ZIAUDDIN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate (HSSC)

Examination syllabus

English Advanced
XI

Based on National curriculum developed by Curriculum Wing Ministry of Education, Islamabad

You can approach us:

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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 Hassan Ud Din
Senior Manager Academics
Ziauddin University Examination Board

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.

GRADE XI ENGLISH DETAILED EXAMINATION SYLLABUS

2026

This exam syllabus is produced to facilitate teachers, students and the test setters to teach, learn and assess subject specific learning.

Competency 1: Speaking and Listening

SLO. No.	SLOs
1.1	**Benchmark:** *Understand critically the various speech acts in a variety of contexts and audiences. Respond to various discourses by asking critical and appropriate questions in interpersonal communication at individual and group level.*
1.1.1	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
1.1.2	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
1.1.3	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
1.1.4	Listen to the speech and understand the tone of the speaker Nuances and Subtleties: Grasping implied meanings, tone, emotions, and intentions conveyed through subtle cues in speech.
1.1.5	Understand a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used

Competency 2: Reading

SLO. No.	SLOs
2.1	**Benchmark:** *Read the text and identify characteristic features of each genre e.g. novel, short story, poetry etc..*
2.1.1	Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
2.1.2	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
2.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
2.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
2.1.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
2.1.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
2.1.7	Read literary or nonliterary essays with a view to identifying the arguments made for and against the perspective.

Competency 3: Grammar and Writing

SLO. No.	SLOs
3.1	**Benchmark** : *Produce a text using complex structure and well-organized text to communicate, intricate ideas, opinions and arguments*
3.1.1	Construct complex clauses using conjunctions
3.1.2	Construct a text using grammatically correct complex clauses.
3.1.3	Construct paragraphs using the major structural elements e.g. topic sentences, supporting details and concluding sentences
3.1.4	Develop well organized paragraph consisting of essential components in essay writing.
3.1.5	Produce a text using different types of structure, paraphrasing techniques and change of tone in describing events and people.
3.1.6	Use appropriate discourse marks to make the text coherent.
3.1.7	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain an appropriate style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3.1.8	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an appropriate style and objective tone.

	e. Provide a concluding statement or section that follows from and supports the argument presented
3.1.9	Review articles and books and write summaries incorporating major themes
3.1.10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Text Types

S. No.	Text Types	Purpose	Examples
1.	Descriptive	To describe a person, object, place	Articles in magazines/ newspapers/ on the internet Brochures
2.	Narrative	To entertain, imagine, enlighten, share experiences	Stories Play scripts Anecdotes Autobiographies Media accounts of incidents
3.	Expository	To provide information or explanation	Informative articles Reports Reviews
4.	Process	To explain steps in an orderly manner for carrying doing/ making something	Recipes Manuals
5.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/ disadvantages, harms/benefits Advertisements showing the above
6.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles
7.	Interpersonal and Transactional Communication	To communicate and share ideas, feelings, information	Dialogues Formal and informal notes, e-mails, letters Forms

Genre (Prose/ Essay)	
S. No	**List of Prose/ Essay**
1	Alpha of the Plough
2	Eton
3	The Golden Drugget
4	On the Pleasures of no Longer being very Young
5	A tail with a Moral
6	The Author to his Readers
7	A Dream of Cambridge
8	Quality
9	Superstitions
10	How to Live Long
11	The Windmill
12	The Money-Box
13	First Snow
14	Humane Education
15	Walking
16	The Onion Eater
17	The Somme Still Flows
18	A Sentimental Journey
19	Refuge from Nightmare

20	Snow in Mentieth
21	What use is Astronomy?
22	A Wood by the Sea
23	An Immortal Name
24	The Blessing of Adam
25	Meiosis
26	Fire and the Heart of Man
27	Birds at their Best
28	The Street
29	Beauty and the Beast
30	The Nation

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Genre (Play)	
S. No	**List of Play**
1	Abraham Lincoln

Genre (Short Stories)	
S. No	**List of Short Stories**
1	United We Stand, Divided We Fall/Unity is Strength
2	A Thing of Beauty is a Joy Forever
3	A Stitch in Time Saves Nine
4	All that Glitters is not Gold
5	A Little Knowledge is a Dangerous Theory
6	Time is Money
7	Greed is Curse
8	Slow but Steady Wins the Race
9	A Friend in Need is a Friend Indeed
10	Tit for Tat **OR** As We Sow So We Cut
11	Honesty is the Best Policy
12	It is Better to Light a Candle than to Curse the Darkness
Note: Short stories other than the list may also be included. The list is for reference only.	

Recommended Book		
Book Name	**Author**	**Publisher**
English Advanced and Elective for class XI	Hina Sadaf Azam	Universal Publisher

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?

	- 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 …?
Apply 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. **Question Stems** - 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…?	**Analyse** 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. **Question Stems** - 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...?

- 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 …

- 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				

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