



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Higher Secondary School Certificate (HSSC)

Examination syllabus

Biology XI

**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 Beena Kohati-Bilal

Head - Curriculum & Assessment

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 http://dcar.gos.pk/BoC_Other_Pages/curriculum_dev.html 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.

AIMS AND OBJECTIVES:

AIMS:

- The curriculum of Biology at grade XI-XII aims to help individual students develop:
- A scientific understanding of the living world
- Mental and motor abilities appropriate to the acquisition and use of biological Understanding
- An appreciation of the products and influences of science and technology, balanced by a concern for their wise application
- An understanding of the nature and limitations of scientific activity
- An ability to apply biological understanding to appropriate problems (including those of everyday life) and to approach those problems in rational ways
- Respect for evidence, rationality and intellectual honesty
- Capacities to express themselves coherently and logically, both orally and in writing, and to use appropriately modes of communication characteristic of Scientific work
- An ability to work effectively with others.

OBJECTIVES:

- A statement of objectives relevant to each of the general aims is listed below. The sequence of Objectives used here should not be taken as indicating relative weightings.

Understanding the Living World:

- Students should understand the scientific concepts inherent in the theme for each chapter to
- be covered well enough to be able to:
- state, exemplify and interpret the concept
- use appropriately, fundamental terms and classifications related to the concept cite, and explain or interpret, scientific evidence in support of the concept.

Appropriate Mental and Motor Abilities:

Students should show some ability to:

- formulate questions that can be investigated by gathering first or second-hand data
- find relevant published background information
- formulate hypotheses and make predictions from them
- plan an investigation and carry out the planned procedures
- use the motor skills required to carry out investigations
- observe phenomena, and describe, measure and record these as data
- classify, collate and display data
- Interpret and construct visual representations of phenomena and relationships (diagrams, Graphs, flow charts, physical models etc.)
- Analyze data and draw conclusions
- Evaluate investigative procedures and the conclusions drawn from investigations.

Understanding the Nature and Limitations of Scientific Activity:

For each of the facets of scientific activity selected for study, students should:

- Describe and exemplify it

- Use appropriately any fundamental terms and classifications related to it.
- Recognize that the problem-solving nature of science has limitations
- Acknowledge that people engaged in science, a particularly human enterprise, have the
- Characteristics of people in general.

Appreciation of the Influences of Science and Technology:

Students should:

- Recognize that the technology resulting from scientific activity influences the quality of Lifestyle and economic development through or by improvements in medical/health care,
- Nutrition, agricultural techniques
- understand that these influences may be the result of unforeseen consequences, rapid Exploitation or rapid cultural change.

Realize that advances in technology require judicious application.

Ability to apply Understanding to Problems:

Students should:

- Recognize that biological knowledge and scientific approaches have relevance to many Situations in everyday life
- Recognize when biological knowledge is relevant to a problem
- Recognize when a scientific approach is relevant to a problem
- Select and apply appropriate biological knowledge and skills to clarify and help produce solutions to problems, especially the personal and social problems of everyday life to
- Which such knowledge and skills can apply
- Use thoughtful, rational strategies for decision-making in those everyday situations to which both biological knowledge and value positions are relevant.

Respect for Evidence, Rationality and Intellectual Honesty:

- Given the number of emotive issues in the area of biology, students should display
- Respect for evidence, rationality and intellectual honesty.

Capacities to Communicate:

Students should:

- Comprehend the intention of a scientific communication, the relationships between its
- Parts and its relationship to what they already know
- Select the relevant parts from a communication
- Translate information from communications in particular modes (e.g. Spoken word, written Word, tables, graphs, flow sheets, diagrams) to other modes
- Structure information and use appropriate modes (including the spoken word, writing And diagrams) to communicate it.

Ability to work with Others:

Students should participate in group work in such a way that he or she:

- Shares the responsibility for achieving a group task
- shows concern for the fullest possible participation of each group member.

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
SLOs CATEGORIZATION
XI-Biology
Detailed Syllabus

| S. No | Chapter Name | Topics /Items | Student Learning Outcomes | K | U | A |
|-------|--------------------------------------|---|---|---|---|---|
| 1. | Biological Molecules | <ul style="list-style-type: none"> Biological Molecules Importance of Water Carbohydrates Proteins Lipids Nucleic acids Conjugated Molecules | <ul style="list-style-type: none"> Introduce biochemistry and describe the approximate chemical composition of protoplasm. Describe biologically important properties of water (Polarity, hydrolysis, specific heat, water as solvent and reagent, density, cohesion/ionization) Define carbohydrates and classify them. Distinguish the properties and roles of monosaccharide's, Oligosaccharides, Polysaccharides. Define Proteins: Amino acids, structure of proteins also Classify proteins as globular and fibrous proteins. Define lipids and describe the properties and roles of acylglycerols, phospholipids, terpenoids and waxes. Describe the structure along its back bone composition and function of DNA as hereditary material, double helical model. Explain general structure of RNA with its types. Introduce and discuss conjugated molecules | ★ | | |
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| 2. | Enzymes | <ul style="list-style-type: none"> Introduction/Characteristics of enzymes Mechanism of action of enzymes Factors effecting rate of enzyme action Enzyme inhibition Enzymes classification | <ul style="list-style-type: none"> Describe the structure of enzyme. Explain mechanism of action of enzymes through induce fit model and lock and key model Describe effects of factor on enzyme action (temperature, pH, concentration) Distinguish enzyme inhibitors Classify enzymes on the basis of the reactions catalyzed and on the basis of the substrates they use (lipases, diastase, amylase, | | ★ | |
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| 3. | Cell structure & Function | <ul style="list-style-type: none"> Techniques used in Cell Biology Cell Wall and Plasma | <ul style="list-style-type: none"> List the principles and identify the apparatus used in the techniques of fractionation, | ★ | | |
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| | | Membrane - The Boundary Wall • Cytoplasm and Organelles • Prokaryotic and Eukaryotic Cells | • differential staining, centrifugation, micro dissection, tissue culture, chromatography, electrophoresis and spectrophotometry • Explain the chemical composition of plasma membrane. • Explain the fluid mosaic model of plasma membrane and its role in translocation of substances. • Outline the structure and function of the following organelles: Nucleus, Endoplasmic reticulum, Golgi apparatus, Mitochondria • Describe the formation, structure and functions of the lysosomes with its storage diseases. • Compare and contrast the structure of Prokaryotic cell with Eukaryotic cells • Discuss fluid mosaic model of cell membrane | ★ | ★ | ★ |
| 4. | Bioenergetics | • Photosynthesis • Cellular Respiration • Photorespiration | • Explain the process of Photosynthesis • Distinguish the role of factors (light, water, CO ₂) effecting photosynthesis. • Distinguish and explain light dependent and independent phases/reaction. • Explain ATP production process • Discuss Electron transport chain, phosphorylation, Glycolysis, Aerobic and Anaerobic respiration. • Describe the events of non-cyclic photophosphorylation and outline the cyclic photophosphorylation. • Explain the Calvin cycle (the regeneration of RuBP should be understood in outline only). • Explain the process of anaerobic respiration in terms of glycolysis and conversion of pyruvate into lactic acid or ethanol. • Outline the process of C ₄ and CAM photosynthesis as an adaptation evolved in some plants to deal with the problem of photorespiration | ★ | ★ | ★ |
| 5. | Acellular life | • Viruses - Discovery and Structure • Parasitic Nature of Viruses • Life cycle of Bacteriophage • Life cycle of Human Immunodeficiency | • Trace the discovery of virus • Classify viruses on basis of their structure/ no. of strands/diseases/host etc. • Justify the status of viruses among living and non-living things. • Describe the Lytic and Lysogenic life cycles of a virus. • Outline the usage of bacteriophage in | ★ | ★ | ★ |

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| | | <ul style="list-style-type: none"> • Viral Diseases • Prions and Viroids | <ul style="list-style-type: none"> • genetic engineering. • Identify symptoms, mode of transmission and causes of viral disease (AIDS) • Describe the causative agent, symptoms, treatment and prevention of the following viral diseases: hepatitis, herpes, polio and leaf curl virus disease of cotton. • Describe the structure of prions and viroids. | | | |
| 6. | Prokaryotes | <ul style="list-style-type: none"> • Taxonomy of Prokaryotes • Archaea • Bacteria; Ecology and Diversity • Structure; Shape and Size of Bacteria • Modes of Nutrition in Bacteria • Growth and Reproduction in Bacteria • Importance of Bacteria • Control of Harmful Bacteria | <ul style="list-style-type: none"> • Outline the taxonomic position of prokaryotes & phylogenetic position of prokaryotes. • List the unifying archaeal features that distinguish them from bacteria. • Describe cellular structures of bacteria • Explain diversity in shape, size and types of in bacteria • Highlight the importance of bacteria and control of harmful bacteria • Define growth, reproduction and genetic engineering in bacteria. • List the chemical and physical methods used to control harmful bacteria. | ★ | | |
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| 7. | Protoctista & Fungi | <ul style="list-style-type: none"> • Protoctista - The Evolutionary Relationships • Major groups of Protoctista. • General characteristics of Fungi • Diversity among Fungi • Importance of Fungi | <ul style="list-style-type: none"> • Explain protists as a diverse group of eukaryotes that has polyphyletic origin and defined • Differentiate among major group of protists with examples • List the characteristic features of fungi and characteristics that distinguish fungi from other kingdoms and give reasons why fungi are classified in a separate kingdom. • Demonstrate Reproduction in fungi (life cycle of Ulva, Rhizopus and slime mold) • Define Animal like Protoctista and its classification | | ★ | |
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| 8. | Diversity among plants | <ul style="list-style-type: none"> • Evolutionary Relations in Plants • Non-Vascular Plants • Seedless Vascular Plants • Seed Plants | <ul style="list-style-type: none"> • Outline and introduce the structure of plants • List general characteristics/features of plants • Describe the general characteristics of bryophytes. • Draw the life cycle of moss • Describe the general characteristics of vascular plants. • List the characters of seedless vascular plants with examples of whisk ferns, club mosses, horsetails and ferns. • Define angiosperms and explain the | ★ | | |
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| | | | difference between monocots and dicots. • Explain the life cycle of a flowering plant | ★ | ★ | |
| 9. | Diversity among animals | • Characteristics of Animals • Criteria for Animal Classification • Invertebrates • Chordates | • Describe general characteristic of animals • Classify animals on the basis of presence and absence of tissues/ tissue layer/symmetry and coelom (protostomes & deuterostomes.) • Differentiate the diploblastic and triploblastic levels of organization. • Describe the general characteristics, importance and examples of sponges, cnidarians, platyhelminths, aschelminths (nematodes), mollusks, annelids, arthropods and echinoderms. • Describe the characteristics of invertebrate chordates and vertebrates. • List the characteristics of fishes (jawless, cartilaginous and bony Fishes), amphibians, reptiles, birds and mammals. • Differentiate among monotremes, marsupials, and placentals. | ★ | ★ | ★ |
| 10. | Form and functions of plants | • Nutrition in Plants • Gaseous Exchange in Plants • Transport in Plants • Homeostasis in Plants • Support in Plants • Growth and Development in Plants • Growth Responses in Plants | • List the macro and micronutrients of plants highlighting the role of each nutrient. • State the examples of carnivorous plant • Explain the exchange of gases in plants. • Describe the structure of xylem and phloem, vessel elements, sieve tube elements, companion cells, tracheid's and relate their structures with functions. • Explain the movement of in terms of water potential, in terms of symplast, apoplast and vacuolar pathways. And through Transpiration, Adhesion, Cohesion and Tension mechanism. • Describe the mechanisms involved in the opening and closing of stomata. • Explain movement of water into or out of cell in isotonic, hypotonic, and hypertonic conditions. • Define Homeostasis in plants and describe osmotic adjustments in hydrophytic (marine and freshwater), xerophytic and Mesophytes and halophyte plants. • Explain the turgor pressure & describe the structure of supporting tissues in plants • Describe the role of apical meristem and lateral meristem in primary and secondary | ★ ★ | ★ ★ | ★ ★ ★ ★ |

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| | | | <p>growth. Explain how annual rings are formed.</p> <ul style="list-style-type: none"> • Explain the role of phytohormones • Explain the types of movement. • Define photoperiodism and vernalization • Classify plants on the basis of photoperiodism and give examples. | ★ ★ | | ★ ★ |
| 11. | Holozoic Nutrition | | <ul style="list-style-type: none"> • Explain the steps of Holozoic Nutrition; Indigestion, digestion, absorption, assimilation of egestion. • Demonstrate Intracellular and extracellular digestion. • Describe Digestion in Amoeba, Planaria. • Define the mechanical and chemical digestion in oral cavity and swallowing and peristalsis. • Describe the major actions carried out on food in the three regions of the small intestine. • Describe the component parts of large intestine with their respective roles. • Correlate the involuntary reflex for egestion in infants and the voluntary control in adults. • Explain the storage and metabolic role of liver, composition of bile, structure of pancreas and explain its function as an exocrine gland. • Describe the causes, prevention, and treatment of the following disorders; ulcer, food poisoning, dyspepsia, obesity, bulimia nervosa and anorexia nervosa | ★ ★ | ★ ★ ★ ★ ★ | ★ ★ |
| 12. | Circulation | <ul style="list-style-type: none"> • Circulation • Blood Circulatory System of Man • Heart • Blood Vessels • Blood Pressure and its Measurement • Cardiovascular Disorders • Lymphatic System of Man | <ul style="list-style-type: none"> • Explain the need of circulation. • Define the types of circulation in animals. • Explain the components of circulatory systems. • State the location of heart in the body and define the role of pericardium, structure of the walls of heart and the flow of blood through heart as regulated by the valves. • State the phases of heartbeat. Role of SA node, AV node and Purkinji fibers in controlling the heartbeat. • List the principles & uses of Electrocardiogram. • Describe the detailed structure of arteries, veins and capillaries also describe the role of | ★ ★ ★ ★ | ★ ★ | ★ ★ |

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| | | | <p>arterioles in vasoconstriction and vasodilation.</p> <ul style="list-style-type: none"> Trace the path of the blood through the pulmonary and systemic circulation Define blood pressure and explain its periods of systolic and diastolic pressure. State the role of baroreceptors and volume receptors in regulating the blood pressure. Define the term thrombus and differentiate between thrombus and embolus. Identify the factors causing atherosclerosis and arteriosclerosis, Angina pectoris, heart attack, and heart failure as the stages of cardiovascular disease development. Describe the principles of angiography and coronary bypass, angioplasty and open-heart surgery. Define hypertension and describe the factors that regulate blood pressure. List the changes in life styles that can protect man from hypertension and cardiac problems. Compare the composition of intercellular fluid with that of lymph. State the structure and role of lymph capillaries, lymph vessels and lymph trunks. | <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> |
| 13. | Immunity | <ul style="list-style-type: none"> First Line of Defense (Skin, Digestive Tract, Air Passageway) Second Line of Defense - The Nonspecific Defenses Third Line of Defense - The Specific Defenses | <ul style="list-style-type: none"> Describe the structural features of human skin that make it impenetrable barrier against invasion by microbes. Explain how oil and sweat glands within the epidermis inhibit the growth and also Kill microorganisms. Recognize the role of the acids and enzymes of the digestive tract in killing the bacteria present in food. 2- Second Line of Defense (The Nonspecific Defenses) Describe the role of macrophages and neutrophils in killing bacteria. Explain how the Natural Killer (NK) cells kill the cells that are infected by microbes and also kill cancer cells. State how the proteins of the complement system kill bacteria. State the events of the inflammatory response as one of the most generalized nonspecific defenses. | <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> |

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| | | | <ul style="list-style-type: none"> List the ways the fever kills microbes Identify how the immune system recognizes self and non-self-cells/tissues. Identify monocytes, T-cells and B-cells as the components of the immune system. State the two basic types of immunity. And Differentiate the two types of acquired immunity (active and passive immunity). Identify the process of vaccination as a means to develop active acquired immunity. Draw the structural model of an antibody molecule. Define allergies and correlate the symptoms of allergies with the release of histamines. Describe the autoimmune diseases. Describe malignant melanoma as due to the inability of tumor-infiltrating lymphocyte (TIL) to control the tumors of skin cancer. Demonstrate the discovery of monoclonal antibodies | ★ | ★ | |
| 14. | Gaseous Exchange | <ul style="list-style-type: none"> Respiration and Respiratory System of Man Mechanism of Transport of Gases Respiratory Disorders | <ul style="list-style-type: none"> Define respiration and correlate the gaseous exchange with ventilation Describe the main structural features and functions of the components of human respiratory system. Describe the ventilation mechanism in humans. Explain how breathing is controlled. Describe the transport of oxygen and carbon dioxide through blood. Describe the role of respiratory pigments. State the causes, symptoms and treatment of upper Respiratory Tract and lower Respiratory Tract Infections and disorders of lungs (emphysema and lung cancer). List the effects of smoking on respiratory system. | ★ | ★ | ★ |

GRADE 11 BIOLOGY
PBA Sample Questions

1. A patient is found to have a low level of albumin in blood tests. Which property of proteins is most affected in maintaining physiological balance?

- A. Enzyme activation
- B. Water retention and osmotic balance
- C. Muscle contraction
- D. Energy storage

Correct answer: B

2. A runner consumes glucose 15 minutes before a race. What is the main biological advantage of glucose intake in this scenario?

- A. Slows down metabolism
- B. Provides instant energy through aerobic respiration
- C. Stimulates protein synthesis
- D. Aids in water absorption

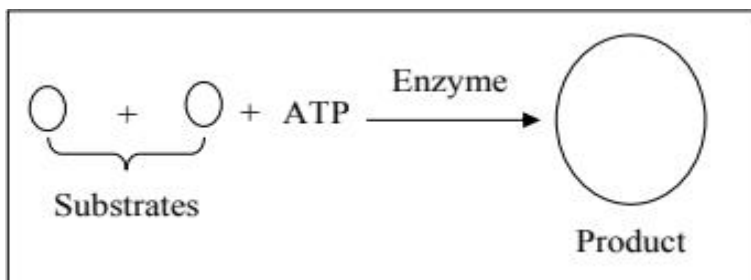
Correct answer: B

3. In a practical enzyme activity experiment, adding excess substrate increases the reaction rate. Which type of inhibition must be absent in this case?

- A. Competitive inhibition
- B. Non-Competitive inhibition
- C. Allosteric inhibition
- D. Feedback inhibition

Correct answer: A

4. During a laboratory investigation, students observed that two substrates required ATP to form a product in the presence of a specific enzyme, as shown in the diagram. Which conclusion can best be drawn from this setup?



- A. The enzyme breaks down ATP to form the product directly.
- B. The reaction is likely anabolic, requiring energy input from ATP.
- C. The enzyme acts as a substrate in this reaction.
- D. ATP is used to lower the activation energy of the enzyme.

Correct answer: B

5. A genetic mutation prevents vesicle formation at the rough ER. Which of the following cellular processes would be most directly impaired?

- I. ATP production during oxidative phosphorylation
 - II. Packaging and modification of proteins in the Golgi apparatus
 - III. Translation of mRNA into amino acid sequences
 - IV. Transport of membrane proteins to the plasma membrane
 - V. Replication of DNA in preparation for cell division
- A. I and II
 - B. II and III
 - C. II and IV
 - D. I and V

Correct Answers: C

6. A biologist isolates two membrane-bound structures from a eukaryotic cell. **Structure 1** regulates the entry and exit of all materials between the cell and the external environment.

Structure 2 controls the exchange of RNA and proteins between the nucleoplasm and cytoplasm. Both structures are selectively permeable and contain protein channels for transport. Which two structures are being described?

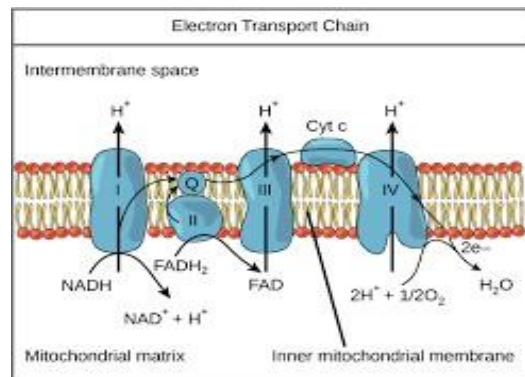
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| A | Cell wall | Plasma membrane |
| B | Golgi apparatus | Nuclear envelope |
| C | Cell wall | Mitochondrial outer membrane |
| D | Plasma membrane | Nuclear envelope |

Correct answer: D

7. A decrease in inner mitochondrial membrane integrity directly impacts ATP production primarily due to:

- A. Loss of NADH availability
- B. Uncoupling of the proton gradients
- C. Excess oxygen consumption
- D. Blockage of complex IV

Correct answer: B



8. An experiment uses red blood cells in three solutions:

Solution 1: 0.9% NaCl → No change in cell size

Solution 2: Distilled water → Cells swell and burst

Solution 3: 5% NaCl → Cells shrink

Which two processes explain these observations?

| | | |
|---|---------|----------------------------------|
| A | Osmosis | Active transport of salts |
| B | Osmosis | Endocytosis |
| C | Osmosis | Diffusion of water |
| D | Osmosis | Facilitated diffusion of glucose |

Correct answer: C

9. In a microbiology experiment, an electron micrograph captures a bacteriophage attaching to the surface of an E.coli cell. Moments later, its DNA is seen inside the host cytoplasm. Over time, the bacterial cell produces multiple copies of viral proteins and nucleic acids, eventually releasing newly assembled viruses by bursting.

Which **two descriptions** correctly identify the viral process and the specific stage observed at the start?

- A. Lytic cycle and Attachment stage
- B. Lysogenic cycle and Attachment stage
- C. Translation stage and Attachment stage
- D. Conjugation and Attachment stage

Correct answer: A

10. A group of biology students are studying bacteriophages. In their lab experiment, they observe that the viral DNA integrates into the host bacterial chromosome and remains dormant, passing into daughter cells during binary fission. After exposure to stress (e.g., UV light), the viral genes become active, producing new phage particles.

Which conclusion best explains the viral life cycle in this situation?

- A. Lytic cycle, because viral particles immediately burst the host cell.
- B. Lysogenic cycle, because viral DNA remains incorporated into the host genome until triggered.
- C. Translation, because proteins are directly synthesized from host ribosomes.
- D. Replication, because DNA duplication occurs independently without integration.

Correct answer: B

11. A 25-year-old patient presents with painful pustules and abscesses on the skin. Gram staining of the lesion shows Gram-positive cocci arranged in clusters, and the catalase test is positive. Which bacterial group is most likely responsible?

- A. Streptococci
- B. Staphylococci
- C. Diplococci
- D. Bacilli

Correct answer: B

12. Considering the staining sequence, bacterial morphology, and Gram reaction, which primary stain is responsible for the observed color in Gram-positive bacteria?

- A. Iodine
- B. Crystal violet
- C. Safranin
- D. Methylene blue

Correct answer: B

13. A piece of bread is observed under a microscope after fungal growth. The image shows a fungus with brush-like conidiophores growing on its surface. Based on this structure, which fungus is most likely present?



- A. Rhizopus
- B. Agaricus
- C. Yeast
- D. Penicillium

Correct answer: D

14. In a comparative microscopy experiment, two eukaryotic cells are observed:

Cell A has a rigid cell wall containing chitin and reproduces by spores.

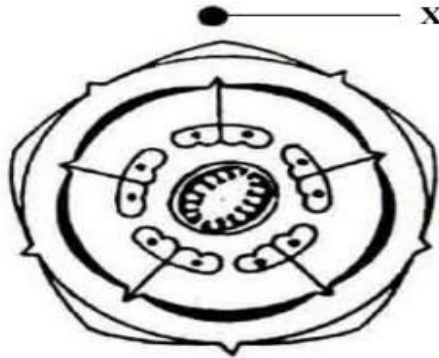
Cell B shows a flexible boundary without chitin, exhibits movement using flagella, and ingests food particles by phagocytosis.

Based on these observations, which analysis correctly identifies the distinction?

- A. Cell A is a fungus due to its chitin cell wall, unlike protists.
- B. Cell B is a fungus since it is motile with flagella.
- C. Both are fungi because they are eukaryotes with nuclei.
- D. Both are protists because they lack prokaryotic features.

Correct answer: A

15. The diagram shows a transverse section of a flower. If structure **X** is identified as a petal, which of the following hypotheses can best explain its functional role during pollination?



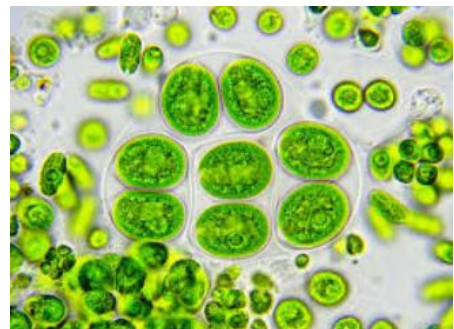
- A. X contains the ovules and assists in gamete formation.
- B. X secretes enzymes to digest pollen tubes.
- C. X helps in attracting pollinators through colour and scent, increasing chances of cross-pollination.
- D. X protects the anthers from insect attack during fertilization.

Correct answer: C

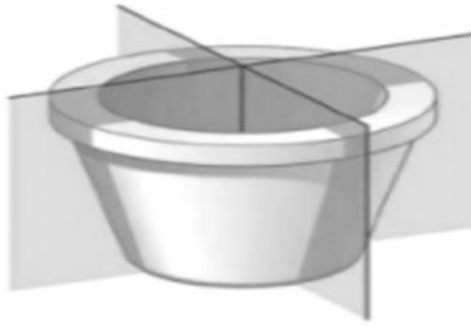
16. If an aquatic green algae evolves into a land plant, which adaptation would be most important for survival on land?

- A. Ability to live without oxygen.
- B. Development of vascular tissue
- C. Reduction in Chlorophyll content
- D. Becoming unicellular

Correct answer: B



17. Based on the radial arrangement of body parts in the given diagram, what survival advantage does this type of symmetry provide to sessile or slow moving marine organisms?



- A. It helps them move faster in one direction.
- B. It allows equal environmental interaction from all sides.
- C. It supports the development of a segmented body.
- D. It makes them less visible to predators.

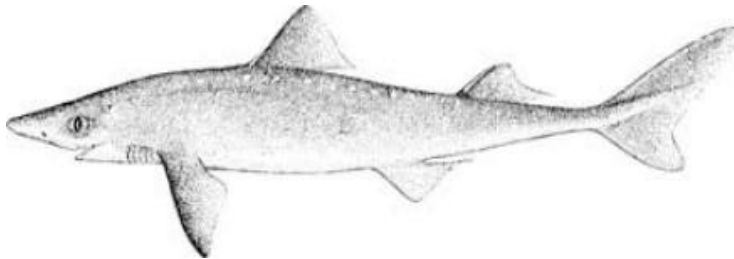
Correct answer: B

18. Earthworms lack specialized respiratory organs such as lungs or gills. Which of the following mechanisms allows them to perform gas exchange efficiently?

- A. Air enters through dorsal pores into their circulatory system.
- B. Oxygen diffuses across their moist skin directly into blood vessels.
- C. Gas exchange across spiracles between each segment.
- D. Gills located beneath body segments extract oxygen from the soil.

Correct answer: B

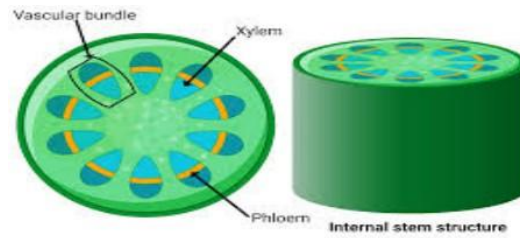
19. The image shows a marine animal from class chondrichthyes. Based on its body structure and features, which of the following adaptations helps it survive in deep water environments?



- A. Presence of gill slits and cartilaginous skeleton.
- B. Air bladder for buoyancy control.
- C. Slimy skin with mucus glands.
- D. Lungs and four chambered heart

Correct answer: A

20. In the transverse section of a dicot stem , a student observes vascular bundle arrangement in a ring. Which tissue in these bundles help in the upward transport of water and minerals from roots?



- A. Xylem
- B. Phloem
- C. Sclerenchyma
- D. Cambium

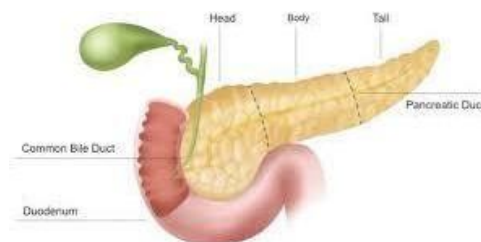
Correct answer: A

21. A plant physiologist is investigating homeostatic regulation in two plant species under drought conditions. Measurements show that one structure actively adjusts aperture size in response to light intensity, CO₂ concentration, and water availability, thereby regulating transpiration and internal gas balance. This structure responds via turgor changes in specialized guard cells driven by ion flux. Which plant structure is primarily responsible for this regulation?

- A. Leaf lamina
- B. Primary root tip
- C. Stomata
- D. Stem cortex

Correct answer: C

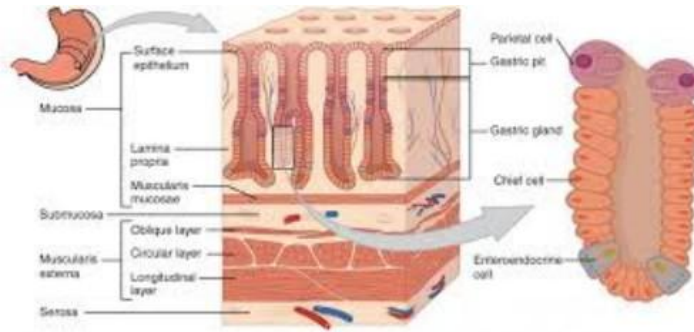
22. If the person has a gallstone blocking the common bile duct as shown in the diagram, what would be the result?



- A. Over production of pancreatic enzymes.
- B. No effect on fat digestion.
- C. Reduced bile flow into the duodenum leading to poor fat digestion.
- D. Increased secretion of insulin

Correct answer: C

23. If the **mucosa layer** is severely damaged, which outcome is most likely to occur first?



- A. Stomach ulcers due to loss of protective mucus barrier.
- B. Reduced secretion of bile from the liver.
- C. Prevention of peristalsis in the stomach wall.
- D. Inhibition of nutrient absorption in the small intestine.

Correct answer: A

24. A 45-year-old patient is found to have a consistent blood pressure of 150/100 mmHg during clinical checkups. Considering the regulation of blood pressure by the heart, kidneys, and blood vessels, which condition best explains the patient's state, and what possible complication can arise if it remains uncontrolled?

- A. Hypotension, leading to oxygen deficiency in tissues.
- B. Hypertension, increasing risk of damage to arterial walls.
- C. Normal pressure, ensuring proper perfusion of organs.
- D. Tachycardia due to elevated heart rate instead of vascular resistance.

Correct answer: B

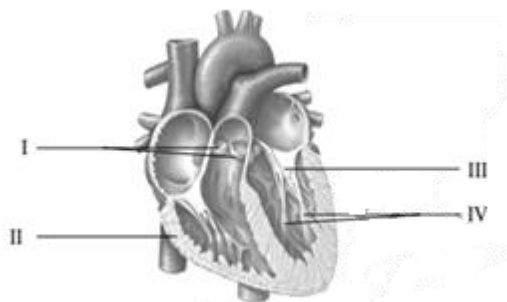
25. A student is using a manual blood pressure apparatus. If she wraps the cuff too low on the arm, near the elbow, what is the most likely outcome?



- A. Accurate systolic reading but incorrect diastolic
- B. Both reading will be lower than actual
- C. Both readings will be higher than actual
- D. No sound will be heard through the stethoscope

Correct answer: C

26. A student observes that blood from the body enters structure **I** and flows into **II**. During a cardiac surgery, damage to structure **II** would most likely affect which of the following?



- A. Pumping oxygenated blood to the body
- B. Receiving oxygenated blood from the lungs
- C. Pumping deoxygenated blood to the lungs
- D. Preventing blood backflow into the aorta

Correct answer: C

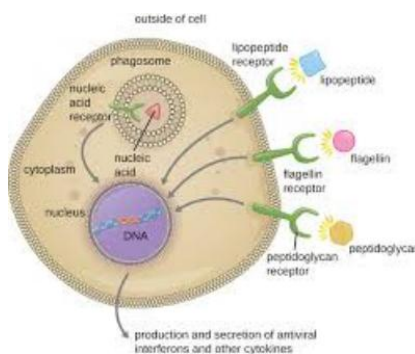
27. How does the skin structure and function contribute to its role in immune defense?

- A. The skin structure and function have no significant impact on immune defense.
- B. The skin role in immune defense is limited to producing antibodies.
- C. The skin structure and function provides a physical and chemical barrier that prevents pathogen entry and activates immune responses.
- D. The skin role in immune defense is only important in specific areas of the body.

Correct answer: C

28. A researcher blocks the function of a receptor in a human cell that normally detects bacterial flagella. Which consequence is most likely to occur?

- A. The cell cannot recognize bacterial flagella and may fail to trigger immune defense.
- B. Viral nucleic acids will be degraded more efficiently.
- C. The nucleus will stop transcribing DNA into mRNA.
- D. The phagosome will stop engulfing bacterial cells.



Correct answer: A

29. A sports physiology study examines lung adaptations during intense exercise. Researchers highlight the role of a specific structure that maximizes oxygen delivery. The following observations are recorded:

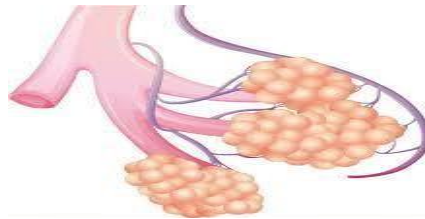
- I. Extremely thin epithelial walls for rapid gas diffusion.
- II. A rich capillary network surrounding each unit.
- III. Millions of small sac-like structures that greatly increase the surface area.
- IV. Branching tubes that conduct air deeper into the lungs but do not directly exchange gases.
- V. Elastic recoil aiding ventilation during inhalation and exhalation.

Which observations correctly describe the structure that ensures efficient oxygen delivery by increasing surface area?

- A. III only
- B. I, II, and III only
- C. III, IV, and V only
- D. I, II, III, and V only

Correct answer: D

30. During a laboratory demonstration, oxygen concentration is measured in blood before and after passing through the alveoli. Which outcome best validates the function of the alveoli?



- A. Decrease in blood pressure
- B. Increase in oxygen concentration
- C. Increase in carbon dioxide concentration
- D. No change in gas concentration

Correct answer: B

Ziauddin University Examination Board

Grade XI-Biology

Table of Specification (TOS)

| S/ No | Section | Chapters | Number of Items (Sub- topics) | Weightage | Distributio n of marks | MCQs (1 mark each) | CRQs (4 mark each) | ERQs (8 mark each) |
|----------|------------------------------|--------------------------------------|--|------------|--|--------------------------|---------------------------------------|--------------------------------------|
| 1 | Cell biology | Biological Molecules | 7 | 27% | 23 marks | 1 (1 mark) | 1 (4 marks) | 1 (8 marks) |
| 2 | | Enzymes | 5 | | | 1 (1 mark) | OR 1 (4 marks) | OR |
| 3 | | Cell structure & function | 4 | | | 2 (2 mark) | 1 (4 marks) | |
| 4 | | Bioenergetics | 3 | | | 2 (2 mark) | OR 1 (4 marks) | 1 (8 marks) |
| 5 | Biodiversity | Acellular life | 6 | 38% | 32 marks | 1 (1 mark) | 1 (4 marks) | 1 (8 marks) |
| 6 | | Prokaryotes | 8 | | | 1 (1 mark) | OR 1 (4 marks) | OR |
| 7 | | Protoctista & Fungai | 5 | | | 1 (1 mark) | 1 (4 marks) | 1 (8 marks) |
| 8 | | Diversity among plants | 4 | | | 1 (1 mark) | 1 (4 marks) | 1 (8 marks) |
| 9 | | Diversity among animals | 4 | | | 1 (1 mark) | OR 1 (4 marks) | OR 1 (8 marks) |
| 10 | Life process | Forms and functions in plant | 7 | 35% | 30 marks | 1 (1 mark) | 1 (4 marks) | 1 (8 marks) |
| 11 | | Holozoic Nutrition | 5 | | | 1 (1 mark) | OR 1 (4 marks) | |
| 12 0 | | Circulation | 7 | | | 2 (2 mark) | | 1 (8 marks) |
| 13 | | Immunity | 3 | | | 1 (1 mark) | 1 (4 marks) | |
| 14 | | Gaseous exchange | 3 | | | 1 (1 mark) | OR 1 (4 marks) | |
| | 03 | 14 | 71 | 100 | 85 marks | 17 MCQs | 15 question s required | 8 question s required |
| | Required with choices | | | | 85 marks paper (Theory) | | | |

Ziauddin University Examination Board
Grade XI
Biology
Scheme of assessment

Maximum marks: 85
Biology (Combine botany & Zoology)

Section “A” (Multiple Choice questions)

Multiple choice questions (MCQs)

(1 x 17 = 17)

- Attempt 17 MCQs: Each carries equal marks

Section “B” (Constructed Response questions)

Constructed Response questions (CRQs)

(9 x 4 =36)

- **Reasoning Questions**

Attempt any 4 reasoning out of 7. Each carries equal marks

- **Non-Reasoning questions**

Attempt any 5 out of 8 questions. Each carries equal marks

Section “C” (Extended Response Questions)

Extended response questions (ERQs)

(8 x 4 = 32)

- Attempt any 2 questions with its both sub parts (a and b) out of three questions
- Each consist of eight (08) marks

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"> • 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? • What seems to be ...? • What would happen if ...? • What might happen if ...? • Which are the facts? • Which statements support ...? |
| <p>Apply</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>Question Stems</p> <ul style="list-style-type: none"> • 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 would you develop ...? • How would you change ...? • How would you demonstrate...? | <p>Analyse</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>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 categorise...? • How would you explain...? |

| | |
|--|---|
| <ul style="list-style-type: none"> • How would you develop? • How would you explain ...? • How would you modify ...? • How would you present...? • How would you solve ... ? • Identify the results of ... • Illustrate the ... • Judge the effects of ... What would result ...? • Predict what would happen if ... • Tell how much change there would be if ... • Tell what would happen if ... • What actions would you take to perform ...? • What do you think could have happened next? • What examples can you find that ? • What other way would you choose to ...? • What questions would you ask of ...? • What was the main idea ...? • What would the result be if ...? • Which factors would you change if ...? • Who do you think...? • Why does this work? • Write a brief outline ... • Write in your own words ... | <ul style="list-style-type: none"> • What could the ending have been if ... had taken place? • 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 ...? • 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 ? |
|--|---|

BLOOM'S TAXONOMY WITH EXAMPLES

Conclusion

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 | | | | |

HSSC PART I EXAMINATION

MARKS BREAKUP GRID FOR EXAMINATION 2025

GROUP: PRE-MEDICAL

| SUBJECT | THEORY | PBA | TOTAL |
|----------------------------|------------|-----------|------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| PHYSICS | 85 | 15 | 100 |
| CHEMISTRY | 85 | 15 | 100 |
| BIOLOGY | 85 | 15 | 100 |
| TOTAL | 505 | 45 | 550 |

GROUP: PRE-ENGINEERING

| SUBJECT | THEORY | PBA | TOTAL |
|----------------------------|------------|-----------|------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| PHYSICS | 85 | 15 | 100 |
| CHEMISTRY | 85 | 15 | 100 |
| MATHEMATICS | 100 | -- | 100 |
| TOTAL | 520 | 30 | 550 |

GROUP: GENERAL SCIENCE

| SUBJECT | THEORY | PBA | TOTAL |
|----------------------------|------------|-----------|------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| PHYSICS | 85 | 15 | 100 |
| COMPUTER SCIENCE | 75 | 25 | 100 |
| MATHEMATICS | 100 | -- | 100 |
| TOTAL | 510 | 40 | 550 |

GROUP: COMMERCE

| SUBJECT | THEORY | PBA | TOTAL |
|----------------------------|---------------|------------|--------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| ECONOMICS | 75 | - | 75 |
| P.O.C | 75 | - | 75 |
| ACCOUNTING | 100 | -- | 100 |
| BUSINESS MATHEMATICS | 50 | | 50 |
| TOTAL | 550 | --- | 550 |

GROUP: HUMANITIES

(Any Three Electives)

| SUBJECT | THEORY | PBA | TOTAL |
|----------------------------|---------------|------------|--------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| COMPUTER SCIENCE | 75 | 25 | 100 |
| ISLAMIC STUDIES | 100 | | 100 |
| MATHEMATICS | 100 | - | 100 |
| SOCIOLOGY | 100 | -- | 100 |
| ECONOMICS | 100 | | 100 |
| EDUCATION | 100 | | 100 |
| CIVICS | 100 | | 100 |
| NURSING | 85 | 15 | 100 |
| TOTAL | 550 | --- | 550 |

GROUP: MEDICAL TECHNOLOGY

| SUBJECT | THEORY | PBA | TOTAL |
|-------------------------------|---------------|------------|--------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| MICROBIOLOGY | 85 | 15 | 100 |
| HEMATOLOGY & BLOOD BANKING | 85 | 15 | 100 |
| ANATOMY & PHYSIOLOGY | 85 | 15 | 100 |
| TOTAL | 505 | 45 | 550 |

GROUP: PRE-NURSING

| SUBJECT | THEORY | PBA | TOTAL |
|---|---------------|------------|--------------|
| ENGLISH | 100 | - | 100 |
| URDU NORMAL / URDU EASY | 100 | - | 100 |
| ISLAMIYAT / ETHICS | 50 | - | 50 |
| BIO-CHEMISTRY | 85 | 15 | 100 |
| FUNDAMENTALS OF NURSING | 85 | 15 | 100 |
| ELEMENTARY ANATOMY & MICRO TECHNIQUE | 85 | 15 | 100 |
| TOTAL | 505 | 45 | 550 |