



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

# **Secondary School Certificate (SSC)**

## **Examination Syllabus**

### **Biology X**

**Based on Provincial revised curriculum  
(Sindh)**

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## PREFACE

The Ziauddin University Examination Board (ZUEB) was established under **Sindh ACT XLI 2018**, with the primary objective of enhancing the quality of education in Sindh. ZUEB is responsible for administering examinations for the **Secondary School Certificate (SSC)** and **Higher Secondary School Certificate (HSSC)** in alignment with the most recent revisions to the **National Curriculum**, as outlined by the **Directorate of Curriculum Assessment and Research (DCAR), Sindh**. Through its ordinance, ZUEB is mandated to provide examination services for both English, Urdu, and Sindhi medium candidates from private schools across Sindh. This examination syllabus reflects ZUEB's dedication to achieving the educational goals set by the provincial authorities.

In collaboration with subject professors, ZUEB has developed a comprehensive syllabus for each subject. It is important to distinguish between the syllabus and the curriculum. The syllabus serves as a guide for both teachers and students, outlining the key areas of focus within the subject. It provides students with a clear understanding of what is expected of them in their studies and helps them prepare effectively for their exams.

This examination syllabus incorporates all cognitive outcomes derived from the **Provincial Curriculum Statement**, ensuring that assessments are both valid and reliable. While the focus is primarily on the cognitive domain, significant emphasis is placed on the application of knowledge and understanding.

The syllabus is made available to all stakeholders via the ZUEB website to assist affiliated schools in planning their teaching. It is crucial to note that the syllabus, rather than the prescribed textbook, forms the foundation of ZUEB examinations. Additionally, this syllabus supports the development of learning materials for both students and teachers. ZUEB remains committed to supporting students undertaking the SSC and HSSC courses by facilitating their learning outcomes through this detailed syllabus document.

To further assist in the learning process, ZUEB provides a dedicated **e-resource tab** on its website, offering both text-based and video content on various subjects. These 15-20 minute instructional videos, created around key subject concepts, allow students to learn at their own pace and convenience. The videos can be used as a reinforcement tool to revisit lessons already taught or as pre-lesson material. This initiative is an ongoing effort, and new videos will continue to be uploaded.

We encourage all students and educators to make the most of these resources for a more enriched and flexible learning experience.

Sincerely,

**Shahbaz Nasim**  
**Head – Measurement & Testing**  
**Ziauddin University Examination Board**

**Reviewed by Sana Anwer Ali**  
**Manager Sciences**  
**Ziauddin University Examination Board**  
**29.01.2025**

## **Rationale For The Reviewed Provincial Curriculum**

The process of revising the National Curriculum 2006 began in August 2004, when the newly elected government of Pakistan initiated education reforms across the country. These reforms included the introduction of a new National Education Policy, a National Education Census, and a revision of curricula (Ministry of Education, 2009).

In practice, the overhaul of the secondary school curriculum began in 2006, leading to a review of the scheme of studies for classes I to XII and the revision of curricula for 25 compulsory subjects.

The 18th Amendment to the Constitution of Pakistan, enacted in 2010, significantly altered the federal-provincial relationship by abolishing the "concurrent legislative list." This amendment granted provinces greater legislative and financial autonomy in sectors such as education and health. The most notable implication of the 18th Amendment for education was the transfer of responsibility for curriculum development, syllabus planning, policy formation, and educational standards to the provinces, marking a significant step forward for education.

In Sindh, the School Education Department tasked a Curriculum Review Team with revising the National Curriculum 2006 for all subjects. The goal was to create a curriculum better suited to the needs of students and teachers while aligning with the principles of the 18th Amendment. Subject-specific curriculum review committees were established to critically examine and align the curriculum's content, both contextually and textually, ensuring coherence across various subjects. The Bureau of Curriculum (BoC) played a crucial role in organizing workshops and meetings in Hyderabad to facilitate the completion of this task. The support of numerous educationists, researchers, and teachers was invaluable in successfully revising the curriculum.

The revised National Curriculum, along with the original version, is available on the DCAR website at [https://dcar.gos.pk/National\\_Curriculum/Biology%20Grades%20IX-X.pdf](https://dcar.gos.pk/National_Curriculum/Biology%20Grades%20IX-X.pdf) for easy access.

The Ziauddin University Examination Board (ZUEB) SSC and HSSC syllabi are developed in accordance with the Sindh Revised Curriculum. To date, textbooks for various subjects have been developed based on the revised curriculum.

**ZIAUDDIN UNIVERSITY EXAMINATION BORD**  
**SLOs CATEGORIZATION**  
**Biology Detailed Syllabus**

UNIT	Student Learning Outcomes	Cognitive Levels		
Chapter1  Gaseous exchange	Students will be able to: <ul style="list-style-type: none"><li>Differentiate among respiration, gas exchange and breathing.</li><li>Draw diagram of stomata of a leaf indicating the movement of gases.</li><li>Explain Gaseous Exchange in Humans</li><li>Describe the roles of the parts of air passageway and of lungs.</li><li>Describe the mechanism of breathing in term of movements of ribs and diaphragm.</li><li>State the rate of breathing at rest and after exercise.</li><li>Differentiate between the composition of inspired and expired air.</li><li>Draw diagram of organs of human respiratory system from model/chart.</li><li>Identify the structure of air sac in humans by slide/photomicrograph.</li><li>Investigate the breathing rate at rest and after exercise.</li><li>Demonstrate through experiment of breathing out air into limewater that carbon dioxide is exhaled during respiration.</li><li>Describe briefly diseases related to respiratory system like bronchitis, emphysema, pneumonia, asthma, and lung cancer.</li><li>Describe the biological consequences of smoking in relation to the lungs and circulatory system.</li></ul>	K	U	A
				✓
				✓
			✓	
			✓	
			✓	
		✓		
				✓
				✓
				✓
				✓
				✓
			✓	
				✓
				✓









	<ul style="list-style-type: none"> <li>• Differentiate between moveable joints and immovable joints.</li> <li>• State the role of ligaments and tendons.</li> <li>• Describe the location and movement of hinge joints.</li> <li>• Identify ball-n-socket joints in human body.</li> <li>• Describe the movement of various human joints through observation of models.</li> <li>• Define antagonism.</li> <li>• Describe the action of flexors and extensors as a pair of opposing muscles selecting biceps and triceps as example.</li> <li>• Describe the movement of biceps and triceps through presentation of the movement of his/her elbow.</li> <li>• Compare the effect of by deficiency of calcium on bones and relate this deficiency with osteoporosis.</li> <li>• Discuss the causes, symptoms, and treatment of arthritis.</li> <li>• Relate the onset of arthritis with age and weight-bearing joints.</li> <li>• State the principles of arthroplasty for the replacement of joints.</li> </ul>	✓	✓	✓
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<b>Chapter 05 Reproduction</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define reproduction and describe its importance.</li> <li>• State types of asexual Reproduction in protists, bacteria and plants.</li> <li>• Describe different types of asexual reproduction i.e. binary fission, budding, spore formation and vegetative propagation.</li> <li>• Distinguish between vegetative propagation and artificial propagation.</li> <li>• Explain vegetative propagation in plants (through stem, suckers and leaves).</li> <li>• Describe the two methods of artificial vegetative propagation (stem cuttings and grafting).</li> </ul>	✓	✓	✓
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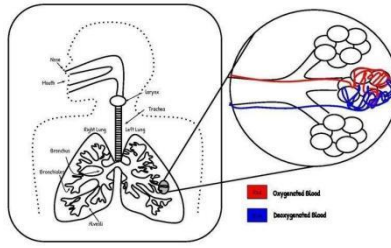




	<ul style="list-style-type: none"> <li>• State the contributions of Joseph Lister in the discovery of antiseptics and of Alexander Fleming in the discovery of penicillin.</li> <li>• Categorize and describe the effects of addictive drugs (sedatives, narcotics and hallucinogens).</li> <li>• Define hallucinogen (drugs that alter ordinary mental and emotional processes) and relate it with Marijuana.</li> <li>• Define narcotics (drugs that produce semi-consciousness and sleep to get relieve from pain) and relate it with Morphine and Heroine (as the most widely used / abused).</li> <li>• State the associated problems of drugs addictions i.e. severe social abandonment and crimes.</li> <li>• Name different plants, which are common in Pakistan and used for getting hallucinogens and narcotics.</li> <li>• Categorize sulfonamides, tetracyclines and cephalosporins as the major groups of antibiotics being used.</li> <li>• Categorize major antibiotics as per their bactericidal and bacteriostatic effects.</li> <li>• Rationalize the resistance developed in bacteria against the widely used antibiotics.</li> <li>• Compile a list of various painkillers, antibiotics and sedatives being used in daily life.</li> <li>• Justify the effects of probable over-dosage, under-dosage and drug interactions when using antibiotics without doctor's consultation.</li> </ul>	✓		✓	✓
			✓		
				✓	
				✓	
				✓	
		✓			
					✓

**GRADE 10 BIOLOGY**  
**PBA Sample Questions**

1. What makes the alveoli suitable as a gas exchange surface in mammals?

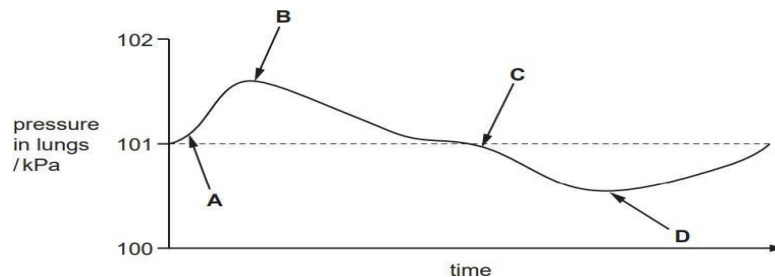


- i) Thin walls (one cell thick)
- ii) Large total surface area
- iii) Dense capillary network
- iv) Lined with mucus and cilia
- v) Moist surface to dissolve gases

- A. i, ii, iii and v only
- B. i, iii and iv only
- C. ii and iv only
- D. ii only

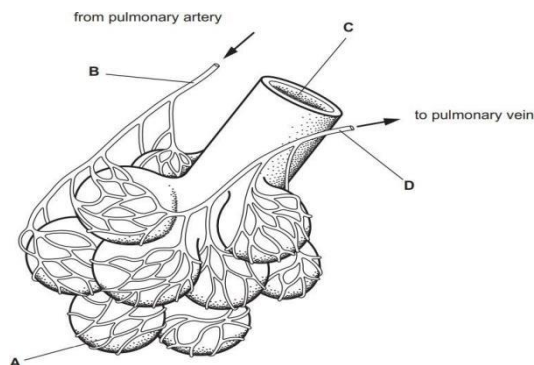
**Correct answer: A**

2. The diagram illustrates changes in air pressure taking place inside the lungs during a complete cycle of breathing. Atmospheric pressure is 101kPa. At which point on the diagram are the ribs beginning to be lowered?



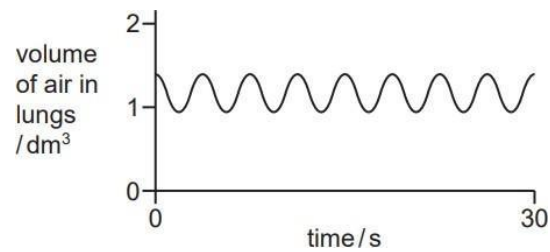
**Correct answer: C**

3. The diagram shows some of the structures in a human lung. Where is the carbon dioxide concentration the highest?

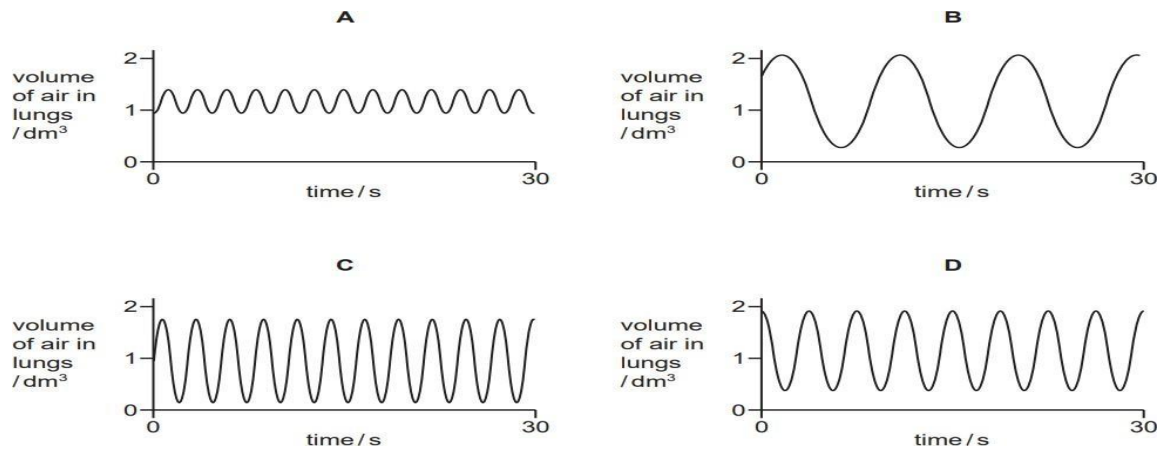


**Correct answer: B**

4. The graph shows changes in the volume of air in the lungs of a person at rest, over a period of 30 seconds.

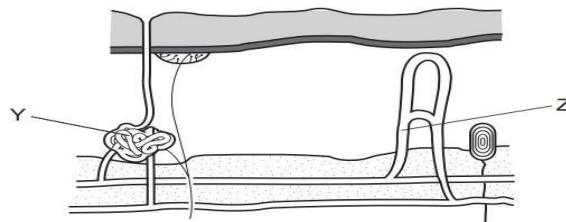


Which graph shows changes in the volume of air in the lungs of the same person immediately after they have done five minutes of vigorous exercise?



**Correct answer: C**

5. The diagram shows some of the structures in human skin:



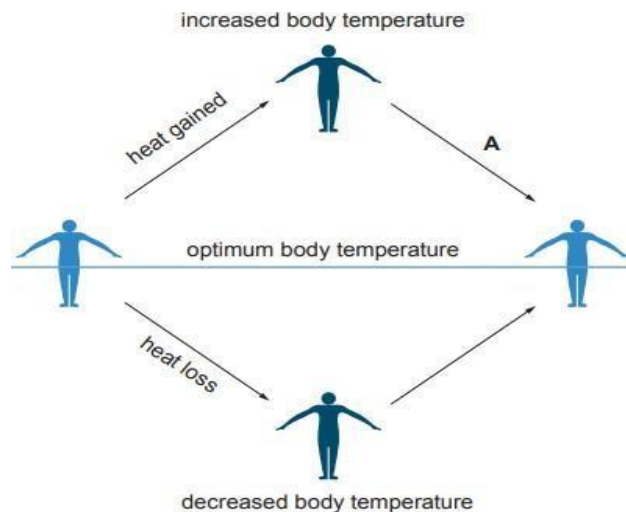
Which label describes the structures Y and Z in hot conditions?

	Y	Z
<b>A</b>	active	constricted
<b>B</b>	active	dilated
<b>C</b>	inactive	constricted
<b>D</b>	inactive	dilated

**Correct answer: B**



6. The Image below shows how the optimum body temperature is maintained.

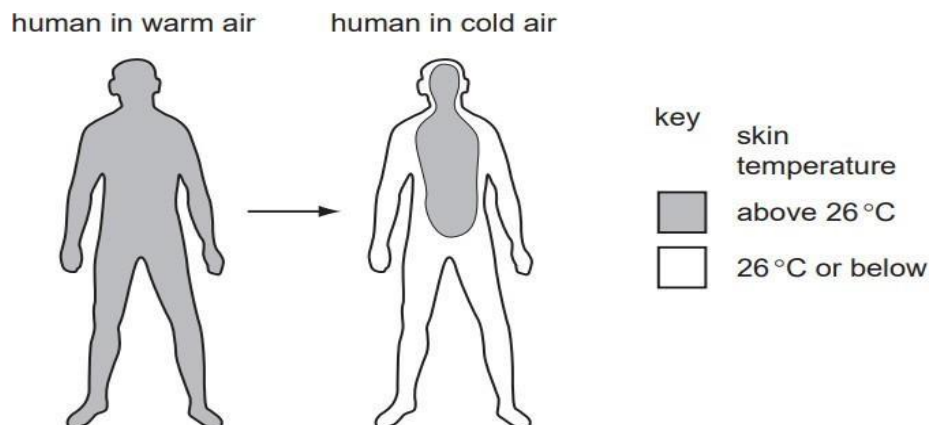


At point A in the diagram, the body temperature is above the optimum. **Apart from sweating**, which of the following is a response of the skin that helps return body temperature to normal?

- A. Vasodilation of blood vessels in the skin
- B. Vasoconstriction of blood vessels in the skin
- C. Shivering
- D. Erection of body hairs

**Correct answer: A**

7. The diagram shows skin temperature of a human when exposed to warm air and then exposed to cold air.

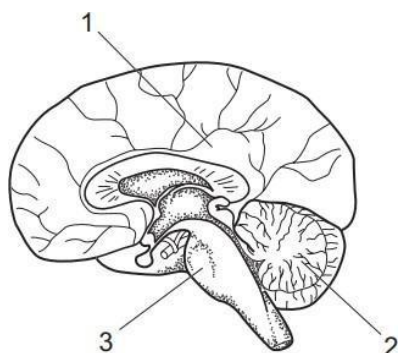


What causes the observed change in skin temperature on exposure to cold air?

- A. Less blood flowing just below the skin
- B. Less blood going to the heart and lungs
- C. More blood flowing just below the skin
- D. More blood going to the heart and lungs

**Correct answer: A**

8. The diagram shows a section through the brain.



What are some functions of the parts labelled 1, 2 and 3?

	1	2	3
<b>A</b>	centre for learning	forms visual images	controls digestion
<b>B</b>	controls blood pressure	centre for touch sensations	controls breathing rate
<b>C</b>	controls speech	controls smooth movements	controls heart rate
<b>D</b>	forms memory store	controls balance	determines intelligence

**Correct answer: C**

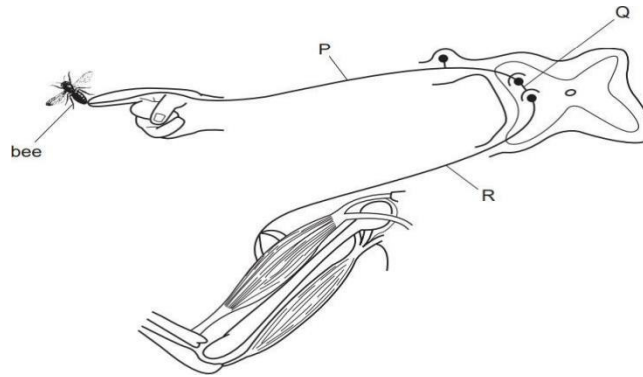
9. *Ali was walking home when he saw a dog suddenly running towards him aggressively. He became frightened, his heartbeat increased, and he started breathing faster. He also noticed that his hands were cold and his stomach felt tight.*

Which of the following changes are most likely happening in Ali's body at that moment?

	increase in	decrease in
<b>A</b>	the diameter of the pupils in the eye	the speed of peristalsis
<b>B</b>	the rate of conversion of glycogen to glucose	the diameter of the pupils in the eye
<b>C</b>	the rate of urine formation	the rate of conversion of glycogen to glucose
<b>D</b>	the speed of peristalsis	the rate of urine formation

**Correct answer: A**

10. The diagram shows a reflex arc in which a bee sting causes the arm to be moved quickly.

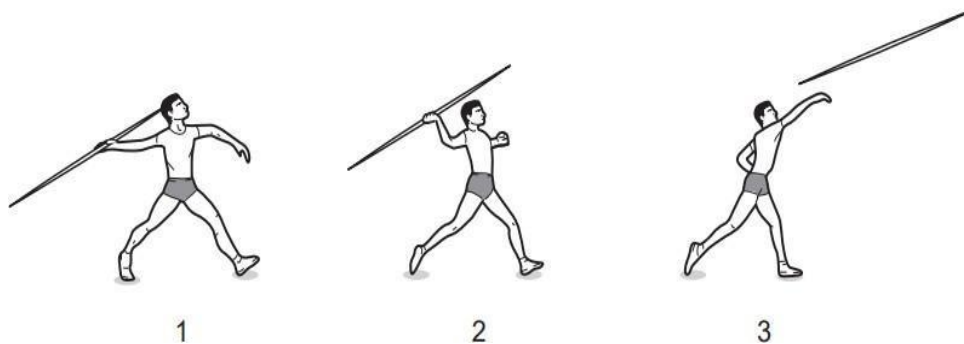


If the relay neuron at Q is damaged, how will the transmission of nerve impulses in the reflex arc be affected?

- A. They cannot pass from P to Q.
- B. They cannot pass from P to R.
- C. They cannot pass from Q to P.
- D. They cannot pass from R to Q

**Correct answer: B**

11. The diagram shows an athlete throwing a javelin.

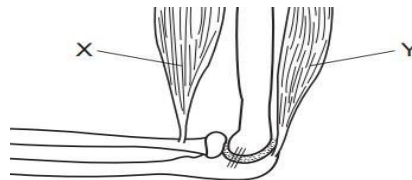


Which row describes the change in position of the right arm and the action of muscles involved, between stages 2 and 3?

	position of arm	biceps	triceps
<b>A</b>	flexes	contract	relax
<b>B</b>	flexes	relax	contract
<b>C</b>	straightens	contract	relax
<b>D</b>	straightens	relax	contract

**Correct answer: D**

12. The diagram shows part of the elbow joint.

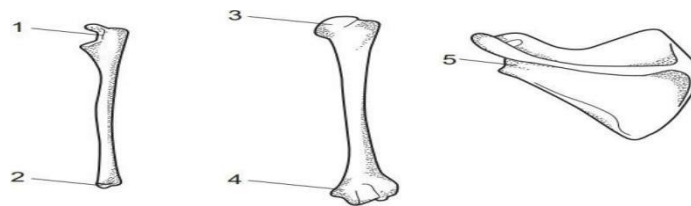


Why are the muscles labelled X and Y described as antagonistic?

- A. They both affect the same bone
- B. They have the same bending effect on two different bones
- C. They have opposite effect on the same joint
- D. They have opposite effect on different joints

**Correct answer: C**

13. The diagram represents three bones from the forelimb of a human skeleton not drawn to scale.

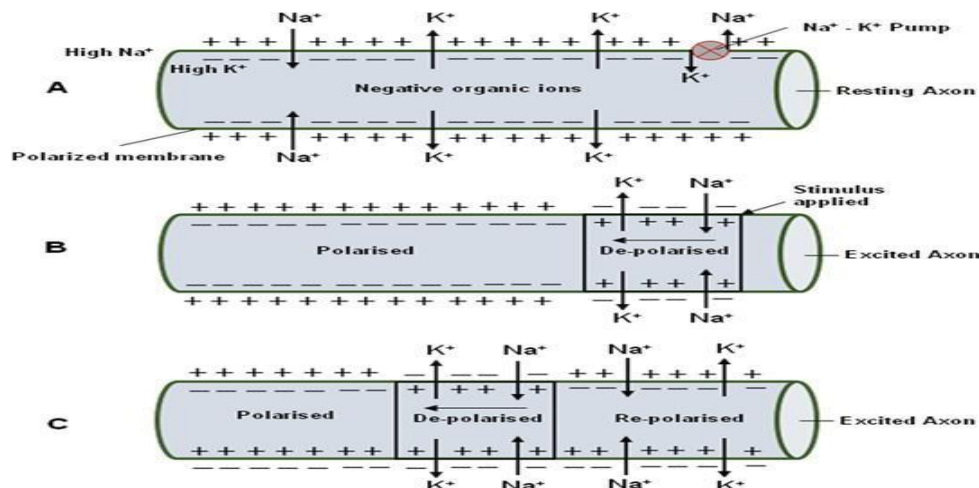


Between which parts will a ball and socket joint be formed?

- A. 1 and 4
- B. 1 and 3
- C. 4 and 5
- D. 2 and 5

**Correct answer: B**

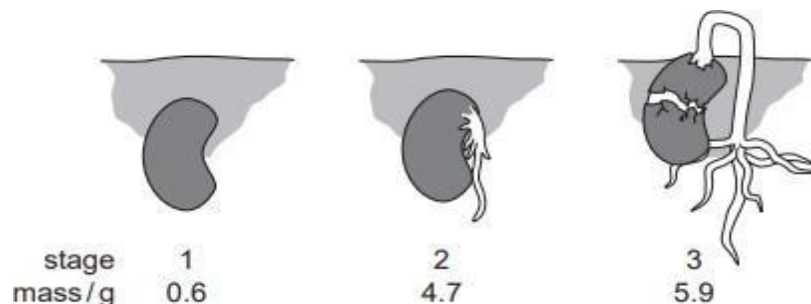
14. Which ions are in higher concentration outside the axon during the resting state?



- A.  $K^+$  only
- B.  $Na^+$  only
- C.  $Na^+$  and  $Cl^-$
- D.  $K^+$  and organic anions

**Correct answer: B**

15. The diagram shows some of the stages in the germination of a seed. The figure shows the total mass at each stage.

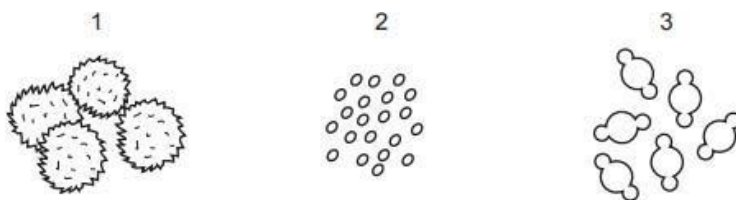


Which process causes the increase in mass between stage 1 and stage 2?

- A. absorption of water
- B. enzyme action on starch
- C. photosynthesis
- D. respiration

**Correct answer: A**

16. The diagrams show pollen grains from three different species of plant as they appear under the microscope. The diagrams are all to the same scale.

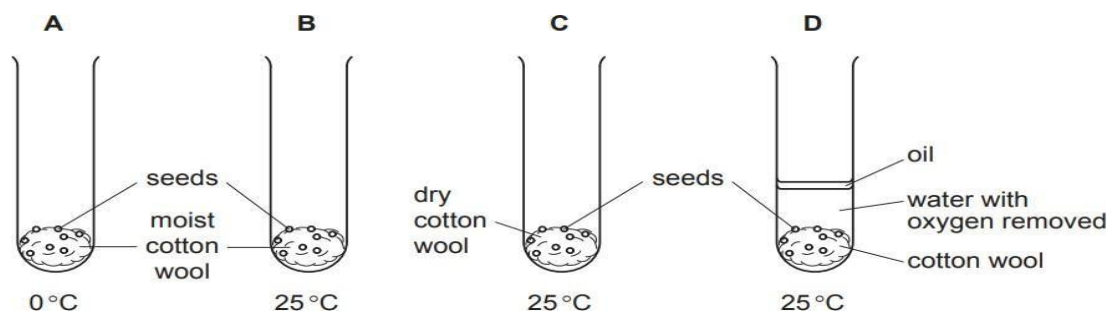


Which pollen grains are involved in insect-pollination?

- A. 1 and 2
- B. 1 only
- C. 2 and 3
- D. 3 only

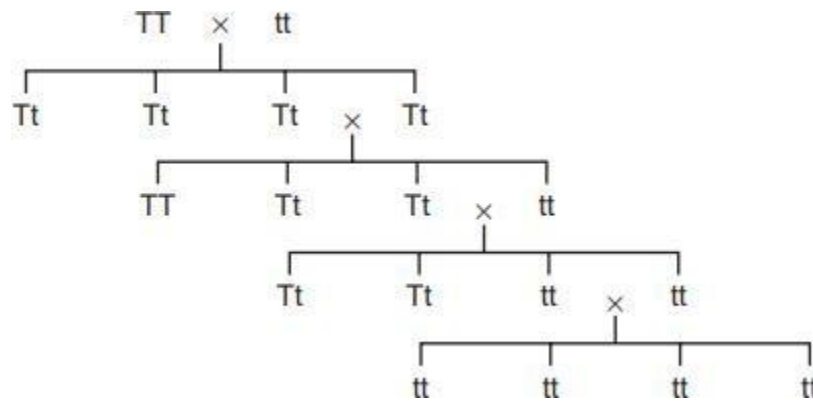
**Correct answer: A**

17. Four tubes were set up as shown and placed in the dark. In which tube would the seeds germinate first?



**Correct answer: B**

18. The genetic diagram shows a breeding experiment that starts with crossing a homozygous tall plant (TT) with a homozygous short plant (tt).

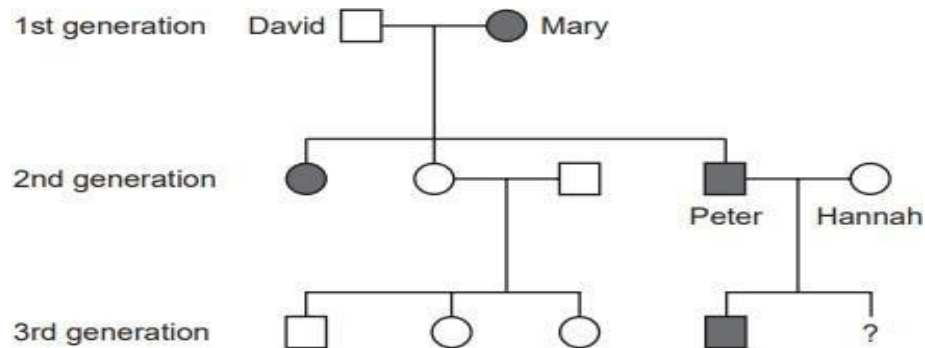


Which genetic cross gives 1:1 phenotypic and genotypic ratio?

- A.  $Tt \times Tt$
- B.  $TT \times tt$
- C.  $Tt \times tt$
- D.  $tt \times tt$

**Correct answer: C**

19. The family tree shows the inheritance of the ability to taste a certain substance. The allele for the ability to taste this substance is dominant to the allele for the inability to taste it.



key

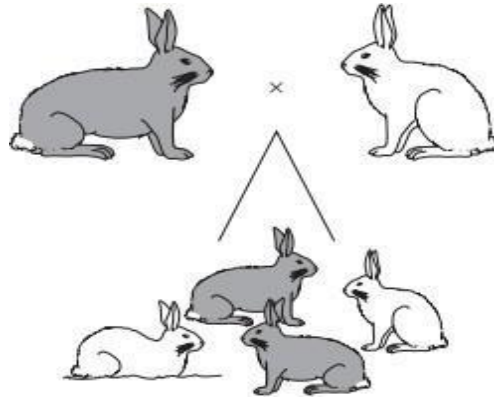
- |                              |                                  |
|------------------------------|----------------------------------|
| represents a male 'taster'   | represents a male 'non-taster'   |
| represents a female 'taster' | represents a female 'non-taster' |

What is the chance of the second child of Peter and Hannah being a 'non-taster'?

- A. 1 in 1
- B. 1 in 2
- C. 1 in 3
- D. 1 in 4

**Correct answer: B**

20. In rabbits, the allele for dark fur, R, is dominant to the allele for white fur, r. The diagram shows a cross between a rabbit with dark fur and a rabbit with white fur.

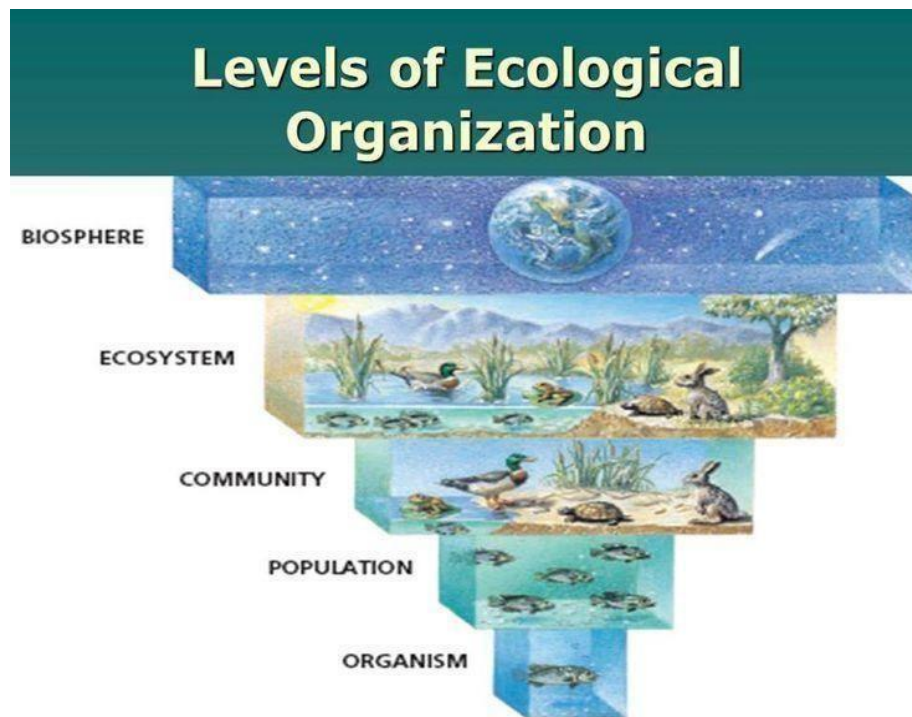


What are the genotypes of the offspring?

- A. Rr and rr
- B. RR and rr
- C. RR and Rr
- D. R and r

**Correct answer: A**

21. Which of the following best describes the “Population” level shown in the image?



- A. A group of rabbits and foxes
- B. One individual frog
- C. A group of ducks of the same species in the same area
- D. Trees, rabbits, and water in a forest

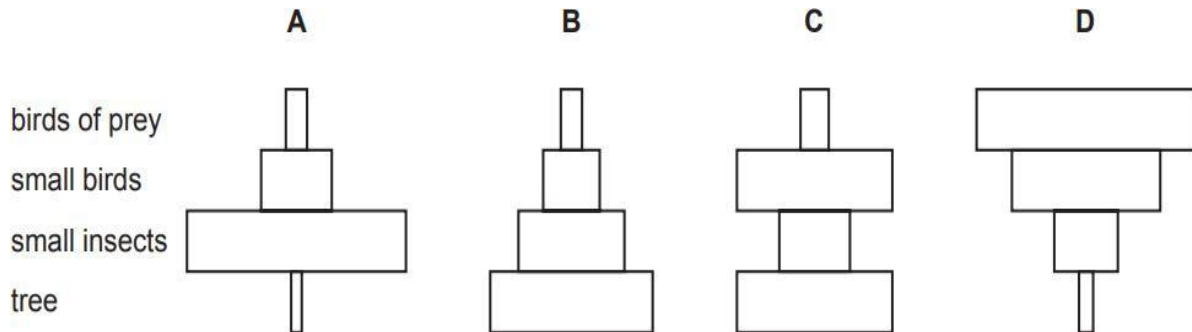
**Correct answer: C**



22. A sample food chain is shown below:

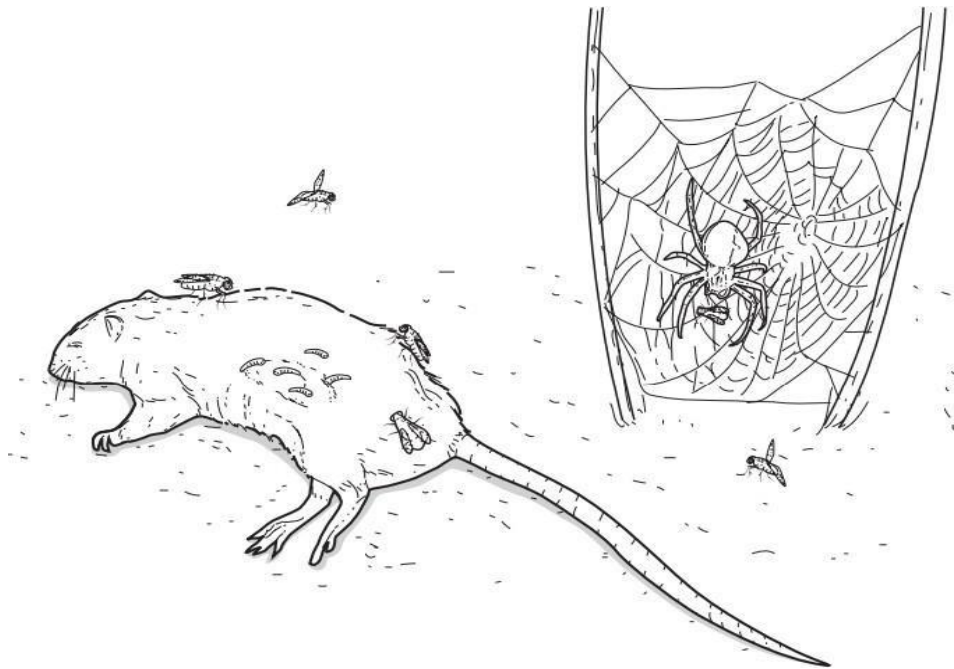
**tree → small insects → small birds → birds of prey**

What is the correct pyramid of numbers for this food chain?



**Correct answer: A**

23. The diagram shows organisms feeding on a dead rat and one of the organisms which, in turn, feeds on them.



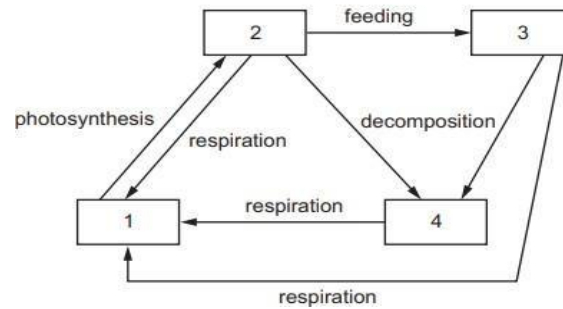
What is needed to complete the food chain?

- A. Carnivore
- B. Consumer
- C. Predator
- D. Producer

**Correct answer: C**



24. The diagram shows part of the carbon cycle.



Which row shows the correct labels for the numbered boxes?

	1	2	3	4
<b>A</b>	plants	the air	decomposers	animals
<b>B</b>	the air	plants	decomposers	animals
<b>C</b>	plants	the air	animals	decomposers
<b>D</b>	the air	plants	animals	decomposers

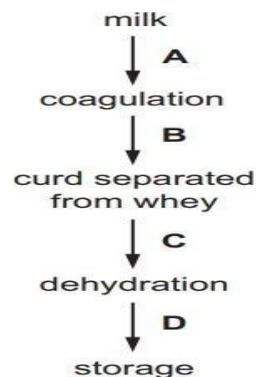
**Correct answer: D**

25. Which products of anaerobic respiration are important for making beer and bread?

	beer	bread
<b>A</b>	carbon dioxide	simple sugar
<b>B</b>	ethanol	carbon dioxide
<b>C</b>	lactic acid	ethanol
<b>D</b>	simple sugar	lactic acid

**Correct answer: B**

26. The diagram shows some of the stages in cheese production. At which stage in the production of cheese are bacteria added?



**Correct answer: A**

27. Bacteria can be genetically engineered to produce human insulin. Before this method was developed, the only insulin available was that from cattle or pigs. It was obtained from extracts of animal pancreas. Which statements about the two methods are correct?

- W. Large numbers of bacteria can be cultured in a small space.
- X. Bacteria reproduce very quickly and make insulin quickly.
- Y. People sometimes develop diseases from insulin taken from cows or pigs.
- Z. The insulin produced in bacteria is not the same as that produced in the human pancreas.

- A. W, X and Y
- B. W, X and Z
- C. W, Y and Z
- D. X, Y and Z

**Correct answer: A**

28. Which diseases can be cured with antibiotics?

	lung cancer	HIV infection	syphilis
A	✓	✓	✓
B	✓	x	✓
C	x	✓	x
D	x	x	✓

key

✓ = can be cured with antibiotics

x = cannot be cured with antibiotics

**Correct answer: D**

29. The fungus *Penicillium* is grown in fermenters to make penicillin. The table shows the time taken for the mycelium of the fungus to double in size with different types of carbohydrate. All other conditions were kept constant.

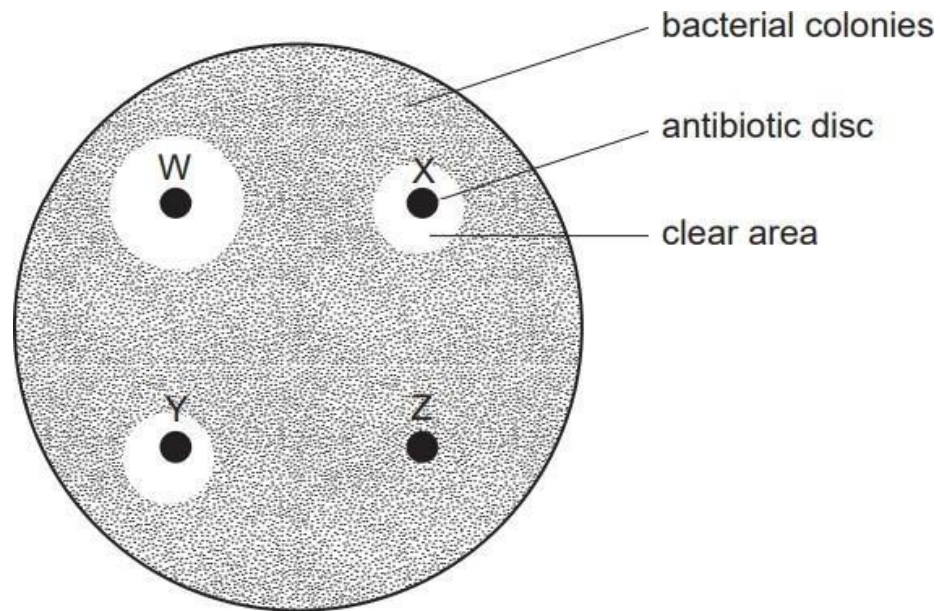
type of carbohydrate	glucose	maltose	starch
time for mycelium of <i>Penicillium</i> to double in size / hours	15	20	30

What can be concluded from the data?

- A. Glucose molecules are larger than maltose molecules.
- B. *Penicillium* does not produce amylase.
- C. *Penicillium* does not produce protease.
- D. *Penicillium* takes longer to use starch than to use sugars.

**Correct answer: D**

30. Bacteria were grown on an agar plate, until the plate was covered with visible yellow bacterial colonies. Four discs containing equal amounts of different antibiotics were then placed on the agar plate. After two days, clear areas had formed around some of the discs, as shown in the diagram.



Which conclusion about this experiment is correct?

- A. Antibiotic W is more effective against these bacteria than antibiotic X.
- B. Antibiotic Y is more effective against these bacteria than antibiotic W.
- C. Disc W has a higher concentration of antibiotic than disc Y.
- D. Disc Z contains no antibiotic.

**Correct answer: B**

## **Scheme of Assessment**

### **Grade X Biology**

**Maximum marks: 75**

#### **Section “A”**

**Multiple Choice Questions (MCQs)**

**(12 x 1 = 12)**

- Attempt 12 MCQs. Each MCQ carries equal marks.

**Practical based assessments (PBAs)**

**(15 x 1 = 15)**

- Attempt 15 MCQs. Each MCQ carries equal marks.

#### **Section “B”**

**Short Answer Questions**

**(8 x 3 = 24)**

- Attempt any 8 out of 12 questions. Each questions carries equal marks.

#### **Section “C”**

**Detailed Answer Questions**

**(4 x 6 = 24)**

- Attempt any 4 out of 6 questions. Each question carries equal marks.

## Biology Grade X

### Table of Specification (TOS)

S.No	Units	Weightage in evaluation 100%	MCQs 1 mark each	PBA's 1 mark each	Short Answers 3 marks each	Detailed Answers 6 marks each
1	Gaseous Exchange	7	1	3	1	0
2	Homeostasis	14	2	3	1	1
3	Coordination	14	2	3	1	1
4	Support and Movement	11	1	1	1	1
5	Reproduction	17	1	3	2	1
6	Inheritance	13	2	2	1	1
7	Man and his Environment	7	1	0	2	0
8	Biotechnology	10	1	0	1	1
9	Pharmacology	7	1	0	2	0
<b>Total # of Questions asked</b>			<b>12</b>	<b>15</b>	<b>12</b>	<b>6</b>
<b>Total # of Questions to be attempted</b>			<b>12</b>	<b>15</b>	<b>8</b>	<b>4</b>
<b>Maximum marks attainable</b>			<b>12 marks</b>	<b>15 marks</b>	<b>24 marks</b>	<b>24 marks</b>

## DEFINITIONS OF COGNITIVE LEVELS

### Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definitions or lists. The student must be able to recall or recognise 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 recognise...?
- 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 summarise 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 generalise...?
- 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?

	<ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• What expectations are there?</li> <li>• What information can you infer from...?</li> <li>• What is the main idea of ...?</li> <li>• What restrictions would you add?</li> <li>• What seems likely?</li> <li>• What seems to be ...?</li> <li>• What would happen if ...?</li> <li>• What might happen if ...?</li> <li>• Which are the facts?</li> <li>• Which statements support ...?</li> </ul>
<p><b>Apply</b></p> <p>The third level in Bloom's taxonomy, Applying, marks a fundamental shift from the pre-Bloom's 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 situations. 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><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• Can you group by characteristics such as ...?</li> <li>• Choose the best statements that apply...</li> <li>• Clarify why ...</li> <li>• Do you know of another instance where ...?</li> <li>• Draw a story map...</li> <li>• Explain why a character acted in the way that he did...</li> <li>• From the information given, can you develop a set of instructions about ...?</li> <li>• How would you develop ...?</li> <li>• How would you change ...?</li> <li>• How would you demonstrate...?</li> </ul>	<p><b>Analyse</b></p> <p>Analysing 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 relationships between these parts. Teachers must give students time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.</p> <p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• Can you distinguish between ...?</li> <li>• Can you explain what must have happened when ...?</li> <li>• Determine the point of view, bias, values, or intent underlying the presented material...</li> <li>• Discuss the pros and cons of ...</li> <li>• How can you classify ... according to ...?</li> <li>• How can you compare the different parts?</li> <li>• How can you sort the different parts...?</li> <li>• How is ... connected to ...?</li> <li>• How is ... similar to ...?</li> <li>• How would you categorise...?</li> <li>• How would you explain...?</li> </ul>

<ul style="list-style-type: none"> <li>• How would you develop?</li> <li>• How would you explain ...?</li> <li>• How would you modify ...?</li> <li>• How would you present...?</li> <li>• How would you solve ... ?</li> <li>• Identify the results of ...</li> <li>• Illustrate the ...</li> <li>• Judge the effects of ... What would result ...?</li> <li>• Predict what would happen if ...</li> <li>• Tell how much change there would be if ...</li> <li>• Tell what would happen if ...</li> <li>• What actions would you take to perform ...?</li> <li>• What do you think could have happened next?</li> <li>• What examples can you find that ?</li> <li>• What other way would you choose to ...?</li> <li>• What questions would you ask of ...?</li> <li>• What was the main idea ...?</li> <li>• What would the result be if ...?</li> <li>• Which factors would you change if ...?</li> <li>• Who do you think...?</li> <li>• Why does this work?</li> <li>• Write a brief outline ...</li> <li>• Write in your own words ...</li> </ul>	<ul style="list-style-type: none"> <li>• What could the ending have been if ... had taken place?</li> <li>• State the point of view of ...</li> <li>• What are some of the problems of ...?</li> <li>• What assumptions ...?</li> <li>• What can you infer about...?</li> <li>• What can you point out about ?</li> <li>• What conclusions ...?</li> <li>• What do you see as other possible outcomes?</li> <li>• What does the author assume?</li> <li>• What explanation do you have for ...?</li> <li>• What ideas justify the conclusion?</li> <li>• What ideas validate...?</li> <li>• What is the analysis of ...?</li> <li>• What is the function of ...?</li> <li>• What is the problem with ...?</li> <li>• What motive is there?</li> <li>• What persuasive technique is used?</li> <li>• What statement is relevant?</li> <li>• What was the turning point?</li> <li>• What were some of the motives behind ...?</li> <li>• What's fact? Opinion?</li> <li>• What's the main idea?</li> <li>• What's the relationship between?</li> <li>• Which events could not have happened?</li> <li>• Why did ... changes occur?</li> <li>• Why do you think ?</li> </ul>
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## BLOOM'S TAXONOMY 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	compile
locate	predict	relate	convince	select	construct
memorize	associate	show	defend	categorize	develop
quote	contrast	sketch	estimate	connect	generalize
recall	convert	complete	grade	differentiate	integrate
reproduce	demonstrate	construct	measure	divide	modify
tabulate	estimate	dramatize	predict	order	organize
tell	express	interpret	rank	prioritize	prepare
Copy	identify	manipulate	score	survey	produce

discover	indicate	paint	select	calculate	rearrange
duplicate	infer	prepare	test	conclude	rewrite
enumerate	relate	teach	argue	correlate	adapt
listen	restate	act	conclude	deduce	anticipate
observe	select	collect	consider	devise	arrange
omit	translate	compute	critique	diagram	assemble
read	ask	explain	debate	dissect	choose
recite	cite	list	distinguish	estimate	collaborate
record	discover	operate	editorialize	evaluate	facilitate
repeat	generalize	practice	justify	experiment	imagine
retell	group	simulate	persuade	focus	intervene
visualize	illustrate	transfer	rate	illustrate	make
	judge	write	weigh	organize	manage
	observe			outline	originate
	order			plan	propose
	report			question	simulate
	represent			test	solve
	research				support
	review				test
	rewrite				validate
	show				

**SSC PART II EXAMINATION**  
**MARKS BREAKUP GRID FOR EXAMINATION 2025**

**SCIENCE GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
BIOLOGY	60	15	75
MATHEMATICS	75	-	75
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

**COMPUTER SCIENCE GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
COMPUTER SCIENCE	60	15	75
MATHEMATICS	75	-	75
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

**GENERAL GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
GENERAL SCIENCE	75	-	75
GENERAL MATH	75	-	75
EDUCATION	75	-	75
ECONOMICS	75	-	75
CIVICS	75	-	75
ISLAMIC STUDIES	75	-	75
<b>TOTAL</b>	<b>550</b>	<b>-</b>	<b>550</b>