <p>Explain the cause which make the soil of different regions of Pakistan different.</p> <p>Explain what is soil conservation, Suggest ways for conserving the soil in Pakistan.</p> <p>Explain the importance of irrigation for agricultural crops.</p> <p>Explain the irrigation system of Pakistan.</p> <p>Explain in detail the canal system of irrigation of upper Indus plain</p> <p>Explain the irrigation system of river Indus.</p> <p>Discuss the irrigation by barrages in the western part of River Indus.</p> <p>Discuss Mangla and Tarbela dam.</p> <p>Discuss the advantages and disadvantages of irrigation system with reference to Pakistan.</p> <p>Explain the causes of problem of water logging and salinity with reference to Pakistan.</p> <p>Suggest ways to overcome waterlogging and salinity in Pakistan</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>
Agricultural resources & their exploitation	<p>Agricultural sector of Pakistan.</p> <p>Factors effecting agricultural production.</p> <p>Important crops.</p>	<p>Explain the importance of agricultural sector in the economy of Pakistan.</p> <p>Explain the history of agricultural development in Pakistan.</p> <p>Discuss the future of agricultural sector of Pakistan.</p> <p>Explain the problems being faced by the agricultural sector of Pakistan which is affecting productivity.</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>

		<p>Discuss the socio-economic, economic and technical factors affecting the productivity of agricultural sector of Pakistan.</p> <p>Discuss government efforts creating positive trends in the agricultural sector of Pakistan.</p> <p>Explain the important agricultural crops of Pakistan.</p>		*	
Important Agricultural Crops of Pakistan	<p>Wheat.</p> <p>Rice.</p> <p>Maize.</p> <p>Sugarcane.</p> <p>Cotton.</p> <p>Tobacco.</p>	<p>Explain which are the important wheat growing areas of Pakistan.</p> <p>Discuss the province wise production and the area under cultivation of wheat in Pakistan.</p> <p>Discuss the rice growing regions of Pakistan.</p> <p>Discuss the production and areas under rice cultivation in Pakistan.</p> <p>Discuss the important maize producing regions in Pakistan.</p> <p>Discuss production and productivity of maize in Pakistan.</p> <p>Discuss the sugarcane producing regions in Pakistan.</p> <p>Discuss the production and area under cultivation of sugarcane.</p> <p>Discuss cotton as a cash crop.</p> <p>Discuss where cotton is cultivated in Pakistan.</p> <p>Explain what is tobacco, and the factors that play an important role in tobacco cultivation.</p> <p>Discuss important tobacco cultivating regions of Pakistan, its production and productivity.</p>		*	
Power Resources	<p>Electricity.</p> <p>Atomic energy.</p> <p>Renewable energy.</p>	<p>Explain what is hydel power, and explain hydel power projects in Pakistan.</p> <p>Discuss the small hydel power projects of Pakistan.</p> <p>Discuss the thermal power projects of Pakistan.</p> <p>Discuss the atomic energy position in Pakistan.</p> <p>Discuss solar energy in Pakistan.</p> <p>Explain bio-gas and wind energy and what are its prospects in Pakistan</p>		*	
Population in Pakistan & its effects	<p>Population growth rate.</p> <p>Density of population.</p>	<p>Describe the significance of population to a country.</p> <p>Discuss how population of a country influence the different sectors of the economy</p>		*	

		<p>Discuss the population growth of Pakistan. Describe the population density of Pakistan. Explain area-wise distribution of population.</p> <p>Explain the causes of difference in density of population in different regions of Pakistan.</p> <p>Discuss the pattern in which the population of Pakistan has been distributed in rural and urban areas.</p> <p>Analyze the population of Pakistan in the light of birth rate and death rate.</p> <p>Discuss the pattern on which population of Pakistan has been distributed by age and sex.</p> <p>Explain migration of population and in how many kinds it can be divided.</p> <p>Analyze internal and external migration with special reference to Pakistan.</p> <p>Analyze the Afghan refugee problem in Pakistan.</p> <p>Analyze the trend of rural population migration to urban areas.</p> <p>Explain the prominent characteristics of population of Pakistan.</p> <p>Analyze the working population of Pakistan with reference to the employment situation in the country.</p> <p>Discuss what policies have been adopted by the government of Pakistan for increasing employment in the country</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>
Means of transport	<p>Roads.</p> <p>Motorways.</p> <p>Railway.</p>	<p>Describe the importance of means of transport for the Pakistani economy.</p> <p>Explain the political and economic significance of the means of transport.</p> <p>Discuss the importance of transportation through roads.</p> <p>Analyze the development of roads in Pakistan and explain its existing situation.</p> <p>Discuss the highways programs of national highway authority of Pakistan.</p> <p>Discuss motorway development of Pakistan.</p> <p>Discuss brief history of Pakistan railways.</p> <p>Discuss the important railway routes of Pakistan.</p> <p>Discuss briefly on civil aviation authority of Pakistan.</p> <p>Explain the importance of air transport and airports in Pakistan.</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>

		<p>Discuss the river/ocean situation of Pakistan.</p> <p>Discuss Pakistan national shipping corporation.</p> <p>Discuss Karachi Port Trust</p> <p>Discuss Port Muhammad Bin Qasim and Gwadar Port.</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p>	
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Table of Specification (TOS)

Table 1: Number of Student Learning outcomes (SLOs) and their cognitive distribution

Topic No.	Topic	Student Learning Outcomes			Total
		K	U	A	
1	Economic and Commercial Geography	1	6		7
2	Environment and Human Activities	1	10	1	12
3	Primitive Economic Activities		13		13
4	Agricultural Activities		11		11
5	Agricultural resources and their distribution.		21	7	28
6	Manufacturing and Industry.	1	18		19
7	Population of the world		6	3	9
8	Mineral Resources and their Reserves.		5		5
9	Energy Resources and their use.		12	2	14
10	Location and Physical Environment of Pakistan		11	2	13
11	Vegetation, Soil & Irrigation system of Pakistan.		15	2	17
12	Agricultural resources & their exploitation		7		7
13	Important Agricultural Crops of Pakistan		12		12
14	Power Resources		6		6
15	Population in Pakistan & its effects		10	5	15
16	Means of transport		13	1	14
	Total	3	176	23	202
	Percentage (%)	1%	87%	11%	100%

Note:

1. Table 1 identifies the Student Learning objectives and their cognitive distribution (Knowledge, Understanding, Application).
2. The table shows that greater emphasis has been placed on understanding concepts.
3. Please note that Table 1 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

Table 2: No. of SLOs and their % Share per Topic

Topic No	Topic	Total SLOs	% Share of SLOs
	<u>World:</u>		
1	Economic and Commercial Geography	7	3%
2	Environment and Human Activities	12	6%
3	Primitive Economic Activities	13	6%
4	Agricultural Activities	11	5%
5	Agricultural resources and their distribution.	28	14%
6	Manufacturing and Industry.	19	9%
7	Population of the world	9	4%
8	Mineral Resources and their Reserves.	5	2%
9	Energy Resources and their use.	14	7%
	<u>Pakistan:</u>		
10	Location and Physical Environment of Pakistan	13	6%
11	Vegetation, Soil & Irrigation system of Pakistan.	17	8%
12	Agricultural resources & their exploitation	7	3%
13	Important Agricultural Crops of Pakistan	12	6%
14	Power Resources	6	3%
15	Population in Pakistan & its effects	15	7%
16	Means of transport	14	7%
	Total	202	100%

Note:

1. Table 2: Shows the % share of SLOs per Topic.
2. In the “World” section, the Topic of Agricultural resources and their distribution has the highest % share of SLOs with 14% followed by Manufacturing and Industry at 9%.
3. Whereas in the “Pakistan” section the topic of Vegetation, Soil & Irrigation system of Pakistan has the highest % share of SLOs at 8% followed by the topics of Population in Pakistan & its effects, and Means of Transport with 7% each.
4. Please note that Table 2 does not translate to marks distribution in the exam paper and weightage of marks for each topic is calculated separately in Table 3

Table 3: Exam Paper Specification, Topic Difficulty, Marks distribution

Topics	Difficulty Level	Total Questions to be Given	Total Questions to be Attempted			Maximum Marks Obtainable
<p>World</p> <p>Economic and Commercial Geography Environment and Human Activities Primitive Economic Activities Agricultural Activities Agricultural resources and their distribution. Manufacturing and Industry. Population of the world Mineral Resources and their Reserves. Energy Resources and their use.</p>	<p>Easy Easy Easy Easy Moderate Moderate Moderate Moderate Moderate</p>	<p>MCQs 8 x 1 mark each CRQs 7 x 3 marks each ERQs 2 x 15 marks each</p>	<p>MCQs 8 x 1 mark each CRQs 5 x 3 marks each ERQs 1 x 15 marks each</p>			38
<p>Pakistan</p> <p>Location and Physical Environment of Pakistan Vegetation, Soil & Irrigation system of Pakistan Agricultural resources & their exploitation Important Agricultural Crops of Pakistan Power Resources Population in Pakistan and its effects Means of Transport</p>	<p>Easy Moderate Easy Moderate Moderate Moderate Moderate</p>	<p>MCQs 7 x 1 mark each CRQs 7 x 3 marks each ERQs 2 x 15 marks each</p>	<p>MCQs 7 x 1 mark each CRQs 5 x 3 marks each ERQs 1 x 15 marks each</p>			37
Total Marks			MCQs	CRQs	ERQs	75
			15	30	30	

Note:

1. Table 3 displays Paper specification, Topic difficulty level, 3 types of Questions and their respective numbers to be used for assessment, and marks distribution per section.
2. The Exam Paper consists of 3 Sections:
 - a. Section A = Multiple Choice Questions (MCQs)
 - b. Section B = Short Answer Questions / Constructive Response Questions (CRQs)
 - c. Section C = Detailed Answer Questions/ Extended Response Questions (ERQs); require more detailed answers necessitating a broader understanding of concepts, and complex calculations compared to CRQ

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
GRADE XII – COMMERCIAL GEOGRAPHY
SCHEME OF ASSESSMENT

Maximum Marks: 75

Section ‘A’: Multiple Choice Questions (20%) 15 Marks **(1x15=15)**
Multiple Choice Question will cover the complete Syllabus

- Each MCQ carries 1 mark
- Given MCQs will be = 15 MCQs
- All MCQs to be answered

Section ‘B’: Short Answer Questions (40%) 30 Marks **(3x10=30)**

- Short Answer Question must be given from the prescribed Syllabus all content is to be followed.
- Section B is divided into two parts i.e., “World” and “Pakistan”.
- In the “World” portion Seven (7) Short Answer Questions may be given. Each Question having (3 Marks). In this Section Student shall attempt (5 Questions).
- Similarly, In the “Pakistan” portion, Seven (7) Short Answer Questions may be given. Each Question having (3 Marks). In this Section Student shall attempt (5 Questions).

Section “C” (Detailed Answer Questions) (40%) 30 Marks **(15x2=30)**

- Section C is divided into two parts i.e., “World” & “Pakistan”.
- In the “World” portion, Two (2) Detailed Answer Questions may be given. Each Question having (15 Marks). In this Section Student shall attempt (1 Question only).
- Similarly, In the “Pakistan” portion Two (2) Detailed Answer Questions may be given. Each Question having (15 Marks). In this Section Student shall attempt (1 Question only).

DEFINITIONS OF COGNITIVE LEVELS

Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definition or lists. The student must be able to recall or recognize information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

Question Stems

Can you name all the ...?
Describe what happens when ...?
How is (are) ...?
How would you define ...?
How would you identify ...?
How would you outline ...?
How would you recognize...?
List the ... in order.
What do you remember about ...?
What does it mean?
What happened after?
What is (are) ...?
What is the best one?
What would you choose ...?
When did ...?
Where is (are) ...?
Which one ...?
Who spoke to ...?
Who was ...?
Why did ...?

Understand

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Here the student must understand the main idea of material heard, viewed, or read and interpret or summarize the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

Question Stems

Can you clarify...?
Can you illustrate ...?
Condense this paragraph.
Contrast ...
Does everyone think in the way that ... does?
Elaborate on ...
Explain why ...
Give an example
How can you describe
How would you clarify the meaning
How would you compare ...?
How would you differentiate between ...?
How would you describe...?
How would you generalize...?
How would you identify ...?
Is it valid that ...?
Is this the same as ...?
Outline ...
Select the best definition
State in your own words
This represents ...
What are they saying?
What can you infer from ...?
What can you say about ...?
What could have happened next?
What did you observe?
What does this mean?
What expectations are there?
What information can you infer from
What is the main idea of ...?
What restrictions would you add
What seems likely?

	<p>What seems to be ...? What would happen if ...? What would happen if ...? Which are the facts? Which statements support ...?</p>
<p>Apply The third level in Bloom's taxonomy, Applying marks a fundamental shift from the pre-Bloom learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situation. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.</p> <p>Question Stems</p> <p>Can you group by characteristics such as...? Choose the best statements that apply Clarify why ... Do you know of another instance where...? Draw a story map Explain why a character acted in the way that he did From the information given, can you develop a set of instructions about ...? How could you develop ...? How would you change ...? How would you demonstrate...? How would you develop ... to present How would you explain ...?</p>	<p>Analyze Analyzing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationship between these parts. Teachers must give student time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • Can you distinguish between ...? • Can you explain what must have happened when ...? • Determine the point of view, bias, values, or intent underlying the presented material • Discuss the pros and cons of ... • How can you classify ... according to ...? • How can you compare the different parts? • How can you sort the different parts...? • How is ... connected to ...? • How is ... similar to ...? • How would you categorize...? • How would you explain? • If ... happened, what might the ending have been? • State the point of view of ... • What are some of the problems of ...? • What assumptions ...? • What can you infer about...? • What can you point out about? • What conclusions ...? • What do you see as other possible outcomes? • What does the author assume? • What explanation do you have for ...? • What ideas justify the conclusion? • What ideas validate...? • What is the analysis of ...? • What is the function of ...?

	<ul style="list-style-type: none">• What is the problem with ...?• What motive is there?• What persuasive technique is used?• What statement is relevant?• What was the turning point?• What were some of the motives behind...?• What's fact? Opinion?• What's the main idea?• What's the relationship between?• Which events could not have happened?• Why did ... changes occur?• Why do you think?
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BLOOMS TAXANOMY WITH EXAMPLES

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	Analyze	reframe	design
identify	describe	apply	Appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	paraphrase	modify	support	order	plan
list	summarize	use	compare	compare	combine
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain select	compile
locate	predict	relate	convince	categorize	construct
memorize	associate	show	defend	connect	develop
quote	contrast	sketch	estimate	differentiate	generalize
recall	convert	complete	grade	divide	integrate
reproduce	demonstrate	construct	measure	order	modify
tabulate	estimate	dramatize	predict	prioritize	organize
tell Copy	express	interpret	rank	survey	prepare
discover	identify	manipulate	score	calculate	produce
duplicate	indicate	paint	select	conclude	rearrange
enumerate	infer	prepare	test	deduce	rewrite
listen	relate	act	conclude	devise	adapt
observe	restate	collect	consider	diagram	anticipate
omit	select	compute	critique	dissect	arrange
read	translate	explain list	debate	estimate	assemble
recite record	ask	operate	distinguish	evaluate	choose
repeat retell	cite	practice	editorialize	experiment	collaborate
visualize	discover	simulate	justify	focus	facilitate
	generalize	transfer write	persuade	illustrate	imagine
	group		rate	organize	intervene
	illustrate		weigh	outline	make
	judge			plan	manage
	observe			question	originate
	order			test	propose
	report				simulate solve
					support test
					validate

	represent research review rewrite show				
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HSC PART II EXAMINATION
MARKS BREAKUP GRID FOR EXAMINATION 2024

GROUP: PRE-MEDICAL-II

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
BOTANY	45	7	52
ZOOLOGY	40	8	48
TOTAL	505	45	550

GROUP: PRE-ENGINEERING-II

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
MATHEMATICS	100	--	100
TOTAL	520	30	550

GROUP: COMPUTER SCIENCE/ GENERAL SCIENCE

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
COMPUTER SCIENCE	75	25	100
MATHEMATICS	100	--	100
TOTAL	510	40	550

GROUP: COMMERCE-II (Private/Regular)

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
BANKING	75	-	75
COMMERCIAL GEOGRAPHY	75	-	75
ACCOUNTING	100	--	100
STATISTICS	50		50
TOTAL	550	---	550

GROUP: HUMANITIES-II (Private/Regular)

(Any Three Elective)

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
COMPUTER STUDIES	75	25	100
CIVICS	100		100
MATHEMATICS	100	-	100
SOCIOLOGY	100	--	100
ECONOMICS	100		100
EDUCATION	100		100
TOTAL	550	---	550



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

Total Time: 3 hours

Total Marks: 75

Class XII

HIGHER SECONDARY SCHOOL CERTIFICATE EXAMINATION 2024

Time Allowed: 20minutes

SUBJECT: COMMERCIAL GEOGRAPHY (COMMERCE)

Q1:

SECTION "A"

Marks 15

Note: Attempt all question from this section. Each question carries one mark

- Which one of the professions would the man adopt if he gets river, sea, streams and ice lands?
a. Land b. sky c. minerals d. air
- Development of resources depends on
a. nature b. culture c. both d. none
- Occupation of dairy farming on the business scale is adopted in
a. Backward countries b. Agricultural countries
c. developed countries d. underdeveloped countries.
- Shift farming is carried:
a. On mountainous slopes b. cleaning a part of forest
c. in valleys d. on banks of rivers.
- Conversion of raw materials and semi-processed goods into finished goods is termed as
a. Artisan ship b. skill c. production d. manufacturing
- The cause of low living standards in developing countries are:
a. Educational backwardness b. technological backwardness
c. over population d. all the three
- What does "nugget" means
a. Copper found in solid form b. iron found in solid form
c. gold found in solid form d. silver found in solid form.
- From where and in what form coal is mined:
a. from fountains b. from sand c. sea d. sedimentary rocks
- What is the maximum total length of Pakistan
a. 700 miles b. 1000 miles c. 900 miles d. 800 miles
- Which factor determines the type and nature of a forest
a. climate b. soil c. topography d. all the three
- Most of the industries running in Pakistan are

- a. agro-based b. commerce-based c. handicraft-based d. all answers are correct.
12. What is the source of electricity generation
- a. water b. oil c. gas d. all three.
13. Which province of Pakistan is thickly populated:
- a. Baluchistan b. Punjab c. Sindh d. Khyber Pakhtunkwa
14. On what basis the means of transport should be analyzed
- a. time b. distance c. both d. none
15. Maize is the product of which crop
- a. Khareef b. Rabi c. Spring d. no one

Class XII

Time: 2 hours 40 minutes

HIGHER SECONDARY SCHOOL CERTIFICATE EXAMINATION 2024

SUBJECT: POC SECTION "B" AND SECTION "C"

Total Marks 60

SECTION "B" SHORT ANSWER QUESTIONS

30 Marks

World

Q2. Attempt any Five-part questions. Each question carries equal marks.

(15)

1. Explain the different kinds of geography
2. Explain how human activities are affected by climate.
3. What are tertiary activities?
4. Briefly describe shift farming.
5. List the factors which help in the establishment of industry.
6. Briefly state Malthusian Theory of Population.
7. What do you know about coal? Explain briefly.

Pakistan

Q3. Attempt any five-part questions. Each question carries equal marks

(15)

1. Discuss the climatic distribution of Pakistan.
2. List the types of soil found in Pakistan.
3. List five reasons for the decline in the productivity of the agricultural sector of Pakistan.
4. What are the qualitative characteristics of the population of Pakistan?
5. Give a brief account of motorway development in Pakistan.
6. Name the barrages built on River Indus.
7. Which are the areas in Pakistan where wheat is specially cultivated?

SECTION "C" DETAILED ANSWER QUESTIONS

30 Marks

World

Q4. Attempt any one of the following. Each question carries equal marks:

(15)

1. What do you know about cotton? Explain the necessary factors required for its cultivation.
2. Explain what you know about Gold. Discuss the Gold producing countries of the world.

Pakistan

Q5. Attempt any one of the following. Each question carries equal marks:

(15)

1. Write a detailed note on vegetation and forests of Pakistan
2. Explain why irrigation is necessary for agricultural crops, and describe which sources of irrigation are used in Pakistan.