



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School Certificate
(HSSC)**

Examination syllabus

**Principles of Economics
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
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Reviewed by Beena Kohati-Bilal
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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 of the Syllabus of Principles of Economics:

The Aims of teaching **Principles of Economics** to students at Higher Secondary School Level are to:

- Introduce students to the field of economics which will acquaint them with the basic laws and theories of economics, and help them better understand how economic markets work worldwide.
- Enable them to grasp basic concepts, and encourage economic insight which they can apply in their daily lives.
- Comprehend national and international economic issues, and equip them with the tools to critically analyze those situations.

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
STUDENT LEARNING OUTCOMES (SLO) CATEGORIZATION
XI- PRINCIPLES OF ECONOMICS

Detailed Syllabus

Topics	Sub-Topics	Student Learning Outcomes	Cognitive Levels		
			K	U	A
Nature and scope of economics	Introduction to Economics. Basic concepts, Theory and laws. Scope of Economics. Branches of Economics. Importance and Utility of Economics.	Definitions of Economics. Explain scope of Economics. Explain Economics as a Positive and Normative science. Describe Economics as a science and art. Explain the laws of economics. Describe relation of economics with other social sciences. Explain Deductive and Inductive method. Explain Micro and macroeconomics and their importance. Differentiate b/w micro and macroeconomics. Explain the Importance and utility of economics.	*	* * * * * * *	
Theory of Production and Factors of Production	Factors of Production. Capital accumulation.	Define Production. Describe the factors of production and their efficiency. Explain the importance of factors of production. Explain the Ricardian Theory of Rent. Explain the causes of low efficiency of labor in Pakistan Explain division of labor, its importance, advantages and disadvantages Explain mobility of labor, and its determinant Explain Malthusian Theory of Population. Describe Capital, its importance, and formation.	*	* * * * * * *	
Consumer behavior	Concept of Consumption. Concept of Utility.	Define consumption. Explain importance of consumption. Define Utility. Explain characteristics of utility. Distinguish between total and marginal utility. Illustrate graphically and analyze the relationship b/w total and marginal utility. Explain the law of diminishing marginal utility, its assumption, importance & limitations.	* *	* * * *	*

		<p>Illustrate with the help of diagram the degrees of elasticity of supply.</p> <p>Compute with the help of formula the elasticity of supply using Unity and geometrical method.</p> <p>Describe the determinants of elasticity of supply.</p>		*	*
Equilibrium of demand and supply and price determination	<p>Concept of equilibrium.</p> <p>Effect of changes in demand &/or supply on equilibrium.</p> <p>Determination of market prices.</p>	<p>Define equilibrium price.</p> <p>Describe the effects of change in demand on equilibrium price.</p> <p>Describe the effects of change in supply on equilibrium price.</p> <p>Describe the effects of change in demand & supply on equilibrium price.</p> <p>Illustrate with the help of schedule and diagram equilibrium price and quantity with the changes in demand and supply</p> <p>Explain the concept of determination of market price.</p> <p>Explain the determination of market price on perishable and durable goods.</p> <p>Explain the determination of normal price.</p> <p>Explain the determination of short-run and long-run normal price.</p> <p>Illustrate with the help of schedule and diagram the determination of market price of perishable and durable goods.</p> <p>Illustrate with the help of diagram the determination of market price in short-run and long-run.</p>	*	*	*
Scale of Production and laws of returns	<p>Scale of production.</p> <p>Laws of Returns.</p> <p>Laws of Costs.</p>	<p>Define scale of production.</p> <p>Describe scale of production based on size of output.</p> <p>Explain advantages and disadvantages of large-scale production and small-scale production.</p> <p>Describe internal and external economies and their types.</p> <p>Analyze and illustrate with the help of table and diagram the laws of diminishing returns/ law of increasing cost.</p> <p>Analyze and illustrate with the help of table and diagram the laws of increasing returns/law of diminishing cost.</p> <p>Analyze and illustrate with the help of table and diagram the laws of constant returns/ law of constant cost.</p>	*	*	*

		Analyze and illustrate with the help of table and diagram laws of return as per laws of cost.			*
Product, cost of production and revenue	Products. Costs. Revenue.	Define Total, Average and marginal product. Analyze and illustrate with the help the relationship between Total, Average, Marginal Product. Define Cost of Production. Explain the various costs of production. Analyze and illustrate the relationship b/w ATC, AVC and AFC. Explain long-run cost curves. Describe the concept of revenue. Analyze and illustrate with the help of schedule and diagram the relationship b/w AR, MR and TR under Perfect and Imperfect competition.	*	*	*
Equilibrium under Perfect competition	Equilibrium of the Firm under Perfect Competition. Equilibrium of the Industry under Perfect Competition.	Define Perfect competition. Describe the necessary assumption of perfect competition. Differentiate b/w perfect and pure competition. Explain the nature of demand curve under perfect competition. Explain Equilibrium of the firm. Analyze and illustrate with the help of schedule and diagram Equilibrium of the firm in the short-run. Explain Equilibrium of the firm. Analyze and illustrate with the help of schedule and diagram Equilibrium of the firm in the short-run under various situations. Analyze and illustrate with the help of schedule and diagram Equilibrium of the firm in the long run. Analyze and illustrate with the help of diagram short-run and long-run equilibrium of the industry. Explain if firm always make profit in the short-run.	*	*	*
Equilibrium under Imperfect competition	Monopoly Monopolist equilibrium	Define monopoly. Describe characteristics of monopoly. Explain the merits and demerits of monopoly.	*	*	*

	<p>Monopolistic competition</p> <p>Equilibrium under monopolist competition</p>	<p>Differentiate between perfect competition and monopoly.</p> <p>Explain the nature of demand and marginal revenue curves under monopoly.</p> <p>Analyze and illustrate with the help of schedule and diagram, monopolist equilibrium in the short run.</p> <p>Analyze and illustrate with the help of diagram, monopolist equilibrium in the long-run.</p> <p>Explain if monopolist necessarily make profit.</p> <p>Explain monopolistic competition and its features.</p> <p>Compare perfect competition and monopolistic competition.</p> <p>Compare between monopoly and monopolist competition.</p> <p>Explain short-run and long-run equilibrium under monopolistic competition.</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>
Distribution or factor Pricing	Theories of distribution	<p>Analyze marginal productivity theory and illustrate with the help of schedule and diagram.</p> <p>Explain criticism of the theory.</p> <p>Describe modern theory of distribution/ Factor pricing.</p>		<p>*</p> <p>*</p>	<p>*</p>
National Income and its accounting	<p>Concepts of national income.</p> <p>Measurements of national income.</p>	<p>Define National Income.</p> <p>Explain and differentiate various concepts of national income.</p> <p>Compute national income using Total output method, Income method, expenditure method.</p> <p>Explain circular flow of national income.</p> <p>Explain difficulties in measuring national income especially in under developing countries like Pakistan.</p> <p>Describe the importance of national income measurement.</p>	<p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p>
Money, its functions and value	<p>Money.</p> <p>Function of money.</p> <p>Value of money.</p> <p>Inflation.</p>	<p>Define money.</p> <p>Explain the evolution of money.</p> <p>Explain barter system and its inconveniences.</p> <p>Explain how money has removed difficulties of barter system.</p> <p>Explain the importance of money.</p> <p>Describe the functions of money.</p> <p>Explain characteristics of a good money.</p>	<p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	

		<p>Define Zakat. Explain assessment and rate of zakat. Difference b/w zakat, tax and Ushr. List the beneficiaries of zakat. Explain the economic and social importance of Zakat.</p>	*	*	
Business Cycles	<p>Concept of business cycle.</p> <p>Theories of trade cycles.</p> <p>Policies to control trade cycles.</p>	<p>Define business cycle. Describe the features of trade cycles. Describe phases of a business cycle. Explain various theories on business cycle. Explain various policies /methods /measures to control trade cycles.</p>	*	*	
International Trade	<p>International Trade.</p> <p>Theories on International trade.</p> <p>Balance of Payments.</p>	<p>Define International trade. Differentiate b/w domestic and international trade. Explain the advantages and disadvantages of international trade. Explain classical theories of international trade. Explain modern theory of foreign trade and criticism on the theory. Define balance of payments. Differentiate b/w balance of payments and balance of trade. Explain disequilibrium in balance of payment and their causes. Explain measures to correct disequilibrium of balance of payment.</p>	*	*	

Table of Specification (TOS)

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

Topic No.	Topic	Student Learning Outcomes			Total
		K	U	A	
1	Nature and scope of economics	1	9	0	10
2	Theory of Production and Factors of Production	1	8	0	9
3	Consumer behavior	2	5	1	8
4	Demand	1	10	5	16
5	Supply	1	8	6	15
6	Equilibrium of demand and supply and price determination	1	7	3	11
7	Scale of Production and laws of returns	1	3	4	8
8	Product, cost of production and revenue	2	4	2	8
9	Equilibrium under Perfect competition	1	6	4	11
10	Equilibrium under Monopoly	1	8	2	11
11	Distribution or factor Pricing	0	2	1	3
12	National Income and its accounting	1	4	1	6
13	Money, its functions and value	3	14	0	17
14	Public Finance	8	22	1	31
15	Business Cycles	1	4	0	5
16	International Trade	2	7	0	9
	Total	27	121	30	178
	Percentage (%)	15%	68%	17%	100%

Note:

1. Table 1 identifies the Student Learning objectives and their cognitive distribution (Knowledge, Understanding, Application).
2. The table shows that the share of knowledge is 15% with 27 SLOs, Understanding is 68% with 121 SLOs and Application is 17% with 30 SLOs
3. Since HSCI is a foundation for developing concepts, great emphasis has been given to understanding (68%) new concepts and ideas.
4. Please note that Table 1 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

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

Topic No	Topic	Total SLOs	% Share of SLOs
1	Nature and scope of economics	10	6%
2	Theory of Production and Factors of Production	9	5%
3	Consumer behavior	8	4%
4	Demand	16	9%
5	Supply	15	8%
6	Equilibrium of demand and supply and price determination	11	6%
7	Scale of Production and laws of returns	8	4%
8	Product, cost of production and revenue	8	4%
9	Equilibrium under Perfect competition	11	6%
10	Equilibrium under Monopoly	11	6%
11	Distribution or factor Pricing	3	2%
12	National Income and its accounting	6	3%
13	Money, its functions and value	17	10%
14	Public Finance	31	17%
15	Business Cycles	5	3%
16	International Trade	9	5%
	Total	178	100%

Note:

1. Table 2: Shows the % share of SLOs per Topic.
2. In the Micro-economics section, the Topics of Demand and Supply have the highest % share of SLOs with 9% and 8% respectively.
3. Whereas in the Macro-economics' section the topic of Public Finance has the highest % share of SLOs at 17% followed by the topic of Money at 10% share.
4. Please note that Table 2 does not translate to marks distribution in the exam paper and weightage of marks for each topic is calculated separately in Table 3

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

Topics	Difficulty Level	Total Questions to be Given	Total Questions to be Attempted			Total Marks Obtainable
<p>Micro-economics</p> <ol style="list-style-type: none"> Nature and scope of economics Theory of Production and Factors of Production Consumer behavior Demand Supply Equilibrium of demand & supply and price determination Scale of Production and laws of returns Product, cost of production and revenue Equilibrium under Perfect competition Equilibrium under Monopoly Distribution or factor Pricing 	<p>Easy</p> <p>Easy</p> <p>Easy</p> <p>Easy</p> <p>Easy</p> <p>Moderate</p> <p>Moderate</p> <p>Moderate</p> <p>Moderate</p> <p>Moderate</p> <p>Moderate</p>	<p>MCQs 8 x 1 mark each</p> <p>CRQs 7 x 3 marks each</p> <p>ERQs 2 x 15 marks each</p>	<p>MCQs 8 x 1 mark each</p> <p>CRQs 5 x 3 marks each</p> <p>ERQs 1 x 15 marks each</p>			38
<p>Macro-economics</p> <ol style="list-style-type: none"> National Income and its accounting Money, its functions and value Public Finance Business Cycles International Trade 	<p>Moderate</p> <p>Easy</p> <p>Moderate</p> <p>Easy</p> <p>Easy</p>	<p>MCQs 7 x 1 mark each</p> <p>CRQs 7 x 3 marks each</p> <p>ERQs 2 x 15 marks each</p>	<p>MCQs 7 x 1 mark each</p> <p>CRQs 5 x 3 marks each</p> <p>ERQs 1 x 15 marks each</p>			37
Total Marks			MCQs	CRQs	ERQs	75
			15	30	30	

Note:

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

ZIAUDDIN UNIVERSITY EXAMINATION BOARD
GRADE XI – PRINCIPLES OF ECONOMICS
SCHEME OF ASSESSMENT

Maximum Marks: 75

Section ‘A’: Multiple Choice Questions (20%) 15 Marks **(1x15=15)**

Multiple Choice Question will cover the complete Syllabus

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

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

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

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

- Section C is divided into two parts i.e., Micro-economics and Macro-economics.
- In the Micro-economics’ portion, Two (2) Detailed Answer Questions may be given. Each Question having (15 Marks). In this Section Student shall attempt (1 Question only).
- Similarly, In the Macro-economics’ portion Two (2) Detailed Answer Questions may be given. Each Question having (15 Marks). In this Section Student shall attempt (1 Question only).

DEFINITIONS OF COGNITIVE LEVELS

Remember

Remembering is the act of retrieving knowledge and can be used to produce things like 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 ?
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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
	 <small>UNDERSTAND</small>				
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